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Peer-Reviewed Article

Listening, Learning, Accommodating: A Critical Look at Inclusive Research Help

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ABSTRACT

Research consultations continue to be a valuable means of connecting with users and supporting their research needs. As we've received an increasing number of research consultations where one or more accommodations have been requested, the Kennesaw State University Libraries have been exploring ways to provide accommodations in research consultations. Since there is a lack of research on this specific facet of research consultations, this literature review focuses on the related topics of assistive technology in libraries, accommodations in library services and spaces, and library anxiety to show how these topics relate to providing accommodations in research consultations. The objective of this literature review is to show what research there is related to the topic of accommodations in research consultations and to start a larger conversation around this topic.

KEYWORDS

Research consultations, accommodations, reference services, academic libraries

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Introduction

Research consultations, or research appointments, are a service many academic libraries have been providing for years. These consultations provide opportunities for librarians to work with users one-on-one or in small groups and deliver in-depth research assistance and guidance specific to the user's research topic (Magi & Marduesz, 2013). A central goal of research consultations and appointments is to assist users in locating resources and accessing information as they conduct research. In pursuing this goal, individual user needs like disability-related accommodations may be overlooked, which can impact the overall effectiveness of a research consultation. If a user wants or needs an accommodation to get the most out of a research appointment, is the library ready and able to support that user and their specific needs?

The Kennesaw State University Libraries have been providing research consultations for several years, and in 2021 we began offering specific accommodations for them. The accommodations users can currently request for their research consultation includes note taking, enlarged text, live captioning in online appointments, and the use of a screen reader. By adding a field to our research consultation request form that says, "if you want to request accommodations, please select from the following options," we offer a way for our users to request accommodation when they schedule an appointment. While this is a great initiative that continues to support the needs of our users, there was no record or documentation of how these accommodations were being supported. Unfortunately, literature on this topic is extremely limited at this time (Flak & Harding, 2025). This article reviews literature on and related to providing accommodations in research consultations and looks at how libraries are supporting the needs of differently-abled users in various contexts besides consultations. The goal of this article is to start a larger conversation about providing accommodations during research consultations.

Language

Language shapes perceptions and impacts inclusion. Many neurodivergent communities, including Autistic, Blind, and Deaf communities, generally prefer Identity-First Language (IFL) (e.g., *Autistic person*) because it affirms identity and culture. Our preference aligns with these community trends toward IFL unless a community prefers Person-First Language (PFL) (e.g., *person with Down syndrome*). Our commitment remains to respect individual and community voices in all work. We recommend that others who have questions consult the American Library Association (ALA) [Accessible Communication Styles](#), respect the preferences of individual people, and when uncertain, ask respectfully when appropriate to the situation (Pineo, 2025).

Background Information on Research Consultations and Appointments

There are numerous ways to define research consultations in scholarly literature, but Magi and Marduesz's (2013) definition is general and inclusive. They define research consultations as "a reference service in which the librarian meets with a student (or several students who are working together on a group project) in a scheduled session away from the reference desk" (p. 605). Their definition only mentions students as research consultation users when faculty and staff could also benefit from having a research consultation, but otherwise it is a good and broad understanding of the service. Research consultations are often seen as an extension of reference services, where an individual or small group can get in-depth research assistance that focuses on their specific needs (Magi & Marduesz, 2013). Historically, many libraries have provided this type of service for decades. Services like this first started appearing in the literature in the 1970s and 1980s, but it could be argued that "term paper clinics" were the first iteration of this kind of service (Savage, 2015, p. 578). The Kennesaw State University Libraries provide in-person and online research consultations that are scheduled for one hour and are available to all Kennesaw State University students, faculty, and staff.

Upon reviewing the literature on research consultations, only one article was found that mentions providing accommodations during these appointments (Flak & Harding, 2025). Flak and Harding's article focuses on using University Design for Learning (UDL) as a framework and applying that to research consultations (2025). This includes recommendations like "making it easy for your audience to see, hear, and reach out to you" and providing your audience with multiple means of representation (2005, p.105). Because of the lack of literature directly related to our topic, our group also researched the use of assistive technology in libraries, accommodations in other library services, and accommodations related to library spaces. We also researched library anxiety as it relates to users' perceptions of libraries and how that impacts the usage of library services, like research consultations (Brown, 2011; Lund, 2020).

