

I. Research Proposal Cover Page

Title of Proposed Research

Libraries for All: Building an Informed Framework to Provide Accessible Services for Autistic Adult Library Users

Abstract

How do autistic adults experience a public library? What obstacles do they encounter, and what changes would they like to see? This nationwide survey explores how libraries could make their spaces and programs more accessible to autistic adults. Responses were collected from autistic adults and their caretakers from all 50 states, covering rural and urban settings, various age groups, and both library and non-library users. Overall, the data collected will impact autistic adults directly and help them use the public library better. It will provide a framework for all public libraries, benefitting autistic adults, library stakeholders, administration, and staff.

Project Start Date

January 2026

Project Completion Date

July 2026

Amount Requested

\$7,200.00

Proposal Submission Date

July 21, 2025

Principal Investigators: Peter Krauss, MLIS Student1, MLIS Student2, MLIS Student3, MLIS Student4, MLIS Student5, MLIS Student6

Affiliations: The University of South Florida and Public Libraries

II. Statement of Need and Significance of Study

Needs Assessment

Access is a core value of librarianship (American Library Association, 2006). Public librarians and staff strive to create inclusive libraries for patrons of every background, age, and ability. However, a unique challenge arises in accommodating those with conditions that are not readily apparent, known as “invisible disabilities.” Many forms of invisible disability fall under the broader classification of neurodivergence. As awareness of neurodivergence increases, so does the need for libraries to implement and evaluate their accessibility standards. Among the most frequently represented neurodivergent groups in public library spaces are patrons diagnosed with Autism Spectrum Disorder (ASD), a neurodevelopmental disorder that can affect an individual’s social, sensory, and communication skills (American Psychiatric Association, 2022). This research proposal focuses specifically on the needs and common experiences of autistic adults and aims to enhance both digital and physical accessibility within public library environments. By gaining a deeper understanding of these needs through a mixed-methods survey, public libraries can better support a broader range of users and encourage more inclusive and widespread engagement with library services.

Literature Review

Existing information in research literature suggests libraries still have a long way to go in creating accessible spaces. While research exists, mixed-methods research about the lived experiences of autistic adults is lacking. In this study, the identity first language “autistic library users” is used in alignment with the preferences expressed by many in the autistic community (Monk, et al., 2022).

In the article *What is Autism?* Joon, Kumar, and Parle define the term “Autism Spectrum Disorder” as “a combined phrase for a family of complex developmental disabilities, inclusive of ‘Autistic Disorder, Pervasive Developmental Disorder not Otherwise Specified (PDD-NOS), and Asperger’s Disorder. ASD is characterized not only by persistent impairments in reciprocal social communication and social interactions, but is also manifested by restricted, repetitive patterns of behavior, interests, or activities” (American Psychiatric

Association, 2022). It is important to note, per this study, that “a sharp rise in the incidence of ASD cases has been observed worldwide” (Joon, et al., 2021).

Amelia Anderson, in her article *Autism in April at public libraries: Shifting from awareness to acceptance*, looks at the importance of preferred language in the autism community as an essential factor for describing public library programming. The language needs to align with the autism community for the user to feel included (Anderson, A., 2024). In her findings, she also notes that the variety of programming for autistic patrons often serves autistic children and their families, with fewer programs existing for autistic teens and autistic adult patrons. While April has become a month when librarians may choose to include programming for Autism Acceptance Month, these programs should be continuously improved throughout the year.

Moreover, in the 2023 article *On making libraries and museums more accessible for autistic people*, Svaler discusses how many autistic patrons suffer from sensory overload and social anxiety when visiting libraries and museums. Through an anonymous survey, the study aims to improve the library and make it a more accessible place for them. It concludes with a list of ways to make the space more friendly and how to offer programs tailored to autistic needs (Svaler, 2023).

