



Bibliotherapy with Preschool Children: A Case Study

Okul Öncesi Dönem Çocuklarla Bibliyoterapi: Bir Uygulama Örneği

Ege Akgün¹ , Gökçe Karaman Benli¹ 

Abstract

Bibliotherapy is based on influencing the behavior and attitudes of written sources that people read, shaping or changing by their effects. Bibliotherapy can be used to help individuals cope with people's problems by gaining inside themselves through books. Bibliotherapy can be divided into two classes as "clinical" and "developmental bibliotherapy". Clinical bibliotherapy is used by mental health professionals in problem situations. Developmental bibliotherapy is also used by specialists or trainers to prevent or address daily life problems that may be encountered during normal development. The aim of this study is to theoretically evaluate and exemplify the use of bibliotherapy with preschool children.

Keywords: Bibliotherapy, early childhood, illustrated children's book.

Öz

Bibliyoterapi, insanların okudukları yazılı kaynakların davranış ve tutumlarını etkilemesi, bunların etkisi ile şekillenmesi ya da değişmesine dayanmaktadır. Bibliyoterapinin kullanım amacı kitaplar aracılığı ile bireyin kendisini tanıyıp iç gözü kazanabilmesine, problemleri ile baş etmesine yardımcı olabilmektir. Bibliyoterapi "klinik" ve "gelişimsel bibliyoterapi" olarak iki sınıfa ayrılabilir. Klinik bibliyoterapi, ruh sağlığı uzmanları tarafından problem durumlarında kullanılır. Gelişimsel bibliyoterapi de normal gelişim sürecinde karşılaşılabilen günlük yaşama ait sorunları önleme ya da bu sorunlarla etkili bir şekilde baş edebilmek amacıyla uzmanlar ya da eğitimciler tarafından kullanılır. Bu çalışmanın amacı okul öncesi dönem çocukları ile bibliyoterapi kullanımının kuramsal olarak değerlendirilmesi ve örneklendirilmesidir.

Anahtar sözcükler: Bibliyoterapi, erken çocukluk, resimli çocuk kitabı.

¹ Ankara University Faculty of Educational Sciences, Ankara, Turkey

✉ Ege Akgün, Ankara University Faculty of Educational Sciences, Ankara, Turkey
akgun@ankara.edu.tr

Submission date: 09.02.2018 | Accepted: 20.03.2018 | Online published: 04.04.2018

LITERATURE has been used in the treatment of psychological problems since ancient times in the context of individual's coping with various problem situations by identifying themselves with a hero in a book. At the entrance of Ancient Ted Library, there is writing as follows: "healing place of the soul" (Sullivan and Strang 2002). Libraries were used a place for reading, thinking, entertaining and resting in Ancient Greek. There is also a great library in Bergama Asklepion, where psychiatric treatments were applied and where treatments were applied with natural methods such as water, mud, and music, and at the entrance of this library, there is a writing as follows: "the place where death cannot enter" (Menekay 2009).

The concept of Bibliotherapy comes from the combination of Latin words "biblion" (book) and "therapeo" (healing) and is based on the change in the behaviors and attitudes of people after being influenced by what they have read. According to another definition, bibliotherapy is being able to help the right person relax at the right time by bringing him/her together with the right book (Rubin 1978, Oner 2007).

Bibliotherapy, which is also defined as using books to help patients understand their health problems and symptoms, was first used as a term by Crothers in 1916 (Goddard 2011). Menninger is one of the pioneer writers in this regard and defends the use of bibliotherapy in the treatment of mental and physical diseases in his book titled "The Human Mind" (Pardeck 2013).

The intended use of bibliotherapy is to be able to help individuals to recognize themselves and gain insight by means of books. In this way, a different communication process is initiated while contributing to the development of individuals by helping them to recognize their identity (Öner 2007). In a study conducted by Bulut (2010) to assess the use of bibliotherapy technique on adults, the definition of bibliotherapy, its historical development, its frequency of use and characteristics of appropriate clients were assessed and the role of consultant in the treatment process was investigated. Research findings showing the effective results of bibliotherapy in anxiety disorders, the treatment of panic attack, depression in the elderly, being a step mother-father, adults with chronic sleep disorders, prisoners and patients with medical conditions were presented in that study. Bibliotherapy can be used with children as well as with adults. The aim of this study was to theoretically assess the use of bibliotherapy with preschool children and to give an example of case study for the developmental bibliotherapy.

