

**CONSORTIUM OF ACADEMIC & RESEARCH LIBRARIES IN ILLINOIS**

**PROPOSAL COVER SHEET**

**FY 2008**

**PROJECT: Libraries Assisting in the Education of Students with Special Needs**

AMOUNT OF MONEY REQUESTED: \$20,000

HOST LIBRARY: Benedictine University, Benedictine Library

HOST LIBRARY INFORMATION:

Contact Person: Luann DeGreve

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State: IL,

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Director of Host Library: Jack Fritts

**PARTICIPATING LIBRARIES, CONTACT PERSONS, & FULL CONTACT INFORMATION:**

(Include the **name, title, full U.S. Postal address, phone number, and e-mail address** of a contact person at each participating library.)

**Nancy Jeckel**, Information Services Librarian

**Parkland College**, Parkland Library, 2400 West Bradley Avenue, Champaign, IL 61821  
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## **Libraries Assisting in the Education of Students with Special Needs CARLI Collection Enhancement Awards Program Partnership Proposal**

### **Introduction**

According to the 2004 Annual State Report on Special Education, the percentage of Illinois students between the ages of 6 and 21 receiving special education services has continued to increase since 2002 and remains higher than the national average.<sup>1</sup> The reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA) in November 2004 brought significant changes to K-12 special education services. The areas of IDEA 2004 which will potentially have the most impact are the reevaluation of disabilities, the summary of performance requirement, transition planning, and criteria for the diagnosis of a learning disability. Some of the differences will be apparent as soon as the 2006-2007 academic year.<sup>2</sup>

The changes in the federal law will have a direct impact on teacher education programs throughout the State of Illinois. The four leading categories of students served by special education services include specific learning disabilities, speech or language impairment, emotional disturbance, and mental retardation.<sup>3</sup> Access to library collections that keep pace with the changes brought about by the reauthorized law will be of vital importance to teacher education students, practicing teachers and administrators, as well as parents and students.

The Special Education Partnership proposes to build library collections in the areas where the most significant changes occur as well as giftedness and twice-exceptional students, universal design in special education, special education issues related to higher education, K-12 curriculum materials, and governmental, legal and ethical issues of special education. These collections will support a growing need for information in communities across the state as libraries work to assist the education of Illinois students with special needs. With stagnant or declining library materials budgets in recent years, additional funds are needed to expand and update holdings to support special education instruction and learning.

A search constructed in WorldCat Collection Analysis on December 31, 2006, shows CARLI libraries having a large collection of special education materials in a variety of formats. However, the number of materials produced after IDEA 2004 is only 2% of the collection. The chart below illustrates this.

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<sup>1</sup> Illinois State Board of Education. 2004 Annual State Report on Special Education Performance. Springfield, Ill.: Illinois State Board of Education, 2005, p.1.

<sup>2</sup> Madaus, Joseph W. and Stan F. Shaw. "Disability Services in Postsecondary Education: Impact of IDEA 2004," Journal of Developmental Education, 30(1): 12-21. (Fall 2006)

<sup>3</sup> Illinois State Board of Education. 2004 Annual State Report on Special Education Performance. Springfield, Ill.: Illinois State Board of Education, 2005, p.3.

<b>Publication Date</b>	<b>Totals</b>	<b>2005</b>	<b>2006</b>
<b>Divisions</b>	<b>11221012</b>	<b>134486</b>	<b>48223</b>
Education	282382	3672	1570
Special Aspects of Education	52873	818	373
Ed. of the Exceptional, Gifted & Handicapped	11287	167	103
English	10742	165	103
Books	9597	153	103
Computer Files	9	0	0
Serial Publications	377	0	0
Serial Publications, Electronic	43	0	0
Sound Recordings	64	0	0
Texts, Electronic	88	2	0
Visual Materials	564	10	0

A search of WorldCat on February 8, 2007, using “special education” as a subject phrase provided the following information:

<b>Format</b>	<b>All Publication Dates</b>	<b>2005-2006</b>	<b>2007</b>
<b>All</b>	<b>18767</b>	<b>869</b>	<b>62</b>
Books	16076	715	56
Visual	927	34	1
Serials	700	3	0
Internet	587	59	2
Sound	238	49	3
Articles	114	0	0
Computer	78	9	0
Archival	43	0	0
Scores	2	0	0
Maps	1	0	0
Updated Resources	1	0	0

A second search of SILC limited to All Illinois Libraries on February 8, 2007, using “special education” as a subject phrase provided the following information:

<b>Format</b>	<b>All Publication Dates</b>	<b>2005-2006</b>	<b>2007</b>
<b>All</b>	<b>3631</b>	<b>158</b>	<b>18</b>
Books	3162	133	18
Visual	226	20	0
Serials	133	0	0
Internet	82	3	0
Sound	18	1	0
Articles	7	1	0
Computer	2	0	0
Scores	1	0	0

There is a significant discrepancy between the number of current materials available versus what is available in Illinois. The Special Education partnership will work to build a stronger collection of current materials in all formats and make these materials available to all residents of the state.

