THE EFFECTS OF BIBLIOPLAY ON ANXIETY

RELATED TO FIRST PRESCHOOL EXPERIENCES

by

Christina Marie Aveni

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APPROVED:

C.S. Rogers, Chair

V.R. Fu

J.Kaiser

J.K. Sawyers

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Christina M. Aveni

Committee Chairperson: Dr. Cosby S. Rogers
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(ABSTRACT)

The purpose of this study was to develop a modified form of bibliotherapy (biblioplay) and to assess its usefulness in reducing separation anxiety associated with the transition to preschool. Six biblioplay sessions were conducted with 28 children using props for six consecutive days. Teachers rated each child on Scale 2 of the Hall (1967) Inventory of Separation Anxiety. Findings indicated that there was no significant difference between the group that received the biblioplay sessions and the group that did not. The indication that biblioplay conducted after the first days of preschool does not produce significant results in reducing separation anxiety suggests that other approaches to working with these children need to be formulated.
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CHAPTER 1

Introduction

Theories of play have postulated a function of play that allows children to master their emotions. Freud suggested that play provided children with the medium for mastering traumatic events. He believed that through repetition compulsion, children would repeatedly act out situations that are troublesome (Rubin, Fein, & Vandenberg, 1983). Following up on Freud's idea of repetition compulsion, Erik Erikson developed a therapeutic technique based on the mastery aspect of play. Erikson (1977) proposed that play allows children to dramatize anxieties through symbolic play. Erikson's theory of play gives a medium for reliving the past, representing the present and anticipating the future. Indeed, Erikson's work provided the impetus for the development of play therapy as a clinical method for reducing anxiety in children. Jean Piaget (1952/1962) also suggested that through symbolic play, children can gain mastery over traumatic events through symbolic combinations. According to Piaget, children will use symbolic play to reconstruct unpleasant situations in a more
pleasant way. While these theories acknowledge the use of play in helping children cope with their emotions, there has not been sufficient empirical research to determine whether symbolic or pretense play does indeed perform a cathartic role in coping with stress. Therefore, the proposed study will examine the use of symbolic play in helping children to gain mastery over anxiety-ridden experiences.

Statement of the Problem

In spite of the commonly accepted notion that all children play, Smilansky (1968) demonstrated that low-socioeconomic status Israeli children displayed less sociodramatic play than their middle class counterparts. Smilansky believed that this difference in play style would have an effect on the cognitive development of the low-income children; therefore, she set out to teach the children how to engage in sociodramatic play by using play training.

The use of play training has been examined by Graul and Zeece (1990), Pellegrini (1984), and Silvern, Williamson, and Waters (1983) in terms of cognitive outcomes. Many practitioners that have used play training for helping children with stress have
assumed, based on theory, that play is serving a cathartic function. However, no research, to my knowledge, has been conducted that focuses on the effects of play training on affective responses to potential anxiety-producing events. Therefore, the present study was designed to assess the effect of one form of symbolic play training on anxiety level. One particular source of stress to be examined through the use of symbolic play training is a child's first transition to school.

The transition to school was selected because it is generally considered to be a stressful experience for young children. The stress associated with first school experiences could be potentially ameliorated through thematic pretense play. The theme of the child's play is assumed to be relevant to the child's past experiences with separation.

While much has been written concerning a child's transition to school, there is very little empirical research documenting successful strategies for reducing anxiety associated with school entrance. Studies by Weinraub and Lewis (1973) examined maternal departure style and the amount of mother-child interactions before departure and their effects on
children's responses to separation at the age of two. Results indicated that the more touching and shared play interaction between mother and child immediately before departure, the more distressed the child was in the mother's absence. In regards to departure style, mothers who left their child without saying anything had children who were least likely to play and most likely to cry. The mothers who informed their children they were leaving and/or would return shortly and gave explicit instructions as to what the children should do in their absence had children who were most likely to play and least likely to cry while the mother was gone.

A study by Adams and Passman (1981) examined the effects of preparing two-year-olds for brief separation from their mothers. Results of this study suggested that children that were given brief preparation prior to separation remained in the room longer and played more with toys than the children who received an extended preparation for the separation. While these studies addressed the transition to an unfamiliar environment, sociodramatic play was not utilized. Little research, if any, has used symbolic play as a way of coping with the transition to school.
Bibliotherapy and role play have been used in many settings known to be stressful (Lenkowsky, 1986). For example, bibliotherapy has been used to help children and adults cope with the stress related to hospitalization (Alcock, Berthiaume, & Clarke, 1984; Bolig, 1984). There is no available empirical literature regarding the use of bibliotherapy for daily hassles.

The field of bibliotherapy is based on the idea of identification with characters and reduction of anxiety (Lenkowsky, 1986). There are many popular series of children's books that address stressful events that children experience. The Berenstain Bears series by Stan and Jan Berenstain covers many common stressful events experienced by children. Three popular Berenstain Bears books that deal with stressful events are (a) Go to School, (b) In the Dark, and (c) The Bad Dream. While these books help children cope with stressful events, no one has investigated the significant impact of thematic biblioplay on affective responses to stress and anxiety due to anticipated events.

At the age of 3, preschoolers begin to exhibit narratives and sequences of events in their dramatic
play behavior (Bretherton, 1984; McCune-Nicolich, & Bruskin, 1982). Children of this age are, in general, actively involved in symbolic play. Therefore, we expect thematic biblioplay to be of use for playing out a sequence of events. For this reason, pre-kindergarten children have been chosen for this study.

Hypothesis to be Tested

Because bibliotherapy and thematic play are assumed to have positive effects and because few studies have assessed this area, the present study assessed the usefulness of biblioplay in helping preschoolers cope with the anxiety associated with first preschool experiences. The specific hypothesis to be tested was: Children who receive play training (biblioplay) designed to liquidate potential separation anxiety associated with transition to school will have scores significantly different from the control group on the Hall (1967) Inventory of Separation Anxiety.
CHAPTER 2

Review of Literature

For the preschool-aged child, the events of daily life are important for the development of a well-adjusted individual. The learning and growth that occurs in the areas of cognitive, physical and social-emotional development takes place at a very rapid pace. The optimal development of the individual will depend on environmental factors that impede or support development. One factor that has the capability for both a facilitative and detrimental effect is stress. As children develop, there are many experiences that may lead to stress. Learning to cope is a developmental task which determines how well one adapts (Rutter, 1988).

Symbolic play and bibliotherapy are two activities that clinicians have proposed as offering anxiety reducing benefits. Symbolic play involves the substitution of objects, agents, and/or actions. Bibliotherapy is considered a symbolic activity since it involves substitution of words for objects, pictures and words for events, and story characters as agents. With adults, bibliotherapy consists of
self-help manuals (Glasgow & Rosen, 1978). The child who engages in depicting a story is more actively involved then is one who simply listens. The proposed project will extend previous intervention strategies by combining bibliotherapy and pretense to form a potentially useful device - biblioplay. Biblioplay involves the use of thematic literature in which the child enacts or depicts the anxiety-producing activities. The assumption is that biblioplay, by actively involving the child, will allow the child to liquidate anxieties. Specifically, the present study was designed to study, experimentally, the effect of biblioplay on anxiety associated with the first transition to school. Separation anxiety, childhood stress, coping behaviors (including play) and intervention techniques will be reviewed briefly in order to provide a rationale for the development of an approach which combines more than one strategy.

