

ERKEN ÇOCUKLUK EDEBİYATINDA PSİKOLOJİK SAĞLAMLIĞIN İNCELENMESİ

INVESTIGATION OF RESILIENCE WITHIN EARLY CHILDHOOD LITERATURE

Zülfiye Güzin ARSLAN¹

Haktan DEMİRCİOĞLU²

Başvuru Tarihi: 11.02.2022 Yayına Kabul Tarihi: 08.08.2022 DOI: 0.21764/mauefd.1071975
(Araştırma Makalesi)

Özet: Bu çalışma, sosyoekonomik açıdan riskli bölgelerde yer alan okul öncesi kurumların kütüphanelerinde bulunan okul öncesi resimli çocuk kitaplarında psikolojik sağlamlığı riske atan veya destekleyen faktörleri belirlemeyi amaçlamaktadır. Araştırma için öncelikle “2011 Ankara İstatistik Raporu”na göre Ankara’da yer alan sosyo-ekonomik düzeyi düşük ilçelerde bulunan üç okul seçilmiştir. Bu okullarda 204 resimli çocuk kitabı, araştırmacılar tarafından hazırlanan “Resimli Çocuk Kitaplarında Psikolojik Sağlamlığı İnceleme Kontrol Listesi” yardımı ile incelenmiştir. Dayanıklılık göstergeleri olumlu /olumsuz/ karşılaşılmadı olarak kontrol listesine kaydedilmiştir. Sonuçlara bakıldığında, incelenen resimli çocuk kitaplarının psikolojik sağlamlığın birçok boyutunu desteklemekte yetersiz kaldığı, riski tetikleyen faktörleri kendi içinde barındırdığı görülmüştür. Diğer yandan, psikolojik sağlamlığı destekleyici özelliklere sahip örneklerin de azımsanmayacak sayıda olduğu görülmüştür. Tüm bu bilgiler göz önünde bulundurularak, ileride yapılacak çalışmalara ve eğitimcilere kitap seçimi kriterlerine hizmet edecek öneriler sunulmuştur.

Anahtar Sözcükler: *risk altındaki çocuklar, resimli çocuk kitapları, erken çocukluk edebiyatı, okul öncesi dönem, psikolojik sağlamlık*

Abstract: This study aims to determine the factors that risk or support resilience within preschool picture books that are in the libraries of preschool institutions settled in the socioeconomically risky areas. At first, for the research, three schools placed in districts with low socio-economic status in Ankara were chosen accordingly the “Ankara Statistical Report of 2011”. Within these schools, 204 children’s picture books were examined with the help of ‘The Checklist of Analyzing Resilience in Preschool Picture Books’ prepared by researchers. Resiliency indicators were recorded as positive/negative/ not encountered in the checklist. When the results were checked, it was seen that analyzed children’s picture books are insufficient in supporting many of the dimensions of resilience after all, contain the factors triggering risk within themselves. Besides, it was stated that the samples which have the features of strengthening resilience are a considerable amount. Considering all this information, suggestions for serving for future studies and for educators towards criteria for choosing books were presented.

Keywords: *Children-at-risk, children’s picture books, early childhood literature, preschool period, resilience.*

This study was produced from the master thesis conducted by Zülfiye Güzin Arslan under the supervision of Assoc. Prof. Dr. Haktan Demircioğlu.

¹(Corresponding Author) Res. Asst.. Hacettepe University, Faculty of Health Sciences, Department of Child Development. Altındağ/ANKARA. zguzintopcu@gmail.com , guzin.topcu@hacettepe.edu.tr . ORCID: 0000-0003-0236-6703

²Assoc. Prof. Dr., Hacettepe University, Faculty of Health Sciences, Department of Child Development. Altındağ/ANKARA. hdemircioglu@hacettepe.edu.tr . ORCID: 0000-0002-5092-1698

Introduction

As it is well known, early childhood years pose a great importance for its being critical period in which what is gained or lost would create greater reflections in human lives (Bailey Jr., 2002). According to the literature, early childhood is also a critical time period for building and supporting resilience (Horning & Rouse 2002; Masten 2001; Taket, Nolan & Stagnitti, 2014) which can be defined as meeting the developmental standards despite of the negative/stressful life events (Engle, Castle & Menon, 1996) and as the abilities to overcome the challenges and traumas (Bonanno, 2004). Thus, it can be said that in order to turn early childhood years into advantage in the name of raising more resilient children, the quality of the stimulations and experiences should be an issue of attention. In this study, as a kind of stimulus that children become very familiar with, children's picture books have become the object of interest for examining their role for promoting or jeopardizing resilience.

Children's books are perceived as a safe and indirect way of realizing their beliefs, emotions and thoughts towards the problems they face within their daily lives and utter all of these, apart from being children's source of information (Pearson & Hall, 2007). Referring to Ziftçi (2006), Işıtan (2014) stated that children's books act as a tool for children to perceive the world, people and the life thanks to identification with the plot and characters.

It is thought that the characters' attitudes against the cases children listen to in the books can be imitated by children. Jordan (2005), in his study about the usage of books and television by children, gave a place to teachers' views, too. In this study, the teacher who shares the book 'Dora the explorer' with the students states that children listen to the book silently and repeat everything they learn from the book and what Dora says. This situation may be estimated as a sample of identification. Based on the hypothesis that children form emotional tie with story books, the studies benefited from stories in helping dyslectic children are also in literature (Triplett & Buchanan, 2005).

It is a known fact that books are used didactically and with the aim of upskill prosocial skills (Işıtan, 2014). In the end of the study towards upskilling prosocial skills (Uzmen & Mağden, 2002), it was observed that girls' helping behaviour increases and boys' sharing behaviour also increases. In a study done in the context of character education, it was seen that teachers benefit from stories and anecdotes about character and values education at the least (Ulusoy, 2007). From this point of view,

by perceiving children's picture books as stories it can be said that it is possible to use them for character education.

By some researchers, it is argued that through children literature several skills about resilience can be given (Pearson & Hall, 2007). In the study done by Noble and McGrath (2018), according to a teacher's expression, children literature substantially helps about teaching children the norms of resilience. It was stated that using children literature and especially stories referring as psycho-emotional for values education, would support self-confidence via personal and inner thinking (Signes, Kaźmierczak, Amado, Acereda & Bártoli, 2017). Accordingly, resilience would be also supported.

In terms of resilience, sample analysis of children literature elements in the literature is rare. In one study, the researcher indicated that children literature can be benefited to support resilience and included some efficacious children's picture books (Cronin, 2012).

Despite of the fact that the sources of resilience in the theory are largely gained through factors that are risking and protecting itself, the fact that especially school based early intervention programs' being limited in the literature attracts attention (Cavioni, Zanetti, Beddia & Spagnolo, 2018). When school context is considered as one of the most important microsystems for children, it is claimed that programs to support resilience over the factors they face in the school can be set up. In this point, children's picture books read by teachers to the children have an important place in their microsystems in terms of meta that children face in their daily life. The idea of analysing the attitudes and messages they get through these books has importance in terms of resilience for the group of the children-at-risk has underlain this study. To know which skills of resilience are taught via books may enlighten us about what is supposed to be enriched within books. Also, to know what has been told about ways of happiness can say us what we teach about materialistic happiness to children. In the literature, analysing picture books for such reasons is rare and this gap should be filled. Accordingly, in this context for the sake of researching resilience, it has been planned to analyse preschool picture books especially in the libraries of risky preschool education institutions in terms of resilience. This research has taken a first step for this aim to be realised in the literature. In this study the questions to answer as follow;

- How is resilience supported and inhibited in general in the context of early childhood literature?

- How is ‘skills of establishing a mutual relation and bond’, which is an important dimension in terms of resilience given positively and negatively?
- What are highlighted as sources of happiness?

Within this direction plot, dialogues and theme have become the points, which are paid attention in analysing supporting resilience or risking it.

Method

This study was designed according to phenomenology, one of the qualitative research models, which enables to reach deep knowledge about subjects and events which are recognized of its presence but very little detailed information about is present (Yıldırım & Şimşek, 2013). To be able to mention about resilience, first the presence of risk factor is a must (Gizir, 2007; Resnick & Taliaferro, 2011). Because of the argument of poverty as being the biggest risk factor due to having multiple risk factors inside (Felner & DeVries, 2013; Schorr, 1988), the study was planned to be done in the areas where low socioeconomical conditions has. Therefore, socioeconomically most risky regions of Ankara were determined with the help of Ankara Statistical Report (Yüceşahin & Tuysuz, 2011). The books (n=204) in the libraries of three preschool education institutions in the districts with the lowest welfare level became the sample of the study.

