



# OUTSTANDING BOOKS FOR YOUNG PEOPLE WITH DISABILITIES



IBBY Documentation Centre of Books for Disabled Young People  
Department of Special Education, University of Oslo

# Outstanding Books for Young People with Disabilities

by Nina Askvig Reidarson

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Cover illustration: "Fallen leaves" by Li-wei. From the book: The Radiances from the Heart, published by Nei Monggol People's Publishing House, Inner Mongolia, 1996.

# Foreword

The present annotated catalogue of books is the result of the 1997 IBBY project "Outstanding Books for Young People with Disabilities". Our wish is to update the catalogue biennially and to make this project a regular activity of IBBY.

The nomination of books for the project has been done by the IBBY National Sections, who were invited to nominate and submit books for the project. The participating countries which have submitted books in accordance with the project description and categories are listed in the catalogue.

The final selection of nominated titles was the responsibility of the IBBY Documentation Centre of Books for Disabled Young People, Department of Special Education, Faculty of Education at the University of Oslo. The IBBY Secretariat in Basel has undertaken the administration of the project.

We would like to express our gratitude to the IBBY National Sections that participated in the project and to Unesco for the financial support that made the printing of this catalogue possible.

February 1997

Nina Askvig Reidarson, Director  
IBBY Documentation Centre of Books for Disabled Young People

Leena Maissen, IBBY Executive Director





GRISEN



BADER



KAFFE



Den er UARTIG

Grisen bader i kaffe. Den er uartig



# Introduction

Many young people with disabilities cannot read or enjoy a regular book, or they do not manage to find a suitable book among the many publications that might meet their special needs. They therefore need specially produced books or regular books selected according to special guidelines regarding design, pictures, language and plot structure. These guidelines should combine a profound knowledge of their various special needs with literary and artistic quality.

The United Nations has proclaimed the 1990s as the World Decade of Cultural Development focusing on the very close connection between culture and health. As an instrument for communication and participation, literature has an important role to play in the development of our identity and quality of life. IBBY has launched this project in order to give young people with disabilities the opportunity to enjoy books as others enjoy them.

For the nominations, the IBBY National Sections were asked to cover one or all of the following main categories:

- I. Books produced specifically for young people with disabilities, published in 1991 or later

The types of books sought in this category were:

- a. Picture books with sign language illustrations
- b. Story books with BLISS or pictograms

Bliss and Pictograms are non-verbal communication systems where words and concepts are represented by pictorial symbols. They can help people with severe speech dysfunctions or physical disabilities to communicate. Sometimes they are used with mentally disabled people.

- c. Books with tactile pictures (raised pictures) that blind children can understand, and tactile/textile books for young people with mental disabilities
- d. Special "easy-to-read" books for young people with mental disabilities

General easy readers or easy reader series were not included.

- II. General picture books, selected according to special guidelines, published in 1995 or later

When selecting entries for this category, special needs with regard to design, topics, illustrations and texts had to be considered in combination with artistic and literary quality. We also stressed the



importance of books with a “grown-up” look that are suitable for adolescents with language disabilities.

We hoped to discover books that inspire joy, curiosity, and imagination, and that also encourage general understanding and special skills, such as language, visual perception and motor skills. For the final selection importance was attached to picture books promoting artistic expression and creative activities, such as body-movements, drama, music, singing and dancing. These are basic requirements for books that can provide these new experiences.

III. General children’s books - picture books and stories - about people with disabilities, published in 1995 or later

The books in this category portray people with disabilities, children as well as adults, books that do not only focus on their disabilities and the difference it makes to their lives, but books that also stress similarities between them and the world at large.

In connection with the categories I and III we received books with paintings and drawings by people with disabilities. Such books convey mental pictures, feelings and experiences of people with disabilities. These books form a separate category: IV “Artwork by people with disabilities”.

The number of books listed in this catalogue is rather limited, and does not give the full picture of existing books and possibilities. Nevertheless, we hope that this catalogue and exhibition will promote understanding and knowledge. Furthermore, we hope that it will suggest ideas for the publication and promotion of new books in this field.

# Five outstanding books which represent different types of books for special needs

Among the many excellent books that we received for this project, we would like to make special mention of five, each illustrating a different kind of approach for children with special needs.

**Blæksprutter prutter - tosserier med tegn** [Octopuses are farting - signed nonsense verses] by Hanna Orlof, Eia Guldborg and Malene Lytting (cat.no 4), is a Danish picture book with sign language illustrations. This is a creative and experimental book using Danish Sign Language as the backbone and is completely based on the culture of the deaf children who use sign language as their primary means of communication.

The sign language of a deaf child is a visual and gestural language with a grammar structure and rhythm of its own, very different from the spoken language. Sign language requires body movements, facial expressions, and sign formation to convey the exact meaning.

Children with no hearing difficulties develop language by playing with words, for example nonsense words, rhymes and jingles. Similarly, deaf children develop language by playing with signs. In “Blæksprutter prutter” deaf children are invited to play with handshapes, hand positions, and facial expressions. Each nonsense verse in the book has a basic handshape. New signs or rhymes with new meanings are created by changing hand positions and movements.

Besides being a book for deaf children, it is also suitable for children with no hearing difficulties, but with language difficulties who use signs as well as speech in their communication. Such a book will also inspire non-deaf children to play with signs, and so pave the way for understanding and communication between them and their deaf friends.

A *tactile picture book* can give children with visual impairments the possibility to enjoy picture books. This is an important kind of book for blind children because it stimulates the sense of touch and the art of recognizing and interpreting shapes, thus preparing them for learning braille later on. These books can also, providing that the tactile illustrations are comprehensible, help to develop language.

Some tactile pictures in books for blind children have simple, non-figurative or geometrical shapes as characters. Contrary to conventional pictures these figures need no visual experiences in order to be understood. We know that conventional, realistic pictures, even if they are in raised print, are difficult to understand for children who are blind from birth. If such pictures are to be legible, they should represent rather small objects with the shape, size and texture that a blind child experiences in real life.

