Araştırma Temelli Etkinlik Dergisi (ATED) / Journal of Inquiry Based Activities (JIBA)
Vol 15, Issue 2, p. 78-102, 2025

Developing Young Children's Emotion Regulation Skills Through Picture Books

Betül Sürek[1], Belma Tuğrul[2] & İlknur Tarman[3]

ABSTRACT

This study was carried out to examine picture books prepared for children in the 3-6 age group in terms of supporting emotion regulation skills. The sample group of the study consists of 113 domestic or translated children's picture books published in Türkiye between 2010 and 2022, selected using the criterion sampling method. The data were obtained by using the "Book Colophon Form" and the "Criteria List of Coping Strategies with Emotions". According to the study's findings, most of the books analyzed were translated. When the publishing years of 113 children's picture books were examined, it was found that the themes of emotions and coping with emotions were largely covered in 2019. Also, the majority of the children's picture books examined had animal characters. In the books, it was determined that functional strategies such as self-motivation, getting adult support, diverting the mind/attention, and calming down were mainly used to cope with positive and negative emotions. The findings were discussed in the context of coping strategies with emotions and emotion regulation skills in the preschool period.

Keywords: Children's picture book; coping strategy with emotions; emotion regulation skills; preschool period.

Article Information:
Research Article
Submitted: 2025-04-12 Accepted: 2025-07-02

How to cite:
Sürek, B., Tuğrul, B. & Tarman, İ. (2025). Developing Young Children's Emotion Regulation Skills Through Picture Books. *Journal of Inquiry Based Activities*, 15(2), 78-102.

[1] Ministry of National Education, Ankara, Türkiye. ORCID: 0009-0004-7233-8737. E-mail: betulsurekk@gmail.com
[2] Istanbul Aydin University, Faculty of Education, Department of Preschool Education, Istanbul, Türkiye. ORCID: 0000-0002-4487-4514. E-mail: belmatugrul@aydin.edu.tr
[3] ***Corresponding Author***. Independent researcher, Ankara, Türkiye. ORCID: 0000-0002-8701-2383. E-mail: tarmanilknur@gmail.com
Note: This article is derived from the first author's master's thesis.

Introduction

Emotion regulation is the control of the intensity of emotional states such as anger, fear, sadness, and happiness (Kopp, 2002). Emotion regulation is more than just suppressing or expressing emotions (Losoya et al., 1998). Although every human being has emotions as an innate feature, they learn to experience, express, and regulate their emotions through socialization and education (Reicher, 2010). An individual who can regulate their emotions has a tool that facilitates managing their attention and behavior. This ability helps them be determined to deal with problems, solve problems, make plans, establish a relationship between the cause and effect of an event, and communicate with people (Cole et al., 2004).

When the related literature is examined, it is seen that emotion regulation strategies are expressed as "coping" with mostly negative emotions (anxiety, anger, fear, etc.) felt in the face of stress, problems, or events. Coping aims to regulate emotional arousal by managing one's internal emotional experience, behavior, and the source of the emotional arousal (Losoya et al., 1998). It is an important stage to learn how to control emotions using various techniques because emotional regulation has already occurred since childhood (Fariman and Irawan, 2024). Social and emotional skills acquired in the preschool period provide clues about the social competencies a child will possess in later years (Özdemir Beceren & Zembat, 2019). In Ertan's study (2014) with children aged 4-6 years, it was found that as children's emotional regulation skills improved, their ability to develop coping strategies also increased. Since children with strong emotion regulation skills have higher self-efficacy and more positive social behaviors, they can effectively cope with problem situations and anxiety-inducing events (Saarni, 2011).

Emotion regulation strategies enable the child to control his/her emotions when faced with an unexpected stimulus or situation and thus to respond appropriately (Cole et al., 2009). According to Hansen and Zambo (2005), it is sometimes important for children to find a way to calm themselves when they are separated from their caregivers, and they can do this by stroking a reassuring object, for example, a blanket, rocking themselves to sleep, or sucking their thumb. When they are excluded from a game, they may show that they regulate their emotions by paying attention to another game, talking to themselves (e.g., "Mum will be back soon"), or blocking unpleasant stimuli by looking away (Berk, 2006). In his doctoral thesis, Ersan (2017) conducted a study with 863 children aged 3-5 years who were attending preschool education and found that children's anger expression levels and emotion regulation difficulties predicted physical and relational aggression in a positive and significant way. The researcher stated that although it is difficult for preschool children to cope with emotions, it is a developmentally important stage for them to express dislikable situations with words instead of anger.

Emotion regulation involves using strategies to bring an individual's emotional state during an event to a relaxing level (Berk, 2006; Eisenberg et al., 2011). In their study, Chalmers et al. (2012) conducted interviews with 46 4-year-old children using seven different problem-situation visualizations to understand the coping strategies identified by preschool children and how frequently these strategies were used. The study revealed that children used both functional and non-functional methods, but they employed functional strategies more often than non-

functional ones. The researchers stated that children had difficulty coping with separation and that they should be taught functional methods to address this issue.

Chalmers et al. (2012) stated that early childhood children can use functional coping styles that require self-control and self-suggestion, such as calming down by counting to 10 when they wake up from a nightmare and relaxing by reading an entertaining story to themselves. While positive strategies used by children to cope with their anxieties and fears were directing their attention to something else, trying to solve the problem, asking for adult support, seeking relaxation/calming down, thinking positively, humorously expressing their feelings, as negative strategies, they resorted to doing nothing/not knowing what to do, crying/shouting/stomping, anger, ignoring the problem, blaming others, blaming themselves, hiding their feelings and displaying aggressive behaviors (Chalmers et al., 2012; IREX, 2013).

When children encounter a problem, it is necessary to create environments that support them in finding solutions, producing alternative solutions, developing coping skills, and providing adult or peer support. One way to reinforce children's positive behavior in these educational environments is through the use of stories. (Gülay-Ogelman and Akman, 2009; Tillott, 2024). In a study conducted by Uysal Bayrak et al. (2018) with 32 children aged 48-66 months attending preschool education, to determine the coping strategies used by children in the face of a problem, one-to-one interviews were conducted with the children, a picture book was read to the children and the children were asked to produce solutions to the problem situation in the book. At the end of the study, it was determined that children mostly used active-behavioral strategies in coping with problems. The researchers recommend teaching children coping strategies through activities in preschool education institutions.

