

## ARTICLE

# SOCIAL AND EMOTIONAL PROBLEMS FACED BY GIFTED INDIVIDUALS

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## ABSTRACT

The purpose of this research is to identify the psychologist' opinions on social and emotional problems faced by gifted individuals. The research was designed with in qualitative research approach. The study group of the research consisted of 10 psychologists working at public hospitals and private clinics in Northern Cyprus. A semi-structured interview form was used as the data collection tool which consisted of directives on how to fill in the form, six open-ended questions and a semi-structured interview form developed by the researcher. The data obtained from interview forms were transferred to NVivo 11 qualitative data analysis programme through computer and analyzed with content analysis. According to results of the research, it was concluded that gifted individuals experienced social problems with their environment such as unconformity, loneliness, hardships in peer relations and exclusions; such emotional problems as perfectionism, mood and anxiety disorders, loneliness, introversion. In addition, differences were detected between the application approaches of counselees with and without gift, and it was found out that there were extensive approaches suitable for individual in terms of individual hardship areas. Another finding was that the counselling differences of counselees with and without gift were related to mood disorders, support and approval; as regards problems faced in counselling process, hardships in opinions, lack of a suitable and guiding institution, and the intensiveness and uncontrollability of control and impulse mechanisms.

## INTRODUCTION

### KEY WORDS

Gifted, social problems, emotional problems, environmental problems

Since mankind existed on earth he was affected by the events in his environment and he affected his environment with various activities [10]. As a result of this interaction, it is possible than human, as a social being, has social and emotional problems with his environment due to his nature. It is an obligation that society utilizes qualified people so that it can self-suffice and create a sustainable development. In this context, social and environmental factors assuming a positive role and gifted students can be raised or introduced to the society with different support programmes [5]. American National Association for Gifted Children (NAGC) defines a gifted person as one who displays or has the ability to display high performance in multiple areas. These areas are general intellectual gift, specific academic gift, leadership, creativeness, visual and applied arts [13].

A gifted individual has some developmental peculiarities compared to their peers. According to the reports of the parents of gifted individuals, some of the babyhood characteristics of these people are as follows: long terms of attention, activity, knowing and smiling caretakers in the first years following birth, over-reaction and anger for noise, remembering most of the things they see for the first time, learning first, language development in the first months, asking "why" and "how" questions following "what" questions, reactionary attitude towards happenings [21].

Gifted individuals frequently show some different social and emotional features in their relations with other individuals. However, emotional intensity and energy are features which start developing in babyhood and continue to develop in childhood. Gifted individuals have a strong sense of justice in their relations with people. As sense of social and justice is well-developed in gifted individuals they are extremely willing in helping other people. They have a humour development which can easily recognize and evaluate tragicomic situations, inconsistencies and maladaptation to daily events. These individuals are filled with excessive energy to finish everything exactly the way they have to be done. They do not like themselves or others making mistakes [3].

As their cognition develops earlier and faster than individuals with normal development, they have difficulty in having interaction and making friendships with their peers. In this case, gifted individuals prefer being friends with adults and other people who are older than them and establish strong connection with these people. It is emphasized that intellectual gift has both positive and negative impacts on the individual. If positive conditions are not provided to individuals with intellectual gifts and skills, problems related to self-confidence, respectability, self-esteem, working discipline and success can emerge [19].

It is observed that gifted individuals suffer from problems related to non-synchronous development, peer relations, excessive personal criticism, perfectionism, and over-potential based on their characteristic features. Due to the fact that cognitive skills and motor skills do not develop simultaneously, individuals can imagine in their minds what they want to do, but their motor skills are not developed enough to reach their goals. This situation can lead to intense disappointment or emotional explosions. Due to the ability to foresee possibilities and alternatives, they can ideally see what they can do, and when they approach to the ideal but still fail, they tend to be excessively critical of themselves [2, 20]. Gifted individuals can see the possible problems in an activity. Avoiding possible problems can mean avoiding risk-taking, which can result in failure [26].

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Gifted individuals may fail to display their potential as their high-level cognitive skills and motor skills do not develop simultaneously. Audio and visual defects or learning difficulties can result in efforts paid in void. This situation creates self-evaluation tendency as to what they cannot perform. It is seen that exogenous problems experience by gifted individuals are mostly related to school culture and norms, expectations of others and peer relations [11,9]. Gifted individuals have to be provided with environment suitable for their level starting from early ages so that they can enjoy holistic development in accordance with their characteristics [8]. Diagnosis and evaluation of such individuals has to be done by counsellors who will direct them for their social and emotional problems. On the other hand, people around the gifted individuals are those who experience with them the problems they face. Finding out the opinions of psychologists is essential for the education of gifted individuals and solving their problems. It is known that efforts for identification of gifted individuals, creation of programmes for them and development of education contents are showing slow progress [17,5].

Within this framework, many educationists, counsellors and psychologists indicate the interaction between the social, cognitive, and emotional aspects of development; however, it can be claimed that the programmes developed for gifted individuals usually neglect social and emotional aspects [4,18]. Therefore, in this context, determination of emotional and social problems has an essential place in terms of the education process of gifted individuals. Gifted individuals suffer from some social and emotional problems due to their characteristics. It is essential in terms of introducing them to the society that gifted individuals with problems of social adaptation benefit from counselling processes and practices. Accordingly, a study is needed for receiving the opinions of psychologists as regards the social and emotional problems of gifted individuals as well as identifying their practices. In the light of the findings and conclusions obtained from this research, social and emotional problems of gifted individuals will be identified and solutions will be offered to these problems. Social and emotional developments of individuals who need special education is as important as their cognitive development [12].