### **Benefit**

As the number of students needing special education services increases, there will be a greater demand placed on educational programs to produce teachers who specialize in special education as well as teachers who can work with students with special needs in their regular classrooms. Libraries can assist by providing materials for students to use to research causes, develop teaching strategies, design curricular units, assess student learning, and consult parents. As students with special needs move through the system and enter higher education, college personnel will need to be able to address the students' needs as well. It is also probable that as older adults return to higher education, they will need materials to work with their children who have special needs. As a result, the benefit to the state of Illinois is very broad. Each participating institution is committed to resource sharing and will make available materials purchased through this collection partnership available to all citizens of Illinois.

### **Cost and Funding Plan**

There are nine libraries involved this partnership project representing various regions and sizes.

<b>Institution</b>	<b>Component</b>	<b>Amount</b>
Benedictine University	Emotional and Behavioral Disorders	\$2,500.00
Eastern Illinois University	Special Education Communication Disorders Materials	\$2,000.00
Greenville College	Learning Disabilities and ADHD	\$2,000.00
Moraine Valley Community College	Special Education in Higher Education	\$2,000.00
National-Louis University	Universal Design	\$2,000.00
Northeastern Illinois University	Giftedness, Autism Spectrum Disorders and Twice Exceptional Students	\$2,500.00
Parkland College	Legal and Ethical Issues in Special Education	\$2,000.00
Southern Illinois University at Edwardsville	Special Education and Government Policy (State and Federal)	\$2,000.00
University of Illinois at Urbana-Champaign	Special Education K-12 Curriculum Materials	\$3,000.00

The total cost of funding is \$20,000. All awarded funds will be used to purchase materials. Samples of the types of materials to be purchased with the award funds are available in the rationale statements from the participants. The participating institutions have agreed to absorb all staff and processing costs for their portions of the award materials. Because of the importance of special education to the curriculum and to the

students served by special education, each institution is committed to purchasing additional resources in its area beyond the term of the award proposal.

### **Plan of Operation**

Participants will submit lists of materials for purchase to the partnership libraries in an effort to avoid duplication. Publisher catalogs and WorldCat will be used to identify available materials in the area of special education. Participants will also consult with faculty members at their institutions to identify useful and relevant items for purchase. Participants will verify that the items are not widely held in Illinois through the use of I-Share. Minimal duplication of titles may be necessary if a participating library finds that a title is consistently unavailable or a title is only held at a geographically distant library. Each library will catalog the materials through OCLC and make them available for interlibrary loan and direct borrowing within six months of receipt. Each library will promote the CARLI Collection Enhancement Award through its institutional mechanisms and press releases will be sent to the local media. Each participating institution will follow CARLI *Last Copy Guidelines*. Each library will report the items purchased and amount spent to the project coordinator by August 1, 2008. Usage statistics from the date of cataloging through August 1, 2008 will also be collected as will examples of promotion materials. A final report will be submitted by June 30, 2009 evaluating the overall impact of the project.

### **Expandability and Adaptability**

The initial focus of this project lends itself to expansion as there are other areas of special education which could be explored either by the current members or additional partners. These areas include but are not limited to history of special education, working with students who have special needs in the mainstream classroom, assessment of special education programs, transitioning from education to work/life, classroom management, impact on families, and administration.

### **Evaluation and Assessment**

Benedictine University will assume responsibility for all the coordination of the project collecting all reports of purchases, usage statistics, and promotional materials. Each library will report the items purchased and amount spent to the project coordinator by August 1, 2008. Usage statistics from the date of cataloging through August 1, 2008 will also be collected as will examples of promotion materials. A final report will be submitted by June 30, 2009 evaluating the overall impact of the project.

## **Rationale Statements from Participants**

### **Benedictine University**

**Contact bibliographer:** Luann DeGreve

**Subdiscipline area:** Emotional and Behavioral Disorders

**Amount requested:** \$2500.00

Benedictine University, founded in 1887 by the Benedictine monks of St. Procopius Abbey, is a Catholic institution with a strong focus on the sciences and a dedication to liberal arts education. The University has strong roots in the community of Lisle, Illinois and the surrounding western suburbs of DuPage County. The institution's population is diverse with more than 25% of the undergraduate population belonging to an ethnic, religious or racial minority.

