



Reporting on the Story-Go-Round: East Midlands Project



Our Storyteller-Trainer, Bernard Tagliavini, in action.

364 children with learning disabilities took part in...
...**50 storytelling sessions** demonstrating best practice...
...hosted at **23 library venues** in communities throughout the East Midlands...
...with **164 library staff trained** in multi-sensory storytelling.

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Multi-sensory stories for people with learning disabilities

Background

Bag Books exists to enhance the lives of children and adults with learning disabilities through the use of multi-sensory books.

Our primary audience is people with severe learning disabilities (SLD – a developmental age of up to six years) or profound and multiple learning disabilities (PMLD – a developmental age below 18 months).

- We make around 1,000 multi-sensory books each year (each book is hand-made and on average takes around eight hours to produce).
- We provide storytelling sessions for children, young people and adults. In 2009, 1,238 people with learning disabilities took part in one of our 288 storytelling sessions.
- We offer training in multi-sensory storytelling to parents, carers, librarians and teachers. In 2009 we trained 501 people.

Story-Go-Round: East Midlands Project Goal & Scope

The Story-Go-Round (SGR): East Midlands Project had the goal of **enriching the creative environment for children with profound intellectual and physical difficulties in the East Midlands of England; providing a legacy of skills within the community**, which would offer a way for local communities to support the aesthetic development of these youngsters.



Project Aims

The SGR: East Midlands Project aimed to:

1. **exemplify** multi-sensory storytelling, showing how it can provide a session of fun and learning for children with special needs in their local community libraries; and
2. **enable** local library staff to continue providing regular multi-sensory storytelling to these local children and their families, by training them to use multi-sensory books.

We also planned to provide the multi-sensory resources necessary to help the participants continue to offer multi-sensory storytelling within their own communities.

Project Objectives

The Story-Go-Round: East Midlands Project's objectives were structured to meet its aims.

1. To **exemplify** multi-sensory storytelling, showing how it can provide a session of fun and learning for children with special needs in their local community libraries by
 - a) *recruiting a professional Trainer-Storyteller, and background checking him/her, in line with Bag Books' Child Protection procedures;*
 - b) *training the Trainer-Storyteller in how to deliver multi-sensory stories, how to handle children with additional needs safely, and how to give the children the most stimulating and rewarding experience possible;*
 - c) *providing ongoing support and monitoring to the Trainer-Storyteller, during the Tour, including site visits, telephone support and monthly performance reviews;*
 - d) *producing a leaflet for libraries, outlining the people and processes involved;*
 - e) *contacting Central Library Services in the target local authority areas, offering the service to them centrally before approaching individual libraries;*
 - f) *contacting libraries in the target local authority areas, offering the Tour to come to their library, without charge;*
 - g) *contacting local special schools, ensuring their involvement in the Project;*
 - h) *gathering and collating feedback from the Trainer-Storyteller and participants;*
 - i) *working closely with all stakeholders, to ensure that the greatest possible number of beneficiaries are reached; and*
 - j) *demonstrating accessible storytelling to those parents, carers, special school staff and librarians attending the storytelling sessions with the children.*
2. To **enable** local library staff to continue providing regular multi-sensory storytelling to these local children and their families, by training them to use multi-sensory books by
 - a) *providing training for librarians, in conjunction with the demonstrations, in how to safely, effectively and confidently tell multi-sensory stories;*
 - b) *offering follow-up training to other interested parties; and*
 - c) *producing a take-home leaflet for children's families, outlining how multi-sensory storytelling works in the context of local libraries.*

Achievement - General

We aimed to involve libraries and schools across the East Midlands. As the planning progresses we usually come across a few places where we can't use a library as a venue so we use a school instead. This usually means we are unable to do a training session for

librarians on those days but we try to make best use of the time by doing additional storytelling sessions at the school.

The Tour began at Thurnscoe Library in Rotherham on 22nd February 1020 and concluded on 19th March 2010 at the Kempston Library, Bedford.

In the feedback from schools, 100% of the respondents said the children had enjoyed the sessions and 100% said they had benefited from them.

Of the trainees, 91% rated the quality of the training as “very good” and a further 8% as “good”.

Performance against Aims

Aim 1 – To **exemplify** multi-sensory storytelling, showing how it can provide a session of fun and learning for children with special needs in their local community libraries.

1.a) *recruiting a professional Trainer-Storyteller, and background checking him/her*, in line with Bag Books’ Child Protection procedures

As with many of the previous tours, Barnard Tagliavini was our sole Trainer-Storyteller for the East Midlands Tour. In addition to Bag Books’ work, Bernard works on the Persula Foundation’s storytelling tours. All appropriate background checks were already in place for Bernard, as he was a seasoned storyteller, well-used to working with vulnerable audiences of many different types.

1.b) *training the Trainer-Storyteller* in how to deliver multi-sensory stories, how to handle children with additional needs safely, and how to give the children the most stimulating and rewarding experience possible

Bernard was experienced at conducting storytelling sessions and Multi-Sensory Storytelling Technique (MSST) training workshops.

1.c) *providing ongoing support and monitoring to the Trainer-Storyteller*, during the Tour, including site visits, telephone support and monthly performance reviews

Telephone contact was maintained with Bernard, with verbal reports adding to the reports provided on every session undertaken. Our Director of Services, Stuart Cummings, observed the sessions in Leicester on 12th March. As part of our regular feedback process, we requested that participants express their views of the sessions directly to Bag Books (i.e. not via the Trainer-Storyteller). No negative reports were received in relation to Bernard.

1.d) *producing a leaflet for libraries*, outlining the people and processes involved

As an original project aim, the idea of a specific leaflet for this purpose was set aside several Tours ago. We have worked instead on the basis of individually tailored letters, which have been very successful at informing and engaging library staff.

1.e) *contacting Central Library Services* in the target local authority areas, offering the service to them centrally before approaching individual libraries

Initial contact was made by an e-mail sent to the senior library service officers in each local authority area, indicating that the Story-Go-Round Tour would be visiting their area and that we were seeking library branches to host storytelling events. We explained that our aim was to train library staff, leaving them confident to work with special needs youngsters; we would arrange everything with the schools (unless they had a pre-existing relationship); we would not charge!

1.f) *contacting libraries* in the target Local authority areas, offering the Tour to come to their library, without charge

Our experienced Storytelling-Training Co-ordinator, Kate Blake, used resources such as the Special Education Directory, the Libraries and Information Services Directory and Google (especially the Google Maps service) to identify, match and approach appropriate library branches.

Kate telephoned each to ascertain their level of interest and followed up with an informal e-mail. Kate finalised the plans for the Tour and sent out formal letters and information setting out full details.

Before the inception of the Story-Go-Round Project, libraries would often be keen for Bag Books to hold a “day of storytelling” for local youngsters, but they would simply leave us to get on with it! It remained a core principle of the Project that we would only offer the storytelling sessions if the library agreed to accept training. We did not demand that libraries commit to continue multi-sensory storytelling, although we made it clear that this was our ultimate goal.

1.g) *contacting local special schools*, ensuring their involvement in the Project

Kate’s research identified suitable schools and they contacted them by email, telephone and letter.

1.h) *gathering and collating feedback* from the Trainer-Storyteller and participants

The Storyteller-Trainer completed a report for each session, outlining the number of children and adults attending, and additional information (appended to this Report). All host libraries and participant schools services were sent monitoring forms.

8 of the 23 libraries (plus 4 central libraries) replied. This is roughly the same proportion as previous regions.

21 of the 33 schools replied. This was a higher proportion than previous regions.

All attendees at training sessions were asked to complete a feedback form with standard questions. These responses are also appended to this Report.

1.i) *working closely with all stakeholders*, to ensure that the greatest possible number of beneficiaries are reached

During the Tour, 364 children enjoyed stories such as “The Uninvited Guests”, “Kofi and the Magic Shaker” and (of course a big favourite) “C.J. the Library Cat”.

Those benefiting from the training and the children who take part “on the day” certainly are beneficiaries; but key to the overall goal is that many more children’s lives will be enriched in the coming months and years by gaining more access to multi-sensory stories.

1.j) *demonstrating accessible storytelling* to those parents, carers, special school staff and librarians attending the storytelling sessions with the children

We held 50 storytelling demonstration sessions at 23 host libraries (and 4 schools when libraries were not available/suitable). 221 members of library staff, 234 members of school staff and 49 others observed the storytelling sessions.

Aim 2 – To **enable** local library staff to continue providing regular multi-sensory storytelling to these local children and their families, by training them to use books

During 16 training workshops, 164 library staff and 75 others (mainly school staff) were trained in the use of multi-sensory books.

The training package included an overview of the academic research on which the Multi-Sensory Storytelling Technique is based; working with children and young people with special needs; practical hints and tips for setting up storytelling sessions; and examples of how and why the books have the beneficial effect they do. There was, as part of each workshop, hands-on practice in using multi-sensory books with colleagues.

