



A case study on social-emotional problems in gifted children

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Abstract. Although the studies conducted in the field of gifted students in our country have gained momentum in recent years, studies regarding interventions that will respond to their social and emotional needs remain limited. In addition to evoking many positive features such as giftedness, being smart and successful, the difficulties caused by giftedness in individuals' lives are ignored. Therefore, the aim of this study is to introduce the problems faced by gifted children in the social-emotional field and the most common intervention programs. However, possible risk factors and protective factors were also summarized for them to be guiding in the selection of the intervention program to be implemented. In addition, the problems experienced by gifted individuals in the social and emotional field were illustrated with a case study. Finally, some conclusions and recommendations that may be useful for psychological counselors serving in the field of gifted students, families of gifted students, and teachers working with gifted students were examined in the light of the relevant literature.

Keywords: Gifted, social emotional problems, case, psychological counseling, guidance

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INTRODUCTION

While there is no standard definition for giftedness, there is a consensus that giftedness cannot be defined only by IQ score (NAGC, 2010). Today, the approaches that explain giftedness as the interaction of various talent fields when defining it are dominant (Yılmaz, 2015). In our country, there are a limited number of studies aimed at understanding the problems experienced by gifted children in the social-emotional field, although studies on their academic success and anxiety have accelerated. The unique developmental characteristics of gifted individuals such as their sensitive worlds of emotion, advanced maturity in social and emotional terms compared to their peers, high awareness about themselves (Akarsu, 2004; Baykoç, 2009; Levent, 2012) cause them to encounter various social and emotional problems (Bainbridge, 2011). Besides, "perfection" perceptions and attitudes of gifted individuals developed by their parents (Saranlı, 2017), their parental expectations (Karakuş, 2010) and perfectionism (Davaslıgil, 2000) also bring social and emotional difficulties to their lives. Therefore, the message "you are a special child," given by the environment, especially the family, creates a burden regarding their differences and it can lead to relationship problems in their social lives (Fiedler, 1980), difficulties with the development of self and identity, and problems such as lack of self-esteem (Delisle, 1990).

Although there are some contradictory statements suggesting that the gifted are students who react to everything at schools (Probst and Piechowski, 2012), or that they are happy and popular students (Colangelo et al., 2004) in the studies conducted on the social-emotional difficulties experienced by gifted students in educational settings, it is known that the gifted also have to deal with some difficulties (such as teacher attitude, friendship relations, being labeled, getting bored easily) in educational environments. These difficulties can manifest themselves in the form of inability to meet expectations, perfectionism, feeling different, being labeled, inability to reveal abilities and loneliness (Boor-Klip, et al., 2014; Jackson and Peterson, 2003; Lehman and Erdwins, 2004; O'Connor, 2012). Stuart and Beste (2008) stated that gifted children have difficulty in communicating with others since they are sensitive and intuitive by nature, that they are mostly drawn to their dream worlds and are less social and less talkative and therefore prefer loneliness. However, as with all individuals, it is very important to establish friendship and to be accepted among their friends with the gifted. Differently, the gifted expect to build friendships

where they can provide mental satisfaction. Koç (2015) stated that gifted children want to make friends with those who can satisfy their needs and curiosities and that they do not give up making friends with their peers. However, it was emphasized that sometimes gifted children who stand out with their abilities are envied and left alone by their friends and therefore their friendships are restricted (Helt, 2008).

