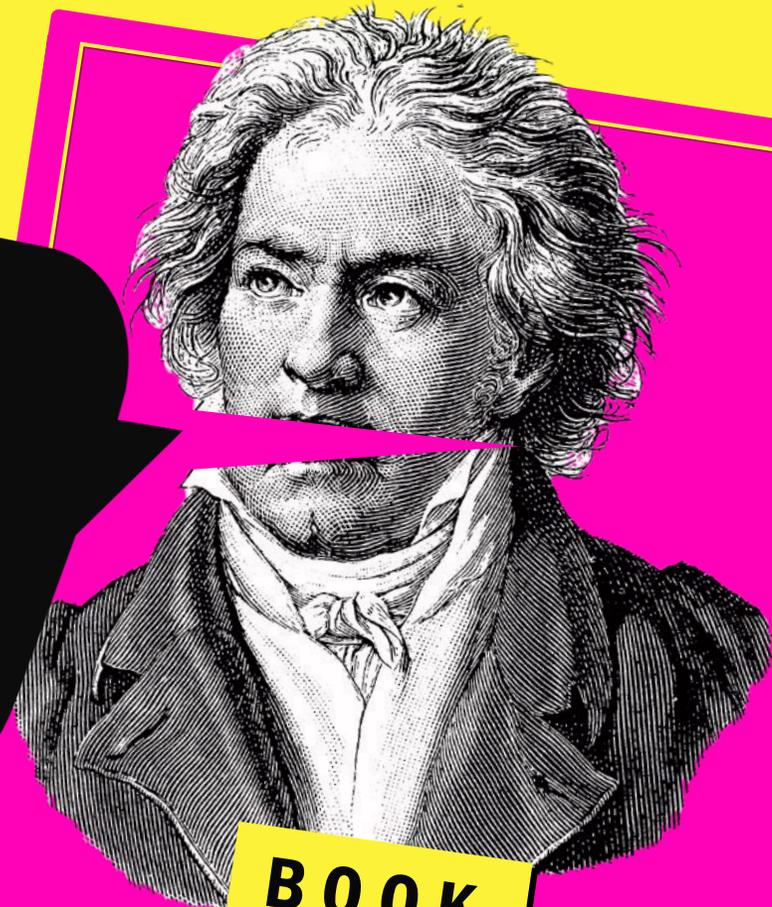


**I Got 99 Problems but a Book
Shouldn't be One: Increasing Speech-
Language Pathologists' Awareness
and Implementation of Culturally
Representative Picture Books in
Practice**

Sierrah A. Harris, B.A.

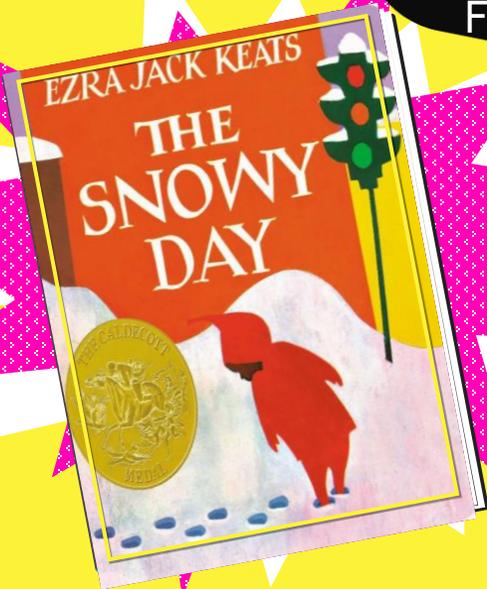
Faculty Advisor: Dr. Amanda J. Owen
Van Horne



BOOK

REVIEW

Capstone Presentation
Friday, May 22, 2020



Background

Now once upon a time not long ago...

- ▶ SLPs are increasingly likely to serve clients from culturally and linguistically diverse backgrounds.
- ▶ Anecdotally, SLPs who provide services to young children are most likely to use picture books.
- ▶ Limited research is available on selection of treatment materials, and whether SLPs actively consider the racial and ethnic characteristics of characters in the picture books that they use.
- ▶ Interactive book reading has the ability to facilitate meaningful communication exchanges & the ability to expand children's language skills (Dickinson, 2012).
- ▶ Representation of racial and ethnic diversity in children's literature influences self-identity (Davis, 2016).
- ▶ SLPs should play a role in implementing meaningful experiences during treatment.



