

Siblings of Children with Disabilities

Resources and Support



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Strengthening and broadening family involvement efforts

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Tips and Strategies to Support Siblings

Brothers and sisters will be in the lives of family members with disabilities longer than ANYONE else. Throughout their lives, brothers and sisters share many of the concerns that parents of children with disabilities experience. These concerns include isolation, a need for information, guilt, concerns about the future and care-giving demands. Brothers and sisters also face issues that are uniquely theirs including resentment, peer issues, embarrassment, and pressure to achieve.

All siblings have a right to:

- A safe environment
- Feel valued and respected
- Be children

It is critically important that parents are aware of their own attitudes and feelings about the child and the disability. If parents view the disability as a curse, a family shame or a burden to bear it is likely the sibling will view the disability in the same way. If parents demonstrate a range of healthy emotions, good coping skills and keep a sense of humor, it is likely children will share the same perspective. **A parent's perspective is more important than the actual disability.**

Siblings tell us one of the most important things a parent can do to support them is to **accept the disability**. Recognize that the sibling of a child with disabilities is that child's most important, most powerful teacher. There are many strategies for parents to support siblings of children with disabilities:

1. Offer Time and Attention

A child with disabilities demands much of a parent's time. Siblings often find themselves feeling jealous of the amount of attention a brother or sister with disabilities receives. They may also feel resentment because family outings are limited and infrequent or different than they used to be.

- Protect certain times to spend with siblings (bedtime, movies once a month, etc.)
- Find short-term care for special events that are important to the sibling (concerts, programs, plays, and certain sporting occasions).
- Occasionally put the needs of the sibling first and do what they need or want.



2. Provide Information

Siblings often are not given thorough information about why a brother or sister has a disability, its treatment and implications on how it affects him or her, and what the family can do to help this family member. Parents and professionals have an obligation to provide helpful information. Understanding diminishes fear.

- Explain clearly about the diagnosis and expected prognosis; not knowing can be more worrisome.
- Give them information about their brother or sister's disability in a variety of formats (books, videos, newsletters, verbally, etc).
- Make sure siblings are aware of the arrangements made for care for everyone in case of an emergency.

3. Limit Caregiving

Do not let the burden of primary caregiving fall onto the shoulders of any individual family member. More communities are now providing resources to ease the family's caregiving burdens.

- Limit the caregiving responsibilities of siblings. Be especially aware of this falling on the shoulders of the oldest sister.
- Use respite care, homecare and other supportive services.
- Caregiving responsibilities should be shared by all family members.
- Do not let caregiving responsibilities conflict regularly with plans with friends or other activities or the responsibility will become overly burdensome.
- Ease the emotional burden of caregiving by accessing support groups, parent mentors, on-line connections and other networking opportunities.

4. Keep Communication Open

Anxiety producing feelings are not often expressed in day-to-day family interactions and are shared even less at school. Communication is crucial to sibling's well-being.

- Talk! No matter what age the child is, encourage open communication about the sibling's disability.
- Be open and honest, sharing personal feelings to the degree it is age appropriate.
- Take time to ask about feelings related to having a sibling with a disability.
- Allow siblings to express their anxiety and concerns and validate them.
- Listen to siblings.



5. Acknowledge Guilt and Anger

A sibling may experience guilt about not having a disability or even feel they are to blame for their brother's or sister's disability. Siblings may feel pressure to achieve and excel in school, athletics, music, etc., in order to "make up for" a brother or sister's disability.

- Emphasize that no-one is to blame for a brother's or sister's difficulties. Come to terms personally with the child's special needs.
- Encourage siblings to see a brother or sister as a person with similarities and differences.
- Make it clear that it is all right to be angry sometimes - strong feelings are part of any close relationship.
- Teach siblings what to do with anger and strong feelings by setting limits and boundaries.
- Be authentic and share mixed feelings about the child with disabilities.
- Encourage siblings to talk to someone outside the family.

6. Recognize Embarrassments

Fitting in can be difficult even if they don't have a sibling with a disability. To avoid embarrassment, the sibling who does not have a disability may avoid contact with a brother or sister, or not invite friends home.

- Talk over and practice how to explain a brother's or sister's disability to friends.
- Invite friends over when the child with a disability is away.
- Welcome other children into the home.
- Don't always expect siblings to include the child with a disability in their play or activities.
- Offer the option to split up for a while when out together in public.
- Help siblings realize that family members without a disability can be embarrassing also, especially parents.
- Find social situations where the child with a disability is accepted. It sets a good example for siblings to see.

