This booklet explains how the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases can be used to find information about the education of individuals who have disabilities or who are gifted. The guide describes ERIC as a federally funded information system with a database of over 400,000 journal annotations and 300,000 education-related document abstracts. It discusses the clearinghouses that comprise ERIC and outlines how ERIC can be accessed, how to search ERIC manually or by computer, how to locate subject descriptors for search topics and apply Boolean logic to a search, and where to get copies of materials found in ERIC. ECER is then described as a database of citations and abstracts of English-language print and nonprint materials dealing with education and development of people of all ages with disabilities or giftedness. ECER's content is distinguished from ERIC's and search procedures are outlined. The two final chapters discuss services of ERIC clearinghouses and procedures for contributing documents to the ERIC database. Appendixes provide an ERIC search worksheet; ERIC descriptors for disabilities and giftedness; ERIC publication types; order forms for ERIC articles and documents; sample document resumes; guidelines for accessing ERIC through computer networks; and lists of organizations in the field of disabilities and giftedness, special education databases, ERIC clearinghouses, special education journals, online vendors, and 13 print resources. (JDD)
How to Find Answers to Your Special Education Questions

Second Edition

Lynn Smarte
Kathleen McLane
The Council for Exceptional Children

CEC: Leading the Way
The Council for Exceptional Children (CEC) is the largest professional organization internationally committed to improving educational outcomes for individuals with exceptionalities. CEC accomplishes its worldwide mission on behalf of educators and others working with children with exceptionalities by advocating for appropriate government policies; setting professional standards; providing continuing professional development; and assisting professionals to obtain conditions and resources necessary for effective professional practice.

CEC: The Unifying Force of a Diverse Field
The Council for Exceptional Children, a private nonprofit membership organization, was established in 1922. CEC is an active network of 59 State/Provincial Federations, 900 Chapters, 17 Specialized Divisions, and 275 Subdivisions with reach in over 40 countries.

The CEC Information Center:
International Resource for Topics in Special and Gifted Education
The Council for Exceptional Children is a major publisher of special education literature and produces a comprehensive catalog semiannually. Journals such as TEACHING Exceptional Children (published quarterly) and Exceptional Children (published 6 times per year) reach over 100,000 readers and provide a wealth of information on the latest teaching strategies, research, resources, and special education news.

To help those in the field respond to their ever-increasing need for information, CEC is proud to release the second edition of How to Find Answers to Your Special Education Questions.
How to Find Answers to Your Special Education Questions

Second Edition

Lynn Smarte
Kathleen McLane

Published by The Council for Exceptional Children

A Product of the ERIC Clearinghouse on Disabilities and Gifted Education
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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

The authors of the final version of this document would like to acknowledge the contributions of Judy Barokas and Dianna Pinkerton, who developed the first version, which was introduced at the 1992 annual convention of The Council for Exceptional Children. 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
Diva Lynch
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.
- Assessment and evaluation.
- Community colleges.
- Counseling and student services.
- Disabilities and gifted education.
- Educational management.
- Elementary and early childhood education.
- Higher education.
Information and technology.
Languages and linguistics.
Reading, English, and communication.
Rural education and small schools.

Science, mathematics, and environmental education.
Social studies/social science education.
Teaching and teacher education.
Urban education.

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 and youth with exceptionalities. Most of these are processed by the ERIC Clearinghouse on Disabilities and Gifted Education, which is responsible for covering all types of exceptionalities, including the following:

Giftedness.
Talent (artistic giftedness).
Creativity.
Physical disabilities.
Hearing and visual impairments.
Mental retardation/developmental disabilities.
Learning disabilities.
Behavior disorders/emotional disturbances.

Mental disorders.
Autism.
Speech and communication disorders.
Chronic illnesses.
Special health problems (e.g., eating disorders, cancer, AIDS).
Child abuse and neglect.
Children “at risk” due to disabilities, physical or psychological problems, minority/ethnic status, or family or environmental factors.
2

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 systems utilizing the Internet system, 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.
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 \texttt{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?"
HOW TO FIND ANSWERS TO YOUR SPECIAL EDUCATION QUESTIONS

Step 2  Identify the different concepts in your topic.

CONCEPT 1  CONCEPT 2  CONCEPT 3
Learning Disabilities  Computers  Writing

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

CONCEPT 1  CONCEPT 2  CONCEPT 3
LEARNING  COMPUTER ASSISTED  WRITING
DISABILITIES  INSTRUCTION  INSTRUCTION

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:

[Diagram of intersecting circles representing the concepts Learning Disabilities, Computer Assisted Instruction, and Writing Instruction.]

