

Bibliotherapy: An Indirect Approach to Treatment of Childhood Aggression

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ABSTRACT: The process of group therapy with five aggressive young boys, utilizing bibliotherapy as its primary mode of intervention, was investigated and is illustrated in this paper. The rationale for using affective bibliotherapy in a group context is given, the content of the program is described, and the process is fully displayed. The effectiveness of the treatment was studied in a single-subject design, comparing treatment children with their matched counterparts. Results pointed to reduced aggression of all the five treatment students, compared with no change in the control children, by self- and teacher report. In addition, results based on an analysis of transcripts showed increased constructive behavior in group for all participants. Although these results should not be generalized, they suggest an interesting line of research for future investigation.

KEY WORDS: Aggression; Childhood Treatment; Bibliotherapy.

The history of psychology, according to Irvin Yalom,¹ started long before the advent of scientific methods and pioneering experiential psychology, with novelists such as Dostoevsky and Tolstoy, among others. Yalom further observes that, although Freud identified himself as a scientist, not one of his great insights was born of science: "Invariably they arose from his own intuition, his artistic imagination, and his deep knowledge of literature and philosophy" (p.269). A similar point has been made in counseling literature:² "Without Shakespeare's plays, Dostoyevsky's novels, or James's short stories, our knowledge of anguish and conflict would be hollow, our self-revelations would be one-dimensional" (p.35).

Bibliotherapy is indeed a clinical method strongly encouraged and long practiced in counseling,³ in a variety of modalities influenced by

Received November 15, 1998; For Revision January 5, 1999; Accepted February 15, 1999.

The contribution of the therapists, Hava and Zippi, is acknowledged.

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therapists' theoretical framework. Recently, as the cognitive-behavioral approach has come to prevail in therapy literature, cognitive bibliotherapy has received renewed attention in practice and research.

Cognitive bibliotherapy refers mostly to the self-administered methods in which written material is suggested to clients with minimal or no therapist contact. It is assumed that from the literature the client will draw the information, experiences, and solutions relevant to his or her needs. Two recent studies have indicated the effectiveness of cognitive bibliotherapy in treatment of adolescent depression⁴ and sexual difficulties.⁵

By contrast, affective bibliotherapy is an alternative modality in counseling and psychotherapy that focuses on experiencing, a crucial component of any psychotherapy.⁶ Experiencing is enhanced through the richness of human life, characters, situations, difficulties, and problems that the literature presents to the reader. Through a process of identification with the presented characters clients reconnect to their own feelings and experiences, allowing catharsis to occur.

Looking at life's circumstances from a distance may help individuals to deal with the complexity of the situation with less defensiveness, allowing understanding and insight to grow. Literature also nurtures constructive thinking and a basis for creative problem solving.⁷ Yet caution must be applied in therapy, as the infinite richness and complexity may also be overwhelming, threatening, and anxiety provoking, and may prove to be poor modeling. Moreover, the information conveyed to the reader may be misunderstood, misinterpreted, and even distorted, colored by the reader's private experiences,⁸ particularly when high-risk populations are involved.

One way to keep therapy safe is through active participation of a therapist in a therapeutic framework. The therapeutic discussion provides a safe context for "education in active wisdom through the invited encounter with life's richness and complexity, through the sustenance of tender curiosity, and through the systematic support for more comfortable ways of telling, interacting and being."⁹

Affective bibliotherapy is particularly suitable in work with aggressive children. Children and adolescents do not like therapy, but they do love stories and films. All children love stories, but boys depend on them, says Gurian¹⁰ in a recent book entitled *The Wonder of Boys*. He suggests that boys feel incompetent in the emotional arena, and need stories to give them an internal, reflective language for their feeling

experiences. This is particularly so for aggressive children, who demonstrate deficiencies in empathic understanding and in self-expressiveness.¹¹ In addition, they tend to be defensive and resistant to therapy and change. Preaching at an aggressive boy that he must change rarely changes him, but showing him, in story, how to transform himself works much better, continues Gurian.¹⁰