7. Reduce Stressful Situations at Home

Stressful situations at home are unavoidable. These can impact everyone in the family in many different ways. Siblings under stress identify that sleep and normal daytime routines are disturbed and find it is difficult to complete work.

- A lock on a bedroom door can ensure privacy and avoid possessions being damaged.
- Recognize high stress time for the sibling and try to minimize negative effects.



- Encourage siblings to develop their own social life.
- Get informed about appropriate caregiving tasks for siblings and how siblings can be included in handling difficult behavior.
- Provide a break for a sibling by accepting the offers of friends or relatives to take either the sibling or child with a disability for brief periods.
- Call the Crisis Nursery for support in very difficult situations that require a break.

8. Be Aware of Teasing or Bullying

It is a real possibility that siblings may have to deal with some teasing or bullying related to their sibling with a disability. Parents can help by being proactive and teaching the sibling how to deal with these situations.

- Watch for signs of distress such as sleeplessness, isolation, aggression, etc.
- Talk to the school staff about encouraging and working on positive attitudes towards people with disabilities.
- Practice with the child how to handle unpleasant remarks.

9. Identify Expectation Levels

It is important for a child with disabilities to have goals, develop feelings of self-worth and self-trust. It is equally important for siblings to develop these qualities.

- Set clear and high goals for **All** children in a family.
- To every extent possible, require the child with disabilities to do as much as they can for themselves and participate in family chores, (yard work, cleaning, etc.).
- Offer unconditional support to **All** children in the family.

10. Expect Typical Behavior

Typically developing siblings deserve a life where they sometimes misbehave, get angry and fight with their siblings. While it can be difficult to watch, expect teasing, name-calling, arguing, and other forms of typical conflict.

- Treat the child who does not have a disability appropriately for his/her age.
- Teach siblings to interact.
- Let siblings settle their own differences.



11. Find Support for Siblings

Brothers and sisters like to know that they are not alone with their unique joys and concerns. Just like adults they may find their support in a variety of ways and settings.

- Meet other families who have a child with a similar condition, perhaps through a support organization.
- Join sibling related organizations.
- Make opportunities to meet peers.
- Find professional help for siblings when it is indicated.
- Look for sibling groups, Sibshops, support groups, etc.
- Be a catalyst to get support and activities started in the sibling's community and school.

12. Confront Fears

Siblings fear that they may develop the disability. Children (and sometimes even adults) think that disabilities (such as mental retardation) are contagious.

- Look for signs that your child is concerned or frightened (their words, their physical actions, interactions with their sibling, sleep patterns, etc.).
- Ask your child if they are scared and specifically what frightens them.
- Provide accurate and understandable information regarding the sibling's disability.

13. Diminish Isolation

For siblings, isolation can occur when typical activities are neglected because of ramifications of the child's disability. Isolation can also come from feeling like no one else understands or has the same situation.

- Make sure the sibling's friends are welcome in the home.
- Offer to explain to a sibling's friends about a brother's or sister's disability or help the sibling with the words to do so themselves.
- Make the household setting as comfortable as possible when the sibling does have friends over.
- Continue family outings and social activities.
- Provide other adults to accompany the sibling to activities.
- Provide the child with stories and articles written by other siblings.



14. Plan for the Future

Siblings who do not have a disability may be concerned about the future of their brother or sister with a disability after the parents die, especially if this brother or sister still lives at home.

- Talk over plans for the care of the child with a disability.
- Pursue genetic counseling if appropriate.
- Encourage siblings to leave home when they are ready.
- Siblings have a right to decide whether or not they will be involved in the lives of their sibling who have disabilities.
- Develop financial plans for the future.
- Be familiar with state laws regarding guardianship, conservatorship and independence.
- Create a file that contains important information and keep it in a safe place known to all family members.
- Make sure non-disabled siblings know where to access needed medical, educational and vocational records of the sibling with disabilities.
- DO NOT make assumptions about responsibilities.



Tips for Professionals to use with Siblings

It is important for educators, social workers, medical professionals, counselors, pastors, mentors and other professionals to be sensitive to the feelings and needs of siblings of children with disabilities. Professionals can do much to promote positive sibling interactions, as well as acceptance of all children with disabilities.

Increased awareness by professionals of the other children in a family and recognition of the special situation can help siblings feel connected. There does not have to be an identified disability for challenges and issues to surface for children. Professionals can support siblings by:

1. Gaining information

- Become informed and educated about global and individual issues for siblings in families.
- Listen to the sibling's point of view which may be different than the parent's views.
- Recognize the particular rewards and difficulties siblings encounter and how these may affect daily lives.

