Children’s Bibliography

The Children’s Bibliography supports the topics in the text. It focuses on topics that relate directly to children with disabilities and their families. The first section supports the topics covered by Part I of the book. These children’s books focus on different types of families, family relationships, cultural diversity, and challenges that are faced by the children you will teach. The remainder of the children’s bibliography supports Part II of the book and is arranged in the same order as the chapters. Like the disabilities themselves, some topics overlap so scan several areas to find potential books. The age range of each book is given in parentheses. The final section of the Children’s Bibliography is devoted to Educational Resources that will help you find good sources for additional books. Please check in several places to find books that are relevant to your teaching needs, as well as check on the web. More general books and books written before the early 1990s are on the web. There are some topics that have an extensive selection of children’s books. Additional books for these topics are also on the web.

Table CB–1 identifies the categories of books, the order in which they appear to make finding them easier, and the number of books annotated.

Table CB–1: Books about children with special needs and their families

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Families and Children and Their Culture

(3–6) Great photographs and simple text depict children around the globe at play.


(4–7) Simple text, beautiful photographs of what it is like to be a kid around the world. Available in Spanish as *Ser Nino*.


(3–6) Part of It’s a Kids World series, it shows photographs of children from 37 countries and the similarities and difference in their classrooms around the world.

(5–8) Shows photographs of children around the world living, sharing, and caring about neighbors. Available in Spanish as Ser vencinos.


(5–8) Shows 24 different sports played around the world and the children who play them. Text discusses competition, friendship, teamwork, and sportsmanship.


(5–8) Describes the many ways children celebrate the arts (music, painting, dance) around the world.


(3–8) Focuses on intergenerational relationships between children and grandparents around the globe.


(6–8) Rainbow-colored twins are tired of being teased because their skin is multicolored. They leave the Land of Plenty and journey through the forest to visit the homes of many animals. A wise tiger convinces them they are human beings and have a home outside the forest. Bilingual in English and Spanish.


(3–8) A photo-essay that shows loving families across the world having fun together with only the name of the country in which they live as the text.


(3–6) Photographs show the way children play around the world.


(3–6) A loving visual essay about grandparents and their grandchildren in many countries and in a variety of circumstances.


(4–8) Fifteen children tell about their families and the bonds that connect them.


(6–8) A poetry collection that helps children discover that regardless of skin tone, every shade is beautiful.

(5–8) Many examples of contemporary families are represented including blended, international, extended and lesbian.


(3–8) Vibrant photographs of the many faces of children in America today.

**Latino Families and Children**


(4–8) Perico, a little parrot, tries to help his family prepare for the Cinco de Mayo holiday. Bilingual in English and Spanish.


(6–8) Experience autumn in Los Angeles where the earth dances and bananas are baseball gloves. The poet pays tribute to his mother and the values she taught him. Bilingual in English and Spanish.


(6–8) These poems are the voices of the animals in the Iguazú National Park that is part of Argentina, Brazil, and Paraguay. It includes a thundering waterfall and green rainforests. Bilingual in English and Spanish.


(4–8) A gentle portrayal of the lives of migrant children where time is recorded by crops not dates. Teachers rarely learn Amelia’s name because she comes and goes so quickly. She longs for a place to stay were she belongs.


(6–8) Prietilta becomes friends with a young boy who crossed the Rio Grande into Texas in search of a new life. She defends him against neighborhood kids who tease him, but what about the border patrol? Bilingual in English and Spanish.


(6–8) Angel, a young kite maker, creates a kite that shows the town including the missing church bell. After an exciting chase and a lonely night Angel brings the bell back. Bilingual in English and Spanish.

The little maestro is a boy who was born in the rainforest and is determined to save it from destruction. He brings harmony to the plants and animals and music to the forest. The information in the book is scientifically accurate.


(4–8) Quinito is just right: neither fast or slow, sunny or rainy, light or dark, short or tall, messy or neat in a great book of opposites. Bilingual in English and Spanish.


(6–8) Chavi lives in a Cuban-American neighborhood which does not support girls playing drums. When she is not selected to play her congas in Miami’s Calle Ocho festival, she does something about it. Bilingual in English and Spanish.


(6–8) A book about Marisa’s sixth birthday, her butterfly piñata, her unwillingness to break it on her birthday, and her mother’s solution. Bilingual in English and Spanish.


(4–8) A classic in the field of Latino children’s literature since its original release in 1990. Day-to-day experiences are told through art and narrative about different aspects of traditional Mexican American culture. Bilingual in English and Spanish.


(4–8) Maya listens to the river that has so much to teach us. It teaches powerful lessons about the environment and children. Bilingual in English and Spanish.


(6–8) When Flynn, a stray cat, is welcomed into the house Señora Rosa and Señor Tomás must explain some house rules about eating. Flynn also has ideas about how cats and people can live together.


(4–8) The author shares a poignant Christmas memory and shows how a child draws strength from family bonds. Bilingual in English and Spanish.


(6–8) José visits his mother in Mexico after she is deported for not having the proper papers. Bilingual in English and Spanish.

(3–8) A very simple history of the holiday is interspersed with the story of a young boy celebrating Cinco de Mayo with his family. Bilingual in English and Spanish.


(3–8) In this book a young girl prepares to honor those who have died and she remembers her uncle and is excited for his spirit to visit. Bilingual in English and Spanish.


(6–8) The author, daughter of famous artist Diego Rivera, talks about her childhood growing up in Mexico and her father who created images of the working people and children. The artwork in the book is by Diego Rivera. Bilingual English and Spanish.


(3–8) Iguana is planning a fiesta but his friends want to come but not help. A clever update of *Little Red Hen* with a sprinkling of Spanish words.


(3–8) A Cuban tale of the Ratón family going for a picnic, teasing a cat, and running back to the protection of Mama.

**African American Families and Children**


(4–8) The story of two young Kenyan boys, one Masai and one Kikuyu, who overcome traditional rivalries as they rescue a straying toddler. They take a step toward peace when they decide to trade veggies for milk and introduce their families.


(6–8) Mr. Bigelow’s barbershop is the place to talk, read, and even get a little help with homework. He knows all the vocabulary words and serves as a friend and role model.


(4–8) A poetic testament to celebrate city summer memories and African American culture and community.

(6–8) Francine and her grandmother go to church, visit friends, and do errands around town. Everyone knows Grandma because she is a beloved active member of the community.


(6–8) This book takes a musical journey through time back to the roots of black music in Africa and continuing to contemporary hip hop. The lyrical poems capture the feel for the style of music and the musicians who gave it life.


(3–8) The well-known spiritual shows the interconnectedness of people, community, and nature portrayed through an African American family in its home.


(3–6) An African American girl gathers a diverse group of friends and they discover that their similarities are more important than their differences. They celebrate friendship and cooperation.


(3–8) An intriguing, suspenseful story about a young boy with a hearing impairment who carries a message to the next safe house when his mother is detained.


(3–8) This simple text (with pronunciation guide) helps young children learn about the seven-day African American celebration.

**Asian and Pacific Islander Families and Children**


(3–8) A boy receives a package from his grandfather in Iran. The bottle contains a gust of wind that takes him from Brooklyn into the arms of his grandfather and makes the Persian culture come to life.


(4–8) Nine-year-old Laura recounts her family’s 1972 visit to a former War Relocation Camp in eastern California where 30 years earlier her Japanese father and his parents were interned. On the day the soldiers arrived to transport them to the camp her father wore his cub scout uniform. Her grandfather, a fisherman, died there. As they visit his grave for the last time Laura leaves the scarf from the uniform and whispers “It was wrong”.

(3–8) Nancy’s NiNi (grandmother) is sad because her childhood home is being torn down in China. She remembers the fish pond and Nancy comes up with an idea to keep her memories alive.


(4–8) Sharon’s two year old brother DiDi is being taken to China to spend a year with their grandparents. At first it is difficult but as the year passes she thinks of him less. When he returns it is as if a stranger entered her life. The children sort out their relationship.


