

Chapter I

Introduction

My teaching career began over thirty years ago and I have seen tremendous changes over the past three decades. The pendulum of education has swung from one extreme to the other in areas such as pedagogy, attitudes, diversity in population, and other numerous issues. Family units have changed considerably since the onset of my teaching career. I now work with children who are regularly dealing with issues of divorce, death of parents, parents that are incarcerated, and parents who abuse drugs and alcohol. I have noticed that student issues are becoming more complex and disturbing; children are entering school with a multitude of experiences that in the past took a lifetime to accrue. I work in the Espanola School District and most of the schools do not have full time counselors or they do not have the time to devote to students who are in need of interventions. I am currently working with kindergarten students in a kindergarten center that consists of eight kindergarten classrooms and two DD (developmentally delayed) pre-school classrooms. Students whose parents have committed suicide, died of drug overdoses, died in alcohol related accidents, of heart disease, and a myriad of other reasons still need to attend school and function as students. The staff at the school pats these students on the back and offers condolences, but life goes on in the school and the classroom as usual for everyone except the child whose life has changed forever.

Statement of the Problem

According to the 2006 National Kids Count Data Book, New Mexico ranks:

- 48th with 28% percent of children living in poverty
- 43rd with 37% percent of children living in families where no parent has full-time, year-round employment
- 44th with 38% of families with children headed by a single parent
- 48th in the teen birthrate - 63 births per 1,000 females aged 15-17
- 48th in general child well-being
- 48th with 12 % of teens aged 16-19 who are high school dropouts

In addition, Rio Arriba County has a great problem with heroin addiction with the rate of overdoses being three times the national average. Sixty-one percent of adults are at Literacy Level two or below (Office of New Mexico Vital Records). A great number of children reporting to our schools are coming from these homes where there is drug and alcohol abuse, domestic violence, abuse, neglect, and homes from which education is not viewed as important. The faces teachers see daily are likely suffering from emotional and psychological trauma. Achievement has become a national priority particularly in the area of reading. Students' esteem and values have been linked to their ability to cope with their environment. When students have difficulty coping with daily issues, they have difficulty concentrating on educational tasks.

It is not surprising that one of the most compelling priorities on the national educational agenda is to close the achievement gap between those students who are academically successful and those who are at risk of failure. One area of research that has

important implications for the educational improvement of students at risk of academic failure focuses on “resilient” students. These are students who succeed in school despite the presence of adverse conditions. During the last several decades, research on resiliency has been widely conducted in the areas of developmental psychology, sociology, and anthropology. Conceptual and empirical work on resiliency has recently gained similar recognition as a framework for examining why some students are successful in school and some are not although they come from the same socially and economically disadvantaged backgrounds and communities.

Schools have a significant influence on the behavior and development of all young people (Barlow & Stewart-Brown, 2001). They remain a crucial social institution for the education of young people in preparation for life. Schools need to be more involved in a broader educational role of fostering healthy social and emotional development of pupils. A child's state of mind and self-image are increasingly acknowledged as influencing his or her willingness and ability to concentrate and learn (ippr, 2001).

Research studies indicate that children can develop into “confident, competent, and caring adults when schools provide emotional and environmental support” (Bernard, 1995). In the last decade the literature on the power of the school to influence the outcome for children from high-risk environments has burgeoned (Austin, 1991; Book et al, 1989; Causce and Srebnick, 1990; Rutter, 1979). School can serve as a “protective shield” to help children cope with the stress that abounds in their world (Garmezy, 1991).

Literature has been found to be a creative tool for helping children cope with stress in their lives (Pardeck, 1994). Research supports the use of stories as a method for helping

individuals solve problems or better understand themselves in personal growth and affirm self-growth. Using books to help prevent the development of a problem or to help children solve, or at least better understand their problems, has been documented through finding of studies related to the use of books and their effect on children (Zaccaria and Moses, 1968).

Since The No Child Left Behind Act of 2002, there has been a growing pressure and much greater interest from professionals and the public in how well schools perform with respect to student achievement. The No Child Left Behind Act requires accountability through state and district report cards and testing of children (U. S. Department of Education, 2002). This is one example of such heightened emphasis. How well schools prepare students for these various high-stakes tests has become the gold standard.

Purpose and Significance

As a teacher, I am interested in researching how using literature with children can foster resiliency and aid those who are "at risk" boost their academic achievement. What are the traits that define a resilient child? What kind of literature is available in the Kindergarten Open Court Reading Program to aid children in skills that will help them acquire positive attitudes, knowledge, and necessary competencies to become effective, successful learners and students? As a teacher, I am challenged at a level that requires me to utilize the resources and strategies available to meet needs beyond pure academic attainment of knowledge.

It seems feasible to this researcher, bearing in mind the large number of books that are written for children that address and confront issues they are facing, to integrate these books into the curriculum. This would help children better understand everyday life.

Intervention efforts need to focus on attributes that researchers have consistently identified as positive intervention for these children who are at risk due to stress in their lives.

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Influenced by the NCLB Act, Los Ninos Kindergarten became a Reading First School in 2006. This required the use of the Open Court Reading Program. This program, in conjunction with the Reading First guidelines, put an even greater strain on teachers with the limitations and the framework of time mandated as follows: ninety minute uninterrupted reading block, thirty minutes of school wide interventions, and an additional thirty minutes of interventions for those students in need of intensive support. Students must also be monitored every two weeks. Materials (including literature) used for instruction during these time frames are very specific, which puts further constraints on teachers. This has left teachers with little or no opportunity to pursue other literature with their students in order to address social and emotional issues.

The literature used in the Open Court Reading Program provides literature that exposes students to a variety of different writing styles and genres. The focus on the use of the literature is on the academic instruction of reading, phonemic awareness, phonics, word knowledge, etc. Stories are discussed in terms of characters, setting, beginning, middle, end, etc. The main focus is on teaching the strategies and skills of reading, staying in line with the systematic, explicit instruction of the program.

Teachers remain highly concerned about the social and emotional development of their students and the need for safe, supportive schools that educate socially and emotionally competent students (Learning First Alliance, 2001). However, they hesitate to engage in any activities for which they cannot predict clear, discernable benefits to students' academic progress as reflected in test scores.

One way to overcome this dilemma is to infuse social skill instruction into the academic curriculum (Cartledge & Milburn, 1995; Sugai & Lewis, 1996) and into literacy instruction in particular (Anderson, 2000; Bauer & Balius, 1995).

Research Questions

In this era of academic accountability, this research explored using literature to enhance social and emotional competency in students with a focus on improving school behavior and academic performance. The following three research questions guided this research:

- 1) What are the attributes of "resilient students" and the factors that lead them to succeed?
- 2) Can the literature used in the Kindergarten Open Court Reading Program be utilized to increase and develop "alterable factors" that foster resiliency?
- 3) How can this literature be extended to address risk and resiliency skills and attitudes?

