A NEW WAY OF LEARNING AND WELL-BEING: BIBLIOThERAPY

Yener Özen¹, Bahadır Köksalan²

¹Assoc. Prof. Dr., Faculty of Education, Department of Psychological Counseling and Guidance, University of Erzincan Binali Yıldırım, Turkey
²Assist. Prof. Dr., Faculty of Education, Department of Educational Sciences, University of İnönü, Turkey

Abstract:
Bibliotherapy, which is a new approach, is a popular method especially used by psychological counsellors for the purpose of psychological guidance in mental health in schools. The purpose of this study is to examine bibliotherapy method theoretically and explain how psychological counselors who work in schools can effectively use bibliotherapy method for the purpose of psychological counseling and guidance. In this study, the purpose of use, types and use of bibliotherapy for the purpose of psychological counseling and guidance have been discussed. In addition, processes of bibliotherapy and psychological counseling role in bibliotherapy process, limitations and advantages in the bibliotherapy process have been examined.

Keywords: bibliotherapy, healing with knowledge, healing with reading, psychological counseling and guidance, psychological counselor

Özet
Özellikle psikolojik danışma ve rehberlik amacıyla psikolojik danışmanlar tarafından bibliyoterapinin zihinsel sağlık kullanımını alanında popüler bir yöntem, okullarda oldukça yeni bir yaklaşımdır. Bu çalışmanın amacı, bibliyoterapi yöntemi teorik olarak incelemek ve okullarda çalışan psikolojik danışmanların psikolojik danışma ve rehberlik amacıyla bibliyoterapi yöntemi nasıl kullanabileceklerini açıklamaktır. Bu çalışmada, psikolojik danışma ve rehberlik amacıyla bibliyoterapinin kullanım amacı, çeşitleri ve kullanımı tartışılılmıştır. Ayrıca bibliyoterapi sürecinde bibliotera...
psikolojik danışma süreçleri, bibliyoterapi sürecindeki kısıtlılıklar ve avantajlar incelenmiştir.

**Anahtar kelimeler:** bibliyoterapi, bilgi ile şifa, okuma ile şifa, psikolojik danışmanlık ve rehberlik, psikolojik danışman

1. Introduction

Bibliotherapy, a therapeutic approach that uses literature to support good mental health, is a versatile and cost-effective treatment option often adapted or used to supplement other types of therapy. Proponents of the approach suggest mild to moderate symptoms of several mood-related conditions can be successfully treated with reading activities.

As a popular method, in particular in the field of mental health use of bibliotherapy by psychological counselors for the purpose of psychological counseling and guidance is a new approach considerably in schools. Aim of this study is to examine the bibliotherapy method theoretically and explain how psychological counselors who work in schools can use effectively bibliotherapy method for counseling and counseling purposes. In this study, the purpose of the use, types and use of bibliotherapy for counseling and counseling were discussed. In addition, the processes of bibliotherapy and psychological counseling role in the process of bibliotherapy, limitations and benefits in the bibliotherapy process were examined (Afolayan, 1992).

1.1. History and Development of Bibliotherapy

Storytelling, creative writing, and reading have long been recognized for their therapeutic potential. The use of literature as a healing method dates back to ancient Greece, when Grecian libraries were seen as sacred places with curative powers. In the early nineteenth century, physicians like Benjamin Rush and Minson Galt II began to use bibliotherapy as an intervention technique in rehabilitation and the treatment of mental health issues. During World Wars I and II, bibliotherapy was used to help returning soldiers deal with both physical and emotional concerns.

In a 1916 article published in *The Atlantic Monthly*, Samuel Carothers defined bibliotherapy as the process of using books to teach those receiving medical care about their conditions, and Dorland’s *Illustrated Medical Dictionary*, published in 1941, officially recognized this modality as a form of mental health treatment. Bibliotherapy’s use expanded further in the 1950s, when Carolyn Shrodes developed a theoretical model based on the premise that people are greatly influenced by the characters they identify with in stories. The American Library Association issued an official definition in 1966, and in 1969, The Association of Poetry Therapy formed, establishing poetry therapy, a form of bibliotherapy, as a treatment modality. In the 1970s, librarian Rhea Rubin classified bibliotherapy into two categories: developmental (for educational settings) and therapeutic (for mental health settings). Her 1978 work, *Using Bibliotherapy: A Guide to Theory and Practice*, contributed greatly to developments in
In 1983, The International Federation for Bibliotherapy was established (Anderson, 2015).

