

Access and Inclusion for People with Disabilities in Bay Area Libraries

Digital Toolkit



Contents

Introduction

Changemakers Exhibit

Inclusive Kits and Ability Awareness Boxes

Staff Training

Programming

Outreach

Partners

Looking Forward (Optional)

Supplemental Resources

Appendices

Introduction

Welcome to our toolkit around improving access and inclusion for people with disabilities in Bay Area Libraries!

In the following pages, you will find overviews of the work we have done around our major grant efforts: staff training, programming, outreach, and partnerships. You will find samples or copies of the work we have done; we have included as much of our documented work as we can and would love to connect with you to support your replicating and/or adapting anything included here.

This digital toolkit is the product of a year-long LSTA grant awarded to San Francisco Public Library, San José Public Library and San Mateo County Library systems from July 2018 to September 2019 to improve access and inclusion for people with disabilities in Bay Area Libraries. We collaborated on many of our grant efforts, but also customized our approach to aspects of the grant to best suit our library systems and the communities we serve.

We would love to hear if you find this toolkit useful and what sort of work you are doing around access and inclusion for people with disabilities. Please share your story by contacting us at: communications@smcl.org

Thank you for taking the time to review our story and our experience.

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Background

San Mateo County Libraries, San José Public Library, and San Francisco Public Library systems agree that people with disabilities are a large, diverse population that is underserved in the Bay Area by our libraries. According to U.S. Census Bureau (2012-2016 American Community Survey 5-Year Estimates): 8.3% of the noninstitutionalized population in San Mateo County have a disability of some kind; 10.6% of the noninstitutionalized population in San Francisco County; and 7.8% of noninstitutionalized people in Santa Clara County (in which San José Public Library system is). The California

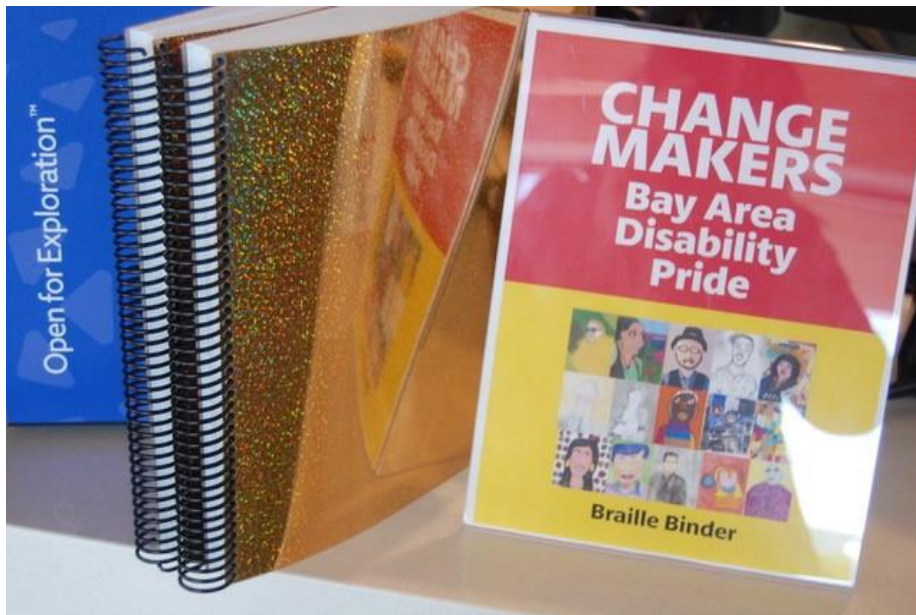
Department of Education reports that in FY16-17 special education enrollment was: 28,674 were enrolled in Santa Clara County, 10,363 in San Mateo County and 7,128 in San Francisco County. The U.S. Census estimates that 10.8 percent of California's population – over 4 million people – lives with a disability, and of these, 51% are aged 75 and older, while 24% are age 65 - 74. In 2016, the prevalence of the six disability types identified by the American Community Survey among persons of all ages in California was: 2.1% reported a Visual Disability, 3.0% reported a Hearing Disability, 6.1% reported an Ambulatory Disability, 4.4% reported a Cognitive Disability, 2.8% reported a Self-Care Disability, and 5.5% reported an Independent Living Disability. The highest prevalence rate for both of these senior categories mentioned (aged 75 and older and age 65-74) was for "Ambulatory Disability" at 35% and 14.9% respectively. Disability advocate groups report higher percentages than the U.S. Census and disabilities often go unreported or underreported, including those with 'invisible' disabilities such as dyslexia and other learning disabilities.

All three library systems' strategic plans focus on providing welcoming, accessible spaces and ensuring equitable access of library resources and services for the diverse populations we serve. Our system believed apply for this grant would enable us to better understand the needs of Bay Area people with disabilities and to provide responsive, relevant programming and outreach to them.

Success will be determined by connecting with members from our local communities who have disabilities and through feedback gathered during community conversations--the first three months of this grant's implementation will involve each system meeting with different groups of people with disabilities and service providers to shape how each system is best able to support them. Information gained through this process will be used to plan, develop and pilot learning objectives and quality standards for all programs. Success will also be determined by the degree to which grant-funded programs shift knowledge, behavior, and confidence among library staff and patrons with disabilities. All three library systems will conduct an accessibility assessment of programs and services and collaboratively develop tools with partners such as a library "inclusive practices checklist" to identify systematic strengths and weaknesses around inclusion. Community conversations will continue throughout the year to gather feedback and ideas as well as to assess grant efforts. Another indicator of success will be an increase in library usage by people with disabilities and enhanced partnerships with relevant groups. The partnerships will come into fruition over the first year as each system implements staff training and tailors programs and outreach to be more inclusive and accessible. Two new disability awareness themes kits and a set of abilities awareness boxes will be piloted in each system's collection for checkout the last six months of the grant. In addition, SJPL and SMCL will develop "social stories" (a tool to help individuals on the autism spectrum better understand the nuances of interpersonal communication) for storytimes and for checkout at branch locations to reduce barriers to accessing library services. Some of each system's web pages will be redesigned to help customers access services easily, and new marketing materials will be developed. SFPL will develop a regional exhibition that showcases the Bay Area's role as a leader in accessibility rights and services, which will be developed and

implemented within the first six months of this grant's start to be on display at SJPL, SMCL, and SFPL. Towards the end of the grant period, SMCL, SFPL, and SJPL will collectively publish a digital toolkit that other libraries can use to: assess their programs for accessibility; train their staff; incorporate best practices for forming partnerships to serve the local disability community; and access further resources for learning and support.

Changemakers Exhibit (SFPL)





Changemakers is a dynamic traveling exhibition of over 50 portraits of disability change makers living or working in the San Francisco Bay Area. Each portrait was created by an artist with a disability who was either working independently or participating in a program for artists with disabilities at these Bay Area organizations: Artful Steps, ArtReach, Creativity Explored, NIAD, and the Pomeroy Center.

