

# PNLA Quarterly

The official journal of the Pacific Northwest Library Association



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## A Message from the President

Greetings,

Last August over 100 librarians from across the Pacific Northwest traveled to Calgary, Alberta for the annual PNLA conference. Keynote speakers Dan Buchner and Michelle Cederberg anchored a conference full of learning and networking opportunities on topics including library design, becoming more energized, library programming, and so much more! The event was capped by line dancing at Corks & Cans, and the President's Reception sponsored by the Calgary Public Library and held at their lovely Nicholls Family Library branch. This issue of the PNLA Quarterly brings us the opportunity to be inspired anew by the diverse learning opportunities presented at the conference. For many of us the conference's theme "Networking Across Borders" succinctly explains the value we receive from being involved in PNLA. The opportunity to share ideas and learn from each other in a regional forum that transcends national borders is of great value, and a highlight of each August. We hope you will join us next August 2-4, when we visit Post Falls, Idaho for PNLA 2017: R&R (Renew and Re-imagine).

*Jenny Grenfell*  
PNLA President



## Editor's Column

This is the final issue that we will bring to you as co-editors of *PNLA Quarterly*. We are passing the mantle on to a new editor (or editors) in order to pursue pressing projects at our own library. We regret this, but also look forward to new perspectives in the journal and to our own next chapters.

What a great learning experience the past two years have been for us! We've been able to experiment with new content for the journal, discover people eager to share ideas and viewpoints across the region, develop a new platform for the journal on Open Journal Systems software, and implement new procedures for author permissions and other open access features.

What have we learned in the process? We've learned that

- the PNLA region abounds in smart, articulate librarians who are generous with their time and ideas.
- moving a journal further into the world of open access is a satisfying if time consuming project.
- it feels great to package up and distribute completely regional content that has the potential to advance the work of librarians across all library types in the region.
- collaboration really is what it's all about – in creating a journal as well as in our daily professional lives.
- valuing the ideas and needs of all library types in the region results in great cross-pollination as well as improved understanding of shared and diverse issues.
- editing a journal is more time consuming than anyone can imagine!
- no matter how closely you read something, you are bound to miss that tiny little punctuation error or typo.

Our last issue contains articles generated out of programs presented at the annual PNLA conference, this time in Calgary, Alberta, in August 2016. The conference reinforced for us the value of a bi-national library organization such as PNLA. Seeing libraries in Calgary and rubbing elbows with more of our Canadian colleagues than usual was an enlightening experience. And eating poutine for the first time definitely put the icing on the cake.

So we thank the PNLA Board, our readers, our authors, and our peer reviewers for all your good will, great content, and patience as we performed our editorial duties. Here's to the next editor(s)! We'll work with them to help continue the tradition of *PNLA Quarterly* as a voice for the profession in this beautiful region.

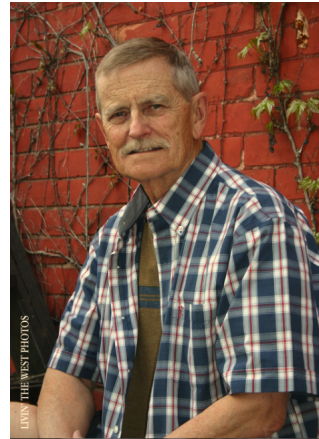
Thank you,  
Jan Zauha & Leila Sterman



## The Author: David Poulsen

*David A. Poulsen has been a broadcaster, teacher, football coach, stage and film actor and—most of all—writer. His writing career began in earnest when his story "The Welcomin' " won the 1984 Alberta Culture Short Story Competition. Now the author of more than 25 books, many for middle readers and young adults, David's newest teen novel, And Then the Sky Exploded, is scheduled for an October release. It's the story of Christian Larkin who learns that his great-grandfather helped build the A-bombs dropped on Japan and wants to make amends ... somehow.*

*David recently made his inaugural foray into the world of adult crime fiction with Serpents Rising, the first book in the Cullen and Cobb Mystery series. The follow-up novel, Dead Air, will be arriving in January of 2017. A UBC Creative Writing alumnus and former Writer in Residence at the Saskatoon Public Library, David lives with his wife Barb on a small ranch in the foothills of southwestern Alberta. You can reach him at [poulsend@telusplanet.net](mailto:poulsend@telusplanet.net).*



I have spoken many times of the journey that has taken me to being a writer. It's a journey that has involved laughter, joy, heartbreak, pain, (sometimes excruciatingly) hard work and wonder.

It has also involved libraries and librarians, a part of the journey I have always been aware of but until I had the opportunity to address the delegates at the recent Pacific Northwest Library Association conference in Calgary, it's a part of that journey and of my life to which I had not paid nearly enough attention.

My first real encounter with a library took place not long after I had started first grade at a brand new school, Parkallen Elementary, in Edmonton. The school was so new, in fact, that it did not yet have a library, a deficiency this six year-old was unaware of. Oh, I already knew the joys of reading, largely because of the modelling of my dad who was a voracious reader and instilled the love of books and stories in his son almost from birth.

But it wasn't until my grade one teacher lined up her charges at the door of our classroom and led us out to the front of the school that the magic of the library first touched me. For there, parked at the curb, was a sparkling orange and blue school bus. It was orange and blue, rather than the traditional yellow, because this was no ordinary school bus. I discovered that when I was chosen as one of the first group of students to mount the steps that led up and onto the bus. And as I looked into the interior, where the seats should have been, I was stunned to see no seats at all—in- stead there were shelves, lots of shelves, all of them filled with books.

I had entered the wonderful world of the Bookmobile...the library on wheels.

But that was just the beginning. The driver of that bus (and what kid hasn't thought bus drivers are cool? they are in charge of big machines and they have excellent uniforms) was also the librarian. And no doubt sensing—in that intuitive way librarians have—that this kid was extra-excited and maybe deserving of a little more attention., she walked me around the bus, explaining how a library works and pointing out the various kinds of books. She even recommended a few I might like. And to top it all off, I learned that I could take some of the books out of that bus and

into the school where I could then read them. It was a game-changing day in my life. And not the last one I would have inside a library. From that day to this, librarians and libraries have been an almost ever-present and very important part of my life.

It was fitting then that some years later when I made the promise to myself that someday I would be a writer—I made that commitment in a library. I remember that day. It was at the Central Memorial branch of the Calgary Public Library. That library, like all libraries at that time, had, right next to the librarian's desk...card drawers. I remember two kinds of drawers though there may have been more—there were those for book titles and those for authors. On that particular day I went to the author drawer that housed cards for authors whose names started with "P".

I flipped through that drawer—Po...Pou...Pouls...and finally came to the place in that drawer where the card with my name on it would have been. If I had actually written a book. Not to be deterred by such a small detail, I found a piece of paper, cut it to the right size and wrote on that piece of paper all the information I saw on the other authors' cards—this one for David Poulsen.

I placed that card in that space and promised myself that one day there would be a real card in that drawer because David Poulsen had written a book or maybe even more than one.

And, happily—it happened. Well, sort of. By the time my first book was published the card drawers had slipped into virtual extinction but that book and my subsequent ones were included in library computer databases. Not as romantic, but it was close enough to fulfilling that 13 year-old's promise of so many years before.

And today, libraries and librarians continue to play a major role in my life. When my teen novel, *Numbers*, won the Sakura Medal in Japan, the equivalent of the Pacific Northwest Library Association's YRCA award, it was librarians in Japan that nominated the book for the award. And after *Numbers* was voted by the students as their favourite novel of 2011, it was librarians who invited me, then hosted me during my subsequent tour of Japan and South Korea.

On three occasions I have been honoured to be selected as Writer in Residence in libraries, the most recent as the 32nd WIR at the Saskatoon Public Library. The opportunity to work with emerging and established writers has truly been one of the most rewarding facets of my writing career. To do that and watch them progress toward the fulfillment of their literary dreams—and to do it in a library setting—has been very special.

I hope librarians know that just as they are so important to readers and those who want to be readers, they are equally important to writers and those who want to be writers. From those first tentative steps into the magical world of the Bookmobile to the present--with 25 books written and published and hundreds of libraries visited and enjoyed—I am constantly reminded of the impact libraries and the people who work in them have had on my life as a writer. It was in a funny little library on wheels where my lifelong love of books and stories began. And all these years later it is libraries and librarians that continue to fuel the absolute joy I find within those walls and within the pages they contain. I would not and could not have written my books without them.

And without you.

I am forever grateful.





## A Comprehensive Safety, Security & Self-Defense Training Program for Library Employees

**Paul Victor:** Eastern Washington University, Cheney, WA

**Keywords:** *active shooter, safety, security, self-defense, self defense*

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### Abstract

Eastern Washington University (EWU) Libraries has implemented a comprehensive, multi layered approach to safety & security training for its employees. Training consists of topics such as safe environment, workplace safety, self-defense, active shooter preparedness and first aid. This article reviews what the EWU Libraries has done for training and the lessons learned from doing it. Readers will come away with ideas on how to build partnerships with first responders and implement training programs that will keep library employees and patrons safe when faced with potentially dangerous situations.

### Introduction

From 2000-2015, the FBI reports that there were 200 active shooter incidents with 1,274 casualties (578 killed and 696 wounded) (Blair & Schweit, 2013 & Schweit, 2016). These statistics indicate that the need for safety & security training is of the utmost importance. The Eastern Washington University (EWU) Libraries has implemented a comprehensive, multilayered approach to safety & security training that will help to ensure the safety and survival of its employees and patrons. This training program was made possible by a partnership with many first responders including the EWU Police and local fire department. EWU Libraries employees (faculty, students and staff) worked with a security consultant (a former police officer) on safe environment training which taught them how to recognize potentially dangerous patron behaviors and apply effective de-escalation techniques in an attempt to diffuse a potentially dangerous situation. Library personnel also got assistance from the EWUP Police in analyzing their work space and tips on how to best survive a violent encounter at work. If a patron or co-worker were to get violent, then employees would need to employ the physical self-defense training they received from the EWU Police. In the case of an armed assailant, library employees would be prepared because they have watched a training video about how to react properly during an active shooter scenario. This was followed by a Q&A session with campus police. Library employees also received first aid training from the local fire department on how to stop bleeding from gunshot wounds. Finally, library employees had the chance to participate in an all day, active shooter training scenario conducted by local fire departments, sheriffs, as well as campus and state police. This article will review what the EWU Libraries has done for training and the lessons we learned from doing it. Furthermore, it will give readers ideas on how to build partnerships with first responders and implement training programs that will keep their library employees and patrons safe when faced with potentially dangerous situations.

### About EWU & JFK Library

Eastern Washington University (EWU) is located in Cheney Washington which is a small town of approximately 10,000 people (US Census Bureau, 2010). It is less than 20 miles from the larger city of Spokane Washington (population of ~210,000) (US Census Bureau, 2010). EWU is a small, regional comprehensive university with an enrollment of 12,361 students in 2015 (EWU Undergraduate Admissions, 2016). Cheney has a town police department, but also has a dedicated university police force of 17 officers with full law enforcement powers. The police constantly patrol the university, which means their response time to incidents on campus is very good.

JFK Library is a fairly large structure consisting of 3 floors with over 165,000 square feet of space. The library itself employs 122 people (15 faculty librarians, 20 staff and 87 student employees). Also located within the library is the Learning Commons which consists of the Writer's Center, PLUS Tutoring, Multi-Media Commons, as well as satellite desks for Academic Advising and Career Services. The total number of employees for the Learning Commons is about 90 people. Furthermore, the average daily attendance of patrons in the library during the Fall 2015 school year was 3500+ patrons. The services available in the library, and number of hours we are open, make for one of the buildings on campus with the largest attendance. With the start of the Fall 2016 school year, the campus is also closing down the student union building, which means the library will likely inherit even more patrons. What this information means is that we are potentially a prime target for an active shooter or other violent individual looking for a maximum body count.

### **Safe Environment Training**

In 2013, the EWU Libraries held a full day workshop entitled Safe Environment Training (SET) which was designed to teach library employees how to safely and effectively handle rule violations. We brought in an outside security consultant named Joe Fithian who is currently Head of Security at the Seattle Public Library and a former police officer. Mr. Fithian began his SET presentation with helpful tips on how to handle rules violations in a library by using effective questioning and de-escalation techniques. His approach centers around focusing on addressing the bad behavior, while treating patrons with respect. He offers good tips on precautions to take when entering into a situation such as coming up with a plan of action; including how to call for help using non-verbal communication or emergency code words. Mr. Fithian also discussed the various warning signs of patron's escalating behavior and how to effectively deal with it. He also offered very practical advice on what information is important to provide police if one needs to call for help.

The last part of SET training was the roleplaying scenarios where participants got the chance to apply the skills learned during the workshop. In order to make the training relevant to our library environment, we polled our employees (using Survey Monkey) before the SET workshop in order to identify our most common rule violations. The first is noise or patrons creating a disturbance. Next are food or beverage violations. Third is misuse of library equipment or resources. The last deals with verbally aggressive or threatening behavior from patrons. We shared this information with Mr. Fithian in order to create role-playing scenarios that were common/relevant to our work environment.

After the classroom training was done, our library employees paired up with a colleague to role-play these common customer service situations. One person played the patron & the other the library employee. The patron was given a piece of paper that described the rule violation they were to act out and why they were upset (when appropriate). The goal for the library employee was to use proper de-escalation techniques to successfully resolve the conflict. When the role-playing was done, participants discussed what happened and, if something didn't go so well, how they could have handled things differently. Out of all the training of the full-day workshop, the role-playing scenarios were the most valuable part since it gave participants the chance to apply the skills they had learned. It helped to build confidence and act as a valuable learning experience.

### **Self-Defense Training**

The EWU Police department regularly holds free self-defense training for campus groups. The purpose of these sessions is to give participants a sense of confidence in being able to defend themselves if attacked. The EWU Libraries takes advantage of these opportunities by having self-defense training at least once a year. Our class attendees are composed of library student employees, faculty & staff. The sessions are one to two hours in length. The lead police officer



who conducts these training sessions is a certified self-defense instructor.

Before getting into any kind of physical training, officers engaged participants in a discussion about various preventive measures designed to keep people safe. The first skill is the importance of maintaining situational awareness. Too often people walk down the street with earbuds in their ears or have their face buried in their phones. Predators look for people who are not aware of their surroundings and would make easy targets. Thus the best way to react to trouble is to be aware of a potential problem ahead of time. Students are also advised to listen to their danger sense and to come up with a plan of action to avoid a potential conflict (whenever possible).

The next set of skills that students learned is what to do when an attack seems imminent. Participants were taught how to assertively warn off an attacker and get into a defensive stance. Students were also encouraged to maintain a survival mindset. In other words, to believe that whatever happens, they are going to fight hard and make it home to their loved ones. Since predators tend to like easy targets, they may think twice about attacking someone if they think it might be difficult.

