

LIBRARY SERVICES and RESOURCES for PEOPLE WITH DISABILITIES (PWDs)

by

ELIZABETH R. PERALEJO
PLAI President

I. INTRODUCTION

I would like to commend and congratulate the organizers of this 1st International Conference of Public Librarians for coming up with the theme “**The Role of Libraries in Serving Differently-Abled Persons**”. As a matter of fact, it has been a longstanding wish of mine that our libraries will have services and resources for persons with disabilities (PWDs). This wish started thirty-or-more years ago when my first-born son “JP” was diagnosed with autism. Of course, being a librarian, my first tendency was to look for reference materials where I will be able to know more about his condition. In the early 80’s, autism was not yet known in our country, even among pediatricians. Also, the computer and the World Wide Web was not yet that widely known nor used back then. And so, I had difficulty finding resources and facilities that can give my son the proper interventions he needed. You can just imagine the feelings of anxiety, frustration, and hopelessness I had during the early years of my differently-abled son. Because of this, I, together with a group of parents of autistic children, organized the Autism Society Philippines (ASP) in order to create awareness about this neurological disorder, put up a parent-support group for similarly-situated parents who did not know what to do and where to go for help, and encourage medical practitioners to set up intervention facilities for special children (e.g. play therapy, speech therapy, occupational therapy, etc.). These kinds of interventions are quite expensive and thus, accessible only for those who can afford. How about those who cannot? We all know that physical and mental disabilities cut across socio-economic status. As a matter of fact, there are more PWDs found in the lower-income bracket of our society. And this is where public libraries can be a big help.

II. UNDERSTANDING DISABILITIES

A. Definition

Before we talk about public libraries and the services/resources available for PWDs, let us first have a simple understanding of disabilities, its different types, and how to deal with those who have them. In my research, the most simple definition I got is the one that was used by our **National Statistics Office (NSO)**. In their statistical report, “**disability**” refers to “any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being. Impairments associated with disabilities may be physical, mental, or sensory motor impairment such as partial or total blindness, low vision, partial or total deafness, oral defect, having only one hand/no hands, one leg/no legs, mild or severe cerebral palsy, retarded, mentally ill, mental retardation, and multiple impairment.”

Similarly, the World Health Organization defines “**disability**” as the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. A disability may be present from birth, or occur during a person's lifetime. Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An *impairment* is a problem in body function or structure; an *activity limitation* is a difficulty encountered by an individual in executing a task or action; while a *participation restriction* is a problem experienced by an individual in involvement in life situations. Thus, disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.¹

B. Theory

The International Classification of Functioning, Disability and Health (ICF), produced by the World Health Organization, distinguishes between body functions (physiological or psychological, such as vision) and body structures (anatomical parts, such as the eye and related structures). In consonance with disability scholars, the ICF states that a variety of conceptual models has been proposed to understand and explain disability and functioning, which it seeks to integrate. These models include the following:

1. The medical model

The **medical model** is presented as viewing disability as a problem of the person, directly caused by disease, trauma, or other health condition which therefore requires sustained medical care provided in the form of individual treatment by professionals. In the medical model, management of the disability is aimed at a "cure," or the individual's adjustment and behavioral change that would lead to an "almost-cure" or effective cure. In the medical model, medical care is viewed as the main issue, and at the political level, the principal response is that of modifying or reforming healthcare policy.

2. The social model

The **social model** of disability sees the issue of "disability" as a socially created problem and a matter of the full integration of individuals into society. In this model, disability is not an attribute of an individual, but rather a complex collection of conditions, many of which are created by the social environment. Hence, the management of the problem requires social action and it is the collective responsibility of society at large to make the environmental modifications necessary for the full participation of people with disabilities in all areas of social life.

3. The spectrum model

The **spectrum model** refers to the range of visibility, audibility and sensibility under which people function. The model asserts that disability does not necessarily mean reduced spectrum of operations. Rather, disability is often defined according to thresholds set on a continuum of disability.

4. The moral model

The **moral model** refers to the attitude that people are *morally responsible* for their own disability. For example disability may be seen as a result of bad actions of parents if congenital, or as a result of practicing witchcraft if not. Echoes of this can be seen in the doctrine of karma in Indian religions. It also includes notions that a disability gives a person "special abilities to perceive, reflect, transcend, be spiritual".