Definitions

Resiliency: The capacity of individuals to face up to adverse events, and withstand considerable hardship; the ability to recover from or adapt to misfortune or continual life stress (Werner, 1984).

Alterable factors: Personal characteristics that resilient children typically display such as: social competence, problem solving skills, autonomy, and a sense of purpose (Bernard, 1993).

Risk: the elements in the child's life which when grouped together could give an early warning of the need for the child to require something extra to be able to succeed (Bernard, 1993).

Open Court Reading Program: A research-based curriculum grounded in systematic, explicit instruction in phonemic awareness, phonics, word knowledge, and other reading strategies.

Limitations of the Study

The first limitation of this study is that only the books included in the Kindergarten Open Court Program were reviewed.

The second limitation is that the analysis of these books was based on my perception; therefore, there was opportunity for bias.

Summary

The focus of this study was to identify the nature of resiliency and to look at attributes of “resilient students,” the nature of resilience, protective factors within the school, teachers and resiliency, as well as the use of literature to build on traits of resiliency.

The literature in the Kindergarten Open Court Reading Program was analyzed on two levels. First, the literature was checked against specific criteria identified in the research to determine if it contained the features recommended for helping children cope with

problems. Secondly, a content analysis was done to determine if the skills and attitudes needed to develop resiliency in students were addressed in the literature.

Chapter II

Review of the Literature

The literature reviewed by this researcher looked for attributes of resilient students and for research that supports the use of literature to foster these attributes. The protective factors of resilient persons, the factors that influence resiliency, and the nature of resiliency were investigated. Furthermore, the protective factors within the school were addressed and more specifically the role that teachers can play in resilient children's lives. The literature review also looked at the use of literature to build on traits of resiliency.

Attributes of "Resilient Students"

Protective Factors Found in Persons Identified as Resilient

There are several factors in young people's lives that could put them at risk for becoming inundated by life stressors; however, many do not become overwhelmed. What are the characteristics and factors that seem to be linked to resiliency?

A review of the literature indicates that children who thrive despite being at-risk are said to be resilient (Joseph, 1994). Resiliency can be somewhat predicted when one knows the personal and environmental factors in a child's life. Individual coping styles and family characteristics assist children in handling the daily stressors and hassles in their lives.

The majority of children do well in life despite adversity and obstacles (Wolin & Wolin, 1993). Researches have discovered several factors that seem to be common in individuals who are resilient. Certain protective factors can help to prevent negative

outcomes and promote resiliency. These protective factors can be found within communities, schools, families, and within the child.

Resilience involves the interaction between risks and assets. Individuals, families, neighborhoods, and social setting all contain risks and assets. Individuals can be termed as being resilient only when they have been subjected to risk. From a behavioral point of view, resilience is evident when one has recovered from, coped with, or overcome adversity. Persons who are resilient have utilized flexibility, problem-solving skills, and help-seeking behaviors in response to their stressors. Resilience is defined as a good outcome (McCubbin, Thompson, Thompson, & Futrell, 1999).

Smith and Carlson (1997) (cited in Levy & Wall, 2000) claimed that resilience is characterized in three ways: (a) coping efforts to restore or maintain internal or external equilibrium under significant threat, (b) recovery in the face of trauma, and (c) the presence of protective factors that moderate the relationship between stress, risk, coping, and competence. Resiliency implies that while an individual may be affected by harmful circumstances in their lives, they continue to grow and even to thrive despite those adversities or situations. Levy and Wall (2000) reported that Garbarino, Dubrow, Kostelny, and Pardo's (1992) study found that up to eight percent of children exposed to stressors which were very powerful did not suffer development damage. Some of these children were found to grow even stronger despite their challenges.

Resiliency Factors

The literature on resiliency includes three factors that heavily influence whether a youth will overcome, or be overcome by, stressors that put them at risk. The three primary factors are: (a) family experience, (b) personal characteristics, and (c)

environmental circumstances (Rhodes & Brown, 1991). It comes as no surprise that children from two-parent families with stable relationships, good communication skills, good role modeling, and family support have the best foundation from which to live and grow. However, studies of family dynamics have found that even those children who are from divorced families can experience little or no disturbance in their personal stability (Rhodes & Brown, 1991).

Many protective factors have been identified. Rather than looking at one single factor, one needs to consider the inter-relationship between several protective factors, such as family, school, and community. Disorganized and unsupportive school environments compound risks in students that come from inharmonious and stressful family and community environments. Schools can provide new opportunities for students by enhancing self-efficacy and self-esteem which in turn may act as protective factors (DeGeorge, 1998).

Other research findings indicate that there are several variables that are related to coping and resiliency: (a) the child's personality, (b) family characteristics such as parental strengths and vulnerabilities, and (c) the surrounding community and social supports and strains. Dugan and Coles (1989) claimed that the family had direct influence on resiliency and was of crucial importance in affecting personality and stress resistance.

The Nature of Resilience

Some longitudinal studies, several of which follow individuals over the course of a lifespan, have consistently documented that between half and two-thirds of children growing up in families with mentally ill, alcoholic, abusive, or criminally involved parents or in poverty-stricken or war-torn communities do overcome the odds and turn a

life trajectory of risk into one that manifests "resilience," the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk and adversity. Resilience research validates prior research and theory in human development that has clearly established the biological imperative for growth and development that exists in the human organism and that unfolds naturally in the presence of certain environmental characteristics. We are all born with an innate capacity for resilience, by which we are able to develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose (Bernard, 1995). In order to create an environment that taps innate resilience, teachers must truly believe in youths' innate capacity for transformation and change (Mills, 1995; Lifton, 1994). They must believe, as James Agee so eloquently wrote, "In every child who is born, under no matter what parents, the potentiality of the human race is born again" (1960).

According to Bernard (1991, 1995), the following skills and attitudes should be fostered in order to develop resiliency in students:

Social competence includes qualities such as responsiveness, especially the ability to elicit positive responses from others; flexibility, including the ability to move between different cultures; empathy; communication skills; and a sense of humor. *Problem-solving skills* encompass the ability to plan; to be resourceful in seeking help from others; and to think critically, creatively, and reflectively. In the development of a *critical consciousness*, a reflective awareness of the structures of oppression (be it from an alcoholic parent, an insensitive school, or a racist society) and creating strategies for overcoming them has been key. *Autonomy* is having a sense of one's own identity and an ability to act independently and to exert some control over one's environment, including a

sense of task mastery, internal locus of control, and self-efficacy. The development of resistance (refusing to accept negative messages about oneself) and of detachment (distancing oneself from dysfunction) serves as a powerful protector of autonomy. Lastly, resilience is manifested in having a *sense of purpose* and a belief in a bright future, including goal direction, educational aspirations, achievement motivation, persistence, hopefulness, optimism, and spiritual connectedness.

