

iBBY

INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE

2015 IBBY SELECTION OF OUTSTANDING BOOKS FOR YOUNG PEOPLE WITH DISABILITIES



OUTSTANDING BOOKS FOR YOUNG PEOPLE WITH DISABILITIES 2015

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IBBY Collection for Young People with Disabilities
North York Central Library, Children's Department
5120 Yonge St.
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Mallko y papá (cat. no. 31)

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Mallko y papá (cat. no. 31)

LIBRARY

INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE

iBBY

Collection for Young People with Disabilities



FOREWORD

IBBY Collection for Young People with Disabilities

The February 2014 launch to celebrate the move of the IBBY Collection for Young People with Disabilities from Norway to Toronto, Canada was the latest step by the International Board on Books for Young People (IBBY) in getting quality literature to children and teens all over the world.

From Jella Lepman's dream to bring books to the youth in Germany after World War II to the volunteers in Lampedusa, Gaza and Syria today, we know that books and reading open new worlds to children and show them that there are other children just like them in other countries: children who love animals and fairy tales, children who have feelings and fears. Reading a book can bring back a feeling of normalcy, when this has been lost. In the midst of chaos, one can sit down to read and enter another world.

The IBBY Collection of Books for Young People with

Disabilities was started by a woman with an idea. In preparation for the United Nation's Year of People with Disabilities in 1981 Tordis Ørjasæter wanted to give children with disabilities all of the things – both tangible and intangible – that children everywhere need and deserve, including access to excellent books. With the help of IBBY Norway, the first exhibition of “special” books opened in 1981. This collection led to the establishment of the IBBY Documentation Centre at the Department of Special Needs Education of the University of Oslo in 1985 under the leadership of Nina Askvig. In 2002 when Nina retired, the Centre was moved to the Haug School and Resource Centre in the Municipality of Baerum under the care of Heidi Cortner Boiesen. Heidi ensured that the books were taken off the shelf, read and handled by the children with special needs at the Centre.

With Heidi's retirement due to take place in 2014, the Centre needed to find a new home. So in 2012 after thoughtful consideration, IBBY selected the Toronto Public Library (TPL) to be the new home of the Centre.



Lola e io (cat. no. 43)

In 2013 the books were carefully packed up and sent by ship to Montreal, Canada and then loaded into trucks and transported to Toronto. There the books were catalogued and displayed in a newly designed area within the Children's Department of the North York Central Library (TPL).

The Collection contains approximately 4,000 books in a wide variety of languages. They represent outstanding examples of books published and created for and about young people with disabilities. Highlights include:

- Specialized formats in Braille, picture communication symbols and sign languages.
- One-of-a-kind tactile/textile books. We all have a universal love of touching, using our other senses to increase the experience of reading.
- Beautiful illustrations from all over the world that will inspire and amaze.
- Examples of images representing disabilities in children's picture books and novels from 1991 onwards.
- A large number of novels that include characters with disabilities. Fiction is the primary focus of the collection, providing opportunities to develop empathy and understanding.

The collection is catalogued and available for searching online by author, title, subject and language at www.torontopubliclibrary.ca/ibby

The biennial print catalogues, of which this catalogue is the latest edition, are digitized on the IBBY website at www.ibby.org and on the TPL website at www.torontopubliclibrary.ca/ibby, thus allowing people anywhere to locate titles of helpful books.

While online access is important, we also welcome visitors who want to see the collection in person and experience the books first hand. Contact the library if you would like a tour tailored to your interests, or just drop in during the regular opening times. Call +1-416-395-5630 or write to ibby@torontopubliclibrary.ca

Examples of users include:

- A researcher who wants to document how cerebral palsy is portrayed.
- A parent of a teen with developmental disabilities who has difficulty finding books with age-appropriate subjects that are easy to read.

- A publisher who would like to see how other publishers are making print more accessible for learners with dyslexia.
- A teacher in a classroom who wants to read a novel aloud about a teen adjusting to a disability as well as puberty.

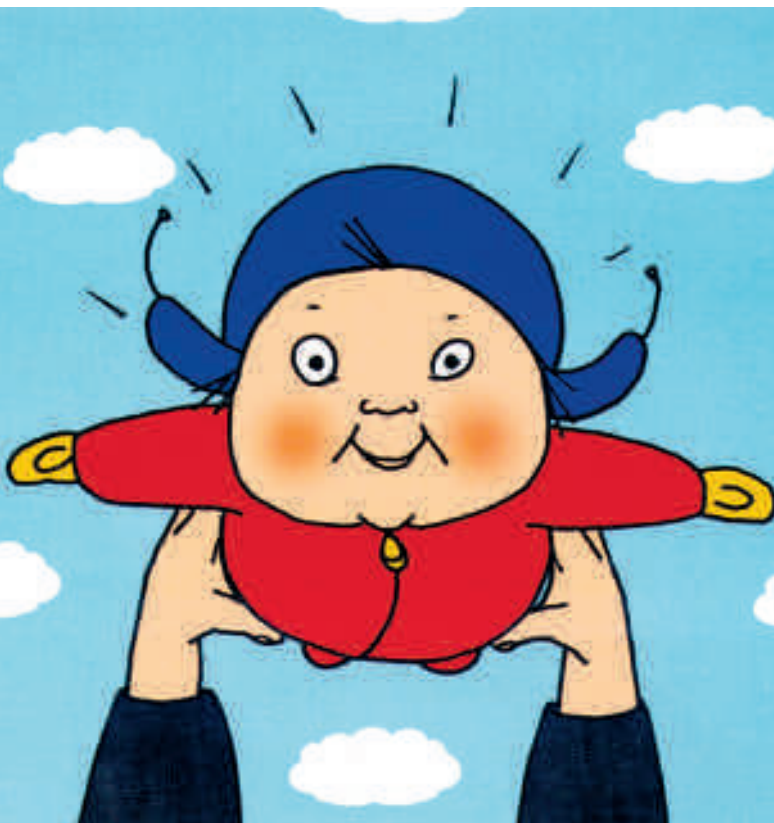
This collection is unique. Does it contain every example of books published worldwide for young people with disabilities? No. However, it does contain outstanding examples for research, reading and pure enjoyment.

With thanks to Sharon Moynes, Debora Pearson and the many staff of the Toronto Public Library who assisted in the creation of this 2015 Selection.

Toronto and Basel, January 2015

Leigh Turina
Librarian, IBBY Collection for Young People with Disabilities

Elizabeth Page
IBBY Executive Director



Aja & Bajjas ramsor (cat. no. 1)

INTRODUCTION

How do we pick outstanding books?

The simple answer is that we send a request out to the National IBBY Sections to select the best books from their national production over the past four years that fit in the following categories:

Category 1: Specialized Formats

- Picture books with sign language illustrations.
- Books with pictograms (non-verbal communication systems, where words and concepts are represented by pictorial symbols, often generated by computers).
- Books in Braille and/or print that may include tactile/textile illustrations for children who are blind or have low vision. These books can also be used by young people with learning, intellectual or developmental disabilities who need greater access to the story by touch.
- Books for children with dyslexia. Specialized fonts, irregular paragraph length, use of non-glare pages, and shorter chapters are some of the characteristics of these books.

Category 2: Universal Access

The books in this section are from the regular production but provide universal access to all young people, especially those with learning, intellectual or developmental disabilities. These books may include larger illustrations or photographs, a larger font, simplified text as well as age-appropriate subjects portrayed in an easy-to-understand manner. Indeed, some of the stories and concepts are so accessible that people of every age and ability can enjoy them.

Category 3: Portrayals of Disability

General books that portray young people with disabilities are found in this section. These books include picture books, fiction and nonfiction.

Process of Selection:

Publishers whose books have been chosen as outstanding in the previous IBBY catalogue are also invited to send new submissions to the IBBY National Section in their own country. National IBBY groups are the best equipped to choose books in their own language and within their own context.



Lola e io (cat. no. 43)

These sections often include writers, illustrators, librarians and teachers as well as lovers and promoters of children's literature. Their expertise is valuable when it comes to selecting the very best examples of books for and about young people with disabilities.

We received 159 submissions from 27 countries for the 2015 collection; 50 were chosen as outstanding examples. They are listed by category in this catalogue along with annotations and bibliographic information.

Reflections

Most of the books selected are works of fiction. As a useful metaphor one can say that they provide mirrors and windows for their readers: mirrors to see oneself reflected in society, and windows to see out into a different world.

And what kind of reflection do we see in the books? Are the characters seen as real-life people with disabilities? Or are they stereotypes who may be impossibly perfect? Do we want to see them grappling with the disability? As we posed these and other questions, we reached some important conclusions.

- We did not want to feel pity for the character with the disability. We did not want the reader to view the character as someone who was different from them. We wanted the reader to gain an understanding and awareness of a character's situation, to get a sense of the similarities between "them and us." We wanted the reader to begin to connect and to empathize with multifaceted characters. The characters in the outstanding books speak to the reader and say, "I am not just my disability; I am so much more."

