

**OUTSTANDING BOOKS
FOR YOUNG PEOPLE
WITH DISABILITIES
1999**



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

Outstanding Books for Young People with Disabilities 1999

by Nina Askvig Reidarson

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Cover illustration: From «The handmade counting book» by Laura Rankin,
published by Dial Books, New York, 1998

Foreword

The present annotated catalogue continues the IBBY project that started in 1997: «Outstanding Books for Young People with Disabilities». We are very pleased about the many positive reactions to the 1997 exhibition and catalogue and have decided to make this selection a regular activity of IBBY on a biennial basis.

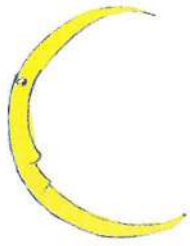
The 1997 catalogue was distributed throughout the world and was soon out of print. It was translated into Greek and Portuguese and the books were exhibited in Bologna, Copenhagen, Cairo, Rio de Janeiro, Athens and Oslo.

The National Sections of IBBY were invited to select and submit books and annotations for the 1999 catalogue and exhibition. Titles have also been included from countries where the National Sections did not participate in the project. Some particularly relevant titles were sent directly by publishers. The aim was to select 40 outstanding books. This was the responsibility of the project leader who is the director of the IBBY Documentation Centre of Books for Disabled Young People at the Department of Special Education, University of Oslo. Our heartfelt gratitude goes to all our colleagues and partners who helped us identifying some of the best books currently available for disabled young people. We hope that this catalogue will give ideas and encourage publishers to produce new books and stimulate parents and educators to share them with the disabled young people.

Oslo and Basel
February 1999

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

Leena Maissen, Executive Director, International Board on Books for Young People



Oft sassen Lалу und Sira in den Wipfeln
ihres Lieblingsbaumes.
Manchmal träumten beide am helllichten Tag.

Lalu + Sira $\hat{L} \times \hat{\uparrow} \heartsuit$.
 $\hat{L}_3 \hat{\square} \hat{\square} \hat{\square}$.



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Introduction

Many young people with disabilities cannot read or enjoy a regular book, or they cannot find a suitable book among the many publications available. Therefore, they need specially produced books or selected regular books of literary and artistic quality that meet their special needs regarding design, language, plot structure and pictures.

It is neither possible nor desirable to make a blueprint of what is a suitable book, because young people with disabilities are, like all of us, individuals with very different needs and skills. Only a wide choice of books based on profound knowledge of the various special needs can, in the end, give young people with disabilities access to books.

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 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 1997 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 (non-verbal communication systems, where words and concepts are represented by pictorial symbols)
- c. Books with tactile pictures (raised pictures) that blind children can understand, and tactile/textile books for young people with mental disabilities or multiple handicaps
- 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, published in 1997 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.

III. General children’s books - picture books and stories - about people with disabilities, published in 1997 or later

The books in this category portray people with disabilities, children as well as adults, books that not only focus on their disabilities and the difference it makes to their lives, but which also stress similarities between them and the world at large. Important books in this connection include stories that open the way to understanding and acceptance of the situation and explore the feelings of siblings of disabled young people.

The final selection and 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 more understanding and knowledge. Furthermore, we hope that it will suggest ideas for the publication and promotion of new books in this field.

Eight books each illustrating a different kind of approach for children with special needs

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

The handmade counting book by Laura Rankin (cat.no. 4), shows how to count using American Sign Language (ASL), a language used by most deaf people in the United States and English-speaking parts of Canada.

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. Each sign is based on the shape, movement and position of the hand, as well as where the sign is made, for example near the face or touching an arm.

Children with no hearing difficulties develop language by playing with words, such as nonsense words, rhymes and jingles. Similarly, deaf children develop language by playing with signs. «The handmade counting book» is at once a joyful invitation to counting and a playful introduction to signing numbers. Luminous pictures pair the signs for the numbers 1-20, 25, 50, 75, and 100 with objects. Clearly presented handshapes encourage readers to sign the numbers correctly. An artist's note explains how to read the sign illustrations.

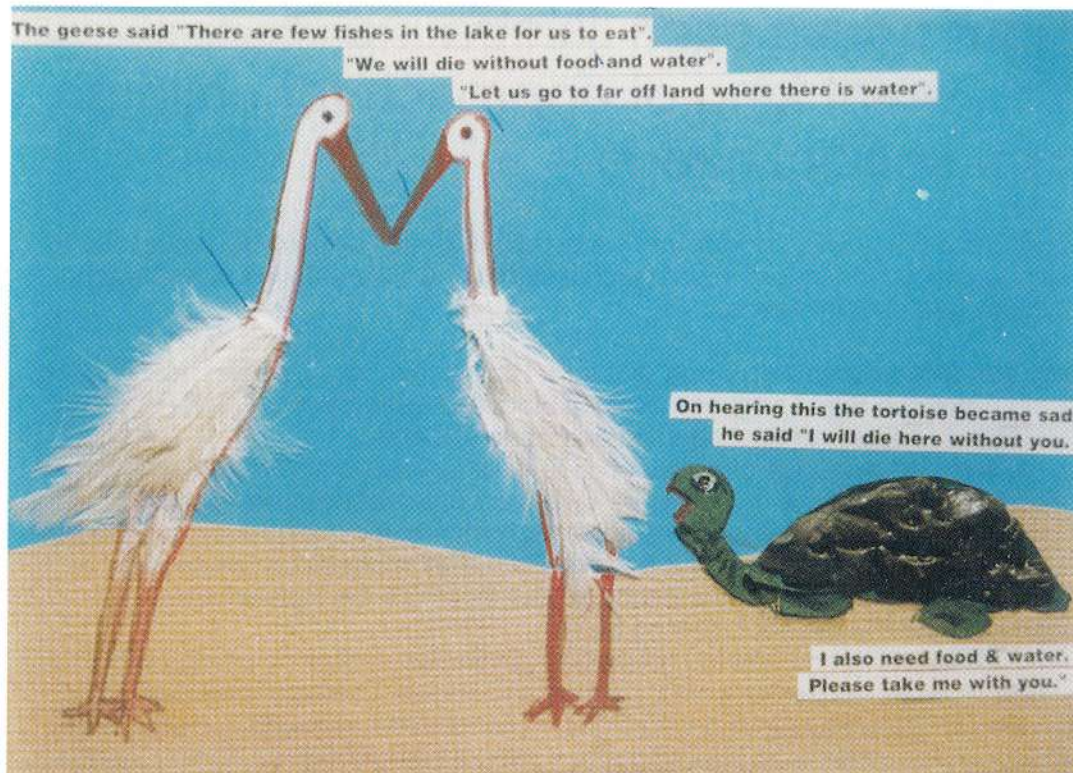
Besides being a book for deaf children, it is also suitable for children with no hearing difficulties, but with language difficulties who use signs as well as speech in their communication. Such a book will also inspire non-deaf children to play with signs, and so pave the way for communication between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

