

OUTSTANDING
BOOKS
FOR YOUNG
PEOPLE WITH
DISABILITIES
2001

INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE **IBBY**

Outstanding Books for Young People with Disabilities 2001

by Nina Askvig Reidarson

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Cover illustration: From "Oka-asan" [Mother] by Takuya Sasaki (artwork),
Kyoko Kishida (text) and Masumi Horiguchi (photos),
published by Shogakukan, Tokyo, 2000 (cat. no. 36).

Foreword

The present annotated catalogue continues the IBBY project that started in 1997: 'Outstanding Books for Young People with Disabilities'. This selection is a regular activity of IBBY on a biennial basis, and we are very pleased about the many positive reactions to the 1997 and 1999 exhibitions.

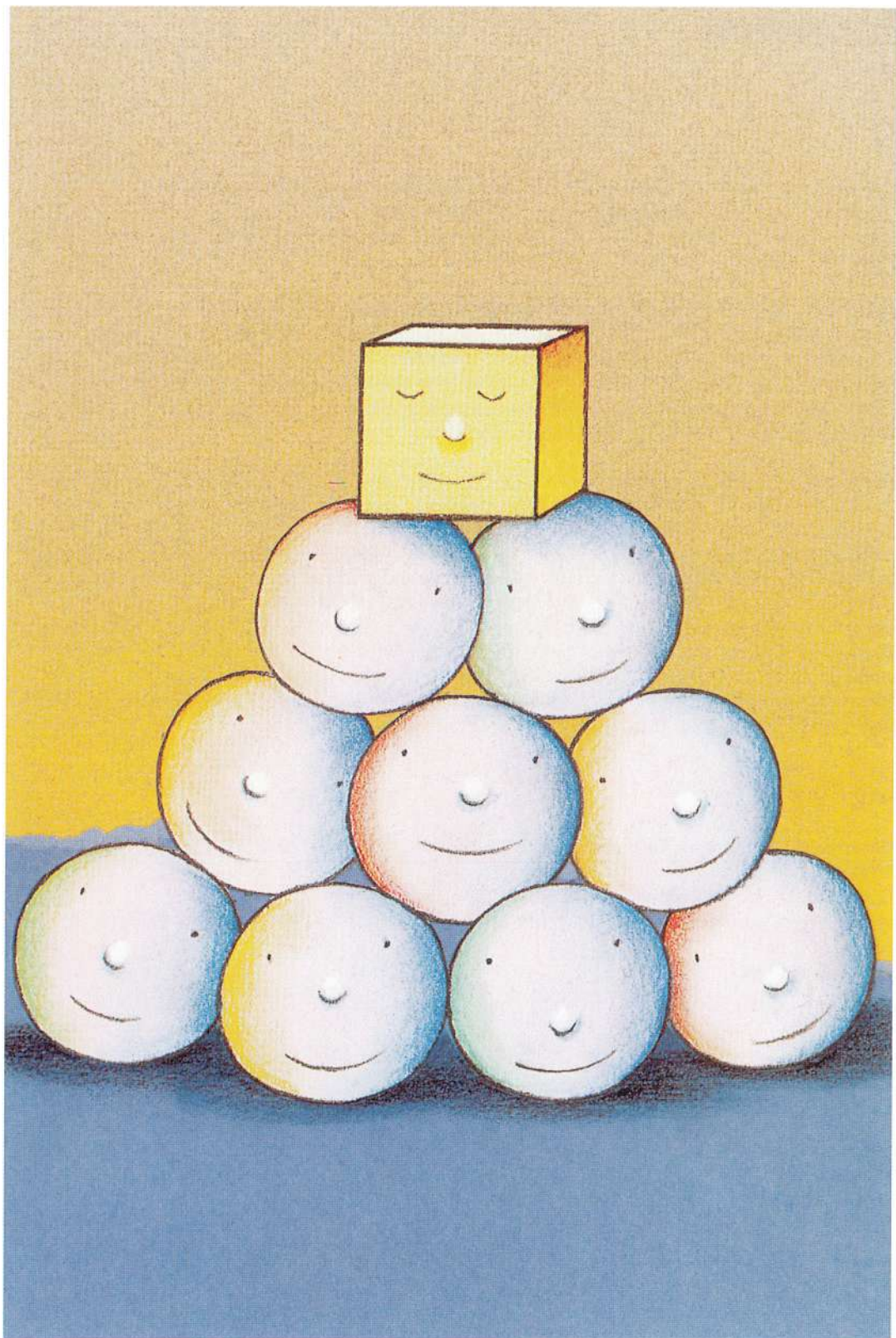
The 1997 catalogue was distributed throughout the world and was soon out of print. It was translated into Greek and Portuguese and the books were exhibited in Bologna, Copenhagen, Cairo, Rio de Janeiro, Athens and Oslo. The 1999 selection was first exhibited at the Bologna Children's Book Fair and thereafter shown in Oslo, Giessen (Germany), Budapest, Bratislava, Vienna, Copenhagen, Paris, Cleveland (Ohio, USA), Mason (Ohio) and Salisbury (Maryland, USA).

The National Sections of IBBY were invited to select and submit books and annotations for the 2001 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 or submitted by enthusiastic contact persons. 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 Needs Education, University of Oslo. Our heartfelt gratitude goes to all our colleagues and partners who helped us identify 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 disabled young people.

Oslo and Basel
February 2001

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

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



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.

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 1999 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 1999 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.

