

2019

A children's book on bullying awareness and disability tolerance

<https://hdl.handle.net/2144/36986>

"Downloaded from OpenBU. Boston University's institutional repository."

BOSTON UNIVERSITY
SARGENT COLLEGE OF HEALTH AND REHABILITATION SCIENCES

Doctoral Project

**A CHILDREN'S BOOK ON BULLYING AWARENESS
AND DISABILITY TOLERANCE**

by

EMILY TEITELBAUM

B.S., Boston University, 2016

M.S., Boston University, 2018

Submitted in partial fulfillment of the
requirements for the degree of
Doctor of Occupational Therapy

2019

© 2019 by
EMILY TEITELBAUM
All rights reserved

Approved by

Academic Mentor

Karen Jacobs, Ed.D., OT, OTR, CPE, FAOTA
Clinical Professor of Occupational Therapy

Academic Advisor

Karen Jacobs, Ed.D., OT, OTR, CPE, FAOTA
Clinical Professor of Occupational Therapy

DEDICATION

I would like to dedicate this work to all of the joyful, talented, and determined dance students I have had the fortune to meet, work with, and choreograph for in the adaptive dance classes at the Boston and New York City Ballets, and to the lasting friendships that have resulted from these meaningful experiences.

ACKNOWLEDGMENTS

I would like to acknowledge everyone who played a role in my academic accomplishments. First of all, my academic advisor, Karen Jacobs, who has provided me with invaluable advice and guidance throughout the research and compilation process. Secondly, the committee members, each of whom has given be suggestions for strategic revisions to make my book the most effective and useful across multiple domains. I would also like to thank my family and friends, who have supported me through my entire academic career thus far and shown me endless love and understanding. Without you, I could never have achieved this level of success.

A CHILDREN’S BOOK ON BULLYING AWARENESS

AND DISABILITY TOLERANCE

EMILY TEITELBAUM

Boston University Sargent College of Health and Rehabilitation Sciences, 2019

Major Professor: Karen Jacobs, Ed.D., OT, OTR, CPE, FAOTA, Clinical Professor of Occupational Therapy

ABSTRACT

There is a plentiful amount of children’s literature that strives to portray real social conflicts that are prevalent in society. However, few children’s books address bullying and how to problem solve effectively in common recreational settings, where there is less adult supervision and children are likely to misbehave. Current children’s books fail to acknowledge and accurately describe the hostility that may occur during social interaction among young children in a comprehensive manner. In addition, there is a scarce amount of children’s literature that is displayed in a digital format that is not only more appealing to young readers, but is also increasingly accessible to those of all abilities.

Research suggests that there is a need for a children’s book that contains anti-bullying themes and is written using simple language with relatable characters. If younger children are exposed to complex social dilemmas at an early age, studies show that they are more likely to develop lasting positive morals and more tolerant, open-minded attitudes.

The aim of this children’s book centered on bullying and disability tolerance is to provide education to young children from the ages of 3-6 years on the importance of

accepting people with differences in a way that they can easily understand. The book will have characters of all genders and ethnicities so that readers can relate to them and apply what they learn to their own lives. Ideally, the book will be implemented across many domains such as in schools, clinical facilities, and within children's homes.

Interviewees were asked a variety of questions after being provided with three consecutive drafts of the book in order to make changes that reflect the needs of various young readers. The interviewees consisted of two occupational therapists, two speech language pathologists, a child-life specialist, two academic teachers, and a parent of a child. Responses showed that the book would be beneficial in teaching children to treat all peers equally and how to effectively problem solve should a bullying crisis occur. Therefore, it is recommended that this book in both paper and digital formats could be successfully utilized in academic, clinical, and home-based settings to spread anti-bullying awareness and assist children in adopting tolerant mentalities.

PREFACE

The basis for writing a children's book focused on bullying and disability tolerance, stems from my work with students with disabilities in an adaptive dance classroom. Through my teaching, I have personally observed that dance can assist individuals of all ability levels in overcoming physical, mental, and social obstacles. It is my intent to share this observation and to encourage engagement in both traditional and non-traditional activities in an effort to promote both well-being and acceptance of individuals regardless of difference. Through this book, young readers will learn about how dance can break barriers that would otherwise prevent inclusion and gain insight into how positive social interaction and open-mindedness can result in life-long friendships.

TABLE OF CONTENTS

Dedication	iv
Acknowledgements	v
Abstract	vi
Preface	viii
Table of Contents	ix
Chapter 1: Introduction	1
Chapter 2: Project Theoretical and Evidence Base	8
Chapter 3: Description of Project	23
Chapter 4: Evaluation Plan	35
Chapter 5: Funding Plan	47
Chapter 6: Dissemination Plan	53
Chapter 7: Conclusion	62
Supporting Materials	67
Appendix A: Critically Appraised Topics	67
Appendix B: Search Reports	88
Appendix C: Kunin Faces to Indicate Levels of Satisfaction for the Book	93
Appendix D: Logic Model for Desired Outcomes	94
Appendix E: Survey Results from Interviewees After Three Drafts	95
Appendix F: Budget Plan for the First and Second Year	96
Appendix G: Project Grants	97
Appendix H: Book Description	98

Executive Summary	99
Fact Sheet	106
References	109
Curriculum Vitae	114

CHAPTER ONE - Introduction

Nature and Importance of the Problem

Literature is a medium for young children to learn appropriate social behavior, develop role models, and better understand other cultures (Golos et al., 2012). How a culture is depicted can impact children's future perceptions of and interactions with people of that culture (Golos & Moses, 2013). According to Kurtts & Gavigan (2008), children's literature that includes individuals with disabilities has been shown to enhance understanding of differences. Representation of children with disabilities in children's literature influences how these children perceive themselves, how they are perceived by their peers, and how they participate in their society (Beckett, A., Ellison, N., Barrett, S., & Shah, S. (2010)). Children's literature that demonstrates how adaptations are used to support participation allows children with disabilities and their siblings to appreciate inclusion within day-to-day activities.

According to Dyches & Prater (2005), the characterizations of individuals with disabilities in children's literature should be both positive and realistic. Positive portrays are those which: (a) envision high expectations for the character with disabilities, (b) enhance positive contributions, (c) build on strengths, (d) show the person acting on choices, (e) depict expanding reciprocal relationship with others, and (f) ensure that the character with disabilities is afforded the same citizenship rights are others.

Children's books can be used for disability awareness. As occupational therapy practitioners, we can use our knowledge and skills in child development, disabilities studies, cultural competency, social justice, and stigma to author children's books which

accurately portray children with a variety of disabilities such as a child with autism, a learning disability, cerebral palsy or who is blind and important constructs such as friendship or sibling relationships.

Children's literature can be a powerful educational tool because these books can use images and words through engaging stories to convey messages. For example, a children's book can be used to introduce a profession, such as occupational therapy (OT) and the services that are provided to children. The Canadian Association of Occupational Therapists (CAOT) commissioned the creation of a children's book, *You, Me and My OT* (Bourgeois, 2009), to "...help inform young readers and parents about occupational therapy services. It is targeted towards an audience of children in grades one to three as well as their parents, teachers, and other caregivers". This book was authored by Paulette Bourgeois, who was trained as an occupational therapist, but is better known as the author of the *Franklin the Turtle* children's book series. The book has sold over 4000 copies in English and French.

When writing this children's book, the co-authors discussed highly prominent issues to include that are complex and thus difficult to simplify for children. There are few children's books that break down complex social dilemmas. From one of the author's personal experience, bullying is a common problem among children both with and without disabilities and occurs in a variety of settings. In clinical, academic, and home-based environments, adults often disregard bullying encounters or they go unnoticed. In order to address bullying conflicts, research suggests that children first need to be educated on tolerance of those with differences. The research suggests that once children

receive a moral education, they will become increasingly accepting of others and bullying is less likely to result. Through this children's book, young readers will be able to identify with relatable characters undergoing similar social predicaments. The experiences of bullying will be clearly defined and give children the opportunity to reflect on their own lives and think about their actions.

The prevalence of bullying is an issue that affects many children both with and without disabilities everyday. According to the evidence-based literature, children resort to bullying as a way of exerting control. Typically, bullies possess lower levels of self-efficacy and self-confidence, hence why they feel the need to put others down in order to feel more superior. If children are taught that everyone has a unique perspective to offer starting a young age, they will be more accepting and tolerant later in life. When bullying goes undetected and no intervention is executed to decrease such negative behaviors, children will continue to treat others disrespectfully—making them believe bullying is in fact acceptable.

Bullying exists across clinical, academic, and home-based settings. When referencing the American Association of Occupational Therapy's (AOTA) Occupational Therapy Practice Framework (OTPF), bullying falls under the category of a social participation-related problem. Issues regarding social participation may include an inability to engage appropriately in the community or family activities, establishing lasting, meaningful relationships with peers and friends, developing social interdependence, and interacting through alternate means i.e. telephone or video conferencing (OTPF, p. 21). If influential adults, who work directly with children, are

able to reinforce disability tolerance, they will help contribute to the necessary, consistent moral education that children need in order to develop open-mindsets and judgment-free attitudes. For clinicians, their role is often to teach children how to communicate effectively instead of taking out their frustrations on someone else. They also instruct children on how to engage in social-problem solving. In schools, teachers should be supervising students not only during academic lessons, but also during recreational periods—where bullying is most likely to occur. It is recommended that teachers should highlight and reward positive social interaction in the classroom. While at home, parents and guardians also need to reiterate/reinforce what children learn at school or a clinical facility. They should practice resolving conflicts in appropriate ways through clear communication. Children are only able to carry over such behavior when they rehearse and repeat it across different domains.

There are a multitude of factors that give rise to bullying among children both with and without disabilities. First, there is a general lack of awareness about bullying and how it evolves. In order to minimize bullying encounters, there needs to be more opportunities for educating children about bullying and alternatives for problem solving. This disregard for bullying can be prevented by providing children at a young age with thorough moral and character education. There is a lack of this kind of instruction, especially with younger children. Once children learn that diversity is desirable and that everyone is worthy of respect, they will not be hesitant to interact with their peers of a variety of backgrounds. Inflicting good moral values in children early on will lead to continuous, healthy social participation. Additionally, there are few children's books that

touch on more complex topics. Unlike current children's literature, this book will address and break down social norms, such as bullying, into more understandable terms. Without mentioning important concepts such as the evolution of bullying, children will assume it is acceptable to treat those with differences inappropriately. Children are the most susceptible to social lessons at a young age, so this book will encourage further discussion and application of anti-bullying themes to these readers' own lives. Another factor that encourages bullying is the absence of adult supervision, often during recreational activities. This is when children are most apt to engaging in hurtful verbal and physical behaviors because there is minimal structure. If adults are carefully observing children during free play, there may be fewer incidents of bullying.

When writing this children's book, there are four core elements the authors considered in order to address the present bullying crisis. Unlike other contemporary children's books, this book will simplify complicated social dilemmas so that children, at their pivotal point in development, will be able to comprehend the bullying dynamic and how to self-appraise one's own actions. Secondly, this book will encourage children to ignore society's stereotypes and instead learn to co-exist with people of all ethnicities, backgrounds, and abilities. In addition to teaching children about disability tolerance, this piece of children's literature will instruct children on how to communicate effectively and build stable friendships. The discussion questions at the end will ideally spark more conversation and include scenarios to practice the vital conversational skills learned in the story. Lastly, this children's book will include a digital counterpart, where children will have increased access to the story. Not only will children be able to read the book

virtually in a variety of locations, the digital book will have interactive components such as audio in order to appeal to those with visual or cognitive impairments. This way, children of all ability levels can navigate the book independently.

Conclusion

Children's literature can be used to promote the depiction of individuals with disabilities in books and in turn, advocate for their future accurate representation in other texts. By including those with physical and mental impairments in children's books, children will have more an opportunity to learn about equality at an early age—serving to dissolve any misconceived notions about people who act and/or appear different. Given that children are at the prime stage in their social development for learning and adopting a positive moral code, this children's book will play a primary role in educating young people in a comprehensible manner. This book in particular will spark internal reflection on children's own behaviors and ideally inspire them to treat their peers with respect. Through a digital means, the book will be accessible to all—as it will contain audio as well as visual stimulation to keep young readers engaged and motivated to partake in the real life discussion prompts featured at the end of the story.

Initial List of Potential Activities Involved in the Project

- 1 Review of background relevant literature related to how disabilities are portrayed in children's literature
- 2 Interview at least 2 parents of children with a disability to obtain a better understanding of their child's participation in daily occupations
- 3 Interview at least one academic teacher and clinical healthcare professional, in constant

contact with children on how they would implement the book into their specific realms of practice

- 4 To increase the representation of children with disabilities in children's literature
- 5 To use children's literature as a means to promote awareness and understanding of occupational therapy
- 6 To create a children's book that portrays a child with a disability equally participating in meaningful occupations with her/his peers who do not have disabilities.

CHAPTER TWO – Project Theoretical and Evidence Base

There are many reasons for why it was necessary to write a children’s book centered on bullying and disability tolerance. From personal experience working in academic, clinical, and recreational settings, bullying behaviors are prevalent and often unacknowledged or addressed inappropriately. In school environments, instructors are often teaching numerous children in their classrooms and may miss minor social conflicts that turn into more involved problems later. In clinical domains, children have difficulty sharing what is happening at school or during extracurricular activities and may feel embarrassed asking for help. For those undergoing bullying in their “free time” or during organized activities, there is less supervision and therefore more ample opportunities for bullies to engage in unwanted, hurtful behaviors towards others.

Before beginning to write the children’s book, the co-authors posed questions to help target the book and identify the most important points to address in the story’s narrative. First, the co-authors examined the literature to identify the various risk factors for children with disabilities who experience bullying in a school or recreational setting. According the articles yielded (Flynt & Morton, 2004; Agaston et al., 2016), students, both with and without disabilities are at risk for engaging in bullying behaviors. Any child who views someone else as “different” from themselves typically feels the need to put down others in order to feel empowered. Studies show that children are more likely to bully other children who are the same age—as they view same-aged peers as less threatening targets. In addition, bullying is more likely to occur in environments where there is minimal adult supervision i.e. playgrounds, hallways, and bathrooms. The typical

profile of a bully is someone who possesses low self-esteem and looks to others for social cues and guidance in general. Further, children who have negative role models or adults who do not treat them or others with respect, those individuals are more apt to becoming bullies themselves.

Another related topic that helped focus the book was the relationship between bullying and specifically to children with disabilities. After exploring current research, there are no significant differences in the rates of bullying between those with and without disabilities, however, there are general correlations between access to learning/participation in school and bullying (Aragon et al., 2015; Flores & Howell, 2014). Because children with disabilities often have fewer resources at their disposal for multi-modal learning, they are sometimes withdrawn from the classroom, which can lead to frustration and thus bullying. Therefore, including teachers in the bullying prevention interventions is crucial in that their efforts will promote inclusion and in turn, decrease feelings of unworthiness. If there were more bullying prevention programs, such as children's literature, that were implemented into schools more consistently, there would be an increase in self-efficacy, eliminating the likelihood of engagement in unwarranted bullying-related actions.

Once the need had been established for a book that serves to expose children both with and without disabilities and those who work closely with them to bullying and its harmful nature, the authors wanted to examine possible outlets to foster positive social interaction. From one author's practice, dance seemed to be a beneficial way for children of all abilities to find common ground and learn from one another. Literature was further

analyzed to see how dance helped those with disabilities and made them feel increasingly confident and self-aware. The evidence-based literature supported that dance helps minimize poor body image especially for those with physical impairments (Bryden et al., 2014). By having children move from a sedentary lifestyle, they are able to explore their bodies and their own capabilities they otherwise wouldn't know they have. They are able to understand the obstacles associated with complex dance movements or somatic empathy, which allows them to comprehend why a task may be harder for some individuals in particular (Deon et al., 2012). Children are able to practice using social skills because they have to constantly interact with those around them in order to dance together synchronically. Dance increases children's confidence that they can be independent and exerts control over their movements. There are many levels of difficulty in dance that allow and encourage children to set personal goals for themselves—a vital skill academically and socially. Setting goals is also motivating in that children have something to strive for and be rewarded for accordingly. For many children with disabilities, dance is a method of communication and expression—at times, it is a way of advocating for their needs when verbal usage proves to be challenging. Because of dance, children are able to visualize themselves succeeding, which makes them want to act kindly towards others.

There is also a connection between participating in dance and decreasing discrimination among people with disabilities. In many of the adaptive dance classes, children both with and without disabilities were included. This repeated exposure to children who appeared and acted different from themselves sparked the development of

positive attitudes about collaboration and cooperation inside and outside of the dance realm (Gregory, 1998). It became less of an anomaly to intertwine people of mixed abilities and levels of dance. Ideally, those who are less receptive to inclusion in the dance world, need to appreciate dance through a new lens and begin to idolize the uniqueness and alternate perspective that people with disabilities can offer (Harmon, 2015). Through combining different interpretations of music in conglomeration with movement, children can learn to welcome new viewpoints and begin to accept others diverse makeups.

After the central theme of dance was established for the children's book, the authors wanted to see if certain children's books do have an impact on lowering the amount of bullying encounters. The co-authors found that books that provide readers with a "character education" transmit certain core values of tolerance, diversity, and inclusiveness (Lintner, 2011). They promote free-thinking and contemplation of social actions among young readers. These books get children to think about their own lives and challenge them to eliminate existing stereotypes. In the article, Andrews (1998), the author suggests that books focus on social problem solving and how to overcome society's barriers of non-acceptance of those with differences. Children's books that include examples of bullying teach children to develop sensitivity to conflicts occurring around them and how to reverse the negativity they experience—whether that be directly or indirectly.

While writing the children's book, the co-authors thought that making the book digital could be a valuable resource for young readers for a variety of reasons. Research

confirmed that creating digital versions of children's books is in fact useful. With digital stories, children are better motivated to pay attention to the book's important themes and messages and retain what they learn (Ozdemir et al., 2008). The digital access also allows the book to be increasingly accessible for children with disabilities (More, 2008). Books with video and audio components give children with visual and reading challenges the ability to read more independently and comprehend the main idea without asking for assistance. In addition, books that are displayed online are more readily available. Young readers can obtain the book while not having to leave their immediate area. Instead, they can learn and read the book as many times as they desire without having to expend copious amounts of time and effort attending a course or getting a hard copy elsewhere.

When first examining the evidence-based literature for articles containing information on current children's books, it appeared that there were few books centered on bullying that were age-appropriate for young readers. With the prevalent increase in bullying and aggressive behaviors in schools, it is essential that students from the early ages of preschool and pre-kindergarten become educated on moral character traits such as positive social behaviors in efforts to effectively facilitate preventative bullying measures (Bratitsis & Ziannas, 2015). In order to promote the development of moral character traits in children, it is suggested that teachers utilize children's books to help students reflect on their own social interactions and enable them to problem solve when in difficult peer situations (Gregory & Vessey, 2004). The books that resonate most with preschool and kindergarten-aged students display content in natural settings such as schools and recreational environments (Wang & Goldberg, 2017). The characters in those influential

books are of the same age as the readers and are told from the first person, so that readers can easily reflect on the various plot lines and themes with hopes of them applying what they learn to their own lives (Wilkins et al., 2016). In addition to these before-mentioned principles, an engaging children's book with important messages should also include insight on how to build meaningful relationships initially. Further, by placing an emphasis on diversity and tolerance along with social skills training, readers will truly contemplate their actions before resorting to bullying behaviors.

Before writing a new children's book, it is important to investigate the existing, comparative literature concerning related topics. There were many articles that mentioned widely recognized titles that discern ways to mitigate bullying in schools. However, while many books included bullying as a conflict, it was not the central focus of many texts (Cain, 2015). Numerous young readers, especially children with low attention spans and reading comprehension deficits, have a difficult time attending to more than one problematic situation in a given story. Because bullying is a major concern in many schools, some children's books should solely focus on how to combat bullying safely and effectively. If bullying is stressed in children's literature as being a significant issue, children will take it more seriously and have a higher likelihood of eliminating their negative behaviors and replace them with expressions of tolerance and equality towards those in their surroundings.

