

EDUCATING THE PARENTS OF GIFTED CHILDREN:
A NEEDS ANALYSIS

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EDUCATING THE PARENTS OF GIFTED CHILDREN:
A NEEDS ANALYSIS

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DECLARATION OF ORIGINALITY

I, Uğur Zat, certify that

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ABSTRACT

Educating the Parents of Gifted Children: A Needs Analysis

Parents education programs constitute one of the most popular subjects in family education. One of the parental education fields is the education of parents of gifted that is aimed to know how to meet needs of their children with differences and sensitivities from other peers. This study aims to identify the educational needs of parents of primary school age gifted children. To accomplish this, both focus group and in-depth interviews were used in order to gather thematic qualitative data from thirteen parents ($F=13$). The design of research is an exploratory design in order to deepen the understanding of each participant's lived experiences. Using this design, the followings research questions were investigated: (a) What do parents need to learn after their primary school age children are identified as gifted? (b) What is the educational support program that should be provided for the parents? In order to reach to the answers of these questions, a semi-structured interview with open-ended questions was applied to the mothers of primary school age gifted children. Descriptive coding and the thematic analysis for qualitative data were used to analyze the data. According to the analysis of this study, four master educational themes were reached, these are theory & practices and out of school activities, before and after identification, personal development and twice exceptional. Despite the limitations of the study, it contributes to the field in terms of understanding educational needs of parents whose primary school age children identified as gifted.

ÖZET

Üstün Zekalı Çocuklara Sahip Ebeveynlerin Eğitimi: İhtiyaç Analizi

Ebeveyn eğitimi programları, aile eğitiminde en popüler konulardan birini oluşturmaktadır. Ebeveyn eğitimi alanlarından biri, çocuklarının ihtiyaçlarını diğer akranlardan farklılıkları ve duyarlılıkları ile nasıl karşılayacaklarını bilmeyi amaçlayan üstün zekalı çocuk ebeveynlerinin eğitimidir. Bu çalışma, ilköğretim çağındaki üstün yetenekli çocukların ebeveynlerinin eğitim ihtiyaçlarını belirlemeyi amaçlamaktadır. Bunun için, on üç ebeveyden tematik nitel veri odak grup ve derinlemesine mülakat araştırma teknikleri ile toplanmıştır (F = 13). Araştırma her katılımcının yaşadığı deneyimlerin anlaşılmasını derinleştirmek için keşifsel bir tasarımıdır. Bu tasarımı kullanarak, aşağıdaki araştırma soruları araştırılmıştır: (a) Ebeveynlerin, ilkokul çağındaki çocukları üstün yetenekli olarak tanımlandıktan sonra neleri öğrenmeleri gerekir? (b) Ebeveynlere verilmesi gereken eğitim destek programı nedir? Bu soruların cevaplarına ulaşmak için ilkokul çağındaki üstün yetenekli çocukların annelerine açık uçlu sorularla yarı yapılandırılmış görüşme uygulanmıştır. Verilerin analizinde tanımlayıcı kodlama ve nitel veriler için tematik analiz kullanılmıştır. Analize göre dört ana eğitim temasına ulaşıldı, bunlar; teori ve uygulamalar ve okul dışı aktiviteler, tanımlanmadan önce ve sonra, kişisel gelişim ve iki kez dezavantajdır. Çalışmanın sınırlamalarına rağmen, ilköğretim çağındaki çocukların yetenekli olduğu tespit edilen ebeveynlerin eğitim ihtiyaçlarını anlama açısından alana katkıda bulunmaktadır.

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ABBREVIATIONS

APA	American Psychological Association (APA)
BFOPS (Turkish)	Beyazıt Ford Otosan Primary School
CU (Turkish)	Child Universities
ECHA	European Council for High Ability
EPTS (Turkish)	Educational Programs for Talented Students
ETSN	European Talent Support Network
GEES	Gifted Education in Europe Survey
GRC (Turkish)	Guidance Research Center
HREP (Turkish)	Women's Human Rights Education Program
IDI	In-depth Interview
IFM	International Falcolm Movement
IQ	Intelligence quotient
MoNE (Turkish)	Ministry of National Education
NAGC	National Association for Gifted Children
NCFR	National Council on Family Relations
NGOs	Non-Governmental Organizations
SAC (Turkish)	Science and Art Centers
SES	Socio-economic Status
STEP	Systematic Training for Effective Parenting
TEFITSHS (Turkish)	Turkish Education Foundation İnanc Türkeş Special High School
TL	Turkish Lira
TÜZDER (Turkish)	Turkey Gifted Association
UNESCO	United Nations Educational, Scientific and Cultural Organization
UYCAP (Turkish)	Gifted and Talented Children's Family Platform

WISC

Wechsler Intelligence Scale for Children

WISC-R

Wechsler Intelligence Scale for Children -Review Form

CHAPTER 1

INTRODUCTION

1.1 Background

The sequential, or non-sequential, and formally or non-formally organized activities of persons who no longer attend school on a regular and fulltime basis but still intend to bring about changes in their information, knowledge, understanding, skills, appreciation, and attitudes are defined as adult education (Knowles, 1980). According to United Nations Educational, Scientific and Cultural Organization Report (UNESCO) titled what is adult education (2006), the history of the terminology begun titled in 1946 and naturally since then its concept and aim have been changed from time to time according to the needs of the century dynamics. However, the main characteristics have not changed; it is more self-directed rather than relying on others for help. An adult's readiness for learning is linked to what one needs to know. In addition, adult orientation to learning is problem centered rather than subject centered. Adult motivation for learning is internal (Knowles, 1984).

Family education is one of the branches of adult education and it supports individuals and in their family life. Considering the concept of family education, it is well-known that the family system has been undergoing changes due to the changing demands of the world in recent times. During this changing process, besides the traditional roles and demands, new areas of needs arise for families and their children (Berger, 2004). This can also be seen when examining the topics of family education in the world. In the USA, the first family education movement took place in public policy in 1887. The aim was to educate and support the rural families in the context of the trainings included in the works carried out in order to provide development in

the field of agriculture. The contents of the program included several basic skills such as home economics, cooking, sewing, etc. to meet the needs of the families in that period. Another development that has been influential on the development of family education movements is the establishment of the Children's Bureau, an organization active in child health in 1912 (Ministry of Family and Social Policies General Directorate of Family and Community Services, 2011). The subsequent establishment of the National Council on Family Relations (NCFR) in 1938 and the launch of the Marriage and Family Living in 1939 can be regarded as important developments in this regard. The practical approach developed by Alfred Adler in the 1930s to work with family began to spread both in the field of family therapies as well as in institutions working to train families in various regions (Gladding, 2002). It is observed that the health education programs which are emphasized in the family education programs are often included in the program contents. Health Society 2010 is an example of a program prepared for families whose educational need is family health. Another example of family budgeting and economics programs in family education programs is the Family Economy and Resource Management - Family Budget Training Program, which is supported by various financial institutions and organizations in the United States.

Parent education programs constitute the most common subject in family education. In the USA, examples of such programs include NuParent Parent Education, one of which has been successfully implemented in the Southern California Program. The NuParent Parent Education Program is a non-profit-making program run by Children's Bureau, which is actively involved in child and parent education in the United States. Another example of a parent education program is the Advance Mother-Child Program, a community-based organization that provides pre-

school child education and family support services. Systematic Training for Effective Parenting (STEP), which is one of the most prominent of about 600 Parents' Education Programs in the USA, is the most frequently evaluated program and at the same time with more than sixty scientific studies. Special programs are one of the various subjects that parents need. An example of this is the Emergency Family Education Program, adapted from the award-winning project in the US, The New Skills and Choices Program (Ministry of Family and Social Policies General Directorate of Family and Community Services, 2011).

Parental education programs, one of the contests we often encounter in family education programs, are among the most frequently included ones in European countries. It is seen that the reflections of the educational movements towards the families in Europe started with first with the efforts in France in 1929. 1949 was the year when the organized movement of the programs started. Later, this movement in France has spread to other European countries, such as Switzerland, Italy, the Netherlands and Luxembourg. One of the successful implementations of family education programs in Europe is the program called Familien- Bildung - Ein Kooperationsprojekt (Family education - a collaboration project) in Germany. Another interesting and remarkable example is the Family and Neighborhood (FuN - Familie und Nachbarschaft) program again in Germany, which is being implemented in North Rhine-Westphalia. International Falcolm Movement (IFM) can be regarded as a valuable example from Australia that was designed to serve children of any age with partners from 40 different countries. In this context, the Family Centers (Familienzentrum) practice in Germany can be considered as a successful application example. One of the notable programs being implemented in Germany is the multi-generation houses project designed to meet the needs of young and old people for

communication and socialization. Another comprehensive program that has been implemented since 2001 is the Strong Parent-Strong Children Program, which is a mother-child support program, which was introduced by the German federal government's Federal Ministry for Family, Senior Citizens, Women and Youth (Ministry of Family and Social Policies General Directorate of Family and Community Services, 2011). According to the Parental Report in Europe (Molinuevo, 2013); parenting support and education have come to be viewed as a social investment that contributes towards reducing parental stress and helping parents to manage work and family commitments successfully. Parenting support can promote the health and well-being of children by showing parents how to identify mental health problems or giving them advice about nutrition. It can also give guidance to parents on how to improve the behavior and achievements of their children at school. Corporal punishment can be considered as an extreme form of poor parenting: parenting courses teach parents how to solve conflicts at home in a constructive and affirmative manner.

In Turkey, although it is not directly family oriented, it is seen that the first trainings that aimed to improve the competencies of families about family life have been initiated under the leadership of Mustafa Kemal Atatürk (1881-1938) the founder of the Turkish Republic. During the Republican period, the implementation of Halkevleri (Public Schools) between 1928-1935 is basically a literacy and civic education. Among the lessons taught in these schools are literacy and civic education as well as simple account operations, four transactions, length measures, account information and basic features of the human body, combat against infectious diseases, endemic diseases, air, water and foodstuffs, child care, outdoor and sunshine benefits, possible accidents in everyday life and environmental cleanup.

(Albayrak, 1994). Moreover, the public training courses organized all over the country come with many sewing and clothing courses at the forefront of courses opened by thousands of people. These courses can be considered as part of the family education movement due to their ability to prepare young women and new mothers to become housewives (Okçabol, 1999).

Although literacy education is the most known education type among others, it seems that efforts to support families in a direct family-oriented manner in our country began in the name of Mother-Dad Weekly Conferences in Military Medicine in 1962-1963 (Aydoğmuş et al., 2006). The marriage school application initiated in 1998 at the Department of Educational Sciences of the Istanbul University Faculty of Literature aims to increase the level of awareness of married individuals and their marital relationships with young people who are candidates for marriage (Ateş et al., 2004). Another noteworthy program is the Women's Human Rights Education Program (HREP), developed in 1995. Although family education programs in our country follow many ways for family education, they serve basically similar purposes. These programs can be considered as the most common topics for them, such as helping parents acquire their responsibilities as parents, strengthening family ties, informing parents about child education and development, and getting children ready to learn when they start school (Şahin & Özbey, 2007). When we look at the contents of the programs in Turkey, parent-child and child-oriented tendencies are more concerned with family education rather than a comprehensive family education program including topics such as economics, media, law and health. For this reason, it is necessary to develop, a program which will contribute to the field of family education and bring a different perspective (Ministry of Family and Social Policies General Directorate of Family and Community Services, 2011).

In terms of family education, it seems that many different educational programs have been implemented for families with different socioeconomic status in the world. The studies have revealed that families need family education whatever their educational and/or social cultural level might be (Şahin & Kalburan, 2009).

To sum up, it can be said that family education consists of, marriage preparation, the relationship between spouse's development and health literacy (Ministry of Family and Social Policies General Directorate of Family and Community Services, 2011). In family education, the target group is families and/or individuals that make up the family, and the purposes are ; to facilitate the integration of life-changing roles and interest, to support and strengthen psychological health and to develop and enrich the quality of life (Duncan & Goddard, 2005; Arcus, Schvanefeldt & Moss, 1993). Family education has different headings such as family literacy, parent education, parent training, marital education etc. in the world.

Parent education is one of the subheadings of family education. Parenting is a set of skills that every parent can and should improve, and where the public sector can give useful guidance that improve the skills and competences necessary for raising children (Molinuevo, 2013). Parent education has been identified as an effective means of providing intervention to children with various developmental and behavioral concerns (Quy Hai, 2007) and the main aim of parent education is to support children to become healthy individuals. In addition, it also has a crucial impact on children of all ages. It is aimed to provide children with guidance and training (Ministry of Family and Social Policies General Directorate of Family and Community Services, 2011). This guidance and training, parental involvement in children education, has a great impact on educational achievement and continues during adolescence and adulthood (Melhuish, Sammons, Siraj-Blatchford&Taggar,

2004). According to the meta-analysis of parental involvement and gifted development of Kim and Choi (2002), the findings reveal a moderate relationship between parental involvement and gifted development. This study revealed that parental involvement has beneficial effects on the development of gifted children. It is important to support the socio-emotional development of gifted individuals, to be aware of the need for conscious approach of the families and to be aware of their emotional and psychological needs (Seki & Tortop, 2018). In particular, the education of parents of gifted children who have different characteristics than their peers are important. Therefore, they need more awareness and training to prevent potential problems. (Davaslilgil, 2000). According to National Association for Gifted Children (NAGC, 2018), various factors can either enhance or inhibit the development and expression of abilities, so parent education is very crucial.

1.2 Statement of the research problem

Throughout history, there have been numerous studies related to gifted and talented children ranging from the period of Plato. During to the 19th century, the studies were carried out by Sir Francis Galton (Afat, 2012). Lewis Terman, one of the first researchers of the gifted, defined giftedness by intelligence quotient (IQ) scores and in addition he began a longitudinal study in 1922 (Winter, 2017).

In 1972, Sidney Marland, the U.S. Commissioner of Education, issued a report to congress about the state of gifted education in the United States. The definition was

Gifted and talented children are those identified by professionally qualified people who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contributions to self and society. Children capable of high performance include those with demonstrated achievement

and/or potential ability in any of the following areas: 1) General intellectual aptitude, 2) specific academic aptitude, 3) creative or productive thinking, 4) leadership ability, 5) visual and performing arts. (pp. 2).

According to the definition of NAGC (2010), giftedness may manifest in one or more domains such as; intellectual, creativity, expression artistic, leadership, or in a specific academic field such as language arts, mathematics or science. Giftedness exists in every demographic group and personality type. It is important that parents support their children to discover their best potential.

When it comes to the twentieth century, intelligence was defined and measured in terms of tests (Afat, 2012). Although various tests were used, including Stanford-Binet, Wechsler Intelligence Scale for Children (WISC), Woodcock-Johnson, and others; students attended the test have been typically qualified by scoring at least two standard deviations above the norm (Webb, Meckstroth & Tolan, 1982).

WISC is one of the widely used intelligence tests for determining gifted talent (Watkins, Lodge, Whalley, Wagner & Carnell, 2002; Wilkinson, 1993; Silver & Clampit, 1990; Brown & Yakimowski, 1987; Karnes & Brown, 1980). Developed from the Weschler test in 1949, the same test was revised in 1974 and updated with the fourth version in 2003 (Davis, Rimm & Siegle, 2011). In Turkey, WISC-Review Form (WISC-R), is also a measurement tool that is often used in relevant processes. WISC-R is administered individually to children aged 6 years 0 months and 16 years and 11 months. It consists of two sub-areas namely, verbal and performance. There is a total of six sub-tests in each sub-area, including five main and one substitute. Subtests in the verbal area are the following ones; general knowledge, judgment, arithmetic, similarities, and vocabulary. The subtests in the performance area are;

image completion, image editing, cubic pattern, merge and code (Mısırlı Taşdemir & Ergül, 2015).

In Turkey, WISC-IV, adapted by Öktem, Gençöz, Erden, Sezgin and Uluç (2013), has started to be used in Turkey. WISC-IV trainings are continuing, and it is thought that it will be widely used in hospitals in the future (Karadağ & Baştuğ, 2018). When compared to the WISC-R, WISC-IV has undergone significant innovations and changes in terms of structure, content and interpretation of the scale (Flanagan & Kaufman, 2009; Wechsler, 2003). Accordingly, the dual structure (verbal and performance) existing in the WISC-R was completely abolished and replaced by verbal grip, perceptual reasoning, processing speed, and four newly converted into working memory, (index) points. Six new subtitles have been added; painting concepts, letter-digit sequences, logic execution frames, icon search, draw and eject and, word search. Another change is based on earlier version used as a sub-test General Information and Arithmetic subtests to the sub-tests section. Finally, various changes have been made to the test application guidelines and test materials and the application manual has been made more useful (Yiğit, Çelik & Erden, 2017). According to Yiğit et al. (2017), the use of other additional assessment tools instead of using only a test of intelligence in determining or evaluating gifted children can also contribute to a healthier assessment.

In Turkey, according to the Gifted Children Commission Report (2004), if a child scores over 130 it is defined as gifted. In other words, this is how giftedness is measured. Identification process and operations and processes are mainly carried out within the Ministry of National Education (MoNE). Guidance Research Center (GRC) (Rehberlik Araştırma Merkezi - RAM) is only responsible institutions for testing and identifying of gifted children. Additionally, since 2016, Science and Art

Centers (SACs)(Bilim Sanat Eđitim Merkezi – BİLSEM) have started to take tablet exams from the first to third grade of primary school. This exam has two stages. Students who pass the tablet exam are taken to a second test by GRCs. These centers are nationally accredited (orgm.meb.gov.tr). Unfortunately, SACs are the only institutions which were established by MoNe.SACs are the most comprehensive training model currently being implemented in Turkey for students with special needs. According to Special Talented Individuals Strategy and Implementation Plan, there are 139 SACs in 81 cities (General Directorate of Foreign Affairs of the European Union; 2013).

Moreover, support-training rooms are opened in schools for students who needs special education. It is compulsory to open a support training room when someone from the above-mentioned group requires it. Support training services provided in the support training rooms are given during the school hours. In the support training room, firstly, the course is taught in the class in which the student is enrolled. However; in accordance with the program prepared for the students who need special education in order to benefit from the support education room, a different course can be given with the completion of the course hours in the weekly course schedule. The weekly course hours that the student takes in the support education room are planned not to exceed 40% of the total course hours per week (orgm.meb.gov.tr).

There is only one official high school for gifted students Turkish Education Foundation Inanc Turkes Special High School (TEFITSHS). It is a self-contained private school admitting gifted students from around the country (Eriş, Seyfi & Hanoz, 2009). TEFITSHS is a private education institution which is affiliated withMoNE and consists of a preparatory class and a four-year high school program.

In TEFITSHS, all female and male students with residential, full or partial scholarship are trained. Each year, students are selected with a special talent exam continue their education with Turkish and foreign teachers. TEFITSHS students who have graduated since 2000 have been studying abroad as a scholarship student (General Directorate of Foreign Affairs of the European Union; 2013).

There are a few Non-Governmental Organizations (NGOs) that offer extracurricular activities with special courses on weekends or summer period. Nevertheless, there is no pre-school education or early childhood education for gifted children.

In Turkey, education policies for gifted children have fluctuated over time with various changing governments and priorities (Eriş, Seyfi & Hanoz, 2009). According to the statistical report of Strategy Development Presidency of MoNE (2018), there are 5.104.599 primary school students in public schools and private schools. Only 2% of the population is identified as gifted. It means that there are 102.091 gifted primary school students in Turkey. The total number of primary school children is 884.403 in İstanbul (MoNe Strategy Development Presidency, 2018). This means that there are approximately 17.688 gifted primary school students in Istanbul. There are probably thousands of parents whose children are identified as gifted all over the country and who experience the opportunities and challenges of having a gifted child in unique ways (Eriş, Seyfi & Hanoz, 2009).

It is crucial that gifted people are defined by their difference from the norm. (Winter, 2017). They are a special population due to their advanced aptitudes in various domains (Gardner 2011; Renzulli, 1978). Although there is no general agreement on giftedness (Colangelo & Wood, 2015); their physical, mental, social and emotional development is different from the rest. Also, gifted children are a

special population due to their advanced aptitudes in various domains (Gardner 2011; Renzulli, 1978). According to Parent Guide of Special Education for Children Who Are Gifted in Pennsylvania University Department of Education, parents are very important participants in the gifted education process (Pennsylvania University Department of Education, n.d.)

Even though most studies emphasize the importance of education of parents of gifted children, there is no information and knowledge about how to sustain parent's participation and support (Tae, 2009). The meta-analysis of Kim and Choi (2002) includes 15 studies and 37 variables from 539 articles and 463 studies most of them are quantitative. This shows that they are not only rare, but also do This shows that they are not only rare but also ignore asking questions what and why to parents about supporting their gifted children. Also, not being done qualitative study is another deficiency in this field. On the other hand, however the vast proportion of the literature in this area. According to the article of Jolly and Matthews (2012), the review of the literature on parenting gifted learners surprisingly showed that few studies have been conducted about parents of the gifted.

In Australia, according to the empirical study of Walsh and Jolly (2018) on gifted education in Australian context and two hundred articles were found related to gifted education. In the end, seven themes were identified; one of them is the theme of attitudes that initially arose from articles that investigated the attitudes of certain groups toward issues such as how giftedness was perceived or whether provisions should be made for the gifted. This theme constitutes 26% of all themes in articles and parents, teachers and students are in this group. This finding indicates that parents' attitudes are very crucial in gifted education.

Research specific to gifted education in Turkey is noticeably scarce. Little quantitative and virtually no qualitative research with or about parents of gifted children is currently available (Eriş, Seyfi & Hanoz, 2009). Saranlı and Metin (2014) specified the same deficiency in the field while emphasizing the realities and plans in to the two reports of MoNe, education of the gifted in Turkey and practice strategy plan 2013-2017. The lack of a parent guidance program tailored for the gifted has been argued to be an important weakness regarding the gifted in Turkey (2013, p.10-12).

On the other hand, this problem is not only specific for Turkey, but can also be encountered abroad (Saranlı & Metin, 2014). It is surprising that parents of handicapped children have more support and understanding from the society than parents of gifted ones which causes feeling of helpless and loneliness in return (Porter, 2005). Most studies emphasized the multiplier effect of the proper parents' education on both parents and children happiness (Kurtulmuş, 2010, Metin, Bencik, Yılmaz & Çalışandemir, 2007, Davaslıgil, 2004;).

There are probably thousands of parents whose children identified as gifted all over the country who experience the opportunities and challenges of having a gifted child unique way (Eriş, Seyfi & Hanoz, 2009). Those parents probably have several questions they seek the answers to. Naturally, they search on the Internet and talk with other parents who have gifted children. They follow the seminars and conferences about the gifted and talented children. They try to find the right academicians, psychologists and counseling services to find answers the questions.

They will probably need to know lots of information related to that area and their children. However, the question remains the same: What are their needs?

1.3 Purpose of the study

The purpose of this study is to assess what the parents need to learn after their children of primary school are identified as gifted and what kind of educational support program should be provided for the parents.

1.4 Research questions

Two research questions of this research are:

(1) What do the parents need to learn after their primary school age children are identified as gifted?

(2) What is the educational support program that should be provided for the parents?

In order to reach answers of the questions, the thematic analysis for qualitative data will be used in this study. It is the process of identifying patterns or themes within qualitative data. This analysis consists of compiling, disassembling, reassembling, interpreting, and concluding. This analysis is systematic and thorough (Castleberry & Nolen, 2018). The design of research is an exploratory design and is based on the premise that an exploration is needed for one of several reasons: Measures or instruments are not available, the variables are unknown, or there is no guiding framework or theory. Because this design begins in a qualitative manner, it is best suited for exploring a phenomenon (Creswell, Plano Clark, Gutmann & Hanson, 2003). Also, it is to explore a phenomenon in depth and then measure its prevalence (Morgan, 1998). Exploratory design is chosen in order to deepen the understanding of each participant's lived experiences.

Different sources of data collection methods are used in this study: focus group and in-depth interview. Creswell (2013) suggested that individual interviews,

focus groups, and/or document analysis are appropriate for a qualitative study, as they provide thick, rich data capturing the overall essence of the phenomenon under study. Data triangulation was utilized for these multiple sources of data, which are collected and examined to increase the studies trustworthiness and credibility (Creswell, 2013). It involves the use of multiple qualitative methods. The most important contribution of the triangulation to the researcher is that it provides wider and deeper information by providing the social object to be viewed from different point of views (Miller, 1997). Triangulation method refers to the use of more than one research methods and techniques to answer the same research question (Denzin, 1994). It increases validity and enhances understanding of the studied phenomena (Bekhet& Zauszniewski, 2012). Triangulation method leads to more in-depth exploration of the data. In addition, it helps to enhance understanding of the context of the phenomenon (Carter, Bryant-Lukosius, DiCenso, Blythe & Neville, 2014).

Focus Group will be used as a qualitative research technique in this study. The proponents of this method attribute its popularity to the fact that data can be provided quickly, costs are low compared to face-to-face interviewing, and more detail can be obtained than in surveys (Walden, 2006). The focus group provided an additional opportunity to gain deep understanding about the present study's subject because the extent to which there is a relatively consistent, shared view or great diversity of views that can be quickly assessed (Patton, 2005). Berg (2007) emphasize that focus group study is a way to learn about perceptions of the members. The disadvantages include the nonproduction of quantitative data, the non-generalization of the results, the small number of interviewees, and the difficulties in analyzing open-ended responses (Einasto, 2014). According to all things mentioned previously, focus group study is well suited for the research.

Another qualitative research technique is in-depth interview (IDI) that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce & Neale, 2006). According to them, in-depth interviews are useful when you want detailed information about a person's thoughts and behaviors or want to explore new issues in depth. During the interview, parents' lived experiences will capture the essence of experiences (Moustakas, 1994).

The most common purpose of a focus group interview is to provide an in-depth exploration of a topic about which is little known (Steward,2006). Although focus groups are a great source to gain exploratory feedback in a group setting, in-depth interviews can provide the same type of results in a more unbiased one to one setting. If you conduct a series of in-depth interviews you can also report findings cumulatively, which may give the researchers a pool of respondents as large as multiple focus groups (George,2011).

In this study; focus group and in-depth interviews will help to understand educational needs of parents whose primary school children are identified as gifted.

Prior to the actual research, the pilot study was carried out on March 19th,2017. The pilot study consisted of 11 volunteer participants in order to control the risk of the research. In addition, the focus group questions were divided into three parts such as before identification, after identification and school period.

1.5 Significance of the study

Saying that a child is gifted indicates an inborn high intellectual or creative ability (Gagne, 2004). Giftedness is found in all areas, not just academic, and it can be visible in the process as well as in the product of an exceptional skill. It reveals itself

also in the behavior of the gifted child (Cathcart, 2005). Giving these children strong support in developing self-help skills and strategies to cope in situations where their senses simply take over and cause them excessive emotional stress is of utmost importance. Solving the problem for them is not enough, because they will find themselves repeatedly in situations that could overwhelm their senses, and there is not always a helping hand available. It might prove helpful to find a solution together with the child, involving the parents as well (Sampson, 2013). Gifted children need the support and acceptance from adults (parents, family, and caregivers) who care for them and from those who work with them (teachers) (Sampson, 2013). Also, Olszewski, Kulieke and Buecher, (1987) have described families as the most critical component in the transformation of talent, ability and promise into achievement for gifted individuals. Good parent relationship and parent supporting the child's education increase child resilience and enables the child to thrive even in difficult circumstances (Croom &Procter, 2005)

Parenting can be a challenging role to fulfill, and parents often have concerns related to how to best guide the development of their children. This parenting challenge can be more complex if the children are gifted (Clelland, 2009).

Most of the research on gifted children's adjustment has focused on comparisons of gifted and nongifted children. However, relatively little attention has been paid to possible contributors to psychosocial difficulties within the gifted population. Parenting has been shown to influence child adjustment, yet parenting research focused specifically on families of young gifted children has been lacking (Pilarinos & Solomon, 2016).

According to the report of Council of Curriculum, Examinations and Assessment (CCEA) (2006), educators in the field generally agree that positive

family relationships play a large part in shaping the development of the gifted child, and that the support of parents is crucial to the realization of full potential. However, parenting a gifted or talented child may be stressful, and can strain both the parent-child relationship, and sibling bonds. While it is not universally true that problems will arise, raising a gifted child may present parents with unique challenges or unfamiliar situations that they did not have to tackle when rearing other children in the family.

The significance of the study is to determine educational needs of parents after the identification of their primary school children. Lupart, Pyryt, Watson & Pierce (2005) indicate that parents do not always know how to meet their child's various needs, and school administrators often patronize parents when they try to advocate for their gifted child. Generally, identification of gifted individuals occurs while they are in primary school (Colangelo & Wood, 2015). Although studies on the field have emphasized the importance of families, few studies have been conducted on the educational needs of families (Freeman, 2013b; Fertig, 2009; Eriş, Seyfi & Hanoz, 2009; Yoo & Moon, 2006; Kim & Choi, 2002). Education of the gifted in Turkey, practice strategy plan 2013-2017 of MoNe emphasizes lack of parent guidance program tailored for the gifted (pp.10-12).

Parents not only foster gifted children's abilities and inherent nature but also prepare them for life (Sampson, 2013). According to Joan Freeman (2013b), It could either take just a chance remark to affect a child's life, or the slow grind of parental pressure which could eat away at a child's self-confidence. Even very early experiences could affect the adult expression of high-level potential. Parent programs may help parents overcome many of the difficulties they experience in performing

their parental duties and enable them to feel enough in this respect (DeVries & Webb, 2007; Porter, 2005).

1.6 Why I chose this topic for my thesis

This story started after a child was identified as gifted. She is the child of a loved one. She was eight when identified. She is her family's first child. For this reason, her mom and dad were not that much aware of her situation, but the elders of the family expressed that she was a difficult child, for they had raised other kids before. I had the privilege of observing her entire development very closely as I was with her mom most of the time. When she was 10 months old, she would indicate the simple objects in her early childhood books and was trying to explain with body language how they are used. She was moving continuously and wanted to spend her entire day with different toys due to her curiosity. I remember days when we played non-stop games for up to eight hours. Those games were not dependent on toys, but rather, they were fictional and improvised based on the material in hand or situation we were in. As she was growing up, one prominent trait of hers turned out to be her rapidly developing language skills. She would use the concrete and abstract concepts in apple-pie order, would build long and logical sentences when she was 2. Her sense of humor that developed simultaneously with her language skills was also amazing. On the other hand, the accompanying traits that challenged both her and her grown-ups were high level of anxiety and fear (such as darkness, dragons in tales and fictional characters that do not exist in this world), her demands for an explanation pertaining to every issue and in a logical manner in her terms (for instance, when we had limited time, especially trying to catch a plane this was creating a lot of frustration both ways), challenges brought by her asynchronized mental and body

development (for instance, when she was four, she played with older kids despite the fact that her motor skills were not yet strong enough, her wishes to be climbing up like older kids etc.), extreme sensitivity to sound, strong insights, etc. She can remember her momentary experiences of preschool even at this age (three years old) and for this reason, her adaptation process to preschool was longer than usual. Understanding her feelings and emotions and accompanying her into becoming a free and happy individual without harming her personality was a pretty difficult process. In fact, it still is.

I remember the day her mom called me for help. There was worry in her voice and a lot of questions in her mind that she asked me. What are we going to do now? How can we guide her? Are gifted and talented kids really different from others? What are the options and opportunities in Turkey for such kids? Shall we tell it to the kid? Shall we tell it to the extended family?

When I reviewed the test results, I saw that she was above her peers in many fields. When I combined the results with the examples from her developmental processes, the hardship or challenge became meaningful. And now, the most important questions are what will happen? How will we guide her? What are the options in our country I thought with a background in the field of education, I should undertake the matter in hand.

While I was conducting my research, I found that İstanbul University Hasan Ali Yücel Faculty of Education had a department for the Education of the Gifted, which was established in 2002. I visited the department and asked for some information from the instructors. They suggested that I should follow the convention on the gifted and talented that were to be organized at Istanbul University for the first time. I went to the convention, listened to the fieldwork of many specialists. I also

got the chance to learn about the examples and implications in other countries from the international participants and got a networking opportunity with them. However, I still did not have a clear picture regarding the situation of her. Was there a school for the gifted? What were the conditions? Did she really have to go to such a school? At the time, Ford Otosan Elementary School was a project (pilot) school for the gifted kids and provided education for the general population as well.

In a nutshell, Ford Otosan was the one and only elementary school educating kids with diagnosis and this school shut down a couple of years ago. In terms of high school, there was only Turkish Education Foundation İnanc Türkeş Special High School (TEFITSHS). TEFITSHS was a boarding school giving education to high potential kids. As a result, we did not have a clear answer regarding the best possible school for her. We could not get any information about SACs, because we had not even heard the name. SAC was not actively teaching at the time. In 2001, The Board of Education and Discipline put into effect the directive of Science and Art Center dated 25.10.2001 with the code number 370.

During our research we got the most information about gifted children on the Internet, but we were also precautious whether the information was accurate or not. At the end of the day, there could be subjective approaches and applications even in terms of scientific topics. We were having difficulty in getting information from an institution or an expert even though we had accumulated considerable data about gifted and talented kids online. While this research process continued, the gifted child attended a summer school program at a private educational institution located at the campus of a private university. In a summer school, there was one incident when she lived a terrible experience related to an animation movie and its effects on her emotions.

Later on, the family ignored the diagnosis and lived through a period being merely focused on the happiness of their children until 2013 (she was nine years old), when they met a mother who had two identified kids (one of them being gifted and suffering from dyslexia simultaneously). These two moms wanted to make something for their kids. They wanted to be the solution to the problems of the families with gifted children, share their experiences and support families. So, they established a portal for the gifted called UYCAP in 2013. It serves as a civil initiative example. It is referred to at the conventions, and it is one of the largest and most effective platforms consulted by many academicians. I support UYCAP as a volunteer academician.

I started to work on the thesis subject having seen that almost all families with gifted kids experience pretty much the same things we have experienced after a diagnosis, and I started asking myself the question if there were a training program that would support the families after a child was identified, what would be the headlines in this program? Even though there are studies in terms of teacher training, curriculum enrichment etc. for gifted children, the number of studies regarding family trainings was so few, and this has been one of the reasons that led me to go in this direction.

1.7 Structure of dissertation

The structure of the dissertation is as follows:

The second chapter focuses on the review of literature by identifying the characteristics and differences of gifted children, explaining the identification of gifted children, exploring gifted education in Turkey in terms of the possibilities and

alternatives in the gifted education and presenting what parental involvement is and why it is important for gifted children and their parents

The third chapter discusses the methods and procedures undertaken during the research. It explains the research approach, explores the design of the study, data collection methods and sample of the research. The last part of this chapter presents why I chose this topic for my thesis?

The fourth part of the study analyzes the findings based on the four main themes at the end of the research.

The dissertation concludes with a final chapter, which discusses and interprets the findings, makes criticisms over them, reflects on the global and scientific implications of the findings, and makes recommendations for adult educators and future researchers.