Der kleine Lalu [The little Lalu] by Helga Hornung (cat.no. 6) is a Swiss picture book with Bliss symbols added to the standard text. Bliss is an international non-verbal pictorial system, which can help non-speaking people communicate. Some young people with mental disabilities also use Bliss as a means of communication, often in combination with photographs and pictures. By telling this poetic story through large, colourful and expressive pictures combined with a regular text and Bliss symbols this book can reach readers with different needs and skills.

A tactile picture book can give children with visual impairments the possibility of enjoying 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.

Providing that the illustrations are comprehensible to the blind child, they can help develop language. But not all tactile pictures are easy to understand for a child without visual experience. We know that conventional, realistic pictures, even if they are in raised print, are difficult to interpret for children who are blind from birth. If such pictures are to be legible, they should represent small objects with the shape, size and texture that a blind child is familiar with in everyday life.

Certainly, children who are blind can take pleasure in tactile representations



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even if they cannot interpret all the pictures, or need guidance from a sighted person in order to understand them. But it is important that there are also books available with pictures that blind children can read spontaneously and without help. Some tactile picture books have small, simple, non-figurative or geometrical shapes and characters. Contrary to conventional pictures these figures need no visual experiences in order to be understood.

Hvad er det? [What's that?] by Virginia Allen Jensen and Dorcas Woodbury Haller (cat.no. 7) is such a book. Virginia Allen Jensen has published a new Danish edition of this «classic» tactile picture book. It is a book that sighted and visually disabled children can share on an equal footing because the illustrations can be interpreted through touch as well as sight. The «characters» in the book are simply blobs - rough, shaggy, striped, spotted and smooth - each with its own particular shape and texture. They live like the rest of us but in a world of circles, triangles, squares, straight and curved paths.

A *cloth book* is another kind of tactile picture book. It can provide a different experience to that of paper picture books and can be enjoyed by all children. In particular, such books can encourage children with mental disabilities or multiple handicaps to play with the textile elements and thus take an interest in reading books. Blind children can enjoy the touch of the soft cloth and play with the pictorial representations. Whether they can comprehend the pictures as such will most likely depend upon the shape of the pictures, the children's general ability, linguistic level and their previous experience of picture reading.

Gol ya Poutch [Full or empty] by Zahra Farmani and Mahin Mahboobi (cat.no. 13) is a handmade washable cloth book. The title of the book is taken from an old Iranian guessing game (an object is held in one fist, the other being empty). Textile models of a child's hand are sewn on soft cloths in various

sparkling colours. The fingers of the hands can be folded and unfolded by means of Velcro. Tiny textile animals: a giraffe, a serpent, and a crocodile can be moved from hand to hand and hidden in the fist. The book invites blind and sighted readers to make finger and calculation games, play with the pictures and make up their own stories.

Tactile picture books are a way to integrate disabled children into society. Books based on rhymes and stories from oral tradition can give the young people access to the cultural traditions of their country. Likewise tactile versions of popular picture books can give the children the possibility of sharing a book with others. A fine example of such a book is the **7 souris dans le noir** (cat.no. 19), which is a French tactile version of the American general picture book «Seven blind mice» by Ed Young.

Limpan är sugen [Doggie is hungry] by Eva Lindström (cat.no. 25) is a Swedish general picture book without text. A little dog is the recurrent figure in the book that the children can identify with. Like an animated cartoon, one picture follows the other and tells the story in «slow motion». The very slow progression of the story, the clear topic and the expressive pictures without any unnecessary details meet the needs of many young people with learning disabilities. The humorous and cartoon-like style of the pictures may appeal to children in general as well as adolescents with mental disabilities. The topic of friendship and sharing with other people can encourage discussion.

Many writers and photographers have made books that portray the disabled child with sensitivity and insight. Two books deserve a special mention here, because they deal with the topic in different ways and both of them give a realistic and many-sided picture of disabled children and their families.

The Danish photo book **Søren er mongol** [Søren has Down Syndrome] by Mette Jørgensen and Henrik Bjerregrav (cat.no. 36) depicts a seven-year-old boy with Down syndrome. Through clear and expressive colour photographs the reader joins Søren during his daily life with his family and friends. The text and photographs give a realistic picture of Søren; how he is different but also similar to other children.

The American picture book **Ian's walk** by Laurie Lears, with colour illustrations by Karen Ritz (cat.no. 38) is an unsentimental story about Ian, a boy suffering from autism, and his sister Julie. Siblings of children with disabilities have extra challenges in their lives. They usually have some responsibility for taking care of their brother or sister, whether that sibling is older or younger. They may experience anger, embarrassment or feelings of isolation because other children do not have siblings like theirs. Mixed with these emotions are strong feelings of loyalty, responsibility and love. Autism is very hard to explain to others. Very often an autistic child looks like other children, but reacts very differently to ordinary situations. This book can make it a little bit easier to understand autism and the unpredictable behaviour that accompanies it. In particular it opens the way for identification, understanding and acceptance of the mixed emotions of siblings of children with disabilities.

