

**EFFECTS OF A BIBLIOTHERAPY BASED INTERVENTION ON LITERACY,
BEHAVIOUR, AND SELF-EFFICACY OF DISAFFECTED ADOLESCENTS**

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as a thesis for the degree of
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Abstract

This thesis examines the effects of a Bibliotherapy based intervention on literacy, behaviour, and self-efficacy of disaffected adolescents. This exploratory study sought to understand how the intervention was experienced by disaffected adolescents (RQ1/RQ2) and whether it revealed any changes in their responses to the texts (RQ3). It contributes to the existing knowledge and literature by demonstrating how Bibliotherapy, implemented in an educational context, can be a useful tool in designing an intervention for disaffected students at the secondary level by linking emotional development to development in literacy and overall learning.

To begin, the purpose and study aims were to develop an intervention based on the principles of Bibliotherapy in order to address the challenges of literacy and behaviour among disaffected adolescents; to evaluate the various outcomes, which may influence the design or effective implementation of the programme; to revise and make changes based on the evaluation to produce a usable programme. From this, the study aimed to answer the following research questions: how useful is Bibliotherapy and/or its principles as a tool in designing a literacy programme for re-engaging disaffected adolescents? What is the perspective of the students in undertaking the programme in terms of the process involved? What changes follow this programme in regards to the improvement of literacy and enhancement of attitude and interest in reading amongst disaffected adolescents?

This study used a longitudinal mixed methods approach, taking place over three cohorts (school terms), and involving thirty two Year 9 students from five secondary schools in the United Kingdom. The design and evaluation of the Bibliotherapy intervention was underpinned by both a concurrent triangulation model and action research. The evaluation of the programme involved the collection of both qualitative and quantitative data; therefore, a pragmatic stance to the research was adopted that was positioned as mixed-methods. Qualitative data was analysed using a thematic approach and merged to complement the Quantitative findings offering a more thorough and valid interpretation.

The qualitative analysis revealed four overarching themes from the participation in the programme: positive developments in Power Over Learning, Emotional Intelligence, Peer Impact to Learning, and New Reader Identities. The quantitative findings, for the most part, did not reveal any statistically significant changes in reading, self-efficacy, or behaviour; however, there were isolated cases among individual cohorts where the findings did reveal significant changes in fluency, reading, reading difficulty perception, behaviour, and with personal resiliency such as increased optimism, tolerance, and adaptability. This study supports findings from earlier studies suggesting that disaffected adolescents at secondary school levels can benefit from reading and behavioural intervention. It offers new knowledge regarding the effectiveness and use of Bibliotherapy as a tool to design an intervention for re-engagement, social and emotional growth through peer support, development of a deeper understanding of self, and reinforcement of reading skills necessary to achieve literacy.

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Declaration of Authorship

I, Vivian L Rivers, declare that the thesis entitled

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and the work presented in the thesis are both my own, and have been generated by me as the result of my own original research. I confirm that:

- this work was done entirely while in candidature for a research degree at this University;
- where I have consulted the published work of others, this is always clearly attributed;
- where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
- I have acknowledged all main sources of help;

Date: 23/April/2016

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Abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
AP	Achievement Points
BERA	British Educational Research Association
CBM	Curriculum Based Measurement
CR(B)	Criminal Record Background
ER	Emotional Reactivity
GRASP	Goal/Role/Audience/Situation/Product (acronym)
HOTS	Higher Order Thinking Skills
IRI	Informal Reading Inventory
KS3/4	Key Stage 3 or 4
KWL	Know, Want (to learn), Learned Chart
ORF	Oral Reading Fluency
PASS	Pupil Attitude to Self & School
PI	Post Interviews
PIRLS	Progress in International Reading Literacy Study
PRSCA	Pearson Resiliency Scales for Children & Adolescents
PRU	Pupil Referral Unit
RAFT	Role, Audience, Format, Topic (acronym used in writing)
RHP	Reading Habits (survey) Parents
RHS	Reading Habits (survey) Students
RSCS	Reading Self-Concept Scales
SEBD	Social, Emotional, or Behavioural Disorder
SOM	Sense of Mastery
SOR	Sense of Relatedness
TIMSS	Trends in International Mathematics & Science Study
WCPM	Words Correct Per Minute
WIAT II	Wechsler Individual Achievement Test 2 nd Edition
WPR	Weekly Progress Reports
UBD	Understanding By Design

Chapter 1: Introduction

1.1 Introduction

This thesis examines the effects of a Bibliotherapy based intervention on literacy, behaviour, and self-efficacy of disaffected adolescents. It contributes to the existing knowledge and literature by demonstrating how Bibliotherapy, implemented in an educational context, can be a useful tool in designing an intervention for disaffected students at the secondary level by linking emotional development to development in literacy and overall learning. It addresses the social and emotional effects of poor reading and previous negative experiences to schooling by re-engaging interest and improving learner self-efficacy whilst simultaneously reinforcing the necessary reading skills, through whole language instruction, needed for students to achieve literacy. For the participants, the experience of taking place in this intervention provided them with positive developments in Power Over Learning, Emotional Intelligence, Peer Impact to Learning, and New Reader Identities. In addition, students (in some cases) displayed positive changes in fluency, reading, reading difficulty perception, behaviour, and with personal resiliency such as increased optimism, tolerance, and adaptability.

This exploratory study uses a longitudinal mixed methods approach, taking place over three cohorts (school terms), and involving thirty one Year 9 students from five secondary schools in the United Kingdom. The design and evaluation of the Bibliotherapy intervention is underpinned by both a concurrent triangulation model and action research. The evaluation of the programme involves the collection of both qualitative and quantitative data; therefore, a pragmatic stance to the research has been adopted when positioned as mixed-methods. Qualitative data is analysed using a thematic approach and merged to complement the Quantitative findings offering a more thorough and corroborated interpretation. Through the development and implementation of this unique programme, it has been possible to examine the effectiveness of Bibliotherapy and its principles as a viable method for re-engaging disaffected adolescents, investigate the impact to literacy, learning, and behaviour, and describe the student experiences before, during, and after participation.

1.2 Outline of Chapter

This chapter begins by presenting the researcher's story through a reflexive positioning of self within the study, synthesising the various definitions of literacy from a global perspective and then contextualising it for this study. It offers a summary of evidence to the global illiteracy crisis by presenting current statistics, discussing the economic and social impacts of illiteracy, varying theories as to the cause, and the subsequent international campaigns and national strategies currently in place to address illiteracy. Implications to research, policy, and practice are presented then a summary of evidence suggesting how Bibliotherapy can be a possible solution. An overview of the study follows with a summary of the focus of the thesis, the research questions and aims, and lastly, working definitions relevant to the study are presented.

1.3 Researcher Story Part 1: Reflexive Positioning of Self within the Study

One of the core components of this research is my role as a practitioner; how my experiences as a secondary English teacher influence my understanding of the needs of disaffected adolescent learners and help to shape the development of my changing perspectives with regards to best practice for struggling adolescent readers, specifically with the use of Bibliotherapy as a tool for remediation.

I began as a secondary English teacher in the United States working with at-risk/low attainers/disaffected Year 9 remedial level (and occasionally repeater) students in 2006. At that time, the US under No Child Left Behind and more locally, the State of South Carolina where I lived, found itself in the midst of an educational epidemic. As presented on a course in my Critical Needs Teacher Training programme, South Carolina had one of the lowest high school completion rates and one of the lowest literacy rates in the nation. Over 600,000 (almost 1/3 of) South Carolina adults did not hold a high school diploma (UK equivalent of GCSEs) and lacked the basic literacy skills needed to even find and/or apply for a job much less maintain one. Most of these adults also lived in poverty, 62% of which relied on South Carolina's public assistance programmes to survive. And yet, many still refused to get help because of the embarrassment connected with

adult illiteracy. With the fast paced technological work place, South Carolina businesses suffered just as much by not being able to fill the needed employment vacancies with 'qualified' staff. The local Literacy Council, at that time, reported to course attendees that only 51% of South Carolinians graduated from high school in four years with a high school 'drop out' earning on average \$12,000 a year as compared to \$22,000 from a diploma holding worker; 75% of the South Carolina inmate population was illiterate; the Hispanic workforce in South Carolina was estimated to reach 275,000 people by 2008, 70% of which were illiterate in their own native language. The LC supposed that a large indicator of a child's successes in school was influenced by the mother's experience—in 2002, 11,000 children were born to mothers without a high school education. Despite this information, the budgets for adult literacy programmes in South Carolina decreased 29% (\$4 million dollars) within three (3) consecutive state budget considerations.

In my own school and classroom, I faced an incoming Year 9 Freshman class that unfortunately boasted a 63% rate of below basic readers according to their MAP (Measures of Academic Performance) scores; this meant approximately 350 students entered the school with a 5th grade reading level (reading ages between seven and ten years old). These students were targeted as 'at-risk' under the assumption that their lower level reading skills would prevent them from progressing to graduation and put them at risk of dropping out. The majority of these students came from low/poverty level socioeconomic backgrounds including foster care homes, homelessness, and gangs; many had endured years of varying academic failures, demonstrated social/emotional/behavioural issues, and worked jobs outside of school to help financially support their families. In addition, 49% of the students in my classes were documented with SEN having one additional lesson each day for 'resource teacher' support. My students often complained of feeling 'disrespected' by teachers, not valued, and bored with school; they were disengaged with learning and failed to see any relevance of what was being taught to their daily functionality. As a result, they found themselves in a hurtful cycle of disengagement leading to further gaps in achievement to more repeated failures

and eventually, quitting school altogether; this cycle was not exclusive to students, but echoed in much of the teaching staff as well. In my first week of teaching, I approached the Vice Principal of my school for advice on how to re-engage these students and was simply told, “A trained monkey could teach these kids. I just need a warm body in the classroom until they either quit or get excluded.” I walked away from that encounter equally disgusted as I was compelled to be better and do better for my students. These kids were my neighbours, part of the community in which I lived and worked, future voters, and for some, already parents themselves. To begin understanding how to *teach* these students, I needed to gain a stronger awareness of what it meant to be literate (as well as *illiterate*) and the relationship this has with generational poverty.

1.3.1 Defining Literacy and Illiteracy

In order to best understand the global illiteracy crisis, and the consequent need for literacy interventions and programmes, it is necessary to establish how the terms ‘literacy’ and ‘illiteracy’ are characterised and used internationally. Defining literacy and illiteracy can be as varied as in the cultures it exists; what is considered illiterate in a developed country maybe accepted as literate in a developing nation and it evolves based on the needs and demands of the cultural context. The term ‘illiteracy’ itself is divided into categories of purely illiterate and functionally illiterate (Schlecty, 2004). People determined to be purely illiterate cannot read or write in any capacity; they are unable to even recognise letters of an alphabet. Functionally illiterate, however, are those who can read and write in the basic of form, with limited vocabulary, yet still inadequate “to manage daily living and employment tasks that require reading skills beyond a basic level” (p.3).

Literacy, too, is not a term easily defined, as the concept of literacy is still widely debated and interpreted. People’s concepts of literacy are directly influenced by factors such as cultural beliefs, experience, national agenda, personal values, and educational research/practices. For example, the standards and requirements deemed necessary to determine someone ‘literate’ in the industrialized, English speaking countries are far more precise than those of developing nations. Both the

United States and Australia categorise literacy into prose, document, and quantitative focusing on the idea of daily functionality; how adults use printed and written information to adequately function at home, in the workplace, and in the community (Greenburg, Dunleavy, & Kutner, 2007; OECD, 2002). Canada and the United Kingdom define literacy via both cognitive terms, such as combined reading, writing, speaking, and listening (UK) or identify, understand, interpret, create, communicate, and compute (Canada), and with social and emotional attributes, such as 'essential to happiness', health, wealth, achievement of goals, development of knowledge and potential, and society (Jama & Dugdale, 2012; Canadian Literacy and Learning Network, 2013).

In comparison, for developing nations, the terms functionally literate are defined based on any of the socio-cultural, political, religious, or economic needs and interests of that specific nation (UNESCO, 2006, p. 157). Many nations, such as Bosnia Herzegovnia, Myanmar, and Swaziland, define literate as the ability to read a letter or newspaper (regardless of ease or difficulty) while others (Saudi Arabia, Vietnam, Croatia) suggest it to be the ability to read and write simple sentences. Then there are those who simply state 'school attainment' (Brazil, Greece, Malaysia) or 'language' (Egypt, India, Mexico) with little further definitive qualities (p. 157).

With these vast differences in mind, it is impossible to think all nations can operate under an umbrella term or concept of literacy given the inequalities of demands and expectations. Despite this, the international community, by way of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), Organisation for Economic Co-operation and Development (OECD), and the World Literacy Foundation (WLF), have all taken a similar position that literacy involves a continuum of reading and writing skills, can include basic arithmetic skills (numeracy), and is the ability to read and write with understanding a simple statement related to one's daily life or functionality within context (UNESCO, 2006; OECD, 2002; Cree, Kay, & Steward, 2012).

Based on this, and for the purpose of reviewing global statistics in the next section, functional *illiteracy* will therefore be defined as those who can read and write in the basic of form, with limited vocabulary and numeracy skills, yet still inadequate to manage daily living and employment tasks that require reading skills beyond a basic level, as this is the most widely used base.

1.3.2 Summary of Evidence: Illiteracy

From a global perspective, the UNESCO Institute for Statistics (UIS) is considered the official source of data used to monitor education and literacy targets associated with international agendas such as Education for All (EFA) and the Millennium Development Goals (MDG). The UIS collects data on youth (15 to 25 years) and adult (15 years and older) literacy through its annual survey on literacy and educational attainment. As revealed in its 2012 report, UNESCO claims that 775.4 million adults (64.1%) and 122.2 million youth (60.7%) worldwide are considered functionally illiterate (p.1), with estimated costs of illiteracy to the global economy at about \$1.19 trillion USD (Cree et al, p. 7).

English speaking industrialised nations, such as in the US, reported in 2003 that 22% of adults were Below Basic (indicating they possess no more than the most simple and concrete literacy skills) in quantitative literacy, compared with 14% in prose literacy and 12% in document literacy (National Assessment of Adult Literacy, 2012, p.1), with associated costs to the US of around \$300.8 billion USD each year (Cree et al, 2012, p.7). That same year in the UK, the Skills for Life survey, commissioned by the Department for Education and Skills, revealed that around one in six respondents (16%, or 5.2 million, 16-65 year olds) were classified as having lower level literacy skills, meaning Entry Level 3 or below on the literacy test (Williams, Clemens, Oleinikoya, & Tarvin, 2003, p.19). More recently, the National Literacy Trust (2013) reported 20% of the UK adult population as functionally illiterate, estimated at six to eight million people. This accounts for a total of nearly £81.312 billion loss to the UK economy each year (Cree et al, 2012, p.7).

1.3.2 (A) Economic Impact of Illiteracy

From an economic standpoint, illiteracy impacts business and commerce as employers experience losses to productivity and profitability due to failures in communication, cost of fixing incorrect orders and processing refunds, complications in recruiting competent or skilled staff, absenteeism, and wasted employee time (Cree et al, 2012, p. 10).

Employability and earnings are also effected with illiterate persons sometimes earning 30%-42% less than their literate counterparts, lack of financial well-being and stability for individuals, and lower technological skill capacity, which in return, impacts employability and wages. Low income earning potential due to illiteracy also makes a higher number of welfare dependents. In the UK, an estimated £23.312 billion of taxpayer revenue is spent on benefits and social programmes with a high proportion of recipients struggling to read or write (p.10). This low income earning potential often carries over into educational opportunities as many choose to leave school in order to work multiple jobs or longer hours. High school dropouts are more than three times likely to receive welfare than high school graduates. In the US, 62% of people receiving services from the Department of Social Services did not complete high school (National Assessment of Adult Literacy, 2009).

1.3.2 (B) Social Impact of Illiteracy: Poverty and Crime

From a social standpoint, there are numerous ways in which illiteracy influences communities, but the most predominant are poverty and crime. There is much debate over the link between illiteracy and poverty particularly from the causal relationship. A considerable body of knowledge links poverty to educational underachievement, specifically the 'literacy achievement gap' for children of disadvantaged socio-economic backgrounds (Kellet, 2009, p. 395). On one side, researchers believe poverty causes illiteracy due to factors such as lack of resources (i.e. childcare, transportation, health), availability or lack of schools, shortage of qualified teachers, reduced motivation, self-efficacy, and the absence of books at home or parent reader role models all contribute to this theory

(Nordtveit, 2008; Powell, 2004; Clark & Foster, 2005; Clark & Akerman, 2006).

On the other side, many maintain that poor reading skills and/or illiteracy lead to poverty. Engagement in reading has been shown to compensate positively for low family income and that engaging children in reading might be one of the most effective ways to bring about social change in low income, high poverty areas (Kellett, 2009; Guthrie & Wigfield, 2000; OECD, 2002). Engagement in reading reinforces more habitual 'pleasure' reading, which in return increases chances for literacy success, thus leading to achievement in other academic areas. Literacy education is an important component in moving people towards greater autonomy and out of poverty (Wamba, 2011).

Then there are those who believe poverty and illiteracy to be intertwined—cyclical.

There is a close connection between illiteracy and poverty at all levels--global, national, and subnational...Poverty breeds illiteracy by forcing children to drop out of school to work, and these illiterate people are forced to stay on the lowest levels of the work force and thus remain in poverty. Thus illiteracy in turn reinforces poverty, and poverty is cyclical in families (Adiseshiah, 1990).

However, throughout the literature, a common theme emerges from both sides: any increase in literacy skills will have positive effects on a helping to break the poverty-illiteracy relationship, some even going so far to believe that raising [literacy] standards takes on a 'moral imperative' (Kellett, 2009).

Research also suggests a direct link between criminal activity and illiterate citizens. According to the World Literacy Foundation (Cree et al, 2012, p.6),

the link between illiteracy and crime is clear. In various countries around the world, studies show that a majority of prison inmates have poor literacy skills. Also, amongst juvenile delinquents, up to 85% are functionally illiterate. In various nations, estimates show that 60-80% of prisoners have reading and writing skills below basic levels.

In the United States, the 2003 National Assessment of Adult Literacy (Greenburg et al, 2007) reported a Prison Component in order to provide separate estimates of literacy for the incarcerated population. Some of the findings revealed that in every age group examined (16 to 24, 25 to 39, and 40 or older), both male and female

incarcerated adults had lower average prose, document, and quantitative literacy than adults in the same age group living in households.

In regards to adolescents, researchers in the US found that a student not reading at his or her grade level by the end of the 3rd grade (approximately 10 years old) is four times less likely to graduate high school on time; this rises to six times less likely for students from low-income families (Feister, 2013; Hernandez, 2011). High school dropouts are 63 times more likely to be incarcerated than college grads (Sum, Khatiwada, McLaughlin, & Palma, 2009).

Illiterate persons also run a higher risk of being victims of crimes as compared to literate citizens, specifically girls and women. Girls are more at risk than boys from sexual exploitation, and child trafficking. Literacy education increases girls' self-confidence, social and negotiation skills and earning power and makes them less vulnerable to violence and ill health (United Nation's Children's Emergency Fund, 2004, p. 5-7).

Poverty and crime are just two of the more prevailing ways in which illiteracy can have negative social impacts; they are not, however, definitive outcomes of poor reading, meaning it cannot be a general assumption that every struggling reader is going to become a criminal, a victim of crime, or end up in a cycle of welfare or poverty. In fact, a 2002 research brief in the UK evaluating adolescents 16 to 18 years old 'not in education or employment' (NEET), reported multiple factors strongly associated with becoming a NEET: poverty and disadvantage, being a teenage parent, poor health, having a special educational need, truancy and exclusion, and attaining no qualifications from school. Illiteracy, nor disaffection from school due to illiteracy or poor reading, was among the factors (Coles, Hutton, Bradshaw, Craig, Godfrey, & Johnson, 2002).

1.3.3 Behaviour and Disaffection

Illiteracy and poor reading has emotional as well social effects to adults and adolescents. Researchers have made connections to antisocial behaviours such

as juvenile crimes, low attendance in schools, and difficulties maintaining and cultivating positive relationships (Liau et al, 2003; Warrican, 2006; Sammons, Sylva, Melhuish, Siraj-Blatchford, Taggart, Draghici, Smees & Toth, 2012; Notbohm, 2009). Experiences with reading beginning at the primary level can affect the attitudes adolescents adopt towards reading as older readers. Repeated failures grow a weariness or unsettled feeling among struggling readers with many students seeing reading as the enemy.

Many high school readers who have struggled with reading along the way carry deeply entrenched negative beliefs about the reading process and, consequently, construct barriers to protect themselves against feelings of failure. These attitudes push reading achievement into a downward spiral. (Paterson & Elliot, 2006, p. 378).

This frequently leads to disengagement in reading and decreased motivation, which in turn, leads to *aliteracy*: being able to read, but having no interest in doing it or even the loss of a reading habit typically as a result of frustrations over slow reading (Beer, 1996; Ramsey, 2002). As part of a vicious circle, the lack of exposure to texts, reading time, and practice continues the negative experiences in reading as students fall behind in skills and repeat failures, cultivating illiteracy (Morgan & Fuchs, 2007).

Low reading self-efficacy and negative self-perceptions are not limited to just reading, rather carry over into overall academic self-concept. This too has direct connections to social-behavioural outcomes, as stated before. Key findings from the research brief (Sammons et al, 2012, p.2) investigating the Effective Pre-School, Primary and Secondary Education Project (EPPSE) in the UK found that

students' own ratings of their 'academic self concept' in maths (and to a lesser extent for English) also predicted better social-behavioural outcomes, as well as better academic attainment. Such relationships are likely to be reciprocal. Efforts to improve students' attainment and 'academic self concept' as well as their 'enjoyment of school' are likely to promote better social-behavioural outcomes, while improvements in social-behaviour are likely to benefit academic outcomes and self concept.

For many adolescents, there is a sense of helplessness in dealing with the impact of poor reading due to the lack of 'equipment' for better terms. Because they lack

the vocabulary and language skills acquired from good reading practices, many are left to handle their problems and concerns on an emotional level (Jensen, 2005). This language and vocabulary used to describe emotional content and meaning is known as emotional literacy; specific words used to express thoughts, feelings, and behaviours. Research suggests that *emotional* illiteracy has given rise to numerous problematic behaviours amongst youth such as destruction of property, stealing, and drug use. Specifically to education, lower levels of emotional literacy as measured by emotional intelligence can be associated with lower levels of academic achievement (Bar-On, 1997; Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornhem, 1998; Mayer, Caruso, & Salovey, 1999 as cited in Liau et al, 2003, p.54).

Unfortunately, it is these problematic behaviours and attitudes influenced by illiteracy and poor reading that manifest into the various social issues discussed throughout this section.

1.3.4 Theories as to Cause of Illiteracy

There are varying viewpoints as to the cause of illiteracy. Grouped into three categories, these are some of the prominent theories (Harman, 1987; Elmore, 1987; Graff, 1987 as quoted in Giere, 1986, p.9): firstly, “shortcomings of schools” are attributed to illiteracy. Questions regarding teaching methods, learning materials, and teachers' approach to raising student cognition, are areas in which schools are being held accountable. This also includes teachers' attitudes and lack of training towards slow learners resulting in deterring motivation and furthering discrimination.

Secondly, the “reproduction of familial literacy patterns and of counterproductive parent-teacher relationships” both of which shape children's out- of-school reading habits are factors contributing to illiteracy. Specifically, children from low socio-cultural backgrounds, where little attention and value is assigned to reading, are disadvantaged as compared to their peers (p.9).

Thirdly, learning difficulties, mental difficulties, and physical disabilities are believed to play a role as are “cultural conflicts (migrants) or their environmental milieu.” As part of this learning environment, the attitudes of teachers, parents, and other students, which contribute to a loss of interest in acquiring reading skills, are considered elements to influence illiteracy (p.9).

These theories affect the policy making of many international agendas and national strategies to address literacy.

1.3.5 International Strategies to Address Literacy

In 2002, the United Nations declared 2003-2012 as the United Nations Literacy Decade and began operating under the motto ‘Literacy as Freedom’ recognizing literacy as the heart of lifelong learning combined with the social dimension of literacy that “creating literate environments and societies is essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy” (UNESCO, 2006, p. 155). Interestingly enough, UNESCO excluded computer literacy, media literacy, health literacy (recognised only in the United States), eco-literacy, and emotional literacy as ‘pluralities’ not currently needing defining or special discourse.

Most of the literacy programmes adopted by regional and national strategies as a result of this also use the Dakar Framework for Action, a series of six goals for literacy achievement endorsed by the UN (p. 155): (1) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; (2) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality; (3) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes; (4) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing

education for all adults; (5) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; (6) improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Surprisingly, despite this being 'Literacy as Freedom', literacy as a specific skill is only mentioned once in goal four and then again in goal six as a learning outcome among numeracy and essential life skills. The overall focus of this framework is ensuring equitable quality learning environments and opportunities for all peoples regardless of age, ethnic, gender, financial, religious, or socio-economic factors. This is noticeably different from UNESCO's definition of literacy which states literacy involves a continuum of reading and writing skills, can include basic arithmetic skills (numeracy), and is the ability to read and write with understanding a simple statement related to one's daily life or functionality within context. In fact, writing and writing skills are not even mentioned in the framework. The literacy agenda does, however, address many of the theorised factors (section 1.3.4) believed to cause illiteracy such as the disadvantages and discrimination children from low socio-cultural backgrounds may experience, cultural conflicts, environment, and shortcomings of schools associated with learning materials or teaching methods.

1.3.5 (A) United States

In the United States, much like the UNESCO policies, the reaction was with the implementation of an overall education reform act, No Child Left Behind, versus one dedicated explicitly to literacy and numeracy concerns. In its basic form, NCLB works under the mantra *to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind* (Lewis, 2007) and incorporates the general concepts of the Dakar Framework previously discussed (i.e. improving the academic achievement of the disadvantaged, and language instruction for limited English proficient and immigrant students).

Critics of NCLB contest its failure among youth literacy education declaring, “there is ample evidence that progress under the law has been minimal, at best. The goal of universal proficiency in basic skills...always considered unrealistic by researchers and some policymakers, looms as almost impossible” (p. 69). In fact, with the enactment of NCLB, adult literacy programmes nationwide experienced budget decreases in each fiscal consideration until 2005.

Under NCLB, research indicated increases in high school dropouts (Biancarosa & Snow, 2004; Lewis, 2007), continuous decline in literacy, in particularly with older adolescents, and a widening in the achievement gap between language minority groups and boys (Perie, Grigg, & Donohue, 2005; Biancarosa & Snow, 2004; Ivey & Fisher, 2006). In addition, the inconsistencies between state test scores and national standardized test scores caused many to believe schools were deliberately changing the tests to be easier for their students to score higher rather than changing the instruction to meet the needs of the students individually (Wallis & Steptoe, 2007).

In 2005, the administration responded by creating the President’s Striving Readers initiative putting focus on improving the reading skills of high school students who read below grade level. The budget provided \$200 million to improve the reading skills of these high school students (Ivey & Fisher, 2006).

That initiative was short lived (in comparison to NCLB), as the emphasis in 2013 became making high-quality preschool available to every child in America. Indicating that fewer than three out of ten four-year-olds were enrolled in a high-quality preschool programme, the administration proposed working with states to invest in high-quality pre-schools with the goal of providing universal access to pre-school for children around the country. This was based on studies showing that in those states that prioritized educating the youngest, students had better scores in math and reading, were more likely to finish high school, and hold a job (CNN, 2013).

1.3.5 (B) United Kingdom

Also, echoing the UNESCO definition of literacy as well as the foundations of the Dakar Framework policy, the Department for Education and Employment (DfEE) in the UK introduced the National Literacy Strategy in 1999 to address the issues of “persistent literacy underachievement among a significant percentage of children. Its primary aim was to raise achievement in traditional school-based literacy to 80% of children attaining Level 4 or above at age 11 (end of Primary School Key Stage 2 tests) and to challenge the notion that social background largely determines school performance” (Kellet, 2009, p. 398).

As cited in Lewis & Wray (2000), the DfEE made specific recommendations to find evidence of where and how comprehensive, deliberate, and intensive approaches work; encouraged the creation of a funded development programme to help secondary schools to improve literacy; required the teaching of reading and writing in all secondary teacher training courses; called for a revision of the National Curriculum to ensure that explicit and systematic attention to the skills of reading and writing became a feature of the programmes of study in relevant subjects; and attention to creating and maintaining co-operation between secondary schools and their feeder primary schools in their literacy strategies (p. 3).

However, the revised curriculum eliminated any individual reading experiences on the part of the children by making the classes teacher dominated, didactic, and taught in the same style, along with the same content to suit all contexts and types of learners (Kellett, 2009, p. 398). Exploratory talk related to children’s experiences and even individual reading time was lost. Three years after the introduction of NLS it was found that “fewer than half of targeted pupils reached level four (the level expected of 11- year-olds at the end of their primary schooling)” (p. 398) and children’s attitudes to and enjoyment of reading compared to those of five years earlier had significantly declined. This was particularly true of older boys (Sainsbury & Schagen, 2004 as cited in Kellett, 2009, p. 398). Answering to this, changes were made to the NLS by allowing teachers more flexibility to adapt it into more child centred models versus the prescriptiveness of before.

In 2004, the government introduced Every Child Matters (ECM), an initiative aimed at the well-being of children and young people by offering them the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being. Again, this campaign did not specifically target literacy, rather echoed the international agendas of the time. But by 2006, a renewed version of the primary literacy strategy was introduced in response to ECM allowing for “greater attention to oral language skills, reading for pleasure, and children’s individual reading, all areas, which had been neglected at the expense of testing and league tables,” (p. 399).

Despite these actions, an evaluation of English in primary and secondary schools between 2005 and 2008 as reported by Ofsted (2009) indicated: standards in English had risen slowly since 2004 with little progress made in closing the gap between the performance of pupils in low socio-economic or deprived areas to those in more affluent areas. Writing results were better than in 2007, but reading results had declined. In both reading and writing, the gap between girls’ and boys’ performance had increased as well (p.8).

With these reports, there was a shift in policies in 2012 to more targeted skills in primary level reading instruction. Specifically, the focus became “the systematic teaching of synthetic phonics as the best way of making sure young children acquire the crucial skills they need to read new text, so driving up standards in reading... Taught as part of a language rich curriculum, systematic synthetic phonics allows problems to be identified early and rectified before it is too late” (Gibb, 2012).

These new measures reinforced the essential skill of decoding, and also included assistance to equip schools with the necessary skills, resources and training to implement. Qualified Teacher Status standards were revised to require teachers of early reading to demonstrate a clear understanding of the theory and teaching of systematic synthetic phonics in combination with the new Year 1 phonics screening

checks that will “support teachers to confirm whether individual pupils have grasped fundamental phonics decoding skills, and identify which children may need extra help” (Gibb, 2012).

1.3.6 Implications to Research, Policy, and Practice

Although much has been learned about illiteracy through investigating the various cultural contexts and philosophical views that influence the defining of illiteracy (and literacy), the global statistics related to illiteracy, the various viewpoints of the causes and effects, and the accompanying strategies aimed at reducing and eliminating illiteracy, there are still some lingering observations. Almost all the assumptions made and discussed about illiteracy suggest that (1) it is as curable as a disease and (2) intervention is best served at either the primary level (before) or in adulthood (after). There is a noticeable gap in research, recognition, or even faith, that once past primary ages and into adolescence, literacy is recoverable before adulthood.

In addition, these assumptions have created a clear agenda in research, policy, and implementation of literacy interventions or programmes whether at the primary or adult level; the belief that consistent cognitive and skills based reading instruction is the most effective tool, as reflected in the UK government support of systematic teaching of synthetic phonics and the reinforcement of decoding, as earlier discussed. Skills based instruction is not limited, however, to just phonics and decoding, but incorporates the isolated focused instruction of phonemic awareness, word recognition, fluency, vocabulary, and comprehension techniques.

From a practitioner’s perspective, what is missing from the various policies is a concerted belief and support of interventions addressing the *emotional* experiences of learning, focusing on the changes to attitude, motivation, and social/emotional development of the student, combined with targeted skills instruction. Reading is an emotional experience and if every subject is a reading subject, then repeated failures at reading will have negative consequences to a student’s overall learning

as discussed in this Chapter—this was most evident in my remedial level and repeater English classes.

The experiences the students had endured throughout their school careers as being the ‘slow’ reader or the kid always in trouble because he or she had acted out in failure avoidance not only increased their illiteracy, but also encouraged disaffection towards education and mistrust in teachers. Year after year, I observed the adolescents in my classes struggling to cope with the emotional baggage of their circumstance, their school experiences, their feelings towards themselves, and the others around them—on a daily basis I dealt with self harmers, bullying/cyber bullying, gangs, antisocial behaviours, assaults, weapons, depression, abuse, neglect, adolescent pregnancies, drugs, and isolation from relationships. They weren’t just struggling to catch up with the reading and writing skills of peers their age, but also with communicating—they lacked the basic knowledge and vocabulary to identify and express the emotions they felt, much less the coping abilities to deal with the various personal situations they encountered daily. I observed their language, behaviours, emotional responses (or lack of), and developing personalities each lesson. I watched them endure the impact of their own poor self-perceptions, and how it influenced their ability and willingness to learn. They weren’t the ‘unteachables’ as I had been led to believe; I had become the unteachable in my own refusal to know them as individual learners.

I knew that I could not single handily take on generational poverty in my community and felt my only resource, my biggest resource, was reading, books, and my classroom as a safe environment. One of the most important changes I made as teacher was in recognising whom my ‘audience’ was and adapting my pedagogy and teaching methods to meet *their* needs versus my own. I began to use the literature from our curriculum as instruments to help re-engage the students with reading as an outlet, an escape, as an emotional toolbox from which they could find answers and alternatives privately and individually. In doing so, I began to see the students engage with the literature in ways I had not expected. I had developed

my own instinctive professional model based on whole language instruction for usage as a literacy intervention within my classroom that involved matching a variety of printed sources (i.e. fiction, nonfiction, poetry, songs) and activities based on thematic study and influenced by student feedback, interests, and behaviours.

After establishing a mutually respected reading environment in the classroom (i.e. pillows on the floor, soft lighting, teacher participation in silent sustained reading times), I witnessed the students relating to the characters, situations, and themes in very personal manners. The behaviour issues amongst my students noticeably decreased and attendance to my lessons increased; I rarely had arguments over classwork and homework production improved in both quantity and quality.

Students created their own lunchtime literature circles where they would use my classroom to discuss what they were reading and make suggestions to each other.

I paid a lot of overdue library fines, but happily as I was comforted knowing that meant the students were reading outside of lessons and school. One of my students, who had been emancipated by the courts at just 14 years old, worked a full time job after school in a grocery store approximately a mile or so from the campus. He never completed homework and I never hassled him about it, as I knew he was supporting himself whilst still attending classes. One afternoon, he came bursting into my room out of breath and waving a book; I immediately assumed he was in trouble and called for the school resource (police) officer.

When he did catch his breath enough to speak, he said he had run all the way from work on his break to ask me how it was possible that George Orwell had written about Big Brother in 1949 when the show had only just begun—he was reading *1984* on his own, a novel I would have never suggested for someone of his reading level. I explained the ideas of dystopian and utopian literature then drove him back to work. He came to school early many mornings after that day to read aloud to me from *1984* so that I could help him with the vocabulary as he read.

As a secondary English teacher, I was fortunate enough to have many more encounters such as that with students over the years, unbeknownst to me that I was doing anything specific other than trying to change the relationships students

had with themselves, each other, and with learning. My last year of teaching in the States, I had a group of Year 9 students (some my students and others from varying teachers/classes) form poetry SLAM Fridays where they would gather during lunch in my classroom and perform their original poems. As I hurried them out the door and on to their next lessons, one of the female students hugged me and said that she always felt 'good' when she left my lessons as if she had just been in therapy.

That comment stuck with me and I questioned all day whether or not reading was a type of therapy. I had personally seen the numerous positive benefits increased reading had on my own students academically, but more than that, I had observed the emotional development of these students because of the reading. I began by Googling 'reading', 'therapy', 'emotional development'—the term Bibliotherapy arose with each search, so I then consulted with the school Literacy Coach, who was familiar with its use in medical settings, but not in educational uses. After conducting a bit more superficial research, it became apparent to me that I had unknowingly been implementing the stages of Bibliotherapy in my lessons using the literature from the mandated curriculum. It was from this that I developed an initial interest in Bibliotherapy and how it could be implemented as a reading intervention.

1.3.7 Summary of Evidence: Bibliotherapy as a Possible Solution

With this in mind, it is posited by this research project that Bibliotherapy can be used as a tool for designing an adolescent intervention, which will incorporate emotional and literacy development. It can address the social and emotional consequences of poor reading and previous negative experiences to education by re-engaging interest and improving learner self-efficacy (-therapy) whilst simultaneously reinforcing reading and literacy skills (Biblio-) through whole language instruction by using the existing texts and literature already available in classrooms. Furthermore, despite the 'therapy' in Bibliotherapy, it does not require training in a medical, psychological, or counselling field to implement; the outcome

is therapeutic more so than the process of delivery making it an option for use by teachers in English classrooms.

Bibliotherapy refers to the use of literature to help people cope with emotional problems, social issues, and mental illness, produce affective changes in their lives, or even to promote personality growth and development. *Developmental* Bibliotherapy is also known as *affective* or *creative* Bibliotherapy and is typically used in library and educational settings. Its use is to promote and maintain mental health while fostering self-actualization through fictional, creative, and personal texts/activities. *Clinical* or *institutional* Bibliotherapy is generally used in prescriptive programmes such as those funded and recognised by the NHS. This process uses self-help books as a means of 'treatment' for a specific illness as prescribed by a General Practitioner in a medical setting.

Historically, Bibliotherapy's origins were in medical treatments; by the time World War I ended, Bibliotherapy was a common phrase often used to describe the book therapy's used in Army hospitals offering the wounded veteran's 'nourishment' or 'diversion' in some way while assisting them in rehabilitation, knowledge development, entertainment, and stimulation in attempts to relieve anxiety (Jack & Ronan, 2008, p. 166). Over time, Bibliotherapy evolved finding uses in a variety of fields such as character development, grief counselling, and education.

Lenkowsky & Lenkowsky (1978) suggested three categories of application in the educational setting: first, *general*, meaning anyone can carry out the process of Bibliotherapy and anyone can enjoy the experience gains such as insight and emotional health; second, *specific problem*, meaning specific problems or issues are identified and bibliographies annotated to target and meet those needs such as alcohol abuse, divorce, or bereavement; third, *special education*, meaning books are selected to address the various issues of special needs children such as adjustment for emotionally disabled children, or anxieties of gifted students. The pair went on to suggest that reading could take place in any numerous situations or conditions and include all varieties of texts available. Today, Bibliotherapy is

“currently positioned as a sensitive, non-intrusive method of guiding people towards problem solving and coping in their personal lives, a technique that can be used to stimulate discussion about a problem which otherwise might not be discussed because of fear, guilt, or shame” (Jack & Ronan, 2008, p. 172).

There are limited empirical studies and research using Bibliotherapy (as compared to other therapeutic methods) causing many critics to contend that it is not a science, but an art. Even as far back as 1939, the idea of testing methodologies was suggested stating that, “work in Bibliotherapy seems to be based upon untested assumptions rather than upon systematic scientific observation and controlled experimentation” (p. 173). In the 1960’s, the most common types of experimental research in Bibliotherapy were simple before-and after, one group pre test-post test studies, and controlled studies (p. 173). Lenkowsky, in 1978 and again in 2001, further cautioned against the applications of Bibliotherapy for special education needs classrooms until further research could be conducted and proven reliable.

However, Bibliotherapy continues to be used in education to address any number of social, emotional, and behavioural issues: *problem solving* (Forgan, 2002); *bullying* (Gregory & Vessey, 2004; Catalano, 2008); *problem behaviours and exclusion* (Prater, Johnston, Dyches, & Johnston, 2006; Schreur, 2006); *motivation and engagement* (Alden, Lindquist, & Lubkeman, 2003); *character building/values* (Furman, 2005; Adler & Foster, 1997; Regan & Page, 2008); *emotional healing and growth* (Heath, Sheen, Leavy, Young & Mahoney, 2005); *identity and transition* (Wang, 2004; Becker, Pehrsson & McMillen, 2008); *disability/inclusive classrooms* (Iaquinta & Hipsky, 2006; Maich & Kean, 2004); *gifted and talented adolescents* (Hebert & Kent, 2000); *aggression in disaffected students* (Betzalel & Shechtman, 2010; Shechtman, 2000; Shechtman 2002).

There are also multiple studies, which provide a basic common framework for using Bibliotherapy in the classroom not specific to content/subject matter

(Johnson, Wan, Templeton, Graham, & Sattler, 2000; Prater et al, 2006; Sridhar & Vaughn, 2000). This will be discussed in greater detail in Chapters 2 and 3.

1.4 Overview of the Study

This exploratory study sought to understand how a literacy programme underpinned by Bibliotherapy principles was experienced and whether it elicited any changed responses to the texts from disaffected adolescents. The focus of the thesis was to assess student behavioural impact (both social and emotional) from participation in a programme based on the theories and processes of Bibliotherapy, particularly in engagement, while addressing the various literacy needs such as fluency, reading comprehension, vocabulary, and reading self efficacy all of which often plague success and progress in secondary school adolescents. However, at the time, there was no practical Bibliotherapy based programme currently in use or having even been developed. The task then expanded to creating such a programme and assessing its effectiveness concurrently with student impact. The purpose and study aims were as follows:

1. To develop an intervention based on the principles of Bibliotherapy in order to address the challenges of literacy and behaviour among disaffected adolescents.
2. To evaluate the various outcomes which may influence the design or effective implementation of the intervention.
3. To revise and make changes based on the evaluation to produce a usable programme.

1.4.1 Research Questions and Aims

Following the development of a programme, the research then aimed to answer the questions below:

1. How useful is Bibliotherapy and/or its principles as a tool in designing a literacy programme for re-engaging disaffected adolescents?
2. What is the perspective of the students in undertaking the programme in means of the process involved?

3. What changes follow this programme in regards to the improvement of literacy and enhancement of attitude and interest in reading amongst disaffected adolescents?

1.5 Definitions

In regards to this study, it is relevant to define key terms applied throughout the thesis within the context of the literature.

1.5.1 Literacy, Illiteracy, and Aliteracy

As discussed throughout this chapter, literacy and illiteracy are defined according to the UK Department for Education and Ofsted standards, as this is the location in which the study took place. Therefore, literacy is defined as a set of skills used for effective communication (to include speaking and listening), reading and writing. To demonstrate literacy, pupils must be able to apply their reading and writing skills successfully and to speak articulately in a range of contexts and for different purposes. Ofsted makes a concerted effort to distinguish between National Curriculum programmes of study—speaking and listening (attainment target AT1), reading (AT2) and writing (AT3) to those of literacy stating English goes beyond “the ability to read and write, taking in skills of analysis and response to literature and other texts, and exposure to the work of particular authors and poets. It is reasonable to suggest that literacy is a very important element within the English curriculum but that the two are not wholly the same” (Ofsted, 2011a, p. 10). However, this research project does not discriminate between the two. It is maintained by the researcher that literacy is not just the recognition of words and ability to pronounce them, but most importantly in the understanding of what is being read. Conversely, *illiteracy* is referred to as those students with the inability to communicate effectively—verbal or written—for a variety of purposes (academic, personal, professional), demonstrate an understanding of a text as well as the ability to orally recite the words in a fluent manner, and construct sentences effectively and in a logical order to create meaning.

Not to be confused with literacy and illiteracy, the term *aliteracy* is defined as being able to read, but having no interest in doing it or even the loss of a reading habit typically as a result of frustrations over slow reading.

1.5.2 At Risk, Low Attainment, Disaffection

The terms 'at risk', 'low attainment/attainers', and 'disaffection' are used synonymously to refer to groups of students at risk of leaving school (dropping out in American terms), falling further behind in basic literacy and numeracy skills, at risk of failing to obtain school qualifications, and overall disengagement and apathy towards school. These terms can be applied to refer to a specific subject (i.e. at risk of failing Maths) or to the general concept of educational settings/schools.

1.5.3 Bibliotherapy

This project will often use the term 'Bibliotherapy' to mean *Developmental or Affective* Bibliotherapy. It is defined in this context to mean Bibliotherapy used to promote social/emotional health and mental well being while fostering self-actualization through fictional, creative, and personal texts/activities.

1.6 Conclusion

Despite the international awareness regarding illiteracy and the subsequent campaigns to address it, the impact economically and socially continues to raise global concerns. National policies and initiatives based theories of causation have failed to create a blanket solution leaving researchers and educators to explore multiple facets of intervention. Recently, that research has resulted in the polarisation of ideas in regards to best practice for literacy remediation: emotional development versus cognitive skills. As this debate is occurring, research, policy, and national curriculums are focusing on primary level or adult interventions, while evidence continues to show adolescents still struggling with reading and yet, are benefit to the impact of intervention. This study will, therefore, contribute to the existing knowledge and literature by offering Bibliotherapy as a possible solution.

Chapter 2: Literature Review

2.1 Introduction

This chapter presents a discussion and evaluation of the literature reviewed in context of this research. It is divided into three sections:

Part A addresses studies relating to secondary reading and adolescent literacy interventions in terms of their methodological approach and contribution to this research project. Themes arising from these studies are then discussed.

Part B addresses studies relating to social-emotional learning in secondary schools, and emotional literacy/development of adolescents in terms of their methodological approach and contribution to this research project. Themes arising from these studies are then discussed.

Part C addresses studies relating to Bibliotherapy in terms of their methodological approach and contribution to this research project. Themes arising from these studies are then discussed.

2.2 PART A: SECONDARY READING INTERVENTIONS

The following sections will evaluate current research in reading interventions and programmes used for adolescents in secondary school settings to help increase literacy. These will address skills based reading programmes that focus on the teaching of phonics, phonemic awareness, whole language, word recognition, decoding, and/or comprehension.

2.2.1 How the Literature Review was Conducted

To begin, the literature was searched through computerized education databases containing publications from 1965 forward with emphasis on those published between 2000 to 2016. The primary databases searched were EBSCO, ERIC, Education Resource Complete, and JSTOR. An expansive list of studies was collected and these texts/articles were located and obtained as best as possible.

Empirical studies, meta-analysis, and synthesis reviews were given precedence over more anecdotal pieces. Primary studies were selected from published sources, but special preference given to those published in peer-reviewed journals.

A generic keyword search was conducted using the terms *secondary reading interventions, adolescent literacy programmes, and at-risk/disaffected students + reading*. Texts were excluded from consideration if the studies took place in a medical context versus educational; repeated studies in the search; focus on parental, teacher, or counsellor training versus student outcomes; studies in primary or middle years and adult education; and those deemed irrelevant to research project (i.e. EL/ESL, SEND focused, or off topic). Studies not empirical in nature are noted, but still considered in the review based on relevance to this research project.

For the empirical studies, the inclusion criteria necessitated proficient detailing of sampling techniques, age of the population and socio/economic demographics of which the sample was collected, intervention measures, data collection methods, analysis, results, and conclusions supported by data.

The search returned 959 peer reviewed results of which 46 empirical studies and 21 others were identified as meeting the exclusion and inclusion criteria. Other studies were added during the process of conducting the action research and the writing of the thesis.

2.2.2 Reading Interventions

Before examining the various reading interventions, it is important to define and identify whom these interventions are targeting. This differs even amongst Anglophone societies; in the US, reading interventions at the secondary level generally means students in high school grades 9 to 12, with ages ranging from 14 to 18. These students are often labelled as 'struggling' (Dennis, 2010; Franzak, 2006; Fisher & Ivey, 2008) readers or 'at risk' (Hickman, & Wright, 2011; Franzak, 2006), meaning at a higher risk of falling further behind grade/age indicators

amongst core subjects or even at risk of dropping out of school all together. This grouping can include students with specific designated learning disabilities, social emotional behavioural disorders, and/or those simply struggling with the reading skills set forth.

In the UK, the term low attainers/attainment is used to identify students needing intervention in Year 6 up to Year 11 with ages ranging from 11 to 16 years old; this is defined as “attainment below age related expectations in a particular curriculum subject or skill. This includes basic skills such as literacy and numeracy, and higher order or conceptual skills” (Education Standards Research Team, 2012, p.1). For the purpose of this study and literature review, the focus will be on at risk or low attainers in Year 9 to year 11 (average age 13.5 to 16).

There is a common group of consistent struggling readers or low attainers among both countries: boys, students eligible for Free or Reduced Meals, some ethnic minority groups, English as an Additional Language learners, students with Special Educational Needs, and Looked After Children (Education Research Standards Team, 2012; Scammacca et al, 2007; Fisher & Ivey, 2008; Brooks, 2002 & 2007; Ivey & Fisher, 2006).

Additionally, the criteria often associated with the need for intervention is similar in both the UK and the US falling into six critical areas of reading (Torgesen, 2007; Scammacca et al, 2007): fluency of text reading; vocabulary, or the range and depth of knowledge about the meaning of words; active and flexible use of reading strategies to enhance comprehension; background, or prior knowledge related to the content of the text being read; higher level reasoning and thinking skills; motivation and engagement for understanding and learning from text. Students can be deemed necessary for intervention based on one or a combination of these factors, as defined earlier, as being a low attainer or struggling reader.

In determining the need for intervention or remediation, more often than not, students undergo rigorous standardised testing based on the conception of a

national model or in some cases such as the PIRLS or PISA, an international model of literacy ability, which then ranks them accordingly within the larger scale. This ranking implies, what Alvermann (2001) and Franzak (2006) refer to as, the “deprivation approach” to identifying struggling readers, one that categorises students based on the numerical value of their cognitive processing ability as dictated by the assessments. The assumption is that those students performing lower than expected on the assessments have not yet developed the required skills for functioning efficiently at a particular grade level as compared to their higher performing peers.

Dennis (2009, p. 284) argues that score reports superficially reflect a student’s ability to master grade-level content standards as measured by mandated assessments, and contribute to the marginalization of struggling readers. Furthermore, the reports fail to inform educators as to *why* the student is testing below expectations. Frequently, these test scores are then used to make “indiscriminate decisions about individual students” (Afflerbach, 2005; Allington, 2002; Buly & Valencia, 2002 as cited in Dennis, 2009, p. 284) leading to placement within interventions or remedial level English classes where instruction is focused on specific skill reinforcement (i.e. phonics or decoding) leaving students to navigate difficult texts in other subjects independently while never learning to engage or interact with text. As Allington (2007 as cited in Dennis, 2009, p. 284) describes, “most struggling readers find themselves spending much of the school day in learning environments where no theory or empirical evidence would predict any substantial learning” and despite there being no “scientific evidence” revealing a connection between testing and increased achievement (Afflerbach, 2005; Allington, 2002a as cited in Dennis, 2009, p. 284). Rather than continue using standardised national or local assessments to decide reading *inabilities*, Dennis (2009) suggests the adoption of a “supportive approach”, where multiple types of assessments are administered testing the variety of skills which contribute to literacy. Students are then grouped together based on their common needs, but drawing from each others’ *abilities* and strengths, known as “dynamic grouping.”

Reading assessments and the subsequent recommendations for remediation is only one area of debate involving the complexity of adolescent literacy. Equally important is the lack of unanimity on what equates proficiency in reading directly influencing what constitutes best practice for promoting proficiency and addressing the various needs of struggling readers. According to Franzak (2006, p. 212), from the historical evolutions of the concepts of literacy, three major paradigms have emerged, which currently dominate approaches to pedagogy and intervention design: reader response, strategic reading, and critical literacy. She cautions, though, that these models are not mutually exclusive, nor are they exhaustive.

As will be shown throughout this chapter, this divide in defining proficient reading and best practice often leads to the design and implementation of interventions that act in an ‘either/or’ manner, meaning the focus is either on one of the five essential elements of reading (i.e. phonemic awareness, phonics, fluency, vocabulary, or comprehension) or the combination of strategies (i.e. fluency and comprehension or phonological awareness and reading instruction). The *reader response* element of most the interventions to be presented are measured and reported in terms of impact to assessment scores lacking the personal aesthetic or efferent responses (i.e. social, emotional, or behavioural) by the students to the readings of the texts (Rosenblatt, 1978), suggesting a devaluing of individual interpretation and experience.

The studies selected for review employed a variety of reading teaching methodologies and focused on a multitude of literacy variants (see Table 1):

Table 1: Reading Intervention Research

Literacy Component	Study/Date
Phonics/Phonemic Awareness	Brooks, 2002 & 2007 Conlon, Zimmer-Gembeck, Creed, & Tucker, 2006 Edmonds et al, 2009 Edwards, 2008 ESRT, 2012 Jeffes, 2016 Pogorzelski & Wheldall, 2002 Ritchey & Goeke, 2006 Scammacca et al, 2007

Word Recognition/Decoding	<p>Archer, Gleason, & Vachon, 2003 Bhattacharya & Ehri, 2004 Deshler & Hock, 2008 Edmonds et al, 2009 Gough & Tunmer, 1986 Hoover & Gough, 1990 Penney, 2002 Scammacca et al, 2007</p>
Fluency	<p>Archer et al, 2003 Chard, Vaughn, & Tyler, 2002 Conte & Humphreys, 1989 Dowhower, 1991 Edmonds et al, 2009 Giess, Rivers, Kennedy, & Lombardino, 2012 Goering & Baker, 2010 Kuhn & Stahl, 2000 Rasinski, 1985 & 2003 Rasinski et al, 2005 Samuels, 2002 Scammacca et al, 2007 Valleley & Shriver, 2003 Wexler et al, 2008</p>
Vocabulary	<p>Anders, Bos, & Filip, 1983 Deshler & Hock, 2008 Edmonds et al, 2009 ESRT, 2012 Jitendra et al, 2004 Johnson, Gersten, & Carnine, 1987 Mastropieri et al, 1985 McGrew & Wendling, 2010 McLoone et al, 1986 Perfetti, Liu, & Tan, 2005 Reynolds & Turek, 2013 Scammacca et al, 2007 Slavin et al, 2008 Tilstra et al, 2009 Tunmer, 2008 Viet, Scruggs, & Mastropieri, 1986</p>
Reading Comprehension	<p>Alfassi, 1998 Alvermann, 2001 Cantrell et al, 2010 Darch & Gersten, 1986 Dennis, 2009 Eckert, 2008 Edmonds et al, 2009 Fagella-Luby & Deshler, 2008 Franzak, 2006 Gajria & Salvia, 1992 Gersten et al, 2001 Lai, Wilson, McNaughton, & Hsiao, 2014 Lauterbach & Bender, 1995 MacArthur & Haynes, 1995</p>

	<p>Mastropieri et al, 2003 Moore & Scevack, 1995 Robb, 2000 Rosenshine & Meister, 1995 Scammacca et al, 2007 Slavin et al, 2008 Snider, 1989 Swanson, 1999 Swanson & Hoskyn, 2001 Vacca, 2002 Vaughn, Gersten, & Chard, 2000</p>
Basal Instruction	Darch & Gersten, 1986
Cross Age Tutoring	Paterson & Elliot, 2006
Computer Assisted Collaborative Strategies	<p>Brooks, 2002 & 2007 Liston, 1991 Lynch, Fawcett, & Nicolson, 2000 Shippen et al, 2012 White, Haslam, & Hewes, 2006</p>
Arts Based Instruction	Fox, Humphries, & Mardirosian, 2003
Digital Movie Composing	Brass, 2008
Multicomponent Strategies	<p>Abbott & Berninger, 1999 Adams & Engelmann, 1996 Alfassi, 1998 Bos & Anders, 1990 Bos et al, 1989 Brownell, Mellard, & Deshler, 1993 Campbell, 1984 Deshler & Hock, 2008 Deshler et al, 2001 Deshler, Schumaker, & Woodruff, 2004 Edmonds et al, 2009 ESRT, 2012 Fagella-Luby & Deshler, 2008 Fisher & Ivey, 2008 Fuchs, Fuchs, & Kazdan, 1999 Gersten & Keating, 1987 Gough & Tunmer, 1986 Greene, 1996 Greenleaf et al, 2001 Hasselbring & Goin, 2004 Hoover & Gough, 1990 Johnson, Haslam, & White, 2006 Kennedy, & Backman, 1993 Lenz & Bulgren, 1995 Lenz & Deshler, 2004 Lenz, Ehren, & Deshler, 2005 Losh, 1991 Mothus, 1997 Nave, 2007 Palinscar, Brown, & Martin, 1987 Rosenshine & Meister, 1995 Scammacca et al, 2007</p>

	Scheffel, Shroyer, & Strongin, 2003 Schumaker & Deshler, 2006 Shneyderman, 2006 Slavin et al, 2008 Smith, Rissruan, & Grek, 2004 Steventon & Frederick, 2003 Thorne, 1978 Westera & Moore, 1995 White, Haslam, & Hewes, 2006 Woods, 2007
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2.2.3 Themes Arising from Reading Intervention Studies

Throughout the review of research and literature involving secondary reading interventions, multiple themes useful to this research project have arisen. Firstly, it is evident that amongst the decades of research available (as presented in section 2.2) those interventions most effective included instruction of a variety of reading skills delivered as part of a multicomponent programme to increase comprehension. Empirical research involving isolated skills such as phonics or decoding is out dated and limited in comparison to the empirical research involving reading comprehension and/or multicomponent strategies.

Secondly, motivation and engagement was frequently linked to skills acquisition rather than student interest or personal goal setting. There were few empirical studies that included a qualitative discussion of the impact participation an intervention had to student self-efficacy, motivation, interest, or engagement.

Thirdly, the results, although mixed, indicate that older struggling readers at the secondary level *can* benefit from participation in interventions. The focus of reading interventions need not only be in primary years to middle years, but also can be effectively designed and implemented for older Year 9 to Year 11(or 12) students who have fallen behind.

Fourthly, there is a common agreement among researchers that the impact of poor reading has damaging cultural effects to social and emotional well being as well as behavioural implications for struggling secondary readers.

2.3 PART B: SOCIAL EMOTIONAL LEARNING, EMOTIONAL LITERACY AND DEVELOPMENT

The following sections will evaluate current research in emotional literacy/intelligence, development, and therapeutic education programmes used for adolescents in secondary school settings. These will address impact of emotion to learner self-efficacy, motivation and engagement, in addition to overall student well-being. This includes a discussion of the current debates involving therapeutic education.

2.3.1 How the Literature Review was Conducted

The literature was searched through computerized education databases containing publications from 1965 forward with emphasis on those published between 2000 to 2016. The primary databases searched were EBSCO, ERIC, Education Resource Complete, and JSTOR. An expansive list of studies was collected and these texts/articles were located and obtained as best as possible. Empirical studies, meta-analysis, and synthesis reviews were given precedence over more anecdotal pieces. Primary studies were selected from published sources, but special preference given to those published in peer-reviewed journals.

A generic keyword search was conducted using the terms *social emotional learning + secondary schools, emotional literacy + secondary schools, adolescent + emotional development*. Texts were excluded from consideration if the studies took place in a medical context versus educational; repeated studies in the search; focus on parental, teacher, or counsellor training versus student outcomes; studies in primary or middle years and adult education; and those deemed irrelevant to research project (i.e. EL/ESL, SEND focused, or off topic). Studies not empirical in nature are noted, but still considered in the review based on relevance to this research project.

For the empirical studies, the inclusion criteria necessitated proficient detailing of sampling techniques, age of the population and socio/economic demographics of

which the sample was collected, intervention measures, data collection methods, analysis, results, and conclusions supported by data. The search returned 418 peer reviewed results of which 33 empirical studies and 13 others were identified as meeting the exclusion and inclusion criteria. Other studies were added during the process of conducting the action research and the writing of the thesis.

2.3.2 Emotional and Social Impacts of Poor Reading

Illiteracy and poor reading has emotional as well social effects to adults and adolescents. Researchers have made connections to antisocial behaviours such as juvenile crimes, low attendance in schools, and difficulties maintaining and cultivating positive relationships (Liau et al, 2003; Warrican, 2006; Sammons et al, 2012; Notbohm, 2009). Experiences with reading beginning at the primary level can affect the attitudes adolescents adopt towards reading as older readers. Repeated failures grow a weariness or unsettled feeling among struggling readers with many students seeing reading as the enemy.

Many high school readers who have struggled with reading along the way carry deeply entrenched negative beliefs about the reading process and, consequently, construct barriers to protect themselves against feelings of failure. These attitudes push reading achievement into a downward spiral. (Paterson & Elliot, 2006, p. 378).

This frequently leads to disengagement in reading and decreased motivation, which in turn, leads to *aliteracy*: being able to read, but having no interest in doing it or even the loss of a reading habit typically as a result of frustrations over slow reading (Beer, 1996; Ramsey, 2002). As part of a damaging cycle, the lack of exposure to texts, reading time, and practice continues the negative experiences in reading as students fall behind in skills and repeat failures, cultivating illiteracy (Morgan & Fuchs, 2007).

Stanovich (1986) referred to this as the Matthew Effect implying that those who begin well, end well as compared to those who do not, rarely ever 'catch up.' Yet, for older struggling adolescent readers, the cycle of marginalization does not end there as the social and emotional impact of historically being the 'slow reader' in classes/school has "detrimental cultural baggage that accompanies labels such as

'remedial' and 'struggling'" (Franzak, 2006; Alvermann, 2001; Archer et al, 2003). Researchers in the US found that a student not reading at his or her grade level by the end of the 3rd grade (approximately 10 years old) is four times less likely to graduate high school on time; this rises to six times less likely for students from low-income families (Feister, 2013; Hernandez, 2011). High school dropouts are 63 times more likely to be incarcerated than college grads (Sum, Khatiwada, McLaughlin, & Palma, 2009).

Low reading self-efficacy and negative self-perceptions are not limited to just reading, rather carry over into overall academic self-concept (Davis, Solberg, Gore, & de Baca, 2014). This too has direct connections to social-behavioural outcomes, as stated before. Key findings from the research brief (Sammons et al, 2012, p.2) investigating the Effective Pre-School, Primary, and Secondary Education Project (EPPSE) in the UK found that

students' own ratings of their 'academic self concept'...also predicted better social-behavioural outcomes, as well as better academic attainment. Such relationships are likely to be reciprocal. Efforts to improve students' attainment and 'academic self concept' as well as their 'enjoyment of school' are likely to promote better social-behavioural outcomes, while improvements in social-behaviour are likely to benefit academic outcomes and self concept.

Similarly, in a study by Cefai & Cooper (2010), five main themes were identified by secondary students with social, emotional, and behavioural issues in Malta when asked to voice their experiences with schooling: specifically, the students reported poor relationships with teachers, victimisation, a sense of oppression and powerlessness, disconnected learning experiences, and exclusion and stigmatisation.

Stankov, Morony, & Lee (2014) suggest that research dealing with non-cognitive predictors of academic achievement have mostly focused on self-constructs such as self-efficacy, self-concept, and anxiety, which are then measured with respect to a specific domain (i.e. reading or mathematics). They expanded the idea of non-cognitive predictors in a recent study to include social and psychological adjustment variables and ratings of confidence. The findings showed that

confidence explained most of the variance in achievement captured by the other self-constructs combined (46.3%), and that psychological adjustment variables add little to the equation.

What this means for educators and researchers is that “anyone interested in improving students’ thinking skills must understand the complex interplay between emotional states and cognition. For students to be able to think well, they absolutely must be able to manage their emotional states...draw[n] from three things: sensations, mental state, and feelings” (Jensen, 2005, p. 120-121).

2.3.3 Motivation and Engagement

Student academic achievement is also largely influenced by motivation and engagement particularly autonomous academic motivation and academic self-concept. Guay, Ratelle, Roy, & Litalien (2010) describe academic self-concept as “an evaluative self perception that is formed through the student’s experience and interpretation of the school environment” (p.644) and autonomous academic motivation as those types identified as intrinsic (self determined motivation or engagement in an activity for personal satisfaction or pleasure) and identified regulation (actions performed by choice because they are deemed important). Although Guay et al (2010) show that prior autonomous academic motivation supports a positive relationship between academic self concept and academic achievement, the influence of parents, teachers, and other school employees on student motivation has also been widely researched reporting the potential for student motivation to flourish in certain conditions (Reeve, 2002) via achievement goals (Wolters, Yu, & Pintrich, 1996), intrinsic and extrinsic motivation (Waddell, 2007), competence beliefs (Guay, Marsh, & Boivin, 2003), and student interests (Hopper, 2005; Landt, 2006).

Explicitly to reading, Conlon et al (2006) suggest that children who have better self-perceptions are better motivated to attempt more challenging reading when they perceive that they have the ability to achieve. “Within the context of reading, the way in which children appraise their reading capabilities is expected to influence

motivational aspects, such as interest in reading and reading persistence, which influences children's reading achievement" (p.15).

Waddell (2007) similarly found that remedial Year 9 students who participated in Adolescents Wound up On Literacy (A.W.O.L.), an extrinsic based reading intervention, began the programme motivated by the rewards (iPods, film tickets, lunch vouchers, etc.), but over time, became motivated by the intrinsic value of reading reportedly due to the positive reading experiences in the classroom, availability to variety of texts, silent sustained reading time, and overall environment conducive to reading. Despite also seeing positive results to reading comprehension and fluency, it was the gains to their personal desire to read over other options, and strengthened confidence as readers that gave them the skills and motivation necessary to carry on 'habit' reading. The students felt they were better readers, which was motivation enough.

With regards to the influence to social-emotional behaviour, motivation and engagement are key indicators of successes not only in reading, but also in overall academic achievement. Again, students who are motivated and engaged in school have higher levels of self-efficacy, self-perceptions, academic achievement, and less social-emotional or behavioural issues causing exclusions (Sammons et al, 2012; Kinder, Halsey, Kendall, Atkinson, Moor, Wilkin, White, & Rigby, 2000; Social Exclusion Unit, 1998; Fletcher-Campbell, 2003; Paterson & Elliot, 2006; Dunston, 2007).

2.3.4 Emotional Literacy/Emotional Intelligence

For many adolescents, there is a sense of helplessness in dealing with the impact of poor reading due to the lack of 'equipment' for better terms. Because they lack the vocabulary and language skills acquired from good reading practices, many are left to handle their problems and concerns on an emotional level (Jensen, 2005). This language and vocabulary used to describe emotional content and meaning is known as emotional literacy; specific words used to express thoughts, feelings, and behaviours. Specifically to education, lower levels of emotional literacy as

measured by emotional intelligence can be associated with lower levels of academic achievement (Bar-On, 1997; Schutte et al, 1998; Mayer et al, 1999 as cited in Liao et al, 2003, p.54).

