

- Circaity, YouTube Video. https://www.youtube.com/watch?v=m_5u8-QSh6A, Harvard University.
- Christakis, D., Zimmerman, F. and Garrison, M. (2007) Effect of Block Play on Language Acquisition and Attention in Toddlers: a pilot randomized controlled trial, *Archives of Pediatrics & Adolescent Medicine*, October, 967-71.
- Family Kids and Youth (2010) *PlayReport*, IKEA.
- Feinberg, S. and Deerr, K. (1995) *Running a Parent/Child Workshop*, Neal-Schuman Publishers.
- Fernald, A., Marchman, V. and Weisleder, A. (2012) SES Differences in Language Processing Skill and Vocabulary are Evident at 18 months, *Developmental Science*, March, 234-48.
- Gopnik, A., Meltzoff, A. and Kuhl, P. (2000) *The Scientist in the Crib: what early learning tells us about the mind*, HarperCollins.
- Perry, L., Samuelson, L., Malloy, L. and Schiffer, R. (2010) Learn Locally, Think Globally: exemplar variability supports higher-order generalization and word learning, *Psychological Science*, December, 1894-902.
- Risley, T. and Hart, B. (1995) *Meaningful Differences in the Everyday Experience of Young American Children*, P. H. Brookes.
- Wellhousen, K. and Kieff, J. (2001) *A Constructivist Approach to Block Play in Early Childhood*, Delmar/Thomson Learning.

Inclusive early literacy

Tess Prendergast

Introduction

In this chapter I hope to lay a firm foundation for early years librarians to consider their role in the provision of inclusive early literacy resources for children with disabilities (Kliwer et al., 2004). Over the past two decades, the work of early years children's librarians has evolved to include a significant role in the provision of early literacy resources for young children (Ward, 2007; American Library Association, 2011; Peterson, 2012). Much of this early literacy expertise is framed around the developmental trajectories of children who have typical development (Ghoting and Martin-Diaz, 2013). In order to best meet the needs of *all* children, including those with developmental disabilities, the public library's early literacy resource provision should include a range of inclusive approaches that are intentionally designed to be more likely to meet the needs of their community's developmentally diverse children (Prendergast, 2013). This chapter will lay out the rationale for building and increasing inclusive early literacy resources and supports in the public library setting.

Defining inclusive early literacy

In this chapter, when I use the term 'inclusive early literacy' I refer to early literacy policies, discourses, programmes, practices and opportunities that consider the needs of diverse children and their families in order for children to participate together in the same setting. Inclusive early literacy ensures that young children with disabilities are able to experience early literacy alongside and in the same or similar ways as their age peers (Kliwer, 2008; Flewitt, Nind, and Payler, 2009; Mock and Hildenbrand, 2013).

Disabilities and exclusion

Before inclusive education, children with disabilities were routinely educated in separate environments alongside other children with disabilities. Prior to that, children with disabilities were often placed in institutions, with few or no educational opportunities offered to them at all. This harmful history contributed to the negative social perceptions of people with disabilities which persist today. For example, people with disabilities have often been presumed to be incompetent to acquire literacy (Kliwer, Biklen and Kasa-Hendrickson, 2006). Such presumptions, based on historically negative social reactions to disabilities, are not reflective of actual abilities or learning potential, particularly in the area of literacy acquisition. Recent research about inclusion in early childhood learning reveals persistent barriers to participation for children labelled with disabilities (Kliwer and Biklen, 2001; Flewitt, Nind and Payler, 2009; Purdue et al., 2011). Exclusion means that children with disabilities may be offered inadequate support for their literacy learning, and when they fail to learn to read, the underlying presumption of incompetence becomes a self-fulfilling prophecy (Zascavage and Keefe, 2004). To help counteract this persistent legacy of exclusion, library practitioners and all providers of early literacy resources need to recognize the need for, and participate in the provision of, more responsive social and educational support and acceptance for people with disabilities, *beginning in the early years*. Enacting mandates that aim to meet the needs of all community members means that public libraries have an important role to play in providing early literacy support to families whose children have disabilities. One of the chief ways this can be done is by carefully planning for and providing inclusive early literacy resources.