The university offers a bachelor's degree in Special Education, a bachelor's degree in Elementary Education and a minor in Secondary Education leading toward certification. In addition, the university offers two masters degrees in education and an Ed.D. Students all of these programs would benefit from the addition of materials related to emotional and behavioral disorders as would current faculty and staff.

To support the diverse population, curricula and research needs, Benedictine University proposes to enhance its special education collection by acquiring books and multimedia material in the English language on emotional and behavioral disorders. Benedictine University will absorb all staff and processing costs for its portion of the grant materials.

Because of the University's commitment to diversity and its curricular needs, the Benedictine Library is committed to maintaining these collections. All of these materials will be made available to the CARLI community through I-Share within two months of purchase. Libraries outside of I-Share will be able to request materials in this collection through interlibrary loan. As funds allow, this collection can be expanded into other areas. These areas include but are not limited to assessment of special education programs, classroom management for the special education teacher, impact of children with special needs on families, and administration of special education programs.

Benedictine University will evaluate its role in the partnership through circulation statistics. It is anticipated that as Benedictine holdings in these areas increase, there will be an increase in the circulation of these items both from the institution's own students as well as from interlibrary loan users.

### **Sample list of titles for purchase:**

#### **Number in parentheses indicates number of copies in I-Share catalog**

Behavioral Intervention Association (Producer). 2000. Embracing Play: Teaching Your Child with Autism. Bethesda, MD : Woodbine House. (0)

Behavioral Intervention Association (Producer). 2006. Passport to Friendship: Facilitating Peer Play for Children with ASD. Bethesda, MD : Woodbine House. (0)

Cullinan, Douglas. 2006. Students with Emotional and Behavioral Disorders: An Introduction for Teachers and Other Helping Professionals. Upper Saddle River, N.J. : Prentice Hall. (0)

Downing, Joyce Anderson. 2006. Students with Emotional and Behavioral Problems:

Assessment, Management, and Intervention Strategies. Upper Saddle River, N.J. :  
Prentice Hall. (0)  
Dulcan, Mina K. 2006. Helping Parents, Youth, and Teachers Understand Medications  
for Behavioral and Emotional Problems: A Resource Book of Medication Information  
Handouts. Arlington, VA: American Psychiatric Publishing. (0)  
Kay, Janet. 2007. Behavioural, Emotional and Social Difficulties: A Guide for the Early  
Years. New York: Continuum International Publishing Group (0)  
Levine, Karen. 2006. Replays: Using Play to Enhance Emotional and Behavioral  
Development for Children with Autism Spectrum Disorders. London: Jessica Kingsley  
Publishers. (0)  
Perry, Deborah F. 2007. Social and Emotional Health in Early Childhood: Building  
Bridges Between Services and Systems. Baltimore: Brookes Publishing Co. (0)

**Eastern Illinois University—Booth Library**

**Contact bibliographer:** Ann Brownson

**Subdiscipline area:** Special Education Communication Disorders Materials

**Amount requested:** \$2,000

**Rationale:**

Booth Library proposes to acquire materials suitable for use by students, faculty, professionals, and others within the state. As a university with a strong and well-respected Communication Disorders program, it is logical for EIU to enhance its library collection so that it is readily available through I-Share and interlibrary loan to students in teacher education programs around the state and to faculty, other education personnel, and parents of special needs children.

EIU will acquire monographs, textbooks, kits and other material suitable for users within the P-12 special education classroom and related programs. The focus will be on the variety of communication disorders found in the special education classroom, including autism spectrum disorders, aphasia, and oral language and hearing disorders. Since nearly every higher education institution in Illinois has a teacher education program, this material will be highly used.

Proposed is a request to purchase current and classic books and other items that focus on communication disorders in education. A sample list is attached. \$2,000 is requested to acquire these materials. Once the books are made available through the I-Share catalog, we anticipate extensive use of these sources by students, faculty and teachers statewide. As a state-supported institution, EIU makes its collections available to all Illinois through interlibrary loan and through a “community borrower card” program. Booth Library will continue to purchase in this area beyond the term of the grant proposal.

Publisher catalogs and WorldCat were used to identify materials not already owned by EIU and not listed in I-Share or only listed with a copy or two in a limited region of the state.