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How to Search Your Special Education Topic in ERIC

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 420 356
Report No: ISSN-0278-9175
Available from: ERIC Clearinghouse on Research and Development
Language: English
Document Type: REPORT (141)
Journal Announcement: CJMAY91
Target Audience: Practitioners

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: *Computer Assisted Instruction; Elementary Secondary Education; Hypermedia; *Learning Disabilities; Projection Equipment; *Reading Instruction; Speech Synthesizers; Study Guides; Videodisks; *Writing Instruction

Identifiers: Collaborative Writing

ED 415 034
Creating a Community of Writers: The Computers and Writing Instruction Project. Schwartz, Shirley S.; MacArthur, Charles A.
Preventing School Failure, v34 n3 p12-13 Mar 1990
Report No: ISSN-1045-988X
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Journal Announcement: CJFEB91
Target Audience: Practitioners

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 CIE 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:
How to Search Your Special Education Topic in ERIC

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 252 049
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 CIJE 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

AND

CONCEPT 2
computers

AND

CONCEPT 3
writing

LEARNING DISABILITIES

COMPUTER ASSISTED INSTRUCTION

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
Computing Teacher, v18 n4 p26-29 Dec-Jan 1991
Report No: ISSN-0228-9175
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Journal Announcement: CIJMAY91

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; Videodiscs; *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
Touch the Future: Discovering Abilities through Technology for Living, Learning, Working and Playing.
Southeast Regional Conference (3rd, Atlanta, Georgia, April 10-12, 1991).
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 Appendixes 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 for a phrase such as FACILITATED COMMUNICATION, which would enable you to locate a paper such as this one:

ED 331 267
Facilitated Communication in Mainstream Schools.
Remington-Gurney, Jane; Crossley, Rosemary
Aug 1990
Diss Price - MP01/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 provide 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 communication competence with the use of facilitated communication. 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 training for integration aides. DEAL’s attempts to increase the amount of direct liaison with schools are also discussed.

Descriptors: * Attendants; Communication Aids (for Disabled); * 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 1-800-328-0272.

*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

<table>
<thead>
<tr>
<th>CONCEPT 1</th>
<th>CONCEPT 2</th>
<th>CONCEPT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>curriculum guides</td>
<td>mathematics</td>
<td>mild disabilities</td>
</tr>
<tr>
<td>Publication Type = 052 (Teaching Guides)</td>
<td>MATHEMATICS CURRICULUM</td>
<td>MILD MENTAL RETARDATION</td>
</tr>
<tr>
<td>or MATHEMATICS INSTRUCTION</td>
<td>or LEARNING DISABILITIES</td>
<td>or MILD DISABILITIES</td>
</tr>
<tr>
<td>or ELEMENTARY SCHOOL MATHEMATICS</td>
<td>or SECONDARY SCHOOL MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>or MATHEMATICS SKILLS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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/MD)
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

Cawley, John F.; And Others
1988
265p.; Drawings and some small print may not reproduce well.
Available From: Allyn & Bacon/Longwood Division, 160 Gould Street, Needham Heights, MA 02194-2310 ($25.95, 20% off 10 or more).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIBMAY89
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 implications 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 pre-number 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

*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**

<table>
<thead>
<tr>
<th>CONCEPT 1</th>
<th>AND</th>
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<th>AND</th>
<th>CONCEPT 3</th>
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<tr>
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<tr>
<td>Publication Type = 141 (Project Description)</td>
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**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.
**Search Example C**