Expanding our notions of early literacy

Before practitioners are able to assess and address the inclusiveness of their early literacy settings and programmes, it is important to examine what their existing notions of early literacy actually look like. A commonly stated view of early literacy in the library profession, and one that draws on the American Library Association's resource *Every Child Ready to Read* (American Library Association, 2011), goes something like this:

Early literacy encompasses everything that young children know about and do with traditional reading and writing before they can actually read and write traditional print.

Everything we do to provide children with experiences of reading and writing (as well as singing, talking and playing) supports this definition of early literacy.

Also, this definition can be further described in terms of a specific skill set that practitioners, parents and caregivers can target in early childhood. These are: vocabulary, narrative skills, phonological awareness, letter knowledge, print awareness and print motivation (Ghoring and Martin-Diaz, 2006; Diamant-Cohen and Ghoring, 2010; American Library Association, 2011). Research suggests that targeting and building these six skills will better prepare young children for success in reading once they arrive at school (Shanahan and Lonigan, 2010; Paciga, Hoffman, and Teale, 2011). This all makes a great deal of sense, and resources like *Every Child Ready to Read* have seen broad take-up across North America (McKend, 2010; Peterson, 2012), with newer research emerging which suggests that targeted caregiver training about early literacy skills leads to better outcomes for children in reading readiness (Cannpana and Dresang, 2011; Dresang et al., 2011).

Another view of early literacy draws on sociocultural literacy research (Hamer, 2005; Wolfe and Flewitt, 2010; Lawson et al., 2012) and allows for an expanded view of literacy in early childhood:

- **Early literacy** encompasses the broad range of experiences that young children have within their cultural contexts (i.e. family, school, community) with language (i.e. verbal and gestural/sign), all forms of social communication (including those that use digital technology tools) and symbol systems and artefacts to make meaning, often collectively referred to as multimodal literacies.

The first definition applies well to children whose development falls within expected norms. It works well for children whose spoken language, cognition and physical skills allow them to leverage what they know about traditional print reading and writing to acquire more and more knowledge about traditional print reading and writing. Research in this area suggests that by providing the recommended experiences that target these skills, children with normal development will likely become better prepared to succeed in reading. However, research about how children with disabilities learn early literacy suggests that skills-based early literacy learning, particularly those skills that draw on pre-existing phonological skills, may exclude a number of children whose spoken-language development cannot be leveraged for literacy skill development (Kliwer, 2008; Mock and Hildenbrand, 2013). Therefore, the expanded definition considers what a child with atypical development may be doing, as well as what he or she may need to be supported to do in order to express and develop his or her literate self. For example, children with a variety of disability labels may point, gesture, use bona fide or adapted sign language or use an assistive communication device to communicate. They may turn their heads or eye gaze or shift their body

position to indicate engagement and communicate something quite specific (Flewit, Nind and Payler, 2009). Therefore, this expanded definition of early literacy, one that encompasses all that a child may do with language, social communication, symbol systems and artefacts, including digital tools, allows early years library practitioners to recognize these experiences as legitimate early literacy expressions and experiences, and ones that must be both incorporated into and encouraged by the early literacy resources of the early years library. The overall aim of inclusive early literacy is to ensure that young children with disabilities are given the same or similar opportunities to have early literacy experiences as their age peers without disabilities and that they are provided with accommodations and support appropriate to their needs (Katims, 1994; DEC/NAEYC, 2009).