The Norwegian tactile picture book **Perlen** [The pearl] by Anette Diesen (cat.no. 8), allows the blind child to go into the imaginary world together with sighted children. “Perlen” is a fairy-tale about an old crab who is wandering around at the



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bottom of the sea looking for the beautiful pearl. On his way he meets different sea shells who make fun of him because he is old and ugly. But the old crab does not give up searching for the pearl. Then one day he has no more energy for his search, but still his one wish is to see the beautiful pearl before he dies. Suddenly an old shell, even uglier than himself, comes up to him and opens up. Inside is the beautiful pearl.

The tactile illustrations in this book are real shells and a real pearl. These illustrations should be comprehensible for blind children, provided they are familiar with sea shells. A recurrent green non-figurative regular illustration represents the waves. The crab is not depicted in the book, which leaves room for imagination. As the plain text is printed in braille and standard type it can be enjoyed by blind and sighted children together.

The Japanese hand-made cloth book [**The amusing drive of the little car**] produced by the Suzuran Bunko Library in Tokyo (cat.no. 12), is a different kind of tactile picture book. It is a textile version of a regular picture book by Noriko Matsui. The textile version follows the story from the original picture book.

The textile illustrations of the cloth book are conventional and realistic representations of living creatures and objects. While the pictures are probably difficult to interpret for a blind child without any visual experience, they are suitable for partially sighted children and other children with disabilities, such as children with hearing impairments, mental disability or motor restrictions.

The book invites children to play with the pictures. Playing with soft textile pictures provides a different experience to that of looking at paper picture books. The little car can be moved from page to page and put into various illustrations by means of velcro or buttons. The children can make up their own stories or they can follow the original story.



A little round stone is the recurrent figure and the identification character in the Swiss picture book **“Tanzen können auch die Steine”** [Stones can dance too] by Hilde Heyduck-Huth (cat.no. 15). Here stones of different size, shape, colour and texture create a story in which children can recognize their own world.

This book is an example of a general picture book that can be used by all children, including young people with special needs. In rhymes and evocative pictures this book introduces important topics to the child, such as, inclusion and exclusion, and connects them with situations and feelings that all children can identify with.

A book like this can stimulate language and communication and gives the child the possibility to express its feelings in a number of ways. It also promotes special skills, like language development and motor skills. More importantly, it encourages creative activities: movement, drama and art. **“Tanzen können auch die Steine”** is a book for many children because it covers a wide range of fields and special groups. It could also be used with blind and partially sighted children, the illustrations being imparted by real models, in this case, stones of different size, shape and texture. The use of real models as an alternative or a supplement to the regular illustrations is also excellent for children with mental disabilities or others who need multiple stimulation.

The North-American picture book **“Listen for the Bus - David's Story”** by Patricia McMahon, with colour photographs by John Godt (cat.no. 30), is an unsentimental, but positive story of a child who is blind and hard of hearing.

The book follows David during many of his activities allowing the reader to observe how one child learns about the world without the benefit of vision. Although the book deals with obvious difficulties of David's disability, it first and foremost focuses on his abilities and stresses similarities between all children. In this way the book opens the way for identification and understanding and can encourage further questions and discussions.



# Outstanding Books for Young People with Disabilities - an annotated book list

## PICTURE BOOKS WITH SIGN LANGUAGE ILLUSTRATIONS

Bajusová, Olga (ill.) Anton Fiala (photos) Daniel Hevier [et al...] (text) **Pät prstekov na ruke** 1  
[Five fingers of the hand]

Bright colour photographs show signing children in everyday situations at home, in the outside world and during the different seasons. Each photograph is followed up by a colour illustration depicting a corresponding situation. Black and white photographs show how to make the signs for the different objects in the illustrations. At the end of the book is a survey of the manual alphabet with matching letters and pictures. There is a similar survey for the numbers. This book illustrates a very successful combination of instructive photographs and regular illustrations. The many possibilities of approach and the wealth of words and concepts that are introduced in familiar contexts should stimulate the use of sign language, as well as general language development. It also provides suggestions for creative activities and communication. This book received the Bibiana Prize for the Most Beautiful Children's Book of Slovakia in 1994. Includes video cassette.

Bratislava: Buvik, 1994. 64 p.  
ISBN 80 85507 18 8

Beckman, Per (text) and Kaj Beckman (ill.) Ingegerd Lawson (sign ill.) **Mias docka** [Mia's doll] 2

This edition is a Signed Swedish version of the picture book "Mias docka" by Per and Kaj Beckman. The original

text and pictures are unchanged. The book aims at children with no hearing difficulties, but for some reason or other use both signs and words in their communication with other people. It should be noted that Signed Swedish follows the word order of spoken Swedish, and is therefore different from the Swedish Sign Language used by deaf children, which has a completely different grammar structure. The plain, clearly contoured colour illustrations in the book are also comprehensible for young children with poor visual perception. By faithfully following the text the illustrations help to develop words and concepts.

Bromma (Sweden): Teckenbolaget, 1995. 27 p.  
Orig. ed.: Stockholm: Rabén & Sjögren, 1969

Nederby, Bodil **Rikke fejer** [Rikke is sweeping] 3

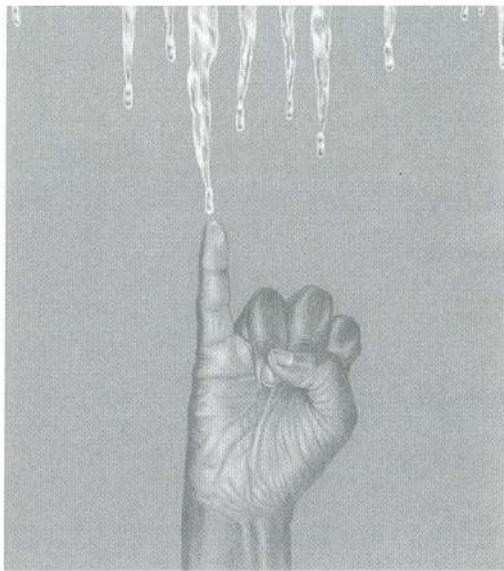
A very simple picture story for pre-school children with sign language illustrations. Simple sign language illustrations and plain unambiguous black and white drawings depict the situations, words and concepts dealt with in the text.