From this research on resilience, from the literature on school effectiveness (Comer, 1984; Edmonds, 1986; Rutter et al., 1979), and from a rich body of ethnographic studies in which we hear the voices of youth, families, and teachers explaining their successes and failures (Heath & McLaughlin, 1993; Weis & Fine, 1993), a clear picture emerges of those characteristics of the family, school, and community environments that may alter or even reverse expected negative outcomes and enable individuals to circumvent life stressors and manifest resilience despite risk. These "protective factors" or "protective processes" can be grouped into three major categories: caring and supportive relationships, positive and high expectations, and opportunities for meaningful participation.

Protective Factors Within the School

Caring Relationships

The presence of at least one caring person--someone who conveys an attitude of compassion, who understands that no matter how awful a child's behavior, the child is doing the best he or she can given his or her experience--provides support for healthy development and learning. Werner and Smith's (1989) study, covering more than 40 years, found that, among the most frequently encountered positive role models in the

lives of resilient children, outside of the family circle, was a favorite teacher who was not just an instructor for academic skills for the youngsters but also a confidant and positive model for personal identification. Furthermore, as the research of Noddings (1988) has articulated, a caring relationship with a teacher gives youth the motivation for wanting to succeed: "At a time when the traditional structures of caring have deteriorated, schools must become places where teachers and students live together, talk with each other, take delight in each other's company It is obvious that children will work harder and do things for people they love and trust." Even beyond the teacher-student relationship, creating a school wide ethos of caring creates the opportunities for caring student-to-student, teacher-to-teacher, and teacher-to-parent relationships. An ethic of caring is obviously not a "program" or "strategy" per se, but rather a way of being in the world, a way of relating to youth, their families, and each other that conveys compassion, understanding, respect, and interest. It is also the wellspring from which flow the two other protective factors.

High Expectations

Research has indicated that schools that establish high expectations for all youth--and give them the support necessary to achieve them — have high rates of academic success. They also have lower rates of problem behaviors such as dropping out, drug abuse, teen pregnancy, and delinquency than other schools (Rutter et al., 1979). The conveying of positive and high expectations in a classroom and school occurs at several levels. The most obvious and powerful is at the relationship level in which the teacher and other school staff communicate the message that the student has everything he or she needs to be successful. As Tracy Kidder (1990) writes, "For children who are used to thinking of

themselves as stupid or not worth talking to a good teacher can provide an astonishing revelation. A good teacher can give a child at least a chance to feel, "She thinks I'm worth something; maybe I am." Through relationships that convey high expectations, students learn to believe in themselves and in their futures, developing the critical resilience traits of self-esteem, self-efficacy, autonomy, and optimism.

Schools also communicate expectations in the way they are structured and organized. The curriculum that supports resilience respects the way humans learn. Such a curriculum is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives--especially those of silenced groups. Instruction that supports resilience focuses on a broad range of learning styles; builds from perceptions of student strengths, interests, and experience; and is participatory and facilitative, creating ongoing opportunities for self-reflection, critical inquiry, problem solving, and dialogue. Grouping practices that support resilience promote heterogeneity and inclusion, cooperation, shared responsibility, and a sense of belonging. And, lastly, evaluation that supports resilience focuses on multiple intelligences, utilizes authentic assessments, and fosters self-reflection.

Opportunities for Participation

Providing youth with opportunities for meaningful involvement and responsibility within the school is a natural outcome in schools that have high expectations. Participation, like caring and respect, is a fundamental human need. Several educational reformers believe that when schools ignore these basic needs of both students and teachers, schools become alienating places (Sarson, 1990). On the other hand, certain practices provide youth with opportunities to give their gifts back to the school

community and do indeed foster all the traits of resilience. These practices include asking questions that encourage critical thinking and dialogue (especially around current social issues), making learning more hands-on, involving students in curriculum planning, using participatory evaluation strategies, letting students create the governing rules of the classroom, and employing cooperative approaches (such as cooperative learning, peer helping, cross-age mentoring, and community service).

Along with other educational research, research on resilience gives educators a blueprint for creating schools where all students can thrive socially and academically. Research suggests that when schools are places where the basic human needs for support, respect, and belonging are met motivation for learning is fostered. Reciprocal caring, respectful, and participatory relationships are the critical determining factors in whether a student learns; whether parents become and stay involved in the school; whether a program or strategy is effective; whether an educational change is sustained; and, ultimately, whether a youth feels he or she has a place in this society. When a school redefines its culture by building a vision and commitment on the part of the whole school community that is based on these three critical factors of resilience, it has the power to serve as a "protective shield" for all students and a beacon of light for youth from troubled homes and impoverished communities.

Educational Resilience

The construct of "educational resilience" is not viewed as a fixed attribute but as something that can be promoted by focusing on "alterable" factors that can impact an individual's success in school. This approach does not focus on attributes such as ability, because ability has not necessarily been found to be a characteristic of resilient students

(Berand, 1993; Gordan & Song, 1994; Masten, Best, & Garmezy, 1990). However, there are several alterable factors that have been found to influence resiliency in children.

Benard (1993), for example, found that there are four personal characteristics that resilient children typically display: social competence, problem solving skills, autonomy, and a sense of purpose. McMillan and Reed (1994) describe four other factors that appear to be related to resiliency: personal attributes such as motivation, positive use of time, family life, and school and classroom environment.

Children who live in a stable, supportive home have a better chance of coping because they have adults to give them the love and guidance they need. There are many children under stress who live in homes that have adults who chronically deal with difficulties by using drugs, alcohol, or violence. Most children are not conscious of their own coping strategies for stress. Children who are unable to relieve their high levels of stress become depressed, impulsive, aggressive, antisocial, self-destructive, and irritable (Brenner, 1984).

Intervention efforts need to focus on attributes that research has consistently identified as positive intervention for these children who are at risk due to the stress in their lives. The identification of risks does not necessarily provide a clear sense of the strategies needed to reduce the risk. If we look at children who are stress resistant, or most commonly termed "resilient," we can find attributes that are common to these children and create our school and classrooms to foster and provide these critical factors.

Problem solving is an attribute that is found in resilient children. When children are given some autonomy in decision-making they learn they have a degree of control over

their lives. They learn to assess their strengths and weaknesses and accept that coping with stressful situations is a natural part of growing up (Robinson and Rotter, 1991).