Inclusive early literacy research summary

The available academic research about early literacy and children's libraries is scanty (Stooke and McKenzie, 2011). However, the fields of early childhood education and early literacy have several studies from which early years library practitioners can begin to learn about, rationalize and plan for the mindful inclusion of children with disabilities into early years library programmes and services. Flewitt, Nind and Payler (2009) presented a case study that explored the early-literacy experiences of a child with disabilities in which they put forth a view of literacy as 'the development of shared meanings through diverse symbol systems in social contexts' (p. 213). They extended this understanding to a view of literacy as meaning making through the multiple 'modes' of communication that include gesture, gaze, movement, vocalizations and alternative and augmentative communication systems (p. 214). The authors captured details of the multimodal literacy events that occurred in various settings in the life of the case-study child participant, a 4-year-old girl named Mandy who attended two preschools: one inclusive community preschool and one specialized preschool for children with disabilities. They noted that the literacy opportunities present in Mandy's inclusive preschool setting far exceeded the literacy opportunities found in her specialized preschool setting. Mandy was provided with almost no literacy activities or experiences in her specialized setting, whereas in her inclusive setting she participated in the frequent and daily literacy activities of the classroom, alongside her age peers without disabilities. The authors persuasively argued that 'separating children from literacy experiences due to perceptions of their cognitive ability effectively devalues how they construct meanings in the social worlds they experience and, ipso facto, can breach the principles of inclusive education' (p. 213). Mandy's case illustrates the need for understanding inclusive early literacy

as social practice rather than as a narrow set of technical sub-skills required for reading and writing' (p. 231). Early years librarians should therefore understand that the skills-based paradigm of early literacy as defined by *Every Child Ready to Read* and similar initiatives can sometimes cast children with disabilities as less than capable learners, and disregards other significant demonstrations of meaning making.

Rogow (1997) provided teachers with strategies for including children with a variety of significant disabilities in their classrooms. First of all, she noted that the fundamental principles of literacy 'apply to all children whether they have special needs or not' (p. 10). While acknowledging that many teachers are not specifically prepared to teach literacy to children with disabilities, Rogow encouraged the inclusion model as being of benefit to everyone as 'children learn to respect and feel comfortable with their differences; teachers develop their creativity and find new ways of stimulating, enriching, and enhancing literacy instruction ...' (p. 13). Rogow also emphasized the important role the teacher can play in a child's life by asking readers to 'imagine the influence of a teacher who believes in the capacity of a child with a disability to become an active and eager learner. Children flourish in the warming glow of a teacher's belief in their abilities' (p. 105). Librarians who hold similarly high expectations of all children will be better able to provide them with a range of tools from which to learn literacy.

Kiewer (2008) asserted that deeply entrenched attitudes and assumptions about non-verbal (or less verbal) children with disabilities contribute to the reality that many are simply not given the opportunities to learn and experience literacy in ways that build on the capacities they already have (such as using picture symbols and adaptive/digital technology) for making meaning. Also, children with disabilities are frequently involved in time-consuming therapies that seek to build other 'functional' skills. These and other factors tend to cast children who are labelled with developmental disabilities on less-successful literacy trajectories than those of their typical peers. Kiewer urged the consideration of different routes to literacy in children who are often deemed to be incapable of learning to read or otherwise engage with literacy, due to their labels and impairments. Much of Kiewer's research emphasizes the importance of creative adaptations to literacy lessons that allow non-verbal children, or children for whom spoken language is significantly impaired, to participate and contribute. The classrooms in his studies often provided adaptations that can be universally applied to all the children. For example, a non-verbal child required the addition of a box with illustrated song titles on cards so that she could take her turn to choose the songs to be sung at circle time (Kiewer, 2008). However, all the children enjoyed this method of choosing songs, so they all used it. The focal child's need to make her selection non-verbally was accommodated in the flow of this classroom and all children

benefited from the opportunity to use print and picture symbols to demonstrate their choice of song.

Many of the strategies found in the literature about children with disabilities can be applied to libraries' early literacy story time programmes with the same universally beneficial effect on all children. For example, a variation on the song-card activity is the song cube: a cardboard cube's six sides are decorated with song titles and pictures (Figure 9.1). At story time, children can take turns 'rolling the dice' to select a song (children with physical disabilities can be helped by another child or a caregiver to take a turn throwing the song box).



