

***Library Service***

to **SPECIAL POPULATION CHILDREN**  
and their **CAREGIVERS**

A Toolkit for Librarians and Library Workers

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## GREETINGS LIBRARIANS AND LIBRARY STAFF!

This toolkit is designed to help you develop or enhance library services to special populations of children and families. It is the culmination of a year-long project by the ALSC committee, Library Service to Special Population Children and Their Caregivers. As part of the Child Advocacy Priority Group, the committee is charged, in part, with offering leadership in discovering, developing, and disseminating information about library materials, programs, and facilities for special population children and their caregivers. The committee set out to create a resource for librarians and library staff who may not regularly serve particular special populations.

The toolkit covers a variety of special populations including home school families and Spanish-speaking families. For each special population, you will find a brief introduction; subject headings and keywords for catalog and online searching; resources for further study including organizations, online and print resources; subject matter experts within the library community; and examples of existing partnerships between libraries and community organizations.

### **LIBRARY SERVICE TO SPECIAL POPULATION CHILDREN AND THEIR CAREGIVERS COMMITTEE**

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One toolkit cannot cover the range of special population children and families you may have the pleasure of serving in your library. This toolkit is a beginning, an easy-to-use resource when you or your library staff encounters a family with special needs. We hope you share this resource with your library staff. Through awareness of various special populations, we can work together to help all children and families feel welcome at the library and access materials relevant to their needs.

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*Special Population:*

# HOMESCHOOLERS

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## DEFINITION OF HOMESCHOOLING

Homeschooling, sometimes called “home education” or “home-based learning,” can be defined as parent- or caregiver-led, personally funded education of a child outside of a traditional brick and mortar school. Children can be taught in a variety of environments (such as at home or online) and by a variety of instructors, including parent/caregiver, tutor, or online teacher.

Research shows that the number of homeschooled children in the United States has been rising steadily.<sup>1</sup> The National Center for Education Statistics identified 1,770,000 homeschoolers in the U.S. in the 2011-2012 school year.<sup>2</sup> Although a majority of homeschoolers are white and “non-poor,” they can be found in all types of communities from rural areas to cities. The diversity of homeschoolers can make it difficult at times to identify members of this special population.

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## REASONS TO HOMESCHOOL

The reasons people choose to homeschool their children can be divided into two categories: ideological and pedagogical. Those in the ideological category do so for religious reasons. On the other hand, pedagogical homeschoolers are typically dissatisfied with the environment, class size, or curriculum used in traditional schools.<sup>3</sup> According to recent research, 91 percent of homeschoolers fall in the pedagogical category.<sup>4</sup> However, how each parent/caregiver approaches home-based learning varies greatly. Don’t assume that all homeschoolers are alike. Homeschooling approaches are as unique and varied as homeschoolers themselves.

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## LIBRARIES AND HOMESCHOOLERS

Homeschoolers are often avid readers and engaged library patrons and many look to the library as a resource to allow them to “try before they buy.”<sup>5</sup>

Socialization is one of the major needs for homeschooled students. The library is a great place for children to form new friendships. Talk with homeschooling caregivers to find out if there is a good time of the day/week to provide programming and what kind of programming is wanted. Offer to give homeschoolers a tour of your library and introduce them to your services.

Libraries can also help families by providing information on local support groups. These groups can be wonderful resources for parents/caregivers to network with one another, while their children are able to meet and form friendships with their peers. You can also reach out to local support groups and ask to be a guest at one of their gatherings or to have library information included in their newsletter.

Homeschooling is legal in all fifty states, however each state has different requirements and standards that can include mandatory testing, letters of intent, or other documents of proof. Help homeschoolers find this information so they can make informed decisions and stay in good standing with the state’s education department.

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## SUBJECT HEADINGS *(Card Catalog)*

- Education – Home Schooling
- Education – Parent Participation
- Home Schooling
- Home Schooling – Curricula
- Home Schooling – Religious Aspects - Christianity
- Home Schooling – Social Aspects
- Home Schooling – United States - Handbooks, Manuals, etc.

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## KEYWORDS *(Online Searches)*

- Home Education
- Home Learning
- Home Schooling
- Home-Based Learning
- Homeschooling
- Unschooling

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## RESOURCES

### **Home Educators Resource Directory**

<http://www.homeeddirectory.com/>

Articles and a list of state resources and support groups.

### **Home School Legal Defense Association - HSLDA**

<http://www.hslda.org/join/default.asp>

Includes information on choosing curriculum, online resources, and testing, as well as legal support.

### **Homeschool Alumni**

<http://www.homeschoolalumni.org/>

A networking community for homeschool graduates.

### **Homeschool.com**

<http://www.homeschool.com/>

Maintains a list of state resources and local support groups organized by state and then region.

### **Homeschooling Resource Center**

<http://www.homeschoolingresourcecenter.org/>

Includes a friendly guide to different homeschooling approaches, issues to keep in mind when choosing curriculum, and product reviews of homeschooling books and online resources. *Note: This website covers many approaches to homeschooling, but many of the resources and reviews are for Christian-based education.*

### **HomeSchoolingLegal.com**

<http://www.homeschoolinglegal.com>

Links to homeschooling online legal information for the U.S. and Canada.

### **National Alternative Education Association - NAEA**

<http://the-naea.org/NAEA/>

### **National Home Education Research Institute**

<http://nheri.org/>

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## PUBLISHERS AND SELECTION AIDS

### **Alpha Omega Publications**

<http://www.aop.com/>

A Christian company that publishes Christian curriculum for students preschool-12th grade.

### **A Beka Book**

<http://www.abeka.com>

A Christian-based publisher that focuses on textbooks and curriculum for preschool-12th grade.

### **BJU Press**

<http://www.bjupress.com/page/home>

Christian education resources including books, textbooks, tests, and media.

### ***Helping Homeschoolers in the Library*** by

Adrienne Furness, ISBN: 9780838909553.

### **Houghton Mifflin Harcourt**

<http://www.hmhco.com/educators>

Publishes educational program and “homework help” materials that cover math, literature, language arts, science, and social studies. This includes the popular Saxon Math program.

### **Pearson**

<http://www.pearsonschool.com>

Publishes materials for preschool-12th grade in math, science, social studies, reading/language arts, music, art, languages, as well as Advanced Placement. Currently, Pearson also provides programs that support Common Core.

### **Royal Fireworks Press**

<http://www.rfwp.com/>

Publishes programs and supplemental materials targeting gifted and talented children. Many of the materials are based on the Classical approach.

### **Scholastic**

<http://www.scholastic.com>

In addition to educational and supplemental materials, Scholastic also provides online resources and tools for parents and teachers.

### **Singapore Math Inc.**

<http://www.singaporemath.com/>

A well-established publisher of math workbooks.

### **Veritas Press**

<http://www.veritaspress.com/>

This publisher focuses on classical Christian education materials and curriculum for kindergarten through 12th grade.