**Sample list of Communication Disorders in Special Education items for purchase:  
Number in parentheses indicates number of copies in I-Share catalog.**

Janzen, Janice. Understanding the Nature of Autism. Pro-ed: 2007 (0)  
Luterman, David. The young deaf child. Pro-ed: 1999 (2)  
McConnell, Kathleen. Practical Ideas that Really Work for Students with Autism Spectrum Disorders. Pro-ed: 2007 (0)  
Nippold, Marilyn. Later language development. Pro-ed: 2007. (0)  
Prelock, Patricia. Working with the classroom curriculum: A guide for analysis and use in speech therapy. Pro-ed. 2000. (0)  
Reese, Pam. Autism &PDD: Primary Social Skills Lessons. Linguisystems, 2001 \$109.75 (2)  
Richardson, Marcelle. Tongue thrust book. Linguisystems: \$41.00 (0)  
Strode, Robin. The source for childhood apraxia of speech. Linguisystems: 2007. \$41.95 (0)  
Watson, Linda R. Teaching Spontaneous Communication to Autistic and Developmentally Handicapped Children. Pro-ed: 1989 (2)

### **Greenville College**

**Subdiscipline area:** Learning Disabilities and ADHD

**Contact Bibliographer:** Jane Hopkins

**Amount requested:** \$ 2,000

The Greenville College Library proposes to expand our collection of English language books on learning disabilities and Attention-deficit Hyperactivity Disorder to assist our students and library users throughout the state of Illinois. These are ever-growing areas of Special Education, and book purchases throughout the state are not keeping up with the publishing in these areas. We will focus our purchases on titles which cover learning disabilities in general for P-12, as well as specifics such as reading and math disabilities, and ADHD, which is often found in persons with learning disabilities. The titles purchased will promote understanding of these topics as well as including related titles which will guide parents and teachers in working with students with these characteristics.

Greenville College is a liberal arts college with approximately 1000 students in the traditional programs, and another 450 in the adult studies division, including two small graduate programs. In the Education Department, which is our biggest department, Greenville College offers a major leading to certification in Special Education for traditional students and Special Education is being added in our cooperative programs with two nearby community colleges, Kaskaskia College and Lewis & Clark College. Also, students in our Master of Arts in Teaching program may secure an endorsement in Special Education. Several other schools in southern Illinois also offer these programs, and the combined library holdings are not sufficient to support the projects of all these students, so this grant purchase will provide important resources for students, teachers, and parents throughout the region, and be available to the entire state through resource sharing.

All the books will be promptly cataloged on OCLC and I-Share, and will be easily obtainable by interlibrary loan.

**Sample list of Communication Disorders in Special Education items for purchase:**

**Number in parentheses indicates number of copies in I-Share catalog.**

The child left behind : brain inefficiencies = learning disabilities and behavior problems / Shirey, Daniel K., Author House, 2006. (0)

Visual perception problems in children with AD/HD, autism, and other learning disabilities : a guide for parents and professionals / Kurtz, Lisa A. Jessica Kingsley, 2006. (1)

Different croaks for different folks : all about children with special learning needs / Ochiai, Midori. Jessica Kingsley, 2006. (1)

Metacognition in mathematics education / Desoete, Annemie.; Veenman, Marcel. Nova Science Publishers, 2006. (0)

Characteristics of and strategies for teaching students with mild disabilities / Henley, Martin, 1943-; Ramsey, Roberta S.; Algozzine, Robert. Pearson/Allyn and Bacon, 2006. 5th ed. (2)

Frequently asked questions about ADD and ADHD / Pomere, Jonas. Rosen Pub., 2007. (0)

Preschool sensory scan for educators (preschool SENSE) : a collaborative tool for occupational therapists and early childhood teachers / Kranowitz, Carol Stock. Sensory Resources, 2005. (0)

Handbook of attention deficit hyperactivity disorder / Fitzgerald, Michael; Bellgrove, Mark. John Wiley & Sons, 2007. (0)

Understanding attention deficit hyperactivity disorder / Buttross, L. Susan. University Press of Mississippi, 2007. (0)

Identifying hyperactive children : the medicalization of deviant behavior / Conrad, Peter, 1945- Ashgate, 2005. Expanded ed. (2)

ADHD : caring for children with ADHD : a resource toolkit for clinicians : Spanish and English tools included. American Academy of Pediatrics : National Initiative for Children's Healthcare Quality, 2005. (0)

Learning disability : physical therapy treatment and management / Rennie, Jeanette. John Wiley, 2007. (0)

