THE PORTRAYAL OF CHARACTERS WHO ARE DEAF OR HARD OF HEARING IN ADOLESCENT CHAPTER BOOKS WRITTEN FOR MIDDLE SCHOOL READERS

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A Thesis
Submitted to the Graduate College of Bowling Green State University in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

August 2005

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ABSTRACT

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Thirteen books containing a character with a hearing loss were analyzed for the portrayal of the characters in the areas of characteristics, story elements, interactions, and authenticity. Results indicated that an accurate portrayal occurred in the areas of gender, relationships, and internal struggles of the character with a hearing loss. The character’s mode of communication was mostly speechreading and speaking which is not consistent of today’s society. There were inconsistencies within the books and our culture in the portrayal of the origin of hearing loss and the lack of characters with cochlear implants.
This research is dedicated to the students that I will encounter over the next 30+ years in my teaching career.

May the books only get better and better.
ACKNOWLEDGMENTS

Thanks to my chair of my committee, Dr. Hendricks, for the countless hours of proofreading my thesis, as well to my entire committee for their knowledge and expertise that they provided me with in my subject area.

Thanks to my mom, Mrs. Nichols, for reading over my rough drafts when I needed an outsider’s perspective and a fresh set of eyes.

Thanks to all the girls in the Reading Center for their support during the hours we spent writing and correcting and correcting and correcting our papers. You know who you are and you all were such a support.

Finally, thanks to Mark for his endless support during this stressful time and the times that he sacrificed when I needed to work on this paper. You are such a backbone in my life and I love you.
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CHAPTER I. INTRODUCTION

“Literature is my utopia. Here, I am not disenfranchised. No barrier of the senses shuts me out from the sweet, gracious discourse of my bookfriends.”

~Helen Keller

Helen Keller, a woman who was blind and deaf, explained exactly how literature did not discriminate against her because she was not able to see or hear. She could be herself. Literature provides that getaway for all people of all ages, races, backgrounds, and capabilities.

According to Langer (1995), “Literature plays a critical role in our lives, often without our notice. It sets the scene for us to explore both ourselves and others, to define and redefine who we are, who we might become, and how the world might be” (p. 5). Literature is frequently used within schools and, as Langer stated, literature does play a very important role in everyone’s life as an essential form of communication and as a way in which we learn about ourselves and other people. When children read books, they need to be exposed to the reality of our society to get a better understanding of the world around them, including characters with disabilities. However, even though there is an increasing integration of students with disabilities into society and regular education classrooms, the number of characters in children’s books with disabilities is limited.

Teachers and parents alike need to provide awareness about disabilities. Saunders (2000) states that disability awareness is when we become aware of negative attitudes that we have internalized and recreate our attitudes to portray a positive perception to all of the students. She also suggests that making everyone aware of disabilities provides a “sense of individuality” for both the person with the disability and the person in contact with him or her.
Children need to be taught about people with disabilities, whether they have a disability or whether someone in their classroom at school has a disability. Students who have a disability are often viewed negatively as people who are incapable and helpless. This occurs beyond the classroom. Literature does not discuss disabilities as a way of not dealing with the topic. Children’s literature also reiterates negative messages about people with disabilities (Saunders, 2000). There needs to be children’s books that portray people with disabilities in a positive light as well as educating those with disabilities to be able-bodied instead of disabled.

With the Individuals with Disabilities Act Amendment of 1997, children have the right to the least restrictive learning environment in school regardless of their disability or the modifications needed (Individuals with Disabilities Education Act, 20 U.S.C. Chapter 33, Section 1412(5)(B)). The home school districts are required by law to provide all the necessary accommodations within the classroom so each child has every opportunity to learn. With the increasing number of students who are deaf and hard of hearing being mainstreamed in public school systems, it becomes a necessity to educate the students within the school system about the capabilities of a deaf or hard of hearing student. Additionally, there needs to be an education process with the student who is deaf or hard of hearing to make him or her aware of the possibilities in life he or she has. This can be accomplished through children’s literature within the classroom.

Students and teachers alike need to be informed that the Deaf Culture does not look at deafness as a disability but only as requiring a different mode of communicating with others. For many students, their only disability is that of their lack of ability to hear as well as others. People need to be aware that the only difference between two children could be one person is able to hear better than another; such issues can be taught within children’s literature if there were books
that had characters with disabilities where their disabilities were not the main concern throughout the storyline.

Statement of the Problem

A limited number of books exist with characters who have disabilities. An even smaller number of books contain characters who are deaf or hard of hearing. There needs to be a positive portrayal of children with disabilities to provide good role models for children who are struggling with a disability on a daily basis. The literature needs to demonstrate that a person with a disability is not helpless; he or she is capable of doing many things in life.

Children’s literature books need to portray real life experiences that happen because a person is deaf. Everyone has his or her own experiences and this means a hearing person’s experiences will differ from those of a person who is deaf or hard of hearing. Children’s books need to incorporate the deaf experiences within books to provide comfort that these experiences do not only happen to one in a million, but to many other people across the world.

Research Question

Saunders (2000) stated that children’s literature provides its audience with negative messages about disabilities. While research has explored issues related to disabilities, there is no research that has investigated how characters who are deaf or hard of hearing are portrayed in children’s literature. The purpose of this study was to investigate how characters who are deaf or hard of hearing are portrayed in adolescent children’s literature chapter books written for middle school readers.

Justification

Students read books and want to relate to what they are reading. Students with hearing impairments have not been provided with children’s books that have characters with whom they
can truly relate. The results of this investigation should provide some general information about the availability of chapter books that incorporate characters who are deaf or hard of hearing into their story lines. It is hoped that, through this investigation, readers will develop an increased awareness of the need to provide all students, whether they have a disability or not, with positive character role models with whom they can relate.

This study includes detailed surveys of books, written at the middle school level, with characters who are deaf or hard of hearing. The survey included information that can be used by educators wanting to incorporate such books within their curriculum.

Definition of Terms

The following terms are being provided for clarification purposes within the research:

1. *Adolescent Children’s Literature*—for the purposes of this investigation, this is defined as chapter books intended for those ages 11-14 years of age
2. *Deaf or hard of hearing*—a loss of hearing that adversely affects the ability to perform in an educational setting
3. *Hearing Impairment*—refers to any form of hearing loss, whether profoundly deaf or only a mild hearing loss (Moores, 2001)
4. *Disability*—any restriction or lack of ability, due to an impairment, to perform an activity in the manner or within the range considered normal for a human being
5. *Dynamic character*—character showing change within self by the end of the book (Prater, 1999)
6. *Static character*—character showing little change within self throughout the book (Prater, 1999)
Limitations

There were several limitations to this investigation. The first was due to a small sample size of books and the timeliness of the books selected. Additionally, this investigation focused only on books in print. An analysis of books no longer in print may yield different results.
CHAPTER II. REVIEW OF LITERATURE

The purpose of this study was to analyze how deaf characters are portrayed in chapter books for middle school readers. This chapter will discuss different aspects of multicultural literature and how children’s literature has developed over time. In addition, information will be provided about how the perception of story characters may be helpful in changing the perception of oneself.

Multicultural Children’s Literature

According to Harris (1992) multicultural literature focuses on people of color, religious minorities, regional cultures, the disabled, and the aged. Newling (as cited in Shioshita, 1997) states, “In today’s ethnically diverse classrooms, it’s essential that books reflect students’ cultural backgrounds” (n.p.). This is an important concept; however, it has yet to be integrated fully into classrooms across the country. America has an overall culture that is comprised of many smaller cultures. Within classrooms there are many different students coming from different cultures. Teachers need to be aware of these cultures and provide students with literature that reflects these specific cultures to make both the child within the culture and the children within that classroom aware of the differences.

As said by Style and McIntosh (1998), “A culturally diverse world requires literature as a ‘window’ to multiple realities and a ‘mirror’ in which to reflect on how these realities relate our own humanity, indeed our ‘shared humanity’” (p. 3). Although everyone is unique and has differences, we share the same humanity. This likeness needs to be addressed and should be addressed through children’s literature.

Children’s literature should provide images that are positive towards that particular culture (Couse, 1998). Children’s literature needs to be a role model in our society for what is
acceptable and unacceptable. Couse also states, “children’s literature is a powerful tool for shaping children’s understanding of the world around them” (p. 2). This tool needs to be used correctly to be powerful in a positive manner. Books are also used as a representation of what children are able to be in their adult lives (Creany, 1995). If books are misrepresenting the possibilities of what a child can be when he or she matures, then the child may not reach his or her potential in our society.

Children who read different texts interpret what they read in different ways. Adults need to be aware of different interpretations children may make. As said by Apple (1992):

In the dominant reading of a text, one accepts the messages at face value. In a negotiated response, the reader may dispute a particular claim, but accept the overall tendencies or interpretations of a text. Finally, an oppositional response rejects these dominant tendencies and interpretations. The reader “repositions” herself or himself in relation to the text and takes on the position of the oppressed. These are, of course, no more than ideal types and many responses will be contradictory combination of all three. (p. 10)

Children’s literature is a somewhat new phenomenon. It has not been until recently that such a wide variety of children’s literature has become available in such mass quantities. According to Stephens (1992), the historical purpose of children’s literature is to socialize children towards a certain idea. This still stands true and because of that, children’s literature needs to socialize all children to be accepting of all people, whether there is a disability or not.

Since the 1960s, there has been an emergence of multicultural children’s literature (Neese-Bailes, 2002). This has made children more aware of differences in race, culture, gender, and so forth to which they might not have been previously exposed. With this increase in availability of multicultural children’s literature, Stephens (1992) states, “personal development
of all children has increased by effacing notions of race, class, or gender superiority” (p. 51).
According to Campbell and Wittenberg (1980) there are many purposes multicultural literature can serve. The authors list six:

1. It heightens respect for individuals. Children discover that all people have basic needs, feelings, and emotions.
2. It acknowledges contributions of minorities. Many cultures have made contributions to the world, and we should celebrate these accomplishments.
3. It brings children into contact with other cultures. Since children develop an awareness of differences among people at an early age, it is important that they be exposed to books that reflect a pluralistic society. This helps to eliminate ethnocentrism and encourages respect and tolerance for others.
4. It enhances students’ self-concept. Children realize that they have a cultural heritage of which they can be proud.
5. It helps children realize that society has developed a value system that validates some differences and minimizes others. This system is based on ignorance and misperception and its existence promotes inequality.
6. It encourages students to detect prejudice and to work toward its elimination. (n.p.)

Shields (1994) states that teachers use multicultural literature for various reasons including geography, cultural literacy, and increasing the self-perception of the children within the book. There are many reasons why children need to be exposed to diverse literature. According to Eckart (1990), “Literature reflects the sociopolitical environment of the society in which it was written about as observed by writers” (p. 1). Another reason is that the “norms,
values, culture, and history presented to children in schools embody[y] the norms, values, culture, and history of the dominant social classes” (Taxel, 1984, p. 9).

The literature of our society needs to reflect what content and values are acceptable to present to our children in our schools. If what we present is stereotypical and biased towards minorities within our society, that is what our children will think is acceptable. Swindler-Boutte (2002) adds, “Children’s literature presents children with society’s overt and covert values and often explains and justifies what is generally considered appropriate patterns of behaviors and beliefs” (p. 147). Morse (1980) discusses how powerful literacy can be towards humans. Morse states “in depicting the human dilemma, a literary account is often more vivid than even our everyday experiences because essentials are winnowed from the ephemeral and highlighted” (p. vi).

Hillard (1995) explains that all people, both children and adults need to be aware that humans are universal in the fact that all have feelings, hopes, and dreams. According to Hillard, if humans see the similarities among themselves, then accepting differences is much easier. Hillard adds that although individuals are unique and different, they all have the basic underlying similarities (including feelings, hopes, and dreams) and they should all be treated as such. Barta and Grinder (1996) agree, “if children learn of our similarities, this awareness may overshadow the fear of differences” (p. 269). Hillard also states that in the United States we encounter many cultures on a daily basis. Our attitude towards each situation is based on our past experiences. Hillard suggests that providing children with positive multicultural literature can create positive experiences to cultures different from our own which can “perpetuate acceptance and appreciation” (p. 729).
Bias in Children’s Literature

Bias has been a large part of all literature in society. There are different types of bias that occur in books. According to Sadker, Sadker, and Long (1993), there are six different biases that occur in books. The following can occur: linguistic bias (referring to sexist language or loaded terms), stereotyping, invisibility (systematic exclusion), imbalance (presenting only one group of people), unreality (portraying a character in an unrealistic way) or fragmentation (taking a group of people and making their accomplishments unique instead of incorporated within the whole body of text). Over recent years there has been more of an awareness of these biases and there have been attempts to reduce the bias occurring within literature by integrating diversity and including people with disabilities among others.