Zobel-Nolan, A. (2009). What I like about me. SFI Readerlink Dist.

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp

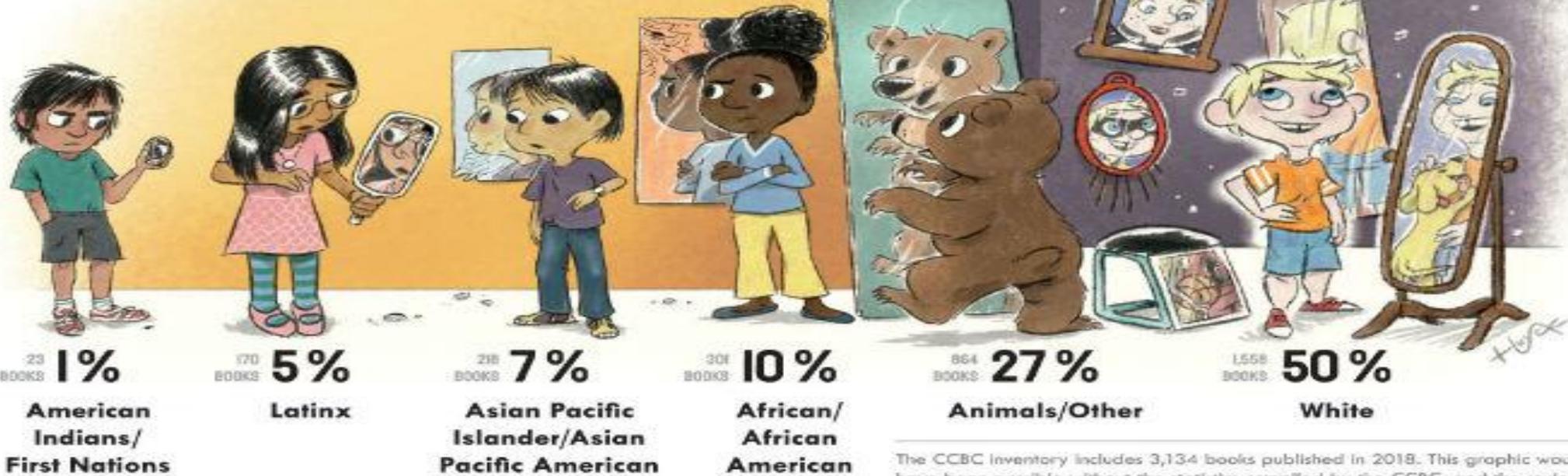
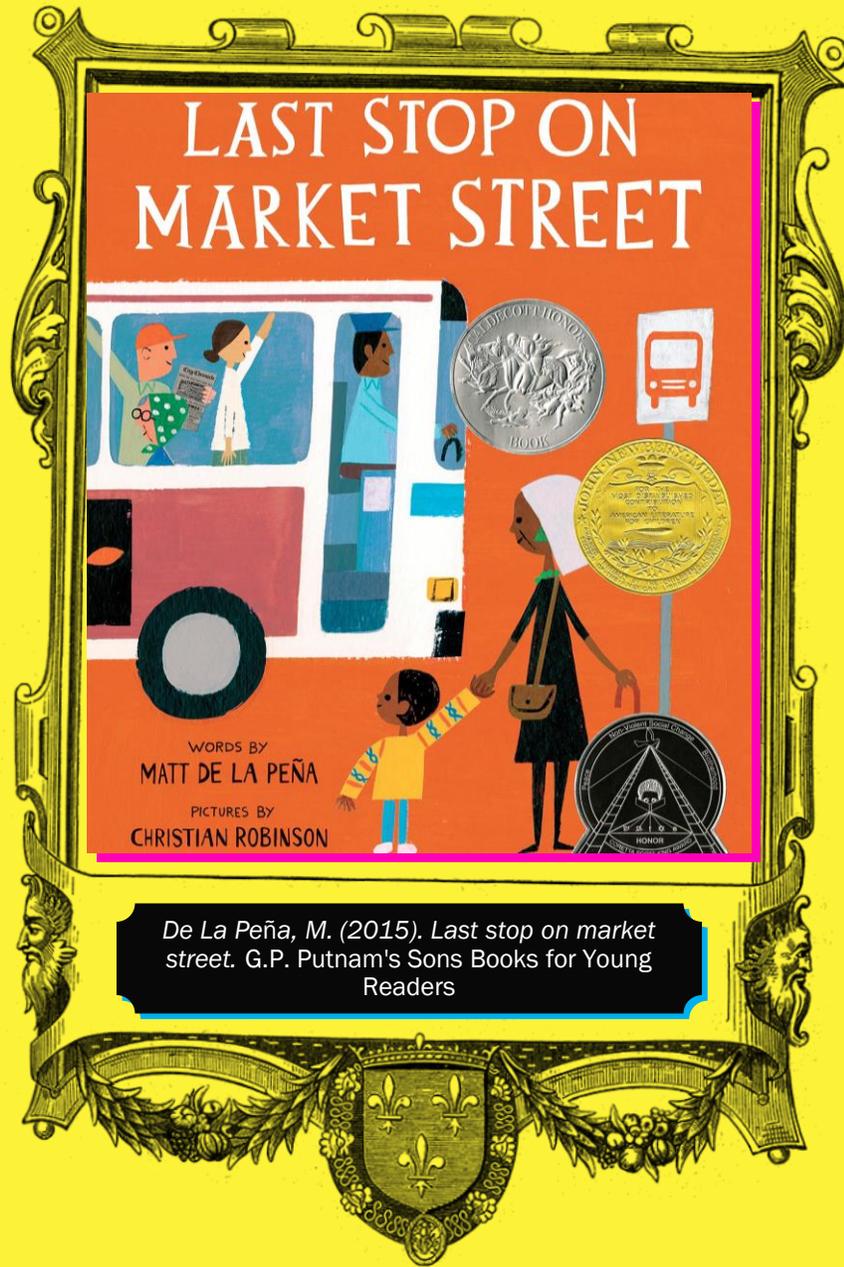


