

## ABSTRACT

Using Literature with Children and Families Impacted by Illness:

A Resource Guide to Children's Literature

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Director: Linda Cox

Child Life Specialists and other pediatric professionals use a range of children's literature when working with children. Resources that provide a list of literature along with potential follow-up questions and activities to assist professionals working with children and their families encountering illnesses, however, are limited. This thesis compiles relevant children's literature into a resource guide that uses Bloom's Taxonomy to create potential follow-up questions and also provides follow-up activities. The literature detailed is divided into five categories: the hospital experience, the mental and physical health issues, the emotions and feelings, family dynamics, and dying and death. When used appropriately, children's literature can assist individuals working with children facing illness in a variety of settings. These individuals may be ill themselves or may have friends or family members who are ill.

APPROVED BY DIRECTOR OF HONORS THESIS:

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USING LITERATURE WITH CHILDREN AND FAMILIES IMPACTED BY ILLNESS:  
A RESOURCE GUIDE TO CHILDREN'S LITERATURE

A Thesis Submitted to the Faculty of  
Baylor University  
In Partial Fulfillment of the Requirements for the  
Honors Program

By  
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## INTRODUCTION

Children and their families encounter a variety of challenges throughout the course of family life. Some challenges can be overcome in the span of minutes such as a child falling and scrapping his or her knee. Other challenges may take days or months to overcome such as a child struggling academically or socially. The family can often overcome these challenges and many others based upon capabilities within the family unit and the resources available to the family. Families, however, often experience challenges that go beyond their capabilities and that surpass their resources. Illness of a child or a family member can be one such experience.

When a family encounters an illness of a child or of another family member, they often need additional support in order to work through this challenge and often, to redefine family life. Children who encounter illness themselves or encounter illness of a family member need support to process through their experience. Children's literature provides a significant resource to professionals working with children and families in assisting them through these experiences. When used appropriately, children's literature can assist individuals working with children facing illness in a variety of settings. These individuals may be ill themselves or may have friends or family members who are ill.

### *The Idea*

Through high school and into college, I developed a deep passion for children and families specifically those impacted by illness and encountering the hospital experience. While in college, I rediscovered my love for children's literature. Thus, I began creating this resource guide as the fulfillment of my undergraduate honors thesis at Baylor University. It works to bring together my two passions. The intention of this resource guide is to present a list of children's literature about children impacted by illness and to provide tools for professionals to use in conjunction with the literature.

I started my research by first investigating if a resource such as this even existed. I discovered that this type of guide does exist. However, resources that provide a list of literature along with potential follow-up questions and activities to assist professionals working with children and their families encountering illnesses are limited. Having established the need for this type of guide, I began researching and selecting children's literature to include in this research guide.

### *Methodology*

Before commencing a search for literature, I first set parameters for the type of children's literature I wanted to evaluate. The first parameter was setting categories dealing with the impact of illness on children and families. This would later define the chapters of this resource. I created the five categories: the hospital experience, the mental and physical health issues, the emotions and feelings, family dynamics, and death.

My second parameter for my search was to only include children's literature in the format of books. I excluded other formats such as film not because I do not find value in

other forms of literature, but in order to focus on one type of children's literature.

Additionally, I limited my search to picture books that come from the genres of nonfiction concept books, biographical books, and contemporary realistic fiction books.

Finally, the books had to serve some kind a bibliotherapeutic purpose. Bibliotherapy literally means "helping with books." Bibliotherapy has four stages to assist in self-examination and to gain insight. First, the reader becomes personally involved in the book through identification. Second, the reader experiences catharsis or the emotional release that comes with identifying with a character or a situation. Third, a self-discovery occurs allowing the reader to gain insight into his or her own situation. And finally, the reader applies what he or she has read and may demonstrate attitudinal or behavioral changes. (Stoodt-Hill & Amspaugh-Corson, 2009, 47)

While every book may not apply to every stage, I have attempted to select books that assist a child in going through each of these stages of bibliotherapy. I have also attempted to provide questions and ideas/activities that will allow children to reach every stage.

Once I had set my parameters for my search, I needed to create a method of evaluation for my book selections. I decided to formulate three rating scales in order to provide myself guidelines for selecting the literature rather than basing my selection solely on my opinion. For the purpose of my research into children's literature, I created two separate methods of evaluation. The first method provided a medical rating for books that dealt with the medical setting and medical professionals. This method used two separate rating scales (See Table 1 and Table 2). The second method provided a literature rating for books in which the medical setting and medical professionals were not discussed, however, the literature was still relevant to the topic of children and families impacted by illness. This

method used a single rating scale (See Table 3). The books outlined within this resource guide scored an average of between 4.5-5 points in order to be included. These scores were based my usage of the rating scale and therefore, still somewhat rooted in my opinion. There may be books that I scored low that others might find great value in using within their professional area.

	One	Two	Three	Four	Five
Medical Information/ Terminology	no terminology or information present; if terminology is present, it is incorrect or outdated	some terminology or information present; may be somewhat correct and somewhat up to date	terminology or information somewhat well presented and appropriate; information given and terminology used is correct and up to date	terminology or information well presented and appropriate; information given and terminology used is correct and up to date	terminology or information extremely well presented and appropriate; information given and terminology used is correct and up to date
Medical Setting	non-existent; leaves the reader thinking "Where are we?"; does not accurately portray medical setting	barely existent; not well developed; somewhat accurately portrays medical setting	somewhat clear; accurately portrays medical setting	clear most of the time; accurately portrays medical setting in a positive way	clear through language and illustrations; excellently portrays medical setting in an accurate and positive way
Writing/ Verbal Style	inappropriate to genre; unvaried in structure and language; very hard to read	lacking in much variation; hard to read; not very relevant to the genre	hard to read at times; slightly relevant to the genre; varied at times	varied in structure and language; somewhat appropriate to genre	excellently varies structure and language; appropriate to the genre
Illustrations	non-existent/no effort evident, sloppy; unenjoyable to look at; inappropriately portrays medical setting	somewhat sloppy; enjoyable at times; somewhat relates to text; inappropriately portrays medical setting	existent, little effort evident; does not engage the text well; okay to look at; somewhat appropriately portrays medical setting	effort evident; somewhat engages the text; still somewhat fun to look at; appropriately portrays medical setting	engages with the text; fun to look at; excellently portrays medical setting

Table 1: Medical Rating A-  
Children's Literature Rating Scale for a Medical Setting

	One	Two	Three	Four	Five
Patient/Child	flat, unbelievable; hard to relate to; underdeveloped; coping methods non-existent or if they are present, they are portrayed incorrectly	hard to believe and relate to; not very diverse; coping methods non-existent	slightly believable and slightly relatable; somewhat diverse; coping methods somewhat present	believable and relatable at times; not quite fully developed; coping methods present	relatable, believable, diverse personalities present; display positive coping methods
Medical Staff (Doctors, Nurses, etc)	flat, unbelievable; underdeveloped; disrespectful of child; role portrayed incorrectly	hard to believe; not very diverse; role not portrayed correctly	slightly believable somewhat diverse; role somewhat portrayed correctly	believable at times; not quite fully developed; role portrayed correctly	believable, diverse personalities present; role excellently portrayed; role seen as valuable and helpful
Parent/Caregiver/ Other Supportive Adults	flat, unbelievable; underdeveloped; does not support the child; may not be present	hard to believe; not very diverse; role not portrayed correctly; at times supports the child, but not always correctly	slightly believable somewhat diverse; somewhat supports the child in appropriate ways	believable at times; not quite fully developed; supports child in appropriate ways	believable, diverse personalities present; valuable role in child's healthcare journey; supports child in appropriate and outstanding ways
Siblings/Friends	flat, unbelievable; hard to relate to; underdeveloped; does not support sibling/friend	hard to believe and relate to; not very diverse; at times supports sibling/friend, but not always correctly	slightly believable and slightly relatable; somewhat diverse; somewhat supports the sibling/friend in appropriate ways	believable and relatable at times; not quite fully developed; supports sibling/friend in appropriate ways	relatable, believable, diverse personalities present; valuable role in child's healthcare journey; supports sibling/friend in appropriate and outstanding ways

Table 2: Medical Rating B-  
Children's Literature Rating Scale for Characters Involved in the Illness Experience

	One	Two	Three	Four	Five
Character	flat; unbelievable; hard to relate to; underdeveloped	hard to believe and relate to; not very diverse	slightly believable and slightly relatable; somewhat diverse	believable and relatable at times; not quite fully developed	relatable; believable; dynamic; diverse personalities present
Setting	non-existent; does not support plot; leaves the reader thinking "Where are we?"	barely existent; somewhat supports plot; not well developed	somewhat clear; slight importance to plot	clear most of the time; relevant to the plot	clear through language and illustration; plays an important role in plot/fits plot
Plot	unclear; unfollowable; unbelievable; unrelatable; no storyline evident	very hard to follow; unclear; barely even there	clearish, but it is hard at times to follow; somewhat relatable for the reader	somewhat clear and believable; at times the reader relates or finds meaningful	clear; meaningful; believable even if imagination is used; relatable
Theme	hard to find/ non-existent; not relevant to the plot	only one focused on, if any; hard to find; unrelatable	not very diverse; somewhat relatable; does not connect the plot to life in a believable manner	somewhat connects the plot to life; reader can pick up on; few present; evident at times throughout the book	evident throughout the book; leaves the reader thinking about the message of the book; connects the plot to life; reader easily picks up on; multiple and diverse
Writing/ Verbal Style	inappropriate to genre; unvaried in structure and language; very hard to read	lacking in much variation; hard to read; not very relevant to the genre	hard to read at times; slightly relevant to the genre; varied at times	varied in structure and language; somewhat appropriate to genre	excellently varies structure and language; appropriate to the genre
Illustrations	non-existent/no effort evident; sloppy; does not connect to the plot; unenjoyable to look at	somewhat sloppy; somewhat connects to the plot; enjoyable at times; somewhat relates to text	existent; little effort evident; does not engage the text well; okay to look at	effort evident; somewhat engages the text; still somewhat fun to look at	engages with the text; informs the reader on setting and plot; fun to look at

Table 3: Literature Rating-  
Children's Literature Rating Scale Based on Literary Elements

Having the parameters and my process of evaluation set, I began my search for children's literature to use with children impacted by illness. I used four primary methods for searching- Google, Amazon, the Baylor library search resources (OneSearch and BearCat), and recommendations from others. As the process went on, I perused over 300 children's books by reading titles or by reading books in their entirety. In the end, this resource includes 39 outlined books, 47 recommended books, and 70 books that were denied based upon my parameters and rating scales.

### *Limitations*

I would be remiss if I did not outline the limitations of my research conducted and the literature I have presented within this resource. While I set it as a parameter to only include book literature, this is a limitation because some children may find more value in other forms of literature such as film or music when it comes to assisting through their encounters with illness. I have included no form of distraction books that are vital especially in the hospital experience to provide children something else to focus on rather than their situation. Distraction books could have received a chapter within this resource; however, I made the conscious decision to exclude them.

Additionally, I have not included chapter books. This is primarily due to my desire for these books to be read together by the child and the professional. Regardless, there are many wonderful chapter books that deal with illness and such issues that would be beneficial for individuals to read alone. Because I have not included chapter books, this resource does not cover literature for adolescents. My hope was to find adolescent literature in the form of picture books that would have fit my parameters for this resource,



however, I discovered there is a lack of this type of literature. In my opinion, this is a sad reality, as professionals cannot use books that can be read together with adolescents because of time constraints.

Finally, because of the abundance of literature that is available, I was unable to evaluate all children's literature available about children and families impacted by illness. I must be honest, this resource guide is not an exhaustive list, but it is a starting point.

### *Bloom's Taxonomy*

Not only is reading a book together as professional and child important, but it is also important to consider and discuss what has been read. Bloom's Taxonomy "is a hierarchical system of knowing that builds from the most basic kinds of learning around rote memorization at the bottom to creation at the top" (Sackstein, 2016, 7). In general, Bloom's Taxonomy is used as a framework for teachers and educators. I believe, however, it is a useful tool for any professionals working with children in order to assist them in working their way up from basic understanding to creating and evaluating. I believe this is especially relevant when working with children impacted by illness because it provides a method for allowing children to dig deeper into their thoughts and feelings regarding their experience. "Reading literature offers students the chance to escape into a protagonist's world or psyche and connect with his/her motivations and determine how they feel about what they read" (Sackstein, 2016, 39). Bloom's Taxonomy provides the structure to get from basic level thinking to higher level thinking.

Bloom's Taxonomy is divided into two separate dimensions: the knowledge dimension and the cognitive process dimension. The knowledge dimension deals with

four subtypes of knowledge: factual, conceptual, procedural, and metacognitive (Anderson et al., 2000, 27). For the purpose of this resource guide, however, the focus is on the second dimension. The cognitive process dimension aims to move children's thinking from just remembering to "foster and assess meaningful learning" (Anderson et al., 2000, 66). There are six levels of the cognitive process dimension. It begins with *remember* which is the basic level of thinking and ends with *create* which is the highest level of thinking according to Bloom's Taxonomy. Figure 1 explains the six categories that are broken down into 19 cognitive processes along with alternative names.

The cognitive process dimension of Bloom's Taxonomy provided the framework for which I developed questions for each of the children's books outlined in this resource. Before asking a child a question, think what you are trying to have him or her consider. The *remember* questions are often just as important as the *create* questions and may actually be what you are hoping a child will take away from the reading.

## 5.1 THE COGNITIVE PROCESS DIMENSION

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
<b>1. REMEMBER</b> —Retrieve relevant knowledge from long-term memory		
<b>1.1 RECOGNIZING</b>	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history)
<b>1.2 RECALLING</b>	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S. history)
<b>2. UNDERSTAND</b> —Construct meaning from instructional messages, including oral, written, and graphic communication		
<b>2.1 INTERPRETING</b>	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
<b>2.2 EXEMPLIFYING</b>	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
<b>2.3 CLASSIFYING</b>	Categorizing, subsuming	Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)
<b>2.4 SUMMARIZING</b>	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g. Write a short summary of the event portrayed on a videotape)
<b>2.5 INFERRING</b>	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
<b>2.6 COMPARING</b>	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
<b>2.7 EXPLAINING</b>	Constructing models	Constructing a cause-and-effect model of a system(e.g., explain the causes of important 18th Century events in France)
<b>3. APPLY</b> —Carry out or use a procedure in a given situation		
<b>3.1 EXECUTING</b>	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
<b>3.2 IMPLEMENTING</b>	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)

Figure 1: The Cognitive Process Dimension (Anderson et al., 2000, 67)

## 5.1 THE COGNITIVE PROCESS DIMENSION (CONTINUED)

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
<b>4. ANALYZE</b> —Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
<b>4.1 DIFFERENTIATING</b>	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
<b>4.2 ORGANIZING</b>	Finding coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
<b>4.3 ATTRIBUTING</b>	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
<b>5. EVALUATE</b> —Make judgments based on criteria and standards		
<b>5.1 CHECKING</b>	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)
<b>5.2 CRITIQUING</b>	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)
<b>6. CREATE</b> —Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
<b>6.1 GENERATING</b>	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)
<b>6.2 PLANNING</b>	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
<b>6.3 PRODUCING</b>	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

Figure 1: The Cognitive Process Dimension continued (Anderson et al., 2000, 68)

The following figure assisted me in creating questions by providing a variety of sample verbs to consider as I formulated my own questions. I have included it here to assist you as well in creating new questions for the books I have outlined and for books I did not consider, but that you may desire to use in your work with children and families.

## Bloom's Taxonomy

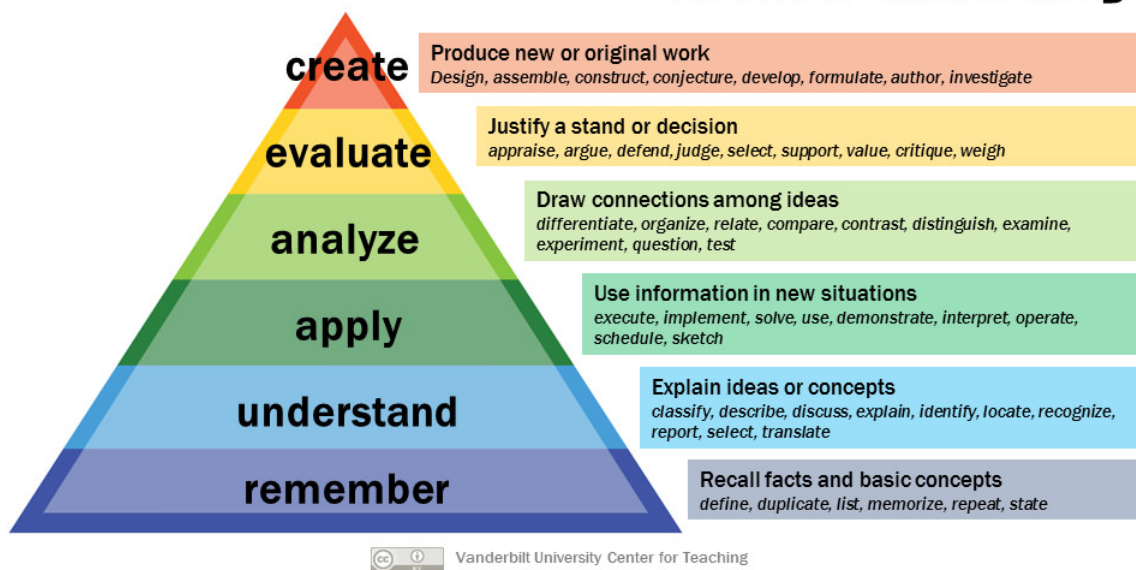


Figure 2: Bloom's Taxonomy (Vanderbilt University Center for Teaching)

### *Structure of Resource Guide*

Each of the five categories has been dedicated to its own chapter. At the start of each chapter is a brief summary of the importance and relevance of that topic in regards to the impact of illness on children and families. Each book within a chapter is given two pages. The first provides general information about the book including author, age range, number of pages, main theme, versions available, and a brief summary of the book. The second page provides examples of Bloom's Taxonomy questions for each level of questioning within the cognitive process dimension and suggestions of ideas/activities to do with a child after reading the book together. At the end of each chapter appears a reference list that is in three parts: references, resources outlined, and additional resource suggestions. The reference pages to be found at the conclusion of this resource guide include all of the references and books outlined within the resource as well as including the 70 books that were evaluated and denied through this process.