More than 50 people were nominated and all of their portraits are in the exhibition. The intent is for the public to learn how people with disabilities are making the world better for all of us.

We chose the independent curator [Fran Osborne](#) to work with us on this project because of her past work on the Longmore Institute's Patient No More exhibit featuring oral histories about the historic disability civil rights sit-ins from the 1970s. This exhibit had recently been on display at San Francisco Public Library.

To create the Changemakers exhibit, we started with an inclusive selection criteria and process to develop what was ultimately featured in the exhibit. Our criteria were very simple: a living person with a disability who has made an important contribution, either to an individual, to a group or to society in general, who is also residing or working within the Bay Area.

The curator created an accessible nomination norm on Google docs and also created a paper form, then emailed all the local disability organizations and promoted the process on social media. The Longmore Institute at San Francisco State University also circulated the project and links to the form to their extensive email list. The request was for people to

nominate Bay Area individuals who had made a significant contribution, either to them personally or to the wider community and society in general.

What we hoped to find was individuals whose work may be currently under the radar, and although we knew the usual notable individuals might feature strongly, we hoped that the work of less well-known disabled people would surface and receive wider recognition. We intended that this process would allow these more hidden people to make useful contacts with a supportive and larger bay area disability community.

As the nomination process continued we began to realize that it could be counter-productive to nominate some individuals over others. The original idea was to have 30 featured finalists but it became increasingly more difficult to justify this approach, given the public response and kinds of comments their nominees were making on the form. Similarly, we didn't want to perpetuate the kind of destructive and ableist "deserving" narratives that disabled people often face in a discriminatory society. In the interests of acknowledging everyone's contribution we decided to feature the portraits and work of everyone who had been. We grouped the nominees into different themes to demonstrate the variety of ways in which people with disabilities are working to create change, including: Activism, Arts & Culture, Business, Education, Leadership, Science and Technology and Sports.

We received 95 nominations and have 55 portraits in the exhibition and on the website.

We asked everyone to sign a permission slip, granting us permission to use their information and a representation of them in a public exhibition and on a website. We asked the nominees to supply a brief biography and reference photos for the artists to use. We were hoping to have sittings for the artist but it was difficult to arrange although a small group of nominees did meet their artists at Creativity Explored II in San Francisco before the exhibition opened.

Once the portraits were created we engaged the in-house exhibitions team at San Francisco Public Library to scan all the portraits and come up with the system, similar to a poster carousel, to enable the exhibit images and narratives to travel to multiple locations. To make the exhibit even more inclusive, SFPL's braillist translated the text of the exhibit into braille. The artists' original artwork will be on display at San Francisco Public Library in January 2020. There is additional information including an accessible audio component at: www.disabilitychangemakers.org

[Traveling Changemakers Exhibit at SMCL](#)

SMCL hosted the traveling Changemakers Exhibit at 6 of our libraries throughout 2019. SFPL modified the portraits and description of each Changemaker to fit into a mobile display, described above. The exhibit spent a month at each of our five biggest libraries, Half Moon Bay, Belmont, San Carlos, Foster City, and Millbrae as well as one of our smaller

branches, Pacifica. At each of these branches we held an Opening Ceremony to kick off the month complete with a program given by a person in the disability community. Some of these programs included: a performance by the Advocates, a musical group composed of folks with disabilities; a mental health training; an author talk with Nina G, author of *Stutterer Interrupted*; a performance by Dork Tales by Dragon Theater, and a Geek Club Books Autism Myth Busting program. Each event also had visits from Canine Companions for Independence, so folks got to meet trainers and their dogs in training. At our first event at the Half Moon Bay Library, we had several Changemakers attend and speak about their experience and work. The guest curator, Fran Osborne also attended. The exhibit is now at the Pacifica Libraries and afterwards will be sent to San Francisco Public Library to be circulated in their branches.





Inclusive Kits and Ability Awareness Boxes

SJPL Wee Play and Learn Kits

In 2016 the San José Public Library (SJPL) began circulating Wee Play & Learn Activity Boxes, which foster learning through reading, play, and child-adult engagement. Intended for use by small groups of children ages 2-7, activity boxes include books and educational toys that correspond to concepts such as science, shapes, creative movement, and dinosaurs. Parent/teacher tip sheets in multiple languages (English, Spanish, Chinese, Mandarin) provide suggested learning activities that are designed to be inclusive. The boxes are requestable and available for checkout at all SJPL locations. In 2018 SJPL collaborated with the Santa Clara County Office of Education (SCCOE) to curate two new inclusive boxes that focus on supporting the needs of ALL children. For this specific project, 'Feelings' and 'Making Friends' were the two concepts identified.

A lot of thought went into curating new Wee Play and Learn kits. When choosing toys and manipulatives, SJPL considered whether they were sturdy and could withstand repetitive use. Staff tested each item before including it in the collection. Toys and manipulatives were dropped, thrown, and pulled to ensure durability. Cleanliness was also an important consideration. Surfaces needed to be easily and efficiently cleaned. Items selected must have very few pieces or parts. These choices assisted with ensuring all pieces could be accounted for during the check-in process.

Staff included tip sheets for families to use, and they required thoughtful planning. First, it was important to ensure that directions on tip sheets were clear and easy to understand.

They should also be fun and engaging for patrons. The language and activities were intended to be simple to make sure they are appropriate for all audiences.

Another element included in every kit is an Idea Sheet for Parents/Caregivers. This sheet, created in collaboration with the Inclusion Collaborative of Santa Clara County, provides simple tips to engage in fun and meaningful activities with children. These tips include:

- Use words, pictures and gestures to talk about what you are doing with your child.
- Get down to your child's eye level and use short, clear sentences.
- First show your child what to do and then let the child try.
- Break down directions into small steps.
- Focus on your child's successes.
- Help your child start the activity and then let the child finish the last part themselves.
- Follow your child's lead.
- If your child has difficulty playing with one of the toys, simplify it.

Practical examples of how the parent/provider can put the tips into practice are also provided on the sheet.

Activity Boxes are intended for check out and use by child care providers, preschools, and families. Each activity box corresponds to one of nine concepts and includes books, toys, and suggested activities. Boxes are stored in a safe, secure, designated space and only accessible to library staff until checked out by customers. Library patrons have a three week check out period with no renewals and boxes are floating and requestable. After retrieving the activity box to fulfill a customer request, a library staff member reviews the following with the library customer:

- Inventory list (located on the lid of the box)
- Fine for losing the entire kit (\$100 replacement fee)
- 3-week checkout/no renewals
- No returns at drop boxes (service desk return only)
- Boxes can be returned to any SJPL location

Each branch manager appoints a clerical staff member to the position of Wee Play & Learn Activity Box Liaison. Liaison responsibilities include: cleaning box components, verifying completeness, returning boxes to the designated storage area, contacting Early Education for replacements, maintaining kits, and maintaining the designated area. Kits must be cleaned and returned to the designated area within 72 hours of being checked in.

