

Developmental Bibliotherapy with Extremely Shy Children

Aşırı Utangaç Çocuklarla Gelişimsel Bibliyoterapi

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ABSTRACT

Extremely shy children may find themselves somehow isolated from society and feel alone. This may cause them to experience different problems at home, at school and in the community. If this situation continues in the following years, the difficulties they experience in life will increase and the probability of their emergence as mental problems such as childhood loneliness, social anxiety disorders, depression and anxiety disorders that negatively affect their quality of life will increase. Thus, it is important to intervene in childhood shyness, social isolation, loneliness, and behavioral inhibition in order to eliminate possible problems that may be experienced in childhood and at the same time to prevent the continuation of the situation in adolescence and adulthood. Developmental bibliotherapy can be used in the context of both prevention and early intervention studies for shyness in early childhood with extremely shy children. In this context, the aim of this study is to provide an in-depth perspective on the concepts of extreme shyness and bibliotherapy, and to present an example of a developmental bibliotherapy session that can be experienced with extremely shy children who are between five to eight years old in early childhood period and a sample book list that can be used in the sessions..

Keywords: Extremely shy, bibliotherapy, developmental bibliotherapy, child books

ÖZ

Aşırı utangaç olan çocuklar kendilerini bir şekilde toplumdan uzak, yalnız bulabilirler. Bu durum onların evde, okulda ve toplumda farklı problemler yaşamasına neden olabilir. Eğer bu durumun ilerleyen yıllarda sürekliliği olursa hayatta yaşadıkları güçlükler artacak ve çocuklukta yalnızlık, sosyal anksiyete bozuklukları, depresyon, kaygı bozuklukları gibi hayat kalitesini olumsuz etkileyen ruhsal problemler olarak ortaya çıkma olasılığı artacaktır. Bu durum çocuklukta ve yetişkinlikte sürmesini engellemek adına önem arz etmektedir. Aşırı utangaç çocuklarla erken çocukluk döneminde utangaçlığa yönelik gerek önleme gerekse erken müdahale çalışmalarını bağlamında gelişimsel bibliyoterapi son dönemlerde kullanılan yöntemlerden biridir. Bu bağlamda, bu çalışmanın amacı, aşırı utangaçlık ve bibliyoterapi kavramlarına derinlemesine bir bakış açısı sağlamak ve erken çocukluk döneminde yer alan beş-sekiz yaş aralığında yer alan aşırı utangaç çocuklarla uygulanabilecek bir gelişimsel bibliyoterapi oturumu örneği ve oturumlarda kullanılacak örnek kitap listesi sunmaktır.

Anahtar sözcükler: Aşırı utangaçlık, bibliyoterapi, gelişimsel bibliyoterapi, çocuk kitapları

Introduction

The World Health Organization (WHO) predicts that by 2030, internalization problems will rank second only to HIV/AIDS in terms of disease burden. (Mathers and Loncar 2006, Bayer et al. 2011, Bayer et al. 2019). Internalizing behaviors in early childhood can be exemplified as anxiety, depression, and social withdrawal. (Campbell 1995, Siu 2007). When the literature is reviewed, it is seen that concepts such as social withdrawal, behavioral inhibition, and extreme shyness were used related to internalized behaviors that emerged in early childhood (Xiao et al. 2021, Hogue et al. 2022). The term shyness is used more specifically in response to shyness when responding to new social situations. (Chronis-Tuscano et al. 2018). In other words, shyness means being cautious and anxious about any social innovation. (Coplan and Armer 2007, Schmidt and Buss 2010). From this point of view, the term shyness is the equivalent of inhibition in more specific situations (Chronis-Tuscano et al. 2018). Even if shy children want social interaction, they may show withdrawal behavior due to social fear and anxiety in such situations (Coplan et al. 2004). For very young children, shyness first appears as extreme fear and tension when encountering unfamiliar people and situations (Coplan et al. 2008), while for much older children, it manifests as shame and self-consciousness when the child believes that he is the "centre of attention" (Sweeney and Rapee 2005).

While there are opinions that argue that shyness is moderately stable from early childhood to adolescence