The few current children's books that targeted bullying often failed to accommodate for children's learning disabilities. Even though some students with learning disabilities may perform at a lower academic level than their same-aged peers,

that does not necessarily mean that they function at the same stage socially as they do cognitively (Gregory & Vessey, 2004). After reading and glancing through many children's books, there are few books geared towards younger children or readers with low literacy that contain more advanced themes like bullying. With the evidence literature showing the benefit of exposing all young children with ranging abilities to unhealthy and complex peer relationships, children's books should address these social dilemmas to instill good character values while children are maturing and are most vulnerable. While bullying has a relatively involved psychological basis, which may seem to be irrelevant and go unnoticed by young people, it is still advantageous to mention bullying and its evolution in a children's book (Wang et al., 2015). There are many ways to simplify such worthwhile information without completely shielding those with disabilities and youthful readers from serious matters. By using pictures, uncomplicated wording, and relatable characters, children in pre-school and kindergarten will have the opportunity to learn more about the repercussions of bullying and most importantly, how to treat others with respect and kindness in the early stages of their development.

There is ample evidence suggesting that literature has an extensive impact on children's social behavior and ability to make morally sound decisions. According to Morris et al., (2000), if children's book authors write stories with relatable characters, young readers will be able to reflect on their own actions as they get absorbed in the plot. As the characters in the literature have to undergo and resolve social problems, those reading the text will unconsciously challenge themselves to problem solve with the

characters and almost anticipate how to handle the various scenarios. Further, children are most susceptible to adopting moral values contained in literature at younger ages (Rice, 2017). Because children from the ages of 3-5 are still learning how their actions have consequences and are generally in the early years of maturation, they are more impressionable and are more likely to absorb the positive social persona of the characters they read about.

In addition to readers being able to identify with the characters in the books, children's literature should include settings where pre-school aged children are most likely to interact with their peers (Flanagan et al., 2013). Children are more able to picture themselves actively solving bullying crises if the book takes place in familiar locations such as schools or recreational facilities. Additionally, in these recognizable environments, young readers can practice reaching out to teachers for advice, peacefully self-advocating, and using other safe and healthy means to resolve any social mishap as the authors suggest in books. Seeing other children (characters) model positive behaviors will encourage readers to conduct themselves similarly. Even if young children's reading books with such moral themes are not able to automatically incorporate idealized behaviors when socializing because of their lack of maturity, these children will still gain some introduction to bullying prevention, which is preferred to being completely unaware until grade school.

One of the major underlying premises for bullying in both school and recreational settings is diversity tolerance. Morris et al., (2000), states that if children's book authors want their books to be influential in promoting acceptance of those from varying cultures,

religions, genders, and ethnicities, then authors need to include characters that are representative of many different backgrounds. Especially with children's literature aimed for pre-school aged readers, children need to have a written and visual example of how to treat others equally despite their differences. By incorporating children of all abilities and ethnicities into books, readers will be more likely to become immersed in the book if they can picture themselves as one of the characters. When writing about children with physical and mental disabilities, it is important to portray characters accurately (Wilkins et al., 2016). While children's book authors may need to simplify various terms so that pre-school aged children can comprehend the main ideas, authors still need to be truthful about disability discrimination in order for readers to begin to understand complex social issues.

After reading many evidence-based articles on teaching bullying prevention through children's literature, there was a definite consensus that children exhibit more positive social behaviors if they are taught to do so at an early age (Bratitsis & Ziannas, 2015). At the age of 18 months, children start developing their own moral code and demonstrate empathy for others in their immediate surroundings. Children at this age begin to exhibit emotional intelligence, where they build the capacity to care for other people. When children approach grade school years, they are able to understand that their actions can result in repercussions, even for those around them. Therefore, young students are able to respond in emergencies or help out in bullying situations because of their empathy for others (Oppliger & Davis, 2015). Children's books that include plots involving characters standing up for themselves and taking a stance on behalf of their

peers will encourage children to behave similarly in real life (Freeman, 2013). Although a happy ending in a story is ideal for most young readers, it is important to still portray bullying realistically, as it is an everyday occurrence that needs to be addressed.

While examining an array of texts concerning children's literature and bullying, it is apparent that there are some specific details that if included, lead to children's increased ability to reflect on what they are reading and apply lessons learned to their own lives. According to Cordi & Masturzo, (2013), the use of color played a large role in readers' interpretation of the character's personalities and emotions. Thus, when writing children's books, authors should be aware of how they are visually depicting characters as well as the setting of the book so that children understand the premise correctly. In Bosacki et al., (2006), the authors recommend that children's book authors consider the scale of the characters in the visuals supplementing the story. Characters' sizes seem to have an impact on readers' interpretation of the content in that children assume certain characters are less important if they are physically smaller in size. If authors want to denote power to some characters over others, such as the bully and the victim, or show that all characters represent equal importance, they need to be mindful of how they are constructing their illustrations and ensure that each character is being displayed appropriately.

In terms of essential thematic components, children's book authors should embed moral teachings and character education into plot lines to maximize learning opportunities for readers. Children's literature is a feasible way to explain to children how bullying presents itself as well as how to resolve related conflicts safely (Wang &

Goldberg, 2017). By incorporating themes of bullying in children's literature, young readers will demonstrate an increase in prosocial behavior as well as a decrease in victimization and moral disengagement. In order for children to be able to contrast between positive and negative approaches to handling intense social dilemmas such as bullying, it is beneficial to write about each of the different ways to mitigate bullying situations so that readers can recognize the importance in choosing the correct way to act and make quality decisions in the future (Oliver et al., 1994). By highlighting the lack of moral values that often serve as a basis for aggressive behavior, children will better understand how to reshape their demeanor when interacting with their peers, which will in turn elicit prosocial attitudes.

To ensure children's books on bullying are engaging and meaningful for young readers, some authors have created digital stories (Cordi & Masturzo, 2013). Not only does a technologically advanced, digital format increase children's willingness to read and learn about important messages, but it also allows for further accessibility of children's literature for individuals of all abilities. For example, a book with an audio feature gives children with visual challenges the capability to fully comprehend books without having to physically view images and text or ask for assistance. By granting children the opportunity to access books digitally, children will feel more independent and confident in completing other school-related tasks (Bratitsis & Ziannas, 2015). Studies show that children often have an easier time reflecting on their own behaviors and developing increased levels of social empathy through digital books than they do when reading regular literature. Another advantage of utilizing technology is that children

feel as if they are a part of the story when consulting lively digital books (Almerico, 2014). This interactive component is what drives children to develop emotional intelligence and solve internal conflicts they may be experiencing. Using multiple formats for reading accommodates for students' varying learning styles and allows children to fully grasp major educational concepts and social ideologies.

Each of the articles reviewed described different aspects of children's literature focused on bullying and its counterparts. While each article provided valid and reliable information to incorporate into a children's book, only 7 of the 15 selected articles consisted of clinical trials with experiential and control-based processes. There is a need for additional research containing sample interventions in order to ensure the success of the outcomes of using books with certain interactive components. However, almost all of the articles were written within the last ten years, which more often than not, guarantees that the studies are accurate and comparable to current interventions. Additionally, many of the texts listed exemplar children's book titles as well as informative resources for suggested platforms for future books. Overall, there was a sizable amount of evidence-based literature that discussed both bullying and digital storytelling and how intertwining these two ideas can be impactful. The generous amount of research is indicative of the positive results from employing digital children's books regarding bullying in school curricula and other clinical practices.

There are a few important guidelines to take into account when writing a digital children's book targeting bullying prevention for pre-school and kindergarten-aged children. The first is to address the need for character and empathy training (Almerico,

2014). Using character education programs as a basis for a children's book is useful in effectively imparting anti-bullying messages to readers, even those at a young age. Further, quality children's literature with character development themes such as kindness, empathy, courage, fairness, honesty, leadership, responsibility, and perseverance has the ability to build, form, and emphasize skills that are crucial for instilling moral values in young students. Teaching students how to feel for one another through a comprehensible and relatable means such as a children's book is a powerful way to spread bullying awareness and to alter the way children treat others in their surroundings.

Secondly, for children's books to be effective, they have to have characters and settings that are realistic and applicable (Wilkins et al., 2016). Readers need to be able to relate to the fictional characters in the book in order to practice utilizing the tools they are learning. Portraying individuals accurately and involving characters of all ethnicities, abilities, and genders is advantageous in encouraging tolerance and inclusion and is more representative of readers as a whole (Morris et al., 2002; Bosacki et al., 2006). This pertains to illustrating characters in their natural form and to scale so that young readers are not misinformed and become more accepting of diversity. Influential children's books are ones that enable children to reflect on their behaviors and make positive changes to their actions, resulting in fewer bullying occurrences.

When writing an engaging children's book for those both with and without disabilities, it is ideal to have a digital component—making the book easy to use for all readers. Having interactive videos supplementing the verbal story will increase children's understanding and keep them motivated to continue reading. Children will be able to read

through the book at a comfortable pace and operate the book without seeking outside help (Cordi & Masturzo, 2013). With children's literature focused on bullying prevention, a rather dense social issue, it is necessary to ensure children can be active participants in their learning (Almerico, 2014). Converting the children's book to a digital layout may simplify a bullying relationship while empowering readers to self-advocate and establish healthy social connections with their peers.

In order for the children's book to become functional and reflective in nature, it should pinpoint both bullying prevention strategies as well as the development of appropriate social skills. To facilitate both of these important themes in the book, an author may want to create an accompanying set of discussion questions to spark further dialogue about bullying and to increase general knowledge about hindrance efforts. Since the children's book is intended for generalization to readers' lives, these additional discussion questions will allow adults and children to be more open about these social conflicts that are occurring in schools and recreational settings. Through these provided prompts, both bullies and victims will be able to express their often-suppressed emotions and speak with their peers and adults about ways to diminish bullying. In the process, children will begin to understand pros and cons of acting in a certain manner and how adopting a positive outlook and treating others with kindness can lead to social bonding, which can be invaluable once attained.

After reviewing the evidence-based literature describing the fundamentals of existing children's books, it is clear that there is a need for books that elicit problem solving strategies along with moral instruction to minimize bullying encounters. By

inputting characters that mimic the personas of children from diverse backgrounds with ranging abilities, young readers will be able to identify with the characters and will start to question their own choices as well as choices made by individuals around them.

Bringing an intense topic such as bullying to the surface, not only makes children feel like they are not alone in dealing with bullying predicaments, but it also gets children to contemplate how they act and underscores the consequences of their behavior. Whether children have been exposed to bullying or not at a young age, reading a thought-provoking children's book providing insight into the development of positive and negative socialization can influence how children's actions manifest in their later years of life.

Conclusion

This children's book will be promoting anti-bullying awareness—a social issue that often goes unaddressed in today's society. In clinical, academic, and recreational environments, bullying occurs without any recognition from supervising adults. If adults are trained to look for the early signs of bullying, then children will become more accustomed to treating their peers equally from the start and will not be tempted to engage in such harmful behaviors. Studies have suggested that many children who take part in bullying often have low levels of self-esteem. Essentially, if children are not confident, they are more likely to take their frustrations on others. By educating children on diversity through literature, children will be more motivated to engage in a relatable story and be able to readjust their moral code for the better.

CHAPTER THREE – Description of the Program

Description of Proposed Program

The author's project is a book for children both with and without disabilities about bullying and disability tolerance. It is intended for children ages 3–6 years old who are either in preschool or kindergarten. The story takes place in a dance classroom with six dance students of mixed ability levels and backgrounds as well as a dance teacher, professional dancer, and an occupational therapist. The children learn about one another and how each student is talented despite any physical or mental disability. With the help of an occupational therapist to mediate bullying among the dance students, the children together create a dance that combines each of their favorite moves, which they present to their families.

Ideally, this children's literature will be read in clinical, academic, and recreational settings by occupational therapy practitioners, speech therapists, special education teachers, child-life specialists, and parents. The book takes place in a dance studio with students of mixed ability levels including a student with a more prominent disability, a ballet instructor, a professional ballerina, and an occupational therapist. Each of the students is faced with the challenge of interacting with one another and getting along despite his or her differences. They learn how to accept everyone in their class and recognize that everyone is unique.

It is anticipated that after reading/listening to the book, the young readers will apply the lessons they have learned to their own lives and begin to handle such social conflicts appropriately. By evaluating direct consumers, young readers, administrators,

teachers, and clinicians using a survey, it will be clear what change to the content needs to be made so that the book has a lasting impact on social interaction.

Practice Examples

There are a variety of places where the book could be of use. In schools, both mainstreamed and specialized, students are given the opportunity to engaged in unstructured activity and socialize with one another in a recreational atmosphere. During this time where young people are given more freedom, social conflicts and bullying are more likely to occur. For example, when children are on the playground, there are often pupils that are left out of games simply because of physical and mental differences. In order to correct these negative behaviors, teachers need practical materials that are easy to understand to educate their students about the harmful nature of their actions. By reading the book, children will be able to identify with the depicted characters taking part in bullying behaviors and see first-hand the consequences of their engagements. The supplemental discussion questions in the book will spark further conversation that will ideally encourage students to apply what they learned in the classroom to their own social predicaments. In the future, children will consider others and their feelings before excluding them on the playground and instead, treat others the way they want to be treated—modeling positive morals from the book.

Another context where the book can be used is in clinical settings. For example, during various pediatric social groups, both an occupational therapy practitioner and a speech pathologist can work together with small groups of children to address social needs and improve conversation and interaction. Many children find it intimidating to

socialize with their peers and might interject inappropriate phrases or approach other children using unsuitable tactics. During group therapy, therapists teach children to find common interests and provide realistic scenarios for children to practice conversing. The book can be used as a means to introduce the complex issue of bullying and also teach children how to develop meaningful relationships with one another. Especially if there are points of contention among those in the group, the therapists can use the book as a teaching moment to share ways of handling conflict.

Another clinical environment where the book can be of use is in a pediatrician's office. While patients and their parents wait to be seen by their doctor, they will have the opportunity to learn more about occupational therapy in addition to learning about bullying. Because children of all ages and ability levels visit their pediatrician from time to time, the book will get an increasing amount of exposure if placed in a doctors' office.

The book can be made available in the child's home. Parents might use the book with their children if siblings are bickering. There are many examples of bullying occurring at home behind closed doors in addition to simulations in public in recreational settings. If parents are able to start at home and teach tolerance amongst siblings, children are more likely to take the lessons they have learned and act similarly at school, during extracurricular activities, and during therapy sessions. Even if there are no ongoing arguments between siblings, parents can still encourage role-playing for practice. This technique only serves to reinforce positive behaviors and promote generalization and long-term maintenance.

Libraries—both public and within schools are also logical places for the book to

be on display. Children and adults come to the library to learn about new concepts and will be more apt to reaching for an unfamiliar title. If librarians are educated on the importance of the book and read it aloud to children, children will become more aware of their surroundings from a social standpoint. Having the book appear in online course catalogues is also crucial for promoting anti-bullying attitudes.

Methods for Recruitment and Delivery

Every selected participant will be given a standard survey after reading each of the three consecutive drafts of the book in order to gauge the book's overall helpfulness. The survey will consist of predominantly open-ended questions. However, for readers with disabilities, questions will be restructured to account for cognitive and visual deficits. For these readers with disabilities, there will be supplemental images like the Kunin Faces (See Appendix C), which displays standardized faces with varied expressions to indicate levels of satisfaction so children can easily distinguish how they feel after reading the book (Emde & Fuchs, 2012). Each of the faces presented to participants represent a range of satisfaction levels from left to right: unsatisfactory, inadequate, adequate, satisfactory, good, and very good, respectively.

In terms of the survey administration process, it will be a combination of face-to-face interviews and emailed questions. The face-to-face interviews will be preferred because observing how one responds to the book immediately is helpful and informs the researcher on which specific parts of the book elicit certain powerful reactions. Even if the face-to-face interviews involved the Internet, this would still be ideal compared to written responses. For those who live at a distance and cannot attend a face-to-face

interview, they will be emailed the questions and write open-ended answers on their thoughts of the book.

The following questions will be asked of my potential stakeholders: child readers, speech and occupational therapists, child-life specialists, teachers, and parents:

1. Did you find the book to be informative? What kind of messages did you take away?
2. Is there anything you would change or add to the story?
3. Are there parts of the book that are hard to understand and if so, why?
4. Do you feel you can identify with the characters in the story and/or is the story relatable to you in some manner?
5. Would you read this book in your practice and if so, how?
6. Do you think it would be helpful to have a digital version of the book?

For the aforementioned self-report interview questions, participants will be administered questions either on the phone or through email depending on their proximity to the author and their general availability for meeting. Regardless, responses will be collected on three separate encounters after each draft is revised. Interviewees' answers will be entered into a spreadsheet according to each draft and will be studied across each type of participant—the quantitative part of the study. The author will have trained observers or individuals who are used to observing verbal and visual reactions to certain interventions record data (Newcomer, Hatry, Wholey, 2015, p. 412). In this instance, the trained observers or the licensed therapists, will report the readers' initial opinions, perceptions, and emotions in response to reading the book. If the trained observers are not able to physically be present to watch readers' responses, they will carefully review the participants' answers to survey questions. After all three drafts have been complete and stakeholders and trained observers will meet to discuss the necessary changes, the book will be ready to be published.

Program Approaches

In order to ensure that the book is effective in educating readers on the importance of embracing nonjudgmental and accepting attitudes, it is crucial to perform a program evaluation. A program evaluation examines the potential resources required for the program to be successful and looks at the practicality of the implementation of the program. For this project, the core purpose of the program evaluation for the children's book targeting bullying and disability tolerance is descriptive (Newcomer, Hatry, & Wholey, 2015, p. 309) in that book feedback from teachers, clinicians, and parents will be obtained through open-ended, self-report interviews—both face-to-face and written responses. These stakeholders, or those willing to participate in the program evaluation and ultimately invest time in administering the book to young readers, will describe how they perceive the book's effect on young readers and what lessons they will take away to apply to their own lives. While the program evaluation would primarily be descriptive, there would also be a causative component in that the author will be analyzing how children incorporate healthy problem solving strategies into real life situations through first-hand observation. In addition, it is crucial to measure the book's success through children's future treatment of others and study if readers did manage to adopt more open-minded and tolerant attitudes as intended.

After completing the program evaluation, there were certain elements identified by interviewees as being critical to make story impactful. Although the book is geared towards younger children, there will be a vocabulary section at the end devoted to defining more complex ballet terms embedded throughout the story. To enhance

understanding, the words will be alphabetized and phonetically spelled out for younger children. In addition to the vocabulary list, there will also be a set of discussion questions to prompt further conversation among children, parents, teachers, and clinicians. These questions are intended to spark the application of themes such as open-mindedness and social problem solving to children's personal lives. The discussion section will also include sample scenarios to get readers to practice working through social conflicts systematically.

After examining existing children's literature, it is apparent that books that are also published through a digital means, prove to resonate more with a larger group of children. Not only did the digital books appeal more to children with their animated features, but they also are more accessible in that they offer multiple modes for learning. Therefore, in the future, this book will have a digital counterpart so that all children will be able to read the book and comprehend its overarching message—disability tolerance. For those who are unable to see, the book will have an audio component. Further, the book will be online so that anyone can easily obtain it.

