

## Bibliotherapeutic Literature Appropriate for Gifted Children: Examination of Three Books\*

## Üstün Yetenekli Çocuklara Yönelik Bibliyoterapötik Literatür: Üç Kitabın İncelenmesine Dayalı Örnek Bir Çalışma

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### Abstract

Gifted students may experience psychosocial difficulties. One of the therapeutic tools that, can be used by counselors in supporting them by taking their interest and skill in reading book into consideration, is bibliotherapy. It reflects using literature for helping children to overcome their problems. Choosing the appropriate book for bibliotherapy is crucial point to make the process productive. Research on the books that can be used through bibliotherapy with gifted students seems to be limited; led this study. This study examined three books in terms of the content regarding psychosocial difficulties experienced by gifted students and their appropriateness for bibliotherapy applications for gifted children at primary school level. The outstanding contents in the books were relationship problems, labeling and loneliness, difficulties with self / identity development, and perfectionism. According to results, the books included contents regarding the difficulties that gifted students might experience; hence could be used with gifted students by counselors.

**Key Words:** bibliotherapy, counseling, gifted children

### Öz

Bibliyoterapi, çocuklara yaşadıkları problemlerin üstesinden gelmelerinde kitap okuma aracılığıyla gerçekleştirilen yardım sürecidir. Bu yardım sürecinin etkililiğini artırmada kitap seçimi önemli bir konudur. Üstün yetenekli çocuklarla gerçekleştirilecek bibliyoterapi uygulamalarında kullanılabilir kitaplarla ilişkin araştırmalar son derece sınırlıdır. Bu nedenle bu araştırmada, ilkökul düzeyindeki üstün yetenekli çocukların yaşayabilecekleri psiko-sosyal güçlüklerle yönelik konuları içerip içermemesi ve üstün yetenekli çocuklarla gerçekleştirilecek bibliyoterapi uygulamalarında kullanılmaya uygunluğu açısından üç kitap incelenmiştir. İncelenen kitaplarda, ilişki problemleri, etiketleme ve yalnızlık, kimlik gelişimi ile ilgili güçlükler ve mükemmeliyetçilik öne çıkan içerikler olmuştur. Sonuçlara göre, incelenen kitapların üstün yetenekli çocukların deneyimleyebileceği güçlüklerle yönelik içerikler taşıdığı ve bu nedenle psikolojik danışmanlar tarafından üstün yetenekli çocuklara verilecek yardım sürecinde kullanılabilirliği söylenebilir.

**Anahtar Sözcükler:** bibliyoterapi, psikolojik danışma, üstün yetenekli çocuklar

### Introduction

Bibliotherapy has been used to prompt emotional change and personality development through a comprehensive analysis of the literature (Lenkowsky, 1987). Bibliotherapy, in its most general sense, refers to healing through reading a book (Sturm, 2003). It is an alternative method of helping children to deal with their problems by allowing them to realize that they are not alone in their problems (Lucas & Soares, 2013). Instead of direct confrontation with emotional issues, bibliotherapy provides a less threatening way to face with them by triggering imagination of the reader through the interaction with the story (Halsted, 1988).

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There are two types of bibliotherapy: clinical and developmental. Clinical bibliotherapy is used by mental health professionals to provide assistance to students with mostly emotional and behavioral problems. Developmental bibliotherapy is used by teachers, parents and counselors to help students cope with developmental difficulties (Halsted, 1988). The process of developmental bibliotherapy consists of preparation, introduction of the book, reading, discussion, and follow-up activities. Discussion of the story helps the child to gain insight and to see alternative problem solving strategies. The following questions are asked: Who is the main character? What is the problem s/he has? How did s/he solve it? (Meier-Jensen, 2001).

Developmental bibliotherapy could be an effective counseling technique for gifted children as they do not see their differences as a problem (Leana-Tascilar, 2012). It also t can be used in school settings easily (Schrank & Engels, 1981). School students can gain life skills such as problem solving, a better self-image, and a deeper self-understanding (McCulliss & Chamberlain, 2013).