2. Providing one to one support and information

- Speak directly to siblings to provide information and advice.
- Offer someone outside the family to talk things over with in confidence.
- Provide support that is flexible enough to accommodate the needs of siblings.
- Set up a mentor program that matches older siblings with younger siblings.

3. Developing group opportunities

- Engage all siblings during homevisits, not just the one with a disability.
- Arrange a sibling gathering over lunch time at school.
- Organize a sibling day or Sibshop.
- Invite parents and perhaps the child with a disability to present to classrooms to provide information.

4. Gathering and sharing resources

- Provide informational materials about siblings to parents and age appropriate books and videos to siblings.



Watch for these ‘RED FLAGS’ in Siblings of Children with Disabilities

Raising a child with a disability and their siblings is challenging to any parent. Many uncontrollable factors such as birth order, gender, temperaments and personality can play a role. Parents are urged to watch for the following ‘red flags’:

1. Siblings who are living with a brother or sister with a disability may find their own **energy depleted** for coping with normal development.
2. Siblings may set **unrealistically high goals** for themselves and strive to become ‘perfect’ children to compensate parents for the challenges of having a sibling with a disability,
3. Siblings may also experience ‘**survivor’s guilt**’ for having been spared a similar fate as a brother or sister with a disability. This may intensify the need to demonstrate their ‘invulnerability’ and competence.
4. The **denial of real problems** undermines the family’s ability to confront and resolve those problems, increasing the amount of ‘unfinished business’ that is carried by siblings into adulthood.
5. Siblings assume **parental responsibility** for caregiving or other family duties while growing up. Siblings may inappropriately continue in a caregiver role or may avoid intimate relationships to protect themselves from vulnerability and pain.

In order to avoid pitfalls that can develop and erode a child’s and family’s well being, parents should seek information and support. If parents observe these behaviors or feelings, talk to the sibling and look for opportunities for additional emotional support or counseling.



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<http://www.brookespublishing.com/store/books/mchugh-6075/index.htm>

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<http://www.brookespublishing.com/store/books/meyer-1693/index.htm>

Meyer, D.J. (1997) *Views from Our Shoes: Growing up with a brother or sister with special needs*. Bethesda, Maryland: Woodbine House,
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Miller, N.B, Ph.D., M.S.W., with "The Moms": Susie Burmester, Diane G. Callahan, Janet Dieterle, & Stephanie Niedermeyer. (1994). *Nobody's Perfect: Living and Growing with Children Who Have Special Needs*. Baltimore, MD: Paul H Brookes Publishing Co. Inc.
www.brookespublishing.com/store/books/miller-143x/index.htm

Valdivieso, C., Ripley, S., & Ambler L., NICHCY News Digest, Number 11, 1988. *Children with Disabilities: Understanding Sibling Issues*. Washington, D.C.: Interstate Research Associates. <http://www.nichcy.org/pubs2.asp#nd11>

additional nonfiction and memoirs by adult siblings can be found at:
www.thearc.org/siblingsupport/pub-others



Children's Literature and Disability

Introduction

Based on a publication of the National Dissemination Center for Children with Disabilities, this list of *Resources You Can Use* is intended to help parents and professionals identify books that are written about or include characters who have a disability. The list is grouped according to disability or issue. We have indicated the age/grade level in parentheses to help you determine which of these books is appropriate for your children. At times, for clarity, we have indicated additional information about the story. A list of publishers is provided (in alphabetical order) at the end of this document, so that readers can easily obtain books of interest to them.

This *Resources You Can Use* is not intended to serve as an endorsement of any of the books listed. We urge you to carefully evaluate all materials in order to determine which is most appropriate for your particular needs.

This booklist is by no means exhaustive. You may identify additional children's literature relating to disability by:

- Contacting a national, state, or local level disability organization that specializes in the disability of interest to you and asking what children's books involving disability they might recommend;
- Checking to see what books involving disability are available in your local library and local bookstores;
- Visiting the Web sites of the publishers listed at the end of this document to see if they have other materials that meet your needs.

These books can offer an excellent vehicle for communicating with children about disabilities, for providing children and young adults with stories about persons like themselves, and for featuring the personalities, friendships, challenges, accomplishments, and daily lives of people with disabilities.

