

The Family Journal

<http://tfj.sagepub.com>

Bibliotherapy With Preadolescents Experiencing Divorce

Dale-Elizabeth Pehrsson, Virginia B. Allen, Wendy A. Folger, Paula S. McMillen and Imelda Lowe
The Family Journal 2007; 15; 409
DOI: 10.1177/1066480707305352

The online version of this article can be found at:
<http://tfj.sagepub.com/cgi/content/abstract/15/4/409>

Published by:



<http://www.sagepublications.com>

On behalf of:



[International Association of Marriage and Family Counselors](#)

Additional services and information for *The Family Journal* can be found at:

Email Alerts: <http://tfj.sagepub.com/cgi/alerts>

Subscriptions: <http://tfj.sagepub.com/subscriptions>

Reprints: <http://www.sagepub.com/journalsReprints.nav>

Permissions: <http://www.sagepub.com/journalsPermissions.nav>

Citations <http://tfj.sagepub.com/cgi/content/refs/15/4/409>

Bibliotherapy With Preadolescents Experiencing Divorce

Dale-Elizabeth Pehrsson

University of Nevada–Las Vegas

Virginia B. Allen

Idaho State University

Wendy A. Folger

Central Michigan University

Paula S. McMillen

Oregon State University

Imelda Lowe

Idaho State University

Preadolescence is a challenging developmental stage, but when complicated or threatened by the effects of family dissolution or divorce, the challenges can be overwhelming. Such youngsters often need and can benefit from counseling intervention. One particularly appropriate intervention is bibliotherapy. Reasons for using bibliotherapy for such youngsters are provided, and specific methods and materials are suggested.

Keywords: *divorce; bibliotherapy; preadolescents; children; books; counseling*

Preadolescence is a very challenging developmental stage. Rapid physical, social–emotional, and intellectual changes set these youngsters apart from both younger children and older teens. This stage of development involves hormonal and physical maturation, academic demands, personality structuring, moral development, and responsibility (Lefrancois, 1999), but each of these becomes more difficult with divorce.

Preadolescence, that stage of childhood prior to puberty, usually includes children aged 10 to 12 for girls and 11 to 13 for boys (Santrock, 2008). These children are also known as *young teens* and *tweens*. In the United States, these youngsters typically attend middle schools where, in recent years, learning and development has been criticized as “suboptimal” (Juvonen, Le, Kaganoff, Augustine, & Constant, 2004). Anxiety among girls and conduct disorders among boys worsen as young teens attempt to acclimate to middle

Authors’ Note: Correspondence regarding this manuscript should be directed to Dr. Dale-Elizabeth Pehrsson at e-mail: dale.pehrsson@unlv.edu.

schools (Kazdin, 1993). “These middle school children demonstrate social–emotional difficulties, motivational problems and low achievement, lack of interest, negative attitudes toward school, social alienation, and disengagement” (Juvonen et al., 2004, p. 48). When compared with youngsters in 11 other countries, U.S. middle school youngsters reported the highest levels of emotional problems and expressed negative feelings about school and peer relationships. These concerns are all exacerbated by divorce and family dissolution (Jurkovic, 1997; O’Brien, Bahadur, Gee, Balto, & Erber, 1997).

DIVORCE AND PREADOLESCENTS

For some adults, divorce may be a sobering alternative to personal unhappiness, financial instability, and emotional liability. However, most divorces cause some hurt for most involved. Effects on preteens can be extremely painful. Some react by exhibiting poor behavior, lower academic achievement, disengagement, and alienation. A common myth persists that youngsters who experience divorce eventually “snap out of it” and move forward relatively unscathed. In reality, they suffer profoundly. When divorce occurs during youth, maladaptive responses often persist into adulthood (Cantin & Boivin, 2004; Nair & Murray, 2005; O’Brien et al., 1997; Spigelman & Spigelman, 1991; Vuchinich, Angelelli, & Gatherum, 1996). Responses include feelings of sadness, confusion, guilt, loneliness, and abandonment; such feelings, when prolonged, can develop into severe problems. Academic functioning often decreases, and this has been associated with depression (Cole, 1990; Nolen-Hoksema, Seligman, & Girgus, 1992).

