COUNSELING NEEDS OF GIFTED CHILDREN:

THE PERSPECTIVES OF PSYCHOLOGICAL COUNSELORS

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The Perspectives of Psychological Counselors

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DECLARATION OF ORIGINALITY

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ABSTRACT

Counseling Needs of Gifted Children:

The Perspectives of Psychological Counselors

The purpose of the present study was to examine the perspectives of psychological counselors regarding gifted children in public primary schools in İstanbul. Within this purpose, children and professional needs were investigated. In this qualitative study, eight interviews were conducted using a semi-structured form with one male and seven female psychological counselors aged between 29 and 37 years old. Two of them had former work experience in the Science and Art Center (BİLSEM), the public institution for gifted education. Thematic analysis was used to analyze the data. The findings demonstrated that psychological counselors conceptualize giftedness in various ways, namely social skills, diversity, getting easily bored, creative thinking, special ability in a particular field, curiosity, awareness, learning style, interest area, and emotional skills. Additionally, they indicated loneliness, acceptance and recognition, anxiety, frustration, pressure for success, perfectionism, time management, and career-related issues as counseling needs of gifted children. According to psychological counselors, gifted children were often subjected to at least one of the labeling types; namely glorification, exclusion, favor, alienation, or hiding the gift. Psychological counselors indicated their professional needs as professional competence and systemic barriers. Finally, individual counseling, group guidance, individual guidance, and group counseling were the most utilized approaches when working with gifted children. The practical implications for psychological counselors, teachers, parents, and policy makers were also discussed.

ÖZET

Özel Yetenekli Öğrencilerin Psikolojik Danışmanlık İhtiyaçları: Psikolojik Danışmanların Bakış Açısı

Bu çalışmanın amacı, İstanbul'daki devlet ilkokulundaki özel yetenekli çocuklarla ilgili psikolojik danışmanların bakış açısını incelemektir. Bu amaçla, çocukların ihtiyaçları ve profesyonel ihtiyaçlar incelenmiştir. Bu nitel çalışmada, yaşları 29 ve 37 arasında olan bir erkek ve yedi kadın psikolojik danışman ile yarı yapılandırılmış form kullanılarak sekiz görüşme yürütülmüştür. İki kişinin özel yetenekli eğitimi devlet kurumu olan Bilim ve Sanat Merkezi'nde (BİLSEM) önceden çalışma deneyimi bulunmaktadır. Data tematik analiz yöntemi kullanılarak analiz edilmiştir. Sonuçlar, psikolojik danışmanların özel yetenekliliği çeşitli şekillerde kavramsallaştırdıklarını göstermiştir; bunlar sosyal beceriler, çeşitlilik, kolay sıkılma, yaratıcı düşünme, bir alanda özel bir yetenek, merak, farkındalık, öğrenme stili, ilgi alanları ve duygusal becerilerdir. Ayrıca, yalnızlık, kabul ve fark edilme, kaygı, hüsran, başarı için baskı, mükemmeliyetçilik, zaman yönetimi ve kariyerle ilgili konuları özel yetenekli çocukların danışmanlık ihtiyaçları olarak belirtmişlerdir. Psikolojik danışmanlara göre özel yetenekli çocuklar çoğu zaman en azından bir etiketleme türüne maruz kalmaktadırlar; bunlar yüceltme, dışlama, kayırma, yabancılaştırma ve özel yeteneği saklamaktır. Psikolojik danışmanlar, profesyonel yeterlik ve sistemik bariyerleri profesyonel ihtiyaçları olarak belirtmiştir. Bireysel danışmanlık, grup rehberliği, bireysel rehberlik ve grupla danışmanlık, özel yetenekli çocuklarla çalışırken en çok kullanılan yaklaşımlardır. Psikolojik danışmanlar, öğretmenler, ebeveynler ve politika belirleyenler için de uygulamaya yönelik çıkarımlar tartışılmıştır.

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CHAPTER 1

INTRODUCTION

The concept of giftedness has evolved over the years; therefore, there are varying perspectives on its definition (Dai, 2020). As gifted education programs and counseling interventions are shaped by how giftedness is conceptualized, the definition of giftedness holds significant importance (Olszewski-Kubilius, Subotnik & Worrell, 2015).

In the beginning, giftedness was explained solely by intelligence scores, measured by Intelligence Quotient (IQ) tests, which emphasized the innate capacity of the individual and ignored the influence of environment (Kovacs & Conway, 2019; Galton, 1869; Spearman, 1927; Thurstone, 1938). Over time, the developmental view emerged, recognizing the importance of personality traits and motivation in defining giftedness (Terman & Oden, 1947; Gardner, 1982; Sternberg, 1984). Eventually, the contextual view gained prominence in explaining intelligence and giftedness (Ziegler, Vialle, & Wimmer, 2013). Lo et al. (2019) argued that giftedness cannot be defined without considering the individual's environment, supporting the transactional relationship between giftedness and the environment (Lo et al., 2019).

The ecological view of human development proposed by Bronfenbrenner (1979) suggests that individuals and their environments are active, dynamic, and interrelated. Additionally, transactional models of development posit that individuals are both influenced by and influence their environments at each stage of their development (Sameroff & Mackenzie, 2003). Children's socioemotional, career, and academic development are dependent on their interactions with their environment,

including family, school, and other social contexts, which may impact various domains of their development (Bronfenbrenner, 1979; Sameroff & Mackenzie, 2003).

Giftedness is a social construct (Dai, 2020). Instead of only looking at IQ scores on intelligence tests, giftedness is comprehended as a result of the process in which individuals have a transactional relationship with the environment during their development (Lo et al., 2019). So, the conceptualization of giftedness from the contextual view is essential and necessary for psychological counselors to define the developmental needs of gifted children in a particular context (Olszewski-Kubilius et al., 2015).

American Psychological Counselor Association (ASCA) (2019) clarifies the role of the psychological counselor as providing a counseling program to respond to the needs of the students. "Psychological counselors work to maximize student success, promoting access and equity for all students" (ASCA, n.d., p. 1). Psychological counselors are critical professionals in the school setting to establish and maintain an effective school climate and culture, including all stakeholders (ASCA, n.d.). They support all students, including gifted children, to enhance their academic success and strategies, improve their socioemotional skills, and plan their higher education (ASCA, n.d.; ASCA, 2019).

National Association for Gifted Children (NAGC) defines giftedness as having the potential or skill to function at the upper stages in one field or more such as cognitive ability, art and music compared to same-age peers. Despite the misconception that gifted children are superior in every field, they need support educationally, emotionally, and socially (NAGC, n.d.). Psychological counselors

support gifted children to enhance their academic, career, and socioemotional development at all education levels (ASCA, 2019).

Gifted children have unique developmental needs that psychological counselors and other educators in the school setting should be aware of (ASCA, 2019; Cross & Cross, 2021). The needs of gifted children are indicated in the literature as asynchronous development, oversensitivity, social isolation, multi-potentiality, perfectionism, underachievement, demanding attitudes of parents, career-related challenges, pressure for success, stigmatization by others, coping mechanisms, boredom, special education or accelerated learning, depression and anxiety, and underrepresentation of disadvantaged groups (ASCA, 2019; Freeman, 2005; Hébert & Sergent, 2005; Sisk, 2005).

Providing culturally sensitive counseling is an ethical obligation for the counseling profession (ASCA, 2022). Cultural sensitivity is described as "a set of skills enabling you to know, understand and value the similarities and differences in people; modify your behavior to be most effective and respectful of students and families; and deliver programs that fit diverse learners' needs" (ASCA, 2022, p. 11). Therefore, multicultural competence is a required ethical behavior for psychological counselors working in schools (ASCA, 2022).

Although psychological counselors are responsible professionals for meeting the needs of gifted children (ASCA, 2019), the professional knowledge of psychological counselors about working effectively with the unique population of gifted children may need to be improved (Peterson, 2006). Psychological counselors may not comprehend the problems of gifted children, so they may have trouble responding counseling needs of gifted children (Peterson, 2006).

The research study of Wood (2010) also supported the ideas of Peterson (2006). Although plenty of effective practices were suggested to psychological counselors to work with gifted population, in the study conducted by Wood (2010) with 153 gifted adolescents, it was concluded that psychological counselors working at the high-school level use few of them. Half of these gifted adolescents reported that psychological counselors did not understand their problems well or misunderstood them (Wood, 2010). Additionally, most gifted adolescents indicated they did not experience self-awareness and self-knowledge in counseling (Wood, 2010). Nevertheless, gifted adolescents stated that psychological counselors are good at using counseling skills such as active listening and empathy (Wood, 2010).

In Türkiye, in the meeting of the Supreme Council for Science and Technology, it was decided to prepare the Gifted Individuals Strategy and Implementation Plan 2009-2013 under the coordination of the Turkish Ministry of National Education (MEB) (MEB, 2013). The plan was prepared by reviewing past works on gifted children (MEB, 2013). According to the plan, gifted children had political, strategic, scientific and technological, sociological, and psychological importance for the country of Türkiye (MEB, 2013). Differentiated needs, talents, and potentials of gifted children were considered instead of uniform applications (MEB, 2013). The principle of equal opportunity for all children was also included in the plan (MEB, 2013).

The implementation plan (MEB, 2013) provided a new definition for giftedness to avoid labeling. The use of special ability was preferred instead of the past use of superior ability because of leading to labeling (MEB, 2013). Giftedness is an umbrella term that involves all abilities, and gifted children are differentiated in the ability fields (MEB, 2013). The plan also suggested that educators and

psychological counselors should abstain from stigmatized conceptions regarding giftedness because of the possible negative consequences for gifted children, such as socioemotional suffering and academic-related problems (MEB, 2013).

MEB (2019a) published a final report based on the Gifted Education Workshop to use for the new action plan of gifted education in 2023. The report showed action suggestions to meet gifted children's developmental needs in the academic, socioemotional, and career domains (MEB, 2019a). Some of them were providing mentoring programs with influential and qualified individuals from different areas in society, such as artists, scientists, and entrepreneurs; disseminating gifted programs across the country; and educating and guiding teachers and families about the needs of gifted children (MEB, 2019a).

Other critical suggestions in the report were redefining giftedness as a concept, using alternative identification methods and tools sensitive to regional and individual differences, considering children's developmental milestones in identification, and raising awareness of the society related to giftedness (MEB, 2019a). It is important to note that the report did not mention any specific or direct role of psychological counselors in meeting the developmental needs of gifted children.

Science and Art Center (BİLSEM) is the only official public educational institution for gifted education in Türkiye and affiliated to the Ministry of National Education (MEB, 2019b). BİLSEM aims to support gifted children to make them realize their abilities, be aware of their potential, and use their potential at the highest level (MEB, 2019b). The first BİLSEM was established in 1995 in the province of Ankara (MEB, 2020). Out of the formal education times, BİLSEM provides project-based education for gifted children according to their interests and talents (MEB,

2019b). Gifted children at primary, middle, and high school levels can benefit from BİLSEM (MEB, 2019b).

One hundred eighty-two BİLSEM have been established in 81 provinces where 63,000 gifted children benefit (MEB, 2020). The number of BİLSEM rose three times, and the number of gifted children who benefit from BİLSEM rose seven times between 2010 and 2020 (MEB, 2020). In addition, most of the teachers of BİLSEM (61%) have a master's degree (MEB, 2020). These statistics show that gifted education is becoming a critical issue in Türkiye.

In Türkiye, the identification process of gifted children includes teacher referrals, group screen testing, and individual standardized testing (MEB, 2013). NAGC (n.d.) stated that giftedness does not depend on gender, race, ethnicity, or socioeconomic status. However, the identification and referral processes may cause inequities because teacher referrals are the first gate for identification of giftedness (NAGC, 2015). Non-identified gifted children cannot benefit from gifted education programs; therefore, they lack academic support and experience socioemotional difficulties (Peterson, 2006).

Counseling services in schools have significance in the identification and referral processes of gifted children in Türkiye (MEB, 2003). In order to restrain the negative consequences of unsuitable referrals, psychological counselors collaborate with related stakeholders within the school system, guiding and sharing information regarding giftedness (MEB, 2003). “They lead, advocate and collaborate to promote equity and access for all students” (ASCA, n.d., p. 2), including gifted children. Psychological counselors are responsible for recognizing all systemic barriers and taking action to eliminate these barriers so that children benefit from services (ASCA, 2022).

1.1 Significance of the study

The concept of giftedness is likely to be miscomprehended. For instance, it is perceived as taking place on the positive side of the spectrum in terms of cognitive ability and it is assumed that gifted children function well in all domains, such as academic, career, and socioemotional (Winner, 2000). Therefore, intellectual disability takes more place than giftedness in the literature (Winner, 2000).

However, even though gifted children are intellectually gifted, they may still have difficulty in social relations and emotional issues (Chen & Wong, 2013). Colangelo and Peterson (2005) asserted that gifted children lack discovery of themselves in terms of personal development. They also need counseling related to academic development on the issues of maladaptive perfectionism and overemphasis on performance (Yeo & Pfeiffer, 2018). Therefore, the current study makes a contribution to recognizing the counseling needs of gifted children in the developmental domains of socioemotional, academic, and career, demonstrating the misconceptions and labeling about giftedness if they exist.

Psychological counselors may also be unaware of the difficulties which gifted children experience (Peterson, 2006). They may have a bias that gifted children can handle socioemotional difficulties (Peterson, 2006). However, some negative consequences may arise among gifted children, like underachievement, school drop-out, suicidal acts, or eating disorder (Peterson, 2006).

In Türkiye, studies (Altun, 2015; Ozcan & Uzunboylu, 2020) also demonstrated that gifted children have unique counseling needs, which psychological counselors may not recognize. Altun (2015) surveyed 343 gifted children from 4th grade to 10th grade to understand their counseling experiences. It was inferred that although gifted children had several educational, vocational, personal, and

interpersonal problems, they were not likely to seek help from counseling services (Altun, 2015). In addition, Altun (2015) interviewed psychological counselors. They reported needing more knowledge and multicultural competence regarding giftedness (Altun, 2015).

Similarly, Ozcan and Uzunboylu (2020) conducted a study with 52 psychological counselors who work in private primary schools. The study demonstrated that gifted children have unique socioemotional and academic counseling needs; however, psychological counselors do not perceive themselves as competent in working with gifted children (Ozcan & Uzunboylu, 2020).

That is why the current study is significant in terms of its participants, namely psychological counselors. The effectiveness of psychological counselors depends on the awareness of the unique developmental needs of gifted children (Yeo & Pfeiffer, 2018). Recognizing the unique counseling needs of gifted children by psychological counselors is essential because gifted children require effective counseling strategies and support. So, the current study is important in terms of raising awareness of psychological counselors about the counseling needs of gifted children in socioemotional, academic, and career domains. The present study is essential to reveal the unique needs of gifted children so that psychological counselors interfere with preventive counseling approaches, otherwise socioemotional and behavioral problems may occur.

In a changing environment, the expectations from individuals were also constantly modified; therefore, to understand 21st century skills defined in the literature in three clusters gained importance (Erol, 2021; Rahman, 2019). These skills were grouped as learning and innovation skills; information, media and technology skills; and life and career skills including some sub-skills namely

communication, collaboration, critical thinking, problem solving, information literacy, flexibility, productivity, creativity and leadership (Erol, 2021; Rahman, 2019).

In a rapidly changing environment with the Information Age, the changes in the needs of gifted children are inevitable because the environment and the individual continuously affect each other from the ecological view of Bronfenbrenner (1979), the transactional model of development (Sameroff & Mackenzie, 2003), and the contextual view of Lo et al. (2019). According to the literature review in Türkiye, the most comprehensive studies that investigated the counseling needs of gifted children and psychological counselors' knowledge and competency working with gifted children were the works of Altun (2015), and Ozcan and Uzunboylu (2020).

Therefore, a new research study is necessary. The present study is significant in understanding the current counseling needs of gifted children and competence of psychological counselors from the perspectives of psychological counselors working with gifted children in a rapidly changing environment. The current study aims to contribute to understanding the difficulties of gifted children in Türkiye and providing counseling according to their needs.

1.2 Purpose of the study

The needs of gifted children are different because their abilities are more advanced compared to their non-gifted peers (NAGC, n.d.). Gifted children need support and counseling for socioemotional, academic, and career challenges (NAGC, n.d.). Psychological counselors are responsible for providing guidance and supportive environment to eliminate the challenges that students face in the schools (ASCA,

n.d.). The current study aims to clarify the socioemotional, academic, and career-related counseling needs of gifted children from the perspectives of psychological counselors.

The present study aimed to investigate the perspectives of psychological counselors according to the following research questions:

i. How do psychological counselors perceive their level of professional knowledge and competence working with gifted children?
ii. How do psychological counselors conceptualize giftedness?
iii. What are the perceptions of psychological counselors related to the labeling of gifted children?
iv. What are the socioemotional, academic, and career-related needs of gifted children, and what are their most common concerns according to the views of psychological counselors?
v. What are the practices and interventions of psychological counselors, conducted individually or collaborating with other stakeholders, to meet the needs of gifted children?
vi. What are the roles of psychological counselors regarding the identification process of gifted children?
vii. What is the role of BİLSEM in meeting gifted children's socioemotional, academic, and career needs from the views of psychological counselors?

CHAPTER 2

LITERATURE REVIEW

2.1 The conceptualization of giftedness

The definitions of giftedness have changed throughout the years (Dai, 2020). Since the individual and the environment are interrelated (Bronfenbrenner, 1979; Sameroff & Mackenzie, 2003), the views on giftedness change according to the individuals' characteristics and their environment. The implications of changing definitions regarding giftedness are significant for psychological counselors because they help gifted children enhance their psychosocial skills, academic achievement, and personal traits to fulfill their potential (Olszewski-Kubilius et al., 2015).

This section briefly presents different theories and related definitions regarding giftedness from a historical perspective. In addition, contemporary theories on giftedness and their implications for psychological counselors are also stated.

2.1.1 The history of giftedness

Francis Galton (1870) was one of the first people who asserted an association between intelligence and giftedness. Francis Galton mostly disregarded the influence of the environment on intelligence (McIntosh, Dixon & Pierson, 2018). Terman (1925) was the first person who started an enterprise to conduct a longitudinal study with 100 gifted children whose IQ scores were 140 and upper, and followed these 100 gifted children about 25 years. He concluded that throughout the years, the school achievement of gifted children has been superior, and this academic achievement is dependent on the personality traits of the gifted children (Terman & Oden, 1947).

Spearman (1904, 1927) proposed general intelligence theory. According to this, if an individual has an ability in one domain, he or she tends to have an ability in other domains. Thurstone (1938) and Guilford (1966) maintained that multiple factors could define giftedness and intelligence. Thurstone (1938) defined seven primary mental abilities, and Guilford (1966) defined 80 abilities, maintaining that intelligence is not a single factor.

Gardner (1982, 1983, 2011) presented the theory of multiple intelligences. He declared that giftedness results from the interaction between heredity and the environment. Gardner (1982) suggested that although a child has an inborn gift, the gift may remain hidden if exposure to a supportive environment is insufficient to express it. Moreover, Gardner (1995) defined intelligence as "biological and psychological potential" (p. 3), and this potential is affected by culture, experiences, and motivation.

Renzulli (2012) suggested a model defining giftedness named a three-ring model. The model addresses three main characteristics of gifted children: motivation, creativity, and cognitive ability (Renzulli, 2012). These three traits should be available simultaneously to identify or define a child as gifted (Renzulli, 2012).

Sternberg (1981, 1984) proposed a triarchic theory of intelligence. According to this, creative, practical, and analytical thinking are essential components of intelligence. Sternberg (1999, 2000) also propounded the theory of successful intelligence, which contains four elements. The first element is the definition of successful intelligence. "Intelligence is defined in terms of the ability to achieve success in life in terms of one's personal standards, within one's sociocultural context" (Sternberg, 1999, p.5). The second element contains three types of processing skills, which are practical, analytical, and creative. Success is reached via

the balance of these skills (Sternberg, 1999). The third element involves using processing skills to adapt to the environment, shape the environment, and select the environment (Sternberg, 1999). Finally, the fourth element contains mechanisms such as emphasizing strengths, correcting weaknesses, and compensating for weaknesses to use processing skills to succeed (Sternberg, 1999; Sternberg, 2000).

The approaches of Renzulli (1979), Gardner (1983), and Sternberg (1984) were the groundwork for developing new models regarding giftedness (Olszewski-Kubilius et al., 2015). The following section presented these new models with implications in counseling.

2.1.2 Contemporary theories and their implications in counseling

In this section, the contemporary theories of Gagné (1985), Tannenbaum (1986), Subotnik and Jarvin (2005), and Subotnik, Olszewski-Kubilius and Worrell (2011) on giftedness are introduced. In addition to other factors that theories proposed above, these new models emphasized psychological factors and the expression of talents in terms of achievement and productivity (Olszewski-Kubilius et al., 2015). Thus, the implications for psychological counselors based on contemporary theories are also included in this section.

Gagné (1985) asserted that despite interchangeable usage of the terms gifted and talented, the definitions of these two terms are differentiated. According to this view, being gifted does not necessarily mean being talented. Gagné (1985) criticized Renzulli's (2012) giftedness model focusing on three issues. Firstly, motivation cannot be an inseparable part of giftedness because this definition does not contain gifted underachievers. Secondly, creativity, which is one of the essential components of giftedness according to Renzulli (1979), is subjected to bias because the

identification of creativity is not applicable to all fields. The last criticism concerns deficiency in differentiation between intellectual ability and other ability domains such as music, art, and sport.

Taking the last criticism into consideration, Gagné (1985) proposed a differentiated model of giftedness and talent. He redefined giftedness and talent. Accordingly, "giftedness corresponds to competence which is distinctly above average in one or more domains of ability," and "talent refers to performance which is distinctly above average in one or more fields of human performance" (Gagné, 1985, p. 108). In short, giftedness was associated with competence or ability, whereas talent was associated with performance or human activity. In the differentiation model, there are four domains in terms of ability. These are intellectual ability, creative ability, socioemotional ability, and sensorimotor ability. Also, it was asserted that the variables of motivation, personality, and environment are not essential for giftedness, but they are catalysts for converting giftedness to talent (Gagné, 1985).

Tannenbaum (1986) proposed the psychosocial theory of giftedness. This approach asserted that abilities are available in childhood, and talent is expressed in adulthood via development in morality, physical characteristics, emotionality, social relations, intellect, and aesthetics. Tannenbaum (1986) defined giftedness with five components; general ability, domain-specific abilities, chance factor or opportunities of the individual, environmental support, and non-cognitive traits such as motivation, interpersonal abilities, and coping skills with difficulties.

The implications of Gagné (1985) and Tannenbaum's (1986) theories are significant for counseling practices (Olszewski-Kubilius et al., 2015). The particular environments that schools provide and the socioemotional characteristics of children

play essential roles in developing abilities and giftedness (Olszewski-Kubilius et al., 2015). Therefore, counselors should pay attention to the children's learning environments and psychological needs in developing giftedness (Olszewski-Kubilius et al., 2015).

As well as, Subotnik and Jarvin (2005) developed the Scholarly Productivity/Artistry Model to explain giftedness. Psychosocial skills and environmental supports are catalysts in the development of giftedness. In addition, Subotnik et al. (2011) suggested a megamodel of talent development, explaining that psychosocial skills play a significant role in academic achievement and fulfilling potential. These theories for psychological counselors imply that the enhancement of psychosocial skills is necessary for gifted children to transform their potential into talents and productivity (Olszewski-Kubilius et al., 2015).

All in all, the conceptualization of giftedness changed from potential to competence, from competence to creative productivity (Olszewski-Kubilius et al., 2015). The common feature of contemporary theories of giftedness is giving importance to psychosocial skills and environmental support both at school and family setting (Olszewski-Kubilius et al., 2015).

So, psychological counselors play a crucial role in identifying the counseling needs of gifted children and providing support with counseling interventions (Dai, 2020). Especially the context of development, the context of one’s history, and the context of one’s sociocultural environment should be considered (Bronfenbrenner, 1979) by psychological counselors in the identification process, arrangement of learning environment, and counseling intervention strategies for gifted children (Dai, 2020). The following section illustrates the unique needs of gifted children according to the relevant literature.

2.2 Counseling needs of gifted children

School counseling programs are for all students, including gifted children (ASCA, 2019). Psychological counselors are professionals who provide comprehensive support to meet the unique needs of gifted children in the areas of academic, career, and socioemotional development (ASCA, 2019). NAGC (n.d.) remarks that although gifted children cope with socioemotional problems, in reality gifted children may need guidance and support, too.

In spite of the possibility that all individuals may have risk factors and protective factors in terms of mental health, gifted children have their unique risk factors, such as maladaptive perfectionism, exposure to labeling, multi-potentiality, boredom, and asynchronous development (ASCA, 2019; Cross, & Cross, 2021).

Sisk (2005) discussed the critical issues to understand the unique challenges of gifted children. These issues were determined as problem areas that psychological counselors may consider in applying their counseling strategies and also while intervening to provide help for gifted children. These issues included extreme excitability, asynchronous development, negative self-concept, social isolation, coping strategies, and perfectionism (Sisk, 2005).

Similarly, Hébert and Sergent (2005) also defined the issues which are connected to the socioemotional difficulties of gifted children. These are asynchrony in development, sensitiveness, hiding the gift, underachievement, perfectionism, and multi-potentiality (Hébert & Sergent, 2005).

Moreover, Freeman (2005) also discussed stress factors that gifted children predominantly suffer. These are asynchronous development, stigmatization, parental attitudes, career concerns, gender issues, boredom, psychological defenses, pressure

to succeed, and programs for gifted education because of competition (Freeman, 2005).

This section demonstrated that gifted children have unique needs, and psychological counselors are responsible professionals for identifying these needs. They take action in the school system to meet the needs individually and collaborate with relevant stakeholders in the school system. In the following sections, the unique needs of gifted children are presented in detail according to the counseling domains of socioemotional, academic, and career, in which psychological counselors work to enhance the development of gifted children (ASCA, 2019).

2.2.1 Socioemotional needs

Psychological counselors help gifted children overcome unique socioemotional difficulties they encounter daily (ASCA, 2019). This section presents the socioemotional needs of gifted children.

It is asserted that although cognitive abilities of gifted children are accelerated, their socioemotional development is expected to correspond to their chronological age, so this situation leads to some emotional and behavioral problems (Ribeiro Piske & Stoltz, 2020; Sisk, 2005). The gap between cognitive and socioemotional development leads to asynchrony in gifted children (Silverman, 1997), which may cause low self-esteem, shame, and anxiety (Mendaglio & Pyryt, 2003).

Ribeiro Piske and Stoltz (2020) conducted a qualitative study in a public school in Brazil with five gifted children whose ages changed from 7 to 10 years, and their parents, and four teachers to examine the perceptions of the socioemotional status of gifted children. Ribeiro Piske and Stoltz (2020) concluded that although

gifted children saw themselves as very intelligent, friendly, pleasant, and honest; on the other hand, they also had negative self-perception such as sense of uselessness, feeling strange, feeling not to be liked, perceiving giftedness as a bad situation, and sense of over-demanding.

In addition, some families perceived gifted children as easygoing, cheerful, obedient, generous, and participative (Ribeiro Piske & Stoltz, 2020). On the other hand, others perceived gifted children as perfectionists, stubborn, extremists, frustrated, impatient, isolated, demanding, having difficulties in making friends, and seeing giftedness as bad (Ribeiro Piske & Stoltz, 2020). Moreover, teachers perceived gifted children as easily annoyed, having too many expectations, having difficulties with anxiety, impatient, perceiving giftedness as bad, hiding being gifted, worried, having few friends, perfectionist, and avoidant to make mistakes (Ribeiro Piske & Stoltz, 2020). At the same time, teachers perceived gifted children as helpful, cheerful, and dedicated (Ribeiro Piske & Stoltz, 2020).

Gifted children also evaluated their school experiences and reported not having friends (Ribeiro Piske & Stoltz, 2020). Furthermore, teachers perceived that gifted children are labeled, such as nerds. Moreover, teachers reported that gifted children are likely not to show what they know, and they experience emotional difficulties (Ribeiro Piske & Stoltz, 2020). Therefore, despite their high cognitive abilities, gifted children may experience socioemotional difficulties and need support and guidance. Also, it was concluded that parents need to be informed about the socioemotional needs of gifted children to support these needs (Ribeiro Piske & Stoltz, 2020).

Furthermore, Chan (2003) also demonstrated that gifted children experience socioemotional difficulties. Chan (2003) investigated 209 Chinese adolescents who

were identified as gifted, to examine the adjustment problems. The researcher defined some problem areas among gifted children. The ones regarding their socioemotional needs were acceptance by peers, recognition of their abilities by others, and labeling (Chan, 2003). The researcher suggested that psychological counselors should take these problem areas seriously to understand gifted children's socioemotional needs and utilize preventive counseling strategies (Chan, 2003).

As an example of an extreme situation, Apistola (2017) conducted a literature review to investigate suicidality and risk factors for suicidality among gifted individuals. The articles of three journals were reviewed concerning giftedness. Those journals were "the Journal for the Education of the Gifted, Roeper Review (1978-2015), Gifted Child Quarterly (1957-2015, and Journal for the Education of the Gifted (1983-2015)" (p. 5-6). According to the results, the difference between gifted children and non-gifted children in terms of the tendency for suicide was found to be inconclusive (Apistola, 2017). Importantly, it was found that longitudinal studies indicated that there was an increase in gifted suicides year by year. The risk factors regarding the mental health of gifted individuals were defined in the literature as creativity, depression, asynchrony between cognitive and socioemotional development, maladaptive perfectionism, social isolation, and over-sensitivity (Apistola, 2017).

On the other side, it was showed that gifted children regulate their emotions and behaviors better than non-gifted children do (Bergold, Wirthwein & Steinmayr, 2020; Bolland, Besnoy, Tomek & Bolland, 2019; Eklund, Tanner, Stoll, & Anway, 2019; Peairs, Putallaz & Costanzo, 2019; Richards, Encel & Shute, 2003). For example, Eklund et al. (2015) randomly selected 1,206 children aged between 5 and 12 years from 20 elementary schools in the United States to investigate whether there

was a significant difference between gifted and non-gifted children in terms of having behavioral and emotional problems. Parents and teachers were asked to complete the measures of the Behavioral and Emotional Screening System and the Behavior Assessment Scale for Children. According to teacher reports, non-gifted children (14.4%) are at risk in terms of facing behavioral and emotional problems in comparison with gifted children (7.6%) (Eklund et al., 2015). Similarly, according to the reports of parents, gifted children (6.4%) show fewer behavioral and emotional problems than non-gifted children show (22.0%) (Eklund et al., 2015).

Bolland et al. (2019) supported previous findings with a 14-year longitudinal study. The study was conducted in the years between 1998 and 2011. In the study, 7,961 children whose ages ranged between 9 and 18 years from the 13 poorest neighborhoods in Alabama were included. Out of 7,691 children, 220 children were identified as gifted in the study. Researchers concluded that hopelessness was the most common challenge reported emotionally and psychologically among the participants. Using the Brief Hopelessness Scale, researchers aimed to investigate differences among gifted and non-gifted children in terms of experiencing hopelessness. It was found that gifted children ($M = 0.62$) experience less hopelessness than non-gifted children ($M = 1.25$) (Bolland et al., 2019).

Another study by Richards et al. (2003) aimed to determine whether gifted adolescents were differentiated from non-gifted adolescents regarding the emotional and behavioral adjustment. This study included 33 gifted and 25 non-gifted adolescents between 7th-grade and 10th-grade students in South Australia. Self-reports of the adolescents, parent ratings, and teacher ratings on the Behavior Assessment System for Children instrument were analyzed.

Parent ratings demonstrated that problem behaviors among gifted adolescents (M = 44.66) were less than among non-gifted adolescents (M = 49.76) (Richards et al., 2003). This finding demonstrated that total psychological adjustment was better among gifted adolescents compared to non-gifted adolescents (Richards et al., 2003). In addition, when subscale scores were analyzed, parent ratings indicated that gifted adolescents (M = 47.06) were less anxious than non-gifted adolescents (M = 52.24) (Richards et al., 2003). In addition, parents indicated that gifted adolescents (M = 46.06) experienced less attention problems compared to non-gifted adolescents (M = 53.12) (Richards et al., 2003). On the other hand, teacher ratings illustrated no difference between the gifted adolescent group and the non-gifted adolescent group in terms of behavioral and emotional adjustment (Richards et al., 2003).

Moreover, according to adolescents' self-reports in the study of Richards et al. (2003), gifted adolescents (M = 44.84) were significantly found as less depressed than non-gifted adolescents (M = 49.87). Besides, self-reports indicated that gifted adolescents (M = 44.62) had more positive attitudes toward their teachers than non-gifted adolescents (M = 51.48) (Richards et al., 2003). Furthermore, the results demonstrated that gifted adolescents (M = 51.78) were more self-reliant compared to non-gifted adolescents (M = 46.87) (Richards et al., 2003). Finally, it was found that gifted adolescents (M = 43.41) experienced less inadequacy than non-gifted adolescents (M = 49.40) (Richards et al., 2003).

Peer perceptions also supported previous findings. For instance, Peairs et al. (2019) carried out research with 327 children who were 7th-grade students in a school in North Carolina, United States. Peer referrals and self-report measures examined peer perceptions about gifted characteristics. Research demonstrated that adolescents perceived gifted children as less aggressive than non-gifted children

(Peairs et al., 2019). Gifted children were also comprehended by their peers as more prosocial with respect to non-gifted children. In addition, gifted children were perceived as higher academic achievers than non-gifted children (Peairs et al., 2019). The research study showed that peers reported no difference between gifted and non-gifted individuals regarding social preference and popularity (Peairs et al., 2019).

Similarly, Bergold et al. (2020) conducted a study to reveal the differences between gifted and non-gifted children regarding socioemotional issues. They included 50 gifted and 50 non-gifted children who were secondary school students. It was found that there were no significant differences between the two groups in terms of social interests, parental expectations, and subjective well-being (Bergold et al., 2020).

Also, acceleration in gifted education, like grade skipping, may result in socioemotional problems because cognitive and emotional development is not attuned (Freeman, 2005). Acceleration is defined by Pressey (1944) as advancing in an educational program at one's own faster pace compared to others. This acceleration may also be defined as skipping the grade or progressing in a hurry, which roots in World War because of losing time in education (Pressey, 1944).

Southern and Jones (2004) describe 18 educational acceleration types. Some examples are starting earlier school, skipping a grade, combining classes with high-level classes, compacting curriculum, paring with a mentor, involving in extracurricular programs, correspondence courses via Internet-based mechanisms, graduating early, advanced placement, concurrent enrollment, and giving credit by examinations in high school and college levels, (Southern & Jones, 2004). Counselors may consider the effect of acceleration on socioemotional development of gifted children so that gifted children benefit from appropriate education plans.

