

Information Needs to Special Needs Populations

Instructor: Suellen S. Adams

e-mail: suellen@mac.com

website: <http://suellenadams.com>

Course Description: Examines the historical and philosophical context of the concept of disability, including ADA regulation, mainstreaming and deinstitutionalization. Considers the ramifications of current thinking for libraries and other information providers. Explores the practicalities of equal provision of service to special needs populations, including cost.

Objectives:

As a result of this course students will be able to

- Understand and describe the philosophy and history of special needs and disability
- Describe disability theory and the disability rights movement
- Discuss the ramifications of ADA, deinstitutionalization and mainstreaming to libraries and information agencies
- Describe a variety of physical and technological solutions to assist those with special needs
- Discover and create partnership opportunities for serving special populations
- Conceive, design, and promote an inclusive or special program or service for a special needs population

Readings:

Reading will be supplied by the instructor. They will either be supplied on a fair use basis or publicly available on the web. Most of the readings are listed in the course schedule and will be available on the course site. Brief additional readings may be supplied for discussion from time to time. There will also be weekly VoiceThreads, Powerpoints or other "lectures" prepared by the professor for your review.

Assignments-

There are 4 main types of deliverables for this course; weekly discussions, 5 article summaries/reflections on assigned topics, a book review on a pre-approved book of your choice and a final project designing a program or service for a particular special population. Specifics for each type of assignment are below.

-Discussion

Each week, discussion questions will be posted on the class site. These questions (or possibly occasional case studies or short extra articles to comment on) will be related either to the readings assigned for the week, the other assignments you have done (ie something about your articles, book review or ongoing final project), or expansion of earlier discussion. Please try to write your responses within a week and check back often to follow up. You will be expected to post your own response to the weekly discussion, as well as react to or discuss the responses of at least 3 of your classmates. The purpose is to create and participate in interactive and ongoing discussions, thus learning from the entire class community rather than just the professor.

Discussion postings should be substantive and thoughtful. Postings of the “ditto” or “me too” variety don’t really count. It is wonderful if you agree, but highlight how and why in your response. You are encouraged to share your own experience around these questions as well as information from the assigned readings or any other reading you may discover. It often happens that when one is studying a particular topic they tend to be sensitive to it and therefore will encounter articles, pamphlets and other information that relates to the topic. You are encouraged to share this information and these resources with the rest of the class in discussion.

It is expected that all postings will be thoughtful and respectful. “Flaming” will absolutely not be tolerated.

-Article review and reflection

Five times throughout the semester you will be asked to find, read, summarize and reflect upon an article. An “article” for the purposes of this assignment can be an academic journal article, an article from a more popular source, a book chapter, a substantial blog post from a credible source or even materials from an organization that works with or promotes the cause of persons with special needs.

These reviews should be a maximum of 3 pages double-spaced, 12-pt font. The first page should consist of a brief summary and review. The rest of the assignment should contain your reflection on the material. Reflections should be a way to connect this new information to your previous readings, prior knowledge and personal experience.

(1) Current conceptions of disability and special needs

This paper is due to me on January 28, 2013.

(2) The history and philosophy surrounding the move from “marginalized to mainstream”

This paper is due February 11

(3) Assistive technology

This paper is due March 18

(4) Information about and/or service to a particular special needs group

This paper is due April 1

(5) Information about and/or service to a particular special needs group (state association information)

This paper is due April 15 and will be a little different, I want you to focus on material from some association that either serves or promotes the rights of special needs/disabled people in the state in which you now reside.

-Book review

Each student will choose a book that relates to any aspect of the course. You may choose to read something academic, philosophical, historical or practical. Please have it approved by the instructor by February 1.

Write a book review of no more than 5 (double-spaced 12 point font) pages that includes the following.:

- The main themes of the book
- How it relates to either subjects already covered and/or future service in a library or information setting
- How it contributed to your understanding of special needs issues
- Anything else that was particularly surprising or enlightening to you

Organizational format is less important than covering all the topics.

This assignment is due Feb. 25

-Final project

The final project is to create a program or service for the library or information environment of your choice. It can be done individually or in teams of two. The program can either be specifically aimed at a special population, or it can be a broader program that is designed to be more accessible to a special needs population. The purpose is to define an audience for the program or service, determine necessary resources that would be needed to support the service, evaluate the audience needs and how this program or service will meet those needs, select methods for evaluating the service, create a plan for implementing the service including a schedule and expected costs, and articulate specific knowledge and skills gained by doing the project.