Therefore, these difficulties experienced by gifted children at home and in educational environments may cause them to face many problems in the future and become prone to pathological problems such as depression and anxiety (Gür, 2011). Likewise, Fiedler (1988) also emphasizes that gifted children are faced with social-emotional problems caused by the asynchronous emotional, cognitive and physical development, especially starting with primary education period. The longitudinal study by Freeman (1985) conducted for 14 years revealed that most, if not all the gifted should be supported in emotional terms to develop their potential. Jackson (1995) argues that gifted individuals are prone to depression because of psychological introversion, which is among their personality traits. For example, the study conducted by Metha and McWirther (1997) with 34 gifted and 34 normally gifted students revealed that gifted students were prone to depression and even suicide while under stress. In another example, the results of the study conducted with 112 gifted students in Malaysia indicated that there was a significant positive relationship between the depression, anxiety and stress of the gifted individuals as it is with individuals with the same normal development (Bakar and Ishak, 2014). In another study, Jackson (1995) found that the depression of gifted individuals is seen through psycho-pathological symptoms and that they mask depression with defense mechanisms. Reyes et al. (2015) conducted a study with 173 Filipino gifted students aged between 13 and 17, demonstrating that perfectionism is an important risk factor for depression. In conclusion, although some researchers (Hollingworth, 1942; Jackson and Peterson, 2003) state that extraordinary intelligence (IQ>180) poses a risk of depression for the gifted, studies conducted in general with gifted children (Berndt et al., 1982; Kaiser and Berndt, 1985) report that depression may be seen in these individuals on average or above average.

Risk Factors and Protective Factors regarding Social-Emotional Problems

Although there are studies that show that giftedness and special abilities are important protective factors in the development of interpersonal skills and the regulation of social and emotional problems (Blocher, 2000; VanViersan et al., 2015), it is also given wide coverage in the literature that giftedness renders children vulnerable to risk regarding social disability. (eg., Coleman and Cross, 1988; Janos et al., 1985; Neihart et al., 2002). The study conducted by Kline and Short (1991) also revealed that psychological disorder comprising social exclusion and loneliness symptoms are frequently seen with the gifted. In the study conducted by Janos et al. (1985), 25% of gifted individuals were found to experience social and emotional problems. Webb (2001) noted that the social and emotional difficulties experienced by the gifted contributed to the misdiagnosis of affective disorders such as Attention Deficit and Hyperactivity Disorder (ADHD), behavior disorder, oppositional defiant disorder and depression. Many researchers have emphasized that asynchronous development, hypersensitivity, stress, being defined as gifted, high expectations, perfectionism, fear of making mistakes and tendency to introversion are risk factors in gifted individuals (Heller et al., 2000; Neihart et al., 2002; Robinson, 2008).

A limited number of studies have shown that there are also protective factors in gifted individuals. For instance, Sternberg (2008) stated that high cognitive skills serve as a psychological power for psychological resilience and that cognitive skills provide the ability to solve problems when faced with difficulties. The study conducted by Lopez and Sotillo's (2009) on the gifted revealed that giftedness is a protective factor in itself because it gives more confidence to gifted people than normal individuals. The study conducted by Hebert (1996) with Latin gifted students revealed that "working passionately for success," plays a protective role against the risk factors in their lives. Maturity, a positive perspective, responsibility, internal locus of control, high self-esteem and motivation were also counted as protective factors along with cognitive capacity (Clark, 1992; Hebert, 2011; Maker and Nielson, 1996; Werner, 2000).

Supportive and warm family relationships, emotional ties in the family, close relationship with parents, socio-economic advantage, having supportive and warm family ties outside the nuclear family and good parental qualities were identified as the protective factors stemming from the family structure (Masten & Coasworth, 1998). Finally, protective factors outside the family are emphasized as an individual's having a social environment together with his/her peers in and out of school (Reis et al., 2004).

Interventions Applied in Social-Emotional Problems

There are many recuperative interventions that can be used in clinical setting to support the social-emotional development of the gifted and preventive interventions that are school-oriented. Those working with gifted children should be aware that the social and emotional characteristics of the group in which these children are involved are heterogeneous (Saranlı & Metin, 2012). Therefore, first of all, a detailed analysis and evaluation should be made regarding the conditions the children are in and then action should be taken as a result of interviews and observations made regarding the child and the family, not only in psychological counseling and guidance services but also in the studies of all the experts and teachers who will work with gifted children (Moon, 2007).