5. The consumer model

The **consumer model** of disability is based upon the "rights-based" model and claims that people with disabilities should have equal rights and access to products, goods and services offered by businesses. The consumer model extends the rights-based model by proposing that businesses, not only accommodate customers with disabilities under the requirements of legislation, but that businesses actively seek, market to, welcome and fully engage people with disabilities in all aspects of business service activities. The model suggests that all business operations, for example websites, policies and procedures, mission statements, emergency plans, programs and services, should integrate access and inclusion practices. Furthermore, these access and inclusion practices should be based on established customer service access and inclusion standards that embrace and support the active engagement of people of all abilities in business offerings.

C. Types of disability

The degree of disability may range from mild to moderate, severe, or profound. A person may also have multiple disabilities. Conditions causing disability are classified by the medical community as:

- inherited - genetically transmitted;
- congenital - caused by a mother's infection or other disease during pregnancy, embryonic or fetal developmental irregularities, or by injury during or soon after birth;
- acquired - such as conditions caused by illness or injury; or
- of unknown origin.

Types of disability may also be categorized in the following way:

1. Physical disability

Any impairment which limits the physical function of limbs, fine bones, or gross motor ability is a physical impairment, not yet a physical disability. The Social Model of Disability defines physical disability as manifest when an impairment meets a non-universal design or program, e.g. a person who cannot climb stairs may have a physical impairment of the knees when putting stress on them from an elevated position such as with climbing or descending stairs. If an elevator was provided, or a building had services on the first floor, this impairment would not become a disability.

2. Sensory disability

Sensory disability is impairment of one of the senses. The term is used primarily to refer to vision and hearing impairment, but other senses can be impaired.

3. Vision impairment

Vision impairment (or "visual impairment") is vision loss (of a person) to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from either disease, trauma, or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction, medication, or surgery.

4. Hearing impairment

Hearing impairment or hard of hearing or deafness refers to conditions in which individuals are fully or partially unable to detect or perceive at least some frequencies of sound which can typically be heard by most people. Mild hearing loss may sometimes not be considered a disability.

5. Olfactory and gustatory impairment

Impairment of the sense of smell and taste are commonly associated with aging but can also occur in younger people due to a wide variety of causes. There are various olfactory disorders such as the following:

- Anosmia – inability to smell
- Dysosmia – things smell different than they should
- Hyperosmia – an abnormally acute sense of smell.
- Hyposmia – decreased ability to smell
- Olfactory Reference Syndrome – psychological disorder which causes patients to imagine they have strong body odor
- Parosmia – things smell worse than they should
- Phantosmia – "hallucinated smell", often unpleasant in nature

6. Somatosensory impairment

Insensitivity to stimuli such as touch, heat, cold, and pain are often an adjunct to a more general physical impairment involving neural pathways and is very commonly associated with paralysis (in which the motor neural circuits are also affected).

7. Intellectual disability

Intellectual disability is a broad concept that ranges from mental retardation to cognitive deficits too mild or too specific (as in specific learning disability) to qualify as mental retardation. Intellectual disabilities may appear at any age. Mental retardation is a subtype of intellectual disability.

8. Mental health and emotional disabilities

A mental disorder or mental illness is a psychological or behavioral pattern generally associated with subjective distress or disability that occurs in an individual,

and perceived by the majority of society as being outside of normal development or cultural expectations.

9. Developmental disability

Developmental disability is any disability that results in problems with growth and development.

10. Nonvisible disabilities

Several chronic disorders, such as diabetes, asthma, inflammatory bowel disease or epilepsy, would be counted as nonvisible disabilities, as opposed to disabilities which are clearly visible, such as those requiring the use of a wheelchair.

D. Communicating Disability

In the course of my research, I came across a brochure entitled "Communicating Disability" which contains communication protocols on the way we call and refer to PWDs. Included are words to use which organization of and for persons with disabilities have recommended when referring to PWDs in the production of communication materials - be it in oral, written, or electronic format (e.g. PWDs instead of disabled/differently-abled, hearing-impaired instead of deaf mute, persons with Down Syndrome instead of Mongoloid, etc.). Many people would rather be referred to as a person with a disability instead of handicapped. "Cerebral Palsy: A Guide for Care" at the University of Delaware offers the following guidelines.

