School library programs and materials for special education teachers and students

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Abstract
The primary purpose of this study was to gather information about programs and materials provided for special education teachers and students in public elementary schools in Iowa.

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SCHOOL LIBRARY PROGRAMS AND MATERIALS
FOR
SPECIAL EDUCATION TEACHERS AND STUDENTS

A Research Paper
Presented to the
Faculty of the Library Science Department

In partial Fulfillment
of the Requirements for the Degree
Master of Arts

Audrey Cammack
January, 1978

Read and approved by
Mary Lou McGrew
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Accepted by Department
Elizabeth Martin
Date April 25, 1978
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The primary purpose of this study was to gather information about programs and materials provided for special education teachers and students in public elementary schools in Iowa.

The population was made up of 80 media specialists serving public elementary schools in Iowa that are also served by special education instructors. Each of the respondents was sent a questionnaire designed to provide information about the materials and programs provided. The questionnaire was also designed to obtain information on the categories of special education students in the schools, the frequency of time they spend in the media center, access time and access conditions, barriers or obstructions that would prevent use, the amount of media budget spent on special education materials, and the initiation of programs.

The results of this study were positive. From the data obtained it was determined that media specialists have responded to the needs of the "special" child and his/her teacher by providing needed materials and programs.

The study ends with a summary and recommendations for future research on the relationship between special education teachers and students and media programs and materials.


Chapter 1

THE PROBLEM

Introduction

Change. That is what has been happening in the special education field. It is a field on the move. Each year the number of students served by special education increases with conservative estimates suggesting one out of every eight or ten students in the educational system. The special education field is being recognized as an important part of the general education community. Many developments in the last 10-15 years have led to this recognition.

Legislation at both the national and state government levels has had an important influence on the growth of the special education field. In 1964, under Public Law 88-164, Title III, Section 302, two Special Education Instructional Material Centers (SEIMC) grants were awarded. These centers provided needed services to special education personnel, principally through their efforts in support of the special education teacher. In 1967, these two centers expanded to 14 regional media centers (RMC). In 1968, plans were made to merge the RMC's with the Regional Media Centers for the Deaf. This merger resulted in the

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SEIMC/RMC Network. By 1970, there were 206 operative associate or affiliate centers working in direct conjunction with the regional media centers. The SEIMC's primarily served their clientele through the provision of instructional materials for use in the education of all youngsters diagnosed with handicapping conditions. The RMC's focused their attention on the development of instructional materials for the deaf and hearing handicapped.

In 1974, the Bureau of Education for the Handicapped and the U.S. Office of Education formally dissolved the Special Education IMC/RMC Network and began reorganization. The new organization was composed of thirteen Area Learning Resource Centers (ALRC's), thirteen Regional Resource Centers (RRC's), four Specialized Offices (SO's), and coordinating offices for each. In March, 1978, this researcher made a telephone call to the Regional Resource Center at Drake University and obtained information on the closing of the ALRC's in August of 1977. They had not been refunded.

The ALRC's had a broad objective of answering to the educational media, materials, and technology needs of personnel involved in the education of all handicapped children within their respective region. The RRC's have a role in establishing a mechanism within these regions to provide diagnostic, assessment, and prescriptive services for all children with handicapping conditions. They also assist the states in developing, refining, and replicating the various child assessment models at all levels of the educational process.

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4 Ibid.

5 Ibid., p. 166.

6 Ibid.

7 Ibid.

8 Ibid.
Helping to coordinate the efforts of the RRC's are the National Center on Educational Media and Materials for the Handicapped (NCEMMH) and the Coordinating Office for the Regional Resource Centers. The NCEMMH also operates a national information storage and retrieval system concerned with child directed instructional materials. This data base is known as the National Instructional Materials Information System (NIMIS), and access was through the regional ALRC's and the Specialized Offices. Access now is through the RRC's and the SO's. The center (NCEMMH) produced a newsletter, Apropos, which included an essay on some aspect of media and materials for the handicapped and identified newly available materials either for the learner or for training professionals until the winter of 1977. At that time it was discontinued. At the same time, the NCEMMH which had been sponsored by the Bureau of Education for the Handicapped came under the auspices and support of the Ohio State University, College of Education.

The RRC that serves Iowa is the Midwest Regional Resource Center located at Drake University, 1332 26th Street, Des Moines, Iowa. The contractor is the Iowa Department of Public Instruction.

In 1966, the Council for Exceptional Children (CEC) led the fight for the establishment of the Bureau of Education for the Handicapped under Title VI ESEA. This Bureau is under the U.S. Office of Education.

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The purpose of the Bureau is to administer and carry out programs and projects relating to educating and training the handicapped. The CEC influenced the creation and expansion of services for the exceptional child.

On September 30, 1968, President Johnson signed into law a landmark for special education—a landmark because it was the first time in history that Congress approved an action exclusively for the education of the handicapped without attaching it to any other legislation. The Handicapped Children's Early Education Assistance Act (HCEEA) focused its attention on the problems of the preschool handicapped.

In 1974, Public Law 93-380, enacted by the U.S. Congress in August, declared—"It to be the policy of the United States of America that every citizen is entitled to an education to meet his or her full potential without financial barriers." This law established (a) goals of providing full educational opportunities to all handicapped children and (b) that priority in the utilization of funds under this part will be given to handicapped children who are not receiving an education. This law clearly states that all handicapped children shall be educated.

On November 29, 1975, President Gerald Ford signed into law PL 94-142, the Education for All Handicapped Children Act of 1975. This law becomes fully effective in September, 1978. The implementation began


16 George A. Wilson, "Legal Concerns in Special Education," TIP, 14:69, April, 1975.

17 Ibid.

for some children in October, 1977 but must be extended to all school age youngsters (3-18) in September, 1978. The law also orders that by September 1, 1980 such an education shall be available to all handicapped children aged 3-21. In September, 1978, it will be a violation of federal law for any public agency to deny to a handicapped child in need of a special education an appropriate program.

The statement of purpose of the law reads: "It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified, a free appropriate public education which emphasizes special education and related services designed to meet their unique needs." This act shows the intent of Congress to insure that education of all children with handicaps will be provided.

Legislation affecting libraries and special education has also been important. Two of the most important laws affecting Iowa were the Higher Education Act of 1965, Public Law 89-329, and the Elementary and Secondary Education Act of 1965, Public Law 89-10. Title IIB of the Higher Education Act gave the Commissioner of Education authority to make grants to eligible institutions of higher education for research projects and demonstrations relating to libraries and the training of librarians. Under this legislation colleges and universities could extend enrollments in programs, expand the curriculum, or establish new programs. Stipends could be awarded by the college or university for persons wishing to study library and information science.

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The Elementary and Secondary Education Act of 1965 included several titles significant for school library service in education. Title II was the most directly applicable because it included school library resources, textbooks, and other instructional materials.\(^26\) Title II was a state plan program administered by a State Agency. The State plans for Title II constituted designs for making the materials available. Iowa's state plan is the only example of allocation of the funds to regional centers.\(^27\) In the plan, all Title II funds for materials were used for materials and resources made available through 16 centers (regional media centers) to all teachers and students in local public and private elementary and secondary schools.\(^28\) From the regional centers, the materials and resources obtained were channeled to County or Joint County Boards of Education.

New state legislation passed in Iowa in the Spring of 1974 replaced the 16 regional media centers and the 52 county school systems with the 15 Area Education Agencies (AEA's). This legislation gave the AEA's the role of providing area media support services.\(^29\) The AEA's will also carry on the existing county programs in special education for the handicapped, media services and other services such as teacher training and data processing.\(^30\) The AEA's now supervise all special education,


\(^{27}\)Paul L. Spurlock and Russell L. Blumeyer, "Iowa-16 Centers and a Place to Grow," \textit{Audiovisual Instructor}, 17:60, March, 1972.

\(^{28}\)Ibid.