When an Activity Box is returned to the library, the Liaison does an inspection of materials to see if the items located on the Content List have been received. The Liaison contacts the last patron by phone or email and asks him or her to look for missing components at home, and return them to the desk at any branch. Next, the Liaison contacts the Early

Education Services Department directly to request replacements. There is a \$100 replacement fee if entire box is lost, but library patrons are not charged for lost or damaged components. After verifying that the Wee Play & Learn Activity Box is complete, the Liaison wipes down all materials and returns the box to the designated area, indicating that it is ready for check-out.

SMCL Discover Skills Backpacks



Once San José Public Library provided their draft supply list and an overview of their development process, SMCL's Inclusion Workgroup met and discussed how to proceed with a viable design for our system. From our community conversations, we knew there was a community need and interest in social support programs and tools for older elementary school age children through adult age. The kit seemed like the perfect opportunity to pilot tools for the younger end of this group, especially as one of the themes is "Making Friends." We decided to change the "Making Friends" kit to ages 6-10 years old and would keep the "Feelings" kit for ages 0-5. We decided to call these kits, "Discover Skills Backpacks," as any child and adult could use the materials to develop socio-emotional skills, although we were specifically trying to support families of children with disabilities with this effort.

We had an initial meeting with our Access Services department, which manages all of our circulating materials, to discuss the purpose of these backpacks and how we wanted them to be accessed. Access Services provided insight on circulation best practices along with

any restrictions on cataloging or circulation from the library system we use and from the consortia of which we are a part (Peninsula Library System or PLS). Although we wanted our backpacks to be available to put on hold to better accommodate our busy families of children with disabilities, we were not able to meet this request because our PLS partners were not participating in loaning out these materials at this time. SMCL staff needed to be able to maintain the integrity of these backpacks – cleaning and inventorying them when they were returned and reporting any damaged or missing items – collect the customer feedback surveys that would be included during the backpacks one year pilot period, and be able to promote and raise awareness about this new non-traditional part of our collection; we decided the most practical, sustainable way to loan these out would be for the backpacks to only be available for checkout at a SMCL location and automatically returned to a SMCL location when they are checked in from any PLS location; however, to provide more access to these items, we would allow customers to return them to a PLS location of their choice – they would not have to return the item to a SMCL location.

To finalize what we wanted in our backpacks, we asked partners for ideas and researched different interactive items and instructional and narrative books to include that would be of use to an adult and child. We looked for items that were listed on sites that specialized in selling accessible items for people with disabilities and/or items that were positively reviewed or recommended by people with disabilities or those who worked with people with disabilities. Once we had an idea of what we wanted in both backpacks, we created a draft of the contents that included images of the items and links to their online product pages. This was shared with one of our partners that works with this age group, Gatepath Family Resource Center (FRC). Gatepath FRC staff reviewed the document and let us know they thought it looked promising. After we got their response, we ordered materials for a prototype and created documentation that would be included in the backpacks, such as the visual inventory, the SMCL contents and activities guide, and the caregiver tip sheet. The SMCL Contents and Activities Guide was one of the most important pieces of these backpacks, as it would provide an overview of what the backpack was for and how any adult could pick it up and work with their child on developing socio-emotional skills. We didn't want an adult to be intimidated by the materials or the purpose of the backpack, so this document walks them through how to use each of the items included.

The prototype was assembled and shared with Gatepath Family Resource Center for their families to try out for two weeks. We included surveys to get feedback on both backpack themes. After the end of the two-week trial, we picked up the prototypes and the surveys and reviewed the feedback: we received valuable advice about what items we could do without, and what things people really liked. We also talked about the prototype with our frontline branch staff who would be involved in checking in this material; we wanted their feedback on how long the process would take and what concerns or questions they would

have about checking in such an item. Their feedback informed the survey we gave Gatepath FRC, asking what items we could remove as the backpack prototype was very full and heavy; we needed to remove a few items to both bring down the cost to make it sustainable if we wanted to roll it out after the pilot, and to make it more feasible for branch staff to check in and maintain its integrity over the long-run. We didn't want to charge customers for missing items as that could be a barrier to use, so we also wanted to ensure the cost of the backpack was not too high that the system could not absorb it.

Finally, we were ready to purchase the items! Our Access team bought and assembled the kits. Our Communications staff helped clean up our documentation, aligning it with our library system branding and tightening up the wording. We will include customer feedback surveys in the backpacks to find out if our community feels this type of material meets a need and to what extent (i.e. we can ascertain where is there room for improvement?). We plan to roll these out for a one-year pilot and review if we should continue or grow this collection item, or phase them out.

SMCL Disability Awareness Storytime Backpacks



As with the inclusive kits, San José Public Library to the lead in developing the design of the grant's "Ability Awareness Boxes." Once they shared their ideas of what these would look like, SMCL's Inclusion Workgroup met and discussed how to proceed with what would work for our system. Again, we turned to the feedback we received from our community conversations, our partners and our outreach: we had heard over and over again that people wanted the library to be proactive in raising awareness about people with disabilities

in the community and encouraging empathy, acceptance and inclusion. We wanted to make sure our staff could proactively support this community request and believed we had a way through the grant's ability awareness boxes.

Instead of providing a lesson plans or curriculum around disability awareness, we opted to do something a bit different: our staff already provided regular storytime outreach in the community. By creating an "Disability Awareness Storytime Backpack," we could provide staff with training and the tools to use storytime as a means for encouraging dialogue around acceptance and inclusion of people with disabilities, as well as teach some of the concepts we had learned, such as people first language and disability etiquette. We also thought we could use this time to introduce some toys and tools that people with disabilities may use, so that children would recognize these items as helpful to others and better understand why people may use them as well as normalize their use. Examples of these types of materials include different types of fidget toys that appeal to different senses (e.g. wooden rainmaker, squishy squeeze ball, etc.) and a switch to demonstrate how people with visual or physical impairments may access devices differently with the use of such a tool.

To identify the books for backpacks, we reviewed sources specific to disability in literature (such as [The Iris Center](#), [Schneider Family Book Award](#) nominees and winners, "[Reading while disabled](#)" [blog posts by Alice Wong](#), [research around this topic](#)), as well as asked partners and library staff for ideas, along with searching popular sites such as Amazon and Goodreads. We came up with a list of 20 – 30 books that portrayed different types of characters with disabilities in a positive manner: sometimes characters were the protagonist, other times a family member, friend or teacher; they were of different ages and ethnic backgrounds and had different types of disabilities from mental, physical to cognitive. All the books provided positive, diverse representation of disability and appealed to the reading level our targeted storytime age group of grades K – 3.