**Children Under Stress**

Stress is defined as "a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being"
Lazarus & Folkman 1984, p.19). Stress is to be expected in the course of human development. No one single factor can be pointed to as the cause for stress. Rather, a variety of dissimilar situations - emotional arousal, effort, fatigue, pain, fear, concentration - can produce stress (Goldberger & Breznitz, 1982).

Certain stressors may lead to unhealthy development of an individual. For example, multiple hospitalizations of a young child that result in long separations have been found to be associated with psychiatric disorders in children in later years (Rutter, 1981). However, other stressors may produce favorable effects. The term eustress has been used to refer to the harmless or beneficial stressors that do not entail damaging consequences (Goldberger & Breznitz, 1982). For instance, the struggle to learn to walk is a good example of how some stresses can be perceived as challenges that push a child to strive toward more mature forms of behavior.

The focus of early research on stress dealt with the major stressful events of adulthood (Holmes & Rahe, 1967). For example, studies have shown that the
death of a close family member, separation, or divorce are strongly related to the onset of depression. Furthermore, it has been found that undesirable events tend to be more correlated with psychological symptoms (Dohrenwend & Dohrenwend, 1981).

Major life events are clearly stressful. So also are the minor daily changes and adaptations that are required for normal functioning. Lazarus and Folkman (1984) developed a theory of stress associated with the complications of everyday life, referred to as "hassles." Daily hassles are the minor yet irritating events that we encounter in our interactions with the environment. For example, a daily hassle occurs when one misplaces a much needed book or set of keys. In comparison to life events, it has been found that daily hassles are better in predicting psychological and somatic symptoms. Recently, research has also found a significant relationship between daily stressors and psychological symptoms and behavior problems during adolescence (Compas, Davis, Forsythe, & Wagner, 1987).

Although there has been extensive research on stress in adulthood, research in the area of stress
during childhood has been deficient. Even so, as with research on adults, most research focuses on the effects of life events and disasters (Garmezy, 1983). More recently there have been studies that focus on children's ability to cope with daily hassles (Farfenoff & Jose, 1989; Lookabaugh, 1986; Yolton, 1989). Because the events of daily life are important, the current study will focus on one daily hassle that is a part of the majority of preschoolers' and infants' lives: separation stress. This type of stress is a result of separation from the primary attachment figure, often for the purpose of child care.

**Separation Anxiety**

Whenever a young child has had an opportunity to develop an attachment to a mother figure and is separated from this person unwillingly, emotional stress is typically displayed (Bowlby, 1973). Bowlby studied the effects of separation from one or both parents upon young children, including separations involving brief intervals. His earliest studies dealt with the influence of the early environment in the development of neurosis and neurotic character
(Bowlby, 1940). Bowlby (1973) argued that a child's emotional life has one simple theme - the need for closeness to the mother. He suggests that all anxiety is a "realistic" fear of separation from the mother. Much of the child's unfolding personality, Bowlby believed, could be explained in terms of the need to defend against the threat of loss or separation.

Studies by Mary Ainsworth examined the patterns of infant-mother attachment (Ainsworth & Wittig, 1969; Ainsworth, Blehar, Waters, & Wall, 1978). Ainsworth (1979) devised a procedure, known as the strange situation, to observe infants under two kinds of stress: separation from their mother and approaches by strangers. This procedure focused on the attachment relationship and revealed patterns in the way mothers and infants relate to each other. Ainsworth (1979) classified infants into three attachment patterns: secure, anxious-avoidant, and anxious resistant. Securely attached infants have a more positive and healthy relationship with their primary caregiver. These infants seek their caregiver for comfort when distressed. Infants classified as having an anxious-resistant attachment generally are not willing to
explore and often show much distress when the primary
caregiver leaves. Infants classified as anxious-
avoidant show little distress at the caregivers
absence and are not avoidant of strangers. It is
suggested that securely attached infants are likely to
be distressed in major separations, especially when
cared for by unfamiliar people in unfamiliar

Separation fears and anxieties are universal
experiences for young children. For very young
children, separation from a parent, even a brief and
well-planned separation, is seldom a simple matter.
Almost all infants are separated from their caregivers
for a brief period everyday. Therefore, daily
separations can be considered daily hassles
(Lookabaugh, 1985). Anna Freud (1965) has noted that
children must first develop some form of object
constancy before they can realize that a mother's
departure does not mean total loss. With further
development, the need for adjustment to separation
from one's parents does not suddenly stop; it
continues as an ongoing process, a normal and often-
repeated experience in a child's life (Pine, 1971).
Coping Behavior

Coping refers to the efforts made to manage, reduce, or tolerate a stressful event. Learning to handle the stresses that occur throughout life has been identified as one of the most critical tasks of development (Rutter, 1988). Coping is considered to be a process that continues over time. Lazarus and Launier (1978) suggested that the way a person copes with stress may be more important to overall morale, social functioning, and health than the frequency and severity of the stressful events.

An individual’s attempts to reduce the threatening conditions of a situation are referred to as coping mechanisms. Coping involves both problem-solving and the control of emotional distress. Both manipulation of the environment and intrapsychic processes may be a part of the coping process (Rutter, 1988).

Coping behaviors are divided into two categories: emotion-focused and problem-focused (Lazarus & Folkman, 1984). Emotion-focused coping is directed at regulating emotional responses to stressful situations. Some individuals need to feel worse before they can feel better. Athletes, for example,
deliberately increase their emotional stress in order to "psych themselves up" for a competition. Problem-focused coping is directed at managing or altering the problem causing the distress. These coping efforts are often directed at defining the problem, generating alternative solutions, weighing the alternatives in terms of their costs and benefits, choosing among them and acting (Lazarus & Folkman, 1984).

Cognitive appraisal is the basis for all coping behavior (Lazarus & Folkman, 1984). Primary appraisal evaluates whether the event has the potential to be harmful, beneficial, or irrelevant. Secondary appraisal is comprised of mentally scanning the alternatives available for coping and reflecting on their potential for being effective. Reappraisal refers to a changed appraisal on the basis of new information from the environment.

Coping with Stress Through Play

Piaget

Jean Piaget's (1952/1962) theory of play proposes a function of play that leads to emotional adaptation. According to Piaget, children will
engage in symbolic play in their attempts to master situations. Piaget described four types of symbolic combinations that support the mastery aspect of play (Piaget, 1952/1962). They are: (a) simple combinations, (b) compensatory combinations, (c) liquidating combinations, and (d) anticipatory combinations.