Today, bibliotherapy is employed by educators, helping professionals, librarians, and even parents. Its versatility and adaptability make it an excellent supplement to self-improvement of all kinds.

1.2. How Bibliotherapy is Used?

Developmental bibliotherapy, primarily used in educational settings, addresses typical childhood and adolescent concerns such as puberty, bodily functions, or developmental milestones. Educators or medical professionals may often encourage parents to use this approach with their children.

Therapeutic bibliotherapy takes many forms and can be used in conjunction with many different therapeutic frameworks. Reading has been shown to be able to help people understand the issues they are experiencing, amplify the effects of other treatment, normalize experiences with mental health concerns and care, and offer hope for positive change. Bibliotherapy can also expedite and intensify the therapeutic process by providing one potential format for therapeutic work outside of session.

The approach may be incorporated in one or more of the following ways:

A. Prescriptive bibliotherapy, which is also referred to as self-help, involves the use of specific reading materials and workbooks to address a variety of mental health concerns. Self-help may be conducted with or without the guidance of a therapist. A cognitive behavioral therapist teaching someone deep breathing and emotion regulation techniques may provide that person with a practice workbook to use at home, for example.

B. Books on Prescription is a program in which reading materials targeting specific mental health needs are "prescribed" by mental health professionals, who might use resources such as the Bibliotherapy Education Project to find the appropriate books. Most libraries in the United States carry a set of books from the approved list for this purpose, often providing as a book list on their website. The Carnegie Library of Pittsburgh is one such library. Their website also lists books for children, which cover topics like adoption, self-esteem, grief, divorce, and more.

C. Creative bibliotherapy utilizes imaginative literature—novels, short stories, poetry, plays, and biographies—to improve psychological well-being. Through the incorporation of carefully selected literary works, therapists can often guide people in treatment on a journey of self-discovery. This method is most beneficial when people are able to identify with a character, experience an emotional catharsis as a result of this identification, and then gain insight about their own life experiences. A therapist might use Our Gracie Aunt by Jacqueline Woodson, a story about a brother and sister who live with their aunt due to their mother's neglect, with a child who has experienced abuse to build interactive discussions and activities around the child's experience of the story (Shechtman, 2009).
1.3. Issues Treated with Bibliotherapy

While this method is not typically recommended instead of a more conventional form of therapy, it is frequently used by individuals in therapy and those who are waiting to receive therapy. In the U.K., where individuals seeking professional mental health treatment may wait up to six months, bibliotherapy is considered a first step in treatment for those who do not need immediate help.

Reading can benefit individuals of any age by increasing self-awareness, improving self-esteem, and aiding in the ability to face developmental crises. Studies show reading as a form of therapy to be useful in the treatment of depression, mild alcohol abuse, anxiety, eating disorders, and communication issues.

People in therapy for issues such as family-related challenges, posttraumatic stress, or grief might also benefit from the incorporation of books and reading activities into the approach being used. Books can be incorporated easily into any number of modalities, such as family systems therapy, play therapy, and cognitive behavioral therapy, among others (Pehrsson, 2006).

Both individual and group therapy may utilize this method, which is considered appropriate for children, adolescents, and adults. Mental health professionals may encourage those in therapy and those who are waiting for therapy to read for guidance or self-help, developmental purposes, to learn about mental health concerns, and for the therapeutic benefits of imaginative literature.

People from the beginning of the story until attitudes, values and behaviors are influenced by written works (Jalongo, 1983). Using the book method in dealing with psychological problems of people go back to ancient Greece (Lehr, 1981). Ancient Greek in the library reading, thinking, and is designed as a place of rest. Turkish culture in libraries is used for similar purposes. The source "ferecba'de's适时de" and "embarrassment next joy", which means that it is considered an application of incoming bibliotherapy (Outzs, 1991).

