

# **The Children's Picture Book Database at Miami University**

Research, Education, Access, & Direction (READ)

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*Oxford Round Table, England*

*March 28, 2005*

# Background

- Purpose
- Audience & Access
- Types of Searches
- Elements

# Purpose

- An on-line bibliographic database searchable by topics, concepts, and skills
- Used for designing literature-based thematic units in early childhood subject areas
- Provides abstracts of 5000+ picture books and multiple keywords for each book to increase access to its text, subtext, & images

## Children's Picture Book Database at Miami University

Welcome to our academic website which gives teachers, librarians, parents, and students a place for designing literature-based thematic units for all subjects.

Our site offers you:

- abstracts of over 5000 children's picture books;
- search capabilities for over 950 keywords, including topics, concepts, and skills which describe each book;
- weblinks for keywords so you can integrate your up-to-date content knowledge with our picture book resources.

Enter your zipcode:

Enter a one word search or click [here](#):

WEBSITE  
<http://www.lib.muohio.edu/pictbks/>



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Read more about the  
[Children's Picture Book  
Database](#).

# Audience & Access

- The CPBD@MU was one of the first on-line education databases that migrated to the World Wide Web in 1996;
- Accessed at <http://www.lib.muohio.edu/pictbks>
- Used by librarians, teachers, faculty, publishers, authors, and students from all 50 states and 7 foreign countries.

# Types of Searches

- Over 950 keywords are used to “organize” the books in three ways: by discipline, by alphabetical order, and by Boolean.
- Each book gets 10 to 15 words assigned to it from the story line, including the text, subtext and images;
- An open “quick search” is available on the home page which does not lead to web links.








## Search the Children's Picture Book Database

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You may use three different options when searching the database. The three searches are:

1. **[Keyword Search](#)**  
Select a keyword from a list of disciplines (Areas of study).
2. **[Alphabetic Search of Keywords](#)**  
Select the same keyword as above, but in alphabetical order.
3. **[Boolean Combination Search](#)**  
Select from additional fields (e.g., author, publisher, date, abstract provider, etc.) or a combination of fields to limit your search.

WEBSITE	
<a href="http://www.lib.muohio.edu/pictbks/">http://www.lib.muohio.edu/pictbks/</a>	
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# Elements

- Topics
- Concepts
- Skills



## Example of Topical Keywords in CPBD@MU

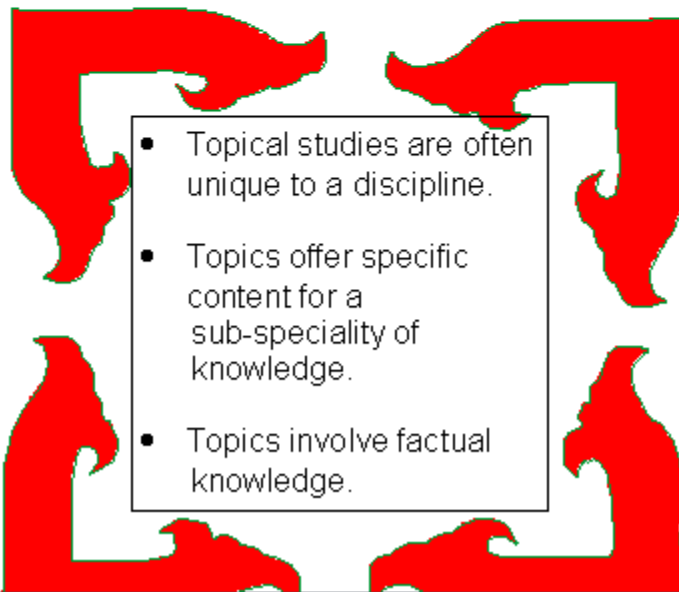


**Topic** (A type of declarative knowledge)

A body of related facts to be learned; they help to organize the content of a profession or a discipline.

### Topical Keywords

Beach  
Bicycle  
Chinese  
Lion  
Opera  
Picnic  
Train  
Volcano  
Winter



- Topical studies are often unique to a discipline.
- Topics offer specific content for a sub-speciality of knowledge.
- Topics involve factual knowledge.

