This bibliography is an annotated listing of experiential literature focusing on young people and disability. It includes selected fiction and nonfiction works, written between 1975 and 1990, which present positive portrayals of young people with special needs. The bibliography is organized by sections according to major disability categories, then divided into fiction and nonfiction, and then divided by reading level (adult, young adult, intermediate, and primary). Disability categories include: behavior disorders; deaf-blind; general disability issues; hearing impairments; mental retardation; multihandicaps; orthopedic impairments; other health impairments; specific learning disabilities; speech/language impairments; and visual impairments. (JDD)
Young People and Disability:
Selected Experiential Literature

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Department of Special Education and Communication Disorders
Teachers College
University of Nebraska-Lincoln

January, 1991
Young People and Disability: 
Selected Experiential Literature

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Introduction

This bibliography is an annotated listing of experiential literature focusing on young people and disability. It includes selected fiction and non-fiction works written between 1975 and 1990 which present positive portrayals of young people with special needs. It would be helpful for educators and families in understanding the experiences of persons with various disabilities.

The bibliography is organized by sections according to reading levels and major disability categories. These listings have further been divided into fiction and non-fiction works. Reading level categories which have been utilized and should be considered when selecting books for younger readers are:

- Adult (over age 16)
- Young Adult (approximately ages 12-16)
- Intermediate (approximately ages 9-11)
- Primary (approximately ages 5-8)

The disability categories in this bibliography are organized to include fiction and non-fiction listings for the following:

- Behavior Disorders
- Deaf-Blind
- General Disability Issues
- Hearing Impairments
- Mental Retardation
- Multihandicaps
- Orthopedic Impairments
- Other Health Impairments
- Specific Learning Disabilities
- Speech/Language Impairments
- Visual Impairments

Acknowledgements

This bibliography on young people and disability is the result of work by many individuals. Those who participated in its development include Sue Stelzer, Sue Phillips, Marsha Yelden, Michelle Wilson, and Joyce Cramer. In addition, we thank Mary Jackson and Sally Snyder at the Nebraska Library Commission for their consultative assistance and Interim Director Sylvia Hermone and the staff at the Keene Memorial Library in Fremont for obtaining copies of books for review.
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Young People and Disability: Selected Experiential Literature

**BEHAVIOR DISORDERS. FICTION**

**YOUNG ADULT**


The problems of Michelle, an adolescent with a psychiatric disorder, are explored.


Thirteen-year-old Haywood's emotional and academic problems, and the special program and teacher that help him regain control are chronicled.


The feelings of 15-year-old Emily as she deals with adolescent dilemmas, including her best friend's obsession with suicide, are highlighted.


Peer pressure experienced by Sam, a young hyperactive boy, is presented.


Dana, a high school student whose family moves from Boston to California, copes with her brother's mental health problems.


How a young Australian girl who has been disfigured uses a personal journal to understand her feelings is portrayed.


Carrie's mental health problems, and her family's response to her disorder are highlighted.


The story of how psychotherapy helps Mary Alice, a 17-year-old who has emotional and behavioral problems which have affected her life, is presented.

**INTERMEDIATE**


Family, school, and the social impacts of Florence's emotional problems are explored in this first-person account.

**BEHAVIOR DISORDERS. NONFICTION**

**ADULT**


The experiences and special needs of a group of brothers and sisters of adolescents with mental health problems are discussed.


The author's experiences with severely disturbed children during a summer at Camp Hopewell are recounted.


A teacher's detailed account of a year's work with four children who have emotional and behavioral disorders is presented.


The stories of students with emotional and behavioral disabilities are told by their teacher.


A teacher's experiences with a class of children diagnosed as emotionally disturbed are shared.


A basic overview of the assessment and diagnosis of behavior disorders and information on classroom management and prevention are included.
The personal account of a year teaching in a special mental health project for elementary students is chronicled.

Hannah, a troubled child in a special class for students with emotional and behavioral problems, is profiled by her teacher.

A comprehensive review of diagnosis, therapy, treatment programs, and special education services for young people with mental health problems is provided.

In this resource for parents of troubled adolescents, information on evaluation, school programs, the juvenile justice system, treatment centers, hospitals, and model programs is presented.

Case histories of several children with severe mental health problems are shared by a treatment specialist.

Therapy given to Jordi, a child with behavioral and emotional problems, is documented by his psychiatrist.

The lives of two children with emotional problems and the treatment they receive are detailed by their psychiatrist.

A look at one schizophrenic teen’s experiences in the mental health care system is provided.

**YOUNG ADULT**

The author's experiences with children having emotional and behavioral problems during a summer at Camp Hopewell are recounted.

A child psychiatrist's knowledge about symptoms, treatments, and the impact of mental illness on family members is shared.

A summer friendship between a 14-year-old behaviorally disturbed boy and another handicapped child is related by a special education teacher/author.

Causes, symptoms, and treatments of behavior and mental health problems are discussed.