\(^{30}\)Acts and Joint Resolutions-Passed at the 1974 Regular Session of the Sixty Fifth General Assemble of the State of Iowa, (Des Moines: State of Iowa, p. 551, 1974.)
provide support, and perform other services such as identifying unmet needs of special education and drafting programs to meet the needs. These centers provide much of the needed special education materials to the schools. The purpose of the law is better education for the handicapped.

All of the preceding actions benefited special education and media centers at the state, regional, and local level. Conditions are still changing. Special education is likely to continue to grow and develop. Media specialists as well as other educators need to inform themselves of the facets of special education and the other problems associated with these special students, because one of the national trends is to mainstream the exceptional child into the regular school program. Media centers are part of the school is a place where all students have a rightful place. Media specialists should be aware of special materials needed by these children. Few school budgets could justify a large expenditure for special education materials, but a resourceful media specialist, through the variety of media available could help a child find something to suit his/her needs. The media specialist, by calling on specialized local, regional, state and national resources, can construct a program of materials to supplement what he/she has.

The increase each year of students in special education programs and the mainstreaming of some of these children into the regular classroom has implications for the regular teacher as well as the media specialist. If a practical and beneficial program for these children is to be provided, it will involve the teacher, special educator, and media specialist working together to meet the needs of the students.

31Gallagher, op. cit.
This study will provide insight into how media specialists and media centers are presently contributing to the educational and recreational needs of exceptional children.

Problem Statement

In order to gain insight into what services and resources are being offered by media centers and media specialists at the building level in Iowa for special educators and special education students, a questionnaire was developed to answer the following question:

What programs and materials does the building level elementary media specialist (librarian) in Iowa public elementary schools provide for special education teachers and students?

Hypotheses

Although there was little information in the literature about public school media centers and the programs and materials they provided in the area of special education, the researcher expected to find that the recent emphasis on mainstreaming and legislation for special education would have motivated the media specialist to meet the needs of special education students and teachers. Therefore, the following hypotheses were made:

1. 75% of the media specialists surveyed will have provided programs for special education students.
2. 75% of the special education library programs provided will have originated with the media specialist.
3. 75% of the media centers surveyed will be readily accessible to special education students.
4. 75% of the media specialists surveyed will have utilized some of their annual school media budget for special education materials.
5. 75% of the media centers surveyed will have in their inventory materials that could be utilized by special education students.

Importance of the Study

The author hopes that this study will indicate to people concerned with special education, media specialists as well as educators and lay people, the kinds of programs and materials which are provided to special education teachers and students by the building level media specialist. As more students are mainstreamed into the regular classroom the services and resources of the media center will be more in demand by the regular teacher and the special education student in their search for materials to make academic involvement easier and more pleasant. The media center provides a variety of resources that can be adapted to a child's special needs, and the resources cover a wide range of subjects. This study revealed both strengths and weaknesses of the present programs and materials provided and can serve as a basis for meeting future needs of special education.

Limitations

The population was limited to media specialists serving public elementary schools in Iowa that contained classrooms for children who are educable mentally retarded (EMR), trainable mentally retarded (TMR), or have learning disabilities. One reason for choosing the elementary schools was Ruth Velleman's statement, "the entire field of special education is still oriented toward the elementary grades, with most of the high school facilities emphasizing occupational education."32

The other reason was the statistics presented in a national study in 1970. This study showed that of the total national enrollment in elementary schools (3,438,000), 13.8 percent were handicapped compared to 5.9 percent of the total students enrolled in secondary schools (1,045,000).33

Another limitation was the completeness and accuracy of the two computer printout lists from the Department of Public Instruction. The Computer Printout of School People with Media Assignments did not specify if the position was an elementary, secondary, or a K-12 assignment. The Computer Printout of Special Education Instructors did not specify if it was an elementary or secondary position. Also, some special education teachers are considered employees of the AEA and are not assigned to a specific school on the computer printout.

In an attempt to survey schools with full time special education teachers the list of teachers was limited to the following categories from the computer printout: Self Cont TC Mental Disabil, (Self Contained Teacher Mental Disabilities) Teacher-Mental Disabil, (Teacher-Mental Disabilities) Self Cont TC Learn Disabil, (Self Contained Teacher Learning Disabilities) Teacher-Learn Disabil, (Teacher-Learning Disabilities) and Teacher-Spec Educ (Teacher-Special Education).

This study took into consideration special education as defined in the School Laws of Iowa.34 In order to limit the scope of the study,


only schools with the educable mentally retarded children, the trainable mentally retarded children, or children with learning disabilities were included. Those categories were chosen because it is felt these children constitute the most perplexing and challenging groups of students. These groups also consist of the mentally handicapped as opposed to the physically handicapped.

**Assumptions**

The basic assumption made in this study was that service to the special education teacher and students is a part of the school media service and is being given by some media specialists.

Because the study was based on a questionnaire the assumptions were made that (1) information would be obtained that would support or reject the hypotheses presented earlier, and (2) responses would be accurate and valid.

**Definition of Terms**

**Elementary School.** A school consisting of kindergarten, of operated, and grades one through eight or grades one through six when grades seven and eight are included in the secondary school.

**Library Program to Exceptional Children.** Library activities or programs undertaken with the intention of reaching or serving exceptional children as stipulated by the study. A library program consists of one or more related activities, and it has certain objectives. A library activity could be a physical event or series of repeated events, such as art exhibits, reading class, or story hours.

**Media Specialist.** Professional person who administers the program of the media center; in this study the terms media specialist and
librarian are synonymous and refer to a certificated person with endorsement #34 or to a person certificated as a teacher with a formal library science minor resulting in teacher-librarian approval status, #86.

**Materials.** Items in print, visual, auditory and tactile format used in instruction or for recreational purposes.

**Special Education.** The education program designed to help children requiring special education to reach their full potential.

**Children requiring special education.** Persons under twenty-one years of age, who are handicapped in obtaining an education because of the physical, mental, emotional, communication or learning disabilities or who are chronically disruptive. In this study only the educable mentally retarded (EMR), the trainable mentally retarded (TMR), and the children with learning disabilities were considered.

**Trainable Mentally Retarded.** A child that scores between 25-50 on an approved intelligence test, administered by an approved examiner.

**Educable Mentally Retarded.** A child that scores between 50-75 on an approved intelligence test, administered by an approved examiner.

**Learning Disability.** A deficiency which inhibits a pupil's ability to efficiently learn in keeping with his/her potential by the instructional approaches presented in the usual curriculum.

**Mainstreaming.** Integration of children requiring special education into the regular classroom.
Chapter 2

REVIEW OF THE RELATED LITERATURE

The literature on school media programs that involve special education is minimal, limited almost entirely to description of programs. This is true of library programs for exceptional children in other libraries also, such as public, institutional and special schools. Little research was found on what media centers and media specialists offer in aiding special education students and teachers in schools. The reports and articles cited here are about school, public, institutional and special school library services to exceptional children because they are all related to the problem.

Following the creation of the Committee on Library Services to Exceptional Children in 1964, the Public Library of Cincinnati and Hamilton County in Ohio was chosen as the library for a two year demonstration project. Limper, Hirt, and Tillman reported on the project in the January, 1970 issue of Top of the News.\(^{35}\) The demonstration project consisted of research with two groups of exceptional children. Because the largest group of exceptional children were the mentally retarded, one of the two research projects concentrated on that group. The other project concentrated on the socially maladjusted, or delinquent reader. The purpose of the project

was to develop a program to demonstrate standard library service to exceptional children, excluding the gifted.36

The demonstration aspect of the project involved the presentation of library materials to children. Through this aspect, teachers became more familiar with library materials available and the media specialists became more familiar with exceptional children and could make judgments for the children.37 For the research, control and experimental groups were used.

The questions which formed the basis for the research project with the mentally retarded were, "What kinds of library books are useful to the mentally retarded and how can the children benefit from their use?"38 Evolved from this program was a list of books which have appeal and worth to the educable mentally retarded at three age levels and to the trainable mentally retarded at one age level.39 The educable retarded experimental groups showed improved behavior (more socially accepted behavior) and a highly significant increase in reading skills.

