This booklet is designed to explain how the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases can be used to find information about the education of children and youth who have disabilities or who are gifted. Chapters cover the following topics: what ERIC is, where ERIC can be found, how to use ERIC via manual and computer searching, how to search special education topics in ERIC, where to get copies of materials identified in an ERIC search, how to search the ECER database, functions of the ERIC clearinghouses, and how to contribute to the ERIC database. Appendixes provide an ERIC search worksheet, ERIC descriptors for disabilities and giftedness, ERIC publication types, a list of organizations in the disabilities and gifted field, a list of special education related databases, order forms, a list of ERIC clearinghouses, a list of special education journals, a list of online vendors, a list of 13 print resources, sample resumes of typical ERIC documents, and guidelines for accessing ERIC through computer networks. (JDD)
How to Find Answers to Your Special Education Questions

Lynn Smarte
Kathleen McIane
How to Find Answers to Your Special Education Questions

Lynn Smarte
Kathleen McLane

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A Product of the ERIC Clearinghouse on Handicapped and Gifted Children
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Preface

WHAT YOU CAN LEARN FROM THIS BOOKLET

The main purpose of this booklet is to explain how you can use the ERIC and ECER databases to find information about the education of children and youth who have disabilities or who are gifted.

The ERIC and ECER databases can help you find answers to a wide variety of education questions such as the following:

- How can computers be used to improve the writing skills of students with learning disabilities?
- How can a program be developed to link mentors with students who are gifted?
- What curriculum guides have been developed for teaching mathematics to elementary school students who have mild disabilities?
- What research has been done on the effects of peer tutoring with students who have severe disabilities?
- Are there models for cooperation between regular class teachers and special education teachers in elementary schools?
- How can parent participation be increased in early intervention programs for children with disabilities?

Every day, teachers, administrators, parents, college faculty, researchers, students, librarians, media specialists, and others have information needs related to children and adults who are gifted and/or have disabilities. Some need only a minimal amount of information, while others need extensive searches of the literature on a topic.

This guide has been developed to help them, and you, find more of these answers effectively and efficiently. All it takes is knowing a little more about what resources exist and how to use them.
Acknowledgments

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Many thanks are also due the individuals listed below, whose input helped to make this booklet more user friendly and comprehensive.

Sandra Berger
Jean Boston
Jane Burnette
Janet Drill
Anmarie Kallas
Virginia Levitas
Barbara Sorenson
What Is ERIC?

Briefly:

- ERIC is the acronym for Educational Resources Information Center.
- ERIC is a federally funded information system.
- ERIC is a database of over 400,000 journal annotations and 300,000 education-related document abstracts.
- ERIC is a source of publications about all aspects of education.

More About ERIC

The Educational Resources Information Center (ERIC) is a nationwide information network designed to provide users with ready access to education literature. Established in 1966 to make materials concerning educational research and practice available from a single source, ERIC collects, analyzes, and distributes literature developed by local, state, federal, and international agencies, as well as by private sources.

The ERIC system, funded by the U.S. Department of Education, Office of Educational Research and Improvement, consists of 16 Clearinghouses, 4 adjunct Clearinghouses, and 4 support components. The 16 Clearinghouses collect and produce information on the following educational topics:

- Adult, career, and vocational education.
- Counseling and personnel services.
- Reading and communication skills.
- Educational management.
- Children with disabilities and children who are gifted.
- Languages and linguistics.
- Higher education.
- Information resources.
At the heart of ERIC is the largest education database in the world containing more than 735,000 bibliographic records of documents and journal articles. Approximately 2,600 records are added monthly. Papers, curriculum and teaching guides, conference proceedings, literature reviews, and curriculum materials, along with articles from nearly 800 education-related journals, are indexed and abstracted for entry into the ERIC database.

Please Note:
Although the ERIC system consists of many Clearinghouses and other network components at various locations around the United States, it is important to remember that there is only one ERIC database. Whether you access ERIC through a public library, college library, or other information center, you are searching the same database of education information.

ERIC and Special Education

Currently, over 60,000 documents and journal articles in ERIC relate to the education of children with exceptionalities. Most of these are processed by the ERIC Clearinghouse on Handicapped and Gifted Children, which is responsible for covering all types of exceptionalities including the following:

Giftedness.
Mental disorders.
Talent (artistic giftedness).
Autism.
Creativity.
Speech and communication disorders.
Physical disabilities.
Chronic illnesses.
Hearing and visual impairments.
Special health problems (e.g., eating disorders, cancer, AIDS).
Mental retardation/developmental disabilities.
Child abuse and neglect.
Learning disabilities.
Children "at risk" due to disabilities, physical or psychological problems, minority/ethnic status, or family or environmental factors.
Behavior disorders/emotional disturbances.
Where Can You Find ERIC?

ERIC INFORMATION SERVICE PROVIDERS

You can access ERIC in person, by mail, or by telephone at nearly 3,000 locations around the world, including

- University and college libraries.
- Local educational resource centers.
- Public libraries.
- ERIC Clearinghouses.

ERIC collections and materials are found in every state and in more than 60 countries. There are over 1,000 locations designated as ERIC information service providers. At these locations you can do one or more of the following:

- Use the ERIC print indexes.
- Access ERIC documents on microfiche.
- Run computer searches of the ERIC database.

For quick reference on where to access the ERIC database, call:
ACCESS ERIC at 1-800-LET-ERIC (1-800-538-3742)

Even if there is not an ERIC information source near you, you can order computer searches by phone or mail from ERIC Clearinghouses, many libraries, and other ERIC information service providers. You can order copies of ERIC documents from the ERIC Document Reproduction Service (EDRS).
MORE WAYS TO ACCESS ERIC

If you do a lot of research and have a need for frequent searches, you can search ERIC (and other databases) through your home or office computer. DIALOG and other database vendors such as SpecialNet offer low-cost searching access. In addition to your computer, you will need a modem, the corresponding telecommunications software, and a contract with one of the vendors. (See Appendix I for vendor addresses.)

The most recent advances in ERIC access are through a number of networks including the Colorado Alliance of Research Libraries (CARL), and the Syracuse University Information System (SUINFO). A full-text file of over 850 ERIC Digests is available to Internet users nationwide through the Extended Bulletin Board of the Office for Information Technology, University of North Carolina at Chapel Hill. Detailed instructions for accessing ERIC via these three networks are provided in Appendix M.
3
How Can You Use ERIC?

Briefly:

- You can conduct manual searches of the ERIC print indexes RIE and CIJE.
- You can conduct computer searches of the ERIC database.

MANUAL SEARCHING

ERIC has three basic reference tools to help you locate information in the database and enhance your research capabilities. The first two are monthly abstract journals, and the third is a thesaurus of controlled subject headings:

- **Resources in Education (RIE)**
  RIE is a monthly journal of abstracts of current education-related documents. *RIE* contains five types of indexes: subject, author, institution, publication type, and Clearinghouse/ED number.

- **Current Index to Journals in Education (CIJE)**
  CIJE is a monthly journal of abstracts of education-related articles from approximately 760 journals. *CIJE* has three indexes: author, subject, and journal contents.

- **Thesaurus of ERIC Descriptors**
  This is the master list of ERIC's nearly 10,000 subject headings used in indexing and searching.

Libraries that subscribe to *RIE* and *CIJE* should also have copies of the *Thesaurus of ERIC Descriptors*. Be sure to spend some time using the *Thesaurus* to
find the best subject descriptors before turning to the subject indexes of *RIE* and *CIJE*.

A manual search of the print indexes may meet your needs if you have a topic that can be summarized with one or two subject terms and if you only need a limited number of references on your topic. A manual search consists basically of looking up your subject terms in the subject index of *RIE* and *CIJE*. (Cumulative indexes are available as well as the indexes in each issue.) Under each term in the subject index, you will find a list of the most relevant titles plus their ED and EJ numbers. You can then use the ED and EJ numbers to find the abstracts in *RIE* and *CIJE*. (See Chapter 5 of this booklet for information on where to get copies of documents and articles cited in ERIC.) Manual searches require very little database “expertise,” but they are not suited to in-depth searching or complex topics.

An example of an appropriate manual search is one in which a student needed a few references on the fairly specific topic REGULAR AND SPECIAL EDUCATION RELATIONSHIP, which is a subject descriptor in ERIC. The student did a manual search of *RIE* and *CIJE* (January-March 1992 issues) which took approximately 30 minutes and located 22 documents and journal articles.

