ABSTRACT
              Conducted as part of a practicum to be completed at
the Champaign (Illinois) Public Library and Information Center, this
study was designed to view the availability of appropriate
bibliographic instruction for adults who are mentally retarded that
will enhance both their ability to use library resources and
equipment, and their desire to do so. With the assistance of
Developmental Services Center (DSC) staff, 14 adults with mental
retardation were selected as subjects. These subjects were randomly
divided into three groups in which varying levels of bibliographic
instruction were administered, ranging from no instruction at all
(control group) to a library tour and two instruction sessions that
included an introduction to the library's various nonprint services.
All three groups participated in both a pre-test, which was designed
to test their knowledge of library resources, and a post-test.
Analyses of the data suggest that there was more appropriate use of
the library by the participants after bibliographic instruction, and
that neither IQ nor proximity to the library appeared to be a
significant factor in determining library usage. Appendices, which
make up more than half or he paper, include the pretest questions; an
outline of the presentation to the Champaign Public Library staff;
data on library card use by the research subjects; their responses to
the pretest and posttest questions; and an annotated bibliography.
(MAB)

# BIBLIOGRAPHIC INSTRUCTION

## FOR

## ADULTS WITH MENTAL RETARDATION

Prepared by:

Dennis A. Norlin
Assistant Professor of Library Administration /
Assistant Undergraduate Librarian
University of Illinois at Urbana-Champaign
Urbana, Illinois 61801

Presented at

The Illinois Library Association
May 3, 1990

## Introduction

I first became interested in the subject of bibliographic instruction for adults with mental retardation when I learned about and participated in a variety of bibliographic instruction programs for college students at the Undergraduate Library of the University of Illinois, Urbana-Champaign. Eleven different programs are available to a variety of students at UI, designed to help them learn to use the library's resources and equipment to the fullest. From online catalog instruction to term paper assistance, the Undergraduate Library at UI is resourceful and creative in its efforts to assist students.

An introduction to the literature of bibliographic instruction led me to wonder whether public libraries, too, were developing such programs, and whether there were any programs specially designed for adults with mental retardation, a group for whom the public library offers the only real educational alternative in a community. An initial review of the literature indicated that many public libraries are developing programs of bibliographic instruction, and that many of them were attempting to direct at least some of that effort to handicapped users. It was also very clear, however, that most libraries envisioned users with physical handicaps when they were designing those programs, not users with mental retardation.[1]

Frustrated in my review of library literature on the subject I turned to the literature of agencies and organizations that worked with adults with mental retardation and discovered there a growing volume of literature that discussed "normalization" or "integration" into the community of adults with mental retardation. Many of these articles and books discussed community services and agencies of potential value to adults with mental retardation, but nearly all of them failed to even mention libraries as a resource for these potential users.[2]

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[1]In a search of LISA and of Library Literature I discovered that the vast majority of articles on services to the handicapped treated the subject of the users who were deaf, blind, or confined to wheelchairs.

[2]The following volumes, specifically written to discuss community services for those who are mentally retarded, completely omit libraries as a resource: Brady, Michael P. and Gunter, Philip L., Integrating Moderately and Severely Handicapped Learners: Strategies That Work (Springfield, Illinois: Charles C. Thomas, Publisher, 1985); Birenbaum, Arnold, and Cohen, Herbert J., Community Services for the Mentally Retarded (Totowa, NJ: Rowman & Allenheld, 1985); Stark, Jack A., McGee, John J., and Menolascino, Frank J., International Handbook of Community Services for the

The overwhelming absence of references to library services in this literature could hardly be a simple oversight. The results of my search of both library literature and the literature of social services to the mentally retarded convinced me that there was a significant gap here. Clearly those who work with clients with mental retardation did not view libraries as resources available to their clients, and just as clearly, libraries viewed their services to the handicapped as applicable primarily to physically handicapped individuals.

Mentally Retarded (Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers, 1984); Katz, Elias, The Retarded Adult in the Community (Springfield, Illinois Charles C. Thomas, Publisher, 1968); Shearer, Ann, Building Community With People with Mental Handicaps Their Families and Friends (London: Campaign for People with Mental Handicaps and King Edward's Hospital Fund for London, 1986); Gardner, James F., and Chapman, Michael S., Staff Development in Mental Retardation: A Practical Handbook (Baltimore: Paul H. Brookes Publishing Co., 1985); McConkey, Roy, Who Cares? Community Involvement with Mental Handicap (London: Sovrnir Press (E & A) LTD, 1987); Craft, Michael, Bicknell, Joan, and Hollins, Sheila, editors, Mental Handicap: A Multi-disciplinary Approach (Philadelphia: Bailliere Tindall, 1985); Willer, Barry, and Intagliata, James, Promises and Realities for Mentally Retarded Citizens: Life in the Community (Baltimore: University Park Press, 1984); Lane, David, Noble, Sheila, Tidball, Michael, and Twigg, Sam, The Quite Evolution: The Planning, Development, Management, and Provision of Community Services for the Mentally Handicapped (London: Macmillan, 1983); and Bruininks, Robert H., Meyers, C. Edward, Sigford, Barbara B., and Lakin, K. Charlie, Deinstitutionalization and Community Adjustment of Mentally Retarded People (n.p.: American Association on Mental Deficiency, Number 4, 1981).

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I.

### Discussion with the Staff of the
### Champaign Public Library and Information Center

Knowing that the success of any bibliographic instruction program
depends on the enthusiasm and support of the library staff
entrusted with its execution, I contacted Cele Gaines, Acting Head
of Adult Services at the Champaign Public Library and Information
Center, in late October, 1988. I learned that CPLIC had no formal
program of bibliographic instruction for adults with mental
retardation, but had informally developed patterns of interaction
with clients from Developmental Services Center.

Ms. Gaines directed me to Ms. Catherine Birdseye, Adult Services
Librarian, who had taken the lead in developing ways of interacting
with and serving handicapped users, including those who are
mentally retarded. When Ms. Firdseye shared with me a paper she
had written on librarians' attitudes towards persons with
developmental disabilities I found an excellent argument, good
bibliographical leads, and a base of support for providing services
to adults with mental retardation.

Ms. Gaines agreed to allow me to develop the proposal for
bibliographic instruction for adults with mental retardation as
part of a practicum to be completed at Champaign Public Library and
Information Center in the spring semester, 1989.

II.

Discussion with Staff at Developmental Services Center

In Champaign County the agency responsible for working with most adults with mental retardation is the Developmental Services Center. Of some 400 adult clients of DSC, more than half are affected with mild, moderate, or severe retardation. In developing the proposal for bibliographic instruction for adults with mental retardation, it seemed both sensible and appropriate to approach the staff of D.S.C.

Working with the staff of D.S.C., moreover, insured the observance of all precautions necessary when conducting research with human subjects. Before any formal steps of the research were initiated I wrote a letter to the director of D.S.C., requesting permission to discuss the research proposal.[3] On November 15, 1988, I met with Mr. Tim Vance, psychologist at the Developmental Services Center, to discuss my research proposal. After signing the research criteria/procedures form necessary to conduct research at Developmental Services Center,[4] I discussed with him a variety of potential problems in conducting the experiment, learned about other experiments conducted at D.S.C. in recent years, and gave further thought to the experiment itself.