(4-8) Gong Gong comes from China to live with Helen’s family. She is excited but worried because he speaks only Chinese and she speaks only English. One day as she is watching the train Gong Gong joins her and he starts counting the train cars in Chinese and teaches Helen the words. She reciprocates and teaches him the English. Soon each is learning more and more words.


(4–8) Kimin says he will be his grandfather (a Korean mask dancer) for Halloween. He finds a link to his grandfather behind the mask.


(6–8) Neel loves listening to his great uncle Chachaji’s tales of Hindu gods and demons. A cup holds the story of the 1947 partition of India and Pakistan which splits a country and a family apart.


(6–8) Anu has a new school and a new house far away from her best friend. But worst of all there are ghosts in her closet. With laughter Anu expels the ghosts and overcomes her fear.


(4–8) A mother and son practice writing Chinese characters in the snow. (Shows the characters for 10 simple words.)


(4–8) Xiao Ming can’t wait to show his friends the Chinese characters he has learned. He helps them discover one of the oldest picture languages in the world.


(6–8) Mari and her family are interned in the Utah desert with thousands of other Japanese Americans during World War II. A kindly art teacher, a new friend, and the support of her parents provide glimmers of hope. The book is a testament to hope and how it can survive
alongside injustice.


(3–8) Children experience the joy of eating dim sum, a tasty tradition.


(4–8) JieJie and DiDi see their parents playing mahjong all the time as the family has fun together.


(4–8) Jenny’s brother is one month old and the family is celebrating his first moon birthday.


(4–8) Jenny’s favorite uncle is getting married in a traditional Chinese wedding. She is unhappy because she will not be his number one girl any more.


(6–8) Yasmin and her sister ride to work in her father’s rattling rickshaw in noisy streets in Bangladesh. Yasmin wants to learn to read. She wants to go to school but her family needs the money she makes breaking bricks to keep the rice bag full. She develops a secret plan that will help make her dream a reality.


(4-6) This flip-me-over book shows kindergarten children in Schenectady, New York and Beijing, China as they learn and play.


(4–8) Mariko’s family has been freed from a Japanese-American internment camp but they cannot start up their gardening business because they do not have a truck. Mariko has an idea that brings flowers and happiness back.


(4–8) Bee-bim bop is a traditional Korean dish of rice topped and mixed with meat and vegetables. The story is about a hungry child helping her mother make the dish and the family eating it (recipe included).


(6–8) A story in which an all-American boy, Lakas, of Filipino descent, amuses Filipino elders with a romp with a very unusual fish from Manilatown all the way to the San Francisco bay. Bilingual in English and Tagalog.

(6–8) Lakas meets a group of new friends who face a crisis: the hotel where they live is about to be torn down. Soon Lakas, Tick A Boom, Firefoot, and Fernando, the Karaoke King make music that reverberates through the neighborhood and turns into a celebration of activism, spirit, and song. Bilingual in English and Tagalog.


(4–8) Rupa’s grandmother wears a beautiful sari and shares the wonderful things that saris can do. The book also provides a view of Indian culture and traditions.


(6–8) Ami Chi is going to Vietnam with her parents who left during the war. She is confused about going back to a place she has never been. With the help of a new friend she finds this strange place beginning to feel familiar. Bilingual in English and Vietnamese.


(3–8) Seven Chinese sisters lived together and each had a special talent. When the seventh sister is snatched by a hungry dragon, her sisters use their talents to save her.


(6–8) Suki’s favorite possession is her Japanese kimono and she decides she is going to wear it to school on the first day no matter what anyone says.


(3–8) Yoko learns about Japanese cranes from her Obaasan (grandmother). When she doesn’t have money for a present she sends her folded paper cranes.


(4–8) In this Hmong tale a tiger named Tiger returns from the god Shao who told her that as long as she remembers his words nine-in-one she will have nine baby tigers every year. Bird, worried that that many tigers would eat all the birds, tricked Tiger into thinking the song was one-in nine and helped restore the balance of nature.

**American Indian and Alaska Native Families and Children**


(6–8) This book discusses the daily routine for Inuits of Northern Canada, as told through a young girl and her mother who belong to the Inuit nation.


(4–8) The poignant story of a 10 year old Cheyenne boy, Young Bull, who is forced to attend
the off-reservation Indian school so he can become part of the white world. He is homesick, the school is harsh and he rebels. However, he learns that he can be Cheyenne again in his art and memories.


(6–8) A collection of stories honoring Native American traditions pays homage to the people, animals, forests and rivers that have lived in harmony on the plains.


(6–8) A Pawnee tale of a baby rattlesnake who wants a rattle and then misuses it. He learns an important lesson and his forgiving family gives him big hugs. Available in English only or bilingual in English and Spanish.


(6–8) Sapp’s paintings, which show a young First Nations boy preparing for his first powwow with the help of his Nokum (grandmother), depict life on the reservation in Saskatchewan.


(3–8) A Native American tale: Brown Squirrel challenges Prideful Bear to keep the sun from rising. When the sun does rise, and Brown Squirrel teases Bear, Bear threatens to eat Brown Squirrel, and his claw marks transformed Brown Squirrel into a Chipmunk.


(3–8) Benny was an Aleut Indian boy living in Alaska before it became a state. His teacher asks everyone in his class to create a design for the flag, and Benny’s design wins.


(6–8) Lind presents a colorful retelling of the Comanche legend that explains why bluebonnets grow in Texas.


(6–8) Using his own observations and paintings, the author writes about the history of the Plains Cree Nation, the largest nation in Canada.


(6–8) A sensitive story about Kimmy who stays with her Chippewa grandmother and learns to make a dreamcatcher.


(6–8) Kiki calls Los Angeles home. Although born on the Taos Pueblo reservation her parents moved when she was just a baby. On a trip back to the reservation she feels like a tourist at a place that should feel like home.

(6–8) Two young brothers are separated from their families and sent to a government run harsh residential school in the 1930s. They were not allowed to speak their Indian language and were made to unlearn Indian ways. Inspired by their grandmother’s stories the two boys found their way home and received a triumphant welcome.


(6–8) Chris and Tody find a raven in the garage and try to trap and hurt it. A mysterious man appears who teaches them the story of the raven.


(6–8) Giving great detail to the culture of the Cherokee Indians, this book gives young readers insight into Native American culture.

### Anglo-European American Families and Children


(4–8) The story of a pioneer father who moves his pregnant wife and daughters to Nebraska in the 1800s. They plant dandelions on the roof of their sod house to try to lift their mother’s depression and to make the prairie come to life.


(3–8) Kristen’s family spends a week on a small island off the coast of Maine. Kristen learns about nature and, of course, fairies.


(4–8) Adele picks up her brother Simon and makes him promise not to lose things as they tour 20th-century Paris.


(4-8) A remembrance of the simple pleasures of country living, like splashing in the swimming hole, sharing time with the family, taking baths in the kitchen and grandfather coming home in the evening covered with coal dust.


(4–8) A multigenerational pictorial history and story about a family in the house that great-great-great-grandpa built.
**Jewish Families**


(6–8) As more people call to say they are coming to eat, Rachel’s mother has to borrow ingredients from their neighbor and talks her into joining them.


(6–8) Mrs. Greenberg’s tidy kitchen becomes a mess as she and Rachel make latkes. Rachel is afraid she has ruined a friendship, but Mrs. Greenberg thinks it is a wonderful mess.


(6–8) Abby and her parents have moved to Israel but Abby misses her grandma. In the letters and emails they exchange Abby tells her grandmother about her new experiences. After the long dry summer the first rain comes and with it something even more wonderful.


(3–8) A Jewish version of *The gingerbread man* has latkes rolling around town to avoid being eaten.


(4–8) Alya, a Palestinian Israeli girl, and Yuval, a Jewish Israeli boy, live a short distance from each other in Israel yet they have totally separate lives. When they meet at peace camp each begins to understand what their shared homeland means to the other.


(6–8) A warm celebration get an extra kick when Sara accidentally adds extra yeast to the challah and the dough grows and starts to take over the neighborhood. A Yiddish glossary is appended as well as a recipe for challah.