Assistive Technologies in Libraries

The integration and effective use of assistive technology, or tools designed to enhance the functional capabilities of individuals with disabilities, are critical in ensuring that all patrons have equitable access to research consultations and other services. According to the Assistive Technology Act of 1998, assistive technology (also commonly called "adaptive technology") consists of "any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities" (Booth, 2012, p. 14).

Assistive technologies come in all shapes and forms. Mishra (2023) identifies various types that are crucial in library settings, including screen readers, Optical Character Recognition (OCR), Braille displays, electronic magnifiers, voice assistants, mobile apps, tactile graphics, and

navigation systems (p. 2). These technologies are essential for providing access to information and resources for individuals with disabilities, ensuring that they can participate fully in academic and research activities. Screen readers, for instance, convert text displayed on a screen into speech, making digital content accessible to visually impaired users. In the digital age, these tools are critical to providing accessibility for students doing research.

One of the most studied and implemented areas of assistive technology in libraries is the accessibility of databases and websites. Despite advancements, significant gaps remain in this area. Tatomir and Durrance (2010, as cited in Rysavy, 2020) evaluated the accessibility of library databases to adaptive technology users and discovered that a majority of the 32 databases audited were not accessible and failed to meet basic accessibility requirements (p. 73). Willis & O'Reilly (2020) tested database vendors on accessibility criteria and found that of the 227 databases tested, only ten fully matched the claims made on the Voluntary Product Accessibility Template (VPAT) for the 11 criteria assessed. The biggest barriers to accessibility were related to downloadable files' OCR, skip navigation, transcripts, and alternative text (p. 8). Finally, Rybin Koob (2022) examined multiple digital accessibility tools, including screen readers, and found that there were several common issues that made them unusable, including incorrectly labeled elements, elements not accessible to screen readers, or things simply not programmed correctly that proved to be barriers to those needing this technology (p. 10). These findings indicate that libraries cannot rely solely on vendors to implement this technology. They need to actively evaluate and address accessibility gaps beyond vendor claims. Libraries must conduct regular accessibility audits and work closely with technology vendors to ensure that their digital resources are fully accessible to all users.

Mishra (2023) outlines a framework for implementing assistive technology in libraries, emphasizing a community-centered approach (p. 6). Similarly, Booth (2012) suggests that the most important step is understanding the needs of the community served (p. 21). Libraries should engage with their patrons to identify specific accessibility needs and preferences. This can be achieved through surveys, focus groups, and direct consultations with users who have disabilities. By involving the community in the decision-making process, libraries can ensure that the assistive technologies they implement are relevant and effective.

The implementation of assistive technology is often hindered by various barriers, including accessibility awareness, infrastructure and resources, compatibility and integration, and accessibility barriers in library resources. Mishra (2023) discusses how "Libraries need to have the necessary infrastructure, such as accessible workstations, devices, and software, to support the implementation of assistive technologies. Limited resources and budget constraints can pose challenges in acquiring and maintaining these technologies." (p. 4). One of the most discussed barriers to implementing this technology in libraries was staff training and education. Mulliken (2017, as cited in Michalak & Rysavy, 2020) noted that librarians often lack training in disability services, which affects their ability to confidently assist Blind users with screen readers

and adaptive technologies (p. 298). This gap in staff knowledge and training further complicates the effective implementation of assistive technologies.

While the literature extensively covers some assistive technologies in libraries, there is a limited focus on their application in research consultations specifically. Additionally, the literature heavily focuses on website accessibility, often overlooking other forms of adaptive technologies. This gap highlights the need for more targeted research to understand how assistive technologies can be better integrated into research consultations to support users with disabilities.

Accommodations and Library Services

When discussing accommodations and library services, studies generally focus on accommodations in instruction, both synchronous and asynchronous. Research has found that instruction and instruction materials using a form of Universal Design for Learning (UDL) benefits students with and without disabilities. UDL is a framework for designing learning experiences that accommodate individual student needs, including students with disabilities, different learning styles, and backgrounds (Zhong, 2012).

Studies have looked at a variety of different ways to use UDL in library instruction. Some examples include redesigning LibGuides (online research guides) into tutorial modules and ensuring that PowerPoint presentations are accessible and meet ADA requirements (Webb & Hoover, 2015; Zhong, 2012). These studies have shown that applying UDL to library instruction not only benefits students with reported or immediately apparent disabilities but also students with no reported or immediately apparent disabilities (Zhong, 2012). This is important because prior research has generally focused on apparent disabilities, while ignoring disabilities that are not as apparent (Roberson et al., 2022). Proactively implementing UDL when developing instruction materials benefits all users and alleviates the need for students to disclose a non-apparent disability (Roberson et al., 2022).