CHAPTER 2

LITERATURE REVIEW

2.1 Gifted children

Gifted children are a special population due to their advanced aptitudes in various domains (Gardner 2011; Renzulli, 1978). What is giftedness and what does it look like? These are probably the questions that cause the most frustration for counselors, educators, parents, and gifted individuals alike largely because the field of gifted education cannot agree on how giftedness is defined (Reis & Renzulli, 2009).

Although there is no general agreement on giftedness (Colangelo & Wood, 2015), the basic features are as follows;

1. Physical development: Gifted children perform very well in using all or parts of their body. When compared to their age, they are more rhythmic, athletic, coordinated, balanced, safe and energetic. They have a superior nervous system, and this explains why they are so sensitive to stimuli. In general, they react faster during activities, which need coordination (Davaslıgil, 2004).

2. Mental development: one of the most prominent features is the development of abstract thinking ability (Cutts & Moseley, 2001; Davaslıgil, 2004). According to parent guide to special education for gifted prepared by general directorate of special education and guidance services, this can easily notice when they have higher level thinking skills, their achievement, performance, or expertise in one or more academic areas is observed (General Directorate of Special Education and Guidance Services, 2014).

3. Social development: Gifted children are socially mature. They are highly sensitive towards social problems and therefore try to find solutions. They attach

importance to the needs of others, feelings and thoughts (Afat, 2012). They have more social sensitivity than peers (Cuts & Moseley, 2001). According to Silverman (1993), although they improve socially, they may also have psychological problems related to loneliness and conflict between their ideals and community requests.

4. Emotional development: Gifted children are generally intense, more sensitive than his/her age peers or more withdrawn and quieter (Daniels & Meckstroth, 2009). They may appear as hyperactive, disruptive, noisy, dramatic, hugely excited but also quiet, shy, extremely tearful, deeply saddened at times, depending on their temperament, their environment and emotional state they are in (Probst & Piechowski, 2012). Emotional intensity consists of strongly intensified feelings and emotions, which can be positive and negative. Gifted individuals can be very much aware of other people's feelings and emotions and may identify with their feelings (Piechowski, 2006; Daniels and Meckstroth, 2009).

Another way of understanding gifted individuals' traits and characteristics was provided by Dabrowski (1967) the Polish psychiatrist and psychologist. According to him (1902-1980), a Polish psychiatrist and educational psychologist who studied gifted individuals and human emotions, especially in relation to giftedness. Dabrowski developed the concepts of developmental potential and multilevelness, referring to individual giftedness and the level of development. He coined the term overexcitability, which describes the inherent inclination to react intensely to individually different stimuli and amplifies emotional growth (Daniels & Piechowski, 2009). Emotional overexcitability is one of the five areas grouped by Dabrowski (Piechowski, 2006). Dabrowski's theory viewed the development of the gifted individual as a development, and not as a manifestation of pathology, illness, or psychoneurosis (Colangelo & Wood, 2015).

Moreover, several cognitive characteristics of gifted individuals are defined by Hoh (2008). These include the following ones: precocity (especially early verbal abilities); perceptual sensitivity or awareness of what others fail to notice (Sternberg & Lupart, 1992); persistent concentration (Root-Bernstein & Root-Bernstein, 2004) and commitment to a task (Renzulli, 2005); extreme fascination with a topic and/or curiosity with a concept or idea (Winner, 1996); superior memory, including kinesthetic memory or hands-on body knowledge (Cooper, 2000); advanced information retrieval (Dark & Benbow, 1991); dynamic imagination, as demonstrated by very young talented artists who can depict and describe objects from multiple imagined perspectives (Harrison, 2000); advanced reasoning abilities that can organize information and work with abstract ideas (Ablard & Tissot, 1998); the ability to take abbreviated steps in problem solving (Cooper, 2000); flexible thinking, including diverse approaches in problem solving and working with novel situations (Shavinina & Kholodnaja, 1996).

On the other hand, students who are gifted and talented described as being able to demonstrate outstanding intellectual ability, promise extraordinary performance, and accomplishment (McClain & Pfeiffer, 2012).

The features of gifted children during the primary school period (the age between 7 and 10) are (Winebrenner, 2001);

1. To learn new material faster, and at an earlier age, than age peers.
2. To remember what has been learned forever, making review unnecessary.
3. Are able to deal with concepts that are too complex and abstract for age peers.
4. to have a passionate interest in one or more topics and would spend all available time learning more about it if possible.

5. Do not need to watch the teacher to hear what is being said; can operate on multiple brain channels simultaneously and process more than one task at a time.

According to the effective provision of gifted and talented children in primary education of the Department for Children, Schools and Families of United Kingdom, gifted and talented learners are defined as those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities). Talented refers to those pupils who may excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skills. In comparison with their peers, when engaged in their area of expertise, gifted and talented children will tend to (The Department for Children, Schools and Families of United Kingdom; 2008);

1. To show a passion for particular subjects and seek to pursue them;
2. Master the rules of a domain easily and transfer their insights to new problems;
3. To analyze their own behavior and hence use a greater range of learning strategies than others (self-regulation);
4. To make connections between past and present learning; work at a level beyond that expected for their years;
5. To show intellectual maturity and enjoy engaging in depth with subject material;
6. To actively and enthusiastically engage in debate and discussion on a particular subject;
7. To produce original and creative responses to common problems.

These characteristics are important because in this study parents with primary school children will be addressed.

2.1.1 Perfectionism and intolerance to failure

The past few decades have brought increased attention to the topic of emotional development of gifted individuals (Emily & Peters, 2015). One of the most common concerns of parents and teachers of gifted children is perfectionism. This causes high level of stress because of their impossibly high expectations from themselves in all areas in their lives (Wilson & Adelson, 2018). One of the most common perception disorders in perfectionist people is all-or-nothing thinking. In this way of thinking, one can only classify events as true and false without thinking that there may be many degrees between right and wrong (Leana-Taşçılar, Özyaprak, Kanlı & Camcı- Erdoğan, 2014). Moreover, according to Erden (2017) perfectionism is one of the common characteristics of gifted children. Perfectionism is like a double-edged sword that drives the individual to better or leads to despair. The tendency for negative perfectionism, which leads them to develop high expectations from themselves and those around them, can cause the following problems:

1. Setting high goals but having difficulty in achieving these goals
2. Frustration and loneliness
3. Loss of self-confidence
4. Postponement behavior
5. Self-punishment and self-indignation
6. Exposure to intense stress.

This may be explained with a striking example of gifted person's explanation in article of Evren (2017);

I get a strange feeling, that's my attitude in general. Even though people appreciate, what I do, and me I don't feel enough to put my goal up. People's appreciation raises my expectations of myself and cause me anxiety. I was prepared for my presentation for months; I wanted to put forward a perfect presentation. I was so worried about my presentation and I couldn't go to school. Afterwards, when my teacher examined my presentation and presentation, he said that he liked it very much, but I gave up the presentation. This is very painful...

Erden (2017) stated that there are some important factors causes perfectionism of gifted children. These are,

1. Family attitudes
2. Connectivity problems
3. Irrational thoughts
4. Expectations of parents and social environment

In an Hürriyet Newspaper, Köksal Konik (2014) stated that considering its perfectionist characteristics, it should be ensured that the family is an exemplary model. Also, Kızıltepe (2018) mentioned that families have priority in the world of children and the importance of families for their children's lives in an article in the same newspaper. She also emphasized that the most successful people in the world, their lives are full of ups and downs. When children are younger, they need to learn this fact of life and accept it and know how to stand strong.

The article in web site of Gifted Institute in Turkey (Üstün Zekalılar Enstitüsü – ÜZE) explained the perfectionism in the following paragraph,

Gifted people have a perfectionist structure in relation to their interests and emotional issues. As a result of their perfectionism, it is seen that children can concentrate only on areas where they are successful. This may prevent children from discovering their strengths and weaknesses, as well as lack of self-confidence in areas where they are weak. It is necessary to explain that the mistakes made as a result of their work is a process of learning.

In the followings, there are the answers of what it can be done in order to overcome and to manage perfectionism of gifted people (Eren, 2017)

1. Review your family attitudes. Authoritarian and critical approaches increase this tendency.
2. Perfectionism is learned. Don't be a negative model to your child.
3. Perfectionism functions as a defense mechanism against criticism. For this reason, make your criticism in good time and manner, and most importantly, when you are alone.
4. Help your child set a realistic and achievable goal that is appropriate to his or her developmental period, interests and abilities.
5. Discuss ways to achieve these goals and alternatives.

A great understanding could help gifted people to control and channel said intensities and sensitivities in a positive, productive, and meaningful way (Alias, Rahman, Majid, & Yassin, 2013).

2.1.2 Emotional sensitivity and intensity

Gifted people have unique social and emotional needs that often manifest as challenging interpersonal behavior (Zakreski, 2018). Emotional intensity is defined as having emotional responses that are stronger, more frequent, longer lasting, and are more complex than a typical person would experience. Emotional intensity can be expressed in many ways (Sword, 2005): as intensity of feeling, in the body, inhibition, strong effective memory, fears and anxieties, concerns with death and depressive moods, emotional ties and attachment to others, sensitivity in relationship, attachment to animals, loneliness, feelings of inadequacy and inferiority. This high sensitivity of gifted children may distract them from social life, and even may one

think that there is something wrong with them. Sensitivity at this intensity can have both positive and negative effects. The critical point that determines this is related to the child's perception and feedback (Ataman, 2003).

Hebert and Smith (2018) explain emotional needs of children as;

The cognitive and social/emotional needs of our gifted students have been described as two sides of the same coin. But perhaps water is a more adept metaphor. Hydrogen is fascinating, oxygen is fascinating, but when they come together, it is something entirely new. (pp. 176)

Gifted students are different, that causes strengths and weaknesses in their lives. If they know their differences, they will probably have a direct impact on their behavior (Zakreski, 2018). Also, Sword (2005) claims that intense feelings are normal for gifted children. In addition, it was advised that they could use this to develop self-awareness and self-acceptance. It is also explained what parents, teachers and adults in children's lives do in the face of this sensitivity;

Realize that sensitivity does not mean weakness. Give them responsibility that is age appropriate and do not over protect them from the world and from the consequence of their actions. Remember that they are children first and gifted second. Don't expect them to be little "adults". Play, fun and leisure activities are essential for strong emotional development. (pp. 3)

2.1.3 Twice exceptional

The National Twice-Exceptional Community of Practice (2e CoP) definition of twice-exceptional (2e) children provides an opportunity to increase the awareness of this special needs group (Coleman & Roberts, 2015). These gifted children are both gifted and have additional problems such as attention deficit, hyperactivity, impulsivity, learning difficulties and Asperger. These children have problems especially in attention, communication, non-verbal skills and memory. These problems mask their giftedness and their strengths are often unnoticed (Tirit-Karaca,

2017). For many parents, successfully raising for their twice-exceptional child can be intimidating and overwhelming (Besnoy et al., 2015).

In the broadest sense, there is a secondary problem area that can be possessed by the gifted and talented individuals, as well as the superiority. Surprisingly, this is naturally the first reaction of families and educators to deny. Because being different twice involves a contrasting situation. On the one hand, children who need special education due to a negative situation, on the other hand, have some more advanced skills and abilities than their peers. This situation is quite difficult to explain and accept (Leana-Taşçılar, 2012). Students who are 2e but not noticed can be considered in three groups (Baum, 1994).

1. Students identified as gifted but having problems at school: their giftedness is recognized. However, it is described as forgetful, lazy, reluctant and unmotivated.

2. Students who are described as having learning difficulties but whose giftedness is not recognized: students who have continuous problems at school because learning problems predominate, and their strengths are not noticed.

3. Students whose abilities and problem areas mask each other: these children are perceived as ordinary; they continue their academic life without being identified in any field.

Also, characteristics of students with learning difficulties are identified as follows (Tirit-Karaca, 2017)

1. Aggressive
2. Messy
3. Careless
4. Poor memory
5. Poor perception skills

6. Strong abstract thinking
7. Advanced problem-solving skills
8. Creative and productive in non-academic settings
9. High motivation in areas of interest
10. Poor academic self-perception
11. No harmony with friends
12. Hopelessness
13. Loss of overall motivation

Şenel (2015) describes these children as follows,

These students, who are often tense because of the academic difficulties they face, have unrealistic expectations from them. Poor academic skills lead to feelings of worthlessness and low self-perception. They can be socially isolated and have behavioral problems in the classroom. Their imagination is highly developed, and they are interested in creative activities. Artistic, mechanical or musical skills are strong. On the one hand, they have difficulty in reading up to the third grade, while on the other they can make small robots to show their creative side.

Because of difficulties of being 2e, it is important that parents and educators collaboratively develop educational plans that meet students' needs. To establish collaborative partnerships, parents must feel confident that their school officials are willing partners. Similarly, school officials must trust that parents are making good faith efforts to become more informed and are not questioning their professional judgment (Besnoy et al., 2015).

2.2 Identification of gifted children

In order to identify gifted students, it is a common approach in Turkey to rely on only traditional IQ test. Private schools, after-school programs and gifted centers mostly use IQ tests and consider 130 IQ as the major criterion for identifying the

gifted (Shaughnessy & Sak, 2013). However, it should be noted that some private schools use alternative assessment techniques (Eris, Seyfi & Hanoz, 2008).

According to Yıldız (2010) the most used tools to identify gifted students are the following ones: Stanford Binet Intelligence Scale, Gessell Development Test, WISC for Children and Adults, Goodenough, Cattell Culture-Fair Intelligence Test.

In addition to the above-mentioned ones, there are some other tests such as Otis -Beta Quick Scoring Mental Ability Test, Torrance Tests of Creative Thinking and PeaBody Picture Vocabulary Test (Gülgöz & Kağıtçıbaşı, 2004). Most of them are performance-type tests (Kanlı & Özyaprak, 2015)

WISC is one of the widely used intelligence tests for determining gifted talent (Watkins, Lodge, Whalley, Wagner & Carnell 2002; Wilkinson, 1993; Silver & Clampitt, 1990; Brown & Yakimowski, 1987; Karnes and Brown, 1980). Developed in 1949 by the Weschler test was revised in 1974, it was updated in 2003 with the fourth revision (Davis, Rimm & Siegle 2011). In Turkey, WISC-R is also a measurement tool that is often used in relevant processes. WISC-R is administered individually to children aged 6 years 0 months and 16 years and 11 months. It consists of two sub-areas, verbal and performance. There are a total of six sub-tests in each sub-area, including five main and one substitute. Subtests in the verbal area; general knowledge, judgment, arithmetic, similarities, and vocabulary. The subtests in the performance area are; image completion, image editing, cubic pattern, merge and code (Mısırlı Taşdemir & Ergül, 2015).

In Turkey, according to the Gifted Children Commission Report (2004), the only requirement, which is needed in order to being identified as gifted is to score at least 130. The identification process in our country is carried out by individual group tests and intelligence tests in the current system.

2.3 Gifted education in the world

The professional network of academics and teachers uniting east and west Europe, the European Council for High Ability (ECHA), was set up in 1987 (Touron & Freeman, 2017).

The Council of Europe recommended;

“a) legislation be recognized for the special educational needs of gifted children, b) research on identification, the nature of success, and reasons for school failure, c) provision of information on gifted children and in-service training for all teachers, d) establishment of special provision for gifted children within the ordinary school system, e) concerted efforts to avoid the negative consequences of labeling someone as gifted and talented and f) Promotion of debate and research among psychologists, sociologists, and educators, on the vague and relatively undefined giftedness construct.” (Touron & Freeman, 2017, pp.56)

In Europe, the terms gifted and talented may be used as synonymous with outstandingly high-level performance (Freeman, 2013a). On the other hand, in terms of supporting gifted children, opportunity differences have also been at the center of discussions, particularly in terms of political debates about elitism and egalitarianism (Tourón & Pfeiffer, 2015).

Touron and Freeman (2017) designed the gifted education in Europe survey (GEES) light on current European educational provisions for the gifted. GEES survey indicates that most European education authorities do not select a small percentage of children for special gifted education. Also, research indicates that the way forward in Europe is the personalization of learning.

Moreover, Sekowski and Lubianka (2013) stated that European educational policies promote an integrative approach, they however implement a selective approach in which gifted students are treated as a group with special educational needs (Hızlı, 2014).

Germany is one of the leading countries in the education of gifted students. In 1917 “Begabenschule Talented School” was established in Berlin, and student were selected according to student talent tests and teacher assessments (Enç, 2005). Hungary is leading the world in the development of the European Talent Support Network (ETSN) (Fuszek, 2014). Talent centers were a network hub operating in a community association during 2007. Since 2016, ECHA has allowed applicants from outside Europe to join the network. In Poland, there is a specialized school system for children and adolescents who are artistically gifted or gifted in sport (Limont, 2012). In Ireland, field of gifted education has a slow start. In the country, it has begun significant progress in this field in terms of programs, research, and teacher training (O’Reilly, 2018).

Today, some countries have made giftedness education a national priority. Israel, Russia, the United States and China have developed high intelligence and inventiveness tests. Through these tests, they systematically screened their communities and established private schools and universities for the education of gifted students (Due Diligence Preliminary Report, 2014).

Israel protects gifted students by providing every opportunity for the education of gifted children. The education of gifted students is considered a legal obligation in the country, and the educational rights of gifted and talented children are guaranteed by law.

According to Oya (2005), The United States have always been ahead of the western world in meeting the educational needs of gifted students. Because of the state system in the United States, where gifted education is the most discussed, theories, models are developed, and many local, state and federal level

implementations are carried out, gifted education is given everywhere in different ways.

Canada is one of the countries where the educational needs of gifted students are met in formal education and allocates the most resources from the state budget to education (Şirin, Kulaksızoğlu & Bilgili, 2004).

In Hong Kong, despite the high level of public interest in gifted education and a number of recent developments, it is not evaluated because of insufficient gifted education policy. (Phillipson, Phillipson & Eyre, 2011).

In terms of educational practices around the world, if the development is one to two years older, the education needs are met in general education, If the student is four years older than their peers, the child is still in general education and s/he is separated from her/his group and trained with private teachers (Ataman, 2007).

2.4 Gifted education in Turkey

Directorate of Special Education Guidance and Counseling Services in MoNe is responsible for gifted education in Turkey. The history of gifted education dates to the 15th century (Sak, 2007). In Ottoman Empire, Enderun School was the first school to train gifted children. The aim was to educate and prepare them for the leadership in the empire (Birgili & Çalık, 2013). After the establishment of the Turkish Republic in 1923, education evolved into a more Western-oriented style and was used as the major instrument to educate human resources to compete with the world. Gifted education practices before the twenty first century can be considered as prototypes developed by the MoNE. Program models for the gifted started to be

more enriched and diversified with the new century because gifted education began to attract different agencies and institutions (Kanlı & Özyaprak, 2015).

The brief information about the educational program in Turkey is below (Kanlı & Özyaprak, 2015).

1. Beyazıt Ford Otosan Primary School (BFOPS): The school offered special education for gifted based on the bilateral agreement between the MoNE and University of Istanbul and the protocol aimed to develop a culture-specific differentiated program in order to meet the needs of gifted learners. İstanbul University team applied and monitored the educational programs in this school via the Gifted Education Project they developed and proposed. This project has been carried on between the years 2002-2012. According to this Project, 24 gifted learners were selected for school every year (age 6-7) through a group and individual intelligence tests and they received education with their average learner peers.

2. Private schools: As the awareness about the need of special education for the gifted and advantages of this differentiated education to the learning capital increase, private schools started to offer special classes or schools to the gifted learners. Those schools mainly follow the educational models proposed by the gifted education departments of various universities. Most of them identify the gifted learners via intelligence tests and aim to provide differentiated and enriched curricula for the gifted.

3. Turkish Education Foundation İnanc Türkeş Special High School (TEFITSHS). It is a unique high school founded in 1990 in order to provide special and differentiated education for gifted and talented high school students (Yıldız, 2010). It has a multistep identification process. They use a three-step selection process; exam (knowledge and apt), individual evaluation and observation camp.

4. Science High Schools: The first science high school was founded in 1964 in Ankara. Those schools' main aim is to provide appropriate education for the ones who are talented in science and mathematics. However, those schools' selection criteria are mostly based on academic giftedness, which means that students are selected via a country-wide exam, and no domain specific and talent-based assessment tools are used.

5. Science and Arts Centers (SACs): SACs are founded in 1993 by the General Directorate of Special Education Guidance and Counseling Services, and they constitute a special model designed for Turkey. SAC's aim is to enhance primary, middle and high school's gifted and talented learners' scientific thinking abilities, creativity, productivity, problem solving ability and social and aesthetic values (MoNE, 2016). In the year 2016, primary school first graders were all owed to take the SACs entrance exam for the first time. (Student Identification Guide of SAC, 2016).

Students are selected for these programs through a series of tests and evaluations. At the beginning, their teachers nominate the students; then, the children on this list take a group ability test in which screening is done. Only students who pass the cutoff on the group ability test are invited to individual IQ test. Although the group ability test's cutoff score can vary from center to center, the cutoff on the IQ test for placement is generally 130 (Sak, 2010).

As this is an enrichment program, the regular national curriculum is not followed; however, they do not have a written or established curriculum. Instead of this, students individually or as small groups work in projects in the areas they choose with their teachers and mentors. Since 2014 they have been working on the development of a curriculum framework for the gifted that are enrolled in SACs.

SACs are composed of six departments, and the teachers are the head of those departments.

According to the policies of General Directorate of Special Education Guidance and Counseling Services (2016), a support-training room must be designed in the school in order to benefit from the highest level of educational services. The room must create educational environments for gifted students by providing special equipment and training materials. In practice, there are a lot of problems with the use of support rooms, teacher training and regulation. According to the policies, supporting training program is conducted by associating with the areas of students who are identified as gifted. According to Article 14, “The students who cannot attend SACs because of the absence of SAC in provinces / districts due to change of residence address, reserves the right to become a SAC student. This provision does not apply to metropolitan centers. Students who are entitled to enrollment benefit primarily from the support training room in the province / district where they are enrolled.” However, the curriculum to be applied in the support training rooms and the qualifications of the teachers who will be employed are not explained in the policies.

6. Educational programs for talented students (EPTS): EPTS is one of the most well-known research and theory-based STEM education programs for gifted students in Turkey and has become very influential in the field of gifted education. Furthermore, it has been accredited by the European Council of High Ability (ECHA) as a European Talent Center in 2015. The EPTS was founded at Anadolu University in Eskisehir in 2007. It is a university based after-school program for students talented in mathematics and science

7. Child Universities (CU): Currently, many universities in Turkey offer special after-school and summer programs for all students at their campuses. These programs have been called child universities. One of these programs is located at University of Istanbul and was founded in 2011, offering education to gifted and talented learners aged between 10-17 years. The identification is done via WISC-R, and the selected students can take different courses from a pool accordingly with their interest. The courses are given by the university academicians, including professors, and range from archeology, genetics, physics, and math to linguistics.

2.5 Parenting gifted children and the importance of parental education program

According to the American Psychological Association (APA) (2013), parenting practices around the world share three major goals:

1. Parents ensure their children's health and safety
2. To prepare children to be productive adults
3. For parents to transfer their cultural values to their children.

Gifted children's characteristics vary from the norm both behaviorally and intellectually. So, raising gifted children presents stressors and challenges to parents and their families (Free, 2017). When parents find that their child is gifted, they may feel overwhelmed or they may feel that their child will not fit in with other children (Rotigel, 2003). Parenting gifted children tends to have qualitative differences from parenting other children and often involves different social and emotional challenges (Irving, 2004).

Although gifted and talented children have specific educational needs, which require identification and support within the school system, they also present

particular challenges in terms of parenting (Morawska & Sanders, 2009). The parental role changes with a gifted child to include the additional task of dealing with the giftedness of their child and the responsibility for finding reliable information on parenting (Schader, 2008). According to Yoo and Moon (2006), parents of gifted children needs information from professionals such as psychologists and counselors about the topics such as educational assessment, career counseling and school concern. Parents recognize that well-designed programs are helpful to their child's overall development (Weber & Stanley, 2012).

Parental education programs can provide important information about characteristics, identification, appropriate education, and parenting practices (Rash, 1998). According to Rotigel (2003) without parent education programs, parents may not reach accurate and essential information about their child's needs within the family settings. Well-designed parent education programs should increase awareness of parents in terms of intellectual, psychological and social needs of gifted children (Sankar-DeLeeuw, 2007).

Families in Turkey needs on the skills and knowledge to meet needs of their gifted children. They need programs in which in-depth knowledge of gifted children about their social-emotional development (Saranlı & Metin, 2014).

2.6 Parental involvement and gifted parental education

According to Parental Report in Europe, good parenting skills have a highly positive impact on the physical, emotional and intellectual development of children. While the influence of parenting on the well-being and future opportunities of children is widely acknowledged, it is only recently that parenting support and education have

come to be viewed as a social investment that contributes towards reducing parental stress and helping parents to manage work and family commitments successfully (Molinuevo, 2013).

Parents' involvement directly effect in their child's education and subsequent achievement, attitude, and behavior toward school (Campbell & Verna, 2007; Cotton & Wikelund, 2001; Hill et al., 2004). To Robinson (2000), parental influence extends into the child's subsequent achievement by the daily interactions, encouragement, and motivation.

The role and the responsibilities of the parents in terms of the lives of the children are crucial. When the characteristics of gifted children are taken into consideration, the lifelong effects of the family cannot be denied. Parents face unique challenges in raising gifted children (Jolly & Matthews, 2012). According to Karakuş (2010), the difficulties in having a gifted child can be grouped under five main headings namely, difficulties in asking questions, difficulties in communication skills, difficulties in formal education, difficulties in different desires and difficulties arising from the family.

Many of the sample had accepted their parents' views that some of the good things in life, such as a professional career, were not for them, even though they had the ability to do almost anything they could imagine, and more besides. They called it, 'coming to terms with reality' (Freeman, 2013b). Also, according to Freeman's ethnographic study (2013) related to long term effect on gifted children and their families, most high achievers in adulthood enjoyed a mutually rewarding situation both at home and school, a feeling of comfort with their desire to learn, based on their parents' early pride and support as individuals. The less successful, even those

with high IQs, had remained with less mature and less efficient, shorter-term techniques, like rote-memorizing their lesson-notes.

Moreover, according to Sampson (2013), giving gifted children strong support in developing self-help skills and strategies to cope in situations where their senses simply take over, and cause them excessive emotional stress, is of utmost importance. Solving the problem for them is not enough, because they will find themselves repeatedly in situations that could overwhelm their senses, and there is not always a helping hand available. It might prove helpful to find a solution together with the child, involving the parents as well.

In addition, gifted individuals of all ages notice at some stage in their lives that they are different from others, and that they need to find their own strategies to cope with many difficult situations in life, because of the depth of their emotions and the uniqueness in perceiving the world around them. Trusting relationships with gifted children and their parents, active listening and an openness to alternative ideas will make it easier to work together on strategies that support and nurture abilities and intensities. This approach not only fosters gifted children's abilities and inherent nature, but also prepares them for life (Sampson, 2013).

Another important issue is that having a gifted child can lead to emotional problems in parents of gifted children. For example, they might feel inadequate in comparison or try to gain social advantage from living vicariously through their child (Freeman, 2008).

Jolly and Matthews (2012) did a meta-analysis on literature about the parental influence on gifted learners. One of the first researches in meta-analysis is on a seminal longitudinal research by Lewis Terman, which aimed to collect some of the first data on the parents of gifted children in an attempt to build an extensive

database about this specific population. Today, nearly a century and half after the first efforts to study parents of the gifted, it appears that surprisingly little progress has been made in this area despite over a century of formal study.

According to the literature review of parent of gifted children after 2000, Campell and Verna (2007) made a mix method research with 2866 parents and 10026 students, and they found that effective parents build positive academic home climates: the greater continuity between academic home climates and school climates, the higher student's achievement. According to the findings of Davis (2007), like Campell and Verna (2007), positive home climates has a positive effect to help children to overcome challenging experiences in their lives. On the other hand, McBee (2006) discussed parental impact in the context of socio-economic status (SES). The findings of the research reflected that parents in high social SES are more accurate in homes. These studies reflect that home climate has a positive impact on gifted children's lives.

Wu studied on parental influence and did two qualitative researches in 2007 and 2008. His finding was that parents placed a greater emphasis on hard work rather than innate ability and in order to do this emphasis Chinese American parents used a combination traditional Chinese and western parenting strategies on their gifted children. These studies reflect the importance of parents and their parenting strategies.

The other study is on the impact of educational approach of parents. Yang (2007) did a research on 136 families with mix method search. The importance that parents attach to education has had a positive impact on their children's education. This study reflects the importance of parental point of view on education.

Moreover, the qualitative study of Foster (2000) was about support need of both parents and gifted children. The finding of the study was perceived greater need for academic and emotional supports for gifted students and their parents. Makel's study (2009) was about the attitudes about the giftedness of parents. The study emphasizes that attitudes about giftedness changed according to identification. It may reflect increasing parental support after identification period.

Some studies were about the parental program. Huff, Houskamp, Watkins, Stanton and Tavegia (2005) made a qualitative research with fifteen parents, and the main finding was dissatisfaction with programming because of lacked an understanding of the needs specific, whether at private or public schools. Also, Jarosewick and Stocking (2003) made a quantitative research with 900 families and the main finding is that parents want to learn more about their child abilities through talent programs. All may reflect the importance of the educational needs' analysis of parents of gifted children.

A study on twice exceptional learners with ninety-eight parents was made by Hishinuma and Nishimura (2000). The finding is that parents perceived that the specialized school for twice exceptional learners was more successful at serving than the normal school. It may be related to understand the needs of twice exceptional gifted children and their parents.

Hopper's qualitative study (2003) with four families was about homeschooling of gifted children. According to this study, homeschooling is a viable alternative for gifted students. On the other hand; Nobel, Childers and Vaughan (2008) made a quantitative research on ninety-five parents and they found that early college entrance is viable option for parents to consider for their gifted child

In Turkey, Afat (2012) wrote a thesis in İstanbul University, about testing the effectiveness of family education program developed for parents of gifted children. Starting from this thesis, in Turkey seminars and workshops and congresses are informative for families. The first national seminar was organized in 2004. Eriş, Seyfi and Hanoz (2009), studied the opinions of the parents of gifted children in Turkey about gifted / talented education. The parents think that the ministry does not have enough interest in the subject.

Moreover, in 2014, MoNe's General Directorate of Special Education Guidance and Counseling Services prepared a guide for parents whose children are gifted. There are three parts in this guide; children special talent, advice for parents and SACs.

Additionally, according to education of the gifted in Turkey, the so-called Practice Strategy Plan 2013-2017, can be criticized due to the lack of a structured family guidance program on special skills and this might be considered as a weakness of the plan. One of the most important strategic objectives and targets of this guide is that families are encouraged to take an active role in the training of special talents by informing special talented individuals about their characteristics and education. On the other hand; the guidance on education and strategy of special talented individuals claims that families / parents are crucial stakeholders. They should be educated about how to support children's education at home and their child's potential. They should also be familiar with the objectives to assess the potential of the child (General Directorate of Special Education and Guidance Services, 2014).

CHAPTER 3
METHODOLOGY

The purpose of this study is to assess what the parents need to learn after their children of primary school are identified as gifted and what educational support program should be provided for the parents.

3.1 Research design

This exploratory study was based on a triangulated data design where a focus group and in-depth interviews were used.

The most common purpose of a focus group interview is to provide an in-depth exploration of a topic about which little is known (Steward,2006). Although focus groups are a great source to gain exploratory feedback in a group setting, in-depth interviews can provide the same type of results in a more unbiased one to one setting. If you conduct a series of in-depth interviews you can also report findings cumulatively, which may give you a pool of respondents as large as multiple focus groups (George,2011).

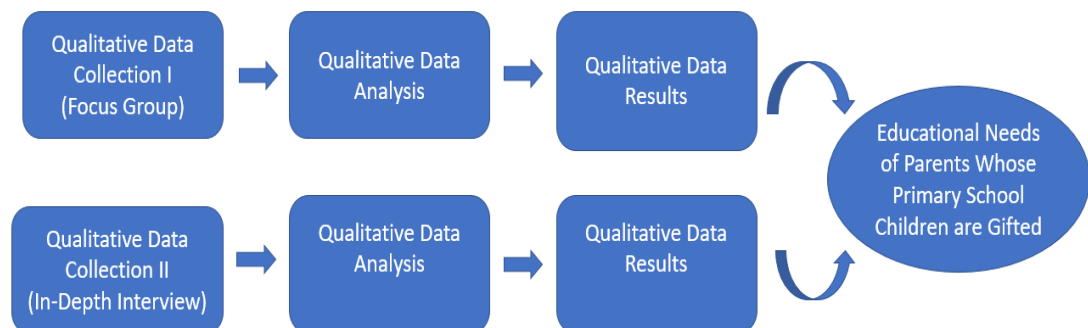


Fig. 1 Research design

In the following paragraphs, the instrument used in the research is explained; the sample is described; the focus group and in-depth interview questions are touched upon; why I chose this subject matter for my thesis is explained and, finally, the procedure is specified.

3.2 Sample

Qualitative research aims to provide an in-depth understanding of the world as seen through the eyes of the people being studied. It aims not to impose preordained concepts; hypotheses and theory are generated during conducting the research as the meaning emerges from the data (Wilmot, 2005). In this research, two qualitative data techniques will be used; focus group study and in-depth interview.

Qualitative research uses non-probability sampling as it does not aim to produce a statistically representative sample or draw statistical inference. Indeed, a phenomenon need only appear once in the sample. Fundamental to the sampling strategy is the choice of sampling frame. What characteristics will need to be reflected in the sample population to address the research questions (Wilmot, 2005).

In this research, it was aimed to determine the educational needs of the parents after the children in primary schools were identified as gifted. Thus, the sample criteria consist of the following ones;

- Parents whose children identified preferably from GRC
- Parents whose children are in primary school
- Parents are at least high school graduates (only for pilot focus group)

Volunteer participants for focus group study were members of UYCAP. The reason why the sample is taken from here is that UYCAP is an online platform that brings together whole shareholder. There are 29.005 members; parents,

academicians, SACs teachers, student in universities related department, psychologist, instructors, elementary school teachers, the owner of private schools or companies, people related to this field etc.

This group began as a movement founded by parents who were concerned that the educational needs of gifted and talented children were not being met. The group was established in order to support the parents of gifted children, to create appropriate educational environments for gifted children and to share permanent solutions of the problems.

They have also many aims and one of them is to create a platform of parents and children to meet all educational, social and emotional needs of gifted children. One part of the mission of UYCAP is to create competent parents about education for gifted children with parent education. It is emphasized in the platform that especially the inadequacy of studies on parent education pushes the parents to helplessness. Parents who see the problems of their children, seek solutions, and do not get the necessary support from official institutions.

Moreover, some volunteers of in-depth interview are members of UYCAP while others are participants of family education program in Bahçelievler ITO SAC.

3.3 Data collection

Different sources of data collection methods are used in this study: focus group and in-depth interviews Creswell (2013) suggested that individual interviews, focus groups, and/or document analysis are appropriate for a qualitative study, as they provide thick, rich data capturing the overall essence of the phenomenon under study. Before the field research, in order to clarify field research questions by reducing possible risk and to be able to do field research with the right questions, a

pilot study was done on March 19th, 2017. During pilot study, a camera in the possession of Educational Sciences Department in Boğaziçi University was used to record data for two hours. The length of pilot study group study was 100 minutes approximately.