Illustration by David Huyck, in consultation with Sarah Park Dahlen
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The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Hanning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.



Research Questions

Do you know why I'm stopping you for?

- ▶ Do SLPs actively consider representation when selecting picture books to use in practice?
- ▶ Do SLPs' own racial background or the racial composition of the caseloads that the SLPs serve affect how likely they are to take the racial diversity of characters into consideration when selecting picture books for treatment?
- ▶ Based on self-reported use of commercially available picture books in treatment, is there evidence that SLPs consider representation when selecting books?

Methods

- A survey was distributed via Qualtrics and sent to all 50 state associations, National Black Association for Speech-Language-Hearing listserv, social media (Facebook, Instagram, and Twitter), and personal contacts.
- SLPs were asked 10 questions including years of experience, race, caseload makeup, and use of commercially available picture books in their practice, and rationale for selecting listed books.

The year's 2020 and this is what I did yall

Coding

Internet resources were used to identify listed books in which

- 1) the primary characters were people, animals, or something else
- 2) the people in books were white or another race/ethnicity.

Rationale responses were responses were coded as

- 1) mentioning something about representation, race, ethnicity, or linguistic diversity
- 2) no mention of this topic.

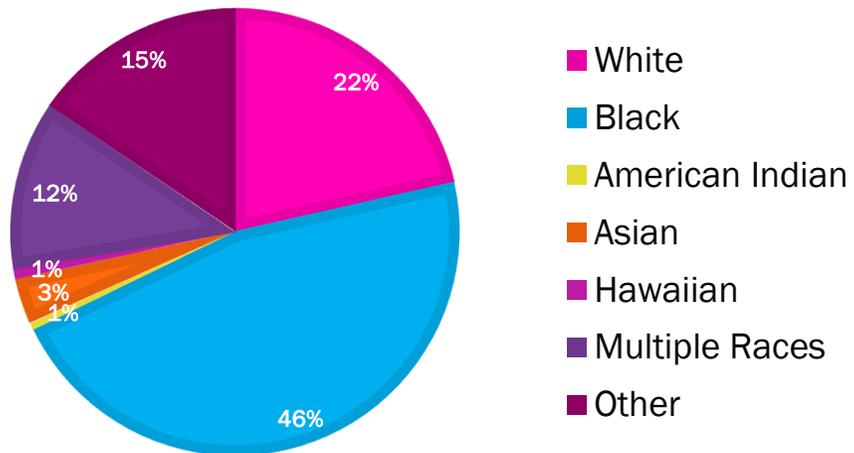
Reports of the composition of the caseload were recoded as the proportion of the caseload that was White .