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## SUBJECT AREA EXPERTS

### **David Albert**

<http://www.skylarksings.com/books/>

### **Adrienne Furness (ALA & ALSC member)**

<http://homeschoolingandlibraries.wordpress.com/>

### **John Holt**

<https://johnholtgws.squarespace.com/books-by-john-holt>

### **Grace Llewellyn**

<http://guerrillahomeschooling.blogspot.com/>

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## EXAMPLES OF EXISTING PARTNERSHIPS

### **Fantastic Fridays at the New Albany-Floyd County Public Library, IN**

<http://www.americanlibrariesmagazine.org/article/make-room-homeschoolers>

This program provides simultaneous programming for children of different ages. Sometimes the children participate in activities as a group. Other times activities for different developmental levels are offered and parents and children can choose. Communication and engagement with homeschooling patrons has increased with the implementation of this program.

### **Homeschool Enrichment Classes - Lovettsville Library branch of Loudoun County Public Library, VA**

<http://publiclibrariesonline.org/2014/04/the-perfect-partnership-public-libraries-and-homeschoolers/>

Librarians worked with Friends of Lovettsville Library board members and homeschooling moms from the community to create classes to expand what is already taught at home. Classes are held weekly for twelve weeks. Each season a new set of session topics is provided for variety. Some classes are taught by staff and some by homeschooling parents. This is especially helpful for homeschoolers looking for ways to develop teamwork skills.

### **The Homeschool Resource Center (HRC) - Johnsburg Public Library District, Johnsburg, IL**

<http://www.johnsburglibrary.org/content/homeschool-resource-center>

The HRC was created in 2001 with grant money from the Illinois State Library, a division of the Office of Secretary of State, using federal LSTA funding. The center provides a wide variety of materials about homeschooling, as well as curriculum and supplemental books, games, music, and software that allow homeschoolers to “try before they buy.” Anyone with an Illinois public library card may check out items.





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## BOOKLIST

### *Middle Grade Fiction (grades 3-6) with Homeschooled Characters*

- Airgood, Ellen. *Prairie Evers*. New York: Penguin, 2012.
- Almond, David. *Skellig*. New York: Delacorte/Random, 1999.
- Cavanaugh, Nancy. *This Journal Belongs to Ratchet*. Naperville, IL: Sourcebooks, 2013.
- Hannigan, Katherine. *Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World*. New York: HarperCollins, 2004.
- Johnson, Angela. *A Cool Moonlight*. New York: Dial/Penguin, 2003
- Korman, Gordon. *Schooled*. New York: Hyperion, 2007.
- Law, Ingrid. *Savvy*. New York: Dial/Penguin, 2008.
- Orr, Wendy. *Nim's Island*. New York: Knopf, 2001.
- Palacio, R. J. *Wonder*. New York: Knopf/Random, 2012.
- Stead, Rebecca. *Liar and Spy*. New York: Wendy Lamb/Random, 2012.
- Streatfeild, Noel. *Ballet Shoes*. New York: Random, 1937.
- Tolan, Stephanie S. *Surviving the Applewhites*. New York: HarperCollins, 2002.
- Wood, Maryrose. *The Incurable Children of Ashton Place, Book 1: The Mysterious Howling*. New York: Balzer + Bray, 2010.

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## NOTES

1. National Center for Education Statistics. (n.d.). Fast Facts: Homeschooling. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=91>
2. National Center for Education Statistics. (2013). Parent and Family Involvement in Education, the National Household Education Surveys Program of 2012. Retrieved from <http://nces.ed.gov/pubs2013/2013028rev.pdf>
3. Baaden, B., & Uhl, J. (2009). "Homeschooling: Exploring the potential of public library service for homeschooled students." *Journal of the Library Administration & Management Section*, 5(2), 5-14.
4. National Center for Education Statistics. 2013.
5. Willingham, T. (2008). "Libraries and Homeschoolers: Our Shared Common Ground." *Knowledge Quest*, 37(1), 58-63.

*Special Population:*

# LGBTQ FAMILIES

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## SUPPORTING LGBTQ FAMILIES

The experiences of all families deserve to be reflected in library materials, spaces, and services. Unfortunately, for the many families in which either the parents or children identify as lesbian, gay, bisexual, transgender/transsexual or questioning (LGBTQ), their family experiences are not often represented in library materials or programs. This guide aims to focus on the experience of LGBTQ families (where either the children or parents identify with the LGBTQ community) and their allies, and to identify ways the library can support and reflect the experiences of all our families.

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### SUBJECT HEADINGS *(Card Catalog)*

*An exhaustive list of Library of Congress Subject Headings is available from the University Library at Albany, State University of New York—<http://library.albany.edu/subject/guide/lgbtqi>*

- Bisexual parents
- Bisexual youth
- Bisexuals
- Children of gay parents
- Children of sexual minority parents
- Children of transsexual parents
- Gay adoption
- Gay caregivers
- Gay community
- Gay family
- Gay parents
- Gay parents – Legal status, laws, etc.
- Gay students
- Gay teenagers
- Gay youth
- Gay-straight alliances in schools
- Gays
- Gender Identity
- Homosexuality
- Lesbian students
- Lesbian youth
- Lesbians
- Parents of gays
- Parents of sexual minority youth
- Parents of transsexuals
- Psychology, gender and theory
- Queer
- Queer theory
- Same-sex marriage
- Sex change
- Sexual minority parents
- Sexual minority youth
- Sexual orientation
- Transgender
- Transsexual parents
- Transsexual youth

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## KEYWORDS *(Online Searches)*

*Note: Combining any of these terms with the words “family, families, parent(s), parenting” or using them at the end of the phrase “parents of...” or “children of...” will be useful in narrowing your search.*

- Bisexual(s)
- Gay(s)
- GLBT
- GLBTQ
- Lesbian(s)
- LGBT
- LGBTQ
- LGBTQQ
- Queer
- Transgender(ed)
- Transsexual(s/ism)

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## RESOURCES

### FOR FAMILIES

#### **COLAGE**

<http://www.colage.org/>

An organization uniting and supporting people with lesbian, gay, bisexual, transgender, and/or queer parents.

#### **Family Acceptance Project**

<http://familyproject.sfsu.edu/>

Works to strengthen families and supporting the growth of LGBT children and youth.

#### **Family Equality Council**

<http://www.familyequality.org/>

Connects, supports and represents LGBT parents and their children.

#### **Human Rights Campaign (HRC)**

<http://www.hrc.org>

#### **Our Family Coalition**

<http://www.ourfamily.org/get-informed/information-and-resources/parenting>

Although centered in the Bay Area, the Coalition is a good example of a group dedicated to supporting LGBTQ families with children. It also has useful parenting information and resources.

#### **Parenting Resources (HRC)**

<http://www.hrc.org/topics/parenting>

#### **PFLAG**

<http://community.pflag.org/Page.aspx?pid=194&srcid=-2>

Largest national family and ally organization made up of LGBT parents, families, friends, and straight allies. Find the PFLAG chapter nearest you.