Prior to our conversation I had envisioned the experiment as being primarily mechanical / cognitive; I would administer a pre-test that measured users' ability to use library materials and equipment, conduct the bibliographic instruction program, and then administer a post-test to measure the results of the program.

Mr. Vance pointed to another, more difficult problem impeding clients' abilities to use public libraries: the ability to ask for assistance or information in effective ways. Mr. Vance's suggestion raised an important area of concern for this proposal, and following our meeting I searched through the professional literature from the various disciplines whose work it is to assist adults with mental retardation, to try to determine what kind of research was currently being conducted in the area of social communication skills.

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[3]A copy of my letter, sent October 10, 1988, can be found in Appendix A.

[4]A copy of the Research Criteria/Procedures is attached in Appendix B.

Many of the research proposals and experiments conducted in this area have potential bearing (both positive and negative) on the issue of bibliographic instruction for adults who are mildly retarded, although few, if any, of the research projects involve libraries of any kind.

My conversation with Mr. Vance and my review of the relevant literature did convince me, however, that any successful program of bibliographic instruction for adults with mental retardation must include the acquisition of the communication skills necessary to seek and receive information and assistance.[5]

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[5]The number of research projects conducted in this area is impressive, although the methods and results vary widely. A critique of most of the relevant entries will be found in Section I of the Select Annotated Bibliography.

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III.

Development of the Experimental Model Itself


The major portion of the research involved five major steps:

A.    The assumption guiding this research is view the
availability of appropriate bibliographic instruction  f o r
adults who are mentally retarded will enhance both their
ability to use library resources and equipment and their
desire to do so.  The examination of this problem framed the
hypothesis guiding the research.

B.    The pre-test was designed to test the subjects' knowledge of
and interest in library resources and equipment.  It also
was needed to assess their ability to communicate their desire
for information or assistance in appropriate and effective
ways.

C.    The process of randomization was used to select subjects for
participation in the experiment, both for the control and for
the experimental group.

D.    Following administration of the pre-test to all subjects
participants were divided into three groups:

GROUP I.  Group I participated in the pre-test and the post-
      test, and were given a short tour of the library.

GROUP II.  Group II participated in the pre-test and the post-
test, were given a short tour of the library, and participated
in two one hour sessions of bibliographic instruction.  The
first session was an introduction to the various non-print
services available at the library.  The second session was
devoted to learning how to search for materials (browsing,
using the card catalog, and asking the librarians for
assistance).

GROUP III.  Group III participated in the pre-test and the
post-test but did not receive a library tour or any
bibliographic instruction.


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E.     Following the bibliographic instruction program a post-
       test was administered to all participants, in both
       the control and experimental groups, to measure any
       change in their knowledge of and interest in library
       resources and equipment and their ability to communicate
       their desire for information or assistance in appropriate
       and effective ways.


IV.     Description of the Research Project

Developmental Services Center (DSC) staff helped the investigator
contact clients with mental retardation who were invited to
participate in this research project during February, 1989.   Each
person met with the principal investigator, discussed the project,
and decided whether or not he/she wished to participate.  Those who
did decide to participate discussed with the investigator the
parameters of the project and signed a consent form,[6] agreeing to
participate at whatever level was selected.

Through this process a final pool of fourteen adult participants
was selected.  The participants were assigned randomly to the three
different groups, each with a different level of participation.

In early March, 1989, the pre-test was pre-tested with four DSC
clients who did not otherwise participate in the project.
Professor Herbert Goldhor reviewed the results of this pre-test and
made a number of helpful suggestions for improving the pre-test.

When the final form of the pre-test was completed it was
administered to all fourteen participants between March 3 and April
20, 1989.[7]   Each participant met privately with the investigator
who explained the process to be followed.   The investigator then
read the question to the participant, asked if she/he understood
the question, and then recorded the client's answer.  If additional
prompting was needed the investigator asked the question one more
time, and, if there was still no response, recorded "no response"
or indicated gestures, etc.

Once it was determined that the people assigned to Group III had
library cards and understood the program, they were invited to use
the library as they chose, reminded that the use they made of their
library cards would be recorded for the next six months, told that
they would be contacted again in the future to take the post-test.

Persons assigned to Group I and Group II were all invited to the
Champaign Public Library and Information Center for an introduction
and library tour on April 20, 1989.  During a ninety minute period

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[6]See Appendix C for copy of Consent Form.


[7]The final version of the pre-test is included in Appendix D.

clients met in the library meeting room, saw a library-produced film about the Champaign library, talked about the project, took a library tour, took the pre-test,[8] and received library cards.

Members of Group I were then invited to use the library any time, and were give the same reminders participants in Group III received at the time they had completed the pre-test.

Group II members made two additional one hour visits to the library: May 11 and May 23, 1989.[9] During the first visit they discussed ways to find a book on a subject in which they were interested. Since the investigator transported the participants from the Developmental Services Center to the library (a distance of about 3 miles), he was able to use the trip to discuss the way in which people find street addresses. Participants read street names on signs and then looked at the progression of house numbers on certain streets.

When they arrived at the library the participants were encouraged to think about books having addresses like houses. They walked through aisles first to become familiar with the "street" names, noticing how the Dewey numbers grew larger as they walked down each aisle.

Participants then went with the investigator to the card catalog which was compared to a telephone book containing the address of each book. Each participants was given a particular card and encouraged to find the book on the shelf. With varying levels of assistance all participants eventually found the title assigned.

After finding the book participants were assisted to the circulation desk where they learned the borrowing procedures and rules. That exercise concluded the first day of instruction.

The second visit to the library was devoted to learning about non-print materials and discovering the kinds of assistance available

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[8]Champaign Public Library staff conducted tours and assisted in processing new library cards while the investigator conducted the pre-tests.

[9]Prior to Group II's two visits to the library the principal investigator conducted an inservice session (May 9, 1989) with the Adult Services Department of the library, familiarizing them with the research project, discussing with them their attitudes towards persons with mental retardation in the library, and offering some background on library services to persons with disabilities. An outline of the presentation is included in Appendix E.

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in the library. The head of the Audiovisual Services Department conducted an extended tour of that department, focusing on popular titles in film, audiocassettes, compact discs, and recordings.

Participants were encouraged to borrow these items, and the library's fee schedule for audiovisual materials was explained.

The investigator then talked with the group about asking for help at the reference desk. Each person was asked to think of a question she/he might ask of the reference librarian, and the group then approached the reference desk and visited with the two reference librarians on duty. The investigator simply stood by as an observer willing to assist if communications problems developed.

At the end of this session Group II participants were invited to use the library and given the same reminders that had been given to members of Group I and Group III when they finished their participation.

Formal study of participants' library usage began during the first week of June, 1989. Lincoln Trail Libraries System, the system agency of which Champaign Public Library and Information Center is a part, monitors circulation records for all member libraries. Lincoln Trail agreed to monitor participants' library card activity on a weekly basis and to report the results to the principal investigator.

