2020

MIDDLE SCHOOL EDUCATORS' VIEWS OF BIBLIOTHERAPY: USING BOOKS AS HEALING TOOLS TO HELP ADOLESCENTS NAVIGATE PROBLEMATIC ISSUES: A CASE STUDY

Lauren Dunne
Saint John's University, Jamaica New York

MIDDLE SCHOOL EDUCATORS' VIEWS OF BIBLIOTHERAPY: UTILIZING
BOOKS AS HEALING TOOLS TO HELP ADOLESCENTS NAVIGATE
PROBLEMATIC ISSUES: A CASE STUDY

A dissertation submitted in partial fulfillment

of the requirements for the degree of

DOCTOR OF EDUCATION

to the faculty of the

DEPARTMENT OF ADMINISTRATIVE AND INSTRUCTIONAL LEADERSHIP

of

THE SCHOOL OF EDUCATION

at

ST. JOHN'S UNIVERSITY

New York

by

Lauren A. Dunne

Date Submitted: <u>March 16, 2020</u>   Date Approved: <u>March 16, 2020</u>

_____   _____

Lauren A. Dunne   Dr. Anthony Annunziato

ABSTRACT

MIDDLE SCHOOL EDUCATORS' VIEWS OF BIBLIOTHERAPY:

UTILIZING BOOKS AS HEALING TOOLS TO HELP ADOLESCENTS NAVIGATE

PROBLEMATIC ISSUES: A CASE STUDY

Lauren A. Dunne

Today's adolescents have a tremendous number of stressors in their lives and need various resources to navigate through their problems. Providing middle school students with access to books may help them find ways to cope with various Adverse Childhood Experiences (ACEs) that potentially stand in the way of learning. Bibliotherapy is a practice used to foster healing through the use of books. School professionals can bridge the gap between students and a resolution to their problems. Providing students with books, along with guidance, may help youngsters come to terms with issues and lessen their adolescent burdens and put them in a better position for learning.

The purpose of this study was to assess middle school professionals' knowledge, views, and comfort level of bibliotherapy. There is a wealth of appropriate books for adolescents to read, both fiction and non-fiction, to help to overcome problems, to better themselves as individuals, or to help them realize that they are not alone in a given situation. Using a mixed- method, explanatory sequential, singular case study format, this study examined 44 suburban middle school professionals and their views of bibliotherapy. It measured perceptions, nature of appropriateness, and the extent to

which teachers are comfortable utilizing this intervention for various purposes. Quantitative data were collected electronically using a Likert Scale survey. Qualitative data were gathered through researcher-conducted semi-structured, staff interview questions.

Findings of this study indicate that educators at the middle school level recognize the prevalence of student Adverse Childhood Experiences that are potential blockades in the way of learning. Teachers believe that students must feel safe and secure before learning can occur. Based on existing research along with the data collected in this study, educators feel that bibliotherapy is an acceptable approach to help adolescents navigate problematic issues. School professionals have a comfort level with this method of intervention; as school seems a natural place to enhance social and emotional well-being. Addressing the needs of the 'whole child' is important, as indicated through the research. Systemic change within schools would allow educators to be equipped with the tools and training to properly infuse the practice of using books for healing purposes into school setting.

ACKNOWLEDGEMENTS

journey, right by my side each and every minute, through every class, assignment, project, chapter, and presentation. We sure had some laughs, stress, and upsets along the way, but it was all worth it. You were a constant motivator and I would not have succeeded without your energy and support.

Thank you to Kristen and Jessica, the other two members of the "Fab Four," for all your help and laughs along the way. We finally did it!

A huge thanks to Dr. Annunziato, a super-intelligent, patient and kind mentor, who selflessly walked me through this process in a most calm and professional manner.

A heartfelt thank you to Dr. Bernato, who kept putting "peas under my mattress" throughout the writing process, and certainly made me think- and "marinate"! I couldn't have done this without your guidance.

A shout out to my three administrators, Mrs. Moreno, Mr. Ferrazzi, and especially Dr. Deerr, my editor-in-chief, who dedicated his time, energy, expertise, and 'know-how' along the way. I appreciate your encouragement!

Thank you to the very determined and intelligent student-professionals in the St. John's cohort. Although it was a pleasure spending Monday evenings together, I hope to see you in a less-structured and more social environment in the future- good luck to you all!

An extra-special thank you to my husband, John, who picked up the slack around the house, made dinners when I couldn't, toted the kids around, folded the laundry, and performed all the ancillary household duties in both my mental and physical absence. More importantly, thank you, John, for constantly verbalizing how proud you are of me

in working so hard to check something off my ambitious life bucket list! You have supported my efforts of being a worker-bee, a life-long learner, and for striving for the highest degree in my profession; I appreciate that more than you know.

Thanks to all my students, past and present, who have given me the desire to learn, reflect, develop and evolve each and every day. Children are the best group of individuals to work with; I adore my career. My hope as an educator is to inspire children to imagine, dream, create, read, and never stop learning.

This study is dedicated to all those who have ever found solace and reassurance within the comforts of a book.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

Introduction

"We read to know that we are not alone." C. S. Lewis

"The Association for Middle Level Education stresses the importance of understanding the unique developmental needs of our middle school students in designing appropriate learning environments and for understanding how those environments can contribute or interfere with our students' learning" (Paris, 2019, p. 6). Adolescence is a period where substantial physical, social, emotional, and educational changes occur. "Couple the demands of these personal changes with the demands of a changing society and it is easy to see why youth might also be defined as a difficult time of life" (Synder, 1996, para. 2).

Bibliotherapy is broadly defined as the practice of using books for healing purposes. It can be described as stringently as books being used within medical and mental hospitals, to a less rigid definition of using literature to help a reader with a personal issue or problem, helping with books, or the use of self-help materials (Brewster, 2008; Doll & Doll, 1997; Jones, 2006). The process of bibliotherapy can also be known as biblioeducation, library therapeutics, biblioprophylaxis, literatherapy, bibliocounseling, bibliopsychology and tutorial group therapy (Pardeck & Pardeck, 1993). Forgan (2002) defined bibliotherapy as the use of books to heal the mind, while empowering individuals to resolve personal difficulties.

School professionals encounter students with issues that inhibit learning in the classroom. Based on Bandura's Social Learning Theory (1977), people learn from one another via observation, imitation, and modelling. Bandura (1977) stated that behavior

can be learned or changed by observing role models and through reading materials. Equipping professionals with books and training for bibliotherapeutic intervention, teachers can set students up for success in the classroom, as students can navigate their individual problems and stressors. Given the nature of the problems today's teens are facing, literature can be a resource for school professionals to consider in helping students solve problems and be ready to learn. Before learning can occur, student issues must be resolved.

In Ancient Greece, libraries were described as "healing places for the soul." In the United States, the roots of the practice of bibliotherapy began in the early 1900s as librarians worked with physicians to use books to treat the mentally ill. In the 1930s, the idea of bibliotherapy prompted Alice Bryan, a pioneer librarian, to write articles advocating its use to help individuals cope with personal problems. After World War II, the practice of bibliotherapy flourished and was being utilized by teachers, nurses and social workers during their practice. The practice expanded further into the 1950s, when Carole Shrodes developed a theoretical model based on the idea that people are greatly influenced by the characters they identify with in stories. As time progressed into the 1980s, interest in bibliotherapy turned to self-help in nature; including helping to change children's negative behaviors.

In recent years, bibliotherapy has taken on new forms. Anti-bullying curriculum developers seek out literature that will reach youngsters. They explore young adult fiction to address the issue of bullying. "Well-written fiction exposes readers to challenging scenarios that can serve as grist for processing life's dilemmas and for considering alternative solutions" (Larson & Hoover, 2012, p. 50). In the hands of

educators, carefully selected books may have the ability to promote healthy interpersonal relationships. Advocates of the practice rely on stories to assist individuals in processing problems and, in turn, change behaviors. Parents, teachers, and other school professionals may use bibliotherapy as a tool to address social issues and developmental challenges.

Bullying is only one of the many stressors and challenges in the worlds of our adolescents today. Death, parental separation or divorce, self-esteem issues, addiction, sexuality, substance abuse, learning disabilities, illness, and anxiety are some of the other issues that youngsters struggle with. Souers and Hall (2016) defined these types of issues as ACEs, or Adverse Childhood Experiences, and agree that if a child is not ready to learn (mentally, physically, emotionally), he/she will not learn. Students need to be in a safe place to be in their "learning mode," according to Souers and Hall (2016). School psychologists, guidance counselors, social workers, teachers, administrators, and parents are all stakeholders in helping children problem-solve. In addition to traditional therapy, talking through a problem with a counselor, or implementing an innovative strategy like bibliotherapy, may serve as an alternative. Both fiction and non-fiction books are tools that may be used to assist youngsters in navigating through issues, sometimes in a more subtle, discreet, non-threatening, and enjoyable way.

A plethora of books have been published that enable students to relate a very particular issue with which they are dealing to a fictional character in a story. In addition, school professionals may simply provide students with a non-fiction resource, such as a self-help book, which can provide guidance and assistance in resolving a problematic issue at hand. School personnel, by nature, are both passionate about their work and have

a desire to nurture the "whole" child. Finding ways to conquer the societal problems that students face daily is critical. Bibliotherapy appears to hold promise in lessening burdens and targeting each student as an individual learner, while setting the student up for success.

Problem Statement

Students, adolescents in particular, are faced with myriad issues in today's world. Within our ever-advancing and fast-paced society, educators are, more than ever, teaching the "whole" child. Educators have a responsibility to provide youngsters with resources and guidance to conquer problems that they may encounter not only academically, but also socially, physically, and emotionally. Souers and Hall (2016) stated that Adverse Childhood Experiences (ACEs) are among the many prevalent issues facing youngsters in our schools today.

Students who do not feel secure on a social and/or emotional level may have obstacles in their way of learning within the classroom. Therefore, this study set out to study the effect of incorporating the practice of bibliotherapy—providing carefully selected nonfiction and fiction books—along with guidance, discussion, and support. Bibliotherapy can aid in solving these problems. School professionals can provide the opportunity for students to avail themselves of literature for the purposes of problem solving, learning empathy, relieving stress, cultivating relationships, or self-actualizing. Additionally, school personnel can utilize appropriate literature in a proactive manner, to provide life-lessons and strategies to alleviate potential problems that students may encounter. In examining the research, it seems as if there is a lack of school professionals' knowledge-base and familiarity with the practice of bibliotherapy.

Today's adolescents are asked to meet demands in multiple areas; academics, athletics, and extra-curricular activities. However, if too much focus is placed in one area, like numerical grading, for example, we are at risk of losing the "whole child," according to Tomlin (2016). In order to meet our students' individual and unique needs, educators need to be mindful of the students' physical, cognitive, intellectual, social-emotional, moral, and psychological well-being. Adolescents need to be provided with opportunities to learn in a safe and secure environment. Tomlin (2016) suggested that students be provided with daily opportunities to talk, share, express, and debate as well as to do critical work.

According to the World Health Organization (2016), mental health is a state of well-being in which an individual realizes his or her own abilities, copes with normal stressors of life, works productively, and makes contributions to his or her community. Mental health is the foundation for people to think, interact, express emotions, make a living, and enjoy their lives. Therefore, the preservation and restoration of mental health is an essential concern of society, whereby individuals can thrive and sustain wellness. Bibliotherapy is a technique applicable for various needs and has been shown to be a natural and appropriate tool for counseling within the school environment (Cook, 2006; Stamps, 2003).

As of July 1, 2018, New York State was the first state to pass a mental health mandate: "This groundbreaking law lays the path to better health for all New Yorkers" (Liebman, 2018). This law, which aims to expand mental health literacy, mandates that all elementary, middle, and high schools include mental health as part of their existing physical/health instruction. This ground-breaking law is meant to prepare students with

lifelong skills to understand mental wellness and prompt an awareness of treatment and support available to both themselves and others. Therefore, as the literature demonstrates, bibliotherapy may be used in schools to assist in caring for students and helping to heal elements in a child's life that are presently troubling (Gladding, 2005). "The public is finally coming around to the notion that to properly address mental health issues, we must first acknowledge and openly discuss them" (Elia, 2018, para. 4). To promote mental health literacy and awareness, the New York State Board of Regents and the New York State Office of Mental Health will provide resources to schools to create a climate of wellness that centers around the whole child, school, and community. Suicide and self-injury risks are increased when mental illness is left unrecognized and/or untreated. Therefore, empowering young people with information, along with a feeling of support in knowing that they are not alone in a situation, may positively impact them and help to preserve their mental health and wellness for themselves as well their peers. Books can act as an avenue to overcome life struggles and healing.

This study, which examined school professionals' knowledge-base, views, attitudes, and comfort level of bibliotherapy, was designed in order to address the problem of limited research within this topic. Goals of educational professionals include assisting students in combatting issues that may interfere with their learning, providing strategies for positive mental health and problem solving, and sharing resources and support, which sets them up for learning success. If ACEs are lessened, students will be in a better position to learn. The literature suggests that bibliotherapy, providing students will developmentally appropriate literature specific to their personal needs, is an appropriate intervention within the school setting. However, few studies have explored

the extent to which school professionals are familiar with bibliotherapy, use it, or feel about it. Therefore, it is reasonable to measure knowledge-base and views on this topic.

Purpose of the Study

The purpose of this study was to determine middle school educators' knowledge-base, attitudes, views, and comfort level of the practice of bibliotherapy. The researcher examined the extent to which teachers recognize bibliotherapy as a valid intervention approach to help adolescents navigate ACES. Using a singular case study, mixed-method design, the researcher explored outcomes that speak to the use of bibliotherapy as a supplemental tool to help adolescents cope with life-stressors. Data collection included electronically sent Likert Scale surveys completed by middle school educators, along with responses from semi-structured interview questions with a purposeful representation of middle school professionals.

This study's findings inform and encourage school professionals to further examine the practice of bibliotherapy as a supplemental means of helping adolescents alleviate burdens and, in turn, be better prepared for classroom learning. In completing this study, the goal was to promote a greater understanding of bibliotherapy and prompt the use of the practice within school systems. Another goal was to generate thought and further research on this minimally studied topic.

Research Questions

RQ 1: To what extent do school professionals feel it is acceptable to address social and emotional stressors through bibliotherapy within classroom practice?

RQ 2: To what extent are school professionals comfortable using books in their classrooms for the purposes of bibliotherapy?

RQ 3: To what extent do school professionals know about the practice of bibliotherapy?

RQ 4: To what extent do school professionals recognize the potential of bibliotherapy for adolescents at the middle school level?

RQ 5: To what extent are school professionals equipped to use bibliotherapy with adolescents at the middle school level?

Overview of Methodology

This was a mixed-method study, which used both quantitative and qualitative measures to gather data. Within a singular case-study, explanatory sequential format, the participants consisted of a convenience sampling of approximately 80 middle school educators of Grades 6, 7, and 8. Participants included teachers of the core subjects of math, social studies, English, and science as well as physical education, art, technology, music, special education, academic intervention services, and home and careers. Guidance Counselors, a Social Worker, and a School Psychologist are also included in the sample. The method used in this study was one of convenience sampling. The sample was not randomized since the researcher was employed within the district at the time of the study; therefore, the population sample is one of bias. Limitations to the study include a participant group with a low degree of diversity in both ethnicity and socioeconomic level, as well as a small participant sample size.

The school professionals were employed in a public, middle-class, suburban school district on the north shore of Long Island, in New York State. The district employed a total of 290 teachers within its five schools and had a total student population of approximately 2,859. The student population at the middle school was approximately

700. The ethnic make-up of the teachers was predominantly white, with English their native language.

This study relied on a survey which was created by a graduate student, Camp, based at Iowa State University in 2015. Camp's study, titled "Perceptions of bibliotherapy: a survey of undergraduate students", sought to gain insight into the perceptions of 248 undergraduate, education-majored students from a large mid-western university regarding the implementation of the practice of bibliotherapy in K-12 classrooms (Camp, 2015). For the purposes of this study, data was collected by using this survey which contained demographics items, rating scales, and open-ended item questions to gather both quantitative and qualitative data. The independent variables in the study included experiences and current understanding of bibliotherapy, purposes acceptable for the use of classroom teachers, comfort level of implementing the practice, and concerns educators hold about the implementation of bibliotherapy. Camp granted the researcher permission for the use of the survey (Appendix A).

The instrument was appropriate for measuring the participants' perceptions of the bibliotherapy practice. In addition, it offered insight into factors and concerns which influenced the participants' perceptions. The rationale for the selection of this instrument is that Camp obtained perceptions/insights on the same topic of bibliotherapy in a mini-study conducted with a different sample within a different setting. The researcher was interested to learn whether results would vary with this alternative population in another setting. It was hoped that the study would better define school professionals' attitudes and perceptions of this practice of bibliotherapy.

The study's design was non-experimental. A survey, created by thesis author, Camp, of Iowa State University in 2015, was created to glean a sense of undergraduate, prospective teachers' comfort levels in using bibliotherapy for certain circumstances, as well as to what degree using books is an acceptable method for aiding youngsters in the solving of problems. Issues outlined in the survey included: death of a loved one, illness, learning disabilities, self-esteem, social skills, disruptive behaviors, feelings, dealings with abuse, and peer pressure. The survey, which included demographic information, three multiple choice sections, and three short written response questions, was replicated via Google Forms and sent out via email to approximately 80 middle school teachers. The survey was designed to take approximately 10 to 12 minutes to complete and was returned to the researcher anonymously with all confidentiality statements noted at the beginning. This study also consisted of researcher-conducted semi-structured interviews with a purposefully representative group of approximately 13 staff members to gather further insight into the views, knowledge, and comfort level of the practice of bibliotherapy.

Rationale and Significance of Study

This study is significant because there is potential in using the practice of bibliotherapy at the middle school level, given the host of problems that adolescents encounter daily. However, it seems that there is a general lack of familiarity with the topic of bibliotherapy amongst school professionals. In order to utilize bibliotherapy as a supplemental intervention, school professionals need knowledge and support. To properly infuse bibliotherapy into the school setting, several things must be in place. Stakeholders must believe that the practice has worth. Next, books must be provided, as

well as professional development and training, to properly work with students in need. School professionals act as the bridge between the adolescent and his/her issue, finding a resolution to the problem.

      The goal in designing this study was that its results be used to inform educational stakeholders, including school librarians, teachers, guidance counselors, school psychologists, and parents of the possible benefits of using the practice of bibliotherapy to aid students in coping with life stressors, burdens, and challenging situations. This practice can be utilized as a supplemental means of assisting students to better manage types of ACEs (Souers, 2016) in their lives. In addition, bibliotherapy can be used in a proactive manner to prepare students with strategies to better deal with situations that may arise. When utilized by an invested stakeholder, such as a teacher or guidance counselor, the practice of bibliotherapy may help to strengthen students' awareness of strategies to use when confronted with a socially challenging or stressful situation and foster a sense of resiliency.

      Literature can serve as a comforting and authentic example to a youngster experiencing similar situations to those found within a book. Story characters may act as models for youngsters and may help to foster social and emotional growth by providing strategies and management skills to deal with their own personal issues. Literature can act as a source of therapy, as students may relate positively to characters in the story; in turn, reassuring them, and allowing them to feel that they are not alone in a given situation. In addition, literature may provide them with supplemental tools to navigate adverse situations.

The middle school within the district examined in this study proposed to address issues that students are burdened with as they walk through the doors of school each morning. At the commencement of the school year, school personnel discussed "what students are bringing in their backpacks." Metaphorically, students are "carrying" social and emotional issues with them, which may be causing turbulence, and interfering with the learning taking place at school.

Role of Researcher

The researcher is a 24-year veteran reading specialist in the middle school within the district where the research was conducted. The researcher electronically administered an anonymous Google-Form survey in a Likert Scale format. The researcher also conducted individual semi-structured interviews consisting of open-ended questions about the topic of bibliotherapy.

Researcher Assumptions

The study reflected the following assumptions:

1. By working within the confines of the school system, the participants of the study will be professionally certified teachers and counselors.

2. The survey and interview questions will be answered honestly.

3. The sample of the participants will include professionals with varying degrees of experience, education, training, professional development training levels, and with differing ages and/or school environments in which they work.

Definitions of Terminology

For the purposes of this study, the following terms are defined as follows:

Adverse Childhood Experiences (ACEs): powerful and disruptive risks to the development of humans (Souers & Hall, 2016)

Bibliotherapy: the process of using books to help individuals think about, understand and work through social and emotional concerns (American Library Association, 1966)

Change Theory: a procedural method of action-based reform where strategies are utilized to obtain results (Fullan, 2006)

LGBT: Lesbian, Gay, Bisexual and Transgender Individuals (Knoblauch, 2017)

Resiliency Theory: a positive function in the face of adversity; strength over problems (Toomey, 2008)

Social and Emotional Learning (SEL): A practice of teaching character education which includes the affective and cognitive qualities of a person (Richardson, 2009)

Transactional Reading and Writing Theory: interactions between teachers and students during the reading of books (Rosenblatt, 1976)

Young Adult Literature (YAL): realistic fiction that is set in the contemporary world that addresses problems and issues of life circumstances that are of interest to young readers of ages 12 to 18 (YALSA, A Division of the American Library Association)

Organization of the Dissertation

This dissertation is presented in five chapters. Chapter 1 presents the problem, states the research questions, and research hypotheses. Chapter 2 offers a general overview of bibliotherapy and its history and reviews the relevant literature. Chapter 3

outlines the methodology of the study, the selection of participants, the instrumentation used in the study, and the methods of collecting and analyzing the data. Chapter 4 reports the results of the study. Chapter 5 discusses the results and implications of the study, provides an opportunity to analyze and synthesize the results, and makes recommendations for future practice and research.

CHAPTER 2

Literature Review

"Literacy is a bridge from misery to hope." Kofi Annan

Introduction

Chapter 1 described the various present-day problems that adolescents encounter in our society today. Bibliotherapy was also defined as a process of using books to help individuals navigate personal, problematic issues. This purpose of this study is to discover the views, comfort level, and perceptions of middle school teachers regarding the intervention of bibliotherapy. In Chapter 2, four theories to which the topic of bibliotherapy can align are discussed: Social and Emotional Learning, Theory of Transactional Reading and Writing, Change Theory, and Resiliency Theory. Following the theoretical frameworks, the definition and history of bibliotherapy are described. The study then examines several research studies in support of the practice of bibliotherapy. Thereafter, the stakeholders' roles in bibliotherapeutic intervention are explained. Table 1 lists the student ACEs that can be addressed using this intervention approach. Finally, a step-by-step procedure of the process of bibliotherapy is described. Chapter 3 details the participants of the study as well as the methodology, and data collection approach.

Theoretical Frameworks

Theory of Social and Emotional Learning

The infusion of social skills has become an integral part of education. Stand-alone academics is no longer the norm, as it is the job of educators to impart social and emotional learning into instruction, as well. The Carnegie Council on the Adolescent (2002) suggested that learning is not possible until the social, emotional, and physical

needs of students have been met. SEL is inclusive of a broad skillset that fosters success in school and in life. These types of social/emotional strategies are essential for all, whether faced with adversity or not. Maslow (1954) spoke of the hierarchy of human needs that individuals require to meet with success in life. After the basic needs of food, sleep and clothing come safety needs such as being free from abuse and danger. The next level of an individual's needs is a sense of belonging; for being isolated creates unhappiness. People want to be recognized, said Maslow (1954). Furthermore, it is suggested that after primary needs are met, there is greater potential for students to succeed in school. Therefore, considering the addition of an intervention such as bibliotherapy within regular academic-type curricula may prove beneficial.

Social and emotional frameworks in schools strive for safe, cooperative, and nurturing settings where concepts such as relationship skills, self-monitoring and self-awareness tools, and good decision-making strategies occur. Literature can be incorporated into these teachings, as well. Once a student feels comfortable, there is a greater sense of engagement with learning in addition to enhanced school performance. The concepts of SEL can be added into the classroom and curriculum. In conjunction with that, appropriate literature can be identified to enhance this process.

Schools system leaders and teachers are mindful of the fact that social competency can benefit students. However, given the academic demands, it is difficult to devote time to social and emotional learning. Researchers have found school to be a natural fit for teaching social skills (Rhodes & Englund, 2003). The implementation of social and emotional skills can have positive outcomes. According to Marchant (2010),

"when social-skill instruction can be folded into academic domains, becoming part of existing instructional time, educators are more likely to implement such a model" (p. 8).

Theory of Transactional Reading and Writing

Rosenblatt's Theory of Transactional Reading and Writing reinforces the advantage of interactions between teachers and students during the reading of books (1976). After students can understand concepts within the books, Rosenblatt found that there is a 'transference' where students can authentically apply the social and emotional learning pieces though peer exchanges and conflicts that they may encounter. Key questions and follow-up discussions are essential in assisting students with this process of transference, as some students will not naturally be able to apply or transfer what is learned from within the books. Teachers must be mindful in selecting developmentally appropriate texts. According to Rosenblatt (1994), readers play an active role in the reading experience through Reader-Response Theory. Further, Rosenblatt stated that the reader brings his or her own experience to the reading. Since individuals have different life experiences, no two readers will interpret text in the same way. Therefore, these reading experiences may provide teachers with insight as to why a child interprets text in a particular fashion.