Appendices

- I Tour Summary – Storytelling and Training
- II Trainer-Storytellers' Session Reports
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- IV Schools' Feedback
- V Central Library Authority Feedback
- VI Training Session Participants' Feedback



Bernard the storyteller in action

Appendix I – Tour Summary – Storytelling

Date	School	Venue	No. of Sessions	No. of Children
22/02/2010	Robert Ogden School, Rotherham	Robert Ogden School, Rotherham	1	10
22/02/2010	Greenacre School, Barnsley	Barnsley Central Library	1	9
23/02/2010	Kelford Special School, Rotherham	Rotherham Central Library	2	16
23/02/2010	Hilltop Special School, Maltby, Rotherham	Hilltop Special School, Maltby, Rotherham	1	8
24/02/2010	Coppice Special School, Hatfield, Doncaster	Hatfield Library, Doncaster	2	13
24/02/2010	Fullerton House School, Doncaster	Edlington Library, Doncaster	1	4
25/02/2010	Wakefield Pathways School	Airedale Library, Castleford, Wakefield	3	16
01/03/2010	Penny Field School, Leeds	Penny Field School, Leeds	3	21
02/03/2010	Talbot School, Sheffield	Talbot School, Sheffield	4	37
03/03/2010	St Luke's Primary School, Scunthorpe	Ashby Library, Scunthorpe	3	22
04/03/2010	Yeoman Park School, Mansfield Woodhouse, Nottinghamshire	Mansfield Woodhouse Library, Nottinghamshire	2	15
05/03/2010	Sutherland House School, Nottingham	Carlton Road Library, Nottingham	1	8
05/03/2010	Oak Field School, Nottingham	Carlton Road Library, Nottingham	1	5
08/03/2010	Phoenix School, Orton Goldhay, Peterborough	Orton Library, Peterborough	1	4
08/03/2010	Heltwate Special School, Peterborough	Werrington Library, Peterborough	1	9
09/03/2010	Ashmount School, Loughborough	Loughborough Library	1	9
09/03/2010	Dorothy Goodman School, Hinckley, Leicestershire	Hinckley Library, Leicestershire	1	9
10/03/2010	Grantham Sandon School, Grantham, Lincolnshire	Grantham Library, Lincolnshire	2	11
10/03/2010	Grantham Ambergate School, Grantham, Lincolnshire	Grantham Library, Lincolnshire	1	6
11/03/2010	Queens Park School, Lincoln	Lincoln Central Library	1	15
11/03/2010	St Francis Special School, Lincoln	Lincoln Central Library	1	4
12/03/2010	Nether Hall School, Leicester	Hamilton Library, Leicester	2	17
12/03/2010	Ash Field, School, Leicester	Hamilton Library, Leicester	1	7
15/03/2010	The Walnuts School, Milton Keynes	Bletchley Library, Milton Keynes	2	17
16/03/2010	Northgate School, Northampton	Kingsthorpe Library, Northampton	1	6
16/03/2010	Fairfield Special School, Northampton	Kingsthorpe Library, Northampton	1	5
16/03/2010	Wren Spinney Community Special School, Kettering	Kettering Library	1	9
17/03/2010	Sunnyside School, Biggleswade	Biggleswade Library	1	6
17/03/2010	Hillcrest Special School, Dunstable	Dunstable Library	1	8
18/03/2010	Richmond Hill Special School, Luton	Stopsley Library, Luton	1	8
18/03/2010	Lady Zia Wernher School, Luton	Stopsley Library, Luton	1	5
18/03/2010	Woodlands Secondary School, Luton	Luton Central Library	1	8
19/03/2010	St John's School, Bedford	Kempston Library, Bedford	3	17
	33 schools	23 libraries	50	364

Appendix I – Tour Summary – Training

Date	Venue	Library staff	Others
22/02/2010	Barnsley Central Library	8	2
23/02/2010	Doncaster Central Library	20	3
25/02/2010	Airedale Library, Castleford, Wakefield	9	8
03/03/2010	Ashby Library, Scunthorpe	6	7
04/03/2010	Mansfield Woodhouse Library, Nottinghamshire	8	0
05/03/2010	Carlton Road Library, Nottingham	6	3
08/03/2010	Werrington Library, Peterborough	6	5
09/03/2010	Loughborough Library	12	2
10/03/2010	Grantham Library, Lincolnshire	8	2
11/03/2010	Lincoln Central Library	15	11
12/03/2010	Hamilton Library, Leicester	10	10
15/03/2010	Bletchley Library, Milton Keynes	10	6
16/03/2010	Kingsthorpe Library, Northampton	11	4
17/03/2010	Biggleswade Library	12	0
18/03/2010	Stopsley Library, Luton	9	11
19/03/2010	Kempston Library, Bedford	14	1
	16 training sessions	164	75



Hands-on training



Appendix II – Trainer-Storyteller’s Session Reports

Reports from Bernard Tagliavini.

22/02/2010	Robert Ogden School, Rotherham	Due to the heavy snow yesterday, the school had to cancel bringing the children to the library. However, the 1 librarian who was due to observe, and myself, went to the school to conduct a session. All the children (10) were severely autistic, but interacted very well with stories. Many school staff came to also observe, and were very impressed with the reaction of the children to the stories. They do have some Bag Books titles, do not seem sure how to use them.
22/02/2010	Greenacre School, Barnsley	Excellent group attendance span lasted the whole session. Very enthusiastic.
24/02/2010	Coppice Special School, Hatfield, Doncaster	All fairly severely autistic. 1 boy had to be removed halfway through as he grew increasingly disruptive. Some classic examples of joint attention exhibited amongst the others.
24/02/2010	Coppice Special School, Hatfield, Doncaster	A well behaved group, attentive the entire session. No problems at all
24/02/2010	Fullerton House School, Doncaster	A delightful group of adolescents. Fairly easy to engage with each story page when presented to them.
25/02/2010	Wakefield Pathways School	A lively suitable group of autistic children, who regularly come to the library and know the staff. They took 5 minutes or so to settle down, but became fairly engrossed throughout. 1 boy who refused to enter the room eventually did so, and although constantly was on the move, still stopped to inspect the props when presented with them.
25/02/2010	Wakefield Pathways School	A delightful group. 1 boy hitting out and disruptive to begin with, eventually sitting on a chair immediately behind me, but also joined in with the stories.
25/02/2010	Wakefield Pathways School	Quite severe autistic children - one in particular a little disruptive to begin with. Again however, they all calmed down and generally interacted very well with the stories. School staff very impressed by their prolonged attention during the session.
01/03/2010	Penny Field School, Leeds	All non verbal, except for 1 lad in a wheelchair and had very limited vocabulary, but was good at miming what he heard. A delightful group. Enthusiastic and easily engaged, though 1 or 3 started to loose focus towards the end.
01/03/2010	Penny Field School, Leeds	A docile but delightful group. Attentive throughout.
01/03/2010	Penny Field School, Leeds	A little sleepy after lunch, but gradually became aroused and keenly got stuck in
02/03/2010	Talbot School, Sheffield	Lovely new school. Spacious and great ambiance. A really responsive group
02/03/2010	Talbot School, Sheffield	Very interactive class on the whole. One had difficult to engage for first half of the session, but eventually joined in and explorative with each page presented to him.
02/03/2010	Talbot School, Sheffield	A constant flow of children being brought in and out. However, a very successful session. Very pleased school staff.
02/03/2010	Talbot School, Sheffield	2 classes joined together for a birthday party. 1 girl, who proved to be very tactile defensive, became increasing upset by the props and eventually had to be moved away from the group. The other children had a terrific, fun session.

03/03/2010	St Luke's Primary School, Scunthorpe	Lively, noisy and fun!
03/03/2010	St Luke's Primary School, Scunthorpe	A more subdued group, but apart from 1 child who remained restless throughout, all were easily engaged
03/03/2010	St Luke's Primary School, Scunthorpe	A great mix of children, all interacted well. Not put off, it seemed by so many adults in the room.
04/03/2010	Yeoman Park School, Mansfield Woodhouse, Nottinghamshire	A very disruptive group of autistic children to begin with, but they settled reasonably well, quite quickly all appeared to thoroughly enjoy the session.
04/03/2010	Yeoman Park School, Mansfield Woodhouse, Nottinghamshire	Another lively group of autistic children. Apart from 1 boy who wandered off frequently, the focus from the others was impressive. A great session, though my voice is fast disappearing!
05/03/2010	Sutherland House School, Nottingham	Mixed levels of autism. 1 boy unable to sit in the group, sat a long way away with some toys, but could be enticed to briefly step back into the group for each page. A tricky, large group, being all autistic, but it worked well.
05/03/2010	Oak Field School, Nottingham	Samantha Thorsby from The Hilton in the Community Foundation came (funder). A good contrast from the morning group, being physically disabled. Samantha enjoyed the session, though the Hilton General Manager, Richard Parker, was unable to attend. Sam presented us with a (giant) cheque for £15,000 (I may not be back next week!) and will email a photo. She also stayed for the training session.
08/03/2010	Phoenix School, Orton Goldhay, Peterborough	Had to ring to make session 10.30am instead of 10am as I was held up on the M25 for over an hour. The school was still 10 minutes late arriving, and this meant the training was a very compressed affair in order to get to the next library on time. However, the storytelling went brilliantly, with the children responding perfectly.
08/03/2010	Heltwate Special School, Peterborough	A friendly, easily engaged group. A couple wanted another story at the end, which would have taken us well over 3pm - they exhibited a very long long attention span!
09/03/2010	Ashmount School, Loughborough	One girl very noisy to begin with and distracting for everyone for the first 10 minutes. Thereafter once she had calmed down a lovely group.
09/03/2010	Dorothy Goodman School, Hinckley, Leicestershire	A wonderful, friendly group of very diverse abilities. An excellent cross-section for librarians to observe.
10/03/2010	Grantham Sandon School, Grantham, Lincolnshire	A terrific session with the children getting incredibly excited by each story. The school staff hugely impressed and the librarians amazed.
10/03/2010	Grantham Ambergate School, Grantham, Lincolnshire	A quieter, more subdued group for the 1st half of the session. The second half saw them grow more animated and interactive.
10/03/2010	Grantham Sandon School, Grantham, Lincolnshire	All children easily engaged, and all clearly enjoyed the session.
11/03/2010	Queens Park School, Lincoln	Sadly the first group didn't turn up. In fact both groups arrived at 10.50 and we had 15 x 4 to 19 year old! However, despite the huge age difference and large size of group, the session went fantastically well!
11/03/2010	St Francis Special School, Lincoln	Four lovely children to work with, all of whom proved to have diverse and inquisitive personalities. A session with lots of smiles and giggles!

