THE EFFECT OF BIBLIOCOUNSELING ON SELF-CONFIDENCE

AND FEAR OF REJECTION IN FIRST GRADE STUDENTS

A THESIS

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CHAPTER I

INTRODUCTION

When a child is born the first exposure to people
is usually that of the family. This exposure to parent
behavior is composed of a series of behaviors which consist
of language, gestures, facial expressions and other impacts
which allow the child to associate meaning to his world
(Champney, 1941). Thus it can be stated that typically, a
child's first experiences interpersonal interaction with
their parents. Interpersonal refers to relations which
occur with people as opposed to those relations which do
not involve people. All individuals have the basic need
to interact interpersonally which is attained through
satisfactory relations and interactions with others (Schutz,
1966). According to Schutz "every individual has three
areas of interpersonal needs: inclusion, control, and
affection" (p. 13).

Interpersonal behavior develops early in life and is
deeply rooted. This behavior in later life will be similar
to behavior experienced in a person's earliest relations,
usually parent-child behavior.

> One area where the effect of childhood experience
> is observable in adult behavior is that of inter-
> personal behavior. The way in which people interact

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and perceive others depends, as do other character-
istics, on their past experiences. (Schutz, 1966,
p. 82)

Statement of the Problem

Some of the characteristics that I have observed in
interpersonal interactions with children in my classroom
are:

1. Students who are enrolled in a lower middle class
urban school seem to enter school with a lowered level of
self-confidence. It is possible that a major cause of this
lowered level of self-confidence is due to a lack of
parental interaction.

2. Many of the students in this school are from one-
parent homes where the parent is the only financial support
in the household.

3. Because of work responsibilities, the parents are
often faced with the problem of leaving the children
unattended before and after school.

4. In other households, where there are two parents in
the same home, there is a similar existing problem of leaving
the children unattended because both parents must work to
support the family. These small, school-age children must
quickly learn how to dress, feed, and entertain themselves.
This existing parental absence does not allow the parent and
child much time for interpersonal interaction.

When these children get to school they find that their home situations are somewhat different from others in this constantly changing society. In a classroom school setting these children seem to be hesitant to interact with peers because they fear rejection. Those who are not hesitant to interact are at times aggressive in their interpersonal interactions with peers.

The quantity and quality of interaction between parent and child is very important. In order for the child to feel that she is a unique person, the child must receive unique attention. Thus when a parent spends satisfactory amount of time interacting with the child, the parent satisfies the child's need for inclusion, which is one of the areas of interpersonal behavior (Schutz, 1966). Education can and should be a facilitating process. Education can become a process of giving the child his experiences in clearer stronger terms providing better constructs for fuller and wider experiences (Berenson, 1975).

If a child's interpersonal behavior can be measured in terms of inclusion, control and affection, perhaps within a classroom setting these children can experience and gain interpersonal interaction skills to meet the needs required to modify a low self-confidence and fear of rejection. Bibliocounseling sessions, in which stories are read to first-grade students in a lower middle class urban school

in the Dallas Independent School District, is an enriched section added to the social studies curriculum.

Statement of Purpose

The purpose of this study was to determine the effect of bibliocounseling on self-confidence and fear of rejection in first-grade children by testing the following hypotheses:

1. Self-confidence shows positive gain following bibliocounseling.

2. Fear of rejection by peers diminishes following bibliocounseling.

3. Total amount of interaction will increase following bibliocounseling.

There were three dependent variables: self-confidence, fear of rejection, and the amount of interaction. The independent variable was the bibliocounseling treatments. Moderator variables were the differences in the children's listening, reading comprehension skills, and their different home situations.

Significance of the Study

All children, at one time or another, are faced with problems. No matter how large or small the problems are, they are very real to the child. These problems need to be resolved if learning is to take place. Through

bibliocounseling, children may discover how others feel and consequently, may solve existing problems. The importance is not in the book or in the characters themselves, but in the process that happens between the children and the books. This process is the dynamic interaction between the children and the book (Schultheis, Note 1). With proper guidance and skillful discussions, the children may identify with characters in stories, thus setting up a base for other therapeutic benefits. Identification thus leads to the process of catharsis, which is an emotional sharing of experiences similar to those of the stories characters. These personality mechanisms of identification and catharsis may help the children gain insight of their problems and solutions (Muro & Dinkmeyer, 1977). According to Muro & Dinkmeyer,

> children who are exposed to bibliocounseling may
> find that they understand themselves better, under-
> stand their family and friends better, and expand
> the potential options they have in discovering
> solutions for their normal developmental concerns.
> (p. 260)