Participants

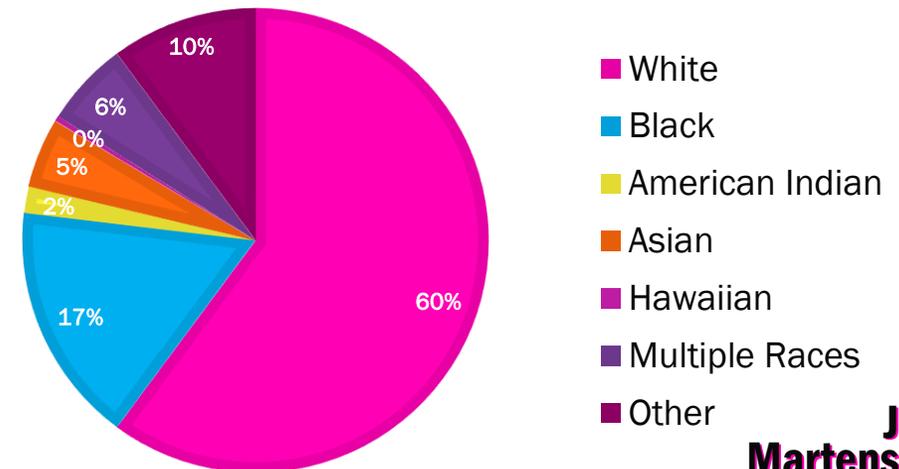
103 SLPs (CCC or CF) serving children birth to 9 years

	Black SLPs	White SLPs	Other	Total
Number of responses	20	77	6	103
Avg. years of experience	15 years	14.8 years	14.5 years	14.82 years (SD=11.53)

CASELOAD COMPOSITION OF BLACK SLPs



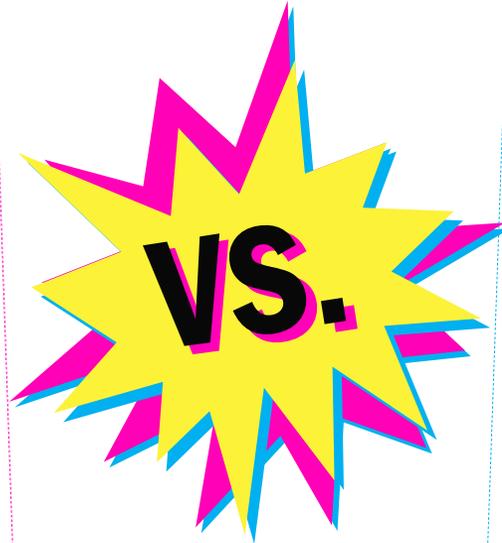
CASELOAD COMPOSITION OF WHITE SLPs



Results

Does the race of the SLP affect the choice of books?

- ▶ Black SLPs were more likely to actually name books that include nonwhite characters as part of the books.
- ▶ Black SLPs were nearly 7x as likely as White SLPs to include the mention of racial diversity or physical appearance of characters as a rationale for why they select books for use in their practice, OR= 6.96, $p = .002$.



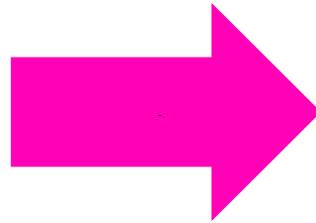
Does the racial makeup of the SLPs caseload affect the books selected?

- ▶ Individuals working in a more diverse setting tended to name fewer books overall $F(1,92) = .07$, though it did not attain statistical significance.

Results Cont'd

Interactions between SLP race and caseload composition

- ▶ While white SLPs were equally unlikely to mention diversity as a rationale ($p = .001$) regardless of caseload makeup, Black SLPs were somewhat more likely to mention diversity when they served in predominantly white settings ($p = .08$).
- ▶ When they serve in settings with high proportions of clients who are not white, they do not tend to name diversity as a rationale for book selection.



With that being said...

- ▶ People's intents are not well aligned with their reported actions.
- ▶ Mentioning diversity was not associated with actually reporting books that included nonwhite characters for either Black or White SLPs.

Discussion

- ▶ Books containing characters of color and culturally relevant literacy experiences are not widely used by SLPs.
- ▶ SLPs intents are not well aligned with practice.
- ▶ It is important that representation and diversity be considered.
- ▶ One marker of cultural competence would be that SLPs are conscious of the physical depictions of race in the selection of materials used.
- ▶ SLPs should be aware of the books and resources that are available.
- ▶ While selection of representative materials may take additional effort or require revamping existing lesson plans, resources do exist to support better practices in book selection.