Sample Group

Preschools were chosen from the districts at risk in Ankara as a common point and the features of the books were determined as ‘prepared for the ages 3-6’, ‘including pictures’, ‘including context’ and ‘less than 40 pages’. Pictured world tales and folktales aimed to be read to children aged from 3 to 6 were also included. The books that were prepared with an aim to teach reading and writing, books for painting limited area and so-called activity books were excluded from the study. Therefore, homogenous sampling technique which is a sub method of purposive sampling was benefited. In total, 204 picture books were analysed.

Data Collection Tools

While ‘Control List of Analysing Resilience in Children’s Picture Books’ was being composed, from the checklist prepared by Grotberg (1995) in order to spot children’ resilience was benefited. This list was formed to understand the perceptions of the resilient children and prepared for the sake of International Resilience Project (Grotberg, 1995). The items were translated into Turkish and reorganized for ‘Control List of Analysing Resilience in Children’s Picture Books’. The language revision both in English and Turkish languages of the grammar of this checklist was

accomplished by two advanced English speaker who were graduated from English Language Education department of Boğaziçi University (in which language of education is English). According to the literature, new items suitable for book analysis, were added. The created control list was broached to a psychological counselling and guidance expert for reaching validity and reliability. The final form has included 24 items with the direction of the expert's feedback (For the Turkish version of the form, see Appendix 1). To summarise, the checklist includes "the qualities a book should have to improve children's resilience" based on the knowledge of the qualities of resilient children.

The Process of Data Collection

In order to be realized the research, Hacettepe University Ethics Committee was firstly consulted and after the approval about morality of the study was taken (no:35853172/431_2115), study permission was obtained from Ankara Directorate of National Education over the school list that was previously prepared (no: 14588481-605.99-E.22164312).

During the period the inspected book was wholly read at first and related points were determined. During the second reading whether indicators of each dimension face with positive/negative situations or not was recorded in control list. In the third reading quotation or context process was recorded as evidence about situations towards positiveness and negativity of the indicators.

The Analysis of the Data

In the phase of the analysis of the data 'directed content analysis' which was set forth by Hsieh and Shannon (2005) was used. Directed content analysis method starts with the theory itself and continues with specifying the codes before data analysis and during it. The codes are obtained from the theory itself or the data collected. Correspondingly, since the basic dimensions of resilience are reached through literature scanning, with the aim of seeing the features of the context in children's picture books, directed content analysis was benefited.

Four phases for content analysis as 'choosing sample from the data subject to analysis', 'improving the categories', 'determining unit of analysis', 'digitization' were determined as it was offered (Yıldırım & Şimşek, 2013). Concrete indicators inside the books and implications done over the contextual flow were evaluated according to the codes in the control list and according to the prevalence of the code frequency tables belonging to each sub-dimension were formed. The results as phenomenology application, as stated by Yıldırım and Şimşek (2013), were presented descriptively accompanied by direct quotations from the analysed books.

Results

General Findings about Resilience

While the dimensions in the books under analysis were recorded as ‘positive’, ‘negative’ and ‘not encountered’, both positive and negative samples about dimensions were seen inside the books. At the end, all the findings about these were descriptively presented as frequencies with some sample quotations (see Appendix 2).

Appendix 2 reflects general information about all elements of resilience within the analysed books. Under the following titles, in order to attract higher attention to some important details of collected data about resilience, these details were served separately. These special details are about establishing mutual relationship and bond, limited control awareness, sources of happiness.

Findings about Skills of Establishing a Mutual Relation & Bond

Among the positive samples about unconditional love, even if a mistake is made or the individual is got angry with, the situations of accepting one unconditionally were seen. Such dialogues among the characters were considered realistic as that they reflected the real life. Despite of anger and frustration, emphasizing that these feelings are about the behaviours - not about the individuals themselves, were thought as eye-opener for the children in preoperational stage and recorded as positive samples.

Towards emotional sharing dimension, while indicators in a positive way were found in more than half of the books, some negative samples were also seen. Negative samples were mocking with the emotions or not paying attention to the individual who tells about his emotions. The samples of not listening to a child who tells about his feelings and being underestimated with the things he tells or presence of a child character who is not listened to although he tries to communicate with his parents were considered as negative samples by affecting resilience in a negative way with the idea of becoming alone. On the other hand, in some books it was seen that the pattern of ‘‘parents who do not listen’’ changes in set up flow. By considering this situation, creates awareness about ‘listening’ and ‘sharing emotions’ even among parents who reading the book it was evaluated positively.

In the context of the books, about emotion sharing, some situations are present such as: troubles to collapse into, wishes which are wanted to come true even if they are impossible, feelings, situations needed to be supported, mutual trouble sharing, sharing happiness and concerns. One of the elements which support this sharing is the action ‘‘ask how someone is doing’’. This action which

is thought as reinforcing the relation among people and leading to helping and listening by being considered to increase resilience was included into positive samples.

One of the negative sample sorts about taking initiative is to force to act by keeping under threat. One character was forced to act responsively with a threatening tone. Rather than the expression such as “ (...) ‘*Don’t forget! I got my eyes on you*’” invites the child to act responsively in the direction of child’s own initiative, it was considered of imperilment if the child does not act responsively. The situation which damages resilience was considered to take away the child’s chance to put his own decision into practice and forcing him to do it under threat. When it is thought in theoretical cause effect relationship, if the character in the book act as wanted under threat, this situation can cause the idea of threat works in real life, too. This situation can likely trigger the idea of inefficacy. According to this such samples were accepted as negative in terms of taking initiative. Within the research, some detailed points which were resulted in relation with resilience were also focused on. By the reason of knowing the great effect of establishing positive interpersonal bonds and having features to improve these on resilience, the answer was sought for the question which features was used to give these bonds in the books of early childhood. In this sense, the information about the features which are thought to support or risk the dimension of establishing bonds were presented in Table 1 and Table 2.

Table 1. The categories of positive features about the dimension of establishing bonds

Positive Features	F	Positive Features	f	Positive Features	f
Helping	33	Accept One’s Mistake	9	Actional Sharing	4
Thank	20	Presenting	8	Sensitivity	4
Producing Solutions	17	Compliment	8	Appreciation/Congratulation	4
Effective Listening	17	Empathizing	7	Returning by Good Means	3
Apologizing	14	Honesty	7	Atonement	3
Sharing	13	Starting a New Friendship	6	Optimism	3
Accepting Diversity	12	Kindness	6	Not being Arrogant	3
Consolation/Placation	11	Empathize	5	Keeping Words	1
Supporting	10	Protecting Each Other	5	Generosity	1
Cooperation/Work Sharing	10	Find a Compromise	5	Faithfulness	1
Responsibility and Obeying the Rules	9	Self-Sacrifice	5	Maintenance Friendship	1
Forgiveness	9	Accepting in the Group	5	-	-
Giving a Surprise	9	Asking for Help	5	-	-

According to Table 1, it can be said that the features that are seen more frequently and support establishing bonds pattern in children's picture books are "helping", "thanking", "producing solutions" and "effective listening." In the light of this finding, it can be stated that in establishing bonds dimension in the books, especially children's communication and prosocial skills are focused on.

Table 2. The categories of negative features about the dimension of establishing bond

Negative Features	f	Negative Features	f
Cheating	7	Misappropriate	2
Bullying and Violence	6	Lying	2
Mocking	5	Slugging	1
Excluding	5	Grievance	1
Avenging	3	Stealing	1
Mischief-making	3	-	-

When the features and behaviours which can cause negative bonds are analysed in Table 2, features more frequently seen in children's picture book are "cheating", "bullying and violence", "mocking" and "excluding." Over these dominant features and behaviours, it can be stated that content of ignoring or estimating the presence of child is given place in the books.

In some of the books characters who choose to share despite inner stimulation. Even if the number of these is low, they are thought significant in terms of reflecting the truth. The general teaching is about sharing is good and this is the socially precious one. However, in some situations children might not want to share when food or toy which they really love is in question. Sometimes not wanting to share can be a very strong intrinsic motivator. Nevertheless, choosing to stifle this motivator for a friendship is considered as a socially inner power. These kinds of samples were shown as one of the positive samples by considering them as examples for controlling emotions and desires.