However, according to Watson (2002), there are still biases against certain sectors of our community “notably females, disabled or handicapped people, the elderly, those of a particular class, ethnicity, nation, culture, sexual orientation, political persuasion or religion” which are depicted negatively with text and or illustration or excluded altogether (p. 75). Barta and Grinder (1996) add that, “when the negative portrayal towards a certain sector is not challenged the impact that the bias is then institutionalized” (p. 269). As an example, Watson notes that people with disabilities have not been portrayed as individuals until half way through the 20th century. This is critical because most public school students who have been identified in some way as exceptional spend some of their day in regular classrooms (Hallahan & Kauffman, 2000). Children need to be taught how to recognize bias whether internally or within the society around them. Children should not be sheltered from biases but need to become aware of bias both in person and within literature (Watson). This then would transfer to their behavior as they are encouraged and taught how to apply what they learn from their reading.
Gender Bias

One area of bias in children’s books is that of gender bias. Couse (1998) defines a stereotype as “an over simplified generalization about a particular group, race, or sex, which usually carries a derogatory implication” (p. 6). Singh (1998) discusses how this affects both boys and girls. Girls of course are supposed to all be passive and whiny while boys should not have emotions. Similarly, Creany (1995) believes that “Gender role stereotypes act as limits to children’s potential growth and development” (p. 289).

Although our society is trying to break away from stereotypical roles for men and women, both men and women are allowed to be whatever they choose to be. However, before the feminist movement, the woman’s role within literature was in the house, cooking and cleaning while raising a family. That is no longer the case, and therefore, literature we read needs to portray unbiased views of our society. The portrayal of gender within children’s literature causes restrictions as to what children think they can be or do within society (Singh, 1998). Literature helps to create an image of what a girl and boy does or can do (Fox, 1993). According to Singh, “Many researchers and authors argue that readers identify with characters of their own gender in books. Therefore, the relative lack of girl characters in texts can limit the opportunity for girls to identify with their gender and to validate their place in society” (n.p.). The readers who are deaf or hard of hearing need to identify with persons like themselves in books. The readers also need to be able to learn other roles and strategies for success in life. “Gender is one of the most influential facets of human development. It affects each individuals sense of identity, interactions with others and place in society” (Creany, 1995, p. 289). Self-concept also increases with positive literature. Girls’ self-concept scores increase with a presence of a strong female
role model within a story (Ochman, 1996). This was also found the same for boys during the same study.

Self-Perception

To provide students with opportunities to be exposed to diverse characters, there needs to be a wide variety of books within a classroom. Salend (2001) believes that books about people with disabilities can encourage positive attitudes and, simultaneously, teach students about individual differences. This will work only if the books to which children are exposed have a positive portrayal of the individuals with the disabilities. With the increasing integration of students with disabilities in the mainstreamed classroom, the entire classroom needs to become aware of the differences within that classroom and school district. Gearheart, Weishahn, and Gearheart (1996) agree that through trade books, students without disabilities can better understand their peers who have disabilities. There are times when it is necessary to directly teach the differences within a classroom. Teachers should not allow the differences to be ignored, possibly leading students to a misconception of what certain disabilities entail.

According to Kitterman (2002), “Children’s books are a valuable source for teachers to bring topics before their students, begin discussions that promote the acceptance of special needs learners, and teach children about the differences that individuals bring to learning situations” (n.p.). Books can direct the attention away from the actual student with a disability and place the attention on a character within the book. Winsor (1998) explains that children’s books can help explain a disability in a way that children can understand with little room for misinterpretation. Shriver (2001) hopes that her book will help children recognize that children with disabilities should not be feared, pitied, or ridiculed; rather, they should be embraced, challenged, and included.
The intention of multicultural children’s literature and that of multicultural literature as a whole is to provide overall acceptance of all humans. According to Landrum (2001), “Multiple studies have demonstrated that literature featuring characters with disabilities can spark a healthy acceptance of self and others in young readers” (n.p.) Children’s minds are easily molded into the ideals that are presented to them. If a positive portrayal of students with disabilities is presented then a healthy acceptance will result. Children’s literature can provide a lesson that all individuals can contribute to society.

There are many books on the market that are classics such as *The Adventures of Tom Sawyer* (Twain, 1920), can perpetuate bias towards a certain minority group. Because these books are read in school as classics, it is very unlikely that they will be taken out of the curriculum and that does not need to be the intent. Swindler Boutte (2002) explains that the classics need not be removed but examined in a new way while still enjoying them. She also states that teachers and parents need to teach students to “recognize the author’s ideology, stereotypes, and biases in books” (p. 149) because not all books respect all people. Teachers and parents alike need to become aware of the intent of the authors of the books children are reading. Books should not be avoided because of their ideological stances, rather children should be taught to read critically and to not always accept the ideologies presented (Swindler Boutte).

Adolescence is a time when children begin to figure out exactly who they are. When they read they can put themselves in the shoes of characters then, in turn, understand themselves more. According to Rosenblatt (1983), literature enables readers to better understand themselves and others by stepping into the world of the characters of a given text. Within literature, a child can be whatever or whomever he or she chooses. This is a great way to empower that child. It is especially true for students with disabilities. Students normally will only achieve to a level that is
expected of them (self-fulfilling prophecy). If there is not a high level of expectation, students’ achievement will suffer both academically and socially. It is not to be said that every book that has a character with a disability needs to have that character in a leading role (Watson, 2001). However, there at least needs to be some books written with characters with disabilities in leading roles. Rudman (1995) states:

Ideally, people with special needs should appear as major and minor characters in approximately the same proportion as they occur in real life. They should be fully dimensional as the other characters, with the same flaws, strengths, problems, feelings, and responses. They should also be varied in their race, economic background, social class, religion, age, and lifestyle, and be represented in different genres such as poetry, fiction, folktales, nonfiction, adventure tales, and fantasy. (p. 306)

If the perception within a book is negative about any certain race, gender, or culture, students might perceive the perception as true. Underlying negative subtleties in text can create negative self-perceptions. For example, an able-bodied kindergarten student who is deaf could read about a helpless deaf child and in turn might react as though that kindergartener is also helpless. If a student reads about a deaf child who is capable of many things, then he or she will in turn feel empowered to do many things with his or her life also. This same generalization of perception also stands true for the classmates of a person with a disability portrayed within a book they are all reading. If characters within children’s literature are portrayed positively, then all students within the classroom will have a positive response to that individual student.

As stated earlier, children are molded by what they read and hear around them. Marshall (1998) believes “We must provide multiple opportunities for children to explore positive characteristics, behaviors and beliefs of people of different cultures, family structures, socio-
economic status, gender, and physical and mental ability” (n.p.). Adults need to provide positive feedback and clear expectations to all children. Adults should also discuss stereotypes with children to help them analyze and change behavior (Marshall). According to Marshall, adults must attach positive value to all children in their care through their interactions, tone of voice and expectations. Adults may encourage respect for all by leading discussions with children about stereotypes and by helping children analyze and change negative behavior (Marshall).

There is no such being as a ‘typical’ person with any disability. Because of that there should not be a stereotypical portrayal within children’s literature. According to Singer and Smith (2003), readers find self-affirmation in knowing that other people like themselves are being portrayed in literature. They find that people like themselves have lives worth knowing about and sharing with others. Landrum (2001) claims that literature is just another venue through which students gain a more complex perception of themselves and others.

Literature Containing Character’s with Disabilities

Multicultural literature includes characters from diverse backgrounds. Educators have been using diverse children’s literature to introduce a variety of cultures and ethnicities into classrooms; they can do the same to introduce disabilities (Smith-D’Arezzo, 2003). According to Rudman (1995), “social psychologists tell us that stereotypes of disabled people are maintained because groups that are unlike the cultural majority are isolated and given few opportunities to develop intimate relations with others” (p. 306). History shows that people with disabilities have been shunned and even thrown to the way side because they are ‘different’. Students can learn to develop relationships and see the similarities through children’s literature.

Not until the Individuals with Disabilities Education Act, originating in 1975, have so many persons with disabilities been mainstreamed into classrooms. Before IDEA, students with
disabilities were isolated from the rest of the school population. The stereotype evolved that disabled people “are expected to be helpless, sweet-natured (or constantly complaining), asexual, passive, and uninterested in anything but their own conditions” (Rudman, 1995, p. 306). This stereotype is just that, a stereotype, and the reality of the situation can be portrayed within the literature children read.

Research Regarding Characters with Disabilities

Stereotypes were and still are being portrayed in literature, including children and adolescent literature. Marshall (1998) states, “books used for the purpose of expanding children’s understanding and respect for human differences must portray characters, events and circumstances in authentic and balanced ways” (n.p.). However, there has been no specific research on the portrayal of deaf characters within literature.

Recently, Prater (2003) conducted research on how characters with disabilities are portrayed within literature. She states that authors include characters with disabilities to focus mainly on the life of a person with a disability or as a supporting character within the story. If the author is focusing on the life of a character, the character, whether fictionalized or true, can serve as a role model or as bibliotherapy for children with disabilities. This story line can also serve as a way that children without a disability can learn about those with disabilities. If the author happens to include only a character with a disability, then that author is “represent[ing] the diversity in society” (Prater, p. 47). According to Prater, there had only been four studies about characters with disabilities, prior to her study, in which “contemporary characterization was examined empirically” (p. 47). Two had been conducted on disabilities in general, one on mental retardation, and one on mental retardation and autism.
Harrill, Leung, McKeag, and Price (1993) examined children’s literature to determine if characters with disabilities were portrayed differently since the law mandating inclusion of children with disabilities went into effect. Books were randomly selected for comparison; 30 titles were used that were published after 1978, which were published after Public Law 94-142, and 15 titles published before 1978. Four full-time teachers rated each responding to 10 statements using a Likert scale ranging from 5 (Almost always true) to 1 (never true/not applicable):

2. Persons with exceptionalities are shown at various reading levels of materials.
3. Handicapped persons are represented accurately and without stereotypes.
4. Disabled persons are shown in least restrictive environment.
5. Language is nondiscriminatory.
6. Interactions are demonstrated between persons with exceptionalities/handicaps and those without exceptionalities.
7. Appropriate role models of disabled people are represented.
8. Emphasis on uniqueness of all individuals is emphasized rather than on focusing on the differences of people with exceptionalities.
9. Representation of disable person has a purpose in the story, i.e. is not a “token” representation.
10. Illustrations are realistic and portray the disabilities accurately and sensitively. (p. 3)

The research showed that within all books studied there was a positive increase from pre-1978 to post-1978. It should also be noted that there was an increase in the range of disabilities being depicted in the children’s books sampled after 1978. In the books sampled, the occurrence of
blindness/visual impairments stayed consistent (33% pre-1978 to 30% post-1978). There was a large increase in the inclusion of characters who are deaf or hard of hearing with none being depicted prior to 1978 and an increase to 30% of the sampled books containing a deaf/hearing impaired character. The occurrence of characters who are mentally handicapped increased from 13% to 23%, while characters who are physically handicapped increased from 27% to 40%. The percent of characters with learning disabilities or emotional handicaps stayed consistent from pre-1978 to post-1978. While not present prior to 1978, leukemia, dyslexia, terminal illness, dwarfism, diabetes, asthma, and speech impairments were all represented in the post 1978 books. Epilepsy was the only disability with one occurrence prior to 1978 and none post 1978.

Three main observations were warranted. First, there was a clear increase in the number of characters portraying disabilities after Public Law 94-142. Secondly, there were more realistic portrayals after 1978 than before 1978. The researchers (Harrill, Leung, McKeag, & Price, 1993) also discussed that if these books were being used to introduce students without disabilities to students with disabilities that the information was more accurate and the terms used were more acceptable to our society in the more recent books.

Ayala (1999) researched 59 fiction and nonfiction children’s books published between 1974 and 1996 to determine the extent to which the story line and characters with disabilities mirrored society. Ayala researched the educational and demographic trends of society as well as determining whether any new trends emerged since the last studies were conducted. Ayala reviewed existing research dealing with how characters with disabilities were portrayed within in literature previously and came up with 15 content areas from which the books selected would be compared and contrasted. The areas are as follows: title, author, year, publisher, category (fiction, nonfiction, etc.), disability portrayed, story setting, character portrayal, gender,
ethnicity, language of text, disability/labeling, cultural emphasis, educational information, and age focus. Each book was read by Ayala and then each book was reviewed within the 15 content areas. The information gathered from each book was then compiled to identify the findings. Overall the most common portrayals in her sample were male (52%), Caucasian (50%), varied settings (53%), orthopedic impairments (22%), protagonist as “hero” (63%). There were realistic portrayals, defined as a fully functioning member of society, only 20% of the time with 10% of the characters being portrayed as victims. Ayala states that “although books are increasingly including multi-ethnic children when discussing disabilities, they lack the equally relevant cultural themes and practices pertinent to children from diverse backgrounds” (n.p.).

Prater (1999) conducted a study to determine how mental retardation (MR) and related issues were being portrayed in books published from 1965-1996. From a list of over 1500 books, 68 books were eventually selected to be included in the study. To be included the book must have had a character with mental retardation who was either main or supporting, fiction, and appeared in at least two of 27 sources. Prater stated, “All [books] were read and the characterizations of the individuals with mental retardation were analyzed in terms of (a) level (main or supporting), (b) type of development (dynamic or static), and (c) point of view” (p. 420). Notes were taken on each book to determine what themes emerged. The researcher was looking particularly for “(a) the type of relationship among characters with and without mental retardation, (b) changes in characters without mental retardation attributed to association with an individual with mental retardation, and (c) character changes within the individuals with mental retardation” (p. 420). Prater noted topics including schooling, employment, and recreation.

