

authors. A special focus on literature from a variety of cultural perspectives adds a further layer of usefulness.

The book proposes concrete lessons, such as author profiles that showcase one work by the poet and include a related instructional activity. Advice from the author and from professional poets on the process of introducing poetry to children complements the book's collection development utility. The author also offers practitioner perspectives, mostly from school librarians with public librarians and teachers interjecting occasionally.

Poetry Aloud Here refers liberally to other publications, including research on poetry as a component of literacy (conducted by the author herself). As in the original, this new edition features extensive bibliographies of both poetry anthologies and collected works of selected poets. Appropriately, the author acknowledges the internet as a powerful resource for information on poetry, poems, and authors and shares links to and annotations of numerous websites focusing on poetry appropriate for young people.

Considering the infusion of Common Core State Standards (CCSS) into the guidelines of most American educators, this update arrives at an apt moment. Allowing for the fact that poems are suggested as frequently as stories as textual examples in the Common Core's English and Language Arts standards, guidelines on implementing poetry programming should be welcome in any elementary or middle school (www.corestandards.org/ELA-Literacy).

Although updated and expanded, the key message matches that of the 2006 version, and budget-conscious holders of the original may consider retaining it. However, librarians who would like to supplement a professional collection on a frequently overlooked topic will find this volume essential.—*Deidre Winterhalter, Youth Services Librarian, Hinsdale Public Library, Warrenville, Illinois*

Programming for Children and Teens with Autism Spectrum Disorder. By Barbara Klipper. Chicago: ALA, 2014. 152 p. Paper \$45 (ISBN: 978-0-8389-1206-5).

Library programming for people with special needs, including autism spectrum disorders, is more common than ever. But the increase in the level of programming corresponds to an increase in the number of questions that library staff must ponder: What is the best way to serve people with autism spectrum disorders? Should libraries offer special programs for people with disabilities or provide programming that serves users with and without disabilities? And, once goals have been established, what resources are needed to accomplish them? Some previously published books have offered tips on programs such as sensory storytimes, but Barbara Klipper's book *Programming for Children and Teens with Autism Spectrum Disorder* (ALA Editions, 2014) is a stand-out on this topic.

Written by a librarian who is also the mother of two sons who have autism spectrum disorders, the book offers much for the practitioner who would like to start programming

or expand upon offerings for children and teens on the spectrum. In addition to the author, other notable consultants—including doctors, speech pathologists, and music therapists—played a role in putting the book together. In addition to defining terms and introducing best practices, the book is well indexed and includes quite a few appendixes and resources (booklists, rhymes, sensory activities, autism-specific vendors, and websites).

Divided into various sections by age group, the book addresses the expectations, visual supports, seating, inclusion tactics, outreach, marketing, transitions, and other factors that librarians must consider when planning such special events. Klipper's writing is extremely down-to-earth and accessible, and she includes a reminder about using "people first" language in events and marketing.

The author clearly has put an impressive amount of effort and research into this endeavor. She not only offers great program and craft ideas for all ages (even for the tricky tween and teen years) but also provides caveats that might be unfamiliar to many librarians, such as the fact that Play-Doh is not appropriate for use by those with gluten allergies, a condition common to many people with autism spectrum disorders. Pull-out boxes in each chapter add to the clean layout and also provide excellent tips and anecdotes from successful programs in libraries nationwide. Photos and visual storyboards add to the ease of use—kudos here goes to ALA Production Services for putting together an attractive title, not just a useful one.

This book is a must-read for any librarian seeking to begin or enhance programming for those on the spectrum—it is a great get-started guide that is thoroughly engaging.—*Sharon Verbeten, Children's Librarian, Brown County Central Library, Green Bay, Wisconsin*

The Quality Infrastructure: Measuring, Analyzing, and Improving Library Services. Ed. by Sarah Anne Murphy. Chicago: ALA, 2014. 186 p. Paper \$60 (ISBN: 978-0-8389-1173-0).

Organized, comprehensive assessment of a library's infrastructure (broadly defined as its programs and personnel) is a necessity but one that can too easily fall by the wayside. Most libraries will run the occasional user survey, but how many gather assessment data with a focused, systematic plan? Lack of time, expertise, training, administrative support, and staff are common barriers that prevent libraries from engaging in assessment.

Sarah Anne Murphy, currently the coordinator of research and reference for the Ohio State University Libraries, has compiled eleven interesting and useful examples of how some academic libraries and information organizations have addressed these universal problems. There is certainly no shortage of useful materials on academic library assessment; see, for example, Joseph R. Matthews' *Library Assessment in Higher Education* (Westport, Conn.: Libraries Unlimited, 2007; 2nd edition forthcoming in Fall 2014) and *SPEC Kit 303: Library*

SOURCES

Assessment (Washington: Association of Research Libraries, 2007) by Stephanie Wright and Lynda S. White.

