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ABSTRACT

This report describes a research project designed to improve the University of Wisconsin-Stout (UW-S) Library Learning Center services to students with learning disabilities. Three groups were surveyed to gather the information needed to improve services. Learning disabled students at the UW-S campus were asked to identify problems encountered in the use of the Library Learning Center. Twenty-eight UW System libraries were surveyed to identify services provided to the learning disabled. Fifty-five academic libraries at colleges and universities considered to have exemplary programs for the learning disabled were also surveyed. Names of these programs were secured from the National Center on Postsecondary Transition for Students with Learning Disabilities. The survey showed that UW-S students were not using the library as often as they should. Problems identified included difficulties with using CD-ROM databases, time restrictions on the use of equipment, and background noise and distractions. Problems in using the library were also detailed by persons assigned to serve the learning disabled at other institutions surveyed. Problems were classified into six groups: reading/language problems; difficulty in asking for assistance; organizational skills; research skills; directional difficulties; and technology. A few of the respondents also gave examples of how their libraries provided assistance to these students. The survey showed, however, that only 34% of the institutions had a library-related program or service for learning disabled students. The project report includes a list of 21 recommendations based on replies to the surveys. The recommendations are grouped into five areas of need: identification/assistance; instruction/publications; orientation/instruction; environment/equipment; and research. Appendices contain a copy of the project research proposal; a list of institutions surveyed; the definition of learning disabilities used in the study; the letter and questionnaire sent to UW-S students with learning disabilities; and letters and questionnaires sent to service providers. (KRN)

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**REPORT OF THE FACULTY RESEARCH INITIATIVE GRANT
LEARNING DISABLED STUDENTS
AND
ACADEMIC LIBRARY SERVICES**

Submitted by:

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June, 1990

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STATEMENT OF THE PROBLEM

The Education for All Handicapped Children Act, P.L. 94-142 (Lerner, 1985) defines a learning disability as:

- a. a disorder in one or more of the basic psychological processes (including memory, auditory processing, visual processing, oral language);
- b. with difficulty learning in the areas of speaking, listening, writing, reading, and/or mathematics;
- c. is not primarily due to other causes such as visual or hearing impairments, motor handicaps, mental retardation, emotional disturbance, or economic, environmental, or cultural disadvantage;
- d. a severe discrepancy between the student's apparent potential for learning and the student's level of achievement.

Individuals with learning disabilities may experience one or more of the following characteristics. These descriptions are not meant to be all inclusive, but to provide some understanding of the problem such individuals may encounter. For example a person with an attention disorder may be hyperactive and easily distractable, having a short attention span. A buzzing fluorescent light might go unnoticed by others, but could be highly distracting for someone with an attention disorder. Individuals with visual perception problems might have difficulty in decoding printed information. They may experience reversals in word and numbers when reading. Those with problems in auditory perception may have trouble in distinguishing sound and misunderstand things that they hear, such as "beep a light" for "be polite". Another characteristic is coordination or motor problems. These individuals may have difficulty in writing, especially in taking class notes or copying something from the blackboard. They may tend to be awkward and clumsy. Some may even have difficulty in using a keyboard on a computer or typing in general. Others may have directional problems where they do not know left from right and become confused with directions such as east, north. They may easily get lost in a building or in unfamiliar surroundings.

As stated in the definition, a person with a learning disability is average or above in intelligence. With support services that have been mandated in elementary and secondary education through P.L. 94-142 (The Education for All Handicapped Children Act), students with learning disabilities are successfully completing their high school education and going on to colleges and universities.

This past year the University of Wisconsin System surveyed Disabled Student Services to determine the number of students with disabilities being served and the level of support services provided in 1988-89. The results showed that 889 students with learning disabilities were enrolled at UW-System campuses and were the recipients of support services from Disabled Student Services office. Although several other UW-System schools had a larger number of students with learning disabilities, Stout with 125 students, in proportion with its total enrollment, had one of the highest percentages of students with learning disabilities enrolled in its programs. In the 1989-90 academic year, this number continues to grow, with 145 students with learning disabilities out of the 365 students with disabilities enrolled on campus.

In the past, the focus of support services for this disability population has been academic access. This means providing a variety of support services that will give these students an equal opportunity to participate in the academic setting. University of Wisconsin System Administration Policy and Guidelines Applying to Non-discrimination on the Basis of Disability, which parallels the federal mandate Section 504 of the Rehabilitation Act of 1973, list a number of support services and accommodations that may be appropriate to individuals with learning disabilities. They include but are not limited to the following services and are specific to the disability.

- +Textbooks on Tape/Reader Service
- +Notetaker Services
- +Use of tape recorders in the classroom
- +Registration assistance
- +Test accommodations, especially for a student with a learning disability, could include one or more of the following, depending on the specific disability:
 - environment free of distractions
 - oral test
 - taped test
 - extended time
 - reader
 - writer
 - computer assisted
 - etc.
- +Tutoring
- +Course substitutions
- +Extended time to complete degree requirements

However, in these guidelines there is very little specific to academic libraries except for architectural access for individuals with physical disabilities, and a 504 reference (84.44) to having "readers in the library for students with visual impairments..."

Without question, the campus library should be an integral part of a student's academic experience. However, given the characteristics of those with specific learning disabilities, how do these students cope in using the library? What problem or barriers are learning disabled students encountering in using the academic library? What strategies, accommodations and/or services need to be provided to meet the needs of the students? What are other campuses doing to make their libraries accessible to this growing population? What can the University of Wisconsin-Stout do to accommodate the learning needs of these students in the Library Learning Center? These are questions and concerns this study will address.

The objectives for this study are:

1. Identify problems encountered by learning disabled students in their use of UW-Stout's Library Learning Center.
2. Identify services provided to this group by other University Wisconsin System libraries and providers of support services as well as colleges and universities in the United States who have exemplary programs of services for students with learning disabilities.
3. Based on research and survey data, develop a program for the Library Learning Center to meet the needs of the learning disabled student at UW-Stout.
4. Identify elements of the program that might be transferable to other libraries in the UW System.

LITERATURE REVIEW

A review of the literature dealing with the library services available to learning disabled students is brief because there has not been much written on this subject. Much of what is available on library accessibility deals with the general population of disabled students; this is due in no small way to their numbers. "There are some 36 million handicapped persons in the United States today. Of this number there is a small but significant percentage of handicapped individuals pursuing education beyond high school." (Thomas 1983)

Much of the information on academic library accessibility for handicapped students was compiled by Thomas and Thomas in 1983. It is contained in their "Report of the Findings from the Survey Academic Library Facilities and Services for the Handicapped Students in the United States." The purpose of the study was to compile a directory which would serve as a sources of information concerning academic library services for the individuals making plans for higher education, for persons counseling those students, and for the library personnel who would serve those students. To gather the data for the directory, a two page questionnaire included a checklist on accessibility of the library facility and special equipment available for use by handicapped students, and four questions requiring a narrative response on special services provided by the library staff for the handicapped. Generally the Thomas's found that many libraries had some measure of physical accessibility (60% have a ramp for wheelchair students) but the facilities inside the library were not as accessible (for example, only 4% used Braille markings throughout the library to enable blind students to locate areas). In the area of special equipment, the survey responses were uneven; while many libraries had large print typewriters (26%) or tape recorders/players (73%), only a few had a Cyberbrailier (0.5%) or Thermoform machine. Finally, in the area of special services, many respondents said that they did not have services specifically for handicapped students because they were not aware of the students who needed them, but they did offer services for all students which would be particularly helpful for the disabled student (82% had such services). Further, they would, if asked provide services particularly for the handicapped students. (Thomas 1983)

The literature on library accessibility for learning disabled students is notable in three particular ways. First, not much is available, and what is there is frequently in the form of letters or memos from one office to another on a campus or in a government bureau. Second, almost all the literature contains a warning, if you will, on the importance of improving library accessibility for learning disabled students because their numbers are increasing. In 1987-88, 14.3% of all incoming college freshmen in the United States reported having a learning disability. (Spagna 1988) Furthermore, "Section 504 of the Rehabilitation Act of 1973 requires institutions that receive federal aid to make reasonable adjustments and modifications to allow students with handicapping conditions to meet academic requirements" (Michael 1988) Finally, much of what is available, or recommended is not so much new hardware as it is new awareness and sensitivity for staff; the learning disabled student will do better in an environment where people offer help of an individualized and sensible nature.

Brown (1987) makes some of these points very clearly. Her own experience indicates that the library is often of greater importance to the learning disabled student than to the non-handicapped student for three reasons: individual help, quiet, and a variety of resources. "In many instances, the library is the only place where children are legitimately able to receive individualized instruction from an adult... libraries are quiet and undistracting. This is helpful to those of us who are hyperactive and need silence to concentrate. Today the

plethora of resources is such that most children can find something that can be adapted to their unique learning style." She notes further that the equipment many libraries have available for the general handicapped population--Kurzweil reading machines, Visualtek, many of the aids for the visually impaired--are also used by the learning disabled student. Materials written at a lower reading level, and non-book resources such as videos, films, records and tapes are also helpful for the learning disabled student. The study carrels and private areas available in many libraries can be an asset to the student also. Brown also stresses the importance of the librarian making the library accessible to the learning disabled student; extra instruction in procedures or individualizing a process may make a real difference to these students.

Brown concludes with some recommendations for libraries. First, many libraries need more resources on disabilities, information available to the general population. Second, exceptions to rules and regulations should be made for the disabled student. For example, the student may need a longer loan period for some materials, or extra orientation to the library. Third, patience is very important. The learning disabled student may lose his/her card, or may have to ask for directions several times. Lack of organization or difficulties with sequencing may require extra attention from the library staff. Finally, she notes that the libraries should work closely with the office that centralizes services to students with disabilities to help that office be aware of library services and to insure and continue to work closely with both staff and students on needed accommodations.

Spagna (1988) notes a number of difficulties a learning disabled student may experience in the library. Auditory processing difficulties may make it difficult for the student to understand directions or to ignore sounds that others may not notice. Reading difficulties and sequencing difficulties may make the Library of Congress system itself difficult for the student, as well as any other printed directions or information. He offers a number of suggested interventions for the librarian to use to make the library accessible to the learning disabled student. Like Brown, Spagna recommends a close relationship with the office for services to students with disabilities in order to use them as a resource when working with the students. Second, a physical plan of the library should be made available to the student with the sections color-coded for ease of location. Third, a printed copy of the Library of Congress call numbers would help them avoid mis-copying of information. Finally, the librarians should create a brief concise list of written directions for learning disabled students to follow once they enter the library. "This list of directions would have the librarian intervene as a 'last resort' in an attempt to have the learning disabled students follow a material-finding strategy in order to locate materials on their own initiative" (Spagna 1988)

Michael (1988) states that it is "critical for the prospective college student with learning disabilities to examine the academic library and its services when evaluating a college." He offers some guidelines to use when evaluating those libraries; many of the guidelines duplicate the recommendations made by Brown and Spagna. He suggests that students check to see if the library offers access to talking books, recorded lectures and recorded textbooks. The student should ask if the library furnishes special listening areas, calculators, computers, typewriters, individual study carrels, a Kurzweil reading machine, and tape recorders. It is important that the library have provisions for photocopying, on line database searching, individual librarian assistance, and talking with librarians in a quiet place. Additional concerns include orientation tours and instruction in library use, including additional visual diagrams of library resources and auditory descriptions of library resources and use, as well as a designated librarian who acts as a resource advocate for learning disabled students. An established communication system between the library staff and the college's coordinator of handicapped services, a network of contact persons in the library and a written policy manual describing functions and regulations concerning services for students with learning disabilities are also important.

Finally Michael notes that "...an awareness by academic librarians is needed in order to provide services to students with handicaps. Library staff members need to meet with students with handicaps to find out what services are wanted. In addition, college students need to communicate with the library staff in order to make their needs known. It is through these discussions that academic librarians can improve services to students with learning disabilities.

Michael's conclusion is most appropriate to this review. He says "It is essential that learning disabled college students have the opportunity to obtain full use of the academic library. As a result of Section 504 of the Rehabilitation Act of 1973, college libraries have started to address the problem of providing equal access to college students with handicaps. However, while many colleges and universities are now enrolling students with learning disabilities, the development of effective services and programs is just beginning."

An article by Adler (1989) notes that academic librarians are developing an awareness of the problems of students with learning disabilities but have not actively participated in campus planning to provide services to this group. She addresses some of the usual library orientation and instruction activities and suggests that the "goal of a special library orientation program is to enable students with learning disabilities to successfully generalize their library skills so that they may be applied to other information, situations and settings over time."