One factor shown to help preadolescents is positive relationships with their parents. Although strong parent–child relationships have potential for enhancing both school performance and psychosocial adjustment, divorce issues can detrimentally affect those very necessary relationships (Spigelman, Spigelman, & Engleson, 1991). Confused loyalties and fear of losing the love of one or both parents can further complicate matters. Some preadolescents become overwhelmed, feel helpless, and are emotionally withdrawn (O'Brien et al., 1997).

In addition, constant arguing, financial instability, and unpredictable conditions take their toll. Some youngsters feel responsible and become “parentified” by taking on roles normally played by parents (Jurkovic, 1997). Often they feel pressed to side with one parent against the other. When family members endure protracted legal processes, youngsters are often embroiled in “adult business,” including issues of child support, property division, and daunting decisions about where, when, and with whom they will live (Bowker, 1982; O'Brien et al., 1997).

Two of the most influential settings for preadolescents are home and school (Cantin & Boivin, 2004). During divorce, the home may feel emotionally unsafe and their middle schools have been labeled as “suboptimal.” In addition, many have negative feelings about peers (Pardeck, 1994; Spigelman et al., 1991). It is understandable why many youngsters feel very disconnected and hurt (Cantin & Boivin, 2004; O'Brien et al., 1997).

COUNSELING PREADOLESCENTS

Preadolescents involved in divorce most certainly can benefit from counseling (Kazdin, 1993). However, conventional “talk” therapy is not necessarily the preferred approach for preadolescents, who often lack sophistication linguistically and cognitively (Pardeck, 1994; Vuchinich et al., 1996). Many, especially those who are still transitioning from the cognitive stages of concrete to formal operations (Santrock, 2008), are served best by approaches that include multimodalities and imagination (Gardner, 1992; Gladding, 2005). Although play therapy involves modalities and imagination, this approach has limited utility with preadolescents, who may view it as “baby-like.” Too mature for play therapy and not yet ready for talk therapy, preadolescents require approaches that fit their developmental stage (Pehrsson, 2006). One fitting approach is bibliotherapy (Hipple, Yarbrough, & Kaplan, 1984; Marrs, 1995; Pardeck, 2005; Snyder, 1985).

Bibliotherapy, Preadolescents, and Divorce

Bibliotherapy—the use of books, literature, pamphlets, play scripts, narratives, journals, poems, songs, and stories adapted from cinema and television (Hynes & Hynes-Berry, 1994) for the purpose of promoting therapeutic gain—can facilitate and structure interactions between and among

individuals (Pehrsson, 2006). Bibliotherapy use is emerging within both educational and clinical domains (Marrs, 1995; Mazza, 2003). Developmental bibliotherapy is used in educational settings whereas clinical bibliotherapy works toward specific mental health goals. The National Association for Poetry Therapy (2006) has developed certifications for both developmental and clinical levels. In family therapy related to divorce, bibliotherapy can focus on the transitional aspects of family dissolution. Advanced applications may be used when pathological behaviors develop, and specific mental health goals need to be addressed (Mazza, 2003).

Much of bibliotherapy focuses on materials such as self-help books and stories, fictional and nonfictional (Marrs, 1995; McMillen & Pehrsson, 2004). Books that contain stories to help preadolescents frame and deal with issues about divorce are particularly useful (Bernstein, 1989; Coleman, Marshall, & Ganong, 1986; Early, 1993). They provide a therapeutic container (Crenshaw, 2004; Gardner, 1992; Heath, Sheen, Leavy, Young, & Money, 2005). Stories about other families can moderate painful emotions from an emotionally safe distance (Hipple et al., 1984; Jasmine-DeVias, 1995). Discussions of characters and storylines may help youngsters understand their own personal feelings and realize they are not suffering alone (Bernstein & Rudman, 1989; Coleman & Ganong, 1990; Gladding & Gladding, 1991; Heath et al., 2005).

Books carefully chosen for specific clients and their needs can provide opportunities for discussing various interpretations and issues of divorce, allowing for interacting imaginatively, solving problems, developing a courageous attitude, adopting appropriate behaviors, adapting socially, and understanding others (Kramer & Smith, 1998; Nuccio, 1997; Pardeck & Pardeck, 1993; Pehrsson & McMillen, 2005; Riordan, Mullis, & Nuchow, 1996).

