

[Project ENABLE Presents Webinar on Supporting Public and Academic Librarians to Provide Inclusive Programs and Services for All Patrons with Disabilities](#)

Part 2: "The Advocating Librarian"

May 22, 2015

Myhill: Welcome to Project ENABLE's two-part webinar series, supporting public and academic librarians to provide inclusive programs and services for all patrons with and without disabilities. Today's session, The Advocating Librarian, is the second webinar of the series. My name is William Myhill, and I am co-principal investigator of Project ENABLE and the director of legal research and writing for the Burton Blatt Institute. I will be facilitating today's webinar. Project ENABLE, which stands for Expanding Non-discriminatory Access by Librarians Everywhere, is a collaborative project of Syracuse University's Center for Digital Literacy and the Burton Blatt Institute. Project ENABLE provides free, foundational training designed specifically for K-12 school, public, and academic librarians worldwide to help them gain the knowledge and skills needed to create inclusive and accessible library services and programs that meet the needs of all patrons. Before we get started, I want to share some information and answer some of the frequently asked questions. Today's webinar is being conducted using Blackboard Collaborate. This system makes it possible for us to conduct workshops over the Internet from just about any computer with an Internet connection and web browser. This session is being captioned. To turn on captioning, please select the CC icon in the upper toolbar to open a separate window with captioning. Today's session is also being recorded and archived for future use. A link to the recording and presentation will be posted on the Burton Blatt Institute website through the Project ENABLE news page. I'll post this shortly in the text box so you all can grab it from there. Please share this freely with colleagues who may have missed the opportunity to participate in today's session. Also, all participants' microphones and phone lines are muted. If you have a question, please type it in the chat area, and I will be attending to those to make sure we address questions.

At this time, we are advising you all to close all other applications you may have running on your computer because they may interfere with your successful experience today. If your computer stays idle for too long, it may shut down or go to sleep, so we suggest you periodically tap the space bar just to let the webinar system know that you are still there.

Our presenters today are Debra Riley-Huff, Wendy Scott, and Patrick Timony. Debra is the head of web services and associate professor at the University of Mississippi libraries. She is responsible for leading the analysis, design, development, implementation, and evaluation of the library's website, user interfaces, and integrated web applications. She works closely with all departments in the libraries and across campus to ensure her department provides accessible, interesting, valuable, and highly usable applications and services. Thank you, Celestia, for posting that link.

Wendy Scott is the executive director at DeWitt Community Library, in DeWitt, New York. Under her leadership she has—she initiated and has developed a substantial collection of resources on special education programs for parents with children with special needs—with developmental disabilities. Previously, she was assistant director for faculty and outreach services at the Syracuse University College of Law library. Patrick is a librarian at the Washington, D.C. Public Library. He has worked in the Center for Accessibility at the Martin Luther King, Jr. Memorial Library. This has included classroom style, assistive technology training and employments related assistive technology support group and others. Our webinar schedule today is for our presenters to take 15 minutes each to present their material, and we can take some questions during the presentations if you put them into the chat box. After we've gone through that, we will open the floor for questions to any of the panelists, and we will aim to wrap up by 12:30 Eastern time. So, we are right now at the 11:05 Eastern time mark, and I'm going to turn things over and introduce our first panelist, Debra Riley-Huff. Debra?

Riley-Huff: Hi. Thank you. I would like to speak with you today about helping your library staff to get up to speed with web accessibility, and first, I'd like to say it's my distinct pleasure to be speaking today about website accessibility. So first, let's talk about why website accessibility is important.

First, we all serve. Everyone in a library should be concerned with web accessibility. Building websites, if you're doing that, if you're creating content, purchasing resources, assisting users; ultimately, web accessibility does concern everyone in the library. Now, some staff do need to know more than others, and obviously, those building and maintaining your web infrastructure will need to be in a position to take the lead on web accessibility. There are also laws and standards that now apply to web accessibility, and sadly, many of the laws are vague, but sufficed to say, they do apply to public and academic libraries. The vendors are a bit of a different story, and this is where confusion often comes in. Let's talk about section 508. 508 is a law, it's the one you hear about the most, and it is part of the Rehabilitation Act of 1973, which requires federal agencies to make their electronic and information technology as accessible to people with disabilities. There's also the W3C's web accessibility initiative, and this is a standard. The W3C is the group that runs, you know, most of the standards for the Web, and they are—this is their web accessibility compliance initiative. And it really helps if you're being on the Web, you'll be getting the most from your

browser support for accessibility by following their standards. And we get to point out is the standard that we're all aiming at right now; current web standards you're aiming for. If all this is gobbledygook to you, hopefully, it'll be more clear at the end of this presentation. I'm going to give you some resources you can use to get started to gain more understanding and enable you to help others at your organization.

So let's take a look at some user population facts. Libraries are a diverse population. The World Health Organization estimates that 15% of the world population, 1 billion people, live with some sort of disability. They're the world's largest minority. And disability itself is a diverse phenomenon. In July 2012, the U.S. Census Bureau reported that 19% of the U.S. population, 56.7 million Americans, have a disability; that is 1 in 5 persons, about 8.1 million, have a serious difficulty seeing, and about 7.1 million have significant hearing problems. This doesn't even count the temporary disabilities people have, and many of us will experience some temporary disability in our lives that could interfere with our ability to use the web. So, the point I want to drive home is this is our user population. It's not like we might get a disabled user now and then. We do and we will. They are just our users, and that's the way that we need to really think about this. So let's take responsibility for accessibility.

Let's go through some of the different roles in libraries and talk about how you can promote web accessibility. Library administrators should take an active role, kind of really – we really need you to take an important stand on this. Please promote a culture of inclusion. Have an accessibility advocate in your library and work it into a job description. Make it important. Don't just say, well, would you like to do accessibility? It's a really wise thing to do. Pay for and allow for time for training, if that's necessary. Web administrators try to know the laws, regulations, standards, and any new technologies that are coming up. Stay on top of accessibility, know the landscape, get involved in listservs, know who's in trouble for what at what organization so you can try to avoid the same mistakes, be in contact with other organizational accessibility departments at your school, university or community. Library web content creators, be a willing participant in accessibility and inclusion. Commit to creating accessible web content and be open to change around accessibility initiatives.

