DEVELOPMENTAL BIBLIOThERAPY
FOR
INTERMEDIATE STUDENTS

An Action Learning Activity
Presented to the Graduate Faculty
of the College of Education
University of Wisconsin - La Crosse

In Partial Fulfillment
of the Requirements for the Degree
Master of Education - Professional Development

by
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June, 1988
UNIVERSITY OF WISCONSIN – LA CROSSE
COLLEGE OF EDUCATION

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ABSTRACT


This action learning activity is intended to provide an introduction to bibliotherapy, or the use of reading material to solve adjustment and growth problems and promote mental health. Background information, an overview of the literature, and basic procedures for the implementation of a developmental bibliotherapy program in the intermediate grades are provided. In addition, this paper suggests books and activities to use in guiding students through reading.
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CHAPTER I
INTRODUCTION

Background

Bibliotherapy arose from the concept that reading could affect an individual's attitude and behavior and influence values.

Since ancient times, the well-chosen written word has had a profound influence on people, but it has only been in this century that the term bibliotherapy has been used to define the "process of dynamic interaction between the personality of the reader and literature - interaction which may be utilized for personality assessment, adjustment, and growth" (Russell & Shrodes, 1950).

Reading materials have long played a part in the instructional and guidance aspect of the educational process, and teachers have traditionally used books for many noninstructional objectives. However, the use of reading materials to achieve mental health and therapeutic objectives by serving as a media for enabling students to solve problems they encounter at various developmental stages of their lives is still an emerging innovation in teaching and guidance.

Bibliotherapy is not the answer to deep seated emotional or mental problems; the teacher should, of course, refer students with such problems to the appropriate professionals.
Bibliotherapy can, however, be a valuable means of helping students with some of life's difficulties.

The unique development of bibliotherapy was expressed by Zaccario and Moses (1968):

This new use of books was so natural and so pervasive that no theorist or group of theorists became identified with the new process... There is no system of bibliotherapy; there is no cult of bibliotherapists; there are no formal organizations promoting bibliotherapeutic practice; there is, however, a moderately adequate body of theory and some principles of using this technique as an adjunct to teaching and counseling. (pp. 7-8)

Bibliotherapy, or helping with books, has a variety of definitions, all of which involve some interaction between the reader and literature. The term bibliotherapy was coined by Samuel Mc Chord Crothers in an article in Atlantic Monthly in 1916 (Rubin, 1978). Bibliotherapy was first defined in Dorland's Illustrated Medical Dictionary in 1941 as "the employment of books and the reading of them in the treatment of nervous disease" (Association of Hospital and Institution Libraries, 1971).

There are other definitions which will help to clarify the concept of bibliotherapy. "The use of books to influence total development, a process of interaction between the reader and literature which is used for personality assessment, adjustment, growth, clinical and mental hygiene purposes..." (Bernstein, 1977) is one example.

The Association of Hospital and Institution Libraries (1971) uses the definition "... guidance in the solution
of personal problems through directed reading."

Franklin Berry states that, "Bibliotherapy is a family of techniques for structuring an interaction between a facilitator and a participant, an interaction which is in some way based on their mutual sharing of literature in the broadest sense possible" (Rubin, 1978).

Davison (1983) simply says, "Bibliotherapy is commonly thought of as getting the right book to the right child at the right time." It is obvious that definitions of bibliotherapy vary from the formal to very informal.

"Bibliotherapy is a process in which every literate person participates at one time or another" (Bernstein, 1977).

In addition, much of the book selection literature for young people alludes to the concept of bibliotherapy without actually using the term. For example, Hearne (1981) states, "The writer who has insight into the human condition and has patience to probe it in fiction can move any reader beyond problems and solutions into the human realm."

According to Karl (1970), "Fiction can help children face their own problems in the problems and solutions of others. Not every book will do this for every child, of course. But every once in a while a book will move in and part of it will find a home in a child's real sense of experience."

Early use of bibliotherapy occurred in hospitals and mental institutions. American Doctors Benjamin Rush and
John Galt II recommended reading as part of the treatment for patients who were physically or mentally handicapped during the nineteenth century. During the early 1900s, French psychiatrist Pierre Janet believed that patients could be helped toward a better life through assigned readings. In the 1930s Doctors Karl and William Menninger advocated the use of literature in the treatment of their patients. Bibliotherapy was used with military personnel during both world wars and with civilians in rehabilitation hospitals, tuberculosis sanatoriums, and general hospitals (Dreyer, 1985). An informational figure showing the roots of bibliotherapy is located in Appendix A.

Since the 1940s a large number of papers have been written about various aspects of bibliotherapy. "A landmark publication in the field of bibliotherapy was Caroline Shrodes' doctoral dissertation in 1949. Her theoretical and clinical study demonstrated the use of bibliotherapy as a treatment method in psychotherapy" (AHIL, 1971).

The October, 1962, issue of Library Trends, edited by Ruth Tews, examined bibliotherapy from the point of view of various disciplines including: librarians, psychiatric nurses, psychologists, and occupational therapists. This was the first time an entire issue was devoted to one topic (Tews, 1962). This issue was followed up by a workshop sponsored by the American Library Association with participating representatives from related fields and agencies (AHIL, 1971).
Although the term bibliotherapy is the one used most frequently, the following terms have also been used in the literature: educational therapy, preventative bibliotherapy, reading therapy, book therapy, reader guidance, and reading guidance. Ehle (1982) even coined the word "posacculturation" (positive acculturation) to indicate the power of literature to deepen understandings and appreciations of the self and others.

There are also a number of related therapies which bear some similarities to bibliotherapy. Music therapy, art and play therapy, therapeutic writing, literatherapy, poetry therapy, recreational therapy, and occupational therapy are all helping fields which may be used in conjunction with bibliotherapy.

Process of Bibliotherapy

The component parts of bibliotherapy parallel those of counseling and psychotherapy: identification, catharsis, and insight. Most sources which refer specifically to bibliotherapy use these terms with varying explanations. Russell and Shrodes (1950) were among the first to analyze bibliotherapy in this way:

If there is a genuine therapeutic effect from reading, it may be explained theoretically in terms of identification, catharsis, and insight, terms originating in psychoanalytic literature but now more widely accepted by psychologists. In such terms bibliotherapy becomes a process of identifying with another character or group so that feelings are released and the individual develops greater awareness of his own motivations and rationalizations for his behavior. (p. 337).
Zaccaria and Moses (1968) also explained the process in psychological terms:

1. Identification: a largely unconscious real or imagined affiliation of the reader with a person, a group of people, an institution, or a symbol in the literature.
2. Catharsis: a spontaneous release of emotion or feelings; used synonymously with the term abreaction.
3. Insight: an awareness of one's motivation in the form of a recognition that emerges from the reliving of one's prior experience. (p. 16).

Perhaps a classroom educator would be able to relate with greater ease to Dreyer's (1985) explanations:

1. Universalization and identification. From their reading children will come to see that they are not the only persons with particular fears, frustrations, worries, or living conditions. Recognizing similarities between themselves and fictional and biographical characters, they see themselves in those characters, and thus may work out their problems vicariously.
2. Catharsis. A child who identifies with a fictional character lives through situations and shares feelings with that character. This vicarious experience may produce a release of tension or an imitation of the character's behavior.
3. Insight. Through reading, children may become more aware of human motivations and rationalizations for their own behavior. They may develop a more realistic view of their abilities and self-worth. (pp. xiii-xiv).

Most theories of bibliotherapy seem to stress this interaction of a reader with literature as though the literature were another human being. If a wise literature selection was made and the reader identifies with this being, catharsis may occur. Skillfully handled discussion can then lead to insight, the major objective of bibliotherapy.
Need for the Project

Teachers daily encounter students who are struggling to cope with difficult situations. There is no simple answer for how to deal with developmental problems which concern students, but bibliotherapy is a possibility which should be explored.

"The value of the printed word in the solution of personal problems and the promotion of mental health has long been recognized but has been accorded little attention in educational literature and has been neglected by many teachers and counselors" (Zaccaria and Moses, 1969).

Increased demands to guide and counsel young people are being made on those in helping professions, and the use of bibliotherapy has significant potential.

Parbeck and Parbeck (1985), a school social worker and a reading specialist, felt the social worker could help the child through bibliotherapy. Their guidelines included using bibliotherapy as an adjunct to other forms of counseling.

Ehle (1982) felt that teachers, counselors, or even parents could be facilitators of bibliotherapy if they used "...thoughtful selection of appropriate literature, knowledge of human psychology, understanding of the individual reader, ability to critically and subtly analyze characters, and utilization of apropos timing."

Sensor (1986) mentions bibliotherapy as one of eight possible techniques that school psychologists could use to
deal with stress in children.

"Books and literary materials have been used in a special way by librarians since the 1930s under the term bibliotherapy; dedicated librarians have maintained these special services in libraries through the years," according to Hynes (1987).

Jolongo (1983) also argues that bibliotherapy can be used to help children develop reading comprehension skill and to use that skill to understand their own personal social development in a better way.

It is not surprising then that the Wisconsin State Reading Association included bibliotherapy in their themed issue which focused on the use of real literature in reading instruction (French & Elford, 1986).

"It is imperative for educators to recognize and deal with stressful situations in children's lives because of the considerable effect these problems may have on children's personal development, socialization, and education" (Olson, 1975).

In order for a teacher to be a successful facilitator of developmental bibliotherapy, one must have an understanding of the process, awareness of the developmental stages and the unique problems of those being served, and a sensitive knowledge of the use of literature. The remainder of this action learning project will be devoted to accomplishing those ends.
CHAPTER II
REVIEW OF THE LITERATURE

Values of Bibliotherapy

The goals of developmental bibliotherapy and its values to the participants have been stated by many who are prominent in the field. For example, "The goals of bibliotherapy include insight into normal development and changes in disturbed behavior" (Rubin, 1978).

Since books play an important role in everyday life, there are numerous values which can be obtained from them; these include increase in self-knowledge and self-esteem, relief from conflicts, clarification of personal values, and better understanding of other people. "If children who are experiencing difficulties can read about others who have solved similar problems, they may see alternatives for themselves" (Dreyer, 1985).

A touching example from Sabin (1983) of how a child sees an alternative may be found in Appendix A of this paper.

The components of bibliotherapy are incorporated into the following comments on values (Egoff, Stubbs, & Ashley, 1969):

Through reading and guided discussion of their reading experiences children may gain understanding of self and others. They may come to realize that all behavior is caused and results from individual needs. Children may gain insight into their own behavior and the process of growth by identifying with individuals or families in good literature. (p. 35).
Zaccaria and Moses (1968) make the values very personal by suggesting that one may experiment with possible actions to a given situation in the imagination to envision possible effects. They suggest that the vicarious experiences may release the reader from unconscious fears and guilt. They also reveal that, "One can talk of a book more readily than one can of his own problems . . ." 

Other values of bibliotherapy include the opportunity to learn to know one's self better, to understand human behavior, and to find interest outside the self; it may also contribute to the socialization of the individual (Spache, 1974). 

Even a doubter (Porte, 1987) who was glad to leave the library service to become a writer was forced upon reflection to state:

Dispensation of good books enables readers to live considered lives; not a single book for a single sorrow, not band-aids between bindings, but an endless array of reading that helps to keep at bay the greatest fear we have, that of finding ourselves truly alone in this world. (p. 42).

Many writers agree that bibliotherapy provides opportunity for catharsis and insight into one's motivation and the behavior of others, and that in bibliotherapy some sort of integration of intellectual perception and emotional drive takes place. Finally, books have a unique role in human relations, for they help a child to live more fully in the world of reality and the world of the imagination. Under skillful guidance, he will understand the fact that these
two worlds are a projection, one of the other.