Also, giving an example of experience is the article *A sensory wonderland: A programming space for the special needs community*. The article details an innovative Sensory Space at the Louisville Public Library in Ohio. It is for all ages and geared toward autistic library users; however, all patrons can use it. Adults can use it for sensory exploration with the relaxation section, which is full of “soothing colors, dim lighting, and optical illusions” (Damron, 2019, p.2), as well as the adult relaxation yoga class.

Finally, public library websites and computer systems were analyzed by Khawaja in *Accessibility of public library websites in the US*. “The results showed that public library websites overwhelmingly failed to meet the accessibility standards required by law in Section 508 of the Rehabilitation Act. It also showed that the most common accessibility issue found was related to color contrast, and the pages with the most accessibility issues were the catalogs and events pages” (Khawaja, 2023, p. 10). To see an example of library websites not

being fully usable for disabled patrons means that this is an area of needed attention for the service experience of autistic adults. This study looked at the websites themselves; much more can be learned from communicating with autistic adults regarding how technology in the public library could be improved to help them.

Within the scope of library accessibility, many points have been looked at, including the willingness and ability of librarians to include autistic library patrons. Library technology and the importance of library programming as delivery avenues, in addition to the fundamentals of approachability and inclusiveness of the library space, are important. As more is understood about the barriers to access for an autistic person, a library can create programming and simplified experiences, such as changes in lighting or individual study rooms (Svaler, 2023, p. 50). This study aims to fill a gap in the literature by centering the experiences of autistic adults and their caregivers to identify more effective and inclusive library services. To achieve this, the research will use a combination of email and in-person surveys to uncover common barriers to access and highlight strategies that support greater inclusion.

Significance of the Study

Despite growing public awareness of Autism Spectrum Disorder (ASD) and other neurodivergent, “invisible” disabilities (e.g., ADHD, dyslexia, OCD), research on how public libraries address the day-to-day accessibility needs of these adults remains limited. By documenting the sensory, physical, and digital service experiences of autistic adults, this study fills a critical gap in the accessibility literature and offers librarians evidence-based insights they can immediately apply. Findings can inform staff training modules, collection development, and space design guidelines, ultimately fostering environments where neurodivergent patrons can engage fully and independently. Because many ASD-friendly practices—clear signage, flexible lighting, predictable way-finding, low-stimulation zones—also benefit other patrons, the study promises advantages for the wider community and positions public libraries as proactive models of universal design.

Research Goal & Research Questions

This mixed-methods study has two main objectives: (a) to gain a better understanding of how autistic adults experience both physical and digital services in public libraries, and (b) to co-create a user-informed framework to guide public libraries in making sustainable improvements to accessibility for autistic adults.

The study aims to prioritize mixed methods, combining a quantitative survey questionnaire with interview-style questions to understand the library experiences of autistic adults and to ensure that their insights shape the design and assessment of inclusive services. By examining lived experiences, feedback, and accessibility standards, it will explore the gaps between technical compliance and true user accessibility.

Conducting this research aims to answer:

- What are the common obstacles that autistic adults encounter when accessing public library resources?
Research about library resources includes the physical and digital collections, technology and equipment, non-traditional resources such as sensory kits, and access to the library website and catalog.
- How do autistic adults currently experience public library services?
Research about library services includes information on staff interactions, the sensory environment of the physical library space, library programming, library outreach, and accessibility services available in the library.
- How do demographic factors and diagnostic status correlate with autistic adults' use and perception of public library services and resources?

III. Research Design

Sampling

This study employs both quantitative and qualitative methods to explore the experiences and perceptions of autistic adults surrounding public library services, including those who have used libraries and those who have not. The sampling population will be broad to encompass the vast experiences that autistic adults in the United States have with public libraries. The sample will also include caregivers of autistic adults, as they can

provide relevant insight through their roles within the autistic community. The study will utilize a purposive sampling method as it ensures participants are autistic adults or their caregivers.