**DEAF-BLIND. NONFICTION**

**ADULT**

Papers and recommendations from the 1986 National Conference on the Transition of Profoundly/Multiply Handicapped Deaf-Blind Youth are presented.

Information on social and emotional skills, communication, gross and fine motor abilities, perception, cognitive understanding, mobility, orientation, and life skill training for deaf-blind children are included.

**INTERMEDIATE**

The life of Helen Keller, who overcame her deaf and blind handicaps with the help of her teacher, Annie Sullivan, is chronicled.
An account of Helen Keller's life is presented in this work from the "Women of Our Time" book series.

**GENERAL DISABILITY ISSUES, NONFICTION**

**ADULT**

A program which helps parents be educational advocates, a chapter on transition, and information on PL 99-457 are included in this guide for parents of special needs children.

Interviews featuring lifespan experiences of a group of individuals with special needs are shared.

Information and training on assertiveness, due process, and coping with bureaucracies are provided in this handbook for parents.

Compiled by the father of a handicapped son, the collective views of 550 parents of handicapped children about immediate reactions upon diagnosis, "working the system", parent groups, educational placements, financial information, advocating for rights, institutionalization, and sexuality are presented.

A collection of literature reviews, original research, and personal narratives which highlight the need for lifespan support in families affected by disability are provided.

Problem solving; evaluating strengths, needs, and values; resource readings; and lists of organizations which support families facing challenges of disability or illness are included.

A parent's personal experience with the special education system is retold.

Ways in which automated learning aids can be used in school, home, and work settings are outlined and resource listings of adaptable toys and device manufacturers are included.

Information on technologies to assist students with disabilities in learning and independence is presented along with resource listings and case studies of special needs learners.

Advice on business and social etiquette including issues such as architectural barriers, lending assistance, and personal space are addressed.

Feelings of family members concerning handicapped members, general information concerning causes and characteristics of handicaps, and education and support services are discussed.

Information on resources, legislation, litigation, parent-school partnerships, evaluations, individualized education programs, related services, review processes, and disputes is included.

The significance of nondisabled siblings in families where there is a special needs child is emphasized, and strategies for parents and professionals to utilize in building positive sibling relationships are shared.


Suggestions are given to parents with disabled children on topics including respite care, sibling relationships, grandparents, medications, special education services, due process, and individualized education programs.


Legal and financial considerations for families with handicapped children, such as issues of guardianship, trusts, government benefits, taxes, insurance, and financial planning, are detailed.


The views of a developmental psychologist who is also the parent of a handicapped child are given on issues of adjustment to the diagnosis of disability, playing and learning, decision making, toys and equipment, diagnostic procedures, developmental assessments, and disability organizations.


Information is provided for parents and professionals involved in special education regarding evaluation, program implementation, and conflict resolution.


Issues of emotions, adjustment, marital stress, family needs, and working with school systems are shared through the personal perspectives of parents of children with disabilities.


Information on the legal system, researching the law, and building a legal case are presented for advocates interested in developmentally disabilities issues.


Frustrations experienced by professionals who are parents of a handicapped child are highlighted.


Four stories about families with children who have disabilities are presented by a staff person at a day school for students with adjustment problems.


Disabled people's views about their defeats, discouragements, and successes in a society that sometimes devalues them are featured.

**YOUNG ADULT**


Autobiographical stories of how young people with a variety of intellectual, orthopedic, and visual problems have adapted sports to their special needs are presented.


An introduction to children with learning difficulties and individual chapters on mental retardation, learning disabilities, speech and language problems, hearing losses, visual impairments, emotional problems, and orthopedic impairments are included.


Symptoms and related problems of disabilities are presented in this resource book which includes photos of famous persons with special needs.


Advice on business and social etiquette including issues such as architectural barriers, lending assistance, and personal space are addressed.
Case studies of eight different young people who cope with limitations due to orthopedic, emotional, visual, auditory, and other health impairments are presented.


The importance of viewing people with special needs as individuals with their own unique goals, ambitions, needs, desires, and plans for living as part of the community is illustrated through text and photographs.

INTERMEDIATE


Firsthand accounts of what it is like to have a handicapping conditions such as hearing and speech problems, visual impairment, orthopedic impairment, mental retardation, learning disabilities, and behavior disorders are discussed and augmented by photographs.


An introduction to children with learning difficulties and individual chapters on mental retardation, learning disabilities, speech and language problems, hearing losses, visual impairments, emotional problems, and orthopedic impairments are included.


Artwork and writings of children and teens focusing on their personal experiences and adjustment to disabilities are shared.


Biographical sketches about six successful people who have handicaps, including Ray Charles, Kitty O'Neill, and Ted Kennedy, Jr., are featured.


Information about a variety of disabilities is provided via a question format in which the readers are asked to imagine they have a particular handicapping condition.


Feelings of family members concerning handicapped members, general information about causes and characteristics of handicaps, and education and support services are discussed.


