

REPRESENTATION OF THE UNREPRESENTED:
DISABILITY IN CHILDREN’S PICTURE BOOKS

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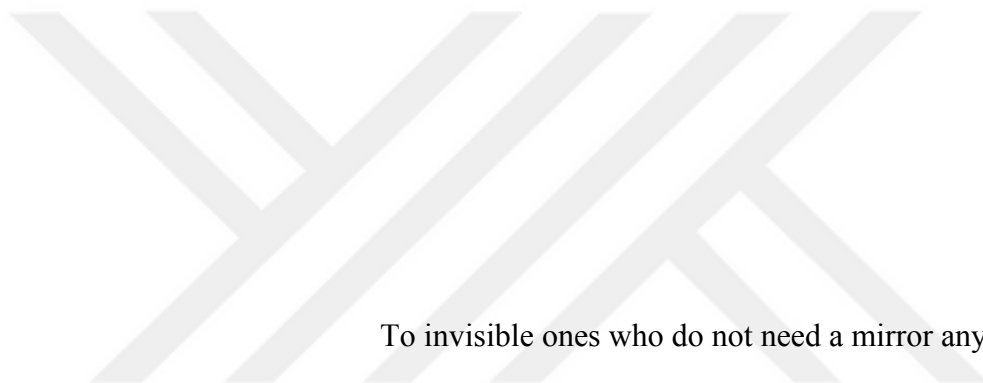
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To invisible ones who do not need a mirror anymore...

ABSTRACT

This study examines the representation of disability in pre-school children's fiction picture books. It aims to investigate and identify the characteristics of how disability is represented in order to raise awareness about the issues surrounding the depiction of disability and in this way, help to make picture books more inclusive. Additionally, the goal of the study is to inspire and motivate illustrators to change current misrepresentation or non-representation of disability and diversity in picture books. The focus of this thesis is on the children's picture books published in Turkey in the last decade, which belong to local and foreign authors. This thesis uses qualitative analysis as a method. It examines a total of 52 picture books in detail via 40 different codes. The results show that there is an increase and improvement in the representation of disability in picture books published in the last decade. However, the analyzed picture books usually use disability as a theme, they have stereotypical approach to the types of disabilities and aim to present information about the type of disability rather than a story. Furthermore, the disabled characters are mostly main characters and they are generally children. This study emphasizes that picture books need to be more inclusive and equitable as they are influential educational instruments for children.

Keywords: Disability, representation, picture book, illustration, children, disabled character, character design

ÖZ

Bu çalışma, okul öncesi çocuklar için resimli hikaye kitaplarında engellilik temsiliğini incelemektedir. Engellilik tasvirini çevreleyen konular hakkında farkındalığı artırmak için engelliliğin nasıl temsil edildiğinin araştırılmasını, tanımlanmasını ve böylelikle, resimli kitapların daha kapsayıcı hale getirilmesine yardımcı olmayı amaçlamaktadır. Buna ek olarak, çalışmanın gayesi, resimli kitaplarda engelliliğin mevcut yanlış temsili veya (tamamen) temsil edilmemesi durumunu değiştirmek için illüstratörlere ilham vermek ve motive etmektir. Bu tezin odak noktası, son on yılda Türkiye'de yayımlanan yerli ve yabancı yazarlara ait resimli çocuk kitaplarıdır. Metot olarak nitel analiz kullanılmıştır. Toplam 52 resimli kitap, 40 farklı kodla ayrıntılı olarak analiz edilmiştir. Elde edilen bulgulara göre, son on yılda yayımlanan resimli kitaplarda engelliliğin temsiliinde bir artış ve gelişme yaşandığı görülmektedir. Bununla birlikte, analiz edilen resimli kitaplar engelliliği genellikle bir tema olarak kullanmakta olup, engellilik tiplerine klişeleşmiş yaklaşıma sahiptir ve bir hikâye yerine engellilik tipi hakkında bilgi sunmayı amaçlamaktadır. Ayrıca, engelli karakterler çoğunlukla ana karakterlerdir ve genellikle çocukturlar. Bu çalışma, resimli kitapların, çocuklar için etkisi yüksek bir öğrenim aracı olmaları nedeniyle daha kapsayıcı ve eşit olmasının gerekliliğini vurgulamaktadır.

Anahtar Sözcükler: Engellilik, temsil, resimli kitap, illüstrasyon, çocuklar, engelli karakter, karakter tasarımı

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CHAPTER 1

INTRODUCTION

As a human-animal, I always see myself equal to all living creatures and I feel that everything is unique in its own way. In contrast to that they are also ordinary as all others. In the recent years, I started to think that, even though everything is ordinary or unique why we see only a few types of uniqueness or ordinariness in our society. Later, I realized that I also do not include all types of uniqueness or ordinariness to my works as an illustrator, a designer and a disabled person. With this study, I aimed to examine the lack of diversity in picture books; especially in the chracters I draw and open the way for change.

1.1 Scope

Picture books are books that combine visuals and text. They are related to both literature and visual arts. The picture books read in the early childhood are not only educational instruments but also the instruments of play and socialization. They help children to gain an understanding of the world that surrounds them, make intellectual discoveries and develop mentally. Picture books are one of the main instruments in the development of children.

The main problem of this study is built on the observation that disability is not represented in the picture books and the existing representations are stereotypical and misleading. With the aim of providing help to resolve the problem, this study examines the representation of disability in childrens' picture books. It examines the rate and frequency of appearance, the gender-age of the disabled characters, type of disability, whether the characters are active or passive and the roles attained to disabled characters (such as main, minor positions etc.).

Examination of 52 picture books is carried in 5 main categories, which are (1) General Overview, (2) Information About Writers and Illustrators, (3) Front Covers, (4) Body and (5) Back Covers. First, the General Overview category provides main information about picture books. In the second category, the names and genders of the authors and illustrators are explained. Then, in the category of front covers, three subsections are used to understand (a) how the disabled character is mostly seen, (b)

the written language and (c) the visual language of front covers. Body is the fourth category, where the most detailed examination is made. This category consists of three subsections; focusing on (a) disabled characters, (b) the written language and (c) the visual language. Finally, in the fifth category, back covers are analyzed in terms of the visual language and the written language.

When looking at the similar studies in Turkey, two studies can be found. Sociology and Education Studies Center –Seçbir, administered a thesis and a report, which examines disability in Turkish primary school textbooks. Another study is a thesis, which examines the disability in Turkish children's literature written by Ayfer Günel. According to Ünal (2009), there is only one book, which has a disabled character in preschool picture books published between 1969 and 2009. Ayfer Ünal indicates that four years after her thesis, she could find two more picture books with disabled characters. These books are *Şuşu, Can and Dörtteker* [Şuşu, Can and Four Wheels] and *Arkadaşım Yılmaz* [My Friend Yılmaz]. These studies that analyze different materials on the same subject were important references for my study. Differently, my study also includes the ‘visual representation’ of disability in picture books. As the text and the illustrations in the picture books tell the story together, it is important to examine the representation of disability in both written and visual languages.

Disability, differences and minority groups are not adequately and equally included in children's picture books. Some of the existing picture books are discriminative, negative, misrepresentative and disability specific. Disabled children do not have visibility and children cannot see their own representations in picture books and on mainstream media. This study that addresses these problems can set the stage for inclusion in children's books. The representation of disability helps disabled children to create a reflective self-image (such as perceiving themselves as active members of the society). In addition, non-disabled children can grow up with the perception of a diverse society. They become aware and sensitive to minority groups in society. So, the narrow perspective against life and society can be destroyed. Differences and diversity can be seen as ordinariness, part of everyday life and they will be more visible.

1.2 Structure

The objective of this study is to examine the representation of disabled people in children's picture books. For this aim, it was necessary to develop the criteria for the analysis of these representations. These criteria will later be used in order to find the rate and the frequency of disability in children's picture books. These were the steps instrumental in the organization of its structure.

In the first stage, I researched the visuals and the text in the picture books to see if and how picture books represent disabled people. Second, I created criteria, which can be used for searching and identifying diversity, understanding discrimination, realizing negative and positive representations. Third and last, I presented the rate and the frequency of the appearance of disability in children's picture books in the last decade. Thus, the frequency and the rise or decline in the representation of disability over the years can be observed.

In order to carry on the above-mentioned research and analysis, qualitative analysis is used. This method is very effective to analyse the picture books that are collected by purposive sampling. According to the Turkish General Directorate for Libraries and Publications (2018), there are 2330 picture books that applied for ISBN (International Standard Book Number) between the years 2008-2018.¹ Among these more than two thousand picture books, a very small number of them deals with disability.

I have reached a total of 52 picture books with representation of disability by using keyword searches. The picture books were accessed from online bookshops, MEF Primary School Library, publisher's catalogues, The International Board on Books for Young People (IBBY) Outstanding Books for Young People with Disabilities Catalogues and picture book review websites. Thus, via this inquiry, I aimed to distinguish the lack of representation of disability in picture books, what are the problems and deficiencies in the existing examples, how to fix these problems and how the positive examples can be used.

¹ The document of General Directorate for Libraries and Publications can be seen in Appendix C.

CHAPTER 2

CONCEPTUAL FRAMEWORK

2.1 Literature Review

2.1.1 Minority Groups

Sociologist Louis Wirth (1945, p.347) defines, a minority group as “any group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination.” Considering this definition of Louis Wirth, it can be said that being a part of a minority group can lead to differential and unequal treatment. In brief, minorities are the ones outside the majority.

Looking through another definition will be better for development of the analysis and study. Charles Wagley and Marvin Harris (1958) claim that a minority has five characteristics. These are unequal treatment and less power over their lives, distinguishing physical or cultural traits like skin color or language, involuntary membership in the group, awareness of subordination, and high rate of in-group marriage. Sexuality & gender, religion, age and disability should be added to these characteristics.

It can be said that unequal treatment is the common point in both definitions. Unlike the first definition, having less power or a lack of power, which is mentioned by Charles Wagley and Marvin Harris (1958) is one of the most prominent points of minority groups. Having less power than majority groups means that minority groups do not always represent a small number of people. So the groups that are numerous but weak are also minority groups. Due to this definition, disability is also considered as a minority group because of not having equal rights in the society. This approach will be important during the analysis phase of the study.

2.1.2 Understanding Disability

It is necessary to be familiar with the current knowledge about disability to understand the arguments in this study. Explaining what is disability, who is a

disabled person and how disability is known will make inadequate representation and misinformation visible.

According to the Turkish Language Association (TDK); a disabled person is defined as “the person whose body is deficient or defective.” At this point, looking for another definition would be more helpful in order to find a more comprehensive definition. The definition of disabled person in the United Nations Convention on the Rights of Persons with Disabilities in Article 1 is; " ... those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”

Considering this definition, it is possible to see the missing and misinformation of the definition of Turkish Language Institution. Because the definition of Turkish Language Institution does not mention any barriers and it implies that the disabled person is the problem. This definition, which relies on the medical model of disability, is outdated and it does not conform with the human rights.

2.1.2.1 Disability Movement in Turkey

The disability movement in Turkey can be explained easier in the light of child population, disability rates and definition of disability. As Tufan, Yaman and Arun (2007) indicate, there are many difficulties that disabled people in Turkey experience such as participating to the society, including education, employment, participation to social life and access to health care services. Furthermore, lack of accessible environments and assistance can be added to the existing difficulties. The difficulties encountered are not limited to these examples. The following lines will articulate the problems faced by the disability movement in Turkey.

In her thesis Ünal (2018) indicates that there are two important agreements that changed the influence of medical model of disability in recent years in Turkey. The first one is, changes that made on the Law on People with Disabilities. The law was accepted in 2005, however it included disabled people’s rights of full and equal participation to the society and freedom in 2014. The second one as Ünal (2018)

points out, is The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) that Turkey accepted in 2007 as one of the leading countries. Nevertheless, there are still problems in implementation of the law. Many disabled people cannot work equally and fully access their rights such as social and political rights. This situation causes the exclusion of disabled people and they cannot use their right to live independently, which was stated in the Article 19 (Living independently and being included in the community). In this article of UNCRPD, it is clear that the arrangements for making disabled people's lives independent should be made.

Explaining participation to labour force which is one of the biggest problems in Turkey for disabled people will be helpful to understand the disabled characters, especially the adult ones in the picture books that will be seen in the following chapters. In addition, examining the participation of the disabled individuals in the labor force also reflects how much they can use the right to education. Tufan, Yaman and Arun (2007) state the relation between participation to labour force and education as:

Only one out of five (21.7%) disabled people participate in the labour force, suggesting that disabled individuals make a limited contribution to the workforce and have serious difficulties joining the labour market. This exclusion derives from their limited access to education. Illiteracy is a common feature (36.4%) among disabled people in Turkey: of disabled people who are literate (63.6%), 7.7 percent do not have any formal diplomas. Additionally, disabled persons with a high-school qualification constitute only 6.9 percent of people with disabilities and those with a university degree 2.4 percent (2007, p.839).

Based on these explanations, it can be understood that there is a significant link between disabled people and the right to work and education. Equal participation in education and benefiting from inclusive education are also important in increasing the participation to the labor force for disabled people. Another factor that contributes to participation in education and workforce is the gender. The rate of illiterate women is much higher than men (Tufan, Yaman and Arun, 2007). This information should be considered in the analysis of the gender distribution of disabled characters

encountered in the analysis of picture books. It is also effective in order to examine the right to education and labor force participation to compare it with gender distribution.

Another issue that concerns the right to education and disability studies in Turkey is academic contribution. Participation in universities also has a great importance in order to improve disability studies and make the discussions visible. However, some of the studies on this subject are still based on medical model and they are far from a rights-based approach. Tufan, Yaman and Arun (2007) state their views on this subject as follows: “There is currently a potential to involve people who are prepared to address this issue in Turkey. This potential, however, has not been mobilized, since there has been a general apathy about the issue. The silence by academics, researchers and professionals who should encourage public debate about disability is one of the important negative factors impeding positive action.” In recent years, it is observed that solutions for this apathy are also being considered.

In collaboration with Bogazici University Social Policy Forum and the Raoul Wallenberg Institute, Disability Studies Fall School and Disability Studies Graduate Thesis Awards were organized in the past year for supporting and encouraging students who are doing research on disability studies based on human rights approach. With this support, it can be possible to promote the researches on disability studies as well as to encourage the students to do research on the subject more.

Lastly regarding the right to education, it is necessary to mention the participation of disabled children to education due to the scope of the research. Receiving education with their peers is one of the most basic rights of children with disabilities. However, there are major deficiencies in the implementation of laws on this issue. According to Sart (2015) full and effective participation in education cannot be ensured; discrimination is also known. As previously mentioned, The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) was accepted by Turkey in 2007. In the Article 24 (Education) it is emphasized that disabled children are not excluded from general education and they can access an inclusive education with the peers. This article will hold great significance in the analysis of disabled children characters in the examined picture books.

Prioritization of inclusive education instead of special education made progress in full participation of disabled children in education. Nevertheless, as Sart (2015) stated, many problems were encountered in practice. Some of these problems are; physical deficiencies in schools and classrooms, lack of education related to disability in teacher's education, all groups of disability are not recognized or not known, other children and parents do not want disabled children in the classroom. It can be concluded that these problems; especially the last one are particularly problematic in terms of the supporting disabled children in inclusive education. Seeing disabled children characters; particularly as students in picture books also indirectly refers to the necessity of inclusive education.

After the right to education, it can be useful to examine citizenship and disability approach in Turkey. In their article Bezmez and Yardımcı (2010) explain the struggles of diverse groups which are mostly related to gender and ethnicity: "Since the late 1980s, discussions on citizenship have drawn attention to the rise of social struggles triggered by the identity-based rights-claims of diverse groups." In contrast to that, disabled people's rights are not fully implemented and they are still limited. According to Bezmez and Yardımcı (2010), a charity-based, protectionist approach and the impact of Islam are the main issues that effect the disability movement in Turkey. As they claim, charity-based approach has a strong tradition from the Ottoman Empire and it can still be seen in the Republic of Turkey. This tradition is especially seen in the charitable foundations that known as "vakıf" in Turkish.

The charity-based approach, which didn't change after the proclamation of the Turkish Republic has a great connection with the impact of Islam. In the article, Bezmez and Yardımcı (2010) present two interviews as follow:

... Islam has almost always played a crucial role in determining the way people with disabilities perceive themselves. The perception that disability is as a form of being put to test in front of God and that one should be thankful under any circumstances, limits the prospects of a rights-based attitude, of feeling as having the right to have rights, and of being ready to fight for those (interviews with Engin Avcı, p. 607-608).

Based on this information, it can be understood that because of the impact of Islam in Turkey, disability is seen as a test for disabled people. For others, it is seen as a pitiful situation and a sign for help. In addition, a rights-based approach is not seen.

A rights-based approach has improved due to shifting to social model of disability, UNCRPD and changes in law. Additionally, Bezmez and Yardımcı (2010) stated that technological developments, increase in Internet usage and support of European Union were effective. In order to implement a right-based discourse fully, it is necessary to recognize the existing problems and focus on improvements not only with the help of the government but also the civilian population.

2.1.2.2 Representation of Disability

The subject “representation of disability” that gave the name to this research can be examined within different contexts such as social, cultural or political. For the purpose of this thesis, literary, verbal and the visual representation of disability were examined with both historical and contemporary examples. Firstly, starting with historical examples can be helpful to see the changes and similarities from past to present.

In his study on social representations of disability, Devenney (2004) declares that the early examples of representation were collected under three themes. These themes are Cultural Understanding, Religious Belief and Pagan Myth. He also states that negative images and representations can also be seen in art and drama. Historically, for earlier examples of representation of disability, the author focuses on the ancient Greek culture. He claims that Greek society was obsessed with perfection.

Imperfection was not an acceptable quality. The worse was that they killed disabled babies as a common practice. It can be concluded that, historically, the representation of disability was responded negatively and avoided. Additionally, Barnes (1992) indicates that unacceptability of impairment was first established in the Greek Theatre and it is still a general cultural stereotype about disability.

In his book *Disabling Imagery in the Media*, Barnes (1992) focuses on stereotypical representations of disability in the media. He explains the common media stereotypes of disability under several subsections. To create a connection with my research, I

preferred to explain some of the examples that relate to my analysis. According to Barnes (1992) encouraging pity is very common for representation of disabled people, especially in TV charity shows. These TV shows only include disabled people as needy and dependent. He also says that disabled people's images, most particularly children, are presented in environments like hospitals. It can be understood that media creates a connection between disability and illness, which reflects the medical model.

In their article, Bezmez and Bulut (2016) analyse representations of disability in Turkish television health shows. There are two important categories in the article that contribute to the literature of my research: disability as a family matter and disability as a medical problem. The category underlined as medical problem supports the explanations of Barnes, Bezmez and Bulut (2016). It explains the representation of disability as a medical problem as: "These shows construct disability like any ordinary disease with clear symptoms, diagnoses and treatment. Yet, the emphasis on disability as a medical problem versus its understanding as a lifelong experience, and sometimes a political identity, by many disabled people, creates tension." The medical perspective mentioned in both sources will be considered in the examination of the picture books.

In addition to the medical problem, Bezmez and Bulut (2016) emphasize that disability is seen as a familial issue in Turkey. The disabled people are in need to live dependently with their families and female family members. Especially mothers need to take care of the disabled individuals. Bezmez and Bulut (2016) explain the expected dependency of disabled people in detail: "The representation of disability as dependency reinforces the expectation towards mothers to provide care; the conception of mothers as natural care-takers reinforces the image of disability as dependency." These explanations concern two important criteria to be examined in the picture books: being dependent or independent and role of the disabled character's mother or other female family members.

Barnes (1992) tells another common representation that shows disabled people as a curio. In others words, disabled people are seen as exotica, such as the odd characters put on display in a circus. It can be said that this situation causes a phenomenon that can be seen only by showing the curiosity instead of seeing disability as usual.

Finally, Barnes (1992) emphasizes seeing disability as “normal” and “ordinary” without referencing to disability. These representations have been provided by recent developments. It is especially spreading in the USA, although not much in the UK. He claims that these examples can be seen in TV dramas and advertisements recently. The pressure of American disability activists to corporations is also the reason of this change. However, the change in the representation of disability has not been found in Turkey. As Bezmez and Bulut (2016) indicate representation of disability in Turkish media still relies on creating a personal tragedy and abnormality.