To maximize accessibility and reach, participants will be recruited primarily online with no cap on the number of respondents. The study will intentionally include individuals who do not have experience using libraries, in order to gain insight into the barriers autistic adults may face when accessing or attempting to access library services. To reach individuals who are offline or have limited internet access, the survey will also be distributed to over 100 public libraries across the United States, with the aim of targeting at least two libraries per state. Libraries will be encouraged to promote the survey on their social media platforms and display physical flyers containing a QR code inside their buildings. Flyers will also be encouraged to be shared with local community centers that serve autistic adults. Centers such as My Autism Connections in Sarasota, Florida will be partnered with for in person surveys. Our partner Autism Connections will distribute surveys, and the Organization for Autism Research will display the project and link to the survey. Additionally, the study will utilize a snowball sampling method, encouraging participants to share the survey with others in their networks who meet the study's criteria. Our aim is to collect a minimum of 100 completed surveys, a number sufficient for meaningful statistical analysis as well as thematic coding of qualitative responses. This sample size balances research feasibility with the goal of accurately reflecting various perspectives on library accessibility from autistic adults in the United States.

Rationale for the Self-Report Approach

While including only formally diagnosed autistic adults could improve validity, we prioritized inclusivity to understand lived experiences better. Self-diagnosis carries risks like misclassification, but studies (e.g., Hamdani et al., 2023; Friedman et al., 2024) show many autistic women and gender-diverse people face barriers to formal diagnosis. Others cite cost, stigma, and/or lack of affirming care (Ardeleanu et al., 2024). Research also suggests self-identified adults share key traits with those formally diagnosed (Brosnan, 2020) and

that their insights can improve diagnostic tools (Overton et al., 2023). To balance inclusivity with rigor, we asked about diagnostic status for subgroup analysis.

Data Collection and Analysis

Data will be collected through voluntary participation in an online survey on Google Forms that is expected to take 10-20 minutes to complete. The links to the survey form will be sent to over 100 public libraries, aiming for two in each state, and posted and shared through a variety of online forums, social media sites, and a partner organization. Autism Connections will be distributing the surveys to interested participants during their weekly support meetings. They currently have online and in-person group meetings for both autistic adults and their caregivers. The Organization for Autism Research has an opportunity for the research team to submit the survey to their website for Autistic adults and their caregivers to do the survey online, and submit it back to the research email.

The prepared form contains a mixed form of required questions: Quantitative for data analysis, and qualitative to better understand the unique experiences and challenges users have with the aforementioned library services. Furthermore, each question is designed to keep participants focused on their accessibility and user experiences with library services.

The survey will begin by asking participants whether they identify as autistic or are a caretaker for an adult with autism. Following that, it will collect demographic data including age, location, gender identity, race/ethnicity, and highest level of education. For the purposes of this research, questions related to library services will include information on staff interactions, the sensory environment of the physical library space, library programming, library outreach, and accessibility services available in the library. Questions related to library resources will include information about the physical and digital collections, technology and equipment, non-traditional resources such as sensory kits, and access to the library website and catalog.

Expected Outcomes

This research will identify critical issues in the accessibility of public library services for autistic adults in the United States. The goal of this research is to increase understanding of the barriers that autistic adults encounter with public library services and how these barriers impact them. It is expected to give users insight into the current accessibility efforts, as well as areas where accessibility can be improved.

Moreover, the data collected will serve to enhance the experiences that autistic adults have with public library services. The findings of this study will be compiled into a user-informed framework for more inclusive library services for autistic adults, and this framework will be a resource for libraries going forward, beyond mere compliance. Outside of the direct impact on autistic adults, it is expected that this research will benefit all library stakeholders, including administration, staff, and the public. Furthermore, this research could also benefit information professionals at large, accessibility advocates, coordinators, and public policy makers.