For the next six months (through October 27, 1989) the investigator had no contact with the participants but recorded the weekly activity reported to him by Lincoln Trail's staff.

Because the investigator accepted a new position at the University of Illinois Undergraduate Library November 10, 1989, he did not immediately administer the post-test. It wasn't until March, 1990, that the post-test was administered to participants at DSC (between March 22 and April 6).

Since nearly an entire year had passed since participants had taken the pre-test or had any contact with the investigator, it was decided to utilize the same questions in the post-test. This repetition allows a direct comparison of responses to pre-test questions with responses to post-test questions a year later.

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# V. RESULTS

This research measured two different kinds of data:

A.  The actual statistics about library use were generated by weekly checks of the use participants made of their library cards.[10]

Actual use of the libraries during this six month period was not particularly high, but there did seem to be some significant differences among participants.

1.  Not everyone used the library during that time, but there did seem to be more appropriate use by those who received the bibliographic instruction:

    a.  The two who did use the library (GROUP II) checked out different materials each time they used the library, and both returned all materials on time. Among those (GROUP I) who did not receive bibliographic instruction, one of the two users still has not returned the materials checked out more than six months ago, and recently a bill for $32 was generated for the missing items.
    The only person in GRCUP III who did utilize the materials had used the library very often before. The other two participants of GROUP III never utilized the library.

2.  Neither IQ nor proximity to the library appeared to be a significant factor in determining library usage.

    a.  The IQs of the participants who did check out materials ranged from 36 to 72, with one unknown;

    b.  The participants who lived closest to a library ((CB and TS in Group III live just four blocks from a library and often go there for weekly movies) did not check out any materials during the period.

B.  The comparison of the pre-test and post-test results suggested

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[10]The actual statistics of library card use are recorded in Appendix F.

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several conclusions about the participants.[11]

Question 1.

Most had been to the library (11 of 14) in the past 3 months, and had done so for a wide variety of reasons. Of those who had not visited the library one clearly had depended upon family members for transportation to and from the library.

> Post-test. Little had changed 9 of 12 had been to the library.

Question 2

One of the most wonderful discoveries was that adults with mental retardation have interests every bit as varied as the general population. Fourteen people names eleven unique and specific interests.

> Post-test. The diversity continued one year later. 12 people cited 14 different subjects in which they were interested.

Question 3

The vast majority of adults surveyed utilize television as their primary information source. In this tendency, however, they again mirror the general population.

> Post-test. In the post test there was a significant increase in the number of sources subjects used to gain information.

Question 4

This question demonstrated a marked divergence from the general population. Only four of fourteen adults surveyed own more than 1 book, and five owned none. This statistic is shocking, and when matched with the response that all would like to own books, points out an assumption on the part of those who provide for the needs and wants of this group (birthday and Christmas presents, etc.), and a potential incentive for increased library use (a book club idea patterned after many summer reading programs).

> Post-test. This statistic stayed largely the same; 7 still had no books of their own. One of the results of this survey is that we have decided to present each participant with a book from the library, suitably inscribed and delivered to them at DSC by the bookmobile drivers.

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[11]Appendix G includes the actual responses to each of the pre-test and post-test questions.

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Question 5

In response to this question the majority of respondents indicated typical library-user response: browsing, asking for assistance, or utilizing the card catalog. Only 3 of 14 had no idea of what to do to find a book.

Post-test. A significant increase in the number of people who had some identifiable strategy for finding information.


Question 6

This question, perhaps because it was more specific, generated more confusion among the respondents. Five had no idea of what to do, and only one thought of utilizing the card catalog. Still, the majority indicated initiative in finding information - approaching a librarian or looking it for themselves.

post-test. no real change in post-test.


Question 7

There was more difficulty in asking this question because two of the respondents were unclear in their responses, demonstrating a high degree of suggestibilty. The rest of the respondents were in near agreement on every item except for compact discs and maps.

Post-test. Everyone correctly identified all items as part of the libraries holdings during the post-test.


Question 8

This question attempted to ascertain the respondents' attitudes about borrowing things; an underlying value that librarians and library users hold. Only two respondents took a firm stand against borrowing or lending. None, however, were specific about borrowing things other than money. Four specifically mentioned the importance of returning things once borrowed.

Post-test. There were still two who had reservations about borrowing, but they were a different two. There was much more specificity about the kinds of things it was acceptable to borrow.


Question 9

When I first discussed the project with Developmental Services staff they emphasized the importance of teaching the skill of approaching strangers to seek information. Many adults with mental

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retardation are reluctant to do so because of prior experiences with ostracism or ridicule.

That expectation was supported by the finding that 10 of the 14 respondents found it "hard" to approach strangers for help. Most of the respondents were noticeably reluctant to discuss specific incidents about information-seeking from strangers.

And among the four who said they found it easy to approach strangers for help two singled out specific groups: one said "it's easy if it's a woman," and the other said "it's easy if it's staff" (at the group home). It was interesting to note that in pre-testing the pre-test one respondent who was both blind and mildly retarded said "It's easy for me to ask for help because I'm blind."

If adults with mental retardation are to become comfortable approaching librarians for assistance, it will necessitate librarians investing a good deal of time, patience, and reassurance before this group of users feel welcome and well-received.

Post-test. There were still a significant majority who found it difficult to ask for help; a few more were ambivalent about it.

Question 10

This last question was the one attempt of the pre-test to measure the respondents' basic knowledge base. Only two of fourteen could correctly identify the president in office when they were born. Of the remaining twelve, however, both those who guessed and those who didn't know, half had some idea of how to begin to find the information.

Post-test. There were no more correct responses, but there was more specificity and more strategies for finding correct information.

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605 West Healey
Champaign, Illinois 61820
(217) 359-1712
October 10, 1988

Mr. Dale Morrissey
Chief Executive Officer
Developmental Services Center
Champaign, Illinois 61820

Dear Mr. Morrissey:

I am a graduate student in the Graduate School of Library and Information Science at the University of Illinois and the parent of a client at Developmental Services Center, Catherine Norlin. I am writing to ask permission to involve some DSC clients in a research project I plan to conduct.

One area of great interest to librarians today is called "Bibliographic Instruction." This movement is directed towards programs that help teach various groups of library users how to use the resources and equipment available at the library. For example, all freshmen students at the University of Illinois attend an hour-long introduction to the online computer catalog at the Undergraduate Library. Other examples include helping students find materials for term papers in various courses, taking students on tours of the many departmental libraries on campus, and helping economics students find sources on statistics.

Because my wife is a librarian at a public library, and because I have worked closely with Catherine during her years in school, my interest in this area is in exploring the idea of a bibliographic instruction program that would assist the mentally retarded to more fully utilize the resources available to them at a public library.

In my experience I have found that the public library is often the single educational resource available to Catherine and other mentally retarded adults. Universities, junior colleges, and even many adult education programs often exclude the mentally retarded adult. If librarians go out of their way to develop bibliographic instructions that will help college students use the library, why shouldn't public librarians seek to develop programs that will provide comparable service for mentally retarded adults?

