
Supplementary file to: Belger, J. & Chelin, J. (2013) The Inclusive Library: An investigation into provision for students with dyslexia within a sample group of academic libraries in England and Wales, *Library and Information Research*, 37(115), 7-32.

Research instruments

Final Questionnaire - Research into library support for students with dyslexia

Thank you for agreeing to take part in this research.

Please save a copy of this questionnaire before completing and returning to:

[Researchers contact details]

If there are any questions that you are unable to answer, then please mark as 'not known' or 'data unavailable' as appropriate. Please tick or highlight all answers.

Please provide the name of your University (this will be kept confidential)

Questions about the Library Service and the support provided for students with dyslexia

1. How many branches does your library service have?

- One centralized library
- 2-5 branches
- 6 -10 branches
- 11 or more

2. Is your library service converged with:

- Computer services
- Student Services
- Disability Support
- Other (please specify)
- Not converged

3. Are library inductions for all new students offered as (please tick/highlight all that apply):

- Walking tours of libraries
- Podcasts
- Videos
- Talks with handouts
- Slides of lectures provided on VLE
- Other (please specify)

4. What is your support service for students with dyslexia within the library called, e.g. Disability support service?

5. What year was specific support for disabled students introduced in your library?

6. How is this support funded?

- From library budget
- From central university fund
- Sponsorship from outside agency
- Other (please specify)

7. How is the service promoted? (please tick/ highlight all that apply)

- Referral from university disability services
- At general library induction
- In undergraduate welcome pack
- Other (please specify)

8. What services do you provide (please tick/ highlight all that apply)

- Individual library inductions
- Personal reminders for loans
- Scanning of core texts into alternative formats
- Photocopying
- Coloured paper for printing/photocopying
- Timetabled Assistive Technology inductions
- 'On demand' software and Assistive technology help at point of need
- Other (please specify)

9. Is an automatic update to library management system (LMS) used to allow extended loans

- Yes, automatic upload from student database
- Yes, dedicated user type on LMS
- Manually added
- Colour coded card given to disabled users registered for extended loans
- Other (please specify)

10. Where is the library disability support service based?

- Main library
- Manager in main branch with representatives in each of the branch libraries
- Other (please specify)

11. How is assistive technology provided for students with dyslexia?

- By the library
- By computer services

12. What software is offered? (tick/highlight all that apply)

- Scanning Software
- Inspiration
- Texthelp Read and Write
- Other (please specify)

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13. Where is specialised software installed? (tick/highlight all that apply)

- on dedicated PCs in assistive technology room within library
- on dedicated PCs in assistive technology room within computer centre
- on dedicated PCs in assistive technology room within disability services
- all networked PCs
- available for upload onto own laptops?
- Other (please specify)

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14. What do you loan to dyslexic students? (tick/highlight all that apply)

- voice recorders
- laptops
- e-book readers
- core texts
- No loan service offered
- Other (please specify)

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15. What digitization provision is offered to all students? (tick/highlight all that

apply)

- All departments have core readings on VLE
- Some departments have core readings on VLE
- links to e-books and e-journals on library catalogue
- Digitization service is only available to students registered with disability services
- Other (please specify)

16. How are undergraduate students reminded about renewals? (please tick or highlight all that apply)

- Automatic renewals for all students
- Automatic renewals for dyslexic students
- Text reminders for all students
- Email reminders for all students
- Other (please specify)
- No reminders se

Questions about your University and Student Profile

17. Does your University hold the Dyslexia Quality Mark?

<http://www.bdadyslexia.org.uk/files/qm%20universities.pdf>

- Yes
- Applied for
- Not applied for
- Applied for but not received

18. How many students (UG and PG) were admitted to your university in Autumn 2010?

Total:

Male:

Female:

19. How many of this cohort disclosed dyslexia or other learning difficulty on application?

Total:

Male:

Female:

20. How many of these students registered for support within the library service by the end of 2010/11 academic year

Male:

Female:

Total:

21. Perceptions of library provision required by dyslexic students.

In this section, please rate the following statements:	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
Most students with dyslexia register for extra support from the library in their first term	1	2	3	4
Most students with dyslexia first approach the library for extra support when their first assignment is due.	1	2	3	4
Most students with dyslexia first approach the library for support at exam time	1	2	3	4
Most students with dyslexia just want extended loans	1	2	3	4

Most students with dyslexia approach the library for extra support with finding items on the shelf	1	2	3	4	
Photocopying/ scanning is our most used service by dyslexic students	1	2	3	4	

Additional Comments on requirements of dyslexic students at your university:

Feedback

<p>1. Do you carry out student surveys on dyslexia support?</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>	<p>2. If yes, are you willing to share the results of your latest survey</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>
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About you (optional but required for sending of token)

Name:

Email Address:

Interview topics

1. How the library support for dyslexic students operates
2. Referral process from Disability Services and training issues
3. Inductions and Information literacy support
4. Services for dyslexic students
5. Self-issue
6. Study space
7. Example of changes in library services to more inclusive practices.
8. Use of networks and sharing knowledge
9. Additional comments on what is going well and possible improvements to service provided.