You may wish to choose a real place to base your project on, or create one that is more generic and can be used across agencies.

The following elements must be included:

- Name of creator(s) and name of the service
- Executive summary containing a short description of the service and what it might take to implement it
- Give an overview and characteristic of the organization or type(s) of organization it is intended for
- Describe the audience the service is intended for including :
 - A description of the audience
 - Specific audience needs
- Describe the program or service
 - Type of service
 - Purpose of the service
 - How it meets the needs of the organization and the specific audience
 - Benefits to the audience and the organization
 - Give enough information that an external reviewer would have a good idea of what the program or service would “look like”
- Resources
 - Staffing
 - Technology
 - Space
 - Any other item with costs in time or money
 - A plan for gaining the appropriate funding
- Promotion of Service
 - Specific methods of promoting the service to the intended audience (how will you reach them?)
- Evaluation
 - How will we know if it worked (ie user surveys, observation, etc.)
- Any special issues or considerations you feel are pertinent to your project.a
- Bibliography of works consulted in any consistently used bibliographic style
- **Each** student will write an approximately 2 page individual reflection to be turned in separately.

Approximate length of final project paper 8-12 pages (plus a 2 page reflection for each student)

Grading

Discussion 20% (20 points)

Book Review 20% (25 points)

Article review and reflection 25% (5 @ 5 points each)

Final project 35% (30 points for the paper, 5 points for reflection)

Overall grading rubric

97-100=A+

94-96 =A

90-93=A-

87-89=B+

84-86=B

80-83=B-

77-80=C+

74-76=C

70-73=C-

Below 70 is unacceptable and will constitute a failure

Tentative Schedule

Week of:	Subject	Readings	Due by Saturday:
January 14	Introductions	Dislabeled	Introductions posted on forums
January 21	Historical and current conceptions of disability and special needs Disability Theory	Disabling imagery Models of disability	Discussion post
January 28	From marginal to mainstream: History of ADA laws	Time line Disability and the Law A guide to disability rights laws Find an article about the UN Disability Treaty	Discussion post Article review and reflection #1
February 4	From marginal to mainstream: Deinstitutionalization and educational mainstreaming	The New Asylums <i>Parade of Freaks? Deinstitutionalization and the Homeless with Mental Illness</i> Mental Illness and Homelessness <hr/> Least Restrictive Environment, Mainstreaming, and Inclusion Special Education Inclusion Optional: Inclusion pros and cons	Discussion post

February 11	Disability rights movement	Explore the Smithsonian's American History Site on the Disability Rights Movement The New Civil Rights Lives Worth Living	Discussion post Article review and reflection #2
February 18	Taking Stock of the library: Services, Programs and Attitudes	Explore disability is natural website ALA Library Services for People with Disabilities Policy Attitudes Towards Library Patrons with Physical Challenges Nothing about me without me	Discussion post
February 25	Book review related topics	<i>No extra readings this week</i>	Book review due
March 4	Service to those with physical disability	Service to Mobility Impaired IFLA deaf guidelines Explore librivox.com and www.loc.gov/nls/	Discussion post
March 11	Spring Break	Spring Break	Spring Break
March 18	Assistive Technology and Full Access	Guide to low cost tools Any "success story" from ATA website Universal Design ch. 1-3.	Discussion post Article review and reflection #3

March 25	Service to those with mental and emotional disability	Chip Ward on the Homeless The rights of the many Dementia resource Library 411	Discussion post
April 1	Service to those with learning disabilities Service to the developmentally disabled	Accommodations for adults with LD Your ADHD child and school <u>Adults with ADHD</u> DPI WI Cognitive Disabilities	Discussion post Article review and reflection #4
April 8	Service to the aging	Guidelines for Library and Information Service to Older Adults	Discussion post
April 15	Partnerships Marketing	<u>Partnerships Collaborative matrix</u> Tips for library marketing	Discussion post Article review and reflection #5
April 22	Some existing programs	<i>No additional reading this week</i>	Discussion post
May 3	Discussion of final projects	<i>No additional reading this week</i>	Final project due