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(especially among extreme groups) (Pedlow et al. 1993, Fordham and Stevenson-Hinde 1999), there are also opinions that state that it may not always be stable (ChronisTuscano et al. 2018). While shyness is frequently considered a typical and transient occurrence (Carducci 1999, Prior et al. 2000), numerous shy children contend with elevated levels of social anxiety, leading to manifestations of social inhibition, like withdrawing from social situations and avoiding them (Jones et al. 1986). If shyness persists from childhood to adolescence, it may predispose to an increase in internalization problems such as loneliness, depression, lack of social competence, low self-esteem and peer rejection in adulthood (Boivin et al. 1995, Rubin et al. 1995, Caspi et al. 1996, Fordham and Stevenson-Hinde 1999, Prior et al. 2000, Sweeney and Rapee 2005, Frenkel et al. 2015). However, many studies suggest that extreme shyness in early childhood may be associated with later anxiety disorders (Hayward et al. 1998, Mick and Telch 1998, Kagan et al. 1999, Van Bergen et al. 2012). In the peer recognition process, shy children stop playing and follow the peer when an unfamiliar peer enters an environment. Then they play parallel games with their peers who have just joined the environment, and at the last stage, they start playing with their peers who have just entered the environment (Aspendorf 1993a). Excessive shyness can also be expressed as abnormal shyness in the literature (Aspendorf 1993b). In cases where shyness is at an abnormal level, they show a more stable and stronger avoidance behavior in social environments compared to their peers (Aspendorf 1993b). In addition, extremely shy or shy children have greater right frontal electroencephalogram asymmetry (Fox et al. 2001) and morning salivary cortisol levels (Kagan et al. 1987) much higher than children who do not show inhibition behavior. Highly introverted children compared to their peers often exhibit heightened responsiveness in social settings, particularly in unfamiliar ones (Kagan 1997). In addition to being anxious, they are also rated as having less prosocial behaviors and more shy behaviors by their teachers (Coplan et al. 2004).

Rapee et al. (2005), in the context of their study, claim that 90% of extremely shy preschoolers meet the existing criteria for anxiety disorder. At the same time, there are some evidence-based studies showing a relationship between shyness and social withdrawal and academic failure in early childhood (Rubin 1982, Coplan et al. 2001, Lloyd and Howe 2003) and middle childhood (Masten et al. 1985, Rubin et al. 1993). Some studies show that shy children score lower in language scores, fall behind academically, and may have problems with school adjustment from time to time. (Kalutskaya et al. 2015). When these children are evaluated in their school environment, it is seen that they have fewer friends and are in the risk group in case of being bullied and being in the role of victim (Rubin et al. 2009). In their meta-analysis study, Clauss and Blackford (2012) concluded that 15% of the children included in the study sample showed behavioral shyness and almost half of them developed social anxiety disorder afterwards. Therefore, it is claimed that excessive behavioral inhibition in childhood is a risk factor for social anxiety disorder in the future. Anxiety disorders are known to have negative effects on functions that affect the quality of life such as academic performance, social interaction, self-confidence and enjoying life (Barrett and Pahl 2006, Langley et al. 2004). At this point, it is possible that children exhibiting similar behaviors will have very different incompatibilities and difficulties that they may experience throughout their lives in the later stages of adult and childhood. Therefore, it can be said that the early intervention and prevention studies prepared on the subject are very valuable in order to solve the problems that exist early. (Rubin and Coplan 2007). By noticing and identifying the problem early and with the help of early interventions, possible internalization behaviors can be replaced with positive behaviors. As a result, it is thought that there may be a developmental bibliotherapy program, which is one of the early intervention programs that can be used as a current approach in the context of early intervention and prevention studies with extremely shy children. In this respect, the study aims to explain the concept of bibliotherapy, the effectiveness of bibliotherapy, its aims, types, in the context of the practice process, and to present an example of a developmental bibliotherapy session that can be practiced with extremely shy children in the early childhood period, between the ages of five and eight, and a list of sample books that can be used in the sessions.

Bibliotherapy and Objectives of Bibliotherapy

The concept of "Bibliotherapy", which was first used by Samuel Crothers in 1916, emerged from the combination of the words "biblion", which corresponds to the word book and used in ancient Greek, and "therapeia", which means healing (Rubin 1979). In the most general sense, it can be defined as healing with books (McCulliss 2012). In the literature of the concept of bibliotherapy, it is sometimes used with concepts such as reading therapy, therapy with books, therapy with literature, biblio-counseling (book counseling), biblio-psychology (psychology with books), book matching, library therapeutics, guided reading, biblio-counseling (book counseling), appears to be used synonymously (Pardeck 1990, Pehrsson and McMillen 2005). When the literature is evaluated, different definitions of bibliotherapy have emerged. Russell and Shrodes (1950) defines bibliotherapy as: "The dynamic process of interaction between the reader's personality and literature under the guidance of a trained