### *A Note from the Author*

I created the summaries, questions, and ideas/activity suggestions found in this resource. The summaries are based upon my reading of the text in order to give you a glimpse of the book. The questions and ideas/activity suggestions are based upon the Bloom's Taxonomy hierarchy of questioning and based upon a theoretical framework for child life specialty from Dr. Richard Thompson's *The Handbook of Child Life: A Guide for Pediatric Psychosocial Care*. While this handbook provided the theoretical underpinnings of this resource, I believe the questions and ideas/activities to be applicable to any professional working with children and families impacted by illness.

I encourage you to adapt and expand upon my questions and ideas depending upon your needs. I hope your work with children and families impacted by illness, whatever the setting, brings you joy and through your work the lives of children and families will be positively affected. My desire is that this guide can be a small resource to you as you influence the lives of children and families.

## CHAPTER ONE

### Understanding the Various Hospital Experiences of Children

*Chapter 1* focuses on three areas of the hospital experiences of children:

emergency services, going to the hospital, and surgery. Emergency services include the experience of an ambulance and an emergency room. The next two books describe the hospital environment and why going to the hospital may be necessary. The surgery books detail three common childhood surgeries; appendectomy, tonsillectomy, and ear tube placement.

Going to the emergency room or the hospital tends to be “an unexpected visit, often accompanied by a wait to receive services, [and it] can lend itself to an anxiety-provoking and sometimes highly volatile experience” (Thompson, 2009, p. 294).

Through the use of children’s literature, child life specialists, other pediatric health care professionals, and parents can help lower the anxiety associated with the various aspects of the hospital experience. Using literature can alleviate the misconceptions children may have or develop and can open the conversation for their questions regarding their hospital experience.

Thompson (2009) writes, “Perhaps one of the most challenging aspects of the emergency [room] is the variety of diagnoses, treatments and procedures that one encounters” (p. 295). My hope is that the following books, while not an exhaustive list, can assist in the challenging encounters of the emergency room and other hospital experiences.



*Ambulances on the Move*

Author: Laura Hamilton Waxman

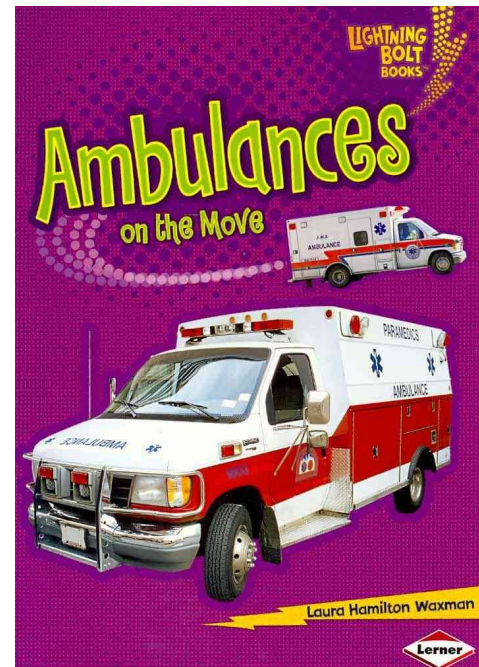
Age Range: 5-10

Pages: 32

Main Theme: Ambulances

Versions Available: Kindle, Library Binding, &

Paperback



Summary: *Ambulances on the Move* uses vivid photographs of an ambulance to describe the inside of an ambulance. The photographs include the different features of an ambulance, the EMTs, and a few patients. The images of the patients are not graphic and are appropriate for children in this age range. The book finishes by affirming that an ambulance's job is to save lives. This book also includes a diagram, a list of fun facts, and a glossary. *Ambulances on the Move* could be used to teach children about ambulances and prepare him/her for a future emergency when they would need to ride in an ambulance. The book could also be used after a child has taken an ambulance ride to assess his/her understanding and correct any misunderstandings he/she encountered during the ambulance ride.

Waxman, L. H. (2011). *Ambulances on the move*. Minneapolis, MN: Lerner Classroom.

### Bloom's Taxonomy Question Examples:

Remember- What is the job that all ambulances share?

Understand- Describe what the ambulance does to let other drivers know they need to pull over and let the ambulance pass.

Apply- What is the significance of the EMTs' (emergency medical technicians) job?

Analyze- Why is it important to have ambulances?

Evaluate- Compare what happened in *Ambulances on the Move* to what you experienced on your ambulance ride.

Create- How would you describe or explain the ambulance experience to a friend or another child? Would it be similar or different to how the experience is described in *Ambulances on the Move*?

### Ideas/Activities:

1. [azcoloring.com/ambulance-coloring-page](http://azcoloring.com/ambulance-coloring-page) provides a wide range of ambulance coloring pages that could be used in conjunction with this book. The way the child colors his/her page may provide a starting point for a conversation about his/her experience and understanding.
2. a. Create an ambulance experience
  - b. Provide pictures from the ambulances that come to your hospital or generic ambulance images to use in the book.
  - c. Allow the child to write or tell you what to write about what is important for an ambulance experience book.
  - d. Ideas include what he/she would have liked to be told before the ride in the ambulance or what was seen that needed a description or explanation.

*Beamer Visits the Emergency Room*

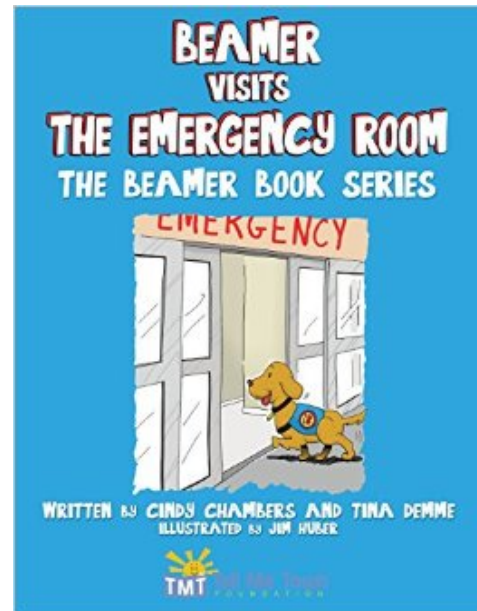
Authors: Cindy Chambers and Tina Demme

Age Range: 4-10

Pages: 34

Main Theme: Emergency Room

Versions Available: Kindle & Paperback



Summary: *Beamer Visits the Emergency Room* explains different aspects of the emergency room experience. Beamer, a therapy dog, visits the emergency room and notices a little boy, Max, is crying because he broke his leg and he is scared about what is going to happen. Beamer comforts Max by telling him the story of when he had to come to the ER when he broke his leg. Beamer tells Max about the people who helped him feel better including a nurse, a child life specialist, a technician, and a doctor. Beamer's story reassures Max that the people in the emergency room want to help him feel better.

*Beamer Visits the Emergency Room* is safe and easy to understand. It provides details of the ER and has the potential to alleviate a child's fear of the ER experience.

Chambers, C., & Demme, T. (2012). *Beamer visits the emergency room*. Indianapolis, IN: Dog Ear Publishing, LLC.

### Bloom's Taxonomy Question Examples:

Remember- What happened after Beamer got hurt?

Understand- Did Beamer say the x-ray hurt or did not hurt?

Apply- How would you have helped Beamer not feel scared?

Analyze- Explain what Dr. Poochio did to help Beamer feel better. What did he say and what did he do?

Evaluate- What part of Beamer's story can help you feel less scared?

Create- Beamer had good, positive support from his owner Kyle and from the helpful people in the emergency room. Who gives you positive support? How do they help you when you are scared? How could they help you here in the emergency room? How can I help you like Sammie helped Beamer? What can our plan be to help you feel less scared and safe?

### Ideas/Activities:

- a. Make a plan to feel less scared and safe.
- b. The child you are working with may not have broken his/her leg, but Beamer's story can still reassure the child that the ER staff wants to help him/her feel better. The ER experience, however, can feel scary and make him/her feel insecure.
- c. Creating a plan together about what to do when he/she feels scared or insecure will help the child be prepared before an event occurs. This plan can include coping techniques such as deep breathing or holding a parent's hand or holding a blanket/stuffed animal or it may include a statement the child can say quietly such as, "I am safe and \_\_\_\_ is helping me feel better."
- d. Be sure the plan focuses on positive ways for the child to feel safe and secure.

*Going to the Hospital*

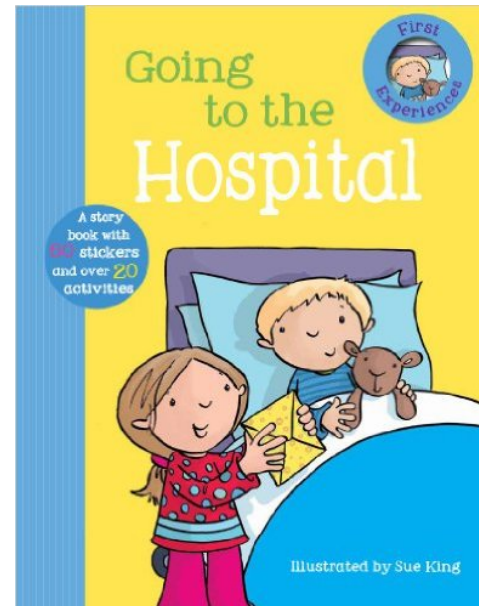
Illustrator: Sue King

Age Range: 3-9

Pages: 32

Main Theme: Going to the Hospital

Versions Available: Hardcover Sticker Book



Summary: *Going to the Hospital* tells the story of Ben who has to go to the hospital to have his tonsils removed. *Going to the Hospital* shows the hospital as a safe place. It is highly interactive with stickers and activities throughout. There is also opportunity to talk about what the child sees in the image. Mom plays a supportive role throughout the story and the hospital staff is depicted as friendly and wanting to help Ben feel better. While this story is about a tonsillectomy, it can be used to discuss why a child needs to go to the hospital and about the environment he/she may encounter.

*Going to the hospital* (Sticker edition). (2012). Parragon Books.

### Bloom's Taxonomy Question Examples:

Remember- What happened after Nurse Natalie took Ben to his bed?

Understand- Why is Ben scared to go to the hospital? Who did he bring to help him not be as scared?

Apply- Do you know another instance besides needing an operation when a child may have to stay at the hospital? Has it ever happened to you?

Analyze- Compare the hospital in the book to this hospital where you are staying? What is similar and what is different?

Evaluate- Was it helpful that Jayden talked to Ben before his operation? Would you like to talk to someone about his/her hospital experience that is similar to yours?

Create- Ben went home at the end of the story. Tell me what happened when he got home and when he went back to school. How did he feel and what did he say to his friends?

### Ideas/Activities:

1. There are activities to do throughout this book including stickers, matching, finding, and more.
2. Use medical play to assist the child in feeling comfortable with materials he/she will encounter during the hospital stay. Ideas include making band-aid and gauze butterflies.
3. a. Make a My Hospital Experience Book.  
  
b. Allow the child to make a book about himself/herself following the format of *Going to the Hospital*.  
  
c. This book will allow him/her to write and illustrate his/her own experiences including feelings, sights, people, and anything else he/she wants to document.

*Do I Have to Go to the Hospital? A First Look at Going to the Hospital*

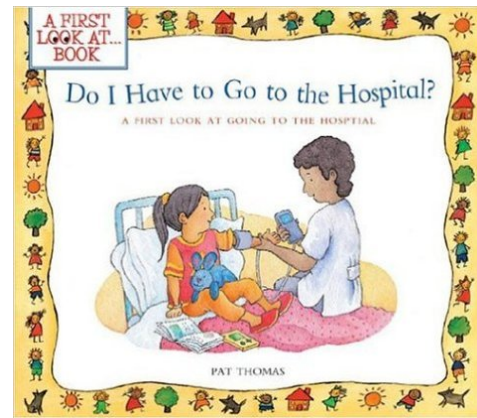
Illustrator: Pat Thomas

Age Range: 4-7

Pages: 32

Main Theme: Going to the Hospital

Versions Available: Hardcover & Paperback



Summary: *Do I have to Go to the Hospital?* portrays the need to go to the hospital in an understandable way. Medical concepts are explained and presented in a way that familiarizes children with them. It focuses on what children can still do while in the hospital setting. Additionally, parents and other supportive adults are presented very positively. They assist in coping both at home and in the hospital. There are guiding questions throughout the book to help the child think about his/her own experiences.

Thomas, P. (2006). *Do I have to go to the hospital?: A first look at going to the hospital* (1st edition). Hauppauge, NY: Barron's Educational Series.

### Bloom's Taxonomy Question Examples:

Remember- What does the bracelet you have to wear at the hospital have on it?

Understand- Are you able to trust your doctor? Who else trusts the doctor?

Apply- The book talks about a special machine that takes pictures of the inside of your body. This is called an x-ray machine. If you could call it something else, what would you name it?

Analyze- What can you still do even though you are in the hospital?

Evaluate- Why is it important to sometimes go to the hospital?

Create- Tell me a story about what you are going to do after you get out of the hospital.

### Ideas/Activities:

1. There are questions throughout the book that I recommend using as you read together.
2. Use medical play to assist the child in feeling comfortable with materials he/she will encounter during the hospital stay. Ideas include making band-aid and gauze butterflies.
3. a. Make a My Hospital Experience Book.  
b. Allow the child to make a book about himself/herself.  
c. This book will allow him/her to write and illustrate his/her own experiences including feelings, sights, people, and anything else he/she wants to document.



*Let's Talk About When You Have to Have Your Appendix Out*

Author: Melanie Ann Apel

Age Range: 4-9

Pages: 24

Main Theme: Appendectomy

Versions Available: Library Binding & Hardcover



Summary: *Let's Talk About When You Have to Have Your Appendix Out* details the symptoms of appendicitis and what happens at the hospital when an appendectomy needs to be done. The book explains the function of the appendix and appendicitis including who gets appendicitis and that there is no way to control whether you get appendicitis or not. The book discusses what happens before and during the operation. *Let's Talk About When You Have to Have Your Appendix Out* explains that when the child wakes up his/her parent(s)/caregiver(s) will be waiting. Even though he/she may miss school for a few days and may not feel like doing much, the book encourages the child that before too long he/she will be back to normal daily activities. The book includes a glossary at the end with medical words used throughout the book.

Apel, M. A. (2003). *Let's talk about when you have to have your appendix out*. New York, NY: PowerKids Press.

### Bloom's Taxonomy Question Examples:

Remember- What is anesthesia?

Understand- Did you have any control over getting appendicitis?

Apply- Why is it important for you to rest after your appendectomy?

Analyze- What is the function of your appendix? What does it do?

Evaluate- What did it feel like when you started to feel sick? Is it similar to what Michael describes in the book? How was it different?

Create- After your appendectomy, what are some things that you would like to do or eat that may help you feel better and recover?

### Ideas/Activities:

- a. Practice putting the anesthesia mask on a stuffed animal.
- b. Let the child practice putting it on himself/herself.
- c. If a mask will not be used, explain to the child how the anesthesia will be administered.
- d. Allowing the child to engage in familiarization play will lower his/her anxiety about going into the operating room.
- e. If there is time, showing the child pictures of the operating room at your hospital will also prepare him/her for what it will look like when he/she goes in for the operation.
- f. If your hospital has dolls on which the child can perform a play appendectomy, this can be a valuable tool to prepare him/her for what will happen when he/she is under anesthesia.

