ENHANCING SELF-CONCEPT IN LATINX HIGH SCHOOL SENIORS: A
BIBLIOTHERAPY CURRICULUM

A graduate project in partial fulfillment of the requirements for the degree of Master of Science
in Counseling,
School Counseling

By
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May 2020
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DEDICATION

This project and master’s degree are dedicated entirely to my family. To my mother, thank you for teaching what it means to be an independent woman and for working endlessly to make sure I had what I needed to achieve my goals. Gracias mami, por enseñarme lo que es ser independiente y por trabajar duro para darme todo lo que yo necesitaba para lograr mis metas. La quiero mucho mucho. To my father, who came to this country alone and created a life for me where I got to choose what to do with it. A mi papa que vino a este país solo y haciendo eso, creo un mundo para mi donde yo tuve las mejores oportunidades y pude escoger qué hacer con mi vida. To my four brothers, who taught me how to be resilient and tough. I am glad to be your little sister. To my nieces and sister-in-law, who always kept me smiling, I love you feas. Lastly, to myself. I grew and challenged myself through this experience and am very proud of my growth.

You all kept me grounded. This degree and this project were a group effort. Without the support you have all given me, this would not be possible. Thank you for allowing me to pursue not one, but two college degrees. I cannot believe that I am the first in our family to have a bachelor’s and a master’s degree, I hope I have made you all proud. And know that I will not be the last. I am so blessed. THANK YOU.
ACKNOWLEDGEMENTS

I want to acknowledge and offer my sincere gratitude for everyone who helped me along my journey. I know I will be a great counselor because of the guidance you all have given me.

To my first on site supervisor Heidi Valdez, thank you! You taught me so much, but what stands out to me the most is how genuine you are with students. You truly care. I hope that I, like you, never lose the spark that makes you such a great counselor.

Dr. Timmy Lee, when I think about which parts of my journey to become a counselor were the best, I will forever think of your class. Thank you for offering great advice and for your realness.

Dr. Goldschmidt, thank you for saving the day, time and time again. You are always willing to help your students out and keep a smile on your face while doing so. For that I am forever grateful.

Lastly, thank you Dr. Minton. You did more for me than you know. Thank you for everything. I learned so much from your classes and through your guidance with this project.
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ABSTRACT

ENHANCING SELF-CONCEPT IN LATINX HIGH SCHOOL SENIORS: A BIBLIOThERAPY CURRICULUM

By

Rosa Daisy Carreon-Moran Master of Science in Counseling, School Counseling

The purpose of this project was to develop a bibliotherapy curriculum that enhances self-concept and self-efficacy in Latinx high school seniors. Through the proposed project, professional school counselors will be able to address difficulties with students that deal specifically with areas of self-concept. Some of the areas that this bibliotherapy curriculum addresses, connected to self-concept, are self-esteem, positive self-talk, family, and resilience. This bibliotherapy curriculum is beneficial to students who are Latinx because research, conducted by Garcia VeCat (2008), indicates that Latino youth experience disproportionate rates of mental health problems. A bibliotherapy approach can be used to foster and enhance motivation and self-efficacy. The proposed project is meant to address these needs before students graduate from high school.
Chapter One

Introduction

According to the United States Census Bureau (2017), the Hispanic population numbered at 17.9% of the population, thus making them the largest racial minority in the United States. This means that student enrollment in colleges and universities doubled from 8.8 million to 17.9 million in the years 1996 to 2016, and as a result, community college and four-year universities Hispanic student population has increased, according to the United States Census Bureau (2017). Despite these positive trends, Hispanic students between the ages of 18-24 years old have a higher rate than those students that are not Hispanic, of not completing high school and not being enrolled in college (US Census Bureau, 2017). Also based on the 2017 U.S. Census, graduate or professional school enrollment is 4.2% for non-Hispanic Whites, 4.0% for Blacks, 7.6% for Asians, and 1.9% for Hispanics. The terms Latinx and Hispanic will be used interchangeably.

These rates may be in relation to Social Cognitive Career Theory (SCCT), which is based on Albert Bandura’s (1986) social cognitive theory model of career development. SCCT highlights the role of cognitive factors, such as self-efficacy beliefs and perceptions of barriers in career development (Lent, Brown, & Hackett, 1994, 2002). Albert Bandura’s social cognitive theory suggests that social cognitive theory explains psychosocial functioning in terms of triadic reciprocal causation. SCCT is based on the belief that behavior, cognitive and other personal factors and environmental events all operate as interacting determinants that influence each other bidirectionally.

The three main components of SCCT are how basic academic and career interests develop, how educational and career choices are done, and how academic and career success is obtained. According to Lent et al. (1994, 2002), interests are not simply expressions of
personality. Instead, people's perceptions and appraisals of themselves and their environments play an important role. Based on this, vocational inclinations can only become career interests to the extent that people believe they can perform the tasks required in a given occupation and do not perceive any overwhelming obstacles to their success. This is also known as self-efficacy.

With the evidence presented in the United States Census (2017), it is evident that Latinx students are not graduating and attending college at the rate of some of their other peers. School counselors and educators should offer support and interventions when it comes to building these students’ self-efficacy that may support higher rates of attending college or graduating. Building self-efficacy may result in stronger inclinations for career paths and stronger vocational identity (Gushue, Clark, Pantzer, & Scanlan, 2006). Gushue et al. suggest that early intervention is important when building self-efficacy skills such as positive self-concept. Through the use of bibliotherapy, counselors may offer interventions that result in higher self-efficacy.

As mentioned, self-concept and self-efficacy can be highly influenced by students’ surroundings. For Latinx high school students specifically, self-concept is especially related to independent variables of family expectations, peer relationships, and schoolwork (Calero, Dalley, Fernandez, Davenport-Dalley, Morote, & Tatum, 2014). According to Calero et al., self-concept is highly influenced by the community around students and has an impact on values, beliefs, and academics. Negative feedback can affect positive self-concept and attitudes. Educators and professional school counselors in high schools can use a bibliotherapy approach that focuses on using literature to enhance a students’ self-concept and improve their self-efficacy.
**Statement of Problem**

Students who are in high school are experiencing physical, cognitive, social, and emotional changes. Students begin to form beliefs about what the future can realistically hold for them based on their relationships, peer experiences, and social influences at school, and home life environment (Lent, Brown, & Hackett, 1994, 2002). Not only do students need tools to deal with situations they encounter, but they also need to learn how to build positive self-concept in spite of these situations. Students who struggle emotionally, socially, and academically while also dealing with the pressure of family expectation and social influences such as Latinx students do, can develop negative self-concept which can lead to mental health problems (Garcia, Skay, Sieving, Naughton, & Bearinger, 2008). School counselors can help Latinx students build their self-efficacy, which can lead to stronger career path visions, graduation rates, and college enrollment by using a bibliotherapy method. This will be discussed further in chapter two.

**Purpose of Project**

The purpose of this project is to create a bibliotherapy curriculum for school counselors to use that will enhance a Latinx student’s self-concept through the use of literature. Literature is an expression of art that showcases the experiences of others and normalizes them as well. By normalizing the experiences in literature students can then begin to normalize their own experiences that may be similar. Some topics covered within the literature include self-esteem, friendships, empathy, recognizing feelings, positive thinking, and self-identity. This curriculum will be geared toward high school students who identify as Latinx and will have literature that encompasses self-concept topics with a focus on Latinx identity. For the most part, this means literature from Latinx writers.
This proposed project aims to create a bibliotherapy curriculum for school counselors for use with high school students that are struggling with self-concept. Low self-concept is often related to low academic performance, motivation, social isolation, or low self-esteem. Students experiencing low academic performance, motivation, social isolation, and/or low self-esteem would benefit from participating in the bibliotherapy curriculum. The curriculum can be used in both individual and group counseling settings. The curriculum consists of different books read over the course of eight weeks. The school counselor will be the facilitator and the curriculum will have books that focus on a specific chapter(s) that relates to a student’s self-concept. The school counselor will carefully choose the books that best support positive self-concept in Latinx students. English teachers may also substitute readings in class for group readings, when working collaboratively. The purpose of this graduate project is to develop a bibliotherapy curriculum that not only enhances self-concept in 12th graders, but also focuses on self-concept based on the Latinx identity. Through this proposed project, school counselors are able to help increase self-concept through the use of literature.

**Terminology**

* Bibliotherapy: The use of reading to produce effective change and to promote personality growth and development (Lenowsky, 1987, p. 123).