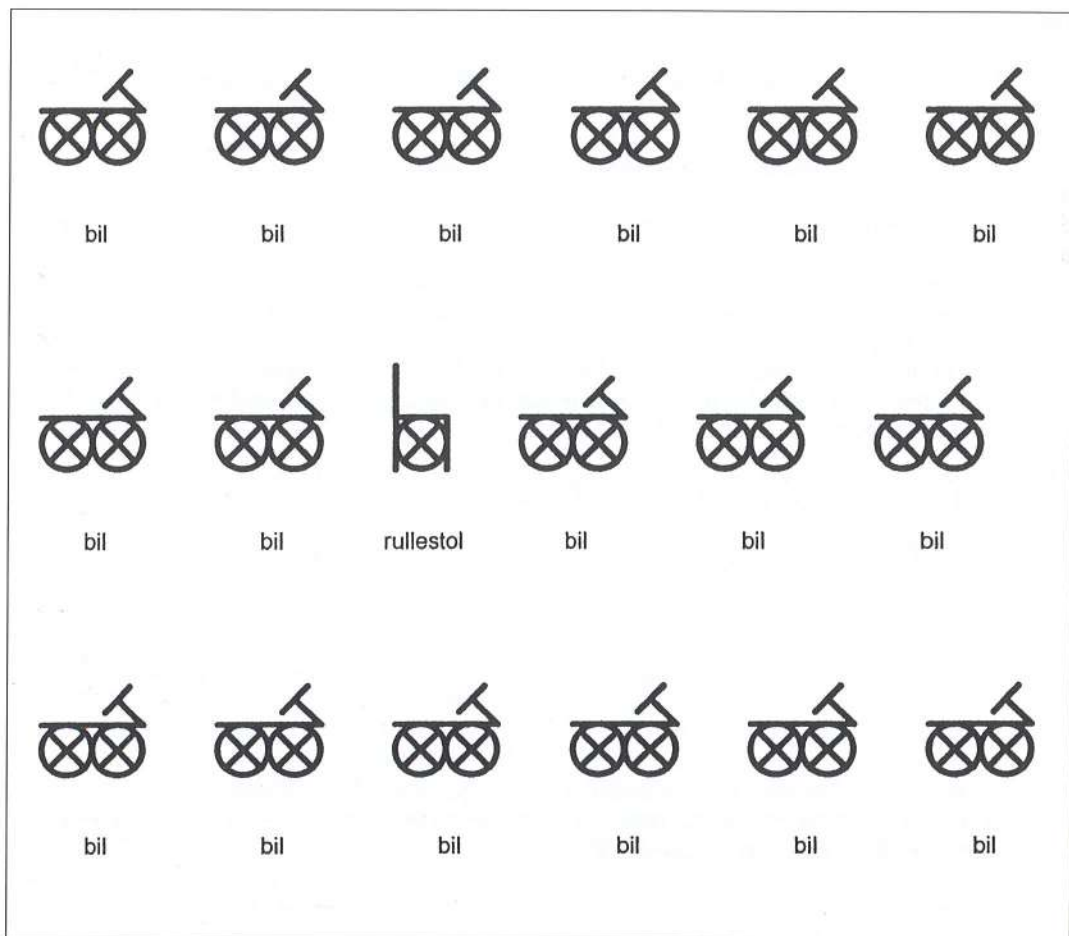
We hoped to discover books that inspire joy, curiosity, and imagination, as well as those that encourage general understanding and special skills, such as language, visual perception and motor skills.

- III. General children's books – picture books and stories – about people with disabilities, published in 1999 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, and to the inclusion of young people with disabilities in society.

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.

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Ten 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 ten, each illustrating a different kind of approach for children with special needs.

Children with no hearing difficulties develop language by playing with words. Similarly, deaf children develop their primary language, the sign language, by playing with signs.

The sign language of a deaf child is a visual and gestural language with a grammar structure and rhythm of its own and is 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.

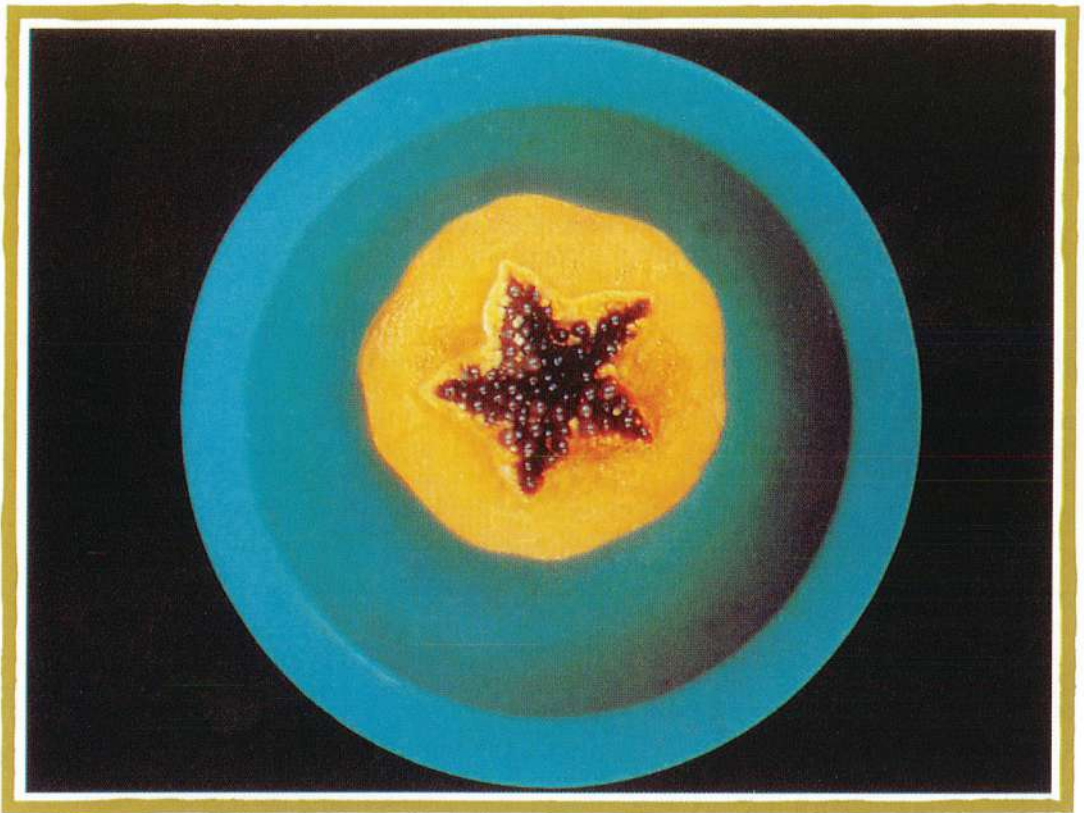
All these linguistic aspects are carefully presented in the signed video version of the popular children's book **Den nye jakka** [The new jacket] (cat.no.2). Because the story in this video book is told in Norwegian Sign Language and in spoken Norwegian it can be enjoyed by deaf and non-deaf children together.

Videos are a suitable means for telling stories in sign language. Nevertheless, deaf children should, like other children, have printed picture books in their primary language. The sign language illustrations and the playful pictures in the Danish Sign Language adaptation of Eric Hill's popular lift-the-flap book **Plet hos bedstemor og bedstefar** [Spot visits his grandparents] (cat.no.5) are a playful invitation to signing as well as a joyful introduction to words and concepts. Clearly presented and instructive sign language illustrations are closely connected to the colourful pictures and the large print captions, and can help deaf children learn to read and write in the main language of their country. Sign language illustrations on the back of the flaps and under them encourage curiosity and fine-motor skills.

