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6-25-2022

## Teaching Special Educators to Critically Evaluate Children's Books for Cultural Responsiveness

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### Recommended Citation

Burchard, Melinda S. Ph.D.; Cass, Alexandria; and Chen, Julianna, "Teaching Special Educators to Critically Evaluate Children's Books for Cultural Responsiveness" (2022). *Faculty Educator Scholarship*. 52.  
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# Teaching Special Educators to Critically Evaluate Children's Books for Cultural Responsiveness handout ALA 2022

## Presenters

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## Cultural Responsiveness in Special Education

- Children with Disabilities may be Diverse in Race, Ethnicity, Socio-Economic Status, Religion, Gender, Language, Culture, Home, etc.
- Patterns of Bias in Special Education Practices (McFarland, et al., 2018)
- Standards of Practice Promote Cultural Responsiveness within Special Education (CEC, 2022)

## Framework for Anti-bias work in Teaching (Teaching Strategies, 2022)

**IDENTITY:** Can diverse children with disabilities see themselves in our classrooms, books, toys, materials, etc.? Do all truly BELONG in our classrooms?

**DIVERSITY:** How does each educator reason from their own identity to nurture each child's uniqueness, especially for a diverse child with a disability?

**JUSTICE:** Can special educators identify biases in assessment, academic opportunities, and discipline? Are we prepared as change agents for a child to be educated equitably?

**ACTIVISM:** What skills do we need to advocate for the unique needs of diverse learners with disabilities? Are we change agents to fix problems in the special education system?

**Project Context:** (Burchard, 2022)

Study of Program Improvement Showed Significant Gains in both Culturally Responsive Experiences and Culturally Responsive Self-Efficacy

Mean Post Scores— Much Room for Improvement

Variance in Experiences Explains 47% of Variance in Self-Efficacy

## ***Culturally Responsive Special Education Experiences and Efficacy Scale***

[https://mosaic.messiah.edu/edu\\_ed/41/](https://mosaic.messiah.edu/edu_ed/41/)

**Story Board** used *I Walk With Vanessa: A Story About a Simple Act of Kindness* (Kerascoët, 2018).

**Book Critiques included** books to see: *Belonging of Diverse Children Without Disabilities*; *Belonging of Children With Disabilities who are White*; *Belonging of Diverse Children With Disabilities*

**Book Critiques:**

***Finding Belonging through Children's Books Rating Scale*** [https://mosaic.messiah.edu/edu\\_ed/42/](https://mosaic.messiah.edu/edu_ed/42/)

Most books about Diverse Individuals with Disabilities involve disabilities of moving, seeing, hearing.

Some include Diverse Adults or Family Members with Disabilities.

Few include Diverse Children Main Characters with Disabilities of Learning or Behaviors.

## Historical Context of Slavery—How did we get here?

America's justification of slavery

- Justifications of slavery (Noll, 2005).
- Illustrations equated evil with skin color (Haynes, 2007).
- *Such positions perpetuated bias, prejudice, and racism in U.S.*

## Is this only a Historical problem of the past?—How did we get here?

2021– NFL– race norming in concussion settlements (Paras, October 21, 2021).

## Historical Contexts Impacting Children's Literature– How did we get here?

Reverberations America's history of slavery in the children's literature industry, July 1919, *St. Nicholas Magazine*, a drawing of a racial stereotype published and awarded a medal (McNair, 2008)

Lack of representation in catalogs, preference for white narratives, exclusion of authors and illustrators of color in book order forms (McNair, 2008, p 196)

## Sensitivity to REPRESENT Diverse Children with Disabilities– Why should we care?

Children deserve to be seen and celebrated for all they are, Acknowledging beauty in racial diversity

“most researchers agree that the majority of children have a solid conception of racial and ethnic distinctions by the time they are about six. Therefore, even children of this age who have had little or no direct contact with people from other racial and ethnic groups have been found to understand the social meaning of racial-ethnic distinctions” (Van Ausdale & Feagin, 2002, p. 189).

“engage more fully in the process of making race visible” (Greene and Abt-Perkins, 2003, p.3)

## Sensitivity to REPRESENT Diverse Children with Disabilities– What can we do?

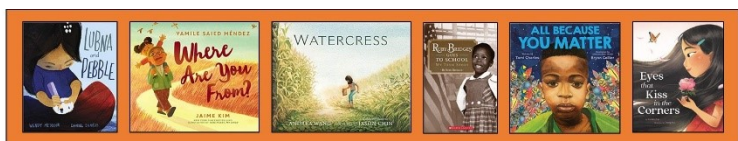
Accountability in schools/ Accountability for publishers—to their missions of diversity and inclusion in tangible, practical ways.