* Clinical bibliotherapy: Most often takes place in a structured setting and is facilitated by a counselor, therapist, or psychologist to treat individuals experiencing serious emotional or behavior problems (Cook, Earles-Vollrath, & Ganza, 2006 p. 92).

* Developmental bibliotherapy: Designed to be used as a proactive approach to address challenging behavior or to facilitate solutions to specific situations (Cook, Earles, Vollrath, & Ganza, 2006 p. 92)
**Self-Efficacy:** Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1977)

**Motivation:** A psychological dimension considered to be one of the most important foundations essential for students’ academic achievement (Wood, Rowell, & Hong, 2013)

**Self-concept:** often consists of various components or dimensions, most commonly including (a) physical, (b) academic, and (c) social.

- **Academic self-concept:** refers to how well we perform in school
- **Physical self-concept:** refers to our physical attributes and physical abilities
- **Social self-concept:** refers to how well we relate to our peers and others (Kenny & McEachern, 2009, p. 207).

**Summary**

Students' self-concept and efficacy is largely influenced by societal expectations and the relationships they have at school and at home as we see in the stage Erik Erikson (1963) describes as *identity vs role confusion*. Bibliotherapy has worked in helping students understand their emotions and difficulties. The use of bibliotherapy in Latinx high school seniors may help ease the transition to a college or university where displacement may become more prevalent. The use of bibliotherapy in a high school setting will be further discussed as well as why it is important to raise the self-concept of Latinx students.
Chapter Two Literature Review

In this literature review, an in-depth review of concepts related to self-efficacy of Latinx high school students will be explored. First the review will address developmental theories surrounding self-concept and/or self-efficacy in students. Then there will be a discussion of self-concept in Latinx students. The chapter will also focus on how bibliotherapy helps enhance self-concept in Latinx students. Next, in this chapter there will be exploration of bibliotherapy in its entirety, including the benefits of and how implementation of bibliotherapy can be done. Lastly, this chapter will review what the role of a professional school counselor is.

**Developmental Overview in 12th grade students**

Students who are in 12th grade have gone through early developmental stages, however, are still in Erik Erikson’s (1963) *identity vs role confusion stage*. There are many stages according to Erikson. According to Erikson, the *identity vs role confusion* stage is influenced by social interactions and peer relationships. In this stage, students begin to develop their own identity and sense of self. Typically, at this grade level, students are able to articulate their interests and may even be able to identify future career goals (Curry & Milson, 2017). The alternative is that students are uncertain of who they are and who they want to be in their future careers. Self-concept being positive or negative becomes clearer at this age (Curry & Milson, 2017).

Peer influences affect self-concept and also future plans. According to Curry and Milson, many students limit their futures options, including their own personal desires and dreams, based on friendships and romantic partners. Students at this grade level are under pressure to make
decisions about their independence, relationships, and their future (Curry & Milson, 2017). The transition from high school to a career or college is difficult and can be made smoother by having activities that will allow students to gain self-awareness, identify their core values, and make decisions about their careers.

**Self-Efficacy**

Bandura (1977) offered a formal definition for self-efficacy in which it is characterized by its short history. According to Bandura (1977), self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments and that such beliefs influence the course of action people choose to pursue, how much effort they put forth in given endeavors. He also mentioned that self-efficacy will show how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with taxing environmental demands, and the level of accomplishments they realize. In short self-efficacy is what an individual perceives what they can do with skills and abilities.

When it comes to students, self-efficacy is a key factor for students in achieving academic success. Margolis and McCabe (2006), examined how low self-efficacy causes motivational problems. If students believe they cannot successfully complete a task, they will only superficially attempt it, avoid doing it, or give up doing it quickly. Due to students’ low self-efficacy, academic achievement will be hindered and some of their self-fulfilling prophecies of failure and learned helplessness may come true (Margolis & McCabe, 2006). According to Margolis and McCabe (2006), students build on their self-efficacy in relation to four concepts:
Task performance also known as Enactive Mastery, refers to students’ recognition of the degree to which they succeeded on tasks.

Vicarious experiences, such as observing friends model a task, provide struggling learners with direct guidance about how to do something.

Verbal persuasion, which gives learners information they interpret and evaluate, which, in turn, affects their self-efficacy.

Physiological relations or states. refers to how students feel before, during, and after engaging in a task.

Decisions that students make are based on their success or experiences in these four categories. As a result of knowing these four tools to build self-efficacy, educators and school counselors can systematically use and influence students’ self-efficacy.

Self-Concept

Shavelson, Hubner, and Stanton (1976) defined self-concept as a person's perception of himself or herself. One's perceptions of himself are thought to influence the ways in which he acts, and his acts in turn influence the ways in which he perceives himself. They described self-concept as: organized, multifaceted, hierarchical, stable, developmental, evaluative, and differentiable. Self-concept is influenced by environmental reinforcements and significant others (Shavelson et al., 1976). Skaalvik (1997a) identified five key antecedents to self-concept:

(1) Frames of reference. Self-concept is heavily influenced by frames of reference or standards against which to judge one's own traits and accomplishments. Social comparison often serves as the most potent source of information for self-concept. Frames of reference play a particularly important role in the development of academic self-concept (Marsh, 1986, 1987).
(2) **Causal attributions.** The factors to which people attribute their successes and failures are hypothesized to influence descriptive and affective aspects of their self-concept. **Reflected appraisals from significant others.** Several self-concept researchers suggested that people come to view themselves as they believe how others view them. Sullivan (1947) stated, "The self may be said to be made up of reflected appraisals" (p. 10). Rosenberg (1979) also claimed that "... there is probably no more critical and significant source of information about ourselves than other people's views of us," referring to Mead's conception that in communication we "take the role of the other." (Mead, 1934, n.p.)

(3) **Mastery experiences.** Self-schemas are created from an individual's past experiences in a particular domain. Relevant information and experiences are subsequently processed by these self-schemas (Markus & Nurius, 1986). Although self-concept researchers do not explicitly emphasize the role of mastery experiences in self-concept formation prior mastery experiences might be of comparable importance to the formation of self-concept as they are to the formation of self-efficacy (Bandura, 1986).

(4) **Psychological centrality.** Rosenberg (1979), in his analysis of self-esteem, claimed that self-esteem is based on self-assessments of qualities that are perceived as important or psychologically central by individuals. Harter and Mayberry (1984) provided evidence that supports the effects of psychological centrality on self-concept. These investigators asked fifth to seventh graders to rate both the importance of five different areas (i.e., school, sports, social relations, physical appearance, and behavior) and their own competency within these areas. Self-esteem was the highest among students who rated their best areas as also the most important.

*Academic Self-Concept.*
Academic self-concept refers to the perception that a student has about their academic performance, skills, and abilities in school (Ordaz-Villegas, Acle-Tomasini, & Reyes-Lagunes, 2013). In the early stages of their life, ages three to five, self-concept is influenced by their parents and teachers. As they get older students will start to compare academic achievements with their peers. Students who often compare themselves with their peers who are higher in academic achievement will start to have low self-concept and begin to be scared to speak out or try. While students with high academic self-concept are more confident in their abilities, take risks, try new things, and accept challenges (Bong & Skaalvik, 2003).

**Social self-concept.** Kenny and McEachern (2009) suggest that this concept is based on their relationships with their peers and others around them. Some influences of social self-concept can include relationships. These can be parent, peer, and school relationships with teachers, for example. Depending on how these relationships are going, students can either gain high self-concept or low self-concept. For example, Students who live in homes that are experiencing conflict or distress are at risk for low social self-concept (Au, Lau & Lee, 2009).

**Self-concept in Latinx Students**

Identity and perception of it, has shown to be an important part of self-concept for Latinx/Hispanic students. Researchers showed that those Latinx students whose ethnic identity was central to their sense of self and who had positive orientations toward their ethnicity handled stress better, even when that stress was not ethnic in nature (Kiang, Yip, Gonzales-Backen, Witkow, & Fuligni, 2006). Ethnic identity often answers the question of how Latinx/Hispanic students psychologically process their experiences and how they derive their ethnic self-concepts.
Bronfenbrenner's Bioecological Theory. According to Bronfenbrenner’s Bioecological Theory (1979) foundational perceptions are formed through a child’s environment, including personalized adult conduct and the intersections between youth and community. Bronfenbrenner (1979) also suggests that environmental elements, such as family academic expectations, are rooted in an ecological framework that identifies personalized adult relationships with youth as the greatest influence on student development. He identified environmental settings such as the home, day care, and playgrounds as microsystems. In fact, these all have strong values within the Hispanic culture and have a great impact on how adult family members and the larger community interact with youth with regard to their educational attainment.