assistant." Pardeck and Pardeck (1987) define it as "helping with books" in the simplest way. Pardeck and Pardeck (1987), in their article on children in orphanages and their adoption processes, say that Bibliotherapy is defined from a much broader perspective in the Dictionary of Education (Good 1959). From this perspective, bibliotherapy is the use of books to influence all areas of development (cognitive, language, motor, socio-emotional, self-care). According to Good (1959), personality assessment between literature and the reader encompasses a process used for personality development, clinical and mental purposes, and has a therapeutic effect on both physical and mental illnesses of individuals (Good 1959, Pardeck and Pardeck 1987). According to Berns (2004), bibliotherapy is the use of reading materials to bring about a change in any emotion or behavior. Berns (2004) claims that the definition of bibliotherapy may vary according to the intended use. For example, Berns (2004) works with children who have lost a loved one and are in the process of bereavement, and aims to normalize the pain experienced by children during the grieving process, to restore their confidence and hope for the future, and to regain a sense of confidence in life and themselves. At this point, she describes her bibliotherapy as: "The use of any type of literature by a gifted adult or other interested person to normalize a child's grief responses to loss, support constructive coping, reduce feelings of isolation, and strengthen creativity and problem solving." (Berns 2004). Although it seems to be a concept that has emerged today, it can be said that the roots of this concept go back to the past. Bibliotherapy can be used for many different purposes. Some of these purposes are:

1. To provide information,
2. To generate insight against a particular experience or situation,
3. To be aware of alternative solutions to the existing problem,
4. To initiate a discussion about the existence of the main problem,
5. To show an individual that others can experience the same problems that he or she has experienced,
6. To instruct an individual that there exist multiple solutions when addressing a problem.
7. To contribute to an individual's discussion of a problem situation as he wishes,
8. To assist an individual with the necessary action plan for a solution when faced with a problem,
9. To enhance an individual's self-perception,
10. To alleviate emotional or psychological stress,
11. To ensure that the individual makes his/her self-evaluation honestly,
12. To provide a way for the individual to find interests outside of himself,
13. To enhance an individual's comprehension of human behavior or motives.

Types of Bibliotherapy

Bibliotherapy is a field that needs to be studied interdisciplinary. Rubin (1979) evaluates bibliotherapy under three headings: institutional, clinical and developmental. Institutional bibliotherapy can be practiced individually or as a group with medical or psychiatric patients, or under the guidance of a prison inmate and a team of psychiatrist and librarian. Although it is not used frequently today, it was applied especially by William Menninger and a group of psychiatrists in the 1930s. Usually, the participants are in a passive role. The person practicing the bibliotherapy is more active. It can be said to be traditional and didactic. After reading the book, a discussion is created and applied. It is built on transferring more information. Clinical bibliotherapy is mostly practiced as a group. Participants are more active. Using creative literature to patients with behavioral or emotional problems under consultation, a qualified counselor or therapist, such as a psychiatrist, mental health worker, librarian or teacher, has received bibliotherapy training in an institution, in a private setting, or in a community service setting, such as raising awareness or creating behavior change applicable for the purposes. The main purpose is actually to gain insight (Rubin 1979). Developmental bibliotherapy deals with typical development. It helps individuals to overcome the problems they may encounter in daily life. Along with supporting normal development, it aims to help individuals on their way to self-realization. The main purpose is to support typical development, maintain mental well-being, and cope with crises that may arise in daily life. (Rubin 1979). According to Pardeck and Pardeck (1987), bibliotherapy can be used for therapeutic purposes in clinical problems as well as for patients' development and regulation skills, that is, for all areas of development. Developmental bibliotherapy can be practiced by many different professional groups such as educators,

psychologists, counselors, parents, child development experts, drama leaders (Leana Taşçılar 2012, Lucas and Soares 2013, Akgün and Benli 2019). This type of bibliotherapy can be used by professionals as part of sensitivity and awareness training or can take its place in society as a self-actualization activity (Rubin 1979). Therewithal, depending on the way bibliotherapy is practiced, it is possible to talk about two forms: self-help bibliotherapy and creative bibliotherapy. Brewster (2011) states that self-help bibliotherapy is administered individually and draws on self-help literature and states that the patient is offered books selected by a doctor or therapist, and then the patient reads them largely by herself. However, by its very nature, creative bibliotherapy is often practiced as a group. The reading and discussion of literature take place with the support of a bibliotherapist or an educator with a different type of training. At this point, creative bibliotherapy is also called as interactive creative bibliotherapy because it contains the interaction in the nature of the discussion (Brewster 2011 as cited in Pettersson 2021).

Examples of Studies on Bibliotherapy Practices

When the literature is reviewed, it is found that bibliotherapy is used for very different purposes, with different age groups, and remarkable results emerged in almost all of them. (Leana-Taşçılar 2012, Salimi et al. 2014, Lewis et al. 2015, Sevinç 2019, Astrani and Richard 2020, Lamani et al. 2021, Petterson 2021, Uyar and Güleç 2021, Eddy vd. 2022). For example, Sevinç (2019), in his compilation study titled "Improving Mental Health Through Reading: Bibliotherapy", examined depression, anxiety, bullying, bereavement, behavioral disorders, etc. stated that the bibliotherapy method gives effective results in many ailments – low or moderate. In another study, the effectiveness of the five-week bibliotherapy program developed and applied by the researcher on the self-esteem of gifted children was measured with the Culture-Adjusted Self-Esteem Inventory Child Form and pre-test and post-test, and as a result, it was found that the bibliotherapy program applied positively affected the self-esteem levels of the students (Leana-Taşçılar 2012).

