

# **Bibliotherapy with Twice-Exceptional Learners: Using Picture Books to Address Affective Issues**



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# Affective Issues

**Twice-exceptional learners may demonstrate:**

- Anger
- Fear of failure
- Low self-esteem
- Strong need to control their situations
- Their **social and emotional needs** are **complicated** and **complex**.
- **School** situations often **set them apart** from their peers.
- Their unique **abilities** and **challenges** can make them **feel alone**.

# Affective Issues

Bibliotherapy can be used as a strategy to help 2E learners cope with emotional difficulties related to their personal challenges.

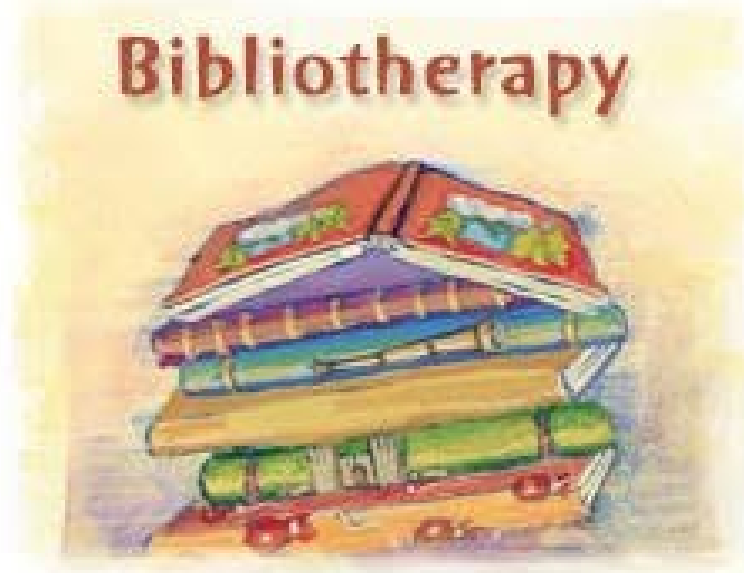
**Bibliotherapy is...**

... getting the **right book** to the **right child** at the **right time** about the **right problem**



# **Bibliotherapy: Definition**

Therapeutic reading in which children find duplications of their own problems and observe how children similar to themselves face their difficulties.