- Often the person with the disability is seen through their relationship with a sibling, a parent or a friend. This relationship may have changed or profoundly affected all the characters. In an outstanding book, such emotion is also conveyed to the reader.
- There were some great examples this year of mainstream adventure series books that included characters with disabilities. We believe that an outstanding book can have an engaging plot alongside a primary character with a disability. This character is the initiator of the action, perhaps using their own specific abilities to solve a mystery or complete a quest. The portrayal of the disability should be the primary focus, not tacked on peripherally to an action story.
- The remarkable range of illustrations in this year's submissions remind us that illustrations are keenly important to young people who are too young to read text, or who have learning, intellectual or developmental disabilities. They read the pictures, picking up clues about the plot as well as clues about how the character with a disability is portrayed. As evaluators and adults, we needed to set aside our propensity to read the text, and instead read the illustrations first.

- Books in different formats allow access to young people with varying abilities. Instead of depending on someone to read to them, they can read the books themselves by using signs, symbols or Braille, and thus become immersed as a participant in the story, rather than just a spectator. We realized it was not enough to merely display an alternative format, but that these augmentative tools had to be clearly produced to be successful.

A good book, and thus an outstanding submission, gets a reader thinking and talking about it. Its purpose is not to say how you should think or feel about something; it is not a prescription for awareness or empathy. Books with fully-rounded characters, well-conceived structure and imaginative illustrations allow children to form their own conclusions. This is what we want in the books that we choose to read; the young readers of these IBBY selections deserve nothing less.

Leigh Turina
 Librarian, IBBY Collection for Young People with Disabilities



Mil Orejas (cat. no. 3)



Moa åker på läger (cat. no. 2)



CATEGORY 1: SPECIALIZED FORMATS

Sign Language

1. Ashby, Elvira (text) Holmström, Karin (ill.)
Ajja & Bajjas ramsor
[Rhymes for you with Pippa & Boo]
Danderyd, Sweden: Hatten förlag, 2013 [12pp.]
ISBN 978-91-980515-6-8

Seven cartoon-style illustrations accompanied by short rhymes introduce young readers to the world of Pippa, a toddler, and her animal friend Boo. The situations that Pippa and Boo encounter will be recognizable to all young children. Familiar words are used to describe their everyday experiences and these words are repeated to help build vocabulary and encourage speech. Easy-to-understand sign language is also included. While these signs will be of particular interest to young children who have hearing loss or delayed speech, they can be used by all parents and young children to facilitate communication and boost language development.

2. Gomér, Ann (text) Höglund, Cecilia (ill.)
Moa åker på läger
[Moa goes to camp]
Häljarp, Sweden: Landskrona vision AB, 2013 [16pp.]
ISBN -

In many ways, fifteen-year-old Moa is like any other teenage girl. She likes dogs, guys, dancing and being with friends. She also has Down syndrome – but that doesn't stop her from being a cool girl with pink hair. Part of a five-book series featuring this relatable character, *Moa goes to camp* recounts the first time Moa attends camp with her class. This fresh, contemporary story has bright graphic illustrations, almost all of them featuring Moa's hot pink hair, along with signs and print. Teens and adults with disabilities will find Moa's sense of connection with the world at large and her zest for living inspiring and motivational.



Mallko y papá (cat. no. 31)



Mil Orejas (cat. no. 3)

3. Llano, Pilar Gutiérrez (text)

Mesa, Samuel Castaño (ill.)

Mil Orejas [A thousand ears]

Medellín, Colombia: Tragaluz Editores SAS, 2014

[24pp.] ISBN 978-958-8845-14-2

This poetic tale is narrated by a woman who lost her hearing at age seven but who does not view herself as deaf. Instead, she has “a thousand ears” throughout her body, made up of her other senses and cognitive abilities (thinking, reasoning, remembering and imagining) that allow her to experience – to “hear” – the arrival of rain, a sweet song and more. The simplicity and lyricism of the author’s impressions are complemented by the spare but elegant presentation of words and images. Also included are a pocket-size removable card containing a sign language alphabet and an Internet address where a sign language version of the book is available. Like the other elements of this book, they invite readers with or without hearing loss to consider alternate ways of perceiving the world around them.

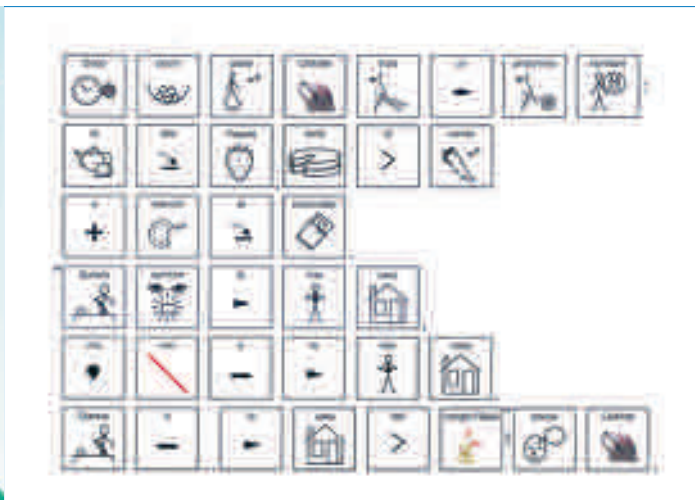
Pictograms

4. Larsson, Camilla (text) Ekström, Gunvor (ill.)
Maja spelar innebandy
[Maja plays floorball]
Umeå, Sweden: SPSM, 2012 [20pp.]
ISBN 978-91-28-11541-4

Maja plays floorball is part of a series featuring a teenage girl named Maja. The series is aimed at young people and adults who have severe learning disabilities or are developmentally delayed; the content of each book reflects the interests and experiences of teenagers. Each page has an easy-to-interpret colour illustration, up to two short sentences of text, and symbols known as pictograms. Each pictogram represents a word or concept and they will be of particular interest to individuals who cannot read or write. This book comes with a separate booklet containing questions about the story; it can be used to generate further discussion about Maja's adventures or encourage a retelling of the story.



Maja spelar innebandy (cat. no. 4)



Storie con la CAA 3. Tre IN-book per bambini di 3-6 anni (cat. no. 5)

5. Magni, Elena, et al. (text)

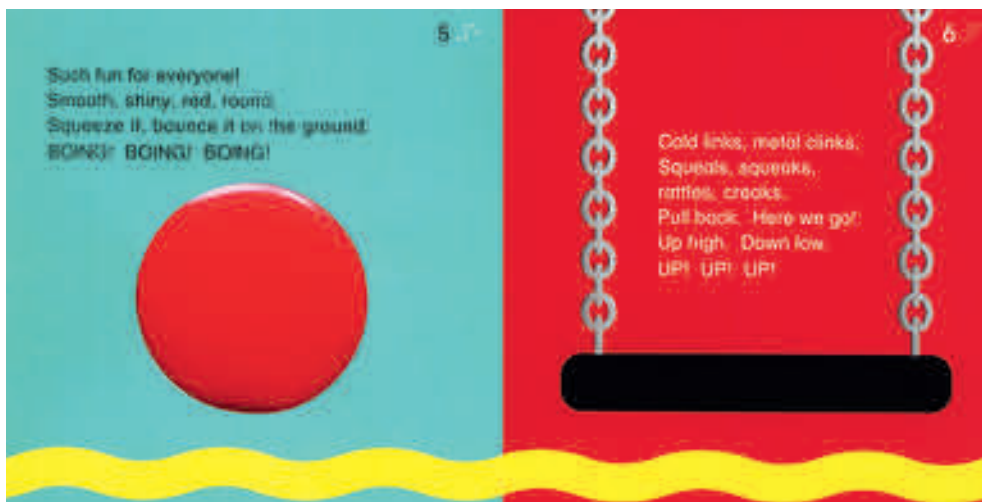
Constanzi, Laura and Introzzi, Roberto (ill.)

Storie con la CAA 3. Tre IN-book per bambini di 3-6 anni

[Stories with AAC, volume #3. Three IN-book for children from 3 to 6 years] Trento, Italy: Edizioni Centra Studi Erickson S.p.A. [80pp.] ISBN 978-88-590-0538-4

A little mole, a droplet of dew, and a comet are the main characters in three illustrated stories translated into picture communication symbols and intended for children aged

three to six years. The simple, humorous stories about friendship and adventure are meant to be read aloud by an adult. The guide that accompanies the stories provides parents, teachers and caregivers with information about ways to use the book with children. This story collection is currently one of the few Italian books for children using symbols. It has been designed to aid reading for those who have complex communication needs, including children with speech or attention disorders and children with autism.