Bibliotherapy encourages explorations about divorce from several vantage points (Coleman & Ganong, 1990; Pardeck, 1991, 1994, 1998). It opens a window from which a preadolescent can view a situation through the eyes of others and thus empathize with characters experiencing similar problems (Crenshaw, 2004; Hipple et al., 1984; Kramer & Smith, 1998). Story characters can model courage and appropriate decision making, can act as guides through these painful times, and may foster self-efficacy (Early, 1993; Hynes & Hynes-Berry, 1994; Jasmine-DeVias, 1995).

Helpful Therapeutic Processes

Although the benefits of using fiction as a therapeutic treatment have not been confirmed by empirical research, the increasing and continuing use of literature by therapists indicates clinical validity or at least functional credibility (Marrs, 1995; McMillen & Pehrsson, 2004). Support can also be found among experts such as Hynes and Hynes-Berry (1994), Mazza (2003), and Pardeck (1991), who observe that using books can help clients make changes and heal. From our school and clinical experiences, we have observed therapeutic gains when using both fiction and

nonfiction materials with preadolescents (Pehrsson, 2006; Pehrsson & McMillen, 2005).

Stories as helpful healing tools can be found throughout history, dating back to ancient times (Hynes & Hynes-Berry, 1994). The term *bibliotherapy*, however, coined by Samuel Crothers (1916), first appeared in the *Atlantic Monthly*. Shrodes (1950) later proposed a psychodynamic model, suggesting that clients move through three stages: identification, catharsis, and insight. Others have adapted this framework, but basic premises remain true to psychodynamic foundations, especially when using fiction (Hynes & Hynes-Berry, 1994; Marrs, 1995; Mazza, 2003; Pardeck & Pardeck, 1984, 1985; Riordan et al., 1996).

Bibliotherapy, usually integrated within and as one part of a therapeutic plan (Marrs, 1995; Riordan et al., 1996), can be employed to assist with life's normal transitions or clinically to deal with significant problems (Mazza, 2003; Pehrsson & McMillen, 2005). Divorce issues involve both transitions and problems and thus can be addressed by bibliotherapy (Carlile, 1991; Coleman et al., 1986; Pardeck, 2005).

Bibliotherapy With Preadolescents

Although we argue for the use of books in working with preadolescents, we strongly recommend that such materials be selected with care and knowledge (Kramer & Smith, 1998; Pehrsson & Pehrsson, 2006). Neither will just any book accomplish therapeutic goals (Mazza, 2003; Pehrsson & McMillen, 2006) nor will just any method in using books be appropriate (Crenshaw, 2004; Gladding & Gladding, 1991; Hynes & Hynes-Berry, 1994; Riordan et al., 1996).

Counselors should be knowledgeable regarding developmental needs of preadolescents to choose suitable written materials (Pardeck, 1994; Pehrsson & McMillen, 2005, 2006). The book and the preadolescents' needs and maturity level must be matched with care—no simple task, especially, because a preadolescent fluctuates between adult and childlike behaviors (Gardner, 1992; Santrock, 2008; Spigelman et al., 1991). In addition, because each person responds uniquely to a book, the counselor will need to know the client's interests and relevant prior experiences and be ready to discuss how the characters, events, and situations in a book relate to the client's present circumstances (Hynes & Hynes-Berry, 1994; Marrs, 1995; Shrodes, 1950). Interpretations will often differ and these differences can provide openings for in-depth discussions (Mazza, 2003; Riordan et al., 1996).

The way a book is used by a counselor differs from how a teacher might use a text to teach (Pehrsson & Pehrsson, 2006). Bibliotherapy is not "school work" (Pardeck & Pardeck, 1993; Pehrsson, 2006). The focus of discussion should be on situations and characters and how they deal with issues—in this case, divorce (Early, 1993; Heath et al., 2005; Kramer & Smith, 1998). The counselor helps clients identify with characters and cultural contexts, realize that others have similar concerns, and prompts insight (Gardner, 1992; Hynes & Hynes-Berry, 1994; Mazza, 2003; Pardeck,

1994; Pardeck & Pardeck, 1998; Tway, 1989). Discussions about a character's actions can lead to alternative coping strategies and a discussion of the consequences of a variety of choices (Gardner, 1992; Pardeck, 1994, 2005).

