

Examination of American Psychological Association Books in the Context of Well-Being and Children's Rights

Meltem Gündoğdu^{*a} & Şenay Bulut Pedük^b

* Corresponding author

E-mail: mell39@hotmail.com

a. Ministry of National Education,
Pınarhisar Yıldız Kindergarten, Kırklareli,
Türkiye.


b. Faculty of Education Trakya
University, Edirne, Türkiye.

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ABSTRACT

In this study, which aims to examine American Psychological Association (APA) books in the context of well-being and children's rights, the document analysis method, one of the qualitative research methods, was used. The research sample consists of 30 books. Psychological Well-Being Review Checklist in Children's Illustrated Books and Child Rights Review Checklist in Children's Illustrated Books were used as data collection tools. The data obtained through descriptive analysis are presented with frequencies and direct quotations. According to the findings, it was seen that APA books contain many positive statements about supporting well-being in children. It was determined that the most statements about well-being were in the self-regulation and the least statements were in the low externalization categories. In the contents of APA books, whose ultimate purpose is not to teach children's rights, the most statements about children's rights were about development and least about protection. Another conclusion is that the articles regarding the right to development positively support well-being. In summary, it was determined that APA books contain implicit content for teaching children's rights and can be functionally used to support well-being.

KEYWORDS

Children's literature, well-being, children's rights, American Psychological Association (APA)

INTRODUCTION

Children's literature can be defined as products that are prepared for children from the early stages of life to include adolescence, appeal to their imagination, are appropriate to their developmental level, care about aesthetic values, and have their content enriched with verbal and visual messages (Sever, 2010). Children's literature products are important tools that allow children to get to know life and people through their subjects, plots, themes and the messages they try to convey (Karagül, 2019). These works are instructive in terms of presenting various emotions to the child within the flow of events, allowing the child to recognize, experience, understand the importance of emotions and regulate their emotional states in the face of these events (Eti, 2021; Kanmaz, 2020). Emotions, which are abstract concepts, become more concrete and understandable for children through books read in early childhood (Tür & Turla, 1999). Children can develop their skills in experiencing various situations, producing solutions, and empathizing through events/situations/characters in books (Firat, 2020; Bulut, 2010; Lynch Brown & Tomlinson, 1999; Erdem, Aydos, & Çoban, 2017). There may be some difficult situations/topics that children may encounter during the growth process (bullying, divorce, loss of a parent, illness, hyperactivity, depression, etc.). Lowe (2009) states that children's books that did not touch on sensitive topics such as death, divorce and bullying have focused on these issues in the last few decades due to social changes. Wetton (1995) stated that children can start by talking about sensitive issues and emotions through books. Bibliotherapy studies conducted in recent years have revealed the problem-solving and prevention effects of books (Kaya, 2018; Harvey, 2010; Belen, 2016). Based on all these, it is thought that encountering quality and well-structured works in early childhood contributes to children's value acquisition, empathy skills, social emotional development and psychological well-being. In early childhood, well-being is important for the positive progress of personality and social emotional development. There are many definitions of well-being (Ryff & Keyes, 1995; WHO, 2022; UNICEF, 2019). In the APA (2018) dictionary, psychological well-being is defined as a state of satisfaction with a good quality of life, with low stress levels, good physical and mental health in general.

At this point, the APA which is assumed to support children's well-being, comes into play. The APA, the largest psychology organization in the world, is an institution representing the field of psychology and conducting scientific research with educators, psychologists, psychological counselors, psychiatrists, and students. One of its studies focusing on well-being and psychological resilience is its "Children and Youth Book Series," which consists of books serving as guides for children aged 4-18 on coping with challenging processes they may encounter during their growth. This series is assumed to make a positive contribution to well-being. Encountering various challenging situations (such as depression, divorce, bullying, trauma, sibling jealousy, step-siblings, attention deficit, etc.) influences well-being by expressing, managing, and regulating emotions. Expressing emotions, asking for help, and regulating

feelings and behaviors also support children's right to participate, which includes the right to express their thoughts and feelings. One of the most fundamental rights of children is the right to development. The right to development includes dimensions such as physical and mental health, play, rest, gaining knowledge, respecting differences, and receiving education, which are necessary for children's self-realization. These dimensions also form the content that supports well-being. Feeling good physically and mentally indirectly indicates the active use of the right to development (APA, 2024).

Institutions and organizations aim to support children's well-being, improve their welfare, and defend and actively enforce their rights without discrimination (UNICEF, 2013; UNESCO, 1974). The United Nations Convention on the Rights of the Child (UNCRC) contains universal principles protecting children's rights. The UNCRC emphasizes that all children have equal rights without discrimination and that these rights are interconnected and complementary (Erbay, 2021). In addition to their basic rights, the convention includes aspects that positively support their well-being and welfare (Karakas & Çevik, 2016). Children's rights are defined as the benefits protected by law, ensuring the child's security and dignity, allowing them to live freely and healthily, and supporting their overall well-being, including physical, social, moral, and psychological aspects (Kepenekçi, 2010). One of the most common sources for teaching children their rights is books (Kepenekçi & Aslan, 2011). Books with well-constructed characters and storylines based on the principle of being child-oriented are considered significant as they help children intuitively grasp their rights, offer various experiences, and develop empathy (Seday, 2021). For this reason, it is thought to be important to provide quality publications to children in early childhood.