Figure 9.1 Song cube

A framework for inclusive story time

The most important thing about inclusion in the early years library is the consideration that is given to meeting the needs of diverse children *before* the development of the service, programme or resource. After carefully considering diverse needs and after learning about what accommodations and adaptations might be appropriate for including a range of children, it is likely that practitioners will discover that much of what they do each day is already inclusive. For example, providing hands-on learning materials (i.e. puzzles and blocks) for children to explore is inclusive. A diverse collection of picture books and non-fiction material aimed at young children that includes large print, audio, video, digital formats as well as Braille resources, if at all possible, is inclusive. Story times that frequently include movement, repetition and sensory learning with scarves, beanbags and bubbles is inclusive. Children with disabilities are more like other young children who do not have disabilities than they are different from them. Much (but not all) of what we know about and do for young children is inclusive. However, it is critical to consider that some of our commonplace early literacy and story time activities that are accessible to typical children may represent serious barriers to participation for children with disabilities. The following sub-sections describe some critical features of inclusive story times and offer some recommendations for adapting programmes to meet the needs of diverse young children, including those with developmental disabilities.

Pace

Conventional wisdom about story time presentation sometimes offers the advice to 'speed it up and mix it up to get their attention' (Rogers-Whitehead and Fay, 2010, 9). There is an enormous qualitative difference between being energetic and engaging and presenting a story time that feels like it is in fast-forward mode. A typical or precocious child might not mind being moved from one story, song, dance or rhyme to the next with dizzying rapidity, but a child with a language delay or a sensory disability will definitely mind. Children who, for whatever reason, cannot access language and literacy learning at such a fast rate will just disengage (Prendergast and Lazar, 2010). Their caregivers may also note their child's apparent lack of success in this setting and be hesitant to return. This is especially likely if the child has been particularly noisy in his or her protestations. None of this is the child or caregiver's fault. It is not even the presenter's fault, as he or she is doing what a great deal of conventional wisdom has told us about pacing in story time. Inclusive early literacy will necessitate the chucking of that particular piece of conventional wisdom, as it is neither true nor inclusive. Simply slowing down your rate of speaking, singing, transitioning and delivering each story time segment will greatly enhance the inclusiveness of your programme.

Engagement

Engagement on the part of the presenter is critical for inclusion. This is not the same as speed, or how fast you move from thing to thing so that they 'don't get bored'. Your energetic engagement needs to be genuine. You are having an engaged social interaction with a diverse group of children about language and literacy. This is authentic learning, and everyone's participation is meaningful and valued here. Eye contact, smiles and welcoming gestures send messages of encouragement just as well as your words do. Taking the time to look at and respond to each child in turn will help them to understand some of the social connections that are taking place in the programme. As the facilitator, you are modelling how communication and learning take place in this setting and everyone else will naturally take their cues from you. From a sociocultural standpoint, language and literacy learning is both a social and a cultural act (Heath, 1983, 2010; Kliever, 2003; Street, 2003). From this viewpoint, we understand that language and literacy learning only happens when there is interpersonal connection. Socially engaging with participants in the story time setting also means that parents and caregivers are better able to develop sufficient trust in children's librarians to share with them additional insight and strategies for including their child.

Repetition

Repetition of story time elements is critical for inclusion. Repetition is never boring to young children (Diamant-Cohen, Estrovitz and Prendergast, 2013). Repetition should be offered in various ways and modes so that children have different ways to access new knowledge (vocabulary, concepts, etc.) over time. So, read a story, then tell it again with puppets or on the flannel board. Then sing a song about something in the story. Then act out a short segment of the story. Later, offer a craft that involves one of the characters or objects in the story. Show how to interact with an iPad app that relates to something in the story. Demonstrate one of many great story-creation apps in which children can create and tell their own stories, using words, pictures and narration and using the original story as a starting point. This range of activities does not have to take place within the same programme. In fact, this strategy can be spread over several weeks, with great success (Diamant-Cohen, Hetrick and Yitzhak, 2013). The idea is to offer multimodal/multisensory representations of key ideas. For example, repeating elements from Paul Galdone's classic picture book *The Three Bears* (Galdone, 1972) do not have to include porridge bowls, chairs and beds. A reimagining of this fairy tale could include black bean soup, beanbag chairs and beach towels, and bunnies instead of bears. Props could be very simple, inexpensive things like an empty food tin, a beanbag and a few soft-toy rabbits. The repetitive elements are what drive comprehension of narrative, and the creative reapplication of ideas drives cognition for all children (Salmon, 2014). This is literacy learning, and your modelling of this process for caregivers is of great importance, especially for caregivers who may be unsure of how to support a child with disabilities.