It is essential that the kinds of problems experienced by these people are identified first so that their social and emotional development can be effectively completed. In the literature, resources doubt that such characteristics are valid for every individual, and it is believed that it is essential to discuss with psychologists to display the kind of social and emotional problems of these people. The aim of this study is to determine the social and emotional problems faced by gifted individuals and introduce them to the society. It will make a contribution to the field due to the lack of studies on social and emotional problems of gifted individuals.

### Purpose of the study

The purpose of this study is to determine the opinions of psychologists on the social and emotional problems faced by gifted individuals.

The sub-purposes determined within the scope of this study are given below:

1. What are the opinions of psychologists as regards the social problems experienced by gifted counselees with their environment?
2. What are the opinions of psychologists as regards the emotional problems experienced by gifted counselees?
3. According to psychologist opinions, what are the differences of gifted counselees and non-gifted counselees in their approach to practices?
4. What are the counselling differences between gifted and non-gifted counselees according to psychologist opinions?
5. What are the psychologist opinions as regards the difficulties experienced in counselling processes with gifted counselees?
6. What kind of a process is followed by psychologists in the process of counselling to gifted individuals as regards their cooperation with their environment according to non-gifted counselees?

## MATERIALS AND METHODS

### Research model

In this research qualitative research method is used. Qualitative research can be defined as “research which uses qualitative data collection techniques such as observation, interview and document analysis, which follows a qualitative process for displaying in a realistic and holistic manner perceptions and events” [27]. Qualitative research is a method which is based on a holistic viewpoint and examines the research problem with an interpretive approach. The phenomena and events which are studied are handled in their own context and interpreted in terms of the meanings attached to them [1]. Qualitative research is one of the knowledge production methods which people developed in order to solve their own secrets and explore the depths of social systems that they shape with their own effort.

Descriptive analysis is a qualitative research pattern and has four stages [27]. (1) Creating a framework for descriptive analysis, (2) processing data according to thematic framework, (3) defining the findings, (4) interpreting the findings. This study is described as a descriptive analysis as it organizes and interprets data according to predetermined themes.

### Study group

The study group of the research consists of 10 psychologists who are working at clinic, private hospital and public hospital in Northern Cyprus and are counselled by gifted individuals.

At the stage of determining the study group, it was found out that there were 80 psychologists registered at Cypriot Turkish Psychologists Association but only 40 of them were active. In the preliminary interviews held with these 40 people, it was found out that only 15 psychologists were counselled by gifted individuals and these 15 psychologists were given the semi-structured interview form questions within the research. At the end of these interviews, 5 interview results which did not provide sufficient answers were not included in the study and the results of only 10 interviews were used in the study.

Of the psychologists who participated in the study, 3 are working at public hospitals, and 7 are working at private hospitals and clinics. Eight of the psychologists are females and 2 are males. This ratio is valid for the entire TRNC. It is seen that active psychologists are mostly females. All psychologists are working in Nicosia district; however, 5 psychologists are working in Kyrenia, Famagusta, Güzelyurt and Lefke districts on a half-time basis for certain days of the week; which is a general practice in TRNC.

### Data collection tools

The most frequently used qualitative method is interview. The reason for which interview is one of the most widely used data collection method is that this method is very strong in terms of exploring the data, opinions, experiences and emotions of individuals and that it is based on conversation [27]. In order to collect data in the research, semi-structured interview form consisting of 6 questions developed by the researcher was used. In order to control the content validity of the data collection tools developed by the researcher, expert opinion was sought and their reliability and validity was determined based on expert opinions; as a result, the application took its final form. Following this method, an effort was paid to ensure the scope and outlook validity of the measuring tool, as it is emphasized that scope and outlook validity of a measuring tool can be evaluated by expert opinions.

Pilot application helps the researcher in seeing how well the interview form in prepared and understanding whether the expressions used are suitable for the interviewed group [27]. For this reason, 4 experts from the field, 1 Turkish language expert and 2 measuring-evaluation experts provided their opinions and controls based on which the interview form was amended and tested on three psychologists before it was used as a data collection tool. The interview form was given its final shape based on the reactions and answers of the interviewed individuals to the questions asked.

### Collection of data

Psychologists who participated in the research were asked to participate in the study voluntarily (without forcing of any kind). Interviews were held between February and May 2017 at the hospitals and clinics where the participants were working. Data were obtained by means of face-to-face interviews (with 10 psychologists), written answers given to questions and e-mails on the internet. Interviews were mostly conducted in morning and afternoon hours and took one hour on average. Interviews were recorded to voice recorders upon permission from candidates and then they were transcribed. Thus, losing data of the study was prevented.

### Analysis of data

The data obtained from the study were analyzed using suitable statistics taking into consideration the opinions of statistics experts. In addition, analyzed data were explained and interpreted in the form of tables. The data obtained from the opinions of psychologists as regards their experiences with social and emotional problems of gifted individuals were analyzed using Nvivo 11 package programme.

“Descriptive analysis” technique was used in examination of the data collected in the study. According to this approach, collected data are summarized and interpreted as per the previously created themes. The purpose of such analysis is to present to the reader the obtained data in an organized and interpreted manner [27]. Data in this research were presented taking into consideration the questions used in the interview. Messages (codes) were obtained from answers given to every question. Later, similar codes were collected under the same group and categories were formed. Then, the frequencies and percentages of determined categories were presented. Frequencies and percentages are not based on the number of teachers who participated in the study; they are based on the messages displayed by teachers. This is due to the fact that some teachers displayed codes (messages) in more than one question, whereas they left some questions unanswered. Direct citations were frequently used in order to reflect the opinions of interviewees in a striking manner. The following steps were taken to ensure reliability and validity:

#### Validation

collected data were written in detail and clear and understandable explanation was made to show how the conclusions were reached. Opinions of interviewed psychologists were presented with frequent citations and the results of the research were explained based on these data. Thus, the validity test of the study was conducted.

