

*for those*

# Portraying Persons with Disabilities

DEBRA ROBERTSON

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# **Portraying Persons With Disabilities An Annotated Bibliography Of Fiction For Children And Teenagers**

**Linda C. Salem**



## **Portraying Persons With Disabilities An Annotated Bibliography Of Fiction For Children And Teenagers:**

*Portraying Persons with Disabilities* Debra Robertson, 1992 An annotated list of fiction that deals with health problems sensory impairment behavior problems and severe disabilities

**Portraying Persons with Disabilities** Joan Brest Friedberg, June B. Mullins, Adelaide Weir Sukiennik, 1992 Entries are organized by type of disability physical sensory cognitive and behavior problems and multiple severe Along with the customary bibliographic information grade level and sources of reviews are cited Thorough description is followed by insightful analysis of the accuracy and astutenes

**Disability Studies and the Inclusive Classroom** Susan Baglieri, Arthur Shapiro, 2012 This work s mission is to integrate the fields of disability studies and inclusive education It focuses on the broad foundational topics that comprise disability studies culture language history etc and moves into the more practical topics normally associated with inclusive education

**The Rhetoric of Character in Children's Literature** Maria Nikolajeva, 2002-01-01 Now available in paperback Until now there was no theoretical research of character in children s fiction and very few comprehensive theoretical studies of literary characters in general In her latest intellectual foray the author of *From Mythic to Linear* ponders the art of characterization Through a variety of critical perspectives she uncovers the essential differences between story what we are told and discourse how we are told and carefully distinguishes between how these are employed in children s fiction and in general fiction Yet another masterful work by a leading figure in contemporary criticism

*Autism in Young Adult Novels* Marilyn Irwin, Annette Y. Goldsmith, Rachel Applegate, 2015-06-17 An estimated 1 in 110 children in the United States has autism spectrum disorder ASD Although the public awareness of autism has grown significantly teens are not as educated about this subject as they should be When accurately and positively presented literature has been shown to help the classmates of those with ASD better understand the disorder Increased familiarity with the subject will in turn help foster acceptance In *Autism in Young Adult Novels An Annotated Bibliography* Marilyn Irwin Annette Y Goldsmith and Rachel Applegate identify and assess teen fiction with autism content In the first section the authors analyze how characters with ASD are presented Where do they live and go to school Do they have friends Do they have good relationships with their family How are they treated by others The authors also consider whether autism is accurately presented This discussion is followed by a comprehensive bibliography of books that feature a character identified as being on the autism spectrum The novels reviewed in this volume date as far back as the late 1960s and include works published in the last few years As more and more authors of young adult fiction become sensitive to ASD they are featuring such characters in their novels creating more realistic works for their readers This study will help librarians and others collect choose evaluate and use these works to educate young adults

*Children's Literature Studies* Linda C. Salem, 2005-11-30 This supplement to standard children s literature textbooks will be a help to instructors as they engage their students in discussions about selection of materials censorship dealing with curricular issues the need to understand administrative policies community beliefs and their responses to these issues It is designed to help

instructors discuss books in ways that inspire collegiality collaboration and scholarship in book evaluation and selection Using actual case studies resource reviews and or scenarios of censorship religion violence ethnicity and other issues the instructor will be able to encourage discussion and reflective thought about real issues faced by teachers and librarians as they select materials for classroom or school library use This supplement to standard children s literature textbooks will be a help to instructors as they engage their students in discussions about selection of materials censorship dealing with curricular issues the need to understand administrative policies community beliefs and their responses to these issues It is designed to help them discuss books in ways that inspire collegiality collaboration and scholarship in book evaluation and selection Using actual case studies resource reviews and or scenarios of censorship religion violence ethnicity and other issues the instructor will be able to encourage discussion and reflective thought about real issues faced by teachers and librarians as they select materials for classroom or school library use Guides for possible resources for help in researching situations will be included This will prove a very valuable resource in teaching children s literature courses in schools of education and library schools and useful to practicing teachers and librarians as well Though the book is slanted toward the use of books as classroom materials it will be a valuable asset to a school library s professional collection and certainly valuable to the training of pre service teachers and school librarians Each chapter begins with a bibliographic essay that introduces the topic to the reader The essay is designed as a starting point for further discussion and research A list of references for each chapter is provided at the end of the chapter These references represent sources teachers can use to conduct further research to find multiple perspectives about books

