

“Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.”

Focus on Ability

A Patch Program for Girl Scout Brownies, Juniors, Cadettes, Seniors, and Ambassadors that focuses on ability.

Girl Scouts – North Carolina Coastal Pines

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Focus on Ability

Many of us feel uncomfortable or even anxious when in the presence of a person with a disability. Unconscious stereotypes and attitudes acquired long ago cause misconceptions and interfere with open communication. The first step in overcoming this barrier is to gain accurate knowledge and understanding about disabling conditions and people with disabilities.

The purpose of the “Focus on Ability” patch program is to provide Girl Scouts with awareness and sensitivity to the barriers people with disabilities experience. The patch program will also help to raise the girls’ comfort level in interacting with people with disabilities and clear up misconceptions they may have about disabling conditions.

Girls need to complete seven requirements, including the starred ones.

***REQUIREMENT #1**

Research four types of disabilities. You may want to utilize books, films, or contacts with individuals and/or agencies. What are the most common causes of the disabilities you chose? Could any of the disabilities you chose be prevented? Share your information with other people.

REQUIREMENT #2

Interview a person with a disability or invite someone to speak to you about living with a disability. Think of a list of questions before you meet with the person.

REQUIREMENT #3

Architectural barriers are things that prevent a disabled person from getting into or around a building. A building or place that is barrier-free is accessible or easy to get into. Learn about structural barriers. Survey your meeting place or a public building and note all the barriers. (See appendix for a sample survey sheet.)

REQUIREMENT #4

Attend an event such as the Special Olympics, observe an agency sponsored sports event that includes athletes with disabilities or attend a related presentation.

***REQUIREMENT #5**

As a group, participate in simulating different disabilities, and then discuss how it felt. What were the challenges and how did you find solutions? (See appendix for simulation activities.)

REQUIREMENT #6

Visit an agency that serves people with disabilities. Learn what services they provide and resources they have available. How do they help in the area of prevention?

REQUIREMENT #7

Read a book or have someone read a book to you about a person with disabilities. How is the disabled person treated? How is she or he portrayed? Is the disabled person always being helped rather than helping? How is the attitude of the person with a disability portrayed? (See appendix for a partial book list; however, feel free to visit the library to select any number of other books.)

***REQUIREMENT #8**

Plan, implement, and evaluate a service activity with an organization that serves people with disabilities or work with an individual with disabilities.

REQUIREMENT #9

Some disabilities can be prevented. Find out what people can do to prevent certain disabilities. Choose a disability and find out what research is being done to learn more about the causes of the disease.

REQUIREMENT #10

Find out about four career possibilities for working with people with disabilities. If possible, interview someone in one of these fields. Talk about job opportunities for people with disabilities.

REQUIREMENT #11

Learn about three laws that affect people with disabilities. In what year were they implemented? What are some other areas or conditions that need to be addressed in order to be more considerate of all people's abilities?

REQUIREMENT #12

Learn either the Girl Scout Promise or a Girl Scout song in sign language. (See appendix for the Girl Scout Promise)

Focus on Ability Order Form

Please send me _____ of the "Focus on Ability" patches.

Troop # _____ Grade Level _____

Total # of patches _____ x \$1.50 = _____

NC Sales Tax (7.75% of subtotal) = _____

Shipping and Handling = _____
(see chart below)

Total Amount Enclosed = _____

Patches are available at the Fayetteville, Goldsboro, and Raleigh Council Shops. Mail and phone orders are also accepted. For Mail Orders, send order form with check to:

Girl Scouts - North Carolina Coastal Pines
P.O. Box 91649
Raleigh, NC 27675-1649
Attn: Council Shop

Make checks payable to: Girl Scouts – North Carolina Coastal Pines

Please share any resources, recommendations, insights, or reflections you may have after working on this patch.