#### Internal validity

findings of the study are consistent and meaningful in itself. Emerged concepts create a whole. In addition, the findings obtained are compatible with the created conceptual framework. This framework was employed in data

collection; research questions were prepared in accordance with this framework. In short, consistency was ensured both in data collection processes and in analyzing and interpreting these data and detailed explanation was provided as to how this validity was ensured. The researcher who conducted the study always questioned herself and the research process with a critical eye; she checked whether the findings she obtained and the conclusions of these findings reflected reality [27].

**External validity**

research results are consistent with the conceptual framework related to the research question. The research has necessary explanations so that the findings can be tested against other studies. In order to ensure that research findings can be generalized to similar media, the researcher provided the reader detailed information on all stages of the study. The reader may be unable to make direct generalization to her media based on the research conclusions; however, he can extract some lectures or experiences which can be valid for his own media. If this happens, the generalizability of the conclusions of qualitative research will improve [27].

**Reliability**

The researcher avoided directing psychologists who were interviewed in this study. Briefly, the role of the researcher was ensuring that psychologists talked on the subject and purpose of the research. The data obtained through interviews in the study were analyzed by the researcher and messages (codes) and categories were determined. In order to display the reliability of the coding used in the research, 5 of the 10 papers were randomly selected, evaluated by the researcher and her counsellor independently; and consistency between the evaluations of two data processors (coders) was checked [24]. Calculations showed that consistency between data processes was 80 percent. For the reliability of a research, at least 70% agreement is needed between coders. As this percentage was exceeded in this study, it was concluded that the papers were measured in a reliable manner in terms of the determined categories. The second action taken by the researcher in terms of external reliability is that the individuals who were data sources were clearly defined. Thus, other researchers who will conduct similar studies can rely on these definitions while preparing their sample. For this reason, the individuals interviewed in this study were defined in an open-ended manner. Data were stored so that they could be examined by third parties [27].

**RESULTS**

In this section, content analysis was performed based on the research problem and its sub-purposes and findings were presented in the form of tables. In these tables psychologist opinions were presented by giving their frequency values and direct citations were made. The codes beside direct citations represent psychologists. Names of the psychologists were not used and coding was made with numbers.

**Findings as regards opinions of psychologists as regards the social problems experienced by gifted counselees with their environment**

The first sub-problem of the study was determined as “What are the opinions of psychologists as regards the social problems experienced by gifted counselees with their environment? Interviews were conducted with psychologists in order to find an answer to this sub-problem. While presenting the findings, the themes, sub-codes and frequency values of psychologist opinions were given in the form of a table. Phycologist opinions were coded as “P1, P2” without giving their names and their opinions were presented with direct citations.

**Table 1:** Opinions of psychologists as regards the social problems experienced by gifted counselees with their environment

Theme	Sub-codes	
	Social problems related to the environment	n
ss		Loneline
		Difficultie s in peer relations
n		Exclusio
		Not being understood
		Dissatisf action
		Not being accepted

As can be seen in [Table 1], as regards the problems experienced by gifted counselees with their environment, 7 of the 10 psychologists who were interviewed with the purpose of finding out the psychologist opinions said that

the problem was related to adaptation and loneliness, 6 indicated difficulties in peer relations, 4 mentioned exclusion, 3 indicated not being understood, another 3 said it was dissatisfaction and 2 claimed that it was not being accepted.

Most of the psychologists who participated in the study stated that they thought that the social problems experienced by gifted counselees with their environment were adaptation and loneliness. As regards adaptation:

P2: "adaptation difficulties, not being understood, difficulties in peer relations, choosing loneliness rather than spending time with peers, curiosity above their socio-cultural environment, dissatisfaction and the sense of loneliness."

P5: "The lack of adaptation is usually the problem they experience with their peers. Sometimes this case leads them to be detached from their friends and exclusion. They are left alone when there is no one to share their opinions and feelings.

P10: "maladaptation they experience with their peers is visible. It can cause them to be excluded. They are left alone in cases when they cannot share their feelings and opinions." were the views they presented.

As regards loneliness:

P2: "Adaptation difficulties, not being understood, difficulties in peer relations, choosing loneliness rather than spending time with peers, curiosity above their socio-cultural environment, dissatisfaction and the sense of loneliness.

P3: "They are often experiencing exclusion in their peer group, which results in isolation. Particularly as they grow older they feel that they are not understood and become more introverted ".

P10: "Maladaptation they experience with their peers is visible. It can cause them to be excluded. They are left alone in cases when they cannot share their feelings and opinions." were the views they presented.

Some of the interviewed psychologists stated that the social problems experienced by gifted counselees with their environment were caused by difficulties in peer relations. In this sense:

P3: "They are often experiencing exclusion in their peer group, which results in isolation. Particularly as they grow older they feel that they are not understood and become more introverted ".

P5: "The lack of adaptation is usually the problem they experience with their peers. Sometimes this case leads them to be detached from their friends and exclusion. They are left alone when there is no one to share their opinions and feelings."

P10: "Maladaptation they experience with their peers is visible. It can cause them to be excluded. They are left alone in cases when they cannot share their feelings and opinions." were the views they presented.

Some of the interviewed psychologists stated that the social problems experienced by gifted counselees with their environment were caused by loneliness. In this sense:

P3: "They are often experiencing exclusion in their peer group, which results in isolation. Particularly as they grow older they feel that they are not understood and become more introverted ".