Black-and-white photographs and text are used to describe three brother-sister relationships where one sibling has special needs.

PRIMARY


Actual photographs of handicapped children in a variety of leisure activities are presented.


Black-and-white photographs and text are used to describe three brother-sister relationships where one sibling has special needs.

HEARING IMPAIRMENTS, FICTION

ADULT


Set in rural Georgia, the friendship between Ellie and a deaf neighbor girl named Alice is featured.

YOUNG ADULT


Set in rural Georgia, the friendship between Ellie and a deaf neighbor girl named Alice is featured.


The relationship between Amanda and Jake, who is deaf, is presented in a text which uses quotation marks and type fonts to differentiate conversations spoken in English, sign, or a combination of the two languages.
Hodge, L. (1987). A season of change. Washington, DC: Kendall Green Publications. Challenges Biney has coping with her hearing loss and convincing others that she is a capable adolescent are described.


INTERMEDIATE


PRIMARY

Aseltine, L. (1986). I'm deaf and it's okay. Niles, IL: Albert Whitman & Company. How a young boy with a hearing loss is helped by an adolescent who also is hearing impaired is explored.


Montgomery, E. (1978). The mystery of the boy next door. New Canaan, CT: Garrard. When neighborhood children discover that the new boy is deaf, their efforts to communicate with him by learning sign language are detailed.


HEARING IMPAIRMENTS. NONFICTION

ADULT


Greenberg, J. (1988). Of such small differences. Thorndike, ME: Thorndike Press. Published in a large print edition, the author's personal adjustments and relationships are addressed in this autobiographical account.

Information about hearing impairments in school-age children and the impact of this handicapping condition on learning and family life are presented along with a glossary of basic terms.


The author's deafness at age 3-1/2, his childhood, adolescence, and adult experiences with the hearing world are chronicled in this autobiography.


In this informational guide designed for parents and professionals, the linguistic, cognitive, social, and psychological effects of deafness in children are surveyed.


The views of two authors, one of whom is prelingually deaf, about parental experiences and reactions to a child's hearing impairment are shared.


A balanced view of options for educating deaf children, parental accounts on different approaches, and medical and educational issues for parents are detailed.


The true story of a couple's struggle to help their profoundly deaf daughter cope with her disability is chronicled.

YOUNG ADULT


Words, sign language, and colored photographs are utilized to show how a young deaf person celebrates her birthday.


Black-and-white photos presenting American Sign Language, expression of emotion by the body, and contributions the art of mime has made to sign and communication are featured.


The history of sign language interpretation and information about learning how to sign is presented.


A biographical sketch is provided of one man's efforts to educate hearing impaired children during the early part of the nineteenth century.


An introduction to sign language and exploration of what it is like to be deaf in a hearing world are featured.

INTERMEDIATE


Activities of Lina, a six-year old deaf girl who is preparing to enter first grade, are presented through narration and photographs.


Finger spelling is shown in simple black-and-white sketches and each letter of the alphabet is illustrated by its own hand shape in this how-to-do-it manual.


Words, sign language, and colored photographs are utilized to show how a young deaf person celebrates her birthday.


A history of sign language interpretation and information about learning to sign are presented.


Young Nancy's love of ballet and activities in a special class at the Joffrey Ballet School are featured.


PRIMARY


Zelonky, J. (1980). I can't see, I can't hear you. Milwaukee: Raintree Children's Books. The unique differences among individuals that Kim, a girl with a hearing impairment, discovers when she attends a regular school are emphasized.

MENTAL RETARDATION, FICTION

ADULT


YOUNG ADULT


Hull, E. (1981). Alice with golden hair. New York: New American Library. Challenges faced by Alice, an 18-year-old woman with mild mental retardation, when she seeks employment and friendships outside of the institution where she has grown up are presented.


How building a boat teaches boys, including Lester who has cerebral palsy, lessons in courage and perseverance is presented.

The summer experiences of Lester, a 16-year-old with cerebral palsy, and Alfie, who has mental retardation, are detailed.

Guy's decision to become part of the local gang and the outcome when members take advantage of Simon, his brother with mental retardation, are chronicled in this supernatural tale.

**INTERMEDIATE**

Ten-year-old Sarah's views of family interactions and the issue of institutionalizing her four-year-old sibling with Down's syndrome are discussed.

Examples of the types of stigma surrounding retardation in the past are highlighted through the story of Simon, a young boy of the 1830s who has mental retardation.

The friendship between two young girls and factual information about Down's Syndrome are featured.

An exploration of a 12-year-old boy's adjustment to his older sister's return home from a state institution is presented.

**PRIMARY**

The story of young Jacob and his best friend who is older and has mental retardation is told.

The challenges George faces in first grade and his personal strengths are highlighted.

How Martin, a youngster with mental retardation, forms a special bond with a horse he learns to ride and works to strengthen relationships with other children are explored.

The life experiences and feelings of a six-year-old boy who has mental retardation are related through colorful pictures and prose.