Especially, starting with the primary school, gifted students face problems because of the asynchronous development in emotional, cognitive and physical development aspects (Silverman, 2013). The message that "you are a special child" given by the social environment, especially by the family, brings a burden (Fiedler, 1988). This might cause difficulties on identity and self-development and lead to problems such as lack of or loss of self-esteem (Delisle, 1990). These children can also have difficulties such as success and failure due to perfectionism (Adderholdt-Elliott & Eller, 1989; Peterson & Colangelo, 1996), loss of motivation (Hickson, 1992), overexcitability (Bailey, 2010; Piechowski, 1997), anxiety (Greenspon, 2000) and depression (Kaiser & Berndt, 1985; Piechowski, 2002). Gifted children see themselves different from others with their depth of emotion and their uniqueness in perceiving the world (Silverman, 1993). Although some gifted children can successfully adapt to these processes, children at the primary level may need psychological supports due to their intense emotions and sensitivities (Rotigel, 2003).

Research provided evidence for the positive outcomes of bibliotherapy with gifted children (e.g., İltir, Leana-Tascilar, & Saltukoğlu, 2018; Prater, Johnstun, Dyches, & Johnstun, 2006). The characteristics of gifted children such as interest in reading, abstract thinking and information processing, and comfortably expressing themselves (Ogurlu, 2014; Rogers, 1986; Tofaha, 2012) enable them to better adapt to bibliotherapy (Leana-Tascilar, 2012). Using carefully selected thematic books would help the gifted child to gain insight and learn effective coping strategies; hence s/he will not feel alone (Halsted, 1994). In addition, a book selected appropriately would enable teachers to reach students who experience difficulties in the classroom setting (Rozalski, Stewart & Miller, 2010).

The key elements for selecting books for bibliotherapeutic use are appropriateness for cognitive and emotional age of the gifted child and relatedness to the problem that the child faces (Heath, Sheen, Leavy, Young, & Money, 2005). Pardeck and Markward (1995) emphasized that the need for the book lists for gifted children according to their problem areas. However, there is a very limited research related to examination of the books according to gifted students' problems and providing bibliotherapy program examples (e.g., Leana-Tascilar, 2012; Tofaha, 2012, Zousel, Rule, & Logan, 2013). Hence, the professionals working with gifted children might have difficulties to find appropriate reading materials. What is needed is to explore children's literature that can be

used for the problems of gifted children in bibliotherapy process. Related to this purpose, the research question was developed: What might children's literature be used for psychosocial problems of gifted children through bibliotherapy process? This study investigated three books which had an important place in children's literature (Karakaya, 2006; Belet Boyacı, Güner, & Babadağ, 2017; Arıcı, 2015).

## Method

The document analysis method was used in the study. Document analysis is a content analysis process, repeatedly reviewing written materials that contains information related to the intended research topic (Bailey, 1994) with superficial screening, detailed review and interpretation (Bowen, 2009).

### Study Group

According to VanTassel-Baska (2017), books for gifted children should (a) be appropriate for a child's reading level (at least 1-2 class level above), (b) contain abstract concepts, such as advanced language and vocabulary, metaphors, symbols, and (c) include the social and emotional problems experienced by gifted children. Considering VanTassel-Baska's suggestions (2017), in the current study, the researchers used purposeful sampling and considered following criteria to determine the books to be included in this study: (a) being recommended in the bibliotherapy literature and children's literature, (b) being approved for language and developmental level by Turkish and literary teachers and counselors working with gifted students, (c) being approved that at least one of the characters in the book has characteristics of gifted children, (d) having at least one of the problem areas of gifted children. Based on these criteria, this study included the following books: Little Black Fish (Samed Behrengi), Jonathan Livingston Seagull (Richard Bach) and The Little Prince (Antonie de Saint-Exupery). These books appeal to all age groups in terms of abstract concepts and ideas (Ahmadipour et al., 2012; Deniz, 2014; Lack, 1975; Leana-Tascilar, 2017). Table 1 indicates the criteria met for book selection and the characteristics of the books.