Evaluation

To ensure the survey is effective, valid, and reliable, the following strategies will be used:

1. Descriptive Analysis: The frequency and measures of central tendency will be considered to calculate the survey responses.
2. Comparative Analysis: Comparisons will be made across the different demographics of the survey takers. These will include responses by age, library use or non-use, and caretaker suggestions to consider the various experiences and satisfaction levels.
3. Interpretation Results: The findings and evaluation will focus on satisfaction levels and service improvement points.

IV. Project Resources

Personnel

Research personnel will include the seven principal investigators, three student assistants, and the organization Autism Connections in Cincinnati, Ohio, My Autism Connection in Sarasota, Florida, and the Organization for Autism Research.

Principal Investigators:

MLIS, Student2, Student3, Student4, Student5, Student6

Peter Krauss is a Librarian I. He has an MLIS from the University of South Florida. He holds a bachelor's degree in Interdisciplinary Social Sciences from the University of South Florida and has two years of experience working in a public library. His duties will include research design, survey methodology, creating survey questions, and producing the survey digitally.

MLIS Student1 is a Librarian I. She has her MLIS degree from the University of South Florida. Her duties will include literature review, research design, and serving as outreach to the libraries for survey distribution.

MLIS Student2 is an MLIS graduate from the University of South Florida and a Librarian I. She holds a bachelor's degree in Healthcare Administration from Palm Beach State College and has two years of experience working in an academic library. Her responsibilities will include literature review, survey methodology, crafting the survey introduction and purpose, budget, and justification.

MLIS Student3 is a Youth Librarian I at the Palm Harbor library. She is an MLIS graduate from the University of South Florida. She holds a bachelor's degree in English Literature from the University of California, Davis, with a minor in Spanish Literature. Her responsibilities include literature review, research design, communicating survey distribution to libraries, and working with the My Autism Connection Sarasota, Florida chapter, in person, at their book clubs. In addition, she will log the survey with the Organization for Autism Research and receive surveys from Autism Connections.

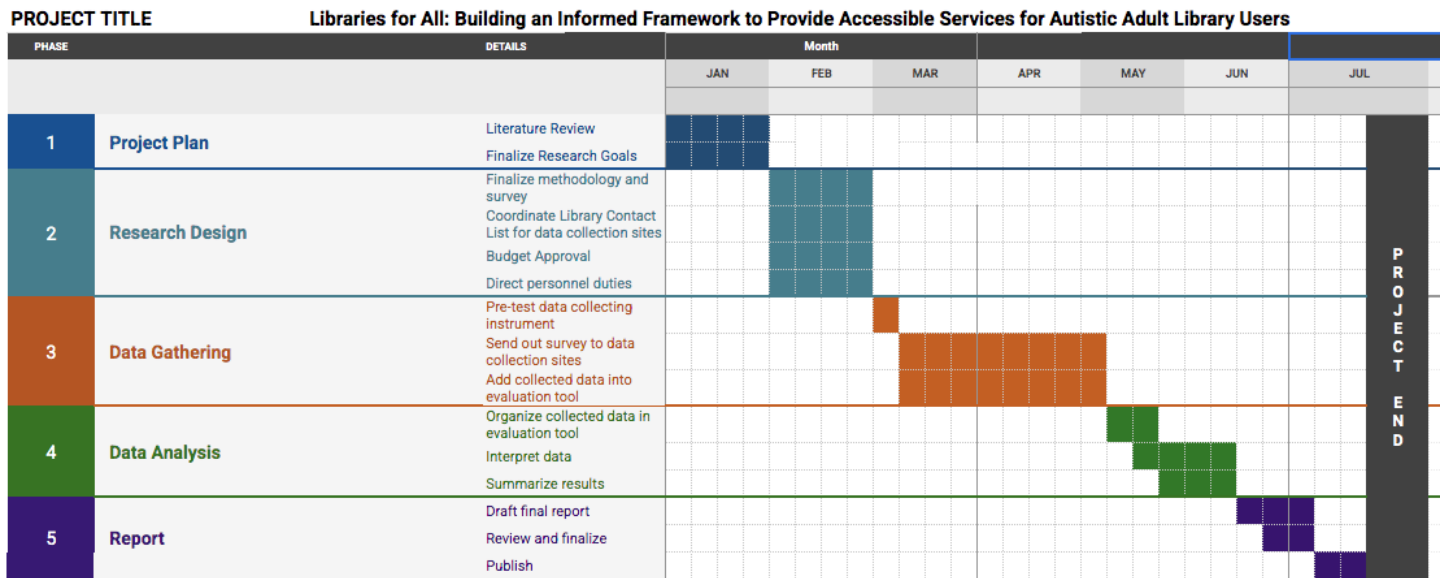
MLIS Student4 is a Librarian I. He received his MLIS degree from the University of South Florida. He holds a bachelor's degree in Computer Science from the University of Puerto Rico and 2 years of experience working in public libraries. He is responsible for literature review, data review, analysis, editing, and formatting.