All in all, it can be concluded that although asynchronous development may cause some socioemotional difficulties (Mendaglio & Pyryt, 2003; Ribeiro Piske & Stoltz, 2020; Silverman, 1997; Sisk, 2005), gifted children also have socioemotional strengths compared to their peers or there are no differences between gifted and non-gifted children in terms of socioemotional difficulties (Bergold et al., 2020; Bolland et al., 2019; Eklund et al., 2019; Peairs et al., 2019; Richards et al., 2003). The following section presents the academic needs of gifted children.

2.2.2 Academic needs

Gifted children also have some academic strengths and difficulties. Bergold et al. (2020) conducted a study to investigate the characteristics of gifted children. They included 50 gifted and 50 non-gifted children who were secondary school students. They concluded that the academic achievement of gifted children was better than non-gifted children (Bergold et al., 2020). Bergold et al. (2020) also demonstrated that gifted children give importance to their self-concept regarding their math ability and have higher intrinsic motivation than their same-age peers.

Ribeiro Piske and Stoltz (2020) also investigated the perceptions of gifted children's school experiences by interviewing five gifted children in a primary school, their parents, and four teachers. Gifted children reported their school experiences as enjoying academically (Ribeiro Piske & Stoltz, 2020). Also, families perceive gifted children as good at school and academics, have career-related plans, and lead peers (Ribeiro Piske & Stoltz, 2020).

Ribeiro Piske and Stoltz (2020) also examined gifted children, teachers, and parents' perceptions of gifted children's resource room experiences. Gifted children, teachers, and parents reported that gifted children feel very comfortable in a resource

room designed for special education according to individualized education plans in schools (Ribeiro Piske & Stoltz, 2020). The participants also commonly illustrated that gifted children are able to make mistakes and progress in learning, and they have good relationships with gifted peers in the resource room (Ribeiro Piske & Stoltz, 2020).

On the other hand, results also illustrated that educational materials and resources and teachers who are specialists in gifted education are insufficient to meet the academic demands of gifted children and their parents (Ribeiro Piske & Stoltz, 2020). So, the study demonstrated that gifted children need advanced teachers and resources in terms of their academic development. In addition, they also have unique academic-related needs in certain areas, such as overcoming or coping with perfectionism, pressure for success, over-excitability, boredom, and underachievement (Freeman, 2005; Sisk, 2005).

Sisk (2005) maintained that because of high expectations of self and others, gifted children tend to show perfectionist attitudes and behaviors, which results in procrastination, difficulties in making a decision, avoidance behaviors, anxiety, and failure. Kaplan and Geoffroy (1993) suggested that high-stress levels in gifted children may cause underachievement or unconscionable success.

When gifted children cannot handle the stress of accomplishing something, and because of fear of failure, they may search for ways to cope, so they may give up and become underachievers (Kaplan & Geoffroy, 1993). On the contrary, gifted individuals may also set high limits and expectations for themselves because of their perfectionist views. They may be tired due to excessive struggle (Kaplan & Geoffroy, 1993). Thus, in both circumstances, Kaplan and Geoffroy (1993)

suggested that psychological counselors should consider the true potential of gifted children and help them so that their effort is in accordance with their potential.

Desmet, Pereira and Peterson (2020) conducted a narrative study with four gifted girls who are underachievers. The findings illustrated the factors behind the underachievement were an immediate increase in the curriculum in the transition to the higher academic level, perceiving themselves negatively, having a negative student-teacher relationship, and absence of learning skills (Desmet et al., 2020). In addition, setting clear goals were found helpful in reducing underachievement (Desmet et al., 2020). Another study reveals that when the anxiety level of gifted children increases and their self-efficacy decreases, the experiences of underachievement of gifted children increase (Obergriesser & Stoeger, 2015).

High expectations of others because of giftedness lead gifted children to feel external pressure (Cross & Cross, 2021). Especially intellectually gifted students are expected to have high academic achievement by teachers and parents. Because of high expectations of others, gifted children experience competitive striving and try to be successful constantly. This constant pressure leads these gifted children to sacrifice their leisure time for academic work, which causes them not to rest and not to engage in activities in daily lives (Freeman, 2005).

Boredom is also an academic concern for gifted children (Freeman, 2005). Gifted children may not benefit from the regular curriculum, which may lead to socioemotional problems during their education (Peterson, 2006). They learn more quickly than others and finish the work earlier in the classroom (Freeman, 2005). They are more curious and open to learning new ideas; however, they get bored when stimuli such as several advanced learning materials are rare in classroom

settings (Freeman, 2005). This constant boredom inclines to stress and anxiety. Gifted children need challenges to satisfy (Freeman, 2005).

If the curriculum in the school setting is not differentiated according to the needs and abilities of gifted children, they may experience frustration and feel uncomfortable (Peterson, 2006). On the other hand, since gifted children have the intense intellectual ability, they excessively focus on the stimulus around them, which is called over-excitability (Sisk, 2005); therefore, the educational settings should be balanced in terms of stimuli.

Cusson (2021) asserted that gifted children need advanced level education because their ordinary schools have limited resources in terms of educated teachers and educational materials for gifted education. Gifted and Talented Education schools provide not only advanced education but also social support (Cusson, 2021). Students give importance to the social environment of these schools because they feel belonging and coherence (Cusson, 2021). They also think they are given importance by the teachers in this school (Cusson, 2021). On the other hand, Freeman (2005) maintained that gifted education programs with other gifted children might trigger competitiveness.

Yoo & Moon (2006) also examined the perceived needs of gifted children from the perspectives of parents according to being a parent of one of three age groups. These were preschoolers whose ages were less than six years, preadolescents whose ages were between 6 years and 12 years, and adolescents whose ages were more than 12 years. From the year 1997 to the year 2000, 120 intake forms that were filled by parents who were receiving help from counseling centers for their gifted children were analyzed to demonstrate counseling needs according to three age groups. The results illustrated that for all age groups, parents mainly reported that

their children need counseling and guidance to overcome boredom, to follow educational plans, and overcome problems within the programs for talent development (Yoo & Moon, 2006).

Furthermore, Chan (2003) also demonstrated that gifted children experience some academic difficulties. Chan (2003) investigated 209 Chinese-gifted adolescents. Gifted adolescents in the study reported that involvement in talent areas, high parental expectations, and unchallenging school-related work were the most common problem areas they experienced (Chan, 2003). They also indicated maladaptive perfectionism as an academic problem (Chan, 2003).

As a result, gifted children have both strengths and needs in the academic domain of their development. Psychological counselors should consider these academic needs to provide effective counseling to them. The following section illustrates the career development needs of gifted children.

2.2.3 Career needs

One of the counseling areas in which psychological counselors are responsible is the career domain (ASCA, n.d.). Gifted individuals have unique needs, so unsurprisingly, counseling in the career domain for gifted individuals has to be differentiated and considered according to their needs (ASCA, 2019).

Ishak and Bakar (2014) conducted a mixed-method study with randomly selected 180 gifted Malaysian adolescents aged between 13 and 15 years to understand the user preferences for counseling services among gifted children. Out of 180 gifted participants, eight were randomly selected to conduct interviews, and 180 completed a survey related to counseling services. Gifted adolescents reported

counseling in their career domain as the most needed counseling area (Ishak & Bakar, 2014).

Furthermore, Chan (2003) demonstrated that gifted children have unique career needs by investigating 209 Chinese-gifted adolescents. Chan (2003) indicated the need for involvement in the talent area. The problem here was two-sided. On the one side, the gifted child may not be interested in the talent area; on the other side, the gifted child may excessively involve in the talent area (Chan, 2003). In addition, Bergold et al. (2020) showed that gifted children investigate interest areas more than non-gifted children.

Gifted children are likely to have perfectionists and impossible expectations about themselves (Freeman, 2005). Even though their expectations are reachable in their cognitions, like playing a musical instrument, their physical development may not be suitable for their cognitive development (Freeman, 2005). So, they are frustrated and discouraged and need emotional support (Freeman, 2005). The most common career-related challenge for gifted children is to be gifted or talented in multiple areas (Freeman, 2005). They have trouble choosing a career path (Freeman, 2005).

Counselors should be aware of the concerns related to gifted individuals in their career planning processes (Greene, 2006). Gifted children may have multi-potentials; they may make a decision earlier; academic issues may be overemphasized, and expectations of parents or other important people may influence the process (Greene, 2006). In addition, Green (2006) suggested that gifted individuals also tend to have high expectations related to their careers.

Moreover, Green (2006) suggested that psychological counselors should consider the characteristics which are generally associated with gifted individuals.

These are perfectionism, social responsibility, sensitivity, creativity, and empathy (Greene, 2006). Hence, psychological counselors should recognize gifted children's unique characteristics and needs. Instead of questionnaires and assessment tools designed for the general population, psychological counselors may help and encourage gifted children to define their strengths and make career decisions and plans (Greene, 2006).

Consequently, as the literature indicated, gifted children have unique counseling needs in each developmental domain, which psychological counselors should consider and differentiate their counseling strategies. In addition, these developmental domains of socioemotional, academic, and career are inseparable because these domains influence each other. Therefore, psychological counselors should evaluate the needs as a whole. The following section presents the labeling issue, which may influence all developmental domains.

2.3 Labeling

Goffman (1963) defines stigma as a relationship between attributes and stereotypes. “The term stigma refers to a social or individual attribute devalued and discredited in a particular social context.” (Kusow, 2007, p. 4778). Link and Phelan (2001) define the components of stigma as “distinguishing and labeling differences” (p. 367), “associating human differences with negative attributes” (p. 368), “separating us from them” (p. 370), and “status loss and discrimination” (p. 370).

Gifted individuals are subjected to labeling, and they are perceived as cognitively genius but socially and emotionally incompatible with the standards of society (Silverman, 1997). Coleman and Cross (2014) conducted a qualitative study to examine the perceptions and experiences of gifted adolescents on giftedness as a

social hindrance. Fifteen gifted adolescents aged between 15 and 17 in Tennessee, the USA, were selected as participants. Three interviewers interviewed them at two-time points during a summer program.

The results indicated that gifted adolescents are likely to define themselves with neutral and academic-related words like working hard and being good at tests (Coleman & Cross, 2014). Also, 87% of gifted adolescents stated that others think they are different and have the tendency to study all the time (Coleman & Cross, 2014). Moreover, all participants agreed that there are cliques in their regular schools, and they are labeled as nerds and only interested in school-related issues by the cliques (Coleman & Cross, 2014). In addition, they expressed that there are no such cliques and stigmas in the gifted education program. They also stated they might feel more comfortable and confident if the school is only for gifted students (Coleman & Cross, 2014).

Another study by Baudson & Preckel (2013) investigated the perceptions of 126 primary school teachers and 126 secondary school teachers on the characteristics of gifted children in Germany. Participants were randomly assigned one of the eight vignettes, differentiated by the variables of being gifted, non-gifted, girl, boy, eight years old, and fifteen years old. After reading vignettes, participants completed the Big Five Personality Questionnaire.

According to the results, teachers perceive gifted children as capable of cognitive abilities but incapable of social relationships (Baudson & Preckel, 2013). They reported that gifted children experience emotional problems (Baudson & Preckel, 2013). The study also indicated that teachers perceive the personality characteristics of gifted children as more open, introverted, neurotic, and

disagreeable (Baudson & Preckel, 2013). In addition, gifted boys are perceived by teachers as more conscientious than non-gifted boys are (Baudson & Preckel, 2013).

On the other hand, teachers also have a contradictory view of gifted children. According to this view, gifted children are good at all domains and are perceived as superior academically, socially, and emotionally (Kaufman & Sternberg, 2008). These stereotyping views, which include both being insufficient in daily life and being superior at everything, are common stress factors among gifted children because they try to fit in one of them, which may lead to an increase in anxiety (Freeman, 2005). When the gifted child is talented in a particular area, others may still expect that their child performs superior in all areas (Freeman, 2005). Hence, failure and making parents or others disappointed may lead to more stress for gifted children compared to their non-gifted peers (Freeman, 2005).

Snow and Anderson (1987) identified information management strategies for people who are the victims of stigmatization. These are covering the signs of stigma symbols, distancing oneself from stigmatized roles or institutions, compartmentalization which refers to separating the social world into two to claim their stigmatized identity and not to claim one's stigmatized identity, and embracement of the stigmatized identity (Snow & Anderson, 1987).

When gifted children experience social problems, they are likely to develop intellectual defenses (Sisk, 2005). If put differently, to cope with labeling; gifted children may think they are too smart to establish relationships with non-gifted people (Freeman, 2005). In addition, they tend to focus on academic work when they encounter socioemotional problems (Freeman, 2005). Because of focusing on academic work extremely, social isolation may occur (Sisk, 2005). Also, gifted children may not clarify their giftedness to their peers (Sisk, 2005).

Consequently, gifted children are positively or negatively exposed to labeling and develop some strategies to cope with socioemotional problems that labeling may cause. It may also be available in the identification of gifted children. The following section exhibits identification procedures and barriers to being identified as gifted.

2.4 Identification of giftedness

Identifying gifted children is crucial because only identified children can benefit from gifted education. Most schools in the United States use only standardized intelligence tests to identify gifted children in spite of comprehensive assessments, including teacher and parent reports (McIntosh, Dixon, & Pierson, 2018). On the other hand, teacher referrals play a critical role in the identification of gifted children. Teachers and parents are generally the first gates for identification of giftedness and future evaluation by standardized intelligence tests (NACG, 2015). Although gifted children can come from all backgrounds, such as ethnicity, culture, race, economic status, and personality traits (NAGC, n.d.), this initial referral to be identified as gifted may cause inequity and underrepresentation of minority or disadvantaged groups because of teacher biases (Peters & Engerrand, 2016).

Peterson (2006) remarks that psychological counselors should be aware of the identification procedures of gifted children because the underrepresentation of culturally diverse groups may also cause emotional and social difficulties for non-identified gifted children. Peterson (2006) mentions that children with behavioral and emotional problems may not be identified as gifted, so psychological counselors should be careful for the non-identified gifted children to support their socioemotional and academic development. In the following section, general bias

factors that affect teachers' referral decisions are discussed. These are gender, socioeconomic status, ethnicity, disability, and language.

Even in today's world, the characteristics of giftedness are attributed to masculine roles, so girls feel pressure to show their talents, and boys are selected for identification of giftedness by teachers and parents more than girls (Freeman, 2005). Furthermore, the reaction of gifted girls to failure is generally withdrawing, while reactions of gifted boys to failure are generally externalizing behaviors; thus, teachers and parents focus on boys more (Freeman, 2005).

Shepard, Nicpon, Haley, Lind and Liu (2011) conducted a study with 58 adolescent gifted boys to analyze the link between masculine norms of society and giftedness. Researchers concluded that when there is an increase in belonging to masculine norms of society, there is an increase in that gifted boys feel competent, self-confident, self-reliant and academically successful (Shepard et al., 2011). In addition, the results indicated that suppressing emotions is negatively related to satisfaction in social relationships (Shepard et al., 2011).

Bianco, Harris, Garrison-Wade and Leech (2011) conducted a mixed-method study with 189 teachers from Colorado and Florida. In the study, 28 out of 189 teachers were randomly assigned to two conditions to investigate the influence of gender in the referral process for the identification of giftedness. One group read a vignette about a Caucasian female named Doreen, a fourth-grader with gifted characteristics. Another group read a vignette about a Caucasian male named Darin who had the same characteristics as Doreen except for the gender. After reading the vignette, participants were asked to complete a six-question survey. One question was regarding rating the degree to which the teachers recommend the child for referral to a gifted program and briefly stating why the teacher chose that option.

According to the results, there were statistically significant differences among the groups in terms of referring the child to gifted programs (Bianco et al., 2011). Researchers concluded that teachers were more likely to refer males to gifted programs in comparison with females (Bianco et al., 2011). In the qualitative part of the study, the results revealed that 8 participants (54%) who reported that they agreed to refer the female child to a gifted program stated that they would refer the child because of her gifted characteristics (Bianco et al., 2011). The participants (46%) reported their reasons for disagreeing with referring the female child to gifted programs attributing her perceived negative characteristics such as difficulties in social skills and lack of IQ data (Bianco et al., 2011). Participants (77%) who reported their agreement to refer the male child for the gifted program stated that they agreed because of the perceived positive gifted characteristics such as creativity, motivation, and taking pleasure of being challenged (Bianco et al., 2011). Overall, the qualitative part of the study indicated that teachers focused more on the perceived negative characteristics of the female child. In contrast, teachers focused on perceived positive characteristics more for the male child. So, this study showed gender bias in the gifted referral process.

Children's socioeconomic status may also influence teachers' decisions to refer children to gifted programs. Neumeister, Adams, Pierce, Cassady and Dixon (2007) conducted a research study in Indiana, the state of the USA, with 27 teachers with at least three years of teaching experience and 184 gifted minority children from different ethnic backgrounds and low socioeconomic status. The study aimed to understand teachers' perceptions of giftedness as a concept, gifted characteristics, and their identification procedures. This study is part of the project CLUE, namely Clustering Learners Unlock Equity Project. Teachers were included in training about

gifted education for four days in the summer in 2002. The topics comprised identifying gifted children and issues in the education of gifted minority children. In addition, teachers were included in full-day workshops about giftedness and gifted education five times during the year. Participants completed a survey with open-ended questions about their giftedness definitions and gifted characteristics.

The results indicated that when the teachers were asked to state their definitions of giftedness, 78% of the teachers perceived self-motivation as a characteristic of giftedness; however, teachers were instructed in the training that self-motivation is not necessarily defined characteristic of giftedness (Neumeister et al., 2007). Moreover, despite the training about minority and economically disadvantaged gifted children in terms of their characteristics and education, it was concluded that teachers still did not clearly understand the characteristics of gifted children and their needs (Neumeister et al., 2007). Teachers reported that they had some concerns for 63 children out of 184 children related to their qualifications for the gifted program. They stated that six children were not gifted for any reason (Neumeister et al., 2007).

Yaluma and Tyner (2021) carried out a research study to investigate the change in the number of gifted programs, the change in gifted children participation, and the change in the representation of giftedness in children with diverse ethnic backgrounds and low socioeconomic status in the U.S. from the year 2012 to the year 2016. The national data were used to analyze public elementary and middle schools' gifted programs.

Researchers demonstrated that the number of gifted programs and participation in public elementary and middle schools decreased; however, this decrease was very slight (Yaluma & Tyner, 2021). Besides, data illustrated that these

gifted programs were more common in large schools with more students (Yaluma & Tyner, 2021). Moreover, it was found that there was a slight decrease in having a gifted program that has a differentiated learning setting according to the advanced academic needs of gifted children in low socioeconomic regions. In contrast, there was a slight increase in gifted programs in high socioeconomic regions (Yaluma & Tyner, 2021). Finally, the study demonstrated that Latinx and African American children were still underrepresented in 2016 (Yaluma & Tyner, 2021). It was found that when there was an increase in the rate of minority children in the school, there was a decrease in numbers of having gifted programs (Yaluma & Tyner, 2021).

Ethnicity also influences referral (Neumeister et al., 2007; Yaluma & Tyner, 2021). Grissom, Rodriguez and Kern (2017) conducted a study in line with the findings of the former research study of Yaluma and Tyner (2021). They randomly selected 2,170 elementary schools in the U.S. with gifted programs to investigate the representation of different ethnic and racial backgrounds in terms of giftedness in the schools. The national data belonging to the years 2004 and 2012 were utilized.

The average data illustrated that there were 62% European American children, 15% Latinx children, and 14% African American children in selected elementary schools, while there were 72% European American gifted children, 10% Latinx gifted children, and 9% African American gifted children in elementary schools in the study (Grissom et al., 2017). Hence, it was inferred that African American and Latinx-gifted children were underrepresented compared to the European American gifted children (Grissom et al., 2017). In the comparison to years, it was found that there was a decline in both the total number of African American children (16.20% in 2004 and 12.37% in 2012) and African American gifted children (10.73% in 2004 and 7.78% in 2012) (Grissom et al., 2017). Also, the

results revealed that the number of Latinx children (14.50% in 2004 and 16.50% in 2012) increased significantly, whereas the number of Latinx gifted children (9.59% in 2004 and 10.72% in 2012) did not increase significantly (Grissom et al., 2017). In contrast, according to years 2004 and 2012, the total percentage of European American children (61.56% in 2004 and 63.38% in 2012) and the percentage of European American gifted children (70.91% in 2004 and 72.71% in 2012) in the elementary schools did not change significantly (Grissom et al., 2017).

Researchers also investigated the percentage of teachers in terms of their ethnic and racial backgrounds. According to the outcomes, on average, there were 88% of European American teachers, 6% of African American teachers, and 4% of Latinx teachers (Grissom et al., 2017). Compared with years, 7% of African American teachers were in 2004, while 5% were in elementary schools (Grissom et al., 2017). When the percentage of Latinx teachers (3.82% in 2004 and 4.03% in 2012) did not change significantly, the percentage of European American teachers (6.87% in 2004 and 5.41% in 2012) significantly increased (Grissom et al., 2017).

The researchers also conducted a regression analysis to examine whether teacher ethnicity predicts gifted representation (Grissom et al., 2017). It was inferred that Latinx-gifted children representation was predicted by the percentage of Latinx teachers (Grissom et al., 2017). When there was an increase in the percentage of Latinx teachers, there was also an increase in the percentage of Latinx-gifted children (Grissom et al., 2017). In the same way, the results illustrated that the representation of African American gifted children was predicted by the percentage of African American teachers (Grissom et al., 2017). When there was an increase in the percentage of African American teachers, there was also an increase in the percentage of African American gifted children (Grissom et al., 2017). In contrast, it

was found that in the schools with the majority of the teachers being African American and Latinx, European American gifted children were underrepresented greater by comparison with the schools where the majority of the teachers were European American (Grissom et al., 2017).

Lamb, Boedeker and Kettler (2019) also carried out a study to investigate the influence of ethnicity on the identification procedures of giftedness and gifted representation. The researchers examined 994 districts in Texas using national data from three sources. They applied the 20% rule, which is utilized to make calculations in the equity allowance formula to determine inequity related to minority-gifted representation.

They concluded that 712 districts (71.6%) did not meet equitable enrollment standards for gifted programs in terms of ethnicity (Lamb et al., 2019). The percentage of Latinx and European American teachers was found as a predictor of inequity in the enrollment of Latinx children in gifted programs (Lamb et al., 2019). In other words, it was found that when the number of European American teachers increased, the referrals of Latinx children to the gifted programs decreased. In contrast, the number of Latinx teachers in the schools increased, and the referrals of Latinx children by teachers to the gifted programs also increased (Lamb et al., 2019).

Similarly, Peters et al. (2019) aimed to reveal the underrepresentation of gifted children. In the study, the researchers included 40,684 schools in the United States using public data. They found that in 42% of the schools, none of the children were identified as gifted both in 2014 and 2016, so children in these schools had no access to gifted programs. In addition, researchers calculated the representation index to illustrate minority representation. It was concluded that gifted representation among Asian and European American children was as it should be; however, Latin

American, African American, and Native American gifted children were underrepresented (Peters, Gentry, Whiting & McBee, 2019).

Finally, Elhoweris, Mutua, Alsheikh and Holloway (2005) conducted a study with 207 teachers from 16 elementary schools. Participants were randomly divided into three groups. One group read a vignette about a child coming from European American background with gifted characteristics. The second group read a vignette about a child coming from African American ethnic background with the same gifted characteristics. The third group read a vignette about a child with gifted characteristics without any ethnic information. After reading the vignette, teachers reported their perceptions regarding referring the child for comprehensive evaluation with the possibility of being placed in gifted programs and referring the child directly to gifted programs. Findings showed that the child's ethnicity significantly affected teachers' decisions to refer children to gifted programs (Elhoweris et al., 2005). Researchers found that teachers had more tendency to refer a child with no ethnic information to gifted programs than an African American child (Elhoweris et al., 2005).

Children with disabilities are also likely to be underrepresented. In the study that Peters et al. (2019) conducted to investigate the underrepresentation of gifted children among diverse groups examining 40,684 schools in the United States using public data, the representation index showed that children who benefited from services under the Individuals with Disabilities Education Act (IDEA) were underrepresented in gifted education.

Bianco (2005) also conducted a study with 247 teachers to examine the referral bias of teachers towards children with learning disabilities or emotional and behavioral disorders. Participants were randomly divided into three groups. The first

group read a vignette about a child with gifted characteristics and with no exceptionality label. The second group read a vignette about a child with gifted characteristics and a learning disability. Also, the third group read a vignette about a child with gifted characteristics and emotional and behavioral disorders (Bianco, 2005). The results illustrated that teachers refer children with no exceptionality label for the identification of giftedness more than children with learning disabilities and emotional and behavioral disorders (Bianco, 2005).

Bianco and Leech (2010) also conducted a mixed-method study with 277 teachers. Consistent with the previous findings, it was found that teachers were less likely to refer children with learning disabilities for the identification of giftedness (Bianco & Leech, 2010).

Language may also influence the identification and referral to gifted programs. Peters et al. (2019) calculated the representation index for children who have Limited English Proficiency (LEP), analyzing data from 40,684 schools in the U.S. The results showed that children with LEP were underrepresented in gifted programs (Peters et al., 2019).

As a result, appropriate teacher referral is vital in the identification of giftedness. There may be inequity in the referral process because of teacher bias. Psychological counselors should recognize bias factors and work to provide equity for all minority and disadvantaged groups. In the following section, some studies regarding giftedness in Türkiye are presented.

2.5 Studies regarding giftedness in Türkiye

In this section, studies in Türkiye take place by presenting different aspects of giftedness, such as the socioemotional, academic, and career needs of gifted children

and the conceptualizations of giftedness from the views of gifted children, psychological counselors, teachers or parents.

Akar (2012) conducted a qualitative research study to illustrate the counseling needs of gifted children at the primary school level. The study participants were 342 parents of gifted children who enrolled in BİLSEM and 100 teachers, including psychological counselors who worked in BİLSEM from seven regions. The researcher designed a checklist to collect data.

The mothers in the study by Akar (2012) reported that multi-potentiality, planning the future, choice of profession, choice of school, and unwillingness were the primary needs of gifted children related to academic and career counseling (Akar, 2012). In the same way, fathers reported their gifted children's academic and career needs primarily as future planning, choice of profession, multi-potentiality, perfectionism, and unwillingness (Akar, 2012). Besides the parent reports, teachers reported gifted children's academic and career needs mostly as awareness of talents, active involvement in group work, self-expression, multi-potentiality, and unwillingness (Akar, 2012).

When it comes to the counseling needs of gifted children in the socioemotional domain, mothers rated the needs primarily as hyper-emotionality, sensitivity, obstinacy, effective use of leisure time, and over-excitability (Akar, 2012). Similarly, fathers rated the primary socioemotional needs of their gifted children. These were an effective use of leisure time, sensitivity, forgetfulness, hyper-emotionality, obstinacy, and over-excitability (Akar, 2012). In addition to parent reports, teachers reported that gifted children need counseling in the socioemotional domain in terms of obstinacy, socialization, empathy, self-confidence, family relations, and effective use of leisure time (Akar, 2012).

In a similar way, Altun (2015) carried out a mixed-method study to analyze the counseling needs of gifted children, their experiences with counseling services, and the perceptions of psychological counselors in terms of their competence in working with gifted children. The participants in the study were 242 parents who had a gifted child from 4th grade to 10th grade, 343 gifted adolescents from 27 different BİLSEM, and 193 psychological counselors who work with these gifted adolescents in the school or BİLSEM settings (Altun, 2015). The measurement tools were Gifted Education Resource Institute Client Problem Inventory, Gifted and Talented Adolescents' Experiences in School Counseling, and Psychological Counselors' Knowledge, Perceptions and Involvement Concerning Gifted and Talented Students. In addition, eight out of 193 psychological counselors in the study were interviewed for the qualitative research part (Altun, 2015).

Regarding the findings, parent reports demonstrated that 41.7% of the parents did not receive any support, and 43.8% rarely received support from the school counseling services (Altun, 2015). Similarly, parent reports showed that 36.4% of the parents did not receive any help, and 41.3% rarely received help from the counseling services in BİLSEM (Altun, 2015). In addition, parents exhibited the counseling needs of gifted children for all age groups as education plans, programs for supporting the talent, and over-excitability. Moreover, parents rated the needs of gifted adolescents as a career and life plan, irritability, and lack of attention (Altun, 2015). It was also concluded that the needs of gifted children differ depending on the variables of age and gender (Altun, 2015).

Altun (2015) also revealed that the most rated counseling needs by gifted adolescents were being questioned in terms of commitment to study (29.6%), the fear of failure (42.3%), multi-potentiality (30%), the meaning of gifted identity (26.6%),

concerns regarding how others perceive them (32.3%), and perfectionism (29.1%). It was also indicated that 7% of gifted adolescents reported no need or difficulty (Altun, 2015). In addition, Altun (2015) concluded that despite having needs, 38.5% of the gifted adolescents did not ask for help from counseling services at either schools or BİLSEM. Furthermore, Altun (2015) indicated that the reported needs by gifted adolescents for help mainly were in the socioemotional domain. Furthermore, according to the results, gifted adolescents defined their needs for their academic and career development primarily as meeting with adults in the same interest areas as them, flexible study plan according to their interests and needs, and meeting peers with the same interests and talents (Altun, 2015).

Finally, the results of the study by Altun (2015) demonstrated that psychological counselors did not have enough knowledge and skills about the characteristics and needs of gifted children. Psychological counselors reported that they received in-service training about identifying giftedness, and they expressed that the existing applications in counseling services were quite far from meeting gifted students' needs (Altun, 2015). The needs of gifted children were mostly reported as being understood by others and accepting diversity (Altun, 2015). Other needs of gifted children were reported by counselors as a conflict in leadership with peers, belittling non-gifted peers, and negative influence of gifted label (Altun, 2015). Furthermore, it was found that psychological counselors who work in BİLSEM know more about the characteristics of the diverse group of gifted children than the psychological counselors in the regular schools do (Altun, 2015).

Another study was conducted by Ozcan and Uzunboylu (2020) by interviewing 52 psychological counselors working in private primary schools to examine their perceptions about serving gifted children. Psychological counselors

stated that they were experiencing difficulties because of the personality characteristics of gifted children. These were leadership, individuality, curiosity, dominance, impatience, sensitivity, excessive introversion, and extroversion (Ozcan & Uzunboylu, 2020).

In addition to personality characteristics, psychological counselors reported some academic characteristics of gifted children that challenge them. These were motivational problems, asking questions endlessly, ineffective learning methods, poor time management skills, high family expectations, and messy work (Ozcan & Uzunboylu, 2020). Psychological counselors also stated that they had trouble because of the social relations of gifted children, which were associated with loneliness by all psychological counselors in the study (Ozcan & Uzunboylu, 2020).

Psychological counselors also reported their perceptions about their competence in working with gifted children. They stated that they had inadequate training to serve gifted children, experienced a lack of work experience, and lacked knowledge about educational policies regarding their responsibilities (Ozcan & Uzunboylu, 2020). Therefore, it seems that psychological counselors need the training to work with gifted children.

In conclusion, the studies in Türkiye demonstrated that gifted children have unique needs in each developmental domain (Akar, 2012; Altun, 2015; Ozcan & Uzunboylu, 2020). The findings also illustrated that psychological counselors have professional needs, such as training and competence to work with gifted children (Akar, 2012; Altun, 2015; Ozcan & Uzunboylu, 2020). Some effective counseling interventions in the literature working with gifted children are presented in the following section.

2.6 Counseling interventions for gifted children

Psychological counselors are professionals who provide effective counseling strategies and interventions to gifted children in individual and group settings to meet their unique counseling needs (ASCA, 2019). Furthermore, they collaborate with other school stakeholders to enhance the children's mental health and success (ASCA, n.d.). Some effective counseling interventions for gifted children from all around the world, including Türkiye, were illustrated in this part.

Firstly, Steenbergen-Hu, Olszewski-Kubilius and Calvert (2020) conducted a meta-analysis study to investigate the effectiveness of intervention programs for underachiever-gifted children analyzing the results of 14 studies. The interventions in the studies were creative writing, mentoring, motivational interviewing, promoting student autonomy, goal-setting, self-regulation, and support groups. Steenbergen-Hu et al. (2020) concluded that intervention programs did not make a difference in the academic performance of gifted children in terms of their course grades; however, they found that psychological outcomes were enhanced. More specifically, after the interventions, the motivations of gifted children to learn increased, their self-regulation enhanced, and they began to give more importance to the school (Steenbergen-Hu et al., 2020).

Also, Finney and Van Dalsem (1969) investigated the effectiveness of group counseling on the underachievement of gifted adolescents. The participants were 154 gifted adolescents at the high school level. There were 69 students in the experimental group and 85 students in the control group. The group counseling lasted four semesters weekly. Gifted adolescents shared their feelings, cognitions, and actions regarding academic issues.

The findings demonstrated that the grades of underachiever-gifted adolescents did not change (Finney & Van Dalsem, 1969). However, class absenteeism and resistance rate decreased, and cooperation in the school increased (Finney & Van Dalsem, 1969). Even if students' academic performances did not improve or change much, the interventions' psychological effect was still significant because learning depends on these psychological factors (Finney & Van Dalsem, 1969). In other words, these psychological factors are prerequisites for learning and life satisfaction.

Gifted children are likely to be related to perfectionism, which is likely a maladaptive trait (Neumeister, 2017). As a counseling strategy, Olton-Weber, Hess, and Ritchotte (2020) conducted a study to investigate the effectiveness of mindfulness intervention, Learning to BREATHE, on the perfectionism degree of gifted children. Mindfulness was defined as an ability to focus the mind on the things at that moment nonjudgmentally and with acceptance of self and others (Hanh, 2016). Broderick and Metz (2009) developed a mindfulness program called Learning to BREATHE for adolescents in the school setting. It aimed to help adolescents to gain skills to regulate their emotions and realize their bodily sensations, thoughts, and feelings in six lessons with mindfulness practices (Broderick & Metz, 2009).

In the study of Olton-Weber et al. (2020), the mindfulness program lasted six weeks, and 42 gifted students in the middle school participated. Each session lasted 45 minutes. The mindfulness and perfectionism degree of gifted children was measured before the program, after the program, and after a 5-week follow-up. It was found that after the mindfulness intervention program and 5-week follow-up, there was a decrease in the self-oriented perfectionism rate of gifted children and an increase in their mindfulness rate (Olton-Weber et al., 2020).

Guided viewing of the film was also proposed as a counseling strategy for working with gifted children (Hébert & Neumeister, 2001; Hébert & Sergent, 2005). With guided viewing of the film, it is aimed to notice the socioemotional developmental needs and concerns of gifted children in their current lives, such as "asynchronous development, emotional sensitivity, camouflaging one's intelligence, perfectionism, multi-potentiality, and underachievement" (Hébert & Sergent, 2005, p. 16). Through this intervention, gifted children may learn new approaches to coping with their socioemotional problems in school (Hébert & Sergent, 2005).