The first step in such a study is to determine if mentally retarded adults do, in fact, use the public library. If the majority do not use the library, it would be instructive to learn why they don't. Reasons might range from lack of transportation to unfriendly reception. If most adult mentally retarded do use the public library it would be important to learn how and why they use

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it. They could use it as a pleasant place to gc to spend time browsing or visiting or they could go to pursue a specific area of interest.

The research I would like to conduct would consist of two parts. I would like to solicit your assistance in finding six mentally retarded adults who would like to participate in this project: three who use the library regularly and three who rarely, if ever, use the library. I would give each of the six a pre-test that would measure their ability to use library materials and technology, from the card catalog to the automated indexing systems.

The second part of the research would be a program of bibliographic instruction with each volunteer client, utilizing a variety of methods to help him/her become more familiar with library resources and procedures. This instruction could include audiovisual aids, self-guided projects, and individual instruction.

I would ask of each volunteer about four hours of his or her time, about one-half hour each for the pre-test and post-test, and about three hours of time with me at the Champaign Public Library and Information Center. I would provide transportation to and from home or DSC.

The clients would gain, I hope, a greater familiarity with and appreciation for the library, and they would be better able to use the library as an educational resource.

Through this project I would hope to gain insight into ways that pub ic libraries could more successfully develop bibliographic instruction programs for the mentally retarded, programs that would meet the concerns and desires expressed mentally retarded adults themselves.

I would appreciate very much the opportunity to discuss this proposal with you and/or the institutional committee on research with human subjects. Thank you for your consideration.

Sincerely,


Dennis A. Norlin

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## APPENDIX B:
## RESEARCH GUIDELINES

The principal investigator agreed to abide by the research
guidelines of both Developmental Services Center and the University
Illinois.  Copies of these guidelines are available from the
respective agencies.

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APPENDIX C:
CONSENT FORM

Program of Bibliographic Instruction
for Adults With Mental Retardation

Dennis A. Norlin, Investigator
Graduate School of Library and Information Science
The University of Illinois at Urbana-Champaign
Urbana, Illinois 61801


Consent Form


I, _____, agree to participate in the program that will provide instructions for how to use the library.

I agree to take a pre-test that will demonstrate how much interest I have in the library and how much I know about it.

If I am selected to be part of the group who will receive library instruction, I agree to participate in that instruction.

Whether I am selected to participate in the instruction or not, I agree to take a post-test that will show how much interest I have in the library then and how much I know about i..

I understand that whether I participate in the instruction program or not, I will receive a library card and the right to use it as I wish.

I agree to allow the investigator to check how many times I use my library card and how many items I check out for the next six months.

I understand that the results of my pre-test and post-test will also be kept confidential and used only to demonstrate whether people who participate in the instruction program will use the library more than those who do not.

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## APPENDIX D:
## PRE-TEST

Program of Bibliographic Instruction
for Adults With Mental Retardation.

### PRE-TEST

Name_____

Library Card#_____ .__

Birthdate _____

Date of Interview:_____

Interviewer:_____

    The interviews were conducted orally and privately. At the conclusion of the interview the interviewer recorded the answers below.

1. Have you been in the Champaign Public Library since Christmas?
   If so, please tell me what you did there the last time you went.
   If not, please tell me the reason you haven't been to the library since Christmas.


2. Is there anything you like to learn more about? (Movies, games, current events, etc.)


3. How do you get more information about the topic you're interested in? Newspaper, TV, radio, books


4. Dc you have any books or magazines of your own?

   If you do, what kinds of books do you have?

   If not, would you like to have some of your own books?


5. How do you think you could find a special book you wanted in a room with lots of books?


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6. If you wanted to know more about a famous person, how would you be able to tell if there were any books about that person at the library?

7. I'm going to show you several things that people use to get information about things, and I'd like you to tell me what each is, and whether you think you could borrow one of these the Champaign Public Library.

    a.    LP record

    b.    Compact Disc

    c.    Audiocassette

    d.    Videocassette

    e.    Newspaper

    f.    Magazine

    g.    map

    h.    Bible

    i.    dictionary

8. Do you ever borrow something from a friend instead of buying it yourself? What kinds of things? Do you think that borrowing is a good idea?

9. Is it easy or hard for you to ask a stranger for help? Can you tell me about a time or two you've asked someone for help and what happened?

10. Do you know who was President of the United States when you were born? If you do, how do you know that? If not, how could you find out?

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Bibliographic Instruction for Adults
with Mental Retardation

Champaign Public Library and Information Center
May 9. 1989

I.  Hierarchy of Preferences in
    Attitudes Towards Disabled Persons

    1.  Minor disabilities or impairments
    2.  Loss of one or more extremities
    3.  Loss of a complete sense
    4.  Mentally ill
    5.  Mentally retarded

II. Reaso, , for Providing Bibliographic Instruction for
    Adults with Mental Retardation.

    1.  Public in public library
    2.  Special needs group
    3.  Educational Role of library
    4.  Increased use of library
    5.  Change in library atmosphere
    6.  Enhance library's image
    7.  It's the law

III. What is Needed for Successful Program of BI for Adults
     with MR

    1.  Inservice Education
    2.  Literature Search
    3.  Evaluation of
        a.  collection
        b.  facilities
        c.  equipment
    4.  Institutional Cooperation

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| PARTICIPANT | AGE | MARITAL STATUS | EMPLOYMENT STATUS | IQ | LIBRARY TRIPS | TOTAL ITEMS CHECKED OUT |
|---|---|---|---|---|---|---|
| **GROUP I: PRE-TEST AND TOUR** | | | | | | |
| KH | 27 | S | DT* | 64 | - | - |
| DJ | 27 | S | DT | 37 | - | - |
| NJ | 26 | S | DT | 29 | - | - |
| OT | 62 | S | DT | Unknown | 2 | 5 |
| KV | 34 | S | DT | 60 | 3 | 4 |
| SL | 26 | S | DT | 45 | - | - |
| **GROUP II: BIBLIOGRAPHIC INSTRUCTION** | | | | | | |
| MG | 26 | S | DT | 72 | 2 | 3 |
| NM | 27 | S | DT | 33 | 2 | 2 |
| RM | 39 | S | Regular work | 59 | - | - |
| LT | 26 | S | DT | 40 | - | - |
| **GROUP III: PRE-TEST ONLY** | | | | | | |
| CB | 24 | S | DT | 42 | - | - |
| TS | 21 | S | School | 36 | - | - |
| JF | 35 | S | DT | 36 | 2 | 2 |

\* DT indicates employment at Developmental Services as Trainee

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| Date | Patron | Group | Items | Action |
|---|---|---|---|---|
| 5/10/89 | KV | I | Charlotte's Webb | 5/08/89 Due 5/22/89 |
| 6/5/89 | OT | I | Weep No More My Lady | 5/24/89 Due 6/21/89 Overdue[1] |
| | | | Society Princess | " Overdue |
| | | | Dark on the Other Side | " Overdue |
| | KV | I | Redbook (2 monthly issues) | 5/22/89 Due 6/05/89 |
| | MM | II | The Films of Laurel and Hardy | 5/11/89 Due 6/8/89 |
| 6/9/89 | OT | I | Ideals, 1987 | 6/7/89 Due 7/5/89 Overdue |
| | | | In Your Garden | 6/7/89 Due 7/5/89 Overdue |
| | MG | II | Basketball's Greatest Games | 6/6/89 Due 7/5/89 |
| | | | Fifty Years of the Final Four: | |
| | | | Golden Moments of the NCAA | |
| | | | Basketball Tournament | 6/6/89 Due 7/5/89 |
| | MM | II | Varsr-Moon | 6/6/89 Due 7/5/89 |
| 6/15/89 | | | | |
| 6/23/89 | | | | |