2.1.2.3 Classification of Disability

Before explaining disability models, it would be necessary to briefly mention the classification of disability. The coverage of the disability generally is not known, the borders of the definition are not drawn and the classification of disability is explained comparatively. Classification of disability is mainly identified by the effects of the disability on the sensory perception of the person. These include vision, hearing, thinking, learning, movement, mental health, remembering, communication and establishing social relationships (World Health Organization, 2007). As it can be understood from the list, some disabilities can be invisible. Disability is not limited to physical effects. In addition, it is also possible that people can have more than one disability.

2.1.2.4 Medical Model and Social Model of Disability

Defining disability and classification of disability provided a basis for disability studies. At this point, it is necessary to mention two main approaches to disability. In the analysis phase of the study, these disability models will make it easier to identify the approaches in the picture books.

According to the medical model, which is the first model for this study, individuals are the problem and they need to change or to get cured. The medical model presents disabled people as unusual and abnormal.

This model creates the perception that suggests disabled people have to depend on others and they cannot take control of their lives. European Network on Independent

Living (ENIL) summarizes the medical model as follows: “The medical model sees the disabled person as the problem that needs to be fixed or changed” (enil.eu, 2018). At this point, it can be useful to mention another explanation for the medical model. Olkin (1999) describes the medical model as:

Disability is seen as a medical problem that resides in the individual. It is a defect in or failure of a bodily system and as such is inherently abnormal and pathological. The goals of intervention are cure, amelioration of the physical condition to the greatest extent possible, and rehabilitation (i.e., the adjustment of the person with the disability to the condition and to the environment). Persons with disabilities are expected to avail themselves of the variety of services offered to them and to spend time in the role of patient or learner being helped by trained professionals. (p. 26)

Another approach to disability is the social model. It was inspired by British activists and emerged against the medical model. Beckett, Ellison, Barrett and Shah (2010) indicate that the social model did not arise from academia; it was part of resistants and disability activists. According to the social model, disability occurs when people are excluded due to barriers. The social model definition of ENIL is: “The social model sees barriers as the problem that need to be removed. In addition, social model indicates that disabled people have independence, control and choice” (enil.eu, 2018). These disability models were taken into account in the following sections.

2.1.2.5 Independent Living Movement

The definition of ‘independent living’ first appeared in the United States in the 1960s. This definition also emerged before the United Nations Convention on the Rights of Persons with Disabilities. Independent living is more known today and applied in many countries at different levels. However, it is still misunderstood by many people or is not discussed due to the dominance of the medical model. In order to better understand the independent living movement, it is necessary to look briefly at its definition.

Adolf Ratzka who is the founder and director of the Independent Living Institute, defines independent life as follows: “Independent Living is having the same range of

options and same degree of self-determination taken for granted by non-disabled people” (enil.eu, 2018). As it can be understood from the definition, independent living does not mean living alone without the need for anybody; it reflects social model of disability.

The European Network on Independent Living (ENIL) indicates the values of independent life as “Choice, control, freedom, equality”. Independent living policies can be grouped under the main titles, individual support and environment. Individual support policies consist of accessible and affordable housing, personal assistant, peer support and technical aids. Environmental policies for independent living are accessibility, education, transport and services.

There are 12 principles for making independent living applicable. These are: “Appropriate and accessible information, an adequate income, appropriate and accessible health and social care provisions, a fully-accessible transport system, full access to the environment, adequate provision of technical aids and equipment, availability of accessible and adapted housing, adequate provision of personal assistance, availability of inclusive education and training, equal opportunities for employment, availability of independent advocacy and self- advocacy, availability of peer counseling” (enil.eu, 2018).

This study is directly related to independent living, inclusiveness, inclusive education, equal opportunities and peer counseling from the 12 principles. The picture books that include disabled character(s) can provide progress in inclusive education via educational materials and lessons that present inclusiveness. Picture books can effectively contribute to the independent living movement by encouraging people via the representation of disabled characters as decision-makers and problem-solvers.

2.1.2.6 Inclusive Language of Disability

The use of words related to disability is a sensitive issue both for this study and for general perception. The words used can cause social exclusion and can be found offensive. By giving examples from the English and Turkish terminology, I aim to present the use of inclusive language of disability.

Barnes (1992) states that the terms used for disability cause prejudices in society. For example, terms such as 'cripple', 'spastic', and 'idiot' adversely affect the view of disability, and these terms have turned into abusive uses. Barnes (1992) also indicates that the increased use of these terms leads to the creation of negative self-image for people with disabilities. However, there are also more terms that seen offensive for disability. Beckett et al. (2010) points out, terms such as 'handicap/ped,' 'different' and 'special' are seen as discriminatory in the UK disability movements. Finklestein and Stuart (1996) explain one of these terms 'special' in terms of 'special needs': "the disabling culture transforms ordinary human needs into special needs and corrupts the identity of disabled children into special needs children". Additionally, using the term 'special education' is also similar to use of 'special needs.' However, Clark and Marsh (2002) state that disabled children's needs are commonplace, they need to receive education with all their peers.

Clark and Marsh (2002) mention two common use that cause confusion; 'disabled people' and 'people with disabilities'. The use of 'disabled people' was redefined with the emergence of social model of disability, which was supported by civil rights movement. As Clark and Marsh (2002) point out the meaning of 'disabled people' is "people with impairments who are disabled by socially constructed barriers." On the other hand, they claim that the term 'people with disabilities' focuses on the medical condition of disabled person (p. 2). Additionally, as I mentioned in the Definition of Terms in Chapter 2, the European Network on Independent Living (ENIL) also suggests use of 'disabled people.' In this study, I prefer using the same term.

There is another problematic use between the terms of 'disabled' and 'accessible'. Clark and Marsh (2002) explain this incorrect use as follows: "The word 'disabled' is also often incorrectly used in place of 'accessible,' for example 'disabled toilet' instead of accessible toilet, 'disabled parking space' instead of 'accessible parking space,' etc. Similarly, 'deaf aid' is typically used to incorrectly refer to a hearing aid." (p. 7). This confusion of meaning can be considered in the context of picture books. For example, picture books that provide accessibility solutions for visually impaired readers are promoted as picture books for disabled people. However, they need to be presented as accessible picture books.

Finally, it can be useful to mention the frequently used terms in Turkish language. In her research examining the representations of disability in textbooks, Ergün (2017) states that the most commonly used terms are ‘engelli’ and ‘sakat’ in Turkey. Furthermore, Ergün (2017) states that the most preferred term by NGOs is ‘engelli.’ However, a final decision and consensus has yet to be reached in the use of the term ‘engelli.’ Since some people prefer using the term ‘engelli’ to highlight the obstacles, others think that it means carrying the obstacles.

2.1.3 Children’s Picture Books

Being a combination of images and text, children’s picture books are a subject of graphic and communication design. As well as that, they have relations to both literature and visual arts. Therefore, picture books are one of the first instruments for children to establish a bond between literature, art and themselves. These instruments also support children’s education and psychology. Barbara Bader explains picture books as follows:

A picture book is text, illustrations, total design; an item of manufacture and a commercial product; a social, cultural, historical document and foremost an experience for a child. As an art form it hinges on the interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of the turning page (1976, p.1).

Picture books are mistakenly considered as illustrated books because of the visuals they include. As Salisbury and Styles indicates: “In contrast to the illustrated book, where pictures enhance, decorate and amplify, in the picture book the visual text will often carry much of the narrative responsibility” (2012, p.7). The visuals in the picture books are not decorative elements and they have a strong relationship with the text. They can be read with the text, and they are also functional by themselves. Sometimes, they visually tell the things that the text does not tell in the story. Therefore, unlike illustration books, they take a role of storytelling.

Picture books should not be considered as textbooks. In a word, they are not merely educational instruments. In addition to the educational side, picture books can be used as toys or as socializing tools. They are helpful to understand daily life and people.

Zhihui Fang explains the multiple functions of picture books:

By reading picture books without too much linguistic text, children learn to use their active imagination to interpret and (re)create a mental representation of the story. Children often associate pictures with their life experiences or familiar images, construct meaning based on their existing schemas or schemata. Children often come up with unique and creative interpretation of the plot, settings, and characters when they read picture books (1996, p.137-138).

Considering Zhihui's statement, it can be said that picture books are valuable resources for creativity and imagination. They are very effective to build bridges between imagination and their own life experiences. Briefly, picture books have multiple functions and many benefits for children.

2.1.3.1 Children's Literature and Disability

As explained by Sims Bishop (1997), the subject of disability in children's literature began to appear in the 1980s in connection with the multicultural literature. This development is quite late compared with the history of children's literature. In addition, most of the children's books that include disabled characters have problems in representation. Matthew and Clow (2007) indicate that disabled characters are not generally main characters in the children's books. Conversely, these books are disability specific and they show disabled characters as needy people (Blaska & Lynch, 1994).

Representation of disability should be more included in children's picture books because these books are practical instruments for children to understand real life. Rudman (1994) thinks that books are like mirrors that allow readers to see their own reflections. Thus, children can associate with the characters and share the same feelings, experiences, and problems. This reflection, which is necessary for all children, should be also present for children with disabilities. As Adomat (2014) indicates, a way to teach human differences in classrooms is reading inclusive children's literature examples, which show ability and disability together. Leicester (2007) thinks the lack of disabled characters in literature means that they are not

interesting and valuable. It is necessary not to give this misleading message. He adds, it is equally important to increase the diversity in children's books. Rushby-Smith (2009) mentions the importance of inclusive children's literature, which includes disabled characters. He believes that disabled children can feel that they are a part of the society by having inclusive books with disabled characters.

In the article, "Seeing Blindness in Children's Picturebooks" Chloë Hughes (2012) emphasizes that children's literature is an effective literature: "Adults need to remember that children's literature should be read as *literature*—where embedded meanings and symbolic representations have powerful influences on readers and listeners." Inclusion of disability representations is also important for empowering the representations. There are two awards given in order to encourage and honor disability representations in children's literature. The first one is the Dolly Gray Children's Literature Award that is given by a social organization –the Division of Autism and Developmental Disabilities. The award is given to the children's books that include and highlight characters with developmental disabilities. The picture book *Barış'ın Gezintisi* [Ian's Walk], which was analyzed in the study was awarded in 2000. Schneider Family Book Awards is the second award that promotes inclusiveness in children's literature. It is an addition to American Library Association's Media Youth Awards and the awards are given in three categories according to the age of children.

In addition to the awards, a non-profit organization titled International Board on Books for Young People (IBBY) is also very important for inclusive children's literature. This organization's collection and resources were used for finding the analyzed samples in this thesis. IBBY has a collection of books named as the "IBBY Collection for Young People with Disabilities," located at the Toronto Public Library (IBBY, 2018). Additionally, it also has a selection "Outstanding Books for Young People with Disabilities" which aims to promote and collect disability representative books. A selection of approximately 50 books is published every two years in a catalogue. There is a picture book from Turkey; *Şuşu, Can ve Dörtteker* [Şuşu, Can and Four Wheels] in this catalogue published in 2017. This book is among the books that were analyzed in this study.

2.1.3.2 Children's Picture Books in Turkey

According to the results of Turkish Statistical Institute's 2016 Child Statistics, Turkey's total population is 79.814.871 and 22.891.140 of this population are children. Thus, children constitute 28.7% of the total population in Turkey. Additionally, 30.3% of the world population consists of children (Tuik.gov.tr, 2018). These data indicate that both in Turkey and worldwide, there is a large number audience interested in children's picture books.

According to the Turkey Disability Survey (2002) of Turkish Statistical Institute, 12.29% of the total population in Turkey includes the disabled population. Number of disabled people in Turkey equals to 8.431.937. The proportion of disabled children between the ages of 0 and 9 constitutes 4.15% of the total disabled population. As stated by the statistics, the most common type of disability is orthopedic disability and the least one is hearing disability in Turkey. These statistics show that the number of disabled children living in Turkey is approximately 350.000. The readers who would benefit inclusive children's books are by no means limited to this population; but this number can give us a rough idea about the minimum number of potential readers.

The General Directorate for Libraries and Publications (2018) states that the total number of picture books that took ISBN (International Standard Book Number) between the years 2008-2018 in Turkey is 2330. However, they indicate that ISBN is a number given before publishing based on the information provided by the publishers and the most accurate information about whether the books have been published can be obtained from the Copyright Directorate and YAYFED (Federation of Publishers' Professional Associations). Considering this information, when I contacted with YAYFED, I learned that they acquire only the total number of tax stamps received during a year. They do not classify the stamps according to the types of the publications, therefore, it is not possible to know the number of tax stamps given to children's books only. As a result, I could not obtain information about the sales rates of the picture books from YAYFED.

In addition to the total number of picture books in the last decade, I have also looked at sales rates to see the demand for picture children's books. First of all, I tried to contact with Tübitak and Yapı Kredi Yayınları. They are the two publishing houses

with books that display the highest number of disabled characters according to my evaluation. However, I did not get any response. Secondly, I contacted Redhouse Kidz and Hep Kitap and I asked about the number of picture books they published and sold in a year. According to the explanations of the children's books editor Burcu Ünsal (personal communication, January, (2019), Redhouse Kidz published 29 picture books in 2017 and 13 picture books in 2018. She also indicates that their print quantity is mostly between 2000-3000 copies. On average, one edition is sold within a year and a half. The children's books editor of Hep Kitap, Ebru Akkaş Kuseyri (personal communication, January, (2019) explained that they published 28 picturebooks in 20017 and 17 picturebooks in 2018. Additionally, she stated that their print quantity is an average of 2000 copies.

Considering these findings from the two publishers, it is possible to deduce that minor publishers are likely to publish more than 10 picture books and less than 30 in a year. Each edition is approximately 2000-3000 copies. However, it should not be forgotten that these findings may not reflect the general circumstances of children's book publishing in Turkey.

2.2 Definition of Terms

DISABLED PEOPLE / CHILDREN: The term is used for people who are restricted due to environmental and social factors. Terms of impaired, handicapped and people with disabilities are deliberately avoided because these definitions refer that disability is the individual's problem.

*The European Network on Independent Living (ENIL) which is a Europe-wide network of disabled people also suggests the term “disabled people” instead of “people with disabilities” for the purpose of showing the fact that people are disabled by environmental and attitudinal barriers in society rather than by their impairment.

DISABILITY: Limited ability or non-ability, having barriers, social disadvantages.

SOCIAL MODEL: In this disability model, barriers are created by society and society needs to remove the barriers, not individuals. Individuals who are disabled have independence, control and choice.

MEDICAL MODEL: In this disability model, individual is the problem and he or she needs to be fixed or changed.

MINORITY: It refers to people who are excluded from the majority of the population because of their differences such as gender, religion and age. It does not have to be a numerical minority; it is the group that has less power.

PICTURE BOOK: It is the kind of book that tells a story by a combination of text and visual. In this study, the target audience of picture books is –though not limited to this group only– those who cannot read or inexperienced in reading.

MAIN CHARACTER: The character is the focus of the story. It has the primary role.

MINOR CHARACTER: The character contributes to the story. It supports the main character.

CHAPTER 3

METHODS

3.1 Research Design

In this research, I focus on children's picture books published in Turkey in the last decade. First of all, I examined whether the target group of books, either visually or verbally, mention disability or not. Later, I analyzed the inclusive books that I found. The research is limited with the books published in Turkey; because, these books will be not only physically but also culturally easier and quicker to access for me.

The reason I focus on preschool picture books is that there is a wide range of picture books in this category. As preschool-age children cannot read and write, they can access to the stories through the bridge built by visual language. Visual portrayal of characters is included in the stories and they form the basis for analysis. Evaluation of disability in children's picture books allows for the multidimensional and deep analysis of representations as they are made up of a combination of visuals and texts.

3.2 Methodology

The main research method used in this research is qualitative analysis for the purpose of examining the representations of disability in children's picture books. The picture books were collected for the research by purposive sampling. First, I accessed the total number of picture books published between in the last decade in Turkey from the General Directorate for Libraries and Publications. According to their reports, there are 2330 picture books with ISBN (International Standard Book Number) between 2008-2018. Thus, I have a chance to compare the total number of picture books and the number of samples I found.

I reached 52 picture books published between the years 2008-2018 with keyword searches. My keywords are “Engel, engelli, sakat, özürlü, farklı, farklılık, kör, sağır, dilsiz, zihinsel, ruhsal, fiziksel, Down sendromu, otizm, normal, anormal”². I accessed the picture books from online bookshops, MEF Primary School Library, publisher's

² Barrier, disabled, crippled, handicapped, different, difference, blind, deaf, mute, intellectual, mental, physical, Down syndrome, autism, normal, abnormal

catalogues, The International Board on Books for Young People (IBBY) Outstanding Books for Young People with Disabilities Catalogues and picture book review websites with the keyword searches. The online bookshops that I searched with my keywords are “www.idefix.com, www.pandora.com.tr, www.dr.com.tr, www.babil.com, www.imge.com.tr and www.kabalci.com.tr.” Additionally, “www.birdolapkitap.com, www.mintykitap.com and www.iyikitap.net” are the picture book review websites, which were very helpful to find different samples. Finally, other researchers interested in disability rights and picture books such as İdil Seda Ak, Ayfer Ünal, Hatice Kapusuz, Nazlı Eda Noyan were very helpful for providing the books.

I planned to examine 52 picture books in 5 main categories. These categories are: 1. General Overview, 2. Information About Writers and Illustrators, 3. Front Covers, 4. Body and 5. Back Covers. I created 40 codes for analyzing disability representations in 52 picture books. My codes are created by means of my literature review and examination of 52 picture books. These codes and categories can be seen in detail below.

1. General Overview (year, published by a publisher or a social organization, publishers, local or foreign origin.)
2. Information About Writers and Illustrators (author, illustrator, the author and illustrator are the same or different, gender of authors, gender of illustrators)
3. Front Covers
 - The Disabled Character is Mostly Seen As... (alone or together, in outdoors / indoors, as generally happy/sad/neutral)
 - Written Language of Front Covers (in the title: disability is visible / invisible; the written language is (implied or openly) discriminative / indiscriminative)
 - Visual Language of Front Covers (disability is visually visible / invisible)
4. Body
 - Focusing on the Disabled Character
 - Understanding the Disabled Character (human, animal or object; gender and age of disabled character; role of disabled

character; type of disability; single disability or multiple disabilities; single disabled character or multiple disabled characters)

- The Disabled Character is Mostly Seen As... (alone or together; in outdoors / indoors; in general, the character exhibits independent/ dependent living; physically active / passive; intellectually active / passive)
- The Disabled Character as Part of the Story (influential in the course of events / not; at the beginning of the story, the character is happy/sad/neutral; at the end of the story, the character is happy/sad/neutral)
 - The Written Language (in written language: disability is visible / invisible; the written language is (implied or openly) discriminative / indiscriminative; the theme of the story is centered around disability /not; the problem presented in the story is solved by the disabled character/ others/ together; the characters in the story have negative/positive attitude towards the disabled character(s))
 - The Visual Language (disability is visible / invisible; visual diversity / uniformity of characters; illustrations use bright, lively colors / calm, desaturated)

5. Back Covers

- The Visual Language (disability is visually visible / invisible)
- The Written Language (in the synopsis disability is visible / invisible; the written language is (implied or openly) discriminative / indiscriminative)

CHAPTER 4

REPRESENTATION OF DISABILITY IN CHILDREN'S PICTURE BOOKS PUBLISHED IN TURKEY

In order to examine the representation of disability in picture books, 52 books published in Turkey between 2008-2018 were analyzed by utilizing a qualitative method. 52 picture books are the books that include disabled characters or picture books about disability issues in all published picture books in Turkey and in the last decade. The analysis of 52 picture books consists of 40 codes. These codes are grouped under five main headings, which are: 1. General Overview, 2. Information About Writers and Illustrators, 3. Front Covers, 4. Body and 5. Back Covers. Results are presented below under headings and subheadings.

4.1 General Overview

General information of 52 picture books was evaluated based on seven codes: 1. Year, 2. Published by a publisher or a social organization, 3. Publishers, and 4. Local or foreign origin.