### COMPUTER SEARCHING

Many of the sites where you can access ERIC (see p. 3) offer computer searches of the ERIC database. The database contains all of the records in *RIE* and *CIJE* dating from the beginning of ERIC in 1966.

If your topic is fairly complex and/or you need a comprehensive search of the literature over a period of several years, a computer search can be much more effective and efficient than a manual search.

**Please Note:**

Procedures for searching the ERIC database vary with each of the major online vendors. Procedures also vary for searching ERIC on CD-ROM. If you have a professional searcher run your search, you do not need to learn specific search procedures. If you use a library where you can run your own search, written instructions for beginners should be available, as well as staff who can assist you.

**What Will It Cost?**

Fees for searches and printouts are determined by individual service providers. If you have a choice of several search services, ask about fees to help you make your decision, but do not decide on the basis of cost alone. Be sure to ask about other variables that may be important to you, such as turnaround time from
ordering to receiving a search, whether or not there are limits on the computer
time or number of abstracts printed, and whether or not the search can be
modified if the first results are not satisfactory.

Who Runs the Search?

At many libraries, you can run the search yourself. For the beginner, there are
usually written search aids as well as help available from librarians. ERIC on
CD-ROM is now available in most university libraries and research centers. The
system's menu-driven approach makes the process painless.

If there is not a convenient location where you can search ERIC yourself, or
if your topic is complex, you can have a professional (e.g., a librarian or informa-
tion specialist) conduct the search for you. If possible, arrange to discuss your
search topic directly with the searcher.

What Will I Get?

The result of the search will be an annotated bibliography of journal and
document literature on your topic (see examples in Appendixes K and L). After
you have received and screened your search, you can readily obtain the full text
of most of the materials. ERIC is a document delivery database. Microfiche or
paper copies of materials are available from many ERIC service providers or from
the ERIC Document Reproduction Service (EDRS). Journal articles can be found
in many libraries or reprints can be ordered from the UMI Article Clearinghouse.
(See Chapter 5 for more information on locating copies of materials in ERIC.)
How to Search Your Special Education Topic in ERIC

The key to a good ERIC search is to do some advance planning following these steps:

Step 1  Write down your topic in your own words.

Step 2  Identify the different concepts in your search.

Step 3  Use the Thesaurus of ERIC Descriptors to locate the subject descriptors for each concept of your topic.

Step 4  Consider any additional limitations on your search.

Step 5  Run your search.

Step 6  Modify your search, if necessary.

SEARCH EXAMPLE A

You are writing a paper on how computers can be used to improve the writing skills of students with learning disabilities.

Step 1  Write down the topic in your own words.

"How have computers been used to improve the writing of students with learning disabilities?"
Step 2  Identify the different concepts in your topic.

<table>
<thead>
<tr>
<th>CONCEPT 1</th>
<th>CONCEPT 2</th>
<th>CONCEPT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disabilities</td>
<td>Computers</td>
<td>Writing</td>
</tr>
</tbody>
</table>

Step 3  Use the *Thesaurus of ERIC Descriptors* to find subject descriptors for each concept of your topic.

<table>
<thead>
<tr>
<th>CONCEPT 1</th>
<th>CONCEPT 2</th>
<th>CONCEPT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING</td>
<td>COMPUTER ASSISTED</td>
<td>WRITING</td>
</tr>
<tr>
<td>DISABILITIES</td>
<td>INSTRUCTION</td>
<td>INSTRUCTION</td>
</tr>
</tbody>
</table>

Step 4  Consider any additional limitations on your search.

(These might include publication dates, types of publications, age of students, etc. None will be used in this example.)

Step 5  Run your search.

Following is a *brief* explanation of the logic that computers use in searching:

Computer searching is based mainly on Boolean logic. Three logical operators can be used to show the relationships among search terms: AND, OR, and NOT. In running a computer search, you specify the logical operators that will link your search terms in the way that will yield records relevant to your topic.

In this search, you are looking for records in ERIC that have *all three* of your search concepts:

**LEARNING DISABILITIES AND COMPUTER ASSISTED INSTRUCTION AND WRITING INSTRUCTION**

A Boolean diagram of your search might look like this:
How to Search Your Special Education Topic in ERIC

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The shaded area represents records that are indexed under all three concepts and should therefore be on your topic. An ERIC search on these descriptors (covering the years 1980–1991) yielded the following results:

LEARNING DISABILITIES = 5,800 records
COMPUTER ASSISTED INSTRUCTION = 9,259 records
WRITING INSTRUCTION = 8,133 records
LEARNING DISABILITIES AND COMPUTER ASSISTED INSTRUCTION AND WRITING INSTRUCTION = 19 records

Here are some sample records from this search:

ED 327 037 EC 232 689
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC. Available From: The Writing Project, Educational Development Center, 55 Chapel St., Newton, MA 02160. EDRS Price - 1.4F01/PC02 Plus Postage. Language: English Document Type: EVALUATIVE REPORT (142) Geographic Source: U.S.; Massachusetts Journal Announcement: RIEMAY91 Target Audience: Practitioners Presents first year (1984-85) findings of The Writing Project, a 2-year study of the use of word processing to improve learning disabled children's writing skills. ... focused in the first year on ... observation of 14 fourth grade children as they wrote with word processors. Two contrasting teaching environments were identified: the compliance model ... and ... the facilitation model ... Facilitative models ... were found to have three overall characteristics: (1) teachers give children strategies for generating and organizing their own ideas; (2) teachers focus children's attention at the drafting stage on developing ideas in writing, rather than revising and editing, or on mastering the word processor; and (3) teachers reinforce children as capable thinkers and writers. (DB)
Descriptors: Computer Assisted Instruction; Intermediate Grades; *Learning Disabilities; Models; Personal Autonomy; Program Effectiveness; Student Motivation; *Teacher Role; *Teaching Methods; *Word Processing; *Writing (Composition); *Writing Instruction
Identifiers: Collaborative Writing

EJ 420 356 IR 522 530
Describes four research projects that used technology to support reading and writing activities of students with learning disabilities: the first used computerized speech feedback to improve reading skills of elementary students; the second used projection plates in collaborative writing projects; the third used hypertext study guides with ninth graders; the fourth used videodiscs to structure learning experiences. (11 references) (LRW)
Descriptors: *Computer Assisted Instruction; Elementary Secondary Education; Hypermedia; *Learning Disabilities; Projection Equipment; *Reading Instruction; *Speech Synthesizers; Study Guides; Videodisks; *Writing Instruction
Identifiers: Collaborative Writing

EJ 415 034 EC 231 698
This paper provides an overview of the Computers and Writing Instruction Project, a field-tested curriculum for teaching writing to learning disabled students consisting of a process/approach, word processing, and strategy instruction. Its scope and sequence are described and guidelines for establishing a writer's workshop in the classroom offered. (PB)
Descriptors: Basic Writing; *Computer Assisted Instruction; Computer Uses in Education; Elementary Secondary Education; *Learning Disabilities; Word Processing; Writing (Composition); *Writing Instruction; *Writing Workshops

*For help in understanding RIE and CIJE records, see Appendixes K and L.
Step 6 Modify your search, if necessary.

Looking at the three sample records from this search, you will notice additional descriptors related to the concept of writing, such as WRITING (COMPOSITION), and WRITING WORKSHOPS. At this point, the search could be modified to include these descriptors—and perhaps others from the *Thesaurus of ERIC Descriptors*—resulting in an expanded list of "writing" terms:

- WRITING INSTRUCTION
- WRITING (COMPOSITION)
- WRITING WORKSHOPS
- BASIC WRITING
- WRITING IMPROVEMENT
- WRITING SKILLS

The Boolean operator OR is used in the search to combine all of the records in ERIC indexed under *any* of these descriptors, and your modified search strategy would look like this:
A modified search of ERIC (again 1980–1991) including the additional “writing” descriptors resulted in 38 records retrieved, including this one:

EJ 418 292  EC 232 049
Error Monitoring by Learning Handicapped Students Engaged in Collaborative Microcomputer-Based Writing.
Hine, Mary Sue; And Others
Report No: ISSN-0022-4699
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR91
Target Audience: Practitioners
Eleven learning-handicapped students, ages 8-13, generated text at microcomputers both alone and as members of dyads. Examination of mechanical errors revealed a lower error rate in the dyad condition compared to working alone. The relationship between error monitoring and the social interaction needed for collaboration is discussed. (Author/JDD)
Descriptors: *Computer Assisted Instruction; *Cooperative Learning; Elementary Education; Error Patterns; Interaction; Interpersonal Communication; *Learning Disabilities; Microcomputers; *Peer Influence; Peer Relationship; Performance Factors; Social Behavior; Word Processing; *Writing (Composition); Writing Skills
Identifiers: Dyadic Interaction Analysis; *Dyads; *Self Monitoring

Following is an example of a Search Worksheet illustrating how you might plan a search strategy for Example A.