Through the use of simple combinations, children change reality to fit their needs. Reality may be changed or events may be acted out in different, illogical orders. For example, Piaget (1952/1962) gave the following example:

At 2;1 (9) J. put her doll's head through the balcony railings with its face turned towards the street, and began to tell it what she saw: "You see the lake and the trees. You see a carriage, a horse," etc. The same day she seated her doll on a sofa and told it what she herself had seen in the garden. (p.127)

Through compensatory combinations, children correct reality by bringing in unfavorable actions into the play situation. Events may be changed to
relieve the source of threat or to invent a more desired reality.

Play can help children gain mastery over trauma through liquidating combinations. In this case, children will reconstruct an unpleasant situation in a more pleasant way. A common example of this type of play is when children pretend to play hospital.

The next type of symbolic combination described by Piaget is anticipatory. Piaget described this as "a question of accepting an order or advice ... there is also symbolic anticipation of the consequences which would ensue should the advice be rejected or the order disobeyed" (Piaget, 1952/1962, p.134). Piaget gave the following example:

At 4: 7 (2) we were walking close to some nettles and I told her to be careful. She then pretended to be a little girl who had been stung. The same day she played at scything with a thin, pointed stick. She then said to me of her own accord: "Daddy, say: You won't cut yourself, Jaqueline, will you?" Then she told a story similar to the preceding ones. (pp.134-135)
Erikson

Erik H. Erikson believed that play provides children with a way to master traumatic events. Erikson stated that play "creates model situations in which aspects of the past are re-lived, the present represented and renewed, and the future anticipated" (1977, p.44). He believed that play allowed for the dramatization of uncertainties and anxieties. These dramatizations are often expressed through symbolic play.

Erikson's contributions to the mastery aspect of Freud's play theory have led to the development and use of play therapy to help children cope emotionally with difficult situations (Schaefer & O'Connor, 1983). While Erikson treated emotionally distressed children, much of his work focused on unusually severe symptoms and the use of psychotherapy.

No research examines the usefulness of play as a therapeutic device in coping with daily hassles; therefore, the present study will focus on play as an intervention for separation stress. The specific intervention designed for this study is called
"biblioplay" which involves a combination of bibliotherapy and thematic fantasy play.

Bibliotherapy

Bibliotherapy is guided reading that helps individuals gain understanding of the self and environment, learn from others, or find solutions to problems (Lenkowsky, 1986). It arose from the concept that reading could affect an individual's attitudes and behaviors and is thus an important influence in shaping, molding, and altering values. Bibliotherapy consists of three main components: (a) identification, (b) catharsis, and (c) insight (Lenkowsky, 1986).

First, the child must be able to identify with characters or elements of the story. The reader must recognize that he or she shares some characteristics such as age, sex, hopes, frustrations, and other problems of adjustment. This identification may expand one's view of the self or reduce one's sense of being different from others.

According to Lenkowsky (1986) catharsis takes place when readers share and experience motivations and conflicts presented in literature. Readers often realize their identification and thus gain insight
into motives of their own behavior. In addition, through catharsis, readers release tension and gain hope.

Through the process of insight, the reader sees one's self in the behavior of the character and achieves an awareness of one's own motivation, needs, and problems. Here, the reader must be able to recognize the similarities and differences between himself and the characters. One must identify the character's problems with his own and react emotionally (Lenkowsky, 1986). There is a vast amount of research using bibliotherapy with adults. Past research focused on the uses of bibliotherapy with weight control and depression. Yates (1986) found that significant weight loss was produced by the use of bibliotherapy. A study by Scogin, Jamison, and Gochneaur (1989) has shown that cognitive and behavioral bibliotherapy lessened depression in older adults.

Bibliotherapy has been used with children for the victims of child abuse (Pardeck, 1990), children experiencing foster care and adoption (Pardeck & Pardeck, 1987), and children of alcoholics (Manning,
1987). Furthermore, bibliotherapy has been used with learning disabled adolescents (Lenkowsky et al., 1987) and gifted adolescents (Delisle, 1990). Few studies have examined the uses of bibliotherapy with preschoolers. If the story contains events which remind the listener of anxiety associated with specific events, for example maternal separation, the use of props or objects which the child can handle should be more beneficial than the substitute of words for events. No empirical studies were found in the literature on the use of bibliotherapy for relieving separation anxiety.

**Play Training**

Past theories of play based on psychoanalytic theory suggested that teachers were to set the stage for play but not to interfere with the play. It was believed that interference would reduce the therapeutic benefits of the play situation. More recently, play training research has focused on cognitive outcomes. Smilansky (1968) conducted research using play training with disadvantaged children. Results of her study showed that play training enhanced the quality of children's play and
also seemed to improve aspects of cognitive ability. Much of the play training procedures focus on the use of sociodramatic play (Christie, 1986). Sociodramatic play is a form of voluntary social play activity in which young children participate. With this type of play, symbolic acts and verbal statements are used as substitutes for complex situations and events that occur in real life. Sociodramatic play allows children to seek reality from within and offers the opportunity for children to "be" (Smilansky, 1990).

There are four types of play training as described by Christie (1986): (a) modeling, (b) verbal guidance, (c) thematic-fantasy, and (d) imaginative play training. Through modeling, the teacher takes on an inside role and joins in the play. The teacher engages in acts of sociodramatic play that the children have not exhibited in their play. The children will first model the behaviors of the teacher and then modify behaviors to suit their own needs.

Verbal guidance allows the teacher to take an outside role in the play behavior. The teacher makes comments and suggestions to help the children use sociodramatic play elements. Verbal guidance is less
obtrusive than modeling. By staying out of the play situation, the teacher allows the children to have more control over their play (Christie, 1986).

Thematic-fantasy training enables the children to reenact familiar fairy tales. This process involves three steps. First, the teacher reads the children a story and discusses it with children. Next, roles are assigned and they act out the story with narrative help from the teacher. Finally, the story is enacted several times with the children exchanging roles.

Imaginative play training enhances children's make-believe skills. In its simplest form, activities focus on using body parts in make believe activities. Next, the children use preplay exercises. For example, children practice using facial expressions to represent emotions. Finally, the children engage in activities that involve make-believe transformations (Christie, 1986).

Research in the area of play training has focused primarily on cognitive development and social behaviors. Graul and Zeece (1990) studied the effects of play training by adults on the cognitive and play behavior of preschool children. These researchers
found that, overall, play training by adults was effective in increasing preschool children's verbal cognition.

Researchers have studied the effects of play training on story recall in children. Pellegrini (1984) used variations in the child's level of involvement with a story to examine the effects of play training on cognitive development. Results of Pellegrini's study suggested that fantasy reenactment promoted story comprehension among children.

Pellegrini and Galda (1982) studied the effects of thematic-fantasy play training on children's story comprehension. Children engaged in one of three different levels of involvement with the story: thematic-fantasy play, adult-led discussion, or drawing. The researchers found that thematic-fantasy play was most effective in promoting story comprehension.

