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Library Media Services for Educable Mentally Handicapped Students

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Abstract

After the adoption of Public Law 94-142 the public schools are required to provide an education for handicapped students. These students should then be participating in the library media program in the public schools. The purpose of this study was to find out what library media programs are being provided at the elementary level for educable mentally handicapped (EMH) students.

Iowa elementary media specialists were surveyed to determine if elementary EMR students used the library media cente.r and how they spent their time when they were in the center~ In the schools surveyed EMH students participated in the library media programs in 98 percent of the attendance centers. When these students come to the media center about half of them come to the center with their special education class group and about 40 percent of the EMH students are mainstreamed with other students. Most of the EMH students do participate in each of the four library media program activities; enrichment, browsing, skill instruction and location and use of information. When the library media specialists were asked what percentage of time their EMH students spent in these four activities, many of them chose the one to twenty percent range, Most of the EMH students who spent time in the library media center for the location and use of information spent between one and twenty percent of their time in each of the three elements of this activity (locating the information, using the information, coD1DUnicating the information). The final question of the survey asked the media specialists to indicate if they made some type of exception or adaption in library media activities for EMH students who are mainstreamed with other students. Forty-two percent of the media specialists stated that they did make some type of exception or adaption.

This study showed that in the Iowa elementary attendance centers surveyed many of the OOI students do participate in the library media program. The information gathered in the study could be used to develop library media programs which include educable mentally handicapped students.

LIBRARY MEDIA SERVICES FOR

EDUCABLE MENTALLY HANDICAPPED STUDENTS

A Research Paper

Presented to the

Faculty of the Library Science Department

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

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Lauri Netz

July 8, 1987

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Read and approved by
Elizabeth Martin

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Date July 8, 1987

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

The Problem

Introduction

In 1975 Public Law 94-142, which is known as the Education for All Handicapped Children Act, was adopted. One of the provisions of this law is that all handicapped students must receive a free and appropriate education by the public schools if the state is to receive federal funds. The child is then placed in the least restrictive environment.[1] This usually means that the handicapped student is either placed in a self-contained special education class-room or is mainstreamed with nonhandicapped students for the entire or part of the school day.

Handicapped students will be in the schools in which library media centers are located. These children should participate in the library media program. As Eliza Dresang, a media specialist in Wisconsin, has pointed out, these children have a "right to be served" and "receive equal consideration."[2]

The elementary library media center contains a variety of materials and equipment to help meet the various needs of students

[1]William Schipper, "Overview of the Legislation - P.L. 94-142," School Media Quarterly, 8 (Fall 1979), 18-19.

[2]Eliza T. Dresang, "There Are No Other Children," SLJ School Library Journal, 24 (September 1977), 20.

in the building. The library media specialist sets up programs and
services to help support the curriculum and methods of instruction
in each school. Providing services and meeting the needs of handi-
capped students will further the library media program goal of meeting
the individual needs of all students.[3]

Problem Statement

One type of handicapped student served by the library media
specialist is the educable mentally handicapped (EMH) child. The
purpose of this study was to find out what library media programs
are being provided at the elementary level for EMH students. Ques-
tions that were answered in the study were: 1) do EMH students
take part in enrichment and instruction activities? 2) how are EMH
students grouped when they come to the library media center? 3) what
percentage of time is spent by EMH students in the selected library
media activities? 4) how is time used by EMH students when they are
involved with location and usage of information activities? and
5) are adaptations made by the library media specialist for EMH
students when they are mainstreamed with nonhandicapped students?

Hypotheses

The following hypotheses were tested:

1. Educable mentally handicapped students do participate in
the selected activities of the library media program in 75 percent

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[3]Linda Lucas and Marilyn H. Karrenbrock, The Disabled Child in
the Library (Littleton, CO: Libraries Unlimited, Inc., 1983), p. 136.

or more of the Iowa elementary schools surveyed.

2. In 25 percent or more of the schools educable mentally handicapped students at the lower grade levels will come with their special education class group to the library media center. In 75 percent of the schools, students will come with their special education class group at the upper grade levels.

3. The majority of respondents will indicate that when the educable mentally handicapped students come to the library media center they will be participating:

a) From 21-40 percent of the time in some type of enrichment activity.

b) From 1-20 percent of the time browsing for leisure reading.

c) From 1-20 percent of the time in learning library media center skills.

d) From 1-20 percent of the time in locating and using information activities.

4. When the educable mentally handicapped students are in the library media center for location and use of information the majority of respondents will indicate that the students will be devoting:

a) From 1-20 percent of the time in locating information.

b) From 41-60 percent of the time to using the information (reading, viewing and listening).

c) From 1-20 percent of the time to communicating the information through pencil and paper activities or in an oral report to the teacher or library media specialist.

5. Twenty-five percent or more of the library media specialists will make some type of exception or adaption in the selected library media activities for the educable mentally handicapped students who are mainstreamed with a regular classroom.

Importance of the Study

With the increased interest in proving equal opportunities for all students, library media specialists need to be aware of what they are providing for the special education students in the library media center. This study determined what was happening at the elementary level in the areas of enrichment and library skill instruction for educable mentally handicapped students. These areas were chosen because there was little research located about enrichment and library instruction for EMH students. Information gathered from this study can then be used in the development of library media programs which include handicapped students.