The indirect approach to treatment of aggression through literature is of great importance, but should not be the sole device. The change process of an individual is complex, requiring adjustment of treatment methods to the stage of change.¹² In the first stages, psychodynamic and humanistic theories are recommended, as they assist in consciousness raising, dramatic relief, and environment re-evaluation. Only at the action and maintenance stages are cognitive-behavioral theories and techniques recommended to assist the person in his or her efforts to change the behavior.¹²

We took such an approach in the treatment of childhood aggression. Bibliotherapy serves for reflection on aggressive behavior, understanding it, connecting to one's own aggression and its cause, and recognizing the negative aspects. At this stage some motivation to take action arises, but persistent habits and a sense of lack of control usually inhibit change in behavior. Literature may provide some possible solutions, but implementing them in real life may require additional support. At this stage of change, we introduce clarifying processes, which are direct attempts to create change. Children check the pros and cons of their own aggression, state goals for change, and generate alternative ways to achieve their goals. Both methods are recommended for small group therapy.

Groups provide an important context for psychoeducation, as a large variety of perceptions, feelings, and alternative behavior may be generated. Groups also provide an opportunity for meaningful interpersonal interactions, thereby allowing re-experiencing with positive relations, and learning from constructive feedback. They may also be less threatening to children.^{13,9,3,8}

Empirical evidence for the effectiveness of the program has been presented elsewhere.^{14,15,16} The focus of the work reported here was clinical. Its purpose was to describe the program and illustrate the therapy process. Therefore, a single subject design was employed, using one treatment group to describe the clinical and research processes.

Method

The Program

The program was based on ten 45-minute sessions and included short stories, poems, films, and pictures, focusing on possible motifs that may lead to aggression. Motifs associated with aggression include anxiety and fear, frustration, need of power, rejection, humiliation, unfairness, boredom, and helplessness, in areas relevant to children, including family, school, and playground. Table 1 sets out the series of literature materials and their content in the order they were used in this case. The motifs refer to the main conflict presented in the material, and the dynamics are the psychological principles to be discussed. The full program offers a larger variety of materials so that relevant material according to the developmental needs of the child may be selected. As most materials were in Hebrew, they are not included in the references, but a synopsis of each item is given in the Appendix. These materials can easily be replaced in different cultures and languages along the lines of the motifs and dynamics suggested.

Participants

The children were ten eight-year-old boys from the same fourth-grade class. Five were treatment students and the other five were wait-list students. The teacher identified six students as highly aggressive, and the other four were added to make a heterogeneous group composition, as recommended.¹⁷ They were randomly divided into experimental and control conditions.

The three aggressive students in the treatment group were the following: Eli, from a divorced family, has no contact with his father. His mother is a physician, generally absent from home, and he is primarily "bossed about" by his older sister. He is intelligent, but unhappy, anxious, insecure, and aggressive. In fact, he scored highest in class on the aggression dimension, by both self and teacher report. Alex is a new immigrant to Israel, quite neglected by both parents. He is extremely withdrawn, and scored second in class on the two measures. Chaim comes from a family of high-risk conditions, in which aggression is constantly modeled. He is the center of trouble in class, showing many adjustment problems and antisocial behavior, and is basically anxious and insecure. He scored third in aggression.

The two non-aggressive students in the treatment group were Dan and Gad. Dan is a student with learning disabilities, sensitive and withdrawn, although occasionally he reacts aggressively to threats. Gad is immature, dependent, and insecure. He comes from an overprotective family and finds it difficult to meet their academic expectations, resulting in a high sense of stress. Rarely does he get involved in fights. The control children were matched by severity of aggression.