During the 1970s, researchers described resiliency as the result of innate personal characteristics (Garmezy, 1984). It was believed childhood resiliency was limited to those children who inherited characteristics such as, intelligence and sociability. Considering not all children are born with such characteristics, in fact many are not, the model did not offer much hope for healthy development of children exposed to traumatic experiences. During the 1970s, Anthony (1974) introduced the analogy of the three dolls - one made of glass, one made of plastic, and the third made of steel - to contrast children in their vulnerability to adversity. Under the blow of the hammer, the first doll shatters and the second is permanently scarred, but the third doll only emits a fine metallic sound - appearing to be invulnerable. This model directed child development experts to focus on "risk factors" as a method of understanding resilient children (Sameroff and Chandler, 1975). While Anthony and other resiliency researchers did not intend for policy makers to base practices on the notion that children should be invulnerable to an onslaught of life-threatening hazards, the concept of resilience became widely popular - particularly the idea of invulnerable children. People came to consider that there were some children so constitutionally tough that they could not give way under the pressure and stress of adversity (Rutter, 1985). Rutter characterizes the notion as "wrongheaded" in at least three respects:

- The resistance to stress is relative, not absolute
- The basis of the resistance is both environmental and constitutional
- The degree of resistance is not a fixed quantity; rather it varies over time and according to circumstances

Discontented with the narrow way of thinking, those interested in promoting a healthy approach to youth development instead of a problem focused approach began asking questions. Researcher and educator Emmy E. Werner asked, "Why is it that some children raised in miserable conditions make it, while others do not?" "What is right with these children?" and by implication, "How can we help others to become less vulnerable in the face of life's adversities?" It is questions like these that caused the focus and attitude shift from studying deficits to recognizing resiliency and building strengths. Although recent studies agree with previous research indicating that intelligence and sociability are key traits identified in resilient children, recent studies have provided fresh new perspectives indicating resiliency is not limited to a couple of genetic traits (Werner, 1992).

Schools and Resiliency

Schools have a significant influence on the behavior and development of all young people (Rutter and Smith 1995; Wells, Barlow & Stewart-Brown, 2001). They remain a crucial social institution for the education of young people in preparation for life. But they need to be more involved in a broader educational role fostering healthy social and emotional development of pupils. A child's state of mind and self-image are increasingly acknowledged as influencing his or her willingness and ability to concentrate and learn (ippr, 2001).

Recognition of the role of the school environment in promoting the development of mental health and psychological resilience in children and young people is increasing worldwide. Schools provide a critical context in shaping children's self-esteem, self-efficacy and sense of control over their lives. For children in middle childhood (ages

5-12 years), school may, in fact, play an even more significant role than the family unit, since it exposes children to the powerful influence of teacher support and peer networks (Grotberg, 1996). Edmonds also concluded that:

a school can create a coherent environment, a climate, ore potent than any single influence-teachers, class, family, neighborhood — so potent that for at least six hours a day it can override almost everything in the lives of children. (1982, p. 15)

Teachers and resiliency

A study by Werner and Smith (1989) pointed to the important role that teacher can play in resilient children's lives. This and other studies (Geary, 1988; Coburn & Nelson, 1989) found that among the most frequently encountered non-family, positive role models in the lives of resilient children were favorite teachers who took a personal interest in them.

Believing in our students' capacities requires foremost that teachers believe in their own innate resilience, their own capacity to transform and change. Our walk always speaks louder than our talk. It means too that in order to teach our students about their internal power, we first must see we have the power — no matter what external stresses we face to rise above, to let go of our conditioned thinking and access our innate capacities for compassion, intuition, self-efficacy and hope. Once this belief is in place, we are able to model the caring, positive expectations and engaging the innate resilience on our students (Bernard, 2005).

Teachers spend nearly as much time with children as children spend with their parents and families. It is important that teachers and the school provide a learning experience for children that will enhance their resiliency and coping skills. Many children come from

dysfunctional homes where their educational experiences are less than desirable and education is not valued. Teachers can be extremely positive role models for young children who are not receiving proper guidance and modeling at home. At times, teachers become gods and goddesses in the eyes of young children who are yearning to be loved and accepted (Cecil & Roberts, 1992). When teachers spend time during the day making their students feel special and cared for, they may be making the world of difference in the lives of some of the children who are in need of nurturing and caring. It is not unreasonable for a teacher to do this since most teachers are in the field of education because they do care about nurturing and educating them. For some students, this may be the only form of it they will see that day.

Cecil and Roberts (1992) claimed that resiliency skills can be developed in children. They include social competence (ability to form relationships), problem solving (metacognition), autonomy (a sense of identity), and a sense of purpose (to plan and hope). The early years of development are accepted as a critical time for acquiring many of the basic skills, attitudes and values that end to remain over the life span. Werner (1993) specifically stated that children 11 years of age and younger are the most likely age group to develop many resilience factors.

A teacher who shows that she/he believes that life is good and worthwhile must model these traits. Teachers can use literature with characters that are overcoming their own adversities, and provide follow-up discussions on solutions to problems. Retelling stories or role-playing can allow at-risk children to play the role of survivor, this empowering them to become survivors in their own situations and grow in their own resiliency.

Use of Literature to Build on Traits of Resiliency

The concept of using literature to teach coping skills is not new. A term coined “bibliotherapy” is a practice dating back to ancient times from the days of the first libraries in Greece. Ancient Greeks were the first to recognize that people could use books to help understand and cope with the problems of everyday life. Back in the time of Aristotle, the inscription over the library at Thebes bore the inscription: “The Healing Place of the Soul” (Riordan and Wilson 1989, 506). The Greeks, famous for their tragedies, recognized the importance of plotting a story for maximum therapeutic impact. Aristotle endorsed this cathartic effect and claimed that the mere experience of a tragic story purged the audience of illness, leaving them healthier, and sounder of mind (Morrison, 1987). The tragic art of purging may have been exclusive to Greek culture, but the basic idea of reading to cleanse pervaded the globe and continued throughout history. An inscription very similar to the one on Thebes, “The Medicine Chest for the Soul” is found in a medieval Abbey Library of St. Gall, in Switzerland (Bibliotherapy, 1971).

For the purpose of this research, the term “bibliotherapy” will be referred to in the context of using literature to help children cope with changes in their lives and how it may benefit and help build resiliency in students.

As children grow, the sources of self-esteem become more integrated. School-age children's self-esteem is still developing and is vulnerable, especially in stressful situations (Garbarino and Stott, 1989). Negative and positive consequences can occur when children find ways to cope with stress. Children use specific techniques that seem to them to be a good solution to their problems, no matter how foolish, illogical or self-destructive these action may seem to adults. One possible way of learning new strategies

to deal with stress is through collaboration with another person. The advantage of an adult who can provide scaffold is that this person can organize the activity in a way that a child is able to manage for itself (Brenner, 1984).

On a cognitive level, with guidance from a teacher using appropriate literature, children may learn selective strategies for approaching potential problems and prevent or reduce unwanted stress (Gladding and Gladding, 1991). On a behavioral level, children can relate to the characters and see how they handle difficult situations. This approach deals with proper and appropriate ways of relating to self and others. John and Jean Pardeck, authors of many books and articles on bibliotherapy, state three applications to use with children. It can be used with children who have emotional problems, children who need help dealing with adjustments of a less nature and with all children in a developmental manner (Krickebeg, 1991).

Using books to help children solve problems is an idea that has received increased attention in recent years. At some time, most people have read a book in search of answers and teachers can use children's literature books to help students learn to solve problems (Aiex 1993). Aiex identified several possible reasons a teacher may choose to use this approach with students:

- (1) To show an individual that he or she is not the first or only person to encounter such a problem.
- (2) To show an individual that there is more than one solution to a problem.
- (3) To help a person discuss a problem more freely.
- (4) To help someone plan a constructive course of action to solve a problem.
- (5) To develop a person's self-concept.