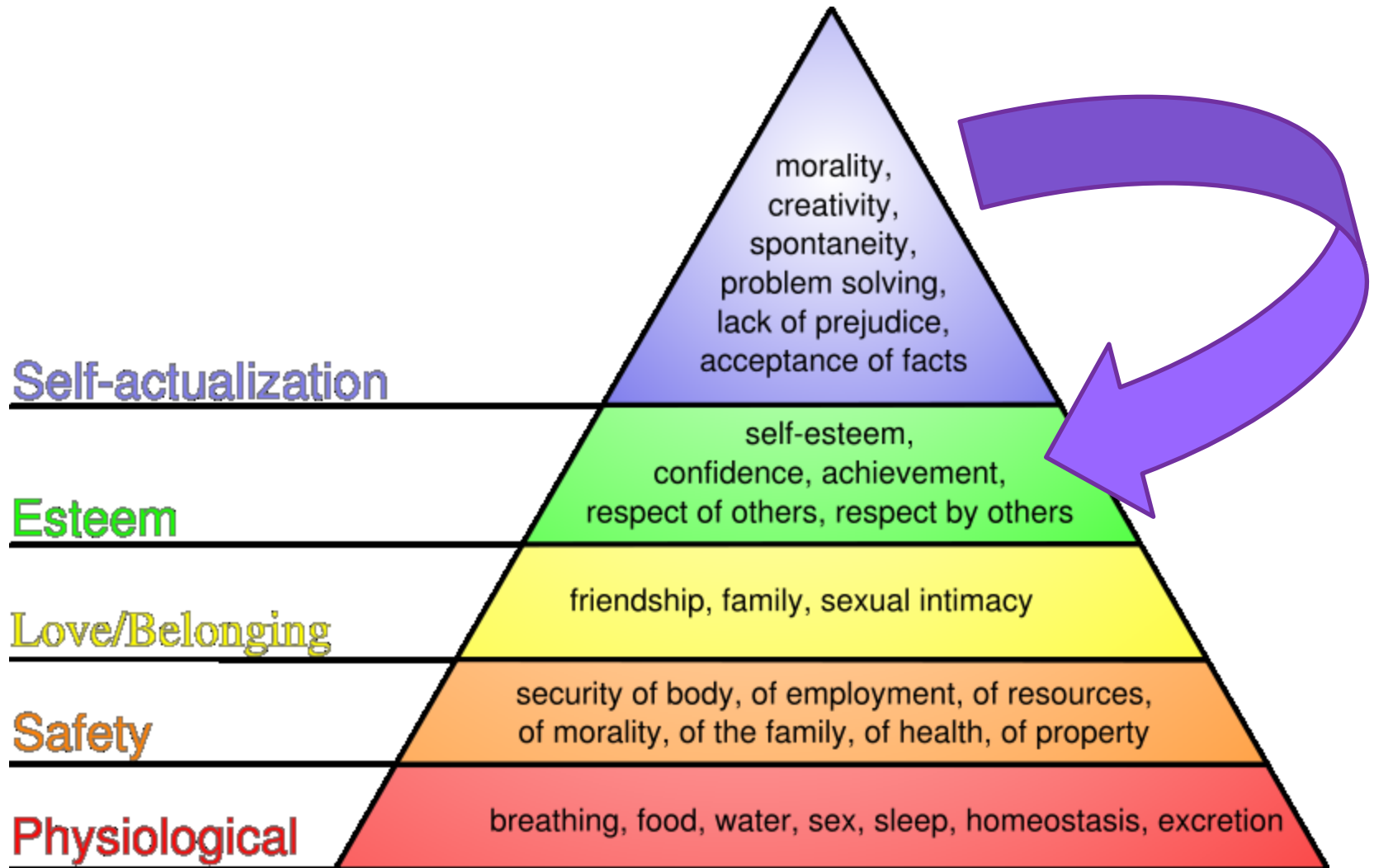


# Developmental Bibliotherapy



- Used **preventively** to anticipate and meet needs before they become problems.
- Used to help children move through life's **predictable** stages by using stories and the characters in them as powerful tools for identification, connection, and insight.

# Maslow's Hierarchy of Needs



# Benefits to the 2E Learner

- Takes their strength areas (ability to conceptualize, to generalize, think abstractly) and allows them to use these strengths to support areas of need and personal growth.
- If reading is not a strength, having the story read aloud followed by discussion gives the student the opportunity to express his/her feelings.
- Although gifted students may be intellectually ahead of their peers, they are likely to be at the same level socially or emotionally, especially 2E learners.
- It is important for 2E students to read about individuals similar to themselves.

# Selecting Materials

- **Literary criteria for book selection:**
  - Thematic dimensions: powerful vs. trite
  - Stylistic dimensions: clear vs. convoluted language; striking vs. hackneyed imagery
- **Is the material a good vehicle for discussion?**





# Picture Books

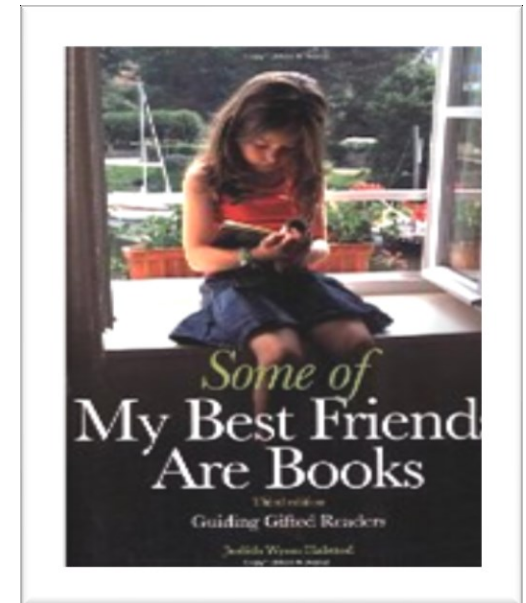
**Picture books serve as excellent vehicles for 2E learners.**

- Can be read aloud and discussed in a short time frame.
- Engaging illustrations add to the story.
- Even with simple language, the underlying meaning can be complex and provoke higher level thinking.
- Children who are not accomplished readers can participate in the group discussion.