Assumptions

One of the assumptions underlying this study is that EMH students will need to use the library media center. If the EMH students do use the library media center, then the library media specialist will need to work with these students and make the resources in the center available to them. Finally, in carrying out this survey, the researcher is assuming that some elementary schools have library media programs that serve educable mentally handicapped students.

Limitations

The study was limited in that only library media specialists in Iowa elementary schools were surveyed. This limits the study both to Iowa and also by the age of the student. Other types of special education students are also found in Iowa elementary schools, but this study only involved those who are classified as educable mentally handicapped students. Since the data was gathered using the survey method, the limitations inherent in that procedure need to be taken into consideration.

Definition of Terms

The terms used in this study have been defined in various sources. The definitions were identified that apply to the purposes of the study.

Mental Retardation - significantly subaverage general intellectual function existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance (P.L. 94-142, Regulation 1977, Sec. 121a.5).[4] In this study the term mentally handicapped will be used in the same sense. There are different levels of mental retardation. For the most part this study dealt with the level, educable mentally handicapped.

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[4]Kathryn A. Blake,, Educating Exceptional Pupils (Reading, MA: Addison-Wesley, 1981), p. 356.

Educable Mentally Handicapped - I.Q. 50-70 range, can acquire some academic material, take care of personal needs and live independently as adults.[5]

Library Media Program - the system by which the media staff makes the facility, equipment and media collection accessible to the entire school community through media services, instruction and enrichment activities.[6] Specifically this study dealt with the instruction and enrichment activities aspects of the program.

Instruction - through a media curriculum, students are given opportunities to develop competencies in media skills. These skills include (1) locating information, (2) using information, (3) communicating information.[7]

Enrichment Activities - includes reading, viewing and listening guidance along with programming activities such as: storyhours, films, puppets, book talks, creative drama, games, etc.[8]

Lower Grade Levels - Includes kindergarten through third grade.

Upper Grade Levels - Includes fourth through sixth grade.

Mainstreaming - the inclusion of handicapped children in regular classrooms with nonhandicapped children.[9]

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[5]Blake, p. 361.

[6]Joyce Petrie, Mainstreaming the Media Center (Phoenix: Oryx Press, 1982), p. 10.

[7]Petrie, pp. 10-11.

[8]Lucas, pp. 198-206.

[9]Henry R. Reinert, Children in Conflict (St. Louis: C. V. Mosby Company, 1980), p. 240.

CHAPTER 2

Review of Related Literature

Throughout the literature, one of the major concerns in library

service for handicapped children is that of making these children feel

welcome in the library media center. The role of the media specialist

is to create a sense of belonging for all children in the school.

Through the literature it is shown why the mentally handicapped are

"desirable clients" and need to be served in our library media pro-

gram.[10] The three major aspects of the media program --Enrichment

Activities, Instruction and Services-- and how they relate to the

mentally handicapped child are discussed.

There are many reasons why the mentally handicapped child should

be served by the media programs in our schools. According to Hilda

Limper, media specialists can supply educable mentally handicapped

(EMH) students with "suitable materials" which will assist them in

the realization of their potential for some academic learning.[11] This

opinion was supported by other authors, mainly because of the wide

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[10]Association for Library Service to Children, Programming for
Children with Special Needs (Chicago: American Library Association,
1981), p. 1.

[11]Hilda K. Limper, "Serving Mentally Retarded Children in our
Libraries," Catholic Library World, 45 (April 1974), 423.

variety of materials that are found in the library. Dresang feels very strongly that:

> The media center or IMC is one of the most positive things in education for exceptional children because the fundamental principle of an 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.[12]

Barbara Baskin echoes this statement in discussing the success an exceptional child can have in the library. The services offered by the library program can assist in "insuring that the special child is an excellent student."[13]

The media center is also seen as a place where nonhandicapped and handicapped children can interact with each other. The handicapped child should be able to take part in many of the library media center activities along with the nonhandicapped children in the school. Some mainstreaming could then take place in the library media center. As is found in the Churchhill School in Illinois, "Going to the center with other children makes the exceptional child feel a part of the whole school and helps with their social development and acceptance by other students."[14]

Vicarious experiences are also available to the handicapped child through library materials. Both Karen Harris and Linda Lucas

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[12]Eliza T. Dresang, "There Are No Other Children," SLJ School Library Journal, 12 (September 1977), 23.

[13]Barbara Baskin and Karen Harris, The Exceptional Child in the School Library: Response and Strategy (ERIC ED 097 896).

[14]Donald C. Adcock, "Media Services for Exceptional Children: Some Current Practices in Illinois," Illinois Libraries 59 (September 1977) 479.

refer to the library as a place where handicapped children can find

out about their world. Karen Harris expresses the same idea more

philosophically when she states that:

> In a real and symbolic sense, the library provides
> passage to what the world is all about. Within its physical
> confines one can begin to find out about the unreachable
> world and about one's own unfathomable self.[15]

The library media center can also be a place where the mentally

handicapped student can learn to enjoy books. According to Linda

Lucas, "It is the librarian's pleasant duty to provide one of the

best environments for developing this joy" in books and learning.[16]

With younger children, this is usally carried out through story-

telling, films, puppet shows, etc. With older children, reading

guidance can be used along with making available books in their

interest areas for recreational reading. The media program can

serve the mentally handicapped student in his academic learning,

providing a place for mainstreaming and creating an atmosphere where

they come to enjoy books. Or as Dresang has pointed out, "Perhaps

more than anything else, a library media center can introduce

exceptional children to lifelong sources of recreation, enjoyment

and stimulation."[17]

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[15]Karen Harris and Barbara Baskin, The Exceptional Child in the
School Library: Identification and Accommodation (ERIC ED 097 897) p. 1.