Prater (2003) summarized her 1999 study in her most recent study. The results are as follows, “Most characters were supporting (61%) and static (54%). Few books were written from
perspective of character with MR (13%)” (Prater, p. 48). Only 45% of the characters were
dynamic with 39% as main characters. Characters seem to be more dependent on family
members and portrayed as a victim. School, employment, or recreational settings were not
addressed and “almost all described some form of outdated practice (e.g., sheltered workshops”
(p. 48). In her conclusion of the study, she states, “the mere presence of a character with mental
retardation in a book does not guarantee the accuracy of the portrayal, nor the relationship with
others that should be promoted” (p. 430).

The purpose of Dyches, Prater, and Cramer (2001) conducting a study was to analyze
characters portrayed with MR or autism and related themes in books published only between
1997 and 1998. Twelve books were selected, read, and notes were taken about each book. The
results summarized according to Prater (2003) are as follows: “Most portrayals were main,
dynamic, positive, and realistic” (p. 48). Not many books were written in a first-person point of
view from the character’s perspective with MR/autism. However many included practices
currently being used within schools such as inclusion. There was an overrepresentation of
characters that were male with MR. “This may give readers an unrealistic idea that girls do not
have mental retardation, or that when they have this disability, it only mildly affects them”
(Dyches, Prater, & Cramer, 2001, n.p.).

Prater (2003) most recently wanted to identify all fiction depicting a child or adolescent
character with a learning disability. To be included, the books had to meet three criteria. First,
the character with a learning disability must be the main or supporting character, with LD as the
primary disability. Second, the book must be fiction. Thirdly, it must have been published before
the year 2001. The final selection consisted of 105 books. Ninety were analyzed for research.
Books were excluded after being read if they could not be found, clearly did not have a character
with a learning disability but another disability, or were described as illiterate. Within the 90 books, 97 characters were analyzed. Of those, 73 were main characters and 89 were dynamic. The characters commonly misbehaved in a school setting and many had poor self-esteem. However, through the story development, their self-esteem increased. Within the learning disability, many different types of disabilities were portrayed, such as reading, written language, math, social skills, oral language, and motor. With many disabilities being portrayed in the children’s books, students, whether or not they are disabled, will better understand the disability through the characters in the story.

Characters who are Deaf or Hard of Hearing within Children’s Literature

Children who are deaf or hard of hearing appear infrequently within mainstreamed publications (Bailes, 2002). This is a significant problem for members who are deaf or hard of hearing in our society. As said by Rudman (1995), “When any segment of society is excluded from its literature, the implication is thereby conveyed that the group is without value” (p. 219). Rudman stated there should be approximately the same proportion of diversity that occurs in society should occur in books. With books about characters who are deaf being almost nonexistent and the deaf population within the United States being 6.31% as of September of 1997, there is an obvious need for an increase in the number of books that have a character who is deaf or hard of hearing. Former International Reading Association President Dolores B. Malcom once said, “Only through the acceptance of the presence of ‘all’ will the true concept of pluralism be realized” (Micklos, 1996, n.p.).

People who are Deaf or Hard of Hearing

In the 2003-2004 Regional and National Summary, 38,744 student’s information was compiled by the Gallaudet Research Institute using individuals and organizations as well as state
and federal offices along with educational staff and other researchers (2005). Fifty-four percent of people who indicating they were deaf or hard of hearing were males and 45% are females. Children who were deaf or hard of hearing were born to hearing parents 94% of the time (Moores, 2001). Of those who reported, 78.5% had no deaf or hard of hearing siblings (Gallaudet Research Institute). Only 26.9% of family members regularly sign at home (Gallaudet Research Institute). There has been gained interest in multichannel cochlear implants since the 1980s according to Moores (2001). Cochlear implants were implanted into 9.6% of the students reporting (Gallaudet Research Institute). Sixty percent of students also use a hearing aid for instruction (Gallaudet Research Institute). With data showing that 47.2% of teaching is done primarily using speech only, the students are not hearing all that the teacher is saying (Gallaudet Research Institute). Also, about 63% of the students were integrated with hearing students at one point or another during the day (Gallaudet Research Institute). Over 60% of the students received speech training or speech therapy (Gallaudet Research Institute).

There was a study done on integrating sign language into a preschool curriculum that was going to have two new children that happened to have hearing impairments (Heller, Manning, Pavur, & Wagner, 1998). The two co-teachers decided immediately that they would teach all the students sign language to provide the least restrictive environment for the two students with the hearing impairment as well as enrichment for everyone in the classroom. Of the students who reported only 5.7% receive no support services (Gallaudet Research Institute, 2005). Heredity factors cause more than 60% of early childhood deafness in the United States (Marazita, Ploughman, Rawlings, Remington, Amos, & Nance, 1993).
Summary

In conclusion, bias within multicultural literature is decreasing; however there is room for improvement. Watson (2001) writes that there is still bias towards certain sectors of our community, which includes people who are disabled. There is also only a small number of books with students with disabilities, not a reflection of the population in society. According to Couse (1998), children’s literature should provide images that are positive towards that particular culture. If students read books that portray a character positively, like themselves, they will have better self-esteem. If students read about a student with a disability, like a student in their classroom, there will be a better attitude towards the other student. Kitterman (2002) discusses how children’s books can be a great way to introduce a topic regarding special needs learners within the classroom. Literature can empower a child to be what he or she wants to be. A study has yet to be performed regarding a character who is deaf or hard of hearing.
CHAPTER III. METHODS AND PROCEDURES

Students who are deaf or hard of hearing are being mainstreamed at an increasing rate into public school systems. Therefore, both the student who has the hearing impairment and that student’s peers need to be aware of his or her capabilities as a person. Literature can effectively communicate to everyone in the classroom the student’s abilities. Furthermore, literature that portrays characters who are deaf or hard of hearing in a positive manner can increase the self-concept of a student in the same circumstances. The purpose of this study was to investigate how characters who are deaf or hard of hearing were portrayed in adolescent children’s literature chapter books written for middle school readers.

Methods

Research Design

Adolescent literature containing a character who is deaf or hard of hearing was collected based on internet sources with books lists. A content analysis was conducted on each book to determine how characters who are deaf or hard of hearing were portrayed. The books were read and evaluated based on Prater’s (1999, 2003) guidelines and a list of guidelines specific towards the hearing impairments. The following criteria taken from Prater’s studies were used in the content analysis:

1. Was the character main or supporting?
2. Was the development dynamic or static?
3. What point of view was the book written in?
4. What types of relationships among characters with and without disabilities were present?
5. What, if any, changes occurred within those characters without disabilities attributed to those with a disability?

6. What changes occurred within the character with a disability?

7. What did their school life/education entail?

8. What type of residence did they reside in?

9. What type of employment did they have, if any?

10. What type of recreation were they involved in?

Subjects

Adolescent literature containing a character who is deaf or hard of hearing were used within this study. As many fiction books as could be found were initially collected and only after reading the beginning of each book to find the age level/reading level were the books then chosen for this study. However one nonfiction story was used within this study due to the formatting of the book. From the researcher’s prior knowledge of the author of that particular book, it was noted that the book was actually nonfiction although written as though fiction. All books containing deaf or hard of hearing characters were analyzed. These books were all appropriate for middle school readers. Of the 14 books read, the publication dates ranged from 1953-2000. See Appendix A for the book list.

Instrumentation

Qualitative and quantitative data were collected by using a checklist to evaluate each book based on Prater’s (1999, 2003) guidelines along with researcher-developed guidelines pertaining specifically towards those with a hearing loss. A content analysis was conducted. Appendix B contains the completed questions from each book. The following questions were addressed for each book.
1. Male or Female?
2. Degree of hearing loss?
3. Onset of hearing loss
4. Any assistive technology?
5. Deaf or hearing parents?
6. Deaf siblings?
7. Character main or supportive?
8. Was the character dynamic or static?
9. Point of view?
10. Types of relationships among characters with/without disabilities?
11. Change occurring within those without disability affected by the character with a hearing loss?
12. Change occurred within the character with a disability?
13. What does school life/education entail?
14. What type of residence does the character live in?
15. What type of employment does character have?
16. What type of recreation is the character involved in?
17. Is the situation authentic (qualify)? How does it end?
18. Is the portrayal positive or negative? How so?
19. Is the end of the story realistic?
20. What type of bias occurs?
21. Is Deaf Culture addressed? How?
22. Is the author deaf?
After all the books were read, there was an overall analysis of the book content.

Procedures

To gather, analyze, and interpret the data pertinent to this study, the following steps were taken:

1. Recommendations of books to be considered were sought from professionals and colleagues.
2. Online websites were accessed to retrieve books lists about the subject of characters who are deaf or hard of hearing.
3. The first few pages of the books were read to assure that the books were leveled for middle school readers.
4. Each book was then read and analyzed according to the guidelines (Prater, 1999, 2003).
5. A content comparison was conducted based on the results.
6. A matrix was created to identify common occurrences within the books.

Data Collection

The data for this study were collected by searching databases, colleague recommendations, and on-line searches. A list of questions was used to gather the necessary data from each book. Prater’s (1999, 2003) guidelines were adapted to evaluate characters who were deaf or hard of hearing. Researcher-developed guidelines, based on students who are deaf or hard of hearing, were addressed in each book’s evaluation and data were recorded on a chart. Only text was analyzed in this study.
Data Analysis

The data were analyzed to identify and compare patterns of similarities and differences of the portrayal of the characters with hearing losses. Each question was individually analyzed and evaluated for portrayal. Charts were created to identify patterns (see Appendices C and D). Also further groupings were used to arrange the list of questions. Of the 22 questions, the first six were of the characteristics of the character, questions seven through nine as well as 21 and 22 were categorized as story elements. Questions 10-16 dealt with interactions among characters. Finally, questions 17-20 dealt with authenticity of the storyline.

Summary

Fourteen adolescent literature books written for middle school readers were evaluated by conducting a content analysis of each book. All of the books contained a character who was deaf or hard of hearing. The books were analyzed to determine how the character who was deaf or hard of hearing was portrayed using pre-determined questions. These questions were developed to specifically address the research question.
CHAPTER IV. RESULTS AND DISCUSSION OF RESULTS

In this study, middle school chapter books were read to analyze how characters who were deaf or hard of hearing were being portrayed. Fourteen books were read. After compiling the data recorded from each book, each individual survey question was analyzed. Fourteen books were used for analysis. Two of the books, *Nick’s Mission* (Blatchford, 1995) and *Nick’s Secret* (Blatchford, 2000) are books from a series. Therefore the main character, Nick, was analyzed once for the survey characteristics. Although all books were designated for middle school readers, some of the books were non-fiction, causing some of the questions to be unanswerable. Once the data were collected, the researcher organized the data from earliest to most recent. The oldest book that was read was published in 1953 and the most recent was in the year 2000. The majority of the books were written after the passage of the Individuals with Disabilities Education Act, originating in 1975. Eleven of the books read were published after 1975.

Results

*Characteristics*

There were seven male characters and six female characters. Out of the 13 characters with a hearing impairment, eight characters were deaf to the degree of profound or unable to hear any form of speech or useful sounds. The other five characters were ‘hard of hearing’ in that they were not able to hear upper ranges or only able to hear ‘some of the time’. For nine characters, their hearing loss came as a result of an illness. Three characters were born with a hearing impairment while one character’s origin of deafness is not addressed in the story.

Assistive technology was discussed frequently among the books. Out of the 13 hearing impaired characters, however, only six had either tried or wore hearing aids. Cochlear implants were only discussed in the book titled *One TV Blasting and a Pig Outdoors* (Abbot & Kisor,
TDD (Telecommunication Device for the Deaf) and TTY (teletypewriters) were mentioned within a few of the books. Closed Captioning was also mentioned along with ways the people who are deaf can know someone is at the front door. For example, in *One TV Blasting and A Pig Outdoors* (Abbot & Kisor), the character who was deaf used a vibrating pager to indicated doorbell rings.

The majority of the characters within the books had hearing parents. Eleven out of the thirteen characters had hearing parents, while only two had parents who were deaf. The characters in seven of the 13 books had no siblings; four characters had hearing siblings; one character had deaf siblings, and one character was unable to be determined.

*Story Elements*

Most of the 14 stories were written in third person point of view with only three books written in first person. Also, in all but two of the books, the character who was deaf or hard of hearing was a main character. Of the 13 different authors, three books were written by authors who were deaf or hard of hearing.

Deaf culture was addressed in three of the 14 books. In the books where deaf culture was addressed, the community activities were discussed. The deaf community in a city provided a place for people who were deaf or hard of hearing to socialize with people like themselves. In *Apple is my Sign* (Riskind, 1981), deaf culture was not addressed in the organized fashion in today’s society; however, there was a hearing preacher who traveled around keeping people who are deaf informed of what is going on in the world and with other’s who are deaf.