A young boy's resentment and feelings about his sister who has mental retardation are explored.

**MENTAL RETARDATION. NONFICTION**

**ADULT**

Relocation from a state institution to the community by a young Australian girl with cerebral palsy and mental retardation is documented.

Parental vignettes which examine the broad emotional spectrum of a child's disability and the benefits of joining with others to accomplish shared goals are shared.

A discussion of issues involving mental retardation including causes, identifying traits, problems, education, and employment programs is presented.


Family reactions to and coping with the birth and death of a child with Down's Syndrome and heart disease are examined by a mother.


The belief of the author and her husband that there are no "hopeless" children and their foster care work with children who have special needs is shared.


In this account of her child's first eight years of life, the author's views on early infant stimulation and language are discussed.


Firsthand perspectives of young people with disabilities and their parents are presented.


The story of Laradon Hall, a residential school for persons with mental retardation, is told.


Twenty-five years in the life of the Moise family, which includes Barbara, a daughter with mental retardation, are chronicled.


Through letters and diary entries, the Murray's describe raising a child with special needs.


Parental experiences with a child's disability including initial diagnosis, family casework, child placement, and the availability of professional supports are viewed from a counseling perspective.


The lives of a father and his son, who has Down's Syndrome, are explored following the death of the man's wife and daughters.


The strength gained from Christian faith is shared in this account by a mother who has a daughter with Down's Syndrome.


The firsthand account of a parent raising a child with mental retardation from birth to adulthood is given.


The true story of one family's efforts to provide at-home care for Catherine, a severely brain-damaged child, is told.


Provision of special services, the trauma of diagnosis, and challenges in decision-making are explored by the parent of a boy with mental retardation.


Information from doctors, nurses, educators, lawyers, and other parents about genetics, adjustments in the family, medical problems, care and stimulation techniques, educational programs, and legal rights is discussed by the parents of a child with Down's Syndrome.


A father's view of Brian's severe mental retardation and the development of a licensed group home are shared.
YOUNG ADULT

Nicole's story of growing up with mental retardation and how parents and families cope with the challenges and frustrations of having a member who has special needs are explored.

How the author helped her 22-year-old sister learn independent living skills when no appropriate program was available in their community is related.

The lives of a father and his son, who has Down's Syndrome, are explored following the death of the man's wife and daughters.

How Timmy, a young boy with mental retardation, handles the new experiences of participating in Special Olympics and relating to his dying grandfather are highlighted.

INTERMEDIATE

Difficulties faced by people who have mental handicaps are outlined in photographs and text.

Bergman, T. (1989). *We laugh, we love, we cry*. Milwaukee: Gareth Stevens.
A view is provided of life at home, physiotherapy, schooling and social issues for Asa and Anna Karin, sisters who both have mental retardation.

A sister's view on the impact her brother's mental retardation has had on the family is given.

PRIMARY

Colored pictures and verses which reveal one young boy's personal experiences with mental retardation are featured.

Life with a preschool-age brother with Down's Syndrome is related by his sisters and enhanced by color photographs of the family.

Doron's friendship with Jonathan, who has mental retardation, and the time they spend together at synagogue services are highlighted.

Black-and-white photographs and text are used to share the family experiences of Jon O., a young boy with Down's Syndrome.

Times spent together by Misty, a young girl with Down's Syndrome, and her father are portrayed in text and color photographs.

Photographs and text are utilized to explore how young children with Down's Syndrome play and learn in a special preschool class.

A sister's view is given of the impact her brother's mental retardation has had on the family.

MULTIHANDICAPS, FICTION

YOUNG ADULT

Difficulties faced by Gideon, an deaf adolescent with brain damaged, when he goes to work on a local canalboat, are recounted by his younger sister.
PRIMARY

How 11-year-old Jerome, who has visual and orthopedic problems and is in a wheelchair, works with this family and learns to ride a three-wheel bicycle is described.

MULTIHANDICAPS. NONFICTION

ADULT

The true story of the author's struggle to raise her multihandicapped daughter and find fulfillment in her own life is offered.

The impact his brother Oliver, born with severe multihandicaps, has had on the author's life and writing is examined.

The effects of having a child with a severe disability on a family's life are explored.

A candid portrait of life with a child who has severe brain damage is presented by his mother.

A textbook view is provided of services, teaching techniques, self-help development, and communication for persons with multiple handicaps.

YOUNG ADULT

The impact his brother Oliver, born with severe multihandicaps, has had on the author's life and writing are examined.

INTERMEDIATE

Suggestions on play, communication with professionals, and optimizing home care are gleaned from the author's personal experiences with a child who has Werdnig-Hoffman Syndrome.

PRIMARY

The adjustment of Leslie, who has a cleft palate, moderate hearing loss, and muscular/visual problems, to a regular third grade classroom is explored by her friend, Karin.