Finally, participants were taught how to defend themselves from a physical assault. Students were shown a variety of upper and lower body strikes such as palm heels, cat scratches (used against the eyes), elbows and walking knees. Participants got the chance to practice hitting strike pads to see what it was like hitting a solid object while receiving feedback from the officers on how to improve their form. Next, students learned how to defend themselves from common attacks (e.g. a front choke). They got the chance to practice these different self-defense techniques with a partner to solidify their skills.

Training culminated in the chance for participants to practice defending themselves against an attacker (an officer or student patrolman) in a full body, padded suit. Although it's not a true assault, the faux attackers are aggressive in coming after participants and it certainly gets the student's heart rate and adrenaline pumping! Feedback received from participants was positive and they stated that they were feeling more confident about being able to defend themselves if confronted by an attacker.

### **Workplace Safety Training**

In the Winter of 2014, the EWU Libraries conducted Workplace Safety Training. The purpose of this training was to teach library employees what to do when faced with a violent or dangerous person in the workplace. The EWU Police visited the library to analyze the major service points and work space. The service points chosen were reference (ground level), circulation (ground & lower level), cataloging and acquisitions (ground level), Dean's office (upper level), IT (upper level) and archives (lower level). The training was held over a three-day period with two service points analyzed each day. The length of each day's training was an hour and a quarter to an hour and a half.

The campus police agreed to visit each of the service points to perform a security analysis. They began by assessing what type of access patrons have to the service points which helps to determine that areas potential vulnerability. Like many other libraries, our reference and circulation desks are completely open to the public and clearly visible when entering through the front doors. Plus, there aren't places that would provide effective hiding places. This means that those service points are particularly vulnerable if a patron or employee were to decide to do harm. The type of reaction library employees have depends on their surroundings and the level of aggression of the patron. If library employees cannot de-escalate the situation, then those employees in vulnerable service points may have to call for help, escape or physically defend themselves.

If a patron is obviously hostile and you are feeling threatened, a great early warning option available to library employees are panic buttons (which we have at all our major service points). When depressed, a silent alarm goes to the campus police and they race to the library under the assumption that it is an emergency. This early warning system is likely the best way to deal with an angry or violent patron who is getting out of hand since the call for help is not obvious like picking up the phone and dialing 911 (though that option also exists). Library employees also use a non-verbal signal to let other employees know if we are in trouble and to call the police. Furthermore, staff can use a non-verbal signal to let the police know if it's a false alarm or an emergency. For example, if our building manager were to hold up a white piece of paper to officers from a distance, then it would let the police know that everything is o.k. A red piece of paper would indicate that we are in danger.

The police also examined our service points to determine what escape routes were accessible to employees. Police emphasized having a primary and secondary escape route in case one is blocked. Employees physically walked to the nearest exits to look at them and talk about any possible problems that might exist when using that route (dangers of running into an attacker in a stairwell, not having a key to get out certain doors, etc.). Our library also has excellent floor maps listing all the exits in order to help employees visualize where to go. Also, our building manager leads yearly refresher tours of all exits in the building so employees maintain awareness of where they can escape.

If access to exits are blocked, then employees can also hide in place or go to designated safe rooms. Most offices offer standard hiding spots such as under desks or behind cabinets. But our library has also established safe rooms throughout the library where employees can hide. One such location on the lower level of the library is the laptop check-out room. This space offers a solid, locking door and ample space for employees to hide. Other service points like our Dean's office, Archives, cataloguing and acquisitions or IT areas all have doors that can be locked against intruders. One drawback to some of these safe rooms is that some employees may not have keys to that area and thus might not be able to gain access to it. But at least the employees in that area should be able to access it and hide.

The final phase of the Workplace Safety Training addressed non-traditional self-defense options. The police talked about keeping barriers in between you and an upset patron. Examples include desks, tables, file cabinets or chairs. If a patron still decides to get violent, then the use of improvised weapons may be warranted. Some objects that could make effective weapons include scissors, staplers, tape dispensers, computer monitors, books, fire-extinguishers, etc. These options build upon the self-defense skills learned in previous sessions.

### **EWU Libraries Active Shooter Training Program**

The EWU Libraries active shooter training program consists of multiple components. The first step involves participants viewing and discussing an active shooter training video. Library employees also received first aid training from paramedics in the Cheney Fire Department. Next, participants got to test their skills when the EWU Police did a live action training exercise in JFK Library. Finally, library employees also participated in a large scale, yearly training exercise for emergency personnel that was also held in the JFK Library (Summer 2015).

### **Purpose of Active Shooter Training**

Active shooter training is designed to teach library employees how to survive an active shooter situation. It is meant to reduce fear or anxiety that people may have about an active shooter event. It is also designed to improve situational awareness of one's surroundings and any possible threats. For example, noticing someone who enters a building carrying large, bulky or heavy bags that could contain weapons. Next, without regular active shooter training, people cannot be expected to know what to do or how to perform certain tasks under stress. In other words, repetition of tasks engrains those skills and builds muscle memory so one knows what

to do if the situation occurs (e.g. a fire drill). Finally, active shooter training is designed to instill a survival mindset. Participants need to resolve to survive such a crisis. They may do so by using thoughts of loved ones to give them the strength to survive such a situation; especially if they've been wounded.

### **View & Discuss an Active Shooter Video**

Every quarter (during the academic year), the EWU Police do a presentation, show a training video (about twenty minutes) and follow-up with a question and answer session. The total training can last up to two hours and is designed to teach participants what to do if they find themselves in an active shooter scenario. This training is free and open to all EWU employees. Many library employees attend these sessions. Sometimes our building manager has the police come into the library to do an abbreviated version of the training (about one hour) exclusively for library employees (faculty, staff and students). Interestingly enough, the EWU Police actually partnered with the Center for Personal Protection & Safety (CPPS, 2016) to create the active shooter video used for these training sessions. Much of the video is actually shot on Eastern's campus and the EWU police are interviewed throughout the film. Seeing the EWU campus and police officers on the video gives it a personal touch and drives home the point that it could happen here. The content covered in the video is to either run, hide or fight. The best option is to run from the attacker if it is possible. If escaping is not possible, then experts recommend finding a good place to hide (a room that can be locked or barricaded is preferable). If running or hiding is not possible, then you have to fight for your life. The fight option is only recommended as a last resort when necessary as it is the most dangerous.

### **First Aid Training**

Sometimes it can potentially take a long time for medical personnel to reach and treat gunshot victims during an active shooter situation. The end result is often a high loss of life from bleeding to death. The solution to this problem is to train civilians in basic first aid so that they can treat the wounded on site. Doing so can greatly increase the odds for gunshot victims to survive long enough to receive care from medical professionals. As part of our active shooter training, library employees received first aid training on how to stop bleeding (gun shots, etc.). The paramedics from the Cheney Fire Department came to the library to give employees free first aid training right before the Summer 2015 active shooter training for emergency personnel (see the description below). During this training, library employees learned how to stop bleeding using traditional bandages or gauze, direct pressure, elevation of the wounded area (if possible) and Combat Application Tourniquets (CAT). Employees were also taught how to improvise when these materials were not available. For example, paramedics showed employees how to use clothing to stop bleeding, as well as how to tear a t-shirt into long strips to use as bandages. They also went over how to use common items like extension cords and silverware to create make-shift tourniquets.

In order to make sure the proper equipment is available during an active shooter emergency, the library purchased three trauma kits that can be used to treat massive blood loss. One kit is stored on each level of the library at a major service point to ensure easy access: The lower level service desk, circulation desk on the ground floor and the Dean's office (upper level). In order to make sure library employees know where the trauma kits are located, it is clearly indicated on the internal (staff only) floor maps along with the locations of other first aid equipment (first aid kits & AED's). Each trauma kit contains CAT tourniquets, compression bandages with Velcro fasteners, compressed gauze, surgical tape, scissors, chest seals, nitrile gloves, etc. These kits are not cheap (\$333 each), but our library received ~\$100 discount per kit for ordering in bulk. If other libraries cannot afford these kits, then you could put together your own for a cheaper price by purchasing the key components separately. Please consult a qualified medical expert for advice on how to do so.

## **Active Shooter Training for library employees**

In order to build upon previous library employee training, the building manager and the author decided to ask the EWU Police if they could conduct an active shooter simulation in the library. The goal was to create a safe and realistic training environment for library employees to apply the various skills learned from viewing the active shooter video and participating in other training events. The EWU Libraries partnered once again with the campus police to offer a free, hour and a half training session. Due to the sensitive and disruptive nature of the training, it was decided that the event be held after hours during Winter break of 2016 (when the library normally closes early at 5 PM).

It was decided that the police would conduct two drills. Before the drills began, the police gathered all library participants and did a safety briefing so that everyone knew what to expect. The police's role during both drills was simple: Act as bad guys walking throughout the building (all three levels) firing off blank rounds from AR 15's. Their starting point and movement was random. During this first drill, library employees were to remain at their normal work stations (no movement or escape) and only plan and take notes on what they thought was happening. During the second drill, library employees set-up at an alternative work location (which was often a service point). The usefulness of the second exercise was that participants were allowed to be more dynamic by trying to escape or hide from the officers playing the role of active shooters. At the end of each drill, the police met with all participants and discussed what they thought was happening versus what had actually happened. Next, people discussed what they learned from the exercise and they talked about what they could have done differently or better.

There were some interesting and unexpected lessons learned while holding the debriefing sessions. First, that it is hard to hear gun shots indoors. Some participants were in out of the way offices located behind multiple doors which caused them to not hear many of the shots (especially if they were on a different floor from the gunshots). The other difficulty was determining the direction of the gunshots. Since sound can bounce off of walls, it sometimes made it difficult or even impossible to determine the true location of the gunshots. Even if participants managed to hear the gunshots, it was difficult to distinguish that the sound was actually a gunshot and not an ordinary sound. Because sound is muffled in a building (especially if the shots are farther away or there are barriers in the way), gunshots do not necessarily sound like they do on T.V. At one point, the author noted that some gunshots sounded more like a book or a box being dropped on the ground rather than gunshots. It is important that library employees become habituated to the sound of gunshots inside a building because the sooner they can recognize those sounds in real life, then the better their (and others) chance for survival.

Afterwards, our building manager solicited feedback from participants via SurveyMonkey regarding the effectiveness of the training. All participants of the training who took the survey (9) indicated that they felt better prepared to be able to respond appropriately to an active shooter situation because of the training they received. When asked to rate how beneficial the training was, survey participants gave it a 9.3 out of 10. Of the feedback received, one participant did a good job summarizing how beneficial the role play training was with these comments: "The training was very realistic and the actual experience was so much different than you would expect. You cannot watch a film...and grasp the reality of what it feels and sounds like."

## **Active Shooter Training for First-Responders**

Every year our local law enforcement coordinates an active shooter training drill for emergency personnel at various locations in Cheney (often at schools). The purpose of the training is to prepare law enforcement and emergency personnel (e.g. paramedics) to react properly to an active shooter situation. In the Summer of 2015, for the first time, the training was held at the JFK Library on the EWU campus. The library was chosen because it is a large, three floor building with many areas that a criminal could use to ambush emergency personnel. Thus, it makes for a good, tactically challenging environment for this type of training. The advantage for the



library in hosting this training is that law enforcement and emergency personnel become more familiar with the building in case they have to respond to a real emergency. Participants for the 2015 training consisted of 135 participants from mostly local and regional law enforcement agencies, fire departments, and medical first responders. A few outside agencies also attended the training. There were a couple of U.S. Marshals, Border Patrol agents, as well as university police and security from surrounding colleges (including Western Washington University).

### **Role of Library Employees in the Active Shooter Event**

Besides providing the facilities and equipment for emergency personnel to do their training, fifteen library employees also participated in the training scenarios by role-playing as injured civilians. Before the event was held, paramedics held a safety meeting to explain to everyone how they were to act. Basically, role-players wore pictures of their injuries (gunshot wounds, etc.) taped to their bodies. Actors were also given cards that described their injuries and how they should act. For example, a victim might mimic labored breathing or (when asked) tell the paramedics that they are having trouble breathing. If the paramedics make a correct diagnosis and treat their wounds properly, then the patient would start to get better. Other cards might tell the actor to act confused or unresponsive; which would make it harder for medical personnel to diagnose their injuries. With the variety of injuries available during the training, medical personnel had ample opportunities to practice assessing and treating typical types of wounds encountered in an active shooter scenario.

During an active shooter scenario, emergency personnel administer quick first aid to wounded people in order to stabilize them and prepare them for evacuation. Medical personnel then evacuate victims to a Casualty Collection Point (CCP) which is a place of safety located outside the hot zone. The goal of the CCP is to further evaluate the wounded and hopefully evacuate them to a local hospital for more in-depth medical care (surgery, etc.). Medical personnel practiced these procedures during the training exercise. Any victims who had only minor wounds that were deemed ambulatory were escorted out of the hot zone under joint police/paramedic supervision. These individuals were also sometimes asked to help with basic first aid on more seriously injured individuals if the first responders were overwhelmed with more patients than they could handle. Any wounded who were not ambulatory were evacuated by whatever means was available (portable stretchers, etc.).

### **Lessons Learned for Library Employees Who Participated in the Training**

Getting to participate in the active shooter training for emergency personnel was a valuable learning experience for library employees. It gave library participants a greater understanding of the current role of police and medical personnel during an active shooter scenario. It also reinforced how to react properly to an active shooter event beyond what was learned in the active shooter training video. Finally, it gave a small glimpse into how chaotic and stressful it may be during a real active shooter situation.

### **Training Timeline & Content**

The active shooter training for law enforcement began with check-in and security screening for all participants to ensure no live weapons were introduced into the training environment. The day started with a safety briefing and keynote address. In the afternoon, emergency personnel held 2 hours of classes: the Spokane Valley SWAT team ran a tactical movement class that reviewed techniques for room clearing, cornering and safely moving up or down stairs. Medical personnel conducted training on a model of first aid treatment called Tactical Emergency Casualty Care (TECC, 2016). It is a system of medical care used on the battlefield by combat troops and is now being applied to civilian active shooter situations in order to save more lives. The goal of these training classes was for law enforcement and medical personnel to cross-train in these areas so that they became familiar with each other's roles. After the training classes concluded, emergency personnel ran five hours' worth of live-action, roleplaying drills on various ac-



tive shooter scenarios. The scenarios started off basic and then increased in difficulty as the day went on. For example, the drills started with one bad guy and a simplified scenario. By the end of the day, training progressed to multiple bad guys who coordinated their attacks, as well as the use of multiple, mock IED's and booby-traps. Each drill (about one hour each) was followed by a debriefing session so emergency personnel could discuss what went well and what could have been done differently or better.