*For help in understanding RIE and CJJE records, see Appendixes K and L.
Search Worksheet
Example A

**TOPIC**

How have computers been used to improve the writing skills of students with learning disabilities?

**CONCEPTS and ERIC DESCRIPTORS**

- **CONCEPT 1**
  - learning disabilities
  - LEARNING DISABILITIES

- **AND**

- **CONCEPT 2**
  - computers
  - COMPUTER ASSISTED INSTRUCTION

- **AND**

- **CONCEPT 3**
  - writing
  - WRITING INSTRUCTION
  - or
  - BASIC WRITING
  - or
  - WRITING (COMPOSITION)
  - or
  - WRITING IMPROVEMENT
  - or
  - WRITING SKILLS

**ADDITIONAL LIMITATIONS**

(e.g., publication types, educational level/age group, publication dates, etc.)

None
ADDITIONAL SEARCH TIPS

Identifiers

Identifiers are key words or "indexable" concepts intended to add depth to subject indexing that is not always possible with descriptors alone. Identifiers are not found in the Thesaurus, since they are generally proper names or concepts not yet represented by approved descriptors. In the resume sections of RIE and CIJE they appear in a separate field below the descriptors.

Identifiers are used to index geographic locations, personal names, test or program names, specific legislation, and so forth. Here are a few examples of identifiers that have been used in ERIC and are related to special education:

- Adaptive Behavior Scales
- Americans with Disabilities Act 1990
- Attitudes Toward Disabled
- Disruptive Behavior
- Fetal Alcohol Syndrome
- Piaget (Jean)
- Disabled Infants Project
- Behavior Management
- Enuresis
- Spinal Cord Injuries

Looking again at an abstract from Search Example A (p. 11), notice that the sample ERIC journal article EJ 420 356 includes the identifier Collaborative Writing:

EJ 420 356  IR 522 530
Computing Teacher, v18 n4 p26-29 Dec-Jan 1991
Report No: ISSN-0728-9175
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Journal Announcement: CIJMA91
Describes four research projects that used technology to support reading and writing activities of students with learning disabilities: the first used computerized speech feedback to improve reading skills of elementary students; the second used projection plates in collaborative writing projects; the third used hypertext study guides with ninth graders; the fourth used videodisks to structure learning experiences. (11 references) (LRW)
Descriptors: *Computer Assisted Instruction; Elementary Secondary Education; Hypermedia; *Learning Disabilities; Projection Equipment; *Reading Instruction; Speech Synthesizers; Study Guides; Videodisks; *Writing Instruction
Identifiers: Collaborative Writing

*For help in understanding RIE and CIJE records, see Appendixes K and L.
Identifiers, like descriptors, can be used as searchable terms in your search strategy. If you find some appropriate identifiers after running your initial strategy, they can be added to modify and improve your search.

**Publication Types**

All ERIC documents are categorized by their form of publication (referred to as Document Type, Publication Type, or PUBTYPE), as well as by their subject. A special section of the document resume identifies the PUBTYPE by means of a three-digit code.

PUBTYPEs are assigned to every document and journal article (beginning September 1974 for RIE and August 1979 for CIJE). They appear in the monthly printed issues of RIE along with the bibliographic information. Here is an example of an ERIC document categorized with the document types NON-CLASSROOM MATERIAL (055) and CONFERENCE PROCEEDINGS (021):

```
ED 341 182
EC 300 855
Georgia State Dept. of Human Resources, Atlanta. Div. of Rehabilitation Services. Apr 1991
245p.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEJUN92
Target Audience: Practitioners; Administrators
. Originally intended for participants in a 1991 conference on assistive technology for the disabled. . .
individual sections . . . [concern] the following conference topics: blending, computer labs, family, grants
and funding, interactive labs, learning, living, playing, and working. Also briefly described are posters presented at the conference, the video theater, and exhibitor displays. Among topics covered are: computer programs for the traumatically brain injured, resources for employment, impact of developmental disability on a family, developing conversational interaction with the "Unicorn Board", the Alliance in Technology Access resource network, seating and mobility, supported employment and assistive technology for the severely disabled . . . (DB)

Descriptors: Accessibility (for Disabled); *Assistive Devices (for Disabled); *Computer Oriented Programs; *Computer Uses in Education; *Disabilities; *Educational Technology; Elementary Secondary Education; Employment; Financial Support; Independent Living; Linking Agents; Play; Technological Advancement; Technology Transfer
```

All assigned PUBTYPEs are searchable by computer. You may want to include them in your search strategy to locate a particular kind of document, such as TEACHING GUIDES, VIEWPOINTS, RESEARCH/TECHNICAL REPORTS, or TESTS/EVALUATION INSTRUMENTS. A list of ERIC Publication/Document Types appears in Appendix C.

**Year of Publication**

You may want to limit your search by the publication dates of documents and articles. For example, you may know before running the search that you only

*For help in understanding RIE and CIJE records, see Appendix K and L.*
want materials from the last 5 years or 10 years. This can be included as a limiting factor in your original search strategy, or it can be used to modify a search if you find more abstracts than you need.

**Free-Text Searching**

Although most ERIC subject searches are based on descriptors from the *Thesaurus*, free-text searching enables you to search for unique words and phrases found in titles or abstracts. For example, you could use free-text searching to search a phrase such as FACILITATED COMMUNICATION, which would enable you to locate a paper such as this one:

```
ED 331 267  BC 300 250
Facilitated Communication in Mainstream Schools.
Remington-Gurney, Jane; Crossley, Rosemary
Aug 1990
13p.; Paper presented at the International Society on
Augmentative and Alternative Communication (4th,
Stockholm, Sweden, August 12-16, 1990)
DRI Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Geographic Source: Australia; Victoria
Journal Announcement: RIESEP91
Facilitated communication is described as a method of
training communication partners or facilitators to pro-
vide physical assistance to communication aid users, to
help them overcome physical and emotional problems
in using their aids. In Melbourne (Victoria, Australia),
the DEAL (Dignity, Education and Language) Centre
has identified 96 people (ages 6-18) who became able to
communicate at a previously unrealized level of com-
munication competence with the use of facilitated com-
munication... Issues in integration of these students
are discussed, including teacher qualifications to meet
needs of integrated students, teaching of social skills,
low wages of integration aides, and low levels of train-
ing for integration aides. DEAL's attempts to increase
the amount of direct liaison with schools are [also]
discussed... (JDD)

Descriptors: *Attendants; Communication Aids (for Dis-
abled); *Communication Disorders; Communication Skills; Elementary Secondary
Education; Equipment Utilization; Foreign
Countries; Helping Relationship; *Mainstreaming;
*Training
Identifiers: *Augmentative Communication Systems;
Australia (Victoria); Facilitators
```

**Nonsubject Access**

The usual approach to finding information in ERIC is by subject area, using descriptors, identifiers, and/or free-text phrases. Using ERIC's PUBTYPE codes to locate types of materials further refines the search process. ERIC can also be searched by author, institution, specific journal, language of document, geographic origin, and target audience (e.g., whether the document was intended for teachers, students, parents, etc.). For more information on these nonsubject approaches to searching ERIC, ask a librarian or call CEC-ERIC at 1-703-264-9474.

---

*For help in understanding RIE and CIJE records, see Appendixes K and L.*
SEARCH EXAMPLE B

Search Worksheet
Example B

TOPIC

What curriculum guides have been developed for teaching mathematics to students who have mild disabilities?