Cavazos et al. (2010) conducted an ethnographic study that included 11 Hispanic college students that focused on how students develop a sense of resilience. The students were found through a purposeful sampling procedure that selected students who met the following criteria: identified as racially Chicana/o, Hispanic, or Latina/o; had a grade point average of 2.9 or higher; and were enrolled as an undergraduate or graduate student. In order to recruit participants, the lead author sent an e-mail to several student organizations at this Hispanic-serving institution and requested participation. The study was conducted via interviews. The interview script consisted of open-ended questions that were designed to elicit the participants’ perceptions of the factors they felt influenced their high academic achievement. Questions specifically addressed participants’ perceptions of the role of parental support and personal qualities in their academic achievement (e.g., “What do you think are some of the qualities that have helped you become successful during college?”). All interviews were audio-recorded and transcribed verbatim by the lead author.
A theme that emerged from the analyzed data was resiliency. The thematic analysis also revealed that the following factors not only were important to all participants, but also appeared to play an important role in each student’s resiliency: high educational goals, support, encouragement from parents, intrinsic motivation, internal locus of control, and high self-efficacy. The study implies that Hispanic parents and educators should consider positive interactions with peers and adults inside and outside of the school environment, as it significantly influences many aspects of a child’s self-concept. Per Cavazos et al. (2010), the findings of the study indicate adult relationships, via family academic expectations, influence student academic self-concept, which is supported by Bronfenbrenner’s (1979) theory of ecological systems in that within his ecological framework, personalized relationships between adults and youth account for the greatest influence on development.

Some of the recommendations for this study included contextualizing preparation programs in multicultural education. School administrators and educators, including school counselors, should be motivated to create a school culture that develops multicultural awareness in students, which ultimately will benefit students’ peer relationships and self-concept. With these strategies, Hispanic students and their families can have the opportunity to successfully navigate the schooling process and to prepare students for college and beyond (Cavazos et al., 2010)

**Bibliotherapy**

Bibliotherapy, simply put, is using books to help with problems or as Katz and Watt suggest, is a “guided way of reading with a therapeutic outcome in mind.” Jones (2006) used meta-analysis, a technique of synthesizing research results from various studies, to identify that bibliotherapy is effective. Firstly, it was found to be most effective with individuals whose
mental health issues are minimal to moderate in severity. Second, bibliotherapy was found to be most effective in combination with other treatments. Third, bibliotherapy is a viable option in rural areas where mental health treatment is not available or when therapy time is limited. Lastly, bibliotherapy increases the patient’s sense of responsibility (Jones, 2006).

Bibliotherapy can also be known as, biblioguidance, bibliocounseling, literotherapy, bookmatching or reading therapy. Bibliotherapy involves the use of books and other media to facilitate both normal development and address clinically significant problems. There are two most commonly used methods of bibliotherapy, which are clinical and developmental (Pehrsson & McMillen, 2007). Reported benefits include reduction of negative emotions and symptoms with their replacement by more positive behaviors and feelings. Bibliotherapy is effective in promoting problem solving, increasing compassion, developing empathetic understanding and enhancing self-awareness. Bibliotherapy encourages effective social behavior, clarifies values, and instills cultural identity and ethnic pride (Jones, 2006). Bibliotherapy is applicable to individuals and groups. Group benefits include feedback from others concerning interpretations and behaviors and opportunities for modeling and improving communication (Pehrsson & McMillen, 2007).

Clinical bibliotherapy. This type of bibliotherapy is almost always utilized by mental health practitioners. Clinical bibliotherapy addresses emotional-behavioral problems to meet therapeutic goals (Pehrsson & McMillen, 2007). Through clinical bibliotherapy, “mental health practitioners address more intense psychological issues such as emotional disorders, alcohol or drug addiction, sexual dysfunction, self-harm, obsessive compulsive disorder, insomnia and eating disorders” (Cook et. al., 2006, p. 92). Bibliotherapy that is clinical is usually conducted by a skilled counselor or therapist on an individual basis.
Developmental Bibliotherapy. The other method is used by an educator, such as the school counselor. Unlike clinical bibliotherapy, it can be used both in an individual and group setting. Developmental bibliotherapy is used to facilitate transitions with basically healthy individuals (Pehrsson & McMillen, 2007). It is also used as a way of providing solutions and strategies to specific situations. Developmental bibliotherapy can also serve as “a helpful guide to support transitions that students encounter, as they move to and away from adolescence” (Cook et. al., 2006, p. 92). Developmental bibliotherapy can be used in a variety of ways by educators to help support students.

Goals of Bibliotherapy

Pardeck (1992) suggests that there are goals in bibliotherapy. These goals are to provide information about problems, to provide insight into problems, to stimulate discussion about problems, to communicate new values and attitudes, to create an awareness that others have dealt with similar problems, and to provide solutions to problems. Pardeck presented a bibliotherapy based program to help students cope with the following: (a) the blended family, (b) separation and divorce, (c) child abuse, (d) foster care, and (e) adoption.

He suggested four forms of treatment for the use of bibliotherapy with adolescents. First, the students must be ready for bibliotherapy. Students are ready for the initiation of bibliotherapy when the following conditions have been met: (1) rapport, trust, and confidence have been established by the therapist, (2) the client and the therapist have agreed upon the presenting problems, and (3) some preliminary exploration of the problem has occurred (Pardeck & Pardeck, 1993).

Next, the importance of the selection of the books is mentioned. The book should be one that presents the problem, has believable characters, and has situations that offer students
realistic hope. Pardeck (1993) suggested introducing the book as a suggestion rather than prescribing them. This, however, is meant for clinical bibliography. Next, Pardeck (1993) implies that the follow-up strategies and/or discussion must be done as part of bibliotherapy. The following activities were recommended by Pardeck (1993) after a book has been read:

**Creative Writing.** After reading the book, Pardeck suggests that the adolescent might do the following: (1) Develop a synopsis of the book using the point of view of a character other than the one who told the story. (2) Make a daily schedule for the character with which the adolescent can identify and compare it to his or her own schedule. (3) Compose a diary for a character in the book. (4) Write a letter from one character in the book to another, or from the adolescent to one of the characters.

**Art Activities.** The use of art is better suited to the early adolescent who enjoys artistic activities. The therapist may wish to follow up the reading of a book by having the adolescent do the following: (1) Draw a map illustrating story events, with the adolescent using his or her imagination to provide details not given in the book, (2) Paste pictures from a magazine on a piece of cardboard to create a collage illustrating the events in the story, (3) Draw pictures in sequence of important incidents in the book, (4) Make a mobile that represents key events or characters using the adolescent's own drawings or pictures cut from a magazine.

**Discussion and role playing.** Many of the following activities can be conducted in a group setting according to Pardeck (1993); these include having the adolescent do the following: (1) Participate in a round-table discussion concerning a decision one of the characters must make, (2) Role play an incident in the book, with the client taking the part of a key character, (3) Hold a mock trial concerning an incident in the book, with the children playing the parts of defendant,
lawyers, judge, jury, and witnesses. (4) Discuss the strong and weak points of a character with whom the adolescent identifies.

**Benefits of Young Adult Books**

Herbert and Kent (2000), conducted a bibliotherapeutic response using the book, The Mosquito Test (Kent, 1994). The point of the response was to examine how developmental bibliotherapy featuring young adult literature serves as an effective strategy to address emotional issues. The young adult novel is about the emotional setbacks of cancer and cystic fibrosis and how two young teenagers overcome setbacks in their friendship. The Mosquito Test is seen through the eyes of the narrator and protagonist, Scott Cinander, who "would have been the first sophomore in six years to make the varsity squad at St. John's High School," a fictitious Maine secondary school. Unfortunately, Scott is diagnosed with cancer and is told that he cannot play contact sports. His doctor informs him he has a 70% chance of recovery, but this is no consolation to the talented young athlete. The teacher had a student read this book because he was a student who was in a gifted program and is popular but struggled when dealing with sophisticated adult issues and often left his peers behind.