This list highlights five potential benefits to using literature to teach problem solving. Sridhar and Vaughn (2000) reported that additional benefits include increasing students' self-concept and improving behavior.

For years, recognition has been given to the importance of reading aloud to children. Teachers can offer guidance through literature to help children explore their own individual needs. Through this experience, a child can release pent-up emotions and confront issues through discussion. As a teacher reads a book, children can learn how to solve problems as they observe the story characters. These observations can assist children in handling their own related problems. The interaction with the teacher while discussing the books can help children gain more valuable insight as they attempt to solve problems. For many children, realizing that others have had similar experiences will reduce the fear or stress. This may be the first step in both an intervention and prevention in behaviors associated with stress and coping (Pardeck, 1990).

The relationship among children and the world around them has become increasingly important to educators over the last several years. Many would agree that educational practices can no longer focus on children's academics but must include life, social and problem-solving skills. Resilience research provide scientific evidence that many children-even those with multiple and severe risks in lives-can develop into "confident, competent, and caring adults" when educators play a critical role in this process (Bernard, 1993).

The use of literature to help children cope with problems can be an important part of teaching. Through literature, children can understand that they are not alone in encountering problems. In using literature to help children cope with problems, teachers

recognize that children today encounter many problems and they can then better understand and relate to children's feeling about these problems. Teachers can guide children in discussing their problems more freely. Through discussion, teachers and children can share their feelings, which will help teachers and children relate better to one another. From the literature, teachers and children work together to find different solutions for problems. (Tu, 1999)

Providing children with opportunities for meaningful involvement through asking questions and developing problem-solving and decision making skills allows children to feel that they have a place in society. When books are used appropriately, teachers will enrich the life of the child and empower him or her to think, feel, and act in productive ways. Children will be able to release stress and begin feeling good about themselves.

A study conducted by Allen Anderson on child crisis and developmental guidance found that students and teachers positively benefited from using literature in these ways: Children learned that a) they are not alone in their feelings, b) teachers learned a lot about some of the emotional issues facing their students, c) students were attentive to each other and their classroom climate improved and d) students seemed to grasp a better understanding of themselves and how to handle crisis situations (Anderson, 1985).

Teachers are self-esteem advocates. When children have positive self-esteem, they have a powerful coping resource. Kaplan (1993) supports an interactive cycle of life's stressful and successful experience through anxiety, solving a difficult problem, struggle and perseverance through the challenge of the problem, accepting mistakes and disappointments, working hard and demonstrating mastery. When a child can say, "I can do something today that I could not do yesterday," self-esteem will flourish. Enriching

self-esteem will help our children deal with stress. Teaching them how to solve problems can do this.

Engaging children in real life situations can help children learn to ask for help, how to express anger with words instead of using violence, or how to feel understandably sad when someone dies, or gets hurt (Kaplan, 1993). Myrna B. Shure, (1994) sets the standard for teaching young children problem-solving skills. Her work suggests that adults who teach children these skills through the child's point of the problem will have success in resolving conflict and stress:

- (1) Think about their own and others' feeling, a problem situation
- (2) Consider alternative solutions to the conflict
- (3) Understand the consequences of their actions.
- (4) Evaluate their proposed solution(s).

This approach is similar to the objectives that John Pardeck (1994) suggests teachers keep in mind when using literature to address problems solving, resolving conflict, and stress:

- (1) To provide information about problems.
- (2) To provide insight into the problems.
- (3) To stimulate discussion about the problems.
- (4) To communicate new values and attitudes.
- (5) To create awareness that others have dealt with similar problems.
- (6) To provide solutions to problems.

Using literature shows children how to solve problems effectively and relate to literary characters similar to themselves. They can release emotion, gain new directions in life and promote new ways of interacting (Gladding and Gladding, 1991).

Embry (1997) suggests reading positive stories and using positive teacher behaviors to support young children's development of resiliency. Positive stories present role models and serve as examples of success that provide reinforcement and sense of belonging for children.

Summary

Studies of resilient children support that some children can and do develop healthy and happy personalities even under undesirable circumstances. This development is enhanced through the support of caring adults who believe and encourage children to develop resilient behavior. Resiliency can be developed when positive characteristics are actively developed and reinforced in children. Teachers can help to foster resilient own form of adversity. Follow-up discussions can teach children that there is more than one solution to a problem and that they can be in control of their own fate (Cecil & Roberts (1992).

Susan Miller (1997) proposes the following guidelines for teachers using literature to help identify problems and develop and implement solutions:

- Identify — Determine and discuss the problem. It should be meaningful, interesting, and appropriate for children.
- Brainstorm — Encourage children to think about possible solutions. Listen to and respect all of their ideas.

- Select — Help children examine the advantages and disadvantages of various solutions and then choose one that seems workable.
- Explore and implement — Let children gather the necessary materials and resources, and if feasible, implement the solution they select
- Evaluate — With the children, observe and discuss whether the solution to the problem was successful. Help children think of changes in the solution implemented, or encourage them to explore new solutions.

Chapter III

Methodology

The purpose of this study was to identify the traits of resilient children and determine whether the literature in the Kindergarten Open Court Reading Program addresses risk and resiliency factors which can be incorporated in the existing curriculum.

The following research questions guided the research:

- 1) What are the attributes of "resilient students" and the factors that lead them to succeed?
- 2) Can the literature used in the Kindergarten Open Court Reading Program be utilized to increase and develop "alterable factors" that foster resiliency?
- 3) Can this literature be extended to address risk and resiliency skills and attitudes?

Design of Study

Ninety-two books were reviewed. First, the literature was looked at to determine if it meet the features recommended by Burnett (1997, Huck, Helper, & Hickman (1993), Ouzts (1991), and Rudman (1995):

- (1) Be well written and appropriate to the child's developmental level
- (2) Provide stories using language familiar to children that is realistic in terms of their life experience
- (3) Honestly portray the condition and future possibilities for the characters
- (4) Present multidimensional characters experiencing legitimate and relatable emotions
- (5) Offer potential for controversy
- (6) Explore the process of working out problems

(7) Demonstrate clear channels of communication and responses to children's questions

(8) Offer situations that generate genuine enthusiasm in the reader

If the literature met five of the eight features, a content analysis of those books was done. Drawing from the review of literature, the following skills and attitudes should be fostered in order to develop resiliency in students (Bernard (1991, 1995):

- (1) social competence (empathy, communication, elicit positive responses, sense of humor)
- (2) problem solving (planning, seeking help from others, critical thinking, creativity)
- (3) autonomy (sense of identity, self control, self efficacy)
- (4) sense of purpose (belief in the future, goal direction, perseverance, motivation to achieve)

These were the elements of resiliency that were looked at further in the analysis.

Procedure

A content analysis was done on ninety-two books that are used in the Kindergarten Open Court Reading Program to determine criteria levels and books that address factors of resiliency.