**Table 1. Characteristics of the Books Examined in the Study**

Characteristics of the Book	The Little Black Fish	Jonathan Livingston Seagull	The Little Prince
Author	Samed Behrengi	Richard Bach	Antoine de Saint-Exupery
Abstract concepts and ideas	+	+	+
The character in the book included the features of gifted children	+	+	+
Included one of the problem areas of gifted children	+	+	+
Suggested by the teachers working with gifted children (e.g. at BİLSEMs)	+	+	+
Being recommended in the relevant literature and previous research	Deniz, 2014; Leana-Tascilar, 2017	Ahmadipour, Avand, & Mo'menpour, 2012; Leana-Tascilar, 2017	Ahmadipour et al., 2012; Leana-Tascilar, 2017

## Instruments

Inspired by Entenman, Murnen, and Hendricks' (2005) chart, the researchers developed the Document Analysis Form to use as a tool when examining the books (See Appendix 1). Several criteria were used for validity and reliability (e.g., Miles & Huberman, 1994; Gibbs, 2007). First, the content of the form included the psychosocial difficulties of gifted children. Second, the expert evaluations were used (research team including one assistant professor and a counselor (PhD) working with gifted students, and three PhD students). Third, expert opinion on the form was obtained from one academician and one counselor. Minor changes suggested by them were done.

In addition, inter-rater reliability was calculated, using Kendall's coefficient of concordance, which ranges between 0 and 1. Scores close to 1 refer to higher reliability (Sheskin, 2004). In this study, inter-rater reliability yielded .74, corresponding to .449 Critical Value for Kendall's coefficient of concordance. It shows a high reliability. It is assumed that these stages, performed in the document analysis process, enhanced the credibility of qualitative research (Gibbs, 2007).

## Procedures

First, each researcher of this study read the book and individually conducted document analysis within four days and sent the reviews to the team leader. Next, following document analysis, weekly meetings were held on every Friday; each item in the document analysis form was discussed one by one. Last, meeting reports were held regularly; consistencies and inconsistencies between researchers were noted and citations were made by specifying the page number from the text related to coding.

## Findings

The results were gathered together at the weekly team meetings by examining document analysis forms (DAF) coded separately by five researchers. However, one of the researchers could not code the first book. Table 2 presents a summary of the DAF criteria met in each book, including the question 1, 2, 3, and 10. The other questions of the DAF was not included in the table as they aim to clarify problems, thoughts, emotions, problem solving strategies of the main character, and suggested follow-up activities by the researchers, yet all of them were provided in the text in detail.

**Table 2. Summary of the DAF Criteria Met in Each Book**

	The Little Black Fish	Jonathan Livingston Seagull	The Little Prince
<b>A character showing the characteristics of a gifted child</b>	The Little Black Fish by four out of five researchers	Jonathan Livingston Seagull by all researchers	Seen as suitable to the gifted children by all researchers
<b>The problem areas addressed in the book</b>	Relationship Problems (60%), Perfectionism (60%), Self-identity issues (40%), Concerns about the future (40%)	Loneliness (100%), Labeling (60%), Perfectionism (60%), Self-identity issues (40 %)	Loneliness (100%), Asynchronous development (40%), Self-identity issues (40%)
<b>Appropriateness of the book for bibliotherapy*</b>	7 out of 10 points	9 out of 10 points	5.6 out of 10 points

Note: Mean of scores rated by the researchers (1=lower score, 10= higher score) (See Appendix 1)

As seen in Table 2, the researchers submitted that the characters in the books somewhat showed characteristics of a gifted child with having problems, such as loneliness, self-identity issues, perfectionism in common. Thus, the books had higher evaluation scores in terms of appropriateness for bibliotherapy though the Little Prince had slightly lower score than the others did.

### **The Little Black Fish**

Based on the first question of DAF, three researchers noted that the Little Black Fish, the main character of the story, showed characteristics of a gifted child. The analysis of the second question showed that one researcher stated that gifted children could be interested in the story in terms of having similar experiences with the character.

On the third question, the researchers coded relationship problems (60%), perfectionism (60%), self-identity issues (40%), and concerns about the future (40%), respectively for the difficulties that the character experienced similar to gifted children.

Through the fourth and fifth questions, these problem areas were exemplified. The relationship problems of the Little Black Fish, who apparently felt to be different and alien in the group, become evident: "Did you think we'd pity you?" (p.16), "That one just needs a little box on the ears" (p.16). Even though Little Black Fish is not entirely alone, it is apparent that s/he has friends who protect him from the anger of the group (See p. 17), s/he is alone on his journey and is also not understood by others whom s/he has encountered with (frog, crab, etc.) The Little Black Fish's arrogance can be shown as one of the possible causes of the relationship problems that s/he experiences. Her/his disdain over not being understood by the frog "If you lived a hundred years, you'd still be nothing more than an ignorant and helpless frog" (p. 24), his words after sensing the intent of the enchantment of the crap, "Poor thing! You don't even know how to walk. How did you ever learn who runs the world?" (p. 26) can be examples of these. Secondly, it is possible to catch clues of perfectionism in the expressive goals and choices of The Little Black Fish; e.g., "I'm off to see the world." (p. 12?), her/his dreams in the words e.g., "Beautiful moon! I like your light so much. I wish you'd always shine on me." (p. 36), her/his unstoppable exploration to see everywhere at the moment s/he meets with the sea (See p. 45) by swimming on the surface of the sea although he know it is dangerous (See p. 45), and her/his struggle with the heron (See p. 49). The Little Black Fish's the search for identity find an expression with these sentences "I know that when most fish get old, they complain about everything. I want to know if life is simply for circling around in a small place until you become old and nothing else, or is there another way to live in the world?" (p. 13). It is seen that the Little Black Fish's questionings related to the purpose of life are accompanied by the concerns for the future. "I don't want to continue this boring stuff and be happy as a fool until one day I wake up and see that like all of you, I've become old, but still am as dumb as I am now" (p. 14). S/he begins to this journey to search for the self and to expand her/his world in spite of hostility of other fish and being alone.

Thoughts and feelings of the Little Black Fish when facing with the problems mentioned above were revealed by the sixth and seventh question of the DAF. S/he thinks that her/his days are passing in vain and that s/he must act for a purpose (See p.10), that those, who spend their life without an aim, are senile, not him (See p. 13), why the created cannot get along with and kill each other

(See p. 13). S/he feels sorrow, longing (See p. 12), boredom, mediocrity (See p. 12), being not understood, loneliness, unhappiness (See p. 16), fear (See p. 46) along with curiosity (p. 12), courage (p. 38, 50), and hope (p. 38, 49).

The researchers responded the next question that the Little Black Fish has been overcoming the problems by struggling against difficulties and not giving up. S/he has been open-minded towards new relationships, consulted with more experienced ones in the new situations and collaborated with others. S/he bravely confronted with her/his anxieties and fears; and had resilience overall. Subsequently, these coping skills were evaluated as positive coping strategies through DAF, the question # 9 by four researchers. One researcher expressed his abstention because of the ending of the story.

The book was scored an average 7 out of 10 points by the researchers on the tenth question of the DAF. The researchers suggested that alternative problem solving strategies could be asked to gifted children at the discussion stage of bibliotherapy process. Through the last question, it was suggested that the interventions to develop social skills such as problem solving and interpersonal relationships can be used as follow-up activities incorporated to bibliotherapy.

Finally, at the weekly meeting, it was discussed whether the story ended with the death of the Little Black Fish or not, and in this respect the suitability of the book for bibliotherapy. Four researchers have responded that the ending of the story is not understood negatively. It is generally agreed that the story has an encouraging nature and it is suitable to use in bibliotherapy for gifted children.

### **Jonathan Livingston Seagull**

Jonathan Livingston Seagull was seen as a character that shows characteristics of gifted child by all researchers (e.g., "The only answer I can see, Jonathan, is that you are pretty well a one-in-a million bird. Most of use came along ever so slowly." p. 58).