First of all, there is a need to determine how much interaction and interpersonal experiences are needed for children to experience some means of personal identification with the characters or elements of a story. After children have identified with the characters or story, there is a more important need to determine what is needed for there to be a catharsis experience. The need to experience "empathetic

emotional reactions similar to those that the reader imagines were felt by the book's character" (Spach, 1962, p. 20). And last, there is a further need to determine if young children can acquire the skills needed in order to recognize the similarity between the characters and themselves. Perhaps by simple imitation, they may consider a course of action that presumably will enable them to solve an existing problem. One of the major objectives is to provide the children with an opportunity to learn that behavior is caused and that the behavior of the characters in the story reflects their purpose. There is a need in elementary education for children to deal with emotions in the same manner that they deal with numbers and other areas of the curriculum (Muro & Dinkmeyer, 1977).

Assumptions

These children have lowered self-confidence, that is, they "fit the pattern." This assumption will be assessed by the pretest.

Limitations

Since the sample will not be randomly selected, generalizability is limited to the sample itself. However, this is intended as action research which by definitions, has limited application.

Definitions

Fear of rejection. Fear of rejection can be termed as the fear of being left-out, left behind, or ignored. Fear of rejection is measured on the Fundamental Interpersonal Relation Orientation (FIRO) by the expressed inclusion scores. A low inclusion score of 0, 1, or 2 expresses that an individual is concerned about rejection (Ryan, 1977).

Inclusion behavior. Inclusion is a behavior which is directed toward satisfaction of the need of inclusion. Inclusion refers to a behavior between people. Behaviorally defined, inclusion is the need to establish and maintain satisfactory relations with people in association and interaction. There are two levels of inclusion. A low expressed score means that a person is uncomfortable around people, a high expressed score suggest the person is comfortable with people (Schutz, 1966).

Self-confidence. Self-confidence can be said to be the state of being or feeling certain. This includes a person's willingness to make decisions, assume leadership, or take on responsibility. Self-confidence is measured on the FIROBC by the expressed control score. A low score of 0, 1, or 2 represents under or low self-confidence, and avoidance of responsibility. A score of 3, 4, 5, or 6, represents self-confidence. A high score of 7, 8, and 9 represents an

overconfident person and one who has a compulsive need for
recognition of his or her ability to assume leadership
(Ryan, 1977).

Control behavior. Behaviorally defined control is the
need to establish relationships with people in relation to
control and power (Ryan, 1977).

Amount of interaction. The total amount of interaction
will be measured by totaling the sum of all scores. A high
score will mean that the child has a preference for a great
amount of interaction with people. A low score indicates a
desire to have little contact with people, more of a desire
to be alone (Schutz, 1978).

Children's listening skills. Listening comprehension
is the ability to listen. It is an active process which is
related to intellectual and experiential aspects that are
recognized as a communication skill. Listening calls for
response and can also be a creative experience. People
differ in their ability to listen as they do in reading,
speaking, writing, and other forms of communication (Boyd &
Jones, 1977).

Reading comprehension skills. Reading comprehension
refers to the process of understanding "the meaningful
interpretation of written or printed verbal symbols" (Harris
& Spiary, 1975, p. 435). Comprehension skills are divided
into three categories: literal, inferential, and critical.

Interpreting and judging ideas presented calls for applying critical skills. Using these ideas is the application of creative reading skills. Literal skills involve the reader solving some problems and adding possible answers from experience, thinking, and imagination (Boyd & Jones, 1977).

   Bibliocounseling. Simply stated, bibliocounseling is help through books. Russell and Shrodes (1950) define the term as a process of dynamic interaction between the personality of the reader and the literature.

CHAPTER II

REVIEW OF LITERATURE

Bibliocounseling

Bibliocounseling received it's roots from bibliotherapy. Even before the term was actually used, there had been speculations, studies, and discussions on the use of reading in the treatment of the ill (Tews, 1962). There are significant findings that the roots of bibliocounseling can be traced further to the time of Aristotle, when numerous authors assumed that literature could influence one's emotions, attitudes, and behaviors (Muro & Dinkmeyer, 1977). In his Republic, Plato deemed literature important enough to suggest that children's first stories should be those composed to "bring the fairest lessons of virtue to their eare" (Muro & Dinkmeyer, 1977, p. 251). Simply stated, bibliocounseling is help through books. It is, according to Muro and Dinkmeyer,