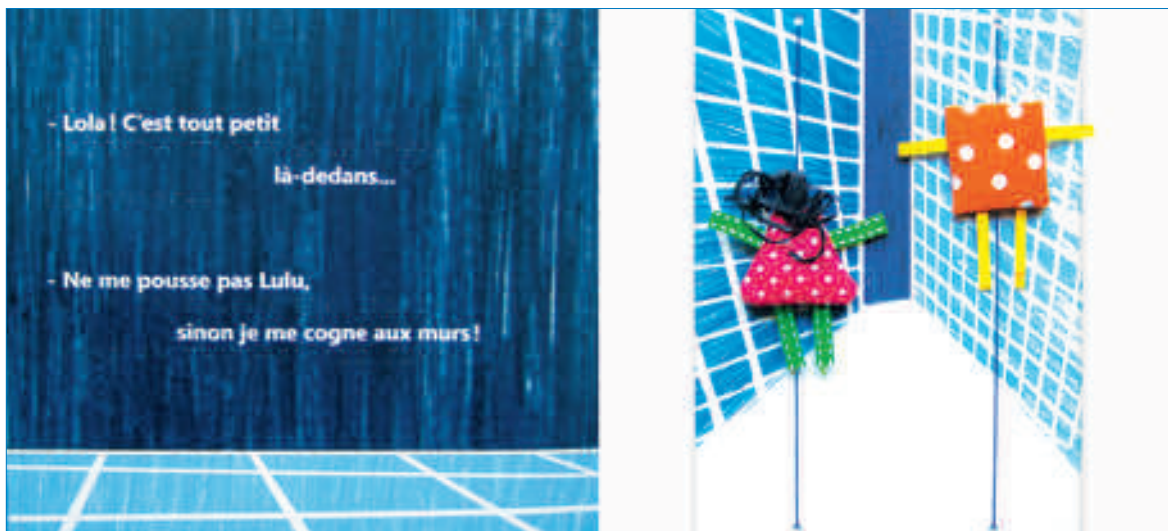
Off to the Park! (cat. no. 6)

Braille and Tactile

6. *Child's Play* (text) Cheetham, Stephen (ill.)
Off to the Park! Swindon, UK: *Child's Play (International)*
 Ltd., 2014 [12pp.] ISBN 978-1-84643-502-7

The sensory experience of going to the park is imaginatively captured in this board book that is accessible to children with special needs. It can also be enjoyed by those who do not have disabilities. A variety of textures offer a tactile experience for children who are blind or have low vision.

Those textures include a rough, gravelly path, a gate that moves and a soft, white button to press before crossing the road. The path running across the bottom of the park scenes helps orient readers who cannot see; it will help them understand, for instance, that the slide in the playground scene is standing on the ground and is not an object floating in the sky. The illustrations are clear and bold and the colour palette, which includes purple, pink and turquoise, is fresh and vibrant. The simple rhyming text complements the artwork and replicates the sounds that readers will encounter when they take a real-life trip to the park.



Les Wa-Wa (cat. no. 7)

7. *Constantin, Laure (text) Gay, Cécile (ill.)*

Les Wa-Wa

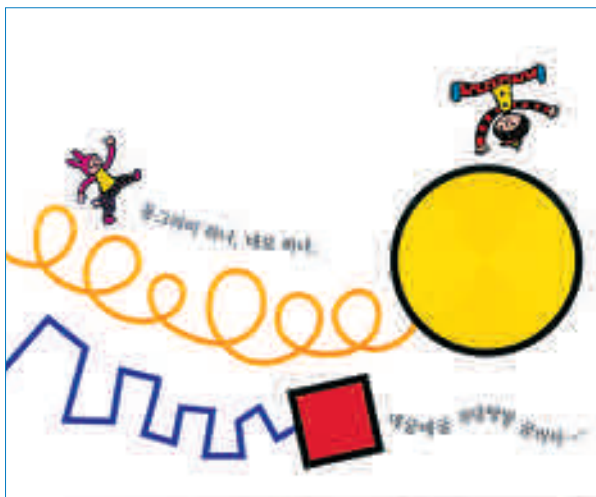
[The toilets]

Talant, France : Les Doigts Qui Rêvent, 2012 [26pp.]

ISBN 978-2-36593-023-9

Interesting tactile elements accompanied by suitably irreverent text about using the bathroom, a topic of much interest to young children everywhere, will bring smiles

to readers' faces as they make their way through this playful book. The adventures of two characters who are not keen on using the toilet are recounted in both print, with a large and easy-to-read font, and Braille. Dialogue for individual characters is clearly indicated throughout. This book will be appreciated by a variety of youthful readers including children with visual impairment, those who have low vision and children without any vision loss.



Dongurami Semo Nemoga Moyeoseo (cat. no. 8)

8. Jung, Meong Sun (text) Park, Su Ji (ill.)
Dongurami Semo Nemoga Moyeoseo
 [Circle, triangle, and rectangle]
 Seoul, South Korea: Braille Publishing Co., Ltd., 2013
 [22pp.] ISBN 978-89-6507-045-0

Three basic shapes and the modes of transportation that can be made from them (such as a hot-air balloon, a submarine and a spaceship) spark a fantastical journey that takes readers through the jungle, deep in the sea and into outer space. The sturdy board book format

and simple narrative in both Braille and Korean characters make this book interesting for young children. Readers with low vision will appreciate the vivid colours and the well-defined images that have raised borders. Although children with complete vision loss will not be able to interpret and understand the artwork without the assistance of a sighted person, they will linger over the textured surfaces of the artwork and enjoy the energetic clash that occurs between a mighty robot and a not-so-scary alien from outer space.

9. Marshak, Samuil (text) Charushin, Evgeniy (ill.)
Malyshi v zooparke [Little ones at the zoo]
Moscow, Russia: "Illustrated Books for Blind
Children" Foundation, 2012 [12pp.]
ISBN 978-5-89758-099-6

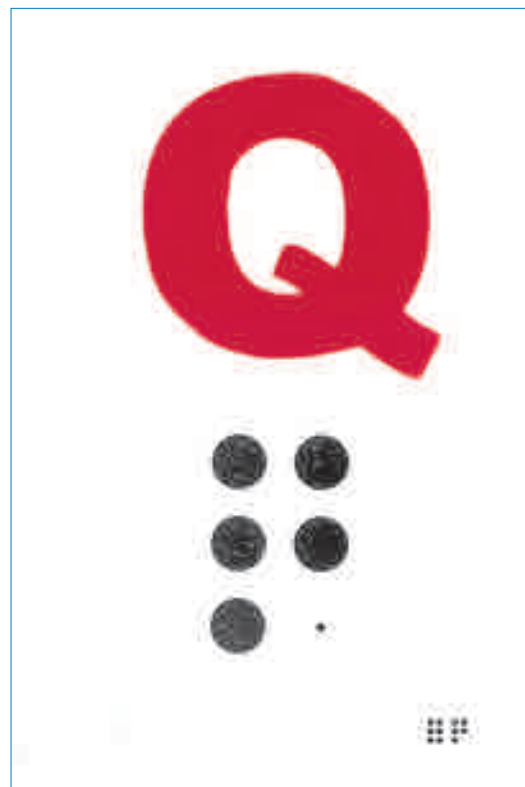
Sturdy, oversize pages and touchable illustrations of baby animals are two aspects of this book that will appeal to children with developmental disabilities. The detailed realistic artwork, inspired by the illustrations of British artist Cecil Aldin, incorporates a variety of textures that include feathers, fur and flocking. The bodies of the animals are presented in relief; this will be of particular interest to children with partial vision loss. As they run their fingers over the creatures, they will gain a general understanding of each animal's physical shape and basic features. Children with complete vision loss can also make use of this book; however they will require the assistance of a sighted person in order to interpret and understand the illustrations. Short poems accompany each creature and highlight their various characteristics. Some stanzas are written from the point of view of the animal under consideration.