12/03/2010	Nether Hall School, Leicester	The group arrived from the school about 20 minutes late, with the teacher saying, because they had only one minibus, they would have to leave early for the next group to be transported. Unfortunately only had time for 1 story. A useful large room and an interesting mix of abilities amongst the children.
12/03/2010	Nether Hall School, Leicester	Again the school group was late struggling with the logistics of fitting and unfitting seats in the minibus. Arriving 30 minutes later than the starting time but I managed to squeeze in 2 stories this time. Again an interesting variety of children for librarians to observe.
12/03/2010	Ash Field, School, Leicester	A truly delightful group. Brilliant reactions and involvement from them all. Think most of the observers fell in love with this group! (Including Stuart!)
15/03/2010	The Walnuts School, Milton Keynes	A pleasant, attentive group. A quiet and enjoyable session.
15/03/2010	The Walnuts School, Milton Keynes	A noisy, over excited group. Occasional running around. But at a couple of points in each story you could hear a pin drop. An excellent session.
16/03/2010	Northgate School, Northampton	A lively group of boys, all with fair to good vocabulary. The school staff very impressed with how long their attention was held.
16/03/2010	Fairfield Special School, Northampton	A fabulous session, with the children loving each story.
16/03/2010	Wren Spinney Community Special School, Kettering	A very mixed ability group. All responded brilliantly.
17/03/2010	Sunnyside School, Biggleswade	6 Autistic boys of varying ability. Slightly chaotic, as one might expect, but by the last story they were surprisingly compliant.
17/03/2010	Hillcrest Special School, Dunstable	A very mixed ability group - ideal for the librarians to observe. A lovely session, with all the children providing classic responses, making the training very relevant.
18/03/2010	Richmond Hill Special School, Luton	A chaotic noisy group for the first 5 - 10 minutes but then they settled down and even the most disruptive girl ended up quietly watching and joining in.
18/03/2010	Lady Zia Wernher School, Luton	All PMLD, young, young children. A pleasing delightful group to work with.
18/03/2010	Woodlands Secondary School, Luton	A mixed bunch, but all joined in nicely. 2 children (4 year olds) from the general public decided to sit down and join us. A brilliant session - all ages and abilities.
19/03/2010	St John's School, Bedford	A quiet group, but very easy to work with and very responsive.
19/03/2010	St John's School, Bedford	Another very easy and compliant group to work with. One child constantly cried when he did not have the page to look at and then giggled relentlessly when he had it!
19/03/2010	St John's School, Bedford	As with the previous groups from this school, a delightful selection of children which responded well to everything.

Appendix III – Libraries' Feedback

Date	Library	What was your experience of the SGR event? What was good? What was not good?	What has been your/colleagues' experience of children with SEN before today? Is library an appropriate place for them? Why?	What would increase the likelihood of your library offering multi-sensory storytelling for children with SEN?	Is there anything else you would like to tell us?
23/02/2010	Maltby Library	I think all of my colleagues had a wonderful experience. I can't think of any negative points but several positives: the pre-visit contact; the quality of the observed sessions with children; the quality of the training.	I think most of my colleagues (myself included) have had limited contact with SEN children. I certainly think a library is an appropriate place for them but, up until now, it may have been that staff weren't equipped with either the skills or confidence to deliver a session.	I think these sessions have increased that likelihood. I suppose that having a wide range of multi-sensory stories to use in sessions would help, along with adequate staff time to prepare the material.	
24/02/2010	Edlington Library, Doncaster	I think that this would be an excellent service to offer a little reached group of potential library users. Thought the resources were excellent. The thought, care, research and expertise which had been put into each story was wonderful. The presenter was a trained actor and therefore his presentation and use of the equipment was expertly demonstrated. Doubt I could be quite as convincing as a trained actor and think further training would be necessary, geared towards working closely with PMLD and SMLD students.	SEN children are chaperoned by carers who tend to their needs and the children are usually well behaved. Sometimes they borrow items. As a communal space, the library offers a friendly safe place.	With the permission of the Manager and with time allowing if we could make sure that there were carers chaperoning then possibly with a bit of training it's a possibility. Although it's a good idea to have these events in the library we don't always have the time to spend reading to groups so it would be better for the groups to being a tutor or carer and if they need help with finding books to read we can help them with the right books - that wouldn't be a problem.	

03/03/2010	Ashby Library, Scunthorpe	Colleagues were buzzing after the staff training session. Trainer was very enthusiastic which seemed to be contagious! Seeing the impact.	Limited experience with SEN. Lots of reasons e.g. time restraints for any type of outreach work. Yes libraries are appropriate places, open to all, provide a wide range of resources free.	The training has improved communication with the two special needs schools in our area and our library staff feel more confident in interacting with the pupils. In addition a lot of the multi-sensory techniques learnt will be applied to enhance regular storytimes to improve the listeners experience. Thank you so much.	
09/03/2010	Loughborough Library, Leicestershire	I enjoyed watching the session and then the training afterwards complimented very well what was observed.	Personally, I come into contact with children with SEN who might be in mainstream education and therefore visit the library as part of a class visit. The local special school will bring down a group to the library a few times a term where they look at and explore the books etc. Of course, the library is more than appropriate place - it is fantastic place for everyone, which is my deeply held philosophical belief!	At the moment we do not have any budget for purchasing Bag Books, and in the light of the current level of funding, it is unlikely that this will change. However, should we be able to purchase them, we would be able to offer multi-sensory stories to our local special school.	Apart from saying that the training was excellent, and Bernard was very enthusiastic about every aspect of using Bag Books.
09/03/2010	Hinckley Library, Leicestershire	It was a positive experience exposing us to new ways of storytelling. Bernard was excellent as a performer and as a trainer. We did have to rearrange our storytelling layout when Bernard arrived as his specific requirements could not have been foreseen and he could not have forewarned us so it's a small point needing flexibility on both sides.	Our interaction with the school is not regular, usually for something special. Our library is a physically suitable environment for children with SEN. However our resources at present are probably not suitable or comparable with what the school already has.	Purchase of appropriate resources which is unlikely in the present financial climate. Enough staff time to widen priorities which are at present narrowing.	Exposure to the multi-sensory storytelling experience was rewarding and opened my mind to possibilities anew. Thank you.

15/03/2010	Bletchley Library, Milton Keynes	It was excellent to the point of us possibly buying a collection jointly with our child care partners. The story times were fun and informative and Bernard was excellent at training us as well.	We do have good contact with our special needs schools and we have regular visits from them and also from them as individuals. We also have visits from day centre groups but they are more adult.	Apart from funding, having fully trained staff to initiate a rolling programme of story times throughout the authority.	Just that it was an excellent session and we have had a lot of positive feedback from staff that attended.
17/03/2010	Biggleswade Library	The training was excellent but such a lot to remember. The demonstration was excellent and the reaction of the children was magical.	Simon has visited SEN and Mencap summer playscheme. There are visits to Biggleswade library from the school.	Buying some packs and support and follow up training	We learned a lot and had lots of fun too
18/03/2010	Stopsley Library, Luton	Excellent presentation and pace from trainer. Good rapport with staff and children and very inspiring storytelling using the Bag Books	Staff used to hosting visits from local special schools. Library is very appropriate place for them - they enjoy the visits and find them stimulating, and other users become used to seeing SEN children here	Lots of money for Bag Books!	Many thanks to Bernard for brilliant sessions with the SEN schools and the training later

Quantitative Qs&As:

What was your library's overall experience of Story-Go-Round?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	0	0%
v. good	8	100%

What was your library's overall experience of Bag Books' organisation?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	4	50%
v. good	4	50%

What was your library's overall experience of the information you received before the event?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	5	63%
v. good	3	37%

What was your library's overall experience of the running of the event on the day?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	1	12%
v. good	7	88%

Your library's active relationship with your local special school		
v. poor	0	0%
poor	1	12%
average	3	38%
good	4	50%
v. good	0	25%

How many visits by children with SEN to your local library with school?		
<1/term	4	50%
1/term	0	0%
2-5/term	4	50%
6-10/term	0	0%
>10/term	0	0%

How many visits by a child with SEN to you library with family?		
<1/term	4	67%
1/term	1	17%
2-5/term	1	17%
6-10/term	0	0%
>10/term	0	0%

How many visits by your library to your local special school?		
<1/term	7	88%
1/term	0	0%
2-5/term	1	12%
6-10/term	0	0%
>10/term	0	0%

Would you be confident and happy to offer multi-sensory storytelling...
...as things stand now?

def. no	0	0%
prob. no	1	14%
possibly	3	43%
prob. yes	2	29%
def. yes	1	14%

...with more training?

def. no	0	0%
prob. no	0	0%
possibly	3	43%
prob. yes	1	14%
def. yes	3	43%

...with other support?

def. no	0	0%
prob. no	0	0%
possibly	3	50%
prob. yes	1	17%
def. yes	2	33%

What would be an appropriate frequency for such sessions?