As a result of the analysis made by year of publishing, most books with disability representations were published in 2016 and they were a total of 15. This number was followed by 8 picture books published in 2017 and 7 picture books published in 2015. It can be said that the reason why most picture books including disabled characters were published in 2016 is Tübitak and Yapı Kredi Yayınları published these books as series. There is no increase in the number of picture books with disabled characters from one year to another year. However, it can be said that the representations increased in the three years before 2018. In Table 1, information about other years can be examined.

Table 1: General Overview

Year	2008	4	%7,69
	2009	2	%3,85
	2010	-	-

	2011	5	%9,62
	2012	1	%1,92
	2013	2	%3,85
	2014	2	%3,85
	2015	7	%13,46
	2016	15	%28,85
	2017	8	%15,38
	2018	2	%3,85
	Unknown	4	%7,69
Published by A Publisher or A Social Organization	Publisher	46	%88,46
	Social Organization	6	%11,54
Publishers	AÇEV	1	%1,92
	Bahçeşehir Yayınları	1	%1,92
	Bumerang	2	%3,85
	Can Çocuk Yayınları	4	%7,69
	Down Sendromu Derneği	2	%3,85
	Dstil Tasarım	1	%1,92
	Düşizi	1	%1,92
	Edam Yayın	1	%1,92
	Elma Yayınevi	1	%1,92
	Erdem Çocuk	2	%3,85
	Final Kültür Sanat Yayınları	1	%1,92
	Günüşiği Kitaplığı	1	%1,92
	Hep Kitap	2	%3,85
	Kuraldışı Yayınları	1	%1,92
	Mandolin Yayınevi	1	%1,92
	Marsık Kitap	1	%1,92
	Özürlüler Vakfı	4	%7,69
	Redhouse Kidz Yayınları	1	%1,92
	Sarıgaga	1	%1,92
	Timaş Çocuk Yayınları	1	%1,92
	Tübitak Yayınları	11	%21,15
	Uçanbalık Yayıncılık	1	%1,92

	Yapı Kredi Yayınları	11	%21,15
Local or Foreign	Local	19	%36,54
	Foreign	33	%63,46

Another code in the General Overview relates to the publishing of picture books and inquires whether they are produced by a publisher or by a social organization. According to the findings, 46 of 52 picture books were published by a publishing house and 6 of them published by social organizations. Most of the picture books published by social organizations are not available in bookstores or online bookshops. Examination of these picture books, which are nonprofit, is important for comparing the findings from social organizations and publishing houses. Some of the picture books belonging to the social organizations can be in series. For example, there is a series with 4 picture books, which are published by Özürlüler Vakfı (Disabled People Foundation).

According to the analysis, the publishers that include disabled representations in the last decade are Bahçeşehir Yayınları, Bumerang, Can Çocuk Yayınları, Dstil Tasarım, Düşizi, Edam Yayın, Elma Yayınevi, Erdem Çocuk, Final Kültür Sanat Yayınları, Günışığı Kitaplığı, Hep Kitap, Kuraldışı Yayınları, Mandolin Yayınevi, Marsık Kitap, Redhouse Kidz Yayınları, Sarıgaga, Timaş Çocuk Yayınları, Tübitak Yayınları, Uçanbalık Yayıncılık and Yapı Kredi Yayınları. The social organizations are AÇEV, Down Sendromu Derneği and Özürlüler Vakfı.

The total number of publishers is 23. Among them, Tübitak Yayınları and Yapı Kredi Yayınları are the ones who published the highest number of books with disabled characters. They both have 11 picture books with disability representations. Secondly, Can Çocuk Yayınları and Özürlüler Vakfı contributed to the study with 4 picture books. The analysis with detailed information about Publishers is shown in Table 1.

Lastly, it was examined whether the picture books are local or foreign. In the light of the findings, it can be said that the number of foreign picture books is higher. Only 19 books have local origins whereas 33 of them are foreign with regard to the results. It

should not be forgotten that the analyzed foreign picture books are translated books and they were published in Turkish.

4.2 Information About Writers and Illustrators

The second part, Information About Writers and Illustrators, examines main information about writers and illustrators and the gender distribution of authors and illustrators. Analysis results can be seen in Table 2.

The first code of the analysis, which inquires the general information about the books, is related to the authors. According to the findings, the author who has written the highest number of books is Jennifer Moore Mallinos with 5 picture books. The second most common name is Elif Uzel. She is the author of 4 picture books that include disabled characters. 5 authors have 2 picture books with disabled characters. All other authors only have one book.

The findings of the illustrators are close to those of the authors. Marta Fabrega is the illustrator who contributed to the highest number of books, which is 4. The second illustrator is Erinç Kaan with 3 books. In addition, 3 illustrators' two picture books have disabled characters. All other illustrators have worked on only one picture book. The authors and illustrators of the majority of the analyzed picture books are different people. According to the findings, the authors and illustrators of 49 picture books are different. In only 3 books, the authors and illustrators are the same. These three books are *Beşimiz* [The Five of Us] by Quentin Blake, *Büyükanne ve Miyop Ejderha* [Grandma and Myopic Dragon] by Behiç Ak and *Farklı Ama Aynı* [Different but the Same] by Feridun Oral.

Table 2: Information About Writers and Illustrators

Author	Ann Bonwill	1	%1,92
	Ayfer Gürdal	1	%1,92
	Ayla Çınaroğlu	1	%1,92
	Behiç Ak	1	%1,92
	Betül Sayın	1	%1,92
	Christina Falcon Maldonado	1	%1,92
	Çiğdem Kaplangı	1	%1,92

	Danielle Noreau	2	%3,85
	Davide Cali	1	%1,92
	Elif Uzel	4	%7,69
	Erol Büyükmeriç	1	%1,92
	Esin Bacacı Taner	1	%1,92
	Feridun Oral	1	%1,92
	Françoise Robert	1	%1,92
	Gianni Rodari	1	%1,92
	Göknil Özkök	1	%1,92
	Gonzalo Moure	1	%1,92
	Helena Kraijic	2	%3,85
	Holly L. Niner	2	%3,85
	Hümeýra Bektaş, Meral Canoğlu Cantürk, Eser Ünalán Şenler	1	%1,92
	Jennifer Moore Mallinos	5	%9,62
	Julia Liu	1	%1,92
	Kristien Dieltiens	1	%1,92
	Kyo Maclear	2	%3,85
	Laurie Lears	2	%3,85
	Marie Claude Fortin	1	%1,92
	Melek Özlem Sezer	1	%1,92
	Menena Cottin	1	%1,92
	Nazlı Eda Noyan	2	%3,85
	Özlem Türker Erugyar	1	%1,92
	Pat Thomas	1	%1,92
	Quentin Blake	1	%1,92
	Sevil Becker	1	%1,92
	Sophie Martel	1	%1,92
	Stefan Boonen	1	%1,92
	Susanna Mattiangeli	1	%1,92
	Theresa Martin Golding	1	%1,92
	Yıldıray Karakiya	1	%1,92
	Yota K. Alexandrou	1	%1,92
Illustrator	Alicia Varela	1	%1,92

Ayşın Delibaş Eroğlu	1	%1,92
Başak Günaçan	1	%1,92
Behiç Ak	1	%1,92
Betül Sayın	1	%1,92
Ceyhun Şen	1	%1,92
Christine Battuz	1	%1,92
Eda İyikalender	1	%1,92
Effie Lada	1	%1,92
Emine Bora	1	%1,92
Erinç Kaan	3	%5,77
Felicita Sala	1	%1,92
Feridun Oral	1	%1,92
Gail Piazza	1	%1,92
Greg Swearingen	1	%1,92
Hilal Can	1	%1,92
Isabelle Arsenault	2	%3,85
Josep Maria Cardona	1	%1,92
Karen Ritz	1	%1,92
Leo Tang	1	%1,92
Lesley Harker	1	%1,92
Lou Beachesne	1	%1,92
Lucie Crovatto	1	%1,92
Maja Lubi	2	%3,85
Margeaux Lucas	1	%1,92
Margherita Micheli	1	%1,92
Marijke Klompmaker	1	%1,92
Marta Fàbrega	2	%3,85
Meryl Treatner	1	%1,92
Mustafa Delioğlu	1	%1,92
Özlem Fedai Korçak	1	%1,92
Pauline Oud	1	%1,92
Quentin Blake	1	%1,92
Rosa M. Curto	1	%1,92
Rosena Faria	1	%1,92
Saadet Ceylan	2	%3,85
Sabrina Gendron	1	%1,92
Seçil İskit	1	%1,92
Serap Deliorman	1	%1,92
Sevgi İçigen	1	%1,92
Simone Frasca	1	%1,92
Stephane Jorisch	1	%1,92
Teresa Murfin	1	%1,92

	Volkan Yiğit, Erinç Kaan	1	%1,92
The Author and Illustrator Are the Same or Different	Different	49	%94,23
	Same	3	%5,77
Gender of Authors	Female	41	%78,85
	Male	10	%19,23
	Plural	1	%1,92
Gender of Illustrators	Female	41	%78,85
	Male	11	%21,15

The total number of author and the illustrator shows similarities in the gender distributions. It can be said that they are almost the same. In fact, the only difference is the plural authors in the gender distribution of the authors. According to the findings, 41 authors of 52 analyzed picture books are women and 10 authors are men. There is also a book, which has three authors. When the gender distribution of illustrators is examined, it can be seen that 41 illustrators are female and 11 authors are male.

Based on the findings of the gender distribution of authors and illustrators, the gender distribution of disabled characters in picture books can be compared. The gender distribution of disabled characters can be seen in Table 4.1.1. For example, both the author and the illustrator of the book *Zoe Zor Öğreniyor* [Zoe Learns Difficultly] is female. The character in the book –Zoe, is also female.



Figure 1: *Zoe Zor Öğreniyor* [Zoe Learns with Difficulty], Yapı Kredi Yayınları, 8-9

The author and illustrator of the picture book *Farklı Ama Aynı* [Different but the Same] is male and the main disabled character is female. However, the gender distribution of disabled characters in picture books is different from the gender distribution of authors and illustrators. The number of male disabled characters is higher. There are 29 male disabled characters and 21 female characters. There is no correlation between the gender of the disabled characters and the gender of the creators. In addition, starting from these examples it is also possible to compare with other findings.

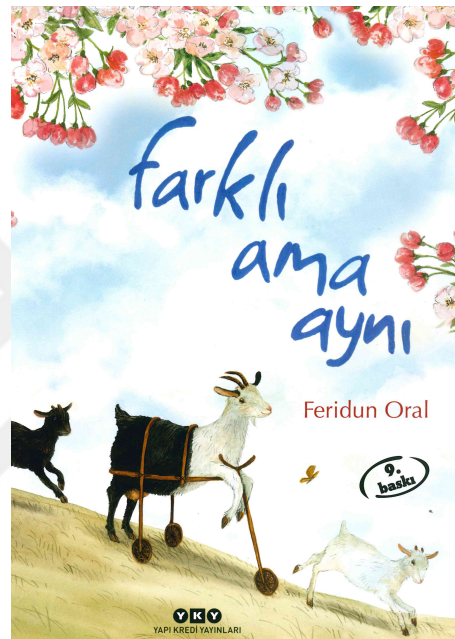


Figure 2: *Farklı Ama Aynı* [Different but the Same], Yapı Kredi Yayınları

4.3 Front Covers

Thirdly, the front covers of the picture books were examined. Thus, the findings of representations of disabled characters, which is the main purpose of the research, have been attained. The examination of the front covers is also important because, without seeing the content, it is the covers that create the first impression on the audience.

The front cover analyzes were grouped under three main categories. These categories are 1. The (circumstances) the Disabled Character is Mostly Seen As, 2. Written Language of Front Covers and 3. Visual Language of Front Covers.

4.3.1 The Disabled Character Is Mostly Seen As...

In the first category, priority is given to the analysis of three codes related to disabled character. It was analyzed whether the disabled character is alone or together, seen mostly in outdoors or indoors and feels happy, sad or neutral. As it can be seen in Table 3.1, the disabled characters in 26 books with few differences are usually together with a friend or friends, their family and pets. These finding also reflects social model of disability, which indicates the importance of being included to society. Samples of disabled characters with friends, family and pets can be seen in Figure 3, Figure 4 and Figure 5.

On the cover of the picture book *Arkadaşım Yılmaz* [My Friend Yılmaz], Yılmaz is seen outdoors with his friend. The main character of *Barış'ın Gezintisi* [Ian's Walk], Barış can be seen on the cover of the picture book with her sister. And finally, Natan is seen on the cover of the picture book *Natan Farklı Bir Şekilde Öğreniyor* [Natan Learn Differently] with his cat.

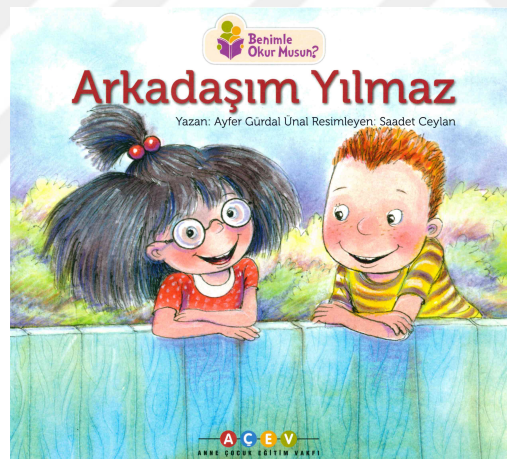


Figure 3: *Arkadaşım Yılmaz* [My Friend Yılmaz], AÇEV

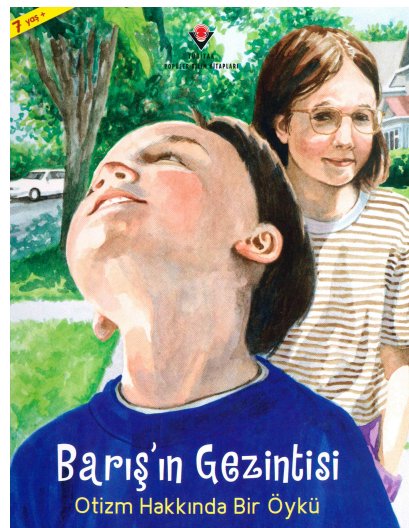


Figure 4: *Barış'ın Gezintisi* [Ian's Walk], Tübitak Yayınları

Natan Farklı Bir Şekilde Öğreniyor

Ceviren: Yalçın Varnalı



Figure 5: *Natan Farklı Bir Şekilde Öğreniyor*
[Natan Learns Differently], Yapı Kredi Yayınları

According to the other findings of the first code, 21 disabled characters are alone and in 5 picture books, disabled character is not visible on the front cover. The reason why these characters are not on the front cover is that the disabled characters are not the main character of the story. The only example outside of this generalization is *Renklerin Kara Kitabı* [The Black Book of Colors].

Table 3.1: The Disabled Character Is Mostly Seen As...

Alone or Together	Alone	21	%40,38
	Together	26	%50
	Disabled character is not visible on the cover	5	%9,62
In Outdoors / Indoors	Outdoors	21	%40,38
	Indoors	17	%32,69
	Unclear	9	%17,31
	Disabled character is not visible on the cover	5	%9,62
As generally Happy/Sad/Neutral	Happy	22	%42,31
	Sad	7	%13,46
	Neutral	18	%34,62
	Disabled character is not visible on the cover	5	%9,62

The second code of this category inquires whether if the disabled character is seen in outdoors or indoors on the front cover. According to the findings, the disabled characters in 21 out of 52 picture books are seen in outdoors, while in 17 of them the characters are portrayed in indoors. Not all book covers follow this scheme; in some books the place of some the characters are not clear and in some, the disabled characters are not shown on the cover. There are 9 disabled characters whose place is unclear and the number of books where the disabled character is not to be seen on the front cover is 5. The percentages of the results can be also seen in Table 3.1.

Finally, the emotions of the disabled character on the front cover are analyzed as happy, sad or neutral in this category. According to the findings, it can be concluded that the disabled characters on the front cover looked generally happy. The second most common way in which disabled characters are depicted is a neutral emotional state. 22 of the disabled characters on the front cover are happy and 18 disabled characters are neutral. The number of disabled characters depicted as sad is only 5, thus quite low. Figure 6 shows one of the sad disabled characters. In the same way as the previous code, disabled characters are not visible on the cover of the 5 picture books.



Figure 6: *Bende Astım Var* [I Have Asthma], Tübitak Yayınları

4.3.2 Written Language of Front Covers

After the first category, which analyzes how disabled characters are portrayed, the written language of the front covers is analyzed. This category is referred as ‘The Written Language of Front Covers’ and it has two codes. These are 1. In the title: Disability is Visible / Invisible and 2. The written language is (implied or openly) Discriminative / Indiscriminative.

First of all, the titles of the picture books are analyzed whether the disability is visible or invisible. According to the findings, in the title of 21 picture books disability is visible, in 31 of them disability is invisible. Table 3.2 also shows the percentages of disability visibility and invisibility. The visibility of disability in the title is usually indicated by the type of disability. *Büyükanne ve Miyop Ejderha* [Grandma and Myopic Dragon], *Benim Down Sendromlu Bir Kardeşim Var* [I Have a Brother With Down Syndrome], *Lara'nın Epilepsi Hikayesi* [Lara's Epilepsy Story], *Bay Endişe* [Mr. Worry] and *Bende Disleksi Var* [It's Called Dyslexia] are samples of visible disability in the titles. One of these samples, *Lara'nın Epilepsi Hikayesi* [Lara's Epilepsy Story] can be seen in Figure 7.



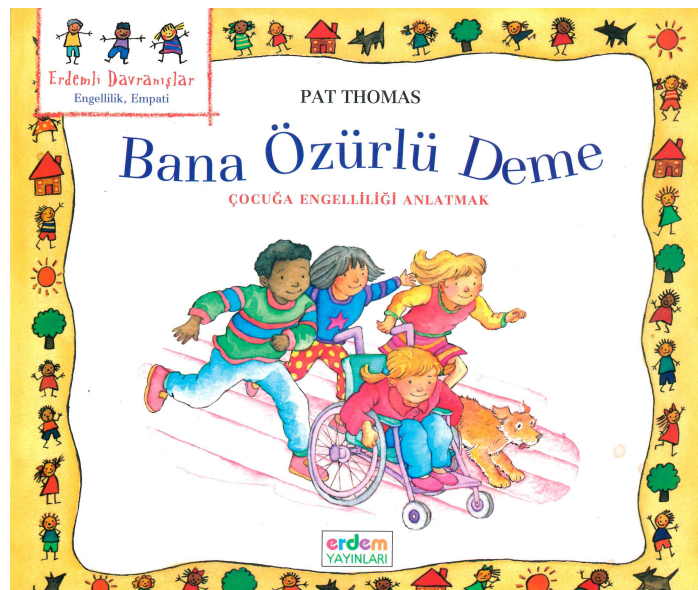
Figure 7: *Lara'nın Epilepsi Hikayesi* [Lara's Epilepsy Story], Tübitak Yayınları

Table 3.2: Written Language of Front Covers

In the title: Disability is Visible / Invisible	Visible	21	%40,38
	Invisible	31	%59,62
The written language is (implied or openly) Discriminative / Indiscriminative	Discriminative	2	%3,85
	Indiscriminative	50	%96,15

There is a large numerical difference in the findings of the second code. The written language of 2 picture books is discriminative and the other 50 picture books' written language is indiscriminative. Two books with discriminative language are *Benim Atım Farklı* [My Horse is Different] and *Natan Farklı Bir Şekilde Öğreniyor* [Natan Learns Differently] as can be seen in Appendix 3.2. As Beckett et al. (2010) indicates, terms such as 'handicap/ped', 'different' and 'special' are seen as discriminatory.

In the second part of Table 3 there are a few exceptional cases. There are two more picture books that have discriminative terms in the title. However, these two examples, which are *Bana Özürlü Deme* [Don't Call Me Special] and *Farklı Ama Aynı* [Different but the Same] emphasis on not using these terms. In these books, the terms are used consciously in a critical context. They are not discriminative due to their use and meaning.