Aligning with Rosenblatt's Theory, Britt (2016) suggested that implementing books that contain social-emotional learning themes within the classroom can help students develop social skills in addition to literacy skills. Reading aloud to children improves expressive language, background knowledge, and vocabulary. Listening to someone read aloud can also foster increased thinking and understanding. In addition to language-based and comprehension skills, the researcher suggested that social

competence is an integral component of curriculum and enhances the well-being of all students. Britt outlined the benefits of using books for various reasons, in particular, including read-aloud within the classroom.

Britt (2016) concluded that loneliness, anxiety, depression, and low self-esteem are adverse behaviors that can manifest into adolescence and adulthood without proper intervention. Britt advocated for interactive read-aloud classroom experiences to develop students' sensitivity to others, to increase critical thinking skills, and to enhance problem-solving skills. Social and emotional programs should be used to improve social competencies, which requires the need for additional finances and proper teacher training within schools.

Books containing social and emotional content can be used in conjunction with strategic questioning, and opportunities for responses. Britt (2016) spoke of combatting negative behaviors by using literature, since ameliorating poor behaviors can increase the odds of student success in school. Britt proposed the importance of finding the appropriate books for read-aloud, choosing those with straightforward, moral messages.

Change Theory

Given the gaps in research regarding the topic of bibliotherapy, along with the minimal amount that is known of teacher perceptions of the practice, a certain level of change must be considered before its implementation within school systems. Fullan (2006) noted that Change Theory can be influential in informing educational reform as well as achieving results, but only when the stakeholders have a thorough knowledge of the topic and how the process will yield positive outcomes. Fullan claimed that having a "theory in use" is only the beginning. The next phase of change is one in which the

stakeholders involved must execute the action, pushing forward to achieve the desired results. Fullan (2006) believed that underlying questions such as "under what conditions will continuous improvement happen?" and "how do we change cultures?" must be included within the change theory, or it is likely to fail (p. 4).

With regard to the topic of this study, it is imperative that school professionals have a working knowledge of the process of bibliotherapy. The process, along with the theory behind it and the potential benefits, should be clearly outlined for all involved. Fullan (2006) stated that change knowledge has been redefined over the years. Most of the "redefined" concept is to better design strategies to glean promising results. According to Fullan (2006), there are seven main ideas that support the core of change knowledge; outlined as follows:

Fullan's Ideas of Change Knowledge

1. A focus on motivation;

2. Capacity building, with a focus on results;

3. Learning in context;

4. Changing context;

5. A bias for reflective action;

6. Tri-level engagement; and

7. Persistence and flexibility in staying the course.

According to Fullan (2006), these underlying premises should be considered when considering the use of change knowledge. As with any other systemic change, school professionals should be receptive to the implementation of bibliotherapy within the school setting. In using the philosophy of change theory, as described by Fullan, the

results should then be more discernible and valuable. Fullan (2006) stated that "system thinkers" in action are invaluable in that they are constantly using and refining knowledge (p. 8). Bibliotherapy is a valid intervention approach, yet professionals need to acquire a foundation of its purpose, implications, and benefits of the outcome, to properly invest in the practice.

Resiliency Theory

Resilience is the capacity to recover quickly from difficulties, toughness, the ability to spring back into shape, or function positively in the face of adversity. Zimmerman (2013) stated that since vulnerable youth require attention in order to lessen poor outcomes, educators must address issues that may obstruct learning for high-risk students. With that, Zimmerman noted that Resiliency Theory is a strengths-based approach to the understanding of child and adolescent development and informing intervention design. Werner (1984) stated that children who are deemed 'resilient' weather stressful homes and adverse experiences, yet develop stable personalities. Zimmerman (2013) believed that Resiliency Theory examines the understanding of why some youngsters grow up to be healthy adults despite childhood adversity.

According to Zimmerman (2013), the objective of fostering resiliency is to concentrate on developing positive contextual, social, and individual variables that may interfere with development in hopes to lessen problematic behaviors, mental distress, poor health issues and outcomes. Looking through a resiliency lens while utilizing a promotive approach, professionals can help youth overcome adversity as they develop into healthy adults, despite exposure to risks as children.

Toomey et al. (2008) stated that according to Masten, Best, and Garmezy (1990), the term resilience has been used to label three types of phenomena:

1. Individuals who have experienced traumatic events, but have been able to recover well;

2. Persons who belong to high-risk groups, but who have more favorable outcomes than expected, and

3. Persons who show positive adaptation despite life stressors.

According to Toomey et al. (2008), Masten et al. argued that developmentalists describe adversity by way of stressful life events, which, in turn can greatly disrupt normal functioning. Further, this stress can manifest psychologically as discomfort due to not having the means or resources to meet the demands of a situation. He defines 'normative' stressful events as those that many be encountered in life, at a particular time frame- such as buying a home, entering school, or having a child. Non-normative events are not experienced by all or at a particular time; these include divorce, diagnosis of an illness, or a death. These types of stressors can be graded from daily hassles, to ordinary stressors, to traumas (Toomey, 2008). The adaptation of the stress is then affected by risk factors which make the outcomes less probable. Some of these factors include poverty, low-education level, mental illness, and substance abuse (Chicchetti & Garmezy, 1993).

Masten (1994) discussed four strategies in fostering resilience:

1. Reducing vulnerability and risk through programs;

2. Reducing and/or limiting the accumulation of stressors;

3. increasing availability of resources to those at risk; and

4. Mobilizing the protective processes.

In an interview conducted by Marshall (2012), Werner noted interest in what happened to children who have the odds stacked against them. Werner stated that in the 1950s, people wondered if one encountered problems as an adolescent, would he/she continue to have problems as an adult? What happened to children who were poor, experienced alcoholism in the home, or were exposed to mental illness? Werner (2003) concluded that individuals who survived adverse experiences shared a commonality in that they did not give up hope; they did not look back on the bad things, but instead, they looked ahead at opportunities.

Werner studied the concept of resilience and the fact that there is some phenomenon that allows people to "overcome the odds." Werner believed that resilience is not a trait, but rather a process and can never be an organized program. In studying the topic of resiliency, Werner suggested that the process includes various components such as maternal education, early-childhood health care, exposure to books and reading, faith, community, caring teachers, and more. Werner (2003) found that, while these interventions can yield positive changes throughout the school-aged years, even greater benefits were noted both before and after students entered the school system.

Werner stated that to foster resiliency, a commitment from community, state, or country is essential. One significant point that Werner emphasized was that children under the age of 18 months old who do not establish a sense of basic trust, would have a more difficult time facing adversities in life. Individuals with basic communication skills, an average IQ, problem solving skills, and a reflective personality would fare better through life's difficulties, as well. A person who has the ability to reach out to

seek the support of others is more likely to overcome struggles. According to Werner (2003), "those are the building blocks that lead to resilience" (p. 5).

Given the components of Werner's resiliency research, there seems potential in what teachers can do to foster resiliency in students. This, coupled with the benefits of reading books and communication, lay a solid groundwork for bibliotherapy within the school setting. Werner (2003) suggested that depending on the situation—poor or disadvantaged, abusive environment, or the presence mental illness—that people "make their own environment" (p. 6). Therefore, both the number and intensity of life events can increase or decrease depending on what the individual does with it. As Werner (2003) has argued:

> It comes back to making sense out of reading books. For those who are learning about the printed word, falling back on that printed word, sometimes in times of adversity when no one else is around, have great advantage in overcoming adversities in their life than those who don't. (p. 5)

Definition and History of Bibliotherapy

Bibliotherapy is a practice that helps individuals to grow, develop, and work through situations through the use of books. The American Library Association (1966) issued the official definition of "bibliotherapy" in the *AHIL Quarterly* as the process of using books to help individuals think about, understand, and work through social and emotional concerns (p. 18). Lenkowski (1987) stated that it is an intervention that is used to produce effective change and to promote personality growth and development.

Books are powerful. Fries-Gathier (2009) stated that bibliotherapy intervention can help youngsters harness the power of books to help them learn to empathize, gain

insight into their own lives, and deal with behavioral, emotional, and social issues. The right book can unlock insights into the self. As Mathers (2014) stated: "the best feeling in the world for me happens when I read a book that speaks to my experience and shows me I am not alone" (p. 4). This type of reading can also be proactive in nature, when used to prevent and resolve problems. Bibliotherapy can be used to teach empathy to students in hopes to increase a sensitivity level when dealing with peers. Pardeck (1990) defined bibliotherapy as an unconventional and innovative technique, because it allows children to see that others experience the same events as they do, and overcome them, within the framework of literature. Bibliotherapy is non-threatening and unobtrusive in nature and assists individuals in understanding their feelings.

Huffington Post (2012), noted that "any avid reader will attest to the emotional high that occurs when reading a book that describes their exact predicament" (para. 1). The concept of relating to situations and/or characters in a book is nothing new. Aristotle called reading "a healing pleasure" (Anonymous, 2016). Libraries were described as "healing places for the soul" in ancient Greece, when Grecian libraries were seen as sacred places with curative powers (Baruchson-Arbib, 2000). Religious texts were used by Muslims in their hospitals and prisons during the Middle Ages for therapeutic purposes (Anwar, 2016). In the United States, the practice of bibliotherapy dates back to the 1800s, when libraries were utilized in mental institutions. In the early 19th century, physicians used the practice of bibliotherapy as an intervention technique in rehabilitation and the treatment of mental health issues. The term bibliotherapy was coined in 1916 by Crothers, who described the use of books to help patients better understand their health

problems and symptoms (Briggs, 2008). The very nature of the word is translated as *biblion* "book" and *therapia* "healing" (Rudman, Gagne, & Bernstein, 1993).

In the 1920s, American librarians chose books for psychiatric patients. Throughout World Wars I and II, soldiers read while recuperating, dealing with both physical and emotional concerns as they were prescribed books to alleviate symptoms of post-traumatic stress. Schectman (2008) stated that books served as a cost-effective remedy compared to traditional treatments. In the 1930s, the practice expanded further when Menninger provided books to non-professionals to aid in comprehending psychology and psychiatry (Persson & McMillen, 2005). Gladding and Gladding (1991) suggested that librarians would supply lists to patrons with concerns such as child-rearing or mental illness.

In the 1950s, educator Carolyn Shrodes developed a theoretical model based on the premise that people are greatly influenced by the characters with whom they identify in stories. Shrodes believed that certain books allowed young readers to see their own problems at work in the lives of fictional characters (Halls, 2004). Books can introduce children to characters with whom they may resonate, as well as realistic situations that may aid them in seeking help or problem solving. Cohen (1994) stated that Shrodes defined bibliotherapy as an interaction between the reader and literature in which emotions are freed. In a descriptive study, Shrodes (1950) went on to support healing by way of three processes—identification, catharsis, and insight.

Reading, storytelling, and creative writing have long been recognized for their therapeutic potential. To date, bibliotherapy has transformed into a practice where mental health professionals assist people in conquering problems through directed

readings. Bibliotherapy is the concept of therapeutic reading (sometimes coupled with writing and discussion) to help cope with a situation or simply explore a developmentally appropriate topic. Reading can improve relationships by opening the mind to different cultures and backgrounds, allowing children to consider different perspectives than their own. In turn, a child may learn how to apply situations to ones that occur in their own lives. Books can teach life lessons, foster empathetic feelings, and aid people in dealing with situations such as death, disease, and depression (University Wire, 2018).

There are many benefits to bibliotherapy. According to Heath, et al., therapeutic outcomes of bibliotherapy include both a child's increase in understanding of the world around him, as well as an exploration of feelings and attitudes (DeVries, 2017, p. 57). Self-esteem, empathy, and coping skills, along with feelings of comfort and safety, may be heightened through bibliotherapy. Heath (2005) stated that cognitive outcomes of bibliotherapy range from better conflict resolution and improved reading skills, to greater tolerance. Bibliotherapy is an evidenced based approach for school professionals to utilize when infusing mental health education into the curriculum.

In the 1970s, Rubin classified bibliotherapy into two categories: clinical bibliotherapy and developmental bibliotherapy. Rubin's work led to advancements in the study of this practice. Clinical therapy is the practice of bibliotherapy used by trained professionals in order to address significant emotional or behavioral issues. This type of bibliotherapy can take on various forms, with different therapeutic frameworks. "Reading has been shown to be able to help people understand the issues they are experiencing, amplify the effects of other treatment, normalize experiences with mental health concerns and care, and offer hope for positive change" (Good Therapy, 2016, para.

7). The clinical type of bibliotherapy began in the 19th century when librarians helped physicians "prescribe" books to patients to help them acquaint themselves with their medical issues (Catalano, 2008). Licensed therapists and physicians practice clinical bibliotherapy.

Developmental bibliotherapy, on the other hand, may be used by teachers, librarians, and parents to help children grow, develop, and navigate through problems. This type of bibliotherapy, mostly used in educational settings, typically addresses topics such as puberty, developmental milestones, and bodily changes. Other problems that may occur in the middle school years, such as school anxiety, illness, body image issues, divorce of parents, death of a loved one, sexual identity, or substance abuse in the home, have the potential to be eased through the act of reading as well. Catalano (2008) stated that developmental bibliotherapy can be used as a whole-class approach, as opposed to with just the one child who is suffering. This preventative-type of intervention lends itself to teachers addressing common problems amongst children to help with critical thinking, acceptance, and problem-solving-type issues, as when Knoth stated that "I would rather inoculate children than treat the symptoms of emotional trauma" (Catalano 2008, p. 20).

The intended outcome of developmental bibliotherapy in the school setting is to facilitate typical development, spark dialogue, and coach students through problems (Catalano, 2008). It has, over time, expanded to include both self-help manuals as well as fictional materials. At the simplest level, bibliotherapy is choosing reading material "that has relevance to the person's life situation" (Fries-Gathier, 2009, para. 2). Parents, teachers, and librarians can apply this practice in children's lives. Although the theory of

using books to heal dates to ancient times, along with the promise of support and assistance, interventions can be modernized to address the concerns of today's youth. Using literature, school professionals can help students deal with behavior problems, along with social and emotional issues (Fries-Gaither, 2009).

Review of Bibliotherapy Studies

When discussing the inclusion of social skills into literacy instruction, Forgan (2002) referred to a teacher named Lafond, who philosophically believed that if he increased students' academic skills, their self-concept and behavior would improve, as well. After years of practicing this way, Lafond noticed gains, yet believed that if he had spent less time addressing behavioral problems, his students would have made greater gains. Therefore, the researcher decided to begin to enhance his teaching with social skills and activities through literacy instruction in hopes of teaching students how to problem solve, disregard inappropriate behaviors, and follow through with tasks individually. "At the end of the year, students' academic and social gains had surpassed Lafond's expectation and he decided to continue infusing social skills into instruction in future years" (Forgan et al., 2004, p. 24). Anderson et. al (2000) noted that by integrating social skills into the instructional setting assists the teacher to help students interpret story events, empathize with characters' feelings, and propose alternate outcomes.

Bibliotherapy is one strategy that can be implemented to help students solve problems and learn social and emotional skills. Whether fiction or nonfiction, people resort to books as a means of finding answers, or an avenue for learning. Teachers are in an ideal position to use books as a vehicle for these reasons. Aiex (1993) noted reasons that a teacher may opt to utilize bibliotherapy in the classroom:

1. To show an individual that he or she is not the first or only person to encounter such a problem;

2. To show an individual that there is more than one solution to a problem;

3. To help a person discuss a problem more freely;

4. To help someone plan a constructive course of action to solve a problem; or

5. To develop a person's self-concept.

This type of intervention is a social problem-solving approach to learning, as opposed to an implicit teaching of concrete skills. Forgan (2004) noted that integrating social skills into literacy activities serves at a gateway where children can find the skills meaningful, as cognitive-interpersonal problem-solving skills can organically improve social behaviors. An advantage of bibliotherapy and this 'social' approach to learning is that the there is a likelihood that students may be confronted with a similar situation; making them equipped with strategies to diffuse certain types of problematic situations. Everyday occurrences including teasing/bullying, anxiety, anger/emotions, learning issues, and home-based problems may be able to be addressed with the use of books. Doll and Doll (1997) spoke of developmental bibliotherapy, because, in essence, it is helping kids deal with needs that arise as they grow.

Scholars believe that students may identify with a character experiencing something like what they are experiencing, or perhaps gain insight, through reading, to help them address a problem they are having. Bibliotherapy can be deemed as an experiential activity, since the teacher/student is reading, modeling, role-playing, writing, and giving feedback; social skills are being taught through the literature. Since students are learning core values and behaviors through story circumstance and they are, in turn,

able to apply them in real-life situations. Forgan and Jones (2002) found that when used

consistently, experiential activities increase students' positive behaviors.

It may be advantageous for educators to infuse social and emotional learning into

their everyday academic lessons for many reasons. For one, teaching social skills in

isolation takes time away from academics, whereas, if the two are integrated, it is more

efficient. Secondly, teaching social skills through literacy in the natural setting of the

classroom makes it more relevant and meaningful for the students. Finding social

success is not always easy for students in the complex world in which we live. By

fostering real-life learning and providing authentic experiences, we can set our

youngsters up for both social, as well as academic successes. "We can spend our time

continuing to get kids very sophisticated at distinguishing between tangents and co-

tangents, but unless they're going into engineering, where are they going to use that

stuff?" asked Dr. Jeffrey Bostic. "But," he continued,

> are they going to say when they look in the mirror and think, man, I feel like
>
> crap? Of course, they are. So, we need to train teachers to equip their students
>
> with the tools they're going to need to get up in the morning. These are the tools
>
> they'll use their whole lives." (Scholes, 2007)

Given the significance of mental health and mindfulness, social and emotional

learning has become a topic of importance in schools. Carmen et. al (2012) suggested

that social-emotional learning is a vital portion of the school curriculum for children.

Further, researchers suggested that social competence and the ability to negotiate and

cooperate with others are essential skills for children's early development as well as their

later academic success. If we can address issues of inappropriate behavior towards peers,

we can lessen interactions where students' problems are overshadowing their thoughts and school responsibilities, since it makes it even more difficult to learn.

Thibault (2004) suggested that teachers can use the art of read-alouds to help individual students or small groups understand adverse experiences. Makviw (2013) stated that by addressing these 'tender topics' children can make meaning of social issues and apply them to their lives. Children can see characters with whom they can identify. "Books are mirrors in which children can see themselves. When they are represented in literature we read, they can see themselves as valuable and worthy of notice" (A World of Difference Institute, 2009, para. 8). For youngsters in an early elementary classroom setting, read-alouds are a common practice that has benefits of building background knowledge, teaching story elements, enriching vocabulary, and enhancing listening skills. Teachers can utilize books to engrain insight, review positive behaviors, and develop interpersonal skills through social and emotions themes.

Read-alouds can be used for various reasons in the classroom. They can strengthen vocabulary, build background knowledge of a particular subject, enhance fluency through teacher modeling, teach content knowledge, spark student/teacher connection, provide opportunity for higher-level thinking, and allow students to relate the story to their own lives. Read-alouds may promote conversations and questions. "Hearing written texts read aloud daily provides many opportunities for students to think inferentially, making connections between their own lives and what they read in books" (Fountas & Pinell, 2001). These practices can be considered part of the social and emotional learning process.

In an experiment conducted in 2000, Baruchson-Arbib suggested that "focusing on the developmental aspect of bibliotherapy and defining it, instead, as supportive knowledge" (p. 102). Baruchson-Arbib experimented by building a special self-help section in two school libraries in Israel. The researcher designed his experiment based on the concept of using literature as a means of support and therapy, since with adolescents were facing a multitude of personal problems.

There are dilemmas common to adolescents that are obstacles to the learning process and resources are needed to address them. With that in mind, Baruchson-Arbib (2000) attempted to answer the question, "is there a future for bibliotherapy in the framework of school libraries?" As students progress through their school careers, they are confronted with personal and social problems as a natural course of development. Some of these issues include drugs, violence, death, learning problems, sexuality, parent/child dynamic, and social issues. Others include the divorce of parents, death in the family, and health issues.

Baruchson-Arbib (2000) believed that the school library functions as a place where adolescents learn cultural values and should be a place to learn about taking an active part in a healthy and constructive society. Furthermore, Baruchson-Arbib stated that the school library can become a source of social support and assistance through the development and utilization of the bibliotherapeutic process. "This is especially important in this age of massive technological use, which some believe promotes a growing sense of alienation and loneliness in society" (p .103). Youngsters in our society need support and guidance, and books are potential tools to address these needs.

Within his research, Baruchson-Arbib (2000) proposed the need for developmental bibliotherapy in school libraries by way of creating a self-help section. Included in this section was information on problems that youth experience. This "supportive knowledge" could help to provide solutions and insight to readers along with the opportunity for them to choose these pieces of literature based on their own personal interests, problems, and needs. The researcher designed this study with student subjects in grades seven, eight, and nine, in a poor socioeconomic area.

Before beginning, several meetings were held with school psychologists and counselors, where it was learned that adolescents in this age group are faced with myriad issues in need of resolution. They are, in fact, in need of resources to aid and support to help them begin to shape their lives in an appropriate manner, as this is a very critical age. The section of the library titled "You and I Will Change the World" was set up in a quiet corner of the library, with books arranged in an attractive manner and labeled by subject.

The findings of this qualitative study, conducted over a year's time, indicated positive results. There was an increase in the number of readers for most subjects in the section, as well as a heightened openness to discussion within the school's classrooms. Positive relationships developed between teachers and librarians, and an awareness of this new use for literature grew. Teacher/administration/librarian relationships flourished and increases in reading (especially among boys) occurred.

Marrs (1995) completed a meta-analysis of bibliotherapy studies that examined the efficacy of bibliotherapy. Marrs compared bibliotherapy treatment groups with control groups and therapist-administered treatments. The researcher found that "the

mean estimated effect size Cohen'(*d*) of the 70 samples analyzed was +0.565" (Marrs, 1995, p. 845). There were no significant differences between the effects of bibliotherapy and therapist administered treatments, as well as no significant erosion of effect sizes at follow-up. Bibliotherapy did appear more effective for certain problem-types than for others, however. Marrs suggested that for future research, more commonly purchased books, moderator analyses, personality type, and reading ability should be examined. In the meta-analysis, Marrs concluded that bibliotherapy may be moderately effective. The researcher did note several limitations to Marrs' study, one being an insufficient number of the studies in his analysis that met the inclusionary criteria. Furthermore, Marrs mentioned that there was a limited amount of empirical data on whether bibliotherapy approaches were effective, which supports the need for more current, updated study of this topic.

Larson (2012) addressed the relationship between bibliotherapy and literacy development, bullying themes in books, and fictional books about peer on peer aggression among middle school and secondary students. Prior to the study, Larson said resolutions to bullying issues within review of Young Adult Literature seemed oversimplified. Larson compiled a more recent and relevant list that portrayed bullying in a more realistic fashion. Larson's research sought out themes of the bullying experience within young adult fiction as well as current novels including material that might resonate with adolescents and educators, as well. Larson concluded that there are many novels that will promote either whole-class or individualized discussion about the topic of bullying.

Schneider, Peterson, and Gatherol (2013) proved that children with anxiety undergoing cancer treatment may benefit from bibliotherapy. The authors stated that, "Although traditional therapy can be effective in decreasing such distress, bibliotherapy has been found to be a convenient, inexpensive, effective psychological intervention" (Schneider et al., 2013, p. 337). Schneider et al. noted the results after students suffering from cancer read a disease-relevant story infused with coping strategies.

The subjects of the study included 21 children between the ages of four and 12. The subjects used the Child Outcome Rating Scale (CORS) along with a supplemental form to rate their functioning over different domains. After several months, significant improvements were discovered. Child participants were asked to rate themselves immediately after being read the book, and again after several months passed. This study emphasized the effects of anxiety for children with cancer and examined differences between genders, as well. It promoted the use of a low-cost treatment such as bibliotherapy.

The study by Schneider et al. (2013) included English-speaking male and female children of various ethnicities, most of whom had a type of leukemia. The children took the CORS to report their functioning level in four areas: intra-personal, family, school and global functioning. The CORS measures both quality of life and self-esteem. A 10-point visual, Likert-type scale using frowning/smiling-type faces was used. Coupled with this, there were two standardized questions noting symptom-specifics. After the caseworker read the book to the patients, he/she asked several questions to assess the comprehension level of the students. Following that activity, students completed the scale. This process was repeated a month later, and once again.

Schneider et al. (2013) compared participants' functioning and emotional distress both before and after the readings. A paired-samples t-test was conducted. Results indicated that there was not a significant difference in the scores prior to (*M*=7.26, *SD*=3.82) and after the reading (*M*=7.82 and *SD*= 3.17). Researchers noted limitations to the sample size, and concluded that perhaps with a larger sample, statistical significance may have been reached. Although the children's feelings about the books were positive throughout the study, there were also no reported differences on the surveys given to 29% of participants who responded one to three months after the intervention. Paired sample *t*-tests were also conducted to determine the change across intrapersonal measure of the CORS; before (*M*= 8.47 *SD*= 1.28) and after (*M*= 9.51 *SD*= 0.68). It is important to note that although the numbers do not meet a significant level, qualitative analysis from parents and students revealed that the books were "appreciated'" and that the books "explained things well," "covered everything," and that children "read them all the time" (Schneider, 2013, p. 342).