The therapists were two special-education teachers with over 10 years of experience and a rich background in therapeutic methods of treatment, but new to the particular program. They were trained in a 56-hour continuing-education program focusing on treatment of childhood aggression. Training

Table 1
The Program per Session

<i>Session</i>	<i>Literature</i>	<i>Motif</i>	<i>Dynamics</i>
1	<i>The Bird's Soul</i> a book	The richness of emotions	Emotions are universal yet unique
2	"Moods," a poem	Anger that is unaccepted	Anger is a reaction to a sense of threat, often misunderstood and mistreated
3	"Abuse," a picture	Abuse of power	The helplessness of a child in face of adults' abusive behavior
4	"Yaron is Angry," a poem	Legitimized ways of anger expression	Frustration can and should be expressed in constructive ways
5	"The Present," a story	Father's abusive behavior	The dynamics that lead to adults' abusive behavior and the child's helplessness
6	"Smiley Face," a story	Struggle for social competition	The importance of social status, non-constructive and constructive ways to compete
7	"The Monster," a poem	The aggressive parts of ourselves	Our unwillingness to accept our aggression
8	Madi, a film	Reasons for aggression and its consequences.	Anger, frustration, boredom, are some of causes of aggression.
9	"Forgiveness," a poem	The difficulty to regret or forgive	Forgiveness and regret are associated with loss of power
10	"My Own Commander," a poem	Self-control	Taking charge of one's behavior

included theories and treatment methods, experiential learning, getting acquainted with the particular program, and group supervision of their work.

Illustration of the Process

The first session was a pre-program meeting included to inform the children about the purpose of the group, break the ice, and enhance the language of feelings. Two therapeutic games were used: the "story of my name," in which group members shared the history of their names and the attached feelings; and "sharing an object," in which they told about a personal object that had an important meaning for them. Self-disclosure was quite low at this point, and they mostly interacted through the therapists. Permission to tape the sessions was obtained, and the questionnaire was administered.

At the first bibliotherapy session *The Soul's Bird* was used. This short book describes a variety of feelings, including among others, happiness, anger, hatred, and fear, and how they are usually developed. Each feeling lives in a drawer that may be opened by a certain behavior (e.g., a hug opens the happiness drawer). The session started with an activity in which here-and-now feelings were shared through a card game. Some children felt comfortable, and others were still embarrassed. After listening to the story the children were asked to open one of their drawers. Eli opened the anger drawer, and he explained, "When someone bugs me or is angry with me, the drawer of anger immediately opens up, and I have no control over it." By contrast, Gad opened the warmth drawer and explained that he liked the weekends with his family. Chaim opened the frustration drawer, and Dan the sadness drawer, both admitting that they easily got irritated by others. Dan added that his typical reaction was crying. Notable is the accuracy with which the boys presented themselves: the aggressors mentioned anger and frustration, the withdrawn child shared his sadness and sense of helplessness, and the overprotected child spoke of feeling good with his family. The level of self-disclosure at this session (compared with the pre-program meeting) appears to have been facilitated by the story. Finally, the group process, affected by the universality of emotions, allowed the appearance of unique emotions and experiences.

At the second session a warm-up activity first took place to enhance the language of feelings. Children threw a ball and a question to each other concerning their present mood. Gad felt great because he was about to get a cat, to which Chaim reacted as follows: "My mother would have thrown me out of the house with the cat," disclosing the violent climate in which he lives. Then the therapist read the poem "Moods" after which Chaim further shared his aggravation at the violent way his parents made him get up in the morning. Eli joined in, describing a similar feeling toward his sister, who assumed the mother's role at his home. Both elaborated on the effect the mornings had on their behavior at school and with peers. Essentially, they transferred their frustrations from home to school, felt threatened in school too, and found it difficult to tolerate more pain. They defended themselves through aggressive behavior.

In the third session, "Abuse," a picture of an aggressor and his victim, was presented, and the boys were invited to make up their own stories about it. Eli told of a frustrated father who left his family—not before taking out his

anger on his innocent son. Alex also portrayed a child terrified by his father. On the other hand, Gad saw a father and son playing. The identification and projection processes were obvious. When the reasons for violence were discussed, all the three aggressors mentioned drug and alcohol abuse, whereas Gad could imagine only a reaction to the child's misbehavior. How should the child deal with the situation? While the two non-aggressive members suggested communication and apology, the three aggressors suggested fighting back, running away, or calling the police. At the end, they role-played. All the aggressive children chose to be the father (the aggressor), explaining that he was in the position of power. These youngsters have learned to avoid the sense of inferiority and helplessness by assuming a position of power, in role-play as well as in life.