> the process wherein normal children, with the assistance of a skilled teacher or counselor, can obtain help with developmental concerns through the theraputic mechanisms of identification, catharsis, and insight. (p. 253)

Bibliocounseling may also contribute to the socialization of children and may increase their ability to understand

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others. Malkiewicz (1970) viewed bibliotherapy as a natural
tool for reaching youngsters who need help. Books provide
children with an opportunity to identify with characters and
perhaps also help them come to the realization that problems
are universal and that "no man is an island." A review of
the literature dealing with bibliocounseling sessions with
primary students revealed two sources that involved first
grade students. Spach (1962) reported that Katherine A.
Pirie read a number of selections to her first grade students.
She then recorded the sessions and concluded that "the
children identified with characters that helped them find
solutions to their problems" (p. 26). The selection also
helped the children identifying acceptable social behavior.
Another experiment involved Webster, a first grade teacher,
who, upon discovering that 35 first graders feared the dark,
carefully selected reading materials. The study was con-
ducted in a period of five weeks. The readings were followed
by free discussions and sharing experiences. When the
children were interviewed three months later, 29 of the 35
children expressed a reduction in their fear of the dark.
Muro and Dinkmeyer (1977) note that some children seem to
have a limited ability to view their own behavior and obtain
insight from that behavior. They do not seem to be able to
observe and consider responses of their behaviors. Stephens

(Note 2) stated that "at this point it is still questionable as to whether elementary level students benefit from biblio-therapy" (p. 4). At this point there is a need in the counseling field for better research in bibliocounseling by teachers and counselors in school-related settings and activities (Muro & Dinkmeyer, 1977). Schultheis (Note 1) concluded that a child can build faith in himself and others through reading books that help lessen or solve life's problems large or small.

Self-Concept

As children grow they develop an ability to discriminate and identify experiences that are their own. The children acquire a sense of self when they become aware of their own being functioning with their environment. This process is known as the development of self-concepts (Rigers, 1961). Self-concept according to Combs (1971) are those "aspects of the perceptual field to which we refer when we say 'I' or 'me'" (p. 39). Felker (1974) defines self-concept as the "sum of views which an individual has of himself" (p. 2). Raimy (1965) defined self-concept as being:

> the more or less organized perceptual object resulting from present and past self observation . . . (it is) what a person believes about himself. The self-concept is the map which each person consults in order to understand himself, especially during moments of crises or choice. (p. 184)

This process is a dynamic, strongly dependent action which depends on the child's perception of his experiences (Rogers, 1961). The self-concept is not merely a thing but an organization of ideas that form a frame of reference from which an individual makes observations. Therefore it can be stated that a person's self-concept is who he is. And through this shield he views everything which is seen, heard, and evaluated, and understood (Combs, 1971).

Felker (1974) states that the formation of self-concept is a process which begins before a child is born. It involves a child making differentiations about herself and the world she lives in. After the child is born this process continues through life. Dinkmeyer (1965) and Combs (1971) state that a child's growing awareness of self, and the formation of the self-concept begins with the child's interaction with people and her environment. The child is thus exposed to experiences in the home, school, and the existing environment. The home offers a child her first experiences which thus provides a child with feelings of adequacy, security, love, limits, and consistency (Dinkmeyer, 1965).

Parents usually serve as primary models, or agents for developing behavior, feedback information, and offer evaluations of a child's behavior. A child's early learning

is strongly influenced by the primary model available to
her (Felker, 1974).

> the parent's most important role arises out of
> making the child feel genuinely loved and accepted
> as she is. The family introduces the child to
> life and provides her with her early and most
> permanent self-definitions. It is in this setting
> that the early guidelines are formulated.
> (Dinkmeyer, 1965, pp. 200-201)

Behrens (1954) cited a study of 25 urban lower-middle-
class children that the quality of a child's adjustment
depended largely on the child's total amount of interaction
with the mother. Sears (1970) in a study of 159 children who
were studied seven years later reported that a high maternal
and parental warmth and interaction at age five.

When children enter school they then experience inter-
personal interactions with their teacher and peers. Children
must then learn how to interact with these new people in
their lives. Usually their first dependency will be their
teachers, in that they are the evaluators of self in the
new term of achievers. This dependency will later shift to
the peer group. During the early years the self-concept is
very directly affected by the attitudes of their peers.
It is through their eyes that they see themselves (Dinkmeyer,
1965). Dinkmeyer stated that:

> facilitating the child's ability to draw upon his
> feelings to face his feelings, to experience and
> live comfortably with them, should be a part of
> the educational experience. (p. 205)

The self-concept is learned, it can be taught, and it can be changed. In fact throughout life it is continually changing. Self-concept is one of the most important single factors affecting human behavior (Combs, 1971). A child can be understood more adequately if the child is permitted to express himself, then the child can be led to experiences which allow him to learn from the consequences of his faulty perceptions. Then perhaps the adult can help develop experiences that will permit a new view on life instead of strengthening faulty assumptions (Dinkmeyer, 1965).

