

**The Impact of the Reading Well for Young People Scheme in UK Secondary
School Libraries: a case study using Diffusion of Innovations theory to
understand the adoption of self-help bibliotherapy schemes by students**

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Abstract

The overall purpose of this study was to identify influences on the impact of self-help bibliotherapy schemes delivered by school libraries, in order to develop a set of recommendations for school librarians delivering the Reading Agency's Reading Well for Young People scheme. This was with the aim of supporting delivery to reach more students who may benefit from using the scheme. This study used qualitative research methods, with four UK secondary school libraries as case studies, two of which ran the Reading Well for Young People scheme and two which had developed their own self-help bibliotherapy schemes. Diffusion of Innovations theory was used to explain the adoption decisions of students with access to self-help bibliotherapy schemes through their school library.

The study highlighted a number of influences on students' adoption decisions which informed a set of recommendations. The recommendations advise that consideration is given to the following: students' need for anonymity and autonomy when accessing information about mental health; students' preference for reading self-help books in the library rather than borrowing them; stigma around mental health and embarrassment about being observed using self-help schemes. The recommendations also describe approaches to challenges and barriers identified in the findings. These are to designate a more secluded area of the library where students can read books from the scheme's collection without feeling they are being observed; monitoring use of the scheme by checking the shelf positions of books before and after busy periods; and seeking feedback about the impact of the scheme from school counselling and/or pastoral staff and providing a means for students to give anonymous feedback. In addition, the recommendations describe approaches to working with other school staff to facilitate delivery and increase reach. These are to provide user leaflets to colleagues including pastoral, SEN and teaching staff, school counsellors and school nurses; communicate with these colleagues to identify students who may benefit from the scheme; and signpost students to school counsellors and/or pastoral staff for further support.

The overall findings suggest that by considering student perceptions, challenges and barriers, and influences that help to facilitate delivery, school librarians can deliver schemes in a way that reaches more students who may benefit from using RWFYP.

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Introduction and Rationale

Introduction

This dissertation uses Diffusion of Innovations theory to understand the adoption decisions of students with access to the Reading Well for Young People scheme (RWFYP) through their school library. RWFYP is a Reading Agency self-help bibliotherapy scheme which aims to support young people experiencing common mental health issues such as anxiety and depression (Reading Agency, 2017c). Current research indicates that there is a need to increase mental health support for young people (Mental Health Foundation, 2015) and that schools are well-positioned to provide this (Thorley, 2016). Self-help bibliotherapy schemes such as RWFYP offer a means of supporting young people's mental health which school libraries can deliver as part of the school's wider provision for mental health and wellbeing. This dissertation uses case study research to provide a clearer understanding the factors which facilitate or impede diffusion of the RWFYP scheme when delivered by school libraries. These findings have been used to inform recommendations for school librarians to support delivery of RWFYP, with the aim of improving impact in terms of reaching and supporting students with common mental health concerns.

Rationale for conducting this research

The aim of this research is to develop a set of recommendations for secondary school libraries in the UK on how to most effectively deliver RWFYP. A review of the available literature revealed that guidance around best practice for delivering bibliotherapy mainly refers to guided bibliotherapy (Cook et al., 2006; Heath et al., 2005; Herbert & Kent, 2000; Mcculliss & Chamberlain, 2013; Prater et al., 2006) rather than self-help. While the Reading Agency provides guidance for librarians on delivering RWFYP which gives general instructions regarding provision of user leaflets and communicating with health professionals (2017d; 2016d), these do not describe in detail the issues specific to delivering the scheme in a school library setting or advise how to approach these.

A lack of research on the delivery of self-help bibliotherapy schemes in school libraries means it is not clear what approaches are effective in terms of student engagement and perceptions, what factors facilitate the delivery and support the impact of self-help schemes, and what the challenges and barriers to delivery are which negatively affect impact. Case study research investigating current approaches to delivering self-help schemes including RWFYP could help to identify what approaches are being used and how effective these are, as well as influences that facilitate or impede diffusion.

Effective delivery of RWFYP could help to improve impact by reaching more students with mental health concerns, and achieving positive outcomes for students and schools in terms of supporting mental health. For this reason, this study aims to develop recommendations highlighting good practice, factors which facilitate adoption and diffusion and approaches to challenges and barriers, in a way that supports greater reach and impact.

Research questions

The below research questions aim to identify how school librarians approach the delivery of RWFYP or school librarian-developed self-help schemes, including examples of good practice, challenges and barriers to delivery, factors which facilitate delivery and how these impact levels of use of the schemes among students.

1. What approaches are school libraries currently using to deliver RWFYP/school librarian-developed self-help schemes and which are effective in terms of promoting adoption?
2. What are student perceptions of the schemes and why are they adopted/rejected?
3. What influences within the school help to facilitate delivery and diffusion of schemes?
4. What are the challenges and barriers to delivery and diffusion of schemes delivered by school libraries?
5. How do differences between the RWFYP scheme and school librarian-developed schemes impact delivery and student adoption?

How the research questions were answered

The research questions were answered using case study research conducted at four secondary school libraries in the Southeast and West of England. Case study research was chosen to provide detailed information about school librarians' current approaches to delivering self-help schemes and the influences which support or obstruct delivery. Two of the school librarians had adopted RWFYP and two had developed their own self-help schemes. Comparative case studies were used to explore the differences between RWFYP and librarian-developed schemes in terms of design and delivery. This was in order to identify advantages and disadvantages of both types of scheme which could be used to inform recommendations for the delivery of RWFYP.

In-depth interviews with school librarians formed the main part of the research, which was supported by student interviews and a student survey, along with unstructured interviews with pastoral staff and loans data for the RWFYP collection. This data was collected over a

period of two weeks. Case study findings were analysed through the lens of Diffusion of Innovations theory with the aim of testing this theory to better understand the influences which affect whether students decide to adopt or reject self-help schemes. DoI provided a useful structure and focus for qualitative data collection and analysis. This data was analysed by mapping findings to the DoI framework to identify how they fit with the theory's predictions.

Structure of the dissertation

The study is structured beginning with a discussion of the research methodology which uses qualitative methods, including in-depth interviews for collecting case study data. Following this is a review of the literature on approaches to delivering bibliotherapy for young people, factors which influence the impact of bibliotherapy and its benefits and limitations. This followed by the findings and analysis of the case study research, with reference to findings from previous studies on self-help bibliotherapy. A set of recommendations for the delivery of RWFYP in school libraries with the aim of increasing impact follows next, then finally conclusions about the implications of the study and suggestions for further research.

1. Literature Review

1.1 Introduction

The following literature review brings together relevant research and guidance on delivering bibliotherapy programmes for young people in secondary schools; delivering BoP schemes in public libraries and the role of the secondary school librarian in delivering and promoting bibliotherapy schemes. This includes an overview of RWFYP and its impact, discussion of the concept of bibliotherapy and the RWFYP model and current Reading Agency guidance on how to deliver the scheme. The concept of bibliotherapy and its application is discussed, especially with relevance to bibliotherapy schemes aimed at young people. Literature about the Reading Well schemes provides insight into why they have achieved a wider reach, how Reading Well has been developed for young people and how this could inform best practice for school librarians delivering the scheme.

This is followed by discussion of the literature available on current approaches to implementing bibliotherapy schemes, including good practice, challenges identified, internal and external influences and the limitations of bibliotherapy. Key themes which emerged from the literature focused on the role of the librarian in delivering bibliotherapy; the significance of the library as a safe space; the ability and readiness of the user; the user's need for anonymity and autonomy; difficulties with feedback and evaluation; approaches to promotion; the importance of working collaboratively; and issues with funding. Relevant and effective approaches to research identified in the review of literature are also discussed, with explanation of how these were used to inform the study design.

1.2 Overview of RWFYP

The Reading Agency introduced RWFYP into public libraries and some school libraries in April 2016 (Reading Agency, 2016b). The scheme offers a reading list of fiction and non-fiction titles recommended for young people experiencing common, low-level mental health issues such as anxiety or depression (Reading Agency, 2017c). It has been adapted from the successful Reading Well Books on Prescription scheme for adults which has been available in public libraries across England since 2013 (Reading Agency, 2016c).

The booklist is made up of 35 titles, covering 12 topics and conditions, providing advice, information and support to young people to enable them to better understand their mental health. The booklist includes self-help material, memoirs, graphic novels and fiction covering conditions such as anxiety, depression and self-harm and also difficult experiences such as bullying. The list was created by health professionals and the scheme developed in consultation with young people. Health professionals can 'prescribe' books, however, young people also have the option to 'self-refer', choosing books from the list independently (Reading Agency, 2016c).

Public Lending Right data show that loans of RWFYP titles have quadrupled, in comparison to the previous year (Reading Agency, 2016e). As well as a widespread need for support for mental health issues among young people (Reading Agency, 2016b), the success of the scheme could be attributed to features of Reading Well schemes. The Reading Agency speculates that many users who self-refer have a preference for self-help as a convenient, confidential, autonomous way of seeking support which has less stigma attached to it (2015b: p11), which may account for the success of Reading Well. These user preferences could inform the development of a user-centred approach to delivery of RWFYP in a school library context.

Although evaluation reports on user feedback for RWFYP specifically is not yet available, user feedback from the Reading Well scheme is very positive, with 96% of users reporting that they found the scheme helpful or very helpful (Reading Agency & Society of Chief Librarians, 2016). This highlights the potential for school libraries to provide effective support for young people by delivering RWFYP in a way that reaches vulnerable students. Specific guidelines for school librarians on delivering RWFYP may help to improve reach and impact.

1.3 Self-help bibliotherapy and the RWFYP BoP model

There are various definitions of bibliotherapy in the literature and debate over whether therapist intervention is necessary in the process. A definition of bibliotherapy specific to young people is that it is "an attempt to help young people understand themselves and to cope with problems by providing literature relevant to their personal situations and developmental needs at appropriate times (Herbert & Kent, 2000: p168). This is an appropriate definition with regard to RWFYP as the scheme is designed to help young

people cope with mental health issues commonly experienced in adolescence, such as anxiety and depression (Reading Agency, 2017d).

Brewster provides a helpful definition of the BoP model as self-help bibliotherapy: “the use of nonfiction self-help books, often recommended by medical practitioners, to provide practical help to people with mental health problems” (2009: p400). The BoP model and ‘creative bibliotherapy’ were identified as the two main therapeutic uses for books in Hicks’ 2006 audit of bibliotherapy/BoP activity in England. Brewster also identifies these as the two main strands and defines ‘creative bibliotherapy’ as “the use of fiction and poetry to work with individuals and groups to promote better mental health” (2009: p400).

Much of the literature on bibliotherapy delivered in school settings refers to ‘creative bibliotherapy’, focusing on the use of fiction and poetry and includes discussion and follow-up activities (Cook et al., 2006; Herbert & Kent, 2000; Mcculliss & Chamberlain, 2013). The process of bibliotherapy recommended for use in schools is based on students identifying with characters in fiction books by recognising similarities to themselves, followed by catharsis (Cook et al., 2006). This association and sense of catharsis facilitates a release of emotions, opening up new directions for students as well as alternative ways to interact with others (ibid: p93).

Hicks (2006) recommends that these two strands of bibliotherapy, self-help bibliotherapy (delivered through BoP schemes) and ‘creative bibliotherapy’, should be used in combination to improve benefits to users. Both self-help and ‘creative bibliotherapy’ definitions can be applied to RWFYP as, although it is a BoP scheme, the collection of titles includes both non-fiction self-help books and fiction. The combination of elements of self-help bibliotherapy and ‘creative bibliotherapy’ could potentially improve benefits to young people.

The issue of whether bibliotherapy should be delivered as self-help or supported by a trained mental health professional is also discussed in the literature. Shechtman’s (2008) definition of cognitive bibliotherapy describes a focus on guiding individuals towards effective problem-solving through non-fiction, educational material. This form of bibliotherapy is usually delivered as self-help and requires little or no intervention from a therapist. In contrast, affective bibliotherapy, similarly to ‘creative bibliotherapy’, involves reading and responding to fiction. Shechtman (2008) argue that therapist support is essential in the process of affective bibliotherapy as it requires the individual to work through deep emotions and difficult experiences.

However, with regard to delivering bibliotherapy in schools, it is important to make a distinction between clinical and developmental bibliotherapy. Clinical bibliotherapy requires intervention from a qualified mental health therapist while developmental bibliotherapy can be delivered to young people by those not trained in mental health, such as teachers and librarians (Cook et al., 2006). This is because developmental bibliotherapy is concerned with the use of reading to support the social and emotional developmental stages of childhood and adolescence (Baruchson-Arbib, 2000; Herbert & Kent, 2000; Mcculliss & Chamberlain, 2013). The school librarian's role would be to deliver developmental bibliotherapy as this does not require a trained mental health professional's involvement (Baruchson-Arbib, 2000; Halstead, 1994). In addition, concerns around unguided use of the scheme are somewhat counteracted by the collection being expert approved making it safer to use, especially as user leaflets are provided in order to sign-post users to further support (Reading Agency, 2017d).

In a school context, mental health professionals, teachers and librarians can prescribe books for students using the Reading Well user leaflets. The books can be used as a guided intervention with support from a health professional, however, the scheme can also be delivered as self-help bibliotherapy without the need for intervention, and can be accessed by students autonomously as unguided bibliotherapy. Unguided or independent use of self-help books could help to challenge and overcome stigma surrounding mental health, potentially encouraging young people to seek help (Reading Agency, 2015b). Case study research could provide better understanding of how stigma around mental health influences use of RWFYP in schools and how librarians can address this through their approach to delivery.

1.4 Reading Agency guidance for delivering RWFYP

The main guidance documents for librarians on delivering RWFYP are the Reading Well Library Staff Handbook and the RWFYP Library Staff FAQs. There is also a range of resources available on the Reading Agency website (2017c), including user leaflets, booklists and overviews of the books, presentations about the scheme and digital promotional resources for use on social media. Print resources such as user leaflets, posters and other promotional materials can be ordered.

The Reading Agency advises librarians on aspects of delivery such as book collections, printed materials, partnerships, loan periods, reading groups, promotion and branding and supporting vulnerable users (Reading Agency, 2016d; 2017d). School libraries are eligible to run the scheme on condition that they follow the delivery guidelines. These require that they work with their local library authority to deliver the scheme; stock the full collection; partner with health professionals who can recommend books and provide support to young people; signpost young people to local reading groups and creative activities through Reading Hack, a Reading Agency programme of activities for young people offered in public libraries; and buy the Reading Well user leaflet for young people in sufficient quantities to provide information about the scheme (Reading Agency, 2016d).

The scheme's delivery guidelines require libraries to signpost students to further support (Reading Agency, 2016d) and provide user leaflets containing contact information for CAMHS, YoungMinds and Childline (2016f). In addition, school libraries must signpost students to other health and wellbeing services that the school offers, which may be school counselling and school nurses, as well as other young people's mental health support services in the community. Schools must also signpost students, teachers and pastoral care staff to local library services (Reading Agency, 2017d: p13). The books must be available for anyone to borrow, and displayed on open shelves. While titles which are not part of the booklist can be used to complement the scheme, the Reading Agency states they should be separate and not be displayed or branded as part of Reading Well collection in order to maintain the integrity of the approved list (Reading Agency, 2017d).

User leaflets should be made available in close proximity to where the Reading Well collection is displayed to help inform users about how the scheme works and signpost to further support and information. This is described as essential to the delivery of the scheme as "evaluation shows that a large proportion of users self-refer through the user leaflets showing that they are imperative to people coming to the library to use the scheme" (Reading Agency, 2017d: p9).

Because the scheme is part of a broader library health and wellbeing offer, it extends beyond a core book list to offer opportunities for users to join reading groups and take part in activities and community volunteering through their library (Reading Agency, 2015b). For young people, these are provided by the Reading Hack programme, which offers opportunities to take part in creative activities, meet new people and develop skills and confidence through volunteering (Reading Agency, 2016f). Libraries are required to

signpost young people to local reading groups and the Reading Hack website (Reading Agency, 2016d) by providing user leaflets with further information (Reading Agency, 2016f). The guidelines refer to evidence that social reading activity can support wellbeing and recommends promoting reading groups as they can provide a network of support and a sense of belonging (Reading Well, 2017d: p6). Case study research could provide insight into how schools may be able to facilitate creative and social activities to support students accessing RWFYP.

An important part of delivery is identifying a suitable network of enthusiastic health professionals to support users in dealing with mental health issues (Reading Agency, 2017d). Library authorities are advised to contact local school librarians, teachers, pastoral staff, school counsellors and school nurses to inform them about the scheme and encourage them to promote it to students (Reading Agency, 2016d: p11). This is certainly relevant to school librarians as it is something which they would be well positioned to do, already having a network of colleagues including pastoral staff, teachers and school counsellors.

The guidelines provide advice about dealing with vulnerable people and being aware that Reading Well users might need more sensitivity, discretion and support, have issues with confidence, feel uncomfortable asking for help and may not want others to know that they are borrowing a self-help book. With this in mind, systems should be clear and users should be offered support and guaranteed confidentiality (Reading Well, 2017d). These guidelines could be followed by school librarians, however, confidentiality could be problematic if the librarian felt that there was a safeguarding concern regarding a student.

These guidelines offer a useful outline of the essential requirements for delivering RWFYP. However, case study research could provide better understanding of the factors which influence the delivery of RWFYP in the context of a school library, such as support from leadership staff, working relationships with colleagues and student attitudes to mental health. This could help to develop specific and detailed guidance such as how a school librarian could approach promotion and working collaboratively with relevant staff to support impact.

1.5 Approaches to delivering bibliotherapy: influences that facilitate or impede impact

1.5.1 The role of the school librarian in delivering self-help bibliotherapy

The role of the school librarian can be problematic for librarians with regard to bibliotherapy as there is debate over the kind of training required and the level of intervention needed to support the user (Heath et al., 2005). Alternative terms including 'bilio guidance' (Abdullah, 2002) and 'supportive knowledge' (Baruchson-Arbib, 2000) have been put forward in the literature to address problems associated with the term bibliotherapy. Baruchson-Arbib (2000) argues that 'therapy' suggests a qualified therapist is needed to deliver schemes. However, if the form of bibliotherapy offered by a school library is developmental rather than clinical, specific training in mental health is not a requirement (Cook et al., 2006). Baruchson-Arbib suggests the term 'supportive knowledge' is more appropriate as it directs emphasis towards "the support, aid and information one can get by reading suitable poetry, novels (and) self-help books" (Baruchson-Arbib, 2000: p105).

The role of the librarian in delivering a self-help developmental bibliotherapy scheme would be to recommend appropriate books to support students with identified issues and to contribute to delivering sessions with staff such as teachers and school counsellors (Baruchson-Arbib, 2000). Contributions to these sessions could include providing suitable books for PSHE lessons incorporating bibliotherapy exercises, presenting assemblies and talks on mental health and recommending books for school counselling sessions with individual students or groups. Case study research could highlight how school librarians view their role in delivering bibliotherapy and how they approach providing further support for students who may require interventions.

Pastoral care

The importance of dealing with vulnerable users sensitively is highlighted in the literature (Chamberlain et al., 2008: p32; Reading Agency, 2017d; Abdullah, 2002). Shaper and Streatfield (2012) recognise a number of pastoral care activities commonly fulfilled by school librarians which indicate their suitability for delivering bibliotherapy in terms of dealing with students in a sensitive way. These include providing general support, maintaining good relationships with students and creating a safe and welcoming environment (ibid: p67-8). These aspects of the school librarian's role are potentially very useful in forming the basis for a bibliotherapy scheme, as positive relationships with students may encourage better communication regarding the scheme.

In delivering bibliotherapy, Mcculliss and Chamberlain highlight the importance of meeting the child's needs and desires in a sympathetic way (2013: p27), to support them in

accessing bibliotherapy. The evidence that many librarians fulfil a pastoral role in schools suggests that this could provide a strong basis for delivering a successful bibliotherapy scheme. Librarians who are already engaged in providing pastoral support, have positive relationships with students and have built up a sense of trust may be better able to meet students' needs with bibliotherapy.

Librarians were also found to contribute to social inclusion within schools and to support students' self-esteem (Shaper & Streatfield, 2012), which further highlights the suitability of librarians for delivering bibliotherapy. Providing access to bibliotherapy in the school library may encourage use as students experiencing anxiety or depression, or feeling isolated may feel more comfortable accessing support in a place they view as inclusive, safe and welcoming.

Case study research could provide further understanding of how the pastoral elements of the school librarian's role influence delivery and impact of RWFYP. This informed the design of interview questions relating to librarian's interactions with students as these interactions could potentially influence student use of schemes.

Reading with Students, Reading Groups and Follow-up Activities

Guidance for teachers on implementing bibliotherapy refers to activities such as reading with students, discussion and facilitating follow-up activities as an important part of the process (Cook et al., 2006; Heath et al., 2005; Herbert & Kent, 2000; Mcculliss & Chamberlain, 2013; Prater et al., 2006). However, this is not a required part of the delivery of RWFYP. The Reading Agency describes Reading Well as a first step to understanding and managing symptoms and seeking help from a therapist (Reading Agency, 2017d), rather than a replacement for therapy. It is designed as preventative and early intervention care, suitable for common mental health issues (Reading Well, 2015b) and can be used as self-help bibliotherapy with the option of self-referral and little or no intervention, depending on the user's needs (Reading Agency, 2017d). Librarians are required to signpost users to further support (Reading Agency, 2017d) and for a school librarian, this could mean referring the student to professional support for mental health such as a counsellor or signposting them to activities provided by Reading Hack.

A range of resources is available from the Reading Hack website which could be utilised by school librarians to develop creative activities for students around RWFYP. Resources include guidelines for organising a RWFYP launch event, interviewing Reading Well authors and designing posters (Reading Agency, 2017a). School librarians could direct students to these resources to help generate enthusiasm and engage them creatively in the scheme, while also promoting it to other students.

Lewisham Libraries Reading Hack programme provides a good example of how Reading Hack can support RWFYP with related activities. Lewisham Libraries invited young people from a local youth centre to participate in six-week programme to engage in a range of creative activities based on the collection, which involved young people reading extracts from the books and exploring emotional responses to topics such as bullying, stress, gender and sexuality. Follow-up activities included creative writing and interacting with Reading Well authors via email (Reading Agency, 2017b). This describes approaches to engaging students which could be used by school librarians in collaboration with teachers. However, limitations regarding the time and resources available to the librarian and how these activities would fit in with the school's curriculum and timetable are likely to present challenges.

While school librarians may run reading groups, they would not generally be expected to facilitate the kind of lesson-based follow-up bibliotherapy activities described in the literature, as many may have limited opportunities to do this due to lack of time and access to students. For this reason, existing guidance on follow-up activities for bibliotherapy is beyond the scope of what a school librarian would usually be expected to facilitate. Librarians could however work with teachers to facilitate follow-up activities such as writing a reflection journal after reading a book (Prater et al., 2006).

While a school librarian may not be responsible for facilitating discussion and follow-up activities, these can be made available through signposting to appropriate members of staff, local mental health services such as CAMHS, local reading groups and Reading Hack programmes.

1.5.2 The library as a safe space and trusted source of information

RWFYP user leaflets help to make users aware that the books have been chosen by health experts and young people, promoting the scheme as a trusted resource providing information from an approved source (Reading Well, 2016f). Founder of the Self-Esteem Team Natasha Devon highlights the need for accurate information for young people about mental health, especially as it can be difficult to identify reliable information among the vast amount that is instantly accessible to young people (Reading Well, 2016b). Devon states that when seeking information on mental health, “one of the commonest questions the Self-Esteem Team are asked by young people is 'how do I know who I can trust?’” (Reading Well, 2016b). For young people, perhaps confused and overwhelmed by unverifiable Internet sources, RWFYP offers a trusted source of information, which may be a contributing factor in its popularity. Creative Director of The Reading Agency Debbie Hicks stresses the importance of young people viewing libraries as safe and trusted places to access information on mental health concerns (Reading Agency, 2016e).

This perception of the library as a trusted, safe and non-stigmatised space to access information about health problems (Reading Agency, 2017d) could help to promote adoption of schemes delivered by school libraries. Case study research could help to identify how student perceptions about the library influence their decisions to access self-help schemes. This informed the design of interview questions on the advantages of delivering the scheme through the school library.

1.5.3 Receptiveness and ability of users

A criticism of the BoP model is that because it focuses on a set list of books, it is less flexible than other models, and those with lower levels of literacy may have difficulty accessing schemes (Brewster et al., 2013; Chamberlain et al., 2008). This could present a challenge to school librarians in attempting to engage vulnerable students with low literacy levels who could benefit from RWFYP. However, the scheme does include formats that may be more appealing to reluctant readers, including graphic novels (Reading Agency, 2016d).

The ability of the young person to comprehend a selected book in a way that enables them to experience any therapeutic benefits is also a potential barrier, as is their emotional readiness to engage with the process (McCulliss & Chamberlain, 2013; Shechtman, 2008). With regard to cognitive bibliotherapy, self-help books can present concepts and information that are not easy to understand, requiring a high level of reading and intellectual ability (McCulliss & Chamberlain, 2013; Shechtman, 2008). This could lead to readers developing

misconceptions and presents a challenge to librarians in ensuring the effectiveness of self-help bibliotherapy schemes. As the user is responsible for their own development in self-help bibliotherapy, the effectiveness of the unguided intervention depends on the user's ability to utilize the books and complete the process independently (Shechtman, 2008).

In terms of affective bibliotherapy, there is now a range of modern young adult fiction which explores complex emotions and experiences. While this can help to address the problems encountered by young people, there is also the possibility that it can lead to greater confusion for the reader (Shechtman, 2008). An awareness of this could help school librarians, who run unguided bibliotherapy schemes, to recognise when students may need guided interventions.

Some of the literature on bibliotherapy for adolescents focuses on the benefits for students with a high reading ability (Halstead, 1994; Hébert & Kent, 2000; Leana-Taşçılar 2012). Leana-Taşçılar (2012) argues that bibliotherapy can be effectively used with gifted students whose reading ability is high, perhaps because they may be more ready and willing to engage with reading. For gifted students who experience loneliness and a sense of being different from their peers, bibliotherapy can offer a chance to develop a better understanding of themselves and their experiences (Tascilar, 2012).

Issues of receptiveness and reading ability informed the design of interview questions, with the aim of using case study research to develop further understanding the challenges and barriers faced by students in accessing schemes, and how librarians approach these.

Motivation of users

User motivation is key in the success of bibliotherapy treatment (Rickwood and Bradford, 2012; Shechtman, 2008). Rickwood and Bradford (2012) found that when motivating tools, such as therapist sessions or automatic reminders, were incorporated into bibliotherapy interventions, this resulted in higher rates of completion and produced better outcomes (Rickwood and Bradford, 2012). A factor which influenced user motivation in a study by Brewster et al. (2013) was that users reported it was difficult to read about mental health conditions such as depression if they were experiencing the symptoms of depression at the time (Brewster et al., 2013). A study of BoP schemes run by UK libraries also found that motivating users was a significant challenge (Chamberlain et al., 2008).

Motivation has been found to influence whether adolescents continue with and complete bibliotherapy interventions, as indicated by high drop-out rates in studies on self-help

bibliotherapy interventions with adolescents (Shechtman, 2008). In order for self-help bibliotherapy to be a successful treatment, it is essential that the user wants to overcome their issues so that they can learn and benefit from bibliotherapy (Shechtman, 2008: p24).

Interestingly, this does not necessarily mean that bibliotherapy requires a high level of intervention from a qualified therapist in order to be effective, according to Rickwood and Bradford (2012). In their evidence-based review of bibliotherapy to treat mild anxiety, they conclude that only a low level of intervention is needed, such as advice and encouragement, which does not need to come from a mental health professional (Rickwood & Bradford, 2012: p33). Therapeutic input need not be more frequent than weekly contact in order to be effective, as there was found to be little or no improvement in anxiety symptoms by increasing therapist support beyond this (Rickwood & Bradford, 2012). A school librarian could therefore play an important part in the success of a bibliotherapy scheme by offering consistent motivation to students to engage and continue with the scheme.

Despite challenges around user motivation, Reading Well has achieved a wide reach, perhaps because BoP schemes are generally aimed at well-motivated users suffering from mild depression, anxiety or similar disorders, who are able to benefit from reading self-help books (Turner, 2008: P56). They often rely on the user to access the scheme, with users of the Reading Well scheme more commonly self-referring, rather than having a prescription from a GP or mental health professional (Reading Agency & Society of Chief Librarians, 2016). While the scheme has been successful in supporting users who are motivated to access it, it may be that school librarians can increase reach by taking steps to motivate those vulnerable students who lack motivation but could benefit from the scheme.

1.5.4 Anonymity and autonomy

Anonymity is believed to contribute to the popularity of schemes delivered through public libraries as it allows “users to access texts without having to self-justify” (Brewster et al., 2013: p581) which may be a factor in the decision to use bibliotherapy. When the users are students accessing bibliotherapy at school, Abdullah (2002) also notes the importance of respecting their right to privacy, advising that children should not be forced to reveal feelings or other information if they are uncomfortable doing so. In a case study on bibliotherapy in school libraries, Baruchson-Arbib (2000) described the decision to set up a self-help section in a quiet area of the library in order to allow students privacy when accessing the books. This suggests that an appreciation of the importance of anonymity for students is essential in

encouraging (or not discouraging) use of bibliotherapy, since they may be seeking information on sensitive, personal issues which they might not wish to discuss.

A feature which young people viewed as essential to the RWFYP scheme was easy accessibility, as well as ensuring that users can access the books discretely and at a pace comfortable for them (Reading Well, 2016b). This indicates that providing access to schemes that is both easy and discrete helps to meet the needs of young people, which could be applied in school libraries. The option to access the collection independently is essential as many young people prefer to use the scheme of their own accord and may be reluctant to work with professionals and access services (Reading Well, 2015b). Self-referral is highlighted as a key feature of the Reading Well scheme (Reading Agency, 2017d), with more than 70% of users borrowing the books without a recommendation (Reading Agency & Society of Chief Librarians, 2016). The option to use BoP schemes discretely and retain anonymity appears to be a significant factor in their popularity (Brewster et al., 2013), as they provide the opportunity to access approved sources of information about personal issues without having to speak to a mental health professional.

Case study research could be useful in understanding how these kind of student needs influence the delivery and impact of schemes. The issue of anonymity, autonomy and accessibility informed the development of interview questions relating to student needs. This was with the aim of identifying student needs and using case study research to understand how delivery of schemes could meet these.

1.5.5 Feedback and evaluation

User feedback on bibliotherapy schemes should be encouraged (Brewster et al., 2013; Mcculliss & Chamberlain, 2013) as it can be a useful tool for developing effective bibliotherapy schemes. The effects of bibliotherapy on the student should also be evaluated, and Prater et al. (2006) suggest that observation of the student's behaviour can be a helpful evaluation tool.

A 2013 study on service user perspectives of bibliotherapy in public libraries showed a need to develop schemes to meet service user needs (Brewster et al., 2013). The study found that talking to users would help to make bibliotherapy services more user-centred, as well as helping to identify user-perceived benefits previously unrecognised and challenges such as not being able to read about depression when feeling depressed (ibid: p583). Brewster et al. (2013) describe communication with users as vital to understanding their needs and that

consultation with users is essential to informing the development of a user-centred design in order to better meet those needs.

There are, however, challenges around evaluating BoP schemes as it can be difficult to obtain user feedback because of the need to ensure confidentiality and anonymity (Chamberlain et al., 2008). Case study research could help to provide understanding of the difficulties around and approaches to obtaining feedback. This informed the design of the interview questions, with the aim of investigating how visible the outcomes of schemes were and how librarians addressed challenges related to this.

1.5.6 Promotion

RWFYP has been promoted nationwide and is offered in 93% of public libraries (Reading Agency, 2016e). This national promotion and widespread availability supports awareness of the scheme and means that access can be provided to users through the majority of local libraries. Although the Reading Agency's guidance for how to promote RWFYP is limited, examples of how libraries have approached promotion demonstrate current best practice. According to the Reading Agency, libraries are using online campaigns and creative events to promote RWFYP. These include online videos, events and author talks, workshops and interviews (AND, 2016).

Guidance for facilitators of bibliotherapy in schools advises displaying books to help open-up communication and encourage students to speak about the concerns they have, inquire about the books and access suitable reading material (McCulliss & Chamberlain, 2013). Displaying books can also improve accessibility, helping students to develop emotional independence through an awareness of where to locate information to help manage their emotional issues (Baruchson-Arbib, 2000: p105). Baruchson-Arbib (2000) advises providing brochures to teachers with information and planning a range of activities such as video screenings and special talks from teachers on self-help related topics to engage students.

Recommendations for promoting BoP schemes advise making user information leaflets available and providing a list of books in the collection online, including links to the library catalogue, to improve accessibility (Furness & Casselden, 2012). Descriptions of BoP promotion also included displaying the collection prominently with appealing signage to

ensure they would be easily located and making users aware that all of the titles were recommended by mental health professionals (Turner, 2008).

Research on the role of school libraries in reading promotion in general recommends that library promotions should be part of the school's general reading policy (Bates, 2000: p173). If there is an established culture of reading within the school, it may be that students would be more likely to be access schemes like RWFYP, being already familiar with the library and having developed good reading habits. Bates also recommends regularly canvassing students regarding their needs and preferences with respect to library services and resources, and they should be encouraged to recommend books to their peers (Bates, 2000). This kind of student feedback and word-of-mouth promotion could be applied to the development and promotion of RWFYP.

In terms of using the library space to promote reading, Bates recommends that school libraries have informal seating areas for reading for pleasure, displays and posters, with library stock arranged in an appealing, accessible way including front-facing book displays (Bates, 2000: p175).

This guidance was used as a starting point for case study research and developing interview questions to understand school librarians' approaches to promotion of schemes, what challenges they encountered, what helped to facilitate promotion and what impact this had on use of schemes.

1.5.7 Working collaboratively

The importance of working collaboratively with other school staff to deliver bibliotherapy is highlighted in the literature, particularly working with those in roles supporting student wellbeing and mental health such as school counsellors or school nurses (Abdullah, 2002; Baruchson-Arbib, 2000; Mcculliss & Chamberlain, 2013; Prater et al., 2006). Librarians and teachers are advised to work collaboratively with each other and counselling staff to discuss decisions about collection development and to run joint bibliotherapy sessions (Baruchson-Arbib, 2000) which could, for example, involve the librarian recommending books for teachers to use in bibliotherapy based lessons. Mcculliss & Chamberlain (2013) recommend that if a student is facing a severe problem, it may be necessary to turn to resources other than bibliotherapy. For school librarians, this could involve alerting the safeguarding lead to concerns about the student's situation, contacting pastoral staff, SEN staff or the school counsellor. The issue of working collaboratively was included in the design of case study

interview questions, to gain an understanding of how school librarians approached this and what influence working collaboratively had on the delivery and impact of schemes.

1.5.8 Funding

Issues of funding present a challenge to BoP schemes in UK libraries (Chamberlain et al., 2008). Bibliotherapy does not require significant financial resources to implement (Cook et al., 2006) and while the Reading Agency presents RWFYP as a low-cost intervention, there is recognition that funding may be an issue for some libraries (Reading Well, 2017d). Although school library budgets can be very limited, there is potential to obtain funding from the school's budget for mental health and wellbeing for bibliotherapy interventions.

1.6 Discussion of literature review

The literature review revealed research on Reading Well and other BoP schemes related to effectiveness, implementation and methods of delivery, which highlighted themes such as staff training, evaluation of schemes, library procedures, confidentiality, promotion and access (Furness & Casselden, 2012; Chamberlain et al., 2008; Turner, 2008; Brewster et al., 2013). While recommendations on delivery methods for BoP schemes were specific to the public library context, case study research could be useful in understanding how these themes may influence the impact of self-help schemes delivered in a school library context.

Much of the research on delivering bibliotherapy in schools concentrates on guided bibliotherapy which involves intervention in the form of classroom activities (Cook et al., 2006; Heath et al., 2005; Herbert & Kent, 2000; Mcculliss & Chamberlain, 2013; Prater et al., 2006). Due to the nature of their roles, school librarians rarely have the same opportunities as teachers to deliver classroom activities. Case study research could be useful in identifying examples of good practice in delivering schemes which are specific to the role of the school librarian.

The literature review indicated that there is very little research on how self-help bibliotherapy schemes specifically for young people can be implemented in a school library context. However, from the research available, a number of themes emerged regarding the delivery of self-help bibliotherapy schemes, which have relevance for the school library context. These were the role of the librarian, the library as a safe space, pastoral care, ability and

readiness of users, anonymity, feedback and evaluation, promotion, working collaboratively and funding.

The literature identifies recommendations for best practice in delivering bibliotherapy which, although not specific to a self-help model or a school library context, could be adapted and applied to the RWFYP model delivered through a school library. External influences around working collaboratively with pastoral staff and senior management are also highlighted in the literature. Challenges regarding student motivation to engage with self-help bibliotherapy, the reading ability of students, difficulties with evaluating schemes and eliciting feedback and the limitations of bibliotherapy itself are also identified as possibly influencing the success of schemes.

It would be useful to explore these issues through case study research to understand how they manifest in a school library setting. Understanding the user's preference for anonymity could provide clearer understanding of how a need for anonymity might influence delivery of schemes in school libraries, and how librarians approach working with colleagues to deliver schemes and what impact this has. For example, there may be challenges for school librarians around balancing the student's need for anonymity with keeping colleagues informed of whether they may require further support, or informing safeguarding staff of more serious concerns. An understanding of how librarians approach this could be used to inform recommendations for delivering RWFYP to help ensure that the needs of students are met wherever possible.

The review of the literature also highlighted a lack of research into student perceptions, needs and behaviours related to accessing self-help bibliotherapy. Case study research could provide insight into these areas to indicate how they influence students' decisions on whether to access schemes. Understanding of students' attitudes to mental health and the effect these have on use of schemes could also be useful in helping to address potential challenges around student attitudes and perceptions, through design of the delivery of schemes. These insights could help to develop a more user-centred delivery to promote adoption of schemes.

Another key factor highlighted in the literature was the importance of working collaboratively with colleagues. An understanding of how school leadership staff's attitudes, behaviours and priorities regarding mental health, and how the network of staff (especially pastoral and school counsellors) interacts with the librarian could help to explain how these can facilitate or impede student adoption of schemes. An awareness of this could help librarians to

identify colleagues to work collaboratively with on the delivery of RWFYP, in order to reach more students who may benefit.

Case study research could also explore student perceptions to understand how issues around accessibility and promotion influence their decisions to use schemes. The library's identity as a safe space was highlighted in the literature. Case study research could help to understand student perceptions of the library and to what extent the library's identity as a safe, trusted space helps to facilitate diffusion of schemes. The need for users to access self-help schemes independently was referred to as essential in the literature, as many young people may be reluctant to work with professionals and access services (Reading Well, 2015b). Case study research could explore student perceptions of schemes in terms of autonomous access as a means of support without having to go through a member of staff.

Overall, case study research could provide deeper understanding of how issues highlighted in the literature around delivering self-help schemes are approached in a school library context, and how student perceptions influence their decisions to use or not use schemes. Along with findings from the literature review, these insights could be used to develop recommendations for good practice to improve the reach and impact of RWFYP delivered by school libraries.

2. Research Methodology

2.1 Introduction

Qualitative research methods were chosen for this study with the aim of gathering data about a range of social and organisational influences that impact the delivery and success of self-help bibliotherapy schemes in secondary school libraries. This was because qualitative research methods result in rich, holistic data which can provide useful insights into the influence of interpersonal relationships and organisations in specific contexts (Tracy, 2013). Qualitative research methods therefore provide a means of understanding the complex interpersonal relationships between school librarians, other school staff and students, which may influence the delivery and impact of schemes.

Case studies were chosen as they provided a means of gathering rich data in the context of a school setting, and opportunities to compare approaches to delivery and other influences beyond the librarian's control. Research instruments included in-depth interviews with school librarians to understand how user perceptions influence the decision to adopt or reject schemes. Student surveys were designed to provide understanding of student perceptions and needs.

Dol theory was applied as a theoretical framework in the research design as this could be used to explain what influenced students to adopt or reject schemes, helping to answer the research questions. Before conducting the field research, a literature review was used to explore and identify current best practice in bibliotherapy for young people, as well as challenges and limitations. This chapter describes and explains the rationale for the research methods used, the research instruments, the sampling technique for selecting participants, the theoretical framework used in the research design, as well as the ethical considerations of conducting this research.

2.2 Research questions

The below research questions aim to investigate the potential for school libraries to deliver the scheme effectively, identify challenges and barriers as well as examples of good practice, in order to develop a set of recommendations that could be used in school libraries in the UK.

1. What approaches are school libraries currently using to deliver RWFYP/librarian-developed self-help schemes and which are effective in terms of promoting adoption?
2. What are student perceptions of the schemes and why are they adopted/rejected?
3. What influences within the school help to facilitate delivery and diffusion of schemes?
4. What are the challenges and barriers to delivery and diffusion of schemes delivered by school libraries?
5. How do differences between the RWFYP scheme and school librarian-developed schemes impact delivery and student adoption?

2.3 Research objectives

The overall purpose of the research is to develop recommendations for school libraries to most effectively deliver the RWFYP scheme. The research objectives for this study have been designed to support the development of recommendations by identifying examples of good practice and taking into account student perceptions of not just the scheme but the effectiveness of its delivery and promotion. The recommendations aim to provide an awareness of potential challenges and barriers to adoption and approaches to addressing these, to reach more students who may benefit from RWFYP. Descriptive research objectives were chosen to help evaluate the delivery of schemes, taking into account complexities such as the social context and the perceptions and attitudes of users.

This has informed the development of the following research objectives:

1. Develop recommendations for good practice that could be used as guidelines for school librarians delivering the RWFYP scheme.
2. Describe influences that facilitate or impede student adoption of self-help schemes and how school librarians can address these to support delivery and improve impact.
3. Describe approaches that school librarians can use to increase student awareness, promote adoption and facilitate the diffusion of the RWFYP scheme.
4. Describe student perceptions of self-help schemes and how consideration of these can help to meet student needs and promote adoption.
5. Highlight challenges and barriers to school librarians in delivering self-help schemes and describe how they can best approach these.

2.4 Research Methods

This section discusses the approach to data collection which was designed to correspond to the Dol theory framework. The methodology chosen for this study was to identify four secondary schools as case studies to investigate how school librarians implement self-help schemes in their libraries. The research instruments selected were in-depth interviews with school librarians, surveys of students who have used the scheme and who have not used the scheme and anonymous loans data. A qualitative approach was appropriate as the aim was to gather data about a range of social and organisational influences that may impact the success of the RWFYP scheme in schools. The study design was based on in-depth interviews with librarians, as these could result in a detailed understanding of how staff relationships and student peer relationships influenced the diffusion of schemes among students and the school community.

2.4.1 Case studies

Case studies were chosen as a research method in order to gather detailed, context specific data and gain a deep understanding of current practices in delivering schemes. This approach offered the potential to provide detailed insight into student and librarian perceptions of the scheme. Alternative approaches such as gathering a larger amount of quantitative data on library loans in schools may indicate how successful the scheme is over a wider cross-section of schools. However, this method was rejected as it would not describe the complexities around whether or not the scheme was successful in a school and may miss valuable insights which qualitative methods capture, such as those captured in interviews.

Comparative case studies were chosen to investigate differences between RWFYP and similar self-help bibliotherapy schemes designed by school librarians. Variables which may influence approaches to delivering schemes could include the size and location of the school, the demographic of students, differing levels of social deprivation, cultural differences and library staffing. Four schools were selected to identify to what extent the above influences impact the success of schemes. This was to provide a broader cross-section, so that the influence of these variables could be considered in the evaluation of schemes. This was also to help identify themes which may emerge despite these differences and therefore may be of significance to delivering RWFYP in schools in a more general sense.

The limitations of this study are that it investigates a small number of secondary schools and the case studies cannot be representative of every secondary school in the UK. The aim is not to describe the case studies as representative of all secondary schools but to develop in-depth insight into the complex social influences on the success of schemes in individual schools, in order to identify factors which help to facilitate or impede diffusion within the context of a secondary school.

2.4.2 Research instruments

Interviews

The decision to use semi-structured interviews for school librarians and students was made in order to allow flexibility, so that potentially important factors, that may not have been considered at the beginning of the research, may be highlighted. An open-ended questioning style was used in order to allow participants to elaborate on their answers (Bickman & Rog, 2009). The interview questions for librarians were designed to elicit their perceptions of what facilitates delivery and supports impact of schemes, what the challenges are to delivery and impact, and how they approach delivery and promotion of schemes. Questions for students were designed to elicit their perceptions of the attributes of schemes and what influenced their decisions to adopt or reject them.

As interviewer bias can affect the validity of a study (Bryman, 2016), this was a consideration in the study design. To avoid interviewer bias, the interviews were designed to avoid leading questions, as Bryman (2016) advises, in order to support the validity and reliability of the data collected. Bryman (2016) also advises taking a non-judgemental approach by listening without agreeing or disagreeing with the interviewee, as well as allowing flexibility so that the interviewee can discuss the points that they feel are important rather than rigidly adhering to the interview guide. This informed the technique used for the interview process, with the aim of limiting the interviewer's influence and allowing interviewees to elaborate on issues they felt were significant (Bryman, 2016).

Interviewee bias was also a consideration as the sample is made up of librarians who had voluntarily opted to run schemes, which suggests they may have a bias toward self-help schemes in terms of their value and how school libraries are best suited to delivering them. To address this, the interview questions were designed to explore both the positives and negatives of delivering schemes in a school library.

Librarians were also asked if they could provide anonymous data on loans of their RWFYP collections. This was in order to look at levels of use of the scheme in terms of book loans since its introduction in the school library and compare this with librarians' and students' perceptions of use. The loans data, student interviews and student surveys were included in the methodology design with the aim of comparing and validating the data collected through school librarian interviews.

Surveys

Anonymous surveys were chosen to measure student perceptions and attitudes towards schemes, in terms of delivery and promotion and self-reported use of schemes. This was because of the potential to gather data from a cross-section of students to enable the identification of significant themes across the sample. The anonymity of the surveys also had the potential to elicit more open and honest responses, to provide more accurate, increasing validity and reliability. In a practical sense, surveys were chosen as they allow a larger amount of data to be gathered within a limited time and can be completed by multiple participants remotely in their own time. Students had limited time to participate in the study during the school day, having limited free time outside timetabled lessons.

The questioning style of the surveys used an approximately even amount of both closed and open-ended questions. This was because closed questions require low-level effort from the participant to answer (e.g. circling an answer) making the surveys simpler for students who may not have much time to spend on completing a survey or may struggle with writing. Closed questions also produce clear, unambiguous data for analysis (Bickman & Rog, 2009). Open-ended questions, while they require more effort from the participant, were also used as they have the potential to provide more detailed insight and could highlight themes which may not have been considered at the beginning of the research (Bickman & Rog, 2009).

Sampling

Four schools were selected using a purposive sampling technique as it was a requirement the sample was made up of schools that were running the RWFYP scheme or a similar comparative scheme. The sample was selected to include schools with differing socio-economic profiles, school sizes and Ofsted gradings in order to gather data from a range of different secondary school contexts and identify themes emerging in relation to, or despite, these differences. In addition, sampling was based on the demographic of students at each school, with age ranges of 11-18, both mixed gender and single sex schools, varying levels of academic ability and differing social and cultural backgrounds. Data on the schools and

their locations were gathered from the schools' websites and government websites (these have not been referenced in order to ensure the anonymity of participants).

The aim here was that the sample, and data collected, would provide insight into the perceptions and attitudes of the range of users that RWFYP is designed to reach. This was also to increase the reliability of the study design, by including a range of schools in the sample rather than only schools with very similar features and socio-economic profiles.

The limitations of the sampling process are that only librarians who had opted to implement the scheme were invited to participate. By choosing to run the scheme, which is not mandatory, these librarians demonstrate a perhaps higher than average level of initiative. Therefore, the interviewees may be more pro-active than average in their running of the library and may also have a bias in terms of the importance of supporting young people's mental health. This was considered in the design of the interview questions as previously discussed.

A cross-sectional design was chosen for data collection through student surveys, using a sampling method to select participants representative of a population (Walliman, 2016: p42), in this case students within the schools. The sampling method chosen for recruiting student participants was purposive, with school librarians acting as gatekeepers. To ensure the study was conducted to meet ethical standards, librarians were given parental/carer consent forms to distribute to potential student participants in the age range 13-18 who had used RWFYP or a similar scheme, or had not but were aware of and could access the scheme. Students were invited to participate by completing a survey or taking part in an interview and the participant information sheet made it clear that only their views were being sought and they were under no obligation to participate, to avoid students feeling coerced.

The sampling method was chosen to provide a sample of users of the scheme, and non-users who are aware of scheme. Non-users were included in the sample in order to gather data about what influences students' decisions on whether or not to use the scheme. This approach has been used in other studies which use Dols theory as a framework for evaluation, such as the 2008 study by Chigona and Licker on adoption of communal computing facilities in libraries. The study excluded those who had no knowledge of the facilities as they would not have been able to provide insight into what influences the decision to adopt or reject these (Chigona & Licker, 2008: p64).

2.5 Theoretical framework for evaluation: DoI Theory

As the overall purpose of the research is to develop recommendations for school libraries to most effectively deliver the RWFYP scheme, it was important to understand why students decide to use the scheme, or not to use it. “One of the first steps toward maximizing an innovation’s rate of adoption is to understand the factors that influence its adoption” (Chigona & Licker, 2008: P57). For this reason, theories that explain influences on the adoption of innovations were considered relevant approaches to this study.

Initially, a grounded theory approach was considered to help identify emergent themes in the data and gather information about how the RWFYP scheme was being delivered in school libraries and identify effective approaches to this. However, using DoI as a framework provided a more structured and focused approach to explaining why students chose to use or not use schemes. It meant the design of the study was focused on specific areas rather than attempting to measure everything (Chigona & Licker, 2008) so that data collection could be targeted and specific. This focused approach was appropriate to answering the research questions and meeting the research objectives in a limited period of time.

DoI theory offered a precise way of answering the research questions as it aims to explain why new innovations are adopted or rejected (Rogers, 2003) and because the framework can be mapped to significant issues for schools delivering the scheme, related to student needs and the influence of the school’s social system. According to DoI, four key components influence the diffusion of innovations. These are the innovation itself; the communication channels through which the innovation diffuses; the social system the innovation exists in; and the amount of time since the innovation was initially introduced (Rogers, 2003). In the context of this study, the four components of DoI theory relate to how schemes are perceived by staff and students (the innovation itself); how social structures within schools influence students to use or not use schemes (social system); how students and staff are made aware of schemes (communication channels); and how time influences use of schemes (time). These components were used as a framework to design focused survey and interview questions.

According to Rogers (2003) how the characteristics of innovations are perceived by individuals helps to explain how rapidly they are adopted. These five perceived attributes of innovations are relative advantage, complexity, compatibility, trialability and observability (Rogers, 2003). Participants were asked about their perceptions of the attributes of schemes regarding benefits in comparison to previous alternatives; how difficult students and librarians found using schemes; how well schemes met students needs, fit with

students' values and attitudes, and were similar to the usual process of accessing library resources; how easy it was for students to initially try using schemes; and to what extent librarians and students were able to observe use of schemes and any associated outcomes. As these attributes are viewed subjectively, it was necessary to use in-depth interviews and include open-questions in surveys to capture data on these perceptions rather than relying on objective evidence of how complex, observable etc. the scheme is. This allowed for focus on how user perceptions influence the adoption of schemes.

2.6 Approach to literature review

A literature review was conducted to explore research on bibliotherapy programmes in secondary schools in the UK and worldwide, with the purpose of investigating current approaches to schemes similar to RWFYP. This included research on effective approaches, impact, internal and external influences and the benefits and limitations of bibliotherapy.

The literature review explored the use and delivery of bibliotherapy schemes specifically for young people, looking at current best practice. Bibliotherapy schemes run specifically in a secondary school library setting were also looked at. These described effective approaches, measured impact, internal and external influences and limitations of schemes. Best practice in reading promotion by school libraries was another area of focus as this is a relevant factor in the delivery of reading schemes in general and could be adapted to promote bibliotherapy schemes such as RWFYP. Reports and other literature on the original Reading Well (for adults) scheme, the method of delivery, its impact and how this was measured were also reviewed in order to identify the components of a successful scheme, as well as how the Reading Well scheme has been adapted for young people.

The literature search focused on (but was not limited to) articles published between 2000 and 2017 in order to review relatively recent research into bibliotherapy and current practice in school librarianship. More recent research articles were selected as they present bibliotherapy in a context more similar to that of a modern school setting, in terms of the issues affecting young people. The RWFYP scheme is designed to meet the needs of young people and address the issues they face, some of which can be influenced by the use of modern technology (e.g. the Internet and smart phones), new ways of communicating (e.g. social media) and emotional problems which have increased among young people (e.g. self-harm).

While Internet access has obvious benefits for young people in terms of education, they are also at risk of being exposed to harmful material, being made vulnerable to online abuse and to cyberbullying. The emotional issues and problems faced by young people have changed to include those that were not as prevalent or did not exist before widespread Internet access. Another factor is that the quality of the information young people may be accessing via the Internet can be poor and misleading. Young people may access information about a range of issues using the Internet, however this information could be inaccurate and may even make the problem worse e.g. websites that encourage self-harm. Issues such as self-harm among young people have also become more prevalent with approximately 13-14% of adolescents in the UK having engaged in self-harm (Rasmussen et al., 2016). More recent research articles were therefore selected to help inform the development of practical and useful recommendations for delivering RWFYP which would be relevant in the context of a modern secondary school.

For this reason, the context of the RWFYP scheme was also researched, including the rise in conditions such as anxiety and depression in young people (Mental Health Foundation, 2015,) and the government's focus on secondary schools in addressing this. This was to understand and clarify the current role of school libraries in addressing the emotional wellbeing and mental health issues of young people and how RWFYP fits in with this.

2.7 Influence of other studies on research design

A number of studies provided useful examples of how to approach the research design for this project. Research methods described by Judge and McMenemy (2014), Brewster, Sen & Cox (2013) and Chigona and Licker (2008) were used to inform the research design. The example of using comparative case studies and semi-structured interviews to develop a model of best practice for school librarians, applied by Judge and McMenemy (2014), presented an appropriate structure for the project design. The focus on key areas of school librarianship such as best practice, challenges, the role of the librarian and the influence of school policy and systems (Judge & McMenemy, 2014) helped to define areas of focus for the research instruments, with interview questions designed to include these key areas. Librarians were described in the study as gatekeepers, providing access to other members of staff. This helped to inform the approach to recruiting participants for the project, with librarians asked to act as a gatekeeper for the collection of survey data from students.

Effective interview techniques used by Brewster, Sen & Cox (2013) such as conducting in-depth, audio-recorded and fully transcribed interviews also informed the research design. Librarians were approached to participate via general email which provided a range of views

from librarians who all had experience of providing relevant bibliotherapy schemes (Brewster, Sen & Cox, 2013). This method of participant recruitment was used in order to provide a sample of school librarians who run the RWFYP scheme or their own adapted version of the scheme. It was not possible to validate the interview data by asking participants to check the transcripts due to the timing of the school holidays which commenced shortly before the interviews were transcribed. With more time available, the school librarians would have been asked for feedback on the analysis and findings of the study.

Chigona and Licker's (2008) approach to conducting case studies within libraries through the lens of Dol's theory also informed the research design. The framework was used for data analysis of library users' adoption of computing facilities in public libraries. This framework was applied to the design of research instruments and data analysis to provide an appropriate focus for data gathering regarding the spread of RWFYP as an innovative approach to supporting the mental health of young people via school libraries.

2.8 Data analysis tools

The data from the transcripts of the four school librarian interviews and the student survey and interview data were coded by assigning names to units of data within the transcripts (Bryman, 2016) and these codes were then mapped to categories within the Dol framework. For example, one interviewee response about the scheme was: "By having them [the self-help books] there you're saying this conversation can happen. You can find out information", which was coded as 'opening-up conversations' which was mapped to the category Relative Advantage in the Dol framework. To support validation of the interview data, this was compared with loans data collected from School One, student surveys and interviews from School Two and unstructured interviews with pastoral staff from School Three.

2.9 Summary

This study uses comparative case studies in order to gather rich data on the complicated processes and relationships involved with delivering a bibliotherapy scheme through a school library. Interviews and surveys were chosen as research instruments for generating qualitative data to provide insight into the many influences on the success or failure, in terms of user reach and engagement, of RWFYP and similar schemes. In order to support the validity and reliability of the study, Dol theory was applied as a theoretical framework in the research design. This provided a structure for gathering data and evaluating the delivery

and impact of the self-help bibliotherapy schemes, as well as a framework for identifying factors influencing the adoption of schemes among users. The design of the field research was informed by findings from the literature review which highlighted guidelines on current best practice in bibliotherapy for young people, as well as challenges and limitations.

3. Analysis

3.1 Introduction

Data from the case studies is analysed here through the lens of DoI theory which is used to explain librarians' and students' decisions to adopt RWFYP or self-help schemes developed by individual school librarians. Key issues relating to delivery and use of schemes were identified and mapped to the DoI framework. These issues relate to the importance of anonymity, stigma around mental health, problems with observability, vulnerable students, working with pastoral staff and leadership attitudes to mental health provision. The case studies have been compared in terms of the characteristics of the schools and the type of schemes delivered. Librarians One and Four were running the RWFYP scheme while Librarians Two and Three had developed their own self-help schemes.

A limited amount of data on student perceptions was collected from students which helped to validate the opinions of school librarians regarding student needs, behaviours and perceptions. The low response rate for student surveys could be due to students having to provide parental consent to participate, which they may have felt uncomfortable doing. Data included in the analysis are interviews with four school librarians; a student survey and an interview with two students from School Two; unstructured interviews with pastoral staff from School Three; and loans data from School One.

3.2 Findings

3.2.1 The innovation: perceived attributes

Relative advantage

According to DoI theory, innovations that are perceived as advantageous have a more rapid rate of adoption (Rogers, 2003). Relative advantages are identified as advantages for librarians and students compared to having no self-help scheme in place; advantages for students compared to approaching a member of staff to find approved information about sensitive personal issues.

Suitability of collection

All librarians described the RWFYP scheme or their self-help scheme as having advantages over previous collections of self-help books in the library. Librarian One, who runs the

RWFYP scheme, commented that it had advantages over developing a self-help scheme from scratch. She felt that sourcing appropriate books had been the main challenge before adopting the scheme, as books were aimed at American readers or not pitched at the right level. She described the breadth of content of the scheme, such as books on OCD and depression, as ensuring a good balance and had been pleased to discover that a collection which had been thoroughly researched to include books that benefitted young people was available.

Librarians Two and Three also felt the collections they had developed had advantages in terms of content over the previous range of books in their libraries. Librarian Two said an advantage was the self-help element of the new collection, as previous books exploring difficult issues lacked this. A student from school Two also commented that while there had previously been fiction books about issues such as anxiety, they did advise young people on how to help themselves.

[Visibility and accessibility](#)

Previously, books on mental health had been shelved in various locations in the libraries and librarians described them as more difficult to locate. Librarian Three commented that students were unlikely to ask a librarian where to locate books on sensitive issues, so having them all in One area provided opportunities for them to find information without having to approach the librarian. One student also felt that it was an advantage that they could now find books about what they were struggling with in One area.

Librarian Two felt this could be a disadvantage as it made use of the scheme more obvious to other students and staff, reducing the level of discretion and anonymity which she believed important to students. She felt that there was a conflict between making the scheme visible enough for students to access autonomously, and making it discrete enough so that students didn't feel they were being observed by their peers: "it's hard because you want to make it obvious... so that people can go over without having to ask us where it is. At the same time you don't want to make it too obvious so that everybody else realises what they're doing". This was supported by a student who felt that a drawback was that the display was quite visible.

[Opening up conversations and first steps to support](#)

Most of the librarians commented that a benefit of the scheme was that it provided opportunities for opening-up conversations about sensitive issues. Librarian Three felt that "by having... [the books] there you're saying 'this conversation can happen. You can find

out information.” All librarians felt that students might be nervous or embarrassed about sensitive issues related to mental health, difficult personal or school situations, sexuality etc. Most felt that students may not feel able to ask staff questions about sensitive issues and that schemes offered a discrete starting point for finding information without having to go through a member of staff.

Librarian One felt the scheme offered opportunities for tutors to initiate conversations about sensitive issues: “it could be useful for... opening up discussions and giving tutors a starting place to say ‘you need to be better informed about it’”. Librarian Two described the scheme as a first step for students in seeking support for low-level concerns, rather than having to initially visit the student wellbeing centre. She commented that for One student, reading a book from the scheme had brought them to a point where they were ready to ask for further support, and that the scheme could help students who may otherwise be reluctant to deal with their feelings.

Librarian Two felt it was essential to provide leaflets with information for students about how to find further support as students may not be able to deal with the negative emotions that might be worsened by reading a book from the collection. This informed the development of her own user leaflets so that if a student experienced negative feelings they had information on how to access support, helping to address the potential negative consequences of offering unguided self-help bibliotherapy in a school setting. Librarian Three also referred to the potential negative effects of schemes and decided to make some books accessible through pastoral staff only. She believed that books exploring CBT techniques or on the topic of self-harm were too challenging for students to work through without support.

Compatibility

Compatibility is identified here as the needs of students; existing systems and processes within the library and the school; and librarians’, students’ and other school staff’s attitudes to mental health.

Information needs

Librarian One, who ran the RWFYP scheme, believed that students’ regular use of the scheme demonstrated a genuine interest in the information. She felt that some students were likely to have gaps in their knowledge about mental health and other sensitive issues, and that for those from more traditional families, it may not be a topic they would feel comfortable discussing. She felt that the scheme met the sensitive, personal information needs of students by providing access to reliable information without having to ask direct

questions. She identified that stress was an issue for many students as there were high academic expectations and supplemented the RWFYP collection with additional books on stress management.

Librarians Two and Three had sourced the books themselves, consulting pastoral staff to develop their own self-help collections. Librarian Two commented that building her own collection allowed her to make it more specific to the school, while a student described this scheme as offering a variety of books on topics such as depression, self-esteem and bullying. Librarian Three had developed a broader collection including sections about character development, growing up and study skills as she felt these were areas students needed support with.

Autonomy and anonymity

Most librarians felt that students preferred to access information without having to approach a member of staff. This was supported by a student who felt that “people struggle with issues because they don’t want to talk to the wellbeing centre but they do want some help.” All librarians believed students may not want to discuss the books if they did bring them to the librarian to borrow/return them. Librarians One and Two attributed students’ preference for reading the books in the library to being embarrassed, nervous or anxious about bringing a self-help book to the librarian to borrow. One student felt that it would be embarrassing to use the scheme, while another described keeping the cover hidden when reading the book around school. The need for autonomous access and anonymity was a consideration for all the librarians in the delivery of the scheme. Librarians felt that increasing students’ autonomy and anonymity, by not asking intrusive questions and by providing a secluded area, promoted use of the scheme.

Designated reading area

Most librarians designated a quiet reading space for students in the area of the collection. Library Four had an existing secluded quiet reading area close to the RWFYP shelf. Librarians One and Two both relocated their schemes to more secluded areas of the library after noticing that students appeared uncomfortable being observed browsing the collection. Librarian Three described providing an inviting, secluded space as challenging but essential, saying: “the challenge was to create an area that wasn’t going to feel awkward for them, that they were going to be embarrassed coming to. They could just pick the books up and have a look and it was a bit private”.

Reading habits

Librarians described students accessing the scheme in groups as well as individually, indicating that anonymity was not a requirement for all. Some preferred to access information about mental health and other sensitive issues in a more social way and librarians observed them browsing and reading the books together. Librarian One believed that students preferred fiction to non-fiction, which was supported by loans data showing that 47 of the 72 RWFYP loans had been of fiction books.

Library space, systems and processes

Librarians described the scheme as compatible with existing library processes in that the collection is processed in the usual way and students and staff borrow books from the scheme as they would normally. All librarians referred to the suitability of the library for delivering the scheme, commenting on it being a safe, welcoming and accessible space. Librarian Three said that other areas, including rooms for pastoral student support, had been considered. She felt that it made sense for the scheme to be run by the library so that all students could access it as they may not be able to access the pastoral support rooms. Librarians One, Two and Three all felt that offering the scheme in a school library made it more convenient for students because many students did not visit the public library. This was echoed by students who commented that having the scheme in the school library made it easier to access.

Role of the School Librarian

Librarians all described having supportive interactions with students, such as recommending books and checking how students were feeling about books they had read. Librarian Four described how she was able to suggest a book from the RWFYP collection to a student who came to her with concerns about a family member's eating disorder. Trust and rapport with students was felt to be important in being able to encourage students to use schemes.

Librarians all described regularly working with pastoral and behaviour management staff and counselling staff to develop and deliver the scheme. Librarians referred to procedures in place for contacting pastoral, counselling and safeguarding staff regarding concerns about students who may need further support and described communicating with pastoral staff to deliver schemes. They felt that provision for supporting mental health within their schools was excellent. Librarian Three also felt that managing the scheme fit with her current responsibilities as librarian such as managing collections, circulation and recommending books to students.

Values and attitudes to mental health and self-help

In terms of existing values and attitudes, all librarians described pastoral staff as being keen to support the mental health issues of students, as well as supportive attitudes of leadership staff to developing schemes and providing access. Mental health was described as a priority for all the schools at a leadership level and was an issue regularly referred to in staff meetings.

The student survey and interviews indicated that students considered support for mental health to be important and that self-help was effective. Students who had used the scheme described positive benefits and had both read more than one of the books. However, they were self-conscious about being seen to use the scheme by their peers.

All librarians described some students as having negative attitudes towards openness about mental health and self-help. These ranged from students generally criticising others' use of the schemes, to being embarrassed and nervous about being seen to use the schemes themselves. This was perceived by all librarians as a factor that impeded students' use of schemes. Librarian Two referred to a stigma around mental health and described students laughing at the idea of self-help or feeling they should not need help to cope. This was supported by student interviews, with one commenting that students might get bullied for using the scheme. The student was frustrated by this and how it impeded access: "It's important but I don't see many people using it. I find it irritating that people don't stand up for themselves and read the books".

Complexity and Trialability

For librarians, complexity and trialability relate to the level of difficulty of setting up and managing schemes. For students, this relates to how difficult schemes are to use and what barriers there are to initially accessing them.

Set up and running of schemes

All librarians felt the scheme was easy and straightforward to set up and run. Librarians Two and Three, who set up their own schemes, commented that researching books and building the collections took time and effort and Librarian Two referred to the difficulty of sourcing age-appropriate resources for students with lower reading ability. She also designed user leaflets which she described as taking the most time and effort. Librarians Three and Four both work part-time in their libraries and felt that finding time to promote the scheme was their main challenge.

Costs

All librarians felt that the cost of setting up the scheme was low. The low cost and opportunities for funding appear to have been factors in the librarians' ability to adopt the schemes. Librarian Two said that the cost was equivalent to what would have been spent on self-help books anyway. Librarian Three received funding from the school and would not have otherwise been able to spend that amount on the scheme. Librarian Four had taken the RWFYP collection out on loan from the local School Library Service and described this as very cost-effective, as she would not have been able to buy the collection with the library budget.

Reading ability and emotional readiness

All librarians felt it was easy for students to access and borrow the books but some felt that low reading ability would be a barrier for some students. Librarian One did not think any of the students at School One would struggle with the reading level of the books as they all had a high reading ability. Loans data from school One showed 72 loans of RWFYP books over the five months since the scheme's introduction, which was higher in comparison to the other schools who estimated that loans were in the region of 20 or less for the same time period.

Librarians Two and Three had concerns about how some students would cope with reading about difficult issues such as depression and self-harm. This was supported by a student who commented that they would not want to read a book from the scheme if they felt the subject was too depressing or upsetting.

Stigma, embarrassment and nervousness

Librarians all felt that the main reason students would be reluctant to try the scheme was because of not wanting to be observed and judged by peers. This was related to stigma around mental health, peer judgement, embarrassment and nervousness about being seen to use the scheme. Students also mentioned not wanting to be seen using the scheme. Librarians One, Two and Three also commented that some students found books in the collections funny and described challenges around encouraging them to take the scheme seriously, although Librarian One felt that this may not be a barrier to adoption as the students were still showing interest in the books.

Observability

Observability is identified here as the extent to which librarians and students were able to observe use and outcomes of schemes.

Observability vs. Anonymity

Librarian Three felt that observing students' use of the scheme was in conflict with allowing them a level of privacy while browsing. She commented that while she had observed students browsing and reading books, she avoided observing too closely as she did not want students to feel they were being watched. One student commented that she did not see many people reading the books from the scheme. Librarians indicated that students more often read the books in the library than borrowed them.

Monitoring use

Librarians also felt that it was difficult to observe the impact of the scheme in terms of loans data. Librarian Two felt that loans statistics did not accurately reflect the amount of times the books were looked at, as students preferred to read them discretely in the library rather than bringing them to the library desk to borrow. To address the lack of observability in terms of loans data, all librarians reported monitoring use by checking whether books had been moved out of their original positions on the shelves. Most librarians described finding books from the collection on other areas of the shelves or on tables, and librarians One and Two observed this at the end of every lunchtime.

Observability of outcomes

Librarians felt it was difficult to observe and measure outcomes. Librarians Two and Three both gave an example of positive feedback about the books from students, with one describing specific emotional benefits of reading the book. However, feedback was rare. Most librarians commented on a conflict between eliciting feedback from students and meeting their need for discretion. Librarian Two felt that asking students too many questions could deter them from using the scheme, making them feel that what they were reading was being monitored and compromising the library's identity as a safe space. Librarian Three had similar concerns and avoided asking students about the books they borrowed from the collection. This concern was highlighted by a student who said that a drawback to accessing the scheme at the public library was that they might ask more questions.

Librarian One said it was not common for her to discuss sensitive issues with students and that the school counsellor was better positioned to have those private conversations. However, she described using general questions about how useful the book had been and

how they were feeling, to gauge how students were coping. All librarians felt that pastoral staff, school counsellors and nurses were well informed about the needs and emotional difficulties of vulnerable students, and that they would be more likely and suitable members of staff to have discussions with students about sensitive issues. Librarian One commented that it may be possible to get student feedback on the scheme via the school counsellor.

3.2.2 Communication channels

The influence on adoption of mass communication methods used by librarians and interpersonal communications between students is referred to here.

Communication aimed at staff

All librarians described communicating and working with SEN staff, pastoral staff, school counsellors or school nurses to ensure they were properly informed about the schemes. They all felt this was essential to the delivery of the scheme as these staff were more aware of the needs of vulnerable students and could use the scheme to support them. Librarians One, Two and Three also emailed teaching staff about the scheme and asked them to inform students. Librarian Three described teachers sending groups of students to the library to browse the collection as a result. All felt that making staff aware of the scheme widened the reach to more students, particularly staff who had contact with vulnerable students.

Use of leaflets differed between schools. Librarian Four used the RWFYP leaflets to provide information to the school counsellor, school nurse and learning coordinators and felt that this was key in reaching pupils that most needed support. Librarian Two also gave the user leaflets she had developed to pastoral staff. As well as supporting communication about schemes, leaflets were viewed as a resource for pastoral staff to use to facilitate student access to schemes. Librarian Two felt that user leaflets were essential in providing students with information about how to use the scheme and access further support.

Communication aimed at students

Approaches to communication and promotion varied between schools. Librarian One launched the scheme as part of a wider initiative and tied in promotion of the RWFYP scheme with a week of activities promoting mental health. A talk on mental health was given followed by sessions with form tutors about the scheme and how to locate the books. Students were also asked to complete surveys and recommend books that had helped them, which librarian One felt they engaged with. She promoted the scheme through library displays, the school's virtual learning environment and featured RWFYP book covers on the

library homepage. Initially, the collection was displayed in a prominent area of the library, but was moved to a more secluded space to allow students greater anonymity. Librarian One felt that these activities were significant in making more students aware of the scheme and encouraged students to read the books.

Librarian Two described using school assemblies, display boards, posters, LCD screens and social media to promote the scheme she had developed. When the scheme was first introduced, she included information about it in a weekly PowerPoint presentation sent to tutors for use in tutor time. Similarly to Librarian One, she described promoting the scheme as part of a wider initiative to support mental health and as something offered by the library in conjunction with the student wellbeing centre.

Librarian Four used email to promote the scheme to students and chose to locate the collection in an immediately visible area of the library in order to increase awareness of the scheme. Lack of time was the main challenge to promoting the schemes for Librarians Three and Four, who both manage their libraries on a part-time basis.

Word-of-mouth

Librarians One, Two and Four thought word-of-mouth was significant in promoting the scheme among students. Librarians Three had heard students discussing books from the scheme and librarian Two described hearing positive conversation with students recommending books to each other: “Some of the tight knit groups of friends will talk openly about it... They will say: ‘Oh I’ve read it, it’s quite good, I recommend you read it, it really helps’.” A student survey respondent supported this, describing how they had recommended a book from the scheme to another student. While librarian Four hadn’t overheard students discussing the scheme, she believed that students were likely to talk about the books and hear about the scheme through word-of-mouth. All librarians felt that nervousness, embarrassment or concern about peer judgement were barriers that could deter students from discussing the scheme.

Librarians One and Two used mass media channels ranging from emails to assemblies and thought this generated a broad awareness of the scheme. However, they both identified regular library users as accessing the scheme noticeably more than other students. Librarian Two described tight-knit groups of regular library users recommending books to each other. As well as regular library users, Librarian One identified Year 10 boys as reading the books in groups while Librarian Three identified Year 8 girls using the scheme

most. Librarian Three felt that creating a distinctive space with a new seating area was more effective than email in generating interest, as indicated by positive comments from students.

3.2.3 Social system

The influence of the schools' social systems on how schemes diffuse through their social structures is referred to here.

User groups

Librarians One and Two identified regular library users as students who used the scheme most, while librarian Four felt that students who had library lessons were more likely to use it. Librarian One believed those who accessed the library frequently at lunchtimes were likely to have issues with loneliness, isolation and may be vulnerable. She felt that regular library users may have emotional needs the scheme could help to support and that the library was well positioned to offer the scheme for this reason. Librarian Two also felt that it was easier to reach students that were frequently in the library and that these students may have a need for the scheme.

Opinion leaders

Another feature of regular library users, identified by librarians Two and Four, was that they were receptive to the librarian's suggestions and recommendations. They commented that students who came into the library were likely to try new books or schemes if the librarian suggested them.

School community and leadership

Librarians described their school communities' commitment to supporting mental health as having a positive influence on their ability to implement and promote schemes. All librarians felt that supporting students' mental health was a priority for their school's leadership staff and this was apparent in staff meetings and school policy documents. They described senior staff being supportive with practical considerations and promotion, helping to facilitate and fund their decisions and plans.

All librarians described pastoral staff as being involved with delivering the scheme. Librarian One described the SENCO as keen to support the RWFYP scheme, while librarian Two felt that the safeguarding officer was an advocate for her own scheme. Librarian Two felt that the safeguarding officer giving an assembly had made a significant impact in terms of promotion. Librarian One described teachers taking part in running activities to promote the RWFYP scheme during its launch and felt that getting the senior team and teachers

interested in the scheme was key in reaching students. She believed that teachers had significant influence in encouraging students to use the scheme, which librarian Two also felt.

Consequences of the innovation

Librarians said that it was very difficult to measure the impact of the scheme due to issues around student confidentiality and not wanting to be too intrusive and risk deterring the student from using the scheme. They had some examples of feedback from students saying that the books had had a positive impact on their emotional wellbeing. Librarian One thought it would be useful to ask for feedback from the school counsellor about the usefulness of the scheme in supporting students' emotional wellbeing, in order to measure the scheme's impact.

A negative consequence suggested by librarian Two could be drawing attention to vulnerable students who access the scheme in the library by locating all the self-help books on the same shelves, making it more obvious to other students that they are browsing the self-help area. Librarians Two and Three also felt that there was a risk to some students of inadvertently encouraging damaging behaviour such as self-harm, if students interpret the availability of information on these topics as promoting these behaviours. This was supported by interviews with pastoral staff at School Three.

3.2.4 Time

Schools One, Two and Four had been running the schemes for under five months, while school Three had been running the scheme for just over one year. In terms of the innovation-decision process, librarians believed that most or all students had some knowledge of the scheme and identified some groups of students as being at the implementation stage, such as regular library users. Librarians One and Two identified regular library users as both being more aware of the scheme and also using the scheme more than others.

3.3 Discussion of findings

The findings are analysed here through the lens of DoI theory. This section discusses connections between the literature review and the case study findings and how these address the research questions.

3.3.1 The innovation: perceived attributes

Relative advantage

According to DoI theory, innovations that are perceived as advantageous have a more rapid rate of adoption (Rogers, 2003: p15). As DoI predicts, perceived advantages over previous collections, such as increased accessibility to self-help books, the perceived positive effects of reading them, and the ability to access information about mental health without having to ask a member of staff, were believed to encourage students' use of schemes. Librarians reported seeing students browsing the area and noticing the books being displaced regularly, which suggests that these perceived advantages may have promoted use of schemes. Librarians referred to advantages of schemes which were also highlighted in the literature review, including the role of self-help schemes in opening-up difficult conversations and providing a first step to support (Reading Agency, 2016d).

Compatibility

DoI theory predicts that the more compatible an innovation is with the values and norms of a social system, the past experiences and the needs of potential adopters, the more rapidly it will be adopted (Rogers, 2003: p15). The scheme's compatibility with the needs of students for discretion and anonymity was highlighted by all librarians as essential to facilitate adoption. Stigma, embarrassment and nervousness were believed to impede adoption as the potential for being noticed using the scheme was described as a perceived disadvantage by students. The identification of student needs and perception in the findings helped to answer the research question: 'What are student perceptions of the schemes and why are they adopted/rejected?' The findings described how most librarians had designated a secluded reading area for students accessing the schemes, as they felt that these secluded areas helped to make access to the scheme compatible with the needs of students to access information with a level of anonymity. They believed that increasing students' autonomy and anonymity, by not asking intrusive questions and by providing a secluded area, promoted use of the scheme.

This corresponds to the literature review which highlighted young people's need to access schemes autonomously (Reading Agency, 2015b) as well as the user's need for anonymity and discretion (Brewster, Sen & Cox, 2013). The indications that delivering schemes to meet these needs promoted adoption reflects DoI theory which predicts that innovations perceived to be compatible with the needs of potential adopters diffuse more rapidly.

The descriptions of how librarians gave consideration to the needs of students helped to answer the research question: 'What approaches are school libraries currently using to deliver RWFYP/librarian-developed self-help schemes and which are effective in terms of promoting adoption?' This was because these approaches were thought to be effective in promoting adoption by meeting students' needs for discretion and anonymity, and librarians' observations of students regularly using the scheme in the designated areas support the idea that having a designated space promoted use of schemes.

The compatibility of schemes with the role of librarian was highlighted in the findings. Librarians felt that they had good rapport with students, that they trusted them and that this was important in being able to encourage students to use schemes. This suggests that good compatibility of schemes with the pastoral elements of the school librarian's role helps to facilitate diffusion.

Complexity and trialability

Dol theory states that innovations which are simpler to understand and use are more rapidly adopted than those that require potential adopters to develop new skills (Rogers, 2003: p16). Innovations that can be easily trialled first are also adopted more rapidly as this reduces uncertainty about the innovation (ibid: p16).

The findings suggested that low reading ability and reluctance to read were believed to be as potential barriers to accessing schemes. This was supported by the literature review which highlighted that low reading ability could be a barrier to some students (Brewster, Sen & Cox, 2013). This reflects Dol theory, in that heightened complexity for students with low reading ability was believed to impede adoption. However, this was addressed by communicating with pastoral staff about the collection to reach vulnerable students with low reading ability who may not otherwise access the schemes. This helped to answer the research question regarding librarians' current approaches to delivering schemes effectively. Librarian One felt that reading ability was not a barrier as the students at school One had a high reading ability. This supports the idea that students with higher reading ability may be more likely to access the RWFYP scheme than those who struggle with reading. This also indicates that barriers to adoption differ depending on the school and that approaches to delivery should be flexible according to student needs.

For librarians who were part-time, lack of time was identified as the biggest challenge in being able to actively promote schemes and organise related activities to help engage students. This suggests that the RWFYP scheme may be more compatible with the needs

of part-time librarians as developing self-help collections and designing user leaflets from scratch was described as requiring significant time and effort.

Observability

According to DoI theory, the more observable the results of an innovation are, the more likely it is to be adopted (Rogers, 2003: p16). Issues with observability highlighted in the findings helped to answer the research question: 'What are the challenges and barriers to diffusion of schemes delivered by school libraries?' Problems with observability of the schemes in terms of use and outcomes were described by all librarians, who felt that asking students for feedback at the library desk would be in conflict with their need for discretion and anonymity. This literature review also highlighted the difficulty of obtaining user feedback for library self-help schemes due to the need to ensure discretion and anonymity (Chamberlain et al., 2008). The low observability of outcomes, described by librarians, suggests that schemes would be expected to diffuse slowly, according to DoI theory. It is difficult to measure this as the schemes have been running for a very short time.

Students also reported not often seeing other students using the scheme and also concealing their use of the scheme. According to DoI theory, this could impede the rate of adoption as innovations with low observability diffuse more slowly (Rogers, 2003: p16). However, even a secluded area of the library is part of a space accessible by all and, as librarians indicated that students more often read the books in the library, this may support observability.

It was interesting to find that all librarians described using alternatives to loans data to monitor use of schemes. Loans data was thought to be an inaccurate reflection of use as librarians observed that students preferred to read the books in the library. The alternative involved checking whether books from the schemes had been moved from their shelf positions at the end of busy periods such as lunchtimes. The description of this approach provided an example of how school librarians delivering self-help schemes might address the challenge of low observability of use. Librarian One also highlighted that asking for feedback from the school counsellor could provide a means for librarians to observe and demonstrate outcomes without compromising the students' need for discretion and anonymity.

3.3.2 Communication channels

According to DoI theory, mass media channels are efficient in creating awareness about an innovation, however, interpersonal channels are more influential in persuading potentials

adopter to accept an innovation (Rogers, 2003: p18). Mass media channels refer to means of transmitting a message to an audience of many (ibid: p18). This relates to findings that suggested mass media channels such as bulk email, assemblies and displays created an awareness of schemes throughout schools. These approaches to communication and promotion were similar to those identified in the literature, such as displaying books and posters (Mcculliss & Chamberlain, 2013), and engaging students with talks and activities (Baruchson-Arbib, 2000).

Findings also highlighted that specific groups, including regular library users and specific year groups, were believed to use the schemes most. Librarians observed students discussing schemes in a positive way, indicating that interpersonal communication channels such as word-of-mouth recommendations may have helped to promote adoption within specific social groups, such as friendship groups within year groups. This reflects Dol theory which describes interpersonal channels as more influential in persuading a potential adopter to accept an innovation (Rogers, 2003: p18). Librarian Two described tight-knit groups of regular library users recommending books to each other, which could explain why members of this group were persuaded to adopt the scheme. This also helps to address the above research question regarding why students decide to adopt or reject schemes.

3.3.3 Social system

Dol theory predicts that the structure of a social system can support or limit diffusion (Rogers, 2003: p25). Librarians' descriptions of working with other staff and their identification of specific groups as adopting the schemes helped to address the research question: 'What influences within the school help to facilitate delivery and diffusion of schemes?' All librarians described working closely with pastoral staff to deliver schemes and being well-supported by leadership staff who advocated the schemes. Support from influential members of the schools' social systems was described as essential to encouraging student use of the schemes, which reflects Dol theory that the social system can facilitate the diffusion of innovations. The existing provision for mental health described by librarians, such as interventions delivered by pastoral staff, indicated good compatibility with the schemes. Librarians described taking an active approach to communication, including providing user leaflets to relevant colleagues. This approach reflects Reading Agency guidance which advises librarians to provide user leaflets to relevant health professionals (2016d).

By working with pastoral, wellbeing, SEN and school counselling staff, Librarians felt the scheme would be more likely to reach vulnerable students who would benefit most, as these

staff had a good awareness of students with emotional issues. This supported by the literature which also referred to the importance of working and communicating with school staff such as teachers and counsellors to deliver bibliotherapy (Baruchson-Arbib, 2000) in order to increase awareness. These established networks of colleagues suggest that the librarians are well positioned to develop the scheme, reach vulnerable students and signpost students to further support.

In terms of DoI theory, in school One and Two's social systems, some groups of vulnerable students were thought to be regular library users. Offering the scheme in an area of the school that vulnerable students are likely to access regularly means that these groups are more exposed to the scheme and that accessing it is compatible with their usual school routine e.g. reading in the library at lunchtimes. This reflects DoI theory which predicts that an innovation that has greater compatibility with the social norms of a social system will diffuse throughout a social group more rapidly (Rogers, 2003: p26). This also has the advantage of being able to reach vulnerable students who may need support.

Librarians also commented that students who accessed the library more often were more open to suggestions from them regarding trying new books and schemes, highlighting their influence on student adoption of the scheme. This is in line with DoI theory which predicts that opinion leaders, in this case librarians, influence the rate of adoption of innovations within a social system (Rogers, 2003: p27). Pastoral elements of the school librarian's role highlighted in the literature (Shaper & Streatfield, 2012) were reflected in the case study findings with librarians taking a sensitive approach to communicating with students. They felt that this encouraged use of schemes, which reflects suggestions in the literature that a sensitive approach helps to facilitate the delivery of bibliotherapy (McCulliss & Chamberlain, 2013). This suggests that offering schemes in school libraries has potential advantages in terms of reaching and motivating vulnerable students.

In all schools, findings indicated that stigma and embarrassment were most likely to deter students from adopting schemes. One student felt that those who used the scheme would be bullied by other students for doing so, suggesting that accessing self-help was not compatible with social norms. As DoI theory predicts, the incompatibility of accessing self-help with social norms was thought to negatively impact adoption.

It is difficult to observe the consequences of the schemes at this early stage. However, findings indicated both desirable and undesirable consequences of schemes. The findings indicated that students felt that using schemes had helped them to understand and deal with

emotions and difficult situations. However, librarians anticipated that some students' may experience negative emotions when reading books about upsetting issues, which they addressed by working with pastoral and counselling staff to signpost students to further support. This reflects issues highlighted in the literature regarding unguided bibliotherapy, such as not being able to cope with difficult emotions brought up by reading a specific book (Shechtman, 2008) and guidance on the necessity to signpost young people to further support (Reading Agency, 2016d).

Addressing the potential negative consequences of adoption in this way may support positive outcomes and perceptions, helping to promote diffusion. Feedback from a range of teaching and pastoral staff over a longer period of time would be useful in identifying the impact that schemes have on individual students and on more general attitudes to mental health and well-being, for example reducing stigma.

3.3.4 Time

It is difficult to understand the influence of time on adoption of schemes as they were introduced less than five months before the case study research was conducted. Librarians identified regular library users as having greater awareness of and also using the scheme more than others, suggesting that increased exposure to the scheme over time influenced students' decisions to adopt. Further case study research on diffusion of schemes over a period of more than One year may help to understand the influence of time on adoption.

3.3.5 Differences between schemes

Analysis of the case study findings helped to answer the research question 'How do differences between the RWFYP scheme and school librarian-developed schemes impact delivery and student adoption?' Differences between the schools and the school libraries appeared to influence the design and delivery of schemes in several ways.

Librarians who had developed their own schemes were able to develop the self-help collections specifically with the needs of students at their schools in mind. This suggests that there may be greater potential for librarian-developed schemes to meet the information needs of students at specific schools. However, an advantage of the RWFYP is that the entire collection is expert endorsed, whereas librarian-developed collections may vary. Librarian-developed schemes also varied in the design of schemes. While user leaflets are a feature of RWFYP schemes, the librarian developed schemes varied, with leaflets not forming part of librarian Three's scheme. This suggests that an advantage of RWFYP is that

user leaflets, and their perceived benefits, consistently form part of the scheme, whereas they may not form part of self-developed schemes due to lack of time and resources to create user leaflets.

3.3.6 Case study findings compared to findings from previous studies

Many of the findings from the case study research are supported by previous studies, including a 2008 study by Chigona and Licker which explains adoption of library computing facilities using the DoI framework. The case study research suggested that schemes were compatible with the existing systems, processes and core functions of the school libraries, which was thought to promote diffusion. Compatibility with the library's core function as a source of information for the public was also found to promote adoption of computing facilities in Chigona and Licker's (2008) study. In terms of the influence of the social system, the case studies indicated that the RWFYP scheme was more frequently adopted by regular library users who viewed the library as a safe space and who were receptive to ideas presented to them by the school librarians. Similar findings were highlighted in Chigona and Licker's (2008) study which showed that libraries were viewed as a central part of the community which made it easy for library users to accept the computing facilities they offered. School librarians were identified as opinion leaders in the case study research, while Chigona and Licker (2008) argue that the libraries themselves could be viewed as opinion leaders.

Brewster, Sen & Cox's 2013 study of user perceptions of BoP schemes also highlighted similar findings to those of the case studies, regarding user needs for anonymity. The case study research suggested that anonymity and discretion were essential for many students when accessing schemes, while Brewster, Sen & Cox's (2013) study indicated that anonymity was a key reason for the popularity of BoP schemes and influenced users' decisions to access schemes.

Several of the findings from the case studies were also similar to the findings of Baruchson-Arbib's 2000 study of the impact of self-help schemes in school libraries. In the case study research, school librarians felt that the schemes could help to open-up conversations about mental health. They also described working closely with other staff such as pastoral staff, school counsellors and teachers to deliver schemes. They set up the collections in secluded areas of the library to support anonymity. They reported that students preferred to read the books in the library as they were embarrassed about borrowing them and for this reason, loans data was not a true reflection of how much the books were read.

Similarly, the case study by Baruchson-Arbib (2000) found that teachers reported students more openly conversing on issues related to the self-help collection; school librarians had strengthened their working relationships with teachers and the school counsellor; school librarians set up their self-help schemes in a quiet area of the library to allow students privacy; and books about sex were not observed being read as much as other books in the collection, perhaps because of embarrassment, but were still believed to be read, as many were lost or stolen. These similarities help to support the validity of the findings from case study research.

3.4 Summary of analysis

Issues common to all four schools related to anonymity, working with pastoral staff, attitudes of leadership staff, advantages of the schemes, user groups and observability. As DoI predicts, librarians indicated that support from members of the social system such as pastoral and leadership staff helped to facilitate diffusion. Compatibility with student needs for anonymity also appeared to promote use of the schemes. A more suitable range of resources and improved accessibility were perceived advantages and the scheme was also thought to be easy to use. Perceived relative advantages and low complexity are also predictors that an innovation will be adopted (Rogers, 2003), which is supported by librarians' comments that the schemes were used regularly by students. Librarians identified regular library users and specific year groups as accessing schemes more than others, sometimes browsing together and discussing the books, suggesting that interpersonal communications may have encouraged these group members to adopt. Finally, lack of observability of outcomes was highlighted as an issue. According to DoI theory, this could impede the rate of adoption as innovations with low observability diffuse more slowly.

4. Recommendations and Conclusions

4.1 Recommendations

The overall purpose of the research was to develop recommendations for school librarians to support the delivery and impact of the RWFYP scheme. The recommendations are informed by examples of good practice from and factors identified as facilitating or impeding adoption in the available literature and in the case study research. They are guided by the *Reading Well for young people: FAQs for library staff* (2016d) and the *Reading Well Books on Prescription Library staff handbook* (2017d) but are designed to be specific to the role of the school librarian and the context of the school library. The recommendations assume that the school has a culture of working together, that leadership staff recognise mental health as a priority and that clear policies and systems are in place, supported by a team of pastoral staff. It may also be difficult for part-time school librarians to implement the more time-consuming recommendations and these should be seen as flexible.

Working collaboratively

The literature indicates that school librarians and staff including pastoral and SEN staff, school counsellors, school nurses and teachers should communicate and work together to develop a collaborative approach to the delivery and promotion of the RWFYP scheme (Abdullah, 2002; Baruchson-Arbib, 2000; Mcculliss & Chamberlain, 2013; Prater et al., 2006). Case study research suggested that this can help to reach students those vulnerable students who could most benefit from using the scheme, as the above staff have a knowledge of and are well positioned to reach vulnerable students. Communication with staff can be supported by the RWFYP user leaflets, which should be provided to relevant staff to support their understanding and implementation of the scheme (Reading Agency, 2017d).

The case studies indicated that librarians should consider highlighting to leadership staff and teachers how RWFYP helps to address the wider aims of the school and invite them to encourage the school community to make use of the scheme. This has benefits for the school in terms of meeting objectives for supporting mental health and could also increase community buy-in, potentially helping to increase student use of RWFYP by facilitating diffusion through the school's social system.

Location of the collection and designated reading area

The student's need for anonymity was a key factor in the literature (Brewster et al., 2013) and case study research, and should be considered when deciding where to locate the collection in the school library. An area that offers greater privacy is more compatible with student needs for discretion, as highlighted in the literature (Reading Agency, 2015b) and case studies. An area specifically for browsing and reading books from the collection would be compatible with student preferences for reading the books in the library rather than taking them out on loan. This would also address the needs of students who access the scheme in a social way and could facilitate interpersonal communications, potentially supporting promotion of the scheme through word-of-mouth.

Signposting to further support

User leaflets should be available in the area of the collection so that students can easily find information about further support and school librarians should also signpost students to support within the school, such as a school counsellor (Reading Agency, 2016d; 2017d). This would help to address the potential issues that may arise from offering unguided self-help bibliotherapy (Shechtman, 2008) in a school and ensure that students who felt they needed further support were aware of how to access it within the school. School librarians may consider working with relevant staff to create additional materials such as posters or leaflets to signpost students to further support within the school, displaying these in the RWFYP area.

Promotion

Librarians should consider using a range of communication channels to launch the scheme as case studies suggested this was useful in creating a broad awareness among students and staff. Methods suggested in the literature include displaying books in a clear and appealing way (McCulliss & Chamberlain, 2013; Turner, 2008) and providing information leaflets to staff and students (Baruchson-Arbib, 2000; Furness & Casselden, 2012). Case study research referred to use of student and staff email, school websites and VLEs, PowerPoint bulletins for use in tutor time, assemblies and talks on mental health. Ideally, these communications would involve school staff outside the library as well, to demonstrate that the school advocates the scheme, which librarians felt was essential to promotion. While the collection should be in a more discrete area of the library to meet students' needs for anonymity, a front-facing display could help to make the collection visible, accessible and appealing (Bates, 2000).

Sensitivity towards students

The literature and case study research indicated that students accessing RWFYP may be vulnerable and require extra sensitivity (Mcculliss & Chamberlain, 2013; Reading Agency, 2017d). When interacting with students using the scheme, school librarians should give consideration to whether asking questions, about their opinions on a book for example, may cause the student emotional discomfort. Students may feel as if they are being monitored, which could deter them from using the scheme again. However, it may be important to show an unintrusive level of interest to maintain trust and rapport with students. Students' need for discretion should also be weighed against safeguarding responsibilities of school librarians and procedures for informing safeguarding staff should be referred to if there are concerns about a student's welfare.

Measuring impact

Difficulties around obtaining user feedback were highlighted in the literature review (Chamberlain et al., 2008) and in the case study research. School librarians should consider approaches to monitoring use and generating student feedback such as checking the shelf positions of books before and after busy periods to indicate whether books have been looked at. This could be useful if students prefer to read the books in the library without taking them out on loan and loans data does not accurately reflect usage. As asking students for feedback may compromise their need for discretion, librarians may consider seeking feedback from pastoral staff who have used RWFYP books with students, and providing ways for students to give feedback anonymously. This may help to demonstrate the impact of the RWFYP scheme within the school.

Creative and social activities

Librarians should signpost students to reading groups and social and creative activities offered by public libraries such as Reading Hack (Reading Agency, 2016d; 2017d). In addition, school librarians could work with teachers to design lesson based activities, involving recommending books to peers, to help address stigma around mental health, as well as using the RWFYP collection to support PSHE lessons. The case study research suggest that independent activities such as student surveys about the collection could be useful for engaging students. The literature indicated that low-level interventions can help to motivate students to continue with bibliotherapy (Rickwood & Bradford, 2012). Depending on time and resources available to the school librarian, they could consider running RWFYP reading groups as a low-level intervention for students who have been prescribed books, in order to provide support and motivation.

Supplementing the collection

School librarians may consider supplementing the RWFYP collection with books to support student needs more specific to their schools, as case study research suggested that this may help to more closely meet the information needs of students. However, these should not be displayed or labelled as part of the RWFYP scheme so that the integrity of the scheme as expert endorsed is not compromised (Reading Agency, 2016d; 2017d).

4.2 Conclusion

The literature review highlighted several key influences on the delivery and impact of bibliotherapy for young people. Many of these issues were also highlighted in the case study research, reinforcing their relevance for school librarians delivering RWFYP and forming the basis of the recommendations. These influences included the student's need for anonymity, discretion and autonomy; stigma and embarrassment; the pastoral role of the librarian; the library as a safe space; working collaboratively; school community buy-in and support from leadership staff; difficulties with feedback and evaluation; barriers to accessing schemes; risks associated with unguided bibliotherapy; and the importance of signposting to further support.

The case study research differed from the literature in aspects that were specific to delivering self-help schemes through school libraries, which helped to answer the research questions. Guidance in the literature for school librarians on delivering bibliotherapy focused on guided rather than self-help bibliotherapy, describing follow-up activities as essential. However, this does not correspond to the RWFYP self-help model which instead requires that librarians provide information on further support and social and creative activities. Case study research was able to highlight a more relevant approach for school librarians delivering RWFYP which was more practical in terms of having limited access to students. This involved being alert to the needs of vulnerable students using schemes and communicating with school counsellors and pastoral staff to provide further support if required, and designing lesson-based RWFYP activities that could be delivered by teachers. Librarians described working with colleagues as essential to the delivery of schemes and this helped to address the research question regarding what helps to facilitate the delivery and diffusion of schemes.

Findings related to student perceptions and behaviours helped to answer the research question regarding why students chose to use or not use schemes. Case studies indicated that students preferred to read books from the schemes in the library rather than borrow them, which was linked to issues of stigma and embarrassment around mental health and

sensitive personal issues. Librarians identified this as the most significant barrier to students adopting schemes which helped to address the question of barriers and challenges to diffusion of schemes. Stigma around mental health influenced social norms in that accessing self-help was viewed as embarrassing, and meant that some students felt they might get bullied if they were seen to use schemes. The case studies described how librarians approached this by providing secluded areas for reading books from the schemes which were located with the collections which they felt encouraged use, addressing the question of what approaches are effective in terms of promoting adoption.

Challenges related to observability and evaluation were identified in the case studies, highlighting problems with using loans data to monitor adoption due to students' preferences for reading the books in the library. An alternative approach used by librarians involved checking the shelf positions of books before and after busy periods as an indication of whether they had been looked at. An awareness of these challenges and current approaches could be useful in supporting school librarians to find ways to monitor use of RWFYP to more accurately measure impact.

With regard to students' need for anonymity, case studies drew attention to issues specific to delivery of RWFYP in schools around safeguarding. Librarians highlighted that safeguarding would take priority over ensuring confidentiality if there were serious concerns about a student's mental health. This was useful in highlighting considerations that school librarians must weigh against ensuring students' anonymity.

Case study research further addressed questions regarding what influences facilitate diffusion in terms of how students communicate about schemes and how they view the library. Word-of-mouth was believed to be effective in promoting adoption within social groups, including regular library users. Regular library users were also described as more vulnerable students who perceived the library as a safe space. The implications of this are that school libraries may be well-positioned to reach more vulnerable students who may benefit from RWFYP.

Reflections on research process

The case study approach was appropriate to answering the research question in that it provided rich data on key factors believed to influence the impact of self-help schemes in school libraries. These were useful in developing a set of recommendations for school

librarians which would address the challenges specific to school libraries and would describe relevant, current and practical examples of good practice. Using Dol theory as a framework to analyse the case study findings focused the research on key areas which Dol predicts influence adoption and diffusion of innovations. Dol theory offered a precise means of identifying the influences on students' decisions to use or not use schemes as it aims to explain why new innovations are adopted or rejected (Rogers, 2003). The framework was appropriate as it can be mapped to significant issues for schools delivering schemes, related to student needs and the influence of the school's social system. In addition, this structured approach helped to identify significant influences on adoption across the four case studies.

However, the response for student participants was low which meant that it was not possible to analyse a broad range of student perceptions. It was not clear why this was but it may have been that being required to seek consent from parents/carers to take part presented a barrier for some students.

Final thoughts

The case study research indicated that school libraries have advantages over public libraries in terms of providing more convenient access to support for common mental health issues for young people. This was supported by the literature which highlighted that young people attend school more regularly than visiting public libraries (Thorley, 2016). The case study research suggested that young people may be more exposed and have more convenient access to the RWFYP scheme delivered by their school library than by their local public library. School libraries are especially suitable areas of schools to deliver the scheme as they are viewed as safe spaces and are regularly accessed by students who librarians identified as more vulnerable. This has advantages in terms of being able to reach more vulnerable students who may benefit from using the RWFYP scheme. However, stigma and embarrassment around mental health and self-help is a significant barrier to accessing self-help schemes for many young people. By designing the delivery of schemes in a way that meets students' needs for anonymity and by working with school counsellors, pastoral, SEN, safeguarding and teaching staff to reach vulnerable students, school librarians can facilitate greater access to the RWFYP scheme, promote adoption and increase impact, supporting overall mental health provision in schools.

Further research into student perceptions would help to better understand the adoption decisions of students in relation to RWFYP. Studies on diffusion over a longer period of time would also be useful in measuring the rate of adoption of the RWFYP scheme among students to better understand the influence of time on diffusion.

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Appendix A: Interview Questions for Secondary School Librarians

Introductory Questions

- 1) Overview of Successfulness of Approaches, Challenges and Supports to Facilitating the Scheme
 - a) Since introducing the scheme, can you describe any approaches, activities, strategies etc. that you have found to be successful in terms of increasing awareness and use of the scheme?
 - b) Have you found any approaches to be unsuccessful?
 - c) What factors do you think have most affected the success of the scheme?
 - d) What have been the main challenges to running the scheme?
 - e) What has supported you in facilitating the scheme?
 - f) What challenges/supports have you encountered with increasing awareness and use among students?

Diffusion of Innovation Framework Questions

- 2) Characteristics of Innovation
 - a) Relative advantage
 - i) Before the scheme was introduced in the library, was there anything similar in place?
 - If yes, how does the scheme compare in terms of advantages and disadvantages?
 - If not, what do you think are the benefits to students of offering the scheme in the library?
 - ii) Do you think students perceive any benefits to using the scheme?
 - b) Compatibility
 - i) How well does the scheme fit into the current library collection?

- ii) Are students able to borrow books from the scheme as they would usually borrow a library book?
 - iii) Are there any benefits or challenges to offering the scheme through the school library?
 - iv) Do you work with any other staff or departments such as pastoral staff to deliver the scheme? Are there any benefits or challenges relating to this?
- c) Complexity
- i) How easy or difficult is the running of the scheme in the school library?
 - ii) How easy or difficult do you think students find using the scheme?
 - iii) Are there any factors in terms of difficulty that may deter students from using the scheme?
- d) Trialability
- i) How much effort, time and cost has gone into offering the scheme in the school library since it was introduced? Do you think the benefits outweigh the costs?
 - ii) Do you think there are any 'costs' to students or reasons why they would not want to try the scheme?
- e) Observability
- i) Have you been able to observe any positive outcomes from making the scheme available to students?
 - ii) Have you (or any other staff) been able to demonstrate to students any positive outcomes from making the scheme available?
 - iii) Has this affected students' use of or interest in the scheme?
 - iv) Are there any challenges with trying to observe and demonstrate the impact of the scheme?

3) Communication Channels

a) Mass media

- i) Has there been any promotion of the scheme within the school library or elsewhere in the school?
- ii) Has promoting or not promoting the scheme had any affect on students' use of the scheme?
- iii) Are there any challenges with promoting the scheme in the school environment?

b) Interpersonal Communications

- i) How much do you think 'word of mouth' affects student's use of the scheme?
- ii) How much do you think students discuss the scheme with each other e.g. what books they have read?
- iii) Are there any reasons why you think students are less likely to discuss the scheme?

4) Time (decision to adopt/not adopt)

a) Knowledge

- i) Do you know roughly what amount of students know that the scheme is available in the library?
- ii) Are certain groups of students more aware of the scheme than others?

b) Persuasion/Decision

- i) If students show interest in the scheme, do they generally go on to read and/or borrow the books?

c) Implementation

- i) Do you keep data on how many students have used the scheme since it was introduced?
If so, do you know what percentage of students have used the scheme?

d) Confirmation

- i) Do you keep data on how many students have used the scheme more than once? If so, do you know what percentage of students have used the scheme more than once?

5) Social System

a) Groups who use the scheme

- i) Do certain groups of students use the scheme more than others?

b) Community buy-in

- i) Have there been any activities to encourage the school community to use or find out about the scheme?
- ii) Have any other staff or departments supported the promotion or development of the scheme?

c) Opinion leaders

- i) As school librarian, how much does making students aware of the scheme result in them trying the scheme?
- ii) Are there any other staff or students that help to make students aware of the benefits of the scheme?

d) Influence of the school

- i) How high a priority is mental health and emotional wellbeing within the school?
- ii) Do you know if mental health/emotional wellbeing is referred to as a priority in the school's development plan, mission or similar?
- iii) How well is the scheme recognised or supported by management and senior leaders?

Appendix B: Survey Questions for Students

Instructions

Please read the questions carefully. You don't have to answer any questions you prefer not to.

Please **return your survey to the School Librarian** as soon as you have finished it.

Do not write your name on this survey.

1. Have you read any of the Shelf Help books in your school library? Circle your answer.

Yes, a whole book Yes, part of a book No Don't know Prefer not to answer

2. How many Shelf Help books have you read, including books you have read part of? Write your answer below **or** circle 'Don't know' or 'Prefer not to say'.

I have read _____ Shelf Help books Don't know Prefer not to say

3. Do you think reading Shelf Help books helps students in any way? Circle your answer.

Not at all Not much It helps a bit It helps a lot Don't know Prefer not to say

4. If you think Shelf Help books do help students, in what ways are they helpful? Write your answer.

5. What are the good points and/or bad points of Shelf Help? Write your answer.

6. How important is it to have Shelf Help books available in your school library? Circle your answer.

Not at all Not very important Quite important Very important Don't know Prefer not to say

7. What are the good points and/or bad points of Shelf Help books being in the library instead of somewhere else? Write your answer.

8. Before your school had Shelf Help in the library, how easy was it to find books about dealing with emotions or difficult situations? Circle your answer.

Very easy Quite easy Quite difficult Very difficult Don't know Prefer not to say

9. Do you think there is anything better or worse about Shelf Help books compared to other books in the library about coping with emotions and difficulties? Write your answer.

10. How easy or difficult is it to find a Shelf Help book that is helpful for you? Circle your answer.

Very difficult quite difficult OK quite easy very easy Don't know Prefer not to say

11. What makes it easy or difficult to find the right Shelf Help book for you? Write your answer.

12. How easy or difficult is it to read the Shelf Help books? Circle your answer.

Very difficult quite difficult OK quite easy very easy Don't know Prefer not to say

13. Is there anything that would make you not want to try a Shelf Help book? Write your answer.

14. How often do you see other students reading or looking at Shelf Help books? Circle your answer.

Never Hardly ever Sometimes Quite often Very often Can't tell if they're Shelf Help
Don't know Prefer not to say

15. Tick all the ways you have heard about Shelf Help.

- The school librarian has told me about it.
- The books are on display in the library.
- There are posters/displays in school.
- A teacher has told me about it.
- Other members of staff have told about it.
- Students have talked to me about it.
- There was an announcement or an assembly about it.
- Other ways.

16. How often do you talk about Shelf Help with other students? Circle your answer.

Never Hardly ever Sometimes Quite often Very often Prefer not to say

17. If you read a Shelf Help book that was helpful, would you recommend it to another student? Why/Why not? Write your answer.

18. Have you ever recommended a Shelf Help book to another student? Circle your answer.

Yes

No

Don't know

Prefer not to say

19. Has a student ever recommended a Shelf Help book to you? Circle your answer.

Yes

No

Don't know

Prefer not to say

20. If you answered yes a student has recommended a Shelf Help book to you, did you read it? Why/Why not? Write your answer.