Okay, let's talk about helping others create accessible web content. A web administrator's responsibility, it's primarily your responsibility. Don't, please, pass off accessibility to someone without the authority to do it. They will likely get push back from some others in the library and some will stop there if they don't have the authority to keep going. Identify who is creating web content in your organization. Provide web accessibility training. If you don't know what you're doing yourself, there's no shame in that, but get training first. And again, I'm going to show you some resources to get you going. Review web content often and have those conversations. They can be uncomfortable sometimes, and try to structure things as constructive criticism. Review and talk about vendor provided

resources. Again, for everyone, when you purchase things, include your accessibility advocate who can check out the resource or help with a mitigation plan. Enforce compliance whenever possible, both with your librarian or your vendors. It can be really difficult with vendors, because they're not required to meet 508 laws, but you are. So you need to ask for voluntary product accessibility templates, called VPATs, and then check. What is in the VPAT is not always a reality, so check it. Provide mitigation services for those products you can't reconcile, and remember that these resources that are not accessible are costing your organization money by not being accessible. It does not relieve you of your responsibility to mitigate the resource. Mitigation means providing help to bridge the gap for non-accessible resources by providing text content, remediating image only PDF files, or recording someone reading them, having someone sit with and help a user search, and in some cases, even travel to their home, so it can be very costly in time. And finally, be that person that others can go to for assistance.

So, let's talk about some of the chronic problems in web accessibility. The number one is unknowledgeable web administrators. Again, this is not a criticism. We all start as beginners, but you need to get with it if you're unknowledgeable. It is your job. Web accessibility starts with you, and website – all website accessibility problems will start and stop with your department. Make good choices. Consider accessibility in everything you do. Know the accessibility problems in different kinds of vendor products as best as you can. Know who is who and what is what. Have a good overview, because appearances and documentation may not always be the reality of the situation, and good intentions do not always equal accessibility or a job well done, so dig deep and make sure that you're really checking things over. Have a mitigation plan that you can point to. Make users who need help aware that you have a plan in place to help them.

Library created staff content, you need to stay on top of it. Some of the problems with library created content could be public facing blogs and wikis. Check them often. People forget sometimes about accessibility, but be patient but firm. LibGuides content. LibGuides can be a big source of user created accessibility problems. You name it, it can happen. LibGuides also allows users to put job script into content which can be a security hazard. Beware of pulling LibGuides content back into your site that may be inaccessible. Have regular checks if you're not the LibGuides administrator, and in some cases, if it's been turned over to a reference department or something like that, still get involved in the accessibility aspect. If it's unwelcomed, talk to your library administration and explain the situation. LibGuides content is web content, and someone with a deeper technical and accessibility understanding should be responsible for it. You must provide accessibility training for anyone who is creating LibGuides content. And lastly, that dated – dated static web content. Like that old web page from 2005 you forgot about? Yeah, that; it's probably not accessible.

Now let's talk about what is hard and what is easy. What is hard is new development. So, don't make accessibility an afterthought. Build it in. Everything

you're building new now should be both accessible and responsive. That means it's working on all kinds of mobile devices. Accessibility helps everything work better for everyone. So, HTML5 is a huge boost for accessibility. Use it. Make the case to move to a content management system, like Drupal or Word Press, if you're not already using one. We know that content management systems are way more accessible and easier to keep updated. Choose an accessible base theme for your modifications. Drupal and WordPress both have one. Accessible HTML5 things that you can modify, again, get training and ask questions. The easy things to do are some of the cleanup and retro work. They can be tedious, but just commit to getting it done. Content created with a WYSIWYG editor, what you see is what you get editor that your folks may be using in a content management system, can be pretty easy to clean up. Train folks on how to do it and then delegate that out to folks that know how.

So, let's go over quickly the low-hanging fruit of web accessibility. These are the things that will take you very far if you can get in and get these done. Images; use alt tags and good descriptions. Image only text; most info graphics are not accessible. Include a sidebar in your page with the facts in text. If you get pushback from others saying, well, it's redundant for sighted users, you know, that's too bad. We have to provide that. Image PDF files; those have to be remediated. They are inaccessible. Period. That's where the text is really an image. Un-captioned video content is inaccessible and now illegal in education. Caption before you publish. Don't publish and think we'll go back and caption it later. Often, it just doesn't happen. Form labels; form elements without labels are a mystery to screen readers. They're a very common problem in vendor products and search databases. Skip navigation for older sites. Don't make them go through the navigation over and over and over again. Proper documentation – document traversal for old and new sites. Use proper headings and document formats.

Now, if you're a web administrator and you did not know what I'm talking about on any of these low hanging fruits, you really need to stop and focus on getting some accessibility skills. Your site probably has some serious accessibility problems. So, let's talk about where to start. Create a policy and post it on your website, a policy about accessibility. Start with your user created content on your website. Use testing tools and take care of critical problems. Clean up your stuff or start fresh and consider using a content management system. Understand vendor issues and create your mitigation plans. Commit to ongoing accessibility checks and training. Be very responsive to the needs of your users. Work with your campus or organization's disability office or coordinator. Become part of a community of practice on your campus or in your town. ALA accessibility interest groups.

So, if all of these tasks seem daunting, remember that about 80 percent of what you will do to clean up your stuff will be pretty easy. So, here are some resources I would like to give you to get started. WebAIM, Web Accessibility In Mind. They are a great resource. They have training camps in Logan, Utah which are

quite affordable. They will also help you review your site for a fee. They have the most well-loved site checking tools. Web WAVE, it runs in your browser and will give you a great idea of what's wrong. The W3 Web Accessibility Initiative. This is a comprehensive web-based free resource. It will take you very far. In fact, you can become an advanced practitioner just by using their online training. Standards, such as WCAG 2.0, are completely explained on this site, and there is tons of documentation. The Accessible Technology Coalition, they offer free training and webinars, and you can join for free. LUA, Libraries for Universal Accessibility, is a blog and a community of practice with a free VPAT repository. Everything is free on there as well. A couple of great books here, "Designing Accessible Websites," by Sarah Horton and Whitney Quesenbery that will get you really a great overview of designing, and then "Pro HTML5 Accessibility" is – will get you way more into the advanced realm of web accessibility. So, here are a couple of references from my presentation. And thank you very much, and let me know if you have any questions.

Myhill: Thank you so much, Debra. Fantastic information. I know that some questions will have arisen, including myself. What I'd like to do in light of time is to go ahead and move ahead to our next panelist, if people would hold their questions, and we will get – we'll get on with Wendy Scott so that we sort of stay on schedule here, and that way, we will more likely have our question and answer after the three panelists. But if you do present questions in the chat box during a presentation, we will make every effort to pause and address them. So, we'll now pass the mic to Wendy Scott. Wendy.