<1/term	1	14%
1/term	3	43%
2-5/term	3	43%
6-10/term	0	0%
>10/term	0	0%

Appendix IV – Schools' Feedback

Date	School	What was your / colleagues' experience of the SGR event? What was good? What was not?	What were the best and worst aspects of the children's experience?	How could the sessions be changed to better address the needs of your pupils?	Anything else?
22/02/2010	The Robert Ogden School, Rotherham	Everything was excellent - stories interacting etc	Everything was great.	Less pupils - 6/7 pupils.	Very enjoyable. Would recommend to any SEN Group.
23/02/2010	Hilltop Special School, Rotherham	A really good session, fantastic interaction with all pupils. Lots of smiley faces	Bernard involved every child. Spoke to them by name. Gave them all equal ops, and time to respond. No worse aspects. Thank you	If required we would be careful in choosing which children attended the stories, as loud noises flashing lights may cause some pupils discomfort.	Can you come again please.
23/02/2010	Kelford Special School, Rotherham	The children were very engaged throughout the storytelling. The visual aids were simple but sufficiently multi-sensory to catch the children's interest. The storyteller introduced himself well to both staff and children and used name tags to teach [himself] the children's names and establish a rapport with them.	All out children enjoy multi-sensory stories and it was useful/interesting to see how they enjoyed not just the excellent storytelling, props but being in a different environment, surrounded by books, being "read to" by a new adult to them. Our children can sometimes find new situations/adults difficult to deal with but this didn't really happen today.	Only a minor point - perhaps a smaller, more confined area where there was less distraction from the main library/ other people coming in.	Our staff could not attend the training session after school but would welcome further training on delivering multi-sensory stories. It would also be lovely to have a "storyteller" come to our school to share more stories.
24/02/2010	Coppice Special School, Hatfield, Doncaster	Superb interaction with this group of ASD children.	Great atmosphere.		
24/02/2010	Fullerton House School, Doncaster	Sensory stories - good experience	Good storyteller - Lots of good resources. Basic Stories. No negatives		

25/02/2010	Wakefield Pathways School	The session was extremely good. It was exactly at the right level for 7-9 year olds. The materials used and story content could not have been better.	It was good that every child was involved in the story. The multi-sensory objects were perfect for autistic spectrum pupils. The pleasure on their faces was obvious. Repetition helped enormously. For my particular pupils the only problem was the room had computers, cups, saucers etc that could easily be touched and possibly picked up and thrown!	Stories that fit into our topic work could be a possibility.	It would be good for a Storyteller to come into our own classroom in school, because some children prefer the security of the school situation.
25/02/2010	Wakefield Pathways School	Kept attention for a long –time, good! Patient with children not so keen to join in. Moved very fast between stories - could have had a clear change/break between them but understand this is difficult to also keep pace.			Very good. Shame only 3 classes could access it today. All the classes in our school would benefit. A chance for people to come into school to deliver a session would be great as some children cannot come up to the library.
25/02/2010	Wakefield Pathways School	The whole experience was very good. Pupils and staff enjoyed it. The pupils showed surprised squeals of delight and lots of laughter.	No worst, just good interaction from all.		
25/02/2010	Wakefield Pathways School	Both myself and the children in my class enjoyed the event. The man telling the stories was excellent both at storytelling and in his ability to very quickly adjust delivery to the particular needs of my class. The resources were very good too. There were lots of people watching which could have been a problem for the children but they were fine.	All the children were involved and could access sensory experiences - The children in my class are autistic with very little language so this sensory aspect was important. They all enjoyed the story because they sat for nearly 40 minutes which is a great success!	I think it depends on who told the stories. There seemed to be flexibility enough to adjust the delivery according to the children. The man who delivered stories to us was able to quickly judge at what level to pitch the stories.	It would be great for multi-sensory storytelling sessions to take place within the school. Some of the children at Pathways are not able to attend the library for various reasons and it seems a shame for them to miss out.

01/03/2010	Penny Field School, Leeds	All excellent and really enjoyed by pupils and staff - pupils focused and engaged for the whole session.	Quite a long session for us all to sit and focus - but nevertheless some excellent responses and pupils maintained attention for longer than normal.		
03/03/2010	St Luke's Primary School, Scunthorpe	Really useful and relevant training day providing lot of ideas to feed back to work colleague's	Children just really loved the interactive aspect of the sessions.	Perhaps just based in school	Great stuff! Thanks for the invite!
03/03/2010	St Luke's Primary School, Scunthorpe	Excellent presentation. It maintained our students' attention and concentration. By their smiles we could see they thoroughly enjoyed the session.	Best - the sheer pleasure and happiness expressed by the students throughout the session. Worst - none. Some students may have needed a little more time to respond to individual parts of the presentation.		
05/03/2010	Sutherland House School, Nottingham	Excellent - pupils very focussed. Adults able to join in/support experience using signing. Staff felt it was appropriate for group	Pupils loved the sessions. Stories of a good length/very interactive, good environment despite being "busy". Space for pupils to sit. All could see activities. Pupil who could not sit could access each sensory ability when offered a turn.	Could add some Makaton singing to support spoken work - otherwise excellent	
08/03/2010	Phoenix School, Orton Goldhay, Peterborough	Colleagues noticed how well motivated and engaged pupils were by storytelling and resources	All pupils were interested in the multi-sensory resources and engaged by the storytelling - a very positive experience.	If we were to bring a more varied group to the library a large space would be appropriate to accommodate wheelchairs.	I was very impressed with communication and organisation informing us and leading up to the event and all staff and pupils really enjoyed the storytelling event. Thank you.

09/03/2010	Ashmount School, Loughborough	The overall experience was very enjoyable. All pupils with very complex needs were engaged and included. They all seemed to enjoy being in a different environment. Pace of the storytelling was just right.	The best aspects were - different environment, novel items to handle, storytelling was lively and pitched at the correct level, individual attention. Worst aspects - size of group quite large - sometimes needed longer to engage with materials.	Split the group into 2 for longer time in contact with materials and less wait between items.	Ideally it would be good to go to the library more often but practically we could not visit very frequently as we do not as a rule have 1:1 staffing. Perhaps alternate visits to the library with someone coming into the school for a story session.
09/03/2010	Dorothy Goodman School, Hinckley, Leicestershire	We all found that the Story-Go-Round event met all the individual pupils' needs and found the delivery excellent as it really encapsulated the children and kept them entertained and amused throughout.	Storytelling session was very appropriate and captivating to the pupils' needs and incorporating all of the pupils throughout.	Multiple sessions for older/younger children. Age appropriate story session for older pupils 14-19 age range.	We would like a day session and all information for this to be hosted at our school.
10/03/2010	Grantham Sandon School, Grantham, Lincolnshire	Excellent storyteller. I have worked in special education for 11 years and have never seen better - such fantastic responses from the children - thank you.	Excellent session but we felt a bit exposed with members of public watching us.	It would be lovely for sensory stories come to us sometimes and enable more pupils to benefit.	
11/03/2010	Queens Park School, Lincoln	All good.	All good.	All needs were met.	
11/03/2010	St Francis Special School, Lincoln	Efficient organisation - no hanging around - pupils involved 100%.			I have produced books to go with one of our Bag Books stories because I consider having a "real" book is important.

15/03/2010	The Walnuts School, Milton Keynes	The man running it was very engaging, and the resources too. All children were attentive which is a sign that the stories were well suited and fun. Only complaint: the way we were seated - facing our audience was a bit disconcerting!	The children all smiled and laughed and seemed to thoroughly enjoy the whole thing. It was great that they were all able to participate in their own way.	They could be matched to topics being done in school.	We were very grateful to have been asked to participate, and look forward to any future involvement. Thank you.
18/03/2010	Lady Zia Wernher School, Luton	Both the children and the adults loved the stories. The idea was simple but so effective. Since the Bag Books session and the training we have begun to adapt our existing stories and our approach to delivery of them.	All positives. Every child, no matter how impaired they were, could access the material. Thank you for having us.		Myself and my colleague found the session in the library and the training session very useful. I have been trialling the Bag Books style approach with our new story this term and the staff and children have really enjoyed using it and also the organised approach.
18/03/2010	Woodlands Secondary School, Luton	Interaction with children was excellent. All children enjoyed the event (and staff!)	Best - being able to visit a library and enjoy quality time out of school. Worst- parking issues.	Perhaps furniture arrangement could have been better.	
19/03/2010	St. John's School, Bedford	What worked well: every child was motivated and participated - due to rapport and presence of the storyteller. Just brilliant! He was flexible too - made longer/slower. Even better if: more sessions - will def like to do again. Maybe can involve adult staff from the school - so can transfer back to school.	Best: all of the resources and the storyteller's character/presence. Worst bit: trying to finish! Can't fault it. A brilliant experience. Thank you.	Nothing needs to be changed - all children's needs were met. Seemed empathic with all individuals.	We regularly work with creative partnerships/practitioners - storytelling is a great aspect of this.