Through the bond established with children's picture books, children can become aware of social roles, understand emotions such as anger, joy, and jealousy, and empathize (Üstün, 2007). Books can be used as an effective tool for teaching emotions, social skills, and coping skills (Ülker Erdem et al. 2017; Schoppmann et al., 2023). In the study conducted by Gregory and Vessey (2004), it was found that these behaviors in children decreased, and coping strategies of children experiencing such situations were improved by bibliotherapy with books written about children who were teased at school and bullied. Ülker Erdem et al. (2017) analyzed 61 children's picture books for children aged 3-6 years to examine the negative emotions in the books and the coping strategies used by children in negative situations, and the functional strategies used in the books to cope with feelings of sadness, fear, and anger were determined as seeking peer support, seeking adult support, cooperation, finding/generating logical solutions, and self-motivation. Some of the non-functional coping strategies were determined as doing nothing, not knowing what to do, stomping/crying, trying to suppress their emotions, sulking, and anger. It is suggested that researchers should examine how positive emotions, as well as negative emotions are expressed in books and that children should be questioned about functional and non-functional strategies while reading books.

Through children's books, children learn different perspectives, understand emotions, and see that various methods can be used to cope with difficult situations (Heath et al., 2005). The study conducted by Kochenderfer-Ladd, investigating the relationship between peer bullying,

behavioral problems, and coping strategies of children, examined children's responses using stories and found that children who were exposed to bullying experienced more fear and anger. It was observed that preschool children used asking for help the most among coping strategies.

Works of children's literature are instructive for children to recognize different emotions, to understand the importance of emotions, to experience emotions, and to experience emotions in a positive and appropriate way in the face of events by presenting emotions to the child with fiction in the flow of events (Eti, 2021; Kanmaz, 2020). Ceylan and Kılınç (2021) examined the feelings of anger and sadness and the coping strategies of the protagonists in the 26 children's picture books and found that the most functional strategies used in coping with anger were receiving peer support, receiving adult support, and understanding the benefits of individual differences, while non-functional coping strategies were sulking, anger, and destructive behavior. While the functional strategy for coping with sadness was accepting help, the non-functional strategies included diverting attention, calming down, and expressing humor. It was suggested that more positive coping strategies related to anger should be included in children's books, and that other emotions should also be explored. According to Hansen and Zambo (2005), educators can use picture books to support children's cognitive, physical, and social-emotional development, as well as to improve their coping skills with negative situations and emotions encountered in daily life.

Thompson and Goodman (2010) state that emotion regulation is not limited to negative emotions but also involves managing the emotional arousal caused by positive emotions. Rydell et al. (2003) stated that the regulation of positive emotions is rarely included in the studies, but there is a relationship between intense positive emotions and behavioral problems. It is known that children experience not only negative emotions like anger, fear, and sadness but also positive emotions such as enthusiasm, joy, and excitement intensely in their daily lives, and they struggle to manage these intense emotions. Children tend to use functional or non-functional coping strategies when they experience emotional intensity in the face of any positive or negative situation. In this study, the aim was to determine functional coping skills by examining the strategies used by characters in children's picture books about coping with emotions, and to serve as a guiding source for children, families, and educators. The aim was to draw attention to the effect of functional coping methods on emotion regulation. In the literature review, while there are few studies examining coping strategies with negative emotions in children's picture books, the regulation of positive emotions is rarely included. Also, no study on regulating positive emotions was found in the national literature. For this reason, it is thought that this study will contribute to the literature.

In this study, the aim was to examine the strategies used by characters in coping with emotions in translated and domestic children’s picture books published in Türkiye between 2010 and 2022 for children aged 3-6 years. In line with this purpose, the following question was sought to be answered;

- What is the distribution of children's picture books by year of publication?
- What is the distribution of children's picture books according to whether they are domestic or translated?

- What is the distribution of children's picture books according to their heroes?
- What are the strategies used by the characters in children's picture books to cope with anger?
- What are the strategies used by the characters in children's picture books to cope with sadness?
- What are the strategies used by the characters in children's picture books to cope with fear?
- What are the strategies used by the characters in children's picture books to cope with feelings of joy?
- What are the strategies used by the characters in children's picture books to cope with feelings of love?

Method

Research Model

This study, conducted to examine children's picture books for the 3-6 age group in terms of supporting emotional regulation skills, is a descriptive study using a screening (survey) model. Studies that aim to collect data to reveal the characteristics of a group targeted in the research are called survey research. The purpose of survey research is generally to make a description by taking photographs of the current situation regarding the research subject (Büyüköztürk et al., 2014).

Sample

In this study, the criterion sampling method, one of the purposeful sampling methods, was preferred. The purposive sampling method allows in-depth research by selecting situations where we can obtain information-rich data in line with the determined purpose, and is preferred in the study of one or more special situations with certain characteristics (Büyüköztürk et al., 2014). Criterion sampling involves studying situations that meet a predetermined set of criteria. The criterion can be created by the researcher himself/herself or a previously prepared list of criteria can be used (Marshall & Rossman, 2014). The study group of this research consists of 113 books, either published in Turkish or translated into Turkish, for the preschool age group between 2010 and 2022. These books include coping strategies for emotions such as anger, sadness, fear, joy, and love, according to Parrot's (2001) emotion classification.

Data Collection Tools

In this study, the "Book Colophon Form" and the "Emotional Coping Strategies Criteria List," prepared by the researchers through a literature review and finalized in line with expert opinions, were used as data collection tools.

Book Colophon Form

It was used to determine the colophon information of the children's picture books used in the study. Each book was given a number, and the books were recorded as K1, K2,….. The year of

publication, whether the book was domestic or translated, and whether the protagonist was human, animal, or other (plant, object, etc.) were recorded on this form.

Emotional Coping Strategies Criteria List

This form was created by including the emotions in Parrot's (2001) emotion classification. Functional and non-functional coping strategies categorized in the literature (Chalmers et al., 2011; IREX, 2013) were added to the list, and the coping strategies of the heroes in the books, along with their negative emotions, were determined. Then, in light of the relevant literature, functional and non-functional strategies for managing positive emotions were added to the list and used to determine how the heroes in the books cope with these emotions. Strategies for coping with emotions in children's picture books were identified and processed, and sample expressions related to these strategies were recorded.

Data Analysis

Descriptive analysis, one of the qualitative data analysis methods, was used to analyze the data. In descriptive analysis, the steps of summarizing and interpreting the data according to previously determined themes are followed (Yıldırım & Şimşek, 2016). In this study, an Emotional Coping Strategies Criteria list was created for data analysis based on the conceptual framework. Some books selected based on the study's purpose were examined by visiting bookstores and children's libraries, and some were purchased. Within the scope of the study, 224 children's picture books were analyzed, and 113 books were found to meet these criteria. The books in the study group were read from beginning to end, and the strategies and sample expressions used to cope with emotions were identified and recorded in the form.