Along with the books for children, we also included a resource for the adult using these backpacks: [United Spinal Association's Disability Etiquette booklet](#). We didn't want our staff to feel hesitant about doing this themed storytime because they had a lack of awareness about disability, which is why we included this guide. They could use to answer some questions and they could refer it as a resource to other people as it is available for free online. Besides this tool for the adult, we included a guidance document in the backpack that talks about the overall purpose of the backpack and walks a person through how to use the materials inside, with the idea that anyone could pick up this backpack and conduct a robust, educational and fun storytime to raise awareness around disability.

Besides the fidget and sensory toys, the books and guidance documentation, we also wanted to include an activity to encourage empathy. We found an "Empathy Ball" online

that has different questions or scenarios on it. This soft 4-inch ball would be perfect for children as it was safe and wouldn't hurt anyone if a storytime participant got too excited when they had it. It also offered a tactile interactive piece in the storytime and something storytime participants could share, passing it around and pointing to different scenarios that encourage discussion around the topic of empathy.

From our community conversations and partner discussions, we had heard that teachers wanted support in doing this sort of work in the classroom. An easy way we thought we could provide this is by lending out the Disability Awareness Storytime Backpack after our staff have role-modeled the storytime to the teacher and their class. We wanted to make sure our staff would do a storytime first, as we can directly train them on using this tool, and then afterwards, a teacher can continue the dialogue using the other books in the bag. Ongoing conversations is vital to creating any change, and we recognize one storytime will not do the work that needs to be done; by sharing these backpacks with our teachers, we hope that they can encourage further engagement on the topic with their class and at their school.

Like the Discover Skills Backpacks, we are including a teacher feedback survey with the backpacks in hopes of hearing from our educators if they find this tool is helpful to creating meaningful change around how disability is perceived, or if they have other ideas about what kind of support they could receive from the library. We are also including copies of a Disability Etiquette bookmark and intend to pass these out to every student after library staff conducts a storytime, with the intention that children will bring this home and have a discussion with their families about the storytime, creating further opportunity to engage around this important topic.

Staff Training

A large part of this grant revolved around building our staff's capacity to better serve and welcome people with disabilities into our libraries. We wanted to make sure our staff were knowledgeable about different kinds of disability, what kind of tools and accommodations could be made to better include people and about their local community of people with disabilities.

SMCL Staff Training

Before San Mateo County Libraries started planning any staff training, we first conducted our community conversations so that the community could inform what sort of training our staff would receive. In the build up to the launch of the grant, we also started reaching out to any service-providers, organizations and individuals we could find in the Bay Area who were active around disability rights and disability justice. From those initial conversations, we found out what sort of work they were doing and discussed some preliminary ways we may be able to support each other. We also received a lot of great referrals for other people or groups we should contact to help support our grant work.

We came up with a training pilot with a goal of training 50 of our staff using two facilitators. We worked with Bay Area office of the State Council on Developmental Disabilities (SCDD) to provide one training option on disability awareness and etiquette. SCDD provides these trainings for free and is a great resource located in every state. We also worked with a Bay Area private trainer, Alex Locust of Glamputee.com, to offer his "Spilling the Disability-tea" workshop on disability justice. One of the Inclusion Workgroup members attended his public workshop on this topic in July 2018 and found it engaging, informative and thought-provoking. Alex agreed to bring the workshop to the library and briefly shorten the training so that it could better accommodate staff's limited time. One of our Inclusion Workgroup members also took a webinar from ASCLA's AccessAbility Academy, *Positive Interactions: Making the Library a Welcoming and Empowering Place for People with Disabilities* and determined it would be appropriate for training all levels of staff. Our other training pilot option was from Center for Independence of Individuals with Disabilities (CID). One of their staff, Alex Madrid, collaborated with the Inclusion Workgroup to develop a "Disability in the Public Library" interactive presentation that could easily be facilitated by Alex during a scheduled all staff meeting. These four options allowed us to provide as much flexibility as possible for training to guarantee greater staff participation. Our pilot was successful in that the 50 staff who attended indicated that they were satisfied with whichever of the four trainings they had attended: participating staff indicated they had greater awareness and knowledge of people with disabilities and could apply what they learned in the training directly to their work.

After the training, the Inclusion Workgroup discussed with managers about how they preferred to get their staff trained. Some managers requested to have the webinar of "Disability in the Public Library" training done during their regular staff meetings. Others

wanted the Workgroup to schedule more open group trainings at different locations and times to offer more schedule options. Moving forward with both of these requests, the Inclusion Workgroup was able to provide training to meet the grant output and that satisfied both managers and participating staff.

Once we had a training plan in place to train staff of all levels on disability etiquette, disability justice and person first language, we worked with different library staff types (e.g. Children's librarians, adult programming staff, etc.) to find out what other sort of training they wanted. From these conversations, we developed a training in partnership with CID around "Programming for Adults with Intellectual and Developmental Disabilities" that was given to our adult programming staff. We collaborated with Avalon Academy, a school dedicated to providing exceptional educational services to children with movement disorders such as cerebral palsy, to provide an initial inclusive storytime training for all staff who provide storytimes and a few months later, a training around adapting youth novels and using apps during storytime for teen and youth service staff. We worked with Resource Areas for Teachers (RAFT) to provide an introductory workshop and a follow up workshop around universal design in library programming training; the goal of this training series is to ensure all of our programs are as inclusive and accessible as possible. We partnered with a local school for children with dyslexia, Athena Academy, after an Inclusion Workgroup member attended an open house at the school where they talked about how they provided support to their students. Athena Academy staff facilitated a "dyslexia and the library" webinar for library staff that was shared with PLS members.

We see our next steps around training as maintaining the baseline disability awareness and inclusive storytime training events for all new staff. From there, we plan to work with our separate library groups – such as adult services and youth services – to continue to collaborate on training opportunities that are most relevant to them. We want to incorporate this type of training into our regular routine and have started to do so: SMCL received a grant from to provide inclusive services training to Children's staff and Teens Staff from Renee Grassi in April 2019.

SFPL Staff Training

All San Francisco Public Library staff were invited to participate in accessibility trainings through the grant. Librarians from throughout the system participated in a morning-long training led by [Stacey Milbern](#) that focused on disabilities and social justice. The training provided an introduction to accessibility and inclusive services in libraries and gave information about SFPL's responsibility as a Title II agency to ensure that we are providing accessible and inclusive programs and services for all our patrons. The presentation also provided insights and suggestions for ways the library can be welcoming and offer effective service for patrons with disabilities. "Today's training was interactive, lively and has kept

me thinking all day about how to be a solid ally to those we serve and partner with," said an SFPL librarian. In addition, [Renee Grassi](#), a librarian and advocate for accessibility, equity, inclusion and diversity in public libraries, led three half-day trainings on accessibility programming, each targeted to a specific programming audience (children, teens and adults). The trainings gave us greater understanding on how to ensure existing public programs are truly accessible for all. She also sparked new ideas for public programs for all ages. Comments from SFPL librarians: "I appreciated learning the correct language and getting better insight for working with adults with disabilities." "Learning how library staff can be even more welcoming to adults with disabilities, especially those who are deaf and hard-of-hearing, and how best to develop ongoing relationships with these patrons."