The other research project involved one group of boys and one group of girls between the ages of 12-15. This project for delinquent readers consisted of reading-discussion programs held over an eight month period. Books were chosen on the basis of whether or not they had something to say relevant to the problems of young people, whether they had believable characters, and if they were reasonably well written.40 The girls showed an increase in interest in reading an an improved self-concept. They became less self-critical and defensive and increased in self-esteem.

36Ibid. 37Ibid., p. 203. 38Ibid., p. 198.

The boys showed an increased interest in reading but no significant change in self-concept. Limper, Hirt, and Tillman reported that these results should give terrific encouragement to media specialists working with exceptional children.41

Because of the project they have continued to expand their services for the exceptional child. An outgrowth of the project was a film called, "Reaching Out: The Library and the Exceptional Child."

Ruth Velleman has written several articles on library service and adaptations for the handicapped. In a 1966 article for School Library Journal she reported on the development of the library at the Human Resource School in Albertson, Long Island.42 She described the early development of the library in the school for physically handicapped children. The primary objective of the Human Resource School was: to demonstrate that disabled people do not need extensive adaptations of the normal environment to function successfully.43 The school tries to prepare pupils to cope with real life situations and treats them like normal children as much as possible. Exceptions to the real life situation are ground level entrance, widened hall and doorways, and in the library, bookshelves and a card catalog low enough to be reached by wheelchair students.44 Another feature was the expanded reference collection so reference books could be taken home. Many paperback books were used for recreational reading because they were light, easy to handle,

41 Ibid., p. 204.
43 Ibid., p. 50. 44 Ibid.
and inexpensive. The fiction collection was larger than the nonfiction because it supplied the student with leisure reading materials. The magazine collection was supplemented by magazines in the field of rehabilitation, and the professional collection consisted of works on physical rehabilitation and special education. A file was kept of public and private agencies providing health, welfare, recreational and vocational services, and a record of the national, state, and local structure, the scope and responsibility of each. Vertical files contained information on careers and a survey of the physical facilities for handicapped students at all colleges in the country.

In the May, 1971, issue of Rehabilitation Literature Velleman reported on the growth and expansion of the school and the library. The student body now included a few students with limited vision. For these students they added to the collection large print books, talking book machines, and recordings. They added perceptual training materials because they found that sensory deprivation was one element in the reading retardation of the students. Because of the reading retardation many high interest/low vocabulary books were purchased. One important aspect of the library program was the curriculum work with the school staff. The library keeps teachers provided with current materials in various academic areas and keeps them informed on new findings in special education.

In the summer of 1971, Velleman wrote an article for School Libraries in which she stated that the library program at the Human Resource School was based on the belief that library service is indispensable to exceptional

45Velleman, op. cit., p. 138-140.
46Ibid., p. 140.
Library service was considered indispensable because it enriches a child's academic progress. Deprived of library services, exceptional children are at a disadvantage because they lack diversified materials, professional reading guidance, and instruction in library use. The reading habit is especially important as a future lifetime activity for these children.

Velleman's latest article was in the October, 1974 School Library Journal. This article described the architectural adaptations incorporated in the Human Resource School Library. The library was located in a central location which enabled all students to reach the library easily. It has an open atmosphere, a large picture window and a fireplace. Other windows have been lowered so wheelchair students can look out. A space of 5 feet between stacks of books was necessary to allow for wheelchairs and it was suggested that a height of 5 feet not be exceeded for the stacks. Apronless tables allowed for wheelchairs to be accommodated and a lowered card catalog made it more accessible to handicapped students. The carpet was a tight weave because it was advantageous to the wheelchair population and those with crutches or braces. Lightweight doors with kick plates and lever handles instead of knobs were the preferred type of door. Velleman stated that minimal architectural and room adaptations plus common sense will enable the disabled student to participate in library activities.

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48 Ibid., p. 28.


50 Ibid., p. 88.
Greco distributed a questionnaire to 80 libraries in the New York area to determine if architectural barriers exist which keep the handicapped from using the library. Libraries in the survey included public, academic and special. She found that barriers did exist, but that school libraries contained the least amount of barriers. Barriers that were found included steep stairways, narrow stack aisles, and no access except stairs. The greatest barrier indicated seemed to be steps.

The building of ramps, the additions of elevators, and widening doorways would be alterations to decrease barriers. Greco concluded that there was a general lack of knowledge about the problems of the handicapped, and increased awareness is necessary to improve the situation.

Frankel reported on the results of an interview with special educators conducted by the Council for Exceptional Children in the spring and summer of 1974. The interview was conducted with 189 special educators in order to obtain information about ideas and suggestions for developing new products and services to meet their needs. The teachers were asked to select from a list the three most important subjects about which they would like more information. The subject most frequently chosen was reading. Mathematics and language arts were close seconds and physical education was third. They were also asked to rank problems and issues. The most important problem was individualized instruction, and the most important issue was mainstreaming. The third subject in the interview

52 Ibid., p. 910.
was about resources. The most used source for information was books with other special education teachers being the second source. They concluded through the information given by the teachers surveyed that all teachers wanted more resource materials at all levels of exceptionality available.

Texas adopted a new plan for financing special education in 1970. Alexander reported that in this plan the main purpose was to provide special service to exceptional children. The children were mainstreamed into the regular classroom unless their problems were extremely severe. A team comprised of the regular teacher, the principal, a diagnostician, a school counselor, a nurse, and a librarian appraised every problem. Once the appraisal was made the student alternately spent his time between the classroom and the library. In each of those settings he received personalized instruction according to his needs. As a result of the changes, the student was changed from a passive listener to an active participant. More student activity resulted in interaction between the student and the materials with which he learned. This article placed emphasis on the librarian as an educator, a facilitator of learning and on the library-centered kind of program for the exceptional child.

Eliza T. Dresang, Director of the Instructional Materials Center at Lapham Elementary School in Madison, Wisconsin, reported on her experiences with the special child. One hundred of the 350 children in the Lapham elementary school were "special" students. Dresang stated that it is the absolute right of every child in school to receive equal consideration

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and that media specialists must be inventive and skillful managers of time and resources to give them that consideration. The collection did not have a lot of new materials because it was found that most of the special children at Lapham could use the materials that they already had available. Dresang did make use of the Talking Books Program from the Library of Congress and some story books published in sign language. Dresang also stated that she found mixed media presentations very desirable.

Dresang described the media center as one of the most positive things in education for exceptional children because the fundamental principle of the IMC is that different children learn in different ways. By presenting materials in the medium and format most appropriate to the message being conveyed, each child can be accommodated. Dresang also described the library media center as a place that can introduce exceptional children to lifelong sources of recreation, enjoyment and stimulation.

Betty Fast reported on her work with special education children in Groton, Connecticut Schools. She found that videotaping children acting out stories to be helpful. In that way the children could later see themselves and gain self-understanding. Fast found realia to be very important in special education. She believed that mainstreaming couldn't work without a strong media program because the media program would provide access to a variety of materials and machines. She believed

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56 Ibid., p. 23. 57 Ibid.
that media specialists have an important role to play in special education programs. Fast stated that if the media specialist would think of the special children as children first and special second, then she/he wouldn't have any problems with them.\textsuperscript{59}

Jerrolds wrote an article describing how the librarian can help the disabled reader and the teacher. He encouraged greater use of films, audiotapes, filmstrips and high interest/low vocabulary books. Jerrolds recommended consulting with remedial teachers about the purchase of books and materials. He stated that librarians should take every opportunity to motivate the remedial student to read or to extend his/her range of interest.\textsuperscript{60}

The visually handicapped were of interest to Winifred Daniell.\textsuperscript{61} She discussed large-type books, sources that lend braille materials and the tape cassettes that make stories available in easy-to-manage form. Daniell made an effort to aid media specialists search out ways to provide service to blind children in their schools and to make them part of the library program.