The collaboration of teachers and psychological counselors is vital in this strategy. Parents, teachers, and classmates will also likely develop a new understanding of giftedness issues (Hébert & Sergent, 2005). The film should be chosen carefully to comprise the socioemotional issues gifted children encounter (Hébert & Sergent, 2005). Group discussion in the classroom should be part of the strategy after watching the film. Additionally, psychological counselors should arrange follow-up activities to support their new understanding related to giftedness (Hébert & Sergent, 2005). Guided viewing of the film helps gifted children to recognize the similar traits of movie characters with themselves, to develop empathy towards movie characters, to gain insight into their difficulties, and apply their new understandings to their lives (Hébert & Sergent, 2005).

Some counseling intervention programs and strategies for gifted children were also developed in Türkiye. For example, Kurtulmuş (2010) developed an intervention program, Computer-Based Education Program Assisted with Group Training, for the parents of gifted children to reduce the maladaptive perfectionism of gifted children and enhance their family relations. The topics in the program were empathy, active listening, discipline methods, developmental characteristics of gifted

children, perfectionism, and guidance in the choice of profession (Kurtulmuş, 2010). In the study, 20 parents and their 20 gifted children were included. Parents were firstly involved in 4-week group training. In the first meeting, the familiarization of parents was aimed via warm-up exercises. In the second meeting, structured games introduced communication skills, and parents also shared their thoughts about their children. Communication with children was included via direct instruction, conference, role-playing, and presentations in the third meeting. In the last session, effective discipline methods were introduced (Kurtulmuş, 2010).

Parents are also involved in the 8-week computer-based education with the assistance of web-page (Kurtulmuş, 2010). There was a topic each week. These were gifted children's developmental characteristics, socioemotional characteristics, perfectionism, sibling and peer relations, family relations, education, stress, and choice of profession (Kurtulmuş, 2010). On the web page, there were presentations, article lists, book lists, institution lists, web page addresses, stories, articles, and poems regarding gifted children (Kurtulmuş, 2010). The pre-test and post-test results revealed that the program effectively decreased the perfectionism scores of gifted children based on the measurement tool of the Multi-Dimensional Perfectionism Scale (Kurtulmuş, 2010).

Saranlı (2011) also aimed to develop an indirect intervention program to meet the socioemotional needs of gifted children via counseling with parents. Hacettepe Family Guidance Program for Parents of Gifted Children (HÜYAP) was developed based on the Social and Emotional Needs of Gifted (SENG) Model Parent Groups in the USA. The study participants were 40 parents with gifted children who were 3rd, 4th, and 5th-grade Science and Art Center students. The program consisted of 10 sessions over ten weeks, each lasting 90 minutes. The purposes of the program were

to provide information about the socioemotional needs of gifted children, which were underachievement, lack of motivation, perfectionism, family relations, learning styles, stress, depression, and family relations; preventing the socioemotional risks for gifted children; and enhancing family support for gifted children (Saranlı, 2011). In the study, 20 parents were included in 10-week HÜYAP, and 20 other parents were included in 10-week SENG Model Parent Groups. Both programs were found effective in meeting the needs of gifted children via parental guidance (Saranlı, 2011).

Besides the intervention programs for parents with gifted children, when it comes to direct intervention programs for gifted children, Ogurlu (2012) developed a Leadership Skills Development program to enhance the leadership skills of gifted children who were defined as possible future leaders. The themes in the study were fundamentals of leadership, creativity, motivation, self-esteem, timidity, finding support, keeping calm, problem-solving, decision-making, communication, goal-setting, and working with a team (Ogurlu, 2012).

The program by Ogurlu (2012) was designed as 15 sessions a week for 45 minutes. The program was applied to 13 gifted and 28 non-gifted 6th-grade children. The techniques utilized in the program were questioning, direct instruction, discussion, role-playing, implementation, homework, sharing, reading story, and brainstorming (Ogurlu, 2012). The program's effectiveness was measured with pre-test and post-test results depending on Leadership Skills Scale, which was also developed by Ogurlu (2012). The program was effective for gifted and non-gifted children (Ogurlu, 2012).

Apart from enhancing the leadership skills of gifted children, Uysaler (2015) developed Friendship Skills Development Program to enhance peer relations among

4th-grade gifted children. The program comprised 12 sessions a week for 40-45 minutes. The topics in the program were the importance of friendship, basic communication skills, group involvement skills, cooperation skills, coping with exclusion, game playing, maintaining a friendship, recognizing and expressing emotions, and recognition of self and others (Uysaler, 2015). In deciding the program's effectiveness, 12 gifted children were included in the program, and the other 12 gifted children were not included in the program. After the results of the pre-test and post-test of the Friendship Relations Evaluation Scale, it was concluded that the program effectively enhanced the peer relations of gifted children (Uysaler, 2015).

Bibliotherapy was also used as an intervention technique (İlter, 2015; Kurt, 2018; Taş, 2019). İlter (2015) developed an effective bibliotherapy-based education program consisting of 7 sessions to reduce perfectionism among gifted elementary school children. Also, Kurt (2018) developed an effective eight-week bibliotherapy program to increase the empathy level of 2nd-grade gifted children. Furthermore, Taş (2019) presented the bibliotherapy technique's effectiveness in enhancing problem-solving skills among 6th-grade gifted children.

Finally, Koçak (2020) developed an 8-week psychoeducation program to support the socioemotional development of gifted children regarding socioemotional skills, loneliness, and friendship quality. The program's content included communication skills, self-recognition, awareness of potential, recognition and expression of emotions, peer relations, social problem-solving skills, awareness towards self and others, and coping with anxiety (Koçak, 2020).

To conclude, different and effective counseling interventions for the counseling needs of gifted children are available. The present study aims to exhibit

the unique needs of gifted children from the perspectives of psychological counselors in the context of Türkiye. Understanding gifted children's academic, career, and socioemotional needs are essential in providing effective guidance and counseling (NAGC, n.d.). So, the current study also aims to reveal counseling interventions, strategies, and programs used or perceived as effective by psychological counselors to meet the perceived counseling needs of gifted children.

CHAPTER 3

METHODOLOGY

In this chapter, the method of the study is presented. This chapter includes the research design, the characteristics of participants, the instruments used to collect the data, the study procedure, the pilot study, the data analysis technique, and the identity of the researcher.

3.1 Research design

The current study was aimed to understand the perceptions of psychological counselors regarding their professional needs working with gifted children and the counseling needs of gifted children. Since the aim of the present research study required a comprehensive understanding of a particular context, the qualitative research design was used in this study (O'donoghue, 2006). In order to understand a deep and complex social phenomenon in a constantly changing environment, the qualitative research design is more appropriate (Flick, 2022). Especially in psychology, it is hard to get details to comprehend everyday life practices in other research methods except qualitative research (Flick, 2022).

The qualitative method emphasizes participants' subjective explanations and experiences in a particular social context (Denscombe, 2007). The qualitative method provides a more holistic approach to the investigated phenomenon because, in social research, the investigated phenomena cannot be separated from its context (Denscombe, 2007). The variables that play roles in the investigated phenomena are recognized and understood in a particular context (Denscombe, 2007). The present study was aimed to understand psychological counselors' views on giftedness,

considering the context from the ecological view of Bronfenbrenner (1979) and the contextual view of Lo et al. (2019).

3.2 Participants

This section highlights the current study's sampling method, the participant selection criteria, and the participants' demographic information. Detailed information about participants is also included.

The psychological counselors, who work with students in public elementary schools in İstanbul, were the target population of the current study. The purposive sampling technique, one of the non-probability sampling methods (Etikan, Musa & Alkassim, 2016), was used to select the participants. It is utilized to choose the participants deliberately according to the defined qualities (Etikan et al., 2016). Tongco (2007) describes the purposive sampling method as the "most effective when one needs to study a certain cultural domain with knowledgeable experts within" (p. 147).

Four selection criteria were applied in the selection of the research participants:

i. Participants were aimed to be selected according to the program they graduated namely guidance and psychological counseling. Participants who graduated from other programs were excluded.
ii. Psychological counselors who have permanent job statuses were included in the study.
iii. Psychological counselors working with gifted children in public elementary schools were selected as participants.

iv. Psychological counselors with at least three years of school counseling experience working with gifted children were selected as participants.

According to these criteria, eight voluntary psychological counselors were included as participants in the study. In addition to these criteria, out of eight, two psychological counselors with former work experience in BİLSEM in İstanbul were included in the study. Data saturation was the reason why eight psychological counselors were included in the current study. Data saturation means the data obtained from the interviews begin replicating (Fusch & Ness, 2015; Morse, 2015).

Instead of using the actual names, a number was given to each participant as a code name to provide confidentiality. There was one male and seven female participants in the current study. Their ages ranged between 29 and 36, with an average of 32. Two had a bachelor degree, five had a master's degree, and one had a doctorate degree. Their school counseling experiences ranged between six and fourteen, averaging 9.75. Moreover, only two psychological counselors took a course in university, whereas four psychological counselors took in-service training on giftedness. Table 1 demonstrates the demographic information of the participants. Detailed demographic and personal information about the participants is explained below.

Psychological counselor 1 (P-1) was a 36 years old male participant. He had 14 years of experience in school counseling. He has worked for seven years in the current school, which is placed in the district of Güngören in İstanbul. There were 1,560 students in the school, six of them were gifted. Two of them were female students, and four of them were male students. Moreover, three psychological counselors were working in the school. P-1 had a doctorate degree. He took a course related to giftedness during his undergraduate education. He reported that he did not

receive in-service training during his work experience. He also reported that he has taken several training courses related to therapy. These were acceptance and commitment therapy, integrative psychotherapy, experiential play therapy, child-centered play therapy, dialectical behavioral therapy, dynamic therapy, and psychoanalytic therapy. He stated that his career development continues through training and supervision.

Table 1. Demographic Information of the Participants

Participant	Gender	Age	Education status	Years of total experience	Years of experience at current school	Taking a course on giftedness	Taking in-service training on giftedness
P-1	Male	36	Doctorate	14	7	Yes	No
P-2	Female	30	Master's	8	5	No	No
P-3	Female	29	Bachelor	6	5	No	Yes
P-4	Female	34	Bachelor	12	12	No	Yes
P-5	Female	30	Master's	8	5	Yes	No
P-6	Female	30	Master's	9	7	No	Yes
P-7	Female	33	Master's	12	5	No	Yes
P-8	Female	34	Master's	9	1	No	No

Note. P= psychological counselor

Psychological counselor 2 (P-2) was a 30 years old female participant. She has worked as a psychological counselor in a school setting for eight years and in the current elementary school for five years. The school was located in the Bayrampaşa district in İstanbul. There were 889 students in the school, whereas there were six gifted students, four female students, and two male students. Moreover, two psychological counselors were working in the school. P-2 had a master's degree. She

reported not taking any courses or in-service training related to giftedness. She had various types of training such as; creative drama, family counseling, and mind and intelligence games. She reported that although she had internship experiences with students in inclusive settings, she did not have any experience directly with gifted children.

Psychological counselor 3 (P-3) was a 29 years old female participant. She had six years of experience in a school setting. She had five years of experience in the elementary school where she was currently working. The school was in the Güngören district. It had 1,135 students, whereas there was only one gifted student. In addition, she was the only psychological counselor in the school. P-3 has a bachelor degree. She reported that she did not take any course related to giftedness during her university education, but she took in-service training related to giftedness.

Psychological counselor 4 (P-4) is a 34 years old female participant. She had 12-year work experience in the same elementary school in the Ataşehir district. The school had 895 students and two of them were gifted, both were female, and there were two psychological counselors. P-4 was a master's student in the program of guidance and psychological counseling. Also, she had an undergraduate degree in preschool education besides guidance and psychological counseling. She reported that she did not take any courses related to giftedness. On the other hand, she took in-service training related to the identification of giftedness. She also had training in psychodrama, intelligence tests, assessment and evaluation, and addiction. She was also a practitioner of a psychosocial program related to grief counseling.

Psychological counselor 5 (P-5) was a 30 years old female participant. She has been a psychological counselor in the school setting for eight years and has worked in the current elementary school for five years. The school was located in the

Bahçelievler district. There were 1,700 students in the school, and there were three gifted students. Two of them were female, and one of them was a male student. In addition, two psychological counselors were working in the school. P- 5 has a master's degree in clinical psychology. She reported that she took a course regarding giftedness during his university education but did not take in-service training. She was also a sand play therapist. Besides, she was a trainer of creative drama and a practitioner of specific learning disabilities. Furthermore, she had training in EMDR, namely Eye Movement Desensitization and Reprocessing.

Psychological counselor 6 (P-6) was a 30 years old female participant. She has worked as a psychological counselor for nine years and at her current primary school for seven years. The school took place in the district of Güngören. Although there were 1,453 students in the school, there was only one psychological counselor. In addition, three students, one of whom was male, were identified as gifted in the school. P-6 had a master's degree in psychology. She reported that she did not take any courses about giftedness during her university education, but she took in-service training regarding giftedness. In addition to attending a workshop on cognitive behavioral therapy, she took training in couple and family therapy as well as child testing.

Psychological counselor 7 (P-7) was a 33 years old female participant. Her work experience as a psychological counselor was 12 years, and she has worked at BİLSEM in İstanbul for five years. There were approximately 1,000 gifted children and two psychological counselors at BİLSEM. P-7 had a master's degree in the program of guidance and psychological counseling, and her master thesis was related to giftedness. She stated that there was no course related to giftedness during her education. However, she took in-service training regarding the identification of

giftedness, and mind and intelligence games. She also worked in the awareness projects related to giftedness.

Psychological counselor 8 (P-8) was a 34 years old female participant. She worked as a psychological counselor for nine years. She had worked at BİLSEM in İstanbul for about a year. There were about 30 students in BİLSEM because it was newly established. P-8 had a master's degree in the program of autism. She stated that she did not take any course or in-service training related to giftedness.

3.3 Instruments

Two instruments were used in the current study. These were the demographic information form and the semi-structured interview form, which the researcher developed according to the aim of the present study.

3.3.1 Demographic information form

The researcher developed a demographic information form to collect information related to the demographic characteristics of the participants. The form consisted of four sections. Participants were requested to complete all of the sections. The sections consisted of questions related to the demographic characteristics of psychological counselors, the schools where psychological counselors were working, the region where the school was located, and demographic characteristics of gifted children of those schools, identified as gifted according to one of the domains of cognitive, painting and music (see Appendix A for the English version of the form and Appendix B for the Turkish version).

3.3.2 Semi-structured interview form

Interviews provide more detailed and precise information in the qualitative research method (Denscombe, 2007). Thus, interviews were conducted as a data collection method in the current study. The researcher developed interview questions after a comprehensive review of the related literature regarding giftedness and counseling with gifted children. Firstly, the questions were generated utilizing the study of Altun (2015) as a source, considering the current study's research questions. Secondly, a pilot study was conducted to test whether the questions were clear, easy to understand and applicable. Then, the questions were revised. Finally, the thesis advisor and committee members provided feedback and suggestions to revise or add more questions to the final form.

There were 11 primary questions and 26 sub-questions in the form. The questions were focusing on collecting information from psychological counselors related to their educational background, work experience, competence, roles in the identification process, collaboration with relevant stakeholders, counseling interventions, and professional needs in working with gifted children. In addition, the questions aimed to get information about the perceptions of psychological counselors on their conceptualization regarding giftedness, labeling, representation of diverse populations, counseling needs of gifted children, and the effectiveness of the Science and Art Center (see Appendix C for the English version of the form and Appendix D for the Turkish version).

3.4 Procedure

Firstly, ethical permission was obtained from Boğaziçi University Social Sciences Ethical Commission (SOBETİK) to conduct the current study (See Appendix E).

Then, permission was obtained from İstanbul National Education Directorate to collect data from psychological counselors working in a primary school setting (See Appendix F).

After the permissions of the ethical commission and the National Education Directorate, a pilot study was conducted with a psychological counselor working in a high-school setting before the data collection process because she had experience at all educational levels. Interview questions and participant criteria were revised according to the pilot study. The participants of the current study were determined as psychological counselors working in a primary school because the identification process of gifted children for Science and Art Center placement was not applicable to the high-school level.

The purposive sampling method was used in the study. The participants were reached via suggestions from other psychological counselors working in İstanbul. Suggested participants were reached via phone to determine whether they met eligibility participant criteria. They were also informed about the aim and procedure of the current study. Finally, they were invited to the study.

The data was collected in the spring of 2022. Except for one participant, the participants were interviewed via face-to-face meetings in the schools where the psychological counselors were working. Since one psychological counselor was abroad at that moment, she was interviewed online via video conference. The duration of the interviews was changed from 35 minutes to 66 minutes, and the mean of the interviews was 52 minutes. The psychological counselors were generally talkative, pleasant, and open to sharing what they know and experience, including the psychological counselor who was interviewed in the online setting.

Informed consent (See Appendix G for the English version and Appendix H for the Turkish version) was obtained just before the interviews. Participants were asked to permit voice recording by the researcher at the beginning of the interview and to sign the consent form. The data did not include any information that revealed identity to ensure that participants' identities kept anonymous and confidential. Code names were given to participants to make their identities confidential. Also, participants were informed that they had a right to withdraw from the study at any stage. All of the participants were volunteers to participate in the current study, and they let voice recording.

After the data collection process was completed, the collected data was transferred to the researcher's personal computer and deleted from voice recorders. The data was protected in a file with a password. All data were transcribed into a document, and voice records were deleted by the computer permanently. Consent forms, demographic information forms, and transcript document files were kept in a locker after data analysis.

3.5 Pilot study

Before collecting data, a pilot study was conducted with a psychological counselor working in a high-school setting. The pilot study participant was a 32-year-old female who had 10-year work experience. The interview took 57 minutes. She stated that all questions were clear and appropriate. She also stated that the questions related to gifted children's identification process might not apply to the high school level. She clarified that the identification process is generally realized at the primary school level. Therefore, the study's sample was defined as psychological counselors working at the primary school level.

3.6 Data analyses

Data were analyzed with the thematic analysis method, one of the data analysis methods used in qualitative research (Alhojailan & Ibrahim, 2012; Braun & Clarke, 2022; Labra, Castro, Wright & Chamblas, 2020). The thematic analysis allows for analyzing explicit or implicit communication-based materials, including open-ended questions and interviews (Alhojailan & Ibrahim, 2012; Namey, Guest, Thairu & Johnson, 2008). For thematic analysis, coherence or integrity is required among theoretical conceptualization, the purpose of the study, research questions, and method (Braun & Clarke, 2022).

The thematic analysis's core is categorizing the transcribed data and generating themes according to similarities (Alhojailan & Ibrahim, 2012). It “allows the researcher to see and make sense of collective or shared meanings and experiences” (Braun & Clarke, 2012, p. 57). Also, what is common in participants' statements is not always necessary, so the researcher should constantly consider the study purpose and research questions in generating themes (Braun & Clarke, 2012).

The thematic analysis provides a chance to interpret relationships between themes and make comparisons across them (Alhojailan & Ibrahim, 2012). It is also important to note that subjectivity is essential in thematic analysis because the researcher actively and directly generates the themes (Braun & Clarke, 2022). Therefore, thematic analysis is an interpretation process instead of just identification, so the researcher's experience and training are also significant in data analysis (Braun & Clarke, 2022).

The data analysis process began with transcribing participant interviews using voice recordings. The transcribed data were read several times to familiarize the data. Participants' general attitudes, interesting discourses, and relevant clarifications were

noted in the initial readings. After reading the data several times and taking notes, initial codes were generated based on the similarities and repeated patterns of the participant expressions. The codes which were not directly pertinent to the purpose of the study and research questions were eliminated.

Based on these similarities and research questions, the generated codes from the data were classified into themes when the coding was completed. According to the relatedness, a hierarchical orientation of themes and subthemes was realized. The themes, subthemes, and codes were reviewed repeatedly by the researcher and thesis advisor to include or exclude a unit considering the purpose of the current study. The generated themes were defined so that in which context they were utilized was clear. Finally, since the interviews were conducted in Turkish, the content was translated into English in order to present the findings.

The member-checking method was utilized to provide the trustworthiness of the data and findings. Member checking means examining how much the results are credible by returning the interview transcripts or the results to the participants so that they confirm (Birt, Scott, Cavers, Campbell & Walter, 2016). It decreases the results' bias from the researcher in qualitative studies (Birt et al., 2016). Since the researcher interprets both explicit and implicit meanings in the thematic analysis (Braun & Clarke, 2022), member checking was an appropriate tool to examine the trustworthiness of the findings.

After the researcher generated the themes, subthemes, and codes, the current study participants were communicated via phone calls to get an appointment between January 2023 and February 2023. The researcher summarized each interview of the participants before the meetings. The meetings for member checking were conducted

via phone calls. The meeting durations of eight participants were between 13 and 27 minutes, with a mean of 17.

The interview summaries and interpretations were shared with the participants to ensure whether they meant to say those. Each participant confirmed the interpretations and findings. Even some participants provided the same examples that they provided in their interviews. At the end of the member-checking process, any additional significant themes, subthemes, codes, or examples were not obtained.

3.7 Identity of the researcher

The researcher's identity plays a vital role in thematic analysis because the interpretation of the findings is affected by the experience and perspective of the researcher (Braun & Clarke, 2022). Therefore, the identity of the researcher was provided in this section.

I started my undergraduate education in the science education program at Boğaziçi University in 2011. I have been interested in intelligence and intelligence tests. I started to study in the guidance and psychological counseling program at Boğaziçi University in 2014 and graduated in 2017. I worked with gifted children during my internship experiences. I had a chance to observe them.

One of my experiences with gifted children was at Bahçelievler Guidance and Research Center. There was a project related to identifying gifted children in the Bahçelievler district. All children at elementary and middle school levels took an aptitude test. The tests were graded by using a grading key. I also took part in grading. The above-average children were invited to the center with their families to take an intelligence test. Before the tests, I had a chance to communicate with them as other trainees. Other trainees were studying the programs of psychology or

guidance and psychological counseling. The trainees perceived gifted children as weird and lacking social and communication skills. However, I did not observe any weirdness or lack of communication skills. In addition, I observed the children during testing. Most of the children were very anxious.

My other internship experience was in a special education setting. There was one gifted child. I observed the gifted child studying in the same classroom with three other children with autism. He was about four years old and seemed lonely and frustrated. He was not communicating with other children or the teacher and playing independently. I realized that I also lack knowledge about how a gifted child can be supported in a classroom and a psychological counseling setting.

I began to work as a psychological counselor in a private high school. My work experience as a psychological counselor in the school setting lasted two years. I started doing master's degree in the guidance and psychological counseling program. I took an advance course named psychological assessment. I remember that I was interested in the identification of giftedness and the characteristics of gifted children. I wondered about the myths and realities of giftedness. So, I decided to write my thesis on giftedness.

I made observations in a Science and Art Center (BİLSEM) for a year with the suggestion of my thesis advisor. I had a chance to observe individual counseling sessions with a gifted child. Also, I observed group counseling with the parents of gifted children. The psychological counselor in BİLSEM provided some knowledge on giftedness, and the parents shared their experiences with their gifted children. I realized that the parents were also lacking knowledge regarding giftedness. They were expecting to explore some extraordinary gifts in their children. In addition, they perceived themselves as not enough to support their children.

All in all, due to my interests and experiences, I recognized many misconceptions about giftedness. I wondered about the perceptions of psychological counselors and their work regarding gifted children. I reviewed the related literature and generated the research questions with the help of my thesis advisor and thesis committee members, so the current study was shaped.

CHAPTER 4

FINDINGS

The current study was aimed to examine the perceptions of psychological counselors regarding the counseling needs of gifted children who were at the primary school level and to understand the professional experiences and professional needs of psychological counselors working with gifted children. In light of this primary aim, eight psychological counselors were interviewed by following the semi-structured interview form. The interviews were analyzed using thematic analysis based on the principals of qualitative research method.

The findings from the interviews are presented under five main themes in this chapter. These are conceptualizations of psychological counselors on giftedness, counseling needs of gifted children, labeling, professional needs of psychological counselors working with gifted children, and works of psychological counselors to meet the needs of gifted children. Figure 1 also demonstrates the thematic map which consists of a hierarchical coding of the findings, namely themes, subthemes, and codes.

When presenting the findings, illustrative quotations were provided from the participants' verbal contributions concerning the study findings. To ensure anonymity, a code name ranging from P-1 to P-8 was allocated to each participant. Due to the need to translate the quotations into English, a numerical identifier was assigned to the original Turkish quotations, which were subsequently included in Appendix I.

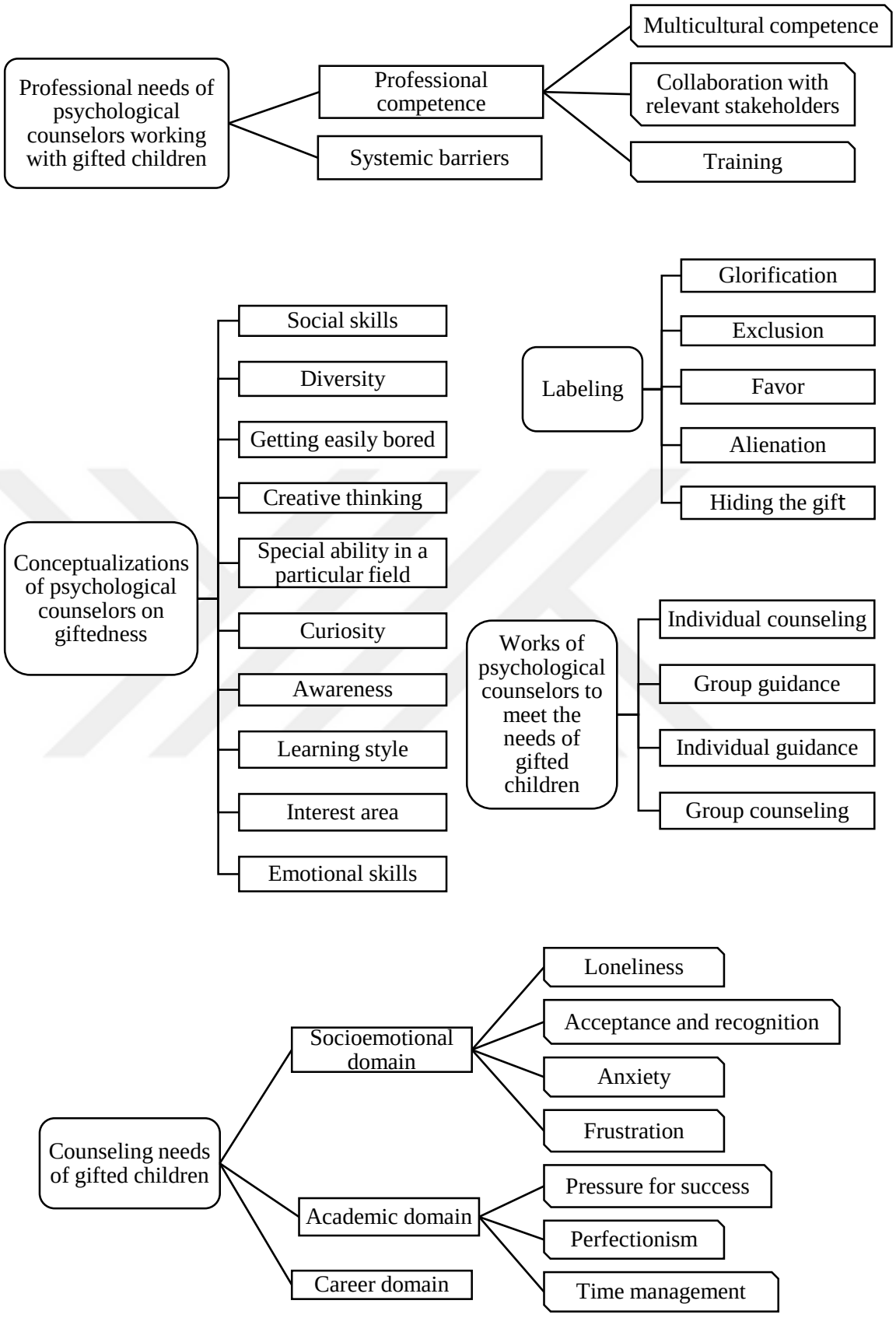


Figure 1. Themes, subthemes, and codes

4.1 Conceptualizations of psychological counselors on giftedness

The definition of giftedness differs all over the world (Dai, 2020). It is essential to conceptualize giftedness in a particular context (Lo et al., 2019). Since the conceptualization of giftedness by psychological counselors influence counseling programs and practices in schools (Olszewski-Kubilius et al., 2015), psychological counselors were interviewed regarding how they define giftedness. They also shared their perspectives about gifted children.

The statements of the participants illustrated ten subthemes. These were social skills, diversity, getting easily bored, creative thinking, special ability in a particular field, curiosity, awareness, learning style, interest area, and emotional skills. Table 2 demonstrates how many psychological counselors mentioned the subthemes.

Table 2. The Frequency of Conceptualizations of Giftedness

Theme	Subtheme	Frequency
Conceptualizations of psychological counselors on giftedness	Social skills	8
	Diversity	7
	Getting easily bored	7
	Creative thinking	6
	Special ability in a particular field	5
	Curiosity	5
	Awareness	5
	Learning style	4
	Interest area	4
	Emotional skills	4

Note. N=8 (the total number of the participants)

4.1.1 Social skills

All psychological counselors mentioned the social skills of gifted children, but generally in a negative way. The psychological counselors mainly indicated that gifted children are usually on the extreme end of the spectrum regarding social skills. In other words, the psychological counselors reported that gifted children might be extremely introverted and have difficulty expressing themselves, or gifted children may be extremely extroverted and have disruptive behaviors. For example, psychological counselor P-4 stated that "there is also a very introverted group as a personality trait; on the contrary, there may be students who disrupt the order in the classroom, cannot sit still, maybe because they are bored" (Psychological counselor P-4, Appendix I, 1).

Another three psychological counselors also stated that gifted children are introverts and lack social skills. Psychological counselor P-1 pointed out that "they [gifted children] have no communication skills" (Psychological counselor P-1, Appendix I, 2). He compared gifted children with non-gifted children. He implied that gifted children's social and communication needs differ from non-gifted children, expressing that "typically developing children can get along and often speak at the same level" (Psychological counselor P-1, Appendix I, 3). The other two psychological counselors stated that "they may have difficulty in expressing themselves" (Psychological counselor P-2, Appendix I, 4) and "in general, there may be a disharmony in social relations with friends" (Psychological counselor P-5, Appendix I, 5).

Two psychological counselors expressed that gifted children are prone to individualism without implying a lack of social skills. One of the psychological counselors stated that "we let the gifted child sits alone in the classroom because s/he

prefers to sit alone" (Psychological counselor P-3, Appendix I, 6). Another psychological counselor explained the reason behind the individualism of gifted children stating that "they are more prone to individuality because they like to be in the forefront. There is an idea that I am better" (Psychological counselor P-8, Appendix I, 7).

In addition, three psychological counselors indicated that gifted children have behavioral problems because of excessive extraversion. On the other hand, the other three psychological counselors demonstrated that gifted children are on the positive side of the spectrum regarding social skills. In other words, gifted children have strong communication skills and high self-confidence. Psychological counselor P-3 clearly indicated that gifted children do not experience any difficulties in social skills. She reflected that gifted children are not differentiated from their peers. She verbalized it as such, "they are all sociable children who do not have any problems in terms of sociability in general" (Psychological counselor P-3, Appendix I, 8). Finally, psychological counselor P-7 who worked in BİLSEM, stated that gifted children are better than their peers in terms of social skills.

To sum up, the psychological counselors in the current study defined social skills as a part of their conceptualizations of giftedness. Their perceptions varied from extreme extraversion to introversion and from poor to solid communication skills. Hence, it may be stated that psychological counselors were likely to generalize and evaluate gifted children in excessive ways about their social skills.

4.1.2 Diversity

Diversity was another issue that was generated from the psychological counselors' statements. Seven psychological counselors stated that gifted children form a diverse

population with different characteristics than non-gifted children do. In other words, they indicated that gifted children develop differently.

The psychological counselors indicated that gifted children are diverse in every developmental area, such as socioemotional and interest areas. For example, one psychological counselor verbalized that "they may have diverse things in every field. … These children develop differently, their communication needs are more different" (Psychological counselor P-1, Appendix I, 9).

Another psychological counselor who worked in BİLSEM also illustrated that gifted children form a diverse population, by saying, "when we see a difference from the norm they are in, we can call them gifted" (Psychological counselor P-7, Appendix I, 10). In a similar way, other psychological counselors commonly shared that gifted children are different than normal. In addition, they mentioned that you could easily realize that they are different when one looks at them or interacts with them.

As a summary, the psychological counselors evaluated gifted children in the scope of diversity. They pointed out that gifted children are diverse in some or every developmental domain. The striking point from their statements was that gifted children's differentness appears at first look. From these statements, it may be understood that the psychological counselors in the current study were aware of the necessity of multicultural competence in working with gifted children because they accepted that gifted children are different at some points.

4.1.3 Getting easily bored

Getting easily bored was another subtheme according to the conceptualizations of psychological counselors on giftedness. Seven psychological counselors indicated

that gifted children get easily bored. They implied that they learn quickly and get bored most of the time in the classroom.

For example, one psychological counselor mentioned this issue as an extreme situation expressing that "s/he did not want to go to school because s/he was learning too fast and getting bored in the school" (Psychological counselor P-1, Appendix I, 11). Psychological counselor P-3 also stated that "classes make them bored, they get bored" (Psychological counselor P-3, Appendix I, 12), adding that "in general the child has a very specific interest in one area. He does not get boredom in every area, but in certain subjects. In that case, the teacher usually provides additional material" (Psychological counselor P-3, Appendix I, 13).

The psychological counselors in the current study also shared how this issue is reflected in classes. One psychological counselor explained that a gifted child did not disrupt the order of the class or the teacher in spite of his boredom. In contrast, two psychological counselors shared that gifted children had behavioral problems in the classroom just because of getting easily bored. For instance, a psychological counselor expressed that "he could have maladaptive behaviors because it was not enough and the child was getting bored; he was constantly forcing his teacher" (Psychological counselor P-5, Appendix I, 14).

In a similar way, the psychological counselor who worked in BİLSEM remarked that "I see a lot, many students say that they are bored in BİLSEM. This is because the materials are usually simpler for their levels or because they do paper-pencil activities" (Psychological counselor P-8, Appendix I, 15). She added that "they like to be challenged; if something is easy, it becomes boring for them, the harder they try, the more they enjoy it" (Psychological counselor P-8, Appendix I, 16).

In conclusion, the psychological counselors pointed out that gifted children get bored in the classroom setting not only in their regular schools but also in BİLSEM. The issue of getting easily bored is reflected in the counseling service by gifted children, parents, and teachers. Supporting gifted children in the classroom with additional materials according to their interests and their levels may be a solution to overcome for getting easily bored from the perspectives of the psychological counselors in the current study. In this case, as one of the responsible professionals in the academic development of children in schools, psychological counselors may collaborate with relevant stakeholders like teachers and share some practical suggestions for the classroom setting considering this issue.