CONCEPTS and ERIC DESCRIPTORS

CONCEPT 1

| curriculum guides |
| Publication Type = 052 |
| (Teaching Guides) |

AND

CONCEPT 2

| mathematics |
| MATHEMATICS |
| CURRICULUM |
| or |
| MATHEMATICS |
| INSTRUCTION |
| or |
| ELEMENTARY |
| SCHOOL |
| MATHEMATICS |
| or |
| SECONDARY |
| SCHOOL |
| MATHEMATICS |
| or |
| MATHEMATICS SKILLS |

AND

CONCEPT 3

| mild disabilities |
| MILD MENTAL |
| RETARDATION |
| or |
| LEARNING |
| DISABILITIES |
| or |
| MILD DISABILITIES |

ADDITIONAL LIMITATIONS

(e.g., publication types, educational level/age group, publication dates, etc.)

Note the use of a Publication Type code, 052 = Teaching Guides, rather than a descriptor for the concept of "curriculum guides." Use of this code will retrieve actual curriculum/teaching guides, whereas use of the descriptor CURRICULUM GUIDES could also retrieve documents and articles that are about curriculum guides. If you were interested in both, you could search CURRICULUM GUIDES OR Publication Type=052 for that concept.
Search Example B
Sample Records

<table>
<thead>
<tr>
<th>EJ 429 943</th>
<th>EC 601 006</th>
<th>ED 302 391</th>
<th>SE 050 181</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Connections in Mathematics. Engelmann, Siegfried; And Others Journal of Learning Disabilities, v24 n5 p292-303 May 1991 Available From: UMI Language: English Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); TEACHING GUIDE (052) Journal Announcement: CIJDEC91 Target Audience: Practitioners Shortcomings of mathematics curricula are described and research on the use of sameness analysis with learning-disabled and at-risk students is outlined. The paper then illustrates how to teach addition-subtraction and multiplication-division relationships and their interrelationships in the context of solving word problems in mathematics. (Author/JDD) Descriptors: Arithmetic; Concept Formation; Elementary Secondary Education; High Risk Students; Integrated Activities; Learning Disabilities; Mathematics Curriculum; Mathematics Instruction; Teaching Methods; Word Problems (Mathematics) Identifiers: Sameness Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics for the Mildly Handicapped. A Guide to Curriculum and Instruction. Cawley, John F.; And Others 1988 265p.; Drawings and some small print may not reproduce well. Report No: ISBN-0-205-11061-9 Available From: Allyn &amp; Bacon/Longwood Division, 160 Gould Street, Needham Heights, MA 02194-2310 ($22.95, 20% off 10 or more). EDRS Price - MFOI Plus Postage. PC Not Available from EDRS. Language: English Document Type: TEACHING GUIDE (052) Geographic Source: U.S.; Massachusetts Journal Announcement: RIEMAY89 Target Audience: Teachers; Practitioners This textbook for teachers discusses methods of teaching mathematics to mildly handicapped children in the elementary school. The mathematics is restricted to topics appropriate for and attainable by varied groups of handicapped children. Decisions on what, when, and for how long to teach are more crucial than how to teach. The first two chapters discuss selected characteristics of mildly handicapped children and their meaning for learning. Chapter 3 concerns space, spatial relations, and figures, which has been found to be among the easiest areas of mathematics for mildly handicapped children. Chapter 4 concerns prenumber content, followed by chapters on whole numbers, the operations with whole numbers, fractions, measurement, problem solving related to word problems, and problem solving with divergent considerations. Chapters on assessment and on multimedia materials conclude the text. References and an index are included. (MNS) Descriptors: Elementary Education; Elementary School Mathematics; Learning Activities; Mathematics Instruction; Mild Disabilities; Student Characteristics; Teacher Education; Teaching Methods; Textbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For help in understanding RIE and CIJE records, see Appendixes K and L.*
SEARCH EXAMPLE C

Search Worksheet
Example C

TOPIC

How can a program be developed to link mentors with students who are gifted? Programs based on Bloom's Taxonomy, the Enrichment Triad Model, or Howard Gardner's theories are of particular interest.

CONCEPTS and ERIC DESCRIPTORS

CONCEPT 1
program development

AND

CONCEPT 2
mentors

AND

CONCEPT 3
gifted students

IDENTIFIERS

Bloom's Taxonomy
Enrichment Triad Model
Gardner (Howard)

ADDITIONAL LIMITATIONS

(e.g., publication types, educational level/age group, publication dates, etc.)

Note the use of three identifiers to retrieve documents and articles on specific approaches to mentor programs. Also note the use of the Publication Type 141 (Project Description) in addition to descriptors for the "program development" concept.
How to Search Your Special Education Topic in ERIC

Search Example C

Sample Records

ED 321 491 EC 231 812
Mentor Relationships and Gifted Learners. ERIC Digest #E486.
Berger, Sandra L.
3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No: RI88062007
Report No: EDO-EC-90-5
Language: English
Document Type: ERIC PRODUCT (071); NONCLASSROOM MATERIAL (055)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEDEC90
Target Audience: Practitioners; Parents

This digest explores the concept of mentoring with gifted students and offers guidelines on its implementation. The literature on mentoring is reviewed, noting the maturing effect of mentor relationships and the particular value of mentors for disadvantaged students and for females.

Among six guidelines offered are: decide what (not whom) the student needs, identify a few mentor candidates, and monitor the mentor relationship. Among questions to ask students are whether a student wants a mentor and whether the student is prepared to spend a significant amount of time with the mentor. Among questions to ask potential mentors are whether the mentor understands and likes the mentorship and internships in the community that match students with learning opportunities, allowing them to explore career opportunities and avocations for life enrichment. (MSE)

Descriptors: *Educational Strategies; Elementary Secondary Education; Futures (of Society); *Gifted; *Individualism; Intelligence; Internship Programs; *Learning Theories; Mentors; *Program Development; School Community Relationship; *Testing

Identiﬁers: *Gardner (Howard)

ED 296 567 EC 210 337
Setting Up SHOP: A Program for Gifted/Learning Disabled Students.
Traior, Colette B.; Huntley, Lois
Norwich Public Schools, CT. Mar 1988
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Connecticut
Journal Announcement: RIEDEC88
The paper describes a Norwich, Connecticut, program for gifted learning disabled students. After a definition of giftedness, a chart lists characteristics of gifted/learning disabled students, and a brief discussion examines application of the Enrichment Triad Model of Joseph Renzulli to this population. Other program information pieces include a list of sample performance objectives, key characteristics of action information, a comparison of various intervention strategies, the mentorship model of the Norwich secondary program, alternative sources for gathering information, a management plan for individual and small group investigations, anecdotal vignettes of program achievements, the student product assessment form, program enrichment materials, a sample activity, and the parents' and teachers' program evaluation questionnaires. (DB)

Descriptors: Definitions; Demonstration Programs; *Gifted; Handicap Identification; Independent Study; *Intervention; *Learning Disabilities; Mentors; *Models; Program Descriptions; Secondary Education; Student Characteristics; Student Research; Talent Identification; Teaching Methods

Identiﬁers: *Enrichment Triad Model

*For help in understanding RIE and CIJE records, see Appendixes K and L.

BEST COPY AVAILABLE
Where to Get Copies of the Materials You Find in ERIC

ERIC DOCUMENTS

Documents in the ERIC database will have an ED number (ED followed by six digits) in the first line of the citation. Many of these documents are available full text on microfiche and/or paper copy. Over 700 libraries in the United States subscribe to the ERIC microfiche collection. In these libraries you can see and often make photocopies of documents (for a minimal fee).

To locate the ERIC microfiche collection nearest you, you can call ACCESS-ERIC at 1-800-LET-ERIC (1-800-538-3742) or alternatively, you can call ERIC-CEC at 703-264-9474.

Copies of most ERIC documents are also available from the ERIC Document Reproduction Service (EDRS). You can use the order form shown in Appendix F to order these documents.

The ERIC citation will tell you whether the document is available from EDRS and if so, whether in microfiche only or in microfiche and paper copy. If a document in ERIC is not available from EDRS, an address for ordering copies will be given in the citation.

JOURNAL ARTICLES

Copies of journal articles can usually be obtained from one or more of the following sources:

- The periodical collection of a library.
- University Microfilms International (UMI) or other article reprint services.
HOW TO FIND ANSWERS TO YOUR SPECIAL EDUCATION QUESTIONS

- The journal publisher.
- Online full-text databases (e.g., Health Periodicals Index) which are available on DIALOG and other publicly available online retrieval systems.

The Periodical Collection of a Library

Often a phone call or visit to your local university, professional, or public library will suffice to locate the nearest institution that carries the journal you are seeking.