Bibliotherapy, "or more people to solve their problems themselves recognize good, regulating a process that allows them to enjoy the meaning of literary works or activity" (Bodont, 1980). The use of bibliotherapy in the search for solutions to the problems of people in Western culture are discussed in 1930 to propose methods to solve the difficulties encountered by students and students. The dynamic between the reader and the book by his healing process, the discovery of the developer's field, shows the book can be used in counseling and guidance.

2. Who Offers Bibliotherapy?

While many therapists include elements of bibliotherapy in their work with people in treatment, The International Federation for Biblio/Poetry Therapy (IFBPT) has set official standards for the practice. Practitioners interested in becoming certified poetry therapists (an umbrella term encompassing the fields of bibliotherapy, poetry therapy, and journal therapy) can pursue training from the IFBPT to obtain credentials.
2.1. Credentials offered include:

A. Certified Applied Poetry Facilitator (CAPF): These individuals typically have a bachelor's degree and some experience in psychology. They work primarily with individuals who are not experiencing mental health concerns, but they are trained to recognize when an individual is experiencing distress and may benefit from a referral to a mental health professional. They often work in schools or libraries but are often able to work in a mental health setting with the supervision of a qualified professional.

B. Certified Poetry Therapist (CPT), Registered Poetry Therapist (PTR): Individuals who wish to complete requirements for either of these certifications are required to have post-graduate mental health training. They are generally licensed to work on their own with people who are experiencing mental health concerns. They may also be medical doctors. A registered poetry therapist completes advanced coursework and study to obtain the "registered" credential.

Training involves workshops and courses, peer experience, and field work, which is completed under the guidance of a mentor/supervisor. It is not necessary for a poetry therapist to be proficient in creative writing. More information can be found on the IFBPT website.

2.2. Is Bibliotherapy Effective?

Most professionals agree reading is a productive activity that can promote good mental health, as reading has been shown to increase empathy, sharpen the mind, and impact behavior. One study found children who read the Harry Potter series were more accepting of certain minority groups, and psychologists from the New School for Social Research determined fiction improved a reader's overall ability to discern and interpret emotion in others.

"Anecdotal research suggests bibliotherapy may offer significant benefit in the treatment of mental health issues, and its popularity among mental health professionals further implies positive results. Many therapists believe the inclusion of books in treatment increases participation in therapy and can decrease recovery time, providing more opportunity for insight and behavioral change while also allowing people to take more responsibility in their therapy work. Research on the efficacy of the method has shown it to be a helpful part of the treatment process for those experiencing depression, anxiety, and substance dependency". (McLaine, 2008)

Further research may yield more details regarding efficacy and benefits. Presently, bibliotherapy is believed to be one cost-effective and versatile option for the treatment of several mental health issues.

Thus, books, calm and anonymous, modest, its psychological help began to fulfill its function of providing services. Source book bibliography to the kidnapping of an intense feeling that they live together in the process of people Consulted, in order to better understand the behavior of the characters in the story can undergo changes or take as a model. In all societies, it is used for reading unauthorized documents in
personal coping problems overcome by educators, from the most primitive to the more advanced (Watson, 1980). Textbooks used in schools come at the beginning of reading materials. People from the book helped them healing developer and boring features.

Generally, in the treatment of emotional and physical problems bibliotherapy is a complement to other treatments and requires reading the book (Landereville, Landry, Baillergeon, Guerette and Matteau, 2001). Bibliography, change the bad attitude held by individual articles on the specific client or group of clients and encourage individuals, brochure and reading homework is given for therapeutic purposes (Helliker, 2007).

Books, person teach the meaning of life, provide the environment to be able to look from different angles. In every life story submitted to man himself, you can understand the many features that are similar and different from himself and based on these characteristics, self-assess. These assessments can give clues about the identities of some people close, and help take precautions against them.

Stories, on the one hand, while helping individuals recognize it, unknown on the other hand, in a never imagined way of problem solving, provide recognition and learning of all the solutions envisaged. Also, looking at the world through the eyes of different people, it offers learning can occur in many different ways with very different feelings. These gains achieved with human learning, releasing the stereotypes of its closure in, it helps its development.