Aalborg (Denmark): Døveskolernes Materialecenter, 1996. 26 p.  
ISBN 87 89777 43 3

Orlof, Hanna (ill.) Eia Guldborg and Malene Lytting (text) **Blæksprutter prutter - tosserier med tegn** [Octopuses are farting - signed nonsense verses] 4

A creative picture book based on the





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Danish Sign Language. Plain and instructive sign language illustrations, playful pictures and text inspire playing with signs, similar to how other children play with spoken words.

Copenhagen: Center for Tegnsprog og Tegnstøttet Kommunikation, 1996.  
37 p. ISBN 87 89082 28 1

Rankin, Laura

**The handmade alphabet**

5

The artwork on each page of this book shows a handshape from the manual alphabet of the American Sign Language and has the matching letter from the written alphabet. The artist was inspired by her experience with her stepson who, until the age of eighteen, had to rely on lipreading because of a hearing impairment. She saw him find a new wholeness after he had learnt to sign and found a language in which to express himself.

New York: Dial Books, 1991. 29 p.  
ISBN 0 8037 0974 9

STORY BOOKS WITH PICTOGRAMS

Nedestam, Britt and MP2

**Lurifax - en fotoberättelse**

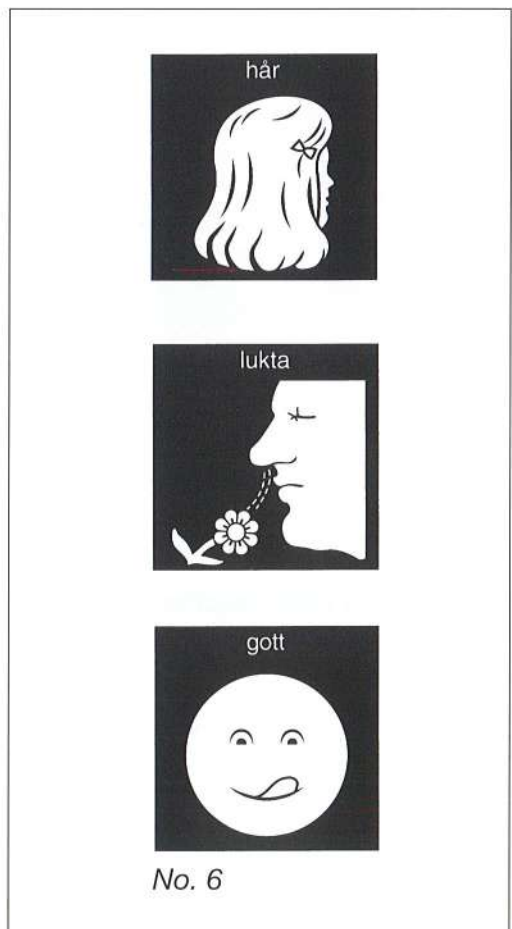
6

[Lurifax - a photo story]

Niklas meets Eva, and falls in love with her. The author has, together with Swedish media students, made a simple photo story with a very short easy-to-read text and pictograms. By telling the story by means of photos, pictograms, and a simple standard text, this book can reach readers on many different levels. By depicting non-handicapped people, the book appeals to adolescents who do not particularly want to read about disabled people.

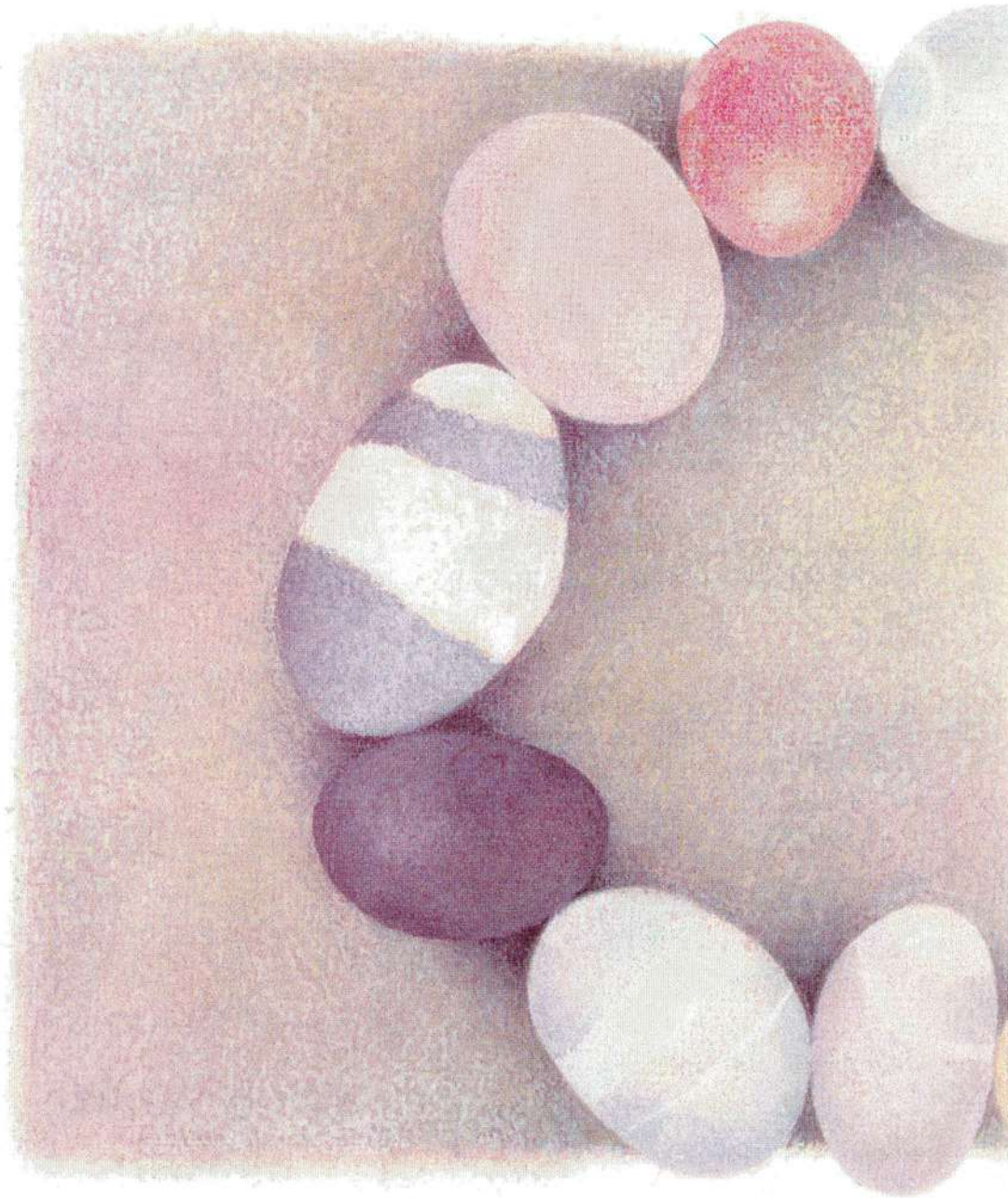
Umeå (Sweden): SIH, 1996. 71 p.