Existing Literature and Evidence

Evidence-based literature will be surveyed prior to execution of the "Fixed-Effect Design". This process in the evaluation will serve as a pre-launch procedure to ensure that the primary study will be effective in yielding quality, universal data. Current children's books covering the same social issues such as bullying will be cross-examined to pinpoint which writing styles are the most influential in conveying important messages to young readers. During this phase, evidence-based research will be gathered from valid

and reliable databases on existing children's books. This will be the first step in the evaluation process because it will allow the author to obtain a needs-based assessment and survey what is lacking in the realm of children's literature—especially books concerning complex social issues such as bullying. Most of these studies are in the form of cross-sectional analyses, informational texts, and randomized controlled trials. After completing some preliminary research, it is apparent that there is a definite need for books that break down involved social concepts into understandable terms for younger readers.

Desired Outcome

There are many desired outcomes that the co-authors intend to accomplish through the creation of this children's book. First, the book will strive to increase children's exposure to bullying. Often times, it is difficult to pick up on the early signs of bullying or risk factors that could lead to hurtful behaviors. Teaching children and adults, who frequently work with children about the common traits of bullies, may stop such aggression before it festers into an even larger scale problem. Further, studies suggest that children who learn about how to conduct themselves during a social conflict at a young age will be more susceptible to developing and maintaining a more positive attitude later in life. Ideally, this children's book will break down complex social dilemmas into terms that young readers can understand. In addition, the book will educate children more about diversity and how it is important to accept people who may appear and act differently from themselves. Treating everyone equally and with respect is essential especially if it is instilled in children at an early age. Through this children's

book, it is anticipated that children will become increasingly open-minded to the varying perspectives of their peers and realize the benefit of working alongside individuals from different backgrounds.

Barriers and Challenges

Throughout the process of co-writing the children's book, there were many potential barriers and challenges to consider. While it was clear what types of participants needed to be chosen (i.e. clinicians, teachers, and parents), it was difficult to recruit participants from mixed economic backgrounds, genders, and ages. Most of the participants were entry-level practitioners and teachers in one of the authors graduating class who had limited pediatric experience. These individuals' points of view are definitely significant, however, it would have been advantageous to have participants with more extensive clinical backgrounds. These clinicians and teachers were also all Caucasian and female, which should be taken into account in terms of generalizability.

In addition, it was often difficult to get timely responses from participants. Given that clinicians, teachers, and parents each have full-time jobs, it was hard for them to make time to address interview questions routinely on a weekly basis. This consistent follow-through is important for tracking if the book is in fact making a difference and impacting children's behaviors for the better, therefore, minimizing bullying. It was also a challenge to ensure that observations performed by clinicians, teachers, and parents are accurately and properly documented. One must trust that their reports were taken in a timely fashion and are neither embellished nor subtracted from to create an exact portrayal of what they witnessed. Without these concrete observations, the author could

not confidently make appropriate edits.

Another aspect that proved to be time consuming was converting qualitative data into quantitative statistics. Since most of the evaluative assessment consisted of self-report interviews, the information yielded needed to be translated to comparable means for further cross-referencing among clinicians, teachers, and parent's answers. All responses had to be coded into categories to represent three different types of feedback in order to come to an overall consensus regarding what parts of the book needed to be changed to accommodate each setting's needs. Taking detailed open-ended feedback and putting it under one single category is not the most reliable, but it allowed the author to make edits that would reflect the majority's opinion.

Appeal to Stakeholders

After self-publishing the children's book, the author has to plan for its distribution and advertising to relevant stakeholders. Appealing to and attracting stakeholders to invest and eventually utilize the book in their areas of practice is certainly a challenge to address. Ideally, the book will draw to larger corporations like the American Occupational Therapy Association (AOTA) or Special Olympics, which have the ability to broadcast the book to other companies that might be interested. In order to do so, there need to be meetings with representatives from the various organizations with a variety of supporting documentation to highlight the book's overall importance. By using evidence-based research articles to emphasize the book's content, the members of these big organizations will recognize the book's true functionality. A strategic plan in terms of the intervention continuum and evaluation process will be included in the presentation as

well to show that ongoing research is being completed to maximize the book's effectiveness.

Although the author will try to speak with colleagues to spread the word, the process of financial negotiation can be difficult. A funding plan needs to be created as a projection for growth and production so that expenses are kept to a minimum. In addition to distribution being costly, advertising to multiple sectors is not a simple task and can be pricey. Using social media to advertise is not only free, but also is also easier for accessing many individuals. Brochures with the book's description can also be circulated in schools, clinics, and other likely institutions where the book would be of service. The marketing strategy will always be of concern and constantly need to be revamped as the book expands to more populations in need.

Conclusion

It is intended that this children's book will be implemented into multiple areas of practice in order to spread anti-bullying awareness. The book will be used in clinical offices such as outpatient therapy clinics as well as in schools by therapists and teachers. Within the home, parents can also serve as role models and read the book to children to consistently reinforce such positive messages. If children read the book in a variety of settings, it is more likely that they will resonate with the characters and interact with their peers appropriately.

The co-authors asked multidisciplinary practitioners, teachers, and parents what would make this book the most functional in terms of application in order to maximize universality. While it was challenging to recruit a diverse group of participants to read

and report on the various drafts of the book, the co-authors did their best to include a mixed group of characters that would be relatable, the role of occupational therapy in resolving social conflicts, and developing increasingly accepting mindsets. After a draft is finalized that accommodating multiple readers and administrators' needs, the book will be mass distributed and advertised to potentially interested stakeholders. In addition to word of mouth and social media broadcasts, presentations and workshops will be conducted using multimodal learning techniques to heighten the overall appeal and application of the book to daily social encounters. With large scale advocating efforts, the book will gain in popularity and more importantly, more individuals will understand the causes of bullying and become more aware of the consequences of their actions.

CHAPTER FOUR – Evaluation Plan

Logic Model

When beginning this doctoral project of writing a children’s book, it was the primary goal to highlight a prominent issue in today’s society that children of all abilities face day-to-day. After having extensive clinical and general work experience in the field of pediatrics, one of the authors noticed a consistent behavioral trend of bullying that was apparent in a variety of settings—academic, recreational, and even medical.

In the review of evidence literature, it appeared that most existent studies focused on the unidirectional bullying, where individuals without disabilities physically and verbally abuse those with disabilities. In contrast, these authors wanted to examine the bi-directionality of bullying and its occurrence where those with disabilities are bullies as well. In order to explain this complex relationship in a child-friendly and overall increasingly accessible manner, the children’s book will be both digital and interactive to encompass all children regardless of their ability level.

The following is a Logic Model (see Appendix D), which includes the inputs or critical components necessary to execute the project and the outputs or the resulting behaviors exhibited after reading the children’s book. The Logic Model also contains the theory supporting the evidence-based literature incorporated into the children’s book. Through the Logic Model, viewers can better visualize the intricate process of how the implication of anti-bullying interventions mentioned in the children’s book leads to more positive social behavior. Additionally, the Model shows outside environmental factors that could contribute to the overall encouraging outcomes from reading the book.

After conducting reviewing the evidence literature, it seems that the theory of Self-Efficacy supports many of themes that are included in the children's book. The model supports the dynamic interaction that takes place between the person, his environment, and his own behavior when considering one's optimal level of self-efficacy. According to the proposed model, a child who has physical and mental disabilities typically has fewer opportunities to engage in recreational activities. The moderators of this model refer to the external, uncontrollable impacts including the scarcity of environmental and financial resources. Not only do these moderators affect the amount of recreational activities available to children with special needs, but they also contribute to the lack of opportunities for social interaction. Without being able to participate in activities with like-minded peers continuously, children will not have the skills to converse with others, undermining their confidence in their own abilities. Because many children with disabilities also do not have the self-regulation skills to participate appropriately in social situations, they may be more likely to bully others in order to make themselves feel empowered instead of using healthy coping mechanisms—the potential mediators of the model. Ideally, this accessible, interactive children's book will display the evolving problem of bullying and how self-efficacy can influence social behaviors.

Program Evaluation

In order to evaluate the book's success, the program evaluation methods that will be utilized include a qualitative study with an informal self-report interview and a supplemental quantitative assessment to summarize data. More formally, this can be

referred to as: “A Fixed-Effects Design” (Newcomer, Hatry, & Wholey, 2015, p. 150). In a “Fixed-Effects Design”, there are both quantitative and qualitative components—making the program quasi-experimental. For the quantitative element, the program evaluation will examine the social and emotional outcomes of the book, with the act of reading serving as the independent variable and the analysis of the book’s impression on young readers as the dependent variable. Having both quantitative and qualitative elements will provide the author with a global perspective and allow for inputted changes that are vastly favored.

For the Evaluability Assessment (EA), stakeholders from a variety of sectors will analyze my book in order to determine its readiness for implementation into clinical, academic, and recreational settings. In addition to direct stakeholders like young readers, teachers, therapists, and parents, children’s literature publishers and larger, relevant organizations like the American Occupational Therapy Association (AOTA) and Special Olympics, who would be most likely to invest in the book and its outsourcing to other corporations and institutions, will also provide a critique of the book and analyze findings from survey questions. Edits will be made to reflect all stakeholders’ reviews and to ensure the book’s overall functionality. Meetings with stakeholders will occur weekly on three occasions to examine feedback on three consecutive drafts. After all meetings take place with stakeholders and the evaluative process is proven to be valid and reliable, the book will be ready to be launched to the public.

To report the evaluative assessment to stakeholders, the information will incorporate “Grob’s Golden Rule” where the document contains only vital points from

the data (Newcomer, Hatry, & Wholey, 2015, p. 88-107). The main ideas taken from the spreadsheets will be translated into organized Power Point slides accompanied by graphics containing charts in order to accommodate all types of learners. This breaks down the content so that the stakeholders are not bombarded by details. There will be a plentiful amount of headings to divide the text as well. Because my meetings with stakeholders will occur on a weekly basis after each sequential draft, there will room on the slides for taking notes.

Outcomes

In order to determine which elements needed to be included in the children's book to make it the most powerful in relaying the anti-bullying theme, a review of evidence-based literature was performed. It appeared that there were few books that appealed to the younger population, but that there was a need for books that target children in the early stages of development. In addition, books that contained individuals with more demographic and ethnic differences were more universally accepted. Further, books that also had a digital component were more engaging to young children especially.

Traditionally, most children's books do not cover real social issues. There is a need for books that are written in simple terms but also dissect crucial problems such as bullying so that children assume morals and treat others the way they deserve to be treated despite any physical or mental differences they may exhibit. Thus, the central hypothesis for this project is that: children from the ages of three to six, who engage in a book through a traditional and digital format targeting bullying in a variety of familiar environments will begin to develop social skills and open-mindsets towards those who may appear different

from themselves.

In order to assess the book's engaging nature and overall functionality in children's every day lives, two parents, occupational therapists, speech therapists, child-life specialists, and teachers were informally-interviewed according to six posed questions. The participants were interviewed after reading three drafts of the book and their answers were recorded in an excel spreadsheet (See Appendix E). After all answers were documented from all drafts of the book, responses were coded reflecting common trends among participants' reviews.

Question 1

After analyzing the responses from participants for each of the six questions, there were some notable trends. For the first question, it appears that all but two individuals, an (OT) and (SLP), stated that the content of the story was informative beginning with the first draft. The most popular answer among interviewees for the take away message was that the book provided readers with an education on disability tolerance, treating others equally, and how-to problem-solve in times of social conflict. The OT and SLP who suggested revisions be made to the take away message also recommended placing more of an emphasis on learning appropriate social interaction skills. As OT's and SLP's are concerned with communication and conversation abilities, these consistent answers are justifiable.

Question 2

In terms of adding or changing content in question two, three out of the eight participants stated that the grammar needed to be edited in the next draft. Three out of

the eight participants also stated that social interaction skills needed to be more pronounced so that there was an increase in therapeutic involvement when dissecting the bullying behaviors. Only two out of the eight interviewees reported that the story should include more about equality and having an open-mind when it comes to interacting with people with differences.

Question 3

In the third question, interviewees were asked if there were parts of the book that were difficult to understand. Those that commented that they did not understand something were in reference to either the ballet terminology and/or the diagnosis of the main character. After receiving this feedback, the subsequent drafts included a list of vocabulary terms in the back of the book along with phonetics and a concrete definition.

Question 4

The fourth question asks if the characters in the story are relatable. Each of the interviewees agreed that the characters are in fact identifiable. When writing the book initially, the author made a conscious effort to account for individuals both with and without disabilities, all genders, and mixed ethnicities.

Question 5

For the fifth interview question, the participants unanimously said they would each implement the book into practice. Both of the OT's reported they would use the book during the warm-up and cool-down parts of their sessions. The SLP's said they would utilize the book for the main focus of their section—as they are concerned mostly with language and comprehension in addition to social skills. One teacher stated she

would use the book during a reading lesson and the other teacher said it would be helpful to incorporate the story into the warm-up to set the tone for class. Lastly, the child-life specialist responded, like the SLP's, that the book would be the focal point of the lesson in that it would provide a valid moral education to readers and enable them to understand real-life predicaments—one of the primary roles of a child-life specialist.

Question 6

Question six asked the interviewees to think about if having a digital version of the book would be advantageous. Every interviewee answered that it would be beneficial to have a digital component of the book for increased access. This is consistent with the evidence-based literature in that readers were more engaged in books, which had a media component. Further, administrators of the digital books felt that it was easier to captivate young readers if they utilized books that were electronic. These books were also more accessible in that administrators could appeal to children of all abilities.

After having a child use the Kunin faces to record his opinion of the book on three separate occasions given his limited ability to express his point of view verbally, the chosen faces revealed an upward trend of satisfaction. When the child was first exposed to the book, the child pointed to the face representing “adequate”. One plausible reason why this low rating occurred was because the book did not define a lot of the complex ballet terms and diagnoses that were later corrected in future drafts. Once the child read the next draft, he circled the face representing “satisfactory”. There is also a logical rationale for why this score had not dramatically increased from when the child read the first draft. Due to the child's young age, there could have been some social themes that

might have been too complex. By simplifying the main idea of tolerance and adding in a discussion section that sparks real-life application, the child in the end was able to better understand the story's purpose. His last rating was "good" and he seemed to remain more engaged while reading.

Initially, interviewees across all domains concluded that the book could benefit from more of a focus on occupational therapy related goals such as appropriate social participation and problem solving in addition to disability tolerance. In subsequent drafts, the authors added in more themes that reflected those missing main ideas, and interviewees seemed to find the book increasingly valuable. When making additional improvements, the interviewees generally stated that the grammar could be reworked and the specific ballet terms needed to be defined. In order to refine the book, the authors included a vocabulary list in the back of the book. Moreover, the primary disability of focus, Cerebral Palsy (CP), was better described so that young readers who may not be familiar with this condition will be able to comprehend the various deficits the character faces and spread disability awareness. Overall, the book creates a realistic picture of the bullying that often takes place when individuals with differences participate in mainstreamed recreational activities. Its intention is to emphasize the importance of treating everyone equally despite any physical and cognitive disabilities a person may have. According to interviewees, the book, in its final paper and digital forms, exhibits all of those fore-mentioned traits and will be advantageous in their particular areas of practice.

Methods for Obtaining Data

In order to obtain data, participants such as children, clinicians, teachers, and parents will be administered semi-structured interviews or qualitative assessment questions according to their personal opinions regarding the book and its overall effectiveness. This information is considered formative in that it will provide insight on a weekly basis into what changes need to be made to increase its usefulness across a variety of clinical, recreational, and academic settings and make it more enticing to readers and administrators. Each individual outcome will be compared across the group both before and after reading the book.

Since the program evaluation is consistent from week-to-week over the course of three weeks, it would be formally known as an “implementation evaluation”. In stage one of the implementation evaluation, the author would perform essentially a needs assessment and determine why the absence of the book has proven to be problematic and how the book will, in turn, provide the target population with a solution such as a frame of reference for anti-bullying behaviors. The next stage will be a prelaunch phase in the evaluation to identify other books in the past that have been successful in portraying positive morals and figuring out what elements would have made them even more influential if included. Once the draft of my book is complete, it will be administered to stakeholders, where they will critique and give open-ended feedback according to predisposed interview questions. The book will be edited to reflect their suggested changes after three separate weekly meetings to prepare for mass distribution.

In addition to the qualitative data being obtained, there is also a quantitative

component, where the responses from the interview questions are analyzed according to the number of positive and negative responses and how many of each type of participant answered in a certain way. Once these findings are charted in a spreadsheet and compared across the board, it will be easier to decipher what needs to be altered in the story in terms of character representation, plot line, physical environment, and the overall themes. Together, both of these qualitative and quantitative approaches contribute to a “mixed methods” research design (Cresswell & Plano Clark, 2011). Because numerical statistics alone do not reflect the book’s success, qualitative data also needs to be accounted for prior to publication. The mixed methods ideology allows for the incorporation of both qualitative and quantitative information to gauge if the book will be impactful across a widespread population of stakeholders.

Data Analysis Plan

In terms of organizing and reporting data from trained observers, all data will be entered into a spreadsheet using up-to-date computer technology such as Microsoft Excel. For coding purposes, each participant will be categorized and abbreviated using a nominal or categorical technique: child readers as “R”, clinicians as “C”, teachers as “T”, and parents as “P”. Responses from each of these classified participants will be translated into generalizable data according to specified terms like “no changes necessary”, “grammatical changes only”, “changes regarding character representation”, “changes regarding setting”, “changes regarding specific social interactions”, and “changes regarding takeaway message”.

All hand-written data from the trained observers will also be saved for contextual

purposes. The author will code and enter data weekly after each of the three consecutive drafts has been reviewed into Microsoft Excel spreadsheets. The spreadsheets will include each of the interviewees with their respective job titles and their given responses for each of the specified questions after reading each draft. This form of organization proved to be useful in that each set of responses was labeled and clearly differentiated according to the three trials. Nonparametric statistics will be used to break down qualitative responses based on their specified categories (Allison, 2005).

Conclusion

A logic model is used to explain the purpose and evaluation process utilized to create an effective children's book describing the nature of bullying. The model shows how children ages 3-5 are the most susceptible to learning about bullying and changes their attitudes to be more tolerant. According to the literature, most children who act as bullies are dealing with their own internal conflicts and insecurities. They feel the need to act superior so they physically and verbally abuse others. The book serves to teach children that their social interactions have lasting impacts on others and encourages them to rethink how they approach social conflicts and misunderstandings.

In order to accomplish this reflection among young readers, the co-authors administered open-ended surveys to likely populations who would be interested in incorporating the book into their areas of practice. The survey was given to interviewees after each successive draft of the book was written. Answers provided the co-authors with ways to make the book more useful in a multitude of fields as well as ideas for increasing understanding of the book's overall message—disability tolerance. To organize

responses, Microsoft Excel was used to chart like-minded answers so that the co-authors could easily incorporate feedback into further drafts of the book. This technique for gathering data consisted of primarily qualitative methods in that the co-authors conducted informal interviews to get first-hand critiques.

CHAPTER FIVE – Funding Plan

This doctoral project will consist of a children's book geared towards children ages 3–6, both with and without disabilities. The book will focus on bullying and how it hinders healthy social development in children. It takes place in a dance classroom, where children of mixed ability levels have to work together, despite their differences to choreograph a piece to present to their friends and family. While at first they struggle to get along and understand one another, they ultimately are able to cooperate with the intervention of an occupational therapist, who facilitates positive social interaction. Ideally, it will teach children about effective problem solving when a conflict evolves and accepting those who are different from themselves. It is intended for the book to be utilized in a variety of academic, clinical, and recreational settings. After trialing the book for three consecutive drafts, teachers, occupational therapy practitioners, speech language pathologists, a child-life specialist, and a parent each came to the conclusion that they would each implement the children's book into their individual domains.

Fortunately, there are many available local resources that the authors can use to publish the children's book and promote it publicly with minimal costs. First, both co-authors are in contact with many practicing clinicians that work in pediatrics that can introduce the book to their own clients. This is beneficial in that these clinicians can assist with promoting the book free-of-charge within their own practice areas. These practitioners are also initially available for reviewing the book and providing feedback in order for the book to be more appropriate for its target audience. In terms of compensation for these practitioners' time spent reviewing the book, traditionally

according to national salary averages, they will require at least \$50 dollars per hour.