Types of Bibliotherapy

As previously suggested, there are different levels of bibliotherapy for use with a wide range of people and problems. The three types of bibliotherapy most frequently referred to are institutional, clinical, and developmental. Institutional bibliotherapy refers to the use of didactic literature with individual institutionalized clients. Clinical bibliotherapy refers to the use of imaginative literature with groups of clients with serious emotional and/or behavioral problems. Both of these types of bibliotherapy are usually prescribed by medical personnel. Lastly, developmental bibliotherapy refers to the use of both imaginative and didactic literature with groups of "normal" individuals. Didactic literature informs, explains, and interprets while creative literature recounts, relives, and creates.

Developmental bibliotherapy can be led by a librarian, counselor, or teacher to help promote normal development and to maintain mental health (Rubin, 1978). This writer advocates that teachers deal only with developmental bibliotherapy, "a slow steady growth into a deepened self" (Zaccaria & Moses, 1968).

Evalene Jackson, an early bibliotherapist, also distinguished between two kinds of bibliotherapy: explicit and implicit. Explicit bibliotherapy is conducted by a trained therapist with a hospital librarian as a partner
in the team. Implicit therapy is more a source of our culture, available to those who can find and make use of it. Explicit bibliotherapy is more a science, but implicit bibliotherapy is more an art (Jackson, 1962). The bibliotherapy used in the developmental context with intermediate students would be of the implicit type.

Franklin Berry divides the branches of bibliotherapy into clinical and educational/humanistic. He describes clinical as a form of psychotherapy practiced by mental health professionals and educational/humanistic as practiced by educators and counselors in an educational setting (Rubin, 1978).

The literature on books for children has many bibliotherapeutic references without using the actual terminology. This could be referred to as connotated references. The dynamics, values, and potentials are there even without the denotated use of the term bibliotherapy.

Principles of Bibliotherapy

Statements regarding the principles of bibliotherapy permeate the literature. Some are very obvious, but others need to be stated in a clear and succinct form. Zaccaria, Moses, and Hollowell (1978) not only listed, but elaborated on some basic principles for use by teachers and counselors in helping individuals toward better mental health and more adequate adjustment. The principles are as follows:
1. Understand the nature and dynamics of bibliotherapy and incorporate the theoretical aspects of bibliotherapy into a functional theory.
2. Possess at least a general familiarity with the literature the student will use.
3. Bibliotherapeutic reading can be encouraged and facilitated through the use of prompting techniques.
4. Readiness is an important factor to be kept in mind when utilizing bibliotherapeutic techniques.
5. Books should be suggested rather than prescribed.
6. In general, reading materials that are concise and to the point are preferable to lengthy pieces of literature.
7. The practitioner should be sensitive to physical handicaps of the individual which may dictate the necessity of using special reading materials.
8. Bibliotherapy appears to be most effective with individuals of average and above average reading ability.
9. Several personality characteristics of the student should be considered in the selection of material to be read.
10. The reading of the literature by the individual should be accompanied and/or followed up by discussion and/or counseling.
11. Bibliotherapy is an adjunct to other types of helping relationships rather than an alternative or independent form of therapy.
12. Although bibliotherapy is a useful technique, it is not a panacea. (pp. 88-97).

Principles of bibliotherapy which could also be considered steps toward implementation were listed by Davison (1983):

1. Above all, it is essential that the teacher be well acquainted with books.
2. In addition to being knowledgeable in the field of children's literature, a teacher implementing a program of bibliotherapy must also be knowledgeable of students themselves as individuals.
3. After establishing mutual trust and rapport, the teacher can then suggest an assortment of carefully selected books to an individual, a small group with a common problem, or an entire class.
4. Some kind of discussion to occasionally follow daily reading is important.
5. A skilled bibliotherapist never insists that questioning be answered orally. Questions presented
for thought alone can serve as motivation for a subsequent language or written activity.

6. The possibility of combining bibliotherapy with other therapies within the school situation should not be overlooked. (pp. 104-105).

Rubin (1978) also suggests some very specific principles for using bibliotherapy with children. These principles suggest some activities and techniques which could be used:

1. Story telling and reading aloud may be used with children who are unable to read; audiovisual presentations are another alternative.
2. Because of the child's attention span, short stories should be used; sessions should last no longer than thirty minutes to an hour with older children.
3. The illustrations in picture books play an important role.
4. Animal stories and fantasies allow the children to daydream.
5. Books may be reread numerous times so that children are able to absorb and understand them.
6. Realistic stories about real situations must be presented directly and carefully.
7. Play therapy or the mutual story telling technique may be used before introducing bibliotherapy. Of course, special expertise or a team of experts is necessary.
8. With younger children, the theory of bibliotherapy and the objectives are not discussed; with older children a more direct approach is possible. By the time children reach puberty, adult procedures may be used. (p. 90).

Steps that Ehle (1982) recommends for implementation of bibliotherapy include identification of behaviors, selection of appropriate literature, communication of the literary work, reader awareness of character's approach to finding insight, and experimenting with creative expressions which involve the reader in reinforcing insights gained.

For those educators interested in becoming involved, flexibility and intuition may be the most important
principles in the art of developmental bibliotherapy.

Qualities of a Bibliotherapist

Not all educators or other helping professionals have developed the qualifications, nor do they have the interest in becoming involved in bibliotherapy.

If a person had not had positive experiences with literature himself it would be difficult to convey an emotional involvement with books to others. Also, the required wide reading background might be a drawback for some. Lastly, a potential bibliotherapist would need to enjoy working with others and have the time available for reading and reflection. For those individuals with the desire and qualifications, bibliotherapy could be a very satisfying adjunct to their profession.

Dreyer (1985) quite simply states:

The person who wants to use books to help children understand the challenges and problems of growing need not be a professional counselor. Indeed the main qualifications are an interest in and a concern for children and a willingness to become familiar with children's literature. (p. xv).

By contrast, a rather formidable list of personal qualities which the bibliotherapist must possess or cultivate are suggested by Rongione (1972):

1. A balanced personality which implies emotional stability, physical well-being, mature judgment, and the ability to channel personal feelings and to direct them to the best interest of those whom he desires to help.

2. The ability to work with people, including the competence to instruct and the skill to supervise other personnel and associates.
3. The willingness to familiarize oneself with the community as well as the individual and to empathize with the misfortunes and shortcomings of others and to react with sufficient facility to be of help.

4. An understanding of the goal desired in each instance, together with a willingness to accept responsibility for the action taken, and the ability to assume, without reluctance and without arrogance, the authority necessary to meet each situation. (p. 270).

Bernstein (1977) also advocates the need for a well-balanced personality to deal with children's problems through bibliotherapy:

Successful bibliotherapy is usually accomplished when guides themselves have a fairly good emotional adjustment. In keeping with their understanding of the difference between sympathy and empathy, such individuals are generally tolerant of other people's wishes, weaknesses, behavior patterns, and needs. When maximally effective, they have usually also asked themselves questions about their own needs, ascertaining if they are genuinely motivated to help others or if they are acting from other less beneficial needs of their own. If guides respond to youngsters because of their own needs for power or because they themselves need emotional involvement with young people, the results are not likely to be successful. (p. 35).

By creating an appropriate classroom climate, the teacher generates not only more adequate academic learning, but also the resultant mental health by-products. To help attain these goals the teacher should treat children as individuals, be warm and outgoing, accept the individual as he or she is, be permissive to a degree, have a responsibility to understand the individual, and be sensitive to the feelings of students and help them become more aware of their feelings (Zaccaria & Moses, 1968).
Limitations of Bibliotherapy

Although bibliotherapy can be a useful to those in the helping professions, it has certain limitations which should be addressed. The success of bibliotherapy can be restricted by a variety of factors including student readiness, skill of the bibliotherapist, quality of the materials used, a student tendency to rationalize or to use literature as an escape, and the relationship of the student and the therapist.

It is especially important for the teacher to be able to recognize problems which are too severe to be dealt with through developmental bibliotherapy; these students should be referred to the appropriate professionals for more in-depth help.

Evaluations of bibliotherapy are often unsuccessful because evaluation is dependent on enunciating goals, objectives, and criteria, and most of the bibliotherapy literature does not reflect these thought processes. Most "evaluations" of bibliotherapy programs have been unstructured value statements by the therapist and clients based on personal experience (Rubin, 1978).

In defense of bibliotherapy, one may also consider this idea, "The danger of succumbing to the subtle fallacy that a thing is not true unless proven to be so scientifically" (Rongione, 1972).

Since many individuals are not inveterate readers, the help they may derive is minimal. Others are not deeply affected by what they do read, thus the benefits of
bibilotherapy will be diminished (Bernstein, 1977).

Some children are better able to attain the benefits of self-actualization and problem-solving through more physical pursuits. As Karl (1970) states:

And not all children read. Not all children have to. There is no innate magic in reading a book. There is delight, adventure, mind-stretching, and truth seeking for those who can find it. But for some children these wonders lie elsewhere; reading will never bring them to it, so they should not waste their time on books. We don't all have to be alike. (p. 23).

A student with a negative self-concept regarding reading must be helped to experience reading success before bibliotherapy can be expected to help him. Lenkowsky (1987) even went so far as to state, "Special educators would be wise to consider carefully any claims that using bibliotherapy in the classroom will provide therapeutic assistance for the handicapped or exceptional child or will supplant the need for other on-going therapies."

Limitations involving the necessity of becoming acquainted with reference sources with appropriate materials and reading and becoming familiar with story plots and characters of many books could be a hinderance for some teachers or counselors (Nickolai-Mays, 1987).

Other problems with bibliotherapy may arise if the teacher using it imposes personal tastes and values on students. The teacher must also be able to permit free expression or, at appropriate times, no expression at all.
It is also to be noted that any award or punishment system, need to complete a specific course, or judgmental attitude has a place in bibliotherapy.

Zaccaria and Moses (1968) state, on a positive note, "Surprisingly, not a single study found bibliotherapy to be ineffective. No one has attacked the use of bibliotherapy on theoretical or ethical grounds either. . . It is not a panacea, however; neither can it be used with all individuals." Since then there have been criticisms, but none which suggest the abolition of bibliotherapy.

In summation, Bernstein (1977) considers the limitations of bibliotherapy but still advocates its use:

After problems of self-examination, book selection, timing, discussion, and limitations are acknowledged and taken into account, there is still one final obligation that the adult guide must meet. That is maintaining the conviction that bibliotherapy is merely one component of a mental hygiene program. It is of utmost importance to keep a vigilant reminder of that fact, so that neither adults or children begin to believe even for a moment, that reading will magically solve problems or that insight gained from reading and discussion will replace the active work that is necessary to overcome personal difficulties. (p. 37).
CHAPTER III
EDUCATIONAL APPLICATIONS OF BIBLIOTHERAPY

Developmental Characteristics

It is a generally accepted belief among educators that growing up is not easy for young people. The prevention of developmental problems should be a major theme of the school program. If carefully chosen and thoughtfully read and discussed literature can provide a source of self-understanding it may enhance the total school climate. However, bibliotherapy must be approached with caution and a full realization of its limitations to the educator.

According to Crosby (1963), growing up and books should complement each other:

Growing up is such a complex matter that it would almost seem that it ought to be accepted as a full-time job. Certainly, the changes that come in physical growth and in emotional, social, and intellectual development are as demanding as they are dramatic. Most children and young people seek all the help they can get in checking their own insights into the process and in bolstering their own best efforts to find their unique place in the adult world. Books have always been one of the richest sources of such help. (p. 40).