The teacher observed that after reading The Mosquito Test, the student looked at his friendships and discussed the collapse of several of his friendships in journal activities. The teacher also expressed a stronger relationship between the student and him. The teacher helped this student along with others through the bibliotherapy process by having responses of the book in the form of projects that include miniature buildings they called "the mosquito houses", poems on friendship, and "Mosquito mobile." Young adult books used through bibliotherapy are used to confront issues in their young lives and be sharing their experiences through reflection, can come up with solutions and know that they are not alone.
Young adult books are beneficial when working with high school students who are about to leave their k-12 educational life and embark on a new one. Adult literature reflects society and culture (Ouzts, 1994) as does young adult literature reflect adolescent society and issues facing teenagers. Young adult literature helps students with well-written, carefully crafted and emotionally powerful novels which can be used to effectively teach all aspects of literary analysis as well as provide students opportunities to develop an understanding of themselves (Rakow, 1991). In a high school setting, bibliotherapy is able to help young people understand themselves and cope with problems by providing literature relevant to their personal situations and developmental needs at appropriate times.

Young adult literature can help teenagers emotionally which is why the bibliotherapy process is used (Halsted 1994). Teenagers may identify themselves with one or more characters in a novel and feel relief that they are not the only ones facing a specific problem. The reader learns vicariously how to solve some of the problems upon reflecting how the characters in the book solved their problem (Halsted, 1994).

**Limitations of Bibliotherapy**

There are limitations surrounding bibliotherapy. When conducting a bibliotherapy program, counselors should follow guidelines when selecting books and applying materials. The books selected should be read by the professional school counselor before recommending to students. The selections should be made based on the book's relevance, how current is, and must be credible. If the students are Latinx/Hispanic, then the books should embrace cultural respect and be inclusive. Facilitation of the program and the follow-up process is important for the effectiveness of the program. Pehrsson and McMillen (2007) suggest that a very important
caution of a bibliotherapy program is being aware of students who may have reading or learning disorders and that accommodations should be made for these students.

Bibliotherapy has been used for a very long time and although hundreds of articles have been written about bibliotherapy, little exists about counselor preparation (Pehrsson & McMillen, 2007). Additional research is needed to verify the effectiveness of bibliotherapy, especially in school settings, when practiced by school counselors.

**Professional School Counselor’s Role**

The American School Counselor Association (ASCA) Ethical Standards (2016) and ASCA Mindsets and Behaviors (2014) professional school counselors are appropriate facilitators for a bibliotherapy curriculum. According to ASCA Ethical Standards (2016), professional school counselors provide opportunities for all students to develop the mindsets and behaviors necessary to learn resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic. One of the ways in which they can do this is by facilitating short-term groups to address students’ academic, career and/or social/emotional issues. The bibliotherapy curriculum is appropriate under these standards.

Per the ASCA Mindsets and Behaviors (2014), there are many standards that school counselors should identify and prioritize to help students attain specific attitudes, knowledge, and skills as a result of a comprehensive school counseling program. These standards are separated into categories. Category one includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students’ belief system as exhibited in behaviors. School counselors work to improve students’ belief in development of the whole self, including a healthy balance of mental, social/emotional and
physical well-being. School counselors, under these standards, help students maintain self-confidence in their ability to succeed, a sense of belonging in the school environment, and an understanding that postsecondary education and life-long learning are necessary for long-term career success. School counselors that facilitate the bibliotherapy curriculum can also foster student beliefs in using their abilities to achieve high-quality results and outcomes and have a positive attitude toward work and learning. A Bibliotherapy approach aligns with the ASCA Ethical Standards (2016) and ASCA Mindsets & Behaviors for Student Success (2014) and is a direct service for students provided by a professional school counselor.

**Summary**

In this chapter the developmental theories surrounding self-concept and/or self-efficacy in students were reviewed. Further, why a bibliotherapy curriculum can foster appropriate developmental levels was addressed, and discussion of self-concept and self-concept specifically in Latinx students was provided. Next, there was a review of bibliotherapy, the research surrounding it, and implications of bibliotherapy. Lastly, there was a review of the role of a school counselor showcasing how the implementation of a bibliotherapy curriculum directly connects with the charge of the school counselor. The following chapter will include the development, indented audience, and implementation factors.
Chapter 3

Project Audience and Implementation Factors

This project was created for the purpose of establishing a curriculum for Latinx high school seniors. Specifically, this project uses literature to help 12th grade students having difficulty with self-efficacy and/or self-concept. Using a bibliotherapy focus, these students will engage in eight lessons through this proposed project. The project will incorporate lessons from the literature, which will be focused on literature by Latinx writers. The literature focus will be on different topics relating to self-concept that can be found in the readings. Each lesson will target a specific topic from the reading, such as self-esteem, friendship, coping, positive thinking, and recognizing feelings. The facilitator of the group will ensure there are follow-up activities pulled from a given curriculum. The books presented have been chosen carefully to ensure they are developmentally appropriate and that the topics within the book are related to self-concept. Although this curriculum is established for a small group setting, it can be modified to be of use for one student or a larger group of students, like a classroom.

Development of Project

There were many inspirations behind the proposed curriculum. The first being my experience as a Latinx student navigating the education system. During this time, I turned to literature. Literature, I learned, could be used as a coping skill. As I began my counseling journey, I realized that literature was present in many forms along the way. For example, I was able to intern at an elementary school with students in second through fifth grade. Then, I interned at a middle school and a high school. I noticed while interning at the elementary school that there were many instances the counselor used literature found in children’s books to help
students learn about self-concept topics such as; self-esteem, coping, self-regulation, and sharing. That was not the case at the middle school or high school levels, however.

I decided that there needed to be an established curriculum that uses literature to learn self-efficacy skills at the middle and high school level. Students who are in twelfth grade are in a place, developmentally, that has them questioning who they are, where they belong, and in a place of transition from adolescence to adulthood. This can be difficult for a lot of students, especially the year before leaving high school, which is why I decided to create a bibliotherapy curriculum for this age group. I want the bibliotherapy curriculum to address the needs of students lacking high self-concept before they embark on a new stage of their life. The curriculum was made with a group of four to eight students in mind. This is a curriculum that can be modified to fit larger groups or for an individual student.

**Intended Audience**

Twelfth grade high school seniors are the intended students for this bibliotherapy curriculum. The students should be those who are showing signs of having low self-efficacy or are struggling in areas related to self-concept. The students should also be Latinx. The curriculum is designed for high school counselors to meet the social and emotional needs of this population of students. This bibliotherapy curriculum can be modified for other populations with the model of helping with self-efficacy and self-concept.

**Personal Qualifications**

The bibliotherapy group curriculum presented is intended to be implemented by a professional school counselor. The school counselor should hold a valid Pupil Personnel Services credential and hold a master’s degree. As mentioned, the curriculum could be modified and can also be given by other facilitators who have experience conducting groups. These facilitators
could be teachers, school social workers, administrators, or graduate students under the supervision of the professional school counselor and a university supervisor.

**Environment and Equipment**

The bibliotherapy curriculum will require enough space for students to be able to move, write-in, and make art in. The space should be a quiet and private room such as a classroom, a multi-purpose room, or conference room large enough for students to have adequate space. The room needs to have desks with the correct amount of seat space and enough room to push chairs back for group circles with just chairs. The group can vary in size, but it is recommended to have at least four students. The professional school counselor may consider having a co-facilitator to help the group run efficiently. The facilitator will need to purchase the books from a bookstore or online before the group begins. Due to time limitation, only parts of the books will be read. The facilitator will need to photocopy chapters if the books are not available for each student. Supplies such as paper, pens, and blank paper will be needed.

**Formative Evaluation**

To broaden the perspective on the curriculum I asked professionals to review and provide honest feedback about this curriculum. The bibliotherapy curriculum was presented to one elementary school counselor, a high school counselor, and a literature professor. They graciously evaluated the curriculum and provided excellent feedback. The feedback will be discussed in chapter four.

**Project Outline**

One lesson a week for eight weeks is recommended for this curriculum. Each session will be about 40 minutes. Before beginning the group, students will be recommended by teachers. Teachers will conduct their recommendations via an assessment sheet provided by the
professional school counselor. As a next step, the professional school counselor will interview students to ensure the proper fit for the group. Students will need parent consent, and this will be required before students can participate in the group.