**Sample Records**

<table>
<thead>
<tr>
<th>ED 392 116</th>
<th>EC 220 081</th>
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<tbody>
<tr>
<td>Nurturing Talent in 2000 A.D.</td>
<td></td>
</tr>
<tr>
<td>Cox, June; Kelly, Judith</td>
<td></td>
</tr>
<tr>
<td>Gifted Child Today (GCT), v12 n2 p2-4 Mar-Apr 1989</td>
<td></td>
</tr>
<tr>
<td>Available From: UMI</td>
<td></td>
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<tr>
<td>Language: English</td>
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<tr>
<td>Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); JOURNAL ARTICLE (080)</td>
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<tr>
<td>Journal Announcement: CIJNOV89</td>
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<tr>
<td>Howard Gardner's view of education for the gifted in 2000 includes individual-centered schools, &quot;intelligence-fair&quot; testing, and mentorships and internships in the community that match students with learning opportunities, allowing them to explore career opportunities and avocations for life enrichment. (MSE)</td>
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<td>Descriptors: *Educational Strategies; Elementary Secondary Education; Futures (of Society); *Gifted; *Individualism; Intelligence; Internship Programs; *Learning Theories; Mentors; *Program Development; School Community Relationship; *Testing</td>
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<tr>
<th>EJ 373 442</th>
<th>EC 202 797</th>
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<tr>
<td>Mentor-Assisted Enrichment Projects: A Proven Way of Carrying Out Type III Triad Projects and Promoting Higher-Level Thinking in GTC Student-Proteges.</td>
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<tr>
<td>Gray, Marilynne Miles; Gray, William A.</td>
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<tr>
<td>Creative Child and Adult Quarterly, v13 n1 p30-42 Sep 1988</td>
<td></td>
</tr>
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<td>Available From UMI</td>
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<tr>
<td>Journal Announcement: CIJNOV88</td>
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<tr>
<td>Student teachers and college students were trained to be primary mentors to gifted/talented creative junior high students, while community resources served as secondary mentors. Mentors worked with students on enrichment projects emphasizing higher-level thinking. Described are protege selection, matching with mentors, mentor training and monitoring, and evaluating the results. (Author/JDD)</td>
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<td>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</td>
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<tr>
<td>Identifiers: *Enrichment Triad Model</td>
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</table>

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

---

**How to Search Your Special Education Topic in ERIC**

- **Mentor Relationships and Gifted Learners.** ED 321 491
- **EDRS Price - MF01/PC01 Plus Postage.**
- **Report No: EDO-EC-90-5**
- **Contract No: RI88062007**
- **DC search and Improvement (ED), Washington, DC.**
- **Gifted Children, Reston, Va. 1990**
- **ERIC Clearinghouse on Handicapped and Exceptional Children, Reston, Va.;**
- **Berger, Sandra L.**
- **ERIC Digest # E486.**
- **with gifted students and offers guidelines on its implementation.**
- **Target Audience: Practitioners; Parents**
- **Journal Announcement: RIEDEC90**
- **Geographic Source: U.S.; Virginia**
- **CLASSROOM MATERIAL (055); Document Type: ERIC PRODUCT (071); NON-EDUCATIONAL RESOURCES (70); Educational Strategies; Elementary Secondary Education; Futures (of Society); *Gifted; *Individualism; Intelligence; Internship Programs; *Learning Theories; Mentors; *Program Development; School Community Relationship; *Testing |

---

**ED 296 567**

- **Setting Up SHOP: A Program for Gifted/Learning Disabled Students.**
- **Traillor, 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 includes 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)
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 1-800-328-0272.

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.
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 abstracts that are duplicated in ERIC, you will need to search ECER to find the following kinds of materials:

- Books.
- Nonprint materials.
HOW TO FIND ANSWERS TO YOUR SPECIAL EDUCATION QUESTIONS

- 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 library of The Council for Exceptional Children at 703-264-9474.

Using the same search examples discussed previously, here are some records that you would find in ECER that you would not find in ERIC:
Book:
EC 220 684/5
EC 220 684
Cawley, John F. And Others 1988- 252P. Allyn and Bacon, Inc., 120 Gould St., Needham Heights, MA 02194-2310 ($25.95)
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 handicap), 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
Turner, Margaret Nan 1987- 114P.
NOTE: West Virginia University. UMI, P.O. Box 1546, 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 Apprehension; 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.
What Can ERIC Clearinghouses Do for You?

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). The ERIC Clearinghouse on Disabilities and Gifted Education (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 (a minimum length of 5 pages, and the subject must be treated appropriately in terms of depth, specificity, and recency of information).
- Clear writing style.
- Sound methodology (for research).
- Content generalizability to other settings or situations.
- Adequate references.

For further information on submitting your paper to ERIC, call ERIC-CEC at 1-800-328-0272 and ask for the acquisitions coordinator.
ERIC Search Worksheet
HOW TO FIND ANSWERS TO YOUR SPECIAL EDUCATION QUESTIONS

ERIC Search Worksheet

**TOPIC**

**CONCEPTS and ERIC DESCRIPTORS**

CONCEPT 1  AND  CONCEPT 2  AND  CONCEPT 3

OR

**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

Physical Disabilities

AMPUTATIONS
CEREBRAL PALSY
CLEFT PALATE
PHYSICAL DISABILITIES

Learning Disabilities

APHASIA
DYSLEXIA
HEAD INJURIES
HYPERACTIVITY
LANGUAGE HANDICAPS
LEARNING DISABILITIES
MINIMAL BRAIN DYSFUNCTION
NEUROLOGICAL IMPAIRMENTS
PERCEPTUAL HANDICAPS
READING DIFFICULTIES
WRITING DIFFICULTIES
Mental Retardation
DEVELOPMENTAL DISABILITIES
DOWNS SYNDROME
MENTAL RETARDATION
MILD MENTAL RETARDATION
MODERATE MENTAL RETARDATION
SEVERE MENTAL RETARDATION