Figure 8: *Bana Özürlü Deme* [Don't Call Me Special], Erdem Çocuk

4.3.3 Visual Language of Front Covers

In the last category of the front cover analysis, the visual language of the front covers is analyzed. Thus, it is examined whether disability is visually visible on the front covers, or not.

Table 3.3: Visual Language of Front Covers

Disability is visually Visible / Invisible	Visible	25	%48,08
	Invisible	22	%42,31
	Disabled character is not visible on the cover	5	%9,62

As can be seen in Table 3.3, disability of the character is visible on the front cover of 25 picture books. In 22 of the picture books, disability is invisible. There are two main reasons why disability is not visible. The first reason is that certain disabilities are not directly observable from the outer appearance such as dyslexia, Attention Deficit and Hyperactivity Disorder or asthma. The second reason is that disability is not intentionally shown on the front covers. In the picture book *Şuşu, Can ve Dörtteker* [*Şuşu, Can and Four Wheels*], for example, the disabled character Can uses a wheelchair. However, his disability is not visible on the front cover.



Figure 9: *Şuşu, Can ve Dörtteker* [*Şuşu, Can and Four Wheels*], Redhouse Kidz Yayınları

Additionally, disabled characters are not visible on the front covers of 5 picture books. As can be seen in Figure 10, the disabled character is not visible on the cover of *Kırmızı Ringa* [The Red Herring] since the disabled character is not the main character of the picture book.



Figure 10: *Kırmızı Ringa* [The Red Herring], Sarigaga

4.4 The Body of the Book

The body of the book forms the fourth main heading and it is examined in three categories: 1. Focusing on the Disabled Character, 2. The Written Language and 3. The Visual Language. This section also includes the highest number of codes and it has the most detailed analysis.

4.4.1 Focusing on the Disabled Character

This first category focusing on the disabled character is evaluated under three subsections, which are as follows: 1. Understanding the Disabled Character, 2. Disabled Character is Mostly Seen As, and 3. Disabled Character As Part of the Story. This category is one of the most important parts of the analysis and it has 14 different codes. It is possible to examine the representations of disability in children's picture books by means of this detailed analysis. The first four codes of analysis are basic reviews for getting to know the disabled characters and can be seen below.

4.4.1.1 Understanding the Disabled Character

The 52 picture books have a total of 57 disabled characters. 48 of these characters are human, 8 are animals and one of them is an inanimate object. According to the findings, the most common disabled characters are human. A high number of disabled characters, which are human, animal or inanimate object consists of children, in other words, a character that is young in terms of age. While the number of disabled children is 44, only 7 characters are adult. In Figure 11, the only inanimate character, a combination of a spoon and a fork, *Kaşal* [Spork] can be seen.



Figure 11: *Kaşal* [Spork], Hep Kitap, p.16-17

In terms of gender distribution, it can be observed that the number of boys is higher. 19 of the disabled characters are girls, whereas 25 of them are boys. The gender distribution of adult disabled characters is similar. 3 of 7 adult disabled characters in total are women and 4 of them are men. Based on the knowledge that there are fewer numbers of disabled girls and women characters, it can be beneficial to remember the explanations about the Disability Movement in Turkey in Chapter 2. As Tufan, Yaman and Arun (2007) propose, the illiterate disabled women's rate is higher than disabled men. However, accessing to education is a common problem for both disabled women and men. Additionally, all disabled individuals have difficulties to contribute to the workforce.

The picture books *Gün Bey'in Penceresi* [Mr Gün's Window] and *Beşimiz* [The Five of Us], which were published by Can Çocuk Yayınları, include adult disabled characters. However, both of them are men. Figure 12 shows the adult male disabled character in the picture book *Beşimiz* [The Five of Us]. In the picture book *Mantova'nın Cüceleri* [Mantova's Dwarfs], for example, there are both men and women disabled characters. Adult female and male disabled characters can be seen in Figure 13.

Böylece yardım bulmak üzere
hep birlikte yola koyuldular.

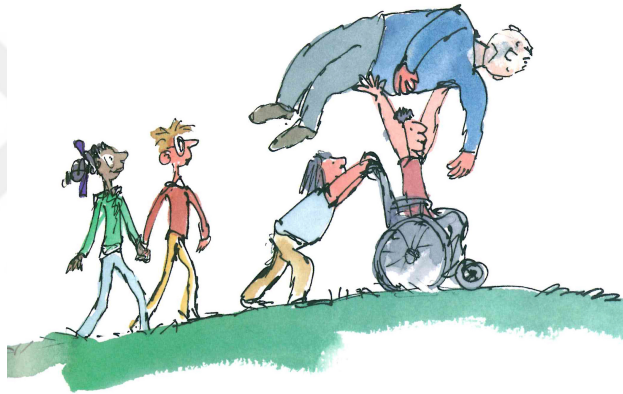


Figure 12: *Beşimiz* [The Five of Us], Can Çocuk Yayınları, p.19

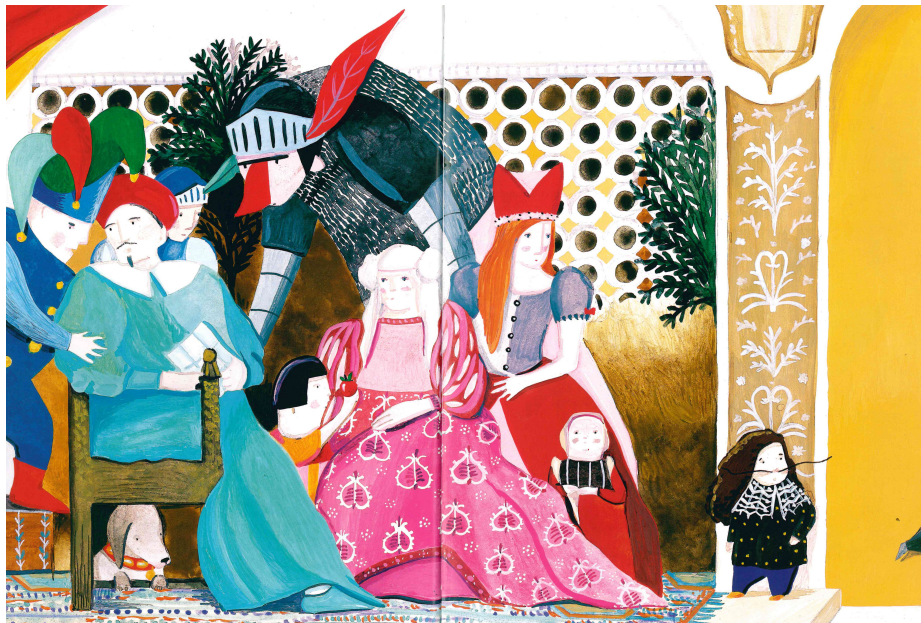


Figure 13: *Mantova'nın Cüceleri* [Mantova's Dwarfs], Yapı Kredi Yayınları, p.4-5

In the analyzed picture books, most of the disabled characters are the main characters. Specifically, 42 of the disabled characters in picture books are main characters and 15 of them are minor characters. Based on these findings, it can be concluded that the disabled characters stand out and the story mostly focuses on them in the picture books. These books may seem inclusive, but they only lean to disabled readers. They think that the only way to make picture books inclusive and reach disabled readers is by highlighting disabled characters.

After the basic code for knowing the characters, an examination is made for understanding the portrayal of disability. There are 20 types of disability in the analyzed 52 picture books. These types of disability are autism, albinism, anger management, asthma, Attention Deficit and Hyperactivity Disorder, blindness, deafness, depression, Down syndrome, dyslexia, dysphasia, epilepsy, hearing loss, insomnia, intellectual disability, learning disability, low vision, obsessive compulsive disorder, physical disability and Tourette Syndrome.

According to the findings, the most common type of disability is physical disability in the picture books. This finding is comparable with the rate of disability types in Turkey. According to the Turkey Disability Survey (2002) of Turkish Statistical Institute, physical disability is the most common type of disability. Thus, the representations conform with the statistics in Turkey.



Dünyadaki herkes biriciktir ve eşi benzeri yoktur.
Bunun anlamı şudur: Herkesin birbirinden küçük
farklılıkları vardır.



Figure 14: *Bana Özürlü Deme* [Don't Call Me Special], Erdem Çocuk, p.8

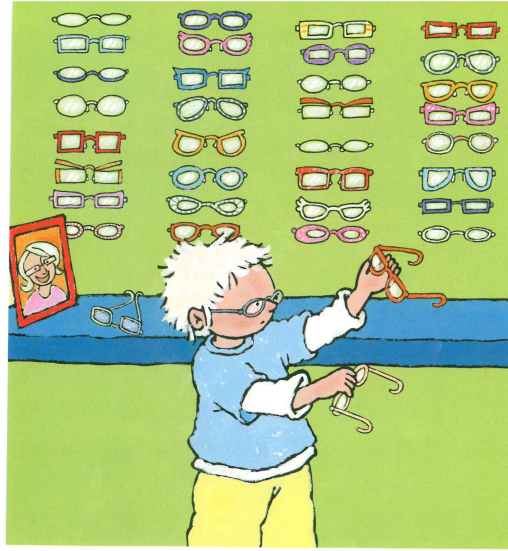
A total of 17 characters out of 40 have physical disabilities in the analyzed picture books. 12 physically disabled character use wheelchairs. There are only 5 physically disabled characters that do not use wheelchair. For example, in the picture book *Bana Özürlü Deme* [Don't Call Me Special] there is a disabled character who uses crutches. He can be seen in Figure 14.

The second most common type of disability is blindness. 8 blind characters were found in the picture books. The rates of other disabilities can be seen in Table 4.1.1. In Figure 15, the picture book *Seslerin Perisi Işık* [Fenia, the Fairy of Sounds] that includes one of the blind characters can be seen.



Figure 15: *Seslerin Perisi Işık* [Fenia, the Fairy of Sounds], Kuraldışı Yayınları, p.18-19

In the section Understanding the Disabled Character, whether the books have single or multiple disabilities and whether single or multiple disabled characters take place in the picture books are examined. As it can be seen in Table 4.1.1, the majority of disabled characters have only one disability. Only three characters have multiple disabilities. In Figure 16, one of the picture books *Teo Artık İyi Görüyor* [Teo Sees Better Now], a character with multiple disabilities can be seen. Similar to multiple disabilities, the number of books with multiple disabled characters is only 3. The analyzed picture books mostly have one disabled character.



Teo gözlükçüde gözlüğü için çerçeve seçiyordu.
Her şekilde ve renkte çerçeve vardı. Seçmesi ne kadar da zor!
Kırmızı, yeşil, yuvarlak, kare, büyük, küçük... Çeşit çeşit çerçeveler...
Teo çocuklar için hazırlanmış mavi renkli bir çerçeve seçti.
"Gözlüğün çok güzelmiş!" dedi öğretmeni Teo'ya.
Sonra da gözlüğüyle daha iyi görüp görmediğini sordu.
"Bilmiyorum!" diye yanıtladı Teo. "Bir şey söylemek için çok erken!"
Teo önceki gün bir kitap okudu ve ilk defa başı ağrımadı...

12

Figure 16: *Teo Artık İyi Görüyor* [Teo Sees Better Now], Yapı Kredi Yayınları, p.12

Table 4.1.1: Understanding the Disabled Character

Human, Animal or Object	Human	48	%84,21
	Animal	8	%14,04
	Object	1	%1,75
Gender and Age of Disabled Character	Girl	19	%33,33
	Boy	25	%43,86
	Woman	3	%5,26
	Man	4	%7,02
	Unknown	6	%10,53
Role of Disabled Character	Main	42	%73,68
	Minor	15	%26,32
Type of Disability	Autism	2	%3,51
	Albinism	3	%5,26
	Anger Management	1	%1,75
	Asthma	2	%3,51
	Attention Deficit and Hyperactivity Disorder	3	%5,26
	Blindness	8	%14,04

	Deafness	2	%3,51
	Depression	1	%1,75
	Down Syndrome	3	%5,26
	Dyslexia	2	%3,51
	Dysphasia	1	%1,75
	Epilepsy	2	%3,51
	Hearing loss	1	%1,75
	Insomnia	1	%1,75
	Intellectual Disability	2	%3,51
	Learning Disability	1	%1,75
	Low Vision	3	%5,26
	Obsessive Compulsive Disorder	1	%1,75
	Physical Disability	17	%29,82
	Tourette Syndrome	1	%1,75
Single Disability or Multiple Disabilities	Single Disability	54	%94,74
	Multiple Disabilities	3	%5,26
Single Disabled Character or Multiple Disabled Characters	Single Character	49	%94,23
	Multiple Characters	3	%5,77

4.4.1.2 The Disabled Character Is Mostly Seen As...

In this inquiry, 8 codes are used for analyzing the representation of disability in a more detailed way. By means of all these codes, detailed findings about disabled characters were found. The first code inspects whether if the disabled character is “Alone or Together.” This code has also been used in the front cover analysis. In this respect, almost all the disabled characters are together with their friends, family or pets. Only two characters are alone in the 52 analyzed picture books.

One of the disabled characters shown alone is in the book *Gün Bey’in Penceresi* [Mr Gün’s Window], which is also an example for the adult disabled character. Till the end of the book, the character Gün Bey (Mr Gün) is alone. The other sample for being alone is in *Kreşendo* [Crescendo]. The main character of the picture book, Milo is together with his mother in only one page. He is usually alone. In Figure 17, Milo can be seen when he is alone.



Figure 17: *Kreřendo* [Crescendo], Elma Yayınevi, p.28-29

According to the findings, 14 disabled characters are seen in outdoors and 19 characters are seen in indoors. In addition, 24 of the disabled characters are seen in both outdoors and indoors. For example, in the picture book *Doęum Gn Armaęanı* [The Birthday Gift], the blind character is only seen at home. In the picture book *İki Gzm Ali* [My Precious Ali], another blind child character is shown together with his friend and he is usually seen in outdoors, as he likes traveling. In Figure 18, Ali can be seen in outdoors with his friend.



Figure 18: *İki Gzm Ali* [My Precious Ali], Mandolin Yayınevi, p.13

Finally, for the disabled characters to be in indoors, it is necessary to mention the importance of being in interior spaces related to education. In some books, the disabled characters are often in indoors; at home or school. At this point, it can be emphasized that there is a positive approach in terms of inclusive education and disability representation of disabled children at school. As it is very clear in Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), disabled children have a right to access an inclusive education with the peers, they cannot be excluded from general education. In Figure 19, a girl with dyslexia can be seen at classroom with her peers.



Figure 19: *Bende Disleksi Var* [It's Called Dyslexia],
Tübitak Yayınları, p.29

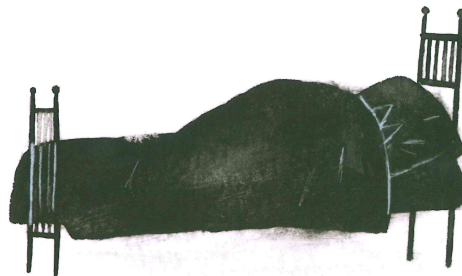
The third code, which is important in the analysis of disabled characters, relates to the independent living. Independent living, which is an important subject in the social model of disability and rights-based approach in disability studies, has been examined through this code. In the light of the findings, it can be said that 54 disabled characters exhibits independent living. Only 3 disabled characters have dependent living. These picture books are *Benim Down Sendromlu Bir Kardeşim Var* [I Have a Brother With Down Syndrom], *Doğum Günü Armağanı* [The Birthday Gift] and *En İyi Arkadaşım* [My Best Friend]. Two of the dependent characters have Down syndrome and the other one is blind.

In order to analyse whether the disabled characters are represented as active or passive, two codes are used. The first one inspects being physically active or passive and the second one questions being intellectually active or passive. In this way, I tried to emphasize that the activity or passivity of a character would not be physically and intellectually the same.

According to the findings, 51 of the disabled characters are physically active and 6 of them are passive. The passive characters seen in two books –*Bozuk Müzik Kutusu* [The Broken Music Box] and *Renklerin Kara Kitabı* [The Black Book of Colors] are physically passive in the whole story. On the other hand, the characters in 4 books out of the 6 that present passive characters become physically active at the end of the story though they are passive at the beginning. For example, the character in the *Virginia Wolf ya da Kurda Dönüşen Kardeşim* [Virginia Wolf] is passive in the whole story and does not want to do anything. However, with the support of her sister, she transforms at the end and becomes a physically active character. In Figure 20, the character in the picture book *Virginia Wolf ya da Kurda Dönüşen Kardeşim* [Virginia Wolf] can be seen as passive and in Figure 21, she can be seen as active.

Onu neşelendirmek için elimden geleni yaptım.
Ona abur cuburlar sundum. Hepsini bir kurt gibi mideye indirdi.
Ama değişen bir şey olmadı. Hiçbir şey onu memnun etmiyordu.
Ne kelimiz ne kemanım. Kardeşimiz Thoby'ye komik surat
ifadeleri yapmak bile..
Battaniyeyi başına kadar çekip

"BENİ RAHAT BIRAKINI!" dedi.



Başka hiçbir şey söylemedi.
Kimseyle konuşmadı.

Figure 20: *Virginia Wolf ya da Kurda Dönüşen Kardeşim* [Virginia Wolf], Hep Kitap, p.11



Figure 21: *Virginia Wolf'ya da Kurda Dönüşen Kardeşim* [Virginia Wolf], Hep Kitap, p. 30-31

In the second code that examines whether the cognitive quality of the character is active or passive, it is found that 56 disabled characters are mentally active and only one character is mentally passive. The only character that is mentally passive is *Benim Down Sendromlu Bir Kardeşim Var* [I Have a Brother With Down Syndrome]. While individuals with Down syndrome do not have to be intellectually passive, the character in the book is passive.

Table 4.1.2: The Disabled Character is Mostly Seen As...

Alone or Together	Alone	2	%3,51
	Together	55	%96,49
In Outdoors / Indoors	Outdoors	14	%24,56
	Indoors	19	%33,33
	Outdoors and Indoors	24	%42,11
In general, the character exhibits Independent/ Dependent Living	Independent Living	54	%94,74
	Dependent Living	3	%5,26
Physically Active / Passive	Active	51	%89,47
	Passive	6	%10,53
Intellectually Active / Passive	Active	56	%98,25
	Passive	1	%1,75

4.4.1.3 The Disabled Character as Part of the Story

The last subsection of the first category focusing on the disabled character is about the relation between the disabled character and stories in the picture books. The connection between the character and the story was analyzed by using three codes. Firstly, the influence of disabled characters on the course of events was examined. As it can be seen in Table 4.1.3, 40 disabled characters are influential in the course of events, while 17 characters are not. Based on the results, it can be said that the number of influential disabled characters are more than the others. This result also creates positive representations in terms of participation to society, decision-making and problem-solving skills of disabled people.

Secondly, the disabled characters' emotions were analyzed via two codes. The first code for emotions focuses on the beginning of the story and the other one focuses on the end of the story. In this way, the change experienced by disabled characters and the problem solutions can be observed. According to the analysis, 20 disabled characters are happy at the beginning of the story. 27 of the disabled characters are unhappy and 10 of them are neutral at the beginning. Based on the findings, it can be said that at the beginning of the stories, the emotional states of the disabled character are various. At the end of the stories, 53 of the disabled characters are happy and 4 of them are neutral. There are not any sad characters at the end of the story.

Table 4.1.3: The Disabled Character As Part of the Story

Influential in the course of events / not	Yes	40	%70,18
	No	17	%29,82
At the beginning of the story, the character is happy/sad/neutral	Happy	20	%35,09
	Sad	27	%47,37
	Neutral	10	%17,54
At the end of the story, the character is happy/sad/neutral	Happy	53	%92,98
	Sad	---	---
	Neutral	4	%7,02

4.4.2 The Written Language

In the second category, written language of the picture books is analysed by using 5 different codes. According to the findings of the first code, disability is visible in the written language of 46 picture books and it is invisible only in 6 books. The details of visibility and invisibility can be seen in Table 4.2.

Similar to the cover analysis, the use of discriminative terms was analyzed in the body of the picture books. While there are discriminative uses in 20 picture books, the other 32 picture books are indiscriminative. The most common discriminatory terms are: farklı [different], farklılık [difference], özel [special], özürlü [handicapped], kötürüm [crippled].