Mail patches to:

Name: _____

Address: _____

_____ Zip _____

Phone: (H) _____ (W) _____



Shipping & Handling Charges

Purchase Amount	Shipping Charge	Purchase Amount	Shipping Charge
Up to \$25.00	\$ 5.95	\$100.01 to \$150.00	\$ 13.95
\$25.01 to \$50.00	\$ 7.95	\$150.01 to \$200.00	\$ 14.95
\$50.01 to \$75.00	\$ 9.95	\$200.01 to \$250.00	\$ 20.95
\$75.01 to \$100.00	\$ 11.95	Over \$250.00	\$ 25.00

INTRODUCING THE PATCH PROGRAM

Introduction

Before beginning this patch program, it is imperative that the leader introduces the idea of working with people with disabilities to the girls. This should be done through warm-up and introductory activities that focus on attitude and accurate information.

There are many myths about people with disabilities. Often girls learn these myths from the adults in their lives. You are one of the most significant adults in each girls' life, so you need to be certain that all the information you give to the girls is accurate and is without prejudice.

An important ingredient to the success of this patch program is ensuring the girls receive accurate information regarding people with disabilities. Knowledge is the key to eliminating myths and fears. Remember to emphasize the similarities of people rather than the differences.

Below are some activities to be used as aids in introducing the patch program to the girls. You may want to consider doing several of the activities to help increase everyone's comfort level.

1. Have the girls locate newspaper articles about a person with a disability and bring it to a meeting. Discuss the major points of the article. Focus on how the people are treated in the community and "are any fears related to the article?"
2. Discuss examples of discrimination of people with disabilities. You may have to contact community agencies.
3. Discuss the difference between being handicapped and having a disability. These two phrases are different and should not be interchanged. A disability only becomes a handicap when physical or social barriers make it impossible for people to participate fully in everyday life. For example, people who are blind are handicapped when there are no Braille buttons on elevators. Have the girls discuss other situations that would handicap a person.
4. Have the girls look through magazines and locate a large group of advertisements. Look for differently abled people in the ads. Group them by disability. Lead a discussion on why there are so few people with disabilities portrayed in the ads. (Most advertisements hold up youth and beauty as ideals. They often suggest that "if you are smart, you will use a particular product," or tell people how to change their physical appearance or how to hide their special needs. The basic message implied is that we are not okay as we are).
5. Review the common myths people have regarding people with disabilities on the following page. You may want to have everyone stand in the middle of the room. You read two statements and the girls have to decide which statement is more accurate by walking to that side of the room. Discuss why the girls chose the statement they did.
6. Ask the questions about attitudes on the following page. Encourage the girls to discuss their answers and try to identify the reasons for their attitudes and feelings.



ATTITUDES

The following are questions that people need to ask themselves when making a decision about working with people with disabilities. Responses should not be judged, but should instead serve as a point of learning.

- ◆ Do I avoid eye contact when talking with people with disabilities?
- ◆ Do I speak for people with a speech or language disability when they are capable of answering for themselves?
- ◆ Do I avoid touching people with disabilities?
- ◆ Do I hear myself saying, “She can’t do that because she is disabled,” before I have met the person?
- ◆ Do I avoid asking people with disabilities a question because I am afraid it will upset them?
- ◆ Do I feel sorry for people with disabilities?
- ◆ Do I find myself thinking of the disability before I think of the person?
- ◆ Do I find myself speaking of people with disabilities as a group? For example, do I make assumptions such as “Blind people are good at music?”

- from *Focus on Ability: Serving Girls with Special Needs*

MYTHS AND STEREOTYPES

There are a number of myths about people with disabilities that can hinder our understanding and can prevent us from including them in our activities. The following are some of those myths. Have you ever found yourself repeating any of these?

- ◆ People who are blind can hear better than other people.
- ◆ People who are blind can't see anything at all.
- ◆ People who are deaf know sign language.
- ◆ People with learning disabilities are retarded.
- ◆ People with learning disabilities could do better if they tried harder.
- ◆ People who stutter have emotional problems.
- ◆ People who are retarded are always like children.
- ◆ People who are retarded should remain in separate environments.
- ◆ People with behavior disorders are crazy.
- ◆ People with epilepsy are crazy.
- ◆ People with epilepsy can swallow their tongues during a seizure.
- ◆ People with wheelchairs need special help.