Routine

Routines in story time mean that things unfold in a fairly predictable sequence of events and come to be something that children as well as their caregivers can rely on. Various research studies suggest that the establishment and maintenance of routines in both home and school settings is important throughout early childhood (Wildenger et al., 2008). While predictable routines may be optional for many children, they are critical for children who struggle with information and/or sensory processing and have other disabilities, including autism (Stoner et al., 2007; Rodger and Umaibalan, 2011). If the child can trust the routine, he can participate better. One way to provide a predictable story time routine is to add a simple visual schedule to your programme and refer to it as you move through the segments of the programme one by one.

Group size

Early childhood research supports the idea that children at this age thrive in relatively small groups of their age peers with the presence of supportive adult facilitators (Frede, 1995). Think about the size of preschool classes and their adult to child ratio. There is simply not enough early literacy learning support to go around in large, crowded settings. Even with very effective crowd-control strategies, large story time groups are an enormous barrier to children with a variety of disabilities. Crowded rooms with lots of people sitting close together on the floor obviously make navigating with wheelchairs and walkers extremely difficult. Children who have sensory-processing issues and disabilities such as autism may be unduly distressed by the noises and movements of large groups of people. Crowded story time programmes are a complex barrier to address, as forcing people to register in advance causes its own set of access issues. One solution may be found by offering the same programme twice in a row, with a short break in between for two groups of attendees to change places. Another solution may be to offer a few 'small group' story times that are advertised as being able to admit only the first 15 families who arrive. As long as you continue to offer drop-in time slots (which may exceed 15 to reach your room capacity) you may be able to offer the best of both worlds to everyone who wants to participate. Over-crowding at story time needs to be viewed as a barrier to inclusive and developmentally appropriate early literacy resource provision. Solutions to over-crowding at story time should be patron driven and will necessarily vary from site to site.

What about 'special programmes'?

The professional literature has many examples of library staff's creative solutions to several kinds of participation barriers (Akin, 2004; Banks, 2004; D. Barker, 2011; Feinberg et al., 2014). Sometimes programmes are developed specifically for families of children who have disabilities to participate in together (Twarogowski, 2009; G. Barker, 2011; Leon, 2011; Prendergast, 2011). The idea is that the parents can relax a bit, knowing they are among their peers who understand their situation, and the programme content can be carefully geared towards the needs of the group and its characteristics. The examples that are most frequently found in professional literature discuss story time programme approaches for children with autism (Akin, 2004; Winson and Adams, 2010). Partnerships with organizations that support children with autism and their families mean that librarians can learn about the needs of children and families in their communities and work towards making their library's offerings more inclusive. However, from an inclusion standpoint, creating special programmes for special children should be conceptualized only as the first of many steps towards inclusion. Such special,

separate, 'exclusive' programmes as are described in the professional literature are definitely a good way to gain the trust of families who have been reluctant to come to regular programmes. They are a good way to help familiarize their children with the routines of the library. They are a wonderful opportunity for parents to make connections with their peers who understand their lives (Prendergast, 2011). These may be necessary steps towards inclusion, with a few caveats. Try to avoid creating and then labelling programmes with only one specific disability in mind. Children are unique, and even children who share medical diagnoses may be much more different than alike. Also, the way that different disabilities are dispersed among the general population may make it difficult to fill an entire programme with one specific group of similarly diagnosed children. Another concern is that many very young children who have developmental delays are not yet diagnosed and therefore may not respond to invitations to participate in a programme aimed at a specific diagnosis they have not yet received. Finally, inclusive early-literacy programmes should never require the facilitator to know private medical information about any participant. Instead, parents can be encouraged to help you get to know their child and his or her characteristics and needs without feeling like they must share his or her label. A particular child's specific diagnosis may be something you have never heard of anyway, so there is no need to ask what it is. It is more important to build an atmosphere in which you can converse with her parent/caregiver so that you can find out what she needs to help her get the most out of your programme. You might find that she thrives on predictable routines, needs to touch things to help her learn and responds well to music. So, this child and her caregiver can be encouraged to sit in the same place close to the facilitator each week. She can be invited to look at the routine-of-the-day picture symbols before the programme

begins so that she knows the order in which the action will unfold. The facilitator can make a simple prop for her (as well as all the other children) to hold while a story is told aloud. Pieces of felt or laminated pictures cut into the shape of a featured animal (Figure 9.2) could be passed around the room. The facilitator could ask what her current favourite song happens to be or let her