Richardson, Tolson, Huang, and Lee (2009) measured student growth by way of teachers' perceptions after implementing a social skills program into their classrooms. Twenty-one teachers were trained prior to beginning the program. Within the study, teachers used various materials with both typical and special education students. The teachers were given a special lesson format, along with goals, objectives and materials. After direct and explicit instruction, the teacher asked guided questions, asked for feedback, and checked for understanding.

Bibliotherapy was one of the specific strategies used within the instruction, along with role-playing, meditation, creative expression, and more. Richardson et al. (2009)

hypothesized that participation in this social skills-building program would improve the social abilities of students who had both behavioral and learning issues Raw scores obtained were the subject of a 3 (teacher) x 2 (time) factorial analysis. The differences and similarities of the means and standard deviations of the students (N=25) for the six scales pre and post tests were analyzed using ANOVAs. Despite the small sample size in this study, the results indicated a statistically significant difference in student growth. The findings of this study support the significance of teaching social skills to students with disabilities; partly through the use of books.

Wang, Couch, Rodriguez, and Lee (2015) examined a program that uses the bibliotherapeutic method to initiate opportunities to facilitate emotional healing and growth for students involved with a bullying situation. In a quasi-experimental design, using random assignments, a sample of 168 third and fourth grade students participated in the study. Their study, titled the Bullying Literature Project, utilized children's literature as a means of teaching social skills, encouraging bystander intervention, and promoting appropriate social processes.

Within classrooms, a five-session intervention was presented. In order to determine changes due to the implementation of the Bullying Literature Project, a repeated measure analysis (ANOVA) with time (pre-test and post-test scores) as within-subject variable and condition (treatment and wait-list control) as the between-subject variable was used. Descriptive statistics were used for social validity of the intervention. Findings of this study verified significant intervention effects on positive social behaviors as well as social emotional assets; the use of books confirms positive outcomes in the realm of social-emotional well-being.

In addition to pleasure, enjoyment, information-learning, and comprehension, children's books can have additional benefits. In a quantitative study, Altieri (2006) examined 77 realistic fiction children's books and the issue of dyslexia, while examining the gender of the characters, as well. It was concluded that more female characters (55) than male characters (22) were portrayed with a reading difficulty. In the study, books were read repeatedly and coded by book and gender. Altieri performed a chi-square analysis to note potential relationships between content and gender. It was concluded that certain themes emerged such as- feelings of stupidity, family, lack of participation, concern with the perception of others, and issues relating to the educational setting as well as outside the educational setting. Altieri found a statistically significant relationship between the character's gender and the issues presented. The use of literature influenced attitudes and beliefs. This study supports that books portray a wide variety of people in which children may see themselves or learn a perspective of someone different than themselves. Altieri (2006) suggested, as stated by Heim in 1994, the use of literature containing characters with disabilities can help children develop an awareness, a better understanding; it can help individuals empathize with those with disabilities.

In a phenomenological study, Bruneau, Bubenzer, and McGlothlin (2010) explored self-help literature through interviews with six female 'self-help' readers. The purpose of the study was to examine self-help reading from the self-guided reader's experience. Self-help type reading is meant to help individuals gain insight and understanding as well as improve life in some manner. Shrodes (1950) believed the increased awareness that reading creates can be a change agent. Bruneau (2010) mentioned that Cohen (1993) studied therapeutic reading and found themes of self-

recognition which, in turn, helped to problem solving as well as gaining a sense of hope and comfort. In recruiting six participants through bookstores and libraries, Bruneau et al. (2010) conducted semi-structured interviews and asked participants about the self-help book they read. The researchers concluded that self-help reading provides a different perspective and solutions to a difficult life situation. In addition, the self-help readers stated that they engaged in a process of self-change, a revisioning of self, as well as a greater understanding and sense of hope. The researchers found that self-help type reading also develops a sense of community in that the reader realized that others have experienced the same feelings or situation.

Brewster (2013) studied the effectiveness of bibliotherapy. The purpose of the study was to examine how the process works along with the perspectives of the service-user. The researcher gathered the data from both health professionals and librarians. Prior to the study, surveys revealed that librarians play a significant role in managing schemes within the bibliotherapy framework. The goal was to enable access to selected materials that will foster positive mental health and well-being. Brewster utilized an ethnographic approach where in-depth interviews and focus groups were used for the collection of data. The findings of the study indicated that there was a need for further examination in the role of bibliotherapy and the service-users who may benefit from the process.

Brewster, Sen, and Cox (2012) stated that the costs of mental health issues were increasing in the United Kingdom, as were the social consequences of depression and other mental health issues. Brewster et al. (2012) argued that bibliotherapy is a therapeutic intervention that uses either fiction or self-help informational texts to better

the outcomes of mental health treatment, hypothesizing that bibliotherapy may assist in helping with the process and treatment of these problems. Using a mixed-method study, the researchers gathered data through semi-structured interviews, documents, and descriptive statistics. Researchers revealed that there are several factors to consider when providing books, both fictional and 'self-help' in nature, to individuals; having self-help books accessible, cost-effectiveness, libraries performing the role of pharmacies, prescription models, and geographic location should all be explored. Brewster et al. (2012) explored how the use of self-help bibliotherapy evolved from a local pilot scheme to become national policy in Wales. The government policy created an approach to build resilience in addressing and overcoming mental health issues. The findings of this study concluded that process of moving from a local pilot to national initiative was achieved through evidence-based practice of bibliotherapy.

Briggs (2008) stated that stress, emotional distress, depression, anxiety, and psychological trauma can be the effects of grief. Using either fiction or self-help literature, said Briggs, can provide an intervention for those who have experienced grief and need healing. In a case-study model, Briggs sought to provide guidelines when practicing bibliotherapy with clients experiencing grief. This study is a compilation of experiences with grieving patients in a clinical situation over time. Briggs discussed the importance of selecting an appropriate book, with a proper format, one that would align with the individual's problem. In addition, follow-up activities, such as retelling the story, may help the client to apply her own perspective and access or express deeper emotions. The researcher concluded that there are multiple benefits in using the bibliotherapeutic practice, yet cautions and limitations exist. The appropriateness of the

books is an essential piece, ensuring that the book, indeed, matches the need of the individual.

The research supports bibliotherapy as an effective intervention. With proper implementation, bibliotherapy proves to be a way to help individuals find relevance in their problems, discover problem-solving strategies, and find solace when encountering traumatic times. The extent of the research literature is not extensive. There are gaps within the research of bibliotherapy, partly due to lack of knowledge and familiarity of the subject. Given the evidence discovered in this literature review, this study hopes to promote discussion about this topic, as well as encourage implementation, especially at the middle school level.

Relevance of Bibliotherapy in the Modern World

Souers and Hall (2016) suggested that educators are faced with problems every day. Souers and Hall (2016) developed a trauma-informed schools' model. Furthermore, Souers and Hall (2016) found that adversity in early life is common, and that individuals grow up with disruptive risks, called ACEs, or Adverse Childhood Experiences. Childhood trauma has become an epidemic and the stress that stems from these experiences can affect many aspects of life, including brain development, the pace at which the brain functions, relationships, and self-management. In addition, Souers and Hall (2016) stated that stress from childhood adverse experiences can have long-term effects on education, health, relationships, and work.

Although teachers may recognize effects trauma has caused in a student's life, Souers and Hall (2016) said, they may not have been taught how to tackle the issues of students within the school setting. School systems have academic expectations, and

failure to achieve them may be due to teachers' limitations in identifying and addressing issues of student adversity.

> For students, trauma interferes with being present with a 'learning-ready' brain, contributes to chronic attendance problems, and is a major driver for the behavior problems that exhaust educators and demotivate classmates. For educators, unaddressed student trauma is a major contributor to frustration, low job satisfaction, and burnout. (Souers & Hall, 2016, p. x)

Paris (2019) agreed that issues such as disruptions, distractions, stress, emotional upset, and boredom are obstacles in the way of learning opportunities and problem solving, as well.

Souers and Hall (2016) suggested that we have knowledge on how to help individuals recover from adversities, and that the "younger" brain, especially, has the capacity to adjust and transform. Souers and Hall (2016) pointed out that the largest factor that plays a role in this brain "recovery" is relationships. Souers and Hall (2016) suggested that nationally, we should begin a conversation about relationships being at the core of our educational practice. High stakes testing, accountability, and rigor are part of the equation; however, high-quality relationships and interpersonal connections are essential, as well. Lessons and strategies are more likely to be successful within the context of meaningful teacher-student relationships (Souers & Hall, 2016).

The mission of schools is to produce individuals who are ready to enter society. However, academics are not the only concepts that need to be taught. According to Souers and Hall (2016), respect, responsibility, relationships, and resiliency are the other concepts to teach. Many students are lacking these types of skills and are burdened with

stressors of trauma, chronic stress, neglect, and abuse. Our school systems are filled with students like this: anxious, lonely, tired, bullied, and with great obstacles in their way of learning. Teachers need to support the "whole child," as trauma has a tremendous effect on development and learning (Souers & Hall, 2016). Taking a "trauma-sensitive" approach as well as teaching a bit differently will foster resiliency in our students.

School professionals are aware that what happens to a student outside of school can have a great effect on what happens in school. Coleman et al. (1966), in the Equality of Educational Opportunity Study, found that a student's home environment was more predictive of student success than was schooling. Souers and Hall (2016) agreed that childhood trauma is real, prevalent, common, and toxic to the brain. Educators, along with parents, have the challenge of addressing this concept of trauma and creating shifts in thinking. Change of policy and practice within schools will help to develop ready and resilient learners. When children are resilient, they are then capable of growing, learning, and succeeding.

Diffusing external factors, or ACEs, that inhibit learning is now part of a teacher's job. According to Souers and Hall (2016), "educators can be a great part of the solution…" (p. xi). Experiences at school, such as peer pressure, bullying, and learning problems can stand in the way of learning; however, ACEs can also affect adult health. Significant health concerns, drug use, depression, and other mental and physical problems can be rooted in adverse childhood experiences. The American Psychological Association (2008) recognized that half of all children have experienced trauma such as abuse, violence, terrorism, or traumatic loss. Therefore, teachers' classroom practice can

be a vehicle of change for youngsters, which can translate into adult well-being, as well (Souers & Hall, 2016).

The prevalence of trauma, and the direct effect it has on a child's ability to learn forces us to look at ways we can help our young students beyond that of sessions with a psychologist in or out of school. (Catalano, 2008, p. 18)

Catalano stated that in the past, we did not typically address issues that our students encountered, such as loss through death or a change in family dynamic, absentee military parents, drug abuse, sexual abuse, neglect, homelessness, and more. Using developmental bibliotherapy in the classroom setting shows promise. Students can learn problem-solving skills, and also develop feelings of empathy for others who are suffering (Catalano, 2008). Fuhriman (1989) stated that bibliotherapy is a cognitive extension of therapy in that it provides an individual with didactic information to engage him/her in the text for expression and personal involvement. Fuhriman (1989) deemed reading about fictional characters a non-threatening approach to self-reflection.

Johnson and Edwards (2018) suggested that a day in the life of a middle schooler is stacked with challenges. These challenges span from physical and emotional development to navigating social situations and friendships; all of this is occurring in this transitional time as they are transitioning from elementary to high schools. By purposefully creating an environment and programs that are inclusive, welcoming, safe, and supportive, school professionals can lessen the unstable nature of this adolescent time period.

Bullace (2016) stated that youngsters are experiencing anxiety, depression, and other symptoms and are self-medicating in an attempt to relieve them. In addition,

students are also prescribed various medications for behavioral and psychological issues. Bellace noted that teens report anxiety, stress, and difficulty paying attention during class, and agrees that fostering self-resilience in order to help learn ways in which to cope with life is necessary.

Paris (2019) suggested that knowing more about the changes that are occurring during middle school helps educators understand the abilities and vulnerabilities of the middle school learner, which raises awareness of the effects that educators have on students. Paris believed that there are several factors that increase the likeliness of youngsters having difficulty exhibiting self-control and evaluating consequences. Disruptions, fatigue, emotional upset, stress, and boredom are among these factors. Therefore, educators can utilize literature to diffuse some of these factors, perhaps setting up the learner for success.

At a teacher's discretion, bibliotherapy can be used directly with students dealing with difficult situations, or in a proactive manner to prevent common classroom-type problems from occurring. In addition, bibliotherapy can be used to foster critical thinking skills within the classroom. Providing students with tools, such as emotional knowledge, to navigate through problems is way to utilize bibliotherapy (Catalano, 2008, p. 18). Herbert (1997) stated that the role of a teacher is to prevent problems, and not cure them. Furthermore, Prater et al. (2006) believed that schools typically intervene with prevention, early intervention, or treatment programs. According to Catalano (2008), "bibliotherapy is one technique that can be used at all three levels" (p. 18).

Youngsters facing present-day problems need resources more than ever. According to Bernstein (2017):

Evidence-based self-help books offer practical tips and strategies for dealing with

a variety of mental health issues and life challenges teens face, such as

depression, anxiety, bullying, eating disorders, trauma and self-esteem. Studies

have shown that young people who learn healthy coping skills early on are better

able to navigate problems later in life. (Introduction)

Given the demands of teens, including social concerns, physical changes, school issues,

and family stressors, worry is a common complaint amongst teens today. "…Worrying

makes them feel weighed down, distracted, stressed out and even miserable" (Bernstein,

2017, introduction).

Teens are facing pressures more so than any other generation in this fast-paced,

technology-driven, and digital world. "Early adolescence has been identified as a time of

great change and transition. Visible changes occur at disparate rates and cause many

young adolescents to feel uncomfortable about their differences. Young adolescents are

also exploring self and social boundaries" (Knoblauch et al., 2017). At times, these

teens, just like adults, may feel as if their thoughts are racing and their minds are going a

mile a minute, evidence of worry.

Mumbauer (2010) stated that the National Institute of Mental Health reported that

one in five children has or has had a mental disorder in a given year. The school setting

is a place where mental health services are essential. Bibliotherapy can be considered an

option for our students at-risk. Within the school setting, it is imperative that both

teachers and counselors are equipped with tools to help students. The Centers for

Disease Control (2014) reported that over 80% of United States public schools supplied

mental health support for students who needed behavioral or emotional services, therefore bibliotherapeutic intervention may be an alternative approach to examine.

Bellace (2016) agreed that teens deal with high expectations, social pressures and academic demands. Adolescents need methods to learn to cope. Cook (2006) stated that often, using books as tools for learning in this capacity can have a much more impactful meaning than traditional classroom lectures (Herbert & Turner, 1997). When guided through text, students can gain social and emotional development. Literature is written to connect and be relative to individuals of diverse backgrounds.

Stressors can cause intense worry for children and adolescents. Teens may decide to turn to unhealthy ways of managing their worries, such as problem -avoidance, acting out with poor behavior, substance use, reckless behavior, and an excess of screen time. Knoblauch (2017) stated that literature provides the reader an inside view on a perspective; a way to see an issue through someone else's eyes, which may lessen this worry. A book can also offer reassurance and support that youngsters are not alone in a situation. An acceptance, or tolerance, of differences can also be a direct result of reading a piece of literature.

In *Mindfulness for Teen Worry*, Bernstein (2017) mentioned the notable mindfulness expert, Shauna Shapiro, who defined three parts of mindfulness that create awareness for teens to begin to sort out their worries: intention, attention, and attitude. The intention component speaks to being "in the moment." The attention part is noticing what is taking place right now. The attitude component is having a curious and open attitude as opposed to running or fighting from it. Therefore, fostering a mindfulness mentality in students is essential for school professionals. Bibliotherapy is a resource

option that can be made available for students when trying to navigate current, modern-day problems in their stressed and worried minds, which can help set this mindfulness mentality.

Teachers have diversified classes. Students attend school with various "stressors" in their "backpacks," meaning worry and burdens from outside and/or personal issues. These "stressors," or "burdens," that students are "carrying" with them as they enter school each day can, and do, interfere with the learning process. "The adolescent brain is much more responsive to stress" (Paris, 2019, p. 7). Literature can be used as an instructional tool to diffuse these personal, problematic, and stressful situations. For example, when confronted with a task of assisting a student cope with his/her own disability, or with or helping students understand and accept fellow students' disabilities, young adult literature may facilitate these types of conversations.

Classroom teachers are often mindful of individual and group issues occurring within their classrooms and often use literature for purposes of growth, development and problem-solving skills. "As with most strategies, bibliotherapy is a tool to be modified and adapted to a particular context. However, the process always begins with identifying the need of the students and selecting appropriate reading material" (Fries-Gaither, 2009, p.). It should be noted that a professional using the book with a child should carefully choose the book and read the book in its entirety beforehand. Often, books are used in small group, with the class or on an individual basis. Along with questions, discussion, and activities, bibliotherapy can play a part in the regular classroom routine. Bibliotherapy, employed by educators, librarians, and parents can make an "excellent supplement to self-improvement of all kinds" (Good Therapy, 2016, para. 4).

At any age, reading can be beneficial by increasing self-awareness, improving self-esteem, and aiding in the ability to face developmental crises. Research shows that reading as a form of therapy can be useful in the treatment of depression, mild alcohol abuse, eating disorders, and communication issues. Additionally, individuals experiencing stress, family issues, and grief may benefit from reading books. Bibliotherapy can have positive effects on mental health, impacting certain behaviors, and can promote empathy. Psychologists from the New School for Social Research noted that "fiction improved a reader's overall ability to discern and interpret emotion in others" (Good Therapy, 2016).

Authors of children's literature often write to let children know they are not alone in a given situation. Through their storytelling, authors give the children a chance to believe that their situation may improve; a sense of hope. "Children's writers are vying to ease the pain of a new generation's emotional burdens" (Halls, 2004, p. 13). Educator Caroline Shrodes advocated that the practice of bibliotherapy could work; Shrodes believed young readers could see their own problems at work in the lives of fictional characters that they read about.

Stakeholders: School Librarians, Teachers, School Counselors, Parents

Educators and school librarians today are facing new challenges that go well-beyond the traditional expectation of teaching reading, writing, and arithmetic. These challenges take many forms. Many students enter the educational system lacking the necessary social, emotional, and academic prerequisites to be successful. Educational settings are becoming more diverse with students from various cultural backgrounds and with disparate learning abilities. In addition,

federal laws are demanding increasingly higher standards and accountability of

the teaching profession. With such enormous societal impediments, it is essential

that school personnel today find approaches that are relevant to each student's

unique needs. (Cook, Vollrath, & Ganz, 2006, p. 91)

School professionals, such as school librarians, teachers, and school counselors

play a part in making differences in students' lives. Using literature in school can help

students navigate their way through situations, conquer challenges, practice self-

awareness, and develop a respect for others' views and differences.

School Librarians

Harper (2016) suggested that through the use of literature, librarians have the

ability to make a notable difference in the lives of students who have experienced trauma.

School librarians know that there is value in using books to help students with issues that

challenge them; ACEs are nothing new. Reading books can help youngsters cope with

life's problems and currently, through technological progress and innovation, librarians

have additional access to resources. Technology, said Harper (2016), has made it

possible for librarians to access more diverse genres and collections, in both physical and

electronic form. In addition, the media reminds us that children and educators face

adversity daily. Life is full of stressors, students are troubled, and schools are striving to

address issues that are causing our students worry and distress. Harper (2016) noted that

librarians are in the position to foster an environment such that literature is beneficial,

one where students can develop a better understanding of themselves and others.

Providing current, high interest reading materials can provide students with experiences

that help to make connections with self, the world, and previous reading, along with the hope to open opportunities for personal reflection.

Harper (2016) suggested that librarians are compelled to meet students' informational needs, given current advancements in technology. Coupled with that, the most modern types of situations students face daily are an additional cause for support. In today's world, educators are challenged with providing literature that is relevant, and which promotes personal growth. School librarians have a new access to collections, genres, and multi-media/online materials to assist troubled, struggling students. Within the process of budget and ordering, school librarians can ensure that they meet needs by including literature that targets developmental issues such as growing up, relationships, school/academic stressors, peer interactions and more.

In addition, topics that are more commonly highlighted in recent years, such as eating disorders, abuse, sexual identity, divorce, and disabilities, are more prevalent in literature for teens today. Harper (2016) mentioned that both the volume and diversity of literature for adolescents have increased. Further, Harper (2016) stated that topics that were once impermissible, such as sexuality and sexual identity are currently more readily available. In today's broad array of literary choices, transgender and LGBTQ students can find characters with whom to identify. In addition, graphic novels are one resource that may be appealing to teens.

> Although graphic novels for young adults are not a panacea for solving the
> challenging issues that teens face, reading about comparable experiences through
> the lives of fictional contemporaries can help to alleviate teenagers' angst and let
> them know that they are not alone. (Gavigan, 2012, p. 80)

When school librarians are afforded the opportunity to access and provide information to students to address their personal needs, it can enable students to recognize the value of the school library. With that, a student feels that personal connection, care and comfort within the culture of their school.

School librarians are in a vital position to provide literature, spark discussion, and generate student problem-solving skills. Students can engage with the literature privately, through classroom discussion, or formally with the aid of a structured discussion between the student and a school professional. School librarians can be the bridge between kids, teachers, parents and literature that includes characters that encounter similar issues. When a student reads a book where a character faces the same problem, this may facilitate a discussion between the child and an adult in his/her world. School librarians can serve as a 'safe' person, or confidante within a child's environment. "Research has confirmed that students who feel cared for in school perform better and are more academically motivated" (Harper, 2016, p. 45).

Harper (2017) completed a literature synthesis that stated, "school librarians can use strategies to build a library program based on the ethic of care, including providing instruction, curating a collection, and creating a library environment as a healing place for those who hurt" (p. 41). Further, Harper suggested that research states that school librarians have a positive influence on the achievement of students. However, a supplemental role of the school librarian is one of contributing to the caring about the feelings of a children and their need to be cared for in a safe environment. Focusing on the "whole" child by recognizing the impact that a secure, caring environment is needed to maximize achievement by way of eliminating extraneous factors that inhibit student

learning is essential. Noddings (2002) stated that "care is a fundamental principle of education and students should experience being cared for in addition to learning how to care for others" (as cited in Harper, 2017, p. 42).

Physical space can be designed for students to experience a quiet and safe environment. This setting would include instructional resources, along with an opportunity for conversation to help deal with stressful or painful situations. It should be a place free of classroom responsibilities to sort out thoughts, reflect and feel rid of both academic and social pressures. Harper (2017) confirmed that when students feel cared for, their school performance is enhanced and their motivation for academics is increased. Librarians can serve as the role of a confidante in the lives of students, as they offer solace and respite for students.

Both fiction and non-fiction can be used by librarians as interventions when using bibliotherapy. Bibliotherapist Ella Berthoud believed that fiction could be more powerful than non-fiction, "self-help" type books in that the reader feels "altered in a fundamental way" (Berthoud, 2013).

Teachers

At times, teachers may want to utilize a whole-class or school-wide approach to a particular topic, such as bullying, through the use of literature. Reading, along with extension activities that occur post-reading, can help students hone attributes that will assist them in society. Mental health professionals encourage both parents and teachers to read to students. Allen (1998) suggested that using fiction books with children to deal with upsetting, confusing, or frightening issues may help. Several Schools of Education

require their future teachers to be familiar with these types of literature, as well as topics such as aging, death, and multi-racial families (Allen, 1998).

Baer (2011) stated that teaching is a profession filled with challenges and constant change. John Dewey (1938) believed in an "organic connection between education and personal experience" (p. 25). Rosenblatt (1938) stated that when reading, "the human element cannot be banished" (p. 6). Using well-written literature can create a safe environment by modelling positive behaviors (Baer, 2011). Teachers at the middle school level are on the front lines and witness the day to day troubles of adolescent life. Eisenbach (2018) noted that teachers are constantly reminded to teach the "whole" child, and that teaching academics alone is no longer enough. Teachers play the role of a facilitator, balancing the academic with the social and emotional components by engaging students in young adult literature as they navigate their adolescent world.

School Counselors

School counselors are among others in the school culture who can utilize bibliotherapy for the purposes of coping with emotional stressors in the school setting. Mumbauer (2017) stated that it may be beneficial for a counselor to introduce the concept of mental health literacy. Teachers can perhaps introduce students to the school counselor to explain the role and also to encourage students to ask for help when they are in need. "In the school setting, bibliotherapy sessions can take place as children arrive at school, during special activities, at silent reading time, as part of library time, during lunch, or just before it is time to leave for the day" (Sullivan & Strang, 2003, p. 74). Counselors may want to facilitate bibliotherapy within group settings or on an individual

basis, or even perhaps serve as a liaison for parent involvement by sending the book home with a student.

School counselors can authentically supplement school curriculum with bibliotherapy as a means of addressing mental health education. Being key players in schools, counselors have the ability to empower by using books in various ways, perhaps by encouraging the implementation of a school peer-reading mentoring program where students who have similar hurdles can work together to build a relationship. Connecting with peers is a known predictor of social and emotional health.

Parents

Bibliotherapy can be effective in the role of a parent. Kierfeld, Ise, Hanisch, Gortz-Dorten, and Dopfner (2013) revealed that children's problematic behaviors were significantly reduced when parents utilized a manual-assisted self-help tool. As Fenn (1992) stated: "the best way to introduce your child to life's negatives is in the safety of your arms" (p. 4). Parents can address complicated issues such as the birth of a sibling, sibling rivalry, divorce, or death through the lens of realistic fiction.

