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## Selection of Instructional and Library Materials in an Inclusive School Setting

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### **Abstract**

*The paper dwell on the selection and provision of information materials to special needs students in the library setting. It also highlights relevant instructional materials for the usage of special needs students as well as other users that are going to the library. It vividly explain various information resource as instructional materials that assist in the teaching and learning these special needs students. It went to the extent of explaining the criteria for selection of instructional material considering those students. The paper examining the key roles of library in providing instructional materials to library users. Finally it concluded by explaining the constitutional provision of including special needs student in a library setting.*

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**Keywords:** *Library, Instructional Materials, Special Needs, Selection Criteria, Roles*

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### **Introduction**

Educational issues like inclusion of exceptional children into mainstreamed conventional schooling, gender imbalances, technical and vocational education have of late increasingly been studied by many researchers and scholars. These issues are regarded as having an international orientation because they are the major concerns of every country of the world (Arnove 2019).

The rationale for mainstreaming stems from its apparent benefits to both disabled and non-disabled persons. Integration is basically an equity issue. It is an expression that all students including the disabled have a right to participate in a "normal" education experience and should not be segregated and solely on the basis of disability (Lewis, 2014; Booth, 2015)

According to (Wood, 2017). In inclusive settings, children gain both socially and academically. Children in inclusive settings cope as members of a united social institution. The exposure of handicapped students to normal students also diminishes their stereotyped classifications. Furthermore, setting up segregated residential systems is the most expensive of any services given to disabled persons.

Special needs students are either placed in special schools, inclusive education or totally excluded from any educational opportunity on the ground that they are disabled. Nevertheless, everyone has certain abilities that can, with appropriate education and training, be developed to their maximum capability. No matter what the state of an individual's disability is, it is necessary to provide information services to such a person. The rights of the special needs people and the obligation the society has for them are the starting point of a study on their needs for information services. New development, ranging from research in innovative area such as rehabilitation to changing attitudes in many general service fields, have combined to effect significant improvements in the lives of the special needs students.

The library in any establishment is a repository of information sources. Major functions of a library include the collection, organization, storage, and dissemination of information. A library is a resource center for students, teachers, researchers, and others. The involvement of libraries in provision of information services to individuals with special needs will afford them the opportunity of wider exposure. They will be able to learn more about themselves as well as other people. (Atabor, C. 2015)

Information is a vital resource for everyone. The library must find and select the most profitably useful information for its clients. Mbeki (2017) stressed that “The concept of a caring society is strengthened and deepened when we recognise that disabled people enjoy the same rights as we do and that we have a responsibility towards the promotion of their quality of life”.

Though there has never been a question that libraries and information centers have a responsibility to society, in recent years the term social responsibility has come to have special significance. It refers to the need to provide fair service to all, to employ people on an equitable basis, to represent minority groups among employees, and to take a stand on public issues. In some instances, confusion and conflict may occur between defending intellectual freedom and defending social responsibility. The former suggests openness to the provision of all information, and the latter suggests emphasis on a particular point of view.

An interesting example of this conflict occurs, for example, when selection of materials for children’s collections deals with the problem of students with special needs and normal students are presented in media for children. The idea that special students are weak while normal students are strong or that special students are stay-at-home types while normal students are adventurers conflicts with many people’s beliefs. Numerous children’s books and other media suggest or firmly state that idea. Those who believe in presentation of truly fair and equality roles have strongly supported removing biased media from library collections. Strong support exists for close cooperation with publishers and producers to eliminate such stereotyped presentations. Similarly, strong support exists for the idea that such pressure is in violation of intellectual freedom and is closely allied with, if not identical to, censorship.

### **Libraries and Instructional Materials**

Instructional materials”- are the content or information conveyed within a course. These includes textbooks and other printed materials, software and other electronic materials, online/Internet resources (including access), and supplies and other materials to support instruction in subject areas and implementation of the system of Learning Results. These materials can be used in both face-to-face and online or in a normal library setting. Some must be modified or redesigned to be effective for teaching and learning of special needs students. The University/Polytechnic/Colleges curriculum decides the teaching programme in the library and according to it the reading materials are collected. The library collection material should be living-worth and important and it must be helpful to the students, faculties and research scholars.

Text Book: Constitutes the main foundations of the collection in academic libraries. A text book is a teaching instrument which is important for giving the readers a proper understanding of the subject material. In a seminar of workflow for University and college libraries, it was recommended that libraries should “make a list of textbook and the number of copies of each of them...for preparatory, parallel and follow up study by the student in relation to the prescribed course of study” (Pandhey,2008,p.141).

### **Reference Book:**

ALA glossary has defined a reference book as “a book designed by the arrangement and treatment of its subject matter to be consulted for definite items of information rather than to be read consecutively” and “a book whose use is restricted to the library building”.

**Periodicals and Serials:**

“Periodicals as any publications, which come out periodically” (Pandhey, 2008, p.142). These are the magazine and journals of the library. In the University library there should be extensive collection of serials and current periodicals.

