

COMPARING THE USE OF CINEMATHERAPY AND BIBLIOTHERAPY TO TEACH
CHARACTER EDUCATION: A QUASI-EXPERIMENTAL STUDY

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ABSTRACT

Character education, a psychological construct which emphasizes educational strategies and targets the specific moral development needs of children (Berkowitz & Bier, 2007), is often taught in the school setting through direct instruction by the school counselor using simple tools such as books and movies. However, there is absence of literature comparing the effectiveness of these tools for providing character education. The purpose of this quasi-experimental study was to compare the effectiveness of bibliotherapy (using books in counseling) and cinematherapy (using movies in counseling) on third grade students' understanding of character education. Third grade students at four schools were randomly assigned by classroom to one of three groups: intervention with books, intervention with movies, or the control. School counselors at four elementary schools presented six classroom guidance lessons focusing on the six character traits of Character Counts! (2017): caring, citizenship, fairness, kindness, respect, and responsibility. The students' understanding of these character traits was assessed with a pre- and post-intervention test using a researcher developed instrument, Understanding Character Traits Survey (UCTS; Davis, 2017). The psychometric properties of the instrument were investigated using the Rasch model. Rasch model indices of item difficulty, person locations, along with item and person fit statistics were investigated. The researcher-developed instrument exhibited acceptable psychometric properties in the sample examined in this study. Results of the data collected from students' pre- and post-intervention tests indicate that all groups improved their understanding of character traits over time

regardless of intervention group. Therefore, classroom guidance lessons using bibliotherapy and cinematherapy were not supported as mediators in the students' understanding of character education traits based on pre- and post-test results. There was a statistically significant change in scores between the pre-test and post-test indicating that time was a factor in students' understanding of character. This study highlighted the value of time on students' understanding of character and will serve to contribute to future research on character education, bibliotherapy, and cinematherapy and their roles in classroom guidance lessons.

DEDICATION

To my family, especially my husband Ron, whose encouragement and support convinced me that not only was I capable of completing this degree, but also that I deserved it.

LIST OF ABBREVIATIONS AND SYMBOLS

α	Cronbach's alpha, a measure of internal consistency
η^2	Eta square, a measure of effect size
ICC	Intraclass correlation coefficient: measures the reliability or ratings of clusters
F	Fisher's F ratio: A ration of two variances
Logit	Logarithm of the odds
MSE	Mean squared error
n	Sample size
p	Calculated probability: the probability of finding the observed, or more extreme, results when the null hypothesis of a study question is true
ρ	ICC coefficient for the relatedness of clustered data
=	Equal to
<	Less than

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CHAPTER I

INTRODUCTION

Character education is a educational practice which emphasizes educational strategies and targets the specific moral development needs of children (Berkowitz & Bier, 2007). Early views on character development were examined by Aristotle (349BC/2000) and shared in *Nicomachean Ethics*. Aristotle believed that that youth character development was guided by adults; therefore, parents, teachers, coaches, and other adult leaders shape the character of children (Park, 2004).

In today's culture, teachers play a significant role in either directly or indirectly shaping the character of their students (Berkowitz & Bier, 2005). Further, since the 1990's, state and federal governments have also been involved in legislating the inclusion of character and moral education in the school setting (Berkowitz & Bier, 2007). Additionally, all schools in the state of Alabama (the state in which this study was completed) are mandated to devote a portion of instructional time each week to character education (1995 Accountability Law). Given that the state of Alabama does not mandate how character education is taught; schools have the flexibility to implement their own programs.

There are two typical pathways to explicitly teach character education in K-12 schools in the U.S. The instructional routes have often been through the reading of books or watching movies. The school counselors are naturally involved in facilitating and reinforcing character education discussions in the school environment, based on their training and expertise.

School counselors must find creative ways to meet the needs of all students in their school buildings. Researchers have noted that stories shared through books and movies provide brief narrative counseling in the school setting (Eppler, Olsen, & Hidano, 2009). Further, the stories can be used in a variety of counseling interventions, including during classroom guidance lessons, as well as in individual or small group counseling sessions (Davis, Wilcoxon, & Townsend, 2017).

Bibliotherapy and Cinematherapy

Bibliotherapy, defined as using books or reading materials to help solve problems, has been found to convey important lessons to children (Aiex, 1993). Further, cinematherapy, which has roots in bibliotherapy, is the use of visual media to tell a story which may help a client solve problems (Sharp, Smith, & Cole, 2002). Benefits of bibliotherapy and cinematherapy have been recorded in many research studies over time. For example, bibliotherapy has been connected to improved self-concept, reading-readiness, and achievement in children (Jaquinta & Hipski, 2006). Cinematherapy has been found to support the development of coping skills (Marsick, 2010), provide insight for those with relationship problems (Egeci & Gencoz, 2017), and help reduce anxiety (Dumtrache, 2014). In both bibliotherapy and cinematherapy, the characters in the stories model effective coping strategies to the students (Borders & Paisley, 1992; Sharp et al., 2002).

Bibliotherapy has been shown to be an effective intervention. For example, Cook, Earles-Vorath, and Ganz (2006) stated, “The underlying premise behind bibliotherapy is that students identify with literary characters similar to themselves, an association that helps students release emotions, gain new directions in life, and explore new ways of interacting with peers and adults” (p. 93). The literature on bibliotherapy proposes that benefits of bibliotherapy may

include improved self-awareness; greater empathy for others and other cultures; greater appreciation of one's own culture and identity; improved understanding of one's own values, thoughts, feelings, or behaviors; decreased stress; and improved problem solving and coping skills (Pehrsson & McMillen, 2010).

While many articles have been written on the theory of bibliotherapy (Borders & Paisley, 1992; Briggs & Pehrsson, 2008; Cook et al., 2006; Davis et al., 2017; Prater, Dyches, & Johnstun, 2006), the topic still lacks research (Detrixhe, 2010; Jack & Ronan, 2008; Moulton, Heath, Prater, & Dyches, 2011). Information about the role that bibliotherapy plays in classroom guidance lessons on character education appears to be missing from the literature.

The sharing of stories that contain positive moral exemplars can aid children in the development of strong moral character (Park, 2004). In addition, books and movies are another medium that can be used to share strong character examples. Movies have been found to have a more powerful effect on people than any other art medium (Wedding & Niemiec, 2014). While the literature has suggested that cinematherapy is effective (Sharp et al, 2002; Wedding & Niemiec, 2003), there is a lack of quantitative research on the effectiveness of cinematherapy (Egeci & Gencoz, 2017).

Problem Statement

Evidence-based character education programs that are implemented school-wide have proven to be effective (Berkowitz & Bier, 2005, 2007; Social and Character Development Research Consortium, 2010). For example, Berkowitz and Bier (2007) analyzed 73 empirically-studied character education programs. They found that 88% of the character education programs grounded in empirical research were effective. A meta-analysis of empirical studies indicated that character education programs were effective at producing change in four areas: risky

behaviors, pro-social competencies, school-based outcomes, and general social-emotional functioning (Berkowitz & Bier, 2005). Yet, despite the mandated instruction of character education, many schools do not apply the whole school character education program approach.

In contrast, schools have typically preferred to create their own character education programs. For example, many schools choose to implement character education through the application of a framework from an organization like Character Counts! (2017) or Jubilee Center for Character and Virtue (2017). Schools have often chosen these frameworks rather than employing the research-based character education programs (Berkowitz & Bier, 2005).

Even with the popularity of the grassroots or home-grown character education programs frequently utilized in the schools, there is little research on the effectiveness of these programs (Berkowitz & Bier, 2005, 2007). Thus, the need to examine the system-based or school-based programs used to teach character education is essential.

Research has shown that stories are effective at producing change in student behavior and character in college-aged and middle school populations (Han, Kim, Jeong, & Cohen, 2017; Smithikari, 2016). Smithikari found that university students showed a significant increase in positive character traits and behaviors after participating in a movie-based sociology course as compared to their peers whose course did not involve movies. Likewise, Han et al. indicated that positive moral role models, or moral exemplars, motivated students to increase their volunteer service. With these findings with college-aged students and 8th grade students, additional research that sheds light on the use of stories and movies to teach character education to K-12 children could be valuable.

With these thoughts in mind, this study had three goals: (a) to examine whether or not a brief intervention with books leads to better student understanding of character education topics,

(b) to examine whether or not a brief intervention with movies leads to better student understanding of character education topics, and (c) to compare the effectiveness of cinematherapy and bibliotherapy when used to teach character education topics during classroom guidance sessions.

Sub-Problems

1. Are counselors adequately trained to use bibliotherapy/cinematherapy?
2. Is bibliotherapy/cinematherapy appropriate for classroom guidance lessons?

Research Questions

This research seeks to answer the following questions:

1. To what extent are classroom guidance lessons using bibliotherapy effective at producing positive change in third grade students' understanding of the six character traits in Character Counts! (2017)?
2. To what extent are classroom guidance lessons using cinematherapy effective at producing positive change in third grade students' understanding of the six character traits in Character Counts! (2017)?
3. To what extent are there differences in the effectiveness of classroom guidance lessons using bibliotherapy and classroom guidance lessons using cinematherapy for producing positive change in third grade students' understanding of the six character traits in Character Counts! (2017)?
4. What are the psychometric properties of the Understanding Character Traits Survey (UCTS; Davis, 2017)?

Null Hypotheses

1. There will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) for the three classroom guidance intervention groups (book, movie, and control).
2. There will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) between the pre-test and post-test time points.
3. The effect of time on average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) will not vary depending on which treatment group (book, movie, or control) third grade students were assigned to.

Definitions

For the purposes of this study, the following terms are defined:

Bibliotherapy is the application of books to the therapeutic process as a means of helping students deal with presenting problems (Briggs & Pehrsson, 2008; Pardeck & Pardeck, 1993).

Character Counts! is a character education framework developed by the Josephson Institute that focuses on the six pillars of character education: trustworthiness, respect, responsibility, fairness, caring, and citizenship (Character Counts!, 2016).

Character education focuses on a subset of child development known as character. This subset is composed of psychological characteristics that regulate a child's ability to be ethical, self-managed, and socially responsible (Berkowitz & Bier, 2005).

Cinematotherapy is the application of movies and films to the therapeutic process as a means of helping clients deal with presenting problems (Sharp et al., 2002).

Classroom guidance lesson refers to psychoeducational instruction provided by a school

counselor to a classroom of students.

Six pillars of character refers to the six core character traits developed by the Josephson Institute's Character Counts! (2016). These traits are trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Assumptions of the Study

1. All students can learn the six pillars of character in Character Counts! (2017).
2. School counselors are adequately trained to teach character education.
3. The six pillars of character education are not being taught through bibliotherapy or cinematherapy by anyone else in the school building.
4. Students have the ability to complete the Understanding of Character Traits Survey.
5. Students will honestly complete the Understanding of Character Traits Survey.

Limitations of the Study

1. The study has limited potential generalizability due to the narrow population and specific situation.
2. The study is limited to a small population of students in four schools.
3. The character education program being used contains six lessons which provides for a relatively brief intervention period.
4. The study is limited to a localized geographical area in one state in the southeastern part of the United States and the results may not be generalizable to other populations.
5. The survey used in this study relies on self-reported data which can be affected by personal bias on the part of the student.

6. The previous and concurrent character education training of students is not taken into consideration.
7. The effectiveness of the school counselor is not taken into consideration.

CHAPTER II

REVIEW OF RELATED LITERATURE

Character Education

Character education can be traced to Aristotle in ancient times (Walker, Roberts, & Kristjánsson, 2015). Aristotle (349BC/2000) in *Nicomachean Ethics* hypothesized that character and moral virtue were essential for a person to flourish in life. This Aristotelian view emphasized the development of virtues through practice and the cultivation of phronesis (practical wisdom). Further, early evidence of moral education in the United States can be found in the teachings of the Puritans in 1620 (McClellan, 1999). Historically speaking, character development and schools were connected (McClellan, 1999) until the post-Sputnik era when, in an effort to compete with the Soviet Union, the United States switched its educational focus wholly to an academic perspective (Berkowitz, 2009). However, between the mid-1960's and the 1990's, there was a reemergence of the character education programs and influence in schools in the United States (McClellan, 1999; Walker et al., 2015).

The value of character is relevant today as cultivation of character is believed to be connected to individuals who flourish and are well-rounded. Governments mandate that children not only receive academic education but also character education (Nucci, Narvaez, & Krettenauer, 2014). Nucci et al. reported that over 80% of states in the United States have mandates concerning character education. Other countries, such as China, Canada, Korea, and Japan also include character education within their national curriculum (Nucci et al.). Furthermore, the U.S. Senate annually passes a resolution and the President of the United States

issues a proclamation recognizing one week in October as “Character Counts! Week” (Character Counts!, 2016; Peterson, O’Conner, & Fluke, 2014).

In an era of standards-based instruction, when education is emphasizing the teaching of core standards, school personnel can be conflicted on when and how to include character education in a full curriculum of instruction (Stiff-Williams, 2010). To add to the complexity, with the current mentality and the weight of student testing results, teachers often focus on providing answers for objective questions, and perhaps deemphasize teacher ability and time for such curricular activities as character development (Levingston, 2009). Yet, in contrast, Berkowitz (2009) believed that, “Academic learning was never intended to be the sole or even the prime purpose in education. Education was foremost intended to prepare students to become democratic citizens, which includes the formation of virtuous character” (p. 10). From Berkowitz’s perspective, teachers have lost their perspective. He acknowledged that teachers must do more than simply teach facts; they must teach reasoning, logic, and character (Berkowitz, 2009).

Historical, Philosophical, and Theoretical Approaches to Character Education

Character education can be viewed through many different lens and approached in different ways across time. Between the mid-1960’s and the 1990’s, with the resurfacing interest in character education, new approaches have emerged (McClellan, 1999). To illustrate, newer programs encompassed “values clarification, cognitive developmentalism, and a feminist approach that emphasized an ethic of caring” (McClellan, 1999, p. 79). Nucci et al. (2014) detailed three approaches to character education, including: (a) traditional character education, (b) rationalist or contemporary approach, and (c) emotional approach. Each approach will be discussed separately.

The first method is the traditional character education approach. Educators who subscribe to a traditional or Western approach believe that character development is related to virtues, as Aristotle surmised in 349 BC and is influenced by our social interactions and our personality (Nucci et al., 2014). In a traditional approach, academics take precedence and schools define the rules and values, and the school has a clear policy on what is acceptable and unacceptable behavior (Wynne, 1991). Further, traditional character education instruction in the United States infuses moral values into the curriculum with the core content being taught while the teacher serves as an exemplar of moral speech, thought, and values (Was, Woltz, & Drew, 2006; Wynne, 1991). Stiff-Williams (2010) supported the integration of character education into the current curriculum as it is a way to address both required content standards and instruct students in moral decision-making.

The second method is the rationalist or contemporary approach. Contemporary character education emphasizes critical thinking about moral and ethical problems, rather than didactic right and wrong (Was et al., 2006). Those who take a rationalist or contemporary approach are influenced by the work of Piaget (1932) and Socrates (469-399 BC) and propose that character development is based upon reason and judgement (Nucci et al., 2014). This approach encourages pupils in collaboration with adults to define values and set limits (Wynne, 1991). Moral discourse is a priority and academics are secondary to character (Wynne, 1991). As a result, contemporary character education often focuses on moral lessons and character vocabulary (Was et al., 2006).

The third method is the emotional approach, one that focuses on the role of emotion in character development and approaches the topic from an attachment theory, social-emotional learning, or mindfulness perspective (Nucci et al., 2014). Lickona (1991) believed that emotion

is an important part of character education, but that it is often overlooked. The emotional aspects of character can be divided into six areas: (a) feeling responsible for doing right and wrong, (b) valuing and respecting oneself, (c) experiencing empathy, (d) valuing what is good, (e) having self-control, and (f) having humility (Lickona, 1991).

For some educators, the method of implementation of character education is considerably more crucial than the approach to teaching it. As far as implementation, the approach can be curricular versus instructional. In a curricular approach, separate lessons are taught to address specific moral values (Was et al., 2006). The curricular approach to education should be an easy fit in the school setting as academic curriculum is the main focus of schools, and this approach allows character education to be taught during instructional time with any subject (Lickona, 1991). In an instructional approach, the culture and climate of the school along with the modeling of the teacher are crucial to the implementation of the character education program (Was et al., 2006). The instructional role makes values such as respect and responsibility integral parts of the classroom environment (Lickona, 1991).

Character education programs may also be formal or informal approaches. Formal character education programs have specific lessons which are directive and intentional, for example, students reflect on moral issues or debate moral topics (Lickona, 1991). Conversely, informal character education relies on the environment (e.g., posters in the hallway and words of the month) and seeks teachable moments (Was et al., 2006). These types of programs may overlap and several elements may appear in any one character education program (Was et al., 2006).

Goals of Character Education

The goals of character education are expressed in different terms. The traditional dichotomy of virtues from Aristotelian character education are intellectual virtue (courage, temperance, and liberality) and moral virtue (wisdom which governs ethical behavior) (Ariostotle, 2000). Contemporary researchers still struggle with this dichotomy. For example, both Kagan (2001) and Bellar (2002) considered virtues to be the desired outcome of character education. However, these authors do not agree on the definition and specifics of the term virtues. While Bellar (2002) groups virtues into two categories- moral and social- Kagan (2001) conversely places virtues in three different categories: personal, relational, and community. Still, other researchers have postulated that the goal of character education is to promote personal, social, and academic development of students (Splittgerber & Allen, 1996). According to Ryan and Lickona (1992), character education involves three areas: the head (understanding), the heart (caring), and the hand (acting). It is through developing, strengthening, and maintaining strong character that we can help youth live happy and healthy lives (Park, 2004).

Effectiveness of Character Education

Overall, the terms used in association with goals are often abstract in nature, like respect and integrity, and are difficult to measure (Was et al., 2006). Nonetheless, research indicates that character education programs can be effective. For example, Berkowitz and Bier (2007) analyzed 73 empirically studied character education programs and found that 88% of those programs were effective. Further, a meta-analysis of empirical studies indicated that character education programs are effective at producing change in four areas: risky behaviors, pro-social competencies, school-based outcomes, and general social emotional functioning (Berkowitz & Bier, 2005).

Other studies have also shown the effectiveness of character education programs. For example, bonding to school personnel and school activities can be intensified by the implementation of a school-wide character development program and the addition of a six-week summer program (Miller, Kraus, & Veltkamp, 2005). Character education programs can also help special needs students with responsibility, teamwork, cooperation, respect for diversity, and friendship (Muscott & O'Brien, 1999). A 3-4 year longitudinal study in three different geographic locations conducted by Washburn et al. (2011) demonstrated that a social emotional character development program can help decrease the normal declining trajectory of positive behaviors that occurs developmentally in most children. Character education has also been found to increase social competence which is connected to improved academic performance (Elias & Haynes, 2008).