*Interactions*

The types of relationships among characters with/without disabilities were widely varied. The characters who attended a school for the deaf felt more accepted at that school than in the
public school systems. For example, Annie from *Annie’s World* (Levinson, 1990) said students and teachers liked her for herself at Sandhurst (the school for the deaf). On the other hand, there were many characters who were deaf or hard of hearing who did not have very many friends such as Nick from *Nick’s Mission* (Blatchford, 1995) / *Nick’s Secret* (Blatchford, 2000) and Sarah from *Pretty Saro* (Windsor, 1986). There were also instances when other characters within the story treated the character who was deaf or hard of hearing as though not human or with pity such as in *Annie’s World* (Levinson, 1990), *A Dance to Still Music* (Corcoran, 1974), *Dovey Coe* (Dowell, 2000), *Friends Everywhere* (Napoli, 1999), *Hue & Cry* (Yates, 1953), *Nick’s Mission* (Blatchford) *Nick’s Secret* (Blatchford), and *The Swing* (Hanlon, 1979)). Some people also looked negatively upon the character with a disability due to the way the person talked or could not hear what was being said. This was a problem within the classroom especially with Annie in *Annie’s World* (Levinson) where the students at the biology table acted like she was not human.

A boy looked at Margaret with interest in *A Dance to Still Music*, but after he found out she was deaf he then looked at her with pity. There were positive instances such as Peter in *Nick’s Secret* (Blatchford). Nick, the main character who was hearing impaired, liked Peter, who was his mom’s boyfriend, because he did not look down on him because he was deaf. Harry in *Apple is my Sign* (Riskind, 1981) makes good friendships with the other boys at the deaf school because they could communicate using the same mode of communication.

There was no big change occurring within those without disabilities affected by the character with a hearing loss. There were instances when peers learned to adjust how they communicated to help the character with a hearing loss better understand them such as in *Friends Everywhere* (Napoli, 1999) when Tank and Lynsey learned signs to be able to better communicate with Patricia who was hearing impaired. Another example in *Going with the Flow*
(Blatchford, 1998) was when Mark’s classmates learned to adjust by making sure they were facing him when talking.

There were changes occurring within the character with a hearing loss throughout the books. Overall there was an acceptance of the hearing loss by the end of the book. Most characters found a need for modifications and adaptations to be able to get through life in a happy manner. Most of the fears that arose because of the hearing loss were laid to rest by the end of the story.

The educational experiences of the characters were wide spread. Three characters attended residential schools for the deaf. Two of the characters attended residential schools at the beginning of the books but transferred to public schools. Six characters always attended public schools while two more attended no school at all. There was only one interpreter mentioned in any of the books; that was Mrs. LaVoie in *Going with the Flow* (Blatchford, 1998). However, most of the characters complained of missing what was going on within the classroom because of not being able to hear. Glen’s mother in *The Nothing Place* (Spence, 1972) did not tell the school right away about his deafness. She thought it would be better to wait to see if he could get along. Because she waited, there were no accommodations made and he fell behind in school. Annie in *Annie’s World* (Levinson, 1990) was put in tenth grade classes at the public school when she transferred, although she had been a junior and performed well at her previous school. She did not like being viewed negatively. Many of the stories mentioned speech or lip reading.

The type of residence was analyzed as well. Four of the characters lived in apartments although two of those four moved from a house to the apartment during the story. Of the remaining characters, nine lived in houses while one book did not mention the type of residence.
There were two characters who attended residential schools. However the setting of these two books was from the 1800s to early 1900s.

Employment was not prominent at the middle school age so there were not many references to employment for the characters. However, Nick, from *Nick’s Mission* (Blatchford, 1995) and *Nick’s Secret* (Blatchford, 2000) had a job working at a pet store after school and on weekends. The character who was hearing impaired in *One TV Blasting and a Pig Outdoors* (Abbot & Kisor, 1994) was a father who had many employment opportunities over the years. The father was a counselor at a YMCA, but they would not allow him to be a lifeguard because he was hearing impaired. Throughout the story, he was a newspaper editor and columnist, wrote books, and made speeches as well as appeared on TV.

The characters within the books participated in a variety of recreational activities. They played football and basketball, climbed trees, swam, and even rode horses. The characters did what all children do for fun. One of the characters within his story liked working on his model boat, *The Endeavor*, because he was not hampered by a hearing loss. It is something he could do without needing to be able to hear well.

*Authenticity*

For all but one of the books, the situations occurring were authentic. There were a lot of struggles occurring because of the loss of hearing in some characters, but it was realistic within the setting of the story. In *Doggy Dare* (Baglio, 1998), the situations were not authentic. A boy with a hearing loss moved into town and met two other children. These children became his friends. After becoming friends, they found a dog with no owner and they tried to train the dog to become a hearing dog for this boy such as getting the boy’s attention when the doorbell rings. They trained the dog, to a degree, in only a few weeks, which was very unrealistic.
All 14 books provided a positive portrayal of deafness and hearing loss. This does not mean everything went well all the time but normally by the end of the books there was a realization by parents and the character of acceptance of the disability. There were instances of the character who was deaf or hard of hearing not always being treated like a human should; however, the characters adjusted and moved on like people would have to do in real life.

The books did not always end realistically. Four of the 14 books had outlandish endings. In *Doggy Dare* (Baglio, 1998), Scruff the hearing dog saved Joey’s life. In *Dovey Coe* (Dowell, 2000), Amos, who was deaf, murdered someone and no one found out that it happened. In *Nick’s Mission* (Blatchford, 1995), Nick caught bird smugglers and then saved the birds. Also in *Nick’s Secret* (Blatchford, 2000), Nick helped to protect a girl and her dogs that were worth tens of thousands of dollars. Of the other 10 books, the character and his or her family normally began to accept the hearing loss. The endings were realistic in that the characters made friends and settled into their lives and accepted that they had to make accommodations, such as at school, because of their loss of hearing.

There were instances of bias within the books. There were major circumstances that were demeaning to the character. For example, Annie, from *Annie’s World* (Levinson, 1990), was mainstreamed into a public school and a mother of another student thought that Annie should not be there because she took time away from the ‘normal’ students. In *Apple is my Sign* (Riskind, 1981), boys made fun of the characters signing. During the book *Dovey Coe* (Dowell, 2000), Amos’s deafness made him invisible to Parnell. During the same story, Parnell asked if the monkey “…had been trained or if he was too stupid to be civilized” (p. 37). People in the story thought because Amos couldn’t talk or hear, that he was stupid. Within *The Nothing Place* (Spence, 1972), Glen’s mother pretended he was not deaf. His family didn’t talk about deafness
as though it were shameful. Shane, who was Glen’s friend, did not like what his mother said one day. “Poor Boy,’ said Mrs. Halliday. ‘It must be such a handicap’” (p. 64). Shane didn’t like the word handicap because he thought it suggested that Glen was crippled or a child who went to a special school, which he did not. Beth was called a dummy throughout the book, *The Swing* (Hanlon, 1979). It was also stated that kids made fun of her because she was different.

**Discussion of Results**

Overall the books portray characters who were deaf or hard of hearing in a positive, authentic manner. Most of the stories were written in third person point of view with 11 characters being main characters. There was an even balance of male and female characters with seven male and six female. There was also a wide variance of the onset of hearing loss. Nine lost their hearing after an illness with three being born with a hearing impairment; one character’s onset was not discussed. Also a good portrayal of a variance in the degree of hearing loss was found with eight had a profound hearing loss and the other five hard of hearing. Of the 13 characters, six either tried or wore hearing aids with no character having a cochlear implant. Eleven characters had hearing parents and seven characters had no siblings at all.

The characters who attended schools for the deaf were more accepted by their peers than those who attended public schools. Three characters attended residential schools, eight public schools, and two attended no school at all. Characters also struggled to find friends and at times were looked down upon. Other times peers learned to adjust. In each story, by the end of the book, the character with the hearing loss and his or her family accepted the hearing loss.

The families of the characters who were deaf or hard of hearing resided in four apartments and nine houses. One character had a job in a pet store with most participating in recreational activities. The majority of the books provided an authentic, positive portrayal of
deafness. Some books, however, did not always end realistically. There were instances of bias in some of the books such as invisibility and linguistic biases. Deaf culture was only mentioned in three of the 14 books.

Summary

The research shows that the middle school chapter books provided a positive portrayal of characters who are deaf or hard of hearing. Overall, the books provided varying degrees of hearing loss with varying onsets of the loss. There were six characters who either tried or wore hearing aids with not one character having a cochlear implant. At times, bias occurred and other characters looked down upon the character who is deaf or hard of hearing. Three characters attended residential school, eight public schools, and two did not attend school. Most received no accommodations within the school system. There were problems that occurred throughout the books but by the end most characters and the families accepted the hearing loss.
CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted to analyze how middle school chapter books portray characters who are deaf or hard of hearing. This chapter will discuss a summary of the study, the conclusions that were drawn and the recommendations that resulted.

Summary

In summary, 14 books and 13 characters with hearing impairments were analyzed for this study. Each book contained a character who was either deaf or hard of hearing. A content analysis was conducted by reading each book and answering a series of questions about the books. Both qualitative and quantitative data were collected and analyzed. After all books were analyzed, the answers were recorded onto a chart to find patterns of similarities and differences within each question. Research states how children need positive portrayal of characters who are like themselves to be able to relate with and to provide as a role model.

Conclusions

 Characteristics

Of the 14 books that were analyzed, only three were written by authors who themselves were deaf or hard of hearing. Bailes (2002) states how most literature written about deafness is written by professionals about the inability to hear. This does not necessarily mean that most books give an inaccurate portrayal of deafness; however, a more accurate portrayal can be given from first hand experience.

The children’s books analyzed presented a realistic portrait of the relationship of children with hearing difficulties who have parents who also have hearing loss. Within the storylines, there were only 11 of the 13 characters had parents who were hearing which is 84.5%. In
America 94% of children who are deaf or hard of hearing are born to hearing parents (Moores, 2001). This is an accurate portrayal of our society.

The children’s books analyzed portrayed eight of the children who were deaf or hard of hearing as being the only child and five coming from families with more than one child. Of the five characters with siblings, only one had siblings who were deaf. According to Gallaudet Research Institute (2005), 78.5% of people who are deaf or hard of hearing have no siblings who are deaf or hard of hearing. There needs to be realistic interactions between siblings who are both deaf or hard of hearing and hearing.

The children’s books presented a true depiction of male and female characters who were deaf or who had hearing loss. A total of seven male characters and six female characters experienced hearing loss in the books reviewed. According to a 2003-2004 Regional and National Survey, 54.4% of people who are deaf or hard of hearing are male and 45.6% are a female, which is an even distribution (Gallaudet Research Institute, 2005). This finding is also supported by Ayala (1999) who reported an equal distribution of males and females in her investigation. However, Dyches, Prater, and Cramer (2001) conducted a study of books written from 1997-1998 containing a character with MR or autism reported an overrepresentation of male characters. This can cause readers to believe that most people with MR or autism are, in fact, male.

The distribution among different onsets while not accurate at least does not overrepresent one idea. There was also an accurate distribution of the degree of hearing loss within the books that were analyzed with eight characters being profoundly deaf and five being hard of hearing to the degree of only a partial hearing loss. The onsets and causes characters’ hearing loss also were varied. Nine characters had a hearing loss due to sickness; three were born with a
hearing loss, and one character’s deafness was undetermined in the book. Research states that over 60% of deafness is hereditary in nature (Marazita et al., 1993); however, only three of the characters’ hearing loss appeared to be related to heredity (23.1%). They will also realize that people do not always lose all of their ability to hear nor that all the people are born this way or only lose their hearing as a result of illness. When children read these books, they will see that a wide variety of people can be deaf or hard of hearing.

Of the 13 characters analyzed within the books, six were depicted having either tried or used hearing aids. Hearing aids were not thoroughly discussed within any of the books which can lead to misconceptions by the readers. Hearing aids were used by children who were mainstreamed and should be better explained to the readers who might themselves encounter mainstreamed students who are deaf or hard of hearing. Most will be using hearing aids.

There was only one mention of cochlear implants within any of the books read. Multichannel cochlear implants have increased in use since the 1980s according to Moores (2001). At first only adults were allowed to be implanted, however, in 1990 that all changed when the U.S. Food and Drug Administration started allowing children ages 2-17 to be implanted (Moores). With almost 10% of the deaf population receiving a cochlear implant, there needs to be more of an awareness of and information about implantation (Gallaudet Research Institute, 2005).

**Story Elements**

With many of the characters being main characters within the books they were the center of attention. Those who were supportive were portrayed more helpless within the stories. There needs to be more and better portrayal of those who are supporting characters with hearing impairments within stories. The same stands for point of view. There were few first hand point of
views by the characters with a hearing loss. The readers need to be able to understand how that character feels to the greatest extent.

Since deaf culture was not addressed often within the books, one might conclude that there is not an awareness among the readers that the deaf culture exists. Books need to address the deaf culture to make both children and adults aware of a culture that is not familiar to them.

Most of the characters portrayed were dynamic in which well over half were involved in some change by the end of the story. These data differ from that of Prater’s 1999 study of characters with mental retardation. In her study, 54% of her characters were actually static.