**Moraine Valley Community College**

**Contact bibliographer:** Joe Mullarkey

**Subdiscipline area:** Special Education in Higher Education

**Amount Requested:** \$2000

“About 9 percent of all undergraduates in higher education report having a disability, a percentage that has tripled in the last two decades. This amounts to about 1.3 million students [nationally].” This quote comes from the report *Higher Education Opportunities for Students with Disabilities* published by the Institute for Higher Education Policy (available at <http://www.ihep.com/Pubs/PDF/DisabilitiesReport2004.pdf> ). Like many Illinois colleges and universities, Moraine Valley Community College has experienced an increase of students reporting disabilities. We propose to acquire materials suitable for use by faculty and students across the state to address faculty development and curriculum support needs and to enhance student education and empowerment.

Moraine Valley will acquire current materials on Special Education in Postsecondary Education in print and nonprint formats such as kits, computer files, video and audio recordings. Moraine Valley Library's collection items are made available to all Illinois libraries through interlibrary loan. The college participates in a reciprocal borrowing agreement with eleven other institutions that comprise the South Metropolitan Higher Education Consortium and offers community borrowing privileges for district residents.

Included is a sample list of items that would be purchased with the \$1500 funds requested. The number of I-Share libraries currently holding copies of these items appears in parentheses. All materials purchased will be promptly catalogued and shared statewide.

**Sample list of Special Education in Higher Education items for purchase:**

**Number in parentheses indicates number of copies in I-Share catalog.**

- Brinckerhoff, Loring Cowles. 2002. Postsecondary education and transition for students with learning disabilities, 2nd ed. Austin, Tex.: Pro-Ed. (1)
- Building the Team: faculty, staff, and students working together presentation and resource materials. 2003. Kit. Seattle, Wash.: Do-It. (0)
- Burgstahler, Sheryl and Steve Nourse. 1998. Accommodating students with disabilities in math and science classes. Videorecording. Seattle, Wash.: Do-It. (1)
- Cox, Barbara, W M Mitchell. 2006. Exceptional teaching: ideas in action. St. Paul, MN : EMCParadigm Pub. (0)
- Grigal, Meg. 2005. Transition services for students with significant disabilities in college and community settings: strategies for planning, implementation, and evaluation. Austin, Tex.: Pro-Ed. (2)
- Lasch, Callie. 2000. A+ guide to transitions from high school to college for special education. Videorecording. Fair Haven, NJ : Edvantage Media. (0)
- Quinn, Patricia O., McCormick, Anne. 1998. Re-thinking AD/HD: a guide to fostering success in students with AD/HD at the college level. Bethesda, Md.: Advantage Books. (0)
- Riddell, Sheila. 2005. Disabled students in higher education: perspectives on widening access and changing policy. New York: Routledge. (1)
- Shirley, Suzanne. 2002. Wanted, a college education: a college preparation guide for LD and 504 students. Novato, Calif.: Academic Therapy Publications. (0)
- Wolfendale, Sheila and Jenny Corbett. 1996. Opening doors: learning support in higher education. London: Cassell. (2)

**National-Louis University**

**Contact bibliographer:** Kathryn Miller

**Sub-discipline area:** Universal Design

**Amount requested:** \$2000

**Rationale:**

Universal design is a philosophical approach to design which aims to make environments and products usable by everyone, regardless of age or ability. Universal design accommodates persons limitations, thereby benefiting everyone.

Librarian Rebecca Hogue Wojahn authored *School Library Journal*'s February 1, 2006 article, "Everyone's invited: Ways to make your library more welcoming to children with special needs information about universal design." Wojahn, the Education Reference Librarian at the University of Wisconsin, Eau Claire encourages educators and librarians to integrate universal design into the school's physical and teaching resources.

As a physical resource, universal design encourages persons to understand design issues before a decision is made on physical placement. Knowing how persons can be affected by physical arrangements, such as furniture placement, will affect persons' levels of participation and understanding. Incorporating universal design principles when working with physical objects will help teachers' and librarians' awareness of how physical placement in a classroom or library can affect a person's learning.

In lesson planning, universal design encourages teachers to design lessons that can effectively be used by persons with different learning styles. Providing teachers and librarians with resources that outline and illustrate the principles of universal design will help them better comprehend how lesson design and program planning, while working well for some, may halt learning for others. Also, access to the materials will help teachers and librarians make changes to lessons that will greatly help all students learn better.

