



our tradition - your future

'Disability' Reading Resource

A resource of
picture books to
value children's
experience



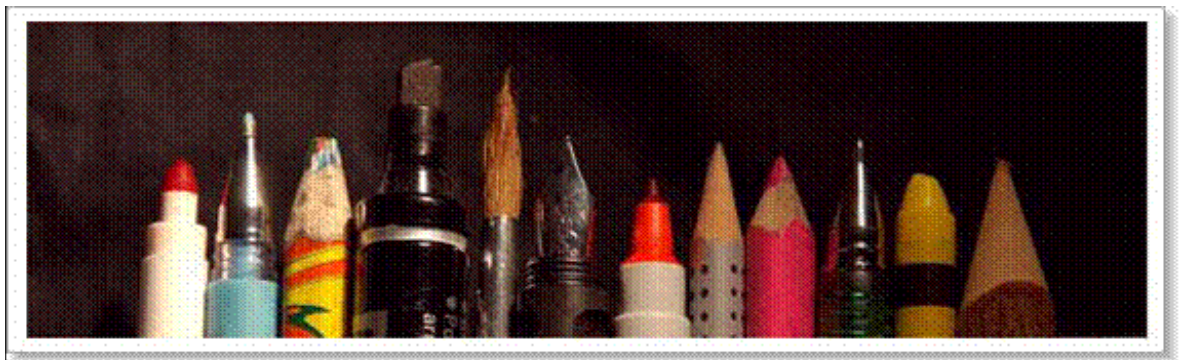
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Notes for Readers

The books included in this resource are those available on loan from the Sibthorp Library at Bishop Grosseteste University College Lincoln. When accessing the texts through other libraries, or making purchases, readers should be aware that, in some cases, other editions are available.

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Foreword

This project grew out of the *Family Diversities Reading Resource* developed at Bishop Grosseteste University College Lincoln and published in January 2008 (www.bishopg.ac.uk/fdrr). Following the exploration of how families are represented in picture books for children it was a natural progression to begin to consider how other ideas, experiences, issues and needs are presented. It was felt important to consider some of the foci of a single equalities policy, which would normally include:

- Age
- 'Disability'
- Gender
- 'Race' and ethnicity
- Sexuality
- Religion and Belief

This annotated bibliography is the first in this series and focuses on 'disability' in picture books. A reading group began to meet formally in mid 2008, consisting of the Children's Literature Librarian, undergraduate students and a member of academic staff. A collection of books was gathered from the Sibthorp Library at Bishop Grosseteste University College Lincoln and the range enlarged by further purchases.

This project set out to develop an annotated bibliography suitable for use by teachers, students and teacher educators. Whilst it is by no means exhaustive, and will be updated on an ongoing basis, the intention is to provide a range of age-appropriate texts that can be used by carers and parents, by schools, and in other child-care settings, to value and to support a diverse community of learners. These aims and intentions span the breadth of similar resource packs being developed at the University College. Additionally, the intention is to provide a resource that can be used by schools in communities with apparently limited diversity to help children and teachers to consider the nature of society in the twenty-first century. Set against the backdrop of the *Every Child Matters* agenda this project has sought to represent ways of living in the UK at the present time.

The project group was self-selecting and all those interested in participating received books on a rotation basis, meeting when possible to share reviews and develop the format of the project. Their collaboration, collegueship and reviews have contributed to the depth and range of this resource. Other teachers and students also reviewed a selection of the books and shared their professional expertise.

Thanks must be expressed to the University College, to the Director of Library and Knowledge Services, Emma Sansby, and to all the staff in the Sibthorp Library for their support during the project.

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Introduction

It is sometimes difficult for children to find those similar to themselves or from similar backgrounds in the books included in classrooms and school libraries. This resource draws together a range of fiction picture books to address part of this need.

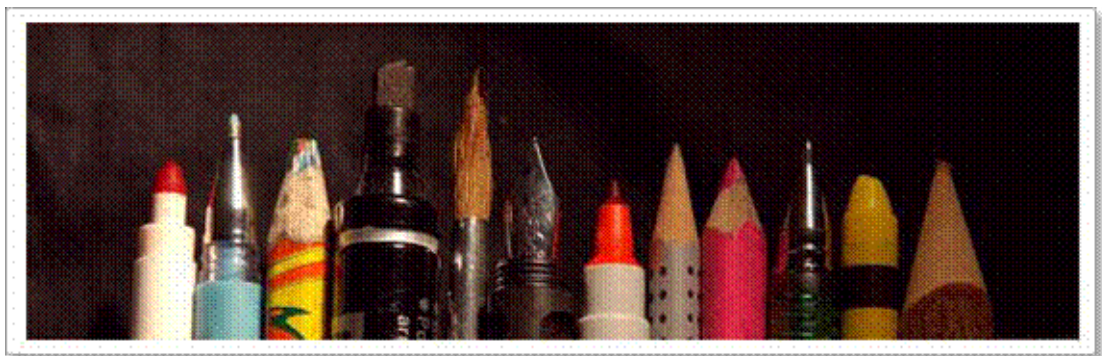
Some books show children with a 'disability' that is not mentioned in the narrative text. Others include a 'disability' as a part of the storyline. In some texts children have parents/carers or siblings with a 'disability'. This resource aims to highlight texts where 'disability' is included in a positive way that shows children and adults engaged in everyday routines. The wish is to provide positive and supportive images to address some of the misconceptions or stereotypes that children may hold or encounter. Children with a 'disability' should be a part of every child's natural landscape, and so must be a part of the natural landscape of children's fiction.

Some of the books include some factual detail and photographs showing apparently real life situations. These relate to a medical model of 'disability' and seem, in part, to present 'disability' so as to give information to children. Where such books are included we have sought to find those with a narrative (rather than purely non-fiction books) so that children and their experiences are seen in context. Our aim is not to perpetuate the medical model of 'disability' by providing factual books explaining specific disabilities. We focused on books that relate to a social model of 'disability', where social practices and environments create or diminish 'disability'. This emphasises the point that it is discrimination and unequal treatment that are disabling. In these books such elements are addressed by changing attitudes and the features of environments. Thus many of the books in this resource show children with a particular need engaging in activities with which most children will identify. In these books the story setting has taken into account any disabling factor and addressed it. In most cases this means that 'disability' may be apparent in the illustrations but is not central to, or even mentioned in, the storyline. In order to emphasise the fact that it is the environment, and not the child's need, that is disabling, the term 'disability' appears in inverted commas in this resource.

Many of the titles that have been chosen are stories that will enhance a school library or classroom book collection for reasons other than the way in which they include 'disability'. Topics include the seasons, pets, time, art, grandparents, wedding celebrations, the senses, imaginative play, migration, gardens, growth, the seaside, coasts, and life cycles. They stand as quality picture books in their own right and are, quite simply, good stories. All the books have been chosen because the reviewers felt that they are of a high quality in terms of both illustration and story. Where any concerns or limitations remain these are highlighted as a part of the annotated bibliography.

It must be stated that picture books are not solely for young children. Whilst educators will make judgements about the appropriateness of the texts in this collection for the age and maturity of their learners, many of the books are accessible and appropriate for children across the primary phase of education. It is important that as children progress through Key Stage 2 they do not lose the joy of picture books.

Practitioners will want to consider the reviews in the light of their own appraisal of the books and may want to use the *Ten Guiding Principles* provided by the *In the Picture* project (http://www.childreninthepicture.org.uk/au_10guide.htm). We hope that the books also reflect Scope's nine point *Charter for Children* (http://www.scope.org.uk/downloads/earlyyears/childrens_charter.pdf). We sought to find books that reflect these principles and which value children — above all — for being children.



Texts by Category

(Titles are hyperlinked to the reviews)

Alzheimer

[Mile-High Apple Pie](#)

Difference (alternative realities)

[All Cats Have Asperger Syndrome](#)

[Autistic Planet](#)

[Broken Bird](#)

[Earth to Audrey](#)

[It's OK to be Different](#)

[Michael](#)

[Ringo the Flamingo](#)

Asperger Syndrome

[All Cats Have Asperger Syndrome](#)

[Brotherly Feelings](#)

[Brothers and Sisters](#)

Autism/Autistic Spectrum

Disorders

[Autistic Planet](#)

[Different Like Me](#)

[Ian's Walk: a story about autism](#)

[Looking After Louis](#)

[Michael](#)

Behaviour needs

[Be Quiet Marina!](#)

[David Goes to School](#)

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Carers

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[We Can Do It!](#)

Cerebral Palsy

[Be Quiet, Marina!](#)

[Brothers and Sisters](#)

[In Other Words](#)

[We Can Do It!](#)

Down's Syndrome

[Be Quiet, Marina!](#)

[Brothers and Sisters](#)

[Friends at School](#)

[Veronica's First Year](#)

[Victoria's Day](#)

[We Can Do It!](#)

Dyslexia

[Once Upon a Time](#)

Emotional Health and Well-being

[Mile-High Apple Pie](#)

[Morris and the Bundle of Worries](#)

[Mr Worry: a story about OCD](#)

[No Worries!](#)

[Red Tree, The](#)

[Silly Billy](#)

[You've Got Dragons](#)

Epilepsy

[Becky the Brave](#)

Hay Fever

[Boots for a Bridesmaid](#)

Hearing needs

[Aria](#)

[Brothers and Sisters](#)

[Dad and Me in the Morning](#)

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[Five Little Ducks](#)

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[I'm Special](#)

[Moonbird](#)

[My First Animal Signs](#)

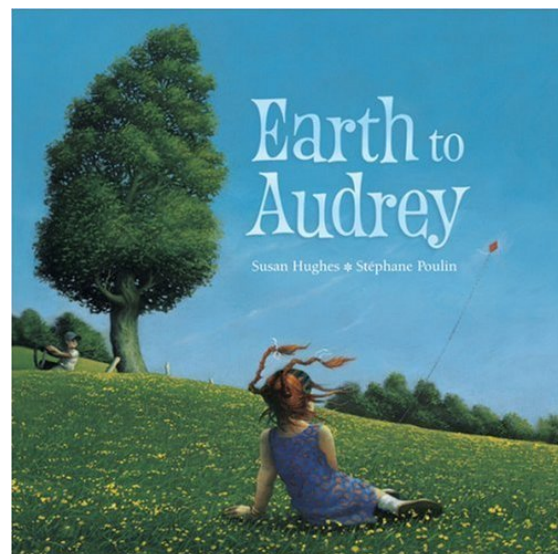
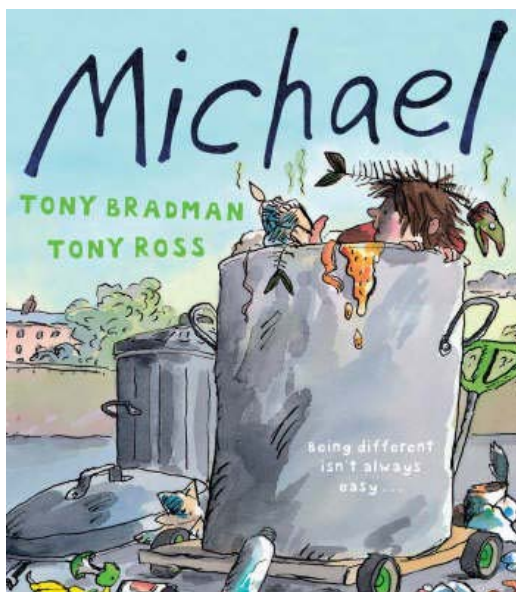
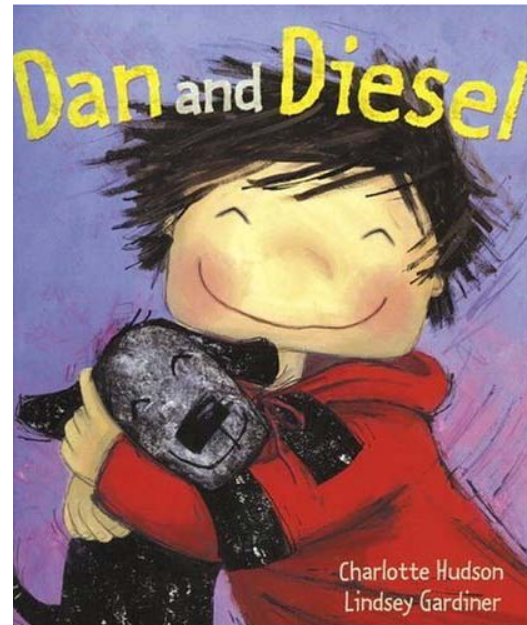
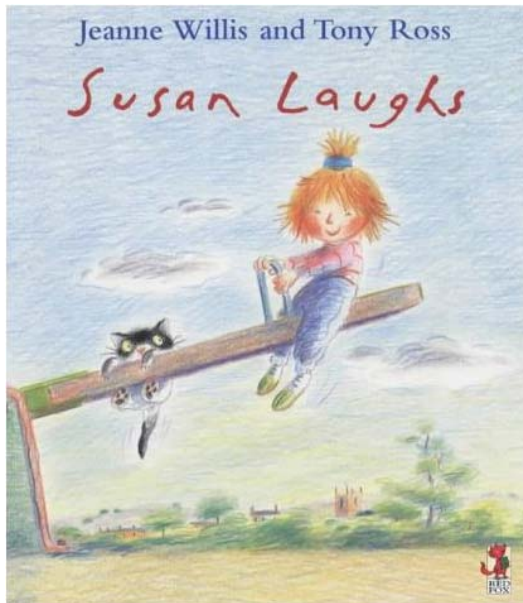
Hospital[I Don't Want to go to Hospital](#)**Inclusion**[All Cats Have Asperger Syndrome](#)[Best Friends: a pop-up book](#)[Brothers and Sisters](#)[Dan and Diesel](#)[Don't Call Me Special: a first look at disability](#)[Earth to Audrey](#)[Friends at School](#)[I'm Special](#)[It's OK to be Different](#)[Keep Your Ear on the Ball](#)[Letang's New Friend](#)[Michael](#)[Ringo the Flamingo](#)[Victoria's Day](#)[We can do it!](#)**Learning Styles**[Brothers and Sisters](#)[David Goes to School](#)[Don't Call Me Special: a first look at disability](#)[Friends at School](#)[Looking After Louis](#)[Michael](#)[Once Upon a Time](#)**Mobility**[Are We There Yet?](#)[Brothers and Sisters](#)[Boots for a Bridesmaid](#)[Broken Bird](#)[Class Three All at Sea](#)[Day at the Farm, A](#)[Day at the Zoo, A](#)[Don't Call Me Special: a first look at disability](#)[Friends at School](#)[I'm Special](#)[In Other Words](#)[It's OK to be Different](#)[It's Raining! It's Pouring!](#)[Jungle School](#)[Letang's New Friend](#)[Little Apple Tree, The](#)[Mama Zooms](#)[Ringo the Flamingo](#)[Seal Surfer](#)[Sleepover, The](#)[Susan Laughs](#)[We Can Do It!](#)**OCD**[Mr Worry: a story about OCD](#)**Sight needs**[Brothers and Sisters](#)[Bumposaurus](#)[Dan and Diesel](#)[Day at the Seaside, A](#)[Don't Call Me Special: a first look at disability](#)[Friends at School](#)[I'm Special](#)[It's OK to be different](#)[It's Raining! It's Pouring!](#)[Keep Your Ear on the Ball](#)[Lucy's Picture](#)[Patch, The](#)[We Can Do It!](#)[What Can Rabbit See?](#)**Speech**[Ben Has Something to Say](#)**Spina Bifida**[We Can Do It!](#)**Spinal Injury**[Are We There Yet?](#)[Boots for a Bridesmaid](#)**Wheelchair Users**[Day at the Zoo, A](#)[Are We There Yet?](#)[Best Friends](#)[Brothers and Sisters](#)[Boots for a Bridesmaid](#)[Don't Call Me Special: a first look at disability](#)[First Picture Playground Games](#)[In Other Words](#)[It's Raining! It's Pouring!](#)[Jungle School](#)[Letang's New Friend](#)[Mama Zooms](#)[Seal Surfer](#)[Sleepover, The](#)[Susan Laughs](#)