Descriptive statistical methods such as percentage, frequency, and mean were used in the analysis of the data obtained from the forms. The findings obtained by organizing the data according to this list were interpreted. To ensure the study's reliability, all children's picture books were independently examined by two researchers, achieving a reliability rate of 92% using Miles and Huberman's (1994) formula (Reliability = consensus/consensus + disagreement). Reliability in the formula is expected to be at least 80% (Miles & Huberman, 1994).

Findings

In this section, the findings related to the colophon information of the children's picture books selected as a sample in the study are presented, followed by the study's findings.

Findings from Colophon Information Form

The findings regarding colophon information, such as the distribution of 113 children's picture books examined in this study according to the year of publication, whether the language is original or translated, and whether the protagonist in the book is human, animal, or other (object, plant, etc.), are given below.

Table 1 shows the distribution of 113 children's picture books published between 2010 and 2022, which were examined within the study's scope, according to the year of publication.

Table 1.

Distribution of children's picture books by year of publication

Year	Frequency (f)	Percentage (%)
2010	2	1.76
2011	4	3.53
2012	8	7.07
2013	9	7.96
2014	5	4.42
2015	5	4.42
2016	6	5.30
2017	16	14.15
2018	9	7.96
2019	24	21.23
2020	7	6.19
2021	15	13.27
2022	3	2.65
Total	**113**	**100**

According to Table 1, most of the books examined were published in 2019 (n=24), and the least were published in 2010 (n=2).

Table 2.

Distribution of children's picture books according to whether they are domestic or translated

Original Language of the Book	Frequency (f)	Percentage (%)
Domestic	11	9.74
Translation	102	90.26
Total	**113**	**100**

According to the books analyzed, 11 of the 113 books were written in Turkish, while the remaining 102 books were published as translations from a foreign language.

Table 3.

Distribution of children's picture books according to their heroes

Hero	Frequency (f)	Percentage (%)
Human	31	27.43
Animal	56	49.55
Other (object, plant, etc.)	12	10.61
Human and animal	4	3.53
Human and other	8	7.07
Animal and other	1	0.88
Human, animal and other	1	0.88
Total	**113**	**100**

When the heroes of the books analyzed are examined, it is seen that animal characters (56) are mostly used as heroes. This is followed by human (31) and other (12) heroes. In some books, it was also found that there was more than one protagonist. Human and animal heroes appear together in 4 books. Humans and other heroes appear together in 8 books. In only one book, it was determined that the animal and the other protagonist were present together, and in only one book, the protagonist belonging to three groups was present together.

Findings Related to the Strategies Used in Coping with Emotions in Children's Picture Books

Within the study's scope, 113 children's picture books were analysed for coping strategies with emotions, and the findings are given below.

Table 4.

Functional strategies used in coping with anger

Strategies for Coping with Anger / Functional Strategies					
Functional Strategies	**Books**	**Example expression**	**Functional Strategies**	**Books**	**Example expression**
Getting peer support	K44, K45	*The crow was telling his/her friends about his/her anger.*	Getting Adult Support	K5, K11, K14, K34, K42, K47, K48, K49, K94, K107, K111	*Finally, Kerem decides to tell his mother how jealous he is.*
Logical problem solving	K6, K34, K41,	*My sibling needs my love. I shouldn't be jealous of*	Collaboration	K51, K55	*Then, join hands and try to find a solution that*

	K42, K44, K49, K51, K55, K85	*him/her. I know my mother loves us both very much. Leo is my friend, but he might have other friends.*			*makes you both happy.*
Understanding the benefits of individual differences	K6, K19, K41	*Everyone's talent is unique. That's why I shouldn't compare myself to anyone. My drawings don't have to be perfect either.*	Self motivation	K5, K6, K10, K14, K16, K34, K41, K42, K44, K47, K51, K55, K89, K94, K104, K106, K107, K111	*But at such times, I count to 10 before I say anything, take deep breaths, and try not to get angry. You can also try to think of things you enjoy. And that might help calm the anger that's been building up inside of you.*
Prosocial behaviour	K50, K51, K104	*He realized that every time he helped a drop into someone else's bucket, a drop fell into his own bucket.*	Using a transition object		-
Being a model	K10, K49, K51, K94	*You know, said his mother, when I was little, your grandmother and I had a secret sign. When I felt lonely and unhappy, I'd blow her a kiss with my hand. She would come to me, hug me, and caress me.*	Obeying the rule	K15	*He/she wanted to cry. He/she wanted to shout with all his/her might. He/she wanted to lie where He/she was, flailing his/her arms and legs, but He/she did none of these things.*
Confronting the consequences of behaviour	K18, K102	*Kaplan apologized, he said in a calm voice. He felt better when I said that.*			

According to the table, the most functional coping strategies for anger in the books examined were self-motivation (n=18), receiving adult support (n=11), logical problem-solving (n=9), modeling (n=4), understanding the benefits of individual differences, prosocial behavior (n=3),

receiving peer support, cooperation, facing the consequences of behavior (n=2) and obeying the rule (n=1). Using a transition object, one of the functional strategies was not detected in the books analyzed.

Table 5.

Non-functional strategies used in coping with feelings of anger

Strategies for Coping with Anger / Non-functional Strategies					
Non-Functional Strategies	**Books**	**Example Expression**	**Non-Functional Strategies**	**Books**	**Example Expression**
Stomping/ crying	K1, K5, K15, K16, K18, K34, K47, K49, K94, K102, K107	*In the violence of her anger, Ömür stomps her foot on the floor so hard that the image on the television is distorted.*	Trying to suppress / hide your emotions	K15, K18, K42	*Jim seemed happy at last. But inside he didn't feel happy at all.*
Sulking	K1, K10, K15, K16, K34	*Hatice puts her most sullen expression on her face.*	Anger	K5, K16, K41, K45, K59, K85, K102, K107	*When she doesn't feel like bathing, her mother tells her to do it. Gaston gets angry.*
Verbal aggression	K5, K34, K50, K51, K94, K104, K111	*He wanted to play games with me. But I shouted at him. "Get out of my room!"*	Objection	K1, K13, K102, K111	*Okto's angry again. Okto kicked his legs to the floor. He didn't want to go with his dad.*
Withdrawal	-		Rejecting the solution	K1, K106	*Even Al can't calm me down.*
Exhibiting disruptive behaviour	K1, K5, K15, K44, K48, K49, K55, K87, K94, K102, K104, K106, 107, K111	*Okto hit his little sister with one leg. Okto broke the hard shell's trophy. Okto started throwing things he could get his hands on.*			

In the books examined, non-functional strategies for coping with anger were found as exhibiting destructive behavior (14), stomping/crying (n=11), anger (n=8), verbal aggression (n=7), sulking (n=5), objection (n=4), trying to suppress/hiding emotions (n=3), and refusing to solve (n=2). Withdrawal from non-functional strategies was not detected in the books analyzed.

