



# Tell Me A Story as a Bibliotherapy Intervention to Promote Resiliency in Military Children

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## Children of Military Members

- A third of a million children aged 6 to 11 of active duty military members (DoD, 2016)
- Increased stress from risk factors (Lemmon & Stafford, 2014)
  - Frequent moves
  - Parental deployment
  - Parent Divorce
  - Mental Health
- Effects of parental deployment (Hooper, Moore, & Smith, 2014; Larson et al., 2012; Ryan-Wenger, 2001)
  - Parentification
  - Increased fear of war
  - Increased specialty office visits (anxiety, depression)

## Resiliency

- Interrelated bio-psycho-social ecology (Ungar, 2012)
- Positive growth
- Depends on social and physical environment
- Positive development process changes
  - Traits
  - Behaviors
  - Cognitions

## Bibliotherapy

- Reading of stories which are used to help gain insight (Allen Heath, Sheen, Leavy, Young, & Money, 2005; Iaquinta & Hipsky, 2006; Olsen, 1975)
- Characters and stories used therapeutically
- Children deal with strong emotions safely
- Four stages:
  - Pre reading (selecting appropriate stories)
  - Guided reading (reading with someone)
  - Post-reading discussion (talking about the events and characters)
  - Activity (integration of story into life)

## Tell Me A Story™

- TMAS was created in 2005 by Military Child Education Coalition
- Using positive psychology as a basis, a curriculum of 16 books were selected, all focusing on the military child's needs (Clime & Mastoras, 2015; Seligman & Csikszentmihalyi, 2000; Scagliola & Rizzo, 2010)
  - Optimism
    - Emotions, thoughts, and motivational factors
  - Life Satisfaction
    - Predicts good self-esteem, optimism, self efficacy, and reduction of problems
  - Strengths based approach
- A TMAS event is composed of three parts:
  - Group reading with VIP reader
  - Discussion session
  - Activity session



## Practice Implications

- TMAS helps to increase resiliency
- Protective effect for boy's resiliency
- Use of TMAS as programing for military families

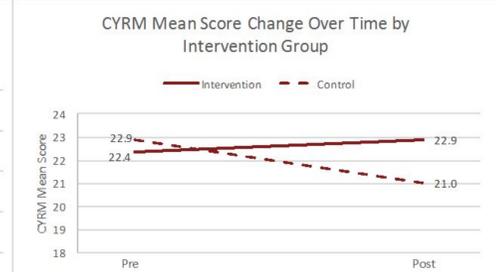
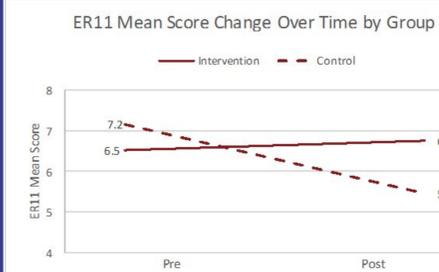
## Design & Methods

- Community based quasi-experimental pre-post design with waitlist controls
- Participants: Active duty military members and their spouses
  - Living on or near seven military installations in continental U.S.
  - Reporting on their perceptions of their children aged 6-10 years old
    - Intervention Group n = 23
    - Control Group n = 4
- Measures
  - Child and Youth Resilience Measure (CYRM; Ungar & Liebenberg, 2011)
  - Ego-Resiliency Q-Sort (ER11; Taylor et al., 2014)
  - Child Behavior Checklist (CBCL; Achenbach & Rescorla, 2001)

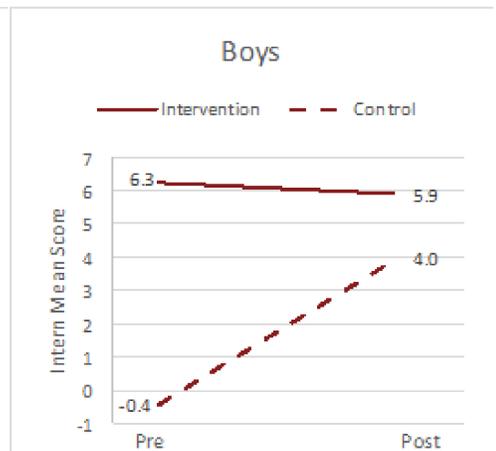
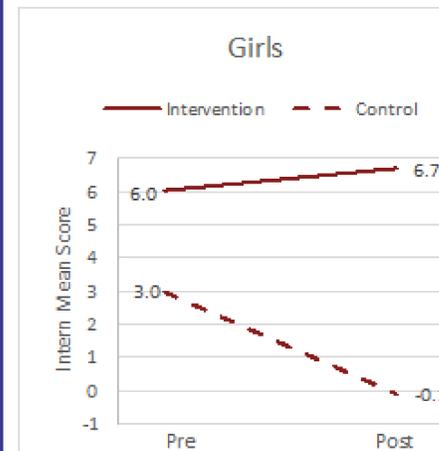
Group	Week 0	Week 3	Week 6	Week 9	Week 12
I	O X	O	O		
WLC	O		O X	O	O
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## Results

- Improvement in resiliency (CYRM,  $F = 4.8$ ,  $p = .039$ ,  $\eta_p^2 = 0.19$ ) and ego-resiliency (ER11,  $F = 8.7$ ,  $p = .008$ ,  $\eta_p^2 = 0.30$ ) after attending intervention



- Boys benefited in reduction of internalizing problem behaviors more than girls ( $F = 5.6$ ,  $p = .028$ ,  $\eta_p^2 = 0.22$ )



Note: values are marginal means adjusted for covariates



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