Scott: Hi. Thank you for having me. Today, I'm going to talk to you, let me see if I can get my slide up here, there we go, on inclusive pre-school programming at the direct community library. It's really a story of failure, and hopefully in the future, redemption. Today, I'll briefly introduce you to the DeWitt Community Library and its patrons and give you a really brief history of what we've been doing to serve children and teens with disabilities, then I'll move on to our description of the inclusive sensory story times that we launched and the goals that we set for these programs. The emphasis on my presentation is not on how to do inclusive story times but rather on reactions that we received from participants and librarians, a discussion of the areas in which we fell short, and the specific steps we're taking to improve. Time permitting, I'll mention some of the resources that I use that other public libraries might consider when developing their own inclusive programs.

Slide 3, About the DeWitt Community Library. The DeWitt Community Library, or DCL, is a suburban public library located just outside of Syracuse, New York. We serve a very diverse population with both young families and older adults making up the majority of our regular patrons. The library is close to Syracuse University and LeMoyne College, and community members have traditionally been strong advocates for libraries and education. DCL has also had a strong history of supporting the needs of children and teens with disabilities, partly

because I spent so much time at Syracuse University working with faculty and disability there. We've worked with the SU parent assistance center to create special education programs for parents of school age children and educators, and we also forged relationships with local high schools and educational centers to provide job training for young adults with developmental disabilities. Although DeWitt has always had a very strong early literacy program, until recently, we had not addressed the needs of pre-school children with developmental challenges and were eager to explore ways in which we could serve this population.

Slide 4. So, why did we integrate inclusive early literacy programs now? The children's librarians told me that they started to hear from families of young children with disabilities, and the parents had been inquiring about the programs at the library that might be suitable for the children. A number of them had attended our existing story times but told us that it was hard for the children to sit through the traditional approach of showing a book while reading it, and they asked if we would consider offering a separate story time for their children. Because I feel that part of our mission as a public library is to advocate for access to library services for all and to foster literacy in a welcoming and inclusive environment, we decided to develop several pilot projects for inclusive pre-school literacy programs, rather than creating separate programs. The timing was also right as technology offers a myriad of new opportunities for enrichment of growing literacy programs.

Program goals and descriptions. Our formal goals for the pilot programs were to create a welcoming and inclusive environment for children and their parents or caregivers, enhancing early literacy programming by incorporating multi-sensory experiences, and encouraging interaction and participation, supporting the growth of all participants. In addition to fostering literacy by introducing pre-readers to the exciting world of books, our goal was to provide an environment for all participants that would encourage sensitivity and awareness of differences and provide opportunities for socialization and relationship building.

Program goals and descriptions continued. We also wanted to take advantage of the interactive and dynamic features of children's e-books, which stimulates the senses with things such as animation and embedded music and sound. Let me tell you about our sensory story time. Our first program was the development of sensory story time, where the librarians use a variety of tools to engage the senses and encourage participation. We had integrated the use of a visual schedule into the story times, and this is a technique that seems to work especially well with children with developmental disabilities, because it allows them to follow each component of the program, and then they participate by removing pieces from the storyboard after each section is completed. The librarians also use a variety of manipulatives, toys, and music makers, to supplement and reinforce the story. And examples include laminated cutouts from the book that we're reading that children can then place on the storyboard, simple noisemakers of various kinds, singing songs, the use of textural items such as bubbles and plush toys and

puppets. And generally, the librarians try to end the program with some unstructured playtime. The interactive e-book story time combines elements of the sensory story time, such as a storyboard, toys, and manipulatives, with animated picture books that we can project on the wall or show on an iPad. In addition to the extras that digital stories can offer, the e-book story time has an educative function for parents on how to use e-books to supplement their own reading time with their children.

Slide 7, surprising reactions and responses. The reactions to the programs were unexpected and very enlightening. I'll start with some of the positive feedback that we received. Some parents, but especially those with children with developmental disabilities, were really enthusiastic about the opportunities that the new programs offered for interaction with a diverse group of other children and they also seem to appreciate the opportunities to socialize with other parents and to share their experiences. These parents generally applauded the sensory elements that stimulated the imagination and provided different ways for their children to learn. And parents told us that they appreciated the e-book story times because they were then able to download the e-books on their own devices and easily replicate the story at home, and of course, the kids love using a tablet. Parents reported that their children responded well to the enhanced learning environment provided by our new programs. We heard comments such as my daughter wasn't as distracted as usual, or my daughter loved hearing and repeating the sounds and the music that accompanied the e-book story time. We were also told that children were able to retain more of the story when they could be active participants and were eager to retell the story at home. Many parents commented that their children liked the free playtime after the story because it gave them a chance to move around, build friendships with different kinds of children, and to use their imaginations outside the structure of the story time. That's the good news.

Slide 8, surprising reactions and responses 2. Our initial program launch was not without its problems, however. The children's librarians were encouraged that the multi-sensory experience seemed to be well-received by most children and that the majority of the parents were engaged in the process. However, they found that story – sensory story times worked best with quite small groups of no more than 10 to 12, which is about half the size of the traditional story times that we were offering. So this meant that we would need to offer additional sessions to accommodate the demands. We currently have one children's librarian and half-time children's librarian, so this has been challenging. The children's librarians also discovered that they needed to be more flexible during the sensory story times and make changes on the fly, so to speak. Some children seemed to do better with a shorter program or fewer components, different kinds of components, and interestingly, this varied from week to week, even with the same children. Librarians noted that the e-book story times were best when the book was projected onto a wall, rather than shown on a single, or multiple, iPads held by the parents. The single larger image seems to make it easier for the kids and

the librarians to focus on the details, hear sounds and music, and share the experience as a group.

The librarians also felt that the supplemental activities were even more important during e-book story times to keep children interacting with each other and not focusing exclusively on the screen. We were quite surprised by some of the negative reactions and concerns expressed by parents. At least a quarter of the parents who were regular participants in past story time programs commented that they were not comfortable with having disabled children in the story time, and they were also concerned about the program content, saying that it fell short compared to the traditional story time. Parents expressed several specific concerns. Some felt that the new inclusive programs were not as focused on literacy because of the time spent for supplemental activities and sensory experience. Other parents indicated that the programs had become too simplistic and were not challenging enough for their children. Others complained that the new participants, that is, children with disabilities, were noisy or distracting or needed too much attention from the parents or the librarians. A few parents said that they felt children with disabilities should have their own programs and not, and I quote, “hold back those without disabilities.”