Figure 9.2 Felt animal in child's hand

have a turn rolling the aforementioned song cube and then lead the whole group in singing the song. It is doubtful that any of the typically developing children in the programme or their parents would even realize that the simple addition of these elements was in pursuit of this particular child's successful inclusion. Because they had been seamlessly woven into the already predictable and multimodal routines of story time, everyone would benefit from these adaptations. Inclusive early literacy means the creation of programmes that are designed to welcome and appeal to everyone, including the significant percentage of children with disabilities that live in your communities. As trusting relationships with caregivers are developed, practitioners can then learn to adapt even more strategies to maximize inclusion and participation by particular children.

Conclusion

Inclusion in early literacy and in all children's library services begins with the assumption that children with disabilities who are living in your communities can and should be able to benefit from the early literacy services of your library alongside their age peers. Inclusive early literacy involves *anticipating, planning and preparing for the participation of children with diverse development* and ensuring that they are provided with opportunities to experience and learn alongside their age peers.

Selected print resources

- Feinberg, S., Jordan, B. A., Deerr, K., Langa, M. A. and Banks, C. S. (2014) *Including Families of Children with Special Needs: a how-to-do-it manual for librarians*, rev. edn, Neal-Schuman.
- Klipper, B. (2014) *Programming for Children and Teens with Autism Spectrum Disorder*, American Library Association.
- Prendergast, T. and Lazar, R. (2010) Language Fun Storytime: serving children with speech and language delays. In Diamant-Cohen, B. (ed.), *Children's Services: partnerships for success*, American Library Association.

Selected web resources

- ALSC Blog: The official blog of the Association for Library Service to Children, www.alsc.org/blog/category/special-needs-awareness
- Autism and Libraries: We're Connected, www.librariesandautism.org
- Inclusive Early Literacy: Exploring Early Literacy in the Lives of Children with Disabilities, www.inclusiveearlyliteracy.wordpress.com

SNAILS: Special Needs and Inclusive Library Services, <http://snailsgroup.blogspot.ca>