The recently enacted Section 508 of the 1986 Amendments to the Rehabilitation Act of 1973 ensures "that handicapped individuals may use electronic office equipment with or without special peripherals". Jay Brill (1989) in his article "Access and opportunity: Academic computing under Section 508" feels this federal mandate has implications for colleges and universities. He expects that this law will "spill over" into the post-secondary setting where another federal mandate (Section 504) requires students have equal access. This means that whatever computer access is available to the non-disabled student will need to be made accessible for the disabled student as well. This law may affect academic libraries as they incorporate more technology and computer access in their provision of service

METHODOLOGY

To meet the objectives of this research project three questionnaires were developed.

The first was designed to be sent to directors of programs providing support services to students with disabilities. In the UW-System, this included the Directors of Offices for Students with Disabilities and Academic Skills Centers. The Academic Skills Centers were purposely included in this study because, at Stout, it is this office that provides test accommodations, tutoring services, reading/writing skills development, study skills, and may include assisting students with research. This questionnaire was also sent to Directors of Services for Students with Learning Disabilities at colleges and universities in the United States who were considered to have exemplary programs of support services. Names of these programs were secured from the National Center on Post-secondary Transition for Students with Learning Disabilities, at the University of Connecticut. This federally funded center is considered to be the clearinghouse for providing information related to learning disabled students in post-secondary education. The questionnaire was sent out to each of the 14 Directors of Services for Students with Disabilities and the 14 Directors of Academic Skills Centers on each of the 14 UW-System campuses, as well UW-Extension, for a total of 28 questionnaires. However, as the questionnaires were being returned, it became apparent that UW campuses did not uniformly have an office that provided services similar to Stout's Academic Skills Center. It was decided to eliminate the Academic Skills Center component of the study. Of the 14 questionnaires distributed to Directors of Services for Students with Disabilities in the UW-System, 12 or 86% were returned. Of the 55 questionnaires distributed to the institutions with exemplary programs, 36 or 65% were returned. Of the total 69 questionnaires used in the survey results, 48 or 70% were returned.

The second questionnaire was designed specifically for Directors of Library Services. These were sent to 27 Directors of Library Services in the UW-System, including UW-Extension, where 25 or 93% were returned. The same questionnaire was also sent to the Director of Library Services on the campuses with the exemplary programs of support services. Of the 55 sent, 39 or 71% were returned. Of the total 82 questionnaires distributed, 69 or 84% were returned.

The third questionnaire was developed to survey Stout students with a learning disability. An advisory committee made up of students with learning disabilities, provided input to develop an extensive list of problem areas and concerns these students encountered in using Stout's Library Learning Center. From this list specific items were developed for the questionnaire. The researchers added questions regarding the student's previous experience in using their high school library, as well as some demographic experience information. Efforts were made to make the questionnaire as user friendly as possible, using large print and easy check off response. The end result was a 14 page questionnaire. To accommodate to needs of these students the questionnaire was made available on audio cassette tape along with the option of having it read to the student. The questionnaire was sent to 90 students identified through the Office of Services for Students with Disabilities as having a learning disability. Of the 90 that were distributed, 26 or 29% were returned.

QUESTIONNAIRES

	<u>Number Distributed</u>	<u>Number Returned</u>	<u>Percent Returned</u>
UW-System Service Providers	14	12	86%
Exemplary Service Providers	55	36	65%
Total Service Providers	69	48	70%
UW-System Libraries	27	25	93%
Exemplary Libraries	55	39	71%
Total Libraries	82	69	84%
Total Stout Students with Learning Disabilities	<u>90</u>	<u>26</u>	29%
Total of all Surveyed	241	143	59%

A definition of learning disabilities was included with each questionnaire.

RESEARCH FINDINGS

STUDENTS WITH LEARNING DISABILITIES

Students with learning disabilities have problems in using academic libraries. This may account for the frustration of using the research technology in library. Considering that the survey reveals that these students have had minimal experience in using their high school library, and very little exposure to research technology, it is no wonder that they are intimidated and overwhelmed by the college library. One student commented, "...and that is how I perceive our library--overwhelming." This may explain why students implied in their responses that they are not using the campus library as often and effectively as they should. Half of the students surveyed had not even used the CD-ROM data bases. Considering that 75% of the students surveyed were sophomores or in upper classes, they would be enrolled in courses requiring them to be doing extensive research in the library.

Students who have been using this equipment, repeatedly expressed common concerns. Finding the correct word to access, problems with spelling and lack of individual assistance to work out problems in using the equipment were frustrating to students. Time restrictions on some equipment usage seemed to create even more barriers. This is not hard to understand when reading and language deficits mean that it will take the student more time to access information (finding the appropriate subject and using the correct spelling), and it will take more time to read the information off the screen. By the time the system has been accessed and is up and running, the student feels pressured to relinquish it to the next waiting person. According to student comments, these problems seemed to be compounded when the equipment is located in a crowded area, with noise and distractions in the background. It is important to remember for the student with a learning disability, time is even more of a premium than for other students. In addition to classes, these students usually need more time for studying, listening to taped textbooks, using tutoring and other support services. The rule of thumb for the average college student is said to be a minimum of 2 to 3 hours of study time for every hour spent in class. That may be double for a student with a learning disability.

Providing individual assistance, spelling aids, and extended computer time, and other accommodations are not "special advantages," for the student with a learning disability but appropriate considerations for these students to have an equal opportunity to participate and succeed in the academic setting. As these accommodations and services are provided, using the library will be easier and more accessible to all patrons, not only the individual with a learning disability.

Surveys were sent to 90 students with learning disabilities with a return of 26 surveys, giving a response rate of 29%. Fourteen or 54% were female and twelve or 46% were male. The mean age was 24 with age 20 being the largest age group at 27%.

These students (N=26) were representative of the following classes:

Freshman	(3)	12%
Sophomore	(6)	28
Junior	(4)	15
Senior	(9)	34
Graduate	(1)	4
Other	(3)	12 did not respond

and enrolled in majors in these Schools:

School of Industry and Technology	(14)	54%
School of Home Economics	(7)	27
School of Education & Human Services	(4)	15
School of Liberal Arts	(1)	4

Students (N=26) indicated their learning disability characteristics out of the five descriptive categories presented (with the opportunity to check a category more than once):

Disorders of Attention	(15)	58%
Visual Perception Problems	(11)	42
Motor Problems	(11)	42
Auditory Processing Problems	(9)	35
Directional Problems	(4)	15

Students (N=26) surveyed indicated that their high school library used or had the following (with the opportunity to check more than one):

88%	(23) Card Catalog
75	(19) Dewey Decimal Call Numbers
75	(19) Indexes (such as the <u>Reader's Guide</u>)
12	(3) Did not know

Students (N=26) responded that they used their library in high school

52%	(13) Few Times a Year
32	(8) Weekly
16	(4) 2 or 3 Times a Week

with 1 response missing.

The student enrollment (N=26) in their high school at the time of graduation were:

MEAN	1172	MEDIAN	900
0-250	12%		
251-500	24		
501-1000	24		
1001-2000	24		
Over 2000	16		

In an open-ended question students (N=22) described ways in which they coped when they encountered problems in using their high school library. These responses are summarized:

67%	(14)	Asked for Assistance
18	(4)	Avoided Library
9	(2)	Coped on own
5	(1)	No problem

One additional response that did not fit with the above categories was "My high school library did not care if you had problems! You couldn't cope!"

Responses (N=21) to the question, "In what ways did the library staff in your high school help you?" were:

71%	(15)	Received some sort of assistance
29	(6)	No assistance

The type of help provided was on how to look up resources or directions on how to find resources.

Student responses (N=26) to the amount of time they used Stout's library was split, with 50% using it on a regular basis (two to three times a week or on a weekly basis) and 45% who used it only a few times a year:

Never	(1)	4%
Daily	(2)	8
Two to three times a week	(7)	27
Weekly	(4)	15
Few times a year	(12)	46

The students were surveyed on their use of equipment in the Stout Library Learning Center. They were asked to check all items on the equipment list that they had used. Responses were:

50%	Fiche/film readers with variable magnification
35	CD ROM ERIC InfoTrak, etc.)
35	Four track tape players
31	Microcomputers
23	Video playback unit with earphones
23	Spell checker devices
15	Audio tape or disc playback units with earphones
12	Kurzweil reading machine
8	Reading/projection devices that enlarge print
8	Microcomputer with large print display monitors
4	Calculators
4	Typewriters with extra large typeface
0	Voice synthesizer with microcomputer

Questions regarding the level of problems in using the Stout library were identified by the student's response to the categories NEVER USED, NO PROBLEM, SMALL PROBLEM, MEDIUM PROBLEM, or BIG PROBLEM. The percentages listed are a total of the responses indicating a MEDIUM or BIG PROBLEM. For example, to the item "Microfiche are difficult to locate in files," 46% of those who responded stated that this was either a MEDIUM PROBLEM or a BIG PROBLEM.

- 46% Microfiche are difficult to locate in files
- 38 Periodicals Newspaper Holding Record (PNHR) is hard to understand.
- 36 It is hard to find the right pages reproduced on microfilm.
- 35 The operating instructions for using the microfilm are confusing.
- 34 The Call numbers (signs on aisles) are confusing, so it is difficult to know on which shelf to look.
- 32 Subject guides and publications of the library are difficult to find and use.
- 31 Noise level causes distraction
- 28 The operating instructions for using the microfiche reader are confusing.
- 27 Periodicals difficult to locate, signs are confusing.
- 20 The direction signs on walls are too small, making it too hard to pick them out from other things present on the walls.
- 20 The microfilm readers are difficult to load and use, especially in lining up film correctly.
- 15 The call numbers on books are too small, making it difficult to find the right book.
- *12 Audio tour of the library confusing.
- *12 Interlibrary loan request form difficult to use.
- *12 Interlibrary loan process confusing.
- 8 Lighting too bright in some areas.
- 4 Lighting too dim in some areas.

(*Indicates 50% or more responded that they have never used this service.)

When surveyed on the ALIS/L2 Computerized Public Catalog 3 or 12% indicated they had not used the system. Percentages of student (N=23) responses who had used the system, are a total of those who indicated a BIG PROBLEM or MEDIUM PROBLEM.

- 67% Correctly spelling word to access information.
- 57 Finding correct word to access information.
- 39 Adequate individual assistance not readily available.
- 26 Time pressure (people waiting to use terminals).
- 26 Amount of reading required to learn the system.
- 22 Crowded work space
- 21 ALIS/LS2 Computerized Public Catalog is difficult to use.
- 18 Noise level makes it difficult to work.
- 15 Information on screen is difficult to read.
- 14 Letters, numbers and symbols on keyboard are difficult to read.
- 14 Lighting makes screens hard to read.
- 13 Directions for use are unclear.
- 13 Directions for use are too complicated.
- 11 Copy from printers hard to read, type-face too small.
- 9 Directions for use are long.

Additional comments provided by students in using ALIS reinforced these concerns: spelling was a problem, the system was too frustrating and too time consuming to use.

Half of the students (13 or 50%) surveyed had not used a CD-ROM data base. The answers of those who had used CD-ROM are ranked here by the total of those who found them a MEDIUM PROBLEM or BIG PROBLEM.

- 62% Time pressure (people waiting to use the terminals.)
- 42 Finding correct word to access information
- 41 Correctly spelling word to access information
- 39 CD-ROM (compact disc) databases such as InfoTrak, ERIC, etc. are difficult to use.
- 38 Amount of reading required to learn the system.
- 38 Directions for use are unclear.
- 38 Crowded work space
- 38 Adequate individual assistance not available for extended periods of time.
- 34 Directions for use are long.
- 30 Directions for use are too complicated.
- 25 Noise level makes it difficult to work.
- 25 Lighting make screens hard to read
- 16 Letters, numbers and symbols on keyboard are difficult to read.
- 16 Copy for printers hard to read, typeface to small.

Only 12 or 47% of the students surveyed had used the Campus Computing Lab on the 5th floor of the Library Learning Center. Of those who had used the lab, (N=14) the percentage of their responses are a total of those who indicated a BIG PROBLEM or MEDIUM PROBLEM.

- 75% Time pressure (people waiting to use the terminals).
- 63 Adequate individual assistance for extended periods of time are not available.
- 59 Variety of equipment in the lab.
- 58 In general, the campus computing lab is difficult to use.
- 58 Crowded work space.
- 45 Operation of printers varies from location to location
- 36 Lighting in room makes screens hard to read.
- 36 Noise makes it difficult to work.
- 33 Microcomputer keyboards are not identical.
- 30 Microcomputers are not identical (need to learn a variety of equipment.)
- 27 Printed manuals and information on disks is hard to read.
- 18 Screen color does not provide contrast.
- 11 Typefaces on printers are hard to read.
- 9 Letters, numbers and symbols on keyboards are difficult to read.
- 0 Print too small on screen.