Slide 9, Lessons learned – where we went wrong. Clearly, we were not at all prepared for some of the reactions that we received, and in fact, we were quite shocked. We had made erroneous assumptions about how parents would react to the new programs and the new participants, and I think because our community has been such strong supporters of literacy and education, we just assumed that they would be overwhelmingly supportive of these new programs and the inclusion of everyone. We also failed to realize that not everyone was very well-informed about the potential benefits of the sensory component in a pre-school story time, or about the potential benefits of inclusive programming for all children. We also concluded that some of the parents' reactions may have arisen simply because we neglected to address our proposed changes effectively in advance, or to give parents an opportunity to weigh-in before we made programmatic changes. We heard a couple of parents say they felt blind-sided. Certainly, we had not adequately prepared our librarians to respond to the parents' concerns.

Lessons learned – keys to success. Despite the concerns expressed by parents and librarians, we agreed that we were still committed to inclusive pre-school programming and that we were committed to doing better. So, we continued offering the programs and we added in traditional story time while we discussed what we were going to do. The first thing we all agreed on is that the library staff could benefit from training on inclusive practices in libraries. So we have done some training, and we're developing additional training to help staff understand how inclusivity falls within the mission of the library, and to explain our specific goals for each program and service to ensure that all participants are informed and

feel welcomed. So, it's just reiterating the importance of listening to, and responding to, patrons' concerns.

We realized that we needed to do a better job of reaching out to experts within and beyond our community to help us plan, implement, and evaluate our programs. So, we began to do some outreach. So far, we have been very fortunate to connect with the SUNY Upstate Medical University Children's Developmental Evaluation Center, and they came in to attend several of our programs and to provide feedback. We've touched base with the Syracuse University School of Education and are hoping to have an intern come in to work with us on developing program content and assessing future programs. The children's librarians have been reaching out to other libraries that have inclusive programming, some of which have some great blogs and articles, helpful in giving us practical tips and strategies for our own programs. Staff at daycare centers that encourage inclusivity in our area have also been really helpful in sharing their own experiences. They've provided us with some guidelines that can help us prevent disappointment and improve the quality of programs for everyone. Finally, I think we now realize the importance of engaging the parents in the process as early as possible, and we've started an informal discussion group for parents to encourage feedback and also to encourage them to interact with each other as well as with the librarians. A number of the educators and experts that we've spoken to have mentioned the importance of developing a marketing plan to share information about what we're trying to achieve with inclusive programs. So, we're working on things such as creating a flier to describe our inclusive programs and services, writing press releases and newsletter articles, and creating displays and bulletin boards, not only in the library, but at outreach locations.

Lessons learned – keys to success continued. Based on our experiences with the pilot programs and subsequent feedback that we received from parents and experts, we decided to modify the programs to enhance the experience for everyone. We now encourage parents to complete a registration form in advance and to give us whatever information they wish to share about their children's needs. At the beginning of each program, we welcome everyone and we set some guidelines that will make the program more enjoyable for everyone. Guidelines include asking parents to arrive on time, asking that parents remain in the room with your children during the program, and encouraging parents with the restless or disruptive child to take the child out of the room until he or she is more comfortable. We're also trying to create a physical environment that is comfortable for everyone. So, we'll dim the florescent lighting because sometimes that can be a problem for children. We have a quiet corner for any child who might feel overwhelmed or overstimulated and wants to have a quiet space but still remain in the room. We offer plush toys to children as they arrive, and again, we invite parents to stay behind for a few minutes after the program to follow-up with their questions or concerns or ideas. We're also developing program assessment tools, such as a simple survey to assess the program content, structure and guidelines, a suggestion box, and we realize that parents are frequently too

busy to complete surveys or fill out forms, so again, we encourage them to communicate with each other and with us informally.

I think in summary, the most important lessons that we learned in designing inclusive early literacy programs include: taking the time to plan in advance and considering all the implications of the changes that we're making, providing appropriate training for library staff to improve program quality, encourage communication and be responsive to the needs of children and parents, inviting experts and colleagues to offer suggestions, strategies, and share experiences, creating varied opportunities for communication with parents and caregivers, including opportunities for parents to communicate with each other, periodically evaluating our program, and sharing information and generating enthusiasm about inclusive services and programs through a variety of marketing methods.

Slide 13 are some helpful resources. There are so many resources available to support libraries interested in developing inclusive programming, and I've noted just a few of them here on my slides. The ALA does have a policy on serving people with disabilities, which is a good starting point, and the ALA's Association of Specialized and Cooperative Library Agencies has a very good library accessibility page with practical tip sheets, as well as resource lists. On the international level, the International Federation of Library Associations and Institutions, IFLA, has a great section on library services to people with special needs, and individual libraries in Europe also have some very good information.

Continuing on with a few more resources. As I mentioned, local experts, educators, and colleagues are often very generous with their time and expertise. I've listed here several librarians' blogs or websites, SNAILS, which is Special Needs and Inclusive Library Services, and the inclusive early literacy blog. Just as an example of educational websites, I've listed Santa Clara County Department of Education site, called the Inclusive Collaboration – Collaborator, which is helpful, and a website for Lekotek, an educational non-profit. There are lots of other resources, and I'm happy to follow-up with any of you to give you some additional information about sources that we used.

The last slide is my contact information with my website address and my phone number. It's wscott@onlib.org, area code 315-446-3578. And thank you, and I look forward to your questions.

Myhill:

Thank you so much, Wendy. Another presentation with wonderful information and content. Let's take one quick question and then we'll move on to Patrick so that we can keep on schedule. We do have a block of time for more questions at the end. Marian K. asked or commented, "I have been approached by parents who would like us to offer pre-school inclusive story time for children in grades 4 and 5. How would we publicize this kind of program?"

Scott: I think that you can work with the schools. I think that would be a really great way, to collaborate with local schools. We also put that kind of information in our electronic and print newsletters. We do a lot of outreach to community non-profit organizations, we work with our town's department of parks and recreation to offer story times, and also, you can go on TV. You can go on local programs and talk about your programs and services that way. I like to build a list of e-mail addresses so I can communicate with interested parties and share information quickly that way as well.

Myhill: Thank you, Wendy. We do have other questions coming in, but I want to make sure I give plenty of time to Patrick, so Nolan and Linda, please hold on to your questions, and I'd like now to go ahead and go to our next presenter, Patrick Timony. Patrick?

Timony: Yes. Can everyone hear me?

Myhill: Yes. Just fine. Thank you.