ISBN 91 630 4543 5



No. 6





## TACTILE PICTURE BOOKS

Diesen, Anette

**Niillas oazzu odda gápmagiid/**

**Nils får nye skaller**

[Niillas gets new boots]

7

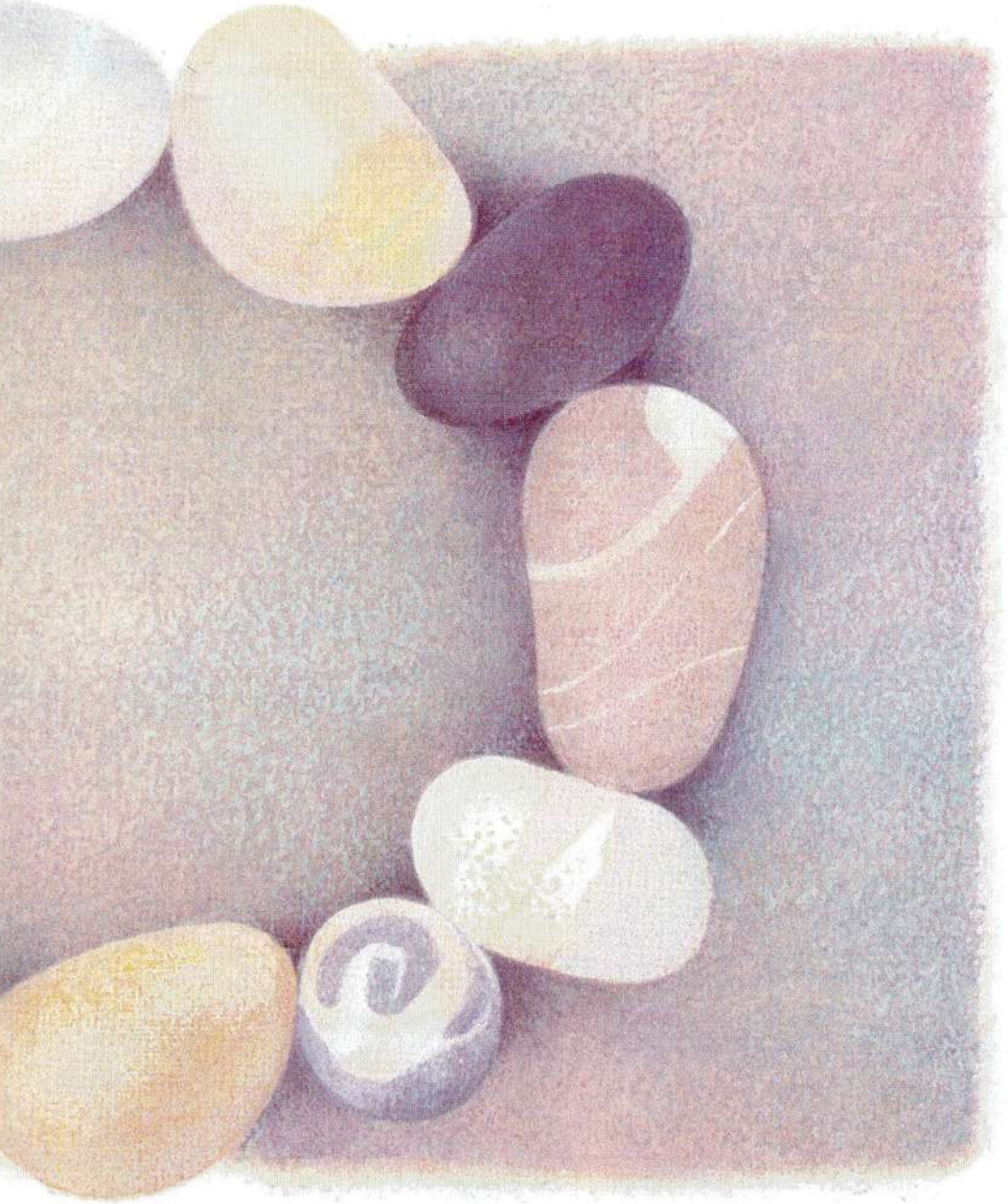
Grandmother is sewing new boots for Niillas. Tactile illustrations of materials and tools guide us through the process of making the characteristic “skaller” boots of the Lapp people. During this process the Lapp language and culture are introduced. The text is in braille and

standard type on separate sheets, in Lapp and Norwegian. The book aims at blind children and young people with mental disabilities, but is suitable for all children.