**Session One:** Introduction to the group

1. Students will participate in an ice breaker with the facilitator to introduce themselves
2. School counselor will review confidentiality and the role of a facilitator
3. Establish group rules together
4. Pre-Test
5. Hand out select chapters of first book: 500 Words or Less by Juleah Del Rosario

**Session 2:** Recognizing feelings Book: 500 Words or Less

1. Review chapters given at the last group
2. Identify, reflect, and expand on feelings
3. Activity that reflects feelings
4. Give next chapters of book

**Session 3:** Identity

Book: 500 Words or Less

1. Review chapters given at the last group
2. Explore the concept of Identity
3. Activity

**Session 4:** Social Environment

Book: The House on Mango Street by Sandra Cisneros
1. Review chapters given last week
2. Explore what factors in our environment are
3. Activity that helps identity how environment shapes us

Session 5: Family Book: The Poet X

1. Review chapter/s given last week
2. Identify traits in our own families
3. Activity: How are we the same, how are we different?
4. Give chapters for next week

Session 6: Self-Esteem

Book: I Am Not Your Perfect Mexican Daughter by Erika L. Sanchez

1. Review chapters given last week
2. Explore definition of self-esteem
3. Activity
4. Hand out next chapters of I Am Not Your Perfect Mexican Daughter

Session 7: Negative/Positive Self-Talk

Book: I Am Not Your Perfect Mexican Daughter by Erika L. Sanchez

1. Review chapters from last week
2. Identify how character in book used Negative/Positive self-talk
3. Activity: Art
Session 8: Motivation and Resilience

1. Discuss chapters given last week
2. Identify what resilience is, what their future means to them
3. Post-Test
4. Conclude group
Chapter 4

Conclusion

Summary of project

The curriculum presented uses a bibliotherapy curriculum to enhance self-concept amongst high school seniors. The students in this group of four to eight students are students having difficulties in areas of self-concept. There are eight lessons in the curriculum that include: recognizing feelings, positive/negative thinking, peer relationships, and resilience. The bibliotherapy curriculum contains books by Latinx writers that contain the themes that are listed above. The students, with help of the professional school counselor, will recognize and discuss the themes during each lesson. Although the whole book is not read each book is used for lessons and follow-up activities. The professional school counselor is the facilitator of the group and will conduct assessments before the start of the group to make sure there is adequate dynamic in the group and may have a facilitator to help the group run efficiently.

Summary of Evaluation

The bibliotherapy curriculum was evaluated by an elementary school counselor, a high school counselor, and a professor of literature. The professor of literature works in Santa Barbara, CA and will be referred to as PoL (professor of literature). The counselors will be referred to as ESC (elementary school counselor) who works in Pacoima, CA and HSC (high school counselor) who works in Visalia, CA. To evaluate adequately, each professional was given a brief copy of the curriculum along with a letter and evaluation in the form of a survey. The evaluation form asked the evaluators five statements that were to be answered in a scale format and a comment section that allowed for more personal feedback. The scale format
ranged from 1-4: (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. The five statements are the following:

1. The curriculum is useful for high school seniors;
2. This curriculum should be implemented by a professional school counselor;
3. This curriculum could be used at any high school and lessons are easily implemented;
4. The length of the chapters are appropriate;
5. Eight weeks is enough time to conduct the curriculum.

The PoL answered four for “strongly agree” for number one, three, and four. He answered three for “agree” to number two and five. The PoL provided great feedback in terms of the literature. At the time of the evaluation I was trying to make careful decisions when choosing books for the group and he recommended *I Am Not Your Perfect Mexican Daughter* by Erika L. Sanchez. He mentioned that the seniors are “on their way out” of the life they are used to and a novel like this would introduce them to what that might feel in the future and they may relate to the character when she was in high school. He also helped me pick appropriate chapters as well. PoL responded that he would like students to read the books in their entirety but that would mean that I would only be able to introduce one book for the eight weeks. He was very helpful in helping me find the adequate parts of novels to present in the curriculum.

HSC responded four for “strongly agree” to all statements except for number two in which they answered three for “agree”. HSC gave valuable feedback as well. They are from a high school or predominantly Latinx students mentioned that they had a group in mind that would fit the group very well. HSC did mention that they felt that they would need a co-facilitator due to the very hectic and busy life of a professional school counselor. The curriculum
given to HSC did not have all the chapters photocopied yet and the HSC said that having them photocopied already makes the workload lessen for the next professional school counselor. This is instead of asking the counselor to, for example, make a copy of chapters 1-2 in *I am not your Perfect Mexican Daughter*. They also commented that the facilitators should be able to grasp the concepts from the selected chapters if they do not have time to read the whole book themselves, which I strongly recommend.

The ESC helped me immensely. Out of the three evaluators ESC had the most experience using books to enhance self-concept. As an elementary school counselor, they use many books to implement the same lessons in younger students. ESC rated four for “strongly agree” to all the statements except for the length of the chapters in which they rated a three for “agree”. They mentioned that they have never worked for a high school and although the chapters I chose were fairly short they suggested I keep my curriculum as simple as possible for the sake of busy high school students. ESC also suggested simplicity in covering lessons. They mentioned only covering one concept a lesson and also suggested I have a talking stick and a different coping skill at the end of each lesson. That way when I end the group students would leave with the knowledge from the lessons in the books and different coping skills.

**Recommendations for Future Work/ Research**

Future research on bibliotherapy groups in school settings would be useful. Also, research on specific populations when using bibliotherapy would be beneficial. I am choosing to focus on Latinx students in my bibliotherapy curriculum but would love to see what this type of curriculum would be like for different populations of students, such as students with disabilities, students from different ethnic backgrounds, and students who are academically underachieving. A curriculum for students at the middle school age transition to high school would also be
beneficial. I hope to use my bibliotherapy curriculum to help enhance the self-concept of Latinx students who need the support. It is exciting to see where this curriculum will go.

**Conclusion**

High school senior students who struggle with having high self-concept and efficacy often have trouble with their self-esteem, fitting in, or meeting family/peer/social expectations. Students who lack self-esteem and have constant negative self-talk can find themselves struggling to achieve academically or to fit in (Garcia, et al, 2008). Their struggles often follow them as they head out of high school and into the workforce, college, or staying at home. A bibliotherapy curriculum is a great tool to address the transitional and developmental needs of these types of students. Through literature chosen carefully, students are able to relate to characters in novels and find themselves in the characters.

Through this bibliotherapy curriculum students will be able to discuss some of the concepts within low self-concept while finding ways to cope, which can be done through the activities in the curriculum. Professional school counselors should help students be the best student they can by helping improve their self-efficacy. Through the curriculum, school counselors are able to do so while covering topics such as self-esteem, negative and positive self-talk, motivation, and family. While covering these topics the professional school counselor is helping with students' self-efficacy and self-concept and giving them the tools they need as they transition out of high school.
References


Appendix A

ENHANCING SELF-CONCEPT IN LATINX HIGH SCHOOL SENIORS

The Poet X
I Am Not Your Perfect Mexican Daughter
500 WORDS OR LESS
The House on Mango Street

A Bibliotherapy Curriculum
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Dear facilitator(s),

This is an eight-week bibliotherapy curriculum that is intended to support Latinx 12th grade students having difficulty with self-efficacy and/or self-concept. Using a bibliotherapy focus, these students will engage in eight lessons through this proposed project. The project will incorporate lessons from the literature, which will be focused on literature by Latinx writers. The literature focus will be on different topics relating to self-concept that can be found in the readings. Each lesson will target a specific topic from the reading, such as self-esteem, friendship, coping, positive thinking, and recognizing feelings. The facilitator of the group will ensure there are follow-up activities pulled from a given curriculum. The books presented have been chosen carefully to ensure they are developmentally appropriate and that the topics within the book are related to self-concept. The group should have four to eight students. The students can be referred by teachers after they complete the assessment suggested in the curriculum. The students will also need parent consent to participate in the group. A sample is provided in the curriculum. Although this curriculum is established for a small group setting, it can be modified to be of use for one student or a larger group of students, like a classroom.

**Development of Project**

There were many inspirations behind the proposed curriculum. The first being my experience as a Latinx student navigating the education system. During this time, I turned to literature. Literature, I learned, could be used as a coping skill. As I began my counseling journey, I realized that literature was present in many forms along the way. For example, I was able to intern at an elementary school with students in second through fifth grade. Then, I
interned at a middle school and a high school. I noticed while interning at the elementary school that there were many instances the counselor used literature found in children’s books to help students learn about self-concept topics such as; self-esteem, coping, self-regulation, and sharing. However, that was not the case at the middle school or high school levels.

I decided that there needed to be an established curriculum that uses literature to learn self-efficacy skills at the middle and high school level. Students who are in twelfth grade are in a place, developmentally, that has them questioning who they are, where they belong, and in a place of transition from adolescence to adulthood. This can be difficult for a lot of students, especially the year before leaving high school, which is why I decided to create a bibliotherapy curriculum for this age group. I want the bibliotherapy curriculum to address the needs of students lacking high self-concept before they embark on a new stage of their life. The curriculum was made with a group of 4-8 students in mind. This is a curriculum that can be modified to fit larger groups or for an individual student.