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

PICTURE BOOKS WITH SIGN LANGUAGE ILLUSTRATIONS

Forsvunnet - en videobok. 1
[Disappeared : a video book in Norwegian Sign Language]
Rasmus Sivertsen (ill.)

Tom and his classmate Anne, who are both deaf, discover that their drama teacher has been kidnapped. They decide to solve the crime. This video book is told by two deaf young people using Norwegian Sign Language. Colour illustrations in a cartoon-like style accompany the story. The book is divided into five chapters. The first chapter was written by the Norwegian author, Ragnar Hovland. The remaining four were chosen by an editorial committee from manuscripts submitted by young people who are deaf. A printed translation into standard Norwegian accompanies the video.

Oslo: InterMedia, Department of Special Education, 1997. 53 min.

Jónsdóttir, Áslaug and Sigurborg Stefánsdóttir

Prakkarasaga - saga fyrir börn med myndum og táknmáli 2
[A rascal's story - a picture book with sign language]

This is a picture book with Icelandic Sign Language about a fun loving and active boy who goes shopping with his Dad. The sign language illustrations are large and distinct. Because the text is also in standard Icelandic, the book can be enjoyed by deaf and non-deaf children together, thus helping communication between them. At the end of the book there is a note on Icelandic

Sign Language and on the sign language representation used here.

Reykjavík: Mál og menning, 1996. 19 p. Spiral bound. ISBN 9979 3 1437 0

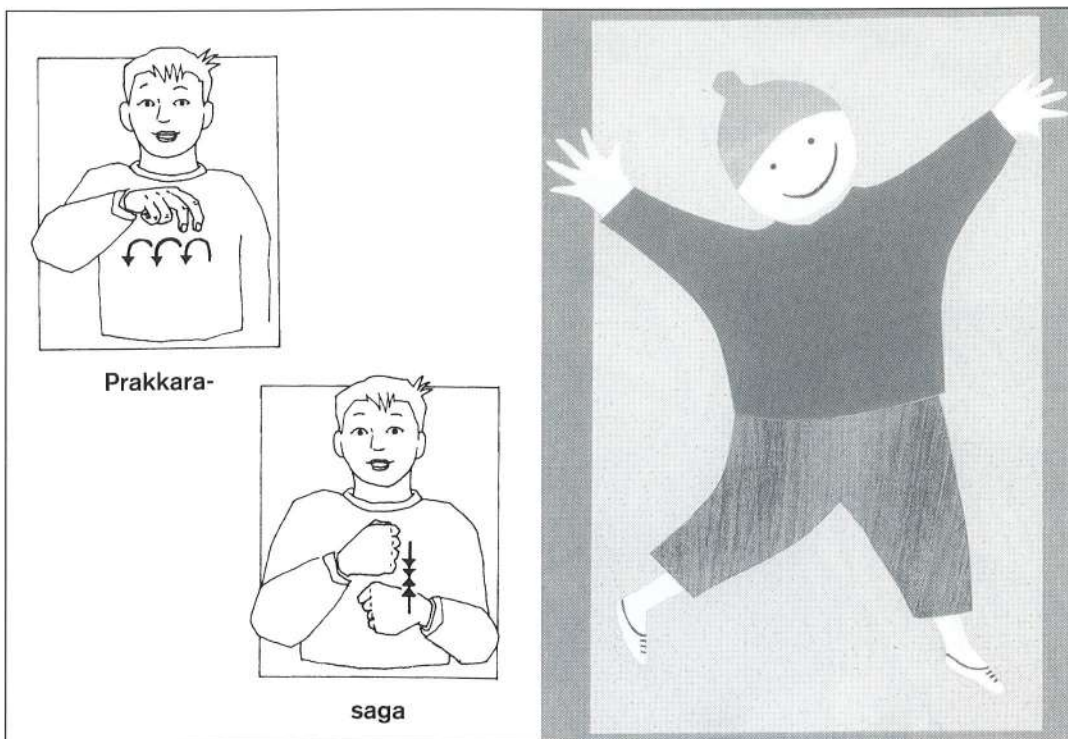
Millman, Isaac
Moses goes to a concert 3

Moses and his classmates are deaf. They attend a young people's orchestral concert and reveal to readers that the ability to hear is not a prerequisite for enjoying music. The children feel the music as the balloons they hold on their laps pick up the vibrations. The percussionist, also deaf, wears no shoes so that she can feel the vibrations of the music through her stockinged feet. The story is told in clear, colourful pictures in which the hand shapes and movements of sign language are a natural part. Sign language diagrams show Moses signing some of the key words and ideas of the story. An introductory note explains how to read the sign language illustrations, and the last page shows the hand alphabet. The captions are in written English.

New York: Farrar, Straus & Giroux, 1998. 40 p. ISBN 0 374 35067 1

Rankin, Laura
The handmade counting book 4

The book shows how to count using American Sign Language (ASL). The artwork on each page shows a clearly presented hand shape for a number and paintings of matching objects. The book is at once a joyful invitation to counting and a playful introduction to



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signing numbers. In addition, it promotes special skills like language development, visual perception, and motor skills.

New York: Dial Books, 1998. 30 p.
ISBN 0 8037 2309 1

Wheeler, Cindy
More simple signs

5

This colour picture book introduces signs from American Sign Language for 30 words from a young child's everyday life with illustrations and useful hints for remembering them. The sign language illustrations are large and clear and closely linked to the general colour illustrations of the book. The sign language alphabet is included on the endpapers for children ready for the extra challenge. The book is a companion volume to Cindy Wheeler's «Simple Signs»

New York: Viking. 1998. 28 p.
ISBN 0 670 87477 9

STORY BOOKS WITH BLISS

Hornung, Helga. Monika Amrein
(Bliss translation)

Der kleine Lulu
[The little Lulu]

6

Lulu, a very lonely child, meets Moon Prince who becomes his friend. The imaginary friendship helps him break his solitude. Naive, expressive and colourful acrylic paintings convey a story of solitude and happiness that everyone can identify with. Bliss symbols are added to the standard text. By telling the story by means of pictures, a standard text and Bliss symbols, this book can reach readers on many different levels and with different needs. The Bliss system is explained in an appendix.