## Example of Conceptual Keywords in CPBD@MU

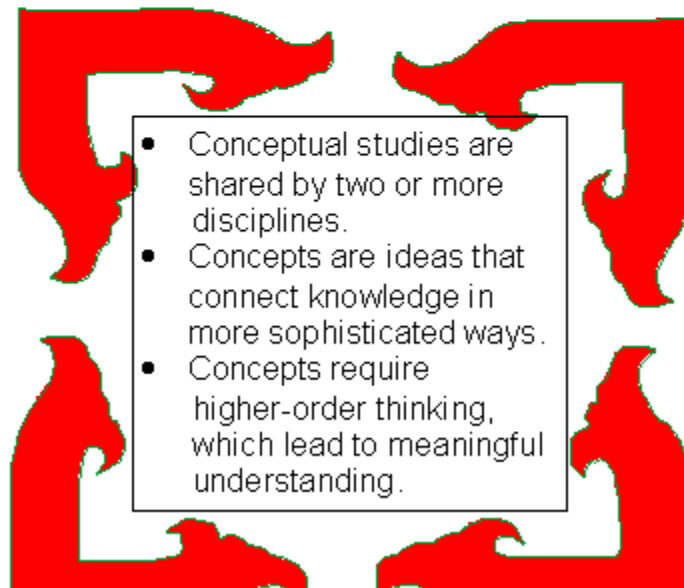


### Concept (A type of declarative knowledge)

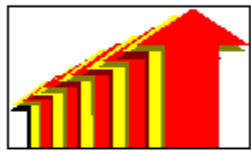
Abstract words that are broad, universal, and timeless; concepts help to bridge disciplines.

#### Conceptual Keywords

- Aging
- Celebration
- Change
- Conflict
- Culture
- Habitat
- Moods
- Nature
- Rhythm



# Example of Skill Keywords in CPBD@MU

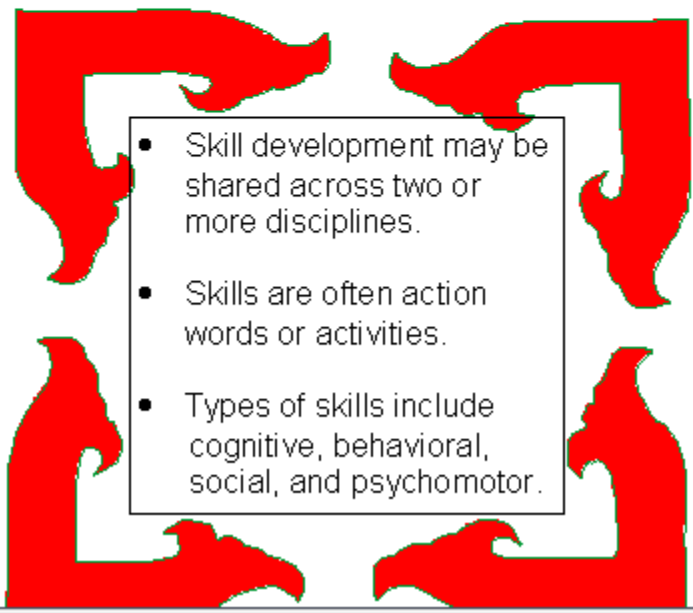


**Skill** (A type of procedural knowledge)

An ability or proficiency that occurs through training or practice.

## Skill Keywords

- Coping
- Decision-Making
- Jumping
- Listening
- Reading
- Running
- Skating
- Storytelling



# READ:

- Research
- Education
- Access
- Direction

# **READ: Research** (samples)

- Health Literacy Through Picture Books:  
A Study of African American Wellness Patterns
- Reach Out and Read as a Academic Service  
Learning Project for Preservice Teachers

OKI Children's Literature Conference  
November 6, 2004

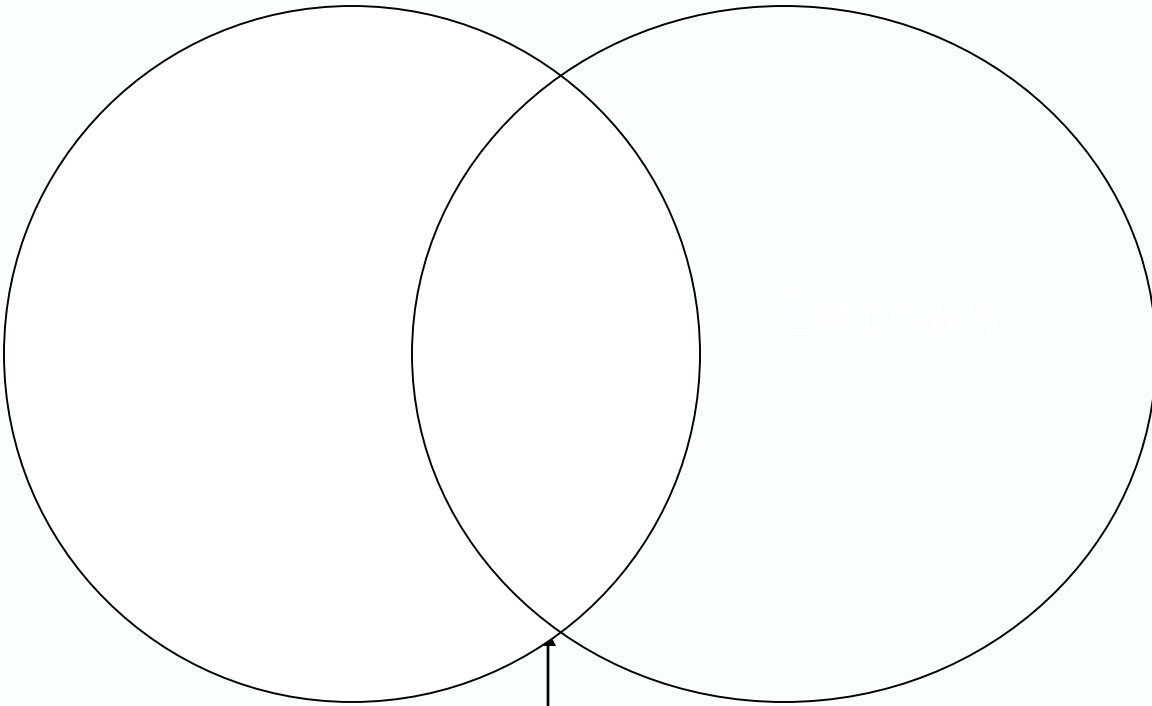
**Health Literacy**  
**Through Picture Books:**  
**African American Patterns**