The FIRO Theory

The Fundamental Interpersonal Relation Orientation (FIRO) is based on the basis that "people need people" (Schutz, 1966). An interpersonal need is in reference to relations that occur between people. Interpersonal behavior in an individual is behavior that is different from behavior when the individual is not with people. Schutz (1966) concluded that there are three fundamental dimensions in interpersonal relations: inclusion, control, and affection.

For each dimension two scores are obtained. They are symbolized by the letters "e" and "w". The "e" represents expressed behavior, that is, behavior an individual expresses toward others." The "w" represents the way an individual "wants others to behave towards him" (Schutz, 1966, p. 58).

Each of these dimensions is also connotated in terms that view the various positive and negative aspects of a relationship (Ryan, 1977).

Inclusion can be defined behaviorally as the "need to establish and maintain a satisfactory relation with people with respect to interaction and association" (Schutz, 1966, p. 18). Ryan (1977) refers to inclusion as the degree to which an individual associates with people. Positive aspects of a relationship which can be termed as inclusion are "interact, associate, belong, communicate." The Negative aspects can be termed as "exclude, isolate, lonely, withdrawn, and ignore" (Schutz, 1978, p. 8).

Control behavior is defined behaviorally as "the need to establish and maintain a satisfactory relation with people with respect to control and power" (Schutz, 1966, p. 18). Ryan (1977) views control as the means to measure the extent to which an individual assumes and excepts responsibility, makes decisions, or dominates people. The terms to connote control in the positive aspect are "power, authority, dominance, influence, control, and leader." The negative connotations are "rebellion, resistance, follower, and submissive" (Schutz, 1978, p. 8).

Affection can be defined behaviorally as "the need to establish and maintain a satisfactory relation with others with respect to love and affection" (Schutz, 1966, p. 20).

Ryan (1977) states affection to reflect the degree to which an individual becomes emotionally involved with others. In the positive aspect affection can be termed as "love, like, emotionally close, personal, intimate, friend, and sweetheart." In the negative aspect affection is termed as "hate, cool, dislike, emotionally distant, and rejection" (Schutz, 1978, p. 8).

Self-confidence

Self-confidence is the belief in one's own abilities. It includes a person's willingness to make decisions, take on responsibility, and assume leadership. An individual who demonstrates a lowered level of self-confidence avoids responsibility, and avoids making decisions. An individual possessing an extremely high level of self-confidence is overbearing in the control of others, is overconfident, and has a compulsive need for recognition of his or her ability to handle responsibility, or assume leadership (Ryan, 1977).

A person who abdicates of responsibility and acceptance of control results from a poor self-concept which usually consists of feelings of helplessness, worthlessness, and inadequacy. According to Ryan (1977), self-confidence as measured on the FIRO-BC control expressed and wanted scores indicate:

1. An individual who measures moderately on the expressed score and low on the wanted score indicates being confident, comfortable in making decisions assuming responsibility.

2. An individual who scores high on the expressed score and low on the wanted score indicates a self-concept of confidence and adequacy. These people have an intense need for recognition and are compulsively driven to do well.

3. When an individual has a low expressed and low wanted score it is an indication that the individual is avoided making decisions and taking on responsibility. These persons are usually most comfortable when others do not attempt to control them. They do not tell others what to do, and do not want others to tell them what to do.

4. An individual scoring extremely high on the wanted score reflects dependency, narcissistic attributes, is self-indulgent, and usually as an adequate self-concept.

5. An individual scoring low on the expressed score and high on the wanted score indicates a dependent person. This type of person usually abdicates responsibility. His self-concept is poor.

The FIRO and Interpersonal Behavior

Thompson (1972) derived data from four populations to determine if interpersonal behavior related to or could be

predicted from self-concept scores as measured on the FIRO-B.
In all the data derived by Thompson (1972) it indicated that
in all four groups, students who possessed healthier self-
concepts engaged in more inclusive behavior toward others.
These findings according to Thompson (1972) suggested that
persons who have poor self-concepts and poor interpersonal
relationships showed an increase in a direct linnear manner
on their expressed inclusion scores as their self-concept
began to improve. The wanted inclusion scales indicated
that the way one acts toward others is highly related to
the self-concept rather than the responses one seeks from
others. Students with healthier self-concepts expressed
more control and perhaps exercised more leadership behavior
as shown on the expressed control score (Thompson, 1972).