Data were collected in İstanbul during April and December 2018. Focus group study was conducted in ITO SAC Bahçelievler Parents' Education Class on the 26th of April in 2018. During the study, a voice recorder was used to record data for two hours. The length of the focus group study was 110 minutes approximately.

All in-depth interviews took place on a one-to-one basis by organizing according to the participants' time and place demand. All interviews were recorded by a voice recorder, as was done with the focus group study. The length of interviews ranged from 40 to 90 minutes depending on the amount of information participants had or wanted to share with the researcher. Each of the interviews was completed at one session without any breaks except for some interruptions of tea and cookie service.

The focus group and interviews were semi-structured and provided the researcher with the opportunity to interact face-to-face with the participants, and in this way individual respondents could define their experiences in their unique ways (Yin, 2011).

In data collection process, all participants signed a document that they voluntarily participated in the study. Also, it was explained that the results of this study would not be used without the permission other than scientific studies.

3.3.1 Pilot study

After the pilot study was approved by the university ethics committee, it was conducted on the 19th of March in 2017 with 11 volunteer participants in Boğaziçi University, Educational Sciences Department in room EF 301.

It was planned as two sessions; one session with parents whose children identified as gifted in primary education period, one session with parents whose children were identified as gifted in pre-school education period. Although the study was planned to be conducted with parents whose children were in the pre-school period, it could not be done because there were not enough applications.

During the study, there were 11 participants who were found with the help of UYCAP group.

3.3.1.1 Pilot study participants

In this research, it was aimed to determine the educational needs of parents after the children in primary schools were identified as gifted. Because of that, the sample criteria can be found below:

- Parents whose children identified preferably from GRC
- Parents whose children are in primary school
- Parents are at least high school graduates (only for pilot focus group study)

Volunteer participants for focus group study was chosen from UYCAP.

The ages of the participants varied from 34 to 49 years of age. To be more specific, the majority of the participants, 10 out of the 11 participants, were born between the years of 1974 and 1985.

The education levels of the participants varied from high school to doctorate levels; three of the participants were high school graduates, one held a two-year college degree, five had a bachelor's degree, two had a master's degree.

The income level of the families started from minimum wage of 7000+ Turkish Liras (TL). One of the participants chose not to specify their income level. Three of the participants were in the low-income category, which lied between 1000-3000 TL.

Five of the participants were in medium to low income with a monthly earning of 3000 to 5000 TL. Two of them were in higher income range with a monthly earning more than 7000 TL.

As for the marital status, one of the participants was single parents, while the rest was married. No parental loss has been declared.

Only one of the participants had three kids, four of them had one kid and six of them had two kids.

When we look at the gender distribution of the kids who were identified as gifted, we see that five of 13 were girls and eight of them were boys. One of the families had twins both of whom were identified as gifted and there was another parent which had two primary school age gifted children.

The names of the institutions, which made the diagnosis and the percentages of the identification specified by these institutions are as follows:

The majority of the identification concentrates on GRC and Turkey Gifted Association (Türkiye Üstün Zekalılar Derneği – TÜZDER). Ahenk Psychology, Balıklı Rum Hospital, Milad Character Development, Private Ada Consultancy & Padem identified only one child each, and Gifted Kids Academy identified two kids.

As for the kind of school they were attending, nine of them went to a private school, while four were in public school.

One of the children was in first class, while five were in the second and two of them were in the third. The remaining five were in fourth class.

Two children had a special training program for the gifted. The subjects of these programs were generally robotics, mind games and music. (See Table 1)

Table 1. The demographics of pilot study participants

Participant	Birth Year	Education Level	Income Level (Monthly)	Marital Status	Number of Children	Gender of Children	How many children are identified?	Gender of gifted child	Where did a child identified?	School	Class	Is there a special training program for gifted students
1	1979	Two-year college degree	3000-5000	Married	2	Boy	1	Boy	GRC	Private	2	Yes
2	1978	Master's Degree	3000-5000	Married	2	Boy and girl	1	Boy	GRC	Public	3	No
3	1974	Bachelor's degree	7000+	Married	1	Girl	1	Girl	GRC	Public	2	No
4	1985	High School	1000-3000	Married	2	Girl and boy	1	Girl	GRC	Public	4	No
5	1970	Master's Degree	7000+	Married	2	Girl	1	Girl	GRC	Private	2	No
6	1974	Bachelor's degree	NA	Married	2	Twins - Boy and girl	2	Boy and girl	TÜZDER	Private	4	No
7	1977	Bachelor's degree	3000-5000	Single	1	Boy	1	Boy	PADEM	Private	3	No
8	1974	Bachelor's degree	3000-5000	Married	3	Boy and girl	2	Boy and girl	TÜZDER	Private	4 and 1	No
9	1974	High School	3000-5000	Married	1	Boy	1	Boy	TÜZDER	Private	2	Yes
10	1978	Bachelor's degree	1000-3000	Married	1	Boy	1	Boy	Ahenk Psikoloji	Private	2	No
11	1985	High school	1000-3000	Married	2	Boy	1	Boy	GRC	Public	4	No

3.3.1.2 Pilot study questions

Semi structured questions consisted of three parts; before identification, after identification and school period. There were 28 questions in pilot study; eight questions related to period before the identification were asked to the parents; seven

questions related to the period after identification were asked to the parents, 13 questions related to school period were asked to the parents (See Appendix B).

3.3.1.3 The unpredicted issues that came to light during the pilot study

Pilot study was a focus group study. During the study, a researcher asked a semi structured question to parents then observed and listened the participants while managing the group study. Depends on the group dynamics, the next question was decided. Sometimes there were many answers in the one question. Sometimes parents wanted to share their experiences related to question. Managing the pilot study needed an experience and communication management. After all questions asked, the other educational needs not involved in the questions were guessed and asked them. They are in the following paragraphs.

The majority of the participants stated to have had problems in terms of time management although not included in the research questions during the research. While the needs, expectations of the kids and the time spent together were considered with the other responsibilities of parents; time management issues began to come in sight. Parents demanded support regarding time management. Another area where support was needed was stress management. Parents said that they felt pressure as a result of emotional and thinking processes that took place before and after the identification. Relations within the family and with the school, relations with the teachers and other parents, relations with the extended family and the reality of little support coming from state and society for the gifted and talented kids, and the uncertainties awaiting the families were the basic sources that created stress for them.

The ability to differentiate the legitimacy of the information and sources available on the Internet after the identification and the need to reach accurate sources pointed out to the necessity of some support in this field. Accordingly, Internet literacy came out to be as another important topic that came out during the pilot study.

There was one other area that parents said that they required support with, which was legal rights.

Finally, one of the demands of the families is sustainability. According to the families, the sustainability of the trainings could yield effectiveness and efficiency. After pilot study, questions revised accordingly, and two questions added named as general questions such as: What can we do for you? And would you like to attend training programs?

3.3.2 Focus group

The field study began with a focus group that is a way to learn about perceptions of the members. The main aim is to determine educational needs of parents after the identification of their primary school children. In the following paragraphs questions and participants of focus group study will be explained.

3.3.2.1 Questions

The focus group study was done on the 26th of April in 2018. After the study, there were three sets of questions about the parents' experience with their children being gifted, thirteen in total, namely before and after the identification, and during the school period; one question related to period before the identification, seven questions related to the period after identification, four questions related to school

period were asked to the parents. There are two more questions about their general attitudes (See Appendix C).

3.3.2.2 Participants

Six volunteers, who took part in the focus group field study, shared their experiences, feelings and thoughts during the research.

The ages varied from 35 to 45 years of age. The education levels of the participants were between high school and doctorate levels. Two of them were high school graduates, three had a bachelor's degree, and one had a master's degree.

The income level of the families ranges from minimum wage to 7000 TL. Two of them had medium to low income with a monthly earning of 3000 to 5000 TL. Only one of them was in medium range with a monthly income of 5000 to 7000 TL. Three of them were in higher income range with a monthly earning more than 7000 TL.

All participants were married. No parental loss had been declared.

Two of them had three kids, only one family had one kid, and three of them had two kids.

When we look at the gender distribution of the seven kids who were identified as gifted, it is seen that three of them were girls and four were boys. One family had two primary school-age gifted children.

The ages of the kids who had a diagnosis ranged from eight to 11. The names of the institutions that made the diagnosis and the percentages of the identification specified by these institutions are as follows:

Majority of the identification concentrates on GRCand TÜZDER respectively. İstanbul University, Medipol University Hospital, Esencan Hospital identified only one kid each.

Currently, five of the kids go to a private school while two of them were in public education.

Only one of the children was in first grade while three of them were in the third grade. The rest (three of them) were in the fourth grade.

The schools of two of the children had a special training program for the gifted students. The subjects of the programs were generally chess, English, piano, and gymnastics. (See Table 2)

Table 2. The demographics of focus group participants

Participant	Birth Year	Education Level	Income Level (Monthly)	Marital Status	Number of Children	Gender of Children	How many children are identified?	Gender of gifted child	Where did a child identified?	School	Class	Is there a special Training program for gifted students
FG 1	1983	Bachelor's degree	7000+	Married	2	Boys	1	Boy	Medipol University Hospital Hastanesi	Private	3	No
FG 2	1977	Master's degree	3000-5000	Married	2	Boys	1	Boy	GRC	Public	4	No
FG 3	1980	Bachelor's degree	7000+	Married	3	Boy-Girl-Boy	2	Boy and Girl	TÜZDER	Private	3 and 4	Yes
FG 4	1990	High School	7000+	Married	3	Boy-Girl-Boy	1	Boy	Esencan Hastanesi	Private	1	No
FG 5	1984	High School	3000-5000	Married	2	Girls	1	Girl	GRC	Public	3	Yes
FG 6	1974	Bachelor's degree	5000-7000	Married	1	Girl	1	Girl	İstanbul University and SAC	Private	4	No

More information about participants of focus group is below;

FG 1: This participant has two sons and one of them identified as gifted. She is married and her husband is far away because of his job. She is a housewife. She feels herself

under pressure while raising their children because two boys generally debate and fight each other nearly every day. She says she needs a psychological support to manage her life. She generally talks about her troubles and sometimes says “yes, I hit them because I cannot stand. I am mother!”. She generally looked like nervous during the research.

FG 2: This participant’s husband lives in abroad. She is married but their relationship was not good for a long time. They have two sons and one of them is identified as gifted and he is a student in ITO Bahçelievler SAC. Identified boy treats his brother badly because his father is not with them. The participant lives near her father, mother and sister. This situation causes some problems while raising her children. She has a master’s degree, but she is not working. She is a housewife. She generally has problems with sibling relations, and she wants to learn whether little son is gifted or not. His son is one of the two students in public school among the participants.

FG 3: This participant has three children and two of them are identified as gifted. She has been through many difficulties especially in school until she knew their children’s differences. She is housewife, too. She read a book “I know I am different”, which affected her deeply. After reading the book, she behaved differently to her children. She likes reading and reads a lot of books related to gifted children. She looks relaxed during the research.

FG 4: This participant has three children and one of them is identified as gifted. She generally looks happy and relaxed although she has some troubles about her life while raising children. She is a housewife. She explains the lack of government facilities about gifted children in the research. She uses the Internet for her search; however, she is not sure whether the information she reached in the Internet is correct or not. She also tries to develop herself in order to be useful for her children.

FG 5: This participant has two children and one of them is identified as gifted. Her daughter goes to a public school. She is very shy and observant during the research. She generally prefers speaking last. She has troubles with her relatives. She shared her experiences with her mother-in-law. The participants has tried to share the differences of her

child, but it was not work. She generally knows the differences of her child in terms of emotionally and socially.

FG 6: This participant has one child and she is gifted. She is a housewife. During the research, she explains her opinions related to the questions and she explained having a gifted child should not be exaggerated. Her style looks masculine and she explains it as, “I did not think I would be married one day”. She has high self-confidence. Her explanations are generally far away from emotions; she is very realistic.

3.3.3 In-depth interviews

There are several advantages of in-depth interviews like “a) interviewers can establish rapport with participants to make them feel more comfortable, b) interviewers they have greater opportunity to ask follow-up questions, probe for additional information, and circle back to key questions later on in the interview to generate a rich understanding of attitudes, perceptions, motivations; c) they can monitor changes in tone and word choice to gain a deeper understanding, there is a higher quality of sampling compared to some other data collection methods, d) researchers need fewer participants to glean useful and relevant insights, e) there are none of the potential distractions or peer-pressure dynamics that can sometimes emerge in focus groups and f) the lastly it is possible to identify highly valuable findings quickly” (Steber, 2017).

The number of the participants in the focus group study was less than the number in the pilot study. Considering all these reasons it was decided that in-depth interviews should be conducted with seven parents.

Although focus groups are a great source to gain exploratory feedback in a group setting, it is believed that in-depth interviews can provide the same type of results in a more unbiased one to one setting. If a series of in-depth interviews are conducted, the findings can be reported cumulatively, which may give a pool of respondents as large as multiple focus groups (George,2011).

3.3.3.1 Interview questions

The in-depth interview process started to introduce myself and the main aims of research. Then, I asked them three questions about after the identification of their child as gifted (See Appendix D).

3.3.3.2 Participants

After focus group study, seven in-depth interviews were done with parents between September and December 2018. Six of them lived in İstanbul and only one in İzmir. In fact, a number of mothers were invited but most of them canceled due to health problems of their children and other family members.

The ages of the participants varied from 38 to 48 years. The education levels varied between high school and doctorate levels. Two of the participants were high school graduates and five had a bachelor's degree.

The income level of the families ranged from minimum wage to 7000+. Three of the participants were in medium to low income with a monthly earning of 3000 to 5000 TL. Four of them were in higher income range with a monthly earning more than 7000 TL.

All participants were married. No parental loss has been declared.

Six of the participants have two kids, only one family had one kid.

When we look at the gender distribution of the eight kids who are identified as gifted, we see that four of them were girls and four were boys. One family had two primary school age gifted children.

The ages of the kids ranged from eight to 11. The names of the institutions who made the diagnosis and the percentages of the identification specified by these institutions are as follows: GRCs and SACs.

Five of the kids were attending a private school, while three of them were in public school. Three of them were in the third grade while the rest (five of them) were in the fourth grade. As for a special training program for the gifted children, none of them had it.

Table 3. The demographics of in-depth interviews participants

Participant	Birth Year	Education Level	Income Level (Monthly)	Marital Status	Number of Children	Gender of Children	How many children are identified?	Gender of gifted child	Where did a child identified?	School	Class	Is there a special training program for gifted students
IDI 1	1977	High school	3000-5000	Married	2	Boys	2	Boy	GRC	Public	4	No
IDI 2	1979	High school	3000-5000	Married	2	Girls	1	Girl	GRC	Public	4	No
IDI 3	1972	Bachelor's degree	7000+	Married	1	Girl	1	Girl	GRC	Private	3	No
IDI 4	1975	Bachelor's degree	7000+	Married	2	Girl and boy	2	Boy	GRC	Private	3	No
IDI 5	1975	Bachelor's degree	7000+	Married	2	Boy and girl	2	Girl	GRC	Private	4	No
IDI 6	1978	Bachelor's degree	3000-5000	Married	2	Boy and girl	1	Boy	SAC	Public	4	No
IDI 7	1981	Bachelor's degree	7000+	Married	2	Girl and boy	2	Girl and boy	SAC	Private	3 and 4	No

The more information about participants of in-depth interview is below;

IDI 1: This participant has two sons. Both are gifted and one has dyslexia.

She has a lot of troubles related to school because of dyslexia. However, she is very creative in art. She herself says she has reading problems. The mother is an extraordinary mother because she is very flexible for her children in their home. She said that her little son had many experiments in the house, and he does not like going to school. She is married and there are differences of opinion with her husband while raising their children. She is a housewife.

IDI 2: This participant has two daughters and one is gifted and a student in SAC. The participant says that she observed many differences with her daughter, but no one believed her daughter's differences except her. She explains during the research that she felt herself lonely but never gave up. Now, she looks happy because her daughter is gifted. She has another daughter, but she says that she has a special connection with the first one. She wants to improve herself to be useful for her children. She is interested in psychology and related areas. She is a housewife.

IDI 3: This participant has one gifted child. She and her husband are aware of the differences of their children and behave accordingly. She has a job and earns money. She and her husband support their children to reach her dream. Their daughter is a student in a private school, and she is satisfied with the situation because the school is suitable for her expectations. The participant says that she will always be with her daughter if she needs to her.

IDI 4: This participant has two children, and both are gifted. She generally complains about communication between parents. She says that she generally feels alone while raising children. She says that the second child is very easy when growing up because she learnt what gifted child is. She is a very conscious person and her job is related to families of gifted children. Because of that, she reads a lot of books related to the field. She is also a writer in one web site, and she tries to help other families have gifted children.

IDI 5: This participant has two children, and both are gifted. She is a writer and a very sensitive person. She says that her children lived a lot of problems in their school. She explains that her son and daughter are different from in each other, but they have similar features because of giftedness. She is married and her husband is

full of support while raising their children. She is very happy because of that. She looks relaxed. She also emphasizes social and emotional needs of gifted children. She talked about the state facilities for gifted children and emphasized teacher education in the school.

IDI 6: This participant has two children and one is gifted and is a student in SAC. She had a job, but she preferred to quit because she wanted to spend time with her children. She generally complains about sibling relations and relation with relatives. Her identified son is introverted, and she is worried about that. She is from a traditional family structure and she wants to continue this structure in her family too. Her main aim is her children's happiness.

IDI 7: This participant has two children, and both are gifted. She is a housewife. She has little knowledge about giftedness and features of gifted children. She says that she did not know importance of this issue. She and her husband had a decision that they would just support the rest of the children to handle them because they were gifted.

3.3.4 Credibility of the data

Credibility refers to the truth of the data or the participant views and the interpretation and representation of them by the researcher (Polit & Beck, 2012).

Validity and reliability are two factors that any qualitative researcher should consider while designing a study, analyzing results and judging the quality of the study (Patton, 2002). Triangulation is typically a strategy for improving the validity and reliability of research or evaluation of findings (Golafshani, 2003). It means to increase the credibility of the data.

The most important contribution of the triangulation to the researcher is that it provides wider and deeper information by providing the social object to be viewed from different point of views (Miller, 1997). Triangulation method refers to the use of more than one research methods and techniques to answer the same research question (Denzin, 1994). It increases credibility and enhances understanding of the studied phenomena (Bekhet &Zauszniewski, 2012). Triangulation method leads to more in-depth exploration of the data. In addition, it helps to enhance understanding of the context of the phenomenon (Carter, Bryant-Lukosius, DiCenso, Blythe & Neville, 2014).

In this study, exploratory research design and triangulated data design were used to understand parents' needs with a focus group study and in-depth interviews.

The pilot study was important for the credibility of the study. Prior to the field study, the research questions were revised according to the pilot study. There were 28 questions in the pilot study. After the study, before identification questions reduced from eight to one question because only one question allowed the participants to give all the details. Also, questions related to school period reduced 13 to four questions because these four questions provided the data necessary to understand all the processes related to the school. The finally, two general questions were added because the participants were asked whether they would like to add a topic (See Appendix B and Appendix C).

On the other hand, the extensive literature review of the field, which is one of the three topics of the triangulation method, also made a significant contribution to credibility of the research. This enabled process management with common terminology in the research.

Peer debriefing requires the researcher to work together with one or several people who hold impartial views of the study. Afterwards, feedback is provided to enhance credibility and ensure validity (debriefing.com). As for the categorization of the data gathered, two people reviewed the results and provided feedback on possible themes. One of them is a graduate of the faculty of economics who has her own insurance company. Also, she has a high school age child who is identified as gifted in 2010. The other one is an English teacher in a private high school and is a graduate of Boğaziçi University. She is familiar with gifted students and knows the parents and their needs, wants and expectations because she has an experience about gifted students in her class and has also attended trainings about gifted students prepared by guidance service in school.

These are all the factors that increase credibility.

3.4 Data analysis

Both focus group and in-depth interviews were recorded, and audio recordings of both studies were transcribed into written form. In this process, due to the nature of the qualitative study, each recording was decoded verbatim.

In the next step a suitable coding method was chosen. Patton (2002) said, “each qualitative study is unique and the analytical approach which will be used is too unique” (pp.433). Because the research questions are ontological questions that address the nature of participants’ reality and lived experiences, the meaning should be interpretive by the help of focused coding and theming. Descriptive coding was selected for analyzing rich data. This method is also called topic coding in some of the literature (Saldana, 2013).

Descriptive coding summarizes in a word or short phrase the basic topic of a passage of qualitative data (Tesch, 1990). Description is the foundation for qualitative inquiry, and its primary goal is to assist the reader to see what one sees and hears and what one learns in general (Wolcott, 1994). Therefore, it helps to categorize data meaningfully.

During the process, no qualitative data analysis program was used. All data entered manually. Excel, which is one of the Microsoft Office programs was used. First, the data from participants were gathered under certain main codes, and then it was determined which upper headings could be, and finally the basic themes were reached.

CHAPTER 4

FINDINGS

The purpose of this study is to assess what parents need to learn and what kind of educational support program should be provided for the parents after their children of primary school are identified as gifted. In this section, the findings based on focus group study and interview data are presented. The data obtained from both focus group and in-depth interviews methods will be discussed together.

A pilot study was conducted, and an interview form of focus group study was designed in the light of it. Then, in order to reach more data in-depth interview questions was conducted according to experiences in the focus group study. Semi-structured interviews with open-ended questions were applied to the mothers of primary school age children who are identified as gifted. As mentioned earlier, descriptive coding was selected for analyzing rich data. Thematic analysis was used in the study.

Saldana (2013) recommends identifying the key issues of the study after coding by asking this question: What are the major themes? Through the process, four educational themes emerged from both the focus group and the interviews. The themes are; (a) Theory and Practices and Out of School Activities (b) Before and After Identification (c) Personal Development (d) Twice Exceptional

According to the analysis, the summary table of master themes, sub-themes and subgroup themes is below,

Table 4. Summary of master themes and sub-themes of the study

Master Themes	Sub-themes	Subgroup themes
Theory & Practices and Out of School Activities	Characteristics and Basic Differences of Gifted Children	Physical Development Properties
	Emotional Development Features	Emotional Sensitivity
		Perfectionism and Tolerance to Failure
	Social Development Features	Socialization and Peer Relations
	Out of School Activities	
Before and After Identification	Before Identification	Observation
	After Identification	Parents' psychology after identification process
		Informing the child his/her giftedness
Personal Development	Communication and Communication Management in Families with Gifted children	Self-Improvement
		Family Communication
		Communication with others related to gifted children's lives
	Information Needs	Internet Literacy
		Report evaluation and interpretation
		Legal rights
		Schools and educational facilities for gifted and talented children in Turkey
Twice Exceptional		

4.1 Theory & practices and out of school activities

First master theme describes the needs of parents find an answer of questions what are the basic characteristics of gifted and talented children? and what can we do out of school for our children? During the research, most participants said that the first subject they search is what are the basic differences of their child. They also explained that they wanted to learn all development processes of their children, especially emotionally and socially.

When I asked them in focus group study questions like what was the main reason that pushes you to make a test for your child? and what were the feelings you experienced the first time after the result was shared?, all participants have shared personal experiences and observations about their children's developmental differences. Also, most of them said that they have started researching on the Internet what the giftedness was. Not only in focus group study but also in in-depth interviews with the participants, all stated that they wanted to have information about the characteristics and differences of gifted children, especially after the children identification.

This master theme contains four sub-themes.

4.1.1 Characteristics and basic differences of gifted children

In research, as parents raised and lived with their gifted children, all participants gave examples of differences of their gifted children.

4.1.1.1 Physical development properties

There are two subjects under physical development properties; physical development processes and emotional sensitivity.

4.1.1.1.1 Physical development processes

Most parents said that they observed their children's differences while they were growing up. They also said that they had not been able to know whether their children's development was normal or not because they had no chance of comparing their children with others, during focus group research, almost all parents talked about the physical development differences of their children.

Participant FG2 and FG3, both have more detailed observations than others. These are the participants who gave the most detailed information about their physical properties during the study. One of the issues that attract attention during the research is the high observation ability of both participants. On the other hand, both also talk about the feelings created by the differences in their children.

When he was one, he was making me read books. You do not know at all; you think it is normal; I tried to support this process during which he had the intake. (Participant FG3) (See Appendix F, 1)

He started to say words such as mom and dad around the time he was three or four months old. He started to talk early. But I looked around and said, "Well, these are folic acid kids, they all talk early and did not dwell on it much." He really talked well when he was one, he was making sentences. He was potty-trained much earlier than other kids. He could walk much earlier etc. But as I said, we did not dwell on it much. Then we got into a mommy and me group when he was 15 months old. There, the teacher directed us by saying that he was a different kid. But we did not get him tested. Because everything was going well, and he was really adaptive. In other words, there was not an extra different situation. (Participant FG2) (See Appendix F,2)

We used to notice that, he is very academic. In other words, similar stuff. For instance, he talked early, could say some words when he was only three months old. He was into books, could speak neatly, and used very different words. For instance, he could use a word that would be used by a grown-up very correctly and in a sound way. We were thinking about those aspects. But as parents, you start getting used to it after some time, for he was doing it on a continuous basis. At the end of the day, he is and that is the way he talks or speaks. For example, we thought he kept on doing it on purpose as he heard us say, "how come did this kid make this sentence? (Participant FG3) (See Appendix F, 3)

Some parents mentioned not only physical differences in their children and but also their feelings. According to the data in the field research, parents' emotions may appear as fear and anxiety when not give meaning to the children's fast development.

In addition to FG2 and FG3, FG 1 mentions the participatory feeling as trauma. This participant is also the person who states that she has the most difficulty in communicating with children and managing the family. The biggest effect is that her husband spends less time at home due to her job.

He was 9 months old, he said “mom, ambulance passing. I felt scared. (Participant FG2) (See Appendix F, 4)

Drawing, early speech, he would say “Mom, shadow, dad, shadow.... He was asking strange questions, such as death, the child was making something else beyond drawing nicely. (Participant FG3) (See Appendix F, 5)

I realized that almost everything was emerging at an earlier stage for him, ranging from writing and reading to arithmetic or his interest in space. This has always been a source of trauma in me. (Participant FG1) (See Appendix F, 6)

During the focus group session, only one participant mentioned neurological development instead of physical development.

The answers of the participant FG6 to the questions during the research process are usually technical and emotion-free explanations. Her personality also affects the choice of words.

My child’s cognitive development has been more advanced ever since she was a little kid. Wherever we go, she attracts attention. She was able to walk at 9 months and to talk at 10 months. (Participant FG6) (See Appendix F, 7)

A small number of the parents has tried to explain their physical development by combining with their emotional development. This is a natural process from a holistic perspective. Here, we can say how effective the families' point of view is in determining the situation.

He would always express himself. For example, when he was a newborn, I had hard time getting ready to breastfeed him when he was hungry. (Participant FG3) (See Appendix F, 8)

Many would say to me: “Your child is different; he acts much older than he is”. In other words, making a reference to the way he behaved and talked. (Participant FG1) (See Appendix F, 9)

The kid learned how to read at a very early age. He was able to write at the age of four. His arithmetic was super at the age of four. He was able to perform four mathematical operations and he was continuously asking for math problems by the time he was five and a half. (Participant FG2) (See Appendix F, 10)

During the in-depth interviews, like focus group work, participants provided information about the physical developmental differences of their children.

Participant IDI5 is a writer and a very sensitive person. Her explanations and descriptions can be evaluated in more depth and in detail.

His eyes wide open with a deep meaningful look. There was something strange about the situation... and because we thought that all the babies were the same, we didn't focus so much on children's' reactions. My son was an early walker and talker. During this period, he also started to show interest in things like a vacuum cleaner, computers etc.... basically an interest in things which have a certain mechanical structure or consist of a systematic structure. (Participant IDI5) (See Appendix F, 11).

One participant in in-depth interviews stated that if their first child was identified as gifted, they could better recognize their second child.

Participant IDI4 is very conscious person and her job is related to families of gifted children. Because of that, she read a lot of books related to the field. Because of that, while answering the question, she prefers to answer it from a few angles. One of the most striking points during the research was that she considered their children as individuals. Her aim was to provide an environment in which their children could realize themselves according to their characteristics.

I have a daughter and she is also identified, but my son did not have so much trouble, maybe because of my experience. I was not surprised when he was

identified as he is now the second child, as I was expecting...So, when he was identified, the psychologist who took his sister thought that there was a difference in my son and we made his request. It turned out that way; I wasn't too surprised. The important thing for me was in which field I could support it. (Participant IDI4) (See Appendix F, 12)

4.1.1.1.2 Physical sensitivity

When talking about physical development processes, physical sensitivity is an important issue that families especially mention. Both focus group and in-depth interviews, parents shared their experiences like;

Our kids are really sensitive to anything physical. Today, for example, my son felt uncomfortable with the pair of socks I chose for him. The seam was quite irritable, so we had to turn the socks inside out. That was the only way to make him wear the socks. (Participant IDI1) (See Appendix F, 13)

Throughout the winter it wasn't possible for me to make him wear socks. I remember that my mother-in-law was disapproving this, and she made me feel like an awkward mom. (Participant IDI4) (See Appendix F, 14)

My daughter was only 3 years old when we got her a pair of flip flops. Although they were quite uncomfortable, I remember how much she cried and how much effort she made to wear those flip-flops (Participant IDI5) (See Appendix F, 15).

The common expression of all families is the same; we always had to cut the tags of the clothes. Also, most families expressed their children sensitivity to fabrics

Oh yes... all those tags. We cut them all off. I remember very well carrying a pair of scissors in my bag. Even now, before she leaves for school, he takes off his shoes three times. First time because his toe feels uncomfortable. Secondly because the tip of his toe hurts and finally because the shoe tongue feels itchy. These are really difficult to handle. (Participant IDI4) (See Appendix F, 16)

She loves shiny clothes but unfortunately, she can't wear them because they are so itchy. (Participant IDI1) (See Appendix F, 17)

I remember the explanation I made about her "end of school year show costumes". Well, I really had no patience left. No matter how hard you tried

to understand them you somehow feel exhausted at the end. (Participant FG4)
(See Appendix F, 18)

It is seen that in-depth interview participants share more about physical sensitivity. This may be an indication of a more detailed sharing of the topic, which is one of the advantages of in-depth interview techniques.

4.1.2 Emotional development features

According to National Research Center on Gifted and Talented (NRC G/T) in University of Connecticut, University of Virginia and Yale University (2004), a family is considered to have an integral role in stimulating or hindering a gifted child's social and emotional adjustment. Researchers and educators have stressed that healthy family relationships and communication between parents and their children are the most critical component in the development of gifted children.

4.1.2.1 Emotional sensitivity

Emotional development processes are one of the most emphasized issues of families. Most of the participants in the focus group and in-depth interviews explained their experiences, thoughts and feelings related to their children's emotional features and sensitivities. This is one of the most frequently mentioned experiences of families during the research. Most parents declared that they need support to manage this situation. Almost all parents discussed in greater depth their experiences about their gifted children's perfectionism and emotional sensitivity. In the followings data is from focus group research.

FG1 and FG2, both have two boys, and both have one child each identified as gifted. Husbands of both cannot spend time with the family due to their work. Both were the participants who shared the most about emotional development during the

study. This may reflect the role and importance of fathers in the development of gifted children.

He is too emotional/too sensitive. For example, he doesn't want to live in a big city because he says that being raised in a big city damages their health. At the same time, he is sensitive towards world problems. He knows about wars etc.... (Participant FG1) (See Appendix F, 19)

Always and always more indistinct. He does not want to be at the fore front and like to manifest himself. His perceptions are very high, he initially understands whatever is being told, and never asks for a second explanation....Internally he is emotional (his emotions are at a high level), I am not sure which one is at the fore front, perhaps conscience? Such emotions are strong in him. (Participant FG2) (See Appendix F, 20)

IDI1 and IDI5, on the other hand, understood that their children's emotional development was above their peers with different examples. IDI1 reported that her child had questions about the point of compliance. IDI1, who also mentioned that her child has had many problems in school environments during the research, seemed quite upset when he talks about these issues.

Their emotional sensitivity, their sense of justice is so different from others. Actually, we have problems with obeying to the rules. They keep on questioning the rules and come up with questions such as "why do we have this rule?", "Who is it for?", "Is this rule useful?". (Participant IDI1) (See Appendix F, 21)

When you talk with my son or daughter you notice that emotionally they are above their own age. My son is 15 but sometimes you think you were talking to a 30-35 years old person. My daughter who is only 10 makes you feel the same when you talk to her you think you were talking to a 17 years old teenager. Their perception, their listening skills, their capability of understanding the reasoning behind facts/events and their ability to combine all these with their emotional sensitivity easily and deeply. These kids are deep thinkers. What I am trying to say is that it doesn't have to this way. I mean there should be a harmony between their age and their emotions but unfortunately because of their high IQ level their awareness/perception is higher than other children, which leads to emotional sensitivity. (Participant IDI5) (See Appendix F, 22)

IDI6 has two children, and both are gifted. Although she has a little knowledge about giftedness and features of gifted children, she observed the differences of his children on emotional sensitivity. As IDI5 and IDI6 had two identified children and the study covered

the elementary school period, it is seen that the experiences of their older children reflected in the comments.

These children live their emotions at the extremes. This is why these children are considered to be extremely difficult... They are extremely sensitive. Ever since they were born ... (Participant IDI6) (See Appendix F, 23)

Some parents in in-depth interviews explained their experiences from the point of view of their children's solutions faced with social problems in school environment. One consequence of their emotional sensitivity is the development of empathy skills.

While raising her children IDI2 has observed many differences of her daughter, but no one believed her daughter's differences except her. She explained during the research that she felt herself lonely but never gave up. She is also a person who does not hesitate to guide her child for her happiness and success. In this sense, the importance of the proposed solutions to the children's structures and characteristics may have emerged. IDI5, on the other hand, mentioned the perception of her friends in the classroom. Her daughter's difficulties also upset her.

I can't. Why? Because I can't hurt someone. Mom, it doesn't feel right to hurt someone just because he did wrong to me. Well, it is your choice, but you probably would feel much better if you did something about it. Doing something about the matter would actually ease the pain you feel. No, I don't prefer that.... She told me that we don't need to treat someone unfairly. I can treat you unfairly but that wouldn't be a relief for me. I will leave you as you are and stay where I am. (Participant IDI2) (See Appendix F, 24)

Well she asks questions he is inquisitive, and she also likes examining things. But because of these features, her classmates make fun of him. She became an introvert person because of this fun making. She shows no interest in socializing and he always tries to find children like her or talks to her teachers. (Participant IDI5) (See Appendix F, 25)

Most of the parents in in-depth interviews mentioned that those children's anxiety levels increased as a result of high emotional sensitivity.