Coming into action with sensitivity and being ready to help towards the characters who are stuck in a difficult situation or are just sick are other features which were seen in the books. It was seen that deciding is tackled not only in terms of sensitivity but also in terms of self-sacrifice if required. This at the same time was recorded as a supporter the dimension of being happiness independently of materiality.

When the frequency of negative features concerning the dimension of establishing bonds is analysed, it can be said that it is high to pose a risk. However, the primary concern to debate is the

subcategories of this dimension. Cheating, bullying and violence are the most features. Especially in a set-up from one of the books analysed, it was seen that a rabbit which choose to cheat in order to avoid reactions because of his stealing something reaches his goal and sets the fox against the bear. Even if the message that the book tries to give is everything is not what it looks like, the presence of the rabbit which prejudice the events in love of itself reflected cheating as something useable. At this point this kind of sample was recorded negatively.

Findings About Limited Control Awareness

The dimension of ‘Limited Control Awareness’ was realized within books and it was divided into its own subcategories. Generally, for this dimension it can be said that there are sub-dimensions as a) unconvertible situations, b)the situations accepted not to convert and with the process of adaptation, c) overcoming uncontrollable conditions thanks to help.

Findings about Sources of Happiness

Another point focused in the research is what is shown and highlighted as the sources of happiness in the books. The categorization about sources of happiness over the pleasing situations or the situations which unhappiness is seen in the absence of is placed in Table 3. In Table 3, it is seen that happiness frequently emerges depending upon friendship or association, success and being accepted as it is.

Table 3. Categories about the sources of happiness

Sub- categories	f	Sub- categories	f
Friendship/Association	42	Health	4
Success	15	Simple Happiness	5
Being Accepted as It is	13	Individual Place and House	4
New Experiences	9	Honesty	3
Materiality	8	Freedom	3
Helping	8	Beauty	2
Sharing	5	Order	3
Making Happy	5	-	-

Discussion

According to ecological perspective, protective factors can be imputed into individual’s life through any subsystems (Waller, 2001). This is presented as the main reason of this study which messages towards resilience which can be supported through the books read in school environment where is a microsystem for the children-at-risk are focused on. As Işıtan (2014) indicated before, when children’s identifying themselves with the characters of the stories they listen to is taken into

consideration, the importance of this study can be seen. Under this title, the dimensions of resilience found within the picture books will be discussed.

Being approved by certain people and reaching unconditional love has importance for individual's interpersonal relations. Relations established on certain conditions are not such as to support resilience. In the story named 'The Girl Without Hands' analysed by Kaźmierczak (2017), since the dad's love for the daughter is suitable for his interest or conditioned, it was resulted that there is no 'unconditional love' situation given from parents in the book. Still according to this researcher, this book is such as to support resilience. On the other hand, according to Atwool (2006) secure bond between child and parents and the accessible family norm are from the most important building stones of resilience. In a resilience study among ages 9-12, Howard and Johnson (2000) found that unconditional love and family factor are the most important supports for the children who have a rough life. In this context, unconditional love/be loved is discussed in point of resilience. As conclusion, the idea of the presence of children who are got rejected by their families especially in world tales does not support resilience can be defended theoretically.

Another situation we see in world tales is the parent who marries to another individual after he/she lost his/her spouse dispenses with their own children. The new individual who joins to the family also intends and attempts to dispense with the children. When it was considered in the real-life circumstances, one of the biggest needs of the children who lost one of the parents or experienced divorce is to rely on the parent who they go on living with. It was stated that the children of divorced family experience many risks and great changes successively because of romantic partners who join to their parents' lives during or after the divorce (Kelly & Emery, 2003). It was also showed that one third of the children who witness parents' divorce experience remarriage of their parents or living with the new partner in the same house before age 18 (Bumpass, Raley & Sweet, 1995). Based on this, it can be said that they have many things to adapt during this period and it is claimed that the message from the book should be their parents still cherish them. However, the message which the given books transmit to the children is that the parent would leave them at any time. This situation was believed as a risk which can shake dynamics to be rebuilt of family. It is claimed that a similar situation can be valid for family support dimension. This is a difficult situation for a child who experiences divorce or parent lose and needs family support at the top point. A condition without family support can be said that it has a destructive effect on resilience.

In the dimension of taking initiative, it was stated that it has an important relation between actualization skill, inner power and resilience (Grotberg, 1995). Brooks and Brooks (2014) express that children with good resilience can solve problems and make good decisions. Correspondingly, it is believed that children's making decisions against the events happening around them and actualizing them can increase their self-belief. At the same time this was stated as a developmental need (Erikson, 1968). It is claimed that negative samples encountered in more than one third of the books are such as to inhibit the improvement this kind of belief. Child characters whose problems are always solved by supernatural beings cannot be inspiring and such as to be trigger the child to do something. On the other hand, the characters who can decide about something and put it into action can be quite inspiring for children because these characters are assumed as strong ones. According to an argument, it was stated that the action of planning can be more important than planning skill itself (Hornor, 2017). Correspondingly, we claim that it is needed to increase the number of the characters who can plan, make decisions and put them into action against the problems they face with, in order to trigger a stronger effect.

Zambo (2007) emphasized that the characters from the well- chosen books can give clue for the things behind the exposed; for instance, about troubles these characters experience to control their own emotions. As a result of this research, samples about this was barely seen. Among the samples, desisting from beloved object for the sake of helping somebody was seen. Considering that it is an initiative difficult to take, a conclusion was drawn about an effort to present a backstage image about self- sacrifice. Encountering these kind of samples shows that a goal of creating awareness for children about this situation was also pursued. It is claimed that giving a greater place to such samples reflecting the real life can ease the period of internalizing taking initiative for children.

Oxenber (2008) claimed that the products of children literature should include role models giving appropriate and terminal behaviours. According to his suggestion, teachers should focus on choosing valuable books and understanding them by analysing characters and story. He claims that the characters in the books that children listen to should address them but at the same time reflect the reality. This practice makes modelling easy. The modelling dimension in the inspected books was analysed through the characters that are modelled by the main characters. It is claimed that the situation of modelling the positive characters can be a good guide for the child who listens to the book, about what kind of behaviour and character should be modelled. However, positive indicators of this dimension were barely encountered. In the encountered samples, it was seen that the

individuals or parents who reach achievement in the book are modelled. This situation is thought that it is a principle which is easy to apply in real life.

The dimension of recovery belief is one of the inner resilience features of the child containing hope, belief and confident (Grotberg, 1995). Because of socioeconomical conditions, it is said that it has an important side of resilience for the children- at- risk. From this point of view, applying the belief of recovery in real life against anything going bad is thought as a valuable kind of belief. It can be claimed that the belief towards the possibility of difficulties causing from socioeconomical conditions, or negativity from the general life can disappear in some ways, can be conveyed over with the same troubles in the plots of the picture books. Within the inspected books, the samples for the situations going from bad to good are generally failing, moving, divorce, bullying, war experience, suffering from loneliness, getting sick and being excluded. When the general of the samples is analysed, the possibility of seeing the reflections of them in real life. It is thought that a child who internalises what he listens from the books would have an approach of that any negative situation would get better, thanks to these samples. However, lack of positive samples about this situation and the frequency of negative samples caused to deduce about the samples of not supporting this dimension of resilience sufficiently.

Concerning about the dimension of establishing bonds; cheating, bullying and violence are the most frequent samples. Even if it is needed to give place cheating etc. with the aim of attracting the attention to negativity of the behaviours, it is thought that with the idea of obtaining positive results by correcting the behaviour, the plot should be shaped accordingly.

During the research it was determined that the dimension of limited control awareness has sub-dimensions. These sub-dimensions were revealed with a) the presence of samples about unconvertible situations, b) the situation of complying with it by accepting it as unconvertible and as the last one c) the situations that cannot be controlled by the individual but overcome by an external help. It is thought that the each of them has eye-opener sides. The first sub-dimension is about accepting some situations in life can be unconvertible in no sense. This situation has importance about resilience. Gupta and Kumar (2015) claimed that accepting a situation unconvertible support resilience in terms of preventing sticking to the situation. In this context, this attitude prohibits individuals agonizing themselves at the end of the events they can convert and also this supplies to form more realistic view toward the life. The phase of adaptation to this situation by accepting it unconvertible can be interpreted as individual's complying with the

conditions, in other words strengthening. As the last dimension, the presence of situations which individuals cannot control by themselves but overcome merely with a kind of help were analysed. At this point the condition of overcoming the obstacles with the presence of prosocial behaviours is seen. In other words, limited control perception becomes interactive with the other dimensions. It starts with the individual and goes on with individuals. As McCallum and Stephens (2011) stated before, societies support alliance rather than singularity and adopt the ideology of inter individual alliance. According to this, it is claimed that handling this process in books is precious in terms of supporting resilience.