Karl suggests what it might feel like to be a child and some of the misconceptions adults may have:

Childhood is not a time of innocence, it is not a time of unmitigated pleasure, it is not a time of easy joys and carefree days. It is so only in the nostalgia of adults. Childhood is a time of difficult inquiry, of trying discovery, of hard quests and unfulfilled desires. It is a time of bumping into limits that seem to have
no reason, of enduring meaningless ceremonies, and also of striking out into exciting visions. It is a time of pain and yet a time of ecstasy, because so much is new and discovery of the new is always filled with both a wonder and a hurt. (p. 5).

In addition to knowing a wide range of books, the teacher must also know the child. It is important for teachers to be aware of the usual developmental pattern and characteristics of children at the age level they are working with. "The knowledge and understanding are there for any good teacher; it is simply a case of directing them along a channel leading to therapy through literature" (Russell & Shrodes, 1950).

The sweep of development from birth to adolescence is large, and the breadth of literature appropriate to each developmental stage is tremendous. The developmental stages cannot be applied rigidly since each child is unique and developing in an individual way (Cullinan, 1981). The "Guide to Story Selection According to Developmental Stage" found in Appendix A can be a helpful scope and sequence model.

Jean Piaget's developmental levels are commonly used in curriculum planning discussions. "Piaget's observations of children's behavior led him to believe that development proceeds in four major stages and that all children move through those stages in sequence, though not necessarily at the same pace" (Sutherland, Monson, & Arbuthnot, 1981). The stages are as follows: preconceptional phase (ages two to four), intuitive phase (ages four to seven), concrete operations (ages seven to eleven), and formal operations
(ages eleven to fifteen). Specific reading interests and abilities are attributed to each stage.

Zaccaria et al. (1978) list general developmental tasks of both middle and later childhood as follows:

A. Basic Developmental Tasks of Middle Childhood
   1. Learning to relate one's self emotionally to parents, siblings, and other adults
   2. Forming simple concepts of social and physical reality
   3. Learning to distinguish between right and wrong and developing a conscience

B. Basic Developmental Tasks of Late Childhood
   1. Learning physical skills necessary for ordinary games
   2. Building wholesome attitudes toward one's self as a growing organism
   3. Learning to get along with age mates
   4. Developing fundamental skills in reading, writing, and calculating
   5. Developing concepts for necessary living
   6. Developing conscience, morality, and a scale of values
   7. Developing attitudes toward social groups and institutions
   8. Achieving personal independence (pp. 61-62).

Many of these developmental tasks are ones which may be dealt with in a therapeutic way through identification with characters in a book who face problems or situations similar to the child's own.

As these stages relate to a specific task such as retelling a story, third graders make literal responses, fourth graders are beginning to add personal involvement, by fifth grade children are making fuller retellings of the stories along with evaluations and personal reactions, and by sixth grade level interpretative responses are beginning to emerge (Sutherland et al., 1981).
Generally speaking, a ten-year-old is easy going and self-accepting. They are at a pleasant plateau. There are subtle changes as the child turns eleven. Eleven-year-olds quarrel, are moody, and lose energy to concentrate on schoolwork. As they progress through this era of middle childhood, books begin to take on a richer and deeper meaning. They become more aware of style and more sensitive to the content and message of the book (Hearne, 1981). This is an optimum age at which to introduce bibliotherapeutic techniques to individuals, small groups, and entire classes.

The developmental perspective is indeed unique. "It assumes that there are optimum times for a book and a child to get together, and this timing is important for kids" (Oppenheim, Brenner, & Boegehold, 1986).

Bibliotherapy Strategies

The literature on bibliotherapy abounds with theory, but examples of practical techniques that an intermediate teacher could employ in the classroom are sparse. Activities that can be woven into different areas of the curriculum are most acceptable. Some possible strategies will be briefly discussed here and others will be expanded upon in Appendix C.

The advantages of doing bibliotherapy in the educational setting include the facts that the students are already in an atmosphere conducive to both reading and verbalization, they may be met with as often as five days a week, they can be observed in other activities and interactions, and it can
be added to a typically varied program (Rubin, 1978).

Some reading guidance may be done on a personal level with the teacher meeting with an individual to discuss a book with him. Other times the teacher may arrange for book discussions to take place among only those who are interested in a given theme. Some problems of universal appeal may involve reading to or with an entire class.

A teacher who knows that a child has a problem might introduce the child to a book about "someone who was very much like you" or "someone who also . . .". Or, to be more subtle, teachers can introduce, to the whole class, that book and other books the class might enjoy. If the teacher sees the troubled child reading one of the suggested books, the teacher might show a willingness to discuss the book with the child (Dreyer, 1985).

Bibliotherapy may be carried beyond book discussion by means of dramatization, role-playing, tape recording, and open ended stories. "Emotional response is present when children read or speak character parts with evident enjoyment and good interpretation" (Sutherland et al., 1981). Personal journals, letter writing, compositions, and mutual story telling are other ways to incorporate bibliotherapeutic techniques into the language arts program. In her work with bibliotherapy in the sixth grade, Mattera (1961) relied heavily on panel discussions and story writing.

Interviewing others about books that changed their way
of thinking can be an exciting and insightful activity for middle grade students. Another alternative for students might be viewing one of a number of good book review programs available on instructional television. Production of art work and music may be a way for the less verbal child to release his feelings regarding a piece of literature.

Book lists, exhibits, and a selection of materials should be at hand for students at all times. Going to the library as a group gives the teacher an opportunity to mingle and suggest, but at other times a student may need privacy in the library. The library should be considered a valuable source for students and, therefore, should be made as available as possible.

Effective procedures for encouraging and helping students in the library include analyzing books in order that students may be guided to potentially therapeutic reading materials, book talks, and book lists for specific problems. It is also important to make the library attractive and inviting.

Book Selection

Book selection is an area where the resourceful teacher will find a proliferation of help. Although it is frequently not referred to as bibliotherapeutic, the literature abounds with books to help with different problems and developmental stages. These volumes suggest books in such areas as handicapped, non-sexist, blacks, adolescence, and several general surveys which contain not only titles but summaries of many books.
An annotated bibliography of resource books will be found in Appendix B. Unfortunately, these resource books are hard to keep up-to-date; therefore, teachers should be on the lookout for newly published books which will serve their student's needs. A good source of new titles for children and young people is the *Bulletin of the Center for Children's Books*. "... it is becoming easier to find bibliotherapeutic materials, but good indexing of them still does not exist" (Rubin, 1978).

Children in the intermediate grades can and should be choosing their own books and parents and teachers can really only guide them. Oppenheim et al. (1986) give the following criteria which children use in book selection, "It looks like a book I'd like. I read one like it before. My friend told me it was good. My teacher (or librarian) told me about it. I read about it somewhere."

Carlsen (1980) suggests that young people with adequate reading skill will find books an important part of their lives if the following conditions hold true:

1. They are surrounded with reading materials within their spectrum of reading interests
2. They read within a supportive, nonthreatening situation
3. They are given time to read
4. They can share their reading experiences
5. They have readily available reading matter (pp. 7-8).

Most of these suggestions would apply to the bibliotherapeutic use of books.

The current deluge of a wide variety of contemporary
realistic fiction for children is mind boggling. Various book awards, ratings, summaries, and evaluations will help the conscientious teacher or librarian choose the better ones. Some of these books contain themes which some people may find unsuitable for certain children. If you are concerned about a particular book, read it yourself and consider whether the topics involved might actually be helpful for a child to read about and for the two of you to discuss afterwards.

McMullan (1984) gives these words of advice to those who write and select books for young people:

Some books for kids in the middle grades take on problems that many kids do have to face: divorce, death of a loved one, serious illness, alcoholism, drug abuse, battling families, runaways. Simply preachy message books should be ignored. Books that end on a note of despair are not suitable for this age group either. Authors of books for middle graders have a responsibility to portray the world to developing children as a place where, despite all its serious problems, there is some hope, for an eleven-year-old is powerless to take measures to improve problematic situations. (p. 5).

Bibliotherapeutic reading will occur if things in books affect young people deeply. Kujoth (1970) thinks that children from ten to fourteen want from their reading:

1. Warmly described accounts of the unfolding of human personality, illustrating the uniqueness of individuality.
2. Themes dealing with the realities and choices by which a person relates to life, even the realities of separation, sorrow, or death.
3. Themes which challenge conscience, involving choices, in terms of human values, between right and wrong, justice and injustice.
4. Stories, though clear and lucid on the primary level of meaning, also have a second level, with symbolic
meanings or philosophical implications.
5. Descriptions of the ritual of passage: the wanderings of a human being through a variety of experiences, during the course of which the person is fulfilled or profoundly changed.

It is interesting to note how frequently the same titles will appear on lists from different compilers. For example, Tuck Everlasting by Natalie Babbitt, a tale about selfhood, was chosen as the number one book for a ten to twelve year old by at least three reviewers. The Judy Blume and Betsy Byars books will also appear with predictable regularity.

In addition to contemporary realism, books of short stories, poetry, biography, fantasy, and fairy tales can be used bibliotherapeutically.

A listing of books suggested for use in developmental bibliotherapy with intermediate students is located in Appendix B.

Sharing Books

The development of skills for sharing books is an invaluable tool for individuals wishing to use books in a bibliotherapeutic manner. Without some expertise in reading aloud, leading book discussions, and a melding of the two, the dynamics of bibliotherapy may never occur.

Oral Reading

When reading aloud to children it is important to select well-written stories which deal appropriately with the developmental concerns of the audience. Know the material,
as the phrasing and cadence carry much of the meaning, especially in poetry. Use a natural voice befitting the story. Be thoroughly familiar with the content, as some books are best kept as a private interchange between the author and the reader (Cullinan, 1981), and should not be read orally.

When working on characterizations it is important to achieve the spirit of the story in order that the characters evoke some emotional response from the listeners. Oral reading should not be overdramatized (Sutherland et. al., 1981).

Arbuthnot (1972) discussed the values of reading aloud as follows:

As a teacher reveals her understanding and sympathy with the plights of fictional characters, she also reveals her potential of understanding and sympathy for the plights of the children in her class. As she reveals her delights in a vivid phrase or a fresh bit of imagery, she is also revealing something very personal about herself. It is an act of trust to which children are very responsive. Once that mutual trust is established, the child finds it easier to cope with threatening moments of tension. (p. 302).

Trelease (1985) is a fine source of suggestions for reading aloud at home and at school. Some of his suggestions which might apply are:

1. Allow time for class and home discussion after reading a story. Thoughts, hopes, fears, and discoveries are aroused by a book. Allow them to surface and help the child to deal with them through verbal, written, or artistic expression if the child is so inclined.
2. Position yourself where both you and the children are comfortable.
3. Adjust your pace to the story.
4. Read slowly enough for the child to build mental pictures of what he just heard you read.
5. Remember that reading aloud comes naturally to very few people, to do it successfully and with ease you must practice. (pp. 58-63).

It is sometimes appropriate to edit as you read. Parts of a book may be skipped, altered, or changed if it appears that they could be boring or offensive to the audience or do not fit the objectives for sharing the book. This should not, however, develop into revisionism.

A read aloud session can be a form of bibliotherapy. "... although personal characteristics may not change, students are sensitized to certain issues through the bibliotherapy process, providing that discussion follows reading" (Sullivan, 1987). Sullivan (1987) relates her experiences with fourth graders:

Basically there are three steps to implementing the read aloud session:
1. Previewing the story with the class to create interest in the character's problem.
2. Select two or three passages from the story that reflect some aspect of the problem that the class will discuss.
3. Stimulating open discussion on each passage after reading. In no instance were children pressured during discussion to relate their personal experiences to the class, yet they were free to do so if they wished. (p. 876).