"Impairment" is the correct term to use to define a deviation from normal, such as not being able to make a muscle move or not being able to control an unwanted movement. "Disability" is the term used to define a restriction in the ability to perform a normal activity of daily living which someone of the same age is able to perform. For example, a three-year-old child who is not able to walk has a disability because a normal three-year-old can walk independently. "Handicap" is the term used to describe a child or adult who, because of the disability, is unable to achieve the normal role in society commensurate with his age and socio-cultural milieu. As an example, a sixteen-year-old who is unable to prepare his own meal or care for his own toileting or hygiene needs is handicapped. On the other hand, a sixteen-year-old who can walk only with the assistance of crutches but who attends a regular school and is fully independent in activities of daily living is disabled but not handicapped. **All disabled people are impaired, and all handicapped people are disabled, but a person can be impaired and not necessarily be disabled, and a person can be disabled without being handicapped.**

The *American Psychological Association* style guide states that, when identifying a person with an impairment, the person's name or pronoun should come first, and descriptions of the impairment/disability should be used so that the impairment is identified, but is not modifying the person. Improper examples are "a borderline",

"a blind person", or "an autistic boy"; more acceptable terminology includes "a woman with Down syndrome" or "a man who has schizophrenia". It also states that a person's adaptive equipment should be described functionally as something that assists a person, not as something that limits a person, for example, "a woman who uses a wheelchair" rather than "a woman confined to a wheelchair."

The brochure on "Communicating Disability" also contains basic guidelines in improving communications about PWDs, and these are as follows :

1. Acknowledge the natural curiosity and occasional awkwardness that may develop in social situations involving persons with and without disabilities. Where appropriate, provide positive examples in which such curiosity is satisfied and in which awkwardness is lessened.
2. Avoid presenting people with disabilities as dependent or pitiful. Other stereotypes to be avoided include presenting people as inherently saintly, gratuitously dangerous, or uniquely endowed with a special skill due to disability.
3. Consider carefully the words used to describe or characterize individuals with disabilities. Recognize and avoid phrases that may demean these individuals (e.g. blind as a bat, deaf and dumb).
4. Present the achievements and difficulties of people with disabilities in ways that do not overemphasize the impairment or exaggerate or emotionalize the situation. For example, in news stories and documentary reports, the fact of a person's disability should be reported only when it is directly relevant.

III. STATUS OF LIBRARY SERVICES FOR PWDs IN THE COUNTRY

In my visit to several libraries all over the country, I have not yet come across any library (whether public or private) that give direct services nor resources to people with disabilities. We all know or have heard about the Section for the Blind at the National Library whose librarian who is blind is one of the speakers in this conference. I also learned that the National Library has donated Braille materials to 6 provincial libraries, 6 city libraries, 3 municipal libraries, and 1 barangay library in the various parts of the country. But these materials would cater only to the blind or the visually-impaired. How about the other forms of disabilities?

When I went to the National Council on Disability Affairs (NCDA), the government agency mandated to formulate policies on disability and act as an over-all coordinating and monitoring body that would rationalize the functions of government agencies and private entities related to the prevention of the causes of disability, I was told by its librarian that there is no data nor statistics which will show what and how many among these agencies or entities have libraries with services and resources for PWDs. But I have a feeling that if ever there is, there could only be a few, and mostly, they are for the parents or relatives of PWDs, not for the PWDs themselves. For example, the library of Autism Society Philippines which we put up. In that library, we were able to acquire a number of print and non-print materials (mostly cassette tapes and videos) and lend them to members or anyone who are interested to know more about 'autism', but not to the children/people with autism.

I also learned from the librarian that the Council has been entering into a Memorandum of Agreement with libraries and other institutions who are interested to acquire reading materials for and about PWDs and are willing to promote their use in their libraries. So far, the Council has signed a MOA with **27** libraries/universities, mostly found in Metro Manila. They also give referrals to institutions and agencies as well as provide speakers on disability-related issues. And so, if you are interested, you can get in touch with the NCDA librarian, **Mrs. Ermelita Miguel, at erme.miguel@gmail.com or at tel. no. 951-5013.**

IV. BEST PRACTICES FOR PWDs AMONG LIBRARIES ABROAD

A. New Jersey State Library Talking Book & Braille Center (TBBC)

The NJSL-TBBC is a regional library of the National Library Service for the Blind and Physically Handicapped (NLS), a division of the U.S. Library of Congress. The New Jersey State Library is affiliated with Thomas Edison State College. The services of the New Jersey State Library Talking Book & Braille Center (TBBC) are available to all New Jersey residents of any age whose ability to read is affected by a vision impairment, a physical impairment or a reading disability. This includes anyone who cannot read standard print or who cannot hold a book or turn the pages of a book. The Center provides books in Braille, cassette and digital formats (e-books). TBBC's collection has more than 60,000 book titles and 76 periodicals available. Machines for playing the recorded materials are available on loan.