One of the features of resilience which is accepted as antithesis to the dimension of limited control awareness is stated as ‘inner focus of control’ according to the literature. Having inner focus of control is defined as gaining control over the events encountered, and about reflecting events to experiences and converting situations. It was handled as attributing event controlling to inner sources rather than external sources. Also, it was claimed that if the individual has this understanding, he/she can adapt more easily to the difficulties they encounter (Kararımak & Siviş-Çetinkaya, 2011). Analysing inner focus of control was handled as ‘belief of achievement’ in this research. At this point, when the difference between the dimension of limited control awareness and belief of achievement, it can be said that while limited control awareness is about knowing individual’s limitations and being aware of external balance; belief of achievement is overcoming the obstacles which the individuals have inherently or finding a solution by adapting to them. Consequently, the necessity of not thinking resilience independent from both is one of the points claimed within this research.

Belief of achievement in resilience forms individuals’ self-actualization. It is an important motivation source of individuals for continuousness of any action planned. It is claimed that the stories given through the characters’ success in the books, children’s modelling it by identification is valuable sample for moving on despite of all difficulties. Discussions about the importance of the books which give messages about standing up to against all odds are rarely seen in the literature. A sample encountered was presented by Cronin (2012). In the deduction from the analysis he performed in child literature, he claimed that giving place to characters who reach achievement by experiencing some difficulties give the message ‘you are not alone’ to the children-at-risk. In parallel with this, the children who listen to the book are supported emotionally. On the other hand, to Mardi (2006) if the children can identify themselves with the characters they listen to, they would

intend to model them. From this point of view, it is claimed that the stories which tells about standing up to against all odds are more valuable in terms of resilience. Despite these suggestions, the indicators of achievement belief are seen little frequently. Especially that few samples of moving on despite difficulties is seen as non-sustaining even if it is not discouraging. One of the reasons of this can be preferring to be didactical in the plot of the books. This can hinge upon the aim of giving didactical information in the books rather than characters' overcoming a problem or a difficulty. Conversely, it is suggested that giving place to more events about undeterred characters will be more valuable for resilience.

Having sense of humour is stated as the feature which the main feature of people who has resilience (Gizir, 2007; Kararımak, 2010; Vanderpol, 2002). On the other hand, since sense of humour stimulates people in a positive way, there are some arguments about using it as a remedial method (Çakmak, 2012) and correspondingly it would increase the level of resilience (Saticı & Deniz, 2017). Based upon these arguments, it is believed that using sense of humour in children's picture book would support resilience. However, when the books were analysed, it was seen that frequency of using sense of humour is so low and the samples of it were barely encountered. The suggestion about it is to create more books which help children see more enjoyable side of life and can be a model for them to think humorously.

When the books were analysed in terms of the dimension of establishing positive relations, it was seen that many of the books support this dimension. However, in a great many of the books, negative relations are supported. The situation which is seen as a problem in negative samples resulting from being thought it as the element increasing suspicion among people. In the plots which mature characters for instance 'old witch', 'stepmother' and 'greedy wolf' cause danger, it must be paid attention to the possibility of offering suspicion and horror intended adults. On the other hand, even if seeing it just in a book, the presence of a character who gives the messages about sensitivity threateningly gives rise to the concern about harm the positive interpersonal communication by causing a deduction oriented a threat can work.

In the dimension of positive current situation, the focus point is about passing judgement on reaching a better condition all the time in comparison with the past. It is a sort of 'every cloud has a silver lining' perception. It can be handled as looking on the bright side of current situation (Benson, 2007) or seeing everything optimistically. According to Saticı and Deniz's (2017) study, optimism was found in a relation with well-being and indirectly with resilience. Brooks and Brooks

(2014) claimed that optimism is not a character trait but a mentality and like learned helplessness, learned optimism and even resilience can be gained. When seeing through the eyes of children -at-risk, without denying negativity in their lives, the situation of focusing on positive sides provide them resilience and moving on their lives (Brown, 2015). In parallel with, it is believed that this acquisition, this point of view in early childhood would support resilience. In the inspected books, despite the number of deductions done with optimistic point of view and positive indicators about this dimension, samples rooting from negative situations and focusing on directly positive situations provide children who experience tough conditions of life internalize this positively about their own life.

The dimension of being able to search for help can be defined as situations of searching for support socially when the individuals are unable to overcome complications. This dimension has a relation with interpersonal relations. It is also about taking initiative of helping when required. It is stated that, through books showing children asking for help when required is normal and even sometimes remedial can be supportive for their resilience. Campbell (2007) suggests that the products of children literature should be full of samples of supporting the behaviour of asking for help in addition to hope and persistence. Still in the inspected books, the indicators of this dimension were slightly encountered, and this is resulted in the deduction that it does not support resilience sufficiently. There is no sample of searching for psychological help by experts or reaching it. Depending on this, the books were resulted as they do not highlight reaching the help and the ways of asking for it.

The dimensions of awareness of personal and physical value are the fields about individuals' perceptions toward themselves. Allan and Ungar (2014) stated that what individuals think about themselves based on personality contributes their resilience. "Personality" was defined as individuals' religious and spiritual identity which the individuals are happy with and proud of, shaping with the aim of their lives, evaluated with strong and weak sides (Bottrell, 2007). By taking the effect of positive personality perception on resilience into consideration, it was emphasized that messages which are given about this perception should be given carefully. It is claimed what individuals think about themselves, in other words the value which individuals give themselves depends on external stimulus to a large extent. Individuals' self - directed view can be about the messages which the external world gives them towards what they need to think of themselves. Atwool (2006) puts forward that some certain features cannot rise without the presence of an adult

who can make a child feel lovable and valuable, moreover, these first basis of resilience is started by consciousness of seeing value. However, the presence of media cannot be underestimated. The message of not to be loved, unless individuals are dominated by some certain physical beauty impositions has surrounded individuals since early years. According to the results of a research committed about popular children books and films which address to children, the perception of thinness and beauty over women body overlaps good-nature of characters (Herbozo, Tantleff-Dunn, Gokee-Larose & Thompson, 2004). What is described as ugly and fat generally corresponds with bad character. As for male characters, the issue is their being muscular in an unnatural way. Accordingly, researchers state that culturally unrealistic body perception can be overlapped with the perception of being good and beloved. On the other hand, this perception may cause obsession of slimness and eating disorders. By taking into consideration, the presence of studies (Chua & Chang, 2016) about teenage girls form their own self-confidence according to the number of *like* that their photos take on social media, it can be claimed that individuals' self- perception is partially shaped by external world. This situation can be interpreted as the messages from the people around the individuals or the environment itself are capable of strengthen or weaken the individuals. In the context of this research, books were thought as 'environment factor', and which messages are given to children as listeners about 'being valuable' were examined. It was seen that while in the dimension of physical value, bodily functions and the importance of them were focused, in the dimension of personal value, individuals' lovability free form conditions, just because of being themselves was emphasized. While positive indicators were seen in low frequency for awareness of personal value, a considerable number of negative indicators were also encountered. On the other hand, despite negative indicators of physical value awareness are few, lowness of the number of positive indicators was attracted the attention. In the samples that have positive indicators for both dimensions, seeing emphasises on loving personality and body has strengthened the positive expectations about improving these dimensions.

For the dimension of happiness free from materiality which is added independently from Grotberg's (1995) control list to help book analysis, the samples of self-sacrifice when required were searched. Self-sacrifice is an important prosocial skill and strengthen interpersonal bonds. Especially the initiative of abandoning from materiality is linked to being able to prefer social bonds to materiality and it is accepted as something important in terms of strengthen social bonds. Brooks and Brooks (2014) mentioned about having the belief of providing positive changes in

others' life is part of the mentality of the children who have good level of resilience. It can be said that one of the reasons underlying self-sacrifice is being helpful to another person by abandoning from materiality. This mentality is regarded as to support resilience through social relations. On the other hand, it means happiness should not be limited by materiality. However, the positive indicators about this dimension were encountered quite few and the presence of the samples which have negative indicators shows the necessity of anxiety for the children who listen to the books. It is thought that preferring materiality to social relations risks resilience of the children who must live through difficulties and in low socioeconomical conditions. Correspondingly, even if material self-sacrifice is not handled frequently, it is important to display sensitivity about preventing the situation of containing risking indicators.