Students (N=26) felt the following would be of help in assisting them in using the Library Learning Center. (students were asked to check all areas that would apply):

- 65% Individual instruction in using these areas:
 - 65% Computer use
 - 65 CD ROM
 - 65 Equipment in general
 - 53 Public on line catalog
 - 47 Reference area
 - 41 Periodical area

- 65 More terminals would relieve time pressure.
- 65 Have electronic spellers (Franklin Speller, etc.) and/or printed dictionaries near terminals for reference.
- 54 Put printout of available periodicals near InfoTrak terminals.
- 50 Have some terminals designated for extended search to relieve time pressure.
- 46 Individual or small group training tours would be helpful.
- 46 Private or more comfortable way to ask for assistance.
- 39 Tutorial option on terminals.
- 31 Subject guides and bibliographies should be on neutral colored paper.
- 31 Peer tutors.
- 23 Have enlargement function on coin-operated copiers.
- 15 Subject guides and bibliographies should be in larger type.

SERVICE PROVIDERS

Two thirds (67%) of the service providers indicated that they are providing some assistance to learning disabled students in using the library. To what extent that service is provided is unclear. Almost a third, 31% had a staff person with specific responsibility to assist students in using the library as part of their job description. Generally that assistance seemed to be provided on an as needed basis. Compare this with the responses given by library directors to this same question, where 27% stated that they had a staff person with that responsibility. Almost a third (31%) of the service providers responded that there was another campus service/program on providing this service, with most noting that it was their campus library. It appears that there are gaps in the provision of services and that more coordination of these services is needed.

A. Surveys

University of Wisconsin System

Distributed	14
Returned	12

Institutions with exemplary programs

Distributed	55
Returned	36

B. <u>Type of Institution</u>	<u>Private</u>	<u>Public</u>	<u>Total</u>	<u>% of Survey Group</u>
Wisconsin	0	12	12	25%
Exemplary	<u>12</u>	<u>24</u>	<u>36</u>	<u>75%</u>
Total	12	36	48	100%
% of survey group	25%	75%	100%	

C. Enrollment at survey institutions

		<u>Wisconsin</u>		<u>Exemplary</u>		<u>Total</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
0-999	=	0	0	4	11	4	8
1000-4999	=	1	8	8	22	9	19
5000-9999	=	6	50	4	11	10	21
10000-14999	=	3	25	4	11	7	15
15000-19999	=	0	0	3	8	3	6
20000-24999	=	0	0	4	11	4	8
25000-29999	=	1	8	2	6	3	6
30000-34999	=	0	0	1	3	1	2
35000-39999	=	0	0	3	8	3	6
40000-44999	=	1	8	1	3	2	4
45000-49999	=	0	0	1	3	1	2
50000-54999	=	0	0	1	3	1	2
TOTAL	=	12	100%	36	100%	48	100%

D. Total Number of Students with Learning Disabilities

		Wisconsin		Exemplary		Total	
		N	%	N	%	N	%
0-24	=	5	42	5	14	10	21
25-49	=	1	8	4	11	5	10
50-74	=	2	17	5	14	7	15
75-99	=	0	0	4	11	4	8
100-124	=	1	8	6	17	7	15
125-149	=	1	8	1	3	2	4
150-174	=	1	8	4	11	5	10
175-199	=	1	8	0	0	1	2
200-224	=	0	0	1	3	1	2
225-249	=	0	0	3	8	3	6
250-274	=	0	0	1	3	1	2
400-	=	0	0	1	3	1	2
No response	=	0	0	1	3	1	2

II. SERVICES PROVIDED

A. Does your office provide any services in assisting students with learning disabilities in using the library?

All Service Providers	N=48	Wisconsin N=12	Exemplary N=36
Yes	67%	75%	64%
No	33%	25%	36%

B. Do you have a staff member(s) with specific responsibility to assist students with learning disabilities in using the library?

All Services Providers	N=48	Wisconsin N=8	Exemplary N=32
Yes	31%	38%	32%
No	25%	62%	68%
No answer	44		

C. Is there another program/department on campus that provides such services?

All Service Providers	N=48	Wisconsin N=7	Exemplary N=20
Yes	31%	43%	60%
No	25%	57%	40%
No answer	29%		

D. Does your office provide inservice training for library staff regarding students with learning disabilities?

All Service Providers	N=48	Wisconsin N=12	Exemplary N=36
Yes	38%	25%	42%
No	62%	75%	58%

PROBLEMS OF LEARNING DISABLED STUDENTS IN USING THE LIBRARY IDENTIFIED BY SERVICE PROVIDERS

Both exemplary programs and UW-System service providers extensive lists of the types of problems students with learning disabilities encounter is using academic libraries.

READING/LANGUAGE PROBLEMS:

- Reading, understanding and remembering codes for locating books and other resources.
- Reading/understanding the card catalog or on-line catalog, especially when system (Library of Congress) is foreign to students' past experiences.
- Difficulty reading reference materials.
- Difficulty isolating appropriate reference materials due to language and reading deficits.
- Difficulty skimming books or articles to determine what is relevant to their research.
- Difficulty in understanding written directions for using equipment and locating resources because the instructions are too long and complex.
- Even when information is accessed, difficulty in reading the information on the computer screen.
- Time limitations allowed for using for InfoTrak and other computerized equipment creates a problem when a student has difficulty in reading complex directions and information on the screen.

DIFFICULTY IN ASKING FOR ASSISTANCE:

- Difficulties in self-disclosing that they have a learning disability and need assistance.
- Being unaware that assistance may be available or not knowing who to ask for assistance.
- Not being able to formulate a specific question for a Librarian.
- Not knowing what assistance is "reasonable" to request from library staff.
- No organized or consistent plan of assistance available in the library.
- General reluctance of students to ask for help.
- Because of auditory processing problems, student may have difficulty in following quick verbal directions of individual librarians.

ORGANIZATIONAL SKILLS:

- Difficulty in organizing materials for library research.
- Problems in organizing plan of attack and following step by step process of doing research.

RESEARCH SKILLS:

- Difficulty in making decisions regarding which resources to use for papers, assignments, etc.
- lack of experience in doing library research.
- Only vague understanding of research techniques, experience limited to the card catalog.
- Difficulty in using card catalog, on-line computers and generating sub-indexes.
- Limited experience in using indexes for periodicals.
- General problems in accessing information for some students when they have never used a library for research purposes and have few ideas on how to go about finding and accessing materials/references.
- Inexperience in research techniques can be overwhelming.

DIRECTIONAL DIFFICULTIES:

- Immense structure of the library can be intimidating and confusing.
- Frustration due to the complexity of the library, and difficulties in locating materials and resources.
- Getting accustomed to a new facility.
- Getting physically lost in the building and problems in navigating through the library.
- Problems in tasks such as threading microfiche the right way.
- Problems in understanding complex floor plans.
- Problems in finding books on shelves or even locating the correct shelves.

TECHNOLOGY:

- Limited or no previous experience in using library technology, especially on-line catalog, InfoTrak, and computerized searches.
- Equipment located in distracting environment.
- Difficulty with typing and spelling while using computers.
- Difficulties in learning new and unfamiliar equipment.

A few of the service providers gave examples of how they and their libraries provided assistance to students in using the library. Most of the examples came from schools with exemplary programs:

- a. Individual assistance was provided through a learning specialist or an English tutor.
- b. Learning disabilities specialist and/or a librarian utilized on an "as needed" basis.
- c. Help with a research/writing project included having a tutor or student employee accompanying the student to the library to work on the assignment and assist in the selection of appropriate resources.

- d. A "loosely structured" program of student volunteer assistants available in the library.
- e. Readers were provided for students who did not process visually.
- f. A special disabled student resource office in a library (but not staffed at this time).
- g. Helping students find a quiet place to study.

In providing training and orientation in the library, a few campuses offered courses to familiarize students with the library, with one school offering credit. In some situations the library orientation was included in an overall introduction to the campus survival skills course offered for all new or transfer students. Specific training in using databases, problem solving and library services was provided by a staff librarian on some campuses.

A Wisconsin school, UW-Oshkosh, offered an innovative way to help students with learning disabilities easily identify themselves to library staff. The Student Services Office issues an identification card which includes a check off list of the types of library services and assistance this student will need. The card is printed on highly visible yellow stock. When asking for help, the student simply shows this card to the library staff verifying eligibility for special assistance. This card saves both the student and librarian lengthy explanations of the student's disability.

A chart on the following page identifies equipment available to assist students and indicates where it is located, i.e., the library or service provider's areas. It is interesting to note that equipment most frequently available in service provider's areas was less frequently available in the library and vice versa. Four-track tape players (necessary to play taped textbooks), microcomputers and spell checkers were most prevalent with service providers. Most prevalent in libraries were audio tape or disc playback units, video playback units, fiche/film readers with magnification and reading projection devices.

SPECIAL EQUIPMENT TO ASSIST LEARNING DISABLED STUDENTS
PERCENTAGE AND RANK ORDER OF RESPONDENTS WHO PROVIDE THE EQUIPMENT

EQUIPMENT	LIBRARIES			SERVICE PROVIDERS		
	UNIVERSITY OF WISCONSIN SYSTEM N = 25	EXEMPLARY PROGRAMS N = 39	UNIVERSITY OF WISCONSIN SYSTEM N = 12	UNIVERSITY OF WISCONSIN SYSTEM N = 36	EXEMPLARY PROGRAMS N = 36	UNIVERSITY OF WISCONSIN SYSTEM N = 36
	N	%	R	N	%	R
Voice synthesizer used with microcomputer	3	12%	9	4	10%	11
Voice synthesizer used with typewriter	0	0	0	0	0	0
Kurzweil reading machine	6	24	6	19	49	6
Reading/projection devices to enlarge printed text	9	36	5	24	62	2
Audio tape or disc playback units with earphones	16	64	1	26	67	1
Video playback unit with earphones	14	52	3	21	54	4
Printing calculators	3	12	9	1	3	12
Talking calculators	4	16	8	7	18	9
Typewriters with extra large typeface	2	8	10	4	10	11
Four track tape players and recorders	5	20	7	9	23	8
Copiers with enlargement capabilities	9	36	5	20	51	5
Word finder devices	2	8	10	0	0	0
Spell checker devices	5	20	7	4	10	11
Fiche/film readers with variable magnification	12	48	4	23	59	3
Microcomputers	14	56	2	18	46	7
Microcomputers with large print display monitor	2	8	10	5	13	10

R = RANK ORDER WITH 1 BEING MOST PREVALENT

N = NUMBER OF RESPONSES

LIBRARY DIRECTORS

Generally, libraries are not providing services to help students with learning disabilities. Only 34% of all the institutions surveyed indicated that they have a program/service to assist students with learning disabilities. Exemplary institution libraries are slightly above this figure at 39%. The designation of staff to coordinate such service is only 33% at all libraries and 42% at exemplary institutions. Only at exemplary institution libraries does there appear to be an attempt to have staff with special training or to provide inservice training to library staff to make them aware of the needs of this group.

Very few libraries in all categories attempt to provide information or instructional materials in a format that would help users with learning disabilities. Over half of all libraries (55%) have on-line public catalogs and 70% have CD-ROM equipment. The data from the UW-Stout students who replied to the survey indicated they have major problems with such equipment/data bases, yet only 9% of all libraries have any special aids available to help students with this equipment that is becoming increasingly more prevalent in all libraries, not just academic libraries.

Overall, the data indicates a lack of specific attention to the needs of this group. A comment from one respondent perhaps sums up what may be at the heart of the problem: "The primary concern in delivering services to this population is the inability to recognize the disability when you encounter it." What service there is seems also to be an offshoot of service that is provided for students with visual and auditory disabilities. Some of the equipment is useful for the learning disabled student, but there are many other specific problems that need to be taken into account when planning service to the learning disabled. The replies seem to indicate that little or no attention is paid to the needs of users with disorders of attention, motor problems, and directional problems.

The survey has revealed that there is a great deal that needs to be done by libraries to assist this group of users. When one remembers that these students will, hopefully, be using libraries after they complete their education, it makes one even more aware of the immense task facing all types of libraries. The section of this report on recommendations will address some possible ways to provide better service to users with learning disabilities.