**Intended Audience**

Twelfth grade high school seniors are the intended students for this bibliotherapy curriculum. The students should be those who are showing signs of having low self-efficacy or are struggling in areas related to self-concept. The students should also be Latinx. The curriculum is designed for high school counselors to meet the social and emotional needs of this population of students. This bibliotherapy curriculum can be modified for other populations with the model of helping with self-efficacy and self-concept.

**Personal Qualifications**
The bibliotherapy group curriculum presented is intended to be implemented by a professional school counselor. The school counselor should hold a valid Pupil Personnel Services credential and hold a master’s degree. As mentioned, the curriculum could be modified and can also be given by other facilitators who have experience conducting groups. These facilitators could be teachers, school social workers, administrators, or graduate students under the supervision of the professional school counselor and a university supervisor.

**Environment and Equipment**

The bibliotherapy curriculum will require enough space for students to be able to move, write-in, and make art in. The space should be a quiet and private room such as a classroom, a multi-purpose room, or conference room large enough for students to have adequate space. The room needs to have desks with the correct amount of seat space and enough room to push chairs back for group circles with just chairs. The group can vary in size, but it is recommended to have at least four students. The professional school counselor may consider having a co-facilitator to help the group run efficiently. The facilitator will need to purchase the books from a bookstore or online before the group begins. Due to time limitation, only parts of the books will be read. The facilitator will need to photocopy chapters if the books are not available for each student. Supplies such as paper, pens, and blank paper will be needed.
ASCA Mindsets and Behaviors

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

1. Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being.

Category 2: Behavior Standards
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies:
- B-LS 1. Demonstrate critical-thinking skills to make informed decisions.
- B-LS 3. Use time-management, organizational and study skills.
- B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.

Self-Management Skills:
- B-SMS 6. Demonstrate ability to overcome barriers to learning.
- B-SMS 7. Demonstrate effective coping skills when faced with a problem.
- B-SMS 8. Demonstrate the ability to balance school, home and community activities.
- B-SMS 9. Demonstrate personal safety skills.

Social Skills:
- B-SS 2. Create positive and supportive relationships with other students.
- B-SS 3. Create relationships with adults that support success.
- B-SS 4. Demonstrate empathy.
- B-SS 6. Use effective collaboration and cooperation skills.
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary.
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf
Hello Teachers,

As you all know, the transition from high school to college is a drastic one. In an attempt to make this transition easier on students, I will be facilitating a bibliotherapy group for students who have had difficulty with self-concept. Areas that affect self-concept include having low self-esteem, difficulty with peer groups, hard family connections, and negative self-talk. The point of the group is to help improve self-concept before students leave. Right now, the focus of the group will be on Latinx students. Please refer Latinx students who have difficulty with any of the concepts listed above. Attached is a guide to help facilitate your referral. Fill out one sheet per student. Thank you for your time and assistance. This referral and all the information on it will be kept confidential. Please contact me if you have any questions or concerns.

Thank you,

________________________________________

(Counselor Name)
<table>
<thead>
<tr>
<th>Yes/No Questions (Circle One)</th>
<th>Reason/Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student show signs of low SE?</td>
<td></td>
</tr>
<tr>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Does the student have a strong friend group?</td>
<td></td>
</tr>
<tr>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Are parents actively involved in the student's life?</td>
<td></td>
</tr>
<tr>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Does the student engage in any negative self-talk?</td>
<td></td>
</tr>
<tr>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Is the student often quiet? Yes/No</td>
<td></td>
</tr>
<tr>
<td>Does the student appear unmotivated?</td>
<td></td>
</tr>
<tr>
<td>Yes/No</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Questions for the School Counselor

1. On a scale of 1-10 how much do you enjoy reading?

2. Would you mind reading a little extra every week in addition to classwork given?

3. On a scale of 1-10, how much do you like yourself?

4. Do you have a few good friends or many friends?

5. How would you describe your relationship with family?

6. Who are some of your role models?
GROUP COUNSELING CONSENT FORM

Date____________________

Hello Parent(s)/Guardian(s),

Your son/daughter, ____________________________, has shown interest and/or has been referred to group counseling. The goal of group counseling is to offer your child support services and to develop new skills. Counseling will take place once a week for 30 to 45 minutes.

Please complete the form to give consent. School counseling services/support are offered by the school counselor or school counseling staff including school counselor assistant(s) and/or intern(s). All participants in group counseling will keep information confidential, however, exceptions to confidentiality exist in certain cases, such as when there is reasonable suspicion of child abuse, cases of danger to one’s self, and/or cases of danger to others.

Group Name_____________________________________________________

○ I give permission for my child to receive school counseling services/support. I understand that I may withdraw this consent at any time through a written letter to the school counselor.

○ I choose to decline school counseling services for my child at this time. I understand I may request counseling support at a later date if needed.

__________________________________  ___________________________
Name of Parent/Guardian (Print)         Signature of Parent/Guardian
FORMA DE CONSENTIMIENTO PARA SERVICIOS DE CONSEJERÍA ESTUDIANTIL

Fecha: ________________

Hola Padres/Guardianes

Su hija/o, ____________________________, a señalado interés o a sido referido para participar en un currículo de grupo. La meta de participar en un grupo es para que su hija/o aprenda nuevas habilidades. Los grupos serán una vez a la semana y serán treinta a cuarenta y cinco minutos.

Los servicios de consejería estudiantil será proveída por la consejera o asistentes/estudiantes de la universidad que forman parte del equipo de consejería. Todos en el grupo mantendrá la información proveída por el estudiante confidencial. **Sin embargo, existen excepciones a la confidencialidad en casos cuando haya alguna sospecha razonable de posible abuso, casos de posible de daño así mismo, y casos de posible daño a los demás.**

Nombre del Grupo ____________________________

○ Yo doy permiso para que mi hijo(a) reciba servicios/apoyo de consejería estudiantil proveída por la consejera o su equipo que incluyen asistentes/estudiantes. Yo entiendo que puedo revocar mi permiso en cualquier momento con una carta escrita a la consejera estudiantil.

○ Yo prefiero que mi hijo(a) **NO reciba servicios de consejería estudiantil en este momento.** Yo entiendo que puedo pedir apoyo/servicios en otra ocasión si es necesario.

_________________________________________  ______________________________________
Nombre de Padre/Tutor                      Firma de Padre/Tutor
Reading Tips for Facilitator

1. Reading the books in their entirety is recommended.
2. Let teachers know students in the group have additional reading.
3. Ask questions that allow students to summarize the readings.
4. Allow for students to ask questions about the novel that the reading might now have told them.
5. Always have a hard copy of the books in case students want to borrow when the group is over.
**Book Summaries**

**500 Words or Less by Juleah Del Rosario**

This book follows the story of Nic Chen as she tries to navigate high school after having some damage done to her reputation. Nic’s peers are obsessed with getting into an Ivy League school and Nic begins writing their college essays. While writing, Nic experiences a lot of feelings about her peers, herself, and her moral compass. This book will help the group talk about feelings.

**The House on Mango Street by Sandra Cisneros**

This book is about a teenager who is growing up and struggles to make connections with peers and create strong friendships. The main character in the novel has moved around with her family a lot and dreams of having a stable home. This is told in short stories format. This book will help the group talk about their social environment.
The Poet X by Elizabeth Acevedo

In this book, the main character uses poetry to try to make sense of her relationship with religion and with her mother. She often feels unheard and had difficulty coping with her family related emotions. This book will help the group talk about their own family experiences, values, and expectations.

I Am Not Your Perfect Mexican Daughter by Erika L. Sanchez

This novel takes on the adventures of a teenage girl battling mental health issues. Julia comes from immigrant parents who have had a tough time since the passing of her older sister. This novel shows the struggles Julia has with her self-esteem and shows how she dealt with the cards she was handed. This novel will help our group discuss self-esteem and negative and positive self-talk.
A Dream Called Home

This book is a memoir based on the experiences of Reyna Grande. The memoir allows us to see how against all the odds Reyna was able to live the life she envisioned. This is the book that the group ends with and allows the group to talk about motivation and resiliency.

