This article purpose of this article is to discusses how teachers and librarians can use bibliotherapy to address the development of individuals with disabilities and to help those without disabilities to understand the issues related to special needs (Gavigan, & Kurtts, 2011, p.11). Examples of how two universities provide bibliotherapy programs are provided in this article. The first program is offered at the University of North Carolina at Greensboro (UNCG). This program helps teacher candidates how to teach empathy and the understanding of diversity by reviewing children’s and young adult literature connected to disability issues (Gavigan, & Kurtts, 2011, p.12).

The second program started when Dr. L. Lucas Walling started working at the School of Library and Information Science at the University of South Carolina (USC). Dr. Walling taught classes and conducted workshops as she believed that future information professionals and teachers should develop an understanding of children’s abilities and disabilities (Gavigan, & Kurtts, 2011, p.12).

Included in this article is also a section that provides information on how library professionals and teachers can implement these strategies in classrooms starting from Kindergarten to Grade 12. Some of these “strategies include reading the literature, or listening to it being read aloud, and then participating in a discussion led by a facilitator (Gavigan, & Kurtts, 2011, p.13). This strategy has been discussed by Bibliotherapy Australia (n.d.), as it explains the role of a bibliotherapy facilitator (para. 3). A bibliotherapy facilitators role is to select resources to share with the group and encourage group discussion about the text, emotions or life experiences (Bibliotherapy Australia, n.d., para. 3).

At the end of this article tables are also included that provide readers with a range of books related to different types of special needs are provided along with other bibliotherapy web sites.

References