### **Preparation & Safety Concerns During Training**

The two live action, role-playing type scenarios that were held in the library could be potentially dangerous if the right safety precautions were not observed. The following steps were taken to keep participants safe and reduce liability during the active shooter training for library employees. During both training exercises, the building was secured and no patrons or non-participants were allowed inside. Next, signs and sandwich boards were posted all around the building stating that a training exercise was being conducted. For the active shooter training for law enforcement, yellow police tape was also placed around the building and a security perimeter was established. ROTC, police cadets or police officers patrolled the perimeter and answered questions from the public about what was going on. 911 dispatchers were also notified of the various training scenarios. All of these precautions were designed to prevent anyone passing by from calling 911 because they saw people with weapons or heard gunshots and thought it was a real active shooter situation.

For all participants (including library employees) in the law enforcement active shooter training, everyone entering the building had to clear a security checkpoint which included a metal detector and a pat down to insure no real weapons were brought into the training area (which could result in a fatality). Once inside the building, all training weapons were checked and rechecked by officers to make sure no live rounds were introduced into the weapons. In other words, blanks for the library employee training and airsoft (plastic bb's) for the law enforcement training. When blanks were used, police were sure to point the weapons at the floor or walls. Otherwise, the concussive force from a weapon's barrel could still injure or kill another person. For the law enforcement training, all participants wore eye and ear protection to protect them from the airsoft rounds.

Before the trainings began, certain precautions were taken to insure training went smoothly and all participants were well informed. All training was voluntary for library employees to insure that anyone who may have past trauma (e.g. PTSD) would not be exposed to stressful training and be overwhelmed by strong emotions. Library employees were required to register before participating in the training events. All participants also had to attend mandatory safety briefings, and receive directions on what was going to happen and what they should do during the training (e.g. their role). Before each exercise started, it was announced over the PA system three times that a drill was in progress and an ending announcement was also made to indicate training had finished. If any unsafe conditions were observed, or a real injury occurred, then there was a code word that could be spoken that would essentially act like calling a 'timeout' and instantly stop the training. Finally, at the end of each training scenario, a debriefing session was held with first responders to talk about what went well and what could have gone better. The debriefings allowed for the sharing of ideas and a valuable learning experiences for the participants.

### **Legal Considerations**

It should be noted that before we could hold the active shooter training for library employees, there were certain barriers that needed to be overcome. There was resistance from campus administration about doing a live-action or role-playing type of active shooter training. The concerns centered around the relevancy of training and the safety or liability (risk of injury) aspects. So we had to team-up with our campus police to write a justification to explain why the training was important and necessary, as well as how risk would be minimized. Once the justification

was finished, it was submitted to the university administration and permission to hold the training was grudgingly given.

If other libraries choose to do this type of active shooter training, then it is likely that they will also need to seek permission from library or campus administration. They should try to emphasize how to minimize risk and keep a safe environment for training events. Next, it is recommended to coordinate with any appropriate city, university or legal entities to do a risk assessment. It is also recommended that training be voluntary and waiver forms could be made available for participants to sign before events. Finally, it would be wise to collaborate with local law enforcement or security experts on writing the justification since they can suggest language or information that may be unfamiliar to library employees.

### **Logistical Advice**

A major challenge when planning the many types of training sessions was an optimal time to hold the training. If a morning session was scheduled, then it wouldn't allow second shift (evening) employees to attend and vice-versa. So when possible, two training sessions were scheduled. One in the morning and one in the afternoon. This solution allowed all library employees to attend regardless of when they work. Doodle polls were also used to make it easier to find the best day and time. Microsoft Outlook calendar invitations were sent to schedule the events onto participants' calendars. Other challenges consisted of when and where to hold the trainings. Many training sessions could be held in conference rooms, staff work areas, or throughout the library during normal business hours. But more complicated or elaborate training was held when the library was closed to ensure no patrons would be accidentally exposed to an unsafe environment. Some training may be inappropriate to hold in the library. For example, self-defense training is best conducted in an open area with proper gear and facilities. Thus it was deemed better to have it in the campus martial arts room (which has special padded mats on the floor) in another building. If some libraries don't have access to the resources of a college campus, then try to canvas the community for free or low cost locations to hold training sessions. Finally, when training sessions were done, the library used Survey Monkey to get feedback from attendees on whether they found the training useful and what could be done to improve the sessions. This medium worked well as the online system made for easy gathering and compiling of participant feedback.

### **Tips to Get Training & Funding**

The goal of this section is to offer advice on how to get safety and security training for your library employees. Keep in mind that most law enforcement agencies do community outreach and will often provide this type of training to civilians if requested. In larger cities, contact the department's public relations officer or call the dispatcher to find out who is your neighborhood patrol officer (e.g. community policing). In small towns or remote locations, you may have to contact your local police, or county sheriff's, department for help. In case your local law enforcement agency doesn't do self-defense training for the general public, then talk to a local martial arts school. Oftentimes martial arts teachers can do a self-defense class for your workplace (though it's likely a fee will be involved). If your library has ample money for professional development, then a professional consultant can be hired to administer training.

Local fire departments and ambulance corps may also be a good source for free or reduced cost first aid training. If these resources are not available, then ask around to see if anyone in your community has medical training and would be willing to volunteer their time to train your staff. Maybe your neighbor is a doctor, EMT or army corpsman and is willing to help. If all else fails, contact organizations like the Red Cross to have them do a first aid class that meets your needs.

When free training is not available, the biggest obstacle to get training materials is often money. For example, where could you get money to buy an expensive trauma kit? One option is to ask for money from your local, state, or even federal governments. Since budgets can be tight, you

could write a grant to get money to be able to purchase the needed materials. The next possibility is to ask for donations from local hospitals, fire departments or law enforcement. If they have money for community outreach activities, then they might be able to provide some free materials to your institution. Finally, if those options fail, then see if private businesses in the area would be willing to donate money or materials.

## **Conclusion**

EWU's training program was not something that was developed overnight; it took time. It started with a single workshop in 2010. But, through thoughtful planning and close collaboration with our local law enforcement, by 2013 it snowballed to become a multifaceted, comprehensive training program that is repeated on a regular basis. Repeating key training workshops insures that new employees receive the proper training, and reinforces the skills for those who have already attended those sessions. Rather than trying to take on all of these types of training all at once, try picking one or two of them to implement. For example, there are some good, short active shooter videos available on YouTube from Ready Houston, (2012) the L.A. County Sheriff's Department (2015) and Ohio State University (2015). If you can get a local police officer to attend a screening of one of those videos and start a conversation on what you should do in that situation, then you are already way ahead of the game in regards to preparedness. Start small and determine how much and how often your training needs to be to suit your needs. The EWU Libraries also has a dedicated Building Manager who has part of her job dedicated to scheduling and coordinating safety training. In order to ensure that this type of training happens, it would be helpful to designate one or more people as responsible for coordinating it.

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## Supercharged storytimes, supercharged solutions: Enhancing storytimes with a research-based community of practice

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### Abstract

This article is a narrative of our session at the Pacific Northwest Library Association (PNLA) Conference in Calgary on August 3, 2016, where we provided background on the research behind Supercharged Storytimes and then presented tips, tricks, and effective practices to help library staff to be intentional and interactive in the planning and delivery of early literacy storytimes. We also emphasized the importance of building a practitioner community to encourage professional growth through peer feedback and self-reflection of storytime programs. Storytime practitioners, both brand new and those with years of experience, will discover how to supercharge their storytimes and make an impact on the children in their communities.

### Introduction

This pre-conference workshop offered an overview of the storytime planning, delivery, and assessment approach first developed during the research of Project VIEWS2 (Valuable Initiatives in Early Literacy that Work Successfully [views2.ischool.edu](http://views2.ischool.edu)) and then transformed by OCLC (Online Computer Library Center) into *Supercharged Storytimes* for widescale delivery. Project VIEWS2 is the first study that demonstrates that what librarians do in their storytime programs has a positive impact on the early literacy behaviors of the children who attend such programs. This study began as a conversation between Dr. Eliza T. Dresang, then the Beverly Cleary Professor of Children's and Youth Services at the UW, and various librarians and administrators across the state of Washington. Dr. Dresang wanted to know how research could provide support for public libraries and enhance advocacy efforts for the field of librarianship. What she heard, overwhelmingly, was a desire to measure the impact of early literacy storytimes on the children who attended them. While librarians have known for some time that storytimes and early exposure to books and reading are important and beneficial for children, there had been very little research in this area (Campana et al., 2016).

### Background on Research

With this knowledge, and the findings from a planning meeting in which stakeholders, representing the worlds of both research and practice, discussed important aspects of early literacy, Dr. Dresang and her team developed the research design, questions, and methodology for the four-year, IMLS-funded study known as Project VIEWS2. At the end of the first year, which became known as the baseline study, researchers found that there was a correlation between the behaviors employed by storytime providers in the delivery of their programs, and the observable early literacy behaviors of the children who were in the audience, and that early literacy storytimes were making a difference for the children who attended them (2016).



During the second year of the study, subsequently referred to as the quasi-experimental study, researchers wanted to know whether they could increase that impact with training. An intervention was designed in which a randomly selected group of librarians were provided with information about child development and the basics of early literacy, as well as the tools that had been used by the VIEWS2 researchers. The librarians were then asked to choose one or two behaviors to try out in their storytime planning. The researchers delivered intervention content through three online webinars, providing time in between each webinar for independent discovery as well as time during the webinars themselves for community-building and peer feedback. Following the intervention, the researchers returned to the field to conduct a second round of data collection from libraries participating in the study.

At the end of the second year, the researchers found that the intervention had made a difference in the number of early literacy behaviors observed in the content of storytime programs and in the behaviors of the children who attended them, thus demonstrating that a purposeful focus on incorporating early literacy principles into the planning of storytime programs does make a difference in both the content of the program and in children's early literacy learning (Mills et al., under review). Furthermore, librarians could use the research-based tools of VIEWS2 for planning and reflection on their programs. These findings directly impacted and influenced practice: librarians, storytime providers, and administrators could now point to this research to demonstrate that the work they did had a positive effect on the communities they served. The next step was to find a way to make this new approach a part of professional practice.

### **Supercharged Storytimes**

That is where Supercharged Storytimes comes in. Supercharged Storytimes, a phrase coined by Diane Hutchins, Early Learning Consultant at the Washington State Library, is a research-based program of online orientations developed by OCLC and the VIEWS2 research team, and is based on the training that was part of the intervention delivered to participants in the VIEWS2 research study. The program is designed to encourage storytime providers to be intentional and interactive when they include early literacy content in their storytimes, and to help build a peer-to-peer community of practice. When storytimes are supercharged, practitioners have the confidence that comes with knowing that their storytimes are making a difference in children's early literacy learning and that they are an important part of the learning ecosystem for children. With a solid foundation and understanding of child development and early literacy, practitioners also feel equipped to articulate the impact of their programs to managers, directors, and funders. In addition, those who have learned how to supercharge their storytimes have found them to be fun, creative, energizing, and successful!

Supercharged Storytimes emphasizes the three principles of intentionality, interactivity, and community of practice. Part of the planning process for a Supercharged Storytime includes using the VIEWS2 Planning Tool (VPT) to embed early literacy content into storytimes. The VPT suggests behaviors across 8 different early literacy domains (Alphabetic Knowledge, Communication, Comprehension, Language Use, Phonological Awareness, Print Concepts, Vocabulary, Writing Concepts) that can be incorporated into storytime activities to intentionally support early literacy. It is important to note that the VPT is just a starting place or a guide. It is not a comprehensive list of everything librarians can do to encourage early literacy. Rather, it is a resource to help give librarians a basic understanding of the VPT and help to make them more comfortable with trying new ways to incorporate early literacy into their storytime activities. The VPT features two columns: one for adult behaviors and one for children's behaviors. The adult behaviors are those that librarians would incorporate into the delivery of their storytimes. The corresponding children's behaviors are those that librarians should eventually see the children demonstrating in response to their own behaviors.

You may wonder why we need Supercharged Storytimes if we already have the well-known and widespread ALA program, Every Child Ready to Read @ your library, 2nd edition, (ECRR2). Supercharged Storytimes and ECRR are separate, but complementary, programs. While ECRR focuses on parents and caregivers and how librarians can support their learning, Supercharged Storytimes focuses specifically on librarians, their storytimes, and their professional growth. (See Figure 1). It also places an emphasis on the children and their early literacy outcomes and how librarians can use those outcomes to plan and develop more effective storytimes. Supercharged Storytimes is meant to complement ECRR2 by helping librarians understand how to be intentional about incorporating the early literacy skills of ECRR1 into the five practices of ECRR2 (Campana, Ghoting, & Mills, 2016). By using the VPT to plan their programs, practitioners can be intentional about incorporating early literacy content into the talking, reading, singing, playing, and writing that make up their storytimes. The VPT also helps storytime practitioners understand how their own activities support early literacy. This instills them with new-found confidence and the ability to verbalize to parents and caregivers what they are doing and why they are doing it. It is not enough to tell parents and caregivers to talk, read, sing, play, and write with their children. To truly make a difference in children's early literacy learning, practitioners need to model and explain to parents and caregivers HOW they can use the five practices in their interactions with their children to achieve maximize the benefits of talking, reading, singing, playing, and writing in the development of early literacy skills.



Figure 1: VIEWS2, the VPT, and ECRR (Campana, Mills, & Ghoting, 2016).

### **Intentionality and Interactivity**

As we mentioned previously, Supercharged Storytimes emphasizes the principles of intentionality, interactivity, and community. Before supercharging their storytimes, practitioners need to understand how these principles can be applied to practice. We demonstrated how to do this in our PNLA workshop by employing a multimedia, interactive approach using videos and hands-on activities to extend and deepen the learning.

Intentionality means being mindful when planning storytimes, being purposeful about including early literacy in planning and reflection, and offering early literacy tips to caregivers as part of storytimes. The practitioner can use the VPT to choose an early literacy behavior on which to focus, then incorporate it into a song or a story in storytime, and then observe the behaviors of the children who are attending that storytime. In time, they will see that the children are responding to the early literacy behaviors that they utilize during storytime. This is what is meant by the word "intentional." Keep in mind that it may take several repetitions to allow for differing rates of development among the children who come to library storytimes.