*Due to time limits, the whole book will not be read. Select passages are chosen from each book.*
### Weekly Group Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Agenda</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions. Students will participate in icebreaker, review confidentiality with the counselor, establish group rules, and take pre-test. Students will also be handed chapters to be read for Week 2.</td>
<td>Pre-test, Group Rule Sheet, Selected chapters from <em>500 Words or Less.</em></td>
</tr>
<tr>
<td>2</td>
<td>Recognizing feelings. Review chapter readings, identify and discuss feelings in the readings. Complete activity and hand out next week’s chapters.</td>
<td>Recognizing feelings activity sheet. Chapters from <em>500 Words or Less.</em></td>
</tr>
<tr>
<td>4</td>
<td>Social Environment. Review chapter readings, explore our own social environments. Complete activity and hand out next week’s chapters.</td>
<td>Stressors activity sheet. Chapters from <em>The Poet X.</em></td>
</tr>
<tr>
<td>8</td>
<td>Motivation and Resilience. Review chapter readings, identify resilience, discuss the future. Complete Post-Test.</td>
<td>Post-Test</td>
</tr>
</tbody>
</table>
Session One: Introduction

Goal: Facilitate introductions from group members and school counselors. Introduce the group and define confidentiality
Supplies: Pens/Pencils, blank paper.
Handouts: Pre-Test, Readings from 500 Words or Less by Juleah Del Rosario

A. Welcome/Icebreaker

1. Welcome everyone to the first session of the bibliotherapy group. Go over the role of a school counselor and let the group know what confidentiality is. For example, saying confidentiality means that everything you share in here stays in here unless you mention one of these three things: someone is hurting you, you are hurting yourself, or you want to hurt someone else. My job as a school counselor is to keep you safe, so if one of those things are mentioned I may have to tell someone who can better support you in keeping you safe.

2. Icebreaker: Who am I? Have each group member say one random fact about themselves and then write it down on a slip of paper. Once everyone is done have them crumple it up, spread out in the room, and throw it. The group members will then pick up the paper closest to them, open it, and try to remember who it belongs to.

3. Group Rules. Have the group come up with rules for the group together. Write down rules as they are being said and then have the group sign the bottom.

B. Discussion Questions

1. What is everyone's favorite book?

2. What is bibliotherapy? Keep this answer simple. Bibliotherapy is how we make use of the books we have. Sometimes we learn about ourselves through the experiences of
others, even characters in a book. Bibliotherapy is how we learn about ourselves through these books.

3. How might the books we read help us deal with personal problems? We might relate to the characters in the books who have gone through some of the things we are going through. Their experiences and how they dealt with it helps us find some clarity in our own lives.

C. Activity

1. No Activity this week.

D. Next Week

1. Hand out readings from 500 Words or Less to each group member.

Readings from 500 Words or Less

Please hand out the following chapter of the book. Depending on whether you have the digital or physical copy. Page numbers may vary. Instead, they will be listed by chapter and/or headings.

Part 1: Rejection

This is Senior Year-The New Girl
Session Two: Recognizing feelings- 500 Words or Less

Goal: Facilitate discussion in which students are able to point out what the character in the book may be feeling and why.

Supplies: Pens/Pencils
Handouts: Recognizing Activity sheet, next chapters of 500 Words or Less

A. Check-In

1. Welcome everyone back to the group.
2. Ask each group member to share initial thoughts on the readings that were given the week prior. This may take a big chunk of your time. Try to allow time for everyone to speak.

B. Discussion

1. What are some of the feelings you can identify from the sections that you read? Wait for students to answer then agree. Nic is having a lot of the feelings you all mentioned, does anyone disagree?
2. How do you know Nic is feeling this way if it does not implicitly say in the reading? Wow so glad you are all able to identify these feelings without them being stated. How do you know when you are personally feeling these things? For example, when I am sad my stomach and my chest feel tight.
3. Have any of you had these experiences or feelings? If so, when? This will allow students to identify feelings they have had.

C. Activity


D. Next Week

1. Hand out assigned reading from 500 Words or Less

Readings from 500 Words or Less
Please hand out the following chapter of the book. Depending on whether you have the digital or physical copy. Page numbers may vary. Instead, they will be listed by chapter and/or headings.

Part 1: Rejection

Your Firstborn Child-I Felt Things Falling
Session Three: Identity - 500 Words or Less

Goal: Facilitate a discussion that defines identity and allows for students to explore their own, including their core values.

Supplies: Pens/Pencils
Handouts: Values Activity Sheet, Readings from The House on Mango Street by Sandra Cisneros

A. Check-In

1. Welcome everyone back to the group.

2. Ask each group member to share initial thoughts on the readings that were given the week prior. This may take a big chunk of your time. Try to allow time for everyone to speak.

B. Discussion

1. What does identity mean? Allow students to answer. Thank you all for sharing, you are on the right track. Identity is the beliefs, memories, and experiences that make you who you are. Identity is also how you see yourself.

2. What does the reading tell you about the identity of Nic? Her experiences have shaped her identity into someone who uses writing to cope. She is coming to terms with what right and wrong is and more importantly, what is important to her.

3. How does Nic’s identity affect her life? As her values begin to shape, she begins to see the world through a different lens. How does she begin to see the lives of others?

C. Activity

1. Review activity sheet. Have group members share their value sheet.

D. Next Week

1. Hand out readings for The House on Mango Street.
Readings from *The House on Mango Street*

Please hand out the following chapter of the book. Depending on whether you have the digital or physical copy. Page numbers may vary. Instead, they will be listed by chapter and/or headings.

The House on Mango Street- Born Bad
Session Four: Social Environment-The House on Mango Street

Goal: Facilitate discussion regarding social environment and discuss the implications with the group.

Supplies: Pens/Pencils
Handouts: Stressors Handout, Chapters from The Poet X by Elizabeth Acevedo

A. Check-In

1. Welcome everyone back to the group.

2. Ask each group member to share initial thoughts on the readings that were given the week prior. This may take a big chunk of your time. Try to allow time for everyone to speak.

B Discussion

1. What is a social environment? Allow students to answer. Social environments are the factors around you, like where you live, the school you go to, the people around you, your parents’ jobs, etc. Things that you have no control over.

2. How does the Esperanza deal with her social environment? Esperanza deals with her social environment by writing her experiences and reading poetry.

3. Esperanza seems stressed because of factors out of her control. What are some of the things she cannot control? Not having enough money, her first job, family problems.

C. Activity

1. Review Stressors Activity Sheet

D. Next Week

Hand out readings for The Poet X.

Readings from The Poet X
Please hand out the following chapter of the book. Depending on whether you have the digital or physical copy. Page numbers may vary. Instead, they will be listed by chapter and/or headings.

From Part One- In the Beginning was the Word Stoop-Sitting-Rumor Has It

From part Three- The Voice of One Crying in the Wilderness: My Confession-In Translation
Session Five: Family - *The Poet X*

**Goal:** Facilitate discussion regarding family and discuss how family influences our self-concept.

**Supplies:** Pens/Pencils,

**Handouts:** SE Handout, Chapters from *I Am Not Your Perfect Mexican Daughter* by Erika L. Sanchez

**A. Check-In**

1. Welcome everyone back to the group.

2. Ask each group member to share initial thoughts on the readings that were given the week prior. **This may take a big chunk of your time. Try to allow time for everyone to speak.**

**B Discussion**

1. How do you all think family influences who we are? Allow students to answer.

   *Family sometimes influences our decisions, like whether to go away for college or to stay home. Sometimes the values your family or parents have may differ from your own and it can be frustrating.*

2. In “The Routine”, the author has a routine that her Mami makes her stick to. What does your routine look like?

3. It is really hard for Xiomara to tell her family how she is feeling, and she writes her mother a poem. How do you think this might have helped her? Do you think she will give it to her? Should she?

**C. Activity**

1. Have the group write a letter, poem, or short story to their family. At the end students can throw their work away.

**D. Next Week**

1. Hand out readings for *I Am Not Your Perfect Mexican Daughter*
Readings from *I Am Not Your Perfect Mexican Daughter*

Please hand out the following chapter of the book. Depending on whether you have the digital or physical copy. Page numbers may vary. Instead, they will be listed by chapter and/or headings.

Chapter One-Three
Session Six: Self-Esteem- I Am Not Your Perfect Mexican Daughter

Goal: Facilitate discussion regarding self-esteem. Defining it and exploring how self-esteem shows up.
Supplies: Pens/Pencils,
Handouts: Mirror Me Handout, Chapters from I Am Not Your Perfect Mexican Daughter by Erika L. Sanchez

A. Check-In

1. Welcome everyone back to the group.

2. Ask each group member to share initial thoughts on the readings that were given the week prior. This may take a big chunk of your time. Try to allow time for everyone to speak.

B Discussion

1. What is self-esteem? **Self-Esteem are the thoughts and feelings you have about yourself. For example, someone with low self-esteem might say “I am not good enough to go to a four-year university”, “I hate what I see when I look in the mirror”, “Why bother trying if I am not going to get it right”.