ANALYSIS OF A PUBLIC BUILDING (PATCH REQUIREMENT # 3)

Girl Scout's Name _____

Troop Number _____ Public Building _____

Address of the Building _____

Function of the Building _____

ANALYSIS OF THE BUILDING

When analyzing any site, it is important to check all areas. One area may provide accommodations while another area may not. The following questions should give you guidance in evaluating the building. You are not limited to these questions. If you observe other barriers please note them at the bottom.

Make sure you have tape measures, rulers or yardsticks, copies of the questions, notebook, and pencils. When you find a situation where all people have not been accommodated, please describe the difficulty a person with a disability would have.

Location:

1. Is the site on a route for public transportation?
2. Between the bus stop and the building are there any steps or other barriers that would make it difficult for a person with a disability to reach the building?
3. Are there reserved parking spaces for people with disabilities?
4. Are they near the entrance?
5. Are spaces at least 96 inches wide with a 60 inch adjacent access aisle?
6. Are there curb cuts so that people using wheelchairs, carriages, carts, etc. can enter and exit more easily?
7. Are there tactile markings in the sidewalks in front of the curbs to warn people who are blind?

Entrances:

8. Is there a ramp at the entrance to the building? Does it go out at least one foot for every inch it goes up?
9. Are all doorknobs to main doors 3 feet from the ground so that people in wheelchairs can reach them?
10. Are there handrails present?

Hallways:

11. Does the hallway allow at least 32 inches for one wheelchair to pass or 60 inches for two to pass?
12. Is the floor surface smooth enough for wheelchairs to travel comfortably? Is there enough difference in surfaces for people who are blind to get cues?
13. Are door openings at least 32 inches wide?
14. Are door numbers in Braille?
15. If there is an elevator, are floor numbers as well as Up/Down buttons in Braille? Are all buttons low enough for a person in a wheelchair to reach?
16. Can the water fountains be used by people in wheelchairs or by people with other mobility impairments?
17. Are fire alarms low enough to be reached by people in wheelchairs? Are the directions in Braille? Are they equipped with flashing lights so that people with hearing impairments can be warned?

Bathrooms:

18. Are bathrooms on an accessible pathway?
19. Are doors at least 32 inches wide?
20. Is there at least one stall with handrails, and can they be used comfortably by a person in a wheelchair?
21. Do the stall doors swing out at least 90 degrees so that a wheelchair could move in and out freely?
22. Is there at least one counter and sink and one soap and towel dispenser no higher than 34 inches?

Telephones:

23. Is there a clear ground space of at least 30 inches by 48 inches?
24. Is the height so that the reach from floor to top is no higher than 48 inches?
25. Are there directions in Braille?
26. Is a TDD (telecommunication device for the deaf) available when needed?

Meeting Rooms:

27. How high are the shelves?
28. Are chairs and tables of an appropriate height? Can a wheelchair fit under at least one table, or can one be accommodated easily in an aisle?
29. Do any cabinets or counters stick out into pathways?
30. Can all areas be seen without glare?
31. Have special materials and equipment that will be needed been identified?

-Adapted from information in *Focus on Ability: Serving Girls With Special Needs* and *Uniform Federal Accessibility Standards*, General Services Administration, Department of Defense, Department of Housing and Urban Development and the U.S. Postal Service.



SIMULATING DISABILITIES (PATCH REQUIREMENT #5)

Simulations are a good way for people to experience barriers in the community and the frustrations of having a disability. It is extremely important to note that simulating a disability is a learning experience and not a game. Leaders should set the tone by facilitating a discussion on how the girls think people with disabilities do certain things. How does a blind person pick out clothes that match? How does a person in a wheelchair move in the snow? This discussion will help prepare the girls for the actual simulations. Leaders should read through the simulations prior to presenting them. This will help you present the information smoothly and will help you anticipate questions and reactions from the girls. Conclude each activity with a group discussion; sharing feelings with one another. As girls begin to better understand people with disabilities they will be more accepting and will recognize the similarities rather than the differences. Spend as much time as needed on these simulations. Some troops/groups will complete the simulations during one meeting while other troops/groups will need two or three meetings. It is important to move at a pace suitable for the group.