Next, loneliness (100%), labeling (60%), perfectionism (60%), and self-identity issues (40 %) were coded as the problems that Jonathan has as like gifted children.

These quotes were provided to link his loneliness: "But way off alone, out by himself beyond boat and shore, Jonathon Livingston Seagull was practicing." (p. 15). "Even his parents were dismayed as Jonathon spent whole days alone, making hundreds of low-level glides, with less effort...Jonathan" (p. 16) on the third and fourth questions of the DAF. Following, being labeled was exemplified with these sentences: "Centered for shame? Impossible!" (p. 38). "...the gulls intoned together, and with one accord they solemnly closed their ears and turned their backs upon him." (p. 39). "There were four thousands of gulls in the crowd, frightened at what had happened, and the cry DEVIL!" (p. 106). Perfectionism, on the other hand, appears in the following expressions: "Seagull, as you know, never falter, never stall. To stall in the air is for them disgrace and it is dishonor" (p. 16). "I could be spending all this time learning to fly. There's so much to learn!" (p. 18). "It was a breakthrough, the greatest single moment in the history of the Flock..." (p. 30). Findings related to Jonathon's self-identity issues were revealed in these sentences: "Why, Jon, why?" Mom asked,

"Why is it so hard to be like the rest of the flock, Jon?" (p. 17). "He felt better for his decision to be one of the flock." (p. 27). "There's no way around it. I am a seagull. I am limited by my nature." (p. 30).

Based on the sixth question, although from time to time Jonathan thinks that he must obey the majority against the problems (e.g., "He vowed, he would be a normal gull. It would make everyone happier." p. 18), his inner voice tells him that he should not stop trying and continue to learn. For example, "There is a reason to life! We can lift ourselves out of ignorance, we can find ourselves as creatures of excellence and intelligence and skill. We can be free! We can learn to fly!" (p. 30). "Everything that limits us we have to put aside." (p. 91). Further to seventh question, it was assumed that despite feelings of frustration and hopelessness at the beginning, he feels happiness, tranquility, hope, and love as he proceeded to transcend his boundaries and realized the facts. (e.g. he felt guiltless... proud that his fear was under control..." (p. 28). "For in spite of his lonely past, Jonathon Seagull was born to be an instructor, and his own way of demonstrating love..." (p. 74).

The next question revealed that he constantly struggles to overcome his problems and never gives up by having self-efficacy beliefs. Despite being excluded from the covey at the beginning (See p. 15, 16, 39), his decisive and not arrogant attitude can be seen in these sentences: "He learned more each day." (p. 25). "You have less fear of learning than any gull I've seen in ten thousand years." (p. 73). In addition, he tries to learn from others' experiences "I'm the newcomer here! I'm just beginning! It is I who must learn from you!" (p. 73). Following this, it was assumed that he has positive coping skills and strategies such as resilience, self-control, being open to learn and to new experiences, and altruism.

Finally, the book was scored an average 9 out of 10 points by the researchers on the tenth question of the DAF. The researchers also stated that the story refers the characteristics of gifted children; the developmental process, viewpoints, and beliefs that one should pursue what s/he believes.

### **The Little Prince**

Even though the story was scored a slightly lower than the others, the researchers stated that the story could be suitable to the gifted children because of the differences that Little Prince has. . More precisely, The Little Prince has a curious, inquisitive, and investigative characteristics (See p. 74), based on the second question of the DAF. For example, he guesses that people would easily fit into a city block that was 20 miles long and twenty miles wide (p. 76) and that there were five thousand flowers at a glance. Additionally, the Little Prince expresses his loneliness and not being understood by others, similar to the difficulties experienced by gifted children (See p. 70). The book also involves high imagination, symbolic expressions and important underlying messages.

For the third question, the researchers coded loneliness (100%), asynchronous development (40%), and self-identity issues (40%) as determined problem areas of the character experienced like gifted children.