Although many preadolescents process material with extensive analysis and dialogue, others need more support in communicating their interpretations (Gardner, 1992; Pardeck, 2005). For example, new vocabulary can be both a hindrance and a help. The counselor can explain how an unknown word functions in context (Pehrsson & Pehrsson, 2006). A story can be a highly effective context for presenting words that express concerns and hurts (Barclay & Whittington, 1992; Bernstein, 1989; Winfield, 1983). Thus, a story may help youngsters learn words to unlock private emotions and thoughts (Gardner, 1992; Pardeck, 1991, 1994, 1998). Interpretations are often discussed directly, but a young adolescent may also find it helpful to express emotions and to represent behaviors through the use of toys, drawing, puppetry, drama, and media (Crenshaw, 2004; Gladding, 2005; Pehrsson, 2006).

Preadolescent Books on Divorce

Young adult literature has grown during the past 30 years and has increased its presentation of situational problems, including divorce. Our research uncovered a small but steady discussion of divorce-related materials. The books may be used to assist youngsters to navigate feelings, lifestyle changes, altered relationships, and roles (Bowker, 1982; Carlile, 1991; Coleman et al., 1986; Coleman & Ganong, 1990; Heath et al., 2005; Hipple et al., 1984; Meyer, 1991; Nuccio, 1997; Pardeck & Pardeck, 1985; Snyder, 1985; Winfield, 1983; Yauman, 1991).

Below, we present a summary of information about books deemed useful by and for counselors when working with preadolescents. We selected some books for historical relevance and others for their inclusion of cultural and ethnic topics. Our suggested readings also include books with positive book reviews and books by award-winning authors.

Several nonfiction books for preteens have repeatedly been cited. Most notable is Gardner's (1987) *The Boys and Girls Book About Divorce*. This book has been translated into several languages and is most suited for preadolescents who are aged between 9 and 13. In addition, *What's Going to Happen to Me? When Parents Separate or Divorce* (LeShan, 1986) is appropriate for children aged 8 and older. Frequently recommended works include *How Does It Feel When Your Parents Get Divorced?* (Berger, 1977) for children aged between 6 and 11 and *How It Feels When Parents Divorce* (Krementz, 1984) for youngsters aged 7 and older.

More recent nonfiction books include *For Better, for Worse: A Guide to Surviving Divorce for Preteens and Their Families* (Bode & Mack, 2001) for children aged between 9 and 14; *Jigsaw Puzzle Family: The Stepkids' Guide to Fitting It Together* (MacGregor, 2005) for children aged between 9 and 14; and *The Divorce Help Book for Kids*, also by MacGregor (2001) for children aged between 10 and 14.

Fiction titles include *It's Not the End of the World* (Blume, 2001), available in video for those aged 10 and older. *Chloris and the Creeps* (Platt, 1981) for children aged between 10 and 14, portrays a Latino stepfather positively; it is the first of a series. Other titles include *The Divorce Express* (Danziger, 2001) for children aged 11 and older; *Taking Sides* (Klein, 1982) for children aged 10 and older; and *My Dad Lives in a Downtown Hotel* (Mann, 1973) for children aged between 9 and 11.

Since 2000, books with protagonists from underrepresented groups are available. For instance, female protagonists are becoming more common, as in *Amber Brown Is Green With Envy* (Danziger, 2003) for children aged between 8 and 11, which is one of a series. *Becoming Naomi Leon* (Ryan, 2004) for children aged between 9 and 14, has a Mexican American protagonist. The main character in *Buttermilk Hill* (White, 2004), for children aged 9 and older, copes with disruptive challenges by writing poetry. *The Scream of the Hawk* (Belgue, 2003), for children aged between 8 and 12, is set in Canada and provides supernatural aspects. Sahara is the African American protagonist in *Sahara Special* (Codell, 2003) for those 10 years or older; she finds writing helps her deal with school issues and heal her father's absence. The return to her mother's village in India helps Maya and mom restore their relationship in *Naming Maya* (Krishnaswami, 2004) for children aged between 10 and 14. Others include *Losing Forever* (Friesen, 2002) for children aged between 11 and 15, *Here Today* (Martin, 2004), *Family Reunion* (Cooney, 2004), and *The Suitcase Kid* (Wilson, 2001) for children aged between 9 and 12.