by

**Valerie A. Ubbes, PhD, CHES**  
Miami University, Oxford, OH

# Presentation Outline

- Part I: Introduction & Background  
Knowledge on health literacy and wellness  
(10 minutes)
- Part II: Healthy Eating & Physical Activity  
Patterns of African Americans in Children's  
Picture Books (35 minutes)



Health Literacy





# Health Literacy

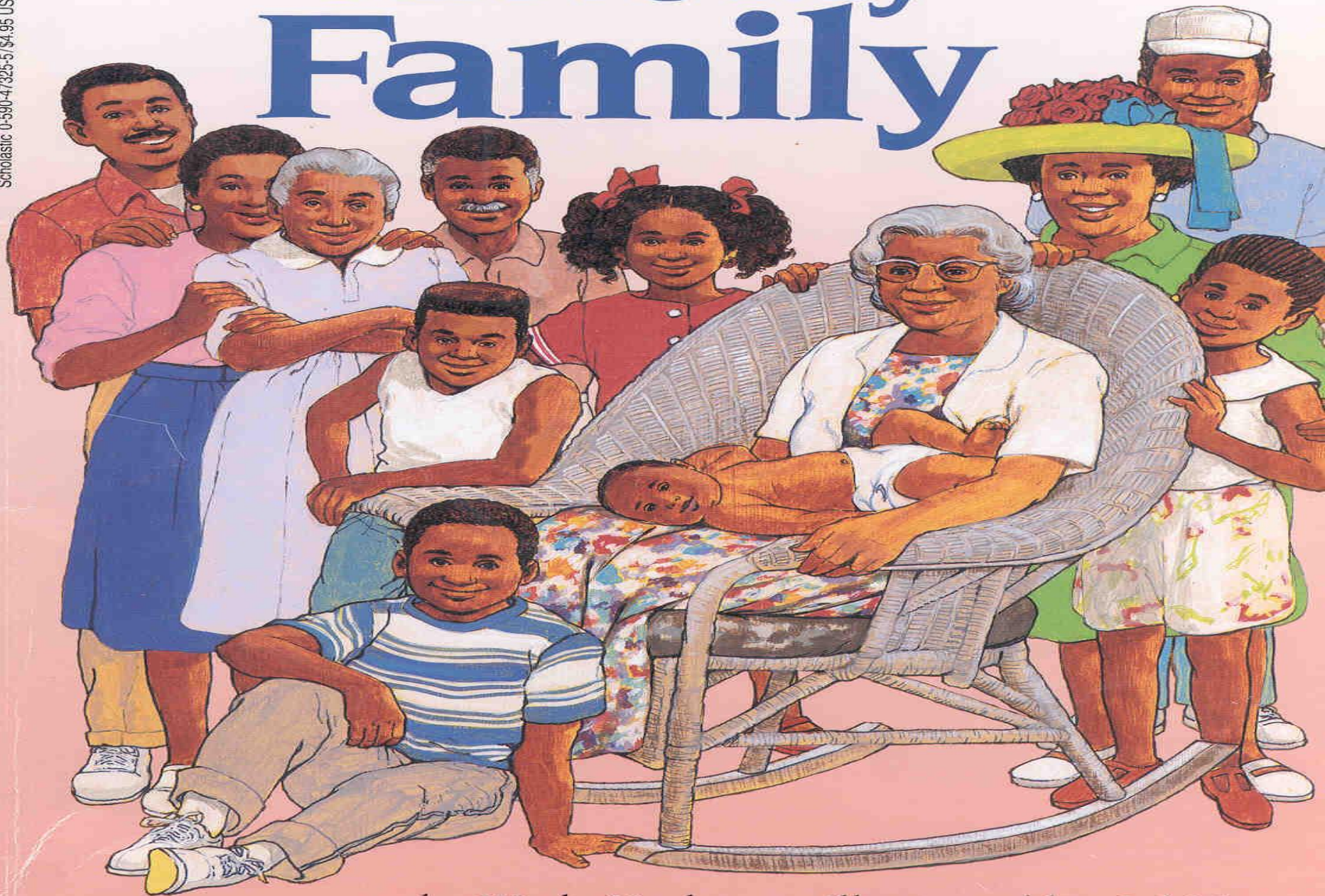
- Health literacy is the focus of the National Health Education Standards (NHES) for preK-12 curriculum design.
- According to the NHES (1995), health literacy is defined as the “capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health-enhancing”.