University Microfilms International (UMI)

A reprint service is available from University Microfilms International (UMI) for many of the journals cited in your search. If the article is available from UMI, it will be noted in the document citation. Pages are reproduced exactly as they appear in the journal, including advertising. Photographs do not reproduce well, but arrangements can be made for special high-quality reproduction on photographic paper. The scheduled turnaround time from UMI is 3 days, and the price includes postage via first class mail. The telephone number for UMI is 1-800-521-0600, Ext. 2533 or 2534.

A mail or facsimile order form and a price list for obtaining reprints from UMI are included in Appendix F.

The Source Journal Publisher

Appendix H is a list of special education journals. Many of them are abstracted in ERIC's Current Index to Journals in Education, and all of them are abstracted in CEC's database, Exceptional Child Education Resources, which is described in Chapter 6. The list includes the name and address of each publisher. You can find the Source Journal Index for the entire ERIC database in any issue of CIJE, available in many libraries.
Searching Your Topic in the Exceptional Child Education Resources Database

In addition to searching ERIC, you will want to search your topic in the Exceptional Child Education Resources (ECER) database. The ECER database is produced by The Council for Exceptional Children and contains information that is not found in ERIC.

What Is the Exceptional Child Education Resources Database?

The ECER database contains citations and abstracts of English-language print and nonprint materials dealing with the education and development of people of all ages with exceptionalities—those who have disabilities and those who are gifted.

How Is ECER Different from ERIC?

Although the ECER database includes many journal article and educational document abstracts that are duplicated in ERIC, you will need to search ECER to find the following kinds of materials:

- Books.
- Nonprint materials.
• Dissertations.
• Additional journal articles (Over 100 journals covered by ECER are not covered in ERIC.)

Where Can You Search ECER?

Manual searches of the print journal Exceptional Child Education Resources and computer searches of the ECER database are available in many of the libraries and information centers that offer access to ERIC.

How Can You Search ECER?

ECER can be searched in the following two ways:

• Manual searches of the print journal Exceptional Child Education Resources.
• Computer searches of the Exceptional Child Education Resources (ECER) database.

ECER is compatible with and complementary to ERIC. The ERIC cataloging, indexing, and abstracting rules are also used in ECER. The Thesaurus of ERIC Descriptors is used to index ECER, which means you can use the same descriptors for both databases.

Most other ERIC search strategy techniques can also be used in ECER, such as publication types, identifiers, and free-text searching.

For more information on searching ECER, call The Council for Exceptional Children, Information Center, 703-264-9474.

Going back to the search examples, here are some records that you would find in ECER that you would not find in ERIC:
Searching Your Topic in the Exceptional Child Education Resources Database

Book:
EC 220 684/5  EC 220 684
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 052; 010
The guide to mathematics instruction for individuals with mild disabilities, including mild mental retardation, learning disabilities, and behavior disorders, provides an instructional approach that regular and special education teachers can use to stress concept and skill development. Emphasis is placed on problem-solving for mathematics and for overall development, and on concepts over skills. An introductory chapter discusses planning for the mildly handicapped, classification (use of labels and individuality), developmental characteristics (growth patterns and comparisons among children with handicaps), and their implications. Chapter 2 addresses general issues in learning and instruction, including the interactive unit, learning processes, cognitive development, affective considerations, alternative representations, and learning and achievement. Subsequent chapters focus on specific aspects of mathematics instruction for this population: prenumber content; whole numbers; the arithmetic of whole numbers; fractions; measurement; problem solving (word problems and divergent considerations); assessment techniques (diagnostic, placement, achievement, and comprehensive); and the use of multimedia materials and equipment. A bibliography of over 80 citations is included. (MSE)
Descriptors: *Mild Disabilities; *Mild Mental Retardation; Learning Disabilities; *Behavior Disorders; *Mathematics Instruction; Classification; Individual Development; *Learning Processes; Cognitive Development; Affective Behavior; Spatial Ability; Geometry; Microcomputers; Computer Assisted Instruction; Whole Numbers; Fractions; *Measurement; Problem Solving; Divergent Thinking; Word Problems (Mathematics); *Mathematics Tests; Diagnostic Tests; Student Placement Tests; *Educational Media; Multimedia Instruction; Special Education; Elementary Secondary Education?

Dissertation:
EC 210 730/5  EC 210 730
A Comparison Study of Prewriting Strategies for Secondary Learning Disabled and Non-Learning Disabled Students. Turner, Margaret Nan 1987- 114P.
NOTE: West Virginia University. UMI, P.O. Box 1346, Ann Arbor, MI 48106 Order No. DA8810728.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 041; 143
No Abstract.
Descriptors: *Learning Disabilities; *Writing (Composition); Secondary Education; *Prewriting; *Writing Instruction; *Computer Assisted Instruction; *Writing Comprehension; Elementary Secondary Education

There are many other databases that contain information related to children with exceptional needs. Nine of them are described briefly in Appendix E.
The 16 ERIC clearinghouses perform the following three major tasks:

- Acquiring, selecting, abstracting and indexing professional literature for the ERIC database.
- Developing new publications including digests, research summaries, bibliographies, and books that summarize or synthesize information on current and emerging topics.
- Responding to information requests.

The ERIC clearinghouse that deals with the education of students who have disabilities and/or are gifted is located at The Council for Exceptional Children (CEC). ERIC-CEC gathers and disseminates educational information on all disabilities and on giftedness, across all age levels.

When you have a special education question, you may want to contact ERIC-CEC for:

- A list of clearinghouse publications.
- A brief ERIC-CEC publication that responds to your question.
- A custom computer search.
- Help in planning your ERIC search.
- Referral to other sources of information on your topic.

Also check the complete list of ERIC clearinghouses given in Appendix G for others that may have information on your topic.
How Can You Contribute to the ERIC Database?

If you have recently written a paper related to the education of gifted students or of people with disabilities, your work can be made permanently available and accessible through ERIC. ERIC-CEC is interested in receiving all types of substantive documents, including research reports, program descriptions or evaluations, reviews of literature, curriculum guides, and conference papers. Documents submitted to ERIC are evaluated according to the following criteria:

- Substantive information (five pages or more).
- Clear writing style.
- Currency.
- Sound methodology (for research)
- Content generalizability to other settings.
- Adequate references.

For further information on submitting your paper to ERIC, call ERIC-CEC at 1-703-264-9472 and ask for the acquisitions coordinator.
A
ERIC Search Worksheet


**ERIC Search Worksheet**

**TOPIC**

**CONCEPTS and ERIC DESCRIPTORS**

CONCEPT 1  **AND**  CONCEPT 2  **AND**  CONCEPT 3

**ADDITIONAL LIMITATIONS**

(e.g., document types, educational level/age group, publication dates, etc.)
ERIC Descriptors for Disabilities and Giftedness

The descriptors and identifiers listed here can be used to search the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) print indexes and databases. Always check the latest issue of the Thesaurus of ERIC Descriptors for current indexing terms applicable to your search.

Disabilities
(General Descriptors)

ADVENTITIOUS IMPAIRMENTS
CONGENITAL IMPAIRMENTS
DISABILITIES
LOW INCIDENCE DISABILITIES
MILD DISABILITIES
MULTIPLE DISABILITIES
SEVERE DISABILITIES

Learning Disabilities

APHASIA
DYSLEXIA
HEAD INJURIES
HYPERACTIVITY
LANGUAGE HANDICAPS
LEARNING DISABILITIES
MINIMAL BRAIN DYSFUNCTION
NEUROLOGICAL IMPAIRMENTS
PERCEPTUAL HANDICAPS
READING DIFFICULTIES
WRITING DIFFICULTIES