References

- Akin, L. (2004) Autism, Literacy, and Libraries: the 3 Rs = routine, repetition, and redundancy, *Children & Libraries*, **2** (2), 35-42.
- American Library Association (2011) *Every Child Ready to Read: teaching parents and caregivers how to support early literacy development*, <http://everychildreadytorread.org>.
- Banks, C. (2004) All Kinds of Flowers Grow Here: the child's place for children with special needs at Brooklyn Public Library, *Children & Libraries*, **2** (1), 5-10.
- Barker, D. (2011) On the Outside Looking In: public libraries serving young people with disabilities, *Australian Public Libraries and Information Services*, **24** (1), 9-16.
- Barker, G. (2011) Kids with Autism Get Their Own Story Time, *Salt Lake Tribune*, www.sltrib.com.
- Campana, K. and Dresang, E. T. (2011) Bridging the Early Literacy Gulf, *Proceedings of the American Society for Information Science and Technology*, **48** (1), 1-10, doi: 10.1002/meet.2011.14504801134.
- DEC/NAEYC (2009) *Early Childhood Inclusion: a joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*, Chapel Hill, www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf.
- Diamant-Cohen, B. and Ghoting, S. N. (2010) *The Early Literacy Kit: a handbook and tip cards*, American Library Association.
- Diamant-Cohen, B., Estroviitz, C. and Prendergast, T. (2013) Repeat After Me! Repetition and early literacy development, *Children & Libraries*, **11** (2), 20-4.
- Diamant-Cohen, B., Hetrick, M. A. and Yitzhak, C. (2013) *Transforming Preschool Storytime: a modern vision and a year of programs*, Neal-Schuman.
- Dresang, E. T., Burnet, K., Capps, J. and Feldman, E. (2011) *The Early Literacy Landscape for Public Libraries and Their Partners*, University of Washington, 1-34.
- Feinberg, S., Jordan, B. A., Deert, K., Langa, M. A. and Banks, C. S. (2014) *Including Families of Children with Special Needs: a how-to-do-it manual for librarians*, rev. edn, Neal-Schuman.
- Flewitt, R., Nind, M. and Payler, J. (2009) 'If She's Left with Books She'll Just Eat Them': considering inclusive multimodal literacy practices, *Journal of Early Childhood Literacy*, **9** (2), 211-33, doi: 10.1177/1468798409105587.
- Frede, E. C. (1995) The Role of Program Quality in Producing Early Childhood Program Benefits, *The Future of Children*, **5** (3), 115-32, doi: 10.2307/1602370.
- Galdone, P. (1972) *The Three Bears*, Clarion Books.
- Ghoting, S. N. and Martin-Diaz, P. (2006) *Early Literacy Storytimes @ Your Library: partnering with caregivers for success*, American Library Association.
- Ghoting, S. N. and Martin-Diaz, P. (2013) *Storytimes for Everyone: developing young children's language and literacy*, ALA Editions.
- Hamer, J. (2005) Exploring Literacy with Infants from a Sociocultural Perspective, *New Zealand Journal of Teachers' Work*, **2** (2), 70-5.
- Heath, S. B. (1983) *Ways with Words: language, life, and work in communities and classrooms*, Cambridge University Press.
- Heath, S. B. (2010) Family Literacy or Community Learning? Some critical questions on perspective. In Dunsmore, K. and Fisher, D. (eds), *Bringing Literacy Home*, International Reading Association.
- Katims, D. S. (1994) Emergence of Literacy in Preschool Children with Disabilities, *Learning Disability Quarterly*, **17** (1), 58-69.
- Kliwer, C. (2003) Literacy as Cultural Practice: some concluding stories, *Reading & Writing Quarterly*, **19** (3), 309-16, doi: 10.1080/10573560308214.
- Kliwer, C. (2008) Joining the Literacy Flow: fostering symbol and written language learning in young children with significant developmental disabilities through the four currents of literacy, *Research and Practice for Persons with Severe Disabilities (RPSPD)*, **33** (3), 103-21.
- Kliwer, C. and Biklen, D. (2001) 'School's not Really a Place for Reading': a research synthesis of the literate lives of students with severe disabilities, *Journal of the Association for Persons with Severe Handicaps*, **26** (1), 1-12.
- Kliwer, C., Biklen, D. and Kasa-Hendrickson, C. (2006) Who May Be Literate? Disability and resistance to the cultural denial of competence, *American Educational Research Journal*, **43** (2), 163-92, doi: 10.3102/00028312043002163.
- Kliwer, C., Fitzgerald, L. M., Meyer-Mork, J., Hartman, P., English-Sand, P. and Raschke, D. (2004) Citizenship for all in the Literate Community: an ethnography of young children with significant disabilities in inclusive early childhood settings, *Harvard Educational Review*, **74** (4), 373-403.
- Lawson, H., Layton, L., Goldbart, J., Lacey, P. and Miller, C. (2012) Conceptualisations of Literacy and Literacy Practices for Children with Severe Learning Difficulties, *Literacy*, **46** (2), 101-8, doi: 10.1111/j.1741-4369.2011.00603.x.
- Leon, A. (2011) Beyond Barriers: creating storytimes for families of children with ASD, *Children & Libraries*, **9** (3), 12-14.
- Mckend, H. (2010) Early Literacy Storytimes for Preschoolers in Public Libraries, www.belibraries.ca/p1p1c/files/early_lit_storytimes_final_english_with_cip_electronic_nov10.pdf.
- Mock, M. and Hildenbrand, S. (2013) Disability and Early Childhood: the importance of creating literacy opportunities and identities. In Larson, J. and Marsh, J. (eds), *The Sage Handbook of Early Childhood Literacy*, Sage Publications Inc.
- Paciga, K. A., Hoffman, J. L. and Teale, W. H. (2011) The National Early Literacy Panel and Preschool Literacy Instruction: green lights, caution lights, and red lights,