Cognitive Behavioral Therapy, which is an effective intervention method in the clinical setting, emphasizes the addressing of the problems stemming from giftedness, without centering on giftedness not only in normal individuals but also in the gifted by using various techniques such as intervention, role playing, modeling, and behavioral change (Beck, 2014); it ensures that the gifted cope with stress, structure their own worlds and improve their social skills especially by treating social-emotional needs and cognitive processes (Yılmaz, 2015). However, as a clinical intervention method, an intervention that evaluates the academic competence and past of the gifted child and examines the family dynamics, that is, an approach, which we may call including the families in the process (Wendorf & Frey, 1985) is among the intervention methods that can be applied to gifted individuals.

School psychological counselors should cooperate with people working in the field of gifted students to bring in new skills in the face of developmental difficulties by accepting students' concerns to be able to cope with their social-emotional problems other than clinical intervention (Peterson, 2006). In doing so, the worries of gifted individuals should be placed in a developmental pattern and the focus should be on their social and emotional problems as well as their academic concerns. Therefore, it will be useful to include applications that will address their characteristics in the psychological counseling methods to be applied to the gifted. "Talking" to gifted children, "listening" to them (Kaplan, 1990), "guiding" them for them to find their strengths and weaknesses, teaching them coping mechanisms (Bickley, 2001), highlighting the properties in which they are socially powerful and ensuring that they focus on what they can do are among the most important steps, which will ensure that they form a healthy personality (Kerr, 2009). Kaplan and Geoffroy (1993) argue that teaching efficient working and time management techniques to gifted children is effective. Peterson (2003) suggested "group counseling" and "group guidance" practices as a way that school psychological counselors can use to cope with the social-emotional problems of gifted students. Researches reveal that they can have positive social interactions when they are together with their peers and gifted individuals like themselves (Saranlı and Metin, 2012). With the help of large and small group guidance, which is homogeneous in terms of talents, it can be ensured that the gifted know their developmental common characteristics better, connect with people who can better understand their feelings and thoughts, and acquire a language and skill to explain their worries and thoughts. That the skill of "resilience" which is a protective factor in terms of protective guidance is understood in the lives of the gifted and their existing risk factors are decreased and used more at schools' psychological counseling and guidance services, that school psychological counselors conduct individual and group works with professionals working in the field of the gifted on increasing resilience and personality training is important. That in addition to providing students with a program in line with their interests and abilities in science and art centers, studies are conducted based on their

coping skills, informing studies on resilience for families, planning studies in which the gifted can come together with individuals who can provide consultancy in their lives are effective methods for the gifted to cope with their social/emotional problems. "Mentoring", which is another intervention method at schools, is a special intervention and improvement method for gifted students. Especially regarding the highly gifted students, the students in the disadvantaged risk group, the students with unexpected underachievement (Goff and Torrance, 1999; Vantssel-Baska, 1994), and those showing a low level of success and motivation (Templin et al., 1999), the mentoring process is effective in terms of turning their individual resources into positive. Siegle (2003) stated that the mentoring program is a non-traditional method that gifted children can apply to when they need different resources beyond the school. Research conducted revealed that students with mentors develop more positive attitudes towards school than those who do not have mentors (Dubois and Karcher, 2005). Regarding the social-emotional difficulties, which may be experienced by gifted children, methods including bibleo-therapy (Kerr, 1991; Leana-Taşçılar, 2012), history researches, directed films (Hebert and Neumeister, 2001) biography (Hebert, 1995) and novels (Yılmaz, 2015) are among the methods that can be used by school psychological counselors to discuss social-emotional difficulties with the gifted and work on them. To put it more specifically, Sisk (2005) maintained that biblio-therapy is an effective method for revealing feelings and thoughts based on the fact that the gifted could be reluctant to reveal their feelings and thoughts despite their deep sensitivities. School counselors can suggest books and films that comply with the developmental and mental abilities of gifted students. In the same way, it is thought that reading and discussing the life stories of important people and providing a discussion environment will be effective.

As can be seen, there are a number of recuperative interventions that can be used in clinical environment and preventive methods that can be applied in schools regarding the social-emotional problems of gifted children. Therefore, the aim of this study is to emphasize in more detail with a case report that while schools develop comprehensive preventive intervention programs aimed at gifted children within the scope of preventive guidance, not only gifted children but also their social environments (parents, teachers, and friends) should be included in the programs.

METHOD

Study Pattern

In this study, the "Case Study" pattern, which is involved in the qualitative method and which provides the opportunity of an in-depth description and examination of a confined system was used. Stake (2005) stated that in the case study, the researcher focuses on determining the unit of the research, that is, the case. Wolcott (1992, p. 26) sees case study as the "final result of a field-oriented research" rather than a strategy or method. Case study may be a single person, a program, a group, an institution, a society, or a specific policy that is an example of a case (Merriam, 2009). In this study, the case study pattern was chosen as the most appropriate research pattern since the focus is on determining a gifted child with social-emotional developmental problems through various observations and interviews. According to the definition of Stake (2005) who categorizes case studies, the study mentioned here falls into the category of "instrumental case study." An instrumental case study is performed to provide insight into a topic or to reconsider a generalization. The case itself is of secondary importance, has a supportive role and makes it easier for us to understand something else (Stake, 2005, p. 437). Here, the case and the participants in its environment were included in the research to address the issue of social-emotional development in gifted children, to increase the awareness of the people concerned regarding this issue and to make it easier for the subject to be understood by example. The main purpose of the study is the child's social-emotional development rather than him-herself; therefore, the category of instrumental case study was identified as the most appropriate category for this study.

Participants

During the analysis process in this study, the participants to be interviewed and observed were confined to 4 people, as one child and three adults. These individuals are the child him/herself, his/her mother, father and the advisory teacher of the class. In this study A will be used for the case. This section will include information that identifies the participants.

A is a 10-year-old gifted male student who is in fifth grade. The Weschler Intelligence Scale for Children was administered to the student to determine his general mental level when he was 6 years old. As a result of the assessment, verbal intelligence department score of A was found to be 128, performance intelligence department score, 147 and total intelligence department score, 141. His total IQ score is 141 (according to 1988 Turkish Test norms). When A learned to read and write by herself in the first months of her kindergarten, it was decided that he would not attend kindergarten and he started his first year. He has no problems in his lessons in the academic sense. A often tends to read his books or daydream when he encounters a boring subject in the lessons. He communicates with his teachers in a limited way. He never starts the conversation himself and is reluctant to continue. His teachers describe him as a successful but timid student. A is academically the most successful student in his class; he is the first to come to the class every day and deliver his homework and gets the highest score from the exams. But during the exam periods, he is anxious concerned and worried. He is very afraid of losing his success and thinks that if he cannot pursue his success his mother will not love him as much as before. A constantly thinks that he has never been able to do exactly well and states that his grade is not enough.

A lives with parents and younger sister. The mother is a 41-year-old public employee. A progressed more in many areas (walking, speaking, etc.) up to the age of 3 compared to his peers. The father is 42 years old and works in a private institution. As the father is often out of town due to work, his already poor communication with him is further diminished. The father says that A is a "cold" child, that he has difficulty even in holding his hand and can hardly approach him. The parents' understanding of education is "the more you learn, the better it is."

His teacher is a 38 years old mathematics teacher who has been teaching in public schools for 14 years. A has been a classroom advisory teacher for the last 8 months. In addition to A's teacher's and family's being quite satisfied with A's success, A's family often goes to school to question A's intelligence and ability.

Data Collection Tools

In this study, various data collection tools have been used to reveal the developmental pattern of the gifted child with social-emotional development problems. According to Cresswell, "the case study is an approach in which the researcher discovers one or a few limited systems (cases) in time by using the detailed and profound data s/he collects from various resources (observations, face-to face interviews, audio visual materials, documents and reports), describes the case and reports the themes regarding the case" (2007, p.73). When the case study pattern is analyzed in terms of data collection tools, the researcher aims to reveal the interaction of important factors related to the case in question by focusing on a single case or entity. Therefore, there is no single method for data collection or data analysis in case study analysis (Merriam, 2009). In line with this information, data were collected from multiple sources in this study. Accordingly, the data collection methods used in this study are mainly in the form of interviews and observations.