Bibliotherapy in Children

Bibliotherapy can be defined as a reading guide, which allows children to share their emotions, which is used as a means to cope with their personal problems and which contributes to the development of their life skills in the process of creating their own images, and it has various benefits (Kurkjian and Livingston 2005). These benefits can be exemplified as ensuring the children to recognize that there may be others suffering from similar problems, to understand that there are more than one and alternative solutions to their problems by discussing problems comfortably and freely, to develop a serious and constructive plan to solve the problem, to gain insight into the problem, to experience an emotional discharge and take steps to solve the problem at hand (Pardeck 2013).

Children's books can provide a basis for discussing issues such as a chronic disease in a family member, friend or themselves. The anxiety and depression levels of children

who are clearly informed about the diagnosis and treatment at the onset of their diseases are significantly reduced (Last and Veldhuizen 1996). The children who have had traumatic experiences are at risk for psychological disorders as they can have difficulty in expressing their emotions and coping with the problems stemming from these experiences. Bibliotherapy can be used to help children understand this difficult situation, have an idea about their emotions, and encourage recovery and growth (Heath et al. 2005). Bibliotherapy can be considered as a helpful element for the treatment protocol with its enlightening and insight-enhancing aspect (Caldin 2009).

Bibliotherapy helps children transfer their emotions by identifying themselves with the characters in books as their self-expression and language skills are developing in the preschool period. It encourages children to transfer their emotions by identifying themselves with the characters in books and to express their thoughts easily. In addition it helps children solve their problems, decrease their feelings of stress, anxiety, and loneliness and relax by means of learning interesting and entertaining methods. Another important benefit of the bibliotherapy technique is that it affects children's self-esteem positively as they can recognize their own characteristics and interest and cope with their weaknesses (Mitchell-Kamalie 2002, Catalano 2008, Leana Taşçılar 2012). Bibliotherapy yielded effective results in developing the personal and social harmony of children and adolescents, and their self-perception and in encouraging their self-confidence (Myers 2012, McCulliss and Chamberlain 2013). Bibliotherapy has the potential to influence positively the readers to develop empathy, tolerance, respect, acceptance and positive attitudes (Cornett and Cornett 1980).

Although there are proven benefits of bibliotherapy, it is important to pay attention to some limitations like absence of children's books in the required subjects. In situations such as timing error, errors in the selection of books or child's lack of motivation, the child may be exposed to confrontation without being ready, they may act defensively when discussing the characters in book, they may provide resource for their own perceptions and solutions by reflecting their negative thoughts to the characters and, therefore, the problem may be reinforced (Corr 2003). The fact that bibliotherapy practitioners do not have sufficient knowledge about the characteristics of the child and the related literature regarding the development and problems of children can be shown as another limitation of this technique (Foss 2010). In order to prevent these situations, it is of great importance to be aware of the deficiencies of this technique, to provide the practitioner with a training about bibliotherapy, to make a careful assessment of the problem, to determine the suitability of the book to the nature of the problem, to arrange the necessary preparations for presenting it to the child and to establish a positive relationship between the practitioner and child. The questions related to the emotions should be asked carefully and the emotional distances needed for bibliotherapy should be protected (Cornett and Cornett 1980). Another limitation is that the children cannot take their problems further from the cognitive dimension in the reading process. In such a situation, the children may have difficulty in passing from the thought dimension to the emotional dimension and in identifying themselves with the hero of the story, and he/she may reflect their problems but may not go further than this (Öner 2007). This limitation can be overcome by the repetition of the bibliotherapy implementation, group discussions and follow up activities (Gladding and Gladding 1991).

The usage area of bibliotherapy can be reviewed in two dimensions as follows: The

first one is “developmental bibliotherapy” which can be used by teachers and parents in the classroom or at home in order to support child’s developmental characteristics. The second one is “clinical bibliotherapy” which can be implemented by mental health professionals for providing psychological support (Cook et al. 2006, Prater and Dyches 2008).

Developmental Bibliotherapy

Developmental bibliotherapy can be used by experts and educators in order to support normal development, to educate children on their attitudes, emotions, and behaviors in various subjects, and to maintain emotional and cognitive well-being. For example, reading a story about the adaptation process to school may be effective in facilitating it for a child who has just started school. (Lucas and Soares 2013). Developmental bibliotherapy, which can be used for various purposes in education, is accepted as an effective helping process in preventing children’s developmental problems or solving these problems healthily (Öncü 2012, McCulliss and Chamberlain 2013, McMillen 2014). VisserKnoth (2006) explains the use of bibliotherapy in preventive studies as follows: “Immunizing children against traumatic situations: We immunize children against measles. We do not immunize children against divorces, but we can provide some emotional information about coping strategies that parents can use during the divorce process”.

When the studies in literature on the use of developmental bibliotherapy in childhood and adolescence are examined, it is seen that it provides important benefits in the classroom environment as well as individual use in children. In a study conducted by Uzmen and Mağden (2002) in order to determine whether children’s sharing and helping behaviors are supported with related illustrated children’s books or not, eight illustrated books related to the subject were read for two weeks, questions about the story were asked, discussions were made and activities were performed. According to the findings of the study, books read had positive effects on children’s helping and sharing behaviors. Turan (2005) conducted a study addressing the concept of socialization and used a story titled “Is It Difficult to Make Friends?”, written by Gülten Dayıoğlu, in order to help children’s friend finding problems through child literature. It was concluded that child literature could be a guide in coping with problems and seeking solutions. In an implementation of bibliotherapy in the classroom environment by teachers, Leana-Taşçılar (2012) recommended a model suggestion by using *Matilda*, a book written by Roald Dahi. The model can be used within the scope of preventive counseling or for solving the problem situations in order for the gifted children to cope with the problems they can have and to understand “the other”.

In a study carried out by Karagöz (2015), it was aimed to determine the help of literary works prepared for children in protecting child’s self-worth. Within this framework, a book written by Serpil Ural and titled “Separate Houses” was taken as an example. According to the findings of the study, bibliotherapy technique could be used functionally in educational processes and it contained the potential to influence students experiencing psychological difficulties positively. In a study carried out by İler (2015) in order to investigate the effect of bibliotherapy technique on perfectionism levels of gifted children, a bibliotherapy-based training program consisting of seven sessions was implemented and it was concluded that the program significantly reduced

the perfectionism levels of students. Karatay et al. (2015) conducted a study in order to investigate the effect of children's literature works on moral development scores of primary education sixth, seventh and eighth-grade students and implemented a Literature-based Character Education program with the experimental group. In that study, there was a statistically significant difference between the pretest-posttest moral development scores of students in the experimental group. In addition, teachers and parents stated that there was a positive change in students' in-school and out-of-school behaviors such as love, respect, studying, responsibility, patience, tolerance, being sympathetic, honesty, hospitality, cleanliness, diplomacy-communication and obeying rules after the training.

Clinical Bibliotherapy

Clinical bibliotherapy can be defined as the use of books in order to work on difficult emotions or to facilitate the resolving process of intense behavioral and emotional problems (McMillen 2014). Children's books can serve as a clinical tool for helping the children with behavioral problems understand the world and their life experiences. In addition to this, books are not used very often by child mental health professionals in a therapeutic process in order to regulate children's emotions, thoughts, and problem-solving styles. Mendel et al. (2016) conducted a study with 44 child psychiatrists. In that study, 43% of the experts did not recommend children's books to their patients, the other 43% recommended it to one of four patients, 59% of the experts did not know appropriate and qualified books and 27% of the experts did not see books as a source to be used with children. Most of the experts participating in that study (96%) stated that access to a database where they could obtain information about bibliotherapy would increase their recommendation of children's books to their patients.

Although clinical bibliotherapy studies are quite limited, it is seen that they have effective results. Karacan Özdemir (2016) carried out a study in order to investigate the effect of "Bibliopsychological Counseling Based Self-Esteem Development Program" on self-esteem levels of sixth-grade students and used a set of stories with self-confidence supporting content based on cognitive approach. There was a statistically significant increase in the self-esteem scores of the participants in the experimental group. In a study using bibliotherapy with the aim of supporting children with mathematics anxiety, illustrated storybooks such as "Counting with Frank", "Math Curse" and "A Zebra Named Scarlet" were presented to the children. In that study, the use of bibliotherapy was recommended in order to help children trust themselves in mathematics (Furner 2017).

In a study conducted by Shechtman (2017) on four 11 years old children with aggressive behaviors, bibliotherapy technique was used and positive results for reducing aggressive behaviors were found. In that study, the aggressive behaviors observed in children and adolescents were resistant to change and the use of techniques such as bibliotherapy in regulatory works regarding these behaviors was important.

Selecting Books for Bibliotherapy

The implementation process of bibliotherapy technique is as follows: preparation, implementation, and follow-up activities. In this regard, the book appropriate for the

need and problem situation is chosen. Then the material is presented to the child. Finally, the follow-up works are performed. Follow-up works include drama and drawing works in order for children to focus more (Pardeck 2013).

There are some criteria to be taken into account when selecting books for bibliotherapy. First, the interests or problems of the child or children should be determined and their developmental levels should be determined. Determining book and identifying the needs of child well in the preparation process is of great importance. The subjects addressed gain importance to the extent that they relate the interest and needs of the child. Selecting the most appropriate one among the books addressing the related issues and subjects makes it possible to gain insight into and identify oneself with the problem to be solved through reading and discussing. When this insight is enhanced, the child shall have a wider perspective about the problem and shall be able to find solutions in similar situations. The book to be used in this regard should be able to discharge child's emotions and the problems and solutions addressed in the book should develop the creative problem-solving skills of children (Öner 2007, Pardeck 2013, Sever 2013, İler 2015). According to Goddard (2011), books selected for bibliotherapy should present motivating and challenging experiences, should reveal critical and personal answers and should develop a sense of respect and understanding differences.

The quality and literal value of books should be taken into account when selecting books for bibliotherapy as well as their appropriateness for being used in bibliotherapy. The paper and printing quality, book cover page and page layout, and type size are also important characteristics of the books to be selected. The illustrations in these books should have an artistic value, should be clear of stereotypes and should be appropriate for children's independent thinking. Considering the content, the selected books should include heroes or figures that children can identify themselves with and that have similar characteristics with children. Stories in which problems and desperateness are emphasized, and stories that include characters displaying harmful damages to themselves and the society should not be used (Öner and Yeşilyaprak 2006). Useful points for book selection in bibliotherapy technique are defined as interesting illustrations, convincing characters, interesting story contents, humor and surprise elements, and repetitive choruses (Pardeck 2013) In this regard, Maich and Keans determined some questions, which can be used in selecting the books for bibliotherapy:

1. Is book's level appropriate for the child's reading and development level?
2. Is story simple, clear, short, repetitive and convincing?
3. Is story in harmony with the related emotions, needs, and goals?
4. Is book sensitive to cultural diversity, gender stereotypes, and aggression?
5. Do characters have coping skills and is the problem situation solved?

Bibliotherapy Process

In bibliotherapy process, children need to go through three different stages. First, children identify themselves with the characters in selected books. In this stage, the children may observe the difficulty that the character experience and the process related to the problem encountered, may pay attention how the event is concluded, may see their own characteristics in the characters of the book and reflect their feelings. Children can easily recognize the similarities between their own experiences and characters' experiences. In the second stage, the children identify the positive experiences of the

character with their own experiences. The children may think that the events in the book are happening to them and, therefore, they may be purified from similar emotions and they may relax. In the last stage, the children realize that they are not the only ones experiencing these kinds of problems and these problems may happen to others and the children may generalize this solution to different problem situations. This stage also helps children think they are not alone in such situations. Children may create safe psychological spaces thanks to this process (Kramer and Smith 1998, Halsted 2002, Furner 2004, Jones 2006). Considering these three stages of the process, Praterve et al. (2006) put forward a ten-step model for implementing bibliotherapy. This model includes the following:

- Establishing a positive relationship and developing trust with students.
- Determining school staff that can help.
- Getting support from the parents of students.
- Defining the problem experienced by the student.
- Setting goals in order to solve the problem at hand.
- Selecting the book appropriate for the situation.
- Introducing the book to the child.
- Implementing reading process.
- Implementing post-reading activities.
- Assessing.

The book and its cover should be introduced, the visuals should be analyzed, estimates about the book should be taken, questions during and after reading process should be asked, short discussions and explanations should be made, emotions and ideas should be shared, deductions should be made, and the book should be summarized when implementing bibliotherapy technique (Goddard 2011, Pardeck 2013).

Bibliotherapy Follow-up Activities

When bibliotherapy technique is implemented for children, the use of follow-up activities after reading books provides some benefits. Art activities can be preferred as it ensures motor coordination and it is a nonverbal form of reflecting emotions. For example, methods such as creating a comic book, making puppets of the characters from residual materials and animating them, miming with the emotions and behaviors of the characters, dramatization, brainstorming about the alternative solutions to the problems, creating the figures of characters from kneading materials such as play dough and clay can be used. Miming can be a good starting point for preschool children. Performing puppet shows and dramatic activities can be preferred for young or shy children as these are less emotionally threatening (Pardeck 2013). These activities are used in order to ensure that the message received from the book is not lost and that the positive changes occurred in behavior or attitude become permanent (Stainbrook 2011).



Figure 1. Cover of book “No One Will Be Cold This Winter” (Oral 2017)

A Case Study for Developmental Bibliotherapy

“No One will be Cold this Winter” (original name: “Bu Kış Kimse Üşümecek”), an illustrated storybook written and illustrated by Feridun Oral (2017), was prepared by researchers to be used in developmental bibliotherapy process in 48-66 months old children. In this story, a shrewmouse wants help from its friends (rabbit, fox, and bear) as it cannot carry the brushwood it collected in winter and the story tells about their coping methods with the problems they encountered. The reason for selecting this book is that it aims at helping children see how helping each other is important and how they can cope with problem situations. In addition to this, this book is appropriate for the interaction at the core of bibliotherapy. To this end, it was aimed to present the things that can be done in pre-reading and post-reading with sample questions and proper follow-up activities without including all the pages.

Pre-reading Process

Holding the book towards children, the reader says “Today, I brought a book, I want to share the story in this book with you” and shows children the front page of the book. Then, the reader asks the following questions:

-This is the cover page of this book. Which animal do you see in the illustration on this front page?

After children tell that it is a mouse, the reader extends the answers of children by saying “Yes, this is a shrewmouse.”

-Where do you think it lives?

-What is this thing around its neck (pointing out the red scarf on the cover page of the book)?

If the children say that it is a scarf or if they provide an appropriate answer, the following questions are asked in order for them to establish a relationship with their own lives:

-What color are your scarves? Why do we use scarves?

-Where do you think this shrewmouse is going?

-What can be the name of this book? Let's try to guess its name together.

After receiving the estimates of children, the reader reads the name of the book, “No One Will Be Cold This Year”, and, then, the names of writer and illustrator, “Feridun Oral”, from left to right and from top to down (that is, reading direction) by pointing out with his/her finger. The reader mentions about the publisher.

The reader says, “What kind of story is told in this book how no one will be cold this year, let's read together” and goes through the reading process.

Reading Process

Pages 1-2: “A shrewmouse woke up to a cold winter morning. He smelled the air with its tiny nose. It got out of his nest to find something to burn.”

The reader reads the text above that is written in the first and second pages of the book and, then, wants children to complete the following sentences.

-A little shrewmouse got out of its nest in order to find (to find what?) ... on a cold winter morning.

The aim here is to make it easier for children to understand the introduction of the story. The aim of the hero in this story is to protect itself from the cold during winter. Then, until the fifth and sixth pages, the text is read by the reader by paying attention

to the highlights without asking any question to children.

Pages 5-6: *"Little shrewmouse picked whatever it found in that endless forest including dried branches, cones, and brushwood. It piled them and tied up tightly. It was so tired."*

After reading the text in fifth and sixth pages, the reader shows the illustration on those pages and directs the following five questions to the children:

-The shrewmouse is little. How is the pile of brushwood?

The reader waits for children to give a response such as "big" and, then, asks the following question:

-Yes, big. How do you think this little shrewmouse will carry this big pile to his nest?

Thus, the reader allows children to notice the problem in the story.

Before reading the eleventh and twelfth pages, the reader shows the illustration on those pages and asks the following guessing and remembering questions to the children:

-Which animals help the shrewmouse?

-Do you think that they will be successful?

-There was a ... (what was that?) that they used when pulling the big pile of brushwood.

The reader listens to the responses provided by children and extends them to be able to contribute to their responses where necessary. The priority here is to be able to continue with the responses of children. After asking the questions and listening to the responses, the reader reads eleventh and twelfth pages.

Pages 11 and 12: *"An idea occurred to the rabbit and it said: 'Let's go to the plump fox and carry the brushwood with its sled.' They went to find the fox immediately. The fox was astonished when it saw the pile of brushwood. It thought for a while and flicked its tail. It said 'I've just repaired my sled, but let's give it a try'*

The reader stops here and asks a question for associating the story with real life:

-The fox brings its sled; let's show its sled from the illustration. Have you ever ride a sled? What kind of tool is the sled? Let's describe it.

The reader listens to the children and, then, says that a sled is a tool used for skiing and having fun.

-The fox, rabbit, and shrewmouse try to pull the sled by fastening the brushwood with the red scarf of the shrewmouse. Can they request help from someone else? Let's try to guess.

All animals helping the shrewmouse are shown in the illustration on the fifteenth and sixteenth pages. The reader turns to the children and wants them to tell the names of these animals;

-The shrewmouse in the forefront, then (The reader points out to the animals one by one and wants children to tell their names).

The problem is solved in the twenty-first and twenty-second pages. The reader reads until these pages and asks children the following questions before reading these pages:

-What happened to the pile of brushwood?

-What did the shrewmouse, rabbit, and fox do when they realized that they could not carry?

The reader waits for the responses of children and, then, provides an explanation as follows: "Yes, they shared the brushwood. Thus, they will be able to carry some brushwood to their nests to burn and they will not be cold." The reader continues to ask questions for associating the story with real life:

- Have you ever helped someone?
- How did you help?
- I feel very happy when I help someone. How do you feel?
- Have you ever tried to share your food with someone else? What did you share?

The reader listens to the responses of the children and proceeds to the post-reading process.

Post-reading Process

The reader asks post-reading questions by saying "I'm very happy because we read this story with you today. I want to remember this beautiful winter story with you. Could you please help me? The reader shows the related page to the children when he/she asks questions and he/she help children remember the process.

- Which animal in this story had a red scarf?
- What was the shrewmouse were not able to do by itself?
- From which animals did the shrewmouse want help?
- In the end, how did they carry the big pile of brushwood?
- If you were in this forest, how would you help the shrewmouse?
- What was the name of this story?
- If you were the writer of this story, how would you name it?
- Which hero did you like the most in this story? Why? If you were one of these heroes, which one you would prefer to be? Why did you choose that hero?
- Have you ever experienced a situation similar to the one in this story? How did you feel? What did you do?

The reader listens to the responses of the children. The children may be requested to draw what they narrated. Then, the reader proceeds to the next process, follow-up activities process.

Follow-up Game: Let's Fill Up the Water Containers

The reader brings two long ropes to the classroom and pastes these ropes on the ground. One end is determined as the starting point and the other end is determined as the endpoint. The children are paired. The reader gives children the water containers with a little water in it. The children are expected to hold the handles of these water containers and walk on the ropes from starting point to the endpoint without spilling the water in the water containers. The aim of this game is to ensure that children in pairs take the water to the endpoint and empty the water in the water containers placed on the endpoint by helping each other and without spilling. When the water containers on the endpoint are full, the children are taken out of school and the water containers are placed in front of the school for the animals to drink water from them. This game can be played at home, with parents, and with other children. Thus, the children may help street animals living around them drink water.

Conclusion

Bibliotherapy helps children in preschool children express their emotions and thoughts, solve their problems, cope with their negative emotions, develop positive self-perception, support their self-confidence and overcome difficult situations. In addition to these, this technique provides a safe environment for children to discover different concepts, emotions, and attitudes while allowing them to understand the environment, society and social expectations (Goddard 2011).

Developmental bibliotherapy can be used in order to change the attitudes, emotions, and behaviors in subjects such as bullying, divorces, sense of self and supporting development (Catalano 2008). In the clinical use of bibliotherapy, it is seen that meta-analysis studies focusing on the effect of this technique on trauma, depression and anxiety disorders in children and adolescents have yielded effective results (Rapee Abbott and Lynneham 2006, De Vries et al., 2017, Yuan et al., 2018). The above-mentioned benefits of bibliotherapy technique show that it is a valuable and beneficial technique, which can be used in children.

When the children's books appropriate to be used in developmental bibliotherapy and studies are examined, it is determined that subjects such as "values education", "respect for diversity" and "social skills" are included more frequently while subjects such as "sexual education" are included less although they have a very important place in the development and education of child. However, it is seen that books and studies that can be used in clinical bibliotherapy are limited in the literature. It is seen that books addressing subjects such as "phobias", "separation anxiety", "being adopted", "habits", "problem behaviors" and "maltreatment" are required in this field. Considering these subjects, it can be recommended that books appropriate for being used in bibliotherapy should be introduced to this field.

This study was prepared as an example of case study that could be used for developmental bibliotherapy. It is of great importance to plan for training on how families, teachers and mental health professionals can use books for bibliotherapy. In subsequent studies, developmental bibliotherapy may be evaluated by teachers and parents in the context of children's needs or in order to support developmental characteristics of children. In addition, it is recommended that clinical bibliotherapy is applied by child mental health professionals for psychological aids in different groups.