- Young Children, **66** (6), 50-7.
- Peterson, S. S. (2012) Preschool Early Literacy Programs in Ontario Public Libraries, *Partnership: the Canadian Journal of Library and Information Practice and Research*, **7** (2), 1-21.
- Prendergast, T. (2011) Beyond Storytime: children's librarians collaborating in communities, *Children & Libraries, the Journal of the Association for Library Service to Children*, **9** (1), 20.
- Prendergast, T. (2013) Growing Readers: a critical analysis of early literacy content for parents on Canadian public library websites, *Journal of Library Administration*, **53** (4), 234-54, doi: DOI: 10.1080/01930826.2013.865389.
- Prendergast, T. and Lazar, R. (2010) Language Fun Storytime: serving children with speech and language delays. In Diamant-Cohen, B. (ed.), *Children's Services: partnerships for success*. American Library Association.
- Purdue, K., Gordon-Burns, D., Rareer-Briggs, B., Stark, R. and Turnock, K. (2011) The Exclusion of Children with Disabilities in Early Childhood Education in New Zealand: issues and implications for inclusion, *Australasian Journal of Early Childhood*, **36** (2), 95-103.
- Rodger, S. and Umaibalan, V. (2011) The Routines and Rituals of Families of Typically Developing Children Compared with Families of Children with Autism Spectrum Disorder: an exploratory study, *The British Journal of Occupational Therapy*, **74** (1), 20-6, doi: 10.4276/030802211X12947686093567.
- Rogers-Whitehead, C. and Fay, J. (2010) Managing Children's Behavior in Storytimes, *Children & Libraries*, **8** (1), 8.
- Rogow, S. M. (1997) *Language, Literacy and Children with Special Needs*, Pippin Publishing.
- Salmon, L. G. (2014) Factors that Affect Emergent Literacy Development when Engaging with Electronic Books, *Early Childhood Education Journal*, **42** (2), 85-92, doi: 10.1007/s10643013-0589-2.
- Shanahan, T. and Lonigan, C. J. (2010) The National Early Literacy Panel: a summary of the process and the report, *Educational Researcher*, **39** (4), 279-85, doi:10.3102/0013189X10369172.
- Stoner, J. B., Angell, M. E., House, J. J. and Bock, S. J. (2007) Transitions: perspectives from parents of young children with autism spectrum disorder (ASD), *Journal of Developmental and Physical Disabilities*, **19** (1), 23-39, doi: 10.1007/s10882-007-9034-z.
- Stooke, R. K. and McKenzie, P. J. (2011) Under Our Own Umbrella: mobilizing research evidence for early literacy programs in public libraries, *Progressive Librarian* **(36/37)**, 15.
- Street, B. (2003) What's 'New' in New Literacy Studies? Critical approaches to literacy in theory and practice, *Current Issues in Comparative Education*, **5** (2), 77-91.
- Twarogowski, T. B. (2009) Programming for Children with Special Needs: part one, www.alasca.org/blog/2009/06/programming-for-children-with-special-needs-part-one.
- Ward, C. (2007) Libraries as 21st-Century Learning Places, *Language Arts*, **84** (3), 269.
- Wildenger, L. K., McIntyre, L. L., Fiese, B. H. and Eckert, T. L. (2008) Children's Daily Routines during Kindergarten Transition, *Early Childhood Education Journal*, **36** (1), 69-74, doi: 10.1007/s10643-008-0255-2.
- Winson, G. and Adams, C. (2010) Collaboration at Its Best: library and autism programs combine to serve special audience, *Children & Libraries*, **8** (2), 15-17.
- Wolfe, S. and Flewitt, R. (2010) New Technologies, New Multimodal Literacy Practices and Young Children's Metacognitive Development, *Cambridge Journal of Education*, **40** (4), 387-99, doi: 10.1080/0305764X.2010.526589.
- Zascavage, V. T. and Keeffe, C. H. (2004) Students with Severe Speech and Physical Impairments: opportunity barriers to literacy, *Focus on Autism and Other Developmental Disabilities*, **19** (4), 223-34.