Interactions

The books analyzed also presented both positive and negative relationships among characters with and without disabilities. Many characters who were deaf or hard of hearing did not have friends, which was due to the communication barrier. Since there were no instances of intervention to bridge the language barrier, there normally was not any improvement in this area as the stories progressed. With data showing that 47.2% of teaching is done primarily using speech only, the students with hearing losses, like those depicted, would not comprehend all that the teacher is saying (Gallaudet Research Institute, 2005). Frustrated communication is a common occurrence within mainstreamed classrooms where hearing teachers and hearing students alike need to be made aware of this circumstance to be able to change the bias and poor social skills as well as academic outcomes that result. There was a study done on integrating sign language into a preschool curriculum that was including two children with hearing impairments (Heller, Manning, Pavur, & Wagner, 1998). In this classroom the two co-teachers decided immediately upon finding out that two of their students that would be attending their classroom had hearing impairments that all the children were going to learn sign language to provide the
least restrictive environment for their students. There was one instance in *Friends Everywhere* (Napoli, 1999) where Patricia’s friends attempted to learn sign language to be able to communicate with Patricia.

In Prater’s 1999 study, she concluded that the character with the disability seemed to be more dependent on his or her family and was a victim within the story. This was not true of the characters with a hearing impairment. These characters seemed to shy away from their families more than cling to them.

The books analyzed portrayed change occurring within the character with a hearing loss in the fact that most characters accepted their hearing loss by the end of the story. This gradual accommodation is true in the real world also. People need time to adjust to the changes and realize there are modifications and adaptations that they can make to improve upon their lives. Children also need to see how others struggle with hearing loss and must realize they are not the only ones who feel like this. For example, Nick in *Nick’s Mission* (Blatchford, 1995) understood by the end of the story the importance of speech therapy. Realistic but positive literature like that of this sample of books can help children to better understand themselves by offering opportunities to relate to various characters (Rosenblatt, 1983).

But other aspects of the educational settings depicted for these students were somewhat unrealistic. Most stories indicated that the person could speech-read what was being said. In the field, it is widely accepted that only 30-35% of the English speech sounds can be speech-read, and this is only if that person is a good speech-reader. In all of the sampled literature there was only one interpreter and really no modifications or adaptations to the communication within the classrooms. This is unrealistic considering that around 95% of students who are deaf or hard of hearing in the United States are on Individual Education Plans (IEP) and is receiving some sort
of support service, whether it is an interpreter, speech therapy, or note taking (Gallaudet Research Institute, 2005). According to PL 94-142, IEP’s must be written for every child to “describe the child’s current performance, outline educational objectives, and specify evaluation procedures” (Moores, 2001, p. 19). Within an IEP, the modifications are stated and necessary steps are taken to create the least restrictive environment for each student, whether in a mainstreamed classroom or in another school placement. The students attending residential schools for the deaf were using sign language and when a student moved from the private school to a public school their mode of communication was taken away. This is an extremely unlikely occurrence.

**Authenticity**

The books analyzed presented situations with authentic storylines. There were real life struggles with the deafness within the affected person and with those around him or her. Many times the hearing loss was just ‘another issue’ and not the main problem of the story, which is good. There was mostly a positive, realistic portrayal of the hearing loss. Adjustments were made and then the character moved on. There were three books with a ‘hero’ ending to the story. Scruff, the dog, saved Joey’s life because he ‘heard’ the car coming in *Doggy Dare* (Baglio, 1998). And in *Nick’s Mission* (Blatchford, 1995) and *Nick’s Secret* (Blatchford, 2000), Nick saves the day at the end of both the books.

Bias is still occurring within our classrooms, which was portrayed within the books read. According to Barta and Grinder (1996), if the bias that the students in the classroom are reading in books is not challenged then it will become institutionalized into our society. Linguistic bias, which is considered loaded terms according to Sadker, Sadker, and Long (1993), did occur in that there were kids calling Beth in *The Swing* (Hanlon, 1979) a dummy. Also invisibility
occurred in *Dovey Coe* (Dowell, 2000), *The Nothing Place* (Spence, 1972), and *The Swing* (Hanlon).

**Recommendations**

This study was limited to middle school chapter books but needs to be duplicated with younger children’s books. Books need to be readily available within the classroom from an early age to be used by mainstream teachers as well as hearing-impaired intervention specialists to give an accurate, positive portrayal of children who are deaf or hard of hearing. Gearheart, Weishahn, and Gearheart (1996) state how, through books, students without disabilities can better understand their peers who have disabilities. These books can also help teachers understand disabilities as well. Also, Kitterman (2002) states how books are valuable in bringing social and behavioral topics up within a classroom setting. Books can provide a learning avenue for the teacher to provide teachable moments with his or her students.

Although a positive, authentic portrayal of a character with a hearing loss was achieved throughout these books, there are still areas of bias that occurs as well as inaccurate portrayals. In these instances, the teachers need to make their students aware of the inaccuracies to help them to better understand a person with a hearing loss. The publishers should not accept a manuscript that has an inaccurate portrayal until the portrayal can be proven accurate.

There also needs to be more children’s books written with a character who is deaf or hard of hearing and who has received a cochlear implant. This can give children a better understanding about cochlear implants.

**Summary**

In conclusion, there is an authentic positive portrayal of characters who are deaf or hard of hearing in middle school chapter books. However, there is room for improvement in areas
such as more characters hearing loss caused by heredity, an increase in characters with cochlear implants, and finding solutions to the problems caused by one’s hearing loss.
REFERENCES


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Book List


APPENDIX B

ANALYSIS OF INDIVIDUAL BOOKS
Character with hearing loss

1. Male or Female? Female- Margaret
2. Degree of hearing loss? Deaf as a haddock (4)
3. Onset of hearing loss? Ear infection in jr. high (12)
4. Any assistive technology? Tried hearing aids (21)
5. Deaf or hearing parents? hearing
6. Deaf siblings? no
7. Character main or supportive? main
8. Point of view? 1st person

Body of Story

9. Types of relationships among characters with/without disabilities?
   - boy looked at Margaret w/ interest but found out was deaf-looked w/ pity (30)
10. Change occurring within those without disability effected by the character with a hearing loss?
    - mother at end of book had to realize just sending her to a handicap school would not solve anything or make Margaret happy
11. Change occurred within the character with a disability?
    - Margaret read a book and it made her realize other people who are deaf felt the same way she did (132)
12. What does school life/education entail?
    - went to employment office and they asked how old she was (16)
      - thought they might turn her in for not being in school (36)
    - did not want to go to a handicap school (46)
    - Josie brought Miss Winshop to talk about a so-called Day School in Miami where Margaret could live w/ Josie (167)
13. What type of residence does the character live in?
   - apartment in Key West (12)
   - lived on a houseboat with Josie

14. What type of employment does character have?
   - wanted to look for a job picking fruit or dishwashing (34)

15. What type of recreation is the character involved in?
   - is active but has a poor sense of balance

16. Is the situation authentic (qualify)? How does it end?
   - Margaret ran away and lived with Josie
   - Her feelings about being deaf were very authentic

17. Is the portrayal positive or negative? How so?
   - positive portrayal of reality- Margaret struggled with her deafness

18. Is the end of the story realistic?
   - Yes- she is going to a school to be ‘mainstreamed’ into a regular classroom again

19. What type of bias occurs?

20. Is Deaf Culture addressed? How? no

**Things that Stand Out:**

Deaf Author?
   - mom was embarrassed by her (8)
   - cried out of frustration (17-18)
   - mother blamed herself (21)
   - News clipping about new discovery to restore hearing (173)
   - Wanted to run away back home (52)
   - Man hit dear (58)

**Summary of Story**

Margaret lost hearing from sickness-Mother and her moved from Maine to Florida- Margaret runs away and saves the life of a deer along w/ Josie- Lives with Josie- eventually decided to go to workshop to help her become mainstreamed again- her mother decides it will be alright to live with Josie and go to school in Miami- Mother married Ed.
Character with hearing loss

1. Male or Female? Female- Annie 16yrs. Old (1)

2. Degree of hearing loss? profound

3. Onset of hearing loss? 7 yrs.old- meningitis (5)

4. Any assistive technology? Two hearing aids (5)

5. Deaf or hearing parents? hearing

6. Deaf siblings? hearing

7. Character main or supportive? main

8. Point of view? 3rd person

Body of Story

9. Types of relationships among characters with/without disabilities?
   - said students & teacher liked her for herself @ Sandhurst (5)
   - open relationship w/ Michael (66)
   - students @ biology table after school acted like she wasn’t human (80)
   - Annie hadn’t had a hearing friend in so long she didn’t know what to do (28)

10. Change occurring within those without disability effected by the character with a hearing loss?

11. Change occurred within the character with a disability?
   - “this was her school now” (85)

12. What does school life/education entail?
   - Sandhurst school- private deaf (2)
   - Moving to Eldorado high school- public mainstream- resource specialist (3)
     o Announced that it was a special school in the district for the handicapped
     o Teacher told everyone she was deaf w/ 2 hearing aids (27)
     o Meant harder work & new subjects (5)
     o She is only deaf student at school (21)

13. What type of residence does the character live in?
   - house but moved to apartment
14. What type of employment does character have?

N/A

15. What type of recreation is the character involved in?

N/A

16. Is the situation authentic (qualify)? How does it end?

Yes- Michael & Annie go to dance

17. Is the portrayal positive or negative? How so?
   - positive in that some students didn’t care that she was deaf
   - negative in that some students made fun of her

18. Is the end of the story realistic?

Yes- nothing outlandish occurred

19. What type of bias occurs?

- Rita’s mother thought she had no right to be at Elorado (57)

20. Is Deaf Culture addressed? How?

- deaf community meant a lot to Annie (84)

Things that Stand Out:
Deaf Author? Don’t know
- self conscience about speaking (5)
- Annie will have to speechread her teachers (21)
- 1st semester mainstreamed for P.E., beginning biology, drivers ed., and Art (23)
  o put her in 10th grade classes although she is a junior (24)
- Rita’s mother doesn’t think Annie belongs at school
  o “taking time away from normal students” (57)
- “No one would listen, no one would believe her” about the school break in (88)

Summary of Story
Annie moved from Sandhurst to Eldorado School
Had rough start but adjusted
Told cops about school break in
Went to dance w/ Michael
Character with hearing loss

1. Male or Female? Male, Harry
2. Degree of hearing loss? profound
3. Onset of hearing loss? Born deaf (14)
4. Any assistive technology?
5. Deaf or hearing parents? Deaf parents (14)
6. Deaf siblings? Deaf: one brother, two sisters
7. Character main or supportive? main
8. Point of view? 3rd person

Body of Story

9. Types of relationships among characters with/without disabilities?
   - good friends with boys who attend the school for the deaf
10. Change occurring within those without disability effected by the character with a hearing loss?

11. Change occurred within the character with a disability?
   - Likes the deaf school after all
12. What does school life/education entail?
   - residential deaf school (2)
13. What type of residence does the character live in?
- residential school but house with parents

14. What type of employment does character have?
   - N/A

15. What type of recreation is the character involved in?
   - football

16. Is the situation authentic (quailify)? How does it end?
   - yes

17. Is the portrayal positive or negative? How so?
   - positive

18. Is the end of the story realistic?
   - Freckles & Harry end up being friends

19. What type of bias occurs?
   - boys made fun of Harry signing (77)
   - people were straining to see Agnes/Harry signing on train (75)

20. Is Deaf Culture addressed? How?
   - hearing preacher travels around to keep people informed (115)

**Things that Stand Out:**

Deaf Author? Author’s parents were deaf
   - sentences are choppy like signing so it’s hard to follow
   - “Said father only wanted him away from the hearing” (7)
   - “deaf never tattle, always together” (29)
   - some people are fearful at first of signing (44)
   - learning to speak was hard dull work (52)
   - Father told kids to sign low while in town (92)
   - Wants to be a teacher of the deaf (116) said had to be hearing to teach
   - At fair, hearing boys cheat at spell-down using sign
     - Harry’s father blamed Harry because he originally taught boys sign (129)
   - Freckles saves Harry’s life from train (133)

**Summary of Story**
Character with hearing loss

1. Male or Female? Male, Joey

2. Degree of hearing loss? Deaf (9) can’t hear anything

3. Onset of hearing loss? Lost hearing two years prior, very sick

4. Any assistive technology? no

5. Deaf or hearing parents? Hearing mom

6. Deaf siblings? none

7. Character main or supportive? main

8. Point of view? 3rd person

Body of Story

9. Types of relationships among characters with/without disabilities?

   - friends with two non-disabled children

10. Change occurring within those without disability effected by the character with a hearing loss? Status quo

11. Change occurred within the character with a disability? Status quo

12. What does school life/education entail?

   - receives no help at all

13. What type of residence does the character live in?

   - house with mom
14. What type of employment does character have?