References

- Bulut S (2010) Yetişkinlerle yapılan psikolojik danışmada bibliyoterapi (okuma yoluyla sağaltım) yönteminin kullanılması. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4(33):46-56.
- Caldin C (2009) Reading and Therapy. Santa Catarina, Universidade Federal de Santa Catarina.
- Catalano A (2008) Making a place for bibliotherapy on the shelves of a curriculum materials center: The case for helping pre-service teachers use developmental bibliotherapy in the classroom. *Education Libraries: Childrens Resources*, 31(3):17-22.
- Cook KE, Earles-Vollrath T, Ganz JB (2006) Bibliotherapy. *Intervention in School and Clinic*, 42:91-100.
- Cornett CE, Cornett CF (1980) *Bibliotherapy: The Right Book at the Right Time*, Bloomington, IN, Phi Delta Kappa Educational Foundation.
- Corr CA (2003) Bereavement, grief, and mourning in death-related literature for children. *Omega (Westport)*, 48:337-363.
- De Vries D, Brennan Z, Lankin M, Morse R, Rix B, Beck T (2017) Healing with books: a literature review of bibliotherapy used with children and youth who have experienced trauma. *Ther Recreation J*, 51:48-74.
- Foss E (2010) *Bibliotherapy: helping children cope with emotional and developmental distress through books*. Maryland, University of Maryland.
- Furner JM (2004) Using bibliotherapy to overcome math anxiety. *Academic Exchange Quarterly*, 8:209-213.
- Furner JM (2017) Helping all students become einstein's using bibliotherapy when teaching mathematics to prepare students for a STEM world. *Pedagogical Research*, 2(1):1.
- Gladding ST, Gladding C (1991) The ABC's of bibliotherapy for school counsellors. *Sch Couns*, 39:7-13.
- Goddard AT (2011) Children's books for use in bibliotherapy. *J Pediatr Health Care*, 25:57-61.
- Halsted JW (2002) *Some of my Best Friends are Books: Guiding Gifted Readers from Preschool to High School*. Scottsdale, AZ, Great Potential Press.
- Heath MA, Sheen D, Leavy D, Young E, Money K (2005) Bibliotherapy: Are source to facilitate emotional healing and growth. *Sch Psychol Int*, 26:563-580.
- İlter B (2015) *Bibliyoterapi tekniğinin üstün yetenekli çocukların mükemmeliyetçilik düzeylerine etkisi (Yüksek lisans tezi)*. İstanbul, Fatih Sultan Mehmet Üniversitesi.