Suggestions for introductory activities:

- ◆ Have one or two girls try to communicate with two or three large marshmallows in their mouths. Plan to do this activity when oral communication is very important. Ask questions and when you do not understand her answers, treat her as if what she has to say is unimportant.
- ◆ Have a few of the girls attend the meeting with cotton in their ears. They should have to follow the directions based on what they hear. If a girl asks for you to repeat something, just repeat what she did not hear and remind her to listen carefully.
- ◆ Have the girls eat small bits of food from a spoon held in a pair of pliers.
- ◆ Ask the girls to try to write their names with a pencil held with a pair of pliers. Have them write for an extended period of time (three to five minutes).
- ◆ For a portion of the meeting whisper all of the directions. Make sure you do not repeat any of the directions and hurry the girls.
- ◆ Ask two or three girls to put on blindfolds. Have the girls go to the bathroom, the water fountain, or to another area in the building with a sighted guide to show the way. Then ask another girl to put on a blindfold and try to do the activity for the day. Another girl can give directions on how to do the activity. Ask the girls who were blindfolded how they felt. How did the helpers feel? Ask the girls who were blindfolded what they found helpful and what was not helpful. Make a list of suggestions.

A Spelling Test (Hearing Disabilities)

Materials: Cassette tape recorder, blank cassette tape, washcloth or towel, pencils, and paper

Directions: Make a tape recording of the words listed below as if you were calling them out during a spelling test. Hold a washcloth or towel over the microphone. Do not repeat the words and do not use them in a sentence. Wait five seconds between each word. Have someone take the test prior to presenting it to the troop/group. If the person gets more than three correct, cover the microphone again and re-record the words. The reason for using these particular words is that they sound very similar to other words.

- | | |
|----------|-----------|
| 1. feel | 6 ledge |
| 2. cash | 7. fish |
| 3. thumb | 8. shows |
| 4. heat | 9. dread |
| 5. rise | 10. juice |

Ask the girls to number their papers from 1 to 10. Play the tape. The girls should write the words they hear on their numbered paper. While the tape is playing, you should respond with little patience for questions or complaints. If a girl says she can't hear, respond with "listen harder!" At the end of the tape have the girls check their answers while you read them off. Conclude this activity with a discussion on how they felt during the testing. Discuss how someone with a hearing disability might feel when she cannot hear a conversation. End the discussion by listing important things to remember when talking with a person who has a hearing impairment.

Writing on your Forehead (Learning Disabilities)

Materials: pencils and paper

Directions: Have each girl place a piece of paper on her forehead and write her name on that paper. Some girls will write their names backwards. Lead a discussion on how the girls felt when they realized this later. Point out that the girls who wrote backwards did not realize, at the time, that they were writing backwards.

Wearing Glasses (Visual Disabilities)

Materials: plastic eye protectors, clear and red nail polish, and silver duct tape

Preparation: purchase one or two pairs of inexpensive eye protectors used in factories. Use clear nail polish to cover each lens. On top of the clear nail polish put lines of red nail polish or strips of duct tape.

Directions: Have one or two girls use the eye protectors during an activity that requires use of the eyes. Proceed with the meeting as if everyone can see well. Make no changes in the activities until the girls with the eye protectors ask for help. Then give only limited help. Another way you could respond would be to do the entire activity for the girl. Both responses are inappropriate ways of working with or giving assistance. Conclude with a discussion about the feelings of the girls who used the eye protectors. Make a list of helpful hints for working with a person with a visual disability.