Information Services for People with Developmental Disabilities Marilyn M. Irwin,Linda L. Walling,1995-04-30 Developmental disabilities are the most numerous of disabilities and they are exceptionally complex This professional reference overviews developmental disabilities discusses the information needs of people with developmental disabilities and provides practical guidance to librarians and information professionals who serve them Particular attention is given to the ramifications of the Americans with Disabilities Act for librarians The first part of the book defines and describes developmental disabilities from perspectives relevant to librarians and information professionals The second part examines key life issues that have a major impact on people with developmental disabilities This section emphasizes the current trend toward the inclusion of people with developmental disabilities in mainstream society References to related information sources are included throughout The third part looks at disabilities from the perspective of the library or other information agency An appendix lists organizations agencies businesses and libraries that provide additional materials

The Disability Studies Reader Lennard J. Davis,1997 The Disability Studies Reader collects for the first time representative texts from the newly emerging field of disability studies This volume represents a major advance in presenting the most important writings about disability with an emphasis on those writers working from a materialist and postmodernist perspective Drawing together experts in cultural studies literary

criticism sociology biology the visual arts pedagogy and post colonial studies the collection provides a comprehensive approach to the issue of disability Contributors include Erving Goffman Susan Sontag Michelle Fine and Susan Wendell

Using Literature to Help Troubled Teenagers Cope with Health Issues Cynthia Ann Bowman, 2000-03-30 Today traditional illnesses and high risk behaviors of adolescents have become interrelated through the multitude of physical social and emotional changes young people experience Good literature which gives adolescents the truth has incredible power to heal and to renew This reference resource provides a link for teachers media specialists parents and other adults to those novels that can help adolescents struggling with health issues Educators and therapists explore novels where common health issues are addressed in ways to captivate teens Using fictional characters these experts provide guidance on encouraging adolescents to cope while improving their reading and writing skills With the advancement in medicine traditional types of health issues such as birth defects cancer and sensory impairment have shifted to more behavior related problems such as depression alcoholism and eating disorders All of these issues and others are examined from both a literary and psychological perspective in thirteen chapters that explore health issues through fiction Each chapter confronts a different health issue and is written by a literature specialist who has teamed up with a therapist In each novel these experts define the central character's struggle in coming to terms with an issue and growing in response to their difficulties Annotated bibliographies of other works both fiction and nonfiction explore these same issues give readers insight into helping teenagers with similar problems and provide the tools with which to get teenagers reading and addressing these problems

Serving Special Needs Students in the School Library Media Center Margaret Keefe, Robert King, 1995-05-30 School library media specialists are now considered part of the teaching staff and are charged with integrating their library and information skills curriculum with the more general classroom curriculum At the same time more and more special needs students are part of every school and every classroom Thus the media specialist must work effectively with special needs students on a regular basis to develop their information skills and must also serve as a resource to classroom teachers This professional reference offers practical information to school library media specialists on how to serve special needs students and their classroom teachers effectively The first part of the book highlights the teaching role of the media specialist and discusses how and what to teach special needs students The second part views the media specialist as an information expert who must structure the library and its resources for students with special needs The third section treats the media specialist's role as a professional who must collaborate with other teachers

**Everybody Belongs** Arthur Shapiro, 2003-09-01 The evil prosthesis of Captain Hook the comical speech of Porky Pig and the bumbling antics of Mr Magoo are all examples of images in our culture which can become the basis of negative attitudes and subliminal prejudice towards persons with disabilities These attitudes influence and underlie discriminatory acts resulting in negative treatment and segregation A teacher's ability to recognize and counter such images may well determine the success of inclusion and mainstreaming

programs in our schools and society Well researched and well written this book offers practical guidance as grounded in solid research to schools that are wrestling with how to mainstream children with disabilities *Aesthetic Approaches to Children's Literature* Maria Nikolajeva,2005-05-12 Each chapter includes a short introduction to a specific theoretical approach an example of its application to a literary text a number of activities such as study questions and reading exercises and suggestions for further exploration Contemporary literary theories discussed include semiotics and hermeneutics structuralism and narratology feminist and postcolonial theory psychoanalysis and reader response **Teaching Students with Special Needs in the 21st Century Classroom** Sally Cox Mayberry,Brenda Belson Lazarus,2002 Many teachers in American classrooms complain that they have not been adequately prepared to teach students with disabilities when they are suddenly thrust into the general population Mayberry and Lazarus both of Florida Gulf Coast U offer advice both to individual teachers attempting to cope with the situation and school systems that may institute training programs for their staff After presenting basic information on the needs of disabled children they review challenges to teaching and offer advice on how to incorporate impaired students into teaching strategies Annotation copyrighted by Book News Inc Portland OR