Current fiction titles that offer male protagonists include *Been to Yesterdays: Poems of a Life* (Hopkins, 1999) for children aged 9 and older, which tells how divorce affected a youngster's 13th year; *Chevrolet Saturdays* (Boyd, 1993) for children aged between 9 and 12, which presents an African American protagonist; *Dark Sons* (Grimes, 2005) for youngsters aged 11 and older, which links a contemporary African American, Sam, with the Biblical tale *Ishmael*; and *Dear Mrs. Ryan, You're Ruining My Life* (Jones, 2000), which takes a humorous approach, as does *Guy Time* (Weeks, 2000), both for children aged between 9 and 12. Spanish phrases are interspersed throughout the hopeful tale *How Tia Lola Came to Stay* (Alvarez, 2001) for children aged between 9 and 12. *Night Hoops* (Deuker, 2000), for children aged 11 and older, appeals to basketball fans and nonfans alike. *Stand Tall* (Bauer, 2002), for children aged 11 and older, *The Summer of Riley* (Bunting, 2001), and, finally, the clever story of brothers coping with new parental partnerships in *How I Became a Writer and Oggie Learned to Drive* (Lisle, 2002) for children aged between 9 and 12, present strong sibling relationships and offer hope for preteens.

Bibliotherapy Cautions

Many books are available for working with preadolescents, and many of those books specifically deal with divorce (Pardeck, 2005). However, as with every therapeutic

intervention, cautions exist (Pehrsson, 2006). Book use can be threatening, and children can sometimes experience fear related to reading (Green, 1986; Henk & Melnick, 1995). Often books are identified with school and test taking. Counselors should clarify how bibliotherapy differs from schoolwork and explain that reading will not involve correction of errors. Word stumbling can be avoided by asking youngsters to try out several books first to choose one at an appropriate reading level (Hudson, Lane, & Pullen, 2005). For those who struggle with reading, counselors can do the reading. If writing is included, counselors should avoid correcting grammar or spelling (Pehrsson & Pehrsson, 2006). A counselor's goal is not the same as a teacher's and the two should not be confused.

Another important caution involves counselor preparation. Counselors should read selected books ahead of time and completely, cover to cover. When books deal with controversial topics, wise counselors seek parental/guardian consent before use (Pehrsson & McMillen, 2005). Shrodes (1950) argued that no two individuals have identical psychological fields. Therefore, no two individuals will react the same way to a given book. Therapists should anticipate that responses will vary. One particular book may work well with one child; it may not necessarily have the same effect on another client. Counselors must thoroughly assess a client's needs to determine how book use might be of benefit (Mazza, 2003). Although no book is a perfect match, issues should be similar enough to allow clients to identify with characters or to understand how storylines relate to their own situation (Hynes & Hynes-Berry, 1994).

CONCLUSION

Preadolescents are between childhood and adulthood. They have challenges and developmental needs that can be detrimentally affected by divorce. Bibliotherapy often fits well for this developmental stage. Counselors require knowledge and training for bibliotherapy work and cautions exists. A carefully chosen book can provide an effective means for healing preadolescents experiencing divorce.

REFERENCES

- Alvarez, J. (2001). *How Tia Lola came to stay*. New York: Knopf.
- Barclay, K. H., & Whittington, P. (1992). Night scares: A literature-based approach for helping young children. *Childhood Education, 68*, 149-154.
- Bauer, J. (2002). *Stand tall*. New York: G. P. Putnam.
- Belgue, N. (2003). *The scream of the hawk*. Victoria, Canada: Orca Book.
- Berger, T. (1977). *How does it feel when your parents get divorced?* New York: J. Messner.
- Bernstein, J. E. (1989). Bibliotherapy: How books can help young children cope. In M. K. Rudman (Ed.), *Children's literature: Resource for the classroom* (pp. 159-173). Norwood, MA: Christopher-Gordon.
- Bernstein, J. E., & Rudman, M. K. (1989). *Books to help children cope with separation and loss: An annotated bibliography* (Vol. 3). New York: R. R. Bowker.