Obviously, the difference between a read aloud session for therapeutic purposes and simply reading aloud for entertainment lies in the focus of discussion. The goal in bibliotherapy is to have young people think more deeply about issues and situations rather than motivating them to read.
**Book Discussions**

It takes time to master the skills of discussion. An individual student may meet with the teacher and discuss a book. The teacher may arrange for book discussions to take place among those who are interested in pursuing a given theme; children may be interested in comparing their own reactions to books about certain values. All of these situations could result in a bibliotherapeutic experience. Good teachers have always looked for and pointed out human relations implications of whatever is being read or studied and included them in discussions.

A small group with similar concerns allows for more participation from each member. "Such discussions are bound to stimulate thought, and may lead to self-examination and to motivation toward a more acceptable and advantageous form of behavior" (AHIL, 1971).

Specific skills which the teacher may use include opening up the discussion, giving examples, connecting ideas, raising questions, supporting ideas, listening, and summarizing. As the teacher makes these contributions, members of the group will learn to participate.

Social sensitivity is required in stating a problem so that every member of the group can contribute to its solution. In answer to a question such as, "What can a person do to solve problems such as these?" one can respond with a personal example, a hypothetical one, or a general principle. People
want to know whether others share their own feelings, puzzles, and problems, but children should not be urged to discuss intimate details of their own lives. "If they learn to talk about problems in a helpful way, suggesting better ways of handling them and looking for principles by which to act, they can gain much important understanding" (Crosby, 1963).

Book discussions can range from highly structured to simple exchanges. "Discussions can also open children's minds to the many life experiences they meet vicariously through books ... Discussions can also point out ways that books help us to know ourselves better" (Sutherland et al., 1981). If the child takes the point of view of a story character, involvement in the situation is more likely to occur.

Some basic discussion questions and their desired outcomes which can be adapted to bibliotherapeutic use are excerpted from Sutherland et al. (1981):

2. If you had been a character in this story, how would you have acted if ________? (involvement, empathy, interpretation)
3. Do you think ________ did the right thing when he/she ________? (evaluation, valuing)
4. How else could ________ have handled the problem about the ________? What would you have done? (involvement, evaluation, valuing, interpretation)
5. Did you learn anything from the story that will help you get along better with people and perhaps understand yourself better? (valuing, empathy) (p. 524).
Storytelling can have a place in bibliotherapy, but storytelling is a higher form of art than oral reading and requires more work and greater talent. Short stories, fairy tales, and folk tales are especially appropriate for storytelling if they convey the concept the storyteller has in mind for his audience.

"Each day millions of children arrive in American classrooms in search of more than reading and math skills. They are looking for a light in the darkness of their lives, a Good Samaritan who will stop and bandage a bruised heart or ego. Books can do much to ease those hurts" (Trelease, 1985).

Developmental Problems

Comprehensive works such as The Bookfinder list hundreds of concerns and problems which effect today's youth. There seems no need to duplicate such an endeavor. There are a number of sources available which will simplify getting the right book at the right time. Anyone seriously interested in using bibliotherapy should have at least one of these resources available for ready reference.

In attempting to categorize common developmental concerns of intermediate students, the following main categories were selected: home and family living, peer relationships, special challenges, and identity and self-discovery. These categories are arbitrary and there is considerable overlapping of material, as many books address more than one concern.
However, these areas do fit with many day-to-day situations which students in grades four through six may find themselves involved in.

Reading about family experiences can be very valuable to children of this age who may be experiencing all kinds of family situations. Thomas (1987) tells how books can help:

I also have learned that defining a real family cannot be left to dream makers anymore. I think it is too dangerous. It creates fantasies that make us lonely for the things we don't have and blind us to things we do have. That's why books can be so important - to show us the diversity of other families, other lives. That's the magic of books. In fact, I believe that a child has two families: her own, and the people she meets in books. The family you meet in books and stories - the people who take you along on their adventures, and let you inside their soul - now that's a family. They don't talk back to you, you visit them when you feel like it, they're always there waiting for you between the book covers, hanging around on their pages until they get into your mind, and then they're with you forever. (p. 6).

Neely (1985) recommended the use of bibliotherapy for children of divorce and suggested units about the family be used with the social studies program.

Peer relationships are a constant concern for pre-adolescent boys and girls; contemporary realistic fiction authors have produced an enormous number of very popular books dealing with just about any situation a young person might find in dealing with peers.

Physical challenges, or handicaps, can face children themselves, or they may need to deal with them in others. "Society is contaminated with negative perceptions regarding
disability" (Baskin & Harris, 1977). It is important for students to view the disabled as people first. Social studies reading materials have potential for improving social attitudes toward the handicapped. "Their core human needs are the same, and their differences are in degree, not in kind" (Baskin & Harris, 1977).

Identity and self-discovery get right to the heart of what bibliotherapy is all about. Realistic fiction stories can be a factor in helping children mature, and that may be one reason they choose them more than any other type of book. Some books in this category can only be savored personally or with close friends because they deal intimately with what the child is or is becoming. "Self-awareness often grows when we are alone" (Bernstein, 1977).

Zaccaria et al. (1978) provides a comprehensive list of problems of life, adjustment, and handicaps. This list is located in Appendix B.

The following outline will suggest subtopics for each of the main categories of developmental concern in an effort to clarify the types of issues young people deal with. Book suggestions to use in helping with these problems will be made in Appendix B.

Developmental Concerns of Intermediate Students
I. Home and Family Living
   A. Parents
   B. Grandparents
   C. Siblings
   D. Divorce
   E. Death
   F. New baby
G. Step families
H. Adoption
I. Foster children
J. Abandonment
K. Poverty
L. Communications
M. Moving
N. Pets
O. Baby sitting

II. Special Challenges
A. Physical limitations
B. Mental retardation
C. Emotional problems
D. Accidents
E. Eating problems
F. Guilt and fear
G. Stress

III. Peer Relationships
A. Belonging
B. Accepting change
C. Competition/sportsmanship
D. Jealousy
E. Friendship
F. Inferiority
G. Classmates
H. Teasing/bullying

IV. Identity and Self-Discovery
A. Honesty
B. Courage
C. Self-acceptance
D. Determination
E. School achievement
F. Self-discipline
G. Responsibility
H. Decision making/problem solving
I. Love
J. Maturation

The use of books to help young people with these concerns can be simple or complex, depending upon the needs of the students and the confidence of the adults who want to help them expand their understanding, tolerance, and ability to cope with the challenges of life (Dreyer, 1985).
Record Keeping

In formal bibliotherapy three types of records can be kept. These include internal records for the future use of the bibliotherapist, reports to other people involved with the client, and records kept for research purposes (Rubin, 1978).

Record keeping in developmental bibliotherapy with young people should be kept as simple as possible. A good suggestion might be to keep files on index cards; the teacher could then record topics or emotional themes dealt with, books used, remarks or reactions to books used, dates used, and any pertinent comments. This could be kept for the teacher's future use only. Book lists with checkoffs might be a preferable aid to some teachers.

Reports to others might consist of brief discussions with the counselor or others working with the student, but personal disclosures should be confidential.

Only if the teacher had some need to keep research records would that be done, although such records could be useful in evaluating a program.

Zaccaria and Moses (1968) suggest that a student "might also begin a developmental record folder of his own to clarify his feelings about himself and his future plans." This folder might include information on strengths, weaknesses, likes, dislikes, and personal themes and compositions.

Techniques for determining needs of a student or group
Techniques for determining needs of a student or group of students include observations and comparisons, school records, conferences with students or parents, and carefully constructed writing assignments.

Sociograms and personality assessments can also be useful in determining the need for bibliotherapy and in evaluating its results. Some examples of this type of tool are given in Appendix B.

Record keeping, however, is not a high priority in a field such as bibliotherapy which is more art than science and where results are difficult to measure objectively.
CHAPTER IV
SUMMARY AND RECOMMENDATIONS

Summary

Historically the problem solving and preventative values of literature have long been accepted. The description of this process as bibliotherapy has had a rather brief chronological record. Bibliotherapy is gradually coming to be recognized as a useful adjunct for teachers and other helping professionals who are seeking effective ways to guide students in their quest for a well-adjusted lifestyle. It is a process which can be incorporated into the teaching and guiding style of educators.

The basic purpose of developmental bibliotherapy is to get the right book to the right child at the right time. To accomplish this end the bibliotherapist needs to gain a thorough understanding of the process and dynamics of bibliotherapy, a familiarity with the background and concerns of each child, and a broad knowledge of available literature. With these skills the bibliotherapist helps children solve present and prevent future problems by building a background of vicarious experiences and providing insight into human concerns.

Recommendations

For a teacher who has the motivation to use it,
Bibliotherapy can be a useful tool in the day-to-day counseling and general rapport which a classroom teacher develops with students. It can be blended into several areas of the curriculum, especially language arts and the social studies. Both individual and group bibliotherapy are feasible in a self-contained classroom or a homeroom situation if the following elements are present:

1. The teacher has an experimental attitude and interest.
2. The teacher has a background in child psychology, a knowledge of bibliotherapy, and a knowledge of children's books.
3. The teacher has information about and rapport with students.
4. The teacher has developed skill in asking questions that provoke thoughts and statements of identification, catharsis, and insight.
5. The teacher has respect for children's confidences.
6. The teacher can provide a classroom climate free of fear of reprisal.
7. The teacher is patient because immediate evidence of success is not characteristic of bibliotherapy. Children are building a reserve of vicarious experiences from which to draw in solving future problems.

Goal setting is an important aspect of bibliotherapy. The desired goals of education, guidance, and bibliotherapy are common goals in broad based areas such as optimum
development of the individual, self-guidance and maturity, personal satisfaction, and social productivity. The dilemma of the teacher arises from the fact that there are many possible goals that are worthy, and the teacher cannot realistically hope to attain them all. Therefore, the teacher must select goals to pursue which are based on the needs of the students being dealt with. Some keys to the realization of desired goals according to Zaccaria, Moses, and Hollowell (1978) are, "(a) Clearly defining the goals, (b) planning and/or organizing a program of activities in accordance with desired goals, (c) allocating responsibilities for implementing various procedures or functions, (d) adequately coordinating activities of personnel, and (e) evaluating outcomes in relation to goals."

A wide range of personal and social values may be derived from the thoughtful use of bibliotherapy. However, not enough research has been done to provide adequate proof of these values. It may never be possible to measure results exactly in such a subjective field, but bibliotherapy should be open to continued research.

Bibliotherapy continues to grow in popularity, but "there are presently only occasional academic courses offered in bibliotherapy/poetry therapy according to a survey taken by the Educational Committee of NAT" (Hynes, 1987). People interested in learning more about the process, methods, and materials of bibliotherapy must follow a self-study plan.
One need for the future would certainly be for more specific training programs for bibliotherapists.

"Those who wish to practice in bibliotherapy and those who wish to study its effects will continue to learn as the field advances" (Bernstein, 1977).
REFERENCES


Whether explicitly or through the buried metaphor of fantasy, the author will be trying always to say to the reader: Look, this is the way things are. The conflict that is in this story is everywhere in life, even in your own nature. It is frightening but try not to be afraid. Ever. Look, learn, remember: this is the kind of thing you will have to deal with yourself, one day, out there.

Perhaps a book can help with the long, hard matter of growing up, just a little. Maybe, sometimes.

Susan Cooper
Author of The Dark Is Rising
He ate and drank the precious words,
His spirit grew robust
He knew no more that he was poor,
Nor that his frame was dust.

He danced along the dingy days
And this bequest of wings
Was but a book - what liberty
A loosened spirit brings.