Controversy and Cautions with Bibliotherapy

The term bibliotherapy, as translated, is "therapeutic" in nature, making its use somewhat controversial. Training and collaboration between school professionals, such as counselors, librarians, and literature teachers may be advisable (Mikuletic, 2011). Vare (2004) stated that reviews of the research on the efficacy of bibliotherapy indicate mixed results, with problems such as an explicit definition of the term, problems with research designs, as well as measures of effects.

In public libraries, one of the roles of a librarian is to use bibliotherapy with patrons (Catalano, 2008). Librarians may assist someone in choosing a book for a specific need. If a parent, for example, asks for a book about grief and the librarian conducts a search, the responsibility falls on the parent to determine if the piece of literature is appropriate for their child, so there is no undue harm in reading the book. "Concern kicks in when giving someone a book who has mental health issues morphs into therapy" (Jones, 2006, p. 24). "Reading is not a replacement for professional therapy. But surely, the right books can help" (Moulton, 2014, p. 39).

When in a school library setting, librarians can use their position as one of teacher and guide students and teachers in the direction of the materials that may be beneficial. The term "supportive knowledge" is seen by some professionals as the preferred term, in light of bibliotherapy's therapeutic connotations (Baruchson-Arbib, 2000). Scholes (2007) stated that some think that schools have "no business" when it comes to mental health-related issues (p. 2).

It seems logical to think that teachers are affecting students' mental health each and every day. Therefore, teachers should have the tools to foster good mental health, lessening anxiety and depression for our students. Some disagree, saying that teachers and other non-trained personnel should not be involved in evaluating and/or treating of these issues (Scholes, 2007). Fenn (1992) cautioned that, at times, the problem or message overtakes the story itself. Providers should be mindful of not putting unnecessary fear in a child's head. Children should think of books as a source of enjoyment, and not only sources of information and instruction (Fenn, 1992, p. 4).

Lu (2008) found that librarians will often be asked whether or not the library has a specific section for students to help children cope with personal problems, such as death, fear, or bullying. Lu (2008) stated that although librarians may hear this request, it may put them in a precarious position of "giving medical advice" (p. x). For this reason, bibliotherapy remains a controversial issue. Bulmahn (2005) stated that bibliotherapy does not always provide a resolution to a child's problems. Although it can serve as a bridge between teacher and child, there may be situations in which it must be combined with other types of treatments to be useful.

Herbert (1999) revealed that "conversations about the practice of using literature to counsel children and young adults often become heated debates about all the facets of the practice" (p. 66). Herbert (1999) stated that many authors provide a strong argument for the practice; however, user-friendly examples are often absent in the research.

Questions, such as the following, arise:

- Should bibliotherapy be used within the classroom?

- Who is qualified to use bibliotherapy?

- Which youngsters qualify for the practice of bibliotherapy?

- What materials should be used?

Adverse Childhood Experiences (ACEs)

Souers (2006) defined ACEs as Adverse Childhood Experiences. The chart below exemplifies several situations that may be presently, or previously, encountered in a child's life. Some of the issues have relevant research support, as further explained following the chart.

Table 1

Adverse Childhood Experiences

Abuse	Disabilities	Peer pressure	Sexual identity
Acceptance	Divorce/parental separation	Post-traumatic stress	Stress
Adoption/foster care	Dysfunctional family	Poverty	Substance abuse
Anxiety/depression	Dysfunctional family	Puberty	Suicide
Bullying	Natural disaster	Racism	Terrorism
Death	Parent illness	Self-esteem	Trauma

Anxiety and Depression

Betzalel and Shechtman (2010) studied a group of children who demonstrated anxiety, as well as social and behavioral problems, and utilized bibliotherapy with them. Statistically significant reductions in anxiety were noted, as were changes in adjustment difficulties. Catalano (2008) found that students with anxiety may gain comfort through bibliotherapy. Students may find others are in the same position as they are. Carlsbad (2018) suggested that bibliotherapy can serve as a means to evaluate one's own problems and become inspired and comforted through reading.

Bullying

Larson (2012) suggested that educators have a vast choice of novels depicting bullying issues. Baer (2011) stated that bullying is an issue for many youngsters. Moulton analyzed how bullying is portrayed in children's picture books. Moulton (2014) located books that help youngsters effectively handle bullying situations.

Death

Heath (2008) suggested that sharing carefully selected stories may answer children's questions about death. Death is a sensitive and painful topic and a story may facilitate discussions to help children manage their grief. Wolfelt (2002) stated that if children are not companioned through their journeys through grief, they may be at risk for emotional and behavior problems. Youngsters cannot often voice their feelings about death, therefore, bibliotherapy can provide an alternative way of healing.

Broadway (2008) stated that children may have adverse physical reactions to death such as headaches, stomachaches, changes in eating and sleeping patterns, and decreased immune systems. Children may experience emotional behaviors such as anger, sadness, depression, guilt or mood swings, as well. The use of bibliotherapy as an intervention can provide a child with constructive ways to cope. Broadway suggested that using literature to assist youngsters in understanding death by carefully selecting books can be valuable in the grieving process.

Heath et al. (2008) stated that reading stories that deal with death, trauma and grief may help youngsters manage emotions, cope with the loss, and gain a better conceptualization of death. Heath et al. (2008) suggested that bibliotherapy is a method that can be used to support bereaved children.

Disabilities

Gavigan (2011) suggested that infusing literature about disabilities into the school environment helps students and educators recognize that each person brings individuality, as well as their own strengths and weaknesses into the classroom. This type of literature

helps the disabled child realize that they are not alone, and in turn, helps the others to better understand the issues the disabled child is facing.

Andrews (1998) discussed using literature about inclusion as a tool to teach tolerance to students without disabilities. As U.S. Public Law 94-142 mandated that each child is entitled to a free, appropriate, public education in the least restrictive environment, there are more special education students within the inclusive setting. Andrews (1998) stated that the placement of students with disabilities within close proximity of mainstreamed students does not mean that acceptance and tolerance are assured. Literature can provide insights, awareness, and sensitivity to readers. Further, Andrews advocated for the addition of inclusion literature in the classroom to prompt discussion and allow children to look at problems objectively and through different perspectives. The literature should, according to Andrews, be appropriate, suitable, and realistic. Discussion, reader-response journals, and reflective activities can be used along with the literature.

Illness

Dapier (2016) wrote of the comfort of books in hospital settings. By way of helping one-self or helping others, books can alleviate uncomfortable experiences. In the case of a hospitalized child, Dapier (2016) mentioned the decrease in anxiety that a child may experience when reading a book, and proposed hospital libraries for these healing purposes.

Post-traumatic Stress Disorder

The American Psychiatric Association (1994) defined PTSD as the "development of characteristic exposure to an extreme traumatic stressor." Some of these traumatic

events may include natural disasters, accidents, school shootings, familial deaths, or any type of physical, mental or emotional exposure. According to Alat (2002), children may display cognitive, affective, behavioral, and psychosomatic effects after enduring a traumatic event. Alat (2002) stated that teachers may see these symptoms and can help students cope with them and suggested that through storytelling, writing activities, and bibliotherapy, children may find solace in sharing their experiences. Alat (2002) also reported that books can be used for social and emotional character development as well as problem solving skills. Through bibliotherapy, children may also learn how others encountered and resolved problems similar to theirs.

Self-Esteem

Sridhar (2000) suggested that along with improving reading comprehension, poor behaviors, and learning issues, bibliotherapy can enhance a child's self-esteem. The teacher acts as a facilitator and guides the child through the processes of identification, catharsis, and insight. During follow-up activities, the teacher asks questions and illicit the student's self-observation and contemplation, which in turn, relates to self-esteem. Additionally, Sridhar (2000) noted that bibliotherapy can be effective for developing assertiveness, changes in attitude, and self-worth. This intervention has been known to cause a positive change in reading-readiness, achievement, and self-concept.

Sexual Identity Issues

Catalano (2018) stated that homosexual students may often feel isolated and at risk for abuse. Further, when schools fail to acknowledge and address the existence of homosexual youth, it can be devastating because they are sending an alienation message. Catalano said that the school system is responsible for teaching student tolerance.

Bibliotherapy can serve as a way of teaching this tolerance and providing awareness. It alerts gay and lesbian youth that there are resources available. Isolation is one of the most prominent reasons for suicide in gay and lesbian youth (Knoblauch et al., 2017). Many feel a feeling of exclusion and have a fear of being rejected while keeping their feelings inside. These youth reported harassment, coupled with feeling unsafe in the school environment. A curriculum including LGBT materials can assist in creating a more supportive environment for these youth (Knoblauch et al., 2017). "For isolated LGBT youth, books mirroring their real-life struggles and challenges are of paramount importance. Middle school teachers, by including LGBT literature in their curriculum, could begin a critical conversation." (Knoblauch et al., 2017, p. 16).

Norton (2004) stated that schools are responsible for teaching students to be tolerant and responsible citizens. Books may help students gain a better understanding of gay and lesbian students, which can create a supportive school environment, as well as help provide gay and lesbian students with life skills and enhance their self-image. Young adult novels featuring gay and lesbian characters have become more common in recent years. Norton (2004) noted that literature from past decades did not include realistic and positive role models, as books today do. Trimmer (2014) suggested that the books depict the fear and bullying that may surface during the "coming out" process.

Compassion and understanding may be increased through the use of books. Disney-Hyperion Associate publisher, Lurie, stated that "my sense is that young readers have always been interested in books about characters who struggle with not fitting in; the difference now is that more adults are willing to discuss gender-identity issues" (Publishers Weekly, 2014, para. 9).

Suicide

Fisher (2005) stated that educators can play a role in the prevention of suicide through the use of books. Literacy teachers can do this by sharing books on the topic of suicide, talking with students, and reading their writing carefully. Young adults may begin to feel like they are "not the only one." Books about the topic of suicide send a message to the youngster that they matter and give them an opportunity to engage in ideas and think about the consequences of their potential decision.

Trauma

DeVries (2017) suggested that along with art therapy, dramatization, writing and puppetry, bibliotherapy can develop coping skills after youth have experienced trauma. DeVries defined trauma as an intense event or series of events that causes harm to one's emotional or physical well-being. Youth who have experienced trauma are at an increased risk for developing psychological disorders, struggle with expressing feelings, or tamper with their ability to cope with daily life. In a literature review, DeVries identifies the benefits of bibliotherapy.

Application of Bibliotherapy

The process of bibliotherapy is thought to occur in phases: beginning with the reader's personal identification with a character in a book, extending into a catharsis, and finally a synthesis of one's own problem along with the relevance of the solution seen in the text. This is the rationale of having selected materials which, in turn, provide guidance in the solution of a problem through directed reading.

Morawski (1997), as well as Kramer and Smith (2005), described the process of Developmental Bibliotherapy as one of three stages: identification, catharsis, and insight.

Identification is the process of affiliating a character (fictional or real) to oneself. In addition, students are asked to remember incidents within their own lives (Morawski, 1997). This helps a child realize that they are not alone in a given situation. The catharsis process, as Morawski stated, is the release of tension. Reading books may strike at a deep emotional level as the character in the story navigates through problem. Lastly, insight occurs when the reader connects the knowledge to themselves, perhaps through extension activities like discussion.

Steps in the Process of Bibliotherapy

1. Identification of Issue/Assessment

2. Planning/Careful selection of the book

3. Reading

4. Discussion/follow up

Carledge (2001) described a model for using literature in teaching social skills. It entails six steps, as follows:

Using Literature to Teach Social Skills

1. Present the story

2. Clarify the story concepts

3. Clarify the skill

4. Enact the skill

5. Practice the skill

6. Maintain the skill

Summary

Chapter 2 discussed four theoretical frameworks to which the practice of bibliotherapy may align: the theory of social and emotional learning, the theory of transactional reading and writing, change theory and resiliency theory. This chapter outlined the definition and history of bibliotherapy as well as researched-based evidence which supports the practice and its efficacy. Chapter 2 explained the rationale for the relevance of utilizing bibliotherapy in today's world of troubled adolescents and the stakeholders who are involved with helping them. In addition, Chapter 2 outlined the controversies and cautions that can be connected to this intervention. Lastly, within Chapter 2, Adverse Childhood Experiences (ACEs) were described and a conceptual framework was offered. Chapter 3 discusses the study's research questions, the rationale for the research approach, the research setting, the sample of participants, the research method and design, the data analysis methods, as well as the limitations of this study.
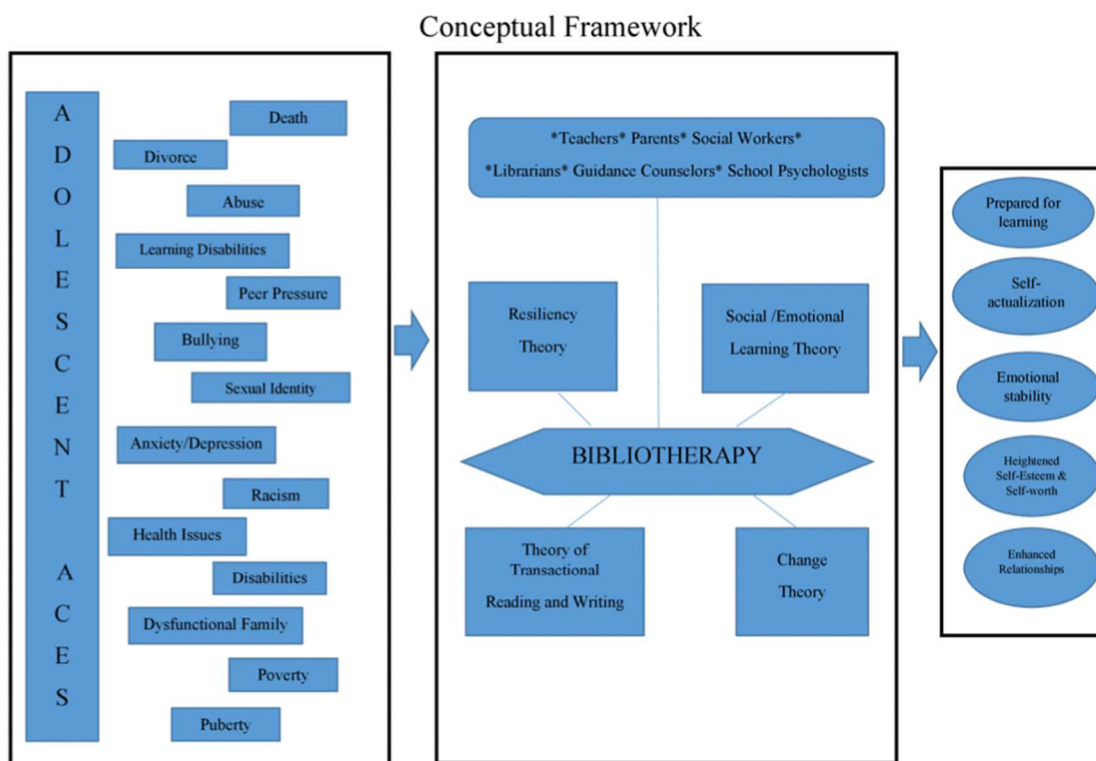
Figure 1. Conceptual framework model.

The Conceptual framework utilized in this study is rooted in the theories of Social and Emotional Learning, Transactional Reading and Writing, Change Theory, and Resiliency Theory. In order to promote the use of books/bibliotherapy to help adolescents navigate through Adverse Childhood Experiences, stakeholders must have a knowledge base of the practice. The Conceptual framework lists the adolescent ACEs, outlines the underlying theoretical principles, and highlights the stakeholders involved in the process. The hopeful outcomes are illustrated to explain the possible effects of the bibliotherapeutic process.

CHAPTER 3

Methodology

"Reading gives us someplace to go when we have to stay where we are."

Mason Cooley

Introduction

The following chapter outlines the methodology used for this research study. The purpose of this explanatory case study was to determine educators' perceptions, views, and knowledge base of bibliotherapy. This study also explored the potential of using the practice of bibliotherapy to help students navigate problematic issues.

During the year in which this study took place, school district leaders identified a mission to address issues that students were burdened with as they walked through the doors of school each morning. At the commencement of the school year, a discussion began about "what students are bringing in their backpacks." Metaphorically, students were "carrying" social and emotional issues with them, that perhaps, interfered with learning taking place at school. These stressors are defined as ACEs and include traumatic events such as divorce of parents, the death of a loved one, sexual identity issues, learning problems, peer pressure, and bullying. With that in mind, educators must be equipped with tools to help students navigate their way through these life stressors. Bibliotherapy, the practice of using books to heal, is an avenue to address various issues with students.

The purpose here is to identify and describe the mixed-method qualitative and quantitative procedures that were used to examine the following overarching question: What are middle school teachers' knowledge-base and views of bibliotherapy and how can this practice be infused into the middle school culture to develop resilience along

with social and emotional skills? In order to address this question, the study additionally

examined the following supplemental questions:

- **Research Question 1:** To what extent do school professionals feel it is

  acceptable to address social and emotional stressors through bibliotherapy

  within classroom practice?

- **Research Question 2:** To what extent are school professionals comfortable

  using books in their classrooms for the purposes of bibliotherapy?

- **Research Question 3**: To what extent do school professionals know about the

  practice of bibliotherapy?

- **Research Question 4:** To what extent do school professionals recognize the

  potential of bibliotherapy for adolescents at the middle school level?

- **Research Question 5:** To what extent are school professionals equipped to

  use bibliotherapy with adolescents at the middle school level?

Rationale for Research Approach

This was a singular case study. Creswell (2015) stated that a case study is such

that the researcher uses real-life research with interviews and surveys for the purposes of

data collection. According to Creswell (2009), case study research involves the study of

an issue explored through one or more cases within a bounded system. Yin (2018) stated

that case study research questions are most appropriate when the researcher wants

answers to "how" and "why" type questions. This case study began with a quantitative

survey to determine educators' general sense of acceptability of purpose, along with

comfort level. From that survey, semi-structured interview questions were developed and

refined to create a clear focus of the perceptions, use, and potential of bibliotherapy.

The study used a mixed-method approach in which the procedure of collecting the data was both quantitative and qualitative in nature. Creswell (1998) stated that qualitative research is "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture formed with words, reporting detailed views of informants, and conducted in a natural setting" (p. 615). This study followed an explanatory sequential design (Creswell, 2015), in which the researcher collected and analyzed quantitative data from the survey, obtained the results, and further explained using the qualitative data. The researcher then interpreted how the qualitative results explained the quantitative results.

Research Setting/Context

This study was based in a suburban, middle school district on the north shore of Long Island. Teachers, along with the school's guidance counselors, librarian, social worker, and psychologist were asked to take a survey for data analysis purposes. Following the quantitative survey, the researcher conducted individual semi-structured interviews with select staff members to further explore the topic of bibliotherapy. An Social/Emotional Learning (SEL) program was recently halted after a number of years in which it was offered as one of the electives at the middle school. Instead, the school's SEL curriculum was integrated within the "home and careers" curriculum. At the time of the study, the superintendent of the district stated that "children are carrying many things in their backpacks as they enter school each day," referring to social and emotional burdens that have the potential to interfere with learning.

Target Population/ Research Sample

The quantitative sample within this study was based on a larger convenience sampling (Creswell, 2017) of approximately 80 teachers and staff members in Grades 6 through 8, within one middle school building comprised of a staff of approximately 80. A convenience sample is a method where the sample is taken from a group of people who are easy to contact or reach. The qualitative sample was an intentional sampling of 13 teachers within the middle school setting (Creswell, 2017). A purposeful sample is a group that is selected based on characteristics of a population and the objective of the study. Combined, the researcher gathered multiple sources of data from various school professionals.

Participants

The participants in this study consisted of approximately 80 middle school teachers of Grades 6, 7, and 8. The participants taught content areas that ranged from the core four subjects (math, social studies, English and science) to other areas such as physical education, art, technology, music, special education, AIS (academic intervention services), and home and careers. The teachers were employed by a public, middle-class, suburban school district on the north shore of Long Island, in New York State. The district employed a total of 280 teachers in its five schools and had a total student population of approximately 2,500. The ethnic make-up of the teachers was predominantly white, with English being their native-spoken language. The method of convenience sampling was chosen and not randomized due to the researcher's place of employment. Therefore, the population sample is one of bias.

Research Method /Design/ Instrumentation and Procedures

This was a mixed-method study, which used both quantitative and qualitative measures to gather data. The study's procedure followed an explanatory sequential design, in which quantitative data analysis preceded qualitative, and then interpreted how qualitative results refined and explained the quantitative (Creswell, 2015).

This survey used as an instrument a survey created at Iowa State University in 2015. In this study, titled "Perceptions of bibliotherapy: a survey of undergraduate students," the survey was used in order to gain insight into the perceptions of 248 undergraduate students from a large mid-western university with regard to the implementation of the practice of bibliotherapy in K-12 classrooms (Camp, 2015). The researcher received permission from the author for the use of the survey.

For the purpose of this study, survey data was collected using demographics items, rating scales, and open-ended item questions to gather both quantitative and qualitative data. Independent variables in the study included experiences and current understanding of bibliotherapy, purposes acceptable for classroom teachers, comfort level of implementing the practice, and concerns teachers held about implementation of bibliotherapy.

The instrument used was appropriate for measuring the population's perceptions of the bibliotherapy practice and allowed insight into factors and concerns which influence the participants' perceptions. The rationale for the selection of this instrument is supported by having obtained perceptions and insights on the same topic of bibliotherapy, conducted with a different sample within a different setting: middle school teachers in a suburban school district on Long Island. The study better defined teacher

perceptions of this practice within a different demographic area and with a different

sample.

The design of this study is non-experimental. The survey was created to gain a

sense of prospective teachers' comfort levels in using bibliotherapy for certain

circumstances, as well as to what degree using books is an acceptable method for aiding

youngsters in the solving of problems. Issues outlined in the survey included problems

such as death of a loved one, illness, learning disabilities, self-esteem, social skills,

disruptive behaviors, feelings, dealings with abuse, peer pressure, and more. The survey,

which included demographic information, three multiple choice sections, and three short

written response questions, was replicated via Google Forms and sent out via email to

approximately 80 middle school teachers. The surveys took approximately 10 to 12

minutes to complete were returned to the researcher anonymously with all confidentiality

statements stated at the beginning.

This study also consisted of researcher-conducted semi-structured interviews with

13 specifically selected, representative staff members to gather further insight into the

views, knowledge, and comfort level of the practice of bibliotherapy. A semi-structured

interview (Given, 2008) is defined as a meeting in which the interviewer does not strictly

follow a formalized list of questions, and instead asks more open-ended questions,

allowing for a discussion with the interviewee rather than a straight question-answer

format. This format allows informants the freedom to express their views in their own

terms, and allowed the researcher to glean reliable, comparable data, including personal

feelings, perceptions, and opinions, with the option to further probe with more detailed

follow-up questions. The interview contained approximately 15 open-ended questions, along with demographic items, and served as the qualitative portion of the study.

Data Collection Methods

The quantitative portion of this study was designed to determine what middle school teachers believed to be acceptable uses of bibliotherapy, and to what extent they felt comfortable using this practice in their classrooms as a student's need arose. The survey commenced with six demographic questions eliciting information regarding the participants' type of teaching position, age group, gender, years of teaching experience, training with bibliotherapy, and level of education.

The next section of the survey included three Likert-Scale questions. Each question had four answer-choice responses (1= very unacceptable 2= unacceptable 3= acceptable and 4= very acceptable). Each of the three Likert-Scale questions included 17 sub-categories to answer, each representing a potential topic to use for bibliotherapeutic purposes. The first question asked participants which topics they would deem "an acceptable purpose" for a classroom teacher to use bibliotherapy. The second question asked teachers to rate the "comfort level" of a classroom teacher in using bibliotherapy for certain listed topics. The third question asked teachers to rate their own "comfort level" of using bibliotherapy to address certain topics with students through bibliotherapy.

Lastly, the survey included three open-ended multiple-choice questions. Question 1 asked participants to indicate any factors that may have influenced their thinking during the completion of the survey. Question 2 asked participants to discuss any benefits they may see in using bibliotherapy as an instructional tool within the classroom. Question 3

asked participants to note any concerns they many have when using the practice of bibliotherapy as an instructional tool.

Research Questions/Survey Questions/Quantitative

Research Question 1: To what extent do school professionals feel it is acceptable to address social and emotional stressors through bibliotherapy within classroom practice?

Research Question 2: To what extent are school professionals comfortable using books in their classrooms for the purposes of bibliotherapy?

Survey- Question 1: Using the scale provided, please determine if each of the following items are an ***acceptable purpose*** for <u>a classroom teacher</u> to use children's books/young adult literature in the classroom.