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Annotated Bibliography

All Cats Have Asperger Syndrome

By Kathy Hoopmann

Published by Jessica Kingsley Publishers, London

2006

ISBN 978 1 84310 481 0

This amusing and highly engaging book provides a range of information about Asperger Syndrome through the life of cats! It provides information in a series of short statements, each accompanied by an amusing or artistic photograph.

As the book progresses, ideas are related to children with Asperger's. This is done in a sensitive way which helps the reader to consider both information about Asperger's and some of the distinctive and special qualities that it can involve. It also reminds the reader that there is a little of Asperger Syndrome in us all.

This book addresses ideas and issues with clarity. It employs an effective mix of humour and information. The short statements make it both accessible, a good stimulus to support discussion and the kind of book that can be dipped into when time allows.

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Are We There Yet?

By Verna Allette Wilkins

Illustrated by George McLeod and Lynne Willey

Published by Tamarind Books, sine loco

1995

ISBN 1 870516 29 X

This book is about a father taking his children to a leisure park for an enjoyable day out. The storyline is simple and composed mainly of dialogue. Repetition of the title question reflects a 'typical' day out for a family and makes this an ideal book to use with younger children.

This book has a good balance between text and illustration. The illustrations are detailed and colourful and presented in an interesting layout. Although a little dated, they enhance the text by showing the joy of the children and by introducing 'disability' within the story.

The subtle inclusion of 'disability' is a strength of the book. It demonstrates that people with a 'disability' can do many of the same things that others do. The story is positive. There is a very helpful information section at the end of the book, which provides supporting material to address any questions that children raise. The book might be useful in considering different ways of being family.

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Aria

By Peter Elbling
Illustrated by Sophy Williams
Published by Viking, London
1994
ISBN 0 670 85062 4

Aria loves to be amongst nature. She enjoys being with the birds in the jungle around her home where she feels free to be herself. Although she is unable to speak with other people she has the ability to communicate with nature. When the villagers start to catch the birds to sell at the local market, Aria is able to call to the birds to protect them. When the men come to capture her she is saved by her feathered friends.

This book has beautiful and delicate illustrations that show the detail of the jungle setting. Written in the style of an allegory, which itself will provoke discussion, the story is simple and a small amount of text accompanies each double-page spread. The book raises issues about care for the environment that may be best developed through discussion guided by an adult.

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Autistic Planet

By Jennifer Elder
Illustrated by Marc Thomas and Jennifer Elder
Published by Jessica Kingsley Publishers, London
2007
ISBN 978 1 843 10 842 9

This story, written in rhyme, shows a boy and his friend who is on the Autistic Spectrum. It addresses the idea of having obsessions, repetitive behaviours and different ways of seeing the world. It provides a starting point for considering how someone with autism may think or feel.

Although the book has little text, the ideas behind the content are more complex. This book would be most fully appreciated by children in Key Stage 2 or those with an understanding of autistic spectrum disorders. The illustrations support the text in a straightforward way. It may be appropriate to read independently, but children would benefit from adult support to develop inference and deduction.

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Be Quiet, Marina!

By Kirsten DeBear
 Illustrated by Laura Dwight
 Published by Star Bright Books, New York
 2001
 ISBN 978 1 887734 79 0

This is the story of Marina and Moira and how their friendship develops. It considers how they are similar and different. Moira has Down's Syndrome and Marina has Cerebral Palsy. Marina finds it difficult to cope with her frustration when she cannot do things as quickly as she would like: she gets angry and screams. Moira helps Marina to cope with her frustration.

The book is illustrated with monochrome photographs, which makes it less likely to date than some similar books. It includes text to share with children and additional information about the two children to provide context for adults or older readers.

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Becky the Brave

By Laurie Lears
 Illustrated by Gail Piazza
 Published by Albert Whitman and Company, Morton Grove, Illinois
 2002
 ISBN 0 8075 0601 X

This is a book about Becky and her sister. Becky is brave and faces different situations confidently. She has also learned to cope with having epilepsy. We learn of her sister's reactions and hear how she explains Becky's condition to the class at school. The book thus presents information within the storyline and explains how Becky's classmates become supportive.

The illustrations are really detailed and often fill a great deal of the page, which makes the book very eye-catching. They add extra meaning to the text and give the reader a stronger understanding of the characters.

A particular strength of this book is that it portrays overtly children's reactions to epilepsy when they do not yet understand it. It then progresses to consider their reactions when understanding has developed. The book has a useful explanation about epilepsy at the beginning, to provide adults with additional background information. Whilst this makes the focus of the book overt, the main text of the book also works effectively to develop the reader's understanding. One reviewer had experience of working with a child with epilepsy and suggested that this book is an excellent resource to support children's learning and understanding. Another reviewer suggested using the book as a whole with older children and choosing extracts to use with younger pupils.

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Ben Has Something to Say

By Laurie Lears

Illustrated by Karen Ritz

Published by Albert Whitman and Company, Morton Grove, Illinois

2000

ISBN 0 8075 0633 8

This story is about Ben who does not like to talk to people because he is embarrassed by his stutter and how people react to it. The only person he feels comfortable speaking with is his dad, and Spike, a dog at the local scrap yard that his dad visits for work. Ben really likes Spike and takes him food and blankets but knows that Spike needs a proper home where he can be loved. When the scrap yard is burgled and the owner wants to take Spike to the dog pound, Ben is forced to speak out. This is a "feel good" story with a happy ending for everyone involved. The story is effective in discussing stuttering and positive by ending with Ben finding the confidence he needs.

The illustrations are incredibly detailed and realistic and effectively support the story. There is a good balance between the text and the illustrations. The text uses a range of sentence structures with a good variety of vocabulary and description to add detail and develop the plot.

Ben's 'disability' is overt in the story. It might allow children to consider things from the perspective of someone with a 'disability' and to develop empathy. It offers helpful advice e.g. not trying to finish someone's sentences.

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Best Friends: a pop-up book

By Mark Chambers

Published by Tango Books, London

2008

ISBN 9781857077117

Best Friends: a pop-up book is a must to go on any child's (or teacher's) wish list! From the moment one picks it up it is engaging and the reader will want to explore all its interactive features.

In the book, a girl tells of the fun she has with her best friend. They embark on adventures to find dinosaurs, swash-buckling pirate escapades and take part in an Olympic sprint. Whether they are engaging in such imaginative play or just spending time together the story shows the value of friendship. Incidental to the story is the fact that one of the two children uses a wheelchair.

Mark Chambers' illustrations are both eye catching and appealing and the pop-up pages and interactive tabs and flaps mean that once you start to read you want to discover what happens next... not only what will happen in the story but also what will pop up on the next page, literally. This book won the NASEN (National Association for Special Educational Needs) Book Award 2008 in the Best Children's

Book category. It is easy to see why, as this is one of those rare books that includes 'disability' as a ordinary part of everyday life.

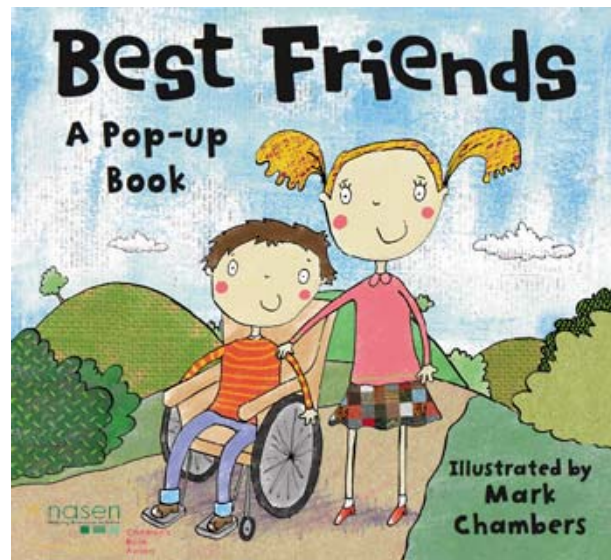


Illustration © 2008 by Mark Chambers from "Best Friends", published by Tango Books.

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Boots for a Bridesmaid

By Vera Allette Wilkins

Illustrated by Pamela Venus

Published by Tamarind Books, sine loco

1995

ISBN 1 870516 30 3

This is the story of Nicky a tomboy who loves to play cricket with her friends. Nicky's aunt announces that she is getting married and asks Nicky to be a bridesmaid. This causes some discomfort at the thought of having to wear a dress for the role! Mum makes the dress and then they shop for the boots that Nicky wants to accompany it. Mum buys an identical pair for herself. The characters are shown preparing for the wedding and enjoying the celebrations.

The illustrations are super and very detailed. They focus on everyday activities rather than on 'disability'. The text does not make reference to 'disability' although mum is shown in her wheelchair making the preparations for the wedding. The book provides opportunities to challenge stereotypes about both people with a 'disability' and their families. It may appeal more to female readers because of the subject matter.

This is an enjoyable and positive story and an engaging and appealing book. It provides the opportunity to consider how someone may become disabled through an accident (mum has a spinal injury) and there are accompanying notes to provide background context. In addition, Nicky suffers from hay fever, with which some children will identify.

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Broken Bird: a tale of true love

Author: Michael Bond
 Published by Puffin Books, London
 2006
 ISBN: 0 141 38158 2

Broken Bird doesn't realise that he is different from other birds when he hatches from his egg. However, he soon senses that he is different from his brothers – as he has only one wing. Soon he is left alone with just one thin wing when the others fly away. He makes the most of his situation, choosing to walk instead of fly. He meets different creatures and sees different places. Whilst on his travels he meets Scary Bird: named by her sisters because her one wing is expected to scare others away. The two birds discover friendship and love. They work together to build a nest and start a family... and even learn to fly together.

This is a heart warming and endearing tale of difference and love. The two birds find that they complement each other. The illustrations are lovely and support the story effectively. This book is ideal for exploring issues of 'disability' and difference.

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Brotherly Feelings

By Sam Frender and Robin Schiffmiller
 Illustrated by Dennis Dittrich
 Published by Jessica Kingsley Publishers, London
 2007
 ISBN 978 1 84310 850 4

Sam is eight years old and lives with his parents and older brother, Eric. Eric has Asperger Syndrome. This book, which is probably most suitable for older children in the primary phase, provides an insight into Sam's life, his feelings and coping strategies. It presents a realistic picture of the highs and lows he faces.