N/A

15. What type of recreation is the character involved in?

- played in yard with scruff (98)

16. Is the situation authentic (quailfy)? How does it end?

- the plot is unrealistic

17. Is the portrayal positive or negative? How so?

- positive but unrealistic

18. Is the end of the story realistic?

- no- dog saved Joey’s life because scruff (the dog) heard a car coming

19. What type of bias occurs?

20. Is Deaf Culture addressed? How? no

**Things that Stand Out:**

Deaf Author? unknown

- Reads lips (10)
  - People assume he can read lips
- Other talk exaggeratively overemphasizing syllables (30)
- Hero story

**Summary of Story**

Boy, who is deaf, moves to town. Finds a lost dog. Friends try to train him to be a hearing dog. Scruff, the dog, then saves Joey’s life and can then live with him and his mom for good.
Character with hearing loss

1. Male or Female? Male - Amos Burs
2. Degree of hearing loss? Deaf
3. Onset of hearing loss? Baby- from sickness (before 10 months old) (18)
4. Any assistive technology?
5. Deaf or hearing parents? Hearing
6. Deaf siblings? Hearing
7. Character main or supportive? Supportive
8. Development dynamic or static? Static

Body of Story

9. Point of view? 3rd person
10. Types of relationships among characters with/without disabilities?
11. Change occurring within those without disability effected by the character with a hearing loss?
12. Change occurred within the character with a disability?
   -nothing really changed
13. What does school life/education entail?
   -Dovey taught Amos to read @ age 8 using picture books (18)
   -Amos did not go to school (19)
14. What type of residence does the character live in?
   - Farmhouse
15. What type of employment does character have?
   N/A

16. What type of recreation is the character involved in?

17. Is the situation authentic (qualify)? How does it end?

18. Is the portrayal positive or negative? How so?
   - Folks believed Amos was off-kilter so Dovey made sure folks could see that he normal like any other boy except he couldn’t hear (79)

19. Is the end of the story realistic?
   - Amos was the actual murderer but no one found out
     Amos could be a teacher for the deaf (179)

20. What type of bias occurs?
   - Amos being deaf made him invisible to Parnell (29)

21. Is Deaf Culture addressed? How?
   - No

**Things that Stand Out:**
Deaf Author?
People thought because he couldn’t talk/hear he was stupid (18)
Reads lips (18)
Parnell asked if the monkey had been trained or if he was too stupid to be civilized (37)
Caroline said Amos could be a teacher for the deaf (179)

**Summary of Story**
Parnell liked Caroline and wanted to marry her. Caroline went off to teach college.
Dovey didn’t like Parnell and got blamed for his murder. She was innocent and actually Amos did it.
Character with hearing loss

1. Male or Female? Female, Patricia
2. Degree of hearing loss? Deaf
3. Onset of hearing loss?
4. Any assistive technology? No
5. Deaf or hearing parents? Deaf parents (27), Dad learned to speak (40)
6. Deaf siblings? None
7. Character main or supportive? Main
8. Development dynamic or static? Dynamic

Body of Story

9. Point of view? 3rd person
10. Types of relationships among characters with/without disabilities?
    - Problems with Lynsey at first but then became friends with Tank and Lynsey
11. Change occurring within those without disability effected by the character with a hearing loss? - They learned how to communicate with Patricia (65)
12. Change occurred within the character with a disability?
    - Found out she could have friends who are hearing
13. What does school life/education entail?
    - Up until now attended a private school for the deaf (14)
14. What type of residence does the character live in?
    - Moving from country house to city apt. (17)
15. What type of employment does character have?

- N/A to Patricia, dad’s been attending tech. school and got a new job (13)

16. What type of recreation is the character involved in?

- Climb trees (17)

17. Is the situation authentic (qualify)? How does it end?

- Yes, Patricia struggles with a move and making friends, issues do arise because of hearing loss

18. Is the portrayal positive or negative? How so?

- Positive, once the neighbor kids learn about Patricia they accept her for who she is

19. Is the end of the story realistic?

- Yes, Patricia becomes friends w/ Tank and Lynsey

20. What type of bias occurs?

- Lynsey treated Patricia like baby because non-communicative (33)

21. Is Deaf Culture addressed? How?

- Yes, ASL (46)

**Things that Stand Out:**

Deaf Author? unknown
p. 14 will have an interpreter eventually
p. 27 everyone else moves lips and speaks except their family
p. 33 treated her as a baby because she couldn’t talk
p. 52 tried to learn to read lips by CC but the words all look the same

**Summary of Story**

Patricia’s family is moving to the city because her father got a new job. She doesn’t want to go and doesn’t think she’ll make friends. When she gets there a girl Lynsey wants to play but eventually makes fun of her because she can’t talk. Patricia hates it there. Tank then plays with her and eventually learns some signs. So does Lynsey. They all become friends.
Character with hearing loss

1. Male or Female? Male, Mark
2. Degree of hearing loss? Not explicitly mentioned
3. Onset of hearing loss? Meningitis @ 3 years (19)
4. Any assistive technology? Behind the ear hearing aids (7), TDD to call Jamie (20)
5. Deaf or hearing parents? Hearing
6. Deaf siblings? No
7. Character main or supportive? Main
8. Development dynamic or static? Dynamic

Body of Story

9. Point of view? First Person
10. Types of relationships among characters with/without disabilities?
   - Although Keith seems to be bullying Mark, he is really teaching him to go with the flow and play as a team
11. Change occurring within those without disability effected by the character with a hearing loss?
   - Classmates learn to adjust such as talking facing Mark
12. Change occurred within the character with a disability?
   - Realizes people do want him and need him (35)
     (feeling part of something)
13. What does school life/education entail?
   - 5th grade (7). Interpreter Mrs. LaVoie (7). Changed schools in October (13).
14. What type of residence does the character live in?
15. What type of employment does character have?
N/A

16. What type of recreation is the character involved in?
-Basketball

17. Is the situation authentic (qualify)? How does it end?
-Yes, discussing real life struggles with students who are deaf

18. Is the portrayal positive or negative? How so?
-Positive- people work to adjust to Mark’s needs

19. Is the end of the story realistic?
-Yes- Mark eventually starts fitting in at new schools and adjusts

20. What type of bias occurs?

21. Is Deaf Culture addressed? How?
No

**Things that Stand Out:**
Deaf Author?
p. 9 They had never met a deaf kid before
p. 16 Being deaf is tiring - you have to look, listen, watch and figure out what is going on all day
p. 16 At the other school there were other kids who knew the signs
p. 21 People mouth like he is 2 years old
p. 35 Keith told Mark to try out for the basketball team - they could learn sign language

**Summary of Story**
Mark moves to new school and hates it the first day
Meets Keith who at recess asks him to play basketball
Enjoys it and tries out for b-ball team
Instead of wanting to move back stays at new school and plays basketball
Character with hearing loss

1. Male or Female? Female - Melody 15 years old (14)

2. Degree of hearing loss? Profoundly ??

3. Onset of hearing loss? Seemed to be normal baby by crying/laughing/babbling not until into 1st year did they notice something wasn’t right - not forming words (63)

4. Any assistive technology? Used slate and chalk to communicate (58)

5. Deaf or hearing parents? Hearing

6. Deaf siblings? None deaf

7. Character main or supportive? Main

8. Development dynamic or static? Dynamic at the end of the book

Body of Story

9. Point of view?

10. Types of relationships among characters with/without disabilities?

   - loving among family
   - others have shunned her when young not knowing what to do
   - Danny wants to marry her

11. Change occurring within those without disability effected by the character with a hearing loss?

   - Her presence made his world (Danny) (155)

12. Change occurred within the character with a disability?

   - Very status quo through whole book until the end when it mentions her @ school and begin like those around her (236)
13. What does school life/education entail?

   - Learned of school for the deaf in Conn. (35) would learn sign language
   - School head wrote saying she was quick learner (236)

14. What type of residence does the character live in?

   - House
   - School of Deaf

15. What type of employment does character have?

   AHA

16. What type of recreation is the character involved in?

   - Playing in fields

17. Is the situation authentic (qualify)? How does it end?

   - Yes for 1800’2 - Melody will be Danny’s beloved

18. Is the portrayal positive or negative? How so?

   - Positive

19. Is the end of the story realistic?

   - Yes

20. What type of bias occurs?

   - “Dumb child” (38)

21. Is Deaf Culture addressed? How?

   - No

**Things that Stand Out:**

Deaf Author?

p. 7 Form of signing

p. 22 Poured ear drops in both ears @ bedtime

p. 36 Father taught her to read and write

p. 38 People blamed mother and pity Melody

p. 39 Mother doesn’t believe in daughter
p. 47 Melody would feel people coming by putting her ear to the ground
p. 92 Dan was teaching her to speak
p. 110 Spoke ‘Dar’ to Rufus
p. 229 Rufus gave reword $ for Melody’s schooling
p. 238 Danny bought book to learn manual alphabet
p. 247 Danny asked Melody to be his beloved

**Summary of Story**

Set in 1830’s.
Melody is deaf. Her brothers and dad want to find Blue Lightening to get reward. She knows where he and the thief is. The thief, Danny, eventually comes to hide at her house. Danny returns horse to owner and in the end marries Melody.
Character with hearing loss

1. Male or Female? Male, Nick

2. Degree of hearing loss? (Deaf but had H.A. so could hear some things)
   Not explicitly mentioned

3. Onset of hearing loss? 1st grade meningitis

4. Any assistive technology? hearing aid - right ear (7) TTY (36)

5. Deaf or hearing parents? Hearing, parents divorced (11)

6. Deaf siblings? None mentioned at all

7. Character main or supportive? Main

8. Development dynamic or static? Dynamic

Body of Story

9. Point of view?

10. Types of relationships among characters with/without disabilities?
    -Didn’t have friends (13)

11. Change occurring within those without disability effected by the character with a hearing loss?

12. Change occurred within the character with a disability?
    -Understood by end of story the importance of speech therapy

13. What does school life/education entail?
    -Public school-says he can manage @ public school (12)
    -Mentioned going to school for the deaf (11)
14. What type of residence does the character live in?
   - apartment

15. What type of employment does character have?
   - N/A

16. What type of recreation is the character involved in?
   - Swimming (7)

17. Is the situation authentic (qualify)? How does it end?
   - Yes, Nick loses hearing and is only deaf kid in area. Takes speech therapy to be able to talk and read lips

18. Is the portrayal positive or negative? How so?
   - Positive- the issues related to deafness were not outrageous and portrayal real issues of speech problems and understanding speech of others

19. Is the end of the story realistic?
   - Nick catches bird smugglers and then finds the macaws and saves them

20. What type of bias occurs?

21. Is Deaf Culture addressed? How?
   - No

**Things that Stand Out:**
Deaf Author? Yes @ age 6 months from mumps
p. 9 Speech therapy
p. 16 Didn’t want therapy
p. 34 Hard to read lips w/o seeing eyes
p. 53 Mother didn’t want him to sign
p. 128 Mother frowned at the mention of sign language

**Summary of Story**
- Nick goes on summer break and doesn’t want to go to speech therapy
- Peter asks Nick to take pictures across lake and Nick comes across the smuggled birds & Carlos gaged escapes the smugglers
- Police then catches them. Nick and Aaron find birds
Character with hearing loss

1. Male or Female? Male- Nick 13 years old (8)

2. Degree of hearing loss? Deaf (7)

3. Onset of hearing loss? 1st grade - meningitis (24)

4. Any assistive technology? Hearing Aid (13) TTY (29)

5. Deaf or hearing parents? Hearing Mom and Dad

6. Deaf siblings? None

7. Character main or supportive? Main

8. Development dynamic or static? Dynamic

Body of Story

9. Point of view? 3rd Person

10. Types of relationships among characters with/without disabilities?

    - Peter (mom’s boyfriend) - likes him because he doesn’t talk down to him because he is deaf (32). Daryl bullies him and even took him to abandoned cabin to drink beer and smoke

11. Change occurring within those without disability effected by the character with a hearing loss?

12. Change occurred within the character with a disability?

    - Nick realized Daryl wasn’t as big or tough as he originally thought
    - Nick also realized Peter and his Mom loved each other and his mom wouldn’t forget about him just because she’s w/Peter

13. What does school life/education entail?
- 7th grade (8)

14. What type of residence does the character live in?
   - apartment (161)

15. What type of employment does character have?
   - Worked for Mrs. Firth @ pet store (7-8)
   - Boss talks about responsibility (40)

16. What type of recreation is the character involved in?

17. Is the situation authentic (qualify)? How does it end?
   - Yes, portrayal of hearing loss was authentic

18. Is the portrayal positive or negative? How so?
   - Yes- bullied (which happens), but deals w/it and realizes the situation isn’t as bad after all

19. Is the end of the story realistic?
   - Iona is safe w/her dogs and Peter/Mom/Nick all have Christmas in house in the country.
     (sort of outlandish story line)

20. What type of bias occurs?
   - A boy called Nick a ‘deaf jerk’ (15)
   - Bullying by Daryl
   - “I am not a kid”-Nick is sick of being talked down to, bossed around, bullied (117)

21. Is Deaf Culture addressed? How?
   - No

**Things that Stand Out:**
Deaf Author? Yes
p.14 has difficulty following group talk
p. 39 good @ telling people are lying by expressions on their face
p. 46 good lip reader
p. 46 goes to speech therapy
p. 102 “Darkness made him really deaf”