Likert Scale 1-4

 1= very acceptable

2= unacceptable

3= acceptable

4= very acceptable

1. To address bullying

2. To assist the class in understanding a peer with dyslexia

3. To build vocabulary

4. To connect a student with a book character experiencing a similar feeling of situation

5. To develop empathy for others

6. To discuss a peer's illness

7. To entertain students

8. To help a student cope with a death of a loved one

9. To increase reading fluency

10. To introduce a science concept

11. To model writing concepts

12. To offer students hope and inspiration

13. To practice problem solving skills

14. To promote healthy self-esteem

15. To provide students with information on an unknown or unfamiliar topic

16. To show students quality illustrations

17. To teach a social skill

Survey- Question 2: Using the scale provided, please rate your **level of comfort** regarding a <u>classroom teacher</u> using books as an instructional tool to address the following items:

1= very uncomfortable

2=uncomfortable

3=comfortable

4=very comfortable

1. A student with a reading problem

2. Dyslexia

3. A student with a learning disability

4. Shyness

5. A peer's chronic illness/cancer

6. Self esteem

7. Coping with the death of a loved one

8. Dealing with abuse

9. Death of a pet

10. A student moving to a new school

11. Peer pressure

12. Feelings

13. A student with disruptive behaviors

14. Information on an unfamiliar topic

15. Racism

16. A social skill

Survey Question 3: Using the scale provided, please rate your **level of comfort** regarding your use of books as an instructional tool to address the following items.

1= very uncomfortable

2=uncomfortable

3=comfortable

4=very comfortable

1. A student with a reading problem

2. Dyslexia

3. A student with a learning disability

4. Shyness

5. A peer's chronic illness/cancer

6. Self esteem

7. Coping with the death of a loved one

8. Dealing with abuse

9. Death of a pet

10. A student moving to a new school

11. Peer pressure

12. Feelings

13. A student with disruptive behaviors

14. Information on an unfamiliar topic

15. Racism

16. A social skill

Survey- Response Questions:

1. As you finished the items above, what factors influenced your thinking?

2. Do you perceive any benefits to using bibliotherapy as an instructional tool in the classroom with adolescents?

3. Do you have any concerns about your personal use of bibliotherapy as an instructional tool in the classroom with adolescents?

Research Questions/ Semi-Structured Interviews with Purposeful Sample/ Qualitative:

The qualitative portion of this study will elicit information of school professionals' perceptions and views of bibliotherapy along with the potential of the

practice of bibliotherapy. The researcher created semi-structured interview protocol questions to further explore the concept of bibliotherapy.

Research Question 3: To what extent do school professionals know about the practice of bibliotherapy?

Research Question 4: To what extent do school professionals recognize the potential of bibliotherapy for adolescents at the middle school level?

Research Question 5: To what extent are school professionals equipped to use bibliotherapy with adolescents at the middle school level?

Interview Protocol:

1. To what extent do you know about the topic of bibliotherapy?

2. Within your work as a school professional, to what extent have you noticed students struggling with personal problems? Can you speak to the specific types of problems? How do feel the issues impacted the student's learning, attitude, or behavior?

3. To what extent do you feel ACEs are prevalent within the school you work?

4. Of these issues, which ones do you feel might be able to be addressed through the use of reading fiction /nonfiction books?

5. In your perspective, what types of issues (if any) should NOT be addressed in the school setting using bibliotherapy? Why?

6. To what extent do you believe that having students feel safe/supported in school puts students in a better place to learn? How do you feel bibliotherapy can accomplish this?

7. To what extent do you presently infuse social / emotional learning experiences when dealing with students on a daily basis? How so?

8. What is your perception of how bibliotherapy can be used in the school setting? How might it "look"?

9. How might the implementation of bibliotherapy affect students?

10. Have you ever witnessed the efficacy of bibliotherapy?

11. To what extent would you be open to training/additional information about bibliotherapy?

12. Given training/materials, to what extent would you feel equipped, likely, and comfortable utilizing this approach to problem solving/healing with a vulnerable or at-risk student?

13. What drawbacks might you anticipate when utilizing bibliotherapy as an intervention?

14. Share what you feel to be the biggest overall benefit and/or risk to using bibliotherapy?

15. Please share any additional information, thoughts, questions, or concerns.

Interview Protocol: School Professional Demographics:

Name (optional): _____

Gender (optional): _____

Position/Job Description: _____

How long have you held this position? _____

Age (optional): _____

Data Analysis Methods

The quantitative data in this study was gathered by administering a survey via email to the staff via Google forms. The survey included demographic information, three questions with sub-categories in a Likert-scale format, and three short-answer response questions. The three Likert-scale questions included 16/17 items where the participant answered within the four-point format. Upon completion, the researcher organized the data in an ordinal form, noting which of the 17 items received the highest percentage of counts, and lowest.

The researcher conducted the qualitative semi-structured interviews and transcribed them during the interview process. The participants received the questions before-hand, for previewing purposes. The 15 questions were open-ended, leaving room for discussion and the insertion of probing questions. The qualitative portion of the data was coded using the in vivo method of open coding. According to Saldaña (2016), the in vivo method can be appropriate for all qualitative studies and in studies which "prioritize and honor the participant's voice" (p. 106). Data was analyzed using NVivo software.

In order to triangulate the data in this study, the researcher conducted a content analysis. A content analysis is a research method for studying documents in order to make valid inferences by interpreting textual material. Content analysis is a quantitative process in which communicative messages are analyzed that follow a specific process. (Sage Encyclopedia, 2017). For the purposes of this study, the sixth-grade social and emotional learning curriculum was be examined to investigate whether or not any aspect of bibliotherapy was utilized.

Limitations of the Study:

There were several limitations to this study. Due to the sensitive topics mentioned that bibliotherapy may address, respondents may have been cautious about answering questions and sharing thoughts. Some teachers may have been reluctant to use bibliotherapy with fidelity because of its sensitive nature. Another limitation was the small sample-size of participants. The study also included a group of participants who had little diversity in both ethnicity and socioeconomic level.

Summary

The purpose of this mixed-method quantitative and qualitative study was to discover the perceptions of teachers regarding the practice of bibliotherapy as an instructional tool within the classroom for various reasons. Through the Likert-Scale survey, the researcher gathered data to discover various items including whether or not teachers had training in bibliotherapy, along with their own comfort level in using the practice of bibliotherapy and their views regarding classroom teachers (in general) using bibliotherapy.

Through the interview process the researcher gathered additional information about views of bibliotherapy. This qualitative data was coded using an in vivo method of open coding (Saldaña, 2016). By interviewing professionals at the middle school level, the researcher hoped to align the data from the quantitative survey to qualitative data using follow-up, in depth responses to questions.

Using the combination of the data analyses, the researcher analyzed and interpreted the results to uncover themes and trends for potential future use of the practice

of bibliotherapy at the middle school level, in order to foster resilience and help students

navigate through difficult situations.

CHAPTER 4

Findings

"I am part of everything that I have read." Theodore Roosevelt

Introduction

The purpose of Chapter 5 is to present the results of this explanatory sequential, mixed-method, singular case study. Chapter 4 outlines the findings from the quantitative survey, as well as the qualitative semi-structured interviews regarding the practice of bibliotherapy.

This study sought to discover a sense of educators' views and perceptions of bibliotherapy use to help adolescents navigate problematic issues. Data collection was accomplished in two ways. First, a quantitative survey was distributed to approximately 80 middle school teachers. Second, researcher-conducted, semi-structured interviews were held with 13 purposefully selected middle school staff members including teachers, counselors, and a librarian, to more deeply engage the topic of bibliotherapy use within the middle school setting. Together, these data sources afforded a more detailed view of educators' thoughts about using books for therapeutic purposes.

Participant Information

Survey participants included a convenience sampling of educators from within the school district in which the researcher was employed. Permission was granted from the survey's creator to use it for the quantitative purposes of this study. The district's superintendent granted permission to distribute the Likert-scale survey electronically to approximately 80 educators in the district's middle school. Of the 80, 44 chose to participate in the survey. Table 2 outlines demographic data for the 44 participants,

including age, gender, training level of bibliotherapy, and level of education. Table 3

presents a representation of the teaching positions of the quantitative sample.

Table 2

Sociodemographic Characteristics of Survey Participants

Predictor	N	(%)
Age		
21-30	4	9%
31-39	10	23%
40-49	19	43%
50 or older	11	25%
Gender		
Male	7	16%
Female	36	82%
No Response	1	2%
Training Level with Bibliotherapy		
Yes	8	18%
No	36	82%
Level of Education		
Bachelor's Degree	1	2%
Master's Degree	40	91%
Doctoral Degree	2	5%
No Response	1	2%

Table 3

Position of Middle School Educators

Teaching Position	N	(%)
Social Work	1	2%
Guidance	3	7%
Support Staff Reading/ Math	2	5%
Administration	1	2%
Grade 6 Subject Area	3	7%
Grade 7 Subject Area	7	16%
Grade 8 Subject Area	3	7%
Speech	1	2%
Special Ed	8	18%
Librarian	1	2%
Foreign Language	3	7%
Special Area	7	16%
No response	4	9%
Total (*N*=44)		

The researcher purposefully selected 13 educators from amongst the staff to participate in the semi-structured interview process, and conducted semi-structured interviews lasted between 30 to 40 minutes, held in a classroom of the middle school. This was a quiet, neutral space which would allow for open, natural, and honest conversation between interviewer and interviewee. The researcher asked the questions and scribed the responses of the interviewees. The interview process took a total of 10 school days. In order to ensure confidentiality, each educator-participant was given an alphabet letter pseudonym. The interview protocol was comprised of 15 open-ended questions which resulted from themes within the staff survey. Each question was created to further explore a particular facet of bibliotherapy, perceptions, and its process. Participants were given a copy of the questions before the scheduled interview time in

order to gain a familiarity of the discussion points and questions. Table 4 outlines

descriptive statistic information regarding the 13 interviewees.

Table 4

Descriptive Statistics of Interview Participants

Pseudonym	Gender	Position	Years in Profession
Educator A	F	Counselor	12
Educator B	M	Librarian	23
Educator C	F	Home and Careers Teacher	18
Educator D	F	English Teacher	18
Educator E	F	Reading Teacher	20
Educator F	F	Music Teacher	2
Educator G	F	Social Worker	22
Educator H	F	Special Education Teacher	13
Educator I	M	Math Teacher	15
Educator J	F	Science/ Math Teacher	20
Educator K	F	Reading Teacher	14
Educator L	F	Counselor	23
Educator M	F	Physical Education Teacher	33

Results and Findings

Several research questions guided this body of work. Results are indicated for

each research question.

Research Question 1: To what extent do school professionals feel it is acceptable

to address social and emotional stressors through bibliotherapy within classroom

practice?

Through the survey, participants were asked to determine to what extent it was

acceptable to use bibliotherapy for different purposes within the classroom. They

completed a Likert Scale survey asking if particular childhood experiences such as

bullying, developing empathy, coping with death, offering hope to a student, or

promoting self-esteem should be remedied with bibliotherapy. Table 5 illustrates the responses to the survey question number one. Based on the responses to the Likert Scale Survey, participants were highly in favor of the use of bibliotherapy. As noted in Table 5, the "very acceptable" column indicates the highest percentages of respondents agreeing for each of the 17 items for which books are acceptable purpose. A small percentage of participants, seven percent, noted an "unacceptable" or "very unacceptable" response to using bibliotherapy to "discuss a peer's illness."

Research Question 2: To what extent are school professionals comfortable using books in their classrooms for the purposes of bibliotherapy?

The majority of the respondents reported in response to question 2 that they felt either "comfortable" or "very comfortable" for a classroom teacher to use bibliotherapy to address topics such as self-esteem, dealing with abuse, peer pressure, and racism. This is shown in Table 6. A strong majority of participants fell within the "comfortable" or "very comfortable" range for addressing most of the ACEs listed. For example, 94% agreed "student with a learning disability," 98% agreed that "feelings" can be addressed with bibliotherapy and 98% noted a comfort level in dealing with "peer pressure." However, there were items which participants seemed less comfortable with. Eighteen percent of respondents reported that they were "uncomfortable" with addressing cancer or abuse through bibliotherapy. Similarly, 14% noted that "coping with the death a loved one" would be an "uncomfortable" topic for classroom teachers to address through bibliotherapy.

As shown in Table 7, participants felt that they would be either "comfortable" or "very uncomfortable" using books as an instructional tool with students to address items

such as moving to a new school, peer pressure, self-esteem, shyness, and learning disabilities. Thirty-seven percent of participants noted that the topic of "dealing with abuse" would be "uncomfortable" or "very uncomfortable" along with 34% who felt that they would be "uncomfortable" or "very uncomfortable" using bibliotherapy for dealing with the death of a loved one or a "peer's chronic illness/cancer."

Table 5

Middle School Educator Responses to Survey Question 1

Item	Very Unacceptable	Unacceptable	Acceptable	Very Acceptable
Address Bullying	5%	0%	16%	80%
Assist Class in Understanding a Peer with Dyslexia	5%	2%	30%	64%
Build Vocabulary	5%	0%	9%	86%
Connect a Student with Book Character Experiencing a Similar Feeling	5%	0%	23%	73%
Develop Empathy	0%	5%	43%	52%
Discuss a Peer's Illness	7%	7%	41%	45%
Entertain Students	5%	0%	25%	70%
Help a Student Cope with Death of a Loved One	5%	7%	36%	52%
Increase Reading Fluency	5%	2%	9%	84%
Introduce a Science Concept	5%	0%	23%	73%
Model Writing Concepts	5%	2%	23%	70%
Offer Student Hope and Inspiration	5%	0%	9%	86%
Practice Problem Solving Skills	5%	0%	20%	75%
Promote Healthy Self-esteem	5%	0%	18%	77%
Provide Students with Information on Unknown Topic	5%	0%	11%	84%
Show Students Quality Illustrations	5%	5%	27%	64%
Teach A Social Skill	0%	5%	30%	66%

Table 6

Middle School Educator Responses to Survey Question 2

Item	Very Uncomfortable	Uncomfortable	Comfortable	Very Comfortable
Student with a Reading Problem	0%	5%	30%	66%
Dyslexia	0%	5%	41%	55%
Student with a Learning Disability	0%	7%	30%	64%
Shyness	0%	5%	36%	59%
Peer's Chronic Illness/Cancer	0%	18%	41%	41%
Self-esteem	0%	2%	32%	66%
Coping with the Death of a Loved One	0%	14%	43%	43%
Dealing with Abuse	0%	18%	43%	39%
Death of a Pet	0%	7%	48%	46%
Student Moving to a New School	0%	2%	41%	57%
Peer Pressure	0%	2%	34%	64%
Feelings	0%	2%	32%	66%
Student with Disruptive Behaviors	0%	7%	45%	48%
Information on an Unfamiliar Topic	0%	2%	41%	57%
Racism	0%	7%	41%	52%
Social Skill	0%	2%	34%	64%

Table 7

Middle School Educator Responses to Survey Question 3

Item	Very Uncomfortable	Uncomfortable	Comfortable	Very Comfortable
Student with a Reading Problem	2%	9%	41%	48%
Dyslexia	5%	18%	34%	43%
Student with a Learning Disability	2%	11%	36%	50%
Shyness	2%	2%	45%	50%
Peer's Chronic Illness/Cancer	9%	25%	32%	34%
Self-esteem	2%	2%	39%	57%
Coping with the Death of a Loved One	7%	25%	34%	34%
Dealing with Abuse	5%	32%	30%	34%
Death of a Pet	5%	14%	41%	41%
Student Moving to a New School	2%	5%	36%	57%
Peer Pressure	0%	5%	36%	59%
Feelings	0%	5%	43%	52%
Student with Disruptive Behaviors	2%	16%	32%	50%
Information on an Unfamiliar Topic	0%	5%	39%	57%
Racism	2%	14%	45%	39%
Social Skill	2%	2%	39%	57%

Participants were asked three follow-up short response answers upon completion of the survey, as follows:

1. As you finished the items above, what factors influenced your thinking?

2. Do you perceive any benefits to using bibliotherapy as an instructional tool in the classroom with children and adolescents?

3. Do you have any concerns about your personal use of bibliotherapy as an instructional tool in the classroom with children and adolescents?

In examining and coding the qualitative portion of that data for question 1, several themes emerged. Participants mentioned that books are excellent tools to promote discussion. However, there must be a comfort level with the topic at hand. Whether or not participants felt books would support the curriculum, they reported some unfamiliarity using books for these types of issues, and were concerned as to whether families would appreciate it or not.

Data were coded following the semi-structured interviews. Coding is an iterative, analytical process in which data are organized, sorted, and categorized for analysis. Codes capture the essential essences of a research story, and when clustered together by a pattern, actively facilitate the development of categories and their connections (Saldaña, 2015). They are "tags and labels for assigning units of meaning to the descriptive or inferential information compiled during a study" (Miles & Huberman, 1994, p. 56).

Open coding was used to help look for distinct concepts in the data in order to develop first level categories or master headings, as well as second, third, fourth, and lower level codes that are associated and coded to the primary codes. At the first level of coding, the researcher sought certain concepts within the data to form the basic categories or units of analysis.

Round One Coding

First, the 13 transcripts and answers to the three open-ended questions were imported into NVivo12 for coding. The first review was a reading through the entire set of interview responses to develop preliminary coding categories. Open coding was

conducted using line-by-line and sentence analysis. First level codes were generated

based on the research questions and coding of the transcripts and survey. The names of

the codes were assigned directly from the words that comprised each interview question

to ensure consistency and to directly align the answers in the transcripts to the appropriate

first level code. For example, one interview question asked, "to what extent do you feel

ACEs are prevalent within the school you work?" The code or label for this question was

"Prevalence of ACEs." This process yielded 16 primary codes for the interviews and

three primary codes for the answers to open-ended questions. These primary, first level

categories were considered as thematic codes to establish a "framework of thematic

ideas" for the subsequent coding and analysis (Gibbs, 2007).

Round Two Coding

The second round of coding consisted of re-reading each transcript, and again

conducting open coding. Second level codes were generated from the answers provided

by each participant that were associated with the first-level; primary codes developed

from each data source. The coding labels were assigned using in vivo codes or words

that participants stated in the interviews; codes or labels were developed directly from a

word, words, or phrases from the coded passages of text. The data were coded and

grouped according to similarities. For example, one answer to the question participants

gave about the prevalence of ACES in their schools was that it was very prevalent. The

in vivo code assigned to these passages of text was "very prevalent."

Round Three Coding

A third review of the coding was carried out to ensure NVivo codes were assigned

properly and to collapse any closely similar codes together. A total of 150 codes

emerged from the interview data, which included 16 first level, 107 second level, and 27 third level codes. A total of 62 codes emerged from the coding of the open-ended survey response questions, which included three first level and 59 second level codes.

Theme Development

Twelve emergent patterns were identified from the data based on the analysis of the interviews. The themes are listed below.

- Teachers know little about bibliotherapy

- High prevalence of ACEs in schools

- Increase in student personal problems

- Bibliotherapy viewed as positive therapeutic treatment

- Students must have safe school environment

- Implementing bibliotherapy in schools

- Use of bibliotherapy for social & emotional learning

- The potential effects of bibliotherapy on students

- The drawbacks of bibliotherapy

- The benefits of bibliotherapy

- The risks of bibliotherapy

- Most teachers open to being trained

Three emergent patterns were identified from the data based on the analysis of the open-ended survey response questions. The themes are listed below.

- Factors influencing survey responses

- Personal concerns of using bibliotherapy as an instructional tool

- Benefits of using bibliotherapy as an instructional tool

Research Question 3: To what extent do school professionals know about the practice of bibliotherapy?

Few of the 13 participants knew very much about the practice of bibliotherapy and its use within the school setting. For example, over half of the participants replied that they know "little to nothing" about bibliotherapy. However, Participant A replied, "I was unaware of the title, but have used books to initiate discussion in counseling and in social and emotional learning lessons." Participant B mentioned, "I know about bibliotherapy through my media graduate program and various articles on the topic." In addition, a respondent stated, "it is very helpful to use a book to illustrate a point or teach a social and emotional topic." Participant H said, "I am familiar with the topic of bibliotherapy and have implemented it in my own classroom."

Research Question 4: To what extent do school professionals recognize the potential of bibliotherapy for adolescents at the middle school level?

In analyzing the qualitative data, the researcher found that educators recognize the prevalence of Adverse Childhood Experiences within schools. Participants reported problems such as divorce, social issues, depression, anxiety, suicidal ideation, dysfunctional family, poverty, acceptance, and puberty. Professionals observed that poor behavior, an impact on learning, sub-standard school performance, and students not working up to potential are all potential effects of the heightened incidents of ACEs. Interviews showed that school professionals recognized increased problems within the school setting, and view bibliotherapy as a positive means to address particular issues.

Professionals indicated that students must feel safe within the school environment, have their basic needs met, and must be "heard." Participant A stated that,

"when students do not feel safe or supported, education becomes secondary. Basic needs must be met before a student can focus on academics as per Maslow's hierarchy of needs. Books can induce discussion and exploration of the topics specific to the students' needs." Participant B echoed, "if students read about characters in a novel that are dealing with the same type of issue, it might help them feel like they are not alone and can see how characters can deal with situations." Participant F said, "students experience one or more of the ACEs over the course of their school career and it is imperative that school provides a safe and supportive environment." Participant D believed that, "that if a student feels 'heard' by the school staff, the learning environment will be better. Bibliotherapy may help a student feel less alone." Participant F stated, "students will be disengaged if they don't feel safe and supported within the school environment. There are books that help build sympathy and empathy towards other students." Participant H agrees in that, "feeling safe and supported in school is of extreme importance in putting kids in a position to learn. Books are tools to support kids by making them feel less alone, knowing that others struggle too." Similarly, Participant H reported that "when students can unload their 'backpack' by talking/reading with an adult, it can relieve them and put them in a better position to learn." School professionals seem to clearly recognize that there is a high prevalence of ACEs within the walls of their school, and validate the potential of books as tools to assist students in coping with their problems.

Research Question 5: To what extent are school professionals equipped to use bibliotherapy with adolescents at the middle school level?

Qualitative interview data indicated that although school professionals recognized the presence of ACEs and the potential of bibliotherapy, many are not equipped to use

bibliotherapy. There were several hurdles to overcome in implementing bibliotherapy within this middle school setting. Participant D felt that "bibliotherapy may be better in the elementary grades, since it is difficult enough to inspire kids to read the required readings, especially at the middle school level." Participant E mentioned that "having the materials and proper training are the keys to infusing bibliotherapy into the school." Participant G can "visualize bibliotherapy within both the English language arts and social studies classrooms." Several participants mentioned that a collection could be housed in the Guidance Office or the School Library.

Drawbacks of bibliotherapy were also noted. One drawback outlined by Participant E was "…that a shy child, or reluctant reader, may not be open to the process of bibliotherapy." Another drawback may be not having parental support, as Participant G pointed out. In addition, participants felt that some students may be upset by discussing a given topic. Participant G mentioned that if a school professional is ill-equipped or not trained properly, perhaps the process would be damaging. Several interview participants mentioned another drawback: time. Teachers are often under pressures to cover a demanding curriculum, which can be overwhelming in and of itself. It would take time to pre-read the books prior to using them with students, especially on the middle school level. Budgetary concerns were noted as a potential drawback, as well. A school may not have the proper funding for the materials and/or training for the roll-out of bibliotherapy. One participant stated that there is the potential of upsetting, embarrassing, or singling out a child. Participant A said that: "it may open up some raw emotions that the professionals may have a tough time dealing with."

Content Analysis of Social and Emotional Learning Curriculum

The school in which this research was conducted used to offer a social and emotional learning class, taught by guidance counselors to sixth graders for 10 weeks per year as part of the students' "elective wheel" of rotating classes. Due to staffing issues, the class was eliminated some years prior. However, a content analysis of the class curriculum was completed in hopes of uncovering evidence of bibliotherapy-related activities, or a place where bibliotherapy may be appropriate if the course returned. The character education building course had three main objectives:

- For students to gain a better understanding of themselves

- For students to learn strategies to better organize and study for better school performance

- For students to discover ways to relate to others

When examining the Content Analysis of the class, the researcher noted teachers of the class utilize worksheets, discussion and movies as part of the curriculum. Therefore, books would be able to be incorporated, as well. Books can be aligned with the topics of bullying, self-esteem, stress and friendship. However, the books should be screened and deemed appropriate by professionals. Table 8 outlines the lessons, topics, and some essential questions that serve as the objectives of the class.

Table 8

Content Analysis of Social and Emotional Learning Curriculum

Lesson #	Title	Topics
1	Getting to Know You	Intro to the course Build Trust in The Class
2	Self-Esteem	Tame your brain Changing Thoughts and Feeling
3	Self-Esteem	Rational or irrational thoughts Learn to erase irrational thoughts "I love myself even when…"
4	Self-Esteem	Describe all of your good qualities What accomplishments are you most proud of?
5	Self-Esteem	What can we change? How do we change things?
6	Learning Styles	How to be a great student Make your brain work for you
7	Goal Setting	Setting long/short term goals
8	Stress	What is stress? Do I have it? How can I handle it?
9	Qualities of a good friend	What do you look for in a friend? How can you be a good friend
10	Friendship	Are they a real friend or no?
11	Friendship: Team Problem Solving	Learn Skills to problem-solve
12	Conflict	Identify/understand conflict resolution styles
13	Conflict Resolution	Feelings, Emotions and Meditation

(continued)

Lesson #	Title	Topics
14	Peer Pressure	Resisting Negative Peer Pressure
15	Peer Pressure	Influence/What's Right
16	Bullying	What is bullying?
17	Cyberbullying	What is cyberbullying?
18	Bullying	Be part of the solution
19	Bullying	Strategies to help eliminate bullying
20	Celebrating our Success	Review of class concepts

Conclusion

Chapter 4 outlined the results of this mixed-method, explanatory sequential, singular case study. The quantitative portion of the study documented evidence of middle school professionals' views of and their comfort level with the use of bibliotherapy with middle school students to navigate problematic issues. The qualitative data showed that school professionals had seen an increase in Adverse Childhood Experiences, believed in the power of books to assist students in navigating their issues, yet needed training, time, and materials to do so. Professionals saw drawbacks in the bibliotherapy method, as well. Chapter 5 synthesizes the data and findings of the study, draw conclusions, and make recommendations for future practice and research.