[16]Linda Lucas and Marilyn H. Karrenbrock, The Disabled Child in
the Library (Littleton, CO: Libraries Unlimited, Inc., 1983), p. 111.

[17]Dresang, p. 23.

Enrichment activities are one part of the library media program.
Enrichment is the programming and special activities provided by the
media specialist in the areas of reading, viewing and listening.
According to Linda Lucas, enrichment activities in the library media
programs should provide the following for handicapped children:

1. reinforcement for their academic learning
2. socialization with other children
3. information to increase coping skills
4. opportunities to develop recreational interests
5. a supportive environment so that other children learn
    about disabled children and develop positive attitudes.[18]

Examples of programming given in the literature for younger handi-
capped children are picture book programs where students can be
actively involved with the story, storyfilms, music, art activities
and repetitious games. With older children longer stories can be
used, also plays, creative dramatics, puppets, films, filmstrips,
booktalks and materials guidance.

Using picture book programs and storytelling with handicapped
students assist in their language development, vocabulary development
and in acquiring listening skills.[19] The previous skills are
emphasized with mentally handicapped students and can be reinforced
through the library media program. In discussing the instructional
objectives for the mentally handicapped students, Kathryn Blake
stresses literacy skills. The language, listening, reading, spelling

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[18]Lucas, pp. 198, 199.

[19]Limper, p. 423; Dresang, p. 23.

and writing skills are necessary so that the students will be able to

"function successfully in today's culture."[20] Margaret Marshall also

lists some of these same ideas in her list of benefits that the handi-

capped child can receive from storytelling. According to Marshall,

they receive language stimulus, audio stimulus, visual stimulus,

widened experiences, and emotional response and socialization skills

through storytelling.[21]

Many of the authors agree on the value of using literature with

the mentally handicapped students even if they cannot read it. John

and Connie Champlin contend that there is much that the mentally

handicapped reader can understand in literature. Literature involves

both their minds and emotions.[22] Both Dresang and Lucas agree that

the literature used with the mentally handicapped students should be

of the same quality that is used with the nonhandicapped student.[23]

The research also stresses that in choosing literature for the

mentally handicapped the media specialist should also take the

students' interests into consideration. Through different types of

enrichment activities included in the library media program the

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[20]Kathryn A. Blake, Educating Exceptional Pupils (Reading, MA:
Addison-Wesley, 1981), p. 374.

[21]Margaret Marshall, Libraries and the Handicapped Child
(Boulder: Westview Press, 1981), pp. 124-6.

[22]John Champlin and Connie Champlin, Books, Puppets and the
Mentally Retarded Student (Omaha: Special Literature Press, 1981),
pp. 8, 9.

[23]Dresang, p. 23; Lucas, p. 133.

media specialist is able to serve the mentally handicapped students in his/her building.

A second part of the library media program is instruction. Basically, instruction is teaching students the necessary skills that will enable them to use the library media center. Joyce Petrie, in her book, Mainstreaming in the Media Center, identifies three areas of media skills. These are:

1. Locating Information - identifying it, selecting it, evaluating it, distinguishing it from other information, etc.
2. Using Information - reading it, listening to it, viewing it, interpreting it, comprehending it, applying it, etc.
3. Communicating Information - organizing it, producing it, creating it, designing it, presenting it, etc.[24]

Many authors feel that handicapped children can learn some media skills even if they do not become as proficient as the nonhandicapped student. According to Linda Lucas, "A good program of library skills instruction is a necessity for handicapped children so that they can develop independence in using the library."[25] In the Churchhill School in Illinois the EMH students come to the library once a week. Some of the students in the intermediate class are involved in the instruction of library skills. The students are taught how to use the card catalog on a limited basis.[26]

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[24] Joyce Petrie, Mainstreaming the Media Center (Phoenix: Oryx Press, 1982), pp. 10, 11.

[25] Lucas, p. 119.

[26] Blake, pp. 374-6.

In working with the mentally handicapped students in the instruction of library skills, certain considerations need to be taken into account because of the student's abilities. Kathryn Blake, in _Educating Exceptional Pupils_, advises that instruction be delayed until the students have reached the mental age where they can handle a particular skill. The mentally handicapped student will progress at a slower rate, may possibly need more re-teaching of skills and will require more independent practice. The methods she suggests for use are presentation of the lesson by the teacher, group work, tutoring and solitary practice. The material should be presented in small amounts and the teacher needs to constantly check to see that the student understands the lesson.[27] Margaret Marshall also observed that mentally handicapped students need to have the material presented in manageable units and that repetition and practice be used so that information will be retained.[28]

Both Dresang and Petrie also stress the planning and cooperation that needs to take place between the special education teacher and the media specialist. Dresang proposes that the teacher and media specialist discuss each individual child and the class's needs before the students come to the library media center.[29] Petrie maintains

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[27]Blake, pp. 374-6.

[28]Marshall, p. 26.