Law and professional guidelines provide us with structure and ideas on how to accommodate students with disabilities, but we should aim not only to meet these policies but to go beyond what is legally required of us to meet student needs (Whitver 2000). To do that, librarians must make services accessible to students with varied disabilities as “noted by the American Library Association (ALA) in 2009, [though] there has been little discussion of expanding the concept of accessibility beyond what is required by laws like the 1990 Americans with Disabilities Act,” and the specific needs of neurodivergent users tend to be an afterthought or ignored altogether (Ellis, 2005, p. 253).

Whitver (2000) discourages simply “retrofitting” established structures because the accommodations process can be burdensome and “other[ing]” for students with disabilities (pp. 383-384). Instead, it is suggested that instructors integrate social justice principles into the initial design, utilizing UDL to create learning experiences that will enhance learning for

everyone while still centering disabilities. This helps minimize reliance on student disclosure and to ensure a more level playing field for all users. However, even when libraries are responding to accessibility needs rather than proactively meeting them, they can uncover specific issues by working with users with disabilities. Although these suggestions were specifically about library instruction, including asynchronous materials like LibGuides and tutorials, they could also apply to research consultations.

Working closely with students with disabilities can pinpoint accessibility problems in libraries, thereby allowing librarians to tackle these problems and meet student needs. In their initial literature review, Rysavy & Michalak (2020) detail the experience of a library director and director of institutional research evaluating the accessibility of their electronic resources, which was precipitated by the university and library having their first Blind student. This required them to get up to speed on accessibility best practices. There is a history of students with disabilities filing complaints when academic libraries do not provide equal access to digital content, and libraries have not always been proactive about assuring this access. Rysavy & Michalak discussed a 2015 survey on web accessibility conducted by Utah State University which revealed LibGuides' accessibility stayed the same or got worse in LibGuides 2.0, which is concerning (2020). They also cited the Tatomir Accessibility Checklist (TAC), an evaluation tool which focuses on important features users of adaptive technology use and assesses the presence or absence of these features within library databases (Rysavy & Michalak, 2020).

Databases and library websites can take a long time to load using assistive technology. Some solutions include implementing VPATs to uncover partial compliance. WAVE (Web Accessibility Evaluation Tools), a series of evaluation tools that helps make content more accessible, uncovers red flags, and the authors used that to audit their electronic resources (e.g., Gale Power Search, ProQuest Academic Central, Springshare: LibGuides and A-Z Databases, and JSTOR). From this, they discovered that they needed a browser extension for it to work with OpenAthens. A-Z Databases had 149 errors, EBSCO 88, and the average was 31.3. Their solution was to work with vendors for resolutions and conduct a usability study with a Blind student worker (Rysavy & Michalak, 2020).

Continuing their research in their second column in the series, Michalak & Rysavy (2020) conducted a usability study with a Blind student worker using JAWS, an assistive technology used for screen reading. They found that expanding side menus caused problems because they do not read the way links do (although links can be inserted to help); documents not scanned with OCR are unreadable, and many images did not have alternative text. They included another literature review focusing on adaptive technology. The problems they found included searching for full text without being sure that PDFs were scanned with OCR and linked full-text articles (which are not identifiable as accessible). They also found that lack of empathy for students by staff was common but better among librarians with disabilities themselves. The usability study compared EBSCO and ProQuest, with the latter faring better. Although they were

not writing specifically for research consultations, their findings are relevant to ensuring access and accessibility for e-resources that may be shown to students in consultations.

Other studies discuss accessibility and the ways to make materials and resources available to everyone. For instance, Applin (1999) covers relevant areas such as preparation (proactive), communication, training, and assistive technology, and the problem of a lack of disclosure and knowledge of student needs. Learning preferences and options for different modalities should be taken into account, and handouts and visual aids with jargon avoided or explained should be provided. The importance of communication and training remains applicable.