Measurement of Character Education

Character can be as challenging to assess as it is difficult to define. According to The Jubilee Center for Character and Virtues (2017), there is not a definitive list for character education traits. Therefore seeking to measure character education can be challenging as the terms may be abstract (Was et al., 2006). Researchers who ~~do seek to~~ measure character education generally focus on one of three areas: (a) virtue and knowledge, (b) moral reasoning, and (c) practice of the virtue (Jubilee Center for Character and Virtues, 2017).

As a result, character can be assessed in several ways. The most popular instruments for assessing character education are the Five Factor Model (Goldberg, 1993) and the VIA Classification of Strengths and Virtues (Peterson & Seligman, 2004) which connect character and personality assessment. Character may also be measured using outcome data such as absentee rates, discipline referrals, and academic success (Was et al., 2006). Additionally,

informal evaluations of teacher and student perception are common tools used to measure the effectiveness of character education programs (Lemming, 1993).

Instructional Practices of Character Education

Character education programs differ in implementation style. Approaches vary with some using whole school programming while others choose class-room lesson instruction or peer facilitation (Berkowitz & Bier, 2007). Additionally, the emphasis of character education programs can be very specific (substance abuse and violence) or very broad (moral and character values; Berkowitz & Bier, 2007). Several instructional practices are used in successful character education programs: professional training for those implementing the program, interactive programming, direct teaching methods, family and community stakeholder involvement, and modeling/mentoring (Berkowitz & Bier, 2005). Character education programs also differ in their composition. While most programs have a number of elements which emphasize character in students, Berkowitz and Bier (2007) believe that programs which use one strategy will not be effective in producing change for students in their behaviors, thoughts, development and attitudes concerning social and moral issues. Yet, there is little research in the area of isolated individual practices in character education (Berkowitz & Bier, 2005).

Comprehensive programs. Programs which are comprehensive in nature are preferred by character education program developers (Berkowitz & Bier, 2007). However, many schools do not have the financial resources or time to devote to the implementation of such programs (Berkowitz & Bier, 2007). Positive Action (2017) is an example of a character education program, developed by Carol Gerber Allred in 1977 and revised over 30 years (Washburn et al., 2011). The Positive Action curriculum costs around \$350 for one class kit (Positive Action, 2017).

Cooperative learning and class discussions. Research indicates that cooperative learning and class discussion are effective practices for producing both positive academic and character development in students (Berkowitz & Bier, 2005; Lickona, 1991). Cooperative learning teaches cooperation, builds community, teaches life skills, improves overall student performance (emotionally and academically), and decreases student competition (Lickona, 1991). One specific type of cooperative learning activity used in character education, moral dilemma discussions, has been studied for over 40 years, and a meta-analysis of these studies indicate their effectiveness in the development of moral reasoning (Berkowitz & Bier, 2005). Other forms of cooperative learning include partnering, group seating, team learning, small group projects, and jigsaw learning (Lickona, 1991).

Modeling. One of the most frequently used methods is modeling. Modeling promotes character development through the presentation of moral characters (Kristjánsson, 2006). Bandura (1969) and Bandura and McDonald (1963) found that exposing children to adult moral models could produce sustained change in moral judgement. Today, moral models may come in one of three forms: role models like teachers, voluntary guides like mentors, or moral exemplars in movies, books, or other material (Kristjánsson, 2006). In order for modeling to be effective, the model presented should be realistic and attainable (Han et al., 2017). Further, a study concerning exemplars in Korea and Japan found that students responded more positively to moral exemplars who were ordinary people of similar backgrounds concerning gender, social roles, ethnicity, and nationality than to historical male role models (Han, Park, Kim, Jeong, Kunii, & Kim, in press). Modeling has also recently proven to be effective in promoting volunteer service (Han et al., 2017).

Character word based programs. Character words are often used in character education programs, but there is little research to assess them. Outcome research often does not focus on the character words used in programs such as Character Counts! (Berkowitz & Bier, 2005). Some researchers argue that these character words are abstract concepts which makes them difficult to assess (Berkowitz & Bier, 2005). In order to assess these terms, character knowledge must be assessed (Berkowitz & Bier, 2005). Berkowitz and Bier (2005) suggest that there is not enough research available concerning the use of character word based programs to determine if using character words as the focal point of a character education program is effective or not. They do propose that simply posting and talking about the words without modeling them and fostering them in the school culture is ineffective (Berkowitz & Bier, 2005).

Frameworks. Oftentimes, character education in schools does not come from scientifically studied programs (Was et al., 2006). Many schools choose to implement character education through the application of frameworks from organizations like *CharacterPlus* (Sanford N. McDonnell Center for *CharacterPlus*, 2017) or Character Counts! (2017) instead of using a scientifically-based character education program (Berkowitz & Bier, 2005). The Jubilee Center (2017) from the University of Birmingham in England has also developed a framework for character education which is popular in the United Kingdom. The Jubilee Center proposes that virtues can be “caught,” “taught,” and “sought” (p. 8), and their framework promotes a school modeling and teaching moral education and offering students opportunities to develop personal habits that exhibit good character.

Character Counts! (2017) of the Josephson Institute is the most widely known of the character education programs in the United States (Christopher, Nelson, & Nelson, 2003). Character Counts! is a comprehensive character education program used throughout the country

(Peterson et al., 2014). The organization publishes their own case studies showing the program improves academic achievement and reduces problem behaviors, but to date, no data has been published in peer-reviewed academic journals on the effectiveness' of the Character Counts! program (Peterson et al., 2014).

Implementation of Character Education

Berkowitz and Bier (2005) offered several suggestions for implementation of character education programs within in a school. The authors' suggestions include: (a) choose what works and matches the school's goals, (b) train those who will implement the program, (c) rally support from leadership, (d) assess the program, (e) focus on staff culture, (f) develop student bonding to school, (g) plan for long-term sustained commitment to the program, (h) combine efforts with other programs, and (i) include stakeholders like parents and community members throughout the process.

Multicultural Implications of Character Education

There are a number of multicultural implications to consider. Culture is an important component of character in the United States. Further, because of diverse cultures represented in the United States, how character education programs are developed and measured is fundamental. Researchers and developers must be culturally sensitive and aware of culturally-bound traits such as individuality and autonomy (Park, 2004). According to Character Counts! (2017), good moral character is not automatically developed; therefore, deliberate efforts should be made to foster moral development in children and adolescents with values that are universal and multi-cultural (Character Counts!, 2017). Despite best practices encouraging the promotion of universal values, culturally biased values are often unconsciously taught by educators (Christopher et al., 2003).

The needs of special populations must also be considered when implementing a character education program. Muscott and O'Brien (1999) reported that special needs students, specifically those with severe emotional disturbances, are often the ones with the most need when it comes to the development of character as they lack specific character based skills like respect, responsibility, and honesty. Addressing the character education needs of special populations is essential.

Criticism of Character Education

The major criticism of character education relates to measurement. While character education seems like a panacea when one looks at outcome research, Was et al. (2006) postulated that character education research does not properly measure outcomes of the character education programs. For example, most concerning to the researchers was the frequency of the measurement of attitude change toward the school or program to the exclusion of other outcome data. Another concern was the frequency of measurement of behavior based on perception data like attendance and academic achievement (Was et al.). Furthermore, research was absent from both the character education program development and school selection of a program (Berkowitz & Bier, 2007). Overall, Was et al. pointed out the need for experimental and quasi-experimental designs using pre-test post-test to produce valid outcome data in character education research (Was et al., 2006).

Bibliotherapy

Bibliotherapy is the application of books to the therapeutic process as a means of helping students deal with presenting problems (Briggs & Pehrsson, 2008; Pardeck & Pardeck, 1993). Through bibliotherapy, students identify with characters in books who are like them, thereby releasing emotions, finding direction, and exploring new ways of interaction (Cook, Earles-

Vollrath, & Ganz, 2006). Books are easily accessible to those in the school setting and are great tools to use to help children who are experiencing a crisis.

Origins of Bibliotherapy

Bibliotherapy has been used for centuries, and it can be traced back to ancient Greece where the words “The Healing Place of the Soul” were inscribed above the door on the library at Thebes (Detrixhe, 2010, p. 58). Despite its ancient origins, the term *bibliotherapy* was not coined until the early 20th Century when Samuel Crothers used it in reference to the use of books as methods for healing (Detrixhe, 2010). Bibliotherapy has been described as an adjunctive therapy, which can increase self-awareness and encourage healing (Briggs & Pehrsson, 2008).

Although bibliotherapy has its roots in classical psychology (Pola & Nelson, 2014), some researchers view it as an extension of cognitive-behavioral therapy (CBT; Montgomery & Maunders, 2015). From this standpoint, bibliotherapy can be used to change behavior by changing one’s thoughts and perceptions, similar to the tenants of CBT (Moulton et al., 2011).

There are two key components to bibliotherapy. The guiding reading portion provides the students with therapeutic support as they read the text. This is followed by the post reading discussion, which allows the students to process all that they have read (Jack & Ronan, 2008).

The use of bibliotherapy can occur in two different ways: clinical and developmental. Clinical bibliotherapy occurs in a formal setting with a counselor, therapist, or psychologist, while developmental bibliotherapy is less formal and can be used by a teacher, librarian, or nurse (Cook et al., 2006). The end result is that literature is the catalyst that helps students gain new insight and perspective (Briggs & Pehrsson, 2008).

In most bibliotherapy research studies, reading materials used during therapy were nonfiction. However, it should be noted that materials such as picture books and fiction, which are traditionally associated with children, are appropriate methods to engage students in all age groups (Pehrsson & McMillen, 2010). Consequently, there is an array of materials available. Counselors who wish to use this method should be knowledgeable about bibliotherapy.

Bibliotherapy in the School Setting

A number of trained professional may use bibliotherapy; however, this review focuses on the application of bibliotherapy by the school counselor in the school setting. As school counselors strive to meet the needs of all students in their schools, bibliotherapy is a means to provide psychoeducation in classroom guidance settings, and it can provide the basis for intimate individual or small group counseling. According to Gladding and Gladding (1991), bibliotherapy is “an interesting, diverse, and potentially powerful method for school counselors to use” (p. 12). This tool can be used with many types of students in almost limitless circumstances. Furthermore, bibliotherapy can be used as both a proactive and a reactive therapy and can be applied in a variety of settings including classroom guidance lessons, small group counseling, and individual counseling (Cook et al., 2006).

The Process of Bibliotherapy

The planning and process of bibliotherapy is important. A number of steps must be taken into account to prepare bibliotherapy sessions. The first step in bibliotherapy is to identify the presenting problem (Cook et al., 2006; Detrixhe, 2010). Bibliotherapy is introduced after the counselor and student have established rapport, reached an understanding and agreement on the presenting problem, and completed an initial exploration of the problem (Pardeck & Pardeck, 1993; Prater et al., 2006). After this initial stage, the counselor should determine the goals for

the current scenario and use those goals to develop an action plan (Prater et al., 2006). The counselor's responsibility is to use the text to design interventions that will help the student achieve the goals of therapy. As bibliotherapy is not a stand-alone therapy, many counselors choose to combine a cognitive model with bibliotherapy. As a result, many goals are rooted in cognitive behavior therapy: (a) psychoeducation, (b) emotional understanding, (c) cognitive awareness, (d) positive self-talk, (e) exposure, (f) self-reinforcement, and (g) relapse prevention (Stallard, 2010). These goals are critical to text selection and the strategic reading process.

The next bibliotherapy step is book selection, which is closely connected to the therapeutic goals of the counselor (Detrixhe, 2010). Knowledge of the presenting problem is crucial to this step to ensure that the counselor selects the appropriate work. Several criteria must be considered to make an appropriate text selection including reading level, book content, fiction or non-fiction, and cultural considerations. The reading ability of the student should always be considered when a text is selected (Pardeck & Pardeck, 1993). Older students or advanced students who can think more abstractly may do well with more challenging texts, while younger students who are more concrete in their thinking need a straight forward text (Cook et al., 2006). For those who have learning disabilities, bibliotherapy might cause frustration and anxiety if the appropriate text is not selected (Briggs & Pehrsson, 2008). Choosing a book that is too hard will frustrate the child, while selecting a book that is too easy might insult the student and harm the therapeutic alliance (Pardeck & Pardeck, 1993). In the school setting, it is often helpful for the one conducting bibliotherapy to consult with librarians, teachers, and others familiar with literature and the child when making a book selection (Prater et al., 2006). This helps the counselor select a text which is on the child's reading level and appeals to the child's interests.

Another important consideration when selecting texts is whether to use fiction or non-fiction. The majority of research in the area of bibliotherapy focuses on the use of non-fiction texts in conjunction with cognitive behavioral therapy (Briggs & Pehrsson, 2008; Detrixhe, 2010). Studies from the 1980s found that fictional texts were less effective than self-help books for bibliotherapy (Pardeck & Pardeck, 1993). However, Detrixhe (2010) found that fiction texts can be beneficial when used for bibliotherapy despite the fact that most associate bibliotherapy with fiction as a method that is only appropriate for children. Additionally, Borders and Paisley (1992) reported that children who received bibliotherapy using high quality children's fictional literature experienced significant developmental growth in the problem area. Counselors who wish to select high quality literature might consider the Horn Book Guide rating (<http://www.hbook.com/horn-book-guide/>) or another rating scale when making a choice (Moulton et al., 2011).

In addition to considering the reading level, and the type of literature, the school counselor should focus on content. The book should be carefully chosen so that the content parallels the problem in the student's life (Pardeck & Pardeck, 1993; Pola & Nelson, 2014). Moulton et al. (2011) suggested that gender, situation, and coping strategies be considered. The main characters in the books should handle the challenges that they face in realistic and positive ways (Detrixhe, 2010; Pardeck & Pardeck, 1993). Moulton et al. (2011) indicated that books with unrealistic solutions are little help. Additionally, a study by Larsen, Lee, and Ganea (2017) found that children were more generous after reading a book on sharing which contained human characters than after reading the book on sharing with anthropomorphized animal characters.

For students in upper elementary through high school, counselors should consider using Young Adult Literature (YAL). These novels provide characters, usually human, that students

can identify with and use as models to recreate their cognitive thoughts about themselves and to restructure their reactions (Larson & Hoover, 2012). YAL also tends to be short, and therefore, multiple stories might be used. By exposing students to a variety of characters and situations, students come to understand thought processes and nuances of behavior (Gladding & Gladding, 1991). Larson and Hoover (2012) expressed concern that when selecting YAL for use with therapy the counselor must be aware of the controversial issues that arise and the various literary devices used in the novels. Therefore, the counselor should be careful to select texts that are not offensive or inappropriate (Briggs & Pehrsson, 2008). When possible, it is appropriate to provide choices to the students and allow them to select the books (Prater et al., 2006). By providing students with choices, the counselor allows the students to have input and ownership in the therapeutic process.

After a development of goals, selection of therapeutic technique, and careful selection of the text, the school counselor should introduce the book to the student. Sessions should be prepared in advance which contain strategic reading activities that engage the student and move the therapeutic process forward (Prater et al., 2006). Students should progress through the stages of classical psychology: identification, catharsis, insight, and universality (Kelsch & Emry, 2003; Pola & Nelson, 2014). During each stage the students interact more closely with the text and realize their connection to it (Slyter, 2012). Dialogue is also crucial during the reading and post-reading (Prater et al., 2006). The use of bibliotherapy as an ancillary methodology to other more conventional counseling approaches can promote dialogue between counselor and student.

Bibliotherapy should be conducted in a supportive environment that fosters discussion and where students feel safe to share (Cook et al., 2006). Counselors can solicit children's thoughts on the text by asking questions about what the students noticed in the story and the

feelings the story elicited (Borders & Paisley, 1992). The purpose of such questions is to create a focused discussion which helps the student to reflect on their current situations and move forward (Pola & Nelson, 2014). The school counselor should strive to help the students see that their problems are similar to those of the characters in the books (Detrixhe, 2010). This allows the students to safely explore their understanding about life and their current situation (Briggs & Pehrsson, 2008). For some children, questioning and processing the commonalities between the book characters and themselves orally with the counselor is too intense. For these children, the visual arts can often be therapeutic (Slyter, 2012). Crafts such as collages and writing exercises like journaling can be beneficial during the process. These techniques can be used for post-reading activities and as pathways to open up deeper discussion.

The next step is the emotional release that students should feel as they respond to the story (Detrixhe, 2010). Universalization is a major goal in bibliotherapy (Pola & Nelson, 2014). Through universalization students should come to the realization that they are not alone. This insight, which follows release of tension, comes as the students apply the stories scenarios and outcomes to their own lives (Slyter, 2012). The more that a reader identifies with a story, the stronger the emotional connection will be (Cook et al., 2006).

The final step occurs as students understand that they have problems in their lives, and they need to find solutions (Detrixhe, 2010). Oftentimes, students will try new behaviors or see themselves in a new way as a result of the reading (Briggs & Pehrsson, 2008). This greater understanding of themselves and “trying on” of new behaviors is evidence of successful bibliotherapeutic work.

Once the bibliotherapeutic sessions are complete, counselors should evaluate the results of the bibliotherapy. This self-reflection can be done by the counselor, by the counselor and

student, or by the counselor, parent, and teacher (with parent permission), if the student is a young child (Prater et al., 2006). Parents are often great resources when using bibliotherapy with children as they can reinforce the therapy outside of the counseling sessions (Bouchard, et al., 2013). The end result should be that students demonstrate greater empathy, improved attitudes, respect for others, improved self-esteem, and greater self-understanding (Pola & Nelson, 2014).

In addition to using bibliotherapy to focus on changing how one thinks and solves problems, the use of bibliotherapy to help students focuses on emotional self-exploration, has been shown to be effective (Betzael & Shechtman, 2010). Research by Betzael and Shechtman indicated that while cognitive bibliotherapy is more direct, affective bibliotherapy speaks to the imagination of children and allows them to explore painful topics. Affective bibliotherapy allows readers to access emotions and often provides a path of release for them (Gladding & Gladding, 1991).

In one study showing the effectiveness of bibliotherapy Betzael and Shechtman (2010) conducted a study of 79 children in Israel who were living in an orphanage. The study randomly divided the children into three treatment groups to treat their anxiety and maladjustment: (a) control, (b) affective bibliotherapy, and (c) cognitive bibliotherapy. The authors found that both methods of bibliotherapy were effective in reducing social anxiety, while only the affective bibliotherapy was effective in reducing adjustment problems. As a result, counselors should consider the needs of the student when selecting bibliotherapeutic techniques to ensure that students' needs can be met by the method being used.