- The World Health Organization recently named health literacy as a global priority (Annuals of Internal Medicine, 2003).
- Literacy skills predict an individual's health status more strongly than age, income, employment status, education level, and racial or ethnic group (Partnership for Clear Health Communication, 2003).

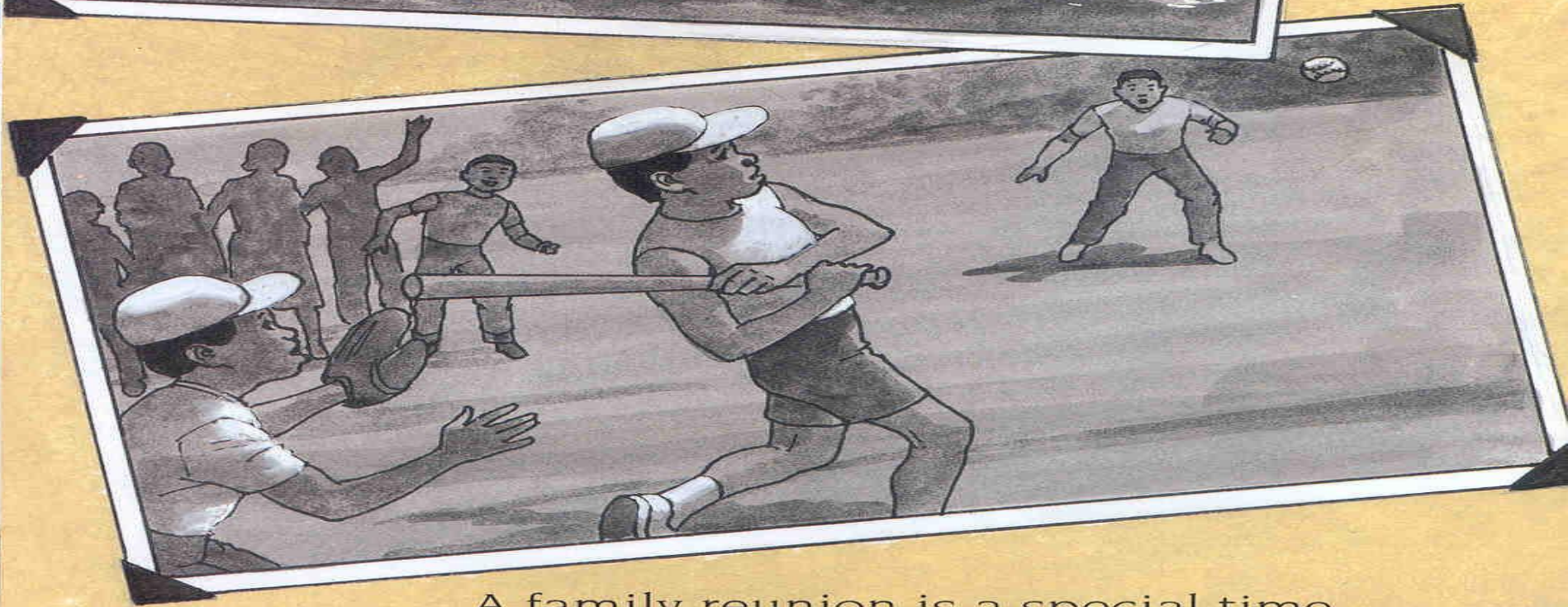
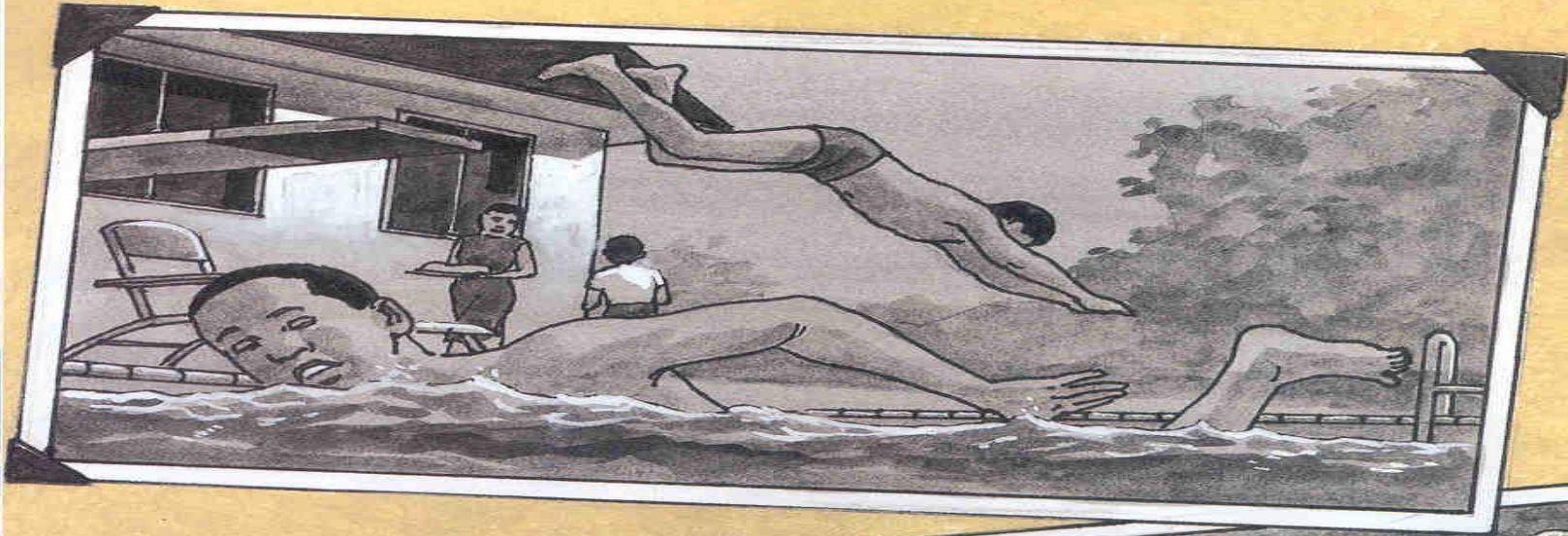
# Literature Connections