- Jones JL (2006) A closer look at bibliotherapy. *Young Adult Library Services*, 5:24-27.
- Karacan Özdemir N (2016) Deneysel bir çalışma: Bibliyopsikolojik danışmaya dayalı özgüven geliştirme programının 6. Sınıf öğrencilerinin özgüven düzeyine etkisi. *İlköğretim Online*, 15:136-147.
- Karagöz B (2015) Kendilik değerini koruma bağlamında çocuk edebiyatı eserlerinin kullanımı. *Uluslararası Sosyal Araştırmalar Dergisi*, 8(40):486-493.
- Karatay H, Destebeşi F, Demirbaş M (2015) Çocuk edebiyatı ürünlerinin 6, 7 ve 8. Sınıf öğrencilerinin karakter gelişimine etkisi. *Erzincan Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, ÖS-II:123-140.
- Knott MV (2006) What ails bibliotherapy? *Horn Book Magazine*, 82(3):273-276.
- Kramer PA, Smith GG (1998) Easing the pain of divorce through children's literature. *Early Child Educ J*, 26:89-94.
- Kurkjian C, Livingston N (2005) The right book for the right child for the right situation. *Read Teach*, 58:786-795.
- Last B, Veldhuizen V (1996) Information about diagnosis and prognosis related to anxiety and depression in children with cancer aged 8-16 years. *Eur J Cancer*, 32:290-294.
- Leana-Taşçılar MZ (2012) Üstün zekalı ve yetenekli öğrencilerin de bulunduğu sınıflarda bibliyoterapi kullanımı: Model önerisi. *Türk Üstün Zeka ve Eğitim Dergisi*, 2:118-136.
- Lucas CV, Soares L (2013) Bibliotherapy: a tool to promote children's psychological well-being. *J Poet Ther*, 26:137-147.
- Maich K, Kean S (2004) Read two books and write me in the morning! Bibliotherapy for social emotional intervention in the inclusive classroom. *TEACHING Exceptional Children Plus*, 1(2):5.
- McCulliss D, Chamberlain D (2013) Bibliotherapy for youth and adolescents-school-based application and research. *J Poet Ther*, 26:13-40.
- McMillen P (2014) A therapeutic collaboration: The bibliotherapy education project at Oregon State University. *OLA Quarterly*, 12(2):14-15.
- Mendel MR, Harris J, Carson N (2016) Bringing bibliotherapy for children into clinical practice. *J Am Acad Child Adolesc Psychiatry*, 55:535-538.
- Menekay S (2009) Ölümün girmesinin yasak olduğu, vasiyetnamelerin hiç açılmadığı şehir: Asklepion Bergama. *Dirim Tıp Gazetesi*, 2:1-IV.
- Mitchell-Kamalie L (2002) The application of bibliotherapy with primary school children living in a violent society (Thesis for Magister Bibliothecologiae). Bellville, University of the Western Cape.
- Myers CD (2012) Bibliotherapy for adopted children: A path way to healthier adoptive identity and self esteem (Master's thesis). Prescott, AZ, Prescott College.
- Oral F (2017) Bu Kış Kimse Üşümeyecek, 3. Baskı. İstanbul, Yapı Kredi Yayınları.
- Öncü H (2012) Bibliyoterapi yönteminin okullarda rehberlik ve psikolojik danışmanlık amacıyla kullanılması. *Türkiye Sosyal Araştırmalar Dergisi*, 1(16):147-170.
- Öner U (2007) Bibliyoterapi. *Çankaya Üniversitesi Fen-Edebiyat Fakültesi Dergisi*, 7:133-150.
- Öner U, Yeşilyaprak, B (2006) Bibliyoterapi: Psikolojik danışma ve rehberlik programlarında çocuk edebiyatından yararlanma. II. Ulusal Çocuk ve Gençlik Edebiyatı Sempozyumu Bildiriler Kitabı (Ankara Üniversitesi, Eğitim Bilimleri Fakültesi), 203:559-565.
- Pardeck J T (2013) Using Books in Clinical Social Work Practice: A Guide to Bibliotherapy. Second edition. New York, Routledge Press.
- Prater M A, Dyches, T T (2008) Teaching about Disabilities Through Children's Literature. Westport, CT, Teacher Ideas Press.
- Prater M A, Johnstun M L, Dyches T T, Johnstun, M R (2006) Using children's books as bibliotherapy for at risk students: A guide for teachers. *Prev Sch Fail*, 50(4):5-13.
- Rapee RM, Abbott MJ, Lynneham HJ. (2006) Bibliotherapy for children with anxiety disorders using written materials for parents: a randomized controlled trial. *J Consult Clin Psychol*, 74:436-444.
- Rubin R J (1978) Using Bibliotherapy: A Guide to Theory and Practice. Phoenix, Oryx Press.
- Shechtman Z (2017) Group intervention with aggressive children and youth through bibliotherapy. *Int J Group Psychother*, 67:47-67.
- Sever S (2013) Çocuk ve Edebiyat. İzmir, Tudem Yayınları.
- Stainbrook S L (2011) Interactive bibliotherapy: A case for implementation in the elementary classroom. *J Poet Ther*, 24:187-194.
- Sullivan A K, Strang, H R (2002) Bibliotherapy in the classroom: Using literature to promote the development of emotional intelligence. *Child Educ*, 79:74-80.
- Turan L (2005) Arkadaş edinme güçlüğü çeken çocukların problemlerini çözmede çocuk edebiyatından yararlanma. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi*, 12:124-135.
- Uzmen S, Mağden, D (2002) Okul öncesi eğitim kurumlarına devam eden altı yaş çocuklarının prososyal davranışlarının resimli çocuk kitapları ile desteklenmesi. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 15:193-212.
- Yuan S, Zhou X, Zhang Y, Zhang H, Pu J, Yang L, Liu L, Jiang X, Xie P (2018). Comparative efficacy and acceptability of bibliotherapy for depression and anxiety disorders in children and adolescents: a meta-analysis of randomized clinical trials. *Neuropsychiatr Dis Treat*, 14: 353-365.

Author Contributions: All authors attest that each author has made an important scientific contribution to the study and has assisted with the drafting or revising of the manuscript.

Peer-review: Externally peer-reviewed.

Conflict of Interest: No conflict of interest was declared by the authors.

Financial Disclosure: The authors declared that this study has received no financial support.