B. National Lekotek Center, United States

The National Lekotek Center is a non-profit organization that provides an array of services to improve the lives of children with special needs through the utilization of toys and play. Lekotek Centers offer therapeutic play-based family sessions for families of children with disabilities structured to help children learn, develop and thrive in a world that presents them with many unique and complex challenges. TOYS and PLAY are the vehicles used to provide children with an understanding of and an ability to relate to the world around them. PLAY is also utilized to increase interactions within the family, especially between siblings, and the community as a whole.

Nationally, Lekotek libraries contain over **50,000 toys** that Family Play Specialists have analyzed and cataloged for families. Families receive toy recommendations from the play specialists, who are knowledgeable about traditional and specially-adapted toys. They are also experienced in adapting toys and modifying play to ensure optimal access and success.

The toy lending concept further provides parents with toys and games that are matched to their child's skills and interests. It also gives them the ability to test out toys to see what skills their children have mastered and what areas they need to focus on. Lekotek keeps track of the families' loans. This can assist in identifying a pattern of interest and play and open discussions about stages of development. Toys can be revisited for future skill building opportunities. This service greatly simplifies the entire play process and provides parents with examples and ideas of the types of toys they may decide to purchase for their child in the future.

C. Calgary Public Library Diversity Services, Canada

The Calgary Public Library in Canada offers a wide range of specialized materials, facilities, services and programs to Calgarians of any age with visual or hearing impairments, the homebound, and persons with disabilities. Special Services' customers enjoy a growing and diverse collection that includes the latest bestseller and adaptive technology resources. Special services being offered are as follows:

1. Homebound Readers' Program

The Homebound Readers' Program provides library service to customers who are unable to visit the Library due to health or mobility issues. Volunteers will be matched with a customer to ensure their choice of material is delivered to their home. Volunteers help to select, deliver and exchange materials on behalf of homebound customers.

2. Adaptive Technology

- ALEX (Accessible Library Experience): Combines computer hardware and software features into a fully integrated workstation that allows anyone to explore the Internet, use e-mail, prepare business presentations or write term papers. Priority in using the ALEX workstation equipment is given to people who require the specialized technology.
- Motorized Furniture: Customers can adjust the workstation to their specific physical needs. It is wide enough to accommodate wheelchairs of any size and the 19 inch screen monitor can be pulled forward on a sliding platform.
- Different Keyboards: Adjustable touch-sensitivity and size of characters make it possible for anyone to use a computer.
- Head Mouse and Switch: Allowing the possibility for people with controlled head movement and lightweight tapping touch to use a computer with a visual onscreen keyboard.
- Screen Magnification Software: Increases the size of text on the computer screen.
- Screen Reader Software: Reads aloud the content of the computer screen.
- Braille Printer: Changes computer screen content into a paper document embossed in Braille.
- Optical Character Recognition Scanner: Information that is only available in print can be scanned into the computer, displayed and spoken aloud by the screen reader software, therefore, text becomes accessible to people with print disabilities.
- Word Prediction Software: Assists in preparing written documents by signaling spelling errors. It also provides complete word suggestions with audio support to make reading, writing and editing of documents easier for people with learning disabilities, literacy challenges or with English as a Second Language.
- Computer Operation by Voice: Using a microphone and headset, customers can instruct the computer to create documents, send and receive e-mail and explore the Internet.

3. In-home Computer Help

This one-on-one coaching session is offered at the customer's home and is intended to help customers who are unable to visit the Library due to health or mobility concerns. The program offers training in the use of the internet, e-mail, and Microsoft Office Software in the luxury of your own home.

4. Closed Circuit Televisions (CCTVs)

A CCTV permits readers to enlarge and enhance printed text or photos.

5. Hand-held magnifiers

Magnifying glasses for in-library users are available in most library branches and departments.

6. Reading Machine

A Kurzweil Reader scans print and reads it aloud.

7. Text Telephones (TTYs)

This system provides persons who are deaf or hard-of-hearing access to a phone system, by enabling them to type or read their messages over phone lines.

D. San Francisco Public Library Accessibility Services , California, USA

1. Resource Collection for Learning Differences

San Francisco's Main Library is the first public library in the United States to have services that singularly focus on learning differences. The Resource Collection for Learning Differences was established in 1993 with a commitment of support and guidance from the Roberts Foundation and Schwab Learning, a service of the Charles and Helen Schwab Foundation. It provides extensive information for adults and children with dyslexia, attention disorders and other learning differences and also their families, friends and professionals.