Through the fourth and fifth questions, these problem areas were exemplified. Firstly, the character's leaving his planet to find a friend might be related to his loneliness in addition to these examples: "Let's be friends. I'm lonely," (p. 74). "That man is the only one I might have made my friend. But his planet is really too small. There's not room for two..." (p. 62). Subsequently, his inquiries on the life, analysis on the issues of humanity might be linked to his asynchronous development. It could be also stated that self-identity issues might be arisen his confrontation with his differences and loneliness.

Regarding the sixth and seventh questions of the DAF, he thought that he was wrong towards the flower, his only friend on the planet (e.g., "In those days, I didn't understand anything. I should have judged her according to her actions, not her words... I ought to have realized the tenderness underlying her silly pretensions." p. 39). He also thought that "Grown-ups are certainly quite extraordinary" (p. 51). He felt longing, love, grief, and loneliness; "If someone loves a flower of which just one example exists among all the millions and millions of stars, that's enough to make him happy when he looks at the stars." (p. 34).

For the next question, the researchers stated that the Little Prince had learned from his observations and experiences how to overcome the problems, showed an open attitude and determination. It was stated that he finally succeeded to make friendship with the fox, flower, and the pilot by accepting them as they were.

The researchers scored the book as 5.6 out of 10 points, on average. A researcher expressed that gifted children would not take risks, because of fear of failure (e.g., Tippey & Burnham, 2009), but the character of story takes risks; two other researchers stated that the difficulties that the main character experienced in the story might be tentatively similar to those that gifted children might experience. At the meeting, the researchers reached a consensus on that the book can be used in bibliotherapy to study the loneliness problems that gifted children might experience and activities to improve social skills could be used at the follow-up stage of bibliotherapy.

## Discussion

Bibliotherapy is stated as an effective method in helping gifted children with stress, depression, low self-esteem, friendship-related and low motivation problems when it is used by experts and parents (Whitney & Hirsch, 2011). This study examined children's books in terms of the content regarding the difficulties of gifted children and their applicability to bibliotherapy for gifted children by using document analysis form.

The results revealed that three books, except the Little Prince, were directly related to the difficulties experienced by gifted children and could be used in bibliotherapy applica. Although the Little Prince had slightly lower scores in terms of appropriateness for bibliotherapy than the others did, it might still be used in bibliotherapy as it refers to some difficulty areas that gifted children experience such as loneliness, relationship problems, and self-identity issues.

The book analysis, all together, yielded relationship problems, labeling and loneliness, difficulties with self-identity development, and perfectionism. First, relationship problems, labeling and loneliness are important in all the books as the difficulty areas that the main character struggled. Gifted children, due to their overexcitability and asynchronous development, either fail to communicate with their peers and prefer being friends with adults or choose loneliness (Kerr & Multon, 2015; Robinson, 2008). At the same time, their characteristics that derive from their giftedness can lead them to be labelled among their friend groups (Öpengin & Sak, 2012). These difficulties can be seen in the Little Black Fish's ideals that cannot be understood by his/her environment, in Jonathan Livingston Seagull when he was labelled as "Devil" and being excluded from the covey, and lastly in the little Prince when he was not understood by the others and his loneliness in his planet. Hebert and Kent (2000) proposed that gifted children's realizing that there are others who have same problems with them could be possible with bibliotherapy. These examples are consistent with the literature addressing that gifted children experience loneliness and labeling problems (Robinson, 2008). The fact that these results can be used in bibliotherapy process is supported by Schroeder-Davis (1999) emphasizing that bibliotherapy is an effective method in coping with social and emotional problems of the gifted ones.