The third code focuses on the theme of the story. According to the findings, the theme of 36 of the 52 picture books is disability. The other 16 picture books' themes are not related to disability; they have various themes. In the fourth code in relation to the written language, it is analyzed who solved the problem in the story. 13 of the disabled characters solve the problems by themselves. In 6 picture books, other characters solve the disabled characters' problems. Unlike others, the rates of solving problems together are high. In 29 books, the disabled character solves problems together with a friend, family or a pet. Differently, there are no problems in 4 books.

Table 4.2: The Written Language

In written language: Disability is Visible / Invisible	Visible	46	%88,46
	Invisible	6	%11,54
The written language is (implied or openly) Discriminative / Indiscriminative	Discriminative	20	%38,46
	Indiscriminative	32	%61,54
The theme of the Story is centered around disability /not	Disability	36	%69,23
	Not	16	%30,77

The problem presented in the story is solved by the disabled character/ others/ together	Disabled character	13	%25
	Others	6	%11,54
	Together	29	%55,77
	There is not any problem in the story	4	%7,69
The characters in the story have negative/positive attitude towards the disabled character(s)	Negative	7	%13,46
	Positive	38	%73,08
	Negative and Positive	5	%5,77
	Neutral	2	%3,85

Finally, in the last code concerning written language, other characters' attitude towards the disabled character(s) was analysed. As can be seen in Table 4.2, 7 characters have negative attitudes towards the disabled character. In contrast, 38 characters show positive attitude towards the disabled character. In addition, both positive and negative attitudes can be seen in 5 picture books. In 2 picture books, the attitudes of other characters are neutral. Based on the findings, it can be concluded that generally positive attitude is common in the picture books. In addition, negative attitudes of the characters in some picture books can turn into a positive attitude at the end of the story. For example, in the book *Seslerin Perisi Işık* [Fenia, the Fairy of Sounds], there is a character who trip Işık up and fall. However, at the end of the story, this character's attitude changes positively with the support of the teacher. In Figure 22, the negative attitude of Işık's classmate can be seen.



Figure 22: *Seslerin Perisi Işık* [Fenia, the Fairy of Sounds], Kuraldışı Yayınları, p.12-13

4.4.3 The Visual Language

The third and last category regarding the body of the book is about the visual language. According to the findings, disability is visible in 44 picture books. This rate is quite high as can be seen in Table 4.3. Disability is invisible only in 8 picture books. It can be considered that the reason for the invisibility of the disability in the visuals is due to the lack of understanding of the disability from the appearance. For example, according to the findings of invisible disability in visuals, two of the 4 picture books include characters with dyslexia, one book has a character with insomnia and the other presents a character with dysphasia. In the remaining 4 books, the type of disability can be understood from the appearance such as physical disability; wheelchair user, blindness and deafness. However, it can be said that the invisibility of disability in these picture books is due to the preference of authors and illustrators.

One of the picture books that include invisible disability, *Greg'in Zaferleri* [Greg's Victories] can be seen in Figure 23.



Figure 23: *Greg'in Zaferleri* [Greg's Victories], Yapı Kredi Yayınları, p.6

In the second code of Visual Language, it is possible to say that analysed picture books have diverse characters. Only 13 picture books have uniformity in the characters. The most prominent elements in the diversity of characters are including a character using glasses other than the main disabled character, having more than one disabled character in a story, inclusion of characters from different ages; such as old, middle aged characters, characters of different races and diverse bodies.

The last code of the analysis on the body of the book is about the colors used in the picture books since colors have a significant role in catching children's attention. According to the findings, 40 picture books have bright, lively colors and 12 picture books have calm, desaturated colors. The tendency to use bright, lively colors in the picture books may indicate that bright colors attract children's attention more than calm, desaturated ones. In addition, bright, lively colors create an enjoyable visual language. Examples of both uses can be seen in the figures below.

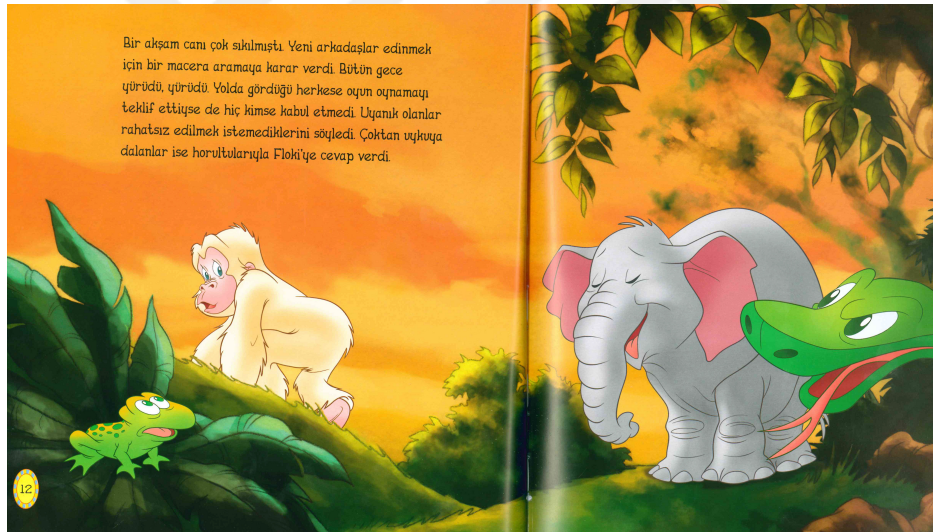


Figure 24: *Kendim Olmaktan Muthuyum* [I Am Happy With Myself], Tübitak Yayınları, p.12-13



Figure 25: *Renklerin Kara Kitabı* [The Black Book of Colors], Edam Yayın, p.5

Table 4.3 The Visual Language

Disability is Visible / Invisible	Visible	44	%84,62
	Invisible	8	%15,38
Visual Diversity / Uniformity of Characters	Diverse	39	%75
	Uniform	13	%25
Illustrations use bright, lively colors / calm, desaturated	Bright	40	%76,92
	Desaturated	12	%23,08

4.5 Back Covers

“Back Covers” is the last main heading created to analyze disability representations in picture books. In this section, there are three codes that are used for inquiry. One of the three codes is the analysis of the visuals, while the other two relate to the analysis of the text. These three codes are very important for determining the readers’ first impression before examining the contents of the picture books. At the same time, it shows the discriminative or indiscriminative use in the synopsis.

4.5.1 The Visual Language

As it can be seen in Table 5, disability is visually visible on the back covers of 19 picture books and it is invisible on 33 picture books. There are two reasons why disability is invisible on the back covers. First, the main character –the disabled character, is usually seen on the front cover. On the back cover, only the background illustrations continue. These illustrations are mostly composed of places and backgrounds. The second reason is that the back covers of some of the children’s books do not have visuals at all. They only have a written text that presents the synopsis of the story.

Table 5.1: The Visual Language of Back Covers

Disability is visually Visible / Invisible	Visible	19	%36,54
	Invisible	33	%63,46

4.5.2 The Written Language

The second code in Table 5 questions if disability is mentioned in the synopsis on the back covers of the picture books, or not. While disability is indicated in 36 of the synopsis, it is invisible in 8 of them. In the series of picture books, the same results were found about the visibility or invisibility of disability in the synopsis. For example, the picture book series, which was published by Özürlüler Vakfı, do not have synopsis on the back covers. It can be said that these findings are similar to the findings about the titles on the front covers.

The last code of the analysis inquires if the written language is (implied or openly) discriminative or indiscriminative. It includes the analysis of discriminatory language in the synopsis on the back covers.

Table 5.2: The Written Language of Back Covers

In the synopsis Disability is Visible / Invisible	Visible	38	%73,08
	Invisible	8	%15,38
	It does not have a synopsis	6	%11,54
The written language is (implied or openly) Discriminative / Indiscriminative	Discriminative	14	%26,92
	Indiscriminative	38	73,08

As it can be seen on Table 5, 14 picture books have discriminative use and 38 picture books are indiscriminative. The discriminative terms seen on the back covers of picture books are farklı [different], özel [special], farklılık [difference], karşın [though], rağmen [despite]. The use of discriminative words, like farklı [different], is seen in the synopsis of some picture books only once and in some cases more than once.

In the picture book *Berke'nin Down Sendromu Hikayesi* [Berke's Down Syndrome Story], for example, three different discriminatory words can be seen; farklı [different], farklılık [difference] and özel [special]. The back cover of *Berke'nin Down Sendromu Hikayesi* [Berke's Down Syndrome Story] can be seen in Figure 26.

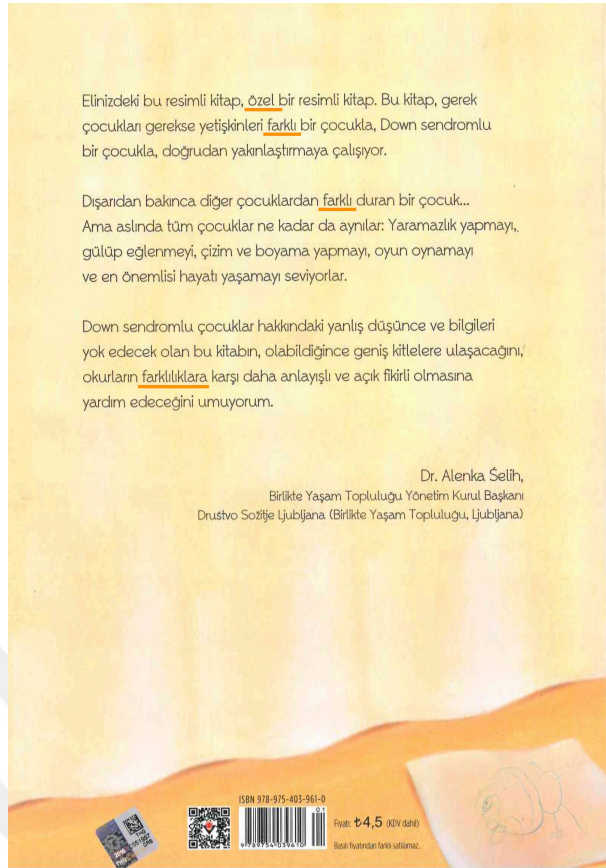


Figure 26: *Berke'nin Down Sendromu Hikayesi* [Berke's Down Syndrome Story], Tübitak Yayınları

Finally, it is also important that these findings are similar with the results of the analysis of the titles on the front covers and bodies.

CONCLUSION

In this thesis, the representation of disability in picture books were analyzed by focusing on children's books published in Turkey in the last decade that have either local or foreign origin. The research findings were reviewed in the light of social model of disability, human rights-based approach, independent living and inclusiveness. A total of 52 picture books that included disability were examined via qualitative methods.

According to the findings, it is first possible to say that disability representations in picture books did not increase in direct proportion from the past to the present.

While most of the picture books were published by the publishing houses, 6 of them were published by social organizations. Considering the interest and sensitivity of the society to the issue of disability rights, this number is very low.

There are a total of 23 publishers and social organizations that include disability representations in their picture books of which Tübitak Yayınları and Yapı Kredi Yayınları are the publishers with the highest number. The reason why two publishing houses have the largest number of books can be related with the fact that their picture books are in the form of a series publication.

The last general information about the analyzed picture books is whether they are local or foreign. This allows us to compare the rate of representation of disability in the local picture books with the books with foreign origins. According to the findings, the number of foreign books is higher. There are 33 foreign picture books and 19 local picture books. Based on this result, it can be concluded that representation of disability in local picture books is lower and it needs to be improved.

Some of authors and illustrators of the analyzed picture books have more than one picture book. These picture books consist of series and they were also published by the same publisher.

The gender distribution of authors and illustrators is similar. In both, the rate of female authors is higher than the male.

In the front cover analysis, it is aimed to understand how the disabled character was mostly seen on the covers. With only a 5-book difference, disabled characters are mostly seen together with their friends, family and pets. It is expected that there should be more examples of disabled characters together with their friends, family, pets and as part of a diverse society.

There is little difference between the results in other codes. The rate of disabled characters depicted in outdoors is higher than in indoors with very little difference. It is important to present disabled characters not only in indoors but also in outdoors, as active individuals who can participate in social life.

Most of disabled characters on the front cover are seen as happy or neutral. Only 7 disabled characters are unhappy on the front cover. Based on this result, it can be said that there is a positive approach in terms of emotions in the picture books that include disability representations.

The findings of whether the disability is visible in the title of the picture books allow examining the perception of disability as unusual or usual and natural. According to the results, the invisibility of disability in the titles is higher. However, the number of picture books with visible disability in the titles is not a few. These picture books generally mention the type of disability in the title. The use of disability in the title leads to the identification of disability over the characters. Using the term 'özel' [special] is seen discriminative in disability studies as well as naming disabled characters with their disability forces to make them special.

The use of discriminative terms in the titles is quite rare. Only 2 books were found with the use of 'farklı' [different]. More discriminative use was found in the body and back covers of the picture books. It can be concluded that using the type of disability in the titles is more prominent than discriminative terms. Using the type of disability in the titles should be considered as a problem that needs to be solved.

Visibility of disability on front covers is another important factor such as the visibility in the titles. Readers –mostly family members, have an opinion about the book first by looking at the cover. They can decide to look at the contents or buy the book later on depending on the impressions they get from the covers.

My examination shows that the rates of visible and invisible disabilities on the front covers are mostly similar, where the former is slightly higher. The invisibility of disability can be because of two reasons. It can be an invisible disability or disability is purposely not shown on the cover. The disabilities that are not shown can be surprises, which can be discovered later in the book by the reader. However, seeing disability rarely can cause to perceive it as unusual. Disability needs to be considered as usual and ordinary; basic accessibility needs to be perceived as a right.

According to the analysis of the body part of the picture books, the majority of the disabled characters in the picture books are human. The number of animal characters is very small and the inanimate is only one. As a matter of fact, using animals and objects for disability representations may be effective in emphasizing that disability is not human-specific.

Unlike the high rate of female writers and illustrators, the number of male disabled characters is higher in number than female disabled characters. This result shows another problematic point in picture books as there is double disadvantage for disabled women in terms of intersectionality. I think more importance should be given to the inclusion of female disabled characters. In addition, the number of children is more than adults. Increasing the number of adult disabled characters is important for social equality and representation of active disability. For example, disabled parents, family members, teachers, doctors, directors and individuals from other professions can be included in picture books. Furthermore, independent living can be exhibited in more detail with including adult disabled characters.

In the analyzed picture books, most of the disabled characters are main characters of the stories. This situation causes the disabled character to be taken to the center of story and prevents the disabled character from being an ordinary character.

For normalization, it is necessary to include or to mention minor disabled characters in the story without using the disability as a theme.

Physical disability, especially signified by the use of wheelchair, is the most common type of disability. This situation leads to a stereotypical approach to disability, just like the wheelchair use in the accessibility pictogram. The second common type of disability is blindness. Considering other types of disabilities, increasing diversity is important in the improvement of disability perception. Besides, it can be beneficial to support disability with other diversities such as age, gender, body type and race.

In addition to different types of disabilities, there are a few characters with multiple disabilities and most of the disabled characters have only one disability. Similarly, multiple disabled characters are also rare. Including more than one disabled character in a story can be a solution against seeing the disabled character as special and unusual. Thus, disabled characters can be seen as ordinary characters.

By examining how disabled characters are mostly visualized, firstly it is uncovered whether the characters are alone or together. Although the same code is applied on the front covers, the results are different. While the findings of being alone or together are similar on the front covers, the results of being together are quite higher than being alone in the body of the picture books. It is a positive approach to show more disabled characters together in the body of the picture books. The lack of understanding that the characters are together; not alone on the front covers can give a false impression. Moreover, showing the disabled character alone on the front cover creates a portrayal of disability.

In the body part of the picture books, it is concluded that disabled characters are mostly either in indoors or outdoors and indoors. The number of disabled characters seen only indoors is limited with 19 books, which nevertheless suggests that the importance of presenting disabled characters as active individuals should be emphasized more.

Independent living indicates that disabled people have the same rights, options and choices as non-disabled people. A disabled character's participation in social life with

the support of a personal assistant or a friend, being an active citizen, using a white cane and having a guide dog are examples of independent living in analyzed picture books. It was concluded that most of the characters exhibit independent living. Only 3 disabled characters were presented as living dependently.

In regard to characters' being physically and mentally active or passive in the picture books, the results show that the majority of the disabled characters are both physically and mentally active. While 6 disabled characters are physically passive, there is only one mentally passive character who has Down syndrome. However, it should not be concluded that all people with Down syndrome are mentally passive.

Following the analysis of how the characters are mostly seen in the body part of the picture books, the situation of disabled characters as part of the story was analyzed and concluded. According to these results, most of the disabled characters influence the course of events. Disabled characters are active and effective in the stories.

When it is examined whether the disabled characters are happy, sad or neutral at the beginning and end of the story, it is observed that the number of disabled characters who are unhappy at the beginning of the story are more than the number of disabled characters who are happy and neutral at the beginning of the story. However, at the end of the stories most of the characters are happy and a few are neutral. Characters do not end up unhappy at the final stage of the stories. Based on these results, it is possible to conclude that the disabled characters solve the problems at the end with a positive approach and attain a happy ending.

Following the analyses, which focus on the disabled characters, the written language and visual language of the body, was examined. According to the results, in most of the picture books disability is visible in the written language. It's only invisible in 6 picture books.

As examined on the front and back covers, discriminative terms were also analyzed in the body text. Unlike the front covers, there are many discriminative terms in the body such as farklı [different], farklılık [difference], özel [special], özürlü [handicapped], kötürüm [crippled]. These uses are seen discriminative in disability studies.

One of the most important information in the body part of the picture books is related to the themes of the stories. The theme of the majority of the picture books is disability. This situation can lead to identification of disability and the authors or illustrators can think to include disabled characters only in the theme of disability. However, disabled people should be considered essentially as people with passions, interests, and occupations; not only as disabled people. Including disabled individuals as main, minor and mentioned characters in the picture books with various themes can be very effective for diversity.

When the problem solving skills of the disabled characters are examined, it can be concluded that the majority of the disabled characters solve the problems together with their friends, family and pets. The number of disabled characters who solves problems by themselves are even less. Usually, other characters solve the disabled characters' problems. The increase of disabled characters that solve problems by themselves is important in terms of independent living, ability to make their own decisions and control their lives.

According to the result of other characters' attitude towards disabled character(s), it can be said that they generally have positive attitude towards the disabled character. This shows that writers and illustrators have a positive approach in determining the behavior of other characters.

In most of the books I have examined, disability is visible in the visual language of picture books. In addition, there are many diverse characters such as characters that use glasses, at different age; older ones, with diverse body type; long or short, hair color and race. Bright, lively colors in the picture books are more preferred than desaturated colors. These visual properties make it easier to attract children's attention and create an enjoyable atmosphere.

After the examination of the front covers and body of the picture books, the back covers are analysed where disability is generally invisible in the illustrations. Conversely, in written language of the back covers, disability is often visibly presented in the synopsis. It is understood from the synopsis that the stories include

disabled characters and the type of disabilities the disabled characters have. On the other hand, the written language of the synopsis is mostly indiscriminative.

From 2008 to 2018, a total of 2330 children's picture books were published in Turkey. Approximately 2.23% of these books (52 picture books that I could access) represent disability. This is quite a limited rate; but there is an interest and positive effort in this regard. This effort has been observed especially in translated picture books, as the number of books from foreign origin is higher than the locals. However, this interest and effort need to be re-evaluated and improved without use of discriminative terms, using disability as an adjective, identification of disability, hiding disability in visuals, using disability as a theme, presenting the disabled individuals as unusual and special. Additionally, including more disabled adult characters, emphasizing independent living, taking social model as a basis, seeing disability as ordinary, including more disabled animals and objects, creating disabled characters not only as main characters but also as minor and mentioned characters, thinking diversity in the types of disability can be useful for improvement.

This research is limited to picture books published in Turkey for now. However, based on this research, it is possible to make comparative studies with picture books published in different countries and languages. It can also be done by focusing on the most common children's picture books in the global context or books on display at the Bologna Children's Book Fair. Thus, improvements in representation of disability from different countries can be shared and developed together.

There are many media that contain character design and narrative. It is important that these media create 'inclusive' discourses. Therefore, these media can be examined with the perspective of this thesis. Thus, it can contribute to both disability studies and creative arts.