Appendix A was developed using the criteria from Burnett, et al .to analyze the books and determine if they meet the criteria for selecting literature that has the features listed and are appropriate for K-1 students. If the book met five of the eight criteria, the content of the book was looked at further.

Appendices B, C, D, and E (based on Bernard 1991) were developed to do a second analysis that looked specifically at the content of the books that meet the criteria in Appendix A and looked at what the books offered in terms of helping students build the skills and attitudes needed to develop resiliency skills in the four areas identified.

Materials

This study required ninety-two books that are used in the kindergarten Open Court Reading Program. (See Appendix A). It also required the development of Appendices B, C, D, and E in order to organize the content analysis of books.

Chapter IV

Results

The purpose of this research was to find:

- (1) the attributes of “resilient students” and the factors that lead them to succeed,
- (2) whether the literature used in the Kindergarten Open Court Reading Program can be utilized to increase and develop “alterable factors” that foster resiliency, and
- (3) how this literature can be extended to address risk and resiliency skills and attitudes

A total of ninety-two books from the Kindergarten Open Court Reading Program were reviewed using criteria (Appendix A) and elements of resiliency (Appendices B, C, D, and E) drawn from the review of literature.

Fifty-eight of the books reviewed are categorized under the genre of fiction, nineteen are juvenile literature, six are poetry, three are folk songs, and one is folklore. All of the books reviewed meet at least three of the eight criteria for quality children's literature. All were well written, used language familiar to children, and would generate enthusiasm in the reader.

Four of the books met five of the eight criteria and contained skills and attitudes needed to foster resiliency. These four books addressed some social, problem-solving, sense of purpose, and autonomy elements.

Many of the books in this reading program touch on friendship, perseverance and teamwork but lacked in substance as far as addressing the attitudes and skills needed to build resiliency. They did not contain elements that would foster problem solving, social skills, elements of autonomy, or sense of purpose elements. Since these are the most important competencies needed, they were not included in the list of books as having potential for fostering resiliency.

Aside from the four books identified, the biggest gaps meeting the criteria were:

1. honestly portraying conditions and future possibilities
2. presenting multi-dimensional characters with relatable experiences
3. offering a potential for controversy
4. exploring the process of working out problems

Only the four books identified have the potential in this researcher's findings to help children begin to understand that there are different strategies to solving problems, forming relationships, feeling comfortable with who you are, and planning, etc. It was disappointing to find minimal humor in the books. Philosopher Neibuhr emphasized the importance of humor and the needs for using it when trying to make sense out of some of the incongruities of life. Children need this skill now than ever before. (Kleinman 2000).

Books identified as meeting five to eight of the criteria identified and containing skills that foster resiliency are listed below. Examples about the book for each skill

are included for use in the classroom as a way to extend how the book can be presented and discussed.

List of Books

Chrysanthemum, Kevin Henkes (1991). USA, Greenwillow Books.

Theme: teasing

Social elements:

- empathy — parents and teacher show concern, characters learned there is a need for kindness despite differences, and that jokes can be very hurtful
- communication — character shares thoughts and feeling with parents, and learns how peer pressure can sway others views
- elicit positive responses — character gets reassurance from parents and teacher, pictures display hugs, happiness, cheering peers, etc.

Problem solving elements:

- seeks help from others — character reaches out to parents and teacher

Autonomy elements:

- sense of identity — character learns it's okay to be original, confidence and social interaction of character is restored
- self control — character learned to cope without becoming someone who turned around and teased someone else
- self- efficacy — with the help from a teacher, the character gets comfortable with herself at school

Sense of purpose elements:

- belief in future — character “knows” everything will get better

- perseverance — character did not give up and sought help until problem was solved

The Kissing Hand, Audrey Penn (1993). Washington, D. C., Child & Family Press

Theme: fear of separation

Social elements:

- empathy — character receives reassurance
- communication — character hears “sometimes we all have to do things we don't want to do”
- elicit positive responses — tears are wiped away, characters feeling change from sadness to happiness, dances away happily
- sense of humor — illustration illicit smiles

Problem solving elements:

- plan — character becomes thoughtful and devises a plan
- critical thinking — character realized how someone else feels
- creativity — character thinks of a way to help someone else feel better

Autonomy:

- sense of identity — character becomes confident he is loved wherever he goes
- self-efficacy — character realizes he can overcome difficulties in the future

Sense of purpose:

- belief in future — character becomes aware that new things can be exciting and fun

(When reading this book, teachers may want to be sensitive to a child's custodial situation and adjust the story and say “and *someone who loved* Chester said....”)

Wanda's Roses, Pat Brisson(1994). Honesdale, PA, Caroline House Boyds Mills Press, Inc.

Theme: perseverance, friendship

Social elements:

- empathy — characters exhibit kindness and helpfulness
- communication — character shared her plan with neighbors

Problem solving

- plan — character had a specific goal (vision) in mind
- critical thinking — character did not give up on the outcome she desired
- creativity — friends thought of a creative way to help her dream come true

Autonomy:

- sense of identity — friends had faith in her, she felt a sense of accomplishment for her efforts
- self efficacy — character stayed positive and learned the impact of her attitude on others

Sense of purpose:

- belief in future — character learns she can overcome obstacles that get in the way of her goal
- goal direction — remained focused on her plan
- perseverance — character sticks to her dream
- motivation to achieve — character was determined and energetic in her pursuit

Swimmy, Leo Lionni (1963). New York, Random House Inc.

Theme: teamwork

Problem solving:

- plan — thinks of a plan to keep others safe
- seeks help from others — says “We must THINK of something”.
- critical thinking — know he needs a plan to keep other safe
- creativity — comes up with a unique way to help

Autonomy:

- sense of identity — character felt good about helping others
- self efficacy — optimistic that with cooperation great things can be achieved

Sense of purpose:

- belief in future — character knew he would always have good friends
- goal direction — character wanted to help others
- perseverance — didn't give up, “You can't just lie there, we must THINK of something.
- motivation to achieve — character thought of something until he came up with a solution

Summary

Before this research was done, this researcher was not aware of the levels of skills and attitudes needed to foster resiliency. Drawing from this information about each book, teachers can change the way that a book is presented and discussed after the reading block is completed. Students should be encouraged to tell or demonstrate what emotions they felt, how they felt about the outcome, what would they have done the same or differently from the characters in the story. How would they have solved the problem?

Who would they go to for help? This approach will allow students to express their thoughts and ideas in a different way and stimulate discussion. This approach will help students become aware that other people have problems similar to themselves.

Chapter V

Summary, Implications, Conclusion and Recommendations

Summary

The purpose of this study was to identify the attributes of “resilient students,” to do a content analysis of the literature used in the Kindergarten Open Court Program and determine if they addressed the skills and attitudes needed to foster resiliency.