# *Some of My Best Friends Are Books*

## Developmental challenges:

- Achievement
- Aloneness
- Arrogance
- Creativity
- Differentness
- Sensitivity
- Identity
- Intensity
- Introversion
- Moral concerns
- Perfectionism
- Relationships with others
- Drive to understand
- Using ability



(Halsted, J. W., 2009)

# Four Steps in Bibliotherapy

## 1. Identification: “recognizing”

cognitive identification with the character

## 2. Catharsis: “feeling”

affective connection with the character

## 3. Insight: “thinking”

move past characters and events of the story toward personal application of concepts

## 4. Universalization: “application”

bring the story full circle, apply awareness to own life

# The Process of Bibliotherapy

## 1. Identification

- The student comes to empathize with the character in the book who is both gifted and has some type of personal challenge.
- When the student becomes aware of the parallels, a “shock of recognition” occurs, helping the student to identify with the character and the challenge.

## 2. Catharsis

- When empathetic identification reaches its peak, the student is able to release pent-up emotions under safe circumstances.
- The similarities enable the student to get a new perspective on his/her own problems or challenges.

# The Process of Bibliotherapy

## 3. Insight

- As a result of the catharsis, the student achieves an integration of mind and emotions.
- Possible solutions are identified.

## 4. Universalization

The student can relate to how the character handled a situation and can see the relationship in his/her own life.

In order for bibliotherapy to achieve its goals, the reader must experience **ALL FOUR** stages. That “aha” moment may not appear until the reader has read several books with similar developmental themes or problems.

# Bibliotherapy Lesson

- 1. Introductory Activity:** Set the tone for the book... prior background knowledge
- 2. Read the book aloud**
- 3. Menu of Questions** (for the first 3 steps)
- 4. Follow up Activity:** Universalization  
Closure/application should come from the *Insight* questions.