LIBRARIES

A. Surveys

University of Wisconsin System	
Distributed	27
Returned	25
Institutions with exemplary programs	
Distributed	55
Returned	39
Total replies	64

B. <u>Type of Institution</u>	<u>Private</u>	<u>Public</u>	<u>Total</u>	<u>% of Survey Group</u>
Wisconsin	0	25	25	39%
Exemplary	13	26	39	61%
Total	13	51	64	100%
% of survey group		20%	80%	100%

C. Enrollment

	Wisconsin		Exemplary		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
0-999 =	8	32	4	10	12	19
1000-4999 =	4	16	10	26	14	22
5000-9999 =	5	20	3	8	8	12
10000-14999 =	4	16	5	13	9	14
15000-19999 =	1	4	4	10	5	7.5
20000-24999 =	1	4	3	8	4	6
25000-29999 =	1	4	4	10	5	7.5
30000-34999 =	0	0	2	5	2	3
35000-39999 =	0	0	1	2.5	1	2
40000-44999 =	1	4	1	2.5	2	3
45000-49999 =	0	0	1	2.5	1	2
50000-54999 =	0	0	0	0	0	0
55000-59999 =	0	0	1	2.5	1	2
TOTAL =	25	100%	39	100%	64	100%

II. SERVICES PROVIDED:

A. Do you have a program/service in the library to assist students with learning disabilities?

All Libraries N=64	Wisconsin N=25	Exemplary N=39
Yes 34%	28%	39%
No 66%	72%	62%

B. Do you have a staff member who acts as Coordinator of library services to students with learning disabilities?

All Libraries N=64	Wisconsin N=24	Exemplary N=38
Yes 33%	21%	42%
No 64%	79%	58%
No answer 3%		

C. Do you have library staff members with the specific responsibility to assist students with learning disabilities?

	All Libraries N=64	Wisconsin N=25	Exemplary N=38
Yes	27%	20%	32%
No	72%	80%	68%
No answer	1%		

D. Do any of the staff identified in questions B and C above have special training, experience or education in working with learning disabled students?

	All Libraries N=64	Wisconsin N=6	Exemplary N=13
Yes	17%	66%	54%
No	13%	33%	46%
No answer	70%		

E. Do you provide any orientation/in-service for staff to introduce them to the special needs and problems of learning disabled students?

	All Libraries N=64	Wisconsin N=6	Exemplary N=13
Yes	13%	17%	54%
No	17%	83%	46%
No answer	70%		

F. Do you use volunteers to assist students with learning disabilities?

	All Libraries N=64	Wisconsin N=25	Exemplary N=37
Yes	3%	0%	5%
No	94%	100%	95%
No answer	3%		

G. Do you provide information and instructional materials (such as subject guides, pamphlets/brochures, floor plans, etc.) in alternate formats (such as audio tape, large typeface, visual diagrams etc.) which might assist the learning disabled student in using the library?

	All Libraries N=64	Wisconsin N=25	Exemplary N=37
Yes	25%	28%	24%
No	72%	72%	75%
No answer	3%		

H. Are accommodations (such as handouts in large typeface) made in presentation of bibliographic instruction and orientation classes to assist the learning disabled student in the learning experience?

	All Libraries N=64	Wisconsin N=25	Exemplary N=37
Yes	13%	---	22%
No	84%	100%	74%
No answer	3%		

I. Do you have an on-line catalog for public use?

	All Libraries N=64	Wisconsin N=25	Exemplary N=38
Yes	55%	52%	58%
No	44%	48%	42%
No answer	1%		

J. Do you have any CD-ROM equipment available for public use (for databases such as ERIC, INFOTRAC, etc.)?

	All Libraries N=64	Wisconsin N=25	Exemplary N=38
Yes	70%	52%	84%
No	28%	48%	16%
No answer	2%		

K. If users print the results of the on-line catalog or CD-ROM searches, are you aware of any problems that the learning disabled students have had with print quality?

	All Libraries N=64	Wisconsin N=25	Exemplary N=38
Yes	6%	0%	11%
No	67%	56%	76%
No answer	2%	44%	0%
Not applicable	25%		13%

L. Do you have any special aids or equipment available to help the learning disabled student to use the on-line catalog or CD-ROM equipment?

	All Libraries N=64	Wisconsin N=25	Exemplary N=38
Yes	9%	12%	8%
No	63%	44%	78%
No answer	3%	-	-
Not applicable	25%	44%	14%

RECOMMENDATIONS

Based on replies from students, library directors and service providers, the following is a list of strategies that could be implemented to assist students with learning disabilities to more effectively use the library. These recommendations are applicable to the UW-Stout Library Learning Center as well as UW System libraries and those on post-secondary campuses throughout the United States.

Identification/Assistance:

1. Provide an identification card that students can use when requesting assistance in the library. The card, printed in a highly visible color, would indicate the student would need accommodation/assistance without the student having to go into detailed explanations in a public setting.
2. Establish an advisory committee to the Library Director, made up of students with learning disabilities, campus service providers, library staff and a faculty/staff member with experience in instructional development. The committee could identify and recommend effective and feasible ways of making appropriate accommodations for learning disabled patrons.
3. Identify and fund a staff position to work with learning disabled users to provide more individual assistance. Train student assistants to help with specific activities.
4. Provide inservice training on problems of the learning disabled for library staff. This will aid them in working with individual students in use of the library.
5. Explore the use of volunteers (student, staff, community) who would be willing to receive training and then act as a mentor or tutor for a student.

Instructions/Publications:

1. Provide instructional materials in alternate formats whenever possible. Large print on neutral background, uncluttered type face, photographs, video or audio to be viewed/listened to while using printed directions are some examples.
2. Diagrams of how to use a piece of equipment, such as loading/threading a microfilm reader would be useful.
3. Provide information on library services that could be distributed to students with learning disabilities by service providers.

Orientation/Instruction:

1. Provide assignments/experiences for the orientation/instruction classes that are brief, easy to follow, etc. Provide more complex assignments and experiences to meet individual class needs as required.
2. Develop a series of workshops or special classes that would orient and introduce students on how to access library services. Areas identified that cause particular trouble are:
 - a) on-line catalogs or other computer based databases
 - b) selection and spelling of word(s) in a subject heading or keyword search

- c) Library of Congress call numbers and how to decipher them
- d) using tools such as Stout's Periodical Newspaper and Holdings Record to identify if a title is available, where and in what format it is located in the building, etc.
- e) how to locate microfiche and microfilm in files
- f) how to use equipment

Environment/Equipment:

1. Place some equipment in areas of low traffic and variable lighting.
2. Provide quiet/no talking areas where students are able to use library materials without a lot of distractions.
3. Provide study carrels such as those used by graduate students on a sign-up basis.
4. Permit sign-up periods on some search terminals so that users have extended time and do not feel pressured.
5. Provide spell checker and word finder devices near search terminals and in other areas as appropriate.
6. Make layout of stacks and study areas as simple as possible. Provide clear and easy to read directional signs and symbols.
7. Provide uncrowded work space in computer locations to cut down on distractions and feeling of pressure.
8. Provide computer or video monitors that are adjustable as to positive/negative image, color and size of print, color of monitor (amber, green, etc.) screen, contrast between print and background, etc. Utilize available software that will provide some of these accommodations.

Research:

1. More information is needed about resources, activities, and equipment common to UW System campuses. Efforts could then be made to develop standardized instructional materials.
2. Contact manufacturers/vendors to encourage development of simplified training materials and equipment directions in alternate formats to accommodate a variety of learning styles.
3. Encourage further research on print size, color, and clarity of displays on video monitors and how they relate to needs of patrons with learning disabilities.

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APPENDIX A
RESEARCH PROPOSAL

SUBMITTED BY: Mary Donley
113 Library Learning Center, (Learning
Resources)
232-1160

Ann Yurcisin
Office of Services for Students with
Disabilities (Student Services)
203 Administration Building
232-1181

Mary P. Riordan
Academic Skills Center (Student Services)
201 Library Learning Center
232-1125

DEADLINE: April 1, 1988

TITLE: Learning Disabled Students and Academic
Library Services

PROJECT PERIOD: July 1, 1988 - June 30, 1989

AMOUNT REQUESTED: \$2,065.00

FUNDING SOURCES: Funding will be sought from various
sources to implement identified
additional services needed by learning
disabled students.

SPECIAL ADJUSTMENT: None

ABSTRACT

The purpose of this project is to improve Library Learning Center services to students with learning disabilities. Three surveys will be conducted to provide information to assist the library staff in designing a program to meet the needs of this student group. Information will be gathered from learning disabled students on the UW-Stout campus, other libraries in the UW System, and libraries at institutions of higher education that have exemplary programs of support services for students with learning disabilities. An advisory committee of students with learning disabilities will assist the project leaders throughout the research and evaluation process.

Problems identified in the survey will be the basis on which Library Learning Center staff will develop a revised and enhanced program of services to students with learning disabilities. Instructional or orientation materials developed might be transferrable to other UW System libraries.

STATEMENT OF THE PROBLEM

The Library Learning Center conducted an extensive survey of students and faculty/academic staff in April of 1983. The objectives of the survey were two fold: 1) to question users with regard to which library services and resources users were aware of, which are used by what groups, how they are used, and what value is placed upon them; 2) to make recommendations for intermediate and long range planning. The survey resulted in the 1984 report titled Library Awareness/User/Needs Assessment. The survey was sent to 18% (1,386) of the student population with a 49% return rate. The students were selected using a standard university computer sampling program. The survey results were very useful in developing the Library Learning Center Long Range Plan for 1987-1992.

The survey sample was not designed to identify student users such as the handicapped, learning disabled or non-traditional students who might have special needs. Currently two members of the Information Access Service of the Library Learning Center are surveying the non-traditional students at UW-Stout to ascertain what barriers or problems exist for non-traditional students when learning (or relearning) how to use an academic library. Survey results will be presented at a conference for non-traditional students to be held at UW-Stout in April, 1988. Improved service to this group is an expected outcome of the report.

This proposed study will deal with another segment of the student population with special needs, the learning disabled. A publication copyrighted by the Board of Regents of the UW System in 1983 defines a learning disability as a "permanent disorder which affects the manner in which individuals with normal or above average intelligence take in, retain and express information. They may have defects in one or more of the following areas: reading comprehension, spelling, written expression, math computation, and problem solving." The Director of Services for Students with Disabilities indicates that there are approximately 100 students on campus at any one time who meet state of Wisconsin criteria as having a learning disability. The needs of this group have not been clearly identified and no organized program presently exists in the Library Learning Center for individuals in this group who might require special assistance to insure the maximum benefit from their educational program at UW-Stout.

A review of Library Literature and ERIC reveals no publications relating directly to services for the learning disabled in academic libraries. There is extensive literature on library services for the disabled, but only brief references to serving learning disabled students.

OBJECTIVES

1. Identify problems encountered by learning disabled students in their use of the Library Learning Center.
2. Identify services provided to this group by other University of Wisconsin System libraries and other U.S. colleges and universities that have formalized programs of services for students with learning disabilities.
3. Based on research and survey data, develop a program for the Library Learning Center to meet the needs of the learning disabled at UW-Stout.
4. Identify elements of the program that might be transferrable to other libraries in the UW System.

METHODOLOGY

1. Conduct a comprehensive literature search to identify research or other publications relevant to this study.
2. The Director of the Office of Services for Students with Disabilities will identify learning disabled students to be contacted in the survey.
3. Project Directors (Donley, Yurcisin, Riordan) and the graduate student will develop a survey questionnaire for UW-Stout students with learning disabilities. Appropriate accommodations will be used to meet the learning styles of the students, i.e., taping the survey questionnaire for students with a specific learning disability in reading. The survey will be designed to:
 - a) Identify problems encountered in use of the Library Learning Center services, resources publications, facilities and equipment.
 - b) Identify need for new services.
 - c) Identify services needing changes to accommodate the learning disabled.
4. Project Directors and the graduate student will develop a survey questionnaire for other University of Wisconsin System libraries to identify services and support systems provided to learning disabled students in their libraries.
5. Project Directors and the graduate student will develop a survey for libraries at 10-15 post secondary institutions in the U.S. which have been identified by the Director of Services for Students with Disabilities as having exemplary, formalized programs of support services for

students with learning disabilities. Some of the institutions are: Southern Illinois University, Carbondale, IL, Barat College, Lake Forest, IL, Central Washington University, Ellensburg, WA, Landmark College, Frides Crossing, MA, and The University of Connecticut, Storrs, CN. The survey will identify services and programs which could be implemented in the Library Learning Center and perhaps transferred to other UW System libraries.