In addition to more apparent disabilities, such as low vision and blindness, those with non-apparent disabilities and neurodivergent users are also crucial to consider when implementing accommodations in libraries. McMullin and Walton (2019) focus on how to inform all library workers regarding traits common to the autism spectrum. For research help specifically, they give advice on how to approach face-to-face interactions, taking into consideration the way Autistic students might think and approach assignments and tasks. It is important to keep in mind that autism is a non-apparent disability; people will not necessarily know whether a student has autism when interacting with them before or during the research consultation. Students are not required to self-disclose, and the presentation of traits common to autism will vary due to the wide range and non-linear aspect of the autism spectrum. A variety of factors affect this and students' diagnoses, including but not limited to gender and age. For instance, women and older students are more likely to be socially conditioned to and practiced at masking and often present differently (Belcher, et al., 2023, p. 3119). McMullin and Walton's (2019) book has suggestions and guidelines for interacting with Autistic students. For example, asking questions is important and generally good practice when working with any patron. However, it is important to keep in mind our limitations while behaving in a professional manner and treating students with respect, remembering that we are not qualified to diagnose students with any disability, nor should we ask them if they have a diagnosis (p. 31). Instead, we can look for some signs common to the autism spectrum. Some students might exhibit an "unusual flow of conversation and lack of back-and-forth dialogue" as well as certain cognitive strengths (McMullin and Walton, 2019, p. 31-32). Generally, librarians and instructors "have not found interactions to be more difficult than working with neurotypical students, just a bit different" (McMullin and Walton, 2019, p. 34), and McMullin and Walton (2019) suggest using direct language, informing students of rules, and asking concrete questions (p. 38). Being aware of "executive functioning, particularly multitasking/mental flexibility" is important, because "Not everyone can take notes and actually absorb the content simultaneously" (McMullin and Walton, 2019, p. 41). While apparent disabilities may be easier to identify and meet, it is just as critical to meet those with non-apparent disabilities by learning about them and creating accommodations tailored to them.

A combination of UDL and learning about specific disability needs had the potential to greatly improve library services where users interact with a library's tools and librarians, such as in research consultations. While UDL offers a way to proactively meet the needs of users with or without disabilities, working closely with or learning about users with disabilities can help target accessibility gaps in library services. Similarly, this approach may be applied to library spaces.

Accommodations in Library Spaces

In the United States, the Americans with Disabilities Act (ADA) establishes guidelines for making spaces accessible to individuals with disabilities and sets minimum legal requirements for compliance. Meeting the minimum expectations of ADA regulations means having things like wheelchair ramps, handicap accessible doors and bathrooms, and having Braille signage in buildings (Kowalsky & Woodruff, 2017; Samson, 2011; Schomberg & Corley, 2022). While companies and businesses are only required to meet the minimum expectations, those expectations do not cover the wide variety of accessibility needs that users may have. Libraries, like many other organizations and businesses, must comply with ADA regulations, but meeting the minimum requirements does not always meet the needs of all library users or make the library truly accessible or inclusive.

Historically, library spaces were often built with a specific use in mind and ADA regulations were seen as something that needed to be met but not necessarily surpassed (Kowalsky & Woodruff, 2017; Schomberg & Corley, 2022). In more recent years, studies have been conducted in libraries with the goal of creating spaces with specific user needs in mind. This can be seen in the literature where libraries have created spaces that are either more inclusive and welcoming to a wider variety of users or spaces that specifically target the needs of neurodivergent users (Cox, 2023; Walton & McMullin, 2021). This section of the literature review focuses on studies that mentioned creating or redesigning physical spaces for specific user groups, so we could learn about what we could potentially incorporate into our research consultation service and our consultation rooms.

Many libraries have done studies or gone through redesigns in an effort to make their buildings and spaces more accessible. These studies and redesigns have often focused on complying with ADA regulations, like making sure the aisles between stacks are wide enough for wheelchairs, walkers, and strollers; or providing seating and tables that are at various heights (Samson, 2011; Schomberg & Corley, 2022). Sometimes library spaces are rethought or modified after observing that the needs of their users are not being met, and sometimes spaces are changed to meet new user needs when the original use for the space is no longer relevant. These are two of the most common reasons for changing library spaces that other researchers have published on in the past, but in recent years there have been a few studies on redesigning library spaces that focus on going beyond ADA compliance to meet user needs that had not been considered previously but are becoming more common.