Using Wheelchairs, Canes and Crutches (Physical Disabilities)

Materials: wheelchair, canes, crutches

Directions: Have the girls try to do everyday activities while in a wheelchair, on crutches, or using a cane. Suggested activities: 1. Go to the bathroom. 2. Make a telephone call. 3. Wash their hands. 4. Make a sandwich. 5. Get a drink of water. Following the activity, make a list of the places in the building that a person in a wheelchair cannot go. Make a list of simple things that a person with a disability would have difficulty doing. Discuss what changes would have to be made to have a barrier-free building.

Threading a Needle (Physical Disabilities)

Materials: a bulky pair of socks or a pair of mittens, needle, and thread

Directions: Have the girls put on the socks or mittens. On a table, place needles with a small eye and pieces of thread that have been broken, not cut, from the spool of thread. Ask the girls to thread the needle with the thread lying on the table. While the girls are trying to thread their needles rush them and ask them why they cannot do better. Conclude with a discussion. Try to get the girls to talk about any anger they might have felt. Relate this to people with physical disabilities and how they might feel when attempting a task or when rushed during a task. Lead a discussion on how a person could help another person with a disability (example: offering a needle threader).

Reading Paragraphs (Learning Disabilities)

Materials: one copy of the story below for each girl.

Directions: Pass out the story to each girl. Divide the group into fours. Pick a Leader for each group and have her begin reading. After a sentence of two choose another reader. Continue until everyone has had a chance to read a line. Watch for reactions from the listeners. Make special note of their relief at not having to read aloud, and their embarrassment at having to listen to a classmate read in such a manner. After each group has read the story, read the translation aloud. Conclude with a discussion of how they felt. How did you feel having to read it aloud? How did you feel as you hear the other girls read? What are some things we could do to help a person with a learning disability?

THE FRIEMBLY BOG

Once upon a time there was a friembla. His name was Jake. Jake belonged to Bavig and Bhte. Davib and Beth had tins. They are nine years old.

One time Jake went down to the cellar. He was a bucket of soap. The tins were going to wash the car. He liked some soap bubbles out of the bucket. When he looked, big bubbles came out of his mouth!

Last summer Jake found a friend. His friend was a cat named Freeb. They played all day. They ran around and fought every year. Jake chased the cat up the tree. Freeb climbed up easily. Jake tried to and tried but he slid back down!

THE FRIENDLY DOG

Once upon a time there was a friendly dog. His name was Jake. Jake belonged to David and Beth. David and Beth are twins. They are nine years old.

One time Jake went down to the cellar. He saw a bucket of soap. The twins were going to wash the car. He licked some soap bubbles out of the bucket. When he barked, big bubbles came out of his mouth!

Last summer Jake found a friend. His friend was a cat named Fred. They played all day. They ran around and around the yard. Jake chased the cat up the tree. Fred climbed up easily. Jake tried and tried but he slid back down.

Simulations taken from: *Focus On Ability: Serving Girls With Special Needs*

THE GIRL SCOUT PROMISE (PATCH REQUIREMENT #12)



On
With both palms facing down, place the right flat hand on the back of the left flat hand.



My
Place the palm of the right hand flat against the chest.



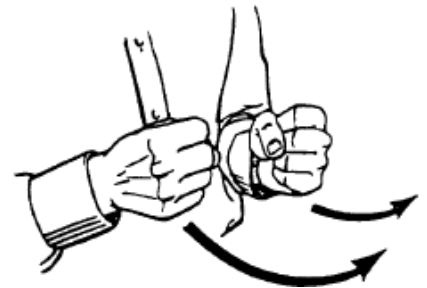
Honor
Hold two end fingers down with thumb of right hand. Bring hand down in front of face.



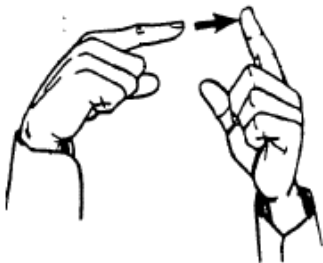
I
Position the right I hand with the palm facing left and the thumb touching the chest.