The fourth session introduced "Yaron is Angry," a poem in which a frustrated boy destroys his own drawing. They told of things they had seen in reaction to frustration, or had done themselves. "My father smashed the computer when he got angry," Chaim recounted. They also shared their own loss of control: "I don't think, and my arm goes up," or "I don't think straight when I get angry." They went on to draw their pictures with quiet music in the background. Suddenly said Eli "You know, my father angrily left home for ever, but I don't feel that sad any more," and the therapist gave him a hug. Finally, they blew up balloons, filling them up with their anger. They concluded this activity, admitting that it was quite relaxing to get the anger out but also unpleasant. They reconsidered the model in the poem and concluded that the boy's destruction of his picture was actually a constructive reaction that allowed expression of anger without hurting anyone. They checked the pros and cons of their aggression, and admitted that more self-control was desirable. Motivation for change was evidently aroused, in an all-accepting climate in which negative aspects of self were safely revealed. The experiencing of catharsis was permitted through identification with the character in the poem, which even made some possible resolutions available. Yet, the intimacy of sharing, the universality of the situations, and the interpersonal interactions all intensified learning. In the fourth session, the beginning of a change process occurred, as indicated in another study.¹⁵

In the fifth session the story about an abusive father was introduced. This was a major opportunity for Eli to undergo a cathartic experience. He told the group that he was abused by both parents, a victim of their personal frustrations, and that he felt really helpless. "I can't hit them back but I feel that I want to hit someone," he added. "I know it's not right to take my anger out on innocent victims, but I can't think at the moment." He ended the monologue with a wish that "my father won't be so frustrated, people won't get so angry, and won't bother each other." This was the beginning of insight and his indirect way of saying that change was needed.

In the sixth session a short story, "Smiley Face," focusing on proactive aggression, was introduced. It was about social competition and the need to be in power. The boys easily shared their personal experiences, in which they rejected and threatened weak, new, and different children. They eventually focused on one scapegoated classmate, a new immigrant. They realized that it was unfair to put him in such a position, and concluded that they should give him a chance.

In the seventh session, a poem about people's private monsters was introduced. The students shared their private monsters after drawing them, and discussed their sense of helplessness at being unable to control their own monsters. They identified the circumstances in which their monster comes out and the purposes it serves, and they probed how far they wished to control it. The struggle was not easy as the monster acted out their wishes and provided momentary relief. Still, the consequences were painful and increased frustration. At this point, after awareness was developed and motivation to make a change arose, a clarifying process was introduced. The children investigated their own level of self-control by placing themselves on a continuum from 1 to 10. The aggressors quite honestly placed themselves low on the continuum, expressing their wish to move up the scale but finding it extremely difficult. Eli expressed this: "It is so natural for me to hit, almost an automatic reaction." The therapist acknowledged the difficulty in making a change, sharing her private struggle with a diet. This encouraged the children to look further for alternative ways to deal with frustrations or threat. They mentioned ways, such as avoiding conflict, blowing up the anger balloon, drawing, sharing with someone close, or confronting the target person. Clearly, they were looking for ways to control their anger.

The film "Madi" was presented at the eighth session. It made a strong impact on the boys because of the dramatic consequences of anger and aggression. The struggle for self-control came up again, with a desire to change, as expressed by Alex: "This is why we are here, we want to learn." Again, appropriate ways to express aggression were listed, with previously used materials often serving as metaphors (e.g., my monster).

