

Tips on Making Your Book Corner Accessible to All Kids

Excerpted from *Building Blocks for Teaching Preschoolers with Special Needs, 2nd Edition*, by Susan Sandall, Ph.D., & Ilene Schwartz, Ph.D.

www.brookespublishing.com/building-blocks-for-preschoolers



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning

If

a child is distracted . . .

. . . carefully consider the arrangement of your book corner. It should be in a low-traffic area and near other quiet centers.

If

a child is active and noisy in this area . . .

. . . carefully consider the materials that are available. Provide earphones for those who use the tape recorders. Limit the number of children who can use the area at one time.

If

a child never uses the area during free-choice time . . .

. . . use the book corner at other times of the day, as appropriate, to introduce the child to the area. For example, have the child's small group meet in the book corner.



Material Adaptation

Modify materials so that the child can participate as independently as possible.

If

a child has difficulty sitting on the floor . . .

. . . provide a child-size table and chair in the area for the child.

If

a child has difficulty turning the pages . . .

. . . place bits of Styrofoam in the upper right hand corner of the pages. It makes them easier to lift. You can also make or use cardboard books.

If

a child is not yet interested in storybooks . . .

. . . include photograph albums with pictures of the children. Make photograph albums of field trips and class activities.





Activity simplification

Simplify a complicated task by breaking it into smaller parts or by reducing the number of steps.

If

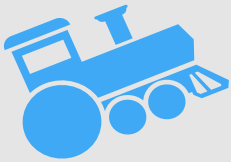
a child has difficulty operating the tape or compact disc player . . .

. . . use green tape (for start) and red tape (for stop) on the buttons to show the steps. Or use numbers for multiple-step operations.

If

a child does not have the fine motor skills to write but has something to say . . .

. . . include a magnetic board and letters as another way for the child to express him- or herself.



Child Preferences

If the child is not taking advantage of the available opportunities, identify and integrate the child's preferences.

If

a child does not frequent or remain long at the book corner . . .

. . . integrate a favorite topic into the book selections. For example, if a child loves horses, place several horse books in the book corner. If a child has favorite books at home, place copies of these books in the book corner.

. . . integrate a favorite movement or motor action. For example, if a child loves to make noise, place some sound-producing books in the book corner.

. . . place toys that go along with certain books in the book corner. For example, offer *The Very Hungry Caterpillar* (Carle, 1969) and add some plastic fruits and vegetables and a caterpillar puppet. (Socks with eyes on them work great.)





Adult Support

Have an adult intervene to support the child's participation and learning.

If

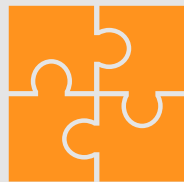
a child rarely chooses the book/library corner . . .

. . . station the child's favorite adult in the book corner.

If

a child gets very loud or excited when listening to the books on tape or CD . . .

. . . have an adult join the child. The adult can use a gentle pat or touch to help the child control his or her excitement.



Peer Support

Utilize peers to help the child learn important objectives.

If

a child flips through the books and quickly leaves the book corner . . .

. . . pair the child with a classmate. Have the classmate "read" a story. Then have them switch.

If

a child has difficulty using and listening to the books on tape . . .

. . . hook up two pairs of earphones to the tape recorder. Have children listen to the book in pairs.

If

a child is learning to talk, and he or she chooses to read books during free-choice time . . .

. . . encourage children to read stories to each other. The child can have more chances to observe how to tell a story and to practice talking.



Your ideas:

