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Reframing Past Bullying Experiences Through the Lens of Harry Potter

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ABSTRACT

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Long after being bullied, many individuals find it difficult to leave their bullying experiences behind and have difficulty confidently move forward with their lives. Memories of being bullied often remain as an agitation that detracts from personal happiness and wellbeing.

This study included 10 female and three male undergraduate students who reported experiencing mild to moderate bulling during childhood. Participants were self-proclaimed *Harry Potter* fans. All participants reported previously reading the entire *Harry Potter* book series.

As a reframing strategy to address past bullying experiences, this research utilized bibliotherapy in addition to scriptotherapy. Participants selected one chapter from the *Harry Potter* series, one that they were already familiar with and that included bullying situations. They rewrote the chapter, inserting themselves as a character into the story with the original characters. In re-writing the chapter, participants built and maintained constructive peer relationships with familiar characters in the *Harry Potter* series. They inserted themselves into their selected chapter as standing up against the story's characters who were portrayed as bullies.

Based on feedback from participant interviews, individuals reported that the writing experience supported them in reframing their painful memories of bullying. They perceived themselves in a proactive position, and thus perceived the experience in a more positive light. In turn, this experience of reframing their personal story supported them in mitigating the unsettling and painful memories of bullying that they experienced during adolescence.

Based on the participants' feedback, recommendations are made for mental health professionals to more effectively intervene with youth who experience bullying. The combined strategies of bibliotherapy and scriptotherapy support individuals' reframing of their past bullying experiences. Although this research was conducted with youth who were *Harry Potter* fans, youth who struggle with other challenges may also benefit from a combination of bibliotherapy and scriptotherapy. When youth identify with characters in children's literature, this relationship with fictional characters may form the foundation for reframing and rethinking past challenges. Youth who enjoy writing and expressing themselves in creative ways may be especially open to scriptotherapy.

ACKNOWLEDGMENTS

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CHAPTER ONE

Introduction

Negative memories, such as being a victim of bullying, significantly impact an individual's social and emotional development across the life span (Wolke et al., 2013; Smokowski et al., 2014). Because bullying includes multiple incidents of uneven power dynamics, social imbalance, and persistent harmful intent, victims of bullying often struggle with diminished self-confidence and physical and psychological health issues (Hampton & Rayens, 2019; Smokowski et al., 2014). These issues include anxiety (Jenkins, 2015), depression (Graziano et al., 2019; Conners-Burrow et al., 2009), psychosis (Judge et al., 2008), a variety of other mental health challenges (Conn, 2002), and impaired social relationships (Cummins, 2008). Often, the emotional scars from bullying continue across the life span (S.S. Cohen, 2016). For these reasons, there is a significant need to intervene early when children are experiencing bullying. However, even when the bullying occurred years ago, interventions may still provide victims with an opportunity to heal from bullying (S. S. Cohen, 2016; Craig & Pepler, 2007; Merrell et al., 2008).

Many children experience bullying at school (Gordon, 2018; Olweus, 1994). Across time, and around the world, bullying has been identified as a challenge that almost one of five students face (Assistant Secretary for Public Affairs, 2020). A major goal of teachers and mental health professionals is to eliminate school bullying (Salmivalli et al., 2005; Sung et al., 2019).

Bullies are described as the perpetrator of bullying (Rosen et al., 2017). Their victims are those who bear the brunt of mean spirited, often aggressive demeaning acts that are inflicted to cause emotional and/or physical pain (Sanders, 2004). Because schools are a primary environment where children from various backgrounds meet and spend time together, children

encounter a range of positive and negative social interactions with same-age peers (Deniz & Ersoy, 2016). Therefore, one would anticipate children experiencing challenges related to social adjustment. However, bullying occurs across time (multiple incidents) and includes an abusive relationship with one or more children's actions involving intent to harm another child (Al-Raqqad et al., 2017; Rosen et al., 2017; Sharp & Smith, 2002).

In school, mental health professionals and school teams should provide appropriate guidance for children that supports social emotional learning, helping children develop acceptable social skills and healthy peer relationships (Combs & Slaby, 1977). School-based professionals are responsible for guiding and inspiring children to be aware of the hazardous effects of bullying (Lee, 2004).

Effects of Bullying

Bullying has a negative impact on both bullies and victims, as well as bystanders who may not be directly involved, but are aware of the bullying (Menesini & Salmivalli, 2017). According to Olweus (1994), bullying is a type of physical, verbal, or relational aggression that includes three main characteristics: children who are victimized are exposed to harmful behavior that is intentional, perpetrated across time, and there is an imbalance in power between the bully and the victim. Bullying induces physical, psychological, social, or educational harm on the individual who is bullied (Gladden et al., 2014). The long-term consequences of being bullied include ongoing behavioral challenges (e.g., anger management and maladaptive social interactions; Hemphill et al., 2014), physical challenges (e.g., obesity; Mamun et al., 2013), and mental health challenges (e.g., depression and anxiety; Roth et al., 2002). These long-term consequences impact social relationships across the life span (Lee et al., 2016).

Effects of Bullying on Bullies

Bullies are defined as children who across time intentionally attack other students who struggle to defend themselves (Pouwels et al., 2016). Bullies are more likely to develop aggressive behavioral problems if they were engaged in bullying at a young age (Lee et al., 2016). In comparison to non-bullying peers, bullies are more likely to suffer negative health problems such as a long-term illness (Stuart & Jose, 2014). The negative health consequences of bullying adolescents include negative internalizing and externalizing behaviors, aggressive behaviors, chronic stress, increased substance use, and exposure to violence (Loch et al., 2020).

Effects of Bullying on Victims

Victims are defined as children who experience repeated attacks by bullies (Pouwels et al., 2016). In one research study, Pouwels et al. (2016) found that victimized children reported long-term difficulties in their social relationships. Across time, researchers also found that childhood bullying adversely impacted adolescent development of social relationships (Arseneault, 2017). These negative effects continued into adulthood (Arseneault, 2017). Other long-term effects of bullying lasting into adulthood include health problems (Wolke et al., 2013), such as obesity (Mamun et al., 2013), blunted cortisol response (Arseneault, 2017), anxiety and depression (Roth et al., 2002), substance use (Kim et al., 2011), and antisocial behavior (Hemphill et al., 2014).

Effects of Bullying on Bystanders

Bystanders are children who are not directly involved in bullying or victimization, but witness others' bullying behaviors (Pouwels et al., 2016). Often, they do not take any specific action even though the victim may request or appear to need help (Hutchinson, 2012). Bystanders reported that their involvement in bullying depends on various factors, such as the

severity of bullying, social relationships, social status, or risk factors in bullying (Thornberg et al., 2018). Although they were not directly involved in bullying, children who were associated with either bullies or victims in bullying are also affected by witnessing the bullying situation (Cho & Lee, 2018). They may continue to disengage in similar social contexts in later life and passively respond to bullying (Ng et al., 2020). The study conducted by Midgett and Doumas in 2019 suggested that bystanders of bullying demonstrate a high association with anxiety and depressive symptoms. The helplessness they felt during childhood bullying may be related to their perceived inability to solve problems, and their perceived inability to thwart and counter others' aggressive actions (Tsang et al., 2011). Their passive responses also affect their morality because they become calloused and desensitized to bullying incidents (Jiang et al., 2020).

Other Roles in Bullying

A bullying situation involves more than just bullies, victims, and bystanders. Some students may defend the victim, while other students remain as outsiders. The students who defend the victim are defenders who empathize with the victim and attempt to intervene in the situation (Yun, 2020). Their defending action is derived from guilt and responsibility, and they try to mitigate by stopping the bully (Nocentini et al., 2020). Some students may indirectly defend the victim by showing a friendly approach to the victim during breaks (Pronk et al., 2020).

On the other hand, outsiders demonstrate indifferent responses in a bullying situation (Yun, 2020). They try to avoid being involved in bullying in any form and may focus on defending themselves (Nocentini et al., 2020). They are also known as passive bystanders who may not be in social status to be directly involved in bullying (Lucas-Molina et al., 2018).

Interventions to Address Bullying

Some of the prevention and intervention methods to decrease bullying include increasing children's empathy (P. K. Smith et al., 2004); collaborating and consulting with school teams about bullying prevention/intervention (Skaar et al., 2016); assessing and addressing stigma (Earnshaw et al., 2018); providing support groups (Yeung & Leadbeater, 2010); and offering bibliotherapy (Moulton et al., 2011; Newman, 2015; Thompson, 2019) and other creative and expressive therapies (Jayne & Purswell, 2017). However, in spite of intensive efforts and implementing various interventions programs, most intervention studies report very few positive changes, some even reporting negative changes (Salmivalli et al., 2005). Hunt (2007) indicated that students who were involved in a short-term bullying intervention reported minimal impact. Some of the reasons that cause difficulties in interventions include inconsistent views about causes of bullying, lack of continuous training about bullying for teachers, and lack of control on out-of-school relationships (Glover et al., 2000). Consequently, many children continue to struggle with the immediate and aftereffects of bullying (Hemphill et al., 2014).

Some strategies hold promise, but have not been empirically validated with school-wide prevention programs (Sherer & Nickerson, 2010) and have not been examined longitudinally to determine the effects across time (Lund et al., 2012). Some interventions, such as bibliotherapy and creative and expressive therapy, although not thoroughly examined in the research, are proactive and allow children to actively participate in the bullying intervention and healing process (Perry, 2014).

Bibliotherapy

Bibliotherapy uses reading as a strategy to assist children in solving personal problems (Davis, 2019; Gregory & Vessey, 2004), including bullying (Moulton et al., 2011; Newman,

2015; Trent & Richards, 2018). Bibliotherapy encourages children to identify with the story's presented problem (bullying), become emotionally involved with the characters and the story, and ultimately gain insight about bullying through their vicarious interaction with the story's characters (Davis, 2019; Gregory & Vessey, 2004).

The *Harry Potter* series is a popular book series that both children and adults can connect with characters easily. It involves various bullying incidents and complications, specifically for the main character, Harry. This invites many victims of bullying to relate with him (Moulton et al., 2011). Just like the *Harry Potter* series, books invite children into the world full of various settings, backgrounds, cultures, ideas, and perspectives (Davis, 2019). They introduce children to the broader view about the world and other people. This is one of the reasons that bibliotherapy has been utilized for over 40 years to modify behavior patterns and negative perceptions (J. C. Freeman, 2016). Moreover, bibliotherapy can be applied in both school-wide and classroom-wide settings easily, allowing the school professionals to convey the message simply and strongly (J. C. Freeman, 2016; Maich & Kean, 2004).

Scriptotherapy

Writing is an effective method to express feelings and is used as a therapeutic intervention by mental health professionals and also by individuals for their own therapeutic expression and emotional growth (Riordan, 1996). One of the most representative examples of scriptotherapy is the *Diary of Anne Frank*. Anne Frank (1947), a young Jewish girl, wrote her diary during World War II while she and her family were hiding from the Nazis. Her writing helped her express her feelings and cope with her daily challenges, which exemplifies the purpose of scriptotherapy (Egan & Helms, 2005). Along the same line, war veterans and their families have utilized scriptotherapy to process their trauma (Lorre-Johnston, 2019). Some

victims of rape also used scriptotherapy as a tool to overcome their trauma (Pâquet, 2018). As these examples suggest, the writing activity with a specific therapeutic purpose has been widely used in different contexts (Smyth & Greenberg, 2000). It is also a form of self-counseling that may be done outside of or in conjunction with traditional therapy (Bjorøy et al., 2016). Scriptoptherapy builds self-confidence and may be utilized to encourage communication with oneself before communicating with others (Gladding & Drake Wallace, 2018).

Trauma refers to the inability to process and integrate the experience due to severe physical or psychological injury (Van der Kolk, 2003). In order to process trauma, it is important to express the feelings (Tembo, 2014). Sigmund Freud also recognized the efficacy of expressing emotions though his talking cure and noted writing as a potential therapeutic tool (McQuail, 2009; Moy, 2017). Individuals who experienced childhood bullying are very likely to demonstrate trauma symptoms (Idsoe et al., 2021). In order to examine the efficacy of the combination of bibliotherapy and scriptotherapy in reframing the perspective of traumatic past bullying experience, this study investigated the initial perspective of individuals who experienced bullying in childhood or adolescence and the impact of bullying in adulthood. Then the combination of bibliotherapy and scriptotherapy with the *Harry Potter* series was applied to help the participants reframe their perspectives about past bullying.

CHAPTER TWO

Literature Review

This manuscript provides a brief overview of two therapeutic interventions that mental health professionals may consider when counseling individuals who have experienced bullying: bibliotherapy and scriptotherapy. Both of these therapeutic interventions are based on psychodynamic and narrative approaches and involve helping individuals reframe their perspectives. The following sections provide a brief overview of reframing, bibliotherapy, and scriptotherapy. After introducing these therapeutic interventions, we then give an overview of bullying and specifically, bullying in the *Harry Potter* book series.

Bullying

Bullying is an intentional and harmful abuse of power (Klein, 2019; Wolke & Lereya, 2015). More importantly, bullying in childhood may leave an especially remarkable scar in later life. It is reflected in the examination that the childhood bullying experience is correlated with the suicidality in adolescence (Cooper et al., 2012). After three boys committed suicide in the 1960s because of repeated bullying from their peers, bullying has been a consistent research topic (Copeland et al., 2013). Since then, many research types have revealed the long-lasting emotional, physical, and psychological effects of bullying into adulthood (Segrin et al., 2012). A study conducted by Baughman et al. (2012) suggests that the association between childhood behavior and adulthood behavior is relatively consistent both for bullies and victims. In other words, an overlooked bullying incident may allow young bullies to become adult bullies. Yet, for many, bullying continues to be considered a natural part of growing up, a rite of passage (Cooper et al., 2012; Copeland et al., 2013; Stauffer et al., 2012).

However, it is critical for adults to understand the significant impact of bullying and provide appropriate intervention for children and adolescents to prevent detrimental effects in adulthood (Modecki et al., 2014). Victims of childhood bullying have a higher risk of psychological disorders and suicidal rates, as well as post-traumatic stress disorder (PTSD) (Copeland et al., 2013). They also tend to avoid not only attending school, but also locations that are similar to a school, and further adopt negative coping strategies to confront the effects of bullying (Hutzell & Payne, 2012). Wolke and Lereya conducted a more specific study in 2015 about the long-term adverse effects of being a victim of bullying, and the results were astonishing. The impact of being bullied at a young age extended to adult abuse and health problems even after 40 years.

Bullying is a universal issue that unites professionals in various fields in a profound way (McDougall & Vaillancourt, 2015; Menesini et al., 2003). Bullying exists everywhere, and anyone can experience it anywhere, such as school, workplace, social groups, and even in the family (Savage & Miller, 2011). Therefore, it is natural that researchers studied both bullies and victims to find unceasingly adverse effects on later life. Baughman et al. (2012) explained that some bullies have robust cognitive ability and interpersonal sensitivity, which allows them to bully their peers in a more effective way. They may also be prevalent and socially manipulative. Their personality may appear to be likable. However, the study results showed that either directive or indirective, bullies showed significant correlations with psychopathy (Baughman et al., 2012). Implicitly, victims of bullying experience undeniably abiding effects. Lower self-esteem, academic achievement, mental health disorders, and physical health problems are only a few examples (Schrag, 2016). McDougall and Vaillancourt conducted a longitudinal study in 2015 about the connection between peer bullying victimization and its lasting effects. They

found that victims had an adverse effect on their school achievement, as they experienced lower grades and attendance, difficulties in adjustment, negative perspectives about the school, and higher risks.

Moreover, peer bullying victims continuously experienced difficulties in making social relationships in later life (McDougall & Vaillancourt, 2015). As forms of bullying extend into the cyber world (Williams & Guerra, 2007), victims suffer from a higher risk of receiving constant bullying, lower support, and school satisfaction (Smokowski et al., 2014). The victims also reported that they would try to resolve the situation, usually on their own, because they did not have positive relationships with adults (Craig et al., 2007).

Therefore, to reduce the lasting effect of bullying, it is essential to support the victims adequately (Newman-Carlson & Horne, 2004). Proactively educating victims to be aware of bullying, as well as implementing antibullying interventions in the classroom, create a proactive nature in schools against bullying (Garner & Boulton, 2016). Moreover, educating victims about resilience and implementing resilience, increasing exercise help the victims cope with the experience even after the bullying (Wieland & Beitz, 2015). While it is ideal for preventing and intervening in the bullying, it is also essential to work on the aftermath of bullying in order to move forward in life. Bullying is becoming more common for child and adolescents—and helping them to recognize their inner strength gives them the inspiration to overcome challenging experiences and memories (Robey & Beebe, 2015).

Reframing

The American Psychological Association (2017) explains Cognitive Behavioral Therapy (CBT) as a type of psychological treatment that is known to be effective for anxiety, depression, and other mental health problems, with its basis in scientific research and clinical practices in the

field. It is known to an effective treatment method for addressing symptoms of posttraumatic stress disorder ([PTSD]; J. A. Cohen et al., 2000). CBT involves supporting individuals to recognize and reframe their thinking patterns (American Psychological Association, 2017). This strategy helps the individuals to reflect and understand their emotions (Ivey & Ivey, 1998), and their cultural, social, and emotional experiences (Foa & Rothbaum, 2001).

Reframing is a part of CBT that involves changing an individual's perspective related to their negative past experience into a more positive view (Robson & Troutman-Jordan, 2014). Its focus on reconstructing perspectives helps individuals to have a different approach to the past experience (Bourland et al., 2011). In this process, individuals can learn stress management and coping skills, which can also alter their attitude towards similar situations (Hughes et al., 2011). They learn to challenge the negative thoughts and possible cognitive errors (Locke et al., 2019), which will enhance their mental health and general welfare (Lambert et al., 2009).

Bibliotherapy

Bibliotherapy is a therapeutic intervention applicable to a wide variety of ages and personal needs (Marrs, 1995; Pardeck, 2014). Bibliotherapy serves as a bridge between books and soul (Riordan & Wilson, 1989). In other words, reading books creates a connection between the story and the mind. The significant influence of books on an individual soul was recognized in ancient Greece. This statement is displayed on an engraving at a library at Thebes, "The Healing Place of the Soul" (Pardeck, 2014; Riordan & Wilson, 1989). This statement indicates that the ancient Greeks were aware of the healing power of reading.

Bibliotherapy has a long history, as far back as Aristotle, who believed in the healing effect of literature (Salup & Salup, 1978). According to McCulliss (2012), the word bibliotherapy is derived from two Greek words, biblion (book) and therapeia (healing). The

European physicians in the mid-eighteenth century adapted this specific therapeutic technique, which eventually spread to America (Moy, 2017). Benjamin Rush was one of the first Americans who utilized bibliotherapy as a therapeutic strategy (Weimerskirch, 1965). Bibliotherapy invites the reader into the story (Jack & Ronan, 2008). This relationship enables the reader to make a therapeutic connection with the story's characters (Beatty, 1962).

Bibliotherapy is referred to by a variety of terms, such as "biblioguidance, literatherapy, reading therapy, bibliocounseling, bibliopsychology, book matching and literapeutics" (McMillen, 2006, p. 14) Across time, professionals from a variety of fields—including counseling, social work, psychology, and education—have actively implemented bibliotherapy in their professional work (Jack & Ronan, 2008; Pardeck, 2014).

Bibliotherapy has its foundation on narrative therapy and expressive arts therapy (Caldwell, 2005). The narrative therapy allows the readers to view their emotions and social interactions as a narrative, and bibliotherapy guide the readers to analyze their thoughts and behaviors (Lucas & Soares, 2013). Therefore, the mental health professionals can use guided reading strategy to help students learn problem-solving strategy (Forgan, 2002). It is also applicable in a classroom setting, as bibliotherapy can facilitate students to examine their perceptions (Morawski, 1997) and emotionally, socially, and cognitively develop their problem-solving process (Lucas & Soares, 2013). The children and adolescents can connect with characters in the book (Frank & McBee, 2003), both in fiction and nonfiction books (Pardeck, 2014). Fictional stories help the readers to explore the deeper feelings through a connection with the main character (Amer, 1999), while nonfiction stories may help readers create a connection to behavioral and cognitive aspects (Pardeck, 2014; Pehrsson & McMillen, 2005). This part of

bibliotherapy consists of helping the reader read and think (Routman, 2003), influencing readers to change their perceptions (Behr, 2005).

Furthermore, bibliotherapy promotes learning, encouraging students to self-regulate emotions and appropriately express their thoughts (Eisenman & Harper, 2016). Bibliotherapy is effective in helping students overcome their fear through examining their emotions through literacy lessons (Paparoussi et al., 2011). It uses literacy as a resource to help students solve problems (Sullivan & Strang, 2002), as students learn to find the connection between the story and their feelings (Borders & Paisley, 1992). Through literature, bibliotherapy provides students an opportunity to respond to their own feelings (Nix, 2013) and perceptions (Iaquinta & Hipsky, 2006). This shows the psychotherapy principles of bibliotherapy, including problem identification, connection with the main character, and creating insight about changes in the story (Hebert & Kent, 2000). The mental health professionals utilize bibliotherapy to help students in their struggles and find their personal growth (Rozalski et al., 2010). Students can proactively explore their problem-solving process by making personal connections with the characters and evaluating their behavior and emotions (Forgan, 2002).

This effective therapeutic strategy can be also applied to adolescents and young adults (McCulliss & Chamberlain, 2013). Therapists have been integrating bibliotherapy into the counseling process in various ways, such as establishing a relationship with clients to promote reshaping their perceptions (Jackson, 2001). Bibliotherapy is effective for depression (Floyd, 2003), treatment for clients who experience marital breakdowns (Ogles et al., 1991), attention deficit disorders (Long et al., 1993), agoraphobia (Gould et al., 1993), panic disorders (Wright et al., 2000), and personality disorders (Evans et al., 1999). For both children and adults, bibliotherapy helps the readers explore and improve self-esteem (Heath et al., 2005). Although it

requires the therapist to have the skills in selecting appropriate literature for each client's problem (Jack & Ronan, 2008), bibliotherapy is an effective strategy to promote socio-emotional growth, and possibilities for change (Maich & Kean, 2004).

More specifically, bibliotherapy is an effective therapeutic tool to help victims of bullying (Flanagan et al., 2013). Bibliotherapy encourages victims to examine their experience with a relevant situation in the book (Berns, 2004), and gain insights (Heath et al., 2005). Reading literature relevant to bullying allows teachers and students to recognize bullying in classroom and practice empathy (Trent & Richards, 2018). The therapists can select specific themes related to bullying when selecting literature to address the experience (Karges-Bone, 2015).

Scriptotherapy

Writing is an inseparable partner for reading. While bibliotherapy increases readers' wellness with written materials, scriptotherapy does so with writing that includes personal writing and/or written assignments (Moy, 2017). The history of writing is almost six thousand years, and about 85% of the current global population writes (Moy, 2017). Writing also comes in a variety of forms, including its literacy form that creates culture and press form that informs and expresses information (Riordan, 1996). The examples of scriptotherapy forms include poetry (Tembo, 2014), novel (Pâquet, 2018), letters (Gladding & Drake Wallace, 2018), journals (Horáková, 2017), and autobiography (Køhlert, 2015; Triplett, 2005). Although many people have not realized or intentionally used scriptotherapy, writing has already been a therapeutic technique that can be easily used in daily life. Freud recognized writing as a therapeutic form in the late nineteenth and early twentieth centuries, and writing has been utilized by mental health professionals as a psychiatric tool to treat trauma (Moy, 2017; Tembo, 2014).

Writing is cathartic and reduces tension (Riordan, 1996). Mental health professionals apply writing in counseling to address past trauma (Smyth & Greenberg, 2000). Researchers conducted various studies about the effectiveness of writing, which revealed that writing is helpful in both physical and mental health improvements by reducing stress levels (Sarıkaya-Şen, 2015; Stanton et al., 2002). Guided writing is a type of scriptotherapy that effectively supports clients to integrate emotions with the presented topic in a written form (Riordan, 1996). It is also useful for children to express their thoughts and memories in writing (Suvilehto et al., 2019). Writing down the words helps the children evaluate and overcome their social and emotional struggles (Béres, 2015). Moreover, after examining empirical evidence regarding scriptotherapy, Smyth and Greenberg (2000) concluded that written expression about traumatic events benefits both somatic and psychological health. Therefore, the combination of reading and writing techniques is worth studying to investigate this combination's influence on developing emotional expressions and creating a positive perceptional change.

It is also notable that many famous writers used their novels as a form of scriptotherapy (McQuail, 2009). *The Diary of a Young Girl* (Frank, 1947) was a scriptotherapeutic activity that encouraged Anne to stay positive during Holocaust (Clementi, 2013). Saint-Exupery included his autobiographical elements in his book, *The Little Prince*, addressing his trauma from childhood as well as traumatic memories from World War II (Laxmi, 2017). Charlotte Brontë's fictional novel, *Jane Eyre*, also includes her autobiographical experiences, and Brontë attempted to address her trauma through her writing (Gilbert, 2011). Recently, a North Korean activist wrote an autobiographical fiction about her escaping journey to recognize her experience and identify herself as a survivor (García, 2020). The author of the *Harry Potter* series, J. K. Rowling, also revealed that she was a victim of domestic violence and sexual assault (Cain, 2020). The *Harry*

Potter series includes various psychological components, specifically trauma, which reflect the author's experiences (Stolorow, 2011).

The *Harry Potter* Series

The *Harry Potter* series is a world-wide well-known novel series written by J. K. Rowling (Blake, 2002). As of 2020, the series has sold over 500 million copies and translated into more than 80 languages since it first publication in 1997 (Wizarding World Digital, 2021). It is still a popular book series with several breaking records, including its record of fastest selling books, such as *Harry Potter and the Deathly Hallows* which sold 8.3 million copies in the first 24 hours (Buzacott-Speer, 2017).

Rowling included a range of social concepts in the story (Jenkins, 2015). She magically wove real-world issues into her world, allowing the readers to walk with Harry as he proceeded on his developmental journey (Eccleshare, 2002). Its global effect fascinated all ages and served as an excellent gateway to open conversations between youth and therapists (Epstein, 2003). In 2003, the American Psychiatric Association included a conference session on the effectiveness of the series to strengthen therapeutic rapport between the therapist and client (Epstein, 2003). Its magical elements invite a wide range of readers to connect with the characters (Noctor, 2006). The psychological elements Rowling included in the series, as well as the bullying aspects during adolescence, are worth examining in detail, to consider the stories' potential to affect individuals' perceptions and behaviors. As researchers are discovering, the series has demonstrated the potential to have a psychoeducational impact on readers as they learn coping skills through the fictional characters presented in the *Harry Potter* books (Klim-Conforti et al., 2021; Vezzali et al., 2015). These effects will be discussed in detail in the following sections.

Psychological Elements in the Harry Potter Series

Harry Potter is an adolescent who becomes a hero in his life. He inspires adolescents to connect with him through his journey with his humanistic imperfections. He was born as a vulnerable orphan who lost his loved ones as a baby. His caregivers abused him until the day he met Hagrid to learn about his magical capabilities (Stolorow, 2011). He consistently faces deadly threats during his adolescence. However, Harry develops his confidence and strength by meeting good friends, learning from his mistakes, making his own choices, and establishing his identity (Van Praagh, 2005). During his lifelong journey of overcoming various difficulties (Gerhold, 2011), Harry establishes his strong foundation of love with his beloved family, friends, and the precious mentor, Albus Dumbledore. The loving relationships inspire him to find love inside him, and he grows as a hero. In other words, Harry reminds the readers of a typical adolescent boy who learns and grows in his life journey. He overcomes his trauma (Hallett & Huey, 2012). His social and emotional experiences empathetic, and his vulnerabilities encourage readers to cheer for Harry's growth towards independence (Van Praagh, 2005).

Although most adolescents do not typically have magical power as Harry, nor do they often face the life-threatening enemy as Lord Voldemort, adolescents face various difficulties in their own journeys. These difficulties often require them to have great courage as if they need to say the name Lord Voldemort out loud. Through overcoming their obstacles, adolescents become heroes in their lives. Pearson (1991) says that a hero is not only a person who slays dragons, but also the one who leaves the old world to find a new world. A hero in the everyday journey is a person who finds and accepts the true meaning of being himself or herself (Pearson, 1991).

"It matters not what someone is born, but what they grow to be" (Rowling, 2003, p. 457). Erikson (1968) explains that adolescence is the stage to find an inner identity. It is when

adolescents grow a strong desire to learn who they are, find their goals and values, establish and accept their social, emotional, sexual identity, and find their uniqueness and confidence for the future (Waterman, 1982). Therefore, finding an identity during adolescence serves youth as a foundation to move forward in their developmental stages (Erikson, 1968). The sense of "who I am" is an essential resource for reaching out as far as they desire. Adolescence involves a critical transition to adulthood, where youth establish a sense of identity by relating to other people and the world (Vlaicu & Voicu, 2013). Therefore, the use of popular culture, such as the *Harry Potter* series, can be helpful for adolescents to create an emotional connection with the characters in the book, enhance their own experiences, and "incorporate lessons into their thoughts of identity" (Scheeler, 2017). Adolescents who successfully find the definition for their identity have a firm base for their developmental challenges (Frank & McBee, 2003). A strong sense of identity also helps adolescents to face social stressors in a better way (Frank & McBee, 2003). In this sense, applying such a popular cultural artifact is a useful tool in classrooms (Sprinkle & Urick, 2016).

Vlaicu and Voicu (2013) explain that narrative and storytelling are essential strategies to apply in classrooms for educators and school psychologists to help adolescents establish their identity. Storytelling is a natural way of learning (Scheeler, 2017). Adolescents can have emotional connections with characters in stories and learn from choices and actions that characters make (Gabriel, 2000). Stories are not only for entertainment but also for enlightenment (Gabriel, 2000). Hawken (2006) says that school psychologists can implement an effective behavioral intervention in schools. Each book in the *Harry Potter* series has different encounters that educators and school psychologists can apply in classrooms (Tucker, 1999). Educators should also be aware that each student perceives the story differently and help each

student appropriately (Frank & McBee, 2003). Frank and McBee (2003) explain that proper guidance from educators helps support adolescents in applying lessons learned from Harry Potter and his friends.

Rowling, the author of the *Harry Potter* series, incorporated several psychological components in the series (L. M. Freeman, 2015). She meticulously planned the plot (L. M. Freeman, 2015), and intentionally included specific psychological diagnostics in the series, such as dementors for anxiety and depression (Jenkins, 2015), dementia (Zeilig, 2015), headaches (Sheftell et al., 2007), experiences in Azkaban (Katz, 2003), war (Napolitano, 2016), Dumbledore's childhood experiences (Hippard, 2008) for trauma, Mad-Eye Moody's experiences as an Auror for post-traumatic stress disorder (Schwabach, 2006), and Winky the house-elf for Stockholm syndrome (L. M. Freeman, 2015). Additionally, Rowling included many bullying incidents to build emotional tension between characters (Dewayani, 2020).

Dementors are dark creatures that explicitly demonstrate the meaning of unpleasantness. They bring despair and remove glory. As their names indicate, dementors represent depression that Rowling experienced during the time of writing (Zeilig, 2015). Their negative powers also imply dementia, with fears of living (Zeilig, 2015). Dementor's Kiss, the worst punishment of taking away the soul from the body, is described as a harsher penalty than death. Remus Lupin explained that it leaves only an "empty shell" with a beating heart without anything. This fits into the Diagnostic and Statistical Manual of Mental Disorders' (DSM) criteria for depression, including daily depressed mood, a significant decrease of weight, appetite, physical movement, energy, and loss of pleasure (American Psychiatric Association, 2013). The perception of nonbeing explains the Kiss, which brings traumatic memories and paralyzes the victim with anxiety (Dahlbäck, 2013).

Trauma is a significant part of the *Harry Potter* series (Stolorow, 2011). First of all, Harry experienced various traumatic incidents such as deaths of loved ones, including his parents and Dumbledore, and facing Voldemort almost yearly (Hallett & Huey, 2012). Harry's scar, which comes from Voldemort's attempt to kill him, starts to give him headaches once he comes back to Hogwarts, and this part fits into the diagnosis of chronic post-traumatic headache attributed to moderate or severe head injury, as well as probable migraine (Sheftell et al., 2007). Throughout the series, his scar and headaches indicate Harry's connection with Voldemort, the fundamental cause of most of Harry's traumas. Moreover, in the last two books, a number of characters who had close connections with Harry, including Albus Dumbledore, Remus Lupin, Nymphadora Tonks, Fred Weasley, Dobby the house-elf, Mad-Eye Moody, and Severus Snape are murdered during the war, leaving Harry the trauma of a war veteran (Napolitano, 2016).

Mad-Eye Moody is also an example of an individual with post-traumatic stress disorder (Napolitano, 2016). According to L. M. Freeman (2015), Moody shows about eight behaviors that fit into DSM-IV or DSM-V criteria of PTSD, including having prior experience with events that were perceived as life threatening or had potential to inflict serious injury, accompanied by the individual's response of intense fear, overwhelming helplessness, and utter horror. As a veteran of major Wizarding War and an experienced Auror, Moody became extremely suspicious of other people. He only drinks from his personal water bottle, and never accepts food from other people. Despite his trauma, Mad-Eye Moody is also very resilient, as he comes back to protect Harry instead of hiding behind his disabilities (Stratman, 2015). Moreover, he participates in the Second Wizarding War initiation, bravely sacrificing his own life to protect Harry (Napolitano, 2016).

Remus Lupin describes Azkaban as a place where prisoners are "incapable of a single cheerful thought" and lose their minds rather quickly. Both Rubeus Hagrid and Sirius Black, who stayed at Azkaban either for a short or long period, clearly express their fear and hatred towards it. They say that Azkaban repeatedly brought back the worst memories. Neither Hagrid nor Sirius wants to talk about their experiences at Azkaban, and their memories are overwhelming. Such distress reflects that they were traumatized (Katz, 2003).

Bullying in the Harry Potter Series

In addition to various psychological components that are addressed above, the *Harry Potter* series also includes significant indications of bullying. First of all, Harry is bullied or rather abused by his Aunt Petunia and Uncle Vernon, who maltreat him as an unwelcome member of their household (Provenzano & Heyman, 2006). His cousin Dudley also bullies him both physically and emotionally. Moreover, Harry gets bullied at school, which he considers his true home, by Professor Snape and Malfoy (Provenzano & Heyman, 2006). However, Harry shows great resiliency and bravely confronts bullies (Panos, 2009). He never gives up. His Patronus, which is composed of pure memories of happiness, reflects his strength and resilience despite constant bullying (Tilsen & Nylund, 2009). Harry also demonstrates moral development through the process of overcoming peer conflict (Binnendyk & Schonert-Reichl, 2002). Rowling emphasizes the relationship improvement of Harry by not only including the teamwork with Hermione and Ron but also major conflicts with Draco Malfoy (Binnendyk & Schonert-Reichl, 2002). Malfoy, a representative bully in the story, leaves many traumatizing marks on other victimized characters (Schuster & Bogart, 2013). However, as the story moves on, Harry and his friends learn many psychological concepts to overcome such bullying. This includes learning

self-identity, mindfulness, recognizing PTSD symptoms and emotions, recognizing

catastrophizing thoughts, and doing the right thing (Fradkin, 2017).

Summary

As previously indicated, although a relationship between children may not be

controllable, adults can provide prevention and intervention to support children experiencing

bullying problems. Even emotional support can help victims to improve their relational

adjustment (Yeung & Leadbeater, 2010). Salmivalli (1999) suggests that adults avoid dividing

adolescent groups into bullies and victims but understand the situation and behaviors more in-

depth. They may each take a social role in a bullying situation, such as bully, victim, assistant,

reinforcer, outsider, defender, and bystander, and recognizing this relationship allows adults to

make an appropriate approach (Salmivalli, 1999). Implementing an appropriate intervention

program is also helpful (Ttofi & Farrington, 2009). Because adolescents are reluctant to

approach adults because of various reasons, including shame, helplessness, parental omniscience,

or concerns, adults' responsibilities are to understand their perspective and encourage them to act

appropriately (DeLara, 2012).

Then what would be an appropriate approach? Jean-Paul Startre is frequently cited as

having said, "I had found my religion: nothing seemed more important to me than a book. I saw

the library as a temple" (refer to quote on this Internet site:

[https://www.goodreads.com/quotes/450858-i-had-found-my-religion-nothing-seemed-more-

important-to]. A story holds a powerful influence on both children and adults. The *Harry Potter*

series is also one of the most remarkable series that inspires readers. Along with Harry's personal

development, Rowling conveys many messages for readers, including moral development

(Helgesen, 2010). In its unique setting, Harry's friendship and growth are more recognizable and

encourage both young and adult readers to be aware of their strengths. Furthermore, rereading

the *Harry Potter* series in adulthood provides a connection with childhood and more profound

insights (Appleyard, 1994). This will help victims of past bullying experiences to reflect on their

adolescence, which will allow them to face their past and gain strength to make a better future

(Gass, 1997). The steps of meeting the past, ventilating the oppressed emotions and reevaluating

the memory provide a foundation to build stronger self-perception (Gass, 1997).

Statement of Problem

Childhood bullying has a long-lasting impact on adolescence and adulthood. Although

prevention and intervention are ideal for decreasing the impact of bullying, it is also essential to

work on the aftermath of bullying in later life. Therefore, it is critical to support the individuals

in appropriately recognizing and reframing their painful memories of bullying they experienced

during childhood and adolescence. This reframing is proposed to help mitigate their continuing

struggles.

Research Questions

1. What are the initial perspectives of individuals who experienced childhood bullying?

2. Being the target of bullying, how did these experiences affect participants' ongoing
   social-emotional development? How did bullying situations in the Harry Potter series
   help participants connect their feelings with the characters?

3. How did the combined reframing strategy of bibliotherapy and scriptotherapy help
   individuals reframe their perceptions of past bullying experiences?

CHAPTER THREE

Method

Before initiating this research, this study was reviewed and approved by Brigham Young University's Institutional Review Board (IRB). The letter from the IRB documenting this approval in included in Appendix A. The participants' consent form that was approved by the IRB is included in Appendix B.

Research Design

This study examined the therapeutic efficacy of the combined strategy of bibliotherapy and scriptotherapy in reframing negative perspectives of past bullying experiences. The participants already read the entire *Harry Potter* series, and they reread the chapter they selected and then rewrote it with a reflective character. They chose the chapter they viewed as related to their own bullying experience. They had the freedom to change the existing character's roles and perspectives while maintaining the main storyline.

The interpretative phenomenological interview was selected as a research method to obtain a comprehensive understanding of participants' experiences with bibliotherapy and scriptotherapy. Two semi-structured interviews were conducted with each participant, one before and one after their participation.

The Center for Innovation in Research and Teaching (CIRT, n. d.) website provides specific guidelines for the phenomenological method, including the purpose of research, description, participants, interpretation, and application. It is a helpful guideline to understanding basic phenomenology. Phenomenology is a unique method because it focuses on the vital life stories of research participants (Quinney et al., 2016). Furthermore, the qualitative interview is an effective approach to receive direct in-depth responses from participants (McLellan et al.,

2003). The hermeneutic phenomenological interview allows the researcher to collect in-depth and direct information by exploring the participant's story (Pringle et al., 2011).

The hermeneutic phenomenological interview was used in this study. The hermeneutic phenomenology is an interpretative methodology (Sloan & Bowe, 2014). Within its liberative nature, this methodology allows the researcher to craft the story through the information obtained from the interview data (Crowther et al., 2017). Moreover, descriptive and structured questions allow participants to explore and describe their experiences in depth (Bevan, 2014). Gender balance or social homogeneity is not a significant problem in phenomenology, and participants with similar experiences and different perceptions extend the understanding of the research purpose (Quinney et al., 2016).

Each participant's story is a critical ingredient of phenomenological research (J. Smith, 2010). Listening to and understanding an individual's story is a primary principle that goes along with another principle of CIRT, allowing participants to describe their own experiences related to the research. Groenewald (2004) emphasizes the importance of description as well, explaining that a relevant and precise description of the phenomenon is the core of phenomenology.

The quality of this research relied heavily on the participants' descriptions, and the effect of participants' subjective bias was considered. Yeh and Inman (2007) explained the inevitable impact of the subjectivity of self-description in qualitative research, especially when the researcher builds a relationship with participants through interviews.

Primary Researcher's Experience and Potential Context

I was bullied during the last year in elementary school. I had an argument with my closest friends after waiting for them for an hour for our playtime. They apologized, but I was too upset, and I refused to accept their apology. Both sides started ignoring each other and found new

groups of friends. However, they began spreading the words to other students to isolate me socially. They even threatened my new friends that they would do the same to them if my friends continue hanging out with me. I confronted them, but there was no solid evidence. I finally alerted my parents, and they contacted the bullies' parents. Yet, the bullies' parents minimized the incident, saying it was only an incident between children that would pass by. I had to see my friends slowly distancing me. Some of them even told me that they were too afraid to confront the popular kids, the bullies. I decided to attend a different middle school, where I could finally avoid the bullies.

This experience represents the researcher's inevitable bias in the process, which includes having more empathy for the individuals who experienced bullying in childhood or adolescence compared to the individuals who experienced bullying as a target and bully. Therefore, this subjective bias was accounted for in consideration of data analysis. The primary researcher's interviews were recorded and transcribed by an undergraduate student, and her advisor examined the data.

Subjective bias goes along with another principle of CIRT because, in some ways, participants are described as co-researchers. The importance of understanding and building an appropriate relationship with participants is emphasized by Groenewald (2004), Yeh and Inman (2007), and Englander (2012). In particular, Groenewald (2004) explained the importance of informed consent, including providing a prior notification about the benefits and risks of the research, voluntary nature of the participation, protect confidentiality, and receiving a formal agreement. For the purpose of collecting an adequate amount of data, he also recommended that interviews be of a sufficient length. Englander (2012) also noted that quality interviews increase when participants have an inclusive feeling and desire to contribute to the research. Yeh and

Inman (2007) emphasized the importance of exploring each individual's background history and perspectives.

Interpretation in phenomenology requires a thorough analysis of the recorded interviews. Brantlinger et al. (2005) stated that selecting relevant documents and meaningfully coding the results are critical factors in the analysis. They said that the personal perspective of the researcher is also helpful information to add to the record. Since most of the qualitative research methods, including phenomenology, are based on participants' subjective perspectives, a systematic coding mechanism significantly affects the interpretation of interviews.

In this research procedure, a categorized chart was created for participants to choose a relevant and interesting chapter of the *Harry Potter* series to read and rewrite. Before and after this rewriting activity, the primary researcher held a one-on-one discussion (face-to-face) session with each participant. Interviews were audio-recorded and transcribed. The transcribed interview content was coded and interpreted accordingly. The codes included the following sections: background information (ethnicity, age, gender), first interview (self-identified Harry Potter House, connected character from reading), bullying experience (description of the bully, age at the time of bullying, types of experienced bullying, parents' and teachers' responses, peers' responses, the impact of bullying, initial perspectives about the bullying experience, memorable bullying incident), second interview (description of the reflective character, role of the reflective character, role of existing characters, interaction with existing characters, desired change in a bullying situation, perspective change, therapeutic impact). Each code was determined by participants' identifications. As Brantlinger et al. (2005) noted, an analytical and methodological coding instrument is essential for evaluating the research.

Participants

Thirteen undergraduate students from a university in the Intermountain West region of the United States were recruited from the participating university's Harry Potter Fan Club Facebook page. The IRB-approved recruitment information is included in Appendix C.

In order to participate in the study, all participants met the following screening criteria: (a) participants were currently enrolled college undergraduate students; (b) participants were self-proclaimed *Harry Potter* fans who previously read the entire *Harry Potter* series of books; and (c) during adolescence, participants self-reported experiencing mild to moderate bullying by peers (see criteria listed in Appendix D).

The scale of mild to moderate bullying was defined according to the guidelines provided by Johns Hopkins University and Health System, which was modified from Gary Namie's definition. Gary Namie defines *mild bullying* as bullying behaviors that includes the disrespect and harsh impact on people. It may escalate to more severe bullying when there is an "increase in frequency and personalization" (Namie & Namie, 2011, p. 6). The guideline further explains moderate bullying as behaviors that "consists of recurrent and persistent negative actions toward one or more individual(s), which involve a perceived power imbalance" (Johns Hopkins University and Health System, 2018, p. 1). All potential participants self-rated their bullying experiences as mild, moderate, and severe, and self-reported experiencing mild to moderate bullying during childhood or adolescence. The potential risk of remembering their past bullying experiences, which involves the risk of trauma, was discussed with the participants.

Each participant was given and explained about confidentiality and privacy. They were also informed about the time period that their information would be stored, people who would have access to the record, and the expiration date of the records. Informed consent was obtained

from all participants (see Appendix B). The participation was entirely voluntary, and participants were informed that they might withdraw at any time. The availability of counseling services was provided by the participating university's counseling center. These services were described during the initial interview. Reminders about these services were provided to participants following the interviews.

Participants' Demographics

Table 1 includes information about the 13 college undergraduate students who participated in the interviews. Ten participants identified themselves as Caucasian, while three participants identified themselves as Asian, Asian American, and Asian European. Ten participants self-identified as female and three as male.

Participants' Experiences With Bullying

Each participant was interviewed individually and asked to describe their past experiences of bullying. If the participant met the study's criteria, they were asked to participate in a rewriting activity. All participants self-screened their experience as mild to moderate bullying.

The ages at the time of bullying varied, occurring when participants were between the ages of eight to 17-years old. Even though all participants experienced bullying during their childhood or adolescence, each of their experiences was unique.

During the time of being bullied, participants reported a variety of past social support and reactions from peers and family members: 38% of the participants described supportive parents, while 61% of participants did not tell their parents about the bullying; 38% of the participants indicated having close friends at school, while 61% of the participants reported being isolated and not having friends; and 61% of the participants did not tell their teacher about bullying; 23%

of the participants reported teachers being involved in responding to the bullying incidents, while 16% of the participants reported that teachers—even though they were aware of the bullying—did not take any action to intervene or assist.

In addition, participants ($n = 10$, 77%) reported their bullies to be a group of peers with whom participants had limited interactions. The remaining 23% ($n = 3$) reported bullies to be close friends. The most common types of bullying the participants experienced included name-calling ($n = 8$, 61.5%), exclusion ($n = 6$, 46%), and social isolation ($n = 7$, 53.8%). Almost 70% of the participants said the bullying stopped due to changes in grade-level or class assignment. Two of the 13 participants (15%) reported switching schools to avoid bullying.

Data Collection

The data collection consisted of two semi-structured interviews at the participating university's college library. All interviews were conducted in English. Each interview was audio-recorded and ranged from 35 minutes to an hour and 45 minutes. A trained undergraduate research assistant later transcribed the responses. The undergraduate research assistant was required to take the Collaborative Institutional Training Initiative (CITI) training and was individually trained by the primary researcher on matters related to participants' confidentiality. Additionally, the undergraduate research assistant read an article on hermeneutic research (Hayes, 2000).

At the beginning of the first interview, each participant received a $50 Amazon gift card for their participation. In the first interview session, the participant described the past bullying experiences in the form of answering the guiding questions (see Appendix E). The participant also described his or her favorite character in the *Harry Potter* series and discussed the bullying scenes in the book. The primary researcher applied the hermeneutic approach during the

Table 1

Participant Demographics and Information (N = 13)

Pseudonym	Age When Bullied	Ethnicity	Gender	House	Role of the Reflective Character	Major Focus	Perspective Change	Therapeutic Impact
Minerva	11	Caucasian	F	Gryffindor	Victim	The process of becoming true friends.	Tried to understand other people's perspective.	Yes
Molly	12	Caucasian	F	Gryffindor	Victim	Facing the inner fear and becoming brave.	Realized that everyone is more focused on their own experiences.	Yes
Ginny	8	Caucasian	F	Gryffindor	Victim, victim's advocate	Being supportive, independent, and strong.	The importance of having support from other people, having a strong mind to do what is right.	Yes
Lily	11-12	Caucasian	F	Gryffindor	Mediator	Creating a good example and being braver.	Effective intervention and prevention of bullying.	Yes
Cedric	10	Caucasian	M	Hufflepuff	Victim's friend	Supporting and understanding the victim.	Possible changes with different perspective.	Yes
Susan	11-12	Caucasian	F	Hufflepuff	Defender	Speaking up for the righteous beliefs, voicing the humanity.	Ability to see, one person's power to change the situation, empowerment.	Yes
Cho	14-15	Asian	F	Ravenclaw	Victim's advocate	Being on the victim's side.	The importance of having a few close friends as advocates.	Yes
Tulip	12	Caucasian	F	Ravenclaw	Victim	Revealing the victim's feelings during bullying.	The impact of the past experiences may be overcome.	Yes
Padma	11-12	Asian American	F	Ravenclaw	Defender	Normal people can make changes.	Developed more understanding about bystanders.	Yes
Helena	9	Caucasian	F	Ravenclaw	Victim's advocate	Voicing for the victim.	Solidified the idea that everyone needs someone. It is essential to have support.	Yes
Penelope	17	Asian European	F	Ravenclaw	Victim	Learning to become better.	Reflected on her own behavior and possible changes.	Yes

Pseudonym	Age When Bullied	Ethnicity	Gender	House	Role of the Reflective Character	Major Focus	Perspective Change	Therapeutic Impact
Regulus	11-12	Caucasian	M	Slytherin	Victim	Relating to the victim without any support.	Reflected on the peer relationship during bullying.	Yes
Dennis	11-12	Caucasian	M	Muggle	Victim	Teaching children not to judge and treat other people with kindness.	Focused on how to change the future based on the past experiences.	Yes

interview and expressed empathy on sensitive content. Because the guiding questions were intended to be a flexible guide, the primary researcher focused on minimalizing interruption and encouraging the participant to continue his or her story to reach deeper levels. This active listening approach encouraged the participants to engage and reflect on his or her thoughts during the interview.

The primary researcher invited the participants to describe their adolescent-self, the bullying experience, and current feelings about the experience. Some participants expressed that the depth of their story went deeper than they expected, allowing them to reflect on the aspects of their experiences they have never realized. As a result, two participants spent about an hour and 45 minutes and an hour and 30 minutes explaining their story. They thanked the primary researcher for providing an opportunity to vent the emotions they have never expressed to anyone else. All participants informed that the discussion about their past bullying experiences was more therapeutic than traumatizing. They also mentioned that the first interview inspired them to participate in the rewriting experience more earnestly.

The participants then selected the book and the chapter to reread and rewrite from the categorized chart (Appendix F). Each participant was given 4 to 12 weeks to complete rewriting, depending on the participant's preferences. In the rewriting process, participants were invited to include themselves in as a character (i.e., reflective character). The participants were given the freedom to create a role, gender, characteristics, name, and relationships with existing characters for their reflective character. They were recommended to utilize a bullying scene in the chapter of their choice.

The participants submitted the rewritten chapters via email or in-person. The primary researcher reviewed the rewritten chapter before the second interview. Each participant was invited for the second interview after completing their writing activity.

The second interview was conducted with a list of guiding questions (Appendix E) with flexibility. At the beginning of the second interview, each participant received the second $50 Amazon gift card for their participation in the study. During the second interview, the participants explained their character, interaction with the existing characters, the focus of their rewriting activity, and any perspective changes. They shared the reasons they created their reflective character's particular characteristics, the desired role they wanted their characters to play. Each participant selected the chapter that involved the story they could relate to with their own bullying experiences. All participants reported that the rewiring activity influenced them to have an opportunity to reframe their perspective about their experiences and that the activity was therapeutic.

Data Analysis

The research team was composed of the primary researcher, the advisor, and a trained undergraduate student. The primary researcher conducted all 26 interviews. The undergraduate student transcribed the interviews, and the primary researcher confirmed each transcript with the associated participant during the second meeting.

The interpretative phenomenological interview involves inviting participants to revisit their past experiences and explore their perceptions (Lauterbach, 2018). The hermeneutic phenomenological method is interpretative, and the experience should be presented in consciousness (J. A. Smith, 2017) because the phenomenological method focuses on real-life experiences (Van Manen, 1984). The primary researcher adapted the interpretative

phenomenological analysis (IPA) because it involves exploring the story of the participants regarding their perception of a particular experience (J. A. Smith & Shinebourne, 2012). The primary researcher also referred to Smith's interpretative phenomenological interview analysis guidelines and focused on understanding the participants' language first. The primary researcher then reread the transcripts to understand the meanings from the expressions (J. A. Smith, 2017).

Van Manen (1984) suggests that the essence of a phenomenological study is understanding the phenomenon through a lived experience and that the researcher should explore the phenomenon through data collection. Then the researcher may understand the participants' stories by thoroughly reflecting on the content. This approach aligns with IPA, as it emphasizes in-depth qualitative analysis (J. A. Smith & Shinebourne, 2012).

The primary researcher conducted two semi-structured interviews with each participant, focusing on building rapport empathetically. The participants had the opportunity to explore their stories as much as they wanted. This flexibility is one of the advantages of semi-structured interviews in IPA (J. A. Smith & Shinebourne, 2012).

A surprising component of interview data was that many participants brought family matter into the context. They recognized their family's situation and responses impacted their responses in a bullying situation. Moreover, most participants avoided using the word "hate" when describing the bullies. They indirectly indicated their feelings about the bully by stating, "*I would never use the bully's name for anything.*" Some participants even disclosed sympathy for bullies. Yet, the participants' description of the bullying situation was as vivid as if it happened recently. They commented that sometimes they felt stuck at that moment in childhood, as "it comes back like a flashback."

The center of hermeneutic phenomenological interview analysis understands the central meaning (Ho et al., 2017; J. A. Smith & Shinebourne, 2012). The primary researcher consecutively read the transcribed interviews to develop a better understanding of each interview content (Finlay, 2014). This process of rereading the transcripts and reviewing the coding and interpretation allowed the primary researcher to develop interpretations and identify potential themes. Then the primary researcher added annotations on each transcript to find a common theme between all transcripts. An excel file was created to summarize the themes and connections in the collected data. The research team examined each theme together to confirm or disconfirm. The confirmed themes were included in the excel category. The transcripts were analyzed thoroughly based on these categorized themes through this multi-step process.

In order to protect anonymity, all participants were assigned pseudonyms. The participants were informed that their gender, ethnicity, and age would be included in the study, and all 13 participants agreed. The primary researcher had taken written notes of the interview and compared the written data with recorded data.

CHAPTER FOUR

Results

Participants' Initial Perspectives

During the first interview, participants described their perspectives about their bullying experiences and the bullies who perpetrated the bulling situations that involved the participant. A common theme that was identified across participants was anger about the prior bullying situations and anger toward the bullies. Another common theme was about how participants learned "lessons" from their bullying experiences. Each theme was identified by frequency and by participants' direct references to specific topics. Ten participants (77%) mentioned the word "anger" while 3 participants (23%) mentioned "upset," "frustrating," and "out of control." Four participants (31%) mentioned "sadness." Six participants (46%) commented on how they learned from their bullying experiences, specifically laying the foundation for them to become more caring about others in similar situations. Tulip noted that "*I tried to let go of the negative feelings because I learned a lesson from experience. But I still remember the bitter feelings. I hope he changed for his own sake.*" Dennis said, "*I talked with one of the bullies later, so I don't have any hard feelings right now. But I still get angry when I think about the bullying.*" Molly said, "*I actually became good friends with one of the bullies because she apologized. But I don't want ever to see other bullies.*"

Connection With the Harry Potter Series

During the first interview, the participants were asked to discuss a memorable bullying scene in the Harry Potter series. Interestingly, 10 participants (77%) described a bullying scene similar to their own bullying situation. Cho described a major scene where James Potter and his friends, who were popular at school, bullied Snape. She related this incident to the group of peers

that bullied her in school. Similarly, Tulip described one specific incident where Ron bullied Hermione. Tulip compared this experience to her own of being bullied by her best friend.

Following the individual discussions of bullying situations, for the written portion of the research, participants selected a chapter of the *Harry Potter* series that was most relatable to their own bullying experience. For example, Susan related how her gym coach bullied her in the same way that Snape bullied Harry. Padma mentioned multiple bullying scenes and explained how each scene was similar to the type of bullying she experienced, such as name-calling, insulting, and social exclusion.

Three participants selected bullying scenes that were somewhat related to their personal bullying experiences, however, some differences were noted. For example, Penelope described situations where Dursley bullied Harry, which happened at home, while a group of peers at school bullied her. She said, "*I sometimes felt I was completely by myself at school. I could totally relate when Harry was isolated at home.*"

During the second interview, participants described how the bullying incident in their rewritten chapter was related to their bullying experience. Cho said that she chose her chapter because it involved a betrayal of a close friend. She wanted her character to be a victim's advocate because she wanted someone to stand with her when she was bullied. She said, "*It was helpful to directly confront the bullies [in rewriting] to express my feelings about* [the] *bullies.*" Helena also chose to make her character a victim's advocate because she wanted someone to be with her and stand with her when confronting the bullies. She said, "*I wanted my character to be a loyal friend that I wanted when I was young.*" Similarly, Regulus focused on the importance of peer support. He created a peer connection between his reflective character and existing

characters, providing peer support for the victim in a bullying situation. He said, "*I wish I had a friend like me.*"

On the other hand, Ginny, Molly, and Lily focused on being braver in bullying situations. Molly said, "*I wanted to tell my character to overcome the inner fear and be braver.*" Ginny stated, "*I realized that having a strong mind on what is right was the key.*" Lily said, "*I wanted to set a good example of how to be more brave in a difficult situation.*" These three participants identified themselves as Gryffindors that adhere to bravery. It is noticeable that their indication about being braver may be interpreted as a victim-blaming tendency that encourages victims to stand up against the bullies to avoid bullying (Ali & Ayuningtyas, 2019). They might have blamed themselves for being timid in their bullying situations. Their reflective characters stood up against the bullies directly and resolved the issue.

Reframing Perspectives

All participants indicated that the rereading of the Harry Potter series (bibliotherapy) and rewriting a chapter (scriptotherapy) helped them to process their feelings about past bullying experiences. All reported a positive experience as they found personal power in discussing and actively rewriting a bullying situation from the *Harry Potter* series.

To identify common themes, the research team analyzed the transcribed interviews using the interpretive analysis method. Interestingly, emergent themes were naturally categorized in line with the specific Houses in the *Harry Potter* series. Each participant's reflections aligned with the characteristics of a particular House. These Houses included Gryffindor (*n*=4), Hufflepuff (*n*=2), Ravenclaw (*n*=5), Slytherin (*n*=1), and Muggle (*n*=1).

Gryffindor

> *You might belong in Gryffindor,*
>
> *Where dwell the brave at heart,*
>
> *Their daring, nerve, and chivalry,*
>
> *Set Gryffindors apart.* (Rowling, 1997, p. 118)

Characteristics

Approximately 30% (*n* = 4) of participants identified themselves as Gryffindor. One may daresay that Gryffindor is the house that represents the Hogwarts the most since the main characters all belong in this particular house. Harry, Hermione, and Ron are all brave Gryffindors. Additionally, Harry's parents, Ron's family, Dumbledore, and the majority of the Order of the Phoenix are also a part of this house. It is natural for the readers to be familiar with this house since the majority of the characters are related to Gryffindor. The Gryffindor house symbolizes their bravery with the emblem of a lion and the colors of red and gold. Their boldness marks them as leaders, and they are not afraid to take a stand against wrong.

Bullying Experience

The participants who chose this house remarked that they would like to focus on being courageous. Between the ages of 8–12, each of these participants reported being bullied by a group of peers. Each reported this bullying as significantly affecting their self-esteem. Each stated that they *"hated"* school and themselves. *"I felt completely rejected and often went home crying,"* Molly stated, *"I thought nobody would ever like me."*

During the first interview, these participants stated that if they could go back, they would look for new friends and stand up against the bullies. Minerva commented, *"I would like to tell me to stand up against the bullies, because it would have made a huge difference."*

While most participants experienced name-calling and social isolation, Minerva particularly remembered the phrase *"ugly fat girl"* that the bullies called her. She was about 11 years old and recalled that she had limited social interaction with peers. Minerva and Lily both described themselves as a *"know-it-all, book worm"* child who is awkward in engaging in social activities. Molly said, *"I usually read books during recess and lunch."* They were excluded from parties and social gatherings, as well as class activities. Molly and Lily reported having some close friends, but these friends eventually distanced themselves after the bullying started. Minerva, Molly, and Ginny resembled Hermione's tendency to impress other people. Lily often paired up with the teacher during class activities, and her peers called her *"teacher's pet"* and teased her even more.

The four Gryffindor girls reported that their bullying experiences lowered their self-esteem. Molly stated, *"The [bullying] comments stuck with me for a long time. I hated looking at the mirror."* Minerva also commented, *"If I heard other girls say anything when I walked by, I thought it was about me. […] then I wanted to hide somewhere […] or doubted if I did anything wrong."* Ginny also stated, *"They told me I was fat and ugly. They told me to shut up. […] It impacted to my self-esteem in a way that I isolated myself in a social situation."* Lastly, Lily commented, *"I felt I was not good enough for anyone."*

They also reported struggling with trust issues. They reported mistrusting others and even lacking trust in themselves. Lily said she hated seeing the mirror, and she developed many insecurities afterward. All four participants said they would encourage their young selves to look for other friends and to stand up against the bullies. Molly said, "*When some guys asked me out for a date, I knew it was not because they liked me, […] when I finally met my husband, I learned*

how to love myself." Lily stated, *"I am more aware of bullying situations and try to prevent them. […] I know now how to stand up against the bullies."*

Rewriting Main Focus

Interestingly, all participants who identified themselves as Gryffindors said they wanted to be more assertive and included bravery in their primary focus. Proactively, Minerva said, *"I would like to focus on finding good friends."* Molly said, *"I would like to face my inner fear and become braver."* Ginny wanted to be *"stronger in a bullying situation,"* and Lily wanted to *"set a good example and become braver."* They purposefully included these characteristics into their reflective characters. Minerva and Molly played the victim's role; Ginny played the victim and the victim's advocate; and Lily played a mediator's role. All four individuals' created characters that stood up against the bullies. They clearly recognized the victim's feelings in depth. In each case, they validated the victim's feelings, whether they were in the victim's role or not (self-validation or validation of others). In each case, they encouraged the victim (self or other) to move forward. When they identified themselves as the victim, they validated feelings and used positive and encouraging self-talk.

Perspective Change

The second interview was conducted to determine possible changes in their perspective during their participation. All four were asked, "Were there any changes in your previous perspectives of your past bullying experiences?" A simple answer from all participants was "yes." However, the level of change in perspective differed among participants.

Minerva struggled in her social relationships with peers. She said she could focus on understanding other people's perspectives. She said, *"by rewriting with the characters that I projected myself, bullies, and bystanders, I could take another glance at their possible*

thoughts." She also said that *"I could have a more objective view of the circumstance."* She focused more on the importance of becoming true friends instead of further victimizing herself. Similarly, Ginny focused on the importance of having support from others. She said, *"...having consistent support from truthful friends gives strength to stand up against wrongdoing."* Ginny's character spoke up for the victim, consistently providing support for the victim. Ginny said *"...the rewriting process encouraged me to focus on having healthy and good relationships instead of focusing on negative relationships and their toxic impact."* She gave that perspective change to her reflective character.

On the other hand, Molly and Lily focused more on their inner strength. Molly said, *"I could recognize the inner fear I had at the moment by revisiting the experience and realized that people focus more on themselves rather than giving attention to other people."* She said *"I was so self-conscious at the time that I thought everyone would laugh at me. But I realized that other people's interest in the gossips around me would not last long."* Molly's character was portrayed as brave and stood up against the bullies. She was bold in her expressions.

Lily also focused on bravery, that her character stood up between the victim and the bullies and arbitrated the situation. Lily said that *"I realized it is more important to focus on effective prevention and bullying intervention, rather than trying to fix the situation later."* She also stated, *"I realized that one good example might have changed the entire situation."*

Hufflepuff

You might belong in Hufflepuff,

Where they are just and loyal,

Those patient Hufflepuffs are true,

And unafraid of toil. (Rowling, 1997, p. 118)

Characteristics

Two participants (15%) identified themselves as Hufflepuff. Hufflepuff is described as a house that values hard-work, loyalty, friendship, honesty, and patience. They may not be very competitive and often stay outside of the main stage, yet they remain supportive and friendly. Their strong morality also makes them close friends to others who recognize Hufflepuffs' value. Hufflepuff students have an open-heart and open-mind. They are accepting of differences. The Hufflepuff house produced the least number of wizards who were attracted to the dark magic. They symbolize their kindness and loyalty with their mascot, the badger. Their colors are yellow and black.

Bullying Experience

Cedric and Susan, two participants who chose the Hufflepuff house, both described themselves as loyal friends. Cedric said he was awkward in social relationships, and he was bullied by a peer when he was 10 years old. He experienced name-calling in public and consistent teasing. Cedric said that "*I had some female friends, and the male peers considered it anti-masculine. They bullied me about my dress style, as well as my interest in dancing*."

Susan said, *"I was a very obedient, hard-worker.*" Susan was bullied by a group of boys at school from age 9 to 14. The bullies called out her in public and insulted her about her bodily appearances.

The bullying continued until Cedric and Susan either had a change in school or grade. As a result, both Cedric and Susan became internally insecure. Susan said, *"I did not like my body for a long time.*" Both of them also wanted to tell their adolescent selves to love themselves more, instead of being affected by the toxic situation.

Rewriting Main Focus

The consistency between two participants who identified themselves as Hufflepuffs was supporting the victim and acting righteously. Cedric emphasized the importance of supporting and understanding the victim. His reflective character spent time with the victim to listen to his feelings and thoughts and maintained a supportive role as a good friend. His character was a loyal friend who would always be there for the victim with his caring and sympathetic attitude. Similarly, Susan said, "*I gave my reflective character the role of defender, who would voice up for the righteous beliefs.*" Her character listened to the victim and stood up against the bully. Susan mentioned that "*I wanted to focus on voicing the humanity in my story.*"

Perspective Change

During the first interview, Cedric said, "*I still clearly remember the bully's name and would never want to be related to that name again.*" Then after the rewriting process, Cedric said, *"I enjoyed experiencing possible changes with different perspectives.*" He stated, "*I chose to be the victim's friend instead of the victim to take a different view of the situation.*" He played the role that he would have played if he witnessed a bullying scene, and it gave him the strength to take a different view on his bullying experience as well. Cedric explored the various perspectives that each character in the scene may have experienced and was consoled with his reflective character's role.

On the other hand, Susan said, "*I could experience the ability to understand the situation more objectively.*" Moreover, *"I realized how one person's actions could change the entire situation.*" Her character is not only brave but also loyal to stand up for the friend and to enlighten both bully and bystander to realize their behavior. She said the most remarkable

change she experienced was empowerment. She wanted her character to empower other people, which also empowered herself.

Ravenclaw

> *Or yet in wise old Ravenclaw,*
>
> *If you've a ready mind,*
>
> *Where those of wit and learning,*
>
> *Will always find their kind.* (Rowling, 1997, p. 118)

Characteristics

Ravenclaw was the most prominent house among participants, as five participants (38%) identified themselves to belong in this house. These five participants included Cho, Tulip, Padma, Helena, and Penelope.

The most outstanding characteristic of the Ravenclaw house is knowledge and wisdom: "*Wit beyond measure is man's greatest treasure*" (Rowling, 2003, p. 186). Intelligence and academic achievement are highly valued in this house. Ravenclaw members are full of ideas, logic, and curiosity. They are competitive but also value justice. They symbolize their love for learning with the eagle, as well as blue and bronze colors.

Rewriting Bullying Experience

The five participants shared common characteristics. They had a passion for learning and they were reserved in their personal interactions. Cho described herself as a reticent and obedient child who loved reading. She was bullied by a group of peers when she was 14 years old. The bullies spread rumors and threatened her. Her parents tended to minimize the incidents, and she had some close friends outside of school. She often cried alone and reported having a very low self-esteem. During the first interview, she said, "*I would like to slap the bully if I could.*"

Tulip said, "*I was a know-it-all child who would always read and work on my homework, even during recess.*" She was bullied by her best friend when she was 12. Tulip was often socially isolated, and over time, her self-esteem and self-confidence significantly decreased. She said, "*I was internally insecure,* […] *I was also often called out for being bossy.*" As a *Harry Potter* fan, she often related herself to Hermione.

Padma was also not very social, but she loved learning, exploring, and reading. She was bullied by a group of peers in the class when she was 11 years old. They often ignored, insulted, and excluded her. She said, "*I never stood up against the bullies, even though my parents were willing to talk to the bullies.*" Her close friends did not do anything to defend her. Like Cho and Tulip, Padma's self-esteem was low, and she had very negative thoughts about herself until she graduated high school. "*I was hesitant to go to the graduation because I was not sure if I could take a picture with anyone.*"

Helena also described herself as a "*shy and reserved child.*" Similar to Tulip, she was also bullied by her close friends when she was 9 years old. They whispered about her and publicly isolated her. "*Other kids thought it was funny,*" she said. Therefore, she had difficulties in building trust in other people and did not open up easily. She said, "*I still remember when the bullies called me "crybaby" after they made me cry* […] *then they said it was a "joke.""*

Last of all, Penelope described herself as a "*good girl who had a strong sense of justice and passion for learning.*" She enjoyed reading a dictionary during her free time. A group of peers thought she was nerdy and bullied her when she was 17 years old. They ignored and excluded her. She had rough relationships with her strict parents, and her peers did not take any action to defend her or stand up for her. "*I felt like it was my fault* […] *being bullied.*"

Rewriting Main Focus

The common theme for the participants who chose the Ravenclaw house was exploring deeper feelings. Despite hardships, Cho wanted to focus on being on the "*victim's side*." Based on her experience, Cho said, "*It was important for me to express my feelings through my reflective character and friends*." Likewise, Helena also focused on speaking up for the victim. Padma said, "*I wanted to focus on the changes that normal people can make by standing up against the bully*." In her story, Tulip emphasized her willingness to express the victim's feelings during the bullying. She said, "*I would like to describe the victim's feelings and thoughts in more detail during the bullying scene*." Interestingly, Penelope said, "*I would like to focus on how I could gain learning from the experience and become better*."

Cho and Helena gave their reflective character the role of the victim's advocate, while Tulip and Penelope gave their reflective character the victim's role. Padma had her character play the role of defender.

Perspective Change

Cho mentioned that the overall experience was very therapeutic for her because it made her "*realize the importance of having a few close friends as advocates during a hard time*." This opportunity gave her the opportunity to explore her feelings and to consider her thoughts from those difficult times when she was bullied in the past. This helped her to have a better understanding of her feelings about being bullied in the past and how she thought about this experience in the present day. She said, "*This was the first time I openly discussed my experience in detail, and it helped me increase my understanding of myself more*." She also reconnected with her close friends during the rewriting process. Tulip also said that "*I learned how to overcome past negative experiences during the participation*." She explored her feelings through

her reflective character and revealed them in writing. She remarked that "*This process was especially helpful in increasing my liking towards myself.*"

Padma said, "*I developed more understanding of the bystander's perspective.*" She continued, "*I lessened heroic aspects of the main character and focused more on the improvement of individual students.*" Padma said that "*It was helpful for me to take various stands about the bullying situation.*"

Similar to Cho, Helena had a similar experience in both the reflective rewriting process and in her discussion about the experience. She solidified her belief about the importance of having support. She said, "*I explored supportive characters in my rewriting, which was helpful for me to revisit my experience and encourage myself at a similar bullying situation.*" Her character's strong stance encouraged her to be on the victim's side in her real life.

On the other hand, Penelope said, "*I reflected on my behavior and possible changes I could have made.*" She continued, "*I might have self-isolated after the bullying experience…and* [thought] *about other pathways I could have taken.*"

Slytherin

> *Or perhaps in Slytherin,*
>
> *You'll make your real friends,*
>
> *These cunning folks use any means*
>
> *To achieve their ends.* (Rowling, 1997, p. 118)

Characteristics

Only one participant (7%) identified as a Slytherin. One of the prime characteristics of the Slytherin house is ambition. This house values determination, leadership, and lineage. Most of the students are pure-blood in their blood status. This house is known to have many wizards

and witches who are involved in dark magic. Lord Voldemort, the most well-known enemy of Harry Potter, is also from this house. There is also a great tension and rivalry between Slytherin and Gryffindor. Slytherin house symbolizes the strong desire for success with the serpent, as well as colors of green and silver, which are opposite from those of Gryffindor house.

Bullying Experience

Regulus described his adolescence as an "*outsider who had no close friend.*" He was bullied by a group of peers at school when he was 12 years old. He was often socially excluded, and the bullies ridiculed and called him out in public. He did not tell his parents or the teacher about the bullying. No bystanders too action to support or defend him. Regulus had to switch to a different school to avoid bullying. He said, "*I was mortified and embarrassed for being who I was after the bullying, and I felt I did not fit in anywhere.*"

Rewriting Main Focus

Regulus said "*I could relate to Harry Potter, especially when Draco Malfoy bullied him.*" Therefore, he wanted to focus on relating to the victim in situations where the peers doubted the victim. Regulus played the role of victim in his reflective character. His feelings and thoughts are expressed more in detail in his writing. He said, "*I could relate to my character as no one was supporting him, and the character had the strength to stand up directly against the bully.*" His character sought support and interacted with other characters to gain a trusting relationship.

Perspective Change

Regulus said, "*I had an opportunity to think about how to build a healthy relationship with my peers while I was rewriting a chapter.*" He reflected on the toxic relationships he had at the time of bullying as well as how he could have sought other positive relationships. Regulus wanted his character to be proactive in making new connections. He said, "*It reminded me of my*

current relationships, which I am appreciative." Regulus stated that "*I could think about my*

improvements during the rewriting process, which increased my self-confidence."

Muggle

Muggle is not considered a House. These individuals do not have magical abilities.

Characteristics

Rowling (1997) explains that a Muggle is a person who is born without any magical

abilities in a non-magical family. They are ordinary people who are not related to the magical

world. One participant (7%), Dennis, identified as a Muggle. He explained that he often feels

like an outsider, not knowing what is going on in the magical world. The wizard and witches

often ignore or disdain Muggles. Some of them consider them inferior. Dennis said that "*Even if*

I have many qualities that may fit me into the Gryffindor house, I would still identify myself as a

Muggle."

Bullying Experience

Dennis described his adolescence as an "*annoying and insecure period.*" He was bullied

by some of his close friends when he was 12 years old. The bullying involved social exclusion,

threatening, and physical hitting. His parents and teachers were very supportive, but other peers

mostly ignored the bullying. Dennis said, "*My insecurity was extremely severe that I did not*

accept any compliments and always considered myself undesirable." He said, "*I always thought I*

was not as good enough as my friends or peers."

Rewriting Main Focus

Dennis said that "*I would like to focus on teaching children to be kind to other people.*"

His character is very understanding and open-minded, even though he is a victim of bullying. His

character is a father who explains to his children the importance of being accepting and caring to

others. Dennis said that similar to his parents and teachers being supportive of him, he wanted to

focus on the impact that adults have on children. Because of the critical social and emotional

growth during childhood and adolescence, supportive guidance from adults makes a significant

difference (Weissberg, 2019).

Perspective Change

Dennis said "*I wanted to focus on the future rather than the past and present.*" He said, "*I*

could reflect on both the past and present through the rewriting process, as I revisited my

bullying experience and evaluated my feelings in detail." He also stated, "*...it was indeed*

therapeutic to explore the experience again and look for a [different] *direction to find growth...*"

Dennis reported the desire to build upon this foundational rewriting experience as a way to

lessen his self-criticism and improve his self-esteem. He previously was bullied for his warm

personality and his tendency to be a listener and one who wanted to understand others. During

and following this re-writing experience, he gained a greater appreciation for these personal

characteristics.

CHAPTER FIVE

Discussion

Thirteen participants in this study self-identified as having experienced mild to moderate bullying during childhood and/or adolescence. Through rewriting a chapter of the *Harry Potter* series that involved a bullying scene, this study examined possible changes in individuals' perspectives. This study is unique in that previous bully-themed research included either an application of bibliotherapy (Gregory & Vessey, 2004) or scriptotherapy (Mason & Mason, 2013), but not the two combined approaches. This study examined the potential therapeutic impact of combined bibliotherapy and a rewriting experience based on a self-selected chapter from the *Harry Potter* series (J. K. Rowling). This study's research questions involved the following: the initial perspectives of the victims of childhood and adolescence bullying about their past experiences; the impact of the bullying experiences in later life; and any possible reframing effect of the combined strategy. To better understand the experiences of the participants, interviews and data analysis were based on the hermeneutic phenomenological approach.

Bullying Interventions Utilizing the *Harry Potter* Series

Reading

In the first interview, participants mindfully focused on bullying scenes in the *Harry Potter* series. They noted an increased awareness to the frequency and intensity of bullying among the characters. Lily said, "*I did not realize that Harry and Ron also sometimes bullied Neville…. Bullying can happen even between friends.*" Helena commented, *"I thought bullying usually happens between peers, but* [I realized] *adults can be bullies too. Every time Snape bullied Harry, it upset me.*"

The participants also reported that the interviews provided them an opportunity to recognize and discuss their feelings in depth. Dennis said, "*This is the first time I talked about my* [bullying] *experience, and I feel much better now.*" Padma also said, *"I was not aware that the bullying [experience] still had an impact on me. It was good to talk about it with someone.*" Cho said, "*I never dove into my feelings this much before. I did not know that I had such* [negative] *feelings from the bullying.*"

Based on their comments, the participants indicated that the mindful reading and a discussion regarding the book's bullying scenes were helpful exercises to raise their awareness about various forms of bullying and its negative effects. Therefore, the teachers and mental health professionals may consider using mindful reading and a class discussion to raise students' awareness about bullying. Because the *Harry Potter* books are so universal, this might offer a common ground for students to talk about and explore their feelings about bulling, first in the safety of the books, then in the more sensitive and personal lived experiences.

The categorized chart in Appendix F can be used to choose a relevant chapter for a bullying scene. Appendix G is an abbreviated outline of Appendix F. Appendix G lists all of the *Harry Potter* books and chapters from those books. Teachers may read a carefully selected chapter to the class and remind students to be aware of the bullying situation between indicated characters. For example, students could be prompted to focus on Draco and Harry's interactions in Book 2, *Harry Potter and the Chamber of Secrets,* Chapter 6, "Gilderoy Lockhart" (Rowling, 2000). After reading pages 96–98, the class would then discuss the situation together. During the discussion, the teacher might ask students about their thoughts regarding the reactions of surrounding characters, such as Hermione, Ron, and Mr. Weasley. The students may have different opinions about the appropriateness of each character's reactions. Then it would be

helpful to discuss options of appropriate interventions to address Draco and Harry's interactions that occurred in the story.

Writing

In the second interviews, some participants indicated that rewriting a chapter of the *Harry Potter* series helped them revisit their memories and feelings when they were bullied. Cho mentioned, *"*[Initially] *I wondered how this would help, but it was actually very therapeutic to create a similar situation* [in the rewriting] *and fix things in the story*." Ginny said, "*There were some things I wanted to say to the bullies, and I could do it in the rewriting."*

The other participants said that they could reevaluate the situation more objectively through the rewriting experience. Cedric said, "*I could see the bullies' perspectives as I projected them into the* [book's] *characters*." After experiencing the rewriting activity, Susan said, "*It was satisfying to do what I wanted to do in the story*." Empowered, she wrote what she wanted to happen in the story's bullying situation.

Through this study, the participants recognized the therapeutic impact of rewriting a chapter of the *Harry Potter* series. They indicated that guided writing allowed them to address their traumatic memory and integrate their emotions in their writing. In the schools, teachers and mental health professionals may consider writing as a classroom activity. Writing encourages students to express their feelings and thoughts. As this study's participants indicated, the process of discussing and then rewriting a selected *Harry Potter* incident, helps individuals more fully recognize their perspectives about bullying.

The categorized chart in Appendix F contains bully-themed examples from the *Harry Potter* series that could be used for discussion or writing activities with individuals, small groups, or classroom settings. For example, in chapter 13 of *Harry Potter and the Prisoner of*

Azkaban (Rowling, 2010), "The Quidditch Final," students may add or change the lines of characters to emphasize specific feelings Harry might be experiencing. Students may also change the lines of Draco, the bullying character. Students may rewrite the lines so that Draco apologizes to Harry. After the writing activity, students can discuss the changes they made with other class members.

Participating in Role-Plays

Teachers and mental health professionals may consider utilizing role plays based on bullying situations in the *Harry Potter* series. After reading a chapter of the *Harry Potter* series, the class could discuss certain characteristics of the main characters. Some students may notice that Harry is a brave and friendly character who cares about his friends, while Draco is an arrogant bully who often belittles others with meanspirited comments. Following discussion, students may be asked to volunteer to participate in a role-play. The role play could be based on one of the selected chapter's bullying scenes. Following the role play, the class might discuss perceptions and feelings that arose while participating in or while watching the role play. The discussion could focus on different feelings from the perspectives of victims, bullies, and bystanders. The students could also consider appropriate preventative methods for bullying and possible actions they may take when witnessing similar situations.

Watching Movie Clips From the Harry Potter Series

All books in the *Harry Potter* series have been made into movies. Some movie clips are available online (YouTube). Teachers and mental health professionals may share movie clips with students, as long as the use is considered educational in purpose and is covered under the *Fair Use Doctrine* (Frieden, 2019). Video clips can serve as conversation starters (Haddad & Shechtman, 2019). In particular, clips that contain bullying situations may be utilized to open

student discussions about a variety of viewpoints (Johnson et al., 2013; Walsh et al., 2014). This allows students to share their observations of the physical gestures, voice tone, facial expressions, and interactions between actors. The students can share their opinions on the movie clip's bullying scene and relate the situation with their experience.

Teachers and mental health professionals can provide students with active learning experiences as they draw from bullying situations in the *Harry Potter* series. The benefit of using the *Harry Potter* series is that many of the bullying scenes occur in the school setting. Moreover, parents can also engage in similar activities at home. Together as a family, parents and children can read the *Harry Potter* books and watch movies, using the bullying scenes as a basis for family discussions. This will provide students with consistent opportunities to increase their awareness of bullying at school and at home.

Implications for Practitioners

The first and second interviews with the participants indicate that practitioners may present considerable guidance and support for the victims of bullying. Based on their experiences, most participants agreed that adult support and intervention would have lessened the negative impact of bullying. Cedric said, as an adult… "*I would stand up if I witness any bullying, because I know that was what I wanted: support.*"

Recognize the Bullying

Most of the participants did not inform the teachers or other school professionals about bullying. Participants reported that in the rare cases of when adults intervened, the bullying incidents were so extreme that teachers and administrators were forced to step in and protect the victim. In less extreme situations of bullying, participants reported that teachers either did not notice or that they ignored the bullying. Children and adolescents may not know an appropriate

way to inform school professionals about bullying (Petrosino et al., 2010). It is important for school professionals to recognize bullying as early as possible (Lyznicki et al., 2004). Consistent participation of adults in prevention programs and ensuring that adults intervene early in bullying situations are key principles to bullying prevention efforts (Glasner, 2010).

Because bullying methods are becoming more insidious, it is critical to understand and recognize multiple forms of bullying, not just observable physical interactions (Olweus et al., 2019). Additionally, the intervention should begin with a supportive adult engaging in an open discussion with the child who experienced the bullying (Lyznicki et al., 2004).

During the initial interviews, several participants revealed that one reason they did not tell teachers or other adults was because they did not know how if or how the adult would respond. To one participant's shock and dismay, the teacher openly discussed the bullying issue in class, which further deteriorated the situation and increased the bullying. Those who experience bullying, need to feel safe in approaching an adult and discuss the situation (Willson-Metzger, 2009). Children need assurance that their reported bullying will be carefully considered and that interventions will be discussed with a school mental health professional (P. K. Smith, 2019; Ziomek-Daigle, 2017).

Provide Consistent Support

Each child is different, and each bullying situation is unique (Thornberg et al., 2015). The reasons for being bullied and the forms of bullying vary for each case. Therefore, in addition to the universal bully prevention program, each case should be considered, and support should be customized to fit the specific situation. Teachers and administrators must consider that children's sense of safety increases when they know that they can rely on adults to consistently intervene

before bullying becomes an entrenched and permitted pattern of behavior (Petrosino et al., 2010; ten Bokkel et al., in press).

In addition to supportive adults who intervened, participants also noted the importance of bystander support. This important peer support was noted by participants, as they said that having at least one supportive person gave them the strength to face the challenge of harassment. Peer bystander support is identified as an important part of bullying prevention programs (Salmivalli, 2014).

Provide Effective Intervention

Teachers, administrators, and school-based mental health professionals should work together to provide effective intervention (Committee on School Health, 2004). Additionally, it is critical to include the parents (Kolbert et al., 2014) and students (Olweus & Limber, 2010) in designing and providing intervention that reduces bullying. Prevention measures may involve a school-wide positive behavioral support (Bradshaw, 2013) that includes teaching children important social skills that counter bullying behaviors, such as generosity, friendship, kindness, moral support, empathy, and compassion (Rubin-Vaughan et al., 2011).

Classroom interventions may include participating in role-plays and reading books about compassion (e.g., *Wonder* by Palacio, 2012; L. M. Freeman & Guarisco, 2015) and solving conflict between friends (Mishna et al., 2008). It is important to provide appropriate examples and guidelines that recognize bullying situations and offer coping strategies to address these harmful behaviors (Bryn, 2011). If the majority of students are aware of the noxious impact of bullying as well as the power of bystander support, they may also realize that bullying is an immature, unkind, and socially unjustifiable behavior. Additionally, school professionals should

closely monitor the children involved in bullying incidents and make efforts to prevent further incidents.

Provide Appropriate After-Care

All of the participants in this study said the rewriting experience was therapeutic and helpful to reframe their initial feelings about past bullying experience. The first step of intervention is stopping the bullying, and the second step is preventing further bullying. Then the last step involves appropriately caring for the scars to heal. It may only be one word or phrase, or one push in the back, but such bullying incident remains longer than generally expected. The participants of the study were university students, and they experienced bullying between ages 8 to 17. Even though nearly 10 years have passed, they still remember the bullying clearly. Some of the participants stated that they could see the faces of the bullies and the tone of their voice when they said insulting words.

The bullying at schools is often minimized and considered something that children should grow out of. However, the words are often sharper than a knife. Furthermore, if the memory involves the threatening atmosphere, it may last longer. Therefore, bullying is not something that should be overlooked. It should be carefully treated with time and patience. The support team may provide various forms of therapy, including cognitive-behavior therapy, individual therapy, group therapy, bibliotherapy, mindfulness, and counseling.

Implications for Parents

The role of parents is critical in supporting the victims of bullying. Most participants indicated that they did not tell their parents. However, those participants who told their parents indicated that the parents' support was helpful. Even though the parents' role was mostly providing support at home, participants also reported that parents' support increased students'

courage to attend school, even in the face of bullying. Parents' consistent attention and encouragement also increased the likelihood of children discussing the situation at school.

When schools take the lead and intervene with bullying situations, it is essential for parents to maintain constant communication with the child and school leadership during the intervention process. When students are confident that their parents are on their side, students are encouraged to disclose their bullying experiences and to talk openly about their feelings (Nickerson et al., 2009). In order to avoid bullying experiences and with the support of their parents, some participants indicated that they talked about moving to a different school or changing classrooms. With their parents' support, other participants discussed strategies to stand against the bullies. As caregivers who have the most profound insights about their children, parents have a significant role in supporting children (Nickerson et al., 2009).

Implications for Victims of Bullying

Bullying at school often happens without adult involvement. Most participants of this study reported that they did not inform their parents or teachers. They tried to overcome the hard time on their own. As a result, these participants reported unresolved negative feelings from their past bullying experiences. Likewise, many individuals who previously experienced bullying during their childhood or adolescence continue to struggle with these painful memories across their life span (Vanderbilt & Augustyn, 2010; Zarate-Garza et al., 2017). In this study, some participants reported that the past bullying experience impacted their social relationships and their personal insecurities. Padma, who experienced bullying in the form of social isolation from her peers, stated, "*I never thought I would date anyone because no one would like me.*"

At the conclusion of this study, all 13 participants indicated that their participation had been a therapeutic experience. They said the study process was enjoyable as they recognized

there was a relationship between their personality and thoughts and their past bullying experiences. Susan commented, "*I care about people more as I know how it feels to be isolated*." Cho said, "I would recommend other people to do something like this." Individuals who experienced bullying in the past may consider this study's intervention as a strategy to address their unresolved feelings about bullying.

Limitations

This study has several limitations that may restrict generalizing our findings. First, we recruited a small group of participants ($n = 13$) from the participating university's population of undergraduate students. All participants indicated being members of The Church of Jesus Christ of Latter-Day Saints. Thus, the sample was homogeneous and not representative of the general population. However, adding somewhat to diversity in the sample, two participants were international students and the other participants attended primary education in different geographic areas of the US.

Second, the gender and ethnicity are other limitations of this study. The majority of participants were female ($n = 10$). Also, 10 participants were Caucasians, the other participants self-identified as Asian, Asian American, and Asian European.

The third limitation is the retrospective aspect of this study, as the study involved participants reflecting on past experiences. Experiences in the past may not be recollected with accuracy. The data collected from the first interview mostly relied on the participants' self-report of their memories, no other verification was required. Rather than verifying the factual nature of participants' memories, the researcher carefully listened and encouraged participants to describe their memories and associated emotions.

The last limitation is the possible impact of the interviews. The participants mentioned that the interviews helped them look into their unresolved feelings about the bullying, which could have affected their perspectives on the rewriting experience's therapeutic impact.

Implications for Future Research

This study specifically used the *Harry Potter* series as the basis for an intervention to support students who reported a history of being bullying. Future bibliotherapy-based research studies may investigate the differences in treatment outcomes when other types of literature are offered (e.g., nonfiction, romance, or mystery). The targeted body of participants may also be expanded to include participants who have experienced other adverse challenges, such as grieving the loss of a loved one or experiencing physical abuse, emotional abuse, neglect, depression, or anxiety. Furthermore, additional research is needed that examines the effects of bibliotherapy combined with scriptotherapy, to determine the additive effect to counseling outcomes.

Conclusions

The word *bullying* brings up about 874,000 research results in Google Scholar. Bullying is an ongoing issue that continues to challenge professionals as they search for effective prevention and intervention strategies. Moreover, bullying happens across all social settings—in schools, homes, work settings, and all places where individuals interact (Migliaccio et al., 2017; P. K. Smith, 1997). School bullying, including physical, verbal, relational, and cyber bullying, increases children's suicidal thoughts and attempts (Hinduja & Patchin, 2019). As many studies indicate, bullying has a continuous influence on children across the life span (Zarate-Garza et al., 2017).

Unfortunately, feelings associated with past bullying experiences are sometimes discounted and overlooked by adults (Oliver & Candappa, 2007; Rigby, 2020; Rigby & Barnes, 2002). Adults may say, "what is past is past" and that harboring ill will toward bullies and continuing to feel the sting of being bullied should diminish over time. In other words, some parents and educators believe that bullying is "a normal part of life," that kids should "toughen up" and just "get over it" (Rigby & Barnes, 2002; Stauffer et al., 2012). However, the effects of bullying do not disappear so easily—especially if bullying occurred in childhood or adolescence—the impact continues to be felt into adulthood (Arseneault, 2017; Zarate-Garza et al., 2017).

The data from this study indicated that exploring past bullying experiences helped the participants to reframe their perspectives about themselves. During the first interview, most participants discussed painful feelings they had at the time of bullying and the impact of bullying in their later life. After participating in scriptotherapy (the study's rewriting activity), all participants reported that they enjoyed the process. This enjoyment was derived from allowing themselves to revisit a bullying scene in *Harry Potter* and to recreate this scene in which they had the power. Specifically, they reported that it was therapeutic to stand with the victim, who they projected as their younger self at the time of bullying, and together confront the bully. School-based mental health professionals should consider bibliotherapy and scriptotherapy when supporting children who have experienced bullying.

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APPENDIX A

Institutional Review Board Approval Letter

From: Human Subjects Committee
Sent: Thursday, August 1, 2019 9:23 AM
To: Melissa Heath <melissa_allen@byu.edu>

Subject: X19193 PI: Melissa Heath IRB Determination: APPROVAL

 cid:image003.jpg@01D29BEB.7FCE44D0

Memorandum

To: Professor Melissa Heath
Department: CP&SE
College: EDUC
From: Sandee Aina, MPA, IRB Administrator
Bob Ridge, PhD, IRB Chair

Date: August 1, 2019
IRB#: X19193
Title: "Reframing Past Bullying Experiences Through the Lens of Harry Potter"

Brigham Young University's IRB has approved the research study referenced in the subject heading as expedited level, categories 6-7. This category does not require an annual continuing review. Each year near the anniversary of the approval date, you will receive an email reminding you of your obligations as a researcher. The email will also request the status of the study. You will receive this email each year until you close the study.

The IRB may re-evaluate its continuing review decision for this decision depending on the type of change(s) proposed in an amendment (e.g., protocol change the increases subject risk), or as an outcome of the IRB's review of adverse events or problems.

 The study is approved as of August 1, 2019. Please reference your assigned IRB identification number in any correspondence with the IRB.

Continued approval is conditional upon your compliance with the following requirements:

   A copy of the informed consent statement is attached. No other consent statement should be used. Each research subject must be provided with a copy or a way to access the consent statement.
   Any modifications to the approved protocol must be submitted, reviewed, and approved by the IRB before modifications are incorporated in the study.
All recruiting tools must be submitted and approved by the IRB prior to use.

   In addition, serious adverse events must be reported to the IRB immediately, with a written report by the PI within 24 hours of the PI's becoming aware of the event. Serious adverse events are (1) death of a research participant; or (2) serious injury to a research participant.

   All other non-serious unanticipated problems should be reported to the IRB within 2 weeks of the first awareness of the problem by the PI. Prompt reporting is important, as unanticipated problems often require some modification of study procedures, protocols, and/or informed consent processes. Such modifications require the review and approval of the IRB. Please refer to the IRB website for more information.

IRB Secretary
A 285 ASB
Brigham Young University
(801)422-3606

APPENDIX B

Institutional Review Board Consent Form

Dear participant,

My name is Haeeun Lee. I am a graduate student from Brigham Young University working with Dr. Melissa Heath, Professor in the School Psychology program. I am conducting a research study about the application of bibliotherapy and scriptotherapy. Bibliotherapy is defined as a therapeutic approach of reading, and scriptotherapy is defined as a therapeutic approach to writing. I am inviting you to take part in the research because I would like to understand the potential application of one approach or a combination of both, specifically for past bullying experience.

Screening Process

You will be screened for qualification prior to participation. The screening criteria are:
- You are a self-proclaimed Harry Potter fan
- You have read the entire Harry Potter series
- You have experienced mild to moderate bullying as an adolescent
- You are a full time ▇▇▇ undergraduate college student
- You enjoy writing fictional prose
- You are 18 years and older

The participants will be then screened for mild to moderate bullying experience through an interview. The screening of mild to moderate bullying will be determined by self-report and the guidelines provided by John Hopkins University (http://www.safeathopkins.org/workplace-bullying/mild-bullying/index.html).

Procedures

I would like to conduct two interviews with you that would each last for about 60 minutes. The interviews will occur in a private library study room in ▇▇▇▇▇▇▇▇ Library.
I will interview and **audio record** you to understand your experience and perspective. During the interview, you will be asked to recall the time you were bullied and describe the experience. The questions in the first interview will include questions such as,
- *How would you describe yourself as an adolescent?*
- *How would you describe the severity and the influence of bullying?*
- *What feelings do you have about the experience?*
- *What do you wish you had done?*
- *How would you change the situation if you could go back?*

You will choose a chapter from the Harry Potter series to read and rewrite. The guidelines of the rewriting are:
- Maintain the major event and storyline of the chapter
- Attitudes and lines of existing characters may change

Institutional Review Board
8-1-2019
Approved

- The role of the reflective character may be active, neutral, or passive
- Focus on the bullying incident.

You will use Microsoft Word to rewrite the chapter and turn it by email.

You will have up to 3 weeks to rewrite the chapter.

After you complete rewriting, we will have a discussion together for about 60 minutes. The second interview will be conducted after the discussion. The questions in this interview will include questions such as,

- *How did you relate to the characters during the rewriting?*
- *How did the chapter relate to your bullying experience?*
- *How did the reading affect your previous perspective about bullying experience?*

Interviews will be held at ███████████████████████████ Library private study rooms or in private rooms in ██████████████████ (depending on the participant's choice). Researchers will review audio tapes and transcribed interviews in 340-K MCKB (the PI's office).

If you would like additional information about the interviews, please contact me. My contact information is listed below.

Risks/Discomforts

You may experience negative feelings while reflecting on your prior bullying experiences. There may be some risk of confidentiality and privacy as you will discuss and share uncomfortable situations and having the information recorded and transcribed.

I will interview you individually and your information will be stored privately with limited access. The participation is completely voluntary, and you may withdraw at any time. You will be able to discuss their feelings throughout the process and may receive counseling services at the ███████ ████████████ Counseling Center, if necessary. The location of the Counseling Center is ███████ ███████████████████ and their contact information ████████████████.

Confidentiality

The audio tapes of the interviews will be transcribed and then studied for common themes and interesting perspectives. Your identity will remain confidential, and all personally identifying information will be removed from the transcripts. Each interview information will be electronically transcribed and stored in BYU's BOX password protected storage system. The only individuals able to access the BOX folder will be the interviewer (myself), the thesis chair (Dr. Melissa Heath), and the transcriber (a trained undergraduate BYU student). These electronic transcripts will be deleted after the transcripts are no longer needed. More specifically, the transcripts will be deleted within 5 years of the study's completion. Your name will not be included in the stored information. Your gender, age, and ethnicity will be included.

Questions about the Research

Please direct any further questions about the study to Haeeun Lee at (206) 747-8175 and/or haeinarang@gmail.com. You may also contact Melissa Heath at 801-422-1235 and/or melissa_allen@byu.edu.

Institutional Review Board
8-1-2019
Approved

Questions about Your Rights as Research Participants

Questions about your rights as a study participant or to submit comments or complaints about the study should be directed to the IRB Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602. Call (801) 422-1461 or send emails to irb@byu.edu.

Compensation

In appreciation for your participation in this study, you will receive two $50 Amazon gift cards at the beginning and end of the study, total of $100. If you are uncomfortable and skip questions or if you withdraw from the study, you will still receive compensation.

Please sign below to indicate that you agree to participate.

Statement of Consent

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

_____
Participant Printed Name

_____
Participant Signature

_____
Date

Thank you for your time and your assistance in our research.
Please feel free to call or e-mail me if you have any questions or concerns.

APPENDIX C

Recruitment Announcement

RECRUITMENT Announcement

I am looking for 10 to 20 study participants to participate in a research that involves reading and writing. Each participant will participate in two interviews at the beginning and end of the research process that will take about an hour each. The participants will be given about three weeks to complete a writing process. The participant criteria are described below:

1. This is a research about the Harry Potter series! The participants should identify themselves as Harry Potter fans.

2. The participants should have read the entire Harry Potter series.

3. The participants have experienced mild to moderate bullying as adolescents.

4. The participants should be full-time ███ undergraduate students.

5. The participants should enjoy writing.

Each participant will be compensated with two $50 (total $100) Amazon gift cards. Please contact me for more details.