In terms of the book production, the authors each knew of colleagues and personal friends who could assist with getting the book into its final published form. One of the authors was in close communication with an illustrator, who was a fine arts major and was willing to collaborate for the illustrations. The only charge that had to be accounted for was the cost for the illustrator's art supplies, which was \$27.50. The book front and back cover design was done by one of the author's family member. This designer specializes in user experience design and graphic design and was agreeable to completing the project for free and additionally offer advice for captivating page orientation. The average cost for book illustrations is usually around \$3000. A co-author also had a connection with a publisher, who was available to take on this project. This publisher not only was familiar with the general format for children's books published through Boston University, but was also able to cut the cost for its publication from \$300 originally to \$200 once reduced.

For the project's overall budget for the first and second years of production, there are a few items to consider. First, there will need to be consultants, who are able to communicate with the authors about the book's success rate in regards to accessibility on social media and offer advice in terms of further marketing targets. Authors will schedule virtual meetings with consultants once a month for an hour in order to monitor progress and discuss how to improve the promotion, increase availability as needed, and opportunities for expansion or other potential audiences with whom to broadcast. By holding meetings either through video conferencing or telephone, this will minimize

travel costs and overall time spent on transportation. Consultants will be compensated about \$50 per hour for participation in monthly meetings.

Another major budgetary concern is the production and distribution costs. Depending on how fast the book grows in popularity, there needs to be plenty of books readily available for purchase. In order to keep up with supply demands, the publisher will be in communication with the authors to ensure that enough copies are being printed. It will cost about \$795 to utilize Wingspan's services to publish the book so that it is ready for circulation. There is an additional \$200 charge to generate the ISBN number for public records. This price is significantly less than normal publication rates due to one of the author's rapport with the publisher of choice.

When examining sources for selling the book, a logical choice is Amazon.com or other online sites. Amazon was selected for a selling platform in that it is well known to many readers and administrators and fairly easy to access. It costs \$39.99 monthly to subscribe and sell the book on Amazon's website and only \$0.99 for the closing sale fee per book. The Amazon website also allows for management of sales data through charts on the seller's profile. Data collection on book profits will be managed by the author to minimize costs. The book will be listed for \$12—as this is the competitive price for comparable existing children's books. For shipping the book to Amazon, the copies will be sent when there is demonstrated need. It is more expensive to keep the book on hand when none are being sold. When a customer makes an order request, the book will be shipped through Amazon for about \$3.99 and will take about 4-14 business days to arrive to Amazon's fulfillment center for preparation for distribution to the designated

customer.

In order to spread the word about the book and its usefulness across a variety of domains, the book needs to be marketed through different modes of communication. In today's society, young readers, especially, are constantly utilizing social media, which has proven to be an advantageous route for promotion of children's books. The authors will utilize social media platforms such as Facebook, Twitter, Instagram, Pinterest, YouTube, and LinkedIn. These are all free social media platforms for marketing the children's book. In addition, the authors will also lead local meet-up events (posted on social media) to discuss the book and the important bullying-related messages it is trying to spread. These meet-up events will occur in a question/answer format once a year to get more readers interested in engaging in the children's book and to make more in-person connections that will in turn help increase mass distribution as well as bullying awareness. Depending on the location of the event, there may be a fee to occupy a particular space and bring in refreshments, should that be necessary. Readings of the book will also be scheduled in schools and libraries so the book can grow in popularity.

Coincidentally, Amazon also has its own online advertising system that is accessible for sellers already with an active account. Amazon operates under a "cost-per-click" policy, where sellers will be charged for each hit prompted for the book. It costs \$0.10 per keyword and \$100 for exact or phrase warranting searches. While this option is not feasible within the first year or two of the books publication, it is a possibility to consider should the book gain more exposure.

Efforts will be made to reach out to high-powered, influential organizations that

would be likely to get involved in the children's book via phone calls and emails. Some of these organizations that are closely tied to the book's overall purpose and themes include the American Occupational Therapy Association (AOTA), the Special Olympics Association, and National Association of Special Education Teachers (NASSET). Each of these organizations hold frequent conferences that the book could potentially be the topic of presentation for increased publicity. The travel costs associated with presenting would vary depending on the location of the conference and presentation materials required. Please refer to Appendix F for the potential costs for implementation for the first and second years of production and advertising.

There are several wide-scale federal grants that will cover some of the expenses for the production of the book. After researching possibilities for potential grants, there are a few that seem appropriate given the scope of this doctoral project. First, the Boston University Arts Initiative offers graduate students funding of up to \$3000 for art research projects. Since the book will consist of students learning about disability tolerance in a ballet classroom, a creative art form, this children's book would satisfy requirements necessary to potentially obtain this grant. Another grant source offered by Boston University is the Dudley Allen Sargent Research Fund: Doctoral Student fund. This funding option is for post-professional doctoral students at Boston University pursuing a research project. It typically awards students around \$5000. Lastly, through the Society of Children's Book Writers and Illustrators, a non-profit organization that is geared towards diversifying children's literature, has one grant in particular that would be applicable to this project. This grant is entitled the Book Launch Award. This provides

authors with \$2000 to help promote a newly published work. Please refer to Appendix G for descriptions of the researched grants that could be applied to the overall cost of producing the children's book.

Conclusion

This children's book will serve to enlighten clinicians, teachers, young readers, and parents about the evolution of bullying. Through these necessary promotion tactics and funding sources, the children's book will reach multiple users who would deem the book impactful. The publishing and illustration costs are initial costs that will only be required for the original publication. The advertising and consulting will continue on a monthly basis as specified above in order to increase anti-bullying awareness and ensure the book's universal accessibility to all interested.

CHAPTER SIX – Dissemination Plan

Description of Program

This doctoral project will consist of a children's book that aims to address the repercussions of bullying behaviors in early childhood. The newly written children's book is titled, *Let's Dance Together*- and its targeted readers are children both with and without disabilities from ages 3-6. The book takes place in a dance classroom with a mixed student body—those of all ability levels, ages, and genders. The students must learn to cooperate and tolerate each other's differences so that they can create a dance masterpiece to show case their talents to their friends and families. Ideally, this book will show young readers that everyone should be treated as equals despite any physical or cognitive impairment. Teachers and clinicians will also become better able at recognizing the early signs of bullying and how to implement social problem solving strategies into individualized areas of practice after engaging in this insightful children's book.

Dissemination Goals

When initially writing the children's book, *Let's Dance Together*, the authors had both long- and short-term goals in mind that they wanted to project to young readers about bullying behaviors. The following are the idealized outcomes regarding the book's intended thematic influence over children, teachers, parents, and clinicians within the first one to two years of distribution:

Long-Term Goal: The dissemination of the children's book, *Let's Dance Together*, to young readers, teachers, parents, and clinicians will increase bullying awareness and promote disability tolerance.

Short-Term Goal #1: The dissemination of *Let's Dance Together* to the primary audience will result in the implementation of the book in to the author's immediate contacts in the following types of institutions: outpatient clinics, schools, and children's homes across New York, Massachusetts, and the District of Columbia.

Short-Term Goal #2: The dissemination of *Let's Dance Together* to the secondary audience with result in the implementation of the book by a wider distribution network outside of immediate points of contact: hospitals, libraries, pediatrician's offices across New York, Massachusetts, and the District of Columbia.

Short-Term Goal #3: The dissemination of *Let's Dance Together* at nationally-held conferences such as AOTA, state-wide occupational therapy associations (NY, MA, and D.O.C.), AOTF, and Special Olympics to spread awareness.

Short-Term Goal #4: The dissemination of *Let's Dance Together* via digital means so that all parties can access the book online through virtual technology.

Primary Target Audience

The primary target audience for the dissemination of *Let's Dance Together* are occupational therapy practitioners, speech language pathologists, child-life specialists, parents, and teachers—all of whom are the author's immediate contacts. The distribution of the book to these front-line, local individuals will ideally spark the future transmission of the book across other secondary, more large-scale domains.

Key Messages for Primary Audience

- *Let's Dance Together* gives clinicians, teachers, and parents a guide for instructing children about bullying and its harmful consequences in a

comprehensible, relatable manner.

- *Let's Dance Together* allows clinicians, teachers, and parents to provide children with a method for identifying and reconstructing the positive and negative social behaviors they exhibit in their own lives.
- *Let's Dance Together* redefines “disability” and imparts to clinicians, teachers, and parents how to help reshape children’s moral values and elicit suitable social problem-solving skills.

Primary Influential Spokespeople

Occupational Therapy Practitioners: Occupational therapy practitioners, such as the co-authors and their immediate contacts, can discuss why the children’s book can play a role in children’s occupational performance. As occupational therapy practitioners, the co-authors have clinical and personal experience in the realm of social participation and teaching the steps to establishing meaningful relationships. Therefore, they can accurately speak to how the book will give children the opportunity reflect on their existing social behaviors and reorganize the way they approach conflict.

Speech Language Pathologists: Speech language pathologists, immediate contacts of the author, are ideal spokespeople for *Let's Dance Together*. These clinicians strive to improve social communication so that children can effectively state their wants and needs to those around them, while also providing strategies to improve conversational skills. The book focuses on deriving confidence to express one’s thoughts and feelings to peers in socially acceptable ways. Having speech language pathologists help with the dissemination process is useful in that they will explain why the book is instrumental in

assisting children in articulating their desires and questions towards others productively.

Primary Activities

There are many activities that will take place in order to stimulate the dissemination of the children's book to the primary audiences—clinicians, teachers, and parents. Since the authors are occupational therapy practitioners, they will hold local workshops, where the *Let's Dance Together* will be presented to other related clinicians who expressed interest in the book and its general themes. The workshops will be interactive and allow practitioners to think of ways they could apply the book to their own practices. The author will also assemble questions that will prompt for further discussion about usage of the book in different settings. By holding workshops, the author can network with other clinicians with similar goals and work together to disseminate the book. Additionally, the author will present the book at local, related conferences utilizing posters and lectures to communicate the benefit of implementing the book and how the book can transform bullying awareness. Further, through routine skype sessions and telephone conversations with familiar colleagues in the therapy realm, therapists can spread the word about updates regarding the book's universality and unique ways to utilize it in practice. Lastly, through flyers and handouts, the author's immediate contacts can also easily distribute written information, which will help increase awareness about the book and its influential messages.

Secondary Target Audience

The secondary target audience for the dissemination of *Let's Dance Together* are hospitals, pediatrician offices, and libraries. These are larger institutions where the book

could be placed on display and may be captivating for both professionals working at these facilities or customers taking part in services. By solidifying a dedicated and determined primary audience, these individuals may also have mutual connections with individuals working at bigger corporations, where the book could be of interest. By distributing the book to these sites, the anti-bullying efforts will persevere and hopefully reach more populations in need of some moral transformation and further education.

Key Messages for Secondary Audience

- *Let's Dance Together* will broaden individual's perspectives on what disability means and how those with differences offer additional and worthy perspectives.
- *Let's Dance Together* is a simple, universal tool that can be used to spark conversation about difficult social matters and can help young children address conflicts they may be trying to suppress.
- *Let's Dance Together* encourages real life application and analysis of current behavioral engagements for anyone involved in social altercations—adults and children alike. It suggests tactics that can be implemented to achieve self-confidence and readiness to combat bullying.

Secondary Influential Spokespeople

Pediatricians: Pediatricians are medical doctors who specialize in working with children. Besides having physical concerns, pediatricians are often consulted on a psychological basis. Children may present with mental diagnoses related to social well-being in addition to medical complexities. Doctors may find it helpful to have a book that they can refer to parents that is a good foundation for having their children open up about any social

insecurities they may be facing.

Librarians: Librarians are impactful spokespeople in that they will be able to suggest the book to any interested readers. Libraries often hold public readings where the book could be of focus and grab the attention of young readers, teachers, and parents. Public libraries are also a great opportunity for advertising and can post fliers about the book. Having the book on a rented basis also increases access for those with financial concerns. This way, everyone will be able to utilize the book free of charge.

Secondary Activities

Many activities will occur in or to increase dissemination efforts to the targeted secondary audience. First, there will be support groups held at the various hospitals that have psychiatry specialty units and physical rehabilitation. These groups will be led by occupational therapy practitioners and related clinicians in order to promote tolerance of those with physical and mental challenges. Participants will have the opportunity to share bullying experiences with the group and get feedback on successful ways to problem solve in the future. The book will be used as a discussion piece for both children and adults. In pediatric offices, the book will be on display for anyone to read and take advantage of while they are waiting for appointments. This is great exposure because parents and children can read the book and tell others about what they learned at no expense. Pediatricians can also recommend the book to patients face-to-face should parents voice any concerns about depression or other social interaction difficulties. Further, libraries can hold public readings for those to engage in the book and bring it to readers' attention. Having the book on loan at the library for free allows the book to

become increasingly popular without monetary or time incapacities.

Budget

The following is a description of budgetary items necessary for carrying out the dissemination plan for the first two years of execution (See Appendix F). The second year costs are slightly more in that it is expected that there will be more participants in events due to increased exposure.

Evaluation

In order to evaluate the success of the proposed dissemination efforts, there will be quantifiable measurements taken to indicate progress and need for improvement. For the audience at the programmed primary activities, every participant will have to sign in so that the author is aware of how many individuals are in attendance. In addition, everyone present will have to fill out a blind survey that will contain questions regarding what participants learned and what they wished to have gained from the various workshop, conference, and Skype presentations. Receiving first-hand responses allows the author to make changes that reflect the audiences' areas of interest for future years to come—ideally increasing number of attendees and generally spreading awareness about the children's book.

There will also be similar measurement tactics used to track success for the secondary audience activities. For the support groups, participants will have to sign up in advance electronically so that the author can identify the number of interested participants. Individuals at the support groups will have to complete a survey as well to state what they got out of the support group and write if they would want to keep going to

the group routinely. This will give the author feedback about potential improvements for the group and what it may be lacking. The library readings will have an associated survey like the previously mentioned activities, but it will also measure how many copies of the book are rented after the public reading event occurs. Information collected based on how many books are loaned will not only provide insight into the book's popularity, but it will also indicate if frequent library readings serve to promote the book and its overarching message.

Conclusion

The children's book entitled *Let's Dance Together* is intended for children ages 3-5, for those both with and without disabilities. It sheds light on the societal bullying epidemic that is affecting children and hindering their social development later in life. This book encourages children reflect on their existing behaviors and how they could make changes so that they are able to maintain positive relationships with their peers. Additionally, the book will ideally teach children and assist adult facilitators with providing children acceptable approaches to social problem solving—leading to optimal and clear communication. The aforementioned dissemination plan will serve to widely distribute *Let's Dance Together* to children, clinicians, and parents in need in order to educate them on disability and adopting an open-mindset towards those with differences. There will be local workshops and conferences to spread the word on bullying awareness and the usefulness of the book in practice. There will also be Skype conversations for those who cannot be present for face-to-face meetings. On a grander scale, the author will hold support groups for those undergoing bullying and to share experiences to cope with

unfortunate encounters. Further, through library readings and book displays at pediatricians' offices, the public will learn more about the book and its potential to increase understanding and promote tolerance.

CHAPTER SEVEN – Conclusion

Let's Dance Together is a children's book written for children ages 3–5 to educate them on anti-bullying awareness. The inspiration for *Let's Dance Together* was primarily driven by the author's personal work experience as a teaching assistant for the Boston and New York City Ballets' adaptive dance programs. These programs are inclusive of all children both with and without disabilities. They encourage the cooperation of all dance students in that the participants must work together to choreograph a dance with contributions from the whole class. Unlike other dance programs, these involve an occupational therapist, whose role is to support the children with physical and cognitive impairments, but to also facilitate a positive social environment.

During these series of dance classes, the author noticed a lack of understanding among typically developing children towards those with disabilities. With a background in occupational therapy, the author worked with the children to teach them about acceptance, and each week, the class showed increasing levels of respect for one another and a general desire to get along. *Let's Dance Together* discusses this journey toward mutual understanding among a group of dance students of mixed abilities and how dance, when combined with occupational therapy, can positively influence social participation.

Prior to the publishing of this children's book, there were few pieces of literature that simplified social conflicts that would otherwise go unspoken about with young people. Instead, children would often undergo development completely unaware of the repercussions of their actions. This author discovered that if children are taught moral lessons and tolerance early on in life, they are more prone to assuming open-mindsets and

accepting those who may not think and act the same as they do. By creating *Let's Dance Together*, clinicians, teachers, and parents will have a tool to instruct children about positive social behaviors in a variety of settings. Through relatable characters, children will have the opportunity to reflect on their own attitudes and practice treating their peers with respect.

When researching current children's literature, the author found that children's books do in fact have an impact on their exhibited behaviors. If children read about characters bullying others due to possessing ignorant attitudes, young readers will likely act similarly and vice versa. When readers engage in books about social norms, children are able to reexamine their own existing relationships. Ideally, they will see the benefit in working with others from different backgrounds. While many children's books shy away from addressing complex concepts such as bullying, *Let's Dance Together* teaches children how to handle bullying situations in appropriate ways. Anti-bullying messages will not become comprehensible to children if they are not combatted in the early stages of social development.

Unlike other current children's books, *Let's Dance Together* includes characters of mixed ethnicities and ability levels so that children can identify with them and readjust their preconceived notions. The book strives to redefine disability while also enabling children to improve their own self-esteem so they do not feel the need to put down others. Due to a lack of understanding, the characters in the story disregard their peers because of their mental and physical challenges. With the help of an occupational therapist, the characters learn that it is important to treat all individuals equally and that everyone has

unique talents and something interesting to contribute. Not only will readers begin to reassess their own behaviors, but they will also become increasingly confident in themselves and their own abilities to engage in desirable problem-solving strategies.

In order to assess the overall effectiveness of *Let's Dance Together*, the author interviewed clinicians such occupational therapists, speech pathologists, and child-life specialists, as well as teachers and parents on their opinions regarding three consecutive drafts of the book. Open-ended surveys were administered, which asked interviewees about how the book would generally impact their own fields. Through these multidisciplinary answers, the authors revised the book accordingly in efforts to make the book as universal as possible. It is intended that the book will be utilized in clinical, academic, and recreational realms, therefore, it was crucial to get a sense as to the multitude of ways the book could be implemented into practice.

After the book draft was finalized, plans were made for mass distribution. The ultimate goal is to increase anti-bullying awareness so that children, clinicians, teachers, and parents become more tolerant of those with differences. Initially, the author will consult personal colleagues in hopes of them spreading the word about the book and its inspiring messages. In addition, the book will ideally be accessible at small community locations such as outpatient clinics, schools, and homes. Eventually, the book will be broadcasted to larger institutions such as hospitals, libraries, and pediatricians' offices. By presenting the book at national and state conferences, the book will gain exposure and more individuals will want to use the book in various lesson plans, group meetings, readings, and discussions. Holding workshops and book readings will also increase

interest in the book and allow for further advocating of anti-bullying behaviors.

Not only will *Let's Dance Together* bring the issue of bullying to the attention of many, it will also inform individuals on the profession of occupational therapy. Specifically, this book promotes the distinct value of occupational therapy through dance. With the assistance of an occupational therapist, who is knowledgeable about social dynamics as well as the skills involved in dance such as proprioception and spatial awareness, the dance students in the story learn how to work with one another peacefully. They are able to recognize that everyone has meaningful occupations or activities of daily living that are significant in their lives and bring them joy. Additionally, *Let's Dance Together* aims to increase the representation of those with disabilities in children's literature and emphasizes the importance of inclusivity.