Timony: Okay, great. Okay, so, I've got 15 minutes here, so, I just wanted to answer the three questions, which were how do you influence the adoption and implementation of assistive technology in your community, that's the first one. The second one was what can the disability community gain from the maker movement? And then finally, how can public librarians get involved in the maker movement? So, in answer to the first question, which is how we have influenced the adoption and the implementation of assistive technology community, I just wanted to mention that the Center for Accessibility is located in the main public library branch in Washington, D.C. in Martin Luther King Library, and we have four services: the library for the blind, the library for the blind is in the Center for Accessibility; we have the library service to Deaf community; we have a service for at-home readers; and we have the assistive technology program, which I do.

So, the assistive technology program has three basic parts. The first is to support the technology, where we have JAWS, Magic and, WYNN on all of our computers in library branches, and we also have a try before you buy collection of assistive technologies, like iPads and hand-held magnifiers. We also do training two days a week. I dedicate the whole day to doing three different levels of JAWS training, keyboarding in intermediate and in advanced level. And then we also have events and regular programs where folks can come and get training. We have a tech talk Tuesday, every Tuesday night, which includes iOS and Android training in sort of a distributed way, so we invite the experts in and the beginners. Then we also have, for the last 7 years or so, been running a Saturday technology training session, which at first involved the vendors coming in and them demonstrating specific technologies, and it has evolved more towards being a job club, so those are the Saturday sessions. And then we hold a number of one-off events too, which I'll mention a little bit more about in regards to how, the last

question, how folks can – can start to get involved in the maker movement in relation to assistive technology and persons with disabilities.

One more thing to say about how we've influenced the adoption and implementation in our community is that we interface with the, you know, the others in Washington D.C., we can interface with the national level assistive technology community, including the FCC where Jamal Mazrui runs the Accessibility and Innovation Initiative, which is an organization that's – all of Jamal's programs are interesting, so it's something to know about. We also work with the University of Maryland I-School and have them come down and assess our services and suggest directions we can go, and then we also work closely with the local, you know, the community of folks who work at a high level with assistive technology, many of whom are employed by the federal government, for instance, 508 coordinators, and they come into the library and use it as a place to share information about new technologies and stay up-to-date and communicate with each other. And then we work on a daily basis with folks who have literacy issues, where they're just getting started with computers, or, you know, we also have sign language classes, things like that.

So, in regards to the second question, which was what can the disability community gain from the maker movement? I guess, if you talk about the community of folks with well-defined disabilities, for instance, under the ADA, then you would, the first answer to that question would have to be that they can gain jobs, so that folks can gain solid skills from, you know, creation, bringing creativity into the library space. But they can also use it as a platform for further accessibility. And to address both of those, I would just like to mention two examples of folks in our community who are doing things in regards to the maker movement that I think apply to the answer to this question. One is called the I-3 support group, and it's a group of people who are blind or visually impaired who have been through our JAWS training and who are interested also in learning the mobile platform, like the Android cell phone, or also, iOS. And so they have started a regular support group meeting using free conference call where they communicate once a week on Tuesday nights, and out of that support group where they talk about all sorts of stuff, they also do informal assistive technology training. I think that that will hopefully encourage an entrepreneurial spirit in that group where they can take that assistive technology training to a higher level. So, that's one example of entrepreneurship and bringing the maker movement into the community.

Myhill: Patrick, this is William, May I just jump in and ask you a quick question?

Timony: Sure.

Myhill: Could you provide us just a quick overview of the maker movement, what it is? I'm not sure everybody will be familiar with it.

Timony: Okay, so that's a good question. So, in this context, I think we should really broadly define it to just mean creativity, and especially in regards to getting folks employed in the disability community. The maker movement, in general, you know, is pushed by companies, and so it kind of errs on the side of high technology, like 3-D printing and computer controlled design equipment, all of which will be very difficult to make accessible to folks with disabilities, but that's something to work on. But I don't think that that's a place that libraries need to focus a lot of energy because it's always going to be taken care of by the private side. What I think that the maker movement, where we should look is where making and creativity already is happening in our community. And that means taking a look at innovation and how disability and innovation are related, and I think that's a pretty core relationship since necessity is the mother of an invention. You can look at folks with disabilities as being, you know, the original creators because we have to create our solutions on a daily basis. So, if we take it from that perspective, then the disability community is already a maker community, and it's kind of just translating that into the language that, you know, that the private side can understand.

So, that means, you know, entrepreneurship and starting businesses around I think training and technology, you know, assistive technology training, and that's something that that I-3 support group is starting in our community, so that's why I mentioned that one. There's another organization called Adaptive Design Association in New York, which is great because they teach folks how to use maker technologies to build stuff out of really simple materials. So, for instance, they just put cardboard together and build adaptive solutions that encourage the inclusion of folks with disabilities. For instance, in school, they'll build, like, high chairs for folks to be able to sit at the table or wheelchairs that can be used inside. So, the Adaptive Design Association is another group who we plan on working with. Does that answer your question?

Myhill: That's helpful. Thank you, Patrick.

Timony: Okay. And I guess then in answer to the last question, which is how can public libraries get involved in the maker movement, I'd say that you can start with having events, and that, you know, starting with events means finding the key people who are involved; that means folks in the library community who are interested, and then people from the well-defined disability community who can be involved, and then also folks from the maker community. You find lists of those key people using things like Twitter and e-mail and having phone lists of people in the community, but also by doing in-person training at the library so that you can have a real, you know, face-to-face, real space, and real time encounter with people because that's the root of all of this, is in-person real-time communication.

So, some of the events that we've had at the library that are listed on our web page, D.C. Library Center for Accessibility, include accessibility camp, which is

an “Un-conference”, one-day event that’s now, since starting at the MLK Library, has been held in over 30 cities around the world. There’s also a global accessibility awareness day, which is associated with accessibility camp. Both of those are great events that really pull together the accessibility community, and that means mostly computer programmers who are dedicated to making the web accessible. We also have iPhone sessions, because iPhone was more accessible more quickly than Android, so we’ve had an iPhone group of about 50 folks who come and use the library about four times a year to communicate about solutions for the iPhone, apps, and accessibility for the iPhone. We had a hack-a-thon in 2011 that has inspired something called enable by design-a-thon, which is now sponsored by Google and United Cerebral Palsy, so bringing folks together to hack together solutions around accessibility are great events to have. We also have, of course, the Saturday technology training sessions, which were influenced by VIBUG, the Visually Impaired Blind User Group, in Boston, and that’s just getting folks together to talk about, you know, user group, it’s a computer user group. Saturday sessions and VIBUG. We have our job club, which is really important, so to get a curriculum for step-by-step, folks with disabilities, getting them to find employment. We had a techie talk around cognitive and intellectual disabilities, which is a vendor fair. We invited all the service providers and interested folks in the community together for an expo called techie talk.