APA books offer children explicit and implicit messages about well-being and resilience through content and heroes. The messages in the books affect children's perspectives and thoughts (Dilek, 2017). Kardaş and Yalçın (2019) systematically examined the studies on well-being in Turkey and determined that these studies increased after 2010 and were mostly aimed at secondary school and undergraduate students. It is thought that increasing the number of studies on well-being in early childhood is important and will contribute to the literature. Additionally, it was hypothesized that the subcategories of well-being and the components of children's rights (such as expressing thoughts and feelings, participating in society, protecting physical and mental health, seeing the consequences of negative situations) support each other. This study aims to contribute to the literature on well-being and children's rights in children's books.

The purpose of this study is to determine the presence of well-being and children's rights in APA children's books. In line with this general purpose, the following questions were sought:

1. To what extent are the subdimensions of well-being-physical health, low internalization, low externalization, self-regulation, social competence-assertiveness, cognitive competence, value behaviors, psychological resilience, and life satisfaction-present in APA children's books?

2. To what extent are the subdimensions of children's rights-rights to survival, development, participation, and protection-present in APA children's books?
3. To what extent are the subdimensions of children's rights in APA children's books presented positively or negatively?
4. How do the subdimensions of well-being in APA children's books intersect with the areas of children's rights?

METHOD

Model

In this study, conducted to examine APA books in the context of well-being and children's rights, the document analysis method, one of the qualitative research methods, was used. The document analysis method is defined as obtaining, examining in detail, and analyzing the source documents to be studied (Özkan, 2019).

Study Resources

The study resources consist of works by APA that have been translated into Turkish. The sample of the study was selected using the "convenience sampling method." In this context, the study materials consist of children's books approved by APA, translated into Turkish, aimed at "early childhood (0-6 years)," with a maximum of 32-44 pages, and illustrated. A total of 30 books, 8 of which were obtained through purchase and 22 through video books published on YouTube, form the data source of the study. Of these books, 13 belong to "Okuyan Koala" and 17 to the "Sabri Ülker Foundation" publications. The APA Children and Youth Series books examined in this study are found in "best-seller" or "out-of-stock" categories in publishing houses and online bookstores. The data sources for the study are presented in Table 1.

Table 1 (see appendix).

Data Collection Tools

In this research, the "Checklist for Examining Psychological Well-being in Picture Books" and the "Checklist for Examining Children's Rights in Picture Books" were created by the researcher after reviewing the literature and previous forms to obtain the data. In order to ensure the validity of the data collection tools, opinions of four experts in the field of early childhood were consulted. To support the validity of the forms based on the feedback received, the reliability formula by Miles & Huberman (1994) ($\text{Reliability} = \text{Consensus} / (\text{Consensus} + \text{Disagreement})$) was used. The expert agreement/disagreement rate for psychological well-being was determined as 79.03%, while it was 81.52% for children's rights.

Checklist for Examining Psychological Well-being in Picture Books

To examine the presence of subdimensions of well-being in picture books, a literature review was conducted, and previously used forms/checklists were examined. As a result of this examination, the most detailed and up-to-date scale related to well-being was found to be the "Psychological Well-being Scale for 5/6-Year-Old Children" developed by Atan and Buluş (2021). The checklist created for this study is based on the subdimensions of this scale: physical health,

low internalization, low externalization, self-regulation, social competence-assertiveness, cognitive competence, value behaviors, psychological resilience, and life satisfaction. The checklist consists of a total of 9 subdimensions and 43 items: physical health (5), low internalization (3), low externalization (4), self-regulation (7), social competence-assertiveness (4), cognitive competence (5), value behaviors (6), psychological resilience (5), and life satisfaction (4).

Checklist for Examining Children's Rights in Picture Books

To examine the inclusion of children's rights, the rights to survival, development, participation, and protection, as outlined in the United Nations Convention on the Rights of the Child (UNCRC), were taken as the basis, and items were created according to their scope. The checklist consists of four subdimensions and 30 items: survival rights (7), development rights (12), participation rights (5), and protection rights (6).

Data Collection

In this study, which aims to examine APA books in the context of well-being and children's rights, efforts were made to obtain APA books through online sources and bookstore websites. The books obtained were first read by the researchers, and the content and illustrations of 30 books were selected as the study's documents, based on criteria such as addressing early childhood (0-6 years), page count, and being illustrated, as well as including expressions related to well-being and children's rights. The data from the books were evaluated in terms of their inclusion of subcategories from the checklists, categorized as positive, negative, or not found. Explanations were provided in the evaluation section. Both the text and illustrations were considered during the evaluation. In the second reading, the data were examined and categorized as positive, negative, or not found according to the checklists. In the final reading, quotations that could serve as evidence for the indicators identified were marked and recorded. To ensure the reliability of the data, the process was repeated with a two-week interval.