*Good-Bye Tonsils!*

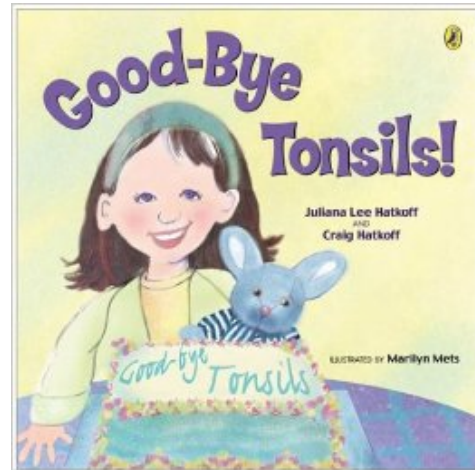
Authors: Juliana Lee Hatkoff and Craig Hatkoff

Age Range: 5-8

Pages: 32

Main Theme: Tonsillectomy

Versions Available: Hardcover & Paperback



Summary: *Good-Bye Tonsils!* tells the story of Juliana who has been experiencing frequent sore throats and throat infections. Her doctor explains that she is going to need to have her tonsils removed. Juliana receives encouragement from her doctor, her friends, and her parents. *Good-Bye Tonsils!* details what happens before and after a tonsillectomy. Before too long, Julianna is able to return to school and tell her friends about her experience.

Hatkoff, J., & Hatkoff, C. (2004). *Good-bye tonsils!*. Puffin Books. Dover Publications.

### Bloom's Taxonomy Question Examples:

Remember- What is the doctor called who put the mask over Juliana's mouth to give her the medicine to make her fall asleep?

Understand- What did Juliana remember from her operation?

Apply- Why do people like Juliana and like you have to have their tonsils out? Why is it important to have a tonsillectomy done if your tonsils are making you sick?

Analyze- Explain why Juliana had to have an IV after her operation.

Evaluate- What would you recommend other children eat after they have a tonsillectomy?

Create- What are you going to want to tell your friends about your experience? How are you going to tell them about your tonsillectomy?

### Ideas/Activities:

- a. Practice putting the anesthesia mask on a stuffed animal.
- b. Let the child practice putting it on himself/herself.
- c. If a mask will not be used, explain to the child how the anesthesia will be administered.
- d. Allowing the child to engage in familiarization play will lower his/her anxiety about going into the operating room.
- e. If there is time, showing the child pictures of the operating room at your hospital will also prepare him/her for what it will look like when he/she goes in for the operation.
- f. If your hospital has dolls on which the child can perform a play appendectomy, this can be a valuable tool to prepare him/her for what will happen when he/she is under anesthesia.

Chris Gets Ear Tubes

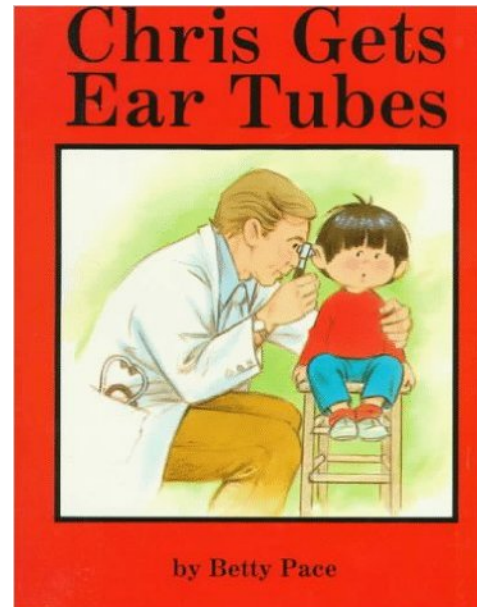
Author: Betty Pace

Age Range: 4-8

Pages: 44

Main Theme: Ear Tube Placement

Versions Available: Paperback



Summary: *Chris Gets Ear Tubes* tells the story of Chris who has to have ear tubes placed in his ears. Chris was having trouble hearing. His doctor had tried to give him medicine to make his hearing better, but it did not work. Chris' doctor helps him understand what will happen during his operation and that he should not be worried. The book explains what happens before, during, and after the ear tube placement surgery. The book shows a friendly health care professionals and Chris' positive support system of his parents. When Chris returns to school, he is able to hear again and his friends once again want to play with him.

Pace, B. (1987). *Chris gets ear tubes* (1st edition). Washington, D.C.: Gallaudet University Press.

### Bloom's Taxonomy Question Examples:

Remember- When do the ear tube come out?

Understand- Why did Chris need to get ear tubes?

Apply- Why do you need to get ear tubes?

Analyze- What is the function of ear tubes? Did the book explain this well? Do you still have questions about it?

Evaluate- What do you think would happen if Chris did not get ear tubes?

Create- Chris asks Dr. Lowe a lot of questions about the operation and about what will happen after the operation. Are there questions you have for your doctor that we could ask him/her together to help you better understand your operation?

### Ideas/Activities:

- a. Practice putting the anesthesia mask on a stuffed animal.
- b. Let the child practice putting it on himself/herself.
- c. If a mask will not be used, explain to the child how the anesthesia will be administered.
- d. Allowing the child to engage in familiarization play will lower his/her anxiety about going into the operating room.
- e. If there is time, showing the child pictures of the operating room at your hospital will also prepare him/her for what it will look like when he/she goes in for the operation.
- f. If your hospital has dolls on which the child can perform a play appendectomy, this can be a valuable tool to prepare him/her for what will happen when he/she is under anesthesia.

## Chapter One References

Thompson, R. H. (2009). *The handbook of child life: a guide for pediatric psychosocial care*. Springfield, IL: Charles C. Thomas.

### Resources Outlined in Chapter

Apel, M. A. (2003). *Let's talk about when you have to have your appendix out*. New York, NY: PowerKids Press.

Chambers, C., & Demme, T. (2012). *Beamer visits the emergency room*. Indianapolis, IN: Dog Ear Publishing, LLC.

*Going to the hospital* (Sticker edition). (2012). Parragon Books.

Hatkoff, J., & Hatkoff, C. (2004). *Good-bye tonsils!*. Puffin Books.

Pace, B. (1987). *Chris gets ear tubes* (1st edition). Washington, D.C.: Gallaudet University Press.

Thomas, P. (2006). *Do I have to go to the hospital?: A first look at going to the hospital* (1st edition). Hauppauge, NY: Barron's Educational Series.

Waxman, L. H. (2011). *Ambulances on the move*. Minneapolis, MN: Lerner Classroom.

### Additional Resource Suggestions

Beylon, C. (2001). *Hospital emergency room sticker activity book* (Sticker edition). Dover Publications.

Berenstain, M. (2015). *The Berenstain Bears: Hospital friends* (1st edition). New York, NY: HarperFestival.

Bhatia, S. (2010). *The surgery book: For kids* (1st edition). Bloomington, IN: Author House.

Bodden, V. (2011). *Rescue vehicles: Ambulances*. Mankato, MN: Creative Paperbacks.

Bourgeois, P. (2011). *Franklin goes to the hospital* (2nd edition). Toronto, Canada: Kids Can Press.

Davison, M. (1992). *Maggie and the emergency room* (1st edition). New York, NY: Random House Children's Books.

Mayer, M. (2005). *Little Critter: My trip to the hospital*. New York, NY: Harper Festival.

- Rey, H. A., & Rey, M. (1966). *Curious George goes to the hospital* (1st edition). Boston, MA: HMH Books for Young Readers.
- Street, S. (1985). *A visit to the Sesame Street Hospital*. New York, NY: Random House Books for Young Readers.
- Zonta, P. (2006). *Jessica's x-ray* (1st edition). Toronto, Canada: Firefly Books.

## CHAPTER TWO



## Discussing Mental and Physical Health Issues of Children

*Chapter 2* focuses on two areas of health issues of children: mental and physical. The mental health books include a book on autism, a book on Tourette Syndrome, and a book on depression. The physical health issue books include two books on cancer and seven books on a variety of other physical health conditions that are chronic in nature. These are not exhaustive book listings of the mental and physical issues of children. Numerous publications exist for other specific issues. In regards to the mental health books, there is a lack of material suitable for the childhood years specifically in the category of eating disorders.

“Typically, chronic illnesses are characterized by a duration of three months or longer or those which necessitate a period of continuous hospitalization for more than one month” (Thompson, 2009, p. 257). Thompson outlines that chronic health issues can cause problems with mastery, competency, autonomy and independence, identity, peer relationships, and body image (2009, p. 265-267). Through the use of children’s literature, child life specialists, other pediatric health care professionals, and parents can help alleviate the problems that arise for children dealing with mental and physical health issues. Using literature can assist children in understanding their health conditions and sharing these with their friends. My hope is that the following books, while not an exhaustive list, can assist in the challenges of mental and physical health issues of children.

*All My Stripes*

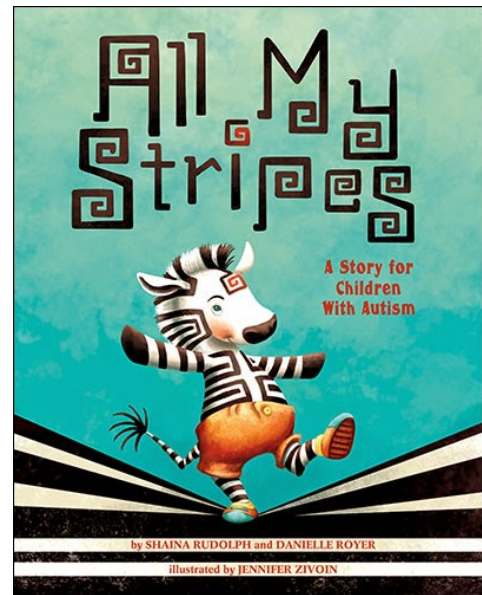
Authors: Shaina Rudolph and Danielle Royer

Age Range: 4-10

Pages: 40

Main Theme: Autism

Versions Available: Paperback, Hardcover, &  
Kindle



Summary: *All My Stripes* tells the story of a young zebra named Zane. Zane shares with his mother the struggles he is having in school and making friends because of his autism. He questions why all anyone sees is his autism stripe. Zane's mother helps him to see all the positive things about himself. Zane comes to realize that autism is just a part of who he is and that he is more than just his autism. Zane does not reject his autism but accepts it as part of himself.

Rudolph, S., & Royer, D. (2015). *All my stripes: A story for children with Autism* (1st edition). Washington, D.C.: Magination Press.

### Bloom's Taxonomy Question Examples:

Remember- Which of Zane's stripes is his mother's favorite?

Understand- Explain why Zane wanted to paint with a paintbrush instead of his hooves.

Apply- What part of who you are do you think everyone focuses on and sees? What would you like them to focus on and see?

Analyze- What is the relationship between Zane and his mother? Do you think his mother makes him feel safe? With whom do you feel safe?

Evaluate- What advice would you give Zane when he came home crying?

Create- Zane goes back to school the next day. What do you think he does after his talk with his mom? How is he feeling and what does he do? Is it the same or different than before?

### Ideas/Activities:

1. [azcoloring.com/coloring-page/1301453](http://azcoloring.com/coloring-page/1301453) provides a blank zebra coloring page that could be used in conjunction with this book. Allow the child to color his/her own stripes onto the zebra. Ask him/her what each stripe represents about him/her.

2. a. Create an autism experience

b. Provide pictures of schools, daily activities, and maybe even images of his/her family.

c. Allow the child to write or tell you what to write about a typical day for him/her and what struggles he/she encounters.

d. Ideas could include friend struggles, sensory issues, or sibling problems.

e. This could also be a great activity to do with a sibling who could create a sibling experience book.

*I Can't Stop*

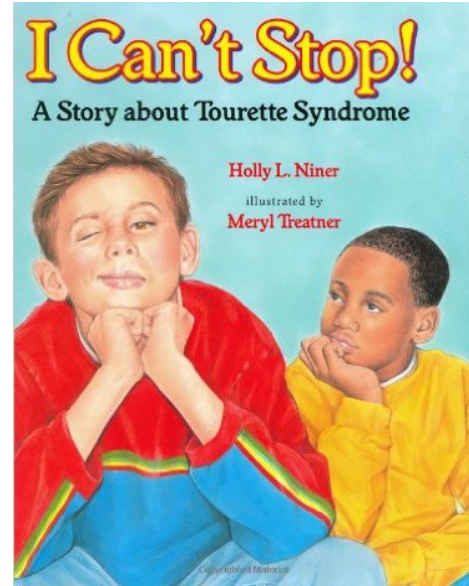
Authors: Holly L. Niner

Age Range: 7-12

Pages: 32

Main Theme: Tourette Syndrome

Versions Available: Kindle & Hardcover



Summary: *I Can't Stop* deals with young Nathan who had been dealing with a variety of tics. Nathan felt as though he had no control over the tics and he was frustrated that they kept changing. Nathan also struggled with other children at school laughing at him. At first, his parents were upset with Nathan because they thought he did those things to be funny. Eventually, Nathan's parents realized that he did not have control over the tics and started to get him the help he needed. Nathan saw a doctor who diagnosed him with Tourette Syndrome (TS). The doctor discussed with Nathan ways to cope with the tics or to prevent them before they start. Nathan began to accept his tics and to even overcome some of them. In the end, Nathan explained TS to his friends and classmates. Nathan realized that the tics were only a part of him and he could do so much despite them.

Niner, H. L. (2005). *I can't stop!: A story about Tourette Syndrome*. Morton Grove, IL: Albert Whitman & Company.

### Bloom's Taxonomy Question Examples:

Remember- What did Nathan and his parents create to help track and manage his tics?

Understand- How did Nathan deal with the older boy at the movies who questioned his twitch?

Apply- What advice would you have given Nathan to control his tics? What has worked for you before?

Analyze- Explain in your own words how Dr. Phillips explained Tourette Syndrome to Nathan and his parents. Do you think his metaphor about the marbles in a cup accurately describes how you feel about TS?

Evaluate- Why was it hard for Nathan to tell his best friend and his classmates about TS? Was it hard for you to talk to your friends about your diagnosis? (If the child has not talked to his/her friends or classmates about TS, ask the child what he/she may want to say to them when the time comes. Role play this conversation together.)

Create- If someone was bothering you about one of your tics, what are some things you could say to him/her to make them either go away or understand TS?

### Ideas/Activities:

1. Create a tracking chart like Nathan and his parents did in the story. Include things such as specific triggers, agitators, warning signs, and ways to cope.
2. Role play the answers to the create question above. Allow the child to be both the questioner as well as answering you as the questioner as himself/herself.

*The Princess and the Fog*

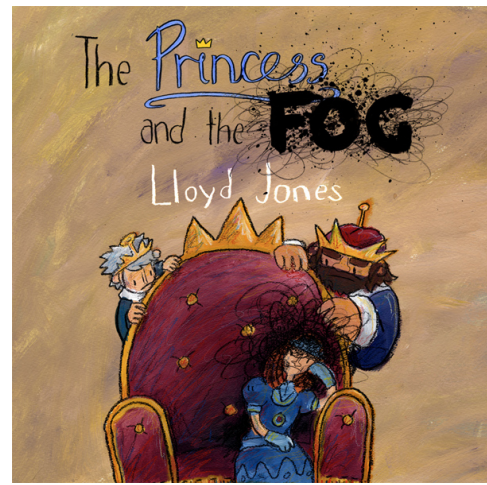
Author: Lloyd Jones

Age Range: 5-10

Pages: 48

Main Theme: Depression

Versions Available: Hardcover



Summary: *The Princess and the Fog* details the fictional story of a once happy princess who has become deeply sad. This sadness came about because the princess was enveloped by a fog. This fog is representational of depression. At first the fog was barely noticeable, but then it became worse and worse. However, nobody noticed and the princess started to feel like she was completely alone. Eventually, people began to notice and attempted to make the princess happy again. But nothing seemed to help, until she started to talk about how she was feeling with those around her. Between talking, setting challenges for herself, and receiving a potion, the princess began to feel like her old self again. In the end, the princess knows that the fog will probably return, but when it does, she knows she can depend on her family and friends for support.

Jones, L., Edwards, M., & Bayliss, L. (2015). *The princess and the fog: A story for children with depression* (1st edition). Philadelphia, PA: Jessica Kingsley Publishers.

### Bloom's Taxonomy Question Examples:

Remember- What did the friend ask the Princess to do that started to help her feel better?

Understand- What does the fog represent in the story?

Apply- What three things helped the princess feel better?

Analyze- What role did the princess' parents play throughout the story?

Evaluate- What are things that help you feel better? Are they similar or different to what helped the princess?

Create- The princess knew that the fog would return and when it did, she knew she could depend on her family and friends to help her feel better again. Who can you turn to to feel better? How can you ask for help when you think you need it?

### Ideas/Activities:

- a. Make a fog cloud.
- b. Use cotton balls, construction paper, or other art materials to form a fog cloud.
- c. Have the child write down feelings or thoughts that he/she have when he/she is depressed.
- d. Stick the feelings and thoughts into the formed paper cloud.
- e. Discuss how this action can help lower anxiety and depressed feelings.
- f. Discuss other ways to express feelings and thoughts to parent(s)/caregiver(s) or friends.

*My Cancer Days*

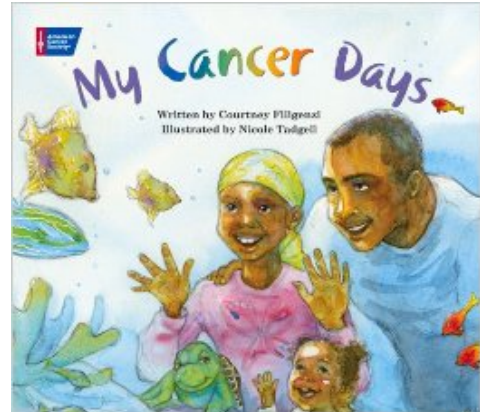
Author: Courtney Filigenzi

Age Range: 7-10

Pages: 24

Main Theme: Cancer & Emotions

Versions Available: Hardcover & Kindle



Summary: *My Cancer Days* deals with the emotions surrounding a cancer diagnosis.