Physical Disabilities

AMPUTATIONS
CEREBRAL PALSY
CLEFT PALATE
PHYSICAL DISABILITIES
<table>
<thead>
<tr>
<th>Category</th>
<th>Keywords</th>
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<tr>
<td>Mental Retardation</td>
<td>DEVELOPMENTAL DISABILITIES, DOWNS SYNDROME, MENTAL RETARDATION, MILD MENTAL RETARDATION, MODERATE MENTAL RETARDATION, SEVERE MENTAL RETARDATION</td>
</tr>
<tr>
<td>Mental Disorders</td>
<td>AUTISM, BEHAVIOR DISORDERS, EMOTIONAL DISTURBANCES, MENTAL DISORDERS, NEUROSIS, PSYCHOSIS</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>COMMUNICATION DISORDERS, LANGUAGE HANDICAPS, READING DIFFICULTIES</td>
</tr>
<tr>
<td>Speech Handicaps</td>
<td>APHASIA, ARTICULATION IMPAIRMENTS, CLEFT PALATE, DELAYED SPEECH, SPEECH HANDICAPS, STUTTERING, VOICE DISORDERS</td>
</tr>
<tr>
<td>Hearing Impairments</td>
<td>DEAFNESS, DEAF BLIND, HEARING IMPAIRMENTS, PARTIAL HEARING</td>
</tr>
<tr>
<td>Visual Impairments</td>
<td>BLINDNESS, DEAF BLIND, PARTIAL VISION, VISUAL IMPAIRMENTS</td>
</tr>
<tr>
<td>Gifted</td>
<td>ACADEMICALLY GIFTED, CREATIVITY, GIFTED, GIFTED DISABLED, GIFTED DISADVANTAGED, TALENT</td>
</tr>
<tr>
<td>Child Abuse</td>
<td>CHILD ABUSE, SEXUAL ABUSE (Note: CHILD ABUSE and SEXUAL ABUSE are used together to index “Child Sexual Abuse.”)</td>
</tr>
<tr>
<td>Special Health Problems</td>
<td>ALCOHOLISM, ALLERGY, ANEMIA, ANOREXIA NERVOSA, ASTHMA, BULIMIA, CANCER, COMMUNICABLE DISEASES, DIABETES, DISEASES, DRUG ADDICTION, EPILEPSY, HEART DISORDERS, HOMEBOUND, HOSPITALIZED CHILDREN, HYPERTENSION, INJURIES, LEAD POISONING, Medically Fragile (Note: This is an identifier.), OBESITY, OCCUPATIONAL DISEASES, POISONING, RUBELLA, SEIZURES, SICKLE CELL ANEMIA, SPECIAL HEALTH PROBLEMS, VENEREAL DISEASES</td>
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ERIC Publication Types
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<td>020</td>
<td>COLLECTED WORKS</td>
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<tr>
<td>022</td>
<td>— Conference Proceedings</td>
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<tr>
<td>030</td>
<td>— Serials</td>
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<tr>
<td>030</td>
<td>CREATIVE WORKS (Literature, Drama, Fine Arts)</td>
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<td>040</td>
<td>DISSERTATIONS/THESSES</td>
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<td>041</td>
<td>— Undetermined</td>
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<td>042</td>
<td>— Doctoral Dissertations</td>
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<td>043</td>
<td>— Masters Theses</td>
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<tr>
<td>050</td>
<td>GUIDES</td>
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<td>051</td>
<td>— General (use more specific code, if possible)</td>
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<td>052</td>
<td>— Classroom Use</td>
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<tr>
<td>055</td>
<td>— Instructional Materials (For Learner)</td>
</tr>
<tr>
<td>055</td>
<td>— Teaching Guides (For Teacher)</td>
</tr>
<tr>
<td>055</td>
<td>— Non-Classroom Use (For Administrative &amp; Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)</td>
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<tr>
<td>060</td>
<td>HISTORICAL MATERIALS</td>
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<tr>
<td>070</td>
<td>INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic)</td>
</tr>
<tr>
<td>071</td>
<td>— ERIC Information Analysis Product (IAP's)</td>
</tr>
<tr>
<td>072</td>
<td>— Book/Product Reviews</td>
</tr>
<tr>
<td>073</td>
<td>— ERIC Digests (Selected) in Full Text</td>
</tr>
<tr>
<td>080</td>
<td>JOURNAL ARTICLES</td>
</tr>
<tr>
<td>090</td>
<td>LEGISLATIVE/REGULATORY MATERIALS</td>
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<td>100</td>
<td>AUDIOVISUAL/NON-PRINT MATERIALS</td>
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<tr>
<td>101</td>
<td>— Computer Programs</td>
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<td>102</td>
<td>— Machine-Readable Data Files (MRDF)</td>
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<td>110</td>
<td>STATISTICAL DATA (Numerical, Quantitative, etc.)</td>
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<tr>
<td>120</td>
<td>VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)</td>
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<td>130</td>
<td>REFERENCE MATERIALS</td>
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<tr>
<td>130</td>
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<td>131</td>
<td>— Bibliographies/Annotated Bibliographies</td>
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<td>132</td>
<td>— Directories/Catalogs</td>
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<tr>
<td>133</td>
<td>— Geographic Materials/Maps</td>
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<td>134</td>
<td>— Vocabularies/Classifications/Dictionaries</td>
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<tr>
<td>140</td>
<td>REPORTS</td>
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<tr>
<td>140</td>
<td>— General (use more specific code, if possible)</td>
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<td>141</td>
<td>— Descriptive (i.e. Project Descriptions)</td>
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<td>142</td>
<td>— Evaluative/Feasibility</td>
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<td>143</td>
<td>— Research/Technical</td>
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<td>SPEECHES, CONFERENCE PAPERS</td>
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<td>160</td>
<td>TESTS, EVALUATION INSTRUMENTS</td>
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<td>TRANSLATIONS</td>
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<td>171</td>
<td>— Multilingual/Bilingual Materials</td>
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<td>Address</td>
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<tr>
<td>Attention Deficit Disorder Association (ADDA)</td>
<td>8091 South Ireland Way, Aurora, CO 80016</td>
</tr>
<tr>
<td>Alexander Graham Bell Association for the Deaf, Inc.</td>
<td>3417 Volta Place, NW, Washington, DC 20007</td>
</tr>
<tr>
<td>American Foundation for the Blind</td>
<td>15 West Sixteenth Street, New York, NY 10011</td>
</tr>
<tr>
<td>American Occupational Therapy Association</td>
<td>P.O. Box 1725, Rockville, MD 20849-1725</td>
</tr>
<tr>
<td>American Speech-Language-Hearing Association (ASHA)</td>
<td>108801 Rockville Pike, Rockville, MD 20852</td>
</tr>
<tr>
<td>Association for Retarded Citizens</td>
<td>500 East Border Street, Suite 300, Arlington, TX</td>
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<tr>
<td>Children with Attention Deficit Disorders (CHADD)</td>
<td>499 NW 70th Avenue, Suite 308, Plantation, FL 33317</td>
</tr>
<tr>
<td>Higher Education &amp; Adult Training for People with Handicaps: HEATH Resource Center</td>
<td>One Dupont Circle NW, Suite 800, Washington, DC 20036</td>
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<tr>
<td>Learning Disabilities Association</td>
<td>4156 Library Road, Pittsburgh, PA 15234</td>
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<tr>
<td>March of Dimes Birth Defects</td>
<td>1275 Mamaroneck Avenue, White Plains, NY 10605</td>
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<td>Organization</td>
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<tr>
<td>National Association for Gifted Children</td>
<td>1155 15th Street, NW; Suite 1002</td>
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<tr>
<td>National Association of the Deaf</td>
<td>814 Thayer Avenue</td>
</tr>
<tr>
<td>National Association of Private Schools for Exceptional Children</td>
<td>1625 I Street, NW, Suite 506</td>
</tr>
<tr>
<td>National Center for Learning Disabilities (NCLD)</td>
<td>99 Park Avenue, 6th Floor</td>
</tr>
<tr>
<td>National Child Abuse Hotline (Child Help, I.O.Foresters)</td>
<td>P.O. Box 630</td>
</tr>
<tr>
<td>National Clearinghouse on Family Support/Children’s Mental Health</td>
<td>Portland State University</td>
</tr>
<tr>
<td>National Down Syndrome Congress</td>
<td>1800 Dempster Street</td>
</tr>
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<td>National Down Syndrome Society</td>
<td>666 Broadway</td>
</tr>
<tr>
<td>National Easter Seal Society</td>
<td>70 East Lake Street</td>
</tr>
<tr>
<td>National Information Center Clearinghouse</td>
<td>c/o Center for Developmental Disabilities</td>
</tr>
<tr>
<td>National Information Center for Children &amp; Youth with Disabilities (NICHCY)</td>
<td>P.O. Box 1495</td>
</tr>
<tr>
<td>National Institute of Child Health &amp; Human Development (NICHHD)</td>
<td>9000 Rockville Pike</td>
</tr>
<tr>
<td>New England Index (Disability Information for New England area only)</td>
<td>Schriver Center</td>
</tr>
<tr>
<td>Orton Dyslexia Society</td>
<td>Chester Building, Suite 382</td>
</tr>
</tbody>
</table>
List of Special Education Related Databases
A Tour of Related Databases

Most students searching for information on regular or special education have probably had some experience with the ERIC (Educational Resources Information Center) database. There are also hundreds of other online databases, many of which may be of interest to students, practitioners, parents, and researchers needing information on topics related to children with exceptional needs.