Data Analysis

In this study, which aims to examine APA books in the context of well-being and children's rights, the data obtained from the checklists were analyzed using descriptive analysis. Categories were created based on the subdimensions of the psychological well-being scale by Atan and Buluş (2021) for well-being, and the dimensions of the UNCRC for children's rights. Sentences were preferred as the unit of analysis for ease and to maintain the integrity of meaning. The data were expressed using frequencies. All the books to be used in the study were read by the researchers during the first reading. In the second reading, sentences were categorized as positive, negative, or not found according to the checklists. In the final reading, quotations that could serve as evidence for the indicators identified were marked and recorded according to the checklists. To ensure reliability, the checklists were reviewed by the researchers with a two-week interval, and the reliability rate among the researchers was found to be 94.41% using the Miles & Huberman (1994) reliability formula ($\text{Reliability} = \text{Consensus} / (\text{Consensus} + \text{Disagreement})$).

Ethical Statement

In this study, the rules set forth in the “Directive on Scientific Research and Publication Ethics” of the Council of Higher Education were followed, and efforts were made to avoid behaviors listed under “Violations of Scientific Research and Publication Ethics.” There is no conflict of interest among the authors, and all authors contributed to the study. Ethical approval for this research, which aims to examine APA books in the context of well-being and children’s rights, was obtained from the Ethics Committee of Trakya University Social and Human Sciences Research with the decision number E-29563864-050.04-608390, dated 28.02.2024.

FINDINGS

This section presents the findings obtained from the research conducted to examine APA books in the context of well-being and children’s rights. Table 2 provides the frequency distributions related to the first sub-purpose of the research, which is the level of inclusion of the subdimensions of well-being in APA books.

Table 2.

The Level of Inclusion of Well-being in APA Books

Examined Aspect	F
Physical Health	90
Low Internalization	44
Low Externalization	35
Self-regulation	157
Social Competence – Assertiveness	88
Cognitive Competence	128
Value Behaviors	126
Psychological Resilience	110
Life Satisfaction	78
Total	856

In this research, APA books were examined in the context of “well-being” using a checklist based on the 9 subdimensions of the Psychological Well-being Scale for 5/6-Year-Old Children developed by Atan and Buluş (2021). A total of 856 messages were identified in the APA books, with 804 of them being evaluated as positive and 52 as negative. It was found that the most messages were related to self-regulation (157 messages), while the fewest messages were related to low externalization (35 messages). The most frequent subdimensions included self-regulation (f=157), cognitive competence (f=128), value behaviors (f=126), psychological resilience (f=110), physical health (f=90), social competence-assertiveness (f=88), life satisfaction (f=78), low internalization (f=44), and low externalization (f=35). The books with the

most messages related to well-being, each with 37 messages, were “Bıdık and Patik Against Bullies” (K3), “The Whirring Motor Inside Me” (K11), and “Selin Who Gets Angry When She Loses” (K18). All the books contained messages related to cognitive competence, such as curiosity, flexibility, problem-solving, etc., which support cognitive development. The fact that most of the messages influencing well-being were positive suggests that APA books are in line with their purpose of promoting well-being.

Each APA book has a specific topic that forms its purpose. Some of these topics address difficult areas, such as “divorce, loss, illness, bullying, depression, differences, remarriage, step-siblings, hyperactivity, etc.” The predominance of positive messages, the inclusion of “Notes for Educators and Parents” at the end of each book, and the special worksheets for children on the specific topic of the book further suggest that these books serve as guides. The fact that the most messages were in the self-regulation category (f=157) is an encouraging result, as it indicates that these books promote the recognition, naming, and regulation of emotions, as well as the development of various strategies. No negative messages were found in the categories of low internalization (f=44) and cognitive competence (f=128). It is noteworthy that negative messages were relatively higher in the value behaviors category (f=16) compared to other categories. Particularly, negative messages were found in items such as “respectful towards others” and “maintains positive relationships with their surroundings.” However, when looking at the general content of the books, it is observed that negative behaviors are often transformed into positive ones, lessons are learned, and awareness is raised about the potential consequences of these behaviors. In the table, it can be seen that the majority of APA books have content that raises awareness about the processes that children may encounter during their growth process, in line with their writing purposes. Another conclusion is that messages supporting the development of strategies for children to increase their emotional awareness, regulate their emotional state, enjoy life, and focus on the positive were identified. Social-emotional development, one of the key skills in early childhood, is influenced by the knowledge, skills, and experiences gained during early years and affects the rest of life (Koçyiğit, 2009). The abundance of messages in the subdimensions of well-being, particularly self-regulation, value behaviors, and social competence-assertiveness, suggests that these books, when encountered in early childhood, positively contribute to children’s social-emotional development.