The research identified several characteristics of resilient persons that are overwhelmingly consistent across the literature: protective factors that can be found within communities, schools, families, and within the child. This research focused on the factors found in the school and within the child. The skills and attitudes needed to foster resiliency that consistently occurred in the literature were: social competence, problem-solving skills, autonomy, and a sense of purpose. These were the areas that were used to develop the analysis of the literature.

The results indicated that only four books in the reading program include the elements needed to address the skills and attitudes needed to foster resiliency.

Implications

The literature used in the Kindergarten Open Court Reading Program does expose children to a variety of different writing styles and genres and the primary focus on the use of the literature is on the academic instruction of reading. It does not, in this

researcher's finding, effectively address the elements of resiliency that is crucial in helping our children grow towards emotional good health and self-awareness.

Teachers need to know their students well and understand their needs. Those concerned about the social and emotional development of their students will need to explore the world of children's literature and find resources that will help them bring literature into their classroom that will address the factors needed to foster resiliency. At Los Ninos Kindergarten Center, the staff works collaboratively to address issues that are of importance to our school. This is one area that I would advocate for future discussion. From the informal discussions with the teachers at the center, there is a great interest in exploring this avenue further. There is an acknowledgment for the need of addressing the social and emotional needs of students and an agreement that appropriate children's literature be explored further. Many children's books are rich with characters that confront many of the same dilemmas faced by children in our society. Good stories allow children to see themselves in the characters and to be moved by their struggles and triumphs. Children's literature can become a powerful tool for helping young children to develop strategies for coping with their lives.

Conclusion

Life is complicated and challenging. Problem solving is a lifetime activity and one that our students deserve to be exposed to and learn. Problem solving is an attribute that can be fostered in the classroom to encourage these critical skills. When children are given some autonomy in the decision-making, they learn to have a degree of control over their lives. They learn to assess their strengths and weaknesses and accept

that coping with stressful situations in life is a natural part of growing up. Many of our students deal with difficult issues on a daily basis. Reading about the resolution of similar situations and seeing themselves reflected in a book begins to teach students how to gain insight into coping or working out their own problems.

Being a Reading First School and a mandate that Open Court be used, teachers are finding less and less time to address social and emotional needs of children. The emergence of the focus on the concept of resilience seems to be having a profound impact on the direction of educating children. The focus on strengths, rather than deficit, has appeared throughout the review of the literature. The idea of using literature as a technique to help children build resiliency is emerging as well. Resiliency can be instilled in children by arming them with the knowledge, attitudes and values needed to survive. It has been discovered that literature has the ability to help students better understand themselves and expand their world, helping them tackle many of the problems they face on a day-to-day-basis.

Research shows the importance of teachers in children's lives and the importance of teachers' and their own resilience. In conjunction with being a Reading First School and being required to use Open Court, teachers are feeling enormous pressure. As a result, our students are not being exposed to literature that fosters resiliency skills and attitudes. This will undoubtedly impact what and how they learn. This reading program is being used across the country and will impact children in other areas in the same way.

Recommendations

It is recommended that teachers and other staff members begin to advocate and work at revamping and supplementing the literature that students are exposed to at Los Ninos Kindergarten Center. It is reality that even the most committed teachers cannot change the home environment of the children with whom they come into contact daily, but they can provide positive role models and enhance the curricula by providing quality children's literature and help guide all children toward developing the coping skills necessary in today's world.

Children need the opportunity to be exposed to literature that honestly portrays stories in which characters have realistic problems to be faced and often problems not necessarily resolved, just like in real life. The literature in Open Court does not teach basic value and decision-making skills that children need in the present or later years. As children are increasingly faced with problems in life at early ages; helping them cope is paramount.

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Appendix A

Criteria for selecting literature for further analysis (Burnett, et.al.)

Title of Book	Genre	1 Well written, appropriate to child’s developmental level	2 Use language familiar to children	3 Honestly portrays the condition and future	4 Presents multidimensional characters experiencing relatable emotions	5 Offers a potential for controversy	6 Explores the process of working out problems	7 Demonstrates communication & responses to questions	8 Generates enthusiasm in the reader
American Wei, The	fiction		√						√
Bear Shadow	fiction	√	√						√
Big Al	fiction	√	√		√		√		√
Boomer Goes to School	fiction	√	√		√				√
Bunny Cakes	fiction	√	√		√		√		√
Can I Help?	fiction	√	√						√
Can You See The Wind?	Juvenile literature	√	√						√
The Carrot Seed	fiction	√	√						√
Commotion in the Ocean	Poetry	√	√						√
Cleaning Up the Block	Poetry	√	√						√
Don’t Need Friends	fiction	√	√		√				√
A Flag for our Country	Juvenile literature	√	√						√
Friends	fiction	√	√						√
Feel the Wind	Juvenile literature	√	√						√
Fish Faces	fiction	√	√						√
The Flag We Love	Juvenile literature	√	√						√
The Giant Trash Bash	fiction	√	√						√
George and Martha One Fine Day	fiction	√	√						√

Appendix A (con’t)

Criteria for selecting literature for further analysis (Burnett, et.al.)

		1	2	3	4	5	6	7	8
Title of Book	Genre	Well written, appropriate to child’s developmental level	Use language familiar to children	Honestly portrays the condition and future possibilities	Presents multidimensional characters experiencing relatable	Offers a potential for controversy	Explores the process of working out problems	Demonstrates communication & responses to questions	Generates enthusiasm in the reader
Gilberto the the Wind	Fiction	√	√						√
Ginger	Fiction	√	√						√
Happy Birthday, America	fiction	√	√						√
Hats off for the Fourth of July	fiction	√	√						√
Hello Ocean	fiction	√	√						√
Helping Out	Juvenile literature	√	√						√
Humphrey the Lost Whale	Juvenile literature	√	√						√
In the Ocean	Juvenile literature	√	√						√
JoJo’s Flying Side Kick	fiction	√	√						√
Leo the Late Bloomer	fiction	√	√						√
Liang and the Magic Paintbrush	fiction								
The Little Red Hen	fiction	√	√				√		√
My Friends	fiction	√	√						√
May I Bring A Friend?	fiction	√	√						√
My Shadow	fiction	√	√						√

Appendix A (con't)

Criteria for selecting literature for further analysis (Burnett, et.al.)

		1	2	3	4	5	6	7	8
Title of Book	Genre	Well written, appropriate to child's developmental level	Use language familiar to children	Honestly portrays the condition and future possibilities	Presents multidimensional characters experiencing relatable	Offers a potential for controversy	Explores the process of working out problems	Demonstrates communication & responses to questions	Generates enthusiasm in the reader
Millicent and The Winds	fiction	√	√						√
Mr. Lincoln's Whiskers	Juvenile literature	√	√						√
Mr. McGill Goes To Town	fiction	√	√				√		√
Night, America	Fiction	√	√						√
Nothing Sticks Like A Shadow	fiction	√	√						√
Oceans	Juvenile literature	√	√						√
One Windy Wednesday	fiction	√	√						√
Patriotism	Juvenile literature	√	√						√
Paul Bunyan	folklore	√	√						√
Shadows Are About	fiction	√	√						√
Stone Soup	fiction	√	√						√
Sun Up, Sun Down	Juvenile literature	√	√						√
Swimmy	fiction	√	√		√		√		√
The Pledge of Allegiance	Juvenile literature	√	√						√
The Seashore Book	fiction	√	√						√

Appendix A (con’t)

Criteria for selecting literature for further analysis (Burnett, et.al.)