Even though he understands quickly, is good at designing diverse things and able to see/notice abstract/invisible things his giftedness is limited. He is a human being and that is the most important thing here. His feelings going up and down and his anxiety level is quite high, too. This is the problematic part and right here support is needed. The biggest mistake a family can make is to ignore the fact that their children are whole human beings and don't only consist of brain. That is why huge support is needed to overcome this problem. (Participant IDI7) (See Appendix F, 26)

Well she is only 10 but sometimes she acts as mature as a 40 years old person. This instability causes confusion. In other words, when she can't find answers the situation starts to become problematic. Emotional problems arises. Questions such as why? how?, have a deeper meaning for him/her and all these things I talked about are the reason of depression. (Participant IDI5) (See Appendix F, 27)

One of the other important issues that the parents talked about was the improved sense of justice of children in both focus group and in-depth interviews.

This issue was evaluated not only in the context of emotional development, but by the parents as an issue that would affect every stage of their children's lives.

This was one of the most prominent issues both during and after the study.

Looking at things from a different viewpoint, having a sense of justice and being conscientious are definitely good features. (Participant FG5) (See Appendix F, 28)

When he started school, he could read and write so after a while he got bored. Then some of his features came to daylight. For example, justice was a very important issue for him and actually this was the reason why he was confronting conflict with some friends/classmates and teachers. He was questioning justice in relationships which was the starting point of our emotional problems. (Participant IDI4) (See Appendix F, 29)

When we were in a social environment, there were visible differences from other kids in terms of behaviors, language, level of awareness, which was high, understanding of justice, which was also high, her level of empathy was also high. (Participant IDI1) (See Appendix F, 30)

According to two parents in in-depth interviews, intuition affects children's behavior as a result of emotional sensitivity.

Many of the participants in the research shared the results of the situation that educators not knowing the characteristics of children. Parents emphasized to abandon their activities for gifted children with high emotional sensitivity and perfectionism.

It was observed during the research that it causes stress on parents.

After her violin tutor told her that she was very successful, my daughter started to dislike her tutor. My daughter noticed that her tutor was much more interested in one single student. Since she let's say was developing differently and probably most of the children didn't notice this situation or didn't care about it, she stopped playing the violin and hasn't played it since then. (Participant IDI2) (See Appendix F, 31)

My son thinks that the personality of the tutor is much more important. His/her energy, his/her light ... so important. (Participants IDI1) (See Appendix F, 32)

4.1.2.2 Perfectionism and intolerance to failure

Perfectionism and intolerance to failure is one of the most important characteristics of children observed by parents. Almost all parents shared their experiences of their gifted children troubles because of perfectionism and intolerance to failure in both focus group and in-depth interviews.

Almost all parents gave examples about perfectionism and intolerance of failure, such as emotional sensitivity. Although IDI3 was a participant who did not share as much as the others during the research, she wanted to share her experiences.

It seems that this is very crucial and influential factor for her.

He is also too much of a perfectionist. The painful process accelerated, and the school told me: "It is too early yet, but please followed this up, he might be gifted. (Participant FG1) (See Appendix F, 33)

And perfectionism, extreme perfectionism. (Participants IDI3) (See Appendix F, 34)

Anxiety, fear, yes. Perfectionism maybe, no tolerance for failure. Actually, all of them should be considered as the features of gifted children. (Participants FG6) (See Appendix F, 35)

Most of the families shared the effects of this situation on the child's psychology in both focus group and in-depth interviews.

Although IDI6 was one of the participants who prefers to talk less when sharing. As it is understood from her sharing, her child's emotional state because of perfectionism and intolerance to failure is the biggest problem for her. IDI2 is also one of the most sharing participants about this subject. This may indicate the importance of the issue for IDI2. Also, IDI7 and FG2 have observed the psychological impact of it on her gifted children, although she knows little about the gifted children. The longest sharing participant is FG3. She lived many difficulties especially in school until she understands their children differences. This may be a cause of long sharing during the research.

Rules should be followed; those who do not follow rules should be warned. Perfectionism appears at the forefront. And they start warning others. I experienced some problems in this regard too. And it is not rosy after this point on. Problems started to emerge. (Participants IDI2) (See Appendix F, 36) (See Appendix F, 36)

My son gets angry easily. And whenever he is wrong, he never admits it. That is our biggest problem. (Participant IDI6) (See Appendix F, 37)

He wanted to impose his perfectionist attitude on his friends. Of course, he was getting angry, for he could not have approval from his friends. The issue reached to the point of hitting other kids. For this reason, we had a challenging preschool period. (Participant FG2) (See Appendix F, 38)

They are perfectionists. They are anxious whether they become successful or not. They are curious by nature. Sometimes their questions are about their own insufficiency or inability. (Participant IDI7) (See Appendix F, 39)

Kids have technical basis for being success oriented, competitive, target oriented. They are nurtured by this. When you say, "Way to go kiddo!", they blossom saying "I did well, didn't I?" Here is how I recognized this. He was doing great with piano. We made a mistake though. Regardless of his superiority in terms of intelligence, he needs to do page 1. Can he also do page 8? He went into his own mood of "yes, I can do this" and then took himself off. Then I understood that we should do everything step by step or little by little. I forgot about the piano. Then he said, I am going to learn how to play the guitar. I said, "Here is the guitar, do it your way" and because of that "I know this" mood, he quit the guitar. I believe we should tell our

children “What a great job you did, way to go, you had such a big accomplishment!” and make them feel great... They should learn to accomplish things by themselves, and by observing themselves. (Participant FG3) (See Appendix F, 40)

One of the parents in in-depth interviews shared the feeling of fear of the future of their gifted child. In fact, I observed that most people had a fear about that.

These kids have a fear of failure. I think this is a very important point because this fear will affect their success level in the future. Ignorant people by the way, are more courageous and they just do things without giving it a second thought. But you, a well-qualified person still thinks “Can I do it?” This so important because in the future these children are going to make decisions, going to take risks. So, the question is “how can they overcome this fear of failure?” and we the parents; what can we do to help them? (Participant IDI7) (See Appendix F, 41)

4.1.3 Social development features

When the social environments of gifted children in primary school are considered, school and peer relations gain priority in this section. They talked about the importance of the effects of characteristics of gifted individuals on socialization process.

4.1.3.1 Socialization and peer relations

In general, although gifted children want to be in contact with intelligent equals during the socialization process, they show similar characteristics with their peers emotionally. Because of that reason, most of the families stated that their children contacted older people. This situation causes troubles for gifted children in terms of socialization.

FG5 is one of the participants who talked about this issue. It was shared during the study that her gifted child did not prefer to spend time with peers from an early age. The mother seemed worried about this. It was observed that she is afraid

that her child will have problems about this subject in later life. IDI1 has a dyslexic child. According to the shares of FG1, this situation caused the child to have difficulty in terms of peer relations. IDI5 looked sad when she tells her daughter through the eyes of other peers. Her voice tone and body language reflected sadness.

He is constantly unhappy. Lego, plays/games, drawing pictures... all are just great. He always wants to play with older ones. (Participant FG5) (See Appendix F, 42)

Mine is very communicative but not with his peers. Some people call him "precocious" and others tell me that children of our time are like that. How come? (Participant FG1) (See Appendix F, 43)

Although it is not easy, society needs to accept these children. People think that they are smart alecks and just because they act like smart alecks you want to grab a slipper and smack them. (Participant IDI1) (See Appendix F, 44)

To my daughter the people are around her seemed as if they were from another planet and those people had the same opinion about my daughter, too. She reads different kinds of books and she holds conversations about different topics. (Participant IDI5) (See Appendix F, 45)

During this study, most parents shared that their gifted children had problems in socialization and often found the solution in behaving similar to others.

In the beginning, school was tough. Everyone was just at the spelling level but at that time my daughter could read smoothly. One day she came home and started to talk. Actually, she wasn't talking properly. She was spelling all the words. I asked her why she was doing this. She told me that all her friends were doing it. She was doing it because she wanted to be part of the group, a sense of belonging to somewhere. While we were talking, I said that she was able to read books. She told me that she knew that but just because everybody in class was still dealing with spelling, she didn't want to be the only one who was able to read smoothly. (Participant IDI3) (See Appendix F, 46)

On the other hand, participants also shared that sometimes their children saw retreat as a solution when they were faced with socialization problems.

Well he asks questions he is inquisitive, and he also likes examining things. But because of these features, his classmates make fun of him. He became an introvert person because of this fun making. He shows no interest in

socializing and he always tries to find children like him or talks to his teachers. (Participant IDI4) (See Appendix F, 47)

One of the most important issues in social development processes is their communication with peers. Many gifted children suffer from peer bullying and have difficulty in communicating with them. Parents in both focus group and in-depth interviews want to know how to proceed.

My daughter was in a group of four people. They seemed to be close to one another. Eventually, one of the girls tried to get rid of my daughter. They started to meet without my daughter. After a while they started mobbing her. My daughter told me that whenever she tries to say something that particular girl was rebuffing her. My daughter was really confused because even though she didn't do something wrong she kept asking me: "Mom, am I doing something wrong?" Afterwards she told me that whenever she entered the classroom her classmates started saying, "Look, the Virus is here now". The same happened at her leave. Hey people look the Virus is going". That particular girl from the group was probably provoking the students. That might be a possible explanation for the behavior of my daughter's classmates. We discussed this issue with the school administration and of course with the psychological counseling and guidance service to find a solution.(Participant IDI2) (see Appendix F, 48).

Peer bullying is one of the most common problems of gifted children. Parents shared their experiences on this topic during the research. One of the topics they learn most is how to protect their children from peer bullying and how to teach their children to be protected from peer bullying.

4.1.4 Out of school activities

One of the most common things that parents said during the research process was that they were looking for out-of-school activities for their children after their identification. Almost all parents both in the focus group session and in the in-depth interviews declared that one of the most important reasons for this was the lack of state education and training for gifted children. The following data was from focus group study. The nature of the focus group study causes more than one person to

share the subject and could be influenced by what was said and shared by other participants and could be shared more.

It is not a surprise that FG5 needs information about this, because it is a matter of concern for the mother that her daughter wants to spend time with the older children and adults. Out-of-school activities may give her daughter the opportunity to be with mind peers while keeping her with her peers. FG4 is the most asking researcher involved in out-of-school activities. She thinks that the state is insufficient in this regard. She also complains about lack of access to the necessary information in his research. FG6 also cares about out-of-school activities.

As parents what should we do if the school/education system fails to support their needs? Should we try some workshops etc.? (Participant FG5) (See Appendix F, 49)

For a parent, it would be a big relief to know where he could get support for his child. When I say support, I mean courses designed for gifted children. It doesn't matter if they are for free or not. (Participant FG6) (See Appendix F, 50)

As mothers of gifted children, we should be better informed about where to find support for our children. There are various programs and workshops throughout the world but unfortunately, we don't know anything about them. (Participant FG4) (See Appendix F, 51)

Most parents in both focus group and in-depth interviews stressed that educators and teachers also played a crucial role in courses. They stated that the person who would contact the gifted child should know the characteristics of the gifted children.

It isn't enough that the teacher/instructor is knowledgeable. It is also very important that these people are dedicated to / care about what they do. And I hope that my dream may come true. (Participant IDI1) (See Appendix F, 52)

One of the parents in in-depth interviews stood out that they should get support for activities that could be done at home besides the courses.

IDI6 had a job, but she preferred to quit because she wanted to spend time with her children. She wants to know which activities can be done in the home.

When we come to this place, they tell us that we can find here whatever we need so just bring your children well, fair enough but there must be something we could do at home, too. (Participant IDI6) (See Appendix F, 53)

Some of the parents in in-depth interviews suggested that parents should be educated. So that, they believe that they could make more effective decisions about out-of-school activities that could support their children.

It is seen that IDI4 had several questions about this issue. As mentioned earlier, she had a job related to families of gifted children, so she had more conscious about this topic. Also, her explanation may be very crucial; “I think it can be harmful if we exaggerate or underestimate the situation”. Also, IDI2 is eager to develop her child in every field. It is observed during the research that she may also be considered as ambitious.

How can I support my child at home? What about educating him? How can I get an IQ test done? How can I support my child in social surroundings? What does it mean when a child gets identified as gifted? How beneficial will it be for my child? Accept her as she is. No less, no more. I think it can be harmful if we exaggerate or underestimate the situation. (Participant IDI4) (See Appendix F, 54)

It would have been really useful if someone had informed us about what kind of courses our children should take. For example, my daughter takes a couple of courses (English, coding etc....) but I am really not sure how useful/effective they are. (Participant IDI2) (See Appendix F, 55)

One parent of in-depth interviews said she has received a lot of support from online platforms. In this way, she says, she also obtained information about out-of-school activities.

Are there any new publications, new organizations related to gifted children? What about gifted children and their legal rights? We are able to quickly grasp and understand. There are many platforms where information can be

shared. Sharing information on various platforms is just great and makes much of a contribution. (Participant ID11) (See Appendix F, 56)

4.2 Before and after identification

The second master theme is before and after the identification. Identification of children as gifted can be seen as an important breaking point in the lives of both parents and their children. Since one of the aims of this research is to determine the areas in which the families after the identification of their children as gifted are educated, the observations and experiences of the before identification period gain importance, just as the after identification observations and experiences.

4.2.1 Before identification

This part will be handled two sections; family observation and teacher observation.

4.2.1.1 Observation

All parents have put an emphasis on the importance of making the right observation both in the family and at school. They also have emphasized that the right observation is not enough, that teachers should be willing to improve themselves, and schools should have a wide vision. Communication with teachers and school will be discussed in detail in theme 3.

4.2.1.1.1 Family observation

One of the most important issue observed during this study was that parents could not trust themselves when observing their children. Here, all parents both in focus group and in-depth interviews had two main approaches; if it seems to me and the child is different because I'm interested.

One of the most striking observations during the study was that parents could not be objective when observing their children. In addition, IDI4 and IDI5 mentioned the observation process of their first child because they had two gifted children because they were experienced in the second. This may indicate that the observation of the other child is more objective once one child identified as gifted. FG4 and IDI7 shared their own observations with very exciting statements. In particular, IDI7 is pleased that both children are identified. The main reason for this is that it facilitates relations. FG6 mentioned that she raised her child in her own way and underlined that her child was a child loved by everyone. It seemed quite self-confident while sharing her opinion and observation.

I knew my son was different and since he is an only child, I am able to take care of his education. (Participant FG4) (See Appendix F, 57)

When I noticed that she was different I got panicked. However, I didn't think that she would get identified as gifted. For a long time, I thought that a gifted person was someone who could play the piano at the age of three, attends the university at the age of 10. Obviously, I was wrong. It turned out to my surprise that I didn't know the exact meaning of being gifted. My daughter didn't have any of those previously mentioned qualities, but I still knew that she was different. Firstly, not knowing the exact meaning of giftedness led to confusion and panic. (Participant IDI4) (See Appendix F, 58)

He was about four or five years old. At that age he was able to count by fives and tens. Yes, we were quite aware that he was doing something above her age but at the same time we thought that maybe we made him learn things just because we are caring parents. Then, when he turned six, she started reading without help. He combined letters and read smoothly. We were aware that we shouldn't have taught him how to read and write. Actually, we didn't. The only thing we did we kept answering his questions because we thought that it was the right thing to do. (Participant IDI5) (See Appendix F, 59)

Since our children were able to do so many things earlier than their peers, we knew that both of our children had a potential and were highly intelligent. That was a sign for us. I have to admit that it was difficult for us to see, to find out about the differences because both of my children were like that so actually I had no chance to compare. They had no problems in doing homework or in understanding school subjects. (Participant IDI7) (See Appendix F, 60)

Everyone around me loved my daughter and there was something different on her, but since I didn't know anything like that, I always attached it to my own raising style. (Participant FG6) (See Appendix F, 61)

On the other hand, most of the parents have observations about the differences of the child.

She is one and a half years old and she can learn words and songs by heart, her memorizing is brilliant. I was considering her as highly qualified in terms of perception. Her father used to say that she resembles him, because her perception is high. (Participant FG6) (See Appendix F, 62)

Besides, he was always trying to learn on his own, and that's what makes me so happy. (Participant IDI1) (See Appendix F, 63)

A crow or a different crow came in there and he started to say "caw" and he was three months old. That was very interesting. (Participant IDI2) (See Appendix F, 64)

When he was 1.5, there were a lot of things, he could speak clearly. (Participant IDI6) (See Appendix F, 65)

And then when he was three, he was doing it, and as far as I'm concerned, he could count back from 200. I taught him that because I didn't give him much. After that, he could count back from 1000 when he was four years old, stop counting back and forth. (Participant IDI4) (See Appendix F, 66)

It can be said that in an in-depth interview, the participants shared more and detailed the examples. Most of the above statements are those of the participants in in-depth interview.

Two of the parents in focus group admitted that they could not observe their children correctly. They also agreed that the situation would be different if they could observe it correctly. It reflects the importance of correct observation.

I see that we misinterpret a lot of things that we can't understand. I've seen the people and educators around him misinterpreting it. It's like waiting for someone with no legs to get up and walk. I saw that we were expecting him to do things he couldn't do. (Participant FG3) (See Appendix F, 67)

I wish I'd known before and talked to the trainers around him accordingly. If I had put my child in the places he needed at school, my child wouldn't have

been beaten. Because my child was badly hurt. (Participant FG2) (See Appendix F, 68)

The idea of most parents was that the children are aware of their differences.

As mentioned earlier, the parents of gifted children could not rely on their observations.

He is already aware that he is different, and his perceptions are high. Their reasoning skills are very well, and they are aware of everything. (Participant FG3) (See Appendix F, 69)

One of the parents in focus group stated that he prioritized his own observations. During the research, she explained having a gifted child should not be exaggerated and emphasized that it is better to rely on her own observations on an issue where common consensus cannot be reached.

I'm acting according to my own facts on a subject where even professors are conflicted. I have never believed in certain facts. Every child is a separate world. I know that I have adopted this logic for every child, but I am acting in my own right, no matter who says it. (Participant FG6) (See Appendix F, 70)

4.2.1.1.2 Teacher observation

Undoubtedly, in the development of children, the observations of the teachers as well as the observations of the parents are critical important. In both focus group and in-depth interviews, almost all parents shared feedback coming from their children's teacher

When he was in kindergarten, his differences arose, and he learn how to read and write by himself. (Participant IDI4) (See Appendix F, 71)

He is a child with developed cognitive skills. Since I am a working mom, he had to start attending kinder garden at the age of 2,5. In the kinder garden he was constantly doing things like screwing off the door handles etc. His/her teacher warned us that we should pay attention to his behaviors. (Participant IDI6) (See Appendix F, 72)

Although the teachers told us how wonderful it was that both of our children got accepted into this school, we still couldn't see anything special about the situation. However, I must admit that after the last training. I became a little

bit more aware of what was going on. (Participant IDI7) (See Appendix F, 73)

Here it can be said how important the observations of pre-school teachers. Many participants stated that the first feedbacks about their children's differences came during the preschool period. FG3 is a participant who shared the most about this topic in the focus group work. As mentioned earlier, she lived many difficulties especially in school until she understands their children differences. She stated that it was a big mistake to ignore the feedback during the preschool period during the research. It was also evident from her body language and tone of voice that she was upset when sharing.

Then one day, the nursery's pedagogue called us when he was 2.5. He said please follow the boy and he could have superior potential. We see obvious differences. (Participant FG3) (See Appendix F, 74)

FG4, on the other hand, seemed both surprised and proud when talking about his teacher's comments.

I didn't send his to kindergarten. When he went there, his English teacher said: Oh! His English is very well! It must have been many years since he started to learn English.(Participant FG4) (See Appendix F, 75)

4.2.2 After identification

After identification, parents stated that they had both emotional and psychological problems. In this case, understanding and supporting families becomes important. Another important issue is whether the identification of giftedness will be shared with the child or not.

4.2.2.1 Parent psychology after identification period

One of the topics that families talk about for a long time in both focus groups and in-depth interviews is what they feel and experience after identification. Some parents stated that they were expecting this, while others were talking about an increased

level of anxiety. Some stated that they did not want to have the test, while others said that the identification relieved them.

During the study, it was observed that the majority of the parents paused for a moment before answering this question. Also, they were answered by using intensive mimic on their face when they were asked about their feelings after identification. It may reflect the intensity of their feelings.

What did I feel? I knew something was going on, but I think it's nice to call it a name. I felt good. (Participant FG4) (See Appendix F, 76)

I was very concerned. I thought about how to catch up with him. I thought about what I could do. Because they are in such a place that one-day, I attended a seminar at Istanbul University. They said: "In fact, these children are in two different poles with the group of children with mental disabilities. They expect the same attention and the same education. (Participant FG2) (See Appendix F, 77)

I am happy to say that there is something in my child, but later into this business anxiety increased, stress increased, wars proliferated. (Participant IDI1) (See Appendix F, 78)

I was so relieved, so relieved. Because there was something we couldn't name for a long time. The child is going through something, there's something he doesn't feel good about, there's a lot of things he's behaving differently. I couldn't put my name on it, and I was relieved...I said OK, now we know what it is. Now I know what to investigate, what to do. Now I know what I need to know what. That's why I was so relieved. Because this labeling was important to us. (Participant FG3) (See Appendix F, 79)

I was upset when he was identified in the first grade, because my daughter always talks to their elders instead of playing with their peers. She's sorry for me, she's sad when I get sick. She always thinks like an adult. That's why I was upset when she was identified. (Participant FG5) (See Appendix F, 80)

Then, she was 5 years old and they said she is 9. "No way!" I said. (Participant FG6) (See Appendix F, 81)

Some families also stated that they avoided identification. Although the reasons vary depending on the family, the main reason is not to find the answer the question: What will we do after a child is identified?

During the study, I saw the concerns of the families about the future of their children both in the focus group study and in the in-depth interviews. Especially after identification, they said that their worries about the future of their children increased. In order not to be worried, some of the parents did not want their children to be identified because they had no idea what they were going to do about the future. On the other hand, one of the most frequently asked questions in the post-research speeches was what they should do for their children. Was there anything made for gifted children?

My feeling at that moment was anxiety. Why? Because that's the first feeling I've ever had. Maybe many moms and dads were very happy, oh great, but I never did. My anxiety level is very different; now what will happen, how will we sustain life, how will we improve the emotional aspect? That was my first concern. I knew she was different. At first, I didn't want to introduce the difference in this dimension. (Participants IDI3) (See Appendix F, 82)

What kind of life is needed for the child, how should I be, how should I act against her? (Participant IDI6) (See Appendix F, 83)

We didn't get involved; we didn't meet... Now some things started to force and upset us. There is something and we don't know why. There's one thing the kid doesn't feel good about. We said, let's go this way. (Participant FG3) (See Appendix F, 84)

Or I realized there was a difference. Quite frankly I don't remember it was a huge difference. So, when he was identified, the psychologist thought there was a difference with my son, and we did it at his request. It came out like this, and I were not surprised that what matters was what area I could support him. We're trying to support them now. (Participant IDI4) (See Appendix F, 85)

Our school psychologist said, "No, it definitely has to go on, and it certainly has to come to the diagnostic stage and continue education." I had a sleepless night, a headache although it is not so common in my life. You know, you always wait, but until you get to the door, your heart beats so small. It came to the door and now we had a sense of what to do and what to do at first. My husband didn't sleep until that morning. (Participant IDI3) (See Appendix F, 86)

4.2.2.2 Informing the child his/her giftedness

In the field research with parents, I noticed that they were most curious whether to share the identification issue with the children. I observed that parents faced this dilemma, especially when their children felt differently in a social environment of children in school or relationship with their peers. This was the same in both focus groups and in-depth interviews. The following data are from parents in from focus group.

During research, it was observed that most of the parents avoided using the words gifted and intelligence. Even when they had to say the words were spoken very slowly and choked. It was as if they were ashamed of this. One of the most important reasons for this was that other people think she was bragged from her child. Another reason was the possibility of jealousy. Another reason was that their children may be spoiled after this information. Parents thought that it might reduce their success in the school. For all these reasons, they were not sure whether to share the identification with their children. All sentences below, reflect this.

When you first heard about it, they said the kids shouldn't know. Now, it is supported that the child should know his situation according to the training programs I'm going, I am now in a stream, and then with the trainings of Ms. Banu and you, and when I think about the later ages, yes, there is something like the child should hear about it. But I'm still hesitant. I wish we could study and learn how to say it....For example, she teaches a different project or draws a different picture and she says: Mom, how clever am I, right? She constantly asks these kinds of questions and she told me something like a jar and I said, so? And then, I say yes, you did very well etc. I confirm her, but she doesn't know. Should they know?(Participant FG5) (See Appendix F, 87)

I didn't share it with anyone but my husband and brothers. The boy didn't know. She found out after she was successful in SAC. Her friends told her that wunderkinds are going to that school. Well, I never shared it. I explained that there are parties where everyone is superior, that your math is good, the music of the other, and the picture of the other.(Participant FG6) (See Appendix F, 88)

We kept it secret. We didn't share it with anyone, we didn't share it with the kid anyway, but of course, after a while it's starting to show up. He is already

aware that he is different, and his perceptions are high. Their reasoning skills are very well, and they are aware of everything. (Participant FG3) (See Appendix F, 89)

I have never told the kid so far. Just one thing, I mean, I said you are going to SAC to get an extra education.(Participant FG2) (See Appendix F, 90)

Some of the parents mentioned that they had to explain the identification to their children. in this case they shared the identification as improvisation with their own style

I told the kid in a sentence and he already started to ask me if he was a genius. Because something was happening. I said: my dear, I can tell you that for your age, you can learn quickly, yes, there is such a difference and you can turn it into an advantage if you want. You can go on top of what you're curious about. That's what we said, we never used the word "intelligence". (Participant FG3) (See Appendix F, 91)

Some of the parents in the focus group expressed concerns about the consequences if the child learns this situation.

I think it's very unnecessary they are being labelled. He even started saying something new this year. I'm different. He can't tell me I'm a genius... this has been smarty all the time. (Participant FG6) (See Appendix F, 92)

I didn't have to share it with anyone because I didn't want to label him. (Participant FG2) (See Appendix F, 93)

One of the parents stated that his child was studying in the gifted class and knew about it. He said if a parent hides this situation, it would make a child feel like a fool.

I don't think it's possible to hide it from the kid. My child has already received a diagnosis of words. There is already saying "wunderkind" at the door... if I hide him, I'll make a mistake, putting this kid in a stupid position. He says you're trying to trick me, and he loses his trust in me. (Participant FG3) (See Appendix F, 94)

One of the parents stated that the identification should definitely be shared. She also explained the situation by giving examples from a book named "I know I am different".

Also, I thought I mentioned that there is a book named as "Farklı olduğumu biliyorum" (I know I am different)", and I am really influenced by this book. In the book, the child, who learned that he has high potential many years later, says something to his mother, and I got goose bumps while I was reading this. That was exactly what I experienced with my daughter. I experienced this in a very intense way. The child learns the fact from his mother and says "I wish you said that to me when I was 5. I knew that I was different, and I was always aware of it. But I was thinking that being in this kind of situation is a bad thing." My goose bumps. (Participant IDI5) (See Appendix F, 95)

During the in-depth interviews, many parents stated that they were confused about whether the identification would be shared. Some of them stated that they have chosen not to share for now.

Here, each participant responded through her own experience. While IDI4 emphasized training on the subject, IDI5 emphasized that each child is a normal child except for differences. IDI3 explained how the diagnosis was hidden from the child and how it worked to hide it. IDI3 seemed to be certain that it was correct when doing all these shares. IDI5, on the other hand, focused on solving this problem by addressing the issue in terms of sister relationships.

And, there is the thing whether the child should know this or not, after the test. For one thing, the kid understands us with his intuition that he's different. He says I'm different. We never told my son and daughter that you were like this, but we always said that you were curious, and that's a beautiful thing. You know, every kid doesn't have curiosity. I think that the child should not be normal. Because after a while, the kid's already acting like normal kids, so is my daughter. (Participant IDI5) (See Appendix F, 96)

The point whether we should tell that to the kid or not. I think we need to get training on this. I mean, how do we say it, when and so on. At that point, I mean, I might say that we began to act commonly in my process, because I was separating very much in my mind. (Participant IDI4) (See Appendix F, 97)

One day my daughter said, "Mom, am I a little different?" I asked why. -Is my intelligence a little low, mom? I said: my dear, intelligence is something measurable, we measured your intelligence, it is not low. I mean, she said. I said it's not low, baby. Person A said that the special center we go is a place for geniuses. I am going there at the weekend, he said. I mean I wonder if I am far behind the others, do I need to overcome some of my deficiencies; is that the reason why I go there? I said: my dear I am reemphasizing that intelligence is something measurable, we measured your intelligence, and we saw that yours is different. We saw the difference in not only intelligence but also in other ways. We believed that we should support these differences, that's why you are participating in this training, it is not a deficiency or so, I said. I said we'd explain this in the future. (Participant IDI3) (See Appendix F, 98)

Some of them stated that they have chosen not to share for now. This is a situation where parents decide according to their own way of thinking.

We said that it was also identified, these can be positive features, they cannot be the problems we can live in this way, but he does not know it now. Because we didn't want her to know by her age, we wanted her to grow up a little bit more to be a little more understandable.(Participant FG1) (see Appendix F, 99)

It is observed that parents abstain from using the word intelligence. Two parents in in-depth interviews explained this situation with the sentences below.

They already know that they are different in that sense, maybe we were not very difficult in terms of the environment in terms of communication. But it would be a slight thing to do with something like this. I don't want to use those words much, but (Participant IDI2) (see Appendix F, 100)

I mean saying that you're superior, you're different than the other kids, that's so wrong, that's not true. You don't have to tell the kid. It's important to make the child feel that you're just a curious, caring child and that you appreciate it. I mean, you can do this by buying books for him, accompanying him, and showing that you are with him, I mean, we can do this. That's what I did, but it's wrong to say you're different to kid. I mean, there must be pieces of thought and pieces of emotion for him to use that sentence and to piece them together. (Participant IDI5) (see Appendix F, 101)

4.3 Personal development

The third master theme is personal development. This master theme which is divided into the two sub-themes; (a) communication and communication management in families and (b) Information needs. Each sub-theme has subgroups.

The first sub-theme, communication and communication management is divided into three subgroups;

- (a) Self-improvement,
- (b) Family communication and
- (c) Communication with others related to gifted children's lives.

The second sub-theme, information needs, divided into four subgroups; these groups are;

- (a) Internet literacy,
- (b) Report evaluation and interpretation,
- (c) Legal rights and
- (d) Schools and educational facilities for gifted and talented children in

Turkey.

During the study, both in the focus group and in-depth interviews, almost all parents shared their experiences and troubles related to themselves, their families, their relationship with other people and institutions that influence the children's' lives. All this sharing information causes to think that these subjects are very crucial for parents whose children were identified as gifted.

4.3.1 Communication and communication management in families

Communication is important for human life, and communication management is especially important for parents. Here communication is an important key not only to

having a child but also to raising it as an individual. Parents of gifted children may probably need to pay more attention to communication management because of the characteristics of giftedness.

4.3.1.1 Self-improvement

Self-improvement is an important contributor to every situation and person, especially a person's own life. During the research, most of the participants mentioned that personal development is a necessity for them, especially after their children have been identified as gifted.

4.3.1.1.1 Support for personal development

One of the most important issues shared by the participants was how to complement their shortcomings after their identification and how they could be useful for their children. Almost all of them thought they needed to develop themselves personally.

Although IDI7 didn't read books about gifted children, he mentioned that he read about personal development. During the study, he emphasized that reading such books also contributes to the development process of children. On the other hand, FG2 and FG4 are concerned about how children can contribute to their development. During the study, they said that the most important reason for this was that the children's development was rapid and that they could not catch them up. Another issue observed here is the high level of anxiety of FG2 and FG4.

In fact, I do not read books about them, about special kids, but I love reading books about personal development, emotional quotient, human affairs, and relations with kids and I see them beneficial. Very much, it has created a serious awareness. (Participant IDI7) (See Appendix F, 102)

How will I catch up on my kid? What do I have to do for him?(Participant FG2) (See Appendix F, 103)

As the child grows up and progresses, we're already running right now. I mean, we're just running after him and trying to catch up on him.(Participant FG4) (See Appendix F, 104)

During the study, it was observed that parents generally have a concern about capturing developmental processes. IDI2 stated that it should develop herself in the field of psychology. IDI5 mentioned that it is trying to improve in almost every field. FG3 said he was aware that he would not be able to catch up after a while. Therefore, understanding and supporting the child was enough for her. IDI7 is a participant who does not make reading about this field even though her children are diagnosed but develops herself in personal development. FG1 is aware of the necessity of self-development. Despite this awareness, it was not observed that she was willing during the study.

In this process, I continued to work, you are always learning with the kid and behave accordingly. We build our own lives and the kids' lives on that awareness.(Participant IDI5) (See Appendix F, 105)

I want support in this aspect; I mean I want to know psychology and human psychology. If I knew both my daughter, and myself, it would be good for both of us. (Participant IDI2) (See Appendix F, 106)

When they're raised well, they come to the right places. If we develop ourselves, they catch up on us. (Participant FG1) (See Appendix F, 107)

I'd like to know everything. Why would I? I want to be more useful, so I don't want to leave my daughter alone, so...(Participant IDI7) (See Appendix F, 108)

I can catch up on him now, but after a while I won't be able to catch up, some things are happening now that the kid says he's never going to leave me with the mind of a kid he has, but after a while there will be things that he does not like me, so I can't help him, so it's not about the thing. So, there's going to be some points in school that I can't support her in her academic life. Then maybe, if I took that education, if I took that education psychologically, then maybe I knew how to treat my daughter. Maybe right now, maybe because I didn't get that kind of training, I'm pushing my daughter so much about grades. (Participant FG3) (See Appendix F, 109)

Only one parent stated that said she would only raise children according to her own truth. She attributed the reason to the lack of consensus on the field and science.

I'm acting according to my own facts on a subject where even professors are conflicted. I have never believed in certain facts. Every child is a separate world. I know that I have adopted this logic for every child, but I am acting in my own right, no matter who says it. (Participant FG6) (See Appendix F, 110)

4.3.1.1.2 Need for a psychological support

During the research, both focus group and in-depth interviews, most of the parents stated that they needed psychological support because of the difficulties of raising a gifted child.

This was one of the issues that parents talked about longest. They gave examples as well as psychological effects of their experiences during the research. The vast majority stated that they wanted to get support to learn how to cope with the difficulties of having a gifted child. It was observed that most of the parents were tired and helpless. They were aware that their support would also benefit their children.

I'm still getting help from a psychologist from whom I made her identified. Because my kid has attention deficit. We are using medication and since I learned that fact. I am seeing her as a kid. At that time, I do not see him as a gifted kid or a special kid. I am a mother. The tiny kid is talking to me... I am taking medications; I am taking psychological medications. Otherwise, I might not have handled that situation. (Participant FG1) (See Appendix F, 111)

I was very concerned. I thought about how to catch up with him. I thought about what I could do. Because they are in such a place that one day, I attended a seminar at Istanbul University. They said: "In fact, these children are in two different poles with the group of children with mental disabilities. They expect the same attention and the same education. (Participant FG2) (See Appendix F, 112)

I am happy to say that there is something in my child, but later into this business anxiety increased, stress increased, wars proliferated. (Participant FG4) (See Appendix F, 113)

They have an incredible inner discipline. We're a group that needs to be handled with extreme care indeed. We can go either positive or negative. That is the point upon which we talked today and over which I raised my concern. (Participant IDI1) (See Appendix F, 114)

Only one parent said that identification causes relaxation. This participant, who has little tolerance to unknown, stated that psychological support was needed before identification.