# Menu of Questions for the Three Steps

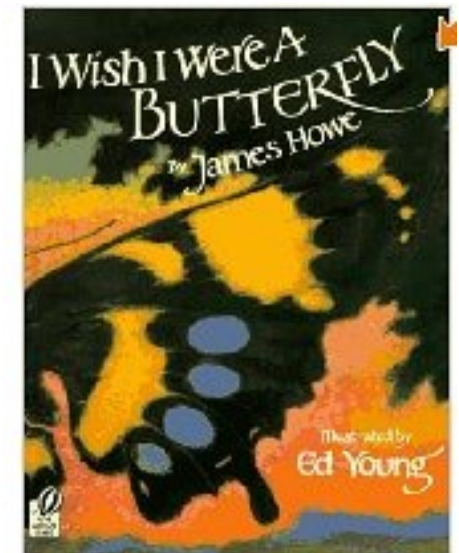
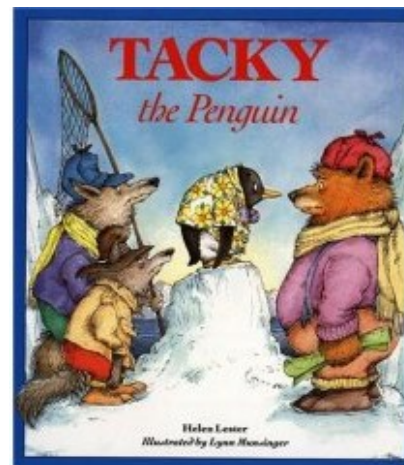
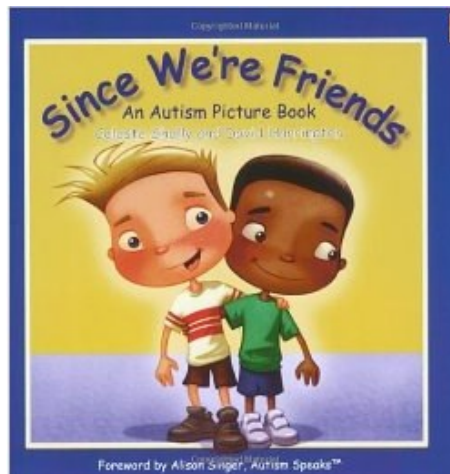
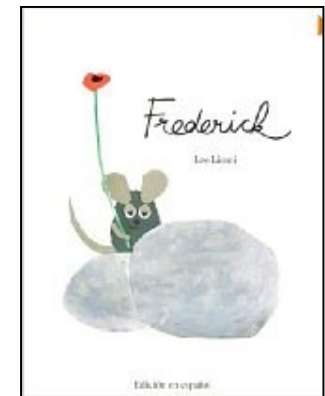
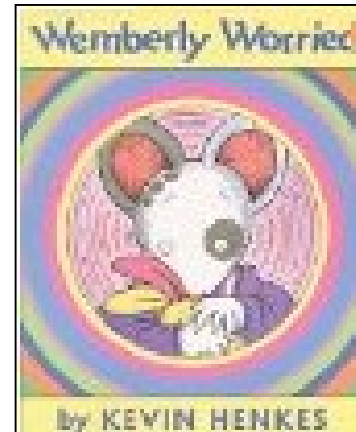
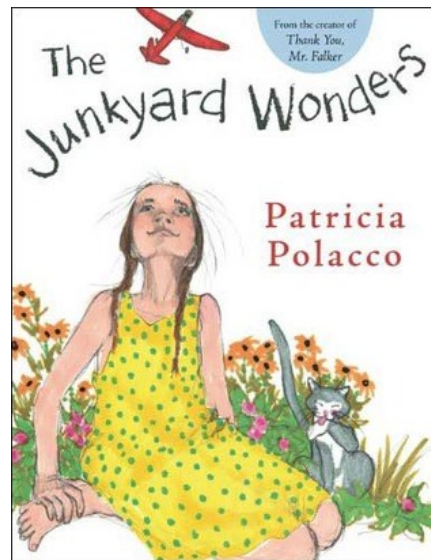
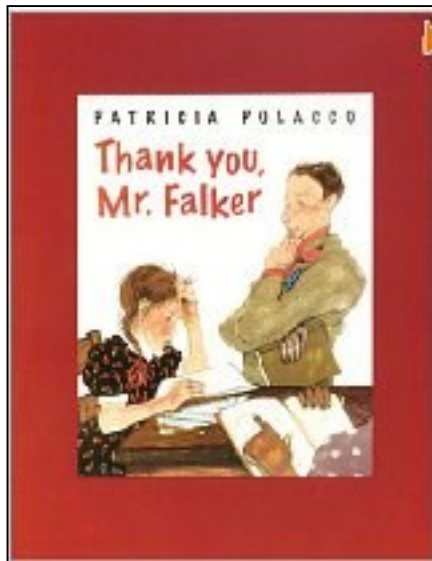
1. **Identification**: focuses on characters in the story...safe distance!
2. **Catharsis**: focuses on characters' feelings...getting closer!!
3. **Insight**: reader's application of the character's situation to own life...personal juxtaposition!!!

