

University of Texas of the Permian Basin

FalconCommons

College of Education

Dissertations & Theses

Winter 12-2010

Developmental Bibliotherapy in Practice: A Study of Bibliotherapy Effects on Kindergarten Behavior

Courtney Hawley

University of Texas Permian Basin

Follow this and additional works at: <https://falconcommons.utpb.edu/utpb-edu>



Part of the [Child Psychology Commons](#), [Pre-Elementary, Early Childhood, Kindergarten Teacher Education Commons](#), and the [Social Psychology and Interaction Commons](#)

Recommended Citation

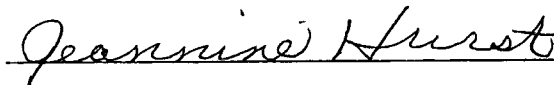
Hawley, Courtney, "Developmental Bibliotherapy in Practice: A Study of Bibliotherapy Effects on Kindergarten Behavior" (2010). *College of Education*. 6.

<https://falconcommons.utpb.edu/utpb-edu/6>

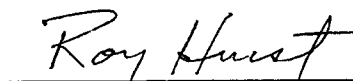
This Thesis is brought to you for free and open access by the Dissertations & Theses at FalconCommons. It has been accepted for inclusion in College of Education by an authorized administrator of FalconCommons. For more information, please contact pappas_j@utpb.edu.

DEVELOPMENTAL BIBLIOTHERAPY IN PRACTICE:
A STUDY OF BIBLIOTHERAPY EFFECTS
ON KINDERGARTEN BEHAVIOR

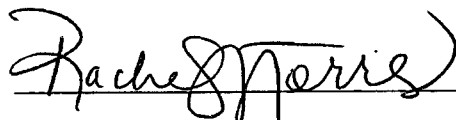
APPROVED BY SUPERVISORY COMMITTEE:



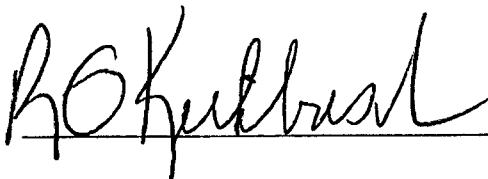
Dr. Jeannine Hurst, Chair



Dr. Roy Hurst



Dr. Rachel Juarez- Torres



Dr. Kiekbusch

DEVELOPMENTAL BIBLIOTHERAPY IN PRACTICE: A STUDY OF
BIBLIOTHERAPY EFFECTS ON KINDERGARTEN BEHAVIOR

By

Courtney Hawley, M.A.S.

THESIS

Presented to the Graduate Faculty of Education

The University of Texas of the Permian Basin

In Partial Fulfillment

of Requirements

for the Degree of

MASTER OF ARTS

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

December 2010

ABSTRACT

Bibliotherapy is the use of books and other print media for the purpose of instructing the audience about a certain topic. Developmental bibliotherapy is a form of bibliotherapy in which a teacher or other facilitator presents a book to a group in order to help instruct a desired behavior. This study was conducted to determine the effects of developmental bibliotherapy instruction over the course of a six weeks time period in the Kindergarten classroom. I wanted to determine the effectiveness of the bibliotherapy program as it related to teaching problem solving behaviors for a small group of students. The students included in the study were students struggling with ADHD behaviors in the classroom setting. The data indicated three themes that were important for the success of the bibliotherapy process: student connections to the text, comprehension of the text, and plans for implementing the text. In this multiple case study, improvements in student behavior was often dependent on these themes.