Because mentally retarded children are a large proportion of exceptional children, they were considered most frequently in the literature.

Donahoe reported on a two-year federally funded project designed to demonstrate that improved library services could be an effective and integral part of the total care and rehabilitation of the residents of

\textsuperscript{59}Ibid., p. 135.


the Bowen Childrens Center, a facility for the mentally retarded. 62

Donahoe described the various materials the media specialists purchased and the activities they carried out to demonstrate that the library is more than a collection of books. Materials such as sound filmstrips, games, puzzles, visual and tactile materials, cassettes, and records were bought to entertain the children and reinforce skills. This was an attempt to introduce the children to other library materials than books. Through bingo, they found the children's recognition of letters and numbers improved. Scrabble was popular, and the dictionary was always present. Through the filmstrips provided some children progressed from looking and listening to filmstrips, to looking-listening and trying to read a book, to finally accepting help to find other books. 63 As a result of the project, most of the staff and the residents have accepted the library as part of the Children's Center and realize a library is more than a collection of books.

Bennett described the library as a liberating alternative for handicapped people, including those who are retarded. 64 Because the library is not a structured program but an open-access type of institution it is a place where the retarded person, like anyone else, can take time to breathe and browse. It is a place where they can go and come like anyone else, a place where they pick what they want and not what they are told is right for them. 65 Bennett states that specific training in

63 Ibid., p. 211.
65 Ibid.
the ways of retardation are not a necessity because common sense can suggest all kinds of ways of adapting to unusual circumstances.\(^{66}\)

Limper mentioned first of all that the mentally retarded should be taught to listen and to then give them something to listen to.\(^{67}\) She suggested starting with realistic stories or those that in some way are related to the children's experience. Along with stories she suggested giving the children in the pre-reading or early reading period books that lend themselves to creative activities where children draw or cut out figures on the book characters. She stated that books that the teenage reader could read and find interesting were the most difficult to find.\(^{68}\) Because modern teenage stories for the older retarded reader are scarce, Limper suggested animal and nature books and easy brief biographies.

The Whitten Village, South Carolina, program for the mentally retarded citizen was described in the 1973 July/August issue of *American Libraries*. This library had specific modifications to serve its special population. The collection consisted of high interest/low vocabulary reading level materials. Storytelling, games, films, tapes, records, puppetry, and close circuit color VTR was part of the multimedia experiences. The program was integrated into the educational programs of the schools at Whitten Village. Librarian, Hsiu-Yun Keng and Education Director, F. Vinton Smith, viewed the program as an essential part of the growth experience of the retarded.\(^{69}\)

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\(^{66}\) Ibid., p. 422.


\(^{68}\) Ibid.

A toy library called TREES (Teaching Resources for Educating Exceptional Students) was a pilot project of the Connecticut State Library. A library for the mentally retarded, it contained carefully selected toys, identified for suitability and individual skills development. The purpose was to provide library service for the young developmentally disabled who have been deprived of the educational and recreational benefits of a library because they couldn't read. A workshop was held for special education teachers, school media specialists, and public librarians to instruct them in the use of the toys and the value they have in working with the retarded.

Another program of the Connecticut State Library was for the disabled. A special bookmobile called FREDD (Free Resources for Educating the Developmentally Disabled) was designed to demonstrate high interest/low vocabulary library materials for learning disabled adults and children with reading comprehension up to grade 5.

Taffel described the Royal Palm School Library Program. This program was in a school for exceptional children. The media specialist worked closely with the teachers and specialists in supplying the classrooms, the child, and the library with materials that would meet the individual requirements of each child. The collection was closely integrated with the curriculum of the county so that the children could be mainstreamed into the regular classroom smoothly. Every class was scheduled to visit

71. Ibid.
72. Ibid.
the library at least once a week. After hearing a story, they worked with a library skill or aspect of it for several weeks before being introduced to a new skill. The media specialist found that teaching skills was most effective if the teaching/learning unit was paced downward, if it was repetitious, if only a small part of one skill was introduced at a time, and if the skill was reviewed before presenting a new skill. 74

Two papers presented by Barbara Baskin and Karen Harris at the Southwestern Library Association Biennial Conference in October 1974 were: The Exceptional Child in the School Library: Response and Strategy and The Exceptional Child in the School Library: Identification and Accommodation.

The first paper related the types of special materials that a library could provide to respond to the needs of exceptional children. For the blind, braille books, large print books, sound recordings, models and realia could be provided. For the deaf a variety of visual materials such as transparencies, close circuit TV, and captioned filmstrips could be provided. For the physically disabled the provision of self-threading or cartridge capacity projection that features ease of use would help to meet their needs. For the retarded child, materials which develop concepts in logical sequence and have repetitious characteristics could be provided. Multimedia presentations would be effective because they reinforce through more than one learning channel. High interest/low vocabulary books would be effective with the mentally retarded and the deaf child. The disturbed child's need of individualized instruction

74Ibid., p. 280.
could be met through media responding to his instructional needs. Books could be a part of the therapeutic program. Children in the mainstreamed classroom could be provided with materials to meet their instructional needs. The authors stated that only the library with its multiplicity of resources could provide the variety necessary to deal with a wide range of curricular subjects adaptable to the exceptional child's special requirements for learning. The librarian was seen as a tremendous help to exceptional children by choosing appropriate equipment and materials and by leading them to materials that would help them understand themselves, their limitations, and their potential.

In the second article Baskin and Harris described the library as having an important role in helping to provide an education for all children. They stated that it is the library's responsibility to accommodate the exceptional child's problem and to help ease the consequences of his handicap. Barriers of all types should be eliminated. Baskin and Harris identified the three basic categories of undesirable behavior that might be anticipated in the library as: overt-active, delay, and withdrawal-passive. They described examples of each behavior and methods of handling. Baskin and Harris portrayed the library as a social agency in breaking down barriers of hostility and

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76 Ibid., Abstract page.


78 Ibid., p. 3.
rejection, a place where the child could feel secure and a part of the group rather than apart from them. Through vicarious participation in the library the child has access to cultural experiences from which he might otherwise be excluded.79

The previous reports and studies have illustrated that there is a growing interest in library service for the exceptional child and that many of the resources and services could be provided at a minimal cost by adapting what is available or by borrowing from other sources. The mainstreaming of children was shown to be an important issue, one of concern to special educators and people in the library field. Mainstreaming was shown to be a coming trend that will have implications for the media center and the media specialists as well as other educators. Further research needs to be done to provide a basis for school library programs. Most of what is written is a report of current programs and not on research.

79Ibid., p. 5.
Chapter 3

METHODOLOGY

Data for this study were obtained through the use of a questionnaire mailed to Iowa public elementary school media specialists.

The population was defined as media specialists serving public elementary schools in Iowa that are also served by special education instructors. The Iowa State Department of Public Instruction Computer Printout of School People with Media Assignments \(^{80}\) and the Computer Printout of Special Education Instructors \(^{81}\) were used to list the population. The list of media specialists was chosen by matching the media specialist school assignment with schools identified as having special education instructors. The list obtained as an outcome of matching the two lists was used to survey 90 media specialists.

In the spring of 1977, 10 of the 90 media specialists were selected to receive the questionnaire for a pretest by using a table of random numbers. The pretest was mailed on April 22, 1977. Seven of the ten pretest questionnaires were returned. The questionnaire appeared to function satisfactorily; therefore no revisions were made. Because elementary school media specialists often serve more than one school each media specialist was asked to supply data for only the school with

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\(^{80}\) Iowa. Department of Public Instruction, Computer Printout of School People with Media Assignments, 1976-77, (Des Moines, January, 1977.)

\(^{81}\) Iowa. Department of Public Instruction, Computer Printout of Special Education Instructors, 1976-77. (Des Moines, April, 1977.)
which he/she was listed in the Computer Printout of School People with Media Assignments.  

