



# Catalogue of Ideas from the libraries – divided by topic.

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This catalogue of ideas represents the response from 23 public libraries, in relation to the project “A concept for the libraries’ service of users with reading disabilities”. Not only does it illustrate their current practice, but also their suggestions and ideas for developing the area.

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## IT

### Placement of IT

- The computers are placed near the audio books and other materials for "easy reading".
- Programs for reading and writing are installed on the library's study-computers.
- Programs for reading and writing are installed on all computers at the library.

### Examples of programs and equipment used at the libraries

- Scanners.
- Reading pens.
- Audiocharta, which can read text aloud from physical media, and Cobra, which can enlarge the text from a physical media to a computer screen. Both are from Tagarno.
- The program for character recognition, Omnipage.
- The reading and writing program, CD-ORD.
- The program ViTre.
- Text read aloud via Opus.
- From text to sound with Easy-Converter.
- Zoomtekst (Zoomtext) on the computers.
- A deal has been made with Mikro Værkstedet, which means it is possible to buy a license for compensatory IT-tools.
- Vitalpakken is installed. It is identical to the IT-package, which is assigned to people with dyslexia by the municipality.
- It is possible to borrow a Daisy-player, if the citizen in question is thinking of purchasing one of his/her own.

### Website

- Several public libraries have a menu option for people with reading disabilities at their websites.
- Make sure the website guides to the online newspaper ligetil.nu, which is a website with news easy to read.

### Instructions

- A brief guidance for CD-ORD is placed at all computers, where the tool is used.
- A brief guidance for the IT-tools is always to be found at the library's website.

### Experiences



- Computers with programs for reading and writing aren't used that often. Mostly due to the staff's lack in competence, but also simply because not enough PR is made.
- IT-tools aren't used that much, though sometimes there's enquiries in relation to scanning.
- People with reading disabilities need a place where they can be updated on the latest technology in the field, in order to get familiar with the everyday use of IT – for instance in relation to educational purposes.

## Colleagues – training and more

### Courses for colleagues and so on

- Staff assigned to the "easy reading"-area offer courses to their colleagues, regarding the use of compensatory IT-tools.
- Educate "reading guides" amongst the library staff, so they can act as super users in relation to the area.
- Organize a feature day involving new knowledge in the field.
- Keep colleagues updated on a day to day basis regarding the basic functions on the computers with compensatory IT-tools.
- If the staff can't help the interested citizens offhand, they should point to the option of booking a session with a super user.
- Participate in network groups concerning people with reading disabilities.

## Library orientation and more

### Modularized

- Divide the library orientation in 2-3 modules, which are adjusted according to the participants and held in collaboration with professionals from the place of education in question.

### Visiting the library

- The teachers contact the library. A librarian gives a guided tour and tells about the library's services. It's important to focus on the oral presentation, and show examples of relevant materials.

### Individual help

- Help the individual user in the lending department by telling about the library's services.
- Draw the user's attention to NOTA.

### Enquiry service

- We've established an enquiry service once every week, where the citizens can book a session. At the session a librarian is ready to show the many possibilities at the library, even though you are having trouble reading. Both librarians servicing kids and adults participate in the service.

### Examples of participants

- Elementary school – the older classes.
- Dyslexic at adult education centres.
- Job seekers.
- Members of 3F (a Danish labour union).
- Citizens signed up at the local job centre.
- Remedial classes.

### Experiences

- While introducing the search database, be aware that participants can experience difficulties in reading and understanding what it says on the screen.
- In order to prevent the library from being associated with failure – that is, the written word – it's important to give the users a good experience, when they visit the library.
- It is a good idea to make a book-talk in order to stimulate their interest.

### The eventful library

- There are held evening events on an annual basis with two teachers from VUC (adult education centre), telling about the opportunity of being tested for dyslexia, and the possibilities regarding education and facilities.
- The library team up with others in order to establish courses on reading and writing (mostly for kids). The course is organized according to a theme, and an excursion is made, so as the theme can be tested or seen in practice. Subsequently, the participants write their own texts, which are compiled into a book.
- Parent/Children-courses are held in collaboration with reading consultants. As well as they also receive an "IT-pack" when starting school, all children in the municipality can attend these courses. Parents can also attend on their own.
- The library establishes cafés for coaching.
- The library provides a service of individual coaching.
- Different courses are offered the library's users.
- The library takes part in establishing a reading-workshop, for instance on a Saturday.
- Librarians go out and present new books, for instance in relation to school camps focused on reading (like "Camp B" known from Danish TV).
- The library houses larger projects in collaboration with other partners. As an example, adults with reading disabilities could receive help in making an individual list of qualifications, in order to get started on an education.
- The library collaborates with remedial classes.
- Visits from role models struggling with dyslexia are arranged, for instance the Danish comedian Omar Marzouk or local role models.

- The library takes part in arranging a workshop, where different players present aiding facilities, for example Nota, VUC, ScanDis, Instrulog, the library and so on.
- The library participates with a stand on fair days. The stand holds a sample of library materials, and the librarians inform about services targeted at the group, as well as they hand out merchandise.
- The library collaborates with "Netværkslokomotivet".
- In relation to events for users with reading disabilities, the staff hands out a folder to all participants telling about the library's service, including a date for next user training.
- The library establishes a mobile library (with approximately 1500 materials). The mobile library can for instance visit continuation schools for dyslexic, language centres, schools for mentally deficient and others. Inside the mobile library it's possible to have a meaningful dialogue, user and librarian in between. Materials for the mobile library can be selected in accordance with the target group's needs, and also function as an outpost in relation to the local public library. Furthermore, the mobile library can be used if the staff has arranged a Danish course at a firm, for instance.
- We have participated in Nota's campaign "Giv dit bibliotek en chance til" ("Give your library a second chance"). Here, the mobile learning environment was placed within the library, and a successful event featuring the Danish comedian Omar Marzouk was held.