Interviews

Interviews were conducted in the Science and Art Center by the psychological counselor who is also a researcher in a short while after A started attending Science and Art Center, that is during May. In the process, firstly A was interviewed. He was expected to introduce himself briefly. Subsequently, semi-structured interviews were conducted with A's parents. The reason why semi-structured questions were used in the interviews was to ask the questions that will enable the family to describe A's state in certain developmental periods and to provide the

appropriate environment for any extra information/anecdote that can be obtained from the family during the interview. During this interview, A's parents were asked about his developmental process, which they observed starting from his birth. It was asked how important developmental milestones were experienced from infancy to this age. Apart from these, semi-structured questions were asked to reveal his social-emotional development. A total of 10 questions were included in the interview form. Some examples of the questions are as follows: "How would you describe A?" What are his personality traits? How does he communicate with you?" etc. In addition, semi-structured interviews were conducted with A's class teacher. The teacher was also asked questions about A's adaptation to school environment, his peer relationships, behaviors in group settings and social-emotional development. All these meetings were held during May 2017. In this process, 2 interviews were conducted with the participation of A alone, 3 interviews with the participation of the parents and 2 interviews with his teacher and each interview lasted 50 minutes. Anecdotal information describing the individual characteristics of A was obtained from the family during these interviews. Likewise, the information obtained from A's teacher regarding his educational environment was effective in clarifying A's state of social emotional development and provided important information.

Observations

In this research, A's family was asked about his state in home environment and this information was recorded. In the same way, A's teacher was asked to make natural observations both in the classroom environment and during the breaks both under the title of his performance in the classroom and his social relations in and out of the classroom and afterwards this information was obtained from his teacher with one on one interviews.

FINDINGS

In the findings part of this study, which was fictionalized as a qualitative case study, social emotional development problems seen in a gifted child were tried to be revealed. Family and teacher interviews and observations performed during this process will be shared in the findings section respectively.

The Findings Obtained from Family Interviews

A's communication with his mother is good, he even communicates only with his mother at home. According to his mother, A constantly gets a raw deal in his relationship with his brother, he cannot utter a word even when he is right and is oppressed by his brother. For example, he cannot say "I didn't" or "it's not my fault," even when he is not to be blamed. Since his mother and father work, A spends time at home with his sister after school, watches over his sister and watches TV at other times. He hardly plays any games with his sister. A's mother is concerned about her son's peer relationships and is eager to have her son contact with other kids. Because A could not make friends at primary school since he could not establish relations socially with his friends, labeled as "divergent" by his teachers and therefore changed 3 schools from 1st grade to 4th grade. He could not communicate with his friends at any school as he was observed to be exceedingly inhibited regarding his behaviors in social environments. It was understood that at home, his father exhibited an authoritarian attitude and his mother a protective parental attitude. Both mother and father have high expectations regarding A's giftedness. The evaluation was that, in line with these expectations, A wants to become the "perfect," "ideal" child of his parents, but he has been losing his "real self" and developing a "false self."

The Findings from Interviews with His Teacher

According to the information obtained from his classroom teacher, he sits alone in the classroom during breaks, mostly reads books, and participates in his friend's games if they notice and call him. He cannot form a game on his own. He prefers to work individually in the studies performed as a group and does not participate in activities where group work is mandatory. He

is often exposed to the bullying behavior of several peers in each school due to his limited social relationships. Likewise, his silence is mocked and excluded by his friends who use expressions like "shall we bring a microphone?" "mute whistle". For example, when a friend in his class gives him the slightest negative criticism, he is immediately affected, his already limited speech immediately decreases, he does not want to go to school the next day and does not go to school for a few days despite all his mother's compulsion.

