

Learning Objectives

Highlight the potential use and impact of bibliotherapy as a resource within a model of stepped-care, mental health support

Share a curated list of therapeutic storybooks integrating culture and diversity

Share three principles for parents to consider when sharing storybooks

1 - Prepare

Read through the Story in Advance

- Language and story focus should align with child's developmental stage
- Knowing the book well matters; consider book quality over quantity

Choose Suitable book(s) for Audience

- Align the book with the child's context so they can relate to the story
- Reflect verbal and nonverbal emotional reactions for older children
- Help maintain engagement to communicate the story

Research



Developing A Resource Guide For Caregivers Featuring Culture And Diversity in Therapeutic Storybooks

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Resources



IAASP



2 - Read

Support Motivation

- Meaningful child engagement and learning can be predicted by motivation; support the relevance of the child's context to the focus of the storybook, promote book choice and personal interest

Promote Social Collaboration

- Peer interactive learning can be more beneficial than individual learning
- Use pitch, tone, pace, volume, pauses, eye contact, questions, and comments

Explore Responses (Reading as a Transactional Process)

- Reader must interact with the text to make meaning
- Draw on interactive knowledge sources such as comprehension strategies, making connections, answering and creating questions, along with alternative views

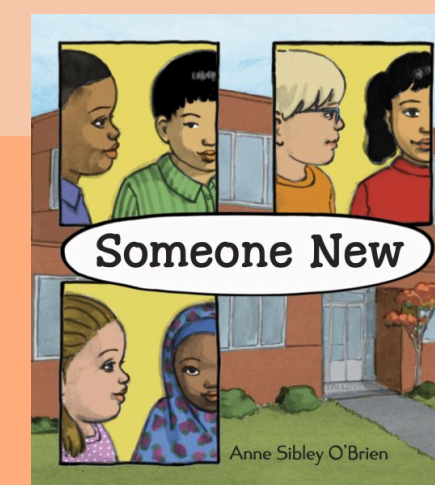
Model Complex Thinking

- Parent can use "think aloud" strategies to consider multiple or different perspectives
- Consider highlighting multiple elements of the character's experience (feelings + cognitions)

Example Storybook

I'm New Here (O'Brien, Anne Sibley) K-2

- Topic focus: culture/prejudice
- Meeting classmates from different cultural backgrounds, students' work to understand their emotions, to understand, accept, and welcome new friends
- Encourage and reflect the child's reaction to the story, how it makes them feel when reading and experiencing, be open to answering questions, relating to other similar experiences; consider new learning and reflections



3 - Reflect

Reflect

- Consider reading the book a second time

Use Questions (low and high level)

The "Q" Chart

- Provides a framework for creating questions after reading
- Start your question with a word from the first column, then add a verb from the top row.

	Is	Did	Can	Would	Will	Might
What	Factual			Predict		
Where						
When						
Who	Analytical			Synthesis and Application		
Why						
How						

Potential Impact of Bibliotherapy

Illustrated Stories

- Provide a predictable structure to interactive collaboration (parent/therapist and child)
- Can help facilitate engagement and participation
- Therapeutic elements can reflect the individual life, language capacity, and personal regulation (anxiety levels or hyperarousal)

Multicultural Sensitivity

- Storybooks can demonstrate respect for, and understanding of, people of diverse cultural backgrounds
- Communicate well with people of diverse backgrounds
- Develop sense of identity, knowledge of own culture, and skills to relate to others of different background
- Help promote interpersonal, situational skills (social skills AND social problem solving)

Social skills and social problem-solving:

- Demonstrate behaviour patterns that can influence and impact others
- Communication skills, sharing, make request, compliment
- Promote social perspective taking and social competence

Research suggests social competence evokes positive benefits:

- Increased social networks, mainly friendships
- Children learn to share, resolve conflict, negotiate, and are more cognitively sophisticated
- Enjoy multicultural peer relationships; demonstrate greater psychosocial maturity

Incorporating Multicultural Literature (Ada, 2003)

- 1) Validate culturally different experience at home
- 2) Recognize importance of language in development, leadership, communication, collaboration, and thinking
- 3) Use of technology for learning and self-expression (Storybooks are small and often cheap or rentable)
- 4) Well-written books lead to child seeing self as protagonist (Develop own stories, solve problems, find identity)
- 5) Cooperative groups encourage solidarity (Develop unity)
- 6) Home-school collaboration (Positive sense of self)