As Jensen describes, emotional intelligence is the ability, capacity, skill, or a self perceived ability to identify, assess, manage, and control the emotions of one's self, others, and groups. "Today's neuroscientists are breaking new ground in helping us to understand why emotion is an important learning variable, and how the affective side of learning is the critical interplay between how we feel, act, and think. Mind and emotions are not separate; emotions, thinking, and learning are all linked" (Jensen, 2005, p. 68). For adolescents, many of their decisions are made at the emotional level therefore encouraging the development of emotional literacy is equally important to then improving reading cognition. Jensen suggests this can be done in three ways: students need to become aware of their emotional states, they need to be taught to understand the links between how they feel and how they think, and students must believe that they can manage their own emotional states.

Notbohm (2009) expanded on this by defining the three components of social-emotional intelligence as perspective taking, forming and sustaining relationships, and managing feelings and moods (particularly negative ones). She also emphasized the importance of emotional intelligence as "very possibly a bigger determinant in a child's long term success in life than cognitive intelligence" (p.17).

This research and recognition of the importance of a student's social and emotional well being to academic retention, achievement, and completion has sparked a series of policy changes urging the creation and implementation of Social Emotional Learning programmes as part of a broader interest in therapeutic education. This is even more so with disaffected, low attaining, or at risk students.

2.3.5 Therapeutic Education

There are two avenues in the discussion of interventions which use therapeutic education (strategies to address specific negative emotions/feelings associated

with learning processes and educational content) as a means of emotional development (i.e. emotional literacy or emotional intelligence): first, interventions that focus solely on the well being, mental health, or social-emotional development of students through behaviour modifications (i.e. SEAL), and second, those interventions that combine SEL approaches with reading strategies to overcome emotional or behavioural responses directly linked to poor reading skills and identities.

2.3.5 (A) Well-Being: Emotional Development-Learning

It has been presented throughout section 2.3. the importance emotions play in either facilitating or impeding learning in adolescents impacting a variety of academic performance factors such as self-efficacy, motivation and engagement, and behaviour. “Effective mastery of social-emotional competencies is associated with greater well-being and better school performance whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties” (Eisenberg, 2006; Guerra & Bradshaw, 2008; Masten & Coatworth, 1998; Weissberg & Greenberg, 1998 as cited in Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011, p. 405). As stated, research of this kind has stimulated the creation and implementation of universal school based projects, which foster the social and emotional development of students.

These programmes known as SEL or Social Emotional Learning are defined as “the process of acquiring core competencies to recognise and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively” (Elias et al, 1997 as cited in Durlak et al, 2011, p. 406) while encouraging the growth of five inter-related sets of cognitive, affective, and behavioural competencies: self-awareness, self management, social awareness, relationship skills, and responsible decision making. In return, it is believed the outcomes of participation in an SEL programme include better academic performance (including improved grades and test scores), more positive social behaviours, fewer conduct/behavioural issues, and less emotional distress.

SEL programmes combines two synchronized sets of educational strategies; the first involves instruction in “processing, integrating, and selectively applying social and emotional skills in developmentally, contextually, and culturally appropriate ways” (Crick & Dodge, 1994; Izard, 2002; Lemerise & Arsenio, 2000 as cited in Durlak et al, 2011, p. 407) and the second through creating safe conducive learning environments which involve peers and family, improve classroom management and teaching pedagogy, and more broadly, include whole-school community-building activities (Cook et al., 1999; Hawkins et al., 2004; Schaps, Battistich, & Solomon, 2004 as cited in Durlak et al, 2011, p. 407).

Although these programmes may target any variety of *outcomes* such as *academic performance* (Wang, Haertel, & Walberg, 1997; Zins et al., 2004), *antisocial and aggressive behaviour* (Lösel, & Beelman, 2003; Wilson & Lipsey, 2007), *depressive symptoms* (Horowitz & Garber, 2006), *drug use* (Tobler et al., 2000), *mental health* (Durlak & Wells, 1997; Greenberg, Domitrovich, & Bumbarger, 2001); *problem behaviours* (Wilson, Gottfredson, & Najaka, 2001), or *positive youth development* (Catalano et al., 2002), they do not focus on a specific subject matter such as science, reading, or mathematics. SEL takes place as part of routine educational practice, not in lieu of academic subjects.

Durlack et al (2011) produced a large-scale meta-analysis of school-based programmes to promote students’ social and emotional development looking at an extensive scope of outcomes: social and emotional skills, attitudes towards self and others, positive social behaviour, conduct problems, emotional distress, and academic performance. This analysis focused on universal interventions, meaning those that expanded the entire student body and not particular groupings such as students with documented social, emotional, or behavioural disorders.

This report reviewed research from 213 school based universal interventions involving 270,034 students; of the 213 studies, 186 took place within the United States and the remaining 27 outside the US. The majority of the research took

place between 1990 and 2007 (160 of the 213 studies reviewed) and less than half of the interventions included in the review were administered in grades higher than primary school (27 interventions for grades 9-12 and 66 for grades 6-8). Around 47% of the research included in the meta-analysis used randomized designs.

Unfortunately, the findings of this meta-analysis are reported as a holistic view of the 213 studies, therefore it is impossible to comment on which findings are specific to UK based programmes, secondary students (grades 9-12), or even within years 2000-2007. However, the findings establish four key areas noteworthy to research, policy makers, and educators (p. 458):

Students demonstrated enhanced SEL skills, attitudes, and positive social behaviours following intervention; demonstrated fewer conduct problems; had lower levels of emotional distress; and academic performance was significantly improved.

School staff can conduct successful SEL programmes. Classroom by Teacher programmes were effective in all six outcome categories, and Multi-component programmes (also conducted by school staff) were effective in four outcome categories. Student academic performance significantly improved only when school personnel conducted the intervention.

Multi-component programme effects were comparable to, but not significantly higher than those obtained in Classroom by Teacher programmes in four outcome areas (i.e., attitudes, conduct problems, emotional distress and academic performance) and did not yield significant effects for SEL skills or positive social behaviour. Classroom by Teacher programmes did.

Programmes following all four recommended training procedures (i.e., coded as SAFE) and with no reported implementation problems produced significant effects for all six outcomes. Programmes not coded as SAFE achieved significant effects in only three areas (i.e., attitudes, conduct problems, and academic performance) or with reported implementation problems achieved significant effects in only two outcome categories (i.e., attitudes and conduct problems),

By interpreting these results in the context of prior research and in terms of their practical value (Durlak, 2009; Hill, Bloom, Black, & Lipsey, 2007), this report indicates that SEL programmes yielded results that are similar to or, in some cases, higher than those achieved by other types of universal interventions (psychosocial or educational) in each outcome category. In particular, the post-

mean effect size for academic achievement tests (0.27) is comparable to the results of 76 meta-analyses of strictly educational interventions (Hill et al., 2007 as cited in Durlak et al 2011, p. 462).

Specifically within the United Kingdom, the Social and Emotional Aspects of Learning (SEAL) programme is “a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools” (DCSF, 2007, p.4) and is currently being implemented in around 90% of primary schools and 70% of secondary schools across the country. The SEAL programme is designed to promote the development and application to learning of social and emotional skills that have been classified under the five domains of Goleman’s (1995) model of emotional intelligence: self-awareness, self-regulation (managing feelings), motivation, empathy, and social skills. However, it is also somewhat “unique” in comparison to the broader literature on approaches to social and emotional learning. Rather than a mandated, structured model for each school, there is a flexible framework (Weare, 2010) allowing schools to explore different approaches to implementation that support individually identified school improvement priorities (Humphrey et al, 2010).

This flexibility in implementation, unfortunately, has had negative effects to the efficacy of the SEAL programme, particularly in relation to the broader scope of research and literature on school-based SEL programmes, which suggested significant improvements to a range of outcomes (Durlak et al, 2011).

The Department for Education evaluation of the SEAL programme in 2007 reported that only a third of the participating schools (three of nine) were able to provide clear evidence of satisfactory implementation or engagement; a fragmented school wide adoption to implementation (possibly due to lack of timing needed to fully establish a programme of this magnitude); facilitator issues (staff ‘will and skill’) along with resource allocation; failure to show statistical significance towards

students' social and emotional skills, greater mental health difficulties, pro-social behaviours, or behaviour issues; and failure to impact positively on school-level outcomes (Humphrey et al, 2010). These findings were analysed in relation to the SEL literature and it was determined that the unsuccessful nature of the SEAL programme was reflective of the lack of structure and consistency in programme delivery compared to other SEL schemes, lack of careful monitoring of implementation, and lack of resources (i.e. human and/or financial) possibly unavailable to the schools assessed. Two similar studies supported these outcomes, Smith et al (2007) and Ofsted (2007), despite most schools reporting they felt they had benefitted from involvement.

It is important to note that the schools selected for qualitative case studies differed as far as where they were in the stages of implementation of SEAL—some schools had participated in the SEAL pilot, or acted as “hub schools” and were described as “up and running” whereas others were reliant on the implementation of SEAL via the school SENCO director and school counselor through professional development meetings. Among other influential external factors, the schools were located in various socio-economic areas, were under various stages of facility disrepair, and several were involved in other national intervention schemes such as the UK Resilience Project (Challen et al, 2009) when the research was being conducted (Humphrey et al, 2010, p. 23-24).

Both the SEAL evaluation and the Durlak et al (2011) meta-analysis provide valuable insight as to how and why SEL programmes succeed and in which circumstances they have not or will not succeed.

2.3.5 (B) SEL and Reading: A Combined Approach

Also within therapeutic education are those interventions that combine SEL approaches with reading strategies to overcome emotional or behavioural responses directly linked to poor reading skills and identities with the understanding that social-emotional growth and academic learning are “inextricably connected” (Downer & Pianta, 2006; Riggs, Greenberg, Kusche, & Pentz, 2006;

Daunic, Corbett, Smith, Barnes, Santiago-Poventud, Chalfant, Pitts, & Gleaton, 2013; McClelland, Cameron, Connor, Farris, Jewkes, & Morrison, 2007; Schectman & Yaman, 2012).

A number of recent studies have documented the interrelatedness of reading issues and problem behaviours, thus encouraging research into integrated interventions, which address both the social/emotional/behavioural concerns and reading skills sets. Though the majority of the current research of these programmes have focused on primary age students and/or students with Emotional Behavioural Disorders (EBD), there is still a sizeable amount relevant information in the research methodologies, curriculum design, implementation, and findings that can be influential for secondary use (McIntosh, Sadler, & Brown, 2012; Mooney, Ryan, Uhing, Reid, & Epstein, 2005; Stewart, Benner, Martella, & Marchand-Martella, 2007; Fleming, Harachi, Cortes, Abbott, & Catalano, 2004; Bruhn & Watt, 2012).

As proposed by this research project, students with both reading and behaviour issues have far more negative school experiences than their peers necessitating more than just literacy instruction and/or behaviour support. As the extensive review of literacy programmes in section 2.2 has shown, interventions focused solely on reading instruction has done little if anything to address the social/emotional/behavioural needs of struggling adolescent readers just as the review of SEL programmes in 2.3 has shown little to no impact on secondary students' academic achievement, specifically in reading, particularly if a student is exhibiting problematic behaviours as a result of poor reading (McIntosh, Horner, Chard, Dickey, & Braun, 2008). However, preliminary studies have indicated that integrated models of reading and behavioural intervention are more effective than literacy only or behavioural-only interventions for helping students with behaviour and reading difficulties (Stewart et al., 2007; Bruhn & Watt, 2012).

In a similar study, Cook, Collins, Restori, Daikos, & Delport (2012) investigated the transactional relationship between reading and behaviour problems. The study

employed single-case experimental methods to examine the *collateral* (i.e. reading intervention improves behavioural performance) *confined* (i.e. reading intervention improves reading performance), and *combined* (i.e. reading plus behavioural intervention) effects of reading and behavioural interventions. Initial results indicated that integrated reading and behavioural interventions produced confined, collateral, and combined effects on reading and behavioural outcomes.

However, the findings also indicated that behaviour function potentially curbs the effectiveness of the reading intervention to improve behaviour, suggesting that a transactional relationship may not always be true.

Daunic et al (2013) piloted an integrated intervention for kindergarten students at risk for emotional or behavioural issues. The programme, titled Social Emotional Learning Foundations (SELF), merged early literacy skills with SEL instruction focusing on improvement to self-regulation. Results from the pilot indicated improved teacher-reported executive function, internalising behaviour, and school-related confidence. However, the study did not report any findings in regards to the literacy instruction. Despite the integration of SEL to reading, it appears the reading aspect of the project was simply the means of delivering the SEL instruction and not related to the teaching of an early reading skill such as phonics or word recognition.

A second study (Bruhn & Watt, 2012) assessed the effects of a multicomponent self-monitoring intervention into a targeted reading classroom. The research used a single subject method with two middle school girls who had exhibited disruptive behaviours and academic disengagement. The study used an ABAB (Kennedy, 2005) to determine the presence of a functional relationship between the intervention, academic engagement, and problematic behaviours. Initial results revealed that, while participating in the intervention, the students showed a decrease in problem behaviours whilst increased academic engagement. As these findings were reflective of effects *during* involvement, it would have been beneficial to see post participation or follow up data as well.

Though the research presented in this section suggested that integrating SEL instruction with literacy strategies was an effective intervention design to address both the reading issues and behaviour concerns of students, Roberts, Solis, Ciullo, McKenna, & Vaughn (2015) contradicted this. A synthesis of the research investigated how reading interventions impact behavioural/social skill outcomes by reviewing fifteen studies that included: a reading intervention without behavioural/social skill components; behavioural/social skill dependent variables; and students in Grades K-12. These articles were then evaluated by the types of reading intervention, associations between positive reading effects, and behavioural/social skill outcomes, and The What Works Clearinghouse (WWC) determinants of study ratings. Findings revealed that reading interventions were inclined to have positive reading outcomes, while behavioural/social skill outcomes were small or negative. The research did not indicate an association between improved reading and behavioural performance, regardless of the WWC study determinants rating, implying that reading instruction may not be sufficient to improve behavioural and social skill outcomes.

2.3.5 (C) Therapeutic Education in Debate

This shift in beliefs and policies surrounding the implementation of therapeutic education has not occurred without criticism. Ecclestone & Hayes (2009) and Furedi (2004) suggest that the recent “obsessions” with therapeutic education is not based on research, but rather as a cultural and political agenda to disintegrate the intellectual ethos of education, encourage ideas of victimisation, vulnerability, and disability as an excuse for underachieving, and loss of belief in humans as promotion of the “diminished self” and “learned helplessness.”

By adopting a therapeutic ethos into educational settings, Ecclestone & Hayes (2009, p. 45) claim that it changes the “liberal goal of educating the ‘whole child’ into an emotional interpretation where children are both a subject and curriculum that can be coached and assessed.” This act of making education and schools responsible for the emotional development of a child weakens the role of parents and implies inferiority in their abilities to parent. They also claim that therapeutic

education places unnecessary importance on the development of “soft skills” such as personalised learning (p. 47), which erodes the need for “intellectual” subject knowledge and replaces more meaningful outcomes with those of emotional ones (p. 61).

Particularly with regards to secondary education, curriculum focuses more on topics and processes that are ‘engaging’ rather than participation and motivation, placing emotional learning over the intellectual or cognitive (p. 152). Engagement as the focus of teaching promotes an importance of self over the importance of knowledge as factors such as self-esteem and confidence become “precursors to meaningful learning” (p. 85). Assessments concentrate more on the responses to self as an “engaged participant” or “reflective learner.” Because the rigor of academic subjects is traded for more “relevant” emotional learning, therapeutic education does not require teachers as subject specialists; in fact, Ecclestone & Hayes (2009) suggest that “teachers use emotional well-being and feelings as a ‘scape goat’ to having to teach difficult subjects” (p. 84) and claiming that “even when work is supposedly intellectual, it is presented in emotional ways” (p. 97).

As a result of this, the implications for education are polarising: either learning is cognitively based or it is emotional (with the term ‘learning’ being used loosely in regards to emotion). Furedi even asserts, “an anti-intellectual emotional stance seems integral to therapeutic culture today....its peculiarly strident celebration of emotionalism that lends it a strikingly anti-intellectual character” (2004, p. 159). Their position is clear: knowledge and the pursuit of knowledge is not effected by emotion nor does emotion impact learning when a student is willing and motivated to learn. For a “subject to then be educational, it must be based on the intellectual disciplines” (Ecclestone & Hayes, 2009, p. 162).

This lends strength to the proposition of using Bibliotherapy to integrate social-emotional learning and the “intellectual discipline” of reading. This research project is not denying the importance of rigorous academic studies, nor is it claiming that social-emotional learning should take precedence. Rather, it is suggesting that the

energies spent in arguing over importance be better used in sparking research and professional discourse over the development of programmes that combines the strengths of both sides.

2.3.6 Themes Arising from Emotional Literacy and Therapeutic Education

Balancing all sides of the therapeutic education debate, and weighing in with the numerous studies and research presented in sections 2.2 and 2.3, there is an undeniable link between an adolescent's emotional well-being to his or her abilities and willingness to learn, specifically in regards to reading. Regardless of the causality between reading and behaviour, the gap in research involving secondary interventions proves there is a need to explore other methods of intervention design; one which encompasses the 'what works' literature of SEL programmes with that of literacy and reading programmes for secondary school adolescents. One that is structured and consistent in delivery adhering to clear operating principles for both agendas, is based on rigorous research in the collection of data and evidence to inform development in policy and practice via thorough trialing and follow up procedures to confirm durability of the results, and lastly, one that is engaging within community, school, and individual levels to encourage equal participation and fidelity. Bibliotherapy and its principles are proposed as a tool in designing such an intervention.

2.4 PART C: BIBLIOTHERAPY

The following sections will evaluate current research in Bibliotherapy beginning by defining affective Bibliotherapy versus prescriptive, reviewing research using prescriptive Bibliotherapy, the transition of Bibliotherapy into educational contexts, and studies using Bibliotherapy in education/classrooms.

2.4.1 How the Literature Review was Conducted

The literature was searched through computerized education databases containing publications from 1965 forward with emphasis on those published between 2000 to 2016. The primary databases searched were EBSCO, ERIC, Education Resource Complete, and JSTOR. An expansive list of studies was collected and these

texts/articles were located and obtained as best as possible. Empirical studies, meta-analysis, and synthesis reviews were given precedence over more anecdotal pieces. Primary studies were selected from published sources, but special preference given to those published in peer-reviewed journals.

A generic keyword search was conducted using the terms *bibliotherapy*, *bibliotherapy + adolescents*, *bibliotherapy practice & research*, *bibliotherapy in secondary classrooms*, *bibliotherapy + reading*, *bibliotherapy in schools*. Texts were excluded from consideration if the studies took place in a medical context versus educational; repeated studies in the search; focus on parental, teacher, or counsellor training versus student outcomes; studies in primary or middle years and adult education; and those deemed irrelevant to research project (i.e. EL/ESL, SEND focused, or off topic). Studies not empirical in nature were noted, but still considered in the review based on relevance to this research project.

For the empirical studies, the inclusion criteria necessitated proficient detailing of sampling techniques, age of the population and socio/economic demographics of which the sample was collected, intervention measures, data collection methods, analysis, results, and conclusions supported by data. The search returned 110 peer reviewed results of which 6 empirical studies and 29 others were identified as meeting the exclusion and inclusion criteria. Other studies were added during the process of conducting the action research and the writing of the thesis, particularly those that may have been excluded due to its medical context (see Appendix 1).

2.4.2 Bibliotherapy and Its Affordances

As presented in section 2.3, [there is evidence in the research literature to suggest that](#) there is a distinct relationship between an adolescent's emotional well-being and his or her abilities and willingness to learn, specifically with regards to reading. Irrespective of the causality between reading and behaviour, the emotional development of an adolescent [could potentially be the](#) key to ensuring academic successes and progress; this is even more apparent in reading as a core cognitive skill as has been demonstrated. A student's engagement and abilities in reading

directly impacts academic, social, emotional, and behavioural responses. [If books](#) influence the way people interact and perceive the world around them, reading [could potentially](#) have profound effects on a single reader. Bibliotherapy, also referred to as Literatherapy or Therapeutic Reading, can provide a link to the emotional and literacy development of students simultaneously.

To begin, *Developmental* or *Affective* Bibliotherapy is used in educational settings to help foster healthy social and emotional growth amongst children and adolescents by using literature (i.e. short stories, fiction, nonfiction, poetry) to demonstrate how to think, understand, and work through social and emotional issues. “Grounded in psychodynamic theory, Bibliotherapy allows readers to experience connection, feel deep emotions, gain insight, develop solutions, and experience vicarious cultural immersion” (Bruneau & Pehrsson, 2015).

Psychodynamic theory argues that a person’s conscious and unconscious emotional states can affect early childhood development; behaviour and feelings as adults are rooted in these childhood experiences. Bibliotherapy uses books as a stimulus for people to examine and understand their conscious and unconscious emotional states.

Researchers also believe Bibliotherapy encourages students to develop life skills, enhances self-image, and allows adolescents a deeper understanding of self (Miller, 2009; McCullis & Chamberlain, 2013; Pardeck, 1995). The formats for which Bibliotherapy can be delivered vary, but typically, either involve reading and guided discussion of fiction (characters, themes, and plot) or nonfiction books and other artistic mediums with related writing activities; this can be done in small group settings or independent self guided study.

Just as the delivery can vary, so can the interpretations of the goals or stages of Bibliotherapy, as these have developed over time. Traditionally, as Bibliotherapy is based on the principles of psychotherapy, the three core stages are *identification* (with theme, character, or setting in the story), *catharsis* (the release and/or relief from strong or repressed emotions; inspiration), and *insight* (recognition and

understanding of the motivational forces behind one's actions, thoughts, or behaviour; self-knowledge) (Hebert & Kent, 2000; Jalongo, 1983; Lenkowsky, 1987; McCullis & Chamberlain, 2013; Pardeck, 1995). More simply put, Halstead (1991) referred to these stages as 'recognising', 'feeling,' and 'thinking' (p. 80). Others have added a fourth stage, *universalism*, meaning recognition as a reader that they are not alone in their feelings or actions (Slavson, 1950; Hebert & Furner, 1997; Harvey, 2010; Pardeck, 1995) and even a fifth stage, *projection*, which occurs when a reader considers how they can apply this knowledge in future situations or what it will mean for the future (Wilson & Thornton, 2007/2008).

With these stages in mind, Pardeck (1995 as cited in McCullis & Chamberlain, 2013, p. 14) proposed that Bibliotherapy take place in four distinct steps:

1. Identification of the reader's issue(s) [Identification];
2. Pre-reading; selection of book(s) to match the reader's needs [Identification];
3. Presentation that includes guided reading based on a carefully planned approach [Catharsis/Insight];
4. Follow-up on what the reader learned or gained from reading the book(s) (Pardeck & Pardeck, 1993) [Catharsis/Insight/Universalism/Projection].

By following these steps or phases, it could allow the student to experience all five of the stages suggested by Bibliotherapy researchers: identification, catharsis, insight, universalism, and projection. It is important to note that there is no definitive formula for experiencing Bibliotherapy, meaning that Catharsis does not necessarily *have* to take place during the reading or even before Insight; the stages develop at the rate of the person experiencing them rather than being forced. For example, a reader may gain Insight during the identification of themes in the books or not fully understand the Universalism or Projection of a reading until some time after. Should the research not include a follow up phase, the findings could be misrepresented.

Additionally, one of the greatest limitations of implementing Bibliotherapy is how to measure the achievement of these individual stages. To date, there are no quantifiable scales, assessments, or tools to necessarily measure when someone has experienced relief from strong or repressed emotions (catharsis) or gained understanding of the forces behind their actions (insight). This could be why empirical studies investigating Bibliotherapy are limited and a large proportion of the research is anecdotal; the empirical studies, such as the ones presented, are heavily reliant on qualitative findings such as researcher or teacher observations and participant voice. This raises questions about effectiveness: does a third party researcher have enough intimate knowledge about the participants to make an informed judgment as to whether the stages of Bibliotherapy have been achieved and when just by observing? Assuming the teacher has the knowledge of the students, does he or she have the training, experience, and/or skills to distinguish between a genuine response/reaction to Bibliotherapy or a student aiming to please the teacher and/or the other participants in a group setting? If an adolescent lacks the emotional vocabulary to express Catharsis or Insight, how might these be portrayed and will they be observed correctly? How reliant is the voice of the adolescent, again, specifically, if revealed in a group setting? Rather than attempt to define the achievement of these stages more explicitly, Dysart-Gale (2007, p.35) suggests they can be measured by examining the enhancement of constructive behaviours and the reduction of problematic behaviours in the participants, such as thinking before acting or using alternative course of actions to prior (ie no longer fighting, self harming, or isolating). Still, this is highly dependent on the qualitative methods discussed.

2.4.2 (A) Social/Emotional/Behavioural Benefits

The central process of Bibliotherapy is the formation of a relationship with a book, with the reader changing “in some significant way as a result of this engagement” (Bonnycastle, 1996 as cited in Dysart-Gale, 2007, p. 35). As detailed in previous sections (1.3.7 and 2.4.2), [it is argued that](#) adolescents can experience numerous social/emotional/behavioural benefits from Bibliotherapy. McCullis & Chamberlain (2013, p. 15) describe changes in student: empathy; positive attitudes; personal

and social adjustment; positive self-image; new interests; tolerance, respect, and acceptance of others; realization that there is good in all people; socially accepted behaviours; examination of moral values, which can result in character development (Cornett & Cornett, 1980). Although many of the studies presented in the McCullis & Chamberlain review used tools for measuring *outcomes* of participation in Bibliotherapy such as the Tennessee Self-Concept Scale for Children (Stringer et al, 2003) to assess effects to self-esteem, the Levels of Emotional Awareness Scale for Children (Harper, 2011) to assess impact to emotional awareness, or the Achenbach Self-Report and Teacher Report Scales (Shechtman, 2000) to assess reduction of aggression and behaviour adjustment, none utilised a definitive model or scale for measuring the *occurrence* of the stages of Bibliotherapy or achievement.

Considering the available literature involving Bibliotherapy in educational contexts, the seven studies included in the review by McCullis & Chamberlain (2013) revealed mixed results in regards to the effectiveness of Bibliotherapy in the various roles in which it was implemented. Four of those studies reported no evidence of effectiveness:

Stringer, Reynolds, & Simpson (2003) conducted a study of 26 students (ages 6-7 years old) comparing the effects of self esteem to participation in a teacher led Literature Circle with and without the placement of a counsellor. The findings revealed no significant effect on self-esteem to the counsellor's presence within the Literature Circle.

Weber (1999) conducted a comparative study with gifted female adolescents investigating the influence of interactive Bibliotherapy on gender roles. The findings yielded no significant influence of Bibliotherapy to gender roles amongst the group.

Seung-McFarland (2008) used developmental Bibliotherapy to assess racial identity of five to seven year old African American children. The study revealed Bibliotherapy had no impact on emerging racial identity.

Nuccio (1998) used treatment and control groups to explore the impact of divorce to self-esteem and classroom behaviours of eight to nine year old children. The teacher read aloud a fictional book about divorce followed by a discussion to the treatment group. The findings reported no significant changes to self-esteem between the groups, but did show significant improvement to classroom behaviours of the treatment group.

However, three of the studies in the review did reveal positive evidence of the effective use of Bibliotherapy in educational research. The first, Shechtman (1999) studied the effect of Bibliotherapy on aggression in ten boys (eight years old) taking place over ten meetings lasting 45 minutes each. Bibliotherapy was conducted using short stories, poems, films, and pictures. The results indicated Bibliotherapy was effective in reducing aggression and enhancing constructive behaviour amongst the boys.

A second study by Shechtman (2000), also investigated the effectiveness of a Bibliotherapy based intervention to reduce aggressive behaviour among children and adolescents. The study involved 70 (55 boys and 15 girls) special education students with behavioural problems in ten schools (grades 5 – 9) in Israel. The children were randomly divided into experimental and control conditions. A short-term multidimensional programme utilizing Bibliotherapy and clarifying processes was introduced to the experimental students only. The Achenbach Self-Report and Teacher Report scales were administered to the students pre and post participation. Results indicated significant gains on both promoting adjusting behaviour and in reducing aggression.

Harper (2011) conducted a large study exploring the effect of Bibliotherapy on emotional awareness of 182 students (six to 13 years old) with EBD. The results suggested Bibliotherapy affected a range of increased emotional awareness.

Despite the mixed results of studies included in the review of literature, McCullis & Chamberlain (2013) still supported the use of Bibliotherapy to address the academic and emotional needs of adolescents. “Research heralds the necessity of literacy diversity, choice, and personal engagement for the positive development of youth’s relationships with reading and testifies to the evolving nature of literacy” (Graff, 2009 as cited in McCullis & Chamberlain, 2013, p. 28), but caution that a more rigorous and systematic approach is needed in future research to answer questions raised about effectiveness.

Verden (2012) also advocated Bibliotherapy as a key strategy for “promoting children’s emotional intelligence within the classroom environment” (Sullivan & Strang, 2002 as cited in Verden, 2012, p. 620). In this qualitative study, case studies of three students grades 6-8 were presented to represent themes from a Bibliotherapy based intervention. Students participated in a fifteen-week programme where stories were read aloud four times per week followed by various activities such as discussions and/or journaling. Firstly, the students gained personal insight into the literature in regards to both identification with the story plot and characters. One student even displayed catharsis and universalism through connection with characters, supporting the idea of literacy as a positive behavioural support. A second theme involved improvement in the students’ ability to process their feelings about and to forgive those around them. Third, participants adjusted their behaviours, thought processes, and communication as a result of identifying the characters as role models. Fourth, the experience of participation in Bibliotherapy fostered trust in the teacher/researcher and student relationship. Fifth, the students gained empathy for others causing a change their own negative interactions. This was in combination from discussions about the literature and self-reflection in journaling.

This research, as presented, struggled to offer a balanced critical evaluation of the findings; the author researcher detailed the methods of qualitative data collection (pre and post reading interest surveys, student interviews, field notes, student personal journals) and stated that themes were analysed for commonalities

amongst the participants; however, she did not discuss which thematic analysis framework was used (if any) to identify the common themes or in how the three case studies were selected to represent the findings. These three case studies only reported positive changes in the students and no limitations of the research were presented. Similarly, there were no details with reference to sampling; the participants were only identified as eight EBD students in a self-contained emotional support classroom from a general population of 1100 students, 62% of which came from reduced socioeconomic conditions. There were no specifics to the gender, race, educational attainment, reading levels, or socioeconomic backgrounds of the participants—information that could have impacted outcomes of participation and merited more evaluation.

Additionally, as discussed in section 2.4.2, a large proportion of existing empirical research of Bibliotherapy in educational settings is qualitative, as was this study. Verden began by discussing the importance of PBS (Positive Behavioural Support) for building trusting relationships among students with EBD, specifically the pivotal role of the teacher. She detailed her knowledge, experiences, and observations of student behaviours over a four year period and added that having a more intimate knowledge of the participants (many had been in her class for the year) helped her to recognise the changes in behaviours, communication styles, thinking processes, and relationships with peers (and herself). However important to data collection, there was no discussion about researcher bias in the findings, specifically with how her relationship as the teacher and researcher may have impacted the student responses and her analysis of these. A co-teacher was mentioned, but no explanation of that teacher's role in the data analysis or possible use to reduce researcher bias was included. Information regarding the measurement of the stages of Bibliotherapy was limited to teacher observation and student voice (as previously discussed) and no discourse regarding possible weaknesses. Lastly, the study, as presented, failed to argue support for the methodology used and/or acknowledge that a more effective process, such as a Random Control Trial or mixed methods research, might have provided a more well rounded investigation into the impact of Bibliotherapy.

2.4.2 (B) Benefits to Literacy/Reading Skills

There is very limited research and literature investigating the use of Bibliotherapy as a literacy tool or reading intervention. To some, the reason for this is a belief that one must have the literacy skills first (appropriate reading age, comprehension ability, and vocabulary) in order to benefit from Bibliotherapy. As this might be indicative for Bibliotherapy in general, many of the programmes used with children and adolescents employ read alouds by the teacher, films, videos, or audio books to accompany readings, and graphic novels or comics to overcome the literacy obstacles (Verden, 2012; Shechtman, 1999 & 2000; Harper, 2011; Stringer et al, 2003). In addition, a majority of the anecdotal pieces of Bibliotherapy research include suggestions for book matching to age appropriateness, reading levels, and vocabulary. However, for a student already struggling to read, seeing the process of reading as something that might be helpful for them or even something to engage in is a challenge for Bibliotherapy programmes. To address this, several programmes and interventions, as reviewed in the research, implemented group approaches versus individual settings to encourage peer support with difficult text.

Improved reading skills are just one benefit of Bibliotherapy considered. To review (see section 1.5.1), literacy and illiteracy are defined for this study according to the UK Department for Education and Ofsted standards, as this is the location in which the study took place. Therefore, literacy is defined as a set of skills used for effective communication (to include speaking and listening), reading and writing. To demonstrate literacy, pupils must be able to apply their reading and writing skills successfully and to speak articulately in a range of contexts and for different purposes. Conversely, *illiteracy* is referred to as those students with the inability to communicate effectively—verbal or written—for a variety of purposes (academic, personal, professional), demonstrate an understanding of a text as well as the ability to orally recite the words in a fluent manner, and construct sentences effectively and in a logical order to create meaning.

The Department of Education sets Assessment Objectives to account for achievement of literacy, which are common to most awarding bodies. As reported

by AQA, an independent education charity and one of the largest providers of academic qualifications taught in schools and colleges in the United Kingdom, these are as follows:

AO1: Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations;

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written;

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

These AOs imply that students should be able to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary, including grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Bibliotherapy is more than just reading a text; it involves all of the skills detailed above. By reading and participating in Bibliotherapy, [it is argued that](#) students are exposed to comprehension techniques, inference skills, preparation and planning, vocabulary and language development, reflexivity, word decoding/recognition, and higher order thinking skills such as criticality, analysis, and evaluation. These

literacy skills [have much in common with](#) to the cognitive benefits of Bibliotherapy described by many of the researchers throughout the studies reviewed: enhanced critical thinking skills; perspective and universality of problems; insight into human behaviour and motives; increased capacity for self-evaluation; higher-level reasoning; careful planning before taking a deliberate course of action; choices and alternative solutions in problem solving (McCullis & Chamberlain, 2013; Verden, 2012; Graff, 2009; Pardeck, 1995; Cornett & Cornett, 1980; Lenkowsky, 1987). For example, for a student to be able to critically evaluate the changes in the character Scrooge from *A Christmas Carol* by Charles Dickens, he or she must be able to recognise and understand insight into human behaviour and motives, such as empathy.

Of all the literacy skills required by students, the common factor is language. The terms 'fluently,' 'understanding,' 'connections,' 'evaluate,' 'discuss,' 'explain,' and 'write' all demand the student have a strong language ability and capability in order to succeed. But as the literature has demonstrated, many disaffected adolescents do not have the written or oral language proficiencies to interact with these objectives. "Language is a core part of human development that is first learned through social interaction with caregivers" (Cole, 2001). As previously discussed, many of the adolescents with poor reading skills also display unacceptable social/emotional/behavioural responses due to their lack of vocabulary and language to express how they are feeling; these students also often come from low income or poverty level socioeconomic backgrounds, which limits their exposure to formal register, vocabulary, or the knowledge of sentence structure and syntax. "When student conversations in the casual register are observed, much of the meaning comes not from the word choices, but from the non-verbal assists" (Payne, 2005). Through the continued exposure of texts, [it is possible that](#) students can begin to learn more about language not acquired in the homes.

It is also through language that humans develop social relationships, which are the foundation of emotional health. Cole (2001) suggests that for students who display aggressive behaviours, this is often a characteristic of their inability to respond to

their environment in socially acceptable ways. “Narratives yield rich information about a child's linguistic and pragmatic knowledge. A narrative entails a speaker's general ability to use world knowledge within a precise context. That context must be processed through the speaker's and the listener's cognitive, social, and linguistic systems” (p. 333). The development of language as a component of literacy instruction is another manner in which Bibliotherapy [could potentially](#) benefit students with both emotional and literacy development.

2.4.3 Themes Arising from Bibliotherapy Studies

The limited amount of empirical research into Bibliotherapy and/or the use of Bibliotherapy in secondary education merit the need for further investigation, particularly as a tool for integrating emotional development and reading instruction. Due to the mixed outcomes from the quantitative studies versus the qualitative, using a mixed methods approach to this research project will benefit the analysis by combining the two methods in order to explain more thoroughly the effects of Bibliotherapy. The information and findings that were available, however, have [suggested](#) the positive likelihood of success using Bibliotherapy in this intervention format. Moreover, the research on Bibliotherapy indicated that the group approach was more beneficial and natural than individual administration because it allowed opportunities for the adolescent participants to share common experiences in a less anxious setting in addition to providing peer support with reading skills, as previously discussed. This helped to encourage the development of varying perspectives and deeper understandings of the problems discussed, enriching the experiences of participation for the students (Verden, 2012; Shechtman, 1999 & 2000; Johnson, et al, 2000; Prater et al, 2006; Sridhar & Vaughn, 2000; Betzalel & Shechtman, 2010; Gregory & Vassey, 2004). Combined with what has been learned in regards to effective literacy strategies (section 2.2) and SEL instruction, this knowledge has had great influence on both the research and curriculum design for this study. This will be presented and discussed in the next chapter.

2.5 Conclusion

There is a wide assumption in education, largely based on the use of standardised reading assessments, that if a student is exhibiting poor reading skills (i.e. scoring below expected on reading assessments or in English classes) or struggling with reading at or past Year 9 (14 years old), then the cause must be related to cognitive deficits requiring remediation in the basics of reading skills such as phonics, phonemic awareness, decoding, fluency, vocabulary, or reading comprehension strategies. Typically used in primary reading interventions, these types of isolated skills-based programmes are also being applied to address the shortcomings of secondary reading. However, as shown in this Chapter, these programmes have been unsuccessful in general terms. On one side, there are experts who suggest this is because older adolescent students do not benefit from skills based instruction or interventions (i.e. the Matthew Effect). Conversely, the other side suggests the failures in secondary interventions are because they are typically based on skills instruction rather than the social-emotional effects of poor reading, which lead to disaffection or problematic behaviours, and in turn, reduced reading time hindering reading progress and proficiency. The literature and research regarding this has shown that there is a transactional link between reading and behaviour. Additionally, programmes, which integrated SEL with reading, reported positive results to reading improvement, self-efficacy, and behaviours. Unfortunately, the methods in which these programmes are designed and implemented vary as do the age group of participants (most are for younger adolescents or primary aged children). With this in mind, it was suggested that, based on the past research, Bibliotherapy could be a viable method for designing a secondary level reading intervention integrated with SEL, but not exempt of challenges itself.

Chapter 3: Researcher Story Part 2/Designing the Literacy Programme

3.1 Introduction

This chapter begins with a review of the intervention design and the selection of the curriculum followed by a discussion of pedagogy and methods for evaluating the programme. This is achieved in a reflective manner periodically using evidence from the researcher's diary and review of the literature presented in Chapter 2.

3.2 Intervention Design/Curriculum

Much research, of the literature surrounding secondary literacy education and Bibliotherapy interventions, was reviewed and considered in the design of this programme, specifically that of Fisher & Ivey (2006), Deshler & Hock (2008), Graner, Fagella-Luby, & Fritschmann (2005), Fagella-Luby & Deshler (2008), Shechtman (1999, 2000, 2002), and Verden (2012). As a practitioner, I had a personal interest in developing a programme that met the needs of students in addition to one that would be easy to implement in daily classroom practice. This was also suggested in Fagella-Luby & Deshler (2008):

Given the extensive nature of the adolescent literacy problems in this country [the United States], it is important for the curriculum developers and researchers to carefully consider issues surrounding the broad-scale adoption, diffusion, and implementation of the curricula and/or instructional procedures during the development phase. Clear specification of the defining features of interventions that will lead to the highest likelihood of an intervention being embraced and integrated within on going practice should be understood and addressed... (p. 77).

Furthermore, as determined from the Literature Review in Chapter 2, the reading interventions that demonstrated the most significant changes included instruction of a variety of reading skills delivered as part of a multicomponent programme to increase comprehension. Empirical research involving isolated skills such as phonics or decoding was out dated and limited in comparison to the empirical research involving reading comprehension and/or multicomponent strategies.

With this in mind, I began firstly with the student elements of the intervention by determining the purpose and objectives of the reading instruction. From my previous experience as a secondary English teacher, I had familiarity with Dr Janet Allen's programme, *Plugged Into Reading* (2004); elements of this instructional model were considered and weighed against the National Curriculum standards and classroom practices of the UK and found to be helpful, but not necessarily viable for this particular project. This was due largely to the curriculum being aligned to US educational assessment standards. Secondly, *Understanding by Design* (Wiggins & McTighe, 2005) was considered for use, but the complexity of this instruction would have taken all the focus in a ninety-minute class leaving no time to cover the Bibliotherapy objectives. UBD instructional practices base units on a thematic idea. From that idea, essential understanding, essential questions, key facts/knowledge or process components are used in addition to critical (and additional) vocabulary study. The students then have essential writing tasks, and a GRASP performance task (Goal/Role/Audience/Situation/Product).

I then consulted the literature of research and found that Rosenshine (1995) and Swanson (1999) had identified six core components shared in teaching methodologies present in both direct and strategy instruction, which had emerged as "two priority pedagogical components for supporting adolescent reading" (Fagella-Deshler, 2008, p.73). These six core elements: daily reviews of previously covered material, teacher statement of lesson objectives for instruction, teacher presentation of new material, teacher guided student practice, independent student practice, and formative evaluation of student progress (Swanson, 1999 as cited in Fagella-Deshler, 2008, p. 73). Although this was originally intended for LD reading comprehension intervention, I found it would be just as useful for a guide in designing the lessons for this programme, as it would allow for both reading and Bibliotherapy instruction/objectives. Using both explicit targeted and strategy instruction, each lesson included vocabulary and reading comprehension studies covering word meaning, drawing on prior knowledge, identifying narrative and expository text structures, cooperative learning, and exposure to authentic literary texts of multiple genres. Cognitive strategies such as self-monitoring, self-

questioning, and higher order thinking skills were implemented for both the reading objectives and Bibliotherapy objectives.

These stages of Bibliotherapy were represented as goals and objectives in each lesson and were administered through various activities within each. For example, in the lesson for Rejection, the Bibliotherapy objectives were:

- Define Rejection and identify various ways/situations in which Rejection can occur. [Identification]
- Discuss feelings/emotions associated with rejection. [Identification/Catharsis]
- Identify times when he/she experienced rejection and discuss reaction(s). [Identification/Catharsis/Insight]
- Associate how rejection can lead to aggression/aggressive behaviour. [Identification/Catharsis/Insight/Universalism]
- Make connections to literature in order to develop more accepted behaviour alternatives. [Identification/Catharsis/Insight/Universalism/Projection]

The Literacy objectives were:

- Analyse the impact of Point of View (POV) on literary texts.
- Define Direct (explicit)/Indirect (implicit) Characterization and identify within various literary texts.
- Compose a journal to make connections and support his/her ideas.
- Use context clues to determine meaning of unfamiliar words and technical terms (or use a general dictionary when necessary).

As a basic overview, each of the lessons involved a combination of the six suggested core elements by Rosenshine (1995) and Swanson (1999) for literacy and Pardeck (1995) for Bibliotherapy with the following steps as guidelines in this programme:

A review of previously covered material and displayed reading objectives for the lesson. This was an important element particularly as the students only met once a week. It helped to focus the students on where they had come from, where they were currently at, and where they were going in their learning objectives.

An engaging, motivating introductory activity or ‘hook’ in order to spark interest. As an effective Starter, this was used to motivate students to continue with the lessons and activities. This was also the essential time to gain knowledge of interests from the students, problems, issues, fears, goals, etc. necessary in matching stories for the group study.

Teacher presentation of new information, guided practice and demonstration. This step was often a quick 15-minute presentation linked to the hook. The teacher would present the theme of the story or lesson through various activities such as anticipation guides, inference challenges, discussions, pictures, or objects, before setting the students off to read. Often, this is where Identification was encouraged to begin and continue into the reading.

Reading time. Prior to or during the first session, the researcher had determined the participants reading levels, abilities, and attitudes towards reading. For example, if in a regular English classroom setting the students were given 30 minutes for reading, then they were allowed, when possible, additional reading time by at least 25% or more. This was gauged according to individual student needs. Also, reading time was provided in an environment positive, safe, and welcoming for students to join—pillows, soft lighting, low music, etc. The researcher and third party reviewer helped establish a reading environment by actively participating in the reading and lesson activities. This is frequently where Identification and Catharsis occurred.

Time to process—independent student practice. Following the readings and collaborative activities, time was given for each student to process what he or she had just read, how they felt about the readings/activities, or any other thoughts or concerns. Students were encouraged to draw pictures, journal their thoughts, write poems, etc. to keep them focused and help them with the follow up activity/discussion. Identification and Catharsis continued here with Insight beginning to develop.

Follow-up discussion time/activity. As with all the sessions, the follow up discussion and/or activity was created to be relevant and challenging, but in a manner that ensured the students' respect for their thoughts, feelings, and opinions. Higher order thinking questions, synthesis, interpretive activities, and applications to real life were utilized here with an emphasis on student generated questions. Also, this portion reinforced the literacy skills such as comprehension, cause-effect, and inference, activating background knowledge, vocabulary as well as writing skills or activities like brainstorming, sequencing, organizing, KWL charts, or RAFTs. This worked as a closure activity. Insight and Universalism often began here and continued to develop into the final step.

Evaluation/self-reflection/formative assessment. Evaluation in this step also included self-evaluation—of both teacher and student; evaluation on the part of the teacher regarding the successes or failures of the book, the lessons, activities, and outcomes, but on a personal level as well. For the students, they were supported and encouraged to make that 'universal' connection here by demonstrating what happened in the book, what emotions or emotional reactions this revealed, what could have been done either the same or differently from the actions of the characters, or even identifying people in their own lives who were similar to the characters in the book. This stage helped to consolidate knowledge as well as aid students in Projection.

Because of the time constraints of only having access to the participants one day a week, it was important that these steps ALL occurred in one session. Although there was reading time allotted in each session, no reading occurred outside of school (i.e. homework or taking books home with them) which would have allowed for the students to have extra time and private space to experience the content of the book/stories. This is discussed more in the limitations within the Researcher Story 3 in Chapter 7. Detailed Unit plans for each Cohort can be found in the Appendices: Cohort 1, Appendix 11; Cohort 2, Appendix 12; and Cohort 3, Appendix 13. Individual lessons that were delivered each session along with the

supporting ancillary materials remain with the researcher. See Appendix 10 for a sample lesson plan from the unit.

3.3 Evaluation of the Programme Design

One of the ways in which this research was both unique and challenging was the original creation of a literacy intervention based on the principles of Bibliotherapy, which at the time, had not been developed elsewhere. The development of the curriculum was less complicated for me given my background as a secondary English teacher—this and English/literature studies appeared a natural ‘fit’ for Bibliotherapy; however, the difficulties lay in deciding how to assess Bibliotherapy objectives and then how to measure success or failure of the programme itself. For example, if Bibliotherapy goals were achieved, but literacy aims were not, would this still be considered a useful tool for reading interventions? Conversely, should literacy skills be improved, but emotional responses and behaviour did not, would this be an effective intervention more similarly aligned to say a phonics, fluency, or comprehension programme? It would be simple enough to say improvement in both areas equalled success and no improvement equalled failure, but that was not the case.

Student effect aside, there was also the teaching element of this intervention; I needed to assess the feasibility of the lessons, stories, and activities in achieving the aims of the programme. This began with the secondary research questions presented in the Pilot and carried throughout each of the cohorts. It was ultimately decided that the intervention could not be assessed on a success or failure basis, rather on overall impact to students’ skills in reading and social, emotional behaviours. This aligned with the development of the research as an exploratory study seeking to understand how the intervention was experienced and what changes occurred as a result of the texts. In consideration, the intervention and its curriculum/lessons were therefore evaluated based on the rubric by Ivey & Fisher (2006) (see Figure 1). For each of their criteria, Ivey & Fisher identified different levels of teacher involvement in evaluation, from a scale of one to five, with five being the highest level of involvement and therefore the most desired outcome.

The intervention is positioned at this level:

Figure 1: Intervention Evaluation Rubric

Criteria/Factors	5	3	1
Level of teacher involvement	Significant teacher involvement in the design & delivery of the intervention	Some teacher oversight but the majority of the programme delivered by volunteers or paraprofessionals	Limited or no teacher involvement; delivered in the absence of a teacher (i.e. computer based programmes or workbooks)
Intervention reflects comprehensive approach to reading & writing	Intervention is comprehensive & integrated such that students experience reading & writing as a cohesive whole	Intervention includes important components of the reading processes but addresses them separately; either reading or writing, but not both	Intervention focuses on isolated skills (i.e. topic sentences) or singular aspect of literacy development (i.e. phonemic awareness, phonics, fluency, vocabulary)
Intervention reading & writing is engaging	Authentic adolescent literature (fiction & nonfiction) are at the core of the intervention	Isolated paragraphs on topics selected by intervention program	Artificial text; no connected text; skills work
Intervention instruction is driven by useful & relevant assessments	Teacher-administered assessments are ongoing & are used to tailor the individual instruction; writing samples & text-based discussions are one type of assessment used	Uniform assessments are used for placement, programme entry, & programme exit	All students start at the same point and move through the intervention components regardless of individual performance
Intervention includes significant opportunities for authentic reading & writing	The majority of intervention time is devoted to authentic reading & writing	Periodic opportunities are provided for students to read or write	No connected reading & writing is provided or required (i.e. sole focus on word-level activities or skills worksheets)
Source: Fisher, D & Ivey, G. (2008). Evaluating the interventions for struggling adolescent readers. <i>Journal of Adolescent & Adult Literacy</i> , 50(3), p. 188.			

3.4 Preparation for Intervention

In preparation for the intervention, two roles needed to be addressed: practitioner and researcher. As a practitioner, I brought over ten years teaching experience to the project along with academic training in English, Education/Divergent Learning, and Educational Research. However, because the study took place in the UK and I originated from the US, extra training and assistance was sought out particularly in the development of the curriculum. I spent more than six months working with Year 9 teachers in an English department at a local school evaluating the national curriculum requirements and objectives for Year 9 students. The focus was to ensure these requirements were met as reading and literacy skills objectives throughout the Unit plans in addition to not replicating the current curriculum and reading materials already in place in Year 9 classrooms. Similar stories were first chosen after collaborating with the teachers; then after evaluating the initial reading habits surveys, reading levels of the students, and motivation, the stories were altered or at times even removed. This process of evaluation and revision occurred after each cohort in preparation for the next, very different groups of students.

Safeguarding was another area of training I had to undergo as this was specific to the research environment and access to students. A safeguarding course was taken online and a certificate of completion/pass awarded. Ofsted (2011b, p.5) reports the definition of safeguarding used in the Children Act 2004 “can be summarised as: protecting children and learners from maltreatment; preventing impairment of children’s and learners’ health or development; ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care; and undertaking that role so as to enable those children and learners to have optimum life chances and to enter adulthood successfully.”

Finally, I sought out experts in the field of Bibliotherapy to clearly define affective Bibliotherapy, how its processes could be incorporated into the design of a reading intervention, and how achievement of these stages could be measured or assessed. I attended a conference and seminar on Bibliotherapy, and then

corresponded individually via email with two of the experts who presented, one in prescriptive Bibliotherapy and the other in affective/creative Bibliotherapy. This information was used to confirm the objectives needed for each lesson for this intervention to be considered Bibliotherapy based.

3.5 Execution and Delivery of the Overall Programme

My original design of the programme and intentions were to deliver this intervention within a secondary school or a Pupil Referral Unit. This collaboration would have allowed a support network within the schools consisting of the administration, teachers, parents, and researcher; however, this was not possible (refer to Chapter 4) and alternative provisions were sought out and secured. Due to this change, the decisions around the overall delivery of the intervention were a group effort between myself (the researcher and practitioner), the funding partners, supporting partners, and the charitable organisation that provided the facilities.

As primary instructor and researcher, any decisions regarding the weekly lessons, selection of students, collection of data (and analysis of data), progress reports, correspondence with schools/teachers, Safeguarding/data protection, and disciplinary actions during the intervention were my responsibility. I will now provide more detail:

Lessons and Curriculum

With regards to lessons and curriculum, I was responsible for the following:

- Planning and preparation of units of study and detailed lesson plans based on a Bibliotherapy based literacy programme
- Curriculum catered to the individual needs of the students (behavioural and literacy issues) as well as the requirements of the national curriculum for Year 9 students in English/Reading and school requests.
- Creation and maintenance of individual student learning portfolios on a weekly basis

- Weekly evaluations of lessons as to progress of student achievement and changes to these lessons in order to accommodate various special needs and requirements of students for a successful, positive experience.

Delivery of lessons occurred between 8:30 am and 3:30 pm every Friday (this changed to Wednesdays in Cohorts 2 and 3) in three cohorts of 12-week periods totalling 36 weeks. This was limited to ten students per daily session or 30 students over the 36 weeks. I was responsible for the following:

- Use of the curriculum with individualised changes as deemed necessary to ensure student achievement and positive experience.
- Lessons focused on divergent learners using pedagogy, theory, and practice to reflect diversity of student needs, goals, and levels of engagement/motivation to learning—this used learning styles, multiple intelligences, and re-engagement strategies at its core to assist with the facilitation of the Bibliotherapeutic process.
- Weekly Progress Reports: use of established programme format emailed to both the charitable organisation and the participating schools on a weekly basis (usually within 24 hours of lessons). This included all observations from the researcher diary, informal assessments, learning goals, behaviour, and suggestions/recommendations for student change.
- Assisted in the selection of afternoon activities based on student interest reported in initial surveys and accompanied students to various sessions.

Data Collection and Assessment

With regards to research, evaluation, and reporting of data, I was responsible for the following:

- All Pre-Assessments and Pre-Interviews/Selection of students for participation.
 - Teacher, School, Parent, and Student Surveys
 - Non-structured interviews of schools and students
 - Pearson Resiliency Scales (delivery, scoring, evaluation, reporting)

- Chapman Reading Self Efficacy (delivery, scoring, evaluation, reporting)
 - Reading Fluency Tests (delivery, scoring, evaluation, reporting)
 - Transcriptions of all interviews pre, verification of by third party.
- All post assessments and post interviews/follow ups.
- Structured interviews with students and schools
 - Pearson Resiliency Scales (delivery, scoring, evaluation, reporting)
 - Chapman Reading Self Efficacy (delivery, scoring, evaluation, reporting)
 - Reading Fluency Tests (delivery, scoring, evaluation, reporting)
 - Transcriptions of all interviews pre, verification of by third party
 - Weekly and yearly evaluation of the programme with recommendations for changes as necessary

In addition, I participated in steering committee meetings with continued reporting of delivery and assessment of the programme and assisted in the creation of promotional material—use of data and literacy curriculum specifics for the intervention as permitted under data protection and safeguarding procedures.

All other decisions in regards to allocation of funds, solicitation of schools, press/marketing, insurance/liability, and communications with the funding partners were handled by the charitable organisation providing the facilities.

3.6 Literature Choices

When I first approached choosing the literature for this programme, I had no idea what a wide net I had cast when trying to determine the needs of students I had not yet met in an educational setting I had no experience teaching in and with innumerable possibilities of causes for the disaffection of the prospective participants. I was unknowledgeable with regards to the socioeconomic environments of the area and at that time, was unfamiliar with the various *types* of schools providing secondary education (i.e. state schools versus private, religious,

democratic) and how the assessments (particularly Awarding Bodies) would drive the curriculum.

As I discussed earlier, when trying to combine Bibliotherapy and literacy, the most efficient way was with a multicomponent approach to the literacy skills using a thematic focus for the Bibliotherapy objectives. To narrow down the possibilities of emotional needs for students I had not yet met, I considered the behavioural issues of my students from the US. When assessing these, it was apparent to me that although diverse in their reactions, the majority of the behaviours were aggressive responses to various situations: assault, self-harm, weapons, gang activity, inappropriate language towards authority, and truancy. Rather than try and address those *situations*, many of which could not be changed (i.e. poverty, school demands, health), I focused on the emotions and feelings causing the reactions. For example, maybe it was humiliation and not anger that caused a student to act aggressively towards a teacher when he or she could not respond correctly in front of peers. From my practitioner experiences, I could assume that this was going to be a similar case for adolescents in the UK—that aggressive behaviours would be the leading factor for disciplinary issues within the schools (to varying degrees). This focus led me to the research by Schechtman (1999, 2000, & 2002) dealing with aggressive adolescent boys in Israel.

Schechtman identified and labelled these emotional causes to aggressive reactions as *dynamics*—dynamics such as frustration, rejection, and fear. Based on this research and the theory, I selected ten dynamics as the themes for this programme: rejection; humiliation; boredom and rebellion; loyalty; social acceptance; helplessness; fear and anxiety; envy and jealousy; control and responsibility; abuse and/or abuse of power. From these dynamics, I then began searching modern young adult fiction to match these with themes within the books. Surprisingly, there were hundreds of books that contained many, if not all, of these themes. I compiled a list of age appropriate titles and consulted with the Literacy Coordinator and Librarian of a local secondary school. They helped to taper this down to a working list of approximately twenty books. This list was then discussed

with several English teachers within the English Department of this school for any suggestions or amendments. Research by Hopper (2005), Waddell (2007), Beer (1996), Clark & Foster (2005) and Landt (2006) also helped to influence the choices by presenting findings from studies into what teenagers/adolescents enjoyed reading and why. I did not reduce this list any further as I still had no idea the students who would be participating in the programme, their likes/dislikes, reading habits, preferences, or abilities. I kept this as a working list; I did, however, develop one Scheme of Work (see Appendix 12) based on the novel *Staying Fat for Sarah Byrnes* by American author Chris Crutcher as a guide for how future novel units could be conducted, how objectives could be set, feasibility, and matching of other resources (i.e. poems, film, music, art, quotes). Additionally, this list could be presented to the students offering them choice and voice in the selection of what they wanted to read and study.

The order in which the dynamics/themes were presented in the SOW aligned with how they unfolded in the reading; this was not the same order for the Short Story unit as this allowed more flexibility based on the individual stories. For instance, for the Novel unit, lesson six had to address abuse and/or abuse of power as that was being revealed in the chapters/reading. However, abuse and/or abuse of power could have been any lesson in the Short Story unit. The Short Story unit and Scheme of Work were much easier to create due to this. Similar to the Novel unit, the process was the same—I searched for short stories whose themes matched the dynamics for aggressive behaviours I had selected for the programme. Armed with a ‘menu’ of options, I again consulted with the Literacy Coordinator, Librarian, and English department of a local secondary school. Working together, we were able to create a SOW that offered students a variety of stories from different genres (science fiction, comedy, mystery, dystopian), several authors, and diverse cultures/nationalities. Again, this list was maintained at approximately twenty stories to offer a selection of options once the students were identified.

As will be discussed in the Researcher Story 3/Chapter 7, it was important to create both a Short Story unit and a Novel unit; the teachers were concerned that

handing a novel to a disaffected student, no matter the content, would fail to re-engage an already struggling reader. It was their professional advice that suggested I scaffold the programme beginning with Short Stories complemented with poems, nonfiction, music, or art to give them small but frequent ‘successes’ before challenging them with a novel study. Above all, it was imperative that the SOWs be flexible not only to the literature selections but with regards to the dynamics as well. Once the students had been identified and selected for participation, it may have been found that none of them were displaying aggressive behaviours—that in fact they were dealing more with self esteem and confidence issues which would have then changed the dynamics, themes, and entire programme. Luckily, that was not the case. Detailed Unit plans for each Cohort can be found in the Appendices: Cohort 1, Appendix 11; Cohort 2, Appendix 12; and Cohort 3, Appendix 13.

3.7 Conclusion

As the researcher and practitioner, my aims were to design a literacy intervention based on the principles of Bibliotherapy with a manageable curriculum that was easy to implement requiring little to no extra training for teachers or costs to schools. This was done to meet the needs of the disaffected student participants by using a multicomponent approach to the literacy objectives set forth by the Department of Education assessment standards and as suggested through a review of literature with regards to current successful reading interventions for secondary students. Seven pedagogical elements were identified in this research and implemented along with suggested phases of Bibliotherapy; objectives for both were aligned accordingly. As there was no evaluative instrument for Bibliotherapy at the time, a model was developed using the rubric by Ivy & Fisher (2006) as well as a lesson template. Practitioner preparation for the intervention was discussed, as were the numerous duties and responsibilities of the researcher within the study. The chapter finished with the researcher’s reflection on the process of choosing the literature for the study and how this was impacted by the research, practitioner’s experience, and professional collaboration.

Chapter 4: Methodology

4.1 Introduction

This chapter begins by discussing the methodological approach of mixed methods: key concepts, action research, and the rationale for longitudinal study. It then examines the ethical considerations of working with minor aged vulnerable participants, moves on to detail the research design, quantitative and qualitative data analysis, and finally concluding with a transition into Chapter 5: Quantitative Findings.

The complexity of this research project was broad; firstly, there was a desire to assess student behavioural impact (both social and emotional) from participation in a programme based on the theories and processes of Bibliotherapy, particularly in engagement, while addressing the various literacy needs such as fluency, reading comprehension, vocabulary, and reading self efficacy all of which often plague success and progress in secondary school adolescents. However, at the time, there was no viable Bibliotherapy based programme currently in use or having even been developed. The task then expanded to creating such a programme and assessing its effectiveness concurrently with student impact. The purpose and study aims were as follows:

1. To develop an intervention based on the principles of Bibliotherapy in order to address the challenges of literacy and behaviour among disaffected adolescents.
2. To evaluate the various outcomes which may influence the design or effective implementation of the intervention.
3. To revise and make changes based on the evaluation to produce a usable programme.

In undertaking these aims, the research questions, as discussed in Chapter 1, needed to include the broad scope of the project:

1. How useful is Bibliotherapy and/or its principles as a tool in designing a literacy programme for re-engaging disaffected adolescents?
2. What is the perspective of the students in undertaking the programme in means of the process involved?
3. What changes follow this programme in regards to the improvement of literacy and enhancement of attitude and interest in reading amongst disaffected adolescents?

In consideration of the scale of this research and after much review of the literature, as discussed in Chapter 2, a longitudinal mixed methods approach was determined to be the most effective mean for designing this particular project. This exploratory study sought to understand how the intervention was experienced by disaffected adolescents (RQ1/RQ2) and whether it revealed any changes in their responses to the texts (RQ3). The design and evaluation of the Bibliotherapy intervention is underpinned by both a concurrent triangulation model and action research. The evaluation of the programme involved the collection of both qualitative and quantitative data; therefore, a pragmatic stance to the research has been adopted when positioned as mixed-methods.

4.2 The Funding Partners

Originally, it was the intention of the researcher to conduct this project within a Pupil Referral Unit. Unfortunately, after exhausting a year, this was unable to be secured; as a result, alternative educational outlets were explored. A private organization was contacted and agreed to sponsor the research for one year via a local sports charitable trust, who would act as the primary contact and provide the main facility and resources for the programme to take place. At this time, the terms of the sponsorship were agreed upon in regards to researcher roles, responsibilities, scope of development, and data accessibility. A third party or

assistant was provided by the sports club to aid in any of these responsibilities. This included initial communication with the schools and selection of the students.

The funding organization and facilities provider had a financial investment and interest in this intervention and subsequent research. It was agreed during the planning stages of the study that the researcher would create the criteria for selection of participants based on the objectives of the research, work with all parties to identify the participants including the solicitation of the schools, conduct all data collection (pre, during, post), delivery of curriculum and activities, evaluation of the programme, analysis of the data, reporting of the evaluations and findings, and finally, maintenance of all documentation involved in the research. In return, raw data following the completion of all three-terms/one school year was released to the funding organization for their use in assessing future financial investment in the programme. There was no understanding or measurability of “success” in terms of the programme in what was reported to the funding partners therefore there was no bias or influence on the researcher to amend findings to suit the need of these organizations. Any data collected before, during, and after the intervention was also maintained in a confidential manner—student names were changed in the qualitative data collection/findings/discussion, and reference numbers assigned in lieu of names in the quantitative data collection/findings/discussion. The originality of these was/is only known by the researcher. The participating schools, funding partners, and facilities provider are unidentifiable in this research study, therefore offering anonymity outside of the project. A further discussion of trustworthiness and the steps taken to ensure this is presented later in section 4.4.

4.3 Methodological Approach

Finding a research method to best serve the purpose of the study aims, quality, and appropriateness, was imperative, as a rigorous examination of all the aspects of this programme was needed. As Hammersley (2007) proposes, the value of qualitative research in educational research is once again falling under criticism largely because it “does not serve evidence-based practice well...usually the

complaint that there is no clearly set quality criteria available for judging it, so that it is of uncertain quality” (p. 287). Yet, to demand the same criteria for qualitative research as used in quantitative may not even be possible as Hammersley describes the “fundamental areas of disagreement within it. These reflect divergent paradigms framed by value assumptions about what is and is not worth investigation...differences in methodological orientation: over what counts as rigorous enquiry, realism versus constructionism, and whether the goal of research is to produce knowledge or to serve other goals” (p. 288). With this debate in mind, it was found that many researchers resolved this argument by combining the strengths of both qualitative and quantitative methods, or mixed methods ending what Flick (2009) calls the “paradigm wars of earlier times” and declaring this the “third methodological movement” (p.32).

In respects to this research project, the combination of methods wasn't an issue of “for or against”, but how the two methods complemented the research problem at hand. Specifically, one of the research questions asks about the perspective of the students in undertaking the programme by means of the process involved (refer to section 4.1, question 2); as described by Christ (2013), mixed methods and the pragmatist tradition allows for etic and emic perceptions to co-exist in a single study. Each strand shapes knowledge that can be combined and compared increasing the credibility of the study's findings (p. 112). This was important as the emic perception/qualitative data allowed for themes, patterns, and concepts to emerge from the participants' voice and for the data to “speak” in a sense aside from any prior assumptions made by the researcher or those findings reported by the quantitative measures. However, as Teddlie and Tashakkori (2009, p. 342) assert, there is also an acknowledgement that values of the researcher play a large role in the interpretation of results; this includes the application of existing theory or conceptual framework to investigate how it applies to this new setting and advocates the use of multiple data sources. In regards to this study, the qualitative findings (as will be explored in more detail in Chapter 8: Discussion), acted to reveal a more corroborated view of the findings beyond what the quantitative results/etic perception returned. This was particularly useful in interpreting changes

to the improvement of literacy and enhancement of attitude and interest in reading in addition to the usefulness of Bibliotherapy as a tool for designing an intervention (refer to section 4.1, question 3 and 1) as pragmatism “debunks the concepts such as ‘truth’ and ‘reality’ and focuses instead on ‘what works’ as truth regarding the research questions under ‘investigation’ (p. 342).”

Tashakorri and Teddlie (as cited in Flick, 2009, p. 33) go on to propose “that a truly mixed methods approach methodology (a) would incorporate multiple approaches in all stages of the study (i.e. problem identification, data collection, data analysis, and final inferences) and (b) would include transformation of the data and their analysis through another approach.” This was preferred for many reasons: (a) it was not believed that quantitative nor qualitative analysis alone would be sufficient enough to fully understand the research questions being explored (b) it aided in the development of Bibliotherapy as a new instrument for intervention design by gathering both qualitative and quantitative data and (c) it helped to evaluate the success of the programme by using a needs assessment AND test the success of the programme (Creswell, 2013). The mixed methods approach provided a more complete understanding of the research findings by obtaining different, but complementary data on the same topic and brought together different “strengths and nonoverlapping weaknesses” of quantitative with those of qualitative (Creswell & Plano Clark, 2011).

As with any research method, there are limitations or challenges, which were considered when using this approach. First, much effort and expertise is needed in both quantitative and qualitative research; often, an imbalance of data presented or in the analysis can occur based on the strengths and weaknesses of the researcher. Second, there are analytic consequences to having different sample sizes when merging the two data sets. Third, as it can be difficult to merge different data and results in a meaningful way, the research needs to facilitate the merging of data by designing the study in a way that both the quantitative and qualitative data address the same concepts. Fourth, contradictions may occur between qualitative and quantitative findings; this can provide new insight into the topic, but

it can also be difficult to resolve or explain causing the need for re-examination of data. All attempts were made to remedy these; however, in the event it could not, the limitations are addressed in Chapter 8: Discussion.

4.3.1 Key Concepts of Mixed Methods

Creswell (2009) describes six key concepts or characteristics of mixed methods research:

1. The collection of both qualitative and quantitative data (open- and closed-ended) in response to research questions
2. The analysis of both qualitative and quantitative data
3. Persuasive and rigorous procedures for the qualitative and quantitative methods
4. The integration of these two data sources (merging, connecting, embedding)
5. The use of a specific mixed methods design that involves a concurrent or sequential integration (and equal or unequal emphases)
6. An approach to research that has a philosophical foundation

Based on these concepts, it was decided during the design phase of the intervention that mixed methods research would be used making this a fixed mixed methods approach working within a programme objective framework under pragmatism as the “umbrella” philosophical foundation (as this best matches the philosophical underpinnings of the intervention programme discussed previously in section 4.3). Pragmatism is a philosophical tradition that encourages the development of theory directly from practice (praxis), a process where theory is extracted from actions, and applied back to practice in an iterative process (Christ, 2013, p. 111; Teddlie and Tashakorri, 2009; Creswell, 2010).

Firstly, an intervention design was considered, but then determined that the qualitative findings did not necessarily provide an enhanced understanding of the quantitative findings rather they worked together. Next, an explanatory design was examined, but yet again, it was not a case of the qualitative helping to explain the

quantitative either. Finally, a convergent parallel design was investigated and found to be the better model for this research project as it “use[d] concurrent timing to implement quantitative and qualitative during the same phases of research, prioritize[d] equally, and [kept] strands independent during the analysis and then merged the results during the overall interpretation” (Creswell & Plano Clark, 2011, p. 70). Specifically, a concurrent triangulation model was used as the guiding framework as seen below in Table 2. Concurrent triangulation is defined as a concurrent mixed model design classified on the basis of purpose of the study. In this design, qualitative and quantitative approaches are used to confirm, cross-validate, or corroborate findings within a single study (Creswell & Plano Clark, 2011). Concurrent refers to the timing in which a researcher implements both quantitative and qualitative strands in a single phase—in regards to this study, both with equal priority. The advantages of this model allow the quantitative and qualitative research to be combined to triangulate findings in order that they may be mutually corroborated (Bryman, 2006) in addition to seeking convergence and correspondence of results from the two methods as seen in Table 3 to obtain a composite model (Creswell, Plano Clark, Gutmann, & Hauson, 2003).

Table 2: Concurrent Triangulation Model of the Study

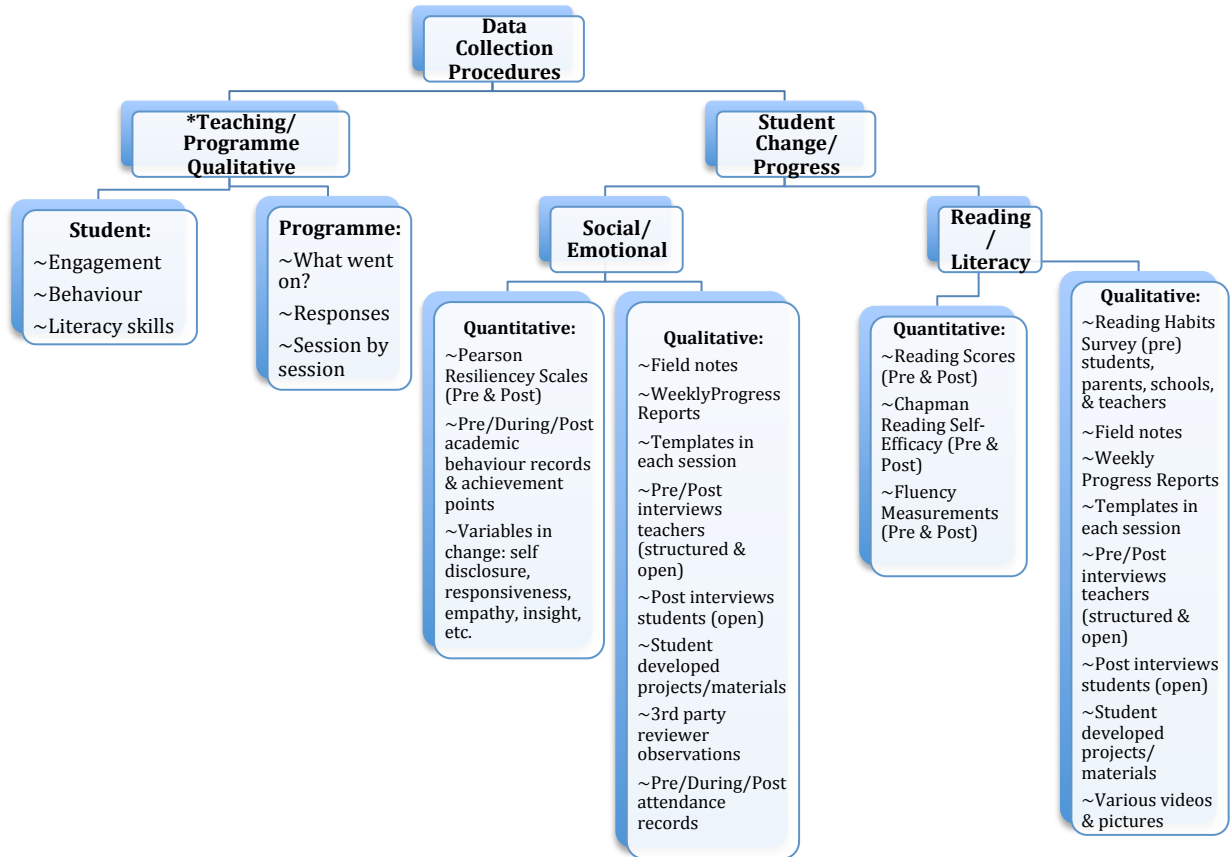
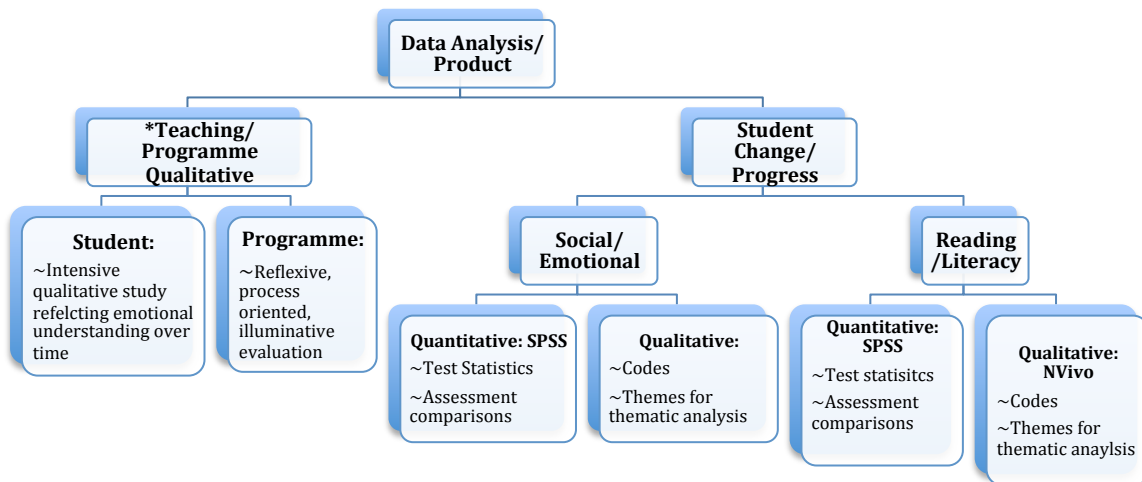


Table 3. Composite model of converged results from study



4.3.2 Action Research

Andrew Johnson (2005) writes that action research can be defined as many things; it is the “process of studying a real school or classroom situation to understand and improve the quality of actions or instruction; it is a systematic and orderly way for teachers to observe their practice or to explore a problem and possible course of action” (p. 21) and “[it] facilitates teacher empowerment” (p. 26). Often, teachers experience what is called the Moses Effect (p. 25) when research is handed down as “edicts” from higher administration with the expectation that teachers won’t or can’t question its effectiveness or relevance to daily practice. Action research provides a mediation allowing research theories and best practice to reflect each other. This was an important factor in the design of this research project as one of the aims was to produce a usable programme, not just answer the research questions. It also incorporated the various roles needed for this type of project: practitioner, researcher, reviewer, and designer.

Typically, there are five steps in the action research process (Figure 2):

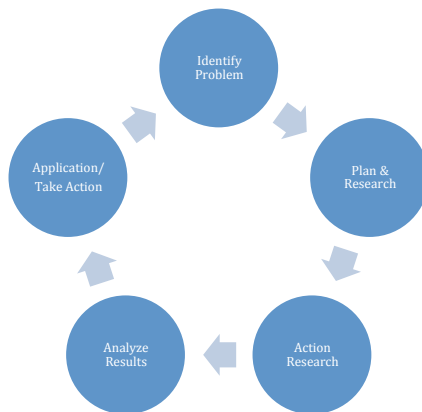


Figure 2: Diagram of action research.

Source: Adapted from Johnson 2005

The first two steps have been detailed at great length in the previous Chapters—the problem has been identified, related research and literature reviewed, and rationale foundations established.

4.3.3 Rationale for Longitudinal Study

There were multiple factors that contributed to the decision to conduct a longitudinal study: firstly, the funding bodies of the programme dictated that the intervention last a minimum of one full school year or three terms; secondly, the schools were eager to involve students who they deemed most needy of this type of intervention and were flexible to the length of the overall programme despite not being flexible with the days per week, generally because of the academic accountability; thirdly, previous research of reading interventions, Bibliotherapy, and theoretical justification (as discussed in Chapter 2) suggested that meaningful change occurs most often over time; lastly, the aims of this research project set out the purpose to design, evaluate, and then produce a viable programme. This needed to be done over a course of time and three terms provided the availability to do this.

However, as will be discussed in the limitations within the final chapter, the funding partners decided shortly before the commencement of the first session that this programme would best serve the community should it expand its reach to more students. This meant that rather than the same group of participants engaging with the programme over a year long period, they were only allowed to attend one term which resulted in five students from two different schools each cohort or term.

4.4 Ethical Considerations

As outlined in the British Educational Research Association guidelines, all attempts to recognise and prevent ethical violations were made by the researcher. Detailed information packets were sent out in advance to the parents, guardians of all students, and schools providing the details regarding purpose of the study, use of data, and privacy stipulations. The student participants, parents, and schools were reminded that participation was voluntary and discontinuation of the study could happen at any time with no consequence to the student. Any other ethical issues that arose were handled according to the BERA statutes and the University of Exeter research policies. Permission for this study was granted by the University of Exeter Ethics Committee prior to commencement (see Appendix 3); on this

basis, the study was completed between September 2013 and July 2014. Per the advice of the examiners, due to the change of intended location and ethical issues raised during the examination of the thesis, ethical approval was resubmitted to the University of Exeter Ethics Committee retrospectively and granted on December 6, 2016 covering research from October 1, 2010 to December 31, 2014 (see Appendix 3).

4.4.1 Participants/Access

Schools were first approached about interest in participating in the intervention programme via a representative from the funding partners/facilities provider and the researcher. Once interest was gained, the researcher worked with the schools, typically either the head of year or exclusion manager, to identify which students would best fit the criteria for the programme and those which the schools felt would most benefit from participation.

Information regarding the purpose and intent of the research, the curriculum, activities planned, and the evaluation of the data was all discussed prior to selection of students and agreed upon. Credentials of the researcher were provided to the schools, a CR background check, and all relevant insurance documentation were given to the school liaison personnel. Access to the student participants was given via the providing facilitator/organization as a third party to the schools. Any access to the students outside of this context was approved by the school representative and monitored as such; additionally, a third party reviewer/employee from the funding organization assisted in each lesson, pre and post interviews, and selection of students each cohort. One to one student interaction was limited; when such occurred, it was documented and reported immediately to the schools as necessary.

4.4.2 Consent

Consent for participation in the intervention, the use of the data for research, and the sharing of this data/findings to the funding partners was provided by parents or legal guardians for each student (see Appendix 4). This included and was not

limited to the use of video, pictures, audio recordings, and any student produced works. The schools also consented to this, participation in the intervention, and the subsequent data for use in this research project. The researcher maintains the original consent forms. The researcher is under legal obligation not to reveal the identity of the funding partners or charitable organization therefore the logos have been removed from the documents in the Appendices; however, these were existing on each form when presented and signed for by the parents/guardians, participants, and schools.

4.4.3 Confidentiality

Every attempt was made to maintain student confidentiality. Although anonymity within the project was near impossible due to the nature of the action research (the students knew each other, other students from cohorts, and that he or she had been chosen for “a reason”), the *criteria* for student selection was kept confidential from the students. For example, students were not told they had been selected because of certain behavioural issues or due to poor reading scores. Any data collected before, during, and after the intervention was also maintained in a confidential manner—student names were changed in the qualitative data collection/findings/discussion, and reference numbers assigned in lieu of names in the quantitative data collection/findings/discussion. The originality of these was/is only known by the researcher. The participating schools, funding partners, and facilities provider are unidentifiable in this research study, therefore offering anonymity outside of the project.

4.4.4 Protection of Vulnerable Participants

As previously mentioned, both the researcher and the third party reviewer/assistant underwent Safeguarding training and successfully passed CR checks prior to the beginning of the intervention. Teaching qualifications and credentials of the researcher were provided to the participating schools, funding partners, and facilities provider. Special needs and accommodations of students were addressed individually as necessary based on the information provided by the schools. These ranged from visual impairments, Attention Deficit Hyperactivity

Disorder, Social Emotional Behavioural Disorders, students suffering grief/death of family members, Child in Need, Child in Protection, and more. In the circumstances where consent was not given for the participant to have his or her picture taken, be recorded, or participate in certain activities, every effort was made to ensure and guarantee this was followed as requested.

In addition to the training, teaching, and academic qualifications of the researcher, additional review of literature regarding the research of vulnerable was also completed. For the sake of this research study, vulnerable is defined as people with “social vulnerability” (Quest & Marco, 2003, p. 1297) requiring special care and attention from researchers during the process. Stone (2003, p. 149) states, “the vulnerable are those who are ‘likely to be susceptible to coercive or undue influence’...and/or those who are ‘economically or educationally disadvantaged’.” Particularly, children, as Punch (2002, p. 323) describes, “are marginalized in an adult dominated society, and as such they experience ‘unequal power relations with adults’ in their lives...especially when their situation involves abusive behaviour on the part of the adults in their lives” leading also to diminished autonomy. Due to the variety of backgrounds and situations each student came to the research study with, this study was considered “sensitive research” as it often “requir[ed] disclosure of behaviours or attitudes which would normally be kept private and personal, which might result in offense or lead to social censure or disapproval, and/or which might cause the respondent discomfort to express” (Wellings, Pranigan, & Mitchell, 2000, p. 256).

The ethical considerations and implications of sensitive research with vulnerable participants was considered throughout the research process; before, during, and afterwards with the handling of the sensitive information, data collection and analysis, and post effects/impact of the intervention on the participants (Miller & Bell, 2002). Listed below are a few examples of the strategies used to address the ethical issues often associated with this research (Liamputtong, 2007): physical, psychological, and emotional protection of the participants; careful oversight and management of emotional interactions to ensure not student left with painful

experiences; informed consent (students, parents/guardians, and schools); confidentiality and anonymity where possible; safety and risk assessments including threats to unintentional danger and domestic violence due to participation; following all procedures for reporting information that may reveal illegal, deviant, or any other activities that may cause harm or consequence to the student's well being or that of the community; building a basis of trust and rapport with each student participant and school; and confirmation that termination of participation in the programme could be done at any point without consequence.

4.4.5 Special Arrangements

Differentiation was the essence of the design for this intervention and in the delivery of the literacy lessons. In addition to accommodations for Pupil Premium students (FSME, LAC, Child in Need, Child in Protection), the programme was designed and implemented for students struggling with disaffection from traditional school environments often exhibiting this through social, emotional, or behavioural issues—this included one to one support in literacy and numeracy, extended time on tasks, positive modelling of behaviour, high expectations, calming techniques, classroom/lesson routines, and establishment of a safe and secure learning community.

For the students with visual impairments, these pupils were allowed to sit in the front of the class closest to the board or television, provided paper copies of notes or PowerPoint slides rather than asked to copy from the board each instance, worksheets offered in larger font including pictures, everything on the board was read aloud (and pointed out on the paper copies for them to follow), and background noise kept to a minimum.

For the students with ADHD behaviours, they were sat nearest the teacher away from windows and other distractions. A Weekly Progress report was provided for each student highlighting good behaviour and they were given positive feedback often. Strategies were used to help encourage organisational skills, particularly with their student portfolios of work. These students were given responsibilities in

the lessons such as making the morning toast, handing out supplies, and/or helping to tidy up after activities. Instructions for lessons were kept short and precise, repeating these when necessary making sure to use key words. As part of the class routines, football foul cards were used as visual reminders of behaviour warnings and a 'thumbs down' approach used for silencing the room.

The Dyslexic student was provided hard copies of handouts and PowerPoints with key points highlighted and on cream paper (he preferred this to blue paper) to help reduce visual stress. He was assigned a learning buddy for support and the instructors made sure to check for understanding of instructions. The classroom included available supplies such as whiteboards, coloured pens, pastel coloured paper, and a selection of pens and Post It notes for his use. When writing, this student was given sentence starters, writing frames, and linking words when needed—the class as a whole developed a Word Wall to record new vocabulary generated during the lessons. Many other techniques were also used to accommodate for reading, spelling, and writing support such as use of audio files of texts, paired reading, personalised dictionaries, use of ICT to improve written outcomes, modelling good examples of writing, and written and verbal feedback often.

4.4.6 Assessment of Possible Harm to Participants

It is important to note that the themes and topics of the curriculum and readings often involved sensitive discussions that may have caused mild discomfort or induce psychological stress and anxiety to the participants beyond the risks encountered in normal school participation. For example, the short story *The Scarlet Ibis* by James Hurst dealt with the death of a young disabled boy from the older brother's first person point of view and our non-fiction studies presented the topic of bullying with a newspaper article about Jade Stringer, a 14-year old girl in the UK who hung herself due to cyber bullying from classmates. This was included in the risk assessment and the topics of the lessons discussed at great lengths with the schools prior to the beginning of the intervention as a result of the pilot study. The researcher therefore relied on the schools to use their intimate knowledge of

students' history, habits, goals, or struggles to suggest potential participants for the study whom they judged would not be harmed or alarmed by the themes or topics of the curriculum.

The sports club charitable trust provided a Safeguarding Officer on site during the intervention along with strict procedures for handling and reporting disclosure:

1. Listen. Do not ask leading questions. Make notes.
2. Believe. Reassure the child.
3. Do not promise confidentiality.
4. Accept the child's feelings.
5. Do not keep the information disclosed to [yourself].
6. Pass the information on immediately to the Safeguarding Officer.
7. Encourage the child by your continued interest after the disclosure.

It was maintained that the participants had a right to know the conditions under which another person might disclose information that they might have given to the researcher or third party assistant in confidence during the lessons. The following statement was used in such situations:

As I'm sure you know, there are laws to protect children. These laws are to safeguard you from harm. What this means is that everything you tell me in here is confidential and remains between us. However, if you tell me anything that makes me believe that you or another child is being harmed, then I might have to tell another adult who can help you.

This included risks to mental, physical, or emotional harm.

In the event of disclosure, the Safeguarding Officer followed procedures to report these to the Safeguarding/Child Protection representative from the participating schools and actions were taken where deemed necessary (i.e. investigation, documentation, reporting).

4.4.7 Data Storage

Information provided by the schools in relation to student behavioural history, grades, family background, and sensitive materials (i.e. child protection or child in need status, special needs, or disabilities) were kept confidential between the researcher, the third party reviewer, and the school representative. The information was only shared with the third party reviewer/assistant for instructional purposes, the protection of vulnerable students (as detailed above), and during the selection process of participants. All original documentation was/is stored within a secured filing drawer only accessible to the researcher. Digital representation of the data collected and the collaborating analysis was kept on a password protected secure Mac with backup to a USB drive kept in the possession of the researcher at all times.

Because this research study was funded by an outside organization, the raw data was shared with them; however, the random selection of the numbers assigned to the student participants prevented any identifiable qualities. The raw data was used by the funding organization to assess investment opportunity for future implementation of the intervention programme beyond the research phase. Legal representation was consulted and used to ensure the handling of the data, in particular the pictures, videos, and audio recordings, were done so with a duty of care to minor vulnerable participants following the completion of this research study.

Every participant at all levels (students, parents/guardians, schools) were informed from the beginning of how the data from their participation was being used within the framework of the research and for the investment of the funding partners as well as the measures put into place to ensure their confidentiality and anonymity at all times.

All information and data collected for this project will be securely stored and maintained as described for a period of five years upon which it will be destroyed.

4.4.8 Risk Assessment and Practical Issues

A risk assessment was performed during the planning stages of this research study to address the multiple strategic issues that could have prevented the creation and delivery of the intervention therefore hindering the research project, data collection, and analysis. Additionally, practical issues, specifically that of personal bias in both the delivery of the intervention and the analysis of the data, was considered and addressed prior to the commencement of the programme. These are listed below in Figure 3 and discussed thereafter.

Figure 3: Risk Analysis

Risk: Aspects of plan that may not be available	Assessment: Likelihood: Low, Medium, High Impact: Low, Medium, High	Countermeasures & Contingencies
Delay in finding access to participants/school	Likelihood: Medium/High Impact: High	<ol style="list-style-type: none"> 1. Contact multiple sites far in advance 2. Consider EBD or PRUs in addition to regular Secondary Schools--contact
Inadequate resources or funding to cover costs	Likelihood: Medium/High Impact: High	<ol style="list-style-type: none"> 1. Search for alternative sources in advance 2. Assess resource availability at schools prior to choosing location
Ensure participation by students	Likelihood: Medium/High Impact: High	<ol style="list-style-type: none"> 1. Create a system of record/accountability with administration & guardians 2. Have a back up list of participants
Case studies return to mainstream school or drop out of school/programme	Likelihood: High Impact: High	<ol style="list-style-type: none"> 1. Obtain permission from parents/guardians to "follow" student 2. Notify mainstream schools in advance of study and presence 3. Back up list of case study options
Topic discussion out of qualifications i.e. talk of suicide, sexual abuse, etc.	Likelihood: High Impact: High	<ol style="list-style-type: none"> 1. Need to arrange for guidance counselor and/or school psychologist to attend sessions or follow up w/student(s) 2. Familiarise instructors with Safeguarding procedures and contacts.
Sickness/long term absence	Likelihood: Medium Impact: High	<ol style="list-style-type: none"> 1. Make arrangements w/lead teacher or school official for video data collection in absence 2. Ask for continuance from GSE

Personal bias was foreseen as an issue in three ways; first, the use of action research called into question epistemological attacks over the difference between practical knowledge and formal knowledge. Researchers such as Fenstermacher and Huberman (Cochran-Smith & Lytle, 1999) contend that action research only produces practical knowledge meaning it is content specific and cannot produce generalizable results. Second, the use of “mini case studies” in the presentation of the findings also questioned the objectivity of the research, “the *reality* which is exposed and *truth* of the claims being made” (Pring, 2000, p. 42). The researcher could not and cannot say that their presence or relationship with the participants had no bearing on the results. Third, the reliability of research conducted by someone as intimately involved as the practitioner/researcher could be questioned.

To attend to the issues of personal bias and presentation of findings using “mini case studies”, action research rests epistemologically within the tradition of Interpretive research. Slater (1996, p. 296) states, “Action researchers seek systematically, critically, and self critically to describe and interpret the phenomena of the action *in which they are engaged*, in order to improve it.” This is also aligned with the pragmatist tradition discussed in section 3.3 where the qualitative data allowed for themes, patterns, and concepts to emerge from the participants’ voice and for the data to “speak” despite any prior assumptions made by the researcher or those findings reported by the quantitative measures.

To address the question of reliability, a third party reviewer/assistant was used in the delivery of the programme and in the collection of data. Interpretation of the data was first done using relevant software programmes: SPSS for quantitative analysis and NVivo for qualitative in establishing codes and themes for thematic analysis, then linked directly back to the literature of research. The participants selected for discussion in the findings (see Chapter 5) were done so based on the frequency of codes provided by NVivo during qualitative analysis, and not based on the researcher’s personal preference. Additionally, the language used in the qualitative results was that of the participants, therefore reality and truth then becomes the reality and truth as defined by the participants. It is also important to note that the researcher specifically chose to conduct this research in a country

other than her own and in an educational setting alien to her in order to lessen the bias and familiarity over the research topic.

4.5 Research Design

There were three distinct phases of this study which took place over a two year period: first, the development phase; second, the evaluation phase; and third, the revision phase.

The *development phase* of this study involved the primary planning and research into the project, which took approximately one year. It was during this time that numerous schools were contacted and solicited for interest in participating in the intervention or at minimum, the Pilot Study. Unfortunately, as predicted in the original Risk Assessment, the researcher was unable to secure a secondary school, exclusion unit, or Pupil Referral Unit who would allow access to students for the conduct of research. This occurred for many reasons ranging from lack of teaching certification within the country of research to time and costs (despite the researcher absorbing all costs). After exhausting a year and schools within the county, it was decided to try alternate educational sources provided by charities, private organizations, or the Council.

A private organization was contacted and agreed to sponsor the research for one year via a local sports charitable trust, who would act as the primary contact and provide the main facility and resources for the programme to take place. It was also at this time that the terms of the sponsorship were agreed upon in regards to researcher roles, responsibilities, scope of development, and data accessibility. A third party or assistant was provided by the sports club to aid in any of these responsibilities; this included initial communication with the schools and selection of the students. Once the students for the first cohort were selected, the schools, researcher, and funding partners determined that access to the students could only be provided one day a week, on a Friday, due to facility availability, transportation, and academic scheduling. Originally, the literacy intervention was designed to last one hour a day, twice a week. This was amended.

During the first lesson, all pre assessments, interest surveys, and “getting to know you” activities were completed within the first hour. Following this, the Pilot Study or Pilot lesson was conducted. Details of this will follow in section 4.5.4. Upon completion of the Pilot Study, an evaluation occurred and changes applied to the remaining lessons and curriculum; the initial assessments, interest surveys, and activities influenced these changes based on student reading abilities, fluency, reading habits, interests, and motivation.

The *evaluation phase* took place throughout the delivery of the intervention. At the end of each lesson, the third party reviewer/assistant and the researcher met to examine the day’s events: the student reactions and engagement, review the videos/pictures/audio recordings, completion of the lesson objectives or lack thereof, student behaviours, student produced work or lack thereof, discuss any external factors that may have contributed to the effective or ineffective implementation of the lesson, external factors that may have influenced student behaviour or reactions, compare/review notes and observations, and finally to create the Weekly Progress Report for each student participant.

The evaluation also examined three other areas of the overall study: first, general outcomes to assess whether or not the research aims were being met; second, impact to participants in reading and social/emotional effects; third, investigation of the process itself. This occurred primarily through analysis and discussion. Details of this will be presented in sections 4.6 and 4.7.

The *revision phase* was the final stage of the study; during this time, suggestions for changes to the intervention in order to make it more effective or replicable were made based on the analysis of the data. In addition, any emergent themes or concerns that may be useful for further research have been recommended here.

4.5.1 Sampling and Participants

The intervention programme and research was conducted in the County of Devon, United Kingdom. Students were selected from state community secondary schools

controlled by the local council and not influenced by business or religious groups. This was done so in a purposive manner; inclusion and exclusion criteria for the intervention programme (see Appendix 5) were determined by numerous factors: interviews with head of year and exclusion managers, teacher recommendations, Key Stage 3 reading scores and academic history, behavioural records, conversations with potential candidates, consent, and financial support.

Sample sizes of ten students per cohort/term were required by the funding organizations:

- Cohort 1: Two schools, five participants and six participants
- Cohort 2: Two schools, five participants each
- Cohort 3: One school, ten participants

(The 2nd school withdrew its participation prior to the beginning of Cohort 3)

Due to circumstances, which will be later discussed in Chapter 7, each cohort saw the loss of participants. In the end, each Cohort had only eight students complete the course/intervention.

Participant profiles varied cohort to cohort.

- Cohort 1: 11 total participants in the beginning/eight completed
One girl, ten boys
Ages 12 to 13
Six Year 8 students and five Year 9 students
All white/British
- Cohort 2: Ten total participants in the beginning/eight completed
Ten boys
Ages 13 to 14
Ten Year 9 students
All white/British
- Cohort 3: Ten total participants in the beginning/eight completed
Three girls, seven boys
Ages 13 to 14
Ten Year 9 students
All white/British

Student participation in the intervention was determined using the inclusion/exclusion criteria; a few exceptions were made at the request of the participating schools and based on their intimate knowledge of students' history, habits, goals, or struggles to suggest potential participants for the study whom they judged would benefit from such an intervention. It was anticipated that each student selected would have exhibited some apathy or disaffection towards school particularly reading, struggled with any variety of literacy skills, and experienced personal issues that may have contributed to social, emotional, or behavioural concerns.

4.5.2 Data Collection: Quantitative

Much review and research went into the selection of assessments for the quantitative data collection. Numerous factors influenced these decisions such as availability of the assessments, financial costs to the researcher, time consumption in delivery and analysis of findings, relevance to the aims and research questions, language and suitability in design, validity and reliability, as well as commonality of use in research and/or interventions of this type.

The quantitative data was collected on a cohort-by-cohort basis and in three specific areas: reading and literacy, social and emotional, and behavioural. No priority was given to quantitative data versus qualitative as previously discussed in the section 4.3.1 and both were collected concurrently; however, the times and testing conditions of the assessments were different for cohorts 1, 2, and 3.

Cohort 1: initial assessments were administered on the first day of the programme as a whole group at the facility provided during the first hour by the researcher and the third party assistant; post follow up assessments were administered within 30 days of the programme completion at the participant's school on a one to one basis with the researcher and student in a private room.

Cohort 2: initial assessments were administered on the first day of the programme as a whole group at the facility provided during the first hour by the third party

assistant only (the researcher was not present); post follow up assessments were administered within 30 days of the programme completion at the participant's school on a one to one basis with the researcher and student in a private room.

Cohort 3: initial assessments were administered on an individual basis with the student and researcher in a private room at the participant's school two weeks prior to the beginning of the programme; post follow up assessments were administered immediately following the final lesson due to termination of the school year/access. This was done as a whole group at the facility provided during the final hour of the programme.

4.5.2 (A) Reading and Literacy Assessments

Fluency (pre and post)

Research (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; Samuels, 2002; Dowhower, 1991) has determined that reading fluency is a crucial element of learning to read and often acts as a link between the two major components of reading: word decoding and comprehension. It connects accuracy and automaticity in decoding to comprehension through prosody. It is suggested that three distinct areas of fluency be considered when assessing: decoding accuracy, meaning the ability of readers to decode words accurately in a selected text; automaticity, meaning the ability of readers to decode words in a text with minimal use of attentional resources; and lastly, prosody, meaning the ability of readers to appropriately use phrasing and expression (Rasinski, 1985, 2003).

Informal reading inventories or IRI's are commonly used to assess fluency by focusing on accuracy determined by the percentage of words a reader can read correctly. However, for the sake of this research, IRI's alone were deemed too long (some taking up to two hours to deliver) and too exhaustive (requiring the reader to attempt numerous word lists and passages orally while being tested for comprehension in each passage). With this in mind, it was decided to use a Curriculum Based Measurement (CBM) or Oral Reading Fluency (ORF) assessment which requires the reader to read a text orally in 60 seconds during

which time the administrator of the assessment marks for uncorrected errors and then counts the total number of words read correctly per minute or WCPM (Deno, 1985). The procedures for administration of the CBM/ORF tests are as follows:

1. A passage of approximately 250 words written at the student's grade level (Year 9) was selected and a Fry Readability test conducted to determine grade appropriateness. Please see Appendix 6 for the text used.
2. The students were separated on an individual basis and asked to read the text in a normal rate and volume for one-minute/60 seconds.
3. During this time, the researcher marked any uncorrected errors including omissions, mispronunciations, substitutions, reversals, or words needing assistance by the researcher after two to three seconds pause.
4. Accuracy was then determined by dividing the number of words read correctly per minute by the total number of words read (WCPM + any errors) to get a percentage.

Reading (pre and post)

No standardized reading assessment was administered prior to or following the intervention; rather, data regarding reading was collected from the participating schools on each of the students in a method to which they chose. Only one of the two participating schools in Cohort 1 provided this information and did so in the form of reading ages. Cohort 2 schools provided reading marks from the beginning of school to final marks. Cohort 3 schools provided reading ages from the beginning of school to final marks.

Chapman Reading Self-Concept Scale (pre and post)

The Reading Self-Concept Scale (RSCS) by Chapman & Tunmer (1995) was chosen as the assessment for determining pre and post reading self-efficacy scores of the participants. This was done so due largely to its condensed version aimed specifically at measuring the three main important aspects of the reading sub-component of academic self-concept: perceptions of competence in reading, perceptions of difficulty with reading, and attitudes towards reading. Although this

assessment is designed to target children from Year 1 to Year 5, the ease of administration and the language used in its design made it a more suitable choice for this research project.

In addition, the statistical analysis provided by the RSCS reveals a “strong positive correlation between the competence and attitude factors...lower positive correlations were found between the difficulty and competence factors and the difficulty and attitude factors” (Chapman & Tunmer, 1995, p. 1) which begins to develop around seven years of age. The indications are that “reading self-concept is more likely to be a consequence than a cause of reading performance” (p. 2). This is particularly important to the qualitative analysis of impact of the intervention on reading, reading self-efficacy, and overall academic self-concept discussed in Chapter 6.

Similar to the Fluency assessments, every attempt was made to replicate the same testing conditions, environments, and times for each cohort. Cohorts 1 and 2 were given the RSCS on the first day of the intervention at the primary location of programme delivery. The students were not isolated, rather sat at tables of two. The test questions were read aloud to the whole group, and students were asked to answer honestly. A second administrator was available during the test to aid students should they have had questions. This administrator also ensured the students answered as best they could, not leaving any blanks, or writing the same number/response down for each question. This process was repeated for Cohort 3, but students were given the test individually in a private room prior to the beginning of the intervention at the participant’s school. For follow up assessments post intervention, Cohorts 1 and 2 were given the tests individually at their schools within 30 days of completion. Cohort 3, however, was given the post-test immediately following the completion of the intervention due to the termination of the school year/access. This was done as a whole group as described above.

4.5.2 (B) Social/Emotional Assessments

Pearson Resiliency Scales for Children & Adolescents

The Pearson Resiliency Scales for Children & Adolescents was chosen to assess social and emotional changes before and after the intervention. There are a variety of operational definitions for resiliency varying from competence, self-esteem, optimism, and more. However, the PRSCA defines resilience as “the ability to weather adversity or to bounce back from a negative experience” (Prince-Embury, 2007, p. 1). In addition, the Pearson Scales were designed “to systematically identify and quantify core personal qualities of resiliency in youth, as expressed in their own words about their own experience” (p.1). This was quite important in selecting an assessment that would effectively examine the variety of social and emotional experiences of the participants as well as the numerous factors that contribute to these with the focus on the *participants’ own words and experiences*. Specifically, the purpose of the Pearson Scales “is to provide theoretically and empirically sound assessment of core characteristics of personal resiliency in children and adolescents (ages 9-18) that are easily communicated to them and their care givers for the purpose of education, screening, prevention, and counselling” (p.1). The Pearson Scales acknowledge the value of environmental and external forces that youth bring as highly influential to their overall well being; what individual characteristics help them to cope and adapt to these adversities is the focus of the assessment.

There are three core areas identified as measurable constructs of resiliency: Sense of Mastery, Sense of Relatedness, and Emotional Reactivity.

Sense of Mastery (Strengths)

A sense of mastery in adolescents is one that provides them the opportunity to “interact and enjoy cause and affect relationships in the environment” (p.9). Three personal attributes have been identified as the main contributors to sense of mastery:

Optimism, meaning “a positive attitude about the world/life in general and about the individual’s life specifically, currently, and in the future” and as “attribution style, positive self-esteem, and perception of control” (p. 9).

Self-efficacy defined as the sense that one can master his or her own environments (including perceived self-efficacy), individual approaches to obstacles or challenges, and the motivations and actions spent towards these adverse situations.

Adaptability or flexibility is the ability to consider different opinions in problem solving, the capacity to think alternatively, learning from his or her mistakes, and asking for help when needed.

The Sense of Mastery Scale is a 20 item self-report questionnaire written on a Year 3 reading level with response options ordered on a five point Likert Scale: (0) Never, 1 (Rarely), 2 (Sometimes), 3 (Often) and 4 (Almost Always). These were conducted pre and post intervention.

Sense of Relatedness (Relationships)

The Sense of Relatedness Scale is “based on the assumption that the capacity to be in a relationship is a basic human function as a social organism...as feeling securely connected to individuals in a social context” (p. 11). During the development of this scale, four areas were determined to be components of relatedness:

Trust, defined as the degree to which others are seen as reliable and accepting as well as the degree to which and individual can be genuine in these relationships.

Support, meaning one’s personal belief that he or she has others to whom they can turn to when dealing with challenges.

Comfort, described as the extent to which a person can be in the presence of others without discomfort or anxiety.

Tolerance, as a person's belief that he or she can safely express differences within a relationship.

The Sense of Relatedness Scale is a 24 item self-report questionnaire written on a Year 3 reading level with response options frequency based on a five point Likert Scale: (0) Never, 1 (Rarely), 2 (Sometimes), 3 (Often) and 4 (Almost Always). These were conducted pre and post intervention.

Emotional Reactivity (Managing Vulnerability)

Emotional Reactivity is viewed here as “pre-existing vulnerability, arousal, or threshold of tolerance to stimulation prior to the occurrence of adverse events or circumstances. Relative reactivity may have physiological bases, such as temperament, genetic predisposition, learning disability, physical impairment, or congenital anomaly” (p.12). The scale's design was based on the assumption that children and adolescents might be better able to report their experiences of emotional reactivity versus their emotional regulation abilities. It conceptually represents sensitivity, one construct of emotionality, and two constructs that represent the outcome of the regulatory processes of recovery and impairment. This scale therefore does not presume to assess emotional regulation directly, but rather the degree to which youth experiences maintaining an even keel when emotionally aroused (p.12). As said, the three areas of assessment are:

Sensitivity is the threshold for reaction and the intensity of the reaction. Six items ask to assess “how easy it is for he/she to get upset” and how upset he/she gets. The word upset was chosen intentionally to indicate a state of arousal or disequilibrium without specifying one emotion.

Recovery is the ability to cope and move on from emotional arousal or disturbance of emotional equilibrium. Four items present various lengths of time it takes to

recover when upset or angry. The youth indicates the relative frequency with which that recovery time is true for him/her.

Impairment is the extent to which the adolescent is able to maintain an emotional balance when challenged. Ten items ask to report the frequency with which some impairment occurs related to being upset. Examples are losing control, making mistakes, not thinking clearly, and getting into trouble.

Overall, the Emotional Reactivity scale is a 20-item self-report questionnaire written at a Year 3 reading level with response options ordered on a five point Likert Scales as are the other sections. However, lower scores on the ER scale are indicative of resiliency (desirable) and high scores are indicative of vulnerability (undesirable). These were conducted pre and post intervention.

4.5.2 (C) Behavioural

Behavioural data was collected in four areas: school behavioural points/records, school achievement points/records, intervention Weekly Progress Reports, and school attendance records. However, during analysis, it was decided to use the Weekly Progress Reports and school attendance records in the qualitative section versus quantitative.

Behavioural Points/Records

No standardized behavioural assessment was administered prior to or following the intervention; rather, data regarding behaviour was collected from the participating schools on each of the students before the intervention, during the intervention, and following the intervention. The exception to this was Cohort 3, as the school year ended at the same time the intervention ended, therefore no post behaviour records were provided.

Each school used the same points based system for recording behaviour issues; students were assigned points based on the severity of the action of misbehaviour.

L1's were issued by the class teachers and tutors for incidences including low level disruption in the classroom, late to lessons, off task, no equipment, failure to complete homework, etc. This included any detention. Generally, 1-2 points.

L2's were issued by class teachers, tutors, and Head of Year for incidences such as repeated disruption to learning, repeated refusal to follow instructions, use of inappropriate language, failing to attend a break or lunch time detention, etc. This included any in school exclusion. Generally, 3-5 points.

L3's were issued by tutors, Heads of Year, and SLT for any serious or on-going breaches of the school behaviour policy, searing at a member of staff, violence, bullying, etc. This included any out of school exclusion or suspension. Generally, 10 points.

Achievement Points/Records

No standardized assessment on achievement was administered prior to or following the intervention; rather, data regarding achievement was collected from the participating schools on each of the students before the intervention, during the intervention, and following the intervention. The exception to this was Cohort 3, as the school year ended at the same time the intervention ended, therefore no post achievement records were provided.

Each school used the same points based system for recording achievement; students were assigned points based on the action of merit; for example, a student could receive one point for extra efforts in class or settling to tasks quickly, contributing to class discussion or making a positive influence. A student might receive five merits or points for participating in an after school activity, volunteering for extra work, or showing extreme compassion towards another student. The merits or points were given by subject teachers, tutors, Heads of year, or any other faculty member and were either one point or five points respectively.

4.5.3 Data Collection: Qualitative

As previously described in section 4.3.1, this research investigated two main components of the intervention: student impact and effectiveness of a Bibliotherapy based programme. Qualitative data was collected throughout the three stages of the research: development, evaluation, and revision. At times, it was collected concurrently with quantitative data and given no priority when doing so.

4.5.3 (A) Student Impact

The qualitative data collected here was in relation to the effects on student reading and literacy as well as social and emotional changes.

Reading and Literacy

Reading Habits survey: These surveys were based on the PIRLS Learning to Read Surveys created and used by the International Study Centre at the Lynch School of Education of Boston College, USA. The surveys were adapted for administration to students, parents, teachers, and schools prior to the beginning of the intervention (see Appendix 7). The information provided was used in a qualitative manner to establish reading habits of students and parents/guardians, reading environments at home and at school, and finally, support systems in place at home and in school (this includes funding for reading support, libraries, teacher training, etc.) for students struggling with reading. These were administered prior to the beginning of the intervention.

Pre interviews with teachers or Heads of Year: Open/conversational interviews were conducted with teachers and/or heads of year for two reasons; one being for the selection of students based on the inclusion/exclusion criteria and the needs of the school for participation in the programme, and two, for a more intimate introduction into the academic, personal, and behavioural histories and backgrounds of each student. This allowed for the researcher to gauge the emotional responses of the teachers to the urgency and needs of each student for participation. The English teachers/Reading tutors were encouraged to participate in order to provide valuable information relating to the needs of the student's in

literacy (i.e. their struggles, methods currently being used to address, past efforts to assist).

Researcher field notes: The researcher kept a detailed study diary throughout the entire research project (see Appendix 8 for example). The diary allowed for daily reflection on all aspects of the research questions/aims, student responses, actions on behalf of the researcher or 3rd party assistant, personal experiences, and tactical notes in regards to delivery of the programme/teaching pedagogy.

Lesson templates: Each lesson used a basic template, which detailed the Bibliotherapy goals and reading/literacy skills objectives (see Appendix 9) for each session based on the overall Unit plan. This maintained organisation of each lesson, but also provided a means of measuring success in terms of completion for objectives.

Videos/Pictures: Attempts were made to video record, audio record, or take pictures of the students during the lessons as best as possible. This occurred mostly within Cohort 1, but following the evaluation of this cohort, it was determined that it distracted students from behaving more 'naturally' as they did not trust the schools and/or their parents would not have access. In addition, it was time consuming and distracting on behalf of the researcher and 3rd party assistant when trying to deliver the programme. It was thus eliminated as a regular occurrence.

Student developed work/projects: Each lesson was designed to incorporate a variety of activities that engaged student learning styles and multiple intelligences while addressing learning objectives in reading and Bibliotherapy. The works produced from these activities whether written, oral presentations and dramatic performances, art, physical, or musical, were collected and used to build a project portfolio of student work. The students were given copies of these portfolios to take home at the completion of the programme.

Post interviews with students: The follow up interviews with the students were one of the most important elements of qualitative data; it allowed the students to express their feelings and emotions about participating in the programme, the direct impacts to their reading, reading self efficacy, social and emotional changes, as well as behaviour while doing so in their own words. It also allowed for the researcher to observe body language, intonation, and vocabulary choices when describing these experiences. Post interviews were conducted on a one to one basis with the students and the researcher in a private room at the participant's schools. No time limit was given for these to take place; interview questions were open/conversational allowing for the students to elaborate on areas important to them without restriction or consequence.

Social and Emotional

Similar to above, qualitative data was collected for social and emotional impact via pre interviews with teachers and/or Heads of Year, researcher field notes, lesson templates relating to Bibliotherapy goals, videos and pictures when available, student developed work/projects, and post intervention student interviews. As well as these, qualitative data was collected in the following:

Weekly Progress Reports: A ten item dichotomous report was used each week to record student progress in a variety of ways: attitude, effort, engagement, following instruction, completion of tasks, and overall behaviour (see Appendix 2). It was determined that this be used for qualitative purposes rather than quantitative.

3rd Party observations: As previously discussed, an assistant was used throughout the selection process, implementation of the intervention, and during the evaluation and revision stages. The 3rd party assistant contributed to data collection through daily observations, classroom management, assistance in encouraging student participation and production of work amongst many other roles.

Attendance records: Attendance records were collected from schools before, during, and after the intervention. Originally, this was done for quantitative data collection and analysis in an attempt to link higher attendance with motivation. However, it was decided to use this information as contextual background information as a correlation may have revealed association but not demonstrate causality.

4.5.3 (B) Teaching/Programme

Researcher field notes, 3rd party assistant observations, Weekly Progress Reports, student produced work/projects, and where available, videos and pictures were used to collect qualitative data for the evaluation and revision of the Bibliotherapy based reading intervention itself. These were used to assess two areas:

Practicalities of the programme: session by session evaluation, what went on, and student responses

Student aspect: engagement in lessons/activities, behaviour, and improvement (or lack thereof) to literacy skills

As no Bibliotherapy based reading intervention had been created or used at the time of the research, there were no widely accepted quantitative assessments available to test the effectiveness of the programme. The researcher created the programme and collected qualitative data as a means for an illuminative process oriented assessment. This is further discussed in the limitations and recommendations section in Chapter 7: Researcher Story Part 3.

4.5.4 Pilot Study

The purpose of the pilot was focused on the development and evaluation of the intervention and not about testing the accuracy of assessments/measurements used. The pilot study was conducted on the initial day of Cohort 1 with eleven participants from two secondary schools. More details about the execution of the pilot and the subsequent findings continue throughout this section.

Research Questions (Pilot):

Q1. How much interpersonal/intrapersonal information is needed to start (i.e. assessments, measurements)?

The inter/intrapersonal information is essential for collection prior to the beginning of this pilot/intervention as a whole i.e. the parent surveys, teacher and school surveys, and most importantly the student surveys. Any additional observations, behaviour records, or general comments with regards to social, and academic behaviours are also key. The instructors performing the intervention did not have intimate knowledge of the student's history, habits, goals, or struggles. This knowledge was/is vital to choosing the best practices for book-matching, activities, topics for discussions, and setting literacy objectives along with Bibliotherapeutic goals. For example, the first lesson of the intervention which was used for the pilot was designed in a hypothetical manner, not knowing who the participants were going to be, or having any of the information detailed above. The lesson centred on *rejection* as the dynamic/motif for Bibliotherapy objectives and point of view with direct/indirect characterization for the literacy objectives. During the lesson, the instructor asked the students to brainstorm ideas, people, and situations in which they've experienced rejection and/or where rejection most commonly takes place. The group began to quickly talk about feeling rejected by their parents, being grounded for 'no reason', and not feeling loved or appreciated. This led to the students commenting on children who have been abandoned by parents, put in care, or given up for adoption—unbeknownst to the instructor, there was a student who had been in and out of care homes most his life and was currently in a foster situation. He remained silent throughout the discussions and was observed to be 'stand offish' the rest of the day. He revealed to another instructor before leaving that his 5th foster Mom was picking him up from school. Had this information been known, the instructor would have been able to better guide and steer the discussions on rejection to avoid the topic of 'abandoned' children or somehow invited this student to share his own personal story rather than feel ashamed for it.

A second incident happened prior to the beginning of the pilot where the original story chosen for the hypothetical lesson turned out to be inappropriate for the ages of the students finally selected for participation. It was a story better suited for more

mature Key Stage 3 students not the younger Key Stage 3 that participated. In addition, the story theme involved a teenage girl who commits suicide after being cyber bullied. Luckily, the schools provided the instructors with last minute information regarding one of the students who was/is seeking counselling for having witnessed his teenage cousin committing suicide over the summer. Had that information not been given prior to commencing, that one lesson could have done more damage to emotional/mental progress of that student than good.

Thirdly, the medical conditions of the students proved quite important as well. One of the students was given a negative progress report for the pilot as he was observed as being “lazy, non-engaging, non-motivated, and sometimes ignored instructions.” It was later revealed by the school that this student had already missed several days of school (79% attendance rate) because he was under medical investigation. Those observations could have been better explained had this knowledge been shared from the beginning.

On less severe notes, matching appropriate literature for theme, maturity, content, and reading levels is crucial. Collection of the surveys, reading scores, reading habits, and reading/general interests are critical in designing and implementing an effective, hooking first lesson/pilot for the intervention and arranging activities that the students will engage in.

Q1.1. What is the minimum amount of information needed to complete?

In regards to Q1 and the assessments, the WIAT II was not administered as it was decided that the combination of the Pearson Resiliency Scales, Chapman Reading Self Concept, fluency tests, reading habits/interests survey, and Key Stage 3/4 reading scores were enough information to pilot with—this also came about as neither instructors had experience or training on how to administer the WIAT II.

The Pearson and Chapman tests could also be given at a later time should the teachers and schools provide observations and information on self-concept, self-efficacy, etc. Because this was difficult for the schools to provide in a timely manner, it was easier to just administer these assessments in house before the

pilot began. The information provided from these is important for the overall measurement of change in students, but not necessary to the pilot.

As discussed above, the surveys, behaviour records, attendance information, and teacher observations are key prior to the execution of the pilot.

Q2. How balanced are the Bibliotherapy objectives and literacy/literature objectives?

The purpose of this research project is to determine if a Bibliotherapy based programme can be effective as a literacy intervention and to review the process in designing and implementing such an intervention. As detailed in the Review of Literature, much research has been conducted showing the benefits of Bibliotherapy for social, emotional, and behavioural changes, however, often ignoring the opportunities for cognitive impact. On the other hand, literacy interventions focus solely on the cognitive benefits and often ignore the social, emotional, behavioural impact. Therefore, the literacy/literature objectives need to play as important of a role as the Bibliotherapy objectives if the purpose of the project is to be achieved.

The pilot lesson (lesson #1 of the short story unit) included five objectives to guide the student through the Bibliotherapy process as well as four literacy objectives—both set of objectives are directly related to the story chosen. Though the design itself seemed balanced, a balanced execution was not possible. Given the time originally allotted, it proved impossible to cover all objectives for both in an acceptable manner. All five Bibliotherapy goals were completed, but only two of the literacy objectives. This occurred for many reasons: first, the activities and discussions around *rejection* appeared to be more engaging to the students as many commented that it didn't "feel like work." It was difficult to stay with the time allotted as it would have meant cutting off the conversations just as the students were really starting to get involved and motivated. The presentation of the literacy objectives could have been more integrated in the approach so as to mask the "work" bits with the "play" bits (as commented by the students). There was a clear divide.

Next, because the story had to be changed last minute due to the maturity/age level of the students and the topic of suicide, the theme of *rejection* was easy to match to another short story option; however, point of view and characterization were not the best fit for this story, rather better suited for conflict. This disrupted the continuity of the lesson between the two sets of objectives and left the students questioning the relevance.

Lastly, short stories as the literature option worked for the pilot, but the question of continuity is predicted to arise again—could a novel study be more effective in linking all the lessons together in regards to social/emotional/behavioural tools as well as literacy?

Q2.1. Is an unbalance necessarily a negative thing?

In review of the pilot, it is not believed that an unbalance in the number of objectives is a negative thing as long as the importance and relevance of the objectives remain the focus—quality, not quantity. For example, the process of Bibliotherapy is pretty clear as to what the student must experience—identification, insight, and catharsis. Instead of forcing this to occur every lesson because each lesson involves a different short story, this process may be better served if guided to occur over the length of the 12-week intervention and informally assessed through the improvement of work and behaviour over time. This would allow the student freedom to identify at his or her own pace versus on a timed schedule. Although the use of different short stories each week is easier for teacher preparation, it is believed this will be difficult for the students to identify with any one character or situation. When a student spends time with a character such as in a novel study, they get to know them as they would a real person—it's an individual and private experience/relationship unique to each student.

As for the literacy objectives, limiting them to one or two main elements will be more effective than trying to force in many just to match the number of Bibliotherapy objectives. For example, during the pilot, a brief introduction to point of view was covered and then characterization. The journal writing and vocabulary

exercises on using context clues were not attempted due to time and lack of attention by the students. The pilot's literacy goals would have been better served focusing on just characterization, which is a key element for increasing comprehension.

Q3. Are the activities and lessons achievable in the time allotted?

In the original design, it was estimated that each lesson would take 60 minutes; this was not achievable. The first group of students arrived at 9:00 am, but the second group didn't arrive until 9:30 am pushing the start of the lesson to 10:00 am following announcements and instructions. Once the lesson began, the attention span of the students per activity did not exceed 20 minutes before they lost focus and began misbehaving. Movement was also key—the students remained engaged and focused exhibiting great work ethics when the activities involved movement and speaking, but again, within 20 minutes of the reading portion, they were staring around the room, giggling, asking irrelevant questions, or needing the toilet (which means they were bored). The lesson ended up taking 90 minutes in total—40 minutes, five-minute break, 40 minutes, then five-minute break before lunch. If kept active and given a break for toilets and water, the students remained relatively motivated and involved with acceptable focus on the tasks. Again, even given 90 minutes, only two of the literacy goals were achieved, but all five steps of the Bibliotherapy were achieved.

Q4. Are the activities, lesson plans, and the literature appropriate for achieving the learning objectives of each session?

Most of this has been discussed in the previous research questions, but in summary, yes. Listed below are some of the more important suggestions for the remaining lessons:

- Collection of personal information such as medical conditions, important events in home life (death, divorce, etc.) for each student prior to intervention. Parent, teacher, school, and student surveys are essential as well as reading habits, interests, and reading levels. Behaviour and attendance records are helpful and lastly the Pearson Resiliency Scales,

and Chapman Reading Self Efficacy. Proved to be more efficient to perform some/most of these in house versus chasing down the schools to provide.

- Appropriate matching of literature not only for the objectives, but also to the interests and reading levels/ages of the students. This was difficult in the pilot as there were six Key Stage 3 students from the 'city' school and five Key Stage 3 students from the 'rural/country' school. The maturity difference and reading levels between the two groups was great massive making the selection of appropriate literature difficult. Short stories offered the best solution to this each week, especially for the pilot.
- Balance of Bibliotherapy objectives and literacy/literature objectives needs to be on the quality/importance and not the number. The Bibliotherapy objectives will be better served over the span of the intervention rather than trying to force and measure after each lesson; the literacy objectives are best achieved by focusing on one to two main elements. Continuity and relevance between the two are fundamental not only for assessing effectiveness of the programme, but in maintaining interest and engagement of the participants.
- Each lesson needs to include a variety of activities to encourage motivation and involvement among the students, not lasting more than 20 minutes. The utilization of higher order thinking skills/questioning, movement, and activities that produce instant success or gratification proved to be more successful than those that required rote memorization, recall, note taking, or solo reading.
- 90 minutes is a more practical time frame for each lesson versus 60 minutes; needs to involve a hook, presentation demonstration, guided practice, independent practice, assessment, and closure. Value lies in the production of student work or activities where they can experience immediate rewards of success. This was shown in the pilot to increase self-confidence, motivation, engagement, and maintain positive attitudes to learning.
- Establish a clear connection between purpose of intervention/lessons learned to school, home, and social/community life. Several students

commented, “that’s not what my teacher said” or “I can’t do that/say that at home”. The students need to see the value and universalism of the lessons offered via the intervention as not just another ‘pull out’ programme but as an avenue for achievement in areas previously failed or difficult for them.

- Serious consideration of swapping short stories for a novel study to improve continuity and relevance as well as allow time over an extended period for achievement of Bibliotherapy goals and implementation of literacy goals.

Procedures:

Step 1: Researcher met with school faculty and Director of the funding partners to identify participants based on reading scores (preferably basic to below basic readers), history of aggression/aggressive behaviours, academic level of Key Stage 3 or 4, parental/guardian permission.

Step 2: Researcher conducted assessments, surveys, and interviews as detailed in Step 3.

Step 3: Researcher administered lesson one of the ten-session intervention plan. Refer Table 4 for the lesson plan for Bibliotherapy objectives, and Literacy objectives for this session.

Step 4: Researcher reviewed and evaluated the findings. This information was used to answer the Pilot research questions as well as influence any changes that needed to be made to the design and execution of the intervention programme before data collection begins.

Step 5: Researcher met with the supporting members of the schools and/or intervention team to discuss the findings and the outcomes of the Pilot, and what changes were to be made to the programme going forward as well as collect suggestions from the participating members.

Step 6: Researcher scheduled ten weeks of the 12-week block for the intervention programme to be executed and the first round of data collected.

Table 4: Pilot Lesson Plan

Session	Affective Bibliotherapy Objectives	Literature/Resources	Literacy/Literature Objectives
1 [2013]	<ul style="list-style-type: none"> ✓ Define Rejection and identify various ways/situations in which Rejection can occur. ✓ Discuss feelings/emotions associated with rejection. ✓ Identify times when he/she experienced rejection and discuss reaction(s). ✓ Associate how rejection can lead to aggression/aggressive behaviour. ✓ Make connections to literature in order to develop more accepted behaviour alternatives. 	<p>Film & TV clips: Mean Girls, X Factor, Britain's Got Talent—began the class with students viewing various clips from film & television dealing with the theme of rejection & the multiple ways it is handled by children, teenagers, & adults. This led as a transition into the whole group discussion of rejection accomplishing 4 of the 5 Bibliotherapy objectives in the left box.</p> <p>SS: The Lamb to Slaughter by Roald Dahl—using the discussion of rejection & the ways it can lead to aggressive behaviour, the class shifted to learn how Point of View plays a role. Using the short story, the class participated in a Forensic activity where the began at the end of the story where the body of Mr. Maloney had been found & had to use POV, Direct & Indirect characterization to create a profile for his character complete with “chalk outlines” of the dead body. Working backwards, they had to use only the clues in the story to determine who killed him & with what.</p> <p>Informal Assessment: Students completed the lesson by answering the 5th question/objective on rejection. Lastly, they were asked to choose a popular song they thought dealt with the issue of rejection or one they listen to when experiencing rejection.</p>	<ul style="list-style-type: none"> ✓ Analyze the impact of POV on literary texts. ✓ Define Direct/Indirect Characterization and identify within various literary texts. <ul style="list-style-type: none"> ○ Compose a journal to make connections & support his/her ideas. ○ Use context clues to determine meaning of unfamiliar words and technical terms (or use a general dictionary when necessary).

The check marks represent goals/objectives that were achieved during the pilot, and the circles represent goals/objectives that were not completed.

4.5.5 Reflections on my role in data collection/generation

One of the most important roles in data collection and generation for this research was my role as the practitioner; it had been noted from pre interviews with the teachers that my American nationality might have had one of two effects: either the students would make no connection and turn away or the students would see an 'exoticness' to it and it work to my advantage in motivating and encouraging performance. Nationality aside, building a trusting rapport between the students, myself, and the 3rd party assistant was key; they needed to feel safe, supported, free, relaxed, and motivated among numerous other emotions for all of us to experience the full scale of this intervention. Respect was something that was earned on both parts and just as important as trust. The students often commented about ways they were treated at school by teachers and other faculty, often disrespected or treated "like children." My goal was to be the opposite of this without sacrificing my role as the authority in the room. The 3rd party assistant and I, who was a male of similar age, often acted as 'good cop/bad cop' or in parental roles. This is discussed more in Chapters 7 and 8, as for many of the participants, he was the only positive male role model in their lives. I often had to stop myself from overstepping the boundaries of practitioner for this project and of their regular school teacher; if a student questioned a skill being taught in my class versus what they had been taught 'at school', I could not say I was right and their teachers were wrong. Lastly, reflexivity was encouraged with the students, the 3rd party assistant, and myself throughout the stages of the programme. The ability to make connections to what we were learning together, daily functionality, and future endeavours was vital to the study.

4.5.6 Data Management

The quantity of data collected for this research was immense; as previously discussed in section 4.5.2/4.5.3, data storage was maintained by the researcher on a password protected secure Mac with backup to a password protected USB drive.

All original documentation provided by the schools and the student produced work was kept in a locked filing cabinet in the possession of the researcher only.

4.5.6 (A) Quantitative

- Pre and post assessments administered by the researcher and/or 3rd party assistant
- Names of participants changed to random numbers for anonymity
- Scores generated per assessment instructions
- Scores double checked by outside party
- Scores entered into Excel spread sheet and double checked for accuracy
- Original documents stored in numbered files within a locked filing cabinet in the possession of the researcher
- Scores cut and paste into SPSS to maintain accuracy
- An exploratory data analysis was conducted to identify any mistakes in data entry

4.5.6 (B) Qualitative

- Pre interview notes with teachers and Head of Years kept in personal diary of researcher and transcribed by researcher into digital participant profiles
- Reading Habits surveys collected in hard copy form by researcher and evaluated. Notes taken in personal diary then transcribed into digital participant profiles
- Personal field notes kept in hand written diary by researcher and transcribed when necessary (i.e. for NVivo). Double checked by the researcher. 3rd party assistant contributed to the notes and observations, verifying accuracy each instance.
- Weekly Progress Reports were generated digitally and emailed to the school contacts on a weekly basis. The originals were kept on a password protected secure Mac by the researcher and printed copies kept in the student files within the locked filing cabinet. The student names were changed and assigned numbers once sent to the schools. The 3rd party

assistant helped to generate the observations and scoring of these each week.

- Videos, audio recordings, and pictures of the students were maintained on a password protected secure Mac and shared only with the 3rd party research assistant for observations and notes. These notes were kept in the hand written study diary by the researcher. Transcriptions of these (if needed) were done by the researcher and double-checked by the 3rd party assistant.
- Student developed portfolios of work and projects were kept in original formats in student files in a locked filing cabinet by the researcher. When referenced in the analysis and findings, scanned copies or photographic replicas were made to include in the writing up.
- Attendance records of the students were provided via paper copies from the participating schools. These were kept in the student files in the locked cabinet as well as added digitally to the student profiles kept on the researcher's password protected Mac.
- The 3rd party assistant offered many notes and observations throughout the process, which were collected at the time by the researcher and added to the hand written research diary or Weekly Progress Reports. The assistant was asked in each instance to verify that the notes, comments, and observations were accurately recorded or presented. Any transcriptions of these were completed by the researcher and double-checked by the assistant.
- Post student interviews were recorded in audio format by either the researcher or the 3rd party assistant. These files were then transcribed by the researcher and verified by outside parties (see Appendix 14 for an example). Names of the students were changed prior to this to ensure anonymity.

4.5.7 Role of Third Party Reviewer/Assistant

This has been explained throughout the chapter, however, to reiterate, a 3rd party assistant was provided by the funding partners and the charitable organization providing the facilities for the intervention. The assistant was/is a long term

employee of the charity, married male in his mid thirties with over 15 years experience in coaching and working with students who exhibit behavioural issues in school or at home. He had no prior training, but had expertise, which included safeguarding awareness. He passed a CR check and acted as a representative of the funding partners as well as a much needed and appreciated assistant in the selection, delivery, and follow up stages of the research project. He helped to identify students using the criteria of the programme, but also based on the needs of the students, schools, and realistic expectations of accomplishment in these twelve-week cohorts. He provided extra classroom management, a positive male role model, insight into lesson engagement and delivery, observations of student behaviour, and evaluative understanding. He played a vital role in helping to eliminate personal bias on behalf of the researcher and add value to the research.