Table 6.

Functional strategies for coping with the emotion of sadness

Coping Strategies for Sadness / Functional Strategies					
Functional Strategies	**Books**	**Example Expression**	**Functional Strategies**	**Books**	**Example Expression**
Requesting peer support	K29, K93	*Koray comforted his friend*.	Requesting adult support	K44, K65, K71, K84, K97, K105	*I can tell my mother that I'm sorry. Most of the time, she says, "It's okay," and hugs me. It's good to be close to someone when I'm sad.*
Accepting help	K29, K62, K67, K88, K94, K113	*You are not alone! You don't have to overcome all these problems alone!*	Cooperation and sharing	K29, K38, K62, K67, K83, K89, K94	*We can learn to express our feelings and share them with others without hurting anyone.*
Logical solution finding		-	Expressing what happened to him/her and his/her feelings	K38, K62, K65, K66, K67, K70, K71, K113	*Once I've calmed down, I can tell you what's upsetting me.*
Self motivation	K36, K62, K65, K88, K94, K96, K101	*Our loved ones will always be with us, wherever we go, we will take them with us in our hearts.*	Talking about the event and relaxing	K29, K62, K69, K89, K94, K113	*When you realise that someone needs help, ask them if they are OK and make them feel that they can talk to you.*
Empathy	K29, K36	*Calm the unhappy point by empathizing.*	Diversion of mind/attention	K17, K21, K29, K62, K64, K65, K69, K83, K88, K89, K94, K100, K101, K113	*Now, think of something you like very much...Happy thoughts help you to get rid of your sadness.*

Seeking relief	K38, K65	*Someone I love very much once told me that emotions are like weather events, they come and go.*	Research		-
Calming down	K17, K28, K29, K38, K62, K69, K94	*Take a deep breath and slowly let your sadness out with your breath.*	Expressing in a humorous way	K21, K36, K38, K62, K85, K89, K93, K106	*My friend laughed, saying that I could also imagine an apple falling on the head of a sleepy hedgehog.*
Overcoming grief	K100, K113	*Don't be afraid of sadness, even give it a name. Ask him/her where he/she comes from and what he/she needs.*	Patience	K85	*Leo remains polite even when his friends don't want to share their toys with him.*
Understanding the benefits of individual differences	K13, K88, K96	*I'm happy, I'm a hippo and I'm happy to be me!*	Prosocial behaviour	K64, K89, K96	*Helping other people can make you happy too.*
Using a transition object	K81, K106	*Kaan didn't want to leave his blanket at first, it was so soft, from the care and warm love of his mother.*	Relaxation	K17, K29, K62, K66, K68, K69, K71, K105, K106	*If you don't want to talk, you can try to relax. The important thing is that you feel good, you can cry if you want!*
Investigating the cause of the problem		-	Helping each other	K29, K69, K76	*Sometimes, with the help of others, you realize that it is a minor problem and can be solved easily.*
Accepting consolation	K63, K88, K105	*He tells me that I can be happy, he encourages me*.	Taking responsibility	K9, K66, K94	*He can apologize, say I'm very sorry, or make up for his/her mistake by doing* something else.

Being a model	K84, K94	*Lettuce did it; you can do it, too.*	Not giving up	K74, K96	*But he had no intention of sitting around and waiting sadly, so he decided to get ready and set off and find someone who would love him for who he was.*
Learning from the incident	K84, K92, K94	*You can take it back...I didn't mean it. I shouldn't have said that. I apologise.*	Adaption	K38, K69	*We don't need to get caught up in our own feelings or the feelings of others.*

According to the table, the most functional coping strategies for the emotion of sadness in the books examined were, respectively, diverting the mind/attention (n=14), relaxation (n=9), expressing what happened to him/her and his/her feelings, expressing in a humorous way (n=8), cooperation and sharing, self-motivation, calming down (n=7), asking for adult support, accepting help, talking about the event and relaxing (n=6), understanding the benefits of individual differences, prosocial behavior, helping, accepting consolation, taking responsibility, learning from the outcome of the event (n=3), asking for peer support, empathy, seeking relief, going over their sadness, using a transition object, being a model, not giving up, adapting (n=2) and being patient (n=1). Among the functional strategies, finding logical solutions, researching, and investigating the cause of the problem could not be detected in the books analyzed.

Table 7.

Non-functional strategies for coping with sadness

Strategies for Coping with Sadness / Non-Functional Strategies		
Non-Functional Strategies	**Books**	**Example Expression**
Doing nothing	K37, K66, K67, K113	*You can sit sadly in a corner or...*
Not knowing what to do		-
Stomping, crying	K28, K37, K67	*You might want to rumble like thunder or flash like lightning*
Trying to suppress emotions	K28, K36, K37, K65, K66, K68, K100	*Gabin closed in on himself like his mother closed and taped the boxes*.

In the books analyzed, non-functional strategies for coping with sadness were found as trying to suppress emotions (n=7), doing nothing (n=4), stomping, and crying (n=3), respectively. The non-functional strategy of not knowing what to do was not detected in the books analyzed.

Table 8.

Functional strategies for coping with fear

Strategies for Coping with Fear / Functional Strategies					
Functional Strategies	**Books**	**Example expression**	**Functional Strategies**	**Books**	**Example expression**
Requesting peer support	K59, K89	*Talk to a friend or family member*	Requesting adult support	K53, K56, K57, K87, K89, K94, K109	*He was going to talk to his mother in the morning. Thinking about it, he relaxed and fell asleep immediately.*
Accepting help	K2, K3, K57, K112	*Ender immediately heeds his mother's advice and writes down everything that worries him, whether important or trivial*	Cooperation and sharing	K76	*Whatever it is you're afraid of, come to me, my dear, and I'll always bundle you up in safety.*
Finding /generating logical solutions	K43, K94, K112	*It's okay to have small anxious spots because worrying sometimes allows you to protect yourself.*	Expressing what happened to him/her and his/her feelings	K2, K8, K43, K53, K57, K61, K94, K109, K112	*I can tell others I'm worried.*
Self motivation	K3, K12, K21, K43, K54, K57, K58, K83, K88, K94, K109, K112	*If you think you can't, tell yourself you can and then do it.*	Talking about the event and relaxing	K2, K35, K61, K87, K89, K109, K112	*When they talk about the things that really worry him, Ender feels that his worries begin to diminish.*
Empathy	K36, K59, K61, K109, K112	*Seeing her sibling's sadness, Suzi tried to console him/her. You're not the only one who's broken up with your friends. I'm drifting away from my friends.*	Diversion of mind/attention	K4, K7, K11, K12, K21, K43, K53, K57, K58, K60, K87, K88, K94, K106, K109, K112	*When you're scared, think of the masked dinosaur. He can take on anything.*
Seeking relief	K3, K57	*Taking one of your favourite toys can also help when you are embarrassed. You can hug your toy, for example.*	Research		-
Calming down	K31, K43,	*Because breathing slowly and carefully*	Expressing in a humorous way	K4, K21, K37, K54,	*Maybe we could make fun of the*