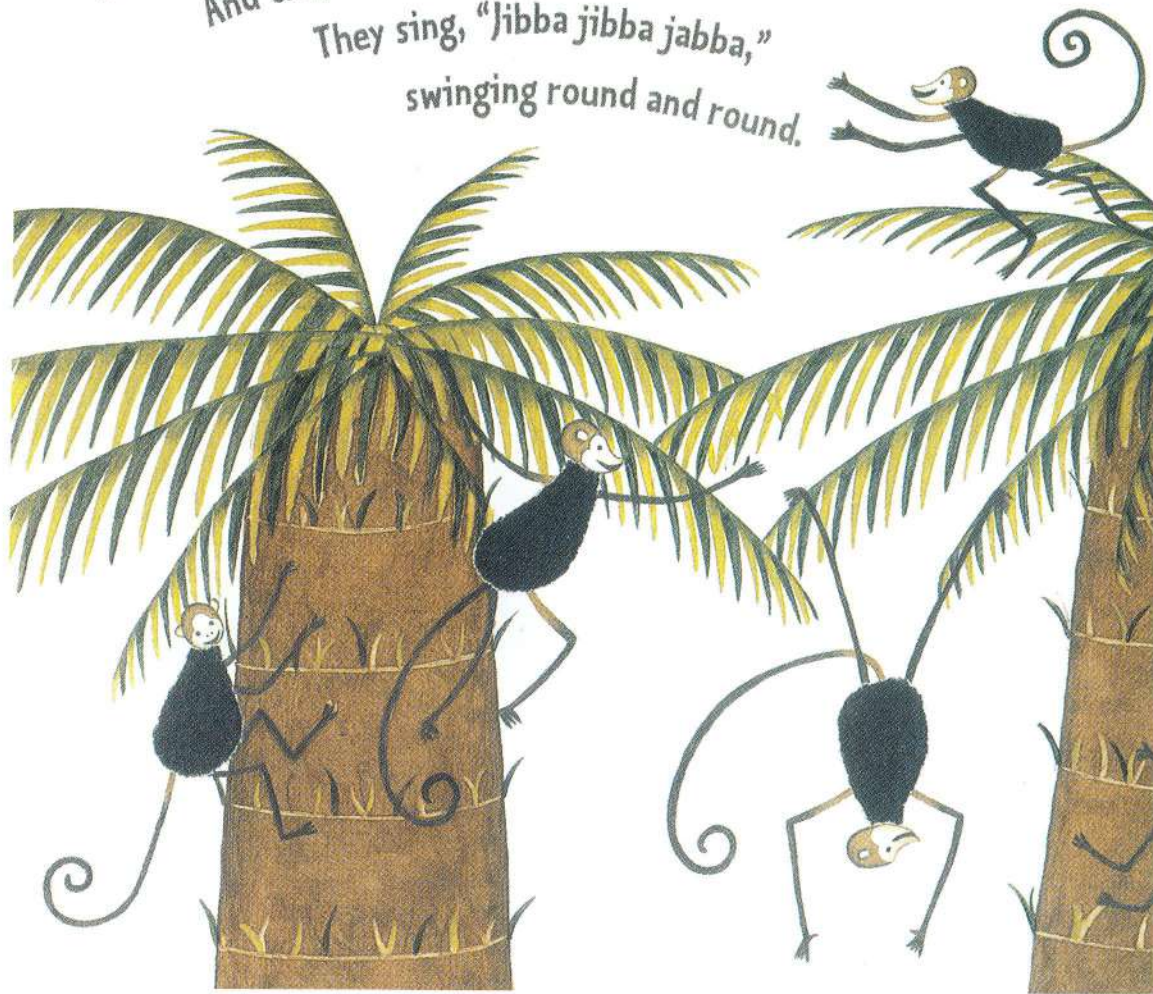
Luzern: rex, 1998. 39 p.
ISBN 3 7252 0680 5

Still they climb, UP-UP!

And they slide, DOWN-DOWN!

They sing, "Jibba jibba jabba,"

swinging round and round.



TACTILE PICTURE BOOKS.

Allen Jensen, Virginia and Dorcas Woodbury Haller

Hvad er det?

[What's that?]

7

This is a new edition of a book that has won a number of international prizes, and was included in the IBBY travelling exhibition «Books for Disabled Young People», 1991. The spiral binding has been covered for the 1998 edition, which makes this new edition more substantial and similar to regular books. Little Shaggy is hiding, and Little Rough and the others are looking for him. Sighted and visually disabled

children can enjoy the story on an equal footing because the illustrations can be interpreted through touch as well as sight. The text, which is in black print, is meant to be read aloud.

Copenhagen: IBIS, 1998 (2nd ed.).

23 p.

ISBN 87 90447 02 6

Counting numbers

8

An original handmade cloth picture book with numbers from 1 to 5 and corresponding colourful items that can be put on or taken off by means of press studs, Velcro or buttons. The reader

JUMP, JABBA JABBA,
 RUN, JABBA JABBA,
 SLIDE, JABBA JABBA,
 Tiny, tiny monkeys having fun!



can, for example, «peel» the corn, make the button grains disappear by buttoning them up, «cut» an apple or «peel» a banana.

Tokyo: Suzuran-bunko, 1998. 10 p.
 Not for sale

Diesen, Anette
Rogers filledokke. 1-2
 [Roger's rag-doll. 1-2]

Thoroughly tested books, suitable for young children with visual impairment or mental disability and multi-handicapped young people. The text is in braille and standard type. The plain

textile illustrations stimulate body consciousness, motor, and basic concepts. The books are easy to understand and play with. They were shown as dummies at the IBBY travelling exhibition «Books for Disabled Young People» in 1991. This shows just how long it can take for a manuscript to become a published tactile book.