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| 7/6/89 | | | | | |
|---|---|---|---|---|---|
| 7/17/89 | | | | | |
| 7/28/89 | KV | I | Vertical file envelope | 7/18/89 | Due 8/1/89 |
| 8/4/89 | | | | | |
| 8/14/89 | | | | | |
| 8/18/89 | MG | I | Bob Knight: His Own Man | 8/16/89 | Due 9/13/89 |
| 8/25/89 | | | | | |
| 9/1/89 | | | | | |
| 9/8/89 | | | | | |
| 9/15/89 | JP | III | Baseball's Best | 9/11/89 | Due 10/09/89 |
| 9/22/89 | JP | III | Take Me Out to the Ball Game | 9/18/89 | Due 10/16/89 |
| 10/20/89 | | | | | |
| 10/27/89 | | | | | |

24

Question 1

Have you been in the Champaign Public Library or the Urbana Free Library since Christmas?  If not, what were the reasons you didn't go?  If yes, what did you do when you last came?

|  | Pre-Test - April, 1989 | Post-Test - April, 1990 |
|---|---|---|

PRE-TEST AND TOUR GROUP

| KH | Yes<br>looked at books, tapes | Yes<br>looked at movies |
|---|---|---|
| DJ | Yes<br>looked at books | Yes<br>looked at books; checked some out |
| NJ | Yes<br>"book" | Yes<br>saw books, tapes, checked out tapes |
| OT | No | Yes<br>looked at books |
| KV | Yes<br>watched movies | Yes<br>read books |
| SL | No<br>Don't know | No<br>too far from my apartment |

BIBLIOGRAPHIC INSTRUCTION GROUP

| MG | No<br>Used to come with my family | No<br>too busy working |
|---|---|---|
| MM | Yes<br>looked at books | Yes<br>checked out a book |
| RM | Yes<br>to vote, check out movies<br>Urbana | Yes<br>to vote, movies shouldn't cost; they don't at |
| LT | Yes<br>looked at books | Yes<br>looked at books |

PRE-TEST ONLY

| CB | Yes<br>Movies | No<br>Overdue notice and fine made me mad |
|---|---|---|
| TS | Yes<br>Watched movies | Yes<br>Listen to records |
| JF | Yes<br>Checked out books | * |

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# Question 2.

## Is there any subject about which you'd ike to learn more?

Pre-Test - April, 1989                          Post-Test - April, 1990

### PRE-TEST AND TOUR GROUP

KH    music -- Bobby Brown                      music and sports

DJ    fairy tales                               Easter, One Hundred and One Dalmatians

NJ    books                                     cooking

OT    book                                      sports

KV    My Three Sons                             Helen Keller

SL    Music - Michael Jackson                   Music -- Michael Jackson

### BIBLIOGRAPHIC INSTRUCTION GROUP

MG    sports - Cubs and Cards                   sports - basketball, baseball

MM    movies                                    houses, sports

RM    nothing - [adamant]                       movies - any subject

LT    cats                                      repeats "about," echoes question

### PRE-TEST ONLY

CB    nothing                                   horses, animals of all kinds

TS    books, records                            music, rock music

JF    racing cars                               *

## Question 3

How do you get more information about the topic you're interested in?  Newspaper, TV, radio, books?  (* A number of people mentioned more than one source)

Pre-Test - April, 1989                    Post-Test - April, 1990

PRE-TEST AND TOUR GROUP

KH    Newspaper                           <u>News Gazette</u>, the sports page about NCAA finals

DJ    TV                                  newspapers sometimes, tv sometimes

NJ    books                               books

OT    TV                                  newspaper, tv, radio

KV    TV                                  newspaper, tv, radio, books

SL    TV                                  TV, records


BIBLIOGRAPHIC INSTRUCTION GROUP

MG    newspaper, tv                       newspaper, tv, radio

MM    tv, radio                           newspaper, tv, radio, books

RM    CB radio                            TV, a girl named J___ tells me about movies

LT    TV                                  newspaper, tv, radio, books


PRE-TEST ONLY GROUP

CB    TV, radio, "I can't read"           newspaper, talk to mom or friends, "I can't read"


TS    TV                                  TV, radio, books

JF    I read books


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## Question 4

Do you have any books or magazines of your own?  If you do, what kinds of books are they?  If you don't, would you like to own some books?

|  | Pre-Test - April, 1989 | Post-Test - April, 1990 |
|---|---|---|

**PRE-TEST AND TOUR GROUP**

| KH mind | No books; would like to own some | Borrow little brother's Jet and Ebony; wouldn't ha ing some of my own |
|---|---|---|
| DJ | Yes - 1, the Bible | Yes - 2, Tom Sawyer, Huckleberry Finn |
| NJ | Some - no names | 0 - "don't know if I want any" |
| OT | 0, would like some | 0, would like some |
| KV | 0, would like some | 0, don't know if I want any |
| SL | 0, I borrow my parents' magazines | 0, I would like some |

**BIBLIOGRAPHIC INSTRUCTION GROUP**

| MG | 1, I have a subscription to Sports Illustrated | 0, my subscription ran out; I would like books on sports |
|---|---|---|
| MM | Yes, I have catalogs | Yes, I have some about far away places |
| RM | No, just a subscription to HBO Guide Don't want any; too expensive | 1, on motorcycles Don't want any |
| LT | Yes, some (vague) | [No real response, just echoes question] |

**PRE-TEST ONLY GROUP**

| CB | 0, I would like some | 0, I would not like to have any |
|---|---|---|
| TS | 0, Yes, I would like some | Yes, some magazines |
| JF | A lot, car books | * |

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# Question 5

**How do you think you could find a special book you wanted in a room with lots of books?**

|  | Pre-Test - April, 1989 | Post-Test - April, 1990 |
|---|---|---|

**PRE-TEST AND TOUR GROUP**

| KH | look for it [browse] | look- go down the row |
|---|---|---|
| DJ | use the card catalog | look in card catalog, "E for Easter" |
| NJ | ask for help | look on shelves [browsing] |
| OT | look for it [browsing] | look [browsing] |
| KV | don't know | don't know |
| SL | ask librarian | ask librarian |

**BIBLIOGRAPHIC INSTRUCTION GROUP**

| MG | use card catalog; it tells the book's number and where it's at | ask librarian for help |
|---|---|---|
| MM | look on shelves [browsing] | ask for help; want book on Hawaii |
| RM | ask someone | walk in and look on shelves until you find it [browsing] |
| LT | no response | "I don't know" |

**PRE-TEST ONLY GROUP**

| CB | no response | ask someone for help |
|---|---|---|
| TS | no response | ask people |
| JF | use the card catalog | * |