Mental Disorders
AUTISM
BEHAVIOR DISORDERS
EMOTIONAL DISTURBANCES
MENTAL DISORDERS
NEUROSION
PSYCHOSIS

Communication Disorders
COMMUNICATION DISORDERS
LANGUAGE HANDICAPS
READING DIFFICULTIES

Speech Handicaps
APHASIA
ARTICULATION IMPAIRMENTS
CLEFT PALATE
DELAYED SPEECH
SPEECH HANDICAPS
STUTTERING
VOICE DISORDERS

Hearing Impairments
DEAFNESS
DEAF BLIND
HEARING IMPAIRMENTS
PARTIAL HEARING

Visual Impairments
BLINDNESS
DEAF BLIND
PARTIAL VISION
VISUAL IMPAIRMENTS

Gifted
ACADEMICALLY GIFTED
CREATIVITY
GIFTED
GIFTED DISABLED
GIFTED DISADVANTAGED
TALENT

Child Abuse
CHILD ABUSE
SEXUAL ABUSE (Note: CHILD ABUSE and SEXUAL ABUSE are used together to index “Child Sexual Abuse.”)

Special Health Problems
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
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ERIC Publication Types
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<td>043</td>
<td>Practicum Papers</td>
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<td>050</td>
<td>GUIDES General (use more specific code, if possible) Classroom Use</td>
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<td>051</td>
<td>Instructional Materials (For Learner)</td>
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<tr>
<td>052</td>
<td>Teaching Guides (For Teacher)</td>
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<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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<td>HISTORICAL MATERIALS</td>
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<td>070</td>
<td>INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic)</td>
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<td>ERIC Digests (Selected) in Full Text</td>
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<td>090</td>
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<td>Vocabularies/Classifications/Dictionaries</td>
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<td>19262 Jamboree Road</td>
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<tr>
<td>Alexander Graham Bell Association for the Deaf, Inc.</td>
<td>3417 Volta Place, NW</td>
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<tr>
<td>American Foundation for the Blind</td>
<td>15 West Sixteenth Street</td>
</tr>
<tr>
<td>American Occupational Therapy Association</td>
<td>P.O. Box 1725</td>
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<tr>
<td>American Speech-Language-Hearing Association (ASHA)</td>
<td>108801 Rockville Pike</td>
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<td>Association for Retarded Citizens of the U.S.</td>
<td>500 East Border Street, Suite 300</td>
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<tr>
<td>Children with Attention Deficit Disorders (CHADD)</td>
<td>499 NW 70th Avenue, Suite 308</td>
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<tr>
<td>Higher Education &amp; Adult Training for People with Handicaps: HEATH Resource Center</td>
<td>One Dupont Circle NW, Suite 800</td>
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<tr>
<td>Learning Disabilities Association of America</td>
<td>4156 Library Road</td>
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<tr>
<td>March of Dimes Birth Defects</td>
<td>1275 Mamaroneck Avenue</td>
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National Association for Gifted Children
1155 15th Street, NW
Suite 1002
Washington, DC 20005
202/785-4268

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910-4500
301/587-1788; 301/587-1789(TDD)
FAX 301/587-1791

National Association of Private Schools for Exceptional Children
1522 K Street, NW, Suite 1032
Washington, DC 20005
202/408-3338 FAX 202/408-3340

National Center for Learning Disabilities (NCLD)
381 Park Avenue South, Suite 1420
New York, NY 10016
212/687-7211 FAX 212/545-9665

National Child Abuse Hotline
(Child Help, I.O. Foresters)
6463 Independence Avenue
Woodland Hills, CA 91367
800/4-A-CHILD

National Clearinghouse on Family Support/Children’s Mental Health
Portland State University
P.O. Box 751
Portland, OR 97207-0751
800/628-1696; 503/725-4040 (TDD)

National Down Syndrome Congress
1605 Chantilly Dr., Suite 250
Park Ridge, IL 60068
800/232-6372 FAX 404/633-2817

National Down Syndrome Society
666 Broadway, Suite 810
New York, NY 10012
800/221-4602; 212/460-9330
FAX 212/979-2873

National Easter Seal Society
230 West Monroe Street, 18th Floor
Chicago, IL 60601
800/221-6827; FAX 312/726-1494