Examples of Positive Messages Regarding Well-being in APA Books:

“People try to hold their poop in their bodies, but poop doesn’t disappear. Instead, it accumulates inside and causes stomach aches. Letting the poop out relieves stomach aches and makes people feel better.” (K23, C57) – Physical Health

“I want to talk to a few girls wearing glittery shirts at lunch. But what if they don’t like me? I’ll change my perspective and give it a try.” (K12, C57) – Low Internalization

“When Ada missed the ball three times, Selin first wanted to yell at her. But instead, she took a deep breath to calm down.” (K18, C43) – Self-regulation

“Now stop and listen! Are you aware of how many sounds you can hear, in this deep silence?” (K30, C13) – Cognitive Competence

“No one came to see Pasaklı’s artworks. But he didn’t give up on something that made him so happy. He was even more determined to create beautiful artworks.” (K10, C27) – Psychological Resilience

“Sometimes you get distracted, but I think it’s because you’re a curious person. -But I make so many mistakes! -You’re taking risks.” (K13, C28) – Life Satisfaction

Examples of Negative Messages Regarding Well-being in APA Books:

“Don’t let soft and sensitive feelings cling to your shell, Tostos. You’re a big turtle with a strong jaw. You shouldn’t have such feelings. They’ll make you someone easily deceived and weak.” (K4, C7) – Self-regulation

“I pushed my friend while drinking water from the tap. (C40) I threw wood chips at a first grader at the playground. (C41) I hit Zeynep Mutlu on the arm. (C42)” (K29) – Value Behaviors

“Tostos liked swimming with big turtles with strong jaws. (C1) When they made balls out of snails and played football, Tostos felt strong. (C3) When these turtles ripped off the ducks’ tails, Tostos felt brave.” (K4, C4) – Low Externalization

“My friends didn’t want to play with me at recess because the sounds of my buzzing motor were a bit annoying.” (K11, C7) – Psychological Resilience

Table 3.

The Level of Inclusion of Children’s Rights in APA Books

Examined Aspect	F
Right to Life	83
Right to Development	190
Right to Participation	109
Right to Protection	46
Total	428

Within the scope of the research, APA books were examined in the context of children’s rights under the four main categories and subcategories in the United Nations Convention on the Rights of the Child, which include the rights to life, development, participation, and protection. Based on the findings, 428 messages related to children’s rights were identified in APA books. It was found that the most frequent messages were related to the right to development (f=190), followed by the right to participation (f=109), the right to life (f=83), and the right to protection (f=46). The book with the most messages regarding children’s rights was “Will You Sing Me a Lullaby?” (K29), with 26 messages, while the book with the fewest messages, with only 3, was “The Child Who Became Friends with Emotions” (K20). The book coded K29,

which deals with divorce and remarriage, not only addresses children's rights but also touches on the rights of adults and state protection, with 5 messages related to the right to protection. It was found that statements regarding children's rights were sometimes explicit and sometimes implicit. It is thought that APA books, which are not specifically aimed at addressing or teaching children's rights, could implicitly convey children's rights through both explicit and implicit messages.

Examples of Positive Messages Regarding Children's Rights in APA Books:

"The hawk circled closer. Its beak looked hard and merciless. It slowly flapped its enormous wings. Its sharp eyes were looking down at its dinner. Tutu moved quickly and took the chicks under her wings." (K15, C46) – Right to Life

"At the same time, you also have the right to feel safe and comfortable at school. Rules like 'Keep your hooves to yourself' make it easier for you to do that." (K25, C10) – Right to Participation

"Both of you are free to share your thoughts, said Teacher Pegi. (C29) At the same time, you have the right to feel safe and comfortable at school. Rules like 'Keep your hooves to yourself' make that easier. (C10)" (K29) – Right to Development

Examples of Negative Messages Regarding Children's Rights in APA Books:

"You're not strong, you gave up immediately, they laughed." (K10, C13) – Right to Development

"I don't like that my mom lives so far away. I love our old house! I don't get to see her enough. And I don't like this new arrangement at all!" (K29, C45) – Right to Development

"I pushed my friends while drinking water from the tap. (C40) I threw wood chips at a first grader at the playground. (C41) I hit Zeynep Mutlu on the arm. (C42)" (K29) – Right to Protection

"Yesterday, the kids at school were mean to me. They didn't want to play with me at recess, and they gave me a nickname." (K18, C35) – Right to Protection

Table 4 (see appendix).

Within the scope of the research, the APA books were examined in the context of children's rights under the four main categories and subcategories outlined in the United Nations Convention on the Rights of the Child: the rights to life, development, participation, and protection. The review identified a total of 428 messages related to children's rights, with 381 positive and 47 negative messages. No books contained expressions related to the provision that "children are considered as children until the age of 18." The fact that positive messages far outweigh negative ones suggests that although these works are not primarily aimed at addressing children's rights, they may still raise awareness. It was found that most of the negative messages (24) were related to protection rights, especially in the context of violence, neglect, and abuse. However, the general content of the books demonstrates that negative situations often evolve into positive ones, and that by highlighting the consequences of negative behaviors, the books raise awareness and adopt a stance against violence, neglect, and abuse. It was also found that many of the books aim to teach strategies to cope with bullying and similar behaviors, raising awareness of children's rights. Information on the intersection of well-being

subdimensions with children's rights areas in APA children's books, the final sub-goal of the research, can be found in Tables 5 and 6 (see appendix).