APPENDIX D

Screening for Level of Bullying

Criteria for Mild Bullying:

- Regularly ignore by not responding to or acknowledging another when greeting him/her (different from not initiating a greeting)
- Ignore communications or requests for information or assistance
- Dismissive interpersonal communications (shut down a conversation and not allow the other person to communicate his/her perspective)
- Impatient with another; not allowing time for two-way communication; creating a sense of power differential
- Assigning blame without giving the person the opportunity to share his/her perspective
- Disregard satisfactory or exemplary quality of completed work despite evidence
- Periodic "oversights" of leaving a person out of communications (including email)
- Periodic "oversights" of excluding a person from social situations that would typically be inclusive; recruit others to do the same
- Delaying information that subsequently results in impossible demands
- Sharing inappropriate information about another; leaving out information about another that casts him/her in poor favor
- Trying to intimidate and control another through interruptions, contradictions, silent treatment
- Ridicule, insult, play jokes on another person
- Making up rules for others on the fly that the bully does not follow
- Assigning tasks that are below another's ability
- Limited insight to treatment of others; not aware of how others experience bully's interactions

Criteria for Severe Bullying:
- Routine public responses that are dismissive (shun, shut down, ignore, or respond condescendingly)
- Dismissive interpersonal communications (shut down a conversation and not allow the other person to communicate his/her perspective)
- Ongoing misinformation ("forgetting" to share need-to-know information which makes the other person look foolish or humiliated by "not knowing")
- Sabotage and/or creating a situation of impossible demands whereby the other person is left out or will fail to meet expectations
- Spreading rumor, half-truths or blatant lies about another; denying the behavior
- Acting impatient in a way that treats the other as incompetent
- Excluding specific people from social interactions that would typically be inclusive; appears intentional to others; recruit others to do the same
- Publicly ridicule, insult, make jokes about person in his/her presence
- Routinely blaming and criticizing
- Intimidation by glaring, acting forceful, interrupting, shutting down another person (also includes contradictions and silent treatment)

- Falsely accusing another of "errors" not actually made
- Singling out another in condescending and unprofessional way
- Yelling, screaming, or throwing tantrums in front of others to humiliate the person
- Retaliation for the person reporting or asking for help
- Little to no insight to treatment of others; not aware of how others experience bully's interactions; no apologies for difficult interactions

Reference: Criteria set by Johns Hopkins University & Health System

APPENDIX E

Guiding Questions

First Interview Questions:
- How would you describe yourself as an adolescent?
- How do you recall your bullying experience? Is there any particular memory?
- How would you describe the severity and the influence of bullying?
- How did bullying experience affect you?
- How did your peers and parents react to it?
- What do you wish you have done?
- How do you feel about bullies? Yourself?
- How would you change the situation if you could go back?
- Who is your favorite character in the Harry Potter series, and why?
- What do you find most appealing of that character?

Second Interview Questions:
- Why did you choose this chapter?
- How did you relate to the characters during the reading?
- How did the chapter relate to your bullying experience?
- How did the reading affect your previous perspective about bullying experience?

- How do you describe your reflective character?
- Did you use your name or a fictional name? Why?
- How similar and different the character from you?
- What characteristics does your character have?
- How did the character engage with existing characters?
- How did this experience affect your perspective on bullying experience?
- What would you do when you encounter a bullying incident?

APPENDIX F

Categorized Chart

These are *Harry Potter* books and chapters to consider when implementing bibliotherapy and scriptotherapy with youth and young adults who struggled with being bullied in the past.

	Bully to Victim [#s indicated book chapters]	Victim to Bully [#s indicated book chapters]	Storyline [#s indicated book chapters]
Book 1: Harry Potter and the Philosopher's Stone	#3 The Letters from No One (Uncle Vernon to Harry) #8 The Potions Master (Snape to Harry)	#2 The Vanishing Glass (Harry to Dudley) #4 The Keeper of Keys (Hagrid/Harry to Dursleys) #6 The Journey from Platform Nine and Three-Quarters (Scabbers to Goyle) #9 The Midnight Duel (Harry, Ron to Filch, Draco) #13 Nicholas Flamel (Ron to Draco) #17 The Man with Two Faces (Harry to Voldmort/Quirrell)	#1 The Boy Who Lived (Harry) #5 Diagon Alley (Magic world) #7 The Sorting Hat (Sorting) #10 Halloween (Hermione) #11 Quidditch #12 The Mirror of Erised #14 Norbert the Norwegian Ridgeback #15 The Forbidden Forest (Centaurs) #16 Through the Trapdoor (Neville)
Book 2: Harry Potter and the Chamber of Secrets	#1 The Worst Birthday (Uncle Vernon to Harry) #6 Gilderoy Lockhart (Draco to Harry) #7 Mudbloods and Murmurs (Draco to Hermione) #15 Aragog (Draco to Hermione) #16 The Chamber of Secrets (Tom to Ginny)	#3 The Burrow (Harry to Dursleys) #4 At Flourish and Blotts (Arthur Weasley to Lucius Malfoy) #17 The Heir of Slytherin (Harry to Tom) #18 Dobby's Reward (Harry to Lucius Malfoy)	#2 Dobby's Warning (Cake) #5 The Whomping Willow (Flying car) #8 The Deathday Party (Filch, Chamber of Secrets) #9 The Writing on the Wall (Myrtle) #10 The Rogue Bludger (Dobby, Colin) #11 The Duelling Club (Parselmouth) #12 The Polyjuice Potion (Information) #13 The Very Secret Diary (Tom Riddle) #14 Cornelius Fudge (Hermione, Hagrid)
Book 3: Harry Potter and the Prisoner of Azkaban	#1 The Letters from No One (Dursleys to Harry) #2 Aunt Marge's Big Mistake (Dursleys to Harry) #5 The Dementor (Draco to Harry) #6 Talons and Tea Leaves (Draco to Harry) #9 Grim Defeat (Snape to Lupin) #11 The Firebolt (Malfoy to Hagrid) #20 The Dementor's Kiss (Snape to Harry, Sirius)	#7 The Boggart in the Wardrobe (Neville to Snape) #13 The Quidditch Final (Gryffindor to Draco) #14 Snape's Grudge (Harry to Draco) #15 The Quidditch Final (Hermione to Draco) #18 Moony, Wormtail, Padfoot and Prongs (Sirius to Peter) #19 The Servant of Lord Voldemort (Sirius to Peter)	#3 The Knight Bus (Sirius Black) #4 The Leaky Cauldron Leaky Cauldron) #8 Flight of the Fat Lady (Lupin and Snape) #10 The Marauder's Map (Black and Potters) #12 The Patronus (Expecto Patronum) #16 Professor Trelawney's Prediction (Prediction) #17 Cat, Rat, and Dog (Sirius Black and Scabbers) #21 Hermione's Secret (Saving Buckbeak and Sirius) #22 Owl Post Again (Safe Sirius)

	Bully to Victim [#s indicated book chapters]	Victim to Bully [#s indicated book chapters]	Storyline [#s indicated book chapters]
Book 4: Harry Potter and the Goblet of Fire	#1 The Riddle House (Voldemort to Wormtail) #8 The Quidditch World Cup (Mr. Malfoy to Mr. Weasley) #9 The Dark Mark (Draco to Hermione) #11 Aboard the Hogwarts Express (Draco to Ron) #14 The Unforgivable Curses (Moody to Neville) #18 The Weighing of the Wands (Draco to Harry) #19 The Hungarian Horntail (Potter Stinks) #24 Rita Skeeter's Scoop (Skeeter to Hagrid) #25 The Egg and the Eye (Moody to Snape) #27 Padfoot Returns (Skeeter to Hermione, Snape to Harry) #31 The Third Task (Skeeter to Harry) #32 Flesh, Blood, and Bone (Voldemort to Cedric, Harry) #33 The Death Eaters (Voldemort to Death Eaters)	#3 The Invitation (Harry to Uncle Vernon) #4 Back to the Burrow (Fred and Weasleys to Dursleys) #13 Mad-Eye Moody (Moody to Draco) #30 The Pensieve (Trials) #34 Priori Incantatem (Harry to Voldemort) #35 Veritaserum (Barty Crouch's Confession) #37 The Beginning (Hermione to Skeeter)	#2 The Scar (Book 1-3 Summary) #5 Weasley's Wizard Wheezes (Weasley family) #6 The Portkey (Leaving for the World Cup) #7 Bagman and Crouch (The World Cup Campground) #10 Mayhem at the Ministry (After the World Cup) #12 The Triwizard Tournament (Introduction of the Triwizard Tournament) #15 Beauxbatons and Durmstrang (Guests) #16 The Goblet of Fire (Champion selection) #17 The Four Champions (Ron's attitude) #20 The First Task (Ron comes back) #21 The House-Elf Liberation Front (Dobby and Winky) #22 The Unexpected Task (Finding a ball partner) #23 The Yule Ball (Ron and Hermione) #26 The Second Task (Harry's morality) #28 The Madness of Mr Crouch (Mr. Crouch in Hogwarts) #29 The Dream (Harry's Dream about Voldemort) #36 The Parting of the Ways (Dumbledore and Fudge)
Book 5: Harry Potter and the Order of the Phoenix	#10 Luna Lovegood (Draco to Harry) #11 The Sorting Hat's New Song (Umbridge to Dumbledore) #12 Professor Umbridge (Umbridge to Harry) #13 Detention with Dolores (Umbridge to Harry) #14 Percy and Padfoot (Percy to Harry) #15 The Hogwarts High Inquisitor (Umbridge to Professors) #19 The Lion and the Serpent (Draco to Ron) #20 Hagrid's Tale (Umbridge to Hagrid) #21 The Eye of the Snake (Umbridge to Hagrid) #24 Occlumency (Snape to Sirius)	#1 Dudley Demented (Harry to Dudley) #2 A Peck of Owls (Harry to Dursleys) #8 The Hearing (Dumbledore to Fudge) #17 Educational Decree Number Twenty-four (Neville to Draco) #25 The Beetle at Bay (Hermione to Rita Skeeter) #26 Seen and Unforeseen (Harry to Umbridge) #29 Career Advice (Fred and George to Umbridge) #30 Grawp (Ron to Slytherin) #33 Fight and Flight (Hermione to Umbridge) #36 The Only One He Ever Feared (Dumbledore to Voldemort)	#3 The Advance Guard (Order of the Phoenix to Dursleys) #5 Number Twelve, Grimmauld Place (Harry's emotions) #6 The Noble and Most Ancient House of Black (Sirius and Harry) #7 The Ministry of Magic (Inside of the Ministry) #9 The Woes of Mrs Weasley (Ron becomes a prefect) #16 In the Hog's Head (Gathering students) #18 Dumbledore's Army (First meeting) #22 St Mungo's Hospital for Magical Maladies and Injuries (Harry and snake)

	Bully to Victim [#s indicated book chapters]	**Victim to Bully** [#s indicated book chapters]	**Storyline** [#s indicated book chapters]
	#25 The Centaur and the Sneak (Fudge to Dumbledore) #28 Snape's Worst Memory (James to Snape) #31 O.W.L.S (Umbridge to Hagrid) #32 Out of the Fire (Umbridge to Harry) #34 The Department of Mysteries (Voldemort to Harry) #35 Beyond the Veil (Death Eaters to Harry and his friends)	#37 The Lost Prophecy (Kreacher to Sirius) #38 The Second War Begins (Harry to Draco)	#23 Christmas on the Closed Ward (Neville's parents)
Book 6: Harry Potter and the Half-Blood Prince	#1 The Other Minister (Death Eaters to Muggles) #6 Draco's Detour (Draco to Hermione) #7 The Slug Club (Draco to Harry) #10 The House of Gaunt (Gaunt to Merope) #26 The Cave (Voldemort to Dumbledore) #27 The Lightning Struck Tower (Death Eaters to Dumbledore)	#3 Will and Won't (Dumbledore to Dursleys) #16 A Very Frosty Christmas (Harry to Scrimgeour) #24 Sectumsempra (Harry to Draco)	#2 Spinner's End (The Unbreakable Vow between Narcissa Malfoy and Snape) #4 Horace Slughorn (Dumbledore and Slughorn) #5 An Excess of Phlegm (O.W.L. Results) #8 Snape Victorious (Snape and Defense Against Dark Arts) #9 The Half-Blood Prince (Potions Class) #11 Hermione's Helping Hand (Ron and Quidditch) #12 Silver and Opals (Katie and the Cursed Necklace) #13 The Secret Riddle (Young Voldemort) #14 Felix Felicis (Ron and Harry) #15 The Unbreakable Vow (Draco and Snape) #17 A Sluggish Memory (Slughorn and Voldemort) #18 Birthday Surprises (Ron and Poison) #19 Elf Tails (Kreacher and Dobby) #20 Lord Voldemort's Request (Voldemort and Hepzibah) #21 The Unknowable Room (Draco and the Room of Requirement) #22 After the Burial (Aragog's Death) #23 Horcruxes (The difference between Harry and Voldemort) #25 The Seer Overheard (Snape's Loyalty) #28 Flight of the Prince (Snape and Harry)

	Bully to Victim [#s indicated book chapters]	**Victim to Bully** [#s indicated book chapters]	**Storyline** [#s indicated book chapters]
			#29 The Phoenix Lament (Harry's Explanation) #30 The White Tomb (Dumbledore's Funeral)
Book 7: Harry Potter and the Deathly Hallows	#1 The Dark Lord Ascending (Voldemort to Malfoys) #2 In Memoriam (Skeeter to Dumbledore) #4 The Seven Potters (Voldemort to Harry) #5 Fallen Warrior (Voldemort to Ollivander) #8 The Wedding (Muriel to Doge) #13 Magic is Might (Umbridge to Muggle-Borns) #14 The Thief (Voldemort to Gregorovitch) #17 Bathilda's Secret (Nagini to Harry) #19 The Silver Doe (Horcrux to Ron) #23 Malfoy Manor (Bellatrix to Hermione) #32 The Elder Wand (Voldemort to Snape)	#9 A Place to Hide (Harry, Ron, Hermione to Death Eaters) #27 The Final Hiding Place (Harry, Ron, Hermione to Voldemort) #30 The Sacking of Severus Snape (McGonagall to Snape) #31 The Battle of Hogwarts (Harry's People to Death Eaters) #36 The Flaw in the Plan (Harry to Voldemort)	#3 The Dursleys Departing (Harry and Dudley) #6 The Ghoul in Pajamas (Ron and Hermione) #7 The Will of Albus Dumbledore (Dumbledore's gifts) #10 Kreacher's Tale (Regulus Black and Kreacher) #11 The Bribe (Lupin and Mundungus) #15 The Goblin's Revenge (Harry and Ron's fight) #16 Godric's Hollow (Memory of the Potter Family) #18 The Life and Lies of Albus Dumbledore (Dumbledore's life) #20 Xenophilius Lovegood (Visiting Xenophilius) #21 The Tale of the Three Brothers (Old Tale) #22 The Deathly Hallows (Potterwatch) #24 The Wandmaker (The Elder Wand) #25 Shell Cottage (Harry as godfather) #26 Gringotts (Breaking into Gringotts) #28 The Missing Mirror (Aberforth) #29 The Lost Diadem (Looking for the Diadem) #33 The Prince's Tale (Snape's Truth) #34 The Forest Again (Harry's Decision) #35 King's Cross (Dumbledore and Harry) #37 Epilogue (Harry and Albus Severus)