The children's book, *Let's Dance Together*, was written to make young readers more aware of bullying behaviors and their negative consequences. Because children ages 3-5 are at a critical stage for social development, it is imperative that they are instructed on bullying and being tolerant of every one of their peers, including those with differences. This book encourages children to think about their own attitudes and alter how they socially interact with others by depicting relatable characters that are easily identifiable. Young readers will have the chance to practice dealing with social conflicts and effective problem solving given the realistic plot of the story as well as the discussion prompts at the end. Within the first two years of publication, the book will be distributed across many clinical and educational domains to promote anti-bullying in a variety of settings. By advocating for the influential messages demonstrated in *Let's Dance*

Together, many readers will become more knowledgeable about the evolution of bullying and how to avoid the onset of social altercations in the future.

APPENDIX A – Critically Appraised Topics

Article: Almerico, G. (2014). Building character through literacy with children’s literature. *Research in Higher Education Journal*, 26, 1-13.

Type of Report	Informational text
Participant Characteristics & Selection	Students grades K-6
Site/Context of Study	Schools
Variables & Measures	N/A
Procedures	<ul style="list-style-type: none"> -Researchers examined character traits from literature as well as successful character development programs (panel of 20 educators who possessed traits essential to include in a literacy-based character development curriculum) -15 books chosen based on character traits with a range of reading levels -Under each category, the books are summarized to provide the reader with an overview of the content -Each book is accompanied by lessons which provide explicit instruction in research-based reading skills; Lessons include classroom activities that require the students to use critical thinking skills to express their ideas and perspectives by relating personal experiences to story themes -Selected books are of high literary quality, have a pleasing format, and include, where appropriate, illustrations that complement and align to the text -After books were selected, a team of highly qualified educators read the selected books and categorized traits attributed to each -Character trait readers were asked to consider aligned to the following: caring, compassion, kindness, and empathy, citizenship, courage, fairness, honesty and trustworthiness, integrity, leadership, perseverance in establishing and attaining goals, respect, responsibility, and teamwork and cooperation -The results from this task produced lists of books aligned to the eleven character traits -Author then selected from the master list, fifteen books for each traits to be part of a text set where character education and literacy learning curriculum are developed
Key Findings	<ul style="list-style-type: none"> -Building character development through literacy helped improve students’ academic achievement and communication skills thus promoting a stronger sense of independence and self-confidence -Schools with successful character education programs reported less absenteeism, fewer discipline problems, decreased referrals for misbehavior, a lower dropout rate, and higher performance scores on standardized achievement tests -The characters children and young people meet in the pages of a book can have a profound influence on them, almost as strong of an impact as that of real people they know and meet -Good literature with character development themes has the power to develop, shape, and reinforce dispositions essential for instilling in students important

	<p>core ethical values</p> <ul style="list-style-type: none"> -Effective teachers use multiple texts with a range of formats and difficulty levels to share information, allowing teachers to add depth by incorporating multiple viewpoints to the study of any complex issue or topic -Children who learn empathy, caring and compassion mature into adults who realize their actions affect others in both positive and negative ways
Application	<ul style="list-style-type: none"> -Recommended to implement character education (instruction that teaches and nurtures civility, compromise, open-mindedness, and toleration of diversity) curriculum in the elementary and middle school years which includes the traits, generosity, kindness, honesty, tolerance, trust, integrity, loyalty, fairness, freedom, equality, and respect of and for diversity, to help students become responsible, respectful, contributing members to our democratic society -Including multiple formats is important in that all students learn differently and it is essential to accommodate for their learning needs/styles -Using a character education programs as basis for the children's book will be beneficial in effectively imparting anti-bullying messages to readers, even those at a young age

Article: Bosacki, S.L., Marini, Z.A., & Dane, A.V. (2006). Voices from the classroom: Pictorial and narrative representations of children's bullying experiences. *Journal of Moral Education*, 35(2), 231-245.

Type of Report	Quasi-experimental Study
Participant Characteristics & Selection	N=30 students ages 8-12; Mainly from Euro-Canada; All children spoke English as their main language at home; Children divided into 3 age groups
Site/Context of Study	Mid-socioeconomic city in Ontario, Canada; Mid-sized elementary school located in the suburbs
Variables & Measures	-Bullying Drawing Task: required children to complete drawings and narratives to reflect bullying experiences in school; Individual children were removed from their classroom to participate in individual interviews with the researcher that required them to draw a picture of 'someone being bullied' tell a brief story about their picture and answer related open-ended questions on the process underlying school bullying, including ideas about bullying prevention; Interviews were audio
Procedures	-Semi-structured interview was designed to elicit children's responses -Children were individually tested in a quiet room away from the classroom -Children were first asked to draw a picture of someone being bullied -The drawing was then used as a referent for participant responses in the rest of the interview -Bullying Drawing Task: children were provided with a blank sheet of paper and a box of crayons/markers/pencils; The children were asked to draw a picture of someone being bullied -Children were asked questions about the characters of their drawings and about bullies and victims in a general sense -Bullying drawings were coded for the number, relative size and gender of the characters drawn positive/negative affect in the face of the bully, victim, and other bystanders, depiction of verbal communication, and the content of verbal messages -Children's responses to open-ended questions were initially analyzed and coding categories were developed in accordance with the major themes that emerged for each question -Coded whether participants suggested active strategies to avoid being picked on
Key Findings	-Bullying is a complex, social process that involves a number of different characters and roles such as victims, bullies, bystanders -The victims appeared to have a stronger voice among the younger children as compared with the older children -The behavioral motives for bullying seem consistent with the concept of proactive or instrumental aggression which involves non-emotional use of force as a means for the bully to obtain what he wants -There are some bullies who experience positive emotional arousal from inflicting harm on another, consistent with concept of sadism -Programs that focus exclusively on the enhancement of social competence may be too narrow in scope
Application	-Being cautious of scale of drawing of characters -Including moral component in the book in addition to emphasizing social skills -Highlight good, positive solutions like talking to teachers and confronting bullies directly -Demonstrate why bullies feel empowered/energized from hurting/putting down others

Article: Bratitsis, T. & Ziannas, P. (2015). From early childhood to special education: Interactive digital storytelling as a coaching approach for fostering social empathy. *Procedia Computer Science*, 67, 231-240.

Type of Report	Case Study
Participant Characteristics & Selection	N=26 children; One class with mean ages 2.5-3.5 years and another class with mean ages 4-5.5 years; Children were equally divided into two groups with an experiential group (N=14) and a control group (N=11)
Site/Context of Study	6 th early childhood education department of the daycare centers of the Kavala Municipality in Greece
Variables & Measures	-Scratch Programming Environment: Created by Massachusetts Institute of Technology (MIT); A visual programming environment that allows users (ages 8-16) to learn computer programming while working on personally meaningful projects such as animated stories and games -It supports self-directed learning through tinkering and collaboration with peers
Procedures	-Phase A: “world of emotions” was introduced to all children and the existing knowledge of fundamental emotions (joy, sadness, fear anger) was recorded, through whole-class discussions (separately for Class A and B); Illustrated books and plastic figures were used as visual material and additional activities, such as role playing experiential games and painting; Video and audio recordings, researcher’s journal notes and photographs were used as data collection instruments -Phase B: interactive digital story was exploited and only the experimental group participated in dyads; The children watched the story twice; The first time was intentionally interrupted only to pose the choice-questions so that the children could perceive the content as a whole; Second projection was accompanied by a more detailed discussion with the children so that they would be better understand the concept of the story and reflect upon their choices and their consequences on the evolvement of the story; Researcher operated as a coach during this phase, posing reflective questions to the children; same data collection tools as in Phase A -Phase C: the degree to which social empathy was developed was investigated through semi-structured interviews; The questions were related to the story of Phase B, but also aimed at emerging their personal, similar experiences; Researcher was observing the children throughout their school life for two weeks in order to capture action which revealed empathetic behavior towards their classmates; This phase would verify social empathy was being developed
Key Findings	-Emotional intelligence is a key factor for academic and professional achievement as it is a set of socio-emotional skills which enable the intellect to turn into action and accomplishment -Humans build up the capacity to care for others from an early age by being able to understand another person’s need and provide help when needed; Children respond with empathy and prosociality thus offering their help already by the age of 18 months -From school years, children are able to understand that their feelings can be a reaction to something that happened to another person; They are also increasingly helping others by sharing objects and assisting in emergency situations, whereas empathetic disposition is directly related to prosocial

	<p>behavior</p> <ul style="list-style-type: none"> -When students with disabilities feel different from what is considered to be “normal” they usually reach a point of social withdrawal (decrease in self-confidence and possess a negative self-image), which leads to deficits in self-efficacy -Through storytelling, the audience lives the stories, experiences and learns how to empathize with heroes; Stories can be a great tool for fostering emotional intelligence and empathy -Real life and digital story connection occurred by the children themselves, indicating that they fully conceived the message, intended to be transported; social empathy is important and one should act sensitively and offer help to the fellow humans when needed
Application	<ul style="list-style-type: none"> -Exploration of utilizing interactive digital storytelling as a tool for fostering social empathy and, at extension, emotional intelligence for children with special needs, regardless of them belonging to a special education classroom -Digital stories can be used in both special education and normal classrooms to share the important aspects of the lives of children with varying ability levels, spanning from the family environment to the wider social environment -Empathy related training seems to be of great importance, considering that it is a core constituent of emotional intelligence and this, at extent, is the fertilizer for social interaction -It is crucial to have accurate visual representations in digital stories because children relate the most to those and from those pictures, they deduce how they are to act in their own lives -It is important to include the perspectives of both children with disabilities and those without so that each student can relate to the content; Also educates teachers and other outside adults on the feelings and internal conflicts that all children deal with regularly

Article: Cain, M.A. (2015). Children's books for building character and empathy.
Journal of Invitational Theory and Practice, 68-92.

Type of Report	Informational text
Participant Characteristics & Selection	Children in elementary and middle school
Site/Context of Study	School, home, and therapy sessions
Variables & Measures	N/A
Procedures	-Each book was reviewed, plot was provided and moral values taught in each book shared -Suggested applicable activities that match what is being taught in books
Key Findings	-There are plenty of books that touch on bullying, but their primary emphasis is on another conflict -Many of the books listed are targeted at older age groups and/or higher cognitive and reading levels
Application	-There is a need for books geared towards younger children and lower cognitive levels -Include central bullying themes so that all children can understand the importance of solely bullying -Possibly incorporate an activity component to have readers practice generalizing concepts learned

Article: Cordi, K. & Masturzo, K. (2013). Using literature and digital storytelling to create a safe place to address bullying. *Voices from the Middle*, 20(3), 21-26.

Type of Report	Informational text
Participant Characteristics & Selection	Middle school students
Site/Context of Study	Middle schools
Variables & Measures	N/A
Procedures	<ul style="list-style-type: none"> -Invited students to tell their bullying stories -Drawing inspiration from the books of authors, students created videos documenting personal stories and stories of others, offering these as messages of hope along with concrete, practical ways to defend against bullying -Students individually selected non-fiction and fiction books centered on bullying (active participants in their learning) -Students used fictional text to identify characters whose stories parallel their own experiences with bullies, or whose stories provide alternative choices for similar situations -Students utilized non-fiction references to support their personal narratives; They compared what they read and experienced with information found on websites and books; They used statistics, advice, and suggestions from anti-bullying programs to complete their digital narrative, which provided a rich resource bank for addressing on a local and national level -Some students chose to interview middle school students whereas others interviewed adults (family, friends, school officials) about their experiences with bullying -Researchers then read the narratives and responses from the students
Key Findings	<ul style="list-style-type: none"> -Most teachers, other adults, and children are not aware of the prevalence of bullying in schools -Bullying goes both ways where students can be bullies and victims simultaneously -Students desperately need a safe and comfortable space for sharing their feelings -Fictional literature helped students question their own choices and choices made by individuals around them; One person can indeed make a difference -By reading stories involving bullying, many students said they felt as though they were not alone -Until we discussed bullying stories in class, our students were silent about their personal experiences -Most schools resorted to punishing bullies instead of also facilitating preventative measures to mitigate such behavior in the future -These digital books need to be showcased, discussed, reviewed, and most importantly, shared in order to have the most impact on young readers
Application	<ul style="list-style-type: none"> -Color representation had a large effect on take-away messages from students' stories -Students identify more with stories when they presented on a digital frame

	<ul style="list-style-type: none">-These books are healthy ways to express feelings-Providing the bully's voice gave students insight into how/why the bully engaged in the disturbing and aggressive behaviors he did-It is important to put the story first and concentrate on how the stories can best be told using digital means-Incorporate sounds and images into your stories (article specified a few websites to reference and use as resources during the construction of digital stories)-Could be helpful to include a discussion topic section at the end of the digital version in order to spark conversation (could use interviews of real-life situations or just provide suggested questions regarding the plot of the story)-Use websites from school-based resources
--	--

Article: Flanagan, K.S., Vanden Hoek, K.K., & Shelton, A. (2013). Coping with bullying: What answers does children's literature provide. *School Psychology International*, 34(6), 691-706.

Type of Report	Quasi-experimental Study
Participant Characteristics & Selection	Children ages 4-11
Site/Context of Study	11 libraries and online catalogues within the Chicago area
Variables & Measures	-Kochenderfer-Ladd method: books were selected and analyzed through the categorization of coping responses to bullying which included 4 categories (revenge seeking, cognitive distancing, advice seeking, and conflict resolution)
Procedures	-Search of picture books on bullying targeted at children ages 4-11 and published between 1985-2010 -139 books were identified through websites promoting bullying prevention and by searching online bookstores and catalogues; 73 were reviewed in total ultimately -The books were further scrutinized with the Kochenderfer-Ladd -A coding manual was developed to provide definitions and examples of each coping strategy -Stories were analyzed to examine descriptive characteristics of each bullying scenario depicted, including the setting and all copying responses engaged in by the characters as well as the outcomes -Books were randomized and coded by 9 graduate research assistants -Coding was done by 3 master-coders
Key Findings	-88% were standard storybooks and 12% were educational -32% of the books had the bullying take place in a neighborhood or community setting, 27% in an unstructured school setting, 12% at home, 4% in structured school setting, and 25% in multiple locations -Most stories contain a combination of verbal and physical bullying not just one or the other -67% of the books had a positive outcome on the readers -Books at the pre-K reading level had fewer advice seeking strategies presented and less emotional expression than did books for Grades 4+ -Books at the pre-K level had more prosocial responses than did books at both the Grade K-3 and Grade 4+ -Books for the Grade 4+ had the most rumination presented as a coping strategy
Application	-These books highlight real-life events that are prevalent in today's society and should be broadcasted to maximize bullying prevention -Even though the preschool age books didn't have as much in-depth content, they still proved to be the most beneficial in spreading awareness -Most books suggested seeking help from an adult to be the best solution and easy to communicate among younger readers; Distancing was also frequently modeled, which seemed to be not as healthy nor successful in helping children deal with conflict; Thus, it was beneficial to portray children, despite their age, as active problem solvers and self-advocates

Article: Freeman, G.C. (2013). The implementation of character education and children's literature to teach bullying characteristics and prevention strategies to preschool children: An action research project. *Early Childhood Education Journal*, 42, 305-316.

Type of Report	Quasi-experimental Design
Participant Characteristics & Selection	N=30 full-time students between the ages of 4 and 6; 3 private child development centers; 18 females and 12 males; 6 African Americans, 3 Asians, 8 Hispanics, 13 Caucasians
Site/Context of Study	Over the summer at 3 child development centers
Variables & Measures	-Questionnaires and interview questions were designed by the researcher -Pre- and post-knowledge and attitude questionnaire and post-reading interview instrument were reviewed and approved by 3 certified child-development center teachers, 2 early childhood colleagues with doctorates, and one parent participant -Instruments included a Likert scale, short answer open-ended questions
Procedures	-First piece: 12-week time period one summer; through questionnaires one researcher and one undergraduate assistant investigated the knowledge, perceptions, and attitudes of bullying with four through 6 year old center participants; also included strategies for how participants would deal with bullying situations -Second piece: independent fieldwork completed by the researcher and research assistant; goal was to locate and examine as many preschool appropriate children's picture books as were available through libraries and bookstores that in some way were related to the area of bullying; 100 books were selected based on developmental appropriateness, relationship to the topic, and a list of characteristics for quality picture books; after reading the books the participants were involved in a short 5-question interview and visual Likert scale to determine their thoughts and feelings toward the story -Participants were given the initial questionnaire at the end of the intervention to determine their knowledge, perception, and attitudes toward bullying and what to do in a bullying situation
Key Findings	-All 30 participants could adequately give characteristics and/or examples of bullying behavior -All had "good" or "excellent" understandings of bullying -All 30 associated bullying with negative terms and aggressive behaviors -They all reported they would use sound and logical problem solving if confronted with a bullying situation
Application	-Children's books have an impact on how children view bullying and those involved in such situations -Children gained exposure to multiple forms of bullying and why they occur after reading educational literature on bullying -Children's books with bullying content can teach children who to reach out to when faced with peer conflict

Article: Gregory, K.E. & Vessey, J.A. (2004). Bibliotherapy: A strategy to help students with bullying. *The Journal of School of Nursing*, 20(3), 127-133.

Type of Report	Informational Text
Participant Characteristics & Selection	School-aged children and teachers
Site/Context of Study	Variety of school-based settings
Variables & Measures	<ul style="list-style-type: none"> -Examination of the association between bullying and psychosocial problems, health symptoms, and academic performance of all students -Child Adolescent Teasing in Schools (CATS) Project: A device used to obtain information about peer teasing and bullying; Children nationwide were asked to review books on teasing and bullying and describe what they learned from the story.
Procedures	<ul style="list-style-type: none"> -School nurses and instructors had children read books that included fictional bullying and teasing -They utilized a technique called bibliotherapy, which is a method for communicating information about teasing and bullying, helping children learn empathy for one another, and providing them with strategies for deflecting or minimizing bullying attempts -School nurses and teachers implemented such prevention initiatives to give children strategies when dealing with complex social issues -Ideally, the instructors and students would develop a mutual sharing of the literature to create a safe environment for the children to discuss their personal encounters with bullying and teasing -The children's responses to the bibliotherapy were recorded and analyzed to see if the children's literature resonated with the students
Key Findings	<ul style="list-style-type: none"> -There were three main parts of the intervention that proved to be successful with the students -Identification: The book needs to have relatable characters who children can easily identify with; Matching students to appropriate books containing relevant issues, characters who are similar ages, and displaying similar behaviors -Catharsis: If readers can identify with the main characters and can relate to the events in the book, then they are more likely to become emotionally evolved in the story; Children will be more likely to express their emotions if they are aware others feel similarly and that they are not alone; Using alternate modes for verbal discussion for those who have difficulty communicating such a written responses encourages full participation and self-expression; The literature could potentially dissolve their own emotional issues -Insight: Children may become aware that his/her problems could be mitigated utilizing the same healthy technique as those in the book; Instructors can help children analyze the decisions and actions the main characters are faced with; Children may adopt the characters' problem solving techniques and coping mechanisms
Application	<ul style="list-style-type: none"> -Children's literature can be impactful on readers behaviors -Children's books should be targeted towards a specific age group in order to be effective for their audience -Characters should be relatable so that children can translate the characters' emotional regulation tactics to their own lives

Article: Morris, V.G., Taylor, S.I., & Wilson, J.T. (2000). Using children's stories to promote peace in classrooms. *Early Childhood Education Journal*, 28(1), 41-50.