Oslo: Solum, 1997. Spiral bound

1. Rogers filledokke 9
 [Roger's rag-doll]

Mother wants to make a rag-doll for Roger. She starts with the head and builds it up, part by part. When



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finished, the doll can be taken out of the book and played with.

10 p. ISBN 82 560 0960 8

2. Rogers filledokke mister alt 10
[Roger's rag-doll loses everything]

Roger is playing with his rag-doll, and piece by piece the doll is losing parts of its body. The reader is invited to help Roger put the doll back together.

16 p. ISBN 82 560 0999 3

Diesen, Anette
Siri og lammet 11
[Siri and the lamb]

The sheep has not got enough milk for her little lamb, so Siri must give the lamb milk from a nursing bottle. The book is illustrated by means of a model of a little feeding bottle and textile illustrations using sheepskin. The text is in braille and easy-to-read black print. The book is especially made for young people with visual impairment, mental disability or multiple handicaps.

Oslo: Solum, 1998. 8 p. + 17 inserted sheets with braille text.
ISBN 82 560 1046 0

Diesen, Anette
Strømpedyret 12
[The stocking-animal]

The bald-headed stocking-animal understands that she is different. By trying on various wigs she hopes to resemble the other animals. In the end she meets another stocking-animal that loves her the way she is. The text is in braille and easy-to-read standard print with tactile illustrations using fur from different animals. Especially made for and tested by children with visual impairment, mental disability, and multiple handicaps, but can be enjoyed by all children. The book was shown as a dummy at the IBBY travelling exhibition « Books for Disabled Young People» in 1991.

Oslo: Solum, 1999. 16p.
ISBN 82 560 102 1

Farmani, Zahra (design). Mahin Mahboobi (realization)
Gol ya Poutch 13
[Full or empty]

A handmade washable cloth book produced by a group of Iranian women. The title of the book is taken from an old Iranian guessing game. Textile models of a hand are sewn on soft cloths in various sparkling colours. The fingers of the hands can be folded and unfolded by means of Velcro. Tiny models of textile animals can be moved from hand to hand and hidden in the fist. The book invites blind and sighted readers to make finger and calculation games, play with the pictures and make up their own stories.

Tehran, 1998. 8 p. Available through the Children's Book Council of Iran.

Holzwarth, Werner and Wolf Erlbruch. Ph Claudet and Michel Garnier (tactile adapt.)
De la petite taupe qui voulait savoir qui lui avait fait sur la tête 14

[The story of the little mole who knew it was none of his business]

This tactile picture book is based on a French translation of a German regular picture book. Different kinds of textiles, sandpaper, and feathers are glued to the pictures and represent the tactile impressions of the animals in the story. The text is in regular print and braille which is printed on plastic sheets inserted between the pictures and the standard text. The pictures are beautifully made and can be enjoyed by sighted as well as children with visual impairment. They stimulate tactility, motor, concentration and observation and also language development. Blind children may need some guidance in order to be able to interpret the pictures and define the animals and objects.

Dijon: Les Doigts qui rêvent, 1998
(2.ed.). 31 p. Spiral bound.

ISBN 2 911782 06 2.

Orig. title: Vom kleinen Maulwurf, der wissen wollte, wer ihm auf dem Kopf gemacht hat. French ed.: Milan, 1993

Hovland, Ragnar (text)
Alfred & Samuel
[Alfred & Samuel]

15

This hand-made cloth book is based on a Norwegian regular children's book by Ragnar Hovland about Alfred the bear and Samuel the dog who find themselves left alone in a cardboard box. They walk off into the world to look for their friend Ole-Martin. The cloth book is shaped like a cardboard box, and the «world» is depicted as colourful representations of an attic, a barn, a river and a tree. The book invites children to play with the pictures. The figures can be moved from page to page and put into the various pictures by means of Velcro, and the doors can be opened and closed. Children can make up their own stories or they can follow the story from the original book. The book stimulates motor, concentra-



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tion and observation skills, and also language development and imagination.

Oslo: Books for Everybody, 1999.
10 p. ISBN 82 391874 02 6
Orig. ed: «Bjørnen Alfred og hunden Samuel forlèt pappkartongen»
Samlaget, 1996 (1993)

Krishna, Vinita. Ankur and Asheesh Sabharwal (assist.) Manorama Jafa (ed.)
Panchatantra tales

Two titles in a set of five books based on the Panchatantra which are stories from Indian oral tradition and storytelling, appealing to children as well as adults. The stories carry messages of human and social skills. This special edition is a series of multi-sensorial

interactive books with tactile and regular illustrations and an English text in standard print. The books are hand-made by young girls and boys in re-settlement colonies. The books were exhibited at the 26th IBBY World Congress in New Delhi 1998.

New Delhi: Khaas Kitaab. Spiral bound:

1. The clever rabbit 16

A tale of a ferocious lion who terrorizes the animals of the jungle, but is tricked by the clever rabbit. The book includes a glove puppet of the lion and a «well» for the reader to open and actually see how the lion is enticed by the rabbit to jump into it.

2. The talkative tortoise 17

One year there are no rains. The lake is drying up, and the animals who live by it must flee to other lands. Unfortunately, old customs die hard. The foolish tortoise cannot stop talking and gets nowhere.

Samper, Tina (ill.)

Cómo surgieron los seres y las cosas 18

[How nature, beings and things were created]

A Latin American co-production in braille and regular type of three tales based on the oral tradition of native people from Mexico, Ecuador and Venezuela about how an animal stole the fire to bring it to human beings; how a goddess gave the plants to hungry people; and about the origin of light. The raised illustrations are conventional representations of characters and objects introduced in the stories. The book was developed by the Regional Center for Book Promotion in Latin America and the Caribbean (CERLALC), the National Institute for Blind People (INCI) and the National Ministry of Education in Colombia.