Bibliotherapy in the context of the word "therapy" to take part in the concept, This approach should not give the impression that only a practice of clinical psychology. In fact, with the help of bibliotherapy, "at the right time with the right person, the right book to gather, is to help a person relax" (Philpot, 1997). Help in the method of bibliotherapy is similar to the services provided by the counselors with a direction. Series of books or manuals strategies and consult with people who provide information. Customers who use these materials improves overview provides awareness of negative emotions and cognitions, find solutions and ways to use them to gain the courage of everyday life. When used in conjunction with other therapeutic methods of Bibliotherapy it has been found effective in improving the individual in counseling (Campbell and Smith, 2003).

2.3. Objectives of the study
The overall purpose of this article, how to use it for the purpose of guidance and counseling in schools of the bibliotherapy method is to consider the theoretical point of view. Answer the following questions in order to achieve this overall goal was asked. These are: (1) What are the objectives of bibliotherapy to use? (2) What are the types of bibliotherapy? (3) Bibliotherapy as a process? (4) What is the role of the consultant in the Bibliotherapy process? (5) What is the use of counseling and referral? (6) What are its benefits of bibliotherapy? and (7) What are the limitations of bibliotherapy?
2.4. Characteristics and types of bibliotherapy

Looking at the historical evolution of mental health professional librarians at different levels and for different purposes, nurses, educators and librarians have used effectively. Bibliotherapy, ordinary people life can be used to solve everyday problems that can arise at any Moment, can also be used in the consultation process is more intense and complex emotional problems discussed (Jones, 2006).

In the case of counselors, bibliotherapy can be used for this purpose (Jackson and Nelson, 2002, Forgan, 2002, Pardeck and Pardeck, 1984, Watson, 1980). These are: To help with self-knowledge and explore. The help they may notice that people who have problems similar to their own problems. Of self and provide the awareness of others, and. To be able to help in a more positive sense of self development of the individual. The problem is able to provide them with an insight on the solution. To ensure the recovery of emotional discharge and mental stress. To allow them to see that different solutions to a problem.

New values, attitudes to provide development and behavior. To allow them to look through the eyes of others and sympathize with other events. The ability to provide awareness of the value of viable communities. Different and helps to adapt to new situations. Individuals themselves able to provide honest assessments. Mother, to provide a solution to the conflict between the father and the child. In order to enable them to deal with children and the development needs of young people. Alternative to develop solutions, the behavior of. People, and help them to be able to analyze the behavior. The client can help to be able to find similarities between people’s problems with their problems and. Is the customer able to help can be adapted without conflict with the company.

Also bibliotherapy in social groups, therapy, group hospital and is considered a useful treatment for all ages in institutions such as hospitals but also for personal development and growth in healthy individuals. However, children, adolescents and adults in which they can be used in the recognition of needs in specific stages of development and in the resolution of conflicts between parents and child-parents (Pardeck, 1994).

We only observe the literature of bibliotherapy classified in two different ways (Jones, 2006). Among these, one reader to advice and experts by non-class, laboratory and used in libraries "developmental bibliotherapy", admitted the other is scientific and which can not be administered by clinical bibliotherapy of "Mental health professionals".

Development used for bibliotherapy to avoid problems of everyday life can be encountered during normal development or used by experts or trainers to deal more effectively with these problems. For example, a primary starting child 1 class to read a story about how to deal with school phobia, fear of school children present topped with various anxieties can be an effective help between them to start the This type is used for various purposes of education bibliotherapy, its ability to solve the problems of their children in a healthy way is considered an effective period of the development aid process.
The second type used bibliography for clinical use, plus it is used by counselors trained in this field. This bibliography, when applied to serious developmental problems and psychological counselors or other mental health professionals need to be heard. This approach is called scientifically accepted and clinical or medical models can be applied only by mental health specialists (Gregory, Canning, Lee, and Wise, 2004). Consultants in the implementation of this approach may suggest books to read at home for customers.

The use of psychological counseling and guidance in order to bibliotherapy, bibliotherapy mental health professionals in the historical development process, librarians, nurses and educators have used effectively at different levels for different purposes (Jones, 2006). One of them is the change of advice and orientation of growth behavior and by reading work-related documents during healing process applications that do not have too much centralization (Gladding and Gladding, 1991).