On the wanted control scales Thompson (1972) determined
that persons who had poor self-concepts wanted more control
from others as opposed to those with healthy self-concepts.
Persons with better self-concepts were more involved in
contacts of all types with other people. There was con-
siderable evidence to suggest that these are true relation-
ships between self-concept and interpersonal behavior as
measured by the FIRO-BC (Thompson, 1972).

CHAPTER III

RESEARCH DESIGN

Sample

This experimental action research was conducted in a primary school setting using intact groups. The subjects for this study were all first grade students attending an urban elementary school. Before the study was conducted all parents of the enrolled first graders received a letter explaining the bibliocounseling program. The parents were allowed to respond their willingness for their children to participate in the study, by returning the form signed.

A total of 75 letters were sent to parents; 59 (79%) responded indicating their consent. These children (24 boys and 35 girls) constituted the subjects of the study. Because of conditions beyond my control intact groups were assigned to treatment conditions (experimental, 19), (Hawthorne, 23), control, 17). Of the 24 boys, 6 were seven years old, and 18 were 6 years old. Of the 35 girls, 10 were 7 years old, and 25 were 6 years old. All of these students were in the preoperational stage. Preoperational includes children between the ages of 6 through 8 (Shilling, Note 3).

Among the parents five were the only financial support
in the household. There were 39 parents from two-parent
households in which both were employed outside the home.
In other households where there were two parents, 15 had
parents who were not employed outside the home.

The experimental group had stories read by their class-
room teacher, a graduate counseling student, at Texas Woman's
University. The bibliocounseling sessions were conducted
daily for a period of 15 minutes each day. These sessions
lasted a total of four weeks. During these four weeks two
books were read each week. These stories were followed
with open-end questions intended to stimulate oral dis-
cussions. The students were encouraged to express their
opinions and their feelings about the stories. The day after
the stories were read all the students participated in acting
out the stories using their own vocabulary and interpretations.
On other days art lessons were incorporated with the biblio-
counseling sessions. The students were allowed to illustrate
a part of the story they remembered most. Each student was
allowed a moment to explain his or her picture. The pictures
were then displayed on the bulletin boards.

The Hawthorne group had the same stories read to them
by their classroom teacher, but they did not participate in
discussions, dramatizations, role playing, or story

illustrations. The teacher assigned to this group is a trained counselor. The term Howthorne is used to describe a situation in which the subjects behavior or the "difference" is not affected by the treatment but by their knowledge of participation in a study (Gay, 1972). The control group received no experimental treatments.

Instruments

The FIRO-BC was used in a pretest/posttest format. The FIRO-BC is a 54-item Likert-type questionnaire, which measures 3 fundamental areas of interpersonal relationships: inclusion, control, and affection (Ryan, 1977). The emphasis of the questionnaire is on how a person behaves when interacting with people. It not only measures how individuals act with others but, also predicts interactions between people. Therefore, this instrument also measures how they would like others to act towards them (Shilling, Note 3). The FIRO-BC contains six basic questions, each repeated nine times with a slight variation. For each item an individual is asked to pick or choose one of six responses. Any response given on one side of the cut-off point means they reject the item. If the individual responds on the other side it means they accept the question (Ryan, 1977).

The theory behind the FIRO is the use of the Guttman scales: reproductibility is an appropriate measure of

internal consistency (Schutz, 1978). Guttman uses a scalo-
gram analysis, therefore the items have a cumulative property.
An example of this analysis is:

1. Are you over 6 feet tall? ___Yes ___No

2. Are you over 5 feet 6 inches tall? ___Yes ___No

3. Are you over 5 feet tall? ___Yes ___No

If a person marks 1 "yes," he must also mark 2 and 3 "yes."
If he marks 1 "no" and 2 "yes" he must also include 3 as
"yes" (Strouffer, 1950, p. 10). Content validity is a
property of all legitimate cumulative scales, and therefore
of all FIRO-B scales.

FIRO-BC

The Fundamental Interpersonal Relations Orientation-
Behavior Children (FIRO-BC) is a children's version of the
FIRO-B. The language and vocabulary has been adapted to
insure a child's understanding.