Bogotá: Ministerio de Educación Nacional, 1998. 44 p.

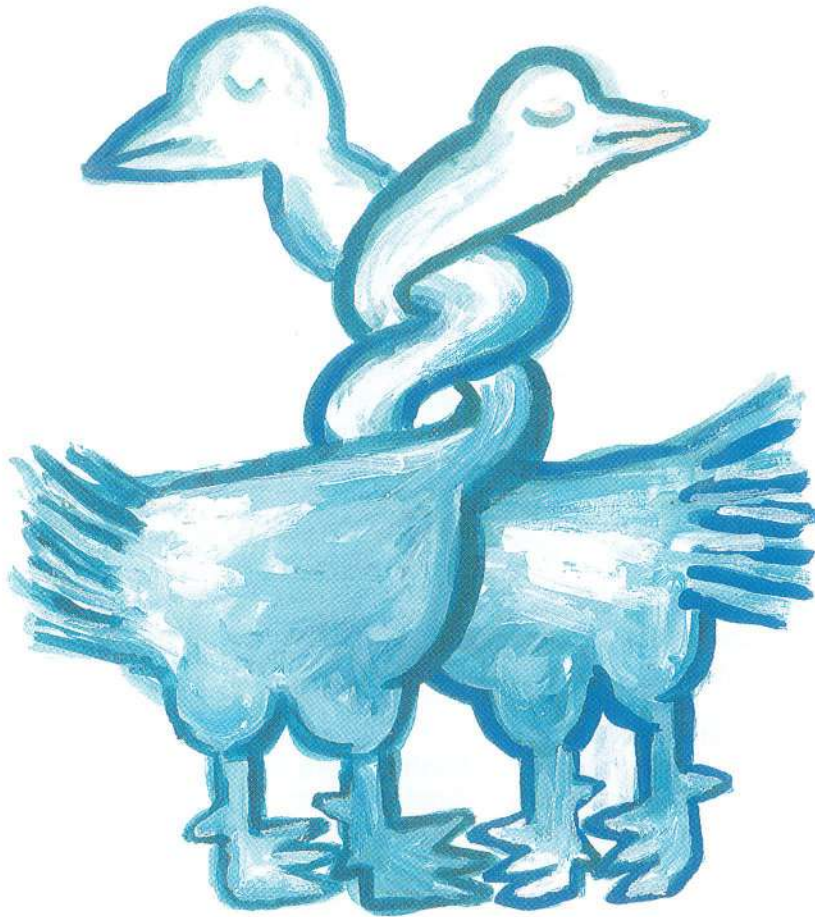


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Young, Ed (orig.) Ph Claudet, Michel Garnier (tactile adapt.)

7 souris dans le noir 19
[Seven mice in the dark]

A humorous and charming tactile picture book based on a French translation of an American regular picture book about seven blind mice who meet an elephant. The seven little mice one by one, day by day, and bit by bit investigate the big animal in order to find out what kind of object it is. «Bit by bit» is actually how people with visual impairment discover the world and how they read pictures. The tactile representation allows the reader to interpret the illustrations «bit by bit». In this manner the pictures can stimulate tac-



tility, visual perception, imagination and curiosity and can be enjoyed by sighted as well as blind children. The pictorial items are placed on a black background, which represents darkness. This background also makes a fine contrast to the colourful characters depicted, and so make the illustrations easier to understand for young people with poor visual perception. The material that is used for the illustrations give a convincing tactile representation of the objects. However, children born blind will most likely need help in order to be able to interpret the final and conventional image of the complete elephant.

Dijon: Les Doigts qui rêvent, 1998. 57 p. Spiral bound. ISBN 2 911782 12 7. Orig. title: Seven blind mice. French ed.: Milan, 1995

SPECIAL «EASY-TO-READ» BOOKS FOR YOUNG ADULTS WITH MENTAL DISABILITIES

Fors, Mats (text)
Erja Lempinen (photos)
Färdtjänsten kommer - hit og dit med Lisa

20

[The transport service is coming - hither and thither with Lisa]

Lisa was born with spina bifida and cannot move her legs. Through colour photographs, pictograms and an easy-to-read text we follow Lisa when she makes use of the transport service for people with disabilities in order to go to work or to town. The readers can understand the story by looking at the photographs, or they can refer to them when reading the very simple text and

pictograms. Since people with mental disabilities have reading difficulties they need easy readers, but with topics appropriate for their age. By combining photographs, pictograms, and a low reading level with a design and topic that is suitable for young adults, this book meets the special needs of young adults who have difficulties in finding suitable books.

Stockholm: LL-förlaget, 1998. 62 p.
ISBN 91 89042 32 8

Hedin, Benkt-Erik
Dikter tillsammans 21
[Poems we have together]

This is a new edition of the Swedish classic. Very simple poems for everybody about «my body», the importance of words, the need of contact with other people, anger, happiness and identity. By being together with people with mental disabilities, the poet was inspired to write these poems. They give opportunities for discussion and are very popular with young people who have mental disabilities.

Stockholm: LL-förlaget, 1998. 34 p.
ISBN 91 89042 44 1



GENERAL PICTURE BOOKS

Hevier, Daniel (text) Olga Bajusová (ill.)
Hovornicek 22
[Little talking book]

This playful picture book for pre-school children was created in close collaboration between the author, illustrator and a professional team of linguists and speech therapists who wanted to use poetry as a basis for language development. By playing with words and sounds in the rhymes, songs and riddles in the book, the reader can learn to master language and prepare for reading and writing.

Bratislava: Buvik, 1997. 56 p.
ISBN 80 85507 50 1

Klinting, Lars
Castor odlar 23
[Castor grows beans]

A simple story telling how Castor the beaver and his friends grow beans and have them for dinner. The large and instructive illustrations are closely linked to the text and the story has a



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clear topic. It is built up step by step and illustrates the connection between cause and effect. This is both a nice story and a teach-yourself-book.