- In excerpts of the story that follows from “*I Love My Family*” (Hudson, 1993), notice a few of the dimensions of health in the following order: Social Health, Physical Health, and Emotional Health.
- Like in life, picture books give us an opportunity for *integrating* two or more dimensions of health leading to wellness.

# I Love My Family

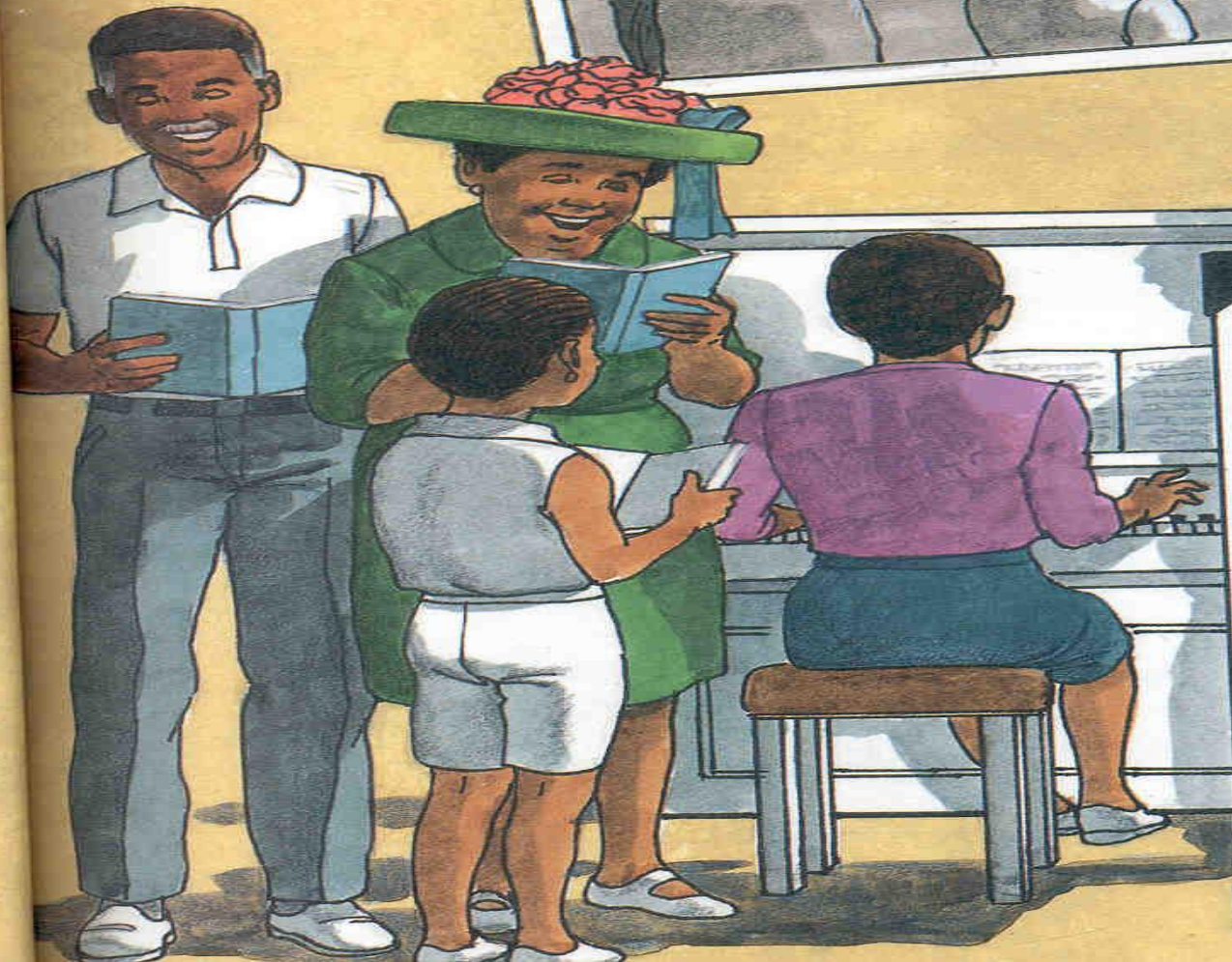


by Wade Hudson • Illustrated by Cal Massey



A family reunion is a special time.  
It's a lot of fun, too. We go swimming.  
We play ball. We pick peaches.

We sing.  
And we dance.



**When the family reunion is over, everyone is sad. No one wants to say good-bye. I feel sad, too. I won't get to see most of my cousins again until next summer.**



*AAHPERD National Convention, Cincinnati, OH*

*March 31, 2001*

**Enhancing Health Literacy  
through Service Learning:  
University-Community Partnerships**

Valerie A. Ubbes, PhD, CHES

Judith A. Ausherman, EdD, CHES

Chris Moore, MD



# What is Reach Out and Read?

- A nationally-based, pediatric literacy program
- Focuses on emergent literacy among infants, toddlers, and preschool children (ages 6 months to 5 years);
- Uses volunteer readers who model the importance of reading to children (and their parents and caregivers).



# Locations

- Oxford Pediatrics & Adolescents, Inc. – Cincinnati, Ohio (rural)
  - Target population is mostly Caucasian;
  - 13% of families live below poverty line
  - 3 to 11% receive federal assistance
  - 25% of patients are Medicaid recipients
- Rainbow Babies and Children's Hospital – Cleveland, Ohio (urban)



## Reach Out and Read (ROAR)

[Reach Out and Read \(ROAR\)](#) is a national literacy and health program which involves volunteers reading to children, ages six months to five years, while waiting in the pediatrician's office for their well-child checkups. One location in southwest Ohio has been using the Children's Picture Book Database at Miami University to select stories with [health-related storylines](#) so children and their parents are exposed to health-promoting literature. To learn about the ROAR program from the perspectives of the volunteers, please click [here](#).

### Goals of the Program

Three major goals have been identified for preservice teachers at Miami University, who have elected to participate in ROAR through an academic service learning project within their courses: PHS 242E (for elementary education majors) and PHS 322 (for health education majors) taught by Dr. Valerie A. Ubbes. These goals are written as outcomes from the perspective of three different participants: the child participant, the parent and caregiver participant, and the volunteer reader participant. Preservice teachers are identified as volunteers in the goals below.