We also have iPad training for folks with cognitive and intellectual disabilities at varying levels, so we work with non-profits like Art Options and New Vision Photography in DC to train folks who are working at low level with language in how to do music and art on the iPad and folks who are working at a higher level on how to find jobs and do resumes and things like that. We have the tech talk Tuesdays as I mentioned, One dedicated to mobile accessibility, the other one to professional employment meet-up, the third to the maker movement and creating things and working in our two new maker spaces at the MLK library, which include an A B maker space and a fabrication space where we have 3D printers, and then a game night, accessible game night, which is all board games in Braille and large print which we have on the fourth Tuesday night, and then the last two to mention are some of our work with the I-3 support group and then the Adaptive Design Association who we hope to work with in the future. So, I hope that helps.

Myhill: Yes. Thank you, Patrick. I was wondering if you might be able to speak a little bit to – perhaps the almost digital divide that we see between urban and rural communities. A lot of the programs that you discussed are fantastic and innovative, and we know that, of course, they're located in your area, in the Washington, DC area, and then perhaps a lot of those resources wouldn't naturally be available in more rural locations. Do you have suggestions for places that librarians in more rural areas might start to initiate some of the types of events and programs that you do? What a good starting place might be?

Timony: Well, you know, look at our website, number one. We have a little bit of stuff about that. You know, there – Twitter is the way that the accessibility camp came

together. Accessibility camp is worth looking into too. Each, you know, each one of the things that I mentioned, accessibility camp, global accessibility awareness day, the design-a-thon – enable by design-a-thon, those all have websites dedicated to them, and that means that they'll have instructions for how to run an event like that, and possibly also networks of people who you can find in the area who are interested. So, you want to find the experts, you know, on folks who have had experience doing this before. So you can look on Twitter, you know, to start off with, if you want to run an event like that, you would look on Twitter for hashtags. For instance, accessibility, A11Y, and look for a hashtag, ALLY, or sorry, A11Y, and then find, you know, also search Twitter for accessibility in your local area to find out who are the local folks and then try to – that's one way to get started with events like that. And, yeah, and, so, some of the networks will be informal, and you just find interested parties, and then there are also going to be organizations who are dedicated to bringing these kind of events and energy into communities. And let me be a resource as well, so please feel free, anyone, to contact me directly and let me know where you are and I'll see if I can connect you with people.

Myhill: Thank you, Patrick. Could you – would you be able to put contact information for you into the text box, or say it for us?

Timony: Sure. In the – yeah, I'll do that right now.

Myhill: And if you could also provide us a link to your library resources and services that would be great.

Timony: Okay. Sure.

Myhill: Okay. So, what I'd like to do now is we'll go ahead and start taking some questions from folks, and I see people have added a link for the global accessibility awareness day that you mentioned, Patrick, the third Thursday of May, looks like it will be happening this year, and I thought I would jump back to a couple of earlier questions I mentioned while – before we forget them. The first one, Wendy, it was directed to you, it was from Nolan Krabb, "I wonder whether any of the children in your program were introduced to Voiceover in conjunction with the use of the iPads?"

Scott: Yes, there are a number of different ways in which we can do that. We don't incorporate it into the actual story time session because those are of limited duration and there are a number of people who would not be interested, but one of the reasons that we inaugurated the registration form is so that people could let us know that they would be interested in having this training before the story time. Another opportunity that people have is to work with our technology staff in what we call a one-on-one training at any point in time, so it's very easily done, it's easy to show Voiceover on an iPad or an iPhone to help prepare those that could benefit. Does that answer your question?

Myhill: Yes. Thank you.

Unknown Speaker: I have a question. Can you hear me?

Myhill: Yes. Please go ahead.

Unknown Speaker: Oh go ahead, I'm blind and I'm phone conferencing in, and I didn't have the time to setup for the webinar, so it's my fault, and I'm not sure I would have been able to do it because I have all new assistive technology going on here, but, I would like the stuff that you're posting, like Patrick's information, contact information and phone number, would I be able to go back into this and get it at another – at a later date? Or is it just showing up at the webinar?

Myhill: Good question. So, all the power points, the presentation itself, a transcript of the presentation, and just an audio version of the presentation will all be available from the announcements website located at BBI, and that is at the BBI website in their projects page and specifically under Project ENABLE and in the news.

Unknown Speaker: Could I get somebody to get me a link to that? That's a lot of work when you're blind.

Myhill: Yes. Of course.

Timony: Okay, my telephone number is 202-727-1335

Unknown Speaker: That's all I need to know, And your last name is, Patrick?

Timony: Timony, T-I-M-O-N-Y.

Unknown Speaker: That's all I really need and then I can take it from there. I had a second question. It has to do with, I've been to the division of services for the blind, I'm talking about the elder community now. There's a whole bunch of us. A lot of attention is always given to elementary through, you know, or kindergarten through high school, then it sort of starts dwindling down when you get to college, and when you're out of college, boy, you're in trouble, you're on your own, so it gets worse. So, I'm in that category, and then I'm probably bordering on the baby boomer generation which will be facing AMD and I'm trying to do grant writing and to access a database, which is through the library system. I'm not allowed to bring in my own computer, and at this point, we are negotiating, we're going to work it out. But to do the grant writing, I have to access the foundation collaborative directories, which means I have to use computers, you know, the library's computers, which are not accessible at this time. One concern I have, and it's always been a concern, is money, and I do care about the state and the government and the resources, and they are tight. So, JAWS is a very expensive program. There are so many open source programs now, like NVDA, Window-

Eyes, and other programs that there's no longer an excuse to not have a screen reader, but the problem is learning how to use these different screen readers. I'm talking specifically for the blind, because that's a major – NaturalSpeak, another open source. I don't know how – it needs to be proposed and how that these open sources need to be trained to the librarians and to people themselves who are not just children. Any thoughts on that? Because it's a big deal. It will save a lot of money. When we try and get employed, I know there's a law that says they're not allowed to discriminate, but believe me, in the real world when you tell somebody they have to drop a couple thousand on you just so that you can work there then it doesn't bode well. Use a free screen reader! So, please, any input you might have on that, I would appreciate it.

Timony: Right. Yeah, so, well, our NVDA – NVDA is going on our next core machine. In other words, you know, right now, we are, at least we're supposed to have a JAWS on every machine in the system, but the new core machine that we are just starting to implement right now is gonna have NVDA on it as well. So that's one thing, to get NVDA out there, and you know, I mean, I'm not a daily user, but from my understanding, most of the basics on NVDA are the same as JAWS. You're using, you know, the Windows keystrokes to get to the Windows to get to the desktop, that's gonna work the same.