Murphy's collection of case studies is a worthwhile addition, especially because it emphasizes the need for libraries to devote the necessary staff and resources to their assessment programs. "A library can only continuously improve and effectively respond to the needs of the individuals it serves," writes Murphy, "by dedicating the human, financial, and capital resources required to support effective assessment" (viii). Each organization profiled in the book has allocated the resources necessary for assessment, and each one provides an overview and background of its existing assessment program, an explanation of its theoretical framework, a description of its staff roles, and examples of specific activities and programs that have helped effect lasting improvement and change.

It is clear from these essays that excellent assessment programs are not launched overnight. For example, authors Steve Hiller and Stephanie Wright shed light on how much time and effort was required to bring the University of Washington Libraries to its current "culture of assessment" (2). Activities of a "Task Force on Library Services" in 1991, including a faculty/student satisfaction survey, laid the groundwork for successively more systematic assessment programs. Today, the institution's Libraries Assessment and Metrics Team is comprised of a team chair, director of assessment and planning, and a part-time librarian, who implement a wide range of assessment tools that directly inform the work of the libraries' strategic planning.

Although most of the chapters include notes for further reading, a useful addition to the book would be an appendix listing assessment resources for those readers unfamiliar with the basic techniques and the formal systems mentioned by many of the chapter authors, such as the Baldrige Criteria for Performance Excellence, Lean Six Sigma, Balanced Scorecard, and Project Management Professional (PMP). Further, the title of the collection is a bit misleading about its scope: no public or K–12 libraries are included. The organizations profiled are primarily libraries at research-intensive universities, including University of Washington, University of Virginia, University of Arizona, Emory University, and Syracuse University. The University of Richmond, along with the Ontario Council of University Libraries and the National Institute of Standards and Technology (NIST) Information Services Office, provide insights from the perspective of a smaller liberal arts college, an academic library consortium, and a special library, respectively.

In her introduction, Murphy does emphasize the primarily academic focus of this collection of essays; however, the book certainly offers key takeaways for librarians working in other types of institutions as well. The overall message in this interesting title is that an organized, thoughtful library assessment program is not a luxury but rather a necessity for the continual development of a strong library infrastructure that will serve library staff and patrons for years to come.—*Jennifer A. Bartlett, Head of Reference Services, University of Kentucky, Lexington, Kentucky*

The Reference Interview Today: Negotiating and Answering Questions Face to Face, on the Phone, and Virtually. By Dave Harmeyer. Lanham, MD: Rowman and Littlefield, 2014. 154 p. Paper \$45 (ISBN: 978-0-8108-8816-9).

Many reference librarians understand that an effective reference interview not only answers a patron's reference question successfully but is also done in a timely manner at the patron's point of need. In *The Reference Interview Today*, Dave Harmeyer, who is the associate dean of university libraries at California's Azusa Pacific University, provides librarians and information professionals with a practical guide for conducting reference interviews in a variety of formats—face to face, phone, chat, text, and virtual.

Harmeyer presents thirteen scenarios that focus on the basic principles of the reference interview. Each scenario is composed of a general overview of the principle, a script of the reference interview, and thought-provoking questions. Because the scenarios' composition is consistent, the structure and flow of this book are easy for the reader to follow.

What makes Harmeyer's book different from other practical books about the reference interview are the thought-provoking questions that are listed at the end of every scenario. The questions begin with factual questions but progress to questions that analyze and evaluate the encounter. The book also claims that readers can connect with other readers on Harmeyer's blog (<http://referenceinterview.wordpress.com/author/dharmeyer>). However, the blog only has one post, from May 30, 2013, discussing the purpose of the blog. To date (August 2014), no other blog posts have been written, and there is no indication of whether the blog will be updated with newer posts in the future.

The Reference Interview Today is a practical and entertaining book. It is full of insightful anecdotes, timeless principles, and evidence-based practices that are relevant to both new and experienced reference librarians. Furthermore, library and information science students interested in what it would be like to work as a professional reference librarian will also find this book an interesting and useful read.—*Magen Bednar, Reference and Instruction Librarian, Tulsa Community College, Tulsa, Oklahoma*

Virtually Embedded: The Librarian in an Online Environment. Ed. by Elizabeth Loenard and Erin McCaffrey. Chicago: ACRL, 2014. 196 p. Paper \$52 (ISBN: 978-0-8389-8684-4).

Embedded librarianship has become one of the hottest topics of professional conversation in academic library circles, and this essay collection edited by Erin McCaffrey and Elizabeth Leonard provides a broad overview of how librarians can embed themselves in higher education using a wide array of online tools. The dozen essays in this volume provide case studies, best practices, and literature reviews that analyze how librarians can leverage technology, such as learning management systems, online videos, social networking sites,