<http://pflag-chapter-map.herokuapp.com/>

#### **Talking with Kids about LGBT Issues (HRC)**

<http://www.hrc.org/resources/entry/talking-with-kids-about-lgbt-issues>

#### **Welcoming Schools (Project of HRC)**

<http://www.welcomingschools.org/>

## FOR PARENTS

### **Advocates for Youth: GLBTQ Issues Info for Parents**

<http://www.advocatesforyouth.org/index.php/glbq-issues-info-for-parents>

### **Ages & Stages: Gay, Lesbian, and Bisexual Teens: Facts for Teens & Their Parents**

<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Gay-Lesbian-and-Bisexual-Teens-Facts-for-Teens-and-Their-Parents.aspx>

### **American Academy of Child & Adolescent Psychiatry: Facts for Families: Children with Lesbian, Gay, Bisexual, and Transgender Parents**

[http://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/Facts\\_for\\_Families\\_Pages/Children\\_with\\_Lesbian\\_Gay\\_Bisexual\\_and\\_Transgender\\_Parents\\_92.aspx](http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Children_with_Lesbian_Gay_Bisexual_and_Transgender_Parents_92.aspx)

### **American Academy of Child & Adolescent Psychiatry: Facts for Families: Gay, Lesbian and Bisexual Adolescents**

[http://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/Facts\\_for\\_Families\\_Pages/Gay\\_Lesbian\\_and\\_Bisexual\\_Adolescents\\_63.aspx](http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Gay_Lesbian_and_Bisexual_Adolescents_63.aspx)

### **Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual and Transgender Children (PDF)**

<http://bit.ly/Helping-Families-LGBT-Children>

## FOR KIDS AND TEENS

### **Gay, Lesbian & Straight Education Network**

<http://www.glsen.org/participate/student-action>

### **Gay-Straight Alliance Network**

<http://www.gsanetwork.org/>

### **It Gets Better Project**

<http://www.itgetsbetter.org/pages/about-it-gets-better-project/>

### **Sexuality Information and Education Council of the United States**

<http://bit.ly/QandA-LGBTQ-Youth-Issues>

Questions and Answers: LGBTQ Youth Issues.

### **StopBullying.gov**

<http://www.stopbullying.gov/>

### **The Trevor Project**

<http://www.thetrevorproject.org/>

## FOR LIBRARIES

### **“Actions You Can Take as a Librarian.”**

<http://www.welcomingschools.org/pages/steps-you-can-take-as-a-librarian>

From the Human Rights Campaign’s Welcoming Schools project.

### **Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT), ALA**

<http://www.ala.org/glbtrt/glbtrt>

**“Gettin’ Subversive: Welcoming LGBTQ Families at Your Library.”** Africa Hands.

ALSC *blog*. June 1, 2013.

<http://www.alsc.ala.org/blog/2013/06/gettin-subversive-welcoming-lgbt-families-at-your-library/>

**“Libraries as Safe Spaces.”**

<http://www.americanlibrariesmagazine.org/article/libraries-safe-spaces>

From *American Libraries*

**Out in the Library: Materials, Displays, and Services for the Gay, Lesbian, Bisexual, and Transgender Community**

<http://www.ala.org/advocacy/intfreedom/iftoolkits/glbttoolkit/glbttoolkit>

A resource for defending LGBT materials in library collections from the ALA Office for Intellectual Freedom.

**Outreach Resources for Services to Gay, Lesbian, Bisexual, and Transgender People - ALA**

<http://www.ala.org/advocacy/diversity/outreachtounderservedpopulations/servicesgay>

Information from the American Library Association.

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## PUBLISHERS AND SELECTION AIDS

**Gay-Themed Picture Books for Children**

<http://booksforkidsingayfamilies.blogspot.com/>

**Lambda Literary Awards (Administered by the Lambda Literary Foundation)**

<http://www.lambdaliterary.org/awards/>

**Rainbow Book List - GLBTQ Books for Children & Teens**

<http://glbtrt.ala.org/rainbowbooks/>

Joint project from the Gay, Lesbian, Bisexual, and Transgender Round Table and the Social Responsibilities Round Table of the American Library Association producing an annual bibliography of quality books.

**Rainbow Family Collections: Selecting and Using Children’s Books with Lesbian, Gay, Bisexual, Transgender, and Queer Content** (2012) by Jamie

Campbell Naidoo

<http://www.abc-clio.com/product.aspx?isbn=9781598849608>

***Rainbow Rumpus***

<http://www.rainbowrumpus.org/>

“The Magazine for Youth with LGBT Parents”

**Stonewall Book Awards**

<http://www.ala.org/glbtrt/award>

Administered by the Gay, Lesbian, Bisexual, and Transgender Round Table of the American Library Association.

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## SUBJECT AREA EXPERTS

### **Jamie Campbell Naidoo, PhD.**

<http://slis.ua.edu/jamie-campbell-naidoo/>

Author of *Rainbow Family Collections: Selecting and Using Children's Books with Lesbian, Gay, Bisexual, Transgender, and Queer Content*.

### **Julie Winkelstein, PhD.**

<https://www.sis.utk.edu/users/julie-winkelstein>

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## EXAMPLES OF EXISTING PARTNERSHIPS

### **“I Art Families” at the St. Paul Public Library**

<http://www.libraryasincubatorproject.org/?p=9551>

Program presented in partnership between the St. Paul Public Library and the *Rainbow Rumpus* (online magazine for youth with LGBT parents). If you are interested in a similar partnership at your library, contact <http://www.rainbowrumpus.org/> for more information.

### **LGBT Center of Raleigh**

<http://www.lgbtcenterofraleigh.com/library.html>

The Center was the 2014 winner of the “Light the Way: Library Outreach to the Underserved” Grant for its LGBT Family Story Time project.

<http://www.ala.org/news/press-releases/2014/02/lgbt-center-raleigh-library-receives-2014-light-way-grant>



*Special Population:*

# CHILDREN ON THE AUTISM SPECTRUM



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## CHILDREN ON THE AUTISM SPECTRUM

According to the Centers for Disease Control and Prevention (CDCP), autism spectrum disorder (ASD) is a developmental disability that can cause significant social, communication and behavioral challenges. Autism affects the way that people may communicate, interact, behave, learn, and sense their world. Learning, thinking, and problem-solving abilities of people with ASD can range from gifted to severely limited. Some people with ASD need a lot of help in their daily lives, while others may not need as much. Based on research by the CDCP in 2014, one in 68 children is diagnosed with autism spectrum disorder. ASD is reported to occur in all racial, ethnic, and socioeconomic groups, but is almost five times more common among boys (1 in 42) than among girls (1 in 189).

Autism is not a visible disability; it cannot be noticed or detected by the naked eye. Autism is considered an “invisible disability” because it is not immediately apparent or noticeable. Therefore, in public libraries, it is especially important for librarians and library staff to keep in mind that some people with whom they interact may have this disability. By recognizing that people with ASDs experience the world in different ways, we can create programs and services that are welcoming and accessible to individuals with autism.