Benefits and Limitations of Bibliotherapy

The use of bibliotherapy has been studied and often proven effective (Jaquinta & Hipski, 2006; McCarthy & Chalmers, 1997; Nicholson & Pearson, 2003; Prater, Johnstun, Dyches, and

Johnstun, 2006). McCarthy and Chalmers (1997) indicated that bibliotherapy is most effective when it is used to explore everyday life issues such as anger, bullying, and self-value. In the classroom, bibliotherapy has been connected to improved self-concept, reading-readiness, and achievement in children (Iaquinta & Hipski, 2006). The characters in the literature often model effective coping strategies, allowing children to identify resources that they have both within themselves and externally (Nicholson & Pearson, 2003). Prater et al. (2006) found that bibliotherapy has five major benefits: (a) students have an avenue to freely communicate their problems and concerns, (b) students are provided a venue to evaluate their thoughts and behaviors, (c) students receive information relevant to their problems and to problem solving, (d) students experience reduced nervousness and anxiety, and (e) students are provided a fun way to learn and solve their problems.

Most researchers agree that bibliotherapy is beneficial. However, Detrixhe (2010) argued that children with severe emotional, adjustment, and developmental problems are not good candidates for bibliotherapy using fiction. Nonetheless, Iaquinta and Hipski (2006) disagreed. Conversely, these authors indicated that students who have emotional and behavioral learning needs can benefit from bibliotherapy as it helps them with their sense of self. Rather, these authors promoted bibliotherapy as a technique to teach problem-solving to students who have disabilities and who are experiencing difficulties.

Many children gain insight and learn how to cope with difficult problems through stories in which the characters experience similar trials (Flanagan, Vanden Hoek, Shelton, Kelly, Morrison, & Young, 2013; Pardeck & Pardeck, 1993; Pola & Nelson, 2014). As an evidenced-based intervention, bibliotherapy can improve one's ability to cope, overcome challenging behaviors, or seek out solutions to problems (Briggs & Pehrsson, 2008; Cook et al., 2006; Pola &

Nelson, 2014). Additionally, Bouchard, Gervais, Gagnier, and Loranger (2013) found that the students who had decreased anxiety as a result of bibliotherapeutic interventions were able to maintain the decreased anxiety at the nine-month mark which indicates that bibliotherapy has a potential for long-term impact.

As with any therapy, bibliotherapy also has several limitations. The first limitation is the lack of research in the area as most articles on the topic focus on the theory of bibliotherapy (Detrixhe, 2010). The options for literature and therapeutic practice are so large, that it can often be difficult to study bibliotherapy in depth (Moulton et al., 2011). The second limitation is the accessibility of literature because appropriate books may be unavailable on the problem presented by the child (Prater et al., 2006). The third limitation is the necessity for bibliotherapy to be used in conjunction with another therapy as it is not a stand-alone treatment (Pola & Nelson, 2014). The fourth limitation is that this method must be used with careful guidance to avoid the reinforcement of negative patterns through unhealthy projections onto the characters in the literature (Briggs & Pehrsson, 2008). The fifth limitation is that bibliotherapy is not for everyone as it requires more developed cognitive processing, and those with intellectual disabilities may not be able to process this therapy in a way that is beneficial (Detrixhe, 2010).

The final concern is that despite bibliotherapy's long history of practice, the research reported by Pehrsson and McMillen (2010) found no standardized program for instructing counselors in the methods and practices of bibliotherapy as a therapeutic technique. This finding is despite the fact that a small study in Canada indicated that 79% of the counselors used books in some form for therapy (Pehrsson & McMillen). Of this 79%, roughly half of the counselors indicated that they learned about bibliotherapy on their own while the other half stated that they had received some type of formal training. Additionally, there is no national certification

specifically for bibliotherapy. Nonetheless, the certification offered by the National Association of Poetry Therapy states that it encompasses bibliotherapy (Pehrsson & McMillen, 2010).

Special Considerations when Using Bibliotherapy

When selecting bibliotherapy as an intervention, counselors must always be cognizant of cultural differences. Counselors must analyze the literature through a culturally sensitive lens (Briggs & Pehrsson, 2008). When possible, counselors should select books with main characters that are similar to their students in appearance and culture. This can be a challenge. Moulton et al. (2011) found that the majority of human characters in anti-bullying children's books were Caucasian. However, in many children's books the characters are non-human; therefore, counselors must take a deeper look at the text to ensure cultural appropriateness (Moulton et al.).

Much of the current research does not address how children respond to bibliotherapy based on their race, ethnicity, gender, socio-economic status, or other cultural considerations. However, some research has been conducted concerning the use of bibliotherapy to teach cultural sensitivity and diversity. Children with strong multicultural awareness have greater social competence than their peers who lack multicultural awareness (Hunter & Elias, 1999). Bibliotherapy can help children develop this social competence by exposing children to literature about other cultures or literature with culturally diverse main characters (Kim, Green, & Klein, 2006). This can ignite a discussion of multicultural sensitivity and help children develop empathy for others (Kim et al., 2006).

Another multicultural consideration is children with disabilities. For children with learning disabilities including developmental delay and cognitive processing issues, reading can be a challenging activity both mentally and physically (Detrixhe, 2010; Sridhar & Vaughn, 2000). In these cases, counselors should modify the approach used in bibliotherapy to match the

intellectual needs of the students. The challenge of working through a story with therapeutic intent can also have a positive impact on intellectual development and self-esteem (Detrixhe, 2010; Sridhar & Vaughn, 2000). Bibliotherapy is also efficacious for those with physical disabilities. Children who are dealing with issues because of their disability gain an understanding and coping methods when they are able to identify with a character in a book with a similar problem (Cook et al., 2006). Furthermore, bibliotherapy is often used to help students without disabilities understand and behave in appropriate ways concerning those with disabilities (Cook et al., 2006).

Once multicultural considerations have been made, the bibliotherapeutic process can be used to investigate many child and adolescent issues. Bibliotherapy is a tool that can help children and adolescents to cope with grief (Slyter, 2012). Using bibliotherapy in grief counseling normalizes the grieving process and helps children understand that others also grieve. This in turn, provides a way that the children can connect with others (Slyter, 2012). The use of bibliotherapy for grief helps students come to a new understanding of the world and themselves as they accept their new normal and copy with their loss (Briggs & Pehrsson, 2008). Similarly, children dealing with a natural disaster who are grieving the changes that happened as a result can benefit from bibliotherapy (Pola & Nelson, 2014).

Bullying is also an appropriate topic to tackle using cognitive bibliotherapy (Gregory & Vessey, 2004) and can be used to educate bystanders and support victims (Moulton et al., 2011). Similarly, bibliotherapy can also be used to help students without disabilities to understand their special needs peers and thus reduce bullying (Cook et al., 2006). This may begin with a counselor noticing the psychosomatic symptoms that a child has and pointing him to a book with

a character dealing with a similar situation. The range of coping strategies presented in literature for bullying varies greatly; therefore, books should be selected carefully (Flanagan et al., 2013).

Finally, research by Ilogho (2011) showed that bibliotherapy also helps improve the academic performance of students. The researcher's results indicated that an overwhelming majority of students were influenced by books, especially in the area of academics. The data further showed a significant relationship between the types of books read and the influence on academic motivation and/or achievement. Ilogho (2011) pointed out that bibliotherapy should be embraced by schools as a way to help improve academic achievement. Research also showed, for those who are gifted, that bibliotherapy is an effective tool to decrease math anxiety (Hebert, 1997).

Cinematherapy

Cinematherapy is an extension of bibliotherapy; however, it almost exclusively focuses on the use of fiction (Hesley & Hesley, 2001). The use of films in counseling has been proposed as an alternative to bibliotherapy as clients are more likely to watch a movie than they are to read a book (Sharp et al., 2002). While watching a movie, one enters into an alternate reality and experiences events in a dissociative state as if one is inside the movie (Wedding & Niemiec, 2014). As a result, films can be used as therapeutic metaphors which can serve as an indirect method of communication (Hesley & Hesley, 2001; Sharp et al., 2002).

According to Sharp et al. (2002), cinematherapy is an intervention that can be used regardless of the theoretical approach taken by the counselor, and it can function as a stand-alone intervention. While viewing a movie by itself does not appear to produce change, viewing a movie and then participating in a therapeutic discussion afterwards does appear to help to produce change in clients (Egeci & Gencoz, 2017). O'Brien and Johnson (2001) believe "The

goal of cinematherapy is to stimulate the thoughts, responses, and behaviors necessary for counselees to lead constructive lives” (p. 42).

The Process of Cinematherapy

While cinematherapy can be used to reinforce a concept from a counseling session, it is most often used outside of session to promote client self-examination with the goal of identifying their resources and limitations that have yet to be explored during therapy (Hesley & Hesley, 2001; Sharp et al., 2002). Essentially, films present clients with a prospective on life and their reactions are related to their own self-awareness (O’Brien & Johnson, 1976). Characters in films are able to serve as models for clients concerning problem solving (Sharp et al., 2002). Hesley and Hesley (2001) proposed that every film assigned does not have to be discussed, and oftentimes, clients will have an epiphany from watching a film but will not realize that the film was the catalyst. Further, films can be used to indirectly introduce challenging or threatening topics to clients (Hesley & Hesley, 2001).

Prior to using any movie for therapeutic purposes, the counselor has an obligation to view the film (Dermer & Hutchings, 2000; Russell & Waters, 2014; Sharp et al., 2002). When selecting films to use with clients, counselors should select films that reflect the client’s situation (Hesley & Hesley, 2001) and, according to Dollarhide (2003) are relevant to the client, positive, developmentally appropriate, engaging, and consistent with the values of the client. Also, before initiating cinematherapy with a student, the counselor must consider whether or not the student will be a good candidate for the therapy (Lampropoulos, Kazantzis, & Deane, 2004). The student’s ability to comprehend and enjoy the film in addition to the ability to distinguish between reality and fantasy should be considered (Dermer & Hutchings, 2000; Hesley & Hesley, 2001; Lampropoulos, 2004).

When counselors are selecting the work, they should make the assumption that members of the student's family may see the film (Hesley & Hesley, 2001). However, counselors should also hold discussions with clients on whether or not the movie should be watched with others present (Dermer & Hutchings, 2004; Hesley & Hesley, 2001). Counselors should also explain the process and rationale of cinematherapy to clients (Dermer & Hutchings, 2004; Hesley & Hesley, 2001). In a school setting, it is appropriate to develop a pre-watching activity that might introduce the theme or specific vocabulary that might be new to the students (Russell & Waters, 2014). If a student or client is leery about participating in cinematherapy, the counselor should process those feelings during the counseling session and consider offering a more appealing homework assignment (Hesley & Hesley, 2001).

When clients view films for homework, they are encouraged to watch the film critically focusing on character development and relationships, not just the plot of the film (Hesley & Hesley, 2001). Students may also explore the lifestyle presented in the film and process the effects of their own lifestyle (O'Brien & Johnson, 1976). During the process of watching a film, the client experiences and internal dialogue in which they process the actions on the screen and think of actions that can happen to solve the problem (Hesley & Hesley, 2001). Like bibliotherapy, this process of internal dialogue can lead to catharsis (O'Brien & Johnson, 1976).

Just as with bibliotherapy, an important component of cinematherapy is the processing of the film after the viewing. For that reason, counselors should schedule a follow-up session shortly afterwards (Dermer & Hutchings, 2004). During this follow-up session, the counselor and client should discuss the client's overall impressions of the movie, the thoughts about how the movie may or may not apply to the client, and how the movie may encourage the client to think, feel, or behave in a different way (Dermer & Hutchings, 2004). While cinematherapy is

often considered an individual therapy, it may also be useful for group counseling as exchanges between group members during the process of the film which can provide insight for both the counselor and the student (O'Brien & Johnson, 1976). Follow-up activities in a school or group setting might involve acting out a scene, a group debate/discussion, or a writing activity (Russell & Waters, 2014).

There are advantages of cinematherapy. For example, Hesley and Hesley (2001) list six advantages to assigning films for homework: a) "compliance," b) "accessibility," c) "availability," d) "curiosity," e) "familiarity," and f) "rapport" (p. 10). Concerning compliance, most clients are willing to try watching a film for homework (Hesley & Hesley, 2001). Films also offer easier access to many populations. For clients struggling with depression, reading a book may be difficult due to a lack of focus, but watching a movie may be easier as it requires less concentration (Hesley & Hesley). Those with limited language skills can watch and comprehend a movie, and those who are trepidatious about leaving home or large crowds can watch a movie in the comfort of their home (Hesley & Hesley).

Benefits and Limitations with Cinematherapy

Clients are often more willing to engage in cinematherapy than bibliotherapy as it feels like a recreational activity instead of an academic one (Hesley & Hesley, 2001). Also, since watching a movie takes less time than reading a book, more movies can be assigned over the course of treatment whereas a client may only be able to read one book (Hesley & Hesley, 2001). The areas in which cinematherapy can be applied are bound only by the library of films available and the imagination of the counselor (O'Brien & Johnson, 1976).

The use of film to produce a change in behavior is supported by research. In an experimental design study conducted in the 1970's, children exposed to a television show with

prosocial helping behaviors were more likely to help than those who were exposed to a television show with no prosocial helping behaviors (Sprafkin, Liebert, & Poulos, 1975). Cinematherapy has been found to support the development of coping skills (Marsick, 2010), provide insight for those with relationship problems (Egeci & Gencoz, 2017), and help reduce anxiety in young adults (Dumtrache, 2014).

Several conceptual articles propose areas in which cinematherapy may be helpful. For example, O'Brien and Johnson (1976) think that cinematherapy can help students explore careers and work through academic struggles in addition to helping them with personal social issues. Cinematherapy has also conceptually been applied to grieving children (Slyter, 2012).

Hesley and Hesley (2001) surmise that cinematherapy helps clients in many ways. They noted that watching movies provides clients with hope, helps clients reframe their problems, offers role models, helps clients see their strengths, offers a platform for clients to experience emotions, helps clients communicate with others, and helps clients understand their values. A survey of 827 licensed psychologists found that of the 67% who used cinematherapy, 88% reported that cinematherapy was effective in generating positive treatment outcomes with only 1% reporting that the technique was potentially harmful (Lampropoulos et al., 2004).

Conversely, Hesley and Hesley (2001) have found in their own practice that films are not effective with young children, as they usually process the film a week after it has been watched and the children are not developmentally able to process the film after that much time has passed. Also, using films with those suffering from psychiatric disorders is contraindicated as the counselor is not present during the viewing of the film to help the client immediately process the emotions or issues that might arise (Hesley & Hesley; Sharp et al., 2002). Additionally, the counselor must exercise strong judgement in film selection as the use of some movies may not be

therapeutic (e.g. assigning a sad movie to a depressed client; Sharp et al., 2002). Finally, films have also been credited for negative effects as some have completed violent crimes modeled by movies and television (Hesley & Hesley).

Character Education with Bibliotherapy and Cinematherapy

Bibliotherapy and cinematherapy are both methods that can be used in character education. A few character education programs like Loving Well (McLaren, 1995) and Voices Literature and Character Education Program (Zaner-Bloser, 2017) incorporate literature into their character education program but do not have empirical research to support their effectiveness (Berkowitz & Bier, 2005). In other programs like Child Development Project (Battistich, Watson, Solomon, Schaps, & Solomon, 1991) literature is one aspect of the implementation and is not assessed as a stand-alone portion. As a result, the effectiveness of the literature on character development is unknown (Berkowitz & Bier, 2005). Further, Adler and Foster (1997) found that a reading project increased the caring students expressed in their writings thus showing that character education can be impacted by books.

Cinematherapy has been suggested as a means for helping middle school students develop character (Russell & Waters, 2014) and develop their emotional intelligence (Ali, 2017). Also, conceptual application of cinematherapy is encouraged for children with exceptional abilities. It has been suggested that cinematherapy can be used to help gifted students develop the social emotional skills (Hebert & Neumeister, 2002; Hebert & Sergent, 2005).

When books and movies are used for character education, a model or a dilemma is usually being presented; however, the presentation of a moral model or a dilemma does not necessarily mean that the observer will have a positive social-emotional or character development response (Han et al., 2017). Oftentimes processing is needed to help the students

make connections. For that reason, the use of bibliotherapy and cinematherapy may be indicated as methods to apply moral exemplars in a structured setting to foster character development (Han et al., 2017).

CHAPTER III
METHODOLOGY

Participants

Participants included third grade students at four public elementary schools in one state in the Southeast. These four schools represented four different school systems in one region of one state in the Southeast. The schools varied in socioeconomic status and represent both urban and rural populations. One school was a rural county school while the other three schools were part of city school systems. The urban schools varied in socio-economic status: urban school 1 had a free and reduced lunch rate of 39.4%. Urban school 2 had a free and reduced lunch rate of 63%, and urban school 3 had a free and reduced lunch rate of 92.8%. The rural school had a free and reduced lunch rate of 83%. By conducting the research at four different schools with different populations, the researcher was able to reduce the interaction of selection, a potential threat to external validity and reliability (Campbell & Stanley, 1963).

The third graders at these schools ranged in age from 8 - 10 years old. All third grade students in these four schools were invited to participate in this study regardless of race, ethnicity, gender, socioeconomic status, or special education status.

Procedures for Data Collection

Before any research was conducted, the researcher submitted an IRB application and sought IRB approval (see Appendix A for a draft of the IRB application). All third grade students (~400) at four public elementary schools in Northwest Alabama were invited to participate in the research. The researcher first sent a letter to each school system requesting

permission to conduct the research (see Appendix B). Once permission was granted, the researcher trained the four school counselors who delivered the classroom guidance lessons and assessments. Concurrently, the researcher sent home information to the parents/guardians of the third grade students. This letter included information about the research study and an opt out form of assent (see Appendix C). All students were asked to provide verbal assent by their school counselor before participating in the study. The number of students providing assent to participate was 356.

Randomization and Intervention

All students at the schools were divided by classrooms into one of three groups: control, bibliotherapy, or cinematherapy as classroom guidance instructions are viewed as typical and appropriate practices for school counselors. However, only the students providing assent participated in the pre- and post-tests. The researcher used an online randomizer to generate the assignments for each school. In an effort to establish external and internal validity, the control group took the pre-test and post-test, as suggested by Campbell and Stanley (1963); however, the control group did not participate in any classroom guidance lessons on the six character traits (trustworthiness, respect, responsibility, fairness, caring, and citizenship) during the experimentation time. Instead, the control group participated in alternative classroom guidance lessons in the academic, social emotional, and career development domains. This control group helped establish the internal validity in the areas of history, maturation, and testing (Campbell & Stanley, 1963). To account for variances of population like socioeconomic status, rural vs urban, and race, when possible, each school had at least one of each of the three groups.

Prior to the start of the classroom guidance lessons, those students who chose to participate were given the Understanding Character Traits Survey (UCTS; Davis, 2017)

developed by the researcher. The students participated in six classroom guidance lessons focusing on the six pillars of Character Counts! (2017) provided by their school counselors. The school counselors delivered one lesson for each of the six pillars of character from Character Counts! (2017). Character Counts! (2017) is a character education framework developed in 1992 by the Josephson Institute of Ethics. Character Counts! (2017) is the largest character development organization in the world. The Character Counts! (2017) program focuses on fostering six core traits (trustworthiness, respect, responsibility, fairness, caring, and citizenship) which make up the six pillars of Character.