- Blume, J. (2001). *It's not the end of the world*. New York: Atheneum Books.
- Bode, J., & Mack, S. (2001). *For better, for worse: A guide to surviving divorce for preteens and their families*. New York: Simon & Schuster Books.
- Bowker, M. A. (1982). Children and divorce: Being in between. *Elementary School Guidance and Counseling*, 17, 126-130.
- Boyd, C. D. (1993). *Chevrolet Saturdays*. New York: Macmillan.
- Bunting, E. (2001). *The summer of Riley*. New York: Joanna Cotler Books.
- Cantin, S., & Boivin, M. (2004). Change and stability in youngster's social network and self-perceptions during transition from elementary to junior high school. *International Journal of Behavioral Development*, 28, 561-570.
- Carlile, C. (1991). Youngsters of divorce: How teachers can help ease the pain. *Childhood Education*, 67, 232-234.
- Codell, E. R. (2003). *Sahara special*. New York: Hyperion Books.
- Cole, D. (1990). Relation of social and academic competence to depressive symptoms in childhood. *Journal of Abnormal Psychology*, 99, 422-429.
- Coleman, M., & Ganong, L. H. (1990). The uses of juvenile fiction and self-help books with stepfamilies. *Journal of Counseling & Development*, 68, 327-331.
- Coleman, M., Marshall, S. A., & Ganong, L. H. (1986). Beyond Cinderella: Relevant reading for young adolescents about stepfamilies. *Adolescence*, 21, 553-560.
- Cooney, C. B. (2004). *Family reunion*. New York: Delacorte.
- Crenshaw, D. A. (2004). *Engaging resistant children in therapy: Projective drawing and story telling techniques*. Rhinebeck, NY: Revelstoke Community Forest Corporation (RCFC).
- Crothers, S. M. (1916). A literary clinic. *Atlantic Monthly*, 118, 291-301.
- Danziger, P. (2001). *The divorce express*. London: Hodder Youngsters.
- Danziger, P. (2003). *Amber Brown is green with envy*. New York: G. P. Putnam.
- Deuker, C. (2000). *Night hoops*. Boston: Houghton Mifflin.
- Early, B. P. (1993). The healing magic of myth: Allegorical tales and the treatment of youngsters of divorce. *Child and Adolescent Social Work Journal*, 10, 97-106.
- Friesen, G. (2002). *Losing forever*. Toronto, Canada: Kids Can Press.
- Gardner, R. A. (1987). *The boys and girls book about divorce, with an introduction for parents*. New York: J. Aronson.
- Gardner, R. A. (1992). *The psychotherapeutic techniques of Richard A. Gardner*. Cresskill, NJ: Creative Therapeutics.
- Gladding, S. T. (2005). *Counseling as an art: The creative arts in counseling* (3rd ed.). Alexandria, VA: American Counseling Association.
- Gladding, S. T., & Gladding, C. (1991, Summer). The ABCs of bibliotherapy for school counselors. *School Counselor*, 39, 7-13.
- Green, F. (1986, February). Listening to children read: The empathetic process. *The Reading Teacher*, 536-543.
- Grimes, N. (2005). *Dark sons* (1st ed.). New York: Jump at the Sun/Hyperion Books.
- Heath, M. A., Sheen, D., Leavy, D., Young, E., & Money, K. (2005). Bibliotherapy: A resource to facilitate emotional healing and growth. *School Psychology International*, 26, 563-580.
- Henk, W., & Melnick, S. (1995). The Reader Self-Perception Scale (RSPS): A new tool for measuring how children feel about themselves as readers. *The Reading Teacher*, 48, 470-482.
- Hipple, T. W., Yarbrough, J. H., & Kaplan, J. S. (1984). Twenty adolescent novels (and more) that counselors should know about. *School Counselor*, 32, 142-148.
- Hopkins, L. B. (1999). *Been to yesterdays: Poems of a life*. Honesdale, PA: Wordsong/Boyd's Mills.
- Hudson, R. R., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58, 705-714.
- Hynes, A. M., & Hynes-Berry, M. (1994). *Biblio-poetry therapy, the interactive process: A handbook*. St. Cloud, MN: North Star Press of St. Cloud.
- Jasmine-DeVias, A. (1995). Bibliotherapy: Books that can play a role in helping children work through some of the effects of abuse and neglect. *New England Reading Association Journal*, 31, 2-17.