Unknown Speaker: At the doctor's you can switch – you can switch to mimic JAWS hotkey stroke.

Timony: Keyboard mapping, right, and so – but then for higher level stuff, and you know, a lot of the reason why we need JAWS is because there's just a few government agencies that still have old, proprietary softwares that only work with JAWS, but NVDA is increasingly gonna work with a lot of stuff, and there are more – other platforms out there that, you know, folks can use mobile systems. But I think that the way it works best in our community is, and another reason why we still have JAWS there is that the most people use it. In other words, it's the standard, and folks learn from each other a lot more easily than they do by having rehabilitation services hire somebody for 150 bucks an hour. So, the more we can encourage the sideways transfer of knowledge, the better. And that does happen in real space and real time at the library, but we also want, that's why I mentioned that group, the I-3 support network which is a local group of folks who just meet over a free conference call every Tuesday night. And out of that regular meet-up, they are starting to do, at first informal, but then what could turn into relatively formal, where they don't need to get paid 150 bucks an hour by a rehabilitative service, but maybe it could be 149 or maybe it could be 10 bucks an hour or whatever it is. That's a way to, using the telephone, you know, to get folks together to do assistive technology training, and the library also then could provide, as long as we have, you know, 27 branches, all of them JAWS enabled, we could provide the space for this kind of thing to happen so that the locality isn't an issue. And real space is important, and the libraries can provide assistive technologies on

their standard, you know, the regular public machines so that assistive technology training can be done in real space and real-time.

Unknown Speaker: They do iOS, incredible YouTube videos. You could – It's amazing, and when I went to the division of services for the blind, the teachers don't know how to teach NVDA, they only know JAWS, so that's why, you know, I was very disturbed to find out, that when people went home, unless they were subsidized, they would go home and go back to being blind all over again because they couldn't afford the JAWS, and the teachers don't know how to teach NVDA. We could, through the makers, you know, largely, you could create your own YouTubes on NVDA.

Timony: That's a great idea. Yeah, absolutely. I appreciate that. So, please call me.

Unknown Speaker: I will. I'm going to call you.

Timony: And my e-mail address is patrick.timony@dc.gov.

Unknown Speaker: Okay. Thank you.

Myhill: Well, thank you for those additional details. I'd like to go back to one of the questions we had earlier. Let's see. Linda had earlier asked something that I think could be a question for all of our panelists, and that is, how do you – how do you serve patrons, whether their children or adults, who have disabilities and who are non-native English speakers? Do you have any experiences with those? I'll open it up to any of the panelists.

Scott: We are currently not able, we don't have the capability to do that at a small suburban library, so right now it's not something that we're doing.

Myhill: Thank you, Wendy.

Riley-Huff: I can speak to it at the academic library level. Those would probably be more likely community users. We do have a significant number of students, of course, that are from other countries. Most students, to work at the university level in an American university, need to pass some test of equivalency to make sure that they understand, at least they're going to be able to complete the classes and be successful, that they know enough English. So, we don't encounter that sort of thing very often, but when we do, we do have an international programs office that we would be able to work with in conjunction with our office of disabilities to meet the needs of those students.

Timony: Honestly, my answer to that would be, I guess, you know, Janice Rosen, she's on the – she should be participating, I think, in the conference today as our librarian for the Deaf community. She organizes cultural programming at the library. And also, our core group of people who use the library on a daily basis, more regularly

than anyone else, really, is a group of, you know, probably around 10 folks, mostly whom are deaf and hard of hearing, and all of whom use American Sign Language on a regular basis. So having Janice at the library, you know, a dedicated librarian for that community, and then Linda McCrimmon is another employee at the library who's a fluent ASL user, and it's an employee there to interface with that community. And I took sign language for a couple years with Linda. So, having staff in every language is very important. I think another important – services to folks with cognitive intellectual disabilities. Especially our art upkeep program. You know, I wouldn't say it's a big part of it. There's a lot of just experimentation that goes on, and I think that that's, you know, especially in those communities, in other words experimenting with cross language is an interesting place for new stuff to come out of. And then, you know, we do have some of our users in our community who are Spanish speakers, and so knowing how to set the language profile in JAWS or on our Serif scanner meter, I would say is important, and having connections to the organizations in the community, like the Carlos Rosario school in DC, and making sure that they have assistive technologies on their computers and that there are folks in the community who can do computer training for folks who are blind. Those are all important.

Myhill: Great suggestions, Patrick. And I would like to sort of reflect back on what you just added, Patrick, and what Debra was mentioning, at least in the higher education level where there is an international office quite commonly on college campuses, and there usually are staff, faculty or instructors of English as a second language. It would be a great opportunity for academic libraries to connect with those English as a second language instructors who are particularly trained to not work with individuals who speak one non-native English language, but who come from many different places. They have particular strategies that, in collaboration with librarians, would actually likely be quite useful to all patrons, including those with disabilities, because what we've often found in the research is when you use universal design for learning types of activities, and when you make accommodations for the learning needs of persons who are non-native English speakers, many of the same types of practices and accommodations that work for that population happen to always work – happen to also work with people who have disabilities. So just having that dialogue could be very, very useful.

I'd like to toss a question out to everybody on the panel. I think everybody has perhaps touched on this in some way or another, and that is, what is the role of the disability community when it comes to the planning of programs and the implementation of programs that you provide or might provide in your libraries? What is the role of the disability community?

Timony: I'll go first here. I think, you know, making a connection with all the various different parts of the disability community is really important, to let the needs be known and then have, you know, structures be built to meet those needs. So I think, you know, getting, again, getting in touch with key players in the organizations; the National Federation of the Blind, American Council of the

Blind, and then also the accessibility community and – I think that's all really important, to get in touch with those folks. I also think that, you know, our goal is to bring the communities together, so what I always think of is the disability community and the maker community, whether that's developers or, so I think part of it is also getting the developer community and the library community to understand disability in a broader perspective. Sort of think of it from our own standpoints, to think of, you know, the folks at Google and Apple, more clearly in the last 20 years, have been able to self-identify, having various different kinds of disability issues. And also to use the language that was created in the ADA community to describe their disabilities and to be able to self-identify and, you know, to build programming, in other words, for themselves from their own perspective. So, it takes both getting in touch with the well-defined disability community, but also understanding the modern sense of disability and, you know, so self-identifying with the developer community and in the library community, I think also.

Myhill: Thank you, Patrick. Wendy, did you have something to add?

