

2018

Library Services for People with Disabilities

Theresa S. Arndt
Dickinson College

Anna Schnitzer

Follow this and additional works at: https://scholar.dickinson.edu/faculty_publications

 Part of the [Library and Information Science Commons](#)

Recommended Citation

Arndt, Theresa S., and Anna Schnitzer. "Guest Editorial: Library Services for People with Disabilities." *Reference Services Review* 46, no. 3 (2018): 321-324. <https://www.emeraldinsight.com/doi/full/10.1108/RSR-08-2018-089>

This article is brought to you for free and open access by Dickinson Scholar. It has been accepted for inclusion by an authorized administrator. For more information, please contact scholar@dickinson.edu.



**Library services for people with disabilities: a vital part of
Inclusivity**

Journal:	<i>Reference Services Review</i>
Manuscript ID	RSR-06-2018-0052
Manuscript Type:	Editorial

SCHOLARONE™
Manuscripts

Library Services for People with Disabilities: A Vital Part of Inclusivity

Abstract

Purpose: This paper serves as an introduction to the articles in the special theme issue on library services for people with disabilities.

Design/methodology/approach: This paper provides background and context on the prevalence of disabilities, and serves as an introduction and overview of library services and issues discussed in the papers included in the theme issue.

Findings: Disabilities of various kinds are prevalent in the population. Developing services for people with disabilities is in keeping with librarians' core values of providing equitable service to all. Librarians in all library types and settings are providing innovative services to meet the needs of all people.

Practical implications: Specific examples of how librarians are developing services for people with disabilities are described.

Social implications: Removing barriers to access in library and information services is in keeping with support for social justice and inclusivity, as well as with the ethical codes of librarians as articulated by organizations including ALA and IFLA. In keeping with the philosophy of universal design, many of these programs and activities improve services for all library users.

Originality/value: This paper provides an overview and introduction to the special issue.

Keywords: Disability, accessibility, diversity, social justice, inclusivity

Paper type: General Review

As librarians strive for inclusivity in their services and spaces it is important to remember those with visible and invisible disabilities. This special issue of Reference Services Review focuses on the ways in which librarians have developed services and programs to better serve people with disabilities. The Disability Rights Section of the U.S. Justice Department defines a person with a disability as: "a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment" (U.S. Dept. of Justice, 2009). The World Health Organization's "International Classification of Functioning, Disability and Health" (ICF) also addresses the importance of context in defining disability, including environmental factors, cultures, and settings (World Health Organization, 2018).

People with permanent or temporary disabilities (which may be hidden) make up a significant percentage of any population. According to the U.S. Dept of Education, in 2011–12, 11 percent of undergraduates reported having a disability, and in 2015–16,

1
2
3 6.7 million students ages 3–21 received special education services, amounting to 13
4 percent of public school students. (National Center for Education Statistics 2016, 2018).
5 Worldwide, it is estimated that 15% of people live with a disability, and 2-4% have
6 “significant difficulties in functioning” (World Health Organization, 2011). Many more
7 people will be temporarily disabled at some point in their lives, due to accident or illness.
8 As people age, they may also need and will appreciate accommodations which allow
9 them to continue to enjoy use of libraries and library services. Furthermore, in keeping
10 with the philosophy of universal design, many activities that libraries undertake to
11 improve services and access for those with disabilities may also improve service for all
12 library users.
13
14

15
16 A genuine concern for providing inclusive services is evident throughout the articles in
17 this theme issue. Librarians have long been proud of being socially conscious, and
18 continuously seek opportunities to serve all their patrons in the best ways possible. In
19 addition to providing information, librarians have goals to promote diversity, to attempt
20 to eliminate harmful societal practices such as stigma and stereotyping, and to stress
21 equity and inclusion for all. In the context of disability, which is a fundamental aspect of
22 diversity, librarians have long been in the forefront of making sure that accessibility to
23 information is equitably available to individuals with various challenges, whether these
24 be physical or mental differences. An example of early efforts is an article from 1934
25 entitled “Library Work for the Hard of Hearing” (Smith, 1934) This inclusive service ethic
26 continues to be articulated in various current library association documents, including
27 the ALA’s Library Services for People with Disabilities Policy (American Library
28 Association, 2006), and IFLA’s Manifesto for Libraries Serving Persons with a Print
29 Disability (International Federation of Library Associations and Institutions, 2015).
30
31

32
33 Librarians further have an interest in both complying with and shaping legal
34 requirements that relate to library services and access to information. The regulations
35 of the Americans with Disabilities Act (ADA) stipulate requirements for building
36 accessibility, and accommodations both for the public, and library employees (U.S.
37 Department of Justice, 2017). More recently, international strides are being made in
38 providing a legal mandate to increase accessible information formats across borders.
39 Already in force in 39 countries, the Marrakesh Treaty “has a clear humanitarian and
40 social development dimension and its main goal is to create a set of mandatory
41 limitations and exceptions [to copyright law] for the benefit of the blind, visually impaired,
42 and otherwise print disabled” (World Intellectual Property Organization, 2018). As this
43 article is being published, the Marrakesh Treaty Implementation Act is headed for a vote
44 by the U.S. Senate (S. 2559).
45
46

47
48 In keeping with the library profession’s spirit of inclusivity, this theme issue includes
49 articles on services for both adults and young people; articles from both public and
50 academic libraries; articles from both large and small libraries; articles about specific
51 local programs and an article about a nation-wide program; articles that describe
52 services designed specifically for people with mental and physical disabilities, and
53 articles recommending service design for all abilities (universal design).
54
55
56
57
58
59
60