It is believed that how happiness is sourced in the books to read is important about children's deduction towards their lives. The answers given by the books for the question 'What gives happiness?' deliver messages to the children about what they need to fight for and what they need to value. With this claim, within the examined books it was analysed whether happiness is limited with a source or not and how it is sourced. The situation of not limiting happiness with only one source and handling it as spreading in many fields of life was encountered in more than half of the books. The presence of negative samples arose that happiness is limited by materiality etc. in the books.

When especially the sources of happiness were discussed, many subcategories to support resilience was seen. Since presenting prosocial skills, making friends and supplying achievement were handled as the main sources of happiness, it could be said that this dimension of resilience was supported. On the other hand, in folk tales and world tales, happiness was based on materiality and beauty. Even if the sample of it was slightly encountered, it is believed that giving the idea of materiality ground for happiness to a child who live in socioeconomical difficulties and the child's awareness of her materiality absence can be harmful for his resilience.

Conclusion & Suggestions

The littleness of the indicators about the presence of many resilience dimension in the inspected books in the research was discussed here. The issue of that the examined books contained very few examples of resilience indicators requires to be paid attention. However, another subject to be handled is why the quality of these books about resilience is that low. Researchers were informed about many of the books in the schools were added by parents to the libraries. The comment about

this situation is that parents do not have enough competence about how to pick a good book or about resilience. Neuman and Celano (2001) mention that there are no places to buy qualified books in low-income districts. On the other hand, price range of qualified books should be taken into consideration. After all, every source to get will cost and if the family cannot afford it, not reaching to the qualified books would not be unrealistic. Moreover, the books bought by teachers or school principals are kept away from classes and read pursuant to teachers' initiative. The authors speculated this situation as what is precious was kept away from the children to be protected. The teachers were aware of that some books were more convenient for children's character development and their resilience; thus, they could not allow these books to be 'torn and maltreated by the kids'. However, the virtue of this attitude is controversial. Offering the less qualified books to children rather than the qualified ones can be said a non-supporting way of children's resilience. On the other hand, the situation of finding positive indicators from the books kept by teacher or principals is another case and this can be resulted that teachers are some more competent in choosing books. The competence of teachers about choosing appropriate books for resilience can be another future research topic. With a different research, the level of the awareness in the teachers for choosing the appropriate books can be examined and according to the results teachers can be supported in the name of improving children's resilience via children's literature. The teachers can also guide parents for choosing the appropriate books for their children. For these reasons, to examine their level of competence on choosing books and to take advantage of their knowledge pose great importance for supporting resilience.

The idea of strengthening resilience through generally children literature and specifically children's picture books is supported by the literature. Especially in the places- at- risk, in order to increase the resilience of the children who are in early childhood stage and struggle with traumatic life conditions, books should be accessible and utilizable. From this point of view, in the context of primary and secondary early intervention it can be suggested using books to support resilience. In this sense two suggestions are presented by us, that is to say books should be chosen according to resilience factors and producing works to support resilience and the dimensions of it.

References

- Allan, R., & Ungar, M. (2014). Resilience-Building Interventions with Children, Adolescents, and Their Families. In S. Prince-Embury & D. H. Saklofske (Eds.), *Resilience Interventions for Youth in Diverse Populations* (pp. 447–462). Springer.
- Atwool, N. (2006). Attachment and resilience: Implications for children in care. *Child Care in Practice*, 12(4), 315-330.
- Bailey Jr, D. B. (2002). Are critical periods critical for early childhood education?: The role of timing in early childhood pedagogy. *Early Childhood Research Quarterly*, 17(3), 281-294. [https://doi.org/10.1016/S0885-2006\(02\)00165-5](https://doi.org/10.1016/S0885-2006(02)00165-5)
- Benson, H. P. (2007). *Children's dispositional optimism and pessimism: Social and emotional outcomes. Children's Dispositional Optimism and Pessimism: Social and Emotional Outcomes*. Retrieved from <http://ovidsp.ovid.com/ovidweb.cgi ?T=JS&PAGE=reference &D=psyc6&NEWS=N&AN=2009-99080-329>
- Bonanno, G. A. (2004). Loss, trauma, and human resilience: have we underestimated the human capacity to thrive after extremely aversive events?. *American psychologist*, 59(1), 20. <https://doi.org/10.1037/0003-066X.59.1.20>
- Bottrell , D. (2007). Resistance, Resilience and Social Identities: Reframing ‘Problem Youth’ and the Problem of Schooling Resistance, Resilience and Social Identities: Reframing ‘Problem Youth’ and the Problem of Schooling. *Journal of Youth Studies*, 6261(10), 5. <https://doi.org/10.1080/13676260701602662>
- Brooks, R., & Brooks, S. (2014). Creating Resilient Mindsets in Children and Adolescents: A Strength-Based Approach for Clinical and Nonclinical Populations. In S. Prince-Embury & D. H. Saklofske (Eds.), *Resilience Interventions for Youth in Diverse Populations* (pp. 58–82). Springer.
- Brown, R. (2015). Building children and young people’s resilience: Lessons from psychology. *International Journal of Disaster Risk Reduction*, 14, 115–124. <https://doi.org/10.1016/j.ijdr.2015.06.007>
- Bumpass, L. L., Raley, R. K., & Sweet, J. A. (1995). The changing character of stepfamilies: Implications of cohabitation and nonmarital childbearing. *Demography*, 32(3), 425–436.
- Çakmak, A. (2012). Mizah ve mizahin terapötik kullanımını. In *II. Uluslararası VI. Ulusal Psikiyatri Hemşireliği Kongresi* (pp. 250–251).
- Campbell, M. (2007). Don’t worry: Promoting resilience through the use of books in the classroom. *Primary & Middle Years Educator*, 5(1), 3–8. Retrieved from <https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com /login.aspx?direct=true&db=tfh&AN=25136304&site=eds-live&scope=site>

- Cavioni, V., Zanetti, M. A., Beddia, G., & Spagnolo, M. L. (2018). Promoting resilience: a european curriculum for students, teachers and families. In M. Wosnitza, F. Peixoto, S. Beltman, & C. F. Mansfield (Eds.), *Resilience in education: concepts, contexts and connections* (pp. 313–332). Springer International Publishing. <https://doi.org/10.1007/978-3-319-76690-4>
- Chua, T. H. H., & Chang, L. (2016). Follow me and like my beautiful selfies: Singapore teenage girls' engagement in self-presentation and peer comparison on social media. *Computers in Human Behavior*, 55, 190–197. <https://doi.org/10.1016/j.chb.2015.09.011>
- Cronin, M. E. (2012). Resilience and literacy: Building two strengths at once. *Impact on Instructional Improvement*, 37(1), 11–14. Retrieved from [/citations?view_op=view_citation&continue=/scholar?hl=en&as_sdt=0,5&scilib=1&citilm=1&citation_for_view=AtbOHgUAAAAJ:eQOLeE2rZwMC&hl=en&oi=p](https://doi.org/10.1007/978-1-4614-3661-4)
- Engle, P. L., Castle, S., & Menon, P. (1996). Child development: Vulnerability and resilience. *Social science & medicine*, 43(5), 621-635. [https://doi.org/10.1016/0277-9536\(96\)00110-4](https://doi.org/10.1016/0277-9536(96)00110-4)
- Erikson, E. (1968). Childhood and the anticipation of roles. In *Identity Youth and Crisis* (pp. 115–122). w.w. Norton & Company.
- Felner, R. D., & DeVries, M. L. (2013). Poverty in Childhood and Adolescence: A Transactional–Ecological Approach to Understanding and Enhancing Resilience in Contexts of Disadvantage and Developmental Risk. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of Resilience in Children* (2nd ed., pp. 105–126). Springer. <https://doi.org/10.1007/978-1-4614-3661-4>
- Gizir, C. A. (2007). Psikolojik sağlık, risk faktörleri ve koruyucu faktörler üzerine bir derleme çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 3(28), 113–128.
- Grotberg, E. (1995). *The International Resilience Project: Promoting Resilience in Children*. Wisconsin: Universidad de Wisconsin
- Gupta, N., & Kumar, S. (2015). Significant predictors for resilience among a sample of undergraduate students: Acceptance, forgiveness and gratitude. *Indian Journal of Health and Wellbeing*, 6(2), 188–191. Retrieved from <http://www.myresearchjournals.com/index.php/IJHW/article/view/77>
- Herbozo, S., Tantleff-Dunn, S., Gokee-Larose, J., & Thompson, J. K. (2004). Beauty and thinness messages in children's media: A content analysis. *Eating Disorders*, 12(1), 21–34. <https://doi.org/10.1080/10640260490267742>
- Horning, L. E., & Rouse, K. A. G. (2002). Resilience in preschoolers and toddlers from low-income families. *Early Childhood Education Journal*, 29(3), 155-159. <https://doi.org/10.1023/A:1014580408103>