- Jones, J. B. (2000). *Dear Mrs. Ryan, you're ruining my life*. New York: Walker & Co.
- Jurkovic, G. J. (1997). *Lost childhoods: The plight of the parentified child*. New York: Brunner/Mazel.
- Juvonen, J., Le, V. N., Kaganoff, T., Augustine, C. H., & Constant, L. (2004). *Focus on the wonder years: Challenges facing the American middle school*. Santa Monica, CA: RAND. Retrieved May 18, 2007, from <http://192.5.14.110/pubs/monographs/MG139/>
- Kazdin, A. E. (1993). Adolescent mental health: Prevention and treatment programs. *American Psychologist*, 48, 127-141.
- Klein, N. (1982). *Taking sides*. New York: Avon Books.
- Kramer, P. A., & Smith, G. G. (1998). Easing the pain of divorce through children's literature. *Early Childhood Education Journal*, 26, 89-94.
- Krementz, J. (1984). *How it feels when parents divorce*. New York: Knopf.
- Krishnaswami, U. (2004). *Naming Maya*. New York: Farrar Straus Giroux.
- Lefrancois, G. R. (1999). *The lifespan* (6th ed.). Belmont, CA: Wadsworth.
- LeShan, E. J. (1986). *What's going to happen to me? When parents separate or divorce*. New York: Aladdin Books.
- Lisle, J. T. (2002). *How I became a writer and Oogie learned to drive*. New York: Philomel Books.
- MacGregor, C. (2001). *The divorce help book for kids*. Atascadero, CA: Impact.
- MacGregor, C. (2005). *Jigsaw puzzle family: The stepkids' guide to fitting it together*. Atascadero, CA: Impact.
- Mann, P. (1973). *My dad lives in a downtown hotel*. Garden City, NY: Doubleday.
- Marrs, R. W. (1995). A meta-analysis of bibliotherapy studies. *American Journal of Community Psychology*, 23, 843-870.
- Martin, A. M. (2004). *Here today*. New York: Scholastic.
- Mazza, N. (2003). *Poetry therapy: Theory and practice*. New York: Brunner Routledge.
- McMillen, P., & Pehrsson, D. E. (2004). Specialty of the house: Bibliotherapy for hospital patients. *Journal of Hospital Librarianship*, 4, 73-82.
- Meyer, M. J. (1991, May/June). Split decision: A bibliotherapy guide for children who are experiencing divorce. *Lutheran Education*, 126, 257-266.
- Nair, H., & Murray, A. D. (2005). Predictors of attachment security in preschool children from intact and divorced families. *Journal of Genetic Psychology*, 166, 245-263.
- National Association of Poetry Therapy. (2006). *Training and education*. Pembroke Pines, FL: Author. Retrieved April 24, 2006, from <http://www.poetrytherapy.org/training.html>
- Nolen-Hoksema, S., Seligman, M. E. P., & Girgus, J. S. (1992). Predictors and consequences of childhood depression symptoms: A 5-year longitudinal study. *Journal of Abnormal Psychology*, 101, 405-422.
- Nuccio, L. M. (1997). *The effects of bibliotherapy on the self-esteem and teacher-rated classroom behavior on third-grade children of divorce*. Unpublished dissertation, University of Southern Mississippi, Hattiesburg.
- O'Brien, M., Bahadur, M. A., Gee, C., Balto, K., & Erber, S. (1997). Child exposure to marital conflict and child coping responses as predictors of child adjustment. *Cognitive Therapy and Research*, 21(1), 39-59.
- Pardeck, J. T. (1991). Using reading materials with childhood problems. *Psychology: A Journal of Human Behavior*, 28, 58-65.
- Pardeck, J. T. (1994). Using literature to help adolescents cope with problems. *Adolescence*, 29, 421-427.
- Pardeck, J. T. (1998). *Using books in clinical social work practice: A guide to bibliotherapy*. New York: Haworth.
- Pardeck, J. T. (2005). Using bibliotherapy in family health social work practice with children of divorce. In F. K. O. Yuen (Ed.), *Social work practice with youngsters and families: A family health approach* (pp. 45-56). Binghamton, NY: Haworth.
- Pardeck, J. A., & Pardeck, J. T. (1985). Bibliotherapy using a neo-Freudian approach for children of divorced parents. *School Counselor*, 32, 313-318.
- Pardeck, J. T., & Pardeck, J. A. (1984). Bibliotherapy: An approach to helping young people with problems. *Journal of Group Psychotherapy, Psychodrama, & Sociometry*, 37(1), 41-43.