Three videos, featuring librarians from the VIEWS2 study covering the early literacy areas of vocabulary, phonological awareness, and alphabetic knowledge, help to demonstrate the concept of intentionality. In these videos (<http://views2.ischool.uw.edu>), the librarians discuss and demonstrate how they incorporate various behaviors from the VPT into storytime activities. At the PNLA workshop, prior to moving into small groups to practice working with the tools, we emphasized the following key points regarding alphabetic knowledge:

- This is an area where we saw significant change during our study. Librarians can incorporate all kinds of alphabetic knowledge behaviors into their storytime activities and help children learn their letters. We call it Exploring with Letters.
- Alphabetic knowledge is about more than just the alphabet song. Librarians can help children begin to distinguish print from art by pointing to the print on a page in a book or in some kind of environmental print, such as signs, etc.
- Librarians can even bring in some STEM concepts by pointing out the shapes of letters--how some are pointy, some are round, some letters repeat shapes, etc.
- Librarians can plan their programs by looking at the VPT and decide what behaviors they want to emphasize, then incorporate those and watch the children over the next few storytimes repeat those behaviors. In time, the librarians will see their young storytime audience display behaviors that correspond to the behaviors they have integrated into their storytimes. Practitioners can also decide if they want to help the children demonstrate certain behaviors and then plan their storytime accordingly to help elicit those literacy behaviors in the children through their own behaviors.

A discussion then followed on how to be interactive in the delivery of storytimes. Storytimes historically have not been about interactivity—instead, they were performance-oriented. Children were expected to sit and listen and absorb the content. But in recent times, storytimes have been transformed. Interactivity provides a variety of ways for children to interact with, and participate in, storytime content and can feature activities that typically make up a storytime, such as songs, books, fingerplays, etc. By sharing stories and discussing book themes, children can help librarians with storytimes! According to Erica Delavan, a Children’s Services Librarian at the Seattle Public Library, involving the children in storytime is important and beneficial for them: “Whenever I can, I have the children help me tell the story. It improves a lot of their early literacy skills--their narrative skills, their vocabulary--and we are trying to build those skills before they start school” (Campana, Mills, & Ghoting, 2016, p. 7).

Interactivity also keeps children engaged. It helps them to see that they are part of the program and that their opinion is important. It also helps the practitioner to be aware of what the children at their program can do and what can be done to help them do more. Dialogic reading (Zevenbergen & Whitehurst, 2003) focuses on the conversation between adult and child during a reading event. When an adult reads with a child, the adult can ask questions and extend the child’s answers, enhancing the child’s vocabulary and understanding of the text, as well as providing an interactive experience. Scaffolding is also part of interactivity: practitioners can provide opportunities for children to build on what they already know and learn new concepts. But first, practitioners need to have an understanding of where the children are in their learning. When interactivity is employed in storytimes, the librarian is able to gain a better understanding of what children attending that storytime know and what they can do.

#### *Hands-on Activity*

For the hands-on portion of the workshop, we invited participants to get into groups and choose a behavior from the VIEWS2 planning tool to incorporate into a chosen storytime activity. We provided a wide variety of picture books as possible sources of inspiration. The groups discussed creative ways to incorporate behaviors in various ways: by looking first at children’s indicators and then planning their own behaviors; or by looking at their own behaviors and planning for what they wanted to see in the children. It bears repeating that the tool is a starting point, not an end point. This cannot be emphasized enough. Supercharged Storytimes encourages individuality and creativity. The approach is to guide, rather than to prescribe, ways to incorporate intentionality and interactivity into storytimes.

#### **Playing and Writing in Storytime**

In the VIEWS2 study, we did not see many examples of playing and writing in our observations, though admittedly this could be because we used a very narrow definition of what we meant by

“storytime” for the purposes of the study. We know that play is how children learn and how they explore and discover their world. In storytimes, we can use these tools to scaffold those learning experiences through play. Through play, children can develop not only their vocabulary and executive function abilities, but also their oral language, narrative, and problem-solving skills. By using intentionality to purposefully include play and playtime in storytimes, librarians can build in interactivity by encouraging children to participate and interact in the program. By incorporating dialogic practices in unstructured playtime, librarians can ask children to talk about their play, such as describing the buildings they have constructed during block play.

Broadly speaking, there are two types of play, structured and unstructured, that can be incorporated into storytimes. In one storytime we observed, the librarian led the children in a group pretend play activity in which they made a pumpkin pie, using gestures and onomatopoeia and rich vocabulary to stimulate their imaginations. This is an example of a structured play activity that enables children of all ages to participate and learn through play. The younger ones can watch the older ones and, with repetition, the librarian enables even more children to participate and enjoy the activity. Bubbles, or parachutes, or dancing are also examples of structured play activities with guidelines and objectives. Unstructured play, on the other hand, is open-ended, allowing children to develop their own rules and guidelines. It can take many forms. An open playtime can precede or follow the storytime, with a variety of toys and objects like blocks that children can use to work through what they are learning and discovering. Caregivers and families can be encouraged to get down on the floor and play with their children, letting the children lead the play but facilitating that co-play between the child and the caregiver.

Writing is another crucial, integral part of children’s literacy development that can, and should, be incorporated into storytime. Whether it’s a simple scribble on a nametag or a perfectly printed name, writing develops fine motor skills and writing readiness. During storytime, librarians can begin the process of writing readiness by including activities that focus on writing. These activities can follow a progression:

- Developing gross and fine motor skills;
- Progressing to scribbling and developing an understanding that print is different from pictures and that it communicates an idea;
- Identifying letters and writing letter-like shapes; and
- Writing actual letters.

It is important to keep in mind, though, that all children progress at their own rate and in their own way. What does writing look like for babies? One librarian in our study mentioned drawing letters on babies’ tummies. The baby is not going to know if it is an A or a P, but the parents and caregivers are interacting with their baby, giving the baby attention and touch, and the baby knows that. Because part of this activity is helping to develop the bond between parent and baby, writing activities for that age can just be about touch and tracing. At an older age, children can draw with imaginary paint in the air.

#### *Hands-on Activity*

In the hands-on activity, we discussed how to be intentional and interactive with play and writing in storytime so that the audience could understand how to incorporate these activities in a more effective manner. Participants engaged in a group activity, pretending to paint a letter in the air after first picking their own paint color. This activity demonstrated how writing can be incorporated even in large groups in an intentional, interactive way. Participants later discussed in groups various ways to incorporate play and writing into storytimes, using behaviors related to vocabulary and writing concepts. As was evident in our research intervention, having hands-on time to try out the tools and brainstorm ideas is an effective way to reinforce the supercharged approach in planning and delivering storytimes with intentionality.



## Assessment

The last part of the workshop focused on the final year of VIEWS2, which was known as the assessment study. While we understand that many practitioners are reluctant or scared to participate in assessment, we want to be clear that assessment does not have to be scary! The storytime providers that we worked with shared that, overall, their experience with assessment has been really positive and rewarding and has helped to improve their storytimes. When we talk about assessment, we are referring to a process that can be used to understand the impact of storytimes to discover what worked well and what did not. When librarians hone their skills by gaining the information they need from their storytime community and community of peers, they can develop more effective storytimes that better meet the needs of the children and families that attend them.

The assessment study, in which researchers conducted 35 interviews with librarians and administrators to understand the landscape of storytime assessment in Washington state, revealed that there were four main approaches to assessing storytimes in libraries: self-reflection, peer mentoring, evaluations by administrators, and feedback from parents/caregivers (Mills et al., 2015). Many storytime providers shared that self-reflection and peer mentoring were the most useful assessment methods for helping them grow in their practice as storytime providers and developing more effective storytime practices. It is because of this that we recommend storytime providers use self-reflection and peer mentoring when working through the Supercharged Storytimes process. Neither self-reflection nor peer mentoring should be used in a formal, prescriptive way. In fact, the researchers found that most storytime providers were not using self-reflection and peer mentoring in a formal manner. Instead, most of them have developed informal ways to reflect on their storytimes and gain feedback from their peers.

Self-reflection, which uses intentionality to review storytime content and the impact that it has on the children and the families that come to those programs, was the most common type of storytime assessment that we found. Storytime providers that were interviewed for the study reflected on their storytimes in many different ways. Each had their own personal method of self-reflection, which they found worked best for their storytime practice. These methods ranged from taking a few minutes to think about how everything went following their storytime, to a more structured note-taking process after each storytime—how their storytimes went, what they would change or keep in future storytimes. Many storytime providers shared that their self-reflection process was just done mentally but some reported using worksheets or writing up notes to help support their self-reflection. Even though their methods were diverse, most of the storytime providers reflected on the behaviors of their storytime attendees to help them understand the success of their storytimes. One of the key benefits was that storytime providers were using the information they got from self-reflection to make changes to their future storytimes in the hope of making them more effective.

Peer mentoring was another type of assessment that practitioners reported using frequently to gain feedback and ideas for their storytimes. By peer mentoring, we mean building relationships and networks with other storytime providers that can be used as a source for ideas and feedback on storytime practice. As had been the case with self-reflection, storytime providers were using a wide variety of methods for peer mentoring. Some of the more common methods included structured peer mentoring systems where peer storytime providers observed each other's storytimes and engaged in a conversation based on the observation, providing feedback and ideas. Other storytime providers used more informal methods including spontaneous, brief observations with feedback, or spontaneous, informal discussions between peers around storytime activities and ideas. With the more structured process, storytime providers reported using worksheets to support the process. However, when using more informal methods, they tended to not use any formal tools, instead relying on spontaneous, casual conversations. One of the key benefits of peer mentoring was that storytime providers were able to get an outsider's view of their storytimes, gaining both feedback and new ideas to put into practice.



### *Hands-on Activity*

To give the PNLA conference workshop participants an opportunity to be intentional about developing assessment strategies, we provided opportunities to practice self-reflection and peer mentoring. First, the audience participated in an individual activity in which they reviewed a worksheet for self-reflection and then thought about their own practice. What would they change or do differently? How did the worksheet fit, or not fit, with their current practice? The participants then went back into their groups and discussed how they might take advantage of peer mentoring opportunities in their libraries, either with their own colleagues or with peer professionals in the community. They then examined the peer mentoring worksheet in their packets and discussed how the questions fit with what they were already doing or ways in which this assessment method might help them expand their practice.

### **Community**

Finally, it is in the peer mentoring and peer interactions (the third principle of Supercharged Storytimes) that we see the important role of community. Community, within the context of Supercharged Storytimes, is about building a group of peers to facilitate the sharing of ideas, provide a forum where questions can be asked and solutions suggested, and encouraging feedback on storytime practices. The ability to share with others and to observe the storytimes of peers can generate new perspectives, disseminate new ideas, suggest novel ways of solving problems encountered in storytimes, and provide a means for those who have been helped to give back to the community. For those who do not currently have a community of peers available to them, alternatives may be found within their library, library system, or in the online community. Those fortunate enough to have a community already in place should be sure to make the time to share their own storytime for feedback, and observe others, setting aside time dedicated to a discussion of storytime practices. Peer interactions are crucial to the future of the profession because we grow and improve when we share and learn from each other.

### **The Big Picture**

Finally, we want to quickly take a look at how all of this fits together and forms an iterative cycle of storytime design. (See Figure 2). As we mentioned earlier, a Supercharged Storytime begins with planning in which the practitioner is intentional and is interactive in integrating early literacy content into the program. Next comes delivery of the storytime, again intentional and interactive. This planning and delivery process then informs the next planning and delivery process, becoming an iterative cycle that is also informed by self-reflection and peer mentoring (the assessment processes that we presented). The planning and delivery from past cycles, along with information gathered from self-reflection and peer mentoring, inform the planning and delivery of future cycles. This iterative cycle of having the planning and delivery of storytimes informed by self-reflection and peer mentoring processes helps the practitioner to consistently provide storytimes that are Supercharged and more effective for the children and families attending.



Figure 2: The iterative process of storytime design (Campana, Mills, & Ghoting, 2016)

## Conclusion

The findings of Project VIEWS2, and their translation into practice through Supercharged Storytimes, have far-reaching implications for practitioners and administrators in public libraries. We now have the research that demonstrates that storytimes really do make a difference in children's early literacy abilities; we have developed a training using research-based tools that encourages librarians to be more intentional in their planning and interactive in their delivery; and we have a mechanism to build a community of peers to help storytime practitioners grow in their practice. Self-reflection on one's own practice and reaching out to peers to share information and provide constructive feedback can instill confidence in staff who provide storytime programs and help them to supercharge their storytimes to better serve families and their young children.

## Supplementary Resources

VIEWS2 website - <http://views2.ischool.uw.edu>

OCLC Supercharged Storytimes Archive: <https://www.webjunction.org/news/webjunction/supercharged-archive-available.html>

Dialogic Practices:

<http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-6-3.pdf/view>

[http://www.nysl.nysed.gov/libdev/earlylit/books\\_for\\_dialogic.pdf](http://www.nysl.nysed.gov/libdev/earlylit/books_for_dialogic.pdf)

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## Mentorship: Making It Work

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**Keywords:** mentoring, library associations, professional development

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**Abstract:** This article is based on a presentation given at the 2016 Pacific Northwest Library Conference in Calgary, Alberta. The authors examined mentoring best practices and provided analysis of a mentoring program offered through a small library association in Alberta, Canada.

### **Introduction: definition of mentoring and why we need it**

Mentoring gets a lot of buzz these days but it is often defined in broad strokes, for example, the Oxford Dictionary defines mentoring as: "guidance provided by a mentor, especially an experienced person in a company or educational institution". Such a broad definition creates misunderstanding about how mentoring can work and how the relationship should be established. The literature around mentorship provides many perceptions of mentorship. It also provides guidance for the limitations of mentorship:

- Mentorship is not friendship;
- Mentorship is not a guaranteed path to promotion;
- Mentorship is not career planning or counseling;
- Mentorship is not coaching;
- Mentorship does not exist in a reporting relationship; and,
- Mentorship is not unidirectional.

Mentoring has aspects of friendship, such as social interactions and some level of caring about the person, but it is not a personal friendship between people. The relationship could be better understood as a professional team since mentoring has goals that the twosome will work towards. Mentoring does not guarantee a path to promotion or another work opportunity. It is most often focused on the current situation and ensuring that the mentee can develop the skills and knowledge to be successful in their current role. Although coaching conversations can occur during mentoring, the mentor is not a professional coach and cannot lead the mentee to finding solutions for each problem that they encounter at work.

Mentoring does not function well in a reporting relationship. For the relationship to work well, the mentee needs to be free to ask questions and to discuss issues that they are struggling to understand. The fear of looking dumb in front of their supervisor is a significant barrier to the free flow of information in the relationship if the mentor is also the supervisor. Drawing the line between mentoring and supervision is difficult for a mentor and conflicts can arise over the appropriate reaction to information gleaned from a mentoring session.

Finally, the broad definition from the dictionary leads one to believe that mentoring is a relationship where the flow of information and knowledge is unidirectional: from the mentor to the mentee. This type of knowledge migration is rare in mentoring. Mentees often bring new information and new perspectives into the relationship and mentors can benefit from the insights of the mentees as much as mentees can benefit from their mentors.

Entering into workplaces of increased complexity, librarians constantly need to adjust and develop their skills and knowledge. Developing and growing professionally can be difficult for new employees who can be overwhelmed with the expectations to “hit the ground running” in all aspects of their work. New professionals do not often know where to go and who to speak to. They are afraid to ask for assistance for fear of looking dumb. Mentoring can help them become successful by enabling new employees to overcome barriers of accessing information, adjust to their new roles, and learn how to grow within the organization.