**Other Cultures**


(4–8) Inram, a young Muslim American boy, likes to do what boys his age do. The book provides information about the Muslim faith.


(4–8) An informative book about the Islamic holiday Eid-ul-Fitr. The Muslim children in the story vividly describe their Eid experiences with their families.

(4–8) Yasmeen, a seven-year-old Pakistani American girl celebrates Ramadan. Her mother explains the Islamic calendar and Yasmeen shares with her class the details of her holiday. The book focuses on the celebratory aspects of the holiday rather than the religious ones.


(4–8) Villagers take a flock of golden birds to a nearly frozen pond and are rewarded with beautiful eggs the next spring.


(4–8) A simple and delightful introduction to the Islamic festivals of Ramadan and Eid-ul-fitr.

**Biracial and Multicultural Families and Children**


(5–8) On Saturdays a little girl visits Grandma and Grandpa, who come from a European-American background, and on Sundays—los domingos—she visits Abuelito y Abuelita, who are Mexican American; all love their granddaughter.


(4–8) With a brown-skinned mama and a white-skinned daddy their two children are the beautiful colors of both.


(4–8) Sugar and her Grandma go to the Chinese New Year’s Day parade and her quick thinking saves the day. She watches her neighbors and even her African American daddy emerges from under the dragon.


(4–8) Henry loves to visit the kite maker in Chinatown. But when the boys from little Italy throw rocks and destroy the kites Henry and his friends decide to do something.


(4–8) Romina’s class is learning about immigration and she must come up with a project that represents her culture: Her father is from India and her mother is from Mexico. She blends art forms that are just like her.


(4–8) Abe and Willie live across the alley. Willie is black and Abe is Jewish. During the day they don’t talk, but at night they are best friends.

(4–8) Our faces mirror our emotions. Sixteen poems are brought to life by the diverse and detailed faces that reflect the experiences and lives of a diverse society.


(6–8) Toyomi Igus pays tribute to the two most important women in her life. Her Japanese mother and her African American grandmother. Her grandmother with the big hands and big hugs lets her with her Sunday-go-to-meetin’ hats and writes Japanese and lets her wear her kimono.


(4–8) Lyrical rhyming couplets speak in celebration of the world and humankind as the story follows a multicultural family through a busy day at the beach, a farmer’s market, a cozy cafe’, and through sun, wind and a storm until it is night.


(6–8) Cooper is tired of being half and half. One moment in Mr. Lee’s store he realizes that life is never simple whether you talk about it in English or Korean. Bilingual in English and Korean.


(4–8) Nanami has two grandmothers: Baachan, who lives with her family in Japan, and Gram, who lives in Maine. When Gram visits Japan for the first time, Baachan takes her and Nanami on a trip to the seaside to gather Wakame. Nanami translates for the grandmothers as they talk about how each uses seaweed.


(4–8) While shopping Daniel and his aunt find the Taiwanese owner of the Candy Shop in tears because someone has written hateful words in front of the store. Daniel gets a bucket and scrubs the words away.


(4–8) For international day Pablo wants to bring something that reflects both his Jewish and Mexican culture.

**Different Types of Families and Their Children**

**Families Who Separate and Divorce**


(6–8) Danny writes down a question asking if it is his fault when his dad leaves. All the adults
reassure him with a big “NO.”


(2–8) From the perspective of a young boy living with his brother and a single father the book talks about the issues related to divorce including the fact that it was not his fault.


(6–8) Young Alex’s parents are divorced, and he spends time with each of them. He has two rooms, two favorite chairs, two sets of friends, two of everything. He loves both of them no matter where he is, and they love him, no matter where they are.


(6–8) Professor “Skye” assists a 10-year-old boy in understanding the many issues of life, including divorce.


(3–8) A boy deals with his feelings and the reality of his parents’ separation.


(3–8) When a child’s parents announce that they want to divorce, she wants to scream and shout, but with the help of her parents, she realizes that their love for her will remain the same.


(3–6) Through pictures and easy reading, Mr. Rogers talks about divorce and the concerns of children. This book can provide the impetus for helpful talk and careful listening.


(6–8) Jesse’s father lives across the country from him, but his letters bring them closer.


(3–6) Dinah Bear feels sad and scared when her parents say they are getting divorced.


(6–8) After the separation, Twig’s mother sits and does nothing. Twig, an 11-year-old, assumes responsibility for the family. Her grandmother arrives and gradually the family begins to rebuild.
Families who are Separated


(4–8) Erik’s friends ask him where his father is. His mother explains that he was not ready to get married.


(6–8). Lizzie’s mom is in the military overseas and she misses her. She doesn’t know exactly where her mom is but they wish on the same star.


(3–7) Tyler’s mom and dad go away and he stays at Cindy’s house. She is his best friend but sometimes he misses his mom and dad. With some help from everyone he gets over his feeling and experiences some pride and joy at his new grown-up experience.


(6–8) Emily’s dad is in the military and he is gone for months at a time. She makes a paper chain to count down the days of his trip.

Remarried Families


(6–8) Cynthia is left home when her mother and new stepfather Harry go on their honeymoon. When they return, Harry is home all the time. Cynthia wants Harry to go home, but remembers—he is home.


(6–8) Priscilla has two of everything, but what she really wants is a family. This is a heart-warming and funny story as Priscilla realizes there’s more than one kind of family and what makes a family is love.


(6–8) The more Joey’s stepfather tries to connect with him, the more he misses his dad. After seeing the positive relationship between his mom, dad, and stepfather, Joey realizes that there’s room for them all.


(4–8) Told from a boy’s point of view, it addresses issues relating to remarriage and joint-
custody.


(6–8) Eli leaves the home of his mother and stepfather to visit his father in Alaska. As he travels through an old swamp, he develops a brief relationship with the swampman who helps him understand that two fathers are better than none.

**Foster and Adoptive Families**


(6–8) Mariana is left in New York city as a child. She rode one of the orphan trains that went from New York city orphanages to the west where the children were expected to be adopted. Of her 13 companions Marianne is the last one left. Although she hopes to be reunited with her own mother she is adopted by an elderly couple in Somewhere, Iowa. A sobering yet uplifting story.


(3–8) An upbeat but realistic international adopting story showing the heartbreak of those giving up a child in China and the joy of those receiving her.


(3–8) Murphy is a cheerful, happy puppy who loves to play. However, after passing through two different homes and an animal shelter, he is anxious and sad. He finally finds a home where he is lived and becomes playful again. This book also has notes for adults and should be previewed first.


(3–8) Megan is adopted but she keeps in touch with her birth mother who decorates a tree on her birthday and sends her a picture. Her mother writes that she is getting married and moving and Megan worries that she will forget her without the tree.


(6–8) A story for children who, regardless of the circumstances, can’t live with their parents. It is a story of resilience and loyalty, sadness and anger as well as hope and love.


(3–8) A king and queen who should be full of joy feel a strange pain that worsens each day. A peddler reveals a red thread pulling at their hearts that they must follow.

(4–8) This book explores the what, how, and why of adoption and the many feelings kids experience as they grow up. It has an extensive section for adults.


(3–8) Elizabeth feels a range of emotions when she learns that she has one mommy in China and one in America. They make up the “Adopt-me” game.


(3–8) Children are sometimes upset by discovering that they have been adopted. This book helps them understand more about adoptive parents—and how lucky their parents are to have them.


(4–8) *Maybe days* addresses the questions children in foster care ask such as: Will I live with my parents again? Will I stay with my foster parents forever? The answer to almost all of the children’s concerns is “maybe.”


(4–8) Antonia wanted a little sister, Mei Mei, to call her own. When they fly to China to get her, she is not all like Antonia imagined her.

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**Gay and Lesbian Families**


(3–8) When Asha brings in a form signed by two mothers, the teacher is confused until Asha and her mothers explain.


(6–8) Jasmine faces problems with her classmates because she has three dads: her stepfather, her natural father, and his lover.