Scott: Well, in my presentation, I mentioned briefly some of the organizations that we have connected with, and I think it's really important for public libraries to take advantage of what academic institutions have to offer, and we've certainly done that with Syracuse University. And I also think that public libraries can serve as clearing-houses for information on available resources, because we've discovered that many of the parents have no idea of what kinds of resources are available to them on the federal, state, and especially the local level, and so they should be able to come to us to find out where they can receive services as well as our being able to receive guidance and training from those organizations.

Myhill: Thank you, Wendy. Debra, how about you?

Riley-Huff: On our campus, one of the things that has been really important is, besides having a student and faculty disability office that is excellent and provides equipment and help and all kinds of remediation and on-going services, we also have a standing committee of faculty and staff. It's a group of about 20 of us, and we meet regularly to come up with broader programs and oversight for making sure that, you know, we're working with architects. A lot of times, you'd be surprised, a building that's brand new, things are overlooked, curb cuts are being put in everywhere where things are new, that we're on top of event planning. For example, this year, we've really focused on commencement. Our commencement activities held outdoors when the weather is permitting most years, and we want to make sure that we have not only disabled people, but we also have a lot of elderly people that are having mobility problems, and to make sure that people get the information they need to enjoy commencement and feel fully included. And we recently helped oversee a campus map that has a whole section for access, where you can click on that and everything that is specially accessible is highlighted on campus; where you can find accessible restrooms, making sure that

everything that goes up on the web for every building doesn't just talk about the building, it also talks about where the accessible entrances are with pictures that describe the ramps or how many stairs are involved, things like that, and we're also involved in sporting event planning, to make sure that every sporting event is not only accessible, but that people are fully included. So, we have a wheelchair section, chairs are also available there for the people that are with that person. You know, we don't want to have people in wheelchairs separated off from their family and friends that should be able to join them. That's what inclusiveness is, truly being inclusive, and, so, that group has been instrumental on our campus in joining all the different services together.

Myhill: Thank you, Debra.

Unknown Speaker: I would like to say, as a disabled person, one of my biggest obstacles, and what's frustrating, you know, one of the most frustrating problems I've encountered is that many well-intended advisory boards and committees and/or decision makers on all levels do not include direct representation from the disability community on those panels. And it needs to be open, because disability is a very broad word. You know, I have a schizophrenic sister and I'm blind, we're both considered disabled, but we're in no way the same. So, I just want to speak up, because that was the big point of having the **(inaudible)** created, you know, it was part of the ADA law, is direct representation, and I'd just like to say please don't forget that. It's so important.

Riley-Huff: It is, and we do have people on ours that are disabled and that have disabled children or family members and that can really include their ideas about things that some of us may not know about, so that is very important. Thank you.

Unknown Speaker: I mean, it's across the board. It's on state level, every level, you know, everywhere.

Myhill: So, to just reiterate that, the comment from the other speaker who came on, in the research community, the researchers have often been criticized for conducting research and perhaps designing programs for people with disabilities but without including them in any of the process. And one of the research methods that has sort of a grass roots component to it is what's called participatory action research, something that our institute has done quite a bit of, and this is the idea that people with disabilities participate in the conception of the problem and the design of the research and the actual implementation of the research. Now, that's a very research-y thing to say, but what we know from that particular type of practice, and what we hear from members of the disability community, the refrain "nothing about us without us," is the idea that we often can, well-meaning, plan and program and prepare and design all kinds of wonderful things for the benefit of people with disabilities or for the inclusiveness of people with disabilities but without actually having that community weigh in, and then we're surprised when we miss the mark as to why something didn't work so well. So, I reiterate that, in

a sense, what that speaker said, and I would also just like to, you know, have everybody think about that concept of where, when planning is taking place, if there are members of, and you have community members participating in that, ensuring that there's representation through disability communities is just very important. We have another question from Susan John Smith. Could you talk a little about cognitive or low vision impairment associated with elderly issues in your design and technology tools? That might be directed towards you, Patrick.

Timony: Design and, what was that last part? Design and –

Myhill: Cognitive or low vision impairment associated with elderly issues and how that is perhaps a part of your design and technology tools, or is addressed by those.

Timony: Right. So, yeah, I mean, most of my customers are older adults, and the cognitive, so we have a group that meets on Monday's that includes adults who come together specifically because they have cognitive disabilities, but I think what the question's referring to is, in general, with older folks, when they start to lose cognitive function or they start to lose a little bit of vision, and, yeah, so that community is much different than the community of folks who come together specifically because they have cognitive disabilities. So I think -- there's a group meeting that I participated in called the Stargartz Meetup, which is for folks who have juvenile macular degeneration. So, it's a community of folks who are very functional and almost all employed and who are very blind as far as, you know, functionally blind, but who get by in a lot of ways in life seeming as if they are not blind. So, a lot of what they communicate about are the issues that come up there, around having the gray areas be really difficult, and that also is really difficult for folks who have never necessarily identified as people with disabilities before. So, when older folks who are not very well connected, start to lose their vision, they deal with depression a lot, they deal with real gray area things that are not core or are not easy to describe, so our solution is always to bring them in to the community and let them know, you know, the best way to find help is through other folks and sideways connections and that we have these events for them to participate in. And it's very difficult for older folks to get down to the library, so I think that's why I'm interested in this telephone, the direction that that's going. And there are, of course, also services like the National Federation of the Blind newslines out there, which provides access to magazines and newspapers over the telephone. And there's also local reading services, local recording services, all sorts of ways to get folks involved.

Myhill: Thank you, Patrick. Well, folks, we are just about at the end of our time today, and with a minute or two left, if there are any last questions coming in, we'll try and address those. I'd like to just quickly open up the floor to our panelists, if there are any final comments that you would like to drive home before we finish up today.

Okay, very good. We don't have any further questions or comments. This has been a fantastic webinar in terms of the content. It's been truly expert and fantastic. We will have available through the BBI link that's been provided in the text box and several places access to the archived materials for this webinar, including a transcript once that's finalized, audio and video recording, and that's wrapping it up for this webinar series. There are some tentative plans at work to continue with a new webinar series for public and academic librarians, and if you are familiar with the Project ENABLE website, a great place to go for more resources and online training in addressing a variety of accessibility issues, that's also a place to look for information about future webinars.

Thank you so much to our panelists today, Debra Riley-Huff, Wendy Scott, and Patrick Timony. Your expertise is fantastic. You are marvelous advocating librarians. I wish you all a fantastic Memorial Day weekend. May it be safe and enjoyable and spent with the people you love, and check back with us for future webinars at Project ENABLE. Bye-bye.