The Findings Obtained from Observation A

Short-term interviews were conducted with A by the researcher to obtain information about subjects such as his interests, social communication etc. in general. Although he was initially very timid in these interviews, he began to answer the questions on the topics he was interested in. He was not very willing to continue the negotiations, but he played along so well. A is emotionally weak, psychologically unstable, anxious in stressful situations, and uneasy in situations where sounds are loud (if there is excessive noise in the classroom, people are arguing among themselves, etc.). He does not perform any mental or behavioral performances, especially when he enters unfamiliar environments. His concerns about self-disclosure are the major obstacles to his getting in contact with others. A has difficulties in the areas of social-emotional development, he has a worried and retreating nature in peer relationships. His perfectionist nature and his concern about success outweigh his friendship relations. When asked, he replies "I have no friends."

DISCUSSION and CONCLUSION

It is important that in addition to the academic development of gifted children, awareness is raised, and studies are made regarding their social-emotional development by experts studying in this field, teachers and families. The idea that "A gifted individual is superior in every field," should be left behind (Saranlı, 2017), social-emotional problems should be recognized and the idea that the difficulty in understanding gifted children can be reduced with guidance regarding healthy communication skills should be gravitated towards (Koçal et al., 2009). In this study, we tried to analyze the social emotional problems of gifted children based on the sample A, who is a 10 year old gifted boy. During this analysis, interviews were conducted with both his parents and teachers, and anecdotal information about A was obtained. As a result of all these interviews, it was clear that A had social and emotional problems with his family and friends. In other words, A has difficulty in peer relationships and family communication, acts success-oriented due to perfectionism, and ignores his own feelings and needs in order to meet the expectations of his parents. He does its best to meet expectations but cannot develop socially and emotionally. A is academically successful but has problems in the social-emotional field. Peterson (2014) stated that the gifted think that adults are not only interested in their academic performance and do not focus on their emotional and intellectual processes. For this reason, the findings obtained in this study will shed light on the families of gifted children and the experts working with them, in terms of providing suggestions on their social-emotional problems. Not only the thinking processes but also the emotional processes of the gifted are complex (Kerr, 2009). Ryan (2001) argues that, compared to the normal individuals, the gifted generally perceive the world, its problems and injustices more through thinking and understanding. This situation brings social and emotional difficulties to the lives of the gifted. Social and emotional difficulties can manifest in the form of perfectionism, anxiety, problems arising from asynchronous development, hypersensitivity, depression in the lives of gifted individuals and can lead gifted students to a difficult process in their school and family lives (Yılmaz, 2015). Therefore, it is important to remove the obstacles to the gifted individuals' social and emotional needs in the studies made to support them and to include components around the gifted child such as family, school, and psychological counselor in the process. Many researchers and practitioners emphasized the importance of integrating proactive approaches to schools' psychological counseling and guidance programs, which will support the gifted children's emotional development, understanding and accepting themselves,

developing positive self-perception, coping with stress and problems and interpersonal relations and communication skills (Hickson, 1992). As seen in the case example, success-oriented family factor, limited communication, feeling academically inadequate, problematic peer relations and perfectionism bring social-emotional problems to the lives of gifted individuals. In our country, the focus of the studies on the gifted is focused on their academic success and concerns. There are also studies on topics such as differentiated curricula. However, the number of studies regarding the causes of social-emotional problems faced by the gifted and intervention programs is very limited. Further studies in this field may provide an opportunity to raise awareness and increase the number of studies in this field.

The results of the analysis carried out during the case study are critical in terms of providing a clear picture of A's condition and appropriate regulations. In the light of this information, various recommendations have been made regarding early intervention methods that can be developed for both A and gifted children who have social-emotional development problems.