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## SUBJECT HEADINGS *(Card Catalog)*

- AS (Psychiatry)
- ASCs (Autism spectrum conditions)
- ASDs (Autism spectrum disorders)
- Asperger syndrome
- Asperger’s disorder
- Asperger’s syndrome
- Autism
- Autism in children
- Autism spectrum conditions
- Autism spectrum disorders
- Autism spectrum disorders in children
- Autism spectrum disorders in children--Patients
- Autistic children
- Autistic disorder
- Autistic psychopathy
- Autistic spectrum disorder children
- Autistic spectrum disorders
- CARS (Child psychiatry)
- Child development disorders, Pervasive
- Childhood autism
- Childhood Autism Rating Scale
- Childhood Psychosis Rating Scale
- Children with autism spectrum disorders
- CPRS (Child psychiatry)
- Early infantile autism
- High-functioning autism
- Infantile autism
- Kanner syndrome
- Kanner’s syndrome
- PDDs (Pervasive developmental disorders)
- Pervasive child development disorders
- Pervasive development disorders
- Pervasive developmental disorders
- Psychopathy, Autistic
- Youth with autism spectrum disorder

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## KEYWORDS *(Online Searches)*

- Asperger's Syndrome
- Autism
- Autism Spectrum Disorder
- Autistic
- Developmental disorder

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## RESOURCES

### **American Academy of Pediatrics: Autism**

<http://www.aap.org/en-us/about-the-aap/Committees-Councils-Sections/Council-on-Children-with-Disabilities/Pages/Autism.aspx>

### **American Speech-Language-Hearing**

#### **Association: Autism**

<http://www.asha.org/public/speech/disorders/Autism/>

### **Asperger Autism Spectrum Education Network**

<http://www.aspenj.org>

### **Autism Community**

<http://www.autism-community.com>

### **Autism One**

<http://www.autismone.org/>

### **Autism Research Centre**

<http://www.autismresearchcentre.com>

### **Autism Research Institute**

<http://www.autism.com/>

### **Autism Society of America**

<http://www.autism-society.org/>

### **Autism Speaks**

<http://www.autismspeaks.org>

### **Center for Autism and Related Disorders**

<http://www.centerforautism.com>

### **Centers for Disease Control and Prevention**

<http://www.cdc.gov/ncbddd/autism/index.html>

### **Disability.Gov**

<http://www.disability.gov>

### **First Signs**

<http://www.firstsigns.org>

### **Libraries and Autism**

<http://www.librariesandautism.org/>

### **Light It Up Blue**

<http://www.autismspeaks.org/liub>

### **National Autism Association**

<http://nationalautismassociation.org/>

### **National Autism Center**

<http://www.nationalautismcenter.org>

### **National Dissemination Center for Children with Disabilities**

<http://www.parentcenterhub.org/nichcy-resources/>

### **National Institute of Neurological Disorders and Stroke**

[http://www.ninds.nih.gov/disorders/autism/detail\\_autism.htm](http://www.ninds.nih.gov/disorders/autism/detail_autism.htm)

**Pathfinders for Autism**

<http://www.pathfindersforautism.org>

**Yale University/Understanding Autism**

<http://autism.yale.edu>

**US Autism and Asperger Association**

<http://www.usautism.org>

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## PUBLISHERS AND SELECTION AIDS

**AAPC Publishing**

<http://www.aapcpublishing.net>

**Future Horizons**

<http://www.fhautism.com>

**Brookes Publishing**

<http://www.brookespublishing.com>

**Woodbine House**

<http://www.woodbinehouse.com>

**Different Roads to Learning**

<http://www.difflern.com>

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## SUBJECT AREA EXPERTS

**Lynn Akin and Donna MacKinney**

Co-authors of "Autism, Literacy, and Libraries: The 3 Rs = Routine, Repetition, and Redundancy."

[http://inclusivelibrariesforchildren.files.wordpress.com/2013/01/2n2\\_akin.pdf](http://inclusivelibrariesforchildren.files.wordpress.com/2013/01/2n2_akin.pdf)

**Barbara Klipper**

Author of *Programming for Children and Teens with Autism Spectrum Disorder*.

**Tricia Bohanon-Twarogowski**

Developer of Sensory Storytime programming, training, and research

<http://www.alsc.ala.org/blog/2009/06/programming-for-children-with-special-needs-part-one/>

**Meg Kolaya and Dan Weiss**

Directors of Fanwood Memorial & Scotch Plains Public Libraries and co-founders and presenters of "Libraries and Autism: We're Connected" training.

<http://www.librariesandautism.org/index.htm>

**Lesley S.J. Farmer**

Author of *Library Services for Youth with Autism Spectrum Disorders*.

**Renee McGrath**

Manager of Youth Services for the Nassau Library System and Project Manager for LSTA Autism Grant.

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## EXAMPLES OF EXISTING PARTNERSHIPS

### **Autism Resource Center at Lancaster Public Library, Lancaster, Pennsylvania**

<http://www.lancaster.lib.pa.us/autismresourcecenter/>

### **Project PALS with Florida State University**

<http://news.cci.fsu.edu/cci-faculty/fsu-collaboration-to-help-librarians-serve-those-with-autism-spectrum-disorder/>

### **Sensory Friendly Films with Autism Society and AMC Theatres**

<http://www.autism-society.org/get-involved/events/sensory-friendly-films/>

### **Sensory Storytimes at Seattle Public Library**

<http://www.spl.org/audiences/children/chi-for-parents-and-caregivers/sensory-story-times>

### **Special Needs Center at Ferguson Library**

<http://www.fergusonlibrary.org/kids/special-needs>



*Special Population:*

# CHILDREN WITH INCARCERATED PARENTS

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## CHILDREN WITH INCARCERATED PARENTS

It is estimated that more than 2.7 million children in the United States have a parent in jail or prison and an estimated 10 million children nationwide have had a mother or father, or both, behind bars at some point in their lives.<sup>1</sup> To understand the magnitude of problems facing the children of incarcerated parents, one should examine how these children are affected economically, socially, psychologically, physically, and mentally. As librarians we can work to bridge the gap in services that these children need by connecting them with other children in similar situations and with age appropriate material to help them understand and cope with the circumstances of having an incarcerated parent. Research shows how important strong family programs and visitations are to children of incarcerated parents. The library can serve as a program partner with local correctional facilities, providing storytimes, book clubs, and family programming. The children will benefit from experiencing consistent programs where they interact with the same people both in and out of the correctional facility.

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### SUBJECT HEADINGS *(Card Catalog)*

- Children of prisoners -- Counseling of --Juvenile literature.
- Children of prisoners -- Services for --Juvenile literature.
- Children of prisoners -- United States.
- Imprisonment -- Juvenile literature.
- Prisoners -- Family relationships -- United States.
- Prisoners' families -- United States.