Research from Walker and Lombrozo (2017) indicated that children as young as age five are able to understand the moral lesson within a story especially when appropriate prompts for discussion are used. Since even young students have this moral reasoning, the study groups participated in lessons using stories in both book and movie format. The Auto-B-Good character counts movie and book series were used to teach these six lessons on character with the movie group receiving only the lessons using the movies and the book group receiving lessons using only the book. The Emmy award winning Auto-B-Good (Rising Star Studios, 2017) series uses animated cars to teach character traits to children Ages 4 - 10 in 4,500 schools throughout the United States. The Character Counts! Auto-B-Good series is available in both movie and book editions (Character Counts!, 2017). Counselors were given a training manual (see Appendix D) that contained written instructions for the research six lesson plans from the Auto-B-Good Crew Chief Handbook (Rising Star Education, 2003) with discussion questions and reinforcement activities to use to teach the six pillars of character using the Auto-B-Good books and movies. Following the final classroom guidance lesson, the school counselor again administered the Understanding Character Traits Survey (Davis, 2017) as a post-intervention assessment.

Participant Identification and Demographics

Students at each of the four schools were led through the pre- and post-test data collection by their school counselors. These students were responsible for typing in their own user ID number developed by the school counselor using the following formula: (a) the first character was the first letter of the name of the school: H, F, T, or W; (b) the second character was the first letter of the group (B = book, M = movie, C = control); and, (c) the remaining characters were to be developed according to the school counselor's discretion and were not to be traceable by or made known to the primary researcher. With 712 pre- and post-surveys, the researcher expected 356 matches of pre- and post-surveys. During the data clean-up the researcher removed 43 entries for errors in the identification (ID) code: 17 entries had the same ID code of FB333, 20 entries were missing the school or group letter in the ID, 3 cases contained a website for the ID, two cases were recorded on the same day, two cases had only the school and group letters, and 1 case had a post-test administered outside the testing date window. The researcher also removed 10 cases with less than 100% completion of the survey. Finally, the researcher removed 157 surveys without a matching ID number for pre- and post-test.

The remaining 502 surveys (70.5%) provided 251 matching pre- and post-test identification numbers. These 251 participants comprised three groups: Book ($n = 90$), Movie ($n = 71$), and Control ($n = 90$). Students at four schools participated: Urban School 1 ($n = 91$); Urban School 2 ($n = 95$); Urban School 3 ($n = 40$); and Rural School ($n = 25$). Students reported their own gender in three categories: male ($n = 111$); female ($n = 109$); and prefer not to answer ($n = 7$). Race was collapsed into two groups based on the groups having size differences greater than 1.5 (Pituch & Stevens, 2016): White ($n = 149$) and other races ($n = 102$).

Table 1
Demographic information

Category	Value	N
Gender	Male	121
	Female	123
	Prefer Not to Answer	7
Race	White	149
	Other Race	102
Intervention Group	Book	90
	Movie	71
	Control	90
School	Urban School 1	91
	Urban School 2	95
	Urban School 3	40
	Rural School	25

Instrumentation

The Understanding of Character Traits Survey (UCTS; Davis, 2017; see Appendix E) presented each participant with a total of 30 questions developed by the researcher to assess the students' understanding of six character traits: trustworthiness, respect, responsibility, fairness, caring, and citizenship. There were approximately 10 questions for each of the six character traits being studied for a total of 60 questions; however, an incomplete but connected data collection design (Engelhard, 1997) was used to minimize the number of items that each student received. Because the Rasch model was used for the analysis, incomplete data did not present a problem for estimating item and student locations. The design was constructed such that each student received only five questions for each of the six character traits for a total of 30 questions. Thirty items were randomly generated for each student at both the pre-test and post-test times. These questions used a Likert-type Scale that spanned from 1 (*strongly disagree*) to 4 (*strongly agree*). Higher scores indicated a higher understanding and adoption of the character trait. The survey also included two multiple-choice demographic questions: race/ethnicity and gender.

For content validity purposes, the UCTS was submitted to a panel of six experts. The panel included one character education researcher, two school counseling professors, and one elementary education professor from The University of Alabama, and one school counseling professor and one counselor educator from the University of North Alabama. Additionally, a readability test, Advantage-TASA Open Standard (ATOS) Readability Formula (Renaissance Learning, 2000), was applied to ensure that the survey was written at an appropriate reading level for third grade students. ATOS has proven to be a valid and reliable measure of readability, and it provides grade level equivalent scores for texts (Milone, 2014; PR Newswire, 2012; School Renaissance Institute, 2000). Free online ATOS calculation from Renaissance Learning was used to calculate the readability of the survey prior to administration with a target reading level of 2.5 or lower. With the key character trait words, the UCTS was at a 2.7 grade level readability using Flesch-Kincaid (Kincaid, Fishburn, Rogers, & Chissom, 1975). However, without the character words (which are the focus of the instruction and should be learned by the end of the interventions), the reading level was 0.4 grade level using Flesch-Kincaid. Psychometric analyses were conducted using methods based on Rasch measurement theory, including a principal components analysis of residuals and item and student calibrations and model-data fit analyses.

Data Analysis

The UCTS (Davis, 2017) was administered as a pre-test and post-test to help determine the success of the interventions. After the data were collected, a variety of psychometric analyses were performed in order to evaluate the degree to which this instrument provided meaningful information about students' understanding of character traits. With evidence of acceptable psychometric properties, inferential statistical analyses based on Analysis of Variance

(ANOVA) models were used to examine differences in students' understanding related to time, the type of intervention (group), and demographic characteristics.

Framework for Psychometric Analyses

The researcher conducted the psychometric analyses for the UCTS using several indicators that fall within the framework of Rasch measurement theory (Rasch, 1960). The researcher selected this approach for several reasons. First, models based on Rasch measurement theory can be easily applied to incomplete designs; this approach allowed the researcher to minimize the testing time for each student. Second, the underlying theory for Rasch models was aligned with the goals of this study. Specifically, constructing a unidimensional scale from the UCTS items was desirable because this property allowed the researcher to describe each of the items in relation to each of the other items (on a single scale)—thus facilitating the interpretation and use of this instrument in practical settings. Accordingly, using an approach that begins with a unidimensional model and analyzes departures from this unidimensional solution allowed the researcher to investigate the degree to which the structure of the instrument was “unidimensional enough” to facilitate meaningful interpretations of item and student locations on a single scale. The researcher conducted all of the psychometric analyses using the Winsteps software (Linacre, 2016).

Dimensionality Assessment

First, a Principal Components Analysis (PCA) of residuals (Linacre, 1998) from the Partial Credit model (Masters, 1982) was used to examine the dimensionality of the instrument. Because the instrument was intended to measure one underlying construct (i.e., latent variable), results from the PCA were used to identify items that do not significantly load on the principal component as candidates for removal prior to the final analysis. The PCA was only conducted

on the post-test responses as the interpretation of the dimensionality and other psychometric properties was more straightforward at the post-test time point.

Partial Credit Model Analyses

After checking the Rasch model assumption of unidimensionality, the partial credit model (Masters, 1982) was used to investigate the psychometric quality of the UCTS items from the perspective of invariant measurement (Engelhard, 2013). In particular, Rasch model indices of item difficulty, person locations, along with item and person fit statistics were investigated.

The researcher checked the item calibration fit of the student (person) and understanding of character trait (item) locations using the Partial Credit (PC) model (Masters, 1982):

$\ln [P_{ni(x=k)} / P_{ni(x=k-1)}] = \theta_n - \delta_i - \tau_{ik}$ where θ_n is location of student n on the latent variable [i.e., the strength of the student's understanding of the character trait in the UCTS (Davis, 2017) character trait statements), and δ_i is the location of character trait statement i on the latent variable (i.e., the degree to which a particular character trait statement is associated with understanding of the character trait across students). The τ_{ik} term was the location of the threshold between adjacent rating scale categories, specific to item i . When the PC model was applied, the locations of each student, understanding of character trait, and threshold were estimated on a common linear scale. The PC model also provided model-data fit statistics which summarized the degree to which the data corresponded to the expectations of the Rasch model.

Calculating Pre-Test and Post-Test Measures for Students

In order to calculate measures of student achievement at each time point, the researcher conducted a preliminary analysis of students' pre-test responses in order to estimate their locations at this time point. Then, the researcher analyzed the pre-test and post-test data together in a single analysis with students' pre-test measures fixed (i.e., anchored) at their values from the

first analysis. This procedure allowed the researcher to compare student achievement between time points within a common frame of reference. This concurrent calibration was recognized in the psychometric literature as an effective method for examining changes in student locations over time within the framework of latent trait models such as Rasch models (Wright, 2003).

Item Analyses

The researcher conducted item analyses using the post-test analysis, because this time point was more likely to provide meaningful information about item difficulty and item ordering that could inform theory regarding students' understanding of character traits. Specifically, the researcher examined item difficulty indices and model-data fit statistics for each item based on the PC model. Information about item difficulty provided insight into the hierarchy of the UCTS items in terms of their difficulty to endorse—thus contributing to a better understanding of the construct. Likewise, information about student ordering provided insight into the characteristics of students with different locations on the construct.

Model-data Statistics. Model-data fit analyses were based on summaries of residuals, or discrepancies between observed and expected responses within the framework of Rasch measurement theory. Two mean square error (*MSE*) statistics were used to summarize residuals are summarized: Infit *MSE* and Outfit *MSE*. These statistics were calculated for individual items and students which allowed the researcher to identify and explore misfit related to specific understanding character trait statements and students. Because Infit *MSE* is weighted by statistical information (i.e., variance or measurement precision), it is sensitive to less extreme unexpected observations. Outfit *MSE* is not weighted, so it is sensitive to more extreme unexpected observations. For rating scale items, Infit and Outfit *MSE* statistics were expected to be below 1.50 when there was acceptable model-data fit, with values below 1.00 indicating less

variation than expected and values above 1.00 indicating more variation than expected (Engelhard & Wind, 2018). Item fit indices provided information about the degree to which the ordering of the UCTS items is invariant across students; evidence of model-data misfit was used to identify items in need of revision prior to further administrations of the instrument.

Student Fit Statistics. Student fit indices were used to identify individual students for whom the item hierarchy was not meaningful and additional analyses, including qualitative investigations, was warranted in order to understand their interpretations of the UCTS items. At the time of the pre-test 11.2% of students ($n = 28$) had an Infit *MSE* greater than 1.50 and 9.2% ($n = 23$) had an Outfit *MSE* greater than 1.50. As with the item fit statistics, person Infit and Outfit *MSE* statistics were expected to be below 1.50 when there was acceptable person fit, with values below 1.00 indicating less variation than expected and values above 1.00 indicating more variation than expected (Engelhard & Wind, 2018).

Additional Analyses using UCTS Results

Prior to running additional analysis, the researcher conducted normality reports on all 60 items and checked data entry. The researcher then checked for evidence of nesting (i.e., a greater degree of similarity in student responses within schools than between schools) for the student location estimates separately for each time point. Specifically, an intraclass correlation coefficient (ICC) was calculated to gauge the proportion of variance in the measures that could be attributed to differences between schools (Hox, 2002). The following formula was used for the ICC: $\rho = \text{between-cluster variance} / (\text{between-cluster variance} + \text{within-cluster variance})$. The ICC coefficient was close to zero (Pre = 0.09, Post = 0.07), indicating minimal dependence in the data due to clustering in the student achievement estimate within schools.

Finally, the student estimates for each group (bibliotherapy, cinematherapy, and control) based on the Rasch model were used in the ANOVA as the measurement model will transform student total scores to an interval-level measure that was more appropriate for parametric statistical analyses. Then mixed design ANOVAs were run. To account for the four different sites and to determine whether or not location was significant, school was a variable in the ANOVA. The statistical procedure used to test the first and second null hypotheses was a series of mixed design ANOVA models with different independent variables. Because the samples were based on pre-test and post-test data, the mixed design ANOVAs were used to test the difference between two means (Bluman, 2009). These three null hypotheses focused on the students' estimated locations on the latent variable (level of understanding of character traits) which represents their willingness to endorse items (those items with high locations indicated a stronger or more frequent endorsement of the character traits, which indicates a better understanding of each character trait).

Hypotheses

The first null hypothesis was as follows: There will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) for the three classroom guidance intervention groups (book, movie, and control). The predictor variable was the method of instruction during the classroom guidance lessons (book, movie, or control). The dependent variable was the average location of students.

The second null hypothesis was as follows: There will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) between the pre-test and post-test time points. The predictor variable time (pre-test and post-

test). The dependent variable was the average location (level of understanding of character traits) of students.

The third null hypothesis was as follows: The effect of time on average level of understanding of character traits on the UCTS (Davis, 2017) will not vary depending on which treatment group (book, movie, or control) third grade students were assigned to. An ANOVA was used to test the third null hypothesis for any significant differences between the means (Bluman, 2009). The predictor variable was the method of instruction during the classroom guidance lessons (book, movie, or control). The dependent variable was the effect of time and the interaction between group and time. After the analysis of variance was complete, if the third null hypothesis had been rejected, post-hoc comparisons with a Bonferroni correction would have been run to determine the difference among the means.

The Rasch Model

The Rasch Model, which has been used to assess latent traits, indicates the probability that a student will provide a certain response to test items (e.g., a correct/incorrect response or a rating in a particular category). Both student performance and test items can be analyzed in this model, and the probability of student responses to items is modeled as a function of the difficulty to endorse items and student locations on the construct (Rasch, 1960). By using the Rasch estimates for students instead of raw test scores (i.e., total scores), the researcher was able to measure the student's performance and account for item difficulty-thus providing a more accurate picture of the survey and the student performance (Boone, 2016).

CHAPTER IV

RESULTS

The current study used data collected from 251 pairs of pre- and post-test data from online administrations of the UCTS (Davis, 2017). As described in Chapter 3, children in grade three at four elementary schools were invited to participate in the study. These students were divided into groups: book, movie, and control. Before and after the interventions, students took the UCTS for pre- and post-test data. A psychometric analysis based on the Partial Credit model (Masters, 1982) was conducted on the researcher-developed instrument, the UCTS. Then, multiple mixed-design ANOVAs were employed to examine the difference between the pre-and post-test results. Post hoc analyses were conducted for further analysis of the data and to determine if any findings held significance for the current study.

This chapter was divided into two sections. The first section of the chapter was structured to report the findings of the preliminary psychometric analyses (principal components analysis of model residuals and initial model-data fit checks) for the researcher developed instrument. Specifically, the first section was organized into the following headings: (a) partial credit model results; (b) item calibrations; and (c) model data fit statistics. The second section of the chapter was structured to report the findings of the mixed-design ANOVA models. The second section was organized into the following headings: (a) ANOVA with group as independent variable, and (b) ANOVA with group, school, race, and gender as independent variables.

Psychometric Analyses

A preliminary analysis which included a dimensionality using a Principal Components Analysis (PCA) of residuals (Linacre, 1998) from the Partial Credit Model (Masters, 1982) and nesting check was completed. The researcher used a PCA of model residuals rather than a traditional PCA for the same reasons that were mentioned above for using a Rasch-based analytic approach. First, the residual-based PCA can be easily applied to incomplete designs; this approach allowed the researcher to minimize the testing time for each student. Second, the PCA based on model residuals was aligned with the goals of this study. Specifically, constructing a unidimensional scale from the UCTS items was desirable because this property allowed the researcher to describe each of the items in relation to each of the other items (on a single scale), thus facilitating the interpretation and use of this instrument in practical settings. Accordingly, using an approach that began with a unidimensional model and analyzed departures from this unidimensional solution allowed the researcher to investigate the degree to which the structure of the instrument was “unidimensional enough” to facilitate meaningful interpretations of item and student locations on a single scale.

A preliminary analysis using the Partial Credit model (Masters, 1982), which is an extension of the Rasch model (Rasch, 1960), was conducted on students and items (both before and after the intervention) to explore the psychometric properties of the UCTS (Davis, 2017). Before examining the item and student results in detail, the researcher evaluated the Rasch model assumptions of unidimensionality and local independence using a principal components analysis of the model residuals (Linacre, 1998). The Rasch measures explained 26.4% of the variance, which is greater than the 20% critical value suggested by Reckase (1979) for Rasch analysis of potentially multidimensional scales. The practical implication of this result was that it was

possible to examine the locations of all of the survey items and all of the students on the same linear scale.

Partial Credit Model Results

Overall results from the Rasch model analyses at each time point indicated adequate fit to the model for students and items (average *MSE* statistics around 1.0). Furthermore, the post-test analysis revealed adequate levels of reliability for the UCTS instrument – with relatively high values of the Rasch reliability of separation for items (0.94) and a high-to-moderate value for students (0.78). When there is acceptable fit to the model, this statistic can be interpreted similar to coefficient alpha, where values that are closer to 1.0 indicate high levels of internal consistency. The major difference between alpha and reliability of separation is that the reliability of separation statistic is calculated separately for students and items. Within the Rasch framework, this statistic describes the degree to which the individual items and students have distinct locations on the latent variable. The slightly lower separation statistic for the student facet suggests that there were groups of students who had similar locations on the construct.

Because the focus of the psychometric analysis was on evaluating the degree to which the items functioned as expected, the researcher focused on the item calibrations and item fit statistics in the psychometric analyses (rather than on person fit). A description of the item results is next.

Item Calibrations

All items on the UCTS were analyzed and ordered according to the Rasch model. The item difficulty, average rating, standard error, and Infit and Outfit Mean Square (*MSE*) statistics were computed for each item of the UCTS (Davis, 2017) using the Winsteps software program (Linacre, 2015). The item calibrations for all 60 items on the UCTS are reported in Table 2 and

are ordered from high item difficulty (difficulty = 0.99 logits) to low item difficulty (difficulty = -0.52 logits). Five questions had item difficulty measures of 0.70 or higher indicating that students had more difficulty endorsing these items: RESPONSP3, “If I borrow a toy and break it, I am not responsible” (difficulty = 0.99 logits); CAREN4, “If I break the extra pencils I am caring” (difficulty = 0.92 logits); RESPECTN1, “Others should respect me no matter what” (difficulty = 0.81 logits); FAIRN5, “Cheating is fair if you lose” (difficulty = 0.77 logits); and CITP5, “Helping is a way to show citizenship” (difficulty = 0.72 logits). Six items produced difficulty measures of -0.34 or lower indicating that these items were the easiest for students to endorse: TRUSTP3, “Taking candy from a store is not trustworthy” (difficulty = -0.34 logits); RESPONN4, “Kids who are responsible do not follow the rules” (difficulty = -0.34 logits); RESPECTN3, “When I talk back to my teacher I show respect” (difficulty = -0.36 logits); RESPECTN4, “I am respectful when I call my friends dumb” (difficulty = -0.40 logits); CITP6, “Good citizens make all students feel welcome” (difficulty = -0.47 logits); and RESPONN3, “Responsibility is not important because I am a child” (difficulty = -0.52 logits).