- Hornor, G. (2017). Resilience. *Journal of Pediatric Health Care*, 31(3), 384–390. <https://doi.org/10.1016/j.pedhc.2016.09.005>
- Howard, S., & Johnson, B. (2000). What makes the difference? Children and teachers talk about resilient outcomes for children “at risk.” *Educational Studies*, 26(3), 321–337. <https://doi.org/10.1080/03055690050137132>
- Hsieh, H.-F., & Shannon, S. E. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Işıtan, S. (2014). Caillou çizgi film karakteri ile ilgili türkçe resimli öykü kitaplarının biçimsel ve içerik özelliklerinin incelenmesi. *İlköğretim Online*, 13(1), 191–204.
- Jordan, A. (2005). Learning to use books and television an exploratory study in the ecological perspective. *American Behavioral Scientist*, 48(5), 523–538. <https://doi.org/10.1177/0002764204271513>
- Kararımak, Ö., & Siviş-Çetinkaya, R. (2011). Benlik saygısının ve denetim odağının psikolojik sağlamlık üzerine etkisi: duyguların aracı. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4(35), 30–41. <https://doi.org/10.17066/PDRD.81376>
- Kararımak, Ö. (2010). Establishing the psychometric qualities of the Connor–Davidson Resilience Scale (CD-RISC) using exploratory and confirmatory factor analysis in a trauma survivor sample. *Psychiatry Research*, 179(3), 350–356. <https://doi.org/10.1016/j.psychres.2009.09.012>
- Kaźmierczak, M. (2017). Fostering resilience through fairy tales: The girl without hands by Jacob and Wilhelm Grimm. *Studia Paedagogica Ignatiana*, 20(4), 15–34. <https://doi.org/10.12775/SPI.2017.4.001>
- Kelly, J. B., & Emery, R. E. (2003). Children’s adjustment following divorce: Risk and resilience perspectives. *Family Relations*, 52(4), 352–362. <https://doi.org/10.1111/j.1741-3729.2003.00352.x>
- Mardi, H. Ö. (2006). *Çocuk kitapları resimlemede karakter yaratma* (Doctoral dissertation, DEÜ Eğitim Bilimleri Enstitüsü).
- McCallum, R., & Stephens, J. (2011). Ideology and Children’s Books. In S. Wolf, K. Coats, P. Encis, & C. Jenkins (Eds.), *Handbook of Research on Children’s and Young Adult Literature* (pp. 359–371). Newyork: Routledge. <https://doi.org/10.4324/9780203843543.ch25>
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American psychologist*, 56(3), 227.

- Neuman, S. B., & Celano, D. (2001). Access to Print in Low-Income and Middle-Income Communities: An Ecological Study of Four Neighborhoods. *Reading Research Quarterly*, 36(1), 8–26. <https://doi.org/Doi.10.1598/Rrq.36.1.1>
- Noble, T., & McGrath, H. (2018). Making it real and making it last! Sustainability of teacher implementation of a whole-school resilience programme. In M. Wosnitza, F. Peixoto, S. Beltman, & C. Mansfield, F. (Eds.), *Resilience in education: concepts, contexts and connections* (pp. 289–312). Springer International Publishing. <https://doi.org/10.1007/978-3-319-76690-4>
- Oxenberg, L. (2008). *The effects of character education on the behavior of 5th grade students*. Rowan University.
- Pearson, J., & Hall, D.K. (2007). Using literature to promote children’s resilience, 14–15. Received from: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.499.510&rep=rep1&type=pdf>
- Resnick, M. D., & Taliaferro, L. A. (2011). Resilience. In *Encyclopedia of adolescence* (pp. 299–306). Academic Press.
- Satıcı, S. A., & Deniz, M. E. (2017). Mizahla Başa Çıkma ve İyilik Hali: Psikolojik Sağlık ve İyimserliğin Aracılık Rolünün İncelenmesi. *İlköğretim Online*, 16(3), 1343–1356. <https://doi.org/10.17051/ilkonline.2017.330262>
- Schorr, L. B. (1988). *Within our reach: Breaking the cycle of disadvantage*. New York, NY: Doubleday.
- Signes, M. T., Kaźmierczak, M., Amado, L., Acereda, A., & Bártoli, L. M. (2017). Children’s literature and education in values: self-esteem as the basis for a resilient attitude. *Edukacja Elementarna w Teorii i Praktyce*, 3(45), 13–22.
- Taket, A. R., Nolan, A., & Stagnitti, K. (2014). Family strategies to support and develop resilience in early childhood. *Early Years*, 34(3), 289-300. <https://doi.org/10.1080/09575146.2013.877421>
- Triplett, C. F., & Buchanan, A. (2005). Book talk: Continuing to rouse minds and hearts to life. *Reading Horizons*, 46(2), 2.
- Ulusoy, K. (2007). Sosyal bilgiler öğretmenlerinin tarih ve ahlâk eğitimi ilişkisi üzerine görüşleri (sakarya il örneği). *Değerler Eğitimi Dergisi*, 5(13), 155–177.
- Uzmen, S., & Mağden, D. (2002). Okulöncesi eğitim kurumlarına devam eden altı yaş çocuklarının prososyal davranışlarının resimli çocuk kitapları ile desteklenmesi. *M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 15, 193–212.
- Vanderpol, M. (2002). Resilience: A Missing Link in Our Understanding of Survival. *Harvard Review of Psychiatry*, 10(5), 302–306. <https://doi.org/10.1080/10673220216282>

- Waller, M. A. (2001). Resilience in ecosystemic perspective: Evolution of the concept. *American Journal of Orthopsychiatry*, 71(3), 290–297.
- Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayınevi.
- Yüceşahin, M. M., & Tuysuz, S. (2011). Ankara kentinde sosyo-mekânsal farklılaşmanın örüntüleri: ampirik bir analiz. *Coğrafi Bilimler Dergisi*, 9(2), 159–188.
- Zambo, D. M. (2007). What can you learn from bombaloo? Using picture books to help young students with special needs regulate their emotions. *Teaching Exceptional Children*, 39(3), 32–39.
- Ziftçi, N. (2006). Çocuk edebiyatı çevirisinde kültürel değerlerin aktarılması. In S. Sever (Ed.), *II. Ulusal Çocuk ve Gençlik Edebiyatı Sempozyumu* (pp. 357–360). Ankara: Ankara Üniversitesi Yayınları.

Geniş Özet

Giriş

Çocuk kitapları, çocukların bilgi kaynağı olmasının yanında, onların günlük hayatta karşılaştıkları sorunlara yönelik inançlarını, duygu ve düşüncelerinin farkına varmalarını ve bunları dile getirmelerini sağlayan dolaylı ve güvenli bir yol olarak görülmektedir (Pearson & Hall, 2007). Erken çocukluk edebiyatının farklı amaçlarla kullanımına literatür değinmekteyse de, psikolojik sağlık kapsamında kitapların kullanılması fikri ile nadiren karşılaşmaktadır. Teorik olarak, kitapların psikolojik sağlamlığa dair özellikleri kazandırması durumunun ele alınmış olduğu; ancak buna yönelik uygulamaların bulunmadığı görülmektedir.

Mevcut çalışma ile, erken çocukluk edebiyatına psikolojik sağlık çerçevesinden bakmak amaçlanmıştır. Psikolojik sağlamlığın aranması adına ise, risk faktörünün mevcut olması önemli bir kriterdir (Gizir, 2007; Resnick & Taliaferro, 2011). Buna binaen, risk altındaki bölgelerdeki anaokullarına giden çocukların etkileşime girdiği kitaplar ve bu kitaplardaki psikolojik sağlamlığı destekleyen ya da ketleyen etmenlerin ortaya çıkarılması planlanmıştır. Psikolojik sağlık kapsamında, çocuk edebiyatı çerçevesinde görülmesi gereken iki diğer nokta ise; insanlar arası bağ kurma özelliklerinin nasıl yansıtılmış olduğu ve mutluluğun kaynakları olarak nelerin altının çizilmiş olduğudur.

