
Implementing an Inclusive Staffing Model for Today's Reference Services: A Practical Guide for Librarians. By Julia K. Nims, Paula Storm, and Robert Stevens. Lanham, MD.: Rowman and Littlefield, 2014. 143 p. \$65 (ISBN: 978-0-8108-9128-9).

Libraries are experiencing major shifts in the twenty-first century, and the authors of this book address some of the most important changes in *Implementing an Inclusive Staffing Model for Today's Reference Services: A Practical Guide for Librarians*. They outline a new reference model with four aims: improving reference services user satisfaction, engaging staff with new opportunities and training, providing reference librarians with time to pursue professional opportunities, and navigating a transformative period in reference services.

To address these aims, the authors propose a tiered reference model based on a review of library literature as well as plans such as the Warner model, which classifies reference questions based on the level of expertise and resources needed to respond to questions. The authors acknowledge that, as with any change, staff may exhibit reluctance to transition to a model based on the notion that “reference is everyone’s job.” The inclusion of non-MLS staff in the provision of such service will need the support of all involved, and the authors devote an entire chapter to “Getting Buy-In” from all stakeholders. Extensive timelines for service study, training, implementation, and evaluation are provided.

The underlying theme is that librarians are needed for more complex tasks than basic reference, and this resounds throughout the book. The authors’ premise is that additional time is needed in libraries to address multiple tasks, and this idea has merit. However, other than waiting for referrals, what will librarians be doing under this new paradigm? According to the authors, they will be addressing “the challenges of new technologies, collection development and information literacy” (109). The authors note that reference librarians will not be “exempt from reference work”; instead, they will have time to answer more in-depth and complex questions, with the service approach moving to a more professional consultation-style approach. The authors acknowledge this style shift, drawing the parallel to a plumber’s services, and note that a patron may need to wait for an expert to arrive.

Evaluation methods are provided to help librarians assess the effectiveness of the service, to determine whether staff are providing users with appropriate referrals, and to determine whether the new procedures work well with the workflow of other departments.

Although the preface notes that *Implementing an Inclusive Staffing Model for Today's Reference Service* is conceived with both academic and public libraries in mind, the work focuses primarily on the shift in reference service in academic libraries, as the authors all are affiliated with Eastern Michigan University. In this reviewer’s opinion, the book would be more successful if it devoted more space to public library trends and examples.

Overall, the book succeeds in its pragmatic approach.

Librarians should be able to follow its formula to implement new service models at their own institutions. Recommended for academic libraries, particularly those seeking to transform their current service models, as well as recommended reading for library school courses in reference services and personnel management.—*Lisa Powell Williams, Adult Services Coordinator, Moline Public Library, Illinois*

Including Families of Children with Special Needs: A How-To-Do-It Manual for Librarians. Revised by Carrie Scott Banks; by Sandra Feinberg, Barbara A. Jordan, Kathleen Deerr, Michelle Langa. Chicago: ALA, 2014. 325 p. Paper \$60 (ISBN: 1-55570-791-00).

Ms. Banks brings her own personal experiences with disabilities and her expertise as the director of Brooklyn Public Library’s The Children’s Place for Children with Special Needs to this newly revised edition of *Including Families of Children with Special Needs*. Broader in scope than the 1999 edition, which addressed the needs of preschoolers and their families, this revision covers services to all children and youth and their families and/or caregivers. In addition, the focus has been expanded to include children with any type of disability, and information about Spanish-language resources and cultural competency is included.

Banks says in her preface that “this book will give you an overview of what frameworks, tools and materials are needed to successfully welcome children with disabilities into your library.” This guide for providing services to children with special needs is divided into three sections. “Part One: Understanding Inclusion” begins with the definition of inclusion, including a discussion of the research that supports the benefits of inclusion. The following chapters cover the basic disability laws, developmentally appropriate services, resource-based practice and inclusion, and multiple intelligences and universal design. “Part Two: Getting Your Library Ready” is devoted to staff training, community involvement, universal design, and assistive and adaptive technology. “Part Three: Developing Collections and Services” includes chapters focusing on play and learning and varieties of resource centers for children, families, and other professionals. Of special interest is the chapter on electronic resources.

Sidebars highlight the topics in each chapter and provide timelines and additional information about the key concepts covered. Each chapter ends with a useful list of resources and references. An appendix suggests pathways to help readers locate resources by state.

Banks has combined best practices and life stories with research-based facts to provide a compelling and comprehensive guide to a timely topic. Due to the broadened scope, the updated chapters, and the useful references and information about resources, this revision is a valuable addition to every library collection. Following her framework and using the tools, materials, and resources she provides, every library can welcome special needs children.—*Jenny Foster Stenis, Children’s Services Coordinator, Pioneer Library System, Norman, Oklahoma*