ORTHOPEDIC IMPAIRMENTS. FICTION

ADULT

The story of Karen, who has cerebral palsy, is continued after 30 years have passed since the first novel about her life was published.

A description of how a car accident leaves a 15-year-old girl with only one leg and the challenges she faces building a new life is provided.
YOUNG ADULT

*The story of a young girl with a physical impairment and the hardships she faces as a pioneer in America are shared.*

*The stages of acceptance experienced by a 13-year-old girl after she is diagnosed with scoliosis are highlighted.*

*How Lanthy, a young woman with an orthopedic impairment, falls in love and develops relationships within a turn-of-the-century Appalachian community is chronicled.*

*The experiences of two teenage detectives and how they overcome limitations presented by cerebral palsy are presented.*

The friendship between 14-year-old Mark and Connie, a 12-year-old paraplegic, is featured.

*Aware that his damaged leg may prevent him from becoming leader of the Lion People, young Seth's journey to self-discovery and growth is detailed in this fictional tale.*

*Rennie's adjustment to an accident, which has left her in a wheelchair and facing the possibility of never walking again is discussed.*

*How building a boat teaches four boys, including Lester who has cerebral palsy, lessons in courage and perseverance is presented.*

The summer experiences of Lester, a 16-year-old with cerebral palsy, and Alfie, who has mental retardation, are detailed.

The story of Courage, an Amish teen who leaves her faith after her little brother with spina bifida dies, is told.

INTERMEDIATE

The story of Mark, a fifth grader with cerebral palsy, and what happens when the baseball uniform money he is responsible for turns up missing is outlined. A question-and-answer section on cerebral palsy is included in this selection from The Kids on the Block series.

*Obstacles involved in the move of a young girl with cerebral palsy from a special to a neighborhood school are explored.*

*How a young girl copes with junior high and the limitations imposed by cerebral palsy are discussed in this sequel to Golden Daffodils.*

The relationships of a young girl with a physical impairment to her neighbors are developed in this story set during the 1920s.

*How Judy, a third grader born without a left hand, faces the challenge of making new friends when her family relocates is presented.*

Patty Jean's difficulties understanding her older sister's physical disability and reliance on a wheelchair are examined.

The friendship story of two young girls with scoliosis who meet at a hospital is developed.


How a Native American boy, Clawfoot, uses his talents instead of focusing on his orthopedic disability is shared.

**PRIMARY**


Determination and repeated practice as avenues to success are illustrated through Howie, a young boy with cerebral palsy.


The attitude of Darlene, a young black girl confined to a wheelchair, who doesn't want to spend time with her uncle and cousin, is featured.


The way in which Nick, a boy who uses a wheelchair, integrates into a regular classroom for the first time and relates to peers is pictured.


How Judy, a third grader born without a left hand, faces the challenge of making new friends when her family relocates is presented.


Challenges faced by Tommy, a boy who uses a wheelchair, during his first experience in the public school classroom are documented.


The story of Margaret and her ability to balance objects while in her wheelchair and on her crutches is highlighted.


In this sequel to *The Balancing Girl*, nine-year-old Margaret's determination to get a sports-model wheelchair is featured.


A parallel between the abilities of Jay, who has cerebral palsy and cannot speak or walk, and a flower which needs time to grow and develop is established.


The normalcy of Kit's life, despite her wheelchair, is presented in this Golden Learn About Living book.


The story of Priscilla, a penguin with "pigeon-toes", is told in this picture book.

**ORTHOPEDIC IMPAIRMENTS, NONFICTION**

**ADULT**


A variety of physical disabilities are described and societal attitudes and legislation relating to problems of being disabled are reviewed.


The story of the DeBolt family's adoption of 13 children with severe physical handicaps is shared.


The influence of children's books on the early cognitive and language development of a severely handicapped child is related by her grandmother.


Work of a physical therapist who uses individual attention and innovative techniques to give handicapped children a chance at a more normalized life is featured.

The true story of Larry Patton, a man with cerebral palsy, is told.


Advice on business and social etiquette including issues such as architectural barriers, landing assistance, and personal space are addressed.


In this autobiographical account of his life as a person affected by the drug thalidomide, Melendez’s childhood, adolescence, young adulthood, and career as a musician are recounted.


Personal experiences with and reactions to their son’s spina bifida are shared by the Piepers.


Parental emotions, medical care, educational services, costs of supports, terminal illnesses, adolescence, adaptive equipment, and relationships with friends and family are discussed in this guide for parents of children with physical disabilities or chronic illnesses.


Insights of an authority on adjustment to physical illness and disability are presented.

**YOUNG ADULT**


Diseases and conditions that result in physical disabilities are discussed.


Efforts to make the most of the situation after a bicycle/automobile accident leaves a nine-year-old girl physically impaired are related in this autobiographical account.


The true life history is told of Larry Patton, who was born with cerebral palsy.


The history of wheelchair sports from the 1940s to the 1970s along with stories of the struggles of paraplegics and quadriplegics to participate in sports are featured.