4.6 Data Analysis: Quantitative

SPSS was used to analyse the quantitative data for Fluency, Reading, Reading Self Efficacy, the Pearson Scales, and Behavioural Records. To begin, an exploratory data analysis was conducted in SPSS to determine if the assumptions were met in order to run parametric tests. For those findings containing interval data, and considering the testing conditions (as discussed earlier in Chapter 4), two of the four assumptions were deemed satisfied (i.e. interval data and independence of data); however, after running exploratory tests, it was decided that the other two assumptions (i.e. normal distribution and homogeneity of variance) had not been met. According to Field (2009, p. 139) “values of skewness and kurtosis should be zero in a normal distribution...the further the value from zero, the more likely the data are not normally distributed.” Each of the variable sets returned either positive or negative levels of skewness and kurtosis. This was confirmed visually using histograms, normal Q-Q plots, and boxplots.

Additionally, normality tests (Kolmogorov–Smirnov and Shapiro-Wilk) were conducted to confirm normal or abnormal distribution. Although many of these returned significant differences indicating normal distribution, it was decided that the skewness and kurtosis results combined with the other visualisations would

hold precedence and the data determined not normally distributed. This was due largely to the small sample sizes of the data (the largest $N=10$). Often, in “small samples it is tricky to determine normality one way or another (tests such as Kolmogorov-Smirnov will have low power to detect deviations from normality and graphs will be hard to interpret with so few data points” (p. 156). The small sample sizes also influenced the decision not to transform the data affected by outliers, which may have contributed to the abnormal distributions. Transformation in larger samples (i.e. 30 or more) may have little to no impact, but with a sample of only five to ten participants, “the consequences for the statistical model of applying the ‘wrong’ transformation could be worse than the consequences of analysing the untransformed scores” (p. 156).

Therefore, the nonparametric Wilcoxon signed-rank test was used throughout as it does not assume normality in the data, it can be used when this assumption has been violated, and the use of the dependent t-test is inappropriate. There is an exception where a nonparametric Friedman’s 2-way ANOVA was used instead of Wilcoxon for the Behavioural Records and Achievement Points of Cohorts 1 and 2.

The Friedman’s 2-way ANOVA was conducted using one group of participants and three testing conditions: before, during, and after the intervention. This test provided firstly the null hypothesis and significance value. A second look at the analysis revealed mean ranks, total number of participants, test statistic, degrees of freedom, and asymptotic significance (2 sided test) $p > .05$. Based on the results, a determination was made whether the intervention had a significant change on student behaviours and achievements throughout the school year. All tests used a 95% confidence interval (CI) and significance at $< .05$ ($p < .05$). The Wilcoxon was used for Cohort 3, as there was only data for before and during the intervention due to the completion of the school year.

SPSS data analysis was run and the findings presented on a cohort-by-cohort basis rather than an overall general view; this has been explained due to the

differences in testing conditions, times, and administrators during the data collection process.

4.7 Data Analysis: Qualitative

Thematic analysis was selected as the analytic method for assessing the qualitative data due in part to its flexibility, allowing the researcher to take either a particular theoretical or epistemological position meaning limited variability in how the method is applied within that framework or choose a position independent of theory and epistemology meaning it can be applied across a range of approaches (Braun & Clarke, 2006, p. 78). Thematic analysis not only identifies, analyses, and reports patterns within data, but it can also interpret various aspects of the research topic. It can “both reflect reality and unpick or unravel the surface of ‘reality’” (p. 81). This was ideal considering the quantity and scope of quantitative data collected in order to examine all areas of this research project specifically in reporting the student’s experience from participation.

To begin the process of data analysis, all qualitative data was entered into NVivo: audio files of interviews (pre and post), transcripts of audio files, videos, pictures converted to PDF, all documents, student produced work was photographed and converted to PDF, and the hand written research diary transcribed and uploaded. Next, pre-coding or general initial ideas for coding were produced using the research questions as a guide for organization and systematic fashion (Braun & Clarke, 2006) and not necessarily as a coding frame. After reviewing the vast amounts of data available and comparing to the research questions and aims/purposes of the project, it was determined that “In Vivo” coding be used. Firstly, In Vivo coding utilises the exact terms and phrases of the participants versus an interpretation of what the researcher believes the participant means such as the case with descriptive, initial, or values coding. Secondly, it was decided prior to the coding process that an inductive and semantic approach to thematic analysis be used in order to ensure that personal bias and researcher influence be reduced. The inductive approach or “bottom up” way means “the themes identified are strongly linked to the data themselves...and may bear little

relation to the specific questions that were asked of the participants. They would not be driven by the researcher's theoretical interest" (Braun & Clarke, 2006, p. 83). The themes therefore are data driven and not forced to fit into the researcher's analytic preconceptions, as stated before.

Once the type of coding and analysis was determined, the first cycle of coding began by listening to the audio files of the post interviews and marking the transcripts to generate initial codes across the data set, collating data relevant to each code where possible (p. 87). This was done using both lumper, meaning holistic into one phrase, and splitter, meaning split into multiple phrases, In Vivo coding. The second cycle of coding continued to look for patterns in similarity, differences, frequency, and/or sequence across all the data including the Weekly Progress Reports, field notes, reading surveys, and videos/pictures. This codifying and categorising helped focus on the refining and filtering needed to create subcategories and categories in the development of themes. The third cycle of coding involved the development of these categories into themes and a review to ensure that the "themes worked in relation to the coded extracts and the entire data set, generating a thematic 'map' of the analysis" (p. 87). A thematic framework was created based on these themes.

Once this process was completed, the framework above was shared and discussed with the 3rd party assistant who helped to deliver the intervention and collect the data. Through this discussion and joint collaboration, the overarching themes were established as closely to the data represented as could be in alliance to the inductive and semantic analysis approach discussed earlier.

Examples of each cycle of coding and the subsequent overarching themes are presented in more detail in Chapter 6: Qualitative Findings with a discussion to follow in Chapter 8.

4.8 Conclusion

This chapter began by reviewing the purpose and study aims of the research followed by the research questions with a discussion of the complexity of this project, namely the involvement/roles of the funding partners. The methodological approach of mixed methods—key concepts, action research, and the rationale for longitudinal study—was presented detailing the scope and breadth of the data collection processes. The ethical considerations of working with minor aged vulnerable participants and the measures taken to ensure safety of those students both emotional and physical were discussed in detail. The chapter moved on to describe the research design, quantitative and qualitative data analysis, and finally concluded with a transition into Chapter 5: Quantitative Findings.

Chapter 5: Quantitative Findings

5.1 Introduction

This chapter will present the quantitative findings in three sections: reading and literacy, social/emotional, and behavioural findings. Each section will include a brief discussion of the types of assessments used to collect the data, the tools for analysis, and the findings/results presented in tables. A more detailed description of this can be found in Chapter 4: Methodology along with the validity and reliability of each assessment. In addition, a full discussion of the findings can be found in Chapter 8: Discussion.

5.2 Reading and Literacy Findings

Three types of assessments were used in quantitative data collection concerned with reading and literacy: firstly, fluency scores; secondly, the reading scores; and the thirdly, the Chapman Reading Self-Concept Scale scores. SPSS was used to run nonparametric Wilcoxon signed-rank tests to examine the differences between means in the two conditions (pre and post). The fluency assessment scores were then also compared to Levels of Performance for Word Decoding Accuracy and ORF Target Rate Norms. The findings of the fluency analysis, reading scores, and Chapman Reading Self Concept Scales are presented below.

5.2.1 Fluency

Fluency scores were first analysed using SPSS to run nonparametric Wilcoxon signed-rank tests to examine the differences between means of the two conditions (pre intervention and post intervention). Secondly, the fluency WCPM (word count per minute) percentages were compared to the Levels of Performance for Word Decoding Accuracy to determine reading ability. Finally, the fluency WCPM raw scores were compared against the ORF Target Rate Norms to determine if students were falling below, meeting, or exceeding the fluency target norms for students in their school year (see Appendix 23). Due to the inconsistencies in the testing conditions and times, the findings are presented on a cohort-by-cohort basis versus a generalized overview.

Table 5: SPSS Wilcoxon signed-ranks test Word Count Per Minute (WCPM)

Cohort	Median (<i>Mdn</i>) Post Test	Median (<i>Mdn</i>) Pre Test	Test Statistic (<i>T</i>)	Standard Deviation (<i>z</i>)	Significance (<i>p</i> < .05)	Effect Size (<i>r</i>)
C1 (N=9)	128	123	7	-1.838	.066	-.433
C2 (N=9)	169	170	42	2.312	.021	.55
C3 (N=8)	166.5	135.5	30	1.682	.092	.42

A Wilcoxon signed-ranks test indicated that the median WCPM post-test scores (*Mdn* = 169) were statistically significantly higher than the median pre-test scores (*Mdn* = 170), *T* = 42, *z* = 2.312, *p* = .021, *r* = .55 for Cohort 2.

Table 6: Levels of Performance for Word Decoding Accuracy

Cohort	Independent Level 97-100%	Instructional Level 90-96%	Frustration Level <90%	Missing Data (999)
C1 (N=11) Pre Intervention	8	3	0	0
C1 (N=9) Post Intervention	6	1	2	2
C2 (N=11) Pre Intervention	8	2	0	1
C2 (N=9) Post Intervention	8	1	0	2
C3 (N=9) Pre Intervention	7	2	0	0
C3 (N=9) Post Intervention	7	1	0	1

Source: Rasinski, T.V. (2011). *Assessing Reading Fluency*. Pacific Resources for Education and Learning, p. 4.

5.2.1(A) Cohort 1

Levels of Performance for Word Decoding Accuracy

Comparing the fluency percentages for pre intervention to the Levels of Performance for Word Decoding Accuracy listed in Table 6, eight of the eleven students scored within the Independent Level (97-100%) indicating an ability to read the assessment text or another text of similar difficulty without assistance. The remaining three students scored within the Instructional Level (90-96%) showing an ability to read the assessment text or another text of similar difficulty with some assistance, usually provided by a parent or teacher.

Post participation in the intervention, the percentages show six of the eleven students scoring in the Independent Level (97-100%), one student in the Instructional Level, two students in the Frustration Level (<90%) indicating they find the assessment text and/or another text of similar difficulty too challenging to read, even with assistance. Missing data is represented as 999 for two of the eleven students.

5.2.1(B) Cohort 2

Levels of Performance for Word Decoding Accuracy

Comparing the fluency percentages for pre intervention to the Levels of Performance for Word Decoding Accuracy listed in Table 6, eight of the eleven students scored within the Independent Level (97-100%) indicating an ability to read the assessment text or another text of similar difficulty without assistance. Of the remaining, two students scored within the Instructional Level (90-96%) showing an ability to read the assessment text or another text of similar difficulty with some assistance, usually provided by a parent or teacher. Missing data is represented as 999 for one of the eleven participants.

Post participation in the intervention, the percentages show eight of the eleven students scoring in the Independent Level (97-100%), and one student in the Instructional Level. Missing data is represented as 999 for two of the eleven students.

5.2.1(C) Cohort 3

Levels of Performance for Word Decoding Accuracy

Comparing the fluency percentages for pre intervention to the Levels of Performance for Word Decoding Accuracy listed in Table 6, seven of the nine students scored within the Independent Level (97-100%) indicating an ability to read the assessment text or another text of similar difficulty without assistance. The remaining two students scored within the Instructional Level (90-96%) showing an ability to read the assessment text or another text of similar difficulty with some assistance, usually provided by a parent or teacher.

Post participation in the intervention, the percentages show seven of the nine students scoring in the Independent Level (97-100%), and one student in the Instructional Level (90-96%). Missing data is represented as 999 for one of the nine students.

5.2.2 Pre and Post Reading Scores

No standardized reading assessment was administered prior to or following the intervention; rather, data regarding reading was collected from the participating schools on each of the students in a method to which they chose. Only one of the two participating schools in Cohort 1 provided this information and did so in the form of reading ages. Cohort 2 schools provided reading marks from the beginning of school to final marks. It was not known how these marks were calculated, but understood to be UK national curriculum levels. The scores were rank ordered using an ordinal scale. Cohort 3 schools provided reading ages from the beginning of school to final marks. SPSS was used to analyse the data using nonparametric Wilcoxon signed-rank tests of pre and post reading scores. Results are presented on a cohort-by-cohort basis versus an overall general view.

Table 7: SPSS Wilcoxon signed-ranks test Reading Scores (or ages)

Cohort	Median (<i>Mdn</i>) Post Test	Median (<i>Mdn</i>) Pre Test	Test Statistic (<i>T</i>)	Standard Deviation (<i>z</i>)	Significance ($p < .05$)	Effect Size (<i>r</i>)
C1 (N=5)	116	118	9	.405	.686	.128
C2 (N=10)	8	7	32.5	2.124	.034	.48
C3 (N=8)	140.5	126	24	1.690	.091	.42

A Wilcoxon signed-ranks test indicated that the median Reading post-test scores ($Mdn = 8$) were statistically significantly higher than the median Reading pre-test scores ($Mdn = 7$), $T = 32.5$, $z = 2.124$, $p = .034$, $r = .48$ for Cohort 2.

5.2.3 Chapman Reading Self Concept Scales

The Chapman Reading Self Concept Scale measures the three main important aspects of the reading sub-component of academic self-concept: perceptions of

competence in reading, perceptions of difficulty with reading, and attitudes towards reading. Although the RSCS provides full scale and subscale scores for which to draw comparisons, because the tables provided for interpretation are based on normative data from samples of students aged five to ten and this project focuses on samples ages 13-15, SPSS was the primary tool for analysis using a nonparametric Wilcoxon signed-rank tests for pre and post RSCS scores looking at Competence sums, Difficulty sums, Attitude sums, and Full Scale sums.

5.2.3 (A) Competence

Table 8: SPSS Wilcoxon signed-ranks test Reading Self Concept (RSCS)

Cohort	Median (<i>Mdn</i>) Post Test	Median (<i>Mdn</i>) Pre Test	Test Statistic (<i>T</i>)	Standard Deviation (<i>z</i>)	Significance ($p < .05$)	Effect Size (<i>r</i>)
C1 (N=9)	39	33	27.5	1.332	.183	.31
C2 (N=9)	37	33	33.5	1.305	.192	.31
C3 (N=8)	37.5	35.5	25	1.876	.061	.47

None of the Cohorts demonstrated statistically significant changes between pre and post-test scores.

5.2.3 (B) Difficulty

Table 9: SPSS Wilcoxon signed-ranks test Reading Self Concept (RSCS)

Cohort	Median (<i>Mdn</i>) Post Test	Median (<i>Mdn</i>) Pre Test	Test Statistic (<i>T</i>)	Standard Deviation (<i>z</i>)	Significance ($p < .05$)	Effect Size (<i>r</i>)
C1 (N=9)	35	32	42.5	2.390	.017	.56
C2 (N=9)	36	38	4.5	-.813	.416	-.19
C3 (N=8)	32	37	10	-.676	.499	-.17

A Wilcoxon signed-ranks test indicated that the median reading Difficulty post-test scores ($Mdn = 35$) were statistically significantly higher than the median reading Difficulty pre-test scores ($Mdn = 32$), $T = 42.5$, $z = 2.390$, $p = .017$, $r = .56$ for Cohort 1.

5.2.3 (C) Attitude

Table 10: SPSS Wilcoxon signed-ranks test Reading Self Concept (RSCS)

Cohort	Median (<i>Mdn</i>) Post Test	Median (<i>Mdn</i>) Pre Test	Test Statistic (<i>T</i>)	Standard Deviation (<i>z</i>)	Significance ($p < .05$)	Effect Size (<i>r</i>)
C1 (N=9)	26	26	33	1.245	.213	.29
C2 (N=9)	18	16	21	.420	.674	.10
C3 (N=8)	32	28.5	26	1.126	.260	.28

None of the Cohorts demonstrated statistically significant changes between pre and post-test scores.

5.2.3 (D) Full Scale

Table 11: SPSS Wilcoxon signed-ranks test Reading Self Concept (RSCS)

Cohort	Median (<i>Mdn</i>) Post Test	Median (<i>Mdn</i>) Pre Test	Test Statistic (<i>T</i>)	Standard Deviation (<i>z</i>)	Significance ($p < .05$)	Effect Size (<i>r</i>)
C1 (N=9)	98	88	35	1.487	.137	.35
C2 (N=9)	91	88	28	.652	.514	.15
C3 (N=8)	106.5	94	28.5	1.472	.141	.37

None of the Cohorts demonstrated statistically significant changes between pre and post-test scores.

5.3 Social and Emotional Findings

The Pearson Resiliency Scales assess three core areas identified as measurable constructs of resiliency: Sense of Mastery, Sense of Relatedness, and Emotional Reactivity. The raw scores from these tests were first converted to *T* scores using the tables provided in the instructional manual and compared against Score Rankings Based on Resiliency Scale *T* Score Ranges. The raw scores were then entered into SPSS and nonparametric Wilcoxon signed-rank tests were run to examine differences between the means of the two conditions (pre and post intervention) of each cohort. These are presented on a cohort-by-cohort basis.

5.3.1 Cohort 1

Table 12: Score Rankings Based on Resiliency Scale *T* Score Ranges

Cohort 1 (N=11)	High > or = 60	Above Average 56-59	Average 46-55	Below Average 41-45	Low < or = 40	Missing Data
Sense of Mastery (SOM) Pre Intervention	2	0	1	1	7	0
Sense of Mastery (SOM) Post Intervention	2	0	4	1	2	2
Sense of Relatedness (SOR) Pre Intervention	2	0	1	4	4	0
Sense of Relatedness (SOR) Post Intervention	2	0	2	3	2	2
Emotional Reactivity (ER) Pre Intervention	4	2	3	2	0	0
Emotional Reactivity (ER) Post Intervention	1	1	5	0	2	2

Source: Prince-Embury, S. (2007). Pearson resiliency scales for children and adolescents manual. Bloomington, MN: Pearson, p. 26.

Table 13: SPSS Pearson Resiliency Scales

Cohort 1 (N=9)	Median (<i>Mdn</i>) Post Test	Median (<i>Mdn</i>) Pre Test	Test Statistic (<i>T</i>)	Standard Deviation (<i>z</i>)	Significance (<i>p</i> < .05)	Effect Size (<i>r</i>)
SOM Overall	53	42	30.5	1.772	.076	.42
Optimism	17	13	39	1.963	.050	.46
Self Efficacy	30	22	37	1.719	.086	.41
Adaptability	9	8	16	-.284	.776	-.07
SOR Overall	65	62	39	1.955	.051	.46
Trust	23	14	38.5	1.897	.058	.45
Support	20	16	32	1.127	.260	.27
Comfort	11	12	24.5	.241	.809	.06
Tolerance	23	18	39.5	2.032	.042	.48
ER Overall	27	34	12	-1.245	.213	-.29
Sensitivity	7	8	11	-.981	.326	-.23
Recovery	3	2	16	.341	.733	.08
Impairment	16	21	7	-1.542	.123	-.36

A Wilcoxon signed-ranks test indicated that the median Optimism post-test scores (*Mdn* = 17) were statistically significantly higher than the median Optimism pre-test scores (*Mdn* = 13), *T* = 39, *z* = 1.963, *p* = .050, *r* = .46.

A Wilcoxon signed-ranks test indicated that the median Tolerance post-test scores ($Mdn = 23$) were statistically significantly higher than the median Tolerance pre-test scores ($Mdn = 18$), $T = 39.5$, $z = 2.032$, $p = .042$, $r = .48$.

5.3.2 Cohort 2

Table 14: Score Rankings Based on Resiliency Scale T Score Ranges

Cohort 2 (N=11)	High > or = 60	Above Average 56-59	Average 46-55	Below Average 41-45	Low < or = 40	Missing Data
Sense of Mastery (SOM) Pre Intervention	0	0	3	1	7	0
Sense of Mastery (SOM) Post Intervention	0	0	2	2	5	2
Sense of Relatedness (SOR) Pre Intervention	0	2	2	3	4	0
Sense of Relatedness (SOR) Post Intervention	0	1	3	2	3	2
Emotional Reactivity (ER) Pre Intervention	3	1	4	2	1	0
Emotional Reactivity (ER) Post Intervention	3	1	3	1	1	2

Source: Prince-Embury, S. (2007). Pearson resiliency scales for children and adolescents manual. Bloomington, MN: Pearson, p. 26.

Table 15: SPSS Pearson Resiliency Scales

Cohort 2 (N=9)	Median (Mdn) Post Test	Median (Mdn) Pre Test	Test Statistic (T)	Standard Deviation (z)	Significance ($p < .05$)	Effect Size (r)
SOM Overall	45	43	16.5	.423	.672	.10
Optimism	18	17	26	.418	.676	.16
Self Efficacy	23	22	19	.851	.395	.20
Adaptability	7	7	25	.302	.763	.07
SOR Overall	63	61	31.5	1.067	.286	.25
Trust	20	19	31.5	1.071	.284	.25
Support	17	16	30	.895	.371	.21
Comfort	11	10	32.5	1.197	.231	.28
Tolerance	17	15	28.5	.711	.477	.17
ER Overall	30	29	23	.060	.953	.01
Sensitivity	10	7	33	1.246	.213	.29
Recovery	1	2	10	-.105	.916	-.03
Impairment	20	19	17.5	-.593	.553	-.14

There were no statistically significant changes in pre to post test median scores.

5.3.3 Cohort 3

Table 16: Score Rankings Based on Resiliency Scale *T* Score Ranges

Cohort 3 (N=9)	High > or = 60	Above Average 56-59	Average 46-55	Below Average 41-45	Low < or = 40	Missing Data
Sense of Mastery (SOM) Pre Intervention	0	1	4	1	3	0
Sense of Mastery (SOM) Post Intervention	1	0	3	2	2	1
Sense of Relatedness (SOR) Pre Intervention	0	2	3	2	2	0
Sense of Relatedness (SOR) Post Intervention	1	0	4	1	2	1
Emotional Reactivity (ER) Pre Intervention	4	1	3	0	1	0
Emotional Reactivity (ER) Post Intervention	1	3	3	0	1	1

Source: Prince-Embury, S. (2007). Pearson resiliency scales for children and adolescents manual. Bloomington, MN: Pearson, p. 26.

Table 17: SPSS Pearson Resiliency Scales

Cohort 3 (N=8)	Median (Mdn) Post Test	Median (Mdn) Pre Test	Test Statistic (<i>T</i>)	Standard Deviation (<i>z</i>)	Significance (<i>p</i> < .05)	Effect Size (<i>r</i>)
SOM Overall	52	52.5	29	1.544	.123	.39
Optimism	17.5	18.5	10.5	.813	.416	.20
Self Efficacy	26	25.5	27	1.268	.205	.32
Adaptability	9	8	28	2.414	.016	.60
SOR Overall	68.5	71	13.5	-.085	.933	-.02
Trust	21.5	22	12.5	.420	.674	.11
Support	18	18	17	.516	.606	.13
Comfort	10.5	11	8.5	-.423	.672	-.11
Tolerance	18.5	21	12	-.341	.733	-.09
ER Overall	32	35	9.5	-1.192	.233	-.30
Sensitivity	8.5	8.5	17	-.141	.888	-.04
Recovery	4.5	7.5	5.5	-1.761	.078	-.44
Impairment	17	18.5	9.5	-.762	.446	-.19

A Wilcoxon signed-ranks test indicated that the median Adaptability post-test scores ($Mdn = 9$) were statistically significantly higher than the median Adaptability pre-test scores ($Mdn = 8$), $T = 28$, $z = 2.414$, $p = .016$, $r = .60$.

5.4 Behavioural Findings

No standardized behavioural assessment was administered prior to or following the intervention; rather, data regarding behaviour and achievement was collected from the participating schools on each of the students before the intervention, during the intervention, and following the intervention. Each school used the same points based system for recording behaviour issues; students were assigned points based on the severity of the action of misbehaviour: L1s are considered low level disruption, L2s are repeated disruption, and L3s are serious or on going breaches of school behaviour policy. Additionally, each school used the same achievement points system. Generally, one point was given for minor merit and five points for superior merit. Details about this behavioural and achievement points systems can be found in section 4.5.2 (C).

SPSS was used to run non parametric Friedman's 2-way ANOVA tests for each cohort over the course of the school year: pre intervention, during, and post. The exception to this is Cohort 3 as no post data was available, so a nonparametric Wilcoxon signed-rank test was conducted to examine differences in behaviour and achievement before and during the intervention.

5.4.1 Behaviour Points

Table 18: SPSS Friedman's 2-way ANOVA (C1/C2)

Cohort	L1 Behaviours		L2 Behaviours		L3 Behaviours	
	Test Statistic/ degrees of freedom $\chi^2(2)$	Significance $p < .05$	Test Statistic/ degrees of freedom $\chi^2(2)$	Significance $p < .05$	Test Statistic/ degrees of freedom $\chi^2(2)$	Significance $p < .05$
C1 (N=10)	15.20	0.001	8.000	0.018	5.143	0.076
C2 (N=11)	14.244	0.001	8.444	0.015	2.000	0.368

There was a statistically significant difference in L1 behaviours before, during, and after participation in the intervention, $\chi^2(2) = 15.20$, $p = 0.001$ for Cohort 1. Therefore, the null hypothesis is rejected as distributions are not the same.

There was a statistically significant difference in L2 behaviours before, during, and after participation in the intervention, $\chi^2(2) = 8.000$, $p = 0.018$ for Cohort 1. Therefore, the null hypothesis is rejected as distributions are not the same.

There was a statistically significant difference in L1 behaviours before, during, and after participation in the intervention, $\chi^2(2) = 14.244$, $p = 0.001$ for Cohort 2. Therefore, the null hypothesis is rejected as distributions are not the same.

There was a statistically significant difference in L2 behaviours before, during, and after participation in the intervention, $\chi^2(2) = 8.444$, $p = 0.015$ for Cohort 2. Therefore, the null hypothesis is rejected as distributions are not the same.

Table 19: SPSS Wilcoxon signed-ranks test Behaviour Points (C3)

Cohort 3 (N=9)	Median (Mdn) Post Test	Median (Mdn) Pre Test	Test Statistic (T)	Standard Deviation (z)	Significance ($p < .05$)	Effect Size (r)
L1s	5	20	.000	-2.668	.008	-.63
L2s	12	43	.000	-2.524	.012	-.59
L3s	.00	20	2	-1.782	.075	-.42

A Wilcoxon signed-ranks test indicated that the median L1 Behaviours post scores ($Mdn = 5$) were statistically significantly lower than the median L1 Behaviours pre scores ($Mdn = 20$), $T = .000$, $z = -2.668$, $p = .008$, $r = -.63$ for Cohort 3.

A Wilcoxon signed-ranks test indicated that the median L2 Behaviours post scores ($Mdn = 12$) were statistically significantly lower than the median L2 Behaviours pre scores ($Mdn = 43$), $T = .000$, $z = -2.524$, $p = .012$, $r = -.59$ for Cohort 3.

5.4.2 Achievement Points

There was a statistically significant difference in achievement points before, during, and after participation in the intervention ($N=5$), $\chi^2(2) = 7.60$, $p = 0.022$ for Cohort 1. Therefore, the null hypothesis is rejected as distributions are not the same.

There was a statistically significant difference in achievement points before, during, and after participation in the intervention, $\chi^2(2) = 10.105$, $p = 0.006$ for Cohort 2. Therefore, the null hypothesis is rejected as distributions are not the same.

A Wilcoxon signed-ranks test indicated that the median Achievement Points post scores ($Mdn = 58$) were not statistically significantly higher than the median Achievement Points pre scores ($Mdn = 39$), $T = 36$, $z = 1.601$, $p = .109$, $r = .38$ for Cohort 3.

5.5 Conclusion

This chapter presented the quantitative findings in three sections: reading and literacy, social/emotional, and behavioural. Each section included a brief discussion of the types of assessments used to collect the data, the tools for analysis, and the results. Overall, the quantitative findings did not find statistically significant effects of participation in a Bibliotherapy based intervention as compared to prior with the exception of: significant effects in Cohort 1 to Difficulty in RSCS, Optimism in SOM, Tolerance in SOR, L1/L2 behaviours, and achievement points; Cohort 2 to fluency scores, reading scores, L1/L2 behaviours, and achievement points; Cohort 3 to Adaptability in SOM, and L1/L2 behaviours. The Pearson Resiliency Scales were the primary source for *quantitative* data in regards to RQ1, but school behavioural records and achievement points were also used to help establish engagement. The fluency assessments, reading scores, and Reading Self Concept Scales are the three quantitative areas, which in combination, help to support the qualitative findings in establishing this theme in answer to the research questions (RQ2/RQ3). A more detailed description of this can be found in Chapter 4: Methodology; additionally, a full discussion of the findings will follow in Chapter 8: Discussion.

Chapter 6: Qualitative Findings

6.1 Introduction

Continuing from the presentation of the Quantitative Findings in Chapter 5, this chapter begins with a brief summary of the intervention delivered in all three cohorts along with an overview of the Qualitative data analysis followed by a description of the participants. More details of this can be found in the previous Methodology Chapter 4. The presentation of the findings will offer four overarching themes as the thematic framework and quotes from the participants as well as from the researcher's diary will be used to illustrate these; within each overarching theme, a "mini case study" or student example has been selected to demonstrate the relationship between the various forms of qualitative data collected and the findings. A further discussion of all the findings will be presented in Chapter 8 as well as a discussion as to how these qualitative findings complement the quantitative findings (Chapter 5) to offer a corroborated interpretation of the study as a whole.

6.2 Summary of the Intervention

As previously discussed, the purpose and aims of this study were to develop a literacy intervention based on the principals of Bibliotherapy in order to address the challenges of literacy, self efficacy, and behaviour among disaffected youth; to evaluate the various outcomes which influenced the design or the effective implantation of the intervention; finally, to revise and make changes based on the evaluations to produce a viable programme for future use. Much was learned from the Pilot Study and changes to the delivery and curriculum made prior to the beginning of Cohort 1. As can be seen in Appendix 11, Cohort 1 students were delivered a curriculum based on short stories with various thematic foci, Bibliotherapy objectives, and literacy skills (aligned with the National Curriculum requirements for Year 9 students at the time). Activities were designed to encourage movement, higher order thinking skills, consider various learning styles and multiple intelligences, and student interests. Following the completion of each lesson, the researcher and the 3rd party assistant performed an evaluation and

discussion. Adjustments were made accordingly prior to the next lesson. Each cohort lasted 12 weeks, however, the intervention itself only covered ten lessons; this allowed for testing during the first week orientation and for a “catch up” lesson should the need have arisen.

After the completion of Cohort 1, another evaluation and discussion was conducted between the researcher and 3rd party assistant. It was decided based on feedback from the students, researcher notes, behavioural issues, engagement, and change in student interests/abilities, that the short story curriculum be changed to a young adult novel study. Cohort 2 students were delivered a similar curriculum with Bibliotherapy objectives, literacy skills based on the National Curriculum standards for Year 9 students, and activities, which corroborated with the themes of the novel. This was to deliver a more cohesive unit of study over the ten weeks versus varying short stories, which had no link or relationship each week. Around the half way point of Cohort 2, following weeks of behaviour issues, disengagement, and lack of interest, it was determined that the novel study be replaced by the return of short stories. The novel study/curriculum is detailed in Appendix 12.

Following the same procedures, an evaluation of Cohort 2 was conducted upon completion. Again, based on the feedback from the students, researcher notes, behavioural issues, engagement, and change in student interests/abilities, it was decided to return to the short story unit for the final Cohort 3. Adjustments were made to meet the needs of the new students and activities altered to improve previously reported issues with interest, engagement, and behaviour. The unit of study for Cohort 3 can be found in Appendix 13.

A more detailed discussion of the programme evaluation can be found in Chapter 7 with recommendations/limitations of the intervention.

6.3 Overview of Data Analysis and Presentation of Findings

To begin the process of data analysis, all qualitative data was entered into NVivo: audio files of interviews (pre and post), transcripts of audio files, videos, pictures

converted to PDF, all documents, student produced work was photographed and converted to PDF, and the hand written research diary transcribed and uploaded. This helped to re-familiarise myself with the data collected from 32 participants.

Next, pre-coding or general initial ideas for coding were produced using the research questions as a guide for organization and systematic fashion (Braun & Clarke, 2006) and not necessarily as a coding frame:

Q1. How useful is Bibliotherapy and/or its principles as a tool in designing a literacy programme for **re-engaging** disaffected adolescents?

Q2. What is the **perspective** of the **students** in undertaking the programme in means of the process involved?

Q3. What **changes** follow this programme in regards to the **improvement** of **literacy** and **enhancement** of **attitude** and **interest** in **reading** amongst disaffected students?

After reviewing the vast amounts of data available and comparing to the research questions and aims/purposes of the project, it was determined that “In Vivo” coding be used. Firstly, In Vivo coding utilises the exact terms and phrases of the participants versus an interpretation of what the researcher believes the participant means such as the case with descriptive, initial, or values coding. So much of this project was about the researcher: the review of literature, the experiences of the researcher, the design of the intervention, the delivery of the programme, the evaluation of the programme, and the collection of data. The qualitative analysis is the one section vital to reporting the impact to the participant based on his or her own experiences and feelings, free from influence of the researcher. It keeps the data “rooted in the participant’s own language” (Saldano, 2008, p. 6) offering a more authentic conceptualisation.

Secondly, it was decided prior to the coding process that an inductive and semantic approach to thematic analysis be used in order to ensure that personal bias and researcher influence be reduced. The inductive approach or “bottom up” way means “the themes identified are strongly linked to the data themselves...and may bear little relation to the specific questions that were asked of the participants. They would not be driven by the researcher’s theoretical interest” (Braun & Clarke, 2006, p. 83). The themes therefore are data driven and not forced to fit into the researcher’s analytic preconceptions, as stated before. An inductive approach allows for a more “rich description of the data overall” (p. 84). Additionally, In Vivo coding supports the semantic level of analysis as

themes are identified within the explicit or surface meanings of the data...not looking for anything beyond what a participant has said or what has been written. Ideally, the analytic process involves a progression from description, where the data have simply been organised to show patterns in semantic content, and summarized, to interpretation, where there is an attempt to theorise the significance of the patterns and their broader meanings and implications (p. 84).

This is valuable as In Vivo coding uses the exact terminology recorded from the participants at the various stages of the intervention process.

Once the type of coding and analysis was determined, the first cycle of coding began by listening to the audio files of the post interviews and marking the transcripts to generate initial codes across the data set, collating data relevant to each code where possible (p. 87). This was done using both lumpers, meaning holistic into one phrase, and splitters, meaning split into multiple phrases, In Vivo coding.

Table 20: First Cycle Coding

Statement	In Vivo Code
“Like from when I first started...I ¹ wasn’t that good at reading, now, my ² reading has improved a lot, and from reports at school I’ve jumped from when I first started school, I’ve ³ jumped up two year levels, from being at a ⁴ seven year olds capability	¹ “Wasn’t that good at reading” ² “Reading has improved a lot” ³ “Jumped up two year levels” ⁴ “Seven year olds capability of reading & writing”

of reading and writing to now jump two years up” (PI/009)	
“My goal was just to ⁵ get over dyslexia as a whole, just get that out the way and from there on I’ll find something out of what I want to do” (PI/009)	⁵ “Goal to get over dyslexia as a whole”
“I think ⁶ I have made progress and like, ⁷ if I fall out with anyone I just get over it. ⁸ I’ve learnt to get over it and like it’s, don’t know, it’s just ⁹ different, but in a good way” (PI/025)	⁶ “I have made progress” ⁷ “If I fall out with anyone, I just get over it” ⁸ “I’ve learnt to get over it” ⁹ “Different but in a good way”

The second cycle of coding continued to look for patterns in similarity, differences, frequency, and/or sequence across all the data including the Weekly Progress Reports, field notes, reading surveys, and videos/pictures. This codifying and categorising helped focus on the refining and filtering needed to create subcategories and categories in the development of themes.

Table 21: Second Cycle Coding

Significant Statements	Theme Clusters/Sub Categories
<p>“If we do something wrong, you don’t have a go at us” (PI/024)</p> <p>“Don’t like people shouting in my face every time I get something wrong” (PI/024)</p> <p>“Easier if someone supported me” (PI/024)</p> <p>“Interacting with you more like being close mates” (PI/020)</p>	Relationship with Teachers
<p>“Behaviour has improved quite a bit. Not so much trouble now” (PI/012)</p> <p>“If I fall out with anyone, I just get over it” (PI/025)</p> <p>He worked well independently with no issues (WPR6/023)</p>	Behaviour towards others
<p>“Reading has improved a lot...jumped up two year levels...seven year olds</p>	Reading Self Efficacy

capability of reading & writing” (PI/009)	
“Do what I was asked the first time instead of always mucking around” (PI/017) “Used to be a bit dumbish, I’ve improved my skills and learning” (PI/014)	Self Perception in School
“[Student] shared some personal experiences with the group & was quite vocal in answering the questions with relevant & insightful connections” (WPR6/023)	Work Ethic in Class

The third cycle of coding involved the development of these categories into themes and a review to ensure that the “themes worked in relation to the coded extracts and the entire data set, generating a thematic ‘map’ of the analysis” (p. 87). A thematic framework was created based on these themes.

Table 22: Third Cycle Coding

1.1 Relationships with Teachers 1.2 Behaviours towards Learning 1.3 Value between School & Future	2.1 Changes in Behavioural Responses to Emotions 2.2 Transition from Extrinsic Motivation to Intrinsic Reward
3.1 Understanding & Acceptance of Peers 3.2 Communication 3.3 Development of Emotional Relationships to Learning	4.1 Relating to Literary Themes through Reading 4.2 Identifying Self through Literary Characters 4.3 Transferrable Life Skills through Reading

Once this process was completed, the framework above was shared and discussed with the 3rd party assistant who helped to deliver the intervention and collect the data. This was important to the analysis as “discussions provide not only an opportunity to articulate your internal thinking processes, but also presents windows of opportunity for clarifying your emergent ideas and possibly making new insights about the data” (Saldano, 2008, p. 28). The assistant had intimate knowledge of the research participants as well as the evaluation of the programme; through this discussion and joint collaboration, the overarching themes were established as closely to the data represented as could be in alliance to the inductive and semantic analysis approach discussed earlier. Researcher

interpretation was used to “refine the specifics of each theme, the overall story the analysis tells, and in generating clear definitions and names for each theme” (Braun & Clarke, 2006, p. 87).

Table 23: Final Overarching Themes and Framework

<p style="text-align: center;">Power Over Learning</p> <p>1.1 Relationships with Teachers</p> <p>1.2 Behaviours & Attitude Towards Learning</p>	<p style="text-align: center;">Emotional Intelligence</p> <p>2.1 Changes in Behavioural Responses to Emotions/Self Control</p> <p>2.2 Transitions in Motivation to Learning/Engagement</p>
<p style="text-align: center;">Peer Impact on Learning</p> <p>3.1 Understanding & Acceptance of Peers</p> <p>3.2 Appreciation of Supportive Peer Relationships</p>	<p style="text-align: center;">New Reader Identity</p> <p>4.1 Relating to Literary Themes</p> <p>4.2 Identifying Self through Literary Characters</p> <p>4.3 Transferrable Life Skills through Reading</p>

6.4 Description of Participants

Student participation in the intervention was determined using the inclusion/exclusion criteria set out in Appendix 5 and as discussed in the Methodology Chapter; it was anticipated that each student selected would have exhibited some apathy or disaffection towards school particularly reading, struggled with any variety of literacy skills, and experienced personal issues that may have contributed to social, emotional, or behavioural concerns.

Among the students identified for participation, 26 came from single mother households, two of which were being raised by a grandmother. One student was being cared for in a foster home and another in a household with 13 children under the age of 16. Three students had been assigned social workers: one a Child in Need, one in Child Protection, and one Statemended. More than half the students received free school meals. Four students received additional one to one literacy assistance at school for weak numeracy, reading, spelling, and even Dyslexia. Two students had visual impairments requiring accommodation, two students with asthma requiring pumps, and one student with a physical impairment, which limited

the use of his legs. Two students had fathers who were incarcerated. One boy's father committed suicide during the summer holidays while another student's older brother committed suicide prior to the beginning of the intervention. One participant was undergoing a criminal investigation for the alleged rape of his 11-year old cousin; one student being investigated for using an art scalpel as a weapon in school, and another was involved in the accidental death of a 13-year old female classmate during his participation in the programme. This is just a brief depiction of the diversity of issues outside of school that these participants brought to the programme each week, which added to the numerous academic problems associated with poor attendance, reading, and behaviour.

Qualitative data was collected for each student throughout the research process and although each participant has a story to tell and his/her experience is important to the findings, only four students were selected as specific examples or "mini case studies" to demonstrate the relationship between the data and the overarching themes of the research. These selections were made randomly based on frequency of codes occurrence and relevance of text to the themes (Auerbach & Silverstein, 2003).

Below is an introduction to each student. Please note that pseudonyms have been used in the presentation of all findings:

Nick: Nick was a 14-year old boy, white/British, from a single mother English speaking household where his mother finished a BTEC diploma at college. He lived with Hemiotrophy, which required him to take codeine regularly and limited his physical abilities, particularly use of his legs, and sometimes caused him to suffer migraine headaches and experience nausea. Nick was quite self-conscious of his smaller height and often acted as the class clown in school to detract attention from this. Academically, Nick began the programme with a reading age of nine years six months, far below for a Year 9 student, but a fluency score of 224 WCPM with 99.5% accuracy. He scored low on the Sense of Mastery Scale at 29, but average (46-55) on the Sense of Relatedness (52) and Emotional Reactivity

(55) scales. Nick's attitude to self and school suffered greatest (PASS): his perceived learning capability was 25.4% (on a scale of 0-100%), self-regard as a learner 33.6%, preparedness for learning 2.4%, attitudes to teachers 27%, general work ethic 17.8%, confidence in learning 32.3%, and response to curriculum demands 17.3%. Nick responded on his reading habits survey that he did not believe it was important to be a good reader, that it was not important for his future, nor did he enjoy reading and found it to be boring. He claimed to read less than 30 minutes a day outside of school and never for fun. Nick responded that his teacher did not give him anything interesting to read, but yet when given his choice, he claimed never to read. Nick liked being in school, felt safe at school, and never felt hurt or bullied at school. At home, Nick's mother claimed to be an avid reader reading everyday for one to five hours for her own enjoyment and encouraging reading in the home by keeping books and magazines available, discussing reading/school with Nick, and practicing reading one to two times a month.

Sara: Sara was a 14-year old female, white/British from a single mother English speaking household (mother was engaged to be remarried), where her mother completed a NVQ3. Sara had no known physical or health related issues. Academically, Sara began the programme with a reading age of ten years nine months, below the expected Year 9 level, and a reading fluency of 136 WCPM with 97% accuracy. She scored a little lower than average (46-55) on the Sense of Mastery (45) and Sense of Relatedness (43) scales, but above average on the Emotional Reactivity scales at 59. Sara's attitude to self and school (PASS) was quite high with the exception of preparedness for learning 25.4% and confidence in learning at 32.3%. She had a perceived learning capability of 63.8%, self-regard as a learner of 90.8%, and general work ethic of 98.8%. Sara's reading survey responses indicated that she read less than 30 minutes a day outside of school, but enjoyed magazines when she did read, which was almost daily. She would choose to read for fun maybe one to two times a month, but would borrow from the library at least once a week. She enjoyed reading, did not find it boring, and felt she was a strong reader compared to other students. She also understood the importance of being a good reader for her future and believed she could learn a lot

from reading. However, Sara responded that her reading teacher was difficult to understand, did not give her interesting things to read about, and felt unsupported by the teacher. She also claimed that she was made fun of or called names at least one to two times a month, had lies spread about her at school one to two times a week, had things stolen from her each PE class if she did not give her purse to the teacher, and was physically hit or hurt one to two times a month. Sara struggled with aggressive behaviours often fighting with other students and being argumentative with teachers; she had 184 L3 behaviour points (L3's are issued by tutors, Heads of Year, and SLT for any serious or on-going breaches of the school behaviour policy, swearing at a member of staff, violence, bullying, etc.) when she began the intervention. When asked about her motivations or goals for participating in the intervention, she responded, "I'm here because I'm good at leading. I hope to achieve a good behaviour and better leading. You can help me by supporting me instead of giving up" (RHS/027). At home, Sara's mother claimed that although she would discuss Sara's school work with her one to two times per week, she never helped her practice reading or maths, talk to her about what she was reading, or help with schoolwork. Her mother liked to read daily and more than ten hours a week for her own enjoyment. She encouraged reading as an important activity in the home and provided more than 200 books/magazines from which to choose. Sara's mother wrote about her own poor experiences in grammar school, but stated she expected her daughter to achieve at minimum a NVQ2 or more, but that Sara was "prone to laziness" (RHP/027).

Gil: Gil was a 14-year old boy, white/British from a single mother English speaking household; his father was incarcerated and he was often looked after/raised by his grandmother, who was disabled. He had no known physical or health related issues. Academically, Gil began the programme with a reading age of seven years five months, far below the Year 9 student average, and a fluency score of 121 WCPM with 98% accuracy. He scored very low on the Sense of Mastery (24) and Sense of Relatedness (38) scales, but above average on the Emotional Reactivity scale at 60. Gil's attitude to self and school (PASS) was quite low (scale of 0-100%): perceived learning capability 5.4%, self regard as a learner 14%,

preparedness for learning 18.2%, confidence in learning 32.3%, attitude to attendance 28.6%, and response to curriculum demands 29.3%. However, his feelings towards school were 71.5%, attitudes towards teachers 96.4%, and general work ethic 62.2%. Gil's responses to the reading survey indicated that although he never checked out materials from the library, he would read between one to two hours a day outside of school, preferably magazines, comic books, or books that explain things. He read for fun one to two times a week choosing books himself that he found interesting. Gil did not like what he was asked to read in school, did not find what the teacher gave him interesting to read about, was not interested in what the teacher said or did, finding him/her difficult to understand. He enjoyed reading, but did not feel he read well or that it was easy for him; yet, if he found the book interesting, he didn't care how hard it was to read, he would do it. Gil understood the importance of being a good reader and the need to read well for his future. He did not feel supported at school or home stating that no one ever checked his homework or spoke to him about school. Gil, in general, liked being in school, felt safe and like he belonged. He reported no bullying. When asked about his motivation and goals for participating in the intervention, he responded, "to help me read and wright and better hand wright is netter" (RHS/031). At home, Gil's grandmother claimed that she read less than an hour a week for enjoyment and read only if she had to as she found it hard to read. There were less than ten books or magazines in the house but televisions and computers. She was encouraging Gil to go on to college as she held the equivalent of GCSE before becoming disabled. She felt Gil's main concerns were behaviour and stated, "School is ok but sometimes if there is a problem it left until they is a bigger problem which doesn't help. I think myself if they contact me straight away I could talk and help to deal with it. It would be nice if the school kept me up to date regular each week would help my son" (RHP/031). This was reflected also in Gil's behaviour records from the school; he had issues with argumentative behaviours towards teachers showing 147 L3 points prior to the intervention.

Greg: Greg was a 14-year old boy, white/British from a dual parent English speaking household. His father drove a lorry Class 2 and his mum worked as a

cleaner and part time in a shop. Both parents finished secondary school; mum claimed to enjoy school, was strong in literacy but not numeracy, was an athlete/runner, and a school prefect. His father also reported enjoying school, being quite literate but not strong in numeracy, and a good athlete. Both parents reported bullying whilst in school. Although Greg had no known physical or health issues, he was undergoing Balloons (Bereavement And Loss Looking Onwards) Therapy to help cope with the suicide of his older brother prior to the beginning of the intervention. According to discussions with Greg and school contacts, Greg's brother was a local volunteer fireman whom he looked up to as a role model. His brother hung himself following the dissolution of his relationship with a long time partner. This struck the family and particularly Greg quite hard who had withdrawn from family, friends, and school as a result. He was prone to emotional outbursts and crying episodes. Greg began the programme with virtually no behaviour points or reported issues just extreme withdrawal and isolation. This was also reflected in his attitude to self and school (0-100% PASS scale): feelings about school 62.2%, perceived learning capability 43.3%, self-regard as a learner 22.3%, preparedness for learning 57.3%, attitudes towards teachers 79.5%, general work ethic 7.1%, and response to curriculum demands 46.2%. Greg reported through his initial reading survey that his parents were regularly involved in his life/education asking him one to two times per week about his homework, assignments, learning, and school. He liked being in school, felt safe at school, and felt he belonged. However, Greg reported lies being spread about him and being made fun of/called names occurred one to two times a month. Greg's parents confirmed that they discussed daily with him topics learnt in school, homework, and school also practicing reading with him one to two times per week. Academically, Greg began the intervention with a reading age of eight years eight months, far below Year 9 standards, and a fluency of 135 WCPM with 97% accuracy. He scored in the average range for Sense of Mastery (50) and Emotional Reactivity (52), but low for Sense of Relatedness (37). Greg stated that he enjoyed reading for fun doing so about one to two times per month but for less than 30 minutes per day typically magazines, comic books, graphic novels, or poems. Most of his time outside of school was spent on the computer or gaming in his room. Greg reported that his reading

teacher did not give him interesting things to read about or give him interesting things to do; he wanted to have more time for reading things he enjoyed as he found it easy and something he did well in. Greg recognised the value in being a good reader and agreed it was important for his future, but mostly he liked when a book could help him to imagine other worlds, as he was a fan of science fiction, mythical/fantasy fiction, comedy, and sports (RHS/028). Greg's parents encouraged a reading environment at home claiming to read more than ten hours a week and daily for enjoyment during their spare time and often with his younger brother and sister; their home contained between 101-200 books as well as more than 100 children's books.

6.5 Overarching Theme 1: Power Over Learning

The transition for students in the intervention between primary school and secondary school was reportedly as much an emotional journey as it was a cognitive experience, particularly between Year 8 and Year 9. These students were no longer children, but not quite adults; they craved the freedom to make decisions in an adult manner, but still required the structure and systematic support younger children are often given. Within education, this was especially important when it came to learning and growth--growth in social, emotional, behavioural manners as well as in academic knowledge and skills. The first theme to be presented and discussed is that of power over learning.

Power over learning was a major development of this intervention; students exhibited control over their own decisions in learning, both in mature and immature ways, which was part of the growing process. The participants claimed that more often than not in their schools, the curriculum was set as to achieve accountability most often in the form of standardised tests (GCSE to A levels). This did not allow much flexibility for teachers when it came to lesson design, delivery, or maximising positive student experience. For these adolescents, the rigid structures and demands of this model frequently caused disaffection and poor attitudes—they did not want to be “hand held” as primary aged students, but could not be completely trusted to make the best decisions in regards to their learning or behaviour. Yet,

the freedom to choose was very rarely an option, discipline still enforced as if they were children, and a lack of respect and trust between students and teachers began a vicious cycle of disengagement.

Power over learning was created in two major areas during participation in the intervention: firstly, via relationships with the instructors based on respect, trust, opportunity/freedom, and support, and secondly, through the individual adjustment of personal behaviours and attitudes towards learning.

6.5.1 Relationships with Teachers/Instructors

To best explain the importance of relationships between students and teachers, and more so the imperative role this plays in educational success, it was crucial to get an understanding of what the students felt their experiences had been thus far. The participants painted a bleak and negative portrait of not only how they felt about their teachers, but also how they perceived their teachers felt about them:

I guess, teachers they treat you like children like proper babies like um they treat children differently basically...(PI/Greg/028)

At school, they try and teach ya' like a kid and like they don't really think about it most of them are just there to get paid... if we have a teacher [assistant], they barely ever talk to each other. They don't say how he's done good or she's done good or anything like that...don't get anything [merits or acknowledgement) like that in school...at school, I don't expect results. (PI/Gil/031)

Don't really do much in English because my teacher doesn't really want to teach me. Teachers are strict and yelly [they scream and yell]...and tell you to get on with it. [We] never get to do anything in school, no activities, nothing, just have to do it. (PI/Sara/027)

At school, if you do something wrong they just shout at you or send you out and that's your lesson over really. (PI/Nick/026)

These attitudes were echoed in almost all 32 of the students and across five participating schools. For these adolescents, the perceived behaviours and attitudes of the teachers equated to little or no respect for which they returned in the same manner. The students believed that respect was a “two way street”, that the teachers did not care about them as people, did not care about their success, did not respect them. Because of this, they acted in a way that reflected this sensed disrespect; the majority of the behavioural issues reported by the schools were for argumentative and disrespectful language, refusal to comply with teacher instructions (including in class assignments and out of school homework), and replicating the negative attitudes towards other students (or in some cases, themselves):

Gil has returned to the programme after being excluded from school for an incident involving a Head Teacher. According to Gil, the Head Teacher approached him in the hallway in front of his friends and instructed him to “get his uniform shirt sorted out as it was too tight and the buttons were stretching a bit.” Gil [indicating that he felt embarrassed in front of his mates] responded by saying, “You need to get your Mum to sort your ears out because they are too big for your head.” This earned him a three-day exclusion.

(Diary/C3W8/031)

Surprisingly, this perceived disrespect also greatly impacted the confidence of the students as learners and in peer relationships. In fear of being yelled at for making mistakes, the students stopped trying the assignments, felt strong anxiety in certain classes/subjects, and would rarely volunteer answers or to participate in discussions. They were concerned with being made to feel “dumbish” in front of their peers; this was often considered noncompliance by the teachers resulting in consequences for poor behaviour (i.e. write ups, points, or referrals to

administrators). In many cases, students found it easier to purposely act out in order to be sent out of the classes which they felt the most uncomfortable, and gain “face” in front of peers.

...to do what you've been wanting to do and then they [teachers] are all horrible to you cus that will put you in a bad mood, so you wouldn't want to do any good activities. But if you get treated well, you are normally in a good mood and that helps in the activity as well.

(PI/Nick/026)

This cycle of disrespect (or sensed disrespect) created additional issues between students and teachers as well, particularly with trust, support, and opportunity. The students did not trust the schools, nor their teachers wanted them to succeed. Many students felt teachers did not believe them when they would tell them about struggling with an assignment or subject rather just calling them “lazy” and telling them “to get on with it.” They often commented that there was “no point” in asking for help because the teachers “couldn't be bothered”:

I struggle [in English] because my teacher doesn't help me.

(RHS/Sara/027)

...where as when it's in a big classroom, the teachers only care about the naughty ones. They don't bother with the ones who do want to work, and the ones that are struggling, where as [instructors of programme] kinda helped us all out. You like come up to us, see how we are doing and all that and then we all get on with our work.

(PI/C1/Sheldon/011)

They felt opportunities to excel and options for improvement were not available or encouraged. This lack of support (or again, sensed lack of support as the parent Reading Habit surveys and teacher surveys reported very different scenarios)

carried over into their home lives with numerous students reporting that they felt their parents/guardians either would not or could not help them with schoolwork:

...You can help me by supporting me instead of giving up.
(RHS/Sara/027)

These opinions impacted their confidence and self-efficacy as learners in addition to their confidence in social interactions and relationships among peers within the classroom. Having a mutual level of support and respect among the students was very important to them and encouraged positive interactions and hard work.

Gil's positive attitude is commendable as well--always respectful to myself, Walker, and his other classmates!! He constantly thanks us for food, the lessons, and the activities. He even cleans the kitchen after lunch without being asked!! Gil has been a big support for Greg, but now he has also included Sara in that! He doesn't realise what a positive influence he is on them or just how important he is to the group--he lacks the self-confidence to see what great work he is achieving!!! Will continue to encourage that! (WPR/C3W7/Gil/031)

Greg was a bit scared of heights and did not want to do the climbing activity, but after MINIMAL persuasion, he strapped the harness on and gave it a go, climbing as high as he felt comfortable on almost all the walls!! He was supportive of his teammates, and respectful to the staff. (WPR/C3W1/Greg/028)

However, when this was not observed, even just one student not being respectful or supportive, then the social and emotional impact to the group was great in a negative sense, especially if the students felt the teachers were "doing nothing" to discipline that student (whilst the others were not misbehaving). When discussing two students that were removed from the programme, one student commented:

I don't know maybe because they made a bad influence or if they started laughing other people would join in and when they didn't really respect them, like they didn't cheer on Greg when he was on the [climbing] wall. They didn't help out as much really. (PI/Nick/026)

...[Rourke's] attitude and work ethic dropped considerably affecting other students as well. He constantly complained that the Treasure Hunt was "too hard" and he "couldn't do it." He refused to put any effort in, take help or advice from myself, and eventually just walked around or sat out the activity all together. [We] tried multiple times to encourage him to at least try and he became "lippy" talking back, laughing, and saying "I don't care". This attitude reflected onto the other boys in his group and ultimately causing the entire activity to be a waste. (Diary/C3W7)

The combination of all these factors contributed, ultimately, to a series of negative experiences in school, which made students feel helpless or powerless over their own learning. Regaining this power through relationships with the teachers was crucial to the students.

The participants painted a much different portrait of how they felt about their intervention teachers, how they perceived the intervention teachers felt about them, and consequently, changed their attitudes towards learning. This began with the understanding of respect as a mutual bond. It was an essential goal of the intervention to reverse the attitudes many disaffected adolescents have towards learning and teachers (a more detailed discussion of how this was to be achieved is presented in Chapters 7 and 8) and in doing so, respect and trust were the priority. Good, clear communication between the instructors and to the students was a key element of this; there was a definite need to model the behaviours of respectful relationships while setting the tone for what was expected of each student. It was a two way street as they indicated; instructors did not demand

respect just because of the position they were in. Equally, the students had to earn trust and respect.

This was exhibited in several ways. Primarily, students found the intervention allowed them freedom to make mistakes, learn from them, and then correct, free from yelling or screaming, with multiple options and opportunities to choose in learning. They felt they were being given room to grow as young adults without being treated like children. This was coupled with honest, clear communication of expectations between instructors and students as well as a positive enthusiasm for the activities and lessons:

...Lot more communication...You treat us like adults, like as growing and we get a bit more opportunity here. You can do this, but if you don't want to you don't have to. You don't get told off like that lot.
(PI/Gil/031)

You've [the instructors] gave more like spirit and stuff, like that, whereas in school, you're told to just get on with it. And you don't scream and yell, but they do. There's a massive difference; they get all strict and yelling... You're all calm and like wait for us to stop and then tell us what to do and how to do it...definitely [more respectful].
(PI/Sara/027)

[Lessons] are a lot more relaxed. If we don't get something right, you don't bite our head off, just encourage us to try that again. Don't just try and get the bad stuff into it. (PI/Nick/026)

Something as simple as humour, spirit, and casual open dialogue with the students quickly helped to establish a mood of respect, and genuine caring amongst the group. The instructors participated in the lessons and the activities; if it meant sitting on the floor to read as a group or even strapping on a harness and climbing the rock wall, seeing the teachers enjoy their job and enjoy the students impacted

them greatly. The students felt respected and more so, believed the teachers wanted to be there, wanted to help them, and wanted to make a difference:

You [the instructors] respect us, so we respect you because you don't push us into anything that we don't want to do and you don't, um like, if we do something wrong, you don't care. Well, no you do care, but you don't like get angry or bite our head of again... You respect things people need to have to make them happy really... You do care for us and you do respect us a lot. [This is] a lot more important than anything else... (PI/Nick/026)

You [the instructors] are very funny. You get along with each other. Um, he takes the mickey out of you all the time and then you have always a comeback with him, so yeah... when you come here, you treat everyone fairly. You like, um hard to say... Here, they treat you with a bit more fairness. Yeah, a bit more fairness. (PI/Greg/028)

In addition, the students receive constant acknowledgement of accomplishments and achievements throughout the intervention. They received these verbally, via a merit/star system, and through rewards (i.e. football tickets, footballs, Subway vouchers, etc.). The daily focus was on challenging the students and setting achievable, measurable goals where they could experience and recognize immediate positive results. They could earn these merits outside the intervention at school, home, or extracurricular activity where they had gone above and beyond what was expected of them or, as previously stated, achieved a goal they had set for themselves that week:

Here, like, here we get mentioned, what are they called, points? The merits. But, we don't get anything like that in school, so it's kind of nice. (PI/Gil/031)

Another fantastic week for Gil!!! He was so proud to have been one merit away from earning football tickets just to have lost his Success Diary! I've [the instructor] replaced it and kept a record of his merits, so he will not lose them. Gil remained engaged and focused during the reading group discussions and Webquest. It was challenging for him at times, but he kept working throughout completing the task as asked. In the afternoon, Gil encouraged Greg to play football and stayed by his side making sure he wasn't alone. He often asks to work with Greg and really looks after him. Great attitude and work ethic throughout. Well done!!!! Gil has 19 merits to date and no warnings today. (WPR/C3W4/Gil/031)

Perfect week for Nick! Have had no behaviour issues from him for 2 weeks and he has earned 10 merits over the 5 weeks! In the morning reading lesson, Nick followed along with good listening skills although at times his focus drifted a bit! He took part in the group skits playing the role of the cheater with good humour and enthusiasm. Nick also seemed to really enjoy the Subway activity working hard to follow instructions and learn about the sandwich making business. Well done, Nick! Looking forward to having him back. (WPR/C3W5/Nick/026).

Despite the focus being on positive experiences and achievement versus failures, this is not to say there were no behaviour issues, no matter how enthusiastic or well respected the instructor! It was understood that these kids came to the programme carrying around many burdens and troubles from outside of school in addition to the fears and negative experiences from within school. A discipline system was implemented when necessary and mostly self-regulatory with the understanding that "everyone has a bad day." For the first offense (i.e. disrupting lessons, talking out of turn, refusing to stay on task, using inappropriate or offensive language), students were issued a "yellow card" similar to football rules. Second offenses earned the student a "red card" and usually an individual chat

with one of the instructors as to why the behaviour was happening. Third offense, the student was removed from the afternoon activity and issued a Discipline Follow Up Form to the schools which they would have to complete and return before being allowed back to the programme (see Appendix 15). Finally, fourth offenses in a day/lesson resulted in removal from the programme and referral back to school (this was unfortunately done for two students each cohort):

Nick was quite disruptive again this week earning a yellow card and then a red card before the morning break from playing up with Rourke, not listening or following instructions, and being disruptive to the instructor and lesson. He does NOT have a poor or bad attitude-- just need to keep him focused on the task and not on playing up...(WPR/C3W2/Nick/026)

Rourke was a bit up and down with his effort and attitude this week. He was very disruptive in the morning lesson with Nick, not wanting to do the reading or activity, continuously putting his head down and hood up. He was issued a yellow card then red card even before morning break! In the afternoon, Rourke did very well with the athletics but had to be reminded about his language and "give up" attitude. Also, he REFUSES to work with the girls both in class and during the afternoon activities? Would like to see him come back with a nicer outlook and work ethic next week. (Diary/C3W2)

Throughout this process, there was never any yelling or screaming on behalf of the instructors and no sending kids out of lessons. If they were removed from the afternoon activity, they were allowed to attend, but part of the punishment was having to watch their classmates have fun and enjoy the activity whilst they watched. The self-regulatory actions will be discussed in more detail in the section 6.6.1; however, the students reported that this system gave them the choice (as young adults) to decide on the correct behaviours, adjust as required, and still maintain self-respect (as they felt they lost this when yelled at and humiliated in

front of peers in class). This also contributed to maintaining the respectful relationship balance between teachers and students of which they found extremely important.

By creating a classroom environment of respect, trust, support, and opportunity, the students felt included in their own educational decisions and process; they felt power of their own learning as equal partners with the teachers rather than a submissive student versus authoritative teacher roles. This directly transitioned into the next sub theme of power over learning, positive changes to behaviours and attitudes towards learning.

6.5.2 Behaviours and Attitudes Towards Learning

In addition to relationships with the teachers, changes in behaviours and attitudes towards learning were another aspect in achieving power over learning. Once the students established supportive, respectful, and trusting relationships with the instructors, they then began changing their negative, apathetic, and disaffected attitudes towards learning. By experiencing just ten to twelve lessons in the environment described above and in Chapter 6, the students saw a noticeable increase in their self-efficacy and confidence as learners. This directly impacted their relationships with other students and gave them a sense of control over their own educational successes. Behaviours and attitudes towards learning changed in three noticeable areas: actions within the class, self-efficacy and confidence, and recognising personal strengths and weaknesses in learning.

6.5.2 (A) Classroom Behaviours and Attitudes

As discussed previously in this chapter, for many of the participants, their actions in the classroom were a reflection of multiple things: not understanding the assignment, being afraid of humiliation in front of peers, concern that asking questions to teachers was “pointless”, feeling no support, and lack of respect for the teacher and class (among others). When these anxieties were heightened, the students would act out, by their own admission. Many commented that it was just “easier” to get kicked out of class than to continue being yelled at. The behavioural

records provided by the schools confirm this. The majority of the L1-L2 behaviour points came from refusal to comply with classroom rules (i.e. no talking, no eating, uniform), failure to complete homework assignments and/or classroom assignments, poor attitude, tardiness, or argumentative behaviours/language towards faculty. When these behaviours were repeated or in many cases escalated, the students were issued L3 points, punished to an “in school exclusion” type unit, or excluded from school all together.

The participating schools in Cohort 3 provided a PASS assessment or Pupil Attitude to Self and School (see Appendix 16) prior to the beginning of the intervention; unfortunately, a follow up PASS was not conducted as the school year ended. Yet, showing how the students felt about themselves before the intervention via PASS and then in their post interviews is relevant to documenting perceived attitude at least.

Gil/031: On a scale of 0 (being lowest) to 100% (being highest), Gil's perceived learning capabilities were 5.4%, his self-regard as a learner 14%, and his preparedness for learning 18.2%. His confidence in learning was 32.3%.

Nick/026: Nick's perceived learning capabilities were 25.4%, self-regard as a learner 33.6%, and preparedness for learning 2.4%. His confidence in learning 32.3% and attitudes to teachers 27%.

Greg/028: Greg's reported perceived learning capabilities were a bit higher at 43.3%, self-regard as a learner 22.3%, but general work ethic 7.1%.

Sara/027: Sara scored the highest among the four with a perceived learning capabilities of 63.8%, self-regard as a learner 90.8%, confidence in learning 32.3%, and preparedness for learning 25.4%.

During and after participation in the intervention, however, many students began to change their behaviours and attitudes towards learning. They began to see alternative, more positive ways to react to these types of situations (understanding that they could not change the classroom, only their reactions); ones that avoided them discipline action and gave them a sense of control over learning:

I can say that they are actually, say they are getting better. I feel a lot gooder in a way...I'm doing well actually...Um I'm a lot calmer at home. I've always been calmer at home. I've never done anything at home, but it's in school, it's getting better...I'm putting my head down working. I'm not arguing or that yeah. (PI/Sara/027)

Since, well, before I started, [in the] others I not stayed in lessons, not staying in school and not messing or anything, but I've been taught to stay in from this [programme]...I haven't done anything bad since I think about 10 weeks since I started...(PI/Nick/026)

I haven't been in the Learning Centre for a while, so guess that's good... I think I understand, like, more what the teacher is saying. It's like, when I started, I thought I don't understand anything something. Now, I kind of do. (PI/Gil/031)

Through participation in the intervention, the students were exposed to a different type of learning environment and shown what elements they could and could not control. This proved to be an important tool for them in changing problematic behaviours and as many stated, "just getting on with it." By staying in classes rather than being put out, they were continuing to learn despite interest or enthusiasm (or lack thereof) towards the class/subject. By experiencing the power of control over their behaviours and attitudes, the students began to enjoy an increased self-confidence as learners.