The survey questionnaire was mailed to 80 media specialists on May 10, 1977. A self addressed stamped envelope was enclosed to encourage response. On May 25, 1977 a followup letter was mailed to further encourage response. Fifty-seven (72 percent) of the 80 media specialists returned the survey questionnaire. Seven of the media specialists made no response to the questions; therefore these media specialists could not be included in the analysis. This limited the survey sample to 50 media specialists (65 percent).

The instrument was designed to obtain information about the programs and materials provided by elementary school media specialists. The questions used in this study were constructed so checkmarks could be used to record data wherever feasible. Questions were worded so as to require a minimum expenditure of time by the person completing the survey. Information was obtained to test the proposed hypotheses and to describe the kinds of programs and materials provided by Iowa elementary school media specialists during the school year 1976-77. 

Samples of the questionnaire, the cover letter and the followup letter may be found in the appendix.

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82 Iowa. Computer Printout of School People with Media Assignments, op. cit.
Chapter 4

ANALYSIS OF DATA

The purpose of this chapter is to investigate the findings of the research study. The data is based on responses from 50 elementary school media specialists in Iowa public schools.

The first hypothesis to be explored stated that 75% of the media specialists surveyed will have provided programs for special education students. Forty-nine (98 percent) of the media specialists replied that they provided one or more programs. One media specialist (2 percent) stated that programs were not provided. Therefore, this hypothesis was not rejected.

Of the nine programs identified on the questionnaire, the program most often provided by media specialists was library skills training. Eighty-four percent (42) of the media specialists provided library skills training. (Table 1) Eighty-two percent (41) of the 50 media specialists provided story hours. Reading guidance was provided by 80 percent (40) media specialists. Assembling of information or reference works was provided by 31 media specialists (62 percent). Sixty percent (30) of the media specialists provided audiovisual software guidance.

The program least frequently provided was Book Clubs. Two media specialists provided this program. Table 2 lists the programs in rank order from most to least provided.
### Table 1

Programs Provided

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of questionnaires filled out</th>
<th>Number of responses</th>
<th>Percentage of Media Specialists responding to the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Story hours</td>
<td>50</td>
<td>41</td>
<td>82</td>
</tr>
<tr>
<td>B. Library Skills training</td>
<td>50</td>
<td>42</td>
<td>84</td>
</tr>
<tr>
<td>C. Book Talks</td>
<td>50</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>D. Book Clubs</td>
<td>50</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>E. Reading Guidance</td>
<td>50</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>F. Assembling of information or reference works</td>
<td>50</td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>G. Audiovisual software guidance</td>
<td>50</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>H. Audiovisual hardware guidance</td>
<td>50</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>I. Learning stations or centers</td>
<td>50</td>
<td>24</td>
<td>48</td>
</tr>
</tbody>
</table>
Table 2
Rank order of Programs

<table>
<thead>
<tr>
<th>Rank</th>
<th>Program</th>
<th>No. Providing</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Library skills training</td>
<td>42</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>Story hours</td>
<td>41</td>
<td>82</td>
</tr>
<tr>
<td>3</td>
<td>Reading guidance</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>Assembling of Information or Reference works</td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>5</td>
<td>Audiovisual software guidance</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>Audiovisual hardware guidance</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>Learning stations or centers</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>Book talks</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>9</td>
<td>Book Clubs</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Forty-nine (98 percent) of the media specialists responded that they provided one or more categories of programs. One media specialist replied that space for the display of student projects was also provided. Another media specialist wrote that there were not any programs provided.

The second hypothesis to be explored stated—75% of the special education library programs will have originated with the media specialists. An average of 77.45 percent of the programs were initiated by media specialists. (Table 3) Therefore, this hypothesis was not rejected.

Library skills training and story hours were the programs most often initiated by media specialists. Library skills training was initiated by 37 media specialists, 11 teachers, and 3 principals. (Table 3) Story hours were initiated by 37 media specialists, 8 teachers and two principals. The reading guidance program was initiated by 34 media specialists, 17 teachers, 2 principals, and 1 school psychologist.

Assembling of information or reference works was the program most often initiated by teachers. Audiovisual software guidance was the second program most often initiated by teachers. Twenty-one teachers, 20 media specialists, 2 principals, and 1 school psychologist initiated programs.
Table 3

Initiation of Programs

<table>
<thead>
<tr>
<th></th>
<th>Media Specialist</th>
<th>Teacher</th>
<th>Principal</th>
<th>AEA Consultant</th>
<th>School Psychologist</th>
<th>School Counselor</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Story hours</td>
<td>37</td>
<td>8</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Library skills training</td>
<td>37</td>
<td>11</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Book Talks</td>
<td>17</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Book Clubs</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Reading Guidance</td>
<td>34</td>
<td>17</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Assembling of information or reference works</td>
<td>20</td>
<td>21</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Audiovisual software guid.</td>
<td>24</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Audiovisual hardware guid.</td>
<td>21</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Learning stations or centers</td>
<td>16</td>
<td>13</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AEA School

Counselor.

School

Center.
of assembling of information or reference works. Fourteen teachers and 24 media specialists initiated programs of audiovisual software guidance.

The program least frequently initiated was Book Clubs. This program was initiated by 1 teacher and 1 media specialist.

The third hypothesis to be explored stated that ≥75% of the media centers surveyed would be readily accessible to special education students.

Access time and access conditions were divided into 6 categories. The respondents were asked to indicate access time and access conditions for special education students and the regular student. Ninety-two percent (46) of the media specialists replied that the regular student had access during school hours and 88 percent (44) replied that the special education student had access during that same time. (Table 4)

<table>
<thead>
<tr>
<th>Access Time Condition</th>
<th>Number responding to the question</th>
<th>Number of media specialists</th>
<th>Regular students</th>
<th>Special Education students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. During school hours</td>
<td>46</td>
<td>46</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>B. Before and after school</td>
<td>39</td>
<td>39</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>C. Only with teacher supervision</td>
<td>9</td>
<td>5</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>D. Individually</td>
<td>46</td>
<td>46</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>E. Small groups</td>
<td>46</td>
<td>46</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>F. As scheduled classroom groups</td>
<td>46</td>
<td>45</td>
<td>43</td>
<td></td>
</tr>
</tbody>
</table>

Thirty-nine media specialists (78 percent) answered that there was access both before and after school for the regular student and 29 (58 percent) replied that there was access during that same time for the
Access only with teacher supervision was answered by 9 media specialists, with 5 replying that this was a condition for the regular student and 9 replying that this was a condition for the special education students. This data led the researcher to assume that \(45\) (90 percent) of the media specialists did not have this as a condition for the regular student and \(41\) (82 percent) of the media specialists did not have this as a condition for the special education students.

Ninety-two percent (46) of the media specialists replied that the regular student had access individually and in small groups. Eighty-eight percent (44) replied that the special education students had access individually and 72 percent (36) answered that they had access in small groups.

Forty-five media specialists (90 percent) responded that the regular student had access as scheduled classroom groups and \(43\) (86 percent) media specialists replied that the special education students had access as scheduled classroom groups.

The average percentage of media centers that were readily accessible to the regular student was 89 percent and 79 percent for the special education students. Therefore, the third hypothesis was not rejected.

Along with access time and access conditions, barriers or obstructions sometimes tend to keep students from using the media center. Therefore, information was obtained to see if barriers or obstructions did exist that would keep students from using the media center.

Location of the media center in relation to the special education classroom was the greatest barrier. Of the \(47\) media specialists who answered, 16 answered yes, it was a barrier; 31 answered no, it was not
a barrier. Three media specialists did not answer the question.

Distance was the second greatest barrier or obstruction. Fourteen media specialists answered yes, it was a barrier and 33 replied no, it was not a barrier. No access to the media center except by using stairs was the third greatest barrier. Nine media specialists responded yes, stairs were a barrier, and 38 media specialists responded no, stairs were not a barrier.