The book contains mainly text, with some pencil drawings. It includes background information about Asperger Syndrome and a brief autobiographical note from Sam. It may be best used as a text to read aloud with a class and could support discussion about feelings and emotions and how one copes with siblings. It might also be useful for parents/carers to help them consider the feelings of their own children and to use to support discussion of their emotional experiences.

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Brothers and Sisters

By Laura Dwight

Published by Star Bright Books, New York

2005

ISBN 978 1 887734 80 6

Shannon tells of her brother, Kellen, who has a prosthetic arm. She outlines the things he loves to do. Zaire has a twin brother who has a hearing impairment and a sister with cerebral palsy who communicates by using her eyes. Chloe has an older brother who is blind: they enjoy sharing stories and going out together. Edwin has a younger brother with Down's Syndrome: they enjoy playing games and riding their bikes together. Jabir and her sister both have a hearing impairment. Sophie's brother, Charles, has Asperger Syndrome.

The book is illustrated with photographs showing the lives of different siblings enjoying activities together. The text is written using the children's voices and explains who the family members are and how they have different needs.

This book addresses a range of disabilities in a positive way. At the end is a glossary that provides brief details about each need. The book could be used to present affirming images of a range of children with disabilities, or might be used in sections to consider specific needs. It includes a list of contact details and websites which link to the disabilities presented in the book.

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Bumposaurus

By Penny McKinlay

Illustrated by Britta Teckentrup

Published by Frances Lincoln Children's Books, London

2003

ISBN 1 84507 516 1

This is the story of a baby dinosaur that bumps into things all the time. He has a great deal of energy – and embarks on adventures getting into all kinds of scrapes along the way. At the end of the story he receives a pair of glasses and is able to see clearly.

The illustrations are bright and colourful. The story includes elements of humour. It reads with a good pace as Bumposaurus' experiences unfold. The story would engage children of various ages and provide a means to explore differences between people. Used sensitively it would provide a means of discussing how senses help in daily life and considering how key senses differ.

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Class Three all at Sea

By Julia Jarman

Illustrated by Lynne Chapman

Published by Hodder Children's Books, London

2008

ISBN 978 0 340 94465 3

Class three head off to sea. They see all kinds of exciting sights... but fail to notice pirates on the horizon. After adventures and encounters with the pirates they finally find a treasure chest – and friendship with an octopus!

This book is beautifully illustrated with pencil-style drawings. Readers will be fascinated by the detail. It includes some lovely humour – through both the text and the illustrations. There is an engaging use of rhyme and some amusing character names.

This book does not address disability directly. However, careful examination of the illustrations shows one child wearing a calliper and using crutches. This engaging and enjoyable book portrays disability as a part of “everyday” life (or at least when meeting pirates!)

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Dad and Me in the Morning

By Patricia Lakin

Illustrated by Robert G Steele

Published by Albert Whitman and Company, Morton Grove, Illinois

1994

ISBN 0 8075 1419 5

This is the story of a boy and his father who get up early to go to see the sunrise. The boy has a hearing impairment. Whilst this is mentioned at the opening of the book, it does not feature as a major aspect of the story. The story shows the close relationship between a boy and his father and that there are many ways of communicating with people we know well. The story is written to intrigue and draws the reader in.

The illustrations are atmospheric and in an oil painting style. The sunrise is portrayed particularly well and is visually very appealing. The book could be used for its pictures alone and these present plenty of cues for discussion without the need for text. All the early right hand pages only have illustration, which makes them a particular focus of the book. One reviewer felt that they were an excellent resource to inspire artwork and to consider the beauty of the natural environment.

The book considers how we communicate with one another. It includes reference to signing and also other non-verbal communication. There is a strong focus on the visual senses, supported strongly by the artwork.

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Dan and Diesel

By Charlotte Hudson

Illustrated by Lindsey Gardiner

Published by Random House Children's Books, London

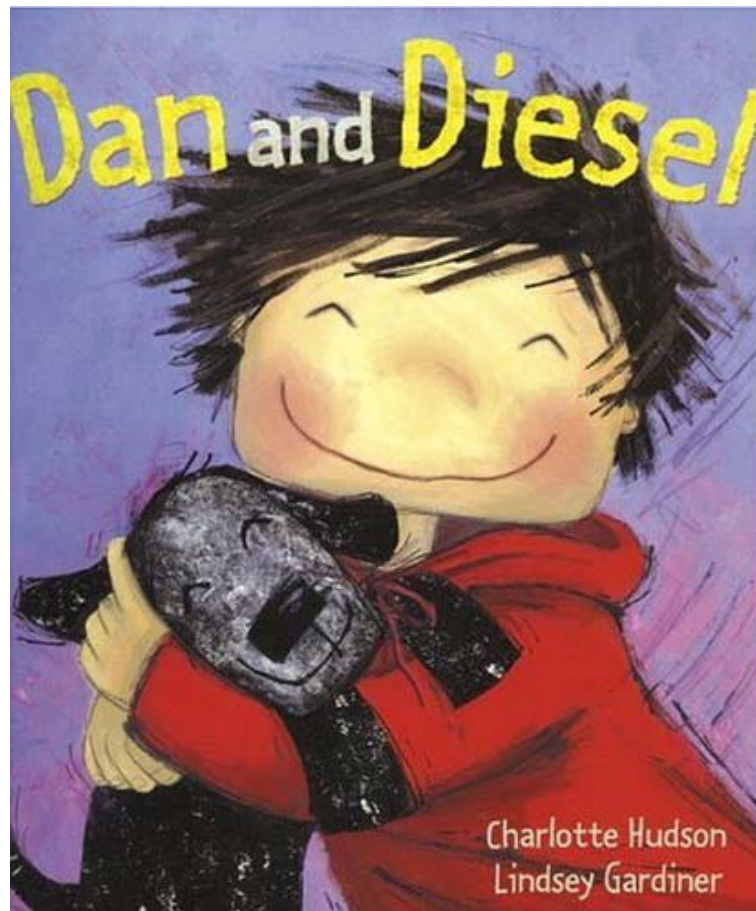
2006

ISBN 978 0 099 47585 9

Diesel is an amazing dog: capable, calm, loyal and always there. He protects Dan and is a constant companion. Diesel has a wonderful life with Dan – and even has nightmares that one day he might lose his special friend. Then, one day, somehow he is taken away to the dog pound. Miraculously, Diesel manages to escape and find his way home. The two are delighted to be reunited.

This is a book about how a guide dog provides support. This is not mentioned in the text, nor is the fact that Dan has a visual impairment. In the final illustration the reader can see that Diesel is wearing a harness, which gives the clue, as does the acknowledgement to the Guide Dogs for the Blind Association.

This book is beautifully illustrated. It may be enjoyed by children of all ages but is particularly appealing to children in Key Stage 2. It focuses on the relationship between a boy and his dog and how they enjoy living life to the full. It is a very positive book and is an excellent example of a text considering 'disability'.



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David Goes to School

By David Shannon
Published by Scholastic Children's Books, London
2005
ISBN 0 439 95451 7

David does not mean to misbehave, but his teacher always seems to be giving reminders and reprimands. Throughout his day at school he constantly does something that brings him to the teacher's attention. However, a task undertaken during detention provides the opportunity for him to receive praise and a sense of success.

The amusing cartoon-style illustrations and short, punchy text make this book both amusing and enjoyable to read. David's enthusiastic personality comes across effectively.

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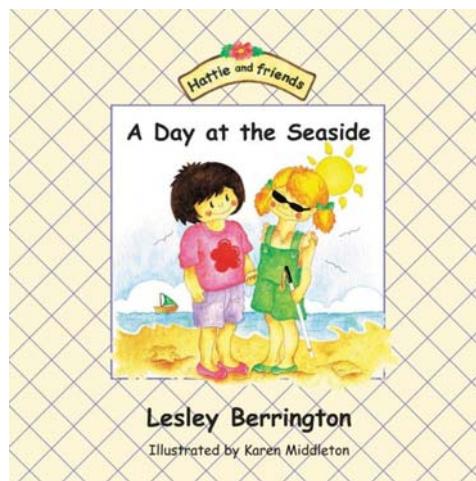
Day at the Seaside, A

By Lesley Berrington
Illustrated by Karen Middleton
Published by Paw Print Publishing, Lincoln
2007
ISBN 978 0 9552141 2 7

Hattie and Lucy are excited at the prospect of going to the seaside with their fathers. They plan what they will do during the bus journey, and have a thoroughly enjoyable day on the beach. They enjoy the smells, sounds, textures and tastes of the day out.

The illustrations are full of detail and provide plenty for the reader to explore. The text is clear and will engage an independent reader – or be enjoyed by a class.

This is a lovely story about two friends who enjoy each other's company and have an exciting day out. The illustrations show that Lucy is blind, but there is no reference to this in the text. This is a positive book that shows an experience with which some children will identify.



Other titles in the Hattie series include:

- *A Day at the Zoo* (George uses a wheelchair)
- *A Day at the Farm* (Nisha wears leg braces and uses walking aids)
- *A Day at the Park* (Toby is deaf and uses a cochlear implant)

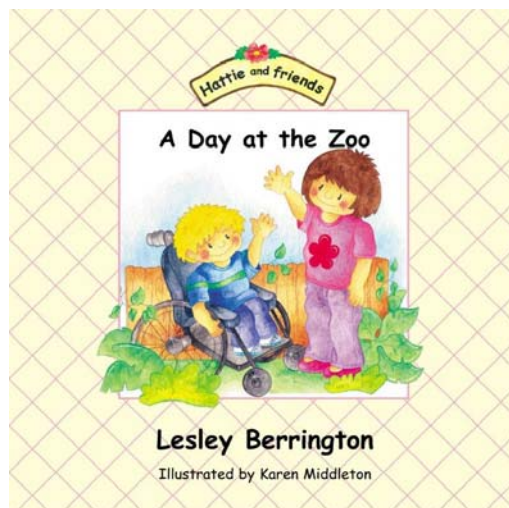
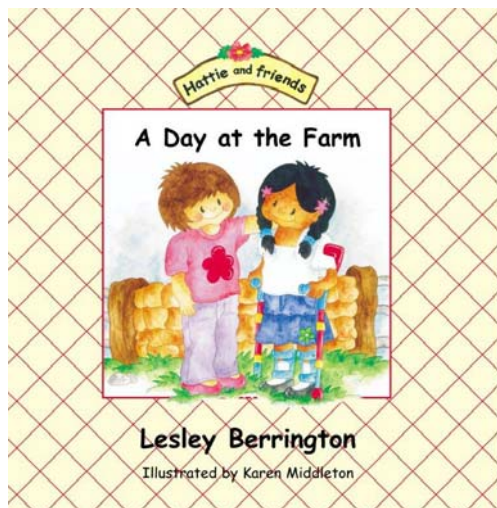


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Different Like Me: my book of autism heroes

By Jennifer Elder

Illustrated by Marc Thomas and Jennifer Elder

Published by Jessica Kingsley Publishers, London

2006

ISBN 1 84310 815 1

Quinn is nearly nine years old. He introduces himself and explains a little about Autism. He wonders if some people in history may have been on the autistic spectrum.

Each alternate page includes a biography of a famous person from history who may have been autistic. This is accompanied by a portrait of that "hero". Included are Albert Einstein, Andy Warhol and Hans Christian Anderson.

This book provides positive and successful role models for children with and without autism. The detailed biographies may appeal to a more accomplished reader and the factual style may well appeal to children in the autistic spectrum.

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Don't Call Me Special: a first look at disability

By Pat Thomas

Illustrated by Lesley Harker

Published by Hodder Children's Books, London

2005

ISBN 0 3409 1107 7

This book considers the needs of a range of children with different disabilities. It shows how 'disability' can be as a result of birth, illness or accident. It outlines that there are many different kinds of disability and that everyone is unique. It shows children in a variety of learning situations and considers how everyone is able to access learning in their own way.

This is a colourful and eye-catching book with lively illustrations. The text engages the reader through its use of questions and the way the reader is addressed directly.

This book presents a positive approach to inclusion in a classroom setting. At the end is a note for adults on how to use the book with their learners. There is a glossary, recommended further reading and a list of key contact organisations.

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Earth to Audrey

By Susan Hughes

Illustrated by Stephane Poulin

Published by Kids Can Press, Tonawanda, NY.