Item Fit

As seen in Table 2, based on the Outfit *MSE* and Infit *MSE* all items had acceptable levels of model-data fit (*MSE* statistics < 1.50), indicating few discrepancies between students’ observed and expected responses. These expected Outfit *MSE* and Infit *MSE* statistics suggested that students gave responses to all items that were expected, given their location estimates. These results also provided support for interpreting student locations and item locations on a common scale, even though all of the students did not respond to all of the items. In other words, student location estimates have been meaningfully adjusted for differences in item

difficulty, and the item location estimates have been meaningfully adjusted for differences in student locations.

Table 2
Item calibrations and fit

Item number	Item Code	Item Difficulty in Logits	Standard Error	Average Rating	Infit <i>MSE</i>	Outfit <i>MSE</i>
43	RESPONP3	0.99	0.06	2.40	1.18	1.20
39	CAREN4	0.92	0.06	2.44	1.30	1.45
55	RESPECTN1	0.81	0.06	2.50	1.19	1.26
10	FAIRN5	0.77	0.06	2.67	1.12	1.14
24	CITP4	0.70	0.06	2.67	1.20	1.22
36	CAREN1	0.53	0.06	2.81	1.11	1.16
41	RESPONP1	0.47	0.07	2.95	1.13	1.13
34	CAREP4	0.46	0.06	2.88	1.17	1.21
22	CITP2	0.35	0.08	2.94	1.07	1.04
23	CITP3	0.35	0.08	3.04	1.14	1.15
3	FAIRP3	0.32	0.07	3.02	1.03	1.00
6	FAIRN1	0.32	0.07	2.94	1.08	1.06
32	CAREP2	0.31	0.07	3.07	1.01	0.93
54	RESPECTP5	0.18	0.07	3.11	0.98	0.94
7	FAIRN2	0.14	0.08	3.09	1.06	1.04
5	FAIRP5	0.12	0.08	3.11	1.07	1.06
25	CITP5	0.12	0.08	3.15	0.98	0.93
1	FAIRP1	0.11	0.10	3.14	0.98	0.95
9	FAIRN4	0.08	0.08	3.10	0.99	0.93
2	FAIRP2	0.07	0.09	3.22	0.95	0.91
11	TRUSTP1	0.04	0.07	3.17	1.01	1.05
51	RESPECTP2	0.02	0.08	3.30	0.92	0.83
30	CITN4	-0.01	0.08	3.25	1.03	1.03
28	CITN2	-0.02	0.11	3.16	1.03	0.87
14	TRUSTP4	-0.06	0.11	3.16	0.97	0.89
21	CITP1	-0.07	0.09	3.21	1.00	0.93
15	TRUSTP5	-0.09	0.09	3.22	0.97	0.91
53	RESPECTP4	-0.09	0.08	3.39	1.00	0.94
56	RESPECTN2	-0.09	0.08	3.40	0.86	0.84
8	FAIRN3	-0.11	0.09	3.25	0.92	0.87
19	TRUSTN4	-0.11	0.10	3.20	0.91	0.82
12	TRUSTP2	-0.12	0.10	3.21	0.94	0.89
47	RESPONN2	-0.12	0.08	3.44	0.98	0.91
52	RESPECTP3	-0.12	0.08	3.40	0.81	0.73
4	FAIRP4	-0.13	0.09	3.22	0.97	0.93

Table 2, Continued

Item number	Item Code	Item Difficulty in Logits	Standard Error	Average Rating	Infit <i>MSE</i>	Outfit <i>MSE</i>
29	CITN3	-0.13	0.10	3.22	0.98	0.90
50	RESPONN5	-0.13	0.08	3.40	1.00	0.92
16	TRUSTN1	-0.14	0.10	3.24	0.98	0.92
40	CAREN5	-0.14	0.08	3.45	0.90	0.82
59	RESPECTN5	-0.18	0.08	3.47	0.86	0.76
20	TRUSTN5	-0.22	0.12	3.14	1.03	0.97
18	TRUSTN3	-0.23	0.11	3.24	0.96	0.90
31	CAREP1	-0.24	0.11	3.27	1.03	0.98
38	CAREN3	-0.26	0.08	3.45	0.94	0.88
45	RESPONP5	-0.27	0.09	3.43	0.94	0.88
44	RESPONP4	-0.28	0.09	3.53	0.90	0.84
46	RESPONN1	-0.28	0.09	3.59	0.92	0.73
60	RESPECTP1	-0.28	0.09	3.52	0.86	0.79
17	TRUSTN2	-0.30	0.11	3.27	0.94	0.88
13	TRUSTP3	-0.34	0.11	3.23	0.94	0.89
49	RESPONN4	-0.34	0.08	3.57	0.78	0.62
57	RESPECTN3	-0.36	0.09	3.59	0.89	0.81
58	RESPECTN4	-0.40	0.09	3.58	0.86	0.72
26	CITP6	-0.47	0.11	3.26	1.01	0.96
48	RESPONN3	-0.52	0.10	3.52	0.95	0.92

Note. Items are ordered by measure, from high item difficulty to low item difficulty.

Analysis of Variance

The researcher conducted several ANOVAs to determine the successfulness of the classroom intervention by comparing the Rasch model student estimates for pre- and post-test applications of the UCTS (Davis, 2017). These results then prompted further analysis of the test results of subsets of the participants, in this case, third grade children.

ANOVA with Group as Independent Variable

First the researcher conducted a mixed-design Analysis of Variance (ANOVA) using the Rasch model student estimates with time as a repeated factor and group as a between-subjects factor to test the three null hypotheses: (a) There will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) for the three

classroom guidance intervention groups (book, movie, and control), (b) There will be no difference in the average locations of third grade students on the UCTS (Davis, 2017) between the pre-test and post-test time points, (c) The effect of time on average locations on the UCTS (Davis, 2017) will not vary depending on which treatment group (book, movie, or control) third grade students were assigned to. A total of 251 students participated in the study. These students composed three groups: book ($n = 90$); movie ($n = 71$), and control ($n = 90$). The Mauchly's Test of Sphericity could not be performed as there were only two levels of repeated measure and only one set of difference scores; however, the Greenhouse-Geisser and Huynh-Feldt sphericity estimates were close to 1.00 ($\hat{\epsilon} = 1.00$; $\tilde{\epsilon} = 1.00$, respectively) indicating that the sphericity assumption has been met. Consequently, the researcher did not correct the degrees of freedom used to evaluate the significance of the F ratio for the repeated factor. The Levene test indicated no violation of the homogeneity of variance assumption at either time point.

Statistical significance for the ANOVA was evaluated at the $\alpha = 0.05$ level, and partial eta squared effect sizes were also examined. The overall F -ratio for differences between student understanding of character traits based on the UCTS pre- and post-test scores for groups was significant. Specifically, the UCTS Rasch measures after the intervention ($M_{\text{post-test}} = .815$) were significantly higher than those before the intervention ($M_{\text{pre-test}} = .747$): $F_{\text{time}}(1, 249) = 6.222, p = .013$. The corresponding effect size was partial η^2 of .024. Thus about 2.4% of the change in pre and post scores was attributed to time difference between the pre-and post-test. However, the main effect of intervention group on UCTS scores was non-significant: $F_{\text{group}}(2, 248) = .769, p = .464, \eta_p^2 = .006$. Consequently, this data rejects the null hypothesis that there will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) between the pre-test and post-test time points.

The F ratio for the time*group interaction was nonsignificant: $F_{\text{time*group}}(2, 248) = .728, p = .484, \eta_p^2 = .006$; the effect of time on group increases between pre and post-test scores, but is not significant (see Figure 1). The finding of a nonsignificant interaction indicates that although there was an overall increase in understanding of character traits as reported by the UCTS, there was no significant difference in the time effect based on the intervention groups of book, movie, or control. Based on these results, the researcher failed to reject two of the null hypotheses: (a) There will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) for the three classroom guidance intervention groups (book, movie, and control), and (b) The effect of time on average level of character traits on the UCTS (Davis, 2017) will not vary depending on which treatment group (book, movie, or control) third grade students were assigned to.

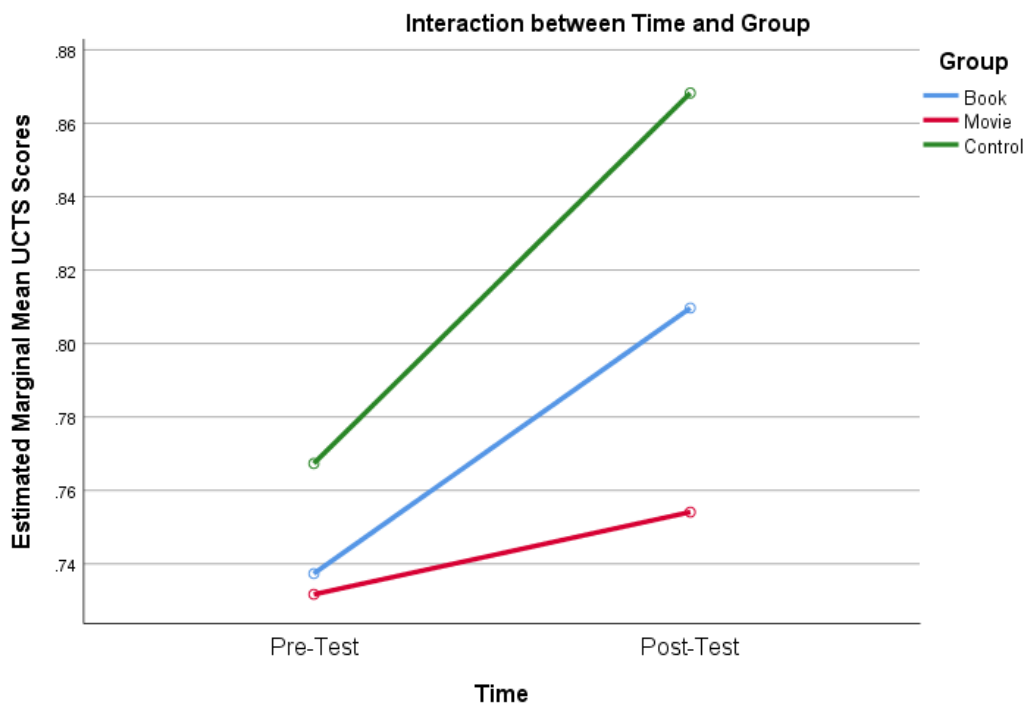


Figure 1. Interaction plot for Time * Intervention Group

ANOVA with Group, School, Race, and Gender as Independent Variables

The researcher wanted to know if any other factor may have had an impact on the change in student scores on the UCTS from pre-test to post-test. She conducted an additional mixed-design ANOVA using time as the dependent variable and group, school, race, and gender as between-subjects factors. The highest-order interaction between for school, group, race, and gender was nonsignificant at the $\alpha = .05$ level, $F_{time*school*group*race*gender}(4, 246) = 1.988, p = .098$, partial $\eta^2 = .038$.

None of the four way interactions for this ANOVA were significant: time, group, race, and gender, $F_{time*group*race*gender}(2, 248) = .521, p = .595$, with a partial $\eta^2 = .005$; time, school, race, and gender, $F_{time*school*race*gender}(3, 247) = 1.174, p = .321$, with a partial $\eta^2 = .017$; time, school, group, and gender, $F_{time*school*group*gender}(5, 245) = 1.345, p = .247$, with a partial $\eta^2 = .032$; time, school, group, and race, $F_{time*school*group*race}(5, 245) = 1.100, p = .362$, with a partial $\eta^2 = .026$;

The researcher found one three way interaction to be significant in this ANOVA. The interaction between time, school, and group was significant at the corrected alpha of $\alpha = .05/3 = .016$ level, $F_{time*school*group}(5, 245) = 3.091, p = .010$, with a partial η^2 of .071 which indicates that 7% of the variance in pre- and post-test scores was related to the interaction of time, school, and group. Figure 2 illustrates that the interaction between time, school and group for the book group. The movie group's interaction between time, school and group are represented in Figure 3, and Figure 4 shows the interaction between time, school and group for the control group. These figures show that the interaction between time and school was different depending on the intervention group to which students were assigned.

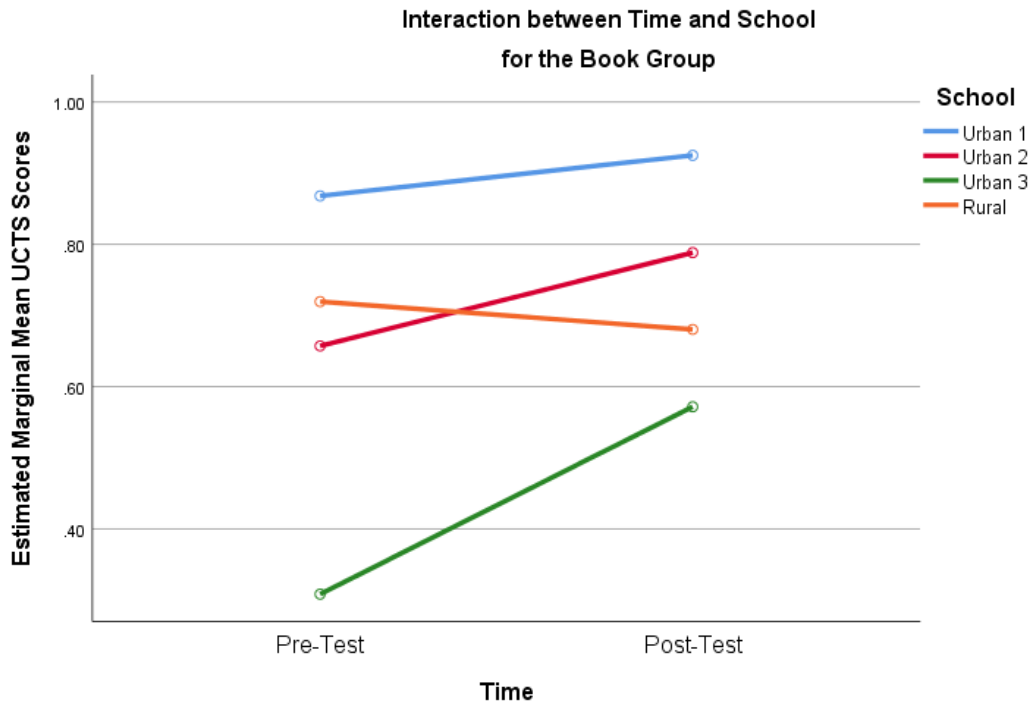


Figure 2. Interaction plot for Time * School for Book Group

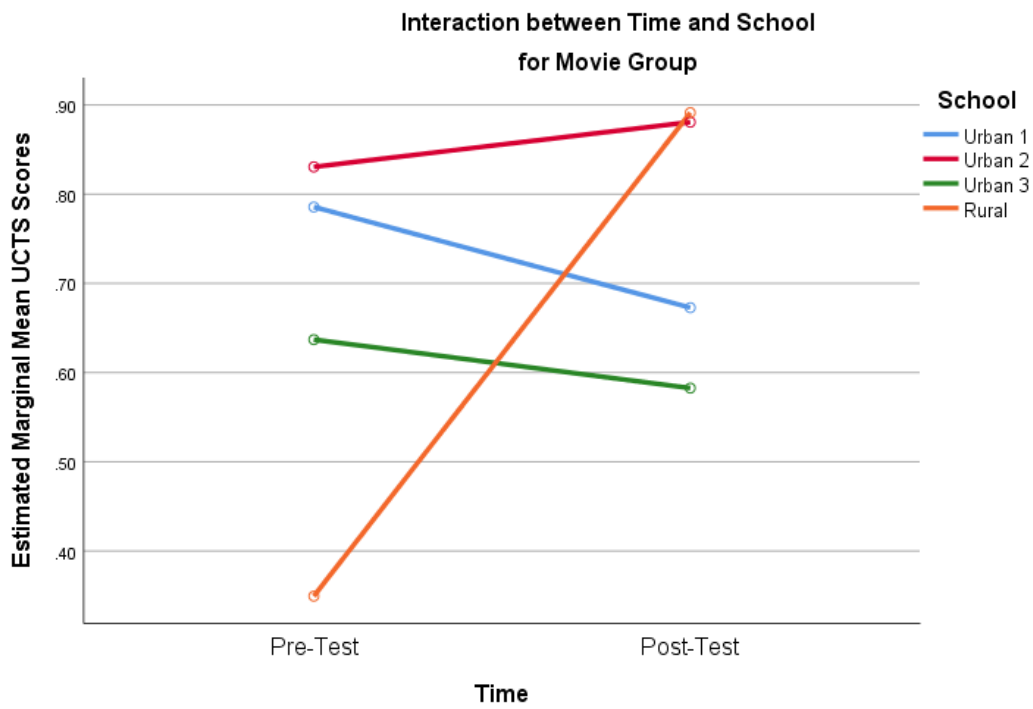


Figure 3. Interaction plot for Time * School for Movie Group

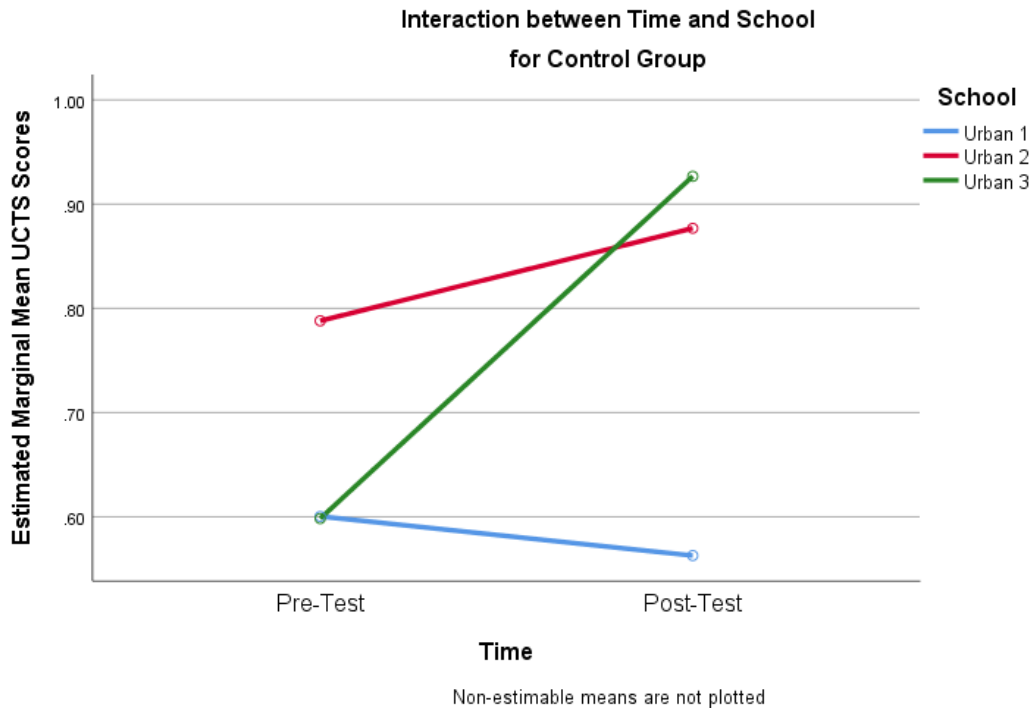


Figure 4. Interaction plot for Time * School for Control Group

The results were nonsignificant for the five remaining three-way interaction effects: time, race, and gender, $F_{time*race*gender}(2, 248) = .546, p = .580$, with a partial $\eta^2 = .005$; time, group, and gender, $F_{time*group*gender}(3, 247) = 2.596, p = .054$, with a partial $\eta^2 = .037$; time, group, and race, $F_{time*group*race}(2, 248) = 1.343, p = .263$, with a partial $\eta^2 = .013$; time, school, and gender, $F_{time*school*gender}(4, 246) = 2.356, p = .055$, with a partial $\eta^2 = .044$; time, school, and race, $F_{time*school*race}(3, 247) = 2.388, p = .070$, with a partial $\eta^2 = .034$.