Upon examining Tables 5.1 and 5.2, it was found that the intersection of well-being and children's rights in APA books is most frequent for the right to development ($f=475$), followed by the right to participation ($f=185$), the right to protection ($f=71$), and the right to life ($f=24$). The sentences considered to parallel both well-being and children's rights were selected based on the items in the book review forms. The most frequent intersection was between children's rights and the well-being subdimension of physical health, with 161 expressions. This was followed by social competence-assertiveness (140 expressions), life satisfaction ($f=138$), value behaviors ($f=132$), low internalization ($f=60$), low externalization ($f=48$), self-regulation ($f=46$), psychological resilience ($f=46$), and 0 expressions for cognitive competence. Another finding was that the items related to physical health and the right to development positively supported each other. For children to be healthy, they are expected to be physically and mentally well. The data showed that since the majority of expressions pertained to development rights, these items generally support well-being. For example, the subdimension of well-being related to physical health aligns with the items from development rights, such as protecting physical and mental health and balanced nutrition. Additionally, the well-being subdimension of life satisfaction supports the development right of having a caregiver or family. One of the items related to life satisfaction—"the book helps the child build strong connections with others"—had 56 intersecting expressions with development rights. The minimal intersection with protection rights is thought to be due to APA books focusing more on themes such as love, respect, tolerance, and cooperation rather than on protection rights topics like violence, neglect, abuse, and bullying.

DISCUSSION AND CONCLUSION

In this section, the research findings, their discussion, and recommendations are presented based on the study conducted to examine the level of inclusion of well-being and children's rights in APA books.

According to the findings, there were 856 statements in total regarding the subdimensions of well-being, 804 of which were positive and 52 were negative. The most frequent sub-dimension was self-regulation ($f=157$), followed by cognitive competence ($f=128$), value behaviors ($f=126$), psychological resilience ($f=110$), physical health ($f=90$), social competence-assertiveness ($f=88$), life satisfaction ($f=78$), low internalization ($f=44$), and low externalization ($f=35$). The APA Children's and Young Adult Book Series includes guidebooks written by experts in the field that provide strategies for children to recognize, name, and regulate their emotions. The books address special topics such as bullying, divorce, separation anxiety, hyperactivity, depression, step-siblings, differences, and the loss of an organ's function. In recent years, there has been an increase in the examination of problem-focused literary works in picture books published for children, in which difficult topics to discuss with children are addressed and

implied (Daniel, 2014; Lukens, Smith, & Coffel, 2018; Wolf, 2014). The findings show that APA books often contain positive messages that promote well-being, an encouraging result for children who are facing or may face problems. Freeman (2014) gave character education lessons to preschool children for 12 weeks through books containing bullying, and according to the results obtained, it was determined that the book activity was useful in preventing bullying behavior. It is important for young children to be introduced to well-crafted stories with strong characters, as the behavior of the characters in the books can positively influence the well-being and social-emotional resilience of young children (Engin, 2022). These books, particularly aimed at early childhood, are rich in content that supports the development of social-emotional skills such as self-regulation, value behaviors, and social competence-assertiveness in children at a young age. The inclusion of “Notes for Educators and Parents” and “Worksheets for Children” at the end of the books indicates that these books serve as guides for adults while also helping children to concretize the emotions discussed in the book. The book “Will You Sing Me a Lullaby?” (K29), which deals with divorce and remarriage, discusses processes such as state protection (custody), step-siblings, and new family dynamics. It was found that four negative expressions related to low externalization occurred during this process, where children exhibited “outwardly directed negative attitudes.” It is known that children whose parents divorce and enter new relationships often experience adjustment problems during the process of living together (Kelly & Emery, 2003).

According to the findings, 428 messages about children's rights were identified in APA books, 381 of which were positive and 47 were negative. These messages were found to be presented both explicitly and implicitly. The most frequent messages were related to the right to development ($f=190$), followed by the right to participation ($f=109$), the right to life ($f=83$), and the right to protection ($f=46$). The most frequent subcategories within development rights were the protection of mental health ($f=28$), participation in leisure activities ($f=27$), and respect for the child's personality ($f=23$). The right to life included the right to a name ($f=25$) and the right to a safe living environment ($f=19$). The right to participation included the best interests of the child ($f=28$) and the right to express thoughts ($f=27$). In protection rights, 15 expressions were related to children's protection by adults. In five books, the characters were not given any names. The fact that the most frequent messages were related to the right to development, particularly in protecting children's mental health, reinforces that APA books are written by mental health professionals. It was found that protection rights had relatively more negative expressions, particularly with 10 expressions stating that “no expressions lead to neglect/abuse/violence.” However, in these cases, the content talks about the consequences of negative situations and moves towards a solution that evolves into a positive outcome. A review of the literature and the results of this study show that in studies examining children's rights in children's books, the right to development is the most frequently mentioned, while the right to protection is the least mentioned (Kepenekçi & Aslan, 2011; Alpay & Tuna, 2021; Sarı, 2019). Although the primary goal of these books is not to address or teach children's rights, it is thought

that the positive messages included in the content may help children become aware of their rights.