Emily Dickinson, "A Book"

But what strange art, what magic
can dispose
The troubled mind to change its
native woes? . . .
This, books can do; - nor this alone,
they give
New views of life, and teach us
how to live,
They soothe the griev'd, the stubborn
they chastise.
Fools they admonish, and
confirm the wise.

George Crabbe, "The Library"
Roots of Bibliotherapy
important dates in Library Science/The Humanities
and in Psychiatry/The Behavioral Sciences

1876 1st Readers' Assistance position
1904 1st professional Librarian in a mental hospital (Jones)
1935 1st "Library Hostess" position
1945 Term "Bibliotherapy" coined (Crothers)

1920

1923 1st Readers' Advisor (Tompkins)
1923 1st Bibliotherapy in a VA Hospital (Delaney)
1928 A Guide to Literature (Starbuck)
1929 Ireland Article
1931 The Poetry Care (Schauffler)
1931 Bibliography on Bibliotherapy (Bishop)
1938 Literature as Exploration (Rosenblatt)
1939 1st ALA Committee on Bibliotherapy
1939 Hospital Libraries (Jones)
1939 Alice Bryan Articles
1940 Readers' Guide to Prose Fiction (Lenrow)
1945 Great Books Program
1947 Reading Ladders for Human Development (1st ed.)
1949 Shroder dissertation

1950

1940

1939

1925

Psychodrama begun (Moreno)
1st group analysis Clinics (Adler)
The Human Mind (Menninger) 1930
Term "Group Therapy" coined (Moreno) 1931
Research of psychiatric patients' reading interests (Leslie) 1931
Research of hospital group therapy (Schilder & Wender) 1935-36
Menninger article 1937

Group dynamics research (Lewin)

1940

1939

1929

1923

1920

1910

1900

1880

1870

1860

1850

1865

1860

1853

1st essay on reading for the insane (Galt)

1st group therapy (Platt) 1905

FIGURE 3
(Rubin, 1978) (p. 20)
BIBLIOTherapy Example

A book can be a friend and something told Linda Scarbro that one particular writer knew and understood.

"The words in his poems were so true," she remembers. "I thought to myself, 'the man who wrote those poems knows what it's like to hurt, to be lonely and unhappy. He knows just how I feel.'"

She was in the third grade. The assignment was to memorize two short poems and recite them to the class. Hers were by American poet Robert Frost - "Lodged" and "Bereft." In each, Frost wrote about "things going bad" and loneliness.

"That was me," Linda recalls. "My life was miserable. I don't remember ever being happy as a child. I coped by saying to myself, 'If I don't think about it, it'll go away.'"

But it didn't.

And then it was time to stand up in front of everyone. She got through the first poem, then into "Bereft."

Something sinister in the tone
Told me my secret must be known . . .

The tears started. Her secret was that loneliness and no close friends with whom to share. ("I felt ugly as a child. And I was so very shy; I was the one all by myself over in the corner of the playground.")

Word I was in the house alone
Somehow must have gotten abroad . . .

Linda's home was in "one of those West Virginia hollers you read about," deep in the poverty-striken Appalachian
hills. She lived with her grandfather, all his life a coal miner, and her grandmother, weary after rearing eight children of her own. The one-room elementary school was a mile's walk down the hill and across the creek.

Then to the final two lines:

Word I was in my life alone,
Word I had no one left but God.

"They brought out the hurt, all the rejection, right to the surface. I cried so hard I couldn't go on." And she ran out of school and all the way home.

Memories of her childhood still hurt, but Linda recognizes those poems "opened my eyes to the fact that I was keeping a lot locked up inside me. It did help, though to understand that I wasn't the only one in the world who was hurting so much."

She read more of Frost and then other books, and "came to realize I didn't have to stay in Appalachia and be ignorant."

At age nineteen, she took all the money she had to the Greyhound bus station in Oak Hill, West Virginia, plunked it down on the counter, and asked: "How far will this take me?"

She'd never been outside West Virginia, and rarely more than fifteen miles from home. But all day on the bus took her to Mansfield, Ohio. There she found friends, a job selling newspaper advertising, a husband and the first happy years of her life.

A better life for her own three children is her dream. "Now I want to take time to let my children know I love them
for what they are, not for what I want them to be. To let them know they are wanted and are important to me. To teach them it's OK to say out loud 'I'm sad today' - all things I never had or was permitted to do."

When the family moved to Pine Island, Florida three years ago, Linda Scarbro Letizia became the first director of the Senior Friendship Center on Orange Grove Boulevard in North Ft. Meyers. As she built the program and enrolled five thousand members, she recognized much loneliness in the over-sixty set.

"They come here without friends, sometimes without enough money. Many of them lose a spouse. And so many are lonely. That brought back a lot of memories, and took a lot out of me."

Now she's back with a newspaper as a reporter, but the phone still rings. "I must have a pretty good ear, because some of my seniors bend it almost every day."

Robert Frost poems remained her favorites. "The Road Not Taken," for instance, with its famous closing lines:

Two roads diverged in a wood, and I -
I took the one less traveled by
And that has made all the difference.

The haunting last stanza of "Stopping by Woods on a Snowy Evening".

The woods are lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Plus "Mending Wall," with its memorable line "good fences make good neighbors." (Sabine, 1983). (pp. 66-67).
<table>
<thead>
<tr>
<th>Age Characteristics</th>
<th>Story Characteristics</th>
<th>Suggested Books</th>
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<tbody>
<tr>
<td>Infants and Toddlers (Approximately Birth to Age 2)</td>
<td>Provides tactile, auditory, and visual experiences</td>
<td>Pat the Bunny</td>
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<tr>
<td>Explores through senses</td>
<td>Invites participation</td>
<td>The Haunted House</td>
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<td>Learns by hands-on approach</td>
<td>Patterned language</td>
<td>This Little Piggy</td>
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<td>Learns language as label</td>
<td>Brief rhythmic song games</td>
<td>Eye Winker, Tom Tinker, Chin Chopper</td>
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<td>Objects associated with words</td>
<td>Mother Goose</td>
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<td>Things to See</td>
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<tr>
<td>Nursery and Early Childhood (Approximately Age 2 to 5)</td>
<td>Deals with simple concepts</td>
<td>Shapes and Things</td>
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<tr>
<td>Builds concepts through direct experiences</td>
<td>Identifies objects</td>
<td>ABC</td>
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<td>Learns word and thing are different</td>
<td>Focuses on child</td>
<td>Umbrella</td>
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<td>Sees self as center of world</td>
<td>Repetitive and rhythmic language</td>
<td>A Baby Sister for Frances</td>
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<tr>
<td>Learns language rapidly</td>
<td>Simple plots</td>
<td>Millions of Cats</td>
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<td>Begins to develop sense of story</td>
<td>Structured plots</td>
<td>Lullaby</td>
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<td>Sees events as discrete</td>
<td>Cumulative plot structure</td>
<td>The Baby</td>
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<td>The Three Little Pigs</td>
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<td>This Is the House That Jack Built</td>
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<td>One Fine Day</td>
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<tr>
<td>Early Primary (Approximately Age 5 to 7)</td>
<td>Reassuring themes</td>
<td>Goodnight Moon</td>
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<tr>
<td>Expresses normal fears</td>
<td>Deals with importance of self</td>
<td>Dandelion</td>
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<tr>
<td>Develops self-identity</td>
<td>Presents fantasy believably</td>
<td>Come Away from the Water, Shirley</td>
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<tr>
<td>Has rich imaginative life</td>
<td>Clear plot sequence</td>
<td>Squawk to the Moon, Little Goose</td>
</tr>
<tr>
<td>Has developed sense of story</td>
<td>Predictable plots</td>
<td>The Three Bears</td>
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<tr>
<td></td>
<td>Surprise endings</td>
<td>Just Like Everyone Else</td>
</tr>
<tr>
<td>Has eye-for-an-eye morality</td>
<td>Shows justice prevailing</td>
<td>I'll Fix Anthony</td>
</tr>
<tr>
<td>Develops powers of observation</td>
<td>Gives attention to details</td>
<td>Sam, Bangs and Moonshine</td>
</tr>
<tr>
<td>Primary (Approximately Age 7 to 9)</td>
<td>Clear identification of point of view</td>
<td>Nothing Ever Happens on My Block</td>
</tr>
<tr>
<td>Recognizes differing points of view</td>
<td>Some easy-to-read vocabulary</td>
<td>Mouse Tales</td>
</tr>
<tr>
<td>Develops independence in reading</td>
<td>Realistic settings and events</td>
<td>Little Bear</td>
</tr>
<tr>
<td>Prefers realism and law-and-order rules</td>
<td>Multiple layers of meaning</td>
<td>Betsy's Play School</td>
</tr>
<tr>
<td>Recognizes existence of multiplicity of meaning</td>
<td></td>
<td>Ramona and Her Mother</td>
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<td></td>
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<td>Frederick</td>
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<td>Once a Mouse</td>
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<td>Charlotte's Web</td>
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# Guide to Story Selection According to Developmental Stage (Continued)