21. If you have recommended a Shelf Help book to another student, what made you decide to do this? Write your answer.

22. If you haven't recommended a Shelf Help book to another student, is there any reason why not? Write your answer.

Appendix C: Coding Scheme Mapped to DoI Framework

Perceived attributes of the innovation

Key Question/Codes	Description	Questions
<p>Relative advantage - Is the scheme perceived as better than pre-existing schemes or no scheme?</p> <ul style="list-style-type: none"> • Collection <ul style="list-style-type: none"> ○ Suitability ○ Time saving • Accessibility and visibility • opening up conversations • autonomy • anonymity • first step 	<p>Librarians/Students perceive advantages of scheme compared to previous similar schemes/ collections or no scheme.</p> <p>The collection is more relevant, up to date and from an approved source. Saves time on sourcing appropriate books.</p> <p>Self-help books are easier to access because they are in a visible collection all together.</p> <p>Scheme provides opportunities for opening up conversations about mental health.</p> <p>Information can be accessed autonomously without the need to speak to anyone if the student prefers. Student can access scheme without drawing attention to themselves or having to explain or justify their needs. Provides a first step to further support.</p>	<p>Before the scheme was introduced in the library, was there anything similar in place?</p> <ul style="list-style-type: none"> • If yes, how does the scheme compare in terms of advantages and disadvantages? • If not, what do you think are the benefits to students of offering the scheme in the library? <p>ii) Do you think students perceive any benefits to using the scheme?</p>
<p>Compatibility - how compatible is the scheme with existing systems and processes?</p> <ul style="list-style-type: none"> • Organisation • Borrowing • Safe space • School setting 	<p>The scheme fits into the current library collection, systems and processes.</p> <p>Books are processed and catalogued in the usual way.</p> <p>Students borrow the books in usual way. Students are already familiar with borrowing books from the library.</p> <p>The library is described as suitable department to manage scheme because it is a safe, welcoming space.</p>	<p>i) How well does the scheme fit into the current library collection?</p> <p>ii) Are students able to borrow books from the scheme as they would usually borrow a library book?</p> <p>iii) Are there any benefits or challenges to offering the scheme through the school library?</p> <p>iv) Do you work with any other staff or</p>

<ul style="list-style-type: none"> • Librarian role <ul style="list-style-type: none"> ○ Trust & rapport ○ Management of scheme • Existing support for mental health & wellbeing <ul style="list-style-type: none"> ○ Staff networks • Student needs <ul style="list-style-type: none"> ○ Anonymity ○ Social reading ○ Information • Designated space • Attitudes <ul style="list-style-type: none"> ○ Judgemental ○ Supportive 	<p>School library more convenient for students to use than public library.</p> <p>Librarian has suitability for delivering scheme because:</p> <ul style="list-style-type: none"> - They have a good rapport with students and students trust their recommendations. - The librarian already manages the general book collections. <p>The scheme fits into the existing systems and processes in place to support mental health and wellbeing. The librarian works with pastoral/behaviour management/ counselling staff to deliver the scheme.</p> <p>The scheme meets the information needs of students with common, low-level mental health problems. Students prefer to access the scheme without being noticed. Students prefer to access the scheme in groups. Students do not all have easy access to quality, trusted information about mental health issues that they can access anonymously. The scheme provides this. Students can access a discrete, comfortable area of the library to browse and read the books.</p> <p>Negative attitudes to self-help. Stigma around mental health issues. Positive attitudes to supporting students/peers.</p>	<p>departments such as pastoral staff to deliver the scheme? Are there any benefits or challenges relating to this?</p>
<p>Complexity – how complex is the scheme to use?</p> <ul style="list-style-type: none"> • Management • Access and use • Reading level <ul style="list-style-type: none"> ○ Low reading level 	<p>The librarian/student finds managing/using the scheme easy enough to adopt the innovation.</p> <p>Librarian can manage the scheme without difficulty.</p> <p>Students can locate and borrow appropriate books easily.</p> <p>The reading level of the books is appropriate for students.</p>	<p>i) How easy or difficult is the running of the scheme in the school library?</p> <p>ii) How easy or difficult do you think students find using the scheme?</p> <p>iii) Are there any factors in terms of difficulty that may deter students from using the scheme?</p>

<ul style="list-style-type: none"> ○ Sourcing books • Emotional maturity • Unguided bibliotherapy 	<p>Books are too complex and/or reading level is too high for some students.</p> <p>Difficult to source self-help resources for reluctant readers and students who struggle with reading.</p> <p>Some students find it difficult to engage with the scheme on a serious level.</p> <p>Some students find it difficult to cope with issues they read about in fiction.</p>	
<p>Trialability – how much effort and cost is involved with trialling the scheme?</p> <ul style="list-style-type: none"> • Set up and management • Cost to library <ul style="list-style-type: none"> ○ Low ○ SLS loaned collection ○ Significant ○ Funding • Cost to librarian in time and effort • Cost/Benefit • Cost to students <ul style="list-style-type: none"> ○ Stigma ○ Embarrassment ○ Anxiety/Nervousness ○ Reading ability ○ Reluctance to read 	<p>The scheme can be trialled without a large amount of time, effort and cost to the librarian/student.</p> <p>The scheme is easy to set up and run.</p> <p>Cost of setting up & running scheme low & budget would have otherwise been spent on similar books.</p> <p>Scheme on loan from SLS described as cost-effective.</p> <p>The cost of the books is a consideration in terms of not being replaceable.</p> <p>Funding for scheme came from outside the library budget.</p> <p>Finding time to promote the scheme and run related activities is a challenge.</p> <p>The benefits in terms of supporting students’ mental health outweigh the costs.</p> <p>Some students may be reluctant to try the scheme because of ‘costs’ such as:</p> <ul style="list-style-type: none"> - stigma and peer judgement - embarrassment - anxiety/nervousness - low reading ability - reluctance to read 	<p>i) How much effort, time and cost has gone into offering the scheme in the school library since it was introduced? Do you think the benefits outweigh the costs?</p> <p>ii) Do you think there are any ‘costs’ to students or reasons why they would not want to try the scheme?</p>
<p>Observability – how visible is students’ use of the scheme and how observable are the outcomes?</p>	<p>Benefits to students and positive outcomes of the scheme are observable by the librarian, other staff and students.</p>	<p>i) Have you been able to observe any positive outcomes from making the scheme available to students?</p>

<ul style="list-style-type: none"> • Reading in library and borrowing books <ul style="list-style-type: none"> ○ Preference for reading in library ○ Visibility ○ Lack of visibility ○ Preference for borrowing • Monitoring use <ul style="list-style-type: none"> ○ Problems with loans data ○ Checking use of collection in library • Student feedback <ul style="list-style-type: none"> ○ Positive ○ Lack of feedback • Demonstration of outcomes 	<p>Students prefer to browse/read books in the library rather than taking them out on loan.</p> <p>Students are regularly seen reading the books in the library.</p> <p>Students are not often seen reading the books in the library.</p> <p>Students prefer to take books out on loan rather than read in library.</p> <p>No. of loans not true reflection of how much the scheme is used as students prefer to read the books in the library. Librarian checks collection and finds books are regularly taken off shelves and left in other places.</p> <p>Students sometimes report the benefits of using the scheme. Students do not often/never report benefits.</p> <p>Staff are not able to demonstrate outcomes because of need for and importance of confidentiality.</p>	<p>ii) Have you (or any other staff) been able to demonstrate to students any positive outcomes from making the scheme available?</p> <p>iii) Has this affected students' use of or interest in the scheme?</p> <p>iv) Are there any challenges with trying to observe and demonstrate the impact of the scheme?</p>
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Communication channels

Key Question	Description	Questions
<p>Mass media – how is the scheme promoted to students?</p> <ul style="list-style-type: none"> • Promotional activities <ul style="list-style-type: none"> ○ Visual displays ○ Events ○ Student activities 	<p>The scheme is promoted to staff and students through mass communication.</p> <p>Visual displays and posters used.</p> <p>Events such as talks & assemblies on mental health.</p> <p>Students participate in lesson based activities such as making book</p>	<p>i) Has there been any promotion of the scheme within the school library or elsewhere in the school?</p> <p>ii) Has promoting or not promoting the scheme had any effect on students' use of the scheme?</p> <p>iii) Are there any challenges with promoting the scheme in the school environment?</p>

<ul style="list-style-type: none"> ○ Tutor time ○ Online communication ○ Launch ● Staff <ul style="list-style-type: none"> ○ Pastoral ○ Teachers ● Effectiveness <ul style="list-style-type: none"> ○ Introduction of scheme ○ Regular promotion ● Challenges 	<p>recommendations and completing surveys.</p> <p>Tutors are given information and/or resources to use in tutor time.</p> <p>Information available on school website or VLE. Students emailed information.</p> <p>Scheme was launched with an event.</p> <p>Staff are informed about the scheme e.g. through meetings.</p> <p>Pastoral staff invited to recommend books to students.</p> <p>Teachers asked to inform students about scheme.</p> <p>Promotion is believed to have positive impact on use of scheme. Scheme generated more interest when first introduced.</p> <p>Interest in scheme has reduced and it needs regular promotion.</p> <p>Promotion is difficult because of:</p> <ul style="list-style-type: none"> ○ Lack of time. ○ Stigma/Lack of emotional maturity. 	
<p>Interpersonal - communication – is the scheme promoted through word of mouth?</p> <ul style="list-style-type: none"> ● Word of mouth <ul style="list-style-type: none"> ○ Discussion ○ Recommendations ○ Impact ● Barriers to discussion <ul style="list-style-type: none"> ○ Embarrassment ○ Stigma ● Staff to student <ul style="list-style-type: none"> ○ Librarian 	<p>The scheme is promoted by students discussing the scheme.</p> <p>Students discuss books with each other.</p> <p>Students recommend books to each other.</p> <p>Word of mouth is thought to be significant in promoting use of the scheme among students.</p> <p>Students may not discuss the scheme if they feel:</p> <ul style="list-style-type: none"> - uncomfortable/embarrassed. - worried about peer judgement. <p>Staff recommends books to individual students.</p> <p>Librarian recommends books to individual students.</p>	<p>i) How much do you think ‘word of mouth’ affects student’s use of the scheme?</p> <p>ii) How much do you think students discuss the scheme with each other e.g. what books they have read?</p> <p>iii) Are there any reasons why you think students are less likely to discuss the scheme?</p>

<ul style="list-style-type: none"> ○ Pastoral staff ○ Teachers 	<p>Pastoral staff send students to library to borrow specific titles.</p> <p>Teaching staff send individual students to library to browse collection.</p>	
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Time

Key Question	Description	Questions
<p>Knowledge</p> <ul style="list-style-type: none"> • All or most • Groups 	<p>Students are aware of the scheme.</p> <p>Most or all students know about the scheme.</p> <p>Certain groups know about the scheme e.g. Year 8 girls.</p>	<p>i) Do you know roughly what amount of students know that the scheme is available in the library?</p> <p>ii) Are certain groups of students more aware of the scheme than others?</p>
<p>Persuasion/Decision</p> <ul style="list-style-type: none"> • Willingness <ul style="list-style-type: none"> ○ Openness to new library resources ○ Openness to recommendations ○ Student groups • Unwillingness <ul style="list-style-type: none"> ○ Stigma ○ Absence of need ○ Student groups 	<p>Students decide to access the scheme.</p> <p>Students who are interested go on to try the scheme because they are open to new resources in the library and trust the librarian's recommendations.</p> <p>These students are likely to be regular library users.</p> <p>Students who are interested in the scheme are reluctant to try the scheme because of stigma and peer judgement.</p> <p>Students do not perceive a need to use the scheme.</p> <p>These students may:</p> <ul style="list-style-type: none"> - not have a need to access the resources. - be vulnerable and have a greater than average need as indicated by anxiety and embarrassment about accessing the scheme. 	<p>i) If students show interest in the scheme, do they generally go on to read and/or borrow the books?</p>
<p>Implementation</p> <ul style="list-style-type: none"> • General use 	<p>Students read/borrow the books.</p> <p>Students use the scheme regularly, browsing, reading and borrowing books.</p>	<p>i) Do you keep data on how many students have used the scheme since it was introduced? If so, do you know what percentage of</p>

<ul style="list-style-type: none"> • Groups at implementation stage 	<p>Groups identified as using the scheme most:</p> <ul style="list-style-type: none"> - regular library users some of whom are vulnerable students. - Students who have lessons in the library. - Students who have had books recommended to them. - Students who pastoral staff use the scheme with. - Certain year groups - Girls 	<p>students have used the scheme?</p>
<p>Confirmation</p> <ul style="list-style-type: none"> • One-off use • Repeat use 	<p>Students read/borrow more books after initially using the scheme.</p> <p>Students tend to borrow only one book (<i>too early to judge</i>). Students likely to continue to use the scheme and read/borrow more books.</p>	<p>i) Do you keep data on how many students have used the scheme more than once? If so, do you know what percentage of students have used the scheme more than once?</p>

Social system

Key Question	Description	Questions
<p>User groups – who uses the scheme?</p> <ul style="list-style-type: none"> • Vulnerable students • Regular library users • Year groups 	<p>Specific groups of students identified as users of scheme: Vulnerable students with issues relating to anxiety, loneliness, low self-esteem etc. Students often in the library at lunch/break times – some also identified as vulnerable. Specific year groups identified as accessing the scheme most.</p>	<p>i) Do certain groups of students use the scheme more than others?</p>
<p>Community buy-in – does the school advocate use of the scheme?</p> <ul style="list-style-type: none"> • Staff <ul style="list-style-type: none"> ○ Pastoral ○ Teaching 	<p>The school community supports the scheme and is active in promoting it.</p> <p>Actively use the scheme with students. Support the running and promotion of scheme. Send students to browse the collection. Inform students about the</p>	<p>i) Have there been any activities to encourage the school community to use or find out about the scheme? ii) Have any other staff or departments supported the promotion or development of the scheme?</p>

<ul style="list-style-type: none"> ○ Leadership 	<p>scheme during tutor time. Run joint activities with the librarian. Promote scheme at staff meetings.</p>	
<p>Opinion leaders – do influential members of the school use or promote the scheme?</p> <ul style="list-style-type: none"> ● Librarian ● Trust and rapport ● Teachers 	<p>Influential members of staff and students promote use of the scheme.</p> <p>Students trust librarian and are open to suggestions about new schemes and book recommendations.</p> <p>Librarian has a good relationship with students and students trust their recommendations.</p> <p>Teachers identified as having a strong influence on encouraging use of the scheme.</p>	<p>i) As school librarian, how much does making students aware of the scheme result in them trying the scheme? ii) Are there any other staff or students that help to make students aware of the benefits of the scheme?</p>
<p>Influence of the school – does the school support use and development of the scheme?</p> <ul style="list-style-type: none"> ● Leadership ○ Funding ● Safeguarding <p>Wider agenda</p> <ul style="list-style-type: none"> ● Mental health as a priority ● Reading 	<p>The school’s management supports the use and development of the scheme.</p> <p>The senior staff are supportive of the scheme in terms of practical considerations and promotion. They help to facilitate the librarian’s decisions and plans.</p> <p>Funding is allocated to librarians to run the scheme.</p> <p>The safeguarding lead supports and is involved in the running of the scheme.</p> <p>Mental health is referred to in the school’s development plan and/or regularly referred to as a priority in meetings.</p> <p>Scheme is perceived as part of wider agenda to promote reading.</p>	<p>i) How high a priority is mental health and emotional wellbeing within the school? ii) Do you know if mental health/emotional wellbeing is referred to as a priority in the school’s development plan, mission or similar? iii) How well is the scheme recognised or supported by management and senior leaders?</p>