Story comprehension in children was also studied by Silvern, Williamson, and Waters (1983). Children were assigned to one of four different conditions: play, puppet, picture, and repetition-control. Silvern et al. (1983) concluded from their study that
the play condition elicited the most growth in story comprehension.

**Affective Outcomes**

Although many researchers have studied cognitive and social outcomes of play training with children, one area that has been neglected is that of affective outcomes. Fein (1985) described five characteristics of pretend play in regard to affective outcomes: (a) referential freedom, (b) denotative license, (c) affective relationships, (d) sequential uncertainty, and (e) self-mirroring.

Referential freedom refers to the child's relating of objects and people to the environment. For example, a child might pretend that a stick is a horse. Referential freedom is one way that children can use object substitutions in their play.

Denotative license is the relation between pretend episodes and actual events the child has experienced. For example the child might play out real experiences of everyday life. Everyday events may be organized as "scripts". The events that are acted out may be altered in form.

Emotion is expressed in pretend themes in
affective relationships. For example, a child might play out a trip to the doctor. Themes are repeated and mastered through the pretend play. The events that are causing emotional distress are rendered in play. Sequential uncertainty involves the unexpected shifts in the pretend play episode. Children use action plans in their play episodes. For example, one action plan might be "treating-healing" (Fein, 1985, p.23). Once a plan is started, the sequence of events unfolds. The other players in the group know what their roles and actions are as the sequence of events is fixed.

Finally, self-mirroring allows children to look at themselves in relation to others. The child looks at the self as transformed while maintaining an untransformed image of the self. Pretend play provides the opportunity for this self-reflection to occur.

**Transition to Preschool**

The experience of entering preschool is an important new experience for a child. It means leaving a familiar home and depending on adults other than the parents. Recalling Bowlby's work on maternal
separation stress, it seems reasonable to assume that separation anxiety may be present in the first school experience, even for children who seem to adapt fairly well. For other children, this separation is a major anxiety producing event. In fact, most early childhood educators recognize the need preparing preschoolers for the separation from the primary caregiver.

Read (1976) suggested three steps to help the preschool-aged child adjust to a new school environment. First, it is suggested that there be a conference between the teacher and one or both parents. The conference will allow the teacher to become familiar with the child's family. One of the important parts of the conference should be the discussion of the steps to be taken in entering the child in the preschool.

Second, the parents and child should visit the school. Visiting the school when other children are not present keeps the situation simple and manageable for the child. The child can become familiar with aspects of the environment. This visit will also give the child a chance to become acquainted with the
teacher (Read, 1976).

The third step suggested by Read (1976) involves a visit by the child and parents while the school is in session. This visit will allow the child to watch others, make the contacts he or she wishes, and participate only as the child is ready. During this visit, the child may follow other children, watch from a distance, or return to the play materials which he or she enjoyed on an earlier visit.

There is a vast amount of research regarding the adjustment to preschool. Past research has examined temperament and childhood group care on adjustment of preschoolers (Klein, 1991), the effects of social participation and peer competence in preschool children's adjustment (Provost, 1991), and the effects of stress, family factors and temperament on the adjustment of preschool-aged children (Kyrios & Prior, 1990).

Bloom-Feshback and Blatt (1981) studied separation response and nursery school adaptation in 20 3-year-old children. Two subscales of the Parents Anxiety Rating Scale were used in order to assess the children's anxiety: the General Anxiety subscale and
the Separation Anxiety subscale. The nursery school
teachers completed the Teachers Separation Anxiety
Rating Scale which assessed the child's behavior from
the time the parent brought the child to school to the
time the parent left the school.

The researchers obtained more information about the
child's separation-related behavior 3 1/2 months after
the start of school. Each teacher rated the child on
a supplemental Separation Questionnaire. Adjustment
to nursery school was assessed using the Kohn Social
Competence Scale. This scale was completed by each of
the child's classroom teachers.

The results of the study by Bloom-Feshback
and Blatt (1981) suggested that the separation
difficulties of nursery school children must be looked
at in terms of when they occur and how they are
expressed. It was found that entrance distress in the
early weeks appeared to be unrelated to distress in
the second month of school. This finding suggests
that the separation distress expressed during the
second month may be qualitatively different from the
separation distress displayed during the first month
of nursery school.
Summary

Currently, research involving the use of bibliotherapy and symbolic play with regard to affective outcomes has been deficient. Past studies have included the use of play training for cognitive and social outcomes, but few studies have focused on the transition to school. The proposed research will be conducted to assess the usefulness of biblioplay on the transition to school.
CHAPTER 3

Methodology

The purpose of this research was to devise and assess the usefulness of biblioplay for minimizing anxiety associated with entrance to nursery school. The hypothesis to be tested stated that children who receive play training (biblioplay) designed to liquidate potential separation anxiety associated with the transition to school will have scores that differ significantly from a control group on the Hall (1967) Inventory of Separation Anxiety.

Sample

The sample consisted of 28 preschool children (14 in the treatment group and 14 in the control group) entering preschool for the first time. Subjects were recruited through schools in the Blacksburg, Virginia community, a university town located in the Southeastern region of the United States. The sample consisted of 10 girls and 18 boys in a preschool class with two female head teachers. The mean age of the subjects was 38 months ($SD = 5.59$). The children attended school three days a week, Monday, Wednesday and Friday (MWF) or two days a week, Tuesday and
Thursday, (TTH). The MWF group was randomly assigned to the treatment condition by the flip of a coin. This group had a mean age of 35.9 months (SD = 6.13) and included nine Caucasian and three Asian children. The TTH group, by default, was assigned to the control condition, had a mean age of 41.9 months (SD = 5.42). This group included ten Caucasian and two Asian children. The children attended school in the mornings from 9:00 a.m. to 12:00 noon. These experimental sessions took place during the morning free play session for one hour from 9:00 to 10:00 AM. After the free play session the children were engaged in group activities for a half an hour followed by snack and outside play. Following approval of the study by the University human subjects committee, the center director and the head teachers, an informational letter and consent form were sent to parents of potential subjects (see Appendices B and C).

**Instrumentation**

Pretreatment anxiety was assessed using a separation anxiety scale (Appendix E) adapted by Milos (1982) from the Teacher Rating Scales developed by
Hall (1967). The inventory consists of three scales, each representing a time period relative to first school attendance. Teacher ratings of each child's difficulty in separating from the parents when the nursery-school year begins (Scale 1), the difficulty separating during the first two weeks (Scale 2), and the child's overall level of separation anxiety (Scale 3). Scale 1 was used to measure anxiety on the child's first day of school and Scale 2 was used to measure levels of anxiety after six consecutive days of treatment. Teachers rated each child on a 5-point scale ranging from "minimal" to "marked" anxiety where each point is objectively defined in terms of the child's behavior.