Type of Report	Informational text
Participant Characteristics & Selection	School-aged children
Site/Context of Study	Classrooms and after-school environments with adult supervision
Variables & Measures	N/A
Procedures	<ul style="list-style-type: none"> -Teachers should implement children's literature about bullying into curricula to create a peaceful classroom environment -Parents are needed to reinforce what is learned at school and to generate continuity for easy generalization of positive behaviors -Recommended that teachers provide training sessions for parents to teach them to use the same strategies at home -The role of children's literature is to serve as a model for readers and to teach them positive problem solving and conflict resolving skills
Key Findings	<ul style="list-style-type: none"> -The children's literature promoted friendship skills such as association, belonging, and conversation -The stories should emphasize the concepts of caretaking, gentleness, and consideration for others -Children's books should try to foster children's understanding of diversity of race, religion, and age as friendship and mutual respect
Application	<ul style="list-style-type: none"> -It is important to create a relatable friendship dynamic among the characters in the book for the readers to reflect on their own actions -The characters should undergo a conflict so the readers can simultaneously practice executing their problem solving skills -Including characters of all ethnicities is pertinent to the readers' acceptability of the book

Article: Oliver, R.L., Young, T.A., & LaSalle, S.M. (1994). Early lessons in bullying and victimization: The help and hindrance of children's literature. *American School Counselor Association*, 42(2), 137-146.

Type of Report	Content Analysis Study
Participant Characteristics & Selection	Middle school students
Site/Context of Study	School setting
Variables & Measures	N/A
Procedures	<ul style="list-style-type: none"> -A search was conducted of children's books at the intermediate and middle school level that were published during the past 15 years -22 books were selected based on availability and accessibility -The selected books were analyzed regarding their depiction of violence as a solution to bullying, as well as the major coping and problem-solving methods and strategies employed by the principle characters
Key Findings	<ul style="list-style-type: none"> -7 out of 22 books offered fighting as a solution -8 out of 22 books avoidance was depicted as not working only postponing the inevitable -Only 3 books dealt with coping or resolution strategy
Application	<ul style="list-style-type: none"> -There is a need for more children's books that touch on coping and problem-solving strategies -It is beneficial to include both possible ways of handling a bullying situation so that readers can understand the positive and negative outcomes using either approach -It is important to make the children's book useful for both a group and individual setting—as it is often helpful to implement such books in large group discussions to share ideas in addition for individual reflection

Article: Oppliger, P.A. & Davis, A. (2015). Portrayals of bullying: A content analysis of picture books for preschoolers. *Early Childhood Education Journal*, 44, 515-526.

Type of Report	Content Analysis Study
Participant Characteristics & Selection	Children ages 3-5
Site/Context of Study	Home, child care, preschool, and kindergarten (as well as periods of transition between each of these stages)
Variables & Measures	<ul style="list-style-type: none"> -Various dimensions were used to guide the procedure -Perspectives and settings: the viewpoint of the character should be considered given that the reader will likely demonstrate bias towards the narrator; books should take place in a realistic setting so children can relate and visualize the plot taking place -Characteristics of the bullies and victims: boys more likely tended to be both victims and bullies; some evidence of Hispanics being portrayed as victims or bullies more so than Caucasians and African Americans, whereas other research shows no racial ties; individuals with differences are more likely to be bullied -Types of bullying: relational and social aggression (i.e. name calling and teasing) are most likely to occur among preschoolers; girls demonstrate higher levels of verbal aggression because they develop verbal/social skills earlier -Strategies modeled by the victims: children assume coping strategies and emotional regulation skills when modeled by characters -Outcomes and resolutions: noted when bullying stopped, was ongoing, and when it was resolved -Role of adults, peers, and bystanders: the presence of other characters; mainly adult influences that could influence how the victims or bullies in the story act as well as readers in real life
Procedures	<ul style="list-style-type: none"> -Book samples: most popular among parents and teachers, professional illustrations, books written specifically for an audience of children ages 3-5, books with traditional story formats, storylines focusing on bullying behavior, and books that were available at both urban and regional public libraries -Coding: the book's perspective, whether the book took place in a school setting or elsewhere, characters according to gender and type (i.e. fantasy beings), humans for race and ethnicity, type of bullying, the helpfulness of peer and adult outsiders, whether the adult was an educator or parent; 5 books randomly selected and coded by first and second authors
Key Findings	<ul style="list-style-type: none"> -Bullies were twice as likely to be male but sex of characters in picture books was evenly split between genders -Teasing and name calling was most commonly portrayed, however, females were just as likely to physically bully others as males -Strong emphasis placed on the victims' feelings and reactions -No clear reason why the bullies bullied; Large component was the victims' duty to deal with the bullies -There were mostly happy endings but bullying was still portrayed as an everyday occurrence
Application	-In order to be effective, books should try to include all genders in equal representation

	<ul style="list-style-type: none"> -Females in addition to males should be portrayed as physical as well as verbal bullies according to existing research -A focus should be placed on handling emotions and how to problem solve through complex social circumstances -While a happy ending is important for ensuing a positive message, children should still be taught that bullying unfortunately is common and still needs to be addressed
--	--

Article: Rice, P.S. (2017). New directions in educational leadership: Innovations in research, teaching, and learning. In A.F. Oslanloo (Ed.), In C. Reed (Ed.) & In J.P. Schwartz (Ed.), *Creating spaces for critical conversations about bullying* (147-166). USA: Information Age Publishing Inc.

Type of Report	Informational text
Participant Characteristics & Selection	Children/readers
Site/Context of Study	School-based intervention programs
Variables & Measures	N/A
Procedures	<ul style="list-style-type: none"> -Advocating for the use of children's books to prevent bullying -Displaying the benefits of a transdisciplinary inquiry based curriculum that includes educational resources, critical challenges, and critically thoughtful responses designed to open spaces for critical conversations -Recommendations for establishing community -Presentation of collection of culturally diverse children's literature that targets civic virtues and democratic principles through themes and/or include a conflict with bullies, victims, and bystanders as educational resources
Key Findings	<ul style="list-style-type: none"> -Creating a learning environment that encourages self-motivated active engagement in learning through open communication and dialogue is vital -The variety of artistic styles, media, and use of visual elements of books provide windows and mirrors for children all over the world -Informative children's books teach student's to be their own agents and responsible for their personal actions -Culturally diverse children's literature provides opportunities for children to examine diverse points of view and "try out" varying perspectives
Application	<ul style="list-style-type: none"> -It is important to address major conflicts in children's literature even at a young age so children adopt positive social behaviors early on in life -By incorporating an accessible, digital component in children's books, it will keep children engaged and more individuals will read these powerful messages -Children will get the opportunity to problem solve by picturing themselves as characters in the stories

Article: Wang, C. & Goldberg, T.S. (2017). Using children’s literature to decrease moral disengagement and victimization among elementary school students. *Psychology in the School*, 54(9), 918-931.

Type of Report	Quasi-experimental Design
Participant Characteristics & Selection	N=84 third grade students; mean age of 7.93 years; 53.6% female; Recruitment letters were distributed to all elementary school principals in a southern California school district; Hispanic (94%), Caucasian (3.6%), Asian/Asian American/Asian Pacific Islanders (2.4%)
Site/Context of Study	Four different classrooms with both teachers and students present
Variables & Measures	<ul style="list-style-type: none"> -Data collected pre and post intervention -Data assessed the following: moral disengagement, bullying and victimization, prosocial behavior, student friendships, and social-emotional assets -Social validity assessed for treatment classrooms -Moral Disengagement Scale (MDS): intended for adolescents but modified for elementary-aged children; Scale consists of 15 items assessing the participants’ endorsement of moral disengagement mechanisms for bullying scenarios; Questions were modified so they more simply worded and in a Likert Scale format -Verbal and Physical Bullying Scale-Perpetration & Verbal and Physical Bullying Scale-Victimization: used to measure self-reported bullying behavior and victimization; 11-item scale where the participant rates on 5-point Likert scale from “never” to “always” on physical and verbal/relational victimization and perpetration -Children’s Social Behavior Scale-Teacher Form: 4-item prosocial behavior subscale used to assess teachers’ perception of the prosocial behavior of their students of a 5-point Likert scale -ClassMaps Survey: peer friendships subscale used to assess student friendships in the classroom; 6 items where student-peer relations were rated on a 4-point scale from “disagree a lot” to “agree a lot” -Social Emotional Assets and Resilience Scales-C: used to measure the participants’ assessment of their own social-emotional knowledge, resiliency, use of coping and problem solving, and empathy; 7 items rated on 4-point scale ranging from “never” to “always” -Castro-Olivo: 5-item social validity scale for students and 9-item scale for teachers; Students and teachers were asked questions as to whether they liked the program and if they taught useful skills were in the program
Procedures	<ul style="list-style-type: none"> -2 classrooms were randomly assigned to the treatment condition -2 other classrooms were assigned to the waitlist control condition -Students assigned to treatment or control groups based on their classroom membership (N=42 per group) -Pretest survey given to all participating students to examine initial thoughts and behavior concerning bullying -5 weeks of Bullying Literacy Program: posttest administered 1 week after intervention
Key Findings	-The Bullying Literacy Program had a large effect for improving all six student outcomes (moral disengagement, perpetration, victimization, prosocial behavior, student friendships, and social-emotional assets)

	<p>-Bullying continues to be a pressing concern for students in schools, where effective and use-friendly interventions that can be easily integrated into daily instructions are essential</p> <p>-The Bullying Literacy Program is a successful example of how to use children's books to target moral disengagement in efforts to decrease bullying</p> <p>-Teachers and psychologists should consider incorporating the Bullying Literacy Program into their practice to decrease the bullying presence at schools</p>
Application	<p>-Including bullying in children's literature is an effective way to mitigate bullying problems that currently exist in schools and other recreational activities</p> <p>-Children's literature is a feasible way to provide a moral education to young children about bullying</p> <p>-By incorporating themes of bullying in children's literature, young readers will demonstrate an increase in positive social relationships and prosocial behavior as well as a decrease in victimization and moral disengagement</p>

Article: Wang, C., Couch, L., Rodriguez, G.R., & Lee, C. (2015). The bullying literature project: Using children's literature to promote prosocial behavior and social-emotional outcomes among elementary school students. *California Association of Psychologists, 19*, 320-329.

Type of Report	Quasi-experimental Design
Participant Characteristics & Selection	N=168 (N= 91 3 rd graders and N= 77 4 th graders) from seven classrooms plus their teachers; Two school districts in Southern California; 57.2% male; Over 60% of students were non-white minorities; Hispanic/Latino 63.3%, African American 9.6%, White 9%, Asian 3%, and other 4.2%
Site/Context of Study	Seven different classrooms with both teachers and students present
Variables & Measures	<ul style="list-style-type: none"> -Data collected pre and post intervention -Demographic questionnaire plus instruments that assessed students' involvement in and attitudes towards bullying, perception of classroom climate, and social emotional assets and resilience -Teachers completed ratings of students' prosocial behaviors during the week before and again the week after the intervention -The Verbal and Physical Bullying Scale-Victimization: used to measure students' self-reported involvement in bullying, includes 11 items with 4 physical and 7 verbal questions -ClassMaps Survey: used to measure perceived peer friendships in the classroom with 4-point Likert Scale with items describing social relational aspects of classroom characteristics -Children's Social Behavior Scale-Teacher Form: teachers reported students' prosocial behaviors on a 5-point response scale -Social Emotional Assets and Resilience Scales-C: 12-item scale used to measure children's general assessment of his or her own socio-emotional knowledge, interpersonal relationships, resiliency, use of coping and problem solving, and empathy, all answers rated on a 4-point response scale -Castrol-Olivo: teachers completed a 9-item social validity scale and students completed a 5-item social validity scale after the intervention to rate how much they were satisfied about the program on a 6-point response scale
Procedures	<ul style="list-style-type: none"> -The Bullying Literacy Project is a 5-session program that uses high quality children's literature as a springboard to promote social emotional and behavioral change processes at multiple levels -Each children's book was selected because they involve characters who model positive ways to solve conflict and engage in bystander interventions -Assessment of students' involvement in bullying, perceived classroom climate, and social-emotional assets was recorded before the intervention -Summaries of data were presented to the students and students were encouraged to discuss and role play possible solutions during bullying incidents -Each session was 35-45 minutes and interventionists read a story with students in the classroom and engaged students in discussion, writing, and role play activities -All of the students made a promise to use the strategies taught throughout the program and to help make the classroom safe for everyone; They were encouraged to share with they learned with their families at home (A parent letter plus a list of recommended stories was sent home for awareness and

	explanation of the intervention)
Key Findings	<ul style="list-style-type: none"> -Students in the intervention group showed significant improvement in teacher-reported prosocial behavior compared to the control group -Students in the intervention group had significantly lower prosocial behaviors as rated by their teachers at baseline than the students in the control group -Students in the intervention group reported increased bystander intervention after the intervention -Teachers reported they liked the program and have noticed a change in students' behavior since the program started -Most students reported to have liked the program, learned useful skills, utilized the skills taught in the program, and like the way this program was taught
Application	<ul style="list-style-type: none"> -Children's social behaviors improve after reading thought-provoking bullying literature -Readers benefit from learning about bystander action in bullying situations and take on the persona of strong, empowering characters -The interactive component of the children's stories contributed to the application of their moral content to the reader's lives and prosocial behaviors

Article: Wilkins, J., Howe, K., Selloff, M., Rowan, S., & Lilly, E. (2016). Exploring elementary students' perceptions of disabilities using children's literature, *British Journal of Special Education*, 43(3), 233-248.

Type of Report	Quasi-experimental Design
Participant Characteristics & Selection	N=83 school students; 2 third and fourth grade elementary school classes; 82% of students living in poverty; Even distribution of African Americans and Caucasians; Students with invisible disabilities (i.e. ADHD and learning disabilities); School #1: N=23 third grade students from ages 8-10 years old, no disabilities, 26% gifted and talented; School #2: third grade social studies in 2 different English language arts classes with N=22 and N=19 from ages 9-11, 3 students with disabilities in these classes combined; School #3: students selected from a fourth grade homeroom with a social studies and English Language Arts teacher, 4 of these students with disabilities
Site/Context of Study	3 different English language arts classes at 3 different elementary schools
Variables & Measures	-Book selection was completed by carefully reviewing books with accurate portrayals of characters, disabilities, engaging plots, quality character development, and visually appealing illustrations
Procedures	-Received consent from students and teachers plus IRB to conduct study -Obtained 12 books featuring characters with disabilities and prepared interactive read-alouds for each one by creating questions for before, during, and after the reading -Read aloud and engaged students in discussion to help them think about what's going on in the story -"Read-alouds" were video taped -Researchers wrote up reflective notes on observations and students' comments
Key Findings	-Not only did students provide predictable responses to questions, they were quick to point out the 'unacceptable' behaviors of the characters -Many of the students' comments were based on societal messages students had heard frequently, especially from teachers and students -Students used patterns that they had learned during comparing and contrasting activities when noting similarities and differences between themselves and the characters -Students mirrored one another by providing similar answers to questions -Children learn from an early age that one way to please teachers is to provide the 'right' answers to their questions -The researchers' verbal and nonverbal behaviors influenced students' responses to the characters and stories -When books mentioned a disability, but did not show how the character's behavior was related to the disability, students showed little awareness of the disability-related behaviors -When situations related to a character's disability were explicitly shown in the story, students demonstrated curiosity about the disability and asked questions about it -Understanding that the character had to adapt to the world with a physical disability and struggled to be accepted contributed to students' empathy for the character -Students' curiosity was sparked when characters had to make adaptations to function in the world

Application	-Important to portray characters with disability accurately -Include questions that spark conversation and reflection -Making the characters relatable even when text is geared towards a younger age range so that readers are engaged and curious enough to keep reading and learn more
--------------------	---

APPENDIX B – Search Reports

<p>Question: Can children’s books alter the way children view diversity and disability?</p>
<p>Databases searched and rationale:</p> <p>PsycInfo: I used this database because it has resources that pertain to psychological interactions, which is relevant to my clinical question. PsycInfo usually is less science-based, meaning most of the articles I came across plenty of articles that vividly described the way children view difference and how to teach them tolerance of others, specifically those with disabilities. This database yielded in-depth articles that gave reasons for why children adopt certain beliefs and how to assist them in viewing those who are different in a positive light. It produced 1 quality article that addressed diversity issues among children and how literature can be a solution educating children on treating others equally regardless of a disability.</p>
<p>Search strategy and terms employed:</p> <p>On PsycInfo:</p> <ul style="list-style-type: none"> • Searched the terms “children’s literature AND disabilities” • Limits: published in the last ten years, ages from 8-14 (child, elementary school)
<p>Process and criteria used to select articles for review:</p> <p>I first decided to search on the PsycInfo database. I typed my search terms in the main search box, I entered: “children’s literature AND disabilities” because I wanted to find examples of existing children’s books that bring up the topic of disability awareness. I found 1 quality article from this search that helped me answer my question and included interesting rationales for why children uphold certain intolerant values and how one can work to change them for the better.</p>
<p>Question: How does children’s literature impact children’s social behaviors and decision-making?</p>
<p>Databases searched and rationale:</p> <p>PsycInfo: I used this database because it has resources that pertain to psychological interactions, which is relevant to my clinical question. PsycInfo usually is less science-based, meaning most of the articles I examined common behaviors among children and rationales for why children act the way they do towards others. These 3 articles will provide ideas on how to involve characters problem-solving and making social decisions in a meaningful, comprehensive way when I am developing the plot of my children’s book.</p>
<p>Search strategy and terms employed:</p> <p>On PsycInfo:</p> <ul style="list-style-type: none"> • Searched the terms “children’s literature AND bullying” • Limits: published in the last ten years, ages from 8-14 (child, elementary school)

Process and criteria used to select articles for review:

I decided to search on the PsycInfo database and came across many articles that satisfied the answer in full to this question. I typed my search terms in the main search box, I entered: “children’s literature AND bullying”. I found 3 quality articles from this search that helped me answer my question and provided me with insight into the psychological makeup of children and what goes into their decision-making process, how they interact with others around them, and their ability to form tolerant, healthy friendships with one another.

Question: Is there evidence stating which age groups benefit more from thematic children’s literature?

Databases searched and rationale:

PsycInfo: I used this database because it has resources that pertain to psychological interactions, which is relevant to my clinical question. PsycInfo usually is less science-based, meaning most of the articles that were derived from this source were centered on moral decision making and children’s susceptibility to certain themes learned in books. I found two substantial articles that gave me strategies for incorporating bullying into my children’s book so that children will apply what they learned to their own lives and social interactions.

Search strategy and terms employed:

On PsycInfo:

- Searched the terms “children’s literature AND bullying”
- Limits: published in the last ten years, ages from 8-14 (child, elementary school)

Process and criteria used to select articles for review:

I decided to search on the PsycInfo database and came across many articles that satisfied the answer in full to this question. I typed my search terms in the main search box, I entered: “children’s literature AND bullying”. I found 2 quality articles from this search that helped me answer my question and provided me with insight into which age groups benefit more from a morally driven children’s book. Both articles also suggested methods for engaging particular age groups, which will be useful when compiling my own children’s book.

Question: Which specific elements of children’s books contribute to increasing levels of reflection and application among readers?

Databases searched and rationale:

PsycInfo: I used this database because it has resources that pertain to psychological interactions, which is relevant to my clinical question. PsycInfo usually is less science-based, meaning most of the articles that I selected from this source study how children react to literature aimed at targeting bullying and handling peer conflict. These 2 articles will help create a relatable dynamic among characters in my own children’s book.

ERIC: I used this database because it contains current educational research and studies. Because I intend for my book to be an instructional piece of literature for children, I used this database to find the read about ways to increase levels of comprehension and application of moral themes to children’s daily lives. I found 1 article that I could utilize in my evidence for why children’s literature can be effective in educating children on the appropriate treatment of others.

Search strategy and terms employed:

On PsycInfo:

- Searched the terms “children’s literature AND bullying”
- Searched the terms “children’s digital stories AND bullying”
- Limits: both were published in the last ten years, ages from 8-14 (child, elementary school)

On ERIC:

- Searched the terms “children’s books AND bullying”

Process and criteria used to select articles for review:

I decided to search on the PsycInfo database and came across many articles that satisfied the answer in full to this question. I typed my search terms in the main search box, I entered: “children’s literature AND bullying” followed by “children’s digital stories AND bullying”. I found 1 quality article from the first search, which helped clarify the specific components of children’s literature that keep children engaged. My second search (1 article), since I intend on making my children’s book digital, provided background information from about the benefits of using a multimodal approach and how increased accessibility can lead to further generalization.