[29]Dresang, p. 20.

that for the instruction of library skills to be effective with handi-

capped students, the teacher and media specialist need to plan the

skills so that they can be integrated with the curriculum.[30] Petrie

also urges that the microcomputers in the library be available for

the handicapped student to use. Not only does she stress their use

in the learning process, but she also has observed that:

> When disabled students can go to the media center
> just like the other students in the school and use the
> newest and most sophisticated electronic equipment to
> do an assignment, their self image grows positively and
> receives reinforcement.[31]

The third area of the library media program is services. The

three aspects of services discussed in the literature in relation to

the mentally handicapped child are selection, consultation, and

educational services. Selection was not only dealt with from the

viewpoint of which types of materials are appropriate for the

mentally handicapped child to use, but also which types of materials

should be selected for the nonhandicapped child to further their under-

standing of handicapped children. In the selection of materials for

the handicapped child, both Henry Dequin and the Library Service to

Children with Special Needs Committee agree that the same selection

criteria be used that is used for nonhandicapped children.[32]

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[30]Petrie, p. 52.

[31]Petrie, p. 81.

[32]Henry C. Dequin, ed., Services and Materials for the Handi-
capped (ERIC ED 190 099), p. 78; Library Service to Children with
Special Needs Committee, Selecting Materials for Children with Special
Needs (Chicago: American Library Association, 1980), p. 3.

There are also some other considerations that need to be
taken into account in the selection of materials for handicapped
children. Dequin advises that materials need to be evaluated in
regards to the "characteristics of the learner" and the "characteris-
tics of the materials in relation to the learner."[33] Authors of the
pamphlet, Selecting Materials for Children with Special Needs, and
Karen Harris stress selection in regards to the interests and needs
of the special students.[34] The pamphlet goes on to state that in
the selection of materials for mentally handicapped children for
instructional purposes these types of materials are most useful:

> Visual and auditory media; visually explicit
> materials; aurally explicit materials; materials with
> easy vocabulary and uncomplicated sentence structure;
> sensory media; materials with repetition and reinforce-
> ment.[35]

Karen Harris suggests that these same types of materials be used with
mentally handicapped children but also adds two more characteristics,
the concepts in the materials be logically developed and the children
"can be actively involved in the story."[36] This does not mean that
there should be a separate collection of materials in the library

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[33]Dequin, p. 87.

[34]Library Service Committee, p. 1; Karen Harris, "Selecting
Library Materials for Exceptional Children," School Media Quarterly,
8 (Fall 1979), 24.

[35]Library Service Committee, p. 2.

[36]Harris, "Selecting Library Materials," p. 25.

media center just for handicapped children, but instead, the types of materials previously mentioned should be integrated into the existing collection so that all children will be able to use all of the materials.[37]

In serving the mentally handicapped, the media specialist also needs to select materials for the nonhandicapped student that helps them in understanding the mentally disabled. This issue is dealt with both in the Harris and the Baskin articles. Barbara Baskin states that selecting materials about handicaps for use by nonhandicapped students assists in the acceptance of the handicapped child by the nonhandicapped child. She also advocates the very careful selection of these materials. They need to be truthful, "sensitive, perceptive, beautifully written" and show the child's humanity in spite of the handicap.[38]

A second type of service discussed in the literature in relation to the handicapped child is that of consultation and educational services. Both Linda Lucas and Colleen Blankenship discuss the role of the media specialist in the Individual Educational Program (IEP) process. Blankenship defines the IEP as "an educational blueprint which describes the contents of a handicapped child's program as well as the manner in which special education and related services will be provided."[39] She goes on to state that even though the

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[37]Library Service Committee, p. 3.

[38]Baskin, pp. 9-11.

[39]Dequin, p. 39.

librarian does not assist in the development of the IEP, his/her role is in making sure the materials in the collection are available to the handicapped students. An additional role is that of being a consultant to the teacher in selecting, using and adapting materials to be used in meeting the IEP's objectives.[40] Lucas, on the other hand, suggests that the media specialist be involved in the IEP team because of the expertise the media specialist has with materials. She also states this would help the media specialist in preparing to work with handicapped children. The consultive services the media specialist can provide are also stressed by Lucas, especially when the media specialist does not serve on the IEP team.[41]

The literature has shown how the media program can serve the mentally handicapped child in the areas of enrichment activities, instruction and services. These children are a part of our schools and as Keith Wright maintains:

> Whether or not this new population makes use of our libraries and media centers will in large measure depend on how we prepare to meet their particular needs.

But he also cautions:

> We do not want to create formats, access, or services which increase the isolation or needlessly stress an individual's handicapping condition.[42]

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[40] Dequin, pp. 42-43.

[41] Lucas, pp. 211-12.

[42] Keith Wright, Library and Information Services for Handicapped Individuals (Littleton, CO: Libraries Unlimited, Inc., 1979), pp. 39, 129.

CHAPTER 3

Methodology

The purpose of this study was to determine which library media
programs or services are being provided at the elementary level for
educable mentally handicapped students. The specific areas of the
library media program focused upon in this study were those of
enrichment, browsing, library skills instruction and location and
use of information. To collect this information a survey of ele-
mentary library media specialists was used.