Stockholm: Alfabeta, 1997. 33 p.
ISBN 91 7712 762 5

Lee, Ho-Baek (text)
Uk-Bae Lee 24
[The strongest rooster in the world]

This is a story about youthful pride and family love. The book tells the tale of the strongest rooster in the world who learns to see strength in his healthy, loving family, even after his own physical strength is gone. The book is illustrated in a traditional Korean style and is easy to follow.

Seoul: J'aimimage, 1997. 36 p.
ISBN 89 86565 04 8

Lindström, Eva
Limpan är sugen 25
[Doggie is hungry]

A picture book without text. Like an animated cartoon one picture follows the other and tells the story: the little dog is watching an old lady eating a sausage. She keeps it all for herself despite his begging looks. But in the end the dog and the old lady become friends and eat the sausage together. The feelings are easy to understand and the message of friendship and sharing with each other is both ageless and timeless. The expressive water-colour paintings have no unnecessary details and tell the story in a simple way.

Stockholm: Alfabeta, 1997. 24 p.
ISBN 91 7712 707 2

Matsutani, Miyoko (text)
Eigoro Futamata (ill.)
Momotaro, the peach boy 26

The story is a retelling of one of Japan's most popular folk tales. A

baby boy found inside a peach by an old woman grows up into a youngster with exceptional strength. With the help of a dog, a monkey and a pheasant he rescues his village from ogres. The story is told through large size story cards according to the kamishibai tradition. «Kamishibai» evolved from Japanese street storytelling, but is also part of the long picture storytelling tradition of Asia. The colour pictures are on paperboard cards. The text, which is in dialogue form in English and Japanese, is written on the back of each card with helpful directions on how to show the cards and tell the story. Children with low vision will be able to sit close, and touch the upright cards as the story is told. The colours used in the illustrations are outlined in heavy black lines which help viewers to focus.

New York: Kamishibai for Kids, 1998.
16 cards: 26 x38 cm.
Published in Japan by Doshinsha
(Tokyo)

Randløv, Finn (text & photos)
Brandbiler 27
[Fire engines]

Clear, colourful and easy-to-understand photographs of fire engines. The first photo introduces an engine and in subsequent ones we can see the engine working. The book has short captions in large print, with additional information about the engines in an appendix. This photo book will appeal to children as well as young adults, and can stimulate language, communication and understanding the connection between cause and effect.

Copenhagen: Flachs, 1997. 24 p.
ISBN 87 7826 248 8

Tashima, Seizo
[My most favorite] 28

This colour picture book introduces many kinds of couples and pairs. The

book's message is that friendship and love can grow wherever two meet: two children, two adults, two flowers, two geese, even two umbrellas...

Tokyo: Kaisei-sha, 1997. 20 p.
ISBN 4 03 227640 4

Van Laan, Nancy (text) Yumi Heo (ill.)
So say the little monkeys 29

A rhyming retelling of an Indian folk tale from Brazil about tiny playful black-mouth monkeys and why they have no place to call home. In a gentle and amusing way this picture book conveys the message: Don't put off for tomorrow what you can do today. Readers can imitate the sounds of the playful and onomatopoeic words in the rhyming text, and the illustrations which have plenty of rhythm and movement can encourage motor skills and creative activities.

New York: Atheneum Books, 1998.
31 p. ISBN 0 689 81038 5



No. 37

PEOPLE WITH DISABILITIES DEPICTED IN CHILDREN'S BOOKS

«**blir godt inni oss**» 30

[«getting better inside»: a collection of poems written by children and adolescents who are deaf or hard of hearing]

In a very honest way young people with hearing impairments tell how they take up challenges of life. The willingness of the young people to share their experiences with the reader help to convey identification and fellow feelings.

Bergen (Norway): Døves Forlag, 1997.
85 p. ISBN 82 70521272

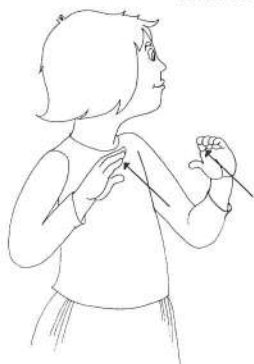
Boucht, Birgitta
Jag heter Hanna 31
[My name is Hanna]

«I am still called Hanna. I am still twelve years old. I still cannot walk. Yet everything has changed; everything is different; everything is good!» In letters to her imaginary pen-friend, Fritz, Hanna finds an outlet for her feelings. This piece of prose poetry shows how a fertile imagination can help manage a difficult situation. The text is in easy-to-read Swedish.