**Goal 1 of ROAR is to read a variety of books to infants, toddlers, and children (ages 6 months - 5 years) who have an appointment for a well-child check-up at Oxford Pediatrics and Adolescents, Inc.** This goal will help to establish the following outcomes for participants:

- [Child Outcomes](#) which include the development of emerging literacy;
- [Parent Outcomes](#) which include an opportunity to see modeling of reading and its importance on a daily basis; and
- [Volunteer Outcomes](#) which include weekly interactions with an early childhood population; an increased identification of and exposure to health-related storylines through the Children's

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# Role of Readers

- Share and model read books to children who are waiting for their well-child check-ups;
- Interact with parents and caregivers to discuss the Reach Out and Read program;
- Volunteer one to two hours per week while engaging in academic service learning as a pedagogy embedded in theory and practice.



# Literacy Focus

- Pre-service teachers model read a variety of books with health-related storylines;
- Gain experience with developmentally appropriate practices, much of it through trial and error using problem solving and critical thinking;
- Investigate the relationship between health and literacy through reading journal articles, writing reflective narratives, sharing ideas in focus groups, interacting with peers, & exit interviews.



## Reach Out and Read (ROAR) Reflections: Chris Cracraft

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Teacher Colleague Letter written at the end of the semester on December 7, 1999

Dear Colleague,

I chose the ROAR program because it gave me the opportunity to interact with young children. I gained the love for reading to children, pleasure from their smiling faces, and confidence through the interaction with parents and children. This is such a great program. So many children are happy to see you there and that makes it worth it. I still have some questions on my mind and maybe you can help the program by finding out. The first is, why does the waiting room never change?, why are we only allowed to go once a week?, and is there any way that a list of children in the office that day can be given to the readers? I totally recommend this program to you and anyone else that may be interested.