Besides being a book for deaf children, "Plet hos bedstemor og bedstefar" is also suitable for children with no hearing difficulties, but have language difficulties and use signs as well as speech in their communication. The large black print, clear colours and the distinct outlines of the illustrations could also be legible for partially sighted children. Such a book will inspire non-deaf children to play with signs, and thus pave the way for communication between them and their deaf friends.

Stol på meg, sa stolen [Chairs] (cat.no.8) is a 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. This book has no regular illustrations. Instead, the author uses the BLISS figures in a different and amusing way, by presenting them not only as pictorial symbols for words but also allowing them to act as illustrations. The story is easy to follow and the topic of being different easy to identify with. 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 as 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 the 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, can be difficult to interpret for children who are blind from birth. If such pictures are to be legible, they should represent rather small objects with the



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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 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.

Au pays d'Amandine...dine dine [In the land of Amandin...din din] (cat.no.12) 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 and objects in this artistic and carefully executed tactile picture book are represented by unconventional forms, each with its own particular shape and texture. By focusing not only on the shapes and the texture of the objects, but also on their movement, e.g. sliding, seesaw motion, jumping, turning round etc., each illustration offers many different ways of exploring them. The imaginative illustrations match the humorous text. The braille text is written beneath the large black print, so that the book can be read by sighted and blind children together.

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 most children. In particular such books can encourage children with mental disabilities or multiple handicaps to play with the textile objects and thus take an interest in reading books.

Kakurenbo [Hide-and-peek] (cat.no.14) is a handmade washable cloth picture book with bright colours. In this book six animals are playing hide-and-peek, and the reader is invited to take part in the game. He has to look for, find and recognize the different animals that are hidden behind a door, in a bag, behind a curtain, under a cushion and in a box. At the end of the game one animal is missing and the reader has to identify and find it. The textile pictures of the animals are sewn onto strong soft material that will be

enjoyable for the children to touch. The different textile hiding places can be opened by means of a button, a zip, Velcro or simply by lifting textile flaps. The book invites curiosity, spontaneous play, language and motor skills. Blind children's recognition of the objects will depend upon their general abilities and their previous experience of picture reading. It is probable that they will need some help in order to comprehend the conventional shapes of the items.

General picture books are another source of reading and a pleasant means of stimulating visual perception, language and communication and expressing feelings. They are important books because they can be picked from the general stock and are generally available.

In the photo book **A triangle for Adaora** (cat.no.24) the readers are encouraged to look for all kinds of shapes in their surroundings. Sparkling colour photos illustrate objects and activities that reflect Nigerian culture and traditions which children living there can recognize and identify with. Local words are accentuated in the text and explained separately. Besides being a pleasant and useful resource for local children, such a picture book could also open the way for communication between children from different cultures.

A little cube, living in the midst of all-rounders, is the identification character in the general picture book **Petit Cube chez les Tout Ronds** [Little Cube at the All-Rounders] (cat.no.23). This humorous and easy-to-understand story introduces topics, such as inclusion and exclusion as well as the right of everybody to be different and independent. The clear topic and the plain illustrations with no unnecessary details meet the needs of many young children with learning difficulties. The simple geometric shapes that represent the characters of the story could easily be replaced by real objects, thus making the pictures readily available to blind children. This is a book that encourages imagination and motor activities and also makes a good starting point for further talks and new stories.

Some writers and artists have created books that portray people with disabilities with sensitivity and insight. Such books can answer questions and destroy the myths connected with disabilities.

In the photo-book **Dancing wheels** (cat.no.35) the readers follow young and adult "sit-down" dancers performing with their non-disabled "stand-up" dancing partners who belong to the same dance company. The author takes us backstage with the company and into the lives of the dancers. The photographer has captured the hard work, joyful moments and excellent artistic performances in the studio and on stage. This book focuses on people's potential and possibilities of fulfilling their dreams through hard work and friendship. It also illustrates the participation and inclusion of people with disabilities on equal terms.

Fourteen-year-old Shawn is the narrator in the novel for adolescents **Stuck in neutral** (cat.no.38). He is unable to communicate and has been diagnosed as being profoundly developmentally disabled and incapable of understanding and learning. But Shawn's life is not what it may seem to anyone looking at him. Not even those who love him have any idea of what he is truly like. The author, himself a parent of a child like Shawn, makes the reader look beyond the obvious and questions common notions.

Artwork may tell us more than words ever can. The clay figures in **Oka-asan** [Mother] (cat.no.36) are the early works of an artist who was born with brain damage and later diagnosed to be autistic. By means of expressive clay figures of animal mothers and their young he expresses feelings for which he has no words.

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

PICTURE BOOKS WITH SIGN LANGUAGE ILLUSTRATIONS

Baghcheban, S. (sign language) and M. Karim (regular ill. and sign language ill.)
Davidam va davidam 1
 [I run and run]

A Persian picture book with sign language illustrations telling an old Iranian folk tale about a girl who discovers the many things around her. A signed video version has been produced by the Children's Book Council of Iran with support from UNICEF.

Tehran: Shirazeh, 1999. 30 p.

Eriksson, Eva (text) and Yngve Refseth (video ed.)
Den nye jakka 2
 [The new jacket]

This video book in Norwegian Sign Language and spoken Norwegian has been supported by a state project aiming at a better public library service for deaf children. The story is based on the popular Swedish children's book "Stures nya jakka" by Eva Eriksson. Sture has got a new jacket. It is nice and practical. He is proud of it until the moment his classmate Egon makes fun of it calling it a girl's jacket. Then Sture tries everything to get rid of it, until the day when he sees Egon slinking to school wearing the same jacket!

Oslo: InterMedia, 1999. 12 min.

Hill, Eric (text/ill.), Edny Poulsen (sign language trans.) and Hanna Orlof (sign language ill.)
Hvar er Flekk? 3
 [Where's Spot?]

Spot has hidden. Try to find him! The sign language illustrations and the playful

pictures in this Faroese sign language adaptation of Eric Hill's popular lift-the-flap book invites deaf and non-deaf children to play together with signs and pictures. Clearly presented and instructive sign language illustrations are closely connected to the colourful pictures and the large print captions, and can help deaf children learn to read and write in the main language of their islands. The book is a Nordic co-production and is supported by the Nordic Council of Ministers.

Thorshavn: Føroya Skúlabókagrunnur, 2000. 22 p. ISBN 99918 0 235 5

Hill, Eric (text/ill.), Ragna Huse (sign language trans.) and Hanna Orlof (sign language ill.)
Hvor er Tassen? 4
 [Where's Spot?]