The population for this study was Iowa elementary library media
specialists who have responsibilities or some assignment for the
grades at least kindergarten through sixth grade. Some of the
elementary attendance centers in Iowa do not have EMH students.
Smaller school districts do not always have a large enough number
of students to warrant a program so the students are sent to a nearby
school district. Larger school districts may only have EMH students
in certain buildings if they have more than one elementary attendance
center. To assist in determining which attendance centers do include
these students, letters were sent to the Area Education Agencies
(Special Education Division) in the state. A list of the elementary
attendance centers in which there are students who have formally been
identified as Educable Mentally Handicapped was requested. The Iowa
Education Directory was then consulted to identify the school district
number for the district in which these centers are located. At this

point the Basic Education Data Survey portion for library and audio

visual specialists was used to determine if the building had a

library media specialist and to identify his or her name. Question-

naires were sent to the library media specialists identified through

the use of these sources.

Library media specialists chosen by the above method were sent

a questionnaire along with a cover letter. The cover letter ex-

plained that the data was to be used in a research paper for a master's

degree in library science. In addition, the letter stated that the

names of library media specialists and school districts would remain

confidential. Respondents were asked to return the questionnaire by

April 24, 1987. Follow-up letters were sent to the media specialists

who had not returned the surveys. Questionnaires were coded and

the code was used to obtain a list of those who had not responded.

Follow-up letters were sent on May 4, 1987.

The first part of the questionnaire determined if the EMH

students came to the library media center. If the answer to this was

no, the respondent was asked to return the questionnaire. The

patterns used by these students in coming to the library media center

was determined by the second question. This included which grade

levels are mainstreamed and which grade levels came as their special

education class. The next part of the questionnaire included questions

that determined which of the four major activities (enrichment,

browsing, skills instruction and location and use of information) EMH

students participated in and how much time was spent in these activities.

The final question asked if the library media specialist made any exceptions or adaptations in activities when the educable mentally handicapped students were mainstreamed with a regular class. A copy of the questionnaire and each of the letters sent can be found in the Appendices A-D.

CHAPTER 4

Analysis of Data

To determine which library media programs and services are being
provided for elementary EMH students questionnaires were sent to 104
elementary library media specialists in Iowa. The final number of
questionnaires returned after follow-up letters had been sent was
seventy-six. Of the seventy-six returned questionnaires, sixteen
were not completed because, in most cases, those attendance centers
did not have EMH students. Another questionnaire was also returned
which was only partially filled out. Information was gathered only
from the questions that were answered on this questionnaire. One
questionnaire was also returned giving responses from two attendance
centers. Each center was counted separately. The final data were
gathered from sixty questionnaires and sixty-one attendance centers.
These data were then used to accept or reject the following hypotheses.

The first hypothesis to be tested was: educable mentally handi-
capped students do participate in the selected activities of the
library media program in 75 percent or more of the Iowa elementary
schools surveyed. This hypothesis was accepted based upon the infor-
mation gathered from the first question on the survey. In 98 percent
of the schools responding, the library media specialist stated that
the EMH students did come to the library media center. Of the sixty-
one attendance centers there was only one in which the EMH students
did not come to the library media center.

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The second hypothesis in this study was: in 25 percent or more of the schools educable mentally handicapped students at the lower grade levels will come with the special education class group to the library media center. In 75 percent of the schools, students will come with their special education class group at the upper grade levels. Not all of the schools surveyed were K-6 attendance centers; therefore the data were gathered by grade levels and percentages figured on the total number of schools at each grade level. This hypothesis was rejected because EMH students in 75 percent of the schools at the upper grade levels did not come to the library media center as their special education class group. Table 1 shows the number and percentages of schools at each grade level in which the EMH students come to the library as their special education class group or mainstreamed with the other students.

The table shows that EMH students at each of the lower grade levels (K-3) do come to the library media center as their special education class group in 25 percent or more of the schools. The data indicate that about half (from 44%-51%) of the students come as their special education class group at all of the grade levels. About 40 percent of the students come to the media center mainstreamed with other students. Some of the library media specialists also indicated that a few of their EMH students at some grade levels come both with their special education class and are also mainstreamed.

Table 1

How EMH Students Come to the Library Media Center

Grade	Mainstreamed		Special Education Class Group		Mainstreamed & S.E. Class Group		Total No. of Schools at Grade Level
	No. of Schools	%	No. of Schools	%	No. of Schools	%	
K	13	35%	18	49%	6	16%	37
1	17	42%	19	47%	4	10%	40
2	16	39%	21	51%	4	9%	41
3	16	40%	18	45%	6	15%	40
4	13	38%	15	44%	6	18%	34
5	14	41%	17	50%	3	9%	34
6	13	46%	14	50%	1	4%	28

The third hypothesis refers to how the EMH student spends his/her time in the library media center. The majority of respondents will indicate that when the educable mentally handicapped students come to the library media center they will be participating:

a. From 21-40 percent of the time in some type of enrichment activity.
b. From 1-20 percent of the time browsing for leisure reading.
c. From 1-20 percent of the time in learning library media center skills.
d. From 1-20 percent of the time in locating and using information activities.

This hypothesis was also rejected because sections a and b were not supported by the data. The amount of time that the EMH students spend in each of the four activities can be found in Table 2.