A common theme of accessibility is known as the “curb cut” effect. This phenomenon is likened to the practice of cutting a slope into a curb to make it wheelchair accessible to fulfill ADA requirements. However, cutting curbs makes sidewalks easier to use for many people who do not use wheelchairs (like parents with children in strollers) (Karp, 2011; Slagus, 2024). Likewise, focusing on the accessibility needs of one group of students with disabilities can result in changes that benefit all students. Librarians at West Chester University researched ways they could make their academic library more welcoming for Autistic students (Walton & McMullin, 2021). Other libraries have done studies and created spaces that take the sensory needs of neurodivergent users into account (Schomberg & Corely, 2022). While this may seem like a very specific user group to focus on, one of the studies noted that the 2015 National Autism Indicators Report stated that “36% of young adults on the autism spectrum attended postsecondary education” (Roux et al., 2015, as cited in Walton & McMullin, 2021, p. 57). This data confirms that Autistic students have been part of higher education for years and will continue to be, and their needs should be considered and accounted for in some way. Walton and McMullin (2021) identify sensory processing challenges as one of two main factors impacting Autistic students’ ability to use library spaces. Sensory processing challenges relate to the sounds, lights, smells, and other sensory experiences within a space. Walton and McMullin’s study emphasizes the creation of spaces that reduce or provide users with some control over sensory experiences that can potentially cause discomfort or even pain for users (Walton & McMullin, 2021). ASD has a very strong relationship with sensory processing challenges that can include hypersensitivity or hyposensitivity (McMullin & Walton, 2019; Walton & McMullin, 2021). For hypersensitive people, things like smells, colors, and sounds are often stronger, brighter, or louder, which can cause stronger reactions to these stimuli (McMullin & Walton, 2019; Walton & McMullin, 2021). By comparison, hyposensitive people can be attracted to or even seek out these kinds of stimuli, which can cause distractions (Walton & McMullin, 2021). Walton and McMullin’s research even includes reports where Autistic students said they avoided certain spaces that tended to overstimulate them, and some reported that their sensory sensitivities interfered with their ability to study (2021). Having low sensory spaces or technology that can help moderate or mitigate stimuli can make library spaces more inclusive for Autistic students and other users with similar needs (Walton & McMullin, 2021; Cox, 2023).

While none of the sources we came across specifically mentioned spaces where research consultations are held, one source did look at the design of academic library study spaces. The source mentioned that the study spaces in academic libraries can “influence student engagement, sense of belonging, development of agency and motivation for academic success” (Schomberg & Corely, 2022, p. 574). While a research consultation space is not the same as a study space, it is not a stretch to assume that the space these consultations are held in can impact how the consultation goes and what the user gets out of it. It makes sense to consider not only how research consultations are being conducted but also where they are being conducted and how the location impacts the research consultation. Accessibility is about making sure

students can use resources and services with minimal to no barriers, but sometimes other factors create additional usage hurdles.

Library Anxiety

Library anxiety has the potential to impact research consultations in academic libraries. While direct studies on library anxiety and research consultations are limited, insights from library anxiety research related to reference desk interactions offer useful parallels, suggesting that similar challenges and strategies may apply in the context of research consultations.

The concept of library anxiety was first introduced by Constance Mellon in 1986 and later refined by many, including Sharon Bostick in 1992. Brown (2011) provides a comprehensive overview of the foundational work of Mellon (1986) and Bostick (1992), who respectively identified and measured library anxiety, with Bostick developing the Library Anxiety Scale. Brown's (2011) review of the literature revealed that most agree "that library anxiety is comprised of a user's lack of familiarity and confidence in using the library, which contributes to feelings of inadequacy" (p. 310). In addition to summarizing the literature on library anxiety, Brown (2011) also points out that much of the literature on library anxiety takes a deficit approach and focuses on "weaknesses in library services as opposed to the efforts that go into creating and implementing new processes, services, and programming" (p. 312). Brown recommends reference librarians as prime candidates to help combat library anxiety for students given their ability to adapt, change, and innovate new services.

Nieves-Whitmore (2021) connects library anxiety to the design of academic library spaces, noting that library design influences the comfort of the user. Nieves-Whitmore (2021) draws an important connection between the perceptions and expectations of students about "what a library 'is' and 'should' be," and the anxiety students may experience about using the library, which highlights both personal and psychological factors of anxiety (p. 495). These perceptions, expectations, and psychological factors extend to the consultation environment itself. A well-designed consultation space—whether physical or virtual—should feel welcoming and accessible. Similar to Nieves-Whitmore's attention to the psychological factors behind library anxiety, McAfee (2018) connects Helen Block Lewis's 1971 research on shame theory to Mellon's original research on library anxiety. McAfee (2018) emphasizes the role of shame in library anxiety, where students feel self-conscious about exposing their knowledge gaps, and "the shame is reflected in the belief that one has failed to meet the librarian's basic expectations of library knowledge" (p. 248). This insight is particularly relevant to research consultations, as students may feel ashamed of asking for help and hesitate to voice concerns during the appointment.