APPENDIX A

DETAILED TABLES OF THE PICTURE BOOKS

Appendix 1: General Overview of Analyzed Picture Books

No.	Name of the Book	Year	Publisher	Local or Foreign
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	2015	Yapı Kredi Yayınları	Foreign
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	2016	Yapı Kredi Yayınları	Foreign
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	2014	AÇEV	Local
04	<i>Bana Özürlü Deme</i> [Don't Call Me Special]	2011	Erdem Çocuk	Foreign
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	2016	Tübitak Yayınları	Foreign
06	<i>Bay Endişe</i> [Mr. Worry]	2016	Tübitak Yayınları	Foreign
07	<i>Bende Astım Var</i> [I Have Asthma]	2011	Tübitak Yayınları	Foreign
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	2008	Tübitak Yayınları	Foreign
09	<i>Benim Atım Farklı</i> [My Horse is Different]	2017	Timaş Çocuk Yayınları	Local
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	2017	Down Sendromu Derneği	Local
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	2016	Tübitak Yayınları	Foreign
12	<i>Beşimiz</i> [The Five of Us]	2017	Can Çocuk Yayınları	Foreign
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	2015	Final Kültür Sanat Yayınları	Local
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	2015	Yapı Kredi Yayınları	Local
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	2008	Can Çocuk Yayınları	Local
16	<i>Cesur Meltem</i> [Becky the Brave]	2008	Bumerang	Foreign
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	2016	Düşizi	Local
18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	2011	Tübitak Yayınları	Foreign
19	<i>Durduramıyorum</i> [I Can't Stop!]	2008	Bumerang	Foreign
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	2011	Tübitak Yayınları	Foreign
21	<i>En İyi Arkadaşım</i> [My Best Friend]	--	Özürlüler Vakfı	Local
22	<i>Farklı Ama Aynı</i> [Different but the Same]	2016	Yapı Kredi Yayınları	Local
23	<i>Greg'in Zaferleri</i> [Greg's Victories]	2015	Yapı Kredi Yayınları	Foreign
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	2018	Can Çocuk Yayınları	Local
25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	2015	Yapı Kredi Yayınları	Foreign

26	<i>İki Gözüm Ali</i> [My Precious Ali]	2017	Mandolin Yayınevi	Local
27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	2016	Tübitak Yayınları	Foreign
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	2016	Bahçeşehir Yayınları	Local
29	<i>Kaşal</i> [Spork]	2017	Hep Kitap	Foreign
30	<i>Kendim Olmaktan Mutluyum</i> [I Am Happy with Myself]	2011	Tübitak Yayınları	Foreign
31	<i>Kıpır Kıpır</i> [Naughty Toes]	2016	Marsık Kitap	Foreign
32	<i>Kırmızı Ringa</i> [The Red Herring]	2017	Sarıgaga	Foreign
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	2015	Yapı Kredi Yayınları	Foreign
34	<i>Kreşendo</i> [Crescendo]	2017	Elma Yayınevi	Foreign
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	2016	Tübitak Yayınları	Foreign
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	2013	Yapı Kredi Yayınları	Foreign
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	--	Özürlüler Vakfı	Local
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	2018	Yapı Kredi Yayınları	Foreign
39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	2016	Dstil Tasarım	Local
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	2013	Gümüşüğü Kitaplığı	Local
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	2016	Edam Yayın	Foreign
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	2016	Kuraldışı Yayınları	Foreign
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	2014	Redhouse Kidz Yayınları	Local
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	2016	Can Çocuk Yayınları	Foreign
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	2016	Yapı Kredi Yayınları	Foreign
46	<i>Terzi Masalı</i> [Tailor's Tale]	2009	Uçanbalık Yayıncılık	Local
47	<i>Uçurtma Şenliği</i> [Kite Festival]	2012	Erdem Çocuk	Local
48	<i>Virginia Wolf'ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	2017	Hep Kitap	Foreign
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	2009	Tübitak Yayınları	Foreign
50	<i>Yazıların Dili</i> [The Language of Writings]	--	Özürlüler Vakfı	Local
51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	--	Özürlüler Vakfı	Local
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficultly]	2015	Yapı Kredi Yayınları	Foreign

Appendix 2: Information About Writers and Illustrators

No.	Name of the Book	Author	Illustrator	Gender of Authors	Gender of Illustrators
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	Françoise Robert	Lucie Crovatto	Female	Female
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	Sophie Martel	Christine Battuz	Female	Female
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	Ayfer Gürdal	Saadet Ceylan	Female	Female
04	<i>Bana Özürlü Deme</i> [Don't Call Me Special]	Pat Thomas	Lesley Harker	Man	Female
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	Laurie Lears	Karen Ritz	Female	Female
06	<i>Bay Endişe</i> [Mr. Worry]	Holly L. Niner	Greg Swearingen	Female	Male
07	<i>Bende Astım Var</i> [I Have Asthma]	Jennifer Moore Mallinos	Rosa M. Curto	Female	Female
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	Jennifer Moore Mallinos	Marta Fabrega	Female	Female
09	<i>Benim Atım Farklı</i> [My Horse is Different]	Esin Bacacı Taner	Ayşın Delibaş Eroğlu	Female	Female
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	Özlem Türker Erugyar	Eda İyikalender	Female	Female
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	Helena Kraijic	Maja Lubi	Female	Female
12	<i>Beşimiz</i> [The Five of Us]	Quentin Blake	Quentin Blake	Male	Male
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	Sevil Becker	Saadet Ceylan	Female	Female
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	Çiğdem Kaplangı	Emine Bora	Female	Female
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	Behiç Ak	Behiç Ak	Male	Male
16	<i>Cesur Meltem</i> [Becky the Brave]	Laurie Lears	Gail Piazza	Female	Female
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	Erol Büyükmeriç	Serap Deliorman	Male	Female
18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	Jennifer Moore Mallinos	Marta Fabrega	Female	Female
19	<i>Durduramıyorum</i> [I Can't Stop!]	Holly L. Niner	Meryl Treatner	Female	Female
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	Jennifer Moore Mallinos	Marta Fabrega	Female	Female
21	<i>En İyi Arkadaşım</i> [My Best Friend]	Elif Uzel	Volkan Yiğit, Erinc Kaan	Female	Male
22	<i>Farklı Ama Aynı</i> [Different but the Same]	Feridun Oral	Feridun Oral	Male	Male

23	<i>Greg'in Zaferleri</i> [Greg's Victories]	Danielle Noreau	Stephane Jorisch	Female	Male
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	Göknil Özkök	Ceyhun Şen	Female	Male
25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	Kristien Dieltiens	Marijke Klompmaker	Female	Female
26	<i>İki Gözüüm Ali</i> [My Precious Ali]	Melek Özlem Sezer	Özlem Fedai Korçak	Female	Female
27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	Theresa Martin Golding	Margeaux Lucas	Female	Female
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	Nazlı Eda Noyan	Seçil İskit	Female	Female
29	<i>Kaşal</i> [Spork]	Kyo Maclear	Isabelle Arsenault	Female	Female
30	<i>Kendim Olmaktan Mutluyum</i> [I Am Happy With Myself]	Christina Falcon Maldonado	Josep Maria Cardona	Female	Male
31	<i>Kıpır Kıpır</i> [Naughty Toes]	Ann Bonwill	Teresa Murfin	Female	Female
32	<i>Kırmızı Ringa</i> [The Red Herring]	Gonzalo Moure	Alicia Varela	Male	Female
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	Julia Liu	Leo Tang	Female	Male
34	<i>Kreşendo</i> [Crescendo]	Susanna Mattiangeli	Felicita Sala	Female	Female
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	Helena Kraijic	Maja Lubi	Female	Female
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	Gianni Rodari	Margherita Micheli	Male	Female
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	Elif Uzel	Erinç Kaan	Female	Female
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	Danielle Noreau	Sabrina Gendron	Female	Female
39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	Nazlı Eda Noyan	Hilal Can	Female	Female
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	Betül Sayın	Betül Sayın	Female	Female
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	Menena Cottin	Rosena Faria	Female	Female
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	Yota K. Alexandrou	Effie Lada	Female	Female
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	Yıldıray Karakiya	Başak Günaçan	Male	Female
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	Davide Cali	Simone Frasca	Male	Male
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	Stefan Boonen	Pauline Oud	Male	Female
46	<i>Terzi Masalı</i> [Tailor's Tale]	Ayla Çınaroğlu	Mustafa Delioğlu	Female	Male

47	<i>Uçurtma Şenliği</i> [Kite Festival]	Meral Canoğlu Cantürk, Eser Ünalın Şenler, Hümevra Bektaş	Sevgi İçigen	Female, Male, Female	Female
48	<i>Virginia Wolf ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	Kyo Maclear	Isabelle Arsenault	Female	Female
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	Jennifer Moore Mallinos	Marta Fabrega	Female	Female
50	<i>Yazıların Dili</i> [The Language of Writings]	Elif Uzel	Erinç Kaan	Female	Female
51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	Elif Uzel	Erinç Kaan	Female	Female
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficulty]	Marie-Claude Fortin	Lou Beachesne	Female	Female



Appendix 3: Front Covers of Analyzed Picture Books

Appendix 3.1: The Disabled Character is Mostly Seen As...

No.	Book Title	Alone or Together	In Outdoors / Indoors	As generally Happy/Sad/Neutral
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	Alone	Unclear	Sad
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	Alone	Unclear	Sad
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	Together	Outdoors	Happy
04	<i>Bana Özürlü Deme</i> [Don't Call Me Special]	Together	Unclear	Happy
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	Together	Outdoors	Neutral
06	<i>Bay Endişe</i> [Mr. Worry]	Alone	Indoors	Sad
07	<i>Bende Astım Var</i> [I Have Asthma]	Together	Outdoors	Sad
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	Alone	Indoors	Happy
09	<i>Benim Atım Farklı</i> [My Horse is Different]	Together	Outdoors	Neutral
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	Together	Outdoors	Happy
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	Alone	Indoors	Happy
12	<i>Beşimiz</i> [The Five of Us]	Together	Outdoors	Happy
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	Together	Outdoors	Neutral
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	Disabled character is not visible on the cover	Disabled character is not visible on the cover	Disabled character is not visible on the cover
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	Together	Outdoors	Happy
16	<i>Cesur Meltem</i> [Becky the Brave]	Alone	Unclear	Neutral
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	Together	Indoors	Happy
18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	Alone	Outdoors	Happy
19	<i>Durduramıyorum</i> [I Can't Stop!]	Together	Unclear	Neutral
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	Alone	Indoors	Neutral
21	<i>En İyi Arkadaşım</i> [My Best Friend]	Together	Outdoors	Happy
22	<i>Farklı Ama Aynı</i> [Different but the Same]	Together	Outdoors	Neutral
23	<i>Greg'in Zaferleri</i> [Greg's Victories]	Alone	Indoors	Neutral
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	Alone	Indoors	Sad

25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	Alone	Indoors	Neutral
26	<i>İki Gözüm Ali</i> [My Precious Ali]	Alone	Outdoors	Happy
27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	Together	Outdoors	Happy
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	Together	Outdoors	Happy
29	<i>Kaşal</i> [Spork]	Alone	Indoors	Sad
30	<i>Kendim Olmaktan Mutluyum</i> [I Am Happy With Myself]	Together	Outdoors	Neutral
31	<i>Kıpır Kıpır</i> [Naughty Toes]	Alone	Indoors	Happy
32	<i>Kırmızı Ringa</i> [The Red Herring]	Disabled character is not visible on the cover	Disabled character is not visible on the cover	Disabled character is not visible on the cover
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	Alone	Indoors	Neutral
34	<i>Kreşendo</i> [Crescendo]	Alone	Indoors	Neutral
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	Alone	Indoors	Neutral
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	Together	Outdoors	Neutral
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	Together	Outdoors	Happy
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	Alone	Indoors	Neutral
39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	Disabled character is not visible on the cover	Disabled character is not visible on the cover	Disabled character is not visible on the cover
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	Alone	Outdoors	Neutral
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	Disabled character is not visible on the cover	Disabled character is not visible on the cover	Disabled character is not visible on the cover
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	Alone	Unclear	Neutral
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	Together	Unclear	Happy
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	Together	Indoors	Happy
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	Alone	Unclear	Neutral
46	<i>Terzi Masalı</i> [Tailor's Tale]	Disabled character is not visible on the cover	Disabled character is not visible on the cover	Disabled character is not visible on the cover
47	<i>Uçurtma Şenliği</i> [Kite Festival]	Together	Outdoors	Happy
48	<i>Virginia Wolf'ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	Together	Outdoors	Sad
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	Together	Unclear	Happy
50	<i>Yazıların Dili</i> [The Language of Writings]	Together	Indoors	Happy

51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	Together	Outdoors	Happy
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficultly]	Alone	Indoors	Happy



Appendix 3.2: Analysis of the Written and Visual Language of Front Covers

No.	Book Title	In the title: Disability is Visible / Invisible	The written language is (implied or openly) Discriminative / Indiscriminative	Disability is visually Visible / Invisible
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	Visible	Indiscriminative	Visible
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	Visible	Indiscriminative	Visible
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	Invisible	Indiscriminative	Invisible
04	<i>Bana Özürlü Deme</i> [Don't Call Me Special]	Visible	Indiscriminative	Visible
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	Visible	Indiscriminative	Visible
06	<i>Bay Endişe</i> [Mr. Worry]	Visible	Indiscriminative	Visible
07	<i>Bende Astım Var</i> [I Have Asthma]	Visible	Indiscriminative	Visible
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	Visible	Indiscriminative	Invisible
09	<i>Benim Atım Farklı</i> [My Horse is Different]	Visible	Discriminative	Invisible
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	Visible	Indiscriminative	Visible
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	Visible	Indiscriminative	Visible
12	<i>Beşimiz</i> [The Five of Us]	Invisible	Indiscriminative	Invisible
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	Invisible	Indiscriminative	Invisible
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	Invisible	Indiscriminative	Disabled character is not visible on the cover
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	Visible	Indiscriminative	Visible
16	<i>Cesur Meltem</i> [Becky the Brave]	Visible	Indiscriminative	Invisible
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	Invisible	Indiscriminative	Invisible
18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	Visible	Indiscriminative	Visible
19	<i>Durduramıyorum</i> [I Can't Stop!]	Visible	Indiscriminative	Visible
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	Visible	Indiscriminative	Visible
21	<i>En İyi Arkadaşım</i> [My Best Friend]	Invisible	Indiscriminative	Visible
22	<i>Farklı Ama Aynı</i> [Different but the Same]	Visible	Indiscriminative	Visible

23	<i>Greg'in Zaferleri</i> [Greg's Victories]	Visible	Indiscriminative	Invisible
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	Invisible	Indiscriminative	Invisible
25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	Visible	Indiscriminative	Invisible
26	<i>İki Gözüm Ali</i> [My Precious Ali]	Invisible	Indiscriminative	Invisible
27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	Visible	Indiscriminative	Invisible
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	Invisible	Indiscriminative	Visible
29	<i>Kaşal</i> [Spork]	Invisible	Indiscriminative	Visible
30	<i>Kendim Olmaktan Mutluyum</i> [I Am Happy With Myself]	Invisible	Indiscriminative	Visible
31	<i>Kıpır Kıpır</i> [Naughty Toes]	Visible	Indiscriminative	Invisible
32	<i>Kırmızı Ringa</i> [The Red Herring]	Invisible	Indiscriminative	Disabled character is not visible on the cover
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	Visible	Indiscriminative	Visible
34	<i>Kreşendo</i> [Crescendo]	Invisible	Indiscriminative	Invisible
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	Visible	Indiscriminative	Invisible
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	Visible	Indiscriminative	Visible
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	Invisible	Indiscriminative	Invisible
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	Invisible	Discriminative	Invisible
39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	Invisible	Indiscriminative	Disabled character is not visible on the cover
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	Invisible	Indiscriminative	Visible
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	Invisible	Indiscriminative	Disabled character is not visible on the cover
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	Invisible	Indiscriminative	Invisible
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	Invisible	Indiscriminative	Invisible
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	Invisible	Indiscriminative	Visible
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	Visible	Indiscriminative	Visible
46	<i>Terzi Masalı</i> [Tailor's Tale]	Disabled character is not visible on the cover	Indiscriminative	Disabled character is not visible on the cover
47	<i>Uçurtma Şenliği</i> [Kite Festival]	Invisible	Indiscriminative	Visible

48	<i>Virginia Wolf'ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	Invisible	Indiscriminative	Invisible
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	Invisible	Indiscriminative	Visible
50	<i>Yazıların Dili</i> [The Language of Writings]	Invisible	Indiscriminative	Invisible
51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	Visible	Indiscriminative	Visible
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficultly]	Visible	Indiscriminative	Invisible



Appendix 4: Body

Appendix 4.1: Focusing on the Disabled Character

Appendix 4.1.1: Understanding the Disabled Character

No.	Book Title	Human, Animal or Object	Gender and Age of Disabled Character	Role of Disabled Character	Type of Disability
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	Human	Boy	Main	Autism
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	Human	Girl	Main	Anger Management
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	Human	Boy	Main	Physical Disability, Wheelchair User
04	<i>Bana Özürlü Deme</i> [Don't Call Me Special]	Human	Girl and Boy	Minor	Physical Disability; Wheelchair and Crutch Users, Low Vision and Learning Disability
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	Human	Boy	Main	Autism
06	<i>Bay Endişe</i> [Mr. Worry]	Human	Boy	Main	Obsessive Compulsive Disorder
07	<i>Bende Astım Var</i> [I Have Asthma]	Human	Boy	Main	Asthma
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	Human	Girl	Main	Dyslexia
09	<i>Benim Atım Farklı</i> [My Horse is Different]	Animal	Unknown	Minor	Attention Deficit and Hyperactivity Disorder
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	Human	Boy	Minor	Down Syndrome
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	Human	Boy	Main	Down Syndrome
12	<i>Beşimiz</i> [The Five of Us]	Human	Man	Minor	Physical Disability, Wheelchair User
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	Human	Girl and Boy	Main	Blindness and Deafness
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	Human	Boy	Minor	Insomnia
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	Animal	Unknown	Main	Low Vision
16	<i>Cesur Meltem</i> [Becky the Brave]	Human	Girl	Main	Epilepsy
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	Human	Boy	Main	Blindness

18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	Human	Girl	Main	Down Syndrome
19	<i>Durduramıyorum</i> [I Can't Stop!]	Human	Boy	Main	Tourette Syndrome
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	Human	Girl	Main	Hearing Loss
21	<i>En İyi Arkadaşım</i> [My Best Friend]	Human	Boy	Minor	Intellectual Disability
22	<i>Farklı Ama Aynı</i> [Different but the Same]	Animal	Girl	Main	Physical Disability, Wheelchair User
23	<i>Greg'in Zaferleri</i> [Greg's Victories]	Human	Boy	Main	Dysphasia
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	Human	Man	Main	Multiple Disabilities: Physical Disability, Wheelchair User and Low Vision
25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	Human	Boy	Main	Attention Deficit and Hyperactivity Disorder
26	<i>İki Gözüm Ali</i> [My Precious Ali]	Human	Boy	Main	Blindness
27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	Human	Girl	Main	Asthma
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	Human	Two Woman	Main	Physical Disability, Wheelchair User and Blindness
29	<i>Kaşal</i> [Spork]	Object	Unknown	Main	Physical Disability
30	<i>Kendim Olmaktan Mutluyum</i> [I Am Happy With Myself]	Animal	Boy	Main	Albinism
31	<i>Kıpır Kıpır</i> [Naughty Toes]	Human	Girl	Main	Attention Deficit and Hyperactivity Disorder
32	<i>Kırmızı Ringa</i> [The Red Herring]	Animal	Man	Minor	Blindness
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	Animal	Unknown	Main	Physical Disability
34	<i>Kreşendo</i> [Crescendo]	Human	Boy	Main	Deafness
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	Human	Girl	Main	Epilepsy
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	Human	Woman and Man	Main	Physical Disability
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	Human	Girl	Main	Blindness
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	Human	Boy	Main	Dyslexia

39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	Human	Girl	Minor	Physical Disability, Wheelchair User
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	Animal	Unknown	Main	Albinism
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	Human	Boy	Main	Blindness
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	Human	Girl	Main	Blindness
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	Human	Boy	Minor	Physical Disability, Wheelchair User
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	Human	Boy	Main	Physical Disability
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	Human	Boy	Main	Multiple Disabilities: Hypermetropia and Albinism
46	<i>Terzi Masalı</i> [Tailor's Tale]	Human	Girl	Minor	Physical Disability, Wheelchair User
47	<i>Uçurtma Şenliği</i> [Kite Festival]	Human	Boy	Minor	Physical Disability, Wheelchair User
48	<i>Virginia Wolf ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	Human	Girl	Main	Depression
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	Human	Boy	Main	Physical Disability, Wheelchair User
50	<i>Yazıların Dili</i> [The Language of Writings]	Human	Girl	Minor	Deafness
51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	Human and Animal	Boy and Unknown	Main	Physical Disability, Wheelchair User
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficultly]	Human	Girl	Main	Multiple Disabilities: Intellectual Disability and Low Vision

Appendix 4.1.2: The Disabled Character is Mostly Seen As...