Procedure

1. The approval of the Human Research Review Committee
of Texas Woman's University was obtained.

2. Permission was obtained in writing from the school
principal.

3. Before the study began, parents of all the students involved received letters explaining the social studies activities.

4. The activities for the experimental group were planned carefully to insure proper guidance.

Hypotheses

The following null hypotheses were tested:

1. There are not statistically significant differences in expressed control scores (self-confidence) among the three groups.

2. There are no statistically significant differences in expressed inclusion (fear of rejection) scores among the three groups.

3. There are no statistically significant differences in total sum scores (total interaction) among the three groups.

Statistics

Data was analyzed by analysis of variance using the Texas Woman's University computer program. Data comparing the performance of the three groups on pre- and posttest were also subjected to further analysis via the student-Newman-Keuls procedure.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The subjects for this study were 59 1st-grade students enrolled in an urban elementary school. There were 24 boys and 35 girls, all of whom were in the preoperational stage. Children in this stage have a tendency to think in terms of parts of a situation and do not integrate them into a whole. Preoperational children's thoughts are irreversible and are attentive to limited amounts of information. The children in this stage are unlikely to reverse their thoughts (Ginsburg & Opper, 1979). In spite of this fact the children in this study were able to take account others points of view, and reversed some thoughts. The FIRO-BC, a 54-item Likert-type questionnaire, which measures three fundamental areas of interpersonal relationships--inclusion, control, and affection--was used. This questionnaire measures how an individual behaves and responds in interpersonal interaction.

Of the 59 participants 16 students were seven years old, and 43 students were six years old. These students were members of three intact groups: an experimental group (group 1), a Hawthorne group (group 2), and a no-treatment control group (group 3). The experimental group had biblio-counseling sessions which included discussions, the students

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own personal interpretations, dramatizations, role-playing, and story illustrations. The Hawthorne group had the same stories read, but they did not have any discussions, dramatizations, role-playing, or story illustrations. The control group did not receive any of the experimental treatments.

Data were analyzed by the Texas Woman's University Computer Program. One way analysis of variance was used.

Table 1

Descriptive Data

Group	Var.	Pretest		Posttest	
		M	SD	M	SD
1	c^e	3.7895	2.1494	5.4737	2.4803
	I^e	4.6842	2.1357	5.6842	1.9164
	Σ	25.2105	5.8933	29.4821	6.2027
2	c^e	5.7826	1.8576	4.2609	2.1153
	I^e	4.0000	2.2156	3.5622	2.3857
	Σ	22.7391	5.6666	22.1304	7.4608
3	c^e	6.4706	1.6627	5.9412	2.1351
	I^e	5.1176	2.3686	5.4118	2.2929
	Σ	27.0000	8.3367	31.0000	7.7701

Hypothesis 1. There are no statistically significant differences in expressed control scores (self-confidence) among the three groups.

Table 2

ANOVA of Pre-Posttest Expressed Control Scores

Within Each Group

Group	Source	df	SS	MS	F	p
1	Between	1	26.4974	26.9474	5.003	0.0316
	Within	36	193.8947	5.3860		
	Total	37	220.4821			
2	Between	1	26.6304	26.6304	6.721	0.0129
	Within	44	174.3478	3.9625		
	Total	45	200.9783			
3	Between	1	2.3823	2.3823	0.651	0.4251
	Within	32	117.1765	3.6618		
	Total	33	119.558			

The experimental and Hawthorne group indicated a significant difference in expressed control scores (self-confidence). Hypothesis one can therefore be rejected.

Hypothesis 2. There are no statistically significant differences in expressed inclusion (fear of rejection) scores among the three groups.

Table 3

ANOVA of Pre-Posttest Expressed Inclusion Scores

Within Each Group

Group	Source	df	SS	MS	F	p
1	Between	1	9.5000	9.5000	2.308	0.1375
	Within	36	148.2105	4.1170		
	Total	37	157.7105			
2	Between	1	1.3913	1.3913	0.262	0.6110
	Within	44	233.2174	5.3004		
	Total	45	234.6087			
3	Between	1	0.7353	0.3753	0.135	0.7154
	Within	32	173.8824	5.4338		
	Total	33	174.6176			

Analysis of variance revealed no significant difference in expressed inclusion scores (fear of rejection) for any of the three groups. Thus hypothesis two cannot be rejected.

Hypothesis 3. There are no statistically significant differences in total sum scores (total interaction) among the three groups.