Sincerely,  
Chris Cracraft

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ROAR Reflection #1: October 6, 1999

The date that I read at Oxford Pediatrics was October 6. This is a day that I will remember for a long time. It was 10:00 in the morning and it was a very sunny day when I arrived to read. I will not lie to you, I was very nervous about going to read. I guess that I was just worried of messing up somehow. Anyway, when I first got there I had to make out my name tag and put on my smock. There were no children there right at first and that bummed me out. About 10:10 a little girl came

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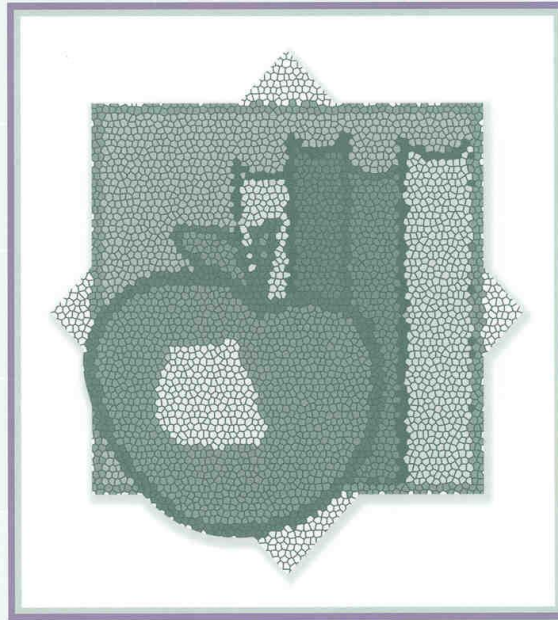
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# **READ: Education** (samples)

- *Literature Links for Nutrition and Health* (Ubbes & Spillman, 2000) which uses the National Health Education Standards
- *101 Best Web Sites for Elementary Teachers* (Lerman, 2005) which uses the National Education Technology Standards

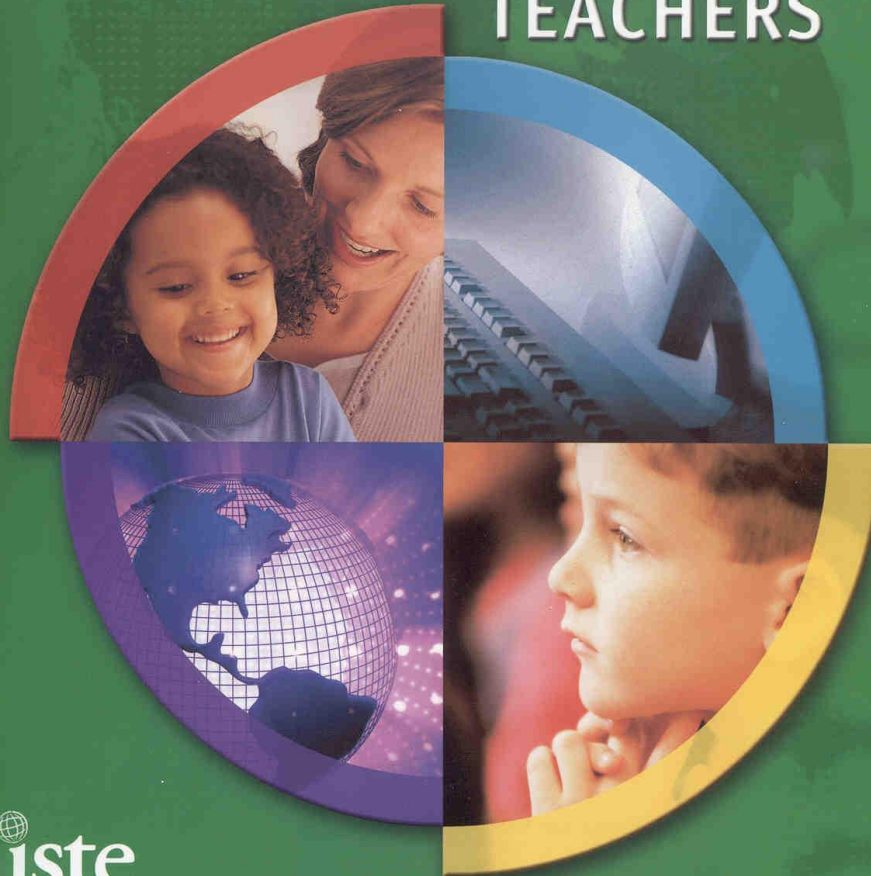
# Literature Links for Nutrition and Health



Valerie A. Ubbes and Diana M. Spillman

**101** BEST WEB SITES

for **ELEMENTARY**  
**TEACHERS**



 **iste**  
Publications

James Lerman

# READ: Education, *continued*

The CPBD@MU helps teachers to

- Design curricula and specific lessons for different topics, concepts, and skills;
- Differentiate instruction for individual learners with different interests & needs;
- Use books to extend available curricula and programs in order to increase content knowledge and skills.