**Summary of Story**
Character with hearing loss

1. Male or Female? Male

2. Degree of hearing loss? Profoundly

3. Onset of hearing loss? 3 years old - meningitis (6)

4. Any assistive technology? Vibrating pager for doorbell (21)

5. Deaf or hearing parents?

6. Deaf siblings?

7. Character main or supportive?

8. Development dynamic or static?

Body of Story

9. Point of view? Son of the man who is deaf

10. Types of relationships among characters with/without disabilities?

11. Change occurring within those without disability effected by the character with a hearing loss?

12. Change occurred within the character with a disability?

13. What does school life/education entail?
   - was in public schools
   - if missed part of lesson because of language barrier - would read what missed (16)

14. What type of residence does the character live in?
-lived alone for awhile (19)

15. What type of employment does character have?
   -newspaper editor & columnist (10)
   -writes books (10)
   -makes speeches and appears on TV (10)
   -was counselor @ YMCA, wouldn’t let him be a lifeguard (18)

16. What type of recreation is the character involved in?
   -good athlete and swimmer (watched hand of person next to him) (16/17)

17. Is the situation authentic (qualify)? How does it end?

18. Is the portrayal positive or negative? How so?

19. Is the end of the story realistic?

20. What type of bias occurs?

21. Is Deaf Culture addressed? How?
   -addresses the argument between learning sign language and speaking 1st (10)
   -discuss capital D- Deaf (11)

**Things that Stand Out:**
Deaf Author? Henry Kisor - yes
p.7 read lips
p.9 Acknowledges lipreading is difficult because the sounds look the same
p.10 Took speech lessons
p.13 Parents used mirrors teach speech movements
p.11 Different terminology
p.15 Used reading to learn
p.22 Mother tried to train the to get father when doorbell rings, but didn’t work
p.24 Discusses what a TTY is
p.27 Closed captioning

**Summary of Story**

Discusses the issues related to deafness

- New immigrants are using closed captioning to learn English (28)
- Cochlear implant (28)
- Traveling is sometimes difficult (30)
  - Discusses what it is like to have a deaf father (32-37)
Author: M.A. Windsor
Title: Pretty Saro
Year Pub: 1986

**Character with hearing loss**

1. Male or Female? Female, Sarah Jean 14 years old
2. Degree of hearing loss? Can’t hear upper ranges (45)
3. Onset of hearing loss? Unsure exactly
4. Any assistive technology? Doctor suggested hearing aid (46) Got hearing aid (49)
5. Deaf or hearing parents? Hearing
6. Deaf siblings?
7. Character main or supportive? Main
8. Development dynamic or static? Dynamic

**Body of Story**

9. Point of view? 3rd Person

10. Types of relationships among characters with/without disabilities?
    - Not many friends-always thinks kids are laughing at her
    - Realizes later that they aren’t laughing at her once she’s able to hear the whole conversation

11. Change occurring within those without disability effected by the character with a hearing loss?

12. Change occurred within the character with a disability?
    - Sarah didn’t feel snooty anymore and was not scared of her classmates (92)

13. What does school life/education entail?
    - Honors sections of math & english (21)
    - Classroom is noisy (21)

14. What type of residence does the character live in?
farm and farmhouse

15. What type of employment does character have?
   -N/A

16. What type of recreation is the character involved in?
   -riding horses

17. Is the situation authentic (qualify)? How does it end?
   Yes- struggles with hearing and once she gets a hearing aid she quickly forgets about the hearing issue and moves onto other things.

18. Is the portrayal positive or negative? How so?
   -Positive - shows realistically how a hearing aid can help and not be a 'big deal'
   -Also how the H.A. is quickly part of everyday life and goes unnoticed.

19. Is the end of the story realistic?
   -Sarah gets hurt from riding horses but hearing or not hearing was not an unrealistic factor in the situation

20. What type of bias occurs?

21. Is Deaf Culture addressed? How?
   -No

Things that Stand Out:
Deaf Author?
p. 5 Unsure if Mr. James called something to her
p.14 She hadn’t heard a question today at school
p. 17 I don’t want you to get pneumonia again
p. 19 You’ve had pneumonia too often
p. 19 Took Sarah Jean awhile to realize phone was ringing
p. 23 Even though she listened, she couldn’t hear the question
p. 26 Sarah lost part of her sentence in clatter of dishes
p. 28 Teacher thinks she needs a thorough hearing test
p. 41 Mother is hesitant to make hearing appt.
p. 45 Reads lips very well
p. 85 Mentioned hearing aid and how it goes unnoticed by Sarah now

Summary of Story
Character with hearing loss

1. Male or Female? Male, Glen 12 1/2 (201)

2. Degree of hearing loss? Partial-can only hear some of the time (32)
   Not deafness-certain degree of hearing loss (52)

3. Onset of hearing loss? Was sick for weeks and loss hearing (34)

4. Any assistive technology? No

5. Deaf or hearing parents? Hearing

6. Deaf siblings? No

7. Character main or supportive? More supportive

8. Development dynamic or static? Dynamic

Body of Story

9. Point of view? 3rd Person

10. Types of relationships among characters with/without disabilities?
    - Glen friends w/Shane - doesn’t come out & tell Shane he is deaf

11. Change occurring within those without disability effected by the character with a hearing loss?

12. Change occurred within the character with a disability?
    - Now was happier than Graham had seen him in weeks (105)
    - Mom did not tell school about deafness right away (95)

13. What does school life/education entail?
    - High school (10)
    - 7th grade (103)
    - Mom did not tell school about deafness right away (95)

14. What type of residence does the character live in?
    - House- just moved from Melbourne to Sydney

15. What type of employment does character have?
    - NA
16. What type of recreation is the character involved in?
   Liked working on model of Endeavor because was not hampered by deafness (10)

17. Is the situation authentic (qualify)? How does it end?
   -Yes - Glen and family don’t want to accept deafness but in the end realize they have to
     so Glen can get the most out of life
   -People also didn’t know how to really deal with situation because he was ‘different’

18. Is the portrayal positive or negative? How so?
   Positive

19. Is the end of the story realistic?
   -Yes (see summary of story)

20. What type of bias occurs?
   -“Poor Boy” said Mrs. Holliday. “It must be such a handicap” (64) Shane didn’t like the
     word - suggested Glen was a cripple or unfortunate child who went to a special school
   -Gender bias (173)

21. Is Deaf Culture addressed? How?
   No

**Things that Stand Out:**
Deaf Author? No
p. 34 No need to shout/over-exaggerate your mouth
p. 37 Since illness eyesight has improved
p. 40 Glen used his deafness to tune out his mother
p. 42 Family didn’t talk about deafness as though shameful
p. 72 Lyndall want to buy hearing aid for Glen
p. 91 Dad doesn’t notice him and Mom fusses too much
p. 102 Glen felt feelings of despair while recovering
p. 131 Glen joked about his handicap
p. 153 Accused of shouting lately when he thought only talking normally
p. 175 Mom pretends Glen is not deaf
p. 199 Was angry because parents were treating him as though he weren’t there
p. 212 Glen was running away for guards - “Never had his lack of hearing caused him so
much agonized frustration.

**Summary of Story**

Many storylines
   -Glen moves in, is deaf, struggling w/school, running away p.203
   -Lyndall meeting father
   -Graham and Shelly
   Ending - admitted to deafness and will sit in front @ school and wear hearing aid (222)
Character with hearing loss

1. Male or Female? Female, Beth 11 years (5)
2. Degree of hearing loss? Deaf (4)
3. Onset of hearing loss? Did not say
4. Any assistive technology? Hearing Aid (37)
5. Deaf or hearing parents? Hearing
6. Deaf siblings?
7. Character main or supportive? Main
8. Development dynamic or static? dynamic

Body of Story

9. Point of view? 3rd Person

10. Types of relationships among characters with/without disabilities?
    - Hearing kids stared @ her when she spoke (18)
    - Mother would always invite girls to be Beth’s friends (45)

11. Change occurring within those without disability effected by the character with a hearing loss?
12. Change occurred within the character with a disability?
13. What does school life/education entail?
    - Deaf School
14. What type of residence does the character live in?
    - Cottage in the summer
15. What type of employment does character have?
    - N/A
16. What type of recreation is the character involved in?
17. Is the situation authentic (qualify)? How does it end?
Yes-Beth was not abnormal and the events that occurred were ‘normal’

18. Is the portrayal positive or negative? How so?
   - positive for the most part
   - Brian & Willy taunting her and calling her a dummy was negative

19. Is the end of the story realistic?
   - Yes Danny & Beth realize that they are all right with each other and bury the cub together

20. What type of bias occurs?
   - Kids call her dummy (19)
   - look away as if she didn’t exist (19)
   - kids made fun of her because she was different (62)

21. Is Deaf Culture addressed? How?
   No

**Things that Stand Out:**
Deaf Author?
- Speech difficult to understand (4)
- mother was embarrassed about how Beth talked (17)
- mother wanted her to speak well to be able to ask for help and not be embarrassed by sound of voice (17)
- good at lipreading (18) long time to learn to speak (18)
- ‘ain’t that the dummy coming down the ladder (53)
- ‘the reason doesn’t matter. Not when you’re deaf’ (115)
- it’s easier to accept the word of a pretty little deaf girl than it is of a big, strong 13 yr. old boy (135)
- “I’m glad I’m deaf, I’ll never have to know if my bears are dead” (143) threw hearing aids on floor

**Summary of Story**
Beth’s family goes to a cottage every summer. This summer Beth goes up to the mountains alone. Beth saves Danny from bear. Danny lies about the attack. The Bears get hunted and killed. Danny apologizes to Beth and at the end of the story they bury the cub together under the swing.
APPENDIX C

DATA CHARTS BY QUESTION
Types of relationships among characters with/without disabilities?

Annie’s World
-said students & teachers liked her for herself @ Sandhurst (5)
-open relationship with Michael (66)
-students @ biology table after school acted like she was not human (80)

Apple is my Sign
-good friends with boys at deaf school

Dance to Still Music, A
-boy looked at Margaret with interest but found how was deaf – then looked with pity (30)

Doggy Dare
-Joey is friends with two non-disabled children

Dovey Coe

Friends Everywhere
-Problems with Lynsey at first but then becomes friends with Tank and Lynsey

Going with the Flow
-although Keith seems to be bullying Mark, he is really teaching him to play as a team

Hue & Cry
-loving relationships among family
-others have shunned her when young, not knowing what to do
-Danny wants to marry her

Nick’s Mission
-didn’t have friends (15)

Nick’s Secret
-Peter (mom’s b-friend)-Nick like’s him because he doesn’t talk down to him because deaf (32)
-Daryl bullies him and even took him to abandoned cabin to drink beer and smoke

Nothing Place, The
-Glen friends with Shane- doesn’t come out and tell Shane he’s deaf

One TV Blasting and a Pig Outdoors

Pretty Saro
-not many friends-always thinking kids are laughing at her
-realizes later that they aren’t laughing at her once she’s able to hear the whole conversation

Swing, The
-hearing kids stared at her when she spoke (18)
-mother would always invite girls to be Beth’s friends (45)
Change occurring within those without disability effected by the character with a hearing loss?

Annie’s World

Apple is my Sign

**Dance to Still Music, A**
-mother at end of book had to realize just sending Margaret to a handicap school would not solve anything or make Margaret happy

**Doggy Dare**

**Dovey Coe**

**Friends Everywhere**
-Tank and Lynsey learned how to communicate with Patricia (65)

**Going with the Flow**
-Classmates learned to adjust such as talking facing Mark

**Hue & Cry**
-Melody’s presence made Danny’s world (fell in love with her) (155)

**Nick’s Mission**

**Nick’s Secret**

**Nothing Place, The**

**One TV Blasting and a Pig Outdoors**

**Pretty Saro**

**Swing, The**
Change occurring within the character with a disability?

Annie's World
-"this was her school now" (85)

Apple is my Sign
-likes the deaf school after all

Dance to Still Music, A
-Margaret read a book and it made her realize other people who are deaf felt the same way she did (132)

Doggy Dare

Dovey Coe

Friends Everywhere
-found out she could have friends who are hearing

Going with the Flow

Hue & Cry
-very status quo throughout the entire book until end when it mentions her @ school and being like those around her (236)

Nick's Mission
-understood by end of story the importance of speech therapy

Nick's Secret
-Nick realized Daryl wan't as big or tough as he originally thought
- Nick also realized Peter and his mom loved each other and his mom wouldn't forget about him just because she's with Peter

Nothing Place, The
-now was happier than Graham had seen him in weeks (105)
- In the end, Glen accepted deafness

One TV Blasting and a Pig Outdoors

Pretty Saro
-Sarah didn't feel snooty anymore and was not scared of her classmates (92)

Swing, The
What does school life/education entail?