The personal story of Patti Trull’s battle against the osteogenic sarcoma, which resulted in amputation of her leg, is shared.

**INTERMEDIATE**


Activities at the Caroline Hospital in Stockholm where children with congenital handicaps receive training are described.


The life of gymnast Carol Johnston, who despite having only one arm, won “All-American” honors in 1978 is examined.


Actual photographs of people coping with their physical limitations, vocabulary about physical impairments, and an accepting attitude toward those with special needs are featured.


The struggles of Jim Boen, who became paraplegic at age 19 after a gymnastics accident, are told.


Photographs depicting the lives of seven different students with physical disabilities are presented.

The relationship between Scott, a seven-year-old boy who is unable to walk, and a horse he learns to ride is explored.

**PRIMARY**


The bond between 11-year-old Michelle and her sister, Amy, who has cerebral palsy, is examined.


An illustrated view of how Rachel, who uses a wheelchair, enjoys time at school and with her family is given.


The kindergarten mainstreaming experiences of Rajesh, a young boy born with no legs and only one hand, are described by his teacher.


Photographs depicting the lives of seven different students with physical disabilities are presented.


How Joshua prepares to enter a regular first grade classroom and the challenges his cerebral palsy pose in his life are shared by his mother.


The attempt to live as normally as possible is autobiographically described by a five-year-old girl who has spina bifida.

**OTHER HEALTH IMPAIRMENTS, FICTION**

**YOUNG ADULT**


The fictional story of 17-year-old Becky and her battle with cancer is recounted.


How Susan, a 17-year-old who wants to be an actress, handles the diagnosis of epilepsy is discussed.


The life of a junior high student diagnosed with diabetes who must make adjustments in his lifestyle and cope with friends' responses to his disease is explored.


How a high school student copes with her cystic fibrosis and develops a friendship with a classmate are highlighted.


Personal, medical, and family-relationship aspects of epilepsy are examined in this story of Julie, a high school girl who must cope with its effects on her life.


The thoughts and feelings of a 13-year-old girl with autism are told in this novel which focuses on family life and relationships.


The story of Brooke Forbes' younger brother, Benji, who is diagnosed with epilepsy and experiences fear and changes in behavior is presented.

**INTERMEDIATE**


How Christina, an 11-year-old with diabetes, manages her disease is discussed. A question-and-answer section on diabetes is included in this book from the Kids on the Block series.


The haunted house adventure of Brian, who has epilepsy, is described. A question-and-answer section about epilepsy and seizure activity is included in this book from the Kids on the Block series.


Young, H. (1980). *What difference does it make, Danny?* Great Britain: Fakenham Press. *Danny, a boy with epilepsy, and the actions he takes when his teacher treats him unjustly due to her fear of his epilepsy are profiled.*

**PRIMARY**


Moss, D. (1987). *Shelley, the hyperactive turtle*. Rockville, MD: Woodbine House. *A turtle who is always jumpy and has trouble sitting still is pictured visiting the doctor and coming to understand her hyperactivity.*


**OTHER HEALTH IMPAIRMENTS, NONFICTION**

**ADULT**


An account of how Scott and his family face his diagnosis and treatment of Hodgkin's disease is shared.

Resource information explaining ostomies and conditions that lead to ostomies are provided for both parents and children.

Suggestions on play, communication with professionals, and optimizing home care are gleaned from the author's personal experiences with a child who had Werdnig-Hoffman Syndrome.

In this account, written by the father of a child who was labeled as autistic, the intense family struggle to bring Raun out of "his world" is detailed.

Frank discussions with friends, families, and AIDS patients are provided.

A personal account of battling cystic fibrosis is given by Robyn in a book written before her death at age 21.

How the heart functions, heart diseases, coping with impaired children, prevention and research, patient rights, support groups, readings, and preparing children for death are addressed.

Advice and information on the nature of asthma and its impact on young children and their families is provided.

Practical guidelines and knowledge for parents caring for young children with cystic fibrosis are given.

Designed for parents supporting young diabetic children, specific information about this condition and general advice about disability and the family are shared.

Information about hemophilia including causes, treatments, and its potential impact on children and their families is presented.

A mother's account of her attempts to communicate with her autistic daughter is shared.

A variety of issues from infancy through adulthood are addressed in this edited guide designed for parents of children with autism.

The efforts of a family to help Jared function as normally as possible, despite his intense allergic reaction to impurities in the air, are detailed.

Contributions from doctors, therapists, educators, and lawyers are presented to help family members understand epilepsy.

The courage and spirit of Lisa, disfigured by neurofibromatosis, is profiled.

Parental emotions, medical care, educational services, costs of supports, terminal illnesses, adolescence, adaptive equipment, and relationships with friends and family are discussed in this guide for parents of children with physical disabilities or chronic illnesses.

The effect of long-term illness on children and families, supports that families and professionals can utilize, and coping with the stresses of illness are presented.