MLIS Student5 is a Librarian I. She completed her MLIS at the University of South Florida. Her duties include organizing projects, assisting with inclusive survey questions, and distributing incentives.

MLIS Student6 is a Librarian I. She completed the MLIS at the University of South Florida. She holds a bachelor's degree in Psychology from the University of Texas at Austin with a minor in Educational Psychology, including 3 years of public library experience. She is responsible for editing, survey introduction, data analysis, summarization, and distribution of research results.

Timeline

PROJECT TIMELINE



Month	Stage	Objective
January	Project Plan	<ul style="list-style-type: none"> Literature Review Finalize Research Goals
February	Research Design	<ul style="list-style-type: none"> Finalize methodology and survey Coordinate Library Contact List for data collection sites Add collected data into evaluation tool
March-May	Data Gathering	<ul style="list-style-type: none"> Pre-test data collection tool Send out survey to participating data collection sites Add collected data into evaluation tool
May-June	Data Analysis	<ul style="list-style-type: none"> Organize collected data in evaluation tool Interpret data Summarize results
June-July	Report	<ul style="list-style-type: none"> Draft final report Review and finalize Publish

Budget

The primary costs for this proposal will be salaries for staff who create, analyze, and market the survey. Once the survey is designed using Google Forms, research assistants will reach out to the public libraries and autism support groups via email, online forums, and social media to encourage participation and distribution of the survey. In order to encourage participation, five \$100 Visa gift cards will be needed for those who provide their email address in the survey. Included are costs for advertising, should it be required for survey distribution.

Budget Item	Cost of Item	Total
Librarian I (7)	.015 x 40,000 = \$600 ea.	\$4200
Research Assistants (3)	75 hours @ \$ 20/hour	\$1500
Visa Gift Cards	5 @ \$100 each	\$500
Marketing	\$1000	\$1000
	Grand Total	\$7200.00

The staff must use the library conference room with desktop computers to plan, create, and send surveys. This will be reserved per office procedures based on their scheduled work hours. They will use their assigned library email addresses, Microsoft software (such as Word and Outlook), and Google Forms during the creation and distribution process. They will use similar products, such as Excel and Google Sheets, when receiving the survey results during the analysis and organization period.

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Member Contribution

All group members contributed ideas for each section, and at least one reference was included in the Literature Review.

Peter Krauss: Research Goal & Questions, editing, formatting, and suggestions for other sections. For the research design section: Sampling, data collection and analysis, expected outcomes, and edits/suggestions. Created the Google Forms survey and submitted it.

MLIS Student1: Needs Assessment section, literature research, brainstorming and consideration of title, review and editing of research design section, review and revisions of survey questions, help to draft PowerPoint slides, timeline section of draft 3, editing/suggestions

MLIS Student2: Significance of the Study, literature research, evaluation section, some sample logic, introduction to the survey and some survey questions, budget section of draft 3, PowerPoint, some editing, and formatting.