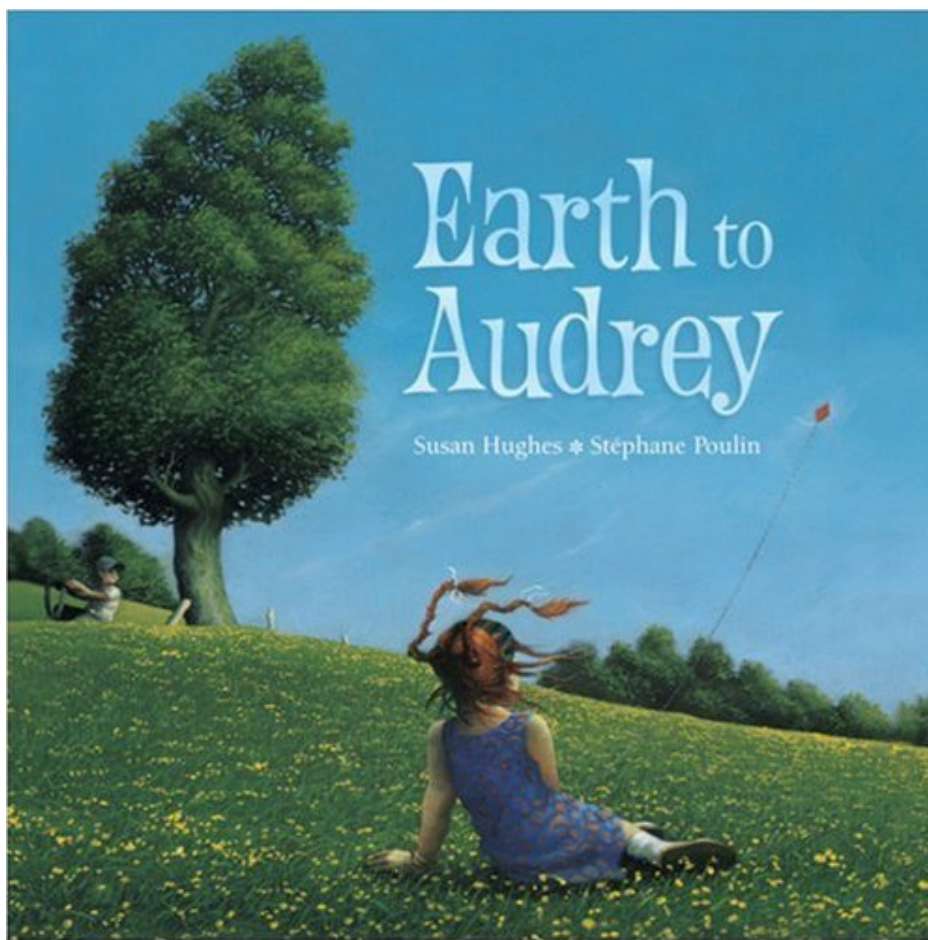
2005

ISBN 978 1 55453 165 3

The narrator sees Audrey in a range of situations. From the start the reader will be intrigued about who she is and what she is doing. Ray, the narrator, suspects that she may be an alien. Both Audrey and Ray see the world in different ways, they each have their own perspectives and outlooks.

This is a beautifully illustrated book that shows a great deal of detail to enrich the story and show the home lives of Audrey and Ray.

This book does not address 'disability' directly. However, it may be an excellent starting point for thinking about difference and children who think or see the world in different ways.



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First Picture Playground Games

Illustrated by Jo Litchfield

Published by Usborne, London

2007

ISBN 978074607901 0

This book shows how to play a range of playground games with introductions and accompanying step-by-step illustrations.

The book is appealing to the eye, with plain background colour so that the text stands out and consistently colourful illustrations. The text is useful for more able readers to follow on their own, or may be helpful to adults by clarifying the games shown in the pictures.

Children using wheelchairs are included in some illustrations. They appear at some points in the book, but not throughout and not all the games are physically accessible to all children, for a range of reasons. The book shows children with disabilities joining in some games enjoyed by all children in an incidental and very natural way.

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Five Little Ducks

By Anthony Lewis

Published by Child's Play International Ltd, Swindon

2008

ISBN 978 1 84643 174 6

Five Little Ducks shows a group of children reciting this popular children's rhyme, using British Sign Language (BSL).

The book includes colourful, simple illustrations. Where the children use BSL italic captions are included as explanation. The cover includes musical notation to provide the tune – for those who wish to sing the rhyme.

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Friends at School

By Rochelle Bunnett

Illustrated by Matt Brown

Published by Star Bright Books, New York

1995

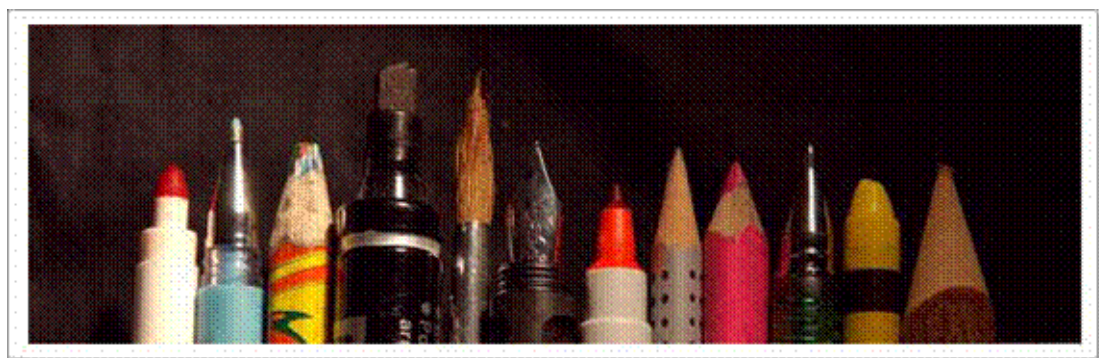
ISBN 978 1 59572 040 5

This is a book about a group of friends at school. They enjoy a range of activities that will be common to the experience of many readers. Although different disabilities and needs may be deduced from the photographs, this is not the main aim the text. The book is about enjoyment and loving learning.

Matt Brown's photographs add colour to the book and provide real-life representations of the children and the things they enjoy doing.

This book focuses on inclusion and communicates this very clearly. It shows how all children are unique and special and goes beyond a consideration of children with disabilities. It is a super example of a book about friendship and how a group of children enjoy learning together.

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Ian's Walk: a story about autism

By Laurie Lears

Illustrated by Karen Ritz

Published by Albert Whitman and Company, Morton Grove, Illinois

1998

ISBN 0 8075 3480 3

This is a lovely story about three siblings going to the park on a beautiful afternoon. Julia, the narrator, does not want to take her youngest brother, Ian, because he is autistic and behaves in unpredictable ways. Sometimes this makes her frustrated or embarrassed. When Ian goes missing she panics and has to think hard about what he likes in order to work out where he has gone. When she finds him her relief is evident – as is her love for him. The story has a reassuring ending that depicts sibling relationships and how they can be affected by 'disability'.

The large watercolour illustrations are very detailed and realistic. They provide excellent support for the presentation of the story. The text has a good range of sentence structures with short sentences to stress Julia's panic when Ian goes missing. There is a variety of dialogue and description with interesting syntax.

This book has a strong story, is well presented and addresses some important issues. It might be useful to support a discussion with children. It includes background notes for adult readers.

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I Don't Want to go to Hospital

By Tony Ross

Published by Collins, London

2001

ISBN 0 00 710957 1

A princess does not want to go to hospital, but having experienced it wants to go back! Many of the things that adults tell her about hospital come true and she argues that she wants to return because "They treated me like a princess in there." There is an enjoyable series of searches when the princess initially hides and later there is a positive outcome to the story.

This book has bright, vibrant illustrations that enhance the story by adding humour. The text uses repeated words and phrases to make it accessible and enjoyable and this is complemented by the cartoon-style illustrations.

This book addresses a concern that some children will face. It shows that people should listen to others who have experienced similar things and considers how perceptions can be changed as a result. This book might provide a very useful starting point if a child is about to go into hospital or if the children have a peer in that situation. It may also support those who are afraid of a situation or help children to consider advice that they have been given but not believed.

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I'm Special

By Jen Green

Illustrated by Mike Gordon

Published by Wayland, Hove

1999

ISBN 0 7502 2357 X

Sarah uses a wheelchair to get around. She presents the story of the activities that she enjoys and those undertaken by her friends, some of whom also have disabilities. Sarah explains how her 'disability' makes her feel sometimes - including when people relate to her in awkward ways. Sarah considers accessibility issues and her adult role models. The focus throughout is on feeling special for being unique.

The book is illustrated in a cartoon style and is appealing to the eye. The text is presented in short sections, which reflect the illustrations. The illustrations add an extra layer to the meaning and show a greater range of disabilities. It includes notes for parents/carers and teachers and suggested further reading.

This is a very appealing book that presents a positive message. It addresses 'disability' in an overt way and uses a child's voice as narrator to explore a range of experiences and feelings.

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In Other Words

By John C Walker

Illustrated by Connie Steiner

Published by Annick Press Ltd, Toronto

1993

ISBN 1 55037 310 2

John is a young boy with a great deal of imagination. Although he finds it hard to communicate with those around him, he has much to say and thinks a great deal. Although he is not able to explore independently, he loves to go out into the world to sense and appreciate nature. When Debbie joins the school, John finds that he can communicate with her without words. They share thoughts and laugh together. John has cerebral palsy, and Debbie has similar needs. A powerful message is that the children have a great deal to say, but are frustrated by a lack of means to do this fluently. The book thus challenges assumptions that might be made about John.

The book is beautifully illustrated in a watercolour style. Many of the images take up the full two-page spread. The text is appropriate for sharing with a class or for competent readers to enjoy alone.

This is a very positive story that shows how people who may be seen as different can have special abilities. It also makes the reader consider how communication takes place. Whether or not we believe in telepathy, the sense of being able to communicate with others without the need for words is the mark of a very special friendship.

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It's OK to be Different

By Todd Parr

Published by Megan Tingley Books, New York

2001

ISBN 0 316 66603 3

This bright and extremely eye-catching book demonstrates many ways of being different. It includes representations of children with different abilities, physical features and characteristics and children showing a range of emotions. It includes children with "different moms" and "different dads" and children who are adopted.

This book will appeal to children primarily in the Foundation Stage, lower Key Stage 1 and possibly to older children. The book concludes with a positive message from the author, who affirms that it is OK to be different.

This is a super book to use when considering difference in a wide variety of forms.

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It's Raining! It's Pouring!

By Polly Peters

Illustrated by Jess Stockham

Published by Child's Play International, Swindon

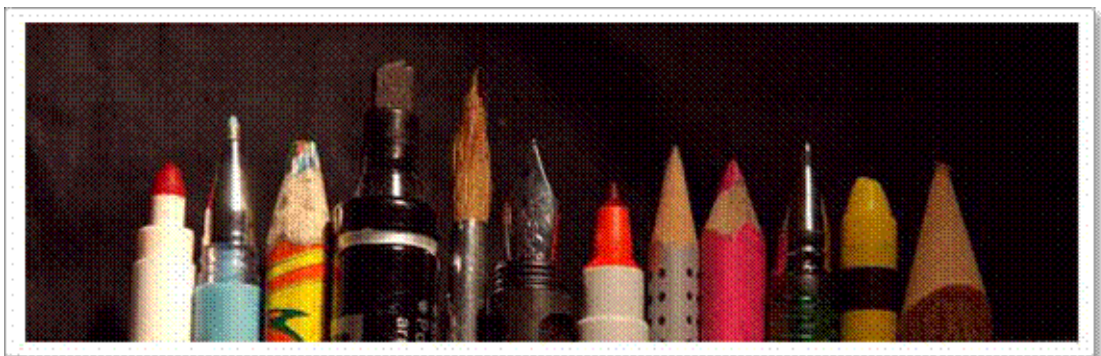
2007

ISBN 978 1 84643 117 3

Bad weather stops three children playing outside and means that they have to find ways of occupying themselves. With a great deal of imagination and items found around the house they embark on a great adventure. They sail the seas, climb mountains and escape from charging monsters!

This is an engaging story, written in rhyme, which shows a situation that will be familiar to most children. Incidental to the story is one character that wears glasses. It also includes mum's mobility needs, showing her using a wheel chair and a crutch at different times. This book might provide support for a child who is nervous or embarrassed about wearing glasses for the first time. It is a colourful book that is full of excitement and shows children engaged in imaginative play.

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Jungle School

By Elizabeth Laird, Roz Davison and David Sim

Published by Egmont, London

2006

ISBN 978 1 4052 1919 8

It is Jani's first day at Jungle School. She is apprehensive but receives a warm welcome from the other monkeys. She explains why her chair has wheels (because her legs are not strong) and answers questions about how it moves. She develops her own ways of joining in and finds that she has strengths that the other children do not. The book is divided into three short stories. In the final one Jani's wheelchair is incidental to the story as the children spend time dressing up.

The book is presented in a cartoon style. The stories are short and the language is accessible. It might provide short stories for a class to share or be a suitable book to read alone.

The book shows 'disability' mainly through the use of illustration, although it does address questions from the other children and strategies to help Jani to access activities. It is a bright and colourful book that will appeal primarily to younger readers.

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Keep Your Ear on the Ball

By Genevieve Petrillo

Illustrated by Lea Lyon

Published by Tilbury House, Gardiner, ME.

2007

ISBN 978 0 88448 296 3

Keep Your Ear on the Ball is the inspiring story of Davey, a boy with a hearing impairment, and how he joins a new class. He takes part in all the activities that the other children undertake, and whilst they offer help he maintains his independence. Soon he begins to settle into the routines of the school day, but on the playground it becomes clear that he is finding it difficult to join in. The children work together to devise strategies to support his independence.

The illustrations are colourful and accompany the text well.

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Letang's New Friend

By Beverley Naidoo

Illustrated by Petra Rohr-Rouendaal

Published by Longman, Harlow

1994

ISBN 0 582 12154 X

This story explores Letang's experience as she joins her new class, having moved from Botswana. After initial shyness, she begins to develop a friendship with Julie. The storyline is enjoyable and touches on difficulties to which all children should be able to relate.