AD/HD

Caffrey, J.A. (1997). *First star I see*. Fairport, NY: Verbal Images Press. (Grades 6-8)

Carpenter, P., Ford, M., & Horjus, P. (Illust.). (2000). *Sparky's excellent misadventures: My A.D.D. journal, by me (Sparky)*. Washington, DC: Magination Press. (Ages 5-11)



- Corman, C.L., & Trevino, E. (1995). *Eukee the jumpy jumpy elephant*. Plantation, FL: Special Press. (Preschool-3)
- Galvin, M., & Ferraro, S. (Illust.). (1995). *Otto learns about his medicine: A story about medicine for children with ADHD*. Washington, DC: Magination Press. (Ages 4-8)
- Gordon, M., & Junco, J.H. (Illust.). (1992). *My brother's a world class pain: A sibling's guide to ADHD-hyperactivity*. DeWitt, NY: GSI. (Grades 4 and up)
- Janover, C. (1997). *Zipper, the kid with ADHD*. Bethesda, MD: Woodbine House. (Grades 3-6)
- Nemiroff, M.A., Annunziata, J., & Scott, M. (Illust.). (1998). *Help is on the way: A child's book about ADD*. Washington, DC: Magination Press. (Ages 5-9)
- Shapiro, L.E. (1993). *Sometimes I drive my mom crazy, but I know she's crazy about me: A self-esteem book for ADHD children*. Secaucus, NJ: Childsworld/ Childsplay. (Preschool-5)
- Smith, M. (1997). *Pay attention, Slosh!* Morton Grove, IL: Albert Whitman. (Grades 3-5)
- Zimmert, D. (2001). *Eddie enough!* Bethesda, MD: Woodbine. (Ages 5-10).

Autism

- Amenta III, C.A. (1992). *Russell is extra special: A book about autism for children*. Washington, DC: Magination Press. (Ages 4-8)
- Branon, B. (1998). *Timesong*. Las Vegas, NV: Huntington Press.
- Katz, I., Ritvo, E., & Borowitz, F. (Illust.). (1993). *Joey and Sam*. West Hills, CA: Real Life Storybooks. (Grades K-6)
- Landalf, H., & Rimland, M. (Illust.). (1998). *Secret night world of cats*. Lyme, NH: Smith & Kraus. (The illustrator of this book has autism.) (Grades K-3)
- Messner, A.W. (1999). *Captain Tommy*. Arlington, TX: Future Horizons. (Grades 1-4)
- Prizant, B.M. (Ed.). (1997). *In our own words: Stories by brothers and sisters of children with autism and PDD*. Fall River, MA: Adsum. (Ages 12 and up)
- Simmons, K.L. (1996). *Little rainman*. Arlington, TX: Future Horizons. (Ages 4-8)



Sprecher, J., & Forrest, J. (Illust.). (1997). *Jeffrey and the despondent dragon*. Muskego, WI: Special Kids. (Grades K-4)

Thompson, M. (1996). *Andy and his yellow frisbee*. Bethesda, MD: Woodbine House. (Grades K-5)

Wilson, R. (1999). *The legendary blobshocker*. Arlington, TX: Future Horizons. (Written and illustrated by a nine-year-old boy with autism.)

Down Syndrome

Carter, A.R., Young, D. (Illust.), & Carter, C. (Illust.). (1997). *Big brother Dustin*. Morton Grove, IL: Albert Whitman. (Ages 4-8)

Carter, A.R., Young, D. (Photographer), & Carter, C. (Illust.). (1999). *Dustin's big school day*. Morton Grove, IL: Albert Whitman. (Ages 4-8)

Dodds, B., & Hunt, J. (Illust.). (1997). *My sister Annie*. Honesdale, PA: Boyds Mill Press. (Ages 9-12)

Fleming, V. (1993). *Be good to Eddie Lee*. New York, NY: Putnam. (Preschool-3)

Fox, P. (1997). *Radiance descending*. New York, NY: DK Publishing. (Grades 5-7)

Rickert, J.E., & McGahan, P. (Photographer). (1999). *Apple tree surprise*. Bethesda, MD: Woodbine House. (Ages 3-7)

Rickert, J.E., & McGahan, P. (Photographer). (1999). *Russ and the firehouse*. Bethesda, MD: Woodbine House. (Ages 3-7)

Rickert, J.E., & McGahan, P. (Photographer). (2001). *Russ and the almost perfect day*. Bethesda, MD: Woodbine House. (Ages 3-7)