EVALUATION PROCEDURE

1. Existing Library Learning Center services and accommodations for students with learning disabilities will be documented before the survey is conducted.
2. The Director of Services for Students with Disabilities and Director of the Academic Skills Center will organize an advisory committee of students with learning disabilities to assist in the evaluation process.
3. Problems identified in the UW-Stout survey will be discussed with staff in the Library Learning Center and Student Services and the Advisory Committee to identify methods to solve or alleviate the problems.
4. Existing services will be modified as needed.
5. Instructional and orientation materials will be developed and tested with learning disabled students. The materials will be offered for use to other UW System libraries.
6. The Advisory Committee will be asked to evaluate effectiveness of changes in service.

CONTINUING RESEARCH

The staff of the Library Learning Center is constantly studying ways to incorporate new technology and information delivery systems into its services. A project is currently in progress to use adapted and special technology to aid the visually impaired and learning disabled students to effectively use microcomputers in the LLC.

The projected study is one of several that need to be completed in order for the LLC to effectively serve all its users. Future studies would relate to such groups as instructional faculty, administrators, students enrolled in courses offered

off campus, graduate students who live outside the Menomonie area, and graduates of Stout who need to be kept up to date in their professional areas. Funding for such activities could come from a variety of sources such as the Stout Foundation, staff development grants, and the Undergraduate Teaching Improvement Council.

PROJECTED BENEFITS OR IMPACT OF THE PROJECT

The project will result in improved service to students with learning disabilities. The knowledge gained by the LLC professional staff will be used to modify existing services and make any special accommodations needed to serve this group. The results of the project will be shared with other UW System libraries and articles will be prepared for submission to appropriate professional journals.

BUDGET

Graduate student assistant with course work or experience in learning disabilities 360 hours @ \$4.50 during academic year	\$1,620.00
LTE Clerical Assistance	400.00
Duplicating Center	25.00
Postage	<u>20.00</u>
Total	\$2,065.00

VITA

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Education

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M.S., University of Minnesota, 1956 (Library Science)
Graduate work, Columbia University, School of Library and
Information Science, New York, NY, 1969-1971
completed all but dissertation
Graduate work, University of Minnesota, 1985, 1987,
courses in Communications and Public Opinion and
Technology Transfer.

Professional Experience

Library Learning Center, UW-Stout

- Assistant to the Director for Special Services,
January, 1988-present
- Coordinator of Technical Services, 1973-1987
- Catalog Librarian, 1959-1969, 1971-1973

Media Technology Department, Learning Resources, UW-Stout

- Taught graduate cataloging course at various times
1973-1984

Columbia University, New York, School of Library and
Information Science

- Teaching Assistant, 1970/71

Library, Northern States Teacher College, Aberdeen, SD

- Catalog and Reference Librarian, 1956-1959
- Instructor in Library Science program, 1958

Research/Grant Proposals

1. Undergraduate Teaching Improvement Council, Small Grants
Program. Workshop on "Microcomputer Access to Numeric
Databases for Student Research," submitted March, 1988.
2. Stout Foundation
"Computer access for visually impaired and learning
disabled students," with Ann Yurcisin, submitted February,
1988.

- EDUCATION**
- Ed.S. Industrial and Vocational Education with Emphasis on Professional Development, University of Wisconsin-Stout, 1981.
 - M.S. Vocational Rehabilitation with an Emphasis on Work Adjustment, University of Wisconsin-Stout, 1978.
 - B.S. Social Science Secondary Education with a Concentration in Sociology, Indiana University of Pennsylvania, 1970.
- Summer Institute for Women in Higher Education Administration (HERS Mid-America), Bryn Mawr College, Summer, 1985.
- PROFESSIONAL EXPERIENCE**
- DIRECTOR, SERVICES FOR STUDENTS WITH DISABILITIES, UNIVERSITY OF WISCONSIN-STOUT, 1978-PRESENT.
Developed, administer, coordinate and implement, a campus wide program of services for students with disabilities. Provide direct services, such as counseling, advisement, registration assistance, text books on tape, print enlargement and other needs assistance. Resource and referral person for students, faculty and staff. Recommend and advise considerations for changes in architectural and program accessibility.
- GRANTS WORK**
- Associate Director, Counselor Staff Development to Achieve Vocational Equity for Disabled Women and Girls, Wisconsin Department of Public Instruction, 1986-1987, \$19,000.
 - Associate Director, Career Education for College Women Who Have A Disability, United States Office of Education, Women's Educational Equity Act Program, 1983-1986, \$90,000.
- RECENT PUBLICATIONS**
- Hopkins-Best, M., Murphy, S. and Yurcisin, A. Reaching the Hidden Majority: A Leaders Guide for Career Preparation of Disabled Girls and Women. Cranston, Rhode Island: The Carroll Press In Press.
 - Hopkins-Best, M., Wiinamaki, M. and Yurcisin, A. "Career Education for Disabled College Women", Journal of College Student Personnel, May, 1985.
 - Wiinamaki, M., Yurcisin, A. and Hopkins-Best, M. "A Project to Prepare College Women with Disabilities for Careers", in 1984 and Beyond, ed. Jane Jarrow.
- RECENT PRESENTATIONS**
- "Disabled and Female: Double Jeopardy" (with M. Hopkins-Best and S. Murphy) Wisconsin Department of Public Instruction Conference, Madison, 1986.
 - "Career Education for College Women with Disabilities" (with S. Murphy), National Association for Women Deans, Administrators and Counselors Conference, Denver, 1986.
 - "Career Education for College Women with Disabilities" (with M. Hopkins-Best and M. Wiinamaki), Association on Handicapped Student Service Programs in Post-Secondary Education Conference, Kansas City, 1984.
- CERTIFICATION**
- Certified Work Adjustment Specialist (CWA) Nationally Certified , Career Counselor (NCCC)

Mary Palmer Riordan
Academic Skills Center, 201 LLC
UW-Stout
Menomonie, Wisconsin

EDUCATION

- May, 1987
Master's Degree in Education/Professional Development
UW-Stout, Menomonie, Wisconsin
- June, 1964
B.A. degree in English and Secondary Education
College of St. Catherine, St. Paul, Minnesota

EXPERIENCE

- October 1981 to present
Director, Academic Skills Center
UW-Stout, Menomonie, Wisconsin
- September 1980-June 1981
Instructor, English Department (half-time)
UW-Stout, Menomonie, Wisconsin
- September 1979-June 1981
Tutor, Academic Skills Center and Project ASPIRE (part time)
UW-Stout, Menomonie Wisconsin
- September 1968-March 1970
Administrative assistant, Chapel Hill Recreation Department
Chapel Hill, North Carolina
- September 1964-June 1966
English teacher, St. Bernard's High School
St. Paul, Minnesota

CURRENT RELEVANT EXPERIENCE

- Tutor students with disabilities in reading, writing and study skills
- Read and/or record tests as part of test-taking accommodations for students with disabilities
- Advise students with disabilities on class selection
- Act as liaison for students with disabilities with faculty and staff when necessary
- Inservice faculty and staff on developments in the field of students with disabilities

ORGANIZATIONS

Member, NADE (National Association for Developmental Education)
Member, IRA (International Reading Association)
Member and former board member, Menomonie Theater Guild
Charter member/ performer/ teacher, Greenwood Players' Children's Theater

APPENDIX B
INSTITUTIONS SURVEYED

INSTITUTIONS SURVEYED AND RESPONSES RECEIVED

<u>Institution</u>	<u>Service Providers</u>	<u>Library Directors</u>
Adelphi University Garden City, NY		
Arizona State University Tempe, AZ	X	X
Barat College Lake Forest	X	X
Baruch College (CUNY) New York, NY	X	X
Brown University Providence, RI	X	
Boston University Boston, MA		
Cal-State U of Chico Chico, CA		
Cal-State U of Northridge Northridge, CA	X	X
Cape Cod Comm. College West Barnstable, MA	X	X
Central Washington University Ellensburg, WA	X	X
Clark University Worcester, MA	X	X
College Misericordia Dallas, PA		
Comm. College of R.I. Lincoln, RI		
Curry College Milton, MA	X	X
Edinboro University Edinboro, PA	X	
Fairleigh Dickinson University Teaneck, NJ		
Frostburg State University Frostburg, MD		X
Housatonic Comm. College Bridgeport, CT	X	X
Keene State College Keene, NH		

<u>Institution</u>	<u>Service Providers</u>	<u>Library Directors</u>
Kent State University Kent, OH	X	X
Landmark College Putney, VT	X	X
Long Island University Brooklyn, NY		X
Marist College Poughkeepsie, NY	X	X
Mass. Bay Comm. College Wellesley, MA		
Middlesex County College Edison, NJ	X	X
Mitchell College New London, CT	X	
Monmouth College West Long Branch, NJ		
New England College Henniker, NH	X	X
New York University New York, NY		X
Northeastern University Boston, MA	X	X
Northern Illinois University Bekalb, IL	X	X
Ocean County College Toms River, NJ		X
Ohio State University Columbus, OH	X	X
Penn. State University University Park, PA	X	X
Rampo College of NJ Mahwahh, NJ	X	X
Southern Illinois U of Carb. Carbondale, IL	X	X
Stanford University Stanford, CA	X	
St. Thomas Aquinas College Sparkill, NY	X	X

<u>Institution</u>	<u>Service Providers</u>	<u>Library Directors</u>
Syracuse University Syracuse, NY	X	X
Unity College Unity, ME		X
U of Cal-Berkeley Berkeley, CA		
U of Connecticut Storrs, CT	X	X
U of Hartford West Hartford, CT		
U of Maryland College Park College Park, MD	X	X
U of Minnesota Mpls, MN	X	
U of Missouri-Columbia Columbia, MO		X
U of Missouri-St. Louis St. Louis, MO	X	X
U of Nebraska-Lincoln Lincoln, NE	X	X
U of New England Biddeford, ME		X
U of Rhode Island Kingston, RI		X
U of Tennessee-Chattanooga Chattanooga, TN	X	X
U of Vermont Burlington, VT	X	X
U of Virginia Charlottesville, VA	X	X
U of Wyoming Laramie, WY	X	X
Wright State University Dayton, OH	X	X

-Service providers and Library Directors at all UW System schools were also surveyed.

APPENDIX C

**DEFINITION OF LEARNING DISABILITY
AND CHARACTERISTICS**

LEARNING DISABILITIES

DEFINITIONS AND CHARACTERISTICS

DEFINITION OF LEARNING DISABILITY: (P.L. 94-142) from Lerner, Jr., (1985) Learning Disabilities: Theories, Diagnosis and Teaching Strategies. Boston: Houghton Mifflin Company, P. 7.

- a. a disorder in one or more of the basic psychological processes (including memory, auditory processing, visual processing, oral language);
- b. difficulty learning in the areas of speaking, listening, writing, reading, and/or mathematics;
- c. is not primarily due to other causes such as visual or hearing impairments, motor handicaps, mental retardation, emotional disturbance, or economic, environmental, or cultural disadvantage;
- d. a severe discrepancy between the student's apparent potential for learning and the student's level of achievement.

COMMON CHARACTERISTICS: Learning disabilities vary from individual to individual. There is no "typical" L.D., and the characteristics demonstrated by students may include any combination of the following (again, the list is only representative, not exhaustive): Adapted with approval from "Counseling and Accommodating the Student with Learning Disabilities" Dale Brown, President's Committee on Employment of the Handicapped, Washington, D.C. 1980.

- a. DISORDERS OF ATTENTION: Includes such problems as Hyperactivity, distractibility, (Attention deficit disorder.)
- b. VISUAL PERCEPTUAL PROBLEMS: Includes such problems as finding a face in the crowd, finding keys on a crowded desk, picking out one line of print from the other lines on a page, seeing letters/numbers reversed, or seeing two books reversed on a shelf of books, "V" may look like "U"; or different shades of similar colors may appear the same.
- c. AUDITORY PERCEPTUAL PROBLEMS: Includes such problems as being unable to hear the telephone ring when listening to the radio; hearing "nine-four" instead of "four-nine"; hearing "treats" instead of "street"; hearing "th" for "f", or "seventeen" instead of "seventy"; or hearing an angry rather than a joking voice.
- d. MOTOR PROBLEMS: Includes such problems as clumsiness, awkward or stiff movements; trouble learning from observation or copying off a blackboard; my handwriting is hard to read; trouble following verbal directions, taking notes on a lecture, or dancing to a rhythmic beat.
- e. DIRECTIONAL PROBLEMS: Includes such problems as trouble distinguishing left from right, north, south, east or west; difficulty learning the layout of a large building.