Individual or developmental bibliotherapy practices conducted in different educational contexts for bibliotherapy with group counseling practices of clinics used in the process is basically the same. Whether individual or group methods are applied in the form of bibliotherapy does not change too much. In both cases the transaction, before starting, either as a piece of the literary work is selected or read a story. Next, the individual is learning from their experiences on the required reading material. Each person happens to be different in response to readings. Also discussed with the consultation of the main theme of the book, the children themselves may lead to a closer examination. Give examples of their own experiences of people in the group, provided they share their thoughts and feelings. So all group members perceive the world differently, they make different interpretations and it would therefore be difficult for only real business around and help them understand that it would inevitably be problems that result from different perceptions (Ivey, Ivey and Downing, 1987).

Bibliotherapy in the process, the client / clients can proceed from those with subjective experience undertaken by a global interaction. Sometimes they read the book that they choose a partner and consultant consulting the affected people may wish to share their thoughts on it. This studies the expression, it can be performed on the basis of reading or writing. These studies conducted using books "Counseling" is called. Sometimes, bibliography studies can be done in the form of group counseling. In these studies, in addition to books, video tapes, all media tools and instruments such as movies available. This kind of visual and audio material, can be more effective in bibliotherapy. However, for customers before the end of the session after the material used must be discussed in which case, as it contributes or not. At the end of the session, what kind of impact on the share of his thoughts and feelings expressed in a few sentences on them in a few sentences in the activity of the members is asked. Students will be able to explain what they have learned and what they gain in bibliotherapy. The best way to understand this is to print a text or a summary of resources that students read. In this way, taken from written feedback from students, not only provides the opportunity for monitoring and evaluation as well as to help Measure the effectiveness of bibliotherapy (Gladding and Gladding, 1991).
There are many studies showing the effectiveness of bibliotherapy in the consultation process. This method in studies concerning bibliotherapy to overcome the anguish of mathematics (Herbert and Furn, 1977); Adolescents treated for depression (Ackerson, Scogin, McKendree-Smith and Port, 1988); Parents of adolescents with mental disorders on children (Tussing and Valentine, 2001); Children exposed to attack (Heaton, Johnson, Ashbaker and Alan, 2003); When students nicknamed to deal with them, and when mocked Umeda (Astra, 2003); Those who can not face the fear of death (Corr, 2004); In the treatment of panic attacks (Febbraro, 2005); Aggressive children (Shechtman, 2006), It is reported that successful and effective use in therapy.

In a study demonstrating the effectiveness of the René Baptiste, Abbott and Lyneham (2006), by the parents of children who were made on the Austrian anxiety disorder. In this study, consultant authors without parental support, just Reading material and homework binder showing method of bibliotherapy is effective after three months, but suggested that this method advisors in charge. Apart from these, many mental health professionals in the fight against student stress, bereavement, anxiety, pain, living separated from their parents, divorce, adoption, death, disease and Conditions such as transport have successfully used (Cook, Earles-VallrathetGanz, 2006).

3. Bibliotherapy Process

Bibliotherapy process, teacher, student/client and the consultant, will require cooperation and interaction. This process which establishes a strong link is the key to the success of advisors. This process helps the client problems share his/her problems in a comfortable and safe environment. Books can be used as an effective technique for educators and counselors to overcome behavioral and emotional problems. An appropriate technic can be chosen for bibliotherapy. Through examining the process the technic can be decided (Wolpowve Askov, 2002).

3.1. Bibliotherapy Preparation

Having knowledge of psychology or psychological counseling techniques that will be applied mainly to serve human resource development is one of the prerequisites to be able to apply this technique. In addition, this technique will be implemented by the counselor’s / psychologist’s batch reading, is open to new methods and to constantly improve. The consultant will do the bibliotherapy, more than getting a good education consultant, mainly cognitive approach, Gestalt, phenomenological approaches and theories and applications such as logotherapy need to know very well (Morawski, 2000).

If used in bibliotherapy, individual counseling or group counseling or an advisory working group, structure of individual or group characteristics, individual or group needs should be considered and the relevance of individual methods should be evaluated. Still at this point, it will be set for what purpose and purpose of bibliotherapy.
Advisors with whom, where, when and how long they have announced their intention to prevent potential problems and concerns should begin (Gladding and Gladding, 1997). Counselors are required to be good managers can provide support inside and outside the school.

