

Index

- Academic libraries, 24–26
 - knowledge, 25
 - professionalization, 26–28
- American Library Association (ALA), 2
- Assessment of activities, 101
- Assignment design, 78
- Attendance, 93–94

- Bingo, 103
- Book clubs
 - assessment, 90–91
 - assessment methodology, 91–93
 - attendance, 93–94
 - evolution, 89–90
 - games, 94
 - overall assessment, 107–109
 - reading, 94
 - transformations, 133–134

- Children
 - disabilities, 71
 - diversity, 19–21
 - immigrants, 19–21
 - intellectual disabilities (IDs), 16–19
- Christian gentleman, 8
- Civil rights, 21–22
 - legislation, 31
- Civil War, 34
- Cognitivism, 65
- Community Integration (CI), 67
- Contemporary textbooks, 64
- Critical thinking, 134–137
- Crossword puzzles, 103

- Dialogic reading, 71
- Disabilities Act, 33
- Disability services, 22–23
- Disabled textuality, 113

- Diversity
 - children, 19–21
 - civil rights, 21–22
 - society, 21–22

- Education, 120–121, 126
- Educational theory
 - age, 68–69
 - context-based teaching
 - methodology, 65–68
 - interest, 68–69
 - pre-literacy, 70–72
 - sea-change in special education, 63–65
 - three schools, 57–63
 - Universal Design for Learning (UDL), 79–83
- Emergent Reading Comprehension (ERC), 70
- English as a Second Language (ESL), 80
- Every Student Succeeds Act (ESSA), 33

- Florida Atlantic University (FAU), 4, 85–87

- Games, 72–73
 - additional data, 104–105
 - less successful, 103
 - most successful, 102–103
 - reading, 94
 - results for activities, 105–107
 - unsuccessful, 103–104
- Great society, 21–22
- Gulliver's Travels*, 76, 77

- Higher education, 123–126
- “Hi-Lo” material, 68, 100
- Human library, 137–138

- Individualized transition plans (ITPs), 32
- Individuals, 111–141
- Information science, 3
- Institutionalization, 30
- Instructional design (ID) technology, 57
- Instructional theory, 78–79
- Intellectual disabilities (IDs), 2
 - academic libraries, 45–46
 - children, 16–19
 - college purposes, 46–49
 - educational theory, 57–84
 - games, 72–73
 - individuals, 72–73, 111–141
 - institutionalization, 30
 - legislation, 31–33
 - librarianship, 111–141
 - library services, 35–36
 - mainstreaming, 33
 - Miss Mattie, 41–45
 - new approaches, 38–40
 - Post-Secondary Education Programs (*See* Post-Secondary Education Programs)
 - programming, 36–38
 - social justice, 111–141
 - unemployed adults, 34
- Intellectually and Developmentally Disabled (IDD), 117
- iPhone, 103
- Isolation, 92
- Least restrictive environment (LRE), 32
- Librarianship, 111–141
- Libraries
 - involvement, 87
 - modern, professional library, 13–14
 - services, 35–36
 - social justice, 14–16
 - trends, 131–133
 - types, 8–13
- “Magic circle,” 106
- Maturity, 122–123
- Military service, 8
- Miniature adults, 100
- Motive, 114–115
- Next Chapter Book Club (NCBC), 4, 38, 87, 92–95, 108, 137
- Orton–Gillingham method, 63
- Participation, 92
- Person-Centered Planning (PCP), 91
- Physical context, 66
- Pictionary, 102
- Planning, 87–88
- Post-Secondary Education (PSE), 4
- Post-Secondary Education Programs, 49–53
 - features, 49–53
 - function, 53–55
 - structure, 53–55
- Progressive educators, 79
- Public libraries, 22–23
- Reading
 - assessment, 94–101
 - games, 94
 - selection, 127
- Scientific pedagogy, 58
- Self-awareness, 115–116
- Sensibility, 117
- Social constructivism, 60
- Socialization, 92
- Social justice, 14–16
 - education, 126
 - librarianship, 111–141
 - signs, 126
- Sports, 121–122
- Survival, 117–118

Time, 115

UDL. *See* Universal Design for Learning (UDL)

Unique sensibility, 117

United Nations Commission for Human Rights, 71

Universal Design for Learning (UDL), 4, 79–83, 111, 127–131

Zone of Proximal Development (ZPD), 61–62