(6–8) Antonio wants to make a great mother’s day card for his mother and her partner Leslie. His classmates make fun of Leslie and he must choose whether – or how- to show his love for his family. Bilingual in English and Spanish.

(3–6) Three-year-old Heather sees nothing unusual about having two mommies. When she joins a playgroup and discovers “daddies,” her confusion is dispelled by a caring adult and other children who describe their families.

**Parents with Disabilities or Special Health Care Needs**


(3–8) A child’s book about parental depression. This book defines depression and explains to the child how the parent feels, as well as exploring how the child feels about her parent’s depression.


(4–8) Annie’s mother is mentally ill. She may be happy in the morning but shouting in the afternoon. Annie knows to call her grandmother when this happens. The author’s depiction is realistic yet sensitive and provides children with coping strategies.


(4–8) Four year old Tony overhears his parents talking about his Mommy’s cancer. With the help of his parents Tony learns about steps in treating cancer and how a child can help.


(4–8) Tabitha’s family uses candor and comic reality to acknowledge some of the problems, including moodiness, that they face. Mommy wears a wig but her smile doesn’t look the way it should and she doesn’t want to play tickle Tabitha.


(4–8) A young bear cub struggles to understand his mother’s behavior and what role he might have played in her Bipolar diagnosis.


(6–8) When mama one becomes severely depressed, Maudie goes to a foster parent until her mother gets well.


(6–8) A girl shares her feelings and fears about her mother’s frequent hospitalizations.
**Siblings with Disabilities**


(3–8) Siblings tell stories about their brother or sister who has a disability. A bit stiff but all want to laugh, play, and be loved.


(6–8) Ben was born with a developmental disability. Chad hopes he won’t ruin the camping trip because Ben does not like new things. He loves the water and is surprised when he introduces Ben to others.


(7–8) Children talk about what it is like to live with a sibling with autism. They provide other children with advice on what to do.


(3–8) Emma anxiously awaits the birth of her new brother. When the baby is born with Down syndrome, Emma is disappointed and worried. With her dad’s help, Emma realizes that she and her brother will be able to share their experiences.

**Grandparents and Relatives with Disabilities and Special Health Care Needs**


(6–8) Timmie’s grandmother is in a nursing home recovering from a broken hip. At first everyone in the family seems happy, then Timmie helps them express their feelings of sadness.


(4–8) A sad, compassionate story about a grandfather who had a stroke. It takes children through the first hospitalization, to rehabilitation and then to some of the permanent changes that take place in people and relationships.


(4–8) Lucy’s grandmother is losing her memory but she still remembers stories from Mexico and how to give hugs and kisses.


(5–8) Chersheng’s grandfather begins to forget things and he feel sad and helpless when he learns his grandfather has Alzheimer’s disease. Then his mother gives him a story cloth stitched by his grandfather in the Hmong tradition. Through the story cloth his grandfather’s memories of Laos come alive.

(6–8) Sachiko is a name shared by a young girl and her beloved Japanese grandmother. Over the years her grandmother’s behavior has changed as she developed Alzheimer’s. As the story unfolds the little girl’s feelings move from irritation to compassion.


(6–8) A gentle story about a grandfather who has Alzheimer’s disease. It shows him getting gradually worse, forgetting more things and its effects on the family. After a summer of staying at his beach house he comes home with Daniel and his mother.


(4–8) Libby learns how Alzheimer’s will affect her grandmother and how she can handle her feelings about it.

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**Books About Families Who Face Challenges**

**Poverty**


(3–6) Jamie, an Appalachian child, doesn’t notice her poverty. Others notice but accept her because of her ingenuity and imagination.


(4–8) The true heartwarming story of a young migrant girl, Esperanza, and the school that brought her hope.


(5–8) A young boy tells the story of how he and his dad live in the airport because it is better than the streets. This is a serious story but grim. It concludes on a believable note of hope.


(6–8) Zettie and her Mama left Jamaica for an uncertain life in the U.S. Mama’s love and support give Zettie confidence that she will overcome the challenges.


(3–6) A wordless picture book where children can help solve a dilemma faced by some hungry little kittens.

(4–8) Along with her mother and younger brother, Rose visits her dad in prison.


(6–8) A great story about a young girl who is tired of seeing homeless people and starts a soup kitchen.


(4–8) Tim’s family cannot afford to buy him the skateboard he wants for his birthday. He hears the can man collecting empty cans and gets an idea. Tim has almost reached his goal when a few chance encounters with the can man change everything.

**Disasters**


(4–8) This is a story about cats and people who couldn’t get along until the smoky and fearful night of the Los Angeles riots brings them together.


(4–8) This true story is based on the experiences of a Bosnian family who is forced to flee their country during a recent civil war. One refugee leaves behind a pair of goldfish. When the children and their mother flee they put the fish in a pond. After staying in a refugee camp, the family returns home to find their home devastated but the pond is filled with shimmering fish.


(3–8) This picture book describes a young girl’s experiences preparing for and dealing with a flood. The book is based on a 1993 flood in the Midwest.


(4–8) Jenny and Sam are scared. Their parents are watching TV news and forgot to get them lunch. Jenny’s piano lesson is cancelled. She and Sam know something is wrong and want Mom and Dad to help. In a global world children fear terrorism, war and other violent events even when they don’t happen directly to them.

**Abuse and Neglect**


(6–8) The book discusses what is appropriate and inappropriate touching between adults
and children using simple language. It also gives suggestions about what a child can do if he or she has been inappropriately touched.


(4–8) Sherman saw the most terrible thing happen. He tried to forget it but it bothered him. He had bad dreams and was nervous. Finally he found someone who helped him talk about what he had seen and he began to feel better.


(6–8) Regina is doing well but is very quiet in school and at home. As her teacher reads about inappropriate touching, Regina wonders if she should tell.

**Drugs and Alcohol**


(3–8) A story about a father’s alcoholism.


(3–8) A story about an older sibling’s involvement with drugs and alcohol.

**Relocation**


(4–8) Young children experience moving on a sensory level and this book helps children identify with the different sights and sounds they might encounter. It also provides information for adults.

**Infants and Toddlers At-Risk**


(birth–3) This book shows photographs of 17 babies representing the diversity of the country as they play and discover their world.


(birth–3) This book contains great photos of babies from 17 cultures around the globe depicting differences in clothing, daily life, and traditions and similarities in the joy of love, car-
ing, and nurturing. Bilingual in English and Spanish.


(birth–3) A small board book about a toddler going to the doctor to get an inoculation.


(birth–3) Children can learn primary colors as each page features a child with Down syndrome wearing clothing and playing with an object of that color. Bilingual in English and Spanish.


(birth–5) Children can learn the ABCs as each page features one letter, a color photograph a child or children playing with holding, eating or wearing the items beginning with the appropriate letter. A graphic boarder presents upper and lower case letters and words. Most of the smiling children have Down syndrome.


(birth–6) This book contains short stories about three multiethnic babies who want attention. A mother, father, and grandmother lovingly respond.


(birth–3) This book shows multicultural babies, clad only in colorful diapers doing what babies love to do.

**Children With Specific Learning Disabilities**


(6–8) Delaney, an eight year old girl, was diagnosed with dyslexia and wants to know what it means, how to tell her friends and how it will affect her life. See dyslexia through her eyes.


(6–8) Alex is a creative boy who finds first grade challenging. When he is diagnosed with dyslexia he is placed in a smaller class with other children with learning disabilities. Alex learns differently and once he has needed accommodations he can learn. The book includes discussion starters for adults.

(4–8) Lily loved kindergarten but by second grade school was no longer fun. The letters danced on the page. Grace becomes Lily’s reading buddy. Lily must read a page aloud on Parent Day. At first she freezes but then reads it and realizes she can do it.


(4–8) Although a little girl knows the alphabet, when she tries to remember which way the letters go she gets them mixed up. With the help of her teacher and others she is beginning to learn to read and write and she has discovered a hidden talent.


(4–8) Adam started kindergarten and confused letters with tails. Other children were learning to read but Adam wasn’t. By second grade he was so frustrated he got into trouble. At last he got help and actually found himself reading a book.