Different emotions are tied to different colors. The young girl in the story explains that some days she feels one way, but one other days she feels differently. The girl describes how these emotions impact her and her thought process when dealing with a specific emotion. The book allows for all emotions to be acceptable. It recognizes that emotions are a part of the person and it is acceptable to express emotions. The book ends with the girl expressing her hope to some day be well again.

Filigenzi, C. (2015). *My cancer days*. Atlanta, GA: American Cancer Society.



### Bloom's Taxonomy Question Examples:

Remember- What emotion did the girl associated with the color red?

Understand- Tell me in your own words what the color orange meant for the girl.

Apply- Why is saying "It's okay to feel \_\_\_\_" important?

Analyze- What does the character believe about her feelings and sharing them with others?

Evaluate- Why does the girl sometimes feel jealous? Do you ever feel jealous for the same reason? What are some other reasons you feel jealous of others while dealing with cancer?

Create- How do you communicate what you are feeling? What are ways you communicate well and what are ways you communicate not so well? What could you do to improve how you express your emotions?

### Ideas/Activities:

- a. Create a cancer days book.
- b. Allow the child to determine what emotion words describe the feelings he/she commonly deals with and allow him/her to decide a color that represents the emotions for him/her.
- c. Like the girl in the story, assist the child in writing descriptions of how these emotions impact him/her and the thought process when dealing with a specific emotion.
- d. Either ask the family to provide pictures or have some fun taking new pictures with the child to be included in the cancer days book

*The Great Katie Kate Tackles Questions about Cancer*

Author: M. Maitland DeLand

Age Range: 5-12

Pages: 32

Main Theme: Going to the Hospital

Versions Available: Hardcover & Kindle



Summary: *The Great Katie Kate* tells the story of a girl who is dealing with a potential cancer diagnosis. The book affirms the worry that Suzy feels while also aiding her in coping with the situation. The Worry Wombat is a physical representation of Suzy's worries and fears, but with the help of the Great Katie Kate, he shrinks in size. It explains the medical process of a cancer diagnosis and cancer treatment. The book maintains positivity and explains the hope of medical treatment.

DeLand, M. M. (2010). *The great Katie Kate tackles questions about cancer* (1st edition). Austin, TX: Greenleaf Book Group LLC.

### Bloom's Taxonomy Question Examples:

Remember- What is the doctor called who analyzes the biopsy tissues?

Understand- What did the Worry Wombat represent?

Apply- What keeps the Worry Wombat away? Can you do the same thing to help alleviate your fears and worries?

Analyze- What is the difference between radiation therapy using x-rays and normal x-rays? What is similar about them?

Evaluate- What about your cancer treatment makes you the most worried or nervous? Did the Great Katie Kate alleviate your fears about this? If not, how can I help you understand and maybe feel less nervous?

Create- At the end of the story, Suzy is about to start treatment. Tell me what happened when she started. What do you think she would share as good advice to someone who has just received a cancer diagnosis? What would you say?

### Ideas/Activities:

- a. Make a Worry Wombat.
- b. Either use a piece of paper for the child to draw the Worry Wombat or provide other art materials to form a Worry Wombat.
- c. Have the child write down feelings or thoughts that he/she have about his/her cancer diagnosis or the treatment.
- d. Stick those onto the drawing or into the formed wombat.
- e. Discuss how this action can help lower anxiety and negative feelings regarding his/her cancer diagnosis.
- f. Discuss other ways to express feelings and thoughts to parent(s)/caregiver(s) or friends.
- g. Discuss ways to help his/her Worry Wombat to shrink like Suzy's.

*I Have Asthma, What does that Mean?*

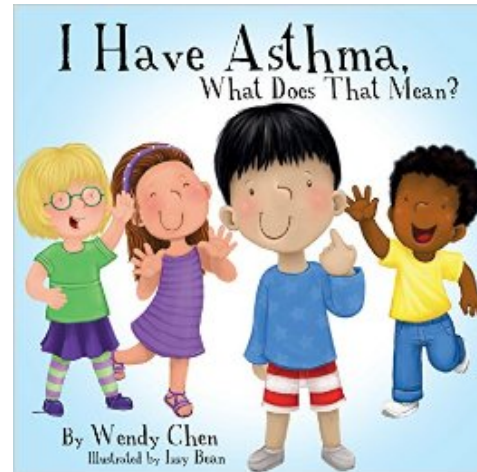
Author: Wendy Chen

Age Range: 4-9

Pages: 26

Main Theme: Asthma

Versions Available: Hardcover, Paperback, &  
Kindle



Summary: *I Have Asthma, What does that Mean?* is a colorful book that explains what it means to have asthma. The boy in the story discusses the various different asthma triggers and what can be done to help him feel better. The book provides a biological description with pictures of the bronchial tubes of what occurs during an asthma attack. The boy talks about his nebulizer including what it is like to have the mask on and how it makes him feel better. The book focuses on what the boy can do rather than on what he cannot do. The book ends with the boy saying he has asthma and all that means is learning to live with that part of him.

Chen, W. (2015). *I have asthma, what does that mean?* Burke, VA: Wendy Chen Books.

### Bloom's Taxonomy Question Examples:

Remember- Can the boy in the story still ride a bike even though he has asthma?

Understand- What does the nebulizer help the boy do?

Apply- Who does the boy go to if he needs help on the playground? Who do you go to if you need help?

Analyze- What can you do even though you have asthma?

Evaluate- What are some of your asthma triggers?

Create- What do you like to pretend your nebulizer is during a breathing treatment?

### Ideas/Activities:

1. Decorate a nebulizer mask. Provide stickers and permanent markers for the child to decorate his/her own mask that will be sent home with him/her.
2. a. Make a "I Can Do It!" list where the child can write down all the things he/she is still able to do even though he/she has asthma.  
b. Talk about what are some things he/she can only do some of the time.  
c. Discuss how to know what is safe and when.

*Taking Diabetes to School*

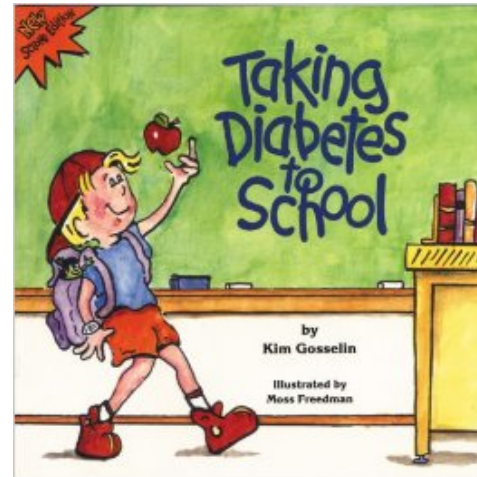
Author: Kim Gosselin

Age Range: 5-10

Pages: 32

Main Theme: Diabetes

Versions Available: Hardcover & Paperback



Summary: *Taking Diabetes to School* tells the story of Jayson, a child living with diabetes. Jayson explains what it means to have diabetes and what can happen if he does not properly take care of himself. Jayson describes how he copes with his illness and the eating requirements that come along with it. Jayson helps his friends understand his illness. Jayson explains that diabetes does not stop him from doing what other children can do, but that he has to take care of himself differently than other children.

Gosselin, K. (1998). *Taking diabetes to school* (2nd edition). Valley Park, MO: JayJo Books.

### Bloom's Taxonomy Question Examples:

Remember- What part of the body that makes insulin stops functioning correctly in a person who has diabetes?

Understand- Is diabetes contagious? Can you give it to someone else?

Apply- Jayson talked about how it makes him feel when his blood sugar is low. How do you feel when your blood sugar is low?

Analyze- What is the function of insulin in the body?

Evaluate- Why is it important that Jayson wears his medical bracelet? Do you have a medical bracelet? Why is it important for you to wear yours?

Create- What do you think would be important for your friends to know about your diabetes? How could you tell them about it? What would you say?

### Ideas/Activities:

1. a. Make a meal plan.
  - b. This could be a blank daily or weekly sheet that the child can fill out each week with the help of a parent or it could involve velcro with different food images for the child to stick in the different meal spots.
  - c. This activity may require the assistance of a nutritionist or dietician; or it could use information that has been given to you or the child from that individual.
2. a. Make a "I Can Do It!" list where the child can write down all the things he/she is still able to do even though he/she has diabetes.
  - b. Talk about what are some things he/she can only do some of the time.
  - c. Discuss how to know what is safe and when.

*Taking Seizure Disorders to School*

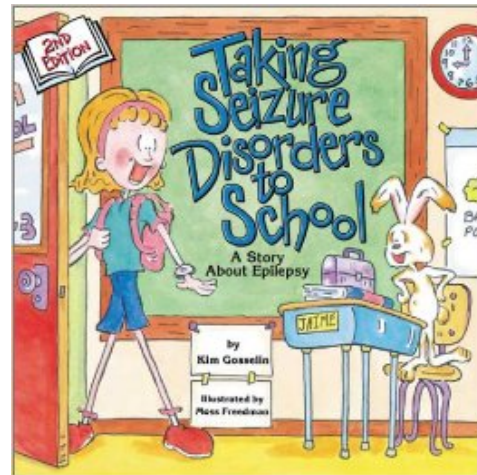
Author: Kim Gosselin

Age Range: 5-10

Pages: 32

Main Theme: Epilepsy

Versions Available: Hardcover, Paperback, &  
Kindle



Summary: *Taking Seizure Disorders to School* tells the story of Jaime, a child living with a seizure disorder. Jaime explains that epilepsy is another name for seizure disorders. Jaime explains what it means to have epilepsy, what it feels like, and what can happen if she does not properly take care of herself. Jamie describes what it looks like when she has a seizure and that there are many different kinds of seizures. Jamie helps her friends understand her illness. Jamie explains that epilepsy does not stop her from doing what other children can do, but that her brain works a bit differently than other children's brains.

Gosselin, K. (2001). *Taking seizure disorders to school: A story about epilepsy* (2nd edition). Valley Park, MO: JayJo Books.



### Bloom's Taxonomy Question Examples:

Remember- Can Jamie stop herself from having a seizure?

Understand- Is it anybody's fault when Jamie has a seizure?

Apply- Jamie talked about how it makes her feel when she is about to or has a seizure. How do you feel when you are about to or have a seizure?

Evaluate- Why is it important that Jamie wears her medical bracelet? Do you have a medical bracelet? Why is it important for you to wear yours?

Create- What do you think would be important for your friends to know about your seizure disorder/epilepsy? How could you tell them about it? What would you say?

### Ideas/Activities:

1. a. Make a seizure plan.
  - b. Have the child include what it looks like when he/she has a seizure and what steps need to be taken to help him/her.
  - c. This could be done in collaboration with the child's teacher.
  - d. The completed seizure plan could be posted in the child's classroom to remind other students of what is happening and what to do to help their classmate.
2. a. Make a "I Can Do It!" list where the child can write down all the things he/she is still able to do even though he/she has a seizure disorder/epilepsy.
  - b. Talk about what are some things he/she can only do some of the time.
  - c. Discuss how to know what is safe and when.

*Taking Arthritis to School*

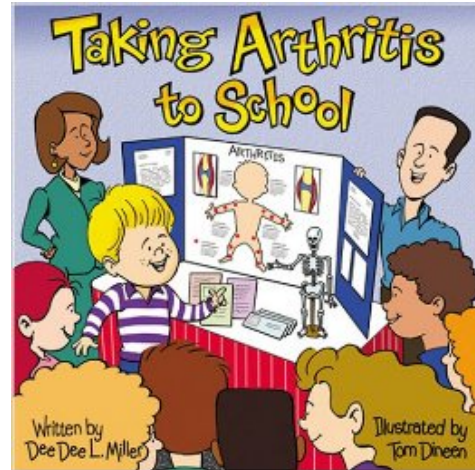
Author: DeeDee L. Miller

Age Range: 5-10

Pages: 32

Main Theme: Arthritis

Versions Available: Hardcover & Paperback



Summary: *Taking Arthritis to School* tells the story of Eric, a child living with arthritis.

Eric explains what it means to have arthritis, what it feels like, and what can happen if he does not properly take care of himself. Eric describes how he has to visit a rheumatologist, take baths, and do exercises with a physical therapist. Eric helps his friends understand his illness. Eric explains that arthritis can stop him from doing what other children can do, but that he works hard to do all he can do. Eric expresses that arthritis makes him feel different every day so he is not ever sure what kind of day he will have but that while he may have arthritis, it does not have him.

Miller, D. D. L. (2002). *Taking arthritis to school*. Plainview, NY: JayJo Books.

### Bloom's Taxonomy Question Examples:

Remember- What special kind of doctor does Eric have to see?

Understand- Why does Eric sometimes have to soak in the bathtub?

Apply- Eric talked about how it makes him feel when he is having a bad arthritis day. How do you feel when you are having a bad day with your arthritis?

Evaluate- Why is it important that Eric works with a physical therapist? Do work with a physical therapist? Why is it important for you to do the exercises he/she asks you to do?

Create- What do you think would be important for your friends to know about your arthritis? How could you tell them about it? What would you say?

### Ideas/Activities:

1. a. Make an arthritis basket.  
  
b. Discuss with the child what things he/she likes to do on a bad arthritis day and what are some items that provide him/her comfort during painful times.  
  
c. Put together a basket that includes some of these things as well as providing parent(s)/caregiver(s) with a list of what you and the child discussed.
2. a. Make a "I Can Do It!" list where the child can write down all the things he/she is still able to do even though he/she has arthritis.  
  
b. Talk about what are some things he/she can only do some of the time.  
  
c. Discuss how to know what is safe and when.

*What Can You Do?*

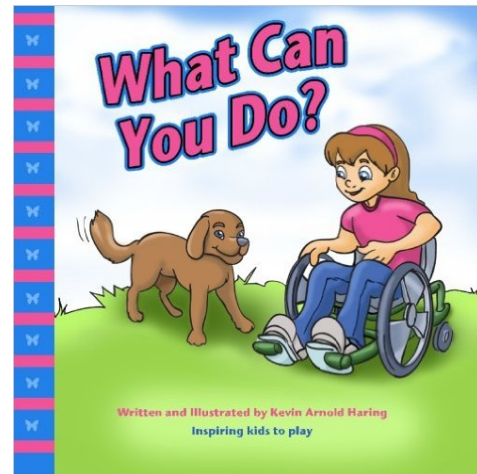
Author: Kevin Arnold Haring

Age Range: 4-9

Pages: 26

Main Theme: Spina Bifida

Versions Available: Paperback



Summary: *What Can You Do?* tells the story of Megan, a child living with Spina Bifida. Megan wants to play with Maddie, a new girl down the street. Maddie asks Megan what she is can to do. Megan explains all of the things she is able to do. Megan then asks Maddie what she can do. Maddie replies, “I can play with you!” The story focuses on the positive aspects of living with Spina Bifida. There are not details about the condition itself, but rather focuses on what a child with Spina Bifida is able to do despite his/her condition.

Haring, K. A. (2010). *What can you do?: Inspiring kids to play*. CreateSpace.

### Bloom's Taxonomy Question Examples:

Remember- Who is Maddie?

Understand- What are some of the things Megan is able to do?

Apply- Megan talked about all the things she is able to do. What are some of the things you are able to do?

Evaluate- This book focused on what Megan is able to do, but did not talk about what it is like to have Spina Bifida. What would you have added in the story to talk about the condition and helpful ways to explain it other than you are still able to play?

Create- What kind of adventures do you think Megan and Maddie will go on to have during their friendship?

### Ideas/Activities:

- a. Make a "I Can Do It!" list where the child can write down all the things he/she is still able to do even though he/she has spina bifida.
- b. Talk about what are some things he/she can only do some of the time.
- c. Discuss how to know what is safe and when.
- d. Talk about how to share play ideas with friends to help his/her friends know that even if he/she is in a wheelchair, uses crutches, etc. he/she is still able to do many things.

*Riley's Heart Machine*

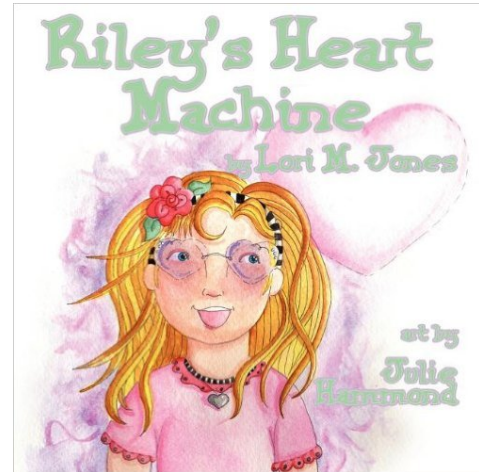
Author: Lori M. Jones

Age Range: 4-9

Pages: 16

Main Theme: Pacemaker

Versions Available: Paperback



Summary: *Riley's Heart Machine* tells the story of Riley who has a pacemaker. Riley struggled with whether or not to tell her friends about her pacemaker. She worried that they may laugh at her or view her differently. Her teacher told the class that on Friday every student should bring something that was special them to share with the class. Riley decided to share about her pacemaker. However, she still worried about what her classmates would think. Finally, Friday arrived and Riley overcame her nervousness. Riley shared the story of her special heart machine called a pacemaker and why she needed it. Riley then showed the class the bump in her stomach and the long scar on her chest. Riley's friends asked her many questions and Riley was able to share more about her pacemaker. In the end, her classmates clapped for her and Riley was happy that she had shared about her pacemaker.