I was so relieved, so relieved. Because there was something we couldn't name for a long time. The child is going through something, there's something he doesn't feel good about, there's a lot of things he's behaving differently. I couldn't put my name on it, and I was relieved. (Participant FG3) (See Appendix F, 115)

4.3.1.1.3 Stress management

As all know, stress causes negative effects on people's lives and stress management is an important for all. As mentioned earlier, stress management is a topic that occurred during research that parents shared experiences related to stress factors both before and after identification.

During the study, the pressure of having a gifted child was observed in the parents. Most of them tried to explain their situation with different examples. It was observed that they were relieved in making these shares, but this was an important issue for the time management of the research. Therefore, it was tried to listen to the participants' shares equally.

As I said, we cannot have a synchronized approach, stress management is very difficult. It's incredibly difficult. There's a lot of time when we can't handle it, but we think that we won't be able to handle it. (Participant IDI1) (See Appendix F, 116)

Stress and anxiety are derived from obscurity, which is fear. Fear, not knowing, must be a suspect. Because you're scared of what you don't know.

Even if the family knew what it to face there, stress and boredom would not do so much. I mean, let's think about what she is doing, she needs to get an education for handling this anxiety. I mean, I've partly had it myself, I mean, I remember that I got into depression. (Participant IDI5) (See Appendix F, 117)

And they really led us worry wherever we went. That is to say: You kid is so smart; you need to provide these opportunities and so on. If you don't, she will go into a decline, her potential will get lost, other things will happen, and as a mother and a father you're really getting worried. Seeing that there is such a potential, what will we do if we have limited resources?(Participant IDI6) (See Appendix F, 118)

If you knew, you would act according to it. In this instance, the family gets stressed. (Participant IDI4) (See Appendix F, 119)

And then this anxiety comes up, and you are wondering whether you can do the right thing with your kid. That's the biggest concern; being enough.(Participant FG1) (See Appendix F, 120)

4.3.1.2 Family communication

When family communication is mentioned, it means communication between mother, father and children. In the research process, only five fathers participated in the pilot study, except them all participants were mothers. Family communication is important when raising gifted children because they have high sensitivity and different characteristics. In the following part communication between parents and communication between sibling will be handled.

4.3.1.2.1 Communication between parents

Parents' cooperation and responsibility sharing are important in raising children. There are many reasons why the majority of the participants are mothers, and some reasons may be that fathers stay away from the subject because of their responsibilities in their lives and their preferences.

When we look at the data below, it can be said that almost all the participants are alone in this situation. Many participants said that mothers were sensitive about

the subject but that fathers were different. During the research, it was noticed that most of the participants were nervous while sharing about their experiences with their spouses. Almost all of them were relieved when they were rested, and when they saw the same situation from other participants, their feelings began to change. It is possible to see this from the participant shares in the research.

It has been four years. My husband doesn't care much about it, so he knows it. Sometimes he says, "Is it true that my kid is in that kind of situation?" I hear that the spouses of my friends and the people around me say the same things. Men are more insensitive, around me at least, women are handling it somehow. (Participant IDI4) (See Appendix F, 121)

However, the father is being pushed or left out of this system. Perhaps, due to his position, area of interest, or his job, they say "the kid is a kid, what else do you expect?", for instance; my spouse used to say "she has superior intelligence, but I wonder whether this test was conducted properly?" Sometimes, men have a tragicomically approach. You know, there's a gap of consciousness and education somewhere. I think it's the fathers who need education. (Participant IDI5) (See Appendix F, 122)

After all, the mother plays an active role in kids' education all by herself, but the father's support is essential, at the same time, he should know what he must do. (Participant IDI7) (See Appendix F, 123)

My husband works in the movie industry, day and night. I am both mother and father in the house. (Participant FG1) (See Appendix F, 124)

I thought that the mothers are lonely considering this subject. Fathers have a great expectation from mothers. I want something to mobilize the fathers; an educational program. I want something, we need to mobilize the fathers in some way, we're very lonely... Fathers are like "you go there, and you can tell me later." There is an extreme discordance in the house, the mother's approach and the father's approach are not the same. (Participant IDI1) (See Appendix F, 125)

We're the adults and she is the kid. We solve emotional problems together; the spouses and the kid. However, the kid can't solve the problems of our whole family and can't be the focal point of relationships. (Participant FG6) (See Appendix F, 126)

FG5 evaluated sociological approaches of participant fathers. In this context, according to her, it is normal for fathers to stay out of the subject, but it is important

that they were in an education process. During the research, it was observed that her interpretations appear to have been due to her background in a traditional family.

With the force of society, this practice is carried out slightly more by mothers. Fathers are observers and gets into a position to handle other matters in that type of families. Or I see an authoritarian father profile. There's a father profile in which the father is involved in everything, and I think these two are inconvenient. I mean, it's a balance, but when I look at the education, the fathers' participation in education is less. (Participant FG5) (See Appendix F, 127)

Some participants said that fathers accused them of exaggerating the situation.

FG2 told to her husband that their son learned to read on his own from television subtitles. Also, she added that after he learned to read, he mentioned that he started reading simple books. He said she exaggerated when she told her husband about it. The child heard all conversations and he did not want to read it again. It was observed that she had anger and despair when she shared her experience.

He said to me that you're exaggerating. My son heard it and then halted communication and quitted reading. I don't know why he did this. Frankly, I didn't even think to ask. (Participant FG2) (See Appendix F, 128)

During the research process, FG3 mentioned that she had many problems about misunderstanding of her gifted children until she was diagnosed. When the problems occurred because of misunderstandings of the child were discussed between the couples, she said that her husband did not want to know whether she is identified as gifted or not. The main reason for this was that they did not know what to do when they knew. During the research, the participant frequently expressed that he was very relieved after the diagnosis was made.

My husband said that we should never get involved in these matters. We should not know whether there is a problem or not. (Participant FG3) (See Appendix F, 129)

IDI1 and FG5 mentioned the situation of them due to their judgment of their spouses. It was observed that both participants were quite uncomfortable and unhappy during this research.

We learned from the information we got so far, and we have an idea of how to approach our kids and how to guide them, but we conflict with fathers in this matter. Especially, you know, they say our kids are spoiled. This is something that I hear too much from the people around me, but for example, when I hear it from my husband, I go crazy. (Participant IDI1) (See Appendix F, 130)

My husband is gradually becoming aware of the situation with my daughter. Again, due to external factors, I think the fathers are stepping back or becoming cautious. I mean, you're exaggerating, this is something that each mother has, and everybody says the same thing about his or her kids. (Participant FG5) (See Appendix F, 131)

Some participants mentioned that parents had some awareness after identification of the child as gifted.

We only realized that he should care less about what he said. We normally care indeed. Only in ignoring his wishes. (Participant FG4) (See Appendix F, 132)

During the research process, FG3 mentioned that she had many problems about misunderstanding of her gifted children until she was diagnosed. When the problems occurred because of misunderstandings of the child were discussed between the couples, she said that her husband did not want to know whether she is identified as gifted or not. The main reason for this was that they did not know what to do when they knew. During the research, the participant frequently expressed that he was very relieved after the diagnosis was made.

We realized that we should tolerate him more. He has never been a kid who might be considered as stubborn and who knows what he wants. I mean, he has never been extremely consistent kid and he has never been someone doing what is told to him. (Participant FG3) (See Appendix F, 133)

Some participants of in-depth interview share their experiences in terms of communication between parents in the following paragraphs.

I am wondering whether he has a problem or not. He is hyperactive, perhaps? I wonder why this kid is like that. Is there any problem? We learned that everything is all right. I was very relieved. Me and my husband were very relieved. (Participant IDI6) (See Appendix F, 134)

We will stay calm, and we won't obstinate with each other. When we said it would be like this, we are backfired. We've decided to make peace and be patient, and we're trying to do it. (Participant IDI3) (See Appendix F, 135)

I always say to my husband; do not make the kids hate their father, be careful with your behaviors, make them love you and trust you, if you are the first man they trust, it will be more difficult for them to make a mistake in some cases. (Participant IDI1) (See Appendix F, 136)

Only one participant mentioned that father fully supported the children and his family in all matters.

My husband, I mean the father is aware of the fact and his approach is, you know. I mean, in general, in these families, fathers don't want to get in too much of this system, they are not get involved. The kid's education, he is just a kid in the eyes of the father. We are also getting confused, but in general, when we learned these identifications, my husband approached more seriously. My husband was also identified with them. I mean he is not far from the subject. (Participant IDI5) (See Appendix F, 137)

4.3.1.2.2 Communication between siblings

Sibling communication is an important part of family communication. Parents sometimes have problems in balancing this communication. After the child is identified as gifted, it is even more important for families to manage, to consider and to understand child's sensitivities and differences. Some families have more than one identified child as gifted.

Although IDI5 knows the features of gifted children and manage family relations accordingly, she has troubles in relationships of her children. Although she said that she had difficulties during the speeches, it was observed that she had less difficulty than the other parents.

It's hard to find, it's hard to build that communication. Because there are two kids different from each other. (Participant IDI5) (See Appendix F, 138)

IDI2 has a life story that knows that her child was gifted but had difficulty in proving it until a daughter identified as gifted. The second daughter states that she cares very much for her mother's older sister. This situation has become a factor affecting the relationship between sisters.

There is something. I sent a message to the parent of one of the students in my little girl's class, saying that 'Could you ask your son whether there was an election of class delegate today?' After that, she said, 'No, but there is something. Your daughter (the elder sibling who was identified) became the class delegate...She cannot make it with her or without her. So, she doesn't have much patience with her. She makes her upset about it every now and then. You know, you can't do it, I can do it better than you do. That's what I'm talking to her about. (Participants IDI2) (See Appendix F, 139)

Both FG3 and IDI4 mentioned that their children might have problems due to their different temperaments. Both participants did not consider this issue as a stress factor in the research process. This is a natural result of the process.

Yes, it is hard to find, it's hard to build that communication. Because there are two kids different from each other. (Participant FG3) (See Appendix F, 140)

Now, with the troubles I experienced in the first one, there may be a feedback for how I can raise the second one comfortably with the knowledge I have acquired..... Now she's in pre-adolescent process. Their interests begin to break up. Other than that, they were getting well with each other before. We have a bit of conflict these days, we have problems with convincing them as both are stubborn. (A participant with both of her kids are identified). (Participant IDI4) (See Appendix F, 141)

Sibling relationships for IDI6 are one of the major problems. During speeches after the research process, the participant stated that her son had put pressure on his sister. Participant declared that her son said to her sister he is smarter than her. She mentioned that this type of conversations upset her little daughter.

But we're very angry, and then he gets angry very quickly. After that, his attitude towards his brother... No matter how careful we are, they are very different, completely different. On the contrary, my daughter, for example, communicates better and expresses emotions very well. She is a lot more friendly; she is much more... That's why my son (the identified one) is doing a few things against him, because he does not have them. When this is the

case, my daughter may get attention in the place she goes, or she is trying to be good in the eyes of her father. And, she is a little bit jealous. (Participant IDI6) (See Appendix F, 142)

Some participants' sharing about siblings' relationship in the following paragraphs.

Yes, my brother is doing everything better than me, he is more successful than me, and I did not gain attendance to SAC. Then, I talked to them face to face. I said that God had given different abilities to everyone; look, you can express yourself much better, you are much more social, you can draw more beautiful pictures, but your brother can only do-little figures. He can't paint like you, but your brother is very good in technical issues, we gave a lot of examples by referring myself, but no matter how much you tell the child, it does not happen after a while. (Participant FG2) (See Appendix F, 143)

I'm so glad that both won. Because when one wins and one does not win, there can be situations like jealousy and the other being upset because the age difference between them is small. That's why my greatest joy was. How nice they both won. Obviously, if one didn't win, I would prefer that the other wouldn't win either. (SAC exam process) (Participant IDI7) (See Appendix F, 144)

4.3.1.3 Communication with others related to gifted children's lives

When the social environments of primary school children are considered, the relationship between school and relatives is prominent. In this section, the experiences of the participants will be shared. During the research, it was observed that the participants did not know how to cope with the difficulties they experienced during these relationship processes.

4.3.1.3.1 Communication with relatives

In general, the issue of communication with relatives was discussed as sharing the identification of children as gifted.

IDI3 is aware of the differences of her children. Therefore, she preferred to share with the people who have an important place in the life of her children in the family. She was laughing at the grandmother's reaction. It was a good example of

how the concept of superior intelligence could be perceived differently by people.

During the in-depth interview, it was striking that participant said to her mother to treat as usual, but to make observations accordingly.

My mother, for example, had such a panic. She said: What will I do now? You will not do anything, you will be my mother again, you will make stuffed vine-leaves, you will make a pie, you will fry potatoes (laughing). There's nothing you can do extra, because I said there's nothing, I can do extra. I'm going to continue to be a mother, just a little more observation, a little more careful. (Participant IDI3) (See Appendix F, 145)

FG4 said that she would prefer to share with people she thinks she will understand. She showed that the feeling of being understood during the study was valuable to her. According to her, it was a difficult process to tell people who did not understand, and it was quite tiring.

Well, in the family, I just shared it with my son's uncle. Well, that's because I thought it would be useful to me. (Participant FG4) (See Appendix F, 146)

As mentioned before, it was important for FG5 to communicate with her mother-in-law and child. So, it was expected to explain to her. While observing the participant, I thought that it was very difficult to share this situation for her.

When I found out, I first talked to her grandmother because her grandmother is waiting for a hugged from granddaughter who kissed her with a smile. My daughter's a little behind. I said before, she's acting like an adult. I said she thinks that she is an adult. I told her what she needs to do. For example, she was always opening cartoons and I'd say, "let's open something useful for her, what do you think girl?" Yeah, well, talking to grandma helped. (Participant FG5) (See Appendix F, 147)

It was observed that FG6 was witty while sharing this information. After sharing, he described the deterioration of his relationship with his sisters, and it is observed her feel the pride of normalizing the situation of her child.

There was a change in relations after I told, my sisters began to pressure me. There was a conflict between siblings. (Participant FG6) (See Appendix F, 148)

Some families talked about the possibility of having problems with pressure or misunderstanding by relatives.

Because your child is incredible, so they give her a responsibility that I don't give. I mean, especially relatives say that your kid does everything as she is so smart. You know, my child is very clever, but there are things in this world that my child can't do. Or I don't force him to do it anyway, he does when he wants to.... So, we didn't tell anyone about the exam. Not to my family, not to my husband's family. After that, there was this thing. We didn't tell anyone because we believed that my daughter was going to put pressure on herself. (Participant IDI1) (See Appendix F, 149)

I would like something in which teachers, parents, mothers, fathers or relatives from outside can be dealt with. (Participants IDI3) (See Appendix F, 150)

Only one parent of all participants mentioned that they did not know whether to share with relatives. The parent cannot decide what is right here.

This is the first time he was identified, yes, there were many problems. First, whether to share with the environment, second, whether to share with the school, third, how a life needs to be carried for the child, how should I behave, how should I act against her? (Participant IDI1) (See Appendix F, 151)

Only one parent of all participants mentioned that grandmother and grandfather cannot change because they have a vision about raising children and no one cannot change this point of view.

It is not that big for people like us, but it is so hard for grandparent no matter what you tell them. There is a tradition in their consciousness, and there is a child-rearing style. I mean, my parents are teachers, but they still say, "Do you make this kid read too much books? Don't teach him." Sometimes you can't break stereotypes. I mean, the stereotype old of the person you're dealing with. I don't blame them in the terms of Turkey's conditions, their types of raising children. Think Turkey as a mom and those people as its children. Now it's a mutual thing and people are into that system. They have learned like this. No matter how many times you talk about superior-high intelligence. Grandparents, caretakers, fathers and mothers will go theirs's way although they confirm you. (Participant IDI6) (See Appendix F, 152)

Only one participant mentioned that this situation could create jealousy among relatives. This may be related to the structure and relationship style of the families.

It could be jealous. Of course, there are also the envy of your true friends, friends, relatives... oh how beautiful they say they are happier... they are proud, but of course there is also a jealous side of them, even they hide. So, you can understand, of course, it is understood. (Participant IDI7) (See Appendix F, 153)

4.3.1.3.2 Communication with teachers

It is known that teacher is very important during primary school. Especially the communication of the gifted children with their teachers is important in terms of the child's perception of school and life. In this part, communication with teachers will be discussed in the context of the participants' experience.

In both focus group work and in-depth interviews, the parents shared a lot and unfortunately most of them were bad experiences. IDI5 has chosen to talk about the problems experienced in the school in a long process. An in-depth interview is a research method that gives the participant this flexibility. IDI6 shared the frustration of not being able to get results even though she did her best to support her teachers. It has been observed that her body language and tone of voice reflect this helplessness during the research period.

We had big problems with the math teacher. I mean, the math teachers almost said, "is this kid superior or retarded?" Because he doesn't understand the simplest things in the classroom, and he doesn't listen. And then, two or three months later, the math teacher called me, and I never forget. He said, "I asked a question which 2 level is higher of the class, only your son could do it." I mean, there are interesting cases, but now it's a teacher, the other teacher... The other conscious teacher knows this may happen while an unconscious teacher, a school that does not recognize these children, leave such a thing. I mean, he knows when something happens. I mean, you're going to tell him. I told all the teachers about my son, my daughter, they were studying at the same school. I mean, I gave my daughter's reports. I mean, my daughter had problems. (Participant IDI5) (See Appendix F, 154)

We had a lot of trouble with the teachers. The child questions everything, asks why he did it so, or he writes the question in five minutes, and then he talks about the question in the remaining time. I have presented suggestions to the teachers myself. I have brought suggestions for solutions myself; I have bought additional resources although they are in private school. After that, I made my children to solve extra problems. We took like this for a while. (Participant IDI6) (See Appendix F, 155)

FG2, FG1 and FG4 mentioned that teachers take different approaches instead of improving themselves. It was observed that the participants felt sorry for this approach of teachers and felt helpless.

There are teachers who do not accept it even if you say it in a nice chat. Because he says I'm trained in this, and you don't know it. So, you can feel it, it changes according to the teacher in front of you. (Participant FG2) (See Appendix F, 156)

A teacher said the followings: "I'm a very big teacher at this age, I did teach in these schools for so many years, he does not stand in his place and constantly disturbing his friends.".... He was having a lot of trouble at school. He was ignored by his teachers and friends. When I took my kid to the doctor, I said, "Is there a problem?" The psychiatrist said we'd run a test. After testing, it turned out to be superior. (Participant FG1) (See Appendix F, 157)

His teacher said that there must be something wrong with the test results and I decided not to send him at that school. We didn't get a chance to get together in common denominator. (Participant FG4) (See Appendix F, 158)

IDI5, FG3 and IDI 1 shared their experiences of misunderstanding and misinterpretation of children. These misunderstandings and interpretations have been observed to upset parents.

The teacher says I get it, he's comparing her to the other kids. So, this school, schools and teachers need to be educated in the field of gifted children, and they need to know the children emotionally and academically. (Participant IDI5) (See Appendix F, 159)

I see that we misinterpret a lot of things that we can't understand. I've seen the people and educators around him misinterpreting it. It's like waiting for someone with no legs to get up and walk. I saw that we were expecting him to do things he couldn't do. (Participant FG3) (See Appendix F, 160)

I wish I'd known before and talked to the trainers around him accordingly. If I had put my child in the places he needed at school, my child wouldn't have been beaten. Because my child was badly hurt. (Participant IDI1) (See Appendix F, 161)

As mentioned earlier, trying to prove the difference of the child for IDI2 has been a long and weary experience. In this context, the dialogue with her daughter's teacher was not surprising. A similar situation was encountered by FG2. Also, IDI6 talked about his child's approach to the teacher approach.

Primary School 1. Our teacher in elementary school were saying, "No, there is not. Don't beat up the kid in vain, don't try too hard, you are looking for something that does not exist" I encountered these words and put the last point, the child was identified. (Participant IDI2) (See Appendix F, 162)

It's all left to the teacher's initiative, and I think, by the way, that in the system we complain about, everything we call system is a teacher. That teacher was saying that: "He is not that clever that you think is." "He is even under normal intelligence. So, he can't succeed." (Participant FG2) (See Appendix F, 163)

My son has trouble communicating with adults. As I said, because of the problems with the teachers he lived in school, he never sets up contact with eyes when he does not feel that he is unconditionally accepted by the other person. (Participant IDI6) (See Appendix F, 164)

Some parents mentioned positive examples with their teachers. In these examples, the parent's effort and approach were also very effective.

Our teacher is behaving very well and acting consciously. Look, she says I'm in training for you. (Participant FG5) (See Appendix F, 165)

"Your child is a different child," he said. Then he said, "I understand what you want to say now," meaning that she's not like other children, she's more mature, she's more perceptive when you talk to her like an adult." (Participant IDI2) (See Appendix F, 166)

We shared it with the schoolteachers. As I said in class, there were a few people, and we didn't have any bad things about it. (Participant IDI3) (See Appendix F, 167)

He made some impatience and bored of his pointy behavior. We spent a very nice 2-3 years with the support of our teacher. The teacher got used to it, the

next year he asked me for additional resources, more resources, we were doing very well. (Participant IDI6) (See Appendix F, 168)

Only one participant mentioned the experience of a teacher graduated from special education department, in order to be a teacher of gifted students. In some private schools, there is a class which is opened as gifted class that teacher is graduated from the field of special education.

In first grade, we've had such small problems. After that, our teacher was inexperienced, but the superior potentials teacher was a very experienced teacher. (Participant IDI6) (See Appendix F, 169)

4.3.1.3.3 Communication with school

Communication with school is the last subgroup theme of communication with others related to gifted children's lives. In this part, participants shared an experience and observations about the school period, like parents of other students and management of school. Most parents said that they faced with school problems before and after the identification period.

He was having a lot of trouble at school. He was ignored by his teachers and friends. (Participant FG1) (See Appendix F, 170)

She started with a normal private school. As she knew how to write and read, she was bored. Some of characteristics began to arise. The concept of justice was very important to her, so she experienced incompatibility with her friends, and she lived with her teachers and school management. (Participant IDI5) (See Appendix F, 171)

But we have seen that educational institutions are leaving a step behind (because they are gifted students). Because all these schools and teachers dealing with questioning students are extra expense for them. We were in very serious trouble about this, we were looking for a school. There were a few high potential job teachers in a few places. (Participant IDI6) (See Appendix F, 172)

Some participants shared experiences of parents of other students in communicating with themselves and their children.

A parent called me, and I could not reply as I was busy, and she opened the bag of my daughter and asked her "What is your exam result?" Do you ask this question to a kid? (Participant FG5) (See Appendix F, 173)

I've learned what jealousy is, so I've seen other mothers get jealous of their children, or do I say envy? (Participant IDI2) (See Appendix F, 174)

The teacher told me, "I'm going to test the child (SAC) but don't tell anyone." Then, he said: "Let's not permit any problem in the class and jealousy between parents." I didn't understand what he means but later I started to figure out. (Participant FG6) (See Appendix F, 175)

We had a lot of trouble at school. There are still a few things from the parents sometimes. My daughter never has been a girl saying that I am clever and so. She has not said: "I am the cleverest one in the class." I mean, she was always a kid pretending to be her regular friends. (Participant FG3) (See Appendix F, 176)

Yes, the expectation is very high. I mean, you know, comparing your own child to someone else's child, you know, always showing someone else's child as an example. (Participants FG7) (See Appendix F, 177)

We had a label like this, like we took the diagnosis, not our children. Of course, I have witnessed such parents, but now in many places we are afraid to say that we have superior potential children. We have received a lot of such reactions, as if we were really being arrogant. (Participant IDI6) (See Appendix F, 178)

People got too hung up on it because some parents had their kids competing for their grades. (Participant FG1) (See Appendix F, 179)

Only one parent stated that they did not experience problems because they were not in public school.

Now that we haven't studied in public school, we haven't had problems there. We didn't have any problems like opening a class or so as we had many supports due to it was a private school. So, from the projects until to different areas, due to the richness of the courses, we did not experience such problems. (Participant IDI5) (See Appendix F, 180)

Only one parent has made positive comments about the school.

The school's social environment is positive, because the school is very active in sports, this is developing this aspect of my daughter. It's very active in the class, improving this aspect of my daughter. In this sense, I think we have made the right choice. (Participant FG6) (See Appendix F, 181)

The children of the two participants went to a special school for gifted children. These participants shared their experiences related to the school from this perspective.

And we sent her to the school of gifted children. It's not a public school, it's a private school, it's a school for gifted children. She had a very nice education there, but we were very worn out until she got there. (Participant FG3) (See Appendix F, 182)

My son loves to read, he has a large library of books of interest and he is relaxed after we changed school. I mean, he was very relieved with the kids resembling himself because the curriculum was very good, and the teachers were very good for him. But the problem arises there too because the situation and social life in Turkey is too different from there although they are happy there. They are happy with the children that have some characteristics with them as they find themselves there. However, when they were with their other friends, they started to have problems again. (Participant IDI5) (See Appendix F, 183)

4.3.2 Information needs

During the research period, almost all participants stated that they needed information in some areas. Although these fields are not directly related to the giftedness, they are the ones that will help them solve the situations they encounter in the situation. The sub-themes of the last master theme are (a) Internet literacy, (b) report evaluation and interpretation, (c) Legal rights and (d) school and educational facilities for gifted and talented children in Turkey.

4.3.2.1 Internet literacy

The Internet and search engines are one of the most widely used ways to access information. Many families have searched for information before and after identification of children. Information from the Internet is not always accurate, in other words there is information pollution on the Internet. Being able to distinguish information is called Internet literacy.

4.3.2.1.1 Being able to distinguish the right information on the internet

During the research, participants mentioned that they mostly used the internet as a research tool. However, they all said that they were not sure whether the information they received from the internet was correct.

Of course, I'd like to know how to find the right information on the Internet. (Participant FG2) (See Appendix F, 184)

You go to school; the teacher has no knowledge and the people around you have no knowledge. He gives some advice like books etc. You are passing your time you spend with the truth is wrong. You read from the Internet. Is it true or false or appropriate for my child? First you interpret and then you try to do it. (Participant FG1) (See Appendix F, 185)

I didn't search on the Internet. I mean, it was a lot of bad stuff in this sense. Serial killers come out of gifted intelligent people. Because it really wants intelligence. It scared me. No need. (Participant FG4) (See Appendix F, 186)

Well, I took advantage of the Internet too much because I did not take advantage of the environment because there is no one around us can talk about this topic. (Participant FG5) (See Appendix F, 187)

On the Internet, the most influential thing in my life was the UYCAP group. Absolutely. It made me realize a lot of things. Precious people taught me a lot. Trainings, orientations, etc. in all means. I'd say that's where we most benefited from it. (Participant IDI1) (See Appendix F, 188)

I started searching on the Internet as soon as I got to the point. (Participant FG6) (See Appendix F, 189)

They only offered me three books that I can do activities. Besides, I have no information. Then, I started to also get on the Internet. (Participant IDI7) (See Appendix F, 190)

I can't get any information from the environment on the Internet. I don't always see any institution affiliated to the private sector. I can't find anything I'm a person who's always searching the internet. (Participant IDI6) (See Appendix F, 191)

There are sites that I follow on the Internet, one of them is UYCAP. I'm following the Internet, reading books, of course, I'm going through the filter. I prefer to the ones of academicians or sites like that. (Participant FG3) (See Appendix F, 192)

The first thing I feel is that I'm not alone. Am I alone or how much are we? I searched for experience. In the first place, I met UYCAP and things changed a lot after UYCAP. (Participant IDI5) (See Appendix F, 193)

4.3.2.2 Report evaluation and interpretation

Some parents receive a report that was prepared by institutions done IQ test. Some institutions make verbal explanations to parents about their children. In both cases, parents say they do not know how to evaluate the information from the report.

As mentioned earlier, IDI4 has two gifted children. Here, the participant talked about her feelings and thoughts when her first child was identified. While sharing the experiences of the participant, the feeling of helplessness and lack of solution were deeply felt. This is also the biggest reason why she works with families who have gifted children later.

I mean, what lies beneath this diagnosis, what this diagnosis wants to tell us? I did not know them. I was so freaked out. (Participant IDI4) (See Appendix F, 194)

IDI2 and IDI5 gave detailed information about their experiences. was clearly observed during the study that It is very important for both to understand the report because they will support their children accordingly.

My child was identified. So, what should I do now, should I tell the environment, should I share it with the school, what should I talk to the teacher, what should I expect from school? How can I support my child at home and how can I support them in a social environment? What can I do about education, how am I supposed to take a child's IQ test? I mean, I was given a diagnosis, but what does that mean, how can I evaluate it for the child? I think it might be a good education. (Participant IDI2) (See Appendix F, 195)

The family is not informed about the results. I mean, here's your kid and he is brilliant. Your child is genius or gifted. These are said. She and family are trying to make sense of it. You know, what does this mean or so. I remember, at that time, I received this information from the tester like pieces by pushing and asking him. I mean, my goal is not to get scores, but to get information. (Participant IDI5) (See Appendix F, 196)

IDI3, IDI6 and FG6 also emphasized the importance of understanding the reports for themselves. During the research, the helplessness of the participants was observed.

There is also a different process which is annoying that you cannot receive the test. I mean, I got tested in a very nice place. On which area is s/he high, on which area is s/he low, which areas needs to be supported, which professions can s/he choose in the future? The details of all this were given as a report. But even that's not enough. Your family needs to make sense of that test, not what it said. I mean, that test must make sense. I mean, the family needs to get some information about the test from the beginning. I think the title there is very important for him. (Participant IDI3) (See Appendix F, 197)

When we did the test, the woman who did the test said that the result was very high, and that one level under the top. That's where he wrote something in a few stages. They said her auditory perception lower than her visual perception and we need to get her a hobby about that etc. These were not so detailed, and I did not feel so good at that time. (Participant IDI6) (See Appendix F, 198)

Then when we got involved, we saw that it wasn't important to get identified. Because, after being identified, parents really need to be taught how to train and behave to these children. There was not any serious information about what this diagnosis is and what it means. (Participant FG6) (See Appendix F, 199)

4.3.2.3 Legal rights

Parents have legal rights after their children are identified like support rooms and like enrolling their children in a public school of their choice. Most of them do not know these legal rights. Also, those who know the legal rights do not have enough information to solve the problems in the legal process.

There must be an education about legal processes. And the schools should be audited and clarified. (Participant IDI1) (See Appendix F, 200)

The state should be clear about this. Although there is a right, when you cannot perform, monitor this right and when there is no mechanism to do so, this is useless. That's how the support rooms are opened, but there's no support. (Participant IDI6) (See Appendix F, 201)

Calling national education does not change anything. I mean, the managers don't know this law, really. Or they know, but they don't care because there's no sanction. (Participant IDI7) (See Appendix F, 202)

Let me tell you about our elementary school, our own school. Certainly, the individual training program is never implemented. There is no support education. It's all left to the teacher's initiative, and I think, by the way, that in the system we complain about, everything we call system is a teacher. (Participant FG2) (See Appendix F, 203)

I don't think it's worth anything in the regulations. Even if we have the right to say, I can say very clearly. I was school family association in SAC in the first year, I was vice president. After that, we went to the County National Education, a lot of places about the children. It was a much emptier space, so it was obviously in a very bad situation. The Directorate of County National Education says that the education is free, and any fee will not be requested from the parents. But the conversation is going forward, and he says that we are building buildings, opening schools. You can do many things like honoring and collecting donations and so as the heads of school family association. (Participant IDI5) (See Appendix F, 204)

..... GRC is really zero about this subject. They only work for the mentally disabled, no work for superior potential. The manager also agrees this, and he said if you have a chance, take your child to a school at It was his solution. After that, I took care of my job with guidance service and I said them that it is my legal right and they called two teachers from the mental disability school, one of them was very young. They said that we should study mathematics or Turkish? Should they do so? So, I said, I don't want any of this, just contact my child, play chess, solve questions. You can do experiments and that kind of stuff to address his perception and develop his consciousness. And then I found out that the child was very interested, and he loved the teacher. (Participant FG2) (See Appendix F, 205)

Manager said that I can open a support room but there is no teacher and I don't know when s/he comes either. Or he says what will happen if we open the support room, I will get the child from the course. He says she won't hear what the teacher says in class, and the teacher won't tell her anymore. So subconsciously, he says, don't approach it, you have the right, but he means it. We see this in many correspondences. (Participant FG5) (See Appendix F, 206)

4.3.2.4 Schools and educational facilities for gifted and talented children in Turkey

One of the issues the parents want to know is to get to know about schools and other facilities related to gifted children in Turkey. The most popular question is, should we send our children to a public or private school?

My husband and me graduated from state school and we didn't want to choose a private school as a family's point of view. However, when I learned that our son's language development was able to learn a second foreign language at the same time in kindergarten, I was cautious at first, obviously. (Participant FG4) (See Appendix F, 207)

And we sent her to the school of gifted children. It's not a public school, it's a private school and it's a school for gifted children. She had a very nice

education there, but we were very worn out until she got there. (Participant FG3) (See Appendix F, 208)

My son loves to read, he has a large library of books of interest and he is relaxed after we changed school. I mean, he was very relieved with the kids resembling himself because the curriculum was very good, and the teachers were very good for him. But the problem arises there too because the situation and social life in Turkey is too different from there although they are happy there. (Participant ID15) (See Appendix F, 209)

4.4 Twice exceptional

The last master theme is being twice exceptional. The literature on twice-exceptionality suggests one of the main problems facing twice-exceptional children is that there is no consensus on the definition of the term disability or giftedness and consequently the term twice-exceptional. Children who are identified as gifted and identified with hyperactivity, distraction, dyslexia or dyscalculia are called twice exceptional (Ronksley-Pavia, 2015).

Parents who have twice exceptional children need more information and support than others according to the research.

