

BIBLIOTHERAPY FOR CHILDREN AND ADOLESCENTS

Prepared by Veronika Mudėnaitė,
The psychologist of children's and youth's
day center "Our little home"



mūsų nameliai
vaikų ir jaunimo dienos centras

INTRODUCTION

- Children and adolescents face various issues like developmental challenges, adjusting to school, making friends, family issues, coping with fear, anxiety, anger or frustration. All these issues need to be addressed and dealt with in a nonthreatening way (Lucas, Soares, 2013).

INTRODUCTION

- Children's environment should stimulate their development by addressing real-life situations and navigating their need to explore and learn (Lucas, Soares, 2013).
- One powerful tool that could address, educate (Stamps, 2003) and guide children's needs (Goddard, 2011) are books, that gives space to reflect, interpret and discuss (Lucas, Soares, 2013).

WHAT IS BIBLIOTHERAPY?

To simplify it is reading a book to understand our own actions, feelings and find possible ways to cope with problems (Holmes, 2004).

WHAT IS BIBLIOTHERAPY?

- Method that uses literary sources to help one to gain understanding, engage in problem solving (Sullivan, Strang, 2002; Goddard, 2011) and cope with real life situations (Prater, Johnstun, Dyches, Johnstun, 2006) by identifying with a character who successfully resolves a problem similar to the one the individual is experiencing (Sullivan, Strang, 2002-2003; Frank, McBee, 2003).

GOALS

Address the ***cognitive***, ***emotional*** and ***social*** dimensions:

- provide information and support exploration about various topics on a developmentally appropriate level (Mankiw, Strasser, 2013);
- foster understanding of their own experience (Allen, Allen, Latrobe, Brand, Pfefferbaum, Elledge, Burton, Guffey, 2012);
- empower them to recognise their own feelings in literature (Stainbrook, 2011);
- encourage them to disclose their thoughts, feelings, problems and fears (Tussing, Valentine, 2001);
- assist children in adjusting and coping with the difficulties they face (Heath, Sheen, Leavy, Young, Money, 2005);
- develop critical thinking (Schreur, 2006) and strategies to manage problems (Stainbrook, 2011);
- create awareness that others have similar problems (Cook, Earles-Vollrath, Ganz, 2008), enhance feeling of belonging (McCullis, Chamberlain, 2013).

STRUCTURE OF BIBLIOTHERAPY SESSION

Prereading

Activating

Reading

Postreading discussion

PREREADING

1. **Identifying problem**
2. **Selecting literature** which:
 - contains character who struggles with a similar issue (Lucas, Soares, 2013);
 - appropriates for the developmental age (Prater, Johnstun, Dyches, Johnstun, 2006), interests, emotional and social needs (Lucas, Soares, 2013);
 - offers hope, support and builds coping skills (Heath et. al., 2005).

ACTIVATING

- Presenting a topic;
- Encouraging children to think over their experience related to the topic.

(Forgan, 2002; Stainbrook, 2011)

READING

- Reading a story aloud (Forgan, 2002);
- Listening to the story and demonstrating interest in what is happening (Nickerson, 1975).

POSTREADING DISCUSSION

Aims to *identify feelings, problems* and find *solutions* by asking the following questions (Sullivan, Strang, 2002–2003):

- 1) What is the story about?
- 2) How does the story make you feel?
- 3) Who is the main character?
- 4) What problem did the main character encounter?
- 5) How did the main character solve the problem?
- 6) If you faced the similar problem, what might you do?

POSTREADING DISCUSSION

Discussion of the story encourages to discuss participants' experience:

- discovering the parallels with their own life, encourages to open up and share their own feelings and concerns which helps to understand and reframe their own experience (Holmes, 2004; Goldstein, 2012).

THERAPEUTIC PROCCCESS OF BIBLIOTHERAPY

In order to serve as a therapeutic medium, bibliotherapy involves several stages that participant goes through:

- ***Involment***
- ***Identification***
- ***Catharsis***
- ***Insight***
- ***Universalisation***

INVOLMENT

- “An interest, or a sense of being "caught up in" and concerned with the tale, or message being delivered” (Nickerson, 1975, p. 258).

IDENTIFICATION

- Identification occurs when reader finds similarities between himself and the character and associates with these similarities (Tussing, Valentine, 2001).

CATHARSIS

- It is believed that identifying with the character helps to recognize and experience the character's feelings. As the character successfully resolves problems, the emotional tension that have been held in, discharges (Sullivan, Strang, 2002–2003).

INSIGHT

- Experiencing and gaining insight into solving a problem, characters' coping skills and applying this knowledge to his or her own life (Tussing, Valentine, 2001).
- Insight occurs when the reader understands the feelings and situation in a new way and is then motivated to make positive behavioral changes (Iaquinta, Hipsky, 2006, quoted in Rozalski, Stewart, Miller, 2010, p. 34).

UNIVERSALIZATION

- Comparing the experiences gives understanding that others may have similar problems (Gavigan, 2012) and enhances feeling of belonging (McCullis, Chamberlain, 2013).

ISSUES TO ADDRESS

Emotional:

Controlling aggression, managing stress (Sulliva, Strang, 2002-2003), coping with fear, anxiety, frustration (Lucas, Soares, 2013).

Social and interpersonal:

Initiating and maintaining social relationships (Sulliva, Strang, 2002-2003).

School related:

Adjusting to school environment, working together (Lucas, Soares, 2013).

Self-concept:

Formation of one's identity (Frank, McBee, 2003), awareness of its own abilities (Lucas, Soares, 2013).

Home related:

Coping with divorce, marital conflicts, abuse, neglect, financial difficulties (Heath et. al., 2005), parent's mental illness (Tussing, Valentine, 2001).

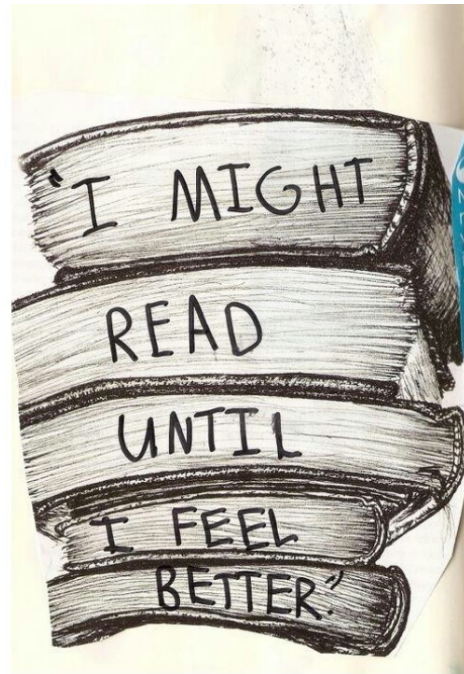
Sensitive topics:

Bullying, homelessness, disabilities (Mankiw, Strasser, 2013), at-risk students (Schreur, 2006), cancer, eating disorders and other sicknesses, death (Gavigan, 2012).

Closing remarks

- Bibliotherapy is not a panacea, but it offers a good starting point for solving a problem (Stamps, 2003) and helping children and adolescents to understand that they are not alone (Gavigan, Kurtts, 2011).

Thank You for Your attention!



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