CHAPTER 5

Analysis, Synthesis, Conclusions, and Recommendations

"To acquire the habit of reading is to construct for yourself a refuge from almost

all the miseries of life." W. Somerset Maugham

Introduction

The purpose of Chapter 5 is to present the analyses and recommendations based on the themes presented in Chapter 4. Chapter 4 outlined the quantitative results of the survey completed by 44 school professionals. It also reported the interview data based on the participants' responses to semi-structured interview questions. The chapter included data presented for each research question and themes that emerged from the data. Chapter 4 explained how middle school teachers viewed the significance of bibliotherapy use with adolescents at a school in a suburban setting in New York state. Chapter 5 discusses the conclusions of this study.

The goal in embarking on this study was to gain a sense of educators' views of bibliotherapy along with the types of ACEs that educators would deem appropriate for utilizing bibliotherapy to remedy.

Implications of Findings

In order to help provide answers to the questions posed in this study, this chapter contains discussion and recommendations for the future.

Research Question 1: To what extent do school professionals feel it is acceptable to address social and emotional stressors through bibliotherapy within classroom practice?

Based on the results of this study, an overwhelming majority of middle school educators appear to feel that bibliography is an "acceptable" or "very acceptable" strategy for addressing Adverse Childhood Experiences (or ACEs). More than 90% of school professionals agreed that bibliography was either an "acceptable" of "very acceptable" tool for addressing 15 out of 17 ACEs identified in this survey. A total of 96% of educators surveyed deemed it either "acceptable" or "very acceptable" to use bibliotherapy to address the issue of bullying. Baer (2011) stated that bullying is an issue for many youngsters, and Larson (2012) pointed out that educators have a wide choice of novels that focus on bullying issues. In semi-structured interviews, educators often discussed the high prevalence of ACEs within the school, and indicated that children need to be in a "safe place" in order to learn. Educators believe the presence of issues such as bullying in a student's life can have a negative impact on school performance, behaviorally and academically.

Eighty-eight percent of school professionals who completed the survey believed that it was "acceptable" or "very acceptable" to use books as an avenue for discussing death with a youngster. Wolfelt (2002) suggested that children who are not guided through the process of grief may be at risk for problematic behaviors or emotions. Heath (2008) stated that stories may help answer questions about death for a child.

In a semi-structured interview, Participant B stated that "bibliotherapy can and should be used in the school setting to address any of these issues." Participant C agreed: "I cannot see any of these issues not being able to be addressed through the use of bibliotherapy." Participant F said: "I think all these ACEs should be addressed using bibliotherapy. No taboo topics. If we know a child is at risk, we should be using

bibliotherapy." The majority of teachers see promise in the practice. Moreover, Harper (2016) has noted that the volume and diversity of adolescent literature have increased.

Research Question 2: To what extent are school professionals comfortable using books in their classrooms for the purposes of bibliotherapy?

As indicated in the quantitative survey, a strong majority of school professionals feel "very comfortable" or "comfortable" with educators using the practice of bibliotherapy for various ACEs. As seen on Table 6, for example, 96% of school professionals feel comfortable with educators using bibliotherapy to address issues with self-esteem. Further, 98% of school professionals feel some degree of comfort with using books to address the problem of peer pressure. In addition, 98% feel "very comfortable" or "comfortable" using bibliotherapy as a means of teaching social skills.

The semi-structured interviews showed that respondents held positive attitudes towards the practice of bibliotherapy. Participant D stated, "I would be interested in learning more about it; if students feel 'heard' by school staff, their learning environment will be better." Participant A mentioned, "I am open to it. I think books and movie clips are great table-setters for discussion. I infuse social and emotional learning every day. Opening up discussions about relevant and sensitive topics help students to cope, work through their ACEs as well as [feel] safe and supported within the school setting." When discussing Resiliency Theory, Zimmerman (2013) said that vulnerable youth need attention to lessen poor outcomes and educators must address issues obstructing learning for at-risk students. Zimmerman argued that professionals can help youth overcome adversity as they develop resilience; in turn, they can grow up healthy despite exposure to risks as youngsters.

Research shows that there is potential for use of bibliotherapy within schools. Allen (1998) stated that several schools of education require their prospective teachers to be familiar with bibliotherapeutic types of literature dealing with topics such as aging, death, and multi-racial families. Baer (2011) noted that teaching is a profession shaped by challenges and constant change. Therefore, teacher training must prepare educators to be comfortable with change. As Fullan (2006) stated, change can be influential in educational reform as well as achieving results. Given the gaps in the research regarding bibliotherapy, a certain amount of change must be considered to appropriately implement this method.

Research Question 3: To what extent do school professionals know about the practice of bibliotherapy?

The 44 educator responses to the quantitative survey indicated that 82% of school professionals had no training in bibliotherapy, while 18% indicated some degree of training. Participants in the semi-structured interviews noted various degrees of knowledge on the topic. Participant A stated, "I was unaware of the title; however, I have used books to initiate discussion in counseling and social/emotional lessons." Participant B noted, "I know about bibliotherapy through my library media graduate program and various articles on the topic." Participants C, D and J said, "I know very little about bibliotherapy." Participant I stated: "Not as much as I would like, I would love to learn more and utilize within my classroom." Participant F mentioned, "Really, I do not know a lot. However, I remember reading an email from the school social worker about a student facing anxiety with fire drills and using books and writing personal

narratives to ease the anxiety." Participant H stated, "I am familiar and use it within my classroom."

Given the varying levels of knowledge and experience of school professionals with bibliotherapy, social and emotional learning has become an integral part of education. The infusion of social skills is inherent within the schooling system. Rhodes and Englund (2003) stated that school is a natural place for teaching social skills. The data within the study indicates that school professionals are open to using bibliotherapy as a means of inculcating these skills, given information and training. Marchant (2010) states that when social skills can be infused into academics, educators are more likely to implement such a model.

Research Question 4: To what extent do school professionals recognize the potential of bibliotherapy for adolescents at the middle school level?

In their semi-structured interview, Participant I noted that: "in the middle school I see students struggling with different personal problems- anxiety, bullying, death of a family member, trying to fit in, parental divorce, puberty, poverty, self-esteem issues and transgender issues. I assume that all of these issues can be addressed through reading certain books." Participant G stated: "I can see bibliotherapy taking a student out of a situation and helping them to see it more clearly." Participant B said: "I feel bibliotherapy can be provided using fiction or non-fiction books, helping students feel they are not alone."

Research shows that teachers have seen promise in the practice of using books as coping tools. Forgan (2002) noted that LaFond, a teacher, believed in addressing social issues in the classroom by enhancing his teaching with activities stemming from

literature. The researcher reported both academic and social gains at the year's end.

Others agree that the integration of social skills through literature allows a teacher to help

students interpret story events while learning to empathize with others (Anderson, 2000;

Cartledge & Kiarie, 2001). Werner (2003) believed that there is great potential for

teachers fostering resiliency in students, and that falling back on the printed word gives

students a great advantage in overcoming adversities in life.

Research Question 5: To what extent are school professionals equipped to use

bibliotherapy with adolescents at the middle school level?

Participant responses to the semi-structured interviews indicated a lack of training

in bibliotherapy. However, most educators were open to learn more about bibliotherapy

and displayed a sense of enthusiasm and open-mindedness. Participant J stated: "I would

be interested and open to training in bibliotherapy. With proper training, I would be able

to deal with an upset in a child's world." Participant K said: "I am not well-versed on the

topic of bibliotherapy. I would love training and additional information about

bibliotherapy, as it is such a relevant topic in today's society." Participant M stated: "I

am not presently equipped to use this intervention, but would be very open to learning. I

would be very confident with the correct training."

Schneider, Peterson, and Gatherol (2013) stated that bibliotherapy is a convenient,

inexpensive, and effective psychological intervention. Therefore, equipping teachers

with training and materials would be advantageous for school systems. Richardson et al.

(2009) reported that, after direct and explicit instruction and the use of bibliotherapeutic

materials, teachers implemented a social skills program into their classrooms using a

lesson format, goals, objectives, and materials. The findings of their study support the significance of using books to teaching social skills.

Limitations of Study

This study was conducted in a single middle school in a mid-sized suburban school district. This study was a singular case study format, yet the sample size was small and the participants in the study did not represent a culturally diverse sample. A majority of the participants had over 13 years of experience and were female. The findings were based on one school district only.

Relationship to Other Research

In the second half of the 19th century, the use of bibliotherapy became increasingly popular.   Research studies conducted on the practice have shown its promise. There is a considerable amount of research on "self-help" bibliotherapy, where it has been deemed a fit, appropriate model, although not necessarily ideal in all conditions. Brewster (2012) stated that although books are cost-effective and easy to access and administer, the level of readability, facilitator level of expertise, and book selection all remain factors to consider before implementing this practice.

The theoretical framework outlined in Chapter 2 outlines four theories which support bibliotherapy as an impactful method of practice for practitioners to use when students are navigating ACEs. Social and emotional learning is now being incorporated into schools' curricula. The social-humanistic aspect is becoming an integral part of teaching of the "whole child." Darling-Hammond (2015) stated that fostering social and emotional development is essential in the survival of the human race. Teaching the whole child is the responsibility of the school system, and bibliotherapy can be a critical

part of these teachings. Based on Zimmerman's (2014) resiliency theory model, educators can help students draw attention to positive variables in order to disrupt negative and problematic behaviors. This can help youngsters overcome negatives and limit risk factors. Bibliotherapy practice can lend itself to helping foster resiliency in students. When using books, educators can align their teachings with Rosenblatt's (1938) Theory of Transactional Reading and Writing, where youngsters experience 'transference' when authentically applying the social and emotional concepts from books into their own personal lives. Shifts in thinking in the minds of educators can happen when stakeholders have a thorough knowledge of the topic and how processes will yield positive outcomes (Fullan, 2006). Change Theory (Fullan, 2006) can be applied to the concept of bibliotherapy when educators believe in the approach, execute the action, and push forth to achieve desired results.

Chapter 2 outlined several studies in support of the practice of bibliotherapy. The research in this study explored a different facet of bibliotherapy: namely the teachers' perspective. Baruchson-Arbib (2000) noted positive results when the number of readers within the 'self-help' section of the library increased, new school discussions were heightened, and relationships amongst of school professionals were enhanced. Marrs' (1995) meta-analysis concluded that bibliotherapy proved moderately effective, and a need for more research was apparent. Larson (2012) noted that there are many novels that will promote discussions about the ACE of bullying. Bruneau (2010) found that self-help type readings provide insight and perspective into life situations. In this study, the researcher investigated a different aspect of bibliotherapy by examining school professionals' knowledge base and views. Because school professionals are the ones

who need to know about the topic, how to provide the intervention, and how to access the materials, offers a meaningful contribution to the research by investigating that perspective.

Recommendations for Future Practice

In the ever-evolving world of education, there are constant paradigm shifts, as educators continue to strive for best practice for students in America. In determining ways to improve students' education, the more innovative approaches educators can implement to help them to reach their academic potential while feeling safe in school and secure social and emotionally, will better prepare students for a global learning society. Fries (2009) stated that bibliotherapeutic intervention can help youngsters harness the power of books to help them learn to empathize, gain insight into their own lives, and deal with behavioral, emotional, and social issues.

Child Help stated that, "We know that childhood trauma has become an epidemic: trauma is everywhere, in all populations and circumstances, at every socioeconomic level, across ethnic and cultural lines, within all religions, and at all levels of education" (Soures, 2016, p. 23). A day in the life of a middle schooler is stacked with challenges. Often, trauma manifests as a mental health issue, therefore, children need interventions in place to support them. "Once teachers recognize and understand the possible cognitive, affective, behavioral, and physiological-somatic effects of trauma, they will be ready to try different strategies to help children cope with the negative effects of trauma," (Alat, 2002, p.2). Therefore, it is recommended that educators be informed of the benefits that bibliotherapy can have for students. In addition, school professionals need training and materials to execute the practice within the school system.

Although there is abundant evidence of mental health issues in our country, the United States has not yet incorporated mental health literacy into the national curriculum. Internationally, evaluations of mental literacy programs have shown promise. Mumbauer (2017) stated that children who are more aware of mental health issues are more likely to seek help from school personnel. The ASCA National Model (ASCA, 2012) suggested a school counseling curriculum whereby students have equitable access rooted in data-based decision making. Bibliotherapy is a research-based practice to consider where educators can use film, books, and other media to facilitate problem-solving skills. Either as a stand-alone intervention, or in conjunction with other methods, bibliotherapy is a strategy recommended to school systems.

Based on both the research outlined in Chapter 2, coupled with the data gathered by current middle school professionals within this study, recommendations for future practice include finding ways to infuse bibliotherapy into schools. Whether part of the classroom curricula, the social and emotional curriculum, the school library, or the guidance department, educators should be mindful that bibliotherapy has the potential to benefit students on various levels. Students with blockades in their way of learning can be remedied with bibliotherapy to diffuse Adverse Childhood Experiences, in turn, making them better prepared to learn. Gladding (2005) stated that bibliotherapy may be used in schools to assist in caring for students and helping to heal elements in a troubled child's life.

Souers and Hall (2016) stated that it is educators that fill many roles beyond their job description. "When students call with broken hearts, dampened spirits, and trauma-affected reality, educators heed that call" (p. 157). Sometimes, school is the place where

students feel most connected and safe, as well as a place to grieve, not feel well, recover, or learn how to deal with "not feeling OK." For students experiencing trauma, fostering a connection with a concerned, devoted adult within the school system can be an integral part of healing. The future of education demands our cultivating a safe environment where kids can find this type of feeling, especially during the formative middle school years.

The pace at which education takes place is sometimes rapid and unforgiving to those students dealing with ACEs. High demands for learning, behavior, and growth remain. Recommendations for the future of American education would include striking a balance between the academics and the need to address issues that students are experiencing within their personal lives. Educators often expect the trust of students, as well as the ability to leave their stressors at the door, so that they can be in their learning mode. This is not always possible. Souers and Hall (2016) reminded us that often students simply need the permission "not to be OK."

Students can achieve the capacity to recognize and address personal difficulties while remaining focused on external expectations. This capacity is defined as resilience, and it can be learned. The Mayo Clinic Staff speaks of resilience and says that when one possesses it, one can harness inner strength that can help to rebound form a setback or challenge. Resilience will not make problems go away, but it will provide the opportunity to see past them, find the enjoyment in life, and better handle stress. Souers and Hall (2016) agreed that educators—teachers, counselors, administrators, and others— can provide support systems for students and their families. As the findings of this study show, bibliotherapy is one way that this support can be fostered.

Literature can be the vehicle to teach students to self-acknowledge. Often, when students encounter ACEs, it disrupts the ability for them to define self-worth, develop a healthy self-esteem, and identify their own needs. In the future, it is recommended that educators assist youngsters in recognizing their strengths and goals, identify their emotions, and celebrate their accomplishments. These types of programs and practices can be infused into the current curricula, with the addition of books that foster this mindset. In addition to books, Allen (2002) stated that the International Association for Poetry Therapy supports the idea that reading and writing poetry is a useful means of enhancing coping strategies.

Baruchson-Arbib (1998) discussed an experiment that demonstrated a legitimate value in expanding a school library's self-help section, as well as social information, for support and encouragement. A significant increase in reading occurred, the library became more popular, and a sense of community flourished. In addition to the educational aspect of the school library, an additional function is to promote healthy and constructive lifestyles, teach moral values, and respect for others. During the same time period in which a student is learning academics, he/she is often also coping with personal and/or social problems. Bibliotherapy supports this need for social and emotional assistance. Since students spend most of their time within the walls of a school, creating private, intimate spaces within a school library or guidance office would allow for personal study, private reading time, and quiet conversation. A space like this legitimizes student problems, provides students with ways to find solutions, offers hope when discovering a new point of view within books and creates a positive school climate.

Educators are not always aware of the traumatic events that are happening in students' lives. Educators cannot stop the events, nor change how students respond to them. However, a recommendation for the future is to model virtues of honesty, humility, graciousness, empathy, and resilience; as well as provide opportunities for students to heal through the use of varied and alternative strategies, such as bibliotherapy. Fostering a student's self-awareness will, in turn, allow students to make proper and wise choices in their lives. "The overall goal for us it to act with integrity, to be consistent and reliable, to remain logical and regulated in times of stress…" (Souers & Hall, p. 36).

Often, children who experience trauma need help from counselors, therapists, or psychologists, and teachers need to intervene. Recognizing signs of distress in children is essential; knowing where and who to refer children to is the next step. By using bibliotherapy as a supplemental method (books along with coping-strategy-type lessons) teachers are providing security and consistency to their students. Alat (2002) discussed storytelling and writing activities as beneficial in helping children express fears or thoughts. Further, Alat (2002) stated that books help children work through crises in their lives. This practice helps children learn how others confronted problems, notice how others faced adversities like anxiety, frustration, and disappointments, and gain insight into problem-solving.

Though there is an emphasis on educating the "whole child" by incorporating social and emotional earning experiences into the classroom, this idea must be explored further within the future of best practices in the field of education. Bibliotherapy programs that serve as a therapeutic approach to using literature to support mental wellness can provide students in need with relevant books to foster healing and well-

being. The School Library Journal (2017) noted that positive outcomes happen once

bibliotherapy is implemented in the school system.   Students are open to bibliotherapy to

engage with their emotions, students talk with the librarian about how the books help

them, students look forward to meeting with the librarian for personal connection and

quiet reflection, and students view the library as a peaceful, fun, and healthy place in

which their needs are met. Given these positive effects, schools should consider creating

a vision for the future of school libraries, with a focus on bibliotherapy programs.

The Carnegie Council (2019) stated that one cannot function within a zone of

learning without developing strategies used to navigate everyday life. In 2015, Every

Student Succeeds Act, a federal law, gave state-level policy makers the power to provide

monetary support in order to fund social and emotional learning. There is growing

initiative to develop workforce-type skills like collaboration and problem-solving, which

have roots in the teachings of social and emotional learning, which teaches 21st century

skills.

Bibliotherapy is a holistic approach. Encountering a life challenge causes

someone to seek assistance (Anonymous, 2016). The process involves providing readers

with a prescription, tailored specifically to where they are in their life's journey, and

spanning fiction, non-fiction, poetry, classics, and contemporary texts. Reading can

foster the ability to identify with characters, which can, in turn, increase feelings of

empathy. The effects of the practice are hopeful in that readers connect with both

emotional experiences and human situations and can find healing and solace.

The paradigm in which the librarian finds materials and offers children help in

finding information needs a shift. Volkman (2002) believed that school systems must

discover ways to bring forth change through the use of the school library. The librarian can act as a student's 'safe person,' provide books for bibliotherapeutic purposes, and even discuss the books with students. In addition to helping children cope, bibliotherapy can help define challenging topics for children at a developmentally appropriate level. Mankiw (2013) stated that whether in whole group, small group, or individually, through the use of story educators can help children better understand their own life experiences. Books are mirrors in which children can see themselves; as this occurs, they build self-perceptions in which they are valuable and worthy of notice.

Hoover and Oliver (2008) said that when youngsters are exposed to accounts of characters enduring challenges similar to their own, the experience can be life-altering. Coupled with improving critical reading skills, young people can search for personal meaning within high-quality books (Larson & Hoover, 2012). When school professionals are using books for bibliotherapy purposes, it is recommended that they completely read the book, and choose appropriately. The age of the audience, their developmental levels, individual needs, and familial contexts should be taken into consideration prior to beginning the process.

It is known that there is an inherent healing power within the act of reading, itself. Taking this concept one step further, educators may discover ways to help youngsters cope with problems through bibliotherapy. However, it is the place of the policymakers within schools to set guidelines of how this practice would look in their own context. Guidelines delineating the clinical-type of bibliotherapy verses developmental or coping-type assistance must be adhered to. Lu (2008) described how library programs and collections can have an impact on students. Library displays, book shares, and

storytelling activities can incorporate books addressing sensitive and timely issues and ACEs, so that bibliotherapy can take a more "natural" form. Books can prompt conversation, and, in turn, promote thinking in students.

In order to familiarize future educators with the practice of bibliotherapy, university schools of education should supplement their programs with courses on this topic. Future educators can learn the history of the practice, along with the rationale that supports it. Further, prospective professionals can gain access to books and lesson plans dealing with delicate topics such as death, bullying, aging, divorce, or other ACEs.

Recommendations for Future Research

Research has indicated that bibliotherapy is an evidence-based approach for school professionals to use when infusing mental health education within the curriculum. This study hoped to fill some of the gaps within the existing research. This study's findings showed that educators recognize that students are experiencing ACEs, and that books may be beneficial resources to help students in healing and achieving success in their lives. School professionals can help reduce the barriers that stand in the way of student learning,

Future research should focus several facets of bibliotherapy. One area for future research is the inclusion of bibliotherapy training at the teacher-college level. Future research might tap into whether bibliotherapy should be part of prospective teacher training. Another avenue for future research would be to explore different ACEs, and coordinate books at various age-appropriate levels, which may address the particular ACE a student is experiencing. Future researchers may address mechanisms by which

school professionals can be provided with bibliotherapy training, as well as in what curricular areas bibliotherapy might be included.

Lu (2008) suggested further research as to whether informational books specifically aimed at coping methods can be effective. Research should include reevaluating the responsibilities and duties of teachers, librarians, and educators to determine where and how the practice of bibliotherapy can be employed. Lu states that there is limited research regarding the coping services of librarians. Because their work providing books for healing purposes has gone undocumented, researchers would do well to explore their undervalued labor.

There is a need for further experimental studies within the area of bibliotherapy. While examining specific ACEs that students experience, experiments could consider controlled before and after-type designs to measure the effects of the practice. A future researcher may perform a comparative study among several school districts. Researchers might examine the way in which particular children respond to reading/discussion along with effects when using different facilitator styles. Future researchers may also want to examine a population within a different socio-economic area in a more diverse setting with a broader sample of educators. Future studies may examine the leadership implications of the infusion of bibliotherapy within schools. Anwar (2016) suggested that there is a strong interest in bibliotherapy, yet, in our part of the world, especially, awareness of the practice is lacking. There is a need to advocate bringing this interest to the forefront of American education.

Final Thoughts

Educators are amongst the adults in young people's lives who play a significant role in their support system. Various types of interventions can help students overcome negative experiences in their lives. Legislators and state educational leaders who influence policy making should tailor school programs with a global mindset where educating the 'whole' child is mandatory. Educators have the job of addressing trauma and creating shifts in thinking, policy, and practice within schools to help develop ready and resilient learners. Students are not in school solely for academic gain; they need to be cared for socially and emotionally, as well. Given increased mental health issues and heightened suicide rates, educational leaders must begin to prioritize what takes place within the four walls of schools. Reestablishing priorities by increasing social and emotional-type learning programs that create safe, secure, and stable students will help put children and adolescents in the best position to learn.

The researcher gained new perspective during the course of this research study. One salient point that emerged from the research process is that the choices educators make on a daily basis are critical. Students spend the majority of their days within the confines of a school building, and educators influence every moment. The importance of recognizing the social and emotional state of a child is crucial in that learning will not occur until the student is ready. This is an important point that educators need to realize. Knowing that an educator has the ability to use time, skill, and materials in just the right way to help a child is very powerful. The books are out there; teachers need to be made aware of how to access them, chose them, and use them in the appropriate manner. The researcher believes in the power of books and the practice of bibliotherapy. In reading

about the practice and speaking to professionals, this study proved an invaluable way to

prompt bibliotherapy to happen within the school system.

REFERENCES

A World of Difference Institute (2009, June). Bibliotherapy rationale. Anti-Defamation League. Retrieved from www.adl.org/bibliograpy/bfcrationale.asp

Aiex, N. K. (1993). *Bibliotherapy*. Indiana University, Office of Educational Research and Improvement.

Alat, K. (2002). Traumatic events and children. How early childhood educators can help. *Childhood Education*, *79*(1), 2-7.

Allen, D. (2002). Read all about it. *Link-Up*, *19*(2), 27-29.

Allen, J. R., Allen, S. F., Latrobe, K. H., Brand, M. Pfefferbraum, B. Elledge, B., Burton, T., & Guffey, M. (2012). The power of story. *Children and libraries*, *10*(1), 44-49.

Allen, M. (2017). *The Sage encyclopedia of communication research models*. Sage Publications.

Altieri, J. (2006). Children's contemporary realistic fiction portraying dyslexic characters: An examination of the issues confronted and the gender of the characters. *Reading Research and Instruction*, *45*(3), 161-178.

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). American Psychiatric Association.

American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, *63*(9), 852-862.

American Psychological Association. (2016). Children and trauma. What every mental

health professional should know.

http://www.apa.org/pi/families/resources/children-trauma-tips.aspx.

American School Counselor Association. www.schoolcounselor.org

Anderson, P. L. (2000). Using literature to teach social skills to adolescents with learning

disabilities. *Intervention in School and Clinic*, *35*, 271-279.