Will
Place the right hand opposite the right temple or cheek, with the palm facing in. Move the hand straight ahead.



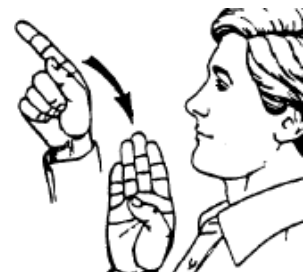
Try
Hold both T hands to the front with the palms facing each other; then move the hands forward with a pushing motion.



To
Hold the left index finger up and move the right index finger toward it until the fingertips touch.



Serve
Hold hands out palm up and pull towards body.



God
Point the right G finger in a forward-upward direction at head level. Move right hand in a backward-downward arc toward self, ending with a B hand in front of upper chest.



And

Place the right open hand in front of the body, with the palm facing in and the fingers pointing to the left. Move the hand to the right while bringing the fingertips and thumb together.



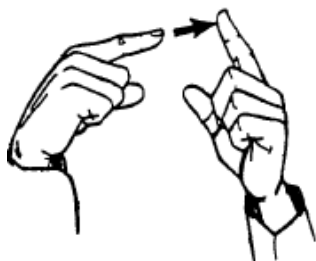
My

Place the palm of the right hand flat against the chest.



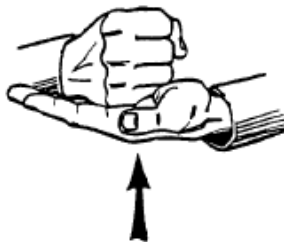
Country

Rub the palm side of the right Y hand in counter-clockwise direction on the underside of the left forearm near the elbow.



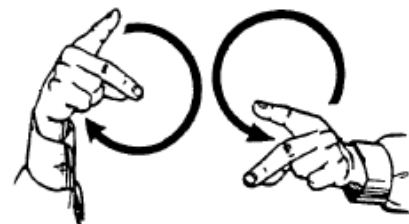
To

Hold the left index finger up and move the right index finger toward it until the fingertips touch.



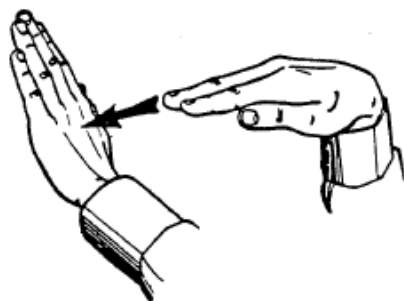
Help

Place the right closed hand on the left flat palm and lift both hands together.



People

Make inward circles alternately from the sides with both P hands.



At

Bring the fingers of the right hand in contact with the back of the left hands. This sign is often fingerspelled.



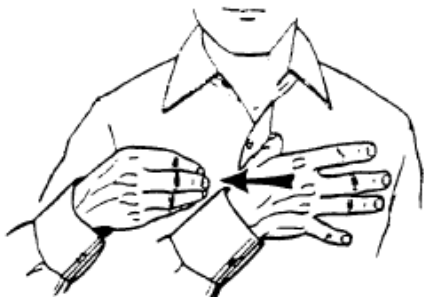
All

Hold the left hand to the front with the palm facing the body. Move the right hand, with the palm facing out, over-down-in-up, and end with the back of the right hand in the palm of the left hand.



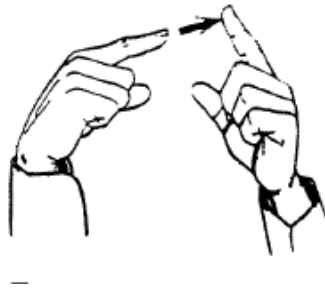
Time

Tap the tip of the right curved index finger on the back of the left wrist a few times.



And

Place the right open hand in front of the body, with the palm facing in and the fingers pointing to the left. Move upward the hand to the right while bringing fingertips and thumb together.