Stuve-Bodeen, S. (1998). *We'll paint the octopus red*. Bethesda, MD: Woodbine House. (Ages 3-7)

Testa, M., & Paterson, D. (1994). *Thumbs up, Rico!* Morton Grove, IL: Albert Whitman. (Grades 3-7)



Hearing Impairment, including Deafness

Addabbo, C. (1998). *Dina the deaf dinosaur*. Stamford, CT: Hannacroix Creek. (The author of this book is deaf.) (Preschool-5)

Blatchford, C.H. (1995). *Nick's mission*. Minneapolis, MN: Lerner. (Ages 10-14)

Booth, B., & Lamarche, J. (1991). *Mandy*. New York, NY: Lothrop. (Hearing impairment) (Ages 5-9)

Hodges, C., & Yoder, D. (Illust.). (1995). *When I grow up*. Hollidaysburg, PA: Jason & Nordic. (Deafness) (Grades K-4)

Lowell, G.R., & Brooks, K.S. (Illust.). (2000). *Elana's ears, or how I became the best big sister in the world*. Washington, DC: Magination Press. (Deafness) (Ages 3-8)

Piper, D. (1996). *Jake's the name, sixth grade's the game*. Unionville, NY: Royal Fireworks Press. (Grades 5-8)

Shreve, S.R. (1993). *Gift of the girl who couldn't hear*. New York, NY: William Morrow. (Grades 5 and up)

Slier, D. (1995). *Word signs*. Washington, DC: Gallaudet University Press. (Deafness)

Learning Disabilities

Banks, J.T. (1995). *Egg-drop blues*. Boston, MA: Houghton Mifflin. (Dyslexia) (Grades 3-6)

Griffith, J. (1997). *How dyslexic Benny became a star*. Dallax, TX: Yorktown Press. (Ages 9-15)

Janover, C. (2000). *How many days until tomorrow?* Bethesda, MD: Woodbine House. (Dyslexia) (Grades 3-6)

Schlieper, A. (1994). *Best fight*. Morton Grove, IL: Albert Whitman. (Grades 3-7)

Smith, S.L., & Booz, B. (Illust.). (1994). *Different is not bad, different is the world: A book about disabilities*. Longmont, CO: Sopris West. (Grades 2-6)

Stern, J., Ben-Ami, U., & Chesworth, M. (Illust.). (1996). *Many ways to learn: Young people's guide to learning disabilities*. Washington, DC: Magination Press. (Ages 8-13)



Mental Retardation

Carrick, C., & Carrick, D. (Illust.). (1989). *Stay away from Simon!* Boston, MA: Houghton Mifflin. (Grades 3-6)

Mazer, H. (1998). *Wild kid*. New York, NY: Simon & Schuster Children's. (Ages 10-14)

Pulver, R., & Wolf, E. (1999). *Way to go, Alex!* Morton Grove, IL: Albert Whitman. (Grades 2-5)

Physical Disabilities

Benton, H. (1996). *Whoa, Nellie!* Columbus, OH: Open Minds. (Part of the *Best Friends* series, which features Kathryn, a girl with a physical disability who uses a wheelchair.) (Ages 8-14)

Carter, A.R., & Carter, C.S. (Photographer.). (2000). *Stretching ourselves: Kids with cerebral palsy*. Morton Grove, IL: Albert Whitman. (Ages 5-9)

Heelan, J.R. (1998). *Making of my special hand: Madison's story*. Atlanta, GA: Peachtree. (This book is about the making of a prosthesis.) (Ages 4-8)

Heelan, J.R. (2000). *Rolling along: The story of Taylor and his wheelchair*. Atlanta, GA: Peachtree. (This book is about a boy with cerebral palsy learning to use a wheelchair.) (Ages 6-10)

Holcomb, N. (1992). *Andy finds a turtle*. Hollisdayburg, PA: Jason & Nordic. (Preschool-2)

Holcomb, N. (1992). *Andy opens wide*. Hollisdayburg, PA: Jason & Nordic. (Preschool-2)

Holcomb, N. (1992). *Fair and square*. Hollisdayburg, PA: Jason & Nordic. (Preschool-2)

Loski, D., & Sniffen, L.M. (Illust.). (1995). *Dinosaur hill*. Boise, ID: Writers Press. (The main character has cerebral palsy and uses a wheelchair.) (Grades 3-8)

Moran, G., & Westcott, N.B. (1994). *Imagine me on a sit-ski*. Morton Grove, IL: Albert Whitman. (Using a wheelchair) (Grades 2-5)