# READ: Access

The CPBD@MU is a tool to help

- librarians, teachers, publishers, authors, and students bring all eight academic disciplines together for integration and for elevation;
- find books on a variety of topics, concepts, and skills for different populations with different needs e.g., underrepresented, underserved, accelerated, bibliotherapy

# READ: Access

- Boolean searches help to find books for disciplinary background knowledge *and* human issues of culture, religion, socioeconomic status, health, and other concepts:
  - Food and Chinese
  - Poverty and Family
  - Celebration and Music

# READ: Direction

- Communications:
  - Publishers and Authors want their books included
  - Faculty suggest certain titles for purchase or inclusion
  - Faculty offer improvements from around the globe
- Recent Grants:
  - Evaluation of the Children's Picture Book Database at Miami University: The Use of Technology to Effect Changes in Curriculum and Literacy Development \$885
  - Use of the Children's Picture Book Database at Miami University to Extend Awareness of a Global Community Through Text, Images, and Art \$850

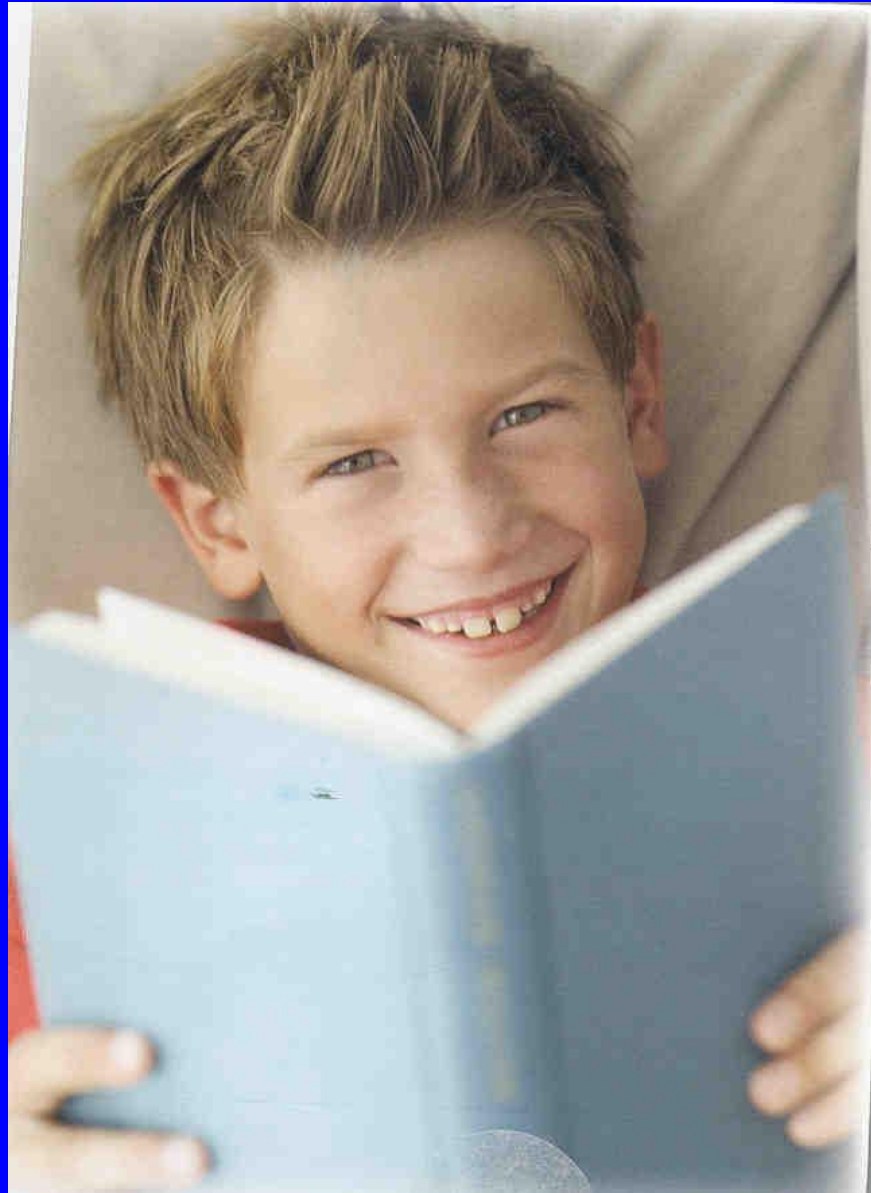
# READ:

- Research
- Education
- Access
- Direction



# Invitation & Needs

- Ongoing need for quality abstracts to be written by preservice teachers and others;
- Ongoing web links for disciplinary content;
- Increased number of picture books for international, e.g., Aborigine, and national, e.g., Native Americans, populations;
- Launch and support needed for the Youth Database for Health Literacy (YDHL)



**Never Ending**