Hall (1967) found that teacher ratings on the three scales were correlated with one another (the median interitem correlation was .66) and he reported satisfactory levels of interrater reliability. Milos and Reiss (1982) checked the interrater reliability of the scale and reported $r$ values of .73 and .69, which was interpreted as indicating a satisfactory level of interrater reliability for the Hall inventory.
Treatment

Biblioplay, a combination of bibliotherapy and thematic play, was developed for the present study. Traditional bibliotherapy involves reading or listening to a story which provides information and/or a presumed cathartic effect relevant to some anxiety-producing stimulation (Lenkowsky, 1986). Thematic pretense play (Christie, 1986) is a form of sociodramatic play which involves the players enacting or depicting a story. Several play-training studies (Graul & Zeece, 1990; Pellegrini, 1984; Pellegrini & Galda, 1982) have involved adults as facilitators of play. In biblioplay a story which focuses on a potential anxiety-producing situation is read by an adult who then facilitates but does not direct the dramatization or depiction of the essential episodes of the story.

A child's first school experience is a potentially stress-producing transition. The books The Berenstain Bears Go to School by Stan and Jan Berenstain (1978), Will I Have a Friend by Miriam Cohen (1967) and Umbrella by Taro Yashima (1958) were
selected for use in biblioplay in this project because they include a series of episodes which characterize separation activities that are experienced in the early childhood setting. A brief summary of the stories has been provided for the reader in Appendix D.

Teachers who agreed to cooperate were given one copy of the Hall (1967) inventory to complete for each child in their classroom on the child's first day of school. A letter was included containing directions for the instrument. The researcher then collected the teacher ratings.

Treatment began the day after the initial teacher ratings and was offered every day for six school sessions. Treatment took place in the subjects' classrooms at school and during free play. Subjects were free to move from one activity to another; therefore, subjects were seen individually or in groups that varied in size. The size of the group was varied as the children freely chose their own entrance to and exit from the treatment sessions.

For sessions 1 and 2 for the treatment group the researcher introduced the books to the subjects,
discussed the sequence of events of the stories and offered to read the books. Subjects selected the book or books from the three offered. For example, in session 1, the researcher helped the children learn the names of the characters in the books, showed the books to the children, and encouraged the children hold the books. The researcher opened the books and pointed out the characters and scenes. The researcher pointed to scenes in the book and said, for example, "Look, she's saying "good-bye" to mother". The researcher responded to the children's cues by listening, answering questions, and following up on the children's interests. She acted as an active participant, depicting the role of various story characters as appropriate. For example, "Susie" (fictitious names have been used to protect the identity of the subjects) joined in the play session and took on the role of Sister Bear in the school house. The researcher, in turn, depicted the role of the teacher at the Bear Country School as this role seemed most complementary for the episode being enacted.

For session three, the researcher repeated the
steps in session 1 and 2 and then introduced replicas and props to be used in the depiction of the stories by allowing the children to look at and touch the replicas. While reading the stories to the children, the researcher used the props to enact the scenes in the stories. The researcher interacted with the children and facilitated substitutions for characters and objects in the story. Objects (replicas) to be used for object substitution for depiction of the story were a schoolhouse, teacher, table, chairs, teacher's desk, replicas of the Berenstain Bears, playdough, paint, a pretend snack, an umbrella, and replicas of humans.

The fourth session began by repeating the steps used in sessions 1 and 2. The researcher interacted with the children and facilitated object substitutions, role enactment, and actions for scenes in the story. Three scenes from the story were selected for enactment. The researcher chose scenes that corresponded to the themes the children expressed through their play. The three scenes enacted were (a) participating in activities (e.g., making a tower out of blocks), (b) greeting the teacher, and (c) reading
books. No attempt was made to order the sequence of events in the story. As a facilitator of thematic play, the experimenter selectively responded to opportunities to depict actions or episodes which included some aspect of separation/reunion and/or transitions to novel activities. The events that were depicted by the children in the treatment group were as follows: (a) child leaves home and says good-bye, (b) greets teacher, (c) has snack, (d) participates in activities, (e) reads books, (f) greets mother upon return home.

Session 5 began with the researcher repeating the steps in sessions 1 and 2. The researcher then introduced the children to the replicas and props to be used to depict three new scenes from the story. The researcher interacted with the children and facilitated object substitutions and depictions of roles and behavioral episodes for these new scenes. No attempt was made to order the sequence of events in the story. Rather, any interest expressed by the child in a transition/separation/reunion episode was facilitated. The researcher acted as a vehicle for expression of anxiety. For example, from the book
Will I Have a Friend?, the teacher might have said
"How does Jim feel when his father says good-by?"
Developmentally appropriate language was used. For
example, 3-year-old children were expected to
comprehend the words "happy/sad", "good/bad",
"mad/glad", and "scared/afraid".

In the sixth session, the children were given a
free play session for 10 minutes. The props were
offered to the children, and the researcher asked
"What shall we play?". The researcher observed
the themes of the children's play.

For subjects in the control group, all six sessions
consisted of the researcher introducing two books,
Pets and Baby Animals by Maragaret Wise Brown,
discussing scenes of the stories, and offering to read
the books. The same books were used for all six
sessions. These two books were selected because their
content was informational and non-emotional. At the
conclusion of the study, subjects in the control group
were offered the same treatment received by subjects
in the treatment group.

Principles and Guidelines for Biblioply Developed by
the researcher.
- Introduced the children to the books, encouraged them to look at, touch, and play with the books.
- Read the children the books and helped them to learn the names of the characters and become familiar with the episodes.
- Introduced the props to the children - Encouraged them to look at, touch and play with the props; pointed out the resemblance of the props to the pictures in the books.
- Modeled the roles for the children - took on an inside role and joined the children in the play episode.
- The experimenter dramatized complementary roles of the children. For example, if the child took on the role of Sister bear in the Berenstain Bears story, then the experimenter took on the role of either Momma bear, Papa bear, or the teacher.
- Verbal guidance - the researcher made comments and suggestions to help the children use sociodramatic play elements. For example, the researcher could have said "see what the boys and girls are doing in
their classroom", "how does Johnny feel when his mom/dad leaves him?"

- Verbalized or enacted feelings - the experimenter reflected the feelings that underlie or accompany a thought or action expressed by both the books and the children. For example, the child looks sad in regard to discussing a separation episode. Responding to both the facial expression and the words, the researcher might have said: "It makes him/her sad to leave mom/dad in the morning."

- If the child took the dominant role (teacher, parent), the experimenter might have taken a subordinate role (child). The experimenter might have played out possible feelings associated with the subordinate role. Playing out scenes at school - The experimenter also played out peer roles "This is fun".

- The experimenter provided warmth and reassurance: "I will see you later", "I'll see you when we get home". The experimenter helped the child to anticipate the reunion episode.

- Allowed the child to be an actor, observer and interactor simultaneously.
The experimenter focused on opportunities to dramatize feelings using the four types of representations described by Piaget (1962).

**Berenstain Bears Go to School**

Dramatized feelings of attention, love/belongingness, autonomy, competence (based on modified lists of needs described by Rudolph Dreikurs).