Quantitative Qs&As:

What was your school's overall experience of Story-Go-Round?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	1	4%
v. good	22	96%

What was your school's experience of Bag Books' organisation?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	7	32%
v. good	15	68%

What was your school's experience of the information you received before the event?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	9	39%
v. good	14	61%

What was your school's experience of the running of the event on the day?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	3	13%
v. good	20	87%

	Yes	Yes %
Have you used multi-sensory stories before the Story-Go-Round event?	17	74%
Did the children enjoy the session?	23	100%
Did the children benefit from the session?	23	100%
Is the library an appropriate place for storytelling for your pupils/students?	19	95%
Should the library be open to the public during these visits	11	58%
If the library offered regular multi-sensory storytelling to your school? Would this help towards the children's learning aims?	18	100%
Would you be interested in coming regularly?	18	100%

No	No %
6	26%
0	0%
0	0%
1	5%
8	42%
0	0%
0	0%

What would be an appropriate frequency for such sessions?		
<1/term	0	0%
1/term	7	41%
2-5/term	9	53%
6-10/term	1	6%
>10/term	0	0%

Appendix V – Central Library Authorities’ Feedback

Central Library Authority	What was your own/colleagues’ experience of the Story-Go-Round Tour. What was good? What was not?	Is there anything else you would like to tell us?
North Lincolnshire	I received plenty of positive feedback after the training. People really benefitted from watching the children experience a session and then having a go themselves. Possibly need longer doing that.	I used techniques learnt in the training the next day with a visit to a special secondary school. As a result the pupils are coming to visit central library.
Peterborough	Thoroughly enjoyable. Enlightening in some respects, reinforcing practise in others. Great to create interest from professionals too.	We already offer library events that utilise multi-sensory activities. We don't target children with disabilities particularly but we could do a lot more to actively reach out, given the right training and resources. We now have another project working with one of the schools targeted by the Story-Go-Round event.
Milton Keynes	The whole day was excellent. The staff who attended found watching Bernard tell the stories both useful and inspiring. I felt there was a great benefit to watching more than one session. Now that I know what the day entails I would like the opportunity to offer the training day again to a wider audience. The staff found the training session for staff both informative and practical. Being able to have a go was invaluable. Thank you for organising this training for us and thank you to Bernard for sharing his stories with us and the children in Milton Keynes.	A couple of us thought that it would be extremely useful if Bernard was filmed sharing Bag Books with groups of children with additional needs and these sessions were put on DVD. We could then refer to it as a means of selection for deciding which Bag Books we felt we would like to use with children in our locality. Also it would be a starting point for how to tell the story, a prompt. Ideally the DVDs would cover the most popular Bag Books and would be a training aid for staff in libraries, children's centres and schools. We are very keen in Milton Keynes to look at setting up a central resource. We would of course need to secure funding. What a fantastic resource it would be for the staff and families alike.
Central Bedfordshire	The information was great. It was just such a lot of information to remember.	

Quantitative Qs&As:

What was your library's overall experience of Story-Go-Round?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	0	0%
v. good	4	100%

What was your experience of Bag Books' organisation?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	1	25%
v. good	3	75%

What was your experience of the information you received before the event?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	2	50%
v. good	2	50%

	Yes	Yes %
Would you like your libraries to continue multi-sensory storytelling (as things stand or with more support)?	4	100%
Would you like to have additional/ongoing support from Bag Books?	4	100%

No	No %
0	0%
0	0%

Appendix VI – Training Session Participants’ Feedback

Host Library	What was the best aspect of the training?	How could the training have been better?	How will you make use of today’s training?	Any other comments or suggestions?
Barnsley Central	How M.S. Stories was developed and why.	More time and exploration of the book box (not the trainers fault).	Thinking about it, making my own notes for the future. Trial with toddlers and touch and feel books.	I think these Bag Books are a fantastic development for children with learning difficulties and hope lots of libraries use them with groups locally.
Barnsley Central	Learning how to read the stories how to react at them.	Maybe more time to incorporate all of it.	I would look into doing some storytelling with my Manager and possibly doing them too.	
Barnsley Central	All good.	Been aware of attending session with children.	Make more contact with SI team.	Very interested in information on early language development (relates to what I am currently studying for my MA).
Barnsley Central	Being able to join in and practice on other library staff. The tutor.		Autistic classes at the library will be more interesting in the future.	
Barnsley Central	Seeing Bernard telling stories to the children in the library.	We weren't clear that the workshop attendances should have come to the storytelling session earlier.	Feedback to line Manager.	
Barnsley Central	I thought the whole training session was excellent.	Longer session.	I hopefully will investigate the possibility of using Greenacre school on the local library.	
Barnsley Central	Acting out the story bags.	Longer session.	Feedback to nursery.	
Barnsley Central	Very clearly explained, well presented.			
Barnsley Central	Seeing the stories being told to the children.		Make further contact with the school that took part.	
Barnsley Central	Seeing it in practice.			
Doncaster Central	Seeing it in action with the audience.	Need a bit longer to experience how it feels to tell the story.	Try and incorporate in existing story telling sessions and be able to expand audiences.	Very enjoyable and informative.

Doncaster Central	Seeing it in practice and the children's responses. Realising the need to slow down with the story.	Couldn't.	Use it for now with under 5's story telling and push management to introduce this.	Fab!
Doncaster Central	Having a knowledgeable trainer Having a go ourselves.		Hoping to cascade my knowledge to other TA's in school, who in turn could deliver a story to their group.	Thank you for valuable afternoon, for both pupils and staff.
Doncaster Central	Watching the demonstration and discussing why it is done the way it is.	Don't think it could have been.	Will try it with groups in pre-school/schools.	Have seen them before but didn't make sense without the training.
Doncaster Central	Understanding how the multi-sensory stories work and the concepts behind them.		Implement into library repertoire of storytelling and literacy.	
Doncaster Central	Seeing the storyteller working with a group of children.	A bit more time for the staff training sessions - to practice with the resources and gain feedback.	With Library groups.	
Doncaster Central	All three sessions and training.	None = Very good.	Ask our special schools to be involved with our Bag Book.	
Doncaster Central	Making me aware of the sensory development.			
Doncaster Central	Very informative session filled with lots of ideas.		By engaging the children more and building anticipation into the stories.	
Doncaster Central	Learning about children with learning difficulties.		Give me confidence to try.	
Doncaster Central	Learning about storytelling and the expressions on the children's faces.			
Doncaster Central	All the content was very interesting.	Longer to fully explore all aspects would have been useful.	Feed it into my mainstream story telling.	A first class afternoon.
Doncaster Central	Observing the sessions.		Use in schools.	Sometimes the artefacts are not attached to the boards very well.
Doncaster Central	Hearing the theory behind the stories and seeing them in action with a live audience.	More of it.	Deliver sessions to local schools in the near future.	
Doncaster Central	Seeing the Bag Books being told and how much children enjoyed the experience.	It couldn't - very informative!	I would feel more confident working with people with learning difficulties.	Very interesting.

Doncaster Central	All of it.	I had to leave early.	Start doing the things I have learned.	I will be in contact with Bag Books.
Doncaster Central	Seeing it in action with the autistic group.	More time, especially to practise with props.	Adopt ideas for story time in library.	
Doncaster Central	Witnessing the stories being told to the initial group.		Hopefully use practically.	
Doncaster Central	Hands on participation.			
Doncaster Central		More time.	Hopefully we'll be able to purchase and begin to use multi-sensory stories.	Lovely that something is offered to children who are often forgotten.
Doncaster Central	The variety of equipment and trying it. Learning to adapt it to different children.		Use some ideas for story telling.	
Doncaster Central	To receive guidance on how to story tell to the learning difficulty children.	More time for background and educational background.	Go back and tell other staff about them.	
Doncaster Central	All excellent. Theoretical and practical equally useful throughout – provoking.	Doubtful - very well presented.	Introduce to children, young people and adults. Already tried similar with adults with learning difficulties quite successfully. More food for thought.	Apologies that some staff couldn't attend - very useful for all staff who work with storytelling. Would like more. Thank you.
Airedale	Seeing the books in use. Understanding the reasons behind the objects etc.	More time.	To encourage more libraries to use multi-sensory storytelling and to start a service lending Bag Books to professional teams.	Wonderful - thank you.
Airedale	Seeing the Bag Books in action Understanding why repetition is important.	More time please.	Follow up with others - and practice.	
Airedale	Knowledge of trainer plus the Bag Books in action.		Will use the multi-sensory Bag Books in a story time session with all children as well as children with SEN.	
Airedale	Seeing the book demonstrated and seeing the DVD.	No.	With children with impaired vision. With children in a group of sighted children.	Thanks.
Airedale	The demonstration of the storytelling.	Perhaps more demonstration.	I have regular story session with a special needs school.	