While space may be one of the first barriers to entry and triggers of library anxiety, miscommunication, or communication breakdown during an interaction with a librarian can exacerbate a student's library anxiety, fuel psychological discomfort, and affect shame. Though focused on reference interactions with international students, Lund's (2020) discussion on

anxiety-uncertainty management theory is highly relevant for mitigating library anxiety in research consultations and may prove useful in developing research consultation accommodations. The anxiety-uncertainty theory suggests that a high level of uncertainty in a situation can trigger anxiety, which in turn inhibits effective communication. Lund (2020) notes that students may feel overwhelmed by the complexity of academic research, leading to communication breakdowns or a lack of communication altogether. The anxiety-uncertainty theory may be useful to apply to research consultations, especially given that a research consultation amounts to a longer and more in-depth reference interaction.

In the context of research consultations, library anxiety may manifest even more prominently due to the length and personal nature of the interaction. Students may feel additional pressure to demonstrate research competence or worry about exposing gaps in their knowledge, as highlighted by McAfee's (2018) discussion of shame and self-consciousness. The extended time frame and one-on-one format of research consultations can exacerbate feelings of inadequacy if not carefully managed. However, insights from these studies suggest that fostering a supportive, empathetic environment and employing strategies to reduce uncertainty, as described by Lund (2020), can mitigate these effects. By recognizing and addressing library anxiety, research consultations have the potential not only to improve students' research skills but also to build their confidence in engaging with library resources.

Conclusion

Our review of the literature has shown that there is a lack of research focused on providing or supporting accommodations in research consultations. Due to the lack of literature on this topic, we explored other areas of research related to assistive technology, accommodations in libraries, library spaces, and library anxiety. Our exploration showed that libraries have been taking the accessibility needs of their patrons into account in many other areas, so exploring how accommodations can be provided during research consultations is a natural progression of this trend. By considering if library services, like research consultations, can be made more accessible for users, libraries can go beyond ADA compliance to meet more user needs.

By exploring the literature related to this topic, we were able to identify areas where there is a wealth of information and areas where there is not as much of it. For example, there is a considerable amount of literature on assistive technology in libraries, discussing the ethical and legal importance of having assistive technologies readily available when users need them. As public institutions, libraries are legally obligated to provide access to materials and services for all users, and the literature documents a multitude of ways that libraries are making sure to fulfill this requirement. By comparison, there is not as much literature on how libraries are supporting users that are neurodivergent, and there are likely other user populations that need to be considered as well. Some publications discuss these topics, but their relationship with research consultations is unclear. For example, library anxiety is an established topic in library

science literature, but the impact it can have on research consultations has not been widely researched or published on. Based on Walton and McMullin's (2021) article that talks about ways to make academic library spaces more welcoming for Autistic students, some of these users could experience library anxiety that prevents them from requesting a research consultation with a librarian. While Walton and McMullin's article does not explicitly mention library anxiety, it does mention how aspects of library environments can increase anxiety in Autistic students. This information could be used to begin exploring the ways that library interactions and services can unintentionally cause anxiety in users and changes that could be made to library spaces or services to reduce the amount of anxiety users experience in library spaces.

Further research needs to be conducted on how to support accommodations in research consultations. This includes methods for reducing user anxiety, tools for regulating sensory stimuli, recommendations for assistive technologies, and layout changes for research consultation rooms and other library spaces. This research will support current and future library users by taking more user needs into account. While these accommodations and changes are being researched with specific user groups in mind, the resulting changes could benefit all library users, similar to how applying Universal Design for Learning to instructional materials can benefit all students by making information and materials more accessible.

At the Kennesaw State University Libraries, we have started developing documentation and best practices for providing some accommodations during research consultations. The Kennesaw State University Libraries began offering a limited number of accommodations roughly four years ago, but up until the last year or so our patrons rarely requested any accommodation for their research consultation. In the past year, the Research Consultation Service has seen a dramatic increase in the number of consultations being scheduled where the patron has requested one or more accommodation. Upon noticing this increase, we began to develop best practices for these accommodations to standardize the processes we use and to train all the librarians administering consultations on how to provide the accommodations we offer, with the ultimate goal of enhancing the support we offer to our patrons.

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