...in the lessons I just crack down, because, and I know I should crack down, because if I don't the I won't get anywhere, and I don't want to get put down to the bottom set, again I don't want to disappoint myself, because I remember how it feels to be in the bottom set and that, I don't want to be one of those like, idiots, and be stupid, I want to actually learn something, and be someone and be something. (PI/C1/Sheldon/011)

6.5.2 (B) Confidence and Self-Efficacy

Confidence is a sub theme that will be repeated throughout each of the overarching themes, as will relationships. In regards to learning, it was something the students felt they had achieved even if their grades or assessments did not reflect progress. Much of the apathetic attitudes and disaffection the students exhibited came from fear, lack of confidence, and feelings of lack of support. As stated earlier, it was easier and more socially accepted to be “the bad kid” than to be “the dumb kid”:

There was much anxiety at the beginning of today's lesson over whether or not they [the students] would be asked to take the fluency test in front of the other students. I assured them this would be done privately. Again, this became an issue when I mentioned we would be having reading lessons in the mornings. Several students asked if they could not be asked to read aloud, especially Nick. (Diary/C3W1)

This is the second week in a row I've watched Gil during the readings and he isn't following along. I kept pointing to him to look at the pages and he would glance down, but not read. Tried to catch him out by stopping and asking him what was happening. He knew exactly what was happening, almost word for word, AND was able to explain to me why he thought this was occurring. He's definitely listening and comprehending. He even laughed at me and said, “See. I get it!”

Guess he caught me. Maybe his eyes? Uncomfortable to read?
(Diary/C3W4)

For many of the participants, this was an area of change in learning that carried over into all their classes. Students felt more courage, braver, and more confident to participate, challenge themselves, ask questions, and help other students:

Um well, I'm doing good at Maths. English, I'm better now ever since I've been on [the programme]... I've grown a bit more confidence. More confidence and I'm braver to do things. I think I'm doing more work, more vocal... They've [his teachers at school] noticed I grown a bit more like, um, they see me knowing more stuff, like they're amazed to know how well I'm doing, yeah...I'm starting to recognize, like words in books and stuff, um yeah, I'm getting better...(PI/Greg/028).

...Also, [my] confidence has improved...From learning about the stories and the, like not the tactics, but the ways to do it, that's helped in that as well. Reading has got a lot more better. I know I could read before, but I really didn't feel confident about reading out loud before, but since this, I have. But now I don't mind if someone asks. I volunteer some to read. I will put my hand up. (PI/Nick/026)

Sara continues to impress us each week with her maturity and strong sense of empathy to her classmates...she is always so very positive and a huge influence on the group dynamics despite her being unaware of this! In the morning activity, Sara formed her own opinions during the Four Corners Activity and offered strong evidence as to why she believed these things. She was compassionate to the opinions of others and tried to understand their various views...Sara worked very hard in the afternoon raft building lesson, following instructions and helping to lead the group. She and the other girls

laughed so loud and hard throughout the day that bystanders wanted to see what all the fuss was about!! (WPR/C3W8/Sarah/027)

6.5.2 (C) Recognising Learning Strengths and Weaknesses

Through this increased self-confidence and changes in attitude, students also experienced higher levels of self-awareness by recognising their own strengths and weaknesses in learning. Where-as before, the students felt that acting out was the only way to cope with the fear of not understanding a subject or assignment. They did not have the confidence to ask for help, and adopted a “defeatist” attitude; however, post participation in the intervention saw a very different student, one who began using the tools learned from the programme to ask, “how can I overcome these learning obstacles?” Throughout the intervention and its activities, the students were encouraged to ask for help from both the teachers and their classmates. Giving up was not an option nor was misbehaving. This reflected in their attitudes and behaviours during and after participation, once again demonstrating power over their own learning:

...Instead of saying, ‘I hate this class!’ Now, I’m starting to think, I think, well, it’s not the best lesson. Let’s get this one done and on to the next lesson... um, I think I’ve changed a tiny bit of my behaviour, but I don’t think I’ve changed way too much... [I’m] understanding [more] and not getting so mad when I do. (PI/Gil/031)

...As [I] didn’t like the work before, but as we have fun in the afternoon, it’s lets get the work done now and then get to the fun bit! (PI/Gil/031)

Greg has shown amazing strength this week! We are discussing bullying and the nonfiction story is a news article about a 14-year girl who committed suicide as a result of bullying. Greg was asked if the subject would be too difficult for him and he bravely said "no". He was a champ--he has even asked to share the story about his brother

committing suicide as he thinks his classmates will be interested in hearing his struggles. Although Greg was afraid of the water, he still put on a life jacket and helped his teammates build the raft. Greg is growing stronger and more confident each week!

(WPR/C3W8/Greg/028)

Power over learning through developing respectful and trusting relationships with the teachers, and making individual changes to attitudes and behaviours towards learning were just one of the four overarching themes yet equally as important in regards to the impact of the students. Although similar to the previous findings on behaviour in learning, the next theme, Emotional Intelligence will deal more with personal reactions to emotions outside the classroom, increased growth in emotional intelligence, engagement, and finally, motivation.

6.6 Overarching Theme 2: Emotional Intelligence

During the pre-interview process with the schools, I recollect a conversation with one Head Teacher who was eager to get students involved in the programme because she had “exhausted all means” and felt this was the “last resort” for several of the boys. She indicated that for many of them, they had the “emotional intelligence of building blocks. [They] were either sad or angry and if they were neither of those two things, then [they] were happy” (Diary/C2). When beginning the intervention, this unfortunately seemed true. The students did not possess an emotional vocabulary, much less the ability to identify emotions outside of the sad/angry/happy range. The behavioural records and first lesson conversations with students mirrored this as well; the kids were defeated, helpless, lost, hurt, anxious, and concerned. Several students even reported being told by the teachers the only reason they had been selected for the programme was because they were “bad kids” or “problems” in school, least among attitudes of “I don’t care”, “I don’t want to be there anyway”, and “I’ve always been this way. Always will be.” Angry and sad were just two minor emotions in comparison to the many the kids brought to the intervention.

Referring back to the Quantitative data (Chapter 5), the students were administered the Pearson Resiliency Scales prior to and after the intervention. Though these results did not show significance in statistical terms, it did so in qualitative terms. The Resiliency Scales assess three areas: Sense of Mastery, Sense of Relatedness, and Emotional Reactivity. Table 24 below shows how these are evaluated.

Table 24: Score Rankings Based on Resiliency *T* Score Ranges

Ranking	<i>T</i> Score Ranges
High	> or = 60
Above Average	56-59
Average	46-55
Below Average	41-45
Low	< or =40

* Prince-Embury, S. 2007. Resiliency scales for children & adolescents: A profile of personal strength. Pearson: Texas.

Scores within the average range on the SOM and SOR scales “indicate the youth experiences relative strength in these areas and below average scores may indicate that he or she does not” (Prince-Embury, 2007, p. 26). However, above average scores on the ER scale “may indicate potential for vulnerability. *T* scores in the average and below average range would suggest that the youth does not experience this vulnerability” (p. 26).

Presented below are the before and after Resiliency scores for the “mini case study” examples:

Sara/027: Pre intervention, Sara scored 45 (below average) on SOM, 43 (below average) on SOR indicating weaknesses in these areas. Sara scored above average at 59 on the ER scale indicating vulnerability. Post intervention, Sara scored 47 (average) showing progress to relative strength in SOM, and a drop to 56 in ER, also

indicating progress in lessening vulnerability. However, she saw a drop to 37 on SOR demonstrating more weakness in this area.

Greg/028: Pre intervention, Greg scored 50 (average) on the SOM and 52 (average) on the ER, both indicating he had relative strengths in these areas. However, he scored 37 (low) on the SOR showing weakness in this area. Post intervention, Greg scored very low on both the SOM and the SOR with 37 and 40 respectively. This demonstrates weakness much lower than before the intervention. He scored 53 (average) on the ER, which still indicates no vulnerability in this area.

Nick/026: Pre intervention, Nick scored a very low 29 (low) on the SOM showing weakness in these areas. However, he scored 52 (average) on the SOR, and 55 (average) on the ER, indicating strength and no issues of vulnerability. Post intervention, Nick increased his SOM to 36 (low) although still low and considered a weakness. His SOR decreased to 48 although still average showing strengths, but his ER increased to 64 (high) indicating high vulnerability.

Gil/031: Pre intervention, Gil scored 24 (low) on the SOM and 38 (low) on the SOR demonstrating weakness in these areas. He also scored 60 (high) on the ER showing risk of vulnerability. Post intervention, Gil increased his SOM score to 43 although still below average. He increased his SOR scores to 47 placing him in the average range meaning strength, and reduced his ER score to 46 also dropping him to the average range indicating he was no longer a vulnerable risk.

A detailed discussion of these findings will follow in Chapter 8.

Many positive changes in behaviours and attitudes occurred in the participants in regards to their learning; equally important was the growth in emotional intelligence, presented firstly by the changes in social and emotional behaviours displayed through a newly developed sense and power of self-control, and then secondly, through personal and individual changes in engagement and motivation.

6.6.1 Changes in Behavioural Responses to Emotions/Self Control

Using Bibliotherapy to develop emotional intelligence for the participants was not just about building a vocabulary and identifying the innumerable emotions an adolescent (or adult for that matter) can feel in any given day; it was about equipping them with coping mechanisms very different to what they had been previously using and failing to understand why those behaviours did not work.

As revealed in the participant descriptions, many of the students suffered personal and sometimes quite traumatic experiences outside of school, which they then dealt with (or attempted to cope) in manners not acceptable to schools, parents, or communities, in some cases. To understand the extent of how much the participants achieved in this area, a comparison of school behavioural points prior to and after the intervention is presented below:

Greg/028:

Pre	Post
L1=6	L1=0
L2=0	L2=0
L3=0	L3=0
AP=142	AP=89

Sara/027:

Pre	Post
L1=25	L1=4
L2=38	L2=6
L3=184	L3=9
AP=39	AP=58

Nick/026:

Pre	Post
L1=20	L1=15
L2=43	L2=24
L3=0	L3=0
AP=14	AP=76

Gil/031:

Pre	Post
L1=71	L1=6
L2=106	L2=24
L3=147	L3=84
AP=36	AP=68

*L1's are issued by the class teachers and tutors for incidences including low level disruption in the classroom, late to lessons, off task, no equipment, failure to complete homework, etc.

*L2's are issued by class teachers, tutors, and Head of Year for incidences such as repeated disruption to learning, repeated refusal to follow instructions, use of inappropriate language, failing to attend a break or lunch time detention, etc.

*L3's are issued by tutors, Heads of Year, and SLT for any serious or on-going breaches of the school behaviour policy, swearing at a member of staff, violence, bullying, etc.

*AP=Achievement Points. These are earned for going above and beyond what is expected or asked of the student in school.

These findings are presented in this section versus section 6.5.2 because behaviour points could be issued by anyone at the school and do not reflect behaviours just within the classroom (as in 6.5.2), but rather, encompassing the

entire school environment. As shown, each of the four participant examples experienced a decrease in behavioural points with some demonstrating considerable differences. The students were asked in the post interviews how participating in the programme helped teach them to cope with and handle situations differently, contributing to these changes:

Um, like if someone was trying to talk just let them to speak and you try after or something like that... Yeah, I think I have, like in football, I've actually tried to get home early without passing that lot [kids he use to get in trouble with] so...(PI/Gil/031).

[At first] I was worried, scared and kind of amazed at the same time, um, when I first heard about it [the intervention]. I was, I was curious as to what it actually was and then once I knew what it was...I was excited. But now [did not finish the statement]. (PI/Greg/028)

I don't like have to hide away from people and stuff anymore. I can just go out and speak to them as many people as I want and not feel like scared and that any more. (PI/Nick/026)

[In the beginning] Yeah and my behaviour wasn't that good at school and I thought oh no because I'm going to be assigned to some place I didn't want to go... I thought I would be sat here some place doing work all day...but then [I changed] actually because I didn't want to go [kicked off programme]. I didn't want to be somewhere else really. (PI/Nick/026)

I'm not getting, I'm getting in less fights. I'm doing well actually, 100%. I'm just a lot calmer. (PI/Sara/027)

There was noticeable shift in comfort when asking questions about their emotions and how they felt, despite having spent twelve weeks in activities centred around exposing them to these types of conversations and responses and developing a

mutual trust between the students and teacher (also the interviewer). Although they struggled to find answers, their Weekly Progress Reports and researcher Diary revealed additional information:

...Nick also showed positive changes in his confidence. Whereas before, he acted out for attention due to low self-esteem and confidence, he now receives positive attention for the achievements and hard work he is doing!! Nick stated that he no longer has to "hide away from people" and has the confidence to go out and speak to people without being scared...Nick worked hard over the last few weeks to earn merits and completed [the programme] with 20 merits earning him football tickets. (WPR/C3W12/Nick/026)

Sara was consistently one of the strongest group members in this cohort! She always attended with a positive attitude despite anything else going on outside of school--she never had to be asked to do work and gave 110% to each assignment, activity, and challenge. We often noticed Sara seeking out her classmates that were isolating themselves or seeming down, to speak privately with them and encourage them to participate. She was supportive of everyone, even when "ganged up on" by the other girls (which didn't happen often as she wouldn't allow it!). Sara acted with maturity and patience throughout the programme...(Diary/C3W12)

...It is hard to find nicer things to say about this kid and the progress he has shown each week [in the programme]!! He put 110% into each reading lesson, each afternoon activity, and even achieving merits as he finished [the programme] with an incredible 43 merits!!!! (WPR/C3W12/Gil/031)

Gil really took to Greg and helped shape [the programme] into a memorable experience for them both. Teamed up with Sara, the

three of them were unstoppable! Gil was consistently polite and gracious always helping out to tidy, carry things, or just thank us for all he had been able to do! We were amazed at the difference in Gil's behaviours [in the programme] as compared to school--he was always nothing but respectful and even when "disciplined", he apologised and changed!! No arguing, no fighting. (Diary/C3W12)

Greg is probably one of the students to experience the biggest changes in [the programme]. He began very shy and quiet, often only answering when asked to and would wait for others to partner with him during the activities instead of going out on his own. Gil helped to change that--those two together made a great team and I feel Gil's outgoing personality really helped Greg to grow. (Diary/C3W12)

The emotional development and self-control the students demonstrated over the course of the programme was very different to the student descriptions and reports provided by the schools prior to the commencement of the intervention. They began to exhibit recognition of various emotions; for example, instead of anger, they realised it was frustration over not knowing how to do something and in some cases, fear over being challenged to attempt something out of their comfort zone or work with people they did not know. They also learned that some of their aggressions towards others, previously thought to be out of anger were, in fact, simply envy, jealousy, or even protectiveness. Rather than just being "sad", the students identified disappointment, guilt, and regret.

In addition to identifying these various emotions, the students learned and displayed alternative reactions. As shown in the evidence above, their normal argumentative, hostile, belligerent behaviours evolved into a more "think before you act" versus "act, deal with consequence later." This is not to say that the students did not regress to previous behaviours and attitudes; they are not perfect and still growing as young adults. However, they felt afterwards that they now had the capability to assess a situation, recognise how they feel, identify the emotion,

and then choose the more appropriate reaction. This was considered a success even if they did not exercise this judgement in every situation.

6.6.2 Transitions in Motivation to Learning

This growth in emotional intelligence filtered into multiple aspects of the students' lives (and education), one of which was motivation to learning. The intervention was designed to offer students numerous opportunities for positive learning experiences and achievement of goals. They were afforded instant results per say; firstly, in the form of intrinsic rewards such as praise, positive re-enforcement, peer support, and individual recognition, then secondly, extrinsically via graduated tangible rewards. Students had merit milestones to reach to obtain these prizes—five, ten, fifteen, and twenty with prizes ranging from extra break time to football tickets.

In the beginning, the students initially worked for the prizes. They enjoyed the idea that for just showing up with a “good attitude”, their programme shirts, and Success Diaries, they could be rewarded for doing what was naturally asked of them. This was encouraged throughout the programme, the ease at which they could control a positive experience such as earning a merit. There was also a clear system in place; lessons were conducted in the morning and if the student wanted to participate in the afternoon “fun” activity, then he or she needed to work hard to earn that reward. This was additionally reinforced in the discipline scheme as well—misbehaviour could result in forfeiting the afternoon activity. These activities were kept unknown to the students until after the morning lessons to foster hard work and good behaviour (over time) as a more inherent achievement rather than just something they wanted (or did not want) to do.

[Student] came to [the programme] this week with 5 merits earned from school and home and earned an additional 3 merits for completing her Diary on her own, bringing it to [class], and her T shirt. She will received a Silver medal for this and seems to be VERY keen to continue earning rewards for her hard work. (Diary/C3/W2)

[Student] seems keen to continue earning merits as he came to [class] with 5 earned from school!! In addition, he was given another 2 merits today for Success Diary and T shirt, which will reward him with a Silver medal! (Diary/C3W2)

We are VERY pleased that [student] is also working so hard to earn merits and rewards, but the other students are saying she's not earning them, but telling her teachers they need to sign it to prove she attended class? Can we please confirm these two issues? To date, [student] has earned 25 merits and received no warnings today although she should have received a yellow card for her attitude/actions...She was also asked to quit "nagging" [the instructors] about what prizes she wanted versus what we offer and when she is to receive them. (Diary/C3W4)

By midterm or Weeks 5/6, the students began to shift their attitudes and behaviours about the merits; they maintained quality work ethic and optimistic attitudes less for the merits and more because of the value this added to their individual and group learning experiences. They became less and less motivated by tangible rewards and more by the inspiring feelings of camaraderie amongst the group to be active learners.

Very impressed with her attitude and work ethic--in the morning, Sara was focused and acted as a good partner for Rourke! The two offered loads of reflection and participation in the discussions and reading about humiliation. She also took great pride and effort in creating her classmate/tutor as a super hero! (WPR/C3W6/Sara/027)

I was kinda glad the way it was different, because like, I'm pretty sure most of us thought we were going to go there, miss school, do like activities and everything. But I'm kinda glad that we did work as well, cause it shows you how much you appreciate things, and all that,

because you don't want to go there and get rewards for nothing, cause you don't think anything of it. And then you just think that the people there are just walkovers, so you don't really care about them; where as like, they showed that they cared about your education and all that, so you like, by putting all the work in with it.

(PI/C1/Sheldon/011)

The students developed a sense of pride over their work, their behaviour, and their group; each week they set new goals for themselves and each week they shared in that pride and sense of achievement when accomplishing these goals, no matter how small. If they felt another student in the group was struggling, they supported that student and offered unsolicited help, even at times in a protective manner.

Um I set goals I would be good and on my best behaviour and done that... I said I would get up in the morning and I've done that... feel pretty proud of [myself] that I've done that. (PI/Sara/027)

[My goal was to] learn different words, hard words like omniscient, envy, and the rest...yeah um, I [done] that. (PI/Greg/028)

In the afternoon, despite having a dress on, Sara grabbed some shorts and took to the climbing courses like a champ!! She was not afraid of the challenges or the heights and worked very hard to accomplish the tasks. SO MANY times Sara was overheard cheering on Greg, Gil and [student]--super supportive of her classmates with nothing, but positive things to say/do! (Diary/C3W6)

Gil continues to impress me each week with his attitude and compassion. Before half term, Gil had lost his second Success Diary, but not only did he find it, he came back with THIRTEEN new merits!!!! Almost all earned from teachers/school...has shown lots of interest in helping the other students when he can. In the climbing

activity, Gil took off on his own, trying all the courses and attempting to better each go either faster, or better form. He cheered on classmates and asked multiple times to have his picture taken to record his achievements. (WPR/C3W7/Gil/031)

They challenged themselves and each other, not because they expected merits or medals, but because it made them feel good—feel good about themselves, about school, and mostly, about being successful learners.

Sara focused more on her own personal development during [the programme] rather than on earning merits, but what she didn't know, is that she was being awarded them anyhow!! Sara finished with 17 merits, just shy of the 20 needed for the football tickets; however, Gil urged us to give her 3 of his so that she could attend the game with the rest of the group!! (WPR/C3W12/Sara/027)

Week 1, Greg was afraid to even put on the harness at the climbing wall and by week 7, he was the first one out there, setting goals for himself and challenging his fears by climbing more difficult courses and pushing himself out of his comfort zone! The other kids saw this and began cheering for him and supporting him--his determination was infectious. Although a few lessons were quite hard for him due to content, he carried on his best, and maintained a good attitude. Greg's enthusiasm seemed to drop the last couple sessions, but on the final day of laser tag, he was back...(WPR/C3W12/Greg/028)

Was a bit concerned that the story for the reading lesson and the consequent discussions would be tough for Greg as the story involved the death of a younger disabled brother. Greg was asked before the class begun if he would be comfortable with it, and he said, "Yes." Given the option to excuse himself at any time, Greg bravely tackled the lesson. He listened to the personal stories the

others shared and even offered some of his own comments/experiences. As usual, Gil was a great support, but surprisingly, so was Sara! She came over to him during the break as he sat alone and shared some Haribo with him. Heart-warming to see the compassion and empathy! (Diary/C3W6)

The intervention nurtured this individual emotional growth amongst the participants by allowing it to unfold through their own self-discovery processes; the intervention and its instructors merely provided the tools and the guidance for the students to take control and implement this into their learning and personal development at their own speed and in an encouraging and supportive environment. This made it difficult at times to assess whether or not the stages of Bibliotherapy were being achieved; therefore, this programme was not judged on a scale of success or failure rather determining impact to the students and their experiences.

6.7 Overarching Theme 3: Peer Impact to Learning

Over the course of the twelve weeks, as the students began to build confidence in themselves and in their abilities as learners, they also began to recognise the universality of many of the emotions, problems, challenges, and successes they were experiencing. Many of the students did not know each other in their respective schools prior to the intervention, so this was a true process of building trustful and respectful personal peer relationships. Rather than force this upon the students as the aims of the project, the instructors allowed the students to discover themselves the importance of understanding and acceptance of each other, and gain an appreciation of supportive peer relationships to academic learning and personal growth seeing how both of these contributed to the value of learning through shared experiences.

6.7.1 Understanding and Acceptance of Each Other

The concept (and power) of personal relationship building is often associated between teachers and students, as detailed in 6.5.1; however, equally vital to the students in the intervention was the personal relationships built between each

other. Although each of the lessons in the curriculum included and addressed emotional learning through Bibliotherapy objectives, this was a scaffolded process over the twelve weeks, again, allowing the students at their own rate and comfort to foster these relationships. One lesson specifically (which took two classes to complete), centred around a “trust fall” concept.

To summarise, the Posts Secret lesson began with a series of videos discussing bullying and Bullycide, a term used to describe people who commit suicide due to bullying. The videos led to conversations about bullying amongst their classmates, in schools, cyber bullying, in sports, and among adults; this included much emphasis on feelings and emotional responses/reactions. The class then transitioned into the reading of a nonfiction news article about a local adolescent (14 year old girl) who committed suicide due to bullying at school. Again, the students were encouraged to share similar experiences and feelings. This part of the lesson ended with students pairing up to choose and complete sections of a multi-genre project focused on bullying and ways in which they could cope as well as things they could do to help others when they felt helpless to do anything.

The second part of this lesson began with a musical “mash up” of current popular music with common themes of acceptance and tolerance amongst others. The last video by The Great American Rejects titled “Dirty Little Secrets” featured the nonfiction books by Frank Warren called Post Secrets. Frank Warren began Post Secrets as an art project—he placed blank addressed and prepaid post cards in various public spaces around the United States and asked for people to anonymously share secrets no one knew about them. These secrets were then collected and published in a series of books. The students were allowed to read through the books and numerous secrets shared.

Having taught this lesson in secondary English classrooms in the US and the UK since 2006, the instructor [myself] had a large collection of secrets from adolescents, which had been illustrated in a variety of creative ways. These were placed on the floor in an “art gallery” fashion and the students allowed to walk

silently around the room reading the secrets of teenagers their own age. Following a discussion of the secrets (which ones saddened them, shocked them, scared them, made them laugh, etc.), the students were then asked to separate and think of a secret they wanted to share anonymously. These were written on pieces of paper and placed into a cup; the third party assistant then went away and typed them so that student handwriting could not be recognised. Lastly, the students were asked to draw a secret from the cup and illustrate it. Once all the secrets were complete, they were added to the art gallery and each allowed to see what their classmates were feeling and experiencing.

For the Year 8 students in the first Cohort, this was a difficult lesson; not to trivialise what they were feeling or experiencing, but the topics were too mature for this age group. The lesson began with giggles over words like sex, virginity, penis, etc. but then took a more serious turn when secrets about rape, death, suicide, and self-harm were displayed. During the discussion group afterwards, several of the Year 8 students began to cry.

I was worried that this lesson would be too grown up for the [Year 8] kids, not so much because of their age, but because of who they are. [Their school] is quite rural and I don't think they've been exposed to things like this. We really should have stopped the lesson when [student] began to cry over the death of his dog. It set off waves of emotions among the group. Then [two more students] started crying over the death of grandparents. Didn't want to stop the compassion and support among the kids, but it was too much. Then [student] admitted that his secret was the one stating he was being investigated for the alleged rape of his 11 year-old cousin! I drew the line there and had [assistant] speak to him privately outside.
(Diary/C1W5)

However, surprisingly, the Year 9 boys, not that much older, stepped up in a protective and mentoring manner; they consoled the boys who were quite

emotional, shared similar experiences and emotions, and helped talk the group through the situation. They did not mock the younger kids, or make them feel what they were experiencing was childish or most importantly, that they were alone, but rather the opposite.

For the third Cohort of students, the experiences of this lesson were quite similar to those of the first. The students were quiet, engaged, and listened intently to the instruction and each other. They brought very different personal burdens and perspectives than those of the previous group (refer to “mini case study” descriptions at beginning of this chapter). Equally, they gained more mature and deeper values from the lesson:

Um, the one where we had to say our secrets, I don't know, it's just that seeing all your friends have problems just as much as you do. I don't know. I kind of liked that one. It made you think not everyone's different in that lot... that there are people going through the same problems, yeah. (PI/C3/Gil/031)

Well I thought they [the secrets] were really tough for people to give out and share...and people sharing in the circle was really tough on them... (PI/C3/Sara/027)

During the Post Secrets activity, Gil was also very concerned about offending or upsetting whoever's secret he had to illustrate. He is caring and compassionate--much different than what we hear about his behaviours from school. (WPR/C3W9/Gil/031)

He was very outspoken and confident in his opinions asking questions when he didn't understand someone else's views. He struggled a bit with the illustrations of the Post Secrets, but got on with the task and completed it as asked after some help. (WPR/C3W9/Nick/026)

Sara was unable to illustrate a Post Secret because of her tardiness, but did contribute to the discussions of the secrets and offered many personal stories about similar situations. She was quiet during the Bullycide video, but showed a lot of concern for Greg as he felt he needed to leave the room. (WPR/C3W9/Sara/027)

We were concerned that this lesson would be difficult for Greg as many of the Post Secrets dealt with death, as did the story about Bullycide. He chose last week to share his secret about his brother's suicide and asked if he could then share the story with his classmates! I agreed to let him--encouraged it if he felt comfortable, but this week Greg asked not to share the secret and had to excuse himself when we began the video on bullying/Bullycide. He was very strong throughout the discussions and we are proud that he put in the best effort he could manage today. (Diary/C3W9)

By viewing the secrets of their classmates, the students recognized the universality of their problems; they acquired an understanding that they were not so "different" after all, that each were dealing with similar issues at home, feelings about themselves, about their parents, and about school/learning. Despite the different home lives, different appearances, different abilities in school or sports, the students accepted these in each other and used these as strengths rather than exploit it as weaknesses.

Notwithstanding the progress and maturity the other two Cohorts demonstrated, it was not the case across the board; the second Cohort responded completely different to the lesson. The boys were noticeably uncomfortable with the topic, the videos, the readings, and the activities. They made comments during the Bullycide videos that the girls "were hot" and "shame they killed themselves." They showed no interest in demonstrating empathy or sympathy; it became a lesson as to who was the "toughest" among them with several of them making threats saying they

would “fight” someone or “get their boys on [them]” if someone tried to bully them. The secrets they shared were almost all lies; just tales to get a laugh out of the other boys and “show off” for attention. They were not engaged in the multi-genre project and few completed a single task on the list of choices.

[Student] came to the lesson wearing his school uniform (this was because he didn't want to attend the session and was apparently 'made' to attend). He was told to leave the classroom activity to think about the reasons why he was on the course and whether he wanted to continue. He complained constantly of not wanting to do the work and was being disrespectful by talking and giggling throughout the lesson...(Diary/C2W8)

[Student] has been missing over the last couple of weeks and it was clear to see that he wanted to make an early impression on the group. He started the morning in a very negative way always 'huffing and puffing' and complaining that he didn't want to do any of the work that was set. There were numerous times where he would call out in front of the class or teacher to make a statement to cause disruption. His whole attitude towards this programme has unfortunately become very negative. He no longer wants to complete tasks in the lesson or in the afternoon activities. This is a real shame as he is very bright and able individual with a great sense of humour. (Diary/C2W8)

He struggled to participate in the morning lesson and had to be reminded that he was here to 'work'. [Student] is a big character in the group and he can persuade others to listen to him and copy... He continued to be disruptive in the afternoon's activity, he constantly had to be reminded to listen and take note on what they were supposed to be doing. In the afternoon, [student] threw a table-tennis bat across the table and was told to leave the room. He continued to

answer back and disagree with the tutor. For this, he will need to complete another Discipline Form. (Diary/C2W8)

This was a prime example of how, in the absence of a trust, respect, caring, and courtesy, the peer relationship broke down and caused additional behavioural issues as well as disruption to learning. Because this group of boys did not have an understanding or acceptance of each other, there was no emotional investment in the learning or personal growth. They regressed back to the behaviours they knew so commonly and reacted predictably in a “fight or flight” mode. They exhibited manners evident of emotional insecurity, which prevented their capacity and most obviously, motivation for learning. Yet, when questioned in the post interviews about which lessons stood out the most to them, almost all of the boys stated the Post Secrets activity.

6.7.2 Appreciation of Supportive Peer Relationships

The Post Secret Activity was the pivotal lesson in the intervention curriculum; either it was the bond, which held the group together (as was the case with Cohorts 1 and 3) or it had no impact at all (as in Cohort 2). However, it was not the only example of appreciation the students displayed towards supportive peer relationships. From the very first lesson and afternoon activity, the students were exposed to how it felt to be a part of an environment where everyone was welcomed, encouraged, challenged, and supported; this was first modelled by the instructors and then established among the students. Although the intervention aimed to inspire individual successes, it was designed in a manner in which it was impossible not to interact and engage with each other (or the teachers). This was additionally reinforced in the afternoon “fun” activities such as football, rock wall climbing, team raft building, laser tag, and others.

For the students, it was this mutual support among their peers that greatly impacted their self-confidence, courage, and motivation. When the group felt safe to make mistakes, safe to ask questions, and safe, sometimes literally, in the hands of their classmates, they reported feelings of optimism, enthusiasm, and

positive learning experiences. Some going so far as to say they “didn’t realise they were learning.”

...the work has helped a lot as well, but activities kind of take you, are away from all the schoolwork and gets you somewhere else like you haven’t been. Like something I thought I would never do, like climb up a big wall and jump off like a big pole and that’s the one thing I didn’t expect I would do. (PI/C3/Nick/026)

I think the afternoon [was better]... Yeah, because they were like more communication, you get me? Like communicating with people more...because it lifts up their spirits a bit. It gives them more courage to do it. So if you encourage them they do it. (PI/C3/Sara/027)

At school I’ve started to like, understand people, and people like who they are and I’ve started to make new friends...(PI/C3/Greg/028)

I think most people that their confidence has been bad is because they have had no team. Like all the people like that might come here have been supporting them like I have. (PI/C3/Gil/031)

Often, during the morning lessons, the instructors would pair up students with weaker skills or confidence with stronger students in a peer-mentoring role; this was unbeknownst to either student, but often worked well.

Paired up [student A] and [student B] this week to see if [student B] can encourage him to break out of his shell a bit. So far, so good. [Student A] is speaking out in class more, asking for things/help from [the instructors]...looking to [student B] for support as well as us. (Diary/C3W2)

Had a conversation with the kids today about which half of the day they felt helped them the most, the morning reading lessons or the afternoon activities. [Student] said a bit of both because physically he was challenged in the afternoons, but also in writing and English skills...he said both sessions are entertaining which brings the spirit up in the class and makes it easier to learn. [Another student] said the activities because they support each other as a group, but everyone had their "off moments." (Diary/C3W11)

As presented near the end of section 6.7.1, the impact of not having a supportive group was just as considerable as having one. In the lessons where student engagement and attitudes were low, this greatly affected the mood of the rest of the group. In Cohort 3 particular, the kids normally "rallied" around the person and questioned what was wrong or how they could help:

This was a tough session for Greg as he mentioned his older brother had spent a lot of time at the Fire Station as a volunteer (?) and then in combination with the graveyard/headstone rubbings. He asked to stay back in the park, which he was allowed to do and some of his classmates helped by doing extra rubbings for him to use in the writing. He suited up in the uniform at the station and partnered with Gil--two of the hardest working kids that day and so helpful/supportive of each other. Greg had a bit of trouble focusing during the last reading lesson, but [assistant] helped him create a crime story by using a Liverpool reference and Greg completed the task as asked! (Diary/C3W3)

At the Fire Station, she took lead with [student] and tried her best to show the boys how to complete the challenge! Without getting frustrated at their lack of cooperation, she and [student] just "did it themselves" and got on with it! She worked very hard at some very physically challenging activities!! She did not want to go to the

graveyard because of the recent death of her Nan in February, so she was allowed to stay behind with Greg and Gil. However, she engaged with the story writing and completed a very witty and creative short story!! (Diary/C3W3)

However, when this was not always the case and the negative affect to the students' attitudes and learning was substantial:

Bad week for [female student]. She arrived at almost 10am this morning, MUCH later than the rest of the group, which immediately caused an argument between she and [another female student]. She was VERY distracted today with her sister being in hospital giving birth--she was on her mobile phone incessantly, quite snippy with her remarks/attitude, could not focus on the work, and CONSTANTLY bickering and fighting with [another female student] to the point it disrupted/interrupted instruction of the lessons. In the afternoon, she was made to sit out the first 15 minutes of the treasure hunt due to her misbehaviour on the walk to the RAMM and our inability to trust her to work independently on the activity. When she was allowed to go/work, she complained, did not do the tasks, and eventually found a "hiding" spot on the Roman wall with [male student] to play games on her mobile phone. (Diary/C3W7)

[Student] was a bit disappointing this week with his negative attitude and poor behaviour! He would not follow instructions, read the Chapter as instructed with his partner, and only just put together the completed Storyboard after being told he would be removed from the afternoon activity. [Student] complained constantly of not wanting to do the work and did not participate in the afternoon activity because he was "too cold." Because he refused to work/engage, he spent that time trying to wind up the students around him, being disrespectful by

talking and giggling during student presentations, and kicking out the chair from underneath his partner. (Diary/C2W7)

When situations merited, usually due to refusal to engage, poor attitudes, and in one case, physical aggression towards another student, the students were removed from the intervention and their position offered to another student. For one student, being accused of physically bullying a younger student and removed from the programme had a greater impact on him than had he been allowed to stay. When asked about the situation during the post interviews, the student responded:

I didn't, I can't remember me bullying children, because I wouldn't do that, I'm not that kind of person at all...It didn't make me feel good...was surprised. (PI/C2/Brad/004)

Another student removed from the programme commented:

I was quite gutted, and I kinda blame it on myself, well I do blame it on myself. I was going to bed really late and mucking around with other students; it was just making me tired and ratty and then doing other stuff with other people, that I shouldn't have been doing...[After getting kicked out] I was a bit grumpy for a couple weeks. I knew I had school, I was, but I got back into the normal routine, it was quite weird. (PI/C2/Miles/015)

The appreciation of the programme and what it was offering them came with hindsight to those removed, but they still managed to recognise the behaviours that contributed to the actions and change those in future situations:

I learned like, I could be really quiet when the teacher told me to, because when they would I would never listen. But it's kinda like taught me a bit... No like, being like, but like the days what I knew

what was happening, like, it was just kinda people saying it was going to be bad, I was taking their advance, and I was going to bed really late, so I would have woke up grumpy not really wanting to do it, but on like the other activities would have gone to bed really early.

(PI/C2/Miles/015)

Overall, whether the group was supportive or not, the impact to learning was crucial in determining positive or negative, constructive or damaging experiences for all. The students discovered for themselves just how valuable learning could be through shared experiences. In observing the differences each of them brought to the intervention, they accepted that one person's weaknesses may be another's strengths, and that by communicating and helping each other, they could both succeed. This supportive peer relationship continued to increase their self-efficacy in personal growth and as learners.

6.8 Overarching Theme 4: New Reader Identity

Not surprisingly, the emotional influence of the intervention directly impacted the cognitive self-efficacy of the students as well; as discussed throughout this Chapter, students reported increased confidence, courage, motivation, and generally more positive feelings towards learning. Although the Quantitative Findings in Chapter 5 did not report any significant changes to the students' reading or fluency skills, they felt the opposite, in fact, creating completely new identities as readers; firstly, by relating to the literary themes in the reading and activities and then secondly, by identifying qualities of themselves through the characters and situations. With this new reader identity, students were able to draw deeper meanings and connections to the literature and add to the toolbox transferable skills for daily functionality in and out of school.

6.8.1 Relating to Literary Themes

The intervention was designed to address not just social, emotional, or behavioural issues via Bibliotherapy, but also confront reading skills that may have been preventing the students from succeeding in English classes or causing them to fall

below expected levels in Reading. For many of the participants, they felt English classes (and teachers) at school only taught them grammar and sentence structure, not allowing them to explore “deeper meanings” in comprehension or thematic knowledge:

Um In school they teach you like how to make your writing clear, how to put full stops, commas all the rest of it in sentences, but when you do it here, you actually learn more about the stories and um about more words yeah... Like a higher level of meaning, like more than the grammar writing stuff... it kind of gives you the ability to think a bit about things doesn't it, make connections...(PI/C3/Greg/028)

From learning about the stories and the like not the tactics but the ways to do it... The way to read it or how to read it out loud first normally I would go straight in, but I read it out paragraph by paragraph um and work it out each time, like sentence after sentence paragraph after paragraph. (PI/C3/Nick/026)

Stories are similar to the one's in school, but those are annoying books, these were better than school. (PI/C3/Sara/027)

As students were taught higher order thinking and comprehension skills, they started to interact with the themes on a personal level. As discussed in section 6.7.1, the Post Secrets (Frank Warren) lesson was the most memorable, according to the participants, not just because of the peer relationships it built, but because of the connections the students were able to make to the various situations in which bullying occurs resulting in suicide among many kids their own ages:

Um the story about um the suicide was quite closely related to me um one of my friends at school he was quite related to me cus he suffered from suicide and death, so yeah. (PI/C3/Greg/028)

I liked the secret one the best. I think that you wouldn't expect something like that to happen, but then it actually does and I just loved actually where we got to make it ourselves and share with others so we could let all our feelings out and I loved that the best... I just felt like I could trust them more like as they said all their secrets and we said our secrets...It's when we said our secrets it was all serious so I knew I could trust them all...I think that has helped me trust people more... You don't think someone is going through something and it comes to it and you can see it that someone has had that happen to them and for some of them were quite shocking that that has actually has happen to someone. No one [on the programme] looked like they had anything and seeing them when you realise like that they have it made me realise just how people go through things and you don't know it so you can't judge people.
(PI/C3/Kate/025)

Another story that stood out for the students was *The Necklace* (Guy de Maupassant) and the lesson/activities focused on jealousy and envy. To summarise, the lesson began with each student being given a portion of a Margaret Thatcher quote: "Watch your thoughts for they become words. Watch your words for they become actions. Watch your actions for they become... habits. Watch your habits, for they become your character. And watch your character, for it becomes your destiny! What we think we become." Each pairing had to create a short *Jeremy Kyle Show* type skit or performance demonstrating what they believed their section of the quote meant.

Following the presentations and group discussion, the students began reading aloud the story—part way through, in discovering the difficulty of pronouncing the names in French, the students "updated" them to be more current. As the story unfolds, the students were left "gobsmacked" with the ending and a discussion about jealousy, envy, and its impact on people led the students into the final

activity, which was to log onto any social media outlet and find five examples of how jealousy and envy consumed our daily lives:

The envy one, the jealousy one, like the women, like the necklace, I wasn't expecting that. I just thought it was funny cus there are loads of people out there who think they need to look their best even though they don't have to look that way. They don't have to look their best and it can affect a load of people in different ways.

(PI/C3/Gil/031)

The Necklace...You think it's going to be one ending, but then it's a completely different ending and it's just completely different...[I can relate] yeah cus like my friend had went to see this show and I was really jealous, but I reckon if we had the envy lesson before, I wouldn't have been as jealous. (PI/C3/Kate/025)

The students were not told the themes of the story prior to reading, rather they were asked to draw conclusions based on the quote, the skits, and the outcome of the story to decide the moral. They discussed it amongst themselves and in the pairings, made their suggestions to the whole group. They engaged with interest in the social media aspect of the lesson as this made the themes relevant to their daily lives both personally and academically.

Lastly, the third most mentioned or memorable story reported by the students was *The Scarlet Ibis* (James Hurst) and activities/lesson focused on humiliation and symbolism. In brief, this story involves an older brother embarrassed of his physically disabled younger brother who cannot walk (and was predicted to die shortly after birth). The older brother, out of his own embarrassment, teaches the younger brother to walk and run so that *he* will not be made fun of at school. This relationship builds and in the end, the younger brother is found dead by the older brother after he leaves him behind in the woods during a thunderstorm.

The post activity asked students to think about characteristics of themselves and create symbols for those. Then, they randomly selected the name of a classmate and using symbolism, transform that classmate into a Superhero (see Appendix 17). Although the students did not mention the Superhero activity in the post interviews, they did relate to the theme of humiliation, connecting it further to rejection and personal situations of when they experienced both:

Um the Ibis the bird, like kind of being left out and then as soon as someone tries to help, so it happens to you. That just goes straight out of the equation. (PI/C3/Nick/026)

I learned that rejection, it could like really hurt someone, like if you don't like if say they asked you for an answer, I just snapped back at them and said NO. It could like hurt them, cus they don't want to get told off by the teacher to do that and...I liked um the Scarlet Ibis one, cus it's really I don't know I got quite into that. Just all of it really just I read through it before everyone else read through it and I was well I really like this reading it and I like got really distracted and carried on reading. (PI/C3/Anna/030)

Another story about death (my poor planning). Glad that after a good laugh about it, the students were able to stay focused on "humiliation" and not death. Group discussions provided loads of speaking and sharing opportunities for the kids, which they took advantage of. Was difficult to separate humiliation from rejection so let them associate the two as long as they knew the difference (although hurt seemed to be the common emotional response). Watched last minute clips of X Factor auditions to show how not to act when humiliated. (Diary/C3W6)

As the students increased their abilities in comprehension, it also expanded their interest, engagement, and confidence in reading. They experienced reading in a

new, more adult manner by being encouraged to interact with the stories on more than just a topical level. They were not “spoon fed” the answers as to what was correct or incorrect, but actively discovered for themselves what the themes or morals of the stories were and how those applied to the students’ lives.

6.8.2 Identifying Self through Literary Characters

In a similar fashion of relating to literary themes, the students also identified themselves with characters or characteristics of persons in the stories, whether it something they had felt themselves or a friend or close family member. This was particularly the case with the news article on Jade Stringer, the teenage Bullycide victim, during the Post Secrets activity.

Bullying and cyber bullying were topics the students related to all too closely, but in addition, seeing and reading the stories of other adolescents whom had also been experiencing these traumas evoked a variety of emotional responses amongst the participants in the personal secrets and stories they shared (see Appendix 18).

In almost every Cohort, regardless of gender or age, urban or rural school, single parent home or dual, each student reported suffering incidents of bullying either at school by other students, by teachers and administrators, in sports, or at home. The physical bullying did not seem to play as major a role as the cyber bullying or verbal/emotional bullying. As detailed in the “mini case study” descriptions at the beginning of this Chapter, only two of the students revealed being physically hurt, called names, or having lies spread about them at school. However, during the group discussion, all but one student admitted having experienced it, and yet he even recognized the impact of bullying on himself when friends had suffered it. Facebook, Twitter, Snap Chat, and Instagram were the biggest culprits with participants even mentioning they were losing sleep over being afraid of what someone might “say or post online about them” overnight. This also greatly impacted their school experiences and hindered their focus on learning while at school (Diary/C1-C3).

The second most popular choice of characters for the participants was the wife, Mrs. Mary Maloney, in Roald Dahl's, *A Lamb to Slaughter*. To summarise, Mrs. Maloney plays the role of dutiful housewife to her police detective husband who returns home from work one evening only to announce to his then pregnant wife that he intends to leave and divorce her for another woman. Mrs. Maloney, through a series of events, ends up murdering him by bashing him over the head with a frozen leg of lamb, then cooking it and serving it to the police who arrive to investigate, essentially getting away with murder.

As the recipient of rejection, the students related to the stages of emotions Mrs. Maloney felt over the course of that evening: hurt, pain, loss, anger, disbelief, desperation, withdrawal, and then content satisfaction after the murder. It was not expected in the beginning that the students would be able to relate to losing a partner such as a husband due to their age, but surprisingly, they made many connections to their fathers leaving their mothers and having been witness to the same range of feelings experienced at home:

[Female student] laughed that if her mother murdered every guy that walked out on her, she'd never get out of prison. We laughed a bit and then asked her in all seriousness how she think her mother genuinely feels about these break ups. [Female student] responded 'I dunno and don't care, really.' She clearly was bothered though as she brought up that situation for the class to discuss. (Diary/C3W1)

Other students felt Mrs. Maloney's rejection themselves and believed her actions similar to what they would do:

Gil had lots to say today about his father being in prison. He made numerous comments about 'hating him' and 'never wanting to speak or see him again' which were the nicer things he said about him, even saying at one point he'd kill him if he ever came around again, but then quickly also blamed his mother? Not sure the situation there.

Do know that Gil lives with his Nan at the moment and according to him it's because his 'Mum can't be bothered.' (Diary/C3W1)

Even though Gil's father was "taken" away, he still felt an overwhelming sense of rejection and at times abandonment. He frequently brought this up in classes and in group discussions, particularly with his Post Secret (see Appendix 19):

I sometimes think I am missing or I will miss stuff because I can't see my Dad. I always think of him getting dragged out my house.

The student most impacted by Mrs. Maloney was Greg. Greg's older brother committed suicide prior to the intervention and he was having difficulties dealing with the death, but particularly the reason why his brother took his life (the brother's wife was leaving him and filing for divorce). Greg was told that it was his brother's choice to end his life over the rejection from his wife, yet he made comments at times that 'she killed him':

[Assistant] stayed with a few of the students who didn't want to do the gravestone rubbings for various reasons...[female student] just lost her Nan and isn't ready to go into a graveyard, which I figured the same for Greg. Gil stayed with him as well to keep him company. [Assistant] mentioned that Greg said his brother's wife killed him? [Assistant] said he was sorry, that he'd been told his brother took his own life. Greg said he had, but because of her. I'm not sure we are qualified to address this. Will mention to HT as I know that he's receiving BALLOONS therapy in town. (Diary/C3W3)

Greg continued this sentiment with his Post Secret (see Appendix 20):

My brother committed suicide because he found out his wife didn't love him.

For the majority of the students, they found it comical that her reaction was to murder her husband and realized that as an extremity to dealing with rejection:

[I laughed] especially with the lamb story. The best way to murder [someone]. (PI/C3/Sara/027)

...the rejection one. A few times in school that happened [to me]...learned, yeah, just not to kill someone, but carry on. Just don't give up really. (PI/C3/Paul/024)

The students were able to make connections to many more characters in each story, but for several, it was Big brother and Little Brother, Doodle, in *The Scarlet Ibis* (James Hurst), which made them evaluate their own sibling relationships:

I don't know, is that the one with the boy, yeah it is, that one cause, I don't really get on with my brother and I know he won't always be there so I have to make the most of it...I know I can come across like that [a know it all] to my brother, because when I'm helping out, I will tell him to do things, and I come across like I'm all perfect, because he say's you're all perfect aren't you, and all that, and I don't mean to be I just want the best for him, because I know what it's like to join high school, cause it's hard. It's just trying to help someone, because you don't want to come across as a know it all, but you don't want to come across as a complete idiot and it's hard to get in between them. (PI/C1/Sheldon/011)

Umm, maybe the one where the little boy dies because it really, I did kind of enjoy that one because of the fact that he was trying to stop himself from like getting embarrassed because of his little brother not being able to do stuff even though he thought he was old enough to... sometimes it made me think a little about it [brothers and sisters]. (PI/C1/Boyd/005)

Um Definitely the one with the bird, was it the one with the bird, I forgotten what it's called. Umm, just the fact that it was an older brother, who kept trying to help, mainly for his own reasons at first, and then maybe helped too much...[you think you had a connection to that story, because of the relationship with your brother, to that story]...sometimes, yeah I suppose. (PI/C1/Wes/009)

Again, although each student found connections to different characters and for many different reasons, it is the ability to make those associations that contributed to creating new reader identities amongst the students. Even though the assessments did not reveal significant changes in reading, the students felt as if they were better readers and that the intervention lessons had helped them:

My goal was just to get over dyslexia as a whole, just get that out the way and from there on I'll find something out of what I want to do...I definitely feel like I'm halfway there, or getting close, like from when I first started [the programme] I wasn't that good at reading. Now, my reading has improved a lot, and from reports at school, I've jumped from, when I first started school, I've jumped up two year levels, from being at a seven year olds capability of reading and writing to now jump two years up. I'm not really sure on that one...But I just feel like it helped. (PI/C1/Wes/009)

6.8.3 Transferrable Skills from Reading

These new reader identities and the confidence it afforded the students, allowed them not only to relate to literary themes and characters, but to also draw from the stories alternative ways to handle situations and cope with the various issues they were facing in and out of school, figuratively adding tools to the toolbox:

Cause like it feels better to be good and proud of something, than like to mess about and have a laugh...And like with class, like if you mess

about on a job site, say if you're like a window fitter, if you're doing something like which is dangerous and cause injury, you could end up putting someone in the hospital or something, and it, and then it can turn out to be a little laugh, and it would turn out to be something serious, and it aren't a laugh anymore, and you feel bad, where as if you crack down in the lesson you won't feel bad, you can mess about afterwards (PI/C1/Sheldon/011).

The readings showed students that violence and aggression were not the only options for reacting to certain emotional situations; in fact, when violence was present in the story, they often found it comical and unrealistic. Many students learned to "try again", "try harder", "not to give up," and "ask for help" amongst many other solutions.

6.9 Conclusion:

The first overarching theme, Power Over Learning (section 6.5) is used in part to answer RQ1 and RQ2 with regards to the usefulness of Bibliotherapy as a tool for designing a programme that can re-engage disaffected students and the perspective of the students in undertaking the programme.

Emotional Intelligence is a second theme key to answering RQ1 and RQ2 with regards to the usefulness of Bibliotherapy as a tool for designing a programme that can re-engage disaffected students and the perspective of the students in undertaking the programme. Peer Impact to Learning is the third theme key to answering RQ1 and RQ2 with regards to the usefulness of Bibliotherapy as a tool for designing a programme that can re-engage disaffected students and the perspective of the students in undertaking the programme. New Reader Identity is the final theme and key to answering RQ2 and RQ3 with regards to the changes that follow this programme in regards to improvement of literacy and enhancement of attitude and interest in reading as well as the perspective of the students in undertaking the programme.

Through the identification of the four overarching themes—Power Over Learning, Emotional Intelligence, Peer Impact to Learning, and New Reader Identities—and the use of the four illustrative “mini case studies”, I have been able to identify instances where the programme had a positive impact, but, equally, also times when it was less successful. Furthermore, the data is helpful in enabling me to understand and/or explain potential reasons for positive or negative impacts to the programme. This will be discussed in more detail in Chapters 7 and 8.

Chapter 7: Researcher Story 3/Evaluation

7.1 Introduction

This chapter offers an evaluation of the intervention programme and curriculum with regards to the effectiveness of Bibliotherapy as a tool for designing a literacy intervention and its impact on student experience in addition to the practicality and feasibility of the programme. A review of the programme design is presented by examining the execution and delivery of the intervention followed by the student responses to the lessons and activities. Next, limitations of the study and recommendations for changes and future research are given. Lastly, a personal reflection to new insights with regards to Bibliotherapy is discussed. This is achieved in a reflective manner periodically using evidence from the researcher's diary, collaborative discussions with the 3rd party assistant, and interpretive reviews of student work produced throughout the intervention.

7.2 Discussion of Main Findings: Programme Evaluation

This section will evaluate the intervention as outlined in Chapter 4 and offer a discussion with regards to how these findings impact the research questions/aims and relate to research and theory. Specifically, this evaluation addresses the three aims of the study: to develop an intervention based on the principals of Bibliotherapy in order to address the challenges of literacy and behaviour among disaffected adolescents; to evaluate the various outcomes which may influence the design or effective implementation of; to revise and make changes based on the evaluation to produce a usable programme.

Two pieces of literature, particularly, were used in the evaluation of the intervention. The first, by Fagella-Deshler (2008, p. 77), addresses the ease and feasibility of implementation of the intervention by outlining six questions designers and researchers should ask about their programmes:

1) To what degree is the intervention considered reasonable, appropriate, and unobtrusive to teachers (meaning general acceptability)? This intervention is both reasonable and appropriate in addition to being unobtrusive as its content is based on Assessment Objectives already required by current curriculum standards and practice. It is assumed that teachers already use many of the instructional methods in daily lessons, so the biggest change would be the inclusion of the cognitive strategies of self-monitoring, self-questioning, and higher order thinking skills (HOTS) involved in achieving the five stages of Bibliotherapy as discussed in section 2.4.2 (B).

2) To what degree do teachers have the necessary background knowledge and skills needed to use the intervention (understanding)? A minor amount of training in the area of Bibliotherapy might be needed, but is self-explanatory with model lessons detailing instruction (including estimated time for each section).

3) To what degree do teachers believe it is practical or reasonable to use the intervention (feasibility)? Based on feedback from the teachers and schools from which the participants came, most found the intervention to be practical and reasonable; however, this was used as a “pull out” programme once a week and I would suggest it may yield better results if delivered more often-if not part of a daily curriculum. This would allow for a scaffold structure in unit studies and more time for the stages of Bibliotherapy to be developed, explored, and experienced by the students.

4) To what degree do teachers feel positively about implementing the intervention (personal enthusiasm)? I am unable to provide an answer to this as I was the designer and the teacher, but, again, based on the feedback from the teachers and administration from the participating schools, they were quite enthusiastic about the programme as all schools have committed to a year two and three of participation.

5) To what degree do teachers believe that the intervention can be implemented as prescribed (integrity)? Again, I cannot comment on this, but from personal experience, I am hopeful other secondary English/Reading teachers will find it as helpful as the schools have reported it to be.

6) To what degree are the necessary instructional conditions and supports in place (administrative, school culture, etc.) that enhance the chances of success in implementation (supports)? As a 'pull out' intervention, there was great support from the organisations involved in the funding and delivery as well as the administration from the participating schools. Additionally, the facilities provided by the charity were of high standards for instructional purposes with no needs going unmet. This may need to be reassessed if the intervention is used within a school context.

The second piece of research, by Fisher & Ivey (2008, p.188) used in the evaluation of the intervention focuses on the curriculum and offers a rubric for assessment (see Figure 1). Based on this rubric, "5" is the highest desired mark and "1" is the lowest. Using this as a "self-assessment", below are the scores I would mark this programme (as discussed with the 3rd party assistant):

1) Level of teacher involvement. This received a score of "5" meaning there was significant teacher involvement in the design and delivery of the intervention. As this intervention was created by a teacher and included feedback from other teachers during discourse and collaboration, the highest score seems justified.

2) Intervention reflects comprehensive approach to reading and writing. This received a score of "5" meaning the intervention was comprehensive and integrated such that students experienced reading and writing as a cohesive whole. Each lesson involved writing exercises whether it be creative story-telling, letter writing (versus Tweets), or self-assessing journal entries. It was important that the students be exposed to different types of writing; often, they complained about the mandated assignments they were required to do in schools. These were

frequently accompanied by poor experiences resulting from uninteresting topics, unclear expectations, and negative feedback leading to lowered self-efficacy as writers and learners. As part of the intervention, it was imperative to show the important relationship between reading and writing while re-engaging students.

3) *Intervention reading and writing is engaging.* This section also received a “5” meaning authentic adolescent literature (fiction and nonfiction) was at the core of the intervention. As shown in the unit and individual lesson plans provided, authentic literature from multiple genres was used in the design of this curriculum—music, famous quotes, poetry, fiction, nonfiction (news articles, online texts, autobiographic texts), novels, short stories, graphic novels, screenplays/theatre, even movie and/or television scripts. As described above, the writing activities also including a variety of styles to engage student interest in the processes of writing and gain pleasure from the products rather than it be a source of stress and anxiety.

4) *Intervention instruction is driven by useful and relevant assessments.* This section of the intervention received a “1” meaning all students started at the same point and moved through the intervention components regardless of individual performance. In order for the programme to have received a “5” or highest mark, it would have needed on going teacher-administered assessments used to tailor individual instruction with writing samples and text-based discussions as one type of assessment used. This did not necessarily take place as interpreted by the research from which this rubric was adapted. Formative assessments occurred each lesson and often in the form of writing and text based discussions, but no formal assessments for content or skill knowledge was performed. As discussed at great lengths in Chapters 4, 5, and 6, each student began the programme at relatively the same point (although reading levels and ages were different) and progressed through the intervention components regardless of individual performance. This was particularly important for the Bibliotherapy objectives as I wanted the students to experience these stages as individuals at their own speeds and meanings; this was assessed in various writing activities and the lesson

templates. As for the reading skills and vocabulary, again, informal assessments were used to gauge student knowledge, observations of behaviour, student produced work (or lack of) for engagement, and feedback from the students. It was decided not to administer the WIAT II reading assessment pre and post intervention due to the already dense amount of assessments the students had to endure on the first day.

5) Intervention includes significant opportunities for authentic reading and writing. This final section received a “5” meaning the majority of intervention time was devoted to authentic reading and writing. Again as described in the previous sections of this rubric, authentic materials were the core of this curriculum with numerous varieties allowing students a chance to experience any number of styles of writing and texts.

Overall, considering the complexity of the project with the additional benefits of costing no extra money to schools to implement, no extra time investment of teachers, and ease of integration into practice, this intervention offers added value to struggling readers, disaffected students, and teachers alike.

7.2.1 Changes to and Development of the Programme

Following the Pilot study, further changes were made to the overall delivery of the intervention:

- A 3rd party assistant was added to help with the lessons, activities, discipline, and act as liaison between the charitable organisation and the delivery team.
- Lessons were divided into halves; morning reading lessons for 90 minutes (versus 60 minutes/twice a week) & afternoon activities.
- Provisions of breakfast and lunch to the students
- Securing various afternoon activities within the community to correspond with the morning lessons
- Allocation of classroom facility and learning materials

- Transportation of the students to and from the facility as well as to and from the afternoon activities
- Printing of Success Diaries and programme shirts
- Prizes and rewards for reaching achievement goals

The completion of each Cohort also brought changes based on access, school holidays, availability to afternoon activities, weather restrictions (particularly in winter term), and observations/review between the 3rd party assistant and myself:

Change in programme day from Friday to Wednesday.

This change was based on student behavioural issues and lack of engagement during Cohort 1. The students treated the programme as a “Friday Fun Day” away from school. They were not prepared to work in the morning reading lessons and often complained that they had not been told by the schools that they were expected to do schoolwork, rather that they were coming to play football and other sports each Friday.

I don't know, it's because like you know [student] and that were talking about this and that, and it got sort of a bit out of hand, and then everyone got excited [about the programme]. Then [student] was like this isn't actually what we was expecting. Then it was like I thought you said this and then it was a bit like that, so... I don't know, it's 'cause they're my friends and I usually listen to them, so.

(PI/C1/001)

...Uh, I was expecting it to be reading yeah, reading and writing, yeah... I just wanted to just get out of school and learn more stuff, yeah. (PI/C1/003)

By changing it to a Wednesday, midweek, the students' attitudes and work ethic positively changed; they began to see this as an extension to a normal school week and were more prepared to engage with the reading lessons and activities,

less argumentative with instructors over work, and more cognisant of the afternoon activities as rewards for hard work versus a play date:

No not really [disappointed] because I find it was interesting as well, 'cause if we played football every week, I think it would have been boring and everyone probably wouldn't, probably like that.
(PI/C3/024)

Additionally, teachers were seeing no behavioural benefits of the programme being held on a Friday. Any changes to attitude or behaviours learned on the Friday during the intervention were generally lost by the time the students returned to school on Mondays. By moving it to the Wednesday, teachers were able to see immediate changes in classroom behaviours for the participants on the following days. The students were also able to benefit more quickly by being able to implement the tools demonstrated for them in the Wednesday intervention lessons when returning to school on Thursdays.

Nondisclosure of afternoon activities.

During Cohorts 1 and 2, there were several times when students misbehaved in the morning lessons despite the consequence being removal from the afternoon activity. This is because they had no interest in participating in the particular activity, so it posed no "threat" to them by being isolated. For example, in Cohort 2, when the weather turned much colder, several of the students were unaffected by the discipline measure and stated they preferred to sit out the raft building activity anyway "because it was freezing."

[Student 019] was not engaged & proved more of a disruption than addition. He did not participate in the afternoon activity by his own choice because he was "too cold" & "too tired." He was very disruptive & had to be separated on his own. He made several comments about wanting to get kicked out just as he does with every school? (Diary/C2W7)

He would not follow instructions, read the Chapter as instructed with his partner, & only just put together the completed Storyboard after being told he would be removed from the afternoon activity...yet, he still complained constantly of not wanting to do the work & did not participate in the afternoon activity because he was "too cold." Because he refused to work/engage, he spent that time trying to wind up the students around him, being disrespectful by talking & giggling during student presentations, & kicking out the chair from underneath his partner. (Diary/C2W7)

...during the reading lesson, [Student 019] refused to engage with the materials or discussions. He had to be asked multiple times to take out his earbuds & turn off his music/listen to instructions. He was asked numerous times to answer the questions & when asked to read a definition aloud, he fumbled a word, then got angry/embarrassed & refused to participate any more stating he did not care as he didn't like the afternoon plans anyway...In the afternoon, [Student 019] once again refused to take part in the rugby activity claiming he did not enjoy rugby. He preferred to lie on the ground & listen to his music...(Diary/C2W10)

It was then decided that the students would not be told in the mornings what the afternoon activities were, so they could not base their behaviours on whether or not they were interested in participating in the afternoon activities; instead, the students adopted a work ethic based on personal achievement and intrinsic motivations.

Peer mentoring.

When possible, the students were put in mixed pairs as an attempt to help them get to know the students from other schools and encourage teamwork. Often, we also matched up students with stronger academic skills to those that struggled a bit

more. In Cohort 1, this did not work well as one participating school were Year 9 boys and the other Year 8. Several of the Year 9 boys found the others “annoying” and “slow” often reacting with bad behaviour when they had to wait for the others to catch up or became annoyed with having to help others.

I didn't like the fact that I was put with people like below me. Yeah, to my abilities. Yeah, cause it was annoying, because they were slow, slow, and, I was ahead. I got work done sometimes. I didn't really take any notice of them, really, I worked with them when I had too, and that was it basically. (PI/C1/010)

[Student 017] was paired with a boy from [school D] who has strong reading skills--it was hoped [Student 013] would help encourage & guide [Student 017], but instead he kept to himself & struggled through the reading. He did not want to take his book home with him to finish the chapter as instructed saying it would get banged up. He has 2 weeks to finish reading the one chapter, but I am skeptical he will do it. (Diary/C2W6)

However, by Cohort 3, the peer mentoring worked more effectively. The students were eager to help each other and for the most part, did not even realise they had been paired up with someone of lesser academic strengths than themselves. We witnessed the students beginning to ask each other for help and figure out the answers amongst themselves rather than continuing to ask us, the instructors.

Using same year groups and similar school zones.

There was a noticeable difference in camaraderie between the Cohorts. In Cohort 1 particularly, there was a mixture of Year 8 students from a smaller, rural school with Year 9 students from a more urban school within the city. This age difference, as minor as it seems, made a big impact to the bonding experiences amongst the

students. The maturity was different, the value added to discussions different, and primarily, academic levels were different. The Year 8 students already struggled academically and with self-confidence, but to then be placed with older students ahead in learning as well as self-esteem, made it difficult for the younger students to be active learners and find anything socially in common with the other school.

Also, transporting the students from the rural school to the facility within the city caused several problems with delays in the programme; the students often arrived tired from the journey, and almost an hour later than the other boys, which meant delays in beginning instruction, breakfast, announcements, and socialisation between the groups. Due to this, changes were made to use only Year 9 students and from schools within the same zone or areas.

Gender variation

Unfortunately, there was not a balanced mixture of genders throughout the intervention, which was something we would have liked to change. Cohort 1 schools selected one female student, so we encouraged the participating schools in Cohort 2 to identify a variety of students; this was not afforded to us, instead we had a group of all boys. However, in Cohort 3, this changed, as the school was able to send us three girls with very different personalities, academic abilities, maturity, and behavioural issues. This added to the diversity of knowledge gained from the impact of the intervention.

Short story units versus novels

During the design and development of the curriculum, I worked with Year 9 teachers at a local secondary school in the county. This was primarily to gain an understanding of what the national requirements and objectives for Year 9 students were, how this was currently being implemented, expose myself to typical Year 9 English classroom activities and literature studies, and then engage in professional discourse over intended expectations and outcomes of the intervention.

During this discourse, the teachers expressed their concerns over using a novel unit with disaffected or disengaged students. They felt that handing a student a book and saying, “read this” would be ineffective and possibly push the students further away from reading. I agreed with this, however also argued that the simplicity of just handing over a book and requiring them to read was one of the fallacies in current English classroom practices.