10. Morin, Caroline (text and ill.)
Mon premier ABC Braille
[My first Braille ABC]
Limoges, France: Association Mes Mains en Or
2014 [58pp.] ISBN 979-10-91747-04-2

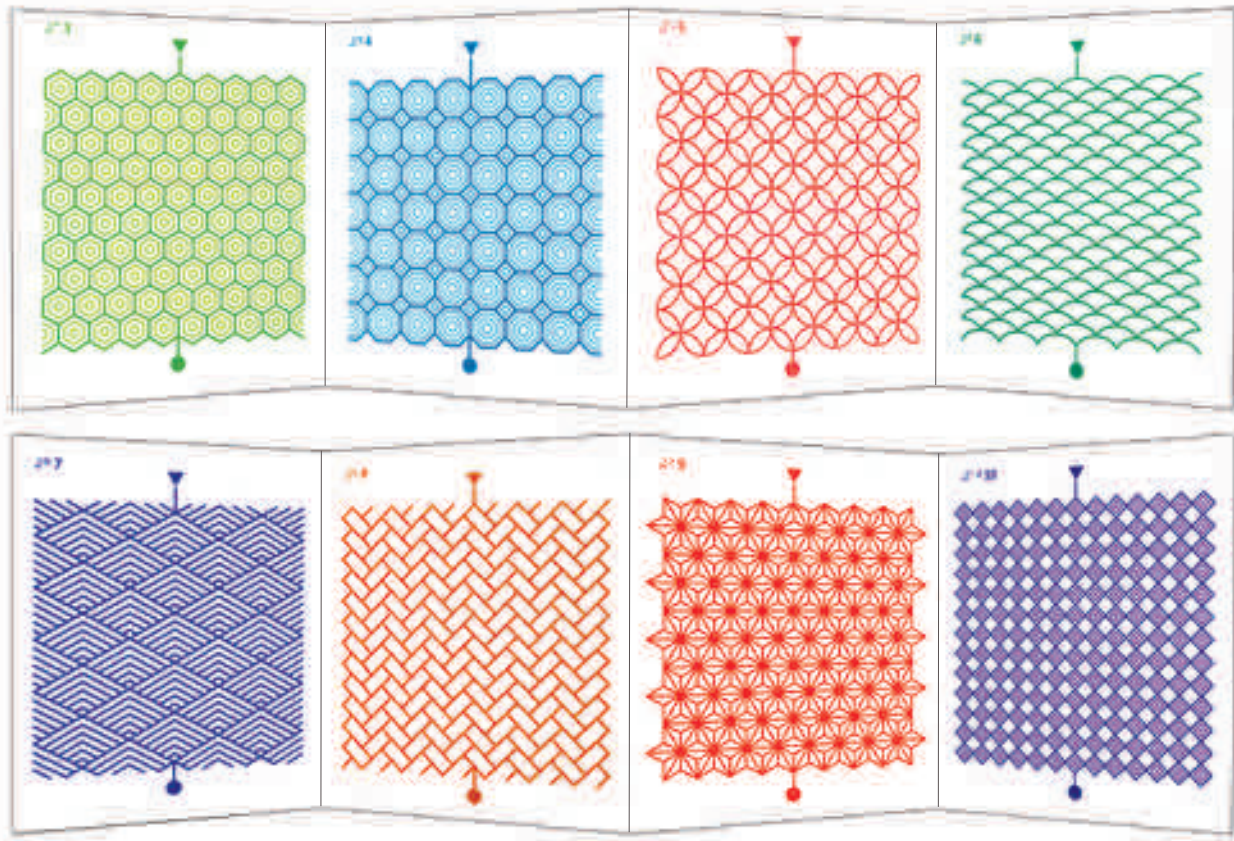
This simple alphabet book provides an introduction to Braille for children with visual disabilities; those without any vision loss will also learn about Braille as they make their way through the alphabet, one letter at a time. Each letter is featured on a separate page and is presented three ways: as an uppercase letter cut out of felt; in large size Braille immediately below the felt letter; and in smaller size Braille near the right-hand corner of the page. The last page of the book unfolds to reveal six dots made of felt that can be removed and reattached as the reader recreates the letters of the alphabet in Braille. This book has sturdy pages and spiral binding; it can be used by younger children and adults together, as well as by older children on their own.



Malyshi v zooparke (cat. no. 9)



Mon premier ABC Braille (cat. no. 10)



Tenji tsuki sawaru ehon: Sawaru meiro (cat. no. 11)

- 11.** Murayama, Junko (design)
Tenji tsuki sawaru ehon: Sawaru meiro
[Touch picture book with Braille: Mazes by touch]
Tokyo, Japan: Shogakukan, Inc., 2013 [10pp.]
ISBN 978-4-09-726497-2

Eleven mazes showcase what can be accomplished with bright colours, eye-catching patterns and lines of Braille in this innovative and entertaining book. Children use their fingers to follow paths made of Braille lines while avoiding breaks in the lines and routes that lead to dead ends. Printed on durable cardstock, the mazes range from basic to complex; each maze has a clearly-marked start and finish. The mazes will appeal to a wide variety of puzzle players: children with vision loss who are already familiar with Braille; children who are just starting to use and read Braille; and children with low vision. Puzzle players without any vision loss will also benefit as they gain a practical hands-on understanding of what it is like to read Braille by running their fingers over the raised dots. A distinctive aspect of this book – it has been printed on one large sheet of cardstock – makes it possible for all the pages to be unfolded, laid out together and enjoyed by several children simultaneously.

- 12.** National Braille Press (text) Malone, Janet (ill.)
Stir It Up! Recipes & Techniques for Young Blind Cooks
Boston, MA, USA: National Braille Press, 2012
[115pp.] ISBN -

As the creators of this Braille cookbook remind readers, *We all love to eat, so we all need to know how to prepare food. Blind cooks are no exception.* Children aged seven and up who have complete or partial vision loss will find lots to inspire their culinary efforts in this collection of 24 tasty recipes, all of them tested and approved by a blind chef. Intended for grownups and children to work on together, each recipe features a *Tricks of the Trade* section for adults, with key points underlined so they are easy to spot, step-by-step instructions and clearly-defined illustrations that show what the completed dishes look like. The large print and Braille format, along with safety tips and adaptive strategies for young blind cooks, make this cookbook one that will be used again and again.



Mallko y papá (cat. no. 31)



Out-of-Sight
Science
Experiments:
for grades 2-5
(cat. no.13)

13. Rankel, Lillian A. and Winograd, Marilyn D. (text)
National Braille Press (ill.)

Out-of-Sight Science Experiments: for grades 2-5
Boston, MA, USA: National Braille Press, 2011 [86pp.]
ISBN -

This collection of 32 interesting science experiments for children with vision loss successfully dispels the idea that a young person must be able to see in order to conduct

experiments. Tested by budding science lovers who are blind, these experiments can be performed with family and friends, at school or as part of a science fair project; most experiments use materials that are either on hand or easily obtained. The text, in print and Braille, is accompanied by clear, well-defined illustrations. The detailed steps are easy to follow and the results are entertaining, educational and (in the case of the *Foaming at the Mouth* activity) even spectacular.



Mushi (cat. no. 14)

14. *Volunteers from Fukinoto Bunko, Nuno Group*
(design and tactile adaptation)

Mushi [Insects]

Sapporo, Japan: Fukinoto Bunko, 2003 [6pp.] ISBN -

The circular pages of this wordless cloth book, along with the larger-than-life creatures found here, mimic a close-up view of the bug world as seen through a magnifying glass. The creatures, which include a grasshopper, butterfly and bee, are friendly-looking and touchable thanks to their movable eyes and the variety of materials – felt,

decorative cord and flexible plastic – used to make them. A charming peek-a-boo element further adds to the bugs' appeal. The bright colours of the felt provide good contrast for young children with vision loss; the book's simple, imaginative play possibilities will be of interest to children with developmental disabilities and others who want to develop their finger dexterity. Although one of the creatures, a spider, is not technically an insect, readers will be delighted to encounter it. Its web, made of string and small buttons, is designed to be taken apart and reassembled in different patterns.



Klaus Vogel and the Bad Lads (cat. no. 15)



La maglia del nonno (cat. no. 16)

Dyslexia

- 15.** *Almond, David (text) Stankovic, Vladimir (ill.)*
Klaus Vogel and the Bad Lads
Edinburgh, Scotland, UK: Barrington Stoke, 2014 [64pp.]
ISBN 978-1-78112-269-3

The arrival of Klaus Vogel, a refugee from East Germany, causes a boy who is a member of the Bad Lads gang to reconsider his involvement in the gang and take a stand against bullying in this easy-to-read story. Designed to be of particular interest to struggling, reluctant and dyslexic readers, this chapter book incorporates specific features to enhance its readability: cream-coloured paper to minimize glare for readers, as well as generous line, character and paragraph spacing. The fast-paced story is divided into short chapters and accompanied by black-and-white illustrations, which evoke the gritty, rough-and-tumble world that the Bad Lads inhabit. Themes to do with social responsibility and the nature of freedom are seamlessly woven into the narrative and will provoke some thoughtful discussion after readers reach the end of this engaging book.