3.2. Book selection in bibliotherapy
One of the conditions of successful bibliography qualification process is the selection of books on counselors. Counselors, students solve problems in selecting books on the method of bibliotherapy they will use when they want to use, there are some criteria to take into account (Pardeck and Pardeck, 1985). These are: the level of development of the individual / group, level of interest, level of reading, and objective must be appropriate in terms of understanding and perception. Also the quality of selected books and literary value must be taken into account. Point font in the order book chosen by its cover, the characteristics related to the quality of the printing on the layout must be studied, even writers and literary value must be questioned. Stage of bibliotherapy seemed to be All figures of heroes in the selected books or any other person / individuals are capable of identical character.

3.3. Implementation of the bibliotherapy
Bibliotherapy, both individually and in small or large groups at school, in class, in library can be applied to a room or consultant (Cook, Earles, Vallrath and Ganz, 2006). There are two different views on the environment in which the application of bibliotherapy. One of these rooms is the other counselors in the school library. Well done usually in bibliotherapy room sessions, counselors, support a second opinion, being neutral environment advocate the idea of the library and can be reached quickly the material will be used (Gladdinget Gladding, 1991). By Downing (1997), the best results are obtained or a small group. Interactional of bibliotherapy is that this could be applied in behavioral and cognitive style. When applied in an interactional style, a suitable terrain for the emergence of certain repressed emotions affects personal development and inner harmony is ready. Behavioral, the main character can serve as a model for similar events in the book and the client learns to himself or others to adapt. On people consulted at the cognitive level, learning to identify strategies and guidance counselors can learn how to address the problem of reducing unwanted anxiety.

According to Forgan (2007), the method of bibliotherapy used in the following four elements must be present. These include reading, reading together, reading the discussion, problem solving and the following rewarding activity.

Considering the historical aspects of the application of bibliotherapy. It is considered applied in two different ways. One of them, making lists of books on a particular topic of libraries, the reader’s feelings, is a form that allows the mind and cause changes in the behavior of therapeutic relief writing that I ’Emotional to see others with similar problems of the client presented to the reader and lead to give a new direction to life. In this way, the form of bibliotherapy of the application’ reactive 'is
called bibliotherapy. As the goal is to ask why there is a strong interaction between the second application called reagent library books.

Whether individual or group bibliotherapy methods are applied as much change. The ideal method then calls the book a certain part of the population to read and is then asked to read the answers of the subject. Consultation discussions with the main theme of the book led individuals to a more thorough review themselves.

One of the effective ways to start consultations in camera business, students would like to share the things that affect the most verbally or in writing. In case they are understood as what it means to read books. Thus, students will have acquired both for themselves and for others to receive information and from within.

Effective bibliography methodology reading basics at one or at the end they read to individuals and follow them (listening and viewing tapes, music, etc.) related resources are useful, using as much as possible, and No information memorandum. Almost all studies in the field of bibliotherapy are not enough to provide the material to read or rest. The importance of a discussion session or consultation after the reading material is underlined.

Bibliotherapy varied according to the duration of participants in the session. Children at the primary level in 4 or 6 people group at least 30 minutes, at least 50 minutes with an ideal number of hours that students in high schools or groups of 6 to 8 people (Gladding and Gladding, 1991).

Individual right, accounting law, at the right time to meet the individual does not solve their problems directly. When the process begins reading bibliography process takes place in three phases. These are: (1) identification and reflection, (2) purification and insight, and (3) are the integration phase. These steps are explained below (Laquintaet Hipsky, 2006).

**Phase 1: Identification and Mirror**
The people at this point to gather the book, the hero of the story the problem of the reader is the problem of life to a similar hero in history, it is expected to establish identification. At this point, the role of the counselor, the hero of the story that will help personality traits recognition and make comments on the functioning of the dynamic instruction done. In addition to the recognition of the network of history and the relationship of the individual is to help interpret. It also gives advice on how to consult and manage until.