Possibly asking for transparent records of their selection of texts or urging them to contract with lesser known authors and illustrators of color.

## Purposes of Bibliotherapy: Identity, Catharsis, Problem-Solving for Solutions

<https://www.ala.org/tools/atoz/bibliotherapy>

ALA Resources about Bibliotherapy: <https://www.ala.org/tools/atoz/bibliotherapy>



## LINKS to the two SCALES used:

### ***Culturally Responsive Special Education Experiences and Efficacy Scale***

[https://mosaic.messiah.edu/edu\\_ed/41/](https://mosaic.messiah.edu/edu_ed/41/)

### ***Finding Belonging through Children's Books Rating Scale*** [https://mosaic.messiah.edu/edu\\_ed/42/](https://mosaic.messiah.edu/edu_ed/42/)

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- Haynes, S.R. (2007). *Noah's Curse: The Biblical Justification of American Slavery*. New York: Oxford University Press
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- Tisby, J. (2020). *The Color of Compromise: The Truth about the American Church's Complicity in Racism*. Grand Rapids, Michigan: Zondervan.
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## **Picture Books we used featuring a main character with a DISABILITY or plot about DISABILITY**

- Bailey, J. (2019). *A Friend for Henry*. San Francisco: Chronicle Books.
- Beaty, A. (2021). *Aaron Slater, Illustrator*. New York: Harry N. Abrams Publisher.
- Bertrand, D. (2004). *My Pal Victor*. Crystal Lake, IL: Raven Tree Press.
- Best, C. (2019). *My Three Best Friends and Me, Zulay!* London: Farrar, Straus and Giroux.
- Byrd, L.M. (2003). *The Treasure on Gold Street: A Neighborhood Story in Spanish and English*. El Paso, Texas: Cinco Puntos Press.
- Fleming, V. (1997). *Be Good to Eddie Lee*. New York: Puffin Books.
- Flood, N.B. (2020). *I Will Dance*. New York: Atheneum Books for Young Readers.
- Kensky, J. and Downes, P. (2018). *Rescue and Jessica: A Life-Changing Friendship*. Somerville, Massachusetts: Candlewick Press.
- Nichole, A. (2019). *Hey Jasmine! Let's Go to the Park!* Amber Nichole Publishing.
- Oliveros, J. (2018). *The Remember Balloons*. New York: Simon and Schuster Books for Young Readers.
- Peete, H.R. (2010). *My Brother Charlie*. New York: Scholastic Press.
- Polacco, P. (2010). *The Junkyard Wonders*. New York: Philomel Books.
- Polacco, P. (2012). *Thank You Mr. Falker*. New York: Philomel Books.
- Raham, B. (2021). *A Sky-Blue Bench*. Toronto, ON: Pajama Press.
- Scott, J. (2020). *I Talk Like a River*. New York: Neal Porter House.
- Sotomayor, S. (2019). *Just Ask! Be Different, Be Brave, Be You*. New York: Philomel Books
- Thompson, L.A. and Qualls, S. (2015). *Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah*. New York: Schwartz and Wade Publishers.

## **Additional Books we used specifically for EMOTIONS (Identifying, Catharsis or Problem-Solving; may overlap with DISABILITY)**

- Cain, J. (2000). *The Way I Feel*. Chicago: Parenting Press.
- DiCamillo, K. (2018). *Good Rosie!* Somerville, Massachusetts: Candlewick Press.
- Griffin, M. and Lechuga, M. (2021). *Ten Beautiful Things*. Watertown, MA: Charlesbridge.
- Kerascoët. (2018). *I Walk With Vanessa*. New York: Random House.
- Lean, S. (2014). *A Dog Called Homeless*. New York: Harper Collins.
- Martin, A.M. (2018). *Rain Reign*. New York: Feiwel and Friends.
- Penfold, A. (2021). *Big Feelings*. Knopf Books for Young Readers.
- Wallis, P., and Wilkins, J. (2016). *What Are You Staring At?* London: Jessica Kingsley Publishers.
- Wernicke, M. (2020). *Some Days*. New York: Amazon Crossing Kids.