- 16.** *Genisi, Gabriella (text) Marton, Eleonora (ill.)*
La maglia del nonno [*Grandpa's Shirt*]
Rome, Italy: Biancoenero Edizioni srl, 2012 [32pp.]
ISBN 978-88-89921-65-4

A shirt imbued with special properties (it helps the person wearing it remember things they otherwise wouldn't) becomes an object of importance to a young boy and his beloved grandfather, Ignazio, in this tale about Alzheimer's disease (AD). Suitable for children ages nine and up, the story is told by the grandson and describes the role reversal that takes place between grandfather and grandson after Ignazio is diagnosed with AD and becomes forgetful and childlike. In spite of the changes he observes in Ignazio, the grandson's affection for him remains steadfast and this devotion offers a reassuring counterpoint to the difficulty of the grandfather's situation. The easy-to-decode font, irregular lines of text, and choice of cream-coloured paper make this book accessible to dyslexic readers as well as others who have difficulty decoding written language. Careful consideration has been given to the content; ideas are clearly expressed and any ambiguities that may limit comprehension have been eliminated.



todos

Rompecabezas (cat. no. 18)



juntos

CATEGORY 2: UNIVERSAL ACCESS

17. Ashby, Elvira (text) Holmström, Karin (ill.)

Tamtarams

[Rumpety-tumpety-rhymes]

Danderyd, Sweden: Hatten förlag, 2013 [28pp.]

ISBN 978-91-980515-7-5

Written by a speech therapist, this collection of short, action-filled rhymes encourages young children to respond with gestures, movements and sounds of their own. With lines such as *Pling pling pling* and *Svisch svisch svisch*, these rhymes are characterized by playful language and an effective use of repetition. The words are intended to be read aloud and will help build phonological awareness. The accompanying illustrations are equally appealing as they capture the light-hearted, energetic spirit of the text. The participatory element of this book is well-suited to children with developmental delays. No particular ability or skill is required in order to take part – all responses are welcome!

18. Bianki, Diego (text and ill.)

Rompecabezas [Puzzle]

Buenos Aires, Argentina: Pequeño editor, 2013 [64pp.]

ISBN 978-987-1374-42-7

Artfully arranged, painted boxes are used to depict a variety of people and other creatures in this intriguing work that challenges the way readers view differences in others. The book's premise is a thought-provoking one: everyone is different and the quality of being dissimilar is what people have in common. For this reason, differences have the potential to bring individuals together. Much care has been taken to explain this sophisticated idea in ways that make it both accessible to children and immensely appealing. As the arrangement of the boxes changes from page to page, readers see a range of differences in the characters that are portrayed. Meanwhile, the minimal text makes connections between the characters and conveys the respectful interaction that takes place between them, no matter how different they are. The oversize format is effective in showcasing the large photographs of vivid artwork while the sturdy pages invite repeated viewings.

Step-by-step instructions on making one's own cardboard characters out of recycled boxes are also included – a memorable way for children to explore the notion of commonalities and differences first hand.



19. Borando, Silvia (text and ill.)

Il libro criceto [The hamster book]

Reggio Emilia, Italy: Minibombo, 2014 [30pp.]

ISBN 978-88-98177-10-3

A simple but clever interactive element transforms the sleeping hamster on the opening pages into a lively creature that waddles, munches and rolls its way through this book. Readers are invited to respond to the hamster as if it were a real pet: they can wake him with a “toc-toc” on his back, smooth his shaggy hair, feed him sunflower seeds and scratch his stomach. Finally, at the end of a long day, readers are reminded not to make any noise because the tired hamster has fallen asleep! The hamster and its accompanying objects are well defined with strong black outlines. Everything is set on uncluttered white backgrounds; the bright artwork and high contrast will be especially effective when using this book with young children who have low vision. Children with developmental delays can be encouraged to interact with the hamster using words and actions; they will also enjoy the visual humour evident in many scenes.

Tamtarams (cat. no. 17)

20. Gibert, Bruno (text and ill.)

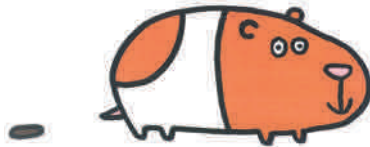
Une feuille, un arbre [A leaf, a tree]

Paris, France: Albin Michel Jeunesse, 2014 [52pp.]

ISBN 978-2-226-25084-1

How does a leaf resemble a tree? In what ways are an atom and the solar system alike? Can a puddle ever appear to be a lake? This arresting book features 23 pairs of similar-looking objects and shows the connections that exist between the members of each pair. Changes in scale, perspective and context are used with great effectiveness to influence the way readers view the objects and the relationship between them. The bold graphic style of the artwork and the minimal text in the form of identifying labels make this book accessible to a wide range of readers including children who have developmental or learning disabilities. With its high contrast artwork, this book will be of interest to children with low vision; it is also suitable for sharing with a group.

Il libro criceto (cat. no. 19)



21. Houghton, Chris (text and ill.)

Shh! We Have a Plan

London, UK: Walker Books, 2014 [44pp.]

ISBN 978-1-4063-4232-1

Three bumbling hunters trying to catch a tiny bird are outwitted at every turn in this picture book, which relies on outstanding artwork to tell its story. All of the characters are represented by striking silhouettes that feature dark, expressive eyes ringed in white. The contrasting colours used for the various characters (black and blue for the hunters, bright jewel tones for the bird) will be of benefit to children with low vision. The story is expertly choreographed to play up the visual humour of the hunters' misadventures and children with developmental delays will be able to "read" the pictures in order to understand what is taking place. The short, repetitive text, with its refrain of *ready one, ready two, ready three*, invites reader participation at key moments in the story; children with dyslexia or other reading disorders will find the story accessible because of this. All readers will enjoy the satisfying ending in which the hunters' smallest companion befriends the bird and its flock, and helps thwart the hunters' plans one last time.



Shh!
We Have a Plan
(cat. no. 21)

22. Khodaei, Ali (text and ill.)

To lak laky, ya Darkoub

[Are you a stork or a woodpecker?]

Tehran, Iran: Institute for the Cultural Development of Children and Young People/Kanoon, 2012 [48pp.]

ISBN 978-964-391-693-0

This almost wordless picture book uses just four sentences to introduce its appealing concept: making animals

transform into other animals with the flip of a page. Children look at and identify a particular animal on each double-page spread. As they unfold one of the pages, the view expands horizontally and the creature changes into a different animal. Unfold the page once more and another animal transformation takes place. The vividly-coloured, patterned artwork will be enjoyed and “read” by a wide range of animal lovers, including those who are developmentally delayed.

23. *Kulmala, Marianne (text)*

Tapani, Kirsi (ill.)

Saku, spesiaali lapsi [*Saku, a special kid*]

Turku, Finland: Aivoliitto ry, 2014 [105pp.]

ISBN 978-952-93-3026-3

What's it like to be a child with Asperger syndrome? The creators of this book take an approach that is both imaginative and interactive as they answer this question. Readers are invited to assist the main character, Saku, a boy with Asperger syndrome (AS), by providing suggestions on what Saku should do in various situations. Sometimes Saku follows readers' advice; at other times, he does not. Children who do not have AS will gain an understanding of this syndrome as they follow Saku over the course of one day and experience the world as he does. This book will also be of benefit to children with AS; they will find their experiences mirrored in the ones that Saku faces. The second part of the book is addressed to the parents of children with Asperger syndrome and emphasizes how fulfilling life can be with a child who has AS. This section can be shared with other family members as well.