The poem "Forgiveness," was discussed at the ninth session. Being in power, aggressive people are highly characterized by not admitting mistakes. Following the discussion of the dynamics underlying regret, an interpersonal conflict between two group members emerged. Gad admitted, in tears, that he had hurt Chaim but could not ask for forgiveness because of Chaim's angry reaction. This led to an open confrontation and further communication between the two boys, following which they decided to be friends again. Interestingly, each was able to clearly express his expectations of the relationship before they shook hands. Their ability to listen to each other and to communicate their needs in a friendship relationship indicated the growth of empathy and self-expressiveness, two major deficiencies in aggressive children.¹¹

Termination took place in the tenth session. The poem "I Am My Own Commander" focuses on taking responsibility and controlling oneself. At this stage they were quite ready to take charge. This was also a self-evaluation session at which they all placed themselves higher on self-control. They felt that they were moving in the right direction, were more responsible, and had better skills for dealing with their anger. Eli summarized his group experience, focusing on being able to express himself and being understood: "When I can talk about things and explain myself I can also hear what others are saying to me. When they yell at me I yell back." Similarly, Alex talked about catharsis: "I am less stressed now because I had a chance to express myself and I felt understood." In general, the aggressive children attributed gains mostly to opportunities for self-expressiveness, whereas the non-aggressive children mentioned listening to others and learning from them. This suggests that

cathartic experiences in a permitting climate may be the key to change for aggressive children, preceding skills training.

Variables and Measures

a. *Aggression* was measured through a short version of the Achenbach Child Behavior Checklist,^{18,19} self-report and teacher report. 15 items from the aggression and delinquent sub-scales were selected for the present study. The full scale is a widely used measure with established psychometric properties.²⁰ In an earlier study this version showed high internal consistency (Alpha Chronbach = .84 and .85).¹⁵

b. *Behavior in Group* comprised five variables, namely self-disclosure, responsiveness, empathy, and insight, considered to be desired behavior in group therapy,²¹ and aggression, which was added for the purpose of this paper. *Self-disclosure* was defined as "sharing private information that contains emotions or personal experiences" (e.g., "I am the victim of my parents' frustrations"). *Responsiveness* was defined as "any verbal response following a member's sharing" (e.g., "I feel sometimes like this"). *Empathy* was defined as "any response presenting understanding of another's emotional needs or difficulties" (e.g., "The father was abusive because he lost his job"). *Insight* was defined as "any response showing some understanding of inner self" (e.g., "I act aggressively when people yell at me"). *Aggression* was defined as "any response indicating a tendency to act aggressively or actual aggression, verbal and physical" ("I have to hit back when one picks on me").

These verbal responses were analyzed on the basis of transcripts. Two trained raters analyzed the sessions, and scores were determined by consensus following discussion, as recommended.²²

Results

Change in the level of aggression is presented in Table 2. The pre-scores of the experimental and control groups proved very close on the self-report measure, and the pattern was similar in the teacher's report, nevertheless, the teacher's scores were higher in the experimental group. On both measures the teachers seem to evaluate aggression at higher levels than did the children. The rank of children by severity of aggression was similar on both children's and teachers' measures; for example, Eli was ranked as the most aggressive child by the teacher and by himself. The average group score in the treatment group dropped on both measures (62 to 29, and 36 to 26 for teacher and self-report, respectively), whereas no change was registered for the control group by either measure. Note that the teacher observed more change in aggression than did the children themselves. All the children were assessed as improved by the teacher, and all except one self-reported gain (see Table 2).

Table 2
Scores on the CBCL and TRF for Pre and Post Measures for Experimental and Control Children

<i>Name</i>	<i>Self-Report</i>		<i>Teacher Report</i>	
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>
Experimental				
Alex	10	12	17	8
Eli	11	6	20	10
Chaim	3	2	6	2
Dan	8	4	13	7
Gad	4	2	6	4
Control				
A	7	7	10	10
B	10	9	15	15
C	8	8	13	14
D	5	5	6	5
E	4	4	6	5

Note: Names of treatment students were changed but provided to ease the reading of the therapeutic process; this was not required for the control children. Scores ranged from 0 to 30.

