

Community Integration: Post-Secondary Education (PSE) and Library Programming

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Abstract : This paper analyzes the relatively new trend of PSE programs which seek to provide education, vocational training, and a college experience to individuals with an intellectual and developmental disability (IDD). Specifically, the paper examines the degree of interaction between PSE programs and the libraries of their college campuses. Using ThinkCollege, a clearinghouse and advocate for PSE programs, the researchers identified 293 programs throughout the country. These were all contacted with an email survey asking them about the nature of their involvement, if any, with the academic libraries on their campus. Where indicated by the responses, the libraries of PSE programs were contacted for additional information about their programming. Responses to the survey questions were tabulated and analyzed quantitatively. Written comments were analyzed for themes which were then tabulated. This paper presents the results of this study. They show obvious preferences for library programming, such as group formal instruction, individual liaisons, embedded reference, and various instructional designs. These are discussed in terms of special education principles of mainstreaming, level of restriction, training demands and cost effectiveness. The work serves as a foundation for best practices that can advance the field.

Keywords : disability studies, instructional design, universal design for learning, assessment methodology

Conference Title : ICDD 2023 : International Conference on Disability and Diversity

Conference Location : San Francisco, United States

Conference Dates : September 25-26, 2023