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If you wanted to know more about a famous person, how would you be able to tell if there were any books about that person at the library (*One person gave a two-part answer)

|  | Pre-Test - April, 1989 | Post-Test - April, 1990 |
|---|---|---|

PRE-TEST AND TOUR GROUP

| KH | ask for help | Tell the librarian, "I'd like to read about..." |
| DJ | talk to the staff | Look at card catalog, "find Lincoln, Abraham" |
| NJ | ask a librarian | See a movie about them |
| OT | ask someone for help | Look at the shelves |
| KV | no response | Helen Keller - I've already read three books about her |
| SL | ask for help or try to find it | ask the librarian |

BIBLIOGRAPHIC INSTRUCTION GROUP

| MG | Michael Jackson - read the newspaper | Magic Johnson - ask the librarian |
| MM | no response | Tell someone |
| RM | check card catalog | Maybe ask someone |
| LT | no response | no response |

PRE-TEST ONLY GROUP

| CB more | don't know | "My friend J_ went to Africa; I'd like to learn about Africa and go there sometime." |
| TS | no idea | "Singers" - I don't know |
| JP | racing - ask a librarian for help | * |

30

I'm going to show you several things that people use to get
information about things, and I'd like you to tell me whether you
think you could borrow one of these at the Champaign Public
Library or the Urbana Free Library?

    a.  LP record  b.  Compact Disc
    c.  Audiocassette      d.  Videocassette
    e.  Newspaper  f.  Magazine
    g.  Map        h.  Bible
    i.  Dictionary

| Pre-Test - April, 1989 | Post-Test - April, 1990 |
|---|---|

**PRE-TEST AND TOUR GROUP**

| | | |
|---|---|---|
| KH | NO: CDs; all others yes | All yes |
| DJ | NO: CD, newspaper, map, Bible<br>    All others yes | All yes |
| NJ | No clear response to most things | All yes |
| OT | NO: CD, newspaper, map<br>    All others yes | All yes |
| KV | NO: CD, newspaper, map<br>    All others yes | All yes |
| SL | NO: CD, all others yes | All yes |

**BIBLIOGRAPHIC INSTRUCTION GROUP**

| | | |
|---|---|---|
| MG | All yes | All yes |
| MM | All yes | All yes |
| RM | NO: newspaper, map<br>    All others yes | All yes |
| LT | NO: CD, newspaper, map<br>    All others yes | All yes |

**PRE-TEST ONLY**

| | | |
|---|---|---|
| CB | All yes | All yes |
| TS | All yes except for CDs | All yes |
| JF | All Yes | * |

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# Question 8

Do you every borrow something from a friend instead of buying it yourself? What kinds of things do you borrow? Do you think borrowing is a good idea?

Pre-Test - April, 1989                    Post-Test - April, 1990

PRE-TEST AND TOUR GROUP

KH    Yes, okay if you return it            put things back where they belong

DJ    Yes, okay if I bring it back          Yes, records; my sister borrows records; I borrow
                                            things, too.

NJ    [nodded yes]                          Maybe borrowing food is okay

OT    Yes                                    No; I can't think why

KV    Yes                                    Yes, a good idea, I borrowed a hammer

SL    Yes, if it's returned                  People borrow from me; it's okay sometimes; plates
                                            and glasses, but it took them a while to bring
things                                      back


BIBLIOGRAPHIC INSTRUCTION GROUP

MG    Yes, if you bring it back              I prefer to pay myself; If I do borrow I'll put it
                                            back; I'm smart

HH    Yes                                    Yes, I borrow the newspaper from a friend

RM    No - I don't know; Don't loan; people won't    Borrowing movies is okay; at Urbana library
thev're                                            free; that's a good idea

LT    Yes                                    Yes [no other response]


PRE-TEST ONLY

CB    No, it's okay, I guess                 If you ask someone it's okay, but if your friend
lets                                         you borrow you have to give it back

TS    Yes -                                   No, okay if you ask...a book

JF    Yes, if you bring it back               *

# Question 9

**Is it easy or hard for you to ask a stranger for help?  Is there a reason why it's easy or hard?**

| Pre-Test - April, 1989 | Post-Test - April, 1990 |
|---|---|

**PRE-TEST AND TOUR GROUP**

| | | |
|---|---|---|
| KH | hard | not too hard; I've asked for directions before |
| DJ ask | hard | sometimes it's easy; you can approach a ranger to for directions |
| NJ mon" | hard | hard - easy [appeared to change mind] - "ask my |
| OT | hard | easy [no other comment] |
| KV | hard | hard - sometimes I have trouble |
| SL | easy | sometimes it's easy; I can ask a policeman |

**BIBLIOGRAPHIC INSTRUCTION GROUP**

| | | |
|---|---|---|
| MG | Easy "if it's a woman" | "easy for me at the library" |
| MM | hard | hard "People haven't been kind when I've asked for help" |
| RM | "don't talk to strangers" | No - "people aren't helpful" |
| LT | hard | hard [no other response] |

**PRE-TEST ONLY GROUP**

| | | |
|---|---|---|
| CB | hard | hard - if someone's busy, you need to find out for yourself |
| TS | help with paper work; ask staff member | hard - it's not easy |
| JF | easy | * |

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## Question 10

**Do you know who was the President of the United States when you were born? If correct, how do you know that? If incorrect, how could you find out the right answer?**

Pre-Test - April, 1989          Post-Test - April, 1990

PRE-TEST AND TOUR GROUP

KH      JFK [correct]                              JFK - "I read about it at the library"

DJ      Washington; I asked a friend              Abraham Lincoln - look in the card catalog

NJ      no response                               "he died"

OT      ". ..ave no idea"                         don't know; look on TV

KV      No --                                     President Nixon (incorrect); "I don't know how I
know"

SL      No - ask my parents                       No - look it up in the dictionary


BIBLIOGRAPHIC INSTRUCTION GROUP

MG      I don't know; look in an encyclopedia     Eisenhower [incorrect]; look in an encyclopedia

MM      George Washington; ask somebody           I don't know; ask someone

RM      George Washington; ask mom and dad        Lincoln or Washington, probably Lincoln, ask
somebody

LT      Washington                                [Vague] "Government" [then echoes question]


PRE-TEST ONLY

CB      no idea                                   No; I don't know how to find out

TS      Nixon, I don't know how I know            Help me please; I don't know; I'd ask my mom

JF      I don't know; use an encyclopedia


34

## I. Efforts of Various Agencies to Effect Integration into the Community of Adults Who Are Mentally Retarded

Berkson, Gershon, "All People Have Personal Assets," Mental Retardation 26:2 (April, 1988), 71-73. Strong response to Wolfensberger's article [below] pointing out dangers of emphasizing allegedly unique qualities of persons with mental retardation. Objects strongly to Wolfensberger's characterization of those who work with people who are mentally retarded, a view that is "uniformly negative."

Calculator, Stephen N., and Bedrosian, an L., Communication Assessment and Intervention for Adults with Mental Retaruation. Boston: Li 'e, Brown, and company, 1988. A comprehensive overview of current research on the communication abi ties, assessment, and problems of adults who are mentally retarded. Important conclusions about programming in public institutions for adults with mental retardation; asserts the need for new and appropriate assessment instruments that treat clients as adults.