Two two-way interactions were significant at the corrected alpha level ($\alpha = .05/2 = .025$): the interaction between time and gender, $F_{time*gender}(2, 248) = 5.468, p = .005$, with a partial η^2 of .051 indicating that 5% of the variance in scores was related to the interaction between item and student's gender. To avoid a type I error, the researcher re-ran the ANOVA for time and gender without students in the "prefer not to answer" ($n = 7$). The two-way interaction was still significant at the corrected alpha level ($\alpha = .05/2 = .025$): the interaction between time and

gender, $F_{time*gender}(1, 243) = 7.920, p = .005$, with a partial η^2 of .033 indicating that 3.3% of the variance in scores was related to the interaction between item and student's gender. Females performed better on the post-test while male scores were lower at the post-test stage (See Figure 5). This statistically significant difference in the interaction of scores was very small (partial η^2 of .033); however, it is possible that the interaction between time and gender may indicate bias in either the instrumentation or the interventions.

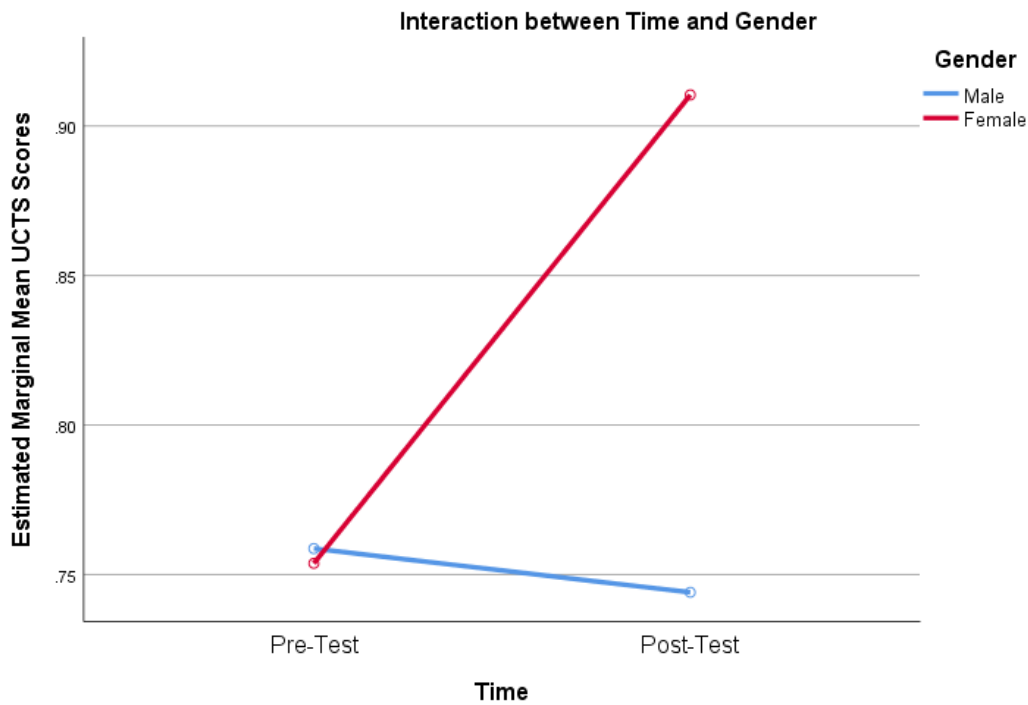


Figure 5. Interaction plot for Time * Gender

The two-way interaction between time and race was also significant, $F_{time*race}(1, 250) = 5.483, p = .020$, with an η^2 of .051 which demonstrates that 5% of the variance in pre- and post-test scores is connected to the interaction between time and student's race. White students had higher pre-test and post-test scores on the UCTS. Other races had lower pre-test and post-test scores. The plot lines for Estimated Marginal Mean UCTS Scores in the illustration of the interaction of time and race illustrated in Figure 6 are almost .20 different at pre-test time and

almost .40 different for the post-test point. This statistically significant difference in the interaction of scores was very small (partial η^2 of .051); however, it is possible that the interaction between time and gender may indicate bias in either the instrumentation or the interventions.

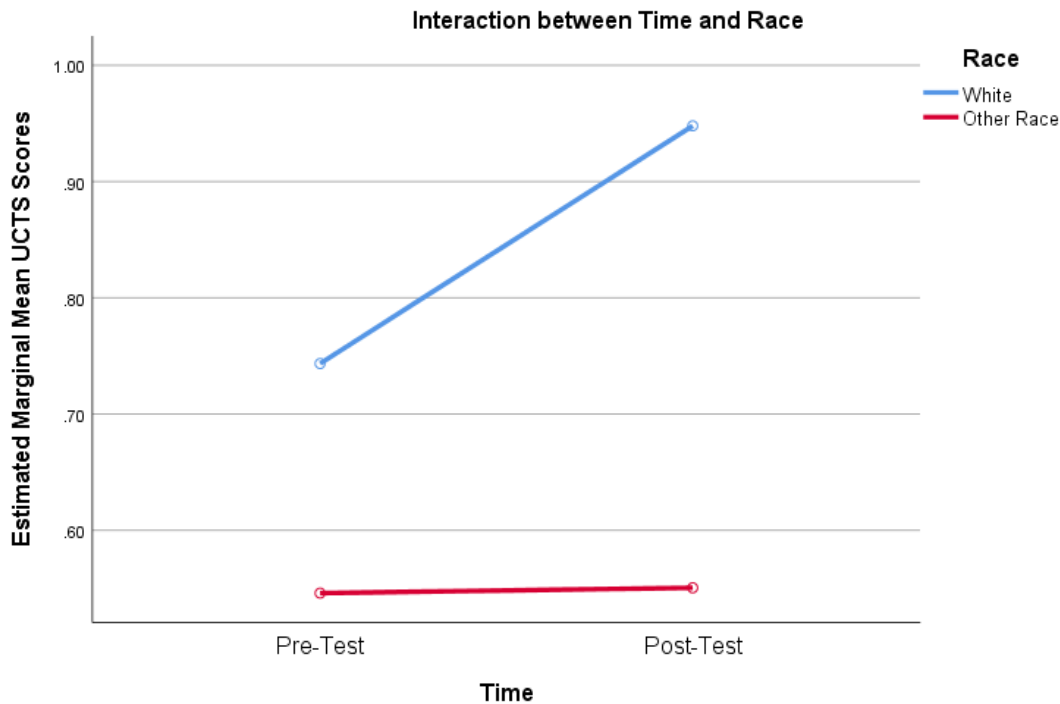


Figure 6. Interaction plot for Time * Race

Between-Subjects Effects

The researcher also found several between-subjects effects to be significant in this ANOVA. The between-subjects interaction effects of group, race, and gender was significant at the corrected alpha level of .016 ($\alpha = .05/3 = .016$), $F_{group*race*gender}(2, 248) = 5.464, p = .005$, with a partial η^2 of .051 indicating that 5% of the of the variance in scores was due to an interaction between group, race, and gender. To avoid a type I error, the researcher re-ran the ANOVA for time and gender without students in the “prefer not to answer” ($n = 7$). The

between-subjects interaction effects of group, race, and gender was not significant for this model, $F_{group*race*gender}(2, 242) = .933, p = .395$, with a partial η^2 of .008. The between-subjects interaction effects of school, race, and gender was also significant at $\alpha = .05/3 = .016$: $F_{school*race*gender}(3, 247) = 3.545, p = .016$, with a partial η^2 of .050 which indicates that 5% of the variance in pre- and post-test scores was due to an interaction between school, race, and gender. Again, to avoid a type I error, the researcher re-ran the ANOVA for time and gender without students in the “prefer not to answer” ($n = 7$). The between-subjects interaction effects of school, race, and gender was not significant in the revised model: $F_{school*race*gender}(3, 240) = 1.873, p = .135$, with a partial η^2 of .024.

Summary

The researcher conducted an analysis of the psychometric properties of the UCTS using the Rasch model. From this analysis, the researcher determined that all items on the survey exhibited appropriate item fit, and there was acceptable overall person fit for the student estimates, and, therefore, it was appropriate to interpret the results from the survey.

Next, the researcher completed several mixed design ANOVAs to test the null hypotheses from Chapter 1. As a result of the data, the researcher rejected the second null hypothesis: There will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) between the pre-test and post-test time points. Data showed that time was a significant factor for students between the pre-test and post-test time points. The researcher failed to reject the other two null hypotheses from Chapter 1: (a) There was no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) for the three classroom guidance intervention groups (book, movie, and control) and (b) The effect of time on average level of understanding of character

traits on the UCTS (Davis, 2017) did not vary depending on which treatment group (book, movie, or control) third grade students were assigned.

The researcher then analyzed the data to determine if there was any other factor which could be isolated and identified as significant in relationship to the students' understanding of character traits as reported on the UCTS. Significant interactions were found between the two-way interaction between time, school, and group, and the main effect interactions of time and gender, and time and race. Finally, the research analyzed between subject effects. The between subjects interaction effect of group, race, and gender was found to be significant. The researcher also found the between subjects interaction effect of school, race, and gender to be significant. This data indicate that while the groups were not predictors of student understanding of character on the UCTS time, other factors such as interactions between group, school, race, and gender impacted the students' pre- and post-test scores.

CHAPTER V

DISCUSSION

Despite the research within character education and the research connected to bibliotherapy and cinematherapy, much is still unknown about the effectiveness of these practices on children during classroom guidance lessons with their school counselors. This study sought to fill a gap in research for isolated practices in character education that was identified by Berkowitz and Bier (2005). The purpose of this investigation was to examine the effectiveness of classroom guidance lessons using bibliotherapy and cinematherapy for the six pillars of character education (caring, citizenship, fairness, kindness, respect, and responsibility) in improving student understanding of character traits. As discussed in previous chapters, this study was organized around data collected pre- and post-intervention (book, movie, or control) through a researcher developed instrument for understanding character traits, the UCTS (Davis, 2017). This study also looked at how gender, race, and school impacted student understanding of character traits.

This chapter was organized around the purposes and research questions presented in chapter one. Three purposes for the study guided the research: (a) to examine whether or not a brief intervention with books leads to better student understanding of character education topics, (b) to examine whether or not a brief intervention with movies leads to better student understanding of character education topics, and (c) to compare the effectiveness of cinematherapy and bibliotherapy when used to teach character education topics during classroom guidance sessions. These purposes were explored using three null hypotheses which focus on

the students' estimated locations on the construct which represents their willingness to endorse items (those items with high locations indicated a stronger or more frequent endorsement of the character traits, which indicates a better understanding of each character trait):

1. There will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) for the three classroom guidance intervention groups (book, movie, and control).
2. There will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) between the pre-test and post-test time points.
3. The effect of time on average level of understanding of character traits for third grade students on the UCTS (Davis, 2017) will not vary depending on which treatment group (book, movie, or control) third grade students were assigned.

Results for null hypotheses 1 and 3 were found to be non-significant and therefore the researcher failed to reject these null hypotheses. Classroom guidance lessons using bibliotherapy and cinematherapy were not supported as mediators in the students' understanding of character education traits based on pre- and post-test results using the UCTS (Davis, 2017), and the interaction effect of time and group was not supported as mediators in the students' understanding of character traits as reported on pre- and post-test results for the UCTS (Davis, 2017). The second null hypothesis was rejected. There was a small but statistically significant change in scores between the pre-test and post-test.

The researcher also investigated a fourth research question: What are the psychometric properties of the UCTS (Davis, 2017)? The UCTS (Davis, 2017) was found to be a psychometrically sound instrument for assessing third grade students' understanding character.

The remainder of this chapter focuses on several major sections. First, implications of the psychometric analysis of the UCTS are addressed. Second, the main effects of using bibliotherapy and cinematherapy during classroom guidance lessons to aid student understanding of character traits are presented. Third, the interactions of demographic data on student understanding of character traits are discussed. Fourth, the limitations of the current study are highlighted. Finally, recommendations for future research are presented and the need for future research is acknowledged.

Implications of the Psychometric Analysis of the UCTS

Results from the analysis of the UCTS (Davis, 2017) using the Partial Credit model (Masters, 1982) indicated that the researcher-developed instrument exhibited acceptable psychometric properties in the sample examined in this study. Students were found to have moderate-to-high reliability of separation statistics, indicating that groups of students exhibited similar locations on the latent construct. The item calibration for the survey indicated that most items were easy to endorse. The most difficult items to endorse were all from different character traits, indicating that each of these five character traits had at least one challenging item on the survey and no one character trait had all five difficult items. However, it should be noted that had the UCTS (Davis, 2017) contained items that were more difficult to endorse, there may have been more notable differences between the intervention groups. Nonetheless, this result provided further support for the finding of approximate unidimensionality. Finally, Infit *MSE* and Outfit *MSE* statistics for the items indicated that all items had acceptable model-data fit. Thus, the data supported the use of the survey to endorse student understanding of the construct of character.

The use of a modern measurement approach such as the Rasch model allowed the researcher to test a large sample of items. Further, this approach provided more information

about psychometric properties, such as item-fit statistics and person fit-statistics, than traditional analyses based on reliability coefficients would have provided.

Item hierarchy was determined by the Rasch model analyses of the UCTS (Davis, 2017). Every item on the UCTS (Davis, 2017) had appropriate item calibration and fit indicating that all items functioned as intended. Similarly, the person fit statistics indicated that the majority (89%) of students performed as expected on the survey using the measurement requirements set forth by Engelhard and Wind (2018). Additionally, the higher student location compared to item location for this data indicated that the students generally found the items of the UCTS (Davis, 2017) easy to endorse.

Based on the findings of the psychometric analysis, the UCTS (Davis, 2017) is a well-designed instrument which could be used in future studies to help researchers assess mid-elementary aged children's knowledge and understanding of character traits. The psychometric properties indicate that any 30 of the items could be used to assess student understanding of the six character traits measured: caring, citizenship, kindness, fairness, respect, and responsibility.

Main Effects of Bibliotherapy and Cinematherapy

The design of this research was developed based on the framework of formal character education programs which present specific lessons that are directive and intentional (Lickona, 1991). The results of the ANOVA models indicate that the intervention method (books, movies, or control) was not a significant predictor of student performance on the UCTS (Davis, 2017). Although all three groups experienced positive change in their understanding of character traits as reported on the UCTS (Davis, 2017), no significant differences were found between the bibliotherapy and cinematherapy group. Consequently, the researcher failed to reject two null hypotheses: (a) There will be no difference in the average level of understanding of character

traits of third grade students on the UCTS (Davis, 2017) for the three classroom guidance intervention groups (book, movie, and control); and (b) The effect of time on average level of understanding of character traits for third grade students on the UCTS (Davis, 2017) will not vary depending on which treatment group (book, movie, or control) third grade students were assigned to.

Previous research indicated that the effectiveness of literature on character development was unknown (Berkowitz & Bier, 2005) as it was often times a part of a program but not assessed as a stand-alone component (Battistich et al., 1991). Results from Battistich et al. indicate that literature as a stand-alone component is no more effective than movies as a stand-alone component for knowledge and understanding character traits. Additionally, this research study, although conducted with third grade students, may provide evidence that conflicts with Russell and Water's (2014) proposal that cinematherapy helps middle school students character development and Ali's (2017) assumption that cinematherapy can be used to develop emotional intelligence.

Further, the analysis generated in this study shed light on time as a significant factor for student understanding of character traits accounting for 2.4% of the variance in scores. Student scores improved over time which allowed the researcher to reject the remaining null hypothesis: There will be no difference in the average level of understanding of character traits of third grade students on the UCTS (Davis, 2017) between the pre-test and post-test time points. In Alabama (the state in which this study was completed) all schools are required by law to devote a portion of instructional time each week to character education (1995 Accountability Law). It is highly possible that the schools involved in this research are incorporating character education into the curriculum in other ways outside of classroom guidance lessons with the school

counselor. This may explain the significant change for all students regardless of group. Consequently, these findings may support the integration of character in the curriculum for the entire school where character is taught in tandem with content (Stiff-Williams, 2010; Was et al., 2006; Wynne, 1991).

Interactions Related to Demographic Data

In the mixed-design ANOVA, the highest-order interaction between time, school, group, race, and gender was nonsignificant as were all of the four-way interactions. However, the three-way interaction for time, school, and group was found to be significant. The control group at Urban School 3 improved from the lowest pre-test scores to the highest post-test scores for schools in the control group. This interaction accounts for 7% of the variance in scores. Similarly, the movie group at Rural School improved from the lowest pre-test scores to the highest post-test scores for the movie groups at all schools, and that interaction accounts for 7% of the variance in scores. Due to the existing digital divide between urban and rural areas, it could be postulated that the students at the rural school were more engaged in the movie group as they do not have the same access to movies in the school or home setting that students in the Urban areas have. This addition of school as a significant interaction factor supports research which indicates that culture and climate of the school along with the modeling of the teacher are crucial to the implementation of the character education program (Was et al., 2006). Other factors, not assessed in this study, may have influenced this change connected to the interaction of school on group and time.

The analysis also indicated that the interaction of two main effects with time were significant. The interaction between time and gender was found to be responsible for 5% of the variance in scores, and the interaction between time and race was also found to account for 5%

of the variance in scores. The significance of the interaction of time and gender and the significance of the interaction of time and race may indicate a bias in the study. It is possible that there was cultural bias in the researcher developed instrument or that cultural bias was present in the instruction provided to the students by the school counselors. This significant interaction may support Christopher et al.'s (2003) point that often cultural biased views are unconsciously taught by educators. The significance of these interactions may also be attributed to the male and non-white subgroups interpreting the curriculum or instrument differently from the other students.