No.	Book Title	Alone or Together	In Outdoors / Indoors	Independent / Dependent Living	Physically Active / Passive	Intellectually Active / Passive
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	Together	Outdoors	Independent Living	Active	Active
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	Together	Indoors	Independent Living	Active	Active
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	Together	Outdoors and Indoors	Independent Living	Active	Active
04	<i>Bana Özürlü Deme</i> [Don't Call Me Special]	Together	Outdoors and Indoors	Independent Living	Active	Active
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	Together	Outdoors	Independent Living	Active	Active
06	<i>Bay Endişe</i> [Mr. Worry]	Together	Outdoors and Indoors	Independent Living	Active	Active
07	<i>Bende Astım Var</i> [I Have Asthma]	Together	Outdoors and Indoors	Independent Living	Active	Active
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	Together	Indoors	Independent Living	Active	Active
09	<i>Benim Atım Farklı</i> [My Horse is Different]	Together	Indoors	Independent Living	Active	Active
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	Together	Outdoors and Indoors	Dependent Living	Active	Passive
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	Together	Indoors	Independent Living	Active	Active
12	<i>Beşimiz</i> [The Five of Us]	Together	Outdoors	Independent Living	Active	Active
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	Together	Outdoors and Indoors	Independent Living	Active	Active
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	Together	Indoors	Independent Living	Passive	Active
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	Together	Outdoors and Indoors	Independent Living	Active	Active
16	<i>Cesur Meltem</i> [Becky the Brave]	Together	Outdoors and Indoors	Independent Living	Active	Active
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	Together	Indoors	Dependent Living	Active	Active
18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	Together	Outdoors	Independent Living	Active	Active
19	<i>Durduramıyorum</i> [I Can't Stop!]	Together	Outdoors and Indoors	Independent Living	Active	Active
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	Together	Outdoors and Indoors	Independent Living	Active	Active
21	<i>En İyi Arkadaşım</i> [My Best Friend]	Together	Outdoors and Indoors	Dependent Living	Active	Active
22	<i>Farklı Ama Aynı</i> [Different but the Same]	Together	Outdoors	Independent Living	Active	Active

23	<i>Greg'in Zaferleri</i> [Greg's Victories]	Together	Indoors	Independent Living	Active	Active
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	Alone	Indoors	Independent Living	Passive	Active
25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	Together	Indoors	Independent Living	Active	Active
26	<i>İki Gözüm Ali</i> [My Precious Ali]	Together	Outdoors and Indoors	Independent Living	Active	Active
27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	Together	Outdoors and Indoors	Independent Living	Active	Active
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	Together	Outdoors	Independent Living	Active	Active
29	<i>Kaşal</i> [Spork]	Together	Indoors	Independent Living	Passive	Active
30	<i>Kendim Olmaktan Muthuyum</i> [I Am Happy With Myself]	Together	Outdoors	Independent Living	Active	Active
31	<i>Kıpır Kıpır</i> [Naughty Toes]	Together	Indoors	Independent Living	Active	Active
32	<i>Kırmızı Ringa</i> [The Red Herring]	Together	Outdoors	Independent Living	Active	Active
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	Together	Outdoors	Independent Living	Active	Active
34	<i>Kreşendo</i> [Crescendo]	Alone	Outdoors and Indoors	Independent Living	Active	Active
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	Together	Indoors	Independent Living	Active	Active
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	Together	Outdoors and Indoors	Independent Living	Active	Active
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	Together	Outdoors and Indoors	Independent Living	Active	Active
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	Together	Indoors	Independent Living	Active	Active
39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	Together	Indoors	Independent Living	Active	Active
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	Together	Outdoors	Independent Living	Active	Active
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	Together	Outdoors	Independent Living	Passive	Active
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	Together	Indoors	Independent Living	Active	Active
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	Together	Outdoors	Independent Living	Active	Active
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	Together	Indoors	Independent Living	Passive	Active
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	Together	Outdoors and Indoors	Independent Living	Active	Active
46	<i>Terzi Masalı</i> [Tailor's Tale]	Together	Indoors	Independent Living	Active	Active

47	<i>Uçurtma Şenliği</i> [Kite Festival]	Together	Outdoors	Independent Living	Active	Active
48	<i>Virginia Wolf'ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	Together	Indoors	Independent Living	Passive	Active
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	Together	Outdoors and Indoors	Independent Living	Active	Active
50	<i>Yazıların Dili</i> [The Language of Writings]	Together	Outdoors and Indoors	Independent Living	Active	Active
51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	Together	Outdoors	Independent Living	Active	Active
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficultly]	Together	Indoors	Independent Living	Active	Active



Appendix 4.1.3: Disabled Character as Part of the Story

No.	Book Title	Influential in the course of events / not	At the beginning of the story, the character is Happy/Sad/Neutral	At the end of the story, the character is Happy/Sad/Neutral
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	Yes	Happy	Happy
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	Yes	Sad	Happy
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	Not	Happy	Happy
04	<i>Bana Özürlü Deme</i> [Don't Call Me Special]	Not	Happy	Happy
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	Yes	Sad	Happy
06	<i>Bay Endişe</i> [Mr. Worry]	Yes	Sad	Happy
07	<i>Bende Astım Var</i> [I Have Asthma]	Yes	Sad	Happy
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	Yes	Happy	Happy
09	<i>Benim Atım Farklı</i> [My Horse is Different]	Yes	Sad	Happy
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	Not	Happy	Happy
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	Yes	Happy	Happy
12	<i>Beşimiz</i> [The Five of Us]	Yes	Happy	Happy
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	Yes	Sad	Happy
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	Not	Sad	Happy
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	Yes	Sad	Happy
16	<i>Cesur Meltem</i> [Becky the Brave]	Yes	Sad	Happy
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	Yes	Neutral	Happy
18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	Yes	Happy	Happy
19	<i>Durduramıyorum</i> [I Can't Stop!]	Yes	Sad	Happy
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	Yes	Neutral	Happy
21	<i>En İyi Arkadaşım</i> [My Best Friend]	Yes	Happy	Happy
22	<i>Farklı Ama Aynı</i> [Different but the Same]	Yes	Sad	Happy

23	<i>Greg'in Zaferleri</i> [Greg's Victories]	Yes	Neutral	Happy
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	Not	Sad	Happy
25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	Not	Neutral	Neutral
26	<i>İki Gözüm Ali</i> [My Precious Ali]	Not	Happy	Happy
27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	Yes	Neutral	Happy
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	Yes	Sad	Happy
29	<i>Kaşal</i> [Spork]	Yes	Sad	Happy
30	<i>Kendim Olmaktan Muthuyum</i> [I Am Happy With Myself]	Yes	Sad	Happy
31	<i>Kıpır Kıpır</i> [Naughty Toes]	Yes	Neutral	Happy
32	<i>Kırmızı Ringa</i> [The Red Herring]	Not	Neutral	Happy
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	Yes	Sad	Neutral
34	<i>Kreşendo</i> [Crescendo]	Not	Neutral	Neutral
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	Yes	Sad	Happy
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	Yes	Sad	Happy
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	Yes	Happy	Happy
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	Yes	Sad	Happy
39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	Not	Neutral	Happy
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	Yes	Sad	Happy
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	Not	Neutral	Neutral
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	Yes	Sad	Happy
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	Yes	Happy	Happy
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	Yes	Happy	Happy
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	Yes	Sad	Happy
46	<i>Terzi Masalı</i> [Tailor's Tale]	Yes	Happy	Happy

47	<i>Uçurtma Şenliği</i> [Kite Festival]	Yes	Sad	Happy
48	<i>Virginia Wolf'ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	Not	Sad	Happy
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	Yes	Happy	Happy
50	<i>Yazıların Dili</i> [The Language of Writings]	Yes	Happy	Happy
51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	Yes	Happy	Happy
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficultly]	Yes	Sad	Happy



Appendix 4.2: The Written Language

Appendix 4.2.1: Written Language Based on Disability

No.	Book Title	In written language: Disability is Visible / Invisible	The written language is (implied or openly) Discriminative / Indiscriminative
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	Visible	Indiscriminative
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	Visible	Indiscriminative
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	Invisible	Discriminative
04	<i>Bana Özürlü Deme</i> [Don't Call Me Special]	Visible	Discriminative
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	Visible	Discriminative
06	<i>Bay Endişe</i> [Mr. Worry]	Visible	Indiscriminative
07	<i>Bende Astım Var</i> [I Have Asthma]	Visible	Indiscriminative
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	Visible	Indiscriminative
09	<i>Benim Atım Farklı</i> [My Horse is Different]	Visible	Discriminative
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	Visible	Discriminative
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	Visible	Discriminative
12	<i>Beşimiz</i> [The Five of Us]	Invisible	Indiscriminative
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	Visible	Indiscriminative
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	Visible	Indiscriminative
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	Visible	Indiscriminative
16	<i>Cesur Meltem</i> [Becky the Brave]	Visible	Indiscriminative
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	Visible	Indiscriminative
18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	Visible	Discriminative
19	<i>Durduramıyorum</i> [I Can't Stop!]	Visible	Indiscriminative
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	Visible	Indiscriminative
21	<i>En İyi Arkadaşım</i> [My Best Friend]	Visible	Discriminative

22	<i>Farklı Ama Aynı</i> [Different but the Same]	Visible	Discriminative
23	<i>Greg'in Zaferleri</i> [Greg's Victories]	Visible	Indiscriminative
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	Visible	Indiscriminative
25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	Visible	Indiscriminative
26	<i>İki Gözüm Ali</i> [My Precious Ali]	Visible	Discriminative
27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	Visible	Indiscriminative
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	Visible	Indiscriminative
29	<i>Kaşal</i> [Spork]	Visible	Discriminative
30	<i>Kendim Olmaktan Mutluyum</i> [I Am Happy With Myself]	Visible	Indiscriminative
31	<i>Kıpır Kıpır</i> [Naughty Toes]	Invisible	Indiscriminative
32	<i>Kırmızı Ringa</i> [The Red Herring]	Invisible	Indiscriminative
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	Visible	Discriminative
34	<i>Kreşendo</i> [Crescendo]	Visible	Indiscriminative
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	Visible	Discriminative
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	Visible	Indiscriminative
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	Visible	Indiscriminative
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	Visible	Discriminative
39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	Invisible	Indiscriminative
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	Visible	Discriminative
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	Visible	Indiscriminative
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	Visible	Indiscriminative
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	Invisible	Indiscriminative
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	Visible	Indiscriminative
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	Visible	Indiscriminative

46	<i>Terzi Masalı</i> [Tailor's Tale]	Visible	Discriminative
47	<i>Uçurtma Şenliği</i> [Kite Festival]	Visible	Indiscriminative
48	<i>Virginia Wolf'ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	Visible	Indiscriminative
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	Visible	Discriminative
50	<i>Yazıların Dili</i> [The Language of Writings]	Visible	Discriminative
51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	Visible	Discriminative
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficultly]	Visible	Discriminative



Appendix 4.2.2: The Written Language Based on Story

No.	Book Title	The theme of the story is centered around disability /not	The problem presented in the story is solved by the disabled character/ others/ together	The characters in the story have negative/positive attitude towards the disabled character(s)
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	Yes	Together	Visible
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	Yes	Together	Visible
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	Not	There is not any problem in the story	Invisible
04	<i>Bana Özürlü Deme</i> [Don't Call Me Special]	Not	There is not any problem in the story	Visible
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	Yes	Together	Visible
06	<i>Bay Endişe</i> [Mr. Worry]	Yes	Together	Visible
07	<i>Bende Astım Var</i> [I Have Asthma]	Yes	Together	Visible
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	Yes	Together	Invisible
09	<i>Benim Atım Farklı</i> [My Horse is Different]	Yes	Together	Invisible
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	Not	Together	Visible
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	Visible	Together	Visible
12	<i>Beşimiz</i> [The Five of Us]	Invisible	Together	Invisible
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	Invisible	Together	Invisible
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	Invisible	Together	Disabled character is not visible on the cover
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	Visible	Together	Visible
16	<i>Cesur Meltem</i> [Becky the Brave]	Visible	Together	Invisible
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	Invisible	Together	Invisible
18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	Visible	Together	Visible
19	<i>Durduramıyorum</i> [I Can't Stop!]	Visible	Together	Visible
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	Visible	Together	Visible
21	<i>En İyi Arkadaşım</i> [My Best Friend]	Invisible	Together	Visible

22	<i>Farklı Ama Aynı</i> [Different but the Same]	Visible	Others	Visible
23	<i>Greg'in Zaferleri</i> [Greg's Victories]	Visible	Together	Invisible
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	Invisible	Disabled Character	Invisible
25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	Visible	Others	Invisible
26	<i>İki Gözüm Ali</i> [My Precious Ali]	Invisible	Disabled Character	Invisible
27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	Visible	Disabled Character	Invisible
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	Invisible	Disabled Character	Visible
29	<i>Kaşal</i> [Spork]	Invisible	Others	Visible
30	<i>Kendim Olmaktan Muthuyum</i> [I Am Happy With Myself]	Invisible	Disabled Character	Visible
31	<i>Kıpır Kıpır</i> [Naughty Toes]	Visible	Together	Invisible
32	<i>Kırmızı Ringa</i> [The Red Herring]	Invisible	Others	Disabled character is not visible on the cover
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	Visible	Disabled Character	Visible
34	<i>Kreşendo</i> [Crescendo]	Invisible	Disabled Character	Invisible
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	Visible	Together	Invisible
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	Visible	Disabled Character	Visible
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	Invisible	Together	Invisible
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	Invisible	Together	Invisible
39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	Invisible	There is not any problem in the story	Disabled character is not visible on the cover
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	Invisible	Disabled Character	Visible
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	Invisible	There is not any problem in the story	Disabled character is not visible on the cover
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	Invisible	Together	Invisible
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	Invisible	Together	Invisible
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	Invisible	Together	Visible
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	Visible	Others	Visible

46	<i>Terzi Masalı</i> [Tailor's Tale]	Disabled character is not visible on the cover	Others	Disabled character is not visible on the cover
47	<i>Uçurtma Şenliği</i> [Kite Festival]	Invisible	Together	Visible
48	<i>Virginia Wolf'ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	Invisible	Others	Invisible
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	Invisible	Disabled Character	Visible
50	<i>Yazıların Dili</i> [The Language of Writings]	Invisible	Together	Invisible
51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	Visible	Disabled Character	Visible
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficultly]	Visible	Together	Invisible



Appendix 4.3: The Visual Language

No.	Book Title	Disability is Visible / Invisible	Visual Diversity / Uniformity of Characters	Illustrations use bright, lively colors / calm, desaturated
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	Visible	Diverse	Bright
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	Visible	Diverse	Bright
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	Invisible	Diverse	Bright
04	<i>Bana Özlü Deme</i> [Don't Call Me Special]	Visible	Diverse	Bright
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	Visible	Diverse	Bright
06	<i>Bay Endişe</i> [Mr. Worry]	Visible	Diverse	Desaturated
07	<i>Bende Astım Var</i> [I Have Asthma]	Visible	Diverse	Bright
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	Invisible	Diverse	Bright
09	<i>Benim Atım Farklı</i> [My Horse is Different]	Visible	Diverse	Bright
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	Visible	Diverse	Desaturated
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	Visible	Uniform	Desaturated
12	<i>Beşimiz</i> [The Five of Us]	Visible	Diverse	Bright
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	Invisible	Diverse	Desaturated
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	Invisible	Diverse	Desaturated
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	Visible	Diverse	Bright
16	<i>Cesur Meltem</i> [Becky the Brave]	Visible	Diverse	Bright
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	Visible	Uniform	Bright
18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	Visible	Diverse	Bright
19	<i>Durduramıyorum</i> [I Can't Stop!]	Visible	Diverse	Bright
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	Visible	Diverse	Desaturated
21	<i>En İyi Arkadaşım</i> [My Best Friend]	Visible	Uniform	Bright
22	<i>Farklı Ama Aynı</i> [Different but the Same]	Visible	Diverse	Bright
23	<i>Greg'in Zaferleri</i> [Greg's Victories]	Invisible	Uniform	Bright
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	Visible	Diverse	Bright
25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	Visible	Uniform	Bright
26	<i>İki Gözüm Ali</i> [My Precious Ali]	Visible	Diverse	Bright

27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	Visible	Diverse	Bright
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	Visible	Diverse	Bright
29	<i>Kaşal</i> [Spork]	Visible	Diverse	Desaturated
30	<i>Kendim Olmaktan Mutluyum</i> [I Am Happy With Myself]	Visible	Diverse	Bright
31	<i>Kıpır Kıpır</i> [Naughty Toes]	Visible	Diverse	Desaturated
32	<i>Kırmızı Ringa</i> [The Red Herring]	Visible	Diverse	Desaturated
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	Visible	Uniform	Bright
34	<i>Kreşendo</i> [Crescendo]	Invisible	Diverse	Desaturated
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	Visible	Uniform	Bright
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	Visible	Diverse	Bright
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	Visible	Uniform	Bright
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	Invisible	Diverse	Bright
39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	Visible	Diverse	Desaturated
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	Visible	Uniform	Bright
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	Invisible	Uniform	Desaturated
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	Visible	Diverse	Desaturated
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	Visible	Diverse	Bright
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	Visible	Diverse	Bright
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	Visible	Diverse	Bright
46	<i>Terzi Masalı</i> [Tailor's Tale]	Visible	Diverse	Bright
47	<i>Uçurtma Şenliği</i> [Kite Festival]	Visible	Diverse	Bright
48	<i>Virginia Wolf ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	Visible	Uniform	Desaturated
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	Visible	Diverse	Bright
50	<i>Yazıların Dili</i> [The Language of Writings]	Visible	Uniform	Bright
51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	Visible	Uniform	Bright
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficultly]	Visible	Diverse	Bright