According to the data obtained, it can be said that the positive messages in APA books can create positive awareness in children who encounter these books. The primary goal of these books is to support children's well-being, and the data suggests that they effectively serve this purpose. It can also be said that children's rights, which positively influence child welfare, support children's well-being through their subcategories. For example, the well-being subdimension of physical health supports the development rights of protecting physical and mental health, while the well-being subdimension of life satisfaction supports the development rights of having a caregiver or family. Although these books do not explicitly aim to address children's rights, they can increase children's awareness of their rights through the messages they contain.

Recommendations

Based on the research findings, the following recommendations are offered for researchers and professionals:

This study is limited to 30 books selected from the APA Children and Youth Series, in the context of "well-being" and "children's rights". The remaining books in the series can also be examined in terms of well-being-children's rights or different variables.

APA experts can be encouraged to write children's books that explicitly address children's rights.

Due to the limited attention given to protection rights in this and other literature reviews, it is recommended to increase the number of books that address protection rights.

Series similar to those by APA, focusing on children's mental health, can be developed in Turkey.

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Table 1.

Data Source

Cod e	Book Title	Author	Publisher	Year of Publication	Age Group	Number of Pages
KK1.	Tirmik's Favorite Spot	Jo Rooks	Sabri Ülker Foundation	2021	Not Specified	32
KK2.	Good Feelings for Angry Little Ones	Holy Brochmann, Leah Bowen	Sabri Ülker Foundation	2021	Not Specified	32
KK3.	Bıdık and Patik Against Bullies	James M. Foley	Sabri Ülker Foundation	2021	Not Specified	32
KK4.	Strong and Brave Tostos	Debbie Wagenbach	Sabri Ülker Foundation	2021	Not Specified	32
KK5.	The Tattletale Magician	Frank J. Sileo	Sabri Ülker Foundation	2021	Not Specified	32
KK6.	The Power is Yours	Danielle Dufayet	Sabri Ülker Foundation	2021	Not Specified	32
KK7.	Benek's Light	Jo Rooks	Sabri Ülker Foundation	2021	Not Specified	32
KK8.	Let's Make Music Together	Chloe Douglass	Sabri Ülker Foundation	2022	Not Specified	32
KK9.	Lila's Chance	Jo Rooks	Sabri Ülker Foundation	2022	Not Specified	32
KK10.	Pasaklı's Art Gallery	Jo Rooks	Sabri Ülker Foundation	2022	Not Specified	32
KK11.	The Whirring Motor Inside Me	Merriam Sarcia Saunders	Sabri Ülker Foundation	2022	Not Specified	32
KK12.	Shy Almond	Birdy Jones	Sabri Ülker Foundation	2021	Not Specified	32

KK1 3.	My Mind that Flew Away	Merriam Sarcia Saunders	Sabri Ülker Foundation	2022	Not Specified	32
KK1 4.	Red Yellow Blue	Lysa Mullady	Sabri Ülker Foundation	2021	Not Specified	32
KK1 5.	Tutu the Turkey Wants to Moo	Marcella Bakur, Jill Neimark	Okuyan Koala	2020	Not Specified	40
KK1 6.	Ali's Lie Detector	Sandra Levins	Okuyan Koala	2018	Baby-11 years	40
KK1 7.	The Blanket That Flew Away	Dr. Allan Peterkin	Okuyan Koala	2017	Baby-11 years	40
KK1 8.	Selin Who Gets Angry When She Loses	Dr. Frank Sileo	Okuyan Koala	2016	Baby-11 years	44
KK1 9.	Three Little Birds	Lysa Mullady	Sabri Ülker Foundation	2020	Not Specified	32
KK2 0.	The Child Who Became Friends with Emotions	Lauren Rubenstein	Okuyan Koala	2016	Baby-11 years	44
KK2 1.	Tarçın's Shell	Jo Rooks	Sabri Ülker Foundation	2020	Not Specified	32
KK2 2.	Giraffe Asks for Help	Nyasha Chikowore	Sabri Ülker Foundation	2020	Not Specified	32
KK2 3.	It Hurts When I Poop	Dr. Howard J. Bennett	Okuyan Koala	2016	Baby-11 years	36
KK2 4.	Luna and the Big Blur	Shirley Day	Okuyan Koala	2020	Baby-11 years	44
KK2 5.	My Teacher, My Friend Tore My Paper	Jeanie Franz Ransom	Okuyan Koala	2016	Baby-11 years	40
KK2 6.	Something Really Bad Happened	Margaret M. Holmes	Okuyan Koala	2016	Not Specified	44

KK2 7.	Every Princess Doesn't Live in a Castle	Jeffrey Bone, Lisa Bone	Okuyan Koala	2020	Baby-11 years	40
KK2 8.	Ela's Ears	Gloria Roth Lowell	Okuyan Koala	2020	Baby-11 years	44
KK2 9.	Will You Sing Me a Lullaby?	Sandra Levins	Okuyan Koala	2022	Not Specified	36
KK3 0.	Silence	Lemniscates	Okuyan Koala	2020	3-11 years	40

Table 4.