In summary, at this stage of bibliotherapy, “identification and reflection” is provided. When this phase occurs, individuals are advised to slowly reveal their feelings and are encouraged to the wash phase.

**Phase 2: Catharsis**
It identifies with the hero of the story, and when the client can perform the mirror, putting forward an advisor tries to point out the meaning of the client’s catharsis step. In order to provide you with catharsis, consult emotional release verbal or non-verbal and be able to feel relief. Sometimes experiencing feelings of relaxation where individuals can express verbally sometimes dwells in their own. At this point, the introduction of consultation, bibliotherapy is the most important factor that
distinguishes the normal reading process. At this point, children, and the hero's story, as well as begin to recognize their own feelings in Naming the forgotten individual, the press, would not recognize many emotions can not provide a way to grasp, understand and begin to live. What quality of personality established by identifying individuals at this stage and should be addressed in the discovery of feeling their feelings about what is going on with it. In addition, problems related to the board’s response and the hero of the story from the point of view of its handling of the issue by comparing their problems, should help to recognize the emotions about similarity Phase 3: Insight and Integration

After gaining insight catharsis and integration, phases are followed in bibliotherapy. This idea gained in the consultation phase with the help of advisers. The length and structure of the first two phases depend on dynamics of the consultation processes and differences.

**Phase 3: Insight and Integration**

After gaining insight provided you catharsis and integration phase is the last step of bibliotherapy. This idea gain in the consultation phase with the help of advisers. The first two phases of the individual and the question of how long the structure, depends on the dynamics of the consultation process.

The first two phases of the individual and the question of how long the structure, depends on the dynamics of the consultation process. In this phase, own characteristics of the individual, they live, get an overview on the problems of access to a complete autonomy. Individual winner overview with the help of counselors, heroes different from the story using their own abilities, self begins to produce new solutions appropriate options, self-perception and diagnostic aspects of changes to be aware of. This completes the history of this process works and individuals will help rebuild their history (Febbraro, 2005).

**3.4. Role of Bibliotherapy Counselors**

In order to benefit from bibliography, the client should have the ability to read, understand and comprehend, explain and apply it: Therefore, first counselor of the client who needs help should determine whether the client is ready for this method or not (Lu, 2008). Then the client is informed of the bibliotherapy and obtains opinion on the trial or participate in this event. It does in the research; The level of education that have a high risk of continuing counseling led by low client library (Goehnea, 1989), clients using outsourcing their coping styles they never benefited from such help, (Beutler, Engle, Daldrup, Bergan Meredith and Mery, 1991), and the defensive attitude of clients have also received very good results from this method ( McKendree-Smith, Floyd and Scogin, 2003) can be seen.

Before using this method of problem solving, client advisor should talk about the advantages and disadvantages of this method consulting in detail. Consult understand how the content and process, develop a positive and realistic expectations (Jones, 2006). Consult the sense where it was ignored until this bibliotherapy process is unimportant or should not be given. In addition to correcting misunderstandings about the
consultation process should conduct revision sessions to review with the library to provide support and confidence. Again, these advisors counselors are invited to do their homework, explaining how to do the homework expected to develop positive perception (Gregory, Canning, Lee and Wise, 2004). As counselors can do with them face to face meetings, phone conversations can be by way of. Thus, a consultant follows the client’s development, you can see the source of problems and side effects can be observed. They are counselors in the following period, he can schedule calls for surveillance and prevention (Williams and Martines, 2008).