With the goal of helping teachers in Illinois understand universal design, National-Louis University proposes to collect print and multimedia materials which can assist teacher candidates and practicing teachers with identifying and working with universal design principles. NLU has a strong program for preparing teachers of special education, including a doctoral program. Also, it is anticipated that NLU's teachers in training and teachers throughout Illinois can use the universal design materials to improve their understanding of special education needs and solutions in the classroom.

The I-Share libraries currently own 29 titles on universal design, nine of those titles were published since 2000. As universal design principles become easier to integrate into learning, it is important for teachers in training and current teachers to have access to new materials that will help them understand how to integrate universal design into their classroom and curriculum. Following is a partial list of how the requested \$1800 funding would be used. Those materials proposed are not widely available through I-Share; the number of copies currently circulating follows each title, in parentheses. All materials purchased would be shared statewide and would be cataloged as promptly as possible.

#### **Sample list of titles for purchase:**

**Number in parentheses indicates number of copies in I-Share catalog**  
Council for exceptional children. 2005. Universal design for learning: A guide for teachers and education professionals. Arlington, VA: Pearson/Merrill Prentice Hall. (2).  
Guimaraes, M. P. (2006). An assessment of understanding universal design through online visual resources and roleplaying simulation exercises. Ann Arbor, MI: UMI. (0)  
Rose, D. H. & Meyer A. (eds). 2006. A Practical Reader in Universal Design for Learning. Cambridge, MA: Harvard Educational Publishing Group. (0).  
Computer access: In our own words. (2002). (DVD-Video). (1).  
Equal Access: Universal design of computer labs. (2006. (DVD-Video). (0).  
World wide access: Accessible web design. (20002). (DVD-Video). (0).

## **Northeastern Illinois University**

**Contact bibliographer:** Bonnie Chauncey

**Subdiscipline area:** Giftedness, Autism Spectrum Disorders, and Twice Exceptional Students

Amount requested: \$2500

### **Rationale:**

In the December 27, 2005 edition of the *Washington Post*, Susan Goodkin asserts that the No Child Left Behind Act has dramatically reduced learning opportunities for gifted students. Teachers find themselves under constant pressure to focus on helping to bring low-scoring students up to the established standard for their grade level. Goodkin warns that in the long term, this triage approach that underserves those who can rise far above proficiency may produce a generation of Americans devoid of leaders in research and creative endeavor.

In addition, a subgroup of the underserved gifted, those students who are gifted/learning disabled or gifted/autistic, may be especially misunderstood. Often unidentified, these students, sometimes referred to in the literature as twice exceptional, may have undiscovered areas of brilliance that are cloaked by a learning disability.

With the goal of helping teachers in Illinois understand and meet the needs of gifted, gifted/autistic, and twice exceptional students, Northeastern Illinois University proposes to collect multimedia materials which can assist teacher candidates and practicing teachers with identifying and serving this population. NEIU has a strong program for preparing teachers of special education, whose teacher candidates will no doubt find these materials of value; however, since many gifted and twice exceptional students can be found in the mainstream education classroom, it is anticipated that the materials collected will be useful for all teachers statewide, so that this often concealed population of students may be discovered and helped to flourish.

Included is a proposed partial list of titles that would be purchased with the \$2500 requested. Those materials proposed are not widely available through I-Share; the number of copies currently circulating follows each title, in parentheses. All materials purchased would be shared statewide and would be cataloged as promptly as possible.

### **Sample list of titles for purchase:**

**Number in parentheses indicates number of copies in I-Share catalog**

Kay, Keisa. 2000. *Uniquely gifted: identifying and meeting the needs of the twice-exceptional student*. Gilsum, NH: Avocus (1)

Robinson, Ann. 2007. *Best practices in gifted education: an evidence-based guide*. Waco, TX: Prufrock Press (1)

Montgomery, Diane. 2003. *Gifted & talented children with special education needs: double exceptionality*. London: David Fulton. (1)

Vaughn, Sharon. 2006. *Teaching exceptional, diverse, and at-risk students in the general education classroom*. Boston: Allyn and Bacon. (2)

Baum, Susan M. 2004. To be gifted and learning disabled: strategies for helping bright students with learning & attention difficulties. Mansfield, CT: Creative Learning Press (0)

Johnsen, Susan K. 2005. Teaching gifted students with disabilities. Waco, TX: Prufrock Press (0)

Johnsen, Susan K. 2005. Language arts for gifted students. Waco, TX: Prufrock Press (0)

Keller-Mathers, Susan. 2000. Big tools for young thinkers: using creative problem solving tools with primary students. Waco, TX: Prufrock Press (0)

Social skills at school [Educational Software]. AutismOnline (0)