Almost everyone is engaged in mentoring in some way in the workplace. Often mentoring is informal and piecemeal through activities like an orientation process or through quick pieces of advice given to new employees. In contrast, structured programs provide clear guidelines on roles and responsibilities of the mentor and mentee.

Mentoring does not need to be limited to the bounds of one workplace. Library associations also offer mentoring opportunities to guide new librarians into the profession through experienced peers in similar roles from other organizations. So, the mentoring engagement can be formal or informal and it can happen in the context of organization, association or peer group. In this article, we examine mentoring as a professional development opportunity through a library association.

### **GELA Professional Buddies Program**

In October 2015, the Greater Edmonton Library Association (GELA) launched its first Professional Buddies program. GELA is a small library association centered in Edmonton, the capital of Alberta. The Board of GELA is usually formed by new professionals who have recently graduated from a MLIS program and the terms for each position on the Board are one to two years in length. Membership is open to librarians, library technicians, library workers, and those interested in libraries.

The GELA Professional Buddies program is one of the first mentoring opportunities offered by a library association in Alberta. The program sparked a lot of interest in the Edmonton library community. The association made a call for mentors - experienced professionals with a strong desire to see less experienced individuals grow, develop, and succeed. There was no requirement membership for those who volunteered. Both authors, librarians with more than ten years of professional experience, signed up as mentors. The mentees, mostly library students and new graduates, volunteered to be matched with mentors. The program aimed to offer an opportunity to share knowledge and provide advice. Participants were matched by pairing the type of library a mentor worked in with the type of library a mentee was interested in working at. A social event kick-started the program and allowed mentors and mentees to meet each other in a safe place and to develop a connection on which to base the mentoring relationship.

### **Analysis of GELA program**

In the advertisements that were distributed, the program was called “open and casual” which described its semi-formal character. The GELA program was developed to encourage a hands-on-experience of mentoring. After the planned social event, it was up to participants to determine how to proceed as no other guidance was provided to either mentors or mentees, and no further communication from the association followed.

For both authors, it was not the first experience of mentoring. Tatiana and Sandra have been mentors for colleagues at their own organizations and volunteered as mentors in other programs outside the workplace. Surprisingly, the authors had very different levels of satisfaction from participation in the GELA Professional Buddies program as their experiences were quite different. Tatiana was paired with a very motivated mentee, a second-year SLIS student. Working together, they set learning goals, frequency of meetings, and topics of discussion. During monthly meetings, they discussed future career opportunities for the learner and the importance of

networking, reviewed the mentee's resume and cover letter samples, checked potential places to gain additional experience, discussed course selection and the engagement in research that could bring the mentee closer to the achievement of career goals.

Sandra was matched with two SLIS students in their final year of study. One student did not attend the kickstarting event and later rebuffed all attempts at setting up future meetings. The second student, who did attend the event and a follow-up meeting, did not have a clear idea of what she wanted to achieve through the mentoring, despite some thorough prompting. Conversation starters about various types of work in libraries fell flat and Sandra was frustrated by what she perceived as a lack of interest in the mentoring process.

Some failure is inevitable when new programs are attempted for the first time. Looking back, Tatiana and Sandra believe that the organization would have created a more successful program if they had spent greater time thinking about the details. Some areas where the program could have been improved are: articulation of guidelines, orientation for mentors, requirements for mentees to develop clear and articulated expectations for their learning, and improved matching of participants. Although setting very generalized guidelines made GELA mentoring less constricted by rules, it also made it less effective overall. Unfortunately, no feedback was requested from participants, so GELA missed on the opportunity to evaluate the program and learn what worked, what didn't, and what could be improved on for future mentoring programs.

The authors applaud the efforts of GELA to set a professional development opportunity for its members. The Board was experimenting with a new idea and did not have previous experience to draw from. During the development of this program, some on the Board were still attending school and working, and their engagement in this program required commendable effort. The authors believe that while the semi-formal approach can work in mentoring, it requires both parties to be quite organized and motivated. After discussing our experiences of mentoring in other organizations and reviewing the literature on the subject, we believe that the chances of success will improve if an association adopts a more formal approach.

The formal programs are more effective for the following reasons:

- Careful and deliberate matches between individuals optimize successful relationships.
- Participants are more likely to achieve program outcomes if the expectations are clearly defined at the beginning.
- Relationships are more likely to last to conclusion when there is a well-articulated plan.
- Clear identification of all roles (do's and don'ts) put participants more at ease.
- Communications are more likely to succeed with supplied topics, projects, and/or resources.

### **What makes mentorship successful**

Like other projects, mentoring programs need to be well planned and managed. A mentoring program should provide guidelines for the mentoring relationship and engage participants in the process of establishing goals for themselves and their partnership. A structured program should bring clarity to what is expected from both mentor and mentee. Participants need to understand the time commitment they are making as well as their roles in the relationship. An in-person orientation is ideal for delivering this type of information but in lieu of that training, documentation should be provided. At the conclusion of a program, an evaluation component should be required to gain insight into failures and successes so that the program can be adjusted to improve outcomes for future participants.

No matter the size of the initiative, structure and documentation should be in place to facilitate



positive relationships. It is ideal if both participants can have some freedom in selecting a mentorship partner. However, many programs rely on the organizing committee to match mentors and mentees as a way of streamlining the process. Matching may be guided by criteria such as library type, role in the library, work interests and experiences, learning or participation objectives, or what workplace issues mentors are comfortable discussing. The mentor relationship is more effective if the participants' interests are aligned.

A possible problem for mentoring programs is a disparity between applications from mentees and applications from mentors. There can be many reasons for this lack of response from potential mentors. Time constraints from full-time work are often a barrier for mentors especially if time expectations are not laid out clearly. For mentoring in the workplace, time constraints can be solved by having work release time for mentors. In mentoring programs run through an association, time constraints for mentors can become a significant barrier and can only be mitigated through a clear description of the amount of time being committed. Another reason for mentor shortage is "imposter syndrome," which as many as 40% of librarians experience at some point in their careers (Clark, Vardeman & Barba 2014). Imposter syndrome is often experienced by high-achieving individuals and is a collection of feelings of inadequacy that persist even in the face of information that indicates that the opposite is true. Such feelings can make potential mentors reluctant to sign up and take a new role even though they have ample professional experience. In fact, most mentoring programs require mentors to have only three to five years of professional experience in the field.

An effective way to begin developing a new mentoring program is to examine what other associations have done previously and replicate their best practices. A scan of library association websites reveal that several have run mentoring programs in the past and have posted ample documentation on their sites. Best practices include: efforts to match participants through multiple points of interest, clear guidelines, and a clearly stated length of the mentoring commitment. Some associations have asked participants to sign a contract that lists common goals agreed upon by mentor and mentee.

For more information, we recommend checking out the following sites:

- Academic Library Association of Ohio (ALAO) Mentoring Program: <http://www.alaoweb.org/Mentor>
- British Columbia Library Association (BCLA) Mentorship Program: <https://bclaconnect.ca/professional-development/mentorship-program/>
- Michigan Library Association (MLA) Mentor Program: <http://www.milibraries.org/career-development/mentor-program/overview/>
- Ontario Library Association (OLA) Mentoring Programs: <https://olamentoring.wordpress.com/get-involved/our-mentoring-program/>
- Southeastern Library Association (SELA) Mentorship: <http://www.selaonline.org/sela/mentoring/10.html>

### **Being an Effective Mentee**

Mentors obviously play a crucial role in mentoring as they provide guidance and advice to mentees, but a mentor does not actually drive the relationship. The mentee is responsible for determining what the focus of the mentoring is and what support they need from the mentor. Often mentoring programs will focus on training for mentors alone. Without proper preparation, mentees can fail at this crucial task and that will ultimately lead to failure in the mentoring relationship.

New employees and new professionals generally lack confidence in their new roles and it is not surprising that they expect a more experienced person to take the lead in guiding them. However, there is no way for the mentor to know what skills, knowledge, and experience the mentee

already possesses. As mentors often have limited time to engage in mentoring, mentees should be coached to reflect on their needs and articulate those effectively to the mentor. A training session for mentees will help them set realistic expectations and goals as well as enter the mentoring program with confidence. Without these key elements, the mentoring relationship will fail as mentees will often have unrealistic expectations, not commit enough energy and effort needed for a successful outcome of the relationship, and not be able to engage in high level debate. The resulting discussions will tend to be shallow, rather than uplifting and rich in advice. Training for mentees will lead to greater satisfaction for all parties.

### **Being an Effective Mentor**

Mentors need to have experience in dealing with many types of problems in the workplace so that they can provide useful advice to mentees about what to do or not to do in particular situations, how to deal with certain challenges, and what unwritten rules to follow in order to advance in an organization or profession. Mentors must also have effective communication skills so that they can provide useful feedback and help mentees think through strategies and decisions.

One of the most important things for a mentor to do is to give a positive outlook on the organization and profession to the mentee. Negative attitudes spread like a flu virus in the fall. New employees or professionals are particularly susceptible to catching a negative attitude early in their careers, which can lead to dropping out of the profession in a short time. Derailing a young person's career should not be the goal of any mentor.

As in the case of mentees, training for mentors leads to increased satisfaction with the mentoring experience and makes the whole process more comfortable and successful. In training, participants may realize that they are not expected to have all the answers, learn to build trust, and stay non-judgmental and supportive. Mentors should think about their goals related to joining the program. Articulation of this information will provide the organizing committee with more data to match participants and therefore will increase the rate of success.

### **Benefits of a Successful Mentoring Program**

A good mentoring program is beneficial for both parties. Professional associations benefit from mentoring programs by the increased engagement and goodwill of the members that participate in mentoring. The more positive experience members have, the more likely they are to volunteer for future association programs.

There are many potential benefits for mentors who participate in a successful mentoring program. Mentees can offer them new perspectives on work issues and update mentors on changes in the profession that they have recently studied in coursework. Mentoring allows mentors to reflect on current practices as they explain them to mentees and prompts them to reassess the effectiveness of these routines. Through the program, mentors demonstrate their commitment to the organization. They also may feel happier because their work and experience get validated by the organization and other professionals.

Mentees, on the other hand, can gain quick insight into their work and how it affects others. They can adjust to their new roles with greater ease and quickly learn "the ropes" of the organization. They will often feel more valued when they see that the time of more senior colleagues is being invested into their success. They can also learn of career paths that may not be readily apparent and develop wider professional networks both inside and outside of their company.

### **Conclusion**

Being successful in a mentoring program requires investment from all parties. Careful planning and research into best practices can dramatically increase a program's chance of success. Terms of reference for a mentoring relationship need to be drawn up, making it clear what is expected from all parties involved. Investing in training of both mentors and mentees will diminish frus-

tration, lead to productive conversations, and increase satisfaction for participants. Mentoring is a two-way learning relationship with benefits for both parties if they are properly prepared for their roles. To ensure that a mentoring program is meeting the needs of all involved, an evaluation component should be included that will provide feedback to organizers about program strengths and weaknesses. This will ensure that a valuable mentoring program is continuously improved over time.

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## Kidding Around: Using Play to Enhance Students' Well-Being and Learning

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The perceived mental health crisis on college and university campuses worldwide has been the subject of much public discourse in the past decade. Often, the conversation gains volume after the occurrence of tragic events such as a campus shooting or multiple suicides at a university and quiets between these events. Fortunately, although the tendency of these conversations is that they happen reactively in response to tragic events, many university administrations have not let the dialog cease on campus but have encouraged it in a structured manner, leading to the development of new mental health strategies. Many of these mental health strategies urge all members of the campus community, including librarians, to assume a role in ensuring the emotional and mental well-being of students and other staff members at the university.

The World Health Organization (WHO) defines mental health as a "state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, [and] can work productively and fruitfully" (WHO 2014). A mental health condition is defined as a wide range of mental and emotional problems that could affect one's ability to perform these functions including depression, stress, feelings of isolation, and anxiety.

The rate of mental health conditions, whether diagnosed or undiagnosed, in post-secondary students has increased significantly in recent years (Storrie 2010). Furthermore, a greater percentage of students suffer from mental health conditions and emotional distress than their non-student peers (Roberts 2002). There are a variety of reasons for this. First, more students are arriving at university with diagnosed mental health issues (Storrie 2010). Second, undergraduate students are faced with numerous major life changes, such as moving away from family and friends, creating new social connections, needing to handle problems without parental assistance, and potentially financial concerns (Devulapalli). Academic demands and the need to adjust to more impersonal relationships with their professors and the teaching styles utilized at universities can serve as a trigger for some students (Iarovici 2014). Finally, some students may also crumble under the high expectations of excellence imposed on them by parents and magnified by personal expectations.

The American College Health Association (ACHA) periodically surveys American and Canadian post-secondary students about their health; students are asked to self-report their physical, emotional and mental health experiences in the preceding 12 months in the National College Health Assessment. The recent ACHA surveys of Canadian and American students show that 89% and 86% of students, respectively, felt overwhelmed by their workload in the previous year. Almost two-thirds of the students felt very sad, a third "felt so depressed that it was difficult to function" and over 50% admitted to feeling "overwhelming anxiety" in that time period (ACHA 2013 and 2014).

Fostering the ability of students to develop coping mechanisms and to overcome these emotions so that they may perform well at school and in their personal lives is of critical importance to university administrators. This is furthered with the awareness that adults

in this age group have the highest percentage of diagnoses of clinical depression and chronic anxiety (APA 2015). This reported number from the APA is incomplete: the ACHA survey indicates that more than three-quarters of students did not report any of their mental health concerns to a professional and are not reflected in the APA's figures (ACHA 2014).

### **Consequences and Responses**

Mental health conditions, such as depression, loneliness, and stress, can drastically impact students' everyday lives, even affecting their physical health (Iarovici 2014). These conditions have been called learning problems as they can impair the student's intellectual flexibility and creativity and dampen the student's interest in new ideas and knowledge (Douce 2014). Of concern to administrators focused on their graduation rates, these conditions can cause students' grades to drop, potentially leading to academic probation or resulting in students dropping out of school (Megivern 2003).

Even more alarming are the number of students whose emotional and mental state leads them to consider or take more extreme actions. Almost 6% of students deliberately injure themselves through actions such as cutting and burning, and approximately 8% of students seriously contemplated and 1.3% attempted to commit suicide (ACHA 2013 and 2014). While these percentages may seem low, a medium-size campus of 12,000 students would have 780 students self-injuring, 960 students considering suicide, and over 150 attempting suicide every year. The introduction of alcohol exacerbates the problems – approximately 15% of the students who drank alcohol physically injured themselves (ACHA 2014).

