

Collections Development

Chart from: Sharron Hollander (2004).

	Inclusion Literature	Immersion Literature
Aims/Purposes	<p>Didactic</p> <ul style="list-style-type: none"> ● To teach children about a particular type of disability ● To raise awareness of disability ● To understand and accept differences, develop tolerance, and respectful attitudes 	<p>Enjoyment</p> <ul style="list-style-type: none"> ● To engage children in an interesting topic and storyline ● To show characters who are fully engaged in life
Characters	<ul style="list-style-type: none"> ● Have a disability ● The disability defines the character 	<ul style="list-style-type: none"> ● Have a disability ● The disability does not define the character
Assumed Audience	<ul style="list-style-type: none"> ● Non-disabled children ● Ableist norms 	<ul style="list-style-type: none"> ● All children ● Non-disabled and disabled
Verbal/Visual text	<ul style="list-style-type: none"> ● Reference to disability erased from both verbal and nonverbal text 	<ul style="list-style-type: none"> ● Reference to disability included in visual text ● May/may not be included in the verbal text
Agency/Voice	<ul style="list-style-type: none"> ● Story narrated in second or third person eg. you/they, he/she ● Disabled character is denied agency and voice 	<ul style="list-style-type: none"> ● Story narrated in first person eg. I/we ● Disabled character has agency, is given a voice and tells their own story

Portrayal of Disability	<ul style="list-style-type: none">● Disability is to be accepted and tolerated by those who are non-disabled	<ul style="list-style-type: none">● Disability is not the focal point of the story - it is incidental and unremarkable● There is no moralistic or educational message● The lived reality of disability is depicted accurately and authentically● Being different is normal because all human beings are individual and different
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