In their research involving 54 teachers as participants, Eddy and colleagues (2022) investigated the impact of a novel bibliotherapy-oriented program on teacher stress and overall wellness. The study shows that the program reduces teacher stress, anxiety, and depression and improves the use of adaptive coping strategies. In the study, which was planned using a 2x2 quasi-experimental design with pre-test-post-test, experimental-control group, 41 children were included in the sampling by random sampling. The study ended with 40 children. "Preschool Interpersonal Problem Solving Test (PIPST)" was used as a data collection tool. The Bibliotherapy Based Education Program developed by the researcher was implemented to the experimental group in thirteen sessions. The program, which was prepared and implemented by the researcher under the supervision of a faculty member, covers topics such as solving problems between peers and solving problems related to the mother. At the end of the study, it was determined that bibliotherapy had positive effects on children's interpersonal problem solving and producing social (unchallenging) solutions (Uyar and Güleç 2021). In another study, it was aimed to examine the effect of the bibliotherapy program implemented to female students living in the dormitory of Isfahan University of Medical Sciences in 2012 on self-esteem. There are 32 female students, sixteen in the experimental group and sixteen in the control group. Data were collected as pre-test and post-test with the Cooper Smith Self-Esteem Questionnaire Scale. Eight bibliotherapy sessions, each lasting two hours, were implemented to the experimental group. One month after the program ended, the scale applied as a pre-test to the control and experimental groups was given again as a post-test. The results indicated that among female students residing in the dormitory, group bibliotherapy had a beneficial and substantial impact on their overall, family, professional, and overall self-esteem, while it did not influence their social self-esteem. The result of the study that bibliotherapy can improve people's mental health as well as their reading habits is quite remarkable (Salimi et al. 2014). Another outstanding study used a four-week bibliotherapy intervention to treat bedtime fears in young children. The sample of this study consisted of preschool children between the ages of 5 and 7 who were afraid of the dark and sleeping alone. For four weeks, parents read the picture story books chosen for them to their children before going to bed at night and did the activities in the book after reading. After four weeks, pre-test and post-test group analyzes revealed that eight out of nine children showed a clinically significant change in anxiety severity. However, reductions in children's night fears and separation anxiety reported by parents, and an increase in the number of nights children sleep in their own beds have been observed (Lewis et al. 2015).

In another study, fifteen preschool children who applied to Karunia Room of Kediri Baptist hospital and experienced stress related to hospitalization constitute the sample of the study. The study was conducted with a single group. A questionnaire was applied to measure the change before and after the bibliotherapy program. At the end of the study, it was observed that the stress levels of children during hospitalization decreased significantly (Astarani and Richard 2020). Lamani et al. (2021) applied a bibliotherapy program to 50

hospitalized children in their study that aimed to evaluate the anxiety levels of hospitalized children, to evaluate the effectiveness of the bibliotherapy program to reduce the anxiety levels of hospitalized children, and to examine the relationship between selected sociodemographic information of hospitalized children and anxiety test results applied after the program. At the end of the study, it was determined that the anxiety scores of the children who were hospitalized after the bibliotherapy practice decreased. The study has proven that bibliotherapy is effective in reducing anxiety. Pettersson (2021) aimed to reveal how creative interactive bibliotherapy affects the social and mental well-being of women with postpartum depression. Accordingly, she formed a reading circle with four women with postpartum depression and implemented the bibliotherapy program for ten weeks. As a result of the study, it was revealed that the mental, social and cognitive well-being of the participants was positively affected by the bibliotherapy program.

Bibliotherapy Practice Process with Early Childhood Children

The practice process of the bibliotherapy consists of four basic stages: readiness, selection of books, meeting with the book and subsequent activities (Pardeck and Pardeck 1993). In order for a bibliotherapy program to be successful, the specialist who practices the bibliotherapy must pay attention to some issues. These points are listed as follows by Pardeck and Pardeck (1993) in their book "Bibliotherapy: A clinical approach for helping children":

1. The specialist should put some distance between himself and his feelings and focus more on others than himself and express his thoughts, feelings, ideas,
2. Focus on friendship rather than isolation,
3. Identify the similarities and differences in the characters of the story,
4. Gain insight into their own life situations and develop creative and critical thinking,
5. Validate the thoughts and feelings of the participants,
6. If bibliotherapy is used in a group study, empathy should definitely be focused on (Jalongo 1983, Oberstein and Van Horn 1988, Pardeck and Pardeck 1989, 1993).