Jones, L. M. (2012). *Riley's heart machine*. St. Louis, MO: Guardian Angel Publishing, Inc.

### Bloom's Taxonomy Question Examples:

Remember- When did Riley receive her pacemaker?

Understand- Why did Riley choose to share about her pacemaker as her special thing?

Apply- Riley was nervous that her friends would laugh at her or view her differently if she told them about her pacemaker. Are you ever nervous about how others will react if you told them about your pacemaker?

Evaluate- Riley talked a lot about her pacemaker to her classmates. What are things you agree with that she told them? Is there anything you disagree with that she told them?

Create- What do you think would be important for your friends to know about your pacemaker? How could you tell them about it? What would you say?

### Ideas/Activities:

- a. Make a "I Can Do It!" list where the child can write down all the things he/she is still able to do even though he/she has a pacemaker or a heart condition.
- b. Talk about what are some things he/she can only do some of the time.
- c. Discuss how to know what is safe and when.

*Toilet Paper Flowers*

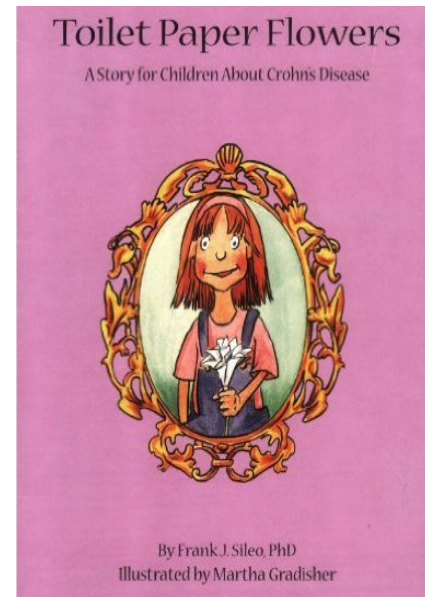
Author: Frank J. Sileo

Age Range: 8-13

Pages: 32

Main Theme: Crohn's Disease

Versions Available: Paperback



Summary: *Toilet Paper Flowers* tells the story of Julia, a girl living with Crohn's disease. Julia makes a new friend, Nikki, but is unsure how to tell her about Crohn's disease. Nikki, however, shows curiosity, patience, and compassion towards Julia. Now feeling more at ease, Julia explains Crohn's disease to Nikki. Julia tells Nikki that knowing and learning about her disease helps her feel in more control over it. Julia also expresses the importance of talking to family and friends. Julia explains that she makes toilet paper flowers when she has to be in the bathroom for a long time. She keeps a bouquet of them on her dresser. Julia tells Nikki they make her happy and remind her to take good care of herself. Julia and Nikki discuss the things Julia is still able to do. The book ends with Julia and Nikki starting a great new friendship.

Sileo, F. J. (2006). *Toilet paper flowers: A story for children about Crohn's disease*. Albuquerque, NM: Health Press.



### Bloom's Taxonomy Question Examples:

Remember- Is there a cure for Crohn's disease?

Understand- Why does Julia make toilet paper flowers?

Apply- How does Nikki react to Julia telling her about Crohn's disease? Do people ever react negatively to you when you explain Crohn's to them? How does that make you feel? How would you like them to react differently? When people react negatively, what can you do to remind yourself that they just do not understand and Crohn's is not your fault?

Analyze- What is the function of insulin in the body?

Evaluate- Why is it important that Julia watches what she eats? How do you know what is safe for you to eat? Why is it important for you to pay attention to what you eat?

Create- What do you think would be important for your friends to know about your Crohn's disease? How could you tell them about it? What would you say?

### Ideas/Activities:

1. At the end of the book, there are directions to make toilet paper flowers. Make toilet paper flowers together.
2. a. Make a "I Can Do It!" list where the child can write down all the things he/she is still able to do even though he/she has Crohn's disease.  
b. Talk about what are some things he/she can only do some of the time.  
c. Discuss how to know what is safe and when.
3. Make a snack list of items the child enjoys and are safe for him/her to eat.

## Chapter Two References

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### *Resources Outlined in Chapter*

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Deland, M. M. (2010). *The great Katie Kate tackles questions about cancer* (1st edition). Austin, TX: Greenleaf Book Group LLC.

Filigenzi, C. (2015). *My cancer days*. Atlanta, GA: American Cancer Society.

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Jones, L., Edwards, M., & Bayliss, L. (2015). *The princess and the fog: A story for children with depression* (1st edition). Philadelphia, PA: Jessica Kingsley Publishers.

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Niner, H. L. (2005). *I can't stop!: A story about Tourette Syndrome*. Morton Grove, IL: Albert Whitman & Company.

Sileo, F. J. (2006). *Toilet paper flowers: A story for children about Crohn's disease*. Albuquerque, NM: Health Press.

Rudolph, S., & Royer, D. (2015). *All my stripes: A story for children with Autism* (1st edition). Washington, D.C.: Magination Press.

### *Additional Resource Suggestions*

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- Chilman-Blair, K. (2010). *What's up with Richard?: Medikidz explain Leukemia*. Atlanta, GA: American Cancer Society.
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- Mills, J. C. (2003). *Little Tree: A story for children with serious medical problems* (2nd revised edition). Washington, D.C.: Magination Press.
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## CHAPTER THREE

### Considering the Emotions and Feelings of Children

*Chapter 3* focuses on emotions and feelings of children. The first two books explore general feelings that a child may experience and how to communicate these feelings to others. The remaining books detail three specific emotions a child may experience: sadness, worry, and hyperactivity.

Children and adults deal with many of the same emotions especially while impacted by illness. However, children unlike adults often do not have the words to discuss how they are feeling. Vanderbilt University's Center on the Social and Emotional Foundations for Early Learning discusses the importance of helping children understand their emotions by assisting children in naming their feelings and emotions in the parent resource *Teaching Your Children To: Identify and Express Emotions*. After being able to name emotions, The Center on the Social and Emotional Foundations of Early Learning suggests providing lots of opportunities to identify and express these feelings and emotions.

Children's literature provides a tool to work with children to help them name and then identify feelings and emotions. After working through one of the books, the ideas/activities provided here in *Chapter 3* provide methods to express emotions in a positive way rather than one that may be inappropriate, specifically within the hospital setting. My hope is that this chapter gives you a starting point in assisting children as they work through a variety of emotions and feelings that arise when impacted by illness.

*How Are You Peeling?*

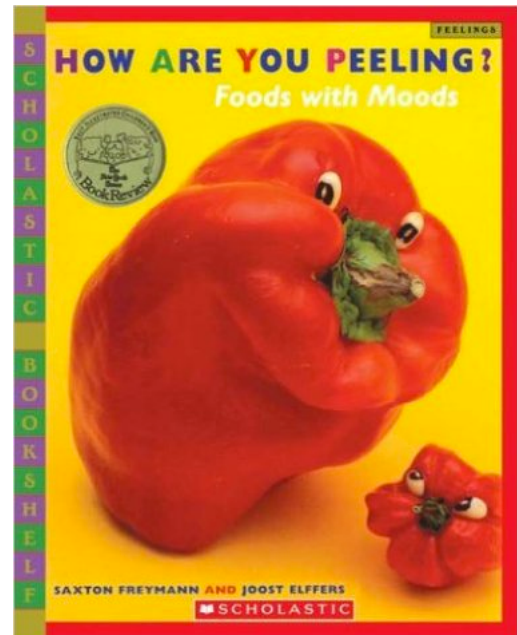
Author: Saxton Freymann & Joost Elffers

Age Range: 4-8

Pages: 48

Main Theme: Feelings

Versions Available: Kindle & Paperback



Summary: *How Are You Peeling?* discusses a wide range of emotions. These emotions are portrayed in a fun way. The book raises questions throughout about emotions and how they are expressed. The unique illustrations spur on the imagination. The book is easily relatable for children and allows all emotions to be acceptable.

Freymann, S., & Elffers, J. (2004). *How are you peeling?*. New York, NY: Scholastic Paperbacks.

### Bloom's Taxonomy Question Examples:

Remember- What were some of the emotions listed when you have to wait?

Understand- How friends cheer you up when you are sad?

Apply- Is it okay to feel a wide range of emotions?

Analyze- How does it make you feel when you do not think you belong or you are left out?

Evaluate- When you are hurt, who comforts you?

Create- How can you communicate to others how you are feeling?

### Ideas/Activities:

#### 1. Create a 'My Peelings' list.

- a. Allow the child to write or dictate to you feelings that he/she experiences in the hospital.
- b. Allow the child to draw faces that depict these feelings.

#### 2. Make a food with mood.

- a. Use plastic or real food.
- b. Have the child select an emotion.
- c. Allow the child to carve the item or glue things onto the item that portray his/her selected emotion.

#### Suggested Supplies:

- apples, melons, bananas, tomatoes, etc.
- buttons, yarn, ribbons, googly eyes, permanent markers, etc.

#### 3. Discuss ways to cope with a wide range of emotions the child is or may experience.

Visiting Feelings

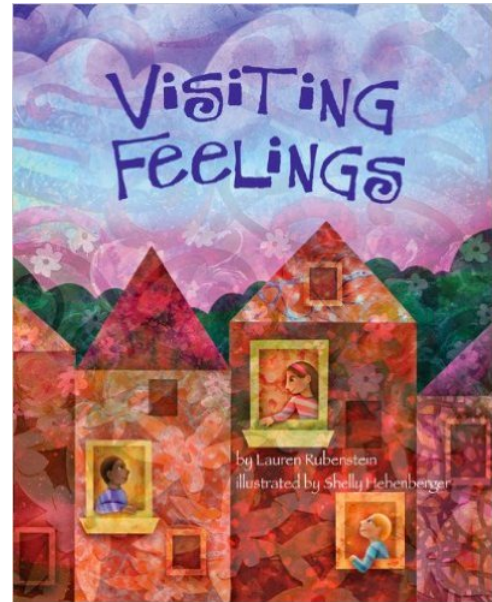
Author: Lauren Rubenstein

Age Range: 5-9

Pages: 32

Main Theme: Feelings

Versions Available: Hardcover and Kindle



Summary: *Visiting Feelings* contains colorful, expressive illustrations. The book consists of a series of questions regarding noticing and accepting feelings. The book never states specific “emotion” words, rather it takes the reader on a personal journey of identifying his/her emotions and exploring the cause of these emotions. *Visiting Feelings* validates all emotions and recognizes that at times emotions may stay for a long time or a short time. The book provides a unique perspective on how to discuss emotions and requires the reader and/or listener to engage in creative thinking and reflection. *Visiting Feelings* has the strong potential to open up a child to talking about his/her emotions in a uniquely descriptive way.

Rubenstein, L. (2013). *Visiting feelings* (1st edition). Washington, D.C.:  
Magination Press.

### Bloom's Taxonomy Question Examples:

Remember- Fill in the blank: "Some feelings are tough, and some are more \_\_\_\_\_."

Understand- Is it okay to let your feelings stay?

Apply- What feeling do you have visiting today?

Analyze- What emotion would you describe as sour? What about sweet?

Evaluate- Which question asked in *Visiting Feelings* is your favorite? Do you think is important?

Create- Do you think the series of questions in this book helps you understand your emotions better? What are some other questions you would have included?

### Ideas/Activities:

1. Discuss the series of questions presented throughout the book and take some time to write down or discuss these questions in regards to the child's current experience.
2. Preselect a few questions to answer or allow the child to select a few questions he/she would like to answer.
3. Provide art materials for the child to express his/her emotions artistically.  
Suggested materials:
  - water colors
  - paint
  - markers or crayons
  - magazines for emotions collage
  - play dough
4. Listen to music while completing idea 3.



*Let's Talk about Feeling Sad*

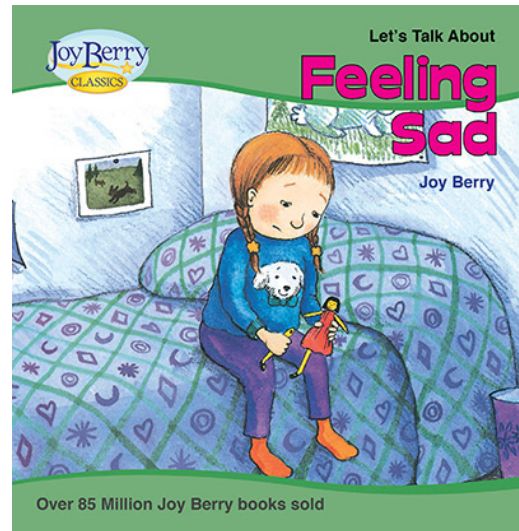
Author: Joy Wilt Berry

Age Range: 3-7

Pages: 32

Main Theme: Feeling Sad

Versions Available: Kindle & Paperback



Summary: *Let's Talk about Feeling Sad* explores a variety of reasons a child may feel sad. The story discusses these reasons through the story of Eliza. Eliza faces different challenges and losses that cause her to feel sad. Eliza considers multiple methods to cope with her sadness. The book validates the feeling of sadness and the importance of showing sadness rather than hiding it. The book provides a variety of coping mechanisms appropriate for different situations. The book presents sadness and coping in a simple, easily understood style.

Berry, J. W. (1996). *Let's Talk about Feeling Sad*. New York, NY: Scholastic Inc.

### Bloom's Taxonomy Question Examples:

Remember- Who is Bonnie?

Understand- Should you pretend you are not sad?

Apply- When a loved one dies, is it okay to cry? What are some other things you can do when a loved one dies?

Analyze- What makes you sad? What is making you sad today about your experience?

Evaluate- What suggestions for coping with sadness in this book have you tried, but have not worked for you?

Create- Make a list of happy thoughts. When you are feeling sad, you can look at this prepared list to help you ease your sadness.

### Ideas/Activities:

1. Create a 'What Makes Me Sad' list.
  - a. Allow the child to write or dictate to you what is making his/her sad about his/her experience.
  - b. Ideas include what he/she is missing out on while being in the hospital or what other things that are making him/her sad.
2. Create a 'What Makes Me Happy' list. (This can be done in conjunction with the idea above.)
  - a. Allow the child to write or tell you what to write about what makes him/her happy.
  - b. Ideas include what he/she does outside the hospital or specific ways to cope with the sadness list above.
  - c. Discuss ways to focus on happiness while also validating the child's sadness.

*Let's Talk about Feeling Worried*

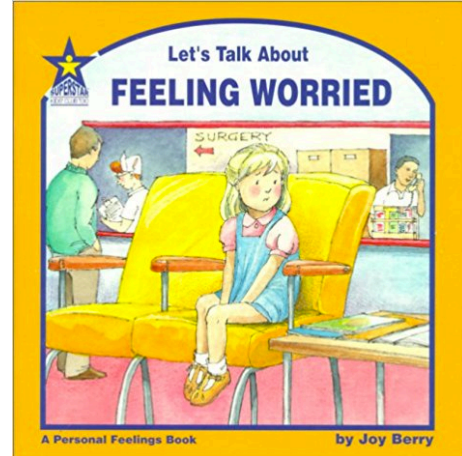
Author: Joy Wilt Berry

Age Range: 3-7

Pages: 32

Main Theme: Feeling Sad

Versions Available: Kindle & Paperback



Summary: *Let's Talk about Feeling Worried* explores a variety of reasons a child may feel worried. The story discusses these reasons through the story of Annie. Annie faces different challenges that cause her to feel worried. Annie considers multiple methods to cope with her worry. The book validates the feeling of worry and the importance of showing worry rather than hiding it. The book recognizes that worry may manifest itself physically. The book provides a variety of coping mechanisms appropriate for differing situations. The book presents worry and coping in a simple, easy way to understand.

Berry, J. (2000). *Let's talk about feeling worried*. Scottsdale, AZ: Gold Star Publishing, Inc.

### Bloom's Taxonomy Question Examples:

Remember- Who is Tabby?

Understand- Should you pretend you are not worried?

Apply- When you feel worried, what are physical symptoms that arise? Are they similar to what Annie experienced in the book?

Analyze- What makes you worry? What is making you worry today about your experience?

Evaluate- What suggestions for coping with worry (in this book) have you tried? What has not worked and what has worked?

Create- Make a list of happy thoughts. When you are feeling worried, you can look at this prepared list to help you ease your worry.

### Ideas/Activities:

1. Create a 'What Makes Me Worry' list.

- a. Allow the child to write or dictate to you about what is making his/her worry about his/her experience.
- b. Ideas include worries he/she may have about parents, friends, or siblings; or about upcoming procedures/the overall hospital experience.