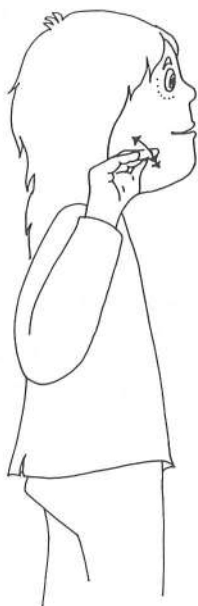
A Nordic co-production (see previous entry) in Norwegian Sign Language and written Norwegian.

Oslo: Cappelen, 2000. 22 p. ISBN 82 02 18945 4

Hill, Eric (text/ill.), K. Mikkelsen & M. Lytting (sign language trans.) and Hanna Orlof (sign language ill.)
Plet hos bedstemor og bedstefar 5
 [Spot visits his grandparents]

A bilingual edition in Danish Sign Language and written Danish supported by the Nordic Council of Ministers. Plain and instructive sign language illustrations are closely connected to the playful pictures and the large print captions. The sign language illustrations on the back of the flaps and under them encourage curiosity and fine-motor skills.

Copenhagen: Apostrof, 1999. 22 p. ISBN 87 591 0436 8



ADJØ/HA DET



No. 6

Lillevik, Linda (text) and
Kjell Ove Storvik (photos)

Klart vi tør

[Of course we dare!]

6

This photo book is the second book about Kristine, a four-year-old girl with Down Syndrome. The reader follows Kristine at the seaside for a day with her family, her best friend Marie and the dog Raja. The writer and the photographer do not focus the disability, but capture the joint activities and the friendship between the two girls. The captions are simple 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, 2000. 43 p.

ISBN 82 514 0606 4

Millman, Isaac

Moses goes to school

7

In this picture book, which is a follow-up of "Moses goes to a concert", Moses enjoys his first day at the special school for the deaf and hard of hearing. At school they not only use American sign language to talk to each other, but they must also learn to read and write English as their second language. Moses and his classmates can't hear music, but they can feel the vibrations and they sign the words to favourite songs. The story is told in written English with clear, colourful pictures in which the handshapes 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. One song is translated into sign language. The book focuses on activities that all children have in common.

New York: Farrar, Straus & Giroux, 2000.
32 p.

ISBN 0 374 35069 8

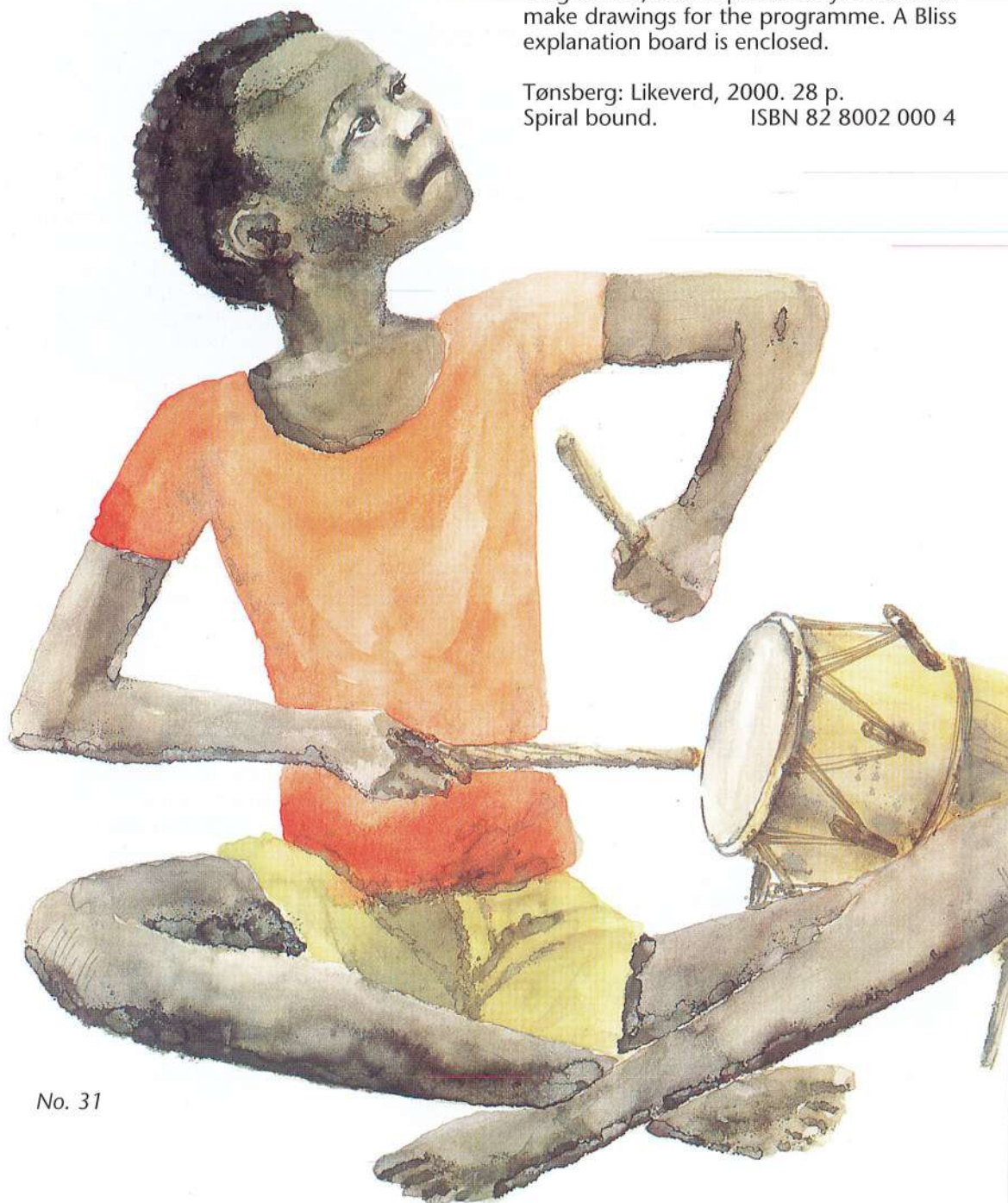
Diesen, Anette
Stol på meg, sa stolen
[Chairs]

8

"A child is a child and a chair is a chair" say the chairs to each other. But one day a special chair entered the kindergarten. It

was a silvery, lilac and black chair with a headrest, a footrest and a seat as soft as velvet. But what was most important, it had wheels instead of legs, and was not left behind like the other chairs. This amusing story in Bliss and Norwegian turns things upside down. It deals with disability in a humorous way and looks for possible inherent advantages. The book was read on the Norwegian Children's Radio Programme, and inspired many children to make drawings for the programme. A Bliss explanation board is enclosed.