**Simple combinations** - reenacted events: separation, reunion, school activities.

**Compensatory combinations** - Child took on adult role, needs to have power and be boss, might change situation to meet needs of child "No school today"

**Anticipatory combinations** - (-) anticipation of feelings - feel left out, get attention, "what if I didn't go", "What would I miss" (+) anticipation of feelings-"If I go this will happen" "I would get to do this and that and it would be fun"

**Liquidating combinations** - practiced emotionally charged events: saying good-bye, separating, tug of war over toy
Will I Have a Friend?

Simple Combinations - reenacted scenes: separation, activities, reunion; basically the same as Berenstain Bears

Compensatory combinations - child might take adult role, will make sure everyone has a friend, and won't feel alone and out of place

Anticipatory combinations - What if I didn't find a friend? What if I didn't go to school? What will happen if I do go to school and do find a friend?

Liquidating combinations - practiced saying good-bye, interacting with other children, practiced reuniting with parent.

Umbrella

Simple combinations - reenacted events: getting boots, umbrella, no rain - can't use them, finally get to use them.

Compensatory combinations - child might take adult role - "you can have your boots and umbrella even though it's not raining"

Anticipatory combinations - What if it never rains
again? What will happen to my boots and umbrella?
What if it does rain soon?
Liquidating combinations - practiced leaving boots and
umbrella when go to school and not raining,

Treatment of Data

Teacher ratings on Scale 2 of the Hall (1967)
inventory were collected, coded and data were analyzed
using a Wilcoxon sign-ranks test. Because the
subjects in the study ultimately chose whether or not
they participated, not every child received treatment.
The scores on scale two for the children that did not
receive treatment were not used in the data analysis.
The scores of four children (two in the treatment
and two in the control group) were dropped from the
study. The independent variable was the treatment
condition (treatment versus control). The dependent
variable was the score on the Hall (1967) Anxiety
Inventory. To determine whether significant
differences existed between the treatment group and
control group, a Wilcoxon sign-ranks test was used.
Chapter 4

RESULTS

The purpose of this study was to examine the usefulness of biblioplay designed to liquidate potential separation anxiety associated with the transition to school. The researcher conducted biblioplay sessions using props for six days (MWF, MWF OR TTH, TTH, TTH). At the end of the six sessions, teachers of the children rated each child on Scale 2 of the Hall (1967) Inventory of Separation Anxiety.

Analysis of Data

The Hall (1967) Inventory of Separation Anxiety was scored according to the guidelines provided by the author of the scale. Hall (1967) suggested that the teachers determine if the extreme points (1 and 5) on the scale can be ruled out. If they can, then the teacher is to determine which end of the scale (2 or 4) comes closest to describing the child. If this decision is difficult, then the midpoint (3) of the scale should be considered. After treatment, in the experimental group (n = 12), 7 children (58%) were rated as having minimal levels of anxiety, 4 (33%) as some, and 1 (9%) as marked. In the control group
9 children (75%) were rated as having minimal levels of anxiety and 3 (25%) as some.

The experimental group (n = 14) yielded a mean score of 1.57 (SD = 1.09) and the control group (n = 14) yielded a mean score of 1.46 (SD = .63). A Wilcoxon sign-ranks test did not reveal a significant difference between the experimental and control groups, -1.26, p > .05.

Qualitative Observations

A situation was observed in which the separation problem may be a problem of the parent letting go. In one case, the mother of an anxious child would not leave the room at the beginning of the day. The teachers suggested to the mother that she say good-bye to her child and leave. However, the mother insisted on staying in the room. From the observations made, it was believed that while the mother stayed the child more anxious anticipating the separation from the mother.

There were many instances in which there was a language barrier between the researcher and some of the subjects. It was observed that the researcher had
trouble establishing rapport with the children who did not speak English as their first language. In one situation, an Asian child that was highly anxious over separating from mother would come near the researcher but would not interact. It appeared as though the child did not understand what the treatment consisted of.

One highly anxious child that was observed did not want to be near anyone after separating from mother. When approached by the researcher, the child became more anxious and told the researcher to go away. Because the researcher was an unfamiliar person to the child, it is believed that this only compounded the anxiety for the child.

**School's Process for Initiating Children**

- Children and parents came and visited the school for an initial tour. The children and parents were then invited for an open house. The open house lasted for an hour. Children greeted their teacher with their parents, were allowed to explore the room for a freeplay session, and then the parents left the room for an informational session. The children were
allowed to stay in the room by themselves while the parents were in their session, but could go with their parents if they had difficulty in separating.

The descriptions of the highest and lowest scores is given to provide a clearer picture of the context in which the study was conducted.

**Highest scorers on pretreatment measure**

"Chad", (fictitious names have been used to protect the identity of the subjects) an Asian boy, screamed on his first day at school. He was brought by his mother and she stayed with him to try to comfort him. The teacher told his mother that it was best for her to go and she left after staying with her son for 5 minutes. He cried more after she left and then he went to his teacher for comfort. His teacher held him most of the morning as he cried and he did not engage in any of the play activities offered that morning. After about twenty minutes, the teacher put him down and he played in the gym by himself. When he was approached by the researcher, he screamed and backed away. He did not want to talk to
the researcher at all. He wouldn't even tell her his name. The researcher then backed away and did not approach him for 15 more minutes. After "Chad" had been playing in the gym for about 20 minutes, the researcher approached him again. He still backed away from her and would not let her 'invade' his space. The researcher tried to establish rapport with "Chad" but he would not allow for conversation. The researcher was never able to engage in conversation or play with "Chad" during the first day of school (first session of treatment).

During the second session, "Chad" cried the same amount when his mother left. The teacher held him the same as on the first day, but encouraged him more to take part in some of the free play activities. After about twenty minutes, he was calmed down enough to be away from the teacher. The researcher approached him and tried to establish rapport with him in the same way as in the first session, but "Chad" still would not converse with the researcher. For the remainder of the free play session, he stood by himself in the gym and did not engage in play with any of the other children.
During the third session, "Chad" cried when his mother left him, but he did not want the comfort of his teacher. He wandered around the room watching the other children play but he did not play with any of the children. He never participated in any of the activities during the free play session. The researcher was able to establish rapport with him. She talked to him about the different activities that were available to him in the room. At this point "Chad" did not want to read a story with the researcher. But he did become involved with an art activity.

In the rest of the sessions, the props were introduced and "Chad" joined the play sessions with the researcher. He eventually sat down and listened to the story and enacted scenes from the stories.

"Lisa" was an Asian girl and cried a lot on her first day. She would cling to her mother and would not let her mother leave the room. The head teacher told her mother that it was best to go, but the mother insisted that she stay with "Lisa" for a while. The mother stayed in the room and sat in a chair and
"Lisa" was fine with this arrangement. But as soon as the mother would get up to leave (around twenty minutes after school started) "Lisa" would cry. Eventually, the mother left after being in the room for a half an hour and "Lisa" would stay with her teacher. She would not speak to the researcher and did not seem interested in reading stories.