Two between-subjects interactions were found to be significant indicating a connection between these elements. The between-subjects effect of group, race, and gender accounted for 5% of the variance in scores, and the between-subjects effect of school, race, and gender also accounted for 5% of the variance in scores.

Each of the interactions that occurred within the study accounted for less than 7% of the variance in scores. Therefore, although all of these interactions were significant, each one only accounted for a small percentage of the variance. Thus, further research is needed to understand the role of time, group, school, race, and gender on student understanding of character traits. Further research is also needed to assess which of these specific factors (time, group, school, race, and gender) will more powerfully impact the students' understanding of character.

Limitations of the Current Study

This study examined cinematherapy and bibliotherapy in a new way by comparing the use of the two mediums and a control group as interventions for children to learn about character traits. The findings present new information about the effectiveness of these interventions for character education. However, the results of this study must also be considered in the context of

the research. Character education can be grouped into three areas: understanding, caring, and acting (Ryan & Lickona, 1992).

The current study focused on student understanding of character. Understanding of character is just one aspect of character education. In comparison, many studies have focused on the change produced as a result of character education programs (Berkowitz & Bier, 2005; Muscott & O'Brien, 1999; Washburn et al. 2011). Thus, the first limitation of the study was that a survey may not be the best indicator of the effectiveness of these interventions using books and movies to increase student understanding of character traits. Looking at student behavior as recorded in positive and negative office referrals or teacher and parent perspective of change may have provided more insight to the effectiveness of these interventions.

The second limitation of the study is its sample. This study involved a sample of third grade students at four elementary schools in the Southeastern region of the U.S. Given the narrow population and the specific location of the study, the results cannot be generalized to other populations. Nonetheless, the findings of this research provide grounds for future research on more diverse populations.

Third, the interventions used for the book and movie group contained six lessons which provided a relatively brief intervention period. The lack of longitudinal data limited the researcher's ability to establish and analyze causal links. This brief intervention period may account for the lack of significant change between groups. Fourth, the UCTS (Davis, 2017), a self-reported measure, was used to assess student knowledge and understanding of character traits. The use of self-reported measures can be affected by person bias and socially appropriate response bias which can produce inaccuracies in the data. This study relied solely on this instrument which produced self-reported data from a single source. Also, the research did not

take into account a student's previous or concurrent instruction in character education which is the fifth limitation. Previous and concurrent character education instruction could have included the current mandated character education in the school setting as well as instruction from home, community, and religious centers. This instruction may account for the significant difference in pre- and post-test scores for time rather than intervention group. Finally, the school counselors' skills were not taken into consideration. No data were collected on the effectiveness or the training of the school counselor in implementing the character education interventions.

Recommendations for Future Research

This study has implications for future research. The findings of this study indicate that future research on the use of books and movies to teach character education through classroom guidance lessons could be improved and successfully accomplished based on the following recommendations:

- The current study used data from a single data source which was self-reported. Group was a nonsignificant variable in the mixed-design ANOVA. Analysis of interactions indicated that the interaction of several variables were significant in predicting change in the understanding of character traits. Future research may consider examining the students' character education development through multiple data sources such as character surveys, office referrals, and behavior changes. By looking at character education through multiple data sources, one may better understand the role and effectiveness of the intervention on the students' character development.
- This study was purely quantitative in nature. Adding a qualitative component to the research may provide more insight into the students' and counselors' perception and understanding of the intervention methods. The researcher might consider which method

did students prefer, or which method did counselors believe promoted more student engagement.

- It is recommended that future researchers may want to pursue a more-detailed examination of the dimensionality of the UCTS (Davis, 2017). The significant differences in scores for the interaction of time and race and for the interaction of time and gender indicate that the instrument may be biased. A more detailed examination of the instrument may provide evidence about the appropriateness of this survey for races other than white and genders other than female. Relatedly, future researchers may wish to conduct additional psychometric analyses such as differential item functioning and differential person functioning studies to examine items that functioned differently for different subgroups. This type of analysis may also be done as well for students for whom the item difficulty order did not hold.
- This study determined that the interaction of time, school, and group was significant. Future researchers may want to isolate the school variable and consider the culture and climate of the school. Although this study did not consider these factors, Was et al. (2006) indicated that these aspects are crucial to the implementation of a character education program.
- Significant results were found for the interactions of time and race and the interactions of time and gender. Future researchers may wish to explore the interaction of gender and race on interventions using books and movies for character development and the understanding of character traits. This may shed light on the needs of cultural and gender groups concerning character education.

- This study found significant between subjects interactions for group, race, and gender; and for school, race, and gender. Further exploration of the between subjects interactions highlighted in this study should be conducted to shed light on the effects of these interactions on student understanding of character traits.
- The qualifications and ability of the school counselor were not factors in this research study. Future research should consider how the character, qualifications, and abilities of the counselor affect the intervention methods and character development of the students.
- Previous exposure to character education was not a consideration of the study. In the future, it would be important to analyze the character education students have received previously through home, community, and religious instruction.
- The current study did not account for the character education that might be occurring at the time of the study. This possible instruction on character outside of the research study may have interfered with the results of the student self-reported measures. The future researcher should account for any character education being received by the students at the time of the study to eliminate this concern.
- Finally, this research focused specifically on the use of books and movies as interventions during classroom guidance lessons for character education. Future researchers may wish to further explore the differences between interventions using books and interventions using movies. Consequently, a similar research design could be used to explore the use of books and movies during classroom guidance lessons for topics other than character education.

Summary

The purpose of this study was to examine the effect of a brief intervention with books or movies on student understanding of character traits. The purpose of this study was accomplished and this research study found no statistically significant results for two of the null hypotheses.

The study sought to fill a gap in current research by comparing interventions using books and movies during classroom guidance lessons to teach character education. The data analyses led to useful findings on the value of time on character development and on the interaction between factors. The interaction between time, school, and group was found to be significant as were the two-way interaction of time and gender, and the two-way interaction of time and race. This indicates that character development is complex and not easily divided into individual variables. Additionally, the significant findings for time coupled with the lack of significant finding for intervention group may suggest that the brief intervention period may have been too short, and may support the use of longer interventions (Washburn et al., 2011)

Further, the findings support earlier research which indicates that character education taught in isolation is less effective than character education that is infused into the curriculum (Stiff-Williams, 2010). This study also adds to the literature for character education by filling a gap and providing a comparison between the use of books and movies for interventions. It is hoped that this study may serve as a foundation for additional research on the use of books and movies as character education interventions for students.

Overall, the results indicate that character education and students' understanding of character traits change over time. Understanding how and why these changes occur will allow school personnel to develop character education programs that are effective for students and increase student understanding of character. This study presented one facet of character

development (knowledge) and highlighted the use of books and movies for direct instruction on character for the purpose of understanding six character traits: caring, citizenship, fairness, kindness, respect, and responsibility. Certainly, this study clarifies the need for more focused research on character education for school-aged youth.

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APPENDIX A

IRB FORM

May 28, 2018

Amy Davis, MA
Department of ESPRMC
College of Education
The University of Alabama
Box 870231

Re: IRB # EX-18-CM-058 "Comparing the Use of Cisetmathery and Bibliotherapy to Teacher Character Education: A Quasi-Experimental Study"

Dear Ms. Davis:

The University of Alabama Institutional Review Board has granted approval for your proposed research. Your protocol has been given exempt approval according to 45 CFR part 46.101(b)(1) as nullified below:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Your application will expire on May 27, 2019. If your research will continue beyond this date, complete the relevant portions of Continuing Review and Closure Form. If you wish to modify the application, complete the Modification of an Approved Protocol Form. When the study closes, complete the appropriate portions of FORM: Continuing Review and Closure.

Please use reproductions of the IRB approved stamped consent/assent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number.

Good luck with your research.

Sincerely,


Carpaneto T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance

APPENDIX B
LETTER TO SCHOOL SYSTEM

Dear _____:

I am writing to request permission to conduct a research study at _____ elementary school. I am currently a doctoral candidate in the counselor education and supervision program at The University of Alabama in Tuscaloosa, AL and am in the process of writing my dissertation. My research study is a quasi-experimental design comparing the use of cinematherapy and bibliotherapy to teach character education. This research is under the supervision of Dr. Joy Burnham and has been approved by the IRB of The University of Alabama (IRB approval # _____).

I hope that the school administration will allow me to ask students from third grade to anonymously participate. Involvement will involve a 30 question pre and post-test questionnaire on character and the school counselor delivering classroom guidance lessons on the six pillars of Character Counts! using either the Auto-B-Good Character Counts! book or movie series. Because character education and classroom guidance lessons are normal parts of the school curriculum, all students in third grade will be invited to participate. However, a note outlining the research will be sent home to the families and parents/guardians will be allowed to opt out of the data collection process.

If approval is granted, student participants will be asked to give verbal assent form and then they will be given a pretest and posttest called Understanding Character Traits in a classroom or other quiet setting on the school site. The survey process should take no longer than 15 minutes. No identifying information like name or state id number will be collected. Each student will be assigned a number not connected to the student's name, and the survey results will be combined for the dissertation. Therefore, individual results of this study will remain absolutely confidential and anonymous. No costs will be incurred by either your school or the students who participate.

Your approval to conduct this study will be greatly appreciated. I am happy to answer any questions or concerns that you may have. You may contact me at my email at ampike1@crimson.ua.edu. If I have not heard from you by next week, I will follow up via phone.

If you agree, kindly submit a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this survey/study at your institution.

Sincerely,

Amy Davis, NCC
Doctoral Candidate
The University of Alabama

Enclosures

APPENDIX C
LETTER TO PARENTS

Dear Parent/Guardian:

It is being requested for your child to participate in a research study conducted by Amy Davis a doctoral candidate from The University of Alabama counselor education program to learn which is more effective for teaching children about character education: books or movies. Your child was selected as a possible participant in this study because he/she is in the third grade.

Your child's anticipated participation time will be approximately 3.5 hours. Each classroom will be divided into one of three groups: movies, books, or neither. If your child is in the movies or books group, your child's participation will involve participating in classroom guidance times with the school counselor and participating in lessons about positive character traits using books or movies. All students, regardless of group, will be given a pre-test and post-test consisting of 30 questions about character traits. The questions will ask students to indicate on a scale of one to four how much they agree with the statement such as "Kindness is important to me." The results of the pre and post-test will be analyzed to determine the impact of the books or movies on character development.

There are no known risks or discomforts associated with your child's participation in this study. It is hoped that this study will help school counselors know the benefits for teaching students character traits via books or movies. However, I cannot guarantee that your child personally will receive any benefits from this research.

All information provided by your child will be confidential. Your child will randomly be assigned a number, and the researcher will not know your child's name or interact with your child. The results of the pre and post test will not be connected to your child's name in any way.

Your child's participation is completely voluntary. Your decision, whether or not to allow your child to participate, will not affect your child's relationship with your elementary school. Your child may choose not to answer any questions that make him/her feel uncomfortable. Participation may be discontinued at any time. Refusal to participate will involve no penalty or loss of benefits to which your child is otherwise entitled.

If you or your child have any questions about the study, you may contact Amy Davis at 256-577-3428 or at ampike1@crimson.ua.edu. If you have any questions about your rights as a research participant, please contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, by calling 205-348-8461, or toll free 877-820-3066. You may also ask questions, make a suggestion, or file complaints and concerns through the IRB Outreach Website at <http://ovpred.ua.edu/research-compliance/prod/>. After you participate, you are encouraged to complete the survey for research participants that is found on the website. You may also email IRB Outreach at rscompliance@research.ua.edu.

If you do not wish for your child to participate in this research, please sign and return this document by _____.

Sincerely,

Amy Davis

I DO NOT want my child to participate in this research.

Child's Name: _____ Teacher: _____

Parent/Guardian Signature: _____ Date: _____

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: 5-28-18
EXPIRATION DATE: 5-27-19

Dear Parent/Guardian:

It is being requested for your child to participate in a research study conducted by Amy Davis a doctoral candidate from The University of Alabama counselor education program to learn which is more effective for teaching children about character education: books or movies. Your child was selected as a possible participant in this study because he/she is in the third grade.

Your child's anticipated participation time will be approximately 3.5 hours. Each classroom will be divided into one of three groups: movies, books, or neither. If your child is in the movies or books group, your child's participation will involve participating in classroom guidance times with the school counselor and participating in lessons about positive character traits using books or movies. All students, regardless of group, will be given a pre-test and post-test consisting of 30 questions about character traits. The questions will ask students to indicate on a scale of one to four how much they agree with the statement such as "Kindness is important to me." The results of the pre and post-test will be analyzed to determine the impact of the books or movies on character development.

There are no known risks or discomforts associated with your child's participation in this study. It is hoped that this study will help school counselors know the benefits for teaching students character traits via books or movies. However, I cannot guarantee that your child personally will receive any benefits from this research.

All information provided by your child will be confidential. Your child will randomly be assigned a number, and the researcher will not know your child's name or interact with your child. The results of the pre and post test will not be connected to your child's name in any way.

Your child's participation is completely voluntary. Your decision, whether or not to allow your child to participate, will not affect your child's relationship with your elementary school. Your child may choose not to answer any questions that make him/her feel uncomfortable. Participation may be discontinued at any time. Refusal to participate will involve no penalty or loss of benefits to which your child is otherwise entitled.

If you or your child have any questions about the study, you may contact Amy Davis at 256-577-3428 or at ampike1@crimson.ua.edu. If you have any questions about your rights as a research participant, please contact Ms. Tania Myles, The University of Alabama Research Compliance Officer, by calling 205-348-8461, or toll free 877-820-3066. You may also ask questions, make a suggestion, or file complaints and concerns through the IRB Outreach Website at <http://ovpred.ua.edu/research-compliance/proof/>. After you participate, you are encouraged to complete the survey for research participants that is found on the website. You may also email IRB Outreach at rscompliance@research.ua.edu.

If you do not wish for your child to participate in this research, please sign and return this document by _____.

Sincerely,

Amy Davis

I DO NOT want my child to participate in this research.

Child's Name: _____ Teacher: _____

Parent/Guardian Signature: _____ Date: _____

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: 5-28-18
EXPIRATION DATE: 5-31-19

APPENDIX D
TRAINING MANUAL

Introduction

Thank you for consenting to participate in this research with me. Included in this packet you will find all the information you need to conduct these lessons.

Packet Contents:

- Introduction
- Consent and Opt Out Forms
- Survey Instructions
 - Random number generation instructions
 - Survey web address
 - Step by step instructions
- Lesson Plans including all handouts you will need for the movie and book groups
- IRB approval notice for your records

This research is designed to assess the effectiveness of using bibliotherapy (books) and cinematherapy (movies) to teach the six character traits of CharacterCounts! to third grade students over the course of six 30 minute classroom guidance lessons.

Character traits being measured

- Trustworthiness
- Respect
- Citizenship
- Responsibility
- Fairness
- Caring

Classrooms will be assigned to a group movie, book, or control. The movie group will participate in 6 classroom guidance lessons using lesson plans on character traits developed by the researcher. The book group will participate in 6 classroom guidance lessons using lesson plan on character traits developed by the researcher. The control group is not to participate in any classroom guidance lessons on character education. If the control group must participate in classroom guidance lessons during this time, the researcher suggests that lessons from the academic domain be used such as following directions, paying attention in class, test taking skills, etc.

This effectiveness of the character education lessons will be assessed using a pre and post test developed by the researcher call the Understanding Character Traits Survey. This pre and post test is a likert scale computer based assessment with 30 questions (5 per character word). It is on a second grade reading level.

This survey will be conducted at four elementary schools in four different school systems. Counselors at each school will be responsible for the following things:

1. Participating in training with the primary researcher

2. Signing a consent form
3. Distributing the parent notice/ opt out forms to parents
4. Providing each student with a random number
5. Administering a the pre-test survey
6. Conducting six classroom guidance lessons provided by the researcher for the randomized groups at the school
7. Administering the post-test survey.
8. Notifying the researcher when all students have completed the post-test

UNIVERSITY OF ALABAMA

Individual's Consent for School Counselor to be in a Research Study

You are being asked to be in a research study. This study is called 'Comparing the use of cinematherapy and bibliotherapy to teach character education: A quasi-experimental study.' This study is being done by Amy Davis, a doctoral candidate at the University of Alabama. Amy Davis is under the supervision of Dr. Joy Burnham.

What is this study about? The purpose of this study is to determine which pedagogical method (books or movies) is more effective for teaching character education to third grade students during classroom guidance lessons.

Why is this study important—What good will the results do? The findings will help school counselors understand the effectiveness of using two different pedagogical approaches (books and movies) to teach character education in the classroom setting.

Why have I been asked to take part in this study? You indicated to the primary researcher, Amy Davis, that you would be interested in participating in this study.

How many other people will be in this study? The investigator hopes to include three other school counselors at three other schools in this study.

What will I be asked to do in this study? If you agree to be in this study, you will attend a one hour training session with other school counselors to learn how to administer the classroom guidance lessons in your school. After this session, you will return to your schools and complete six 30 minute classroom guidance lessons with each third grade classroom. Some classes will receive lessons using books, other using movies, and then a third, the control group, will receive a lesson that does not have anything to do with character education movies or books.

How much time will I spend being in this study? Participants will be expected to attend a one hour training session in July. In August and September, the school counselors will provide six 30 minute classroom guidance sessions to each third grade class in their schools – therefore participant involvement time will vary depending on the number of third grade classes in the school.

Will being in this study cost me anything? The only cost to you from this study is your time.

Will I be compensated for being in this study? There is no compensation for participation.

What are the risks (problems or dangers) from being in this study? There are no anticipated risks to you participating in this study other than those encountered in day-to-day work life as a school counselor.

UNIVERSITY OF ALABAMA IRB
 CONSENT FORM APPROVED: 5-28-18
 EXPIRATION DATE: 5-27-19

What are the benefits of being in this study? There are no direct benefits to you unless you find it pleasant or helpful to lead classroom guidance sessions. You may also feel good about knowing that you have helped other school counselors learn which methods of instruction are most effective.

How will my privacy be protected? Your identity and the identity of your school will not be shared in this research.

How will my confidentiality be protected? The only place where your name appears in connection with this study is on this informed consent. The consent forms will be kept in a locked file drawer in Amy Davis's office, which is locked when she is not there. We are not using a name- number list so there is no way to link a consent form to a counselor at a site.

We will write research articles on this study but participants will be identified only as "counselors from 4 elementary schools in Alabama." No one will be able to recognize you.

What are the alternatives to being in this study? The only alternative is not to participate.

What are my rights as a participant? Being in this study is totally voluntary. It is your free choice. You may choose not to be in it at all. If you start the study, you can stop at any time. Not participating or stopping participation will have no effect on your relationships with the University of Alabama.