The Positive and Negative Inclusion of Subdimensions of Children's Rights in APA Books

Child Rights	Positi ve (book codes)	Not Positi ve	Total
Right to Life			
1.It is argued in the book that every individual has the right to live.	K15	0	1
2.The characters in the book are addressed by their names.	K1,3,4,5,6,7,9,10,11,12, 13,14,15,16,17,18,19,21 ,22,23,24,25,26,28,29.	0	25
3. The responsibilities of individuals towards children are discussed in the book.	K5,6,11,13,15,16,17,18, 22,23,25,26,28,29	0	14
4. The book covers the right of the characters to receive educational support under social security rights.	K5,7,9,11,12,13,18,21,2 5,28,29	0	11
5.The characters in the book live in secure physical housing/shelter.	K1,5,7,8,9,11,13,16,17,1 8,21,22,23,24,25,26,27, 28,29	0	19
6.The book emphasizes the allocation/support of a health fund for children (nutrition, rest, recovery, etc.).	K11,21,22,23,24,26,28,2 9	0	8
7.The book includes statements about everyone's right to live in a clean and healthy environment and the responsibility of individuals to protect the health of the environment they live in (ensuring well-being).	K11,13,16,23,28	0	5

Total (f) :	83	0	83
Right to Development			
1. In the book, every individual is considered a child until the age of 18.	0	0	0
2. The book includes individuals with special needs.	K11,13,28	0	3
3. Respect for differences is fundamental in the book.	K3,7,10,11,12,13,14,15, 21,22,24,27,28,29	K7,10,12, 13,15	19
4. The book respects children's right to receive an education.	K5,7,9,11,12,13,15,18,2 1,25,28,29	0	12
5. The book contains content that protects the physical health of the child.	K1,2,3,4,5,7,10,11,15,16 ,20,21,22,23,24,25,26,2 7,28,29,30	K23,29	23
6. The book contains content that protects the mental health of the child.	K1,2,3,4,6,7,8,9,10,11,1 2,13,14,15,16,17,18,19, 20,21,22,24,25,26,27,28 ,29,30	K4,8	30
7. The book supports the right of the child to participate in leisure activities (play, rest, etc.).	K1,2,3,4,5,6,8,9,10,11,1 2,13,15,16,17,18,19,21, 22,23,24,25,26,27, 28,29,30	0	27
8. The book contains content that respects the privacy of every individual.	K1,3,8,9,10,11,12,13,14, 15,21,24,26,27,28,29	K4,29	18
9. The book includes statements regarding the rights of the family involved in the child's development process.	K29	0	1
10. In the book, the child's identity and personhood are respected and protected.	K1,2,3,6,7,8,9,11,12,13, 14,15,16,18,21,22,23,24 ,25,26,27,28,29	K4,5,10	26
11. The book raises awareness of children's rights.	K1,3,5,6,7,10,12,13,14,1 5,16,18,25,26,27,28,29	0	17
12. The book contains content that supports the child's right to access information and learn about what they are curious about.	K1,3,5,6,7,8,13,19,21,23 ,24,25,26, 29	0	14
Total (f) :	176	14	190

Right to Participation

1. The book contains content that supports the child's participation in or feeling of belonging to a community.	K1,2,3,4,5,6,7,8,9,10,12,14,15,18,19,21,22,25,28,29	K4,5,11,12,14,18	26
2. The book prioritizes the best interest of the child in all activities concerning them.	K1,2,3,5,6,7,8,9,10,11,12,13,14,15,16,17,18,20,21,22,23,24,25,26,27,28,29,30	0	28
3. The book supports the participation of characters in expressing their opinions, voicing opposing views, and making choices about their lives at home, school, on the street, in the park, etc.	K1,3,4,5,6,7,8,9,10,12,13,14,15,16,17,18,19,21,22,23,24,25,26,27,28,29,30	K6,8,12	30
4. The book emphasizes the child's right to access information through mass media and other sources of information.	K1,3,5,6,8,19,21,23,29	0	9
5. The content of the book includes statements that also encourage adults to express their opinions about children's right to participate.	K3,6,11,12,13,16,17,18,21,22,23,24,25,26,28,29	0	16
Total (f) :	100	9	109
Right to Protection			
1. There is no physical or mental abuse directed towards children in the book.	0	K4,5,10,18,19,26,29	7
2. There are no words or expressions in the book that could lead to neglect, exploitation, or violence.	K2,3	K3,4,6,7,11,18,19,25,26,29	12
3. There is no discrimination in the book.	K2,15	K4,5,7,10,11,12,13	9
4. The book includes the identities of disadvantaged children (children with disabilities, child laborers, children from broken families, children who have migrated, etc.).	K28,29	0	2
5. The book provides ideas about the protection of children by adults.	K2,3,5,6,11,13,15,16,18,22,23,25,26,28,29	0	15
6. The book provides ideas about the protection of children by the state.	K29	0	1
Total (f) :	22	24	46
Grand Total (F) :	381	47	428

Table 5

The Intersection of Well-being Subdimensions with Children's Rights Areas in APA Children's Books