2. Create a 'What Eases My Worries' list. (This can be done in conjunction with the idea above.)

- a. Allow the child to write or dictate to you to about what is making him/her worry.
- b. Ideas include what he/she specific ways to cope with the worries list above or general ways to cope with worry.
- c. Discuss ways to focus on happiness/positives while also validating the child's worry.

*To Be a Verb!*

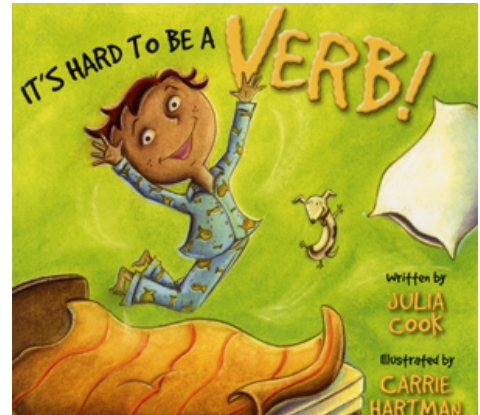
Authors: Julia Cook

Age Range: 5-9

Pages: 32

Main Theme: Hyperactivity

Versions Available: Paperback



Summary: *It's Hard To Be a Verb!* tells the story of Louis. Louis struggles with sitting still and paying attention. He describes himself as a verb. Louis recognizes that his need to move requires his full-body. Despite trying to sit still and pay attention, Louis feels the urge to move. Louis struggles at home, at school, and in a variety of other environments. Louis acknowledges, "It's hard to be a verb!" His mom helps him learn to be in charge of his wiggles. She provides a variety of ways for Louis to be in control of his body and his hyperactive moments. The book ends with Louis successfully using his mother's suggestions to help him sit still and focus.

Cook, J. (2008). *It's hard to be a verb!* (1st edition). Chattanooga, TN: National Center for Youth Issues.

### Bloom's Taxonomy Question Examples:

Remember- What indicated to Louis that he needs to start moving?

Understand- Was Louis trying to focus? How do you know?

Apply- What does it mean "to be a verb"?

Analyze- How did other people respond to his hyperactive moments? What was helpful? What was hurtful?

Evaluate- What would you recommend other children do to help them focus or sit still? What works for you?

Create- What items would be on your 'Nag Board'?

### Ideas/Activities:

1. Create a 'Nag Board'.
  - a. Allow the child to write or dictate to you about what are things he/she have to be constantly reminded.
  - b. This could be done for at home or at school.
2. Brainstorm ways to get the wiggles out.
  - a. Think of both physical movement ideas and perhaps fidget item ideas. For example: a squeeze ball, a tangle, or small stuffed animal.
  - b. Rank the ideas. (Try this first, then move on to another idea if the first does not seem to be working.)
  - c. Discuss ways to communicate to adults and peers about his/her wiggles and what he/she will do to try and stay focused.

### *Chapter Three References*

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#### *Resources Outlined in Chapter*

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Cook, J. (2008). *It's hard to be a verb!*. (1st edition). Chattanooga, TN: National Center for Youth Issues.

Freymann, S., & Elffers, J. (2004). *How are you peeling?*. New York, NY: Scholastic Paperbacks.

Rubenstein, L. (2013). *Visiting feelings* (1st edition). Washington, D.C.: Magination Press.

#### *Additional Resource Suggestions*

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## CHAPTER FOUR

### Regarding Family Dynamics of Children

*Chapter 4* focuses on the family dynamics of children. The first four books explore having a sibling who is in the hospital or dealing with a physical or mental health issue. The next three books consider having a parent who is dealing with a physical or mental health issue. The remaining books examine having a grandparent with Parkinson's disease and Alzheimer's disease.

Although their book, *The Last Dance: Encountering Death and Dying*, focuses on the aspects and concepts related to death and dying, DeSpelder and Strickland briefly discuss the impact of an ill family member on children. "When a member of a child's family is... ill, family routine is disrupted. If the truth about the illness is kept from the child, he or she may become confused about the reasons for changes in the family's usual pattern of interactions" (Despelder and Strickland, 2015, 411).

Despelder and Strickland discuss the importance of open communication with children as they cope with an illness crisis with explanations that are appropriate to the child's cognitive capacity. My hope is that the following set of books provides assistance in working with siblings, children, and grandchildren of individuals dealing with an illness.



*Noah's Garden: When Someone You Love Is in the Hospital*

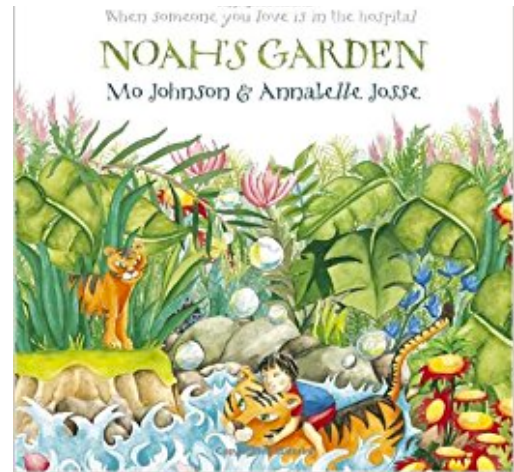
Author: Mo Johnson

Age Range: 3-7

Pages: 32

Main Theme: Sibling- Hospitalization

Versions Available: Hardcover



Summary: *Noah's Garden* tells the story of Noah and his sister, Jessica. Jessica is in the hospital. Noah plays in the garden at the hospital and wonders why Jessica cannot come play with him. Noah really wants his sister to be in the garden with him. His grandpa and his parents reassure him that Jessica will be able to come play soon. Noah explores in the garden, plays make believe, and makes wishes for Jessica to be with him soon.

Eventually, Jessica is able to come to see Noah. This book does not deal with a specific diagnosis, but rather outlines some of the struggles a sibling can have if his/her brother/sister is in the hospital. *Noah's Garden* focuses on what Noah is still able to do and maintains hope that the two will be together again.

Johnson, M. (2010). *Noah's garden: When someone you love is in the hospital* (1<sup>st</sup> edition). Sommerville, MA: Candlewick.

### Bloom's Taxonomy Question Examples:

Remember- Who is Noah's sister?

Understand- Why is Jessica not able to come out and play with Noah in the garden?

Apply- How do you feel when your sibling is not able to play with you?

Analyze- What worries you about your sibling's hospitalization?

Evaluate- How can you communicate to others how you are feeling about your sibling being in the hospital? To your parents? Friends? Teachers?

Create- How would you tell a friend about your sibling having to be in the hospital?

### Ideas/Activities:

1. Provide art materials for the child to express his/her emotions artistically about his/her sibling's hospitalization.

Suggested materials:

- water colors
- paint
- markers or crayons
- magazines for emotions collage
- play dough

2. Write a letter to the sibling.

a. Allow the child to write or dictate to you.

b. Ideas include what he/she is looking forward to when his/her sibling can go home or a special wish he/she would like to send to his/her sibling.

3. Make a plan about what the child and his/her brother/sister will do when he/she is able to go home.

*Sometimes*

Author: Rebecca Elliott

Age Range: 5-9

Pages: 32

Main Theme: Sibling- Chronically Ill

Versions Available: Hardcover, Paperback,  
& Kindle



Summary: *Sometimes* tells the story of Toby and his sister, Clemmie. Clemmie is chronically ill. The book does not include a diagnosis for Clemmie, but in the images she is in a wheel chair. Toby explains that Clemmie has a feeding tube, has frequent visits to the doctor, and often needs to stay in the hospital. The love between these siblings is clear. Through bright colorful illustrations, Toby describes all the things Clemmie is still able to do and all the fun they are able to have together.

Elliott, R. (2011). *Sometimes*. Oxford, England: Lion Hudson.

### Bloom's Taxonomy Question Examples:

Remember- What is the name of Clemmie and Toby's pet bug?

Understand- What do you love about your sibling?

Apply- How do you feel when your sibling is not feeling well or has to stay in the hospital?

Analyze- What do you like about the playroom at the hospital? Do you ever make new friends there like Clemmie and Toby do in the book?

Evaluate- Compare how Clemmie is brave and how Toby is brave.

Create- What would you tell other kids whose brother/sister has the same condition as your brother/sister?

### Ideas/Activities:

1. Make a list of all the things the child and his/her sibling are able to do together despite the sibling's condition.
2. Write a letter to the sibling who is in the hospital.
  - a. Allow the child to write or dictate to you.
  - b. Ideas include what he/she is looking forward to when his/her sibling can go home or a special wish he/she would like to send to his/her sibling.
3. Make a plan about what the child and his/her brother/sister will do when he/she is able to go home from the hospital.

## Virginia Wolf

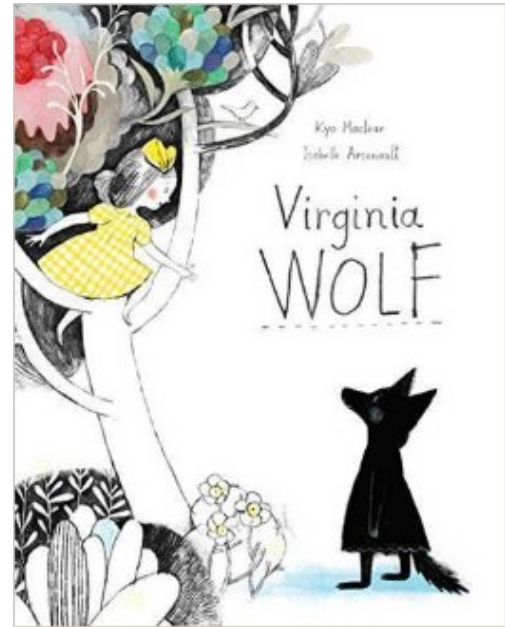
Author: Kyo Maclear

Age Range: 5-12

Pages: 32

Main Theme: Sibling- Depression

Versions Available: Hardcover & Kindle



Summary: *Virginia Wolf* tells the story of Vanessa and her sister, Virginia. Vanessa explains that one day Virginia woke up feeling ‘wolfish.’ In the book, Virginia is even depicted as a wolf. Virginia was not acting like herself and this went on for a few days. Vanessa describes how she attempted to cheer up Virginia, but nothing seemed to work. Vanessa begins to paint an imaginary, perfect place called Bloomsberry onto their bedroom walls. Before too long, Virginia joins in and her mood begins to change. The next day when Virginia wakes up, she is back to looking and acting like herself again. The illustrations are beautiful in this book. This book provides positive coping methods to having a grumpy or depressed sibling.

Maclear, K. (2012). *Virginia Wolf*. Toronto, Canada: Kids Can Press.

### Bloom's Taxonomy Question Examples:

Remember- What is the name of the imaginary, perfect place Vanessa paints for Virginia?

Understand- Why is Virginia depicted as a wolf?

Apply- How do you feel when your sibling not acting like herself/himself?

Analyze- What happens at the end of the story?

Evaluate- How did Vanessa try to cheer Virginia up? What did not work and what did eventually work? How can you cheer up your sibling?

Create- Look at the last picture in the book. What are Virginia and Vanessa talking about? What do you think they will play together?

### Ideas/Activities:

1. Create a "Bloomsberry".
  - a. Provide art materials for the child to create an imaginary, perfect place to share with his/her sibling. This can be a picture, a diorama, or take another form.

Suggested materials:

    - water colors
    - paint
    - markers or crayons
    - magazines for emotions collage
    - play dough
2. Write a letter to the sibling.
  - a. Allow the child to write or dictate to you.
  - b. Ideas include what he/she feels when the sibling is grumpy/depressed or not acting like himself/herself or a special wish he/she would like to send to his/her sibling to cheer him/her up.
3. Make a list of ideas that may cheer up the child's sibling and ways the child can help him/her.

*My Brother Charlie*

Authors: Holly Robinson Peete

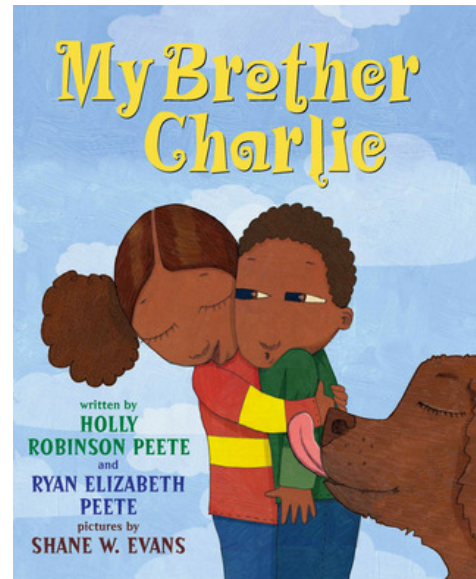
& Ryan Elizabeth Peete

Age Range: 6-10

Pages: 40

Main Theme: Sibling- Autism

Versions Available: Kindle & Hardcover



Summary: *My Brother Charlie* explores what it is like to have a sibling with autism. The story is based on the authors' experience as a mother (Holly) and sister (Ryan) of a boy with autism. *My Brother Charlie* tells the story of Callie and her twin brother, Charlie. Callie describes what it was like before, during, and after Charlie's diagnosis of autism. Callie explains that even though Charlie is different and struggles making friends and communicating, there is still a lot they do together. Callie beautifully describes how Charlie communicates his love through his actions since he often does not vocalize his feelings. This book discusses the struggles of having a sibling with autism, but also the love that they share for each other.

Peete, H. R., & Peete, R. E. (2010). *My brother Charlie* (1st edition). New York, NY: Scholastic Press.

## Bloom's Taxonomy Question Examples:

Remember- What is the name of Callie and Charlie's dog?

Understand- Are Callie and Charlie only different because Charlie has autism? What are some other differences they have that have nothing to do with autism? What are differences and similarities you and your sibling have?

Apply- Callie feels saddest when the doctor told Mommy that Charlie would never say "I love you." What makes you feel saddest about having a sibling with autism? What can you do to feel better? Who can you talk to when you feel sad?

Analyze- How does Charlie communicate his love to Callie? How does your sibling communicate his/her love for you even if it is not with words?

Evaluate- Callie says that sometimes it is hard to be Charlie's sister. Are there times it is hard to be a brother/sister to your sibling? What can you do at those times to make it easier or to remind yourself about the times that are great?

Create- Is it hard to tell your friends about your sibling? Let's role-play a conversation you could have to tell them about your brother/sister. What are things you want to make sure your friends know.

## Ideas/Activities:

1. Create a "(Insert the name of sibling) Blessings" artwork.
  - a. In the book Callie, counts her "Charlie Blessings". Talk about what this means and what the child thinks are the blessings of his/her sibling.
  - b. Provide art materials for the child to create an artwork of the blessings of his/her sibling. This can be a list, a picture, a diorama, or take another form.

Suggested materials:

    - water colors
    - paint
    - markers or crayons
    - magazines for emotions collage
    - play dough
2. Make a list of all the things the child and his/her sibling are able to do together despite the sibling having autism. Make a list of things that are hard to do together because of the sibling having autism.



*Let My Colors Out*

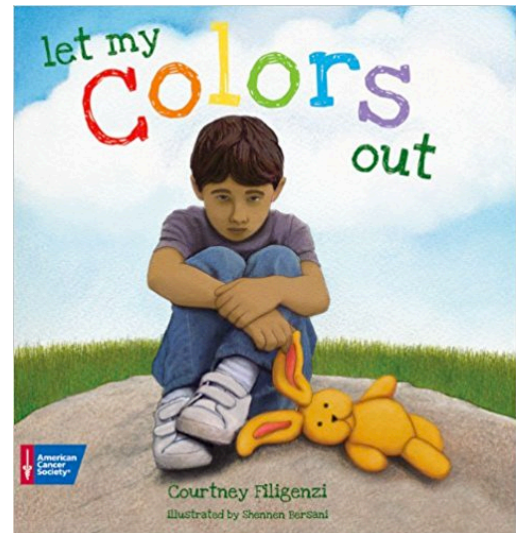
Author: Courtney Filigenzi

Age Range: 2-8

Pages: 16

Main Theme: Parent- Cancer & Feelings

Versions Available: Hardcover



Summary: *Let My Colors Out* considers a boy who is dealing with a parent diagnosed with cancer. It is simple and yet engaging. The boy experiences a range of emotions: scared, sad, jealous, feeling fine, denial, and anger. He associates these emotions with different colors. *Let My Colors Out* affirms that all emotions are valid and that emotions may constantly change. The book provides a healthy view of coping with different emotions.

Filigenzi, C. (2009). *Let my colors out* (1st edition). American Cancer Society.

### Bloom's Taxonomy Question Examples:

Remember- What emotion made this boy feel *green*?

Understand- What does the boy like to do on his *yellow* days with his mom? What do you like to do when your parent feels a little better?

Apply- Is it okay to feel a wide range of emotions?

Analyze- What worries you about your parent's cancer?

Evaluate- How can you communicate to others how you are feeling? How can you communicate with your parents?

Create- How would you design a new page for the orange days? How would you describe your *orange* days?