Andrews, S. E. (1998). Using inclusion literature to promote positive attitudes towards

disabilities. *Journal of Adolescent and Adult Literacy*, *41*(6), 420-426.

Anonymous. (2016). Bibliotherapy: A novel approach to healing. *Library

Administrator's Digest*, *51*(4), 4-5.

Anonymous (2012). Bibliotherapy: How books can treat anxiety, depression. *Huffington

Post.* Retrieved from http://www.huffingtonpost.com/2012/08/21/bibliotherapy n

1817968.html

Anwar, M. (2016). To information management and beyond. *Pakistan Journal of

Information Management & Libraries*, *17*(30), 32-38.

Association of Hospital and Institution Libraries (AHIL). (1966). *Bibliotherapy; Methods

and materials.* Chicago: American Library Association.

www.ala.org/tools/atoz/bibliotherapy

Baer, A.L. (2011). From the editor. *Reading Horizons*, *51*(2), 7-9.

Bandura, A. (1971). *Social learning theory*. General Learning Press, Stanford University.

Baruchson-Arbib, S. (1998). Social information science and the school library.

*International Association of School Librarianship: Select papers from the annual

conference* (1).

Baruchson-Arbib, S. (2000). Bibliotherapy in school libraries: An Israeli experiment: *School Libraries Worldwide*, *6*(2), 102-110.

Bellace, M. (2016). *The teenage brain: stress, coping and natural highs*. The George Lucas Foundation. www.edutopia.org

Bernstein, J. (2017). *Mindfulness of teen worry*. Instant Help Books.

Berthoud, E. (2013). Textual healing. The Economist, *409,* (8557).

Betzalel, N. & Shechtman, Z. (2010). Bibliotherapy for children with adjustment difficulties. *Journal of Creativity in Mental Health*, *5*(4), 426-439.

Brewster, L. Sen, B., & Cox, A. (2013). Mind the gap: Do librarians understand service user perspectives on bibliotherapy? *Library Trends*, *61*(3), 569-586.

Brewster, L., Sen, B., & Cox, A. (2012). Legitimising bibliotherapy: Evidence-based discourses in healthcare. *Journal of Documentation, 68*(2), 185-205.

Briggs, C. A. & Pehrsson, D. E. (2008). Use of bibliotherapy in the treatment of grief and loss: A guide to current counseling practices. *Adultspan Journal*, *7*(1), 32-42.

Britt, S., Davis, J., Wilkins, J., & Bowli, A. (2016). The benefits of interactive read-alouds to address social-emotional learning in classrooms for young children. *Journal of Character Education*, *12*(2), 43-57.

Broadway, M.D. (2008). Dealing with death: books to help young people cope with grief. *Teacher Librarian, 35*(5), 44-48.

Brown, J. A, & Jimerson, S. R. (2015). Cognitive development considerations to support bereaved students: practical applications for school psychologists. *Contemporary School Psychology*, *19*(3), 103-111.

Bruneau, L., Bubenzer, D., & McGlothlin, J. (2010). Revisiting the self: A

    phenomenological investigation into self-help reading. *Journal of Humanistic*

    Counseling, Education and Development, *49*(2), 217-230.

Bulmahn, L. (2005). Going by the book bibliotherapy offers how to live stories. *The*

    Journal of Daytona Beach News, *19 (5).*

Camp, R.D. (2015). *Perceptions of bibliotherapy: a survey of undergraduate students*.

    Iowa State University Graduate Theses and Dissertations. 14645.

    https://lib.dr.iastate.edu/etd/14645.

Carledge, G., & Kiarie, M. W. (2001). Learning social skills. *Teaching Exceptional*

    Children, 34(2), 40-47.

Carnegie Council on Adolescent Development Task. (2002). Kansas State Education

    Department.

Carnegie Council Corporation (2019). https:/www.carnegie.org

Carothers, S.M. (1916). A literary clinic. *Atlantic Monthly*, *118*, 291-301.

Catalano, A. (2008). Making a place for bibliotherapy on the shelves of a curriculum

    materials center: The case for helping pre-service teachers use developmental

    bibliotherapy in the classroom. *Educational Libraries: Children's Resources*,

    31(3), 17-22.

Cellucci, A. (2017). This school library is all about SEL. *School Library Journal*, *63*(2),

    26.

Centers for Disease Control and Prevention. (2014). Depression in the U.S. household

    population, 2009-2012.

http://www.cdc.gov/healthyyouth/data/shpps/pdf/2014factsheets/mhssshpps2014.
pdf.

Childhelp. (2013). Child abuse statistics and facts. Retrieved from
http://www.childhelp.org/pages/statistics.

Cicchetti, D., & Garmezy, N. (1993). Prospects and promises in the study of resilience.
Development and Psychopathy, *5*, 497-502.

Cohen, L. (1994). Bibliotherapy: A valid treatment modality: Research-based practice.
Journal of Psychosocial Nursing and Mental Health Services, *32*(9), 40-44.

Coleman, J., Campbell, E., Hobson, C., McPartland, J., Mood, A., & Weinfeld, F. (1966).
Equality of educational opportunity. U.S. Department of Health, Education and
Welfare, Office of Education.

Cook, K. E., Vollrath, T. E., & Ganz, J. B. (2006). Bibliotherapy. *Intervention in School
and Clinic*, *42*(2), 91-100.

Couch, L. (2015). *The Bullying Project: An evaluation of a class-wide bullying
intervention program*. [Doctoral dissertation, University of California]. ProQuest
Dissertation 1598425.

Core SEL competencies. http://www.casel.org/core-competencies/

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating
quantitative and qualitative research* (5th ed.). Pearson Publications.

Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed-methods
approaches*. Sage Publications.

Creswell, J.W. (2017). *Qualitative inquiry and research: Choosing among five
approaches* (4th ed.)*. Sage Publications.

Daisey, P. (1993). Three ways to promote the values and uses of literacy at any age. *Journal of Reading*, *36*(6), 436-440.

Dapier, J. (2016). Prescriptions for joy. *Public Libraries*, *55*(4), 24-27.

Darling-Hammond, L. (2015). Handbook for Social and Emotional Learning: Research and Practice.

DeVries, D., Brennan, Z., Lankin, M., Morse, R., Rix, B., & Beck, T. (2017). Healing with books. A literature review of bibliotherapy used with children and youth who have experienced trauma. *Therapeutic Recreation Journal*, *51*(1), 48-74.

Dewey, J. (1938). *Experience and education*. Touchstone.

Dheepa, S., & Vaughn, S. (2000). Bibliotherapy for all. *Teaching Exceptional Children*, *33*(2), 74.

Doll, B., & Doll, C. (1997). *Bibliotherapy with young children: Librarians and mental health professionals working together*. Libraries Unlimited.

Eisenbach, B. B., Montiz, K., & Forrester, R. (2018). Social and emotional learning through YA literature: Classroom strategies for using literature to help students with daily struggles. *AMLE Magazine*. amle.org.

Elia, M.E. (2018). MHANYS. New State Law Ensures Mental Health Education in Schools. www.mentalhealthednys.org.

Fenn, D. (1992, November 5). Reality becomes a bedtime story literature: Real-life issues such as death and divorce are popular topics of children's books. But some caution against overuse of "bibliotherapy." *Los Angeles Times*, (p. 4).

Fergus, S., & Zimmerman, M. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annual Review Public Health*, *26*, 399-419.

Fisher, D. (2005). The literacy educator's role in suicide prevention. *Journal of Adolescent & Adult Literacy, 48*(5), 364-373.

Forgan, J. (2002). Using bibliotherapy to teach problem solving. *Intervention in School and Clinic*, *38*(2), 75-82.

Forgan, J. (2004). How to infuse social skills training into literacy instruction. *Teaching Exceptional Children*, *36*(6), 24-30.

Fountas, & Pinnell (2001). *Guiding readers and writers: Teaching comprehension, genre, and content literacy*. Heinemann.

Fouse, B., & Morrison, J. (1997). Using children's books as an intervention for attention-deficit disorder. *The Reading Teacher*, *50*(5), 442-445.

Fries-Gaither, J. (2009). Bibliotherapy: Helping students, one book at a time. Beyond Penguins and Polar Bears. https://beyondpenguins.ehe.osu.edu/issue/polar-oceans/bibliotherapy-helping-students-one-book-at-a-time.

Fuhriman, A., Barlow, S. H., & Wanlass, J. (1989). Words, imagination, meaning: Toward change. *Psychotherapy*, *26*(2), 149-156.

Fullan, M. (2006). Change theory: A force for school improvement. Centre for Strategic Education, Seminar Series Paper No. 157, 3-14.

Gavigan, K. (2011). Using children's and young adult literature in teaching acceptance and understanding of individual differences. *Delta Kappa Gamma Bulletin*, *77*(2), 11-16.

Gavigan, K. (2012). Caring through comics: Graphic novels and bibliotherapy for grades

    6-12. *Knowledge Quest*, *40*(4), 78-81.

Gibbs, G. R. (2007). *Thematic coding and categorizing. Analyzing Qualitative Data*.

    Sage.

Given, L.M. (2008). The SAGE Encyclopedia of qualitative research methods (Vols 1-0).

    Thousand Oaks, CA: Sage Publications, Inc.

Gladding, S. T, & Gladding, C. (1991). The ABCs of bibliotherapy for school counselors.

    The School Counselor, *39*, 7-11.

Good Therapy.org http://www.goodtherapy.org/learn-about-therapy/types/bibliotherapy.

Halls, K. (2004). Literary life rafts: How books can help kids navigate rough emotional

    waters. *Denver Post*, (p. F13).

Harper, M. (2016). Using literature to help students who hurt. *Ohio Media Spectrum*,

    Columbus, *68*(1), 45-57.

Harper, M. (2017). Helping students who hurt: Care-based policies and practices for the

    school library. *School Libraries Worldwide*, *23*(1), 41-54.

Heath, M.A., Moulton, E., Dyches, T. T., Prater, M.A., & Brown, A. (2011).

    Strengthening elementary school bullying prevention with bibliotherapy.

    Communique, *39*(8), 12-14.

Heath, M. A, Sheen, D., Leavy, D., Young, E., & Money, K. (2005). Bibliotherapy: A

    resource to facilitate emotional healing and growth. *School Psychology*

    International, *33*(3), 243-262.

Heath, M. A., Leavy, D., Hansen, K, Ryan, K., & Lawrence, L. (2008). Coping with

grief: Guidelines and resources for assisting children. *Intervention in School and Clinic*, *43*(5), 259-269.

Herbert, T. P. (1999). Bibliotherapy with young people: Librarians and mental health

professionals working together. *Roeper Review*, *22*(1), 66.

Herbert, T. P., & Kent, R. (2000). Nurturing social and emotional development in gifted

teenagers through young adult literature. *Roeper Review*, *22*(3), 167-171.

Jacob, J., & DeGuzman, R. G. (2015). Development of taking in the good based

bibliotherapy intervention program in the female adolescent depression treatment. *Indian Journal of Positive Psychology*, *6*(4), 331-339.

Johnson, A. P., & Edwards, B. (2018). Fostering social inclusion and respect in our

schools. *American Middle Level Education.* www.r-word.org

http://www.amle.org

Johnson, J. L. (2013). Promoting positive self-identity, health, and safety in transgender

children: A children's book for everyone. [Doctoral dissertation, NAME OF INSTITUTION]. ProQuest Dissertations Publishing.

Jones, J. L. (2006). A closer look at bibliotherapy. *Young Adult Library Services*, *5*(1),

24-27.

Jurkowski, O. L. (2006). The library as a support system for students. *Intervention in*

School Clinic, *42*(2), 78-83.

Kierfeld, F., Ise, E., Hanisch, C., Gortz-Dorten, A., & Dopfner, M. (2013). Effectiveness

of telephone-assisted parent-administered behavioral family intervention for

preschool children with externalizing problem behavior: A randomized controlled

trial. *European Child & Adolescent Psychiatry*, *22 (9)*, 553-565.

Knoblach, D., Ross, D., Myers, A., Palombo, S., Roberts, L., & Wolfe, K. (2017). LGBT

literature in the classroom. Future teachers encourage integrating LGBT texts.

AMLE Magazine, 5 (1), 16.

http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet.aspx?

Knoth, M.V. (2008). What ails bibliotherapy. Horn Book Magazine.

Koay, J. (2005). What is reader response theory? EduMaxi.

http://www.edumaxi.com/what-is-reader-response-theory/.

Kramer, P. A., & Smith, G. G. (1998). Easing the pain of divorce through children's

literature. *Early Childhood Education Journal*, *26*(2), 89-94.

Larson, J., & Hoover, J. H. (2012). Quality books about bullying in the young adult

tradition. *Reclaiming Children and Youth, 21*(1), 49-55.

Lenkowsky, R. S. (1987). Bibliotherapy: a review and analysis of the literature. *The

Journal of Special Education*, *21*(2), 123-132.

Library Administrator's Digest (2016). Bibliotherapy: a novel approach to healing.

Anonymous, *51*(4), 4-5.

Liebman, G. (2018). MHANYS: New state law ensures mental health education in

schools. www.mentalhealthednys.org.

Lu, Y., & Ling. (2008). Helping children cope: What is bibliotherapy? *Children and

Libraries*, *6*, (1), 47-49.

Lurie, S. (2014). Beyond the problem novel: Anti-bullying books 2014. Publisher's

Weekly.

Mankiw, S., & Strasser, J. (2013). Tender topics: Exploring sensitive issues with Pre-K
through first grade children through read-alouds. *Young Children, 68*(1), 84-89.

Marchant, M. (2010). Book in a bag: Blending social skills and academics. *Teaching
Exceptional Children*, *42*(4), 6-11.

Marrs, R. (1995). A meta-analysis of bibliotherapy studies. *American Journal of
Community Psychology*, *23*(6), 843-870.

Marshall, K. (2012). A lifetime of resilience research: An interview with Emmy Werner,
Ph. D. (1-15).

Maslow, A. H. (1954). *Motivation and personality.* New York. Harper and Row.

Masten, A. S., Best, K. M., & Garmezy, N. (1990). Resilience and development:
Contributions from the study of children who overcome adversity. *2*(4), 425-444.

Mather, A. (2014). Emotional awareness, honesty and strength: Why teen books are
excellent bibliotherapy tools. *Canadian Children's Book News, 37*, 4-5.

Mayo Clinic Staff. (n.d.). *Resilience: Build skills to endure hardship*. Mayo Foundation
for Medical Education and Research.
http://www.mayoclinic.com/health/resilience/MH00078.

McCloskey, T. (1998). Bibliotherapy for beginners: an annotated bibliography. *Current
Studies in Librarianship*, *22*(1-2), 20-33.

Miklultec. V. (2011). The bibliotherapy in school library or book discussion. *Vjesnik
Bibliotekara Hrvatske*, 53 (2), 133-140.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded
sourcebook* (2nd ed.). Sage.

Miller, J. (2018). Medicines of the soul: Reparative reading and the history of bibliotherapy. *A Journal for the Interdisciplinary Study of Literature*, *51*(2), 17-34.

Morawski, C. M. (1997). A role for bibliotherapy in teacher education. *Reading Horizons*, *37*(3), 243-59.

Morawski, C. M., & Gilbert, J. N. (2000). Interactive bibliotherapy as an innovative in-service practice: A focus on the inclusive setting. *Reading Horizons*, *41*(1), 47-64.

Moulton, E. (2014). Books that help. *School Library Journal*, *60*(11), 38-46.

Moulton, E., Heath, M., Prater, M., & Dyches, T. T. (2011). Portrayals of bullying in children's picture books and implications for bibliotherapy. *Reading Horizons*, *51*(2), 119-148.

Mumbauer, J. (2017). Promoting mental health literacy through bibliotherapy in school-based settings. *American School Counselor Association, 21*(1), 85-93.

Nathanson, S. (2006). Harnessing the power of story: using narrative reading and writing across content areas. *Reading Horizons*, *47*(1), 1-26.

National Institute of Mental Health. (2010). *Any disorder among children*. http://www.nimh.nih.giv/health/statistucs/prevalence/any-disorder-among-children.shtml.

Nicholson, J., & Pearson, Q. M. (2003). Helping children cope with fears: using children's literature in classroom guidance. *Professional School Counseling*, *7*(1), 15-19.

Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. Teachers College Press.

Norton, T. L., & Vare, J. W. (2004). Literature for today's gay and lesbian teens; subverting the culture of silence. *English Journal*, *94*(2), 65-69.

Orr, A. (2009). Helping kids recover from trauma. George Lucas Educational Foundation. www.edutopia.org/trauma

Pardeck, J. T. (1990). Children's literature and child abuse. *Child Welfare*, *69*(1), 83-88.

Pardeck, J. T. (1991). Using books to prevent and treat adolescent chemical dependency. *Adolescence, 26*(101), 201-208.

Pardeck, J. T. (1994). Bibliotherapy. *Contemporary Education*, *65*(4), 191.

Pardeck, J. T. (1994). Using literature to help adolescents cope with problems. *Adolescence*, *29*(114), 421-427.

Paris, N. A. (2019, February). The young adolescent state of mind: What neuroscience reveals about our students and how we should respond. *AMLE Magazine*, *7*(1), 6-9.

Partridge, C. (1976). Bibliotherapy as it relates to the student and his environment. p. 74.

Payton, J., Wardlaw, D., Graczyk, P., Bloodworth, M., Tompsett, C., & Weissberg, R. (2009). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of School Health*, *70*(5), 1.

Pehrsson, D. E., & Boylan, M. (2004). Suicide across the life span: Implications for counselors: American Counseling Association, 305-324.

Pehrsson, D. E., & McMillen, P. (2005). A bibliotherapy evaluation tool. Grounding counselors in the therapeutic use of literature. *The Arts in Psychotherapy*, *32*, 47-59.

Pehrsson, D. E., Allen, V., Folger, W., McMillen, P. S., & Lowe, I. (2007). Bibliotherapy with preadolescents experiences and divorce. *The Family Journal: Counseling and Therapy for Couples and Families*, *15*(4), 409-414.

Pignolet, J. (2018). *Social and emotional learning: From theory to practice.* Education Writers Association.

Prater, M., Johnstun, M., Dyches, T., & Johnston, M. (2006). Using children's books as bibliotherapy for at-risk students: A guide for teachers. *Preventing School Failure, 50*(4), 5-13.

Rapee, R., Abbott, M., Maree, J., & Lyneham, H. (2006). Bibliotherapy for children with anxiety disorders using written materials for parents: A randomized controlled trial. *Journal of Consulting and Clinical Psychology*, *74*(3), 436-444.

Regan, K., & Page, P. (2008). "Character" building: Using literature to connect with youth. *Reclaiming Children and Youth*, *16*(4), 37-43.

Reid, L. (2000). To learn about what troubles today's teens. *English Journal, High School Edition National Council of Teachers of English*, *89*(6), 129-130.

Rhodes, J. & Englund, S. (1993). School-based interventions for promoting social competence. Promoting health and mental health in children, youth, and families. 17-31.

Riordan, R. J., Mullis, F., & Nuchow, L. (1996). Organizing for bibliotherapy: The science in the art. *Individual Psychology*, *52*(2), 169-180.

Riordan, R. J., & Wilson, L. (1989). Bibliotherapy: Does it work? *Journal of Counseling and Development*, *67*, 506-508.

Richardson, R. J., Tolson, H., Huang, T., & Yi, H. (2009). Character education: Lessons for teaching social and emotional competence. *Children and Schools*, *31*(2), 71-78.

Richardson, R. J., & Wilson, L. (1989). Bibliotherapy: Does it work? *Journal of Counseling and Development, 67*, 506-508.

Rosenblatt, L. M. (1938, 1976). *Literature as exploration* (3rd ed.). Noble & Noble: Modern Language Association.

Rozalski, M., Stewart, A., & Miller, J. (2010). Bibliotherapy: Helping children cope with life's challenges. *Kappa Delta Pi Record*, *47*(1), 33-37.

Rubin, R. J. (1978). *Using bibliotherapy: A guide to theory and practice. A Neal-Schumann professional book.* Oryx Press.

Rudman, M. K., Gagne, K. D., & Bernstein, J. E. (1993). *Books to help a child cope with separation and loss: An annotated bibliography* (4th ed.). Bowker.

Ruppert, N. (2018, February). Dealing with stress: Insights from and for principals. *Association for Middle Level Education, 6*(1).

Saldaña, J. (2015). *The coding manual for Qualitative Researchers* (3rd ed.). Sage Publications.

Saldaña, J. (2016). *The coding manual for qualitative researchers.* Sage Publications.

Schellenberg, K. (2015). I literally can even: Exploring anxiety for good in the classroom. George Lucas Foundation, Edutopia

Schneider, N., Peterson, M., Gathercoal, K., & Hamilton, E. (2013). The effect of bibliotherapy on anxiety in children with cancer. *International Journal of Child Health and Human Development*, *6*(3), 337-343.

Schrank, F., & Engles, D. (1981). Bibliotherapy as a counseling adjunct: Research findings. *The Personnel and Guidance Journal*, *60*(3), 143.

Schreur, G. (2006). Using Bibliotherapy with suspended students. *Reclaiming Children and Youth*, *15*(2), 106-111.

Scogin, F., Jamison, C., Floyd, M., & Chaplin, W. F. (1998). Measuring learning in depression treatment: A cognitive bibliotherapy test. *Cognitive Therapy and Research*, *22*(5), 475-482.

Schectman, Z. (2008). *Treating child and adolescent aggression through bibliotherapy.* The Springer Series on Human Exceptionality.

Scholes, L. (2007). A depressing trend: Teenage mental illness is on the rise. George Lucas Foundation/ Edutopia. http://www.edutopia.org/depressing-trend.

Shrodes, C. (1950). *Bibliotherapy: A theoretical and clinical experimental study*. University of California.

Slater, B. R. (1988). Essential issues in working with lesbian and gay male youths. *Professional Psychology: Research and Practice*, *19*(2), 226-235.

Snyder, T. & Shafer, L. (1966). Youth indicators. National Center for Educational Statistics.

Souers, K., & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma sensitive classroom (ASCD).* Library of Congress Catalog.

Smith, N. M, Floyd, M. R., & Scogin, F. (1997). Three-year follow-up of bibliotherapy for depression. *Journal of Clinical Psychology*, *65*(2), 324-327.

Sridhar, D., & Vaughn, S. (2000). Bibliotherapy for all. *Teaching Exceptional Children*, *33*(2), 74-82.

Stamps, L. S. (2003). Bibliotherapy: How books can help students cope with concerns and conflict. *The Delta Kappa Gamma Bulletin*, *70*(1), 25-29.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research* (2nd ed.). Sage Publications.

Sullivan, A., & Strang, H. (2003). Bibliotherapy in the classroom: Using literature to promote the development of emotional intelligence. *Childhood Education*, *79*(2), 74-80.

Taran, R. (2011). *Social and emotional curriculum: The seven doors to happiness*. George Lucas Foundation/ Edutopia.

Thibault, M. (2004). Children's literature promotes understanding. *Learn NC*. www.learnnc.org//lp/pages /635

Thompson, E. H., & Trice-Black, S. (2012). School-based group interventions for children exposed to domestic violence. *Family Violence*, *27*, 233-241.

Tomlin. D. (2016). Food for thought: Four essential attributes. Association of Middle Level Education. AMLE.org.

Toomey, A., Brennan, E. M., Friesen, B. (2008). Resilience Theory as a framework for teaching human development within HBSE.

Tow, D. (2018). *In school, the kids are not all right*. George Lucas Foundation, Edutopia. https://www.edutopia.org/article/high-school-kids-are-not-all -right.

Tukhareli, N. (2011). Bibliotherapy in a library setting: Reaching out to vulnerable youth. *The Canadian Journal of Library and Information Practice and Research*, *6*(1), 1-18.

Tripett, C. F., & Buchanan, A. (2005). Book talk: Continuing to rouse minds and hearts to life. *Reading Horizons*, *46*(2), 63-75.

Urquhart, C. (2015). Reflections on the value and impact of library and information services. Part 1: Value identification and value creation. *Performance Measurement and Metrics*, *16*(1), 86-102.

Vare, J. W., & Norton, T. L. (2004). Bibliotherapy for gay and lesbian youth: Overcoming the structure of silence. *The Clearing House*, *VOLUME*(ISSUE), 190-194.

Volkman, K. (2002). School librarians play key role in student learning process. American Libraries, *Chicago*, *33*(1).

Wang, C., Couch, L., Rodriguez, G. R., & Lee, C. (2015). The bullying literature project: Using children's literature to promote prosocial behavior and social-emotional outcomes among elementary school students. *Contemporary School Psychology*, *19*(4), 320-32.

White, M., & Wison, P. (1997). School counselors and teacher librarians: A necessary partnership for effective schools. *Emergency Librarian*, *25*(1), 8-13.

Wilcox, B. L., Whitfield, T. J., Biro, R., & Illig-Aviles, B. (1999). Balancing a teaching/learning life. *The Reading Teacher*, *52*(7), 782-786.

Wolfelt, A. D. (2002). *Children's grief. Best practices in school crisis prevention and intervention.* National Association of School Psychologists.