Readiness

To get more benefits from a bibliotherapy session, there are certain conditions that must be met before the session. According to Zaccaria and Moses (1968), the most important of these is the readiness of the child and the specialist who will lead the bibliotherapy. Providing conditions such as establishing a bond of trust between the child and the specialist, accustoming the child to the place where the session will be held, if the child is older, the specialist and the child have agreed on the problems that existed before the session, and a previous research has been made about the existing problem supports their readiness for the bibliotherapy session (Pardeck and Pardeck 1993).

Selection of Books

In order for children to benefit greatly from the book, the principle of appropriateness for the child should be taken into account for selection of books. Therefore, it is important that the books to be used in the bibliotherapy session are selected according to the principle of being appropriate for the child, in order to achieve the desired goals. In order for a literary product to be appropriate for children (Şahin et al. 2010, Kaymaz 2017):

1. Preparing the ground for the child to dream,
2. Language and expression should be appropriate for the cognitive level of the child,
3. Include topics that will attract the attention of the child and meet his/her needs,
4. By providing the emergence of very different feelings and thoughts in the child, it provides enrichment both spiritually and mentally,
5. Having a structure that children can understand.

From this point of view, in addition to the selection of books according to the principle of being suitable for the child, some principles should be underlined when bibliotherapy practices are carried out with children in early childhood. These principles can be summarized as follows:

1. The visuals in the books should enrich the text and the drawings should contain elements that will attract the attention of young children,
2. The plot should be interesting and should excite the child,
3. It should contain useful information that the child can grasp and understand in accordance with his age and developmental level,
4. Incorporating humorous elements that the child can enjoy in its structure,
5. It should keep the interest fresh with its immersive and stimulating surprises (Gillespie and Connor 1975, Pardeck 1990).

However, if bibliotherapy is carried out for children with special needs, it is recommended to choose books prepared according to the developmental characteristics of these children (light and visual elements intensified for children with hearing difficulties, picture stories prepared in Braille alphabet for children with visual difficulties, etc.) (Pardeck and Pardeck 1993).

The Purpose of the Session:	Interact Making friends Recognizing, naming, expressing the feeling of shyness as an emotion
The number of participants:	10 (In order to increase the quality of interaction during book sharing, it is aimed to keep the number of participants at a minimum level)
Methods and Techniques to be Used in the Session:	Asking question Brainstorming Interactive book reading
Location/Space Features of the Session:	It has good sound and heat insulation, (Heat: 20-22 °C), large enough for ten children to move and dance easily without bumping into each other, carpeted floors, and the lighting is made in a way that does not tire the eyes.
Session Duration:	70 minutes
Book to be Used in the Session:	Two Shy Pandas (picture storybook for 3-8 year olds)
Music to be used in the session:	Ludovico Einaudi- Experience
Materials:	Picture story book named Two Shy Pandas, music player, music CD, cushions as many as the number of children, lanterns, cards with different flower pictures so that children can sit when necessary

Meeting with the Book

After the readiness of the specialist and the child for the bibliotherapy process and the selection of an appropriate book are completed, it is time to introduce the book to the child. How the book will meet the child, the strategy to be practiced by the specialist may differ according to the age and level of knowledge of the child. For example, while the book is shared by the specialist for illiterate children, adolescents or adults can read the book themselves (Pardeck and Pardeck 1993).

Follow up Activities

It includes activities that complement the process after reading a book. Activities such as art and creativity activities, brainstorming, drama, role playing and music can be chosen as complementary activities after reading (Pardeck and Pardeck 1993).

A Bibliotherapy Session with Extremely Shy Children in Early Childhood

In the following section, in the light of the information presented above, "Book Selection", "Readiness and Warm-up Phase", "Meeting with the Book (Before, during and after reading process)", "Following Activities" that can be practiced with extremely shy children between the ages of five and eight in early childhood. A sample

bibliotherapy session is going to be presented by stepping through the titles.

Selection of Book

The Picture story book titled “Two Shy Pandas” by Julia Jarman and Susan Varley is chosen to be used in this session. The cover image of the selected picture story book is presented in Figure 1