**Audio and Visual materials:**

The University libraries focus on “collection of commercially distributed audio and visual materials” (Jayanthi, 2014, p.13). Materials for these collections are selected by faculty requestor or in support of University curriculum, with special emphasis on television studies.

### **Films:**

It is an audio visual material with colour, sound and image. It is a replica of real life activities.

**Video Cassettes:**

It is the most convenient and audio visual materials. It can be used for package information to serve recreational and informational content.

**Archival material:**

These are the documents which are printed, written and graphed and audio visual materials are published by the official bodies. These are the primary information source of many actual events.

### **Manuscripts:**

These are the media of transmission, knowledge for centuries together in the country also they are the record of human thoughts and wisdom before the introduction of printing in India. These are the handwritten copies of the text of literature which are mainly written in Sanskrit or other vernacular languages and it represents Indian knowledge and wisdom.

### **Newspaper:**

The newspaper collection in the University libraries acts as a significant resource for the state of the nation. It provides an important resource of the daily news and acts as an important document which can be preserved in a printed form and can act as great source of knowledge.

### **Electronic Resources:**

The need for information and communication technology has given birth to a new technique of e-resource. It acts as an umbrella for digital resources. Now- a- days computer can store, organise, transmit and display information in the digital format. It is a combination of resources that are made digital after being born digital. It can be in the types of CD-ROM, magnetic tape or a server used in the Internet. The importance of electronic information resources in University libraries is ever growing. The main aim of the University library is to have a heavy stock of digital resources which can provide an access rather than ownership.

Instructional materials provide the core information that special student will experience, learn, and apply during a course. They hold a power the power to either engage or demotivate students. Therefore, such materials must be carefully planned, selected, organized, refined and used in a course for the maximum effects.

The planning and selection of instructional materials should take into consideration both the breadth and depth of content so that student learning is optimized.

### **Objectives of Selection Criteria for Instructional and Library Materials**

The primary objective of instructional materials to implement and support the curriculum, and of library-media resources to extend and enrich the educational programs of the institutions. Quality instructional materials and resources are essential to student learning. In preparing students to meet the content standards of the Learning Results, in supporting the achievement of the institution unit's educational goals and objectives, and in providing enrichment opportunities that expand students' interests and contribute to a desire for lifelong learning, it is the responsibility of the instructional program and the library-media centers of the academic environment to provide a wide range of materials at all levels of difficulty, with diversity of appeal and the presentation of different points of view. According to (Cloonan, 2018) Instructional and library materials selected should: -

1. Support achievement of the content standards of the Learning Results;
2. Support the goals and objectives of the institution system's educational program;
3. Enrich and support the curriculum;
4. Take into consideration the varied interests, abilities, and maturity levels of the special students served;
5. Foster respect and appreciation for cultural diversity and varied opinion of the normal and special students;
6. Give comprehensive, accurate and balanced representation to minorities such as special students with special needs and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;
7. Present a balance of opposing sides of controversial issues to enable special students to develop a capability for critical analysis;
8. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
9. Provide a background of information that will enable special students to make intelligent decisions in their lives; and
10. Respect the constraints of the school unit's budget.

Other factors that should be considered are accuracy and currency of material; importance of the subject matter; scholarship; quality of writing and production; and reputation and significance of the author, artist or composer.

In evaluating software, multimedia materials and online/Internet resources, additional factors that should be considered include purpose for use; content; format (degree of interactivity or student involvement); appropriate use of graphic, sound and animation; feedback provided and ease of use.

Today librarians and information science professionals face important, exciting challenges and a broad array of opportunities.

Examining some of the key roles of the library in providing instructional materials to special needs students, as identified by the (American Library Association, 2018 ), make it is possible to gain a sense of the scope as follows: -

1. Librarians and information professionals preserve, organize, and disseminate the resources of the library so that citizens can make informed decisions. A democracy requires the active participation of its citizenry, and libraries play a vital role in making knowledge and ideas available to everyone. The relationship of democracy and libraries is fundamental, and the stronger the library services are, the more powerful informed citizens' voices will be.
2. Libraries break down barriers. Literacy outreach programs that teach reading, provide bilingual materials, serve the homebound, and work with the elderly continue to be a

priority for librarians in order to reach segments of the population that others are failing to reach. The barriers to those who are illiterate, low-literate, and non-English-speaking are enormous, and the loss to society as a whole can have far-reaching effects.

3. Libraries level the playing field. As the income inequities in this country grow, the library is one public institution that provides equality of information to all. As technology and the Internet converge, the need for librarians and information professionals to provide equity to information becomes crucial.
4. Libraries value the individual. For many authors, scientists, and politicians a librarian provided the encouragement and support needed to learn and grow. Testimonies from many successful citizens credit librarians and information professionals with opening the door to the storehouse of the world's knowledge.

### Conclusion

In Nigeria, although there is constitutional provision for the education of the special needs persons, it is philanthropic organizations, non-governmental organizations (NGOs), and private and missionary schools, rather than the National Library of Nigeria, that have faced the challenges of providing reading materials to the special needs persons.

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