		1	2	3	4	5	6	7	8
Title of Book	Genre	Well written, appropriate to child’s developmental level	Use language familiar to children	Honestly portrays the condition and future possibilities	Presents multidimensional characters experiencing relatable	Offers a potential for controversy	Explores the process of working out problems	Demonstrates communication & responses to questions	Generates enthusiasm in the reader
Tillie and the Wall	fiction	√	√				√		√
Team Time	fiction	√	√						√
There Once Was a Puffin	poetry	√	√						√
Tippy Bear Hunts for Honey	Fiction	√	√						√
Tacky the Penguin	fiction	√	√						√
This Land Is Your Land	Folk song	√	√						√
The Sun, the Wind and the Rain	Juvenile literature	√	√						√
To Catch a Fish	poetry	√	√						√
A Walk By the Seashore	fiction	√	√						√
Will You Be My Friend?	fiction	√	√						√
Stone Soup	fiction	√	√						√
Sun Up, Sun Down	Juvenile literature	√	√						√
Swimmy	fiction	√	√						√
The Pledge of Allegence	Juvenile literature	√	√						√
The Seashore Book	fiction	√	√						√

Appendix A (con’t)

Criteria for selecting literature for further analysis (Burnett, et.al.)

		1	2	3	4	5	6	7	8
Title of Book	Genre	Well written, appropriate to child’s developmental level	Use language familiar to children	Honestly portrays the condition and future possibilities	Presents multidimensional characters experiencing relatable	Offers a potential for controversy	Explores the process of working out problems	Demonstrates communication & responses to questions	Generates enthusiasm in the reader
Billy and the Big New School	fiction	√	√		√				√
Lonely Prince	fiction	√	√						√
Look Out Kindergarten, Here I Come	fiction	√	√		√				√
Shadows	Juvenile literature	√	√						√
The Wind		√	√						√
The Wind Blew	fiction	√	√						√
Vera’s First Day of School	fiction	√	√		√				√
Wanda’s Roses	fiction	√	√	√			√		√
What Happens When Wind Blows?	Fiction	√	√						√
What Makes a Shadow?	Juvenile literature	√	√						√
What Makes the Wind?	Juvenile literature	√	√						√
Wind Says Good Night	fiction	√	√						√
Wolf and His Shadow	Folk song	√	√						√
Yo! Yes!	fiction	√	√						√
You’ll Soon Grow into Them	Juvenile literature	√	√						√

Appendix A (con’t)

Criteria for selecting literature for further analysis (Burnett, et.al.)

		1	2	3	4	5	6	7	8
Title of Book	Genre	Well written, appropriate to child’s developmental level	Use language familiar to children	Honestly portrays the condition and future possibilities	Presents multidimensional characters experiencing relatable	Offers a potential for controversy	Explores the process of working out problems	Demonstrates communication & responses to questions	Generates enthusiasm in the reader
Chrysanthemum	fiction	√	√				√	√	√
Annabelle Swift	fiction	√	√						√
The 100 th Day of School	fiction	√	√						√
The Kissing Hand	fiction	√	√		√		√		√
Mouse Views	fiction	√	√						√
What Makes Day and Night	fiction	√	√						√
I Have A friend	Fiction	√	√						√
Footprints and Shadows	fiction	√	√						√
The Ocean	fiction	√	√						√
I Brought a Worm	poetry	√	√						√
The Great Big Enormous Turnip	fiction	√	√				√		√
Making Friends	fiction	√	√						√
Team Time!	Juvenile literature	√	√						√
America the Beautiful	poetry	√	√						√

Appendix B

Bernard (1993)

Social elements of resiliency addressed

Title of Book	Genre	Theme	empathy	communication	elicit positive responses	sense of humor	how addressed in book
Chrysanthemum	fiction	teasing	√	√	√	√	Father shows concern, shares her thoughts with parents, she is told "your name is beautiful", humor in illustrations and language
The Kissing Hand	fiction	Fear of separation	√	√	√	√	Mother reassures "Sometimes we all have to do things we don't want to do", wipes away tears, dances away happy, illustrations illicit smiles
Wanda's Roses	fiction	peseverance	√	√	√	√	Wanda communicated with neighbors and had a influence on them in a positive way. All characters exhibited kindness and helped Wanda realize her dream

Appendix C

Bernard (1993)

Problem solving elements of resiliency addressed

Title of Book	Genre	Theme	plan	seek help from others	critical thinking	creativity	how addressed in book
Chrysanthemum	fiction	teasing		√			Reaches out to parents
The Kissing Hand	fiction	Fear of separation	√		√	√	Chester stood in front of school and looked thoughtful, grinned, thought of a plan to make his mom feel better
The Great Big Enormous Turnip	fiction	Perseverance teamwork	√	√			Sought help from others and didn't give up until turnip was pulled from the ground
Big Al	fiction	acceptance	√		√	√	Devises a creative idea for helping his friends
Wanda's Roses	fiction	perseverance	√	√		√	Her friends think of a creative way to help Wanda reach her goal
Swimmy	fiction	planning	√	√	√	√	Thinks of a plan to keep other safe, "We must THINK of something." With cooperation great things can be achieved

Appendix D

Bernard (1993)

Autonomy elements of resiliency addressed

Title of Book	Genre	Theme	sense of identity	self control	Self efficacy	How addressed in book
Chrysanthemum	fiction	teasing	√		√	Feels better about her name, realizes it is perfect for her, "she bloomed"
The Kissing Hand	fiction	fear of separation	√		√	Confident he is loved where ever he goes
Wanda's Roses	fiction	perseverance	√	√	√	Friends that helped her and had faith in her, did not give up and stayed positive. She felt a real sense of accomplishment for her efforts
Swimmy	fiction	peseverance	√			Felt good about himself for helping others

Appendix E

Bernard (1993)

Sense of purpose elements of resiliency addressed

Title of Book	Genre	theme	belief in future	goal direction	perseverance	motivation to achieve	How addressed in book
Chrysanthemum	fiction	teasing	√		√		Shows hope that each day would get better, illustration shows joy at the end
The Kissing Hand	fiction	fear of separation	√				New things can be exciting and fun
Wanda's Roses	fiction	perseverance	√	√	√	√	Wanda stuck to her dream and was not deterred by obstacles she encountered. " just as Wanda had always said it would be."
Swimmy	fiction	Planning, cooperation, goal	√	√	√	√	Was scared and lonely at the onset of story, became happy because of the things in his world, "You can't just lie there, we must think of something." He thought and thought until he came up with a solution.