Wolpow, R., & Askov, E. (2001). Widened frameworks and practice: From bibliotherapy to the literacy of testimony and witness. *Journal of Adolescent & Adult Literacy*, *44*(7), 606-609.

World Health Organization. (2016). *Child and adolescent mental health*.

    http://www.who.int/mentalhealth/maternal-child/child adolescent/en/

Yin, R. K. (2018). *Case study research design and methods applied social research*

    methods (5th ed.). Sage.

Zimmerman, M. A., Bingenheimer, J. B., & Notaro, P. C. (2002). Natural mentors and

    adolescent resiliency: A study with urban youth. *American Journal of Community*

    Psychology, *30*(2), 221-243.

Zimmerman, M. A. (2013). Resiliency theory: A strengths-based approach to research

    and practice for adolescent health. *Health Education Behavior*, *40*(4), 381-383.

APPENDICES

Appendix A: Permission for use of Survey from author, R. Camp

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Randie D. Camp
Department of Human Development
and Family Studies
0070 LeBaron Hall
Ames, Iowa 50011
rdcamp@iastate.edu

Perceptions of Bibliotherapy Study Survey

Memorandum of Agreement

This agreement provides **Lauren Dunne (researcher)** permission to use the survey developed by Camp (2015) from the Perceptions of Bibliotherapy Study for the purposes of **graduate coursework and thesis/dissertation research** at **St. John's University on Long Island** beginning **September 2018** and **lasting 5 years**.

The following conditions and restrictions apply to this agreement:

1. The researcher will maintain sole responsibility for scoring of the survey measures. Camp can offer some guidance as needed.
2. The researcher will not use the measure for any purpose other than described above.
3. The researcher will give appropriate credit for the measures, using the following citations:

> Camp, R. D. (2015). *Perceptions of bibliotherapy: A survey of undergraduate students* (master's thesis). Iowa State University, Ames, Iowa. Avaliable from ProQuest Dissertations and Theses database. (UMI No. 1601817).

> Camp, R. D. "Perceptions of bibliotherapy: A survey of undergraduate students" (2015). *Graduate Theses and Dissertations.* 14645. https://lib.dr.iastate.edu/etd/14645

4. The researcher will seek additional permission for other uses of the measures or an extension at the end of the 5 years.

Randie D. Camp,

Iowa State University

(survey developer)

Lauren Dunne,

St. John's University on Long

Island (researcher)

Appendix B: Permission letter from Superintendent

IOWA STATE UNIVERSITY

Directory Information

Email Form

Your message has been sent.

To: Randie D Camp

Subject: [ISU Information Directory Contact Request] - Bibliotherapy Dissertation

Message:

This message was sent to you through the Info Directory mail form. The information here was provided by an anonymous sender. Use caution when replying to this individual.

From Name: Lauren Dunne
From Email: ljdunne@optonline.net
Subject: Bibliotherapy Dissertation
IP Address: 206.226.144.3
Message:

Hello, Randie,

My name is Lauren Dunne and I am a doctoral student at St. John's University on Long Island. I am interested in writing my dissertation on the same topic as you did, bibliotherapy. Is it possible to get your permission you use the survey that you used in yours? This would be fantastic!

I look forward to hearing from you soon.
Thanks a million,
Lauren Dunne

Appendix C: Letter of Consent for Participants

ST. JOHN'S
UNIVERSITY

Dr. Timothy Eagen, Ed. D
Superintendent of Schools
Kings Park Central School District
100 Lawrence Road
Kings Park, New York 11754
February 27, 2019

Dear Dr. Eagen,

I am writing to request permission to conduct a study regarding teachers' perceptions of bibliotherapy at the middle school level. This study is in partial fulfillment of my doctoral degree in Educational Administration and Supervision through St. John's University. I realize the district initiative is one of mindfulness with regard to the mental health and well-being of our students. With that, we have been made aware of acknowledging the burdens that some students may be 'carrying in their backpacks' upon entering school each day. Bibliotherapy, the practice of using books to heal, may be an avenue to explore while developing our 'whole child' philosophy here in Kings Park.

In surveying the William T. Rogers teachers and support staff (guidance counselors, social worker and school psychologist), I hope to gain insight into the perception of utilizing this practice. The survey I plan to administer follows a four-point Likert Scale model and encompasses three main questions with several subcomponents. In addition, there are three short-response questions. This survey will be administered within the next several months via email to the William T. Rogers faculty.

My hopes are that the findings of the survey, coupled with focus-group questions, will offer our school district a pathway to explore innovative ways to put forth a program that uses bibliotherapy. A constructive and purposeful use of books to help our students navigate the rough waters of their adolescent years could serve as essential piece to learning as well as social and emotional development.

I am kindly requesting your permission to further my endeavor. Therefore, can you please send me a letter or email confirming that you indeed grant me permission to continue. Thank you, in advance, for your support.

Respectfully,

Lauren Dunne

2/28/2019   RE:

RE:

Eagen, Timothy
Sent: Thursday, February 28, 2019 8:19 AM
To: Dunne, Lauren
Cc: Moreno, Lauren

Hi Mrs. Dunne.

Please let this email response serve as my approval for you to continue with this study in the Kings Park Central School District. My only request is that you share what you learn with me and your school when you are done. I look forward to learning from you!

Good luck.

Timothy T. Eagen, Ed.D.
Superintendent of Schools
Kings Park Central School District
180 Lawrence Road
Kings Park, NY 11754
(631)269-3310

From: Dunne, Lauren
Sent: Wednesday, February 27, 2019 12:19 PM
To: Eagen, Timothy
Subject:

Good afternoon, Dr. Eagen!

Hope all is well. I am attaching a letter for you as I continue to progress with my Doctoral studies.

Thanks for your time in reading it!

Lauren

Appendix D: Research Consent Form

ST. JOHN'S
UNIVERSITY

Dear Faculty Member,

You are invited to participate in a study about Middle School Educators' Views of Bibliotherapy: Incorporating Books as Healing Tools to Help Adolescents Navigate Issues: A Case Study. This research is in partial fulfillment of the requirements for my degree of Doctor of Education through St. John's University.

If you agree to participate, you will be involved in semi-structured interviews (questionnaire) consisting of questions regarding your perception of how bibliotherapy may be infused into the middle school culture to help our youngsters navigate personal issues. All names will be anonymous and presented using a pseudonym.

If you are interested in participating, please contact me at Laurendunne1971@gmail.com and sign below.

Thank you, in advance, for your cooperation.

Lauren Dunne

Yes, I agree to participate.

_____

Signature

ST. JOHN'S
UNIVERSITY

RESEARCH CONSENT FORM

St. John's University

The School of Education

Division of Administrative and Instructional Leadership

Introduction and Purpose

You have been invited to take part in a research study to learn more about how using the practice of bibliotherapy (the use books/reading for healing purposes) within the middle school setting can assist students in navigating through problematic issues in order to be better prepared for learning. The study will be conducted by Lauren Dunne as part of her doctoral work at St. John's University in Hauppauge, New York. Her faculty advisor is Dr. Anthony Annunziato in the School of Education, Division of Administrative and Instructional Leadership.

Procedures

If you agree to participate in this study, you will be asked to participate in a semi-structured interview at a time and location of your choice. The interview will involve questions about your background knowledge of bibliotherapy, your attitudes and feelings about it, as well as if/how you think it would work within a middle school setting. You will be able to preview the questions before the session. The interview will take approximately 30-40 minutes. With your permission, the researcher will transcribe your answers via the computer as you respond.

The researcher expects to conduct only one interview; however, follow-up interviews may be needed for further clarification. If so, you will be contacted by the researcher by email or phone to request this.

Page **1** of **3**

Risks/Discomforts

There are no known risks associated with your participation in this research beyond those of everyday life. The questions that will be asked are strictly about your perception of the use of bibliotherapy, as well as your experience with the practice, if any. There will be specific questions about names of students or teachers, only generalized experiences you have encountered. You are free to decline to answer any questions you do not wish to, or stop the interview at any time. As with all research, there is a chance that confidentiality could be compromised, however, all possible precautions will be taken to minimize this risk.

Benefits

Although you will receive no direct benefits, this participation in this research study may help in increasing your awareness and add to your knowledge-base of the practice of bibliotherapy. It will also, perhaps, assist in implementing this intervention in order to help ease the way for students who are navigating through life's problems as well as putting them in a better place for learning to occur.

Confidentiality

The study data that you provide will be handled as confidentially as possible. If results of this study are presented or published, individual names as well as other personally identifiable information will not be used. In order to minimize the risks to confidentiality, the researcher will not permit anyone access to the data at any time. The data will be stored in the researcher's private Google account. Any transfer of data to Microsoft Excel or SPSS software will be done so with all identifiable information removed.

Rights

Participation in research is completely voluntary. You may refuse to participate or withdraw at any time without penalty. In the case of interviews, you have the right to skip or refuse to answer any questions you prefer not to answer.

Questions

If there is anything about the study or your participation that is unclear, or that you do not understand or if you have questions or wish to report a research-related problem, you may contact Lauren Dunne at Lauren.Dunne17@stjohns.edu or Dr. Anthony Annunziato at 631-218-7709 or email at annunzia@stjohns.edu.

For questions about your rights as a research participant, you may contact the University's Instructional Review Board.

■■■

_____ Yes, I give the researcher permission to quote material for our interview in her dissertation, presentations, or publications, with the understanding that every effort will be made to ensure there is minimal or no identifiable information in the quote.

_____ No, I would prefer not to be quoted.

Please initial

_____ I have received a copy of this form to keep.

Agreement to Participate

_____

Subject's Name (please print)

_____   _____

Subject's Signature   Date

Appendix E: Copies of Instruments- Quantitative Survey, Interview Protocol

INTERVIEW PROTOCOL

Broadly defined, bibliotherapy is the use of books (fiction/ nonfiction) for healing purposes. This practice can be used to assist individuals to grow, develop, and navigate through situations through reading. Bibliotherapy can be used clinically or developmentally. Within clinical use, trained professionals can address significant emotional or behavioral issues. When used in a developmental model, school professionals may address a wide range of typical developmental issues such as puberty or social problems.

In addition, bibliotherapy can be used to assist students in dealing with other Adverse Childhood Experiences (ACEs) that students may encounter. In our district, we have heard the analogy "What are students carrying in their backpacks?" For the purposes of this interview, please answer the following questions with adolescents in mind.

Adverse Childhood Experiences (ACEs)

abuse	disabilities	peer pressure	sexual identity
acceptance	divorce/separation of parents	post-traumatic stress	stress
adoption/foster care	dysfunctional family	poverty	substance abuse
anxiety/depression	illness	puberty	suicide
bullying	natural disaster	racism	terrorism
death	parent illness	self-esteem	trauma

Interview Protocol:

1. To what extent do you know about the topic of bibliotherapy?
2. Within your work as a school professional, to what extent have you noticed students struggling with personal problems? Can you speak to the specific types of problems? How do feel the issues impacted the student's learning, attitude, or behavior?
3. To what extent do you feel ACEs are prevalent within the school you work?
4. Of these issues, which ones do you feel might be able to be addressed through the use of reading fiction /nonfiction books?

5. In your perspective, what types of issues (if any) should NOT be addressed in the school setting using bibliotherapy? Why?
6. To what extent do you believe that having students feel safe/supported in school puts students in a better place to learn? Can you speak to how bibliotherapy may accomplish this?
7. To what extent do you presently infuse social / emotional learning experiences when dealing with students on a daily basis? How?
8. What is your perception of how bibliotherapy can be used in the school setting? How might it "look"?
9. How might the implementation of bibliotherapy affect students?
10. Have you ever witnessed the efficacy of bibliotherapy?
11. To what extent would you be open to training/additional information about bibliotherapy?
12. Given training/materials, to what extent would you feel equipped, likely, and comfortable utilizing this approach to problem solving/healing with a vulnerable or at-risk student?
13. What drawbacks might you anticipate when utilizing bibliotherapy as an intervention?
14. Share what you feel to be the biggest overall benefit of using bibliotherapy?
15. Share what you feel to be the biggest overall risk of using bibliotherapy?
16. Please share any additional information, thoughts, questions, or concerns.

Interview Protocol: School Professional Demographics:
Name (optional): _____
Gender (optional): _____
Position/Job Description: _____
How long have you held this position? _____
Age (optional): _____

Bibliotherapy: Views of Middle School Teachers

As part of my Doctoral work at St. John's University, I am conducting a study on the practice of BIBLIOTHERAPY. Bibliotherapy is the practice of using books for healing purposes; to help students navigate their way through life's issues. As middle school teachers, we encounter students dealing with personal problems on a daily basis. I have attached a survey to gather your perceptions/comfort level regarding this practice and am asking for your participation.

Your participation is voluntary and by taking the survey, you are acknowledging consent. This study involves no risk on your part and it should be known that it is completely confidential; your name, email address and personal demographic information will not be reported or disclosed at any time.

This survey is designed with demographic information, rating scale questions, and short response questions. It should take approximately ten minutes to complete. Thank you, in advance, for helping me gather data for my impending study, as your input is crucial to the success of my dissertation coursework.

* Required

1. Which best describes your current teaching position?

    Mark only one oval.

    - ◯ Grade 6 ELA/Social Studies teacher
    - ◯ Grade 6 Math/ Science teacher
    - ◯ Grade 7 English teacher
    - ◯ Grade 7 Social Studies teacher
    - ◯ Grade 7 Math teacher
    - ◯ Grade 7 Science teacher
    - ◯ Grade 8 English Teacher
    - ◯ Grade 8 Social Studies teacher
    - ◯ Grade 8 Math teacher
    - ◯ Grade 8 Science
    - ◯ Special Area teacher: Art, Physical Education, Health, Music, Home and Careers, Technology
    - ◯ Special Education Teacher Grades 6, 7, or 8
    - ◯ Remedial Reading or Math Teacher
    - ◯ Librarian
    - ◯ Foreign Language teacher grades 7 or 8
    - ◯ Guidance Counselor, School Psychologist or Social Worker
    - ◯ Other:

2. What age group do you fall into?

    Mark only one oval.

    - ◯ 21-30
    - ◯ 31-39
    - ◯ 40-49
    - ◯ 50 or older

3. How many years have you been teaching?

    Mark only one oval.

    - ◯ 1-10
    - ◯ 10-20
    - ◯ 20 or more

4. What is your gender?

   Mark only one oval.

   ◯ Female

   ◯ Male

5. Do you have any training or experience with the practice of BIBLIOTHERAPY ?

   Mark only one oval.

   ◯ Yes

   ◯ No

6. What is your level of education?

   Mark only one oval.

   ◯ Bachelor's Degree

   ◯ Master's Degree

   ◯ Doctoral Degree

7. Using the rating scale provided, please determine if each of the following items is an ACCEPTABLE PURPOSE for a classroom teacher to use children's/young adult books in the classroom: *

Mark only one oval per row.

	1. very unacceptable	2. unacceptable	3. acceptable	4. very acceptable
to address bullying	◯	◯	◯	◯
to assist the class in understanding a peer with dyslexia	◯	◯	◯	◯
to build vocabulary	◯	◯	◯	◯
to connect a student with a book character experiencing a similar feeling or situation	◯	◯	◯	◯
to discuss a peer's illness	◯	◯	◯	◯
to entertain students	◯	◯	◯	◯
to help a student cope with a death of a loved one	◯	◯	◯	◯
to increase reading fluency	◯	◯	◯	◯
to introduce a science concept	◯	◯	◯	◯
to model writing concepts	◯	◯	◯	◯
to offer students hope and inspiration	◯	◯	◯	◯
to practice problem solving skills	◯	◯	◯	◯
to promote healthy self-esteem	◯	◯	◯	◯
to provide students with information on an unknown or unfamiliar topic	◯	◯	◯	◯
to show students quality illustrations	◯	◯	◯	◯
to teach a social skill	◯	◯	◯	◯

8. Using the scale, please rate your level of comfort regarding A CLASSROOM TEACHER using books as an instructional tool with students to address the following items: *

Mark only one oval per row.

	1. very uncomfortable	2 uncomfortable	3. comfortable	4. very comfortable
a student who has a reading problem	◯	◯	◯	◯
dyslexia	◯	◯	◯	◯
a student with a learning disability	◯	◯	◯	◯
shyness	◯	◯	◯	◯
a peer's chronic illness/cancer	◯	◯	◯	◯
self-esteem	◯	◯	◯	◯
coping with the death of a loved one	◯	◯	◯	◯
dealing with abuse	◯	◯	◯	◯
death of a pet	◯	◯	◯	◯
a student moving to a new school	◯	◯	◯	◯
peer pressure	◯	◯	◯	◯
feelings	◯	◯	◯	◯
a student with disruptive behaviors	◯	◯	◯	◯
information on an unfamiliar topic	◯	◯	◯	◯
racism	◯	◯	◯	◯
a social skill	◯	◯	◯	◯

9. Using the scale provided, please rate your comfort level regarding YOUR USE, as a classroom teacher, of using children's/young adult books as an instructional tool with students to address the following items: *

Mark only one oval per row.

	1. very uncomfortable	2. uncomfortable	3. comfortable	4. very comfortable
a student who has a reading problem	◯	◯	◯	◯
dyslexia	◯	◯	◯	◯
a student with a learning disability	◯	◯	◯	◯
shyness	◯	◯	◯	◯
a peer's chronic illness/cancer	◯	◯	◯	◯
self-esteem	◯	◯	◯	◯
coping with the death of a loved one	◯	◯	◯	◯
dealing with abuse	◯	◯	◯	◯
death of a pet	◯	◯	◯	◯
a student moving to a new school	◯	◯	◯	◯
peer pressure	◯	◯	◯	◯
feelings	◯	◯	◯	◯
a student with disruptive behaviors	◯	◯	◯	◯
information on an unfamiliar topic	◯	◯	◯	◯
racism	◯	◯	◯	◯
a social skill	◯	◯	◯	◯

Written Response: Question 1

10. As you completed this survey, what factors influenced your thinking?

_____

Skip to question 11.

Written Response: Question 2

11. Do you perceive any benefits to using bibliotherapy as an instructional tool in the classroom with children/adolescents?

Written Response: Question 3

12. Do you have any concerns about your personal use of bibliotherapy as an instructional tool in the classroom with children/adolescents?

Appendix F: NIH (The National Institutes of Health) Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Lauren Dunne** successfully completed the NIH Web-based training course "Protecting Human Research Participants."

Date of Completion: 09/06/2018

Certification Number: 2911803

National Institutes of Health
Office of Extramural Research
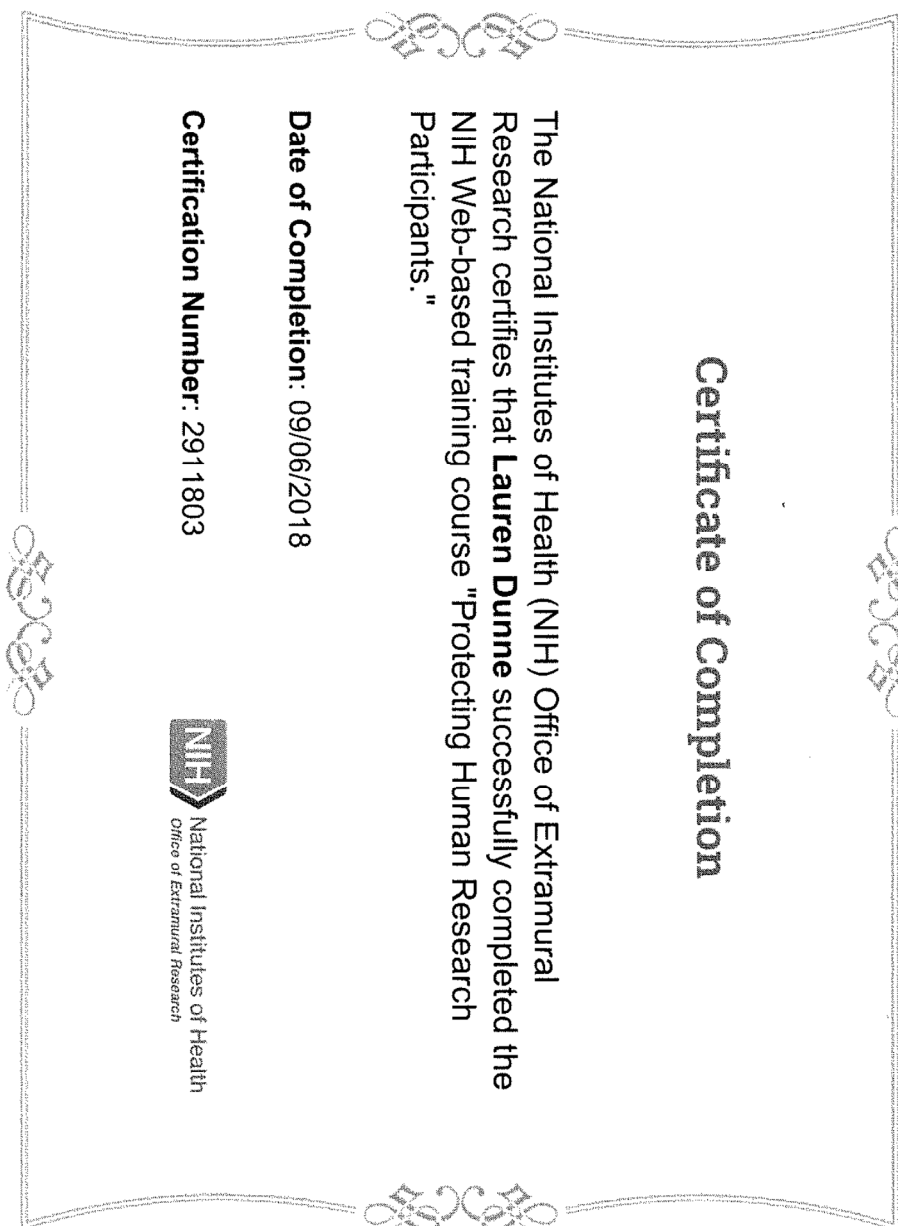
Appendix G: IRB Approval

↩ Reply all   ∨   🗑 Delete   ⊘ Junk   Block   ⋯

Fwd: IRB-FY2020-329 - Initial: Initial Submission - Expedited - St. John's

LD   Lauren A. Dunne <lauren.dunne17@my.stjohns.ed   👍 ↩ ↩↩ → ⋯
u>
Tue 1/7/2020 12:33 PM
Dunne, Lauren ⌄

Get Outlook for iOS

From: irbstjohns@stjohns.edu <irbstjohns@stjohns.edu>
Sent: Tuesday, December 17, 2019 11:33:23 AM
To: annunzia@stjohns.edu <annunzia@stjohns.edu>; Lauren A. Dunne
<lauren.dunne17@my.stjohns.edu>
Subject: IRB-FY2020-329 - Initial: Initial Submission - Expedited - St. John's

ST. JOHN'S UNIVERSITY

Federal Wide Assurance: FWA00009066

Dec 17, 2019 11:33 AM EST

PI: Lauren Dunne
CO-PI: Anthony Annunziato
Ed Admin & Instruc Leadership

Re: Expedited Review - Initial - **IRB-FY2020-329** *Middle School Educators' Views of
Bibliotherapy: Utilizing Books as Healing Tools to Help Adolescents Navigate Problematic
Issues: A Case Study*

Dear Lauren Dunne:

The St John's University Institutional Review Board has rendered the decision below for
*Middle School Educators' Views of Bibliotherapy: Utilizing Books as Healing Tools to Help
Adolescents Navigate Problematic Issues: A Case Study*. The approval is effective from
December 16, 2019 through December 14, 2020

Decision: Approved

PLEASE NOTE: If you have collected any data prior to this approval date, the data needs to be
discarded.

⤺ Reply all   ∨   🗑 Delete   ⊘ Junk   Block   ⋯

Re: IRB-FY2020-329 - Initial: Initial Submission - Expedited - St. John's

**ST. JOHN'S
UNIVERSITY**

Federal Wide Assurance: FWA00009066

Dec 17, 2019 11:33 AM EST

PI: Lauren Dunne
CO-PI: Anthony Annunziato
Ed Admin & Instruc Leadership

Re: Expedited Review - Initial - **IRB-FY2020-329** *Middle School Educators' Views of Bibliotherapy: Utilizing Books as Healing Tools to Help Adolescents Navigate Problematic Issues: A Case Study*

Dear Lauren Dunne:

The St John's University Institutional Review Board has rendered the decision below for *Middle School Educators' Views of Bibliotherapy: Utilizing Books as Healing Tools to Help Adolescents Navigate Problematic Issues: A Case Study*. The approval is effective from December 16, 2019 through December 14, 2020

Decision: Approved

PLEASE NOTE: If you have collected any data prior to this approval date, the data needs to be discarded.

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Sincerely,

Raymond DiGiuseppe, PhD, ABPP
Chair, Institutional Review Board
Professor of Psychology

Marie Nitopi, Ed.D.

VITA

Name:	Lauren Dunne
Baccalaureate Degree:	Bachelor of Science, St. Joseph's College, Patchogue, Elementary Education
Date Graduated:	January, 1994
Other Degrees and Certificates:	
	Associates Degree, Suffolk Community College, Brentwood, Early Childhood
Date Graduated:	May, 1992
	Master's Degree, CW Post, Brookville, Reading
Date Graduated:	May, 1996
	Certificate Stony Brook, School Administration
Date Graduated:	August, 2004