- Pardeck, J. T., & Pardeck, J. A. (1993). *Bibliotherapy: A clinical approach for helping children* (Vol. 16). Langhorne, PA: Gordon and Breach.
- Pardeck, J. T., & Pardeck, J. A. (1998). An exploration of the uses of children's books as an approach for enhancing cultural diversity. *Early Child Development and Care, 147*, 25-31.
- Pehrsson, D. E. (2006). Fictive bibliotherapy and therapeutic storytelling with children who hurt. *Journal of Creativity in Mental Health, 1*, 273-286.
- Pehrsson, D. E., & McMillen, P. (2005). Bibliotherapy evaluation tool: Grounding counseling students in the therapeutic use of literature. *Arts in Psychotherapy, 32*, 47-59.
- Pehrsson, D. E., & McMillen, P. (2006). Competent bibliotherapy: Preparing counselors to use literature with culturally diverse clients. *Vistas 2006*. Alexandria, VA: American Counseling Association.
- Pehrsson, D. E., & Pehrsson, R. S. (2006, December). Bibliotherapy practices with children: Cautions for school counselors. *Journal of Poetry Therapy, 19*, 185-193.
- Platt, K. (1981). *Chloris and the creeps*. New York: Dell.
- Riordan, R. J., Mullis, F., & Nuchow, L. (1996). Organizing for bibliotherapy: The science in the art. *Individual Psychology, 52*, 169-180.
- Ryan, P. M. (2004). *Becoming Naomi León*. New York: Scholastic.
- Santrock, J. W. (2008). *Life span development* (11th ed.). New York: McGraw Hill.
- Shrodes, C. (1950). *Bibliotherapy: A theoretical and clinical-experimental study*. Unpublished doctoral dissertation, University of California at Berkeley.
- Snyder, K. A. (1985). An intervention program for children of separated or divorced parents. *Techniques, 1*, 286-296.
- Spigelman, A., & Spigelman, G. (1991). The relationship between parental divorce and the child's body boundary definiteness. *Journal of Personality Assessment, 56*, 96-105.
- Spigelman, A., Spigelman, G., & Englesson, I. (1991). Hostility, aggression, and anxiety levels of divorced and nondivorced children as manifested in their responses to projective tests. *Journal of Personality Assessment, 56*, 438-452.
- Tway, E. (1989). Dimensions of multicultural literature for children. In M. K. Rudman (Ed.), *Children's literature: Resource for the classroom* (pp. 109-132). Norwood, MA: Christopher-Gordon.
- Vuchinich, S., Angelelli, J., & Gatherum, A. (1996). Context and development in family problem solving with preadolescent children. *Child Development, 67*, 1276-1288.
- Weeks, S. (2000). *Guy time*. New York: Harper Collins.
- White, R. (2004). *Buttermilk Hill*. New York: Farrar, Straus and Giroux.
- Wilson, J. (2001). *The suitcase kid*. London: Doubleday.
- Winfield, E. T. (1983). Relevant reading for adolescents: Literature and divorce. *Journal of Reading, 26*, 408-411.
- Yauman, B. E. (1991). School-based group counseling for children of divorce: A review of the literature. *Elementary School Guidance & Counseling, 26*(2), 130-138.
- Dale-Elizabeth Pehrsson, EdD**, is an associate professor in counselor education at the University of Nevada-Las Vegas.
- Virginia B. Allen, EdD**, is a professor in counselor education at Idaho State University.
- Wendy A. Folger, EdD**, is a professor in counseling and special education at Central Michigan University.
- Paula S. McMillen, PhD**, is an associate professor in research and library services at Oregon State University.
- Imelda Lowe, MEd**, is a doctoral student in counselor education at Idaho State University.