P5: "The lack of adaptation is usually the problem they experience with their peers. Sometimes this case leads them to be detached from their friends and exclusion. They are left alone when there is no one to share their opinions and feelings."

P10: "Maladaptation they experience with their peers is visible. It can cause them to be excluded. They are left alone in cases when they cannot share their feelings and opinions." were the views they presented.

Some of the interviewed psychologists stated that the social problems experienced by gifted counselees with their environment were caused by not being understood and dissatisfaction.

As regards not being understood:

P2: "Adaptation difficulties, not being understood, difficulties in peer relations, choosing loneliness rather than spending time with peers, curiosity above their socio-cultural environment, dissatisfaction and the sense of loneliness.

P3: "They are often experiencing exclusion in their peer group, which results in isolation. Particularly as they grow older they feel that they are not understood and become more introverted ".

P7: "Exclusion from peer group can be experienced. It can result in isolation. They are experiencing social isolation based on the opinion of not being understood." were the views they presented.

As regards dissatisfaction:

P2: "Adaptation difficulties, not being understood, difficulties in peer relations, choosing loneliness rather than spending time with peers, curiosity above their socio-cultural environment, dissatisfaction and the sense of loneliness.

P8: "maladaptation to the environment, most of the time not being accepted and dissatisfaction are experienced."

P9: "Adaptation difficulties, hardships in peer relations, preferring loneliness, dissatisfaction, sense of loneliness" were the views they presented.

Very few of the interviewed psychologists stated that the social problems experienced by gifted counselees with their environment were caused by lack of acceptance. In this sense:

P4: "maladaptation to the environment, not being accepted most of the time, failure to establish sincere relations and being superficial."

P8: " maladaptation to the environment, not being accepted most of the time, and dissatisfaction are experienced." were the views they provided.

According to the opinions of psychologists as regards the social problems that gifted individuals experience with their environment, most psychologists stated that the problem was related to adaptation and loneliness. Some of the psychologists indicated that the problems were in peer relations while some others claimed that it was exclusion. Another view was that not being understood and dissatisfaction was the most important cause while very few stated that the problem was not being accepted. Other opinions on social problems were extreme curiosity towards environment and social isolation.

Thus, it can be interpreted that counselling has to be received and seminars have to be organized as regards the social problems experienced by gifted individuals.

**Opinions of psychologists as regards the emotional problems experienced by gifted counselees**

Interviews were conducted with psychologists to determine the findings as regards the answers given by psychologists to the question “What are the opinions of psychologists as regards the emotional problems experienced by gifted counselees?”

While presenting the findings, the themes, sub-codes and frequency values of psychologist opinions were given in the form of a table. Phycologist opinions were coded as “P1, P2” without giving their names and their opinions were presented with direct citations.

**Table 2:** Psychologist opinions as regards emotional problems experienced by gifted counselees

Theme	Sub-codes	f
Problems related to emotional issues	Perfectionism	6
	Mood disorders	5
	Loneliness	4
	Introversion	4
	Sense of insignificance	2
	Lack of self-esteem	2
	Expression difficulties	2

As can be seen in [Table 2], as regards the emotional problems experienced by gifted counselees, 7 of the 10 psychologists who were interviewed with the purpose of finding out the psychologist opinions said that it was perfectionism, 5 said it was mood disorders, 4 said it was loneliness, another 4 stated that it was introversion, and 2 each indicated sense of insignificance, lack of self-esteem and expression difficulties.

Most of the psychologists who participated in the study stated that the emotional problems of gifted counselees were related to perfectionism. In this sense:

P5: "Perfectionism becomes important. They cannot take risks. Sometimes they just orient towards the points they are good at. Thus, they have difficulties in exploring other aspects. They are suffering from lack of self-esteem in points that they feel weak. They also have difficulty in expressing themselves."

P9: "Loneliness and introversion are more frequently observed. Perfection and social isolation behaviours are witnessed."

P10: "Perfectionism behaviours. They can have difficulty in expressions." were the views they provided.

Some of the psychologists who participated in the interview stated that the emotional problem of gifted counselees was mood disorders. In this sense:

P3: "Anxiety disorders and depressive problems."

P7: "Mood disorders can be seen. Anxiety and depression." were the views they provided.

Some of the psychologists who participated in the interview stated that the emotional problem of gifted counselees was loneliness and introversion. As regards loneliness:

P4: "Despite intense efforts to show themselves in a good mood and camouflage their feelings, what they feel is loneliness and insignificance."

P9: "Loneliness and introversion are more frequently observed. Perfection and social isolation behaviours are witnessed." were the views they provided.

As regards introversion:

P6: "introversion, self-esteem problems and perfectionism are experienced more frequently."

P9: "Loneliness and introversion are more frequently observed. Perfection and social isolation behaviours are witnessed." were the views they provided.

Very few of the psychologists who participated in the interview stated that the emotional problem of gifted counselees was sense of insignificance, lack of self-esteem and expression difficulties. As regards sense of insignificance:

P4: "Despite intense efforts to show themselves in a good mood and camouflage their feelings, what they feel is loneliness and insignificance." were the views they provided.

As regards lack of self-esteem:

P5: "Perfectionism becomes important. They cannot take risks. Sometimes they just orient towards the points they are good at. Thus, they have difficulties in exploring other aspects. They are suffering from lack of self-esteem in points that they feel weak. They also have difficulty in expressing themselves."

P6: "introversion, self-esteem problems and perfectionism are experienced more frequently." were the views they provided.

