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

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Van Horne

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.
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. Horning, 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?
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.

**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

<table>
<thead>
<tr>
<th></th>
<th>Black SLPs</th>
<th>White SLPs</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of responses</td>
<td>20</td>
<td>77</td>
<td>6</td>
<td>103</td>
</tr>
<tr>
<td>Avg. years of experience</td>
<td>15 years</td>
<td>14.8 years</td>
<td>14.5 years</td>
<td>14.82 years (SD=11.53)</td>
</tr>
</tbody>
</table>

CASELOAD COMPOSITION OF BLACK SLPs

- White: 22%
- Black: 46%
- American Indian: 15%
- Asian: 12%
- Hawaiian: 1%
- Multiple Races: 1%
- Other: 1%

CASELOAD COMPOSITION OF WHITE SLPs

- White: 60%
- Black: 10%
- American Indian: 6%
- Asian: 5%
- Hawaiian: 2%
- Multiple Races: 17%
- Other: 0%
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.
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

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

#### 1007 PROBLEMS BUT A BOOK SHOULDN'T BE ONE

This is a home page on a process list of 100 diverse children's picture books. It is designed to be a resource for speech-language pathologists (SLPs) in using young diverse males to encourage use of diverse books in practice. Although the books are listed under 10 levels (1-10), SLPs should find the therapy of preserving the concept of these books with main treatment targets.

#### Diverse Books for Use in Speech-Language Therapy

<table>
<thead>
<tr>
<th>Interest Level</th>
<th>Book Title, Author &amp; Publisher</th>
<th>Overview</th>
<th>Possible Target(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>A Hard Case of开关 by David Shannon</td>
<td>Camilla lives in Brazil, but she never visits them. Why? Because her older kids in her school don't like them. Since Camilla is very worried about what other people think about her, but at the very moment she must travel to fit in, she becomes completely involved in colorful pictures! What's next? She must choose clothes together with his parents. When the class goes to the Piglet of Alegre's farm, she turns red, white, and blue. Instead of Believing in her, she's standing on the stage of the show but wants her friend, someone can help Camilla remember what it means to be happy?</td>
<td>- Sequence of events - Change - Conflict Resolution - Prediction - Multistep problem solving</td>
</tr>
<tr>
<td>Pre K - 2</td>
<td>A Letter to Amy by Ezra Jack Keats</td>
<td>Peter is writing another girl to his birthday party has a friend Amy. Rather than taking her in person, he decides to send her a special invitation, but a thunderstorm on the way to the mailbox, makes Peter's plans into a bubble.</td>
<td>- Sequence events - Deterministic language - Compare/contrast - Making connections</td>
</tr>
<tr>
<td>Pre K - 3</td>
<td>Babalu's Doll by Patricia Polacco</td>
<td>Babalu doesn't really have a doll, but she just wants to play on the swing set. As the wind has been hungry to day, and she wishes her neck so that she can play and see what it feels like when she was a little girl. When Babalu plays with her doll while she sobre he goes to the store for groceries, she discovers that her house is empty with Babalu's doll, and finds out just how long she can take care of a child who wants everything from</td>
<td>- Sequencing events - Cause and effect - Character traits - Making decisions - Test evidence</td>
</tr>
<tr>
<td>Pre K - 2</td>
<td>Cynthia by Don Freeman</td>
<td>This story of a small tooby bear waiting on a department store shelf for a child's friendship has appealed to young readers generations after generation.</td>
<td>- Characters traits - Sequencing events - Parts of speech</td>
</tr>
</tbody>
</table>

**Compilation of 50 Diverse Books**
THANK YOU!

- Amanda J. Owen Van Horne, PhD., Faculty Advisor
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Send questions or comments to sierrahh@udel.edu

leftrightarrow S. Harris at Mahogany Books, Washington, D.C., 6/2019
References


