The Effects of Literature on Childhood Anxiety and Attachment Issues.

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Abstract
The purpose of the present study was to determine whether children's literature that targets issues related to anxiety and attachment has any effect specifically at the beginning of a new school year. A sample of years who attended a university-based preschool was examined with two parental and teacher questionnaires that assessed childhood anxiety and attachment. These measures were administered before and after the treatment. The participants were split into three groups: control, reading, and reading with discussion, and then were read two books that focused on the theme of coping with anxiety. Although there were no group differences after the treatment, a main effect for time was found for parent-rated attachment, teacher-rated attachment, and teacher-rated anxiety. Despite the fact that no evidence was found for the treatment playing a role in attachment, the passage of time did seem to play a role. Further studies, especially those with larger sample sizes that also involve more extensive interventions, are needed in order to more fully examine the potential for positive effects of bibliotherapy on preschool-aged children.

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