Airedale	Watching the storytelling session to see the props used correctly.		I wish these had been available when I was working every week with special needs children 20 years ago.	
Airedale	Seeing story time in action and now children grew and participated. Having a go.		Will consider Bag Books for use in storytimes - all storytimes.	
Airedale	Visual informative interactive.		With the families I support In libraries, playgroups, homes, schools, nurseries etc.	
Airedale	New ideas to work with hard to reach children/families.		Look at using technique in our outreach work.	
Airedale	The trainers enthusiasm and passing on of ideas to make stories more interesting.		Try to build my confidence before undertaking a session.	
Airedale	It was very useful to watch the story session in action before the training session.	Links to early years and the appropriateness of them for younger children.	It will help in supporting children's centres to develop story sessions for children with special needs.	
Airedale	Sparked lots of ideas for interactive stories, letters and sounds.	A full day.	Borrow from library.	
Airedale	Very interesting insight into development in children particularly as regards visual impairment.		Looking at working in groups with Children's Centre.	
Airedale	Very inspiring tutor.		Encourage centres to use Bag Books within their setting, not just with those children with special needs.	
Airedale	Seeing the Bag Books in action and the interaction with the children.	Content very good but ran out of time.	Will use in primary and special schools.	
Airedale	Good interesting and enthusiastic trainer who knew his stuff. Learning through role modelling always better!	More time at the end.	With families in their home and small groups of pre-school children.	Great new experience!
Ashby, Scunthorpe	The hands on experience was very useful. Watching the children experience a session.	Not sure it could have been.	Relate it back to work colleagues and order Bag Books hopefully!	Very relevant in special schools.

Ashby	Observing the modelled story time. By doing/having opportunity to practise story gives us more understanding to how the child feels.	Pitched appropriately.	At present I am involved with a letters and sounds project where the key elements are listening and responding skills. The story bags would be fab. All of it can be used for all children (pre-school/day nursery).	I would have liked the opportunity for my colleagues to have seen the story.
Ashby	Seeing the session actually taking place and children's reactions to them. You could see that it actually worked.	Perhaps having longer to see the types all resources available.	Incorporating some of the techniques into story sessions.	Very appealing.
Ashby	It was good to see the stories being delivered to the St Luke's children and the hands on at the end was excellent.	None	Deliver sensory storytelling within my role at school.	Brilliant delivery of training!
Ashby	The observing of story telling. Practical use of Bag Books		Within School setting, PMLD.	Great!
Ashby	Gaining an understanding of the problems and perceptions of those with special needs and what they sometimes lack.		Pass knowledge on to other colleagues.	Thanks very much.
Ashby	Familiarising with the use of Bag Books.	A little longer session.	Everybody in my classroom.	
Ashby	It really fitted for the children/families I work with.	Longer session.	Feedback to staff that I work with.	
Ashby	Interaction with children and resources used.		Yes and with different client group.	Fantastic Storyteller.
Ashby	Hands on experience.		In school.	
Ashby	Background to PMLD and SLD and language development.	It couldn't.	Consider developing programme of library multi-sensory stories.	
Ashby	Using the stories - practice at this.			
Mansfield Woodhouse	Learning how use new resources. Watching how Bag Books are used and experienced first hand.	Can't think if anything.	We are hoping to use some Bag Books resources with children with additional needs.	Excellent training and very enjoyable.
Mansfield Woodhouse	Being aware of different types of learning disabilities.		Using it in the story telling session.	
Mansfield Woodhouse				A good introduction to a difficult area for us!

Mansfield Woodhouse	Seeing the stories used with groups of children. Informing. Having a go ourselves in small groups.		Will have a look at the Bag Books website with a view to purchasing some resources enabling us to deliver in-house sessions.	I feel I have learned new information and skills today. I don't always come away from training feeling that, I have learned anything new. It's been very worthwhile.
Mansfield Woodhouse	Backing up what we observed in session.	Could have done with more time for practical skills.	Hoping to try some multi-sensory stories with local special needs schools and pre school groups.	Very interesting way of sharing stories.
Mansfield Woodhouse	Seeing the session with children first was vital, style of presenter was excellent.	More time, longer sessions.	Need to buy some Bag Books and use with special schools.	
Mansfield Woodhouse	Seeing the session in action before having practical 'go'.		Build it into our work and ensure all children have access to stories.	
Mansfield Woodhouse	Seeing a story session.			
Carlton Road, Nottingham	Seeing the live session with the group from the special needs school. Seeing the interaction with the children. Talking to the carers after.		Disseminate to other BookStart development Managers, our National Development Manager for Social Inclusion and other BookStart co-ordinators in other Local Authorities.	Bernard was wonderful with the children and gave me confidence that I could have a go.
Carlton Road, Nottingham	Seeing Bernard in action with the children - their carers also. It did feel a bit like - voyeurism but the school had a very positive response.	Wish I had taken autistic children group to compare.	Inform the sessions I run weekly. Promote with group that I have.	None I can think of at the moment.
Carlton Road, Nottingham	Watching the children.			Props very good; story secondary really - didn't realise till training. Glad attended training.
Carlton Road, Nottingham	Learning about the Bag Books and watching the storyteller with the children.		Hope we will buy some books and use in the future.	
Carlton Road, Nottingham	All excellent. Theoretical and practical were equally useful and thought-provoking.	It couldn't, except we could have worked harder to invite a more wide audience.	Most often to use small bits as part of all kinds of storytelling. But also talk to team about inviting groups.	Excellent uplifting day.

Carlton Road, Nottingham	Having a go with the story and thinking about how we could use them in our setting.		Don't know yet.	Really enjoyed today and seeing the obvious enjoyment of the children this morning. Thank you.
Carlton Road, Nottingham	Mix of hands on and academic study background very practical and stretching.	Perhaps longer - we were rushed at end of day.	Work with others in team. Have day to plan and practice before 'real' session.	Thank you, inspirational.
Carlton Road, Nottingham				
Peterborough	Very interactive.	Could have been longer - more spread out.	Will incorporate into sensory sessions	
Peterborough	Clear explanation of the how's and why's of different aspects of the storytelling.	We ran out of time.	Pass information onto RNIB NLS.	Very interesting way of sharing stories.
Peterborough	Playing with the resources.	More time.	Cascade some of the training to other staff. Explore Bag Books resources in Peterborough.	
Peterborough	Watching the children's faces.	More time.	Develop more multi-sensory storytelling within libraries.	Brilliant.
Peterborough	The humour and ability to communicate through enjoyment/learning.	No, was very good.		
Peterborough	All of it.		I already have a special needs group visiting once a week and will definitely use stories with repetition.	
Peterborough	Ethusiasm and knowledge.	Longer sessions.	Include in everyday role.	
Peterborough			Use with speech and language and autistic children.	
Peterborough	All of it but especially the storytelling session.		Social Story telling.	Excellent session.
Peterborough	Understanding how the resources make an impact.	More time for having a go on the equipment.	Develop scenarios with beneficial groups.	
Peterborough				
Loughborough	Seeing the Bag Books in action and hearing about the background thinking.		Think about props and interact in my storytelling. See if we can have some Bag Books.	Bernard is easy to listen to and learn from.

Loughborough	Watching each child react and interact in their own way at each point of contact in each story.	More time to practice.	Look for opportunities - perhaps with adults I see on a regular basis.	A bit fiddly until confident.
Loughborough	The use of simple props to tell a story. The importance of repetition and teaching/feeling the props.		Introducing it to my rhyme time session in young children.	
Loughborough	Having a change to have a go.		Using some of the tips in my own storytelling.	
Loughborough	Seeing in action was really helpful. Also all the hints and tips of how to do it.	Don't think it could.	Think about the use of language when delivering our story time sessions for under 4's	
Loughborough	The practical session. Bagbooks in use, then understanding the benefits of the different props.		During story time sessions in SureStart Centre's.	Really enjoyed it, thank you! and informative.
Loughborough	Observing stories being used - could see potential.		Hopefully incorporate into current toddler thyme times with hope of working with local special school in future.	
Loughborough	The whole training was good but having the actual observation was an extra bonus.		Probably use it with mums and toddlers first to get enough confidence to use it in other groups.	
Loughborough	How to bring a story to life using sensory objects. Watching how involved the children were.		I will try to introduce more sensory objects into my existing sessions.	Excellent, thank you.
Loughborough	Practical sessions very useful to see in practice.		Apply to my practice.	Very interesting, would like to be able to access them - will find out how to!
Loughborough	Interesting and varied, very enjoyable. Enjoyed playing with props.		Cascading training.	
Loughborough	Seeing how it works for visual impairment.	No way.	Gives me more confidence when storytelling with children with learning disabilities.	
Loughborough	Knowing different aspects of senses and how it works for disabled children.		It will help me invite those groups of children to the library and then know what to do.	Every member of Library should attend.