**YOUNG ADULT**

A father's view of his daughter's battle against cystic fibrosis is shared.

The lives of fourteen young people who have serious illnesses such as cancer, asthma, kidney disease, and diabetes are explored.

Frank discussions with friends, families, and AIDS patients are provided.

A personal account of battling cystic fibrosis is given by Robyn in a book written before her death at age 21.

An explanation of how the heart and circulatory systems work and suggestions for improving health through diet and exercise are provided.

Patti's experiences with osteogenic sarcoma and her successful treatment for this cancer are chronicled.

**INTERMEDIATE**

The personal lives and families of two children with leukemia are followed for eight months.

Kipnis, L., & Adler, S. (1979). *You can't catch diabetes from a friend.* Gainesville, FL: Triad Scientific Publisher.
Four children's views about adjustments to life necessary for coping with their diabetes are shared.

The figure skating efforts of Katie, an eight-year-old with epilepsy, are presented in text and color photographs.

Life experiences of Jamie Osborne, a young dwarf, are described.

Factual information on research and treatment of epilepsy, as well as popular misconceptions about this condition, is outlined.

A nontechnical explanation of how allergies are identified and treated is given.

Types, causes, and treatments of diabetes, as well as approaches to coping with this condition, are discussed.

**PRIMARY**

A description of allergies and their diagnosis and treatment are outlined by a pediatric allergist.

The figure skating efforts of Katie, an eight-year-old with epilepsy, are presented in text and color photographs.

Causes, symptoms, treatment methodologies, and William's personal experiences with asthma are included.

**SPECIFIC LEARNING DISABILITIES. FICTION**

**ADULT**


An educational therapist's fictional account of Tony, a young man with a learning disability who is lost in the educational system, is offered.

**YOUNG ADULT**


Sibling relationships, the need for family approval, and the difficulties associated with underachievement are examined in the story of 15-year-old Jody, who is eventually diagnosed as having a learning disability.


Sixteen-year-old Nick's experiences in special education and his personal adjustment to adolescence are explored.

**INTERMEDIATE**


The roller coaster of mixed emotions experienced by a young girl who tries to keep her learning disability a secret is described. A question-and-answer section on learning disabilities is included in this selection from The Kids on the Block series.


Set in America just prior to World War II, the problems of a teenage girl who suffered brain injury as a child and must put her reading problems and poor school performance into perspective are examined.


The challenges encountered by a 12-year-old boy with learning disabilities are illuminated in this humorous, fictional story.


Coping with loneliness and fears about being mainstreamed are explored in the story of Dorene, a young girl with a learning disability.


The friendship which develops in an inner-city school between a young learning disabled boy and a non-impaired girl is featured.


Difficulties experienced by Adam, a sixth grader trying to cope with the needs of his older brother who has a learning disability, are recounted.


Ways in which 12-year-old Richard's severe learning disability affects his school performance, family, and social relationships are described.

**SPECIFIC LEARNING DISABILITIES. NONFICTION**

**ADULT**


The author's personal perspective of raising a learning disabled child along with information for other parents on evaluation, causes, treatments, educational programs, local and national resources, and advocacy for children with learning disabilities are included.

An historical view of learning disabilities, methods of diagnosis, possible causes, and types of remediation are presented.


Information on terminology, diagnostic tests, teaching techniques, and learning programs are discussed by an author/teacher who has worked with learning disabled students.


Educational and social aspects of helping a learning disabled child are presented by a psychologist who also parents two sons with this disability.


Suggestions for a wide range of activities and games which parents can use to help their children with learning disabilities develop new skills are offered.


Effects a learning disability may have on a child and his family in home, school, and social situations are detailed by an educational therapist in the field of learning disabilities.


Techniques for dealing with social difficulties, which may be experienced by children with learning disabilities, and anecdotes of children who were helped by the author, an educational therapist, are included.


Causes, symptoms, associated school and social problems, the evaluation process, medications, and types of therapy programs for the learning disabled are outlined by a doctor who encourages parents to be "assertive advocates."


The author's personal account of being dyslexic as a youth and her eventual victory over this disability are shared.


Practical information and activities to help children develop positive behaviors and learning skills are provided in this guide written by the parents of two children with learning disabilities.

**YOUNG ADULT**


Suggestions for how to overcome problems of disorganization, clumsiness, and the social skill deficits which may trouble learning disabled adolescents are presented.

**INTERMEDIATE**


The option of grade retention for students with learning disabilities is discussed.


Dan's feelings about being identified as learning disabled are explored.

**PRIMARY**


Ways in which Mike's special class helps him deal with his dyslexia are presented.
SPEECH/LANGUAGE IMPAIRMENTS. FICTION

YOUNG ADULT

Adventures of an adolescent who lives on the streets and is befriended by a famous French mime who teaches him his craft are recounted.

Jeremy's struggle to overcome his speech problems and mental retardation and to develop a more positive relationship with his father are explored.