The illustrations are delicate. The colour is not vibrant but the simplicity makes the focus the children. The book has a simple layout with consistently formatted text and a related picture on each double spread. It flows well and incorporates images that show the thoughts and feelings of the children. The illustrations show 'disability', but it is not mentioned in the text. Julie is shown as being able to do the same activities as other children. One reviewer did not notice her 'disability' at first because of focusing on the text rather than the illustrations.

This book would be useful to use with children when a new member of the class starts school or to demonstrate that children with disabilities, like Julie, can enjoy the same activities as everyone else. 'Disability' is approached in a sensitive way. This book should appeal to a wide range of children.

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Little Apple Tree, The

By Inga Moore

Published by Simon and Schuster Young Books, Hemel Hempsted

1994

ISBN 0 7500 1258 7

Lucy's father was a gardener and often took her to work with him. When she was born, her father planted an apple tree. It never thrived and he often considered digging it up. Over time Lucy repeatedly asks that it be left to develop. Eventually, after a storm, she uses the tree to re-house a nest of bird's eggs. Eventually the tree blossoms and the eggs hatch.

The book is beautifully illustrated with detailed drawings of the garden and the thrushes. Lucy is shown wearing a calliper, although no reference is made to this in the story. The frailty of the tree may be seen as a metaphor for Lucy's 'disability', and her care and protection of the tree enables the tree, the birds and the characters in the story to thrive and 'blossom'.

This book could be used to consider environmental issues with children or to consider what we see as valuable and worthy of protection in life. The incidental inclusion of 'disability' provides a very natural aspect of the storyline within an account of everyday life.

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Looking After Louis

By Lesley Ely

Illustrated by Polly Dunbar

Published by Frances Lincoln Children's Books, London

2005

ISBN 1 84507 083 6

Louis is the new boy at school. He has a buddy to sit with in class, who narrates the book. Louis' teachers and other adults understand the needs that arise from his Autistic Spectrum Disorder and help others to appreciate them.

The illustrations are appealing and suggest animation.

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Lucy's Picture

By Nicola Moon

Illustrated by Alex Ayliffe

Published by Orchard Books, London

1995

ISBN 978 1 85213 955 1

Lucy's grandfather is coming to tea. She arrives at school full of excitement at the news. She decides to make a special picture for him, but her attempts are quite different to those of other children. She makes a collage using a variety of textures. When Granddad arrives his guide dog accompanies him. The intrigue that has built up in the storyline is resolved.

This book is full of colour and illustrations that suggest activity. The text is presented very clearly. It will make a lovely book to read aloud to a class. It shows a diverse group of children working together and exemplifies a loving relationship between different generations.

This book might be particularly suitable for considering 'disability' within families or considering the needs of people in different generations.

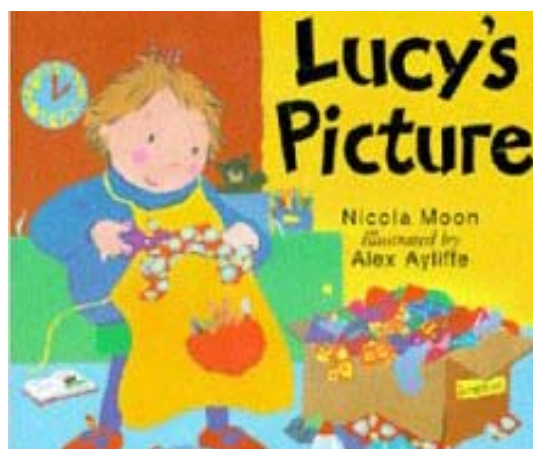


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Mama Zooms

By Jane Cowen-Fletcher

Published by Scholastic, New York

1993

ISBN 0 590 45775 6

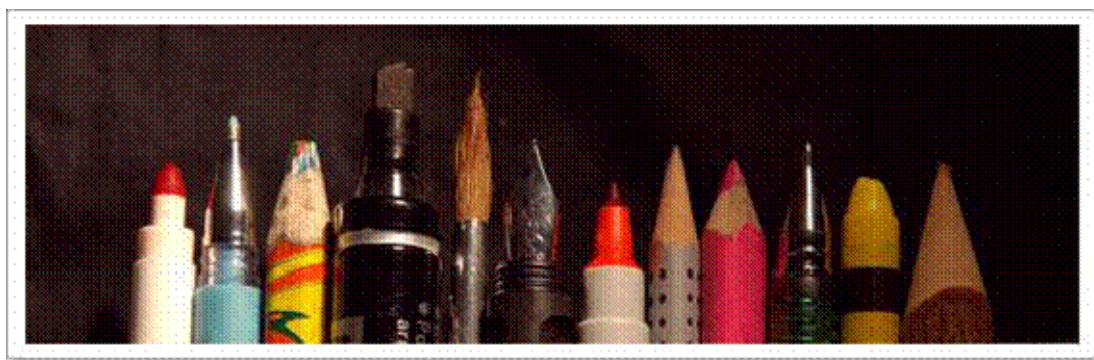
The story begins with an explanation that "Mama's got a zooming machine and she zooms me everywhere." It is narrated by a child, telling of her experience of being transformed into different characters and imaginary situations. The book includes both an enjoyable story and some factual information about 'disability'.

The illustrations are simple and effective, life-like and detailed, showing all the things that the child and mother can do together. They show a loving family relationship in which a great deal of enjoyment is experienced. The typeface is large and clear, alternating with pages of illustration. The text is simple and accessible. Younger children might enjoy its use of repetition.

'Disability' is a main focus of the story. However, Mama's wheelchair does not appear fully until part way through the story. By using the child as narrator, the book successfully gives her perspective on 'disability'. It investigates both issues of age and 'disability' and shows how different people will view 'disability' in a variety of ways.

This book might be particularly useful in a PSHE lesson, or to support a discussion about different families or how people cope with 'disability'. It may need to be used sensitively to avoid suggesting that all people who use wheelchairs are as mobile as Mama.

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Michael

By Tony Bradman

Illustrated by Tony Ross

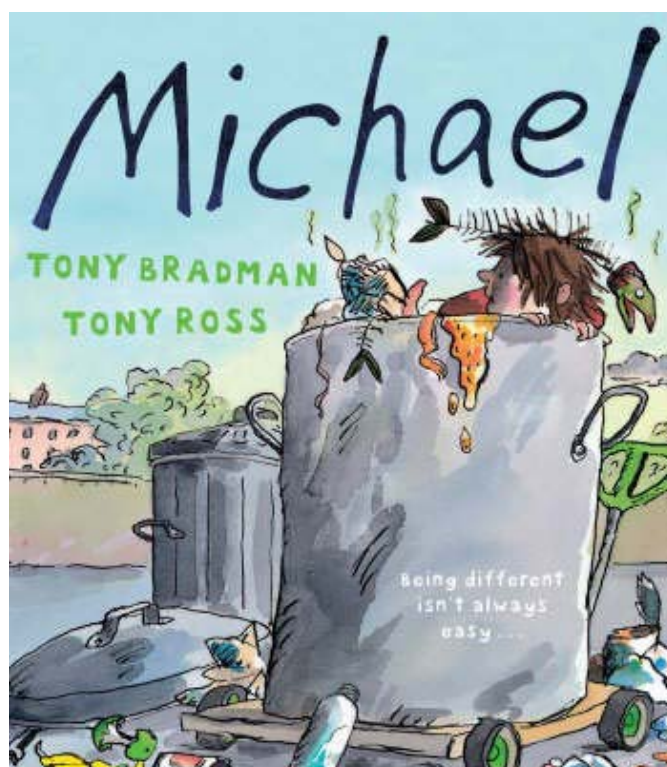
Published by Random Century Children's Books, London

1990

ISBN 0 09 984020 0

This is the story of Michael, who thinks and acts differently to his peers. Although the boy in the book does not have a named 'disability', he has some difficulty settling in to school that means that the teachers treat him differently. The message is that everyone is different and can come to succeed.

This is a really colourful child-orientated book. The large, appealing pictures make it a particularly appropriate for use as a shared class text. The pictures add an element of humour to the story. Looking more closely at the pictures everything Michael does is to do with flying. Every apparent misdemeanour is not just some random naughty act but instead is in some way related to building a rocket. In the final illustration all the previous pictures come together and we see the dustbin, the gymnastic horse, the rope etc have all contributed to building the rocket. Yet nothing of this is mentioned in the text. This is a fascinating aspect of a really wonderful book. It raises questions of how a child's interests (and even obsessions) can be harnessed as tools to support learning.



This book might work best when used with adult guidance, to enable children to consider the implications of the story and to explore its messages. With thoughtful use, it might be applied to understanding autistic spectrum disorders or perhaps ADHD (Attention Deficit Hyperactivity Disorder). Such application would need sensitive teacher support.

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Mile-High Apple Pie

By Laura Langston
 Illustrations by Lindsey Gardiner
 Published by Red Fox, London
 2007
 ISBN 0 099 44388 0

Grandma is losing her memory. She enjoys life but does not always recall names or whether events have taken place recently and sometimes she can't remember her way home. However she does recall more distant memories.

This is a lovely story about a grandchild who experiences life with Grandma. Sometimes they have great fun together, but other times are frustrating or upsetting when Grandma does not remember important information. The joys and sorrows of life are shared in a way that shows the child's life with a degree of realism.

The book has lovely illustrations which fill each page. They are particularly effective in showing the emotions felt by the characters. This book might provide support to a child whose grandparent is suffering from Alzheimer's or who has to go away to give the family a respite period.

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Moonbird

By Joyce Dunbar
 Illustrated by Jane Ray
 Published by Picture Corgi, London
 2006
 ISBN 978 0 552 55003 1

Orla is a prince who is not able to hear the sounds around him. When he follows the Moonbird he comes to see the world in a whole new way and finds ways to communicate with the natural world and the animals. On returning home his parents are amazed at how he has changed and learn how to communicate with him.

This book includes beautiful and distinctive illustrations that are tinged with gold and silver. The text is laid out to guide the reader's eye through the illustrations. The style of presentation is fairytale-like and this text may be useful when considering the genre of traditional tales.

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Morris and the Bundle of Worries

By Jill Seeney

Illustrations by Rachel Fuller

Published by British Association of Adoption and Fostering, London

2008

ISBN 190566431 1

Morris is a mole. He is excellent at burrowing, but is plagued by a bundle of worries that disturbs his sleep. He finds it difficult, even impossible, to share his concerns with others and sometimes avoids conversation or company as a result. Help comes in the form of Robin and his friend.

The book shows illustrations of Morris's home and the surrounding woodland. The worries are presented in an interesting form that will both stimulate and support discussion.

This book presents strong role models. It shows how Morris comes to share his worries, and also demonstrates how to be an active and supportive listener. It may provide support for children who need to talk through concerns or who are visiting a counsellor. It shows that sharing worries is a means of dealing with them. At the back is a booklet in which children can write down their worries and consider solutions.

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Mr Worry: a story about OCD

By Holly L Niner

Illustrated by Greg Swearingen

Published by Albert Whitman and Company, Morton Grove, Illinois

2004

ISBN 978 0 8075 5182 0

This book presents the story of Kevin. He checks things repeatedly before going to sleep. He is always checking things and asking questions. It shows how Kevin gets support for his Obsessive Compulsive Disorder (OCD) and comes to understand it better. Through doing so it presents an explanation to the reader. Kevin personifies the OCD and begins to develop coping strategies. The story ends as Kevin begins to feel a sense of control.

This is a clearly written story that highlights some key issues relating to OCD. It is prefaced with background information for teachers or other adults. The illustrations are appealing and present Kevin's feelings in a clear way.

This book maybe most appropriate for children in Key Stage 2 or for use on a one to one basis to support discussion if a child or a sibling has OCD. It approaches OCD in an open and honest manner.

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My First Animal Signs

By Anthony Lewis

Published by Child's Play International Ltd, Swindon

2005

ISBN 978 1 904550 76 1

My First Animal Signs is a dictionary of British Sign Language, presented in a child friendly and accessible manner. The book is organised in different sections, each covering familiar animals over a double-page spread: pets, farm animals, insects, woodland creatures and animals from different countries/continents.

The book includes colourful, simple illustrations. Where the figures use BSL italic captions are included as explanation. There are also notes to encourage confidence in using BSL and to explain the movements. Readers are encouraged to use the signs in songs and stories.

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No Worries!

By Marcia Williams

Published by Walker Books, London

2000

ISBN 0 7445 7754 3

This book addresses children's everyday concerns about burglars under the bed, visiting the dentist, what would happen if Father Christmas were ill or if the animals escaped from the zoo. It considers the fear of monsters in the toilet, of losing a best friend and of one's birthday being forgotten.

It shows that there are many things that cause people to worry – and that lots of different people worry at different times. It suggests that by talking about worries they can be managed and dealt with.

The cartoon strip-style illustrations are full of detail and worthy of time to explore carefully. This book considers an array of concerns faced by many children and provides an accessible means of supporting discussion without an unnecessarily sadness of tone. This is an entertaining book which will help children to think through their concerns.

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Once Upon a Time

By Niki Daly

Published by Frances Lincoln, London

2003

ISBN 0 7112 1993 1

Sarie does not like school. She dreads having to read and becomes very embarrassed when this is required. One day she meets an old lady, living across the *veld*, and they begin to read together. Although the process is slow, through practice and determination Sarie comes to love reading.