Grantham	Seeing actual delivery.	Was perfect - maybe the opportunity to try a session with the support of a trainer.	Use new skills learnt in all sessions.	
Grantham	All good.		Think about using multi-sensory stories with early years groups.	
Grantham	Seeing done with pupils.	Not sure.	Hopefully with local special schools.	
Grantham	Practical sessions with children. Practical sessions at end.	N/A.	Offering lessons with local schools for children with mild and group for adults and children with varying learning difficulties.	
Grantham	Demonstration with school groups.	N/A, excellent.	Share with team and consider using resources we have effectively and investing in new resources.	Excellent - thank you for the opportunity.
Grantham	Thinking about how to develop speech/ language. Different techniques to use with children.	Longer, but it was only a taster session.	Use with special needs children in variety of settings.	
Grantham	Storytelling to an audience.		Look to purchase and use in variety of setting - but after training.	
Grantham	Watching the training with the children - getting their reaction and the information in the pm.	No was all good.	Hopefully within our work situation.	
Lincoln Central	Bernard's skills and understanding of the materials and children both in practice and in theory.	More time for delegates to handle the kits. Ask about delegates previous experience.	Asking my team to co-ordinate the use of the Bag Books. Working with schools and libraries (My team work across all culture sites and deliver outreach).	Thank you for including Lincolnshire in Story-Go-Round. We will keep in touch.
Lincoln Central	Watching the children - the demonstration was particularly good.	No need for improvement - it was brilliant.	Not sure at this point but I would recommend to the appropriate practitioners.	Just very good! Enjoyed immensely.
Lincoln Central	Seeing the multi-sensory stories told to a group.		Develop our own story time on the strength of today's training.	
Lincoln Central	Watching how the children interacted with the storyteller and how he kept their interest using innovation etc.	Longer training offering practical session, otherwise nothing to be improved.	Visiting local special needs schools.	Very useful and interesting. Thank you.

Lincoln Central	Part at end where able to use resources hands-on and watching children interacting with trainer in 2 earlier sessions.	Less sitting and listening for a long period. Maybe more information groups in middle to break it up.	Possible purchases of more Bag Books for SLS use and promotion of these to county schools.	
Lincoln Central	It was excellent.		Access all ages and abilities in range of settings.	
Lincoln Central	How you can use the training for all sorts of story times, not necessarily for children with disabilities.		Using more sensory props ie smell.	Very enjoyable and informative.
Lincoln Central	General information on working with SEN groups - can be applied to other aspects of my work.		Tips on engaging with SEN pupils - will be used immediately in schools via books.	
Lincoln Central	Seeing the children's responses 1st hand.	Finish on time.	Be more aware of using props. Speak more to the children, instead of looking at a book.	Very good work excellent presentation.
Lincoln Central	Seeing the children's reactions and involvement with the story and props.		Hopefully will use these Bag Books in future with special needs groups and all our other story sessions.	An excellent session.
Lincoln Central	Seeing the theory put into practice.	No - think it covered everything.	Can apply some of the techniques to story-time sessions at library.	A very interesting and inspiring session.
Lincoln Central	The storytelling session with children.		I visit a respite home once a month for story time. So this is brilliant.	
Lincoln Central	Watching the demonstrations.	More video examples.	Will try to promote use of Bag Books	Thanks very much I really enjoyed it.
Lincoln Central	Enjoyed watching the children's reactions.		Use it in rhyme time.	Brilliant.
Lincoln Central	Story		In school.	
Lincoln Central	All of it - seeing the children in action.		Take it into museum work.	Thank you.
Lincoln Central	Seeing and doing.		Library sessions to use it.	
Lincoln Central	Hands on.			
Hamilton, Leicester	All.	Longer.	Yes.	
Hamilton, Leicester	Everything was very good.	It was perfect.	Use it in the libraries and easy capability as a storyteller.	
Hamilton, Leicester	Understanding the needs of SEN children.	Not so much sitting.	With under 5's share with colleagues.	Thanks.
Hamilton, Leicester	Having a go at telling the stories ourselves.		Will go back and tell children centre teacher about Bag Books.	

Hamilton, Leicester	Practical session - demonstration of storytelling Bag Books.		Use of objects and sensory props during story time.	
Hamilton, Leicester				
Hamilton, Leicester	Seeing the reaction of the children.	More time, shame it was rushed.	See if we can purchase some for the children centre's in my area.	Really enjoyed the afternoon, brilliant presentation, thank you.
Hamilton, Leicester	The way how the Bag Books were used.		Try to use it when I go to school.	
Hamilton, Leicester	Watching the children and their reaction and responses.		Use for early support and also for Storytelling in the centre.	
Hamilton, Leicester	Seeing storytelling in action and having a go ourselves.		I work in libraries and haven't had a go in storytelling yet. Many of your techniques work with all the children.	A really interesting day. Has given me food for thought.
Hamilton, Leicester	All of it.	Another day rather than Friday!	Don't know yet. Will have to meet with work colleague.	
Hamilton, Leicester	Further info on the use of the resources. Story sessions with children.	More time to practice!	Already developed into the early years..	
Hamilton, Leicester	Understanding disabilities.		Change approach towards people/children with disabilities.	Will help me prepare stories for children with disabilities (very useful sessions).
Hamilton, Leicester	This was quite new to me so it was all good.	Needed more time to discuss things more fully.	Try to use props and sensory items during storytelling.	
Hamilton, Leicester	Content of story aids and the interactions from the children.	To be able to see more stories and to be able to practice them better.	Depends on the library but may use in church.	
Hamilton, Leicester	Seeing the story being told to children with SEN.		Maybe on a smaller scale.	Thanks.
Hamilton, Leicester	Opportunity to observe Bag Books storytelling in action with children.	A bit more time to experiment with resources and to discuss use.	Leicester libraries will be contacting Ashfield and Netherhall schools to take things further. There is more for our staff to learn from the schools and we like to be able to give back to them with library or school visits in the future.	A lovely trainer and a lovely day. I enjoyed seeing our library staff so engaged.

Hamilton, Leicester	Seeing the kids enjoy the story.	More of it.	I hope that aspect of it can be introduced into the stories I read.	
Hamilton, Leicester	Training session very informative.	Fine for me.	Use within own storytelling sessions and pass on information to others.	
Hamilton, Leicester	All aspects.	N/A.	Put into practice with early support.	
Bletchley, Milton Keynes	Observation of the sessions.	More time to look at the different Bag Books.	Looking up to an Authority collection for partners to share.	
Bletchley, Milton Keynes	Practice session play and learning about language development.	Longer session.	Will help already with presentation of stories and awareness of communication.	Great session and trainer, very worthwhile.
Bletchley, Milton Keynes	Understanding how the children's thinking and processing differs from my own.		Within story sessions I deliver at the library, especially with attendees with learning difficulties.	The session was not what I expected - it was more informative and very interesting.
Bletchley, Milton Keynes	Watching the reaction of the children to the stories and also participating in the storytelling opportunity.	More time perhaps.	Go onto the Website or email to find out more. Discuss the concept with my colleagues at the children's centre.	This was a super session. I had no idea what to expect. It was very engaging and enjoyable. Bernard clearly delivered and explained the reasoning behind what was done. Thank you.
Bletchley, Milton Keynes	Seeing the children enjoying Bag Books before the training.	It was great.	Attempt to use sensory tools and techniques at future story times.	Brilliant.
Bletchley, Milton Keynes	Having a go! Brief history and linguistic background. Best of all was seeing the session with the children first.	List of stories, brief blurb and age aimed at sign posting to more detailed information.	Co-ordinate with the library service in MK into buying and sharing resources.	Bernard was excellent.
Bletchley, Milton Keynes	Enthusiasm and knowledge of trainer.	Longer session.	Awareness of delivery for future sessions building up confidence.	Very enjoyable. It has improved my awareness of people with learning difficulties and how to interact with them.

Bletchley, Milton Keynes	The explanation behind all of the steps and methods of using and planning Bag Books Stories.		It will make me more aware of the way in which I deliver stories and content of the stories I tell in the future.	
Bletchley, Milton Keynes	Observation of a session in practice.	More time a bit of background information on how the sessions work in other places.		
Bletchley, Milton Keynes	The explanations about the way the stories can be adapted to the range of disabilities and an appreciation of those disabilities.		Next week will use a couple of Bag Books for story time at day centre for adults with PLD.	
Bletchley, Milton Keynes	Observing the children and the books and seeing how effective they are.	Longer session.	Tell other staff, hopefully persuade powers that be to buy some that we can use.	Very enthusiastic trainer.
Bletchley, Milton Keynes	Sessions with the children.	More time.	Discuss with staff how Bag Books could be used in drop in sessions.	
Bletchley, Milton Keynes	Watching a session with children.	Longer.	Cascade to colleagues and talk about using Bag Books.	Truly inspirational. Keep up the good work.
Bletchley, Milton Keynes	Making story come alive.	Very good no need to make better.	Play sessions within centre.	Enjoyable, worthwhile afternoon. Lots of new ideas.
Bletchley, Milton Keynes				
Bletchley, Milton Keynes	Trying the stories and seeing them in action on the day.		Using more props in story time.	
Kingsthorpe, Northampton	I loved the storytelling.		It very much helped and reinforced what I take to my rhyme time sessions and make me definitely want to begin story time.	Very much enjoyed the session. Thank you.
Kingsthorpe, Northampton	The story telling techniques and methods of keeping the attention of children given with actual children. To see their reactions was great.	It was perfect.	I will use some of the techniques learned in my playtime sessions with under 5's.	Enthusiasm renewed – Thanks.
Kingsthorpe, Northampton	The storytelling with a group of children.	Longer, more sessions.	Look to develop with my team. Feedback at team meeting.	A very enjoyable afternoon. Would like to access more information and possible training.