4.1.4 Creative thinking

According to the conceptualization of giftedness from the perspectives of the psychological counselors in the present study, creative thinking was another generated subtheme. Six psychological counselors, one of whom worked in BİLSEM, defined creativity or creative thinking as a trait that belongs to gifted children. They specified that gifted children have a great imagination and perceive the world differently.

The psychological counselors stated that gifted children are creative and think differently compared to their same-age peers. For instance, psychological counselor P-7 stated that "gifted students have a great imagination" (Psychological counselor P-7, Appendix I, 17).

Another psychological counselor also mentions creativity, referring to a gifted child in her school. She said, "he never stops, constantly measures places, and he makes suggestions to me in different ways so that we can design the counseling

service like this" (Psychological counselor P-3, Appendix I, 18). She also clarified that she noticed that this child was different from their peers by including his creative thinking, afterwards she referred the child for gifted identification.

Consequently, according to their conceptualization, the psychological counselors in the present study indicated that the way of thinking of gifted children is different from their same-age peers. In other words, they stated that gifted children see the world from a different point of view and reflect this view in their daily life.

4.1.5 Special ability in a particular field

Another subtheme that was generated according to the conceptualizations of psychological counselors in the current study was special ability in a particular field. According to five psychological counselors who worked in the primary school setting, being gifted means having a special ability in a particular field. It is important to note that two psychological counselors who worked in BİLSEM did not specify anything related to this subtheme.

The giftedness definition of the psychological counselor P-3 reflected the definitions of other psychological counselors. She stated, "I can define it as the dominance of one skill area among all skill areas and showing a superior performance there" (Psychological counselor P-4, Appendix I, 19), which indicated that psychological counselors in the present study conceptualize giftedness as having a special ability in a particular field.

4.1.6 Curiosity

One of the subthemes under the conceptualizations of psychological counselors on giftedness was curiosity. Five psychological counselors, one of whom worked in

BİLSEM, defined that gifted children are curious and motivated to learn. They stated that gifted children question everything, especially in the classroom setting.

For example, one psychological counselor defined the characteristics of gifted children as “asking more questions than answering” (Psychological counselor P-2, Appendix I, 20). In addition, another psychological counselor explained that “other children take what the teacher gives and do not look for an additional one. These kids are kids who are looking for addition” (Psychological counselor P-3, Appendix I, 21).

As a result, gifted children are curious, ask questions continuously, and want to learn further in comparison to their same-age peers, according to the conceptualizations of psychological counselors in the current study.

4.1.7 Awareness

Awareness was another subtheme that psychological counselors defined as a characteristic of gifted children. Five psychological counselors mentioned that gifted children are more aware than non-gifted children. This subtheme includes both social awareness and self-awareness.

The psychological counselors in the present study expressed that gifted children are interested in current issues around them or current world problems in an extreme way compared to their same-age peers. For instance, one of the psychological counselors stated that “They are more prone to social issues. They are interested in everyday matters, social situations” (Psychological counselor P-3, Appendix I, 22).

Besides questioning the world’s problems, the awareness of gifted children related to self and their relationships is also expanded from the perspectives of

psychological counselors. Psychological counselor P-5 quoted that “they can question life a little more within themselves” (Psychological counselor P-5, Appendix I, 23). In the opinion of psychological counselors, they are more aware when they are compared to their same-age peers.

Likewise, the psychological counselor who worked in BİLSEM also framed that “they [gifted children] are very sensitive, these [gifted] children notice anything that their peers do not notice, think about it and enjoy spending time on these issues” (Psychological counselor P-7, Appendix I, 24). According to the statements of psychological counselor P-7, it may be inferred that awareness can be a protective factor for gifted children in terms of mental health.

To conclude, self-awareness and social awareness were specified as characteristics of gifted children by the psychological counselors in the current study according to their observations and perceptions of giftedness.

4.1.8 Learning style

Learning style was the next subtheme. Four psychological counselors, one of whom worked in BİLSEM, thought gifted children are differentiated in their learning styles. In their opinion, gifted children do not learn with classical methods such as only listening to or via paper-pencil exercises.

For example, one psychological counselor said that “learning styles [of gifted children] also differ. Other children learn with more classical, familiar learning methods whereas gifted children learn a little bit differently” (Psychological counselor P-1, Appendix I, 25). Another psychological counselor also addressed that the learning styles of gifted children are differentiated from their same-age peers. She explained how gifted children prefer to learn, describing that “learning by doing and

experiencing is very effective for them. When you talk about something, they are not very interested" (Psychological counselor P-8, Appendix I, 26).

In conclusion, the psychological counselors indicated learning by doing and experiencing as gifted characteristics in the present study. Collaboration with teachers may be significant for psychological counselors to enhance academic achievement and meet the counseling needs of gifted children in the academic domain.

4.1.9 Interest area

According to the opinions of psychological counselors, gifted children are diverse in terms of their interest areas as their learning styles. They clarified that gifted children are interested in unfamiliar fields or occupations. Four psychological counselors denoted that the interest areas of gifted children are different and generally unusual.

They explained that gifted children wonder about unfamiliar occupations or interest areas related to science and math. In contrast, non-gifted children's interests are in more familiar occupations like teacher, doctor, and police. For instance, the psychological counselor who worked in BİLSEM reported that "they hear about different professions like dinosaur science and wonder about it" (Psychological counselor P-7, Appendix I, 27).

In addition, the psychological counselors mentioned that gifted children's interest areas are more definite than non-gifted children, and they can focus mainly on one area that they are very interested in. It may also be linked to the previous subtheme of special ability in a particular field. In this regard, the psychological counselor P-3 who worked in the primary school setting, shared her opinions.

> Since these [gifted] children are more conscious, their interest areas may be more specific, while other children may be a little more confused. Which

> areas these students are interested in are already more or less obvious. They can express their areas of interest much more clearly (Psychological counselor P-3, Appendix I, 28).

The final issue that two psychological counselors who both worked in BİLSEM reflected on concerning the interest areas of the gifted children was that gifted children are patient, perseverant, persistent, and passionate in terms of their interests. One psychological counselor reported that gifted children remove everything to work with their interest areas. In a similar way, another psychological counselor indicated consistency in their interest areas.

> [Gifted] children are definitely doing what they want to do. For example, one of them had a talent for origami, only enjoyed things related to origami, you cannot make him/her to do anything else, and you cannot make him/her do something s/he does not want to do. They are more resistant. S/he says okay to what the others says if it makes sense; if he has talent; otherwise, s/he really pushes you (Psychological counselor P-8, Appendix I, 29).

All in all, psychological counselors specified that gifted children are interested in unfamiliar professions and interest areas. Also, it was indicated that they are more dedicated to their interests compared to their same-age peers. Collaboration with teachers may be critical for psychological counselors regarding this issue to enhance the outcomes of gifted children in the academic and career domain.

4.1.10 Emotional skills

Emotional skills were another generated subtheme based on the statements of the psychological counselors in the current study. Over-sensitivity was dominating statement of theirs. Four psychological counselors, two of whom worked in BİLSEM, remarked that gifted children are more sensitive than non-gifted children.

The psychological counselors stated that gifted children question emotional issues more compared to their same-age peers. Consistent with this, one psychological counselor stated that “I have never heard anyone [parent] say, “No,”

while I was interviewing, saying “Is your child emotional?” An extreme sensitiveness…” (Psychological counselor P-1, Appendix I, 30). It was also reflected that “they can feel more emotions” (Psychological counselor P-7, Appendix I, 31). In other words, the psychological counselors thought that gifted children feel both intense and various emotions. One psychological counselor also shared her experiences with a gifted child.

> They live extremes in terms of emotions. We were working on emotion control. I gave some tasks to them too. One of my students made emotional fingers. One of them, for example, was coding from one to ten. For example, s/he realized this: My teacher, I realized that I live all of them at ten (Psychological counselor P-8, Appendix I, 32).

As a result, the psychological counselors in the present study demonstrated that gifted children are diverse also in terms of their emotional skills. In other words, gifted children were described as over-sensitive. Awareness, which was previously mentioned subtheme, may have an influence on over-sensitiveness. Furthermore, over-sensitivity may be significant in working with gifted children in terms of emotional development.

In this chapter, it was demonstrated that gifted children have diversity according to psychological counselors. All psychological counselors also verbalized that gifted children have different characteristics from each other. When the reason was asked, seven psychological counselors indicated environmental factors, whereas one psychological counselor indicated inborn characteristics.

In general, psychological counselors stated that environmental factors like family attitudes influence gifted children's characteristics. The statements of psychological counselor P-1 reflected the ideas of other psychological counselors.

> Many factors come into play, including the social environment where children live in, parental attitude, and the presence of a sibling or not. It is not only that the child is genetically gifted, but also how the family supported the child socially and emotionally, what kind of a family he grew up in, attributes

> of social relationships between siblings etc. and financial opportunities for the development of talents affect all of them. Accessing to technology or not is also affecting it. Again, it comes down to financial means. One can get robotic-coding training or not, or the environment s/he is in… For example, there is robotic-coding training in İstanbul, but is there any in Hakkari, probably not. It is a bit of the story that geography is destiny. The quality of the education s/he received, the opportunities… (Psychological counselor P-1, Appendix I, 33).

Besides these factors, one psychological counselor added one more factor verbalizing that "when was the time they were discovered, did they experience any exhaustion during this process, which may have affected them as well" (Psychological counselor P-2, Appendix I, 34). So, when gifted children are identified, was indicated as an environmental factor that influences gifted children.

On the other hand, one psychological counselor who worked in BİLSEM specified that she also wondered why gifted children have different characteristics compared to their peers and among themselves. She stated she asked the parents to get an answer. She indicated innate characteristics instead of environmental factors.

> My communication with the parents was very strong, I always asked, "Why do you think?" They said, "Well, this is how this child was born." They say, "We have always thought about whom this looks like; I think it is more innate." I also think they have more innate features (Psychological counselor P-8, Appendix I, 35).

All in all, most psychological counselors think that environmental factors significantly influence gifted children's characteristics besides inborn characteristics. Additionally, environmental factors may be interrelated with all following themes and subthemes.

4.2 Counseling needs of gifted children

According to the results of the present study, the counseling needs of gifted children were one of the themes. Psychological counselors were interviewed regarding the counseling needs of gifted children. In addition, they are asked to verbalize their

point of view about whether these counseling needs are differentiated from the counseling needs of non-gifted children.

Even though the psychological counselors mentioned that the counseling needs of gifted children are generally similar to non-gifted children, all psychological counselors outlined some counseling needs which are primarily unique to gifted children. It is also important to note that conceptualizations of giftedness of psychological counselors, and environmental factors may have an influence on defining the counseling needs of gifted children.

There were three subthemes under the counseling needs of gifted children. These were counseling needs in the socioemotional domain, counseling needs in the academic domain, and counseling needs in the career domain. Table 3 also demonstrates how many psychological counselors mentioned these subthemes and codes under the subthemes.

Table 3. The Frequency of Counseling Needs of Gifted Children

Theme	Subtheme	Code	Frequency
Counseling needs of gifted children	Counseling needs in the socioemotional domain	Loneliness	8
		Acceptance and recognition	7
		Anxiety	6
		Frustration	3
	Counseling needs in the academic domain	Pressure for success	5
		Perfectionism	4
		Time management	2
	Counseling needs in the career domain		5

Note. N=8 (the total number of participants)

4.2.1 Counseling needs in the socioemotional domain

All psychological counselors indicated that gifted children need differentiated counseling, mainly in the developmental domain of socioemotional. Put differently; they stated that gifted children have more socioemotional problems compared to their non-gifted peers. It is worth repeating that conceptualizations of giftedness and environmental factors also play an essential role in the defined counseling needs in the socioemotional domain from the perspectives of psychological counselors. In this regard, loneliness, acceptance and recognition, anxiety, and frustration were generated as codes under this subtheme.

4.2.1.1 Loneliness

The psychological counselors in the present study stated that gifted children have several problems in peer relationships. All of the psychological counselors indicated that gifted children experience loneliness. Five psychological counselors specified that gifted children apply to the counseling service mostly for their problems with peer relationships.

Six psychological counselors reported that gifted children have trouble in making friends. They provided several reasons for the loneliness problem. One of the reasons was defined as that gifted children are more aware and sensitive compared to their peers, as previously stated in the former theme. The psychological counselors stated that gifted children have different expectations from their peers. For instance, a psychological counselor shared his experiences with a gifted child.

> In previous years, there was a gifted male student; he was very sensitive at the level of relations. He created severe tension and conflicts when he could not see this sensitivity in his same-age classmates. He was hitting his friend's head with his water bottle. He was visiting the counseling service daily (Psychological counselor P-1, Appendix I, 36).

Another reason for the loneliness of gifted children was described as leadership by the psychological counselors. One psychological counselor gave an example that she experienced with two gifted children in her school, stating that "they were fighting for leadership in the group. Two distinguished kids cannot share their friends; they get offended when their friends go near one of them" (Psychological counselor P-2, Appendix I, 37).

In addition, the psychological counselors stated that focusing on academic issues extremely hindered gifted children from socializing. One of the psychological counselors verbalized this situation as "in terms of sociability, we bring it to the point that restricts social relations. Children go to BİLSEM after school. They receive support training outside of BİLSEM. We are going academically" (Psychological counselor P-5, Appendix I, 38).

The feeling of not being understood by peers was the last reason for the problem of loneliness that the psychological counselors pointed out. Also, gifted children were described to be prone to dignify themselves and belittle their peers. The statements of psychological counselor P-6 reflected this issue.

> These two students [who are having difficulties in making friends] often talk about the fact that their friends are not understanding them. I think because they have different mindsets, they constantly have problems with their friends, such as "we cannot communicate very well, we think differently, they are in other places (Psychological counselor P-6, Appendix I, 39).

It was also important to note that psychological counselors shared that gifted children feel more belonging and experience fewer problems in peer relationships in BİLSEM. The psychological counselors reported that, according to parents, gifted children were excluded or labeled in their primary schools. However, in BİLSEM, gifted children share more common features with their peers from the perspectives of psychological counselors.

Consequently, the psychological counselors in the current study indicated that gifted children experience loneliness because of their high awareness and sensitivity level, different expectations from peers, struggle for leadership, extreme focus on educational issues, and not being understood by peers. These factors may be consistent with previous subthemes; social skills, awareness, interest areas, emotional skills, and environmental factors.

It was previously mentioned that gifted children are on extreme ends in terms of their sociability. In other words, extreme extraversion may be compatible with the struggle for leadership and belittling peers. In addition, high awareness, sensitivity, and extreme introversion may be related to not being understood by peers. Moreover, specific focus in certain interest areas may be linked to extreme focus on educational issues. Unsurprisingly, environmental factors may influence all of those mentioned issues. That is why it seemed that the psychological counselors' conceptualizations of giftedness were related with the counseling needs of gifted children.

4.2.1.2 Acceptance and recognition

Psychological counselors mentioned that gifted children need to be understood, recognized, and accepted by peers, teachers, and parents. Seven psychological counselors, except psychological counselor P-2, indicated that acceptance and recognition were counseling needs of gifted children in the socioemotional domain.

Most psychological counselors expressed that the need for acceptance and recognition is the main socioemotional need of gifted children. Psychological counselors P-1 and P-7 explained this need more comprehensively than other psychological counselors did.

> Basically, to be understood is their emotional needs, and they feel lonely. That loneliness stems from this. They see things differently, look differently,

> experience differently. Once the validation is insufficient, there is a gap; they need for validation (Psychological counselor P-1, Appendix I, 40).

It seemed that psychological counselor P-1 indicated that gifted children's counseling needs and characteristics were interdependent. In this case, loneliness, diversity, and creativity play a part in the counseling need for acceptance and recognition. In addition, psychological counselor P-7 defined that gifted children would like to be recognized.

> They really want attention. They are very open to the attention of both their teachers and friends. Since they are very aware, they are constantly observing. You should not ignore the student; you should not devalue the student. Just because these children can sometimes get lost in regular school systems. Already, the goal of BİLSEM is to give these children the attention and the necessary time they deserve (Psychological counselor P-7, Appendix I, 41).

As a result, gifted children need to be accepted and recognized, according to the psychological counselors in the current study. It can be concluded that gifted children feel recognized and understood more in BİLSEM than in their regular schools.

4.2.1.3 Anxiety

Anxiety was another counseling need in the domain of socioemotional that six psychological counselors mentioned. The psychological counselors, one of whom worked in BİLSEM, said gifted children get stressed because of the expectations from themselves and others.

Psychological counselor P-5 specified anxiety as the most common problem gifted children bring to the counseling service. The psychological counselors reflected that gifted children are anxious because of the high expectations of others. In this regard, psychological counselor P-3 who worked in a primary school mentioned a gifted child as an example. She stated that “the expectation of the

mother was too high, and the child got very stressed. S/he was also showing psychosomatic symptoms for a while" (Psychological counselor P-3, Appendix I, 42).

Furthermore, psychological counselor P-7 who worked in BİLSEM, explained that gifted children need counseling for their problem related to anxiety. She explained why gifted children get more anxious compared to their peers. According to her, the factors were interrelated to the characteristics of gifted children. These were creativity and being a quick learner. She also referred to one more factor, which was high awareness. She said, "a gifted individual can notice the fears and anxieties that another child never thinks about. When there is awareness, anxiety can increase more" (Psychological counselor P-7, Appendix I, 43).

To sum up, from the perspectives of the psychological counselors in the present study, gifted children were more anxious compared to their peers, which was defined as a counseling need in the socioemotional domain. The psychological counselors stated the reasons behind the anxiety of gifted children as high expectations of others, creativity, quick learning, and high awareness.

4.2.1.4 Frustration

According to psychological counselors, frustration was the last counseling need in the socioemotional domain. Their statements exhibited that although gifted children have creative ideas, high awareness, and high potential, they mostly have no opportunity or power to actualize what they think, which frustrates them.

One psychological counselor talked about a gifted child in his school. He stated that "s/he thinks very differently. The way of thinking of this [gifted] child is very different from other children's way of thinking. That child is staring and feels

bad at the moment s/he sees a child littering" (Psychological counselor P-1, Appendix I, 44). He explained that this gifted child experiences frustration because of his or her high awareness.

Similarly, another psychological counselor explained that the high sensitivity of gifted children leads to the problem of frustration. She quoted that "the inability to remain insensitive to external events may have worn them out; maybe they need emotional support more than other children need" (Psychological counselor P-2, Appendix I, 45).

All in all, according to psychological counselors, gifted children need counseling for the problem of frustration in the socioemotional domain. Again, the characteristics of gifted children, such as creativity, oversensitivity, and high awareness, which the psychological counselors defined, may have an influence on the problem of frustration.

4.2.2 Counseling needs in the academic domain

Besides counseling needs in the developmental domain of socioemotional, psychological counselors indicated that gifted children also have unique counseling needs in the academic domain. The psychological counselors defined three counseling needs unique to gifted children more than non-gifted children. These were pressure for success, perfectionism, and time management.

4.2.2.1 Pressure for success

The most mentioned counseling need of gifted children in the academic domain was pressure for success. Five psychological counselors indicated that gifted children experience the pressure for success. According to the expressions of the

psychological counselors, one out of five worked in BİLSEM; gifted children are expected to study constantly, which leads to get anxiety and having no time to rest. One psychological counselor emphasized the environmental factors like family attitude on the counseling needs of gifted children.

> Parents are also trying to increase the success [of their gifted children]. S/he is gifted, but the parent does not let go so that s/he can be even more successful. They do not provide free space to children. Children experience a problem with this. In fact, they still experience academic difficulties depending on the environment they are in and family they have (Psychological counselor P-2, Appendix I, 46).

Another psychological counselor also pointed out that gifted children experience pressure for success and get exhausted because of the excessive academic load.

> The parent I work with is very academic-oriented, and it is blunting these kids. Too much course load makes this student tired. S/he comes to me during the recess time and says, "I do not have any free time; I study all the time" (Psychological counselor P-3, Appendix I, 47).

Moreover, psychological counselor P-3 stated an extreme situation where she emphasizes the negative consequence of exposure to pressure for success. She mentioned that gifted children get anxious and worried because of this pressure.

> One of my students who went to BİLSEM looked at his friend's [exam paper] in an exam. His/her friend noticed this situation and said you looked from me. S/he [the gifted child] said if s/he cannot do [well in exam], no way, his/her parent will say something [negative]" (Psychological counselor P-3, Appendix I, 48).

Lastly, one psychological counselor stated, "they [gifted children] say that they are so tired, they left here [the school] and going there [BİLSEM]" (Psychological counselor P-6, Appendix I, 49). In other words, she stated that gifted children spend most of their time in school and BİLSEM. Similarly, psychological counselor P-7 who worked in BİLSEM, mentioned that gifted children have difficulty following and continuing their program and the need motivation because of the excessive academic load.

As a result, pressure for success was the most mentioned counseling need of gifted children in the academic domain. The psychological counselors expressed that environmental factors such as family attitudes and expectation of success by others have an influence on this problem as well. They also clarified that they get anxious and exhausted as a consequence of the pressure for success. Finally, since gifted children have an excessive academic load so that they learn and achieve further, they may have limited time to socialize. Therefore, they may experience social isolation or loneliness, as mentioned before by the psychological counselors in the present study. So, the counseling needs of gifted children in the socioemotional and academic domains seemed interrelated.

4.2.2.2 Perfectionism

Perfectionism was another counseling need that the psychological counselors specified in the academic domain. Four psychological counselors, two of whom worked in BİLSEM, mentioned perfectionism. They indicated that gifted children have high expectations from themselves. For example, one psychological counselor stated that "s/he gets very upset when she makes one mistake" (Psychological counselor P-2, Appendix I, 50).

Psychological counselor P-5 also pointed out perfectionism as a counseling need of gifted children signifying the influence of environmental factors such as parent and teacher attitudes.

> I think over my student; he is meticulous and a perfectionist to the extent of having an obsessive-compulsive disorder. He writes and erases his notebook, writes and erases over again. So much emphasis was placed on him that "you do everything so beautifully and perfectly." He does not want to go beyond what is set for him. We were working with him on: "You do not have to be perfect; you can be good enough; being good enough is good" He reassured himself like this but said he could not get out of it. He is now growing up as a perfectionist child who pushes himself personally. His teacher is also having

> a bit of a perfectionist attitude, and when his parents have the same attitude, it is difficult for us to break it (Psychological counselor P-5, Appendix I, 51).

In a similar way, two psychological counselors who worked in BİLSEM stated that gifted children were perfectionists. One of them drew attention to the competitiveness issue regarding perfectionism. She verbalized that "they really set high standards for themselves on some issues, and they strive to reach those standards. They are also in competition. Sometimes that can be tiring" (Psychological counselor P-7, Appendix I, 52).

Another psychological counselor who worked in BİLSEM remarked that gifted children were not flexible, which leads to socioemotional problems.

> They are very perfectionists and not flexible at all. I think they need to be emotional support very much. The family and the teacher have much work to do in this regard to reduce perfectionism. That was the problem for most of them, the efforts to be the best, to do the best, were causing emotional outbursts. My child is going through such a crisis, most parents say. For example, if he is doing something, let us say he is stuck for somewhere, he's going through a huge crisis like 'how can it not be?' He wants to achieve everything at once. I think it is necessary to do work on emotional control (Psychological counselor P-8, Appendix I, 53).

In conclusion, psychological counselors showed that gifted children have academic perfectionism. They indicated that high expectations from self, environmental factors such as parent and teacher attitudes, competitiveness, wish to achieve everything once they try, and doing the best play roles in the perfectionism of gifted children. Although gifted children have trouble with academic perfectionism, they may also have difficulties in perfectionism in the emotional domain. For instance, the anxiety level of gifted children may increase because of their perfectionist attitudes in the academic domain, as the psychological counselors in the current study also stated.

4.2.2.3 Time management

Time management was the last counseling need of gifted children in the academic domain. Two psychological counselors, one of whom worked in BİLSEM, mentioned time management as a counseling need.

The psychological counselors clarified that gifted children have the potential and motivation to learn but they need guidance to maintain this motivation with a functional schedule. For example, psychological counselor P-1 expressed that "they have high motivation to learn, but they cannot do it in a certain systematic way. Actually, they cannot regulate themselves" (Psychological counselor P-1, Appendix I, 54).

Another psychological counselor, who worked in BİLSEM, also shared her experiences. She stated that "they are applying [to counseling service] to learn how to direct their time in terms of time management. They have a very busy schedule. They need motivation on how to keep up with this schedule" (Psychological counselor P-7, Appendix I, 55).

Accordingly, time management was the counseling need of gifted children. Pressure for success which is the counseling need linked to environmental factors and socioemotional issues may also influence the need for time management. Also, perfectionism may lead to problems in managing time while trying to do the best.

4.2.3 Counseling needs in the career domain

The expressions of the psychological counselors showed that the counseling needs of gifted children in the career domain are also differentiated compared to their non-gifted peers. However, the counseling needs in the career domain were described as a less differentiated developmental domain by psychological counselors. By this, it is

meant that the counseling needs of gifted children in the career domain are generally similar to those of non-gifted children.

Nevertheless, there were some unique needs of gifted children in career-related issues from the perspectives of five psychological counselors. This section showed these unique needs by emphasizing the relevance of previous findings in the socioemotional and academic domain.

According to psychological counselors, gifted children choose their professions earlier than their same-age peers and need guidance to proceed in their interests. Psychological counselor P-1 reflected on this issue.

> Children have needs because they think differently and try to break out of the classical one. They constantly want to experience different areas because it is not enough, and they can leave halfway through and go to another area. They need guidance in career development so that they stay in one area and focus their attention. They want to bring their potential into life but do not know how to bring it to life (Psychological counselor P-1, Appendix I, 56).

Moreover, another psychological counselor reported that the talents and interests of gifted children might be inconsistent. For instance, she explained that "once s/he are talented in painting or music, there is an expectation, as if s/he could just be talented on it and nothing else" (Psychological counselor P-4, Appendix I, 57). This expectation may lead to discomfort because of environmental factors.

Finally, it was indicated that gifted children wonder about the professions they will choose. For example, the psychological counselor P-7 who worked in BİLSEM mentioned that "although they are young, since gifted individuals are curious children, they come with questions like "What will I do in the future? What kind of profession can I choose?" (Psychological counselor P-7, Appendix I, 58).

In summary, the psychological counselors exhibited that gifted children need differentiated counseling in the career domain. Even though they pointed out that all children recognize the professions at the primary school level, gifted children

inclined to plan their careers earlier compared to their peers. Therefore, they need guidance to find answers to career-related questions. In addition, it was indicated that they might feel discomfort because of the mismatch between talent and interest fields because of the expectations coming from others like teachers and parents as figures in their environment. Furthermore, curiosity and interest area subthemes may be related to the counseling needs of gifted children in the career domain. Since gifted children were seen as motivated to learn further knowledge especially related to their specific interest fields, they may need more detailed information regarding professions and their relations to their interest area.

4.3 Labeling

Labeling was generated as the fourth subtheme in the current study. All psychological counselors pointed out that gifted children are subjected to labeling by others. In this regard, five subthemes were revealed according to their expressions. These subthemes were glorification, exclusion, favor, alienation, and hiding the gift. Table 4 also shows how many psychological counselors mentioned these subthemes.

Table 4. The Frequency of Labeling

Theme	Subtheme	Frequency
Labeling	Glorification	8
	Exclusion	4
	Favor	4
	Alienation	2
	Hiding the gift	2

Note. N=8 (the total number of participants)

4.3.1 Glorification

Glorification was the most common labeling type. All psychological counselors mentioned that others glorified giftedness. In other words, gifted children were perceived as superior in every field.

Psychological counselors stated that gifted children were glorified among their peers. For instance, one psychological counselor indicated that "there is a trust that s/he can do, she can handle. For example, when I enter the classroom, s/he is the one listened to by his classmates when s/he speaks" (Psychological counselor P-2, Appendix I, 59).

In addition, psychological counselors remarked that gifted children were also glorified by their teachers. For example, a psychological counselor expressed that "sometimes in meetings, I sense that there is a vibe like this kid will do everything perfectly. I am bothered by it because I know that the children are uncomfortable with it, too" (Psychological counselor P-3, Appendix I, 60).

Similarly, another psychological counselor said that "sometimes teachers do this [glorification] too; if we think in terms of other children, it is also negative: "There is a gifted student in my class." (Psychological counselor P-6, Appendix I, 61). So, she indicated that non-gifted children were also negatively affected because of the glorification of gifted children by teachers.

Moreover, the psychological counselors stated that teachers working in BİLSEM also glorify gifted children. Psychological counselor P-8 framed this situation.

> BİLSEM teachers mostly say, "You are special children, you are different, you are not like the others, act accordingly." This is also a label. Families also do this a lot. It is in the form of boasting that their children are superior. They say, "My child is already special, superior, and has a very high self-confidence from a child" (Psychological counselor P-8, Appendix I, 62).

According to psychological counselors, parents also glorify gifted children, as seen in the former quotation. For instance, one psychological counselor stated, "what I see in parents is that there is a distinction like that they are envied" (Psychological counselor P-3, Appendix I, 63). Similarly, another psychological counselor remarked that the parents perceive giftedness as a positive thing compared to other students in inclusive settings. She reported that "when a special talent is observed, everyone is volunteering for referral" (Psychological counselor P-4, Appendix I, 64).

Furthermore, giftedness was also glorified among gifted children. Psychological counselor P-6 pointed out the glorification with the negative consequence of it.

> I observed that the parents underlined very much that "My child is a special child." Children were also affected psychologically. In the classroom, there were signs of narcissism in children like "I already know these, I know everything" (Psychological counselor P-6, Appendix I, 65).

Similarly, another psychological counselor even shared that "sometimes there may be a situation of glorification like "I go to BİLSEM" (Psychological counselor P-6, Appendix I, 66). Lastly, psychological counselor P-7 who worked in BİLSEM exemplified another negative consequence of glorifying giftedness.

> Sometimes the family can help children less because the child and family think that they are gifted. Then the child lags behind. In other words, there may be a thought evolved that you should trust the label and the school here so that you will do well in the all exams (Psychological counselor P-7, Appendix I, 67).

All in all, the psychological counselors in the present study demonstrated that gifted children were glorified by peers, teachers, parents, and themselves both in the school and BİLSEM settings. The glorification by the self and others may be related to the counseling needs of loneliness, acceptance and recognition, anxiety, pressure for success, and perfectionism as well and also may depend on the environmental factors.

4.3.2 Exclusion

The exclusion was another subtheme under the labeling. Four psychological counselors stated that peers or teachers exclude gifted children in social situations because of their gifted identity.

For instance, psychological counselor P-1 addressed the exclusion by peers explaining that “for example, the child is excluded by his friends, mocked, nicknamed, called specky-four-eyes, not allowed into the games” (Psychological counselor P-1, Appendix I, 68).

Another psychological counselor indicated that gifted children were also excluded by their teachers. In this regard, she said, “in the classroom, the teacher describes him/her as a problematic child, a disagreeable child. I felt that s/he cannot be understood. It came to the point of exclusion because they were having so many behavioral problems” (Psychological counselor P-5, Appendix I, 69).

In conclusion, psychological counselors indicated that gifted children are exposed to exclusion by peers or teachers as a labeling type. It is possible to make a connection between the counseling need for loneliness and exclusion. In other words, the exclusion may make gifted children feel social isolation. Also, the exclusion may affect gifted children's social and emotional skills.

4.3.3 Favor

The favor was the third generated subtheme as a labeling type. Four psychological counselors mentioned that teachers especially give gifted children excessive credits because of the giftedness label.

For instance, one psychological counselor explained that “of course, teachers can always have positive discrimination [against gifted children] in the classroom”

(Psychological counselor P-5, Appendix I, 70). Similarly, the psychological counselor P-6 verbalized that "they get too much flattered by their teachers" (Psychological counselor P-6, Appendix I, 71).

It seemed that teachers favored gifted children because the giftedness identity was socially glorified. This favor may lead to social and emotional problems in gifted children, such as anxiety and loneliness.

4.3.4 Alienation

Alienation was another labeling type. It was described in the current study for the situations in that gifted children are perceived as different or unusual. Two psychological counselors mentioned alienation.

For instance, psychological counselor P-7 who worked in BİLSEM, addressed this issue.

> The [gifted] child can be approached as if he is a genius; sometimes, the students in the class are uncomfortable by this, by the reflections of their parents. They act as if this [gifted] child is very different, alien, a very different individual, and the [gifted] children are greatly affected by this (Psychological counselor P-7, Appendix I, 72).

In addition, gifted children were also labeled by psychological counselors. The statements of psychological counselor P-3 reflected the views of other participants regarding labeling of giftedness. She stated that "when it was said giftedness I instinctively say, "There is something about this kid." without even applying an inventory" (Psychological counselor P-3, Appendix I, 73).

All in all, the psychological counselors in the present study stated alienation as a labeling type. This subtheme may be related to the diversity subtheme, which was formerly described as a conceptualizations of the psychological counselors on giftedness.

4.3.5 Hiding the gift

The last generated subtheme under the labeling theme was hiding the gift. Two psychological counselors who worked in BİLSEM expressed that some parents hide the giftedness of their children. For instance, psychological counselor P-7 explained this.

> Sometimes parents say that, "We do not tell anyone; we keep it like a secret so that our child will not be affected by it." However, this time, the kids realize it because it is being treated like a secret, and I think that's something that hurts and confuses the kid. These children are neither geniuses nor their talents should be underestimated (Psychological counselor P-7, Appendix I, 74).

In a similar way, another psychological counselor shared, "I have seen many families trying to hide this [giftedness]. They said, "He comes to BİLSEM but does not know where he is going. We do not call him gifted at home." (Psychological counselor P-8, Appendix I, 75).

In conclusion, according to the expressions of the psychological counselors, giftedness identity was hidden from gifted children so that the children were not affected in a negative way. However, when this identification is kept secret, once the children learn the identification, they get confused related to the meaning of giftedness.

To summarize the labeling theme briefly, the psychological counselors mentioned that gifted children were exposed to glorification, exclusion, favor, alienation, and hiding the gift. The conceptualizations of psychological counselors on giftedness may also include labeling to some extent because they made some generalizations concerning the characteristics of gifted children. That is why multicultural competence is critical to avoid and prevent labeling. Lastly, labeling may be interdependent with the counseling needs, particularly in the socioemotional

domain because psychological counselors stated that gifted children experience social isolation and anxiety because of labeling.

4.4 Professional needs of psychological counselors working with gifted children

Participants were interviewed about their professional needs while working with gifted children as psychological counselors in the primary school setting and BİLSEM. In addition, they were asked about their experiences and perceptions of their professional competence in working with gifted children. Two subthemes were generated according to the statements of the participants, namely professional competence and systemic barriers. Table 5 also demonstrates the subthemes and codes with their frequencies under the professional needs of psychological counselors working with gifted children.