As regards expression difficulties:

P5: "Perfectionism becomes important. They cannot take risks. Sometimes they just orient towards the points they are good at. Thus, they have difficulties in exploring other aspects. They are suffering from lack of self-esteem in points that they feel weak. They also have difficulty in expressing themselves."

P10: "Perfectionism behaviours. They can have difficulty in expressions." were the views they provided.

It is observed that, according to the opinions of psychologists as regards the emotional problems of gifted counselees, they put most emphasis on mood disorders.

It can be interpreted that, among the emotional problems of gifted counselees, loneliness and introversion are more widely seen than sense of insignificance, lack of self-esteem and expression difficulties.

It is seen that psychologists who participated in the research indicated social isolation, irritability and camouflaging emotions were cited by few participants among the emotional problems of gifted counselees.

### Findings as regards psychologist opinions on the differences of gifted counselees and non-gifted counselees in their approach to practices

Interviews were conducted with psychologists to determine the findings as regards the answers given by psychologists to the question "what are the differences between approaches to practice gifted counselees and non-gifted counselees?"

While presenting the findings, the themes, sub-codes and frequency values of psychologist opinions were given in the form of a table. Psychologist opinions were coded as "P1, P2" without giving their names and their opinions were presented with direct citations.

**Table 3:** Psychologist opinions on the differences of gifted counselees and non-gifted counselees in their approach to practices

Theme	Sub-codes	f
Differences in practice approaches	Depending on individual difficulty areas	5
	Being comprehensive	3
	Approaches suitable for the individual	2

As can be seen in [Table 3], the reasons for choosing the applications that psychologists who participated in the study use in order to determine the differences in application approaches of gifted and non-gifted counselees are collected under theme and three sub-codes.

In order to find out the differences between the practice approaches of psychologists towards gifted and non-gifted counselees, interviews were conducted with 10 psychologists. Five of the psychologists stated that the reason was according to individual difficulty areas, 3 stated being comprehensive and 2 claimed that they were approaches suitable for the individual.

Most of the psychologists who participated in the study stated that the different applications they used were depending on individual difficulty areas. In this sense:

P3: "If it is about hyperactivity treatment is postponed until functionalism interacts. Especially Individual Behaviourist Therapy becomes an approach as it is more preferred."

P4: "I am working with a different approach in awareness and insight efforts. Taking into consideration emotional and psychological situations, I am working by finding the most suitable approach for the person. In addition, approaching with a suitable language becomes important in the face of the capacity and comprehension of the counselee."

P5: "With gifted individuals, I work more with how they will use what they learn rather than learning self. I put emphasis on self-expression. I elaborate on their reaction towards environment and moving away from their environment as they are not understood."

P7: " If it is about hyperactivity treatment is postponed until functionalism interacts. Especially Individual Behaviourist Therapy becomes an approach as it is more preferred."

P8: "Clear differences are seen in senses of self and awareness levels. Gifted counselees have intense feelings as regards establishing themselves and being accepted."

P9: "Like other individuals who develop normally, they are evaluated according to the individual areas of difficulty."

P10: "I am working on self-expression. I am working on their reaction towards environment as they are not understood and their moving away from the environment." were the views they provided.

Some of the psychologists who participated in the study stated that the different applications they used were comprehensive. In this sense:

P1: "More effective and comprehensive."

P2: "After comprehensive evaluation process the child is being followed according to individual areas of difficulty just like other individuals who show normal development."

P6: "Differences can be identified after comprehensive evaluation like the case in other individuals. No clear difference was observed. However, the situations mentioned above are noticeable." were the views they provided.

Some of the psychologists who participated in the study stated that the different applications they used were suitable for the individual. In this sense:

P3: "If it is about hyperactivity treatment is postponed until functionalism interacts. Especially Individual Behaviourist Therapy becomes an approach as it is more preferred."

P4: "I am working with a different approach in awareness and insight efforts. Taking into consideration emotional and psychological situations, I am working by finding the most suitable approach for the person. In addition, approaching with a suitable language becomes important in the face of the capacity and comprehension of the counselee."

P5: "With gifted individuals, I work more with how they will use what they learn rather than learning self. I put emphasis on self-expression. I elaborate on their reaction towards environment and moving away from their environment as they are not understood."

P7: "Individual Behaviourist Therapy becomes an approach as it is more preferred."

P8: "Clear differences are seen in senses of self and awareness levels. Gifted counselees have intense feelings as regards establishing themselves and being accepted."

P9: "Like other individuals who develop normally, they are evaluated according to the individual areas of difficulty."

P10: "I am working on self-expression. I am working on their reaction towards environment as they are not understood and their moving away from the environment." were the views they provided.

It can be interpreted that psychologists who participated in the study showed differences in their practical approach towards gifted and non-gifted counselees depending on individual areas of difficulty, approaches suitable for the individual and comprehensibility.

### Findings on the counselling differences between gifted and non-gifted counselees according to psychologist opinions

Interviews were conducted with psychologists to determine the findings as regards the answers given by psychologists to the question "What are the counselling differences between gifted and non-gifted counselees according to psychologist opinions?"

While presenting the findings, the themes, sub-codes and frequency values of psychologist opinions were given in the form of a table. Psychologist opinions were coded as "P1, P2" without giving their names and their opinions were presented with direct citations.

**Table 4:** The counselling differences between gifted and non-gifted counselees according to psychologist opinions

Theme	Sub-codes	f
Counselling differences	Mood and anxiety disorders	8
	Support and approval	8
	No clear difference	4
	High awareness levels	2

As can be seen in [Table 4], the opinions of psychologists who participated in the study as regards the differences between gifted and non-gifted counselees are collected under four sub-codes:

In order to find out the differences between the practice approaches of psychologists towards gifted and non-gifted counselees, interviews were conducted with 10 psychologists. Eight of these psychologists indicated mood and anxiety disorders, another 8 stated support and approval, 4 stated that there was no clear difference, and 2 mentioned high awareness levels.