Myers, C., & Morgan, C. (Illust.). (1999). *Rolling along with Goldilocks and the three bears*. Bethesda, MD: Woodbine House. (Using a wheelchair) (Ages 3-7)



Tuitel, J., Lamson, S.E., & Sharp, D. (Illust.). (2000). *Searching the noonday trail*. Muskegon, MI: Cedar Tree. (Part of the Gun Lake Gang Adventure series, this book features a boy with cerebral palsy who uses a wheelchair. The co-author, J. Tuitel, also has CP and uses a wheelchair.) (Ages 9-12)

Useman, S., Useman, E., & Pillo, C. (Illust.). (1999). *Tibby tried it*. Washington, DC: Magination Press. (About a bird who can't fly.) (Ages 3-8)

Serious Medical or Life-Threatening Conditions

Girard, L.W., & Sims, B. (1990). *Alex, the kid with AIDS*. Morton Grove, IL: Albert Whitman. (Grades 2-5)

Hamilton, V. (1999). *Bluish*. New York, NY: Blue Sky Press. (Leukemia and using a wheelchair) (Grades 2-6)

Harshman, M. (1995). *The storm*. New York, NY: Cobblehill/Dutton. (Using a wheelchair) (Grades 2-6)

Katz, I. (1994). *Uncle Jimmy*. West Hills, CA: Real Life Storybooks. (AIDS) (Grades K-6)

Kübler-Ross, E. (1995). *Remember the secret* (Rev. ed.). Berkeley, CA: Celestial Arts. (About dying.) (Grades 1-4)

Mills, J.C. (1993). *Gentle willow: A story for children about dying*. Washington, DC: Magination Press. (Preschool-3)

Mills, J., & Chesworth, M. (Illust.). (1992). *Little Tree: A story for children with serious medical problems*. Washington, DC: Magination Press. (Amputation) (Ages 4-8)

Slote, A. (1992). *Hang tough, Paul Mather*. New York, NY: HarperCollins Children's. (About a 12-year-old pitcher with leukemia.)

Verniero, J.C., & Flory, V. (Illust.). (1995). *You can call me Willy: A story for children about AIDS*. Washington, DC: Magination Press. (Ages 4-8)

Sibling Issues

Byars, B. (1996). *The summer of the swans*. Puffin Books. Ages 9-12.



Fox, P. (1997). *Radiance descending*. New York, NY: DK Publishing. (Down syndrome) (Grades 5-7)

Gordon, M., & Junco, J.H. (Illust.). (1992). *My brother's a world class pain: A sibling's guide to ADHD-hyperactivity*. DeWitt, NY: GSI. (Grades 4 and up)

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Thompson, M. (1992). *My brother Matthew*. Bethesda, MD: Woodbine House. (About disability in general.) (Grades K-5)

Werlin, N. (1994). *Are you alone on purpose?* Wilmington, MD: Houghton Mifflin. (Grades 7-10).

Visual Impairment, including Blindness

Chamberlin, K. (1997). *Night search*. Hollisdayburg, PA: Jason & Nordic. (Also available in Braille.)

Day, S., & Morris, D. (Illust.). *Luna and the big blur*. Washington, DC: Magination Press. (Ages 4-8)

Gardner, S., & Spurlock, J. (Illust.). (1997). *Eagle Feather*. Boise, ID: Writers Press. (About a blind Native American boy in the mid-19th century.) (Ages 9-12)

Martin, Jr., B., Archambault, J., & Rand, T. (Illust.). (1995). *Knots on a counting rope*. New York, NY: Henry Holt. (Preschool-2)



Schulman, A. (1997). *T.J.'s story: A book about a boy who is blind*. Minneapolis, MN: Lerner. (Ages 8-12)

Turk, R. (1998). *Doll on the top shelf*. Los Altos, CA: Owl's House Press. (Book is presented in text and Braille.) (Grades K-3)

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Aldape, V.T., & Kossacoff, L.S. (Photographer). (1995). *Nicole's story: A book about a girl with juvenile rheumatoid arthritis*. Minneapolis, MN: Lerner. (Grades 3-8)

Buehrens, A., & Buehrens, C. (1991). *Adam and the magic marble: A magical adventure*. Duarte, CA: Hope Press. (Tourette syndrome and cerebral palsy) (Grades K-10)

Carlisle, K. (1994). *Special raccoon: Helping a child learn about handicaps and love*. Far Hills, NJ: New Horizon. (About disability in general.)

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