Nine databases are listed here, including brief descriptions of coverage, the database producers, and availability through online vendors.

To search these databases, contact your local special education resource center, public library, or university library. For more information on the ERIC or ECER (Exceptional Child Education Resources) databases, contact CEC ERIC, 1920 Association Drive, Reston, VA 22091-1589, or call “03 264-94”-4. To learn more about online searching or available databases, contact the following online vendors.

**ABLEDATA**

ABLEDATA contains detailed information on rehabilitation products and technical aids for people with disabilities, including personal-care, therapeutic, sensory, educational, vocational, and transportation aids.

**Database Producer:** Adaptive Equipment Center, Newington Children’s Hospital, Newington, CT

**Availability Online:** BRS

**REHABDATA**

REHABDATA covers research and literature relevant to the rehabilitation of persons with physical or mental disabilities, including topics such as disability management, functional evaluation, independent living, placement, and transportation. Sources covered include technical research reports, consumer-oriented commercial publications, monographs, conference proceedings, and professional journals.

**Database Producer:** National Rehabilitation Information Center, Silver Spring, MD

**Availability Online:** BRS

**PsychINFO (formerly Psychological Abstracts)**

PsychINFO covers worldwide literature in psychology and related disciplines, such as psychiatry, sociology, anthropology, education, linguistics, and pharmacology. Journal articles, technical reports, monographs, and dissertations are included.

**Database Producer:** American Psychological Association, Washington, DC

**Availability Online:** DIALOG, BRS

**MEDLINE**

MEDLINE is the most comprehensive online resource for national and international medical journal literature. It covers all aspects of medicine, including the allied health fields, the biological and physical sciences, veterinary medicine, and humanities and information science as they relate to medicine and health care.

**Database Producer:** National Library of Medicine, Bethesda MD

**Availability Online:** DIALOG, BRS

**Wilson Education Index**

Wilson Education Index covers over 350 of the key English-language periodicals in all areas of education, including preschool, elementary, secondary, higher, adult, and vocational education; counseling; educational administration and supervision; teaching methods and curricula; psychology; special education and rehabilitation; and other topics of current interest.

**Database Producer:** The H. W. Wilson Company, Bronx, NY

**Availability Online:** BRS

**British Education Index**

British Education Index covers journal articles and theses literature ranging from preschool to adult and higher education. The following are some of the topics covered: cognitive development, computer-assisted learning, curriculum, educational policy, special educational needs, and teacher education.

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Institute for Urban and Minority Education
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New York, New York 10027-9998
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*Academic Therapy, see Intervention in School and Clinic
*ACEH Journal, University of Alberta, Dept. of Educ. Psychology, 6-102 Edcuation North, Edmonton, Alberta, T6G 2G5 Canada

The Adapted Physical Activity Quarterly, Human Kinetics Publishers, Inc., 1607 N. Market St., Champaign, IL 61825-5076

Advanced Development, Snowpeak Publishing Co., Inc., PO Box 3489, Lititz, PA 80212

*American Annals of the Deaf, Gallaudet, KDES, PAS-6, 800 Florida Ave., N.E., Washington, DC 20002


American Journal ofArt Therapy, Vermont College of Norwich University, Montpelier, VT 05602

American Journal of Occupational Therapy, 6000 Executive Blvd., Suite 200, Rockville, MD 20852

American Journal of Speech-Language Pathology, American Speech-Language-Hearing Association, Membership Operations Branch, 10801 Rockville Pike, Rockville, MD 20852-3279

*American Journal on Mental Retardation, 1719 Kalorama Rd., N.W., Washington, DC 20009

American Rehabilitation, Superintendent of Documents, U.S.G.P.O., Washington, DC 20402


*Annals of Dyslexia, The Orton Dyslexia Society, 724 York Rd., Bala Cynwyd, PA 19004 (Formerly Bulletin of the Orton Society)

Archives of Disease in Childhood, B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria, VA 22304

Arts in Psychotherapy, Ankhio International, Inc., 7374 Highbridge Terrace, Fayetteville, NY 13066

ASHA, American Speech and Hearing Association Journal, 10801 Rockville Pike, Rockville, MD 20852

Assignment Children (Les Conneets de L'Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Genex 4, Suisse

Augmentative and Alternative Communication (AAC), Decker Periodicals Publishing, Inc., PO Box 620, Station A, Hamilton, Ontario L8N5K7, Canada

Australian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Ormond, S. Australia 5064

*Australian and New Zealand Journal of Developmental Disabilities, PO Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood, MA 02090

Australian Journal of Remedial Education, 319 High St., Kew 131, Australia

*B.C. Journal of Special Education, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada

Behavior in Our Schools, Buena Vista College, Fourth & College Sts., Storm Lake, IA 50588

*Behavior Modification, Sage Publications, 2111 W. Hillcrest Dr., Newbury Park, CA 91320

*Behavioral Disorders, Council for Children with Behavioral Disorders, Indiana University, 2805 E. 10th St., Bloomington, IN 47401

Behaviour Problems Bulletin, Victoria College-Burwood Campus, 221 Burwood Highway, Burwood, Victoria 3125, Australia

Beyond Behavior, Council for Children with Behavioral Disorders, c/o Renee Peterson, 2021 Barkley Center, University of Nebraska-Lincoln, Lincoln, NE 68583

British Journal of Physical Education, Ling House 162 King's Cross Rd., London WC1, JDB England

*British Journal of Special Education (formerly Special Education Forward Trends), National Council for Special Education, 12 Hollycroft Ave., London NW3 7QL, England


Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

Canadian Journal of Special Education, University of British Columbia, 2125 Main Hall, Vancouver B.C., Canada V6T 1Z5

*Career Development for Exceptional Individuals, Division on Career Development, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

CEDR Quarterly, Phi Delta Kappa, PO Box 785, Bloomington, IN 47401

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage, Ill. 62321-0299


*Child and Family Behavior Therapy, Haworth Press, 149 Fifth Ave., New York, NY 10010

Child and Youth Care Forum, Human Sciences Press, Inc., 233 Spring St., New York, NY 10013-1578

Child & Youth Services, The Haworth Press, Inc., 28 E. 22nd St., New York, NY 10010

Child Care, Health and Development, Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL, England

*Child Care Quarterly, Human Sciences Press, 72 Fifth Ave., New York, NY 10011

*Child Psychiatry and Human Development, Human Sciences Press, 72 Fifth Ave., New York, NY 10011

*Child Welfare, 67 Irving Place, New York, NY 10003

Children & Youth Services Review, Pergamon Press, Fairview Park, Elmsford, NY 10523

Children's Health Care, Association for the Care of Children's Health, 3615 Wisconsin Ave., N.W., Washington, DC 20016

*Children's Legal Rights Journal, William S. Heen & Co., Inc., 1285 Main St., Buffalo, NY 14209

The Clinical Neuropsychologist, SWETS, North America, Inc. Box 317, Berwyn, PA 19312

Creative Child & Adult Quarterly, 8080 Springvalle Dr., Cincinnati, OH 45236

Creativity Research Journal, 320 S. Stanford St., La Habra, CA 90631

Deaf American, 5125 Radnor Rd., Indianapolis, IN 46226


Directive Teacher, The Ohio State University, 356 ARPs Hall, 1945 N. High St., Columbus, OH 43210
National Forum of Special Education, NFSE Journal, 1705 Plantation Dr., Alexandria, LA 71301

OCCUPATIONAL THERAPY IN HEALTH CARE, The Haworth Press, Inc., 28 E. 22nd St., New York, NY 10010


Pediatric Physical Therapy, Williams & Wilkins, 428 E. Preston St., Baltimore, MD 21202

Pediatrics, PO Box 1034, Evanston, IL 60204

Perspectives in Education and Deafness (formerly Perspectives for Teachers of the Hearing Impaired), Gallaudet University, Precollege Programs, 800 Florida Ave. N.E., Washington, DC 20002

Physical and Occupational Therapy in Pediatrics, The Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1380

Physical Therapy, American Physical Therapy Association, 1111 N. Fairfax St., Alexandria, VA 22314-1488

