

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*