	K52, K53, K83, K94, K101, K103, K109, K112	*through your nose calms you down. If you are anxious, restless, or afraid of something, breathing like this will make it easier for you to cope.*	K57, K58, K60, K72,	*things that scare you.*
Overcoming fear	K4, K8, K12, K35, K53, K54, K60, K109, K112	*With the help of his classmates, the knight began to try everything he had not dared to do until then.*		

According to the table, the most functional coping strategies for the feeling of fear in the books analyzed were, respectively, diverting the mind/attention (n=16), self-motivation (n=12), calming down (n=10), expressing what happened to them and their feelings, overcoming fear (n=9), humorous expression (n=8), asking for adult support, talking about the incident and relaxing (n=7), empathy (n=5), accepting help (n=4), finding/generating logical solutions (n=3), asking for peer support, seeking relief (n=2) and cooperation and sharing (n=1). Research, one of the functional strategies, could not be detected in the books analyzed.

Table 9.

Non-functional strategies used in coping with fear

Strategies for Coping with Fear / Non-Functional Strategies		
Non-Functional Strategies	**Books**	**Example Expression**
Doing nothing	K35, K59, K61, K112	*So Rubi pretended not to see the anxiety. He tried to pretend that everything was fine, that there was no anxiety.*
Not knowing what to do	K7, K37, K106, K112	*He felt uneasy when he saw everyone looking at him. He didn't know how to behave. He was embarrassed.*
Stomping/ Crying	K3, K87, K109, K112	*Sometimes he even starts to cry.*
Escaping	K3, K7, K35, K36, K54, K57, K59, K61, K87, K103, K106, K109	*He was trying not to make eye contact with anyone.*

In the books analyzed, non-functional strategies for coping with fear were found to be mostly running away (n=12), doing nothing, not knowing what to do, and stomping/crying (n=4).

Table 10.

Functional strategies for coping with the emotion of joy

Strategies for Coping with the Emotion of Joy / Functional Strategies		
Functional Strategies	**Books**	**Example Expression**
Calming down	K22, K23, K25, K26, K27, K39, K88, K90, K91, K94, K98, K99, K101, K108	*Calmness magnifies the happy spot.*
Patience	K30, K90, K95, K98, K108, K110	*When his parents asked him to be patient, he listened to them.*
Self motivation	K22, K27, K30, K32, K96, K98, K101, K108	*I'm brave, full of love and kindness. Self-confidence magnifies the happy point.*
Expressing what happened to him/her and his/her feelings	K27, K30, K31, K94,	*When you learn to name your feelings, you will discover new things about yourself. And it'll make you feel great.*
Diversion of mind/attention	K22, K25, K39, K92, K94, K95, K108	*Time will pass faster if you're occupied with something, said Mole. Come on, come, and help us.*

According to the table, the most functional coping strategies for the emotion of joy in the books examined were calming down (n=14), self-motivation (n=8), diverting the mind/attention (n=7), being patient (n=6), and expressing one's feelings and emotions (n=4).

Table 11.

Non-functional strategies for coping with the emotion of joy

Strategies for Coping with the Emotion of Joy / Non-functional Strategies		
Non-Functional Strategies	**Books**	**Example Expression**
Experiencing energy bursts	K33, K91, K92, K94	*He never sat down and was always busy. He'd crash left and right, making everyone dizzy. I don't have time to calm down. No rest for me.*
Difficulty in calming down when excited	K33, K90, K91, K92, K94, K99, K108, K110	*No matter what she did, Ece couldn't stay still and calm.*
Disturbing others	K33, K90, K94, K99, K108, K110	*But sometimes, this happiness grows to such an extent that you start to make nonsense and even disturb those around you.*
Trying to suppress your emotions	K108	*I tried to resist him, but he's too strong. I tried to run away from him, but he's too fast.*

In the books analyzed, non-functional strategies for coping with the feeling of joy were determined as having difficulty in calming down when excited (n=8)), disturbing those around them (n=6), experiencing bursts of energy (n=4), and trying to suppress their emotions (n=1), respectively.

Table 12.

Functional strategies for coping with the emotion of love

Strategies for Coping with Affection / Functional Strategies					
Functional Strategies	**Books**	**Example Expression**	**Functional Strategies**	**Books**	**Example Expression**
Expressing what happened to him/her and his/her feelings	K20, K40, K80	*Missing you is a very heavy and difficult feeling.*	Getting adult support	K20, K21, K76, K83, K86	*There are people who help me when I miss you. Reminding me that you're coming back, hugging me, and playing with me. It feels so good to be close to someone.*
Getting peer support	K20, K24, K82	*I think we should all sit on my branch, Sedef said. And so they did, the three of them.*	Self motivation	K20, K21, K24, K46, K72, K75, K77, K79, K82, K85, K86, K97	*I also have my own methods of self-sufficiency. I can cuddle with my teddy bear and my blanket.*
Diversion of mind/attention	K20, K21, K46, K72, K73, K75, K78, K95	*I could draw a picture to show you.*	Patience	K20, K72, K83, K85, K95	*I play games and do things for a while after you've gone, so I can bear your longing.*
Sharing with someone	K31, K73, K76, K79	*I'm here for you with my umbrella of love.*			

According to the table, the most functional coping strategies for the feeling of love in the books analyzed were self-motivation (n=12), diverting the mind/attention (n=8), being patient (n=5), sharing with someone (n=4), expressing what happened to him/her and his/her feelings, and getting peer support (n=3).

Table 13.

Non-functional strategies used in coping with the emotion of love

Strategies for Coping with Love / Non-functional Strategies		
Non-Functional Strategies	**Books**	**Example Expression**
Stomping/ crying	K20, K21, K24, K78, K79	*I want you with me, and I want you with me now.*
Failure to wait	K20, K21	*Kırpık continued to follow his mother wherever she went.*
Not knowing what to do	K77, K79, K80, K82,	*I didn't know what to do at that moment*.

In the books analyzed, non-functional strategies for coping with the feeling of love were found to be stomping/crying (n=5), not knowing what to do (4), and not being able to wait (n=2), respectively.