National Information Center Clearinghouse
c/o Center for Developmental Disabilities
University of South Carolina
Benson Building, 1st floor
Columbia, SC 29208
800/922-9234 FAX 803/777-6058

National Information Center for Children & Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
202/416-0300 FAX 202/416-0312

National Institute of Child Health & Human Development (NICHHD)
9000 Rockville Pike
Building 31, 2A-32
Bethesda, MD 20892
301/496-5133 FAX 301/496-4757

National Library Service for the Blind & Physically Handicapped
The Library of Congress
Washington, DC 20542
800/424-8567 FAX 202/707-0712

Orton Dyslexia Society
Chester Building, Suite 382
8600 La Salle Road
Baltimore, MD 21286-2044
410/296-0232 FAX 410/321-5069

OTHER RESOURCES

Children’s Hospice International
700 Princess Street
Alexandria, VA 22314
800/24-CHILD (24452); 703/684-0330
FAX 703/684-0226
<table>
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<th><strong>List of Organizations—1994</strong></th>
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| **Muscular Dystrophy Association**  
3300 East Sunrise Drive  
Tucson, AZ 85718-3208  
602/529-2000 FAX 602/529-5300 | **The Association for Persons with Severe Handicaps (TASH)**  
11201 Greenwood Avenue North  
Seattle, WA 98133  
206/361-8870 FAX 206/361-9208 |
| **National Organization for Rare Disorders, Inc. (NORD)**  
100 Route 37  
P. O. Box 8923  
New Fairfield, CT 06812-1783  
800/999-NORD; 203/746-6518 | **United Cerebral Palsy Association**  
1522 K Street, NW, Suite 1112  
Washington, DC 20005  
800/872-5827; 202/842-1266 FAX 202/842-3519 |
| **National Rehabilitation Information Center**  
8455 Colesville Road, Suite 935  
Silver Spring, MD 20910  
800/227-0216 FAX 301/587-1967 | **BOOKS ABOUT DISABILITIES** |
| **Parent to Parent/The Beach Center**  
University of Kansas  
3111 Haworth Hall  
Lawrence, KS 66045  
913/864-7600 | **Special Needs Project**  
1482 East Valley Road; Suite A-121  
Santa Barbara, CA 93108  
805/565-1914 (to order: 800/333-6867) |
| **Sibling Information Network**  
A. J. Pappanikou Center on Special Education  
1776 Ellington Road  
South Windsor, CT 06074  
203/648-1205 FAX 203/644-2031 |
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 703/264-9474. To learn more about online searching or available databases, contact the following online vendors:

DIALOG Information Services, Inc.
3460 Hillview Avenue
Palo Alto, CA 94304
1-800-334-2564

BRS Information Technologies
8000 Westpark Drive
McLean, VA 22102
1-800-289-4277

Educational Resources Information Center (ERIC)
Currently the largest education database in the world, ERIC contains more than 700,000 citations covering research documents, journal articles, technical reports, program descriptions and evaluations, and curricular materials in the field of education.

Availability Online: DIALOG, BRS

Exceptional Child Education Resources (ECER)
ECER is CEC's comprehensive database covering published professional literature on the education and development of people of all ages with exceptionalities—those who have disabilities and those who are gifted. Coverage also includes chronic illnesses; special health problems; child abuse and neglect; and children at risk due to disabilities, physical or psychological problems, limited English proficiency, or family or environmental factors. ECER is ERIC compatible and provides bibliographic citations and abstracts of books, journal articles, and selected nonprint materials. Dissertations related to special education are cited and indexed without abstracts.

Database Producer: The Council for Exceptional Children, Reston, VA
Availability Online: DIALOG, BRS

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: DIALOG, 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

PsycINFO (formerly Psychological Abstracts)
PsycINFO covers worldwide literature in psychology and related disciplines such as psychiatry, sociology, anthropology, education, linguistics, and pharmacology. Journal articles, technical reports, monographic series, 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 biomedicine, 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 thesis 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.

Database Producer: British Education Index, Leeds, UK
Availability Online: DIALOG

Birth Defects Encyclopedia Online
Birth Defects Encyclopedia Online contains more than 2,000 articles on specific birth defect conditions and complex syndromes.