Following the Pilot study, which used a short story, we met again to discuss and I presented them with the information gained. I proposed a unit of study where, firstly, the students chose which novel they wanted to read out of a selection of books in their areas of interest, and within their current reading levels. This was done for two reasons: to give them a sense of ownership over their learning choices and to allow them success in reading achievement by not under or over challenging them. Once re-engaged in reading, then suggesting more difficult books would be the next step. Secondly, novel units offered more continuity with lessons. Each lesson connected to an overall thematic unit of study; this allowed both differentiation of activities, and a systematic routine to studying the novel. The students would be able to make deeper connections to characters, situations, conflicts, and resolutions as a novel unit study expands over an extended period of time; they would get to spend more time interacting with the book. Thirdly, the students would gain a greater sense of achievement when finishing a novel and having comprehended it, dissected it, connected with it, and experienced it. If the goal of the intervention was to re-engage and encourage positive reading habits, then a novel study was believed the most appropriate route.

However, taking into consideration the expertise of the teachers and their knowledge of the types of students that would be participating in the intervention (and the histories/backgrounds of these kids), I also agreed to design a short story unit. Each lesson had its own thematic focus versus an overall unit, but still included the same amount of Bibliotherapy and reading objectives. The differences being that these objectives were to be achieved on a weekly lesson-by-lesson basis instead of a unit study over a 10-12 week period. The teachers believed that

re-engagement in reading through an intervention should be a scaffolding process; starting with shorter stories and activities to spur interest, allowing them to experience small successes and building self confidence, then moving on to a more challenging novel study.

In this design process, I began with the list of short stories and authors currently taught in Year 9 English classrooms and tried to find stories with similar themes and reading levels, but very different topics. Having been a secondary English teacher in the US, I was able to use those resources to offer alternative considerations than what was being used in the UK. I then collected a wide variety of stories based on themes, subjects, genres, time periods, authors, geographical areas, and reading levels. In addition to short stories, I matched music, poems, art, theatre, films, quotes, and even sports to these in a multidisciplinary approach. Combined, this was to act as a menu of sorts for which to choose once the students had been selected and their interest surveys completed.

As discussed in Chapter 4, the Pilot lesson used a short story by Roald Dahl titled *The Lamb to Slaughter*. Following this lesson, changes were made, and the decision moving forward in Cohort 1 was to continue using the short story unit over the novel. When Cohort 1 was complete, the 3rd party assistant and I had long discussions over the “successes and failures” of using short stories. It was determined that we would attempt a novel study in Cohort 2 based on the beliefs described above and to resolve the issues from Cohort 1. The students were given 5 options of books based on their reading habits and interest survey responses as well as reading levels of the mixed group; they voted to read a book titled *Staying Fat for Sarah Byrnes* by an American author, Chris Crutcher. This unit/novel study was abandoned after 5 weeks and we returned to short stories. A more detailed discussion about this is presented in the next section 7.2.2. Lastly, in Cohort 3, we maintained use of the short story unit over a novel study.

Even though this was a funded project and many people involved, there were few limitations and restrictions to the flexibility of the overall execution and delivery of

the intervention. I was given generous liberties to amend the programme as needed to achieve maximum results. With this in mind, the majority of the changes occurred within the curriculum and delivery of individual lessons.

7.2.2 Execution & Delivery of the Lessons

As previously mentioned, each Cohort was administered a different, but similar programme; the curriculum was all based on the same Bibliotherapy principals and objectives as well as reading skills, however, Cohorts 1 and 3 were given the short story unit throughout where-as Cohort 2 began with the novel unit, which was abandoned, prompting a return to the short story unit for the final five weeks. The order of the lessons also varied depending on the Cohort; school holidays, timing, availability of resources for activities, weather, and the engagement of the participants influenced this. Below is a detailed discussion of the delivery of lessons per each Cohort.

Cohort 1:

The intervention was conducted over a 12 week term time with Cohort 1 running from September to December. The first day of the intervention was used as an induction to the programme introducing the students to each other, the instructors, and reviewing expectations of conduct and behaviour. During this time, the students were given a tour of the facilities, provided programme T-shirts (purchased by the funding partners), and issued their Success Diaries. The Success Diaries were a suggestion of the Steering Committee and contained information with regards to succeeding at school, home, health, and sports. It contained inspirational stories and quotes in addition to pages for the students to monitor and track their achievements via a Merits page where the students received “stars” for reaching goals. Following the inductions, the students were administered the assessments as individual and whole group (refer to Chapter 3). Once the assessments were complete, the students were provided lunch, and then left the facility to participate in the afternoon team building activity, rock climbing at an indoor climbing facility.

Appendix 11 details the lessons for each of the twelve weeks; it describes the Bibliotherapy objectives, the readings, activities, and literacy objectives as well as distinguishes between which aims were met to those, which were not.

Cohort 2:

Following the completion of Cohort 1, it was discussed and determined that the novel unit be substituted for the short story unit. As with Cohort 1, the intervention was conducted over a 12 week term time running from January to April. The first day of the intervention was used as an induction to the programme introducing the students to each other, the instructors, and reviewing expectations of conduct and behaviour. During this time, the students were given a tour of the facilities, provided programme T-shirts (purchased by the funding partners), and issued their Success Diaries. Following the inductions, the students were administered the assessments as individual and whole group (refer to Chapter 3). Once the assessments were complete, the students were provided lunch, and then left the facility to participate in the afternoon team building activity, rock climbing at an indoor climbing facility.

I was not present as the lead instructor or the researcher during the first 3 weeks of this Cohort due to Visa issues, which kept me away. The 3rd party assistant was given the responsibility of induction and administering the assessments. He also conducted the first two lessons alone with the exception of employees from the two organisations providing the afternoon activities. I believe my absence set a tone very different to the other two Cohorts: firstly, these ten, Year 9 boys had a wider range of behavioural issues and external personal burdens than the previous group. The 3rd party assistant was not a trained or qualified teacher hindering his ability to classroom manage, particularly with aggressive boys. Even the assessments given on the first session had to be re-administered when I returned, as the responses were not genuine and clearly hurried. Secondly, having not been present to observe the attitudes and behaviours from the first day, or an opportunity to review the reading habit and interests surveys. I was not able to make an informed decision with regards to the unit of study. If I had known the

types of learners before hand, I would not have carried on with a novel study and would have chosen different short stories and more kinaesthetic activities. Lastly, the students did not make the best decision when voting on which novel to study. Had I been present and knowing each of the choices more intimately, I would have guided the students in a different direction. The 3rd party assistant read an abstract of each book choice and played a podcast without any real discussion of the themes, genre, or topics. The students voted to read a young adult novel based heavily on American teenage culture (as it is written by an American author); the vocabulary, the television/film/music references, and political satire was not only foreign to them, but irritating as they could not relate to or understand what the characters were talking about much less experiencing (i.e. driving to or owning a car in high school, guns/weapons and officers in school, not wearing school uniforms, or even going to high school Years 9 through 12).

Appendix 12 details the lessons for each week of the Cohort; it describes the Bibliotherapy objectives, the readings, activities, and literacy objectives as well as distinguishes between which aims were met to those, which were not. As shown, the novel unit was deserted at half term break. There was little to no engagement with the novel lessons, an increase or consistency in behavioural issues and absences, and constant attitude problems and complaining about their “forced” participation in the programme.

In the lesson before half term, five of the boys from one school tried to stage a walk out once they arrived at the facility for the programme. They had discussed amongst themselves on the way to leave and tell us they were returning to school, but then “play around” in town centre. In very much a “stand off” situation, I had the assistant phone a taxi to retrieve the boys telling them that it was my responsibility to return them to school should they not want to participate anymore. I urged them to pack their things and leave stating that we had many more boys interested in taking their places. They were offered the taxi back to school at our expense and with no discipline consequence for choosing to leave. After looking around at each other, none of the boys left when the taxi arrived. Rather, they could not make eye

contact with either instructor. No yelling occurred or shouting at the students, simply giving them the power to make mature choices. Once they decided to stay, we asked that they apologise to the other boys, the instructors, and agree to contribute positively to the programme or be replaced. They did so with no further arguments.

During half term, after meeting with the Head of Year from the boys' school and the programme assistant, we decided to resume with the short story unit for the final five weeks and keep the boys on the programme. Unfortunately, one of the boys from this group was removed in week 11 because of behaviour, and another unable to return due to exclusion from school on unrelated matters.

Once the short story unit began, there was a noticeable difference in work ethic and attitudes, however, there was still a lack of camaraderie, possibly too little too late for the changes. The boys had not developed a relationship with each other, the instructors, or any of the lessons. In essence, we, as the instructors even felt a sense of "survival" for the Cohort to end and the new one to begin. Yet, as will be presented in the next section, the boys did not leave the programme thinking the same as us.

Cohort 3:

On reviewing Cohorts 1 and 2, we began Cohort 3 slightly differently. Instead of using the first lesson as induction and assessments, we administered the tests prior to the first session, which allowed more time for review and choices in curriculum based on their interests and reading habit survey responses. We had also learned from the other two groups that more reading activities that involved teamwork and movement from the very beginning encouraged positive attitudes, increased motivation and engagement, and set the tone for building respectful relationships with each other. Additionally, we knew from the past two groups that the discipline system needed to be clear and enforced from day one. Instead of letting disruptive behaviours go on for weeks, we needed to stop it sooner and either replace or remove the student. As for our own attitudes, we felt entering

Cohort 3 as if the first two had been about trial and error, whereas by Cohort 3, we had an established routine of expectations, delivery, and response.

Appendix 13 details the lessons for each of the following weeks; it describes the Bibliotherapy objectives, the readings, activities, and literacy objectives as well as distinguishes between which aims were met to those, which were not. As opposed to the other Cohorts, we were better able to time manage and react to anticipated issues with instruction, which allowed for a more refined delivery of the lessons, more communication with the participating schools, and overall, more positive impact to student experience. We achieved the Bibliotherapy and reading objectives each week with no need to utilise the spare weeks for catch up sessions. We did not experience any concerning behavioural issues that resulted in removal of students and all issues were handled within a one (yellow card) to two (red card) warning level of reprimand. Two students chose to leave the programme in the early weeks, one due to sports commitments after school and the other because he failed to see any value from participation. We continued with just the eight students, rather than replace them.

In general, for each of the Cohorts, the ninety-minute blocks worked best; it allowed for 40 minutes of guided instruction, a five-minute break, then back to another 40 minutes of independent practice through activities associated with the reading. When objectives were not met, this was largely due to poor time management on my behalf. There were sessions when the students were so actively engaged, that it seemed unfair to cut them off by ending the discussion or activity and moving them on to the next just for the sake of time. Conversely, there were lessons that seemed too challenging and/or not interesting enough for the students and their lack of engagement caused issues progressing from one activity to the next. Although this was not anticipated when designing the intervention, the length of the term times allowed extra weeks for “catch up” sessions when necessary.

Each lesson contained five Bibliotherapy objectives aligned with the stages: identification, insight, catharsis, universalism, and projection. Normally, ideally, there should be no restriction as to how long it takes a student to undergo each phase. However, due to the time and access restrictions in addition to using short stories, the students were expected to process all five stages in one ninety-minute lesson. An attempt to informally assess this was done via lesson templates, which used identical questioning each week to invoke defining, discussing, identifying, and making connections. These objectives often took more precedence than the literacy objectives first by outnumbering them five to one in some lessons, but also in the time allocated throughout the ninety-minute lesson and then the subsequent activities both in the reading lesson and afternoon activities. Where possible, the afternoon activities were matched to utilise the literacy aims, such as symbolism during training at the Fire Station, conflict (specifically man versus himself) during rock climbing, or even predicting and inference during laser tag and raft building. However, again, these seemed to fall second place to the Bibliotherapy themes of loyalty, jealousy, rejection, and such. The reading aims were also informally assessed using the same template as the Bibliotherapy goals. This template acted as a cover sheet for the lesson within the overall student portfolio.

Even so, this often worked to benefit the programme as the students did not feel as if they were in “lessons” or being taught reading skills as they did in school; the design of the programme fooled them, in a sense, into working without them knowing they were actually being given valuable reading tools and strategies. As presented in Chapter 6, the students frequently commented that the skills taught in the intervention were useful when returning to their English classes, relevant to social situations (i.e. new vocabulary), and during testing and exams. However, the Year 8 students from Cohort 1, almost all reported that the lessons were very different to what they had been or were being taught in schools. This, again, is most likely due to the design of the curriculum being targeted for higher Key Stage 3/Year 9 and KS4.

7.3 Student Response to the Lessons & Activities

Not to be repetitive of the qualitative findings in Chapter 6, this section will briefly present student engagement and responses to the lessons and activities based on a review of the student produced work (portfolios), behaviour issues, combined evaluation of videos and pictures from the lessons, and consideration of the discourses between myself, the assistant, and the participating schools.

7.3.1 Emotional & Social Responses

As presented in Chapter 6 (& further discussed in Chapter 8), the short story lessons, which had the most emotional and social connections for the students as reported by them in post interviews, were *Post Secrets* by Frank Warren, *The Scarlet Ibis* by James Hurst, *The Lamb to Slaughter* by Roald Dahl, and *The Necklace* by Guy de Maupassant. The students either expressed connecting with the characters or the themes to these particular stories interacting with them during the lessons and afterwards at home, school, or in social settings. We felt as instructors that these stories represented achievement in all Bibliotherapy objectives as well as reading aims; this was determined by the amount of work completed in these stories, attitude and behaviour during the lessons as recorded in the researcher diary and Weekly Progress Reports, and finally, through the students' own words during the follow up interviews.

7.3.2 Readings & Activities

Although every attempt was made to match stories, which best met the interests and reading levels of the mixed groups of students, there were occasions where this was not achieved. The best example of this is with the novel study using *Staying Fat for Sarah Byrnes* (Chris Crutcher) in Cohort 2. Prior to the reading of this book, I divided the boys into pairs of mixed school groups and had them draw topics for Internet research on the various American cultural references that appear throughout the novel. I had hoped this would interest them by using technology to learn about common American musical, political, historical, sports, and film figures. They were asked in a follow up lesson to create a power point with this information, including a creative representation with pictures or videos, and present to the

class. This broke up the amount of information each student had to learn and gave them an opportunity to practice speaking in front of others. These two lessons did not go as planned; the pairings caused issues as the boys did not know each other and chose not to use the activity as a means to do this, they would not stay focused on the topic often acting immaturely about subjects and misbehaving, in some cases only one student worked while the other did nothing, and finally, the presentations were 'below basic' showing no effort or interest in creating them or presenting them. By not learning these cultural references prior to the reading, this added to the confusion and disinterest in the novel despite it having been their choice of reading.

Additionally, it was brought to our attention during post interviews that almost every short story chosen (9 of 10), involved death either of a character or an implied death. This was not intentional; many factors had to be considered when choosing literature such as Bibliotherapy goals, reading aims, national curriculum/Year 9 standards, reading ages/levels, maturity, student interest, time, access to materials, lesson planning and assessment. I simply did not notice that death was a common occurrence throughout the unit. Yet for the students, it was very noticeable and nearly all suggested in their post interviews that the units include fewer stories about death (or the consequence of death).

The second issue students responded to was masculine versus feminine stories; the stories chosen were not intended to be one or the other and in fact, were written by mostly male authors, yet the students experienced them in this manner. For example, *The Interlopers* by Saki and *Harrison Bergeron* by Kurt Vonnegut, one about loyalty and forgiveness and the other about rebellion, were two of the least favourites among the girls. When questioned during the lessons why they did not "like" these stories, the girls responded, "because, it's for boys." The themes loyalty, forgiveness, and rebellion are not gender specific, but the characters and situations in which these are factiously presented did not attract the girls to explore the stories deeper. Similarly, when beginning *The Necklace* and *The Lamb to Slaughter*, the boys initially resisted a "girl's" story, but then were surprised by the

endings even asking for us to go back and read again as they had “missed the good parts.” As the students learned more tools for comprehension, they began to approach stories as more than just boy versus girl based on the gender of the main protagonist or title of the story. For example, the assistant reported that he believed the boys in Cohort 2 only voted to read *Staying Fat for Sarah Byrnes* because the title mentioned the word “fat.”

The reading activities received mixed reviews: the activities, which involved lots of movement (i.e. running around, walking, switching learning stations) and role play/acting (i.e. reader’s theatre, read a louds) were the reported favourites. We also saw less behaviour issues during these lessons and more active engagement. The students did not specifically mind that each lesson was reading based, but suggested that in the future, the lessons be mixed with maths, science, history, or sports (which we already did in each unit). The activities that required more silent, individual work were the least favourites particularly having to complete the lesson templates each week.

Aside from drama/acting, music was another area the students in Cohort 2 and 3 felt could have been incorporated more. In Cohort 1, each lesson provided the students an opportunity to choose a song whose theme was the same or similar to the story/lesson. These were collected and a mixed CD made for each student to keep at the end of the programme; these students were then able to choose two songs to play as DJ’s for a day at a local radio station. They were taught how to run the mixing boards, play the music, and experience speaking on the radio. Due to scheduling conflicts, Cohorts 2 and 3 were not afforded this activity. Each lesson in the short story unit highlighted a song within the thematic study, however it was not implemented to the same extent as in Cohort 1.

7.3.3 Writing

The students were asked to write reader response journal entries each week, complete minor written work in the form of note taking, and in one lesson, create a short story based on a gravestone rubbing in a timed writing assignment. The

students rarely completed the reader response journal entries (see Appendix 21), resisted being asked to do it, and put little effort into it when they did complete it. This was also the case with the lesson templates, although the instructors placed more focus and insistence on this, as it was our primary means of assessing achievement of the Bibliotherapy objectives each week. However, surprisingly, the timed creative writing assignment in Cohort 3 was the writing activity to receive the least resistance. The students took great pride in producing their stories, several of which asked us, the instructors, to read them before they left for the day (see Appendix 22). In the post interviews, a few students across all Cohorts asked that more writing be included in the lessons for future groups. One student also commented that his hand-writing had improved from participation as he is rarely asked to write at school.

7.3.4 Technology

Two of the lessons in the short story unit involved use of technology: a Webquest for the topic of loyalty as a warm up activity/hook in the Interlopers (Saki) lesson, and in the induction lesson as an activity to split the groups for assessment. The students had to choose animals and use the characteristics of these animals to create a fictional football team, followed by answering questions on camera in a mock television interview about their team. Televisions and a power points were used daily for the delivery of the lessons.

Some of the students did very well with the Webquest working as individuals, but when it became challenging, they complained, continuously asked the instructors for the answers, or became disruptive. Only one of the students mentioned in post interviews that she would have liked to have used computers more.

7.4 Limitations & Recommendations

The limitations to this research can be categorised in two areas: the overall research/project (i.e. research methods, data collection, assessment) and the Bibliotherapy based programme (i.e. student variation, curriculum concerns). After the limitation is identified, a recommendation for future research is offered.

7.4.1 Overall Research/Project

Development of a Bibliotherapy based programme. As the researcher and practitioner, there were times I felt the development and delivery of the programme took more importance than the research itself. There was often an imbalance of creating a programme that would be “successful” rather than focusing on the research/methods. There was a great amount of time and effort spent on research for which to base or influence the design and evaluation of a literacy intervention. However, this could not be avoided as a Bibliotherapy based literacy intervention had not been created at the time of this project.

Mixed Methods & Action Research. I maintain that mixed methods and action research were the most appropriate methodologies to use for this complex of a PhD project and this was not a limitation of the study; however, for future research, I would recommend randomised control trials with the researcher acting in a separate role from practitioner. This would allow each party to perform their specific duties as needed to focus on priority of data collection methods.

Researcher Bias & Influence. Despite every attempt being made to eliminate researcher bias and influence, this could not have been eliminated altogether. The role of the 3rd party assistant, on numerous occasions, helped me to distinguish between my observations as teacher and researcher. I cannot say without a doubt that my influence did not impact the experience of the students, which in return, affected the outcomes of this research. As stated above, for future research, I would recommend that the programme be delivered by a classroom teacher trained in the processes of Bibliotherapy, literacy specialist, or counsellor so that a researcher can be truly impartial and objective about the research taking place.

Access to Participants. Due to the limitations of access to student participants, the sample sizes for each Cohort were too small for there to be a valid representation of the quantitative results/impact of the intervention (as discussed in section 7.3). Though each Cohort began with ten students, it finished with eight in

each session and that did not allow sufficient pre and post data for the types of quantitative analyses conducted in order to show significant changes. I would recommend, in the future, that a larger scale project be conducted to include a minimum of fifty students to afford enough data despite retention of participants.

Uniformity of Assessments & Follow Up. As detailed in previous sections, there was a noticeable imbalance in data as a result of different delivery times for each Cohort. For example, pre data from Cohort 1 only consisted of one week as they began shortly after the school year began; in comparison, pre data from Cohort 3 consisted of two terms. This was also the case with follow up procedures. As the research presented has discussed, follow up after 30-60 days may not have been long enough to evaluate changes post intervention as often, social/emotional/behavioural impact as well as reading affects occur much further after. Additionally, the assessments for Cohorts 1 & 2 were delivered differently to that of Cohort 3, which could have contributed to differences in the data collected. For future research, I recommend that follow up occur 60 days post, one-year post, and if possible, two years post. Equally, it may benefit the research to standardize the delivery of the assessments and data collected pre intervention.

Participants. Due to the requests of the funding partners, the intervention was required to provide a service for five students from two different schools each cohort. I feel this limited the research adding to the shortened ten-week curriculum. Just as the students were beginning a routine and experiencing progress, the programme ended and they returned to school. I would recommend this project use the same group of student for all year/three terms to fully gain knowledge of the impact of participating in this intervention.

Criteria. There was often a disagreement over the inclusion and exclusion criteria of the intervention versus the needs of the schools and wants of the funding partners. This limited the research as adjustments were made to include students that would not have benefitted from such a programme (meaning they required a more intensive one-to-one intervention), but did so at the insistence of the schools.

Due to this, we experienced retention issues of participants (two student loss each Cohort), behavioural issues not expected, absences, and peer relationship issues (even bullying at one point). I would recommend, that in the future, the researcher insists and ensures the selection of the participants based on the expected outcomes of the programme.

Appropriateness of Assessments. The absence of a standard reading assessment was a big issue for this project. As discussed earlier, it was a concern that the students would disengage from the programme if “tested to death.” Therefore, the WIAT-II reading portions were eliminated; this made us dependant on the schools to provide reading scores and the lack of uniformity in the types of scores/tests provided hurt the results of this project. Assessing reading skills pre and post was essential and not reflected accurately in this thesis due to these issues. I recommend using the WIAT-II or another reading assessment in future research. In addition, I question the appropriateness of the Chapman Reading Self Concept Scales if future research uses a similar or older age of participants.

7.4.2 Bibliotherapy Based Programme

Delivery times. Due to the lessons being limited to one day per week, the objectives were forced to be achieved in that sitting or when time allowed, in a “catch up” session. This is a limitation specifically for Bibliotherapy, as this is difficult to guarantee the stages will be achieved in one lesson. The students need time and personal space to consider each process and experience it without the pressure of time. This was also the case with reading skills; there were occasions when the reading skills were either overlooked all together or priority given to the Bibliotherapy goals firstly. I would recommend an assessment of the Bibliotherapy objectives occur on a unit basis (at the end of the Cohort) rather than each lesson. This will allow for an equal instruction period for both reading skills and Bibliotherapy.

Mixed schools/students. The students from Cohorts 1 and 2 frequently mentioned negative responses to being mixed with students of different ages,

academic abilities, and schools. Considering also the limited ten week Cohorts, this did not allow enough time for the students to develop person peer relationships and/or experience the positive impact those can have to learning. For future research or practice, I recommend students be grouped according to schools and years (i.e. all Year 9). This will also help to eliminate issues with transportation, delays in instruction, and encourage communication and cooperation with schools.

Gender Variation. I do not think this limited the research so much as recommending the variation of gender in future research. Much research on gender differences/gaps in reading achievement exists and I believe this programme could be a useful tool to investigate the impact on girls versus boys; however, this was not the current focus as it was intended to address all students.

Curriculum. As detailed in Chapter 6 and in the supporting literature of research, reading interventions are most successful when designed in a scaffold manner. For the sake of this project, it was impossible to begin with a short story unit, then progress on to a novel study as the funding partners wanted a different group of students every twelve weeks. It is believed this limited student engagement with more challenging texts, reading self-efficacy, and reader identity. I recommend in future practice and research that the curriculums designed for this intervention be implemented in such a manner to maximize results using the same group of students for all three terms.

7.5 Reflections on Bibliotherapy: New Insights

As discussed in Chapter 1, my experiences with Bibliotherapy were virtually non-existent before taking on this research and based loosely on observations of my own students responding to the texts and lessons in personal, and at times, emotional ways. During the literature review process, the research demonstrated to me what I had suspected all along—that there is a distinct relationship between an adolescent’s emotional well-being to his or her ability and willingness to learn, specifically to reading. Yet, there is a valid argument that the emotional development of an adolescent should not take precedence over their cognitive or

academic development. As I believe learning to be more than just memorisation of facts or instrumentalism, Bibliotherapy seemed a natural fit in combining both areas of development linking together the emotional and the 'intelligent.' From my original assumptions about Bibliotherapy (refer to Chapter 1), it could offer students a chance to develop cognitive skills such as evaluative and critical thinking, analysis, and examination of moral characters linked to the way they experience the emotional connections to reading (themes, characters, process), gain insight, and create new viable solutions for coping with various issues. At its core, Bibliotherapy encouraged three phases: identification, catharsis, and insight; however, several researchers also suggested the addition of universalism and projection. Though it was never 'mandated' per se, in order for the Bibliotherapy to be 'successful,' these three phases at minimum needed to be reached. However, there was no and still is no tool for measuring these phases. How does someone, such as myself as a practitioner, assess whether or not the student has achieved identification, catharsis, and insight? Additionally, in what time frame should a person be allowed to experience these things? Lastly, what is the relationship between the practitioner and the reader—am I subconsciously or even consciously impacting their reactions due to my own beliefs, my reactions, even from my tone in the readings?

Going into the research, I was determined that each of my students *would* achieve all three levels, at the very least identification with a theme, character, or story setting in general. I was confident in the work that had gone into the design of the curriculum, the lesson activities, and my choice of books. Although I had no instrument for which to measure the phases of Bibliotherapy, I had developed a lesson template that included the higher order thinking questions aligned with the five stages. I thought for sure that I would be able to assess progress based on their responses or lack thereof. That was not the case—most of the progress I 'assessed' was through observing their actions, their language, their conversations, how they treated each other (and the instructors), how they engaged with the readings and activities, and equally important, their voice in what they had to say about the experiences. Based on the data collected and analysed (see Chapters

5/6/8), the students may not have identified, experienced catharsis, or gained insight with *each* lesson, but they did with a least one throughout the cohort. Despite my ambitious attempts and ‘micromanaging’ of their learning to ensure that this happened every week, I was pleased during the post interviews to listen to the various encounters and understandings each had with the lessons even the students who had been removed from the programme for behavioural or medical issues. When asked, the students may not have been able to *name* the story, but they described whichever bits were memorable to them—some talked about characters, some about the context of the story, and others about the themes and how that related to them. They identified in some way, were able to connect with the emotions they were feeling about the similar situation, and gained a new understanding of what this meant for them.

One of the things that concerned me going into the programme was the time management of the lessons; as there was no model available for me, I designed the lessons based on my own practitioner experience, research, and the professional collaboration of other English teachers. It was ambitious—very ambitious to think that, as a group in 90-minutes, we could achieve all five Bibliotherapy objectives AND sometimes four to five literacy objectives. I was so determined to do it all in order to show my programme was ‘successful’ that I often impeded on the learning of the students (‘micromanaging’ as I stated previously). For instance, during the Webquest on *loyalty*, I grew frustrated when the students were not finishing the activity as quickly as I wanted them to so that we could move on to the reading and stay ‘on schedule.’ I ended up just giving out the answers to the group versus leaving out some of the later activities/objectives. Upon reflection, this happened quite a bit. One of the most important things I learned when speaking to the students in the post interviews was that I could not rush their learning—not with literacy or emotional development. I needed to be willing to sacrifice my own agenda and make room for them to explore and discover who they were as adolescents, readers, and learners. On the days I did this, the students had the most positive reactions and connected with those lessons out of the rest (student centred versus teacher led). Similarly, looking back at my

researcher diary, I reported things quite negatively on the days when I tried to control the outcomes due most likely to my frustrations that they were not 'doing what I wanted' when in actuality, they were. Again, in the post interviews, I was surprised to hear how much they had connected with lessons I reported, at the time, as 'failures.' That demonstrated to me, again, that the effects and affordances of Bibliotherapy are not something that maybe experienced immediately or blatantly; they need to be given the time, space, and faith that they can and will do what is being offered through the process and reading.

Following this, I cannot deny the impact my relationship with the students had on their experiences of participating in this programme as this was a theme of the qualitative findings. In the beginning, I assumed that this process would be simple; I would introduce the theme through an engaging hook/starter, we would read as a group, I would ask some differentiated questions, demonstrate the activity, set them off on the activity, and they would work brilliantly independently as I watched and took researcher notes over how well planned and executed my lessons were. This was definitely not the case. These students were struggling not only with the reading, but they lacked some of the basic social skills necessary to engage in group work with students younger than them, from a different school, and even with a different gender. They needed *lots* of guidance in the beginning, but more so they needed *confidence*. I had not realised this would be such an issue with teenage boys when the programme began. Luckily, the male 3rd party assistant was able to offer them that positive male role model they so desperately needed; he consistently demonstrated to them how to be respectful, resilient, and confident. We often acted as 'good cop/bad cop' but united in our dealings with the students. On the days when I became frustrated, he could see the impact that was having on the students, their engagement, and attitudes, so he would step up and lead guiding them back in a supportive manner. This was also the case when my beliefs sometimes hindered on the students' opportunities to create their own opinions about themes/situations. For example, during the lesson for abuse and/or abuse of power, we were debating punishments and consequences for people who abuse vulnerable people. The students were quite vocal that the punishment for people

who abuse vulnerable people (i.e. children or retirees) should be worse than for people who abuse women or men as “they can just leave.” I often interrupted their comments to play “devil’s advocate” and my tone would get louder and more forceful when I wanted them to agree with me and my beliefs. Because the students were eager to please me, many changed their views not because they actually believed it, but because they wanted my approval. The 3rd party assistant was helpful in taking the other side and encouraging the students to form their own opinions and beliefs, and to stick by those even if they were not popular. I feel that at times, something even as simple as my tone of voice when reading influenced how the students engaged with the readings. What I thought was expressive/animated reading actually had the opposite effect; if I wanted the students to ‘get’ something, I would emphasise that by shifted my tone based on if I wanted them to be saddened, shocked, disgusted, or enjoyable. Again, that was me micromanaging what I wanted them to discover versus letting them figure it out for themselves.

Given these changes to my original assumptions, the obvious questions next are did I achieve what I thought I would by designing and implementing the Bibliotherapy based programme? What would I do differently if given the chance? This is complicated as can be expected. Firstly, I feel that the emotional development of the students, as revealed by them and in the Qualitative analysis, surpassed my expectations, particularly when revisiting the findings months after the end of the cohorts. I am my own worst critic and at the time of the lessons, as recorded in my notes and diary, I was not as confident in the programme’s successes as I was going in to the intervention. I was harsh and critical that objectives were not being met, specifically with regards to the literacy, and that the students were using the day away from school as a play date instead of taking the opportunity to learn more seriously. I was overly unsympathetic to myself and how I was experiencing this project—always stressed I was missing key information, worried I was doing something wrong, and concerned that the failure of the programme would be a direct reflection of my weaknesses as a practitioner and researcher. But during the post interviews with both the schools and the students,

hearing from the teachers and students how much the intervention had positively affected all involved opened my eyes to the great possibilities a programme like this could have on students everywhere; my own moment of universalism. I thought immediately of my students from the States who had inspired me to do this research and more so that Vice Principal who had so easily cast them off. The intervention did not run perfectly, but did/does offer a strong starting point for future development and use.

One area needing re-evaluation is with the implementation of the literacy skills. As discussed earlier in Chapter 7, trying to accomplish five Bibliotherapy objectives AND four to five literacy objectives was impractical. By allowing the Bibliotherapy phases to take place over an extended time rather than forced in each lesson, this would free up focus for literacy to have a more pivotal role, as it did not in the intervention as was delivered. As previously reported, I placed such a focus on achieving all the goals that often, for the sake of time management, I had to drop activities from the lesson; this was typically literacy related rather than Bibliotherapy. I did not do this purposively, but only recognised this pattern during the evaluation and analysis phases of the research. Reducing the learning intention for reading to one key concept per lesson is more achievable for both the practitioner and the student. The success criteria for each lesson could also be examined to focus on more attainable goals so that the students know where they are at in their learning, where they are expected to go, and how this will relate to on-going learning. These small immediate rewards are imperative to motivation and continued engagement. Out of all, I am most disappointed with the lack of progress in literacy and reading skills. I am unsure why the Quantitative data revealed such a poor outlook for the literacy effects of Bibliotherapy; I have explained in Chapter 8 that multiple factors could have influenced this: less focus on literacy (as stated above) in each lesson; small sample sizes; sensitivity of nonparametric tests; too infrequent of lessons (once a week); short Term times (ten weeks); literacy objectives and activities pitched too high for the age group and abilities; too many literacy objectives in each lesson and overall; failure on my part to link the literacy learning to the emotional development. These are all factors

that should be reviewed and considered if repeating the research or wanting to use Bibliotherapy as a basis for a literacy intervention.

For further recommendations and limitations, please see section 7.4.

7.6 Conclusion

From the personal reflective evaluation of this programme, I have identified a range of factors that influenced the successful implementation of this intervention. These may usefully shape future development or further iterations of the programme. Additionally, I cannot deny that the relationship between myself as the practitioner and researcher had a great impact on the outcomes of this programme. This will be an important factor to be cognisant of in future research (i.e. the role of an outside researcher versus a teacher led programme). A detailed discussion of my recommendations for further research and implementation of this programme is in section 7.4, along with a review of the limitations of this intervention.

Chapter 8: Discussion & Conclusion

8.1 Introduction

This final chapter of the thesis will begin with a review of the purpose of the study and research questions/aims. This is followed by a discussion of the main quantitative findings and a discussion of the qualitative findings by examining each of the four overarching themes in relation to their links with answering the research questions. Lastly, implications of this research to practice and recommendations for future research will be presented followed by the Conclusion.

8.2 Review the Purpose of Study & Research Questions

As previously written in Chapter 4, the complexity of this research project was comprehensive; firstly, there was a need to assess student behavioural impact (both social and emotional) from participation in a programme based on the theories and processes of Bibliotherapy, particularly in engagement, while addressing the various literacy needs such as fluency, reading comprehension, vocabulary, and reading self efficacy all of which often plague success and progress in secondary school adolescents. However, at the time, there was no viable affective Bibliotherapy based programme currently in use or having been developed. The task then expanded to creating such a programme and assessing its effectiveness concurrently with student impact. The purpose and study aims were as follows:

1. To develop an intervention based on the principles of Bibliotherapy in order to address the challenges of literacy and behaviour among disaffected adolescents.
2. To evaluate the various outcomes which may influence the design or effective implementation of the programme.
3. To revise and make changes based on the evaluation to produce a usable programme.

In undertaking these aims, the research questions considered the broad scope of the project:

1. How useful is Bibliotherapy and/or its principles as a tool in designing a literacy programme for re-engaging disaffected adolescents?
2. What is the perspective of the students in undertaking the programme in means of the process involved?
3. What changes follow this programme in regards to the improvement of literacy and enhancement of attitude and interest in reading amongst disaffected adolescents?

Ultimately, it was desired that the creation of such a programme would bridge the gap between therapeutic and cognitive education by providing students with the healing effects Bibliotherapy has to offer for social, emotional, and behavioural intelligence, which often influences disaffection amongst adolescents, whilst simultaneously teaching them the reading skills they may lack in order to be (or believe to be) literate. Thus, allowing students to benefit from both areas of education: successes and positive experiences in school, which then prepare students emotionally for cognitive learning.

8.3 Discussion of Main Findings: Quantitative

This section will briefly summarise the quantitative findings of the research and offer a discussion in regards to how these findings impact the research questions/aims and relate to research and theory. Specifically, the findings for fluency and reading address improvement of literacy (RQ3); reading self efficacy findings address enhancement of attitude and interest in reading amongst disaffected students (RQ2). The PRSCA findings address the effectiveness of Bibliotherapy and/or its principals as a tool in designing a programme for re-engaging disaffected students, as do the behavioural findings (RQ1).

8.3.1 Fluency

Research has determined that reading fluency is a crucial element of learning to read and often acts as a link between the two major components of reading: word decoding and comprehension (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; Samuels, 2002; Dowhower, 1991). It connects accuracy and automaticity in decoding to comprehension through prosody. It is suggested that three distinct areas of fluency be considered when assessing: decoding accuracy, meaning the ability of readers to decode words accurately in a selected text; automaticity, meaning the ability of readers to decode words in a text with minimal use of attentional resources; and lastly, prosody, meaning the ability of readers to appropriately use phrasing and expression (Rasinski, 1985, 2003).

Informal reading inventories or IRI's are commonly used to assess fluency by focusing on accuracy determined by the percentage of words a reader can read correctly. However, for the sake of this research, IRI's alone were deemed too long (some taking up to two hours to deliver) and too exhaustive (requiring the reader to attempt numerous word lists and passages orally while being tested for comprehension in each passage). With this in mind, it was decided to use a Curriculum Based Measurement (CBM) or Oral Reading Fluency (ORF) assessment which requires the reader to read a text orally in 60 seconds during which time the administrator of the assessment marks for uncorrected errors and then counts the total number of words read correctly per minute or WCPM (Deno, 1985).

The SPSS findings for **Cohort 1** revealed no significant changes in fluency. There were seven negative differences and two positive, meaning only two students scored higher on the post-test than pre-test. There was also negative movement in the Levels of Performance for Word Decoding Accuracy--two students dropped to the Instructional Level and two to the Frustration Level—as well as in the Oral Reading Fluency (ORF) Target Rate Norms (decrease in students reading below norms). This could just be a reflection of the missing data of two students. It is not believed that participation in the programme caused this decline, instead that the

post testing conditions influenced the scores in addition to students reading more for comprehensive purposes than speed.

Firstly, when the students' fluency was first assessed, this was done on an individual basis on the induction day of the intervention in a private room; when the post fluency tests were administered, this was done at the students' school in the main office of the Head Master. This room was in open view of the hallway where other students in the school passed by throughout the follow up interviews and assessments. Because of this distraction, the shades were closed, yet the participants were still aware of the others outside and the ringing bells for class changes. Also, a representative from the charitable organisation, which provided the facilities, was in the room during the follow-ups. Although he was engaged in other business on his computer, his presence in the room was an added pressure to the students to "perform" instead of reading naturally to their ability.

Secondly, the decline in scores could be attributed to the students reading for a more comprehensive value versus speed; comprehension and various reading tools to support this were taught and emphasised throughout the curriculum encouraging students to read for content and personal appreciation. Some students expressed such concerns over being "slow readers" in front of peers that this impacted their self-efficacy, identity, and motivation as readers. A major part of the intervention was to teach them that speed does not always equal knowledge, however with consistent practice, this too would improve. Wexler, Vaughn, Edmonds, & Reutebuch (2007 as cited in Education Standards Research Team, 2012, p. 5), add that,

Fluency is a critical element for many older pupils with reading difficulties, since it is necessary for comprehension; however it can be hard to influence through intervention. Nevertheless, evaluations of fluency interventions have reported moderate to large effect sizes on speed of reading (although improved comprehension did not always result from improved fluency).

As discussed and presented with the literature in Chapter 2, fluency was integrated as just one of many elements in the reading skills of this intervention; it was

accompanied by vocabulary building, comprehension skills, and reading techniques as part of whole language instruction.

The findings for **Cohort 2** revealed significant changes in fluency with 8 differences in a positive direction and one negative, meaning fluency scores increased on the post-test. There was little movement in the Levels of Performance for Word Decoding Accuracy (most likely the missing data for one student), but some positive movement with post scores in the Oral Reading Fluency (ORF) Target Rate Norms as there were increases in the number of students within the norms and above whilst decreases in the below norms category. This was not anticipated considering the behavioural issues with this Cohort and the abandonment of the novel unit as previously discussed in Chapter 6. Therefore, it is not believed that the significant changes reflected in these findings are a result of participation in the intervention, rather attributed to the amount of time before and after the intervention. This Cohort had a full term before the intervention began and a full term of school following it with all students enrolled in English courses; it is unreasonable to assume that the minimum reading instruction provided one day a week through the programme contributed to this other than to motivate the students to read outside of school and the programme. Again, increased practice in reading will impact fluency (Archer et al, 2003; Scammacca, 2012; ESRT, 2012; Tunmer, 2008), however we have no way to measure this was the case.

The findings for **Cohort 3** revealed no *statistically* significant changes in reading fluency. However, there were six positive differences and only two negative indicating that more than half of the eight students scored higher on the post-test than pre-test. It could be a case of too few scores/students for the test to be sensitive enough to find significance.

Similar to Cohort 1, the lack of significance in scores could also be attributed to the students reading for a more comprehensive value versus speed. Secondly, this group of students, particularly, began the intervention with (on average) higher reading ages and beginning fluency than the other Cohorts, so it was not

anticipated that this would be a large area of growth for the students. Lastly, due to the end of the school year, the follow up assessments had to take place on the final day of the intervention whereas the other Cohorts were given almost 60 days afterwards. There may have been more changes in fluency had this been afforded. As Brooks (2007) concluded, “most of the schemes which incorporated follow-up studies showed that the pupils maintained their gains or even made further gains” (as cited in ESRT, 2012, p. 8).

No direct or specific fluency instruction was provided during the intervention instead a whole language approach to reading was used. The adage “practice makes perfect” was the adopted attitude towards fluency, so instruction targeted more towards re-engaging interest in reading as a method to encourage habit reading or practice, with the assumption this would then help to increase fluency. This is reflective of Tunmer’s research (2008) stating that “vocabulary as well as fluency deficits are hard to remediate in older readers: interventions focusing on these elements of reading may also need to encourage pupils to increase the amount and range of their personal reading to support their development” (as cited in ESRT, 2012, p.7). A variety of reading methods were modelled in the lessons to help the struggling readers find which way worked best for their needs.

Additionally, the choice to use CBM & ORF assessments versus a more comprehensive IRI may have impacted the fluency findings; despite the frequency of CBM’s and ORF’s used in classroom practice, IRI’s would have provided a more condensed view of student fluency. Again, as fluency was not the only focus of the intervention, choices were made to eliminate student frustration over the amount and lengths of testing.

8.3.2 Reading Scores

No standardized reading assessment was administered prior to or following the intervention; rather, data regarding reading was collected from the participating schools on each of the students in a method of their choosing. Only one of the two participating schools in Cohort 1 provided this information and did so in the form of

reading ages. Cohort 2 schools provided reading marks from the beginning of school to final marks. Cohort 3 schools provided reading ages from the beginning of school to final marks. This was a weakness of the research as impact on reading was a main objective of the study. In the design phase of the programme, the reading sections of the WIAT-II assessment were chosen as the standard test for pre and post intervention testing; however, in discussions with the schools and the funding partners, there was expressed concern over the amount of testing the students were having to endure and its impact on willingness (and motivation) for participation in the programme. It was then decided to eliminate the WIAT-II and use the reading information provided by the schools. However, as stated, there was no consistency amongst the schools in the types of reading scores provided therefore forcing an “apples to oranges” dilemma when trying to analyse reading changes. Moreover, there were numerous issues just getting the information from schools; changeover and miscommunication within the schools meant us receiving varying data, at some points even from the wrong students.

Never the less, as shown in the findings, no statistically significant changes were reported for **Cohorts 1 and 3** in reading. **Cohort 1** only had five post-test scores to report (as mentioned above). This could have impacted the sensitivity of the test to find significance. Among those five scores, there were two positive differences and three negative. Cohort 3 reported five positive differences, two negative, and one tie meaning five of the eight students scored higher on the post reading test than pre and one student stayed the same. In explanation, it is unknown how the various reading scores reported to us were assessed, the conditions, or the frequency. As the intervention incorporated multiple reading skills for comprehension, vocabulary, fluency, and more, the scores reported are not necessarily a reflection of these specifically. For example, the assessment used to report reading ages could be one that merely focuses on fluency; because that was not a targeted skill throughout the intervention, we cannot determine causality of those scores due to participation in the programme.

Cohort 2 *did* see statistically significant changes in reading. There were seven positive changes and two ties (two negative) indicating only two students scored less on the post-test than on the pre-test. As with the fluency, this is surprising considering the issues with engagement to the novel and the move to a short story curriculum. Equally, as many of the student received additional one to one reading support through their schools, any changes to reading scores cannot be attributed solely to participation in the intervention.

8.3.3 Chapman Reading Self-Efficacy

As previously discussed, the Reading Self-Concept Scale (RSCS) by Chapman & Tunmer (1995) was chosen as the assessment for determining pre and post reading self-efficacy scores of the participants. This was done so due largely to its condensed version aimed specifically at measuring the three main important aspects of the reading sub-component of academic self-concept: perceptions of competence in reading, perceptions of difficulty with reading, and attitudes towards reading. Although this assessment is designed to target children from Year 1 to Year 5, the ease of administration and the language used in its design made it a more suitable choice for this research project.

In addition, the statistical analysis provided by the RSCS reveals a “strong positive correlation between the competence and attitude factors...lower positive correlations were found between the difficulty and competence factors and the difficulty and attitude factors” (Chapman & Tunmer, 1995, p. 1) which begins to develop around seven years of age. The indications are that “reading self-concept is more likely to be a consequence than a cause of reading performance” (p. 2). This is particularly important to the qualitative analysis of impact of the intervention on reading, reading self-efficacy, and overall academic self-concept offered in Chapter 6.

Similar to the Fluency assessments, every attempt was made to replicate the same testing conditions, environments, and times for each cohort. Cohorts 1 and 2 were given the RSCS on the first day of the intervention at the primary location of

programme delivery. The students were not isolated, rather sat at tables of two. The test questions were read aloud to the whole group, and students were asked to answer honestly. A second administrator was available during the test to aid students should they have had questions. This administrator also ensured the students answered as best they could, not leaving any blanks, or writing the same number/response down for each question. This process was repeated for Cohort 3, but students were given the test individually in a private room prior to the beginning of the intervention at the participant's school. For follow up assessments post intervention, Cohorts 1 and 2 were given the tests individually at their schools within 30 days of completion. Cohort 3, however, was given the post-test immediately following the completion of the intervention due to the termination of the school year/access. This was done as a whole group as described above.

The findings revealed no statistically significant changes in reading self-efficacy from participation in the intervention, with the exception of **Cohort 1**, which saw significant changes in Difficulty. However, the Difficulty section of the assessment is reverse scored, so the eight positive changes in the findings mean the students found reading *more* difficult post-test than pre-test. There is an instruction on the actual assessment given to the students indicating this; it could be a situation where the students reverse scored their answers and then the researcher reverse scored final numbers.

As for the rest of the assessment findings, there are a couple reasons why no significance could be the case; firstly, the test is designed for students up to Year 5, and the participants in this research were Year 8 and Year 9. Although reading ages might be similar to those in Year 5 or below, their psychosocial development is much different at this age. Erikson describes this stage (4) as Industry versus Inferiority, where children between ages five and 12 (for which the test was designed) either feel industrious as they learn to read, write, and do maths, or they feel inferior. Whereas in stage (5), adolescents ages 12 to 18 are facing Identity and Reputation versus Identity Confusion meaning they are having to weigh up the value of their identity as a reader in relation to social impact; this identity may

simply be an acceptance of being a poor reader. This relates back to the idea that “reading self-concept is more likely to be a *consequence* than a cause of reading performance” (Chapman & Tunmer, 1995, p. 2) as adolescents see their own reader identity as the result of either having been industrious or just inferior. Therefore, this test may not be assessing what is important for *adolescent* reading self-concept.

Secondly, this may again be a situation in which reading self-concept is something that continues to improve long after the intervention has finished meaning 30-60 days for follow up did not provide an adequate time frame for assimilation of the impact.

8.3.4 Pearson Resiliency Scales

In Chapter 3, it was stated that the Pearson Resiliency Scales for Children & Adolescents (PRSCA) were chosen to assess social and emotional changes before and after the intervention. There are a variety of operational definitions for resiliency varying from competence, self-esteem, optimism, and more. However, the PRSCA, defines resilience as “the ability to weather adversity or to bounce back from a negative experience” (Prince-Embury, 2007, p. 1). In addition, the Pearson Scales were designed “to systematically identify and quantify core personal qualities of resiliency in youth, as expressed in their own words about their own experience” (p.1). This was quite important in selecting an assessment that would effectively examine the variety of social and emotional experiences of the participants as well as the numerous factors that contribute to these with the focus on the *participants’ own words and experiences*. Specifically, the purpose of the Pearson Scales “is to provide theoretically and empirically sound assessment of core characteristics of personal resiliency in children and adolescents (ages 9-18) that are easily communicated to them and their care givers for the purpose of education, screening, prevention, and counselling” (p.1). The Pearson Scales acknowledge the value of environmental and external forces that youth bring as highly influential to their overall well-being; what individual characteristics help them to cope and adapt to these adversities is the focus of the assessment.

There were three core areas identified as measurable constructs of resiliency: Sense of Mastery, Sense of Relatedness, and Emotional Reactivity. As reported in the findings, there were no statistically significant changes to any of the resiliency constructs for **Cohort 2** after participation in the intervention.

However, **Cohort 1** saw significant changes in both SOM—Optimism and SOR—Tolerance. For Optimism, there were eight positive differences and one negative meaning eight of nine students felt more optimistic after participation in the programme. Being optimistic refers to “a positive attitude about the world/life in general and about the individual’s life specifically, currently, and in the future” and as “attribution style, positive self-esteem, and perception of control” (Prince-Embury, 2007, p. 9). For Tolerance, there were seven positive differences to two negative indicating seven of the nine students felt more tolerant after participating in the programme. Tolerance is defined as a person’s belief that he or she can safely express differences within a relationship (p.11). These increases impact both the student’s Sense of Mastery and Sense of Relatedness.

Cohort 3 also saw significant changes in SOM—Adaptability. There were seven positive changes, zero negative changes, and one tie meaning seven of the eight students felt more flexible in their ability to consider different opinions in problem solving, the capacity to think alternatively, learning from his or her mistakes, and asking for help when needed (p. 9), while one remained the same.

It is difficult to say for sure why there were isolated factors of improvement, but not overall. Possible explanations could be that the 10-12 weeks was not long enough to accurately assess resiliency of this scope or even that a longer “incubation” period was needed for follow up assessments to show truer change. This would need further exploration.

8.3.5 Behavioural & Achievement Records

Behavioural data was collected in four areas: school behavioural points/records, school achievement points/records, intervention Weekly Progress Reports, and

school attendance records. However, during analysis, it was decided to use the Weekly Progress Reports and school attendance records in the qualitative section versus quantitative.

No standardized behavioural assessment was administered prior to or following the intervention; rather, data regarding behaviour was collected from the participating schools on each of the students before the intervention, during the intervention, and following the intervention. The exception to this was Cohort 3, as the school year ended at the same time the intervention ended, therefore no post behaviour records were provided.

Each school used the same points based system for recording behaviour issues; students were assigned points based on the severity of the action of misbehaviour.

L1's were issued by the class teachers & tutors for incidences including low level disruption in the classroom, late to lessons, off task, no equipment, failure to complete homework, etc. This included any detention. Generally, 1-2 points.

L2's were issued by class teachers, tutors, & Head of Year for incidences such as repeated disruption to learning, repeated refusal to follow instructions, use of inappropriate language, failing to attend a break or lunch time detention, etc. This included any in school exclusion. Generally, 3-5 points.

L3's were issued by tutors, Heads of Year, & SLT for any serious or on-going breaches of the school behaviour policy, searing at a member of staff, violence, bullying, etc. This included any out of school exclusion or suspension. Generally, 10 points.

Similarly, no standardized assessment on achievement was administered prior to or following the intervention; rather, data regarding achievement was collected from the participating schools on each of the students before the intervention, during the intervention, and following the intervention. The exception to this was

Cohort 3, as the school year ended at the same time the intervention ended, therefore no post achievement records were provided.

Each school used the same points based system for recording achievement; students were assigned points based on the action of merit; for example, a student could receive 1 point for extra efforts in class or settling to tasks quickly, contributing to class discussion or making a positive influence. A student might receive 5 merits or points for participating in an after school activity, volunteering for extra work, or showing extreme compassion towards another student. The merits or points were given by subject teachers, tutors, Heads of year, or any other faculty member and were either 1 point or 5 points respectively.

As shown in the findings, there were statistically significant changes in behavioural L1s, L2s, and Achievement points, but not for L3s in **Cohorts 1 and 2**.

Similar to the findings in 8.3.4, it is difficult to say for sure why this happened. A possible explanation could be that the inequity of data reported impacted these results. Cohort 1 began at beginning of school year, so there was only a week of behaviour records available as opposed to after the intervention, which provided two terms. However, Cohort 2 began in January, so there were equal terms before, during, & after. This would need further exploration.

Cohort 3 revealed significant changes in L1s and L2s, but not in L3s or Achievement points. As described above, Cohort 3 data for behaviour was only collected prior to and during the intervention as the school year ended and post data not available. In addition, as previously mentioned, Cohort 3 had no post intervention behaviour or achievement records as the school year ended; therefore, the data is only reflective of records collected prior to and during the intervention. This is unbalanced with prior data consisting of two terms compared to data collected during the intervention, which consisted of one term.

8.3.6 Summary

Overall, the *quantitative* findings did not reveal enough evidence to support the effectiveness of Bibliotherapy as a tool for designing a programme to re-engage disaffected adolescents (RQ1) nor did the findings for fluency and reading indicate an improvement to literacy (RQ3) or reading self-efficacy findings show enhancement of attitude and interest in reading amongst disaffected students (RQ2). There were isolated cases among the different Cohorts where significant differences were reported, as discussed above. Yet, in comparison to overall amount of quantitative data collected, these are not overwhelming to the overall analysis and interpretation, particularly as there is no dependable explanation for the occurrences. It was anticipated this would be the case, largely due to the small sample sizes (impacting sensitivity of analytic tests) and brevity of the delivery time; once a week for ten weeks is not long enough to expect great changes quantitatively speaking. This is also reflected in research by Brooks, 2002, 2007; Slavin, Lake, Davis, & Madden, 2011; Tunmer, 2008 as cited in ESRT, 2012, p. 8 stating, “Interventions longer than one term may produce proportionally further benefits, but the gains need to be carefully monitored... Good impact—sufficient to at least double the standard rate of progress—can be achieved, and it is reasonable to expect it.” Though the absence of statistically significant changes across all assessments is disheartening, it is in combination with the qualitative findings that lend more positive evidence for the use of mixed methods research as well as a Bibliotherapy based literacy intervention.

8.4 Discussion of Main Findings: Qualitative

This section will summarise the qualitative findings of the research and offer a discussion in regards to how these findings impact the research questions/aims and relate to research and theory. Specifically, the findings in this section will address all three research questions by allowing for themes, patterns, and concepts to emerge from the participants’ voice and for the data to “speak” aside from any prior assumptions made by the researcher or those findings reported by the quantitative measures in the previous section 8.3. The qualitative findings reveal a more corroborated holistic view of the study beyond what the quantitative

results returned, predominantly with evaluating the student perspective in undertaking this programme (RQ2). This is particularly useful in interpreting changes to the improvement of literacy and enhancement of attitude and interest in reading in addition to the usefulness of Bibliotherapy as a tool for designing an intervention (RQ1/RQ3).

As presented in Chapter 6, a thematic framework (Braun & Clarke, 2006) was used for analysis of the qualitative data, first using In Vivo coding to capture the exact terms and phrases of the participants versus an interpretation of what the researcher believed the participant meant. This was found to be vital in reporting the impact to the participant based on his or her own experiences and feelings, free from influence of the researcher. It kept the data “rooted in the participant’s own language” (Saldano, 2008, p. 6) offering a more authentic conceptualisation. Second, through an inductive and semantic approach to thematic analysis, this also helped to ensure that personal bias and researcher influence was reduced. The inductive approach or “bottom up” way meant “the themes identified [were] strongly linked to the data themselves...and may bear little relation to the specific questions that were asked of the participants. They would not be driven by the researcher’s theoretical interest” (Braun & Clarke, 2006, p. 83). The themes, therefore, were data driven and not forced to fit into the researcher’s analytic preconceptions, as stated before. An inductive approach allowed for a more “rich description of the data overall” (p. 84).

After multiple cycles of coding, categories were then developed into themes and reviewed to confirm that the “themes worked in relation to the coded extracts and the entire data set, generating a thematic ‘map’ of the analysis” (p. 87). Based on these, a thematic framework consisting of four overarching themes was created: Power Over Learning, Emotional Intelligence, Peer Impact to Learning, and New Reader Identity.

8.4.1 Overarching Theme 1: Power Over Learning

The first overarching theme, Power Over Learning (section 6.4) is key to answering RQ1 and RQ2 (see section 8.2) in regards to the usefulness of Bibliotherapy as a tool for designing a programme that can re-engage disaffected students and the perspective of the students in undertaking the programme. The Pearson Resiliency Scales were the primary source for *quantitative* data in regards to RQ1. As reported in the findings (see sections 4.3/7.3.4), the PRSCA revealed no statistically significant differences from participation in the programme, with the exception of isolated cases between cohorts such as **Cohort 1** seeing significant changes in both SOM/Optimism and SOR/Tolerance and **Cohort 3** seeing significant changes in SOM/Adaptability. However, what the students reported on the assessments were quite different than what they exhibited in attitude, behaviour, and participation establishing Power Over Learning as an emerging theme. This theme was created in two major areas during participation in the intervention: firstly, via relationships with the instructors based on respect, trust, opportunity/freedom, and support; secondly, through the individual adjustment of personal behaviours and attitudes towards learning.

For the participants, the freedom to make choices in their studies was very rarely an option in their regular schooling, discipline still enforced as if they were children, and a lack of respect and trust between students and teachers began a continuing cycle of disengagement.

The participants painted a much different portrait of how they felt about their intervention teachers, how they perceived the intervention teachers felt about them, and consequently, changed their attitudes towards learning. This began with the understanding of *respect* and *trust* as a mutual bond. Primarily, students found the intervention allowed them *freedom* to make mistakes, learn from them, and then correct, free from yelling or screaming, with multiple options and *opportunities* to choose in learning. They felt they were being *supported* and given room to grow as young adults without being treated like children. This was coupled with honest, clear communication of expectations between instructors and students as well as

positive enthusiasm for the activities and lessons. The students reported that the *self-regulatory* discipline system gave them the choice (as young adults) to decide on the correct behaviours, adjust as required, and still maintain self-respect (as they felt they lost this when yelled at and humiliated in front of peers in class). This also contributed to maintaining the respectful relationship balance between teachers and students of which they found extremely important.

In addition to relationships with the teachers, changes in behaviours and attitudes towards learning were another aspect in achieving power over learning. Once the students established supportive, respectful, and trusting relationships with the instructors, they then began *changing their negative, apathetic, and disaffected attitudes towards learning*. The students saw a noticeable increase in their *self-efficacy* and *confidence* as learners. This directly impacted their relationships with other students and gave them a sense of control over their own educational successes. Behaviours and attitudes towards learning changed in three noticeable areas: actions within the class, self-efficacy and confidence, and *self-awareness* in recognising personal strengths and weaknesses in learning.

Yet, the quantitative data reflects the opposite in reporting no statistically significant improvements to Sense of Relatedness areas such as Trust, Support, and Comfort, Sense of Mastery areas Optimism, Self-Efficacy, Adaptability, or even in Emotional Reactivity. On closer investigation, however, though not *statistically* significant, to the students experiencing these changes, it was very significant. For example, in Cohort 1, there were eight positive changes and one negative change to the Sense of Relatedness scale meaning that eight of the nine students did, in fact, score higher on the post-test than pre-test. This shows they felt safer and more securely connected to individuals a social context. There were seven positive and two negative differences in Trust, Support, and Self-Efficacy; eight positive to one negative in Optimism; eight positive to one negative in overall Sense of Mastery as well. That is just Cohort 1—similar findings can be seen in Cohort 2 (six positive to three negative ratios on five different areas) and in Cohort 3 (seven positive to one negative for SOM; four to three for SOR; three to five for ER).

Throughout the quantitative findings, there is still evidence to support the qualitative theme of Power Over Learning despite it not being 'significant'; the students became more trustful, felt more supported, increased self-efficacy, and more optimistic. In the isolated case of Cohort 1, they significantly felt more Tolerant and in Cohort 2, they felt significantly more able to Adapt to differencing opinions, asking for help, and learning from mistakes. Combined, these findings help to strengthen the suggestion that Bibliotherapy can be a useful tool for re-engaging disaffected adolescents (RQ1) and detail the student experience of participation in this intervention (RQ2).

8.4.2 Overarching Theme 2: Emotional Intelligence

Similar to OT1, Emotional Intelligence is a second theme key to answering RQ1 and RQ2 (see section 7.2) in regards to the usefulness of Bibliotherapy as a tool for designing a programme that can re-engage disaffected students and the perspective of the students in undertaking the programme. The Pearson Resiliency Scales were the primary source for *quantitative* data in regards to RQ1, but school behavioural records and achievement points were also used to help establish engagement. As reported in the PRSCA findings (see sections 4.3/7.3.4), there were no statistically significant differences from participation in the programme, with the exception of isolated cases between cohorts such as **Cohort 1** seeing significant changes in both SOM/Optimism and SOR/Tolerance and **Cohort 3** seeing significant changes in SOM/Adaptability. Although this was similar for findings of achievement points, it was not the case for behavioural records as all three Cohorts saw statistically significant differences in behaviour through participation in the intervention.

As presented in section 8.4.1, many positive changes in behaviours and attitudes occurred in the participants in regards to their learning; equally important was the growth in emotional intelligence, presented firstly by the changes in social and emotional behaviours displayed through a newly developed sense and power of

self-control, and then secondly, through personal and individual changes in engagement and motivation.

The emotional development and self-control the students demonstrated over the course of the programme was very different to the student descriptions and reports provided by the schools prior to the commencement of the intervention. They began to exhibit recognition of various emotions; for example, instead of anger, they realised it was frustration over not knowing how to do something and in some cases, fear over being challenged to attempt something out of their comfort zone or work with people they did not know. They also learned that some of their aggressions towards others, previously thought to be out of anger were, in fact, simply envy, jealousy, or even protectiveness. Rather than just being “sad”, the students identified disappointment, guilt, and regret.

In addition to identifying these various emotions, the students learned and displayed alternative reactions. Their normal argumentative, hostile, belligerent behaviours evolved into a more “think before you act” versus “act, deal with consequence later.” They felt afterwards that they now had the capability to assess a situation, recognise how they feel, identify the emotion, and then choose the more appropriate reaction.

This growth in emotional intelligence filtered into multiple aspects of the students’ lives (and education), one of which was motivation to learning. In the beginning, the students initially worked for the prizes (extrinsic), but later began to shift their attitudes and behaviours about the merits; they maintained quality work ethic and optimistic attitudes less for the merits and more because of the value this added to their individual and group learning experiences (intrinsic).

The students developed a sense of pride over their work, their behaviour, and their group; each week they set new goals for themselves and each week they shared in that pride and sense of achievement when accomplishing these goals, no matter how small. If they felt another student in the group was struggling, they supported

that student and offered unsolicited help, even at times in a protective manner. It made them feel good—feel good about themselves, about school, and mostly, about being successful learners.

Looking at the quantitative results for the PRSCA, it similarly appears that the intervention did not work as a tool for re-engagement as there were no statistically significant differences from before and after participation, opposite of what the qualitative findings described. But, again, further investigation of the data shows that for many of the students, changes did occur to their emotional understanding, which impacted motivation, engagement, and behaviour. For example, Cohort 1 reported 5 negative and 4 positive differences to the Emotional Reactivity portion of the PRSCA indicating that five students scored less on the post ER test than the pre test. As the ER portion of the scales is reverse scored, this was a desired outcome as it means the students are not as easily upset, do not take as long to recover from emotional disturbance, and more able to maintain emotional balance.

In essence, lower scores on the ER scale are indicative of resiliency (desirable) and high scores are indicative of vulnerability (undesirable). Cohort 2 ER scales reported 6 negative and 3 positive differences; Cohort 3 reported 5 negative and 3 positive differences. These findings are important to support what the students described in the qualitative findings—through the self-discovery Bibliotherapy offered them, they felt more in control of their own of their reactions to various situations, and less like victims of their own emotions. As detailed in section 8.4.1, many students also felt more trusting of the environments and people in their lives, more comfortable, and more supported in their growth.

The achievement points were another area in which engagement was assessed. These were assigned points based on the action of merit; for example, a student could receive 1 point for extra efforts in class or settling to tasks quickly, contributing to class discussion or making a positive influence. A student might receive 5 merits or points for participating in an after school activity, volunteering for extra work, or showing extreme compassion towards another student. SPSS

revealed no statistically significant differences in achievement points throughout the intervention. Upon closer look, for example, Cohort 3 Wilcoxon reported 7 positive differences to 2 negative indicating students scored more achievement points during the intervention than before, which can be associated with motivation and engagement. Specifically reviewing the participants selected and presented in the qualitative findings, 3 of the 4 increased achievement points during participation.

Lastly, behavioural records for all three Cohorts revealed statistically significant differences in L1 and L2 behaviours during participation in the intervention. The majority of the L1-L2 behaviour points came from refusal to comply with classroom rules (i.e. no talking, no eating, uniform), failure to complete homework assignments and/or classroom assignments, poor attitude, tardiness, or argumentative behaviours/language towards faculty. When these behaviours were repeated or in many cases escalated, the students were issued L3 points, punished to an “in school exclusion” type unit, or excluded from school all together. Seeing improvement in these types of behaviours suggests a change in attitude and towards engagement with school work, classroom behaviours, even tardiness and attendance. In reference to the students presented in the qualitative findings, all four saw drops in behaviour points, two of which were quite extreme; Sara/027 L1s dropped from 25 to four, L2s from 38 to six, and L3s 184 to nine. Gil/031 L1s dropped 71 to six, L2s from 106 to 24, and L3s from 147 to 84. For these students, this impact is very important.

In combination, the qualitative and quantitative findings help to strengthen the suggestion that Bibliotherapy can be a useful tool for re-engaging disaffected adolescents (RQ1) and detail the student experience of participation in this intervention (RQ2).