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### KEYWORDS *(Online Searches)*

- Children with incarcerated parents
- Children with parents in jail



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## RESOURCES

**Behavioral Health Toolkit for Providers from State of Washington Department of Social and Health Services (DSHS)** is an online toolkit, which includes tools for professionals, information for youth and caregivers, and research on interventions. The toolkit includes a diverse booklist.  
<http://www.dshs.wa.gov/pdf/dbhr/youthtxtoolkit.pdf>

**Broken Bonds: Understanding and Addressing the Needs of Children with Incarcerated Parents** is a research report from The Urban Institute Justice Policy Center.  
[http://www.urban.org/UploadedPDF/411616\\_incarcerated\\_parents.pdf](http://www.urban.org/UploadedPDF/411616_incarcerated_parents.pdf)

**National Resource Center on Children and Families of the Incarcerated**, formerly known as the Family and Corrections Network, is now part of Rutgers University-Camden campus. The Center aims to raise awareness about the needs and concerns of children of the incarcerated and their parents by providing information and research, supporting the development of policy and practice, and training for those working in the field. Books and resource lists available at <http://nrccfi.camden.rutgers.edu/>

**“Serving Children Whose Parents Are Incarcerated.”** Rebecca Hickman. ALSC blog. January 5, 2013.  
<http://www.alsc.ala.org/blog/2013/01/serving-children-whose-parents-are-incarcerated-2/>

**SKIP, Inc.** provides programs and services to children of incarcerated parents (CIPs) and works to increase awareness of the needs of children with incarcerated parents.  
<http://www.skipinc.org/default.aspx>

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## ARTICLES

Adalist-Estrin, Ann. (1995). **“Strengthening inmate-family relationships: programs that work.”** *Corrections Today*, 57.7(116).

Moses, Marilyn. (1995). **“Girl Scouts Beyond Bars: a synergistic solution for children of incarcerated parents.”** *Corrections Today*, 57.7(124).

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## PUBLISHERS AND SELECTION AIDS

**Magination Press® Children’s Books**  
<http://www.apa.org/pubs/magination/index.aspx>  
A publisher of the American Psychological Association specializing in innovative books that help children deal with many life challenges.

**‘Children of Inmates’ booklist** developed by the Quicklists Consulting Committee of ALSC.  
<http://alair.ala.org/handle/11213/555>

**Library Services for Youth in Custody booklist for children of incarcerated parents** has a mix of books for children and young adults.  
<http://www.youthlibraries.org/book-lists/children-incarcerated-parents>

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## SUBJECT AREA EXPERTS

### **ALA's Outreach Resources for Services to Incarcerated People and Ex-Offenders**

<http://www.ala.org/advocacy/diversity/outreachtounderservedpopulations/servicesincarc>

### **ASCLA Library Services for the Incarcerated and Detained Interest Group**

<http://connect.ala.org/node/155875>

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## EXAMPLES OF EXISTING PARTNERSHIPS

**Televisit** is a shared video feed between Brooklyn Public Library and Rikers Island that allows inmates and families to participate in family literacy programs.

<http://publiclibrariesonline.org/2014/09/library-outreach-services-helps-families-of-the-incarcerated-stay-connected/>

Hennepin County Library has a number of programs and services in partnership with correction and treatment facilities in Hennepin County. **“Read to Me”** is a program in which librarian-facilitators and volunteers help inmates select books and record themselves reading to their child.

<http://www.hclib.org/pub/info/outreach/corrections.cfm>

New York Public Library collaborated with Sesame Street to use resources such as the **“Little Children, Big Challenges: Incarceration”** toolkit in the library’s family literacy programs. The toolkit provides resources such as a storybook for children, videos and guides for parents and caregivers to help them find the language to talk about incarceration with their children, and a resource for the incarcerated parent that highlights the importance of communication.

<http://www.sesamestreet.org/parents/topicsandactivities/toolkits/incarceration>

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## NOTE

1. National Resource Center on Children & Families of the Incarcerated. (2014). *Children and Families of the Incarcerated Fact Sheet*. Rutgers University, Camden. <http://nrccfi.camden.rutgers.edu/files/nrccfi-fact-sheet-2014.pdf>



*Special Population:*

# SPANISH-SPEAKING FAMILIES

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## SPANISH-SPEAKING FAMILIES

Spanish is the most spoken non-English language in the United States among people ages 5 and older. The number of Spanish speakers in the U.S has grown in recent decades with the arrival of new immigrants from Latin America as well as the growth of the Hispanic population. As noted in the Reference and User Services Association (RUSA) guidelines for Library Services to Spanish-Speaking Library Users, delivering services to Spanish-speaking users can be complex. It is important to be aware of differences in nationality and culture. The term “Spanish-speaking” is used to include the variety of users that make up this diverse community.

Providing relevant resources for Spanish-speaking children and their caregivers in particular is critical to the relationship between caregiver and child as well as the relationship between the Spanish-speaking community and the library. A good connection with the library can encourage strong parent attachment and personal growth. This section includes resources directly aimed at the Spanish-speaking population and the librarians serving them.

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### SUBJECT HEADINGS *(Card Catalog)*

- Bilingual books English-Spanish
- Hispanic Americans and libraries
- Spanish language children’s books
- Spanish language materials Bilingual
- Spanish language materials Juvenile

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### KEYWORDS *(Online Searches)*

- Children’s Hispanic and Latino books
- Hispanic heritage
- Latino children’s books
- Latino culture



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## RESOURCES

***iBienvenidos! = Welcome! : A Handy Resource Guide for Marketing Your Library to Latinos***

by Susannah M. Byrd. ISBN: 9780838909027

***El día de los niños/El día de los libros: Building a Culture of Literacy in Your Community through***

***Día*** by Jeanette Larson for the Association for Library Service to Children. ISBN: 9780838935996

***The Pura Belpré Awards: Celebrating Latino Authors and Illustrators***

by Rose Zertuche Treviño. ISBN: 9780838935620

***Serving Latino Communities: A How-To-Do-It Manual for Librarians***

by Camila Aire and Jacqueline Ayala, ISBN: 9781555706067

***iColorín Colorado!: A bilingual site for families and educators of English Language Learners.***

<http://www.colorincolorado.org/>

***iDía! Diversity in Action.***

An English language site for celebrating El día de los niños/El día de los libros (Children's Day/Book Day).

<http://dia.ala.org/>

***Dígame un cuento/Tell Me a Story: Bilingual Library Programs for Children and Families.***

[www.tsl.texas.gov/ld/pubs/bilingual/index.html](http://www.tsl.texas.gov/ld/pubs/bilingual/index.html)

***Promising Practices: The Importance of Outreach to Underserved Populations.***

<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1212&context=edicollect>

**Reference and User Services Association: Guidelines for Library Services to Spanish-Speaking Library Users**

<http://www.ala.org/rusa/resources/guidelines/guidespanish>

**American Library Association: Spanish-Speaking Wiki resources**

<http://wikis.ala.org/professionaltips/index.php?title=Spanish-Speaking>

**REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking,**

seeks to fuel the development of library collections to include Spanish-language and Latino oriented materials; recruit more bilingual and bicultural library professionals and support staff; develop library services and programs that meet the needs of the Latino community; establish a national information and support network among individuals who share our goals; educate the U.S. Latino population in regards to availability and types of library services; and lobby efforts to preserve existing library resource centers serving the interests of Latinos. This organization is an affiliate of the American Library Association (ALA).