Less commonly, students suffering from a mental health condition injure others. The ACHA survey only asks about injuring others while under the influence of alcohol, showing that 3% of male and 1.3% of female students had physically hurt others while intoxicated (ACHA 2014). Other serious injurious incidents, such as campus shootings and mass murders, while rare and not reported in the ACHA survey, are highly traumatic and devastating events.

The accumulative effect of this has led many administrators to scrutinize the mental health services and programs in place at their university. What most learned is that addressing mental health issues is the sole prerogative of the campus' counselling staff and that the demand for their services has significantly increased in recent years, with students presenting with more severe issues (Prince 2015). Furthermore, most university counselling centers solely provide short-term counselling services, with only 28% open to seeing students as long as needed (Galagher 2014). University counselling services frequently refer students to off-campus psychologists or psychiatrists.

In Canada, the issues surrounding the mental health crisis on university campuses have been addressed at both the national and local levels. The Association of Universities and Colleges of Canada (AUCC) hosted a workshop for university leaders to discuss collaborative initiatives as well as actions individual universities could implement and the Canadian Alliance of Student Associations (CASA) developed a supporting document titled *A Roadmap for Federal Action on Student Mental Health* discussing the role the federal government should play.

In 2013, Canadian Association of College and University Student Services (CACUSS) and the Canadian Mental Health Association (CMHA) collaboratively developed documentation to assist universities who want to create "a campus community that is deeply conducive to transformative learning and mental health" (CACUSS 2013). The guidelines recommend universities undertake a "shift in culture that recognizes that the entire post-secondary community is responsible for the mental health of its members and that mental health affects learning" and for the campus community to consider what each department is "doing to foster the development of a supportive campus community" (CACUSS 2013). They also focused on creating an environment which allow students to develop "self-management competencies and coping skills [which] strengthen



students' resilience and ability to manage the multiple demands" in their lives. Practical competencies identified include "maintaining health and wellness" and "managing emotional responses" (CACUSS 2013). Many universities have, in fact, developed new mental health strategies or policies in-line with CACUSS's guidelines, and exhort departments and personnel to contemplate how they could smooth their students' adjustment to university, help them feel more connected to the campus community, and develop coping mechanisms – skills which will aid them at university and in real life.

Librarians, as members of the campus community, should think about how their actions can impact students' emotional and mental well-being – either positively or negatively. Library facilities should be examined with fresh eyes to determine "[t]o what degree do these spaces reinforce behaviors that promote or undermine learning and mental health? Is there adequate quality learning, ... and social space?" (CACUSS 2013). Do we have enough spaces that allow, and even encourage, co-curricular learning? Library events and activities should be evaluated to determine the values conveyed to students and whether any groups or individuals may be slighted or feel excluded from them (CACUSS 2013).

### **Benefits of Play**

In a nutshell, play is any absorbing, apparently purposeless, fun, voluntary activity that provides one with an opportunity to forget about time and self (Brown 2010). This expansive definition provides librarians with a wide latitude in creating playful activities. Why focus on play? Playing positively affects humans both physically and psychologically in ways that would be beneficial to university students.

Many forms of play, including coloring and knitting, can be used as stress reduction techniques. Contrary to what observers of rowdy video game play would expect, studies have shown that playing video games (even mildly violent ones) reduces players' stress levels (Roy 2015). Partaking in these activities allows individuals to focus on something else and tune out stressful thoughts. Besides momentarily reducing their stress, video games may actually help long-term players learn how to handle stressful situations in the future (Ferguson 2010).

Play can positively affect one's stress on a physical level. It can reduce the stress hormones in the bloodstream (Lloyd 2009) and change one's heart rate, resulting in a calm feeling (Dovey 2015). Play is relaxing as it "lowers the activity of the amygdala, a basic part of our brain involved in controlling emotion that is affected by stress (Santos 2014)."

Play can help participants feel better. Dopamine is released in the brain when a participant is successful in a quest, whether finding a puzzle piece or reaching the next level in a video-game, lifting one's mood (Bergland 2011). A research study that examined the EEG results of participants playing the Peggle video-game found the participants had "increased right alpha brain wave activity associated with excitement or euphoric behaviors" (Russioniello 2009).

Some people laughed when hearing of Silicon Valley employers installing ping-pong tables, video game consoles, free ice cream bars, and other fun-filled features in their corporate offices, but research shows that taking time to play can increase one's effectiveness at work or study. Play "energizes and enlivens us" (Brown 2010) increasing our productivity and focus. It can also help improve our memory and creativity through the release of dopamine in the brain (Bergland 2011).

Play, especially virtual reality and strategic games, encourages those engaged to analyze all possible moves and the resulting implications and consequences of each, (Brown 2010) allowing participants to become more adaptable and creative. Contemplating different possible actions opens us up to options and connections we might not have seen otherwise. Games that require

concentration and strategic thinking, such as chess, Risk, and Settlers of Catan, help develop or enhance problem solving abilities. This assists with brainstorming activities as well as decision making (Gallagher 2013).

Play also enhances one's cognitive ability. Studies have found a direct correlation between the amount of play and the development of the brain's frontal cortex and the "rate and growth of the cerebellum" (Brown 2010). The frontal cortex is the area of the brain responsible for "discriminating relevant from irrelevant information, ... and organizing our own thoughts" which is particularly beneficial to students doing course work and the cerebellum "is responsible for key cognitive functions such as attention, language processing, sensing musical rhythm, and more" (Brown 2010). These physical impacts are long-term, especially in individuals who play on a regular basis.

The benefits of play to post-secondary students is obvious. Participating in fun, playful activities can reduce the students' stress levels, make them feel better and help them focus on their school work. The longer-term effects of play on their brains could increase their cognitive abilities which would, hopefully, allow them to perform better academically. Instead of admonishing students for "wasting their time" playing, librarians should consider providing students with the opportunity to take a break from studying to play, especially during the most stressful times of year.

The following case study describes fun-filled activities and events the librarians at the University of Calgary developed to provide students with moments of stress relief and the opportunity to refocus their minds.

### **UCalgary Case Study of Play and Libraries**

The University of Calgary (UCalgary) is a public, graduate degree-issuing university located in Calgary, Alberta. UCalgary is a large Canadian university with a student body of over 30,000. Libraries and Cultural Resources (LCR) at UCalgary is composed of a main university library, six branch libraries, an off-site high density library, the university archives, special collections, and two art galleries.

In April 2014, Calgary was shocked by the stabbing deaths of five young adults on the last day of the university's classes. The perpetrator was a recent UCalgary graduate who admitted to killing the five students but was found not criminally responsible as he was suffering from a psychosis at the time of the incident (Martin 2016). One of the five victims was an UCalgary student while the remaining victims attended other local colleges and universities. This shocking event caused the UCalgary administrators and student government association (Student Union) to review the mental health support and programs available at the university.

The immediate first step the administration at the University took was to establish the UCalgary Strong initiative. Not only did this important initiative involve workshops and counselling focused on personal wellness but it recommended an emphasis on engagement and building connections. The creation of the UCalgary Strong Festival offered the campus community an alternative to the regular end of year, outdoor party. The Festival brings together students, faculty, staff and community members to celebrate the end of classes in a fun, engaging and positive way. Some of the activities on the day include a photo booth, obstacle course, fort building and a craft market for shopping. This has now become a yearly event.

Both faculties and the Student Union were encouraged and motivated to offer much the same type of opportunities for students throughout the year. One such event is the now regular occurring Stress Less Week. This week occurs near the end of the semester when students' ability to cope with stress is at its most tenuous. In our various libraries we have events including knitting, games, meditation, and more. There are numerous opportunities for library staff to brainstorm

and participate in these types of activities.

UCalgary released their new mental health strategic plan in December 2015. The strategic plan contained six focus areas:

- Raising awareness and promoting well-being
- Developing personal resilience and self-management
- Enhancing early identification and response
- Providing direct service and support
- Aligning institutional policies, processes, and procedures
- Creating and sustain a supportive campus environment (UCalgary 2015).

The first and last of these focus areas were of particular interest to the LCR personnel. The first includes services and programs relating to individuals' personal well-being. The last encourages everyone to develop events and activities that bring members of the University together to strengthen the sense of community and help the students feel more connected to the institution and other people there. Play and fun-filled activities would support both of these focus areas.

In the 2015-2016 academic year, librarians across the LCR locations devised a number of playful activities and events for students and staff.

### **Colouring and Crafting**

Our "snowflake station" pop up event had students creatively designing and cutting out snowflakes during the stressful exam season. Students then wrote inspirational messages to each other and hung their flake on string to decorate an entry space in the main library, the Taylor Family Digital Library ("TFDL"). A key component to this activity was the time staff took to chat with students while they were cutting out or hanging up their snowflake. Staff would chat with students about their program of study, where they are in their exam schedule and plans for the holiday break. Taking the time to engage with our students in activities like these shows them that we have a genuine interest in their lives on and off campus.

Colouring books have become a popular activity for our students at almost all our locations. The Law Library distributes pages from adult and children's colouring books to students during the school year. Staff in our Special Collections department created their own colouring book containing images from their collection; the books, pencils, and crayons are offered for free at the main Service Desk in the TFDL during the stressful midterm season. In our Education Library students are invited to contribute to a large colouring activity by spending time adding their touches to a 24 X 24 inch mandala. This group effort is then posted and showcased in the windows of the Library.



Morrow, Leeanne. 2015.

## Seasonal activities

Decorating festive cookies is a tasty staple activity in our Business Library. Staff initiate this event by baking the cookies, bringing in all the icing and decorations. A centrally located table is laid out with all the cookies and decoration and students and staff sit and decorate together.

Creating a Christmas “book tree” has taken off as a playful idea in many academic libraries. Annually we have staff of all levels participate in assembling our book tree in the main entrance to the TFDL. The time lapse video we film of the assembly is our most popular share on social media. This past year the company that owns the coffee shop in the TFDL asked to participate with their student workers by building a gingerbread village to be included next to the tree. This became a popular “selfie” spot during the holidays.

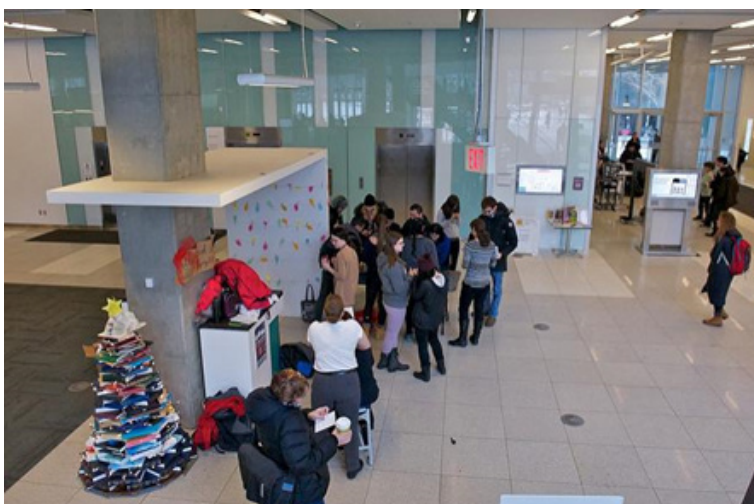
## Games

Chess, maker kits and puzzles are all deployed at our various locations. Our Education Library staff use playdoh, plasticine and other “hands on” kits from their collection to encourage a little bit of play every day. Our Business Library has a chess game that is left out for students and faculty to play anonymously. Players stop and make a move and then flip the card to say “white move” or “black move” to indicate whose turn it is next. Staff in the Law Library spend time assembling new puzzles during their breaks in the staff room. When puzzles are complete a new one is introduced to keep encouraging relaxation and play on break time. In the spring semester TFDL staff set up a kinetic sand spot in the Library and offer students the opportunity to stop, rake, build and run their hand through this weird and wonderful “part sand part toy”. We have been able to leverage our “game based learning” space on the third floor of the TFDL as a spot for students to take a break and to share the space with community members and their children who were displaced to the University during recent forest fires in Fort McMurray in northern Alberta. Spaces were blocked off for kids each day to come with their parents and “game”.

## Wellness

Staff members in the law and business libraries are certified yoga instructors and have offered yoga sessions, along with relaxation breathing exercises and in-chair stretches that students can utilize during particularly stressful times.

Partnering with the Wellness Centre and Student Success Centre, we brought in a Registered Massage Therapist to offer students free 10 minute chair massages during our “Wrap up the Term” daylong event. After visiting the massage station students are encourage to visit another table where they can build their own stress balls with balloons and rice. Having a Gallery connected to the Library allowed us a perfect opportunity to offer mediation sessions to students on the main Gallery exhibition floor during the Student Union’s regular Stress Less Week.



Morrow, Leeanne. 2015.

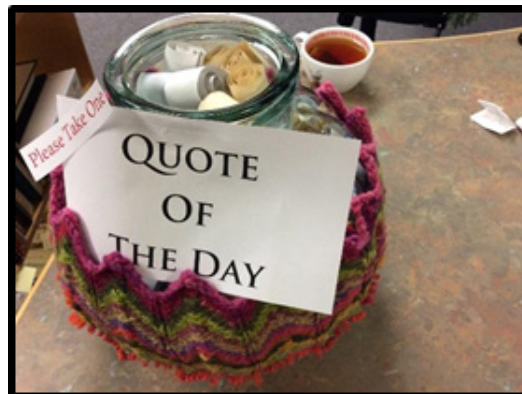


## Spontaneous or scheduled?

These playful, stress reducing events can and should be offered on a regular basis for the betterment of students and staff members. There are a few different ways to schedule these types of activities. The first is by choosing to offer many of these events during a set, structured week. The Law Library offers their “Stress Less Week” as a set week every term and the staff design activities for engagement each day. Some of these activities include colouring, word find and jigsaw puzzles, and distributing stress balls and candy. Their most popular event of the week is their free Chocolate Fountain Station. This brings students, faculty and staff together to share a sweet treat.

If a week long, set schedule seems daunting, then “pop up” spontaneous events are also a good way to encourage play. You can plan these on an “as needed” basis. The Snowflake Station hosted in the TFDL was planned in response to an increase in confrontational incidents occurring between students in the library. The planning was done three days before it was put up and everything was taken down as soon as exams were finished. With a little bit of flexibility and creatively you can be responsive to student needs with pop up type events.

Another approach to scheduling play activities is to encourage staff to incorporate this playful approach into their daily duties and make these events recurring, every day. Staff in the Business and Education library offer a “quote” jar and encourage students to read a quote while waiting for help at their Service Desks. In our Education Library, staff plan larger, themed events but you will see something fun and engaging to do on a daily basis in their space. Whichever way you decide to plan these events over time, and with repetition they will likely assist in changing the culture within your workplace.