Annie's World
-Sandhurst school (private, deaf) (2)
-moved to Eldorado High School (public, mainstreamed, with resource specialist) (3)
- meant harder work and new subjects (5)
-she is only deaf student at school (21)
-1st semester mainstreamed for P.E., beginning biology, driver's ed, and art (23)
-put her in 10th grade classes although a junior
-Annie will have to speechread her teachers (21)

Apple is my Sign
residential deaf school (2)

Dance to Still Music, A
-did not want to go to handicap school (46)
-Josie brought Miss Winshop to talk about a so-called Day School in Miami where Margaret could live w/ Josie (167)

Doggy Dare
-received no help at school

Dovey Coe
-Dovey taught Amos to read at age 8 using picture books (18)
-Amos did not go to school (19)

Friends Everywhere
-up until now, attended private school for the deaf (14)
-will have interpreter eventually (14)

Going with the Flow
-5th grade (7)
-interpreter, Mrs. LaVoie (7)
-changed schools in October (13)

Hue & Cry
-learned of school for deaf in Conn. (35)
-would learn sign language
-school head wrote waying she was a quick learner (236)

Nick's Mission
-public school, says he can manage at public school (12)
-mentioned going to school for the deaf (11)

Nick's Secret
-7th grade (8)

Nothing Place, The
-high school (10) 7th grade (103)
-mom did not tell school about deafness right away (95)

One TV Blasting and a Pig Outdoors
-was in public schools
-missed part of lesson because of language barrier-would read what missed (16)

Pretty Saro
-honors sections of math and english (21)
-classroom is noisy (21)

Swing, The
deaf school
Type of Residence

**Annie's World**
house, moved to apartment

**Apple is my Sign**
residential school

**Dance to Still Music, A**
apartment in Key West (12)
lived on houseboat with Josie

**Doggy Dare**
house

**Dovey Coe**
farmhouse

**Friends Everywhere**
moving from country house to city apartment (17)

**Going with the Flow**
house

**Hue & Cry**
house
then went to residential school for deaf

**Nick's Mission**
apartment

**Nick's Secret**
apartment (161)

**Nothing Place, The**
house, just moved from Melbourne to Sydney

**One TV Blasting and a Pig Outdoors**
lived alone for awhile (19)

**Pretty Saro**
farmhouse

**Swing, The**
cottage in the summer
Employment

Annie's World
N/A
Apple is my Sign
N/A
Dance to Still Music, A
-wanted to look for job picking fruit or dishwashing (34)
Doggy Dare
N/A
Dovey Coe
N/A
Friends Everywhere
N/A
Going with the Flow
N/A
Hue & Cry
N/A
Nick's Mission
N/A
Nick's Secret
-works for Mrs. Firth at Pet Store (7-8)
-boss talks about responsibility (40)
Nothing Place, The
N/A
One TV Blasting and a Pig Outdoors
-newspaper editory and columnist (10)
-writes books (10)
-makes speeches and appears on TV (10)
-was a counselor at YMCA and they wouldn't let him be a lifeguard (18)
Pretty Saro
N/A
Swing, The
N/A
Recreation

Annie's World
n/a
Apple is my Sign
football
Dance to Still Music, A
is active but poor sense of balance
Doggy Dare
played in yard with Scruff (98)
Dovey Coe
n/a
Friends Everywhere
climbs trees (17)
Going with the Flow
basketball
Hue & Cry
playing in fields
Nick's Mission
swimming (7)
Nick's Secret
n/a
Nothing Place, The
liked working on model of Endeavor because was not hampered by deafness (110)
One TV Blasting and a Pig Outdoors
good athlete and swimmer (watched hand of person next to him) (16-17)
Pretty Saro
riding horses
Swing, The
n/a
Is situation authentic (qualify)?

**Annie's World**
yes - real issues of being deaf in public school - nothing outlandish occurred

**Apple is my Sign**
yes - real experiences at school for the deaf

**Dance to Still Music, A**
Her feelings about being deaf were very authentic

**Doggy Dare**
the plot is unrealistic

**Dovey Coe**
For the time the story took place the situation is authentic

**Friends Everywhere**
Yes - Patricia struggles with a move and making friends, issues do arise because of hearing loss

**Going with the Flow**
Yes - discussing real life struggles with students who are deaf

**Hue & Cry**
yes for the 1800's

**Nick's Mission**
yes, Nick losses hearing and is only deaf kid in the area, takes speech therapy to be able talk and read lips

**Nick's Secret**
yes, the portrayal of the hearing loss was authentic

**Nothing Place, The**
yes, Glen and family don't want to accept deafness but in the end realize they have to so Glen can get the most out of life. Also people didn't know how to really deal with the situation.

**One TV Blasting and a Pig Outdoors**
yes, based on a real person

**Pretty Saro**
yes, struggles with hearing and once she gets a hearing aid she quickly forgets about the hearing issue and moves onto other things

**Swing, The**
yes, Beth was not abnormal and the events that occurred were realistic
Is the portrayal positive or negative? How so?

**Annie’s World**
positive- some students didn’t care if she was deaf
negative- some students did make fun of her

**Apple is my Sign**
positive

**Dance to Still Music, A**
positive-Margaret struggled with her deafness but in a very realistic manner

**Doggy Dare**
Book showed a positive portrayal but very unrealistic

**Dovey Coe**
Positive- folks believed Amos was off-kilter so Dovey made sure folks could see that he was normal like any other boy except he couldn’t hear (79)

**Friends Everywhere**
Positive- once the neighbor kids learn about Patricia they accepted her for who she is

**Going with the Flow**
Positive- people work to adjust to Mark’s needs

**Hue & Cry**
positive

**Nick’s Mission**
Positive- the issues related to deafness were not outrageous and portrayed real issues of speech problems and understanding speech of others

**Nick’s Secret**
Positive- bullied but dealt with it and realizes the situation isn’t so bad after all

**Nothing Place, The**
positive

**One TV Blasting and a Pig Outdoors**
positive

**Pretty Saro**
positive- shows realistically how a hearing aid can help and not be a ‘big deal’- also how the hearing aid is quickly part of everyday life and goes unnoticed

**Swing, The**
positive for the most part
negative- Brian and Willy taunting her and calling her a dummy was negative
Is the end of the story realistic?

**Annie's World**
yes - nothing outlandish occurred

**Apple is my Sign**
yes - Freckles and Harry ended up being friends

**Dance to Still Music, A**
Yes - Margaret is going to a school to be mainstreamed into a regular class again

**Doggy Dare**
No - Scruff (the dog) saved Joey's life because he 'heard' a car coming

**Dovey Coe**
No - Amos was the actual murderer but no one found out
No - Amos could be a teacher for the deaf (179)

**Friends Everywhere**
Yes - Patricia becomes friends with Tank & Lynsey

**Going with the Flow**
Yes - Mark eventually starts to fit in a new school and adjusts

**Hue & Cry**
yes

**Nick's Mission**
No - Nick catches bird smugglers and then finds the macaws and saves them

**Nick's Secret**
Not really - Iona is safe with her dogs and Peter/Mom/Nick all have Christmas at house in country

**Nothing Place, The**
Yes - admitted to self that deaf and will sit in front at school and wear hearing aid (282)

**One TV Blasting and a Pig Outdoors**
n/a

**Pretty Saro**
Yes, Sarah gets hurt from riding horses but lack of hearing did not play a factor in the situation

**Swing, The**
Yes for the fact that Danny and Beth realize they are alright with each other but not realistic that they bury the cub (bear) together
What type of bias occurs?

Annie's World
-Rita's mother thought Annie had no right to be at Eldorado, thinks taking away time from 'normal' kids (57)
- "no one would listen, no one would believe her" about the school break in (88)

Apple is my Sign
boys made fun of Harry signing (77)
People were straining to see Agnes and Harry signing on train (75)
Dance to Still Music, A

Doggy Dare

Dovey Coe
-Amos being deaf made him invisible to Parnell (29)
-people though because he couldn't talk/hear that he was stupid (18)
-Parnell asked if the monkey had been trained or if he was too stupid to be civilized (37)
-Parnell could barely look at Amos ever (50)

Friends Everywhere
Lynsey treated Patricia like a baby because non-communicative (33)

Going with the Flow

Hue & Cry
"dumb child" (38)

Nick’s Mission

Nick’s Secret
a boy called Nick "deaf jerk" (15)
bullying by Daryl
"I am not a kid"- Nick is sick of being talked down to, bossed around, bullied (117)

Nothing Place, The
-"Poor boy" said Mrs. Halliday. "It must be such a handicap" (64) Shane didn't like that word-suggested that Glen was a cripple or unfortunate child who went to a special school (which he -didn't)
-gender bias (173)
-family didn't talk about deafness, as though shameful (42)
-dad doesn't notice him and mom fusses too much (91)
-mother pretends Glen is not deaf (175)
-was angry because parents were treating him as though he weren't there (199)

One TV Blasting and a Pig Outdoors

Pretty Saro

Swing, The
kids called her dummy (19) "ain't that the dummy coming down the ladder" (55)
looked away as if she didn't exist (19)
kids made fun of her because she was different (62)
Is Deaf Culture addressed? How?

Annie's World
-deaf community meant a lot to Annie (84)

Apple is my Sign
hearing preacher travels around to keep people who are deaf informed (115, Chp. 13)

Dance to Still Music, A
no

Doggy Dare
no

Dovey Coe
no

Friends Everywhere
ASL (46)
Deaf group activities (47)

Going with the Flow
no

Hue & Cry
no

Nick’s Mission
no

Nick’s Secret
no

Nothing Place, The
no

One TV Blasting and a Pig Outdoors
-addresses the argument between learning sign language or speaking first (10)
-discusses capital D-Deaf (11)

Pretty Saro
no

Swing, The
no
Things that stand out:

**Annie's World**
self-conscious about speaking (5)

**Apple is my Sign**
sentences are choppy like signing so its hard to follow
"father wanted him away from the hearing" (7)
"deaf never tattle, always together" (29)
some people are fearful at first of signing (44)
learning to speak was hard, dull work (52)
Father told kids to sign low when in town (92)
wants to be a teacher of the deaf (said had to be hearing to teach) (116)
at fair hearing boys cheat at spell down using sign, Father blames him because he taught them sign (129)
Freckles saves Harry's life from train (133)

**Dance to Still Music, A**
Mom was embarrassed by her (8)
cried out of frustration (17-18)
mother blamed herself (21)
wanted to run away back home (52)
news clipping about new discovery to restore hearing (173)

**Doggy Dare**
reads lips (10)
people assume he can read lips
other talk exaggeratively over emphasizing syllables (30)
hero story

**Dovey Coe**
reads lips (18)

**Friends Everywhere**
everyone else moves lips and speaks except their family (27)
tried to learn to read lips by CC but the words all look the same (52)

**Going with the Flow**
they never met a deaf kid before (9)
being deaf is tiring- you have to look, watch, listen and figure out what is going on all day (16)
at other school there were other kids who knew signs (16)
people mouth like he is 2 years old (21)
Keith told Mark to try out for basketball team- they could learn sign language (35)

**Hue & Cry**
they had a form of signing (7)
poured ear drops into both ears at bedtime (22)
Father taught her to read and write (36)
People blame mother and pity Melody (38)
Melody could feel people coming to house by putting ear to the ground (47)
Dan was teaching her to speak (92)
Rufus gave reward $ for Melody's schooling (229)
Danny bought book to learn manual alphabet (238)
Danny asked Melody to be his beloved (217)

**Nick's Mission**
Speech therapy (9) didn't want therapy (16)
hard to read lips without seeing eyes (34)
Mother didn't want him to sign (53), mother frowned at the mention of sign language (128)
Nick’s Secret
- had difficulty following group talk (14)
- good at telling if people are lying by expression on their face (39)
- good lip reader (46)
- goes to speech therapy (46)
- “Darkness made him really deaf” (talking about not being able to see people speaking) (102)

Nothing Place, The
- no need to shout or over exaggerate your mouth (34)
- since illness, eyesight has improved (37)
- Glen used his deafness to tune out his mother (40)
- Glen felt feelings of despair while recovering
- Glen joked about his handicap (131)
- accused of shouting lately when he thought he was talking normally (153)
- Glen was running away from guards - “Never had his lack of hearing caused him such agonized frustration” (212)

One TV Blasting and a Pig Outdoors
- read lips (7) acknowledges lipreading is difficult because sounds look the same (9)
- didn’t learn sign language because no one else knew it (9)
- took speech lessons (10) parents used mirrors to teach speech movements (13)
- Mother tired to train the dog to get father when doorbell rings but didn’t work (22)
- discusses what a TTY is (24) what a cochlear implant is (28)
- traveling is sometimes difficult (30)

Pretty Saro
- teacher thinks she needs a thorough hearing test (28)
- mother is hesitant to make hearing test appt. (41)
- reads lips very well (45)
- mentioned how hearing aid goes unnoticed by Sarah now (85)

Swing, The
- speech is difficult to understand (4)
- mother was embarrassed about how Beth talked (17)
- mother wanted her to speak well, be able to ask for help, and not be embarrassed by the sound of her voice (17)
- good at lipreading (18)
- took long time to learn to speak (18)
- “It’s easier to accept the word of a pretty little deaf girl than it is of a big, strong 13 yr. old boy” (135)
- I’m glad I’m deaf. I’ll never have to know if my bears are dead.” She threw her hearing aids on the floor not wanted to hear the sound of a gunshot. (143)
APPENDIX D

DATA SPREADSHEET BY BOOK AND BY QUESTION
<table>
<thead>
<tr>
<th>Title of Book</th>
<th>Year Published</th>
<th>Deaf Author</th>
<th>Male or Female</th>
<th>Degree of hearing loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annie's World</td>
<td>1990</td>
<td>Unknown</td>
<td>Female</td>
<td>Profound</td>
</tr>
<tr>
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