<http://www.reforma.org/>

*Special Population:*

# DIGITAL LITERACY FOR SPANISH-SPEAKING CHILDREN AND THEIR CAREGIVERS

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## DIGITAL LITERACY FOR SPANISH-SPEAKING CHILDREN AND THEIR CAREGIVERS

Being digitally literate allows for increased opportunity. Free access to new technology and the skills needed to make use of technology are at the heart of digital literacy work. As conveyed in Digital Literacy Takes Center Stage, “access denied is opportunity denied.” As an information resource, it is logical to assume that the public library is a large part of the evolving relationship between new technology and 21st century literacy skills. This bond is necessary to ensure digital opportunity for all.

Today’s libraries are exploring the relationship between technology and education. Librarians and library staff are talking with parents about programs like Scratch, a programming language for children. This guide will help librarians bring creative digital literacy and ideas of learning by design to Spanish-speaking children in addition to providing resources on basic computer skills.

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### SUBJECT HEADINGS *(Card Catalog)*

- Programming (Computers)
- Programming languages (Computers)

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### KEYWORDS *(Online Searches)*

- Basic computer skills for Spanish speakers
- Code for kids/Código para niños
- Coding for Spanish speakers
- Computer programming for kids
- Digital literacy
- Digital literacy for Spanish speakers
- Scratch Programming Guide in Spanish



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## RESOURCES

### **Bridging the Gaps: Best practices and resources for building digital literacy with non-English speaking communities.**

[https://www.intelligentcommunity.org/clientuploads/PDFs/Bridging\\_Gaps\\_MainStreet\\_Rpt\\_Final.pdf](https://www.intelligentcommunity.org/clientuploads/PDFs/Bridging_Gaps_MainStreet_Rpt_Final.pdf)

### **Code: A guide for parents**

English guide that introduces coding to parents.

[http://libcode.weebly.com/uploads/1/4/2/3/14234930/code\\_for\\_parents\\_english.pdf](http://libcode.weebly.com/uploads/1/4/2/3/14234930/code_for_parents_english.pdf)

### **Código: Una guía para padres**

Spanish guide that introduces coding to parents.

[http://libcode.weebly.com/uploads/1/4/2/3/14234930/code\\_for\\_parents\\_in\\_spanish.pdf](http://libcode.weebly.com/uploads/1/4/2/3/14234930/code_for_parents_in_spanish.pdf)

### **Computación Creativa con Scratch: A Spanish curriculum guide and introduction to Scratch.**

<http://scratched.gse.harvard.edu/guide/download.html>

### **Create with Computers: A digital literacy resource hub for educators**

<http://www.createwithcomputers.com>

### **Creative Computing with Scratch: A curriculum guide and introduction to Scratch.**

<http://scratched.gse.harvard.edu/guide/>

### **Digital literacy across the curriculum: A Futurelab Handbook by The Futurelab team.**

This handbook is for facilitators who want to know more about the benefits and practice of digital literacy.

[http://www2.futurelab.org.uk/resources/documents/handbooks/digital\\_literacy.pdf](http://www2.futurelab.org.uk/resources/documents/handbooks/digital_literacy.pdf)

### **Easy-to-print English coding brochure**

<http://libcode.weebly.com/uploads/1/4/2/3/14234930/brochureeng.pdf>

### **Easy-to-print English coding resources**

<http://libcode.weebly.com/uploads/1/4/2/3/14234930/resourceseng.pdf>

### **Easy-to-print Spanish coding brochure**

<http://libcode.weebly.com/uploads/1/4/2/3/14234930/brochurespan.pdf>

### **Easy-to-print Spanish coding resources**

<http://libcode.weebly.com/uploads/1/4/2/3/14234930/resourcesspan.pdf>

### **New York Public Library: Tech Connect**

<https://sites.google.com/a/nyppl.org/techconnect/home/class-handouts-by-series>

### **Scratch: A programming language designed for ages 8 to 16.**

Librarians can learn more at [www.scratch.mit.edu/about](http://www.scratch.mit.edu/about). Scratch is available in Spanish.

### **Scratch Wiki Support Materials: Spanish reference cards and guides on Scratch coding concepts.**

[http://wiki.scratch.mit.edu/wiki/Scratch\\_Support\\_Materials](http://wiki.scratch.mit.edu/wiki/Scratch_Support_Materials)

### **Technology and Literacy: 21st Century Library Programming for Children and Teens**

by Jennifer Nelson and Keith Braafladt. ISBN: 9780838911082

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## NOTE

1. Clark, L. & Visser, M. (2011). "Digital Literacy Takes Center Stage." *ALA TechSource*, 6, 38-42\

*Special Population:*

# CHILDREN WITH PRINT DISABILITIES

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## CHILDREN WITH PRINT DISABILITIES

The term, print disability, was coined by George Kerscher, a pioneer in digital talking books. A print disability prevents a person from gaining information from printed material in the standard way, and requires them to utilize alternative methods to access that information.<sup>1</sup> A person with a print disability cannot effectively read print because of a visual, physical, perceptual, developmental, cognitive, or learning disability. Library services for children and families with print disabilities include the availability of audio and Braille books, equipment for using talking books available for circulation, and the availability of online materials from vendors like Tumble Book Library.

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### SUBJECT HEADINGS *(Card Catalog)*

*An exhaustive list from the National Library Service for the Blind and Physically Handicapped can be found at <http://www.loc.gov/nls/reference/subjectheadings.html>.*

- Blind children
- Blind persons
- Blindness in children Patients
- Blindness—Patients
- Children, Blind
- Defective vision
- Disorders of vision
- Impaired vision
- Large type books
- People with visual disabilities
- Printing and writing systems
- Printing systems for people with disabilities
- Vision disorders
- Vision disorders -- Juvenile literature
- Visual disorders
- Visual function disorders
- Visual handicaps
- Visual impairments
- Writing systems for people with disabilities

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### KEYWORDS *(Online Searches)*

- Blind
- Library Service to Special Population Children and Their Caregivers - Print Disability
- Print disabilities
- Print disabled
- Visually impaired