Database Producer: Center for Birth Defects Information Services, Inc., Dover, MA
Availability Online: BRS
Order Forms
STANDARD SERVICE

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Special Service Charges
- Full Issues: $48.00 (including UPS shipping and handling)
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**Mail or transmit to:**
UMi Article Clearinghouse  Facsimile  313/761-1136  313/665-7075
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Subscription Orders for documents in the monthly issues of Resources in Education (RIE) are available on microfiche from EDRS. The microfiche are furnished on diazo film and without protective envelopes at $0.120 per microfiche. If you prefer silver halide film, the cost is $0.249 per microfiche, and each microfiche is inserted into an acid-free protective envelope. Prices are effective January 1, 1994 and are subject to change without notice. Shipping charges not included. A Standing Order Account may be opened by depositing $2,400.00 or submitting an executed purchase order. All orders placed from outside the domestic U.S. must be prepaid. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

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Back collections of documents in all issues of RIE since 1966 are available on microfiche at a unit price of $0.146 per microfiche. The collections are furnished on diazo film without envelopes. Prices are valid through December 31, 1994, and do not include shipping charges and applicable taxes. For pricing information, write or call toll-free 1-800-443-ERIC.

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The ERIC clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

The ERIC Clearinghouse on Disabilities and Gifted Education, located at The Council for Exceptional Children, has the primary responsibility for collecting the literature in this area; however, if your topic overlaps the scope of other clearinghouses, you may want to contact them for further information.

ERIC Clearinghouse on Adult, Career, and Vocational Education (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
614/292-4353
800/848-4815
FAX 614/292-1260

ERIC Clearinghouse on Assessment and Evaluation (TM)
The Catholic University of America
209 O’Boyle Hall
Washington, DC 20064
202/319-5120
FAX 202/319-6692
HOW TO FIND ANSWERS TO YOUR SPECIAL EDUCATION QUESTIONS

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University of California at Los Angeles
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024-1564
310/825-3931
800/832-8256
FAX 310/206-8095

Counseling and Student Services (CG)
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Curry Building
University of North Carolina at Greensboro
Greensboro, NC 27412-5001
910/334-4114
800/414-9769
FAX 910/334-4116

Disabilities and Gifted Education (EC)
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
703/264-9474
800/328-0272
FAX 703/264-9494

Educational Management (EA)
University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
503/346-5043
800/438-8841
FAX 503/346-2334

Elementary and Early Childhood Education (PS)
University of Illinois, College of Education
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
217/333-1386
800/583-4135
FAX 217/333-3767

Higher Education (HE)
The George Washington University
One DuPont Circle, NW, Suite 630
Washington, DC 20036-1183
202/296-2597
FAX 202/296-8379

Information and Technology (IR)
Syracuse University
Center for Science & Technology
4th Floor, Room 194
Syracuse, NY 13244-4100
315/443-3640
800/464-9107
FAX 315/443-5448
AskERIC (Internet-based question-answering service):
askeric@ericir.syr.edu

Languages and Linguistics (FL)
Center for Applied Linguistics
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Washington, DC 20037-0037
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800/276-9834
FAX 202/659-5641

Reading, English, and Communication (CS)
Indiana University, Smith Research Center, Suite 150
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Bloomington, IN 47408-2698
812/855-5847
800/759-4723
FAX 812/855-4220

Rural Education and Small Schools (RC)
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1031 Quarrier Street, P. O. Box 1348
Charleston, WV 25325-1348
304/347-0400
800/624-9120
FAX 304/347-0487
Science, Mathematics, and Environmental Education (SE)
Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
614/292-6717
FAX 614/292-0263

Social Studies/ Social Science Education (SO)
Indiana University, Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
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800/266-3815
FAX 812/855-0455

Teaching and Teacher Education (SP)
American Association of Colleges for Teacher Education
One DuPont Circle, NW, Suite 610
Washington, DC 20036-1186
202/293-2450
FAX 202/457-8095

Urban Education (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 West 120th Street
New York, NY 10027-9998
212/678-3433
800/601-4868
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<td>FAX 202/219-1817</td>
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ECER Source Journal Index

ECER regularly receives more than 200 journals that are scanned for material concerning exceptional children. Articles selected on the basis of established criteria are abstracted and indexed for EDUCATIONAL CHILD EDUCATION RESOURCES (ECER). Some of these articles are indexed and submitted for publication in CURRENT INDEX TO JOURNALS IN EDUCATION (CUE), an Educational Resources Information Center (ERIC) publication. The following list is of journals from which articles were abstracted (current February 1994).