# Bibliotherapy Lesson Outline

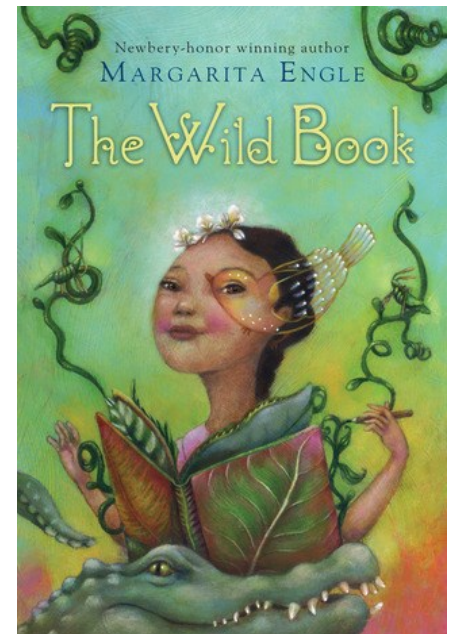
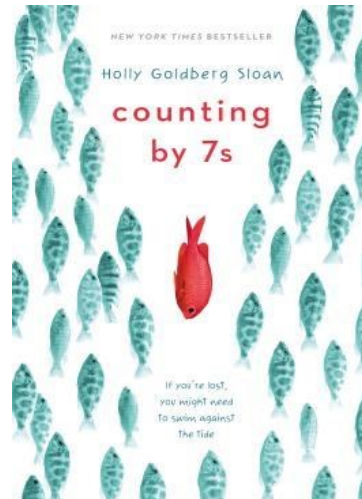
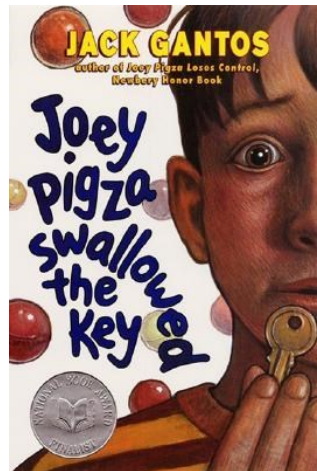
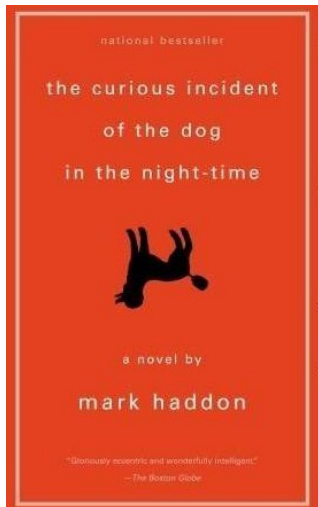
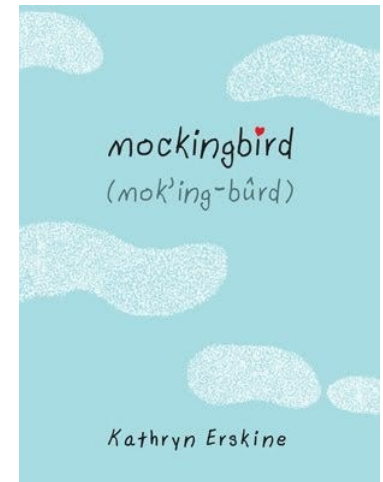
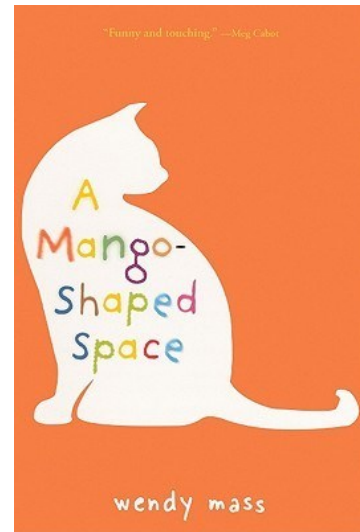
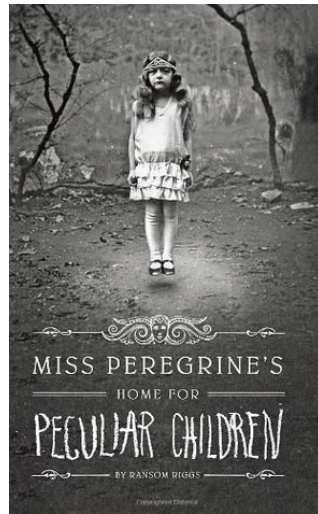
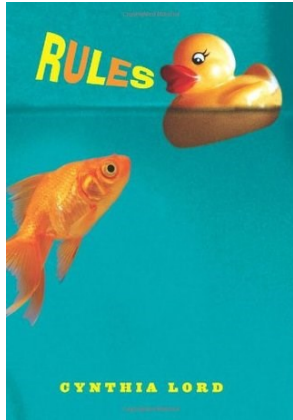
1. Bibliographic entry
2. Story Summary: 3-5 sentences
3. Developmental Challenges: single words or phrases (concepts)
4. Themes or Key Concepts: sentences combining developmental challenges
5. Introductory Activity: HOOK
6. Menu of Discussion Questions...three steps!
  - a) Identification
  - b) Catharsis
  - c) Insight
7. Universalization (Follow-up Activity): should come from Insight



# Great Picture Books for Bibliotherapy

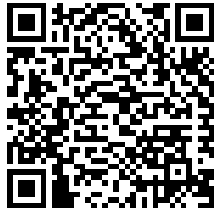


# Novels for Bibliotherapy



## **Session Handout and Resources:**

<https://www.tes.com/lessons/bPAxW3NDeeoyuA/bibliotherapy-for-2e-learners-wcgtc-2019-nashville>



## **Link to Bibliotherapy Lessons for Affective Needs of Gifted Children and Youth:**

<https://www.tes.com/lessons/MwBuKkWyuUumtQ/bibliotherapy-lessons-for-affective-development>