Oslo: Solum, 1995. 8 p.

ISBN 82 560 9049 7





Diesen, Anette  
**Perlen** [The pearl]

8

In this picture book the tactile illustrations are real shells and a real pearl. A recurrent green non-figurative regular illustration represents the waves. The plain text is printed in braille and standard type. The tactile illustrations are comprehensible for all children, provided that they are familiar with sea shells, and therefore allow the blind

child to enter into an imaginary world together with their sighted friends.

Oslo: Solum, 1992. 10 p.  
ISBN 82 560 0787 7

Diesen, Anette  
**Presangen** [The gift]

9

The mole is going to have a birthday party. The animals are discussing what to give him as a present, everyone suggesting his or her own favourite object. The book describes the encounter between a blind world and a world with sight. A simple story with text in braille and standard print written in capital letters. The only illustration in the book is a packet with a musical box inside to play on.

Oslo: Solum, 1995. 16 p.  
ISBN 82 560 0954 3

Fleet, Matthew van  
**Fuzzy yellow ducklings**

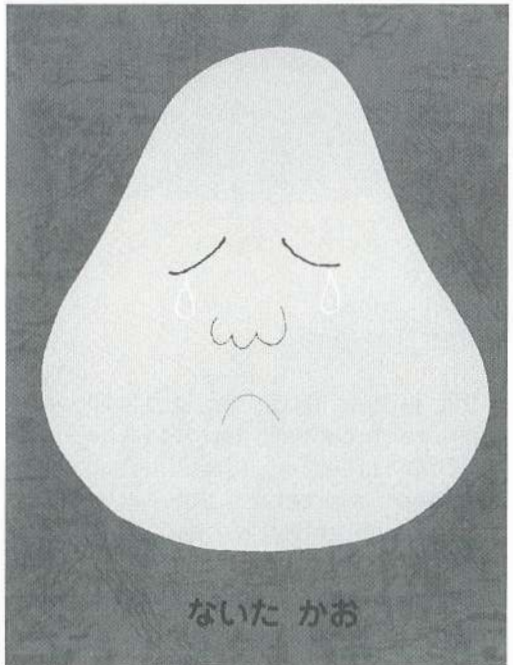
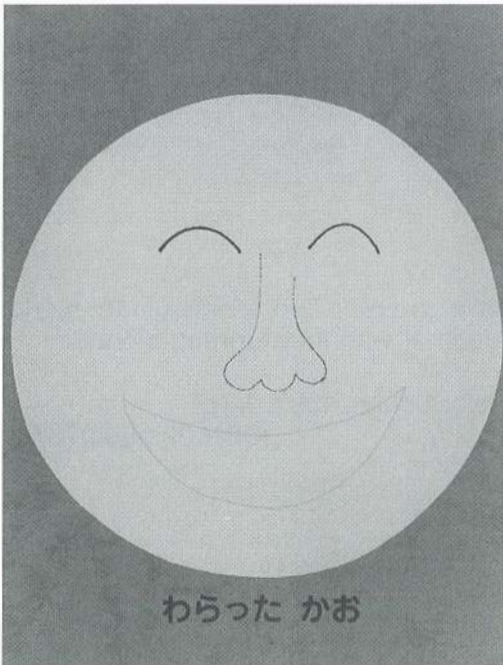
10

This picture book introduces tactile insets as part of the regular illustrations. A circle of yellow fuzz becomes part of a flock of fuzzy yellow ducklings when the die-cut page is unfolded. Similarly a furry gray square becomes part of a koala, a woolly white rectangle part of a sheep, and a scratchy blue crescent appears to be part of a blue shark. The

tactile insets encourage curiosity, imagination and tactile perception, and may inspire non-active children or children who are unfamiliar with books to play with the pictures. The book can also stimulate language development, provided that the children are familiar with the depicted animals, or can comprehend the regular illustrations, which may not be easy to understand for children with poor visual perception ability. The tactile insets can also be inspiring for blind children, even though they are not able to read the non-tactile part of the illustrations. They may recognize the animals if they are familiar with them and the tactile representations correspond to their own tactile experiences.

New York: Dial Books, 1995. 16 p.  
ISBN 0 8037 1759 8

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Higuchi, Michiko (text&ill.) and Mitsuko Iwata (text)

**[Snip - snap, snip - snap!]** 11

This book incorporates text in braille and Japanese with imaginative and cheerful tactile shapes thus making it suitable for all children.

Osaka (Japan): Fureai Bunko/  
Koguma-sha (Tokyo), 1996. 16 p.  
ISBN 4 7721 0140 3

Matsui, Noriko  
**[The amusing drive  
of the little car]** 12

This is a hand-made cloth book based on a Japanese regular picture book by Noriko Matsui. The textile illustrations are conventional and realistic representations of living creatures and objects. The book invites children to play with the pictures. The little car can be moved from page to page and placed into the various pictures by means of velcro or buttons. Children can make up their own stories or they can follow the story from the original book. Playing with soft textile pictures provides a different experience to that of paper picture books. It stimulates motor, concentration and observation skills, and also language development and imagination.