Downey, Nancy A., Castellani, Paul J., and Tausig, Mark B., "The Provision of Information and Referral Services in the Community," Mental Retardation 23:1 (February, 1985), 21-25. The authors examined the provision of Information and Referral services as part of family support services to people with developmental disabilities in one northeastern state. In this study libraries were not considered a resource that could provide these services.

Downing, June, "Conversational Skills Training: Teaching Adolescents with Mental Retardation to be Verbally Assertive," Mental Retardation 25:3 (June, 1987), 147-156. An experiment designed to help mentally retarded adolescents to learn to initiate and pursue conversation with non-retarded adults. A rather complicated, nine-week program of training produced mixed results with the three adolescent subjects.

Ellis, Norman R., and Bray, Norman W., editors, International Review of Research in Mental Retardation. Orlando, FL: Academic Press Inc., 1984. Summary of research on deinstitutionalization, community attitudes, and the adjustment of mentally retarded individuals to residential relocation. Nothing specific on libraries, but does provide examples of the kinds of research appropriate to measuring the adjustment of mentally retarded individuals.

Gray, Carolyn Doppelt, and Conley, Ronald William, "Expanding Horizons in Services to Persons with Developmental Disabilities," Mental Retardation 26:2 (April, 1988), 59-62. Discusses implications of renewal of the Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1987 (Public Law 100-145) that extends authorization for federal developmental disabilities programs until September 30, 1990. Programs are divided into four major areas: basic state grant, projects of national significance, university affiliated programs, and protection and advocacy.

Koppelman, Loretta, and Moskop, John C., editors. Ethics and Mental Retardation. Dordrecht/Boston/Lancaster: D. Reidel Publishing Company, 1984. One of the few ethics texts that treats mental retarded pe. sons as a separate category. Covers the rights of people who are mentally retarded, respect and labeling, religious and philosophical views, and law and public policy.

Lovett, David L., and Harris, Mary B. "Important Skills for Adults with Mental Retardation: The Client's Point of View," Mental Retardation 25:6 (December, 1987), 351-356. An attempt to demonstrate that adults who are mentally retarded value vocational skills more highly than any other kinds of skills, matching the assessment of their supervisors, and offering support for the 1987 report to the President on Mental Retardation: The Mentally Retarded Worker: An Economic Discovery. Both the study and the statistical measurement employed in it are strained and biased.

36

McCook, Beth, Cipani, Ennio, Madigan, Kathleen, and LaCampagne, John, "Developing Requesting Behavior: Acquisition, Fluency, and Generality," Mental Retardation 26:3 (June, 1988), 137-143. Authors report the results of an experiment designed to teach two severely retarded adults to develop appropriate requesting strategy and behavior in the workplace. What appears to be a rigorous scientific experiment, however, in actuality contained many questionable parameters and raised ethical questions about experimentation with adults who are mentally retarded.

Sarason, Seymour B., and Doris, John, Psychological Problems in Mental Deficiency. New York: Harper & Row, Publishers, 1969. An excellent overview of the development of attitudes towards people who are mentally retarded, the beginning of institutionalization in the early twentieth century, and its effects on residents, attitudes of non-mentally retarded adults, and dangerous developments in eugenics.

Sigelman, Carol K., Schoenrock, Carol J., Winer, Jane L., Spanhel, Cynthia L. Hromas, Sherrilyn, Martin, Paulette, Budd, Edward C., and Bensberg, Gerard J., "Issues in Interviewing Mentally Retarded Persons: An Empirical Study," in Bruininks, Robert H., Meyers, C. Edward, Sigford, Barbara B., and Lakin, K. Charlie, Deinstitutionalization and Community Adjustment of Mentally Retarded People (n.p. American Association on Mental Deficiency, 1981), 114-132. Authors conducted four studies to address the following questions: 1. To what extent can retarded persons respond to questions in an appropriate fashion, regardless of the truth value of their answers? 2. How reliable are such responses, in the sense of being consistent over time? 3. How valid are such responses, in the sense of agreeing with information in records or provided by parents or attendants and in being free of systematic biases, and 4. What types of questions appear to optimize responsiveness, reliability, and validity?

Strider, Fred D., and Menolascino, Frank J. "Resources for the Mentally Retarded Citizen: A Bibliographic Essay," Library Trends (Spring, 1986), 577-589.

Wolfensberger, Wolf, "Common Assets of Mentally Retarded People That Are Not Commonly Acknowledged," Mental Retardation 26:2 (April, 1988), 63-70. Controversial article in which author argues that mentally retarded people (term used at author's insistence in spite of journal's preference for "person with mental retardation") have assets absent or present in a lesser degree in non-retarded people. These assets include: "heart quality," natural spontaneity, warm response to human contact, tendency to relate to other people without regard to their status, concern for "things being well in the world," tendency to be unconditional in their love relationships, trusting attitudes, and non-materialism based, in part, on their poverty, and, finally, a capacity to call forth responses of patience and tolerance from others.

Wyngaarden, Marty, "Interviewing Mentally Retarded Persons: Issues in Strategies," in Bruininks, Robert, Meyers, C. Edward, Sigford, Barbara B., and Lakin, K. Charlie, editors, Deinstitutionalization and Community Adjustment of Retarded People (n.p.: American Association on Mental Deficiency, 1981), 107-113. Author notes importance of careful planning to insure objectivity and dignity accorded to the person interviewed.

37

## II. Library Services for the Handicapped

Baskin, Barbara H., and Harris, Karen H., Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. New York: R. R. Bowker Company, 1977. Discusses the importance of literature's portrayal of the handicapped as an influence on societal attitudes. Offers a 250 "annotated Guide to Juvenile Fiction Portraying the Handicapped, 1840-1975." Authors see the library's collection as an element in assuring the success of mainstreaming of handicapped children.

Baskin, Barbara H., and Harris, Karen H., The Mainstreamed Library: Issues, Ideas, Innovations. Chicago: American Library Association, 1982. An anthology that covers many aspects of library services to the handicapped: physical environment, materials selection, technology, software, programs, and outreach.

Boelke, Joanne. Library Service to the Visually and Physically Handicapped: A Bibliography. Minneapolis, MN: Eric Clearinghouse for Library and Information Sciences, 1969. Brief, annotated bibliography of articles covering the period 1964-1969, when libraries initially became involved in developing programs of service for handicapped citizens. Focuses on just two handicapping conditions: hearing and vision.

Davis, Emmet A., and Davis, Catherine M. Mainstreaming Library Service for Disabled People. Metuchen, NJ: The Scarecrow Press, Inc., 1980. An early attempt to encourage libraries to provide services and resources for the disabled in their main programs. Discusses labels, system design, selection, and includes an extensive mediagraphy. Brief discussion of the issue of cataloging classification terms for mental retardation.

Dequin, Henry C. Librarians Serving Disabled Children and Young People. Littleton, CO: Libraries Unlimited, Inc., 1983. A basic text for librarians approaching services to the handicapped; defines disability, discusses the rights of the disabled, attitudes of library staff, resources available, types of programs that can be offered. However, it gives only cursory attention to each group of handicapped people. "Intellectual impairment" rates just one page.