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<tr>
<th>Age Characteristics</th>
<th>Story Characteristics</th>
<th>Suggested Books</th>
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<tr>
<td><strong>Primary</strong> (Approximately Age 7 to 9)**</td>
<td><strong>Primary</strong> (Approximately Age 7 to 9)**</td>
<td><strong>Primary</strong> (Approximately Age 7 to 9)**</td>
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<tr>
<td>Begins to manipulate ideas and actions mentally</td>
<td>Begins to manipulate ideas and actions mentally</td>
<td>Begins to manipulate ideas and actions mentally</td>
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<tr>
<td>&quot;Conserves,&quot; remembers, organizes knowledge</td>
<td>&quot;Conserves,&quot; remembers, organizes knowledge</td>
<td>&quot;Conserves,&quot; remembers, organizes knowledge</td>
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<tr>
<td></td>
<td>Characters with whom to identify</td>
<td>Characters with whom to identify</td>
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<td>Episodic (longer stories with chapters)</td>
<td>Episodic (longer stories with chapters)</td>
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<td></td>
<td><strong>Intermediate</strong> (Approximately Age 9 to 12)**</td>
<td><strong>Intermediate</strong> (Approximately Age 9 to 12)**</td>
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<tr>
<td>Begins to recognize symbolic meaning and figurative language</td>
<td>Begins to recognize symbolic meaning and figurative language</td>
<td>Begins to recognize symbolic meaning and figurative language</td>
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<tr>
<td>Sees humor in language</td>
<td>Sees humor in language</td>
<td>Sees humor in language</td>
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<tr>
<td>Has bizarre sense of humor</td>
<td>Has bizarre sense of humor</td>
<td>Has bizarre sense of humor</td>
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<tr>
<td>Sees relationships between events and feelings</td>
<td>Sees relationships between events and feelings</td>
<td>Sees relationships between events and feelings</td>
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<tr>
<td>Strengthens independence in reading</td>
<td>Strengthens independence in reading</td>
<td>Strengthens independence in reading</td>
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<tr>
<td>Plays team games</td>
<td>Plays team games</td>
<td>Plays team games</td>
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<tr>
<td>Likes adventure and suspense</td>
<td>Likes adventure and suspense</td>
<td>Likes adventure and suspense</td>
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<tr>
<td>Concerned with self</td>
<td>Concerned with self</td>
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<td></td>
<td>Multiple layers of meaning</td>
<td>Multiple layers of meaning</td>
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<td>Figurative language</td>
<td>Figurative language</td>
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<td>Play with idiosyncrasies of language</td>
<td>Play with idiosyncrasies of language</td>
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<td></td>
<td>Silliness and nonsense</td>
<td>Silliness and nonsense</td>
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<td>Identifiable character motivation</td>
<td>Identifiable character motivation</td>
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<td>Episodic, simple narratives</td>
<td>Episodic, simple narratives</td>
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<td>Action-filled suspense and sports</td>
<td>Action-filled suspense and sports</td>
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<td></td>
<td>Intrigue and mystery</td>
<td>Intrigue and mystery</td>
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<td></td>
<td>Deals with personal and social concerns</td>
<td>Deals with personal and social concerns</td>
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<td><strong>Intermediate-Advanced</strong> (Approximately Age 11 to 13)**</td>
<td><strong>Intermediate-Advanced</strong> (Approximately Age 11 to 13)**</td>
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<tr>
<td>Considers alternative realities</td>
<td>Considers alternative realities</td>
<td>Considers alternative realities</td>
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<tr>
<td>Becomes aware of mortality</td>
<td>Becomes aware of mortality</td>
<td>Becomes aware of mortality</td>
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<tr>
<td>Understands figurative language</td>
<td>Understands figurative language</td>
<td>Understands figurative language</td>
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<td>Understands complexity</td>
<td>Understands complexity</td>
<td>Understands complexity</td>
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<tr>
<td>Becomes aware of social injustice</td>
<td>Becomes aware of social injustice</td>
<td>Becomes aware of social injustice</td>
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<tr>
<td>Generalizes from past experience</td>
<td>Generalizes from past experience</td>
<td>Generalizes from past experience</td>
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<tr>
<td>Develops compassion</td>
<td>Develops compassion</td>
<td>Develops compassion</td>
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<td></td>
<td>Represents alternatives to real world</td>
<td>Represents alternatives to real world</td>
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<td></td>
<td>Confronts death and other painful issues</td>
<td>Confronts death and other painful issues</td>
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<td></td>
<td>Interesting language use</td>
<td>Interesting language use</td>
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<td></td>
<td>Complex plot structure</td>
<td>Complex plot structure</td>
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<td></td>
<td>Confronts issues of prejudice</td>
<td>Confronts issues of prejudice</td>
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<td></td>
<td>Reflects historical conflicts</td>
<td>Reflects historical conflicts</td>
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<td></td>
<td>Presents emotional and social conflict</td>
<td>Presents emotional and social conflict</td>
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<td></td>
<td><strong>Advanced</strong> (Approximately Age 13 and Beyond)**</td>
<td><strong>Advanced</strong> (Approximately Age 13 and Beyond)**</td>
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<tr>
<td>Accepts responsibility for behavior</td>
<td>Accepts responsibility for behavior</td>
<td>Accepts responsibility for behavior</td>
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<tr>
<td>Appreciates subtle humor</td>
<td>Appreciates subtle humor</td>
<td>Appreciates subtle humor</td>
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<tr>
<td>Recognizes moral conflicts</td>
<td>Recognizes moral conflicts</td>
<td>Recognizes moral conflicts</td>
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<tr>
<td>Seeks role models and heroes</td>
<td>Seeks role models and heroes</td>
<td>Seeks role models and heroes</td>
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<tr>
<td>Accepts alternate realities</td>
<td>Accepts alternate realities</td>
<td>Accepts alternate realities</td>
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<tr>
<td></td>
<td>Deals realistically with issues</td>
<td>Deals realistically with issues</td>
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<tr>
<td></td>
<td>Understated humor</td>
<td>Understated humor</td>
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<td></td>
<td>Presents moral issues</td>
<td>Presents moral issues</td>
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<td></td>
<td>Biographic material and heroic characters</td>
<td>Biographic material and heroic characters</td>
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<tr>
<td></td>
<td>Offers imaginative fantasy and science fiction</td>
<td>Offers imaginative fantasy and science fiction</td>
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</tbody>
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APPENDIX B

This guide to children's literature about mentally and/or physically handicapped people includes summaries and evaluations of 311 books.


Book suggestions are specifically for children dealing with death, divorce, and desertion. There are also helpful ideas for using bibliotherapy with children.


This book contains many good suggestions for the slightly older child. It contains numerous lists, including adolescent novels.


A very complete children's literature text with numerous lists and cross references, as well as many suggestions for using books.


The most comprehensive book for use in bibliotherapy in use to date. Hundreds of concerns are listed with books to be used. It is well organized and easy to use.


A practical guide for parents and teachers. Focuses on a few outstanding books, but places them accurately in areas of concern.

This book contains very up-to-date suggestions for children's reading. It has a booklist for ten to twelve year olds by categories with summaries.


This bibliography of black literature includes books for children and books to be shared by children and adults. Indicates which books deal with black children in a sensitive way. It has been recently revised.


All the children's books listed include readability scores, interest levels, and have been recommended and used successfully with remedial readers.


This treasury of books to read aloud is categorized by age level and type. Summaries are given for all books along with suggestions to improve read-aloud skills.


An annotated bibliography with suggestions for teachers with a specific interest in bibliotherapy. Divided into parts about positive self-image, living with others, different cultures, and coping with change.
General Problems of Life and Adjustment

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<td>Altruism</td>
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<td>Boy-girl relationships</td>
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<td>Courage</td>
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<td>Crime and juvenile delinquency</td>
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<td>Ethnic and socio-cultural relationships</td>
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<td>Etiquette and grooming</td>
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<td>Fears</td>
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<td>Health and physical appearance</td>
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<td>Home and family living</td>
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<td>Miscellaneous</td>
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<td>Patriotism</td>
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<td>Peer relations</td>
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<td>Poetry</td>
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<td>Poverty and cultural deprivation</td>
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<td>Religion, religious faith, and Christian living</td>
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<td>Responsibility and maturity</td>
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<td>School and school-related problems</td>
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<tr>
<td>Self acceptance</td>
<td>183</td>
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<tr>
<td>Sex education and marriage</td>
<td>185</td>
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<td>Sports and sportsmanship</td>
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<td>Vocational-inspirational</td>
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<td>Work and vocational development</td>
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Problems caused by disabilities

<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
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<tbody>
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<td>Blindness and impaired vision</td>
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<td>Brain injury</td>
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<td>Cardiac condition</td>
<td>207</td>
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<tr>
<td>Cerebral palsy</td>
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<tr>
<td>Drug addiction and alcoholism</td>
<td>208</td>
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<tr>
<td>Epilepsy and tuberculosis</td>
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<td>Handicaps, general</td>
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<tr>
<td>Mental retardation</td>
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<tr>
<td>Multiple handicaps</td>
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<td>Paralysis</td>
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<tr>
<td>Poliomyelitis</td>
<td>221</td>
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<tr>
<td>Psychoses and neuroses</td>
<td>223</td>
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<tr>
<td>Speech and hearing difficulties</td>
<td>223</td>
</tr>
</tbody>
</table>

(Zaccaria et al., 1978).
Please complete

Trait Checklist

Move quickly through the following list of traits. Use a check mark (✓) beside those that fit your self-image. Use a cross (X) to mark those that do not fit. Use a question mark (?) to indicate the one that you're unsure about.

___ Like myself
___ Discouraged about life
___ Put up a good front.
___ Often do the wrong thing
___ Depend on others for ideas
___ Use my talents
___ Not interested in school problems
___ Use time well
___ Usually say the wrong thing
___ Don't like myself
___ Enjoy life
___ Can't stay with a task
___ Feel bad about myself
___ Don't enjoy being the sex I am
___ People can trust me
___ Usually say the right thing
___ Glad I'm the sex I am
___ Involved in solving school problems
___ People like to be around me
___ People avoid me
___ Enjoy school
___ Don't enjoy school
___ Trouble controlling myself
___ Control myself
___ Enjoy people

Now look at those traits you have marked.

Is there a pattern?

Are they winner traits, loser traits, a mixture?

What traits would you like to change?
Winner/Loser Continuum

Judging from how you feel about yourself, what you have accomplished so far in your life, and what your relationships are with others, rate yourself somewhere along the following line. Think of one end of the line as a tragic loser and the other end as a totally successful winner.

How do you feel about what you have accomplished so far in your life?
Loser_________________________________________Winner

How do you feel about yourself?
Loser_________________________________________Winner

How do you feel about your relationships with others?
Loser_________________________________________Winner

Are you satisfied with where you placed yourself?
If not what would you like to change?
"How Much Do You Like" Form

Since all people are different, they like different things and they like them in different amounts. We would like to learn "How Much You Like" certain things about school. The way to mark this form is this: the more you like something, the more points you give it. The things you like very little, you mark 1. The things you like very much, you mark 7. You can choose any number from 1 to 7. Mark the number you choose by drawing a circle around it.

A. Playing games or sports at school
   like a little 1 2 3 4 5 6 7 like a lot

B. Being in a school that has a library
   like a little 1 2 3 4 5 6 7 like a lot

C. Learning to read and write well
   like a little 1 2 3 4 5 6 7 like a lot

D. Learning about people and places
   like a little 1 2 3 4 5 6 7 like a lot

E. Learning about arithmetic or mathematics
   like a little 1 2 3 4 5 6 7 like a lot

F. Being where there are many others my own age
   like a little 1 2 3 4 5 6 7 like a lot

G. Reading books and magazines
   like a little 1 2 3 4 5 6 7 like a lot

H. Writing about things
   like a little 1 2 3 4 5 6 7 like a lot

(Fader, 1976). (pp. 161-162).
SUGGESTED BOOKS FOR USE IN DEVELOPMENTAL BIBLIOTherapy WITH INTERMEDIATE STUDENTS

The suggested books are listed by category and then alphabetically by title for ease in location. The author and brief indications of the problems or concerns for which they could be used are also given. There are many other possibilities available in the "Annotated Bibliography of Resource Books" list. The books are arranged into the four categories of concern previously named; however, many of them could potentially be used in more than one category. It is mandatory that bibliotherapy guides be very familiar with any book being discussed with students, and desirable for them to own or have easy access to as many books as possible for bibliotherapeutic use.
HOME AND FAMILY LIVING

Anastasia Again! by Lois Lowry - moving to a new home.

Anastasia Krupnik by Lois Lowry - experiences with birth and death.

The Animal, the Vegetable, and John D. Jones by Betsy Byars - summer vacation with an eclectic family.

Beat the Turtle Drum by Constance Greene - family handles the death of one of the children.

Blue Willow by Doris Gates - daughter of an itinerant farmer wants a settled life.

Caddie Woodlawn by Carol Ryrie Brink - family life in pioneer Wisconsin.

Come Sing, Jimmy Jo by Katharine Paterson - family is involved with country music.

Danny the Champion of the World by Roald Dahl - boy living with widowed father.

Dear Mr. Henshaw by Beverly Cleary - boy writes letters to author about parent's divorce.

The Divorce Express by Paula Danziger - divorced parents with joint custody.

Dicey's Song by Cynthia Voight - children living with a grandparent.

The Facts and Fictions of Minna Pratt by Patricia Mac Lachlan - concerns about peculiar parents and personal shortcomings.


Fran Ellen's House by Marilyn Sachs - children living in foster homes are reunited.

From the Mixed-up Files of Mrs. Basil E. Frankweiler by E. L. Konigsburg - brother and sister run away to museum.

Go and Catch a Flying Fish by Mary Stoltz - inside look at feelings of family members involved in breakup.

Grandma Didn't Wave Back by Rose Blue - aging person's loss of faculties and its impact on the family.
The Great Gilly Hopkins by Katharine Paterson - foster child.

My Name is Henley by Colby Rodowsky - deals with an unreliable parent.

Happily Ever After... Almost by Judie Wolkoff - extended family.

Homecoming by Cynthia Voight - children live with grandmother.

The House Without a Christmas Tree by Gail Rock - experiences of girl living with widowed father and grandmother.