Yöntem

Bir nitel araştırma yöntemi olan fenomenoloji deseni kullanılmıştır. Araştırmanın öncesine Hacettepe Üniversitesi Etik Kurulu'ndan uygulama için izin alınmasına takiben Ankara İl Milli Eğitim Müdürlüğü'nden gerekli izinler alınmıştır. Okulların seçimi hususunda, Yüceşahin ve Tuysuz (2011) tarafından gerçekleştirilmiş Ankara'nın refah anlamında altı bölge olarak ele alındığı rapordan faydalanılmıştır. Araştırmaya izin veren 3 okulöncesi kurumunda yer alan okul öncesi döneme (3-6 yaş) ait 204 adet resimli çocuk kitabı örnekleme oluşturmuştur.

Veri toplama yöntemi olarak, psikolojik sağlık literatürüne ve Grotberg (1995) tarafından çocuklarda psikolojik sağlamlığı görmeye yönelik yapılmış kontrol listesine sadık kalınarak araştırmacılar tarafından oluşturulmuş "Resimli Çocuk Kitaplarında Psikolojik Sağlamlığı İnceleme Kontrol Listesi" kullanılmıştır. Bu kontrol listesi toplamda 24 maddeden oluşarak, psikolojik sağlamlığın 21 boyutunu içermektedir. Kitaplar, psikolojik sağlamlığın boyutlarına yönelik olumlu ya da olumlu olmayan örnekleri içermesi ya da bu temalara ait örneklerle rastlanmaması açısından değerlendirilmiştir. Kitaplardaki alıntılara yönelik örnekler, kontrol

listesindeki “açıklamalar” kısmında toplanmış olup, bir kısmına araştırma ana metninde yer verilmiştir. Analiz yöntemi olarak Hsieh ve Shannon (2005) tarafından ortaya konan “güdümlü içerik analizi” (directed content analysis) yöntemi kullanılmıştır.

Bulgular

Koşulsuz sevme-sevilme ve prososyal becerilerin kazanımına dair özelliklere dair örneklerin sayısı yüksektir. Olumlu prososyal becerileri içeren örneklerden küçük bir kısmı, “paylaşmanın bazen zor olsa dahi güzel olabileceği” mesajını vermektedir. Ancak diğer taraftan bu boyutlara yönelik olumsuz örneklerin psikolojik sağlamlığı ciddi anlamda tehdit edebileceği görülmüştür. İncelenen kitaplarda bu riskler genellikle dünya masallarının içinde bulunmuştur.

Bağ kurma özelliklerine bakıldığında, olumlu bağlanmaya yönelik özellikler desteklenirken, bu durumu riske atıcı özelliklerin de mevcut olduğu söylenebilmektedir. Bağ kurma boyutuna ilişkin olumsuz özelliklerin sıklığı incelendiğinde, risk oluşturan etmenlere yönelik örneklere rastlanılmış ve bunlar için de alt kategoriler oluşturulmuştur. Hile, zorbalık ve şiddet karşılaşılan örnek türlerindedir.

Duygusal paylaşım boyutu hakkında, kitapların yarısından fazlasında göstergeler olumlu yönde bulunurken, bazı olumsuz örnekler de görülmüştür. Olumsuz örnekler duygularla alay etme ya da duygularını anlatan bireye dikkat etmeme şeklinde bulunmuştur. Bazı örneklerde ise “dinlemeyen ebeveyn” kavramı görülmüştür; ancak kitapların sonunda bu patern değişmektedir.

Kitaplarda mizahın kullanımına yönelik oldukça az sayıda örnekle karşılaşılmıştır. Yardımı arama örnekleri az iken, psikolojik anlamda bir uzmandan yardım isteme durumu ile hiç karşılaşılmamıştır. İnisiyatif alabilme boyutu, diğer alanlara nazaran daha çok desteklenmektedir. Sınırlı kontrol farkındalığı boyutunun ise, incelenen kitaplarda alt kategorilere ayrıldığı görülmüştür. Değiştirilemeyen durumlar, değiştirilemeyeceği kabul edilen durumlar ve buna adaptasyon ile değiştirilemeyen durumların başkalarının yardımı ile üstesinden gelinmesi şeklinde üç alt kategori elde edilmiştir.

Mutluluğun kaynaklarına doğrudan değinme oranı düşük iken, bu kaynaklar çoğunlukla manevi kaynaklar olarak görülmektedir. Bunlar genellikle, arkadaşlık ve ilişkiler; başarı ve kabul görme ile ilişkilendirilmiştir. Çok düşük oranlarda mutluluk materyalist durumlar (zenginlik ve güzellik gibi) üzerine kurulmuş olup, kendilerine çoğunlukla dünya masallarında rastlanmıştır.

Genel anlamda, incelenen kitaplarda psikolojik sağlamlığın sınırlı oranda desteklendiği ancak yeni oluşturulacak kitap repertuarının geliştirilebileceği sonucuna varılmıştır.

Tartışma, Sonuç ve Öneriler

Çocukların kitaplarla özdeşim kurabilmeleri ve günlük olarak mikrosistemlerinde bulunması sebebiyle, okulöncesi dönem çocuklarında psikolojik sağlamlığın kitaplar aracılığıyla kullanılabilceği fikri temelinde bu araştırma gerçekleştirilmiştir.

Psikolojik sağlamlık birçok boyuta sahip bir olgudur. Hakkında çoğu yan artık anlaşılmış olsa bile, çocukların günlük hayatta etkileşime geçtiği kitaplar üzerinden ne derece ve nasıl destekleneceğine dair bilgi sınırlıdır. Bu araştırma ile literatüre erken çocukluk edebiyatında psikolojik sağlamlığı incelemeye yönelik bir aracın kazandırılması yoluyla bu sınırlar biraz daha genişletilmeye çalışılmıştır. Özellikle okul öncesi öğretmenlerinin günlük paylaşım ve eğitim amacıyla yapacağı resimli kitap seçimlerinde psikolojik sağlamlığı da destekleme hedefine hizmet edebileceği düşünülmüştür. Yapılan araştırma neticesinde, incelenen kitapların da yardımıyla okulöncesi dönem çocuk edebiyatına hangi yönlerin kazandırılması ya da hangi yönlerin desteklenmesi gerektiğine dair bir çıkarım yapılmıştır. Çocukların kitaplarla özdeşim kurması durumu göz önünde bulundurularak, kitaplardaki içeriğe dikkat edilmesi ve psikolojik sağlamlığı destekleyici nitelikte kitapların ortaya çıkarılması önerilmektedir. İlerleyen çalışmalar adına ise, dünya masallarının özel olarak psikolojik sağlamlığa yönelik incelenmesi önerilmektedir.

Appendix 1: Resimli Çocuk Kitaplarında Psikolojik Sağlık İnceleme Kontrol Listesi (TR version)

Maddeler	Olumlu	Olumlu Değil	Rastlanmadı	Açıklama
1. Çocuğa, onu olduđu gibi koşulsuz seven insanlara sahip olduđu fikrini verir.				
2. Çocuğa, yaşadığı problemleri ve duygularını paylaşabileceği birine sahip olduğunu anımsatır.				
3. Çocuğu, bir şeyleri kendi kendine yapmaya teşvik eder.				
4. Çocuğa, ihtiyacı olduğunda yanında olacağını bildiği bir aileye sahip olduğunu hatırlatır.				
5. Çocuğa, kendisine benzemek istediği birinin varlığına sahip olduğunu fikrini verir.				
6. Çocuğa, kötü giden şeyleri iyiye de gidebileceği inancını verir.				
7. İnsanlarla sağlam bağlar kurmasını sağlayan özellikleri kazandırır. (Arabuluculuk, anlayışlı olma, hoşgörü vb...)				
8. Çocuğa, her şeyin kendi kontrolünde ve sorumluluğunda olmadığını gösterir.				
9. Çocuğu yeni şeyler denemeye yönlendirir.				
10. Çocuğa başarabileceği fikrini verir.				
11. Önüne çıkan engellerde, çocuğa yaptıklarının olumlu bir fark yaratacağı inancını verir.				
12. Bir göreve odaklanıp o şekilde devam edebilmeyi gösterir.				
13. Zorluklarla karşılaştığında denemeye devam edebilme fikrini kazandırmaya çalışır.				
14. Mizah anlayışı barındırır.				
15. Geleceğe dair plan yapabilmeyi kazandırır.				
16. Yaşlıları ve yetişkinlerle iyi işleyen sosyal bağlar kurma fikrini verir.				
17. Geçmişe nazaran bugün elinde daha iyi bir şeye sahip olma fikri oluşturur.				
18. Kendinin ya da bir başkasının deneyimlerinden çıkarımda bulunma ve davranışını şekillendirebilme becerisini destekler.				
19. Gerektiğinde profesyonel ya da kişisel iyileştirici yardımı arayabilme ve kullanabilme bilinci verir.				
20. Kişiliğinin gerçekteki özelliklerini ve bunun değerli olduğunu bilmeye yönelik bilinçlendirir.				
21. Bedenin gerçekteki özelliklerini ve bunun değerli olduğunu bilmeye yönelik bilinçlendirir.				
22. Maddi kaynaklardan bağımsız mutlu olabilme fikri aşılar.				
23. Yolunda gitmeyen durumları yadsımaksızın, yolunda giden durumlara odaklanabilmeye yönlendirir.				
24. Mutluluk duygusunu herhangi bir şart ile (para, zenginlik, güzellik vb) sınırlandırmaksızın verir.				