In total, SFPL had about 200 participants at these trainings.

Programming

SMCL Programming

The first major programming SMCL conducted was our community conversations around access and inclusion for people with disabilities. Before we did any work on the grant, we wanted to get in touch with our community and hear about their experiences in the library and greater community, and what sort of change and support they wanted to see. We chose to use ALA's Libraries Transforming Communities "[Community Conversation Workbook](#)" format for our conversations. We asked each of our locations to host at least one community conversation and gave them the option of doing a "closed" session with a specific group (such as hosting the conversation offsite at a senior living center or school for children with disabilities) or having an "open" program that anyone can attend.

In order for these community conversations to be successful, we knew we needed our partner's help to get the word out to their community and encourage people to attend. We worked on developing partnerships, alongside planning this type of program, to ensure we had some community buy-in to attend. Despite our partners sending out our event flyers and posting these events on their websites and social media, as well as the library publicizing through our regular promotional avenues and during any outreach, none of the programs had a huge turnout. We knew that transportation could be an issue from the feedback we got during some of these conversations and outreach, so we developed an online version of these conversations that will roll out soon to get further community feedback. The Inclusion Workgroup also hosted a shortened version of these conversations offsite to get further feedback from the communities our partners served and the staff who served these communities; some of the partners we worked with to host community conversations at their locations include Stanbridge Academy, Gatepath Family Resource

Center, Center for Independence of Individuals with Disabilities, and Avalon Academy. Branches and the Inclusion Workgroup found more success in gathering an audience for these conversations when we worked directly with a partner to set up the event. For example, when branches partnered with a senior center for an offsite, closed session or when the Inclusion Workgroup partnered with a service-provider and leveraged their support in gathering individuals for these meetings, we were able to connect with more individuals.

Before conducting the community conversation, we found it was important to emphasize with anyone participating that we were not looking for library-specific comments, although they were welcome to make them. We also used a few of the Community Conversation Workbook questions during outreach to get solicit input.

In addition to community conversations, SMCL hosted several programs throughout the grant period and will continue to do so on a regular basis going forward. For children and families, we offered Dork Tales performances by Dragon Theater that performed silly versions of fairytales and featured performers with disabilities. We are also offering Sensory Storytimes by two teachers at Avalon Academy at several of our branches this October, as well as Canine Companion Storytimes and visits in which attendees learn about a real dog in training and how they helped an individual with a disability. For teens, we've held Autism Myth Busting workshops held in collaboration with Geek Club Books and will be hosting an Empathy Building Design Challenged developed in partnership with RAFT (Resource Area for Teaching) in which students will have constraints that one might have if they have a disability while trying to work as a team to complete an activity. For adults, we've held author visits by authors with disabilities, comedy performances by Nina G, an author and comedian who stutters and has dyslexia, a National Disability Employment Awareness Month Job Seekers workshop, Assistive Technology workshops, and more. In addition to these programs, a few of our libraries have begun offering All Abilities Clubs, events specifically for adults with developmental or intellectual disabilities. We intend to continue offering inclusive programming for all ages even after the grant period ends.

SJPL Programming

San José Public Library (SJPL) is committed to inclusion and understands that people with disabilities often feel marginalized within the community. Our inclusive programs seek to create a welcoming space for youth and adults with disabilities to have fun, socialize, learn, and explore library resources.

SJPL is committed to providing quality inclusive programming. To better understand and improve programming, as described above, SJPL staff sought feedback from inclusive program participants through an online survey and scheduled community conversations.

Participants in the survey included library users and non-library users recruited by our partner agencies. The online survey collected information anonymously and specifically asked questions about what types of programming participants wanted to see and take part in. Answers included: scrapbooking, coloring, drawing, music, reading programs, programs about safety, presentations about history, and more.

With the feedback collected from the survey, community conversations, and outreach events, SJPL staff began working towards creating and improving programs that addressed identified needs. These efforts include the following:

- The purchase of an affiliate license and book sets to start [Next Chapter Book Clubs at select SJPL locations](#).
- Increased offerings of workshops on topics such as voting, personal safety, fire safety, and local plants/wildlife for adults with I/DD.
- Increased volunteer opportunities for teens and adults with disabilities.
- A greater selection of performers and art enrichment options geared towards teen and adults with I/DD on SJPL's quarterly programming menu.

The feedback SJPL has received so far about the expanded programs and services has been overwhelmingly positive. The San José Public Library is currently working towards formalizing the programming for teens and adults with I/DD with its own branding to further increase awareness of SJPL's present and future inclusive offerings in the wider community.

Outreach

SMCL Outreach

San Mateo County Libraries attended three large outreach events that allowed us to connect with our local community of people with disabilities and get informal feedback on what services and programs they would like to see. For each of our outreach events, we requested free book giveaways which our system was able to support. The books we requested were around the larger themes of inclusion and diversity; we also requested some specific books featuring diverse, positive representations of people with different types of disabilities. The staff working these events were instructed to ask as many participants as they could for feedback about what sort of services and resources they needed as a person with a disability, or as a parent/caregiver of a person with a disability. They were also encouraged to talk to people about library services overall, and encourage the community to visit their local library or use the resources online.

Our first large outreach event was San Mateo County's first annual Inclusion Festival, put on by the Commission on Disabilities. The event hosted 40+ service providers looking to connect people with disabilities to local resources of all types, from transportation to education to recreation. SMCL brought our [Lookmobile](#), our Imagination Playground and our Giant Connect 4 in hopes of providing fun, engaging activities for families and encourage people to approach us as SMCL had not previously attended a disability-specific outreach event and our library could be new to some attendees. We had our book bike loaded with free books and signed up everyone we could for the summer learning program, while also showing off our mobile 3D printer. We had staff facilitating a musical maker craft and also had picnic blankets out to attract families to two ASL storytimes we lead. We took every opportunity we could to tell families about our grant and ask for feedback about how to better welcome them in our libraries. We also walked around the event and introduced ourselves to service-providers, found out what resources they offered and tried to identify partnership opportunities.