The story of Claudia, a girl born with a cleft palate, and her friendships with Barbara and Joe are presented.

INTERMEDIATE

The adventures of an adolescent who lives on the streets and is befriended by a famous French mime who teaches him his craft are recounted.

How capitalizing on a special talent to gain acceptance is illustrated in this story of a young football player with speech difficulties.

A tale of a young boy who is unable to speak and his unique relationship with a blind, outlaw horse is featured.

The changes George and Hibble, a young boy who stutters, encounter as they learn about life in a carnival and growing up are explored.

PRIMARY

The role Jacov, a young boy who stutters and is considered "slow" by the rest of his congregation, plays during the Jewish high holy days is highlighted.

The confidence Robbie gains and the admiration of his classmates when he improves his speech in a special speech class are shown.

SPEECH/LANGUAGE IMPAIRMENTS. NONFICTION

ADULT

A country-western singer's personal struggles to overcome a life-long speech impairment are addressed in his frank bibliography.

YOUNG ADULT

An explanation of how we speak, various speech problems which may develop, and how they can be overcome are presented.

The true story of 
ren Dillard who was born with a head malformation, harelip, and cleft palate is frankly told.

INTERMEDIATE

An explanation of how we speak, various speech problems which may develop, and how they can be overcome are presented.
VISUAL IMPAIRMENTS. FICTION

YOUNG ADULT

Set in England during the 1930s, the blindness of a 15-year-old girl and her relationship with her father are explored.

Horses are featured in this outdoor adventure where two teenage brothers, one of whom is blind, learn about themselves and their relationship.

How 15-year-old Meg adjusts to a regular high school setting and the challenges her visual impairments pose in her relationship are detailed.

The adaptations Anna's low vision requires her to make when her family relocates from Europe to Canada prior to World War II are chronicled.

INTERMEDIATE

The entrepreneurial experiences of an 11-year-old visually impaired boy are related in this fictional story of Renaldo Rodriguez. A question-and-answer section on visual problems is included in this selection from The Kids on the Block book series.

Melanie's adjustment to wearing glasses and her classmates' understanding of visual problems are highlighted.

Alex's fears about his friends' perceptions of the glasses he needs to wear are explored.

A grandfather's view of the art of storytelling is shared with a young Native American boy who is blind.

The adventure of Debbie, a visually impaired teenager who is "talked down" from an ill-fated airplane flight is presented.

A blind child's trip to the seashore is recounted.

Black-and-white photographs and text are used to picture the mainstreamed school activities of Ricky, a young student who is blind.

The story of how Megan discovers that a unique talent is linked to the opportunities she has to attend school is detailed.

PRIMARY

Arthur's eventual acceptance of his new glasses is described.

Charles' relationships with first grade classmates who adjust to his blindness and treat him as an equal are highlighted.

Ronald's problems with low vision and the teasing he gets from his classmates are presented.

How Ben reacts to wearing glasses for the first time is explored.

In this experiential book for blind children, shapes and textures are featured.


*Cromwell's* acceptance of his need to wear glasses is examined.


A grandfather's view of the art of storytelling is shared with a young Native American boy who is blind.


The adjustment process of a blind girl to a new school and a mainstream classroom is featured.

**VISUAL IMPAIRMENTS. NONFICTION**

**ADULT**


The effects of having a disabled child in the family are outlined by the mother of a blind girl.


The views of three educational specialists on the dynamics of families with visually impaired children are presented.


Advice on business and social etiquette including issues such as architectural barriers, lending assistance, and personal space are addressed.


A common-sense approach to instruction, training, and education of young blind children is shared by the mother of a visually impaired child.


The experiences of adolescence and obstacles to advanced study and inclusion in American society are recounted by Ved Menta, a blind man who immigrated from India in 1949.


Practical information on self-help skills, social behaviors, play, communication, safety, and general health is provided for parents of young visually impaired children.


The life cycle of a family with a visually impaired child is explored and suggestions for helping family members cope are provided.


Daily living skills, orientation, self-esteem, and leisure skills are discussed and resource listings for parents of blind and visually impaired children are included.

**YOUNG ADULT**


The experiences of adolescence and obstacles to advanced study and inclusion in American society are recounted by Ved Menta, a blind man who immigrated from India in 1949.


The story of Sarah, who is blind, is followed by a glossary and reference list.
INTERMEDIATE

The lives of children living with blindness are explored.

Patrick’s activities as a blind student at school and a child at home are chronicled through black-and-white photographs and prose.

Issues associated with blindness and what it is like to experience limited vision are discussed.

Blindness is explained in simple medical terms and how persons with a disability can live full and rewarding lives is emphasized.

Connie’s experiences with her seeing eye dog, Blythe, are examined.

PRIMARY

Born blind, Jenny’s preparation to attend a regular school is shared.

A 12-year-old blind girl’s activities at school and home are pictured.

Geometric shapes are featured in this “experiential” book designed for both visually impaired and non-impaired children.