Vasa (Finland): Lärum, 1998. 32 p.
ISBN 951 8976 17 1

Cabal, Graciela (text) Pez (ill.)
Toby 32

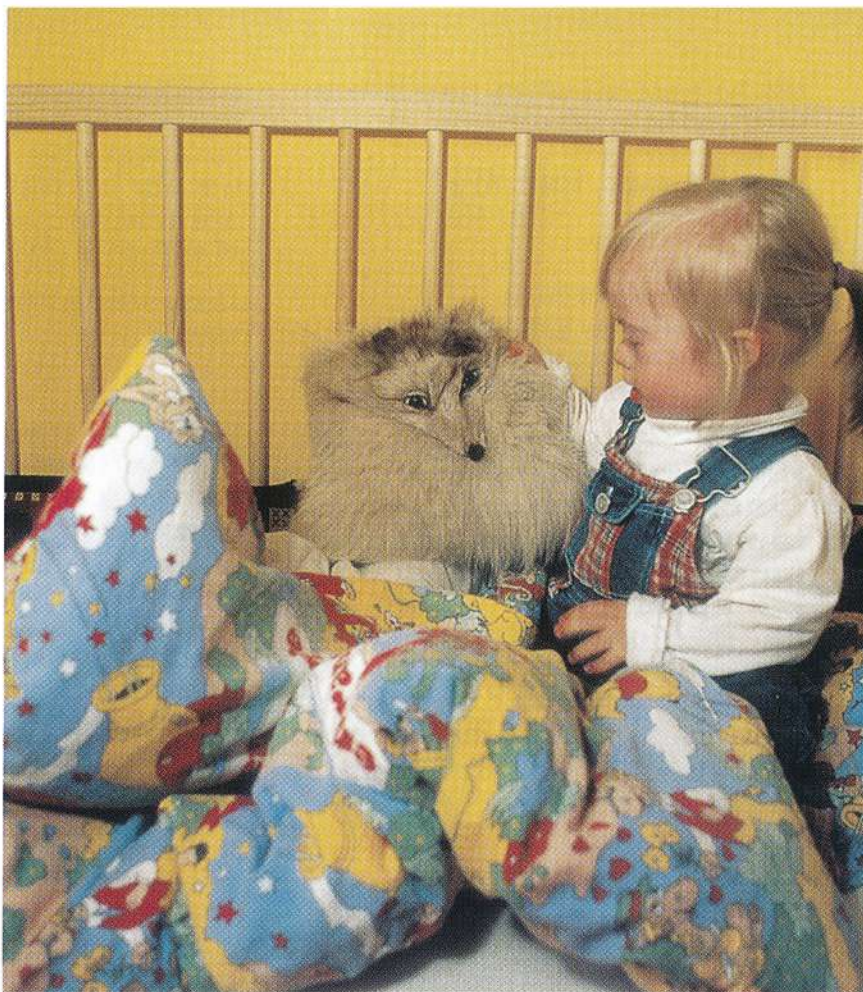
Toby, the main character and the narrator of the story, is a child with a mental disability who discovers the world around him: his grandfather, an unmarried aunt, his father (a sailor who is absent most of the time), a broken compass and a paperweight which changes according to his mood. This novel about tolerance, respect, and equal human rights is based on these



DYNE



FINNE



elements. It was selected as a finalist in the Latin American Prize for Children's Literature, Norma-Fundalectura, 1997.

Bogotá: Norma, 1997. 58 p.
ISBN 958 04 4222 3

Carter, Alden R. (text)
Carol S. Carter (photos)
Seeing things my way 33

In this colour photo book a second-grade pupil describes how she and other students learn to use a variety of equipment and methods to cope with visual impairments. It is an instructive book that makes a good starting point for further talks and is suitable for young people with disabilities as well as for children without any handicap.

Morton Grove (Illinois): Albert Whitman, 1998. 29 p.
ISBN 0 8075 7296 9

Dikeou, Eleni
[See you again, pal] 34

A novel that give information on and create understanding for young people with severe mental disability. It depicts the struggle of Eve, a young psychologist, to lead eight-year-old Melia, one of the «children of silence», into the world of people.

Athens: Patakis, 1997. 188 p.
ISBN 960 600 107 5

Iliopoulos, Vangelis (text)
Lida Varvaroussi (ill.)
[Triangle-fishy] 35

All the other fish children learned to read and write, but Little Triangle Fish could only draw triangles, however much he strived to learn. But he is not

silly, he is not half-witted. He is triangle-fishy, and he is just different.

Athens: Patakis, 1997. 70 p.
ISBN 960 600 012 5

Jørgensen, Mette (text)
Henrik Bjerregrav (photos)
Søren er mongol 36
[Søren has Down Syndrome]

Søren is seven years old and the oldest child in the family. He is good at playing football, and he likes music. However, he was born with an extra chromosome, something which makes him look different and develop differently from other children. Through expressive colour photographs the reader joins Søren during his daily life which, although is similar to that of other children, is also different because he always will need somebody to look after him.

Risskov (Denmark): Klematis, 1998.
30 p. ISBN 87 7905 874 4

Kremer, Susanne
**Wir - Geschwister:
ein Dialogbuch** 37
[We - siblings : a dialogue]

«Wir» is a book that in a special way describes the relationship between two sisters, one disabled, the other not. Short texts and pictorial symbols for the two sisters, such as a wheelchair and footprints, point at similarities and differences, positive and negative feelings, friendship, and also the right of both to be independent individuals. The book makes a good starting point for further talks.

Göttingen: Quirl, 1997. 28 p.
ISBN 3 931008 01 0

Lears, Laurie (text) Karen Ritz (ill.)
Ian's walk - a story about autism 38

This is the story about Ian, a boy suffering from autism, and his sister

Julie. One day Ian gets lost in the park, and Julie realizes just how much she cares about him. The book opens the way for identification, understanding and acceptance of the mixed emotions of siblings of children with disabilities

Morton Grove (Illinois): Albert Whitman, 1998. ISBN 0 8075 3480 3

Lillevik, Linda (text)
Kjell Ove Storvik (photos)
Klart jeg kan! 39
[Of course I can!]

In this photo book with sign language illustrations the photographer follows the daily activities of Kristine, a little girl with Down Syndrome. Through clear colour pictures the photographer captures the creativity and joyfulness of the little girl. The captions are simple, short and closely connected to the pictures. Large and distinct sign language illustrations draw attention to key words and concepts in the photographs and captions. This is a book for all children, and in particular for young people with language difficulties who use signs as well as speech in their communication.

Bergen: Eide. 44 p. ISBN 82 514 0549

Watarikawa, Hiromi (text)
Fukiko Karino (ill.)
[I am fond of my own voice] 40

Because of their hearing impairments two girls of this story have special voices. One of the girls undergoes speech therapy to make her voice sound like other people's, while the other cherishes her voice as an important and positive element to her individuality.

Tokyo: Kyoiku Gageki, 1997. 63 p.
ISBN 4 87692 6

Participating countries

Colombia
Denmark
Finland
France
Germany
Greece
Iceland
India
Iran
Japan
Norway
Slovak Republic
South Korea
Sweden
Switzerland
United States

No. 33



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

