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Finding Belonging through Children's Books Rating Scale

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Finding Belonging through Children's Books Rating Scale

This scale is developed to guide selections of children's books to support children finding belonging through various identities or challenges.

Book critiqued: _____

Directions: Read through the book. Identify characters and topics, including topics requiring care. Then rate.
List Topics Requiring Care: List events or emotions that require care in use (IE death, suicide, abuse, trauma):

CHARACTERS and TOPICS

Identity of Characters: Who is represented in primary characters/illustrations? Check ALL that apply.

- | | |
|---|--|
| <input type="checkbox"/> Disability or Learning Difficulty
<input type="checkbox"/> Marginalized Ethnicity or Race
<input type="checkbox"/> Language Learner
<input type="checkbox"/> Immigrant or Refugee
<input type="checkbox"/> Low Socio-economic Status
<input type="checkbox"/> Marginalized Gender (IE girls in STEM.) | <input type="checkbox"/> Marginalized Age (IE child with adults)
<input type="checkbox"/> Differences (IE language, accent, clothing, weight, height, skin color, eye shape)
<input type="checkbox"/> Experience (IE adoption, foster care, hunger, bullying, trauma)
<input type="checkbox"/> Other: _____ |
|---|--|

Challenges Addressed: What challenges or struggles are directly addressed? Check ALL that apply.

- | | |
|---|--|
| <input type="checkbox"/> Racial or Ethnic Barriers to Access or Inclusion
<input type="checkbox"/> Disability Barriers to Access or Inclusion
<input type="checkbox"/> Historical or Personal Events
<input type="checkbox"/> Rights, Privilege or Lack of Privilege
<input type="checkbox"/> Academics: A Struggle or Frustration
<input type="checkbox"/> Communication: Disorders or Barriers | <input type="checkbox"/> Relationships: Barriers, Hurt, Healing
<input type="checkbox"/> Behaviors: in Trouble or Self-Regulation
<input type="checkbox"/> Emotions: Identifying, or Struggling
<input type="checkbox"/> Processing Trauma
<input type="checkbox"/> Processing a Demographic Factor or Difference
<input type="checkbox"/> Other: _____ |
|---|--|

Critique use of this book for IDENTITY

The **wording** in this book provides opportunity for children of one marginalized group to **see themselves in a character**.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

The **vocabulary** is both **appropriate and sensitive** to the identity of a specific population.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

The **wording** in this book provides opportunity for children who are NOT of one marginalized group to **grow in awareness of peers or community members of one marginalized group**.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

The **illustrations** in this book provide opportunity for children of one marginalized group to *see themselves in a character*.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

The **illustrations** are both *appropriate and sensitive to the identity* of a specific population.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

The **illustrations** in this book provide opportunity for children who are NOT of one marginalized group to *grow in awareness of peers or community members of one marginalized group*.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

Critique use of this book for CATHARSIS

This book **supports** children to *identify emotions*.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

This book **invites** readers to *process emotions*, or emote with and through the story.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

This book provides a *healthy model for processing emotions*.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

This book **provides opportunity** for individual children to *connect with a challenge* in the story.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

The **vocabulary** is both *appropriate and sensitive to the challenge* addressed.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

The **challenge(s)** in this book **provides opportunity** for children who are NOT of one marginalized group to *grow in empathy for challenges experienced by peers or community members*.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

Critique use of this book for SOLUTIONS

This book **promotes *inclusion*** of a marginalized group **or *reconciliation*** in social justice.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

This book **supports discussion** of 2 or more **intersecting issues of marginalization or social justice.**

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

This book **models accessing a supportive individual or community support** through a challenge.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

This book explicitly **offers a helpful resource or strategy** as a solution to a challenge.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

This book **promotes seeking safety** when at risk of harm.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

This book **promotes perseverance or resilience** through a challenge.

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

This book **promotes self-efficacy** (belief in self-worth and capability) OR **self-regulation** (self-awareness or using strategies) OR **self-determination** (goal setting, decision-making).

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

For use with a classroom or group, this book **promotes growth in disability awareness or cultural intelligence.**

Strongly Agree =4	Agree =3	Disagree =2	Strongly Disagree =1	N/A =0

This instrument may be used at your discretion. Please reference the following citation:

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For more information about this instrument’s development and function, please email Melinda Burchard, Ph.D., at mburchard@messiah.edu.

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