### Ideas/Activities:

1. Provide art materials for the child to express his/her emotions artistically.

Suggested materials:

- water colors
- paint
- markers or crayons
- magazines for emotions collage
- play dough

2. Listen to music while completing idea 1.

3. Discuss ways to cope with a wide range of emotions the child is experiencing or may experience.

*Nowhere Hair*

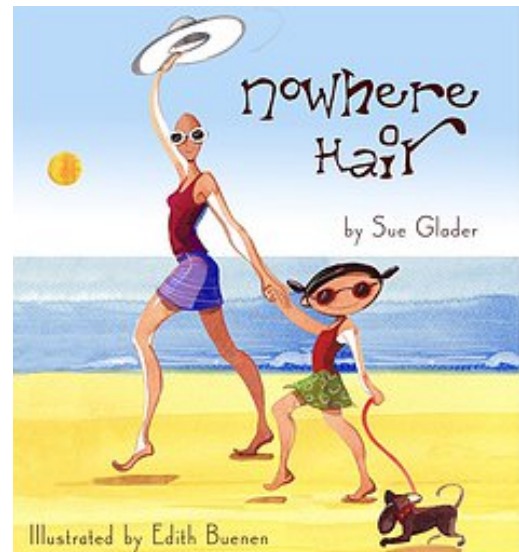
Author: Sue Glader

Age Range: 4-8

Pages: 32

Main Theme: Parent- Cancer

Versions Available: Hardcover, Paperback,  
& Kindle



Summary: *Nowhere Hair* explores a child's thoughts after her mother has lost her hair during treatment for cancer. The girl wants to know where her hair went and her mother gave her the simple answer, "I'm bald because of medicine I take to cure my cancer." The girl worries about her mother being sick and worries if it is her fault. Her father promises her it is not her fault. The girl recognizes that though cancer has changed what she and her mom are able to do together, it has not changed how much her mother loves her. This book is upbeat and lighthearted with its engaging rhymes on every page.

Glader, S. (2010). *Nowhere hair* (1st edition). Mill Valley, CA: Thousand Words Press.

### Bloom's Taxonomy Question Examples:

Remember- Is it the girl's fault her mom has cancer? Is it anyone's fault?

Understand- Why did the girl's mom lose all of her hair?

Apply- The girl misses going to the park with her mom. What do you miss being able to do with your parent? What are some things you are still able to do? What are some new things you do now to spend time with your parent?

Analyze- What worries you about your parent's cancer?

Evaluate- How can you communicate to others how you are feeling? How can you communicate with your parents?

Create- How could you tell your friends about your parent's cancer? What do you want them to know? How can you tell your teacher?

### Ideas/Activities:

1. Design a special hat or wig for the parent using art materials. This could be just a picture or actually make it to give to the parent.

Suggested materials:

- water colors
- paint
- markers or crayons
- construction paper
- felt
- yarn
- fabric

2. Discuss ways to cope with a wide range of emotions that the child is experiencing or may experience.

*The Color Thief: A Family's Story of Depression*

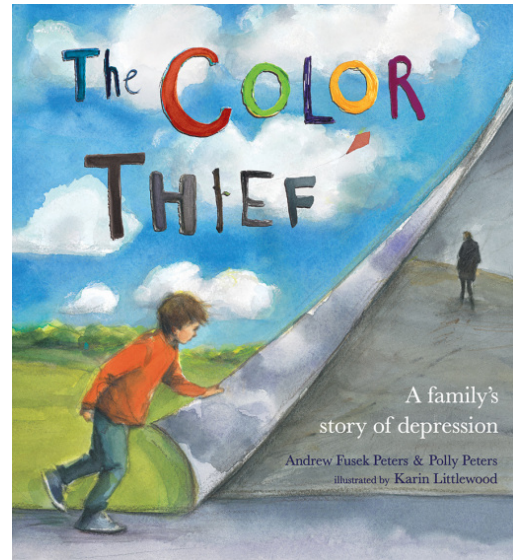
Author: Andrew Fusek Peters & Polly Peters

Age Range: 6-10

Pages: 24

Main Theme: Parent- Depression

Versions Available: Hardcover & Kindle



Summary: *The Color Thief* considers a boy whose dad is dealing with depression. The boy explains that his dad was full of sadness and that all the colors were gone for him. His dad does not want to go for walks with him and stays in bed. *The Color Thief* illustrates the different struggles of having a parent dealing with depression. The book provides ideas to cheer up a parent while also recognizing medication may be necessary to help someone feel better. The medicine helps the boy's dad and at the end of the book they are able to go on a walk together again.

Peters, A. F., & Peters, P. (2015). *The color thief: A family's story of depression*. Chicago, IL: Albert Whitman & Company.

### Bloom's Taxonomy Question Examples:

Remember- The boy draws a picture of his dad. What does he draw around his dad?

Understand- How did the boy's dad describe how he felt? He said that "all the \_\_\_\_\_ were gone."

Apply- How do you feel when your parent is not acting like herself/himself?

Analyze- What worries you about your parent's depression?

Evaluate- How did the boy try to cheer his dad up? What did not work and what did eventually work? What else had to happen to help him feel better?  
How do you try to cheer up your mom/dad?

Create- Look at the last picture in the book. What do you think the boy and his dad are talking about? What do you like to do with your parent when he/she is feeling better?

### Ideas/Activities:

1. Provide art materials for the child to express his/her emotions artistically.

Suggested materials:

- water colors
- paint
- markers or crayons
- magazines for emotions collage
- play dough

2. Write a letter to the parent.

a. Allow the child to write or dictate to you.

b. Ideas include what he/she feels when the parent is depressed or not acting like himself/herself or a special wish he/she would like to send to his/her parent to cheer him/her up.

3. Make a list of ideas that may cheer up the child's parent and ways the child can help him/her.

*I'll Hold Your Hand So You Won't Fall*

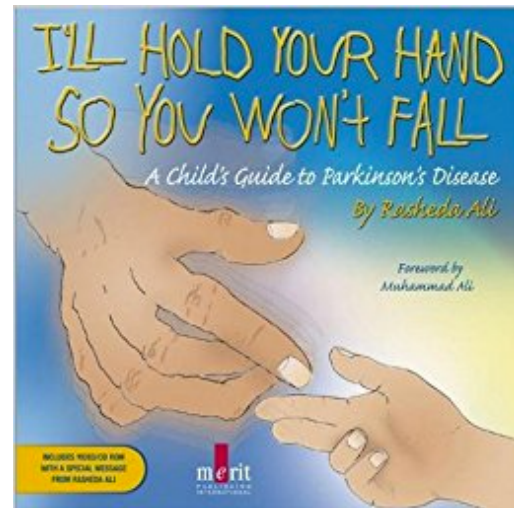
Author: Rasheda Ali

Age Range: 6-10

Pages: 40

Main Theme: Grandparent- Parkinson's disease

Versions Available: Hardcover, Paperback,  
& Library Binding



Summary: *I'll Hold Your Hand So You Won't Fall* is an informational guide for children about Parkinson's disease. It includes details of a variety of symptoms of Parkinson's disease. It is not a storybook, however, each symptom page includes a typical scenario of family life with a Parkinson's disease patient. Each symptom page includes the scenario, questions to use when speaking with a child, facts about that symptom of Parkinson's, and sometimes includes glossary words. *I'll Hold Your Hand So You Won't Fall* is helpful tool to use with children when explaining a grandparent's Parkinson's disease.

Ali, R. (2010). *I'll hold your hand so you won't fall: A child's guide to Parkinson's disease* (1st edition). West Palm Beach, FL: Merit Publishing.

### Bloom's Taxonomy Question Examples:

Remember- What does **micrographia** mean?

Understand- What does the book suggest to help a grandparent move through a walkway (pg 30)? Have you tried this before? Would you like to try it in the future?

Apply- Is it okay to feel a wide range of emotions such as fear, uncertainty, love, empathy, anger, anxiety, etc.?

Analyze- What worries you about your grandparent's Parkinson's disease?

Evaluate- How can you communicate to others how you are feeling about your grandparent's Parkinson's disease? How can you communicate with your parents?

Create- Think of an invention that could help your grandparent cope with some of the symptoms of Parkinson's disease. What would it help him/her be able to do? Design it on a paper. How could you build it?

### Ideas/Activities:

1. Research one of the symptoms of Parkinson's disease.
  - a. Which symptom interests the child the most?
  - b. What questions does the child still have about the symptom?
  - c. What are ways the child can help to alleviate that symptom for his/her grandparent?
2. Make a list of the things the child misses being able to do with his/her grandparent. Make a list of the things that they are still able to do together.



*Striped Shirts and Flowered Pants*

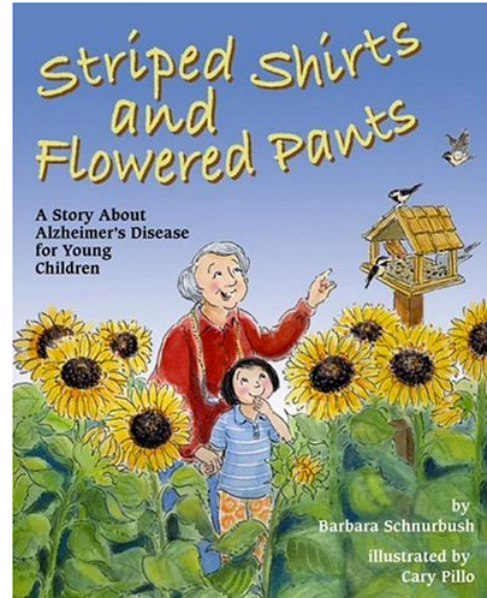
Author: Barbara Schnurbush

Age Range: 4-8

Pages: 32

Main Theme: Grandparent- Alzheimer's disease

Versions Available: Hardcover & Paperback



Summary: *Striped Shirts and Flowered Pants* tells the story of Libby and her grandmother, Nana. Libby notices Nana is not acting like herself and forgetting things like the name of her favorite bird. Libby talks to her parents about it and her parents tell her that Nana has Alzheimer's disease. Libby learns about how Nana will be more forgetful and may eventually need help doing normal daily tasks. Her parents reassure her that Nana will live for a long time, but she will be different. Libby finds ways to help Nana and enjoys being able to spend time with her. Even though their relationship has changed, Libby and Nana still share a special connection and communicate their love for one another.

Schnurbush, B. (2007). *Striped shirts and flowered pants: A story about Alzheimer's disease for young children* (1st edition). Washington, D.C.: Magination Press.

### Bloom's Taxonomy Question Examples:

Remember- Which flower is Nana's favorite?

Understand- Can kids get Alzheimer's disease?

Apply- People with Alzheimer's disease might be happy and then all of a sudden get mad. In the story, Libby's dad talks to Nana quietly until she calms down when this happens. What do your parents do to make your grandparent calm down? What can you do?

Analyze- What are you worried your grandparent will forget?

Evaluate- How can you communicate to others how you are feeling about your grandparent's Alzheimer's disease? How can you communicate with your parents?

Create- In the book, Libby shows her Nana things that she learned from her and read her Nana some of her books. What could you do to help your grandparent?

### Ideas/Activities:

1. Research one of the symptoms of Alzheimer's disease.
  - a. Which symptom sounds the most familiar to the child or resonates with his/her experience?
  - b. What questions does the child still have about the symptom?
  - c. What are ways the child can help to alleviate that symptom for his/her grandparent?
2. Make a list of the things the child misses being able to do with his/her grandparent. Make a list of the things that they are still able to do together.
3. Create a "Remembrance List."
  - a. Ideas include stories, events, tips, and other things that the child wants to help his/her grandparent remember.
  - b. Allow the child to use art materials if he/she desires to artistically illustrate the list.

### Chapter Four References

DeSpelder, L. A., & Strickland, A. L. (2014). *The last dance: Encountering death and dying* (10th edition). New York, NY: McGraw-Hill Education.

#### *Resources Outlined in Chapter*

Ali, R. (2010). *I'll hold your hand so you won't fall: A child's guide to Parkinson's disease* (1st edition). West Palm Beach, FL: Merit Publishing.

Elliott, R. (2011). *Sometimes*. Oxford, England: Lion Hudson.

Filigenzi, C. (2009). *Let my colors out* (1st edition). American Cancer Society.

Glader, S. (2010). *Nowhere hair* (1st edition). Mill Valley, CA: Thousand Words Press.

Johnson, M. (2010). *Noah's garden: When someone you love is in the hospital* (1<sup>st</sup> edition). Sommerville, MA: Candlewick.

Maclear, K. (2012). *Virginia Wolf*. Toronto, Canada: Kids Can Press.

Peete, H. R., & Peete, R. E. (2010). *My brother Charlie* (1st edition). New York, NY: Scholastic Press.

Peters, A. F., & Peters, P. (2015). *The color thief: A family's story of depression*. Chicago, IL: Albert Whitman & Company.

Schnurbush, B. (2007). *Striped shirts and flowered pants: A story about Alzheimer's disease for young children* (1st edition). Washington, D.C.: Magination Press.

#### *Additional Resource Suggestions*

Centre for Addiction and Mental Health. (2009). *Can I catch it like a cold? Coping with a parent's depression*. Toronto, Canada: Tundra Books.

Chilman-Blair, K. (2010). *What's up with Bridget's mom?: Medikidz explain breast cancer*. Atlanta, GA.: American Cancer Society.

Chilman-Blair, K. (2013). *What's up with Jerome's granddad? Medikidz explain prostate cancer*. Atlanta, GA: American Cancer Society.

Chilman-Blair, K. (2013). *What's up with Sam's grandma? Medikidz explain lung cancer*. Atlanta, GA: American Cancer Society.

Chilman-Blair, K. (2012). *What's up with Tiffany's dad? Medikidz explain Melanoma*. Atlanta, GA: American Cancer Society.

Duncan, D. (1994). *When Molly was in the hospital: A book for brothers and sisters of hospitalized children* (1st edition). Windsor, CA: Rayve Productions Inc.

Elliott, R. (2012). *Just because*. Oxford, England. Lion Hudson.

Gosselin, K. (2001). *Allie learns about Alzheimer's disease: A family story about love, patience, & acceptance* (1st edition). Plainview, NY: JayJo Books.

## CHAPTER FIVE

### Considering Death with Children

*Chapter 5* focuses on approaching death conversations with children. The first two books discuss death in general. The next two books discuss the death of a sibling. The remaining books examine the death of a parent. This chapter does not include dealing with death of a grandparent. The chapter also does not include books that consider a child's impending death due to a gap in literature in my opinion. The six books examined in this chapter deal with deaths that have already occurred.

DeSpelder and Strickland discuss in the first chapter of their book, *The Last Dance: Encountering Death and Dying*, the cultural shift of the experiences with death and dying. The whole family, including children, used to be present during the last days of a loved one and for his/her death. However, in today's modern society, individuals and especially children are removed from death, and therefore, for most of us, death is unfamiliar and often hidden. (DeSpelder and Strickland, 2015, 34-35). As professionals who work with children experiencing death, it is important to promote death and bereavement literacy among children and their families.

Loss is an inevitable part of all living things. DeSpelder and Strickland argue that "the bereaved child must be given opportunities to acknowledge and express his or her grief" (2015, 397). My hope is that the following books, while not an exhaustive list, provide you with a starting point in helping children cope with death.

*What on Earth Do You Do When Someone Dies?*

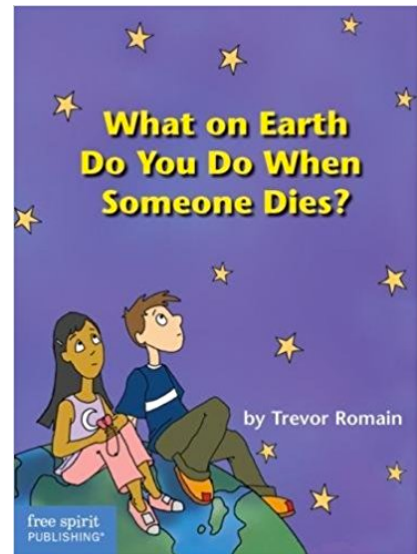
Author: Trevor Romain

Age Range: 5-11

Pages: 72

Main Theme: Death- General- Questions

Versions Available: Paperback & Kindle



Summary: *What on Earth Do You Do When Someone Dies?* explores a list of questions that children may have after a death. Questions considered include: “Why do people have to die?,” “Am I going to die, too?,” “Will I ever feel better?,” “Is it still okay to have fun?,” and many more. In a few pages, the author provides simple, easy to understand, child-friendly answers to each of these questions. The book validates emotions children encountering a death may experience. The book deals with this difficult topic in a positive, encouraging, and reassuring way. While the book could be read in its entirety with a child, allowing the child to look at the list of questions found at the beginning and selecting ones that specifically interest him/her may also prove beneficial.

Romain, T. (1999). *What on earth do you do when someone dies?*. (1st edition). Minneapolis, MN: Free Spirit Publishing.

## Bloom's Taxonomy Question Examples:

Remember- What were some of the feelings named that someone might feel after a death?

Understand- Describe what a funeral or a memorial service is.

Apply- What are some things you are able to do to help you feel better?

Analyze- The book describes grief as the deepest sadness a person can feel. In your own words, how would you describe grief?

Evaluate- Sometimes you may want to be left alone, how can you communicate to others that this is what you need right now? And then, how can you communicate when you are ready to talk about what happened? To your parents? Friends? Teachers?