APPENDIX D
STUDENTS WITH LEARNING DISABILITIES
LETTERS AND QUESTIONNAIRE

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

March 20, 1989

Dear Student:

FILL OUT THE ENCLOSED QUESTIONNAIRE AND RECEIVE A COUPON FOR A FREE SOFT DRINK REDEEMABLE AT THE UW-STOUT STUDENT CENTER.

The Library Learning Center, the Academic Skills Center and the Office of Services for Students with Disabilities is doing a research project on the needs of students with learning disabilities in using the UW-Stout Library. This is an important project and WE NEED YOUR HELP! By filling out this questionnaire, you will help us determine ways to make the library easier for students with learning disabilities to use.

TO GET YOUR FREE SOFT DRINK, HERE'S WHAT YOU HAVE TO DO!!

1. Fill out the enclosed questionnaire (It really isn't as bad as it looks!). The questionnaire is also available on tape or I can arrange to have it read to you.
2. Return the completed questionnaire to the Office of Services for Students with Disabilities, 203 Administration Building by Thursday, April 20, 1989.
3. When you turn in your questionnaire, you'll receive a coupon redeemable for a free soft drink at the UW-Stout Student Center.

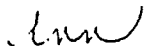
Your name is not needed on the questionnaire.

Your answers will be confidential.

YOUR ANSWERS MAY HELP TO MAKE THE UW-STOUT LIBRARY EASIER TO USE
FOR STUDENT WITH LEARNING DISABILITIES!

If you have any questions, please call me at X1181.

Sincerely,



Ann M. Yurcisin, Director
Services for Students
with Disabilities

AMY:sg

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Enc.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

April 19, 1989

Dear Student:

HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP!

Your help is needed! You can make a difference!

If you have not completed the questionnaire on the needs of learning disabled students and the library PLEASE take a few minutes of your time and fill out the questionnaire. It is not as long as it looks. The questionnaire is also on tape or you can arrange to have someone read it to you, just call the office at X 1181. The information YOU provide may make it easier for you and other students with learning disabilities to use the UW-Stout Library.

Don't forget, when you turn in your questionnaire, you will receive a coupon for a FREE SOFT DRINK redeemable in the Stout Student Center.

The questionnaire should be handed in by MONDAY, MAY 1, 1989.

If you can't find the questionnaire you were sent, please call and I will send you another. WE NEED YOUR HELP!

If you filled out the questionnaire

THANK YOU! THANK YOU! THANK YOU! THANK YOU! THANK YOU!

Sincerely,



Ann M. Yurcisin, Director
Services for students
with Disabilities

AMY:hl

QUESTIONNAIRE

LIBRARY USE/COMPUTER ACCESSIBILITY FOR LEARNING DISABLED STUDENTS

1. SEX: ___ FEMALE ___ MALE 2. CLASSIFICATION: FR SO JR SR GR OTHER
 3. AGE: _____ YEARS 4. MAJOR: _____

5. HOW DOES YOUR LEARNING DISABILITY AFFECT YOU? CHECK AS MANY AS APPLY.

- ___ A. DISORDERS OF ATTENTION: INCLUDES SUCH PROBLEMS AS HYPERACTIVITY, DISTRACTIBILITY, ATTENTION DEFICIT DISORDER.
- ___ B. VISUAL PERCEPTUAL PROBLEMS: INCLUDES SUCH PROBLEMS AS FINDING A FACE IN THE CROWD; FINDING KEYS ON A CROWDED DESK; PICKING OUT ONE LINE OF PRINT FROM THE OTHER LINES ON A PAGE; SEEING LETTERS/NUMBERS REVERSED; OR SEEING TWO BOOKS REVERSED ON A SHELF OF BOOKS; "V" MAY LOOK LIKE "U"; DIFFERENT SHADES OF SIMILAR COLORS MAY APPEAR THE SAME.
- ___ C. AUDITORY PERCEPTUAL PROBLEMS: INCLUDES SUCH PROBLEMS AS BEING UNABLE TO HEAR THE TELEPHONE RING WHEN LISTENING TO THE RADIO; HEARING "NINE-FOUR" INSTEAD OF "FOUR-NINE"; HEARING "TREATS" INSTEAD OF "STREET"; HEARING "TH" FOR "F"; "SEVENTEEN" INSTEAD OF "SEVENTY"; HEARING AN ANGRY RATHER THAN A JOKING TONE OF VOICE.
- ___ D. MOTOR PROBLEMS: INCLUDES SUCH PROBLEMS AS CLUMSINESS; AWKWARD OR STIFF MOVEMENTS; TROUBLE LEARNING FROM OBSERVATION OR COPYING OFF A BLACKBOARD; HANDWRITING THAT IS HARD TO READ; TROUBLE FOLLOWING VERBAL DIRECTIONS; TAKING NOTES ON A LECTURE; DANCING TO A RHYTHMIC BEAT.
- ___ E. DIRECTIONAL PROBLEMS: INCLUDES SUCH PROBLEMS AS TROUBLE DISTINGUISHING LEFT FROM RIGHT; DISTINGUISHING NORTH, SOUTH, EAST OR WEST; DIFFICULTY LEARNING THE LAYOUT OF A LARGE BUILDING.

THIS SECTION WILL ASK ABOUT LIBRARY SERVICES AND EQUIPMENT THAT YOU MAY HAVE USED BEFORE COMING TO UW-STOUT.

6. DID YOU USE THE FOLLOWING EQUIPMENT IN HIGH SCHOOL OR AT ANOTHER COLLEGE BEFORE COMING TO STOUT? (CHECK THOSE THAT YOU USED)

EQUIPMENT

- _____ VOICE SYNTHESIZER USED WITH MICROCOMPUTER
- _____ VOICE SYNTHESIZER USED WITH TYPEWRITER
- _____ KURZWEIL READING MACHINE
- _____ READING/PROJECTION DEVICES TO ENLARGE PRINTED TEXT
- _____ AUDIO TAPE OR DISC PLAYBACK UNITS WITH EARPHONES
- _____ VIDEO PLAYBACK UNIT WITH EARPHONES
- _____ PRINTING CALCULATORS
- _____ TALKING CALCULATORS
- _____ FOUR TRACK TAPE PLAYERS AND RECORDERS
- _____ COPIERS WITH ENLARGEMENT CAPABILITIES
- _____ WORD FINDER DEVICES
- _____ SPELL CHECKER DEVICES
- _____ FICHE/FILM READERS WITH VARIABLE MAGNIFICATION
- _____ MICROCOMPUTERS
- _____ MICROCOMPUTERS WITH LARGE PRINT DISPLAY MONITOR
- _____ CD ROM (ERIC, INFOTRAC, ETC.)

OTHER EQUIPMENT NOT LISTED _____

7. DID YOUR HIGH SCHOOL LIBRARY USE OR HAVE ANY OF THE FOLLOWING? CHECK THOSE THAT APPLY

___ DEWEY DECIMAL CALL NUMBERS

___ CARD CATALOG

___ INDEXES (SUCH AS THE READER'S GUIDE) TO HELP YOU IDENTIFY ARTICLES IN MAGAZINES AND OTHER PUBLICATIONS

___ DON'T KNOW

8. HOW FREQUENTLY DID YOU USE THE MATERIALS IN YOUR HIGH SCHOOL LIBRARY TO OBTAIN INFORMATION? PLEASE CIRCLE YOUR ANSWER.

NEVER DAILY 2 OR 3 TIMES A WEEK WEEKLY FEW TIMES A YEAR

9. WHEN YOU HAD PROBLEMS, HOW DID YOU COPE WITH USING THE LIBRARY IN YOUR HIGH SCHOOL?

10. IN WHAT WAYS DID THE LIBRARY STAFF IN YOUR HIGH SCHOOL HELP YOU?

11. APPROXIMATE NUMBER OF STUDENTS ENROLLED IN YOUR HIGH SCHOOL WHEN YOU GRADUATED? _____

IF YOU DO NOT KNOW, PLEASE GIVE US THE NAME OF THE HIGH SCHOOL AND THE CITY SO WE CAN CHECK ENROLLMENT.

NAME OF HIGH SCHOOL _____

CITY _____ STATE _____

YEAR YOU GRADUATED _____

12. HOW FREQUENTLY HAVE YOU USED THE UW-STOUT LIBRARY?

NEVER DAILY 2 OR 3 TIMES A WEEK WEEKLY FEW TIMES A SEMESTER

IF YOU REPLIED NEVER, PLEASE TELL US WHY. CHECK ANSWERS THAT APPLY:

- USE ANOTHER LIBRARY
 - SOMEONE ELSE GETS MATERIAL FOR ME
 - HAVE NOT NEEDED TO USE
 - OTHER, PLEASE _____
-

13. HAVE YOU USED THE FOLLOWING EQUIPMENT AT UW-STOUT LIBRARY? CHECK THOSE THAT YOU HAVE USED.

EQUIPMENT

- VOICE SYNTHESIZER USED WITH MICROCOMPUTER
- KURZWEIL READING MACHINE
- READING/PROJECTION DEVICES TO ENLARGE PRINTED TEXT
- AUDIO TAPE OR DISC PLAYBACK UNITS WITH EARPHONES
- VIDEO PLAYBACK UNIT WITH EARPHONES
- CALCULATOR
- TYPEWRITERS WITH EXTRA LARGE TYPEFACE
- FOUR TRACK TAPE PLAYER
- SPELL CHECKER DEVICES
- FICHE/FILM READERS WITH VARIABLE MAGNIFICATION
- MICROCOMPUTERS
- MICROCOMPUTERS WITH LARGE PRINT DISPLAY MONITOR
- CD ROM (ERIC, INFOTRAC, ETC.)

OTHER EQUIPMENT USED THAT WAS NOT LISTED ABOVE: _____

THE NEXT QUESTIONS DEAL WITH SOME PROBLEMS THAT STUDENTS WITH LEARNING DISABILITIES MAY HAVE WHEN USING THE LIBRARY. PLEASE ANSWER THE QUESTIONS IN TERMS OF THE PROBLEMS YOU MAY OR MAY NOT HAVE WHEN USING UW-STOUT'S LIBRARY.

14. DO THE FOLLOWING CREATE A PROBLEM OR DIFFICULTY IN USING THE LIBRARY? PLEASE MARK THE DIFFICULTY OF THE PROBLEM BY CHECKING THE APPROPRIATE COLUMN.

LEVEL OF DIFFICULTY OF PROBLEM

NEVER NO SMALL MEDIUM BIG
USED PROB PROB PROB PROB

A. THE DIRECTIONAL SIGNS ON WALLS ARE TOO SMALL, MAKING IT TOO HARD TO PICK THEM OUT FROM OTHER THINGS PRESENT ON THE WALLS.

--	--	--	--	--

B. THE CALL NUMBERS (SIGNS ON AISLES) ARE CONFUSING, SO IT IS DIFFICULT TO KNOW ON WHICH SHELF TO LOOK.

--	--	--	--	--

C. THE CALL NUMBERS ON THE BOOKS ARE TOO SMALL, MAKING IT DIFFICULT TO FIND THE RIGHT BOOK.

--	--	--	--	--

D. THE OPERATING INSTRUCTIONS FOR USING THE MICROFILM ARE CONFUSING.

--	--	--	--	--

E. THE OPERATING INSTRUCTIONS FOR USING THE MICROFICHE READER ARE CONFUSING.

--	--	--	--	--

F. THE MICROFICHE ARE DIFFICULT TO LOCATE IN FILES.

--	--	--	--	--

LEVEL OF DIFFICULTY OF PROBLEM

	<u>NEVER USED</u>	<u>NO PROB</u>	<u>SMALL PROB</u>	<u>MEDIUM PROB</u>	<u>BIG PROB</u>
G. IT IS HARD TO FIND THE RIGHT PAGES REPRODUCED ON MICROFILM.					
H. THE MICROFILM READERS ARE DIFFICULT TO LOAD AND USE, ESPECIALLY IN LINING UP FILM CORRECTLY.					
I. SUBJECT GUIDES AND PUBLICATIONS OF THE LIBRARY ARE DIFFICULT TO FIND AND USE.					
J. AUDIO TOUR OF THE LIBRARY CONFUSING.					
K. NOISE LEVEL CAUSES DISTRACTIONS.					
L. LIGHTING TOO BRIGHT IN SOME AREAS. WHERE? _____					
M. LIGHTING TOO DIM IN SOME AREAS. WHERE? _____					
N. PERIODICALS DIFFICULT TO LOCATE, SIGNS ARE CONFUSING.					
O. PERIODICALS NEWSPAPER HOLDING RECORD (PNHR) IS HARD TO UNDERSTAND.					
P. INTERLIBRARY LOAN REQUEST FORM DIFFICULT TO USE.					
Q. INTERLIBRARY LOAN PROCESS CONFUSING.					