I, Trissy by Norma Fox Mazar - Diary entries view separation and divorce.

The Incredible Journey by Sheila Burnford - pets find way home to family.

Look Through My Window by Jean Little - an only child must share with four cousins.

The Lucky Stone by Lucille Clifton - love for grandparent.

Luke Was There by Eleanor Crawford - deals with abandonment by family.

Mama and Her Boys by Lee Bennett Hopkins - remarriage of single parent.

Mama's Going to Buy You a Mockingbird by Jean Little - boy goes through period of mourning for father.

The Night Swimmers by Betsy Byars - girl takes adult responsibilities.

The Not-Just-Anybody Family by Betsy Byars - Hilarious non-traditional family.

Ramona and Her Mother by Beverly Cleary - parent and sibling relationships.

Rob's Place by John R. Townsend - daydreaming and fantasy help solve father-son problems.

Sarah, Plain and Tall by Patricia Mac Lachlan - new woman enters pioneer family to replace mother.

Shoeshine Girl by Clyde Robert Bulla - difficult girl learns about life, money, and friendship.
Sounder by William Armstrong - family and dog await father's return from prison.

Sport by Louise Fitzhugh - kidnapping by non-custodial parent.

Stone Fox by John Gardiner - boy's devotion to his grandfather and his dog.

Superfudge by Judy Blume - humorous family life situations of moving and new baby.

The Thanksgiving Treasure by Gail Rock - girl lives with widowed father and grandmother.

Tiger Eyes by Judy Blume - mourning death of father.

The Upside-Down Cat by Elizabeth Parsons - love of cat brings boy and old man together.

What I Heard by Mark Geller - boy deals with father's affair and his own guilt.

What Time of Night Is It? by Mary Stoltz - family adjusts to broken home.

Where the Lilies Bloom by Very and Bill Cleaver - enterprising fourteen year old keeps orphaned family together.

Won't Know Till I Get There by Walter Myers - breaking the stereotype of senior citizens.

You Shouldn't Have to Say Good-bye by Patricia Hermes - terminal illness and death of mother.

Zlateh the Goat and Other Stories by Isaac B. Singer - title story is about love and survival in a poor Jewish family.
SPECIAL CHALLENGES

**Accident** by Hilla C. Colman - guilt and rehabilitation after motorcycle accident.

**Annie and the Old One** by Miska Miles Navaho grandmother teaches granddaughter about life cycles.

**Berries Goodman** by Emily C. Neville - insight into prejudice (Anti-Semitism).

**Blubber** by Judy Blume - group behavior directed toward plump girl.

**Bright April** by Marguerite de Angeli - focuses on black child's problems.

**Carol Johnson: The One-Armed Gymnast** by Rose, Hopley, Rogers, and Johnson - success story of a talented athlete.

**Child of the Morning** by Barbara Corcoran - girl is diagnosed as epileptic.

**Child of the Silent Night** by Edith Hunter - true story of girl's triumph over deafness and blindness.

**Clunie** by Robert Peck - feelings of retarded people and responses of others to them.

**Cracker Jackson** by Betsy Byars - highlights problems of child abuse and wife-battering.

**A Dog Called Kitty** by Bill Wallace - overcoming fear of dogs.

**The Falling-Apart Winter** by Nancy C. Smith - depression and mental illness of parent.

**From Anna** by Jean Little - girl suffers teasing and ostracism due to poor eyesight.

**It Can't Hurt Forever** by Marilyn Singer - eleven year old has heart problem that requires an operation.

**Jelly Belly** by Robert Kimmel Smith - humorous problems of boy trying to lose weight.

**Julian's Glorious Summer** by Ann Cameron - overcoming fear of riding a bicycle.

**Just Like Everyone Else** by Lillian Rosen - living with deafness and communicating.
Karen by Marie Killilea - struggles of girl with cerebral palsy.

Let the Balloon Go by Ivan Southall - cerebral palsyed boy seeks independence.

Lisa, Bright and Dark by John Neufeld - friends recognize girl's erratic behavior.

Me Too by Vera and Bill Cleaver - girl attempts to help retarded twin.

Mine for Keeps by Jean Little - realistic story of girl with cerebral palsy.

Nobody's Fault by Patricia Hermes - feelings of guilt over death of sibling in an accident.

Roll of Thunder, Hear My Cry by Mildred Taylor - social injustice to black family during depression.

Running Scared by Jane Morton - running to compensate for learning disability.

Sadako and the Thousand Paper Cranes by Eleanor Doerr - Japanese girl dying of leukemia as result of Hiroshima.

Secrets by Nancy J. Hopper - mental illness and escape from reality of adolescent.

The Shared Room by Marian Potter - girl establishes contact with mentally ill mother.

Silent Dancer by Bruce Hlibok - deaf girl enjoys ballet.

Spectacles by Ellen Raskin - girl sees glamorous potential of glasses.

Stranger in the House by Zoa Sherbourne - mother returns from mental hospital.

The Summer of the Swans by Betsy Byars - girl's acceptance of retarded brother.

Words By Heart by Quida Sebestyen - survival of only black family in town.

Zeely by Virginia Hamilton - self-acceptance by black girl.
PEER RELATIONSHIPS

A Bundle of Sticks by Paul Mauser - bullied boy learns to handle conflict in another way.

A Place Apart by Paula Fox - realistically deals with adolescent friendships.

A Taste of Blackberries by Doris B. Smith - boy comes to terms with death of his best friend.

The Agony of Alice by Phyllis Reynolds Naylor - difficult times of twelve year old growing up without a mother.

Alice Phipple, Fifth-Grade Detective by Laurie Adams and Allison Coudert - thinking about future careers leads girl into detective work.

Always and Forever Friends by Carole S. Adler - making new friends by building on trust and flexibility.

Be a Perfect Person In Just Three Days! by Stephen Manes - humorous account pokes fun at trying to be perfect.

The Beast in Ms. Rooney's Room by Patricia Reilly Giff - boy repeating grade finally gains success.

The Best Christmas Pageant Ever by Barbara Robinson - town troublemakers liven up Christmas program.

The Cat Ate My Gymsuit by Paula Danziger - young girl's friendship with junior high teacher.

The Cybil War by Betsy Byars - best friends are rivals for the same girl.

Daphne's Book by Mary Downing Hahn - friendships and keeping secrets.

The Egypt Game by Zilpha W. Snyder - new girl and play about Egypt release much drama.

The Eighteenth Emergency by Betsy Byars - boy's relationship with a bully.

The Empty Window by Anne Bunting - boy gains insights into death of a friend.

Ferrett in the Bedroom, Lizards in the Fridge by Bill Wallace - girl deals with classmates who think she is weird.
Fifth Grade Magic by Beatrice Gormley - failure to get lead in school play leads girl to resort to magic.

Friends by Terry Berger - deals with true meaning of friendship.

The Girl Who Knew It All by Patricia Giff - school achievement and underachievement are dealt with in a humorous way.


The Goats by Brock Cole - social cruelty and moral obligation arise for boy and girl outcasts.

The Goodbye Summer by Crosby N. Bonsall - change is part of life, but memories will stay.

The Great Brain by Louise Fitzgerald - scheming adventures of a boy genius.

Harriet the Spy by Louise Fitzhugh - girl spies and tattles on friends and neighbors.

The Hundred Dresses by Eleanor Estes - girl is object of classmate's jokes.

Jennifer, Hectate, Macbeth, William McKinley, and Me, Elizabeth by E. L. Konigsburg - friendship of girls.

Joshua Fortune by Cynthia Grant - boy adjusts to changes.

Just As Long As We're Together by Judy Blume - life with friends, families, teachers, classmates, and physical changes.

M. E. Morton by Sylvia Cassedy - brother-sister friendship

Maudie and Me and the Dirty Book by Betty Miles - middle school friends deal with book censorship.

Me and Fat Glenda by Lila Perl - nonconformity leads to friendship.

Mostly Michael by Robert K. Smith - boy's diary helps him to change feelings.

Nothing's Fair in Fifth Grade by Barthe De Clements - girls discover that fat really covers up a good friend.

Queenie Peavy by Robert Burch - cruelty of children to each other.
The Secret Garden by Frances Hodgson Burnett - orphaned girl and invalid boy become friends.

Snaggle Doodles by Patricia R. Goff - students working in groups.

Soup by Robert Peck - nostalgic accounts of the boyhood of two pals.

Soup on Wheels by Robert Peck - one of a series of stories about boyhood pranks.

The Ten-Speed Babysitter by Allison C. Herzig - boy learns resourcefulness.

That's What T. J. Says by Betty Bates - girl with inferiority feelings helps another.

Tina Gogo by Judie Angell - uncovering secrets helps girl figure out a difficult friend.

Why Can't I Be William? by Ellen Conford - dealing with envy.

You Two by Jean Ure - two girls of different backgrounds become best friends.

You're Going Out There A Kid, But You're Coming Back A Star by Linda Hirsch - fifth grade girl needs to grow up fast to deal with classmates.

Yours Till Niagara Falls, Abby by Jane O'Connor - troubles at camp without best friend.
IDENTITY AND SELF-DISCOVERY

A Ring of Endless Light by Madeline L'Engle - maturation struggles amidst death and pain.

... And Now Miguel by Joseph Krumgold - boy seeks sheep, responsibility, and respect.

Anne Franke: The Diary of a Young Girl - Anne's belief in the innate goodness of people is an inspiring message.

Anything For A Friend by Ellen Conford - self doubts arise from being a new girl in school again.

Are You There, God? It's Me, Margaret by Judy Blume - the joys, fears, and uncertainties of growing up.

The Bad Times of Irma Baumlein by Carol Ryrie Brink - new girl lies to impress new friends.

Bridge to Terabithia by Katherine Paterson - tragic death marks end of childhood for friend.

Call It Courage by Armstrong Sperry - boy sets out to conquer sea and comes back a hero.

The Cay by Theodore Taylor - struggle for survival and adjustment; interracial overtones.

Class Clown by Johanna Hurwitz - cut-up changes for the better.

Daniel Discovers Daniel by John M. Barrett - boy with low self-esteem discovers his own individual worth.

The Dark is Rising by Susan Cooper - conflict between good and evil theme.

Fourth Grade Celebrity by Patricia R. Giff - girl gains accepting attitude.

The Incline by William Mayne - symbolic novel about difficult road toward adulthood.

Island of the Blue Dolphins by Scott O'Dell - courage and spirit help girl survive on deserted island.

Jacob Have I Loved by Katherine Paterson - growing pains of girl overshadowed by talented twin; jealousy.

Julie of the Wolves by Jean C. George - girl's struggle to survive forces her to rethink the past and to define the future.
Kneeknock Rise by Natalie Babbitt - fable has ageless theme of who is wise and who is foolish.

The Light in the Forest by Conrad Richter - white boy raised by Indians is torn between blood and loyalty.

On My Honor by Marion Dane Bauer - portrayal of a boy's struggle with his conscience.

The One and Only Cynthia Thornton by Claudia Mills - overcoming jealousy of a high achiever.

One-Eyed Cat by Paula Fox - guilt and fear possess boy who used a forbidden rifle.

Otherwise Known As Sheila the Great by Judy Blume - unusual treatment of image crisis and fears of young girl.

Philip Hall Likes Me, I Reckon Maybe by Bette Greene - feelings of first love and self-determination.

The Pigman by Paul Zindel - young people meet an old man and find some hard-won maturity.

The Real Me by Betty Miles - young girl invades boy's world.

Slake's Limbo by Felice Holman - boy deals with running away, hiding and personal discovery.

There's a Boy in the Girl's Bathroom by Louis Sachar - counselor helps class outcast toward self-evaluation.