To

Hold the left index finger up and move the right index finger toward it until the fingertips touch.



Live

Bend elbows, clench fists, and extend thumbs. Move both hands in an upward movement.



By

Spell out the two letters jaw the



The

Place the thumb between first two fingers and move entire hand towards the left.



Girl

Trace the right side of the face from ear to chin with the palm side of the right hand thumb.



Scout

Use Girl Scout sign.



Law.

Place the right L hand on the front of the left palm. Move the L hand down in a small arc to the base of the left hand.

FOCUS ON ABILITY BOOK LIST (PATCH REQUIREMENT #7)

Adams, Barbara. **LIKE IT IS: FACT AND FEELINGS ABOUT HANDICAPS FROM KIDS WHO KNOW.**

Real children, dealing with a variety of real disabilities, talk about their handicaps, their problems, their triumphs, and how they want to be treated by friends and classmates.

Bell, Katherine. **JONATHAN'S JOURNEY.**

Jonathan, born with severe handicaps, knows that he is different from other boys and girls his age. But one evening he discovers that he is no different from anybody else when it comes to receiving gifts. Jonathan is awakened by Jesus, who whisks him on a journey through time and space.

Brown, Tricia. **SOMEONE SPECIAL, JUST LIKE YOU.**

In photographs and simple text, young children with handicaps are shown experiencing the normal joys and pains of life just as other children do.

Byars, Betsy. **SUMMER OF THE SWANS.**

Sara is a young teenager with a retarded brother. This is a beautifully written story about a sibling's love and responsibility, and how mental retardation affects those feelings.

Christopher, Matt. **GLUE FINGERS.**

Billy Joe refuses to play football with a team because he is afraid he will be mocked when he stutters. Billy Joe comes to terms with his handicap in this sports story.

Cleaver, Vera and Bill. **ME TOO.**

The story concerns twin girls, twelve years old. Lydia is bright and intelligent; Lorna is an exceptional child with a mental age of about five. During the summer in which the father deserts the family, Lydia takes on the care and education of Lorna. Her dream is that she will make Lorna so much like herself that no one will be able to tell the difference.

Clifton, Lucille. **MY FRIEND JACOB.**

Seventeen-year-old Jacob, a retarded child, and eight-year-old Sam really are friends in this warm story about how they teach and surprise each other.

Cohen, Miriam. **SEE YOU TOMORROW CHARLES.**

Charles, a blind boy, is a new student in first grade. At first, the children overemphasize his handicap and, treat him too gingerly. By the end of the book, however, Charles has their respect rather than their sympathy.

Cunningham, Julia. **BURNISH ME BRIGHT.**

A mute orphan boy's friendship with a dying mime helps him learn a skill which strengthens the inner resources he needs for survival and for his relationships with others.

DeAngeli, Marguerite. **THE DOOR IN THE WALL.**

Thirteenth century England's castles, churches and traveling folk are evident in the adventures of Robin, crippled son of a noble family. This is an enthralling and inspiring tale of triumph over handicap.

Fanshawe, Elizabeth. **RACHEL.**

Rachel recounts her daily life in a matter-of-fact, cheerful narrative that includes discussion of her wheelchair and the limitations of being unable to walk. The overall impression conveyed by the book is that of a child who enjoys normal activities and who accepts without fuss what she cannot do.

Garrigue, Sheila. **BETWEEN FRIENDS.**

When Jill leaves California and moves to Massachusetts during the summer, very few girls her age are around. She becomes friendly with Dede, a retarded girl. Her mother and the friends Jill makes exert pressure on her to abandon the friendship.

Gellham, Ellie. **JEREMY'S DREIDEL.**

Jeremy read the sign that said, "Sign Up For Hanukkah Craft Classes!" and signed up. He decides to make a Dreidel, a spinning top used during the Jewish celebration, Hanukkah. Jeremy intrigues his classmates by placing raised dots on his. Gives directions for the game of Dreidel and a short description of Braille.