*Children With Social, Emotional, and Behavioral Disorders*

**Making Friends**


(6–8) Gordy, a troublemaker, and his family move in with his grandparents after his abusive father is arrested. An inspiring story of a grandmother’s love.


(3–8) Wilson is shy and lonely until a new girl comes to school. She pretends to be a monster and roars. Wilson roars back and becomes accepted into a new group.


**Fears and Anxiety**


(3–8) This book provides children with strategies to deal with common fears.

(2–6) Ryan is afraid to use the potty because he thinks it will hurt when he poops. Dr. Gold tells Ryan about how food affects his poop and what will make it easier or harder. The book also contains a “poop program.”


(3–8) This is a good book for children who may be preparing for their first overnight stay.


(4–8) When his children, arrive home fighting and tattling, father leads them on a imaginary journey to forgive and be forgiven.


(4–8) Soiling or encopresis can have physical and/or emotional roots. Andy gets help for his soiling and children discover that they are not the only ones with this problem.


(4–8) There was a boy who was sad but he didn’t want to be. So he made a plan to get rid of everything that made him sad and learned a big lesson in happiness.


(3–8) Sheila Rae is not afraid of anything. Her little sister on the other hand is not quite so brave. One day when caught in a bind, her little sister helps her out and proves that she is not a “scaredy cat” after all.


(3–6) Laney loses herself in a store and when her mother finds her she sweeps her up and holds her close.


(6–8) Generalized anxiety can debilitate young children. Metaphors and humorous illustrations make difficult concepts easier to understand.


(6–8) Metaphors and illustration help kids see life’s challenges in a new positive way.


(6–8) In obsessive compulsive disorder children’s brains get clogged with thoughts that
bother them and make it hard for them to feel safe and sure of themselves. This book helps them get their thoughts uncluttered.


(6–8) This book focuses on bad habits that are difficult to break such as nail biting, thumb sucking, hair twirling, shirt chewing, scab picking, and more.


(6–8) Bedtime is difficult for many kids. Children who need an extra hug, extra drink, extra trip to the bathroom or listen for noises may be helped by this book.


(3–8) Fuzzy, a sheep, scraped his knee and searched for his mother. He finally finds her but is afraid to let her out of his sight. His mother has some ideas to help him cope and he can eventually play with his friends and not be near her.


(3–8) Lizzy, a sheep, is shy and afraid of failing or making mistakes so she refuses to try new things. Her brother Fuzzy adds a new stone to her rock pile every time she tries something new. She is excited when her rock pile grows and realizes how much fun she is having.


(3–8) Fluffy, a little sheep is afraid of loud noises such as thunder and lightning and big farm animals that make big noises. Fuzzy’s father gradually desensitizes him and gently encourages and reassures him.


(4–8) Sammy has problems staying dry. With gentle encouragement from Mr. Camel he develops the skills he need to overcome his problems with wetting. Includes notes to adults.


(3–6) The book shows 26 animals (one for each letter of the alphabet) getting ready for kindergarten. The book talks about their fears and expectations for the first day of school.


(3–6) Edward, a timid bear, resists going to nursery school. He has separation problems and is unhappy, vulnerable, and fearful. This book allows children to identify with emotions, and parents and educators to acknowledge that some children are not ready for particular experiences.

(3–6) Describes a new experience for young children—sleeping over at a friend’s house.


(3–6) As kindergarten begins, children address their fears and excitement.

**Anger**


(3–8) The refrain that “hands are not for hitting” is accompanied by numerous better uses for them, such as waving, helping, drawing, and making music.


(3–8) A book about sharing and dealing with strong emotions.


(3–6) When Josh gets angry he throws things and hits. With the help of a chart and smiley faces Josh begins to use words when he is angry.


(6–8) Some children have tempers like fire that start with a spark and quickly flare out of control. This book is for children who get too hot too fast.


(3–8) A rhyming book that shows children how to get rid of a grumpy mood.

**Tattle tales, Teasing, and Bullying**


(3–8) Eli learns about the consequences of telling fibs and the value of telling the truth.


(4–8) Mookey is a hairless monkey who gets teased. His family loves him but his classmates make fun of him. He finally gets some wise advice about how to handle the teasing. It includes advice for adults about how to handle teasing.

A class of piglets squeal on each other. A thoughtful teacher explains the difference between kid-sized problems and those that need adult consultation. It includes advice for adults on handling tattling.

**Children With Attention-Deficit/Hyperactivity Disorder**


(3–8) A lovable and funny boy keeps track of his days with ADD and how he manages all of his “wiggles” and “giggles.”


(4–8) Eukee has trouble getting along with friends and family because of his hyperactivity and lack of self-control. He finally finds the help he needs. This book helps children understand more about ADD.


(3–8) Otto, a young car, visits a special engine mechanic and receives an engine treatment to help him run at the right speed. Otto’s experience reflects a multiple treatment approach to ADHD.


(6–8) Zipper is bright, but his impulsive behavior gets him into trouble at school and at home. He earns a drum set by becoming more organized and learning to control his actions.


(6–8) Annie is smart, she loves to read but she is disorganized and forgets what she needs to do. With the help of parents, teachers and a guidance counselor Annie learns new skills that help her. Includes notes for adults.


(6–8) Through short stories and vignettes Cory describes what it is like to have ADHD, how it affects his relationships with others, and how he copes with it.


(3–8) Shelly has been updated to reflect current practices. The story follows Shelly through
some bumpy times at school, on the bus, and with other kids.


(6–8) A child-centered book that provides information to parents and children about ADHD. It has cartoons and activities as well as text.


(4–8) A picture book for children with ADD. Provides a positive message while acknowledging the problems these children confront and the types of help that are available.


(6–8) A young girl lists 17 things she cannot do anymore such as walking home from school backward or setting Joey Whipple on fire.


(3–8) This book encourages children to slow down and increase their self-awareness. At the end of a challenging day it may calm children and help them feel better.


(4–8) Ben is having trouble in school and his teacher is always telling him to pay attention. He is diagnosed with ADD. The book is written from his perspective. The book offers tips for adults.


(4–8) Eddie is always in a hurry. He thinks, moves, and speaks quickly and sometimes it gets him into trouble. After a diagnosis of ADHD and the support of his doctor, parents, teachers and medication he becomes Eddie just right.

**Children With Communication Disorders**


(4–8) Michael’s inability to make himself understood is helped by speech therapy. The story helps children understand the causes of speech disorder.


(4–8) Louis erupts and interrupts others. The book provides children with an entertaining
way to listen and wait for their turn to speak.


(3–8) A book about the significance of sincerity and character behind the spoken word.


(4–8) Henry chicken comes from a long line of crowing champions and would like to be like his dad and grandfather. Dire things are happenings at the farm and Henry is the only one who can see them. Henry has a delightful adventure, learns a big lesson, and becomes a hero.


(4–8) Stanley is a squirrel who stutters. He has encountered teasing and bullying because of this. He learns that friendship, understanding, and self-respect are important for everyone.


(3–8) To help a neglected dog he meets in a junkyard, Ben, who stutters, confronts his fears. Additional information about stuttering is included.


(3–8) His classmates tease Rodney because he can’t say his name but he drives away the class bully.


(3–8) A silly tale about a bunny who just can’t seem to listen—until he takes a wrong turn, and meets up with the “Scruffy Varmint”.


(3–8) A young boy is unhappy because his mother never has time to read to him. She is distressed because she is illiterate.

**Children Who Are English Language Learners**


(4–8) There are two stories combined in this one book. The first story, *Painted words*, shows Mari starting school knowing no one and unable to speak English. She struggles until she realizes she can tell her story through art. In the second book, *Spoken memories*, she tells her class about her early years in the old country (possibly Greece).

(6–8) Jorgito has come to live in San Francisco, but through his poetry he remembers El Salvador and his confusion and delight in his new home in San Francisco. He sees this world through his inner world and dreams. The author provides notes to explain unfamiliar terms. Bilingual in English and Spanish.