**Academic Therapy, see Intervention in School and Clinic**

**ACEHI Journal (Journal of the Association of Canadian Educators of the Hearing Impaired), University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta, T6G 2G5 Canada**

The Adapted Physical Activity Quarterly, Human Kinetics Publishers, Inc., 1507 N. Market St., Champaign, IL 61825-5076

Advanced Development, Snowpeak Publishing Co., Inc., PO Box 3489, Littleton, CO 80122

**American Annals of the Deaf, Gallaudet, KDES, PAS-6, 600 Florida Ave., N.E., Washington, DC 20002**

American Journal of Art 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, Chester Building/Suite 382, 8500 LaSalle Rd., Baltimore, MD 21204-6020**

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, Ankho International, Inc., 7374 Highbridge Terrace, Fayetteville, NY 13066**

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

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

Augmentive and Alternative Communication (AAC), Decker Periodicals Publishing, Inc., PO Box 620, Station A, Hamilton, Ontario L8N3K7, Canada

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

**Australia 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 3131, 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 Behavior Disorders, Indiana University, 2005 E. 10th St., Bloomington, IN 47401**

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

Beyond Behavior, Council for Children with Behavior Disorders, c/o Reece Peterson, 2021 Bailey Center, University of Nebraska-Lincoln, Lincoln, NE 68585

**British Journal of Physical Education, Ling House, 162 King's Cross Rd., London WC1X 9DH England**

**British Journal of Special Education (formerly Special Education Forward Trends), National Council for Special Education, 12 Holloway 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 122**

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

CASE in POINT, Council of Administrators of Special Education/CEC, CASE Office, 615 16th St. N.W., Albuquerque, NM 87104

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, IN 47401

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage, IL 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 Abuse, Child Welfare, 47 Irving Place, New York, NY 10003**

Children and 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 517, Berwyn, PA 19312

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

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

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


**Developmental Medicine and Child Neurology, Cambridge University Press, 40 W. 20th St., New York, NY 10011-4211**


Disability, Handicap and Society, Carfax Publishing Co., 85 Ash St., Hopkinton, MA 01748

Disabled U.S.A., see Worklife

Educating Able Learners, GSL, EAL, PO Box 11388, Ft. Worth, TX 76110-0388
Journal of the American Deafness and Rehabilitation Association, 814 Thayer Ave., Silver Spring, MD 20910

*Journal of the Association for Persons with Severe Handicaps (JASH) (formerly AAESEPH Review), 11201 Greenwood Ave. North, Seattle, WA 98133

*Journal of the Division for Early Childhood, see Journal of Early Intervention

*Journal of the Education of the Gifted, University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288

Journal of the National Association for Adults with Special Learning Needs (NAASLN), University of Missouri, Behavioral Studies Department, 8001 Natural Bridge Road, St. Louis, MO 63121

*Journal of Visual Impairment and Blindness (formerly New Outlook for the Blind), American Foundation for the Blind, 15 W. 16th St., New York, NY 10011

Journal of Vocational Rehabilitation, Butterworth-Heinemann, 80 Montvale Ave., Stoneham, MA 02180

Kappa Delta Pi Record, 343 Armory Bldg., University of Illinois, Chicago, IL 60620

Language Speech & Hearing Services in Schools, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville, MD 20852

Learning Disabilities: A Multidisciplinary Journal, Learning Disabilities Association, 4156 Library Road, Pittsburgh, PA 15234


Learning Disability Quarterly, Council for Learning Disabilities, PO Box 40303, Overland Park, KS 66204

Mental Retardation, 1719 Kalorama Rd. N.W., Washington, DC 20009

Mental Retardation and Learning Disability Bulletin, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Canada T6G 2E5

Mental Retardation Systems, c/o Training & Evaluation Service, Waukegan Developmental Center, Dugdale Circle, Waukegan, IL 60085

Millieu Therapy, Avalon Center Schools, Old Stockbridge Rd., Lenox, MA 01240

Music Educators Journal, Music Educators Assoc., 1902 Association Dr., Reston, VA 22091

Narren Journal, Curriculum Development Center, Ministry of Education, Kuala Lumpur, Malaysia

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

Occupational Therapy in Mental Health, The Haworth Press, 10 Alice St., Binghamton, NY 13904


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

Pediatrics, PO Box 1034, Evanston, IL 60201

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 13904-1500

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

Pointe, See Preventing School Failure

Preventing School Failure, Heldref Publications, 1319 Eighteenth St. N.W., Washington, DC 20002

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

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

Remedial and Special Education (RASE), Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735

Remedial and Special Education Quarterly, Heldref Publications, 1319 Eighteenth St. N.W., Washington, DC 20002


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

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

*Roeper Review, The Roeper School, 2190 N. Woodward Ave., Bloomfield Hills, MI 48030

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

Sharing Our Caring, Caring, PO Box 400, Milton, WA 98345

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 Services in the Schools, The Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1500

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

Teacher Education and Special Education, Boyd Printing Company, Inc., 49 Sheridan Ave., Albany, NY 12201

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

Techniques, CPCTechniques, 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, 3534 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 73036-0120

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

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

Worklife (formerly Disabled U.S.A.), President's Committee on Employment of the Handicapped, Washington, DC 20036-3470

* Journals monitored for CJE.