Discussion and Conclusion

When the years of publication of 113 children's picture books were examined, it was determined that coping with emotions was mostly addressed in 2019. Özdemir, Eruzun, and Kuru (2021) examined all preschool education programs from the past to the present in terms of the field of social-emotional development and stated that elements related to this field are increasingly included in the programs, but they still need to be strengthened. In recent years, there has been an increase in the number of picture books prepared for preschool children on topics related to emotions. It can be said that this situation has been taken into consideration by publishers and authors with the increase in the importance given to the field of social-emotional development in preschool education programs and the increase in research on the field of social-emotional development and the understanding of the positive effect of the results on children.

When the language of the books analyzed within the study was examined, it was found that 11 of them were written in Turkish, and 102 books were published in translation. This result is similar to the studies conducted by Ülker Erdem et al. (2017) and Ceylan and Kılınç (2021). It is noteworthy that there are more translated works than domestic works.

Another finding of the study is that the majority of the heroes in the books are animals. Similar to this study, Ceylan and Kılınç (2021) also concluded that animal characters were mostly used in the books they analyzed. Ülker Erdem et al. (2017) and Koçak and Bencik Kangal (2021) found that human characters were mostly used in the books they examined. Sever (2008) stated that a human, animal, or object could be used as a hero in children's literature, especially in the preschool period. An animal that children can relate to, see around them, love or fear, can be included as a hero, and children will like it when an object or animal heroes behave in human-

specific behaviors and will develop their imagination. Ural (2013) also stated that in the first years of life, the child's interest is mostly attracted by animals or small child characters. The age group is a focus in books prepared for children, and since the books examined in this study are for the preschool age group, it can be said that animal characters are preferred to attract children's attention.

In the books analyzed in the study, the strategies used to cope with the feeling of fear were, respectively, diverting the mind and attention, self-motivation, calming down, and expressing what happened to him/her and his/her feelings, while the most frequently used non-functional strategy was escaping. In the study conducted by Ülker Erdem et al. (2017), the most commonly used strategies in coping with fear were determined as overcoming fear, expressing what happened to them and their feelings, and researching. The feeling of fear is necessary to sustain our lives, but in some cases, it makes life difficult (Ersan, 2017). An important point about coping with fear is that the methods to overcome fear are not learned (Beidel et al., 1985). To cope with fears, one should not run away first; instead, one should learn relaxation techniques and encourage oneself with thoughts like "I can do it, I can overcome it" (Gençöz, 1998). The heroes in the books prepared for the preschool period should develop children's sense of self with their feelings, thoughts, and behaviors, and show how to cope with emotions such as hatred and hostility (Sever, 2002). Dağlıoğlu and Çakmak (2009) recommend reading books that offer solutions to eliminate fear and anxiety in children. Chalmers et al. (2011) stated that children can use functional coping methods such as counting to 10, calming down, and being comforted by reading a story to them when they have nightmares and wake up at night. Dockett et al. (2006) analyzed 106 children's picture books about school and found situations that caused fear and anxiety, such as concern about the teacher's attitudes, making fun of the child who will start school, fear of missing the school bus, fear of getting lost, and not being able to find the toilet. At the end of the study, it is seen that the researchers considered that a caring and supportive teacher makes a difference in coping with adaptation problems, that the family gently provides emotional support and encouragement to children who are afraid of school, that they make animations about school, and that the presence of a friend at school are functional strategies in acquiring positive feelings about school and coping. At the same time, the researchers suggested that parents and educators should take children's concerns seriously and consider the functional potential of children's picture books in this regard if they want to ensure a positive transition to school adaptation. As a result of the study conducted by Ülker Erdem et al. (2017), receiving peer support was one of the most frequently used functional methods in support of this study. In this study, asking for adult and peer support was among the functional strategies used in the books. In this respect, the findings of the study are similar to the literature. The frequent inclusion of the feeling of fear and coping strategies in the books can be interpreted as the emergence of situations that cause fear and anxiety in children, such as starting school, moving, separation from parents, and having a new sibling, which usually occurs in the preschool period, can be interpreted by publishers and authors.

In the study, the functional strategies frequently used to cope with feelings of sadness were identified as diverting the mind and attention. Non-functional strategies were trying to suppress their emotions and doing nothing. In Gülgez's study (2018), the social competence of boys who

could regulate their feelings of sadness, as opposed to using non-functional methods such as crying, was found to be high. Children can use strategies to regulate their emotions, such as asking to be read a favorite story when upset (Bredekamp, 2015). Sever (2008) states that the representation of the protagonist in a story as a brave, hardworking person who always achieves everything is moving away from child realism and that what is more important is how the protagonist copes with negativity, fear, or failure that happens to him/her and how he/she develops a method. It can be interpreted that the inclusion of functional strategies instead of reactions, such as suppressing emotions or withdrawal, supports the emotion regulation skills of children who are disappointed and saddened by the events in the books examined within the scope of the study.

In the children's picture books analyzed in the study, the functional strategies used to cope with anger were primarily self-motivation and receiving adult support. Non-functional strategies were determined as destructive behavior and stomping/crying. The literature supports the study's finding. Ceylan and Kılınç (2021) reported receiving peer support and adult support at most; Ülker Erdem et al. (2017) similarly reported receiving peer or adult support. Kochenderfer-Ladd (2004) found that preschool children use the strategy of asking someone for help when faced with a problem by observing children's responses to narrated scenarios. In the study conducted by Gülgez (2018), gender was also taken as a variable in emotion regulation, and it was concluded that girls' effectiveness in coping with anger also increased the level of social competence. It was concluded that boys' use of functional methods in coping with anger increased their social competence level and decreased their negative social behaviors. Anger is a normal, universal, healthy, and strong emotion when expressed appropriately. It does not mean the same thing as aggression but can be learned to control, like all other emotions (Kökdemir, 2004). From this point of view, it can be stated that the use of non-functional strategies such as destructive behavior or crying, was the most common response, in fact, it was difficult for children to calm down in the face of such a strong emotion, but they were informed about how to calm down from the books, and this supported their emotion regulation skills.

