

## Üstün Zekâlı ve Yetenekli Öğrencilerin de Bulunduğu Sınıflarda Bibliyoterapi Kullanımı: Model Önerisi

## The Use of Bibliotherapy in Classrooms for Gifted Students: A Bibliotherapy Model

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### Öz

Bibliyoterapi, okumayı seven öğrencileri edebiyatla bir araya getirerek kendi iç dünyalarını anlama ve irdeleme konusunda uygulanabilecek bir tekniktir. Özellikle, üstün zekâlı öğrencilerin kişilik özelliklerini, diğer çocuklardan farklı olan yönlerini anlayabilmek ve karşılaştıkları sorunlara kendilerini kitap kahramanlarıyla özdeşleştirerek, çözüm önerileri oluşturabilmek için kullanılabileceği düşünülmektedir. Bununla birlikte yaygın kanı, bibliyoterapi tekniğinin daha çok psikologlar ya da psikolojik danışmanlar tarafından uygulanabileceği yönündedir. Bu makalenin amacı, bibliyoterapinin sınıf ortamında öğretmenler tarafından da kullanılabileceği görüşünü savunmak ve buna ilişkin ilkeleri ve uygulamaları öne çıkarmaktır. Bu bağlamda, üstün zekâlı öğrencilerin de bulunduğu sınıflarda bibliyoterapi uygulamaları için bir model önerisi sunulmuş ve bir uygulama örneği verilmiştir.

**Anahtar Sözcükler:** bibliyoterapi, üstün zekâlı ve yetenekli öğrenciler, kitap seçim kriterleri

### Abstract

Bibliotherapy is a technique that can be used with students who like reading and want to understand their inner self. Especially it can be used with gifted students to help them understand their personality characteristics and their differences from other students, and to provide them with scenarios to make empathy with main characters of stories and find solutions to their problems in stories. Unfortunately the prevailing idea about bibliotherapy is that only psychologists and psychological counselors can use it as a therapeutic tool. The aim of this paper is to defend that teachers also can use bibliotherapy in classrooms and to provide ideas and guidelines about how bibliotherapy can be used in the classroom. Based on an extensive literature review, a model bibliotherapy was proposed. The implementation of the model is illustrated. Also the encouragement of bibliotherapy in classrooms for gifted students is argued.

**Key Words:** bibliotherapy, gifted and talented students, criteria for bibliotherapy books

### Summary

**Purpose and significance:** There are several different opinions about how to use bibliotherapy technique. Most of them suggest that bibliotherapy must be used only by psychologists and psychological counselors for therapeutic reasons. A new approach of developmental bibliotherapy put forth the idea that bibliotherapy can be used in classrooms by teachers. Because most gifted students are good readers or have high ability in reading, the use of bibliotherapy in the classroom can be very important learning experience for gifted students. It can present an opportunity to understand themselves better, to cope with loneliness and being different from their classmates. Bibliotherapy also can provide opportunities for coping with problems, creating insights about different situations and experiencing purification. In this article, a model for bibliotherapy was proposed that could be used by teachers in the classroom.

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The model consists of three steps. The first step includes pre-reading activities. Teachers select the kind of bibliotherapy to be used (preventive counseling, problem solving, understanding others) and then find criteria for selecting books. Criteria selection should be made according to gifted students' needs. The second step includes reading process. The purpose of this step is to provide opportunities for the imaginative projection of a subjective state into an object or person, a kind of self-identification and catharsis. This step involves active participation of students. Some general strategies and teacher suggestions are used to in this step. The third step includes after reading activities. This step involves insight and generalization. The main tool of this step is questioning. Students and the teacher discuss the problem in the book and express insights and make generalizations about the problem. The discussion is very important for meeting mental and affective needs of gifted and talented students in the classroom. *Matilda*, a book by Roald Dahl (2007) can be used to provide an example for the application of the bibliotherapy model outlined in this article.

**Discussion:** Gifted students can gain a deeper understanding from books when they use bibliotherapy compared to regular reading activities. Criteria selection for finding books is an important step in bibliotherapy. Criteria should be selected according to gifted students' needs. The language of the book and its fit to gifted students interest and reading skills are important. Teacher can provide a new perspective when they use bibliotherapy in the classroom. The model proposed in this article can provide an example about how teachers can use bibliotherapy in the classroom.

**Conclusions:** The use of bibliotherapy with gifted students in the classroom is a new approach for teaching gifted students. Because bibliotherapy is a new approach, research should be carried out to investigate its effects on gifted students.