# 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.
1 Copies of journal articles available from Multimedia, Ltd., 158 Pearl St., Toronto, Ontario M5H1L3.
2 Copies of journal articles available from University of Kansas, Dept. of Human Development, Lawrence, KS 66045.
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In addition, the Directory of ERIC Information Service Providers lists the ad-
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Wyman Towers
3100 St. Paul Street
Baltimore, MD 21218
410/243-0797
FAX 410/243-0982
J

Resources


Sample RIE Resume
Sample Document Resume

Authors

Smith, John D.
Johnson, Jane

Title

Career Planning for Women

Organization where document originated

Central Univ., Chicago, IL

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 89

Contract — NIE-C-83-0001


Available from — Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language — English, French

Pub Type — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC06 Plus Postage.


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)
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)
M

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 pac.carl.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.

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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.
INTERNET ACCESS POINTS TO ERIC

The following systems currently provide unrestricted Internet access to ERIC resources. For general information about ERIC, contact ACCESS ERIC, 1-800-LET-ERIC or ACCERIC@GWUVM.GWU.EDU.

I. Syracuse University offers the latest five years of the ERIC database on the SUINFO system. Searchable fields include author, title, descriptor word, descriptor phrase, and abstract.
   1. Telnet acsnet.syr.edu (or 128.230.1.21)
   2. At > prompt, type SUINFO.
   3. At ENTER TERMINAL TYPE prompt, type VT100.
   4. Bypass the USERID and PASSWORD prompts with the tab key.
   5. At the COMMAND prompt, type SUINFO.
   6. When prompted, type Y (yes) to continue.
   7. Find ERIC through the menus (first type 1 for General Interest files, then the number corresponding to ERIC), or type ERIC to enter directly.
   8. Follow screen instructions to search. (If function keys don't work, type in corresponding commands.)
   9. To end the session, type LOGOFF.

   TIP: Whenever MORE or HOLDING appears in the lower right corner of the screen, hit the HOME or ENTER key to advance.

II. Auburn University Libraries offers the complete ERIC database, 1966 to the latest quarter. Searchable fields include title, author, subject heading (descriptor), and keyword. (Note: requires TN3270.)
   1. TN3270 auducad.duc.auburn.edu (or 131.204.2.13).
   2. At the opening screen, tab to APPLICATION, and enter 01.
   3. At the main menu, type ERIC.
   4. Follow screen instructions to search.
   5. To end the session, type STOP.

   TIP: The keyword search field allows use of Boolean operators, truncation, nesting, and other special search features. Type EXP K for a complete explanation.
III. The University of Saskatchewan Library System offers the ERIC database from 1983 to the present. Searchable fields include author, title, descriptor, identifier, publication year, ERIC accession number, and journal title.

1. Telnet sklib.usask.ca (or 128.233.1.20)
2. At USERNAME prompt, enter SONIA.
3. At main menu, select 9, "CJIE plus RIE: 1983 to Present."
4. Type HELP to see a summary of search and display commands, field prefixes, and Boolean operators. (Sample search statement to find documents with the descriptor television: f d=television.)
5. To end the session, type Q (quit).

TIP: Type BEGINNER to see a system tutorial.

IV. The University of North Carolina, Chapel Hill, through its laUNCHpad system, hosts a searchable, full-text file of over 850 ERIC Digests. (ERIC Digests are short reports on current education topics written by each of the 16 ERIC Clearinghouses.)

1. Telnet bbs.oit.unc.edu (or 152.2.22.80)
2. At the login prompt, type LAUNCH.
3. Enter your first and last name as directed. (Remember how you enter your name for future sessions.)
4. Enter a password of your choice (and remember it).
5. At the main menu, select 4, "Topical Document Search (WAIS)."
6. Move through the list to ERIC Digests (138 or 139 as of this writing). Hit RETURN to select the file.
7. Type one or more keywords and hit RETURN to start the search. Results will be displayed by title in a ranked order based on occurrences of the keyword.
8. Highlight a title and hit RETURN to see the full text.
9. To end the WAIS session, type Q (quit). To exit laUNCHpad, type Q again.

TIP: Type ? to see a list of all commands.