Appendix 2. Frequency of occurrence of resilience dimensions with sample quotations from the analyzed books

Dimensions of Resilience	The Items of Control List	Sample Quotations	f		
			Positive	Negative	Not Encountered
Unconditional Love	1. It gives the child the idea of having people who love him unconditionally just the way he is.	<i>“We were angry with you because you spoiled our game by not playing it. Loving and getting angry are different things. Sometimes we get angry with the ones we love but it does not mean we do not love them.”</i>	113	22	72
Emotional Sharing	2.It reminds the child that he has someone to share his emotions and the problems he faces with.	<i>“Triangle sat down and started to cry. When the other shapes saw it was crying, they ran up to it. ‘Why are you so sad? What happened to you? Can we help you?’ Triangle told them Cumba did not want it in the game because of its shape.”</i>	102	14	90
Be Able to Take Initiative	3. It encourages the child to do something by himself	<i>“While I was coming here, I came across with an event. While crossing over the road, the Rectangle by the road attracted my attention. It was not moving. I went towards it and asked what happened to it. The Rectangle told me ‘‘ I am visually impaired; I cannot see. Can you help to cross the road?’’. I took its arm and helped it to cross the road but then I realized that I need to take it to its house. Because I cannot leave the Rectangle by itself.”</i>	105	22	77
Family Support	4. It reminds the child that he has a family who would be with him whenever he needs.	<i>“Until the contest started, Pigi and Zoe talked about how their families and friends stand by them all the time and love them in any case.</i>	79	6	121
Modelling	5. It gives the child the idea of presence of somebody who he wants to model.	<i>“My dad loves to give a surprise. He has made a surprise meal for my mum recently. My mum got so happy. I have thought ‘‘I can give a surprise too, to make my mum happy’’</i>	27	4	173
Belief of Recovery	6. It shows the child the belief that things which retrogress can also recover.	<i>“That day Kalben’s friends didn’t want her in the game. Also, the ball they threw dropped Kalben’s ice-cream. It was unintentional but Kalben’s heart got broken like her ice- cream cone! (...) Now Kalben’s heart is sturdier than it was in the past.”</i>	82	10	112

Establishing a bond	7. It brings the child in the skills which help to establish a strong bond with people (Peace-making, thoughtfulness, toleration etc.)	<i>“Each of your voices is so nice. Why aren’t you thinking of combining and sounding more harmoniously?”</i> <i>“How dare you call Mabel as little weird creature! Don’t you see he is nearly the same height with me (and just a bit weirder than me)?”</i>	152	27	34
Limited Control Awareness	8. It shows the child that everything is not under his control and responsibility.	<i>“Ediz, my place of duty has changed. My new place of duty is so far away from here. It would be so difficult to go and come back. That’s why, we need to move to a new house. We are starting to pack our household goods. You need to start a new school close to our new house.”</i>	42	6	157
New Experiences	9. It leads the child to try something new.	<i>“Nazlı and her friends were bursting with happiness. The children saw a swan for the first time and fed it. This delighted them so much.”</i>	53	8	143
	10. It gives the child the idea of his achievement.	<i>“I can do it!, I can stand on my feet” said by herself.”</i> <i>“I am swimming, I did it! ’she screamed”</i>	61	10	133
Belief of Achievement	11. It gives the belief to the child that what he does makes a positive difference for the obstacles he meets.	<i>“‘Hang on, almost done’ Floki was encouraging his friends. Just then one of the ivies broke off! The carrier swing started to swing perilously in the air. ‘Immediately we need something to support!’ Pik fluttered.”</i>	46	12	147
	12. It shows how to focus on a duty and go on doing that.	<i>“They made such a plan. The mouse will nibble the trap, tortoise will wait in the nest. (...) In a short time, they saved the gazelle.”</i>	41	4	159
	13. It tries to bring the idea of going on trying against some difficulties.	<i>“the flowers they found in the mountains secretly placed somewhere in the garden and in the pots of the houses.”</i>	30	3	171
Humour	14. It includes sense of humour	<i>“‘If I jump up high and do my best and my pants drop....Just then a TV team comes and records me and I show up on Tv with my underclothes?’”</i>	36	0	168
The Idea of Future	15. It brings the skill of planning for the future.	<i>“‘I want to be a fire fighter when I grow up!’ told about his decision to everybody. Caillou was agree with Phillip.”</i>	36	0	168

Positive Relations	16. It gives the idea of establishing well- functioning social bonds with his peers and adults.	<i>“(...) give us your gold instantly or we will kill you. (...) Bandits hung Pinocchio on a tree and waited him to die. Even three hours passed, Pinocchio was still alive. (...) Actually, the one who cast a spell over Pinocchio was the wicked witch of toys realm. She sold him as a donkey to a man. The man wanted to drown him in water to make a drum out of the skin of the donkey. He threw poor Pinocchio into the water.”</i>	137	24	49
Positive Current Situation	17. It forms an idea of having a better thing today compared to the past.	<i>“Papu got so sad because he will leave his compass. But helping Mr. Postman made him feel so happy. He felt good.”</i>	85	6	113
Be Able to Deduce	18. It supports the skills of making inference from his or others’ experiences and forming his behaviours.	<i>“Children realized when they say something unpleasant, something weird happens. Good words can turn into bad ones while they travel from heart to lips. That’s why there is no need to be touchy. (...) He understood that people do not say what they think and what they say can be different from what they think.”</i>	103	6	95
Be Able to Search for Help	19. It gives the consciousness of searching for personal or professional help and using it when required.	<i>“‘You are an experienced tree. You are older than all of us, but your roots are so strong. Your trunk has stood erect. (...) Maybe you can find us a remedy.’” he said. Übü started to think.”</i>	10	3	192
Awareness of Personal Value	20. It raises awareness about knowing the individual’s characteristics in real and its value.	<i>“‘I am as myself!’ she cheered. I wonder what she wants to mean.”</i>	47	17	142
Awareness of Physical Value	21. It raises awareness about knowing the individual’s physical characteristics in real and its value.	<i>“He said ‘But your jewellery is more precious. (...) Your sighted eyes...Your ears to hear... Your nose to smell, your tongue to taste, your hands to feel by touching... Here these are your greatest jewellery.”</i>	34	7	164
Happiness Free from Materiality	22. It gives the idea of being able to happy free from material sources.	<i>“All the time the best gift is friendship! (...) A delicious, incredible bone... But it doesn’t replace a friend!”</i>	21	14	169
Focusing on Positive Side	23. It leads the child to focus on the situations going right without denying the situations not going well.	<i>“Now who would she be talking to and playing with? But at the same time a sound deep inside her says some things will change. It happened so (...) Begüm’s mum and dad listened, listened and listened to her till the last word of her. Great thing it was!”</i>	33	0	171

Sources of Happiness	24. It gives the feeling of happiness without limiting with any conditions (money, wealth, beauty, etc.)	<i>“Ediz’s old teacher and friends said they missed him so much. (...) Seeing his old teacher and friends made Ediz so happy. (...) Ediz was so happy. Both he can see his old friends and he made some new friends.”</i>	115	13	76
-----------------------------	--	---	-----	----	----

ETİK BEYAN: "Erken Çocukluk Edebiyatında Psikolojik Sağlamlığın İncelenmesi" başlıklı çalışmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır ve veriler toplanmadan önce Hacettepe Üniversitesi Etik Komisyonu'ndan 08.06.2017 tarih ve 35853172/431_2115 sayılı etik izin alınmıştır. Karşılaşılacak tüm etik ihlallerde "Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi Yayın Kurulunun" hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğunu taahhüt ederim. "