MLIS Student3: Literature Review writing and research. Overall editing with regards to the flow of the study and research questions, as well as editing the budget and personnel sections. Contributed to survey questions and slides. Researched and contacted the organization for Autism Research and My Autism Connection for Sarasota, Florida.

MLIS Student4: Literature review, survey questions, presentation slides, personnel section, reviewed references, reviewing, editing, and formatting, submission of each draft.

MLIS Student5: Significance of the Study; Editing of Needs Assessment; Suggestion of creating a specific task list with group members assigned to tasks and soft due dates included; Editing/Formatting in the overall document; Demo/Screening Questions; Edits to Survey intro and purpose sections; Presentation formatting and voice-over.

MLIS Student6: Needs Assessment, assisted with Sampling and Data Collection and Analysis, assisted with survey introduction and questions, assisted with the Personnel section, edited and formatted all three drafts in multiple sections, and assisted with presentation, gave suggestions for all sections.

Appendix A

1) Survey Instrument:

Title: *Providing Accessible Library Amenities for Autistic Library Users*

Introduction:

Thank you for considering participation in this survey. Public libraries have a core value of providing access to all their patrons. We are a research team studying how autistic adults experience public library services, both in-person and online. Our goal is to gain a deeper understanding of how autistic adults currently use, and would like to use, the public library.

Eligibility:

This survey is intended for:

- Autistic adults (formally diagnosed or self-identified)
- Caregivers or support persons of autistic adults

Purpose:

This survey aims to collect data and gather feedback on library usage among autistic adults. Your input will help inform accessibility practices in libraries across the United States.

Format:

The survey includes multiple-choice and open-ended questions and takes roughly 15 – 20 minutes to complete.

Compensation:

Autistic adults in the United States who participate will have the opportunity to enter a drawing to win one of five \$100 Visa gift cards. Winners will be randomly selected after the survey closes.

Voluntary Participation & Risks:

Participation in this survey is completely voluntary and anonymous. You may exit the survey at any time. However, participation has minimal risks, reflecting on personal experience. We encourage you to share your honest experiences, as your responses will help shape the future of library services.

Contact Information:

If you have any questions or concerns, you may contact the research team at: libraryservices@thelibrary.org

Part 0: Consent to Take Part in the Survey

I understand the information above. I agree to participate in this anonymous survey and allow my answers to be used for research.

- Yes, I agree and give my consent.
- No, I do not give my consent.

Part 1: Demographic/Screening Questions

1. Do you identify as autistic or as someone on the autism spectrum?
 - ☐ Yes, I have been diagnosed by a medical or mental health professional
 - ☐ Yes, I self-identify but do not have a formal diagnosis
 - ☐ No, but I am a caretaker or support person of an autistic adult
 - ☐ No **Routes to Submit*
2. What is your (or the person you support's) age?
 - ▽ Dropdown box with numbers 1 – 115 **Answering 1–17 routes to Submit*
3. In which U.S. state, district, or territory do you (or does the person you support) currently live?
 - ▽ I do not live in the U.S. or a U.S. territory **Routes to Submit*
 - ▽ Alabama
 - ▽ Alaska
 - ▽ American Samoa
 - ▽ Arizona
 - ▽ Arkansas
 - ▽ California
 - ▽ Colorado
 - ▽ Connecticut
 - ▽ Delaware
 - ▽ District of Columbia
 - ▽ Florida
 - ▽ Georgia
 - ▽ Guam
 - ▽ Hawaii
 - ▽ Idaho
 - ▽ Illinois
 - ▽ Indiana
 - ▽ Iowa
 - ▽ Kansas
 - ▽ Kentucky
 - ▽ Louisiana
 - ▽ Maine