Spectrum connections [DVD Video]. Vol. 1: Connecting emotions (0)

Spectrum connections [DVD Video]. Vol. 2: Connecting body movement (0)

Autism spectrum disorders & the SCERTS model a comprehensive educational approach [DVD Video] (2)

## **Parkland College**

**Contact Bibliographer:** Nancy Jeckel

**Subdiscipline area:** Legal and Ethical Issues in Special Education

**Amount requested:** \$2,000

### **Rationale:**

Parkland College, a public community college in Champaign, requests \$2,000 to improve Illinois college and university libraries' access to materials dealing with the often complex legal and ethical issues in special education. This collection will be aimed at assisting students who are studying to be teachers; current teachers and administrators who must be familiar with federal and state regulations in order to identify and provide services for students; and parents who must know their legal rights in order to get their children the services they need.

Parkland College offers a certificate and associate's degree in Child Development and an associate's degree in Paraprofessional Educator, as well as transfer degrees in Early Childhood Education, Elementary Education, Secondary Education, and Special Education. Courses in special education are required for those in the Paraprofessional Educators and Special Education programs, and are suggested as electives in the other programs. Resources in the legal and ethical aspects of special education will be a valuable addition to the Parkland collection for students in any of these specialties, as they will all deal with students with special education needs in their careers. In addition, many local and area residents use the Parkland collection; parents who must educate themselves so that they can successfully advocate for their special needs children must have access to these types of resources.

Collection development will emphasize acquiring books, DVDs, and electronic resources that will educate and enlighten the abovementioned population on legal and ethical issues. Content will cover an array of areas within our subrange; however, emphasis will be given to the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). We will purchase materials that focus on governmental regulations, case studies, history, application, and general background, as well as information about agencies that serve children with special education needs.

The proposed materials will be available to all faculty and students throughout Illinois through direct borrowing and interlibrary loan. The Parkland Library budget is sufficient to maintain and improve the collection in the future.

The sample list mainly includes materials for which none or only one copy exists in the I-Share catalog. Because Parkland is a community college whose courses are often geared toward application rather than theory, we will choose items that have been published since 2000 that deal with legal issues; resources on ethical issues may include older, but highly relevant, material.

**Sample list of books for purchase:**

**(Numbers in parentheses indicate number of copies in I-Share catalog.)**

- Case Studies in Special Education Law: No Child Left Behind Act and Individuals with Disabilities Education Act. Prentice Hall, 2006 (1)
- Everyday Guide to Special Education Law. The Legal Center for People with Disabilities and Older People, 2005 (0)
- Individuals with Disabilities Education Act [videorecording] : An Overview. LRP Publications, 2000 (1)
- No Child Left Behind Act: Text, Interpretation, and Changes (includes CD Rom of Act). Nova Novinka, 2007 (0)
- Special Education Law. Carolina Academic Press, 2007 (2)
- Special Education Law: Cases and Materials. LexisNexis, 2004 (1)
- What Do I Do When: The Answer Book on Section 504. LRP Publications, 2000 (1)
- What Every Teacher Should Know About IDEA 2004 Laws and Regulations. Allyn & Bacon, 2006 (1)
- Working with Families and Community Agencies to Support Students with Special Needs: A Practical Guide for Every Teacher. Corwin Press, 2006 (2)

**Southern Illinois University Edwardsville**

**Contact bibliographer:** Matthew Paris

**Subdiscipline area:** Special Education and Government Policy (State and Federal)

**Amount requested:** \$2000

SIUE is a metropolitan university serving over 13,000 students including non-traditional, minority, older adult and part-time students. Most SIUE students live and work in the agricultural and industrial counties of the Metro East area. The campus offers a balance of instruction, research, and public service consonant with its role as the only public university in southwestern Illinois. SIUE also administers the School of Dental Medicine at Alton and operates a Higher Education Center in East. St. Louis.

The last 10 years have witnessed an increase in demands for more services relevant to all students with learning disabilities. These demands, accompanied by litigation from the parents have brought increased pressure to bear on legislators. Legislators and government agencies have responded by fashioning an increasingly complex body of legislation addressing these issues. SIUE will collect materials examining state and federal policies affecting special education. These materials will look

at the history of special education, as well as the social construction of current special education legislation

This effort will benefit teachers, administrators, education students, and all stakeholders interested in undergraduate education in the state of Illinois. The collection will focus on current materials. The sample list provided reveals a number of titles not currently held in the I-Share system. The amount requested will serve as the foundation to acquire a healthy collection covering this subject. The focus of this collection is small enough that SIUE can afford to continue collecting in this field past the duration of the grant. This collection will be available across the state of Illinois through Inter Library Loan.