## Tips for success

Consider these helpful suggestions to ensure success with incorporating play into your Library:

- Include all levels of staff in the planning and implementation of these events. Staff will surprise you with their feedback and how engaged they become with the activities.
- Find opportunities in each event that encourage interaction between staff and students. Having some time to “stop and talk” with your patrons really shows you are interested in their well-being.
- Make full use of social media to help in promotion of your events. These online social tools can also be a great way to assess the popularity of your event and a great documentation resource.
- Push the boundaries of what you plan—even if you think it might be silly. You may think playing with scissors, crayons and sand is too childlike but that might be just what a student needs to unwind after a stressful day of exams.
- Always be open to working with other partners to plan and implement events. This spirit of collaboration is a great model to your students, faculty and staff. New partners may also bring new ideas and new resources to your activities.



## Conclusion

Some of the greatest results from implementing this type of approach to our work at the University of Calgary includes not only lifting the spirits of students and staff but also strengthening our connection to our patrons and their needs. Focusing on this type of interaction with our students goes a long way to showing them we care and as one student mentioned during Stress Less Week in the Law Library "you always take such good care of us". This new approach is a win-win for everyone: students win through the benefits of the fun, playful activities and we win because it enhances our relationship with them. Overall, play in libraries expands and solidifies our role as being central to the academic, social and emotional success of students on our campus.

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## Reading the Region 2015-2016: Award Books, Award Programs, and the Latest Winning Titles from Around the PNLA Region

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**Keywords:** *reading, literary awards, Pacific Northwest*

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This bibliography first existed as a panel program at the Pacific Northwest Library Association's Annual Conference in Calgary, AB, in August 2016. Each year at this conference, librarians from around the region perform book talks on their favorite award winners. This helps us all identify the best books that came out in our region in the past year so that we can connect readers with them, build our collections with wonderful content that represents our Pacific Northwest world in all its diversity and beauty, and celebrate the many wonderful writers and award programs we have in the region. Without bibliographies and programs such as this, these awards are not easily identified or tracked, unlike the higher-profile national and international literary prizes that we are more familiar with.

Many thanks are due to the librarians who presented book talks at this year's program. Their devotion to books and reading, their energy, humor, and interest are greatly appreciated. Presenters for this program in Calgary included:

- |            |  |
|------------|--|
| Alaska     | <b>Mary Jo Joiner</b> , Alaska PNLA Representative, Director, Kenai Community Library, Kenai ( <a href="mailto:mjoiner@ci.kenai.ak.us">mjoiner@ci.kenai.ak.us</a> )  |
| Alberta    | <b>Sarah Head</b> , Alberta PNLA Representative, Resource Specialist, Lethbridge Public Library ( <a href="mailto:sarahkhead@me.com">sarahkhead@me.com</a> ) & <b>Jocie Wilson</b> , PNLA Young Reader's Choice Award Chair, Client Services Librarian, Yellowhead Regional Library, Spruce Grove ( <a href="mailto:JWilson@yrl.ab.ca">JWilson@yrl.ab.ca</a> ) |
| BC         | <b>Jay Peters</b> , PNLA 2nd Vice President/Membership Chair, Coquitlam Public Library ( <a href="mailto:jpeters@library.coquitlam.bc.ca">jpeters@library.coquitlam.bc.ca</a> )  |
| Montana    | <b>Carmen Clark</b> , Montana PNLA Representative, Reference Librarian, Bozeman Public Library ( <a href="mailto:cclark@bozeman.net">cclark@bozeman.net</a> ) & <b>Jan Zauha</b> , Past PNLA President, Outreach, Instruction, and Research Librarian, Montana State University, Bozeman ( <a href="mailto:jzauha@montana.edu">jzauha@montana.edu</a> )        |
| Washington | <b>Heidi Chittim</b> , Washington PNLA Representative, Circulation Librarian, JFK Library, Eastern Washington University, Cheney ( <a href="mailto:hchittim@ewu.edu">hchittim@ewu.edu</a> ) & <b>Gwendolyn Haley</b> , PNLA President, Library Services Manager, Spoke County Library District ( <a href="mailto:ghaley@sclid.org">ghaley@sclid.org</a> )      |



## **REGIONAL AWARDS**

### **PNLA Young Readers Choice Awards 2016 ([www.pnla.org/yrca/](http://www.pnla.org/yrca/))**

- Junior Division (4th-6th Grades): *Escape from Mr. Lemoncello's Library* by Chris Grabenstein
- Intermediate Division (7th-9th Grades): *The 5th Wave* by Rick Yancey
- Senior Division (10th – 12th grades): *This is What Happy Looks Like* by Jennifer Smith

### **Pacific Northwest Booksellers Awards 2016 ([www.pnba.org/2016-book-awards.html](http://www.pnba.org/2016-book-awards.html))**

- *The Game of Love and Death* by Martha Brockenbrough (Seattle)
- *Undermajordomo Minor* by Patrick deWitt (Portland)
- *Children & Other Wild Animals* by Brian Doyle (Portland)
- *The Triumph of Seeds: How Grains, Nuts, Kernels, Pulses, and Pips Conquered the Plant Kingdom and Shaped Human History* by Thor Hanson (San Juan Island, WA)
- *Call Me Home* by Megan Kruse (Seattle)
- *Unicorn On a Roll: Another Phoebe and Her Unicorn Adventure* by Dana Simpson (Auburn, WA)

### **American Indian Youth Literature from the American Indian Library Association (AILA) Award 2016 Winners (awarded every 2 years) ([www.ailanet.org](http://www.ailanet.org))**

- **Picture Book Award:** *Little You* by Richard Van Camp, Julie Flett, illustrator
- **Middle School Award:** *In the Footsteps of Crazy Horse* by Joseph Marshall III
- **Young Adult Award:** *House of Purple Cedar* by Tim Tingle



## **ALASKA**

### **Alaskan Award – Adult Fiction or Non-Fiction ([akla.org/newspoke/](http://akla.org/newspoke/))**

- **2016 Winner:** *So, How Long Have You Been Native?* by Alexis Bunten

### **Contributions to Literacy in Alaska Award 2016 ([www.alaskacenterforthebook.org](http://www.alaskacenterforthebook.org))**

- **2016 Winner:** *Raven's Gift* by Don Rearden



## **ALBERTA—Sarah Head**

### **Alberta Readers' Choice Award ([www.epl.ca/alberta-readers-choice](http://www.epl.ca/alberta-readers-choice))**

- **2016 Finalists:**
  - *Battle of Alberta* by Mark Spector
  - *Birdie* by Tracey Lindberg
  - *Road Trip Rwanda* by Will Ferguson
  - *Rumi and the Red Handbag* by Shawna Lemay
  - *A Wake for the Dreamland* by Laurel Deedrick-Mayne

### **Book Publishers' Association of Alberta Awards 2015 ([www.bookpublishers.ab.ca](http://www.bookpublishers.ab.ca))**

- **Scholarly & Academic Book Award:** *A Historical and Legal Study of Sovereignty in the Canadian North: Terrestrial Sovereignty, 1870-1939* by Gordon W. Smith
- **Trade Fiction Book Award:** *Boundary Problems* by Greg Bechtel

- **Trade Non-Fiction Award:** *Detachment: An Adoption Memoir* by Maurice Mierau
- **Lois Hole Award for Editorial Excellence:** *Detachment: An Adoption Memoir* by Maurice Mierau
- **Robert Kroetsch Poetry Book Award:** *small things left behind* by Ella Zeltserman
- **Speculative Fiction Award:** *Seeing the Light: A Marie Jenner Mystery* by E. C. Bell
- **Alberta Book Design Awards:**
  - **Book Cover:** *Film and the City: The Urban Imaginary in Canadian Cinema* by George Melnyk, designed by Marvin Harder
  - **Book Design:** *Film and the City: The Urban Imaginary in Canadian Cinema* by George Melnyk, designed by Marvin Harder
  - **Book Illustration:** *Pat Martin Bates: Balancing on a Thread* by Patricia Bovey, designed by Neil Petrunia

#### **Rocky Mountain Book Award (grades 4-7) ([rmba.lethsd.ab.ca](http://rmba.lethsd.ab.ca))**

- **2016 Winner:** *Rocket Blues* by David Skuy

#### **Writers' Guild of Alberta: Alberta Literary Awards 2016 ([www.writersguild.ab.ca](http://www.writersguild.ab.ca))**

- **Georges Bugnet Award for Novel:** *Fishbowl* by Bradley Somer
- **Stephan G. Stephansson Award for Poetry:** *The Pemmican Eaters* by Marilyn Dumont
- **Wilfrid Eggleston Award for Non-Fiction:** *Slick Water* by Andrew Nikiforuk
- **R. Ross Annett Award for Children's Literature:** *Winterkill* by Kate Boorman



#### **BRITISH COLUMBIA**

#### **Red Cedar Book Award 2015/2016 (grades 4-7) ([www.redcedaraward.ca](http://www.redcedaraward.ca))**

- **Information Book Award:** *If...A Mind-Bending New Way of Looking at New Ideas and Numbers* by David J. Smith, illustrated by Steve Adams
- **Fiction:** *Finding Grace* by Becky Citra

#### **BC Book Prizes 2016 ([www.bcbookprizes.ca](http://www.bcbookprizes.ca))**

- **Ethel Wilson Fiction Prize:** *All True Not a Lie in It* by Alix Hawley
- **Roderick Haig-Brown Regional Prize:** *The Real Thing: The Natural History of Ian McTaggart Cowan* by Briony Penn
- **Hubert Evans Non-Fiction Prize:** *Tuco: The Parrot, the Others, and a Scattershot World* by Brian Brett
- **Bill Duthie Booksellers' Choice Award:** *A Taste of Haida Gwaii: Food Gathering and Feasting at the Edge of the World* by Susan Musgrave
- **Dorothy Livesay Poetry Prize:** *Transmitter and Receiver* by Raoul Fernandes
- **Christie Harris Illustrated Children's Literature Prize:** *Peace is an Offering* by Annette LeBox, illustrated by Stephanie Graegin
- **Sheila Egoff Children's Prize:** *The Truth Commission* by Susan Juby

#### **Chocolate Lily Awards 2015-2016 ([www.chocolatelilyawards.com](http://www.chocolatelilyawards.com))**

- **Best Picture Book:** *If You Happen to Have a Dinosaur* by Linda Bailey, illustrated by Colin Jack
- **Chapter Book:** It's a tie!
  - *Kung Pow Chicken: Let's Get Cracking* by Cyndi Marko
  - *Jasper John Dooley: Not in Love* by Caroline Adderson
- **Best Novel:** *A Year in the Life of a Total and Complete Genius* by Stacey Matson





## IDAHO

### **Idaho Library Assoc. Book Award ([www.idaholibraries.org/awards/idaho-bookaward](http://www.idaholibraries.org/awards/idaho-bookaward))**

- **2014 Winners (most recent):**
  - **Winner:** *All the Light We Cannot See* by Anthony Doerr
  - **Honorable Mention:** *Idaho's Place: A New History of the Gem State* edited by Adam M. Sowards



## MONTANA

### **Montana Book Award 2015 ([www.montanabookaward.org](http://www.montanabookaward.org))**

- **Winner:** *Lentil Underground: Renegade Farmers and the Future of Food in America* by Liz Carlisle

### **High Plains Book Awards 2015 ([www.highplainsbookawards.org](http://www.highplainsbookawards.org))**

- **Best Nonfiction Book Award Winner:** *Badluck Way: A Year on the Ragged Edge of the West* by Bryce Andrews
- **Best Fiction Book Award Winner:** *Stars Go Blue* by Laura Pritchett
- **Best First Book Award Winner:** *Badluck Way: A Year on the Ragged Edge of the West* by Bryce Andrews
- **Zonta Award for Best Woman Writer:** *The Home Place* by Carrie La Seur
- **Best Poetry Book:** *Balefire* by Shann Ray
- **Art & Photography: Charles M. Russell:** *Photographing the Legend* by Larry Len Peterson
- **Short Stories:** *The Widow Smalls and Other Stories* by Jamie Lisa Forbes
- **Children's:** *Back to Batoche* by Cheryl Chad
- **Young Adult:** *Camp Outlook* by Brenda Baker
- **Culinary:** *A Taste of Montana: Favorite Recipes from Big Sky Country* by Seabring Davis

### **Treasure State Award (K-12 picture) ([libguides.msun.edu/treasureaward](http://libguides.msun.edu/treasureaward))**

- **2016:** *Too Much Glue* by Jason Lefebvre, illustrated by Zac Retz



## WASHINGTON

### **Children's Choice Picture Book Award ([childrenschoiceaward.wikispaces.com](http://childrenschoiceaward.wikispaces.com))**

- **2016 Winner:** *The Secret Life of Squirrels* by Nancy Rose

### **Evergreen Teen Book Award ([www.evergreenbookaward.org/](http://www.evergreenbookaward.org/))**

- **2016 Winner:** *The 5th Wave* by Rick Yancey

### **Sasquatch Reading Award ([sites.google.com/a/wlma.org/wlma/sasquatch-award](http://sites.google.com/a/wlma.org/wlma/sasquatch-award))**

- **2016 Winner:** *Star Wars: Jedi Academy* by Jeffrey Brown

### **Towner Award (WLMA) ([towneraward.wikispaces.com](http://towneraward.wikispaces.com))**

- **2016 Winner:** *Neighborhood Sharks* by Katherine Roy

**Washington State Book Awards 2015 ([www.spl.org/audiences/adults/washington-state-book-awards/washington-state-book-award-winners](http://www.spl.org/audiences/adults/washington-state-book-awards/washington-state-book-award-winners))**

- **Fiction:** *The Hour of Lead* by Bruce Holbert
- **Poetry:**
  - *Bugle* by Tod Marshall
  - *The Mountain Poems of Stonehouse* translation and commentary by Red Pine
- **History/General Nonfiction:** *Trying Home: The Rise and Fall of an Anarchist Utopia on Puget Sound* by Justin Wadland
- **Biography/Memoir:** *Loitering: New and Collected Essays* by Charles D'Ambrosio
- **Scandiuzzi Children's Book Award Winners:**
  - **Picture Book:** *Two Speckled Eggs* written and illustrated by Jennifer K. Mann
  - **Book for Middle Readers:** *Phoebe and Her Unicorn: A Heavenly Nostrils Chronicle* by Dana Simpson
  - **Book for Young Adults:** *The Strange and Beautiful Sorrows of Ava Lavender* by Leslye Walton

## **PNLA 2016: Networking Across Borders Final Conference Schedule Calgary, AB August 3-5, 2016**

### Wednesday, August 3rd

8:00AM - 11:00AM	Registration Opens - Pre-conference attendees
12:00 PM - 7:00 PM	Registration Open - Everyone
8:00AM - 12:00PM	PNLA Board Meeting
1:00PM - 5:00PM	Pre-conference: Design Thinking for Libraries
1:00PM - 5:00PM	Pre-conference: Supercharged Storytimes - Supercharged Solutions
1:00PM - 7:00PM	Exhibitor Register & Set-up
6:00PM - 8:00PM	Opening Reception and Exhibits at the Carriage House Inn

### Thursday, August 4th

8:30AM - 10:15AM	Keynote Breakfast - Dan Buchner
10:15AM - 10:45AM	Vendor Break & Silent Auction opens
10:45AM - 11:45AM	Breakout A
Noon- 1:30PM	Membership Luncheon & Speaker Michelle Cederberg
1:45PM - 2:45PM	Breakout B
2:45PM - 3:15PM	Vendor Break
3:15PM - 4:15PM	Breakout C
5:30PM - 8:00PM	Corks & Cans - Ranchman's Cookhouse and Dancehall

### Friday, August 5th

8:30AM - 10:15AM	Author Breakfast - David Poulsen
10:15AM - 10:45AM	Vendor Break (Silent auction closes at 10:45)
10:45AM - 11:45AM	Breakout D
11:45AM - Noon	Last chance to visit vendors!
11:45AM - 1:45PM	YRCA Luncheon - Author Cathy Ostlere
1:45PM 2:45PM	Breakout E
2:45PM - 3:15PM	Break
3:15PM - 4:15PM	Breakout F
6:00PM - 7:30PM	President's Reception (all welcome!) Location TBA

## PNLA 2016: Networking Across Borders

### Session Descriptions

**Wednesday August 3, 2016**

#### ***Pre-conference: Design Thinking for Libraries – Dan Buchner***

Libraries are retooling services and programs to adapt to rapid social and technological change. Design Thinking is a proven approach to creating new kinds of solutions to complex challenges that can be used effectively in a library setting. Experience the Design Thinking process and mindset in this interactive workshop to help recast library services.