Tuck Everlasting by Natalie Babbitt - deals with the secrets of never growing old.

Up a Road Slowly by Irene Hunt - story of a girl coming of age.

The Velvet Room by Zelpha K. Snyder - girl enjoys fleeting happiness of escapism and emerges a more mature person.

The Velveteen Rabbit by Margery Williams - toy rabbit becomes real through love of a little boy.

Where the Red Fern Grows by Wilson Rawls - boy turns hound pups into hunting dogs - perseverance, courage, sacrifice, and work.

Wind in the Willows by Kenneth Grahame - animal fantasy evokes human emotions from wanderlust to homesickness.

The Yearling by Margery K. Rawlings - tame fawn helps boy grow up.
APPENDIX C
DEVELOPMENTAL BIBLIOOTHERAPY ACTIVITIES

These activities are examples of ways in which the intermediate classroom teacher can incorporate bibliotherapeutic materials and techniques into the regular curriculum. The source of many of these activities has been observations, interviews, and years of experience. Others were derived from reference books previously given. The number of ways in which bibliotherapeutic values can be woven into the curriculum is limited only by the imagination and resourcefulness of the instructor. It is hoped that these activities will assist students in gaining the life long benefits of self-acceptance and the acceptance of others.
DEVELOPMENTAL BIBLIOThERAPY ACTIVITIES

The Problem Box. A shoe box with a slot in the top may be used as a repository for student problems which need to be dealt with. Strict guidelines should be established for its use. For examples, only the teacher may open it, no silly questions may be asked, and agreement should be made regarding whether problems should be signed or not. From this box the teacher may get suggestions for individual bibliotherapy needs as well as common concerns of the students for use with small groups or the entire class.

Library Time. Going to the library or the IMC should always be a pleasurable experience. Take time in the classroom to set objectives regarding what to look for, especially if there is a special concern which is being dealt with. At the library the teacher should mingle, assist, and suggest. Not every student is going to find the right book during a half hour session, but clues may be noticed so that later in the day the child may be helped to obtain the book for his or her needs. Sometimes students will group together and choose the same book (if there are several copies) or books from a series or by the same author. This could give them an opportunity for small group discussions and comparisons after they have finished reading.
**Story Time** The traditional story time in a classroom may be used bibliotherapeutically if the teacher selects the books or stories with care and follows up with some meaningful discussions or activities. Selecting books about a variety of family structures and interactions can help students see that there is no such thing as a "normal" family these days. Children from one parent and step-parent families need this kind of identification. Two charming and humorous books in this category are *Danny Champion of the World* and *Not Just-Any-Kind of Family*. This type of discussion can give students insight into family situations which differ from their own. Sharing this type of book can be an ongoing project over an entire school year.

**Sociograms** Sociograms based upon questions which will identify a child's relationship to a group will help to determine needs for individual bibliotherapy, groupings for small group bibliotherapy, as well as potential concerns for followup reading and discussion. A basic circle/arrow sociogram can quickly locate the isolates as well as the leaders. It must be stressed to the children that answers to such personal questions are not openly shared.
Personal Letters/Autobiographies  Once mutual trust and rapport has been established, the teacher might ask students to write personal letters, histories, or autobiographies for the teacher. In these letters or autobiographies the students may share problems which they would hesitate to verbalize, thus aiding the teacher in understanding their problems, making helpful book recommendations, and planning follow-up discussions.

Teacher's Book Collection  A teacher who is interested in the bibliotherapeutic aspects of certain trade books and paperbacks can assemble a good personal collection from book clubs such as Troll, Arrow, or Trumpet. Some books show up at rummage sales, used book sales, and other places. Clean new books are most appealing. It takes only a year or two to acquire a fair sized collection. Since the teacher has these books readily available, has read or is very familiar with all of them, and can insert them into the class activities whenever appropriate, they become an invaluable source of bibliotherapeutic materials. Students also feel special when the teacher offers to lend one of the teacher's own books to them. In this way you not only show confidence in the child, but you are sometimes able to "get the right book to the right child at the right time."
**Mutual Storytelling**  This technique can be used singly or in conjunction with bibliotherapy. The child tells a story and the teacher then tells one back. The teacher's story is based on the child's and should be recognizable to him, yet the new story should provide significant new aspects which can offer insights and alternatives. This technique can shift back and forth as long as time allows or ideas roll.

**Story Retelling**  In bibliotherapy discussions the readers are reviewing the material they have recently read. One technique that can be useful is having young people retell the story and examine the way one of the characters behaved and felt. This often leads to instances in which youngsters tell of similar incidents in their lives, opening up areas for further discussion.

**Open Ended Stories**  Teachers can read stories with no specific ending and ask students how they would end the story. Or they can stop reading a story just short of the conclusion and ask the class to end the story. The teacher should then finish reading the story to the class so students can compare their conclusion with the author's.

**Trade Books**  The paper back trade books which are often used in reading groups are a rich source of bibliotherapeutic materials. Teacher's guides are available with many of them.
Role-Playing Experiences with literature can be enhanced by role-playing. Role-playing is a strategy which sets up a problem situation for children to come to grips with and allows them to "play through" the problem in order to discover alternate solutions. The emphasis is on decision making and the goal is to promote social and personal values. The material best suited to role-playing would be problem stories or realistic fiction which can provide thought provoking situations. Books in which each chapter is self-contained or short stories work well. Good material would be problems which students can identify with and ones which will help them develop a personal value system. Responsibility for others, being fair, and accepting others are good examples. Steps for conducting a successful role-playing session might include:

1. Introduction and reading of the problem story
2. Selection of role-players
3. Preparation of audience
4. Setting the stage
5. The enactment
6. Discussion and evaluation
7. Further enactments
8. Further discussions
9. Generalizing - assess outcomes or portrayals and whether they were a good way to deal with the problem.
Reading Aloud Teachers who read aloud to their classes have many opportunities for discussing how a character felt about something or why the character made a particular decision. These brief discussions can be woven into the story and can broaden the students' decision-making abilities and increase their understanding of other people.

Journals Use a journal to describe the people you see and speculate about what they are like, and think about what they like or don't like to do. Include your feelings about them. Indicate the entries that are personal and think about why you would not say some of these things in public.

Radio Script Presenting a mock radio program format for interviewing several characters from different books on the same topic might be a way of dramatizing contrasting solutions to problems. An announcer could introduce the characters and ask them appropriate questions. Questions should deal with feelings, future plans, the reactions of others to the character, or advice to other children. Book commercials could be used during station breaks.

Animals in Literature Select a book about people's relationships with wild or domestic animals to read aloud and have students read similar stories on their own. Discuss the books and compare the protagonists' attitudes and feelings before and after their encounters with the animals. Discuss how animals sometimes help people discover something about themselves.
Educational Television. Book review programs which help students think about quality books can be a useful motivation for reading. A good example for middle grade students is More Books From Cover to Cover. This low key program dramatizes some excellent books and suggests others on the same theme. Topics which have been dealt with through books on this program include aging, self-concept, responsibilities for pets, transient families, death of a family member, baby sitting, and self-acceptance. Through discussions and other activities before and after the viewing of the programs, children are given opportunities to sharpen their insights, to heighten their perceptions, to engage in high level thinking. The activities also naturally incorporate other language arts - listening, speaking, and writing. Children have opportunities to learn from each other as well as from the books and the teacher" (Robbins,1987). There is a handy teacher guide available from the producers of the program.

Book Displays. Students may be made aware of the problem solving values of reading by keeping a revolving display of books, book lists, and posters suggesting literature displayed in the classroom. This is a subtle, learning center approach to advertising bibliotherapy, but it will attract attention, especially if there is a frequent changing of the books and posters.
Letter Writing  Students may create correspondence between two characters in a book or between characters from different books. Or one group of students may write "Dear Abby" letters about characters in a problem novel, and another group will develop answers for the letters. Another way to have students identify with characters in a book would be to have them write personal letters to the characters as though they were friends who understood their problems.

Book/Movie Correlation  Share a book orally, then enjoy the film version together. Follow up with discussions of the similarities and differences. Were the students able to identify better with the main characters in the book or in the film? Good choices for this activity are The Yearling, Where the Red Fern Grows, and The Incredible Journey. Most young people love and identify with these stories.

Families  After the oral reading of several stories about different kinds of families, ask students to write about their own families. They should be permitted to write a true story, a piece of fiction, or a mixture of the two. Have students construct a family tree going back to their grandparents, or farther, if possible. Ask the students to think of a family they are familiar with from their reading and compare that family to their own family. This activity might work better if the students divided into small groups for their discussions.
Written Compositions  Written compositions can be used to identify major problem areas for each child. They may also be used by the child to objectify his feelings about self and others. Some suggested topics for compositions are:

1. My One Wish
2. My Greatest Problem
3. I Dislike . . .
4. If I Could Be Anyone Else
5. If Someone Gave Me Anything in the World
6. If I Could Spend My Life Doing Anything I Wanted
7. If I Could Send Someone Off to Another Planet
8. My Greatest Worry

Class Selected Topic  Teacher has the class agree on one topic of mutual interest (such as aging, fears, prejudice, or sibling relationships) and students select books to read independently. The teacher can also choose one especially pertinent book to read aloud to the class. After all the reading is completed, discussion and other activities can be organized to integrate ideas from the children's varied reading experience.
Panel Discussions  A group of students who have all read a selected book may hold a panel discussion for others who haven't read the book. There should be a moderator for the panel, teacher input into its preparation, and a thorough knowledge of the book by the panel members. Examples of questions which might be asked during the panel include:

1. How does a character in this story come to understand himself better?
2. Why did people act as they did?
3. Has anything like this ever happened to you?
4. Do you think this story could have happened?
5. For what kind of person would you recommend the book?

It might also be helpful to the panel members to tape record their panel discussion.

Book Discussions  Book discussions can take many forms. For example, the teacher can divide the class into small groups with each group selecting a topic of interest; a book or books can then be chosen to be read within the group. As the books are read, groups discuss them. When the reading is completed, each group prepares a culminating activity to present to the class. Another format might be for the teacher to share stories with the class dealing with a specific fear, handicap, or concern of the group then follow-up with free group sharing and reactions.
Dramatizations A spirited dramatization is usually evidence of an emotional response to a story. In drama children are challenged to identify and interpret an author's development of characterization and plot. A child who recognizes, in a story problem, something he or she has also struggled with may express the similarity of experiences through dialogue. Original stories can also be dramatized. Puppet shows are another creative alternative. The steps in guiding a successful creative dramatics activity are:

1. Choose a good story or poem.
2. Tell or read it to the children.
3. Involve them in identifying the characters and the scenes needed for the dramatization.
4. Carry out in-depth discussion of character traits and allow time for pantomiming of characters.
5. Let the children decide who will play each part.
6. Give the players a short time to analyze the first scene and to plan and practice their performances, creating their own dialogue.
7. Prepare the audience to critique the performance.
8. Have the scene played before the audience.
10. Work on each scene in the same way, then play through the entire story.
A Book That Made the Difference  This activity is based on a library project done by Gordon and Patricia Sabine and expanded upon by other groups. Students can be asked to delve into their reading past and name a book which had the greatest influence on their lives. This is not the same as a favorite book. Students could also interview parents, teachers, and others on this topic. One would expect to find a wide range of impacts that books had made; many of the responses will have bibliotherapeutic connotations.

Examples from Sabine's survey include:

A book comforted a man grieving after his mother's death.
A book bolstered a minister's moral strength.
A book helped dissolve a racial color line.
A book inspired a young man to become an actor
A book guided a young mother away from whipping and hollering to talking it out.