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## RESOURCES

### **Alliance for Parental Involvement in Education**

<http://www.allpie.org/>

### **American Council of the Blind**

<http://www.acb.org/>

### **American Foundation for the Blind (AFB)**

<http://www.afb.org/>

### **Association for Education & Rehabilitation of the Blind and Visually Impaired (AER)**

<http://www.aerbvi.org/>

### **Blind Babies Foundation**

<http://www.blindbabies.org/>

### **Bookshare**

<https://www.bookshare.org/>

### **Council for Exceptional Children**

<http://www.cec.sped.org/>

### **Easter Seals**

<http://www.easterseals.com/>

### **Hadley School for the Blind**

<http://www.hadley.edu/>

### **Helen Keller Services for the Blind**

<http://www.helenkeller.org/>

### **Humanware**

<http://www.humanware.com/>

Kendrick, Deborah. **“George Kerscher: A Pioneer in Digital Talking Books Still Forging Ahead.”** AFB

<http://bit.ly/1X5Jx8f>

### **LD Online**

<http://www.ldonline.org/article/23003/>

### **Learning Ally**

<https://www.learningally.org/>

### **Lighthouse International**

<http://www.lighthouse.org/>

### **National Association for Family, School, and Community Engagement**

<http://nafsce.org/>

### **National Association for Parents of Children with Visual Impairments (NAPVI)**

<http://www.napvi.org/>

### **National Association of Private Special Education Centers (NAPSEC)**

<http://www.napsec.org/>

### **National Center on Accessible Educational Materials at CAST**

<http://aem.cast.org/>

### **National Dissemination Center for Children with Disabilities (NICHCY)**

<http://www.nichcy.org/>

### **National Family Association for Deaf-Blind**

<http://www.nfadb.org/>

### **National Federation of the Blind**

<https://www.nfb.org/>

### **National Library Service for the Blind and Physically Handicapped (NLS) - Library of Congress**

<http://www.loc.gov/nls/>

### **National Organization for Albinism and Hypopigmentation**

<http://www.albinism.org/>

**PACER**

<http://www.pacer.org/>

**Perkins School for the Blind**

<http://www.perkins.org/>

**Seedlings Braille Books for Children**

<http://www.seedlings.org/>

**The Visual Research-ROPARD Foundation**

<http://www.ropard.org/>

**WonderBaby: Resources for Parents of Children with Visual Impairments, Multiple Disabilities**

<http://www.wonderbaby.org/>

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## PUBLISHERS AND SELECTION AIDS

**American Foundation for the Blind**

<http://www.afb.org/store/Pages/ShoppingCart/HomePage.aspx>

**American Printing House for the Blind**

<http://www.aph.org/catalogs/>

**Blindskills**

<http://www.blindskills.com/>

**Brookes Publishing**

<http://products.brookespublishing.com/default.aspx>

**Brookline Books**

<http://brooklinebks.com/>

**CAPTEK/Science Products for the Blind**

<http://www.capterk.net/>

**Creative Adaptations for Learning**

<http://www.cal-s.org/>

**Enabling Devices**

<http://www.enablingdevices.com/>

**Exceptional Teaching**

<http://www.exceptionalteaching.net/>

**A Gentle Wind**

<http://www.gentlewind.com/>

**Jason and Nordic Publishers**

<http://www.jasonandnordic.org/>

**Love Publishing Company**

<http://www.lovepublishing.com/>

**Mississippi State University National Research and Training Center on Blindness and Low Vision**

<http://www.blind.msstate.edu/>

**National Braille Press**

<http://www.nbp.org/>

**PROED**

<http://www.proedinc.com/>

**Woodbine House**

<http://www.woodbinehouse.com/>

**Zero to Three: National Center for Infants, Toddlers, and Families**

<http://www.zerotothree.org/>

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## SUBJECT AREA EXPERTS

### **Jordan Boaz**

Children's Librarian for the Andrew Heiskell Braille and Talking Book Library, a branch of New York Public Library.

### **Karen Keninger**

Director of NLS

### **George Kerscher**

Member of the Institute of Museum and Library Services (IMLS) Advisory Board, coined the term "print disabled"

### **Mara Mills**

Assistant Professor of Media, Culture, and Communication at NYU

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## EXAMPLES OF EXISTING PARTNERSHIPS

**Learning Ally** has a number of partnerships listed on its website

<http://www.learningally.org/AboutUs/partners.aspx>

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## NOTE

1. Learning Ally. (n.d.) "What is a print disability?"

<http://bit.ly/1SBaU8l>



*Special Population:*

# TEENS WITH CHILDREN

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## TEENS WITH CHILDREN

According to the Centers for Disease Control and Prevention, over 300,000 children were born to teens ages 15-19 in 2012.<sup>1</sup> It is very likely that teen parents will use library services for themselves and their child, and the library should be a welcoming place for this special population. Librarians serving teenage parents are fortunate to serve two populations - teens and their children. This can be a complicated dance particularly for teens who have low literacy skills and need assistance themselves.

Library programs developed for young parents should provide support, instruction, and guidance to help them become comfortable in their parental role as well as their role as chief literacy officer for their child. Programs may be designed to:

- Promote early development and early childhood literacy through the presentation of books, songs, and interactive activities
- Help parents understand the developmental stages of their babies and the importance of literacy and play.
- Demonstrate meaningful ways that parents can interact with their babies in order to help them develop an interest in reading
- Encourage parents to expand on what they have learned before, during and after the program.

Additionally, teen parents will benefit from your traditional programs for all young adult patrons. Programs designed specifically for young parents help participants build a community of peers with similar experience and helps the parents become resources for each other based on their individual experiences in the community and at home, school, and work.

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### SUBJECT HEADINGS *(Card Catalog)*

- Teenage fathers - fiction
- Teenage fathers - United States
- Teenage mothers --United States --Juvenile literature
- Teenage parents
- Teenage parents - United States
- Teenage pregnancy
- Teenage pregnancy - Fiction
- Teenage pregnancy - Social Aspects
- Teenage pregnancy--United States--Juvenile literature

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### KEYWORDS *(Online Searches)*

- Babies having babies
- Children of teen parents
- Teen fathers
- Teen mothers
- Teen parents
- Teen pregnancy

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## ONLINE RESOURCES

### **High Need, High Impact: Outreach to Teen Parents and their Children**

<http://www.alsc.ala.org/blog/2011/09/outreach-to-teen-parents/>

### **Outreach to Overlooked Populations: Reaching Teen Parents**

<http://theoutreachlibrarian.com/2014/06/25/outreach-to-overlooked-populations-reaching-teen-parents/>

### **Partnering with Teen Parents to Promote Early Literacy Skills**

[https://pantherfile.uwm.edu/sarahkj2/www/earlylit/SKJ-TeenParentsPoster\\_final\\_4.26.10.pdf](https://pantherfile.uwm.edu/sarahkj2/www/earlylit/SKJ-TeenParentsPoster_final_4.26.10.pdf)

### **PBS Reading and Language/About My Baby**

<http://www.pbs.org/parents/readinglanguage/baby/main.html>

### **Reading Is Fundamental**

<http://www.rif.org/books-activities>

### **Serving Teen Parents Part I: A Conversation with Sarah Nordhausen**

<http://www.alsc.ala.org/blog/2012/09/serving-teen-parents-part-1-a-conversation-with-sarah-nordhausen/>

### **Serving Teen Parents Part 2: A Conversation with Ellin Klor**

<http://www.alsc.ala.org/blog/2012/10/serving-teen-parents-part-2-a-conversation-with-ellin-klor/>

### **Sing, Talk, and Read (STAR)**

<http://dclibrary.org/star>

### **Tips for librarians serving teen parents**

<http://wendyontheweb.blogspot.com/2013/05/serving-teen-parents-its-awesome.html>



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## PRINT RESOURCES

### Fiction Titles Related to Teen Parents

Search your library's catalog using the keywords: "Teenage Pregnancy" and "Juvenile Fiction." Incorporate the stories of teen parents in your young adult book club, and use the list to create a display welcoming teen parents to your library.