Table 2

Percent of Time Spent in Library Media Program Activities

Activities	Time None		Time 1-20%		Time 21-40%		Time 41-60%		Time 61-80%		Time 81-100%	
	No. of Schools	%	No. of Schools	%	No. of Schools	%	No. of Schools	%	No. of Schools	%	No. of Schools	%
Enrichment	13	22%	20	33%	10	17%	12	20%	3	5%	2	3%
Browsing	2	3%	23	38%	18	30%	7	12%	4	7%	6	10%
LMC Skill Instruction	15	25%	33	55%	6	10%	4	7%	1	2%	1	2%
Locating and Using Information	11	18%	39	65%	4	7%	3	5%	1	2%	2	3%

Total n = 60 schools

The table shows that only 17 percent of the students spend between 21-40 percent of their library time in enrichment activities. A greater number of respondents (33%) indicated that their students spent between 1-20 percent of their time in enrichment activities but this was not a majority either. The amount of time the students spent in browsing was also spread over the six time periods with neither one having the majority. The largest number of schools (38%) did have their EMH students spend between 1-20 percent of the time in browsing.

Both sections c and d could have been accepted because the majority of respondents did indicate that their EMH students did spend 1-20 percent of the time in library skill instruction and location and use of information activities. The time spent in library skill instruction was between 1-20 percent of their total library time in 55 percent of the schools. The next highest group of respondents (25%) stated that they did not spend any time in teaching library media center skills to EMH students.

The 1-20 percent time range was also chosen by the majority of the respondents (65%) for the location and use of information activities. The next highest group of respondents (18%) also indicated that their EMH students did not spend time in the location and use of information.

The way in which educable mentally handicapped students spend their time in the activities involved in the location and use of information was tested in hypothesis four. When the educable mentally handicapped students are in the library media center for location and use of information the majority of respondents indicated that the

students will be devoting:

    a. From 1-20 percent of the time in locating information.

    b. From 41-60 percent of the time to using the information (reading, viewing and listening).

    c. From 1-20 percent of the time to communicating the information through pencil and paper activities or in an oral report to the teacher or library media specialist.

Only those media specialists who indicated that their EMH students spent time in location and use of information in question three were used in compiling the data in question four. Some of the media specialists indicated in question three that their EMH students did not spend time in the location and use of information filled out question four to show that their students did take part in these activities. Because the media specialist had indicated first that their students did not take part in the location and use of information activities their answers were not counted. The total number of respondents whose answers were counted for this question was forty-seven. The amount of time spent by the EMH students in these activites can be found in Table 3.

The fourth hypothesis was also rejected because not all of the sections were supported by the data. Section a could have been accepted in that the majority of the respondents (57%) did indicate that their EMH students did spend between 1-20 percent of their location and use of information time in locating the information. Results for section b of the hypothesis led to the rejection of the entire hypothesis. The researcher assumed that more time would be spent in using the information (41-60%) than in locating or communicating the infor-

Table 3

Percent of Time Spent in Location and Use of Information Activities

Activities	Time None		Time 1–20%		Time 21–40%		Time 41–60%		Time 61–80%		Time 81–100%	
	No. of Schools	%	No. of Schools	%	No. of Schools	%	No. of Schools	%	No. of Schools	%	No. of Schools	%
Location of Information	2	4%	27	57%	13	28%	2	4%	3	6%	0	0%
Using the Information	0	0%	21	45%	14	30%	7	15%	4	9%	1	2%
Communication of Information (either written or orally to the teacher or media specialist)	4	9%	27	57%	10	21%	3	6%	2	4%	1	2%

Total n = 47 schools

mation. Only 15 percent of the respondents indicated their students spent 41-60 percent of the time in using the information. The highest number of respondents (45%) indicated their students spent from 1-20 percent of the time in using the information, which was the same as for locating and communicating the information. Section c of the hypothesis could have been accepted. The majority of the respondents (57%) did indicate that their students spent from 1-20 percent of their time communicating the information to the teacher or media specialist.

The fifth hypothesis stated that 25 percent or more of the library media specialists would make some type of exception or adaption in the selected library media activities for the educable mentally handicapped students who are mainstreamed with a regular classroom. This hypothesis was accepted because 42 percent of the library media specialists stated that they did make some sort of exception or adaption in activities when the EMH students are mainstreamed with a regular classroom. Thirty percent did not make any adaptions when the students are mainstreamed and 28 percent did not answer the question. In looking back over the questionnaires most of the media specialists who did not answer this question did not have any EMH students who were mainstreamed.

Of the twenty-five media specialists who stated that they did make an adaption thirteen said that they made adaptions in some of the cases while seven stated that they made adaptions in all cases. The media specialists were also asked to briefly describe some of the adaptions or exceptions they used with the EMH students. These exceptions are listed below.

1. Tape chapters of books appropriate for age group.
2. Spend more time assisting in location of information.
3. Each assignment is modified by the content or extent of involvement.
4. Work with another student who can give skilled help.
5. More individual guidance.
6. Longer time allowances given for work.
7. Lots of praise used.
8. Small group skill instruction.
9. Mastery at all levels is not an expectation for every skill.
10. Consult with EMH teachers before trying new activities.
11. Lower number of books they are allowed to check out.
12. Excused from skill lessons.

CHAPTER 5

Conclusions, Recommendations and Summary

Conclusions

In carrying out the preliminary research for this study it was
noted that it is important that handicapped students be given the chance
to participate in the school's library media program. The educable
mentally handicapped student can be served by the library media pro-
gram in the areas of academic learning as a place for mainstreaming
and in learning to enjoy books. This study showed that in the Iowa ele-
mentary attendance centers surveyed many of the EMH students were
given a chance to take part in the library media program.