(6–8) Xochitl and her family, arriving in San Francisco from El Salvador, create a beautiful plant nursery in place of the garbage heap behind their apartment, and celebrate with their friends and neighbors. Bilingual in English and Spanish.


(4–8) Tony thinks it’s dumb to go all the way to Liberty Island for a birthday picnic. But that’s before he understands what the Statue of Liberty means to Grandma.


(6–8) Having just moved from Korea, Unhei hopes the children will like her. She tells the class she will choose a name by the following week.


(4–8) Carlitos, a Mexican immigrant child whose widowed mother cleans offices tells Carlitos she is helping to organize a janitors’ strike. Carlitos gets support at school and he joins the march with a sign “I love my Mama. She is a janitor!” Bilingual in English and Spanish.


(3–6) Quinito goes on a neighborhood journey and discovers various jobs as well as friends and family members who hold them. Bilingual in English and Spanish.


(6–8) Marisol speaks for all of her family who cannot speak English.


(6–8) Because he only speaks Spanish, Francisco has trouble when he begins first grade. His fascination with a caterpillar helps him begin to fit in. Bilingual in English and Spanish.


(4–8) Sumi, is starting school in America and is worried because she cannot speak English. At first she thinks school is scary and the children are mean. During the day she learns that
school is not so lonely.


(3–6) A boy travels the world asking each person he encounters, “What is your language?” Many languages are represented including Spanish, German, and Arabic.


(4–8) Mei Mei, a bright articulate immigrant from Hong Kong has problems adjusting to New York City, the American culture and English. Humor helps as Mei Mei struggles to learn English and adjust to a new culture without losing her identity.


(6–8) A young Chinese immigrant, after working on the Continental Railroad, turns his hand to making pies. It is trilingual in English, Spanish, and Chinese.


(6–8) A young girl shares the story of arriving in the United States and how her experiences are just like home, or not like home, until she feels at home. Bilingual in English and Spanish.


(4–8) A South Korean father explains to his daughter that families are like seeds and need a place to grow and flourish.


(4–8) Having arrived recently from Korea, Mike’s family sets up a food cart. When competition arrives Mike decides they should serve Korean food at the Have A Good Day Café cart.


(6–8) Amada tell the story of her family’s move from Mexico to Los Angeles. She confides her hopes and dreams in her diary. (Includes a teacher’s guide.) Bilingual in English and Spanish.


(4–8) Yoon’s name means Shining Wisdom and looks happy in Korean but in English it looks like lines and circles that stand alone, which is how she feels as she tries out different names at her new school.


(6–8) Jinho gets involved in kite making to please his Korean grandfather who still follows the old ways. He gets caught up in the excitement of the craft when the best winds approach.

(4–8) A young girl and her mother visit extended family in Korea and discover that even when family members speak different languages there is much to share.


(6–8) Hannah’s family has emigrated from Taiwan to San Francisco to make America their home. The book talks about the very real struggle with documentation as they wait and hope for the arrival of their green card.

**Children with Autism Spectrum Disorders**


(3–8) Benjamin doesn’t do things the way his brother Alexander thinks he should. He stares at the wall and does not want to play. His friends think he is “wacko.” He is diagnosed with autism and Alexander works through his feelings.


(3–8) Keisha’s older sister can’t understand why she will not play with her. She is diagnosed with autism and a therapist helps them understand what autism means. Bilingual in English and Spanish.


(3–8) This is a very simple to read, yet factually accurate, story of Michael, a four year old boy with autism, and his older brother. Bilingual in English and Spanish.


(6–8) Three children walk, tie a shoe, and feed the ducks. As Tara and Julie take Ian on a walk to the park, Julie describes how Ian acts differently from most people.


(3–8) When her Aunt Tilda come to take care of them she unknowingly breaks some of Josh’s rules. Jody, his big sister, helps her understand more about autism.


(3–8) Sarah, the young author of this book draws a portrait of her day-to-day life with her brother, who has autism, and her family’s love and acceptance of him.


(3–8) This book is about two boys: one has autism, the other does not. The story of their relationship provides examples of how to make such a friendship work.
**Children with Intellectual Delays and Disabilities**


(3–6) A light, informal book featuring children of different abilities working and playing in an inclusive school setting.


(3–6) This straightforward simple children’s book tells the story of Ben, his likes and dislikes, what he does, and his secret. He has Down syndrome.


(4–8) One of Hannah’s best friends, Isabel, is an adult with an intellectual disability. Hannah doesn’t know or mind because she is a wonderful playmate. Bilingual in English and Spanish.


(4–8) This upbeat book contains a series of photo essays that profile a multiracial group of young boys and girls with disabilities playing, going to school, and having fun.


(3–8) Full-color photographs of multicultural children, most with Down syndrome, to illustrate the ABCs.


(3–5) This colorful boardbook is designed to help children learn prepositions. It is illustrated with photographs of children with Down syndrome as they engage in fun activities that show children in and out, up and down, before and after, in front of and behind and many other situations.


(6–8) A young girl named Kate sees Timmy on the playground. Timmy has an intellectual disability and Kate wonders a lot about him. Eventually the two children become friends.

(4–8) Emma’s almost 3-year-old bother Isaac spits out food and knocks down blocks. His slow pace is maddening but he is learning to sign. Isaac has Down syndrome.


(4–8) Natalie is eager for her new brother but Evan was born too early and his first home is in the hospital NICU. It is a scary place to visit. Natalie is hurt and angry over the way her parents are preoccupied with Evan but agrees that big sisters can help a lot.


(2–6) Isabelle and Charlie both like to draw, dance, read and play at the park. They are friends but also different. Isabelle has Down syndrome, Charlie doesn’t.

**Children who are Gifted and Talented**


(4–8) When the cows find an old typewriter they use it to harass Farmer Brown to improve their working conditions and when he refuses they go on strike. It is cold and they want electric blankets. Duck is the mediator. This humorous tale will have children cheering for the clever animals that politely stand up for their rights.


(4–8) Farmer Brown takes a vacation and leaves his brother Bob to mind the farm. Seeing an opportunity, Duck finds a pencil and paper and leaves Bob a note that the animals expect pizza on Tuesday night with the hens preferring anchovies. Bob complies without realizing the source of this note.


(4–8) In this third story of the farm animals who stand up for their rights, duck gets tired of doing his chores and holds an election to replace Farmer Brown. He quickly realizes that running a farm is hard work so he decides to become governor, then president. He comes back to the farm to write his autobiography on a computer, trashing the typewriter from *Click clack moo*.


(4–8) Farmer Brown plans a Statue of Liberty maze for the annual Corn Maze Festival and enlists his reluctant farm animals. Although compliant during the day at night they sneak out with night-vision goggles, glow in the dark rulers and hedge clippers to make a design of their own. When Farmer Brown and the smug Duck take a hot air balloon ride to see the maze the farmer’s reaction is priceless.


(3–8) A young boy, who likes to dance, overcomes his friends’ teasing.

(3–8) Young Tanya encounters difficulties when she begins taking ballet lessons.


(3–6) Duncan dances his way to celebrity status but eventually misses home and goes back to his pond.


(3–8) Joshua gains self-esteem playing the kalimba, an African musical instrument, in his school’s talent show.


(6–8) An African American girl loves snakes and wears them wherever she goes. She defends her rights and finds an aunt who shares her passion.


(3–8) Tacky, a penguin, is different but ends up stealing the show because of his special abilities.


(4–8) Maisie thinks Kayla is perfect, but is she happy? The book sets the stage for talking about being yourself and working to your potential as opposed to perfection.


(4–8) Little Flower is a very smart pig. She has learned lots of tricks, but one of them is really special: she can play dead! When Miss Pearl falls and hurts herself nobody hears her calls for help. Little Flower uses her trick to get help for Miss Pearl and becomes a hero.


(4–8) Willie, a wood thrush, discovers his genius at composing beautiful variations of his native song.


(3–8) Elvira, a dragon, is different and doesn’t want to do dragon-like things. She would rather make daisy chains. She eventually discovers she can be accepted for being herself.