- ☐ Maryland
- ☐ Massachusetts
- ☐ Michigan
- ☐ Minnesota
- ☐ Mississippi
- ☐ Missouri
- ☐ Montana
- ☐ Nebraska
- ☐ Nevada
- ☐ New Hampshire
- ☐ New Jersey
- ☐ New Mexico
- ☐ New York
- ☐ North Carolina
- ☐ North Dakota
- ☐ Northern Mariana Islands
- ☐ Ohio
- ☐ Oklahoma
- ☐ Oregon
- ☐ Pennsylvania
- ☐ Puerto Rico
- ☐ Rhode Island
- ☐ South Carolina
- ☐ South Dakota
- ☐ Tennessee
- ☐ Texas
- ☐ Utah
- ☐ U.S. Virgin Islands
- ☐ Vermont
- ☐ Virginia
- ☐ Washington
- ☐ West Virginia
- ☐ Wisconsin
- ☐ Wyoming
- ☐ Other U.S. location not listed

4. How do you identify your (or the person you support's) race or ethnicity? If self-description is more appropriate, select "Other" and enter your response.
(Select all that apply.)

- ☐ Black or African American
- ☐ East Asian (e.g., Chinese, Korean, Japanese)
- ☐ Hispanic, Latino/a/e/x, or Chicano/a/x
- ☐ Indigenous/Native (e.g., Native American, First Nations, Aboriginal)
- ☐ Middle Eastern or North African
- ☐ Multiracial or mixed race
- ☐ Pacific Islander
- ☐ South Asian (e.g., Indian, Pakistani, Bangladeshi)
- ☐ White
- ☐ Prefer not to say
- ☐ Other: _____

5. What is the highest level of education you have (or the person you support has) completed?

- ☐ Less than high school
- ☐ High school or equivalent
- ☐ Some college or vocational training
- ☐ Associate degree (e.g., AA, AS)
- ☐ Bachelor's degree
- ☐ Graduate or professional degree
- ☐ Prefer not to say

6. What is your (or the person you support's) current employment status? (Choose all that apply)

- ☐ Employed full-time
- ☐ Employed part-time
- ☐ Self-employed
- ☐ Unemployed and looking for work
- ☐ Unemployed and not looking for work
- ☐ Student
- ☐ Retired
- ☐ Prefer not to say

7. In which type of area do you (or does the person you support) currently live?

- ☐ Rural
- ☐ Suburban
- ☐ Urban
- ☐ Prefer not to say

8. Do you (or the person you support) identify with any other neurodivergent or mental health conditions?
(Select all that apply.)

- ☐ ADHD

- ☐ Anxiety
- ☐ Bipolar disorder
- ☐ Depression
- ☐ Dyslexia
- ☐ OCD
- ☐ PTSD
- ☐ I am not sure/I am exploring this
- ☐ Prefer not to say
- ☐ Other: _____

9. Do you (or the person you support) identify as a person with a disability, whether visible or invisible (e.g., physical, cognitive, sensory, or psychiatric)
- ☐ Yes
 - ☐ No
 - ☐ Prefer not to say

Part 2: Library Usage Questions

1. How often do you (or does the person you support) visit the library?
- ☐ Regularly (once a week to weekly) **Routes to question 2*
 - ☐ Occasionally (once a month to several times a year) **Routes to question 2*
 - ☐ Rarely/Have in the past (less often than once a year) **Routes to question 1.2 A*
 - ☐ I/they have stopped using the library **Routes to question 1.1 A*
 - ☐ Never **Routes to question 1.1 A*

1.1 A. What are your (or the person you support's) primary reasons for never visiting the library?

- (Paragraph answer)

B. What would need to change for you (or the person you support) to visit the library?

- (Paragraph answer)

** After 1.1A and B have been answered, the routes to part 3*

1.2 A. What are your (or the person you support's) primary reasons for stopping visiting the library?

- (Paragraph answer)

B. What would need to change for you (or the person you support) to visit the library again?

- (Paragraph answer)