He was doing certain things later than some of his peers and earlier than some others. When he was little, only one of our relatives told us that he was different and could be gifted. At the time I made a research. Let's say there are 20 symptoms and only 8 of them are present in my son, others aren't. Then, he started preschool when he was three and a half. Disharmony on a continuous basis. He did not want to go. He was crying on the way to school and this lasted a year... He was crying in elementary school as well. I mean, he did not want to go to school at all. After a while, I heard from another parent that my son and her son were the only two who could not read and write in the class. At that moment I said WHOOPS! This was an issue and I called a teacher friend of mine. I said we have such a problem. She wanted to see his notebook and the way he read. I showed her, and she said that my kid could have dyslexia. She also suggested that I should take him to a clinic to get some help. I asked what dyslexia was and when we were at the clinic, they performed the WISC-R test. We were told he had dyslexia. I asked questions such as "What is dyslexia? What is the solution? How can it be cured?" They told me that there was no solution or cure for it. I was already devastated. I felt as if my kid had caught an incurable disease.... We had the results in hand, and they gave it to me without even asking for it. I did not know what these results meant. I later understood what they were. As a matter of fact, we had some relief. On one side, they say that you have an

intelligent kid, but you cannot teach him how to write and read. In other words, I experience the conflicts of the past years in elementary school as well. (Participant IDI7) (See Appendix F, 210)

In fact, there were many doubts. There was autism, dyslexia, hyperactivity, and intelligence. While investigating all of these, since the age was low, the result was only superior intelligence. This diagnosis was easier, and we had a lot of trouble with others....I'm going to switch to the dyslexia again... Unfortunately, our training opportunities are limited, and our report process is not easy, it is not something to be done with a single report and it is very important to be identified early. When it is not identified early, the child wears off, there is a learned helplessness, there is concerns about himself, there is doubts about himself. He can lock himself completely, put him in a lock position, and after that, it's hard to even test him. There are too many prejudices about himself, and there are prejudices that I won't even call the idea. I mean, why did I change? Why am I reading slowly if I'm smart? Why I do not understand what I read? Why I say night instead of day? Why can't I learn the watch? etc. At some point, the child doesn't believe in you, does not believe in your flattering or appreciation. He's in just what he can't prove in his head, so he says if I'm smart, I must do it. Believe me, when you don't explain it to the kid, you're on the edge. (Participant IDI1) (See Appendix F, 211)

CHAPTER 5

DISCUSSION

This final chapter of the study will begin with summary of the current research, followed by a reflection of each master theme in relation to the literature. Then, the strengths and limitations of the study will be presented. The last part will be the recommendation of primary school age gifted children's parent education program and recommendation of further researches.

5.1 Summary of the research

This study aims to identify the educational needs of parents of primary school age gifted children. To accomplish this, both focus group and in-depth interviews were used in order to gather thematic qualitative data from parents. The design of research is an exploratory design in order to deepen the understanding of each participant's lived experiences. Using this design, the followings research questions were investigated: (a) What do parents need to learn after their primary school age children are identified as gifted? (b) What is the educational support program that should be provided for the parents?

Thirteen participants took part in the study. Six of them were in focus group study and in-depth interviews were done with seven participants. All participants have primary school children identified as gifted. The ages of the focus group participants vary from 35 to 45 years of age; however, the age range of the participants that took part in the in-depth interviews were from 38 to 48 years. The education levels of the participants both in the focus group study and in the

interviews vary between high school and doctorate levels. All participants are married.

The study employed qualitative data that was collected with semi-structured 14 questions in focus group study and three questions in the in-depth interviews. Descriptive coding that summarizes in a word or short phrase of qualitative data was used for analyzing rich data, which is also called topic coding.

Analysis of the qualitative data revealed four master themes: theory & practices and out of school activities, before and after identification, personal development and twice exceptional.

5.2 Reflections on themes

The meta-analysis of Kim and Choi (2002) that based on parental involvement and gifted development, includes 15 studies and 37 variables from 539 articles and 463 studies most of them are quantitative. This shows that qualitative studies on parental involvement of gifted development are rare. They also do they is loaded with qualitative results ignore to consider asking questions such as what and why about the supporting of parents of gifted students. Moreover, research specific to parents of gifted children in Turkey is noticeably scarce. Little quantitative and virtually no qualitative research with or about parents of gifted children is currently available (Eriş, Seyfi & Hanoz, 2009).

In this study, four master themes occurred after analyzing the qualitative data from focus group and in-depth interviews. In this part, each theme will be presented in relation to the literature.

5.2.1 Reflection on theory & practices and out of school activities

The first theme is theory and practices, and out of school activities. There are three sub-themes under theory and practices; physical development properties, emotional development features, social development features and out of school activities.

According to Webb, Gore and Amend (2007) families are often looking for information about their children's differences. They want to learn positive discipline and appropriate education methods, positive guidance techniques. They also ask for support for communication and sibling relationships. Also, Jarosewick and Stocking (2003) conducted a quantitative study with 900 families and they found that parents wanted to learn more about their child abilities through talent programs.

In this study, like Webb (2014) said, it appeared that parents want to learn the differences of their gifted children in terms of physically, emotionally and socially. Even though parents in the research want to learn about physical development processes and physical sensitivities, their difficulties they faced are to understand and manage their gifted children's emotional sensitivity, perfectionism and tolerance to failure.

These were the subjects most of the parents shared during the studies. One of the most striking subjects during the research was the participants' doubts about their child's development. Most of them thought that it results of their own way of raising. At this point, it can be said that the participants with only two gifted children are much more confident in their observations in the second child. The participants' sharing of emotional sensitivity was supported by examples from all areas of lives of their gifted children. Some gave examples related to family relations, while others gave examples of the experiences of gifted children about school and teachers. During the study, it was observed that parents were generally worried about their

children's emotional sensitivity. In the study, it was realized that the approach of the relax mothers to this feature of gifted children of their children affects the feelings of the mothers, like low anxiety and low stress.

Gifted children are generally intense, more sensitive than his/her age peers or more withdrawn and quieter (Daniels & Meckstroth, 2009). They may appear as hyperactive, disruptive, noisy, dramatic, hugely excited but also quiet, shy, extremely tearful, deeply saddened at times, depending on their temperament, their environment and emotional state they are in (Probst & Piechowski, 2012). Emotional intensity consists of strongly intensified feelings and emotions, which can be positive and negative. Gifted individuals can be very much aware of other people's feelings and emotions and may identify with their feelings (Piechowski, 2006; Daniels & Meckstroth, 2009).

Dabrowski coined the term overexcitability, which describes the inherent inclination to react intensely to individually different stimuli and amplifies emotional growth (Daniels & Piechowski, 2009). His theory viewed the development of the gifted individual as a development, and not as a manifestation of pathology, illness, or psychoneurosis (Colangelo & Wood, 2015).

Emotional sensitivity is one of the subgroup themes of emotional features. During this study, most parents shared their troubles that they faced while raising their children because of emotional sensitivity of their gifted child. Foster (2000) made a qualitative research with six families, and the main findings are perceived greater need for academic and emotional supports for gifted students and their families. The family, the personality and the intelligence level of gifted child are all important supporting components in their social-emotional health (Saranlı & Metin, 2012). This study shows that the emotional sensitivity of gifted children is one of the

subgroup themes that families want to learn how they can manage and understand their sensitivity.

Although there is no complete definition of perfectionism, many important features have been emphasized in the literature. The most striking feature is the setting of extreme personal standards on performance. Perfectionism is not being happy with anything that does not have high standards (Afat, 2012). Almost all gifted children are perfectionist.

Most parents declared that they need support to manage this situation. Almost all parents discussed in greater depth their experiences about their gifted children's perfectionism and tolerance to failure. According to the literature, most students prefer doing nothing instead of doing their best because they do not want to risk the failure. The thought of failure leads to anxiety. It is very difficult for gifted children to overcome this concern (Afat, 2012).

Most of the families shared the effects of perfectionism and tolerance to failure on the child's psychology in both focus group and in-depth interviews. One of them shared the feeling of fear of the future of their gifted child. In this study, perfectionism and tolerance to failure are the subjects of parents want to learn how can they do in order to help their children and to manage this situation.

During the study, their perfectionist structure and their intolerance to failure is one of the issues that families of gifted children talk about for a long time. It was seen that they were very willing to share and explain the examples they experienced in this subject. Particularly in the focus group study, the sharing of one participant led the other participant to elaborate the subject with similar or different examples. Seeing similarities has been observed as a comfort factor for parents. This is one of the problems that most families try to solve in their own way. It has been observed

that parents' knowledge about this feature of gifted children is important for both gifted children and families.

In terms of social development features; gifted children are highly sensitive towards social problems and therefore try to find solutions. They attach importance to the needs of others, feelings and thoughts (Afat, 2012). They are also socially superior to their peers (Cuts & Moseley, 2001). According to Silverman (1993), although they improve socially, they may also have psychological problems related to loneliness and conflict between their ideals and community requests.

In the current research, when the social environments of gifted children in primary school are considered, school and peer relations gain priority. In general, although gifted children want to be in contact with intelligent equals during the socialization process, they show similar characteristics with their peers emotionally. It becomes challenging for gifted children with such emotional intensity to relate to their non-gifted peers. They can become disappointed in and frustrated with others who do not feel as deeply, not understanding why others are not as affected. They can feel odd or different when others do not share their views.

Because of all these reasons, most of the families stated that their children contacted older people. This situation causes troubles for gifted children in terms of socialization. In this study, most parents shared that their gifted children who have problems in socialization often find solutions to behave like others. According to this study, parents want to learn how perfectionism and emotional sensitivity can impact the socialization of gifted children in both positive and negative ways; also, they want to know the ways of overcoming this trouble. According to NAGC, parents and adults in children's lives need to stay in tune with their specific child's needs, and help shape a strong framework for social-emotional health (<http://www.nagc.org>).

The sub-theme, social development feature, is directly related to the NAGC approach to the gifted children's social and emotional health.

One of the most striking sharing of participants in terms of social development processes during the research is that gifted children prefer elder people. The parents stated that the biggest reason for this was that their like-minded idea peers searched. It can also be said that this feature makes social communication more fragile for gifted children with high emotional sensitivity. In their examples of social relations, parents said that their children did not reflect their developmental processes in order to be like and like others. This has been observed as one of the important issues that parents have difficulty in finding solutions during the research.

Neihart, Pfeiffer and Cross (2015) emphasize that gifted children spend time with like-minded age peers as well as like-minded idea peers. Varied groups of friends are essential to meet children's needs at different levels of growth. At this point, the importance of out of school activities emerges, that is the fourth and last sub-theme of the first master theme. One of the most common things that parents said during the research process was that they were looking for out-of-school activities for their children after identification. Almost all parents both focus group and in-depth interviews declared that one of the most important reasons for this was the lack of state education and training for gifted children.

In web site of Special Education and Guidance Services General Directorate of MoNe, there are useful documents for both families and teacher (General Directorate of Special Education and Guidance Services, 2014). One of these documents is about the advices for the families. There are a number of activities that parents and their children can do together. The other document is the family guide for parents whose children identified as gifted. Although there is a lot of valuable

information in this guide, it does not provide information about the out-of-school or home activities for families.

Because of all that reason, families are in contact with private institutions due to lack of state-provided facilities, but they cannot decide which activity is right or suitable for their children. Some parents during the research share that the person who would contact the gifted child should know the characteristics of gifted children. Parents feel like that they are really on their own to come up with a custom plan for their children.

This subtheme has not been found in any educational program in the literature. There is only one public school in İstanbul for genius SACs students whose IQ levels are over 150. Except this, only in SACs, differentiated and enriched education are provided by MoNe. As can be remembered, there are a few NGOs that offer extracurricular activities with special courses on weekends or summer period.

Families are looking for out of school activities to support their children. In a sense, they feel lonely. This issue has been shown in the research results as the need for education and the need for guidance. There are two main issues according to the research. The first of these is the need to be informed about institutions operating outside the school. The second is about the activities that can be done at home. Briefly, gifted children parents want to know how they can support their children with out of school activities.

5.2.2 Reflection on before and after identification

The second master theme is before and after the identification. Identification of children as gifted can be seen as an important breaking point in the lives of both parents and their children.

Under the master theme, there are two sub-themes before identification and after identification. Observation is the key point of the before the children are identified and has two subgroup themes like family observation and teacher observation.

Parents are the primary teachers or educators of their children. For this reason, they should be very vigilant in observing extraordinary behaviors as they interact with their children, especially at the infancy since some of the signs of giftedness are unusual alertness in infancy, early and rapid learning, and rapid language development as a child (Dorette, 2013).

Parents and families have also been described as the most critical component in the translation of talent, ability and promise into achievement for gifted individuals (Olszewski, Kluike & Buecher, 1987). According to Robinson (2000), parents shape their children's lives and influence on their children's development in terms of encouragement, motivation and daily interaction. Moreover, being parent of gifted children is a complex variable because of asynchronous development, heightened sensitivity in emotional, and other areas, and tendencies toward nonconformity. These all variables make parenting of gifted children multifaceted and complicated (Neihart, Reis, Robinson & Moon, 2002).

Lee and Olszewski-Kubilus (2006) emphasizes the importance of parent's assessment for identification of children because their strengths and weaknesses can be known through true observation of parents. McBee (2006) stated that the evaluation of the parents about their child's giftedness was generally accurate.

Knowledge of their own child's ability informs parents' perceptions and understanding of the gifted label (Jolly & Matthews, 2012). During the research almost all families talked about the observed differences from other children before

they identified as gifted; physically, emotionally, socially etc. All parents both in focus group and in-depth interviews had two main approaches; if it seems to me and the child is different because I'm interested. Although parents may think of their child as gifted, they often refrain from labeling their child as such (Jolly & Matthews, 2012).

It is obvious that observation is very crucial factor while raising children. Though there may be outside pressure not to accept a gifted or talented label, sometimes that designation is the one thing that can save a child from being misinterpreted and misidentified (fordhaminstitute.org). Parents should be the experts on their own children, especially when it comes to giftedness.

According to the current research, parents need to know whether their observations are or not, how they can learn it, how they can evaluate the observation, how they can help their children after they know and understand their truths.

Since there is no one general way of viewing a gifted child, it is important that parents and teachers have the knowledge of the different characteristics of giftedness in order to pinpoint them when students exhibit them (Dorette, 2013). Precisely at this point, the second subheading teacher observations stands out. Undoubtedly, in the development of children, the observations of the teachers as well as the observations of the parents are critical important. In both focus group and in-depth interviews, almost all parents shared teachers' feedback about observed differences in the child. In this study, one of the needs of parents is to know the importance of teachers' feedback and behave accordingly. Also, parents need to know how they can cooperate with the teachers because parents often possess additional information about their child's intellectual abilities that may not be recognized in the regular classroom setting. This input can be a powerful component

in identifying of children. The literature emphasizes the importance and need for parents to share this information (Jolly & Metthews, 2012). Teachers' perceptions will shape their support for gifted children's cognitive and social development (Eraslan Çapan, 2010). On the one hand, the teacher gains quality in the education process with his knowledge, skills and attitudes, while on the other hand s/he plays a critical role in the acquisition of the behaviors in the education program by the methods, techniques and strategies applied, and thus causes the increase of student qualifications (Dağlıoğlu, 2010). Moreover, many international programs to strengthen children's education; stresses the importance of family participation and emphasizes the necessity of parent-teacher cooperation. These developments are of great importance for the future of the society as well as for the researchers in this field as well as the realization of education together with the developing social environment of the child (Afat, 2012).

The second and the last sub-theme of this master theme is after identification consists of parents' psychology after identification process and informing child his/her giftedness.

There is a study, which criticizes the literature on parenting gifted learners 1984 and 2010 (Jolly & Metthews, 2012). According to the article, there is only one research was done qualitatively with six families and the main findings is perceived greater need for academic and emotional supports for gifted students and their families. Also, according to Webb, Gore and Amend (2007), with family education, families provide learning from social resources within the social support system and improve their defensive skills and overcome feelings of loneliness. In his 2003 study, Ritter examined the value perceptions of the mothers who participated in the Active

Parenting Today (Popkin, 1993) program and the sharing of mothers within the group with each other was a beneficial effect of the group.

During the research; after identification of children, parents stated that they had both emotional and psychological problems. In this case, understanding and supporting families becomes important. Another important issue is whether the identification of giftedness will be shared with the child or not. One of the topics that parents talk about for a long time in both focus groups and in-depth interviews is what they feel and experience after identification. Some parents stated that they were expecting this, while others were talking about an increased level of anxiety. Some stated that they did not want to have the test, while others said that the identification relieved them.

In fact, having a gifted child should not be exaggerated or underestimated. The emotion experienced by the families after the identification is indicated that they should be supported in this field. Especially the anxiety of having a gifted child can be explained by supporting with literature about the area where it can be normal. According to the current research, parents need it.

The last subgroup theme of after identification is informing the child his/her giftedness. In the field research with parents, I noticed that the most curious issue is whether the identification is shared with the children. It is observed that parents faced this dilemma, especially when their children felt differently in a social environment of children in school or relationship with their peers. This was the same in both focus groups and in-depth interviews.

In the study, the parents shared their knowledge and opinions about whether or not the identification should be told. Some parents advocated not to say, while others gave examples of the negative impact of not saying on the child's life. The

only thing in common was that they all wanted to know which approach was right.

Also, if they had to, they needed training on how to say it.

Leana-Taşçılar explained this subject in her seminar in Boğaziçi University on 30th May 2017 as follows;

Should a child identified as gifted be given this information? Although there are different opinions, psychologists have agreed that “it should definitely be said”. The thing to be aware of is how to say it. Taşçılar explained the results of a 1998 study conducted by Claudia M. Mueller and Carol S. Dweck at Columbia University to provide a solution for parents. In the research, a problem is solved to the students divided into two groups and as a result, praise of the labor of one group of students and the intelligence of the other group. In the second stage, researchers give the same groups two selective questions and one is difficult and the other is easy. Children whose work is praised prefer to solve the difficult question while those whose intelligence is praised solve the easy question. According to Taşçılar, the intellectually praised children choose the easy question because they do not want to risk their position in the eyes of the researchers. The praise of intelligence triggers the sense of perfectionism in these children negatively and causes stress and anxiety.”

Parents want to know the answer of the question: should a child identified as gifted be given this information?” and how? During the research, almost all parents often said,

Let the educators tell us what is right and what is wrong and guide us. In this sense, we need much education and know. Our aim is to do the best for our children, but we cannot distinguish which information is correct when we want to access information.

5.2.3 Reflection on personal development

The third master theme of the research is personal development. This master theme which divided into the two sub-themes; (a) communication and communication management in families and (b) Information needs. Each sub-theme has subgroups. The first sub-theme, communication and communication management, is divided into three subgroups; (a) self-improvement, (b) family communication and (c) communication with others related to gifted children’s lives. The second sub-theme,

information needs, divided into four subgroups; (a) Internet literacy, (b) report evaluation and interpretation, (c) legal rights and (d) schools and educational facilities for gifted and talented children in Turkey.

During the research, both in focus group and in-depth interviews, almost all parents shared their experiences and troubles related to themselves, their families, their relationship with other people and institutions that influence the children's lives. All this sharing information causes to think that these subjects are very crucial for parents whose children identified as gifted.

According to Moon (2003) parents can do many things in order to support their gifted children as follows;

- Parents can help children develop self-knowledge by encouraging them to try many different activities to discover where their interests, abilities, and values lie;

- Parents can help by pointing out stereotyping in the media, modeling unconditioned choices in their own lives, valuing education as a way to move beyond the prescribed norms of a local community, and encouraging autonomy and self-direction.

- Parents can model effective behaviors in order to help their children appreciate and understand different personalities and points of view; parents can help children develop personal talent by encouraging increasing levels of independence and personal decision making and can also encourage their children to become involved in extra-curricular or community activities that fit their interests and talents;

- Parents can influence the development of optimism in their children by providing both support and autonomy. Children feel supported when parents listen to them and express unconditional love.

- Parents can promote autonomy by providing opportunities for independent decision-making and encouraging the pursuit of individual interests.

- Parents can help their gifted children develop strong problem-solving skills, because such skills foster resilience and optimism. Parents can also model optimism in the face of their own setbacks and provide feedback that encourages optimism.

It is obvious that for doing these things, first of all parents should develop themselves in order to support their children. According to the Freeman (2000), parents must be aware of their own feelings, in bringing up children who can demonstrate their gifts. at this point self-improvement of the parents gains more importance.

During the research, most of the participants mentioned that self-improvement is a necessity for them, especially after their children have been identified as gifted. Almost all of them thought they needed to improve themselves personally. According to this study, they want to know emotional intelligence, basic psychology etc. and they want to understand themselves why they feel like that while raising their children (lived experience naturally change from one to another). Also, they want to learn which sources they should read, watch or follow because almost all of them are worried about not will be able to support their children.

Stress management was unpredictable subject for the researcher before the pilot study; there was no question about that. After the pilot study, it was seen that another area where support was needed is stress management. Parents feel pressure as a result of emotional and thinking processes that take place before and after identification. Relations within the family, relations with the school, teachers and other parents, relations with the extended family and the reality of little support

coming from state and society for the gifted and talented kids, and the uncertainties awaiting the families are the basic factor that creates a stress on them.

Mothers of gifted children are reported to have significantly higher levels of parenting stress than mothers of typical children, child factors being significant predictors of parenting stress, and child factors were able to predict membership in the gifted or typical group (Bishop, 2012).

Parents of gifted children are experiencing varying degrees of stress. The parents are regularly faced with a variety of challenges, particularly with the schools and the education of their gifted children (Ballam & Moltzen, 2017).

During this study, parents mostly talked about anxiety. Many said that the differences of their children find it difficult to manage the stress they bring to their lives. There were also parents who described the situation with the word trauma. Eventually, stress management is one of the areas where families want to receive support through education.

When family communication is mentioned, it means communication between mother, father and children. Family communication is important when raising gifted children because they have high sensitivity and different characteristics.

The importance of the relationship between parents and children in the development of a healthy personality and adaptation to the social environment in which the child lives is becoming more and more understood. Successful relationships within the family help children to be happier, friendlier, depressed and constructive (Yavuzer, 2004). The evaluation of the methods and results of child rearing among the parents who are educated and those who are not educated and are excluded from education programs also shed light on the positive contributions of family education programs (Kağıtçıbaşı, 1997)

In terms of communication between parents, cooperation and responsibility sharing are important in raising children. There are many reasons why the majority of the participants are mothers, and some reasons may be that fathers stay away from the subject because of their responsibilities in their lives and their preferences. According to Cornell (1983) mothers adopt this definition when the child is identified as gifted at school as a result of family inheritance and that fathers are more skeptical. In addition, Silverman (1986) emphasized while fathers perceive giftedness as success, mothers perceive it as developmental difference.

During the research, most mothers complained that their husbands do not understand themselves and their children. Many also said their husbands accuse themselves of exaggerating the situation. Many of them also mentioned that fathers are not willing to participate in the education of being gifted parents and do not want to improve themselves. On the other hand, some of the fathers claimed that the children were spoiled by the mother. Some participants mentioned that their spouse's after identification period attitudes changed.

As it is known and supported in the literature, the cooperation of parents is important while raising children. This situation becomes even more important, especially when considering the characteristics of gifted children. During the research, mothers expressed their demands about the importance of father education. When the need for education of parents of gifted children is evaluated, communication between parents is one of the conditions that must be addressed.

During the research, it was seen that sibling relationship is another educational need of parents. In the literature concerned, Keirouz (1990) identified six concerns of parents; included family roles and adaptations, sibling relationships,

parental self-concept, neighborhood and community issues, educational issues and the development of the child.

The identification of one child in a family as gifted changes the dynamics with other siblings who are not identified. Research has sometimes indicated that labelling a child gifted can have negative effects on siblings (Reichenberg & Landau, 2009).

Another research was done by Colangelo and Brower in 1987 with 53 parents, 28 siblings and 38 gifted. The result of this quantitative research is that siblings and family units were not impacted negatively by using the term gifted. In fact, all members of the family reported having a positive feeling about the label. Also, long-term use of the gifted label (five or more years) does not appear to have any long-term negative effects on the gifted child, his or her siblings, or parents.

Sibling communication is an important part of family communication. During research, parents said that they sometimes have problems in balancing this communication. After the child is identified as gifted, it is even more important for families to manage, to consider and to understand child's sensitivities and differences.

It is clear from the above sections that the family plays a significant role at the development and maturation of the gifted child (Reichenberg & Landau, 2009). According to the research, one of the educational needs of parents is communication with siblings.

Besides these needs of communication, another need is related to the macro environment of parents of gifted children; like relatives, teachers and school, and all is under the personal development master theme.

Parenting practices might be susceptible to social contagion, given how often parents, relatives, and neighbors discuss child rearing and witness each other's family interactions (Prinz, 2019). In this study, in general, the issue of communication with relatives was discussed as sharing the identification of children as gifted. Some participants talked about the possibility of having problems with pressure or misunderstanding by relatives if they share identification of children. Effective communication skills with relatives are one of the needs of parents. They want to learn how they can manage this communication.

The other educational need of parents is communication with teachers. According to Solow (2001), parents raise their gifted children according to their perception of them. Parental perceptions influence the perceptions of teacher in terms of identification of gifted children (McBee, 2006, 2010). Also, Jolly and Matthews (2012) emphasize that parents have additional information about their children's intellectual abilities than teacher.

It is known that teacher is very important during primary school. Especially the communication of the gifted children with their teachers is important in terms of the child's perception of school and life. During the research most parents shared their bad experiences about the communication with teacher of their gifted children. They believed teachers did not adequately provide the gifted child with informational, appraisal or instrumental support; and emotional support. On the other hand, few parents share positive experiences with the teacher of their gifted children.

Although several positive examples have been shared, learning effective and efficient communication with teachers is one of the educational needs of parents.

Communication with school is the last subgroup theme of communication with others related to gifted children's lives. In this study, participants shared an

experience and observations about the school period, like parents of other students and management of school. Most parents said that they faced with school problems before and after the identification period.

According to Shichtman (1999) some parents did not believe that academic needs of gifted children could not be fulfilled in the school. Duncan and Goddard (2005) emphasized that gifted programming options seems very limited to the eyes of parents. According to the article of Renzulli (2000); teaching specialists, teachers and parents should work together to provide options for special services for students in the school. Renzulli also emphasized the following sentences in his article (pp.97);

Research tells us that students who score high on IQ tests are also likely to get high grades in school. Research also has shown that these test-taking and lesson-learning abilities generally remain stable over time. The results of the research should lead us to some very obvious conclusions about schoolhouse giftedness: It exists in varying degrees; it can be identified through standardized assessment techniques; and we should therefore do everything in our power to make appropriate modifications for students who have the ability to cover regular curricular material at advanced rates and levels of understanding. Curriculum compacting a procedure used for modifying curricular content to accommodate advanced learners, and other acceleration techniques should represent an essential part of any school program that strives to respect the individual differences that are clearly evident from scores yielded by cognitive ability test

Research points to a direct link between parents' involvement in their child's education and subsequent achievement, attitude, and behavior toward school (Freeman, 2000; Hill et al., 2004). Parents are the most critical component of the translation and explanation to ability into the school environment (Olszewski, Kulieke & Buescher, 1987). Parents also play an integral role in the home setting regarding problem prevention and solution finding in relation to their children's education (Webb, Gore and Amend, 2007). According to Fordnam Institute (2008), past decade researches' focus has shifted to schools and teachers whose unintended effect on gifted children.

During the current research, some participants shared experiences of parents of other students in communicating with themselves and their children. In Turkey, especially after 2016 parents began to be aware of this subject and started to talk about their children's IQ level. This year is the year SACs started tablet exam for primary school children whose teachers guess they may have high potential. After this time, this subject began very popular among parents in the school. Some parents began to compare their children by making it a subject of ambition. There was even a change in their attitude towards gifted children in the class. This was one of the prominent issues both during the research and in non-research conversations with parents. Even in social media groups, the fact that there are groups named Mothers with SACs can be considered as a reflection of this.

Additionally, one of the information received from the participants in this study was that there were differences in the way public and private schools deal with the issue. A few parents gave feedback about the training they received from a private school for gifted.

Despite all these positive or negative experiences and knowledge about school environment, almost all of them expressed their desire to learn how to manage communication with other parents and the school.

In addition to the educational needs mentioned so far, another sub-theme that results from the analysis of the educational needs of families is the need for information. This sub-theme is grouped under four sub-themes. These are Internet literacy, report evaluation and interpretation, legal rights and school, and educational facilities for the gifted and talented in Turkey.

The Internet and search engines are one of the most widely used ways to access information. Many parents have searched for information before and after

identification of children. Information from the Internet is not always accurate, in other words there is information pollution on the Internet. Being able to distinguish information is called Internet literacy. Although participants mentioned that they mostly used the Internet as a research tool, at the same time, all said that they were not sure whether the information they received from the Internet was correct.

The other need of parents is that parents want to know how to evaluate the information from the report. Questions about IQ testing come up for nearly all parents of gifted children. Parents can understand some basic information about testing, but they will no doubt have many more questions (Bainbridge, 2018).

Matthew, Foster, Boazman and Reeves (2014) in the article of National Association of Gifted Children web site, exemplified family questions after learning their child is gifted.

After an assessment, parents often ask us, "Is my child gifted?" However, it's more productive to ask, "Does my child have abilities that are advanced, compared to others his age?" and, "Does he have areas needing special attention? In order to answer these questions, parents can request the following; results by academic subject areas, degree of advancement and scores in percentile.

According to this article, if a child is mathematically gifted, parent will want to take an answer of the questions like that: how far advance is he/she? or what level of programming does he/she need?

Many parents can be confused about IQ testing and they want to learn the meaning of test score. This is one of the need of parents according to this study.

Another educational need of parents is about legal rights. Parents have legal rights after their children are identified. Most of them do not know these legal rights. Also, those who know the legal rights do not have enough information to solve the problems in the legal process.

Moreover, support-training rooms are opened in schools for students who special educational needs. It is compulsory to open a support training room when someone from the above-mentioned group requires it. The support training services provided in the support training room are given during the school hours. In the support training room, firstly, the course is taught in the class in which the student is enrolled. However; in accordance with the program prepared for the students who need special education in order to benefit from the support education room, a different course can be given with the completion of the course hours in the weekly course schedule. The weekly course hours that the student will take in the support education room is planned not to exceed 40% of the total course hours per week (General Directorate of Special Education and Guidance Services, 2014).

In accordance with the regulations of the support training room, it is obligatory to open a Support training room in schools and institutions where gifted students are studying. According to the research, many parents have problems school management because the school management do not have enough information about supporting training room and they do not want to open this room and gave wrong information to the parents. Some managers in the school say that what if we open support training room, there are no teachers to work with. Some parents say that the regulation does not work unless the regulations are applied.

GRC is a government agency that makes identification. In this context, the mentally handicapped group and the gifted group are determined by the identification of this unit. According to the research, parents think that they support and pay more attention to mentally disabled people in these centers.

As a result, one of the educational needs of parents is to obtain information about legal processes, to know how to follow a path as they face a problem and how to seek their rights.

The last subgroup theme of information need is school and educational facilities gifted and talented children in Turkey. One of the issues the parents want to know is to get to know about schools and other facilities related to gifted children in Turkey. The most popular question is, should we send our children to a public or private school?

According to the research, parents want to know whether there are schools for gifted students in our country, the advantages and disadvantages of public and private schools, important criteria for school selection and other educational opportunities.

5.2.4 Reflection on twice exceptional

The most asynchronous gifted learners are often those with learning disabilities, commonly referred to as twice exceptional or 2e learners. This combination requires additional support at home and at school (Foley-Nicpon, Assouline & Colangelo, 2013).

Parents should also be aware that a full-scale IQ score does not always accurately reflect ability. Large gaps in sub-scores (particularly in the areas of working memory or processing speed) may be an indicator of a possible learning disability or twice-exceptionality (Assouline, Foley-Nicpon & Whiteman, 2010).

According to Hishunuma's (2000) quantitative study with 98 parents, parents perceived that the specialized school for twice exceptional learners was more successful at serving 2e student than previous schools.

There is one group of adults who have ignored the myths about giftedness and forged ahead in the area of twice-exceptionality: parents (Assouline, Nicpon & Huber, 2006). According to National Association of Gifted Children in twice exceptional part, which includes in information and publication, twice exceptional explains as follows,

Twice-exceptional children often find difficulty in the school environment, where organization, participation, and long-term planning play a role. They can be highly creative, verbal, imaginative, curious, with strong problem-solving ability, and a wide range of interests or a single, all-consuming expertise. However, at school, they may have difficulty keeping up with course rigor, volume, and demands--resulting in inconsistent academic performance, frustration, difficulties with written expression, and labels such as lazy, unmotivated, and underachiever. All this may hinder their excitement for school and be detrimental to their self-efficacy, self-confidence, and motivation.

The article of Canteralla (2019) in Twice Exceptional Children's Advocacy web site, she describes the situation of parents whose child is 2e.

When your kid is 2e, those kinds of relationships don't always work out. Classmates may not like your child. Or their parents might not like your child or are unwilling to watch them without you present. Sometimes people think you must be a bad parent and that is why your kid is so "weird." Whatever it is, you are the parent of "that kid" and that can be a social death sentence. I learned this with my son. It was not so obvious when he was in pre-school, but I probably didn't register the snubs and declines because I was working full time, juggling two kids with different school schedules and I had the friends I had made through my daughter. But once my son got to elementary school, there was no ignoring the difference.

Parents who have a twice exceptional children needs a more information and support than others according to the research.

5.3 The strengths and the limitations of the study

As every study, this research has strengths and limitations. According to the literature few studies have been conducted about parents of gifted. Although studies

on the field have emphasized the importance of parents, few studies have been conducted on the educational needs of parents. Also, MoNE emphasizes lack of parent guidance program tailored for the gifted. In Turkey, research specific to gifted education is noticeably scarce. Little quantitative and virtually no qualitative research with or about parents of gifted children is currently available. This research was done with qualitative research techniques in order to determine the educational needs of the parents after the children in primary schools were identified as gifted. This can be considered as a strength. According to Webb, Gore and Amend (2007), the most effective parent program is shortly after the time after the same age children's identification. This can be considered as another strength.

On the other hand, several limitations of the study can be described. First, the sample was defined purposefully, but that resulted in reaching only mothers and no fathers as respondent. The attendance of the fathers would enrich the result of the study. Secondly, the age of participants' children was limited, only the primary school age gifted children's mothers were considered as participants. It would be better if mothers of different age groups were included in the study. Thirdly, for the generalizability of the data to be higher, similar studies should be conducted in different age groups of gifted children of mothers. Finally, another limitation is that the research cannot determine and consider the needs of families in other provinces in Turkey's research.

5.4 Recommendations for future primary school age gifted children's parent education program

In this section, considering the findings of the study, suggestions for future education programs will be explained. During the research, parents share their experiences,

thoughts, feelings, wants and needs after identification of their primary school age children as gifted. According to the result of the research, four master themes, eight sub-themes, fourteen subgroup themes occurred. While planning a parent education program, their education needs analysis can be done in the light of these data. On the other hand, the education program should be designed from the perspective of adult education. The aim of program planning is to design an optimum learning environment to the learners (Abdrahim, 2008). It is recommended Caffarella's (2002) interactive program planning in order to design a parent's education. She highlights six components; discerning the context, identifying program ideas, developing clear program objectives, designing instructional plan, formulating evaluation plan and devising transfer of learning plan. Because everyone may have a different learning style, it may be planned to increase the effectiveness by including activities for different learning styles. In this context, different methods such as narration, role playing, case study, warm-up games, play, discussion, question and answer may be used. The use of methods for different learning styles is an indication of the importance given to families and the subject.

Another recommendation is to consider primary school age gifted children's fathers' educational needs for further research. It is crucial that the topics and content of the parent education program are directly matching with the needs of the specific participants (Gadsden, Ford & Breiner, 2016).