Tokyo: Suzuran Bunko Home  
Library. Not for sale  
Orig. ed.: Tokyo: Kaisei-sha, 1981.  
ISBN 4 03 102270 0

SPECIAL "EASY-TO-READ" BOOKS  
FOR YOUNG ADULTS  
WITH MENTAL DISABILITY

Lammers, Jos (photos) and Henny  
Mols-van Bree (text)  
**Zelf muziek maken** 13  
[To play music yourself]

This is a photobook about adolescents and adults with mental disabilities playing music together. The very simple text is in large, bold print. The readers can understand the story by looking at the photographs, or they can refer to them when reading the text. Most people with mental disabilities have reading difficulties. They need easy readers with a low reading level, but with topics appropriate for their age. By combining a low reading level with a design and topic that is suitable for young adults, this photobook meets the special needs of young adults who have difficulties in finding suitable books.

The Hague: Nederlands Bibliotheek en  
Lektuur Centrum, 1993. 21 p.  
(Zelf-serie, nr. 20) ISBN 90 5483 005 0

Lykkenborg, Liv (text)  
Bjarne Andreassen (poems)  
Malgorzata Piotrowska (ill.)  
**Bjarne elsker katta si** 14  
[Bjarne loves his cat]

Bjarne is an adult with a mental disability. He composes poems about the sun, flowers, and cats. This book tells us about Bjarne and what happens to him because he is so fond of his cat. Sometimes such a love can create problems. Liv Lykkenborg has written this book in close cooperation with Bjarne, whose poems are an important part of the story. The text is in large type and has an open layout. The reader can choose between shorter captions and a longer text. The colour illustrations may not be easy to understand, but they match the text and



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convey feelings and excitement. The book is designed for young people and adults with mental disabilities. The audio version of the book consists of two audio cassettes containing both the captions and the longer texts with music passages by Beethoven.

Oslo: Ex Libris, 1994. 124 p.

ISBN 82 7384 450 1

Audio cassette: Melhus: Lydbokforlaget, 1994

ISBN 82 421 0345 3

GENERAL PICTURE BOOKS  
SUITABLE FOR YOUNG PEOPLE  
WITH DISABILITIES

Heyduck-Huth, Hilde

**Tanzen können auch die Steine** 15

[Stones can dance too]

A little round stone is the recurrent figure and the identification character in this picture book. Stones of different size, shape, colour and texture create a story in which children can recognize their own world. In rhymes and evocative pictures this book introduces topics, such as inclusion and exclusion, and connects them with feelings and situations that all children can identify with. The book stimulates language and communication while giving children the possibility to express their feelings. It encourages language development, motor skills and many creative activities.

Zürich: Pro Juventute, 1995 (1994).

24 p.

ISBN 3 7152 0284 X





Hoban, Tana

**Just look**

**16**

Clean, sharply-focused photographs of animals and objects are partly concealed by an overlay of a die-cut page. Then, by turning the page the whole object is revealed. This is an excellent photographic book without words, which can stimulate language and visual perception by encouraging children to pay close attention to the details. This book is designed to attract adolescents as well as children.

New York: Greenwillow, 1996. 36 p.  
ISBN 0 688 14040 8

Holsonback-Windmolders, Anita (text)  
and Leo Timmers (ill.)

**Van apedraf tot kikersprong - een bewegingsboek voor kinderen** **17**

[From monkey trot to frog jump - animal movements for beginners]

Humorous illustrations depict typical

animal movements, and by doing so, encourages physical activities and play. Two children meet over twenty different animals and imitate their movements. In the appendix "Animal movements for beginners" the author suggests more activities involving movements.

Hasselt (Belgium): Clavis, 1995. 32 p.  
Dutch text ISBN 90 6822 314 3

Landström, Olof and Lena

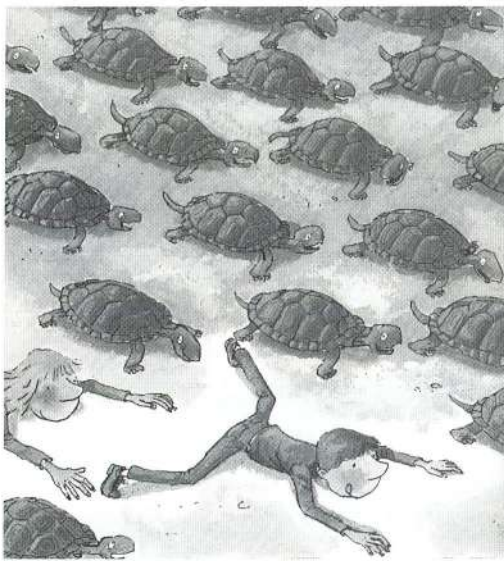
**Bu och Bä i blåsväder**

**18**

[Bu and Bä on a windy day]

This simple picture story can be understood by looking at the illustrations. The very slow progression of the story, the pointed topic and the clear simple illustrations meet the special needs of children with disabilities. This kind of picture story can stimulate language, visual perception and understanding of the connection between cause and





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effect. The book is aimed at young children.

Stockholm: Rabén & Sjögren, 1995.  
24 p. ISBN 91 29 63099 1

Piotrowska, Matgorzata  
**Et tre [A tree]** 19

Once upon a time there was a very sad tree standing in a park amongst lots of other trees. Nobody seems to notice it, the cats do not climb it, and the dogs do not smell it. But one day the wind started rustling in the branches and carried the tree far away to a wonderful island where birds and other animals welcomed it and made room for it. At last the tree was happy. This is a book for adults and children to read and talk about together. The simple story leaves room for identification and discussion by dealing with basic topics, not only recognizable to disabled children but to everyone. The beautiful colours and artistic illustrations bring out imagination and feelings. The fanciful illustrations may, however, be difficult to understand by children with poor visual perception or mental disabilities.

Oslo: Tiden, 1996. 24 p.  
ISBN 82 10 04029 4

Ryder, Joanne (text) and Norman Gorbaty (ill.)

**Earth dance** 20

Ryder's poem asks the readers to imagine themselves growing until they are the size of the earth; then being wrapped in various colours; of blue flowing seas, of dark green woods, and of golden sands of the deserts. The brightly coloured graphic illustrations and the playful text suggest movement and dance and may help to convey a conception of "earth" to young people who find this idea difficult to understand.