Functional strategies frequently used in coping with the feeling of joy include calming down and self-motivation. In contrast, non-functional strategies involve difficulty in calming down when excited and disturbing those around them. Kayhan Aktürk (2015), examining the relationship between emotion dysregulation and hyperactivity, stated that children who have difficulty staying in place and are hyperactive struggle with situations requiring attention, waiting in line, and obeying the rules. Emotion regulation means regulating not only negative emotions but also positive emotions, that is, "*coping with high levels of positive and negative emotions*" (Ersan, 2017). Rydell et al. (2003) found that children with low positive emotion regulation skills, children with high anger levels, and sad children showed more externalized problem behaviors (harming people or things, etc.). In Gülgez's (2018) study, it was concluded that girls' social competence levels decreased as they blunted their sense of joy. Similarly, in this study, "trying to suppress emotions" is among the non-functional strategies in coping with the emotion of joy, which is part of the emotion cluster. It was found that children who had difficulty regulating their feelings of fear exhibited internal problem behaviors (guilt, feelings

of inadequacy, etc.). In the preschool period, children learn to express their positive or negative emotions and to manage these emotions (Berk, 2006). Emotion regulation includes controlling anger, expressing emotions appropriately, managing excitement, and interacting socially with individuals (Eisenberg & Spinrad, 2004). Studies are showing that children who cannot manage their excitement exhibit destructive behaviors (Cole et al., 1994). Ülker Erdem et al. (2017) stated that they only examined the coping strategies of heroes with negative emotions in their study and suggested that the expression of positive emotions should also be examined. Uysal Bayrak et al. (2018) state that preschool education institutions, where children attend from an early age, play important roles in children's learning and the effective use of coping strategies.

It was concluded that the functional strategies used to cope with the feeling of love primarily involved self-motivation and diverting attention. Non-functional strategies were identified as stomping/crying, and not knowing what to do. Although there are a small number of studies in the literature on the regulation of positive emotions such as excitement, enthusiasm, mobility, and excessive joy (Asıcı et al., 2018; Cole et al., 1994; Rydell et al., 2003; Underwood, 1997), no findings were found in the literature on coping with the intensity of the emotion of love or emotion regulation. When the sub-dimensions of the emotion of love in Parrot's (2001) emotion classification are examined, it is seen that emotions such as fondness, desire-wanting, passion, and longing-longing are also included. It can be said that these emotions, like others, are among those that children can experience intensely in their daily lives. For this reason, it was included in the study by wondering how the heroes in the books would cope with these emotions. At the end of the study, it was determined that the characters had difficulty coping with these emotions but used functional strategies, such as self-motivation and distraction, to support their emotion regulation skills.

This study examines the strategies used by characters in picture books for preschool children to cope with emotions. It is limited to sampled picture books published in Turkish and available for sale in Türkiye between 2010 and 2022. In the future, a comparative study can be conducted that includes children's picture books published in different countries. Intercultural studies will provide a broader perspective. In addition, experimental studies can be conducted to help preschool teachers and parents develop children's emotion regulation skills through the use of children's picture books.

Preschool children may have anxieties and fears such as separation, darkness, starting school, and failure due to their age and developmental characteristics. For this reason, it is thought that it would be useful to publish books that help them understand and support them to calm down. It can be suggested that publishing houses and authors who prepare publications for preschool children should publish qualified children's books on emotions and coping with emotions, which will guide families and educators.

References

Asıcı, E., İkiz, F.E., & Karaca, R. (2018). Difficulties in emotion regulation scale-positive (DERS-positive): Adaptation to Turkish, validity and reliability study. *Kastamonu Education Journal, 26* (5), 1589-1600.

Beidel, D.C., Turner, S. M., & Dancu, C.V. (1985). Physiological, cognitive and behavioral aspects of social anxiety. *Behaviour Research and Therapy, 23* (2), 109-117.

Berk, L.E. (2006). *Child Development*. Allyn and Bacon.

Büyüköztürk, Ş., Çakmak, K. E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2014). *Bilimsel araştırma yöntemleri* [*Scientific research methods*]. Pegem Academy.

Bredekamp, S. (2015). *Erken çocukluk eğitiminde etkili uygulamalar* [*Effective practices in early childhood education*]. (H. Z. İnan and T. İnan, Trans.). Nobel Publication.

Ceylan, Ş., & Kılınç, N. (2021). A review of children's picture books: Feelings of anger and sadness. *Yıldız Journal of Educational Research, 6*(2), 106-121.

Chalmers, K., Frydenberg, E., & Deans, J. (2012). An exploration into the coping strategies of preschoolers: Implications for professional practice. *Children Australia, 36*(3), 120–127.

Cole, P. M., Dennis, T. A., Smith-Simon, K. E., & Cohen, L. H. (2009). Preschoolers' emotion regulation strategy understanding: Relations with emotion socialization and child self-regulation. *Social Development, 18*(2), 324-352.

Cole, P. M., Michel, M. K., & Teti, L. (1994). The development of emotion regulation and dysregulation: A clinical perspective. *Monographs of the Society for Research in Child Development, 59*, 73-100.

Dağlıoğlu, H. E., & Çamlıbel Çakmak, Ö. (2009). Examination of story books produced towards preschool children regarding elements of violence and horror. *Turkish Librarianship, 23*(3), 510-534.

Dockett, S., Perry, B., & Whitton, D. (2006). Picture storybooks and starting school. *Early Child Development and Care, 176*(8), 835-848.

Eisenberg, N., Fabes, R. A., Bernzweig, J., Karbon, M., Poulin, R., & Hanish, L. (1993). The relations of emotionality and regulation to preschoolers' social skills and sociometric status. *Child Development, 64* (5), 1418–1438.

Eisenberg, N., Smith, C. L., & Spinrad, T. L. (2011). Effortful control: Relations with emotion regulation, adjustment, andsocialization in childhood. In K. D. Vohs & R. Baumeister (Ed.), *Handbook of Self-Regulation: Research, Theory, And Applications* (pp. 263-283). Guilford Press.

Eisenberg, N., & Spinrad, T.L. (2004). Emotion-related regulation: sharpening the definition. *Child Development, 75*(2), 334-339.

Ersan, C. (2017). An investigation into preschool children's level of agression in terms of emotion expression and emotion regulation [Doctoral thesis, Pamukkale University]. https://gcris.pau.edu.tr/bitstream/11499/2109/1/Ceyhun Ersan.pdf

Ertan, N. N. (2014). Examining the relationship between "emotional regulation" and "coping strategies" of preschool children through "effortful self-monitoring" [Master's thesis, MaltepeUniversity].https://acikbilim.yok.gov.tr/bitstream/handle/20.500.12812/664324/yokAcikBilim_10026659.pdf?sequence=-1&isAllowed=y

Eti, İ. (2021). Çocuk kitaplarında fiziksel özellikler ve resimlendirme [Physical characteristics and illustration in children's books]. In M.S. Gönen and G. Uyanık (Ed), *Okul öncesinde çocuk edebiyatı ve etkinlik örnekleri* [Children's literature and activity examples in pre-school] (pp. 85-109). Nobel Publication.