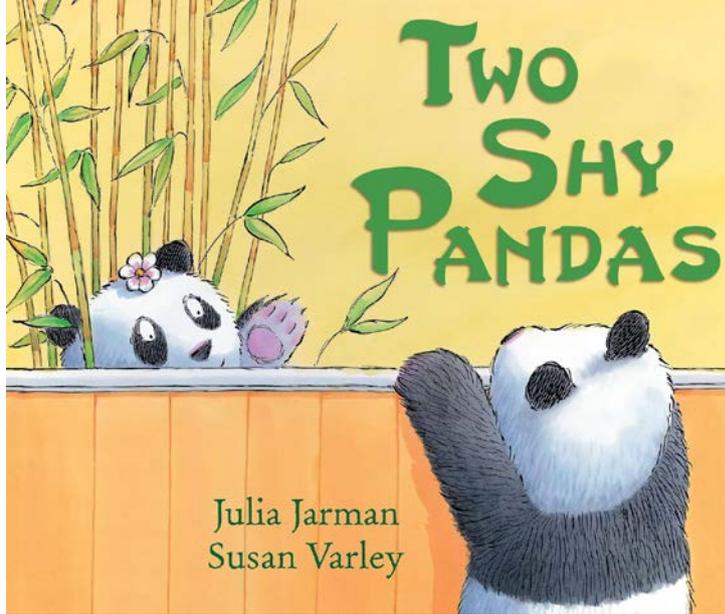


Figure 1. Two Shy Pandas cover image

This book was chosen for reasons such as the appropriateness of the subject of the book to the aim of the book, the appropriateness of the age of the book to the age of the target group to which the session will be practiced with, having more pictures than writings which causes being able to diversify the open ended questions, the length of the story is appropriate for the age group, the structure of the language is being simple, understandable, clear and appropriate for the age group to which the session will be practiced and the fiction of the book is formed on interaction and making friends. The book consists of 28 pages. From page 4, the story begins with an image that does not have a text. The book has four pages with no text and only images (Pages 4, 7, 9, 13). Other features of the book are as follows:

The Book Chosen

Name: Two Shy Pandas
 The Author: Julia Jarman; Susan Varley
 The Illustrator: The Illustrator of Badger's Parting Gifts illustrated
 Translation author: Sibel Özbilgiç
 Publisher: Mikado
 Publish Year: February 2020
 Printing Number: First Publish
 The target of the Age: 3-8 Age
 The Type of the Book: Picture Story Book

Readiness and Warm Up Stage (15')

Children are told to dance when the music starts and to follow the reader's instructions when the music stops. Music plays. Children dance as they wish using the empty spaces of the room. When the music stops, each child becomes a partner by standing face to face with the other friend who is closest to him. The reader, each time the music stops, in order;

- "We will say "Hello" to each other with our whole body without using words"
- "We will say "Hello" using our hands"

- *"We will say "Hello" with our heads"*
- *"We will say "Hello" with our elbows"*
- *"We will say "Hello" with our legs"*
- *"We will say "Hello" with our hair"*

By giving directions, children are encouraged to greet each other without using words. Afterwards, the music starts again and the children dance. Reader,

- *When the music stopped, we said "Hello" to each other with our whole body. Now, too;*
- *Very "In a low voice"*
- *"Shouting"*
- *"Whispering"*
- *Let's say "Hello", "softly and gently", by saying "Hello" to each other with different tones of voice is ensured. The music starts again and children follow the reader's directions each time the music stops. Reader:*
- *After saying hello, go to the friend you know the least in the group and introduce yourself by telling him the information about you (your favorite color, your favorite toy, the game you enjoy playing the most, the name of your favorite cartoon, etc.).*

After all the children are match in order and introducing themselves to each other, the whole group becomes a ring. The reader asks the participants to share the features about him/her (what is his favorite game? What is his favorite color? etc.) by saying a random name with the group. Afterwards, sit in a U-shape and prepare for book sharing.

Meeting with the Book (Total 40')

This stage consists of three parts: the pre-reading process, the reading process, and the post-reading process.

The Pre-reading Process (10')

The reader shows the book by holding it towards the children.

- *"We will read this book with you this week. The title of the book is "Two Shy Pandas"."*

Says the name of the author, illustrator, and publisher of the book, and while saying the names, underlines the text with his finger from left to right. Then to the children;

- *"What will this book tell us?"*

The reader asks the children to make guesses about the subject of the book and expands responses from children.

- *This book tells the story of two pandas trying to be friends.*
- *When you meet someone new, how do you introduce yourself to them?*
- *How did you become friends with the children in the class when you just started school?*
- *Do you have close friends at school? What are the names of your closest friends? What do you enjoy doing with your close friends?*
- *What games do you play with your friends?*

After chatting with the children for a while with these and similar questions, the reader starts reading the book.

The Reading Process (20')

Page 5-6-: *"Panda sitting at number 1 Bamboo Street gave a long sigh. He wanted to play with Pandora, the next-door neighbor's daughter, but was too embarrassed to say it. When he saw Pandora, he wanted to say "Hello Pandora, let's play in our garden"..." but he was embarrassed and ran inside.*

The reader to the children;

- *Have you ever had a moment when you wanted to tell your friend that you wanted to play but couldn't?*

- *How did you feel when you couldn't say that you wanted to play?*
- *How do you invite your friend to a new game?*
- *Panda in the book is too embarrassed to say that he wants to be friends. Have you ever had an incident that made you feel ashamed like Panda? Would you like to explain?*
- *What do you do when you're embarrassed?*
- *Can you describe how you feel when you meet someone new?*
- *What do you do when you want to be friends with a kid you just met while playing in the park?*

The reader asks open-ended and closed-ended questions to help children identify with the character of the book.