Kelly, H. Neil, editor. Library Services for Persons with Handicaps. Illinois Libraries 72:4 (April, 1990). This entire issue is devoted to articles on library services to persons with disabilities. The articles focus primarily on library services in Illinois.

Lovejoy, Eunice G., Port_ ts of Library Service to People with Disabilities. Boston: G. K. Hall & Co., 1990. Descriptions of 19 successful library programs for persons with disabilities divided into five different models: Service on Wheels, Emphasis on Outreach, Special Needs Centers, Mainstreamed Service, and Regional Libraries for the Blind and Physically Handicapped.

Lubans, John, Jr., compiler and editor, Educating the Public Library User. Chicago: American Library Association, 1983. An excellent introduction to bibliographical instruction in the public library. Of particular value is the chapter by John C. Shirk: "The Library Learning Climate Inventory: A Process for Understanding the Adult Learner." Although Shirk did not develop his research with adults who are mentally retarded, he did involve adults involved in English as a second language, General Educational Development (GED) programs, and adult basic education. Through the use of the Library Learning Climate Inventory (LLCI) he was able to evaluate the learning climate of individual libraries and provide suggestions for improving that climate to facilitate adult learning.

Lucas, Linda, and Karrenbrock, Marilyn H., The Disabled Child in the Library: Moving Into the Mainstream. Littleton, CO: Libraries Unlimited, Inc., 1983. Designed as a basic introduction for librarians seeking to serve handicapped children, this text includes descriptions of "the disabled child" in the first section, and a variety of ways of "serving the disabled child in the library" in the second half. Includes a helpful bibliography and an appendix: "Standard Criteria for the Selection and Evaluation of Instructional Materials" provided by the National Center on Educational Media and Materials for the Handicapped (NCEMMH).

Marshall, Margaret R., Libraries and the Handicapped Child. London: Andre Deutsch, 1981. Brief introduction to the problems facing handicapped children in public libraries. One chapter on "the mentally handicapped child and the library" (35-46); includes a brief section on "storytelling and the mentally handicapped child."

Marshall, Margaret R., Handicapped Children and Books. Cambridge: British National Bibliography Research Fund, 1986. Brief work discussing materials and information available for handicapped children in Great Britain, including the National Library for the Handicapped Child.

Thomas, James L. and Thomas, Carol H., editors. Library Services for the Handicapped Adult. Phoenix, AZ: Oryx Press, 1982. An anthology that documents the development of library programs for special populations. Provides historical overview, information needs of handicapped individuals, and separate chapters on a variety of handicapped populations.

Weber, Sandra J. "Information Sources in Mental Retardation," Special Libraries 69:1 (January, 1978), 7-12. Excellent article, though dated, on information sources on mental retardation that are available to libraries. Includes bibliographic control, classification, library standards. service models, and networks.

Wright, Kieth C., and Davie, Judith F. Library and Information Services for Handicapped Individuals. Third Edition. Littleton, Colorado: Libraries Unlimited, 1989. Discusses legal situation and focuses on different groups of handicapped persons: blind, deaf, without speech, physically handicapped, aging, and mentally handicapped. The newest edition includes chapters on people with AIDS and the impact of technology on library services to handicapped persons. Each chapter also suggests specific staff development activities to be used to modify staff attitudes towards the disabled. The new edition still contains, however only six pages devoted to mental retardation plus a brief bibliography.

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Birdseye, Catherine, "Attitudes of Librarians Towards the Mentally Retarded," unpublished paper, Graduate
School of Library and Information Science, University of Illinois at Urbana-Champaign, November 26,
1985. The author explores the problem of librarians' reactions to users who are mentally retarded;
provides valuable bibliography.

Forehand, Ruth, "Library Services to Developmentally Disabled Persons," in Library Services for the
Handicapped Adult, edited by James L. Thomas and Carol H. Thomas, 83-89. Focuses on programs for
developmentally disabled adults seeking services in libraries, responding to Public Law 94-142.
Cites pilot programs in Wisconsin, Pennsylvania, and Florida. A brief, but helpful bibliography
is included.

Forer, Ann-Marie, and Zajac, Mary, "Library Services to the Mentally Retarded' in The Mainstreamed Library
by Barbara H. Baskin and Karen H. Harris. Authors describe the pioneer program at the Altoona (PA)
Area Public Library: L.I.F.E. (Learning Is For Everyone). Funded by an L.S.C.A. Title I Grant, the
L.I.F.E. program was designed to provide a collection of multimedia materials appropriate to
mentally retarded users; provide appropriate programs in which mentally retarded users can
participate and find enjoyment, and provide a setting in which patrons who are mentally retarded can
interact comfortably with other patrons.

Hodges, Laura J. "You've Got What It Takes: Public Library Services to Persons Who Are Mentally Retarded,"
RQ 28 (Summer, 1989), 463-9. This article encourages public libraries to provide services with the
personnel, technology, and policies they already have.

Jensen, Janet L., "Programming for Mentally Disabled Adults." Shenandoah, IA: Shenandoah Public Library,
1987. Two page description of ten programs for mentally disabled adults who work at a local
sheltered workshop and others enrolled in the workshop's reading classes. In an accompanying letter
to Teresa Mensching, Director of the LOEX Clearing House for Library Instruction, Eastern Michigan
University (12/7/1987), the author states: "The 20 adults I am working with are so excited about
what the library has to offer. Providing suitable materials for them is a great challenge, however.
Hi/lo materials are just not visually oriented enough to attract and hold their attention, yet many
of them do have such sophisticated interests that I cannot meet their needs with materials form
[sic] the children's collection that are at their reading levels. I am having much better luck with
nonprint materials, but the nonprint detracts from their instructor's effort to teach them to
read."

Lehman, Lois (as told to Stacey Sparks Williams), "Public Libraries...Serving Retarded Adults?" in Library
Services for the Handicapped Adult by James L. Thomas and Carol H. Thomas, 90-94. Describes the
author's efforts to begin a program for trainable (IQ range from 30-50) retarded adults at
Fairview Park Regional Library and a Rocky River Adult Training Center.

Nelson, Sandra M., "Modifying and Planning Library Media Skills Lessons for Exceptional Students," School
Library Media Activities Monthly 4:5 (January, 1988), 28-32. Describes library media activities
appropriate for elementary students with a variety of handicapping conditions, including mental
retardation.

Pearlman, Della. No Choice: Library Services for the Mentally Handicapped. London: The Library Association, 1982. A thorough review of the United Kingdom's system of delivery of library services to the mentally handicapped. The author acknowledges the economic inhibitions to full and free access to all library services and facilities for the handicapped. Excellent review of UK laws and helpful bibliography.

Spaziani, Carol, "Fact of Fiction: How to Use the Iowa City Public Library. Five Sessions for Special Populations Involvement." Iowa City, IA: Iowa City Public Library, January 16, 1986. Unpublished advertisement and accompanying memos describing the Iowa City Public Library's program for special populations, a program that was attended almost entirely by adults who were mentally retarded. The program was repeated in the spring, 1988.

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