Results of the transcript analyses are presented in Table 3. Aggression was high in the first few sessions but decreased consistently during treatment. By contrast, all the constructive behaviors increased. The boys increased self-disclosure, responsiveness, empathy, and in-

Table 3
Group Scores on Behavior in Group Dimensions by Session (N = 5)

	<i>Self-Disclosure</i>	<i>Responsiveness</i>	<i>Empathy</i>	<i>Insight</i>	<i>Aggression</i>
1	20	18	14	13	12
2	18	14	18	12	17
3	12	13	15	15	13
4	15	15	15	23	14
5	22	16	12	24	12
6	24	24	21	24	13
7	27	30	25	26	9
8	24	20	18	17	7
9	26	29	27	27	7
10	27	27	26	28	5

Note: The scale for the individual ranged from 1 to 6.

sight. The change pattern is consistent but not linear. For example, in the fourth session insight sharply increased, and in the eighth session it decreased. Empathy and responsiveness increased dramatically in the sixth session, but decreased in some later sessions. Self-disclosure increased in the fifth session and remained quite high thereafter.

Finally, Figure 1 presents the change process of Eli, the most aggressive child in the group. The turning point for him appears to be at the sixth session, after which he consistently decreased in aggression and maintained the gain till termination. He also increased in all dimensions of constructive behavior, particularly in insight.

Discussion

The decrease in aggression was expected on the basis of previous studies on a larger scale using similar measures.^{14,15,16} Nevertheless, in this study we found some validation for the results of self and teacher reports by comparing them with actual behavior. Indeed, children with high scores on aggression were more aggressive in the group than the non-aggressors at the initial stages of treatment. Moreover, the decrease in aggression was accompanied by a consistent increase in constructive group behavior.²¹ This is an important gain considering the deficiency in social skills of aggressive children.¹¹

In this illustrated process the growth in interpersonal skills could be further traced. Nevertheless, the question of this study went beyond results. We were interested in the process that brings about change. From the process described, and the feedback in the closing

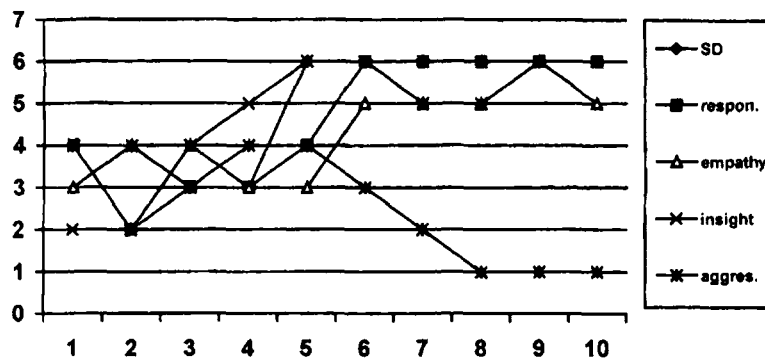


Figure 1. Scores on Behavior in Group Dimensions for a Single Child.

session, it appears that opportunities for experiencing, being accepted and understood, and sharing alternatives were major mechanisms of change. Hence, self-control was achieved following the development of insight rather than skill training. This supports the affective and dynamic focus of treatment suggested here.

Literature seemed to have played an important part in facilitating these mechanisms of change, it presented the richness and complexity of life to the children, while stimulating curiosity yet minimizing defensiveness.^{9,10,8} Children could easily connect to their inner self through their identification with the characters in the literature, allowing them to understand the other's aggression as well as their own. Often, they used the titles of poems and stories as metaphors during the treatment process (e.g. "It isn't me, it's the monster," or "I am now my own commander"). However, the therapeutic discussion that followed helped in understanding the dynamics of aggression, and clearly enhanced the sense of being understood and accepted.

We used a variety of short literature materials, as opposed to a few long stories, for several reasons. It allowed a larger variety of motifs and dynamics that we selected for discussion, and in the order that we wanted: first encouraging release of emotions, then enhancing understanding and insight, and finally dealing with self-control issues. It also allowed a more creative variety of materials: poems, stories, pictures, and films. Films were particularly valued by the children, and this avenue deserves further exploration.