Table 5. The Frequency of Professional Needs of Psychological Counselors

Theme	Subtheme	Code	Frequency
Professional needs of psychological counselors working with gifted children	Professional competence	Multicultural competence	8
		Collaboration with relevant stakeholders	8
		Training	6
	Systemic barriers		8

Note. N=8 (the total number of participants)

4.4.1 Professional competence

All psychological counselors addressed the issue of professional competence as their professional needs working with gifted children. The participants' statements illustrated that psychological counselors need professional competence in terms of

multicultural competence and collaboration with relevant stakeholders when working with gifted children. Psychological counselors also need pre-service and in-service training related to giftedness to meet this professional competence gap. This section illustrates these three issues that psychological counselors need to enhance professional competence while working with gifted children.

4.4.1.1 Multicultural competence

Professional competence includes providing services within the limits of the counseling profession and gaining knowledge and competence if counseling with multicultural sensitivity is required (ACA, 2014). Since gifted children form a diverse population (Borland, 2021), they need differentiated guidance and psychological counseling, for which psychological counselors are responsible.

Psychological counselors were interviewed regarding their perceived competence and knowledge level while working with the diverse population of gifted children. Only two psychological counselors reported feeling competent enough professionally to work with gifted children. One of them worked in a primary school. She only stated, "I think I am knowledgeable. I have enough knowledge" (Psychological counselor P-5, Appendix I, 76). Another psychological counselor who worked in BİLSEM expressed the reason why she perceived herself as competent.

> To tell the truth, I have worked for long periods of time in BİLSEM. Before I enter on BİLSEM, I had worked for an institution that also worked with gifted individuals. I had participated in many projects there and had a knowledge. That's why I believe I am at a higher level compared to other experts working in the counseling field (Psychological counselor P-7, Appendix I, 77).

Three psychological counselors mentioned that they perceived themselves as not competent enough to work with gifted children, but they indicated that their

levels of competence and knowledge were intermediate. For example, one psychological counselor expressed himself as follows.

> Of course, we have an idea. I took a course about it at university. … So, my level of knowledge is moderate. That is all I can say. I would not say that it is very good, but it is not very bad either (Psychological counselor P-1, Appendix I, 78).

In a similar way, psychological counselor P-3 also stated her professional competence and knowledge working with gifted children as follows.

> I feel like I have deficiency a bit in this subject. I would say that [my knowledge level] is moderate. I follow articles, I watch broadcastings; there are psychiatrists I follow. … I do not generally feel very proficient in this subject, so it is moderate (Psychological counselor P-5, Appendix I, 79).

Although these three psychological counselors had some knowledge about counseling with gifted children, they may have difficulty using this knowledge to work with them because of limited counseling experience.

The other three psychological counselors stated that they lack the knowledge and competence to work with gifted children. Psychological counselor P-4 stated, "I do not feel very competent experientially" (Psychological counselor P-4, Appendix I, 80). As another example, psychological counselor P-8 reported that "honestly, it could not be said that I was very knowledgeable, I started to learn a little while I was working there [BİLSEM]. … We do not already take a course at the university, so I am not very knowledgeable" (Psychological counselor P-8, Appendix I, 81). These statements demonstrated that experiences with gifted children might increase the perceived knowledge and competence levels of psychological counselors to work with gifted children.

Besides the general perceived competence and knowledge, six psychological counselors expressed that their knowledge and competence level regarding giftedness increased with the referral and placement process of BİLSEM. Even though they

stated lacking general knowledge and competence to work with gifted children, two psychological counselors stated they are good at identifying gifted children. For instance, a psychological counselor indicated as follows.

> Frankly, I don't think I'm very good. At the moment, I am competent in the processes that need to be done, the referral phase, and the consultancy phase. I learned about that because we were constantly dealing with it at school (Psychological counselor P-2, Appendix I, 82).

Similarly, another psychological counselor stated, "I cannot say that I have a lof of experience, but I can say that it is at an intermediate level in terms of realizing and referring" (Psychological counselor P-4, Appendix I, 83).

Moreover, the statements of a psychological counselor showed that her level of professional knowledge and competence working with gifted children increased by the training related to BİLSEM placement processes. The statements regarding identifying gifted children supported that experience is vital in enhancing multicultural competence in working with gifted children. Since identifying gifted children for BİLSEM placement is obligatory in the primary school setting, the psychological counselors gain knowledge and experience, so their perceived multicultural competence level may also increase.

Although gifted children are diverse groups and their needs are differentiated at some points, the statements of four psychological counselors regarding gifted children who were neglected at the school settings indicated that psychological counselors lack multicultural competence. Psychological counselor P-1 explained this issue.

> Because it is not a group we work with very often, because they are not as obtrusive as students in the inclusive setting or children with intellectual disabilities, or children having severe problems… They are always there, but gifted children are not a group we deal with individually or specifically (Psychological counselor P-1, Appendix I, 84).

In addition, psychological counselors P-2 and P-8 also mentioned their views on this issue by, "in my opinion, it is not entirely right to get just gifted children and provide them education" (Psychological counselor P-2, Appendix I, 85). Psychological counselor P-4 also stated that "honestly, I think these kids are passed unnoticed a little bit in school" (Psychological counselor P-8, Appendix I, 86). These statements illustrated that gifted children benefit from uniform counseling applications in the school setting because psychological counselors in some schools do not differentiate their counseling practices according to the needs of gifted children.

Finally, maybe as a cause of feeling not competent working with gifted children and neglecting them at school, six psychological counselors pointed out that they do not know how to work with gifted children in a school setting. Psychological counselor P-3 indicated the issue of standardized programs and resources, saying that "it is indefinite, how to work is not fully standardized or we are not given a full resource. … I also feel incomplete at this point" (Psychological counselor P-3, Appendix I, 87). Another psychological counselor's statement also reflected other psychological counselors' ideas on this subject.

> I think we should be given more detailed information. Teachers working at BİLSEM are given much more information, but we are lacking in this regard. Something needs to be done for the child also at the school. … Psychological counselors have incompetency in this regard; frankly, we do not know how to guide them (Psychological counselor P-6, Appendix I, 88).

On the other hand, psychological counselor P-8, who worked in BİLSEM, also shared her concerns about her competence in working with a diverse group of gifted children.

> They need a psychological counselor who was trained at advance level because any activity you do would not appeal to them. This needs to be strengthened. You need to be enhanced in different areas so that you can add something new to these children. That is why it is challenging for a regular

> counselor to work there because you always think about what I can produce/add (Psychological counselor P-8, Appendix I, 89).

All in all, according to the participants' statements, psychological counselors seem to lack multicultural competence to work with gifted children as a diverse group. The identification of gifted children makes psychological counselors interact with this diverse population and get experience, so their multicultural competence in terms of identification may develop to some extent. It was indicated that gifted children are neglected in schools because psychological counselors need more knowledge about how to provide them counseling.

4.4.1.2 Collaboration with relevant stakeholders

Psychological counselors are responsible for sharing appropriate information and resources when teachers, parents, and principals are required and requested (ASCA, 2022). They work with the school principal, teachers, and parents to increase the effectiveness of counseling services and meet the needs of children in the school setting (ASCA, 2022). Sharing knowledge with the relevant stakeholders is their ethical obligation (ASCA, 2022). All psychological counselors in the present study indicated they have trouble in collaborating with relevant stakeholders within the school system and within BİLSEM.

The first issue that psychological counselors have trouble with related to collaboration within the school system is identification and referral of gifted children. The participants reflected that they experience conflicts with teachers or parents in the referral process because they lack information regarding gifted children's characteristics or communication among relevant stakeholders within the school system. Psychological counselor P-4 pointed out this issue reflecting ideas of other psychological counselors.

> I think that we are not very competent in terms of identification. In fact, I think that not only us but classroom teachers need knowledge about this more. I have too many students; how many can I observe? However, a classroom teacher is always with the student. They cannot distinguish [gifted children]. This may also be via the psychological counselor; a work can be done about raising their awareness on giftedness via us. Another work could be done for parents resulting in distinguishing the child's characteristics at home because they can also accept very interesting features of the child as an indicator of intelligence (Psychological counselor 4, Appendix I, 90).

On the other hand, seven psychological counselors shared that they were actively involved in the gifted referral process. According to the expressions of the psychological counselors, they collaborate with relevant stakeholders within the school system to refer children for the identification of giftedness and examination of BİLSEM placement. In addition, psychological counselor P-7, who worked in BİLSEM, also stated that she took part in a group screening exam for the identification of giftedness. Only psychological counselor P-8 did not mention any role in the identification processes.

In general, the roles of the psychological counselors in the gifted referral process were described by the participants as giving a seminar to teachers and parents, deciding with teachers which children should be referred, checking the referral list, and assessing or interviewing children whom teachers directed. For example, psychological counselor P-2 clarified her roles in the identification process of giftedness.

> The teacher comes and says that the child has some different traits. When s/he says the characteristics, we invite the child, and then we invite the family. We inform the family, we inform the teacher, such guidance... We also attend classes like teachers do. We also make observations in the classroom. We exchange ideas with teachers (Psychological counselor 2, Appendix I, 91).

As another example, psychological counselor P-5 also reflected upon her roles in the process of the gifted referrals.

> Before the referral process, we organize a seminar on the characteristics to the teachers and how to realize them. Teachers refer the children they want. …

> Apart from that, we examine who is being referred and check to see if there is anyone has been overlooked; sometimes, the teacher may overlook, too and we support them for making referrals like saying should we refer this child too (Psychological counselor 5, Appendix I, 92).

Hence, the phrases of the psychological counselors illustrate that the competence and knowledge level of psychological counselors related to giftedness is quite significant in gifted referrals because the process begins with informing teachers so that the teachers make the most appropriate referrals. Also, the psychological counselors explained that sometimes parents come and ask the reasons why teachers do not refer their children. When there is a conflict between the parent and the teacher, the parents also need appropriate information about gifted characteristics. So, psychological counselors are responsible for providing comprehensive information to relevant stakeholders within the school system in order to refer children for the examination of BİLSEM placement.

Psychological counselors expressed that after children were identified with giftedness, Enrichment Education Plans were prepared by relevant stakeholders at schools to enhance the academic development of the gifted children. In this regard, five psychological counselors declared they experience trouble preparing Enrichment Education Plan. Two psychological counselors indicated that the plan is not different from the regular education. By this, it was meant that since teachers and psychological counselors need more knowledge about giftedness, Enrichment Education Plan is not differentiated from the regular education plan according to the needs of gifted children.

Three psychological counselors shared that they experience difficulties giving teachers enough information to prepare the plans because they also need more information and competence regarding giftedness and diversified practices to work with gifted children. For example, a participant pointed out that a psychological

counselor is a key professional at school in sharing information with relevant stakeholders. She clarified that "since you are a psychological counselor, you are consulted at school about everything, including students in the inclusive setting. I can say that there is a deficiency in this area [sharing knowledge about giftedness]" (Psychological counselor P-3, Appendix I, 93). Moreover, the statements of another participant reflected the main ideas of other psychological counselors on this issue.

> In particular, we have professional development needs in terms of providing consultation to teachers. The Ministry of National Education is also lacking in providing. Especially since we were not informed about precisely what to do, we were a little confused at that time. For example, there is an implementation called the Enriched Education Program, but it cannot be applied in many schools; it is not as well-known as the Individualized Education Plan. … I think that teachers do not know exactly what to do about this issue and need support at the point of about education. What is the Enriched Education Plan like? Teachers also ask support from us, which we cannot provide (Psychological counselor P-5, Appendix I, 94).

Moreover, psychological counselors working only in the primary school reported that relevant stakeholders collaborate in the referral process and preparing Enrichment Education Plan. However, apart from these works of referral and plan, there are no such works to meet the needs of gifted children. A psychological counselor reflected this, verbalizing, "school management, families and teachers cooperate in providing support education, but there is no special intervention apart from that" (Psychological counselor P-5, Appendix I, 95).

Psychological counselor P-7, who worked in BİLSEM, also stated that the relevant stakeholders' collaboration level is insufficient. She indicated a lack of collaboration among school management, teachers, and parents within the school system. Since psychological counselors are professionals who provide comprehensive counseling, collaboration with relevant stakeholders is essential to meet the needs of gifted children. Therefore, the lack of collaboration and

multicultural competence prevents psychological counselors from providing counseling to meet the unique needs of gifted children.

Lastly, after children are identified as gifted, they benefit from the services of BİLSEM. Psychological counselors are responsible for monitoring the effectiveness of services and collaborating with other professionals as an ethical obligation if there is a referral (ACA, 2014). So, the psychological counselors working in the primary school setting were responsible for collaborating with the professionals in BİLSEM for gifted children. In contrast, the psychological counselors who worked in BİLSEM are responsible for collaborating with school professionals to provide effective counseling to gifted children in the setting of BİLSEM.

Except for the psychological counselor P-4, five psychological counselors working only in a primary school clarified that they have limited or no knowledge about the effectiveness of BİLSEM and/or duties of the counseling service in BİLSEM. For example, psychological counselor P-2 stated, "I do not know much about what kind of practices they perform at BİLSEM" (Psychological counselor P-2, Appendix I, 96) by referring the services they provide.

Another psychological counselor similarly clarified that she did not get information from the professionals in BİLSEM directly. However, she stated that she talked to gifted children regarding the practices of BİLSEM.

> According to what parents and children tell, various activities are organized to find the interests of children. I do not have enough information to evaluate the services of BİLSEM. I did not see them or know the contents of the courses exactly (Psychological counselor P-3, Appendix I, 97).

In addition, in general, the psychological counselors reported that although there are some deficiencies, BİLSEM meets the needs of gifted children better than primary schools do. For instance, one psychological counselor reflected on this issue by saying.

> It responds directly to the needs of children because the child receives courses based on his/her interest and needs, or a teacher trained in that profession knows how to behave towards the child. Somehow their needs are met, and the child basically feels, "someone understood me." It is a feeling that they cannot feel much, but they feel it more there; the feeling that "they perceived my need and fulfilled it." So I think it is very beneficial. This center makes up for our shortcomings and deficits (Psychological counselor P-1, Appendix I, 98).

Moreover, besides being understood by the teachers in BİLSEM, two psychological counselors also indicated the same issue that gifted children benefit from BİLSEM in terms of being understood by peers. For example, psychological counselor P-3 said, "they have friends at BİLSEM. They like to be together because they speak the same language. They like it; that environment is good for them" (Psychological counselor P-3, Appendix I, 99).

The thoughts of psychological counselor P-4, who individually visited BİLSEM, were also parallel to those of other psychological counselors.

> I think BİLSEMs are much better than schools. I have also visited. There is a lot of branching in BİLSEM here, such as ceramic, tailoring, and robotics classes. The child has not only talent but also there is an area where s/he can disperse according to his or her interest; in that sense, it is very good. Also, because there are children like him, there is a feeling of belonging and being understood more. The classroom environment is also homogeneous. Since they are all the same, there is no labeling, and it turns into a regular classroom, and they become more comfortable. Again, I cannot say everything is perfect in any case. It needs to be improved; it is still simplified in basic level (Psychological counselor P-4, Appendix I, 100).

Maybe, the most striking statements of psychological counselors working in primary school were that they have no idea about counseling services in BİLSEM. Psychological counselor P-2 indicated, "I have never heard of parents and children benefiting from counseling services" (Psychological counselor P-2, Appendix I, 101). In the same way, another psychological counselor specified this issue, verbalizing that "I think they are supported related to career and academic areas, but the children did not give any information about guidance in social-emotional area.

There may be some deficiency in that regard" (Psychological counselor P-6, Appendix I, 102). So, the statements indicated that psychological counselors do not seek further and reliable information about the practices of BİLSEM collaborating individually with the professionals in BİLSEM.

Lastly, when it comes to the psychological counselors who worked in BİLSEM, the psychological counselor P-8 did not specify any collaboration with other professionals outside of the center. She stated that the BİLSEM in which she worked was newly established, and no one within the school system had knowledge and competency regarding giftedness.

On the other hand, another psychological counselor who worked in BİLSEM shared that she collaborated with other professionals out of the school.

> We inform the teacher; we sometimes meet in person or talk over the phone; or we have various correspondences with the request or direction of the parents; or we have correspondences with psychological counselors at the school in the same way, we inform [them] (Psychological counselor P-7, Appendix I, 103).

To sum up, psychological counselors indicated they lack professional competence in collaborating with relevant stakeholders to enhance gifted children's outcomes. They had trouble sharing information with teachers and parents, especially in the identification process of giftedness and Enrichment Education Plan preparation. They also needed to improve their multicultural competence and knowledge about giftedness.

In addition, psychological counselors did not specify any counseling interventions to meet the needs of gifted children collaborating with relevant stakeholders within or outside the school system. There was no collaboration with the professionals in BİLSEM after the BİLSEM placement to monitor the effectiveness of the services.

4.4.1.3 Training

Six psychological counselors reported that they need pre-service or/and in-service training to gain knowledge and skills about how to increase their professional competence and provide counseling working with gifted children. In that sense, five psychological counselors mentioned the importance of in-service training. Also, three psychological counselors expressed the necessity of pre-service training regarding giftedness. A psychological counselor stated as follows.

> If the National Education [Directorate] improves us with in-service training, if we can transfer this [how to support gifted children] better to teachers, it will become more applicable. As if this was loaded up only to Science and Art Centers (Psychological counselor P-5, Appendix I, 104).

By this, it was meant that the counseling profession is essential to provide appropriate knowledge to relevant stakeholders so that gifted children benefit from these opportunities. Thus, in-service training is necessary to raise the awareness and knowledge of psychological counselors about giftedness according to the participants' views.

Similarly, another psychological counselor stated, "I think we should be given more detailed information" (Psychological counselor P-6, Appendix I, 105). She also explained how psychological counselors might be trained regarding giftedness, saying that "support can be obtained from the National Education or various universities. … It would be much better if informative training on psychological characteristics and developmental characteristics [of gifted children] were organized" (Psychological counselor P-6, Appendix I, 106).

On the other hand, a psychological counselor shared his opinion on the importance of pre-service training. He expressed as follows.

> We know, for example at universities, such an elective course [in the context of counseling] is not available in most of the universities. Even if it is not a

> department, I saw the benefit of taking it as a course (Psychological counselor P-1, Appendix I, 107).

He also reported that he knew the characteristics of gifted children well, acknowledging the benefit of pre-service training. Moreover, he added that he had an internship experience linked to this training. As a part of the internship, he had a chance to observe gifted children and work with them. Therefore, he suggested that "as a policy, the psychological counselor can be trained before starting the profession; I think there is a gap there" (Psychological counselor P-1, Appendix I, 108).

Finally, the statements of a psychological counselor exhibited that both pre-service and in-service training is necessary to improve the multicultural competence of psychological counselors.

> When you view our courses at the university, there is no direct course about gifted students; this should definitely be offered. I think what can be done differently to support these children should start with a university education and be supported by in-service training (Psychological counselor P-8, Appendix I, 109).

As a result, psychological counselors indicated that they need both pre-service and in-service training to increase their professional competence in terms of multicultural competence and collaboration with relevant stakeholders. Also, it is worth noting that the psychological counselors shared that the training for BİLSEM placement and identifying gifted children after the training raised their awareness and knowledge about them. Hence, training and following practices to gain experience working with gifted children are significant to close the professional gap.

4.4.2 Systemic barriers

Psychological counselors are professionals who usually advocate the rights of students in the school setting against the potential or current systemic barriers so that

they benefit from the services and opportunities of the school (ACA, 2014). Psychological counselors expressed some systemic barriers that negatively influence their roles, which may cause gifted children not to benefit from services and opportunities in the school system. It is important to note that all psychological counselors indicated at least one systemic barrier.

Four psychological counselors reported that their school size is large, preventing them from reaching all students in the school. For example, a psychological counselor stated that he had trouble identifying gifted children because of the large school size. He explained that "the number is too high. We do not have much interaction with classes. … We do not have a chance to observe much. If there is something, the teacher or the parent reaches us" (Psychological counselor P-1, Appendix I, 110).

The problem of large school size also causes problems in working with identified gifted children according to their unique needs. A psychological counselor pointed out that issue explaining that "we plan our activities in a way that will appeal to the general, not to work with gifted students only, but considering them as well The school is crowded after all; you try to reach all the students" (Psychological counselor P-2, Appendix I, 111). Therefore, it may be inferred that the statements of psychological counselors showed that large school size is a systemic barrier in providing counseling considering diverse groups.

Another issue that three psychological counselors specified was teacher referrals. They reported that they sometimes have difficulty guiding teachers to refer some children. For instance, a psychological counselor stated her struggle to refer a child with underachievement for identification for giftedness.

> During the referral process, we consult with the teachers. I got the list and checked, and this child is not in the list. I talked to the teacher about why s/he

> did not refer. S/he said, "Why should I refer? His success is very low. He got 15 [out of 100 points] in the last exam' … In the first grade, the teacher tried to force him to Guidance and Research Center due to mental incapacity because he was too active (Psychological counselor P-3, Appendix I, 112).

Similarly, another psychological counselor addressed the role of the psychological counselor as an advocate. She stated, "teachers may overlook it or perceive it as a normal thing. When you dwell on a little, they can refer" (Psychological counselor P-5, Appendix I, 113). Psychological counselor P-5 mentioned that she did not give up and challenged the teacher to refer the child. Moreover, another psychological counselor said that she experienced a struggle in the identification of gifted children. She stated that she referred a child with hyperactivity disorder for identification of giftedness. However, she reported that she could not break the teacher's resistance in referring the child.

As a summary, teacher referrals may be systemic barriers when the teacher stands at the gate of decision and resists against suggestions made by the psychological counselor. The psychological counselors in the current study shared that teachers were not precisely aware of gifted characteristics. So they misinterpreted underachievement and hyperactivity disorder. Collaboration with teachers by sharing appropriate information about giftedness is vital in identifying giftedness. Psychological counselors also act as an advocate to provide equity if teachers resist in referring children with disorders or underachievement.

Another systemic barrier was reported by two psychological counselors who worked in BİLSEM. They mentioned that the counseling service at BİLSEM was the second station. In other words, they stated that gifted children first prefer to apply to counseling services in their regular primary schools. Therefore, psychological counselors who work in BİLSEM need more interaction with gifted children in counseling services. Psychological counselor P-8 indicated this issue as follows.

> Frankly, they do not apply [to the counseling service] in BİLSEM. We are not their first teacher [psychological counselor]; since they have a psychological counselor at their schools, they go directly to school's psychological counselors for school problems (Psychological counselor P-8, Appendix I, 114).

In addition, the psychological counselor P-7 pointed out the same issue. She also added the positive side of this barrier: The psychological counselor in BİLSEM may have more time to work with parents.

> There is a psychological counselor at the school, and since they also receive support from the school, the problems they experience in BİLSEM are reflected in us more. If they enjoy their time at BİLSEM, they do not want to cut back on their time there and apply to the counseling service. If the teacher refers, the children are willing to come, or if a problem cannot be solved at school, parents come to the psychological counselor in BİLSEM as a second stop. The support they get here can be better because the schools have too many students. We can spend more time with the parents as we have fewer problems are reflected here and we can predict what issues might arise because we work directly with this group (Psychological counselor P-7, Appendix I, 115).

The limited time to provide counseling services in BİLSEM was also defined as a systemic barrier by the psychological counselor P-7. She stated that even though the psychological counselors who work in BİLSEM are more competent regarding giftedness compared to the psychological counselors who work in the primary school setting, the allocated time for counseling services was quite indefinite. She reported that gifted children benefit from the services of BİLSEM in a very limited time, three hours a week; thus, she had trouble with when she could provide counseling. The statements of the psychological counselor are stated below.

> Student interviews are relatively few. Because the students come for three hours, we do not have much time to meet with the children. They are not able to attend class when we work with them. We can meet with these children occasionally once a week but continue to meet with the parents more often. We only have interviews with the children who apply or are referred by the teachers or in general meetings because our time is limited. Adequate planning cannot be done. We need more time to meet the children. The main problem of both schools and BİLSEM is that there is no planning about when the counseling activities will be carried out, so even though there are

> specialists, necessary work cannot be done (Psychological counselor P-7, Appendix I, 116).

The limited time as a systemic barrier also has an effect on the collaboration and cooperation of relevant stakeholders within BİLSEM. Psychological counselor P-7 demonstrated a lack of collaboration among teachers, parents, and administrators, which influences the effectiveness of counseling services.

> I do not find their cooperation very sufficient. Parent meetings go by relatively quickly. I think the time allocated to parents is less. It is not different from a parent meeting at school. Therefore, I think that the feedback process is not sufficient. When this happens, the parents fail to understand the activities in BİLSEM and the logic of BİLSEM. Many parents complain that they cannot communicate adequately with the teacher. In fact, teachers have a meeting hour, which is one hour on weekdays. Parents can come at that time to get information about the child or to get information about the activities, but the parents do not know these meeting hours exactly. Problems may arise when they come at inappropriate times, and the teacher cannot allocate time. These problems are reflected in the counseling service. We can say that interaction and information are insufficient. School principals have almost no direct communication with parents. School administrators participate very little when parent seminars are held. Therefore, the parents do not know the school managers. As such, their [parents] support to BİLSEM may be more limited (Psychological counselor P-7, Appendix I, 117).

Another psychological counselor also demonstrated that she has difficulty collaborating with parents coming from the low socioeconomic background. She mentioned that, except for parents, other stakeholders in her school are very cooperative. It is worth clarifying that multicultural competence in working with people from different backgrounds, like low socioeconomic status, has an influence in removing obstacles. The statements of the psychological counselor P-4 were as follows.

> Their [families] opportunities are limited; they cooperate, but they need to have some financial means to do so, or some families are illiterate. When I say, "take your child here," families with many children cannot. In fact, they are prone to cooperation, but they cannot go beyond a certain point because of certain restrictions in their parents' side (Psychological counselor P-4, Appendix I, 118).

In addition to parents' low socioeconomic and collaboration levels, psychological counselor P-6 also pointed out native language as another systemic barrier. She mentioned that she has two Syrian children who were obviously gifted, according to her; however, they were eliminated in the identification process because of the language problem. She said, "since we have Syrian students, they are eliminated in the individual test phase in the second stage because they cannot use Turkish very well. I have two students like that" (Psychological counselor P-6, Appendix I, 119). Psychological counselor P-6 also expressed that one of the Syrian children from a high socioeconomic background is supported by his parents through her guidance. On the other hand, she reported that other Syrian child lacks support because of their low socioeconomic background.

All in all, psychological counselors indicated some systemic barriers while working with gifted children. These were large school size, problems in teacher referral in the identification process, limited time in BİLSEM, troubles in collaboration with relevant stakeholders, and low socioeconomic status. These systemic barriers decrease the effectiveness of counseling practices to meet the needs of gifted children from the perspectives of psychological counselors.

4.5 Works of psychological counselors to meet the needs of gifted children

The psychological counselors were interviewed regarding their work at schools to meet the counseling needs of gifted children. The findings illustrated that the works of the psychological counselors were grouped as individual counseling, group guidance, individual guidance, and group counseling. Table 6 also demonstrates how many psychological counselors mentioned the subthemes.

Table 6. The Frequency of Works of Psychological Counselors

Theme	Subtheme	Frequency
Works of psychological counselors to meet the needs of gifted children	Individual counseling	7
	Group guidance	6
	Individual guidance	4
	Group counseling	2

Note. N=8 (the total number of participants)

4.5.1 Individual counseling

Individual counseling was the most common counseling type. Except for psychological counselor P-4, seven psychological counselors stated that they provide individual counseling to gifted children to meet their counseling needs.

One psychological counselor expressed that he works with gifted children only in individual settings when gifted children apply for the counseling service. He stated that "we only intervene when they come to us individually. Other than that, we have no special practice" (Psychological counselor P-1, Appendix I, 120). This may stem from systemic barriers such as large school sizes or lack of competency in multiculturalism.

On the other hand, other psychological counselors stated that they regularly work with gifted children in individual settings at the beginning of the school term to meet them and assess their needs. For example, psychological counselor P-2 verbalized that "when I meet them, I meet with them for two or three sessions. After that, if they have another problem again, they come" (Psychological counselor P-2, Appendix I, 121).

In addition to gifted children, another psychological counselor remarked that she also works with parents of gifted children in the individual setting. She said, "I

usually meet individually with both parents and children" (Psychological counselor P-6, Appendix I, 122).

Moreover, two psychological counselors mentioned the activities they practice working with gifted children in the individual counseling setting. For instance, psychological counselor P-2 stated that "[I work] via playing games, having a talk, or I also completed training in drawing, I also utilize drawing. I usually offer the child a choice" (Psychological counselor P-2, Appendix I, 123).

Another psychological counselor reflected that "I do sand therapy, for example, with a gifted student. For example, I say "create something that reflects your inner world." in there; s/he creates something like in 3D" (Psychological counselor P-5, Appendix I, 124). Gifted children seem to reflect their creativity when they try to express their feelings and thoughts in the counseling service.

Finally, two psychological counselors, who both worked in BİLSEM, shared the problems of gifted children in the individual counseling setting. The statements of psychological counselor P-7 are below.

> We teach friendship skills, leadership skills, how to regulate their emotions, communicate with their peers, and manage their anger in their social relationships when they have difficulties. That is why the counseling service usually provides one-on-one work (Psychological counselor P-7, Appendix I, 125).

As is seen, psychological counselor P-7 explained why she works with gifted children in the individual setting. Another psychological counselor also shared the concerns of gifted children. She stated, "we were working on reducing perfectionism, being flexible, and controlling emotions" (Psychological counselor P-8, Appendix I, 126).

As a result, the psychological counselors in the present study indicated that they mainly utilize individual counseling to work with gifted children and they benefit from various practices to meet the needs of gifted children.

4.5.2 Group guidance

The second subtheme was group guidance. Six psychological counselors reported that they supported gifted children with group guidance to meet their counseling needs. While psychological counselors P-1 and P-3 did not mention any work with group guidance, psychological counselors P-2, P-5, and P-6 stated that they carried out group guidance by including all students in the schools. In other words, their group guidance works were not differentiated according to the unique counseling needs of gifted children.

On the contrary, psychological counselor P-4 mentioned her direct work to meet the counseling needs of gifted children with behavioral problems. She stated that she conducted a mixed group work with gifted and non-gifted children.

> I had students with severe behavioral problems (having anger or being too active) before. These problems, too, were reduced by group guidance work. They were already showing different behaviors due to particular needs, and because their needs were met within that group, those problems gradually decreased (Psychological counselor P-4, Appendix I, 127).

She also said, “I think that drama is very effective when working with these students. I worked with, and I can say that I saw the influence of drama games” (Psychological counselor P-4, Appendix I, 128). In addition, she shared the other approaches she utilized in group guidance works.

> Artistic activities are very effective. Maybe this is a very absurd thing, but for example, we listened to Barış Manço's [a famous singer] songs, and I think Barış Manço is an outstanding sociologist; we wondered how he reflected the observations in those songs, we listened and discussed these among ourselves. Or philosophical conversations about the book The Little Prince... I

> think the artistic, cultural, and action-oriented activities are perfect for them (Psychological counselor P-4, Appendix I, 129).

In addition, two psychological counselors who worked in the primary school setting stated that they conducted work to introduce professions to gifted children. Psychological counselor P-6 expressed that she differentiated their work to meet the unique needs of gifted children, whereas other psychological counselors did not differentiate.

> We organize open days for vocational guidance. At the beginning of each month, we have a professional coming. Of course, those in BİLSEM have different requests, such as "we invite astronauts." We have also developed vocational guidance activity games with classroom teachers. We make them games taboo like; they play with them through taboo board games. We added extra cards to what they were wondering. I also play with them during guidance hours (Psychological counselor P-6, Appendix I, 130).

Psychological counselor P-7, who worked in BİLSEM, shared gifted children's concerns that she worked on via group guidance.

> I work on anxiety, I do activities on social communication skills, social intelligence, and emotional intelligence towards oneself. In fact, from time to time, some training was given in these areas to us, and we were also applying those small trainings. With the guidance of the professors at the university, we received activities, and we applied them (Psychological counselor P-7, Appendix I, 131).

Moreover, she stated that she carried out work to meet the counseling needs of gifted children in the career domain during guidance hours.

> We usually organize activities to introduce professions to primary school students. It is like group guidance in the classroom. … We introduce professions according to their interests. Sometimes we bring stories and books about them [professions] and read them together. It feels more like brainstorming (Psychological counselor P-7, Appendix I, 132).

Furthermore, she expressed that although they were children at the primary school level, gifted children visited universities. She stated that “we were doing university trips. … They cognize and observe the different departments and professions in there” (Psychological counselor P-7, Appendix I, 133).

Another psychological counselor who worked in BİLSEM also stated the techniques she utilized in group guidance activities. She said, “I tried to do something with music. We were doing book analysis with them all the time” (Psychological counselor P-8, Appendix I, 134). Moreover, she shared the reason why she mostly did group work with gifted children.

> I usually did teamwork. If we prepared a poster, we would prepare it as a group. I emphasized group work more. The reason for this is that children are more prone to individuality. Children love to be at the forefront. There is a thought that "I am better," so I put more emphasis on group activities (Psychological counselor P-8, Appendix I, 135).

All in all, the psychological counselors demonstrated that they carried out group guidance works to meet the counseling needs of gifted children. They specified that they benefited from artistic activities like drama, songs, and books.

4.5.3 Individual guidance

Individual guidance was the third subtheme. Four psychological counselors, one of whom worked in BİLSEM, indicated that they provide individual guidance to gifted children to meet their counseling needs.

For instance, psychological counselor P-2 shared that “[for the student who made a mistake on the test] I gave him information about study techniques, test-talking techniques, for example. I also interviewed with him” (Psychological counselor P-2, Appendix I, 136).

Psychological counselor P-7, who worked in BİLSEM, also shared the work she did during the individual guidance session to meet the counseling needs of gifted children.

> This semester [the course selection period at BİLSEM] is also very short, we meet with all students in a period of about a week. Students come with their parents and they already have certain choices in their minds. At that point, what we do is to explain the BİLSEM regulation a little more to parents and

> students, and to give information about the next processes (Psychological counselor P-7, Appendix I, 137).

In conclusion, the psychological counselors indicated individual guidance as one of their approaches working with gifted children for mostly in their academic-related problems.

4.5.4 Group counseling

Finally, the last subtheme was group counseling. Two psychological counselors reflected that they work with gifted children via group counseling to meet their unique counseling needs. Both of them worked in the primary school setting. Psychological counselors worked in BİLSEM did not specify any group counseling works.

Psychological counselor P-1 shared that "skill groups or encounter groups are useful for children with social-emotional needs" (Psychological counselor P-1, Appendix I, 138). Psychological counselor P-4 also stated that she carried out group counseling activities to work with gifted children. She described her work in detail by mentioning the content.

> It was aimed at developing children's leadership skills. How does one really become a leader? The content included activities focusing on taking responsibility, having a win-win mindset, and collaborating. It also includes some character education activities as well. I got feedback from the parents about what they saw as changed. Feedback came that those who were very prominent became mediocre, and those who were very shy began to express themselves. So, the situation among the students was balanced. It was an adorable 8-week work I wrote by myself (Psychological counselor P-4, Appendix I, 139).

In addition, she shared another work she carried out. She stated, "I had psychoeducational program on identifying and expressing emotions" (Psychological counselor P-4, Appendix I, 140).