The University of Alabama Institutional Review Board is a committee that looks out for the ethical treatment of people in research studies. They may review the study records if they wish. This is to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

Who do I call if I have questions or problems? If you have questions about this study right now, please ask them. If you have questions later on, please call Amy Davis at 256-577-3428. If you have questions or complaints about your rights as a research participant, call Ms. Tanta Myles, the Research Compliance Officer of the University at 205-348-8461 or toll-free at 1-877-820-3066.

I have read this consent form. I have had a chance to ask questions.

Signature of Research Participant

Date

Signature of Investigator

Date

Child Assent Form

Hi, (classroom name). We have been asked to help another school counselor. Her name is Amy Davis, and she goes to school at the University of Alabama. She is doing a study of how kids in third grade learn about character traits like being honest and kind. You are in third grade so I am asking you if you would like to be in her study.

Here's what will happen. You, along with your classmates who choose to participate, will take a pre test on the computer where you answer questions about how much you agree or disagree with a statement. Then we will have six classroom guidance lessons. After the six lessons, you will take the same test again to see if your answers have changed as a result of what you have learned.

We sent a note home to your parents to tell them about this.

Each of you will be given a special number when you take the test. Only my friend, Mrs. Davis will see your answers, but she will not know your name when she sees your tests. And, she will not tell your parents or teachers how you answered.

If something makes you feel bad while you are taking the tests, please tell me. If you decide you do not like the tests, you can stop anytime. If you decide not to participate, you will have a different assignment.

What questions do you have about this?

If you think you would like to take these tests and help Mrs. Davis learn about how students learn about character I want you to give me a thumbs up and say "yes." If you do not want to participate give me a thumbs down and say "no."

Signature of Person Obtaining Assent

Date

Name of Classroom

Number of students giving consent _____

Number of students not giving consent _____

UA IRB Approved Document
Approval date: 5-28-18
Expiration date: 5-27-19

Survey Instructions

Third grade students will take this pre-test post-test before and after the classroom guidance lessons. The testing program will randomly generate 30 of the 60 questions for the students. These will be answered using a 4 point Likert scale: strongly disagree, disagree, agree, strongly agree.

This has an overall 2.7 grade level readability using Flesch-Kincaid. However, without the character words the reading level is 0.4 grade level.

Survey ID Number Generation

Each school counselor will be responsible for providing the students with random numbers for their survey ID. Students will need to use the same ID number for both the pre and post-test. It is recommended that school counselors make a note of these ID numbers in case a student forgets the number as the primary researcher will not have access to what number goes with which student.

Instructions for developing the ID numbers are below:

1. The first character should be the first letter of the name of the school: H, F, T, or W.
2. The second character should be the first letter of the group to which that class is assigned: B = book, M = movie, C = control.
3. The remaining characters may be developed according to the school counselor's discretion and should not be traceable by or made known to the primary researcher.

Any student who returns an opt out form should not participate in the pre or post-test surveys.

Timeline for Survey

The pre-test survey should be administered to the book and movie groups no more than two weeks before the first lesson.

The post-test survey should be administered to the book and movie groups no more than two weeks after the last lesson.

Those students in the control group should take the pre-test survey before the movie and book groups begin their lessons and take the post-test when the movie and book groups have completed their series of lessons.

Survey Web Address

https://universityofalabama.az1.qualtrics.com/jfe/form/SV_e42f79L2wEQpZdz

Lesson Plan: TRUSTWORTHINESS – Cinematherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students

Materials: AutoBGood Trustworthiness DVD

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to define truthfulness.

Encourage students to watch the video and see if they can identify the car that is trustworthy

Watch the video.

After watching the SC will process the story with the class by asking the following questions:

1. Define Trustworthy? (Answer: doing what you promised/keeping your word)
2. Which car was struggling with being trustworthy? (Answer: Johnny. He ate all the cotton candy.)
3. How can you show that you are trustworthy to people at home? (Answers will vary.)
4. What does it take to show that you are trustworthy at school? (Answers will vary.)
5. What did Professor mean when he said, "Trust can take a long time to earn, but a short time to lose." (Answer: Once you do something that is not trustworthy one time, people won't trust you.)

Activity: Take the trustworthy quiz on the handout and draw a picture of yourself being trustworthy.

Lesson Plan: TRUSTWORTHINESS – Bibliotherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students

Materials: AutoBGood Trustworthiness book

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to define truthfulness.

Encourage students to listen to the story and see if they can identify the car that is trustworthy

Read the book.

After reading the SC will process the story with the class by asking the following questions:

1. Define Trustworthy? (Answer: doing what you promised/keeping your word)
2. Which car was struggling with being trustworthy? (Answer: Johnny. He ate all the cotton candy.)
3. How can you show that you are trustworthy to people at home? (Answers will vary.)
4. What does it take to show that you are trustworthy at school? (Answers will vary.)
5. What did Professor mean when he said, "Trust can take a long time to earn, but a short time to lose." (Answer: Once you do something that is not trustworthy one time, people won't trust you.)

Activity: Take the trustworthy quiz on the handout and draw a picture of yourself being trustworthy.

Trustworthiness Quiz

Name: _____

- | True | False | |
|--------------------------|--------------------------|---------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | I keep my promises; I am a person of my word. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am reliable; I follow through on commitments. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am honest |
| <input type="checkbox"/> | <input type="checkbox"/> | I keep secrets; I never betray a confidence or a trust. |
| <input type="checkbox"/> | <input type="checkbox"/> | I have integrity; I don't cave in to temptation. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am loyal when loyalty is appropriate. |

(Circle am or am not)

I think I am/am not a trustworthy person because

Draw a picture of you being trustworthy:

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Lesson Plan: RESPECT – Cinematherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students will be able to explain respect and give examples.

Materials: AutoBGood Respect DVD

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to share examples of respect.

Encourage students to watch the video and see if they can identify the car that struggles with showing respect.

Watch the video.

After watching the SC will process the video with the class by asking the following questions:

1. What is respect? (Answer: showing high value and consideration to others)
2. Which car was struggling with respect? (Answer: EJ)
3. In what ways was he struggling with respect? (Answer: EJ was disrespectful to the referee, Mr. Morgan. EJ was happy when Mr. Morgan was injured.)
4. Why do you think EJ didn't show respect to Mr. Morgan until he learned how cool he was? (Answers will vary but may include the following: He didn't know him. He was mad at him for giving him a red card.)
5. Why is it a good idea to show respect to people that we don't even know? (Answers will vary but may include the following: That person might be really kind or special. It is the right thing to do, etc.)

Activity: Brainstorm some reasons why we should show respect. Then draw a picture or write a poem or song about being respectful.

Lesson Plan: RESPECT – Bibliotherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students will be able to explain respect and give examples.

Materials: AutoBGood Respect book

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to share examples of respect.

Encourage students to listen to the story and see if they can identify the car that struggles with showing respect.

Read the book.

After watching the SC will process the video with the class by asking the following questions:

1. What is respect? (Answer: showing high value and consideration to others)
2. Which car was struggling with respect? (Answer: Warren)
3. In what ways was he struggling with respect? (Answer: Warren was disrespectful to EJ. He threw mud on him and threatened him.)
4. What happened when Warren continued to be disrespectful to EJ? (Answer: EJ took Derek's advice: Talk, Walk, Tell.)
5. Why is it a good idea to show respect to people that we don't even know? (Answers will vary but may include the following: That person might be really kind or special. It is the right thing to do, etc.)

Activity: Brainstorm some reasons why we should show respect. Then draw a picture or write a poem or song about being respectful.

Lesson Plan: RESPONSIBILITY – Cinematherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students will be able to explain responsible and give examples.

Materials: AutoBGood Responsible DVD

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to share examples of responsibility.

Encourage students to watch the video and see if they can identify the car(s) that are not responsible.

Watch the video.

After watching the SC will process the video with the class by asking the following questions:

1. How do you define being responsible? (Answer: having to do something or taking care of or control of something or someone)
2. Which car(s) was not responsible? (Answer: Ultimately Cali was not responsible because she said she would take care of the flowers, but her friends also did not help her as they said they would.)
3. How do you think Franklin felt when he came home and saw his flowers were ruined? (Answers will vary: He was mad, frustrated, disappointed, sad.)
4. How can Cali fix the problem she caused and be responsible for her mistake? (Answers will vary: She can help Franklin plant new flowers. She can agree to water Franklin's flowers. She can buy new flowers and supplies for Franklin.)
5. Pair and Share: Tell about your favorite responsibility.

Activity: Complete the Responsibility handout.

Lesson Plan: RESPONSIBILITY – Bibliotherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students will be able to explain responsible and give examples.

Materials: AutoBGood Responsibility book

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to share examples of responsibility.

Encourage students to listen to the story and see if they can identify the car(s) that are not responsible.

Read the book.

After reading the SC will process the book with the class by asking the following questions:

1. How do you define being responsible? (Answer: having to do something or taking care of or control of something or someone)
2. Which car was not responsible? (Answer: Izzi. She left the robot out over night and it went wild.)
3. How do you think Professor felt when he saw Ob's name all over the city? (Answers will vary: He was mad, frustrated, disappointed, sad.)
4. How did Izzi fix the problem she caused and take responsibility for her mistake? (Answer: She helped clean up the city and took better care of Ob Jr.)
5. Pair and Share: Tell about your favorite responsibility.

Activity: Complete the Responsibility handout.

Responsibility

Complete this worksheet with a partner.

Name: _____

Partner's Name: _____

Define Responsible: _____

Two ways to be responsible at school:

1. _____

2. _____

Two ways to be responsible at home:

1. _____

2. _____

Based on what you wrote above are you responsible? YES NO

List 3 ways you can be more responsible.

1. _____

2. _____

3. _____

Lesson Plan: FAIRNESS– Cinematherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students will be able to explain fairness and give examples.

Materials: AutoBGood Fairness DVD

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to share examples of fairness.

Encourage students to watch the video and see if they can determine if the contest is fair or not.

Watch the video.

After watching the SC will process the video with the class by asking the following questions:

1. How do you define being fairness? (Answer: treating everyone according to the same rules which are correct and honest)
2. Was the contest fair? (Answers will vary. Helps students focus on the aspect of fairness.)
3. Why do you think Maria won? (Answers will vary: She was the most deserving car.)
4. Why is being fair important to you? / When do you want others to be fair?
5. Tell me about a time when you saw someone being fair?

Activity: Create an anchor chart for the class to hang in their classroom. Brainstorm a list do's and don'ts for being fair. Include an example for each if possible.

Lesson Plan: FAIRNESS– Bibliotherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students will be able to explain fairness and give examples.

Materials: AutoBGood Fairness book

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to share examples of fairness.

SC will read the book to the class. Encourage students to decide if Cali is fair to Izzy when she becomes queen for a day.

After reading the SC will process the book with the class by asking the following questions:

1. How do you define being fairness? (Answer: treating everyone according to the same rules which are correct and honest)
2. Was the Cali fair when she was queen for a day? (Answer: No, she was not kind to Izzy.)
3. Why do you think Maria won? (Answers will vary: She was the most deserving car.)
4. Why is being fair important to you? / When do you want others to be fair?
5. Tell me about a time when you saw someone being fair?

Activity: Create an anchor chart for the class to hang in their classroom. Brainstorm a list do's and don'ts for being fair. Include an example for each if possible.

Lesson Plan: CARING – Cinematherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students will be able to explain caring and give examples.

Materials: AutoBGood Caring DVD

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to share examples of caring.

Watch the video.

After watching the SC will process the video with the class by asking the following questions:

1. How do you define caring? (Answer: Showing kindness and concern for others.)
2. When does EJ begin to show that he cares? (Answer: He shows that he cares once he learns about the death of his neighbor's wife.)
3. How can you show others that you care? (Answers will vary).
4. Who should we show caring to? (Answers will vary: anyone and everyone)

Activity: Plan an act of caring and kindness as a class. This might be making a card or banner for someone to tell them you appreciate them like the cafeteria staff or janitor. Or it might be picking up trash on the playground.

Lesson Plan: CARING – Bibliotherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students will be able to explain caring and give examples.

Materials: AutoBGood Caring book

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to share examples of fairness.

Encourage students to listen to the story and decide when does EJ show that he really cares. .

After reading the story, the SC will process it with the class by asking the following questions:

5. How do you define caring? (Answer: Showing kindness and concern for others.)
6. When does EJ begin to show that he cares? (Answer: He shows that he cares once he learns about the death of his neighbor's wife.)
7. How can you show others that you care? (Answers will vary).
8. Who should we show caring to? (Answers will vary: anyone and everyone)

Activity: Plan an act of caring and kindness as a class. This might be making a card or banner for someone to tell them you appreciate them like the cafeteria staff or janitor. Or it might be picking up trash on the playground.

Lesson Plan: CITIZENSHIP – Cinematherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students will be able to explain citizenship and give examples.

Materials: AutoB Good Citizenship DVD

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to share examples of citizenship.

Encourage students to watch the video and see what happens when one car makes a poor decision.

Watch the video.

After watching the SC will process the video with the class by asking the following questions:

1. How do you define good citizenship? (Answer: Being a member of a community or country. Good citizens behave in culturally appropriate ways showing respect and making good decisions.)
2. What was the consequence of Franklin not showing CJ proper respect? (Answer: He made a mistake in the war.)
3. How did Maria know more about citizenship than the other cars? (Answer: It was important to her because she was new to the country and had to take a test for her citizenship.)
4. What are some things that good citizens would do? (Answers will vary- make a list.)
5. What does voting and the political process have to do with being a good citizen? (Answer: Voting and being a part of the political process shows that we care about our country.)

Activity: Each student should create a good citizen award. Then, write a letter to go with the award telling that person why you think he/she is a good citizen. You may even want to give it to that person.

Lesson Plan: CITIZENSHIP – Bibliotherapy Group

Grade: 3rd Grade

Time: 30 minutes

ASCA Mindset and Behaviors (Domain/Standard): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Alabama Counseling and Guidance Standards: PS:A1.2 identify values, attitudes and beliefs & PS:A1.6 distinguish between appropriate and inappropriate behavior

Learning Objective: Students will be able to explain citizenship and give examples.

Materials: AutoBGood Citizenship book

Procedure: School Counselor (SC) will share with students the learning objective for the day.

Activate prior knowledge by asking students to share examples of citizenship.

Encourage students to listen to the story and see if they can list all of the ways that Miles is a good citizen.

Read the book.

After reading the SC will process the story with the class by asking the following questions:

1. How do you define good citizenship? (Answer: Being a member of a community or country. Good citizens behave in culturally appropriate ways showing respect and making good decisions.)
2. What were some of the ways that Miles was a good citizen? (Answer: He delivered meals to the hungry, handed out tires to the needy, helped maintain the roads, was on a committee, and cleaned up graffiti.)
3. What are some things that good citizens would do? (Answers will vary- make a list.)
4. What does voting and the political process have to do with being a good citizen? (Answer: Voting and being a part of the political process shows that we care about our country.)

Activity: Each student should create a good citizen award. Then, write a letter to go with the award telling that person why you think he/she is a good citizen. You may even want to give it to that person.

May 28, 2018

Amy Davis, MA
Department of ESPRMC
College of Education
The University of Alabama
Box 870231

Re: IRB # EX-18-CM-058 "Comparing the Use of Cerebral Therapy and Bibliotherapy to Teacher Character Education: A Quasi-Experimental Study"

Dear Ms. Davis:

The University of Alabama Institutional Review Board has granted approval for your proposed research. Your protocol has been given exempt approval according to 45 CFR part 46.101(b)(1) as outlined below:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Your application will expire on May 27, 2019. If your research will continue beyond this date, complete the relevant portions of Continuing Review and Closure Form. If you wish to modify the application, complete the Modification of an Approved Protocol Form. When the study closes, complete the appropriate portions of FORM: Continuing Review and Closure.

Please use reproductions of the IRB approved stamped consent/assent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number.

Good luck with your research.

Sincerely,


Carpaneto T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance

APPENDIX E

UCTS

Understanding Character Traits Survey

Third grade students will take this pre-test post-test before any classroom guidance lessons on character and after six lessons on character. The testing program will randomly generate 30 of the 60 questions for the students. These will be answered using a 4 point Likert scale: strongly disagree, disagree, agree, strongly agree.

This has an overall 2.7 grade level readability using Flesch-Kincaid. However, without the character words the reading level is 0.4 grade level.

I. Trustworthiness:

1. I am trustworthy when I do what I say I am going to do.
2. I am trustworthy if I do what my teacher asks even when she is not looking.
3. I am trustworthy when I return my library book on time.
4. Trustworthy means others can believe what I say.
5. Taking candy from a store is not trustworthy.
6. Tricking my friend makes me trustworthy.
7. If I find a wallet and I keep it, I am trustworthy.
8. Trustworthy means I tell the truth sometimes.
9. Taking something that does not belong to you is a way to be trustworthy.
10. Others trust me even if I break my promises.

II. Respect

1. I show respect by being quiet in the library.
2. Respect means showing others that you care.
3. Following the rules at school shows respect.
4. I earn respect when I show respect to others.
5. Shaking someone's hand shows respect.
6. Others should respect me no matter what.
7. Respect means I do not have to say I am sorry.
8. When I talk back to my teacher, I show respect.
9. I am respectful when I call my friend dumb.
10. Breaking the rules shows respect.

III. Responsibility

1. I am responsible when I do what I say I am going to do.
2. Responsibility means I do not blame others when I mess up.
3. If I borrow a toy and break it, I am not responsible.
4. Doing homework when it is given is responsible.
5. Walking my dog every day is responsible.
6. Not doing my homework is responsible.
7. Only adults have to be responsible.
8. Responsibility is not important because I am a child.

9. Kids who are responsible do not follow the rules.
10. I am responsible when I leave my backpack at school.

IV. Fairness

1. I am fair when I treat others the way I want to be treated.
2. I am fair when I take turns.
3. Listening to the ideas of others is fair.
4. Telling the truth is one way of being fair.
5. I am fair when I share my toys.
6. Fairness means I get what I want.
7. It is fair when my friends only do what I want.
8. Telling a lie to protect myself is fair.
9. Cheating is fair if you win.
10. Cheating is fair if you lose.

V. Caring

1. Saying “Thank you” shows that I care.
2. Caring means I help others.
3. Holding the door open for someone shows caring.
4. Helping those in need is caring.
5. Forgiving others is caring.
6. Taking a book without asking is caring.
7. Caring means I am rude to others.
8. I am caring when I do not say “I’m sorry.”
9. If I break the extra pencils, I am caring.
10. Stealing money is caring.

VI. Citizenship

1. Voting is one way to be a good citizen.
2. Citizenship means I follow the laws and rules.
3. I am a good citizen when I follow the rules.
4. When I help others, I am a good citizen.
5. Helping is a way to show citizenship.
6. Good citizens make all students feel welcome.
7. Good citizens are not friendly.
8. Citizenship means being smart.
9. I am a good citizen when I run in the hallways at school.
10. When I laugh at other people, I show good citizenship.