New York: Henry Holt, 1996. 31 p.  
ISBN 0 8050 2678 9

Schlüter, Manfred  
**Der die das und kunterbunt** 21  
[Helter-skelter]

Little Yellow was living in the yellow sea, Little Red in the red sea, and Little Blue in the blue sea. They never mingled with each other until one day when little Blue took a wrong turning and entered the red sea. The text and pictures with playful colours and shapes tell about segregated groups and their fear of different-looking creatures, but also about the wonderful experiences that are possible when you make friends with others that are different.

Stuttgart: Thienemann, 1996. 24 p.  
ISBN 3 522 43216 9

Yanagihara, Ryohey  
**[The look of your face]** 22

A Japanese book with easy-to-understand illustrations of faces which convey many different moods. It is a book that stimulates body consciousness, creative activities and talks about feelings.

Tokyo: Koguma-sha, 1996 (1988).  
18 p. ISBN 4 7721 0090 3

PEOPLE WITH DISABILITIES  
DEPICTED IN CHILDREN'S BOOKS

Aine, Leah (text) and Liat Tzach-Garber (ill.)

**Half and Wandercloud; Octopina 23**

"Half and Wandercloud" is one of the two stories in this children's book about how to cope with a handicap. It tells about Omri, "the shortest boy in the world", with the nick-name "half-pint". One day Omri writes down all the nasty nicknames other people have given him and puts them into empty shoe boxes. Suddenly a spirit-like creature, Wandercloud, pops up from one of the boxes, complaining about the nasty names he is surrounded by and about Omri's self-pity. All this has drained him of his power for making miracles. Omri decides to help Wandercloud with positive feelings and actions.

Lea Aine's message does not lie in any magical solution to problems, but in how to find emotional strength to cope with disability.

Hakibbutz Hameuchad Publishing House, (Israel), 1996 73 p.

Drange, Randi Tyvold (text, photos) and Tor Drange (photos)

**Helga - ikke helt som deg og meg 24**

[Helga - not just like you and me]

This is a photographic book for children that follows an autistic girl from birth until she is sixteen years old. The book endeavours to describe and explain the behaviour and reactions of an autistic child, which are often difficult to understand or accept. The central message of the book is that all people are created different, but that everybody is important and that we should accept these differences.

Søreidgrend (Norway): Sigma, 1996.  
34 p. ISBN 82 90373 93 7

Graf, Evi and Rolf Imbach

**Ich bin Julia, und du?  
- der Alltag mit einer cerebralen  
Bewegungsstörung 25**

[I am Julia, and you? - one day with a girl with cerebral palsy]

Thirteen-year-old Julia was born with cerebral palsy. She cannot move her legs and speech dysfunctions make it difficult for her to articulate properly. In this picture book we follow Julia on her first excursion in her new wheelchair. We learn about her special problems and her inner wishes. The book succeeds in communicating matter-of-fact information in a pictorial context.

Solothurn (Switzerland): SVCG, 1996.  
30 p. ISBN 3 9521126 0 7

Gunzi, Nanae (text) and Kyoko Orimo (ill.)

**[Verna's eyes are Nana's eyes] 26**

A sweet and humourous picture book about the joys and problems of a little blind girl and her guide dog.

Tokyo: Doshin-sha, 1996. 35 p.  
ISBN 4 494 00872 9

No. 25





Gänger, Elisabeth and Kathrin Severin  
**Ein Fest für Merle - verstehen eines  
hörgeschädigten Kindes** 27  
[Merle's party - how to understand a  
child with a hearing impairment]

In this picture story we meet a little girl who uses a hearing aid because of a severe hearing impairment. The book tells us about her language and communication difficulties. The problematic situations presented in the various pictures are discussed in an author's note at the end of the book and solutions are suggested. This is a good idea as it gives professional information and opportunities for further discussions. The book, however, does not discuss the use of sign language.

Ebmatingen (Switzerland): Adonia,  
1996. 35 p. ISBN 3 905009 20 X

Hoshikawa, Hiroko (text and photos)  
**[Our teacher, M. Konnyaku - are his  
feet his hands?]** 28

This is a picture book that follows a teacher in a nursery school who suffers from cerebral palsy. The text and the brightly coloured photographs depict the warm-hearted and friendly relationship between the disabled teacher and the children. It also shows the children's natural and easy attitude towards him.

Tokyo: Shogakkan, 1996. 30 p.  
ISBN 4 09 727221 7

Krull, Kathleen (text) and David Diaz  
(ill.)  
**Wilma unlimited - how Wilma  
Rudolph became the world's  
fastest woman** 29

This is a true story of Wilma Rudolph's triumphal recovery from polio and her subsequent Olympic victories. The story shows us that you can succeed despite all odds being against you.

Diaz's stylized illustrations dramatically suggest Wilma's vital capacity and the speed with which she runs.

San Diego: Harcourt Brace, 1996.  
38 p. ISBN 0 15 201267 2

McMahon, Patricia (text) and John  
Godt (photos)  
**Listen for the bus - David's story** 30

An unsentimental, but positive story of a child who is blind and also hard of hearing. The book follows David through many activities allowing the reader to observe how one child learns about the world without the benefit of vision.