Tønsberg: Likeverd, 2000. 28 p.
Spiral bound. ISBN 82 8002 000 4



Hornung, Helga (ill.), Alfred Hartl (text) and
Monika Amrein (Bliss)

Lalu und die Schöpfung 9
[Lalu and the creation]

In this second picture book about Lалу he is again looking at the sky. As the sun rises he asks "Where do you come from? And where do the stars, the flowers and the animals come from?" The sun smiles at him and starts singing the wonderful song of Creation to him. The luminous colours and the expressive pictures match the story perfectly. Bliss symbols are added to the standard text. By telling the story by means of easy-to-understand pictures, a standard text and Bliss symbols, this book can reach readers with different needs on many different levels and is a book for all. The Bliss system is explained in an appendix.

Luzern: rex, 2000. 26 p.

ISBN 3 7252 0700 3

TACTILE PICTURE BOOKS

Akatsuka, Fujio
Yoi don! 10
[Ready, set, go!]

This tactile picture book, featuring a race between a group of animated characters, is pressed with braille and raised lines for tracing by hand. The path to the goal has a zigzag section where some paths go the long way round. One turnoff that leads to a dead end comes right before the goal. With the mischievous behaviour of the characters, the design with bright colours and clear outlines which are readable for children with low vision, as well as all the unexpected twists and turns, this book offers a lot of fun which visually impaired and sighted children can share. A blind child will probably need guidance from a sighted person in order to understand the characters, but can, on the other hand, be on top in a blindfold race towards the goal. The text is printed in braille and regular print.

Tokyo: Shogakukan, 2000. 28 p. Covered spiral.
ISBN 4 09 734036 0





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Bobe, Françoise and Régine Gondeau
L'énorme potiron 11
 [The enormous pumpkin]

Mamouna wants to prepare pumpkin soup. But the garden is far away and the pumpkin is too big and heavy for her, the wood-cutter, the ram or the mule to push. The little clever rat finds the solution: "We can all push together!". The simple story is easy to follow. It encourages physical activities and play, and can be enjoyed by all children. The tactile representations of the characters and objects are conventional, but have different shapes and textures. With some help the blind child should be able to discriminate between them and recognise them.

Dijon: Les Doigts Qui Rêvent, 2000. 18 p.
 Spiral bound. ISBN 2 911782 22 4

Claudet, Philippe and D. Dufresne
Au pays d'Amadine...dine dine 12
 [In the land of Amandin...din din]

Happy little Amadin is enjoying herself all day long. One Saturday she hears the voice of Pierre, who lives in a dreary country. Guess what happens! The characters and objects in this carefully worked-out tactile book are represented by non-conventional forms, each with its own particular shape and texture. The fanciful illustrations match the text, each offering many different ways of exploring them. The braille text is written beneath the large black print so that the book can be read by sighted and blind children together. This book is included in a series of tactile picture books aiming at five to seven-year-old elementary braille readers.

Dijon: Les Doigts Qui Rêvent, 1998
 (1984). 24 p. Spiral bound.
 ISBN 2 911782 15 1

Gondeau, Régine
Ella Octopus, la collectionneuse de puces 13
 [Ella Octopus, the collector of fleas]

Ella Octopus likes to play with all sorts of fleas, whether they are smooth, soft or scratchy. The reader can also play with them. The tiny round figures with different textures, representing the fleas, and the soft cloth representation of the octopus can be moved from page to page by means of Velcro, thus stimulating tactility and fine-motor skills.

Dijon: Les Doigts Qui Rêvent, 1999. 16 p.
 Spiral bound. ISBN 2 911782 19 4

Ikegami, Yoriko
Kakurenbo 14
 [Hide-and-seek]

A strong handmade cloth picture book with soft material and bright colours. The reader has to look for, find and recognize six different textile animals that are hidden behind a door, in a bag, behind a curtain,

under a cushion, and in a box. The different textile hiding places can be opened by means of a button, a zip, Velcro or simply by lifting a textile flap.

Yokohama: Yokohama Nuno-Ehon Group, 2000. 22 p. Not for sale

Jansson, Tove (text) and
Maria Beskow (tactile ill.)
Vem ska trösta knyttet? 15
[Who will comfort Toffle?]

Travelling alone, Toffle finds everything scary and dangerous. Then he meets Miffle who is even more frightened than he is. All of a sudden he feels strong and brave and he even bites the terrifying Groke's heel. This fantastic story in rhyme is a tactile version of a well-known regular picture book, thus encouraging inclusion of the disabled young reader. The text is transformed in full into braille and large black print. The main characters are easy to identify with. The fantastic elements, the fanciful minor characters together with the many nonsense words encourage children's imagination, but may be complicated to follow for those with language and mental disabilities. The tactile pictures are beautifully made, rich in tactility, contrast and colour, something which make them legible for young people with low vision or poor visual perception ability.

Enskede: TPB, 1999. 44 p. Spiral bound

Keyhani, Fariba
Khaneh pirezan 16
[The old woman's house]

This handmade cloth fold-out book, retells the old Iranian folk tale "The uninvited guest". It tells about a kind old woman who one rainy night welcomes all sorts of animals into her little house. The old woman and the animals are reproduced in soft textile materials and can be moved from page to page by means of Velcro and taken out of the book and played with. The readers are invited to play with the figures while listening to the story or retelling it or even making up their own stories. The

book has been successfully used with children with visual, hearing and mental disabilities as well as with children without disabilities.

Tehran: The Children's Research Centre, 2000. 8 p. Bulk produced

Keyhani, Fariba
Nakh va souzan 17
[The hole and the string]

In this colourful cloth book the readers are invited to follow a red thread through holes and objects of different shapes and colours to a surprising finale. The book appeals to curiosity and imagination and encourages motor skills, language and story telling. The soft pleasant textile material and the simple objects will also appeal to and be recognized by blind children.

