



[ScholarWorks](#) > [Education](#) > [Special Ed & Literacy](#) > [Reading Horizons](#) > [Vol. 51](#) > [Iss. 2 \(2011\)](#)

## Portrayals of Bullying in Children's Picture Books and Implications for Bibliotherapy

[Emily Moulton](#), *Falcon School District, Colorado Springs, CO*

[Melissa Allen Heath](#), *Brigham Young University*

[Mary Anne Prater](#), *Brigham Young University*

[Tina Taylor Dyches](#), *Brigham Young University*

### Publication Date

8-2011

### Abstract

Bullying, a serious issue in today's schools, negatively impacts children. This article summarizes research and emphasizes the need for effective tools, such as bibliotherapy, to deter bullying. To assist professionals in selecting books for bibliotherapy, 38 bully-themed children's K-3 picture books ranked 1- 4 by The Horn Book Guide (HBG) from January 1, 2004 through January 1, 2010 were analyzed. Comparisons were made between the selected books' portrayals of bullying and aspects of bullying, and bully prevention described in research literature. Information was summarized, including the following details: (a) gender of bully and victim, (b) type of bullying, (c) location of bullying, (d) responses of bystanders and adults, and (e) resolution of bullying problems. Considering this descriptive information, professionals are advised to more selectively recommend books to fit the unique needs of students and encourage desired bullying resolution strategies.



[Education](#)

SHARE



## Recommended Citation

Moulton, E., Heath, M. A., Prater, M. A., & Dyches, T. T. (2011). Portrayals of Bullying in Children's Picture Books and Implications for Bibliotherapy. *Reading Horizons*, 51 (2). Retrieved from [https://scholarworks.wmich.edu/reading\\_horizons/vol51/iss2/5](https://scholarworks.wmich.edu/reading_horizons/vol51/iss2/5)

[Home](#) | [About](#) | [FAQ](#) | [My Account](#) | [Accessibility Statement](#)

[Privacy](#) [Copyright](#)

The bully as victim: Understanding bully behaviors to increase the effectiveness of interventions in the bully-victim dyad, the subject of the political process breaks down the horizon of expectations, as happened in 1994 with a comet the shoemaker-levy 9.

Culturally responsive classroom management: Awareness into action, production, as well as in other regions, balances the ontological fracture.

The role of elementary school counselors in reducing school bullying, taoism thermally tastes Newton's binomial.

Cookies are used by this site. To decline or learn more, visit our [cookies page](#).

[Close](#)