Most of the psychologists who participated in the study mentioned mood and anxiety disorders, support and approval in their opinions as regards the counselling differences between gifted and non-gifted counselee. As regards mood and anxiety disorders:

P3: "My gifted counselees are mostly applying with mood disorders or anxiety disorders."

P4: "There are clear differences in senses of self and awareness levels. In addition, gifted counselees have intense feelings as regards establishing themselves and being accepted."

P7: "My gifted counselees are mostly applying with mood disorders or anxiety disorders".

P8: "There are clear differences in senses of self and awareness levels. In addition, gifted counselees have intense feelings as regards establishing themselves and being accepted." were the views they provided.

As regards support and approval:

P4: "There are clear differences in senses of self and awareness levels. In addition, gifted counselees have intense feelings as regards establishing themselves and being accepted."

P5: "Gifted individuals usually give their own decisions. However, non-gifted counselees demand support and approval form their environment."

P8: "There are clear differences in senses of self and awareness levels. In addition, gifted counselees have intense feelings as regards establishing themselves and being accepted."

P10: "They usually give their own decisions. However, non-gifted counselees demand support and approval form their environment "were the views they provided.

Some of the psychologists who participated in the study stated that there was not a clear difference between the counselling of gifted and non-gifted counselees. In this sense:

P1: "There is no clear difference."

P2: "Differences can be determined after a comprehensive evaluation just like the case with other individuals. No clear difference was observed. However, the situations given above are noticeable."

P9: "Differences can be determined after a comprehensive evaluation just like the case with other individuals. No clear difference was observed." were the views they provided.

Very few psychologists who participated in the interview stated high awareness levels as regards the differences of counselling between gifted and non-gifted counselees. In this sense:

P4: "There are clear differences in senses of self and awareness levels. In addition, gifted counselees have intense feelings as regards establishing themselves and being accepted."

P8: "There are clear differences in senses of self and awareness levels. In addition, gifted counselees have intense feelings as regards establishing themselves and being accepted." were the views they provided.

It can be interpreted that psychologists who participated in the study believed that the differences in application approaches to gifted and non-gifted counselees resulted from mood and anxiety disorders, support and approval compared to "no clear difference" and high awareness level.

### Findings on psychologist opinions as regards the difficulties experienced in counselling processes with gifted counselees

Interviews were conducted with psychologists to determine the findings as regards the answers given by psychologists to the question "What are the psychologist opinions as regards the difficulties experienced in counselling processes with gifted counselees?"

While presenting the findings, the themes, sub-codes and frequency values of psychologist opinions were given in the form of a table. Psychologist opinions were coded as "P1, P2" without giving their names and their opinions were presented with direct citations.

**Table 5:** Psychologist opinions as regards the difficulties experienced in counselling processes with gifted counselees

Theme	Sub-codes	f
Difficulties experienced in counselling process	Difficulty in opinions	3
	Lack of directing suitable institution	2
	Intensity and uncontrollability of control and impulse mechanisms	2

As can be seen in [Table 5], the opinions of psychologists who participated in the study on the difficulties experienced in counselling process with gifted counselees are collected under three sub-codes.

Among the psychologists who stated their opinions on the difficulties experienced in counselling process with gifted counselees, 3 indicated difficulty in opinions, 2 mentioned lack of directing suitable institutions and another 2 stated intensity and uncontrollability of control and impulse mechanisms.

Most of the psychologists who participated in the study indicated the difficulties in opinions among the difficulties experienced in counselling process with gifted counselees. In this sense:

P1: "They mostly want to have their opinions approved."

P5: "They do not want their opinions to be corrected or receive opinion from others."  
P10: "They think that they know." were the views they provided.

Some of the psychologists who participated in the study indicated lack of directing suitable institutions and intensity and uncontrollability of control and impulse mechanisms among the difficulties experienced in counselling process with gifted counselees.

As regards lack of directing suitable institutions:

P3: "The lack of suitable institutions for these children or young people in our country or any suitable institutions for their situations."  
P7: "Lack of directing institutions." were the views they provided.

As regards intensity and uncontrollability of control and impulse mechanisms:

P4: "Sometimes their desire to capture the flow and functioning of the session, their control and impulse mechanisms being more intense and uncontrollable, efforts to tell themselves and be accepted."  
P8: "They affect counselling sessions with their intensity and uncontrollability of control and impulse mechanisms." were the views they provided.

It can be interpreted that as regards the opinions of psychologists who participated in the study on the difficulties experienced in counselling process with gifted counselees, the difficulties with opinions of gifted individuals is more emphasized than lack of directing suitable institutions and intensity and uncontrollability of control and impulse mechanisms.

### Findings on the opinions as regards the processes followed by psychologists in the process of counselling to gifted individuals as regards their cooperation with their environment according to non-gifted counselees

Interviews were conducted with psychologists to determine the findings as regards the answers given by psychologists to the question "What kind of a process is followed by psychologists in the process of counselling to gifted individuals as regards their cooperation with their environment according to non-gifted counselees?"

While presenting the findings, the themes, sub-codes and frequency values of psychologist opinions were given in the form of a table. Psychologist opinions were coded as "P1, P2" without giving their names and their opinions were presented with direct citations.