**Conducting Effective Conferences with Parents of Children with Disabilities** Milton Seligman,2000-03-11 Successful collaboration between teachers and parents can greatly enhance children s educational growth and development This clearly written book provides teachers with the knowledge and skills needed to conduct effective conferences with parents of children with disabilities Readers gain a solid understanding of the challenges that families face as a consequence of childhood disability how family dynamics and roles are affected and issues that are likely to arise in meetings with school professionals Reviewing the basic elements of parent teacher conferencing Seligman highlights ways to establish rapport with families develop strong listening and responding skills and engage parents who may feel anxious frustrated or angry Also addressed are the specific requirements of the legally mandated Individualized Educational Program conference Enhancing the book s utility are numerous concrete examples and sample parent teacher dialogues as well as role play scenarios and exercises to build conferencing skills The Appendix describes a range of disability related referral sources and publications suitable for recommendation to parents Disability Reader Tom Shakespeare,1998-09-23 A collection of essays exploring the intellectual implications of a disability equality perspective Leading social scientists draw on current theory and research and offer an overview of contemporary debates **Channel DLS.** Wisconsin. Division for Library Services,1992 **Children's Books in Children's Hands** Charles A. Temple,1998 Contents Part 1 Understanding Literature and the Child Reader Part 2 Exploring the Genres of Children s Literature Part 3 Creating the Literature Based Classroom **Esther Forbes** Jack Bales,1998 An annotated bibliography of criticism divided into general criticism and criticism of Forbes as a children s writer **The Collection Program in Schools** Phyllis Van Orden,1995 This text provides an overview of the processes and procedures associated with developing maintaining and evaluating a collection at

the building level It describes the environment of the collection and presents principles techniques and common practices of collection development It also covers collection development identifies sources of help e g documents agencies and associations and suggests approaches to handling a wide range of situations and demands on the collection New features include discussions of students intellectual rights and the First Amendment copyright regulations multicultural materials resources to meet the needs of children with disabilities the movement from ownership in collections to access of information resource sharing such as coordinated collection development the impact of telecommunications as information delivery systems and scenarios about censorship situations In addition the section on formats has been updated to include CD ROMs interact

*Research & Professional Resources in Children's Literature* Kathy Gnagey Short, 1995 Noting that few syntheses of research on children s literature exist this annotated bibliography guides teachers researchers and librarians who are searching for research on a particular topic strategies for using literature in schools or children s books on a particular topic Section I of the book focuses on children s literature research research reviews books selected articles other published studies and dissertations published from January 1985 through December 1993 and includes a discussion of the procedures for identifying listing and annotating that research Section II highlights professional journals that educators can use to locate reviews of children s literature lists of books on particular topics articles on using literature in the classroom and research on children s literature Section III contains annotations of many professional books on children s literature which focus on theoretical foundations literature discussion and response broad surveys of children s literature sociopolitical and cultural issues genre studies literature across the curriculum collections of teaching activities and bibliographies of children s and adolescent literature Each section of the book contains research or professional resources aimed at elementary and middle school contexts specifically preschool through grade 8 RS

## Whispering the Secrets of Language: An Emotional Quest through **Portraying Persons With Disabilities An Annotated Bibliography Of Fiction For Children And Teenagers**

In a digitally-driven world where displays reign supreme and quick transmission drowns out the subtleties of language, the profound strategies and emotional nuances hidden within phrases often go unheard. Yet, situated within the pages of **Portraying Persons With Disabilities An Annotated Bibliography Of Fiction For Children And Teenagers** a interesting literary prize sporting with natural emotions, lies an exceptional quest waiting to be undertaken. Written by a talented wordsmith, that wonderful opus invites viewers on an introspective journey, softly unraveling the veiled truths and profound impact resonating within ab muscles material of each word. Within the psychological depths with this moving review, we shall embark upon a genuine exploration of the book is core styles, dissect their fascinating writing model, and yield to the strong resonance it evokes deep within the recesses of readers hearts.

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