(6–8) Tony’s father wants him to become a chef, but for Tony dancing is his world.
Children with Special Health Care Needs

Allergies and Asthma


(4–8) Siri leads an active life that is sometimes interrupted by her asthma. She explains to readers about her first attack and how it feels like a great big animal is sitting on her chest. She also talks about how to treat attacks when they occur. This book combines basic information and a personal story.


(4–8) Families of children with food allergies must be vigilant about their child’s eating. Yet food is part of many celebrations and a necessity for everyday life. This book highlights the emotional side of food allergies.


(3–8) A young girl talks about how input from her senses can make her upset and how, by working with an occupational therapist, she is overcoming her sensory dysfunction (hypersensitive to food textures).


(4–8) Abby has long legs but is short of breath. Although she is fast she sometimes stops because she wheezes. She exercises everyday with her Dad, does breathing exercises and takes her medicine. Abby wins the big race beating a classmate who teases her.


(3–6) Aaron loves animals but is allergic to them. He is unhappy until his mother gives him a surprise.


(6–8) Brianna, an African American girl, gets the lead in her school’s play. She has a cough, which is ultimately diagnosed as asthma. She learns about the disease, how to manage it, and her triggers.


(3–6) Emily has celiac disease and she talks about what food she can and cannot eat and how she copes with restaurants and birthday parties.


(3–8) In his imagination, asthmatic Sean becomes a variety of animals to suit different situa-
tions. When using a nebulizer, Sean imagines he is a jet pilot.


(4–8) Peter plays at being a knight but before he can slay the dragon he is continually interrupted by coughing fits. The doctor diagnoses Peter with asthma and Peter grows stronger and can fight the dragon more effectively. Includes some information for adults.


(4–8) This book helps children and adults discuss asthma and points out that regular kids sometimes have asthma. It includes tips for adults.


(4–8) This book covers the basics of asthma as a chronic condition and how it can be controlled. It encourages children to explore their feelings about situations that might puzzle them. It provides additional information for adults. It is also available in Spanish.


(4–8) A book about eight friends and their food allergies. It reminds children that the joy of friendship is far more important than any food. It looks at the main foods that account for allergic reactions: peanuts, tree nuts, fish, shellfish, milk, soy, eggs, and wheat. There is additional information for adults.


(4–8) Playing and sharing is part of growing up but children with food allergies need to learn that even when they meet new friends there are some things they shouldn’t share.


(3–8) Allie helps children learn about peanut allergies, and how important it is not to share food with your friends, just in case they are allergic.


(4–8) This book helps educate children and adults about tree nut allergies and how to recognize allergic reactions.


(4 – 8) Cody enlightens children and adults about milk allergy and shows that children with milk allergies can have fun even if they can’t drink milk.
AIDS


(3–8) Providing information about AIDS in a developmentally appropriate way, the author includes words from such people as Magic Johnson, who speaks about the strength needed in dealing with AIDS.


(3–8) The author gears this book toward educating young children that AIDS cannot be transmitted just by touching someone, and discusses how people live with this virus in everyday situations.


(3–8) Discussing the seriousness of AIDS, the author makes the point of letting young readers know that people with AIDS have feelings and need love and support like everyone else.


(4–8) Karen’s friend has AIDS. When her parents find that the other children won’t play with him they help organize a meeting to deal with the fears of the children and the adults.


(4–8) Willy is 8 years old and she love to play baseball. Sometimes people try to exclude her because they fear her disease. The story focuses on her strength and courage as she copes with the symptoms and side effects of her treatment.

Cancer


(4–8) This is the true story of Riley Allen’s victorious battle with cancer. It is an uplifting easy-to-read rhyming book. After a lengthy operation Riley finds she has special socks. The socks aid her recovery and Riley kicks cancer right between the eyes.


(3–8) When Kathy undergoes chemotherapy for cancer, she finds a new reason to wear her hats.

Chemo girl is a fictional superhero developed by a 12 year old girl to cope with her chemotherapy treatments.

Diabetes


(4–8) Kevin loves superheros. Getting diabetes did not fit into his world of superheros until a doctor helped Kevin uncover his super powers to help other kids with diabetes.


(4–8) A grade school child tells his classmates about diabetes and how he manages it. The book offers tips for adults.


(4–8) This book shows diabetes from a child’s perspective and deals with the guilt and other emotions that may accompany chronic illnesses. It helps children define themselves by who they are and what they do, not by their illness.


(3–6) A young patient relates her hospital stay, explains how she must have injections every day (and will eventually give them to herself), and states her frustration at never being able to eat sweets, even at a birthday party.

Overweight and Obesity


(3–8) Benny only eats Bigga Burgers and balloons into a burger. Being a burger has some downfalls as hungry people want to eat him. A funny story in which Benny eats a variety of fruits and vegetables to get back in shape.


(4–8) A young boy likes junk food and lots of it. When he goes to the doctor he finds that he is gaining weight – way too much weight. It isn’t easy but he follows the three rules: eat better food, exercise and play more, and stick to it.

Doctors and Hospitalization

Bennett, H. (2008). *Harry goes to the hospital: A story for children about what it’s like to be in the*
(4–8) A reassuring story of Harry getting a stomach flu. He gets so sick his mother and father have to take him to the hospital. He copes with the new environment with the loving support of his parents.


(4–8) Molly is worried about her appointment with the doctor. This book takes children through a standard check-up in a relaxed fun way.


(4–8) Franklin, a turtle whose shell has cracked, has to be brave when he goes to the hospital.


(4–8) Maisy bounces too high on her trampoline and breaks her leg. Maisy’s friend Charley goes to the hospital with her. At the hospital she has an X-ray and then a cast. She has to stay overnight and is scared but a friendly patient helps her.


(3–8) Juliana has so many sore throats that the doctor decides to take her tonsils out. She talks to a friend who has had several operations about the process. The details of the process are given. She leaves the hospital and is able to eat ice cream. Includes a note for adults.


(4–8) Little Critter breaks his leg during a soccer game and has to go to the hospital. He rides in an ambulance, gets an x-ray and his first cast.

**Death and Dying/Grief**


(6–8) A tragic car accident kills Rosemyn’s mother and leaves other family members with serious injuries. Rosemyn’s inner turmoil and emotions are shared.


(6–8) Two brothers begin a summer like others they had before, until Joey becomes terminally ill, and both boys discover that he is dying. This book is particularly geared toward children dealing with loss in their life.
(6–8) When Stacy’s baby sister dies of SIDS she has many fears and questions. Her parents, although sad, are reassuring and loving.


(4–8) Samantha Jane’s father died. A friendly neighbor and her mother help her talk about her sadness.


(4–8) This book helps children imagine scenes that are soothing or uplifting in order to manage pain. It explains the techniques of guided imagery and deep breathing and how to help children use them.


(4–8) A fictional story that provides hope and inspiration for children who are seriously ill. It also provides guidance for relaxation exercises adults can use with children.


(3–6) Little Tree and her friend Amanda the squirrel help address feelings of disbelief, anger, and sadness, along with love, as they discuss issues geared toward children who may not survive their illness, or for children who know friends like these.


(6–8) This book features a 6-year-old dealing with the recent death of her mother. Charlotte feels angry with mom, estranged from her grieving and preoccupied dad, and afraid that she, or her father, may also die. Dad arranges for her to talk with a therapist, who helps her to acknowledge these feelings and develop a more positive outlook toward the future.


(4–8) This book uses the concept of metamorphosis to explain death.


(4–8) Written by a psychotherapist this book address death as part of life in a sensitive way. It talks about the kinds of feelings people have and what they might do.

Seven grandchildren try to enjoy a family vacation, but it is not the same since their grandmother died. They discover that she has left one last treasure.

Children with Orthopedic and Neurological Impairments

Orthopedic Impairments


(3–8) A young girl with low muscle tone learns from her uncle, an occupational therapist, how sitting positions affect how she works and plays. The positions remind her of letters of the alphabet.


(6–8) At Tomasito’s new school everyone wants to know why he uses a wheelchair and what spina bifida is. Papi gives him a new pet bird to make him smile. The bird is featherless. Together they learn there is more than one way to fly. Bilingual in English and Spanish.