The detailed illustrations capture the atmosphere of the South African landscape. The rich and vibrant colours are appealing to the eye and add warmth to the characters. They provide a great deal of detail to support discussion about the story and imaginative ideas for its development.

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Patch, The

By Justina Chen Headley

Illustrated by Mitch Vane

Published by Charlesbridge, Watertown MA

2007

ISBN 978 1 58089 170 7

Becca loves to dance. She visits the doctor, who finds that she needs to wear glasses and an eye patch to make her left eye stronger. This means that she does not want to go to school – or even to get out of bed. However, when she borrows a costume from her brother she twirls into class as a ballerina pirate! Imaginative adventures ensue with her friends.

This is an amusing story that addresses a serious issue. Through the use of imagination Becca is able to cope with her situation and come to share the truth with her classmates. The book is beautifully illustrated with pictures that add detail and humour. It may provide optimism for children coping with illness or short-term needs.

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Red Tree, The

By Shaun Tan

Published by Lothian Children's Books, Sydney, Australia

2001

ISBN 978 0 7344 0539 5

This is a simple story of a child's day that addresses feelings of isolation, loneliness and depression. There are times when nothing seems to happen and other times when exciting things pass the child by. At the end a small shoot of hope begins to emerge.

This book is beautifully illustrated with abstract pictures that seek to communicate the sadness and despair of the main character. This is a very effective approach that will support discussion with older children. The text is brief and guides the reader through the illustrations, focussing in the difficult situations and feelings experienced by the character. The excellent illustrations are a main strength of the book.

This book provides a wealth of opportunity to discuss issues of emotional health and well-being. It might be used to support a child facing difficult circumstances or have a wider application to help children to understand and appreciate pro-social skills such as empathy and concern.

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Ringo the Flamingo

By Neil Griffiths

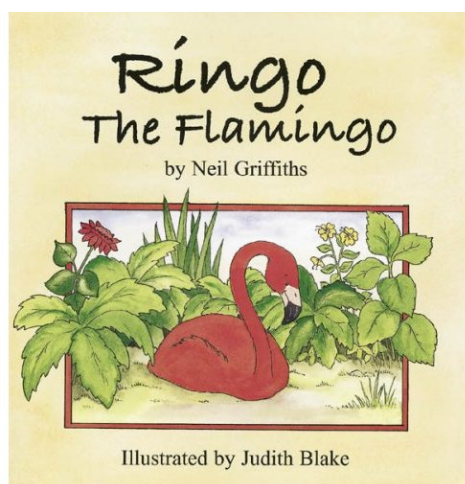
Illustrated by Judith Blake

Published by Red Robin Books, Swindon

2003

ISBN 1 905434 06 5

When Ringo is born, his parents know that something is different. Even with significant help, his mum and dad are unable to help him to walk. As the days, weeks and years pass his parents provide a high level of care. He becomes a popular member of the flock and has a positive attitude to life. Occasionally he feels sad – when he sees the other flamingos racing or flying – but at other times he is happy to be alone and enjoys his own company.



One day a new flamingo arrives and begins to make fun of Ringo because of his differences. The flock chases the stranger away. Later, when fire engulfs the woodland, the birds panic and fly away – leaving Ringo alone. He notices a chick has also been left behind – and uses all his strength to make his way to provide care. When the flock returns Ringo's bravery is acknowledged and is never forgotten. He becomes the chief egg and chick sitter.

This sensitive and imaginative story addresses a range of issues. Ringo's 'disability' and the ways in which he is appreciated and valued by the flock provide points for discussion. The fact that he becomes a protector and subsequently a surrogate father also adds an additional positive message.

The book is well presented with a range of attractive illustrations. The story is dramatic and engaging. It provides a positive image of bravery from one who has previously been assumed to need protection.

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Seal Surfer

By Michael Foreman

Published by Andersen Press, London

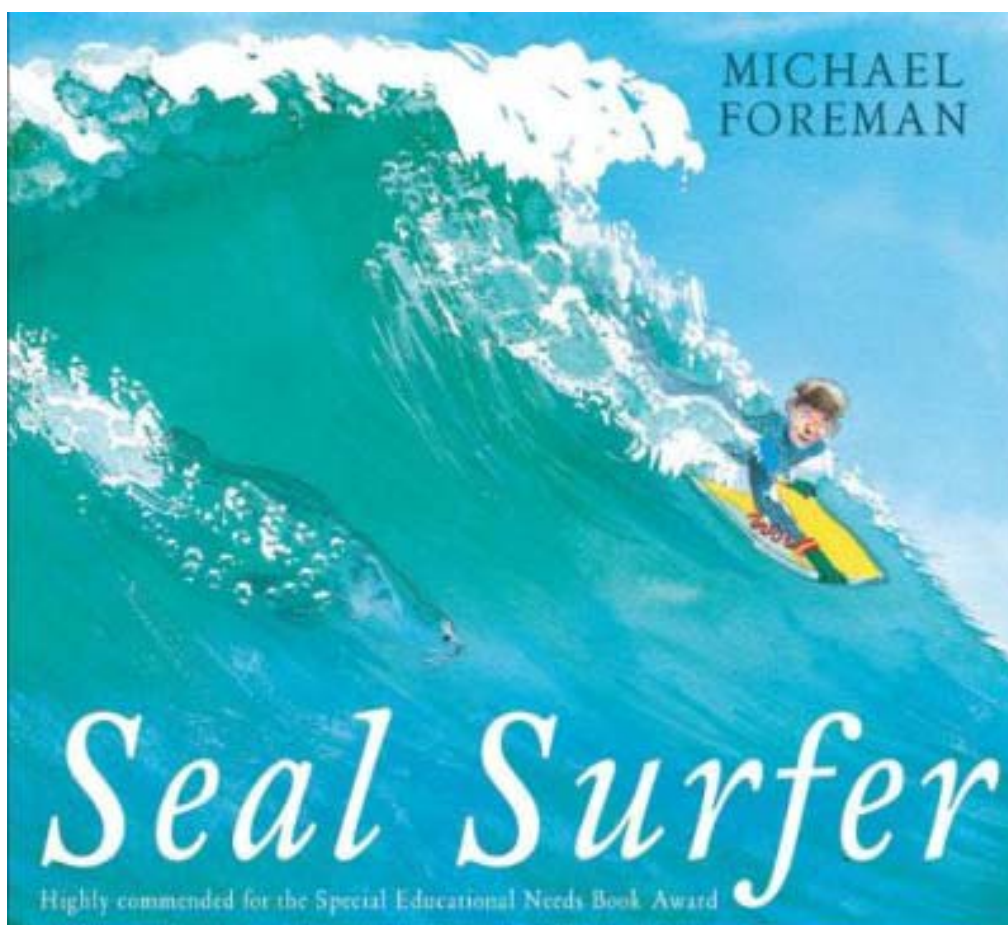
1996

ISBN 0 86264 685 5

The reader has to examine the illustrations very carefully to see that this book is about a boy with a 'disability'. He goes surfing, walking, fishing and leads an active and exciting life. The story is very engaging and keeps the reader's interest throughout. It outlines the relationship between a boy and his grandfather and an implied relationship between the boy and a seal.

This is a bright and colourful book with very detailed illustrations. The text is easy to read. A strength is the variety achieved through the way in which the book spans several seasons and years. 'Disability' is only presented through the illustrations and is not referred to in the text.

A strong aspect of this book is the positive role model it provides, challenging any stereotype that the boy's mobility difficulties might hamper his leading an active life. One reviewer suggested reading the story to a class before showing the illustrations, to see how the children's perceptions differed.



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Silly Billy

By Anthony Browne
Published by Walker Books, London
2006
ISBN 0 7445 7017 4

This is the story of Billy, who worries a great deal. His concerns are wide-ranging and cover a variety of real and imaginary situations. His parents try to reassure him, but still he worries. His Grandma introduces him to Worry Dolls and this helps him to cope.

The illustrations are very eye-catching and add atmosphere to the book. Billy's emotions are represented well visually. The text is large, which may help in the use of the book with a whole class or group of children.

This book addresses the emotional stress of worrying and provides an interesting coping strategy. It might help children who struggle with anxiety or those going through a particularly stressful period in their lives. In addition, it would support discussions about how we deal with anxieties - to address issues before they cause children significant concern.

Anthony Browne was appointed *Children's Laureate* in 2009.

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Sleepover, The

By Irene Mooney
Illustrated by Stacey Roscoe
Published by Kid Premiership, Huddersfield
2008
ISBN 1 906036 28 4

Megan, Katie and Suria are best friends and planning their first sleepover. The question is, how will Katie get upstairs to bed? Katie uses a wheelchair. The girls come up with a range of suggestions. Each one is inclusive as it considers how "we" will get upstairs, not just Katie.

This book is presented in cartoon style. The illustrations are colourful and larger than life. A lovely addition to the text is the series of questions aimed at the reader. This will engage children and help them to add their own ideas to the story.

This book presents a positive image of friendship and how three girls offer each other support. It has a very inclusive feel and provides an effective role model for other children. The content and characters may appeal mainly to female readers.

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Susan Laughs

By Jeanne Willis

Illustrated by Tony Ross

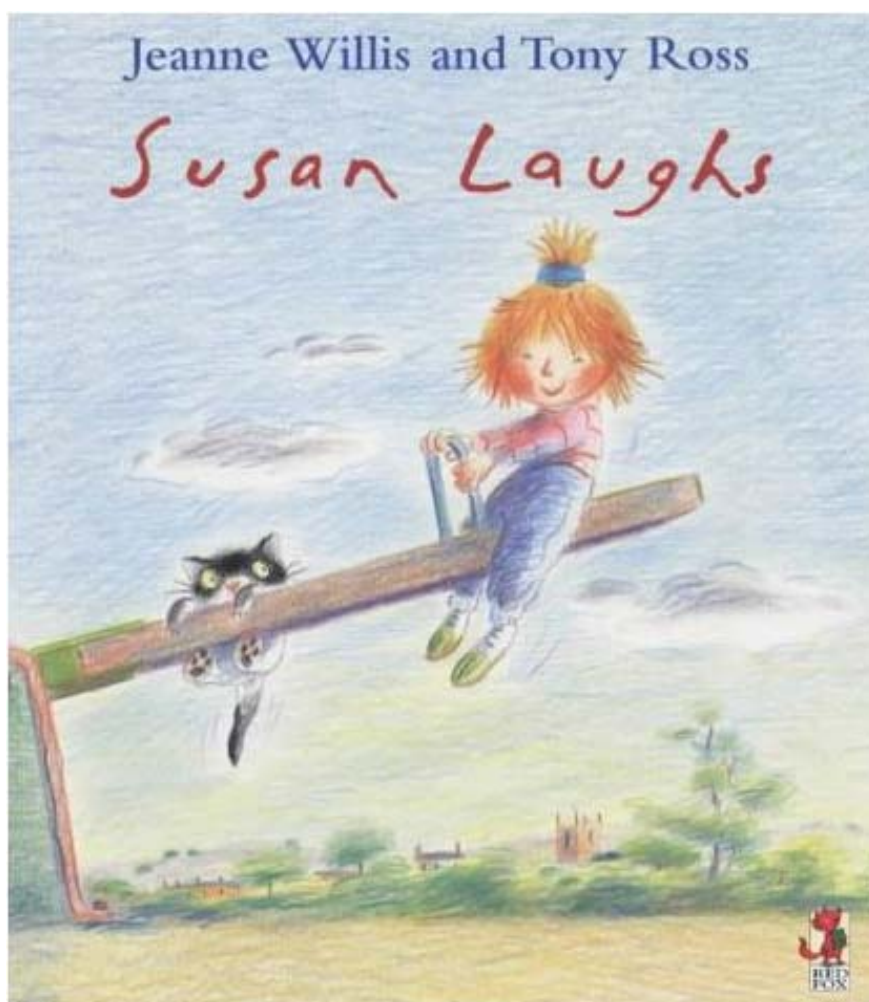
Published by Random House Children's Book, London

1999

ISBN 0 09 940756 6

This book presents Susan: the activities in which she engages and the emotions that she experiences. It has a lilting tone using a regular pattern of couplets throughout.

The illustrations are of a high quality and show the range of feelings and experiences that children can have. Background pictures reinforce this further by showing clearly the emotions felt by Susan during each experience. The short sentences, split into phrases, present an opportunity to use the illustrations further through discussion with children.



This use of contrasting emotions is very effective. One reviewer felt that this book might need to be used sensitively so that Susan is not seen as an isolated figure. A strength is that 'disability' does not feature until the end of the book, which then sets the whole in context. This will provide an opportunity for discussion with children.