1
2
3 In “Defining, Evaluating, and Achieving Accessible Library Resources: A Review of
4 Theories and Methods”, Kimura provides a critical review of over 95 peer-reviewed
5 articles published since 2010 on accessibility of digital library resources. With the frame
6 of accessibility as a social justice concern, Kimura focuses on “underlying
7 considerations and approaches that will remain relevant even as technologies change.”
8
9

10 The history of a national model for supporting public library accessibility is detailed in
11 “Equitable Library Services for Canadians with Print Disabilities” by Ciccone. The story
12 of how this publicly funded organization evolved provides an interesting case study in
13 the possibility of achieving lofty goals “by building on the economies of scale offered by
14 a centralized system.”
15

16
17 Several of the articles describe approaches that are feasible for smaller libraries,
18 libraries on a tight budget, yet wanting to increase accessibility of existing programs. In
19 “Collaborating to Improve Access of Video for All”, Keenan describes development of an
20 efficient workflow for improving access to video for the deaf and hard of hearing.
21 Collaboration with other university departments and prioritization make the program
22 sustainable with limited resources. In “Accessible Online Course Reader Services: A
23 Proactive Approach to Providing Accessible Texts”, Kwak and Newman describe how a
24 small academic library works to make accessible online course readings the default,
25 rather than being dependent on student requests for accommodation. In “Building
26 Inclusive Communities: Teens with Disabilities in Libraries”, Grassi provides a primer on
27 concrete strategies that can make existing teen programming more accessible for teens
28 and young adults with disabilities, as well as specific techniques for improving
29 communication with both the young people and their parents.
30
31
32

33 While many of the articles describe multi-pronged approaches, three articles describe
34 programs that provide a particularly comprehensive approach to improving services to
35 those with disabilities. In “AnyAbility: Creating a Library Service Model for Adults with
36 Disabilities”, McGowan, Martinez, and Marcilla describe their library’s “cultural shift to
37 fully embrace and serve” people with disabilities. They achieved this through leadership
38 expectations, staff training, relevant programming, and service accommodations. In
39 “Building Bridges: Working with Students on the Autism Spectrum”, Cho describes the
40 “Bridges to Adelphi”, a university program of academic, social, and vocational support.
41 As a librarian who has worked closely with Bridges program participants, Cho provides
42 first-hand observations of the challenges faced by those on the autism spectrum, and
43 suggests several practical strategies to improve library support to this population. In
44 “Implementing Accessibility Initiatives at the Michigan State University Libraries”,
45 Schroeder details a five year, comprehensive accessibility plan. Actions include:
46 dedicated staff; training for all staff; on-demand remediation to make e-books accessible;
47 proactive website and digital collection improvements; e-resource license language for
48 accessibility; and a consortial collaboration to conduct and make public accessibility
49 evaluations of vendor platforms.
50
51
52

53
54 The literature on library services for people with specific types of disabilities is enhanced
55 by two additional articles. In “EBSCO Usability Study on Accessibility”, Power details a
56
57
58
59
60

1
2
3 rigorous usability study of the company's discovery service interface conducted with
4 visually impaired students, providing insights into how library e-resources and websites
5 are used by these students and ways to improve their accessibility for everyone. In
6 "Accessibility of Distance Library Services for Deaf and Hard of Hearing Users", Getts
7 details specific approaches to increase access to local and purchased e-resources,
8 tutorials, and films. Technology for conducting real-time reference consultations with the
9 deaf and hard of hearing is also described.
10

11
12 As this collection of articles demonstrates, librarians in various library settings are
13 developing innovative services to meet all manner of patrons' special needs. Many of
14 the ideas presented do not require a large financial investment, making them feasible
15 for any library to implement. It is our hope that the articles will provide inspiration and
16 examples of successful practices which librarians may adapt to build service for people
17 with disabilities into their routine practices.
18
19

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

References

American Library Association (2006), "Library services for people with disabilities policy", available at: <http://www.ala.org/ascla/resources/libraryservices> (accessed 7 June 2018).

International Federation of Library Associations and Institutions (2015), "IFLA manifesto for libraries serving persons with a print disability", available at: <https://www.ifla.org/publications/ifla-manifesto-for-libraries-serving-persons-with-a-print-disability> (accessed 7 June 2018).

Marrakesh Treaty Implementation Act, S. 2559, 115th Congress (2018) available at: <https://www.congress.gov/bill/115th-congress/senate-bill/2559> (accessed 7 June 2018).

National Center for Education Statistics (2016), "Students with disabilities", available at: <https://nces.ed.gov/fastfacts/display.asp?id=60> (accessed 7 June 2018).

National Center for Education Statistics (2018), "Children and youth with disabilities", available at: https://nces.ed.gov/programs/coe/indicator_cgg.asp (accessed 7 June 2018).

Smith, F.M. (1934). "Library work for the hard of hearing." *Volta Review*, Vol. 36, pp. 413.

U.S. Department of Justice, Civil Rights Division (2009), "A guide to disability rights laws", available at: <https://www.ada.gov/cguide.htm> (accessed 7 June 2018).

U.S. Department of Justice, Civil Rights Division (2017), "The Americans with Disabilities Act of 1990 and revised ADA Regulations implementing Title II and Title III", available at: https://www.ada.gov/2010_regs.htm (accessed 7 June 2018).

1
2
3 World Health Organization (2011), "World report on disability", available at:
4 http://www.who.int/disabilities/world_report/2011/report/en/ (accessed 7 June 2018).
5

6
7 World Health Organization (2018), "International classification of functioning, disability
8 and health", available at: <http://www.who.int/classifications/icf/en/> (accessed 7 June
9 2018).
10

11 World Intellectual Property Organization (2018), "Marrakesh Treaty to facilitate access
12 to published works for persons who are blind, visually impaired or otherwise print
13 disabled", available at: <http://www.wipo.int/treaties/en/ip/marrakesh/> (accessed 7 June
14 2018).
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60