Well-being	Positive	Not Positive	Affected children's rights			
			Right to Life	Right to Development	Right to Participation	Right to Protection
Physical Health	f	F	f	f	f	f
1. There are statements/images in the book related to physical health (preventing diseases, exercising, sleep patterns, etc.).	26	3	8	48	0	0
2. The book promotes balanced and healthy eating.	8	0	8	0	0	0
3. The characters in the book encourage physical well-being.	23	4	0	49	0	0
4. The character/characters in the book know the different parts of their body and are aware of their body's features.	12	2	0	0	0	0
5. The character/characters in the book are conscious that their bodies are special and valuable.	11	1	0	48	0	0
Total (f) :	80	10	16	145	0	0
Low Internalization						
1. The content of the book helps the child recognize their emotions in response to internal negative states such as anxiety, stress, depression, shyness, introversion, and psychosomatic reactions.	13	0	0	30	0	0
2. The content of the book supports the child in positively regulating their emotions in response to internal negative states.	13	0	0	30	0	0
3. The content of the book conveys the message that bad things can turn for the better.	18	0	0	0	0	0
Total (f) :	44	0	0	60	0	0
Low Externalization						

1. The story's content helps the child recognize their emotions in response to external negative states such as anger, aggression, defiance, and irritability.	8	1	0	0	0	19
2. The story includes strategies/elements that support positive regulation of emotions in response to external negative states.	9	1	0	0	0	12
3. The story (if applicable) also addresses the consequences of outward negative emotions.	3	4	0	0	0	17
4. The story contains hopeful expressions that external negative emotions can turn for the better.	9	0	0	0	0	0
Total (f) :	29	6	0	0	0	48
Self Regulation						
1. The character in the story recognizes and names their emotions, behaviors, and thoughts.	28	2	0	0	30	0
2. The character in the story discusses the importance of recognizing emotions, thoughts, and behaviors.	14	0	0	0	0	0
3. The character in the story develops various strategies to regulate emotions, thoughts, and behaviors based on both their own and others' experiences.	27	2	0	0	0	0
4. The book highlights the need to delay, suspend, or forgo desires and impulses when necessary.	22	2	0	0	16	0
5. The character in the story focuses on a goal and progresses toward it.	19	0	0	0	0	0
6. The content of the book draws attention to the child's ability to find a balance between their inner desires and what they can do considering others without feeling uncomfortable.	18	4	0	0	0	0
7. The content of the book provides examples of what the child can do mentally, emotionally, and behaviorally to harmonize between their inner self and the environment.	20	0	0	0	0	0
Total (f) :	148	10	0	0	46	0

Table 6 *The Intersection of Well-Being Subdimensions in APA Children's Books with Children's Rights Areas*

Social Competence-Assertiveness

1. The book includes elements related to the ability to regulate and manage behavior, attitudes, and relationships in a social environment.	22	2	0	0	27	0
2. The character in the book makes decisions without needing someone else's approval or supports this trait as part of social competence and assertiveness.	16	0	0	41	36	0
3. The book provides suggestions and strategies that support the child's ability to communicate positively and effectively with their environment.	18	0	0	16	20	0
4. The story contains elements that contribute to stimulating the child's sense of curiosity.	30	0	0	0	0	0
Total (f):	86	2	0	57	83	0
Cognitive Competence						
1. The book contains content that supports the child's problem-solving skills.	22	0	0	0	0	0
2. The book contributes to the development of planning skills.	23	0	0	0	0	0
3. The book supports memory skills (retention).	30	0	0	0	0	0
4. The book allows for the establishment of cause-and-effect relationships and logical reasoning between events.	27	0	0	0	0	0
5. The book provides support for the character's ability to focus and shift attention.	26	0	0	0	0	0
Total (f) :	12	0	0	0	0	0
	8					
Value Behaviors						
1. The book encourages the child to engage in helping and cooperation.	22	0	5	0	0	0
2. The book encourages children to be fair.	10	0	0	17	0	2
3. The book contains statements that encourage children to be tolerant.	20	1	0	14	0	2
4. The character in the book is respectful to those around them.	18	7	0	53	0	0
5. The character in the book is able to take responsibility, strives to fulfill it, and accepts the consequences.	22	1	19	0	0	0
6. The character in the book has a positive relationship with friends.	18	7	0	0	20	0

Total (f):	11	16	24	84	20	4
	0					
Psychological Resilience						
1. The book aims to instill the idea of continuing to try when faced with difficulties.	24	0	0	0	0	0
2. The book conveys the idea that the child has people who love them unconditionally.	19	5	0	30	0	2
3. The book gives the child the belief that they can succeed.	24	0	0	0	0	0
4. The character in the book accepts that not everything is within their control or responsibility.	11	2	0	0	0	0
5. The book provides ideas that help the child recognize their strengths and abilities.	24	1	0	14	0	0
Total (f) :	10	8	0	44	0	2
	2					
Life Satisfaction						
1. The book helps develop the ability to cope with negativity and focus on the positive.	24	0	0	28	0	0
2. The book reminds the child that they have a family that will be there for them when needed.	13	0	0	1	16	15
3. The book helps the child gain traits that enable them to form strong bonds with others (such as tolerance, understanding, etc.).	24	0	0	56	20	2
4. The character in the book feels gratitude for what they have.	15	2	0	0	0	0
Total (f) :	76	2	0	85	36	17