Tehran: The Children's Research Centre, 2000. 8 p. Bulk produced

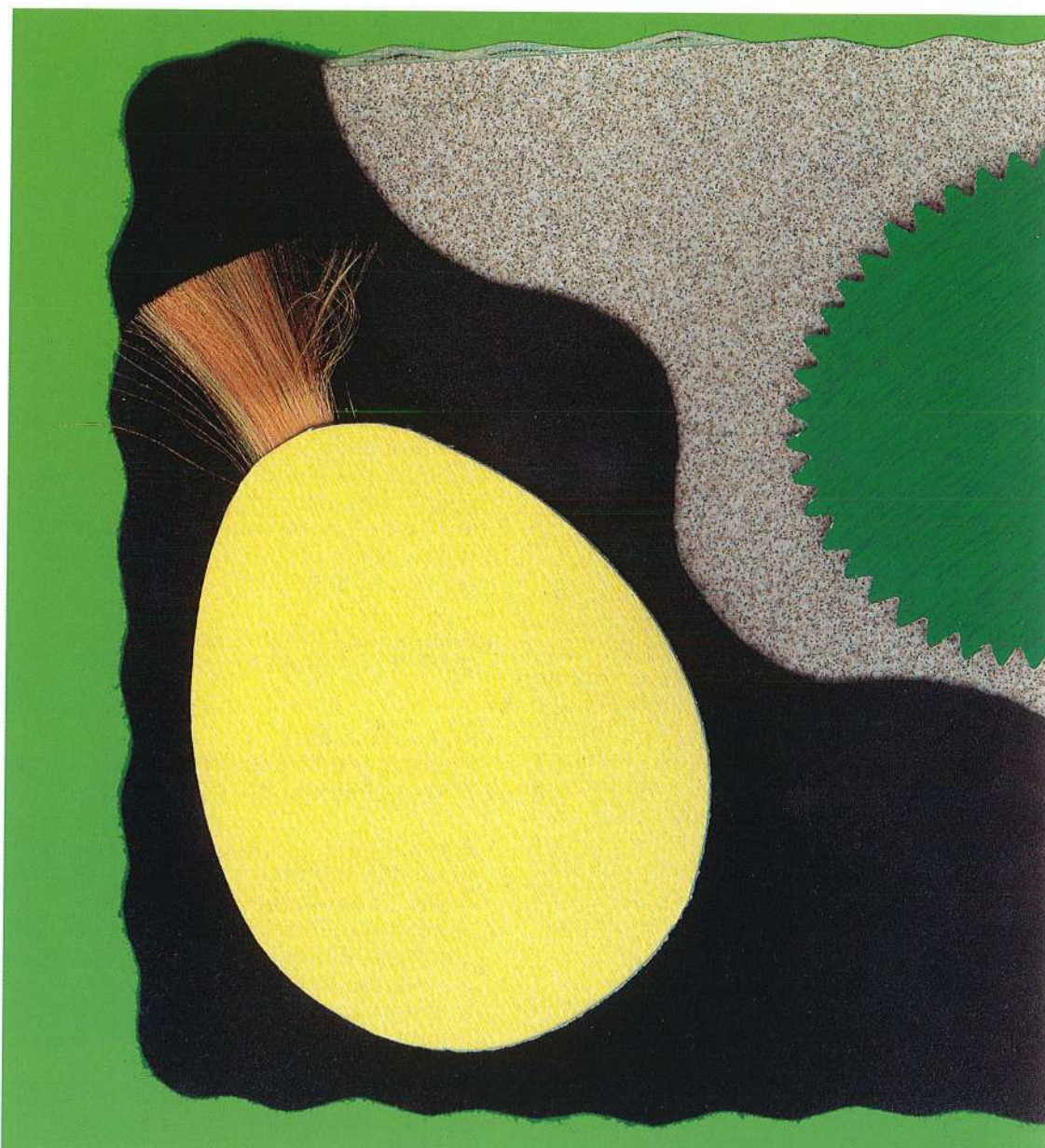
Koumyou, Naomi
Hitotsubu no endomame 18
[The pea in the pod]

A pea having popped out of its pod rolls down the hillside and falls into the river, which carries it into the sea. There a big wave washes it onto the beach, where it at last finds rest. It sleeps in the sun and is covered by sand. Eventually the pea bears a vine and flowers bloom. The visually impaired author made the original illustrations for this tactile picture book by using wires to shape the outlines. A special ink was used to raise the contours of the pictures.

Kobe: BL Publishing, 1998. 24 p.
ISBN 4 89238 699 5

Kraemer, Claudette,
Anne-Marie Chapouton (orig. text)
Le repas de renard 19
[The fox's meal]

A charming tactile adaptation of a story about five fat chickens who one by one are eaten by a fox. But they tap on the inside of



his tummy, and at last he has to spit them out. The humorous rhyming text is written in large print and braille and depicts the animal's movements and actions. By doing so it encourages physical activities and play. The characters are represented by means of soft fur and five feathers each of a different type, colour and size, and can be enjoyed by blind as well as sighted children.

Dijon: Les Doigts Qui Rêvent, 1999. 16 p.
Spiral bound. ISBN 2 911782 17 8

Krishna, Vinita (text)
and Mehreen Khosla (ill.)
Rib and Fuzz

20

This handmade picture book with both regular and tactile illustrations tells the story of two caterpillars that are looking for a suitable tree to live in. The tactile qualities of the caterpillars make it easy to discriminate between them, and the soft sensations together with the different texture of the tactile representations of



the leaves provide multiple sensory opportunities. The story, which is easy to follow, is written in black print. Because the regular illustrations play an important part of the picture story, the book primarily appeals to sighted children and children with partial visual impairment. Blind children may enjoy the tactile pictures when the story is read aloud to them.

New Delhi: Khaas Kitaab Foundation, 2000. 15 p. Spiral bound

Girnis, Meg (text) and
Shirley Leamon Green (photos)
ABC for you and me

21

The author has been inspired by her own daughter and other children with Down Syndrome to create this ABC book that features them. Large and easy-to-understand colour photographs capture the personalities of the multicultural cast of children as they undertake activities with objects that correspond to letters of the alphabet.

Morton Grove: Albert Whitman, 2000.
27 p. ISBN 0 8075 0101 8

Hida, Kyoko
Horon no uta no kai
[The owl's lullaby]

22

Every night Horon the owl sings beneath the moon. His song is so beautiful that the bat suggests he give a concert for all the animals in the forest. But alas! When Horon starts singing, the audience begins to yawn and eventually falls asleep. The owl is crushed and is made ill by his disappointment. But he is comforted by his friends who remind him that they usually sleep during the night and that his beautiful singing is like a lullaby to them. This picture book deals with the difficulties of empathy and communication. The expressive and colourful pictures complement the story and encourage further talk.