R. ADDITIONAL PROBLEM AREAS/COMMENTS _____

15. HAVE YOU USED THE ALIS/L2 COMPUTERIZED PUBLIC CATALOG IN THE LIBRARY?
____ YES
____ NO IF NO, GO ON TO QUESTION 16 ON PAGE 9.

WHEN USING THE ALIS/L2 COMPUTERIZED PUBLIC CATALOG DO THE FOLLOWING CAUSE A PROBLEM? PLEASE MARK THE DIFFICULTY OF THE PROBLEM BY CHECKING THE APPROPRIATE COLUMN.

LEVEL OF DIFFICULTY OF PROBLEM

- A. ALIS/LS2 COMPUTERIZED PUBLIC CATALOG IS DIFFICULT TO USE.
- B. TIME PRESSURE (PEOPLE WAITING TO USE THE TERMINALS).
- C. AMOUNT OF READING REQUIRED TO LEARN THE SYSTEM.
- D. INFORMATION ON SCREEN IS DIFFICULT TO READ (PLEASE EXPLAIN) _____

_____
- E. DIRECTIONS FOR USE ARE LONG.

	NO PROB	SMALL PROB	MEDIUM PROB	BIG PROB
A.				
B.				
C.				
D.				
E.				

16. HAVE YOU USED A CD-ROM DATA BASE SUCH AS INFOTRAC, ERIC, ETC., IN THE LIBRARY?

___ YES

___ NO IF NO, GO ON TO QUESTION 17 ON PAGE 11.

WHEN USING A CD-ROM DATA BASE (SUCH AS INFOTRAC, ERIC, ETC.) IN THE LIBRARY LEARNING CENTER DO THE FOLLOWING CREATE A BARRIER? PLEASE MARK THE DIFFICULTY OF THE PROBLEM BY CHECKING THE APPROPRIATE COLUMN.

LEVEL OF DIFFICULTY OF PROBLEM

	<u>NO PROB</u>	<u>SMALL PROB</u>	<u>MEDIUM PRCB</u>	<u>BIG PROB</u>
A. CD-ROM (COMPACT DISC) DATABASES SUCH AS INFOTRAC, ERIC, ETC., ARE DIFFICULT TO USE.				
B. TIME PRESSURE (PEOPLE WAITING TO USE THE TERMINALS).				
C. AMOUNT OF READING REQUIRED TO LEARN THE SYSTEM.				
D. DIRECTIONS FOR USE ARE LONG.				
E. DIRECTIONS FOR USE ARE UNCLEAR.				
F. DIRECTIONS FOR USE ARE TOO COMPLICATED.				
G. LETTERS, NUMBERS AND SYMBOLS ON KEYBOARD ARE DIFFICULT TO READ.				

LEVEL OF DIFFICULTY OF PROBLEM

- H. COPY FROM PRINTERS HARD TO READ, TYPE-FACE TOO SMALL.
- I. FINDING CORRECT WORD TO ACCESS INFORMATION.
- J. CORRECTLY SPELLING WORD TO ACCESS INFORMATION.
- K. NOISE LEVEL MAKES IT DIFFICULT TO WORK.
- L. CROWDED WORK SPACE.
- M. LIGHTING MAKES SCREENS HARD TO READ.
- N. ADEQUATE INDIVIDUAL ASSISTANCE NOT AVAILABLE FOR EXTENDED PERIODS OF TIME.

NO PROB	SMALL PROB	MEDIUM PROB	BIG PROB

ADDITIONAL PROBLEMS/COMMENTS/SUGGESTIONS ON THE CD-ROM AREA



17. HAVE YOU USED THE CAMPUS COMPUTING LAB ON THE FIFTH FLOOR OF THE LIBRARY?

 YES

 NO IF NO, GO ON TO QUESTIONS 18 ON PAGE 13.

WHEN USING THE CAMPUS COMPUTING LAB DO THE FOLLOWING CREATE A BARRIER OR CAUSE A PROBLEM? PLEASE MARK THE DIFFICULTY OF THE PROBLEM BY CHECKING THE APPROPRIATE COLUMN.

LEVEL OF DIFFICULTY OF PROBLEM

	NO PROB	SMALL PROB	MEDIUM PROB	BIG PROB
--	------------	---------------	----------------	-------------

A. IN GENERAL, THE CAMPUS COMPUTING LAB IS DIFFICULT TO USE.

--	--	--	--

B. TIME PRESSURE (PEOPLE WAITING TO USE THE TERMINALS).

--	--	--	--

C. VARIETY OF EQUIPMENT IN THE LAB.

--	--	--	--

D. MICROCOMPUTER KEYBOARDS ARE NOT IDENTICAL.

--	--	--	--

E. MICROCOMPUTERS ARE NOT IDENTICAL (NEED TO LEARN A VARIETY OF EQUIPMENT).

--	--	--	--

F. OPERATION OF PRINTERS VARIES FROM LOCATION TO LOCATION.

--	--	--	--



LEVEL OF DIFFICULTY OF PROBLEM

	NO PROB	SMALL PROB	MEDIUM PROB	BIG PROB
G. INFORMATION ON SCREEN DIFFICULT TO READ BECAUSE:				
1. PRINT TOO SMALL.				
2. SCREEN COLOR DOES NOT PROVIDE CONTRAST.				
H. LETTERS, NUMBERS AND SYMBOLS ON KEYBOARDS ARE DIFFICULT TO READ.				
I. LIGHTING IN ROOM MAKES SCREENS HARD TO READ.				
J. TYPEFACES ON PRINTERS ARE HARD TO READ.				
K. ADEQUATE INDIVIDUAL ASSISTANCE FOR EXTENDED PERIODS OF TIME NOT AVAILABLE.				
L. PRINTED MANUALS AND INFORMATION ON DISKS IS HARD TO READ.				
M. NOISE MAKES IT DIFFICULT TO WORK.				
N. CROWDED WORK SPACE.				

ADDITIONAL PROBLEMS/COMMENTS/SUGGESTIONS ON THE CAMPUS COMPUTING LAB

18. WOULD ANY OF THE FOLLOWING HELP IN YOUR USE OF THE LIBRARY? CHECK AS MANY AS APPLY.

___ A. SUBJECT GUIDES AND BIBLIOGRAPHIES SHOULD BE ON NEUTRAL-COLORED PAPER. (PRESENTLY THEY ARE ON PAPER IN A VARIETY OF COLORS AND AVAILABLE IN THE REFERENCE AREA.)

___ B. SUBJECT GUIDES AND BIBLIOGRAPHIES SHOULD BE IN LARGER TYPE.

___ C. PUT PRINTOUT OF AVAILABLE PERIODICALS NEAR INFOTRAK TERMINALS.

___ D. TUTORIAL OPTION ON TERMINALS.

___ E. INDIVIDUAL OR SMALL GROUP TRAINING TOURS WOULD BE HELPFUL.

___ F. INDIVIDUAL INSTRUCTION IN USING THESE AREAS:

___ REFERENCE AREA

___ PERIODICAL AREA

___ COMPUTER USE

___ PUBLIC ON LINE CATALOG (ALIS/LS2)

___ CD ROM (INFOTRAK, ERIC, ETC.)

___ EQUIPMENT IN GENERAL

___ OTHER - PLEASE LIST _____

18. WOULD ANY OF THE FOLLOWING HELP IN YOUR USE OF THE LIBRARY? CHECK AS MANY AS APPLY.

___ A. SUBJECT GUIDES AND BIBLIOGRAPHIES SHOULD BE ON NEUTRAL-COLORED PAPER. (PRESENTLY THEY ARE ON PAPER IN A VARIETY OF COLORS AND AVAILABLE IN THE REFERENCE AREA.)

___ B. SUBJECT GUIDES AND BIBLIOGRAPHIES SHOULD BE IN LARGER TYPE.

___ C. PUT PRINTOUT OF AVAILABLE PERIODICALS NEAR INFOTRAK TERMINALS.

___ D. TUTORIAL OPTION ON TERMINALS.

___ E. INDIVIDUAL OR SMALL GROUP TRAINING TOURS WOULD BE HELPFUL.

___ F. INDIVIDUAL INSTRUCTION IN USING THESE AREAS:

___ REFERENCE AREA

___ PERIODICAL AREA

___ COMPUTER USE

___ PUBLIC ON LINE CATALOG (ALIS/LS2)

___ CD ROM (INFOTRAK, ERIC, ETC.)

___ EQUIPMENT IN GENERAL

___ OTHER - PLEASE LIST _____

APPENDIX E

**SERVICE PROVIDERS
LETTERS AND QUESTIONNAIRES**

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

March 7, 1989

Dear Director of Learning Disabilities Program:

We are conducting a research project to determine academic library accessibility to students with learning disabilities in post-secondary education. An extensive review of literature has shown that there is very little information on the subject. Yet with so many students with learning disabilities attending colleges and universities, we feel that library accommodations may be provided, even if informally. We are interested in knowing what is being done, and in identifying materials, equipment, technology and services that are assisting learning disabled students in using the library. For your reference a definition of learning disabilities is included.

As part of this project, we are surveying the libraries, offices of Services for Students with Disabilities and Academic Skills Centers on each of the University of Wisconsin System campuses. We are also surveying schools who have exemplary programs of services for students with learning disabilities along with their respective campus library(ies). The information received will be summarized in a report and disseminated through appropriate professional journals. Data from the individual schools will not be identified.

We would be most grateful if you would take a few minutes from your hectic schedule to complete the enclosed questionnaire. In return, we would be happy to share the results of our findings.

Thank you for your assistance in this project. If you have any questions, please feel free to contact any of us.

Sincerely,

Mary Donley

Mary Donley, Assistant to
Director for Special Services
Library Learning Center
(715) 232-1160

Mary Riordan Ann Yurcisin

Mary Riordan, Director
Academic Skills
Center
(715) 232-1125

Ann Yurcisin, Director
Services for Students
with Disabilities
(715) 232-1181

Please return the completed questionnaire by April 7 in the enclosed self-addressed stamped envelope.

LEARNING DISABLED STUDENTS AND ACADEMIC LIBRARY ACCESSIBILITY

1. NAME OF SCHOOL _____

2. NAME OF PROGRAM/DEPARTMENT _____

3. ADDRESS _____

_____ ZIP _____

4. PERSON COMPLETING QUESTIONNAIRE OR PERSON TO CONTACT FOR MORE INFORMATION:

_____ TELEPHONE () _____

5. TITLE _____

6. TYPE OF INSTITUTION:

Private

Public

7. DEGREE PROGRAMS: (check all that apply)

2 Year (Associate)

4 Year (Bachelor)

Over 4 Years (Graduate)

8. TOTAL SCHOOL ENROLLMENT FOR ACADEMIC YEAR: _____

9. TOTAL NUMBER OF STUDENTS WITH DISABILITIES: _____

10. TOTAL NUMBER OF STUDENTS WITH LEARNING DISABILITIES: _____

SSD

11. What type of problems do you feel students with learning disabilities encounter in using the library?

12. Does your office provide any services in assisting students with learning disabilities in using the library?

Yes
 No

(If yes, answer Questions 13 - 15, if no proceed to Question 16).

13. Please describe and/or attach any material (policy statement, etc.) which describes the services?

14. Do you have a staff member(s) with specific responsibility to assist students with learning disabilities in using the library?

Yes
 No

15. Please list the activities these staff perform and indicate the full-time equivalent (FTE) time assigned to each activity.

A. Professional Staff

Specific Activities

FTE

_____	_____
_____	_____
_____	_____
_____	_____

B. Clerical Staff

Specific Activities

FTE

_____	_____
_____	_____
_____	_____
_____	_____

C. Student Assistants - Undergraduate

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

D. Student Assistants - Graduate

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

E. Volunteers

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

16. If you answered no to question 12, Is there another program/department on campus that provides such services?

- Yes
 No

If yes, what is the name of that program/department, and contact person.

NAME _____ TITLE _____

PROGRAM _____ TELEPHONE () _____

ADDRESS _____

17. Does your office provide any inservice training for library staff regarding students with learning disabilities?

- Yes
 No

18. If Yes, how often is this inservice training provided? _____

19. Within your office/service area do you provide for learning disabled student's use, any of the special equipment listed below?