All in all, in this section, it was shown that techniques that psychological counselors were using differed while working with children who were gifted. They shared that they worked with gifted children via individual counseling, group guidance, individual guidance, and group counseling. The professional needs of psychological counselors may play a significant role in their work. Although they commonly specified that gifted children's characteristics and counseling needs differ from non-gifted children's, it seemed that their works primarily were not differentiated to meet these needs.

In addition, it is worth noting that most psychological counselors expressed that the collaboration level was very low within the school system. Therefore, they did not indicate any work to meet the counseling needs of gifted children collaborating with relevant stakeholders other than identifying gifted children and providing an Enrichment Education Plan. Moreover, even though all psychological counselors indicated labeling, they mostly did not mention specific works to prevent labeling. It seemed they worked with the labeling issue if a problem was reflected in the counseling service.

In this chapter, the findings were demonstrated based on the expressions of the psychological counselors. Five themes were presented namely conceptualizations of psychological counselors on giftedness, counseling needs of gifted children, labeling, professional needs of psychological counselors working with gifted children, and works of psychological counselors to meet the needs of gifted children. The findings were also discussed in the next chapter by referring to the relevant literature in giftedness and counseling.

CHAPTER 5

DISCUSSION

The present study examined the counseling needs of gifted children and professional needs of psychological counselors working with gifted children. Eight psychological counselors were interviewed about gifted children in primary school by utilizing the semi-structured interview form. Besides, two psychological counselors had previous work experience in BİLSEM.

The data analyzed with the thematic analysis. According to the results, five main themes were generated. These were conceptualizations of psychological counselors on giftedness, counseling needs of gifted children, labeling, professional needs of psychological counselors working with gifted children, and works of psychological counselors to meet the needs of gifted children.

The findings were shown and discussed in this section with the related literature. In this regard, the conceptualizations of psychological counselors on giftedness and the counseling needs of gifted children were presented together because they were interdependent because one subtheme may be the result of another subtheme; therefore, these two themes were discussed together. In addition, the labeling issue regarding giftedness was demonstrated by discussing the present study's findings with the relevant literature. The professional needs of psychological counselors working with gifted children were also discussed, referring to the relevant literature. The last theme, works of psychological counselors to meet the needs of gifted children, was also discussed by mentioning counseling interventions for gifted children.

This section also includes the strengths and limitations of the current study. Moreover, according to the results of the current study, the recommendations were provided for future researchers, psychological counselors, teachers, parents, and policy makers.

5.1 Conceptualizations of giftedness and counseling needs of gifted children

Giftedness is defined within a particular social context (Lo et al., 2019; Ziegler et al., 2013), so its definition changes worldwide (Dai, 2020). In order to develop a culturally sensitive counseling program including diverse populations like gifted children, psychological counselors should first define the characteristics and needs of gifted children (Olszewski-Kubilius et al., 2015).

Gifted children are expected to be good at leadership, high in motivation, be assertive, having practical thinking, and being creative problem-solver (MEB, 2013). They start to understand and express their emotions earlier than peers of the same age; hence, they need more psychological support in socioemotional, academic, and career domains (MEB, 2013). In the case that gifted children lack guidance and support, some negative consequences, such as behavioral and emotional problems, may occur (MEB, 2013).

In the present study, the psychological counselors defined their perceptions about gifted children according to their conceptualizations and experiences working with them. From the most-mentioned characteristic to the least-mentioned characteristic, gifted children were described by eight psychological counselors in terms of social skills, diversity, getting easily bored, creative thinking, special ability in a particular field, curiosity, awareness, learning style, interest area, and emotional skills.

Yeo and Pfeiffer (2018) stated that psychological counselors provide effective counseling to gifted children as much as they know their unique needs. The psychological counselors described the counseling needs of the gifted children in the subthemes as; loneliness, acceptance and recognition, anxiety, frustration, pressure for success, perfectionism, time management, and career-related issues like starting to choose professions earlier. In this section, conceptualizations of psychological counselors on giftedness and the counseling needs of gifted children were discussed, referring to the relevant literature.

First of all, the social skills of gifted children were mentioned by the psychological counselors in the current study. While some psychological counselors defined them as excessively extroverted children, some expressed them as excessively introverted. Similarly, gifted children were described by some psychological counselors as prone more to individuality and being leaders. The current study's findings were well-matched with the study of Ozcan & Uzunboylu (2020).

According to the present study's findings, gifted children get bored in the classrooms. It may be linked to their differentiated learning styles and curiosity levels which were also defined as perceived characteristics by the psychological counselors. The literature also pointed out that gifted children experience boredom (ASCA, 2019; Carroll & Tober, 2001; Chan, 2003; Cross, & Cross, 2021; Freeman, 2005; Peterson, 2006; and Yoo & Moon, 2006). They may easily be distracted if the materials or subjects are not attractive (Carroll & Tober, 2001).

The learning styles of gifted children are differentiated from the learning styles of their peers (Freeman, 2005). They prefer to learn by searching and exploring instead of listening and memorizing (Carroll & Tober, 2001). The current

study also demonstrated that gifted children vary in learning styles compared to their peers.

Mammadov (2019) conducted a mixed-method study by utilizing public policy documents, interviews, questionnaires, and classroom observations to examine the gifted education practices in schools in Türkiye to meet the needs of gifted children. Teachers and school administrators were interviewed. Also, the researcher made observations in three elementary schools.

Mammadov (2019) revealed that gifted children were bored in school and perceived that their teachers were ineffective. Also, findings demonstrated that standardized tests, which decide the future of gifted children, were leading to anxiety (Mammadov, 2019). In addition, gifted children had high stress and burnout levels (Mammadov, 2019). Furthermore, the study demonstrated that being gifted was not perceived as an obstacle to setting healthy social relationships by gifted children; however, the label of being gifted brings about some negative consequences because of the stigmatization (Mammadov, 2019). Moreover, Mammadov (2019) concluded that parents could recognize their children's particular needs but had trouble dealing with them.

The psychological counselors in the current study defined gifted children as creative. Renzulli (2012) also defined creativity as one of three main and essential characteristics of gifted children in his three-ring model. Although gifted children may have creative ideas, they may be easily frustrated because they lack the people and resources to implement those (Carroll & Tober, 2001). If the environment is not supportive and emotionally safe, there is a risk that gifted children sacrifice their creativity to belong to that environment or may develop internalizing behaviors (Carroll & Tober, 2001). Related literature also suggested that gifted children have

creative thinking and need support and guidance (Apistola, 2017; Greene, 2006). Therefore, environmental factors play an important role in developing gifted children's creativity

The psychological counselors in the current study also described curiosity as a characteristic of gifted children. Parallel to the findings in the literature, Ozcan and Uzunboylu (2020) also suggested that gifted children are curious.

In addition, awareness was defined as a characteristic of gifted children in the current study. In other words, according to the views of psychological counselors, the awareness level of gifted children is very high primarily related to the current world problems, their life, and their relationships compared to their same-age peers, which was also exhibited in the literature. According to the literature, gifted children have high awareness (Carroll & Tober, 2001; Greene, 2006; Ishak & Bakar, 2010). They think about the meaning of life and how to figure out the planet's problems (Carroll & Tober, 2001).

In Türkiye, from 32 provinces, 360 gifted children and 360 non-gifted children who are primary school students were included in a study conducted by Barış (2018) to examine their mindfulness levels. Participants completed Bahçeşehir University Mindfulness Scale for Children. The outcomes presented that the level of mindfulness in gifted children was higher than in non-gifted children (Barış, 2018), which may be associated with high awareness.

The psychological counselors in the current study reported that gifted children experience extreme emotions. They defined over-sensitivity as a characteristic of gifted children parallel to the literature. In addition, they stated that gifted children feel loneliness and frustration. In the literature, gifted children suffer from intense emotions (Apistola, 2017; Fonseca, 2014; Greene, 2006; Hébert &

Sergent, 2005; and Ozcan & Uzunboylu, 2020), which may cause confusion, frustration (Fonseca, 2014; Freeman, 2005), and loneliness (Apistola, 2017; Fonseca, 2014; Ishak & Bakar, 2010; Ozcan & Uzunboylu, 2020; and Sisk, 2005). In a similar way, in the current study, the psychological counselors mentioned that gifted children have counseling needs to cope with frustration and loneliness.

To be accepted and recognized by peers and teachers were also among the counseling needs of gifted children in the socioemotional domain from the perspectives of the psychological counselors in the current study. Similarly, Chan (2003) demonstrated that gifted children need acceptance and recognition. The current study is also shown that gifted children want to be understood especially by their peers. Also, in the classroom, they need to be recognized according to the psychological counselors.

According to the views of the psychological counselors in the current study, anxiety was among the counseling needs of gifted children in the socioemotional domain. In a similar way, the literature also suggested that gifted children have anxiety (Ishak & Bakar, 2010; Mammadov, 2019; and Sisk, 2005). The current study indicated that gifted children experience anxiety mostly because of high standards or expectations of others and themselves.

As indicated before, the psychological counselors stated that both others such as parents and teachers, and gifted children set high expectations, especially in academic works; therefore, the psychological counselors in the current study explained pressure for success as a counseling need in the academic domain. The related literature was in the same line with the current study's findings. The literature suggests that gifted children are exposed to pressure for success (Chan, 2003; Cross

& Cross, 2021; Freeman, 2005; Ishak & Bakar, 2010; Kaplan & Geoffroy, 1993; Yoo & Moon, 2006).

The psychological counselors in the current study stated that gifted children are more perfectionist and sensitive regarding success issues compared to their same-age peers. The related literature also suggested that gifted children need counseling for perfectionism in the domain of academics (ASCA, 2019; Apistola, 2017; Chan, 2003; Cross & Cross, 2021 Sisk, 2005; Greene, 2006; Hébert & Sergent, 2005; Ishak & Bakar, 2010; Kaplan & Geoffroy, 1993; and Yoo & Moon, 2006).

Also, they reported that gifted children have a risk that if they experience failure even once, they may quickly get frustrated and give up their interest areas. As consistent with findings, Carrol & Tober (2001) also explained that if gifted children experience failure, they may give up and leave to learn.

Yeo and Pfeiffer (2018) mentioned that gifted children require counseling in the academic domain related to perfectionism because of an overemphasis on performance. Parallel to the literature, the expressions of the psychological counselors in the current study indicated that gifted children suffer from pressure for success and perfectionism, and they need counseling in the academic domain related to these problems.

Yılmaz-Çelik (2013) conducted a study with 434 middle school students, whereas 213 students were identified as gifted. The study was aimed to investigate the relationship between dimensions of perfectionism and academic self-efficacy. Participants completed Multi-Dimensional Perfectionism Scale. Results exhibited that when there was an increase in organization, parental expectations, and personal standards, which are dimensions of perfectionism, there was also an increase in

academic self-efficacy among both gifted and non-gifted children (Yılmaz-Çelik, 2013).

It was also found that when doubts about actions and parental criticism, which are sub-dimensions of perfectionism, increased, the academic self-efficacy of gifted children decreased (Yılmaz-Çelik, 2013). Moreover, when there was an increase in parental criticism, there was a decrease in academic self-efficacy only among non-gifted children (Yılmaz-Çelik, 2013).

Ağırsoy (2018) investigated whether empathy and perfectionism were predictors of loneliness in gifted and non-gifted children. The study participants were 270 gifted children and 264 non-gifted children in Türkiye who were fourth and fifth-grade students. The conclusions illustrated that sub-dimensions of perfectionism, namely conditional self-respect and fault sensitivity, were predictors of loneliness in gifted children (Ağırsoy, 2018).

On the other hand, in non-gifted children, conditional self-respect, fault sensitivity, and approval requirement were found as predictors; however, these predictors can explain the loneliness in non-gifted children (% 15.1) far less than in gifted children (%21.2) (Ağırsoy, 2018). In addition, the results indicated that both in gifted and non-gifted children, the level of perfectionism of girls (M = 65.95, and M = 68.91 respectively) was higher than the level of perfectionism of boys (M = 62.60, and M = 65.05 respectively), and the level of empathy of boys (M = 8.20, and M = 8.26 respectively) was higher than the level of empathy of girls (M = 6.67, and M = 6.57 respectively) (Ağırsoy, 2018).

Altun (2010) carried out a quantitative method study to examine the variables of perfectionism, school motivation, learning styles, and academic achievement of gifted children. The participants of the study were 386 gifted and 410 non-gifted

children who were students at the secondary school level. Children completed the Positive and Negative Perfectionism, Learning Styles, and School Motivation scales. The findings showed that both the positive (M = 33.47) and the negative (M = 19.27) perfectionism levels were higher among non-gifted children compared to gifted children's positive (M = 30.94) and negative (M = 16.52) perfectionism levels (Altun, 2010).

Moreover, it was found that the level of school motivation was higher among non-gifted children (M = 118.31) compared to gifted children (M = 109.77) (Altun, 2010). It was also revealed that learning styles differentiated according to two groups. While gifted children were kinesthetic and visual learners, non-gifted children were auditory learners (Altun, 2010). Finally, the academic achievement of gifted children (M = 95.50) was found as higher than non-gifted children (M = 71.40) according to their grade point averages. Also, the study demonstrated that when there was an increase in the positive perfectionism level of gifted children, there was an increase in their academic achievement as well (Altun, 2010).

The psychological counselors in the study mentioned time management as the last counseling need of gifted children in the academic domain. The psychological counselors reported that gifted children are under an excessive load because of academic requirements necessitate from BİLSEM, from resource room in their schools, and also because of taking additional courses; thus, they have trouble in managing their time. Ozcan and Uzunboylu (2020) also demonstrated that gifted children need counseling for time management.

According to the findings of the current study, the expressions of the psychological counselors demonstrated that gifted children have unique counseling needs in the career domain. Freeman (2005) indicated that gifted children have

trouble in choosing a career path. Similarly, the current study was shown that gifted children start early to choose their profession and are confused in decision making, therefore they need support.

Although giftedness is an inborn ability (Carroll & Tober, 2001; Fonseca, 2014), environmental factors have a significant role in the development of children's inborn abilities (Bronfenbrenner, 1979). The characteristics and the counseling needs of gifted children, which the psychological counselors expressed, depended on environmental factors. According to Sameroff and Mackenzie (2003), a transactional relationship exists between individuals and their environment. Therefore, defining the characteristics and the counseling needs of gifted children in socioemotional, academic, and career domains may not be separated from the environment in which the gifted children live.

Psychological counselors in the study stated that parental attitudes and the number of siblings were indicated as the most common factors that influence the perceived characteristics and counseling needs of gifted children. The ecological view of Bronfenbrenner (1979) on human development proposed that individuals and their environments are interrelated. Bronfenbrenner (1979) also suggested that family-related issues have the most influence on the development of children.

Other social contexts, such as schools and districts, also influence children's development (Bronfenbrenner, 1979; Sameroff & Mackenzie, 2003). The psychological counselors in the current study shared that large school sizes and problems with collaboration with relevant stakeholders are systemic barriers while working with gifted children to meet their needs. Thus, the opportunities of the social environment, including parental opportunities, affect the gifted children to meet their needs.

To conclude, giftedness was defined as a social construct affecting by the environmental factors by Lo et al. (2019). Psychological counselors should be aware of the environmental factors (Olszewski-Kubilius et al., 2015) and systemic barriers (ACA, 2014) to meet the needs of gifted children.

5.2 Labeling

Since the current research is conducted in Türkiye, the giftedness conceptualization in Türkiye is also important. In Türkiye, it was decided to use special ability to define giftedness instead of the past usage of superior ability because the term superior may cause more discrimination (MEB, 2013). The definition of giftedness should include all abilities like general cognitive ability, special academic ability, language, math, physical science, social science, leadership, creativity, and audio-visual arts (MEB, 2013).

Gifted children are differentiated according to their abilities (MEB, 2013). Schools should clearly define giftedness for practical applications to enhance the potential of gifted children. Labeling for giftedness should be avoided because gifted children may suffer and develop negative attitudes because of the labeling. As a result of labeling, their achievement may decrease (MEB, 2013).

The psychological counselors were interviewed about whether gifted children were subjected to labeling. They expressed explicitly and implicitly some labeling types. These were glorification, exclusion, favor, alienation, and hiding the gift. The relevant literature also indicated that gifted children were subjected to labeling (ASCA, 2019; Chan, 2003; Cross & Cross, 2021; Freeman, 2005; Ishak & Bakar, 2010; and Mammadov, 2019). In addition, glorification (Coleman & Cross, 2014),

exclusion (Ishak & Bakar, 2010), alienation (Coleman & Cross, 2014), and hiding the gift (Hébert & Sergent, 2005) were exhibited in the literature as labeling types.

The label of giftedness may have positive and negative effects on gifted children. Öpengin and Sak (2012) investigated how the giftedness label influences gifted children. The measurement tool, Gifted Label Effect Scale, was completed by 26 gifted and 387 non-gifted children, who were 6th-grade students, at two-time points. Participants completed the scale before and after the identification of giftedness. According to the results, gifted children evaluated the influence of the giftedness label negatively when they took account the perceptions of their peers. On the other hand, how gifted children perceive themselves and parental attitudes did not change depending on the giftedness label (Öpengin & Sak, 2012). In addition, it was found that non-gifted children had more positive perceptions of giftedness compared to gifted children (Öpengin & Sak, 2012).

According to psychological counselors, children' anxiety levels increase when others label them as gifted. Previous studies are parallel to the findings of the present study. Fonseca (2014) specified that the giftedness label leads to distress for gifted children.

In the opinion of psychological counselors, gifted children were glorified by teachers, parents, and peers. Also, it was reported that gifted children have some "narcissistic symptoms" about themselves, such as thinking that they are the best among their peers. According to psychological counselors, one of the most common misconceptions was that gifted children do not have to study intensively to succeed and get high school grades, which children, parents, and teachers believe. In fact, most gifted children have some academic troubles and should try to succeed, as all children do (Fonseca, 2014).

The psychological counselors mentioned that gifted children experience pressure for success, which was described as a counseling need in the academic domain. Psychological counselors stated that high expectations of others cause anxiety in gifted children. In a similar way, Fonseca (2014) remarked that gifted children might have anxiety because of the unrealistic expectations of teachers that a gifted child should answer all of the questions correctly. Being gifted means having the potential to learn; it does not mean being perfect in every field. So, expectations because of the giftedness label are unrealistic (Fonseca, 2014).

Perfectionism was also another issue that was related to pressure for success and anxiety resulting from labeling. In the book of Fonseca (2014), a gifted child stated that she was stressed because of the giftedness stigma because she thought that giftedness meant being perfect and getting the highest grades at school.

Diversity was a commonly mentioned subtheme by the psychological counselors as a characteristic of gifted children in every field. In other words, gifted children were perceived as different by the psychological counselors and as well as teachers and parents. Fonseca (2014) shared one gifted child's statements concerning this subject. The gifted child mentions that being gifted means having a different point of worldview than peers have, while another child states that giftedness does not mean being different from others but thinking in different ways (Fonseca, 2014). In this sense, Fonseca (2014) defined giftedness as the inborn ability to be disposed to comprehend the world in a particular way. However, in the current study, psychological counselors indicated that giftedness is developed and expressed with environmental factors.

Moreover, the conceptualization of giftedness by teachers, parents, and peers may cause a debate about where giftedness comes from (Winner, 2000). On the one

hand, there is a view that giftedness is the result of practice and hard work, whereas on the other hand, there is a view that the cause of giftedness is an inborn ability (Dweck & Yeager, 2019). These implicit beliefs are reflected in messages given to gifted children; this may cause self-handicapping behaviors among them (Snyder, Malin, Dent & Linnenbrink-Garcia, 2014). Furthermore, gifted children's peers also have implicit beliefs about giftedness (Tan, Yough, Desmet & Pereira, 2019); they believe that giftedness may enhance with motivation and age. These studies support the transactional view of giftedness, which means both the environment and the individual affect each other (Lo et al., 2019).

Snyder et al. (2014) conducted research with 108 gifted undergraduates who studied at a university in the United States. The study aimed to investigate the link between implicit messages by others and self-handicapping claims and behaviors. There were four groups in the research study. Researchers told two groups that giftedness comes from inborn, an entity message. On the other hand, the other two groups were given an incremental message about how giftedness enhance with effort and hard work. Participants were randomly assigned to four conditions: taking the entity message and experiencing failure, taking the entity message and experiencing success, taking the incremental message and experiencing failure, and taking the incremental message and experiencing success.

Then, participants in one entity condition and one incremental condition were asked to complete an easy task (Snyder et al., 2014). The other two groups were asked to compete in a difficult task. After task completion, participants were asked to complete a list with 14 statements to claim their self-handicapping. Finally, researchers told participants that there was one more task to complete and that the brightness of the light enhances performance. (Snyder et al., 2014). Participants then

were asked to arrange the brightness of the light ranged between 0 and 10 to measure their behavioral self-handicapping after success or failure.

The results indicated that participants who took entity messages and experienced failure experienced behavioral self-handicapping more than participants who took the incremental message and experienced failure (Snyder et al., 2014). There were no significant findings for the claimed self-handicapping for this group (Snyder et al., 2014). In the success conditions, there was no significant relationship between implicit message and both claimed self-handicapping and behavioral self-handicapping (Snyder et al., 2014).

Another research was conducted by Tan et al. (2019) with 16 gifted children and 36 non-gifted children who were 8th graders in a middle public school in the United States. The study aimed to investigate children's beliefs regarding intelligence, giftedness, and the development of giftedness. Participants completed the instrument of Implicit Theories Survey for Children and the 6-vignette task, which includes six vignettes related to a student with gifted characteristics from different age groups.

According to the results, although most children associated giftedness with intelligence and motivation, non-gifted children believed that giftedness could be enhanced by motivation (Tan et al., 2019). Also, it was found that compared to gifted children, non-gifted children believe that intelligence may increase with age (Tan et al., 2019). These studies indicated that perceptions or implicit beliefs about giftedness might be labeling, which influences children's thoughts, behaviors, and emotions.

To sum up, according to Fonseca (2014), gifted children struggle against difficulties related to peer relationships, parents' expectations, and not being

understood because of labeling. The current study demonstrated that gifted children are subjected to labeling and have problems in the socioemotional, academic, and career domains because of the labeling.

5.3 The professional needs of psychological counselors

Psychological counselors provide counseling by engaging in a professional relationship with students in the school setting to enhance their academic achievement, mental health, and career development (ACA, 2014). As an indispensable professional value of counseling, psychological counselors improve student outcomes by considering multicultural issues and diversity; therefore, they give importance to developing comprehensive counseling programs including all diverse groups taking the context into consideration, which is also a professional ethical obligation in the counseling profession (ACA, 2014).

Gifted children always exist in the school setting (Borland, 2021). They form a diverse population with above-average potential compared to peers of the same age (Borland, 2021). That is why gifted children have unique needs. So, psychological counselors are responsible for comprehending their unique developmental needs and providing counseling interventions utilizing their multicultural competence to support and enhance their development (ASCA, 2019).

All psychological counselors in the present study indicated that they have professional needs working with gifted children. Most of them stated that their needs are tailored around professional competence for multicultural competence, collaboration with relevant stakeholders, and training. In other words, they mentioned that they do not have enough knowledge working with gifted children, so

they require pre-service and in-service training related to giftedness to raise their professional awareness, competence, and knowledge.

ACA (2014) defines multicultural competence as being aware and knowledgeable about diverse populations and carrying out counseling practices considering this recognition and knowledge. ACA (2014) also described this type of counseling as that "counseling that recog-nizes diversity and embraces approaches that support the worth, dignity, potential, and uniqueness of individuals within their historical, cultural, economic, political, and psychosocial contexts" (p. 20).

Findings of the current study indicated that psychological counselors need to raise their multicultural competence in terms of professional needs working with gifted children. Results demonstrated that gifted children are neglected in schools. In other words, psychological counselors indicated they do not differentiate their counseling practices according to the unique needs of gifted children because they lack knowledge and multicultural competence about how to work with them, except for identifying them.

The study of Altun (2015) and Ozcan and Uzunboylu (2020) demonstrated similar findings to the current study. The studies conducted in Türkiye showed that psychological counselors did not perceive themselves as knowledgeable and competent enough and needed training when working with gifted children (Altun, 2015; Ozcan & Uzunboylu, 2020), which indicated the professional need for multicultural competence.

The results from the present study also indicated that psychological counselors have a professional need to collaborate with relevant stakeholders while working with gifted children. The findings illustrated low levels of collaboration within and across the school system and BİLSEM. Psychological counselors

demonstrated that relevant stakeholders collaborate in identifying gifted children and preparing the Enrichment Education Plan to support identified children in the school. However, they also stated that they have trouble sharing knowledge and suggestions about giftedness because they lack knowledge about it.

ACA (2014) defined relationships with other professionals and competence in consultancy as an ethical obligation for psychological counselors to enhance the outcomes of provided services. In other words, psychological counselors are responsible for engaging in a positive professional relationships with other professionals within and outside the counseling profession (ACA, 2014). Also, they act to ensure that they have the knowledge, resources, and competence to share appropriate information (ACA, 2014). However, psychological counselors in the present study stated that they also need knowledge and competence about giftedness; therefore, they have difficulty in sharing knowledge by collaborating with the relevant stakeholders.

Moreover, the findings of the current study showed that psychological counselors in the primary school setting lack collaborative relationship with the professionals in BİLSEM. ACA (2014) emphasized that psychological counselors are ethically obligated to interact and communicate openly with professionals to get information about the provided services and ensure that referred clients get appropriate services. Therefore, psychological counselors need to enhance their competence in collaboration and consultation.

Mammadov (2012) examined the effectiveness of gifted programs in primary schools in Türkiye. Findings figured out that resources were very limited regarding specialized or trained people in gifted education and educational policy in identifying, placing, and referring gifted children. In spite of some positive sides of

the gifted education programs in the schools, the study revealed that the programs were found insufficient to meet the academic demands of gifted children. Also, the involvement of parents was found inadequate (Mammadov, 2012), which also demonstrates the low level of collaboration.

The present study demonstrated that the Enrichment Education Plan and practices in BİLSEM do not meet the demands of gifted children. Aydoğan (2019) sought the opinions of 30 parents of gifted children about BİLSEM in Bitlis, Türkiye and the problems parents encounter with having a gifted child. Parents stated that they had problems recognizing their children's special talents, answering their children's questions, solving their problems, communicating, and reacting appropriately to their children's personalities, emotions, cognitions, and social needs (Aydoğan, 2019).

Parents also reported that BİLSEM in Bitlis was physically inadequate and have limited equipment, and they needed a new building and materials. They also stated that they had trouble with transportation and needed free transport for their gifted children (Aydoğan, 2019). Parents' concerns were not limited to these areas, but also the hours and days that BİLSEM functioned were evaluated as problematic (Aydoğan, 2019).

Psychological counselors in the present study expressed that they need the training to raise their awareness, skills, and multicultural and collaboration competence to close their professional competence gap in working with gifted children. They indicated both in-service and pre-service training as necessary to gain competence regarding giftedness. Self-growth, training, continuing education, and monitoring effectiveness were underlined by ACA (2014) as an ethical responsibility of psychological counselors. Put differently, psychological counselors are

responsible for examining their effectiveness and gaining knowledge about current scientific procedures and practices, including diverse populations, for becoming culturally competent professionals (ACA, 2014).

As an ethical obligation, psychological counselors develop empathy and understanding for diverse populations to advocate social justice, which requires multicultural competence (ACA, 2014; Green, McCollum & Hays, 2008). Psychological counselors with multicultural competence consider and act to remove all external factors that hinder the development of individuals from a diverse population (Green et al., 2008). They prioritize the needs of particular diverse populations so that individuals gain empowerment and belonging (Green et al., 2008).

The current study's findings demonstrated that systemic barriers were indicated as an influence on the professional competence of psychological counselors working with gifted children in the current study; therefore, they prevent gifted children from reaching services for their development. The counseling profession is vital in terms of providing equity within the school system (ACA, 2014). Psychological counselors advocate the rights of students in the school, considering potential or current barriers within the school system so that children benefit from the services and opportunities (ACA, 2014).

Green et al. (2008) suggested that awareness is the first step to advocating for psychological counselors. Awareness includes both self-awareness and awareness of multicultural issues. The second step for advocacy was described as knowledge (Green et al., 2008). Psychological counselors are responsible for observing and learning deeply what occurs in a given context. Lastly, psychological counselors develop skills to make a change for the issues of diverse populations (Green et al.,

2008). Identifying systemic barriers, getting an action plan, collaborating with relevant stakeholders, and applying the plan are the parts of the advocacy process for psychological counselors (Green et al., 2008).

Many gifted children are misdiagnosed as having attention deficit hyperactivity disorder (ADHD), autism, or even intellectual disability because the characteristics of gifted children are not conceptualized correctly by parents, teachers, and other authorities; therefore, the needs of the gifted children are not met by the education system and accordingly school system (Carroll & Tober, 2001). In the current study, the psychological counselors mentioned that teacher referrals for giftedness were problematic because of their lack of knowledge. Since psychological counselors also lack knowledge, together with teachers they require training in giftedness, including the identification process.

The appropriate definition of giftedness plays a vital role in identifying gifted children (Borland, 2021). The gifted education programs are for the sake of gifted children, so placement based on the proper identification process is essential (Borland, 2021). Otherwise, actual gifted children may lose the access to the opportunities, and non-gifted children identified as gifted by mistake may not feel belonging to gifted education or interventions (Borland, 2021). Therefore, relying on the most appropriate definitions is essential in identifying gifted children and placing them into gifted programs (Borland, 2021).

In Türkiye, the studies on the representation of diverse and disadvantaged groups in terms of giftedness are limited and entirely restricted to socioeconomic status. For instance, Bıçakçı (2020), as a part of his study, found that children from low socioeconomic status were less likely to be identified as gifted. The current study also demonstrated that the low socioeconomic background is a systemic

barrier. Future studies are necessary to understand the representation of gifted children from different backgrounds, such as race, ethnicity, gender, socioeconomic status, and disabling conditions.

All in all, the current study is significant in demonstrating the perceptions of psychological counselors on their roles in providing counseling to gifted children, including their identification process in terms of promoting equity and access to gifted education so that the needs of gifted children are met. Findings indicated that psychological counselors lack some knowledge and professional competence. In this sense, it was indicated that they lack multicultural competence, have trouble collaborating with relevant stakeholders within the school system and with BİLSEM, and need pre-service and in-service training to get information about giftedness regarding the identification process, characteristics of giftedness, and counseling practices.

5.4 Works of psychological counselors to meet the needs of gifted children

Psychological counselors enhance gifted children's socioemotional, academic, and career development with effective counseling interventions (ASCA, 2019). In this section, the present study's findings about the works of psychological counselors were exhibited by including the relevant literature and effective counseling implications.

Psychological counselors in the current study exhibited that they mostly conduct their practices and interventions during the individual counseling sessions. Group guidance was the second common counseling approach to support gifted children among the psychological counselors in the present study. Individual guidance and group counseling were also indicated as approaches for working with

gifted children, but they were the least preferred approaches among psychological counselors.

Besides the significance of understanding the unique needs and difficulties of gifted children, it may be important to clarify the perceptions of gifted children towards counseling services and psychological counselors (Ishak & Bakar, 2010; 2014). Ishak and Bakar (2010) conducted a study in Malaysia with 180 gifted adolescents aged 13, 14, or 15 years old to investigate their psychological concerns, coping mechanisms, and usage of counseling services.

The results manifested that from the highest rate to the least, to be perfectionist, to be competitive because of seeing oneself as the best, to have low self-esteem because of social isolation and labeling, to be anxious because of fear of something and fear of being mocked by classmates, to have identity development challenges, and to be excessive self-conscious were psychological concerns among gifted adolescents (Ishak & Bakar, 2010). These findings are also parallel to the findings of the current study.

When it comes to coping mechanisms, findings exhibited that most participants preferred to focus on academic work. From the highest rate to the least, other coping mechanisms were reported as involving spiritual activities, just forgetting their problems, challenging the problems directly, and using drugs and smoking (Ishak & Bakar, 2010).

Another finding revealed that more than 50% of gifted adolescents preferred to deal with their psychological problems independently and refused to seek help from others. In terms of preferences to cope with the problems, seeking help from teachers was found in the second place, talking to peers was found in the third place, seeking help from counselors was in the fourth, and finally, talking to family was in

the last place (Ishak & Bakar, 2010). Moreover, about 83% of gifted adolescents reported that they would like to benefit from counseling services targeting career and academic issues. In comparison, only 13% of the children reported needing group and individual counseling (Ishak & Bakar, 2010). Furthermore, the study demonstrated that girls sought help for counseling more than boys; 15-year-old adolescents sought help for counseling more than 14-year-old adolescents, and 14-year-old adolescents sought help more than 13-year-old adolescents (Ishak & Bakar, 2010).

As seen in the study, although there are common concerns for all age groups, such as boredom and academic-related issues, age is an important factor in determining the differentiated counseling needs of gifted children according to their developmental period. For instance, the perception of the parents indicated that gifted adolescents mostly need counseling in the domain of careers (Yoo & Moon, 2006). According to parents' reports, adolescents needed counseling to cope with perfectionism, irritability, and pressure to meet expectations more than preschoolers (Yoo & Moon, 2006). However, findings of the current study demonstrated that gifted children in primary school need counseling mostly in the socioemotional domain.

Ishak and Bakar (2014) conducted a mixed-method study with 180 gifted Malaysian adolescents to understand the user preferences for counseling services among them. The results revealed that only 7% of gifted children seek help from counseling services (Ishak & Bakar, 2014). Moreover, female children sought help more than male children did (Ishak & Bakar, 2014).

As a part of this study, eight gifted adolescents were interviewed, and five themes were obtained to give importance to the enhancement of counseling services.

The first theme was the personality traits of the counselors. Gifted children stated that a psychological counselor should be able to listen enthusiastically, know the characteristics of gifted children, give guidance to children effectively to get the best solutions for their problems, set rapport, and provide service in accordance with the interests of the children (Ishak & Bakar, 2014).

The second theme was student issues; these were indecision among career choices and academic guidance (Ishak & Bakar, 2014). The third theme was the therapeutic environment. According to gifted adolescents, the therapeutic environment should include a private room just for counseling, enough light and air in the counseling room, a well-defined and private waiting space, gender-neutral characteristics, and stimulation of positive mood (Ishak & Bakar, 2014). The fourth theme was counselor's approaches. In spite of generalizing the solutions, gifted adolescents expected that counselors should approach each child uniquely, taking into consideration the issues of family background, personality characteristics, cognitive abilities, creativeness, and learning styles (Ishak & Bakar, 2014). The last theme was the role of the counselor.

According to the gifted children, psychological counselors should be advisors, provide information about career options and academic issues, facilitate the change, be confident, consult with parents and staff in the school, provide interventions to cope with adolescent problems, and coordinate effective activities (Ishak & Bakar, 2014).