The last recommendation is that sustainability of the education. One of the demands of the parents is sustainability. According to them, trainings sustainability can yield effectiveness and efficiency. In this regard, the structure of the potential support should be identified and evaluated in future stages. Participants explained this desire as following;

Sustainability is important because our children are growing. What you worry about today will not be tomorrow's problem. (Participant IDI2) (See Appendix F, 212)

For example, the most important thing for me now, yes, they have the potential, what will happen next when they come to life, or that is the most important thing. OK, you get some academic success in school, but academic success and life success are very different things. How these children's potentials should be used in the future, which professions they should choose, where they should be directed. Because you may not be able to evaluate an existing potential correctly in every professional group. Therefore, sustainability of trainings is very important. (Participant IDI5) (See Appendix F, 213)

5.5 Recommendations for future research

As can be remembered, it is important to study educational needs of parents whose primary school age children identified as gifted in Turkey because of the lack of the studies made in the field. In the future, it is suggested to focus on more studies related to educational needs assessment of parents of young children. Although the qualitative method gave the opportunity to gather a wide range of information about participants' perceptions, a mixed method including both qualitative and quantitative analysis can be used in further research.

Another suggestion about further research is related to the sample. In the following studies fathers should also be included in terms of assessing the educational needs of parents. This gives the researcher the chance to look deeply in gender differences considering parental needs.

Studying with larger groups of participants in future field studies is the last suggestion.

APPENDIX A

REPORT OF HUMAN RESEARCH CORPORATE ASSESSMENT COMMISSION
OF THE UNIVERSITY

T.C.
BOĞAZIÇI ÜNİVERSİTESİ
İnsan Araştırmaları Kurumsal Değerlendirme Alt Kurulu

Sayı: 2016/38

12 Aralık 2016

Uğur Zat

Eğitim Bilimleri Bölümü

Eğitim Fakültesi

Sayın Araştırmacı,

"Tanılı Üstün Yetenekli çocuk sahibi ailelerin eğitim ihtiyaç analizi ve eğitim programı dizaynı" başlıklı projenizin pilot çalışması ile ilgili olarak yaptığımız SBB-EAK 2016/38 sayılı başvuru İNAREK/SBB Etik Alt Kurulu tarafından 12 Aralık 2016 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Saygılarımızla,

İnsan Araştırmaları Kurumsal Değerlendirme Alt Kurulu



Doç. Dr. Ebru Kaya



Doç. Dr. Mehmet Yiğit Gürdal



Yrd. Doç. Dr. Gül Sosay

Yrd. Doç. Dr. Mehmet Nafi Artemel



Dr. Nur Yeniçeri



APPENDIX B

INTERVIEW QUESTIONS OF PILOT STUDY

Period before Identification(*Tanımlama öncesi*)

1. What were the symptoms that led you to think that your child was different?
(*Çocuğunuzun farklı olduğunu düşünmenize sebep olan belirtiler size göre nelerdi?*)
2. What was the main reason that pushes you to make a test for your child?
(*Sizi test yaptırmaya iten temel neden neydi?*)
3. What were the reactions your children received from his/her surroundings?
(*Çocuğunuzun çevreden aldığı tepkiler nelerdi?*)
4. Did you take consultancy about whether your child needed to take a test?
(*Test yaptırmanız gerekip gerekmediği ile ilgili danışmanlık aldınız mı?*)
5. According to what criteria did you determine the institutions you choose for identification? Have references and reliability been considered?
(*Tanımlama için seçtiğiniz kurumu neye göre belirlediniz? Referanslarına ve güvenilirliğine dikkat edildi mi?*)
6. Did you share your testing process with your child? How did you share it?
(*Çocuğunuzla test sürecini paylaştınız mı? nasıl paylaştınız?*)
7. How was your parent-child relationship before your child was identified as gifted?
(*Tanımlanma öncesinde anne baba çocuk ilişkileriniz nasıldı?*)
8. Have you taken support from any psychologist or pedagogue until the identification process? If so, which one? How much time?
(*Tanımlanma sürecine kadar herhangi bir psikolog veya pedagog desteği aldınız mı?*)

Period After Identification(*Tanımlama sonrası*)

1. How was the test result shared with you?
(*Test sonucu sizinle nasıl paylaşıldı?*)
2. What were the feelings you experienced the first time the results were shared with you?
(*Sonuç paylaşıldıktan sonra ilk yaşadığınız duygular nelerdi?*)
3. Did you share the test results of your child with anybody? If so, with whom?
(*Çocuğunuzun test sonucunu paylaştınız mı? Kimlerle?*)
4. Has family relationship changed after the child was identified as gifted?
(*Tanımlama sonrasında aile içi ilişkilerinizde herhangi bir değişiklik oldu mu?*)
5. Where did you find out where you could get support?
(*Nerelerden destek alabileceğinizi öğrenebildiniz mi?*)
6. Where did you get the most information about your child's difference?
(*Çocuğunuzun farklılığı ile ilgili en çok nereden bilgi aldınız?*)
7. In which situations were you most challenged in your relationship with your child?
(*Çocuğunuzla olan ilişkinizde en çok hangi durumlarda zorlandınız?*)

School Period(*Okul süreci*)

1. What were your feelings and troubles you lived related to your child's educational planning?
(*Çocuğunuzun eğitim planlaması ile ilgili yaşadığınız sıkıntı ve duygular neler oldu?*)
2. What do you think about whether or not gifted children should be trained in "special schools" that are suitable for them?
(*Üstün zekalı çocukların onlara uygun "özel okullarda" eğitim alması gerekip gerekmediği ile ilgili düşünceniz nedir?*)
3. Did you change a school after your child had been diagnosed? If so, how did you share it with the child and what was the reaction of him/her?
(*Tanımlama sonrasında okul değişikliği yaptınız mı? Yapıldıysa çocukla nasıl paylaştınız ve çocuğunuzun tepkisi ne oldu?*)
4. Did you get support from the school?
(*Okuldan gereken desteği alabildiniz mi?*)
5. Have you shared the situation with your child's teacher? How?
(*Durumu öğretmeniyle paylaştınız mı? Nasıl?*)

6. How was the teacher's approach to your child?
(Öğretmenin çocuğunuza yaklaşımı nasıl oldu?)
7. Did you do different practices in your home about your child's education after identification of your child? What were they?
(Tanılanma sonrası çocuğunuzun eğitimi konusunda siz ev içinde farklı uygulamalar yaptınız mı? Neler?)
8. How do you spend time with your child at home?
(Çocuğunuzla evde nasıl vakit geçirirsiniz?)
9. What was the problem that the gifted child experienced in the educational environment of your child? How did you solve it?
(Çocuğunuzun eğitim ortamıyla ilgili yaşadığınız sorunlar neler oldu? Nasıl çözdünüz?)
10. What do you think? How should the schools and teachers of the gifted children be? Wouldn't there be any problems if they had the features you specified?
(Sizce üstün potansiyelli çocukların okulları, öğretmenleri nasıl olmalı? Böyle olsa hiçbir sorun yaşanmaz mı?)
11. As a family, for which subjects do you need to receive support from school?
(Aile olarak okuldan en çok hangi konularda destek almaya ihtiyaç duyuyorsunuz?)
12. What should be the role of the family in the education of gifted children?
(Üstün potansiyelli çocukların eğitiminde ailenin rolü sizce ne olmalı?)
13. On which subject can you improve yourself? Could you be more beneficial to your child?
(Kendinizi hangi konuda geliştirebilerseniz çocuğunuza daha fazla fayda sağlayabilirdiniz?)

APPENDIX C

INTERVIEW QUESTIONS OF FOCUS GROUP STUDY

Period before Identification(*Tanılama öncesi*)

1. What was the main reason that pushes you to make a test for your child?
(*Sizi test yaptırmaya iten temel neden neydi?*)

Period After Identification(*Tanılama sonrası*)

1. What were the feelings you experienced the first time the results were shared with you?
(*Sonuç paylaşıldıktan sonra ilk yaşadığınız duygular nelerdi?*)
2. Did you share the test results of your child with anybody? If so, with whom?
(*Çocuğunuzun test sonucunu paylaştınız mı? Kimlerle?*)
3. What kind of research did you do after identification?
(*Tanı sonrası ne tür konularda araştırma yaptınız?*)
4. Do you need education after identification? What kind of education do you need?
(*Tanılanma sonrası eğitime ihtiyaç duydunuz mu? Ne tür bir eğitime ihtiyaç duydunuz?*)
5. In which area was the support you needed most?
(*En çok ihtiyaç duyduğunuz destek hangi alanda oldu?*)
6. Has there been any change in your family relations (mother, father, sister) after identification?
(*Tanılanma sonrasında aile içi ilişkilerinizde (anne, baba, kardeş) herhangi bir değişiklik oldu mu?*)
7. In which situations you were most forced in your relationship with your child?
(*Çocuğunuz ile olan ilişkide en çok hangi durumlarda zorlandınız?*)

School Period(*Okul süreci*)

1. What were your feelings and troubles you lived related to your child's educational planning?
(*Çocuğunuzun eğitim planlaması ile ilgili yaşadığınız sıkıntı ve duygular neler oldu?*)
2. Did you get support from the school?
(*Okuldan gereken desteği alabildiniz mi?*)
3. In what areas do you think your child should be supported outside school?
(*Okul dışında ne tür alanlarda desteklenmesi gerektiğini düşünüyorsunuz?*)
4. On which subject can you improve yourself? Could you be more beneficial to your child?
(*Kendinizi hangi konularda geliştirebilseniz çocuğunuza daha fazla fayda sağlayabilirdiniz?*)

General Questions

(*Genel sorular*)

1. What can we do for you?
(*Sizin için ne yapabiliriz?*)
2. Would you like to attend training programs?
(*Eğitim programlarına katılmak ister miydiniz?*)

APPENDIX D

INTERVIEW QUESTIONS OF IN-DEPTH INTERVIEW

1. What did you want to learn?
(*Ne öğrenmek istersiniz?*)
2. What questions did you have?
(*Hangi sorularınız var?*)
3. Which issues did you need for your own improvement?
(*Kendi gelişiminiz için hangi konulara ihtiyacınız var?*)

APPENDIX E

QUESTIONNAIRE FOR PARTICIPANTS' SOCIO-DEMOGRAPHICS

CHARACTERISTICS

1. Adınız Soyadınız:
(*First name, Last name*)
2. Doğum tarihiniz:
(*Date of birth*)
3. Eğitim Seviyesiniz:
(*Education Level*)
4. Yaşadığınız İlçe:
(*District you live*)
5. Aile gelir durumu (aylık bazda)
(*Family income*) (*on a monthly basis*)
 - a) 1000 – 3000 TL (*Turkish Liras*)
 - b) 3000 – 5000 TL
 - c) 5000 – 7000 TL
 - d) 7000 +
6. Medeni durumu
(*Marital Status*)
7. Çocuğun anne ve babası sağ mı?
(*Does the child's parents live?*)
8. Çocuklar Hakkında
(*About your children*)
 - a) Sayısı
(*Number of children*)
 - b) Doğum tarihi /tarihleri
(*Date of birth of children*)
 - c) Cinsiyet
(*Gender of children*)
9. Birden fazla çocuğunuz var ise, tanıli çocuk sayısı:
(*If you have more than one child, the number of children identified*)

10. Tanıyı hangi kurumdan aldınız?
(Which institution was identified your children as gifted?)
11. Tanılanma tarihi
(Date of identification)
12. Çocuğun gittiği okul
(School of children)
- a) Devlet okulu
(Public school)
- b) Özel okul
(Private school)
- c) Kaçınıcı Sınıf:
(Which grade?)
13. Okulda özel eğitim programı var mı? (Hafta sonu kursu, destek odaları vb.)
(Is there a special education program in the school?) (Weekend course, support rooms etc.)
14. Psikolojik yardım alındı mı?
(Is psychological help received)
- a) Tanı öncesi çocuk yardım aldı
(Before of identification, a child receive help)
- b) Tanı öncesi aile yardımı aldık
(Before of identification family receive help)
- c) Tanı sonrası çocuk yardım aldı
(After of identification, a child receive help)
- d) Tanı sonrası aile yardımı aldık
(Before of identification family receive help)
- e) Hayır, psikolojik yardım almadık
(No, we do not receive psychologic help)

APPENDIX F

TRANSLATION OF THE QUOTES FROM FOCUS GROUP AND IN-DEPTH INTERVIEWS

1. When he was one, he was making me read books. You do not know at all, you think it is normal, I tried to support this process during which he had the intake. *(Ođlum 5 yařında bana kitapları okutuyordu. Hiç bilmiyorsunuz. Normal zannediyorsunuz, aldıđı süreci desteklemeye çalıştım.)*
2. He started to say words such as mom and dad around the time he was three or four months old. He started to talk early. But I looked around and said “Well, these are folic acid kids, they all talk early and did not dwell on it much.” He really talked well when he was one, he was making sentences. He was potty-trained much earlier than other kids. He could walk much earlier etc. But as I said, we did not dwell on it much. Then we got into a mommy and me group when he was 15 months old. There, the teacher directed us by saying that he was a different kid. But we did not get him tested. Because everything was going well, and he was really adaptive. In other words, there was not an extra different situation. *(Dođduktan sonra üç dört aylıkken anne baba gibi konuşmaya başladı. Erken konuşmaya başladı bu. Ama ben çevreme bakıyordum folik asit çocukları bunlar erken konuşur diye çok üzerinde durmadım. Üç dört ayda anne baba demeye başladı bir yařında çok güzel konuşuyordu cümle kuruyordu. Tuvalet alışkanlıđı erkek çocuklara göre çok erken oldu. Yürümesi çok erken oldu vs. Ama dediđim gibi biz bunun üzerinde çok durmadık. Daha sonra on beř aylıkken anne çocuk oyun grubuna başladık orada bizi öğretmenimiz yönlendirdi farklı çocuk dedi biz yine test yaptırmadık. Çünkü her şey yolunda gidiyordu ve çok uyumlu. Yani çok farklı ekstra bir durum yoktu.*
3. We used to notice that, he is very academic. In other words, similar stuff. For instance, he talked early, could say some words when he was only three months old. He was into books, could speak neatly, and used very different words. For instance, he could use a word that would be used by a grown-up very correctly and in a sound way. We were thinking about those aspects. But as parents, you start getting used to it after some time, for he was doing it on a continuous basis. At the end of the day, he is and that is the way he talks or speaks. For example, we thought he kept on doing it on purpose as he heard us say, “how come did this kid make this sentence?” *(Biz fark ediyorduk çok fazla akademik. Yani benzer şeyler, erken konuşma vardı, mesela üç aylıkken konuşma vardı, kitaplara merakı vardı. Eee daha sonrada çok düzgün konuşması yani çok farklı kelimeler kullanıyordu. Mesela bir yetişkinin kullanabileceđi bir kelimeyi çok dođru ve yerinde kullanıyordu. Bizi o kısımlar çok düşündürüyordu ama anne babalar yada bizde oldu bilmiyorum bir süre sonra kanıksıyoruz çocuđu artık yani hep yapıyor ya. Zaten o, böyle konuşur böyle cümleler kurar. Ancak dışarıdan birisinin çok dikkatini*

çekiyordu. Mesela yani bu cümle nasıl bir cümle işte, bu çocuk nasıl bu cümleyi kuruyor deyince işte tekrar size şey yapıyor acaba mı?)

4. He was 9 months old, he said “mom, ambulance passing
(9 aylıktı Anne ambulans geçiyor dedi, korktuğumu hissettim.)
5. Drawing, early speech, he would say “Mom, shadow, dad, shadow..... He was asking strange questions, such as death, the child was making something else beyond drawing nicely.
(Resim, erken konuşması, gölgelere bakıp ‘Anne gölge, baba gölge diyordu’.
Garip sorular soruyordu ölüm, bu çocuk güzel çizmenin ötesinde başka bir şey
6. I realized that almost everything was emerging at an earlier stage for him, ranging from writing and reading to arithmetic or his interest in space. This has always been a source of trauma in me.
(Oğlumla bu yola girmeden önce oğlumun her şeyi çok erken yaptığını fark ettim. Okuma, yazmasından tutunda aritmetiğe kadar uzaya olan merakına kadar çok erken çok erken yaşlarda yaptığını fark ettim. Bu bende hep bir travma.)
7. My child’s cognitive development has been more advanced ever since she was a little kid. Wherever we go, she attracts attention. She was able to walk at 9 months and to talk at 10 months.
(Küçüklüğünden beri nörolojik gelişimleri önde giden bir çocuktü.... Her gittiğimiz ortamda dikkat çeken bir çocuktü, 9 aylıkken yürüdü, 10 aylıkken koşuyordu ciddi anlamda.)
8. He would always express himself. For example, when he was a newborn, I had hard time getting ready to breastfeed him when he was hungry.
(Her zaman kendini ifade ederdi mesela yeni doğduğunda karnı acıkır, ben nasıl yetişeceğimi şaşırırdım emzirmek için)
9. Many would say to me: “Your child is different, he acts much older than he is”. In other words, making a reference to the way he behaved and talked.
(Çevreden çok söyleyenler oluyordu senin çocuğun farklı yaşından çok büyük davranıyor. Oturması, kalkması, konuşması yani.)
10. The kid learned how to read at a very early age. He was able to write at the age of four. His arithmetic was super at the age of four. He was able to perform four mathematical operations and he was continuously asking for math problems by the time he was five and a half.
(Çok erken yaşta okudu, dört yaşında yazıyordu. Aritmetiği dört yaşında süperdi. Dört işlem yapabiliyordu. Sürekli matematik problemi istiyordu benden beş buçuk yaşına geldiğinde).
11. His eyes wide open with a deep meaningful look. There was something strange about the situation... and because we thought that all the babies were the same,

we didn't focus so much on children's' reactions. My son was an early walker and talker. During this period, he also started to show interest in things like a vacuum cleaner, computers etc.... basically an interest in things which have a certain mechanical structure or consist of a systematic structure.

(Gözler devamlı açık manalı bakışlar bir tuhaflık vardı ama tabii her bebekte aynı olmuyor bilmediğimiz için dışarıdaki bebeklerin çocukların tepkilerini çok üzerinde durmadık çok erken yürümeye emeklemeye başladı oğlum. Daha sonraki dönemde konuşma çok erken oldu ve konuşmaya başladığı anda ilgisi bir çocuğun bir yaşındaki bir çocuğun oynadığı oyuncaklara değilde daha farklı şeylerle ilgileniyordu yani elektrik süpürgesi daha mekanik şeylerle işte bilgisayar vardı evde sistematığı olan şeylere karşı çok büyük bir ilgisi vardı .)

12. I have a daughter and she is also identified, but my son did not have so much trouble, maybe because of my experience. I was not surprised when he was identified as he is now the second child, as I was expecting.. So when he was diagnosed, the psychologist who took his sister thought that there was a difference in my son and we made his request. It turned out that way, I wasn't too surprised. The important thing for me was in which field I could support it.
(Bir kızım var ve o da teşhis edildi, ama oğlumun belki de benim deneyimim yüzünden çok fazla sorunu yoktu. Beklediğim gibi, şimdi ikinci çocuk olduğu tespit edildiğinde şaşırılmamıştım. Teşhis edildiğinde, kız kardeşini alan psikolog, oğlumda bir fark olduğunu düşündü ve isteğini yaptık. Öyle oldu, çok şaşırmadım. Benim için önemli olan, hangi alanda destekleyebileceğimdi.)
13. Our kids are really sensitive to anything physical. Today, for example, my son felt uncomfortable with the pair of socks I chose for him. The seam was quite irritable so we had to turn the socks inside out. That was the only way to make him wear the socks.
(Çocuklarımızın çok fazla hassasiyeti var ve ben bugün oğluma yine çorabını ters giydirdim gönderdim. Neden? Çünkü onun dikişi... zaten özenle seçmişim çorabı ama onun o ufacıklık dikişi onu inanılmaz rahatsız ediyor. Mesela bu fiziksel hassasiyeti.)
14. Throughout the winter it wasn't possible for me to make him wear socks. I remember that my mother-in-law was disapproving this and she made me feel like an awkward mom.
(Bütün kış boyunca ayaklarına çorap giydiremedim, kayınvalidemin çok surat ettiğini hatırlıyorum. Sanki ben beceriksiz bir anneydim.)
15. My daughter was only 3 years old when we got her a pair of flip flops. Although they were quite uncomfortable, I remember how much she cried and how much effort she made to wear those flip-flops.
(Kızım 3 yaşında terlik istediğinde aldım pazardan. Parmak arası terlikti. Terlik ayağını rahatsız ederken nasıl ağladığını ve giymek için çabaladığını hatırlıyorum da....)
16. Oh yes... all those tags. We cut them all off. I remember very well carrying a pair of scissors in my bag. Even now, before she leaves for school, he takes off

his shoes three times. First time because his toe feels uncomfortable. Secondly because the tip of his toe hurts and finally because the shoe tongue feels itchy. These are really difficult to handle.

(Etiketler ah o etiketler hep kesildi. Çantamda makasla dolaştığımı çok biliyorum. Hala okula giderken kapının önünde 3 kere ayakkabıyı tekrar giyer. Şimdi parmağımın ucu rahatsız, şimdi ayakkabının dili acıtıyor. Bunlar zor.)

17. She loves shiny clothes but unfortunately, she can't wear them because they are so itchy.

(Parlak kıyafetlere bayılıyor ancak aldığımız zaman kaşıntıdan giyemiyor.)

18. I remember the explanation I made about her "end of school year show costumes". Well, I really had no patience left. No matter how hard you tried to understand them you somehow feel exhausted at the end.

(Sene sonu gösterisindeki kıyafet yüzünden yaptığım açıklamaları hatırlıyorum da, insanın cidden sabrı kalmıyor, ne kadar onları anlarsanız da bir noktada tükeniyorsunuz.)

19. He is too emotional/too sensitive. For example, he doesn't want to live in a big city because he says that being raised in a big city damages their health. At the same time, he is sensitive towards world problems. He knows about wars etc...

(Çok duygusaldır, çok duyarlıdır. Mesela büyük şehirde yaşamak istemiyor oksijensiz sağlıklı büyüyor diyor. Dünyaya duyarlı savaşları falan takip eder...)

20. Always and always more indistinct. He does not want to be at the fore front and like to manifest himself. His perceptions are very high, he initially understands whatever is being told, and never asks for a second explanation... Internally he is emotional (his emotions are at a high level), I am not sure which one is at the fore front, perhaps conscience? Such emotions are strong in him.

(Hep şey, hep, hep daha silik. Öne çıkmayı sevmeyen, kendilerini belli etmeyi sevmiyor. Son derece algıları yüksek her anlatılanı önce anlayan, asla ikinci kez demeyen. İçsel hangi çok yüksek, ne bileyim vicdan mıdır? Her türlü o tür duyguları çok yüksek.)

21. Their emotional sensitivity, their sense of justice is so different from others. Actually, we have problems with obeying to the rules. They keep on questioning the rules and come up with questions such as "why do we have this rule?", "Who is it for?", "Is this rule useful?".

(Duygusal hassasiyetlerimiz bambaşka zaten, adalet duyguları; o da ayrı bir şey. Kurallara uymada sorunumuz var, kurallara uymanın doğruluklarını nedenlerini araştırıyorlar, neden bu kural, kimin için? Hani bu kural ne sağlayacak bize, ne kazandıracak bize?)

22. When you talk with my son or daughter you notice that emotionally they are above their own age.. My son is 15 but sometimes you think you were talking to a 30-35 years old person. My daughter who is only 10 makes you feel the same when you talk to her you think you were talking to a 17 years old teenager. Their

perception, their listening skills, their capability of understanding the reasoning behind facts/events and their ability to combine all these with their emotional sensitivity easily and deeply. These kids are deep thinkers. What I am trying to say is that it doesn't have to this way. I mean there should be a harmony between their age and their emotions but unfortunately because of their high IQ level their awareness/perception is higher than other children, which leads to emotional sensitivity.

(Bir kere benim kızım da oğlum da duygusal olarak yaşının çok üzerinde. Yani, oğlumla konuşurken; oğlum 15 yaşında ama 30-35 yaşındaki bir çocukla konuştuğunuzu zannediyorsunuz konuşurken. Kızım 10 yaşında ama 17 yaşında bir çocuk, gençle konuşuyormuş duygusu yakalayabilirsiniz konuştuğunuz konuya göre. Algısı, dinlemesi ve çocukların bunu mantık süzgecinden geçirip, duygusal bilgilerle birleştirmesi çok kolay ve derin oluyor. Bu çocuklar çünkü çok derin düşünüyorlar. Bu, fakat şunu, burada o söylemeye çalıştığım hassasiyet, böyle olması gerekmiyor. Çocuğun aslında yaşının duygusuna sahip olması gerekiyor ama zekaya bağlı olarak algı da gelişiyor ve çocuklar duygusal bir hassasiyet geliştiriyor.)

23. These children live their emotions at the extremes. This is why these children are considered to be extremely difficult....They are extremely sensitive. Ever since they were born ...

(Kendilerine göre çok daha uçta yaşıyorlar, duygularını uçta yaşıyorlar. Uçta demekle kastım o yani uç noktalar.)

24. I can't. Why? Because I can't hurt someone. Mom, it doesn't feel right to hurt someone just because he did wrong to me. Well, it is your choice but you probably would feel much better if you did something about it. Doing something about the matter would actually ease the pain you feel. No, I don't prefer that.... She told me that we don't need to treat someone unfairly. I can treat you unfairly but that wouldn't be a relief for me. I will leave you as you are and stay where I am.

(Yapamam dedi. Neden? Çünkü bir başkasına zarar veremem dedi. ... Anne dedi, bir insana zarar vermek hiç hoşuma gitmez benim, o bir yanlış yaptı ben de mi yanlış yapayım dedi. Tercih senin dedim ama yaparsan en azından o psikolojik duygunun ağırlığını hafifletmiş olacaksın, üzerindeki etkisini azaltmış olacaksın dedim. Yok dedi ben bunu tercih etmiyorum. Anne dedi birine illaki kötü davranmak zorunda değiliz dedi, dedim ki ben senin bu hareketinden çok rahatsız oldum, aynısını sana yapabilirim ama bunu sana yapmak benim acımı ferahlatmayacak, seni olduğu gibi bırakmayı düşünüyorum ve duruyorum yerimde.)

25. Well she asks questions he is inquisitive, and she also likes examining things. But because of these features, her classmates make fun of him. She became an introvert person because of this fun making. She shows no interest in socializing and he always tries to find children like her or talks to her teachers.

(Mesela yine sorular sordu, o işte yine şey, merak ediyor, irdeliyor. Hani, hep bunlar alay konusu oluyor bir noktada, şeyde sınıfta. Çocuk napıyor bu sefer

içine kapanıyor, sosyal hayata orada karışamıyor, anca kendisi gibi çocuklar bulup onlarla, öğretmenleriyle filan konuşuyordu.)

26. Even though he understands quickly, is good at designing diverse things and able to see/notice abstract/invisible things his giftedness is limited. He is a human being and that is the most important thing here. His feelings going up and down and his anxiety level is quite high, too. This is the problematic part and right here support is needed. The biggest mistake a family can make is to ignore the fact that their children are whole human beings and don't only consist of brain. That is why huge support is needed to overcome this problem.
(Herkesten bir tık fazla algılayabilir, daha farklı şeyler tasarlayabilir, göremediklerini görebilir ama üstünlüğü sınırlıdır. İnsan olması gerekiyor önce, duyguları olumlu ya da olumsuz kaygı seviyesi yüksektir. Bu kısmının biraz problemlili, biraz desteklenmesi gerekir. Bu kısmında destek olması, daha çok destek olması gerekir. Onu sırf beyin gibi yaşatmak bir ailenin yapabileceği en büyük hatadır.)
27. Well she is only 10 but sometimes she acts as mature as a 40 years old person. This instability causes confusion. In other words, when she can't find answers the situation starts to become problematic. Emotional problems arises. Questions such as why?, how?, have a deeper meaning for him/her and all these things I talked about are the reason of depression.
(Doğal olarak, 10 yaşında, bir bakıyorsunuz 10 yaşındaki bir çocuğun duygusuna sahip bir bakıyorsunuz 40 yaşındaki bir insanın, yetişkinin duygusuna sahip, gidip geliyor. Bu büyük bir dengesizlik, bu sefer kafa karışıyor. Yani, çocuk sorularına cevap bulamıyor. Öyle olunca sıkıntı tabiki, duygusal sıkıntılar başlıyor. Neden, nasıl, niçin soruları onun için daha büyük şeyler ifade ediyor ve depresyonel durumlar oluşuyor çocukta.)
28. Looking at things from a different viewpoint, having a sense of justice and being conscientious are definitely good features.
(Olaylara farklı bakışın açın, doğal olarak gelen bir adalet duygun ve vicdan bunlar çok olumlu özellikler.)
29. When he started school he could read and write so after a while he got bored. Then some of his features came to daylight. For example, justice was a very important issue for him and actually this was the reason why he was confronting conflict with some friends/classmates and teachers. He was questioning justice in relationships which was the starting point of our emotional problems.
(Normal okula başladı bir koleje başladı orda tabi çok belirgin bir şekilde okuma yazmayı biliyor olması sıkıldı bazı kişilik özellikleri dile geldi adalet kavramı onun için çok önemliydi arkadaşlarıyla bu yüzden uyumsuzluk yaşadı öğretmenleriyle yaşadı. Kim kime haksızlık yapıyor o noluyor bunları hep irdeliyordu böyle içsel olarak soruları oluşmaya başladı bi sıkıntıları oldu.)
30. When we were in a social environment, there were visible differences from other kids in terms of behaviors, language, level of awareness, which was high,

understanding of justice, which was also high, her level of empathy was also high.

(Ortamlara girdiğimiz zaman çocukların davranışlarından kurduğu cümlelerden bir sürü şeyden bir takım farklar gözüküyordu ama biz daha farklı bu onun ilgi alanı eee çok farkındalığı yüksekti, empati duygusu adalet duygusu çok yüksekti.)

31. After her violin tutor told her that she was very successful, my daughter started to dislike her tutor. My daughter noticed that her tutor was much more interested in one single student. Since she let's say was developing differently and probably most of the children didn't notice this situation or didn't care about it she stopped playing the violin and hasn't played it since then.
(Hocası çok başarılı dedi ve kızım bir süre sonra hocasından hoşlanmamaya başladı. Aralarında, sınıftaki öğrencileri ayırdığını ve şey vardı, diyorum ya duygusal olarak da farklı düşünüyorlar çok. Diğer çocuklardan da farklı gelişıyorlar herhalde, yani diğer çocuklar bunu farketmezler umursamazlar belki ama benim kızım diğer sınıftaki başka bir kıza daha çok önem verdiğini fark ettiği için kemandan soğudu. Keman çalmamaya başladı....)
32. My son thinks that the personality of the tutor is much more important. His/her energy, his/her light ... so important.
(Eğitimcinin ya da mentörün desem daha doğru olur sanırım, yapısı çok önemli onun için, verdiği enerji çok önemli, ışığı çok önemli.)
33. He is also too much of a perfectionist. The painful process accelerated, and the school told me: "It is too early yet, but please follow this up, he might be gifted.
(Fazla mükemmeliyetçi. İlerleyen artan sancılı dönemler olunca okul bana dedi ki: şu an çok erken ama mutlaka takibini yapın bu çocuk üstün olabilir.)
34. And perfectionism, extreme perfectionism...
(Ve mükemmeliyetçilik, aşırı mükemmeliyetçilik...)
35. Anxiety, fear, yes. Perfectionism maybe, no tolerance for failure. Actually, all of them should be considered as the features of gifted children
(Kaygı, korku tamam. Mükemmeliyetçilik belki, başarısızlığa tahammül. Yani hepsini üstün potansiyelli çocukların özellikleri ne olmalı.)
36. Rules should be followed; those who do not follow rules should be warned. Perfectionism appears at the forefront. And they start warning others. I experienced some problems in this regard too. And it is not rosy after this point on. Problems started to emerge.
(Kurallara uyulacak, uymayanlar uyarılacak, mükemmeliyetçilik ön plana çıkıyor. Ve diğerlerini uarmaya başlıyor. Ben bununla ilgili sorun da yaşadım. Ama bundan sonra her şey toz pembe değil sıkıntılar başladı.)
37. My son gets angry easily. And whenever he is wrong he never admits it. That is our biggest problem.

(Yani oğlumla yaşadığım en büyük sıkıntı o çok sinirleniyor hatayı kabul etmiyor kolay hata yaptığını, yanlış yaptığını.)

38. He wanted to impose his perfectionist attitude on his friends. Of course, he was getting angry, for he could not have approval from his friends. The issue reached to the point of hitting other kids. For this reason, we had a challenging preschool period.

(Bu mükemmeliyetçi tavrını tamamen arkadaşlarına aktarma isteği. Tabi ki diğer çocuklardan herhangi bir şey bulamadığı için onu sinirlendiriyordu. Eee yani bu vurma olayları falanda gitti. O yüzden anaokulu sürecini birazcık şey atlattık.)

39. They are perfectionists. They are anxious whether they become successful or not. They are curious by nature. Sometimes their questions are about their own insufficiency or inability.

(Mükemmeliyetçiler, başarısızlık kaygıları ve benzerileri var ya da çok meraklılar gibi temel duygular üzerinde kendi hayat kurgularında yaşadıkları yetmemelik ve yetişememezlik duygusu üzerinde neler yapmalarıyla ilgili soruları oluyor.)

40. Kids have technical basis for being success oriented, competitive, target oriented. They are nurtured by this. When you say, “Way to go kiddo!”, they blossom saying “I did well, didn’t I?” Here is how I recognized this. He was doing great with piano. We made a mistake though. Regardless of his superiority in terms of intelligence, he needs to do page 1. Can he also do page 8? He went into his own mood of “yes, I can do this” and then took himself off. Then I understood that we should do everything step by step or little by little. I forgot about the piano. Then he said, I am going to learn how to play the guitar. I said, “Here is the guitar, do it your way” and because of that “I know this” mood, he quit the guitar. I believe we should tell our children “What a great job you did, way to go, you had such a big accomplishment!” and make them feel great... They should learn to accomplish things by themselves, and by observing themselves.

(Çocukların başarıma, yarışma, hedef odaklılık gibi teknik tabanları var. Bunlardan besleniyorlar. ‘Aslanım kızım, aslanım oğlum’ deyince iyiydim di mi deyip çiçek gibi açıyorlar. Ben şuradan fark ettim piyanoyu mesela dedim ya çok iyi şey yapıyor diye. Hata yaptık orada sonuçta ne kadar üstün zekalı olursa olsun 1. Sayfayı yapması lazım, 8. Sayfayı yapabilir mi? Ben yapıyorum şeyine girip, sonra tak kendi kapattı. Aaa o zaman anladım ki ufak yapmak lazım. Piyanoyu ebediyen sildim. Sonra ben gitara gideceğim dedi. Şimdi ben biliyorum ya al gitarı ne yaparsan yap. Gitarı da aynı böyle bıraktı. Çocuğa şeyi vermemiz lazım bence başardın aferim be! Onlar kendileri becermeyi, bizzat kendisi gözlemleyerek becermeyi öğrenmeli)

41. These kids have a fear of failure. I think this is a very important point because this fear will affect their success level in the future. Ignorant people by the way, are more courageous and they just do things without giving it a second thought.

But you, a well- qualified person still thinks “Can I do it?” This so important because in the future these children are going to make decisions, going to take risks. So the question is “how can they overcome this fear of failure?” and we the parents; what can we do to help them?