Table 4

ANOVA of Pre-Posttest Total Interaction Scores

Within Each Group

Group	Source	df	SS	MS	F	p
1	Between	1	203.7895	203.7895	5.568	0.0238
	Within	36	1317.6842	36.6028		
	Total	37	1521.4737			
2	Between	1	4.2610	4.2610	0.097	0.7568
	Within	44	1931.435			
	Total	45	1935.3045			
3	Between	1	136.0000	136.0000	2.094	0.1576
	Within	32	2078.0000	46.9375		
	Total	33	2214.0000			

The experimental group had a significant difference in total sum score (total interaction). Hypothesis three can thus be rejected.

CHAPTER V

SUMMARY AND CONCLUSIONS

Whether a child's interpersonal behavior could be measured in terms of inclusion, control, and affection. If so, then perhaps within a classroom setting these children could experience and gain interaction skills needed in order to modify a low self-confidence, fear of rejection, and total amount of interaction. This project attempted to determine the effect of bibliocounseling on first grade children in order to determine how much interaction and interpersonal experiences were needed to expand options and discover solutions to problems. A further purpose was to expand research in bibliocounseling with a classroom setting using young school age children.

The following null hypotheses were tested:

Hypothesis 1. There are not statistically significant differences in expressed control scores (self-confidence) scores among the three groups (rejected).

Hypothesis 2. There are no statistically significant differences in expressed inclusion (fear of rejection) scores among the three groups (not rejected).

Hypothesis 3. There are not statistically significant differences in total sum scores (total interaction) among the three groups (rejected).

All parents of all first grade students enrolled in an urban elementary school were sent a letter explaining the bibliocounseling program. A total of 59 (79%) parents responded, indicating their consent. The children who participated in the study numbered 59. There were 24 boys and 35 girls who constituted the subjects of the study. Due to conditions beyond my control, intact groups were used, there was an experimental group, 19, a Hawthorne group, 23, and a control group, 17.

A pre/posttest of the FIRO-BC was administered to each child by their own classroom teacher. The experimental group had selected stories read by their classroom teacher. The experiment lasted four weeks. The bibliocounseling sessions were daily sessions lasting 15 minutes. This group had discussions, sharing experiences, role-playing, dramatizations and their own story illustrations offered as activities.

The Hawthorne group had the same stories read to them by their classroom teacher. This group did not have any discussions or activities. The control group did not receive any of the bibliocounseling treatments. The teacher assigned to this group did read daily to her students, and occasionally had discussions.

Findings

This study found no significant differences in the variable of expressed inclusion (fear of rejection) scores among the experimental, Hawthorne, and control groups after the treatment. Therefore the children in all three groups can be said to have established and maintained satisfactory relationships with others. These children did not fear being left-out or ignored by others. Even though there was no significant difference among the three groups (experimental, Hawthorne, and control), it can be noted that the experimental group did have the most gain from pretest to posttest in expressed inclusion scores. Perhaps this indicates that specific selected stories followed by well planned activities may provide a base for identification, thus setting a base for other therapeutic benefits.

Group one did display lowered self-confidence on the pretest, thus making the assumption stated earlier (p. 6) correct. The experimental and Hawthorne groups did experience a significant difference in expressed control (self-confidence) scores. The experimental group had the opportunity perhaps not only to identify with the story book characters, but possibly experienced a catharsis experience. This is an emotional sharing experience similar to those of the stories characters. Another explanation could be that these children

gained insight in understanding themselves and others better.
The experimental group also experienced a significant gain
in total amount of interaction. A possible explanation
could be that these children were given an opportunity within
an educational setting to interact and express themselves
freely, thus setting a therapeutic base to allow growth in
interaction skills.

Differences Among Groups

The experimental bibliocounseling treatments did seem
to have considerable effects on the experimental group.
Perhaps, this suggests that careful and specific planning
is essential for there to be effective treatment. As noted
earlier, perhaps the importance is not only in the books,
or characters, but in the interaction that occurs between
the children and the books. On the other hand the Hawthorne,
and the control groups were not allowed the opportunity to
experience identification with the books or characters.
Perhaps this explains why there was a lack of significant
increase or difference in their scores.

Conclusions and Implications

1. Bibliocounseling could be effective if there is
proper planning and guidance.

2. The books themselves are not enough. Discussions, dramatizations, role-playing activities etc. are necessary to help children build a base for therapeutic mechanisms of identification, catharsis, and insight.