Firstly, after information was obtained about the family structure through observations and interviews, the regulations and sharing in A's home life constituted the first step of the intervention. The most important point that can be presented regarding the evaluations on A, the information obtained by contacting classroom teacher, school psychological counseling and guidance service, the psychologist/psychiatrist following him up in the plan prepared for the personal and educational guidance of gifted students is the key point of the study. In this context, that a relationship based on "trust" is established between the school counselor and the child for the gifted child to be supported socially and emotionally is a supportive attitude in developmental terms. When we consider the example of A, after a relationship based on trust is established, social skills will be studied simultaneously with A during the whole process, and it will be ensured that A's trust is gained and cooperation is made by emphasizing that he will come to talk to the psychological counselor in any kind of difficulty he experiences. It is important that the teacher, his classmates and family give similar messages of trust. Besides, in the studies carried out with the teachers, activities such as in-class interviews and informing studies regarding differences, identifying the negative states that gifted students may experience in advance with classroom activities and improving the intervention method and increasing other students' awareness in order to include the gifted students in the group will serve to this purpose. Again, preparing "Individualized Education Program" (IEP) for gifted children with their class teachers, teachers who attend their class, parents and psychological counselors and science and art teachers, if any, avails the child not only in the academic sense but also in terms of social- emotional development areas. In an IEP plan to be prepared specific to A, the participants should be the family, his teacher and the science and art teacher educating him at school and should be prepared by this team considering his characteristics. It is necessary to conduct occasional IEP meetings to record progress or to determine why there is no progress.

The family and teachers of A should also be supported regarding how to solve social-emotional problems through family education and teacher training, which is another intervention method. Apart from these, social skills training should be given in order to improve the quality of A's social relations with his own peers, and during these trainings, it is necessary to determine and work on the issues in which A experienced social communication problems through various observations and interviews. For instance, A should be provided with support in expressing feelings, assertiveness, self-expression, and so on; in the same way he may be involved by his teacher in short stories, stories, small drama works comprising social skills and various social relation strategies and included in daily experiences. Again, another suggestion could be to make more efforts to make A's emotions and personality traits more noticeable by both his family and his teacher. Finally, it may be suggested to provide a variety of social opportunities and interaction models in which they can engage in more social interactions both with their peers and with older children in controlled environments.

One of the most important concepts that should be known by those who are interested in the education and development of gifted children is to know their problems of social and

emotional development well. It is obvious that if this situation is grasped well and some regulations and interventions are developed for gifted children who experience this situation, it will make a great difference in their lives. In this study, the aim was to reveal the social-emotional development pattern of A, who is a 10-year-old gifted male student and to show how important this concept is for the gifted children by providing various suggestions about what can be done against these problems. In this study, which was carried out with case study method, it was aimed to raise awareness about the pattern of social-emotional development problems naturally through a single example. However, it should not be forgotten that this situation can be seen in different ways in different gifted children by researchers interested in this subject and it is suggested that the concept of social-emotional development seen in gifted children is discussed in various ways in future studies. For example, developing a model against social-emotional development problems or coping with social-emotional development problems are among the important topics that are needed in this field and may be investigated in the future. Another important research topic is the development of programs that will guide teachers in interpreting the different developments in their students correctly.

In this context, psychological counselors working with gifted individuals should firstly be aware of the psycho-social needs of gifted individuals. The awareness of psychological counselors regarding gifted individuals has increased considerably compared to previous years with the introduction of support training rooms in the process of referral to Science and Art centers and at school. However, during the academic year, the studies on the guidance needs of the students, their families and teachers in question could still not reach the desired level and could not become widespread throughout the country. Guidance needs of gifted individuals are included in special education course during undergraduate education, but this issue is not covered in detail. Teachers who have students defined as gifted in their schools also need expert support and may not yet have the knowledge and skills to make the necessary interventions. For this reason, psychological counselors should address the lack of information on this issue in their professional lives and consult with other teachers and parents in their schools. Recognizing psychological needs and discussing these needs with parents, teachers and school administrators and providing the necessary information are among their tasks. In addition, information should be gathered regarding the student's family, peer relationships, personality traits and academic success and an intervention method should be prepared from a developmental perspective. For the gifted student to be supported with personal and educational guidance, studies should be planned in the light of the information obtained by contacting the family, class guidance teacher, school psychological counseling/guidance service, the psychologist/psychiatrist who follows him up. In the case given here, some studies will be initiated within the scope of family cooperation for the therapy to be performed by the psychological counselor and in this context, firstly the parents and their attitudes will be studied. First, family members will be invited to the meeting and the information gathered will be shared. It will be started to provide mutual information so that measures are taken regarding the possible reflections in case of a negative situation in the house. Another important step regarding the therapy of the case is that the relationship between the case and his father is treated by the psychological counselor and it is worked on healthy communication.