When these students came to the library media center they were
either mainstreamed with other students or came with their special
education class group. In a few more of the schools the students
came with their special education class group rather than being main-
streamed. The grade level of the student did not seem to be a deciding
factor in whether the students were mainstreamed because the percentages
of schools at each grade level were fairly close. In some of the
schools there were grade levels where the students came both with
their special education class and were mainstreamed or only certain
students were mainstreamed.

As a whole there was participation by the EMH students in all
four of the selected elements of the library media program, but
individually each school did not always have the EMH students partici-
pating in all four of the selected activities. Almost all of the EMH

30

students did participate in browsing with only two schools indicating that their EMH students did not spend any time browsing. Of the four activities library skill instruction seemed to have the lowest priority (but not by much) in that the highest number of respondents stated that their EMH students did not spend time in this activity.

As a whole the EMH students in this study seemed to spend between 1-20 percent of their library media center time in each of the four activities - enrichment, browsing, LMC skill instruction, and locating and using information.

When the EMH students in the study did spend time in the library media center for the location and use of information, they seemed to spend an equal amount of time between each of the three elements of this activity. If the students took part in locating and using information, they located the information, used the information and communicated the information that was found. Very few of the responses, of those answering this question, fell into the none category. This would indicate that when the EMH students took part in this activity, most of them participated in all three elements.

A little over half of the library media specialists who have mainstreamed EMH students make some sort of exceptions or adaptions for these students. This shows that at least half of the library media specialists are aware of the special needs of EMH students. Many of the adaptions listed by the library media specialists show that they are aware that these students may take a little more time to do an assignment and may need a little more guidance.

Recommendations

In compiling the data from this study some changes were noted
that could be made to the survey instrument. A few of the respondents
made a comment near question three asking if this meant library time.
Those words could be easily added to the question. Question four was
also confusing to some of the library media specialists. A further
direction could be added stating that this question only be filled out
if they checked an amount of time in question three, part d.

Information from this study could be used in developing an ele-
mentary library media program which includes educable mentally handi-
capped students. The study shows that these students can either come
to the library media center with their special education class group
or mainstreamed with other students. A further investigation to
find out why some of the students are mainstreamed and why some are not
could assist in planning how to set up the program.

The study also shows that many of the Iowa elementary EMH students
are capable of participating in enrichment, browsing, LMC skill in-
struction and locating and using information activities. These four
activities should then be included in the elementary library media pro-
grams for EMH students. The capabilities of the students should be
taken into consideration when planning these activities. More time
could be spent with EMH students on enrichment activities than is
currently being spent. Another area of the program which could be
increased is LMC skill instruction. There are some elementary schools
in the state in which the EMH students are not receiving skills in-
struction from the library media specialist. Since reasons for this

were not determined by the study, skills instruction could also be fur-
ther researched. A possible reason EMH students are not receiving
skills instruction could be that the library specialist are not teach-
ing library skills to their students either handicapped or non-handi-
capped. In planning a library media program it would be beneficial to
know why LMC skills are not taught to EMH students in some schools and
what skills are being taught to elementary EMH students in those schools
teaching the skills.

This study was only concerned with what library media programs
are being provided for elementary EMH students. There are other types
of handicapped students in Iowa's elementary schools. Further research
could be done to find out what library media programs are being pro-
vided for these other handicapped students. Over all, positive steps
are being taken by Iowa elementary media specialists in providing
opportunities for educable mentally handicapped students to partici-
pate in the library media center experience.

Summary

The purpose of this study was to find out what library media
programs are being provided at the elementary level for educable
mentally handicapped students. A survey of Iowa elementary media
specialists was used to determine if the elementary EMH student used
the library media center and how they spent their time when they were
in the center. The population was identified by writing to the area
education agencies and requesting a list of elementary attendance
centers with EMH students. This list was then compared with the

list of library media specialists from the Department of Education.
The library media specialists in the attendance centers were then
sent a copy of the questionnaire. Usable data for sixty-one attendance
centers were returned.

Of the five hypotheses tested in the study two were accepted and
three were rejected. The first hypothesis was accepted when it was
found that EMH students did participate in the library media program
in 75 percent or more of the Iowa elementary schools surveyed. In
the schools surveyed EMH students participated in the library media
programs in 98 percent of the attendance centers.

The second, third and fourth hypotheses were rejected because the
entire hypothesis was not supported by the data. In the second hypo-
thesis the researcher predicted that in 25 percent or more of the
schools the EMH students would come with their special education class
if they were in the lower four grade levels while in 75 percent of the
schools students in the upper three grade levels would come with their
special education class group. The first half of this hypothesis could
have been accepted because over 25 percent of the respondents indicated
that their EMH students came as their special education class group in
kindergarten through third grade. The second half of the hypothesis was
not accepted because only 44% of the respondents indicated that their
students came to the library media center as a special education class
at the fourth grade and only 50% came this way at the fifth and sixth
grade levels.

The third hypothesis stated that the majority of the respondents
would indicate that when their EMH students came to the library media

center they would be participating from 21-40 percent of the time in

an enrichment activity, from 1-20 percent of the time in browsing,

from 1-20 percent of the time in library media skill instruction and

from 1-20 percent of the time in the location and use of information.

The first two sections of this hypothesis were not accepted because a

majority of the respondents indicated that their students did not

spend 21-40 percent of their library media center time in an enrichment

activity or 1-20 percent of their time in browsing. A majority of

the respondents did indicate their EMH students spent 1-20 percent

of their time in LMC skill instruction and location and use of infor-

mation.