3. Children can gain interpersonal interaction skills within an educational setting.

4. The FIRO-BC is an effective instrument in measuring interpersonal interaction growth among young children.

Recommendations

The results of this study indicate that the classroom experience can be a facilitating process in giving a child fuller and wider experiences. Every educator has within it's reach a tool or process that can help children learn to solve problems, so that learning can more readily take place. Perhaps, teacher's could teach and train parents on how to conduct bibliocounseling sessions in the home with their own children to strengthen their own interpersonal relationships. This could thus provide rich rewarding relations and experiences between parent and child.

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APPENDIX A

BIBLIOGRAPHY

Krasilovsky, Phillis. The shy little girl. Trina Schart
    Hyman, Illustrator. Boston: Houghton Mifflin, 1970.

    Anne, a shy little girl, overcomes her feeling of
inadequacy when she meets someone who wants to be her friend.
She then realizes that people do enjoy being around her.
Both girls overcome their shyness and learn that it is fun
to participate in class.

Kraus, Robert. The littlest rabbit. New York: Harper &
    Row, 1961.

    Story about a small rabbit who is unhappy because of his
size, and consequently gets picked on by bigger rabbits. When
he does grow he helps other small rabbits learn about their
feelings.

Kraus, Robert. Leo the late bloomer. Jose Aruego,
    illustrator. New York: Windmill Books, 1971.

    A little lion whose growth and development is slow,
can't read, write, draw, talk, or grow. Leo's father
expresses concern about Leo's development. Leo's mother
knows that Leo is just a late bloomer and convinces father
not to worry.

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Lionni, Leo. Fish is fish. New York: Pantheon Books,
    1970.

A little fish does not notice that he is an individual,
very unique. He wants to be like his friend the frog. He
is so influenced by the frog that he jumps out of the pond,
because he wants to see the world the frog has seen. He
narrowly escapes death and then realizes what the frog meant
by Fish is fish.

Lionni, Leo. Swimmy. New York: Pantheon Books,
    1968.

Swimmy, who is a small black fish, must learn how to
survive on his own because all his brothers and sisters have
been swallowed by a huge fish. Swimmy has to deal with
death, loneliness, fear, adventure, and reality.

Piper, Watty. The little engine that could. New York:
    Platt & Munk, 1930.

A little engine has a positive attitude and tries very
hard to accomplish a very difficult task. His attitude helps
him get over the big hill he has to climb. After the task is
completed he feels great about himself because he proved to
himself and others that he could do it.

Udry, Janice May. How I faded away. Monica De Bruyn,
    illustrator. Chicago: Whitman, 1976.

A young boy has no confidence in himself. He tells his
story of he becomes invisible when anyone speaks to him at
school. He becomes an accomplished musician and no longer
fades away.

Zolotow, Charlotte. A father like that. Ben Shecter,
    illustrator. New York: Harper & Row, 1971.

A fatherless boy tells his mother about the kind of
father he would like to have.

Zolotow, Charlotte. Summer night. Bob Shecter, illustrator.
    New York: Harper & Row, 1974.

A young father shows his daughter love and patience as
he puts his motherless daughter to bed.

APPENDIX B

PREPARATION FOR FOLLOW-UP ACTIVITIES

1. Specific goals and objectives must be selected and defined.

2. Books that help meet these goals should be read and studied before they are read to the children.

3. The individuals conducting the bibliocounseling sessions should be thoroughly familiar with the stories.

4. The individual reading the story should tell the story in an empathetic way and not just merely read the story.

5. Carefully planned and well selected open-end questions should be written before each bibliocounseling session. This will allow the counselor a readily available tool to be used immediately after the conclusion of the story.

6. Follow up activities should be planned ahead. Small group activities generally allow individuals the opportunity to be a little more comfortable thus encouraging more participation.

7. Role-playing or dramatizations may be planned. The counselor should allow individuals to volunteer for specific roles or characters.

8. The individuals should be encouraged to use their own vocabulary and their own interpretations of the stories.

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9. The story should be acted out as many times as necessary using different students in order to allow all the children an opportunity to express their opinions and feelings.

10. Flexibility should be allowed. Perhaps an individual would like to dramatize an entire story instead of working in a small group.

11. The counselor or teacher should also understand and allow children to observe and not pressure them to participate.

12. Art lessons may be incorporated with the biblio-counseling sessions.

13. One activity is to have them illustrate the part of the story they liked or disliked. Have them share their thoughts and pictures with the group.

14. Display all pictures.

15. Have the books and stories available to the children. Some may wish to investigate the subjects further.

16. Be prepared to answer questions that may arise.

17. Allow time for individual students who may need further counseling or time to discuss their feelings about the stories.