8.4.3 Overarching Theme 3: Peer Impact to Learning

Peer Impact to Learning is the third theme key to answering RQ1 and RQ2 (see section 8.2) in regards to the usefulness of Bibliotherapy as a tool for designing a

programme that can re-engage disaffected students and the perspective of the students in undertaking the programme. Again, the Pearson Resiliency Scales were the primary source for *quantitative* data in regards to RQ1. As reported in the PRSCA findings (see sections 4.3/7.3.4), there were no statistically significant differences from participation in the programme, with the exception of isolated cases between cohorts such as **Cohort 1** seeing significant changes in both SOM/Optimism and SOR/Tolerance and **Cohort 3** seeing significant changes in SOM/Adaptability.

As the students began to build confidence in themselves and in their abilities as learners (sections 7.4.1/7.4.2), they also began to recognise the universality of many of the emotions, problems, challenges, and successes they were experiencing. They began to discover themselves the importance of understanding and acceptance of each other, and gain an appreciation of supportive peer relationships to academic learning and personal growth seeing how both of these contributed to the value of learning through shared experiences. This concept (and power) of personal relationship building is often associated between teachers and students; however, equally vital to the students in the intervention was the personal relationships built between each other.

Through the course of Bibliotherapy based lessons in the curriculum, the students recognized the universality of their problems; they acquired an understanding that they were not so “different” after all, that each were dealing with similar issues at home, feelings about themselves, about their parents, and about school/learning. Despite the different home lives, different appearances, different abilities in school or sports, the students accepted these in each other and used these as strengths rather than exploit it as weaknesses.

Conversely, in the absence of a trust, respect, caring, and courtesy, the peer relationship broke down and caused additional behavioural issues as well as disruption to learning. For example, as Cohort 2 did not have an understanding or acceptance of each other, there was no emotional investment in the learning or

personal growth. They regressed back to the behaviours they knew so commonly and reacted predictably in a 'fight or flight' mode. They exhibited manners evident of emotional insecurity, which prevented their capacity and most obviously, motivation for learning.

Nonetheless, for most of the students, it was this mutual support among their peers that greatly impacted their self-confidence, courage, and motivation. When the group felt safe to make mistakes, safe to ask questions, and safe, sometimes literally, in the hands of their classmates, they reported feelings of optimism, enthusiasm, and positive learning experiences. But in the event this was not the case, the impact of not having a supportive group was just as considerable as having one. In the lessons where student engagement and attitudes were low, this greatly affected the mood of the rest of the group.

A few occasions led to the removal of students from the programme due to behavioural issues that could not be addressed. The appreciation of the programme and what it was offering them came with hindsight to those removed, but they still managed to recognise the behaviours that contributed to the actions and change those in future situations. For one student, being accused of physically bullying a younger student and removed from the programme had a greater impact on him than had he been allowed to stay.

Overall, whether the group was supportive or not, the impact to learning was crucial in determining positive or negative, constructive or damaging experiences for all. The students discovered for themselves just how valuable learning could be through shared experiences. In observing the differences each of them brought to the intervention, they accepted that one person's weaknesses may be another's strengths, and that by communicating and helping each other, they could both succeed. This supportive peer relationship continued to increase their self-efficacy in personal growth and as learners.

The PRSCA findings help to reinforce these results, particularly those for SOR (Trust, Support, Comfort, Tolerance), SOM (Self-Efficacy, Adaptability), and ER (Sensitivity, Recovery, Impairment). For example, as detailed, Cohort 2 had issues establishing trusting and respectful peer relationships amongst the group, which impacted greatly attitude, motivation, engagement, and achievement. The PRSCA scores for this group confirmed this as there were no statistically significant differences before or after participation of the programme. The Adaptability section of the SOM scale revealed five negative and four positive differences meaning the students scored higher on the pre-test than post-test, so they did not feel their ability to be flexible in diverse situations had improved by participating. The overall SOM score were similar: four negative, three positive, and two ties. Oppositely, in Cohort 3, for example, this group was very considerate and supportive of each other; their overall SOR reported four positive, three negative, and two ties with the ER reporting three positive and five negative differences (this is reverse scored). Despite only having statistically significant differences in Adaptability, this group still displayed improvement in tolerance, comfort, support, and trust as well as less sensitivity, less recovery time, and impairment.

By combining, the qualitative and quantitative findings for this theme, it provides a more complete view of results to help strengthen the suggestion that Bibliotherapy can be a useful tool for re-engaging disaffected adolescents (RQ1) and continue to detail the student experience of participation in this intervention (RQ2).

8.4.4 Overarching Theme 4: New Reader Identity

Lastly, New Reader Identity is the final theme and key to answering RQ2 and RQ3 (see section 8.2) in regards to the changes that follow this programme in regards to improvement of literacy and enhancement of attitude and interest in reading as well as the perspective of the students in undertaking the programme. The fluency assessments, reading scores, and Reading Self Concept Scales are the three quantitative areas, which in combination, help to support the qualitative findings in establishing this theme in answer to the research questions (RQ2/RQ3).

Not surprisingly, the emotional influence of the intervention directly impacted the cognitive self-efficacy of the students as well; as discussed throughout this Chapter, students reported increased confidence, courage, motivation, and generally more positive feelings towards learning. This led to the creating of completely new identities as readers; firstly, by relating to the literary themes in the reading and activities and then secondly, by identifying qualities of themselves through the characters and situations. With this new reader identity, students were able to draw deeper meanings and connections to the literature and add to the toolbox transferable skills for daily functionality in and out of school.

For many of the participants, they felt English classes (and teachers) at school only taught them grammar and sentence structure, not allowing them to explore “deeper meanings” in comprehension or thematic knowledge. Through the programme, as students were taught higher order thinking and comprehension skills, they started to interact with the themes on a personal level. These themes included bullying, suicide, jealousy, envy, humiliation, and symbolism. According to the participants, these lessons (stories and activities) stood out not just because of the peer relationships it built, but because of the connections the students were able to make to the various situations in which among many kids their own ages often evoking emotional responses.

As the students increased their abilities in comprehension, it also expanded their interest, engagement, and confidence in reading. They experienced reading in a new, more adult manner by being encouraged to interact with the stories on more than just a topical level. They were not “spoon fed” the answers as to what was correct or incorrect, but actively discovered for themselves what the themes or morals of the stories were and how those applied to the students’ lives.

In a similar fashion of relating to literary themes, the students also identified themselves with characters or characteristics of persons in the stories, whether it something they had felt themselves or a friend or close family member. It is the

ability to make those associations that contributed to creating new reader identities amongst the students.

These new reader identities and the confidence it afforded the students, allowed them not only to relate to literary themes and characters, but to also draw from the stories alternative ways to handle situations and cope with the various issues they were facing in and out of school, figuratively adding tools to the toolbox.

Although there was no explicit fluency instruction in the curriculum, it was anticipated that fluency would improve with increased reading practice through increased engagement and interest in reading. Cohort 2 was the only group to reveal statistically significant differences in fluency indicating fluency rates increased after participation in the programme. However, Cohort 3 reported six positive differences and two negative showing six students did improve fluency after participation. Cohort 1, although not 'significant', reported a post median fluency score of 128 as compared to the pre-test median of 123. Though that does not register with some as important, to the students who did increase fluency, it can make a sizeable impact to reading self-efficacy, interest, and engagement. If they *believe* they are better readers, then they will continue to read, as reported in the qualitative findings.

This is echoed again in the Reading Self Concept Scales (RSCS). Although none of the Cohorts saw statistically significant differences on the Full Scales, there were some improvements. Cohort 1 revealed seven of the nine students scored higher on the post-test than pre-test; Cohort 2 also revealed seven of the nine students scored higher on the post-test than pre-test; Cohort 3 reported five of the eight students scored higher on the post test. Specifically, each of these groups showed more than half scored higher on the Attitude portion of the post-test indicating their attitudes about reading improved after participation. This information helps to confirm the qualitative findings suggesting that participation in this programme can enhance reading engagement, and improve attitudes toward reading (RQ3).

Lastly, in determining if reading skills improved via the intervention, pre and post-test reading scores were analysed and found that Cohort 2 was the only group to return statistically significant differences in reading after participating in the programme. Cohort 3 did show five positive differences, two negative, and one tie meaning five students improved reading scores while one stayed the same. Though, as it has been discussed, it is impossible to isolate whether or not these scores are reflective of the English instruction the students underwent each day, or from the programme due to limitations in the study. This is, again, a situation in which the student's perception of his or her reading ability will be important in motivating continued reading practice.

Nevertheless, the quantitative and qualitative findings together display a positive picture for using Bibliotherapy as a basis for designing an intervention that will enhance reading engagement and improve attitudes to reading.

8.4.5 Summary

Throughout the four arching themes, it was evident that in order for students to be in the frame of mind for learning, to be open to academic challenges, and be engaged with education, and strong sense of emotional purpose and acceptance is key; one cannot exist without the other. When adolescents feel threatened, disrespected, unappreciated, not supported, or unheard, a cycle of mistrust, helplessness, and powerlessness overwhelms them to the degree that their behaviours begin to reflect those feelings via disaffection or what has been described as fight or flight mode. This creates a barrier to emotional and social development as well as cognitive learning. No matter how loud the shouting, nor how often the exclusion, consequences to behaviour and attitude will not change an adolescent's willingness to engage and learn if there is not an environment of trust, respect, caring, and opportunity for which they can grow, inquire, succeed, and achieve at their own individual rate of ability and readiness. This cannot be a uniform standard, as the research presented in this thesis has discussed. In assessing various student needs, emotional demands are proven just as vital to learning, if not more so, to developing and achieving academic skills. Should these

two spectrums be combined (emotional wellbeing and skills instruction), adolescents gain control over their own learning, develop greater levels of emotional intelligence, begin to feel part of and benefit from a peer based learning community, and finally, create new identities as learners, specifically as mature purposeful readers.

8.5 Summary of How the Research Questions Have Been Answered

The first overarching theme, Power Over Learning is used in part to answer RQ1 and RQ2 with regards to the usefulness of Bibliotherapy as a tool for designing a programme that can re-engage disaffected students and the perspective of the students in undertaking the programme. The Pearson Resiliency Scales were the primary source for *quantitative* data in regards to RQ1. As reported in the findings (see sections 4.3/7.3.4), the PRSCA revealed no statistically significant differences from participation in the programme, with the exception of isolated cases between cohorts such as **Cohort 1** seeing significant changes in both SOM/Optimism and SOR/Tolerance and **Cohort 3** seeing significant changes in SOM/Adaptability.

Emotional Intelligence is a second theme key to answering RQ1 and RQ2 with regards to the usefulness of Bibliotherapy as a tool for designing a programme that can re-engage disaffected students and the perspective of the students in undertaking the programme. The Pearson Resiliency Scales were the primary source for *quantitative* data in regards to RQ1, but school behavioural records and achievement points were also used to help establish engagement. As reported in the PRSCA findings (see sections 4.3/7.3.4), there were no statistically significant differences from participation in the programme, with the exception of isolated cases between cohorts such as **Cohort 1** seeing significant changes in both SOM/Optimism and SOR/Tolerance and **Cohort 3** seeing significant changes in SOM/Adaptability. Although this was similar for findings of achievement points, it was not the case for behavioural records as all three Cohorts saw statistically significant differences in behaviour through participation in the intervention.

Peer Impact to Learning is the third theme key to answering RQ1 and RQ2 with regards to the usefulness of Bibliotherapy as a tool for designing a programme that can re-engage disaffected students and the perspective of the students in undertaking the programme. Again, the Pearson Resiliency Scales were the primary source for *quantitative* data in regards to RQ1. As reported in the PRSCA findings (see sections 4.3/7.3.4), there were no statistically significant differences from participation in the programme, with the exception of isolated cases between cohorts such as **Cohort 1** seeing significant changes in both SOM/Optimism and SOR/Tolerance and **Cohort 3** seeing significant changes in SOM/Adaptability.

Lastly, New Reader Identity is the final theme and key to answering RQ2 and RQ3 with regards to the changes that follow this programme in regards to improvement of literacy and enhancement of attitude and interest in reading as well as the perspective of the students in undertaking the programme. The fluency assessments, reading scores, and Reading Self Concept Scales are the three quantitative areas, which in combination, help to support the qualitative findings in establishing this theme in answer to the research questions (RQ2/RQ3).

8.6 Implications for Practice

As a practitioner, it was hoped that this research would not only contribute to professional discourse involving adolescent literacy and emotional development, but also provide other classroom teachers with a model for which to combine therapeutic and cognitive education. As is often the case, teachers, already overwhelmed with accountability of assessments, responsibilities to large numbers of students (and parents), and relentless pressures to cover materials in a standardised curriculum balk at the idea of ‘another intervention.’ However, the implications to practice for this programme are simple—English teachers are already doing everything it requires. It does not require any extra time, resources, staff, or content knowledge. It simply asks for a more personal and emotional investment to learning and education as teachers act as guide and support as students use self-discovery to achieve reading successes.

Generally, however, educational researchers tend to focus on designing interventions that are powerful (i.e. that have large effect sizes). Only secondarily do they consider issues surrounding the ease-of-use-factor. A failure to do so often leads to powerful interventions being cast aside for less powerful, but more user friendly ones (Fagella-Luby & Deshler, 2008, p.77).

As previously described, this programme was designed with teachers and students in mind; professional discourse between teachers influenced much of the design in addition to research literature and researcher classroom experience, with this programme being an example of research based best practice. Research also suggests that even more important than the questions addressed is that “teachers need time to consider what is involved in adopting the new innovation—this includes determining the cost (time, energy, etc.) in learning and adopting the new practice as well as the loss that often accompanies giving up what is familiar” (Deshler, Deshler, & Biancarosa, 2007 as cited in Fagella-Luby & Deshler, 2008, p. 77). This involves a great deal of teachers changing the way in which they view their instructional environments by not only having to consider the complexity of understanding the intervention, but in interpretation and then integration into classroom practice; “Merely turning the task of figuring out ways to overcome potential implementation barriers to those on the front lines decreases the chances of innovations being successfully adopted” (p. 77).

If the adage is true that every subject is a reading subject, then each teacher will benefit from increased student self-efficacy, engagement in reading, and motivation to learn. Therefore, “collectively, research and practice in these areas related to reading comprehension instruction will significantly improve student outcomes and opportunity beyond the school walls” (p.77).

8.7 Bibliotherapy: A Revised Critical Theory

As presented in section 2.4.2, Bibliotherapy is grounded in psychodynamic theory allowing readers to experience connection, feel deep emotions, gain insight, develop solutions, and experience universalism. Psychodynamic theory argues that a person’s conscious and unconscious emotional states (or drives) can affect

early childhood development; behaviour and feelings as adults are rooted in these childhood experiences as personality is shaped based on the modifications to the drives by different conflicts at different times in childhood. When applied to literacy, reader identity, much like cultural identity also rooted in psychodynamic theory, is dependent on how a person sees literate behaviour shaping how that person engages with reading and literacy acquisition in general (Ferdman, 1990). In the case of this research, the reader identities of the student participants were greatly shaped by their conscious and unconscious emotional states as a result of childhood experiences with reading, both negative and positive, although for most, this was negative (refer to Chapters 6/8). These identities were influenced by the previous types of literacy education received, content, familiarities, and abilities. Adolescents often hold on to these deep rooted and sometimes painful childhood feelings of being a poor or slow reader. As a suppression method, they then respond with defensive or socially unacceptable behaviours (refer to Chapter 6). Bibliotherapy uses books as a stimulus for people to examine and understand their conscious and unconscious emotional states, to make sense of their relationships, experiences, and how they view the world. For the participants in this research, one of the main findings as part of the thematic framework (Qualitative) was the development of new reader identities, supporting arguments that an affordance of Bibliotherapy is a deeper understanding of self (see section 8.4.4). The findings demonstrated development of transferrable life skills, enhanced self-image, and allowed the students a deeper understanding of their own emotions and reactions (Miller, 2009; McCullis & Chamberlain, 2013; Pardeck, 1995).

In addition to the development of reader identity, the data revealed how Bibliotherapy helped to foster social growth as the students cultivated identities amongst their peers (see section 8.4.3). Although *universalism* is an added principle to the original understandings of Bibliotherapy (Slavson, 1950; Hebert & Furner, 1997; Harvey, 2010; Pardeck, 1995 as cited in McCullis & Chamberlain, 2013), it was a notable outcome as part of this social growth. As revealed in section 8.4.3, the students learned to appreciate their peers as supportive instruments in their learning and displayed recognisable behavioural responses

when this peer relationship was absent or broke down. They needed the trust and reliability of each other to nurture this development in their identity as part of a learning community. Identification did not just occur with them recognising themselves within a story, theme, or character—the Bibliotherapy helped them to grow more aware of the important role they play in a bigger picture. They began to understand that they were not the first to have experienced the things they had endured, feel the way they were feeling, and that they were not alone (universalism). The reading and literature played only a part of that emotional discovery almost as a gateway.

It had been previously reported (see section 1.5.1) that for this research, literacy was defined as a set of skills used for effective communication (to include speaking and listening), reading and writing. To demonstrate literacy, pupils must be able to apply their reading and writing skills successfully and to speak articulately in a range of contexts and for different purposes. Conversely, *illiteracy* is referred to as those students with the inability to communicate effectively—verbal or written—for a variety of purposes (academic, personal, professional), demonstrate an understanding of a text as well as the ability to orally recite the words in a fluent manner, and construct sentences effectively and in a logical order to create meaning. With this in mind, a larger question evolved: is literacy a prerequisite then for using Bibliotherapy to promote development or a by-product of participation in Bibliotherapy?

This is difficult to argue; on one hand, when the students lacked the literacy skills to comprehend, infer, define unknown vocabulary or evaluate, then the emotional relevance was hindered often leading the instructor to tell them what they should have been able to determine. Yet, when they understood the text from a literacy viewpoint but did not make an emotional connection to it, their behaviours worsened. Bibliotherapy is more than just *reading* a text and understanding the words. By reading and participating in Bibliotherapy, students are exposed to comprehension techniques, inference skills, preparation and planning, vocabulary and language development, reflexivity, word decoding/recognition, and higher

order thinking skills such as criticality, analysis, and evaluation. These literacy skills are interrelated to the cognitive benefits of Bibliotherapy described by many of the researchers throughout the studies reviewed: enhanced critical thinking skills; perspective and universality of problems; insight into human behaviour and motives; increased capacity for self-evaluation; higher-level reasoning; careful planning before taking a deliberate course of action; choices and alternative solutions in problem solving (McCullis & Chamberlain, 2013; Verden, 2012; Pardeck, 1995; Cornett & Cornett, 1980; Lenkowsky, 1987). Skills demonstrated by the students as revealed in the Qualitative findings. Therefore, it is believed that although strong literacy skills can enhance the emotional experience of reading, it is not necessarily a prerequisite. The data in this research, however, cannot support fully that enhanced literacy will occur as a by-product.

8.8 Conclusion

There is a veiled assumption in education, based largely on standardised reading assessments, that by 9th grade/Year 9, an adolescent who is scoring poorly or below average and/or still experiencing reading difficulties, must have some sort of skills deficit and is typically referred to remedial level English classes or interventions reinforcing primary skills such as phonics, decoding, and fluency (Alvermann, 2001; Franzak, 2006; Dennis 2010). The Matthew Effect (Stanovich, 1986) implies that those who experience success in reading at an early age will continue to do so; conversely, those who begin with failures will be less likely to ever 'catch up.' Applied to reading, this resonates through the policies encouraging primary level skills based reading interventions as evident through the numbers of research in this area versus that of secondary level (meaning Year 9 and above).

Additionally, in some cases, poor readers are even labelled LD or reading disabled, encouraging, what Ecclestone & Hayes (2009) and Furedi (2004) refer to as, 'the diminished self' when in actuality, they are simply disaffected readers; those struggling to be engaged with reading, find access to interesting and relevant authentic materials, or summon the motivation for "practice", impacting their reading abilities, grades, and test scores in comparison with their "pleasure

reading” peers. This disaffection has been attributed by research to poor fluency, decoding skills, and limited vocabulary all of which cause reading to be laborious. However, the research has also indicated *aliteracy* as a cause of the gap in reading achievement among secondary level students (Beer, 1996; Ramsey, 2002). Among the 31 studies in the Scammacca et al (2007) meta-analysis of secondary reading interventions, 23 of those contained either all LD students or some LD students. This was similar in the Edmonds et al (2009) review indicating that 21 of the 29 studies were for either all or some LD students. No studies involving LD students were included in the Slavin et al (2008) synthesis, yet out of the 33 that did meet the inclusion criteria, only eight were implemented for Year 9 and above (two additional studies including Year nine as part of the Years 6-9 range). These three examples are just a minor portion of the research; yet, the focus for secondary reading interventions appears to predominantly support the belief that older students will either not benefit from intervention (i.e. the Matthew Effect) or that they must have a skills deficiency, possibly even LD or RD. The reading struggles of a student with LD or RD cannot be compared to those of a capable reader who is bored with *Tale of Two Cities*; nor should the remediation be uniform. As Dennis (2010) described, the “deprivation approach” categorises students based on a general consensus of scores rather than identification of the specific needs of the students or their abilities and strengths.

The idea of a standardised assessment in reading and its overwhelming use in schools is ironic considering there is no widely accepted definition of proficiency in reading—what it means to be proficient, what it entails, or how to assess the multiple components of reading (i.e. varying views on assessment). Being determined and then labelled a “poor reader”, “remedial”, “marginalised”, or “at risk” has “significant cultural meaning”, “detrimental cultural baggage”, and damaging effects to reader identity (Franzak, 2006; Alvermann, 2001; Dennis, 2010; Dunston, 2007). Defining what proficiency in reading encompasses, therefore, needs to take into consideration past and *present* research involving assessment, skills development, and the social-emotional factors such as motivation, engagement, and participation which impact behavioural responses

and encourage aliteracy, specifically to those secondary students disaffected versus LD or RD.

The term 'present' is emphasised above in reflection of the research presented in Chapter 2; the majority of the research involving specific reading skills instruction was out dated with 30+ year old studies still being referenced in present research as evidence of best practice in reading remediation. As Franzak (2006) suggested, the literacy paradigms shift over time as a result of changes in society (cultural, economic, political), most recently, with the shift from decoding/analytic literacy recognised between 1864-1916 to critical/translation literacy of 1916-1983. The needs and demands of society will continue to change and with that, so will education in order to produce citizens who can meet those needs. In current modern society, it is no longer a necessity to force students into the "pursuit of intelligence" or "intellectual knowledge" (Eccelstone & Hayes, 2009) as might have been encouraged 30+ years ago.

As the needs of contemporary society have changed, so has, the focus of reading research. *Current* practices and research in secondary reading (as shown in Chapter 2) reflect this shift indicating the most progress made by older students was in multicomponent or integrated reading interventions. This is because society now needs and demands not only proficiency in reading skills (fluency, prosody, word recognition, and vocabulary), but in higher order thinking and cognitive skills required for meaningfully interactive comprehension, critical thinking and inquiry, and the ability to transfer those skills into daily social, emotional, and behavioural practices, increasing a person's personal capital. This cognitive development in reading is directly linked to emotional development.

Society, and specifically employers, want workers knowledgeable of content and proficient in skills, but equally important, a worker with the emotional intelligence to be able to face the demands and stresses of employment. Similar to the impact of illiteracy, employers also face financial burdens as a result of emotional illiteracy and unintelligence in workers: costs of absenteeism, loss of business due to

communication issues between clients and workers, internal issues socially related, and costs associated with wasted employee time, all related to the emotional capacity (or incapacity) of the employee. More holistically, governments also suffer burdens with the costs to medical and social services due to emotional diagnoses, specifically what Furedi (2004) and Ecclestone & Hayes (2009) allege as a reliance on a 'culture of therapy' which cultivates vulnerability and victimisation as excuses for the 'diminished self.'

People without the emotional literacy to be anything but 'diminished' will continue to fall 'victim' to the therapy culture feeding them 'relief' in any shape, *but* educating them and giving them the necessary emotional awareness to be 'radically humanised' (Ecclestone & Hayes, 2009). Equipping young people with both the skills and knowledge of 'intellectual disciplines' as well as a social-emotional toolbox for which they can draw upon when faced with inevitable challenges is hardly 'dehumanising'. It is a moral obligation (Kellett, 2009).

Research has shown a transactional relationship between reading and behaviour (Cook et al, 2012), and as behavioural responses are typically driven by emotion in adolescents (Jensen, 2005), social-emotional learning should be integrated into reading practice. Bibliotherapy can be an effective method in which to do this: through the reading processes, it encourages cognitive changes in readers such as enhanced critical thinking, higher level reasoning, increased capacity for self evaluation, perspective and universality of problems, and choices/alternative solutions in problem solving (McCullis & Chamberlain, 2013, p. 15) in engaging and cooperative learning environments.

Drawing from the literature regarding adolescent illiteracy, secondary reading interventions, social-emotional learning, therapeutic education, and Bibliotherapy, this research project has contributed original knowledge to current research by presenting how Bibliotherapy can be designed and applied as a method for integrating social-emotional learning and the achievement of reading proficiency in older adolescent readers whilst re-engaging them in learning and overall, in

themselves. Through the use of mixed methods, the findings offer a thorough and corroborated view of empirical evidence supporting that adolescent students struggling with or disaffected from reading can benefit from intervention at or past Year 9. The evidence also provides cause for the use of Bibliotherapy, both cases that have been repeatedly shown as lacking both in secondary literacy interventions and in the use of Bibliotherapy in education. The detailed account of the mixed methods design and evaluations of the programme gives an important insight for other researchers and practitioners to open discourse into the educational use of Bibliotherapy, for the continued development of secondary literacy interventions within this context, and for future research.

APPENDIX 1

Search of Literature (Bibliotherapy)

#1. EBSCO

Search Criteria (Title & Abstracts)	Number of Sources
Terms "Bibliotherapy/Bibliotherapy + adolescents/Bibliotherapy practice & research/Bibliotherapy in the classroom/Bibliotherapy + reading/Bibliotherapy in schools" in peer reviewed journals/in English	15
Publication dates between 2000-2015	(-2) 13
Studies in educational context versus medical	(-1) 12
Studies repeated in search	(-2) 10
Student focus versus parental or teacher training	(-4) 6
Primary or Middle Years/Adult Education	N/A
Irrelevant to research (i.e. EL/ESL, SEND focused, opinion papers, policy evaluations)	N/A
Not empirical studies	(-5) 1

#2. Education Resource Complete

Search Criteria (Title & Abstracts)	Number of Sources
Terms "Bibliotherapy/Bibliotherapy + adolescents/Bibliotherapy practice & research/Bibliotherapy in the classroom/Bibliotherapy + reading/Bibliotherapy in schools" in peer reviewed journals/in English	27
Publication dates between 2000-2015	(-5) 22
Studies in educational context versus medical	(-4) 18
Studies repeated in search	(-5) 13
Student focus versus parental or teacher training	(-4) 9
Primary or Middle Years/Adult Education	N/A
Irrelevant to research (i.e. EL/ESL, SEND focused, opinion papers, policy evaluations)	(-1) 8
Not empirical studies	(-8) 0

#3. JSTOR

Search Criteria (Title & Abstracts)	Number of Sources
Terms "Bibliotherapy" in peer reviewed journals/publications in English	68
Publication dates between 2000-2015	68
Studies in educational context versus medical	(-3) 65
Studies repeated in search	(-2) 63
Student focus versus parental or teacher training	(-5) 58
Primary or Middle Years/Adult Education	(-6) 52
Irrelevant to research (i.e. EL/ESL, SEND focused, opinion papers, policy evaluations)	(-45) 7
Not empirical studies	(-2) 5

#4. ERIC

Search Criteria (Title & Abstracts)	Number of Sources
Terms "Bibliotherapy/Bibliotherapy + adolescents/Bibliotherapy practice & research/Bibliotherapy in the classroom/Bibliotherapy + reading/Bibliotherapy in schools/Bibliotherapy + youth/Bibliotherapy study" in peer reviewed journals/in English	0
Publication dates between 2000-2015	0
Studies in educational context versus medical	0
Studies repeated in search	0
Student focus versus parental or teacher training	0
Primary or Middle Years/Adult Education	0
Irrelevant to research (i.e. EL/ESL, SEND focused, opinion papers, policy evaluations)	0
Not empirical studies	0

Empirical Studies (Titles)

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

Betzalel, N., & Shechtman, Z. (2010). Bibliotherapy treatment for children with adjustment difficulties: A comparison of affective and cognitive bibliotherapy. *Journal Of Creativity In Mental Health*, 5(4), 426-439.

Hodge, S., Robinson, J., & Davis, P. (2007). Reading between the lines: The experiences of taking part in a community reading project. *Medical Humanities*, 33(2).

Shechtman, Z. (2000). An innovative intervention for treatment of child and adolescent aggression: An outcome study. *Psychology in the Schools*, 37(2), 157-167.

Shechtman, Z. (2002). Cognitive and affective empathy in aggressive boys: Implications for counseling. *International Journal for the Advancement of Counseling*, 24, 211-222.

Wang, C., Lin, Y., Kuo, Y., & Hong, S. (2013). Reading to relieve emotional difficulties. *Journal Of Poetry Therapy*, 26(4), 255-267.

APPENDIX 2

Weekly Progress Report:

Student:

- | | |
|---|----------|
| 1. Came to class/activities on time. | Yes / No |
| 2. Came to class/activities prepared. | Yes / No |
| • Success Diary | Yes / No |
| • Programme T-shirt | Yes / No |
| 3. Completed tasks as requested. | Yes / No |
| 4. Gave good effort to tasks/activities. | Yes / No |
| 5. Completed Success Diary as shown. | Yes / No |
| 6. Worked well independently. | Yes / No |
| 7. Worked with a positive attitude. | Yes / No |
| 8. Actively participated in tasks/activities. | Yes / No |
| • Engaged in speaking with classmates & whole group. | Yes / No |
| • Practiced good listening skills. | Yes / No |
| • Followed instructions. | Yes / No |
| • Confidently asked questions for clarification or help. | Yes / No |
| • Comfortable use of Virtual Learning Environment/ICT | Yes / No |
| 9. Displayed appropriate behaviours for tasks/activities. | Yes / No |
| 10. Other comments or observations: | |

APPENDIX 3



GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: Effects of a Bibliotherapy Based Intervention on Literacy, Behaviour and Self-Efficacy of Disaffected Adolescents.

Researcher(s) name: Vivian Lynne Rivers

Supervisor(s): Jane Seale

This project has been approved for the period

From: 01/10/2010

To: 31/12/2014

Ethics Committee approval reference:

Ref: D/16/17/15

A handwritten signature in black ink, appearing to read "P. Durrant", with a small star-like mark at the end.

Signature: (Dr Philip Durrant, Chair, Graduate School of Education Ethics Committee)

Date: 06/12/2016



Graduate School of Education

Certificate of ethical research approval

STUDENT RESEARCH/FIELDWORK/CASEWORK AND DISSERTATION/THESIS

You will need to complete this certificate when you undertake a piece of higher-level research (e.g. Masters, PhD, EdD level).

To activate this certificate you need to first sign it yourself, and then have it signed by your supervisor and finally by the Chair of the School's Ethics Committee.

For further information on ethical educational research access the guidelines on the BERA web site: <http://www.bera.ac.uk/blog/category/publications/guidelines> and view the School's statement on the 'Student Documents' web site.

READ THIS FORM CAREFULLY AND THEN COMPLETE IT ON YOUR COMPUTER (the form will expand to contain the text you enter). **DO NOT COMPLETE BY HAND**

Your name: Vivian Rivers Waddell

Your student no: 590059479

Return address for this certificate: The Castle, Castle Street, Exeter, Devon, UK EX4 3PU

Degree/Programme of Study: 4 Year PhD

Project Supervisor(s): Brahm Norwich, Hannah Anglin-Jaffe

Your email address: vw223@exeter.ac.uk

Tel: 07794 473649

I hereby certify that I will abide by the details given overleaf and that I undertake in my dissertation / thesis (delete whichever is inappropriate) to respect the dignity and privacy of those participating in this research.

I confirm that if my research should change radically, I will complete a further form.

Signed: Vivian R. Waddell date: 09/05/11

NB For Masters dissertations, which are marked blind, this first page must not be included in your work. It can be kept for your records.

Certificate of ethical research approval

Your student no: 590059479

Title of your project: The Effects of Bibliotherapy on Literacy & Identity Among Disaffected Adolescents

Brief description of your research project: The focus of this study will be to address specifically three main research questions:

1. How useful is Bibliotherapy and/or its principles as a tool in designing a programme for reengaging disaffected adolescents?
2. What changes follow this programme in regards to the improvement of literacy and enhancement of attitude and interest in reading among disaffected students?
3. What are the perspectives of the students about the process and outcomes of the programme?

In order to do this, there will be three phases or study aims of the project:

1. To develop an intervention programme based on the principles of Bibliotherapy in order to address the challenges of literacy and identity among disaffected students.
2. To evaluate the process and various outcomes of implementing the programme.
3. To revise and make changes based on evaluation to produce a programme.

Give details of the participants in this research (giving ages of any children and/or young people involved):

The intervention programme will be implemented in a Pupil Referral Unit in County Devon, United Kingdom focusing on students between the ages of 13 and 16 or Key Stage 3 and Key Stage 4. Students assigned to PRU's have been done so by local authorities for reasons to include: pupils permanently excluded from school and those receiving fixed-term exclusions of more than 15 days; pregnant schoolgirls and school aged mothers; anxious and vulnerable pupils; school refusers, phobics, and young carers; pupils unable to attend school because of medical reasons; any pupils moving into the local authority (casual admissions) who are unable to find a school place because of insufficiency of school places within the local authority; children who, because of entering public care or moving placement, require a change of school and are unable to access a school place; pupils with statements of special educational need (SEN) whose placements are not yet agreed (and pupils awaiting assessment of SEN); asylum seekers and refugees who have no school place.

Give details regarding the ethical issues of informed consent, anonymity and confidentiality (with special reference to any children or those with special needs) a blank consent form can be downloaded from the SELL student access on-line documents:

As outlined in the British Educational Research Association guidelines, all attempts to recognize and prevent ethical violations will be made on behalf of the researcher. These are to include, but are not limited to:

#1. Anonymity and Confidentiality:

At no time will the adolescent participants be identified in this study, particularly in specific regards to the protected information dealing with special educational needs or disabilities as well as private and personal individual information collected regarding sexual activity, drug/alcohol abuse,

Chair of the School's Ethics Committee
last updated: August 2009

violence, suicidal thoughts, etc. This anonymity will also apply to the Pupil Referral Units in which the data is collected, the contributing teachers involved, and the parents/guardians of the participants. However, if at any time the researcher feels that the safety and or well being of a participant is threatened by information revealed during the collection of data, she will take appropriate measures to ensure this is handled swiftly and sensitively to the appropriate parties as specified in the British Educational Research Association guidelines. No information collected during this study will be shared or used for purposes other than the research detailed.

#2. Informed Consent:

Detailed information packets will be sent out in advance to the parents and guardians of all students giving them all of the details regarding purpose of the study, use of data, and privacy stipulations. The parents and students will be asked to give written consent to participate after being fully informed. A copy of the parental consent form is attached. The students will first be asked to give oral consideration, then asked for a confirmation of commitment to the study by signing a contract or commitment letter. This is done to relay the importance of their participation and completion of the study. *The student participants and parents will be reminded that participation is voluntary and discontinuation of the study can happen at any time with no consequence to the student.*

Any other ethical issues that arise will be handled according to the BERA statutes and the University of Exeter research policies.

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

This study will be a two year longitudinal action research project focusing on case studies of disaffected Key Stage 3 and Key Stage 4 students participating in a Bibliotherapy based intervention programme at a Pupil Referral Unit in the United Kingdom. A mixed methods approach will be used to collect qualitative and quantitative data which will be analyzed to report effects on literacy skills, and emotional/social behaviours including "re-engagement" or attitude towards. A narrative reconstruction approach will be used to report the qualitative data then combined with the quantitative to present a holistic longitudinal view of this study.

Qualitative Data Collection:

1. Biographical background collection—socioeconomic demographic information, family history, relationships, past behavioural records, etc.
2. Semi structured, structured, and casual interviews—participants, teachers, parents/guardians, resources teachers, faculty.
3. Photo, video, and audio data collection of sessions and interviews.
4. Student produced evidence such as diaries, music, performances, videos, posters, art projects, etc.
5. Life style and interests information (could come in form of lesson or surveys)

Quantitative Data Collection:

1. Motivated Strategies for Learning Questionnaire (Pintrich, Smith, Garcia, & McKeachie, 1991)—this will be adapted and used prior to the intervention to determine motivation levels for the participants. It is not a test to decide inclusivity in the program. It will also be re-administered at the conclusion of the program. (See Appendix C)
2. Pearson Resiliency Scales—this is a three part test that will be adapted and used prior to the intervention to determine such things as self-efficacy, tolerance, and sensitivity. It does not determine inclusivity in the program. It will also be re-administered at the conclusion of the program.
 - (a) Sense of Mastery—scales optimism, self-efficacy, and adaptability
 - (b) Sense of Relatedness—scales trust, support, comfort, and tolerance
 - (c) Emotional Reactivity—sensitivity, recovery, impairment

3. Key Stage 3 Reading test scores—if these scores cannot be collected prior to the beginning of the program, the British Ability Scales will be used. The students will take the Key Stage 3 or 4 tests at the conclusion of the programme.
4. Academic records/reports—any prior academic records, marks, or reports will be collected on each participant where available. This information will also be collected during the programme to show any improvements, if any.

The intervention itself will take place in three phases: first, the development phase of this study involves the primary planning and research into the project; this will include the pilot study; Second, once the data has been collected, the evaluation phase will begin and the various outcomes analyzed to determine which have influenced the design or effective implementation of the intervention. This will be done in two ways; first, there will be an outcome evaluation to assess how the aims have been achieved. This will look at the overall impact of the intervention on participants, case studies, and teachers. Second, there will be an evaluation of the process itself; third, the revision phase; during this time, suggestions for changes to the intervention in order to make it more effective or replicable will be made. In addition, any emergent themes or concerns that may be useful for further research will be recommended.

The programme will consist of one hour sessions conducted twice a week in an after school setting, preferably on Tuesdays and Thursdays, to span over a five week period totally ten weeks for a complete round. These hour sessions will involve one of the following steps as designed for guidelines in this Bibliotherapy program:

1. An engaging, motivating introductory activity in order to spark interest.
2. Reading time.
3. Time to process.
4. Follow-up discussion time/activity.
5. Evaluation/self reflection/closure.

As stated above, all measures will be taken to ensure the schools, parents/guardians and the students are aware of all procedures in the programme, data collection measures and its uses, and opt out choices should the participants decide to exit the program.

Give details of any other ethical issues which may arise from this project (e.g. secure storage of videos/recorded interviews/photos/completed questionnaires or special arrangements made for participants with special needs etc.):

The researcher will keep all information collected stored in a secure place amongst her personal belongings and remain password protected. At no time will this information be used for purposes other than for this study. Participants and parents/guardians will be given the opportunity at the end of the study to view the findings. As outlined in the British Educational Research Association guidelines, all attempts to recognize and prevent ethical violations will be made on behalf of the researcher. These are to include, but are not limited to, anonymity for the adolescent participants in specific regards to protected information dealing with special educational needs and/or disabilities as well as private and personal individual information collected regarding sexual activity, drug/alcohol abuse, violence, suicidal thoughts, etc. All information will be stored for a minimum period of five years and then destroyed.

Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

If at any time the researcher feels that the safety and or well being of a participant is threatened by information revealed during the collection of data, she will take appropriate measures to ensure this is handled swiftly and sensitively to the appropriate parties. These procedures are specifically addressed by the British Educational Research Association guidelines which govern the

ethical handling of this project in association with the University of Exeter Ethical Committee/Guidelines for research.

This form should now be printed out, signed by you on the first page and sent to your supervisor to sign. Your supervisor will forward this document to the School's **Research Support Office** for the Chair of the School's Ethics Committee to countersign. A unique approval reference will be added and this certificate will be returned to you to be included at the back of your dissertation/thesis.

N.B. You should not start the fieldwork part of the project until you have the signature of your supervisor

This project has been approved for the period: 1/10/2010 until: 31/12/2014

By (above mentioned supervisor's signature):date:.....

Dr Hannah Anglin-Jaffe

Dr. Hannah Anglin-Jaffe 09/05/11

N.B. To Supervisor: Please ensure that ethical issues are addressed annually in your report and if any changes in the research occurs a further form is completed.

School unique approval reference:.....D/10/11/68.....

Signed:.....*Sarah D. ...*.....date: 12/5/2011
Chair of the School's Ethics Committee

This form is available from <http://education.exeter.ac.uk/students/>

Chair of the School's Ethics Committee
last updated: August 2009

APPENDIX 4

Dear parent or guardian,

Your child has been selected to participate in [intervention], an early intervention programme designed to tackle poor attitudes to the school learning environment, which aims to deliver personalised learning through meeting the needs of the individual student. The key objective of the programme is to re-engage children with learning where they have shown previous potential, but which has since been unfulfilled in attempt to get them back on track with academic achievement. Secondary objectives are to enable participants to enjoy greater participation in the life of their school, to reach a more positive balance between school and home life, and to begin to take personal responsibility for their education and learning. **As part of these objectives, a primary aim is to raise students' standards in literacy and ICT (especially in Speaking and Listening).**

In addition to being used to inform the process and progress of the programme, the information collected before, during, and after participation in this intervention will also be used as part of a Doctoral research project at the University of Exeter Graduate School of Education, which mandates strict adherence to the ethical guidelines of the British Educational Research Association. The researcher of this project will be the practitioner of the programme assisted by a qualified representative from [facility]. Both have current satisfactory Criminal Record Background (CRB) certificates, and have undergone Safeguarding training. [Facility] has met all the necessary safety and insurance requirements in order to provide this intervention in collaboration with your child's school. A Curriculum Vitae of the researcher and assistant can be provided to you along with any of the documentation just mentioned.

For participation in this intervention, your written consent is needed. Please complete the accompanying form titled Consent along with the Emergency Contact Information sheet attached and return to your child's school as soon as possible.

Should you have any concerns or queries about the information provided in this letter or the programme in general, please contact the school on the first instance.

We thank you in advance for your prompt attention and look forward to working with your child!

Best Regards,

[the intervention]

PARENTAL CONSENT FOR PARTICIPATION

I, _____, do hereby give consent for my child to participate in the [programme] provided by [facility].

Please circle Yes or No in response for each statement:

I have read and understood the information sheet provided and I have had the opportunity to ask questions about the study and the intervention. Yes / No

I consent to my child being interviewed by the researcher and/or any dedicated representatives of the programme on and off school grounds. I understand that the interviews will be recorded and transcribed. Yes / No

I understand that my child's participation is voluntary and that my child or myself can withdraw from the study or intervention at any time with no repercussions. Yes / No

I understand that my child's identity as well as my own will be protected and our views will be presented in the study using a pseudonym or code. Yes / No

I understand that my child will be asked to participate in physical activities that may, on occasion, require the transportation by [facility] to locations off site of the intervention and consent to this. Yes / No

I understand that, in order to participate in this programme, my child will be required to miss ONE day of regularly scheduled classes out of school. Yes / No

I would like to receive a summary of the results of the study when it has been completed. Yes / No

Signature of Parent or Guardian: _____

Name of Student/Participant: _____

Signature of Student/Participant: _____

Name of the Practitioner/Researcher: Vivian L. Rivers

Signature of researcher: _____

Date: _____

PHOTOGRAPHY CONSENT

Please circle Yes or No in response to the following statements:

During the [intervention], we are likely to take picture and videos. We would like to use these in presentations, displays, and/or in our own booklets, newsletters, or publically.

In addition, the pictures and videos could be presented in the findings of the research project.

1. In the event of any images of my child being taken, I consent to them being used for educational purposes as described above. Yes / No

2. I consent to the images being used on the [facility] website. Yes / No

Name of the Parent or Guardian: _____

Signature of the Parent or Guardian: _____

Signature of the Student/Participant: _____

Date: _____

Practitioner/Researcher Initials: _____

APPENDIX 5

Recommended Inclusion Criteria for Participation:

The following bulleted list is to be used as a guide for inclusion criteria of student participants in the [programme]. This list has been compiled based on the discussions with the funding partners, steering committee, school representatives, facility/resource provider, and the researcher/teaching assistant. The criteria set forth is not exhaustive or mutually exclusive; exceptions will be considered given the right student or circumstance and upon approval from the steering committee. Should this occur, a detailed explanation of the acceptance (or exclusion) will be documented.

1. Preferably older Key Stage 3-Key Stage 4/Year 9 or above/ages 13.5 to 16. Younger Key Stage 3 students will be considered.
2. Evidence of low attainment in reading, to include below average reading age, falling behind targeted levels/goals for English marks, struggling with reading, and particularly those showing disaffection to reading.
3. Exhibited behavioural issues at school or at home, specifically acts of aggression (verbal or physical), truancy, general apathy or disaffection from school, and any behaviours which have warranted exclusion.
4. Limited engagement in social activities inside or outside of school (i.e. no involvement in sports, clubs, music, etc.).
5. Experiencing or have experienced personal setbacks that may impact social/emotional well being, behaviour, or academic achievement (i.e. parental/guardian divorce, house move, changes in household living conditions, parental/guardian change in employment, addition or loss of family members or friends, medical concerns, or physical changes).
6. Upon recommendation by a subject teacher, Head Teacher, Head of Year, or any other member of faculty.
7. Expressed interest in participation.
8. Have/has shown positive effects and/or progress through participation in past interventions.

Recommended Exclusion Criteria for Participation:

The following bulleted list is to be used as a guide for exclusion criteria of student participants in the [programme]. This list has been compiled based on the discussions with the funding partners, steering committee, school representatives, facility/resource provider, and the researcher/teaching assistant. The criteria set forth is not exhaustive or mutually exclusive; exceptions will be considered given the right student or circumstance and upon approval from the steering committee. Should this occur, a detailed explanation of the inclusion will be documented. Should a student be excluded from the programme after selection and beginning the intervention, documentation of this will detail what behaviours warranted the removal, the processes taken to avoid such exclusion, and the discipline system implemented for which the behaviour was assessed. A follow up with the student must take place after removal and this information documented as well.

1. Younger Key Stage 3 or lower/levels Year 8 or below/ages lower than 13.5.
2. Evidence of targeted attainment or higher than targeted attainment in reading. Students with average or higher than average English marks. Those exhibiting no signs of reading issues, but just general disaffection to reading.*
3. Exhibited no signs of problematic behaviours either at school or reported from home/community. Conversely, those who have exhibited extreme behaviour issues leading to multiple exclusions (i.e. violent behaviours or abuse towards another, destruction of property, continuous issues involving police).
4. Those highly engaged in social activities inside or outside of school (i.e. involvement in multiple activities such as sports, clubs, music, etc.).
5. Students not experiencing or have not experienced personal setbacks that might impact social/emotional well being, behaviour, or academic achievement (i.e. parental/guardian divorce, house move, changes in household living conditions, parental/guardian change in employment, addition of family members or friends, medical concerns, or physical changes). Conversely, those experiencing serious personal issues such as death of a family member or loved one, medical issues that may hinder enjoyment or participation in the activities, and/or inability to participate due to vulnerability protection (i.e. Child Protection or other legal orders).**
6. Those recommended NOT for participation by a subject teacher, Head Teacher, Head of Year, or any other member of faculty. Should written consent not be given by parents/guardians. ***
7. Expressed no interest in participation; do not or cannot miss the day of school due to academic or extracurricular commitments (i.e. prepping for GCSEs or those training for sports/competitions/the arts).

8. Have/has shown negative effects and/or little to no progress through participation in past interventions.

Caveat(s):

*As the programme aims to assess effects to reading via skills instruction, students already achieving reading targets will be less likely to benefit from participation in this area.

**Serious issues dealing with death, vulnerability, or medical concerns are best addressed by appropriately trained and licensed professionals such as counsellors or therapists, medical professionals, or legal experts and should look to those areas for assistance. This programme cannot and does not offer services of that degree.

Additionally, there is a high level of physical activity in this programme (i.e. rock climbing, tunnel/cave exploration, construction, swimming etc.). We cannot, as a programme, accommodate certain physical conditions that may require specific assistance. We do not want to hinder enjoyment of the participant should a student be physically unable.

***If the circumstance arises where a student has been selected, but any member of faculty or the student's teaching community expresses concern over participation, then the student will be excluded (i.e. Maths teacher feels student will fall behind due to missing one day of school or a teacher feels a student's attitude and behaviour does not merit selection). Also, parent/guardian written consent MUST be given for participation and for use of the data in this research project, not just granted by the school. This is specifically true should a student under Child Protection, Child in Need, or the such, be included for participation. Emergency contact information, allergies, medical, and/or any other special requirements MUST be disclosed to the researcher prior to beginning the programme.

APPENDIX 6

The Fry Graph Readability Formula:

Morpugo, M. (2003). *Private Peaceful*. New York: Harper Collins.

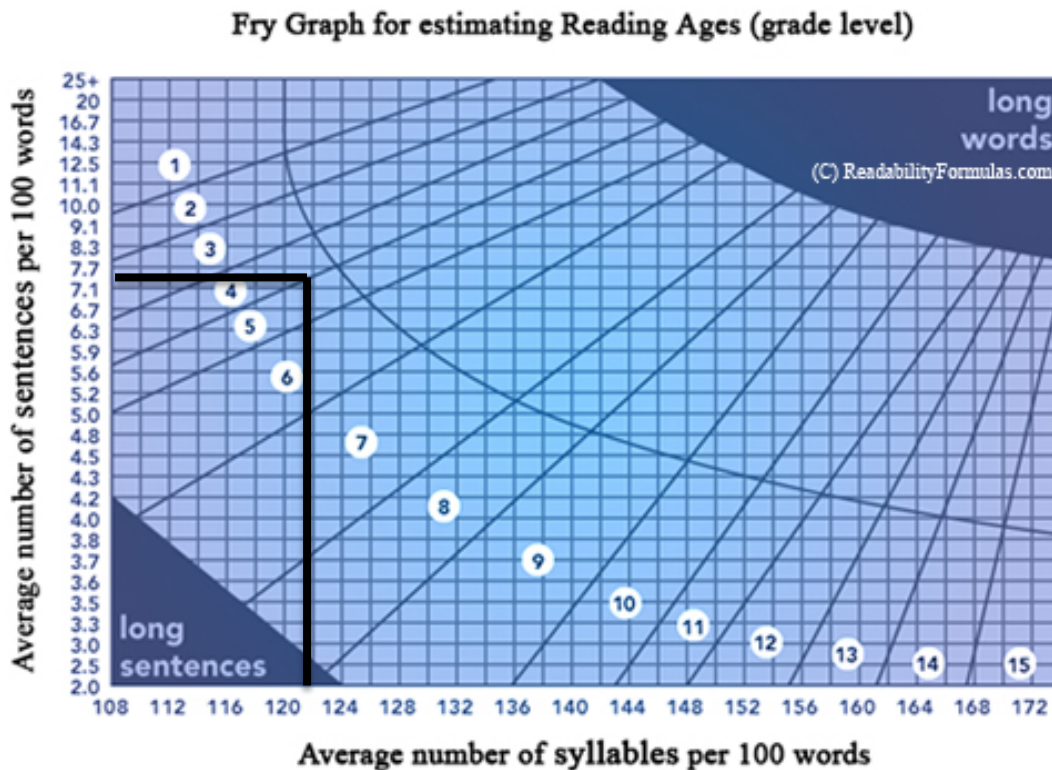
Step 1: Select 3 samples of 100-word passages randomly (eliminate the numbers from word count).

Step 2: Count the number of sentences in all three 100-word passages, estimating the fraction of the last sentence to the nearest 1/10th.

Step 3: Count the number of syllables in all three 100-word passages. Make a table as follows:

	Number of Sentences	Number of Syllables
First 100 words	7	121
Second 100 words	8	129
Third 100 words	7.5	113
Total	22.5	363
Average	7.5	121

Step 4: Enter the graph with Average Sentence Length and Number of Syllables. Plot dot where the two lines intersect. Area where dot is plotted signifies the approximate reading grade level of the content.



Fry, E. (1968). A readability formula that saves time: A readability graph. *Journal of Reading*, 11 (7), p. 265-71.

APPENDIX 7

Learning to Read Survey: Student

1. Are you a boy or a girl? Please circle one answer only.

a) Girl

b) Boy

2. When were you born? Please fill in the correct dates.

Month: October

Year: 1999

3. How often do you speak English at home? Please circle one answer only.

a) I always or almost always speak English at home.

b) I sometimes speak English and sometimes speak another language at home.

c) I never speak English at home.

4. About how many books are there in your home? (Do not count magazines, newspapers, or your school books.) Please circle the most appropriate answer.

a) None or very few (0-10 books)

b) Enough to fill one shelf (11-25 books)

c) Enough to fill one bookcase (26-100 books)

d) Enough to fill two bookcases (101-200 books)

e) Enough to fill three or more bookcases (more than 200 books)

5. Do you have any of these things at your home? Please circle all that apply

- a) Computer
- b) Study desk/table for your use
- c) Books of your very own (do not count your school books)
- d) Your own room
- e) Internet connection
- f) Electronic books such as Kindle
- g) Gaming consoles
- h) Mobile phone/smartphone
- i) Television in your home/family room
- j) Television in your bedroom
- k) Paid cable television services such as Sky Sports, HBO, etc. (Free view)
- l) Stereo or Ipod dock

6. How often do you use a computer in each of these places?

Please write one of the following letters in the spaces provided:

=Everyday/almost W=1-2 times a week M=1-2 times monthly N=Never

- a) At home W M mums Laptop
- b) At school Library M
- c) Some other place N

7. How often do the following things happen at home?

Please write one of the following letters in the spaces provided:

E=Everyday/almost W=1-2 times a week M=1-2 times monthly N=Never

- a) My parents ask me what I am learning in school M
- b) I talk about my schoolwork with my parents M
- c) My parents make sure that I set aside time for my homework W
- d) My parents check if I do my homework M

8. What do you think about your school? Tell how much you agree with these statements.

Please write one of the following sets of letters in the spaces provided.

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

- a) I like being in school A
- b) I feel safe when I am at school A
- c) I feel like I belong at this school A

9. During this year, how often have any of the following things happened to you AT SCHOOL?

Please write one of the following letters in the spaces provided:

E=Everyday/almost W=1-2 times a week M=1-2 times monthly N=Never

- a) I was made fun of or called names M
- b) I was left out of games or activities by other students N
- c) Someone spread lies about me W
- d) Something was stolen from me every PE lesson *don't if my girls give my purse to teacher*
- e) I was hit or hurt by other student(s) (i.e. shoving, hitting, kicking) M
- f) I was made to do things I didn't want to do by other student(s) N

10. How much time do you spend reading OUTSIDE OF SCHOOL on a typical school day? Please circle one answer only.

- a) Less than 30 minutes
- b) 30 minutes up to 1 hour
- c) From 1 hour up to 2 hours
- d) 2 hours or more

11. How often do you do these things OUTSIDE of school?

Please write one of the following letters in the spaces provided:

E=Everyday/almost W=1-2 times a week M=1-2 times monthly N=Never

- a) I read for fun M
- b) I read things that I choose myself M
- c) I read to find out about things I want to learn M

12. How often do you read these things OUTSIDE OF SCHOOL (in print or online)?

Please write one of the following letters in the spaces provided:

E=Everyday/almost W=1-2 times a week M=1-2 times monthly N=Never

- a) I read stories or novels M
- b) I read books that explain things (i.e. book about an athlete, an animal, or a place) N
- c) I read magazines E
- d) I read comic books N
- e) I read graphic novels N
- f) I read poems M



13. How often do you borrow books from your school or local library? Please circle one answer only.

IF

- a) At least once a week
- b) Once or twice a month
- c) A few times a year
- d) Never or almost never

14. Think about the reading you do for school. How much do you agree with these statements about your READING LESSONS?

Please write one of the following sets of letters in the spaces provided.

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

- a) I like what I read about in school A
- b) My teacher gives me interesting things to read about D
- c) I know what my teacher expects me to do D
- d) I think of things not related to the lesson D
- e) My teacher is easy to understand SD
- f) I am interested in what my teacher says D
- g) My teacher gives me interesting things to do ~~SD~~ A

15. In school, how often do these things happen?

Please write one of the following letters in the spaces provided:

E=Everyday/almost W=1-2 times a week M=1-2 times monthly N=Never

- a) I read silently on my own M
- b) I read books that I choose myself W

16. What do you think about reading? Tell how much you agree with each of these statements.

Please write one of the following sets of letters in the spaces provided.

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

- a) I read only if I have to D
- b) I like talking about what I read with other people D
- c) I would be happy if someone gave me a book as a present A
- d) I think reading is boring D
- e) I would like to have more time for reading D
- f) I enjoy reading A
- h) I would rather wait for the movie to come out SA
- i) I think reading means having to read a novel or story D

17. How well do you read? Tell how much you agree with each of the statements.

Please write one of the following sets of letters in the spaces provided.

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

- a) I usually do well in reading A
- b) Reading is easy for me A
- c) Reading is harder for me than for many of my classmates D
- d) If a book is interesting, I don't care how hard it is to read A
- e) I have trouble reading stories with difficult words A
- f) My teacher tells me I am a good reader A
- g) Reading is harder for me than any other subject D
- i) I don't think it is important to know how to read SD

18. Do you read for any of the following reasons? Tell how much you agree with each of these statements.

Please write one of the following sets of letters in the spaces provided.

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

- a) I like to read things that make me think D
- b) It is important to be a good reader ~~D~~ D
- c) My parents like it when I read D
- d) I learn a lot from reading A
- e) I need to read well for my future A
- f) I like it when a book helps me imagine other worlds A

19. Have you ever re-read a book? What was it?

20. What types of books, stories, newspaper articles, poems, comic books, or graphic novels do you like to read? Please select all that apply.

- a) Science Fiction (Star Wars, Star Trek, futuristic times)
- b) Sports (sports, sports players, history of sports)
- c) Romantic Fiction (love stories, marriage)
- d) Cars, motorbikes, bicycles
- e) Mythical/Fantasy (vampires, werewolves, witches, sorcerers)
- f) Horror/Thrillers/Crime/Paranormal
- g) Health & Fitness
- h) History or Historical Fiction
- i) Comedy
- j) Travel

21. Do you have a favourite author? Who is it?

Stephanie meyer

22. What is your favourite book or the last book you enjoyed reading?

Twilight

23. Briefly describe your experiences in school ^{this} far. Have they been negative? (How?) What areas do you seem to struggle? What areas do you have the most success?

I struggle in english because my teacher doesnt help me.

I'm good at DT makeing things.

24. What are your main motivations for participating in Kick Start? Why are you here? What do you hope to achieve? How can we help you to do this?

I'm here because im good at leading
I hope to achieve a good behavior
and a better leading.

you can help me by supporting me
instead of giving up.

APPENDIX 8

Student/Class Observations: C3/W4/L3

- ❖ **Student 029**, for the most part, exhibited a good attitude throughout the day. He was upset in the morning that he'd left his bag on the minibus & continued to complain about that. He did arrive with his T shirt, but Diary in the bag. Student 029 was difficult to get working on the webquest--he complained about it being too hard & that he was just going to quit. He needed much help & persuasion to continue, but eventually finished it with poor effort. He also tried to instigate an argument between the girls by stirring/telling them Student 027 didn't like them.

Student 029 & Student 030 were chasing each other up the hallway for the minute the Assistant had nipped into the toilet & had to be reprimanded. However, during the football, Student 029 worked very hard & played with great sportsmanship! He complemented the actions of his teammates & helped to encourage them to participate, especially Student 028. Would like to see him maintain a positive attitude & work ethic to ALL the programme tasks, not just the ones he "likes".

Student 029 also returned a parent survey that looks to have been completed by either himself or another student & not the parent. To date, Student 029 has 7 merits & received no warnings today.

- ❖ Little up & down with **Student 025** this week. She came in to the programme beaming with a smile & great attitude, which quickly changed when she was asked to split up from Student 030 & participate in a different activity. Then, as she returned from the museum activity/walk, she commented on how much fun it was & how much she enjoyed it. During the reading lesson, Student 025 did not put her best effort into completing the webquest & had to be helped/encouraged the majority of the time to keep working despite it being a challenge. She made comments that she just wanted us to give her the answers already. She did complete the task though.

During lunch, Student 029 told she & Student 030 that Student 027 did not like them, & a minor confrontation was averted--she & Student 030 then proceeded to "not like Student 027" back even refusing to play football. The two spent the afternoon activity walking around the park with their handbags complaining about being bored and wanting to go home. I had to pull them both aside and tell them to leave the attitude once they tried to start a fight with Student 029, who accidentally knocked Student 025 in the arm with the football markers while trying to carry all four.

Also, Student 025 has submitted a parent survey & claims that her mother and not herself completed it. I have doubts about this. We are VERY pleased that she is working so hard to earn merits & rewards, but the other students are saying she's not earning them, but telling her teachers they need to sign it to prove she attended class? Can we please confirm these two issues? To date, Student 025 has earned 22 merits & received no warnings today although she should have received a yellow card for her attitude/actions towards Student 027 & Student 029. She was also asked to quit "nagging" the Assistant & myself about what prizes she wanted versus what we offer & when she is to receive them.

- ❖ Great week for **Student 026!** MUCH better attitude & behaviour--he did not receive a single warning all day and was the first in his group to complete the webquest! During the reading lesson, Student 026 was able to recall information from the previous week's lessons & add to the group discussions.

Student 026 also seemed to enjoy the museum activity/walk & showed great skills while playing football! He is upset that "the girls" aren't earning the merits, but being given rewards. I assured him we would question this & encouraged him to worry about how *he* can earn his own merits & rewards. Today was a good start!! No warnings today & Student 026 has 8 merits to date. Well done!!

- ❖ Great to have **Student 027** back this week!! She arrived with both her T-shirt & Diary earning her another 2 merits for the day & a 3rd for helping to tidy the kitchen after lunch! Student 027 had a positive attitude towards the lessons and activities working hard independently with good efforts!

There was an incident earlier in the day when Student 029 told Student 025 & Student 030 she didn't like them--the 2 girls tried to confront her/gang up on her, but Student 027 did not let this effect her. She went on to football and played with the boys while the girls pouted. She kept positive and smiling!! Completely different to how she would have reacted in the past at school. May need to resolve whatever conflict is going on there...Great work, Student 027!!

- ❖ Although quiet for most the session, **Student 028** did take a chance and speak out/offer answers during the reading lesson!! Still very unsure of himself, he was encouraged to speak up & share as his answers were correct & useful to the group!

Student 028 struggled a bit with the webquest, but was open to suggestions and help completing the task as asked! He played a little football in the afternoon, "worked out" on the gym equipment with Student 031, & sat with the group watching table tennis. Student 028 often tries to exclude himself & sit alone, but Student 031 and Student 029 don't let that happen--they were either seen sitting with him, or motivating him to join them. Good lads. Student 028 had no warnings today & has 12 merits to date!! Well done!!

- ❖ Little up & down with **Student 030** this week as well. She came to the programme "in a mood" she says, with her hoodie pulled up...when she was asked to split up from Student 025 & participate in a different activity, she sat pouting & disengaged from the entire activity/webquest. During the reading lesson, she did not put her best effort into completing the webquest & had to be helped/encouraged the majority of the time to keep working despite it being a challenge. Student 030 did complete the task.

At lunch, Student 029 told Student 025 & Student 030 that Student 027 did not like them, & a minor confrontation was averted--she & Student 025 then proceeded to "not like her" back even refusing to play football. The two spent the afternoon activity walking around the park with their handbags complaining about being bored and wanting to go home. I had to pull them both aside and tell them to leave the attitude once they tried to start a fight with Student 029 over an accident.

In addition to a couple others, Student 030 has submitted a parent survey & claims that her mother and not herself completed it. I have doubts about this. We are VERY pleased that she is also working so hard to earn merits & rewards, but the other students are saying she's not earning them but telling her teachers they need to sign it to prove she attended class? Can we please confirm these two issues? To date, Student 030 has earned 25 merits & received no warnings today although she should have received a yellow card for her attitude/actions. Lastly, I am concerned about the burn marks on her arms? She told the Assistant it was from an inhaler & said she enjoys picking the one that's slightly infected!!! Can we please confirm the school nurse has addressed this?

- ❖ Another fantastic week for **Student 031!!!** He was so proud to have been one merit away from earning football tickets just to have lost his Success Diary! I've replaced it & kept a record of his merits so he will not lose them. Student 031 remained engaged & focused during the reading group discussions & webquest. It was challenging for him at times, but he kept working throughout completing the task as asked.

In the afternoon, Student 031 encouraged Student 028 to play football & stayed by his side making sure he wasn't alone. He often asks to work with Student 028 and really looks after him. Great attitude & work ethic throughout. Well done!!!! Student 031 has 19 merits to date & no warnings today.

- ❖ Student 032 was absent from the programme for the entire day. We had been told by some of the students he did not attend because Student 023 was unable to attend? Look forward to having him back next week.

Logistical Notes:

The webquest was a challenge for the majority of the students. Despite their constant requests for "more computer work", when given the opportunity to use it, they were quite negative and lazy. Unsure if it was the topic, the nature of a scavenger hunt type activity, or just general poor attitudes today. Will speak with some of the kids privately to see if something has gone on at school or home to impact the work ethics today!

Having the Museum activity/walk twice in one cohort is too much. Once at the beginning seemed successful/engaging, but the students lost interest in the second session acting up a lot more than usual and complaining about it being boring or their GPS equipment not working correctly. Also, the afternoon activity of football, although linked to the reading lesson & Museum walk, was not for everyone...need to offer an alternative to football and "golf" in the park?

The Assistant was a big help again today, especially with engaging the girls after I had to speak to them about their attitudes and confrontation with Student 027. Lunch was wraps & crisps again. Can we try something different, particularly on more active days?

APPENDIX 9



Lamb to the Slaughter by Roald Dahl

Lesson #1:

Rejection	Point of View (POF)
<ul style="list-style-type: none">✓ What is rejection?✓ In what ways can rejection occur/by whom?✓ What feelings/emotions does someone have because of rejection?✓ Discuss a time when you experienced rejection. How did you react? Was this an appropriate reaction? What would have been better?✓ How could Mrs. Maloney have handled her rejection better?	<p>Inference/Prediction</p> <p>Direct Characterization/ Indirect Characterization</p>

"Dear to us are those who love us...but dearer are those who reject us as unworthy, for they add another life..." (Ralph Waldo Emerson)

Song choice:

APPENDIX 10

Lesson Plan: Symbols/Symbolism (90 minutes)

Objectives
R1~Define the use of symbolism as an author’s craft and identify its uses/impact on various literary texts.
R2~Define the use of foreshadowing as an author’s craft & its uses/impact on various texts.
<u>R3~Make predictions/inferences about the plot of a story based on the context clues.</u>
B1~Define Humiliation and identify various ways/situations in which Humiliation can occur.
B2~Discuss feelings/emotions associated with humiliation.
B3~Identify times when he/she experienced humiliation and discuss reaction(s).
B4~Associate how humiliation can lead to aggression/aggressive behaviour.
B5~Make connections to literature in order to develop more accepted behavior alternatives.