The fourth hypothesis stated that when the EMH students used the

library media center for the location and use of information the

majority of them would spend from 1-20 percent of the time in locating

the information, from 41-60 percent of the time in using the infor-

mation and from 1-20 percent of the time communicating the infor-

mation. This hypothesis was also rejected. The majority of the

students did spend from 1-20 percent of their location and use of

information time in locating and communicating the information but

did not spend between 41-60 percent of the time in using the information.

In the fifth hypothesis the researcher predicted that twenty-five

percent or more of the library media specialists would make some type

of exception or adaption in library media activities for EMH students

who were mainstreamed with a regular classroom. This was accepted

because 42 percent of the media specialists did make exceptions or

adaptions for these students.

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Appendix A

February 18, 1987

Area Education Agency
Special Education Division

I am writing to request a list of K - 6 attendance centers in
your AEA that have programs or classes for students who have
been formally identified as Educable Mentally Handicapped.

The information will be used to assist in determining the
population for a survey being done as part of a research
paper for the completion of a master's degree in library
science from the University of Northern Iowa. The purpose of
the survey is to determine what library media services or
activities are being provided at the elementary level for
educable mentally handicapped students in Iowa. All identifi-
cation and responses from respondents will remain confidential.

Please send the requested information by March 9, 1987. I
have enclosed a stamped, self-addressed envelope for that
purpose. Thank you for your cooperation.

Sincerely,

Lauri Netz
Nevada Junior High School
9th Street and I Ave.
Nevada, IA 50201

Appendix B

April 6, 1987

Dear Library Media Specialist,

The enclosed survey requests information that will be used in a
research paper for a master's degree in library science from the
University of Northern Iowa. The area education agency has
identified your building as one containing a class or program
for educable mentally handicapped (EMH) students. Would you
please take the time to answer the questions as they apply to
the EMH students in your attendance center(s).

The purpose of this survey is to determine what library media
services or activities are being provided at the elementary level
for educable mentally handicapped students in Iowa. In this survey,
educable mentally handicapped students are those who have been
formally identified by your district. The term educable mentally
disabled may also be used for these students.

Your name, the name of your school district and your responses
will remain confidential.

Please return the completed survey to me by April 24, 1987.
I have enclosed a stamped, self-addressed envelope that may be
used to return the survey. Thank you for taking the time to
fill out the survey.

Sincerely,

Lauri Netz
Nevada Junior High School
9th Street & I Ave.
Nevada, IA 50201

Appendix C

LIBRARY MEDIA SERVICES FOR EDUCABLE MENTALLY HANDICAPPED STUDENTS

Please circle or mark the blank (with an X) next to the appropriate responses
to the following questions as they pertain to your library media services to
educable mentally handicapped (EMH) students.

If you serve more than one attendance center which has an EMH class, do you
work with students in the same manner? (Please circle) YES   NO
If no, please indicate spearate responses for each attendance center by
using different colored ink or assigning letter designations (A, B, etc.)
along with your response.

In this survey the term ENRICHMENT ACTIVITIES, includes reading, viewing and
listening guidance along with programming activities such as story hours,
films, puppets, book talks, creative drama, games etc.

1. Do the EMH students in your building come to the library media center?

                        YES   NO

    If the answer to the above question is no, skip to items 3 & 4 and
    respond when appropriate to these activities which occur in the
    classroom.

2. When the EMH students come to the library media center do they come
    only with their special education class group or do they come with
    a class group in which they are mainstreamed?

    Fill out the following chart by placing an X next to the grade levels
    that come as their special class and the grade levels that are mainstreamed.

Grade	Mainstreamed	Special Class
K	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____

3. During a school year how much of the EMH student's time do you estimate is spent in each of these activities?

	None	1-20%	21-40%	41-60%	61-80%	81-100%
A. Enrichment Activities	____	____	____	____	____	____
B. Browsing	____	____	____	____	____	____
C. LMC Skill Instruction	____	____	____	____	____	____
D. Locating and Using Information Activiites	____	____	____	____	____	____

4. Of the time spent in activities involved with the location and use of information how much time do you estimate is spent by EMH students in each of the following activities?

	None	1-20%	21-40%	41-60%	61-80%	81-100%
A. Location of Information	____	____	____	____	____	____
B. Using the Information (reading, viewing, listening)	____	____	____	____	____	____
C. Communication of Information (either written or orally to the teacher or media specialist)	____	____	____	____	____	____

5. If the EMH students are mainstreamed and come to the library media center with a regular classroom please answer this next question.

Do you as the library media specialist make some sort of exception or adaptation for the EMH students in their activities?

                                    YES   NO

If so,

    in some cases   YES (please briefly describe exceptions/adaptations)

    in all cases   YES (please briefly describe exceptions/adaptations)

_____

_____

_____

Appendix D

May 4, 1987

Dear Library Media Specialist,

I am writing in regards to a survey about library services for Educable Mentally Handicapped students that was mailed to you on April 6th. According to my records I have not received a survey back from you.

I would appreciate it if you would take the time to fill out the survey and send it back to me. Your response would be helpful in completing my research paper for my master's degree.

If you no longer have a copy of the survey feel free to contact me and I will send a copy to you. Thank you for your time and cooperation.

Sincerely,

Lauri Netz
Nevada Junior High School
9th Street & I Ave.
Nevada, IA   50201