Create- The book talks about crying as a way to break down the wall that might get built up inside you when you lock your feelings inside. What are some other ways you can break down this wall? For example: writing down your feelings.

## Ideas/Activities:

1. Provide art or writing materials for the child to create a way to remember the person who has died. This could be something that he/she keeps or it could be something that he/she wants to place in the casket, if that is acceptable to the child's family.

Suggested materials:

- water colors
- paint
- markers or crayons
- play dough or clay
- photos of the child and his/her loved one

2. In the book, a Smile List is discussed. A Smile List is a list of things that make someone smile when he/she needs cheering up. Make a Smile List.

3. It may help to talk to friends after experiencing a death. However, this can seem really scary or the child may be worried about what his/her friends might think or how they might treat him/her. Role play talking to his/her friends when he/she sees them again about what happened. Make a list of things that he/she wants the friends to know.

Remembering Crystal

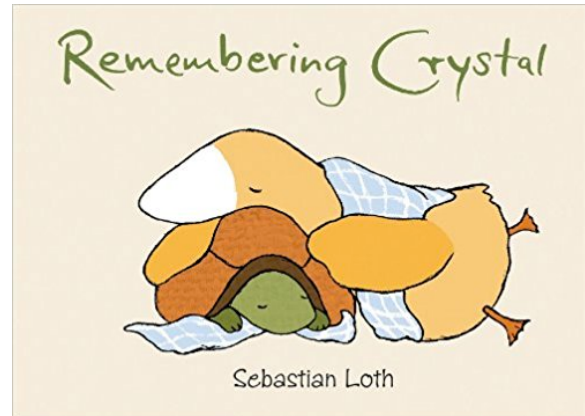
Author: Sebastian Loth

Age Range: 3-8

Pages: 64

Main Theme: Death- General

Versions Available: Hardcover



Summary: *Remembering Crystal* starts with two friends in a garden; Zelda, a young goose and Crystal, an elderly turtle. Zelda and Crystal do everything together. But one day, Zelda came to the garden and Crystal was not there. The other geese in the garden try to explain to Zelda that Crystal was very old and that she died. Zelda denies this and goes on a search for Crystal. Zelda looks in many places that she knows Crystal would have liked, but she is unable to find Crystal anywhere. Zelda remembers all the things Crystal taught her. Finally, Zelda realizes it is time to go home. Zelda feels very sad, but she remembers all the good times she and Crystal had and realizes that Crystal will be with her in her heart wherever she goes.

Loth, S. (2010). *Remembering Crystal*. New York, NY: North South Books.



### Bloom's Taxonomy Question Examples:

Remember- What are some of the things Zelda and Crystal liked to do together?

Understand- Explain what happened when the other geese tried to tell Zelda that Crystal had died?

Apply- Why is remembering important?

Analyze- Why did Zelda go looking for Crystal?

Evaluate- How do you think Zelda will remember Crystal in 5 years? In 10 years? What are some things you want to remember about \_\_\_\_\_?

Create- What are some ways for you to remember \_\_\_\_\_?

### Ideas/Activities:

1. Zelda went on a journey looking for Crystal after she died. This journey reminded her of all the things Crystal loved and their time together. Provide art materials for the child to create an artistic journey of the things that \_\_\_\_\_ loved and the time they spend together.

Suggested materials:

- water colors
- paint
- markers or crayons
- pictures of the loved one or of the child and him/her together
- magazines for pictures
- play dough

2. Complete Idea 1 as a written journey or story book rather than an artistic one.

3. Discuss how Zelda coped with the death of Crystal. Then talk about healthy ways for the child to cope with death and the wide range of emotions he/she is or may experience.

*Lost and Found: Remembering a Sister*

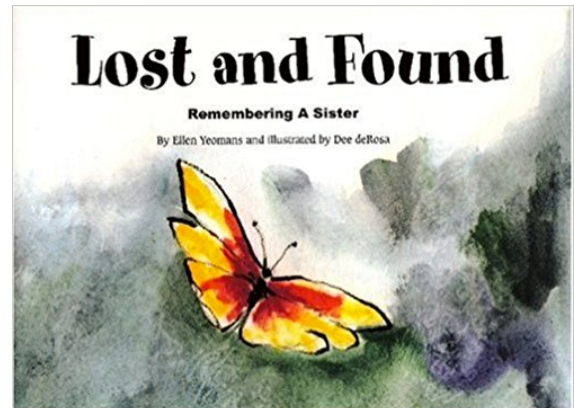
Author: Ellen Yeomans

Age Range: 5-10

Pages: 32

Main Theme: Death- Sister

Versions Available: Staple Bound Paperback



Summary: *Lost and Found: Remembering a Sister* tells the story of a young girl after the death of her sister, Paige. The girl recalls how she felt after the death and how other people felt, too. The girl did not want to do some of the things she and Paige used to do together. She struggles with the adjustment to life without her sister. The first day of school without her sister was especially hard. The girl realizes that Paige was still with her in a way, and that Paige would want her to keep doing things and having fun. The girl finds ways to remember Paige and to keep her in her heart. The story is beautifully illustrated with the images starting as very dark and moving to lighter images as the girl learns to cope with the loss of her sister. Each page also includes a single word that is associated with the image and what is happening in the story.

Yeomans, E. (2000). *Lost and found: Remembering a sister*. Omaha, NE: Centering Corporation.

### Bloom's Taxonomy Question Examples:

Remember- Is it the girl's fault her mom has cancer? Is it anyone's fault?

Understand- Why did the girl's mom lose all of her hair?

Apply- The girl did not want to take dance lessons anymore because she had always done that with Paige, but then her mom suggested doing something like tennis instead and she also reassured her that it was okay if she did not want to do anything at all. What are some things you no longer want to do that you used to do together? Are there some things you still want to do? What are some things you could do instead?

Analyze- Compare how the girl's mom and dad reacted to the death of her sister, Paige.

Evaluate- The girl worried about who was going to sit with her on the bus. What worries you about adjusting to life without your sibling?

Create- How could you tell your friends at school about your sibling's death? What do you want them to know? What about your teacher?

### Ideas/Activities:

1. Look at the single words that are on each page as a part of the illustrations. Discuss the word and what it makes the child think about. Create a new image/illustration for a word that the child has identified as significant to him/her. Allow the child to discuss with you why he/she chose that word and why he/she has illustrated it in that way.
2. Discuss times that the child has experienced or may experience as particularly difficult after the loss of a sibling. Talk about ways to cope with these hard times and identify individuals who the child could talk with at these times.
3. Talk about ways to remember the sibling who has died. Discuss how the child can realize and can remember that the sibling stays with him/her in his/her heart even though the sibling is no longer physically present.

*We Were Gonna Have a Baby, but We Had an Angel Instead*

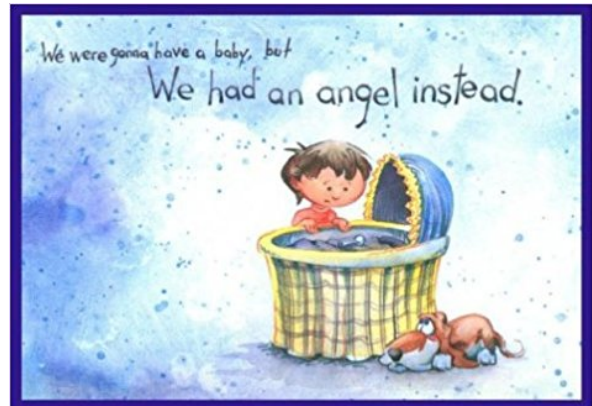
Author: Pat Schweibert

Age Range: 2-6

Pages: 24

Main Theme: Death- Infant Sibling

Versions Available: Paperback



Summary: *We Were Gonna Have a Baby, but We Had an Angel Instead* starts with a boy telling the reader that his mommy had a baby in her tummy. The boy describes how excited he was about having a sibling and describes all the things they were going to do together. The boy then explains that the baby died and he realizes the baby is not going to live with them. The boy recounts how he feels really sad about losing the baby and that his parents and grandparents are really sad too. He ends the book by saying to the reader, “If this just happened to you, I’m sorry you got an angel instead of a baby. I think having a baby would have been more fun.” This book is presented in a simple, easy to understand manner. It does not delve into why the death of a newborn may occur and it provides a relatable story for young children who encounter this type of death.

Schwiebert, P. (2003). *We were gonna have a baby, but we had an angel instead* (1st edition). Portland, OR: Grief Watch.

### Bloom's Taxonomy Question Examples:

Remember- What did the boy's daddy put in the box he built?

Understand- What happened to the baby? What does that mean?

Apply- What were some things you were excited about doing with your sibling?

Analyze- When the boy says that the baby can always live in their family's hearts, what does this mean?

Evaluate- Why do people send flowers and cards after someone dies?

Create- How could you tell your friends at school about your sibling's death? What do you want them to know? What about your teacher?

### Ideas/Activities:

1. Provide art materials for the child to express his/her emotions about the loss of his/her sibling artistically.

Suggested materials:

- water colors
- paint
- markers or crayons
- magazines for emotions collage
- play dough

2. Write a letter to the lost baby.

a. Allow the child to write or dictate to you.

b. Ideas include what he/she feels about the loss of the sibling or what he/she wishes they would have been able to do together.

Missing Mommy

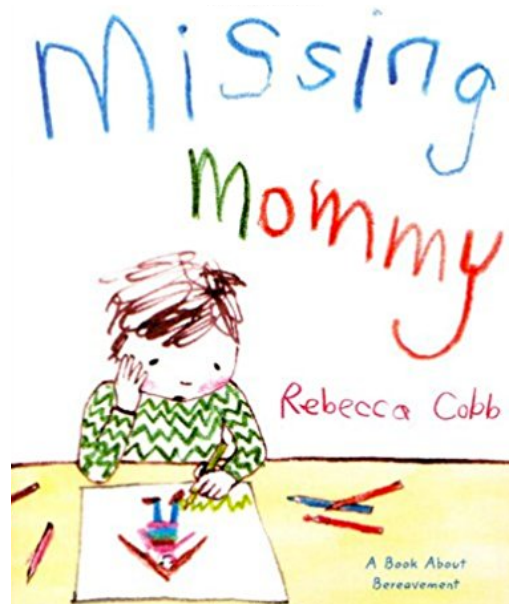
Author: Rebecca Cobb

Age Range: 5-9

Pages: 28

Main Theme: Death- Parent

Versions Available: Hardcover



Summary: *Missing Mommy* is told from the perspective of a young child who has recently had to say good-bye to his mommy. The child tells the reader that he is unsure where she has gone. He has tried looking for her, has found lots of her things, and has left flowers for her. But he cannot find her and does not know why she has not taken her things and flowers. The child describes a wide range of emotions since his mommy has left. He thinks it is unfair that other children have their moms. When the boy asks his dad when mommy is coming back, his dad tells him that mommy has died and that when someone has died he/she does not come back. The boy describes that even though they miss mommy, they are still a family. He explains that they spend time remembering mommy and begin to adjust to life without mommy by doing all the things she used to do. The boy tells the reader that he knows he was special to his mommy and that she will always be special to him.

Cobb, R. (2013). *Missing mommy*. New York, NY: Henry Holt and Company, LLC.

### Bloom's Taxonomy Question Examples:

Remember- What did the boy and his family leave for his mommy?

Understand- What does it mean if someone has died?

Apply- Is it okay to feel a wide range of emotions such as fear, uncertainty, sadness, anger, anxiety, etc after the death of your parent?

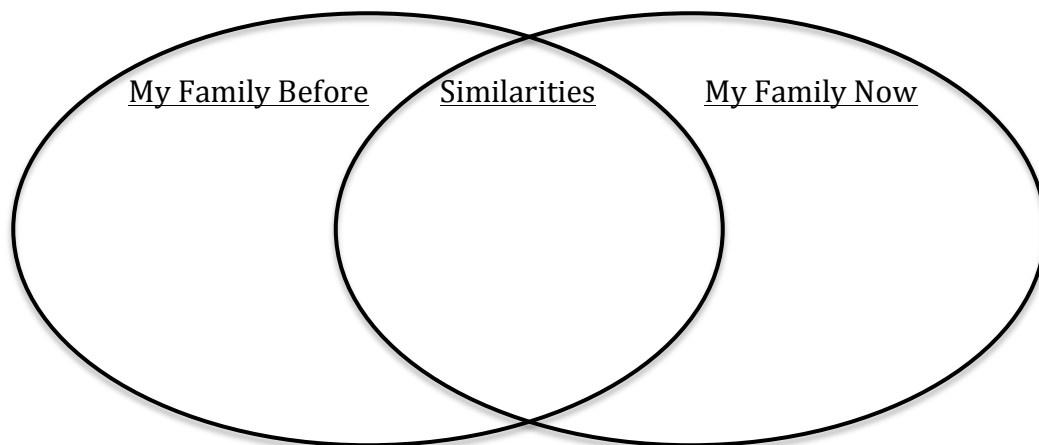
Analyze- The boy and his family talk about things they remember about mommy and look at pictures that make them laugh and cry. What does your family do to remember your parent? Are they similar or different to what the boy does?

Evaluate- Do you agree that it can seem really unfair that other children still have their parent? Explain. What are some ways that you can cope with this feeling?

Create- Think of things that your parent used to help with. What are some ways that you can help with those things now?

### Ideas/Activities:

1. Create a Venn diagram about family changes that the child has noticed with his/her family. Below is an idea of how to label the diagram, but the child may have another idea or you may as well.



2. Make a list of emotions the child is experiencing. Validate these emotions while also discussing how to find ways to cope with them. Allow the child to lead this discussion and be a guide in finding coping mechanisms.

*Samantha Jane's Missing Smile*

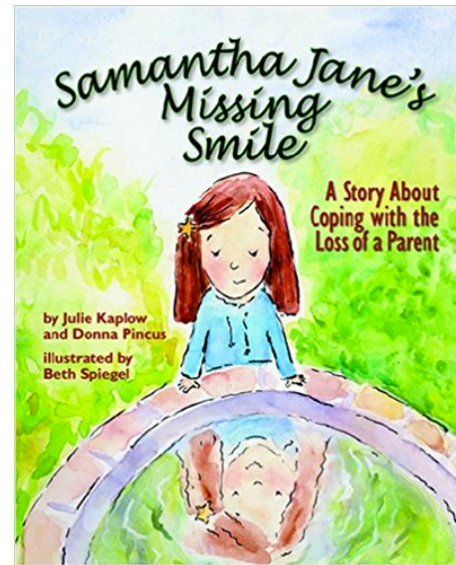
Author: Julie Kaplow & Donna Pincus

Age Range: 5-9

Pages: 25

Main Theme: Death- Parent

Versions Available: Paperback & Hardcover



Summary: *Samantha Jane's Missing Smile* tells the story of Sammy Jane. Sammy Jane used to smile all the time, but now she has lost her smile because her dad died a month ago. Sammy Jane misses her dad very much, but she tries not to cry. Sammy Jane's neighbor, Mrs. Cooper, asks her if she would like to come over and pick some berries. Sammy Jane is hesitant because that is something she and her dad used to do together. Mrs. Cooper encourages Sammy to allow her feelings to come out. Eventually, Mrs. Cooper and Sammy Jane pick berries. Sammy Jane realizes that her dad is everywhere she goes in her memories. Mrs. Cooper encourages Sammy Jane to write a letter to her dad with all the things she would want to tell him. Sammy Jane's mom joins them. They all pick berries together. At the very end, Sammy Jane looks at her reflection in Mrs. Cooper's pool and they realize that her smile has returned.

Kaplow, J., & Pincus, D. (2007). *Samantha Jane's missing smile* (1st edition). Washington, D.C.: Magination Press.



### Bloom's Taxonomy Question Examples:

Remember- What has Sammy Jane stopped doing since her dad died?

Understand- What does Sammy Jane not want to pick berries?

Apply- Sammy Jane looks for things that remind her of happy times with her dad. What are some things that remind you of happy times with your parent? How can you look for these things in everyday moments when you are feeling sad?

Analyze- Explain why Sammy Jane was worried about talking to her mom about her dad. What does her mom say to reassure her that they can talk about her dad together?

Evaluate- How does writing a letter help Sammy Jane feel better? What does the letter help her communicate?

Create- Mrs. Cooper gives the analogy of our feelings being like a twig pushed down into water. The harder it is pushed the faster it rises to the top again. Can you think of another analogy to describe what happens when we push feelings down?

### Ideas/Activities:

1. In the story, Sammy Jane writes a letter to her dad. Write a letter to the lost parent.
  - a. Allow the child to write or dictate to you.
  - b. Ideas include what he/she feels about the loss of the parent or what he/she misses about the parent. Like Sammy Jane, include something about how it will be okay and how the child knows this to be true.
2. Create a list of things that the child used to do with the parent. Talk about what might be hard about doing those things without the parent. Discuss why it might still be important to do those activities just like Sammy Jane did. Talk about how these can be opportunities to remember his/her parent. Assist the child in realizing that even though these activities may look different now, the child can still have fun doing them.
3. Create a list of support people whom the child can talk with about how he/she has been feeling after the death of his/her parent. Be sure to include the living parent if this is still the child's reality.

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