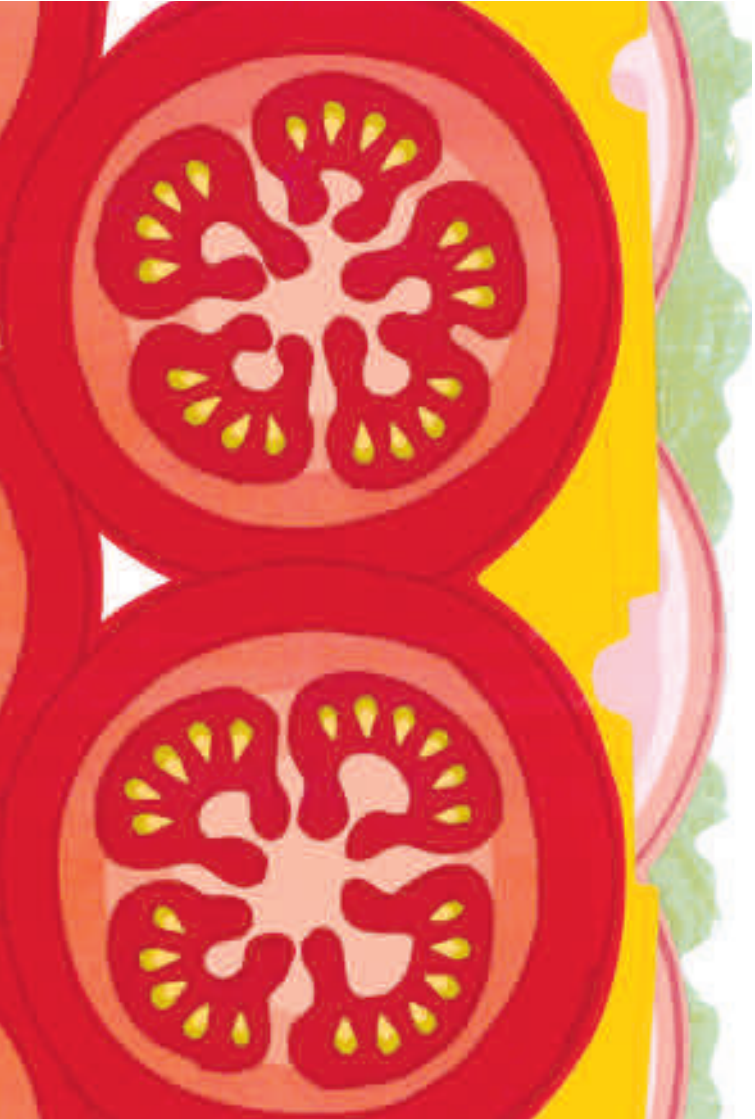
24. *Morstad, Julie (text and ill.)*

How To

Vancouver, BC, Canada: Simply Read Books, 2013

[36pp.] ISBN 978-1-897476-57-4

Fragments of simple text, all beginning with the words *how to* are accompanied by gently amusing illustrations in this picture book that will appeal to a wide range of readers, including those who are developmentally delayed. The offbeat "tasks" and experiences that are catalogued here are all ones that will appeal to young readers: they include *how to see the wind* (accomplished by flying a kite,) *how to be brave* (which happens at the top of a playground slide, contemplating the steep ride to the bottom) and *how to wash your socks* (demonstrated by a multicultural group of children who dance in a puddle in their stocking feet.) With its soothing, tranquil mood and thoughtful content, this book will stand up to repeated readings, either one-on-one or with a small group; it can be used to encourage conversations about other *how to* experiences.



25. Okamura, Shimako (text and ill.)

Sandoicchi itadakimasu

[Let's make a sandwich]

Tokyo, Japan: Poplar Publishing Co., Ltd., 2013 [26pp.]

ISBN 978-4-591-13591-4

With the help of this how-to book, young readers will learn the steps to making a delicious-looking sandwich. The simple process starts with illustrations that identify all the ingredients needed for this task. On the double-page spreads that follow, specific ingredients are featured one at a time. The left-hand side of each spread has a die-cut, decorative edge that shows the outline of the specific ingredient under consideration: a wavy, frilly edge for the lettuce leaves; a rounded edge for the meat slices; and so on. To make the sandwich, readers simply turn the pages and watch the sandwich layers build up. A fold-out page near the end shows an enormous sandwich in all its edible glory; this is followed by a scene with family members eating it. The brief, procedural text and appealing subject matter make this title well-suited to children with developmental delays.

Sandoicchi itadakimasu (cat. no. 25)

CATEGORY 3: PORTRAYALS OF DISABILITY

- 26.** *Bryant, Jen (text) Sweet, Melissa (ill.)*
A Splash of Red: The Life and Art of Horace Pippin
New York, NY, USA: Alfred A. Knopf, 2013 [34pp.]
ISBN 978-0-375-86712-5

Horace Pippin, an African-American artist who was born in the late 19th century, receives a celebration of his life in this picture book biography about overcoming physical limitations. From an early age, Horace loved to draw and paint whenever he could. However, his ability to hold a paintbrush and make art almost came to an end when he suffered a devastating injury to his right arm as a young soldier during World War I. The plainspoken text and naïf illustrations capture Horace's love of art and his determination to paint in spite of the disability that affected him for the rest of his life. Throughout the book, his first-person voice speaks directly to readers via quotations from his letters, notebooks and interviews embedded in the artwork. The satisfying ending, in which Horace finds recognition for his work as an artist, is followed by helpful resources for those interested in learning more about this

little-known man. The endpapers include reproductions of several of his paintings; some of them feature his distinctive "splash of red."

- 27.** *Costas, Leticia (text) Seijas, Antonio (ill.)*
Recinto Gris [Gray Enclosure]
Vigo, Spain: Edicións Xerais de Galicia, 2014 [160pp.]
ISBN 978-84-9914-608-9

Set in a totalitarian society that evokes Nazism and the Holocaust, this novel tells the story of Nube, a girl who is considered to be different and therefore unacceptable. Although the nature of Nube's differences is never specified, she appears to have Asperger syndrome. Along with other people who have been marginalized because of their differences, Nube must confront the terrible werewolves that make up the Gray City army and who wish to rid society of all those who do not fit in. As she helps defend the rights of others, Nube reminds readers of the value and importance of diversity in society today.



28. Donaldson, Julia (text) George, Karen (ill.)

Freddie and the Fairy

London, UK: Macmillan Children's Books, 2010 [32pp.]

ISBN 978-0330-51118-6

After a little boy named Freddie rescues Bessie-Belle the fairy, she offers to grant all of Freddie's wishes. But to Freddie's dismay, none of the wishes turn out as expected. When Freddie asks for a dog, a frog appears; when he requests a cat, Bessie-Belle conjures up a bat instead. It takes the Fairy Queen to identify the problem: Freddie's newfound friend is hard of hearing and cannot understand Freddie because he is not speaking clearly. The Queen gives Freddie three rules to remember when speaking with Bessie-Belle: don't mumble, don't turn away and don't cover your mouth. After that, communication between Freddie and the fairy rapidly improves. The message about how to help those with hearing loss is well-integrated into the storyline; the author uses a deft, light touch and the tone is never lecturing or heavy-handed. Bessie-Belle's disability receives an equally understated treatment in the artwork. A tiny blue hearing aid behind her ear is sometimes visible, while at other times it appears simply as a smudge of colour.

29. Gardner, Sally (text)

Maggot Moon

London, UK: Hot Key Books, 2012 [278pp.]

ISBN 978-1-4714-0189-3

In one hundred short chapters, some as brief as half a page, teenager Standish Treadwell recounts his difficult life in the Motherland, the war-ravaged, dystopian world where he lives. Although he is fifteen years old, Standish cannot read, write or even spell his own name; he must hide his dyslexia (an “impurity” according to the authorities) or face a violent death. Standish’s bleak and often brutal existence is brightened by his best friend, Hector, who sees Standish’s underlying intelligence and encourages him to stand up against the tyranny that surrounds them. When Standish stumbles upon a hoax the government is about to stage, one that directly compromises his friend’s life, he decides to step out from the shadows and take action. Standish’s sharp eye for details, along with his ability to make sense of things that others cannot understand, help him devise a plan with consequences that are both heroic and heart-breaking. The author, who shares Standish’s dyslexia, has created a compelling character who is believable in both his so-called limitations and particular talents.

The first-person narration and fast-paced chapter fragments will appeal to readers who, like Standish, have reading or other learning disorders.

30. Groth, Darren (text)

Are You Seeing Me?

North Sydney, NSW, Australia: Woolshed Press/Random House, 2014 [274pp.] ISBN 978-0-85798-473-9

Nineteen-year-old Justine’s twin brother, Perry, likes mythical sea monsters, Jackie Chan movies and is interested in earthquakes. Perry also “freezes up”, feels anxious in unfamiliar situations and sometimes behaves in ways that others consider inappropriate; he appears to have Autism Spectrum Disorder (ASD), although his condition is never formally named. Justine (who does not have ASD) and Perry have a close-knit relationship and in keeping with this closeness, they share the narration of a road trip they take together in North America. The journey is a bitter-sweet one for the twins. Their father and main caregiver has recently died and once their road trip ends, Perry will enter an assisted living residence while Justine will pursue her own life away from Perry. This novel for young adults incorporates dreams, imagined scenarios, letters



and phone messages in the text. It provides a well-rounded and empathetic portrayal of life with autism from two different perspectives: that of a young person who has autism and that of a caring sibling.

31. *Gusti (text and ill.)*

Mallko y papá [*Mallko and Dad*]

Barcelona/Mexico City, Spain/Mexico: Editorial Océano, 2014 [148pp.] ISBN 978-607-735-395-9

Latin American writer and illustrator Gusti chronicles his close relationship with his young son, Mallko, in this personal look at life with a child who has Down syndrome. Using the format of an artist's sketchbook, Gusti brings together comic strips, quick gesture drawings, photo collages and more to show the ways his life has been changed and enriched by Mallko during his son's first six years. Mallko is not just the subject of this unusual work; his scribbles and drawings appear throughout the book and decorate the endpapers. Those drawings, along with the ones done by Gusti, contribute to the uncontrived and spontaneous nature of the content. It is "of the moment"

Mallko y papá (cat. no. 31)

and has the effect of immediately drawing readers into the touching, earnest and sometimes silly world of father and son. More than just a scrapbook of family memories, this unusual work is also an intimate look at one father's journey from denial of his son's disability (something Gusti experienced after Mallko's birth) to acceptance, gratitude and unconditional love.