During the second session, "Lisa" cried and her mom stayed again for about 20 minutes. After her mom left, she sat on her teacher's lap and sat quietly but began to cry when put down. She never engaged in any of the activities in the room. She did not want to be involved with the researcher and cried when approached by the researcher.

By the third session, "Lisa's" mom did not stay. "Lisa" cried and stayed with her teacher for about ten minutes. Her teacher sat with her in a rocking chair near the researcher. "Lisa" was encouraged by her teacher to listen to a story read by the researcher. "Lisa" listened while her teacher was present but would cry when her teacher attempted to leave. Eventually, she stopped crying but stayed with her
teacher the rest of the school day.

When the props were introduced, "Lisa" would join the researcher to read and would eventually play with the props.

**The Lowest Scorer on the Pretreatment Measure**

On "Brian's" first day, his mom brought him to school, said 'good-bye' and left. "Brian" immediately participated in the activities available in the room. When he was approached by the researcher to read some books, he was willing to go with the researcher to the reading area. He talked to the researcher a lot and was interested in reading many books. He did not cry and did not want to stay with his head teacher at all. He was very comfortable with the researcher and joined the researcher every during every session.
CHAPTER 5
Discussion and Conclusions

The purpose of this study was to examine the usefulness of biblioplay for minimizing anxiety associated with entrance to nursery school. The hypothesis tested stated that children who receive play training designed to liquidate potential separation anxiety associated with the transition to school will have scores that differ significantly from a control group on the Hall (1967) Inventory of Separation Anxiety. The findings demonstrated that there was not a significant difference between the experimental and control group and thus, did not support the hypothesis tested.

One explanation for the nonsignificant findings may be attributed to the procedure used by the researcher. The procedure might have been more effective if the caregivers of the children had received training on the process of biblioplay before the actual separation occurred on the child's first day of school. It is suggested that if the caregivers engaged in the biblioplay sessions before the child's separation experience, the child would be able to better
anticipate the separation and therefore, have lower levels of separation anxiety.

In this study, the use of a larger sample size may have led to more reliable findings. According to Piaget (1952/1962) anxiety should be able to be liquidated through symbolic play. However, the sample of the present study did not include enough highly anxious subjects (only seven percent of the subjects were rated as highly anxious). By having a larger sample size, the effects of treatment, if any, are more likely to be seen.

The sample for this study included many Asian children (18%) who spoke only their native language or who spoke both their native language and English. Treatment might not have been effective for these subjects because of the language barrier between the these children and the researcher. Future studies should take into consideration a possible language barrier between subjects and researchers. One way to overcome language barriers might be to have the parent or parents administer the treatment condition at home.

The separation problem for some of the children may have been a problem of the parent not wanting to
let go. It was observed that some parents of the most highly anxious children did not leave the classroom after taking their child to school. It is possible that if the parents were facilitators of the bibliplay sessions that the parent’s may be able to overcome their anxiety over separating from their child.

It was the children's choice to participate in the treatment. It was observed that not all children came to treatment, and thus, did not have the opportunity to receive treatment. One suggestion for ensuring that all children become familiar with the story and receive treatment would be to read the story during circle time and then follow-up with the bibliplay sessions individually.

The lead teachers reported that the first day of preschool was not typical for indicating the normal amounts of anxiety over starting preschool. It was observed that the children appeared to be more anxious on their second and third day of school rather than the first. It is believed that more accurate levels of separation anxiety on Scale 1 could have obtained on the second or third day of school.
Traditional bibliotherapy for adults and adolescents is based on the assumption that a cathartic affect is taking place (Lenkowsky, 1986). Future research needs to verify this as a valid assumption. It is suggested that if the same principles for bibliotherapy are applied to preschoolers, bibliotherapy should produce a cathartic effect with children of this age. Researchers need to adapt the components of adult and adolescent bibliotherapy to a more developmentally appropriate level for preschool-aged children.

In the present study, a positive result was not obtained through the use of biblioplay. It is possible that the cathartic function was not working because the props that were used might not have been effective for producing a cathartic effect. It is also possible that the environment in which the treatment occurred might have been overwhelming for the subject thus putting the odds against obtaining a therapeutic effect.

The preschool that was used in this study used an initiating process that did not entirely follow the traditional recommendations as suggested by Read
(1986). First, the children and parents came and visited the school for an initial tour. The children and parents were invited to attend an open house. The open house lasted for an hour.

One way that parents can help their children adjust when entering preschool for the first time, is to allow children the opportunity to experience the recommendations as suggested by Read (1976). First, she suggested that there should be a conference between the teacher and parent or parents. Second, the parents and child should visit the school. The third step suggested by Read (1976) involves the child and the parents visiting while school is in session.

Recommendations for Future Research

1. The study should be replicated with a larger sample of children to increase the confidence of the conclusions made.

2. Parents of the children could be trained to administer the treatment at home before the child starts school and the effects should be assessed.

3. Future research should be conducted using the Ainsworth Strange Situation paradigm to observe separation stress. Also, the degree to which
children engaged actively in depicting separation issues could be recorded from play observations.

4. Future research with this procedure should be structured in which the lead teacher takes on the role of the researcher. It is possible that the teacher will be more familiar to the children and the children will be more willing to receive the treatment offered.

5. Background information on the subject's past separation experiences should be recorded to correctly measure the change in anxiety level.

6. Future research should use the biblioplay studies as a case study using only highly anxious children. This would allow for the researcher to look for changes in the child's level of anxiety and could be used to refine changes in the strategy for therapy.

7. Poor reliability of the measuring instrument may be a reason for not finding group differences in anxiety if they existed.

This study on the effects of biblioplay on anxiety related to first preschool experiences produced potential contributions and implications for parents, teachers, and those who work closely and come into
contact with young children. This study attempted to test one way of reducing the anxiety associated with entrance to preschool. The indication that biblioplay conducted after the first day of preschool does not produce significant results in reducing separation anxiety suggests that other approaches for working with these children need to be formulated.
References


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Appendix A

Hall Inventory of Separation Anxiety

Child's Name ____________________

1. When this child began nursery school this year, how much difficulty did he/she have in separating from mother/father?
   1. Minimal
      (child showed almost no fear or hesitancy in leaving his mother; he was self-confident and eager about nursery school from the first)
   2. Some
      (child was somewhat hesitant and timid at first, but separated from mother/father after a little reassurance; quickly became involved and happy in school)
   3. Moderate
      (child clearly was reluctant to separate and was very timid or somewhat upset; repeated reassurances and a little help from the teacher might have been necessary)
   4. Considerable
      (child was quite openly fearful and upset about
being left by his mother; intensity of problem was such that some special techniques on the part of the teachers were necessary)

5. Marked
(child showed an unusually high degree of fear, anger, or upset, perhaps bordering on panic; mother could not leave without precipitating a crisis; took child unusually long time to adjust to separation; child sought constant reassurance for some time that he would be reunited with his mother, would begin anxiously looking for her early in the morning, etc.)