Summary

Bibliotherapy appears to be a facilitative adjunct in counseling aggressive children. The literature seems to enhance children's self-expressiveness, cathartic experiences, understanding, and insight.

Bibliotherapy also appears to be an accurate diagnostic tool in working with aggressive children. Through their identification with characters presented in the literature, they seem able to share meaningful private information that helps us to understand the circumstance under which childhood aggression prevails. These include primary relationships in the family, frustrations in schooling, and peer rejection.

This method was effective in reducing aggression and alternatively enhancing constructive behavior in the group. This study was intended to follow the clinical process rather than serve as an empirical

investigation, so results cannot be generalized. But this line of research appears to be of great value and deserves further elaboration. Studying children's change process through observational methods makes it possible to counter research deficiencies, such as bias in self- and teacher report. Moreover, it provides an opportunity to study the change process: when and following what has change occurred.

Finally, this method points to the mediating variables associated with the decrease in aggression. Such process studies should be replicated with other groups of children and based on a larger study population. Nevertheless, this single-subject research design is recommended in group research,³ and may be considered a valid attempt to study treatment of childhood aggression.

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Appendix

Synopsis of Literature Used in the Program

1. *"The Soul's Bird"* (Michal Snunit) is a short book suggesting that a person's soul contains a little bird that reacts to the way a person is treated through a set of emotions hidden in locked drawers deep in his or her soul. Thus, when a person is hurt, the bird is restless and suffers pain, but when the person is loved, the bird hops about and grows and makes the person feel good. A person is encouraged to unlock the drawers once in a while, and look into his or her emotions, including happiness, frustration, jealousy, hatred, etc.
2. *"Moods"* (Michal Snunit) is a poem about a boy who is in an angry mood. His anger is unacceptable and he is blamed for his behavior. He feels misunderstood and helpless, because he sees the reasons for his anger but he cannot express them, and he hopes for better days.
3. *"Abuse"* is a picture (source unknown) of an angry man and a frightened young boy. The boy tries to escape from the man's tight hold.
4. *"Yaron is Angry"* (Deborah Omer) is a poem about an angry boy who finds it difficult to cope with his own failure. He drew a picture, but did not like it and he destroyed it.
5. *"The Present"* (Yitzhak Sade) is a story about child abuse. The father of a young boy tries to teach him reading the time after successfully teaching the child to read the ABC. The child fails a test that the father is giving him, and as he gets frightened he

forgets all he had previously already known, which in turn make the father even more furious, and he hits the child.

6. "*Smiley Face*" (Yitzhak Noi) is a story about social rejection. A new boy joins the class and is rejected by the group leader because he behaves with too much self-confidence. The leader responds to this threat with overt aggression against the newcomer. Only after the latter accepts responsibility for the leader's bad behavior does the leader develop some insight into his own behavior and regret it.
7. "*The Monster*" (Lea Shilon) is a poem about monsters that we all possess sometimes. The child is unable to get rid of the monster, which makes him do lots of bad things, and he feels quite helpless. His sympathetic mother suggests that he waits until he gets stronger and can control his monster.
8. "*Madi*" (Barr Films) is a film about two teenagers who get into a fight that ends with one of them being seriously injured and permanently disabled. Several factors led to that fight, including boredom, frustration, a power struggle, and the quest for revenge. The aggressor lost control and caused some tragic consequences, which he later regrets.
9. "*Forgiveness*" (Hana Nir) is a poem about how hard it is to ask forgiveness or to forgive. Anger, fear of being misunderstood and rejected, admitting to one's mistakes, and the need to get even, all play a role in the issue of forgiveness.
10. "*My Own Commander*" (Amira Bokek) is a poem illustrating the process of change from impulsive behavior to self-control. Only after the boy decides that he wants to be in control, is he able to make rational decisions.

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