2. Books by Mail

This free service is offered to any resident of San Francisco whose use of the Library's facilities and resources is affected by permanent or long-term disability. The library will send as many books that fit into a large, reusable canvas mailbag. Everything will be sent via the US Postal Service to the home address of the borrower in reusable canvas mailbags, with a pre-addressed and pre-paid return mailing card enclosed each time. When the borrower is ready to return the materials to the Library, the mailbag can be given to the mail carrier or request someone to take it to a post office. Mailbags may also be returned to any SFPL branch during open hours or -- if they fit -- deposited in book drops during closed hours. If materials are kept beyond the due date, the borrower

is responsible for paying late fines. He/she is also responsible for replacing or paying for lost or damaged material.

3. BARD (Braille and Audio Reading Download)

The BARD offers downloadable digital audio books and magazines to eligible NLS patrons. There are more than 20,000 digital books and over 40 magazines available for download, with new titles being added regularly. BARD is available twenty-four hours a day, seven days a week, making service faster and more convenient than traditional mail delivery.

The following are needed to download the audio books: a computer with high-speed Internet access, an active email address, a digital player issued from an NLS regional library (or a third-party player can be purchased), the ability to unzip the downloaded files and move them to either an empty cartridge (available for purchase) or to a USB flash drive (thumb drive) that has at least one gigabyte (1 GB) of storage.

For digital players, the NLS digital Talking Book player has been pre-programmed to play downloaded BARD audio books. Due to digital rights management restrictions, BARD digital books will not play on any computer or MP3 player. However, some personal "third-party" players are compatible with NLS downloadable books. To download and play BARD books, one need to ask the manufacturer to authorize his/her player.

4. Assistive Technology

a. Accessibility Toolkits

Assistive Devices for People who are Blind or have Vision Disabilities :



"Ergotouch" 2X hand-held magnifier. This is an economically priced and effective magnifying glass.



Magnifying sheet - 8.5 X 11. The size of this magnifier makes it useful for viewing illustrations, maps, etc.



Signature guide. When placed on a sheet where people need to sign their name, this simple tool makes it easier for users to write in the correct location.



Page writing guide / reading guide. Standard line spacing makes this useful for people filling out print forms.



18-inch Braille+Large Print Ruler. This simple desk tool has universally accessible design.



Sanford 20/20 pen. The unscented ink from these inexpensive bold pens doesn't bleed through paper. Bold lines are easier for people with low vision to read.

Assistive Devices for People who have Dexterity Disabilities :



Roberts Book Holder. Accommodates books and magazines of varied sizes and weights.



Pencil Grip (for children or adults with smaller hands) / Pencil Grip Jumbo (for adults with larger hands). Ergo Pencil Grips provide greater comfort and control for both right and left handed users, especially those with rheumatoid arthritis or carpal tunnel syndrome. Fit on most any pencil or pen.

Assistive Devices for People who are Hard of Hearing :



Pocketalker Ultra Amplifier with Neckloop. This small personal amplifier, for one-on-one communications, can be used at a service desk, when walking with a person to the stacks, or in a public computer class or program. The neckloop is used by people who have personal hearing aids.



Headphones. Used with the Pocketalker by people who don't have hearing aids.



Headphone Disposable Covers. Made of sheer, medical grade poly, these should be replaced after each use.

b. Braille Display and Embosser



This device allows users to read in braille what is displayed on a computer screen or print such information in braille.

c. Computer Workstations (with Assistive Technology Software and Hardware)

These computers are equipped with reading, writing and magnification software that enable people with disabilities to create and read printed material. Individuals can also access the San Francisco Public Library's online catalog databases and the Internet. A limited number of workstations are located throughout the Main Library and are available to patrons who have a valid San Francisco Public Library card and have registered with a librarian at the Library for the Blind & Print Disabled or the Access Services Manager.

d. Talking Books / Audio Books

The San Francisco Public Library offers audio books to all people who need or prefer to have books read aloud. Anyone can borrow abridged and unabridged books on CD from their collections. In addition, anyone who is blind, visually impaired, or has certified reading difficulties can register for unabridged books in audio format produced by the National Library Services (NLS) for the Blind and Physically Handicapped, Library of Congress. These "talking books" and special playback machines are free and can be borrowed either in person or by mail.

e. Talking Public Access Terminals

A number of terminals equipped with ZoomText Xtra provide access to the Library's online catalog and Reference Databases. Staff on each floor of the Main Library can direct users to the following terminals: 1st Floor: Deaf Services Center, 2nd Floor: Library for the Blind and Print Disabled, 3rd Floor: International Center, 4th Floor: Art and Music Center 5th Floor: Government Information Center.