Our second event was attending Gatepath Family Resource Center's "Congresito" in October 2018. The event was organized in partnership with the Golden Gate Regional Center and served families of children with disabilities, particularly Spanish-speaking families. Again, we brought our Imagination Playground and more books to giveaway. We provided a maker craft and a pop-up green screen photo booth that printed photos onsite. This time, we had a large Post-It Note Pad up asking for feedback from families about what sort of support and resources they were looking for. The question was not specific to the library, as we did not want to bias their answers and we thought people potentially may limit what feedback they offer because they may think the library could not, or would not,

offer a certain service or resource. The question was written in English and Spanish and we had pens and notepads available for people to contribute their ideas. We also engaged in discussion with as many participants as we could, and received a lot of great verbal and written ideas and comments from our community.

Our last big event, The Transition to Independence Fair, was also in October and served young adults. The Commission on Disabilities put on the Fair and invited us to again table and connect with participants. We purchased the same topic of giveaway books but for teens and young adults, and also purchased some leisure reading for parents this time around as we had wished at our previous two outreach events that we would have given our caregivers and parents a book along with something for their child. We did a button-making craft and again had our pop-up photo booth out. Because of the success of the large Post-It Note Pad board at Congresito, we again had this up and also engaged participants in conversation about what sort of resources and support they were looking for.

The feedback we received from all three of these events heavily informed the staff training we organized, as well as the other aspects of the grant, including how we developed the inclusive kits and ability awareness boxes. It also inspired us to more work outside of the grant, starting a spreadsheet with titles we should add to our Collection based off of public comments around parent wanting to see more books featuring the disability their child had and more diverse, positive representations of disability throughout the collection, whether that be film or adult nonfiction.

SJPL Outreach

San José Public Library (SJPL) firmly believes that inclusive programming should be developed around input received from people with disabilities, parents, and caregivers. With this in mind, SJPL staff pursued local outreach opportunities that focused on providing programs and resources to people with disabilities. SJPL participated in extensive community outreach (500+ people at events) that included the City of San José's annual World Disability Day event, the Parents Helping Parents Resource Fair, and the Inclusion Collaborative State Conference.

1. World Disability Day is an annual event hosted in the rotunda/plaza of the San José City Hall. Dozens of organizations from all over Santa Clara County provide information about their programs and resources.
2. The Parents Helping Parents (PHP) Resource Fair is an annual event hosted at the Sobrato Center in San José to help connect parents with resources and services for their children with special needs.
3. The Inclusion Collaborative State Conference is an annual event hosted at the Santa Clara County Office of Education building in San José. It is an opportunity for teachers and educators to learn about various topics relating to special education and serving people with special needs.

At each of these events, SJPL had a resource table set up to collect community feedback, share existing library programs, and answer questions. People who stopped by the resource tables included parents, caregivers, educators, and people with disabilities.

In addition to these large events, staff from SJPL hosted twelve (12) additional community conversations at branch library locations. Community conversations were conducted in tandem with regularly scheduled programs targeted for families, young adults, and adults with developmental disabilities. Participants were prompted to share which types of programs, activities, and/or resources they wanted to see offered in their communities.

Initially, community conversations followed the Harwood Approach (<https://theharwoodinstitute.org/approach>) ASK Exercise. They included the four following prompts:

1. What kind of community do you want to live in?
2. Why is that important to you?
3. How is that different from how you see things now?
4. What are some of the things that need to happen to create that kind of change?

Through the course of the initial conversations, staff identified a need to modify the questions to better suit the community they were serving. After a number of revisions, staff felt the following four prompts would engage the community in more meaningful conversation:

1. If you could imagine the best area/place to live, what would that look like?
2. Why would these things make it a good area/place to live?
3. How are things right now where you live? It can be something you like about where you live, or something you don't like.
4. Can you think of any things people can do to make the place we live now better?

The success of the community conversations varied, but based on feedback received from staff, a list of best practices was created to elicit more participation from attendees. This included modifying the Harwood questions so that they were presented in more plain language, providing nametags for participants, recapping questions, rephrasing questions as needed, asking follow-up questions, and having an activity prepared in case the conversation ended sooner than anticipated. Using these best practices, some important feedback was obtained from participants. Themes that emerged were: concerns about safety and natural resources (i.e. drought, neighborhood litter, lack of greenery), a desire to earn income and live independently, and the need for opportunities to build meaningful relationships with their peers.

There were several additional themes that emerged through conversations, and these were related to the topic of inclusion. According to community feedback, there was an apparent need for more programs for older children and teens with disabilities. Although SJPL does offer inclusive programming and activities to young children and adults, the times offered did not work well for school-age children. Parents and caregivers were looking for social opportunities for their kids on weekends or in the late afternoon/early evening hours. They were specifically interested in attending programs offered after 3pm so they'd have time to transport their children/teens to the library after school. It was stated that there are not enough opportunities for older kids and teens to make friends in a fun, interactive environment.

There was a wide variety of interests shared, but it seemed that parents were looking for fun activities rather than purely educational ones. People with disabilities expressed a strong interest in sports, such as basketball, coding for people with disabilities, and reading groups.

With the input received from these community events, SJPL began working towards expanding, improving, and increasing program offerings to children, teens, and adults with disabilities.

Community Conversation Prompts

Original:

1. What kind of community do you want to live in?
2. Why is that important to you?
3. How is that different from how you see things now?
4. What are some of the things that need to happen to create that kind of change?

Modified:

1. If you could imagine the best area/place to live, what would that look like?
2. Tell us why this is special to you.
3. How are things right now where you live (looks, safety, neighbors, etc)?
4. What kinds of things might need to happen to have the best place to live?

Revised:

1. If you could imagine the best area/place to live, what would that look like?
2. Why would these things make it a good area/place to live?
3. How are things right now where you live? It can be something you like about where you live, or something you don't like.
4. Can you think of any things people can do to make the place we live now better?

Staff, through the course of their work with the Community Conversations, identified some best practices for leading effective dialogue with the customers. Many of the best practices are very simple, but when implemented have a higher rate of participation. For example, provide attendees with nametags so that they can be addressed by name. When going over the "rules," talk about what community means and why their input in this conversation is important. Use large poster paper to display the four questions and put bullet notes directly on the poster during the conversation. Call on people who are not contributing. Most people have something to say, but they are hesitant to speak unless called upon. Recap what was discussed after each question before segueing into the next question. If the participants are misunderstanding the question, try rephrasing it. Provide concrete examples sparingly, because the group may latch onto those ideas instead of sharing their own. Be patient. Sometimes a participant will have difficulty communicating what they mean. If this is the case, help them flesh out their meaning by asking follow up questions such as: What do you mean by that? Can you describe it to me further? Etc. Have an easy activity, such as coloring sheets, prepared in case the conversation ends sooner than anticipated (expect the program to run about half an hour).