Appendix 5: Back Covers

Appendix 5.1: The Visual Language and Written Language

No.	Book Title	Disability is visually Visible / Invisible	In the synopsis disability is Visible / Invisible	The written language is (implied or openly) Discriminative / Indiscriminative
01	<i>Aleks Çok Hassas</i> [Alex is Very Sensitive]	Invisible	Visible	Indiscriminative
02	<i>Anais Çok Kızgın</i> [Anais is Very Angry]	Visible	Visible	Indiscriminative
03	<i>Arkadaşım Yılmaz</i> [My Friend Yılmaz]	Invisible	Invisible	Indiscriminative
04	<i>Bana Özürlü Deme</i> [Don't Call Me Special]	Invisible	Visible	Indiscriminative
05	<i>Barış'ın Gezintisi</i> [Ian's Walk]	Invisible	Visible	Discriminative
06	<i>Bay Endişe</i> [Mr. Worry]	Invisible	Visible	Indiscriminative
07	<i>Bende Astım Var</i> [I Have Asthma]	Visible	Visible	Indiscriminative
08	<i>Bende Disleksi Var</i> [It's Called Dyslexia]	Visible	Visible	Discriminative
09	<i>Benim Atım Farklı</i> [My Horse is Different]	Invisible	Visible	Discriminative
10	<i>Benim Down Sendromlu Bir Kardeşim Var</i> [I Have a Brother With Down Syndrome]	Visible	Visible	Discriminative
11	<i>Berke'nin Down Sendromu Hikayesi</i> [Berke's Down Syndrome Story]	Invisible	Visible	Discriminative
12	<i>Beşimiz</i> [The Five of Us]	Invisible	Invisible	Indiscriminative
13	<i>Bir Ülkenin İki Kralı Olur mu?</i> [Is It Ok to Have Two Kings of a Country?]	Invisible	Visible	Discriminative
14	<i>Bozuk Müzik Kutusu</i> [The Broken Music Box]	Invisible	Visible	Indiscriminative
15	<i>Büyükanne ve Miyop Ejderha</i> [Grandma and Myopic Dragon]	Visible	Visible	Discriminative
16	<i>Cesur Meltem</i> [Becky the Brave]	Invisible	Visible	Indiscriminative
17	<i>Doğum Günü Armağanı</i> [The Birthday Gift]	Visible	Visible	Indiscriminative
18	<i>Down Sendromlu Bir Arkadaşım Var</i> [My Friend Has Down's Syndrome]	Visible	Visible	Discriminative
19	<i>Durduramıyorum</i> [I Can't Stop!]	Invisible	Visible	Indiscriminative
20	<i>Duyamamak Böyle Bir Şey</i> [I Am Deaf]	Visible	Visible	Indiscriminative
21	<i>En İyi Arkadaşım</i> [My Best Friend]	Visible	It does not have a synopsis	Indiscriminative

22	<i>Farklı Ama Aynı</i> [Different but the Same]	Invisible	Visible	Discriminative
23	<i>Greg'in Zaferleri</i> [Greg's Victories]	Invisible	Visible	Indiscriminative
24	<i>Gün Bey'in Penceresi</i> [Mr. Gün's Window]	Invisible	Invisible	Indiscriminative
25	<i>İçimdeki Aslan</i> [The Lion Inside Me]	Visible	Visible	Indiscriminative
26	<i>İki Gözüm Ali</i> [My Precious Ali]	Invisible	Visible	Indiscriminative
27	<i>İnci'nin Büyük Yarışı</i> [Abby's Asthma and the Big Race]	Invisible	Visible	Indiscriminative
28	<i>İplikler, Adalet'in Kitabı</i> [Yarns, The Book of Justice]	Invisible	It does not have a synopsis	Indiscriminative
29	<i>Kaşal</i> [Spork]	Invisible	Visible	Indiscriminative
30	<i>Kendim Olmaktan Mutluyum</i> [I Am Happy With Myself]	Visible	Visible	Discriminative
31	<i>Kıpır Kıpır</i> [Naughty Toes]	Visible	It does not have a synopsis	Indiscriminative
32	<i>Kırmızı Ringa</i> [The Red Herring]	Invisible	Invisible	Indiscriminative
33	<i>Kısa Kulaklı Tavşancık</i> [The Short-Eared Rabbit]	Visible	Visible	Indiscriminative
34	<i>Kreşendo</i> [Crescendo]	Invisible	Visible	Indiscriminative
35	<i>Lara'nın Epilepsi Hikayesi</i> [Lara's Epilepsy Story]	Invisible	Visible	Indiscriminative
36	<i>Mantova'nın Cüceleri</i> [Mantova's Dwarfs]	Invisible	Visible	Indiscriminative
37	<i>Melek ve Boncuk</i> [Melek and Boncuk]	Visible	It does not have a synopsis	Indiscriminative
38	<i>Natan Farklı Bir Şekilde Öğreniyor</i> [Natan Learn Differently]	Invisible	Visible	Discriminative
39	<i>Neşeli Atölye: Nar'ın Sanat Günlüğü</i> [Joyful Ateiler: Nar's Art Diary]	Invisible	Invisible	Indiscriminative
40	<i>Rengini Arayan Pudra</i> [Pudra is Looking for His Color]	Visible	Visible	Discriminative
41	<i>Renklerin Kara Kitabı</i> [The Black Book of Colors]	Invisible	Visible	Indiscriminative
42	<i>Seslerin Perisi Işık</i> [Fenia, the Fairy of Sounds]	Invisible	Visible	Discriminative
43	<i>Şuşu, Can ve Dörtteker</i> [Şuşu, Can and Four Wheels]	Invisible	Invisible	Indiscriminative
44	<i>Tekerlekli Çocuk</i> [The Bot with Wheels]	Visible	Visible	Indiscriminative
45	<i>Teo Artık İyi Görüyor</i> [Teo Sees Better Now]	Visible	Visible	Indiscriminative

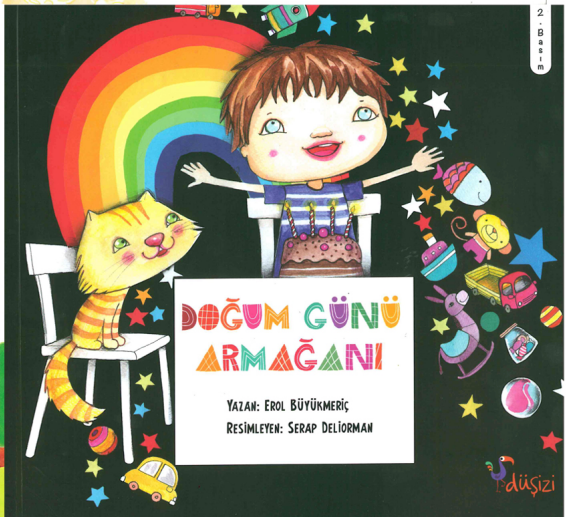
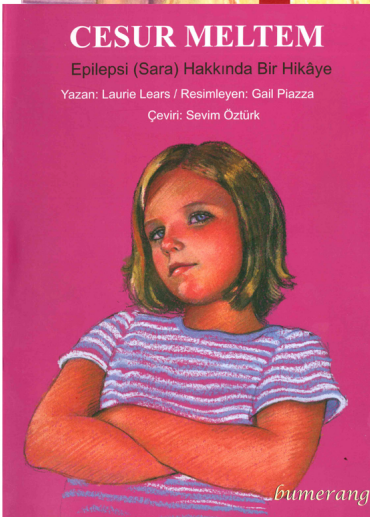
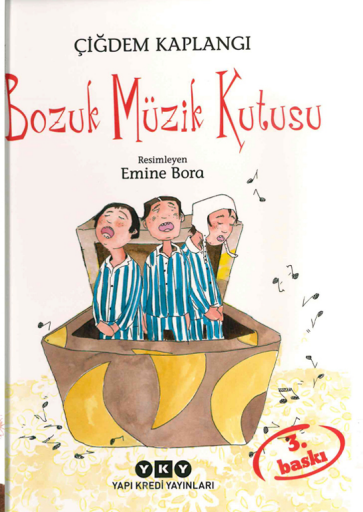
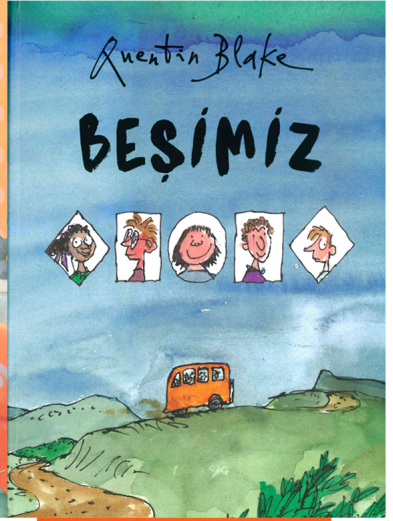
46	<i>Terzi Masalı</i> [Tailor's Tale]	Invisible	Invisible	Indiscriminative
47	<i>Uçurtma Şenliği</i> [Kite Festival]	Invisible	Visible	Indiscriminative
48	<i>Virginia Wolf'ya da Kurda Dönüşen Kardeşim</i> [Virginia Wolf]	Invisible	Invisible	Indiscriminative
49	<i>Yapabilirim!</i> [It's OK to Be Me: Just Like You, I Can Do Almost Anything!]	Visible	Visible	Indiscriminative
50	<i>Yazıların Dili</i> [The Language of Writings]	Invisible	It does not have a synopsis	Indiscriminative
51	<i>Yürümek Her Şey Değil</i> [Walking is not Everything]	Visible	It does not have a synopsis	Indiscriminative
52	<i>Zoe Zor Öğreniyor</i> [Zoe Learns Difficultly]	Invisible	Visible	Discriminative



APPENDIX B

FRONT COVERS OF THE PICTURE BOOKS



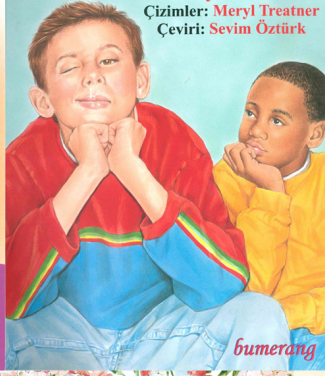


Down Sendromlu Bir Arkadaşım Var



Durduramıyorum Tourette Sendromunun Hikâyesi

Holly L. Niner
Çizimler: Meryl Treatner
Çeviri: Sevim Öztürk



DUYAMAMAK BÖYLE BİR ŞEY

Jennifer Moore-Mallinos
Resimleyen: Maria Filbraga

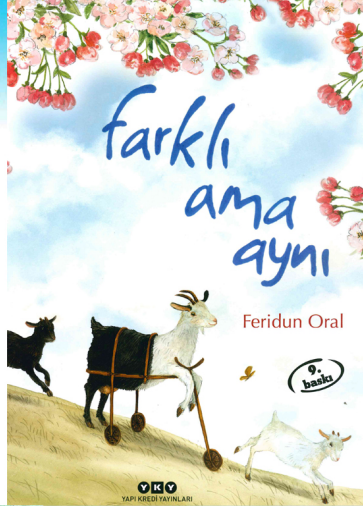


En İyi Arkadaşım



Farklı ama aynı

Feridun Oral



Konuşma bozukluğu üzerine bir hikâye

DANIELLE NOREAU

Greg'in Zaferleri

Resimleyen
Stéphane Jorisch
Çeviren
Yalçın Varnalı



GÖKNİL ÖZKÖK CEYHUN ŞEN Gün Bey'in Penceresi



üzerine bir hikâye

Kristien Dieltiens / Marijke Klompmaker

İçimdeki Aslan

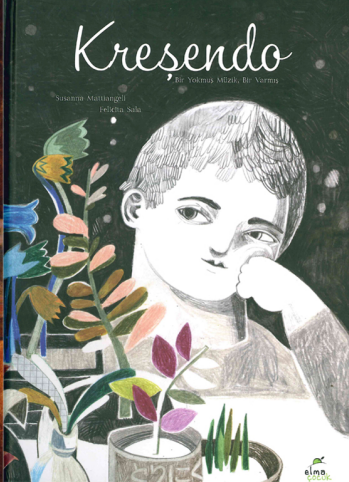
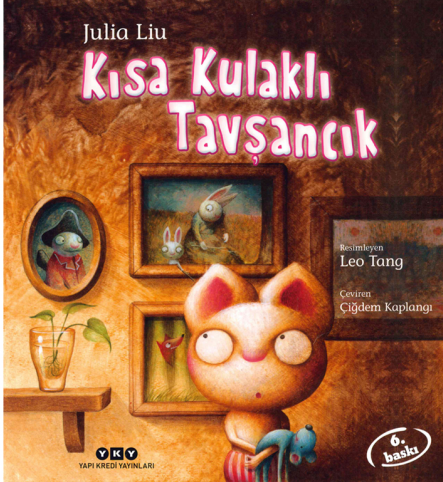
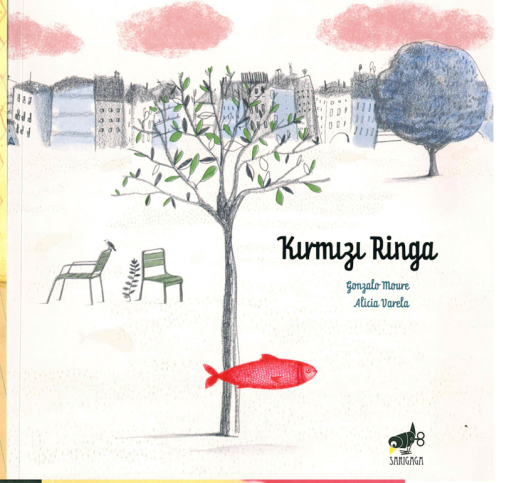
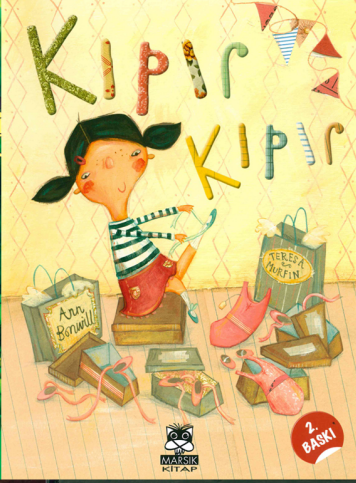
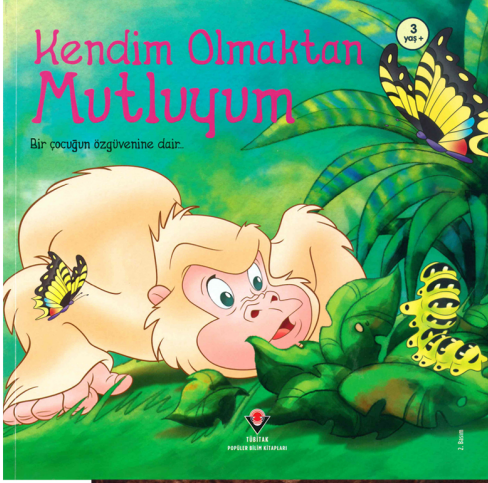
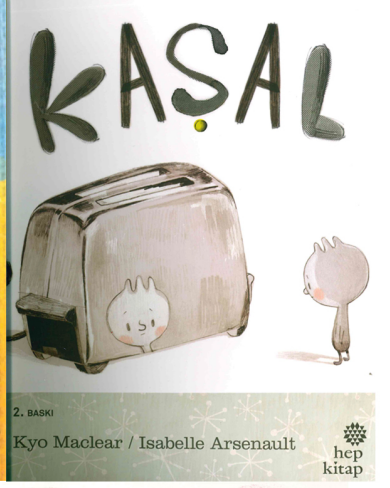
Çeviren: Yalçın Varnalı

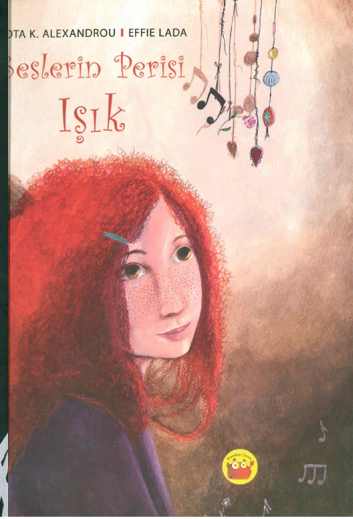
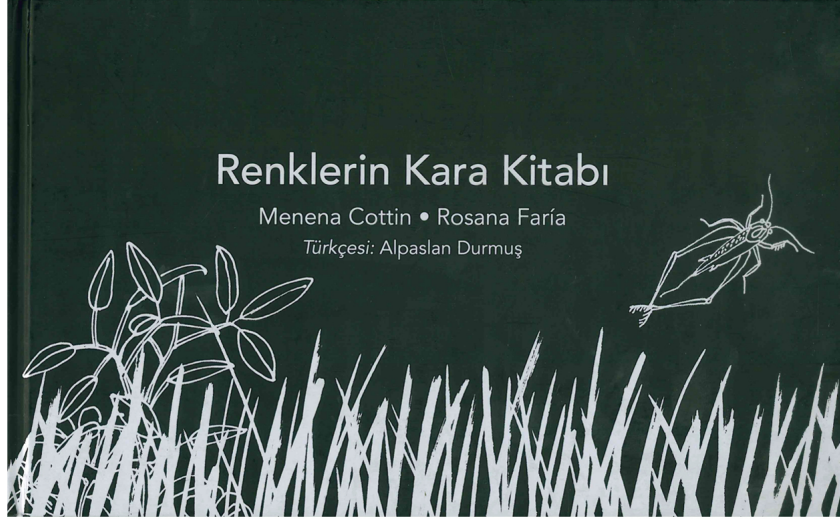
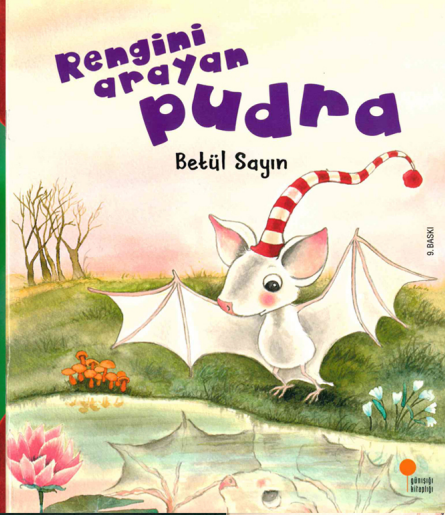


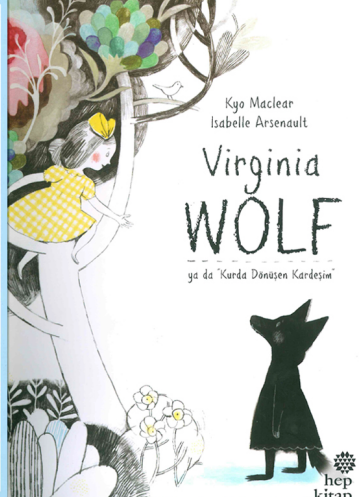
MELEK ÖZLEM SEZER İKİ GÖZÜM ALI

Resimleyen Özlem Fedai Korçak









APPENDIX C

THE TOTAL NUMBER OF PICTURE BOOKS BETWEEN 2008-2018



T.C.
KÜLTÜR VE TURİZM BAKANLIĞI
Kütüphaneler ve Yayımlar Genel Müdürlüğü

Sayı : 17731267-206.02[206.02]-E.424113
Konu : Isbn

16.05.2018

Sayın Hatiye GARİP

İlgi : Hatiye GARİP'in 10.05.2018 tarihli başvurusu.

İlgi dilekçeniz doğrultusunda, 2008-2018 yılları arasında ISBN tahsis edilen resimli çocuk kitapları sayısına ilişkin bilgi ekte sunulmuştur.

ISBN(Uluslararası Standart Kitap Numarası) yayımcıların beyan ettiği bilgilere binaen basım öncesinde verilen bir numaradır.ISBN verilen eserlerin basım bilgisi de yayımcı tarafından sistemimize girilmekte olup, söz konusu eserlerin basılıp basılmadığına ilişkin en doğru bilgi Telif Hakları Genel Müdürlüğü ve YAYFED (Yayımcı Meslek Birlikleri Federasyonu) tarafından yürütülmekte olan bandrol uygulamasında temin edilebilecektir.

Bilgilerinizi rica ederim.

e-imzalıdır

Demet KOÇ

Bakan a.

Genel Müdür Yardımcısı

Ek : 2008-20018 Resimli Çocuk Kitapları Verileri (1 sayfa)

Not: 5070 sayılı Elektronik İmza kanunu gereği bu belge elektronik imza ile imzalanmıştır.

Evrak Doğrulama Kodu : YLVZQSQEISPWNPPLDFV Evrak Takip Adresi: <http://belgedogrulama.kultur.gov.tr/>
Anafartalar Mah. Cumhuriyet Cad. No:4 B Blok 06030 Ulus-Ankara/TÜRKİYE
Telefon No:0090 312 470 80 00 Faks No:0090312 309 89 98
e-Posta: isbn@kultur.gov.tr İnternet Adresi :www.kygm.gov.tr

Bilgi için:Emine CİBELİK
Teknisyen

Resimli Çocuk Kitapları 2008-2018

Yıl	Sayı
2008	14
2009	10
2010	29
2011	73
2012	100
2013	259
2014	336
2015	421
2016	543
2017	545
2018	194 (1 Ocak -14 Mayıs 2018)
Toplam	2330

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