32. *Jonker, Bente (text) Peek, Moniek (ill.)*

Kijk, de vogel zingt [Look, the bird is singing]
Rijswijk, Netherlands: De Vier Windstreken, 2013
[64pp.] ISBN 978-90-5116-078-9

The touching story of a family with a beautiful baby girl named Cat is recounted by Cat's devoted big sister, Jess. To the shock of her parents, Cat was born deaf; after a difficult operation, she receives a cochlear implant and is finally able to hear. Family love, and especially Jess's love and acceptance of her sibling, make this story a tender-hearted and hopeful one; it will be of particular interest to children who have a deaf sibling. The delicate artwork shows Cat with her cochlear implant in place and conveys the warm relationship between the sisters.

Kijk, de vogel zingt (cat. no. 32)



33. Jonker, Bente (text) Peek, Moniek (ill.)

Liever dan lief [Sweeter than sweet]

Rijswijk, Netherlands: De Vier Windstreken, 2014
[32pp.] ISBN 978-90-5116-997-3

This picture book's lyrical text and fanciful illustrations, tinged with gold, capture the fairy-tale-like world that two children with Down syndrome imagine while playing together. Their disability is portrayed in an understated and always positive way in the artwork. No mention of Down syndrome is made in the text; these characters, the author seems to say, are ultimately two individuals who enjoy playing together, just the way all children do. Both readers who share their disability and those who do not will respond to these characters' sense of wonder as they make their way through a beautiful and luminous world that is entirely of their own creation.



Mimi a Liza (cat. no. 34)



34. Kerekesová, Katarina, et. al. (text and ill.)

Mimi a Líza [Mimi and Liza]

Bratislava, Slovak Republic: Vydavateľstvo Slovart, 2013 [165pp.] + DVD ISBN 978-80-556-1088-7

Inspired by an animated television series with the same title, this collection of seven adventures features two young girls who live next door to each other in an apartment building and who are best friends. Mimi, who is blind, and Líza, who can see, each experience the world using different means; together, they show readers how they can “see” things in a variety of ways, using not only their eyes but their hands, their ears and other senses. The emphasis on sensory experiences is perfectly captured in the illustrations, which incorporate vivid colours, patterns and reproductions of stitched and embroidered fabrics.

35. Mazzoli, Elisa (text) Possentini, Sonia MariaLuca (ill.)

Noi [Us]

Imola, Italy: Corso Bacchilega editore, 2014 [40pp.] ISBN 978-88-96328-91-0

Two boys, both named Filippo, embark on a friendship in this poignant story about overcoming fear and ignorance. At first glance, the two Filippos have little in common: one of them is nicknamed “Big Eye” due to his large, bulging eye. The other Filippo narrates the story and belongs to a group that shuns Big Eye and laughs at him. Big Eye is never included in their activities because he is simply too different. It’s only when the two Filippos find themselves on the playground one afternoon, with no one else around, that the barriers between them begin to break down. Curious to know more about Big Eye, but filled with great trepidation, the narrator eventually approaches him and learns for the first time that they share the same name. The narrator also discovers that his namesake is not bad or ignorant as the other children always assumed. Rather, he is someone who knows a lot and has much to share with others. The book’s title – *Us* – takes on new meaning as the narrator rejects the excluding tactics of the group and draws closer to his newfound friend.

36. McDonnell, Kathleen (text)

Emily Included

Toronto, ON, Canada: Second Story Press, 2011
[126pp.] ISBN 978-1-926920-33-7

The true story of a Canadian girl with cerebral palsy whose family refused to accept the limits that others placed on her is brought to life in this short, easy-to-understand chapter book. After young Emily was denied access to classes at her local school, she and her parents decided to take action. They challenged the local board of education for Emily's right, and the rights of other children with disabilities, to be educated with non-disabled children in regular classrooms. Emily's ground-breaking case eventually went all the way up to the Supreme Court of Canada, where it helped focus attention on the rights of children with disabilities and resulted in a growing awareness of the need for inclusive education. Photos of Emily and her family are interspersed throughout the text; they remind readers that Emily is not a distant figure for an important cause but a real person with her own interests and relationships. Children curious to know about the

daily lives of children with disabilities will find much of interest here. Readers will also gain a basic but practical understanding of what inclusivity means and why it is important.

37. McFarlane, Judy (text)

Writing with Grace: A Journey beyond Down syndrome

Madeira Park, BC, Canada: Douglas & McIntyre, 2014
[208pp.] ISBN 978-1-77162-025-3

In unflinchingly honest prose, author Judy McFarlane reflects on her life-changing friendship with Grace Chen, a young woman with Down syndrome. Initially brought together by a shared love of writing, their relationship was almost derailed by Judy's fear and revulsion at the prospect of being with Grace. Although Judy had never met anyone with Grace's disability, she assumed that Grace would be dull-witted and possibly even dangerous. When Grace, an avid reader and former high school student, turned out to be otherwise, Judy was forced to set aside her prejudices and get to know Grace as she

really was. The author's quest to learn more about Grace's disability took her to a World Down Syndrome Congress, into the homes of other young adults with Down syndrome and all the way to China where Grace was born and almost institutionalized. Although nominally Grace's writing teacher and mentor, Judy discovered that Grace had much to teach her about life with a disability. This illuminating and frank account of Judy's time with Grace will prompt readers to reconsider the way they, too, relate to people who seem uncomfortably different.

38. *Montgomery, Sy (text)*

Temple Grandin: How the Girl who Loved Cows Embraced Autism and Changed the World

New York, NY, USA: Houghton Mifflin Harcourt, 2012
[148pp.] ISBN 978-0-547-44315-7

This biography for older children provides a refreshing look at an individual with a disability who found success in life, not by trying to overcome her limitations but by acknowledging them and working with them. The path to Temple Grandin's success as an adult was far from certain

when she was diagnosed with autism at age three; as Temple says in the Foreword, *I was one of those kids who did not fit in with the rest of the crowd*. Although she experienced misunderstanding and ridicule, this well-balanced look at Temple's life makes it clear that she also had the support, encouragement and affection of others. A visit to a cattle ranch when Temple was a teenager proved to be life-changing: Temple was at last in a setting where she felt comfortable, especially when she was around cows.



Storie con la CAA 3. Tre IN-book per bambini di 3-6 anni (cat. no. 5)



Over time, her intuitive understanding of these farm animals became the foundation for her internationally known work as an advocate for the humane treatment of animals. Those who have autism will find inspiration and encouragement in the Foreword written by Temple and in the section *Temple's Advice for Kids on the Spectrum*. Readers who want to learn more about autism will find a clearly worded explanation of this disorder along with resources recommended by Temple.

39. Müller, Birte (text and ill.)

Planet Willi [Willi's planet]

Leipzig, Germany: Klett Kinderbuch Verlag GmbH,
2012 [32pp.] ISBN 978-3-941411-64-7

Author and illustrator Birte Müller draws on her own experiences as the mother of a son with Down syndrome in this picture book about a young boy with special needs who stands out from everyone else. Willi has strong reactions to the commonplace sights and situations he encounters; for the people around him, especially those who don't know him, it is as if Willi comes from another planet. Bold, energetic illustrations done in a primitive, Sandoicchi itadakimasu (cat. no. 25)

child-like style depict the world that Willi finds himself in: a busy place full of exciting, scary and confusing things. Willi's family are always close by and clearly happy to be with him; at times, however, their faces reveal the inevitable confusion, dismay and fatigue that they feel while being in Willi's company. Readers who look closely at the artwork will notice that Willi sometimes uses sign language to communicate with his family. These signs, along with others, appear on the book's endpapers.

40. *Murphy, Sally (text) Evans, Gabriel (ill.)*

Roses are Blue

Newtown, NSW, Australia: Walker Books Australia Pty Ltd, 2014 [102pp.] ISBN 978-1-922244-37-6

In this verse novel for young readers, narrator Amber Rose struggles to reconcile the two sharply-divided parts of her life: before and after a terrible accident. Prior to the accident, Amber's home life was a normal one with a loving mother who enjoyed gardening, painting and being with her family. Post-accident, life is utterly different: her mother, who was severely injured in a car crash, is now confined to a wheelchair and unable to speak clearly, feed or dress herself. As Amber begins the uneven process of

adjusting to the painful realities of her family's new life, she also looks for small but meaningful ways to reconnect with her mother again. The short lines of verse, along with Amber's clear-eyed observations about herself and others, make this book accessible to readers who are interested in stories with serious content but who may not be quite ready to tackle full-length novels. The soft, watercolour and ink illustrations capture the mood of quiet hope that binds family members together in spite of the adversity they have encountered. At the same time, the illustrator does not shy away from depicting the full extent of the physical changes and limitations that Amber's mother must cope with.



Roses are Blue (cat. no. 40)

41. Renaud, Claire (text)

Victor et Philomène [Victor and Philomène]

Paris, France: L'école des loisirs, 2012 [72pp.]