<u>Number Of Units</u>	<u>Equipment</u>
_____	Voice synthesizer used with Microcomputer
_____	Voice synthesizer used with Typewriter
_____	Kurzweil reading machine
_____	Reading/projection devices to enlarge printed text
_____	Audio tape or disc playback units with earphones
_____	Video playback unit with earphones
_____	Printing calculators
_____	Talking calculators
_____	Typewriters with extra large typeface
_____	Four track tape players and recorders
_____	Copiers with enlargement capabilities
_____	Word finder devices
_____	Spell checker devices
_____	Fiche/film readers with variable magnification
_____	Microcomputers
_____	Microcomputers with large print display monitor

Other Devices not listed _____

20. What additional services if any, do you feel are needed to improve library access to students with learning disabilities?

21. Please use the back side of this page to discuss any additional suggestions, comments and concerns related to learning disabled students and library access.

THANK YOU FOR YOUR ASSISTANCE. WOULD YOU LIKE TO RECEIVE A COPY OF THE SURVEY RESULTS?

_____ YES
_____ NO

PLEASE RETURN THE QUESTIONNAIRE BY APRIL 7, 1989 IN THE ENCLOSED STAMPED ENVELOPE TO:

Ann M. Yurcisin, Director
Services for Students with Disabilities
University of Wisconsin-Stout
203 Administration Building
Menomonie, WI 54751

Contact Ann Yurcisin at (715) 232-1181 if you have any questions.

March 7, 1989

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE, WISCONSIN 54751

Dear Director of Academic Skills Center:

We are conducting a research project to determine academic library accessibility to students with learning disabilities in post-secondary education. An extensive review of literature has shown that there is very little information on the subject. Yet with so many students with learning disabilities attending colleges and universities, we feel that library accommodations may be provided, even if informally. We are interested in knowing what is being done, and in identifying materials, equipment, technology and services that are assisting learning disabled students in using the library. For your reference a definition of learning disabilities is included.

As part of this project, we are surveying the libraries, offices of Services for Students with Disabilities and Academic Skills Centers on each of the University of Wisconsin System campuses. We are also surveying schools who have exemplary programs of services for students with learning disabilities along with their respective campus library(ies). The information received will be summarized in a report and disseminated through appropriate professional journals. Data from the individual schools will not be identified.

We would be most grateful if you would take a few minutes from your hectic schedule to complete the enclosed questionnaire. In return, we would be happy to share the results of our findings.

Thank you for your assistance in this project. If you have any questions, please feel free to contact any of us.

Sincerely,

Mary Donley

Mary Donley, Assistant to
Director for Special Services
Library Learning Center
(715) 232-1160

Mary Riordan Ann Yurcisin

Mary Riordan, Director
Academic Skills
Center
(715) 232-1125

Ann Yurcisin, Director
Services for Students
with Disabilities
(715) 232-1181

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LEARNING DISABLED STUDENTS AND ACADEMIC LIBRARY ACCESSIBILITY

1. NAME OF SCHOOL _____

2. NAME OF PROGRAM/DEPARTMENT _____

3. ADDRESS _____

_____ ZIP _____

4. PERSON COMPLETING QUESTIONNAIRE OR PERSON TO CONTACT FOR MORE INFORMATION:

_____ TELEPHONE () _____

5. TITLE _____

6. TYPE OF INSTITUTION:

_____ Private
_____ Public

7. DEGREE PROGRAMS: (check all that apply)

_____ 2 Year (Associate)
_____ 4 Year (Bachelor)
_____ Over 4 Years (Graduate)

8. TOTAL SCHOOL ENROLLMENT FOR ACADEMIC YEAR: _____

9. TOTAL NUMBER OF STUDENTS YOUR PROGRAM SERVES: _____

10. TOTAL NUMBER OF STUDENTS WITH LEARNING DISABILITIES IN
YOUR PROGRAM: _____

ASC

11. What type of problems do you feel students with learning disabilities encounter in using the library?

12. Does your office provide any services in assisting students with learning disabilities in using the library?

Yes
 No

(If yes, answer Questions 13 - 15, if no proceed to Question 16).

13. Please describe and/or attach any material (policy statement, etc.) which describes the services?

14. Do you have a staff member(s) with specific responsibility to assist students with learning disabilities in using the library?

Yes
 No

15. Please list the activities these staff perform and indicate the full-time equivalent (FTE) time assigned to each activity.

A. Professional Staff

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

B. Clerical Staff

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

C. Student Assistants - Undergraduate

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

D. Student Assistants - Graduate

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

E. Volunteers

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

16. If you answered no to question 12, is there another program/department on campus that provides such services?

- Yes
 No

If yes, what is the name of that program/department, and contact person.

NAME _____ TITLE _____

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ADDRESS _____

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 No

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<u>Number</u> <u>Of Units</u>	<u>Equipment</u>
_____	Voice synthesizer used with Microcomputer
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_____	Kurzweil reading machine
_____	Reading/projection devices to enlarge printed text
_____	Audio tape or disc playback units with earphones
_____	Video playback unit with earphones
_____	Printing calculators
_____	Talking calculators
_____	Typewriters with extra large typeface
_____	Four track tape players and recorders
_____	Copiers with enlargement capabilities
_____	Word finder devices
_____	Spell checker devices
_____	Fiche/film readers with variable magnification
_____	Microcomputers
_____	Microcomputers with large print display monitor

Other Devices not listed _____

20. What additional services if any, do you feel are needed to improve library access to students with learning disabilities?

21. Please use the back of this page to discuss any additional suggestions, comments and concerns related to learning disabled students and library access.

THANK YOU FOR YOUR ASSISTANCE. WOULD YOU LIKE TO RECEIVE A COPY OF THE SURVEY RESULTS?

_____ YES
_____ NO

PLEASE RETURN THE QUESTIONNAIRE BY APRIL 7, 1989 IN THE ENCLOSED STAMPED ENVELOPE TO:

Mary Riordan, Director
Academic Skills Center
University of Wisconsin-Stout
201 Library Learning Center
Menomonie, WI 54751

PLEASE CONTACT MARY RIORDAN at (715) 232-1125 if you have any questions.

APPENDIX F
LIBRARY DIRECTORS
LETTER AND QUESTIONNAIRE

March 7, 1989

Dear Library Director:

We are conducting a research project to determine academic library accessibility to students with learning disabilities in post-secondary education. An extensive review of literature has shown that there is very little information on the subject. Yet with so many students with learning disabilities attending colleges and universities, we feel that library accommodations may be provided, even if informally. We are interested in knowing what is being done, and in identifying materials, equipment, technology and services that are assisting learning disabled students in using the library. For your reference a definition of learning disabilities is included.

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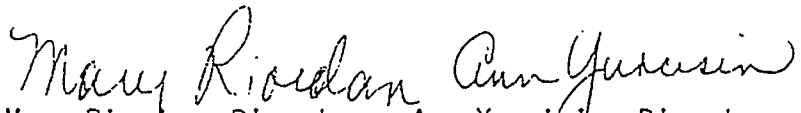
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Thank you for your assistance in this project. If you have any questions, please feel free to contact any of us.

Sincerely,



Mary Donley, Assistant to
Director for Special Services
Library Learning Center
(715) 232-1160



Mary Riordan, Director
Academic Skills
Center
(715) 232-1125

Ann Yurcisin, Director
Services for Students
with Disabilities
(715) 232-1181

Please return the completed questionnaire by April 7 in the enclosed self-addressed stamped envelope.

LEARNING DISABLED STUDENTS AND ACADEMIC LIBRARY SERVICES

1. NAME OF COLLEGE OR UNIVERSITY _____
2. NAME OF LIBRARY _____
3. ADDRESS OF LIBRARY _____
_____ ZIP _____

PLEASE FEEL FREE TO DUPLICATE FOR AS MANY LIBRARY UNITS THAT YOU WOULD LIKE TO INCLUDE IN THIS SURVEY.

4. PERSON COMPLETING QUESTIONNAIRE OR PERSON TO CONTACT FOR MORE INFORMATION:
_____ TELEPHONE () _____
5. TITLE _____
6. TYPE OF INSTITUTION:
 Private
 Public
7. DEGREE PROGRAMS AT YOUR INSTITUTION: (check all that apply)
 2 Year (Associate)
 4 Year (Bachelor)
 Over 4 Years (Graduate)
8. TOTAL SCHOOL ENROLLMENT FOR ACADEMIC YEAR: _____
9. WHICH CLASSIFICATION SYSTEM IS UTILIZED IN YOUR LIBRARY?
 Dewey
 Library of Congress
 Other (specify) _____
10. DO YOU HAVE A PROGRAM/SERVICE IN THE LIBRARY TO ASSIST STUDENTS WITH LEARNING DISABILITIES?
 Yes
 No

If yes, please describe and/or attach any material (policy statement, etc.) which describes the program/service.

11. Do you have a staff member who acts as the coordinator of library services to students with learning disabilities?

- Yes
- No

12. Do you have library staff members with the specific responsibility to assist students with learning disabilities?

- Yes
- No - skip to question 13

Please list the activities these staff perform and indicate the full-time equivalent (FTE) time assigned to each activity.

A. Professional Staff

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

B. Clerical Staff

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

C. Student Assistants - Undergraduate

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

D. Student Assistants - Graduate

Specific Activities

FTE

_____	_____
_____	_____
_____	_____

E. Do any of the staff noted above have special training, experience or education in working with learning disabled students?

Yes

No

If yes, please describe:

F. Do you provide any orientation/in-service for staff to introduce them to the special needs and problems of the learning disabled students?

Yes

No

If yes, please describe:

13. Do you use volunteers to assist students with learning disabilities?

Yes

No - Skip to question 14

A. How many volunteers are there this academic year? _____

B. Total anticipated hours contributed during this academic year.

_____ Hours

C. Please describe the specific activities the volunteers perform:

D. Do you provide any orientation/in-service for the volunteers?

Yes

No

If yes, please describe:

E. Title of person who coordinates work of the volunteers?

Is this person a member of the library staff?

Yes

No

14. Do you provide information and instructional materials (such as subject guides, pamphlets/brochures, floor plans, etc.) in alternate formats (such as audio tape, large typeface, visual diagrams etc.) which might assist the learning disabled student in using the library?

Yes
 No

If yes, please describe:

15. Would you be willing to share any of these materials with interested libraries?

Yes
 No

If yes, who to contact? _____

16. Do you provide in the library any of the special equipment listed below? If so, please indicate the number of units for each type of equipment.

Number
Of Units

Equipment

_____ Voice synthesizer used with Microcomputer
_____ Voice synthesizer used with Typewriter
_____ Kurzweil reading machine
_____ Reading/projection devices to enlarge printed text
_____ Audio tape or disc playback units with earphones
_____ Video playback unit with earphones
_____ Printing calculators
_____ Talking calculators
_____ Typewriters with extra large typeface
_____ Four track tape players and recorders
_____ Copiers with enlargement capabilities
_____ Word finder devices
_____ Spell checker devices
_____ Fiche/film readers with variable magnification
_____ Microcomputers
_____ Microcomputers with large print display monitor

Other Devices not listed _____

17. Are accommodations (such as handouts in large typeface) made in presentation of bibliographic instruction and orientation classes to assist the learning disabled student in the learning experience?

Yes
 No

If yes, please describe:

18. Would you be willing to share any special instructional materials with interested libraries?

- Yes
 No

If yes, who to contact: _____

19. Do you have an on-line catalog for public use?

- Yes
 No

20. Do you have any CD ROM equipment available for public use? (for databases such as ERIC, INFOTRAC, etc.)

- Yes
 No

21. If users print the results of the on-line catalog or CD ROM searches are you aware of any problems that the learning disabled students have had with print quality?

- Yes
 No

If so, please describe problem and any efforts to alleviate the problem:

22. Do you have any special aids or equipment available to help the learning disabled student to use the on-line catalog or CD ROM equipment?

- Yes
 No

If so, please describe:

23. Your suggestions, comments, and concerns on these or other problems encountered in assisting students with learning disabilities.

THANK YOU FOR YOUR ASSISTANCE. WOULD YOU LIKE TO RECEIVE A COPY OF THE SURVEY RESULTS?

- YES
 NO

PLEASE RETURN THE QUESTIONNAIRE BY APRIL 7, 1989 IN THE ENCLOSED STAMPED ENVELOPE TO:

Mary R. Donley
Assistant to the Director for Special Services
Library Learning Center
University of Wisconsin-Stout
Menomonie, WI 54751

Contact Miss Donley at (715) 232-1160 if you have any questions.