Makin, Laurie. (2006). "**Literacy 8-12 Months: What Are Babies Learning?**" *Early Years: Journal of International Research & Development*, 26(3), 267-277.

***Pregnancy Information for Teens: Health Tips about Teen Pregnancy and Teen Parenting*** by Sandra A. Lawton. ISBN: 9780780809840

***The Pregnancy Project: A Memoir*** by Gaby Rodriguez. ISBN: 9781442446229

In *The Pregnancy Project*, Gaby details how she was able to fake her own pregnancy—hiding the truth from even her siblings and boyfriend's parents—and reveals all she learned from the experience. But more than that, Gaby's story is about fighting stereotypes, and how one girl found the strength to come out from the shadow of low expectations to forge a bright future for herself.

***Serving Teen Parents: From Literacy to Life Skills*** by Ellin Klor and Sarah Nordhausen. ISBN: 9781598846935

***Your Baby's First Year: A Guide for Teenage Parents*** by Jeanne W. Warren. ISBN: 9781932538038

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## SUBJECT AREA EXPERTS

### Ellin Klor and Sarah Nordhausen

Authors of *Serving Teen Parents* from ABC-CLIO/ Libraries Unlimited

### Carrie Rogers-Whitehead

Senior Teen Librarian, Salt Lake County (Utah) Library Services

### Wendy Stephens, Ph.D.

Cullman High School, Alabama

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## EXAMPLE OF LIBRARY PARTNERSHIPS

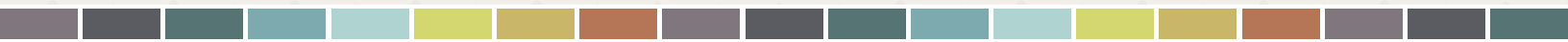
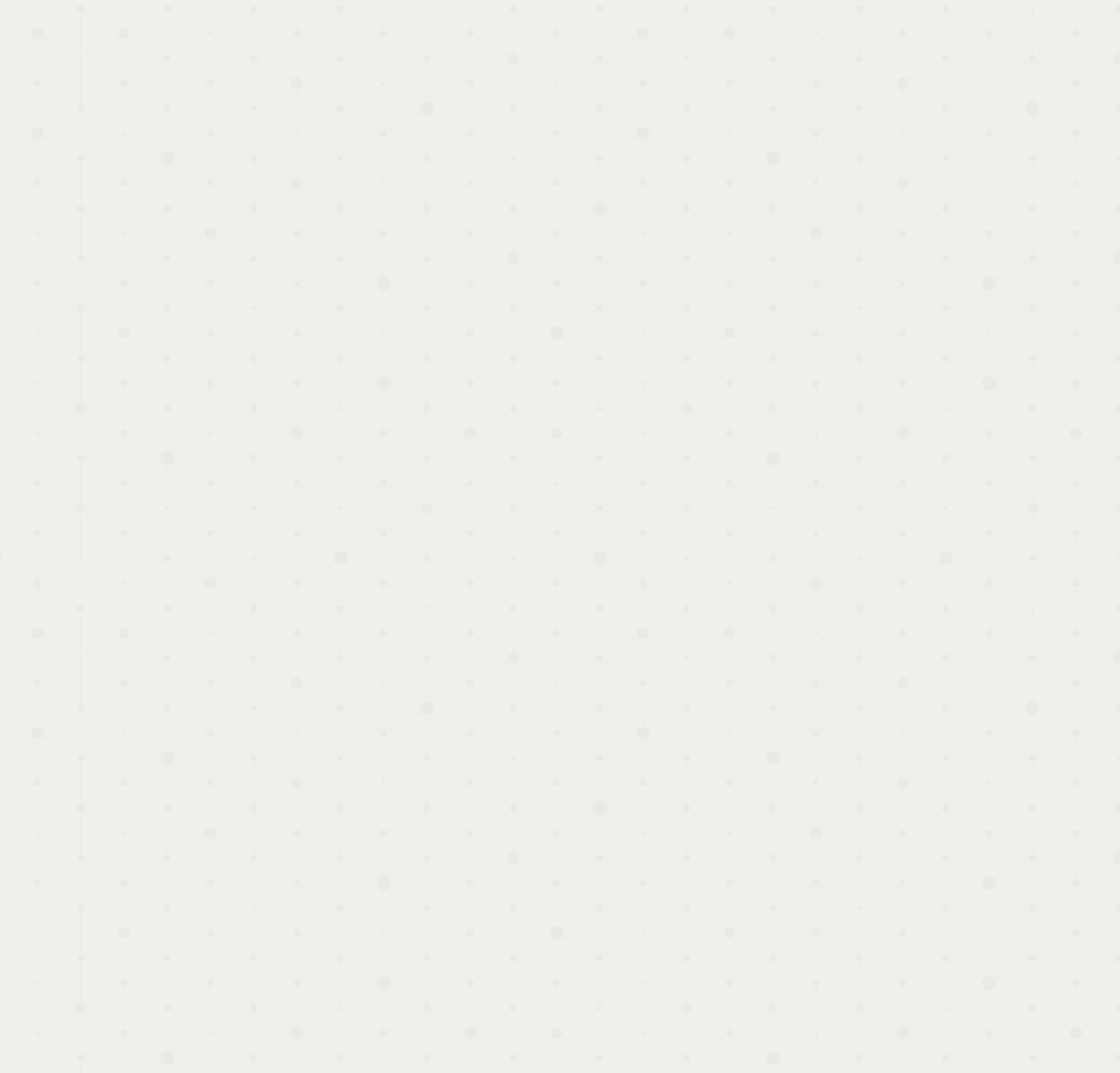
**Hennepin County Library** provides services to the county correction facility including a Read to Me program geared toward teen parents.

<http://www.hclib.org/pub/info/outreach/corrections.cfm>

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## NOTE

1. Centers for Disease Control and Prevention. (2014). Teen Pregnancy in the United States. <http://www.cdc.gov/TeenPregnancy/AboutTeenPreg.htm>



American Library Association  
50 East Huron Street, Chicago, IL 60611  
1-800-545-2433, ext. 2163  
[www.ala.org/alsc/lsspcc-toolkit](http://www.ala.org/alsc/lsspcc-toolkit)  
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