In the face of the emotional and social problems experienced by the gifted, families should listen to the gifted child's experiences, feelings and thoughts without criticizing and the child's situation and needs should be analyzed. The child should be talked to about what s/he experienced and how s/he felt in the face of such behaviors and his/her thoughts and comments regarding the event should be learned by active listening. Teaching the child to stay calm and controlled in stressful situations is an effective social skill that s/he can use throughout his/her life. Effective listening of the gifted child by the parent, ensuring that he feels accepted and supported will produce a relaxing effect on the child.

As for the teachers working with the gifted, they should keep in mind that in the school environment, gifted children can react to their friends who cannot perform or quickly perform the activities and that they may want to organize the game or activity themselves due to their

leadership skills and force others to do what they want themselves. The teacher needs to be aware of such situations and s/he should perform studies regarding how gifted children can cooperate with their friends and the solution of other social behavior problems of children. The child's behaviors causing distress in his friendship relationships should be determined. Many gifted children need activities aimed at acquiring certain social behaviors. The child's development should be supported by the activities to be planned and implemented. While gifted children exhibit different characteristics compared to their peers, they also have many common features with them. Emphasizing a gifted child's similarities and common properties with other children may increase the child's tendency to establish intimacy with them without feeling different from his/her friends. In this sense, in terms of meeting and being together with other gifted children, it will be beneficial for the child to continue attending the programs of Science and Art Center and to interact with other children who have similar characteristics with him/her for his social and emotional development. Cooperation with teachers is an indispensable element in the studies conducted for supporting the gifted. It should be ensured that the teacher obtains information about gifted individuals from the psychological counseling and guidance service and plans the activities for gaining some social behaviors with which s/he can work with them. As in the case example, behaviors causing distress in friendship relationships should be determined by the teacher and the gifted student should be supported to develop himself/herself through the activities to be applied. On a day that the student is not in the class the teacher can make sharing about the difficulties s/he experiences with his/her classmates and how they will support him/her and ensure that they participate in the process. Afterwards, interviews can be conducted in which developmental issues are discussed with the groups in which student is also involved under the leadership of a psychological counselor. Thus, group belonging is tried to be created while bringing in the gifted student a repertoire about friendship.

As a result, psychological counselors serving at schools are the most important experts who will provide communication and coordination between the school, family, teacher and their peers when working with gifted children. That the psychological counselor is the first to recognize special abilities and makes a correct orientation will both prevent the gifted student from realizing his/her potential and experience problems in the psycho-social field. Therefore, it is essential for psychological counselors to improve their awareness on this issue and update their professional background in order to prevent problems in which both students and their environment (family, teacher, etc.) can be involved. In this process, the first step in coping with problems is realizing and the second step is applying the appropriate intervention. However, knowing possible risk factors and protective factors will guide the selection of the intervention program to be implemented. At this point, the aim of this study is to introduce the problems that gifted children face in the social-emotional field, the possible risk and protective factors, and the most prominent of the intervention programs applied and to reveal the pattern of the subject through case presentation.

This study has some limitations. It is limited with the period in which the application interviews and observations are made regarding the study. In addition, the limitations of the case study should also be considered. In other words, it should be kept in mind that social-emotional problems may not emerge in different gifted children as they do in this case study and that there may be variations.

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