We have a problem, here's what needs to be done...

- increased promotion to increase the spread and implementation of diverse picture books in practice
- change in current practices
- continued research
- more discussion about the need for more diverse books in the field of Speech-Language Pathology

Ways to Select Diverse Picture Books

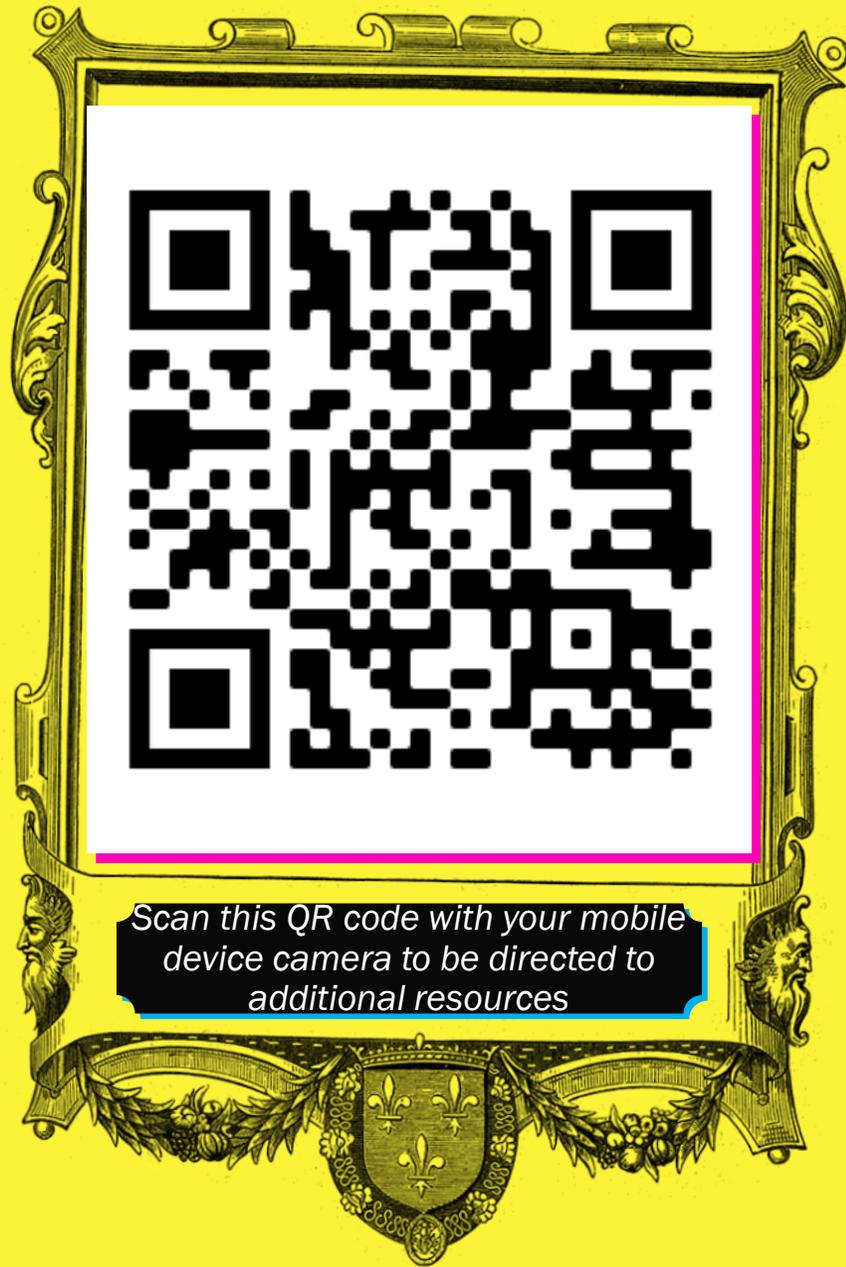
Here's what to do... diverse picture books coming to a bookshelf near you

- ▶ SLPs can acquire a balanced collection of books by selecting the following (Boutte, 1999):
- ▶ Books representing various ethnic groups, religious groups, both genders, different socioeconomic levels, individuals with disabilities, different age groups, various lifestyles, differing family structures
- ▶ Books that present both historical viewpoints and contemporary depictions of people from different ethnic groups
- ▶ Books describing holidays from different cultural traditions
- ▶ Fairy tales from different cultures
- ▶ Books depicting males and females in nontraditional roles
- ▶ Books that show people from different cultures work together
- ▶ Multicultural books from various disciplines (art, music, science, math)
- ▶ Books written in different dialects and languages