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Veronica's First Year

By Jean Sasso Rheingrover

Illustrated by Kay Life

Published by Albert Whitman and Company, Morton Grove, Illinois

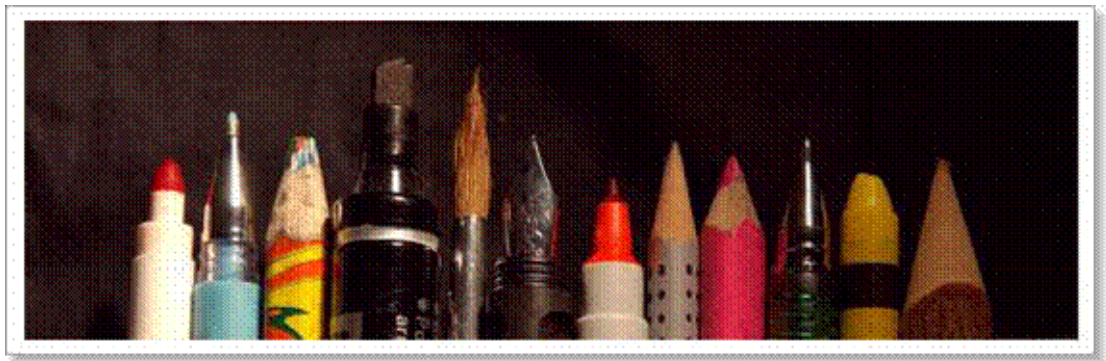
1996

ISBN 0 8075 8474 6

This is the story of the birth of Veronica, including the preparations for the event. It focuses on her brother, Nathan, and his feelings. He learns that his new sister has Down's Syndrome. Nathan looks at photographs of his own first year, and helps to make a similar album for Veronica.

A feature of this book is that family love is unconditional. It might support a discussion about why people are treated differently because of their appearance. Nathan's reactions are positive and supportive. The book only touches on Veronica's first year and so does not include much material about her development or experience. It is more a book about family reactions to the birth of a child.

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Victoria's Day

By Maria de Fatima Campos

Published by Frances Lincoln, London

2007

ISBN 978 1 84507 571 2

The storyline details a typical day in Victoria's life, a young girl with Down's Syndrome. It touches on daily routines, friendship and acceptance, leading the reader through her lively and active schedule.

The book uses photographs of Victoria and her family in their natural, everyday environment. These are complemented by brief and clear text. Victoria's 'disability' is not mentioned in the text, but may be inferred from the photographs. It might support a class discussion about difference, inclusion and acceptance.

This book is very accessible and may be particularly appealing to younger children around the same age as Victoria. At the back of the book is a factual section on Down's Syndrome, which provides supporting information for adults.

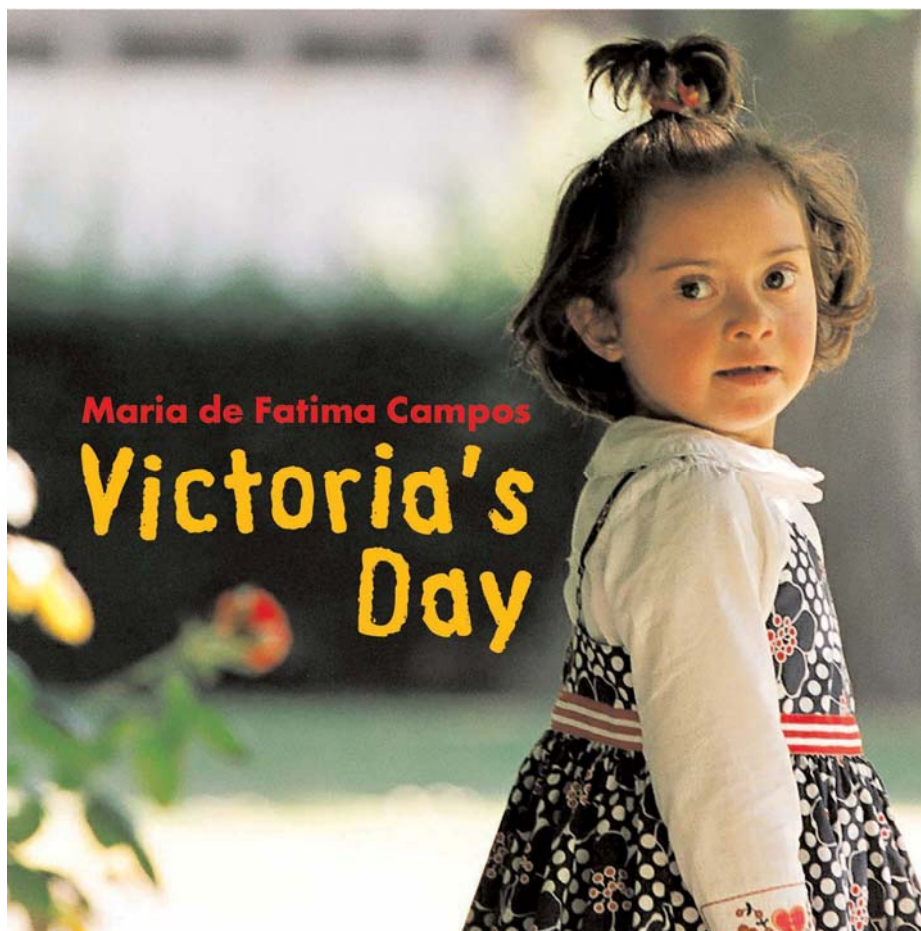


Illustration used with permission: Victoria's Day by Maria de Fatima Campos.

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We Can Do It!

By Laura Dwight

Published by Star Bright Books, New York

1997

ISBN 1 59572 033 2

Five children, Gina, David, Jewel, Emiliano and Sarah, show the activities that they enjoy. There is an emphasis on independence and a focus on people who provide help and support. The book stresses the things that the children can do: as the title suggests.

Each child is photographed doing activities they enjoy. It is a colourful and appealing book that explains how the children face everyday situations. It is inclusive - featuring children from different ethnic backgrounds.

The book concludes with a glossary of terms, each with background details about the disability, and a list of key organisations.

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What Can Rabbit See?

By Lucy Cousins

Published by Walker Books, London

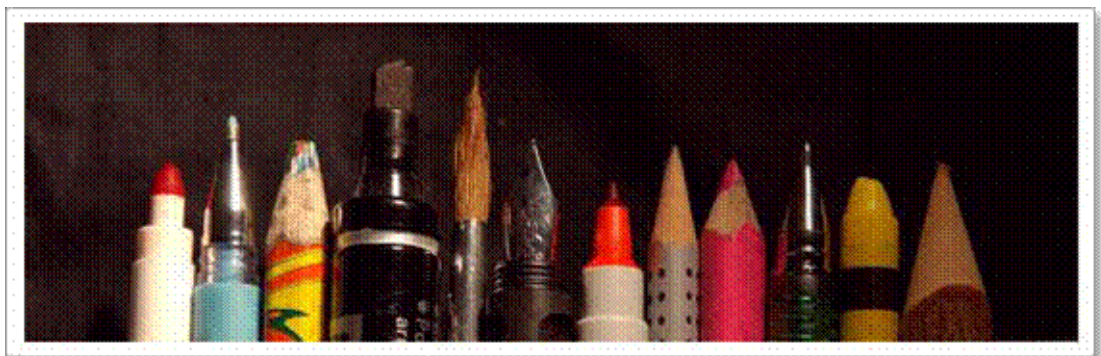
2006

ISBN 1 84428 663 0

Rabbit wears glasses. He can see all kinds of animals in the world around him – in the hedge, the pond and the grass. The reader may deduce what Rabbit can see – from the context and the sounds. Lifting the flaps provides the answer.

This is a lovely book with simple, colourful illustrations and appropriate repetition in the text. It is aimed at younger readers. A full class will enjoy it – and children will love exploring the interactive elements on their own. Positively, the book focuses on what Rabbit *can* see rather on his/her need to wear glasses.

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You've Got Dragons

By Kathryn Cave

Illustrated by Nick Maland

Published by Hodder Children's Books, London

2002

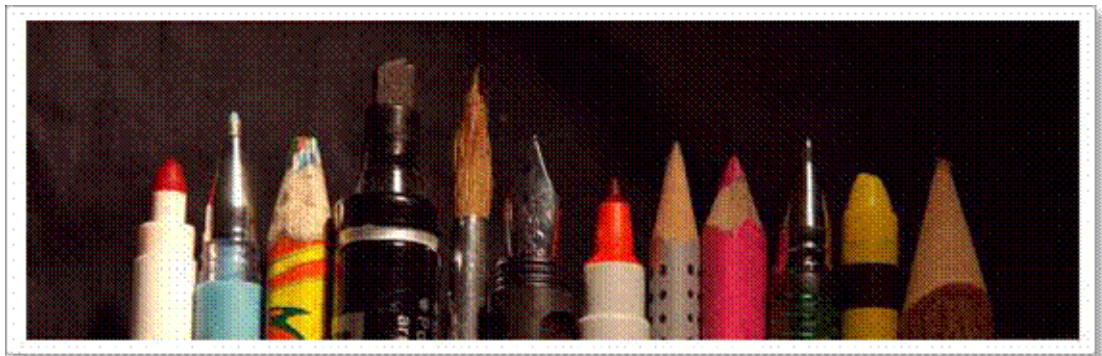
ISBN 0 340 85158 9

Sometime dragons creep up on us when we least expect them. They do not appear because of anything we have done – and certainly not because we have been bad. Whether at home or at school or when it is dark, dragons can appear. Hugs can help... and so can a range of strategies outlined in the text.

This book has lovely detailed illustrations. They show the emotions of the child, Ben, and represent his concerns through the beautifully drawn, and sometimes scary, dragons.

This book provides some useful ways of dealing with fears and presents a positive role model for children. It addresses the issues with an appropriate tone whilst avoiding trivialising them.

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Related Websites and Organisations

ADDISS (Attention Deficit Disorder Information and Support Service)

PO Box 340

Edgware

Middlesex HA8 9HL

Tel: 020 8952 2800

Website: www.addiss.co.uk

Provides information and resources about Attention Deficit Hyperactivity Disorder for parents, individuals, teachers and health professionals.

Afasic

1st Floor

20 Bowling Green Lane

London EC1R 0BD

Tel: 020 7490 9410

Website: www.afasic.org.uk

Supports children and young people with speech, language and communication impairments.

The Alliance for Inclusive Education

336 Brixton Road

London SW9 7AA

Tel: 020 7737 6030

Website: www.allfie.org.uk

Campaigns for educational change, with the aim of creating a single mainstream education system for all young people.

ASBAH (Association for Spina Bifida and Hydrocephalus)

42 Park Road

Peterborough

PE1 2UQ

Tel: 0845 450 7755

Website: www.asbah.org

Serves the whole spectrum of those affected by, or with an interest in, hydrocephalus or spina bifida – from before birth right through adult life.

The Association of Wheelchair Children

6 Woodman Parade

North Woolwich

London E16 2LL

Tel: 0870 121 0050

Website: www.wheelchairchildren.org.uk

Offers wheelchair training courses for children and their families.

British Dyslexia Association

Unit 8, Bracknell Beeches
Old Bracknell Lane
Bracknell RG12 7BW
Tel:0845 025 9002
Website: www.bdadyslexia.org.uk

Provides help and advice for anyone affected by Dyslexia.

Bookmark

www.bookmark.org.uk

Provided by Booktrust this web resource is for anyone seeking information, books or advice relating to disability and children's books.

British Institute of Learning Disabilities

Campion House
Green Street
Kidderminster
Worcestershire
United Kingdom DY10 1JL
Tel: 0156 272 3010
Website: www.bild.org.uk

Works with the government and other organizations to improve the lives of people with a learning disability through research, training and publications.

British Stammering Association

15 Old Ford Road
London E2 9PJ
Tel: 020 8983 1003
Website: www.stammering.org

A national organisation for adults and children who stammer, administered by people who stammer.

Changing Faces

The Squire Centre
33-37 University Street
London WC1E 6JN
Tel: 0845 450 0275
Website: www.changingfaces.co.uk

Supports and represents people who have disfigurement of the face or body

Children's Society (Church of England)

Edward Rudolf House
Margery Street
London, WC1X 0JL
Tel: 0845 300 1128
Website: www.childrenssociety.org.uk

Committed to making childhood better for all children in the UK.

Contact a Family

209-211 City Road
London
EC1V 1JN
Tel: 020 7608 8700
Website: www.cafamily.org

Provides parents/carers of disabled children with advice, information and support.

Council for Disabled Children

8 Wakley Street
London EC1V 7QE
Tel: 020 7843 1900
Website: www.ncb.org.uk/cdc

Seeks to inform national policy to promote active participation of disabled children. CDC does not provide advice and support directly to parents/carers with disabled children.

Cystic Fibrosis Trust

11 London Road
Bromley
Kent BR1 1BY
Tel: 020 8464 7211
Website: www.cftrust.org.uk

Funds research to treat, cure, and ensure appropriate clinical care and support for people with Cystic Fibrosis.

Disabled Living Foundation

380-384 Harrow Road
London
W9 2HU
Tel: 0845 130 9177
Website: www.dlf.org.uk

Provides free impartial advice about all types of disability equipment.

Disability Equality in Education

Unit 1M, Leroy House
436 Essex Road
London N1 3QP
Tel: 020 7359 2855
Website: www.diseed.org.uk

Supports the inclusion of disabled people in mainstream education through the provision of training, consultancy and resources.

Disability Information Trust

Nuffield Orthopaedic Centre
Headington
Oxford OX3 7LD
Tel: 0186 522 7592
Website: www.abilityonline.net

Specialises in the assessment and testing of disability equipment and the publication of independent, verified and in-depth information on that equipment.

