

School Library Support for the Students with Special Educational Needs: Through the comparison of two Special School Libraries' support in Japan

MATSUDO Hiroyo
Bukkyo University,
Hananobo-cho98, Murasakino Kita, Kita-ku, Kyoto-shi,
JAPAN,
matsudo@bukkyo-u.ac.jp

1 Purpose

How school libraries can be involved in Special Needs Education in a helpful way?

- a. To clarify the special support with reasonable accommodation can be provided in school library for the students with Special Educational Needs (SEN)
- b. To find the necessary for professional school library personnel

2 Method

2.1 Case study: Comparison of two A & B Special School libraries' support

Both school library staffs foster students' independence in learning by using an Information and Communication Technology (hereinafter referred to as "ICT") environment (Table 1).

2.2 Viewpoints: Characteristic of special support associated with reasonable accommodation

2.3 Analysis: Extract the common efforts in the two school libraries.

3 Result

3.1 A University Special Support School in Tottori pref.

- (1) Class support utilizing a school library such as inquiry learning
- (2) Support for the voluntary free reading
- (3) Making "reading records" in order to know the actual situation of reading
- (4) Improvement of material organization including M-DAISY corner

3.2 B Special School library in Tottori pref.

3.2 B Comprehensive Support School in Kyoto pref.

- (1) Activities of students in the school library
 - a. Visitors' activities during lunch break
 - b. Activities of student library committee by utilizing AT (Assistive Technology) equipment
- (2) Library map having pictogram
- (3) Organizing materials to make information resources accessible (make corners)
- (4) Proceduralizing AT equipment operation and poster making

4 Discussion

4.1 Viewpoints of library support based on the needs of individuals

- (1) Materials organization to guarantee accessibility
- (2) Make a procedure table or a worksheet to learn with prospects and proactively
- (3) Provision of audio-visual materials and AT tools
- (4) Support by school library personnel to calm user's mind

4.2 What is necessary for professional school library personnel

4.2.1 Both a teacher librarian and a school librarian:

- a. To know the characteristics of disability and stage of development of students
- b. To propose giving a class utilizing school library based on students' characteristics
- c. View of team support

4.2.2 Teacher librarian:

To have other teachers understand function of school library and role of school librarian

4.2.3 School librarian:

- a. To have expertise relating to information resources
- b. To respond to students after finding out individual student's needs

5 Conclusion

1. Providing suitable visualized resources, which take into account students.
2. Providing the making procedure or a worksheet to learn with prospects and proactively
3. Supporting students' self-affirmation by sympathetic understanding.
4. Educational support encouraging students' activity.

School libraries expected support in terms of cooperation with school staff members.

Keywords: special support, students with SEN, accessibility, visualization, assistive technology

Table 1: Two Special School profiles

	A University Special Support School in Tottori	B Comprehensive Support School in Kyoto
Enrolled Students' number of elementary to high school	42 intellectual disability	189 intellectual disability, physically disabled, visual impairment, hearing impairment
Number of faculty and staff	32 (As of May 2015)	127 teachers (as of 2015)

Library staff	school teacher librarian 1 school librarian 1 (17 hours per week: employed by University)	teacher Librarian (also in charge of teaching) 1 school library support staff 1 (once a week: employed by Board of Education)
Collection	3,000 books Audio-visual materials Multimedia DAISY	7,261 (including the donated 61 books) Audio-visual materials
Notes	Working room Four PCs	Five units of iPad

Reference

Toshinori Ishikuma. (1999). *School Psychology Psychoeducational Assistance Services by the Team of Teachers, School Counselors and Parents* (p.151, p.261). Seishin-Shobo.

Biographical note

Hiroyo Matsudo has a M.Ed. from Tokyo Gakugei University in 2004 March and Ph.D in library information science from the University of Tsukuba in January 2008. Her research interest is special support for students with SEN in school libraries. During her study, she has been working as a school librarian for 8 years and a staff of special education. She also has been a volunteer of Japan Overseas Cooperation Volunteers at YMWA Special Education Center in Jordan for 2 years.