The problem of the special education classroom not being in the same building as the media center was the last barrier, the one that occurred the least. Four media specialists replied that this was a barrier and 43 responded that it was not a barrier. (Table 5)

Table 5
Barriers or Obstructions

<table>
<thead>
<tr>
<th></th>
<th>Number Reporting</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Location of the media center in relation to the special ed. classroom</td>
<td>47</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>B. Distance which separates the media center from the special education classroom</td>
<td>47</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>C. Special education classroom not in the same building</td>
<td>47</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>D. No access except stairs</td>
<td>47</td>
<td>9</td>
<td>38</td>
</tr>
</tbody>
</table>

Barriers do exist but not to a great extent. Special efforts by the media specialists or the teacher could eliminate the barriers of distance and location. Elevators or ramps could eliminate the barrier of stairs.

Because mainstreaming is an important trend, information on the categories of special education students in the schools and the distribution of the amount of time these students spend in the regular classroom or the special education classroom was obtained through the
Eight media specialists answered that there were trainable mentally retarded students in their schools. They spend an average of 97.5 percent of their time in the special classroom and an average of 2.5 percent in the regular classroom. Twenty-two media specialists replied that there were educable mentally retarded students in their schools. These students spend an average of 86 percent of their time in the special classroom and 14 percent in the regular classroom. Learning disability students were present in 35 of the schools surveyed. These students spend an average of 27 percent of their time in the special classroom and 73 percent in the regular classroom.

To find out if students were using the media center, information was obtained on the frequency with which the students were likely to spend time in the media center, the special classroom or resource room, and the regular classroom. The criteria used in the estimation of where students spend time were: None; Seldom; One or two times a month; Regularly,
once a week; and Frequently, several times a week. "Never" instead of "None" would have been a better choice for use in the criteria and will now be used in reporting on the data collected.

Ten media specialists replied to the question of frequency with which TMR students spend time in the media center. Five of the ten answered that the TMR students spend time regularly in the media center, one answered that they seldom spend time in the media center and 4 replied that they never spend time in the media center. (Table 7-A) Of the eight media specialists responding to frequency with which students spend time in the regular classroom, 87.5 percent (7) answered that they never spend time in the regular classroom and one replied that they spend time frequently in the regular classroom.

Twenty-five media specialists responded to the frequency with which EMR students spend time in the special classroom or resource room. One hundred percent (25) answered that the EMR students spend time frequently in the special education classroom or resource room. Eight percent (2) of the 25 media specialists replied that the EMR students never spend time in the media center, 20 percent (5) replied seldom, 48 percent (12) answered regularly and 24 percent (6) replied frequently. (Table 7-B)

Frequency of time EMR students spend in the regular classroom was answered by 23 media specialists. Twenty-six percent (6) answered that EMR students never spend time in the regular classroom, 4.3 percent (1) answered seldom, 21.7 percent (5) replied regularly and 48 percent (11) replied frequently. (Table 7-B)

The greatest number of media specialists who responded have LD students in their buildings. (Table 7-C) Thirty-five media specialists replied to the frequency with which LD students spend time in the
Table 7-A

Frequency of time-TMR students

<table>
<thead>
<tr>
<th>Number Reporting</th>
<th>Frequency of time students spend in three environments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>none</td>
</tr>
<tr>
<td>A. Special Ed. Classroom or Resource room</td>
<td>doesn't apply</td>
</tr>
<tr>
<td>B. Media Center</td>
<td>10</td>
</tr>
<tr>
<td>C. Regular Classroom</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 7-B

Frequency of time-EMR students

<table>
<thead>
<tr>
<th>Number Reporting</th>
<th>Frequency of time students spend in three environments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>A. Special Ed. Classroom or Resource room</td>
<td>25</td>
</tr>
<tr>
<td>B. Media Center</td>
<td>25</td>
</tr>
<tr>
<td>C. Regular Classroom</td>
<td>25</td>
</tr>
</tbody>
</table>
Table 7-C

Frequency of time-LD students

<table>
<thead>
<tr>
<th>Environment</th>
<th>Number Reporting</th>
<th>Frequency of time students spend in three environments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>none</td>
</tr>
<tr>
<td>A. Special Ed. Classroom or Resource Room</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Media Center</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Regular Classroom</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
special education classroom or resource room. Of these 35 media specialists, 85.7 percent (30) replied that the LD students spend time frequently in the special education classroom or resource room. Approximately 14 percent (14.3) (5) replied that the students spend time regularly in the special education classroom or resource room. Forty-three media specialists responded to frequency with which students spend time in the media center. The breakdown of responses to time students spend in the media center was: 53.5 percent (23) responded that LD students spend time frequently in the media center; 32.6 percent (14) indicated that LD students spend time regularly in the media center; 11.6 percent (5) found that LD students seldom spend time in the media center; and 2.3 percent (1) media specialist replied that LD students never spend time in the media center.

Frequency of time with which LD students spend time in the regular classroom was answered by 34 media specialists. Thirty media specialists (88.3 percent) replied that LD students spend time frequently in the regular classroom, 1 media specialist reported that LD students spend time regularly in the regular classroom, 2 media specialists responded that LD students seldom spend time in the regular classroom and 1 media specialist answered that LD students never spend time in the regular classroom.

The fourth hypothesis stated 75% of the media specialists surveyed will have utilized some of their annual school media budget for special education materials. Ninety percent (45) of the media specialists replied that some of their media budget was utilized for special education materials. The breakdown by amounts of money spent was: 56 percent (28), $0.00 to $99.99; 10 percent, $100.00 to $199.00;
ten percent, $200.00 to $299.00; two percent, $300.00 to $399.00; twelve percent, $400.00 or more; and ten percent replied that it didn't apply to their school. Therefore, the hypothesis was not rejected. (Table 8)

Table 8

<table>
<thead>
<tr>
<th>Budget</th>
<th>Number responding to the question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. $0.00 to $99.00</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>B. $100.00 to $199.00</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>C. $200.00 to $299.00</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>D. $300.00 to $399.00</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>E. $400.00 or more</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>F. Doesn't apply</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

One purpose of this study was to describe the types of materials offered by media centers and media specialists to special education educators and special education students. Information about materials was elicited by a checklist provided on the questionnaire. The checklist sought information about the kinds of materials provided and the usage of material. Information about usage was requested in three ways—students' own choice, assigned by teacher, and checked out by the teacher. Table 9 shows a summary of responses with regard to kinds of materials provided and their usage.

In media centers where materials were available, the materials most often checked out by students were: High interest/low vocabulary books, Large type (print) books, and books that teach lessons or concepts.
Table 9
Kinds of Materials Available and Usage