Honesdale (Pennsylvania): Boyds Mills  
Press, 1995. 46 p. ISBN 1 56397 368 5

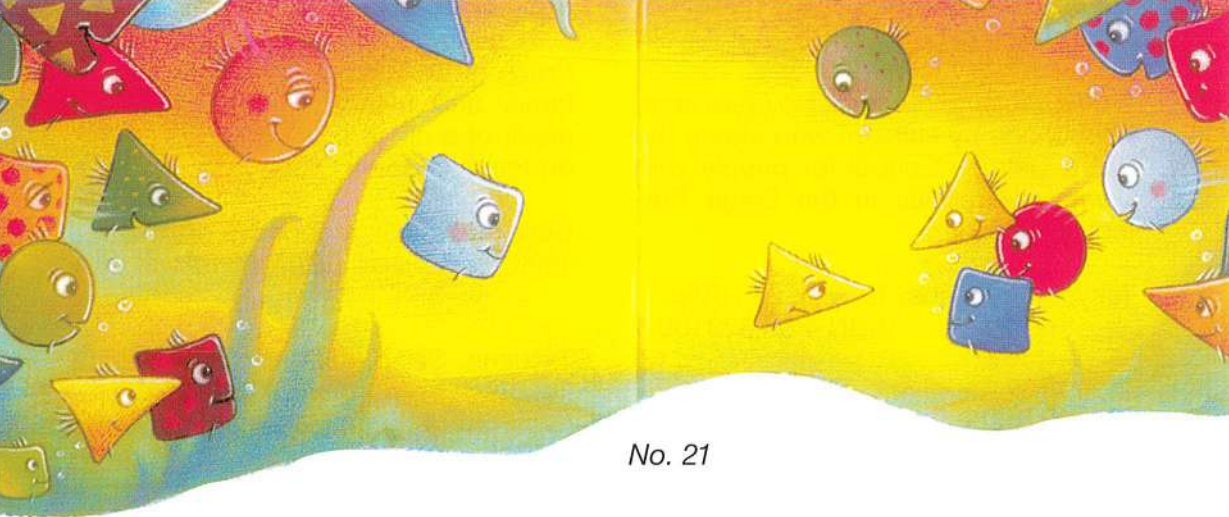
Stougaard, Lis (photos) Niels Vogel  
(text)  
**Winnie 3 år** 31  
[Winnie, aged 3]

The photographer follows the activities of her granddaughter, Winnie, who suffers from Down's Syndrome. Through charming colour photographs Lis Stougaard, captures the creativity and joyfulness of the little girl and passes on to the reader the happiness she feels from being Winnie's grandmother. The informative and easily comprehensible introduction, together with a special foreword for children, make a good starting-point for further talks.

Vejle (Denmark): Krogh, 1995 (1994)  
29 p. ISBN 87 7469 868 0

Zigmonte, Dagnija  
**Stasti Julijai** 32  
[Stories for Julia]

This is the story of a hot-tempered teenager called Julia. Julia is physically disabled as a result of a serious road accident. In the absence of a com-



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panion, she invents an imaginary friend, an elderly wise woman whom she calls Henriette. Through Henriette and the stories she tells Julia, the girl is able to express her feelings and come to terms with her situation.

Riga: Spriditis, 1995. 238 p.  
ISBN 5 7960 0179 5

ARTWORK BY PEOPLE  
WITH DISABILITIES

Andersen, Karen J. (ed.) and  
Egil Hunstad (ed.)

**Mini og monsteret**  
[Mini and the monster]

33

Mini runs away from her big brother Button and makes friends with the monster whom nobody wants to play with because he is ugly. The story is based on an idea by Philip Newth. The tactile illustrations are made by eight to fourteen-year-old children with severe visual impairments who live in Denmark, Norway and Sweden. Some of the children have a residual vision and are able to use broad pencils and strong colours. Most of the children, however, are blind. These children used special paper which produces raised tactile pictures. The text in the book is in braille and also in standard type.

Norheimsund (Norway): Magnimaster,  
1992. 32 p. ISBN 82 992086 1 0



Fukui, Tatsuu (ed.)  
**[Run, Munshi!]** 34

A colourful and humorous picture story book made by children who attend the Shiyo Gakuen School for people with mental disabilities in the Shiga Prefecture in Japan.

Tokyo: Kaisei-sha, 1995 (1989). 39 p.  
ISBN 4 03 323100 5

Han Tiecheng (ed.)  
**The radiances from the heart -  
the album of the blind children's  
paintings** 35

These are exciting art works produced by blind children studying at the Hohhot Special Education School in Inner Mongolia. The paintings were shown in Hohhot in 1991, Beijing 1992, Bangkok 1992, Athens 1994, and in Brighton, U.K. in 1995. The text is in Chinese and English.

Nei Monggol People's Publishing  
House, 1996. 114 p.  
ISBN 7 204 03158 X

Kermauner, Aksinja (text)  
**Kaksne barve je tema?** 36  
[What colour has darkness?]

This is a book of drawings made by adolescents with visual impairments. The author teaches at the School for Blind and Partially Sighted Children in Ljubljana. She has created this book together with some of her pupils.

Ljubljana (Slovenia): Zavod za slepo in slabovidno mladino, 1996. 39 p.

Pecar, Branko and Sonja Ofak  
**Branko** 37

The drawings are made by the author who has a slight mental disability.

Brankos book is an autobiography with pictures and a simple text. His drawings tell us about his life, home, family and friends. This book is the result of a close collaboration with his art teacher, Sonja Ofak.

Celje (Slovenia): Mohorjeva druzba,  
1996. 25 p. ISBN 961 218 138 1

Tashima, Seizo (text) and Seiji Murata  
(ill.)  
**[Searching in the forest]** 38

Colourful paintings made by an artist with a mental disability. This book was given the Bologna Graphics Prize for Youth, 1992

Tokyo: Kaisei-sha, 1996 (1991). 44 p.  
ISBN 4 03 435080 6

# Participating countries

Belgium

China

Denmark

Germany

Israel

Japan

Latvia

Netherlands

Norway

Slovak Republic

Slovenia

Sweden

Switzerland

United States



- Sign language illustrations
  - Story books with pictograms
  - Tactile picture books
  - Special “easy-to-read” books
  - General picture books
  - People with disabilities in children’s books
  - Artwork by people with disabilities
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