Disability Toolkit

Provided by The Children's Society (see above) this website provides access to resources, information and support for professionals working with disabled children.
www.disabilitytoolkit.org.uk

Down's Syndrome Association

Langdon Down Centre
2a Langdon Park
Teddington TW11 9PS
Tel: 0845 230 0372
Website: www.downs-syndrome.org.uk

Aims to help people with Down's syndrome live full and rewarding lives.

Epilepsy Action

New Anstey House
Gate Way Drive
Yeadon
Leeds LS19 7XY
Tel: 0113 210 8800
Website: www.epilepsy.org.uk

Provides help and advice via email and telephone about coping with epilepsy and seizures.

Every Disabled Child Matters

c/o Council for Disabled Children
8 Wakley Street
London EC1V 7QE
Tel: 020 7843 6082
Website: www.edcm.org.uk

EDCM is a campaign by four leading organizations: Contact a Family; Council for Disabled Children; Mencap and the Special Educational Consortium to challenge politicians and policy makers to ensure that disabled children and their families have the right to the services and support they need.

Foundation for People with Learning Difficulties

9th Floor
Sea Containers House
20 Upper Ground
London SE1 9QB
Tel: 020 7803 1101
Website: www.learningdisabilities.org.uk

Aims to promote the rights, quality of life and opportunities of people with learning disabilities and their families

HealthyBooks

www.healthybooks.org.uk

Contains an annotated booklist of 1548 books of interest to anyone working with children, particularly children with physical or emotional problems. The website is attached to Amazon so the books can be ordered online.

I CAN

8 Wakley Street
London
EC1V 7QE
Tel: 020 7843 2510
Website: www.ican.org.uk

Supports the development of speech, language and communication skills in all children but especially those who find communication difficult.

In The Picture

Website: www.childreninthepicture.org.uk

Run by Scope (see below for details) the **In The Picture** campaign encourages publishers, illustrators and writers of children's book to include disabled children in the illustrations and story lines for young readers.

Kids

6 Aztec Row
 Berners Road
 London
 N1 0PW
 Tel: 020 7502 0405
 Website: www.kids-online.org.uk

Kids aims to enhance the lives of disabled children by working in partnership with parents and carers.

Living Paintings

Queen Isabelle House
 Unit 8 Kingsclere Park
 Kingsclere
 Newbury
 Berkshire RG20 4SW
 Tel: 01635 299771
 Website: www.livingpaintings.org

This voluntary organization offers a free library service to visually impaired people their families and schools. They have designed a touch and sound system that brings picture books to life. The titles available include *Pass the Jam Jim*, *Handa's Hen*, *Mr Gumpy's Outing* and *The Very Hungry Caterpillar*.

Mencap

123 Golden Lane
 London EC1Y 0RT
 Telephone: 020 7454 0454
 Website: www.mencap.org.uk

Provides support for people with learning disabilities their families and carers. Campaigns to make rights a reality for people with a learning difficulty.

Mental Health Foundation

9th Floor
 Sea Containers House
 20 Upper Ground
 London SE1 9QB
 Tel: 020 7803 1101
 Website:
www.mentalhealth.org.uk

Provides information, carries out research, campaigns and works to improve services for anyone affected by mental health problems.

Muscular Dystrophy Campaign

61 Southwark Street
London SE1 0HL
Tel: 020 7803 4800
Website: www.muscular-dystrophy.org

Provides information, advice and support to all those who are affected by muscular dystrophy and related muscle diseases.

NASEN (National Association for Special Educational Needs)

Nasen House
4/5 Amber Business Village
Amber Close
Amington
Tamworth
Staffordshire B77 4RP
Tel: 01827 311500
Website: www.nasen.org.uk

Promotes the education, training, advancement and development of all those with special and additional support needs.

National Asthma Campaign

Summit House
70 Wilson Street
London EC2A 2DB
Tel: 020 7786 4900
Website: www.asthma.org.uk

Works to improve the health and well-being of the 5.4 million people in the UK whose lives are affected by asthma.

National Autistic Society

393 City Road
London EC1V 1NG
Tel: 020 7833 2299
Website: www.autism.org.uk

Aims to provide individuals with autism and their families with help, and support. The website includes information about autism and Asperger Syndrome, the NAS its services and activities.

National Deaf Children's Society

15 Dufferin Street
London EC1Y 8UR
Tel: 020 7490 8656
Website: www.ndcs.org.uk

Strives to remove the barriers to the achievement of deaf children around the world. Also offers support and advice for parents and carers.

OCD-UK (Obsessive Compulsive Disorder)

PO Box 8955

Nottingham NG10 9AU

Tel:

Website: www.ocduk.org

Provides support and advice for those affected by OCD.

RADAR (The Royal Association for Disability and Rehabilitation)

12 City Forum

250 City Road

London EC1V 8AF

Tel: 020 7250 3222

Website: www.radar.org.uk

RADAR is a national network of disability organisations and disabled people. Its vision is of a society where human difference is routinely anticipated, expertly accommodated and positively celebrated. Their website contains links to other organizations offering information on disability.

REACH

Reach Head Office

PO Box 54

Helston

Cornwall TR13 8WD

Tel: 0845 1306 225

Website: www.reach.org.uk

Provides support and advice to children with arm or hand impairments and their families.

Royal National Institute for Deaf People.

19-23 Featherstone Street

London EC1Y 8SL.

Tel: 0808 808 0123

Website: www.rnid.org.uk

Helps people identify whether they have a hearing loss, provides services and training, and supports scientific and technological research.

Royal National Institute of Blind People

105 Judd Street

London WC1H 9NE

Tel: 020 7388 1266

Website: www.rnib.org.uk

Provides a wealth of information, support and advice to over two million people with sight problems.

SANE

1st Floor Cityside House
 40 Adler Street,
 London E1 1EE
 Tel: 020 7375 1002
 Website: www.sane.org.uk

Aims to raise awareness and respect for people with mental illness, to undertake research into the causes of mental illness and to provide information to support people with mental illness, their families and carers.

Scope

Scope Response
 PO Box 833
 Milton Keynes
 MK12 5NY
 Tel: 0808 800 3333
 Website: www.scop.org.uk

Offers advice and support to people with cerebral palsy. Scope's vision is of a society in which disabled people are as valued and have the same human and civil rights as everyone else.

Special Kids in the UK

PO Box 617
 Addlestone
 KT15 9AP
 Tel: 0776 54 66 818
 Website: www.specialkidsintheuk

Provides support, information and friendship for families of disabled children.

Spinal Injuries Association

SIA House
 2 Trueman Place
 Oldbrook
 Milton Keynes MK6 2HH
 Tel: 0845 678 6633
 Website: www.spinal.co.uk

Provides support to all those who are affected by spinal cord injury.

Whizz-Kidz

Elliot House
 10-12 Allington Street
 London SW1E 5EH
 Tel: 020 7233 6600
 Website: www.whizz-kidz.org.uk

Provides mobility equipment, advice and training to enable disabled children to have an active and independent childhood.

YoungMinds

48-50 St John Street

London EC1M 4DG

Tel: 020 7336 8445

Website: www.youngminds.org.uk

Committed to improving the mental health and emotional well-being of children and young people.

Additions and Notes

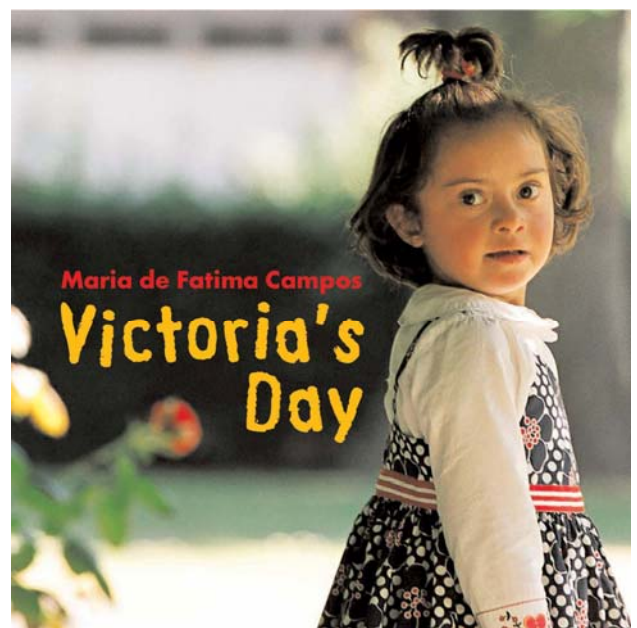
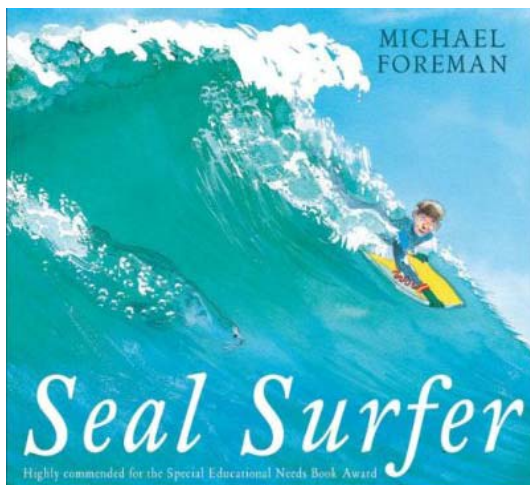
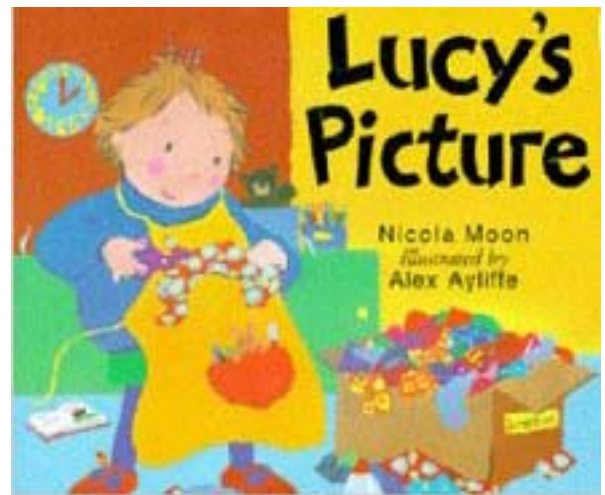
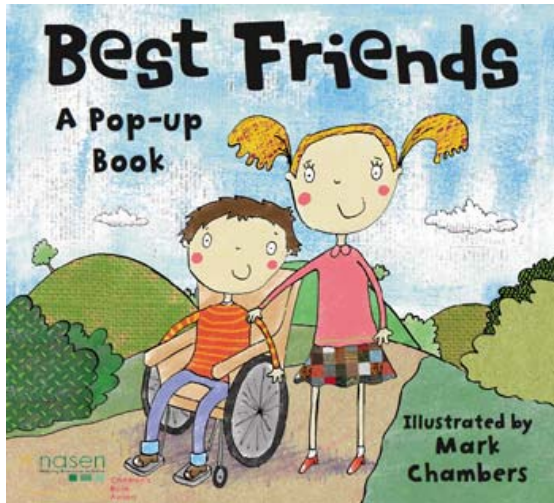
The reviewers are aware that other texts are available which show 'disability' in a range of forms and settings. This page provides a place to make additions and notes.

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Boots for a Bridesmaid
No Worries!
Susan Laughs



Other resources available from Bishop Grosseteste University College Lincoln:

Family Diversities Reading Resource

100+ Picture Books Celebrating Children's Families

www.bishopg.ac.uk/fdrr

Personal Histories: a celebration of childhood memories

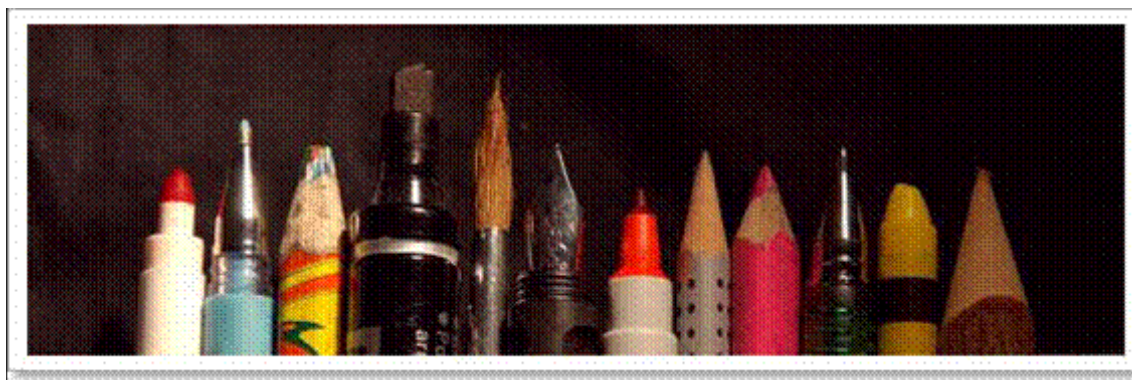
A resource pack to support the development of community cohesion
produced in partnership with Boston Borough Council

www.bishopg.ac.uk/personalhistories

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Edited by: Richard Woolley & Janice Morris
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ISBN 9781871346183