

between the teacher-librarian and the special programs department. Just as Deines-Jones and Van Fleet rightly noted: "Making these programs accessible to all patrons, regardless of disability, is possible with a little foresight, and the rewards for both the library and patron are immeasurable." (77)

The intention of a PIP Library program is to achieve long-range communicative, cognitive, social, emotional and technological skills. Such a program can include activities as simple as sending the students on errands (taking turns every morning to pick up newspapers from the library and delivering them in areas such as the staff room, the main office and classrooms and other departments) to getting them involved in information literacy. All these activities will provide more opportunities for them to learn to read, listen, communicate, follow directions, comprehend information, socialize, make decisions and complete different types of tasks.

It is equally important for the students to acquire basic or functional literacy skills with a focus on meaningful living or quality of life. The students should be able to communicate their needs, feelings, etc. in different environments. Through literature circles, the teacher-librarian will provide a wide range of functional (for everyday life) reading materials with colourful pictures and illustrations that must be linked to their interests and appropriate for their ages. While they will be read to sometimes, the students will also be asked to take turns reading.

The teacher-librarian may use strategies such as prediction, questioning period, class discussions, and response journals to analyze the characters, actions, and events in the stories. Through class discussions, the students will have the opportunity to relate what they are reading to everyday life and be exposed to reading activities that may lead to long-term leisure activities.

Reading materials may include books, magazines, local newspapers, and advertisements. High interest/low vocabulary materials, with pictures or illustrations, on popular topics such as sports, celebrities,

animals, and holidays are highly recommended. Such series as *Eyes on Nature* (Kids Book Inc.), the *Take Ten Books* by Saddleback Publishing, *Life Times 2* and *Work Tales* by Fearon Education should be useful. The availability of evaluative questions in some of these vocabulary builders renders them effective for class discussions.

The use of vocabulary studies can be a good strategy for introducing and reinforcing words in these students' ecological inventory, and it should not be limited to only the verbal students. These are words identified by parents, caregivers, and special education teachers that these students need to know for more effective functioning at school, at home, and in other environments. The students are encouraged to use the new words they acquire to express their