Tokyo: Kaisei-sha, 1999. 30 p.
ISBN 4 03 331220 X

Merveille, Christian (text)
and Josse Goffin (ill.)
Petit Cube chez les Tout Ronds
[Little Cube at the All-Rounders]

23

At the All-Rounders' house everybody is round. When Mother All-Rounder is going to have a baby, they all imagine him to be

round like themselves. But the baby turns out to be a little cube. This humorous and easy-to-understand picture book introduces topics, such as inclusion and exclusion, as well as the right of everybody to be different and independent. The book makes a good starting point for further talks.

Namur: Mijade, 2000. 25 p.
ISBN 2 87142 251 6

Onyefulu, Ifeoma
**A triangle for Adaora:
an African book of shapes** 24

As Adaora and Ugo walk along they see all kinds of shapes: Uncle Eze wearing his rectangular tunic, musicians playing circle-topped elephant drums, plants with heart-shaped leaves and a plantain shaped like a crescent. Sparkling colour photos illustrate objects and activities that reflect Nigerian culture and traditions. Local words are accentuated in the text and explained separately.

London: Frances Lincoln, 2000 24 p.
ISBN 0 7112 1466 2

Solotareff, Grégoire
Le lapin à roulettes 25
[The roller rabbit]

Because his legs don't function, Jil the rabbit can only move by means of a pair of roller skates. But don't imagine that such a handicap necessarily inspires compassion! A rather rude and tough big bear throws the roller skates into a deep hollow. Which of the two is to be pitied the most? The little brave rabbit feels sorry for the bear who is lonely and regrets his mischief. In the end he rescues Jil from a potentially fatal accident, and they become friends, because, as the bear says to himself: "You cannot leave someone whose life you have saved". Artistic and expressive colour illustrations sum up the main events in this original and humorous tale, thus making it available to those who are not able to read or understand the entire text.

Paris: l'école des loisirs, 2000. 36 p.
ISBN 2 211 05780 2

Steen Hansen, Ole
Flotte fly 26
[Posh aircraft]

Most people with mental disabilities have reading difficulties. Some never learn to read or can only read very short texts. They need easy readers with a low reading level, or photo-books with short captions, all with a design and a topic appropriate for their age. By selecting this photo-book with its sparkling colour photos of aircraft in different settings, we hope to draw attention to nonfiction that is suitable for young adults and which encourages language development and further discussion.

Holte: Flachs, 1999. 23 p.
ISBN 87 7826 536 3

Swinburne, Stephen R.
Guess whose shadow? 27

This photo book shows how light creates shadows. With a simple text and colour photographs the author invites the readers to look at and investigate the shadows they find around them and shows them how to have fun making hand shadows.

Honesdale: Boyds Mills Press, 1999.
32 p. ISBN 1 56397 724 9

Swinburne, Stephen R.
What's a pair? What's a dozen? 28

This colour photo book introduces the reader to number-related words such as single, double, couple, as well as prefixes such as uni-, bi-, and tri-. The book also includes a guessing game that invites readers to identify pictures depicting the number-related words they find in the book.

Honesdale: Boyds Mills Press, 2000.
32 p. ISBN 1 56397 827 X

Tanikawa, Koichi
Kazuasobi urapan okosa 29
[Urapan, okosa : number games]

Do you know you can count the number of anything using only "one=urapan" and

O o



Orange

"two=okosa"? The rhymes in this book show how. The beautiful colours and artistic illustrations invite the reader to play with numbers in a fanciful way.

Tokyo: Doshinsha, 1999. 32 p.
ISBN 4 494 00885 0

Uchida, Rintaro (text) and
Shigeo Nishimura (ill.)
Gatagoto gatagoto 30
[Clackety-clack]

A railway platform is crowded with people who are getting on the train. "Gatagoto, gatagoto...", the train runs through fields and mountains. But who or what is getting out of the train when it stops at the stations? A simple fantasy picture book in slow motion and without words which encourages curiosity and observation. However, the mixture of fantasy and reality could be confusing for children who are not able to distinguish between them.

Tokyo: Doshinsha, 1999. 32 p.
ISBN 4 494 00887 7

Asare, Meshack
Sosu's call 31

Sosu, who is physically disabled, lives in a little village somewhere between the sea and the lagoon. Because he cannot walk, he does not attend school like the other children, so during the day he is left in the village with only the sick and the very young for company. One day a storm is gathering and the sea begins to encroach upon the village. Using only his own strength and with the help of his dog, Sosu manages to reach the village drums and warn the villagers. As a reward they give him a wheelchair and smooth the bumpy street so that he can be pushed to school by the other children. The author deals with motifs like participation, social inclusion and potential, as well as myths and compensation connected with disability. The book was the winner of 1999 Unesco Prize for Children's Literature in the Service of Tolerance.

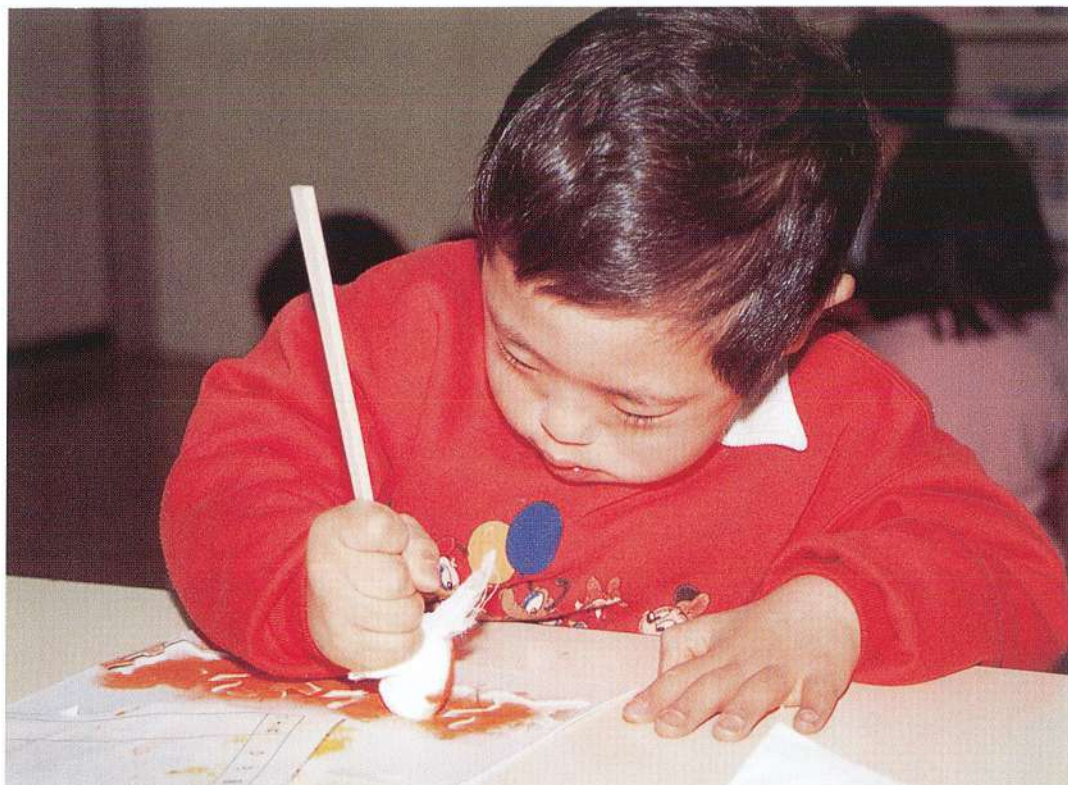
Accra: Sub-Saharan Publishers, 2000
(1997). 36 p. ISBN 9988 550 09 X