** After 1.2 A and B have been answered, the continues to question 2*

2. What are/were your (or the person you support's) primary reasons for visiting the library?
 - (Paragraph answer)
3. How comfortable do you (or does the person you support) feel asking library staff for help?
 - Very uncomfortable 1 2 3 4 5 Very comfortable
4. If you (or the person you support) are not comfortable asking library staff for help, what are your reasons? If you do feel comfortable, type N/A
 - (Paragraph answer)
5. How comfortable do you (or does the person you support) feel with your/their library's environment?
 - Very uncomfortable 1 2 3 4 5 Very comfortable
6. If you (or the person you support) are not comfortable with your/their library's environment, what are the reasons? If you/they do feel comfortable, type N/A
 - (Paragraph answer)
7. Are there any changes that could be made to the library environment that would improve your experience with it? Please describe.
 - (Paragraph answer)
8. How comfortable do you (or does the person you support) feel attending library programs?
 - Very uncomfortable 1 2 3 4 5 Very comfortable
9. If you (or the person you support) are not comfortable with attending library programs, what are the reasons? If you/they do feel comfortable, type N/A
 - (Paragraph answer)
10. What types of programs appeal to you (or the person you support) the most?
 - (Paragraph answer)
11. What would you (or the person you support) like to see improved in the program spaces?
 - (Paragraph answer)

12. Are you (or the person you support) interested in an event space with sensory objects and areas?

- Yes
- No
- Maybe
- Other: _____

13. What would you (or the person you support) include in your ideal library space design?

- (Paragraph answer)

14. What is something the library or librarians do well and that you (or the person you support) have enjoyed when visiting in the past?

- (Paragraph answer)

Part 3: Technology resources

* FULL TECH LIST:

- Digital Collections & Access
- E-books and audiobooks
- Online databases
- Streaming services
- Digital magazines and newspapers
- Desktop computers
- Printers, copiers, and scanners
- Wi-Fi access
- Assistive technology
- 3D printers
- Laser cutters
- Vinyl cutters
- Sewing machines
- Robotics kits
- Digital media labs
- Tech help sessions
- Digital literacy workshops
- Coding or STEM programs for various age groups
- Online learning platforms
- Wi-Fi hotspot checkouts
- Laptop or iPad checkouts
- eReader checkouts
- Calculator or other student tool checkouts

1. How often do you (or does the person you support) use the library's technology resources?

- Regularly (once a week to weekly) **Routes to question 2*

- Occasionally (once a month to several times a year) **Routes to question 2*
- Rarely/Have in the past (less often than once a year) **Routes to question 2*
- I/they have stopped using the library's technology resources **Routes to question 1.2 A*
- Never **Routes to question 1.1 A*

1.1 A. What are your (or the person you support's) primary reasons for never using the library's technology resources?

- (Paragraph answer)

B. What would need to change for you (or the person you support) to use the library's technology resources?

- (Paragraph answer)

** After 1.1 A and B have been answered routes to part 4*

1.2 A. What were your (or the person you support's) primary reasons for using the library's technology resources?

- (Paragraph answer)

B. What would need to change for you (or the person you support) to use the library's technology resources again?

- (Paragraph answer)

** After 1.2, A and B have been answered the routes to question 2*

- 2.** Which library technology resources do/did you (or the person you support) use? If the technology resource/s you or they used are not listed, please select "Other" and enter your response. (Select all that apply)

☐ Box checklist of FULL TECH LIST

- 3.** What are/were your (or the person you support's) primary reasons for using the library's technology resources?
- (Paragraph answer)
- 4.** Are there any specific technology resources or software you (or the person you support) would like to see offered by the library?
- (Paragraph answer)
- 5.** What improvements to digital services or technology would you (or the person you support) like to see made by your library?
- (Paragraph answer)

Part 4: Anything else?

1. Is there anything else you would like to share about your experiences with the library?
 - (Paragraph answer)

Part 5: Gift card

1. Thank you for participating in this survey and shaping our libraries' future. If you would like to be entered to be randomly selected for a gift card, please enter your email here:
 - (Short response answer)

SUBMIT