When I utilized the ERIC database, I used the search terms: “children’s books AND bullying”. This search alone allowed me to investigate further how children apply messages learned in books to their own lives, and in this case, social relationships. I found 1 article that described mentioned how technology can motivate children to retain information learned, so my children’s book will have a digital option so that children can better comprehend the negativity associated with bullying.

Question: Which specific elements of children’s books contribute to increasing levels of reflection and application among readers?

Databases searched and rationale:

PsycInfo: I used this database because it has resources that pertain to psychological interactions, which is relevant to my clinical question. PsycInfo usually is less science-based, meaning most of the articles that I selected from this source study how children react to literature aimed at targeting bullying and handling peer conflict. These 2 articles will help create a relatable dynamic among characters in my own children’s book.

ERIC: I used this database because it contains current educational research and studies. Because I intend for my book to be an instructional piece of literature for children, I used this database to find the read about ways to increase levels of comprehension and application of moral themes to children’s daily lives. I found 1 article that I could utilize in my evidence for why children’s literature can be effective in educating children on the appropriate treatment of others.

Search strategy and terms employed:

On PsycInfo:

- Searched the terms “children’s literature AND bullying”
- Searched the terms “children’s digital stories AND bullying”
- Limits: both were published in the last ten years, ages from 8-14 (child, elementary school)

On ERIC:

- Searched the terms “children’s books AND bullying”

Process and criteria used to select articles for review:

I decided to search on the PsycInfo database and came across many articles that satisfied the answer in full to this question. I typed my search terms in the main search box, I entered: “children’s literature AND bullying” followed by “children’s digital stories AND bullying”. I found 1 quality article from the first search, which helped clarify the specific components of children’s literature that keep children engaged. My second search (1 article), since I intend on making my children’s book digital, provided background information from about the benefits of using a multimodal approach and how increased accessibility can lead to further generalization.

When I utilized the ERIC database, I used the search terms: “children’s books AND bullying”. This search alone allowed me to investigate further how children apply messages learned in books to their own lives, and in this case, social relationships. I found 1 article that described mentioned how technology can motivate children to retain information learned, so my children’s book will have a digital option so that children can better comprehend the negativity associated with bullying.

Question: How does the digital aspect of children’s stories make them even more engaging and meaningful?

Databases searched and rationale:

ERIC: I used this database because it contains current educational research and studies. ERIC was helpful in yielding an article that discusses the importance behind intertwining digital media and children's literature. I found 2 articles that I could apply when writing my children's book, which provided me with tools to make my book accessible to children of all abilities.

Google Scholar: I used this search engine because it has many factual articles from highly regard academic journals. After searching on Google Scholar, I found 1 useful text that described how literature could help build moral character in children if introduced at a young age. When writing my children's book, I will incorporate character educate into the main content of the story.

Search strategy and terms employed:

On ERIC:

- Searched the terms "children's books AND bullying"

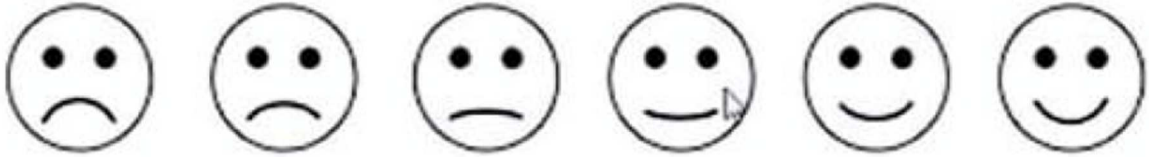
On Google Scholar:

- Searched the term "digital storytelling bullying"
- Only articles from the last ten years

Process and criteria used to select articles for review:

When I utilized the ERIC database, I used the search terms: "children's books AND bullying". This search alone allowed me to investigate further the benefits of making children's books digital and how it grants more independence to child readers of all ability levels. I found 2 articles that describes how storytelling can encourage children to continuing reading and learning about bullying—a prevalent issue that should be brought to the forefront in schools and recreational settings.

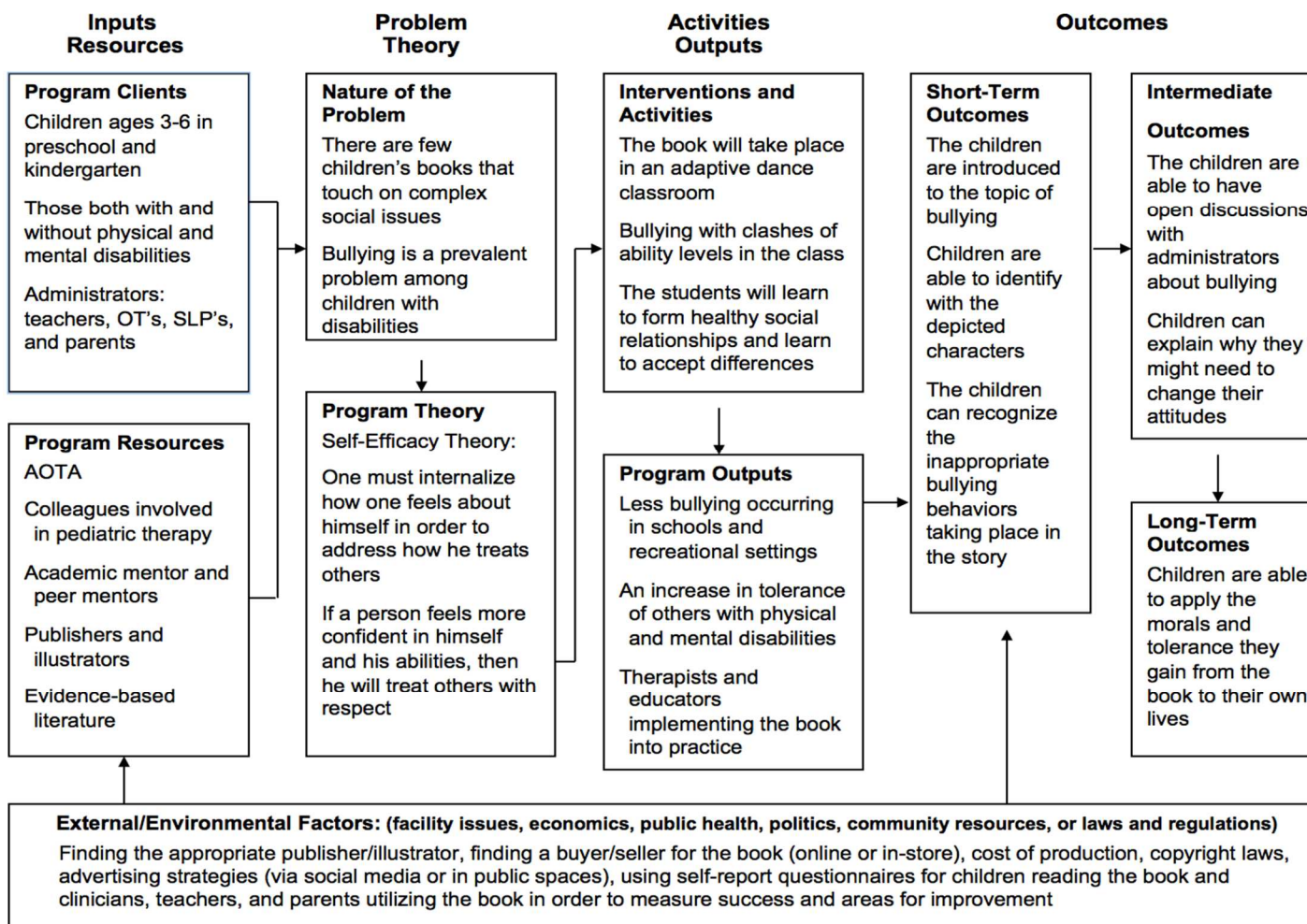
When I utilized the Google Scholar site, I used the search terms: "digital storytelling bullying". By entering these terms, I yielded articles targeting the digital aspect of children's literature—a newer, under-researched topic. I was able to locate 1 article that gave me ample evidence on the success of instilling important character traits in young students through books.

APPENDIX C – Kunin Faces

Kunin Faces to indicate levels of satisfaction regarding the book. Reprinted from “Exploring animated faces scales in web surveys: Drawbacks and prospects” by M. Emde and M. Fuchs, 2012, *Darmstadt University of Technology*, 5(1), -9. Copyright 2012 by Darmstadt University of Technology.

APPENDIX D – Logic Model for Desired Outcomes

Program Title: Children’s book about bullying and disability tolerance



Logic model for desired outcomes from reading children’s book on bullying

APPENDIX E – Survey Results from Interviewees After Three Drafts

Participants	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
OT #1						
DRAFT 1	Yes, empowerment	No	Yes, ballet terms	Yes	Yes, warmup	Yes
DRAFT 2	Yes, importance of problem solving	No	No	Yes	Yes, warmup	Yes
DRAFT 3	Yes, friendship and empowerment	No	No	Yes	Yes, warmup	Yes
OT #2						
DRAFT 1	No, needs more about tolerance	Yes, takeaway message	Yes, diagnosis	Yes	Yes, cool down	Yes
DRAFT 2	Yes, open-mindedness	Yes, grammar	Yes, ballet terms	Yes	Yes, cool down	Yes
DRAFT 3	Yes, open-mindedness and equality	No	No	Yes	Yes, cool down	Yes
SLP #1						
DRAFT 1	No, need more on social relations	Yes, social interaction	No	Yes	Yes, main focus	Yes
DRAFT 2	Yes, teamwork and cooperation	No	No	Yes	Yes, main focus	Yes
DRAFT 3	Yes, teamwork and cooperation	No	No	Yes	Yes, main focus	Yes
SLP #2						
DRAFT 1	Yes, communication is key	Yes, grammar	Yes, ballet terms	Yes	Yes, main focus	Yes
DRAFT 2	Yes, friendship and empowerment	No	No	Yes	Yes, main focus	Yes
DRAFT 3	Yes, tolerance and problem solving	No	No	Yes	Yes, main focus	Yes
Teacher #1						
DRAFT 1	Yes, being different is ok	Yes, grammar	Yes, diagnosis & ballet	Yes	Yes, reading lesson	Yes
DRAFT 2	Yes, communication is key	Yes, social interaction	No	Yes	Yes, reading lesson	Yes
DRAFT 3	Yes, communication is key	No	No	Yes	Yes, reading lesson	Yes
Teacher #2						
DRAFT 1	Yes, open-mindedness and equality	No	Yes, diagnosis	Yes	Yes, warmup	Yes
DRAFT 2	Yes, open-mindedness and equality	No	No	Yes	Yes, warmup	Yes
DRAFT 3	Yes, friendship and empowerment	No	No	Yes	Yes, warmup	Yes
Parent						
DRAFT 1	Yes, communication is key	Yes, takeaway	Yes, diagnosis	Yes	Yes, before bed	Yes
DRAFT 2	Yes, treating others with fairness	Yes, grammar	Yes, ballet terms	Yes	Yes, morning	Yes
DRAFT 3	Yes, tolerance and problem solving	No	No	Yes	Yes, bed & morning	Yes
Child-Life Specialist						
DRAFT 1	Yes, being different is ok	Yes, social interaction	Yes, ballet terms	Yes	Yes, main focus	Yes
DRAFT 2	Yes, friendship and empowerment	No	No	Yes	Yes, main focus	Yes
DRAFT 3	Yes, communication is key	No	No	Yes	Yes, main focus	Yes

Survey results from interviewees regarding the three initial drafts of the book

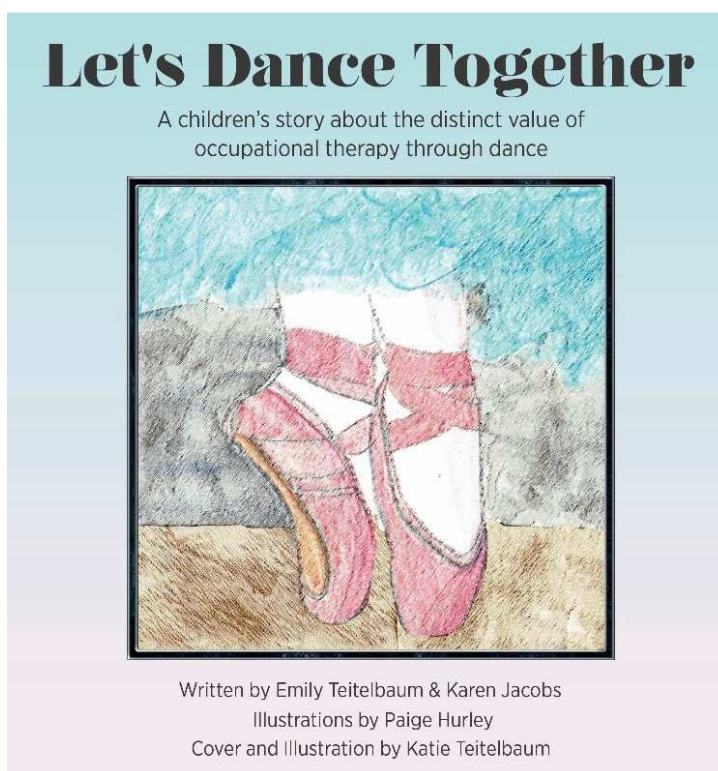
APPENDIX F – Budget Plan for the First and Second Year

Audience	First Year Costs	Second Year Costs
Primary Audience (Occupational therapy practitioners, speech language pathologists, and child-life specialists)	<p><i>Local Workshops</i> Projector: \$170 Laptop: \$800 (Amazon) Fliers: \$70 for 50 fliers (FedEx Kinkos Rates) Refreshments: \$100 =\$1140</p> <p><i>Conferences</i> Registration Fee: \$375 Projector: \$170 Laptop: \$800 (Amazon) Fliers: \$280 for 200 fliers (FedEx Kinkos Rates) Travel (hotel & transportation): \$129 for 3 nights +\$400 airfare (NYSOTA) =\$2412</p> <p><i>Skype and telecommunication</i> Laptop: \$800</p> <p>TOTAL: \$4352</p>	<p><i>Local Workshops</i> Projector: \$170 Laptop: \$800 (Amazon) Fliers: \$140 for 100 fliers (FedEx Kinkos Rates) Refreshments: \$200 =\$1310</p> <p><i>Conferences</i> Registration Fee: \$375 Projector: \$170 Laptop: \$800 (Amazon) Fliers: \$280 for 200 fliers (FedEx Kinkos Rates) Travel (hotel & transportation): \$129 for 3 nights +\$400 airfare (NYSOTA) =\$2412</p> <p><i>Skype and telecommunication</i> Laptop: \$800</p> <p>TOTAL: \$4522</p>
Secondary Audience (Hospital professionals, pediatricians, and librarians)	<p><i>Support Groups</i> Fliers: \$70 for 50 fliers (FedEx Kinkos Rates) Refreshments: \$100 =\$170</p> <p><i>Library Readings</i> Fliers: \$70 for 50 fliers (FedEx Kinkos Rates) =\$70</p> <p>TOTAL: \$240</p>	<p><i>Support Groups</i> Fliers: \$140 for 100 fliers (FedEx Kinkos Rates) Refreshments: \$200 =\$340</p> <p><i>Library Readings</i> Fliers: \$140 for 100 fliers (FedEx Kinkos Rates) =\$140</p> <p>TOTAL: \$480</p>
Total	\$4592	\$5002

APPENDIX G – Project Grants

Title of Grant	Grant Description
Boston University Arts Initiative Graduate Student Grant	The Boston University Arts Initiative provides graduate students conducting a research project concerning the arts funding of up to \$3000. (http://www.bu.edu/arts/graduate-arts-research-grants/)
Dudley Allen Sargent Research Fund: Doctoral Student Fund	The Dudley Allen Sargent Research Fund: Doctoral Student Fund is a grant that gives doctoral students financial assistance to complete their research projects. (https://www.bu.edu/sargent/research/research-funding-administration/dudley-allen-sargent-research-fund/)
Society Children’s Book Writers and Illustrations: Book Launch Award	Society Children’s Book Writers and Illustrations: Book Launch Award is given to newly published children’s book authors with funding provided through a non-profit organization. (https://www.scbwi.org/awards/)
Crowd funding	Go Fund Me is a free fundraising site that can be used to raise money for causes or projects one cares about. Individuals and corporations can contribute towards the books and its assemblage. (https://www.gofundme.com)

APPENDIX H – Book Description



Let's Dance Together is a children's book for young readers ages 3–5 that promotes anti-bullying awareness and disability tolerance. The story takes place in a dance classroom, where children of mixed ability levels learn about occupational therapy and how when combined with dance instruction, can improve individuals' quality of life. There are six dance students—five typically developing and one student with Cerebral Palsy (CP). Despite their differences, the children, with the help of an occupational therapist and dance teacher, begin to cooperate with one another on a creative dance piece that showcases all of their talents. In the end, the children become increasingly confident in their social participation skills and overall become more accepting of those with mental and physical challenges.

EXECUTIVE SUMMARY

Introduction

In today's society, there has been an increase in the prevalence of bullying among children in a variety of academic and recreational settings. Children both with and without disabilities are shown to have diminished levels of self-efficacy, which has impacted the way they treat others and generally view those with physical and mental differences (Almerico, 2014). According to current evidence-based research, children's books can influence young people's behaviors if presented at an early age (Oliver et al., 1994). Unfortunately, there are currently few children's books that describe the evolution of bullying in depth—allowing children to rethink their moral actions and engage in healthy social problem solving. The focus of this doctoral project was to develop a children's book, *Let's Dance Together*, in order to promote anti-bullying awareness.

Specifically, *Let's Dance Together* is geared towards children both with and without disabilities ages 3–5. The story takes place in a dance classroom where children of mixed ability levels will learn from one another in order to cooperate and create a dance piece to showcase to their friends and family. Along the way, the children discover that those with differences should be treated equally and that everyone has their own special talents that they can contribute. By working with an occupational therapist in addition to a traditional dance teacher and professional dancer, these dance students begin to understand the consequences of their actions and why it is important to respect one another. Unlike other children's books, this book contains a discussion section at the end with prompts to encourage further conversation about an otherwise often difficult issue to

talk about—bullying and developing a tolerant, open mind. It is intended to inspire children to reassess how they behave towards their friends in hopes of them creating lasting, nonjudgmental relationships.

Project Overview

Before writing *Let's Dance Together*, the author examined current, successful children's literature to determine what elements make a book well targeted to its reader. The author found that books with the inclusion of characters from diverse backgrounds, genders, and abilities were well received rather than those, which did not represent individuals with more mixed attributes (Wilkins et al., 2016). Additionally, few children's books discussed more complex social dilemmas such as bullying out of fear of upsetting children or believing they will not be able to understand the psychology behind such negative behavior (Wang & Goldberg, 2017). Alternatively, if the book is able to portray the concept of bullying in simplistic terms, it is actually beneficial for children to learn about bullying early on in their social development, so they can establish positive attitudes initially. Another realization the author encountered when surveying the literature was the advantage of converting the book through digital means in addition to paper copies (Bratitsis & Ziannas, 2015). This allows readers of all abilities to independently access the book and utilize auditory components to read the story instead of solely relying on visuals.

Over the course of the post-professional doctorate in occupational therapy program, this author worked on the content of the story with her academic mentor for her doctoral project. Once the book is printed, the author will distribute it to occupational therapists,

speech language pathologists, a child-life specialist, special education teachers, and parents in order to evaluate its overall effectiveness in conveying the author's overall message in various domains. Each of these participants is in constant contact with the author and will serve as consultants for the interview process and dissemination of the book in the future. Through semi-structured interviews, these selected participants will read three consecutive drafts of the book and answer survey questions based on if they believe the book could be instrumental in their specific areas of practice. The questions consist of the following:

7. Did you find the book to be informative? What kind of messages did you take away?
8. Is there anything you would change or add to the story?
9. Are there parts of the book that are hard to understand and if so, why?
10. Do you feel you can identify with the characters in the story and/or is the story relatable to you in some manner?
11. Would you read this book in your practice and if so, how?
12. Do you think it would be helpful to have a digital version of the book?