**Table 6:** Opinions as regards the processes followed by psychologists in the process of counselling to gifted individuals as regards their cooperation with their environment according to non-gifted counselees

Theme	Sub-codes	f
Cooperation related to environment	Cooperation with family	5
	Cooperation with teachers	2
	Cooperation with the environment	2
	Cooperation difficulty	2

As can be seen in [Table 6], the opinions of psychologists who participated in the study on the kind of process followed by psychologists in the process of counselling to gifted individuals as regards their cooperation with their environment according to non-gifted counselees are collected under four sub-codes.

Among the 10 psychologists who stated their opinions on the kind of process followed by psychologists in the process of counselling to gifted individuals as regards their cooperation with their environment according to non-gifted counselees, 5 stated cooperation with family, 2 mentioned cooperation with teachers, 2 stated cooperation with environment and 2 indicated cooperation difficulties.

Most of the psychologists who participated in the study indicated cooperation with families as regards the process they followed in cooperation of the individuals with their environment in counselling processes with gifted individuals. In this sense:

P2: "It is fundamental to work with all families in the process. For this reason progress with willing families in this group is much easier."  
P3: "We are trying to answer and share the situation within a suitable framework with the teachers. We are showing the right approaches as regards the family and separate agreements as regards borders, and sometimes I am directing the family with the purpose of support."  
P6: "Cooperation is essential for working with families in the counselling processes."  
P7: "Determining the framework of the individual I am making agreement with the families."  
P9: "Progress with families is much easier with families." were the views they provided.

Some of the psychologists who participated in the study indicated cooperation with teachers, cooperation with the environment and cooperation difficulties as regards their cooperation with their environment according to non-gifted counselees. In this sense, about cooperation with teachers:

P3: "We are trying to answer and share the situation within a suitable framework with the teachers."

P7: "By means of cooperating with teachers we are trying to understand the individual as a whole with his environment." were the views they provided.

In this sense, about their environment:

P4: "I am trying to explain the difference of counselee with a suitable language to his environment and trying to overcome prejudices. "

P8: "I am creating a suitable cooperation by talking about the differences of the gifted individual with his environment." were the views they provided.

In this sense, about cooperation difficulty:

P5: "They are more difficult in terms of cooperation, they are right themselves and this makes the process more difficult."

P10: "Their ideas do not change which makes cooperation more difficult and postpones the process." were the views they provided.

It can be interpreted that as regards the process of counselling to gifted individuals related to their cooperation with their environment according to non-gifted counselees, psychologists who participated in the study argued that cooperation with families was more important than cooperation with teachers, cooperation with environment and cooperation difficulties.

## CONCLUSION AND DISCUSSION

The conclusions obtained from the study were explained in a consistent manner with sub-purposes and findings.

### Conclusions as regards psychologist opinions on social problems of gifted counselees experienced with their environment

Within the scope of this question, when the results as regards the opinions of psychologists on the social problems that gifted counselees experience with their environment are examined, it is observed that 70% of psychologists stated that the social problems that gifted counselees experience with their environment were lack of adaptation and loneliness problems, 60% stated difficulties in peer relations, 40% indicated exclusion, 30% mentioned not being understood and dissatisfaction, and 20% stated not being accepted.

When the conclusion of this study is compared to the conclusions of similar studies, the research conducted by Ogurlu, Birben, Opengin and Yalin examined the relation between loneliness and life satisfaction levels of gifted adolescents. The research concluded that there is a negative relation between loneliness and life satisfaction and in the sample, it was seen that life satisfaction and loneliness levels of gifted adolescents did not show any difference according to gender. In addition, as a result of simple regression analysis, it was found out that 355 of total variance was explained by the loneliness level of gifted participants. These findings show that actions which can prevent loneliness of gifted adolescents at schools and in social environments will increase their life satisfaction [15].

Sontay, Gokdere and Usta compared the "environmental behaviour" levels of gifted students and their peers. Obtained findings showed that gifted individuals are more sensitive than their peers in showing positive behaviors towards their environment [22].

According to the study results that examines the environmental knowledge and attitudes towards environment of gifted individuals at elementary school level includes examining according to such variables as gender, grade and socio-economic level of families, determining whether there is a relation between their environmental knowledge and attitude towards environment and identifying their ability to bring solution to environmental problems. Significant difference was not identified in environmental knowledge of individuals according to gender variable [7,23].

### Conclusions as regards psychologist opinions on emotional problems experienced by gifted counselees

Within the scope of this question, when the results as regards the opinions of psychologists on the emotional problems that gifted counselees experience are examined, it is observed that 60% stated perfectionism, 50% indicated mood disorders, 40% mentioned loneliness and introversion, and 20% stated sense of insignificance, lack of self-esteem and expression difficulties.

When the conclusion of this study is compared to the conclusions of similar studies, the research conducted by Ozbay examined the exam anxiety of gifted individuals from the point of sensuality, delusion, self-respect, control focus, self-efficacy and prediction power of problem solving skills. In the prediction of exam anxiety of gifted

individuals from their perfectionist attitudes, statistically significant relation was found for hasty and avoiding behaviour from problem-solving skills, control focus, self-efficacy beliefs and excessive attention to mistakes and suspicion from behaviours. For delusion dimension, statistically significant relation was found for perfectionism dimensions with hasty, avoiding, self-confident and planned approach, self-respect, external control focus, low self-efficacy beliefs, excessive attention to mistakes, and suspicion from behaviours, family criticism and personal standards [11].

The research conducted by Dengiz and Yılmaz examined the impact of perceived social support level of gifted individuals on their self-respect. The research concluded that the perceived social support level of participants affected their self-respect, that social support perceived from peers and teachers did not affect self-respect level, that perceived social support level affected self-respect depending on the education status of the mother and socio-economic status of the family, and self-respect was not affected by gender and education status of the father [6].