Bully to Victim	Adult to Child	Child to Child	Adult to Adult
Book 1: Harry Potter and the Philosopher's Stone	#3 The Letters from No One (Uncle Vernon to Harry) #8 The Potions Master (Snape to Harry)		
Book 2: Harry Potter and the Chamber of Secrets	#1 The Worst Birthday (Uncle Vernon to Harry) #16 The Chamber of Secrets (Tom to Ginny)	#6 Gilderoy Lockhart (Draco to Harry) #7 Mudbloods and Murmurs (Draco to Hermione) #15 Aragog (Draco to Hermione)	
Book 3: Harry Potter and the Prisoner of Azkaban	#1 The Letters from No One (Dursleys to Harry) #2 Aunt Marge's Big Mistake (Dursleys to Harry) #20 The Dementor's Kiss (Snape to Harry, Sirius)	#5 The Dementor (Draco to Harry) #6 Talons and Tea Leaves (Draco to Harry)	#9 Grim Defeat (Snape to Lupin) #11 The Firebolt (Malfoy to Hagrid)
Book 4: Harry Potter and the Goblet of Fire	#14 The Unforgivable Curses (Moody to Neville) #27 Padfoot Returns (Skeeter to Hermione, Snape to Harry) #31 The Third Task (Skeeter to Harry) #32 Flesh, Blood, and Bone (Voldemort to Cedric, Harry)	#9 The Dark Mark (Draco to Hermione) #11 Aboard the Hogwarts Express (Draco to Ron) #18 The Weighing of the Wands (Draco to Harry) #19 The Hungarian Horntail (Potter Stinks)	#1 The Riddle House (Voldemort to Wormtail) #8 The Quidditch World Cup (Mr. Malfoy to Mr. Weasley) #24 Rita Skeeter's Scoop (Skeeter to Hagrid) #25 The Egg and the Eye (Moody to Snape) #33 The Death Eaters (Voldemort to Death Eaters)
Book 5: Harry Potter and the Order of the Phoenix	#12 Professor Umbridge (Umbridge to Harry) #13 Detention with Dolores (Umbridge to Harry) #34 The Department of Mysteries (Voldemort to Harry) #35 Beyond the Veil (Death Eaters to Harry and his friends)	#10 Luna Lovegood (Draco to Harry) #14 Percy and Padfoot (Percy to Harry) #19 The Lion and the Serpent (Draco to Ron) #28 Snape's Worst Memory (James to Snape)	#11 The Sorting Hat's New Song (Umbridge to Dumbledore) #15 The Hogwarts High Inquisitor (Umbridge to Professors) #20 Hagrid's Tale (Umbridge to Hagrid) #21 The Eye of the Snake (Umbridge to Hagrid) #24 Occlumency (Snape to Sirius) #25 The Centaur and the Sneak (Fudge to Dumbledore)
Book 6: Harry Potter and the Half-Blood Prince	#10 The House of Gaunt (Gaunt to Merope)	#6 Draco's Detour (Draco to Hermione) #7 The Slug Club (Draco to Harry)	#1 The Other Minister (Death Eaters to Muggles) #26 The Cave (Voldemort to Dumbledore) #27 The Lightning Struck Tower (Death Eaters to Dumbledore)
Book 7: Harry Potter and the Deathly Hallows	#4 The Seven Potters (Voldemort to Harry) #17 Bathilda's Secret (Nagini to Harry) #19 The Silver Doe (Horcrux to Ron) #23 Malfoy Manor (Bellatrix to Hermione)		#1 The Dark Lord Ascending (Voldemort to Malfoys) #2 In Memoriam (Skeeter to Dumbledore) #5 Fallen Warrior (Voldemort to Ollivander) #8 The Wedding (Muriel to Doge) #13 Magic is Might (Umbridge to Muggle-Borns) #14 The Thief (Voldemort to Gregorovitch) #32 The Elder Wand (Voldemort to Snape)

Victim to Bully	Adult to Child	Child to Child	Adult to Adult	Child to Adult
Book 1: Harry Potter and the Philosopher's Stone		#2 The Vanishing Glass (Harry to Dudley) #6 The Journey from Platform Nine and Three-Quarters (Scabbers to Goyle) #9 The Midnight Duel (Harry, Ron to Filch, Draco) #13 Nicholas Flamel (Ron to Draco)	#4 The Keeper of Keys (Hagrid to Dursleys)	#17 The Man with Two Faces (Harry to Voldmort/Quirrell)
Book 2: Harry Potter and the Chamber of Secrets			#4 At Flourish and Blotts (Arthur Weasley to Lucius Malfoy)	#3 The Burrow (Harry to Dursleys) #17 The Heir of Slytherin (Harry to Tom) #18 Dobby's Reward (Harry to Lucius Malfoy)
Book 3: Harry Potter and the Prisoner of Azkaban		#13 The Quidditch Final (Gryffindor to Draco) #14 Snape's Grudge (Harry to Draco) #15 The Quidditch Final (Hermione to Draco)	#18 Moony, Wormtail, Padfoot and Prongs (Sirius to Peter) #19 The Servant of Lord Voldemort (Sirius to Peter)	#7 The Boggart in the Wardrobe (Neville to Snape)
Book 4: Harry Potter and the Goblet of Fire	#13 Mad-Eye Moody (Moody to Draco)	#4 Back to the Burrow (Fred and Weasleys to Dursleys)	#30 The Pensieve (Trials) #35 Veritaserum (Barty Crouch's Confession)	#3 The Invitation (Harry to Uncle Vernon) #34 Priori Incantatem (Harry to Voldemort) #37 The Beginning (Hermione to Skeeter)
Book 5: Harry Potter and the Order of the Phoenix		#1 Dudley Demented (Harry to Dudley) #17 Educational Decree Number Twenty-four (Neville to Draco) #30 Grawp (Ron to Slytherin) #38 The Second War Begins (Harry to Draco)	#8 The Hearing (Dumbledore to Fudge)	#2 A Peck of Owls (Harry to Dursleys) #25 The Beetle at Bay (Hermione to Rita Skeeter) #26 Seen and Unforeseen (Harry to Umbridge) #29 Career Advice (Fred and George to Umbridge)
Book 6: Harry Potter and the Half-Blood Prince		#24 Sectumsempra (Harry to Draco)	#3 Will and Won't (Dumbledore to Dursleys)	#16 A Very Frosty Christmas (Harry to Scrimgeour)
Book 7: Harry Potter and the Deathly Hallows			#30 The Sacking of Severus Snape (McGonagall to Snape)	#9 A Place to Hide (Harry, Ron, Hermione to Death Eaters) #27 The Final Hiding Place (Harry, Ron, Hermione to Voldemort) #31 The Battle of Hogwarts (Harry's People to Death Eaters) #36 The Flaw in the Plan (Harry to Voldemort)

Storyline	Situation Change	Emotional Change	Narrative
Book 1: Harry Potter and the Philosopher's Stone	#5 Diagon Alley (Magic world) #7 The Sorting Hat #11 Quidditch #14 Norbert the Norwegian Ridgeback #15 The Forbidden Forest (Centaurs)	#10 Halloween (Hermione) #12 The Mirror of Erised #16 Through the Trapdoor (Neville)	#1 The Boy Who Lived (Harry)
Book 2: Harry Potter and the Chamber of Secrets	#2 Dobby's Warning (Cake) #5 The Whomping Willow (Flying car) #8 The Deathday Party (Filch, Chamber of Secrets) #9 The Writing on the Wall (Myrtle) #10 The Rogue Bludger (Dobby, Colin) #11 The Duelling Club (Parselmouth) #13 The Very Secret Diary (Tom Riddle) #14 Cornelius Fudge (Hermione, Hagrid)		#12 The Polyjuice Potion (Information)
Book 3: Harry Potter and the Prisoner of Azkaban	#3 The Knight Bus (Sirius Black) #4 The Leaky Cauldron Leaky Cauldron) #16 Professor Trelawney's Prediction (Prediction) #17 Cat, Rat, and Dog (Sirius Black and Scabbers) #21 Hermione's Secret (Saving Buckbeak and Sirius)	#8 Flight of the Fat Lady (Lupin and Snape) #10 The Marauder's Map (Black and Potters) #12 The Patronus (Expecto Patronum) #22 Owl Post Again (Safe Sirius)	
Book 4: Harry Potter and the Goblet of Fire	#7 Bagman and Crouch (The World Cup Campground) #12 The Triwizard Tournament (Introduction of the Triwizard Tournament) #15 Beauxbatons and Durmstrang (Guests) #16 The Goblet of Fire (Champion selection) #28 The Madness of Mr Crouch (Mr. Crouch in Hogwarts) #36 The Parting of the Ways (Dumbledore and Fudge)	#10 Mayhem at the Ministry (After the World Cup) #17 The Four Champions (Ron's attitude) #20 The First Task (Ron comes back) #21 The House-Elf Liberation Front (Dobby and Winky) #22 The Unexpected Task (Finding a ball partner) #23 The Yule Ball (Ron and Hermione) #26 The Second Task (Harry's morality)	#2 The Scar (Book 1-3 Summary) #5 Weasley's Wizard Wheezes (Weasley family) #6 The Portkey (Leaving for the World Cup) #29 The Dream (Harry's Dream about Voldemort)
Book 5: Harry Potter and the Order of the Phoenix	#3 The Advance Guard (Order of the Phoenix to Dursleys) #16 In the Hog's Head (Gathering students) #18 Dumbledore's Army (First meeting)	#5 Number Twelve, Grimmauld Place (Harry's emotions) #6 The Noble and Most Ancient House of Black (Sirius and Harry) #9 The Woes of Mrs Weasley (Ron becomes a prefect) #22 St Mungo's Hospital for Magical Maladies and Injuries (Harry and snake) #23 Christmas on the Closed Ward (Neville's parents)	#7 The Ministry of Magic (Inside of the Ministry)
Book 6: Harry Potter and the Half-Blood Prince	#2 Spinner's End (The Unbreakable Vow between Narcissa Malfoy and Snape) #4 Horace Slughorn (Dumbledore and Slughorn)	#5 An Excess of Phlegm (O.W.L. Results) #11 Hermione's Helping Hand (Ron and Quidditch)	#19 Elf Tails (Kreacher and Dobby)

	#9 The Half-Blood Prince (Potions Class) #12 Silver and Opals (Katie and the Cursed Necklace) #18 Birthday Surprises (Ron and Poison) #22 After the Burial (Aragog's Death)	#13 The Secret Riddle (Young Voldemort) #14 Felix Felicis (Ron and Harry) #15 The Unbreakable Vow (Draco and Snape) #17 A Sluggish Memory (Slughorn and Voldemort) #20 Lord Voldemort's Request (Voldemort and Hepzibah) #21 The Unknowable Room (Draco and the Room of Requirement) #23 Horcruxes (The difference between Harry and Voldemort) #25 The Seer Overheard (Snape's Loyalty) #28 Flight of the Prince (Snape and Harry) #29 The Phoenix Lament (Harry's Explanation) #30 The White Tomb (Dumbledore's Funeral)	
Book 7: Harry Potter and the Deathly Hallows	#7 The Will of Albus Dumbledore (Dumbledore's gifts) #11 The Bribe (Lupin and Mundungus) #16 Godric's Hollow (Memory of the Potter Family) #20 Xenophilius Lovegood (Visiting Xenophilius) #25 Shell Cottage (Harry as godfather) #26 Gringotts (Breaking into Gringotts)	#3 The Dursleys Departing (Harry and Dudley) #6 The Ghoul in Pajamas (Ron and Hermione) #10 Kreacher's Tale (Regulus Black and Kreacher) #15 The Goblin's Revenge (Harry and Ron's fight) #18 The Life and Lies of Albus Dumbledore (Dumbledore's life) #22 The Deathly Hallows (Potterwatch) #24 The Wandmaker (The Elder Wand) #29 The Missing Mirror (Aberforth) #33 The Prince's Tale (Snape's Truth) #34 The Forest Again (Harry's Decision) #35 King's Cross (Dumbledore and Harry) #37 Epilogue (Harry and Albus Severus)	#21 The Tale of the Three Brothers (Old Tale) #28 The Lost Diadem (Looking for the Diadem)

APPENDIX G

Harry Potter Books and Chapters

This chart was offered to the participants. They selected the *Harry Potter* book and chapter that they wanted to focus on in their bibliotherapy and scriptotherapy.

	Book 1: Harry Potter and the Philosopher's Stone	Book 2: Harry Potter and the Chamber of Secrets	Book 3: Harry Potter and the Prisoner of Azkaban	Book 4: Harry Potter and the Goblet of Fire	Book 5: Harry Potter and the Order of the Phoenix	Book 6: Harry Potter and the Half-Blood Prince	Book 7: Harry Potter and the Deathly Hallows
Chapter 1	The Boy Who Lived	The Worst Birthday	Owl Post	The Riddle House	Dudley Demented	The Other Minister	The Dark Lord Ascending
Chapter 2	The Vanishing Glass	Dobby's Warning	Aunt Marge's Big Mistake	The Scar	A Peck of Owls	Spinner's End	In Memoriam
Chapter 3	The Letters from No One	The Burrow	The Knight Bus	The Invitation	The Advance Guard	Will and Won't	The Dursleys Departing
Chapter 4	The Keeper of Keys	At Flourish and Blotts	The Leaky Cauldron	Back to the Burrow	Number Twelve, Grimmauld Place	Horace Slughorn	The Seven Potters
Chapter 5	Diagon Alley	The Whomping Willow	The Dementor	Weasley's Wizard Wheezes	The Order of the Phoenix	An Excess of Phlegm	Fallen Warrior
Chapter 6	The Journey from Platform Nine and Three-Quarters	Gilderoy Lockhart	Talons and Tea Leaves	The Portkey	The Noble and Most Ancient House of Black	Draco's Detour	The Ghoul in Pajamas
Chapter 7	The Sorting Hat	Mudbloods and Murmurs	The Boggart in the Wardrobe	Bagman and Crouch	The Ministry of Magic	The Slug Club	The Will of Albus Dumbledore
Chapter 8	The Potions Master	The Deathday Party	Flight of the Fat Lady	The Quidditch World Cup	The Hearing	Snape Victorious	The Wedding
Chapter 9	The Midnight Duel	The Writing on the Wall	Grim Defeat	The Dark Mark	The Woes of Mrs Weasley	The Half-Blood Prince	A Place to Hide
Chapter 10	Halloween	The Rogue Bludger	The Marauder's Map	Mayhem at the Ministry	Luna Lovegood	The House of Gaunt	Kreacher's Tale
Chapter 11	Quidditch	The Duelling Club	The Firebolt	Aboard the Hogwarts Express	The Sorting Hat's New Song	Hermione's Helping Hand	The Bribe
Chapter 12	The Mirror of Erised	The Polyjuice Potion	The Patronus	The Triwizard Tournament	Professor Umbridge	Silver and Opals	Magic is Might
Chapter 13	Nicholas Flamel	The Very Secret Diary	Gryffindor versus Ravenclaw	Mad-Eye Moody	Detention with Dolores	The Secret Riddle	The Muggle-Born Registration Committee
Chapter 14	Norbert the Norwegian Ridgeback	Cornelius Fudge	Snape's Grudge	The Unforgivable Curses	Percy and Padfoot	Felix Felicis	The Thief

Chapter 15	The Forbidden Forest	Aragog	The Quidditch Final	Beauxbatons and Durmstrang	The Hogwarts High Inquisitor	The Unbreakable Vow	The Goblin's Revenge
Chapter 16	Through the Trapdoor	The Chamber of Secrets	Professor Trelawney's Prediction	The Goblet of Fire	In the Hog's Head	A Very Frosty Christmas	Godric's Hollow
Chapter 17	The Man with Two Faces	The Heir of Slytherin	Cat, Rat, and Dog	The Four Champions	Educational Decree Number Twenty-four	A Sluggish Memory	Bathilda's Secret
Chapter 18		Dobby's Reward	Moony, Wormtail, Padfoot and Prongs	The Weighing of the Wands	Dumbledore's Army	Birthday Surprises	The Life and Lies of Albus Dumbledore
Chapter 19			The Servant of Lord Voldemort	The Hungarian Horntail	The Lion and the Serpent	Elf Tails	The Silver Doe
Chapter 20			The Dementor's Kiss	The First Task	Hagrid's Tale	Lord Voldemort's Request	Xenophilius Lovegood
Chapter 21			Hermione's Secret	The House-Elf Liberation Front	The Eye of the Snake	The Unknowable Room	The Tale of the Three Brothers
Chapter 22			Owl Post Again	The Unexpected Task	St Mungo's Hospital for Magical Maladies and Injuries	After the Burial	The Deathly Hallows
Chapter 23				The Yule Ball	Christmas on the Closed Ward	Horcruxes	Malfoy Manor
Chapter 24				Rita Skeeter's Scoop	Occlumency	Sectumsempra	The Wandmaker
Chapter 25				The Egg and the Eye	The Beetle at Bay	The Seer Overheard	Shell Cottage
Chapter 26				The Second Task	Seen and Unforeseen	The Cave	Gringotts
Chapter 27				Padfoot Returns	The Centaur and the Sneak	The Lightning Struck Tower	The Final Hiding Place
Chapter 28				The Madness of Mr Crouch	Snape's Worst Memory	Flight of the Prince	The Missing Mirror
Chapter 29				The Dream	Career Advice	The Phoenix Lament	The Lost Diadem
Chapter 30				The Pensieve	Grawp	The White Tomb	The Sacking of Severus Snape
Chapter 31				The Third Task	O.W.L.S		The Battle of Hogwarts
Chapter 32				Flesh, Blood, and Bone	Out of the Fire		The Elder Wand
Chapter 33				The Death Eaters	Fight and Flight		The Prince's Tale
Chapter 34				Priori Incantatem	The Department of Mysteries		The Forest Again
Chapter 35				Veritaserum	Beyond the Veil		King's Cross

Chapter 36				The Parting of the Ways	The Only One He Ever Feared		The Flaw in the Plan
Chapter 37				The Beginning	The Lost Prophecy		Epilogue
Chapter 38					The Second War Begins		