Learning Objectives:

1. Learn to use design thinking tools - empathy maps and prototyping.
2. Learn to implement the principles of design thinking in the workplace
3. Learn to fail productively and share successes

**Dan Buchner**, Peter Lougheed Leadership Institute, Banff Centre, is an award-winning designer, entrepreneur and innovator. For nearly 30 years, Dan has been developing innovative new products and creating compelling new services for organizations such as Procter & Gamble, PepsiCo, USAID and the Prime Minister's Office of Singapore. Dan believes in the power of innovative thinking to positively impact society.

#### ***Pre-conference: Supercharged Storytimes – Supercharged Solutions: Enhancing storytimes with a research-based community of Practice – J. Elizabeth Mills and Diane Hutchins***

Are your library's storytimes the best they can be? Learn about the groundbreaking research of Project VIEWS2, which demonstrated the positive impact of public library storytimes on children's early literacy outcomes. This research enhances existing programs such as ECRR2, and led to OCLC WebJunction's 6-state pilot program, Supercharged Storytimes. Speakers will provide an overview of recent research, demonstrate effective techniques, and facilitate hands-on practice among participants, encouraging collaborative learning and actionable takeaways. The preconference will conclude with information and recommendations regarding design and implementation of assessment of public library storytimes as well as participant discussion around current assessment practices.

Objectives:

1. Demonstrate the importance and impact of early literacy in the planning and delivery of public library storytimes.
2. Engage with participants and give them easy ways to implement this Supercharged method into their own practices.
3. Provide information and recommendations around assessment methods for both practitioners and administrators around storytime.

**Thursday August 4, 2016**

**Breakout A: 10:45AM – 11:45AM**

*A1 Power Poses: How to quickly find your own inner superhero! – Samantha Hines*

Having a hard time accessing your own inner superhero? Learn about impostor syndrome, the villain that makes us question our own super abilities. Then find out how 'power poses' and other quick confidence building techniques (backed by scientific research!) can make us ready to leap tall libraries in a single bound!

*A2 Kidding Around: Using Play to Reduce Stress - Kim Clarke and Leanne Morrow*

Universities are stressful environments for students and staff members alike, with approximately 90% of Canadian university students admitting to feeling overwhelmed at some point during the academic year. Experts agree that "play" is beneficial to adults, including its ability to reduce one's stress level. Libraries are perfectly situated to provide students, faculty and university staff members with opportunities to play. We introduced self-timed "take-a-break" activities that allow individuals to spend a few minutes during their day in a relaxed and fun endeavor, and held fun-filled events designed to enhance the social environment on campus.

*A3 The Teen Summer Challenge – Sheila Hammond – Todd and Thom Knutson*

For rural regional library systems, geography and limited resources are often barriers to effective teen programming. The Teen Summer Challenge is the ideal solution! Reach across these boundaries with a program as engaging to teens with unlimited resources as it is accessible to those without. We will help you create an appealing program that offers variable levels of participation, and a full range of activities that support traditional and digital literacies at any skill level. TSC's built-in flexibility allows customization at the community level, such as offering in-branch programming. TSC is a natural fit with a library's social media presence.

*A4 Stumbling on Success: Let Your Community Lead the Way for Library Revitalization - Christine McPhee and Elena Doebele*

Community engagement is nothing new for libraries, but the benefits of it can be profound. We will demonstrate how two very different branches in the Okanagan Regional Library system embraced the community-led philosophy to become hubs of creativity and connection in their cities. We will share real stories of libraries listening to their citizens; taking chances on new programs, services and partnerships; overcoming unique challenges; and ultimately elevating the role of libraries in our communities.

**Breakout B: 1:45PM – 2:45PM**

*B1: Librarians Building Strong "Town and Gown" Relationships – Leanne Morrow and Kim Clarke*

One of the strategic priorities at the University of Calgary is to "fully integrate the university with the community". This goal has allowed librarians to expand existing community focused activities as well as develop new ones. Academic librarians are perfectly situated to form relationships and collaborations with colleagues in other types of libraries and other disciplines. This session will discuss town-gown activities featuring different segments of the community – K-12 students, career professionals and businesses which



employ the university's graduates. We will discuss the unique role academic libraries can play in adding value to the students experience and our surrounding community.

### *B2 Read Aloud Campaign 2015 - Michele Feser*

In 2015, Strathcona County Library delivered a year-long Read Aloud Campaign that included a variety of fun programs and events. Get Caught Reading: In one month we caught and rewarded 448 people reading aloud in the Library. Read Aloud Challenge: We challenged residents to read aloud and record their minutes. Nearly 5000 people participated with 480,529 minutes being read.

County Out Loud: On one day 7,481 residents read aloud the classic picture book *Brown Bear, Brown Bear, What Do You See?*. Schools, daycares, local businesses, seniors groups, local and provincial government and churches participated. We created an inspirational video to showcase this extraordinary event.

### *B3 Life Hacks: A Program for Preparing Teens for Adulthood - Paige McGeorge*

A "life hack" is a tool or technique that makes life easier. Learn why programs that share these life skills are valuable to the teens in your community, and get tips and tricks for putting together a Life Hacks program series of your own.

### *B4 LEADS: Past, present, future - PNLA Board Members*

What is LEADS? Where is it going? What can it do for you? Listen to former mentors, PNLA Board members and past participants as we discuss the future of LEADS.

## **Breakout C: 3:15PM – 4:15PM**

### *C1 Get STEAMed: Building a STEAM Storytime Program – Sara Saxton*

Considering adding a STEAM storytime at your library? Science, technology, engineering, arts, and mathematics are all great elements for early childhood learning. In this session we will take a look at the components of a successful STEAM storytime, share planning tips and tricks, and test out activities that work great with storytime kids.

### *C2 Managing Change in Turbulent Times and Building the Way for Future Success – Jenny Lynne Semenza*

This dynamic, full of real examples presentation will look at KM tools' uses in change management and four components of knowledge management: knowledge, management, information technology and organizational culture will address how ISU library navigated through the processes which promoted change management, our successes and failures. This presentation is geared for the wide audience: large to small academic libraries, public to special libraries; everyone is guaranteed to learn new and useful information. The presenter's will share their collective experience of 20 plus years successful managing change in the libraries in the turbulent times.

### *C3 Reading the Region 2015-2016: Book Award Programs and the Latest Award-Winning Titles from Around the Region – Jan Zauha*

Join members of the PNLA Board and others for a rapid round of book talks featuring award winning titles for 2015-2016 from Alaska, Alberta, British Columbia, Idaho, Montana, and Washington. Books for all ages and interests will be previewed and displayed. Award programs and reading initiatives from throughout the region will be highlighted.

*C4 Carrying Meaning Across Borders: Libraries and the Language of Sustainability – Megan Stark and Kate Zoellner*

This session will encourage attendees in their roles as stewards to engage with their communities with reimagined language. The presenters will define keywords used to discuss sustainability, and explore how the language of sustainability might be integrated into the dialogue of our profession to develop and shift conversations about, and movement on, the future work and role of libraries. Attendees will be invited to consider the language of sustainability and of libraries, particularly in the Pacific Northwest, and the ways in which we can expand our language to develop sustainable libraries.

**Friday August 5, 2016**

**Breakout D: 10:45AM – 11:45AM**

*D1 A Comprehensive Safety, Security and Self-Defense Training Program for Library Employees - Paul Victor Jr.*

Eastern Washington University Libraries has implemented a comprehensive, multilayered approach to safety & security training for its employees. They learned how to recognize potentially dangerous patron behaviors, apply effective de-escalation techniques and use physical self-defense skills. Library employees also received first aid training, watched a video about how to react properly during an active shooter scenario and then put those skills to use by participating in an active shooter training scenario conducted by local law enforcement and fire departments. This presentation will give attendees ideas on how to build partnerships with first responders and implement training programs that will keep library employees and patrons safe when faced with potentially dangerous situations.

*D2 Mentorship - making it work – Tatiana Usova and Sandra Anderson*

Effective mentoring is essential to the growth and success of early-career library professionals. In 2015 Greater Edmonton Library Association (GELA) initiated a new mentorship program to promote professional development of its members: librarians, library technicians and students. Two mentors, actively engaged in this initiative, will present their experience and discuss the program, its structure, results and potential areas of improvement. They will share the lessons learned from the mentorship activities and discuss impact of mentoring on both mentors and mentees. The practical information will guide attendees in planning and implementation of mentoring programs or in enhancing their current mentoring relationships.

*D3 Queer-Straight Alliances in Public Libraries: Serving LGBTQ Youth - Michael J. Cruickshank*

This session will discuss a unique teen public library program built to support community LGBTQ youth by the establishment of a Library Queer-Straight Alliance program. Based on the award-winning Library QSA program at the Prince George Public Library, this session will cover where the idea came from, why programs like this are necessary, and how to get a similar program off the ground and keep it running in your community. Discussion will include why the public library is ideal for hosting a QSA, funding sources, program cost, ideas and examples of activities for library QSAs.

*D4 Teaching Credit-Based Courses Online: From Panic to Perfect(ish) - Molly Montgomery*

More and more librarians are expected to not only teach credit-based courses, but to teach these in an online environment. If you're new to online teaching, the idea of organizing the course, developing content, and teaching can seem overwhelming. I'm here to tell you that it can actually be fun, even when you start out not knowing anything about online learning. Come learn some tips, tricks, and survival strategies to make your online course awesome!

### **Breakout E: 1:45PM – 2:45PM**

*E1 Does Your S.T.E.A.M? (Science, Technology, Experiment, Arts, Make/Math) – Wendy Hodgson-Sadgrove*

Meet the challenge of interactive library programming, driven by the children/youth that supports discovery, creativity, problem solving, decision making and teamwork while building literacy, research and library skills. Don't be surprised if your present programming just needs a little tweaking to make your library "STEAM"

*E2 Networking and Collective Impact - Mary DeWalt*

Are you interested in making a difference in your community through collective impact? Are you already involved in a project that employs institutional collaboration? Join an interactive discussion on the concept of collective impact and share your community endeavors or ideas for collaboration with others.

*E3 Disability Awareness Training for Library Staff – Maragete Wiedmann*

Learn how "an inclusive library begins with you!" This session will introduce you to the Disability Awareness Toolkit developed by consultant Susan Powell and an advisory committee representing public libraries and the community of people with disabilities in 2014. The kit will assist in training library staff on how to better serve people with disabilities; making spaces and services as accessible and inclusive as possible to all.

*E4 Young Reader's Choice Awards: Reading Across Borders – Jocie Wilson*

This popular reading program is gaining momentum as we encourage kids and teens to discover their love of reading by empowering them through choice. Learn how easy it is to promote YRCA participation in your public library or school.

### **Breakout F: 3:15PM – 4:15PM**

*F1 Supporting Diversity in Children's Literature: Overcoming Inherent Biases When Serving a Diverse Audience – Sharon Mentyka*

The field of children's literature has experienced a recent but belated awakening to the profound lack of racial diversity and inclusion in books for children and teens. At a time when more than half of the children born in the U.S. are non-white, less than ten percent of books published are about characters of color or written by people of color. This presentation will begin with an examination of the inherent biases that even the best allies of diversity bring to the table when operating out of positions of privilege and will focus on specific ways that children's book advocates can recognize and change this balance of privilege in personal and meaningful ways within the scope of our professional lives.

## *F2 Libraries and Bibliotherapy: De-stressed Reading in the 21st Century - Loren MccRory*

Developmental bibliotherapy is a simple, affordable solution for patrons of almost any age to learn how to find tools and understand ways to deal with stress and anxiety so prevalent in the 21st century. Bibliotherapy, however, means many different things depending on whether you talk to the medical community, social workers, psychologists, or the literary arts and library community. Each will give a different point of view on the best way to implement books and literature for mental health and well-being. Essentially, the plethora of methods applied suggests that there is no single way, no "right" way, and that perhaps finding the "wrong" way is part of the process; i.e., bibliotherapy is a not a definitive approach, rather it involves encouraging readers to try lots of different things until a "right" way resonates with their life story as they are currently experiencing it. Understanding what is right for a reader can only be understood by the reader, knowing resources and alternatives in order to be able to help the reader find what is right for them is one part readers advisory theory, one part readers response literary theory, and one part applied creative arts.

## *F3 NLM's Online Playground: K-12 Health & Sciences Information Resources for All - Carolyn Martin*

This session will be about the National Library of Medicine K-12 Science and Health resources. These resources are available for the public library as science and health resources for children and teens for homework help as well as science projects and papers. Resources are especially helpful for school librarians in providing information on public health for administration, health information for the school nurse, curricula information for teachers, homework help for students and health information for parents. Become aware of the various resources to add to your web page, newsletters, programs and social media alerts.

## *F4 Getting to the Finish Line: How to Organize Your Library Fitness Event – Adam Brooks and Jessica Zairo*

Fitness events are more popular than they've ever been, and it's time for libraries to capitalize on this phenomenon. This program will show you how to organize a library fitness event, and how to focus on community partnerships and collaboration. We will also show basic strategies for marketing, advocacy and sponsorships. Health and wellness information is crucial for a healthy community, and the library should be the catalyst for this type of community event.