<table>
<thead>
<tr>
<th>Kind of Material</th>
<th>Number of responses to the question</th>
<th>Responses to available in the media center</th>
<th>Percentage</th>
<th>Usage in Media Center where available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students own choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td>A. Cassette/book readers</td>
<td>48</td>
<td>37</td>
<td>77</td>
<td>18</td>
</tr>
<tr>
<td>B. Braille books</td>
<td>48</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>C. Large type (print) books</td>
<td>48</td>
<td>9</td>
<td>18.7</td>
<td>7</td>
</tr>
<tr>
<td>D. High interest/low vocabulary books</td>
<td>48</td>
<td>45</td>
<td>93.7</td>
<td>38</td>
</tr>
<tr>
<td>E. Games (example, Bingo)</td>
<td>48</td>
<td>22</td>
<td>45.8</td>
<td>13</td>
</tr>
<tr>
<td>F. Toys</td>
<td>48</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>G. Puzzles</td>
<td>48</td>
<td>17</td>
<td>35.4</td>
<td>8</td>
</tr>
<tr>
<td>H. Manipulative materials</td>
<td>48</td>
<td>15</td>
<td>31.2</td>
<td>4</td>
</tr>
<tr>
<td>I. &quot;touch and feel&quot; books</td>
<td>48</td>
<td>6</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>J. Washable cloth books</td>
<td>48</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>K. Records with stories</td>
<td>48</td>
<td>40</td>
<td>83.3</td>
<td>19</td>
</tr>
<tr>
<td>L. Books that teach lessons or concepts</td>
<td>48</td>
<td>34</td>
<td>70.8</td>
<td>22</td>
</tr>
<tr>
<td>M. Filmstrips/tapes/books combinations</td>
<td>48</td>
<td>38</td>
<td>79.2</td>
<td>18</td>
</tr>
<tr>
<td>N. Teaching machines</td>
<td>48</td>
<td>15</td>
<td>31.2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Number of responses to the question</td>
<td>Responses to available in the media center</td>
<td>Percentage</td>
<td>Usage in Media Center where available</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------</td>
<td>------------------------------------------</td>
<td>------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students own choice</td>
</tr>
<tr>
<td>O. Records recorded especially for special ed. children</td>
<td>48</td>
<td>5</td>
<td>10.4%</td>
<td>#</td>
</tr>
<tr>
<td>P. Skill building kits</td>
<td>48</td>
<td>24</td>
<td>50%</td>
<td>3</td>
</tr>
<tr>
<td>Q. Transparencies</td>
<td>48</td>
<td>30</td>
<td>62.5%</td>
<td>3</td>
</tr>
<tr>
<td>R. Traditional stories on tape cassettes</td>
<td>48</td>
<td>34</td>
<td>70.8%</td>
<td>14</td>
</tr>
<tr>
<td>S. Career file for special education</td>
<td>48</td>
<td>4</td>
<td>8.3%</td>
<td>2</td>
</tr>
<tr>
<td>T. Community Resource file</td>
<td>48</td>
<td>15</td>
<td>31.2%</td>
<td>2</td>
</tr>
</tbody>
</table>
High interest/low vocabulary books were available in 45 media centers and 38 media specialists (84.4 percent) replied that students used these materials by their own choice. Seven media specialists out of the nine that responded large type (print) books were available answered that students used these materials by their own choice. Media specialists responded that books that teach lessons or concepts were available in 34 media centers and 22 (64.7 percent) of those media specialists replied that these books were checked out by the students own choice.

Materials that were least often used by students own choice were transparencies and skill building kits. Thirty media specialists responded that they had transparencies available and three media specialists (10 percent) replied that they were used by the students own choice. Media specialists from 24 media centers replied that skill building kits were available. Three media specialists (12.5 percent) answered that students used these by their own choice.

Where materials were available, those with the highest percentage of being assigned by teachers were: (1) Career file for special education, (2) Large type (print) books, (3) High interest/low vocabulary books, and (4) Books that teach lessons or concepts.

Four media specialists responded that career files for special education were available and 2 (50 percent) of the four said they were assigned by the teacher. Media specialists from 9 media centers replied that large type (print) books were available and 4 media specialists (44.4 percent) replied that they were assigned for use by teachers. Media specialists from 45 media centers answered that they had high interest/low vocabulary books available and 19 (42.2 percent) of the 45 media specialists responded that the books were assigned for use
by teachers. Thirty-four media specialists replied that books that teach lessons or concepts were available and 12 media specialists (35.3) answered that the books were assigned for use by teachers.

Where materials were available, those with the highest percentage of being checked out by teachers were: (1) Washable cloth books, (2) Career file for Special Education, (3) Filmstrip/tape/book combinations, (4) skill building kits, and (5) Cassette/book readers.

One media specialist replied that washable cloth books were available in the media center and that this material was checked out by teachers. Four media specialists answered that Career files for special education were available and all four replied that the files were checked out by teachers.

Thirty-six media specialists (94.7 percent) out of the 38 that responded filmstrip/tape/book combinations were available in the media center replied that the materials were checked out by teachers.

Skill building kits were found to be available in 24 of the 50 media centers in the survey. Twenty-two media specialists out of the 24 that had skill building kits available answered that the kits were checked out by teachers.

Thirty-three media specialists (89.2 percent) out of the 37 that responded cassette/book readers were available replied that this material was checked out by teachers.

Toys and "touch and feel" books were the materials least often checked out by teachers. Toys were reported to be available in three media centers. Out of the 3 media specialists that reported toys were available, only one (33.3 percent) replied that the toys were
checked out by teachers. Two media specialists out of the six replying that "touch and feel" books were available answered that the books were checked out by teachers.

All of the materials listed in the questionnaire were available in at least one media center. Out of the 50 media specialists, 48 responded to this question, 1 replied that all materials were provided by the Area Education Agency and 1 didn't answer the question. Table 10 lists the materials in rank order from most to least provided.

### Table 10

<table>
<thead>
<tr>
<th>Rank</th>
<th>Material</th>
<th>Available in the media center</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High interest/low vocabulary books</td>
<td>45</td>
<td>93.7</td>
</tr>
<tr>
<td>2.</td>
<td>Records with stories</td>
<td>40</td>
<td>83.3</td>
</tr>
<tr>
<td>3.</td>
<td>Filmstrip/tapes/books combinations</td>
<td>38</td>
<td>79.2</td>
</tr>
<tr>
<td>4.</td>
<td>Cassette/book readers</td>
<td>37</td>
<td>77</td>
</tr>
<tr>
<td>5.</td>
<td>Books that teach lessons or concepts</td>
<td>34</td>
<td>70.8</td>
</tr>
<tr>
<td>6.</td>
<td>Traditional stories on tape cassettes</td>
<td>34</td>
<td>70.8</td>
</tr>
<tr>
<td>7.</td>
<td>Transparencies</td>
<td>30</td>
<td>62.5</td>
</tr>
<tr>
<td>8.</td>
<td>Skill building kits</td>
<td>24</td>
<td>50</td>
</tr>
<tr>
<td>9.</td>
<td>Games, (example, Bingo)</td>
<td>22</td>
<td>45.8</td>
</tr>
<tr>
<td>10.</td>
<td>Puzzles</td>
<td>17</td>
<td>35.4</td>
</tr>
<tr>
<td>11.</td>
<td>Community Resource file</td>
<td>15</td>
<td>31.2</td>
</tr>
<tr>
<td>12.</td>
<td>Teaching machines</td>
<td>15</td>
<td>31.2</td>
</tr>
<tr>
<td>13.</td>
<td>Manipulative materials</td>
<td>15</td>
<td>31.2</td>
</tr>
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<td>Large type (print) books</td>
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<tr>
<td>15.</td>
<td>&quot;touch and feel&quot; books</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>16.</td>
<td>Records recorded especially for special education children</td>
<td>5</td>
<td>10.4</td>
</tr>
<tr>
<td>17.</td>
<td>Career file for special education</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>18.</td>
<td>Braille books</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>19.</td>
<td>Toys</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>20.</td>
<td>Washable cloth books</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

High interest/low vocabulary books was the category of material most often available. Forty-five (93.7 percent) of the media specialists responding to the question had this material available in the media center.
Forty media specialists (83.3 percent replied that records with stories were available. Filmstrips/tapes/book combinations were available in 38 (79.2 percent) media centers.

Materials found to be least often available were: (1) washable cloth books, (2) toys, (3) Braille books, and (4) Career files for special education. Media specialists replied that washable cloth books were available in 1 media center, toys were available in 3 media centers, Braille books were available in 4 media centers and Career files for special education were available in 4 media centers.

The fifth and last hypothesis to be explored stated that 75% of the media centers surveyed will have in their inventory materials that could be utilized by special education students. Ninety-six percent (48) of the media specialists replied that they had materials available that could be utilized by special education students. Therefore, the hypothesis was not rejected.
CONCLUSIONS, SUMMARY, AND RECOMMENDATIONS
FOR FUTURE RESEARCH

The purpose of this study was to develop a questionnaire, to gain some insight into the kinds of programs and materials provided by elementary school media specialists to special education teachers and students, and to present hypotheses for further research.