Page: 6-8-10: *"Pandora, who lives at number 2 Bamboo Street, was also very bored. She was riding the seesaw, but the seesaw never came down. Even playing ball was not enjoyable. He was throwing the ball but the ball was not coming back. He was driving, but even he was not enjoying himself. He saw Panda sitting next door and was about to say hello to him when he was embarrassed... He ran away and hid in the basket. Both pandas were very shy. They were too embarrassed to even say hello. They played alone every day. Then winter came and it started to snow.*

Pages 11-12: *"The panda went out, made snowballs. But then "who am I going to play with?" he thought. You couldn't play snowballs alone! Then he threw one of the snowballs into the side garden, went to the fence and looked into the side garden."*

The reader to the children;

- *Have you ever made snowballs?*
- *With whom did you do it?*
- *Did you play snowballs with your friends?*
- *How did you feel playing snowballs with your friends?*
- *Have you ever made a snowman with your friend? With whom did you do it?*

Pages 14-15-16: *"Pandora was not there. The panda began to think. I wonder what happened to Pandora? Was it okay? What would she do if they had moved to another place? Pandora was playing with her toys in her room. On the other hand, she was thinking worriedly. She hadn't seen Panda in a while. Was Panda sick?*

Page 17: *"Would two thoughtful Pandas be brave enough to ask if the other was okay?"*

- *What is courage?*
- *Can you share a moment when you feel brave with us?*

Here the reader explains the meaning of the word courage if there is no response from the children. After explaining the meaning of the word courage, the reader uses the word in a sentence and then asks the children to form a sentence in which the word "courage" is used. If children find it difficult to form a sentence with this word, the reader helps them. After that,

- *Have you ever felt brave yourself? If yes, when?*

Asks questions like this.

Pages 18-19-21: *"Two neighbor pandas opened their doors at the same time. Two brave little pandas went out in the cold. "Bam". The two little pandas finally met. "Are you really okay?" "Let's play together," they said.*

Page 22-23-24-25-26-27: *"They were never bored together. They rode the seesaw together. Working together, they made a snow panda. They ice skating together. They danced. The little pandas became very close friends. They were never bored together."*

- *What do you play with your friends?*
- *What did we play here with our friends?*

Table 2. Picture story books which can be used for the bibliotherapy sessions practiced with extremely shy children in early childhood

Theme/Subject	Title (Year)	Author/ Illustrator	Target Age	Publisher	Summary
Friendship	Two Shy Pandas	Julia Jarman	3-8 Age	Mikada Publisher	Panda and Pandora, who cannot meet because they are shy, somehow find a way to meet and become friends forever.
Shyness	Too Shy for Show-and-Tell (Little Boost)	Beth Bracken /Jeniffer Bell	3-8 Age	1001 Çiçek Publisher	Momo didn't know what to do on show-and-tell day. She was afraid to speak in front of her friends and didn't know how to act. She finally overcame her fear and shared a photo of their newly adopted dog, chocolate bar, with her friends. He began to look forward to the next show and tell day.
Friendship	Little Miss Shy	Roger Hargreaves	3-8 Age	Doğan Egmont Publisher	Little Miss Shy lived in the hill cottage. One day, she received an invitation to a party from Mr. Funny. Although she was very hesitant about going or not, she finally decided that she couldn't go to the party. But Mr. Funny somehow took Little Miss Shy to the party. He also made a friend at the party.
Feelings	Gaston Isn't Shy Anymore-Gaston's Feelings	Aurelie Chien Chow Chine	3-8 Age	1001 Çiçek Publisher	Gaston, whose birthday is today, was quite uneasy about the eyes that would be on him. Gaston was a very beautiful, shy horse with one horn. He finally learned how to deal with his emotions.
Shyness	The Bear who Stared	Duncan Beedie	3-8 Age	İş Bankası Kültür Publisher	Once upon a time, Monti, a curious bear, did not like the looks of him when he entered an environment and was afraid of meeting new people. One day he met a bulging-eyed frog and his life changed.
Shyness	Utangaç Köpek Kaya	Tülin Közikoğlu /Sedat Girgin	3-8 Age	Redhouse Kidz Publisher	A storyteller named Leyla lives in her house with different animal friends. She wants to entertain her animal friends who come to their house. But Shy Kaya finds another way to deal with the guest.
Feelings	Visiting Feelings	Lauren Rubenstein/ Shelly Hehenberger	6-8 Age	Okuyan Koala	Different emotions come to visit children. Book tries to discover with children what different emotions like happiness, sadness, etc. look like and gives clues how to react to the feelings when they meet them.
Belong to	Pezzettino	Leo Lionni	3-8 Age	Elma Çocuk	A little particle named Pezzettino wants to find where it belongs to. It struggles to find out whose part it is. In the end, it decides that it is itself and continues its life as itself happily with its friends.
Happiness	Have You Filled A Bucket Today?	Carol Maccloud/David Messing	3-8 Age	Butik Publisher	Everyone living in this world has an invisible bucket. It gives various tips on how to fill this bucket with happiness during the day. For example, when you show love to someone or use a kind sentence...
To solve the problems	What Do You Do with a Problem?	Kobi Yamada/Mae Besom	4-8 Age	Nar Çocuk	It tells the story of a boy who has a stubborn problem and doesn't know what to do with it. The longer his escape time, the bigger the problem seems to be. When the child finally finds the courage to face it, the problem turns into a completely different form than expected and makes him think critically about what he can do to overcome this problem.