The other problem area that was prominent in the examined books is self-identity development issues. The "self" was identified as the process of reflexivity, developing in social interaction (Gecas, 1982), is shaped by the individual and his/her environment throughout life span. There is a controversial claim that gifted children develop a more positive self-perception compared to normal individuals because of their giftedness, and on the contrary, they can develop a negative self-perception resulting from their and the environment's higher expectations (Yan & Haihui, 2005). Issues regarding the search for self and identity can be seen in the Little Black Fish' questioning of life and his quest of a new life by leaving the group; in Jonathan Livingston Seagull when he compares what he want to be and the lifestyle of the group and being criticized because of not being like the rest of the group; in the Little Prince's questioning of his own difference after the awareness that he gained with the journeys between the planets. It can be said that these examples are also consistent with the studies showing that gifted children have difficulties with self-development (Shi, Li, & Zhang, 2007; Tunks & Gilles, 2013; Yan & Haihui, 2005). In addition, the studies showing that bibliotherapy is beneficial in helping gifted children regarding self-development problems supports the usability of the findings of this study in bibliotherapy (e.g. Frank & McBee, 2003).

Perfectionism, referring both trying and desiring to be perfect, is frequently encountered by gifted people and can cause both positive and negative results in their lives (Schuler, 2000). It was one of the common problems which the main characters experienced in the books. For example, the Little Black Fish wants to learn constantly. The research that showed the positive effect of bibliotherapy on perfectionism of the gifted people (e.g., Nugent, 2000; Silverman, 1993; Zousel et al., 2013) supports that these findings could be used to conduct bibliotherapy interventions with gifted children.

## Conclusion and Recommendations

It is important to integrate the proactive approaches to help gifted children to understand themselves, to improve interpersonal and communication skills and to cope with stress and other problems. Herein, bibliotherapy is an effective method to study differences in the school setting (Whitney & Hirsch, 2011). This study revealed the contents as loneliness, self-identity development, and perfectionism. This study can be a source to implement bibliotherapy programs, especially for those who already have sufficient information about bibliotherapy (Van Tassel-Baska, 1991).

Peterson (2014) stated that gifted children think that adults only focus on their academic performance and not on their emotional and intellectual processes. These books could be beneficial for parents of gifted children to deeply understand their children's psychosocial difficulties. In addition, using these books might be a safer way to understand and talk about difficulties with their gifted child. On the other hand, teachers of gifted children can integrate the developmental bibliotherapy by using these books into their curriculum according to a student' needs.

This study has several limitations. First, only three books were included in the study. Second, although criteria for the book selection was defined clearly according to the purpose of the study, the researchers did not mention anything about the fact that the books were directly aimed at gifted people. Third, one of the researchers could not attend the weekly meetings. Fourth, the fact that only five researchers examined and coded the books would create a limitation for generalization of findings.

Further studies can aim at conducting bibliotherapy programs and investigate their effectiveness by using these books. More precisely, bibliotherapy based on the content revealed from the books in this study could be implemented to help gifted children. It is suggested that professionals working with gifted people have to continue their life long education (Özcan & Kötek, 2014). Hence, there is a need to feed bibliotherapy literature by continuously examining the up-to-date books as well as the classical ones.

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### Appendix 1. Bibliotherapy Document Analysis Form

Coder:

Date:

Book name:

Age group

Explanation: Evaluate the book you are analyzing in the direction of the items below.

1. In the story, is there a character showing the characteristics of a gifted child? Who? Why?
2. If not, might the story concern gifted children? Why?
3. Mark the problem areas addressed in the book.

Oversensitivity

Anxiety/ worries about the future

Labeling

Relationship problems

Perfectionism

Problems with self / identity development

Problems originating from asynchronous development

Depression

Loneliness (physical and psychological)

Low motivation-failure

4. Which character/s is/are facing the problems above? (Use separate lines for each one.)
5. What problem/s mentioned above does s/he experience? (Specify page numbers.)
6. What did s/he think when facing with the problem/s? (Specify page numbers.)
7. What did s/he feel when facing with the problem/s? (Specify page numbers.)
8. How did s/he solve this problem? (Specify page numbers.)
9. Do you think these solutions/ strategies were constructive / positive? Explain.
10. Rate appropriateness of the book for bibliotherapy.



Lower appropriateness

Higher appropriateness

Explain why you gave this score.....

11. What kind of follow up activities/studies do you offer to help the character overcome these problems?