Sorrentino (2021) suggested that gifted children are diverse but their diversity is perceived as good difference mistakenly. Although these children are gifted, they also need help and attention in the educational setting (Sorrentino, 2021). Therefore, gifted children need targeted interventions in the inclusive setting in schools because

they need support for their emotional and social development as well as cognitive development (Sorrentino, 2021). The acceptance of the diversity in schools in terms of giftedness is vital for the sake of equity (Sorrentino, 2021).

Sorrentino (2021) asserted that gifted children in the inclusive setting need not only special educational practices according to their academic needs but also psychological practices for their unique needs. That is why, it seems that psychological counselors in the school system have a role for gifted children in the inclusive setting. In the current study, psychological counselors stated that they need collaboration with teachers especially in preparing the Enhancement Education Plan for gifted children. Sorrentino (2021) suggested that gifted children's unique needs in the educational setting should not be neglected because of the perceived good difference.

Freeman (2005) suggests some counseling strategies to enhance the mental health of gifted children. One of them is to gather other gifted children from different schools together for extracurricular activities like camping and weekend activities out of school. Giving space for gifted children to share their perfectionist ideas and emotions like boredom is also essential (Freeman, 2005). Besides, psychological counselors should remember that giving support is a prerequisite for self-disclosure (Freeman, 2005).

The mentoring system is also suggested with an elaborately chosen adult in the area of special interest to support the curiosity of gifted children (Freeman, 2005). Moreover, setting a positive climate in terms of respecting diversity and embracing it as expected in the school is beneficial to protect gifted children from stereotyping behaviors by peers and teachers (Freeman, 2005). Lastly, encouraging

gifted children to spare time for leisure time activities besides academic activities is suggested (Freeman, 2005).

5.5 Strengths of the study

The strengths of this study come from its method. Qualitative research method and thematic analysis allowed to obtain the results via depth-interviews with small sample size. Through this depth-analysis, the investigated phenomena, namely the counseling needs of gifted children and professional needs of psychological counselors in this study, were possible to be understood in detail.

Since the participants, namely psychological counselors, in the study provided their daily experiences and observations with gifted children in primary school, findings of the study are also important in terms of their implications for counseling services. In addition, the identity of the researcher with the work experience in the field of psychological counseling was also one of the strengths of this study in terms of generating the results and providing implications for daily practices in the school setting.

The current study demonstrated the importance of multicultural competence of psychological counselors working with diverse populations, gifted children in this study. Additionally, defining the counseling needs of gifted children is also important to provide them effective counseling approaches according to their unique needs.

5.6 Limitations of the study

The needs of the gifted children were examined from the perspectives of the psychological counselors who worked in a school setting. In this regard, the psychological counselors sometimes had difficulty in sharing their counseling

experiences with gifted children. The reason for this was that all of the psychological counselors were not able to meet the gifted children one by one because of systemic barriers such as large school size. Therefore, the lack of experience of psychological counselors working with gifted children may be one of the limitations of this study to generalize the results.

Another limitation of the current study was the small sample size. By the nature of the qualitative method, the sample size of the study was small. The study was conducted with eight participants. Because of the small sample size, some issues were only reported by only one psychological counselor. Therefore, it was hard to make generalizations.

Thirdly, the current study was conducted in İstanbul. Since, as demonstrated in the current study, the environment has an influence on the characteristics and needs of gifted children. If the data from other cities were obtained, the results may be different.

Additionally, collecting data from public primary schools was also a limitation of this study. When the data is collected from different age groups and private schools, findings may change.

Finally, all psychological counselors in the current study were between 29 and 36 years old, which may also be a limitation. Also, seven out of eight participants were female. So, the participant variables may also be important to generalize the study results.

5.7 Recommendations of the study

This section presents recommendations for future research, psychological counselors, teachers, parents, and policymakers.

5.7.1 Recommendations for future researchers

The current study was conducted with the participants who were psychological counselors in the primary school setting and in BİLSEM. It was recommended for the future studies that the gifted children's needs may be examined directly from the perspectives of the gifted children.

In the current study, the collaboration level of the relevant stakeholders within the school system and with BİLSEM was examined from the perspectives of the psychological counselors. It was recommended for future studies that school principals, teachers, and parents also may be interviewed to examine both the collaboration level and the counseling needs of gifted children.

Another recommendation for future research was to utilize a larger sample size to make generalizations. Also, future researchers may collect data from other provinces, from different school types, and educational levels in Türkiye.

5.7.2 Recommendations for psychological counselors

The first recommendation for psychological counselors is to find the best definition of giftedness within the context because they have a critical role in identifying giftedness. Also, defining giftedness relying on current and scientific knowledge considering the culture and context is essential to avoid labeling and misconceptions, and to identify the counseling needs of gifted children.

Psychological counselors also recommended to learn the best counseling practices working with gifted children. In addition, they may differentiate their counseling strategies according to the unique counseling needs of gifted children recognizing the diversity and gaining multicultural competence for all cultural backgrounds.

Singh, Nassar, Arredondo & Toporek (2020) suggested that multicultural and social justice competencies are ethically required skills for psychological counselors. Psychological counselors should define the systemic barriers and act as an advocate to remove them. For this reason, they are recommended to establish positive relationships within and outside the school by collaborating the relevant stakeholders. Therefore, in order to share knowledge with teachers and parents, psychological counselors are recommended to raise their awareness and advocacy skills regarding multicultural issues.

5.7.3 Recommendations for teachers

They are recommended to search for the best definition for giftedness considering the environment and the context, including their schools to comprehend how gifted children are differentiated from non-gifted children to decrease the bias in the referral processes, and realize the unique needs of gifted children in the school setting. Thus, they may rearrange the class and provide additional resources according to the unique needs of gifted children. They are also recommended to get knowledge about the most effective teaching and learning practices that they may provide to gifted children.

Furthermore, teachers are recommended to be aware of labeling that gifted children may be subjected to by peers, teachers, and parents (Freeman, 2005). Teachers may support gifted children for their socioemotional and academic challenges because of the labeling by emphasizing the importance of effort in achieving success, rather than solely relying on innate abilities, as highlighted by Dweck & Yeager (2019).

5.7.4 Recommendations for parents

Peebles, Mendaglio, & McCowan (2023) conducted a study by interviewing 12 families of gifted children in elementary school. It was concluded that parents experience exhaustion and social isolation raising a gifted child in their daily lives (Peebles et al., 2023). In addition, families indicated that gifted children direct their parents with their demands and behaviors, called as child-driven parenting (Peebles et al., 2023).

Therefore, parents may need set healthy boundaries for themselves and their gifted children. Parents are recommended to examine their parental attitudes. They should be careful about focusing only on their children's academic achievement, ignoring their effort and socioemotional struggles. They may establish positive relationships with their children by avoiding pressure for success and perfectionist attitudes. They should modify unrealistic expectations to realistic ones regarding their gifted children.

Moreover, parents are recommended to avoid labeling. Significantly, they should not glorify or hide their children's giftedness. Also, they may come up with a reasonable and realistic explanation to their children about giftedness.

Finally, being aware of the unique needs of their children is recommended. All children develop differently. They should support their children by identifying their unique needs and collaborating with psychological counselors in the school.

5.7.5 Recommendations for policymakers

Initially, a nationally appropriate giftedness definition is recommended for policymakers. Although some action plans are implemented in recent years, professionals such as psychological counselors and teachers seem to have a need for

how to work with gifted children. Hence, they may be supported with pre-service and in-service training.

Also, the systemic barriers in the school context must be considered. For example, policymakers should take action for the large school size. In addition, the schedule in BİLSEM should be reconsidered to provide effective gifted education and counseling to gifted children. Additionally, cooperation and collaboration between the school and BİLSEM should be provided.

Moreover, in the school setting, standardized practices for gifted children may be provided to teachers and psychological counselors to implement the Enrichment Education Plan collaboratively to meet the unique academic and psychological needs of gifted children.

5.8 Conclusion

It is obvious that gifted children are a diverse population. Even though they are mostly similar to their same age-peers, at some points, they also have special needs. Since gifted children spend most of their time at school, recognizing and meeting their needs is very significant and essential.

Within comprehensive school counseling, multicultural competence is an ethical obligation to include all diverse populations (ACA, 2014). The special counseling needs of gifted children were examined from the perspectives of the psychological counselors. It was concluded that gifted children have some differentiated counseling needs. The counseling needs were examined according to socioemotional, academic, and career domains. These needs were also affected by systemic barriers and environmental factors. In addition, the perceived characteristics of gifted children also have an influence on the emergence of their needs.

Since psychological counselors identify the counseling needs and characteristics of gifted children as a part of their professional competence, some professional needs of the psychological counselors are also indicated to meet the needs of the gifted children.

Hence, it was demonstrated that all of the variables within the system, including gifted children, psychological counselors, school managers, parents, teachers, peers, and the environment were interdependent.

APPENDIX A

DEMOGRAPHIC INFORMATION FORM (ENGLISH)

We request you to complete the full of this information form by writing or marking what is appropriate and true for you. Please, write your answers in the provided blanks or mark the best appropriate option for you. Thank you for your participation.

Region	
Province:	
District:	
Neighborhood:	
School	
Total number of students:	
Total number of psychological counselors:	
Number of students for each counselor:	
Total number of gifted children:	
The number of gifted children you responsible for:	
Gifted Children	
Gender distribution:	The number of female: ……. The number of male:……
Grade level distribution:	1st grade: ..... 2nd grade: ….. 3rd grade: ….. 4th grade: .....
Native language distribution:	Turkish: …. Kurdish: ….. Arabic: ….. Other: …..
Socioeconomic status distribution:	Low: ….. Middle: ….. High: …...
The psychological counselor	
Age:	
Gender:	
Year of experience:	
Year of experience at this school:	
Employment status:	( ) Permanent ( ) Temporary
Education status:	( ) Undergraduate ( ) Continuing master ( ) Graduate ( ) Continuing doctorate ( ) Doctorate
Degree received in area:	
The status of taking course related to working with gifted children:	( ) Yes ( ) No If yes, name of the courses:
The status of getting in-service training regarding gifted children:	( ) Yes ( ) No

APPENDIX B

DEMOGRAPHIC INFORMATION FORM (TURKISH)

DEMOGRAFİK BİLGİ FORMU

Bu formda yer alan bilgileri eksiksiz ve doğru bir şekilde doldurmanızı rica ediyoruz. Lütfen, istenilen bilgilerin karşısında yer alan boşluklara cevabınızı yazınız ya da size en uygun seçeneği işaretleyiniz. Katılımınız için teşekkür ederiz.

Araştırmanın Yapıldığı;	
İl:	
İlçe:	
Mahalle:	
Araştırmanın Yapıldığı Okulun;	
Toplam Öğrenci Sayısı:	
Okul Psikolojik Danışmanı Sayısı:	
Sorumlu Olduğunuz Öğrenci Sayısı:	
Özel Yetenekli Öğrenci Sayısı:	
Sorumlu Olduğunuz Özel Yetenekli Öğrenci Sayısı:	
Özel Yetenekli Öğrencilerin;	
Cinsiyet Dağılımı:	Kız öğrenci sayısı: ……. Oğlan öğrenci sayısı:……
Sınıf Düzeyi Dağılımı:	1. Sınıf: ..... 2. Sınıf: ….. 3. Sınıf: ….. 4. Sınıf: .....
Evde Konuşulan Dil Dağılımı:	Türkçe: …. Kürtçe: ….. Arapça: ….. Diğer: …..
Sosyoekonomik Düzey Dağılımı:	Düşük: ….. Orta: ….. Yüksek: …...
Araştırmaya Katılan Okul Psikolojik Danışmanının;	
Yaşı:	
Cinsiyeti:	
Meslekteki çalışma yılı:	
Görev yaptığı okuldaki çalışma yılı:	
Görev durumu:	( ) Kadrolu ( ) Görevlendirme
Eğitim durumu:	( ) Lisans mezunu ( ) Yüksek lisans öğrencisi ( ) Yüksek lisans mezunu ( ) Doktora öğrencisi ( ) Doktora mezunu
Mezun olduğu program:	
Üniversitede özel yeteneklilere yönelik ders alma durumu:	( ) Evet ( ) Hayır Evet ise, alınan dersler: ……..
Özel yeteneklilerle uygulamalar ile ilgili hizmet içi eğitim alma durumu:	( ) Evet ( ) Hayır

APPENDIX C

SEMI STRUCTURED INTERVIEW FORM (ENGLISH)

1) Could you tell us about your educational background in psychological counseling?
- How would you assess your level of knowledge and proficiency about children who have been identified as gifted?
- Could you tell us about your work experience and work history with students who have been identified as gifted?
- Could you tell me about your professional development needs related to working with gifted children?
- What are your suggestions for policies or practices that could be implemented to meet these needs?

2) How would you describe the concept of giftedness?
- Could you mention about the personality characteristics of children who have been identified as gifted?
(Prompts)
- What personality characteristics make differ a gifted child from other children?
- Do you think that gifted children are different form each other?
- If yes, what are the reasons of this difference?
- Do you think that gifted children have stigmatized or labeled positively or negatively?
- If yes, in what terms and by whom?
- Could you please tell me about your work to prevent labeling?
- Is there any child who you think that s/he is gifted but not identified as gifted?
- If yes, why is not s/he identified as gifted?

3) Could you mention about social needs of children who have been identified as gifted in the school setting?
- Could you mention about your works to meet these needs?
- Could you please tell me about your work to meet these needs?

4) Could you mention about emotional needs of children who have been identified as gifted in the school setting?
- Could you mention about your works to meet these needs?
- Could you please tell me about your work to meet these needs?

5) Could you mention about academic needs of children who have been identified as gifted in the school setting?
- Could you mention about your works to meet these needs?
- Could you please tell me about your work to meet these needs?

6) Could you mention about career-related needs of children who have been identified as gifted in the school setting?
- Could you mention about your works to meet these needs?
- Could you please tell me about your work to meet these needs?

7) What issues do gifted children apply to counseling service mostly?

- Who refers?
- In what frequency they apply?

8) How do you evaluate the collaboration level of the relevant stakeholders (school managers, teachers, parents) in the school to meet the needs of gifted children?
-Could you mention about the works that school managers, teachers, and parents participated in related to gifted education?

9) Could you mention about identification process of gifted children?
- If you have any experience in the identification process, what are your roles?

10) How and in which frequency do children, who have been diagnosed as gifted in your school, benefit from Science and Art Center (BİLSEM)?
- Could you mention about your views on BİLSEM related to meeting socioemotional, academic, and career needs of gifted children in your school?

11) If there are any activities and programs what you see as beneficial for development of gifted children, could you mention about them?

APPENDIX D

SEMI STRUCTURED INTERVIEW FORM (TURKISH)

YARI YAPILANDIRILMIŞ GÖRÜŞME FORMU

1) Psikolojik danışmanlık alanındaki eğitim geçmişinizden bahsedebilir misiniz?
- Özel yetenekli tanısı almış çocuklar ile ilgili bilgi ve yeterlilik düzeyinizi nasıl değerlendirirsiniz?
- Özel yetenekli tanısı almış çocuklarla çalışma deneyimi ve çalışma geçmişinizden bahsedebilir misiniz?
- Özel yetenekli çocuklarla çalışmaya yönelik mesleki gelişim ihtiyaçlarınızdan bahsedebilir misiniz?
- Bu ihtiyaçların karşılanması için yürütülebilecek politikalar veya uygulamalara yönelik önerileriniz nelerdir?

2) Özel yeteneklilik kavramını nasıl tanımlarsınız?
- Sizce özel yetenekli tanısı almış çocukların kendilerine özgü bazı kişilik özellikleri var mıdır? Var olduğunu düşünüyorsanız, bunlardan bahsedebilir misiniz? (Gerekirse)
- Özel yetenekli bir çocuğu diğer çocuklardan farklı kılan kişilik özellikleri nelerdir?
- Özel yetenekli tanısı almış çocukların kişilik özelliklerinin kendi aralarında da farklılaştığını düşünüyor musunuz?
- Evet, ise bu farkı yaratan sebepler neler olabilir?
- Özel yetenekli öğrencilerin etiketlendiğini, pozitif ya da negatif yönde bir ayrımcılığa uğradığını düşünüyor musunuz?
- Evet, ise hangi açılardan ve kimler tarafından?
- Ayrımcılığı önlemek adına yürüttüğünüz çalışmalardan bahsedebilir misiniz?
- Özel yetenekli olduğunu düşündüğünüz ama tanı almamış öğrenciler var mı?
- Varsa bu öğrencilerin özelliklerinden ve ihtiyaçlarından bahseder misiniz?

3) Okulunuzdaki özel yetenekli tanısı almış çocukların sosyal ihtiyaçlarından bahsedebilir misiniz?
- Bu ihtiyaçlar, özel yetenekli tanısı almamış çocukların ihtiyaçlarından nasıl farklılaşıyor?
- Bu ihtiyaçları karşılamak için yürüttüğünüz çalışmalardan bahsedebilir misiniz?

4) Okulunuzdaki özel yetenekli tanısı almış çocukların duygusal ihtiyaçlarından bahsedebilir misiniz?
- Bu ihtiyaçlar, özel yetenekli tanısı almamış çocukların ihtiyaçlarından nasıl farklılaşıyor?
- Bu ihtiyaçları karşılamak için yürüttüğünüz çalışmalardan bahsedebilir misiniz?

5) Okulunuzdaki özel yetenekli tanısı almış çocukların akademik rehberlik ihtiyaçlarından bahsedebilir misiniz?
- Bu ihtiyaçlar, özel yetenekli tanısı almamış çocukların ihtiyaçlarından nasıl farklılaşıyor?
- Bu ihtiyaçları karşılamak için yürüttüğünüz çalışmalardan bahsedebilir misiniz?

6) Okulunuzdaki özel yetenekli tanısı almış çocukların mesleki rehberlik ihtiyaçlarından bahsedebilir misiniz?
- Bu ihtiyaçlar, özel yetenekli tanısı almamış çocukların ihtiyaçlarından nasıl farklılaşıyor?
-Bu ihtiyaçları karşılamak için yürüttüğünüz çalışmalardan bahsedebilir misiniz?

7) Okulunuzdaki özel yetenekli tanısı almış öğrenciler rehberlik servisine en sık hangi konularla ilgili başvururlar?
- Kim yönlendirir?
- Hangi sıklıkla başvururlar?

8) Özel yetenekli tanısı almış öğrencilerin ihtiyaçlarını karşılamaya yönelik, okuldaki diğer bileşenlerin (yöneticiler, öğretmenler, aileler) iş birliğinde bulunma düzeyini nasıl değerlendirirsiniz?
- Okul yönetiminin, öğretmenlerin ve ailelerin özel yetenekli öğrencilerin eğitimine dahil olduğu veya katkıda bulunduğu çalışmalardan bahsedebilir misiniz?

9) Okulunuzdaki özel yetenekli öğrencilerin tanılama sürecinden bahsedebilir misiniz?
- Tanılama sürecine dahil olduğunuz deneyiminiz varsa, nasıl bir rol üstlendiniz?

10) Okulunuzdaki özel yetenekli tanısı almış öğrenciler, BİLSEM'lerden nasıl ve ne sıklıkla faydalanıyor?
- BİLSEM'lerin okulunuzdaki özel yetenekli tanısı almış öğrencilerin sosyal, duygusal, akademik ve mesleki rehberlik ihtiyaçlarına cevap verme konusundaki düşüncenizi belirtebilir misiniz?

11) Özel yetenekli tanısı almış öğrenciler için faydalı bulduğunuz aktiviteler ve programlar varsa, bahsedebilir misiniz?

APPENDIX E

ETHICAL APPROVAL FORM

Evrak Tarih ve Sayısı: 10.04.2022-61406

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME KOMİSYONU
TOPLANTI KARAR TUTANAĞI

Toplantı Sayısı	:	30
Toplantı Tarihi	:	07.04.2022
Toplantı Saati	:	10:00
Toplantı Yeri	:	Zoom Sanal Toplantı
Bulunanlar	:	Prof. Dr. Ebru Kaya, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen
Bulunmayanlar	:	

Burcu Güneş
Eğitim Bilimleri

Sayın Araştırmacı,
"Psychological Needs of Gifted Children: The Perceptions of School Counselors" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2022/29 sayılı başvuru komisyonumuz tarafından 7 Nisan 2022 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya çevrimiçi olarak katılımı ve oybirliği ile alınmıştır. COVID-19 önlemleri kapsamında kurul üyelerinden ıslak imza alınamadığı için bu onay mektubu üye ve raportör olarak Yasemin Sohtorik İlkmen tarafından bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
ÜYE

e-imzalıdır
Dr. Öğr. ÜyesiYasemin Sohtorik
İlkmen
Öğretim Üyesi
Raportör

SOBETİK 30 07.04.2022

Bu belge, güvenli elektronik imza ile imzalanmıştır.

APPENDIX F

MINISTRY OF NATIONAL EDUCATION APPROVAL FORM

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-59090411-20-50241806 24/05/2022
Konu : Anket ve Araştırma İzni (Burcu GÜNEŞ)

VALİLİK MAKAMINA

İlgi : a) Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 2020/2 sayılı genelgesi.
b) Boğaziçi Üniversitesinin 20.04.2022 tarihli ve 62527 sayılı yazısı.
c) Müdürlüğümüz Araştırma ve Anket Komisyonunun 20.05.2022 tarihli tutanağı.

Araştırma Konusu	: Psikolojik Danışmanların Bakış Açısından Özel Yetenekli Çocukların Psikolojik İhtiyaçları
Araştırma Türü	: Anket
Araştırma Yeri	: İstanbul
Araştırma Yapılacak Kişiler	: İlkokul Öğretmenleri
Araştırmanın Süresi	: 2021 - 2022 Eğitim ve Öğretim Yılı

Yukarıda bilgileri verilen araştırmanın; 6698 sayılı Kişisel Verilerin Korunması Kanununa aykırı olarak kişisel veri istenmemesi, öğrenci velilerinden açık rıza onayı alınması, yüz yüze eğitime geçmiş olan kurumlarımızda, Covid-19 tedbirlerinin araştırmacı ve ilgili kurum idarelerince alınması, bilimsel amaç dışında kullanılmaması, bir örneği Müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun kamuoyuyla paylaşılmaması ve araştırma bittikten sonra 2 (iki) hafta içerisinde Müdürlüğümüze gönderilmesi, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim ve öğretimi aksatmayacak şekilde, ilgi (a) genelge esasları dâhilinde uygulanması kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Levent YAZICI
İl Millî Eğitim Müdürü

OLUR
24/05/2022
Dr. Hasan Hüseyin CAN
Vali a.
Vali Yardımcısı

Ek:
1- İlgi (b) Yazı ve Ekleri (6 Sayfa)
2- İlgi (c) Tutanak (1 Sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres	: Binbirdirek Mah. İmran Öktem Cad. No: 1 Sultanahmet Fatih İstanbul	Belge Doğrulama	: https://www.turkiye.gov.tr/meb-ebys
Telefon	: 0212 384 36 30	Bilgi İçin	: Aykut ÇELİK
E-posta	: stratejigelistirme34@meb.gov.tr	Unvanı	: Büro Hizmetleri
Kep Adresi	: meb@hs01.kep.tr	İnternet Adresi	: http://istanbul.meb.gov. tr/

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APPENDIX G

INFORMED CONSENT FORM (ENGLISH)

Supporter Institution: Boğaziçi Üniversity

Research Name: Counseling Needs of Gifted Children: The Perspectives of Psychological Counselors

Research Advisor: Assoc. Prof. Z. Hande SART

E-mail: **********@**********

Phone Number: **** *** ** **

Researcher Name: Burcu GÜNEŞ

E-mail: **********@**********

Phone Number: **** *** ** **

Dear Psychological Counselor,

The current research study is conducted by Burcu GÜNEŞ, who is the graduate student in the program of Guidance and Psychological Counseling at the department of Educational Sciences at Boğaziçi University, with the supervision of Assoc. Prpf. Z. Hande SART. The aim of the present study is to examine counseling needs of gifted children in the domain of academic, social-emotional, and career with the help of experiences of school psychological counselors. I invite you to participate in this scientific research study. After reading the given information, if you give consent to participate in this research study, please sign this form.

If you accept to participate in this research study, you will be invited to an interview which will takes 60 minutes at most. As a part of the interview, you will be asked questions related to your experiences working with gifted children via Semi-Structured Interview Form. Besides, it was expected to give answers the questions on Demographic Information Form regarding the school you currently work, gifted children in the school, and your education in guidance and psychological counseling. No fee or reward will not be given to participants in return to participate in the current study.

This study is conducted with a scientific purpose and confidentiality of the information related to participants is essential. Any personal information that identify your identity will not be gathered. If you give a consent, the interview will be recorded with the help of voice recorder. Instead of your actual name, a number will be assigned for voice records. The voice records will not be shared excluding the researchers. After the interviews, voice records will be transferred to personal computers of the researchers and then, voice records will be deleted from the voice recorders. After 5 years the study completed, all data will be deleted permanently. The obtained

information will be utilized academic journals and scientific presentations without revealing the identities of participants.

To participate in this current study is completely voluntary. In the case of you participate in the study, you have a right to withdraw from the study without stating any reason. If you withdraw from the study, the data will not be utilized for the research and the data will be destroyed. If you want to get additional information about the present research project, please contact with the researchers or please contact with Boğaziçi Üniversity The Ethics Committee for Master and PhD Theses in Social Sciences and Humanities about your rights related to the research study via mail address, sbe-ethics@boun.edu.tr.

If you accept to participate in the current research study, please sign this form after reading the information below.

* I read the text above and I completely understand the extent, aim and my responsibilities as a participant of the scientific study that I will be asked to participate in. I have a chance to ask questions related to the study. I understand that I can withdraw the study at any time without showing a reason, and if I withdraw, I will not encounter with any negative situations. Under this circumstances, I accept to participate in the present study with my consent without any pressure and obligations.

Participant Name and Surname:……..
Signature: ……
Date (Day/Month/Year):...../...../.....

☐ I accept voice recording.

Researcher Name and Surname:……..
Signature: ……
Date (Day/Month/Year):...../...../.....

APPENDIX H

INFORMED CONSENT FORM (TURKISH)

Bilgilendirilmiş Onam Formu

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmanın adı: Psikolojik Danışmanların Bakış Açısından Özel Yetenekli Çocukların Psikolojik Danışmanlık İhtiyaçları

Proje Yürütücüsü: Assoc. Prof. Z. Hande Sart

E-mail adresi: **********@**********

Telefonu: **** *** ** **

Araştırmacının adı: Burcu Güneş

E-mail adresi: **********@**********

Telefonu: **** *** ** **

Sayın Okul Psikolojik Danışmanı,

Bu araştırma, Boğaziçi Üniversitesi Eğitim Bilimleri bölümü, Rehberlik ve Psikolojik Danışmanlık programı yüksek lisans öğrencisi Burcu Güneş tarafından, Doç. Dr. Z. Hande Sart danışmanlığında yürütülmektedir. Bu çalışmanın amacı; okul psikolojik danışmanlarının deneyimlerinden yola çıkarak, özel yetenekli öğrencilerin akademik, sosyal-duygusal ve mesleki rehberlik ihtiyaçlarını incelemektir. Sizi yürüttüğüm bilimsel araştırma çalışmasına davet ediyorum. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyorum. Bu bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen bu formu imzalayınız.

Bu araştırmaya katılmayı kabul ettiğiniz takdirde en çok 60 dakika sürecek bir görüşmeye davet edileceksiniz. Görüşme kapsamında, Yarı Yapılandırılmış Görüşme Formu aracılığıyla özel yetenekli öğrencilerle çalışma deneyimlerinize yönelik sorular sorulacaktır. Ayrıca Demografik Bilgi Formu aracılığıyla çalışmış olduğunuz okul, çalışmış olduğunuz özel yetenekli öğrenciler ve psikolojik danışmanlık eğitiminizle ilgili sorulara yanıt vermeniz beklenmektedir. Katılımcılara, çalışmaya katılmaları karşılığında herhangi bir ücret veya ödül verilmeyecektir.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Kimliğinizi belirlemeye sebep olacak herhangi kişisel bir bilgi alınmayacaktır. Sizin izniniz olursa görüşme, ses kayıt cihazı ile kayıt altına alınacaktır. Ses kayıtlarında isminiz yerine bir numara kullanılacaktır. Kayıtlar araştırmacılar dışında kimseyle paylaşılmayacaktır. Ses kayıtları görüşmeden sonra araştırmacıların kişisel bilgisayarlarına aktarılacak olup, ses kayıt cihazlarından

silinecektir. Araştırma sona erdikten 5 yıl sonra bütün veriler kalıcı olarak silinecektir. Elde edilen bilgiler katılımcıların kimliği belirtilmeden akademik dergilerde veya bilimsel nitelikteki sunumlarda kullanılabilir.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Çalışmadan çekildiğiniz takdirde veriler araştırmada kullanılmayacaktır ve imha edilecektir. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde yukarıdaki iletişim bilgilerinden araştırmacılara ulaşabilir veya araştırmayla ilgili haklarınız konusunda "Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu" ile sbe-ethics@boun.edu.tr mail adresi üzerinden iletişim kurabilirsiniz.

Eğer bu bilimsel araştırmaya katılmayı kabul ediyorsanız, lütfen aşağıdaki yazıyı okuduktan sonra formu imzalayınız.

*Yukarıdaki metni okudum ve katılmam istenen bilimsel araştırmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkânı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım. Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcı Adı-Soyadı:……..
İmzası:……
Tarih (gün/ay/yıl):...../...../.....

☐ Ses kaydı alınmasını kabul ediyorum.

Araştırmacının Adı-Soyadı:.....
İmzası:……
Tarih (gün/ay/yıl):...../...../.....

APPENDIX I

QUOTATIONS (TURKISH)

1) “Çok içine kapanık bir grup da oluyor kişilik özelliği olarak, tam tersine sınıfta düzeni bozan, yerinde duramayan, sıkıldığı için belki, öğrenciler de olabiliyor.”
2) “[Özel yetenekli çocukların] iletişim becerileri yok.”
3) “Normal gelişen çocuklar anlaşabiliyorlar, aynı frekansta konuşabiliyorlar çoğunlukla.”
4) “Kendilerini ifade etmede güçlük çekiyor olabilirler.”
5) “Genelde uyumsuzluk olabiliyor arkadaşlarıyla sosyal ilişkilerinde.”
6) “Tek başına oturtuyorduk biz onu [özel yetenekli çocuğu] çünkü yalnız oturmayı tercih ediyordu.”
7) “Daha çok bireyselliğe yatkın çocuklar çünkü kendilerinin ön planda olmasını seviyor çocuklar. Ben daha iyiyim düşüncesi var.”
8) “Sosyal çocuklar hepsi, genel olarak sosyallik anlamında sıkıntı yaşamıyorlar.”
9) “Her alanda farklı şeyleri olabiliyor. … Bu çocuklar farklı gelişiyorlar, iletişim ihtiyaçları daha farklı.”
10) “İçinde bulundukları normdan bir fark gördüğümüzde bunlara üstün yetenekliler diyebiliriz.”
11) “Okula gitmek istemiyordu çünkü çok hızlı öğreniyordu ve sıkılıyordu.”
12) “Dersler onları sıkıyor, sıkılıyorlar.”
13) “Genelde çocuğun bir alanda çok özel bir ilgisi oluyor. Her alanda da çok sıkılganlık yaşamıyor, belli başlı derslerde. Onda da öğretmen ek bir materyal veriyor genelde.”
14) “Uyumsuz davranışları olabiliyor çünkü yeterli gelmiyordu ve canı sıkılıyordu çocuğun, öğretmenini zorluyordu devamlı.”
15) “Benim çok fazla gördüğüm birçok öğrenci BİLSEM'de sıkıldığını söylüyor. Bunun da sebebi genellikle materyallerin onların düzeyinden daha basit kalması ya da kâğıt-kalem etkinlikleri yapmaları.”

16) “Zorlanmaktan çok hoşlanıyorlar, bir şeyler kolaysa bu onlar için sıkıcı oluyor, ne kadar zorlanırlarsa o kadar o şeyden keyif alıyorlar.”
17) “Özel yetenekli öğrencilerin çok geniş bir hayal gücü var.”
18) “Hiç durmaz, durmadan bir yerleri ölçer, farklı şekillerde bana önerilerde bulunur rehberlik servisini şöyle dizayn edelim diye.”
19) “Bütün yetenek alanları içinde bir yetenek alanının baskın olması ve orada daha üstün bir performans gösteriyor olması olarak tanımlayabilirim.”
20) “Cevap vermesinden çok soru sorması.”
21) “Diğer çocuklar öğretmenin verdiğini alıyor, ek bir arayışa girmiyor. Bu çocuklar ek arayışa giren çocuklar.”
22) “Sosyal konulara daha eğilimli oluyorlar. Günlük konularla, sosyal durumlarla ilgileniyorlar.”
23) “Kendi içinde biraz daha hayatı sorgulayabiliyorlar.”
24) “[Özel yetenekli çocuklar] çok duyarlılar, kendi yaşıtlarının fark etmediği herhangi bir şeyi fark edip, o konuda kafa yorup, zamanını onunla geçirmekten keyif alıyor bu [özel yetenekli] çocuklar.”
25) “Bir de [özel yetenekli çocukların] öğrenme biçimleri de farklılaşıyor. Diğer çocuklar daha klasik, bildiğimiz öğrenme yöntemleriyle öğreniyor. Özel yetenekliler biraz daha farklı öğreniyorlar.”
26) “Yaparak yaşayarak öğrenme kısmı çok etkili onlarda. Bir şeyi konuştuğunuz zaman çok ilgilerini çekmiyor.”
27) “Dinozor bilimi gibi değişik meslekleri duyuyorlar ve merak ediyorlar.”
28) “Bu [özel yetenekli] çocuklar daha bilinçli olduğu için ilgi alanları daha belirgin olabiliyor, diğer çocukların kafası biraz daha karışık olabiliyor. Bu öğrencilerin zaten az çok belli oluyor hangi alanlara ilgileri olduğu. İlgi alanlarını çok daha net ifade edebiliyorlar.”
29) “[Özel yetenekli] çocuklar kesinlikle yapmak istedikleri şeyi yapıyorlar. Mesela birisinin origamiye yeteneği vardı, sadece origami ile ilgili şeylerde çok keyif alıyordu, başka bir şey yaptıramazsın, istemediği bir şeyi asla yaptıramazsın. Daha dirençliler. Karşı tarafın söylediği şeylere eğer mantığına yatıyorsa, yeteneği varsa tamam diyor, başka türlü gerçekten seni zorluyor.”
30) “Görüşme yaparken, çocuğunuz duygusal mı deyip de, hayır değil diyeni [aile] hiç duymadım. Aşırı bir duygusallık…”

31) “Daha fazla duygu hissedebiliyorlar.”
32) “Duygusal anlamda uçları yaşıyorlar. Duygu kontrolüyle ilgili çalışmalar yapıyorduk. Onlara da biraz görev veriyordum. Duygu parmakları yapmıştı bir tane öğrencim. Bir tanesi mesela 1’den 10’a kodluyordu. Mesela şunu fark etmişti: Öğretmenim ben anladım ki hepsini 10’da yaşıyorum.”
33) “Bulunduğu sosyal çevre, ailenin tutumu, kardeşinin olup olmaması, bir sürü faktör devreye giriyor. Sadece çocuğun genetik olarak özel yetenekli olması değil, onun dışında aile çocuğu sosyal-duygusal olarak nasıl destekledi, nasıl bir ailede büyüdü, sosyal anlamda kardeş vb. ilişki özellikleri, yeteneklerin gelişmesi için sağlanan maddi imkanlar, bunlar etki ediyor. Teknolojiye de ulaşma ulaşamama da etkiliyor. Yine maddi imkanlara geliyor. Robotik-kodlama eğitimi aldırabiliyor, aldıramıyor veya bulunduğu çevre… Mesela, İstanbul’da robotik-kodlama eğitimi var ama Hakkâri’de var mıdır, muhtemelen yoktur. Coğrafya kaderdir hikâyesi biraz. Aldığı eğitimin kalitesi, fırsatlar…”
34) “Keşfedilme zamanları ne zaman oldu, bu süreçte bir yıpranma yaşadılar mı, onlar da etkilemiş olabilir.”
35) “Velilerle iletişimim çok kuvvetliydi, hep soruyordum sizce neden, şunu diyorlardı; Valla hocam dünyaya böyle geldi bu çocuk. Biz bunun kime benzediğini hep düşündük diyorlar, doğuştan daha çok bence. Daha çok doğuştan getiren özellikleri var diye düşünüyorum ben de.”
36) “Önceki yıllarda özel yetenekli bir erkek öğrenci vardı, ilişkiler düzeyinde duyarlılığı çok fazlaydı. Bu duyarlılığı yaşıtı olan sınıf arkadaşlarında göremeyince ciddi gerginlik ve çatışma oluşturuyordu. Suluğu arkadaşının kafasına vuruyordu. Her gün rehberlik servisine geliyordu.”
37) “Grupta liderlik mücadelesine giriyorlardı. İki tane sivri çocuk, arkadaşlarını paylaşamıyorlar, o onun yanına gidince küsüyor.”
38) “Sosyal anlamda da sosyal ilişkilerini kısıtlayan bir noktaya getiriyoruz. Çocuklar okuldan çıkıyor, BİLSEM’e gidiyor. BİLSEM dışında destek eğitimi alıyor. Akademik gidiyoruz.”
39) “Bu iki öğrenci [arkadaşlık kurmakta zorlanan] sıklıkla arkadaşlarının onları anlamadığından bahsediyorlar. Sanırım farklı düşünce yapıları olduğu için “çok iyi iletişim kuramıyoruz, biz başka düşünüyoruz onlar başka yerlerdeler” gibi sürekli arkadaşlarıyla alakalı sıkıntıları var.”