Post-reading Process (10')

The reader says: "Today we read the story of Panda and Pandora. I have some questions about this story." And asks the following questions and discuss the answers together:

- Can you summarize the story of Panda and Pandora?
- Does Panda want to be friends with Pandora or does Pandora want to be friends with Panda?
- What was the feeling Panda and Pandora felt before they met?
- What was Pandora so bored playing with?
- How did Panda and Pandora meet?
- What games did Panda and Pandora play together?

Following Activities (15')

The reader arrives with a lantern in hand. Inside the lantern there are cards with pictures of different flowers, one pair from each. He asks the children to draw a flower card from inside the lantern. He asks them to look at the pictures on the cards they took and say the name of the flower in this picture out loud. Children who have taken a picture of the same flower become partners with each other. The reader asks the peers to assume that they do not know each other and to introduce themselves to each other by pretending to be two people who are just getting to know each other. He/She then tells them to invite his/her friend to a game. Each group in turn enacts this dialogue.

Conclusion and Suggestions

In this study, extreme shyness, the effect of extreme shyness on the child's life in early childhood, the concept of bibliotherapy, the aims and types of bibliotherapy and by whom it can be practiced, the stages of developmental bibliotherapy practice were examined in depth. The list of picture story books which can be used in this sessions and similar sessions is presented. Extremely shyness, social anxiety disorders, not being able to gain social acceptance, feeling lonely, academic failure, inability to develop in harmony with their peers in social competence may cause the child to face difficult situations in life to cope with. However, extremely shyness, which emerges in early childhood, can be seen as a risk factor in the context of laying the groundwork for many different mental health diseases if it continues in the future. In this respect, the importance of early intervention for extremely shyness, which may be a risk factor in early childhood for a mental health disease in adulthood, emerges. An early intervention program can be created by creating developmental bibliotherapy sessions with extremely shy children for purposes such as interacting, making friends, expressing themselves in an unfamiliar social environment, inviting a friend to the game.

Developmental bibliotherapy can be used by many different disciplines such as education, health and librarianship for very different purposes, sometimes as a method, sometimes as a strategy, and sometimes as a structure that forms the basis of the program. As stated before, it is thought that it can be designed as an early intervention program that can be practiced with children with extreme shyness. A developmental bibliotherapy session can be structured into four main stages: readiness and warm-up stage, selection of books, introduction to the book (pre-reading, reading and post-reading activities), and following activities. When structuring these stages, the child's age, the child's developmental characteristics, the bibliotherapy session's practice as a group or individually, where the session will be practiced, by whom it will be practiced, determining the appropriateness of the book to be used during the session, that the following activities should support all stages should be taken into account.

Books are invaluable tools to reach children and their emotions. With developmental bibliotherapy, this healing power of books can be harnessed as presented in this example. At the end of the study, the following suggestions are offered to educators, researchers, librarians:

Suggestions for Educators

1. Developmental bibliotherapy can be used as an inexpensive and easily accessible early intervention program in the classroom environment for many different purposes such as ensuring social acceptance of inclusive students, preventing bullying, and improving respect for differences.

2. It can be used as a method to create positive classroom climate and positive school climate.
3. It can be made a part of the education program in order to meet the needs of all individuals as well as individuals with different needs.

Suggestions for Researchers

1. Developmental bibliotherapy practices can be practiced with different groups having different needs and their effectiveness can be examined.
2. Developmental bibliotherapy practices can be designed for excessive shyness in different developmental periods.
3. Intervention programs can be developed as an early intervention program for developmental bibliotherapy for different purposes with different developmental groups and their effectiveness can be examined.
4. Workshops can be organized where different disciplines related to bibliotherapy come together.

Suggestions for Librarians

1. Developmental bibliotherapy can be used more intensively in libraries in cooperation with different disciplines.
2. Developmental bibliotherapy sessions can be designed in order to be implemented in schools.
3. Schools in different socio-cultural regions can be invited to the library and developmental bibliotherapy programs can be practiced with different age groups.
4. Seminar programs can be prepared in cooperation with different disciplines about the characteristics of the books that can be used in developmental bibliotherapy sessions.

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