Bergman, Thomas
Dyrbar tid 32
[Precious time]

Through expressive black-and-white photographs the reader joins nine-year-old Stephan during his daily life. Stephan has a congenital muscular disease. In spite of this he leads an active life. His family hopes that in the near future there will be some medicine available, which will cure him, or at least halt the development of his disease. They also would like people to be able to understand what a fine and gifted boy Stephan is despite the disease. The book answers many questions about this serious condition, thus opening the way for knowledge and better understanding.

Stockholm: Neurologiskt Handikappadas
Riksförbund/Jannsen-Cilag, 2000. 46 p.
ISBN 91 630 8083 4





Casta, Stefan
Fallet Mary-Lou 33
 [The case of Mary-Lou]

"She's in her wheelchair. At first I was duped by the chair. Then I understood that the chair didn't matter, neither did her physical disability. Not now! The damage was inside her". The narrator of this story, fifteen-year-old Adam, spends a few summer days with Mary-Lou, whom he has not seen since she had an accident three years before. This well written novel for adolescents has a many-sided and sensitive approach to disability and the complex feelings that are connected with it. It is also a fine psychological study of the friendship between two young people.

Bromma: Opal, 2000. 207 p.
 ISBN 91 7270 953 7

Hoshikawa, Hiroko
Tonari no Shige-chan 34
 [Shige, the boy next door]

In this colour photo book a pre-school girl tells about her friendship with Shige, a little boy with Down Syndrome. The book

follows the children through many activities and gives simple and easy-to-follow information on the limitations of the syndrome as well as on its opportunities. The book is the result of conversations between Shige's father and the author of the book.

Tokyo: Shogakukan, 1999. 36 p.
 ISBN 4 09 727244 6

McMahon, Patricia (text) and
 John Godt (photos)
Dancing wheels 35

Jenny and Devin are both dancers. Jenny is a "sit-down" dancer and Devin is a "stand-up" dancer. They are partners, and together they perform with a company of young and adult dancers called Dancing Wheels. The reader is introduced to the woman who founded the company. She was born with spina bifida, which creates a weakness in the legs and often prevents feeling or muscle control in the lower part of the body. She not only fulfilled her dream of becoming a dancer but made it possible for others to follow in her path. The photographer has captured the hard work, joyful

moments and excellent artistic performances in the studio and on stage.

Boston: Houghton Mifflin, 2000. 48 p.
ISBN 0 395 88889 1

Sasaki, Takuya (artwork), Kyoko Kishida (text) and Masumi Horiguchi (photos)
Oka-asan 36
[Mother]

By means of expressive clay figures of animal mothers and their young the artist expresses feelings for which he has no words. The artist was born in 1975 with brain damage and was later diagnosed to be autistic. He created the clay figures featured in this book during his late teens. The book has a postscript written by his mother.

Tokyo: Shogakukan, 2000. 26 p.
ISBN 4 09 727248 9

Secco, Patrícia Engel (text) and Eduardo Arnold Engel (ill.)
João, preste atenção! 37
[João, pay attention!]

Nine-year-old João plods away at his lessons. He detests school and believes that his friends think he is stupid. When he is diagnosed dyslexic, he feels relieved to have an explanation for his reading and writing problems as well as his general learning difficulties. He gets professional help, and not only his grades improve, but also his self-image and his attitude towards school. This picture book is part of a Brazilian book project dealing with disability and focusing on respect and values. The project books are distributed free of charge to Brazilian children in schools, kindergartens and public parks.

Campinas: Editora Fundação Educar Paschoal, 2000. 16 p.

Trueman, Terry
Stuck in neutral 38

The narrator of this novel for adolescents is fourteen-year-old Shawn. He has cerebral palsy and is not able to communicate. He

has been diagnosed as being profoundly developmentally disabled and incapable of understanding and learning. But Shawn's life is not what it may seem to anyone looking at him. Not even those who love him have any idea of what he is truly like. The author, himself a parent of a child like Shawn, makes the reader look beyond the obvious and questions common notions.

New York: HarperCollins, 2000. 114 p.
ISBN 0 06 028519 2

Varella, Angeliki
Ta papoutsakia pou lene paramythia 39
[The little tell-tale shoes]

A childless cobbler and his wife are longing to have a child. One day a baby is left outside their house in a basket. All day long the cobbler makes shoes of every kind for his longed-for son to wear once he starts walking. But as time goes by, it turns out that the boy will never be able to walk. One day the imaginative boy discovers a sack filled with the shoes that his father has made for him over the years. He makes up a story for every single one of them. This picture book is a fairy tale about the power of storytelling and how it can help everybody cope with adversity. In a postscript the author invites the readers to make up their own stories and send them to her.

Athens: Angyra, 1998. 23 p.
ISBN 960 234 552 7

Yamamoto, Yuka (text), Tetsuaki Oda (photos) and Tomo Ota (ill.)
Arigato Shinshia :
Kaijoken Shin-chan no ohanashi 40
[Thank you, Cynthia : the story of Cynthia, the guide dog]

The Labrador retriever Cynthia is specially trained to help her new owner, Mr. Kimura, who is physically disabled as a result of a traffic accident. This picture book, illustrated with black-and-white photographs and sketches, tells a true story. There are still few guide dogs in Japan, and this book helps us to understand how important they are.

Tokyo: Kodansha, 1999. 32 p.
ISBN 4 06 270252 5

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