Kingsthorpe, Northampton	Seeing the stories told to the visiting children.	More sessions.	Think about how we adapt more stories for younger children (under 3's).	
Kingsthorpe, Northampton	Observing the session to see it put into place.	Slight longer period to practice.	Feedback to other staff and hopefully put into practice.	Thank you.
Kingsthorpe, Northampton	Seeing the story telling in practice with a group of special needs kids.		Utilising some ideas/skills when interacting with kids.	
Kingsthorpe, Northampton	Practising top tips for using Bag Books		Hope to use multi-sensory stories with children in the future.	Very useful training. Thoroughly enjoyed all the story telling sessions. Thank you.
Kingsthorpe, Northampton	Seeing storytelling techniques.	More time.	Feedback to other staff and use with school where appropriate.	Very informative afternoon.
Kingsthorpe, Northampton	Practical demonstration.	Pacing.	Will improve story time.	
Kingsthorpe, Northampton	Reminding of repetition.		When I go into schools, pre-schools and special needs.	
Kingsthorpe, Northampton	Using the books/packs.	Look at buying packs for use in library.		
Kingsthorpe, Northampton	Delivered in a lively interesting way.			
Kingsthorpe, Northampton	Seeing it work with school groups.	No improvement needed.	In a library story time with toddlers.	A very rewarding session.
Biggleswade	Watching how Bernard engaged with the children. Also the information on language development was very interesting.	Was a great introduction. Would need further training before being confident to run a session.	It would depend on whether it is followed up by this library and we run sessions for special needs people.	
Biggleswade	Watching the live session with the children from a local school.	Perhaps (if there were no time constraints!) another chance to practice with a different story or even the same story but carrying it out twice.	Investigate schools in the area I work in re setting up a session within our libraries and will give feedback at a team meeting about possibilities to make further links with schools to carry out sessions in libraries.	Excellent delivery, good balance between theory and practice. Thank you
Biggleswade	Seeing it put into practice with a group of children. Discussing the theory behind it.		Within the rhyme time sessions meeting at the library. Possible introduction of group visiting the library in the future.	

Biggleswade	The opportunity to observe the presenter working with special needs children.	I wouldn't suggest any improvement is necessary.	Initially to enhance rhyme time.	
Biggleswade	Watching it in action with a group of children.	More time or split over 2 sessions.	Talk to manager to explore costs/possibility of using in library.	Really enjoyed it. Can really see benefits. Thank you.
Biggleswade	Seeing stories in action.	We were a bit short of time, so maybe slightly longer to fit everything in.	Some aspects can be used in current rhyme time sessions.	
Biggleswade	Demonstration with the children.		Will definitely use some of the techniques. I do my weekly activity time with the under 5's.	Very useful fun! Thank you.
Biggleswade	Routine of telling a Bag Book story - touching smelling the props and leaving now to read the stories.	N/A, Wow, Brilliant.	Helping out reading stories to the children in the library.	
Biggleswade	Having a go at telling story the way story told involving anyone.		Telling stories. Tell others about it.	
Biggleswade	I enjoyed watching the presentation of the stories and have learnt a lot from Bernard.	More time maybe.	I shall be able to adapt some of Bernard's skills to rhyme time and story time at library.	Great course. Enjoyed every minute and have learnt loads.
Biggleswade	The Demostration. The explanation was excellent		Would try to use techniques at mencap Playscheme at Langford.	The importance at the choice of words in the stories.
Biggleswade	Enthusiastic teacher learn a lot. Thank you			Definitely something I will be talking to my Manager about.
Stopsley, Luton	Having a go.	It couldn't - it was very interesting and practical.	Start off in more familiar settings – story times and rhyme times for under 5's - then inviting special needs groups to the library (good for my visually impaired group).	Thank you. Brilliant. Can't wait to have a go.
Stopsley, Luton	Having the children involved in a session. Getting involved with the storytelling.		Changing order of engagement with children to enhance anticipation of turn.	
Stopsley, Luton	Watching the stories being performed in front of the children.	Could not have been any better. Fantastic training!	Hopefully in our school or in regular basis.	Very helpful.

Stopsley, Luton	Seeing the stories and having the chance to apply in a variety of contexts.	Only through my own ability to attend the morning scenarios.	Practice some techniques at a story time this Saturday and then look at new stories to include the session's content.	
Stopsley, Luton	A different approach to storytelling.		Discuss with colleagues and think about using them.	
Stopsley, Luton	Everything was so relevant to the children I teach.		The style of delivering of stories is something I can use straight away.	Thank you for entertaining our children today. They got so much from it. The training was very useful to help teaching. Thanks.
Stopsley, Luton	The presentation was very clear, it was the story session with the class. The interactive event really enforced what went on before, which was great.		With story groups and time for a rhyme session.	Very enjoyable, enthusiastic. Keep up the good work and spreading the message.
Stopsley, Luton	Presentation held attention and not boring.	Possibly more time for discussion and questions.	Don't know yet.	Thanks for an entertaining afternoon.
Stopsley, Luton	Can be related to all aspects of my work. Brilliant to see it in action with the visiting school children.		Use with pre-school storytelling and with Bag Books if we can afford them eventually.	So carefully planned and prepared. Fascinating to hear history and development.
Stopsley, Luton	Seeing how the children interacted with the storyteller and props.	NA.	Incorporate some of the ideas in my rhyme time sessions.	Very useful and enjoyable.
Stopsley, Luton	Being able to go through a box and tell the story -seeing the DVD of children being told a story.		Tell stories to young children from 18 months up at times. This tool could help to keep their attention,	Trainer was excellent in conveying information and making it enjoyable.
Stopsley, Luton			Will be cascaded to other staff at work and consider borrowing/buying/making stories.	
Stopsley, Luton	Everything.	Nothing.		Very useful training.
Stopsley, Luton	Getting to use the props.	More time to explore the range of stories.	Change type of props used in class.	
Stopsley, Luton	Information on language development. Explanation of short stories and repetition.		Absolutely - Although resourcing and spending time putting together our own might be difficult.	

Kempston, Bedford	The fun and enthusiasm of Bernard and the reaction to the children listening/experiencing the stories.	But would like longer to get involved with all the props.	Relating it to adults with dementia.	Would love to take this further.
Kempston, Bedford	Observing delivery of a multi-sensory story time and seeing children have fun.	More time to practice delivery and using the props.	Opportunity to work with St Johns School.	Fun enjoyable information.
Kempston, Bedford	The children's faces and expressions while the story telling took place.	Excellent, thoroughly enjoyed.	A few tips learnt which can be used during story time sessions ie pace, rhymes, music, touch, feel stories.	Thoroughly enjoyed the session. Will report back to the team.
Kempston, Bedford	Made to be fun watching the sessions.			
Kempston, Bedford	Observing the storytelling sessions.	Would have liked a little longer to try out storytelling.	Possibly use some aspects with my story/playtime group - very young children.	Enjoyed this training.
Kempston, Bedford	Watching the practical session and seeing how the children reacted.		Adapt some of our rhyme time stories for pre-school children.	Thank you.
Kempston, Bedford	Watching the storytelling with the children.		In thyme time/story telling with toddlers.	
Kempston, Bedford	Observing session.	Longer.	Try to organise session for children with disabilities. Try to use ideas in existing session.	Very worthwhile, would like more.
Kempston, Bedford	Seeing the live session made it really relevant and meaningful.	Just more time to practice.	Try to set up sessions at Bedford Central Library.	Excellent. Very interesting. Thank you!
Kempston, Bedford	Watching the children enjoy the stories.	Was great.		Great training session.
Kempston, Bedford	To understand the story from the child's point of view and use the Bag Books pages.		It will help with confidence when telling stories at our Rhyme time session.	
Kempston, Bedford	Demonstration.	Training was good, just need more space.	Extend use of props in story telling.	
Kempston, Bedford	Watching the children and then having a go.		Look at possibly purchasing set for use in schools.	Thank you.
Kempston, Bedford	Bernard's knowledge and enthusiasm.	More time for us to explore the resources.	I will find a way! Little things to start with at regular story activities times.	I want a Bag Book of my own to become familiar with.

Quantitative Qs&As:

How do you rate the STYLE of the presentation?		
v. poor	0	0%
poor	0	0%
average	0	0%
good	17	8%
v. good	196	92%

How do you rate the RELEVANCE of the content to you?		
v. poor	0	0%
poor	0	0%
average	1	0%
good	40	19%
v. good	165	80%

How do you rate the QUALITY of the content?		
v. poor	0	0%
poor	0	0%
average	1	0%
good	17	8%
v. good	193	91%

Would you feel confident using multi-sensory stories?		
Definitely No	0	0%
Probably No	0	0%
Possibly	34	17%
Probably Yes	96	47%
Definitely Yes	76	37%

How do you rate the QUANTITY of the content?		
v. poor	0	0%
poor	0	0%
average	2	1%
good	31	15%
v. good	177	84%

How would you rate Bag Books' multi-sensory stories?		
v. poor	0	0%
poor	0	0%
average	4	2%
good	40	20%
v. good	157	78%