ISBN 978-2-211-21085-0

The distressing feeling of being an outsider and not fitting in – a sensation that everyone experiences at one point or another – is explored with sensitivity in this short novel for older children. Victor's left hand has been malformed since birth. Although he is loved and cherished at home, things are different at school. There, his classmates call him "the crab" and he must keep his hand hidden away. The arrival of a new schoolmate, a girl named Philomène who is afflicted with extreme shyness, eventually leads to a connection between the two outsiders that is characterized by tenderness and affection. Author Claire Renaud wisely avoids anything that hints of a maudlin approach with her material. Instead, she focuses on the resilience of Victor and Philomène and the delight they find in each other's company.



Mallko y papá (cat. no. 31)

42. Ryrych, Katarzyna (text) Chopna, Elżbieta (ill.)

O Stephenie Hawkingu, Czarnej Dziurze i myszach podpodłogowych

[On Stephen Hawking, a black hole and undermice]

Łódź, Poland: Wydawnictwo Literatura, 2013 [160pp.]

ISBN 978-83-7672-246-7

A familiar premise – two boys growing up and facing challenges along the way – receives a thoughtful treatment in this novel suitable for older children and teens. Piotrek is the younger brother and only sibling of Stefan who has muscular dystrophy. As the title suggests, Stefan shares much in common with Stephen Hawking. Like the famous physicist, Stefan has a disability that limits what he can do physically. At the same time, Stefan is mentally active, curious about the world around him and eager to expand his already substantial knowledge. The brothers' caring relationship proves to be a source of strength for both of them. As they confront the sometimes harsh and difficult circumstances they find themselves in, they also experience the power of brotherhood and the optimism that comes from being together.

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- 43.** Segré, Chiara Valentina (text) Domeniconi, Paolo (ill.)
Lola e io [Lola and I]
Monselice, (PD), Italy: Camelozampa snc, 2012
[32pp.]
ISBN 978-88-96323-05-2

The story of the close relationship between a seeing-eye dog and a young blind woman receives a surprise ending in this beautiful picture book. Double-page, painterly illustrations show scenes of the places that Lola and the narrator explore together including the park, shopping centre and seaside. The first-person narration contains numerous sensory references; for the two friends the world is alive with the startling sounds of traffic, the salty smell of the sea as well as the taste of pizza and steak. As readers make their way through this tale, they will want to know who is telling the story and who Lola is. It is only at the end that the narrator is revealed and readers know with certainty the perspective from which the story has been told. The ending challenges the assumptions that readers have made and will help them better understand the world as the dog and girl experience it.



Lola e io (cat. no. 43)

44. Sévérac, Benoît (text)
Le Garçon de l'intérieur

[The boy from the inside]

Paris, France: Syros, 2013 [203pp.]

ISBN 978-2-74-851429-2

In this novel for young adults Jules, a teenager who has recently become deaf as the result of an accident, is searching for a place in society where he will be accepted as he is, disability and all. While on vacation in a village in Alsace, Jules witnesses incidents that he believes are criminal acts and, with the help of a newfound friend who is also deaf, he decides to investigate. They encounter a cloud of secrecy in the village – is the villagers' reluctance to talk bound up with certain difficult events that occurred here during World War II? The main characters' deafness is presented in a well-balanced and realistic way. The gradual unfolding of the plot with its mystery element provides ample opportunity for readers to get to know Jules as a fully fleshed-out individual, not a two-dimensional character with a disability added on. Outstanding writing and a connection to real-life historical events further elevate this story and make it one that many readers will enjoy.



Max the Champion (cat. no. 45)

45. Stockdale, Sean and Strick, Alexandra (text)
Asquith, Ros (ill.)

Max the Champion

London, UK: Frances Lincoln Children's Books, 2013
[32pp.] ISBN 978-1-84780-519-5

A diverse group of children, many with disabilities, all interact with each other in this exuberant picture book. At the centre of their world is their sports-loving friend and classmate Max who, as sharp-eyed readers will notice, uses an asthma inhaler and wears a hearing aid. The cartoon-style artwork captures the cheerful mood of Max's community and the ease with which the characters relate to each other. The text makes no mention of anything to do with disabilities and no one is singled out for special attention. In choosing this approach, this book models inclusivity at its best: a physical world and a mindset where affability and acceptance are always present and differences do not need to be emphasized.

46. Takakura, Masaki (text and photo)

Ai-chan no iru kyoshitsu

[In the classroom with Ai-chan]

Tokyo, Japan: Kaisei-sha, 2013 [48pp.]
ISBN 978-4-03-417120-2

This photographic picture book follows the daily routines of Ai-chan, a girl with Down syndrome, and the other children in her integrated classroom over the course of their first two years of school. Ai-chan's classmates understand that there are some things Ai-chan cannot do or that take her longer than other children to do. Their acceptance of Ai-chan's differences and the pleasure they take in her company are captured in some of the more candid photos that document their time together.



Ai-chan no iru kyoshitsu (cat. no. 46)



Lola e io (cat. no. 43)

47. *Toten, Teresa (text)*

The Unlikely Hero of Room 13B

Toronto, ON, Canada: Doubleday Canada, 2013
[272pp.] ISBN 978-0-385-67834-6

Teresa Toten, the author of this novel for teens, takes readers into the mind of a memorable young adult while sidestepping any stereotypes associated with disabilities. There are no bullies to be found here; the main character, teenager Adam Spencer Ross, does not face hostile or humiliating treatment by others. Instead, the greatest difficulties Adam must confront are the ones happening inside his head. He has Obsessive Compulsive Disorder (OCD) and must be constantly vigilant for the ways in which this disorder could take over his life. That life includes many good things: caring friends, a loving stepbrother, the respect of his elders and – best of all – a budding romance with the beautiful Robyn Plummer. Always ready to help others, Adam gets caught up in Robyn’s difficulties while trying to manage his mother’s increasingly disturbing behaviour. He also must navigate the complicated social world of Room 13B where his OCD support group meets.

By the end of the novel, readers will agree that Adam is the undisputable hero of the title: a caring and often-humorous young man who is willing to take risks while acknowledging his limitations.

48. *Vawter, Vince (text)*

Paperboy

New York, NY, USA: Delacorte Press, 2013 [240pp.]
ISBN 978-0-385-74244-3

Victor Vollmer, an eleven-year-old boy with a debilitating stutter, describes the events, both minor and momentous, that take place during the summer of 1959 when he temporarily takes over his friend’s paper route. Known for his skill as a baseball pitcher, Victor is confident that he will have no trouble throwing the papers along the route near his home in Memphis, Tennessee. However he dreads the thought of having to collect newspaper money from customers because he can scarcely utter a word, even his own name, without stuttering. The short bursts of prose that Victor puts down on paper with the help of a typewriter tell of his anxiety as he struggles to master his

speech and the humiliation that arises when he cannot. Victor's written words are eloquent and compelling to read; they document his astute observations of others, his impressions of the segregated society he lives in and his privileged place within it. As he ventures beyond the safe, caring world of family and friends and encounters someone who wishes him harm, Victor comes to a crucial realization: there is more than one way to have a voice that others will hear and respect.



Mimi a Líza (cat. no. 34)

49. Venkatraman, Padma (text)

A Time to Dance

New York, NY, USA: Nancy Paulsen Books, 2014

[312pp.] ISBN 978-0-399-25710-0

Set in modern-day India, this novel in verse centres on Veda, a talented young woman who studies classical dance and who lives only for her art. After she is injured in a traffic accident, Veda confronts a new, nightmarish reality: her mangled right leg must be amputated below the knee. Devastated by the loss of her limb, Veda is forced to find a way to hold onto her love of dance while adjusting to the enormous physical changes she now faces. Over time, and with great reluctance, she realizes that her desire to compete and win acclaim as a dancer has, in fact, held her back. Veda's hard-won understanding that dancing is also a spiritual undertaking in which the dancer submits to his/her art opens her eyes to new relationships and hopeful possibilities in all aspects of her life. The first-person narration and poetic text, as graceful as Veda's dancing, help readers enter her world and rejoice in the new life Veda faces with courage and determination.

50. Wenxuan, Cao (text) Zhenjun, Liu (ill.)
Dingdingdangdang [Dingding and Dangdang]
Beijing, China: China Children's Press & Publication
Group, 2013 [160pp.] ISBN 978-7-5148-0493-5

Dingding and his younger brother Dangdang are the unforgettable heroes of this seven-volume series of stories told in two voices. Both brothers have Down syndrome and live with their family, which includes their devoted grandmother, in a small Chinese village. After seven-year-old Dangdang goes missing in a crowded market, Dingding, age 12, sets out on a journey to find him. Along the way, he encounters people who range from kind and helpful to those who are intolerant and cruel. Readers who accompany the brothers on their quest to find one another will experience sorrow, hope and ultimately joy when Dingding and Dangdang are reunited in the final book. Told almost as a fable using elements of magic realism, this ground-breaking series of stories illuminates both the difficulties and possibilities that children with Down syndrome face in China today.



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