Pointer, See Preventing School Failure

Preventing School Failure, Heldref Publications, 1319 Eighteenth St. N.W., Washington, DC 20036-1802


Rehabilitation Digest, One Yonge St., Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation World, RUISA 1123 Broadway, New York, NY 10010

Remedial and Special Education (RASE), Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78733 (Incorporating Exceptional Education Quarterly, Journal for Special Educators, and Topics in Learning and Learning Disabilities)

Research in Developmental Disabilities (combines Analysis & Intervention in Developmental Disabilities and Applied Research in Mental Retardation), Paragon Press, Fairview Park, Elmford, NY 10506

Residential Treatment for Children and Youth, The Haworth Press, Inc., 75 Grisswold St., Binghamton, NY 13904

Review (formerly Education of the Visually Handicapped), Heldref Publications, 4000 Albemarle St., N.W., Washington, DC 20016

Roeper Review, Roeper City & Country School, 2190 N. Woodward Ave., Bloomfield Hills, MI 48013

School Media Quarterly, American Association of School Librarians, 50 E. Huron St., Chicago, IL 60611

Sharing Our Caring, Caring, PO Box 400, Milton, WA 98334

SHHH Journal, Self Help for Hard of Hearing People, 7800 Wisconsin Ave., Bethesda, MD 20814

Slow Learning Child, See Exceptional Child

Social Work, 49 Sheridan Ave., Albany, NY 12210

Special Education: Forward Trends, see British Journal of Special Education

Special Education in Canada, see Canadian Journal for Exceptional Children

Special Services in the Schools, The Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1380

Support for Learning, Longman Group, Subscriptions Dept., Fourth Ave., Harlow, Essex CM19 5AA England

Teacher of the Deaf, 50 Topsham Road Exeter EX224NF, England

Teacher Education and Special Education, Special Press, Suite 2107, 11230 West Ave., San Antonio, TX 78213

TEACHING Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

Techniques, CPC Techniques, 4 Conant Square, Brandon, VT 05733

Technology and Disability, Andover Medical Publishers, Inc., Butterworth-Heinemann, 80 Montvale Ave., Stoneham, MA 02180

Topics in Early Childhood Special Education, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735

Topics in Language Disorders, Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg, MD 20877

The Tower Review, College of Education, Central State University, Edmond, OK 73034-0120

Training Quarterly on Developmental Disabilities (formerly Training Quarterly on Mental Retardation), Temple University Woodlawn Center, 2900 Southampton Rd., Philadelphia, PA 19154

Volta Review, 3417 Volta Place, N.W., Washington, DC 20007

Journals monitored for C1JE.

Copies of journal articles available from UMI, University Microfilms International, 300 N. Zeeb Rd., P.O. Box 61, Ann Arbor, MI 48106-1346, 1-800/732-0616.

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Sample RIE Resume
Sample Document Resume

Descriptive Note: (Pagination first)

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Smith, John D. Johnson, Jane

Career Planning for Women. Central Univ., Chicago, IL
Spons. Agency — Office of Educational Research and Improvement (ED), Washington. DC.

Report No. — CU-2081-S
Pub Date — May 89

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Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Abstractor’s Initials.
Sample CIJE Resume
Conversational Memory: The Effects of Time, Recall, Mode, and Memory Expectancies on Remembrances of Natural Conversations. Stafford, Laura; And Others. *Human Communication Research*, v14 n2 p203-29 Win 1987 (Reprint: UMI)

Descriptors: *Recall (Psychology); Communication Research; Long Term Memory; Short Term Memory; Interpersonal Communication; Higher Education*

Identifiers: *Conversation; Memory Span; Memory Behavior*

Examines changes in participants' memories for natural conversations over a one month period. Reports that after one month, participants recalled less content and reported more descriptive statements, made more inferences, and were less accurate than when they had recalled the conversations immediately. (MM)
Accessing ERIC Through Computer Networks
ACCESSING THE ERIC DATABASE THROUGH CARL

Internet users can search the entire ERIC database (1966 to present) and the ERIC Thesaurus terms through the CARL (Colorado Alliance of Research Libraries) system. Instructions follow:

1. Telnet paccarl.org or telnet 192.54.81.128
2. Select the line number for your terminal type.
3. Press RETURN to enter the Public Access Catalog, and RETURN again after the welcome screen.
4. You will see a menu of databases. Select Current Article Indexes and Access by typing the numeral (2 as of this writing).
5. Select ERIC by typing the numeral (52 as of this writing).
6. Choose which subfile to search by typing the numeral. Choices as of this writing include: ERIC Thesaurus (95), ERIC RIE (96), ERIC CIJE (97), and ERIC Combined—RIE and CIJE (98).
7. Follow screen instructions to search.

TIPS:
- In the RIE, CIJE, and Combined files, search options include NAME search, WORD search, TITLE browse, NAME browse, SUBJECT browse, and SUBJECT WORD search. Read the introduction to learn what is covered by each field.
- Your final set must be under 300 records for the system to sort (i.e. display the most recent publications first). Whenever your result is over 300, the system prompts you to refine the search with extra terms.
- The system will prompt you to refine any search result by adding more terms or limiting by ERIC Context. (ERIC Context refers to Education Level, Age Level, Target Audience, and Publication Type.)
- The Quick Search option, which can be entered from any screen, allows faster searching from any screen. See the instructions given under QS in the menus.

8. To leave the system, type //EXIT from any screen.
ACCESSING THE ERIC DATABASE THROUGH SUINFO

Internet users can access the latest five years of the ERIC Database through SUINFO, a campus information system at Syracuse University that uses the SPIRES/PRISM interface. Instructions follow:

1. Telnet acsnet.syr.edu (or Telnet 128.230.1.21)
2. At the > prompt, type SUINFO.
3. At the ENTER TERMINAL TYPE prompt, type VT100.
4. Bypass the USERID prompt (with the tab key).
5. Bypass the PASSWORD prompt (with the tab key).
6. At the COMMAND prompt, type SUINFO.
7. After some messages and a pause, you will see a Welcome to SUINFO screen. Read the messages and type Y to continue. (Note: If you do not get the welcome screen, try typing SUINFO again and hit return.)
8. After a pause, you will see a Welcome to PRISM screen, followed by the main menu. Choose “General Interest” from the main menu by typing 1.
9. You will see a File Selection menu. Choose ERIC by typing the numeral (14 as of this writing).
10. Follow screen instructions to search the database.

TIPS:
- If “more” or “holding” appears at the bottom right corner of the screen, press HOME, ENTER, or some other key on your keyboard to advance the screen.
- To begin a search or start a new search in ERIC, type FIND.
- You will have to type out command words (such as FIND, SELECT, DIS FULL) rather than use the function keys.

11. To end the SUINFO session, type LOGOFF.

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ACCESSING ERIC DIGESTS THROUGH THE UNC BULLETIN BOARD

A full-text file of over 850 ERIC Digests is available to Internet users through the Extended Bulletin Board of the Office for Information Technology, University of North Carolina at Chapel Hill. Instructions follow.

ERIC Digests are short reports on topics of current interest in education. The 16 ERIC clearinghouses produce about 150 new digests every year. For information about the ERIC system or Digests, contact ACCESS ERIC: 1-800-LET-ERIC.

1. Telnet bbs.oit.unc.edu (or Telnet 152.2.22.80)
2. At the login prompt, type BBS.
3. Enter first and last name, as directed. (Note: Remember how you enter your name for future sessions.) When prompted, type Y (yes) to continue.
4. Enter a password of your choice. (Remember it!)
5. At the main menu, choose Simple WAIS Client (4 as of this writing).
6. Move through the list to ERIC Digests (107 or 108 as of this writing).
7. Hit the RETURN key to select the file.
8. Type one or more keywords, then hit the RETURN key to start the search.
9. Results will be displayed by title in a ranked order. (Ranking is based on occurrences of the keyword(s).)
10. Highlight a title and hit the RETURN key to see the full text.

TIPS:
- Type ? to see a list of all commands.
- Use CTRL-V to move ahead by screen when viewing the title list.
- Use the arrow keys to move ahead by line.

11. Follow screen instructions for choosing other digests, starting a new search, etc. (Note: If you want to download the digest, use the screen or session capture capabilities of your communications software.)
12. To quit SIMPLE WAIS, type Q (quit).
13. To leave the Bulletin Board System, choose 8 (Goodbye) from the main menu.

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