## Experiences

- Only one out of four sessions for user training was carried out, due to few or none attendants.
- On the background of different events our experience shows, that people with reading disabilities prefers individual classes, rather than participating in different general courses and events.
- When having library orientations, workshops and so on, it is important to point out to the users just how vital being able to read actually is.

## Materials and interior

### Interior design

- Book shelves and cribs.
- The area for "easy reading" is designed as a cosy, inviting corner.
- The front of the materials for "easy readers" are made visible.

### Materials to be found in the libraries' "easy reading"

- "Easy reading"-books (both fiction and nonfiction).
- Audio Books.
- MagnaPrint.
- Cd + Book.
- Brochures especially targeted at people with dyslexia.
- Pamphlets with ideas for regular books, which are easy to read.
- Other informational materials.

### Other services



- Audio newspaper.

## Placing

- Important that the "easy reading"-area is visible and easily accessible.
- It is a good idea to set up the area near the librarian's desk.
- A sign with the logo of the Danish Dyslexia Association is hanging from the ceiling.
- Easy materials for adults are placed near the collection of audio books.
- Easy materials for young people are placed near the regular materials targeted at the young.
- All "easy reading"- materials are gathered and set up under the headline LÆRDANSK (LEARN DANISH). The collection contains both books and cd-roms. The types can be language courses, dictionaries and easy, Danish books.
- Materials for marketing, for instance pamphlets on NOTA, are placed by the audio books and the "easy reading"-materials.
- For inspiration, place different lists of books in the area.

## Experiences

- There are both pros and cons regarding placing the "easy reading"-materials together with ethnic languages. It's meaningful in the eyes of a newcomer, but not all users with reading disabilities find it to be a good idea.

## Marketing

### Examples of target groups

- Dyslexia Associations.
- Reading counsellors at elementary schools.
- Reading consultants in the local municipality.
- Social and Health Care colleges.
- Parents of children with reading disabilities or dyslexia.
- Adults with reading disabilities or dyslexia.
- Continuation Schools for the dyslexic.
- Labour unions.
- Members of 3F (Danish labour union).
- Job seekers.
- Jobcentres.
- Youth Educational Guidance.
- Partners within the municipality.
- Social workers.
- Home care.
- DVO - Dansk Videncenter for Ordblindhed.
- Children which are provided with an "IT-pack" and their parents.



- PPR (Pedagogical and Psychological Counselling).
- SPS (Social and Pedagogical Support under the Ministry of Children and Education).
- 10<sup>th</sup> graders at elementary schools.
- High schools.
- Youth schools.
- Traffic schools.
- Production Colleges.
- Companies.

### Different types of marketing

- Make sure to use pictures in your marketing materials, as well as a simple text.
- Promote your events through both audio and visual media – for instance as a spot on the local radio.
- Ads in the local newspaper can be found on a regular basis, along with ads on relevant events for the target group.
- Press statements are made.
- Posters, to for instance companies, the doctor's office, the town hall and so on, are made.
- Contact with various cooperating partners is held on a regular basis via mail, for instance consultants on dyslexia.
- Find a local role model, who's willing to give an interview to the newspaper.
- Make brochures to relevant cooperating partners.
- Establish a special site for people with reading disabilities on the library's webpage.
- A big screen in the library's hall is used to advertise programs for reading and spelling.

### Experiences

- It is necessary to be much targeted, for instance in relation to sending out invites.
- Having people participate in the events calls for hard work, but it is possible, if you're only persistent enough.

### Nota

- A computer has a direct login to Nota E17.
- We refer users with dyslexia to NOTA, and inform on what they have to offer.

### Ideas on developing the area

#### An introductory film:

- By using introductory films, we're working on making it possible for people with reading disabilities to make use of the libraries' online services, as for example Filmstriben og Netlydbøger (Danish service providing movies and audio books online).



#### **Teamwork - whether servicing children or adults:**

- As opposed to adults, children have caught an interest in scanning materials in order to have them read aloud, by using IT-tools. Therefore it's a good idea to have librarians from both areas team up.

#### **Further improvement of websites**

- It is important to keep improving websites, so they become more and more reader-friendly to people with reading disabilities.

#### **Increasing the collection**

- Move more of the fiction, which is easy to read, to the area.
- Move more of the non-fiction, which is easy to read, to the area.

#### **Arrangement of materials**

- Consider arranging the "easy reading"-materials according to theme.
- Make the front of the materials more visible.

#### **Ideas for naming the area**

- Læsebutikken (The Reader Shop)

#### **[www.adgangforalle.dk](http://www.adgangforalle.dk)**

- It's a good idea to refer to the free "text-reader", which is accessible at the Danish website: [www.adgangforalle.dk](http://www.adgangforalle.dk)

#### **The staff**

- It is important that the staff is updated according to the latest undertakings for people with reading disabilities/dyslexia.

#### **The importance of staying focused**

- It might take some time to get the area for people with reading disabilities going, but it's important to stay focused, so that users within time can see, that also the libraries can actually help out. However, it is necessary that the libraries pay attention to the area at all times and do some relevant marketing.