40) “Duygusal ihtiyaçları temelde anlaşılmak, yalnız hissediyorlar. O yalnızlık şundan kaynaklanıyor. Farklı görüyorlar, farklı bakıyorlar, farklı deneyimliyorlar bir şeyleri ve buna bir karşılık göremediklerinde de bir boşluk, bir ‘validation’ gereksinimi oluyor.”
41) “İlgi görmeyi çok istiyorlar. Hem öğretmenlerinin hem arkadaşlarının ilgisine çok çok açıklar. Çok farkında oldukları için sürekli gözlem halindeler. Öğrenciyi yok saymamanız lazım, değersizleştirmemeniz lazım. Çünkü bu çocuklar normal okulların içerisinde bazen kaybolabiliyorlar. Zaten BİLSEM'in de hedefi bu çocukların hak ettiği ilgiyi, gerekli zamanı onlara verebilmek.”
42) “Annenin beklentisi çok fazlaydı ve çocuk çok strese girmişti. Psikosomatik belirti de gösteriyordu bir dönem.”
43) “Diğer bir çocuğun hiç düşünmediği korkuları, kaygıları özel yetenekli bir birey fark edebiliyor. Farkındalık olduğu zaman kaygı daha fazla artabiliyor.”
44) “Çok başka düşünüyor. Bu [özel yetenekli] çocukla diğer çocukların düşünmesi çok başka. O çocuk bakıyor ve çöp atan çocuğu gördüğü anda kötü hissediyor.”
45) “Dışarıdaki olaylara duyarsız kalamamaları onları yıpratmış olabilir, o konuda belki duygusal desteğe ihtiyaçları diğer çocuklardan daha çok olabilir.”
46) “Anne babanın da o başarıyı [özel yetenekli çocuğunun] artırma çabası oluyor. Özel yetenekli ama bırakmıyor da, daha da başarılı olsun diye. Özgür alan tanımıyorlar çocuklara. Çocuklar bu konuda bir sıkıntı yaşıyorlar. Aslında yine çevre ve aileye bağlı olarak yaşıyorlar akademik sıkıntıları.”
47) “Şu andaki velim çok akademik odaklı ve bu çocukları köreltiyor. Sürekli ders bu öğrencimi yoruyor. Zaten teneffüslerde de yanıma gelip bunu ifade ediyor. “Hiç zamanım yok, sürekli ders çalışıyorum.” diyor.
48) “BİLSEM'e giden bir öğrencim, bir sınavda arkadaşından [sınav kağıdından] bakmış. Arkadaşı durumu fark etmiş ve benden baktın, demiş. O [özel yetenekli çocuk] da demiş ki, yapamazsam olmaz, ailem [olumsuz] bir şey der.”
49) “Çok yoruluyoruz, buradan [okul] çıkıp oraya [BİLSEM] gidiyoruz, diyorlar [özel yetenekli çocuklar].”
50) “Bir tane yanlış yaptığı zaman çok üzülüyor.”

51) “Kendi öğrencim üzerinden düşünüyorum, çok titiz ve mükemmeliyetçi. Obsesif kompulsif bozukluğa gidecek boyutta. Defterini yazıyor siliyor, bir daha yazıyor bir daha siliyor. Ona o kadar vurgu yapılmış ki, “Sen her şeyi çok güzel, mükemmel yapıyorsun.” diye, o kendine biçilen şeyin dışına çıkmak istemiyor. Onunla şunu çalışıyorduk: “Sen mükemmel olmak zorunda değilsin, yeterince iyi olabilirsin, yeterince iyi olmak güzel.” Böyle telkinliyordu kendini ama ben bunun dışına çıkamıyorum diyordu. Kişilik olarak da kendini zorlayan, mükemmeliyetçi bir çocuk olarak yetişiyor şu an. Öğretmeni de biraz mükemmeliyetçi bir tutumda, anne babadan da aynı tutum olunca bunu kırmamız biraz zor oluyor.”
52) “Gerçekten bazı konularda kendilerine yüksek standartlar koyuyorlar ve o standartlara ulaşmak için çaba gösteriyorlar. Aynı zamanda bir rekabet içindeler. Bazen bu yorucu olabiliyor.”
53) “Çok mükemmeliyetçiler, hiç esnek değiller. Duygusal anlamda çok fazla desteklenmeye ihtiyaçları var bence. Aileye ve öğretmene bu konuda çok iş düşüyor mükemmeliyetçiliği azaltma konusunda. Çoğunun sorunu buydu zaten, en iyisi olma, en güzelini yapma çabası duygu patlamalarına yol açıyordu. Öyle krizler geçiriyor ki çocuğum, diyor çoğu veli. Mesela bir şey yapıyor, bir yerinde tıkandı diyelim, çok büyük kriz yaşıyor, nasıl olmaz diye. Tek seferde başarmak istiyor her şeyi. Duygu kontrolü ile ilgili bence çalışılması gerekiyor.”
54) “Öğrenme motivasyonları çok fazla ama bunu belli bir sistematik içerisinde yapamıyorlar. Kendilerini düzenleyemiyorlar aslında.”
55) “Zaman yönetimi konusunda zamanı nasıl yönlendireceklerini öğrenmeye yönelik [rehberlik servisine] başvuruları oluyor. Çok yoğun bir programları oluyor. Bu programı nasıl devam ettirebilecekleri konusunda motivasyona ihtiyaçları oluyor.”
56) “Çocukların ihtiyaçları var çünkü farklı düşünüyorlar ve klasik olanın dışına çıkmaya çalışıyorlar. Sürekli farklı alanları deneyimlemek istiyorlar çünkü yetmiyor ve yarıda bırakıp başka bir alana gidebiliyorlar. Kariyerle ilgili yönlendirilmeleri gerekiyor ki bir alanda kalabilsinler ve dikkatlerini odaklayabilsinler. Potansiyellerini hayata taşımak istiyorlar ama hayata nasıl taşıyacağını bilmiyorlar.”

57) “Resim alanında ya da müzik alanında yetenekli olunca bir beklenti oluşuyor, sanki sadece o olabilirmiş, başka bir şey olamazmış gibi.”
58) “Küçük olmalarına rağmen özel yetenekli bireyler meraklı çocuklar oldukları için “Ben gelecekte ne yapacağım, nasıl meslekler seçebilirim?” gibi sorularla geliyorlar.”
59) “O yapar, o eder tarzı bir güvenme var. Mesela ben sınıfa girdiğim zaman, sınıf arkadaşları tarafından, o konuştuğu zaman dinleniliyor.
60) “Bu çocuk her şeyi süper yapacak gibi bir hava seziyorum toplantılarda bazen. Ben bundan rahatsız oluyorum çünkü çocukların bundan rahatsız olduklarını biliyorum.”
61) “Bazen öğretmenler de yapıyor bunu [yüceltme], negatif yönde diğer çocuklar açısından da düşünecek olursak, “Benim sınıfımda özel yetenekli öğrenci var.”
62) “BİLSEM öğretmenleri de daha çok, “Siz özel çocuklarsınız, siz farklısınız, siz diğerleri gibi değilsiniz, ona göre davranın” diyorlar. Bu da bir etiketleme. Aileler de bunu çok yapıyor. Çocuklarının üstün olması ile övünme şeklinde oluyor. “Benim çocuğum zaten küçüklükten beri özel, üstün, özgüveni çok yüksek” diyorlar.”
63) “Benim velilerimde gördüğüm kıskanılıyor gibi bir ayrım oluyor.”
64) “Özel yetenek olunca herkes yönlendirmeye gönüllü oluyor.”
65) “Velilerin “Benim çocuğum özel çocuk.” diye çok vurguladıklarını ve çocukların da psikolojik açıdan çok etkilendiklerini gözlemledim. Sınıf içerisinde “Ben zaten bunları biliyorum, ben her şeyi biliyorum.” gibi bir narsisizm belirtileri oldu çocuklarda.”
66) “Bazen “Ben BİLSEM’e gidiyorum.” diye yüceltme durumu söz konusu olabiliyor.”
67) “Çocuk ve aile, özel yetenekli olduğunu düşündüğü için bazen aile daha az yardım edebiliyorlar çocuklara. O zaman da çocuk geride kalıyor. Yani buradaki etikete ve okula güvenip sanki sınavlarda iyi yapacak gibi bir düşünce doğabiliyor. “
68) “Çocuk mesela arkadaşları tarafından dışlanıyor, alay ediliyor, lakap takılıyor, gözlüklü deniliyor, oyunlara alınmıyor.”

69) “Sınıf içinde öğretmeni problemli çocuk, uyumsuz çocuk olarak niteleyebiliyordu. Anlaşılamadığını hissediyordum ben onun. Dışlama noktasına gelen bir şeydi davranış sorunları çok olduğu için.”
70) “Tabi öğretmenlerin de sınıf içinde illaki bir pozitif ayrımcılığı olabiliyor [özel yetenekli çocuklara karşı]”
71) “Çok fazla pohpohlanıyorlar öğretmenleri tarafından.”
72) “Sanki [özel yetenekli] çocuğa dahiymiş gibi bir yaklaşımda bulunulabiliyor, sınıftaki öğrenciler bazen bundan rahatsız oluyorlar anne babalarının yansıtmalarıyla. Sanki bu [özel yetenekli] çocuk çok farklı, uzaydan gelmiş, çok değişik bir birey gibi davranıyorlar, [özel yetenekli] çocuklar bundan çok etkileniyor. “
73) “Özel yetenek deyince içgüdüsel olarak diyorum ki “Bu çocukta bir şey var.” bir envanter uygulamadan.”
74) “Bazen veliler de şöyle diyorlar, “Biz hiç kimseye söylemiyoruz, sır gibi saklıyoruz, aman çocuğumuz bundan etkilenmesin diye.”. Ama bu sefer ortada bir sır varmış gibi davranıldığı için çocuklar bunu fark ediyorlar ve bence bu da çocuğu zedeleyen, kafasını karıştıran bir şey. Bu çocuklar ne dâhiler ne de yetenekleri azımsanmalı. “
75) “Bunu [özel yetenekliliği] gizlemeye çalışan aileleri de çok gördüm: “BİLSEM’e geliyor hocam ama nereye gittiğini hiç bilmiyor. Biz ona evde üstün yetenekli demiyoruz.”
76) “Bilgili olduğumu düşünüyorum. Yeterli bilgim var.”
77) “Açıkçası çok uzun süreler çalıştım BİLSEM’lerde. BİLSEM'e girmeden önce ben yine özel yeteneklilerle çalışan bir kurumda çalışıyordum. Orada da birçok çalışmaya katılmıştım, bilgi sahibiydim. O yüzden çok iyi bir düzeyde olduğumu düşünüyorum diğer rehberlik alanında çalışan uzmanlara göre.”
78) “Bir fikrimiz tabii ki var. Onunla ilgili ders aldım üniversitede. … Yani bilgi düzeyim orta. Bu kadar söyleyebilirim. Çok çok iyi olduğunu söyleyemem ama çok da kötü değil.”
79) “Bu konuda biraz eksikliğim varmış gibi hissediyorum. Orta diyebilirim aslında. Makale takip ediyorum, yayınları izliyorum, takip ettiğim psikiyatristler var. … Genel olarak bu konuda kendimi çok master hissetmiyorum o yüzden orta.”
80) “Deneyimsel olarak kendimi çok yeterli hissetmiyorum.”

81) "Açıkçası çok da bilgi sahibi olduğum söylenemezdi, oraya (BİLSEM) başlayınca içindeyken biraz öğrendim. … Üniversitede zaten ders olarak görmüyoruz, o yüzden çok bilgi sahibi değilim."
82) "Çok iyi olduğumu düşünmüyorum açıkçası. Şu anda yapılması gereken süreçler, yönlendirme aşaması, müşavirlik aşamasında yeterliyim. O konuda zaten okulda sürekli yaparak uğraştığımız için öğrendim."
83) "Çok fazla deneyimim var diyemem ama fark etmek ve yönlendirmek konusunda orta düzey diyebilirim."
84) "Çok sıklıkla çalıştığımız bir grup olmadığı için, kaynaştırma öğrencisi veya zihinsel geriliği olan çocuklar gibi çok göze batmadıkları için veya çok ciddi sorunlar yaşamadıkları için… … Hep varlar ama birebir ilgilendiğimiz veya özel olarak uğraştığımız bir grup değil özel yetenekli çocuklar."
85) "Benim görüşüm sadece özel yeteneklileri alıp onlara eğitim vermek de çok da doğru değil."
86) "Okullarda ben bu çocukların biraz kaynadığını düşünüyorum açıkçası."
87) "Önü çok açık, nasıl çalışılacağı tam standardize edilmiyor ya da elimize tam bir kaynak verilmiyor. … Ben de bu noktada kendimi eksik hissediyorum."
88) "Bize de daha detaylı bilgi verilmesi gerektiğini düşünüyorum. BİLSEM'de görev yapan öğretmenlere konuyla ilgili çok daha fazla bilgi veriyorlar ama biz bu konuda eksik kalıyoruz. Okulda da bir şeyler yapmak gerekiyor çocuk için. … Okul psikolojik danışmanlarının bu konuda yetersizliği var açıkçası, nasıl yönlendireceğimizi bilmiyoruz."
89) "Kendini geliştirmiş, biraz daha üst düzey bir psikolojik danışman gerekiyor onlara çünkü yapacağın herhangi bir etkinlik onlara hitap etmiyor. Bunun kuvvetlendirilmesi lazım. Farklı alanlarda yükselmiş olmak lazım ki çocuklara bir şey katabilesin. O yüzden normal bir rehber öğretmenin orada çalışması çok zor çünkü sürekli düşünüyorsunuz ne üretebilirim diye."
90) "Tanılama anlamında da çok yeterli olduğumuzu düşünmüyorum. Sadece bizim değil, daha çok sınıf öğretmenlerinin buna ihtiyacı olduğunu düşünüyorum aslında. Benim çok fazla öğrencim var, ne kadarını gözlemleyebilirim? Ama sınıf öğretmeni sürekli öğrenciyle beraber. Onun [özel yetenekli öğrencilerin] ayırdına varamıyorlar. Bu da belki yine rehber öğretmen kanalında olabilir, bizler aracılığıyla onların bilinçlendirilmesiyle alakalı bir çalışma olabilir. Belki velilere yönelik de evde onların da fark

edebileceği bir çalışma yapılabilir çünkü onlar da çok ilginç özellikleri bir zeka göstergesi olarak kabul edebiliyorlar."

91) "Öğretmen "Bu çocukta bir farklılar var." diyor, geliyor söylüyor. Belirtileri söylediği zaman çocuğu alıyoruz, sonra aileyi alıyoruz, aileyi bilgilendirme, öğretmeni bilgilendirme, öyle yönlendirme oluyor. Biz de derslere öğretmen gibi giriyoruz. Bizim de sınıfta gözlemlediğimiz oluyor. Öğretmenlerle fikir alışverişlerinde bulunuyoruz."

92) "Yönlendirme süreci öncesinde öğretmen arkadaşlara fark etmek noktasında, özelliklerini anlatan seminer düzenliyoruz. Öğretmen arkadaşlar istedikleri çocukları yönlendiriyorlar. … Onun dışında da kimlerin yönlendirildiğine bakıyoruz gözden kaçan birileri var mı diye kontrol ediyoruz, öğretmenin gözünden kaçabiliyor bazen, hocam şunu da yönlendirsek mi diye destek oluyoruz."

93) "Siz rehber öğretmen olduğunuz için okulda her şey size danışılıyor, kaynaştırma öğrencileriyle de ilgili. Bu alanda [özel yeteneklilikle ilgili bilgi paylaşımı] bir açık var diyebilirim."

94) "Özellikle öğretmenlere müşavirlik konusunda mesleki gelişim ihtiyaçlarımız var. Milli Eğitim de eksik kalıyor. Özellikle bize tam olarak ne yapacağımız iyi aktarılmadığı için biz de o sırada biraz bocalıyoruz. Mesela Zenginleştirilmiş Eğitim Programı diye bir uygulama var ama bu çok fazla okullarda uygulanamıyor, Bireyselleştirilmiş Eğitim Planı kadar bilinen bir şey değil. … Öğretmenlerin bu konuda ne yapacaklarını tam bilemediklerini ve eğitim noktasında desteğe ihtiyaçları olduğunu düşünüyorum. Zenginleştirilmiş Eğitim Planı nasıl bir şey yani… Öğretmen arkadaşlar da bizden destek istiyorlar, o da havada kalıyor."

95) "Destek eğitimi konusunda okul yönetimi, aileler ve öğretmenler iş birliğinde bulunuyor ama onun dışında özel olarak bir uygulama yok."

96) "BİLSEM'de ne tarz şeyler yapıyorlar, çok fazla bir bilgim yok."

97) "Velilerin ve çocukların anlattıklarına göre çocukların ilgi alanlarını bulmaya yönelik çeşitli etkinlikler yapılıyor. BİLSEM'i değerlendirebilecek kapasitede malumatım yok. Gidip görmedim ya da ders içeriklerini birebir bilmiyorum."

98) "Çocukların ihtiyaçlarına da doğrudan cevap veriyor çünkü çocuk ilgisi ve ihtiyacına yönelik ders alıyor veya o alanda eğitim almış bir öğretmen çocuğa nasıl davranacağını biliyor. Bir şekilde ihtiyaçları karşılanıyor ve çocuk en

temelde “Birisi de beni anladı.” diye hissediyor. Çok hissedemedikleri bir duygu ama bunu orada biraz daha hissediyorlar; ihtiyacımı gördüler ve karşıladılar duygusunu. O yüzden bence çok faydalı. Bizim eksiğimizi, açığımızı kapatan bir kurum.”

99) “BİLSEM’de arkadaşları var, onlarla bir arada olmaktan hoşlanıyorlar, aynı jargonu konuşuyorlar çünkü. Hoşlarına gidiyor, o ortam iyi geliyor onlara.”

100) “BİLSEM’lerin okullardan çok daha iyi olduğunu düşünüyorum. Gidip gezmişliğim de var. Buradaki BİLSEM’de çok fazla branşlaşma var; seramik sınıfı, terzi sınıfı, robotik sınıfı gibi. Hem yeteneği var çocuğun hem de ilgisine göre dağılabileceği alan var, o anlamda çok iyi. Bir de kendisi gibi olan çocukların olması sebebiyle biraz daha aidiyet, biraz daha anlaşılıyor olma durumu söz konusu. Sınıf ortamı da homojen, hepsi aynı olduğu için etiketleme olmuyor ve normal bir sınıfa dönüşüyor, daha rahat oluyorlar. Yine de tamamen mükemmel, her şey tam diyemiyorum. Geliştirilmesi gerekiyor, basit kalıyor.”

101) “Velilerden ve çocuklardan rehberlik hizmetlerinden yararlandıklarını hiç duymadım.”

102) “Mesleki ve akademik konuda desteklendiklerini düşünüyorum ama sosyal-duygusal konuda rehberlikle ilgili çocuklar hiçbir bilgi vermedi. O konuda biraz eksiklik olabilir.”

103) “Öğretmeni bilgilendiriyoruz, bazen telefonda konuşup görüşüyoruz ya da çeşitli yazışmalarımız oluyor velinin isteğiyle ya da yönlendirmesiyle ya da okuldaki rehber öğretmenlerle yine aynı şekilde konuşmalar yazışmalar oluyor, bilgilendiriyoruz [onları].”

104) “Bizi de hizmet içi eğitimle geliştiriyor olsa Milli Eğitim [Bakanlığı], biz de bunu [özel yetenekli çocukların nasıl destekleneceğini] öğretmenlere daha iyi aktarabiliyor olsak, daha kolay uygulanabilir bir hale gelecek. Sanki bu sadece Bilim Sanat Merkezlerine yüklendi.”

105) “Bize de daha detaylı bilgi verilmesi gerektiğini düşünüyorum.”

106) “Milli Eğitim’den ya da çeşitli üniversitelerden destek alınabilir. … [Özel yetenekli çocukların] psikolojik özellikleri, gelişim özellikleriyle ilgili bilgi verici eğitimler düzenlense çok daha iyi olur.”

107) “Üniversitede mesela böyle bir seçmeli dersin [psikolojik danışmanlık bağlamında) çoğu üniversitede olmadığını biliyoruz. Bölüm olmasa bile bir ders olarak okutulmasının bir yararını ben gördüm şahsen.”
108) “Öğretmen mesleğe başlamadan önce de eğitilebilir bir politika olarak, sanırım orada bir boşluk var.”
109) “Üniversitede bizim derslerimize baktığınız zaman özel yeteneklilerle ilgili direkt bir ders yok, bu kesinlikle verilmeli. Bu çocukları desteklemek adına daha farklı neler yapılabilir, üniversite eğitiminde başlanmalı ve hizmet içi eğitimlerle desteklenmeli diye düşünüyorum.”
110) “Sayı çok fazla. Sınıflarla bizim etkileşimimiz çok yok. … Bizim çok gözlemleme şansımız olmuyor. Bir şey varsa öğretmen ya da veli bize ulaşıyor.”
111) “Özel yetenekli öğrencilerle çalışalım olarak değil de, genele hitap edecek şekilde ama onları da dikkate alarak etkinliklerimizi planlıyoruz. Okul sonuçta kalabalık bir okul, bütün öğrencilere ulaşmaya çalışıyorsun.”
112) “Yönlendirme sürecinde öğretmenlerle istişare ederek yönlendirme yapıyoruz. Liste elime geldi, baktım bu çocuk yok. Öğretmenle görüştüm neden aday göstermediniz diye. Neyini aday göstereyim ki, başarısı çok düşük, en son sınavdan 15 [100 puan üzerinden] aldı dedi. … Birinci sınıfta öğretmen onu çok fazla hareketli olduğu için zihinsel yetersizlikten dolayı zorla RAM’a yönlendirmeye çalıştı.”
113) “Öğretmenlerin gözünden kaçabiliyor ya da normal bir şey gibi algılayabiliyor. Biraz üzerinde durunca onlar yönlendirebiliyorlar.”
114) “BİLSEM’de [rehberlik servisine] çok başvurmuyorlar açıkçası. İlk öğretmenleri [psikolojik danışman] biz değiliz, okulda bir rehber öğretmenleri olduğu için okul sorunları için direkt okuldaki rehber öğretmenlerine gidiyorlar.”
115) “Okulda da okul psikolojik danışmanı var, okuldan da destek aldıkları için bize daha fazla BİLSEM’de yaşadıkları sıkıntılarla ilgili sorunlar yansıyor. BİLSEM’de çok keyif alarak zaman geçiriyorlarsa oradaki zamandan kısıp rehberlik servisine başvurmak istemiyorlar. Eğer öğretmen yönlendirirse çocuklar o zaman gelmeye istekli oluyorlar ya da okulda bir problem çözülemediyse anne babalar ikinci bir durak olarak BİLSEM’deki okul psikolojik danışmanına geliyorlar. Burada aldıkları destek daha iyi olabiliyor

çünkü okullarda çok fazla öğrenci oluyor. Bize burada daha az sorun yansıdığı için veliye daha fazla zaman ayırabiliyoruz ve direkt bu grupla çalıştığımız için hangi konuların gelebileceğini tahmin edebiliyoruz."

116) "Öğrenci görüşmeleri nispeten daha az. Çünkü öğrenciler üç saat geldikleri için çocuklarla görüşebilecek çok fazla vaktimiz olmuyor, o çocuklar derse girememiş oluyorlar onlarla çalıştığımız zaman. Bu çocuklarla daha kısıtlı, haftada bir gün görüşebiliyoruz ama daha çok velilerle görüşmeleri sürdürüyoruz. Sadece başvuru yapan ya da öğretmenlerin yönlendirdiği ya da genel yapılan görüşmelerde bu çocuklarla görüşme faaliyetlerimiz oluyor çünkü zamanımız kısıtlı oluyor. Yeterli planlamalar yapılamıyor. Çocuklarla buluşmak için daha fazla zamana ihtiyacımız var. Hem okulların hem de BİLSEM'lerin esas problemi rehberlik faaliyetlerini ne zaman yürütüleceği ile ilgili bir planlama olmadığı için gereken uzman olmasına rağmen gerekli çalışmalar yapılamıyor."

117) "Ben iş birliklerini çok da yeterli bulmuyorum. Veli toplantıları nispeten çok hızlı geçiyor. Velilere ayrılan sürenin az olduğunu düşünüyorum. Okuldaki bir veli toplantısından çok da farkı olmuyor. Dolayısıyla geri bilgilendirme sürecinin yeterli olmadığını düşünüyorum. Böyle olduğunda da veliler BİLSEM'de yapılan etkinliği ve BİLSEM'lerin mantığını çok anlayamamış oluyorlar. Gelen velilerin birçoğu öğretmenle yeterli iletişimi kuramadıklarından şikâyet ediyorlar. Aslında öğretmenlerin danışmanlık saati var ve bu danışmanlık saati hafta içi 1 saat. O saatte gelip veliler çocuk hakkında bilgi alabilirler ya da yapılan etkinlikler ile ilgili bilgi alabilirler ama veliler bu danışmanlık saatlerini tam olarak bilemiyorlar. Uygun olmayan zamanlarda geldiklerinde, öğretmen zaman ayıramadığında sorunlar doğabiliyor. Bu sorunlar rehberlik servisine yansıyor. Etkileşim ve bilgilendirmenin yetersiz kaldığını söyleyebiliriz. Okul müdürlerinin velilerle direkt bir iletişimi neredeyse hiç yok. Veli seminerleri yapıldığı zaman okul idarecileri çok az katılıyorlar. Dolayısıyla veli okul idaresini tanımıyor. Böyle olunca da BİLSEM'e olan destekleri daha sınırlı olabiliyor."

118) "[Ailelerin] Olanakları kısıtlı, iş birliği yaparlar ama yapabilmeleri için biraz maddi anlamda da olanakları olması gerekiyor ya da bazı aileler okuma yazma bilmiyor. Al çocuğunu şuraya götür dediğimde, çok çocuklu aileler

götüremiyor. Aslında iş birliğine yatkınlar ama veli ayağında kısıtlamalar olduğu için belli bir noktadan ileriye gidemiyor."

119) "Suriyeli öğrencilerimiz olduğu için ikinci aşamada bireysel test aşamasında eleniyorlar Türkçeyi çok iyi kullanamadıkları için. İki tane öyle öğrencim var."
120) "Ancak bireysel olarak bize geldiklerinde müdahale ediyoruz. Onun dışında bir çalışmamız yok."
121) "Aldığım zaman 2-3 görüşme olacak şekilde alıyorum. Ondan sonra zaten bir daha başka bir sorunu çıkarsa geliyorlar."
122) "Genelde bireysel görüşüyorum hem velilerle hem çocuklarla."
123) "Bir oyun oynatarak [çalışıyorum], sohbet şeklinde veya resim çizme eğitimim de var, resim çizmeyi de kullanıyorum, çocuğa seçenek sunuyorum genelde."
124) "Kum terapisi yapıyorum mesela özel yetenekli bir öğrenciyle. Orada mesela "İç dünyanı yansıtan bir şey oluştur." diyorum; sanki 3 boyutlu bir şey oluşturuyor."
125) "Arkadaşlık becerilerini, liderlik becerilerini, duygusal regülasyonu nasıl yapabileceklerini, akranları ile nasıl iletişim kuracaklarını ya da herhangi bir sıkıntı yaşadıklarında sosyal ilişkilerinde öfkelerini nasıl yöneteceklerini öğretiyoruz. Bu yüzden rehberlik servisinin genellikle birebir çalışmaları oluyor."
126) "Mükemmeliyetçiliği azaltma, esnek olma ve duygu kontrolüyle ilgili çalışıyorduk."
127) "Daha önce çok ciddi davranış problemleriyle (öfke ya da çok fazla hareketli olması) ilgili gelen öğrencilerim oldu. Onlar da grup rehberliği çalışmalarıyla azaldı. Zaten belli ihtiyaçlardan dolayı farklı davranışlar gösteriyorlardı, ihtiyaçları o grup içinde karşılandığı için o sorunlar gitgide azaldı."
128) "Dramanın çok etkili olduğunu düşünüyorum bu öğrencilerle çalışırken. Ben çalıştım ve etkisini gördüm diyebilirim drama oyunlarının."
129) "Sanatsal faaliyetler çok etkili oluyor. Belki çok absürt bir şey bu ama biz mesela Barış Manço şarkılarını dinleyip, bence Barış Manço [ünlü bir şarkıcı] çok iyi bir sosyolog, o şarkılardaki gözlemleri, acaba nasıl yazdı böyle bir şeyi, bunları dinleyip tartışıyorduk kendi aramızda. Ya da Küçük Prens kitabı

üzerine felsefi konuşmalar. Sanatsal, kültürel ve eylem odaklı aktivitelerin tamamı bence gerçekten iyi geliyor onlara."

130) "Mesleki rehberlik için tanıtım günleri yapıyoruz. Her aybaşında bir tane meslek elemanı geliyor. BİLSEM'dekilerin tabi daha farklı istekleri oluyor "astronot gelsin" gibi. Onlarla da mesleki rehberlik etkinliği oyunları geliştirdik sınıf öğretmenleriyle. Onları yapıyoruz tabu gibi, tabu şeklinde onları oynuyorlar. Onların merak ettiklerini ekstra ekledik. Onlarla da ben oynuyorum rehberlik saatlerinde."

131) "Kaygı ile ilgili çalışmaları yapıyorum, sosyal iletişim becerileri, sosyal zekâsı, kendine yönelik duygusal zekâsı ile ilgili etkinlikleri yapıyorum. Zaten dönem dönem de bu alanlarda bazı eğitimler veriliyordu, ufak tefek o eğitimleri de uyguluyorduk. Üniversitedeki hocaların yönlendirmesi ile etkinlikler geliyor ve onları yapıyorduk."

132) "İlkokul öğrencileri için genellikle meslekleri tanıtma etkinlikleri yapıyoruz. Sınıfta grup rehberliği gibi oluyor bu. … Meslekleri tanıtıyoruz ilgi alanlarına göre. Bazen onlarla [meslekler] ilgili hikâyeler, kitaplar getirip okuyoruz birlikte. Daha çok beyin fırtınası gibi geliyor."

133) "Üniversite gezileri yapıyorduk. … Oradaki farklı bölümleri ve meslekleri tanımış ve gözlemlemiş oluyorlar."

134) "Müzikle bir şeyler yapmaya çalışmıştım. Kitap analizleri yapıyorduk sürekli onlarla."

135) "Genelde takım çalışmaları yapardım, bir poster hazırlayacaksak grupça hazırlardık, daha çok grup çalışmalarına ağırlık veriyordum; bunun sebebi de şu, daha çok bireyselliğe yatkın çocuklar çünkü. Kendilerinin ön planda olmasını seviyor çocuklar. Ben daha iyiyim düşüncesi var, o yüzden grup etkinliklerine daha çok ağırlık veriyordum."

136) "[Testte yanlış yapan öğrenci için] Ona mesela ders çalışma teknikleriyle ilgili, test çözme teknikleriyle ilgili bilgi vermiştim. Çocukla da görüşmüştüm."

137) "[BİLSEM'de ders seçim dönemi] bu dönem de çok kısa sürüyor, yaklaşık bir hafta gibi bir süreçte bütün öğrencilerle biz görüşmüş oluyoruz. Öğrenciler velilerle birlikte geliyorlar ve kafalarında zaten belli tercihler olmuş oluyor. O noktada bizim yaptığımız şey biraz daha BİLSEM

yönetmeliğini veliye ve öğrenciye anlatma ve sonraki süreçlerle ilgili bilgi verme oluyor."

138) "Sosyal-duygusal ihtiyacı olan çocukta beceri grupları ya da sosyal etkileşim grupları faydalı."

139) "Çocukların liderlik becerilerini geliştirmeye yönelikti. Gerçekten lider nasıl olur? İçinde şunlar vardı: sorumluluk almak, kazan kazan düşüncesine sahip olmak, iş birliği yapmak. Karakter eğitimi de bir parça vardı içinde aslında. Velilerden sonra geribildirim almıştım, neyin değiştiğini gördünüz diye. Çok sivrilenler ortalamaya geçti, çok çekingenler kendini ifade etmeye başladı diye geribildirimler geldi. Öğrenciler arasındaki durum dengelendi yani. Kendi yazdığım 8 haftalık çok güzel bir çalışmaydı."

140) "Duyguları fark etme ve ifade etme ile alakalı psikoeğitim yapmıştım."

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