SMCL Looking Forward

Going forward, SMCL will maintain current training for new staff as well as periodically offering new training for current staff. We will continue to support community by attending the main outreach events we did and looking for further opportunities to expand. We will rollout/use/evaluation of the discover skills backpacks and disability awareness storytime backpacks. We will work more closely with our larger consortium, Peninsula Library System, to share our resources and training. In regards to programming, our goal is to include program providers with disabilities and always consider and anticipate attendees with disabilities. We will continue developing collection of disability literature/materials by seeking and acquiring items that feature diverse, positive representations of people with disabilities for all parts of our collection. We hope to look into other nontraditional collection items we can offer the public to be more accessible and inclusive. In addition, we hope to rollout ADA workstations systemwide. Ideally, we would like to host online community conversations to follow up on the work we've been doing and get community input to see if we are going in the right direction. We would also like to adopt and accommodation statement and train staff on how to meet and encourage these requests. We are also working on our first Human Library, which will be hosted in February of 2020 and will include people with both physical and intellectual and developmental disabilities. In addition, we are creating an additional toolkit for staff on how to create and lead an All Abilities Club for adults with intellectual and developmental disabilities.

As you can see there is still so much to be done and SMCL will continue working to make our libraries inclusive and open for all.

SMCL Partners

Abilities United

www.abilitiesunited.org

525 E. Charleston Rd., Palo Alto 94306
(650) 494-0550

A multifaceted agency with various programs serving infants, children and adults who are developmentally disabled. Abilities United offers people of all ages and abilities educational, therapeutic, recreational, and vocational experiences to help them lead meaningful lives and resource connections that make it easier for them to lead the lives they chose.

Athena Academy

<https://athenaacademy.org/>

525 San Antonio Avenue, Palo Alto, CA 94306
(650) 543-4560

Athena Academy is a non-profit private school established in 2010, devoted to educating bright children with Dyslexia. The school serves grades 1-8. Our approach to teaching dyslexics is based on methods indicated by the latest neuroscience and educational research. We use a blend of teaching methods to accelerate learning for the widest range of dyslexic students.

Partner Support Provided: STAFF TRAINING

Avalon Academy & Avalon Therapies

<https://www.theavalonacademy.org/>

818 Mahler Road, Burlingame, CA 94010
(650) 777-9130

The Avalon Academy is a school dedicated to providing exceptional educational services to children with movement disorders such as cerebral palsy. In our highly-skilled and nurturing environment, we integrate communication, academic and motor-skill development. Our individualized, interdisciplinary, and family-focused approach encompasses all areas of challenge for our students. This enables our children to fulfill their maximum personal potential, so that they thrive in both school and society.

Partner Support Provided: STAFF TRAINING

The Advocates

Partner Support Provided: PROGRAMMING

Canine Companions for Independence

<http://www.cci.org/>

Jean and Charles Schulz Campus, 2965 Dutton Avenue, Santa Rosa, CA 95407
(707) 577-1700; (800) 572-BARK (2275) Toll-free

Canine Companions for Independence® is a non-profit organization that enhances the lives of people with disabilities by providing highly trained assistance dogs and ongoing support to ensure quality partnerships. We provide our dogs and support services free of charge to recipients. Canine Companions trains four types of assistance dogs: service dogs, hearing dogs, skilled companions, and facility dogs.

Partner Support Provided: PROGRAMMING

Center for Independence of Individuals with Disabilities (CID)

www.cidsanmateo.org

(650) 645-1780; (TTY) 522-9313

Main Office: 2001 Winward Way, Suite 103, San Mateo, CA 94404

CID is one of 29 Independent Living Centers in the State of California and over 400 Independent Living Centers in the United States. CID's mission is to provide support services, community awareness, and systems change advocacy to promote full and equal community integration and participation for people with disabilities. The organization provides a variety of services to enable disabled and frail elderly people to lead independent lives.

Partner Support Provided: STAFF TRAINING, PROGRAMMING, CONSULTATION

Commission on Disabilities (San Mateo County)

<https://www.smchealth.org/general-information/commission-disabilities>

Staff Liaison: Craig McCulloh

cmcculloh@smcgov.org

(650) 573-2480

The Commission on Disabilities works to promote the independence and full participation of people with disabilities in San Mateo County. They host an annual "Transition to Independence Fair" for adults with disabilities, which brings together 40 agencies that provide **higher education, job training, employment, day programs, living options,** and **health services** to adults with disabilities who are no longer eligible for school-based special education services. The Commission also hosts the annual "Inclusion Festival" for families of children with disabilities that brings together service providers, entertainment and sister commissions to celebrate being an inclusive and accessible community.

Partner Support Provided: CONSULTATION, OUTREACH OPPORTUNITY

Gatepath

www.gatepath.org

350 Twin Dolphin Drive, Suite 123, Redwood City, CA 94065
(650) 259-8500

Gatepath provides a lifespan of support services to individuals with special needs and developmental disabilities in the greater Bay Area. Our mission is to empower people with special needs to achieve their full potential through innovative, inclusive programs and community partnerships. With educational, therapeutic, vocational and family support services, we are distinctive in providing support to an individual throughout his or her lifetime.

Partner Support Provided: PROGRAMMING, STAFF TRAINING, CONSULTATION

Gatepath's Family Resource Center

<https://www.smcfrc.org/San-Mateo-County-Family-Resource-Center>

1764 Marco Polo Way, Burlingame 94010
(650) 259-8544

Gatepath's Family Resource Center at provides parent-to-parent support, outreach, information and referral services to families of children with special needs and disabilities and the professionals who serve them. Our primary focus is families of children from 0-3, but we support any family with a child up to age 22. We facilitate support groups, parent mentors, education training and assistive technology support. Our services are available to anyone who lives or works in the County of San Mateo.

Partner Support Provided: CONSULTATION, PROGRAMMING, OUTREACH OPPORTUNITY

Geek Club Books

<https://geekclubbooks.com/>

Geek Club Books nonprofit is committed to creating a world where autistic individuals are fully accepted, valued and have a voice. Our priority is bringing autistic individuals creative and leadership opportunities that are meaningful, empowering and support their advocacy. We strive to produce pop culture-based autism awareness education that is innovative, engaging, positive and opens hearts and minds to a new way of thinking about autism. We use technology and the art of autism storytelling to capture the public's attention to teach them about autism. We produce interactive comics, curriculum, school assemblies, digital books and magazines, educational videos, and blog content to change perceptions and put an end to the negative stereotypes. And we hire autistic adults who play a key role in their creation and presentation.

Partner Support Provided: PROGRAMMING, CONSULTATION

Glamputee.com (Alex Locust)

<https://www.glamputee.com/>

Contact via his website or email: alex@glamputee.com

Alex Locust is a Certified Rehabilitation Counselor and proud biracial "glamputee" spreading the word about social justice, one workshop at a time. Whether on the runway or in a counseling session, Alex aspires to embody the tenets of social justice and fiercely advocates for equity in all community spaces. Alex specializes in work supporting people with disabilities and is passionately committed to raising awareness of the disability justice movement.