The questionnaire was designed to yield information about:
(1) percentage of time the special education students spend in the special education classroom or the regular classroom; (2) frequency of time which special education students spend in the special education classroom or resource room, the regular classroom, and the media center; (3) the kinds of programs and activities provided; (4) the person or persons who initiated the programs; (5) the access time and access conditions for the special education student and the regular student; (6) barriers or obstructions to prevent use; (7) percentage of annual media budget media specialists spend on special education materials; and (8) the kinds of materials available and the person or persons using the materials.

The questionnaire was in one part. It appeared to achieve the goals for which it was designed; that was to gather information about programs and materials provided for special education teachers and students in the public elementary schools in Iowa.

The questionnaire could be improved in several ways. One portion of the survey instrument where the respondents were asked to check frequency of time students spend in the three environments did not apply for TMR students. This was the portion dealing with the special education
classroom or resource room. The TMR students spend the majority of their time in this environment; therefore the criteria did not apply.

Access time and access conditions would have been easier to analyze if the category of "only with teacher supervision" were changed to "without teacher supervision".

The question concerning budget would probably be clearer if a category of "none" were added for the convenience of the respondents.

For this study, a selected group of media specialists was chosen. This was the building level elementary school media specialists who had in their schools special education teachers. The sample consisted of 80 media specialists in elementary schools in Iowa.

Information obtained from the questionnaire was used to describe programs and materials provided for special education teachers and students. Following are the findings:

Programs and Activities Provided: Ninety-eight percent of the media specialists provided one or more programs for special education students. Only one media specialist replied that none was provided.

Initiation of Programs: Approximately 78 percent (77.45) of the programs provided were initiated by media specialists. Teachers were second in initiation of programs, principals third, and school psychologists fourth.

Access time and Access Conditions: Seventy-nine percent of the media centers were readily accessible to special education students and 89 percent were readily available to the regular student. Before and after school was the access time that was not provided as often as the other times.

Barriers or Obstructions: Location of the media center in relation to the special education classroom was the greatest barrier. Distance
from the media center was the second greatest barrier; no access except stairs was third, and the special education classroom in a different building was last.

**Budget:** Ninety percent of the media specialists replied that some of their annual media budget was utilized for special education materials. Fifty-six percent replied that the amount spent was between $0.00 and $99.00.

**Materials:** Ninety-six percent of the media centers had available materials that could be utilized by special education students.

Other information yielded by the questionnaire included: person or persons who used the materials where they were available; materials available the most often; and materials used the most often.

Other information provided was: the kinds of programs provided most often and the frequency of time which special education students spent in the media center.

This study could be repeated again when more special education students are mainstreamed into the regular classroom and are enrolled in more elementary schools. It would be interesting to explore what media specialists dealing with the high school level special education students are providing in the way of programs and materials.

Another possibility for a study would be to use a population of special education teachers to explore what kinds of materials and programs they feel are provided and what they would like to have added.

The questionnaire appeared to fulfill the goals for which it was developed. With a few minor revisions, the instrument should be useful for larger samples, for different categories of special education students and for the secondary level. The results of the study suggest that public elementary school media specialists do provide programs and
materials for special education students and teachers. Results of this study were positive. Media specialists have responded to the needs of the "special" child by providing needed materials and programs.

The following hypotheses are proposed for further research:

Requests by special educators may influence the provision of more and varied programs and materials in the media center.

Frequency and type of program may be associated with: satisfaction with program; those who chose and planned the program.

Satisfaction with materials may be associated with: specific characteristics of the materials; cost; those who chose the material.


McNamara, Blanche H. "Organization of a Staff Library," Mental Retardation, 10:8-11, August, 1972.


Wilson, George A. "Legal Concerns in Special Education," TIP, 14:69-71, April, 1975.

APPENDIX
May 10, 1977

Dear Media Specialist:

Your assistance is needed in this survey being conducted to assess what kinds of programs and materials the elementary school media specialists in Iowa provide to the special education teachers and students. The study is limited to children in the categories of educable mentally retarded (EMR), the trainable mentally retarded (TMR), and children with learning disabilities (LD).

The data which is gathered in the study will be used in a research report to be completed this summer at the University of Northern Iowa. This is a part of the requirements for my Master's Degree in Library Science.

Since the outcome of this study depends on receiving accurate and complete data from everyone, your participation is important. You need to supply information only for the attendance center named above. Your answers will remain confidential and will be used for the purposes of this study only.

The importance of your participation cannot be overemphasized. Would you please take the time today to complete the survey form and return it in the enclosed self-addressed stamped envelope?

Thank you for your time and cooperation.

Sincerely,

Audrey Cammack
Graduate student
Department of
Library Science
University of Northern Iowa
SURVEY OF PROGRAMS AND MATERIALS PROVIDED
FOR
SPECIAL EDUCATION TEACHERS AND STUDENTS

Please read the following instructions and definitions carefully before completing the survey instrument.

Instructions:

1. The survey instrument should be filled out with information relevant to the attendance center to which this instrument is addressed.

2. Return the completed instrument in the enclosed self-addressed stamped envelope to:

   Audrey Cammack
   Department of Library Science
   University of Northern Iowa
   Cedar Falls, Iowa  50613

3. If you would like to receive the results of the study, please check here. __________. Any comments would be appreciated.

Definitions:

1. **Trainable Mentally Retarded**—A child that scores between 25-50 on an approved intelligence test, administered by an approved examiner.

2. **Educable Mentally Retarded**—A child that scores between 50-75 on an approved intelligence test, administered by an approved examiner.

3. **Learning Disability**—A deficiency which inhibits a pupil's ability to efficiently learn in keeping with his/her potential by the instructional approaches presented in the usual curriculum.

4. **Materials**—Items in print, visual, auditory and tactile format.
SURVEY QUESTIONS

1. School District Name

2. Area Education Agency or Number

3. Circle grades included in attendance center: PreK K 1 2 3 4 5 6 7 8 9

4. Indicate which of the following groups of special education students are enrolled in your school by providing the approximate percentage of time under the heading which tells where students are assigned for large portions of their time. If there are not any special education students in your school, please return the questionnaire without responding to the remaining questions.

<table>
<thead>
<tr>
<th></th>
<th>In regular classroom</th>
<th>In special class</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. trainable mentally retarded (TMR)</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>B. educable mentally retarded (EMR)</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>C. learning disabilities (LD)</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>D. none</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

5. Estimate the amount of time which the students in each of the groups (TMR, EMR, LD, and Regular student) spend in the following three environments. Using the following criteria, please fill in the appropriate letter, A, B, C, or D.

A. None
B. Seldom, one or two times a month
C. Regularly, once a week
D. Frequently, several times a week

<table>
<thead>
<tr>
<th></th>
<th>TMR</th>
<th>EMR</th>
<th>LD</th>
<th>Regular Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed. Classroom</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>or Resource Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Classroom</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
9. Indicate with an X for yes and a O for no which of the following tend to diminish the number of times special education students use the media center because of the difficulties they present.

A. Location of the media center in relation to the special education classroom.

B. Distance which separates the media center from the special education classroom.

C. Special education classroom not in the same building.

D. No access except stairs.

E. Other.

10. Check with an X the range which most closely approximates the part of your annual school media budget spent on materials specifically for special education.

A. $0.00 to $99.00?

B. $100.00 to $199.00?

C. $200.00 to $299.00?

D. $300.00 to $399.00?

E. $400.00 or more?
May 24, 1977

Dear Media Specialist:

About two weeks ago I mailed to you a questionnaire concerned with the kinds of programs and services the elementary school media specialist provide to special education teachers and students. This is part of my research paper for my Master's Degree at the University of Northern Iowa.

If you have not completed the questionnaire, would you please take time to do that today?

If you have completed and mailed the questionnaire, please disregard this reminder.

Thank you very much.

Sincerely,

Audrey Cammack
Graduate Student
University of Northern Iowa
Library Science Department