2. How does Julia's self-esteem issues present themselves in her life? Specifically, in chapter one? **She often compares herself to her sister, who is the perfect Mexican daughter.**

3. Last week we talked about stressors in our lives, do those stressors affect our self-esteem? Do Julia’s stressors affect her? If so, how? **Julia’s mom who seems to be battling with depression is causing Julia stress. Julia cannot make her feel better, she thinks that perhaps if she was more like her sister her mom would feel better. However, she knows she will never be that level of “perfect”.

C. Activity

4. Review Mirror Me activity sheet
D. Next Week

1. Hand out readings for *I Am Not Your Perfect Mexican Daughter*

   **Readings from *I Am Not Your Perfect Mexican Daughter***

   Please hand out the following chapter of the book. Depending on whether you have the digital or physical copy. Page numbers may vary. Instead, they will be listed by chapter and/or headings.

   Chapter Seven-Nine
Session Seven: Positive/Negative Self-Talk - *I Am Not Your Perfect Mexican Daughter*

**Goal:** Facilitate discussion regarding positive and negative self-talk. **Supplies:** Pens/Pencils  
**Handouts:** Positive Self-Talk Journal, Chapters from *A Dream Called Home* by Reyna Grande

**A. Check-In**

1. Welcome everyone back to the group.
2. Ask each group member to share initial thoughts on the readings that were given the week prior. This may take a big chunk of your time. Try to allow time for everyone to speak.

**B. Discussion**

1. What is negative and positive self-talk? **Negative self-talk** is the inner dialogue that you have with yourself that may limit you and your abilities. Positive self-talk is the opposite. It is an optimistic inner voice that makes you feel good and positive.
2. How does Julia’s negative self-talk limit her abilities? *She says negative things about herself* very casually. For example, in chapter seven she calls herself *porky*, she is often comparing herself to her sister which in turn makes her unmotivated to do certain things.
3. How might having positive self-talk change things for Julia?

**C. Activity**

1. Review journal activity. **Point out that sometimes negative self-talk is inevitable.** Later in this novel, Julia shows signs of mental health issues. These journal exercises are meant to help explore how to have positive self-talk.

**D. Next Week**
Hand out readings for *A Dream Called Home*.

**Readings from *A Dream Called Home***

Please hand out the following chapter of the book. Depending on whether you have the digital or physical copy. Page numbers may vary. Instead, they will be listed by chapter and/or headings.

Chapter Forty-Two
Session Eight: Motivation/Resilience - A Dream Called Home

Goal: Facilitate discussion regarding motivation and resilience. Identify how the author shows resilience in her memoir.

Supplies: Pens/Pencils

Handouts: SE Handout, Post-Test

A. Check-In

1. Welcome everyone back to the group. Remind everyone that this is the last group

2. Ask each group member to share initial thoughts on the readings that were given the week prior. This may take a big chunk of your time. Try to allow time for everyone to speak.

3. Have group members take Post-Test.

B Discussion

1. What is resilience? Resilience is the ability you all have to bounce back from situations. Sometimes you come back stronger and sometimes coming back in itself is a form of resilience. As Latinx students you might struggle with a lot of what the characters we read struggled with: limited resources, setback, and barriers. They all showed resilience, even if it took some time.

2. What do you all envision your future to look like?

3. Out of all the books we read, what character did you relate to the most and why?

C. Activity

1. No activity, instead the school counselor can facilitate a small completion of group celebration. Thank the group for their time and repeat the role of school counselor now that you will not meet once a week.
Pre/Post-Test

Group: **Bibliotherapy**

Name: ___________________________ Date: ________________

Please circle the answer that best reflects how you feel. Remember that your answers should be truthful and will remain confidential (only you and your counselor will see, unless someone is hurting you, you are thinking of hurting yourself or someone else). Please flip your paper over when you are done.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes/Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like who I am.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Being Latinx makes me different, sometimes in a way I do not like.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My family holds me back from being myself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The people around me influence me more than they should.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I know what positive self-talk is.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I know what negative self-talk is.</td>
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<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Sometimes/ Maybe</td>
<td></td>
</tr>
<tr>
<td>7. I am excited for next year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Sometimes/ Maybe</td>
<td></td>
</tr>
<tr>
<td>8. When something happens, I am able to identify what I am feeling.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Sometimes/ Maybe</td>
<td></td>
</tr>
<tr>
<td>9. I have someone to turn to when I need help with academics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Sometimes/ Maybe</td>
<td></td>
</tr>
<tr>
<td>10. I know what resilience is.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Sometimes/ Maybe</td>
<td></td>
</tr>
</tbody>
</table>
Recognizing Feelings

Make a list of 6 different feelings. Identify how you can recognize when somebody else is feeling that way.

Feelings:
1. 
2. 
3. 
4. 
5. 
6. 

How to Recognize them:
1. 
2. 
3. 
4. 
5. 
6.
## Values Clarification

Your values are the beliefs that define what is most important to you. They guide each of your choices in life. For example, someone who values family might try to spend extra time at home, while someone who values success in their career may do just the opposite. Understanding your values will help you recognize areas of your life need more attention, and what to prioritize in the future.

Select the 10 most important items from the following list. Rank them from 1-10 with "1" being the most important item.

| ___ Love | ___ Honesty |
| ___ Wealth | ___ Humor |
| ___ Family | ___ Loyalty |
| ___ Morals | ___ Reason |
| ___ Success | ___ Independence |
| ___ Knowledge | ___ Achievement |
| ___ Power | ___ Beauty |
| ___ Friends | ___ Spirituality |
| ___ Free Time | ___ Respect |
| ___ Adventure | ___ Peace |
| ___ Variety | ___ Stability |
| ___ Calmness | ___ Wisdom |
| ___ Freedom | ___ Fairness |
| ___ Fun | ___ Creativity |
| ___ Recognition | ___ Relaxation |
| ___ Nature | ___ Safety |
| ___ Popularity | ___ |
| ___ Responsibility | ___ |
My Stressors

- Home Life
- Work/School
- Social Life
- Other

Mirror Me

What do you see when you look in the mirror?

I see someone who is...

Adapted from: https://www.mylemarks.com/store/p275/Mirror_Me_%5BF%5D.html
## POSITIVE SELF-TALK JOURNAL

<table>
<thead>
<tr>
<th>I felt good when...</th>
<th>I am proud of myself because...</th>
<th>Something that went well today was...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had fun when...</td>
<td>This makes me unique...</td>
<td>I learned from this mistake...</td>
</tr>
<tr>
<td>I feel strong when...</td>
<td>The best part of today was...</td>
<td>A good quality I am learning is...</td>
</tr>
<tr>
<td>This was interesting today...</td>
<td>Something I am grateful for is...</td>
<td>A way I was kind today was...</td>
</tr>
<tr>
<td>An accomplishment I made this week was...</td>
<td>I like this about myself...</td>
<td>Something I love about my life is...</td>
</tr>
</tbody>
</table>

Created by Chelsea Lee Smith of MomentsADay.com
Find the printable pages at momentsaday.com/positive-self-talk-journal

APPENDIX B: EVALUATIVE SUMMARY

Dear Participant:

My name is Rosa Daisy Carreon. I am a graduate student at California State University, Northridge. I am currently a candidate for the Master of Science degree in Counseling within the Educational Psychology and Counseling Department. The purpose of this project is to help enhance self-efficacy and self-concept in Latinx high school seniors by using a bibliotherapy curriculum. This project has been under the direction of my graduate project chair Dr. Shyrea Minton, and I would like to invite you to evaluate the project using the attached survey. It is important for you to know that the project is meant for the use of a school counselor and that your feedback will help improve the project. Thank you for your support. Please let me know if you have any questions or concerns.

Sincerely,

Rosa Daisy Carreon

rosa.carreonmoran.950@my.csun.edu

559-827-1020
Graduate Project Evaluation

Evaluators,

Thank you again for taking the time to review and evaluate my project. After you have reviewed the project please complete the survey below. Your participation is extremely valuable and will be kept confidential. Your name will also be kept confidential so there is no need to label the form with your name. Again, thank you for your support.

Please circle the answer you agree with the most using the scale indicated.

1. The curriculum is useful for high school seniors
   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

2. This curriculum should be implemented by a professional school counselor
   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

3. This curriculum could be used at any high school and lessons are easily implemented
   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

4. The length of the chapters are appropriate
   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

5. Eight weeks is enough time to conduct the curriculum
   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

Comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
References