Partner Support Provided: CONSULTATION, STAFF TRAINING, PROGRAMMING

Parca (Partners & Advocates for Remarkable Children & Adults)

<https://parca.org/>

800 Airport Blvd., Suite 320, Burlingame, CA 94010-3210
(650) 312-0730

PARCA programs are designed to create a feeling of extended family to help people live as independently as possible and enjoy all that life has to offer. PARCA provides residential programs, support for those living independently, respite care, before- and after-school child care, and family support and advocacy services. PARCA is committed to providing support to our clients and their families at all stages of their lives.

Partner Support Provided: CONSULTATION, OUTREACH OPPORTUNITY

Paul K. Longmore Institute on Disability

<http://longmoreinstitute.sfsu.edu/>

1600 Holloway Avenue, Humanities Building, Room 135, San Francisco, CA 94132
(415) 405-3528

The Paul K. Longmore Institute on Disability at San Francisco State University studies and showcases disabled people's experiences to revolutionize social views. Through public education, scholarship and cultural events, the Longmore Institute shares disability history and theory, promotes critical thinking, and builds a broader community.

Partner Support Provided: CONSULTATION, PROGRAMMING

RAFT (Resource Area for Teachers)

www.raft.net

1355 Ridder Park Drive, San Jose, CA 95131
(901) 604-0455

RAFT leverages community donations and bulk purchasing to offer a wide range of low-cost materials, hands-on teaching tools, and school supplies at our educator resource centers. Our online resources include content to help in the classroom meeting the needs for a wide variety of subjects, standards and curriculum.

Partner Support Provided: STAFF TRAINING

Renee Grassi

<https://www.reneegrassi.com/>

Contact via her website

Renee has been a librarian for over 11 years. She specializes in project management, staff training, community engagement, and library design. She is an advocate for Advocate for accessibility, diversity, equity, and inclusion in libraries.

Partner Support Provided: STAFF TRAINING

San Mateo County Office of Education (SMCOE) Special Education Services

www.smcoe.k12.ca.us

San Mateo County Office of Education: 101 Twin Dolphin Dr., Redwood City 94065

San Mateo County Office of Education provides programs and services to the County school districts for students with moderate to severe disabilities, ages 0-22. We offer

programs and services for students with Autism, Emotional Disturbance, Deaf/Hard of Hearing, Multiple Disabilities and Orthopedic Impairments. Our Related Services staff is a team of highly qualified specialists. District staff make direct referrals for service.

Partner Support Provided: OUTREACH OPPORTUNITY

State Council on Developmental Disabilities (SCDD)

<https://scdd.ca.gov/>

Bay Area Office: 1515 Clay Street, Suite 300, Oakland, CA 94612

(510) 286-0439

Email: bayarea@scdd.ca.gov

The State Council on Developmental Disabilities (SCDD) is established by state and federal law as an independent state agency to ensure that people with developmental disabilities and their families receive the services and supports they need. Consumers know best what supports and services they need to live independently and to actively participate in their communities. Through advocacy, capacity building and systemic change, SCDD works to achieve a consumer and family-based system of individualized services, supports, and other assistance.

Partner Support Provided: CONSULTATION, STAFF TRAINING

Superfest Disability Film Festival

<http://www.superfestfilm.com/>

Contact Paul K. Longmore Institute on Disability: 1600 Holloway Avenue, Humanities

Building, Room 135, San Francisco, CA 94132

(415) 405-3528

Superfest International Disability Film Festival is the longest running disability film festival in the world. Since it first debuted in a small Los Angeles showcase in 1970 it has become an eagerly anticipated international event—co-hosted by San Francisco's [Lighthouse for the Blind and Visually Impaired](#) and the [Paul K. Longmore Institute on Disability at San Francisco State](#). For more than 30 years, Superfest has celebrated cutting-edge cinema that portrays disability through a diverse, complex, unabashed and engaging lens. Superfest is one of the few festivals worldwide that is accessible to disabled filmgoers of all kinds.

Partner Support Provided: PROGRAMMING

SJPL Partners

Inclusion Collaborative of SCCOE

<http://www.inclusioncollaborative.org>

[1290 Riddler Park Dr, San Jose, CA 95131](#)

(408) 453-6651

The **Inclusion Collaborative** Department at the **Santa** Clara County Office of Education (SCCOE) builds a culture that promotes equity and values everyone by strengthening, sustaining, and ensuring inclusive practices.

Partner Support Provided: Staff Training, Staff Coaching, and Advising on Collection Development

Parents Helping Parents

<https://www.php.com>

[1400 Parkmoor Avenue Ste 100, San Jose, CA 95126](#)

(408) 727-5775

Parents Helping Parents San Jose, supports, educates, and inspires families and the community to build bright futures for youth & adults with special needs.

Partner Support Provided: Outreach Support and Advising

San Andreas Regional Center

<http://www.sarc.org/>

[300 Orchard City Drive, Campbell, CA 95008](#)

(408) 374-9960

Parents Helping Parents San Jose, supports, educates, and inspires families and the community to build bright futures for youth & adults with special needs.

Partner Support Provided: Outreach Support and Advising

Santa Clara County Office of Education, Special Education Department

<https://www.sccoe.org>

Ridder Park Drive, San Jose, CA 95131
(408) 453-6500

The SCCOE's Special Education Department partners with the county's schools to serve students with disabilities from birth to age 22. They provide a variety of services for children and students with severe or low-incidence disabilities through instructional programs divided into Early Education (birth to age 3), preschool, elementary, secondary and post-senior.

Partner Support Provided: Outreach Support and Advising

Supplemental Resources

Libraries Transforming Communities - Community Conversation Workbook
http://www.ala.org/tools/sites/ala.org.tools/files/content/LTC_ConvoGuide_final_062414.pdf

Glamputee Resource Guide
<https://www.glamputee.com/resources>

San José Public Library Catalog: Wee Play and Learn Kits
<https://www.sjpl.org/wee-play-san-jose>

Getting Started with the Harwood Approach
<http://www.ala.org/tools/librariestransform/libraries-transforming-communities/blog/getting-started-harwood-approach>

The Inclusion Collaborative of Santa Clara County
<http://www.inclusioncollaborative.org/>

Next Chapter Book Clubs
<https://www.nextchapterbookclub.org/>

Discount School Supply: Sensory and Social Emotional Toys
https://www.discountsschoolsupply.com/all-categories/stem-curriculum/sensory/c/offer_sens0819

Joint Position Statement of the Division for Early Childhood and the National Association for the Education of Young Children
https://www.naeyc.org/sites/default/files/globallyshared/downloads/PDFs/resources/position-statements/DEC_NAEYC_EC_updatedKS.pdf

The Therapy Shoppe
<https://www.therapyshoppe.com/category/educational-toys/1685-sensory-toys>

Universal Design Learning
<http://udlguidelines.cast.org/>