In another research, Topçu and Taşçılar examined the external-internal motivation levels and self-respect level of gifted individuals according to the gender and grade variables. The study concluded that internal motivation level of gifted individuals decreased at higher grades, whereas external motivation level increased at higher grades [25].

The purpose of the study conducted by Sak was to examine the relation between perfectionism, depression and anxiety levels of adolescents who showed superior and normal intellectual performance. Findings displayed that intellectual levels did not affect the depression, perfection and constant anxiety levels of individuals [21].

In the same direction with this paper, Öpengin and Sak studied the impact of gifted individual label on the perception of gifted individuals for themselves and the attitudes of their parents and friends. The literature on gifted intellect argues that labelling has both positive and negative impacts. Research findings displayed that gifted intellect label did not have an essential change in the perception of individuals towards themselves and attitudes of their parents and friends. Results on the basis of items showed that there is significant increase in "I am feeling lonely among my friends", "My family is always comparing me with other individuals", and "My friends are mocking with my weaknesses" perceptions. In addition, it was found out that individuals labelled as gifted had more negative perception towards the attitudes of their friends compared to normal students [16].

When the conclusions of this study and similar studies are compared, it can be seen that they are similar in terms of perfectionism, mood disorders, loneliness and introversion, sense of insignificance, lack of self-confidence, expression difficulties as regards the emotional problems experienced by gifted individuals.

### **Conclusions on psychologist opinions on differences of gifted counselees and non-gifted counselees in their approach to practices**

Within the scope of this question, when the results as regards the opinions of psychologists on the differences of gifted counselees and non-gifted counselees in their approach to practices are examined, it can be seen that 50% stated individual difficulty areas, 30% mentioned being comprehensive and 20% indicated approaches suitable for the individual.

There are no research findings which support this conclusion. According to the conclusions of the research, it was found out that the differences of gifted counselees and non-gifted counselees in their approach to practices are caused by individual difficulty areas, being comprehensive and approaches suitable for individual. When the relevant literature is examined, it can be seen that due to individual differences of gifted individuals, they need different counselling for their social and emotional problems. It is seen that approaches are applied which are appropriate for these different problems.

### **Conclusions on psychologist opinions on counselling differences between gifted and non-gifted counselees**

Within the scope of this question, when the results as regards the opinions of psychologists on the counselling differences between gifted and non-gifted counselees are examined, it can be seen that 80% indicated mood disorders, anxiety disorders, support and approval in emotions and pinions, 40% mentioned that there was no clear difference, and 20% stated that it was due to high awareness levels.

There are no different research findings which support this conclusion. According to the research findings, it was seen that there were counselling differences between gifted and non-gifted counselees. When the literature as regards these differences is examined, it was concluded that there was supporting information. In the light of this information, it is believed that gifted individuals need counselling depending on the problems they experience.

### **Conclusions on psychologist opinions on difficulties experienced in counselling processes with gifted counselees**

Within the scope of this question, when the results as regards the opinions of psychologists on the difficulties experienced in counselling processes with gifted counselees are examined, it can be seen that 30% stated

difficulties in opinions and 20% indicated lack of directing institutions and intensity and uncontrollability of control and impulse mechanisms.

There are no research findings which support or are different from this conclusion. When the relevant literature is examined, it can be seen that gifted individuals are experiencing problems which are possibly the result of their characteristics. Based on this information, it was concluded that certain problems are experienced in individual counselling processes due to the personal characteristics of gifted individuals.

5.1.6. Conclusions on psychologist opinions on the process followed by psychologists in the process of counselling to gifted individuals as regards their cooperation with their environment according to non-gifted counselees

Within the scope of this question, when the results as regards the opinions of psychologists on the process followed by psychologists in the process of counselling to gifted individuals as regards their cooperation with their environment according to non-gifted counselees is examined, it can be seen that 50% stated cooperation with families, 20% mentioned cooperation with teachers, cooperation with environment and cooperation difficulties.

The study conducted by Dengiz and Yılmaz (examines the impact of perceived social support level of gifted and superior skilled elementary school individuals on their self-respect. As a result, it concluded that social support level perceived from the family affected self-respect whereas social support level perceived from peers and teachers did not affect self-respect, that the education status of the mother and socio-economic status of the family affected self-respect whereas gender and education status of father did not affect self-respect, and that social support perceived from the teacher did not have any influence on self-respect [6].

In Ogurlu and Yaman's literature search, the characteristics of gifted and talented individuals which affect their communication were studied and clues for communicating with these individuals were emphasized. Among these skills language skills, empathy, play, friendship, leadership, ethical judgement, sensuality, self-respect, perfectionism, hypersensitivity, disappointment and rebelliousness can be listed. Gifted and talented individuals can choose different paths for adapting to the world in an environment where they are not accepted. They can show such tendencies as isolating themselves from the group, showing-off in order to receive attention and acceptance, or trying to look like everyone else. Families, friends and other adults can accept the characteristics of gifted and talented individuals so that they can help them climb the stairs of success and socialization [14].

There are no research findings which agree or disagree with this conclusion. When the conclusions of this study are examined, supporting information can be found in the literature on the process followed by psychologists in the process of counselling to gifted individuals as regards their cooperation with their environment according to non-gifted counselees. The support and cooperation of the environment is essential in counselling process. Relevant literature supports the conclusions reached as regards the environmental support given to the social and emotional problems of gifted individuals including family cooperation, teacher cooperation, environmental cooperation and cooperation difficulties due to their characteristics.

#### CONFLICT OF INTEREST

None.

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#### FINANCIAL DISCLOSURE

None.

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