**Sample list of K-12 special education books for purchase:**

Driving Change in Special Education, Gallagher, James John. Paul H. Brookes Pub, 2006  
Response to Intervention, Batsche, George. NASDSE, 2006  
The Law and Special Education, Yell, Mitchell L. Prentice Hall, 2005  
Special Education and the Law: A Guide for Practitioners, Osborne, Allan G., Corwin Press 2006  
Resolving Disagreement in Special Educational Needs: A Practical Guide to Conciliation and Mediation. Gersch, Irving S. RoutledgeFarmer, 2002

**University of Illinois at Urbana-Champaign**

**Contact bibliographer:** Nancy O'Brien

**Subdiscipline area:** Special education K-12 curriculum materials

**Amount requested:** \$3,000

**Rationale:**

The UIUC Library proposes to acquire materials suitable for use in the K-12 classroom to enhance the teaching materials collections within the state. As one of the curriculum collections that routinely circulates its K-12 schoolbooks and curriculum materials statewide, it is logical for UIUC to enhance its collection so that it is readily available through I-Share and interlibrary loan, without making special circulation system notes.

As might be expected, K-12 materials for special education students tend to be limited, depending on the student's abilities in reading, comprehension and so on. There are some publishers that make available relevant material, but the price range is from \$30 to well over \$300 for individual titles or kits. Within I-Share, there are a few institutions that have copies of some of the available material (notably Governor's State and Northeastern), but there are also a number of publications from publisher's such as Pro-Ed and LinguSystems that are not owned at all within the state.

UIUC will acquire curriculum guides, textbooks, kits and other material suitable for students (and teachers) within the K-12 special education classroom. The focus will be on special education students with disabilities rather than on gifted and talented students. This material will be of greatest use to students in teacher education programs around the state, and will also be of interest to faculty, other education personnel, and

parents of special needs children. Since nearly every higher education institution in Illinois has a teacher education program, this material will be highly used.

Proposed is a sample list of books and other items that focus on K-12 special education. A sample list is attached, however it is recognized that adjustments may need to be made to this list to accommodate out-of-print items and newer materials. \$3,000 is requested to acquire these materials. Once the items are made available through the I-Share catalog, we anticipate extensive use of these sources by students, faculty and teachers statewide. As a land-grant institution, UIUC makes its collections available to Illinois residents through a “courtesy card” program which further expands the availability of these items within Illinois. The UIUC Library will continue to purchase in this area beyond the term of the grant proposal.

Publisher catalogs and WorldCat were used to identify materials published between 1985 and 2008 that were not already owned by UIUC. (There are many 2008 publications already listed in WorldCat.) The long range of dates was selected because some of the publisher catalogs include a few older materials that are still relevant and available, but not listed in I-Share.

**Sample list of K-12 special education books for purchase:**

**Number in parentheses indicates number of copies in I-Share catalog.**

- Phonological Awareness Skills Program (Pro-Ed #8870) \$79 (0)
- Spatial Awareness Skills Program (Pro-Ed #65) \$99 (0)
- Phonological Awareness Games (Pro-Ed #9185) \$59 (0)
- Great Beginnings for Early Language Learning (Pro-Ed #9805) \$299 (1)
- Thrifty Nifty Stuff for Little Kids (Pro-Ed #9753) \$39 (0)
- CLAS: Classroom Listening and Speaking: Early Childhood (Pro-Ed #9910) \$69 (3)
- CLAS: Classroom Listening and Speaking: Preschool (Pro-Ed #9911) \$69 (3)
- You’re On Your Own (Teaches Students How to Live Independently) ISBN: 158804-123-9; PCI Educational Publishing. \$299.95 (0)
- Real world reading, Binder 1, PCI Educational Publishing \$59.95 (0)
- Basic Reading Series, 3 Binders, PCI Educational Publishing \$134.95 (0)
- Bunches of Grammar Fun 1, PCI Educational Publishing \$79.95 (0)
- Just for Kids: Autism. LinguiSystems, \$39.95 (0)
- Scissors, Glue and Phonological Processes, Too! LinguiSystems, \$39.95 (0)
- Just for Kids: Phonological Processes. LinguiSystems, 39.95 (0)
- Sounds Abound Program: Teaching Phonological Awareness in the Classroom. LinguiSystems, \$109.95 (0)
- 100% Spelling. LinguiSystems, \$37.95 (0)