**Picture Books we used ABOUT RACE, ETHNICITY, IMMIGRATION, HOME CULTURE, etc.**

- Bridges, R. (2003). *Ruby Bridges Goes to School: My True Story*. New York: Scholastic.
- Charles, T. (2020). *All Because You Matter*. New York: Orchard Books.
- Flett, J. (2021). *We All Play*. Vancouver, Canada: Greystone Kids.
- Florence, M. (2017). *Stolen Words*. Toronto, Ontario, Canada: Second Story Press.
- Gorman, A. (2021). *Change Sings: A Children's Anthem*. New York: Viking.
- Ho, J. (2021). *Eyes that Kiss in the Corners*. New York: Harper Collins.
- Kerascoët. (2018). *I Walk With Vanessa*. New York: Random House.
- Mallard, K.N. (2019). *Fry Bread: A Native American Story*. New York: Roaring Book Press.
- Meddour, W. and Egnéus, D. (2019). *Lubna and Pebble*. New York: Dial Books for Young Readers.
- Méndez, Y. S., and Kim, J. (2019). *Where are you From?* New York: Harper Collins.
- Penfold, A. (2021). *Big Feelings*. Knopf Books for Young Readers.
- Raham, B. (2021). *A Sky-Blue Bench*. Toronto, ON: Pajama Press.
- Thompson, L.A. and Qualls, S. (2015). *Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah*. New York: Schwartz and Wade Publishers.
- Wang, A. (2021). *Watercress*. New York: Neal Porter Books.

**Books we used ADDRESSING POVERTY or Family Economics (some overlap)**

- Lean, S. (2014). *A Dog Called Homeless*. New York: Harper Collins.
- Martin, A.M. (2018). *Rain Reign*. New York: Feiwel and Friends.
- Raham, B. (2021). *A Sky-Blue Bench*. Toronto, ON: Pajama Press.
- Thompson, L.A. and Qualls, S. (2015). *Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah*. New York: Schwartz and Wade Publishers.
- Wang, A. (2021). *Watercress*. New York: Neal Porter Books.
- Wernicke, M. (2020). *Some Days*. New York: Amazon Crossing Kids.

## **Middle School or Chapter Books we use Featuring a main character child with a DISABILITY**

Cartaya, P. (2020). *Each Tiny Spark*. New York: Puffin Books.

Coffer, E. (2021). *The Dog Who Lost His Bark*. Somerville, Massachusetts: Candlewick Press.

Connor, L. (2010). *Waiting for Normal*. New York: Katherine Tegen Books.

Erskine, K. (2011). *Mockingbird*. New York: Puffin Books.

Foer, J.S. (2006). *Extremely Loud and Incredibly Close*. Boston: Mariner Books.

Haddon, M. (2004). *The Curious Incident of the Dog in the Night-Time*. New York: Vintage Contemporaries.

Higashida, N. (2016). *The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism*. New York: Random House Publishing Group.

Hunt, L.M. (2017). *Fish in a Tree*. New Rochelle, New York: Nancy Paulsen Books.

Jamieson, V. (2020). *When Starts are Scattered*. New York: Dial Books.

Kapit, S. (2021). *Get a Grip, Vivvy Cohen!* New York: Dial Books.

Kelly, L. (2019). *Song for a Whale*. New York: Yearling.

Korman, G. (2001). *The Discovery: Dive Book 1*. New York: Scholastic.

Lean, S. (2014). *A Dog Called Homeless*. New York: HarperCollins.

LeZotte, A.C. (2021). *Show me a Sign*. New York: Scholastic.

Lord, C. (2008). *Rules*. New York: Scholastic.

Martin, A.M. (2018). *Rain Reign*. New York: Feiwel and Friends.

Palacio, R.J. (2012). *Wonder*. New York: Knopf Books for Young Readers.

Philbrick, R. (2001). *Freak the Mighty*. New York: Scholastic.

Sloan, H.G. (2014). *Counting by 7's*. New York: Puffin Books.

Van Draanen, W. (2012). *The Running Dream*. Pottsville, PA: Ember.

Vivat, B. (2016). *Frazzled: Everyday Disasters and Impending Doom*. New York: HarperCollins.

Weeks, S. (2005). *So B. It*. New York: HarperCollins.

## **Middle School or Chapter Books used specifically for EMOTIONS (Catharsis or Problem-Solving)**

Bishop, C.H. (1978). *Twenty and Ten*. New York: Puffin Books.

Weissman, E.B. (2018). *The Length of a String*. New York: Dial Books.