3.5. Limitations of the Bibliotherapy
As with all treatments, there are some limitations to the method of bibliotherapy. These are the limitations are as follows: (1) Bibliotherapy is not an appropriate and useful method for each client. One way to help people and needs to be used when needed. Thus, the properties must be determined which will benefit from the bibliotherapy consulted (Den Boer, Wiersma and Van Den Bosh, 2004). The very serious problems living, consulting those with little or moderate problems can benefit from self-help resources, and deep client problems that have suggested that the meeting should not necessarily be an expert (Leach, Christenson, Griffiths, Jorm and Mackinnon, 2007). (2) The client is not ready, the relationship is very new start and wants to quickly find a solution to the problem should be consulted bibliotherapy (Pardeck and Pardeck, 1984). It is not only a way to help support other benefits of the bibliotherapy approaches that need to be noted. (3) client age, level of education, level of employees, religious and spiritual orientations, and cultural infrastructure motivation determines the effectiveness of bibliotherapy (Campbell and Smith, 2003). 4) Bibliotherapy method proposed to clients that reading habits on the medium and medium. Reading level to very low self-moved itself to the forefront with the reading skills of the individual will be focused on problems and obstacles. If you choose to ask for the books that advisors should know and interested in reading their degrees. If you book, ask who does not respect, the reading operation is prohibitive for them. (Zaccaria and Moses, 1968). (5) One of the limitations is also the question of intellectualization in their individual reading process. In such a case, the individual set up by the sense of identification with the size of the heroes stories of dimensions to be able to have difficulty with the idea, which does ensure that it reflects the Problems and leads to avoid responsibility for solving problems. This condition is mainly found in young subjects with mental development are limited (Halliday, 1991). (6) Psychologist, bibliotherapy to consult Zealand is applied is sure to provide a more effective change than other approaches (Floyd, 2003). (7) Social and emotional lack is the customer’s experience, failure, struggle Against the defensive attitude(s) on the causes of limited bibliotherapy (Galdding and Gladding, 1991). (8) problem also affects the implications for the level of client benefits from self-help books (Reading, Herbert, Forman and Gavdiano, 2008: 540).

Advisors must know limitations of the consultation process for bibliotherapy and the application process should be considered. Clients may not know how to read
and interpret the resources they will read, they can misinterpret or reflect inaccurately (Giblin, 1989). Limitations may occur in the end zone of the bibliotherapy process itself, even. A person can be inserted difficult process because of the undesirable behavior. He may be forced to read books or consult the section itself may be reluctant to disrupt the discussion or avoid discussing. Means of coping with them, bibliotherapy sessions available in counseling and coaching and suspending to those who are willing to work, to save what has been done is to evaluate the selected session and do a lot of group work As far as possible or at the previous session, to return to the subject in superficially discussed history (Gladding and Gladding, 1991).

4. Conclusions and Recommendations

Bibliotherapy is interesting, different and very effective method that can be applied at all levels of quality by counselors; this method allows students to understand the complexity of human nature through some of the characters in history and realize its properties. The interests and ideas of students floating around the universe of different people of their own world, in this case leads to the development of different thinking and problem solving strategies of students.

Studies on the use of bibliotherapy, especially children and youth, show that this method can be applied for many different purposes. It can be used in individual and group counseling services, especially in primary and secondary education, it is available in comprehensive guidance and development class activities. Lists of primary and secondary educational counselors with developmental characteristics of this period and to create problems can be extremely helpful in terms of bibliography currently requested.

People who need help deciding if you want to use the method of bibliotherapy should note that it is not ready. If you want to quickly bring to a solution of the problem, consult the counseling relationship can be meaningless to use the method of bibliotherapy and can slow down the process. Help bibliotherapy has only one way guidance and counseling services should be used only when necessary. Preliminary work should be done and the process should be accorded to the completion of all stages of bibliotherapy. This method can be more useful habit of reading and reading skills in more people in the middle.

A training program will support library consultants to acquire the necessary qualifications should be presented. Universities, practitioners of "cognitive-behavioral therapy and self-help" by giving an education on bibliyoterapist resources can be cultivated.

Bibliotherapy to provide support to acquire the necessary qualifications by presenting a training program should be provided to the consultants. Universities, practitioners of "cognitive-behavioral therapy and self-help" by giving an education on the sources of bibliyoterapist can be cultivated. Bibliotherapy activities should be included in all guidance and counseling program. This method of the people’s power of
A NEW WAY OF LEARNING AND WELL-BEING: BIBLIOTherapy

problem solving can use advisers who want to create positive self-developments and positive behavior modification.

References


Yener Özen, Bahadır Köksalan

A NEW WAY OF LEARNING AND WELL-BEING: BIBLIOThERAPy


A NEW WAY OF LEARNING AND WELL-BEING: BIBLIOTHERAPY

Creative Commons licensing terms
Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a Creative Commons Attribution 4.0 International License (CC BY 4.0).