II. How much difficulty in separating from his mother has the child shown in the past two weeks or so?

5. Marked
(extreme emotional scene nearly every day around separation; child's behavior throughout the day is profoundly affected by his loss; or perhaps separation is not accomplished and mother's presence is still required at school).

4. Considerable
(separation is quite difficult nearly every day; perhaps a teacher has to help with separation;
child is unhappy for some time after his mother leaves, and perhaps asks for her during the day).

3. Moderate

(child is somewhat upset or disturbed by separation, but accepts it; child has developed techniques for making separation easier for himself, such as using a teacher or another child as support in separating; takes child a little while to become happy and involved in school after separating, but he eventually makes an adequate adjustment).

2. Some

(child occasionally balks at actual point of separation, shows some hesitation, or in some other indirect, subtle way show that he would prefer not to leave his mother; once mother is gone, child quickly becomes happily involved).

1. Minimal

(separation is accomplished each day in a smooth, matter-of-fact way).

III. Generally, how much anxiety around the problem of separation do you feel this child experiences?
1. Minimal
   (separation is in effect of little concern to this child).

2. Some
   (child may have some fantasies about separation and some concerns but they affect his behavior and adjustment very little).

3. Moderate
   (child would probably be upset by an actual separation experience and occasionally worries bout it; while he has definite fears in this regard, they do not interfere with his functioning to any great extent).

4. Considerable
   (separation is quite threatening to this child, a significant problem and a fairly consistent source of anxiety and worry to him).

5. Marked
   (separation is a preoccupation of great intensity which interferes with and invades many areas of this child's life; it is the over-riding problem in his life).
APPENDIX B

Parent Information Letter

Dear Parents,

In partial fulfillment of the requirements for my Master's degree in Family and Child Development, I am conducting a research project on the use of books and symbolic play in helping pre-school aged children to internalize stories. I would like to ask your cooperation in permitting your child to participate.

During freeplay, the experimenter will introduce the children to a book and then engage the children in either a depiction of the story session for six consecutive days. At the end of the six days, your child's level of internalization of the story will be assessed by his/her teacher.

No child will be forced to participate if he or she does not want to. Children will be seen in groups of 3.

All information will be kept confidential. After the data is collected and analyzed, the results will be shared with the parents.

Please complete the attached form and return it to your child's teacher. If you have any questions please contact the researchers. Thank you.

Christina M. Aveni
Graduate Student
552-8612

Dr. Cosby S. Rogers
Associate Professor
231-4793
APPENDIX C

Parent Consent Form

I have received an explanation of the nature of this study and I understand that I may withdraw my child from the study at any time. I understand that all information collected in this study will remain confidential.

I give permission for my child to participate in this study.

Name of Child: __________________________

Child's Gender: __________________

Child's Birthday: month _____ day_____ year ____

Name of parent or guardian: ______________________

Signature of parent or guardian: ______________

_____ Yes, I am willing to have my child participate.

_____ No, I do not wish to have my child participate.
Appendix D

Scenes from *Berenstain Bears Go to School*

At the end of the summer, Sister Bear felt uneasy about attending school. She went to visit the school with Mama Bear. She met her teacher and became familiar with the classroom. On the first day of school, Sister Bear rode the bus with Brother Bear. When they arrived at school, Sister Bear participated in many activities. At the end of the day, Sister Bear realized that school was fun.

Scenes from *Will I Have a Friend?*

It was Jim's first day of school and he wondered if he would have a friend at school. Once at school, Jim met many of the girls and boys in his class. He watched them play as he moved around the room. Soon, it was time for a snack and a story. Jim sat next to a boy named Paul for story time. He and Paul became friends. When Jim's dad came to pick him up at the end of the day, Jim told his dad that he has a friend at school.
Scenes from Umbrella

Momo is the name of a little girl who was born in New York. For Momo's third birthday she was given an umbrella and a pair of boots. She waited and waited for it to rain so she could wear her boots and use her umbrella. One day it finally rained and Momo got to use her umbrella and boots on her way to school. When it was time for Momo to go home from school, she did not forget her umbrella and boots.
APPENDIX E

Episodes Depicted

1. separating from the mother
2. being greeted by the teacher
3. participating in constructive activities
4. snack
5. story
6. return home to reunite with the mother
### APPENDIX F

Scores on Hall (1967) Inventory
Experimental Group

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**Means**
- M = 2.08
- SD = 1.08

Control Group

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**Means**
- M = 2.00
- SD = 1.28

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CHRISTINA M. AVENI
1200 Hunt Club Road #108
Blacksburg, VA 24060
(703) 552-8612

EDUCATION:
M.S., Child Development, December, 1992
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY, Blacksburg, Va
Thesis: The Effects of Biblioplay on Anxiety Related to First
Preschool Experiences

B.S., Child Development & Family Studies, December, 1990
WEST VIRGINIA UNIVERSITY, Morgantown, WV

EXPERIENCE:
Administrative Assistant
Laboratory School of the Department of Family and Child
Development, VPI&SU, Blacksburg, VA
August 1991 - May 1992
- Substitute teacher: Provided support to head teachers by
  coordinating class activities and supervising undergraduate
  student assistant teams.
- Assisted with NAEYC reaccreditation.
- Processed applications for admittance into the Lab School.
- Maintained waiting list and inventory of materials and toys.
- Assisted with daily food preparation.

Infant Development Specialist
WWU Children's Hospital of the Department of Pediatrics, Ruby
Memorial Hospital, Morgantown, WV
August 1990 - December 1990
- Administered developmental assessments of patients in Neonatal
  Intensive Care Unit, Stepdown Unit, Newborn Nursery, and
  Pediatric High Risk Clinic.
- Developed infant stimulation programs for patients.
- Consulted with attending physicians on progress of patients.

Child Life Assistant/Volunteer
WWU Children's Hospital of the Department of Pediatrics, Ruby
Memorial Hospital, Morgantown, WV
August 1988 - May 1990
- Provided supervision of patients in playroom.
- Designed and implemented activities for patients.
- Coordinated field trips.
- Conducted informational sessions and tours of Children's
  Hospital for visiting nurses and physicians.
Co-Teacher
The Appletree Preschool, Manassas, VA
- Designed and implemented classroom activities for two-year olds.

Co-Teacher
Children's World Learning Center, Manassas, VA
May 1987 - August 1987
- Designed and implemented classroom activities for two-year-olds.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS
Society for Research in Child Development
National Association for the Education of Young Children
Virginia Association for Early Childhood Education
Virginia Tech Association for Early Childhood Education
Southern Association on Children Under Six
Phi Upsilon Omicron National Honor Society in Home Economics

PRESENTATIONS
Seminar presented at the parenting workshop of the Convington Junior Woman's League, Covington, VA.


Christina M. Aveni