V. IMPORTANT LEGISLATIONS CONCERNING PWDs

Batas Pambansa Bilang 344 (Accessibility Law) and its Original Amended Implementing Rules and Regulations – An Act to Enhance the Mobility of Disabled Persons by Requiring Certain Buildings, Institutions, Establishments, Public Utilities to Install Facilities and Other Devices

Republic Act No. 7277 – An Act for the Rehabilitation, Self-Development and Self-Reliance of Persons with Disabilities and their Integration Into the Mainstream of Society and for other Purposes

Republic Act No. 9442 – An Act Amending Republic Act No. 7277, Otherwise Known as the "Magna Carta for Disabled Persons and for Other Purposes."

Republic Act No. 10070 – An Act Establishing an Institutional Mechanism to Ensure the Implementation of Programs and Services for Persons with Disabilities in Every Province, City, and Municipality, Amending Rep. Act No. 7277, Otherwise Known as the "Magna Carta for Disabled Persons", as Amended, and For Other Purposes

VI. RESOURCES

The following is a bibliography of works on library services to patrons with disabilities and to their service providers:

A. Local

National Council on Disability Affairs. *Compilation of Legal Bases of Disability-Related Events and Celebrations*. Quezon City : [2011].

_____. *Repackaged Modules for the Training of Day Care Workers on Inclusive Education-SPED*. Quezon City : 2012.

_____. *Telling the Story, Sharing the Success : Experiences in the Creation of a Non-Handicapping Environment (NHE) for Persons with Disabilities in the Rural Areas*. Quezon City : 2012.

_____. *Convention on the Rights of Persons with Disabilities and Optional Protocol*. Quezon City.

B. International

Amtmann, Dagmar and Debbie Cook. "Increasing Access to Information and Computer Technology for People with Disabilities through Public Libraries." CSUN Conference, 1999.

"Equal Access to Information: Libraries Serving People With Disabilities", prepared by Elizabeth Breedlove and published by the New Jersey State Library, "provides an overview of the major topics that public and academic librarians need to be familiar with in order to provide services for people who are blind, have low vision, are deaf, hard-of-hearing or having learning disabilities." An appendix is "Selected Print and Web Resources for Providing Library Services for People with Disabilities."

Deines-Jones, Courtney and Connie Van Fleet. Preparing Staff to Serve Patrons With Disabilities: A How-To-Do-It Manual. New York: Neal-Schuman, 1995.

Feinberg, Sandra. Including Families of Children with Special Needs: A How-To-Do-It Manual for Librarians. New York: Neal Schuman, 1999.

Mates, Barbara T., with contributions by Doug Wakefield and Judith Dixon. Adaptive Technology for the Internet: Making Electronic Resources Accessible to All. Chicago and London: American Library Association, 2000. ISBN: 0-8389-0752-0. Also available in full on the Web.

Wright, Kieth C. and Judith F. Davie. Serving the Disabled: A How-to-Do-It Manual for Librarians. New York: Neal-Schuman, 1991. ISBN:1555700853.

VII. CONCLUSION

Despite all the existing services being offered to persons with disabilities by various institutions in the developed countries, they admit that there are still a big number who may not or cannot take advantage of the services/opportunities being offered. From the experience of the Washington Assistive Technology Alliance (WATA) staff who have been working on providing better access to computer and information technologies via public libraries, the following must be in place for any project of this nature to be successful:

1. Librarians must be comfortable with the idea of helping patrons with disabilities, and at least some disability awareness training or reference materials should be provided;
2. Training and reference materials must be offered to library staff which helps them support the use of adaptive access devices and features;
3. A public awareness campaign needs to be planned to make patrons with disabilities aware of the accommodations available;
4. Clear policies need to be developed about how the adaptive access equipment is to be used (for instance who has the priority for using the workstations with adaptive equipment when they are used by both able bodied and disabled users, time limits when others are waiting, etc.); and
5. A plan for measuring outcomes of the accessibility portion of the project must be developed and implemented. It was found that, while an overall program evaluation plan is usually included, data regarding accessibility features are rarely collected and analyzed. A survey or other instrument for measuring a project's effectiveness in increasing access to library services for people with disabilities would be extremely helpful.

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New Jersey State Library www.njstatelib.org

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World Health Organization. *World Report on Disability*. Retrieved March 11, 2014.