(3–8) The beginning starts with the traditional story of the three bears but in this story baby bear uses a wheelchair, goes to physical therapy and makes friends with Goldilocks.


(6–8) Moses teacher asks the class to write a story about a special friend. Moses, who uses a wheelchair, writes about Zaki, his babysitter’s toeless iguana. Moses realizes that even though people are different they are still special.


(6–8) A teacher asks a student to show a new girl around the school. She is surprised that the girl is in a wheelchair but discovers they both collect rocks.


(3–8) This picture book explores questions and concerns about physical disabilities in a simple and reassuring way. Children find out about individual disabilities and special equipment.


(3–8) Susan laughs, she sings, she rides, she swings. She gets angry, she gets sad, she is good, she is bad. In fact, Susan is no different from any other child. It is not until the last page that the reader realizes that Susan is in a wheelchair.
Cerebral Palsy


(4–8) A grade school child tells his classmates about cerebral palsy and how he manages it. The book offers tips for adults.


(3–6) This photographic book is about Marina and Moira, both 3 years old. Marina screams and is very noisy. Moira likes quiet, and Marina’s noise scares her away. One has cerebral palsy the other Down syndrome. They learn to play together and become friends.


(6–8) This book provides glimpses into the life of a boy with cerebral palsy. Taylor describes his cerebral palsy, what he does at home, at school, in physical therapy, and his desire for independence. He likes his wheelchair as it enables him to go faster and not tire as quickly.


(6–8) Nathan struggles with cerebral palsy. As he helps an owl named Firefly, he helps himself as well.

Epilepsy


(4–8) With an upbeat style this book explains seizures in a way that is understandable to young children.


(6–8) While Becky’s family and teacher know about her condition with epilepsy, she is afraid to tell her classmates out of fear that they will laugh at her and tease her.


(4–8) Nel is a little girl whose funny feeling turns out to be epilepsy. The story tells about her first seizure and subsequent diagnosis. It discusses the fears and emotions Nel and her family feel and Nel’s decisions to refuse to let epilepsy interfere with her life.

(4–8) Teddy has his first seizure when he is playing with his friend Rachael. He visits the doctor’s office, has medical tests, and starts a treatment plan. The message is that he is not any different than he was before his seizure.

Physical Differences


(6–8) A boy is so slow in growing that he worries he will be small forever.

*Children with Hearing Impairments*


(birth–6) A classic ABC book that contains no words, but provides an alphabet letter, a clear sign, and a picture of an animal that begins with that letter of the alphabet.


(6–8). A young boy wakes to a special alarm clock, puts in his hearing aids, dresses, and wakes his dad to see the sunrise.


(3–8) Moses class of hearing impaired children is joined by a group of hearing children from another school and see *Cinderella* by the Little Theatre of the Deaf. Moses meets Manuel, a new immigrant who does not yet speak English. The two boys develop a rapport, and they communicate through gestures.


(3–8) Grace is disappointed that her size keeps her from becoming a Seeing Eye dog, but through hard work and persistence, she finds that she has strengths that allow her to help those with hearing impairments.


(4–8) As Jacob’s story unfolds children learn about hearing aids, sign language, interpreters and speech therapy.

*Children with Visual Impairments*


(3–8) Princess Peepers has a fabulous eyeglasses collection and loves to wear them until she
enters the Royal Academy where she is made fun of. She quits wearing them and has many misadventures until she again wears the glasses.


(3–8) Luna is nearsighted. She hates her name and her glasses. But finally she realizes that she sees better with them.


(3–8) The book does a good job of explaining what happens during an eye examination and the names of some of the equipment used.


(3–8) Randy does not like his glasses and tries to lose them. His mother has funny and interesting ways to find them.


(3–8) A lovely and surprising story about a worried five-year-old girl who has to wear a patch over one eye and how her brother helps her cope.


(3–8) This picture book provides a visual mystery as children attempt to identify a photograph through a small hole in each page.


(3–8) Louis loves his grandmother and even though he can’t see her because he has been blind since birth, he feels her. When she is gone, his love for her helps him through.


(3–8) Jenny Sue’s eyes are not the same as other people’s eyes. Her right eye looks in one direction, while her left eye sometimes wanders. Jenny Sue has a lazy eye she has to wear a patch. Her mother makes the patch interesting by using brightly colored material. Although it makes her different, it also helps her see the world in a special way. She graduates from the patch to glasses and her mother makes these fun too.


(2–8) A Dr. Seuss book with a simple rhyming text about eyes and what they see.


(3–6) Lucy makes a collage that her grandfather, who is blind, and he enjoys it through
touch.


(2–4) Magenta is nervous about going to the eye doctor. She wonders what an eye exam will be like and about getting glasses.


(3–8) A lively story about eye examinations and the difference that glasses can make in a child’s life. The author includes information for adults.


(3–8) A story about a girl who needs glasses and what they help her do. When she loses them she finds them on her little brother as he is trying to read.


(3–8) An enchanting story of a girl with a visual impairment’s favorite Christmas and a lesson on giving. Bilingual in English and Braille.

**Educational Resources**

**Albert Whitman and Company** specializes in timely books for children about topics such as divorce, disability, and cultural diversity. [http://www.awhitmanco.com](http://www.awhitmanco.com)

**Bebop Books** have a selection of child-centered stories that support literacy learning and provide multicultural content for beginning readers in guided reading and intervention settings. [www.bebopbooks.com](http://www.bebopbooks.com)

**Children’s Book Press** is a nonprofit independent publisher of multicultural and bilingual literature for children. The stories are about historically under-represented or misrepresented populations in children’s literature. They focus on promoting inter-cultural and cross-cultural awareness for all children. [http://www.childrensbookpress.org](http://www.childrensbookpress.org)

**Barahona Center for the Study of Books in Spanish for Children and Adolescents** at California State University-San Marcos has a very searchable data base of over 10,000 books in Spanish or in English about Hispanic topics. New books are updated weekly. [http://www.csusm.edu/csb/intro_eng.html](http://www.csusm.edu/csb/intro_eng.html)

**International Children’s Digital Library** wants all children to have books available to them and to members of the global community. The books are from many different countries and in many different languages. Book pages are displayed on the computer. Books are available on line at no charge. [http://www.childrenslibrary.org/](http://www.childrenslibrary.org/)
JayJo Books publishes The Special Kids in School Series that covers many different disabilities and special health care needs. The commonalities are children in the context of their friends, facing challenges with courage. [http://jayjo.com/](http://jayjo.com/)

Magination Press was created to publish psychology-based books designed to educate, motivate and empower children to work toward change. They cover topics that all children face, such as starting school, as well as clinical and medical disorders. The purpose is to provide age-appropriate information on a particular issue, understand the feelings that might be associated with a situation, and provide some practical ways to cope and resolve the problems and emotions. The books all use cognitive-behavioral techniques to treat the identified disorders. They are interactive self-help book and include examples, activities and step by step instructions. The books are from the American Psychological Association through their children’s book division Magination Press. [http://apamaginationpress.apa.org/](http://apamaginationpress.apa.org/)

Oyate offers books, music, curriculum materials, and lesson plans that authentically portray the lives of many different Native American tribes and people. [www.oyate.org](http://www.oyate.org)

Multicultural Kids is a great source of multicultural books, videos, puzzles, music, dolls, puppets, and other educational resources in a variety of languages. [www.multiculturalkids.com](http://www.multiculturalkids.com)

Pan Asian Publications offers multicultural, multilingual, and bilingual books and materials. They have original, translated, or bilingual materials in 36 languages. [www.panap.com](http://www.panap.com)


Shen’s Books is a publisher of multicultural children’s literature that emphasizes cultural diversity and tolerance with a special focus on the cultures of Asia. [http://www.shen.com/](http://www.shen.com/)

Woodbine House has a special needs collection of over 50 books on specific disabilities and related topics. [http://www.woodbinehouse.com](http://www.woodbinehouse.com)