Fariman, V.J.& Irawan, S. (2024). Smile, Sara! and other stories: Creating children's picture books exploring emotional regulation. *Kata Kita, 12*(3), 401-408. http://dx.doi.org/10.9744/katakita.12.3.401-408

Gençöz, T. (1998). Fear:Causes, consequences, and ways of coping. *Crisis Journal, 6*(2), 9-16

Gregory, K. E., & Vessey, J. A. (2004). Bibliotherapy: A strategy to help students with bullying. *The Journal of School Nursing, 20*(3), 127-133.

Gülay- Ogelman, H., & Akman, B. (2009). *Okul öncesi dönemde sosyal beceriler* [Social skills in preschool period]. Pegem Academy.

Gülgez, Ö. (2018). Investigation of the relationship between emotion regulation and social competence in primary school children. [Doctoral thesis, Mersin University].https://acikbilim.yok.gov.tr/bitstream/handle/20.500.12812/218771/yokAcikBilim_10227823.pdf?sequence=-1&isAllowed=y

Hansen, C. C., & Zambo, D. (2005). Piaget, meet Lilly: Understanding child development through picture book characters. *Early Childhood Education Journal, 33*(1), 39-45.

Heath, M., Sheen, D., Leavy, D., Young, E.L., & Money, K. (2005). Bibliotherapy: A resource to facilitate emotional healing and growth. *School Psychology International, 26*(5), 563-580. http://dx.doi.org/10.1177/0143034305060792

IREX. (2013). Conflict resolution and peer mediation toolkit. USA. http://www.irex.org/project/youth-leadershippeace).

Kanmaz, F.E. (2020). Children's literature and sensitivity education. *Journal of Mother Tongue Education ,8*(1), 237-239.

Kayhan Aktürk, Ş. (2015). An investigation of emotion regulation skills and peer relations of preschool children [Master's thesis, Istanbul University] http://nek.istanbul.edu.tr:4444/ekos/TEZ/53618.pdf

Kochenderfer-Ladd, B. (2004). Peer victimization: The role of emotions in adaptive and maladaptive coping. *Social Development, 13*(3),329-349. https://psycnet.apa.org/doi/10.1111/j.1467-9507.2004.00271.x

Koçak, C., & Bencik Kangal, S. (2021). An analysis of picture story books published between 2005-2017 in terms of emotional literacy. *International Journal of Children's Literature and Education Researches, 5*(1), 50-65.

Kopp, C.B. (2002). Commentary: The codevelopments of attention and emotion regulation. *Infancy, 3*(2), 199-208. https://doi.org/10.1207/s15327078in0302_5

Kökdemir, H. (2004). Anger and anger control. *Pivolka*, *3*(12), 7-10.

Losoya, S., Eisenberg, N., & Fabes, R. A. (1998). Developmental issues in the study of coping. *International Journal of Behavioural Development, 22*(2), 287-313. https://psycnet.apa.org/doi/10.1080/016502598384388

Marshall, C. & Rossman, G. B. (2014). *Designing Qualitative Research*. Sage.

Miles, M. B., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Özdemir Beceren, B. & Zembat, R. (2019). Erken çocukluk döneminde sosyal duygusal öğrenme ve etkinlik örnekleri. In Ed. A. Adak Özdemir, Y. Güven, B. Özdemir Beceren, R. Zembat, *Erken Çocuklukta Mekânsal Beceriler ve Sosyal Duygusal Öğrenme Becerileri ve Etkinlik Örnekleri [Spatial Skills and Social Emotional Learning Skills and Activity Examples in Early Childhood]*, Vize Publication, pp. 49-114.

Özdemir, D., Eruzun, H.M., ve Kuru, N. (2021). Social-emotional development in preschool education programs in Turkey from 1952 to 2021. *Journal of Research in Education and Society*, 8 (2), 314-335. http://dx.doi.org/10.51725/etad.944339

Parrot, W. G. (2001). *Emotions in social psychology: essential readings.* Psychology Press.

Reicher, H. (2010). Building inclusive education on social and emotional learning: Challenges and perspectives: A review. *International Journal of Inclusive Education***,** *14*(3), 213-246. http://dx.doi.org/10.1080/13603110802504218

Rydell, A. M., Berlin, L., & Bohlin, G. (2003). Emotionality, emotion regulation, and adaptation among 5 to 8 year old children. *Emotion*, *3*(1), 30-47. https://doi.org/10.1037/1528-3542.3.1.30

Saarni, C. (2011). Emotional development in childhood. *Encyclopedia on Early Childhood Development*, 1-7.

Schoppmann, J., Severin, F., Schneider, S., & Seehagen, S. (2023). The effect of picture book reading on young children's use of an emotion regulation strategy. *Plos One*, 18(8), 1-21. https://doi.org/10.1371/journal.pone.0289403

Sever, S. (2002). Violence reflected in children's books (Basic law on national education and children's rights an assessment in the context of the convention) *Ankara University Journal of Education, 35*(1), 25-37.

Sever, S. (2008). *Çocuk ve edebiyat [Children and literatüre].* Tudem Publication.

Thompson, R. A. & Goodman, M. (2010). Development of emotion regulation: More than meets the eye, Ed. A. M. Kring ve D. M. Sloan, *Emotion Regulation and Psychopathology: A Transdiagnostic Approach to Etiology and Treatment*, The Guilford Press, pp. 38–58.

Tillott, S., de Jong, G., & Hurley, D. (2024). Self-regulation through storytelling: A demonstration study detailing the educational book Game On for resilience building in early school children. *Journal of Moral Education*, 1–20. https://doi.org/10.1080/03057240.2024.2403992

Underwood, M. K. (1997). Top ten pressing questions about the development of emotion regulation. *Motivation and Emotion*, *21,*127–146. https://psycnet.apa.org/doi/10.1023/A:1024482516226

Ural, S. (2013). Okul öncesi çocuk kitaplarının tanımı [Definition of preschool children's books]. In M. Gönen (Ed), *Çocuk edebiyatı [Children literature)* (pp.33-55). Eğiten Book.

Uysal Bayrak, H., Özen Altınkaynak, Ş., & Erginsoy Osmanoğlu, D. (2018). Investigation of coping strategies used in problem situation by preschool children. *Sakarya University Journal of Education*, *8*(2), 72-82. https://doi.org/10.19126/suje.342016

Ülker-Erdem, A., Aydos, E.H., & Çoban, A. (2017). Negative feelings depicted in children's picture story books and coping strategies used by main characters. *Abant İzzet Baysal University Journal of Education*, *17* (2), 914-931. https://doi.org/10.17240/aibuefd.2017.17.30227-326606

Üstün, E. (2007). *Okul öncesi çocukların okuma yazma becerilerinin gelişimi* [*Development of literacy skills of preschool children*]. Morpa Publication.

Yıldırım A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in social sciences]. Seçkin Publication.