Hilbok, Bruce. **SILENT DANCER.**

This is the story of a ten-year-old deaf girl who is a member of a special class for hearing-impaired children at the Joffrey Ballet School. Special sound equipment, a sign-language interpreter and a dedicated teacher help students to develop the grace and skill needed to become dancers.

Litchfield, Ada B. **A CANE IN HER HAND.**

Valerie is a visually impaired child. She is not totally blind, but even with the help of glasses, she does not see as other children. Valerie's difficulties, frustrations, and accomplishments will have special meaning for children in similar circumstances. For others, Valerie's story is intended to create feelings of understanding and acceptance toward visually impaired persons.

MacLachlan, Patricia. **THROUGH GRANDPA'S EYES.**

John learns how his blind grandfather receives signals from the environment that give him information about what he cannot see.

Martin, Bill, Jr. & John Archambault. **KNOTS ON A COUNTING ROPE.**

A wonderful story about a young American Indian boy, the counting rope is the symbol of passage of time and growth of the boy's self-confidence, not withstanding his blindness.

Peterson, I. W. **I HA VE A SISTER - MY SISTER IS DEAF.**

This poetic picture book in which a young girl examines her deaf sister's daily experience enumerates things the deaf girl can do, like "feeling the rumble chords of the piano," as well as the sounds she will never know.

Riskind, Mary. **APPLE IS MY SIGN.**

At a school for the deaf in Philadelphia, Harry has his first encounter with the "hearing". What he learns from his teachers and the other children changes both Harry and the rest of his hearing impaired family

Rosenberg, Maxine. **MY FRIEND LESLIE.**

Leslie Parson's handicaps include visual impairment, hearing loss, a cleft palate, and muscular difficulties which make her fingers still and awkward. Thanks to loving parents and an enlightened school program, Leslie seems well on her way to overcoming almost insurmountable problems. Her story unfolds through the eyes of kindergarten friend, Karin.

Smith, Elizabeth. **A GUIDE DOG GOES TO SCHOOL.**

Cinderella, a golden retriever, is to become a guide dog for the blind. Her fascinating transformation from frisky puppy to responsible dog and the training her blind master must receive are described in well-researched detail. The importance of not distracting or interfering with a guide dog at work is stressed.

Sobel, Harriet. **MY BROTHER STEVEN IS RETARDED.**

In a fresh-looking, realistic book, eleven-year-old Beth conveys her mixed feelings about her older, retarded brother. She tells how she used to think "retarded" was catching, wishes her parents could spend more time with her, and enjoys her own special times with her brother.

Stein, Sara. **ABOUT HANDICAPS: AN OPEN FAMILY BOOK FOR PARENTS AND CHILDREN TOGETHER.**

A super healthy child, Matthew, is upset by encounters with Joe, a little boy with cerebral palsy, and a man whose arm has been replaced with a hook. Matthew overcomes his aversions when the man explains how the hook works and Joe proves to be a good playmate.

Waldman, David Kenneth. **CRYSTAL MOONLIGHT, A FAIRY TALE FOR ALL AGES.**

A fairy tale about Gale, a blind child, who learns to see with her heart. Her teacher, Crystal Moonlight, comes to earth to celebrate with forest animals and share her wisdom with Gale.

Wolf, Bernard. **ANNA'S SILENT WORLD.**

Six-year-old Anna, who was born deaf, learns to lip read, is taught to speak clearly, and dances.

Wolf, Bernard. **CONNIE'S NEW EYES.**

Connie Davis, who is blind, has dreamed of owning a guide dog. Now she is twenty-two, is about to begin a new job as a teacher, and is getting Blythe, a golden retriever, trained to be her "new eyes." In photographs and text, Blythe's and Connie's training and experiences are retold, and their triumphs and setbacks described.

Wolf, Bernard. **DON'T FEEL SORRY FOR PAUL.**

Paul's pride in his athletic prowess is obvious, despite his being born with incompletely formed hands and feet. His daily life, therapy, and encounters with the medical community are portrayed.