Lesson Component	Steps	Estimated Time
Hook	<ul style="list-style-type: none"> • As a hook, the song “Signs” will be playing as the students enter the class to foreshadow the topic of the day’s lesson (Audio learner). • Additionally, the students will be asked to identify multiple examples of visual symbols such as the McDonald’s Golden Arches, Biohazard, Christian cross, etc. as shown on Power Point slide #1 (Visual learner). 	(5 minutes) Hook
Presentation Demonstration	<ul style="list-style-type: none"> • Once the students have completed the hook activity, the teacher will begin reviewing their answers and comparing the responses and/or reasoning behind their answers. The teacher will ask... Question: “If these are all <i>examples</i> of symbols, <u>then</u> who knows the definition of a symbol (Remembering)?” • As the students begin to answer, the teacher will change the Power Point slide to depict the definition of a symbol as shown on slide #2 (Visual learner). • While the students are copying the information, the teacher will read the notes out loud (Audio learner) as he or she walks around the room monitoring progress (informal assessment). • The teacher will turn off the projector when the students have finished and direct the class into a whole group discussion (Audio learner) on the different types of symbols. The teacher will ask... Question: “Do all symbols have to be visual? If <u>not</u>, explain how some types of symbols can be 	40 minutes

<p>(Continued)</p> <p>Presentation Demonstration</p>	<p>heard, smelt, felt, or tasted (Understanding)?”</p> <ul style="list-style-type: none"> To help spark creative processes, the teacher will ask the students to out on their blindfolds and he or she will pass around paper bags filled with different objects that symbolize a multitude of things (Kinesthetic learner). For example, one of the objects will be a piece of cotton. The teacher will ask... Question: “Which of the items feels like a fuzzy kitten? How are they similar (Analyzing)?” Question: “Open the bag and take a deep breath. What does the smell (a bag of popcorn) remind you of other than lunch (Analyzing)?” Question: “Shake the bag really hard. What do you hear? The sound of the jingle bells is symbolic of what (Analyzing)?” The teacher will then walk around the room with a bowl of ice and ask the students to touch the ice. Question: “Why does the cold feeling of the ice make you picture the color blue (Analyzing)?” To quickly assess if the students understand the meaning of symbols and the different varieties of symbolism, the teacher will ask for a “thumbs up or thumbs down” for informal assessment. 	
<p>Guided Practice</p>	<ul style="list-style-type: none"> Once the students show understanding of symbolism, the teacher will apply that knowledge to the text <i>The Scarlet Ibis</i> by James Hurst. The students will be given a handout on the use of “colorful” language as symbolism in <i>The Scarlet Ibis</i> (Visual learner). The teacher will ask the students to read the handout aloud in a round-robin format (Audio learner). As certain examples are read, the teacher will ask the students to make connections to their lives. The teacher will ask... Question: “How many of you have been told you have a <u>rose</u> future ahead of you? Describe a time when you were green with envy (Applying).” Next, the class will read aloud the short story, <i>The Scarlet Ibis</i>, allowing students to volunteer to read first, then teacher read aloud to model fluency, prosody, and correct pronunciation of new vocabulary. 	<p>25 minutes</p>
<p>Independent Practice</p>	<ul style="list-style-type: none"> As the students are discussing the story and sharing their experiences (Audio learner), the teacher will handout a worksheet with Superhero templates (Visual learner) printed on it. 	<p>20 minutes</p>

	<ul style="list-style-type: none"> The teacher will instruct the students to study the Superhero and keep in mind what they just learned about symbolism. Next, they will be asked to choose the name of a classmate randomly from a cup. Using their knowledge and understanding of symbolism, they are asked to create a Superhero representing the strengths of that classmate (Kinesthetic learner). The teacher will ask... Question: "Why does the "S" on Superman's <u>uniform</u> symbolise? What would be an appropriate symbol for <u>kindness</u> and why? (Evaluating) The students will be given twenty minutes to work on the assignment in class and ask last minute questions. Once all students are finished, the teacher will collect the Superhero sheets and distribute to the students the following lesson. 	
Closure	<ul style="list-style-type: none"> As the students are waiting to leave, they will be asked to fill out an exit slip on the following topic/question: Question: "Can you create a symbol or choose an <u>existing</u> symbol that best describes Doodle and Brother (Creating)? Would it be a turtle (<u>someone</u> who may be slow but is thorough) or a <u>lightening</u> bolt? Could Doodle smell like roses or French fries?" 	5 minutes
Assessment	<ul style="list-style-type: none"> Informal assessments will be taken as the teacher walks around the room during notes and through "thumbs up and thumbs down.", worksheet, and exit slip. The exit slip can also be <u>used</u> as a review/admit slip for the next lesson should time be an issue. 	

Materials Needed:	<p>Laptop with projector (Can substitute an overhead if needed) Power Point presentation with variety of symbols and definition of <u>symbols/symbolism</u> Paper bags for each student •Bags can contain any variety of objects; used in this lesson were cotton, <u>popcorn</u>, and jingle bells. Bowl of ice Preprinted handout on "colorful" language Worksheets with Superhero templates Preprinted exit slips with topic or question Download song "Signs" by Tesla</p>
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APPENDIX 11

Session	Affective <u>Bibliotherapy</u> Objectives*	Literature/Resources	Literacy/Literature Objectives**
W1	Orientation & Assessments/Getting to Know You Activities		
W2/L1	TSWBAT: <ul style="list-style-type: none"> ✓ Define Rejection and identify various ways/situations in which Rejection can occur. ✓ Discuss feelings/emotions associated with rejection. ✓ Identify times when he/she experienced rejection and discuss reaction(s). ✓ Associate how rejection can lead to aggression/aggressive <u>behaviour</u>. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	SS: Lamb to the Slaughter (Roald Dahl) Music: <u>Unpretty</u> (TLC) Quote: "Dear to us are those who love us...but dearer are those who reject us as unworthy, for they add another life..." (Ralph Waldo Emerson) Nonfiction: http://www.dailymail.co.uk/news/article-2161006/Jade-Stringer-Schoolgirl-14-hanged-bedroom-bullied.html Poetry: Still I Rise (Maya Angelou) Film: Mean Girls	TSWBAT: <ul style="list-style-type: none"> ✓ Analyze the impact of POV on literary texts. ✓ Define Direct/Indirect Characterization and identify within various literary texts. ○ Compose a journal to make connections & support his/her ideas. ○ Use context clues to determine meaning of unfamiliar words and technical terms (or use a general dictionary when necessary).
W3/L2	TSWBAT: <ul style="list-style-type: none"> ✓ Define Humiliation and identify various ways/situations in which Humiliation can occur. ✓ Discuss feelings/emotions associated with humiliation. ✓ Identify times when he/she experienced humiliation and discuss reaction(s). ✓ Associate how humiliation can lead to aggression/aggressive <u>behaviour</u>. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	SS: The Pin (Chris Crutcher) The Scarlet Ibis (James Hurst) Music: Mmmmm Mmmm (Crash Test Dummies) Quote: "Many of those who are humiliated are not humble. Some react to humiliation with anger, others with patience, and others with freedom. The first are culpable, the next harmless, the last just." (Bernard of Clairvaux) Nonfiction: http://www.dailymail.co.uk/news/article-2241055/Male-high-school-students-forced-hold-hands-punishment-fighting.html Poetry: Sharing Eve's Apples (Keats) Film: Carrie (Stephen King)	TSWBAT: <ul style="list-style-type: none"> ✓ Define the use of symbolism as an author's craft and identify its uses/impact on various literary texts. ✓ Define the use of foreshadowing as an author's craft & its uses/impact on various texts. ✓ Make predictions/inferences about the plot of a story based on the context clues.

W4	Catch Up Day:		
	<ul style="list-style-type: none"> ✓ Completed unfinished journal entries ✓ Revisited stories to complete vocabulary (5 words on Word Wall) ✓ Continued discussions as needed on themes for Summary Sheets ✓ Encouraged students to try hard in staying focused & on tasks during literacy lessons ✓ Listened to a variety of songs to help them choose one for each thematic discussion (these are for the radio show later in term) 		
W5/L3	TSWBAT: <ul style="list-style-type: none"> ✓ Define Boredom & Rebellion and identify various ways/situations in which someone may become rebellious. ✓ Discuss feelings connected with boredom and rebellion. ✓ Identify times when he/she experienced a rebellious moment or acted out in boredom. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	SS: The Lumber Room (Saki) Harrison Bergeron (Kurt Vonnegut, Jr.) Satan on My Track (Julius Lester) Music: Smells Like Teen Spirit (Nirvana) Fat Lip (Sum41) We're Not Gonna Take It (Twisted Sister) Quote: "Boredom is the dream bird that hatches the egg of experience. A rustling in the leaves drives him away." (Walter Benjamin) Nonfiction: Icarus, <u>Bullfinch's Mythology</u> Poetry: Icarus (Edward Field) Art: Comparison/Contrast of <u>Bruegel's</u> , Matisse's, & Chagall's Icarus	TSWBAT: <ul style="list-style-type: none"> ✓ Compare and contrast literary texts from various genres (ex. Poetry, drama, novels, and short stories). ✓ Compare and contrast ideas within and across literary texts to make inferences and draw conclusions. ✓ Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show and understanding of the meaning of the selection
W6	Half Term/No Intervention		
W7/L4	TSWBAT: <ul style="list-style-type: none"> ✓ Define Loyalty and identify various ways/situations in which someone can exhibit loyalty and to whom. ✓ Discuss feelings/emotions connected with loyalty, or in the absence of loyalty. ✓ Identify people, groups, ideas, or organizations to whom he/she may be loyal to & discuss reasons. ✓ Identify ways in which a person can exhibit loyalty and how those could be aggressive. 	SS: Rats do Sleep at Night (Wolfgang Berchat) The Interlopers (Saki) The Destroyers (Graham Greene) Music: Real Great Britain (Asian Dub Foundation) Quote: "A jack of both sides, is before long, trusted by nobody, and abused by both parties." (Proverb) Nonfiction: http://www.gangline.co.uk/index.html and http://kar.kent.ac.uk/27523/2/Gang_involvement -	TSWBAT: <ul style="list-style-type: none"> ✓ Analyze the relationship between POV to character, plot, conflict, and theme in a variety of literary texts. ✓ Demonstrate the ability to make connections between text read independently and his/her prior knowledge, other texts, and real world. ○ Create responses to literary texts.

	<ul style="list-style-type: none"> ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	<u>Revised2_ACCEPTED by Aggressive b</u> <u>evhavior.pdf</u> Poetry: September 12 th (Saul Williams) Film: Romeo & Juliet (1996 <u>Baz Lurhmann</u>)	
W8/L5	TSWBAT: <ul style="list-style-type: none"> ✓ Define what Social Acceptance means and identify various ways/situations of why social acceptance is important. ✓ Discuss feelings/emotions associated with social acceptance or in the absence of, particularly personal situations. ✓ Identify groups of people that may or may not be social accepted and discuss what factors (namely behaviors) impact this and how there can be aggressive reactions. ✓ Make connections to the literature in order to develop an understanding of uniqueness but social acceptance. Is it necessary? 	Music: Black or White (Michael Jackson) What It's Like (Everlast) Quote: "People may be said to resemble not the bricks of which a house is built, but the pieces of a picture puzzle, each differing in shape, but matching the rest, and thus bringing out the picture." (Felix Adler) Nonfiction: Jade Stringer Story Post Secrets (Frank Warren) Theatre: Rent, Wicked, Billy Elliot (musicals) Poetry: The Lessons of the Moth (Don Marquis) Video: Post Secrets http://www.youtube.com/watch?v=mAQtbTqDefw and http://www.youtube.com/watch?v=ef6USlOfeZw	TSWBAT: <ul style="list-style-type: none"> ✓ Create narratives to include personal essays, memoirs, or narrative poems that use descriptive language to create tone & mood. ✓ Define the purpose of a variety of communication formats such as poetry, drama, fiction, nonfiction, informative, and Web.
W9/L6	TSWBAT: <ul style="list-style-type: none"> ✓ Define Helplessness and identify various situations in which helplessness among friends, family, school, and play can occur. ✓ Discuss feelings/emotions associated with helplessness. ✓ Identify times when he/she experienced helplessness. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative 	SS: <u>Computers Don't Argue (Gordon R. Dickson)</u> The Pedestrian (Ray Bradbury) Music: Family Portrait (Pink) Quote: "When one door closes, another opens. But often we look so long, so regretfully, upon the closed door, that we fail to see the one that is opened for us." (Helen Keller) Nonfiction: Poetry: Found Poetry Video:	TSWBAT: <ul style="list-style-type: none"> ✓ Define the use of Tone, Mood, & Setting as an author's craft and identify its uses/impact on various literary texts. <ul style="list-style-type: none"> o Analyze texts for author bias (including word choice, exclusion & inclusion of particular information, and supported opinions).

	solutions to helplessness rather than aggression.		
W10/L7	TSWBAT: <ul style="list-style-type: none"> ✓ Define Fear and Anxiety and identify various situations in which fear and anxiety can occur. ✓ Discuss feelings/emotions associated with fear and anxiety. ✓ Identify times when he/she experienced fear and anxiety. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to fear and anxiety rather than aggression. 	SS: The Flowers (Alice Walker) Music: Skin (Rascal Flats) Afraid (Nelly Furtado) Scared of Lonely (<u>Beyonce</u>) Quote: "Men hate each other because they fear each other, and they fear each other because they don't know each other, and they don't know each other because they are often separated from each other." (Martin Luther King, Jr.) Nonfiction: Franz Kruger, "Child Soldiers Active in 41 Countries," <i>Radio Netherlands</i> , June 12, 2001. http://www.rnw.nl/hotspots/html/childsoldiers010612.html Poetry: <u>Whatif (Shel Silverstein)</u>	TSWBAT: <ul style="list-style-type: none"> ✓ Define the use of imagery as an author's craft and identify its uses/impact on various literary texts. <ul style="list-style-type: none"> o Define a literary foil & identify its uses/impact to characterization & literary texts. o Demonstrate the ability to use texts to make connections and support ideas in his/her own writing.
W11/L8	TSWBAT: <ul style="list-style-type: none"> ✓ Define Envy and Jealousy and identify various situations in which envy and jealousy can occur. ✓ Discuss feelings/emotions associated with envy and jealousy. ✓ Identify times when he/she experienced envy and jealousy. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to envy and jealousy rather than aggression. 	SS: The Necklace (Guy de Maupassant) <u>Appassment (Rabindranath Tagore)</u> Music: I Am Not Hair (India <u>Arie</u>) Quote: "Jealousy is not a barometer by which the depth of love can be read, it merely records the degree of the lover's insecurity." (Margaret Mead) Nonfiction: Play: Othello (Shakespeare) Video: Various clips from Jeremy Kyle Show	TSWBAT: <ul style="list-style-type: none"> ✓ Define the use of Irony (Situational, Dramatic, Verbal) as an author's craft and identify its uses/impact on various literary texts. ✓ Demonstrate the ability to present interpretations of texts by using methods such as literature circles, class discussions, Power Point presentations, and/or graphic organizers.
W12/L9	TSWBAT: <ul style="list-style-type: none"> ✓ Define Control and Responsibility and identify various situations in which control and responsibility could be used. 	SS: Oh, The Places You'll Go (Dr. Seuss) Music: Live Your Life (T.I. & <u>Rihanna</u>) Quote: "Watch your thoughts for they become words. Watch your words for they become actions. Watch your actions for	TSWBAT: <ul style="list-style-type: none"> ✓ Create response to literary texts through a variety of methods (written works, oral, & auditory presentations,

	<ul style="list-style-type: none"> ✓ Discuss feelings/emotions associated control and responsibility. ✓ Identify times when he/she experienced a situation in which control or responsibility was needed. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to aggression using control and responsibility. 	<p>they become... habits. Watch your habits, for they become your character. And watch your character, for it becomes your destiny! What we think we become." (Margaret Thatcher)</p> <p>Nonfiction: Cristiano Ronaldo: The Biography (Guillem Balague)</p> <p>Poetry: A Rose that Grew from the Concrete (Tupac)</p>	<p>discussions, media productions, and visual/performing arts).</p> <ul style="list-style-type: none"> ○ Use word analysis and vocabulary strategies to read fluently. ○ Read independently for pleasure and to gain knowledge.
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*Aggression is the behavioural dynamic for the focus of this Unit. The Objectives are based on motifs associated with aggressive behaviours.

**Check marks indicate completion of the objective. A circle indicates incompleteness of the objective.

APPENDIX 12

Session	Affective Bibliotherapy Objectives*	Literature/Resources**	Literacy/Literature Objectives***
W1	Orientation & Assessments/Getting to Know You Activities		
W2/L1	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Rejection and identify various ways/situations in which Rejection can occur. ✓ Discuss feelings/emotions associated with rejection. ✓ Identify times when he/she experienced rejection and discuss reaction(s). ✓ Associate how rejection can lead to aggression/aggressive <u>behaviour</u>. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	<p><u>Staying Fat for Sarah Byrnes</u> by Chris <u>Crutcher</u> <u>Chp. 1-(2)</u></p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Analyze the impact of POV on literary texts. ✓ Define Direct/Indirect Characterization and identify within various literary texts. ○ Compose a journal to make connections & support his/her ideas. ✓ Use context clues to determine meaning of unfamiliar words and technical terms (or use a general dictionary when necessary).
W3/L2	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Humiliation and identify various ways/situations in which Humiliation can occur. ✓ Discuss feelings/emotions associated with humiliation. ✓ Identify times when he/she experienced humiliation and discuss reaction(s). ✓ Associate how humiliation can lead to aggression/aggressive <u>behaviour</u>. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	<p>SFFSB Chps. 3-(4) (Justice vs. Revenge)</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ○ Analyze the relationship between character, plot, and theme in a variety of literary texts. ✓ Demonstrate the ability to make connections between text read independently and his/her prior knowledge, other texts, and real world. ○ Create responses to literary texts.
W4/L3	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Boredom & Rebellion and identify various ways/situations in which someone may become rebellious. ✓ Discuss feelings connected with boredom and rebellion. ✓ Identify times when he/she experienced a rebellious moment or acted out in boredom. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	<p>SFFSB Chps. 5-(6 & 7) (Cause & Effect)</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of imagery as an author's craft and identify its uses/impact on various literary texts. ○ Compare and contrast literary texts from various genres (ex. Poetry, drama, novels, and short stories).
W5/L4	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Loyalty and identify various ways/situations in which someone can exhibit loyalty and to whom. ✓ Discuss feelings/emotions connected with loyalty, or in the absence of loyalty. ✓ Identify people, groups, ideas, or organizations to <u>who</u> he/she may be loyal to & discuss reasons. ✓ Identify ways in which a person can exhibit loyalty and how those could be aggressive. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	<p>SFFSB Chps. 8- (9 & 10) (Cost vs. Price)</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of symbolism as an author's craft and identify its uses/impact on various literary texts. ✓ Read and comprehend a variety of informational texts in print and <u>nonprint</u> formats.
W6	Half Term/No Intervention		

W7/L5	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define what Social Acceptance means and identify various ways/situations of why social acceptance is important. ✓ Discuss feelings/emotions associated with social acceptance or in the absence of, particularly personal situations. ✓ Identify groups of people that may or may not be social accepted and discuss what factors (namely behaviors) impact this and how there can be aggressive reactions. ✓ Make connections to the literature in order to develop an understanding of uniqueness but social acceptance. Is it necessary? 	<p>Music: Black or White (Michael Jackson) What It's Like (Everlast) Quote: "People may be said to resemble not the bricks of which a house is built, but the pieces of a picture puzzle, each differing in shape, but matching the rest, and thus bringing out the picture." (Felix Adler) Nonfiction: Jade Stringer Story Post Secrets (Frank Warren) Theatre: Rent, Wicked, Billy Elliot (musicals) Poetry: The Lessons of the Moth (Don Marquis) Video: Post Secrets http://www.youtube.com/watch?v=mAQtbTqDefw and http://www.youtube.com/watch?v=ef6USIOfeZw</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of Irony (Situational, Dramatic, Verbal) as an author's craft and identify its uses/impact on various literary texts. ○ Demonstrate the ability to present interpretations of texts by using methods such as literature circles, class discussions, Power Point presentations, and/or graphic organizers.
W8/L6	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Abuse and/or Abuse of Power and identify various situations in which abuse can occur and who can abuse power. ✓ Discuss feelings/emotions associated with abuse and abuse of power. ✓ Identify times when he/she either experienced abuse, witnessed abuse, or believes someone to be abusing power. ✓ Discuss how these abuses are aggressive and could cause aggressive reactions. ✓ Make connections to the literature 	<p>SS: Salvador Late or Early (Sandra Cisneros) Excerpts from <u>The Color Purple</u> (Alice Walker) Music: <u>Janey's Got a Gun</u> (Aerosmith) Runaway Love (Ludacris & Mary J. Blige) Behind the Wall (Tracey Chapman) Quote: "People who treat other people as less than human must not be surprised when the bread they have cast on the waters comes floating back to them, poisoned." (James Baldwin) Nonfiction: When I Lay My Burden Down (Maya Angelou) and http://www.maryellenmark.com/text/ma</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of literary devices (simile, metaphor, personification, foreshadowing) as an author's craft and identify its uses/impact on various literary texts. ○ Write for a variety of purposes and audiences. ○ Read and comprehend a variety of literary texts in print and <u>nonprint</u> formats.

	<p>in order to develop alternative solutions to abuse rather than aggression.</p>	<p>gazines/london_sunday_times/904G-000-015.html Poetry: Red Rose (Anne Sexton) Daddy (Sylvia Plath) Film: Antoine Fisher</p>	
W9/L7	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Fear and Anxiety and identify various situations in which fear and anxiety can occur. ✓ Discuss feelings/emotions associated with fear and anxiety. ✓ Identify times when he/she experienced fear and anxiety. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to fear and anxiety rather than aggression. 	<p>SS: The Flowers (Alice Walker) Music: Skin (Rascal Flats) Afraid (Nelly Furtado) Scared of Lonely (<u>Beyonce</u>) Quote: "Men hate each other because they fear each other, and they fear each other because they don't know each other, and they don't know each other because they are often separated from each other." (Martin Luther King, Jr.) Nonfiction: Franz Kruger, "Child Soldiers Active in 41 Countries," <i>Radio Netherlands</i>, June 12, 2001. http://www.rnw.nl/hotspots/html/childsoldiers010612.html Poetry: <u>Whatif</u> (Sheel Silverstein)</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of imagery as an author's craft and identify its uses/impact on various literary texts. ○ Define a literary foil & identify its uses/impact to characterization & literary texts. ○ Demonstrate the ability to use texts to make connections and support ideas in his/her own writing.
W10/L8	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Helplessness and identify various situations in which helplessness among friends, family, school, and play can occur. ✓ Discuss feelings/emotions associated with helplessness. ✓ Identify times when he/she experienced helplessness. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to helplessness rather 	<p>SS: <u>Computers Don't Argue</u> (Gordon R. Dickson) The Pedestrian (Ray Bradbury) Music: Family Portrait (Pink) Quote: "When one door closes, another opens. But often we look so long, so regretfully, upon the closed door, that we fail to see the one that is opened for us." (Helen Keller) Nonfiction: Poetry: Found Poetry Video:</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of Tone, Mood, & Setting as an author's craft and identify its uses/impact on various literary texts. ○ Analyze texts for author bias (including word choice, exclusion & inclusion of particular information, and supported opinions).

	than aggression.		
W11/L9	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Envy and Jealousy and identify various situations in which envy and jealousy can occur. ✓ Discuss feelings/emotions associated with envy and jealousy. ✓ Identify times when he/she experienced envy and jealousy. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to envy and jealousy rather than aggression. 	<p>SS: The Necklace (Guy de Maupassant) Appessment (Rabindranath Tagore) Music: I Am Not Hair (India Arie) Quote: "Jealousy is not a barometer by which the depth of love can be read, it merely records the degree of the lover's insecurity. " (Margaret Mead) Nonfiction: Play: Othello (Shakespeare) Poetry: Video: Various clips from Jeremy Kyle Show</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of Irony (Situational, Dramatic, Verbal) as an author's craft and identify its uses/impact on various literary texts. ○ Demonstrate the ability to present interpretations of texts by using methods such as literature circles, class discussions, Power Point presentations, and/or graphic organizers.
W12/L10	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Control and Responsibility and identify various situations in which control and responsibility could be used. ✓ Discuss feelings/emotions associated control and responsibility. ✓ Identify times when he/she experienced a situation in which control or responsibility was needed. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to aggression using control and responsibility. 	<p>SS: Oh, The Places You'll Go (Dr. Seuss) Music: Live Your Life (T.I. & Rihanna) Quote: "Watch your thoughts for they become words. Watch your words for they become actions. Watch your actions for they become... habits. Watch your habits, for they become your character. And watch your character, for it becomes your destiny! What we think we become." (Margaret Thatcher) Nonfiction: Cristiano Ronaldo: The Biography (Guillem Balague) Poetry: A Rose that Grew from the Concrete (Tupac) Video:</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ○ Create response to literary texts through a variety of methods (written works, oral, & auditory presentations, discussions, media productions, and visual/performing arts). ○ Use word analysis and vocabulary strategies to read fluently. ○ Read independently for pleasure and to gain knowledge.

*Aggression is the behavioural dynamic for the focus of this Unit. The Objectives are based on motifs associated with aggressive behaviours.

**The Core Text used throughout the unit is the young adult fictional novel, *Staying Fat for Sarah Byrnes* by Chris Crutcher.

***Check marks indicate completion of the objective. Circles indicate incomplete work.

() Chapters are read both in class as a whole group and independently at home by the students between sessions.

APPENDIX 13

Session	Affective <u>Bibliotherapy</u> Objectives*	Literature/Resources	Literacy/Literature Objectives**
W1	Orientation/Getting to Know You Activities		
W2/L1	TSWBAT: <ul style="list-style-type: none"> ✓ Define Rejection and identify various ways/situations in which Rejection can occur. ✓ Discuss feelings/emotions associated with rejection. ✓ Identify times when he/she experienced rejection and discuss reaction(s). ✓ Associate how rejection can lead to aggression/aggressive behaviour. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	SS: Lamb to the Slaughter (Roald Dahl) Music: <u>Unpretty</u> (TLC) Quote: "Dear to us are those who love us...but dearer are those who reject us as unworthy, for they add another life..." (Ralph Waldo Emerson) Nonfiction: http://www.dailymail.co.uk/news/article-2161006/Jade-Stringer-Schoolgirl-14-hanged-bedroom-bullied.html Poetry: Still I Rise (Maya Angelou) Film: Mean Girls	TSWBAT: <ul style="list-style-type: none"> ✓ Analyze the impact of POV on literary texts. ✓ Define Direct/Indirect Characterization and identify within various literary texts. ○ Compose a journal to make connections & support his/her ideas. ✓ Use context clues to determine meaning of unfamiliar words and technical terms (or use a general dictionary when necessary).
W3/L2	TSWBAT: <ul style="list-style-type: none"> ✓ Define Humiliation and identify various ways/situations in which Humiliation can occur. ✓ Discuss feelings/emotions associated with humiliation. ✓ Identify times when he/she experienced humiliation and discuss reaction(s). ✓ Associate how humiliation can lead to aggression/aggressive behaviour. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	SS: <u>The Pin</u> (Chris Crutcher) The Scarlet Ibis (James Hurst) Music: <u>Mmmmm Mmmmm</u> (Crash Test Dummies) Quote: "Many of those who are humiliated are not humble. Some react to humiliation with anger, others with patience, and others with freedom. The first are culpable, the next harmless, the last just." (Bernard of Clairvaux) Nonfiction: http://www.dailymail.co.uk/news/article-2241055/Male-high-school-students-forced-hold-hands-punishment-fighting.html Poetry: Sharing Eve's Apples (Keats) Film: Carrie (Stephen King)	TSWBAT: <ul style="list-style-type: none"> ✓ Define the use of symbolism as an author's craft and identify its uses/impact on various literary texts. ✓ Read and comprehend a variety of informational texts in print and <u>nonprint</u> formats. ○ Analyze propaganda techniques in informational texts.
W4/L3	TSWBAT: <ul style="list-style-type: none"> ✓ Define Boredom & Rebellion and identify various ways/situations in which someone may become rebellious. ✓ Discuss feelings connected with boredom and rebellion. ✓ Identify times when he/she experienced a rebellious moment or acted out in boredom. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	SS: <u>The Lumber Room</u> (Saki) Harrison Bergeron (Kurt Vonnegut, Jr.) <u>Satan on My Track</u> (Julius Lester) Music: Smells Like Teen Spirit (Nirvana) Fat Lip (Sum41) We're Not <u>Gonna</u> Take It (Twisted Sister) Quote: "Boredom is the dream bird that hatches the egg of experience. A rustling in the leaves drives him away." (Walter Benjamin) Nonfiction: Icarus, <u>Bullfinch's Mythology</u> Poetry: Icarus (Edward Field) Art: Comparison/Contrast of <u>Bruegel's</u> , Matisse's, & Chagall's Icarus	TSWBAT: <ul style="list-style-type: none"> ✓ Compare and contrast literary texts from various genres (ex. Poetry, drama, novels, and short stories). ✓ Compare and contrast ideas within and across literary texts to make inferences and draw conclusions.
W5/L4	TSWBAT: <ul style="list-style-type: none"> ✓ Define Loyalty and identify various ways/situations in which someone can exhibit loyalty and to whom. ✓ Discuss feelings/emotions connected with loyalty, or in the absence of loyalty. ✓ Identify people, groups, ideas, or organizations to <u>whom</u> he/she may be loyal to & discuss reasons. ✓ Identify ways in which a person can exhibit loyalty and how those could be aggressive. ✓ Make connections to literature in order to develop more accepted behavior alternatives. 	SS: <u>Rats do Sleep at Night</u> (Wolfgang <u>Berchet</u>) The Interlopers (Saki) <u>The Destroyers</u> (Graham Greene) Music: Real Great Britain (Asian Dub Foundation) Quote: "A jack of both sides, is before long, trusted by nobody, and abused by both parties." (Proverb) Nonfiction: http://www.gangslines.co.uk/index.html and http://kar.kent.ac.uk/27523/2/Gang_involvement_-_Revised2_ACCEPTED_by_Aggressive_behavior.pdf Poetry: September 12 th (Saul Williams) Film: Romeo & Juliet (1996 <u>Baz Lurhmann</u>)	TSWBAT: <ul style="list-style-type: none"> ✓ Analyze the relationship between character, plot, and theme in a variety of literary texts. ✓ Demonstrate the ability to make connections between text read independently and his/her prior knowledge, other texts, and real world. ✓ Create responses to literary texts.
W6	Half Term/No Intervention		

W7/L5	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Abuse and/or Abuse of Power and identify various situations in which abuse can occur and who can abuse power. ✓ Discuss feelings/emotions associated with abuse and abuse of power. ✓ Identify times when he/she either experienced abuse, witnessed abuse, or believes someone to be abusing power. ✓ Discuss how these abuses are aggressive and could cause aggressive reactions. ✓ Make connections to the literature in order to develop alternative solutions to abuse rather than aggression. 	<p>SS: Salvador Late or Early (Sandra Cisneros) Excerpts from <u>The Color Purple</u> (Alice Walker) Music: <u>Janey's Got a Gun</u> (Aerosmith) <u>Runaway Love</u> (Ludacris & Mary J. Blige) <u>Behind the Wall</u> (Tracey Chapman) Quote: "People who treat other people as less than human must not be surprised when the bread they have cast on the waters comes floating back to them, poisoned." (James Baldwin) Nonfiction: <u>When I Lay My Burden Down</u> (Maya Angelou) and http://www.maryellenmark.com/text/magazines/london_sunday_times/904G-000-015.html Poetry: <u>Red Rose</u> (Anne Sexton) <u>Daddy</u> (Sylvia Plath) <u>My Papa's Waltz</u> (Theodore Roethke) Film: Antoine Fisher</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of literary devices (simile, metaphor, personification, foreshadowing) as an author's craft and identify its uses/impact on various literary texts. <ul style="list-style-type: none"> ○ Write for a variety of purposes and audiences. ✓ Read and comprehend a variety of literary texts in print and <u>nonprint</u> formats.
W8/L6	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Fear and Anxiety and identify various situations in which fear and anxiety can occur. ✓ Discuss feelings/emotions associated with fear and anxiety. ✓ Identify times when he/she experienced fear and anxiety. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to fear and anxiety rather than aggression. 	<p>SS: <u>The Flowers</u> (Alice Walker) Music: <u>Skin</u> (Rascal Flats) <u>Afraid</u> (Nelly Furtado) <u>Scared of Lonely</u> (Beyonce) Quote: "Men hate each other because they fear each other, and they fear each other because they don't know each other, and they don't know each other because they are often separated from each other." (Martin Luther King, Jr.) Nonfiction: Franz Kruger, "Child Soldiers Active in 41 Countries," <u>Radio Netherlands</u>, June 12, 2001. http://www.rnw.nl/hotspots/html/childsoldiers010612.html Poetry: <u>Whatif</u> (Shel Silverstein)</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of imagery as an author's craft and identify its uses/impact on various literary texts. <ul style="list-style-type: none"> ○ Define a literary foil & identify its uses/impact to characterization & literary texts. ✓ Demonstrate the ability to use texts to make connections and support ideas in his/her own writing.

W9/L7	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Helplessness and identify various situations in which helplessness among friends, family, school, and play can occur. ✓ Discuss feelings/emotions associated with helplessness. ✓ Identify times when he/she experienced helplessness. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to helplessness rather than aggression. 	<p>SS: <u>Computers Don't Argue</u> (Gordon R. Dickson) <u>The Pedestrian</u> (Ray Bradbury) Music: <u>Family Portrait</u> (Pink) Quote: "When one door closes, another opens. But often we look so long, so regretfully, upon the closed door, that we fail to see the one that is opened for us." (Helen Keller) Nonfiction: Poetry: <u>Found Poetry</u> Video:</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of Tone, Mood, & Setting as an author's craft and identify its uses/impact on various literary texts. <ul style="list-style-type: none"> ○ Analyze texts for author bias (including word choice, exclusion & inclusion of particular information, and supported opinions). ✓ Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show and understanding of the meaning of the selection.
W10/L8	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Envy and Jealousy and identify various situations in which envy and jealousy can occur. ✓ Discuss feelings/emotions associated with envy and jealousy. ✓ Identify times when he/she experienced envy and jealousy. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to envy and jealousy rather than aggression. 	<p>SS: <u>The Necklace</u> (Guy de Maupassant) <u>Appeasement</u> (Rabindranath Tagore) Music: <u>I Am Not Hair</u> (India Arie) Quote: "Jealousy is not a barometer by which the depth of love can be read, it merely records the degree of the lover's insecurity." (Margaret Mead) Nonfiction: Play: <u>Othello</u> (Shakespeare) Poetry: Video: Various clips from <u>Jeremy Kyle Show</u></p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define the use of Irony (Situational, Dramatic, Verbal) as an author's craft and identify its uses/impact on various literary texts. ✓ Demonstrate the ability to present interpretations of texts by using methods such as literature circles, class discussions, Power Point presentations, and/or graphic organizers.
W11/L9	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define what Social Acceptance means and identify various ways/situations of why social acceptance is important. ✓ Discuss feelings/emotions 	<p>Music: <u>Black or White</u> (Michael Jackson) <u>What It's Like</u> (Everlast) Quote: "People may be said to resemble not the bricks of which a house is built, but the pieces of a picture puzzle, each differing in shape, but matching the</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Create narratives to include personal essays, memoirs, or narrative poems that use descriptive language to create tone & mood.

	<p>associated with social acceptance or in the absence of, particularly personal situations.</p> <ul style="list-style-type: none"> ✓ Identify groups of people that may or may not be social accepted and discuss what factors (namely behaviors) impact this and how there can be aggressive reactions. ✓ Make connections to the literature in order to develop an understanding of uniqueness but social acceptance. Is it necessary? 	<p>rest, and thus bringing out the picture." (Felix Adler) Nonfiction: Jade Stringer Story Post Secrets (Frank Warren) Theatre: Rent, Wicked, Billy Elliot (musicals) Poetry: The Lessons of the Moth (Don Marquis) Video: Post Secrets http://www.youtube.com/watch?v=mAQtbTgDefw and http://www.youtube.com/watch?v=ef6USIOfeZw</p>	<ul style="list-style-type: none"> ✓ Define the purpose of a variety of communication formats such as poetry, drama, fiction, nonfiction, informative, and Web.
W12/ L10	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Define Control and Responsibility and identify various situations in which control and responsibility could be used. ✓ Discuss feelings/emotions associated control and responsibility. ✓ Identify times when he/she experienced a situation in which control or responsibility was needed. ✓ Associate how these actions could be deemed aggressive. ✓ Make connections to the literature in order to develop alternative solutions to aggression using control and responsibility. 	<p>SS: Oh, The Places You'll Go (Dr. Seuss) Music: Live Your Life (T.I. & Rihanna) Quote: "Watch your thoughts for they become actions. Watch your actions for they become... habits. Watch your habits, for they become your character. And watch your character, for it becomes your destiny! What we think we become." (Margaret Thatcher) Nonfiction: Cristiano Ronaldo: The Biography (Guillem Balague) Poetry: A Rose that Grew from the Concrete (Tupac) Play: Video:</p>	<p>TSWBAT:</p> <ul style="list-style-type: none"> ✓ Create response to literary texts through a variety of methods (written works, oral, & auditory presentations, discussions, media productions, and visual/performing arts). ✓ Use word analysis and vocabulary strategies to read fluently. <ul style="list-style-type: none"> ○ Read independently for pleasure and to gain knowledge.

*Aggression is the behavioural dynamic for the focus of this Unit. The Objectives are based on motifs associated with aggressive behaviours.

**Check marks indicate completion of the objectives. Circles indicate incomplete objectives.

APPENDIX 14

16th July
Exit Interview with Gil
Present: Vivian Rivers and Gil

Gil: Hello

Viv: Ok. So, the first thing I want to ask...just a general question. How are things going at school now after you've completed [the programme]?

Gil: Good, I guess um

Viv: You will have to say it a little clearer because I did not understand that.

Gil: I haven't been in the learning centre as much

Viv: The learning centre?

Gil: Ok, yeah, so that's good.

Viv: How is it different now than it was before you started [the programme]? Has anything changed specifically for you?

Gil: I think I understand, like, more what the teacher is saying.

Viv: Um, ok, in what class or is it all of them or?

Gil: Um, don't know. It's like, when I started, I thought I don't understand anything eh something. Now I kind of do.

Viv: Well, let's talk about the reading lessons in the morning. Think how [the programme] is set up...we do the reading lessons in the morning and then we have the activities in the afternoon. Were there any specific lessons that you can remember from the reading bits that kind of impacted you? That maybe you related to and said like, I've been through something like that or I know someone who's going through that?

Gil: Um, the one where we had to say our secrets?

Viv: OK the post secrets? Yeah. Why did that one stand out for you?

Gil: I don't know, it's just that seeing all your friends have problems just as much as you do?

Viv: Uh and what about that? Did that make you...?

Gil: I don't know, I kind of liked that one. It made you think not everyone's different in that lot!

Viv: Yeah, so it kind of made it a little universal maybe? You realised you weren't alone?

Gil: Yeah

Viv: That there are people going through the same problems? How? What?

Gil: Yeah

Viv: And different problems? Have you learned any ways to kind of deal with things like that through [the programme]? Um, so when you've gone back to school, you said you were understanding the teachers more? So how's your behaviour changed since [the programme] then?

Gil: Um, my afraid. Um, instead of saying, "I hate this class." Now, I'm starting to think, I think, well, it's not the best lesson. Let's get this one done and on to the next lesson.

Viv: Well you've gotten a merit from your English teacher and a letter home saying how well you've been doing, so do you think that you've changed at all in the 12 weeks of [the programme]?

Gil: Um. I think I've changed a tiny bit of my behaviour, do you think, but I don't think I've changed way too much...

Viv: What part of your behaviour has changed then?

Gil: The understanding and not getting so mad when I do...

Viv: Yeah? Do you think you've learned different ways here how to cope with things and how to handle situations?

Gil: Yeah

Viv: Like what? How so?

Gil: Um, like if someone was trying to talk, just let them to speak, and you try after or something like that...

Viv: Alright. Well, a couple of your class mates have talked a lot about 'confidence' today and how they feel a lot more confident after being in [the programme] for 12 weeks. What do you think about that? How has your confidence been affected/changed?

Gil: I think most people, that their confidence has been bad, is because they have had no team. Like all the people, like that might come here, have been supporting them like I have...

Viv: And have you felt that that support?

Gil: Um, Yeah! Yeah, I think I have! Like in football. I've actually tried to get home early without passing that lot so...

Viv: Would you have ever been friends with these people outside of [the programme]?

Gil: Um, as for my school, probably. I don't really talk to like (student A) or (student B), so it's kind of nice!

Viv: Yeah, so you've made some new friends out of it as well?

Gil: Yeah!

Viv: So, what about the afternoon activities for [the programme]? Were there any you really liked or you really didn't like?

Gil: Um, I really liked the Clip & Climb!!!! That was brilliant!!!

Viv: Which one, the first one or the second one?

Gil: The second

Viv: The second one, alright yeah.

Gil: I remember jumping on to the top one and whoosh!!! Out!!! That was fun!!

Viv: Yeah, that was good!!!

Gil: I feel that I liked all of them, to be honest the...{can't hear the recording here} and as you don't like the work before? But as we have fun in the afternoon, it's "let's get the work done now and then get to the fun bit!"

Viv: So you like having a reward then?

Gil: Yeah!

Viv: It's almost instant. It gives you that instant, "I've done my work" and I instantly get a reward for working hard. Um, do you do that at school now? Do you work hard at school and then expect a result?

Gil: Um, not expecting a result, because of my age. I'm not going to, but I think I've done a bit better in my lessons?!

Viv: Were there any stories that you can remember from the reading lessons?

Gil: The Envy one

Viv: The Envy one?

Gil: The jealousy one, like the women, like the neckless {poor sound quality again}

Viv: The Neckless? So that was a good story for you? Why? Were you expecting that ending?

Gil: No!!!

Viv: No, not at all? Why did that story stand out for you?

Gil: I just thought it was funny cause there are loads of people out there who think they need to look their best even though they don't have to look that...don't have to look their best and it can affect a load of people in different ways.

Viv: Haha! Well, it became difficult for [assistant] and I to find negative things to say about you each week!! Your progress report was the same! You really impressed us with your empathy towards your class mates and your other students! And when we would hear about the trouble you had gotten in at school, we were just amazed at the fact that that had happened because we never saw that side of you at [the programme]! Why do you think that is?

Gil: Just because, at school they try to keep their...and treat you like a kid and like they really don't think about it just that they are there just to get paid. You treat us like adults and growing and we get a bit more like opportunity here. You can do this, but if you don't want to, you don't have to and you don't get told off like that lot!

Viv: Right, but you tried things that challenged you anyway, didn't you? As long as we left you to do it? But you usually went ahead and did it anyway?!

Gil: Yeah {giggles}

Viv: How well do you think [assistant] and I work together as a team then?

Gil: There is a lot, like, more communications. Like if we have a teacher, they barely ever talk to each other. They don't say how he's done good or she's done good or anything like that. They just like, yeah you've done good and leave...

Viv: Um, ah ok?

Gil: Here, like here we get mentioned...what are they called, points?

Viv: The merits?

Gil: The merits...but we don't get anything like that in school, so it's kind of nice!

Viv: Are there any suggestions that you can give [assistant] and I to make the programme better? Any lessons that we should change? Get rid of or any activities you would like to see or you would have like to have seen?

Gil: Um, I don't think so?...less death in the stories!!!

Viv: Less death stories? I've heard that quite a lot. More happy stories then!!

Gil: Like Harry Potter? Still brilliant, though.

Viv: So nothing else you can tell us that you think would help us make it better?

Gil: Having it everyday, definite.

Viv: Every day? I wish we could do that! And then one last question. What about at home? How are things going at home for you now?

Gil: Um, quite good!!!

Viv: Um, do you think your Mum or your Nan has seen a difference in you since being in [the programme]? I know there was one time [assistant] over heard you on the phone with your Mum and he was telling you not to talk to her like that!! Do you think that [the programme], has changed you that maybe being around [assistant] and that having that positive male role model has any influence on you?

Gil: Um, don't know really...

Viv: You hadn't thought about it?

Gil: I don't see my Mum much, um that's it?

Viv: Um. How do you think the programme would have been different if it was just [assistant] or if it was just me running it?

Gil: I think after a while, it might get a bit boring cause you're seeing the same person cause there's you [assistant], [assistant 2], [volunteer]. It was nice to see all of you like...

Viv: To have different people involved was good? And you've mentioned before if you could do this again in year 10 you would do this again?! Good!

Gil: Yep. I would be the first one here!!

Viv: Good!! How do you think the programme worked having it done here at the [facility] verses at school?

Gil: My feeling is...at school peoples are going to come up to you and what are you doing? And on school grounds, if you're leaving early and everyone looking at you...you know? Everyone and it's a lunch time here, it's more like no one knows you...like that's fine and plus you get to see [facility]! Is real cool!!

Viv: Right. If this programme was run not at [facility], but let's say maybe at the City Library or at the University, would you still participate in a programme like this or was it the draw of the [facility] that made you want to do it?

Gil: If it was anything like this, I would as I done one-Skill Force-in year 8. That was good.

Viv: Yeah. Skill Force is a year long though? A year long programme?

Gil: No?! 6 months.

Viv: No. 6 months OK. OK. If you don't have anymore suggestions for us, that's it!! Thank, you!!! {student gives hug as he leaves room and thanks me again}

APPENDIX 15

Discipline Action Form

Name:

Date:

Unacceptable behavior:

Discipline Action(s):

- #1. Why is this behavior distracting to others and therefore inappropriate?
- #2. What would have been a more appropriate behavior during the situation?
Why would that have been more fitting?
- #3. What can I do to improve how I approach meeting my needs so that I can help myself but still be appropriate in my behavior and respect to my classmates?
(What can I do differently so it won't happen again?)

Guardian/Parent Name: _____

Contact Information:

Contact Made?

Yes

No

Why or Why not?

APPENDIX 16

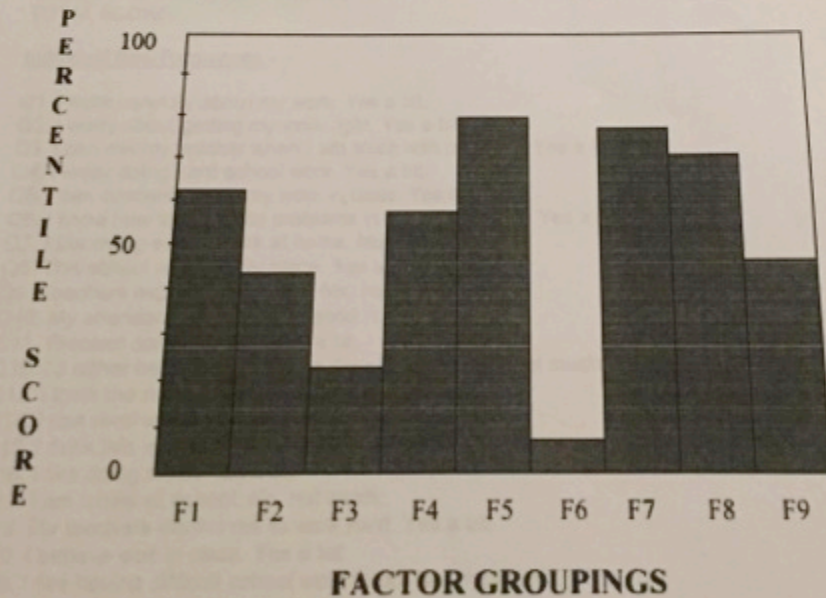
PASS SUMMARY REPORT

Pupil Name: [Redacted]
Date of Birth: 01/10/1999
School: [Redacted]
School Year = 9.
Gender: Male.
Ethnicity: British.

Pupil Percentile Scores :-
(N.B. Higher the percentile score the more positive the pupil attitude / self-perception)

Factor 1 - Feelings about school - 62.2.
Factor 2 - Perceived Learning Capability - 43.3.
Factor 3 - Self-regard as a learner - 22.3.
Factor 4 - Preparedness for learning - 57.3.
Factor 5 - Attitudes to teachers - 79.5.
Factor 6 - General work ethic - 7.1.
Factor 7 - Confidence in learning - 76.9.
Factor 8 - Attitude to attendance - 70.6.
Factor 9 - Response to curriculum demands - 46.2.

PUPIL ATTITUDES TO SELF & SCHOOL:



Recorded Participant Responses :-

Factor 1 - Feelings about school
TOTAL SCORE = 24.

Factor 2 - Perceived learning capability
TOTAL SCORE = 29.

Factor 3 - Self-regard as a learner
TOTAL SCORE = 13.

Factor 4 - Approach to learning situations
TOTAL SCORE = 28.

Factor 5 - Attitudes to teachers
TOTAL SCORE = 13.

Factor 6 - General work ethic
TOTAL SCORE = 12.

Factor 7 - Confidence In learning
TOTAL SCORE = 23.

Factor 8 - Attitude to Attendance
TOTAL SCORE = 15.

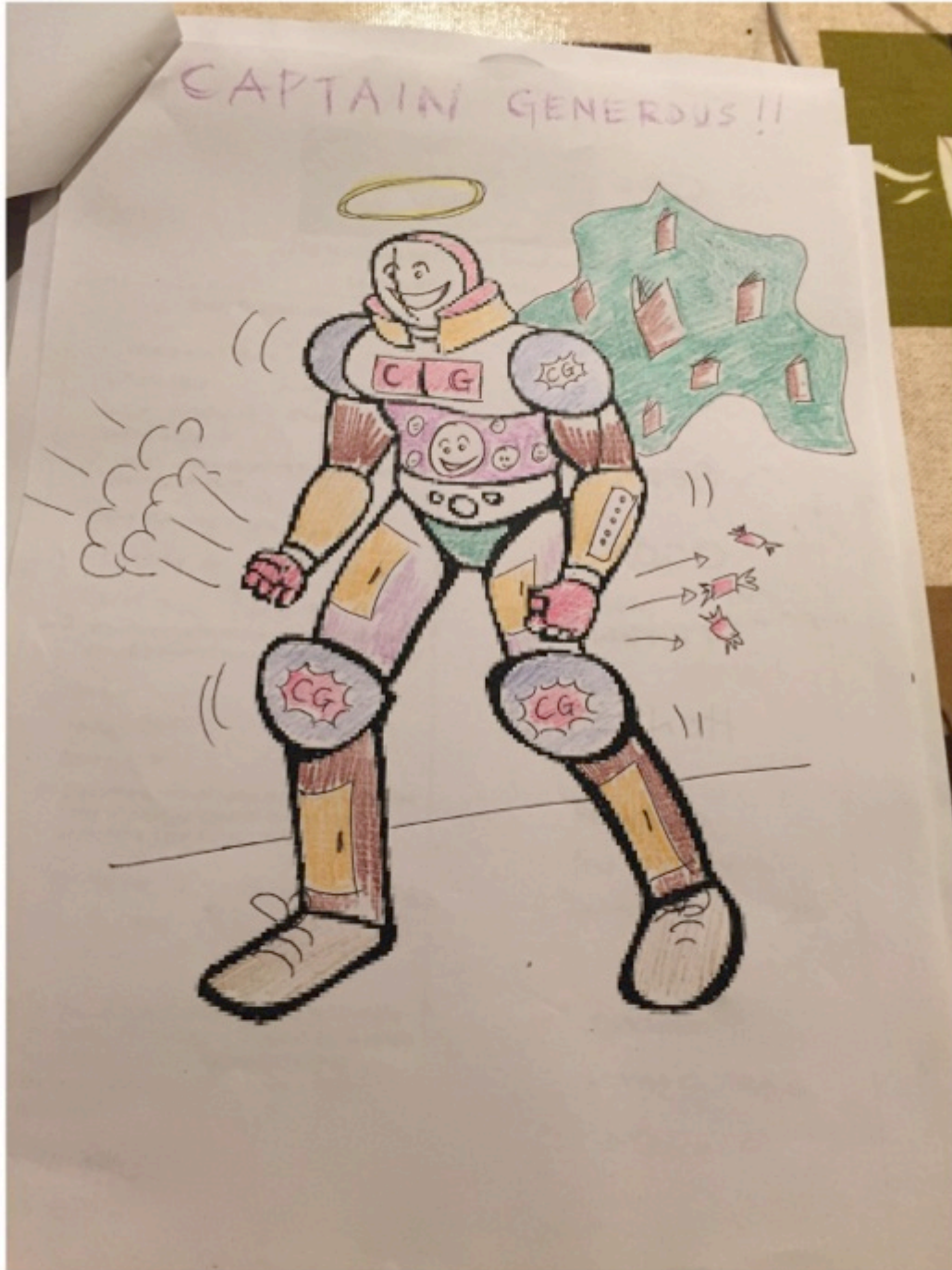
Factor 9 - Attitude to work demands
TOTAL SCORE = 13.

Individual Item Responses:-

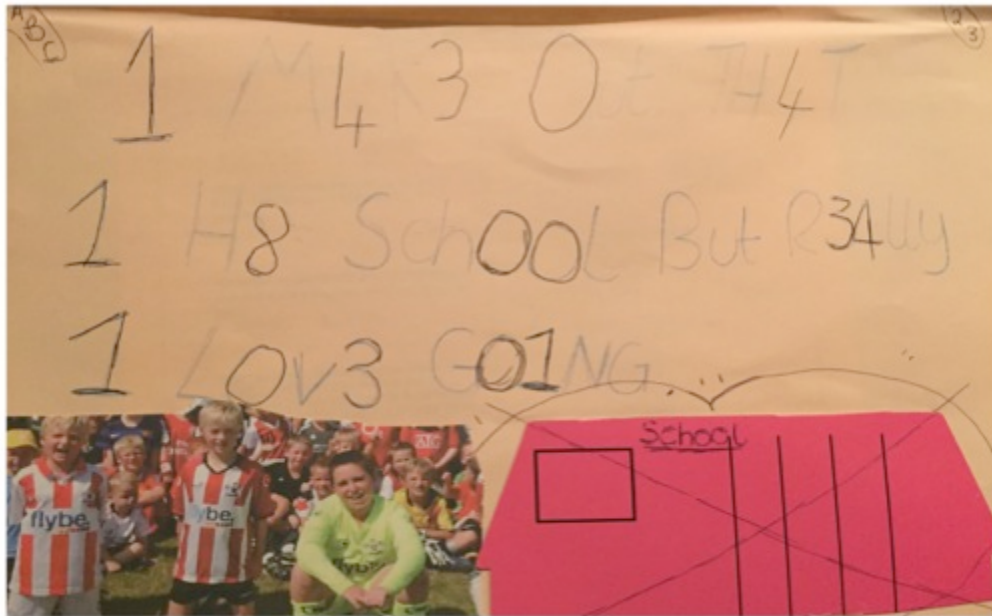
- Q1. I think carefully about my work. Yes a bit.
- Q2. I worry about getting my work right. Yes a bit.
- Q3. I can ask my teacher when I am stuck with my work. Yes a lot.
- Q4. I enjoy doing hard school work. Yes a bit.
- Q5. I can concentrate on my work in class. Yes a bit.
- Q6. I know how to solve the problems in my school work. Yes a bit.
- Q7. I like doing school work at home. No, not much.
- Q8. This school is a friendly place. Yes a bit.
- Q9. Teachers explain things well. No, not much.
- Q10. My attendance at school is good. Yes a bit.
- Q11. Problem solving is fun. Yes a bit.
- Q12. I'd rather be somewhere else than in school. No, not much.
- Q13. I think the rules in school are fair. Yes a bit.
- Q14. I can read well. Yes a bit.
- Q15. I think this is a good school. Yes a bit.
- Q16. I like doing tests. Yes a bit.
- Q17. I am lonely at school. No, not much.
- Q18. My teachers expect me to work hard. Yes a bit.
- Q19. I behave well in class. Yes a lot.
- Q20. I like having difficult school work to do. No, not much.
- Q21. I like discussing things. Yes a bit.
- Q22. I like using my brain. Yes a bit.
- Q23. I know how to be a good learner. Yes a bit.
- Q24. Learning is difficult. Yes a bit.

- Q25. I'm not good at solving problems. Yes a bit.
Q26. I find school work too difficult for me. Yes a bit.
Q27. I am bored at school. No, not at all.
Q28. My teacher notices when I have worked hard. Yes a bit.
Q29. I am happy when I am in school. Yes a bit.
Q30. I am on time for lessons. Yes a lot.
Q31. I like being at school. Yes a bit.
Q32. When I get stuck with my work, I can work out what to do next. Yes a bit.
Q33. I like having problems to solve. Yes a bit.
Q34. I need more help with my work. Yes a bit.
Q35. My teachers tell me when I have done something well. Yes a bit.
Q36. I feel safe when I am in school. Yes a bit.
Q37. I get into trouble during breaks or lunchtimes. No, not at all.
Q38. Learning new things is easy for me. No, not much.
Q39. I know the meaning of a lot of words. Yes a bit.
Q40. I like my teachers. Yes a bit.
Q41. I feel I belong to this school. Yes a bit.
Q42. I am clever. Yes a bit.
Q43. I make mistakes with my work. Yes a bit.
Q44. Working hard in school will help me in the future. Yes a bit.
Q45. The work I have to do in class is too easy. No, not much.
Q46. Thinking carefully about your work helps you do it better. Yes a bit.
Q47. I get anxious when I have to do new work. Yes a bit.
Q48. I try to do my best in lessons. Yes a bit.
Q49. I can do my homework easily. No, not much.
Q50. When I'm given new work to do, I feel confident I can do it. No, not much.

APPENDIX 17



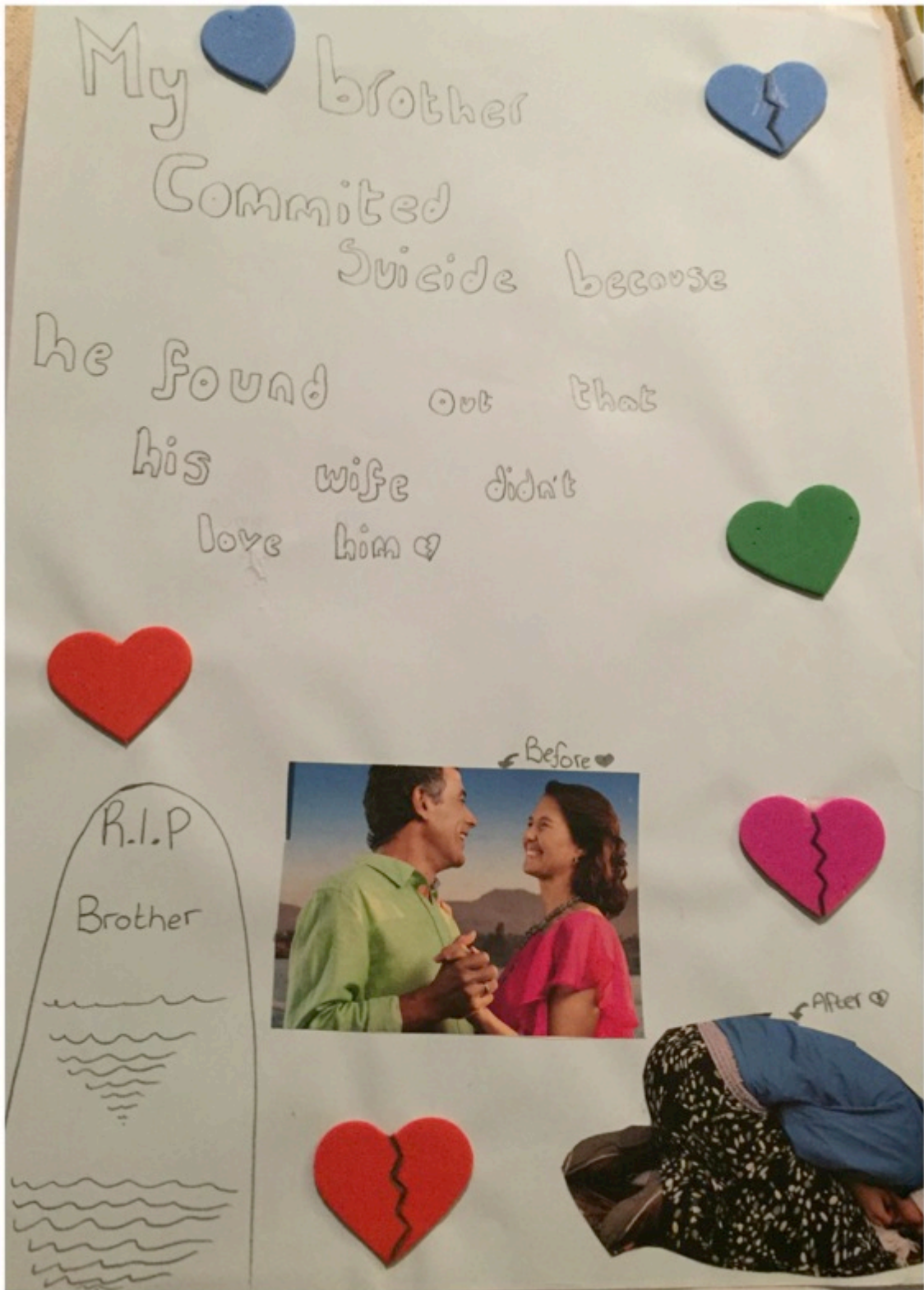
APPENDIX 18



APPENDIX 19



APPENDIX 20



STAYING FAT FOR SARAH BYRNES
JOURNAL #2



THE STORY IS BEING TOLD IN 1ST PERSON POV BY THE MAIN CHARACTER, ERIC CALHOUNE. HE DESCRIBES IN GREAT DETAIL HIS FEELINGS ABOUT HIMSELF, HIS FATHER, HIS FRIENDS...

USING 1ST PERSON POV, WRITE A LETTER TO ONE OF THE CHARACTERS WE'VE MET SO FAR PRETENDING TO BE ERIC CALHOUNE. FOR EXAMPLE, WRITE A LETTER TO ERIC'S DAD DESCRIBING HOW HIS ABANDONMENT MAKES HIM FEEL.

USE A COMPLETE SENTENCES & THE BACK OF THIS PAGE! BE CREATIVE!!!

APPENDIX 22

3rd person narrative

steve gannaway-pitts
revenge

need to describe

one day steve was drunk so he went home like he dose every night as his wife stays as home and look after the 3 kids and cleans all day steve would not let her have friends and when he gets home and the kid are a sleep he would hi he a lot the kids age are 5,6,12

one day he got back from the pube and the kid was put up to bed but the didnt tidy the front room so he was drunk and mad so he got a golf stick and he said why are you not cleaning but the 12 year old bot was at the top of the stariz lining he ran in to his bed room anf got his baseball bat and sneaked down the stariz and hi steve a cross the head and he fell to the flor and made a podle of blod and he said (mum im sorry for hitting him but i am happy you are ok i know he has heart you and i cant stand around and let it happen he dead now and you can start your life

Steve gannaway-pitts

2004 march of april it was a 11 o'clock at night and steave got a bus home because he couldnt drive because he was drunk he had a wife and 3 kids his wife was 4-10 high and her olde kid was 6.4 then her his is 5.4 and he is 12

1



APPENDIX 23

Oral Reading Fluency (ORF) Target Rate Norms

Grade Level	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		10-30	30-60
2	30-60	50-80	70-100
3	50-90	70-100	80-110
4	70-110	80-120	100-140
5	80-120	100-140	110-150
6	100-140	110-150	120-160
7	110-150	120-160	130-170
8	120-160	130-170	140-180
9	130-170	140-180	150-190

Source: Rasinski T.V. (2011). *Assessing Reading Fluency*. Pacific Resources for Education and Learning, p. 4.

ORF Target Rate Norms: C1

Looking at the WCPM scores for pre intervention in comparison with ORF Target Rate Norms listed in Table 5, 4 of the 11 students fall within the first term norms for Year 9 students of 130-170, 1 student scores above this range at 262, and the remaining 6 of 11 students fall short of this scoring in ranges as low as Year 3 students (50-90).

Post assessments show 3 of the 11 students in the Year 9 norms range, 1 student above the range at 230, and the remaining 5 of the 11 fall below this scoring as low as Year 2 norm ranges. Missing data is represented by 999 for 2 of the 11 students.

ORF Target Rate Norms: C2

Looking at the WCPM scores for pre intervention in comparison with ORF Target Rate Norms listed in Table 5, 5 of the 11 students fall within the second term norms for Year 9 students of 140-180, 1 student scores above this range between at 195, and 4 of 11 students falls short of this scoring in ranges as low as Year 4/5 students (70-110/80-120). Missing data is represented by 999 for 1 participant.

Post assessments show 6 of the 11 students in the Year 9 norms range, 2 students above the range at 181-214, and only 1 of the 11 fall below this scoring as low as Year 4/5 norm ranges. Missing data is represented by 999 for 1 of the 11 students.

ORF Target Rate Norms: C3

Looking at the WCPM scores for pre intervention in comparison with ORF Target Rate Norms listed in Table 5, 1 of the 9 students falls within the third term norms for Year 9 students of 150-190, 2 students score above this range at 201 & 224, and the remaining 6 of 9 students fall short of this scoring in ranges as low as Year 6 students (120-160).

Post assessments show 2 of the 9 students in the Year 9 norms range, 3 students above the range between 191-270, and 3 of the 9 fall below this norm scoring as low as Year 3/4 norm ranges (80-110/100-140). Missing data is represented by 999 for 1 of the 9 students.

* For those students performing at or near these target norms, they are considered as progressing adequately in automaticity. Those readers who are significantly and/or consistently below or above the norm span for their grade level may be at risk in their reading fluency development. Disfluent readers can be those reading very slow and disjointed or conversely, those who read too fast and fail to pay attention to intra-and inter-sentential boundaries or the meaning of the text (Hasbrouck & Tindal, 1992).

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