For those individuals with a disability, making it difficult to answer the survey questions, Kunin Faces will be used to gauge their opinions and potential revisions using a visual display of faces indicating one's feelings ranging from "unsatisfied" to "very good". Although face-to-face interviews are preferred in order to analyze immediate reactions to the book in person, the author will set up interviews via the Internet for those interview participants who are not local. These individuals will be emailed the questions so they can respond verbally.

The author, who is an occupational therapist and a trained observer, routinely using Microsoft Excel will document all of the answers received from the survey. All

responses will be coded into three distinct categories to cross compare answers among the different interviewees. This coding process will give the author the ability to change the book to match the needs of the majority of respondents and each of their associated areas of practice. After responses have been inputted into the spreadsheet for each of the three drafts, the author will discuss with the respondents the necessary changes on a regular weekly basis so that stakeholders are increasingly likely to take an interest in the book.

Dissemination plans for the book have been developed. The overall goal for the book's distribution is to increase anti-bullying awareness among children, teachers, parents, and clinicians in order to encourage tolerance of those with differences. To reach this long-term goal, the author plans to provide education to colleagues with the intention of the book's implementation in smaller scale environments such as outpatient clinics, schools, and children's homes in local east coast cities. Once the book has reached more immediate contacts, the book will ideally be expanded to hospitals, libraries, and pediatrician's offices. Simultaneously, the author will work with consultants to have the book available at national conferences such as the American Occupational Therapy Association (AOTA), state-wide occupational therapy associations (NY, MA, and D.O.C.), and Special Olympics. Further, through a digital means, the book will attract readers through the Internet.

A variety of activities will take place in order obtain these previously mentioned goals. To appeal to the local points of contact, the author will organize workshops where the book will be showcased and interested individuals can ask questions about how the

book can best be used and taught to young readers. The author will utilize posters and fliers for workshop participants to remember what they learned and spread the word about the book to others. For the larger groups and conferences, the book will be on display for anyone who is waiting for an appointment or likely to be interested in reading the book within a given practice area. It is anticipated that the book will gain increasing recognition and spread awareness about bullying and anti-bullying strategies. Besides being on display at institutions, those sites will offer support groups that are focused on anti-bullying. These events will also give participants a chance to reflect on personal experiences in a safe space. Holding library readings is a free method for increasing publicity as well. Having face-to-face talks about the book will promote the book and convey its usefulness in a variety of settings. Ideally, the librarians will have the book well advertised so it will grab the attention of intrigued readers.

The evaluation of the success of these dissemination plans will be quantifiable in order to track progress. Every participant at the various workshops and conferences centered on the book will have to sign in in order to track the number of attendees. In addition, each individual will have to complete a blind written survey that contains questions about what they learned from the book and how they will apply concepts in their own fields. Once the author has gotten survey results from the events, the author will be able to make changes that reflect the views of the majority and maximize learning opportunities.

Key Findings

Unlike other contemporary children's literature, this children's book entitled,

Let's Dance Together, focuses on an often complex social situation—bullying. Research has shown that if children at a young age were taught what to do when they encounter bullying and shown how to develop open-mindsets, they were less likely to act ignorantly towards other with differences in the future. Many children's books currently in existence shied away from indulging in such emotional topics such as bullying, however, if instructed through simple means, aggressive behaviors may be diminished. Additionally, this children's book encompasses characters from a variety of backgrounds, making them relatable to all young readers. If children have the ability to envision themselves as the characters, they will be more apt to altering their actions to be increasingly compassionate and accepting of their peers. Lastly, studies have suggested that digital books have been more effective in reaching young readers. Not only does the digital aspect make the book more universal and engaging, but it also made it more accessible for children with disabilities—both cognitive and visual.

Conclusion

The book, *Let's Dance Together*, was written to educate children from the ages of 3–5 on bullying and its negative repercussions. It promotes bullying awareness and teaches young children what it means to be tolerant. The book challenges children to reflect on their own moral attitudes and make positive changes in their everyday interactions with their peers. Ideally, *Let's Dance Together* will be implemented across many clinical disciplines in addition to schools, libraries, doctor's offices, hospitals, and individual homes. Through word-of-mouth, social media, conferences, consultations, and workshops, it is intended that the book will increase in popularity and therefore more

people will gain knowledge about how to prevent bullying and how to handle difficult social situations that arise.

FACT SHEET



Let's Dance Together: A Children's
Book Targeting Bullying and
Disability Tolerance

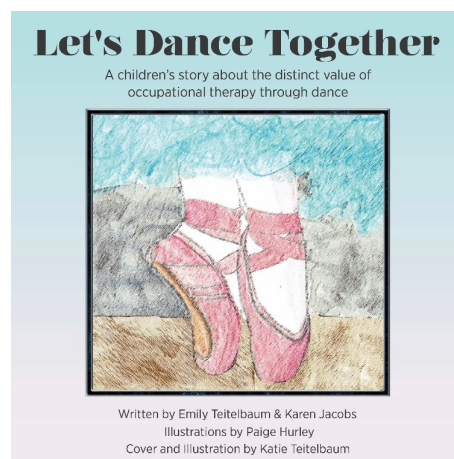
Emily Teitelbaum, MS, OTR/L
 OTD Candidate

Introduction to Problem:

- The evidence suggests that children both with and without disabilities have diminished levels of self-efficacy, which has impacted the way they treat others and generally view those with physical and mental differences (Almerico, 2014).
- Children's books can influence young people's behaviors if presented at an early age (Oliver et al., 1994).
- Few children's books discuss more complex social dilemmas such as bullying out of fear of upsetting children or believing they will not be able to understand the psychology behind such negative behavior (Wang & Goldberg, 2017).

Purpose of *Let's Dance Together*:

- *Let's Dance Together* gives clinicians, teachers, and parents a guide for instructing children about bullying and its harmful consequences in a comprehensible manner.
- *Let's Dance Together* allows clinicians, teachers, and parents to provide children with a method for identifying and reconstructing the positive and negative social behaviors they exhibit in their own lives.

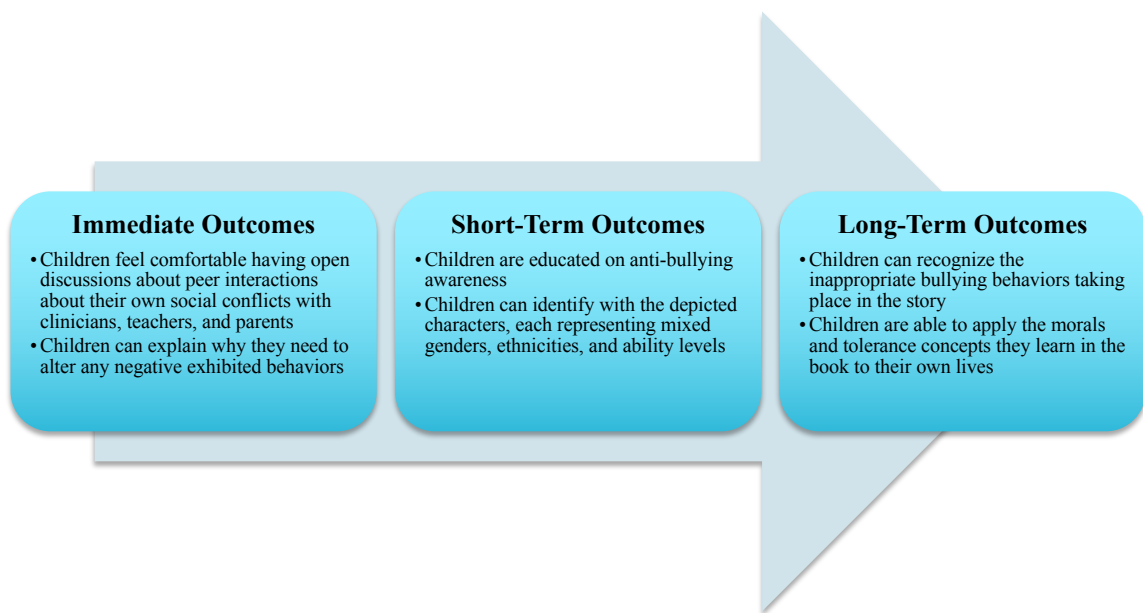


- *Let's Dance Together* redefines “disability” and imparts to clinicians, teachers, and parents how to help reshape children’s moral values and elicit suitable social problem solving skills.

Theoretical and Evidence Basis for *Let's Dance Together*

- **The Self-Efficacy Theory** in the creation of the content in *Let's Dance Together*—a children’s book geared towards promoting anti-bullying awareness and disability tolerance (Flores & Howell, 2014)
 - Individuals must internalize how they feel about themselves in order to address how they treat others.
 - If individuals feel more confident in themselves and their abilities, then they will treat others with respect.

Outcomes for Readers



References

- Almerico, G. (2014). Building character through literacy with children’s literature. *Research in Higher Education Journal*, 26, 1-13.
- Flores, C. & Howell, E. (2014). Prevalence of bullying in fourth, fifth, and sixth grades for children with and without mild disabilities: A comparison study. *Journal of Gender and Power*, 1(1), 1-19.

- Oliver, R.L., Young, T.A., & LaSalle, S.M. (1994). Early lessons in bullying and victimization: The help and hindrance of children's literature. *American School Counselor Association, 42*(2), 137-146.
- Wang, C. & Goldberg, T.S. (2017). Using children's literature to decrease moral disengagement and victimization among elementary school students. *Psychology in the School, 54*(9), 918-931.

REFERENCES

- Agaston, P.W. et al. (2016). Bullying and children with disabilities. *Contemporary perspectives on research on bullying and victimization in early childhood education* (pp. 129-143). Charlotte, NC: Information Age Publishing, Inc.
- Allison, P. D. (2005). *Fixed effects regression methods for longitudinal data using SAS*. Cary, NC: SAS Institute, Inc.
- Almerico, G. (2014). Building character through literacy with children's literature. *Research in Higher Education Journal*, 26. Retrieved from: <https://eric.ed.gov/?id=EJ1055322>.
- Amazon (2019). Projectors for laptops. Retrieved from: <https://www.amazon.com/slp/projectors-for-laptops/ewsgoqsm3ndp73z>
- Amazon (2019). Laptops. Retrieved from: https://www.amazon.com/s?k=laptops&ref=nb_sb_noss_1
- Andrews, S. (1998). Using inclusion literature to promote positive attitudes toward disabilities. *Journal of Adolescent & Adult Literacy*, 41(6), 420-426.
- Aragon, S.R. et al. (2015). Bullying and middle school students with and without specific learning disabilities: An examination of social-ecological predictors. *Journal of Learning Disabilities*, 48(3), 239-254. DOI: 10.1177/0022219413496279.
- Beckett, A., Ellison, N., Barrett, S., & Shah, S. (2010). "Away with the fairies?" Disability within primary-age children's literature. *Disability and Society*, 25(3), 373-386. DOI: 10.1080/09687591003701355
- Bosacki, S.L., Marini, Z.A., & Dane, A.V. (2006). Voices from the classroom: Pictorial and narrative representations of children's bullying experiences. *Journal of Moral Education*, 35(2), 231-245. DOI: 10.1080/03057240600681769
- Bratitsis, T. & Ziannas, P. (2015). From early childhood to special education: Interactive digital storytelling as a coaching approach for fostering social empathy. *Procedia Computer Science*, 67, 231-240. DOI: 10.1016/j.procs.2015.09.267
- Bryden, P.J., Fletcher, P.C., Reinders, N.J., & Scharoun, S.M. (2014). Dance/movement therapy as an intervention for children with autism spectrum disorders. *American Journal of Dance Therapy* 36(2), 209–228. DOI: 10.1007/s10465-014-9179-0.

- Cain, M.A. (2015). Children's books for building character and empathy. *Journal of Invitational Theory and Practice*, Retrieved from: <https://eric.ed.gov/?id=EJ1163013>.
- Cordi, K. & Masturzo, K. (2013). Using literature and digital storytelling to create a safe place to address bullying. *Voices from the Middle*, 20. Retrieved from: <https://eric.ed.gov/?id=EJ1004189>.
- Cresswell, J. W. & Plano Clark, V.L. (Eds.) (2011). *Designing and conducting mixed methods research* (5th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Darrah, J., Wiart, L., & Magill-Evans, J. (2008). Do therapists' goals and interventions for children with cerebral palsy reflect principles in contemporary literature. *Pediatric Physical Therapy*, 20(4), 334-339. DOI: 10.1097/PEP.0b013e31818a1d41.
- Deon, L. et al. (2012). Dance program for physical rehabilitation and participation in children with cerebral palsy. *Arts & Health*, (4)1, 39-54. DOI: 10.1080/17533015.2011.564193.
- Dyches, T. & Prater, M. (2005). Characterization of Developmental Disability in Children's Fiction. *Education and Training in Developmental Disabilities*, 40. Retrieved from: http://www.daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Developmental_Disabilities/2005v40_Journals/ETDD_200509v40_n3p202-216_Characterization_Developmental_Disability_Childrens_Fiction.pdf
- Emde, M. & Fuchs, M. (2012). Exploring animated faces scales in web surveys: Drawbacks and prospects. *Darmstadt University of Technology*, 5(1), 1-9. DOI: 10.29115/SP-2012-0006.
- FedEx (2019). Printing services at FedEx Office. Retrieved from: <https://www.fedex.com/en-us/printing.html>
- Flanagan, K.S., Vanden Hoek, K.K., & Shelton, A. (2013). Coping with bullying: What answers does children's literature provide. *School Psychology International*, 34(6), 691-706. DOI: 10.1177/0143034313479691.
- Fleury, V.P. & Hugh, M.L. (2018). Exploring engagement in shared reading activities between children with autism spectrum disorder and their caregivers. *Journal of Autism and Developmental Disorders*, 48(10), 3596-3607. DOI: 10.1007/s10803-018-3632-8.
- Flores, C. & Howell, E. (2014). Prevalence of bullying in fourth, fifth, and sixth grades for children with and without mild disabilities: A comparison study. *Journal of*

Gender and Power, 1. Retrieved from:
<https://www.ncbi.nlm.nih.gov/pubmed/29873018>.

- Flynt, S.W. & Morton, R.C. (2004). Bullying and children with disabilities. *Auburn University*. Retrieved from:
<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Flynt%20and%20Morton,%20Bullying%20Prevention%20and%20Students%20with%20Disabilities.pdf>.
- Freeman, G.C. (2013). The implementation of character education and children's literature to teach bullying characteristics and prevention strategies to preschool children: An action research project. *Early Childhood Education Journal*, 42, 305-316. DOI: 10.1007/s10643-013-0614-5.
- Golos, D. B., Moses, A. M., & Wolbers, K. A. (2012). Culture or disability? Examining deaf characters in children's book illustrations. *Early Childhood Education Journal*, 40(4), 239-249. DOI:10.1007/s10643-012-0506-0
- Golos, D. B., & Moses, A. M. (2013). Rethinking the portrayal of deaf characters in children's picture books. *Frontiers in Psychology*, 4. DOI:10.3389/fpsyg.2013.00889
- Google Flights (2019). Flights. Retrieved from:
https://www.google.com/flights#flt=/m/02_286.2019-03-20*/m/02_286.2019-03-24;c:USD:e:1;ls:1w;sd:0;t:h.
- Gregory, D. (1998). Reactions to ballet with wheelchairs: Reflections of attitudes toward people with disabilities. *Journal of Music Therapy*, 4, 274-283. DOI: 10.1093/jmt/35.4.274.
- Gregory, K.E. & Vessey, J.A. (2004). Bibliotherapy: A strategy to help students with bullying. *The Journal of School of Nursing*, 20(3), 127-133. DOI: 10.1177/10598405040200030201.
- Harmon, S. (2015). The invisibility of disability: Using dance to shake from bioethics the idea of 'broken bodies'. *Bioethics*, 29(7), 488-498. DOI: 10.1111/bioe.12139.
- Justice, L.M., Kaderavek, J.N., Fan, X., Sofka, A., & Hunt, A. (2009). Accelerating preschoolers' early literacy development through classroom-based teacher-child storybook reading and explicit print referencing. *Language, Speech, and Hearing Services in Schools*, 40(1), 67-85. DOI: 10.1044/0161(2008/07-0098).

- Kurtts, S. A. & Gavigan, K. W. (2008). Understanding disabilities through children's literature. *Education Libraries*. Retrieved from: https://libres.uncg.edu/ir/uncg/f/S_Kurtts_Understanding_2008.pdf.
- Lintner, T. (2011). Using "exceptional" children's literature to promote character education in elementary social studies classrooms. *The Social Studies*, 102(5), 200-203. DOI: 10.1080/00377996.2010.550955.
- Morris, V.G., Taylor, S.I., & Wilson, J.T. (2000). Using children's stories to promote peace in classrooms. *Early Childhood Education Journal*, 28. Retrieved from: <https://eric.ed.gov/?id=EJ613557>.
- Newcomer, K.E., Hatry, H.P. & Wholey, J.S., (2015). *Handbook of practical program evaluation (Fourth Edition)*. San Francisco, CA: Jossey-Bass.
- NYSOTA (2019). Conference. Retrieved from: <https://www.nysota.org/general/custom.asp?page=Conference>
- Oliver, R.L., Young, T.A., & LaSalle, S.M. (1994). Early lessons in bullying and victimization: The help and hindrance of children's literature. *American School Counselor Association*, 42. Retrieved from: https://www.jstor.org/stable/23900027?seq=1#page_scan_tab_contents.
- Opplinger, P.A. & Davis, A. (2015). Portrayals of bullying: A content analysis of picture books for preschoolers. *Early Childhood Education Journal*, 44, 515-526. DOI: 10.1007/s10643-015-0734-1.
- Ozdemir, S. et al. (2008). Using multimedia social stories to increase appropriate social engagement in young children with autism. *The Turkish Online Journal of Educational Technology*, 7. Retrieved from: <https://eric.ed.gov/?id=ED502678>.
- Percelay, J.M., Betts, J.M., Chitkara, M.B., Jewell, J.A., Preuschoff, C.K., Rauch, D.A. (2014). Child life services. *Committee on Hospital Care and Child Life Council*, 133(5), 1471-1478. DOI: 10.1542/peds.2014-0556.
- Rice, P.S. (2017). New directions in educational leadership: Innovations in research, teaching, and learning. In A.F. Oslanloo (Ed.), In C. Reed (Ed.) & In J.P. Schwartz (Ed.), *Creating spaces for critical conversations about bullying* (147-166). USA: Information Age Publishing Inc.
- Wang, C. & Goldberg, T.S. (2017). Using children's literature to decrease moral disengagement and victimization among elementary school students. *Psychology in the School*, 54(9), 918-931. DOI: 10.1002/pits.22042.

- Wang, C., Couch, L., Rodriguez, G.R., & Lee, C. (2015). The bullying literature project: Using children's literature to promote prosocial behavior and social-emotional outcomes among elementary school students. *Contemporary School Psychology, 19*(4), 320-329. DOI: 10.1007/s40688-015-0064-8.
- Westby, C. & Culatta, B. (2016). Telling tales: Personal event narratives and life stories. *Language, Speech, and Hearing Services in Schools, 47*(4), 260-282. DOI: 10.1044/2016_LSHSS-15-0073.
- Wilkins, J., Howe, K., Selloff, M., Rowan, S., & Lilly, E. (2016). Exploring elementary students' perceptions of disabilities using children's literature. *British Journal of Special Education, 43*(3), 233-248. DOI: 10.1111/1467-8578.12138.

CURRICULUM VITAE