Awards for Diverse Books

1. The Coretta Scott King Book Award
2. The Tomás Rivera Mexican American Children's Book Award
3. The Sydney Taylor Manuscript Award
4. The Skipping Stones Honor Award
5. The Jane Addams Children's Book Award, the International Literacy Association's (ILA) Notable Books for a Global Society list, and the Carter G. Woodson Book Award

Christ, T. & Sharma S., A. (2017).



Additional Resources

If you having book problems I feel bad for you son, I got plenty of resources and here are a ton.

<https://linktr.ee/diversebooks4SLPs>

- ▶ This PowerPoint Presentation
- ▶ Additional Resources
 - Websites
 - Bookstores
 - Publishers
- ▶ Classroom Library Questionnaire
- ▶ List of diverse books categorized by treatment domain

List of Diverse Books

I GOT 99 PROBLEMS BUT A BOOK SHOULDN'T BE ONE

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This document contains a non-exhaustive list of 50 diverse children's picture books. It is designed to be a resource for speech-language pathologists (SLPs) who serve young children to encourage use of diverse books in practice. Although the books are listed under 1 of 3 domains, SLPs should take the liberty of previewing the content in order to address additional treatment targets.

Diverse Books for Use in Speech/Language Therapy

Story Grammar/Narrative Skills

Interest Level	Book Title, Author & Publisher	Overview	Possible Target(s)
1 - 5	<i>A Bad Case of Stripes</i> by David Shannon Publisher: Scholastic	Camilla Cream loves lima beans, but she never eats them. Why? Because the other kids in her school don't like them. Camilla Cream is very worried about what other people think about her, but at the very moment she most wants to fit in, she becomes completely covered in colorful stripes! Worse yet, she seems to change colors to match whatever is happening around her. When the class says the Pledge of Allegiance, she turns red, white, and blue! Instead of blending in, she's standing out. Specialists are called but the situation goes from bad to worse. Isn't there anyone who can help Camilla remember what it means to be herself?	<ul style="list-style-type: none"> - Sequence of events - Characters - Conflict/ Resolution - Prediction - Multi-step problem solving
Pre K - 2	<i>A Letter to Amy</i> by Ezra Jack Keats Publisher: Viking Books for Young Readers	Peter is inviting only one girl to his birthday party: his friend Amy. Rather than asking her in person, he decides to send her a special invitation, but a thunderstorm on the way to the mailbox sends Peter's plans into a tailspin.	<ul style="list-style-type: none"> - Sequence events - Descriptive language - Compare / contrast - Making connections
Pre K - 3	<i>Babushka's Doll</i> by Patricia Polacco Publisher: Simon & Schuster/Paula Wiseman Books	Natasha isn't really a bad girl. It's just that she wants to play on the swing now, not after the wash has been hung up to dry. And she wants her soup now, not after the goats have been fed. Looking after Natasha keeps Babushka, Natasha's grandmother, very busy. Then, after lunch, Natasha notices a doll sitting on Babushka's shelf... a doll Babushka tells Natasha she played with just once when she was a little girl. When Natasha plays with the doll while Babushka goes to the store for groceries, she discovers why once is enough with Babushka's doll... and finds out just how tiring it can be to take care of a child who wants everything now.	<ul style="list-style-type: none"> - Sequencing events - Cause and effect - Character traits - Making connections - Text evidence
Pre K - 2	<i>Corduroy</i> by Don Freeman Publisher: Viking Press	This story of a small teddy bear waiting on a department store shelf for a child's friendship has appealed to young readers generation after generation.	<ul style="list-style-type: none"> - Character traits - Sequencing events - Parts of speech

¹ Caldecott Honor

² Caldecott Medal

³ Coretta Scott King Illustrator Honor Book

⁴ John Newbery Medal

* Available in Spanish

Compilation of 50 Diverse Books

Jens
Martensson

p 12

THANK YOU!

- Amanda J. Owen Van Horne,
PhD., Faculty Advisor



I Got 99 Problems but a Book AIN'T One

Send questions or
comments to
✉ sierrahh@udel.edu

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Keats, J. E. (1962). *The snowy day*. Penguin Group.

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