(Mesela çocuklarda başarısızlık korkusu oluyor. bu bence çok önemli ilerde hayat başarılarında çok ciddi anlamda etkileyecek hani baktığınız zaman. Cahil cesareti diye de bir şey var hani iş hayatında da görüyorsunuz. Konuyu çok bilmiyor ama bir cesaret var ben yaparım canım diyor. Bir tarafta çok iyi biliyorsunuz ama acaba yapabilir miyim düz diye düşünüyorsunuz. Hani bu onların ileriki hayatta karar vermelerinde, risk almalarında da çok etkili olacağı için bence o çok önemli. Başarısızlık korkusunu nasıl yenecekler? Bununla ilgili biz ebeveynler olarak ne yapabiliriz?)

42. He is constantly unhappy. Lego, plays/games, drawing pictures... all are just great. He always wants to play with older ones.
(Çünkü sürekli mutsuz bir çocuk. Legolar, oyunlar, resimler hepsi harika. Hep kendinden büyüklerle oynamak istiyor.)
43. Mine is very communicative but not with his peers. Some people call him “precocious” and others tell me that children of our time are like that. How come?
(Benimki iletişimle alakalı çok sosyal. Ama dedikleri gibi yaşlılarıyla değil... İnsanlar şey diyorlardı.. “Büyümüş de küçülmüş..” “Nasıl yani?” “işte zamane çocukları”...)
44. Although it is not easy, society needs to accept these children. People think that they are smart alecks and just because they act like smart alecks you want to grab a slipper and smack them.
(Toplumda kabul edilmeleri gerekiyor, kabul görmeleri çok kolay olmuyor. Çok bilmiş çocuk olarak da nitelendirilebiliyorlar ve böyle hani terliği, ayakkabıyı çıkarıp ağzının üzerine bir tane vurayım böyle isteği doğuran çocuklar.)
45. To my daughter the people are around her seemed as if they were from another planet and those people had the same opinion about my daughter, too. She reads different kinds of books and she holds conversations about different topics.
(Herkes çevresinde çok farklı bir dünyadanmış gibi geldi ona. O çocuklara da kızım öyle geldi. Yani değişik kitaplar okuyor değişik konulardan konuşuyor.)
46. In the beginning, school was tough. Everyone was just at the spelling level but at that time my daughter could read smoothly. One day she came home and started to talk. Actually, she wasn’t talking properly. She was spelling all the words. I asked her why she was doing this. She told me that all her friends were doing it. She was doing it because she wanted to be part of the group, a sense of belonging to somewhere. While we were talking, I said that she was able to read books. She told me that she knew that but just because everybody in class was still dealing with spelling, she didn’t want to be the only one who was able to read smoothly.

(İlk 1 yıl zordu. Çünkü, herkes A'dan B'den hecelemekten ama kızım düzgün okuyabilen bir çocuktur. Bir gün mesela geldik kık (katılımcı ses benzetmesi yapıyor) yapıyor, neden yapıyorsun annecim dedim. Çünkü arkadaşlarım böyle yapıyor dedi. Yani, benzeşme duygusunu yaşıyordu aslında orada, annecim sen kitap okuyabiliyorsun zaten dedim. Biliyorum ama herkes kıklarken ben düzgün okumak istemiyorum anne dedi.)

47. Well he asks questions he is inquisitive, and he also likes examining things. But because of these features, his classmates make fun of him. He became an introvert person because of this fun making. He shows no interest in socializing and he always tries to find children like him or talks to his teachers.

(Mesela yine sorular sordu, o işte yine şey, merak ediyor, irdeliyor. Hani, hep bunlar alay konusu oluyor bir noktada, şeyde sınıfta. Çocuk yapıyor bu sefer içine kapanıyor, sosyal hayata orada karışamıyor, anca kendisi gibi çocuklar bulup onlarla, öğretmenleriyle filan konuşuyordu.)

48. My daughter was in a group of four people. They seemed to be close to one another. Eventually, one of the girls tried to get rid of my daughter. They started to meeting without my daughter. After a while they started mobbing her. My daughter told me that whenever she tries to say something that particular girl was rebuffing her. My daughter was really confused because even though she didn't do something wrong she kept asking me: "Mom, am I doing something wrong?" Afterwards she told me that whenever she entered the classroom her classmates started saying, "Look, the Virus is here now". The same happened at her leave. Hey people look the Virus is going". That particular girl from the group was probably provoking the students. That might be a possible explanation for the behavior of my daughter's classmates. We discussed this issue with the school administration and of course with the psychological counseling and guidance service to find a solution.

(Dörtlü bir kızımın grubu vardı, arkadaş grubu. Bir tanesi kızımı dışlamaya çalıştı. Yani hep birlikte görüşüyorlar ediyorlar, kızımı çağırmamaya başladılar. Ondan sonra ona mobbing uygulamaya başladı. Anne, şey diyordu hani bir şey söylüyorum beni sürekli ters, anne ben kötü bir şey mi yapıyorum demeye başladı. Ondan sonra, işte sınıfta o geldiği zaman işte virüs geldi diyorlarmış. O çıktığında virüs çıktı. Hani diğer arkadaşlarını da kışkırtıyor mu diyeyim artık, onlar da aynı şekilde davranmaya başladı. Hani o dönemde hem okulla görüştük, hem pedagoğla görüştük ne yapabiliriz.)

49. As parents what should we do if the school/education system fails to support their needs? Should we try some workshops etc?

(Eğitim ve öğretim çocuklarımın özel ihtiyacını karşılayamıyorsa, ben bir veli olarak neler yapabilirim? Atölye çalışmasına götürelim mi? Vb.)

50. For a parent, it would be a big relief to know where he could get support for his child. When I say support, I mean courses designed for gifted children. It doesn't matter if they are for free or not.

(Yani nerede ne kurs var, ücretli olabilir ücretsiz olabilir ben veliyim. Yani, ben çocuğum için buraları dışında neler yapabilirim bilgisi rahatlatıcak gibi geliyor.)

51. As mothers of gifted children, we should be better informed about where to find support for our children. There are various programs and workshops throughout the world but unfortunately, we don't know anything about them.
(Bizim anneler olarak daha çok eğitilmemiz lazım..... Biz çocuklarımıza nasıl yardımcı olabiliriz?... Dünyada daha farklı programlar ve uygulamalar var. Bizim bilgimiz de yok bu konuda.)
52. It isn't enough that the teacher/instructor is knowledgeable. It is also very important that these people are dedicated to / care about what they do. And I hope that my dream may come true.
(Mesela şöyle bir şey hayal ediyorum. Az önce de söyledim mesela bu konuda hem ilgili hem bilgili muhataplara ihtiyacımız var. Bu öğretmen olabilir, dışarıda gittikleri atölyelerdekiler olabilir. Sadece bilgili olması yetmiyor, o işi gerçekten önemsemesi gerekiyor.)
53. When we come to this place, they tell us that we can find here whatever we need so just bring your children well, fair enough but there must be something we could do at home, too.
(neden diyorum neden bizler.. hani bizler için eğitim programları yok. Bize sadece şey söyleniliyor; işte hani burası var buraya getirin, burda evet.. istediğiniz her şeye burada ulaşabilirsiniz söylemleri oluyor ama bizim de evde yapabileceğimiz bir şeyler olmalı, bizler de bir şeyler yapmalıyız.)
54. How can I support my child at home? What about educating her? How can I get an IQ test done? How can I support my child in social surroundings? What does it mean when a child gets identified as gifted? How beneficial will it be for my child? Accept her as she is. No less, no more. I think it can be harmful if we exaggerate or underestimate the situation.
(Bunun için çocuğumu evde nasıl destekleyebilirim, sosyal ortamda nasıl destekleyebilirim? Eğitim konusunda neler yapabilirim, çocuğun zeka testine nasıl bakmam gerekiyor? Yani, bana bir tanı verildi ama bu ne anlam ifade ediyor, ben bunu nasıl değerlendirebilirim çocuk için? Bir de şey bence şöyle bir eğitim iyi olabilir : Ne çocuğu çok küçümsemek ne de çocuğu çok gözünde büyütmek. Yani, evet bu çocuk bu, tanısı bu, özellikleri bu. Buna da böyle, bunu da bu şekilde değerlendirmemiz gerekiyor çünkü iki tarafında zararlı olduğunu düşünüyorum)
55. It would have been really useful if someone had informed us about what kind of courses our children should take. For example, my daughter takes a couple of courses (English, coding etc...) but I am really not sure how useful/effective they are.

(İşte benim kızım şimdi dışarıdan kurslara gidior, ne bileyim kodlama kursuna gidiyor, ingilizce kursuna gidiyor. Keşke hangisinin onun için iyi olabileceğini bilseydim, bu konuda eğitim verilseydi de bilseydik.)

56. Are there any new publications, new organizations related to gifted children? What about gifted children and their legal rights? We are able to quickly grasp and understand. There are many platforms where information can be shared. Sharing information on various platforms is just great and makes much of a contribution.
(Yeni çıkanlar var mı, yeni organizasyonlar var mı bu çocuklara ilişkin, kanunda neler gerekiyor? Bu bir, algı seviyemiz çok yüksek ve hemen paylaşılacak platformlarımız var ve bilgi burada da paylaşıldıkça güzel ve bize olumlu katkı sağlıyor)
57. I knew my daughter was different and since she is an only child I am able to take care of her education.
(Sonrasında ben çocuğumda dediğim gibi çok farklılıkları hissediyordum ama benim ona verdiğim eğitimden dolayı yani kızım bir tane ve sürekli onunla ilgileniyorum.)
58. When I noticed that she was different I got panicked. However, I didn't think that she would get identified as gifted. For a long time, I thought that a gifted person was someone who could play the piano at the age of three, attends the university at the age of 10. Obviously, I was wrong. It turned out to my surprise that I didn't know the exact meaning of being gifted. My daughter didn't have any of those previously mentioned qualities but I still knew that she was different. Firstly, not knowing the exact meaning of giftedness led to confusion and panic.
(O zaman çok panik olmuşum. Farklılık olduğunu hissediyordum, görüyordum ama böyle bir tanı alacağını hiç düşünmemiştim çünkü üstün zekalı demek benim için 3 yaşında piyano çalmak, işte 10 yaşında üniversiteyi bitirmek anlamına geliyordu. Dolayısıyla, hiç zaten benim çocuğumda o tip özellikler yoktu ama yaşlılarından farklıydı. Onu hissediyordum onda da. O yüzden şaşırdım, bilmiyormuşum tam anlamıyla. Yani, bu tanının altında yatan nedir, ne anlatmak istiyor bu tanı bize bunu bilmiyormuşum. Çok panik oldum, öyle.)
59. She was about four or five years old. At that age he was able to count by fives and tens. Yes, we were quite aware that he was doing something. above her age but at the same time we thought that maybe we made her learn things just because we are caring parents. Then, when she turned six she started reading without help. She combined letters and read smoothly. We were aware that we shouldn't have taught her how to read and write. Actually, we didn't. The only thing we did we kept answering her questions because we thought that it was the right thing to do.
(Altı yaşında yani 4 -5 yaşında böyle bloklar işte sayılar 5er 10ar saymalar yani yaşının üzerinde bir şeyler yapıyordu ama biz çok ilgili bir aileyiz acaba ilgileniyor muyuz ondan mı böyle oluyor çocuğa bir şeyler mi öğretiyoruz yoksa

diye düşündük. 6 yaşında kendi kendine okumayı öğrendi harfleri birleştirmeyi öğrendi ona okuma yazma öğretmememiz gerektiğini de biliyorduk ama bize harfleri sorduğunda sorularına da cevap veriyorduk doğru olanın bu olduğunu düşünüyorduk.)

60. Since our children were able to do so many things earlier than their peers, we knew that both of our children had a potential and were highly intelligent. That was a sign for us. I have to admit that it was difficult for us to see, to find out about the differences because both of my children were like that so actually I had no chance to compare. They had no problems in doing homework or in understanding school subjects.
(Zaten hani ikisinin de bir potansiyeli, zeki olduklarının farkındaydık. Çünkü bir çok şeyi yaşıtalarına göre önce yaptılar, hani oradan da görebiliyorduk ama hani ikisi de olduğu için ben aradaki net ayrımı çok farkında değildim yani. Hani ikisi birden öyle, ikisi de bazı şeyleri önden yaptılar. Hani bir çok şeyde zorlanmadılar, derslerinde, ödevlerini yaparken)
61. Everyone around me loved my daughter and there was something different on her, but since I didn't know anything like that, I always attached it to my own raising style.
(Çevremdeki herkes hem kızımı çok seviyorlardı hem de farklı bir şey var ama ben böyle hiçbir şey bilmediğim için hep kendi yetiştirme tarzıma bağlıyordum.)
62. She is one and a half years old and she can learn words and songs by heart, her memorizing is brilliant. I was considering her as highly qualified in terms of perception. Her father used to say that she resembles him, because her perception is high.
(Bir buçuk yaşında kerimeler şarkılar renkler ezberliyor yani ezberi çok kuvvetli. Ben algısı yüksek olarak görüyordum. Hatta babası Bana çekmiş algısı yüksek diyordu.)
63. Besides, he was always trying to learn on his own, and that's what makes me so happy.
(Bunun yanında sürekli bi' kendi kendine öğrenme çabasında idi oğlum, beni en çok sevindiren şey zaten bu.)
64. A crow or a different crow came in there and he started to say "caw" and he was three months old. That was very interesting.
(Karga ya da farklı bir karga geldi oraya kondu "gak" demeye başladı ve bunu yaptığı zaman 3 aylıktı. Çok enteresandı.)
65. When he was 1.5, there were a lot of things, he could speak clearly.
(1.5 yaşındayken çok yani şey var, anlaşılır şekilde konuşabiliyordu.)
66. And then when he was 3, he was doing it, and as far as I'm concerned, he could count back from 200. I taught him that because I didn't give him much. After

that, he could count back from 1000 when he was 4 years old, stop counting back and forth.

(Sonra 3 yaşındayken işte şeydi, benim öğrettiğim kadarıyla işte 200'den geri sayabiliyordu. O kadarını öğrettim ben çünkü, çok fazlasını vermedim. Ondan sonra şey var 4 yaşındayken 1000'den geri sayabiliyordu, ileri saymayı bırakın geri sayıyordu artık.)

67. I see that we misinterpret a lot of things that we can't understand. I've seen the people and educators around him misinterpreting it. It's like waiting for someone with no legs to get up and walk. I saw that we were expecting him to do things he couldn't do.

(Yaptığı birçok şeyi anlam veremediğimiz birçok şeyi yanlış yorumladığımızı görüyorum. etrafındaki insanların ve eğitimcilerin de yanlış yorumladığını gördüm. Bu bacakları olmayan birisinden kalkıp yürümesini beklemek gibi bir şey. Ondan yapamayacağı şeyleri beklediğimizi gördüm.)

68. I wish I'd known before and talked to the trainers around him accordingly. If I had put my child in the places he needed at school, my child wouldn't have been beaten. Because my child was badly hurt.

(Keşke ben daha önce bilseydim de etrafındaki eğitimcilerle de ona göre konuşsaydım. Okulda çocuğumu ihtiyaç duyduğu ortamlara soksaydım da çocuğum hırpalanmasaydı.. Çünkü benim çocuğum çok zarar gördü.)

69. He is already aware that he is different, and his perceptions are high. Their reasoning skills are very well, and they are aware of everything.

(Farklı olduğunu zaten farkında zaten algıları yüksek. muhakeme yetenekleri çok iyi her şeyin farkındalar.)

70. I'm acting according to my own facts on a subject where even professors are conflicted. I have never believed in certain facts. Every child is a separate world. I know that I have adopted this logic for every child, but I am acting in my own right, no matter who says it.

(Profesörlerin bile çatıştığı bir konuda ben kendi doğrularına göre hareket ediyorum. Söylenilen kesin olarak söylenilen hiçbir şeye inanmamışumdır. Her Çocuk ayrı bir dünyadır. Her çocuk için ayrı bir kitap yazılır bu mantığı benimsediğim içinde Biliyorum ama kendi doğrularımda hareket ediyorum Kim ne derse desin.)

71. When he was in kindergarten, his differences arose, and he learn how to read and write by himself.

(Ana okulundayken farklılığı ortaya çıktı, okumayı ve yazmayı kendi kendine öğrendi.)

72. He is a child with developed cognitive skills. Since I am a working mom he had to start attending kinder garden at the age of 2,5. In the kinder garden he was constantly doing things like screwing off the door handles etc. His/her teacher warned us that we should pay attention to his behaviors.

(Algısı çok yüksekti. Ben çalıştığım için 2.5 yaşına gelmeden anaokuluna verdim. Ondan sonra, her gittiğimiz, daha ilk gittiği anaokulunda küçücük minicik vidalarla kapıyı, tornavidalarla kapının şeyini, kulpunu sökmüştü yani. Her gittiğimiz yerde öğretmenden bir uyarı alıyorduk hani bu çocuğa dikkat edelim diye.)

73. Although the teachers told us how wonderful it was that both of our children got accepted into this school, we still couldn't see anything special about the situation. However, I must admit that after the last training. I became a little bit more aware of what was going on.

(Hani okuldaki öğretmenler de, a ne kadar güzel iki kardeş kazanmışlar dediler ama biz gene de çok böyle farklı bir şey olduğunu düşünmedik açıkcası geçen eğitiminizden sonra biraz daha farkındalığım arttı benim.)

74. Then one day, the nursery's pedagogue called us when he was 2.5. He said please follow the boy and he could have superior potential. We see obvious differences.

(Sonra bir gün o 2,5 yaşındayken kreşin pedagogu çağırdı. Lütfen çocuğu takip edin üstün potansiyelli olabilir dedi. Çok bariz farklılıklar görüyoruz.)

75. I didn't send her to kindergarten. When she went there, her English teacher said: Oh! Her English is very well! It must have been many years since she started to learn English.

(Anaokuluna da ben göndermedim okul öncesine başlattım, Gönderdiğim sırada gittim sınıfa İngilizce öğretmeni waw işte Çocuk kaç senedir İngilizce görüyor dedi.)

76. What did I feel? I knew something was going on, but I think it's nice to call it a name. I felt good.

(Ne hissettim? Ben bir şeyler olduğunu biliyordum ama bunun adının konulması güzel bir şey bence. İyi hissettim.)

77. I was very concerned. I thought about how to catch up with him. I thought about what I could do. Because they are in such a place that one-day, I attended a seminar at Istanbul University. They said: "In fact, these children are in two different poles with the group of children with mental disabilities. They expect the same attention and the same education.

(Çok kaygılandım. Ona nasıl yetişebileceği mi düşündüm. Ne yapabileceğimi düşündüm. Çünkü öyle bir yerdeler ki bir gün İstanbul Üniversitesi'nde bir seminere katılmıştım. Aslında bu çocuklar iki uçta kalan çocuklar zihinsel engelliler kadar farklı bir gruptalar denmişti. Aynı ilgiyi, aynı eğitimi aynı alakayı bekliyorlar dedi.)

78. I am happy to say that there is something in my child, but later into this business anxiety increased, stress increased, wars proliferated.

(Haaa demek ki benim çocuğum da bir şeyler var ben mutluyum ama sonradan bu işin içine girdikçe kaygılar arttı, stresler arttı, savaşlar gittikçe çoğaldı.)

79. I was so relieved, so relieved. Because there was something we couldn't name for a long time. The child is going through something, there's something he doesn't feel good about, there's a lot of things he's behaving differently. I couldn't put my name on it, and I was relieved... I said OK, now we know what it is. Now I know what to investigate, what to do. Now I know what I need to know what. That's why I was so relieved. Because this labeling was important to us.
(Ben çok rahatladım, çok rahatladım. Çünkü uzun zamandır, çok uzun zamandır adını koyamadığımız bir şey vardı. Çocuk bir şey yaşıyor, kendini iyi hissetmediği bir konu var, farklı davrandığı bir sürü şeyler var. Bir türlü adını koyamıyorum adı kondu ve ben rahatladım....Tamam dedim artık ne olduğunu biliyoruz. Artık neyi araştıracağım, ne yapmam gerektiğini biliyorum. Neyi öğrenmem gerektiğini de biliyorum artık. O yüzden ben çok rahatladım. Çünkü isminin konulması bizim için önemliydi.)
80. I was upset when he was diagnosed in the first grade, because my daughter always talks to their elders instead of playing with their peers. She's sorry for me, she's sad when I get sick. She always thinks like an adult. That's why I was upset when she was diagnosed.
(Birinci sınıfta tanı konulduğu zaman ben üzülmüştüm, çünkü benim kızım hep yaşlılarıyla oynayacağına hep büyükleriyle görüşüyor. Benim için üzülüyor, hastalandığımda üzülüyor. Hep büyük gibi düşünüyor. O yüzden tanı konulduğunda üzülmüştüm)
81. Then, she was 5 years old and they said she is 9. "No way!"
(O zaman 5 yaşındaydı 9 yaş çıktı dedi. "Yok artık!" dedim.)
82. My feeling at that moment was anxiety. Why? Because that's the first feeling I've ever had. Maybe many moms and dads were very happy, oh great, but I never did. My anxiety level is very different; now what will happen, how will we sustain life, how will we improve the emotional aspect? That was my first concern. I knew she was different. At first, I didn't want to introduce the difference in this dimension.
(Benim o andaki duygum kaygı . Neden? Çünkü şimdi ne olacak kaygısı ,ilk yaşadığım duygu bu. Belki çok anne baba sevinmiştir, oo harika, ama ben hiç sevinemedim. Benim kaygı seviyem çok farklı; şimdi ne olacak, hayatını nasıl idame ettirecek, duygusal yönünü nasıl düzelteceğiz? İlk kaygılarım bunlardı. Ben farklı olduğunu biliyordum kızımın. Farklılığın bu boyutta olduğunu tanılatmak istemedim ilk başta.)
83. What kind of life is needed for the child, how should I be, how should I act against her?
(Nasıl bir hayat uygulanması gerekiyor çocuk için, ben nasıl olmalıyım, ona karşı nasıl davranmalıyım?)

84. We didn't get involved; we didn't meet... Now some things started to force and upset us. There is something and we don't know why. There's one thing the kid doesn't feel good about. We said, let's go this way.
(*Bulaşmadık, buluşmadık... Artık bir takım şeyler bizi zorlamaya ve üzmeye başladı. Bir şey var sebebini bilmiyoruz. Çocuğun iyi hissemediği bir şey var. Dedik ki, artık biz bu yola girelim artık.*)
85. Or I realized there was a difference. Quite frankly I don't remember it was a huge difference. So, when she was diagnosed, the psychologist thought there was a difference with my son, and we did it at his request. It came out like this, and I were not surprised that what matters was what area I could support him. We're trying to support them now.
(*Ya bir farklılık olduğunu fark etmiştim. Çok büyük bir farklılık mıydı açıkcası hatırlamıyorum onu. Yani tanı konduğunda da şöyle oldu, psikolog ablasını götürdüğüm psikolog oğlumda da bir farklılık olduğunu düşündü ve onun talebiyle biz yaptık. O bu şekilde çıktı, çok şaşırmadım önemli olan benim için onu hangi alanda destekleyebileceğimdi. Onları desteklemeye çalışıyoruz şimdi de.*)
86. Our school psychologist said, "No, it definitely has to go on, and it certainly has to come to the diagnostic stage and continue education." I had a sleepless night, a headache although it is not so common in my life. You know, you always wait, but until you get to the door, your heart beats so small. It came to the door and now we had a sense of what to do and what to do at first. My husband didn't sleep until that morning.
(*Okul psikoloğumuz dedi ki, hayır kesinlikle devam etmesi gerekiyor ve kesinlikle tanılama aşamısına gelinip eğitimlerine devam etmesi gerekiyor dedi. Bunun üzerine uykusuz bir gece geçirdim, hayatımda çok nadirdir başımın ağrması, çok başım ağrıdı. Hani hep beklersiniz bilirsiniz ama kapıya gelene kadar kalbiniz böyle küçük atar. Kapıya geldi ve artık ne yapacağım, ilk başta ne yapacağız duygusu yaşadık. Eşim de o gün sabaha kadar uyumadı.*)
87. When you first heard about it, they said the kids shouldn't know. Now, it is supported that the child should know his situation according to the training programs I'm going, I am now in a stream, and then with the trainings of Ms. Banu and you, and when I think about the later ages, yes, there is something like the child should hear about it. But I'm still hesitant. I wish we could study and learn how to say it.... For example, she teaches a different project or draws a different picture and she says: Mom, how clever am I, right? She constantly asks these kinds of questions and she told me something like a jar and I said, so? And then, I say yes, you did very well etc. I confirm her, but she doesn't know. Should they know?
(*Şimdi ilk duyduğun zamanlarda çocukların bilmemesi gerektiğini söylediler. Şimdi gittiğim eğitim programlarındaysa bunu tamamen çocuğun bilmesi gerektiği taraftarı. ben şimdi iki arada bir derede kaldım sonradan Banu hanımın ve size verdiğiniz eğitimlerle ve ileriki yaşları düşündüğüm zaman Evet bunu çocuğun duyması gerekiyor gibi bir şey var. ama yine de bir*

tereddütteyim. Keşke eğitim olsa da nasıl söyleyeceğimi öğrensek. Mesela bir proje öğretiyor değişik bir resim bir şey yapıyor geliyor anne ne kadar başarılıyım değil mi anne Ne kadar akıllıyım değil mi anne Ne kadar zekiyim değil mi? hani böyle sürekli sorular soruyor hani ben de yani dediği gibi kavanoz gibi bir şeyler anlattı eee Ondan sonra orada da evet Hani güzel farklı yapmışsın ya da şöyle yapmışsın Onaylıyorum ama benim kızım da bilmiyor. Bilmeli mi?)

88. I didn't share it with anyone but my husband and brothers. The boy didn't know. She found out after she was successful in SAC. Her friends told her that wunderkinds are going to that school. Well, I never shared it. I explained that there are parties where everyone is superior, that your math is good, the music of the other, and the picture of the other
(Eşim ve kardeşlerim dışında kimseyle paylaşmadım. çocuğun da haberi yoktu. BİLSEM'i kazandıktan sonra öğrendi. onu da arkadaşları söylemiş üstün zekalılar gidiyor o okula diye. eeee hiçbir zaman paylaşmadım. Herkesin üstün olduğu taraflar vardır, senin matematiğin iyidir, diğerinin müziği, diğerinin resmi diye açıkladım.)
89. We kept it secret. We didn't share it with anyone, we didn't share it with the kid anyway, but of course, after a while it's starting to show up. He is already aware that he is different, and his perceptions are high. Their reasoning skills are very well, and they are aware of everything.
(Biz sır gibi sakladık. hiç kimseyle paylaşmadık çocukla zaten paylaşmadık Ama tabii ki ortaya çıkmaya başlıyor bir süre sonra. Farklı olduğunu zaten farkında zaten algıları yüksek. muhakeme yetenekleri çok iyi her şeyin farkındalar.)
90. I have never told the kid so far. Just one thing, I mean, I said you are going to SAC to get an extra education.
(Çocuğa şimdiye kadar hiç söylemedim. Bir tane yalnızca şey yani ekstra bir eğitim almak için BİLSEM'e geliyorsun dedim.)
91. I told the kid in a sentence and he already started to ask me if he was a genius. Because something was happening. I said: my dear, I can tell you that for your age, you can learn quickly, yes, there is such a difference and you can turn it into an advantage if you want. You can go on top of what you're curious about. That's what we said, we never used the word "intelligence".
(Çocuğa şu şekilde söyledim bir cümleyle zaten bana sormaya başladı Anne ben üstün zekalı mıyım diye. çünkü bir şeyler oluyor. dedim ki anneciğim şöyle söyleyebilirim yaşına göre hızlı öğrenebiliyorsun çabuk öğrenebiliyorsun Evet böyle bir farklılığın var bunu avantaja çevirebilirsin istersen. merak ettiğin şeylerin üstüne gidebilirsin istersen. bu şekilde söyledik zeka tabiri kullanmadık hiç.)

92. I think it's very unnecessary they are being labelled. He even started saying something new this year. I'm different. He can't tell me I'm a genius... this has been smart all the time.
(Çok gereksiz bir şey bence etiketlenmesi. Hatta bu sene yeni şey demeye başladı. Ben farklıyım. Üstün zekalıyım da diyemiyor işte ben kızacağım diye... sürekli ukalalık olmaya başladı.)
93. I didn't have to share it with anyone because I didn't want to label him.
(Kimseyle paylaşma gereği duymadım çünkü etiketlenmesini istemedim)
94. I don't think it's possible to hide it from the kid. My child has already received a diagnosis of words. There is already saying "wunderkind" at the door... if I hide him, I'll make a mistake, putting this kid in a stupid position. He says you're trying to trick me, and he loses his trust in me.
(Çocuktan bunu gizlemenin bence mümkünatı yok. Zaten benim çocuğum sözler de tanı aldı. Kapının girişinde üstün zekalılar diye yazıyor zaten.... ben onu gizlersem hata ederim, bu çocuğu aptal yerine koymak olur. Sen beni kandırmaya çalışıyorsun der ve bana güvenini kaybeder orada.)
95. Also, I thought I mentioned that there is a book named as "Farklı olduğumu biliyorum" (I know I am different)", and I am really influenced by this book. In the book, the child, who learned that he has high potential many years later, says something to his mother, and I got goose bumps while I was reading this. That was exactly what I experienced with my daughter. I experienced this in a very intense way. The child learns the fact from his mother and says "I wish you said that to me when I was 5. I knew that I was different, and I was always aware of it. But I was thinking that being in this kind of situation is a bad thing." My goose bumps.
(Bir de benim çok etkilendiğim bir kitap bundan bahsetmişimdir "Farklı olduğumu biliyorum" diye bir kitap. orada üstün potansiyelli olduğunu yıllar sonra öğrenen bir çocuğun annesine söylediği bir söz Tüylerim diken olmuştu ve ben kızım da tamamen bunu yaşadım Çok ileri derecede yaşadım. çocuk öğreniyor annesinden ve diyor ki annesine " keşke bunu bana 5 yaşındayken söyleseydin. farklı olduğumu biliyordum bunun hep farkındaydım Ama ben bunun kötü bir farklılık olduğunu zannediyordum." Tüylerim diken diken)
96. And, there is the thing whether the child should know this or not, after the test. For one thing, the kid understands us with his intuition that he's different. He says I'm different. We never told my son and daughter that you were like this, but we always said that you were curious, and that's a beautiful thing. You know, every kid doesn't have curiosity. I think that the child should not be normal. Because after a while, the kid's already acting like normal kids, so is my daughter.
(Şey var, çocuk hani bilmeli mi bu konuda hani testten sonra. Bir kere çocuk bizi, zaten farklı olduğunu sezgileriyle anlıyor. Ben farklıyım diyor. Biz oğluma kızıma da hiçbir zaman sen böylesin demedik ama hep sen meraklısın dedik ve bu çok güzel bir şey dedik. Hani, her çocukta da merak yoktur dedik. Çocuk, çok

da normalleştirilmemesi diye düşünüyorum. Çünkü, bir süre sonra zaten çocuk normal çocuklar gibi davranmaya başlıyor, benim kızım öyle.)

97. The point whether we should tell that to the kid or not. I think we need to get training on this. I mean, how do we say it, when and so on. At that point, I mean, I might say that we began to act commonly in my process, because I was separating very much in my mind.

(bunu çocuğa söyleyebilir miyiz noktası yani söylemeli miyiz noktası. Bu konuda da bence eğitim almak gerekiyor. Yani nasıl söylememiz gerektiği, ne zaman vs. Oraya gelince yani, ben tabii kafamda çok ayrıştırdığım için benim sürecimde yeni çok ortak hareket etmeye başladık diyebilirim.)

98. One day my daughter said, "Mom, am I a little different?" I asked why. -Is my intelligence a little low, mom? I said: my dear, intelligence is something measurable, we measured your intelligence, it is not low. I mean, she said. I said it's not low, baby. Person A said that the special center we go is a place for geniuses. I am going there at the weekend, he said. I mean I wonder if I am far behind the others, do I need to overcome some of my deficiencies; is that the reason why I go there? I said: my dear I am reemphasizing that intelligence is something measurable, we measured your intelligence, and we saw that yours is different. We saw the difference in not only intelligence but also in other ways. We believed that we should support these differences, that's why you are participating in this training, it is not a deficiency or so, I said. I said we'd explain this in the future.

(Bir gün geldi kızım dedi ki; anne ben biraz farklı mıyım? Neden sordun dedim. - Benim zekam biraz düşük mü anne? Annciğim dedim, zeka ölçülebilen birşey, biz senin zekanı ölçtük düşük değil. Yani, dedi. Düşük değil yavrum dedim. A kişisi dedi ki dedi, hani biz özel bir merkeze gidiyoruz ya, orası üstün zekalıların yeriymiş. Ben de haftasonu gidiyorum ya dedi, acaba ben başkalarından geri miyim, benim bazı özelliklerimi tamamlamam mı gerekiyor o kursa gidiyorum. Tekrar ediyorum anneciğim dedim, zeka ölçülebilen bir şey, biz senin zekanı ölçtürdük ve senin zekanın farklı olduğunu gördük. Sadece zeka değil, başka farklılıkların olduğunu gördük, bu farklılıklarını desteklememiz gerektiğine inandık, o yüzden bu eğitime gidiyorsun herhangi bir eksiklik değil dedim. Daha sonra bunu ileride zaten açıklayacağız dedim.)

99. We said that it was also identified, these can be positive features, they cannot be the problems we can live in this way, but he does not know it now. Because we didn't want her to know by her age, we wanted her to grow up a little bit more to be a little more understandable.

(Dedik ki; o da tanındı, olumlu özellikleri bunlar olabilir, bunlar olamaz yaşayabileceğimiz sorunlar böyle olabilir ama bunu şuanda bilmiyor. Çünkü yaşı gereği bilmesini istemedik, biraz daha büyümesini biraz daha anlaşılabilir olmasını istedik.)

100. They already know that they are different in that sense, maybe we were not very difficult in terms of the environment in terms of communication. But it would be a slight thing to do with something like this. I don't want to use those words much, but
(*Farklı olduğunu zaten biliyorlar yani hani o anlamda belki biz çok zorlanmadık çevredeki iletişim açısından. Ama mutlaka böyle şey olsa da hafif bir şeylik olur. Ben o kelimeleri çok kullanmak istemiyorum ama*)
101. I mean saying that you're superior, you're different than the other kids, that's so wrong, that's not true. You don't have to tell the kid. It's important to make the child feel that you're just a curious, caring child and that you appreciate it. I mean, you can do this by buying books for him, accompanying him, and showing that you are with him, I mean, we can do this. That's what I did, but it's wrong to say you're different to kid. I mean, there must be pieces of thought and pieces of emotion for him to use that sentence and to piece them together.
(*Yani çocuğun şu çok yanlış, sen üstün zekalısın, sen diğer çocuklardan farklısın demek çok yanlış bu doğru bir şey değil. Çocuğa söylememek lazım. Çocuğa sadece meraklı, ilgili bir çocuk olduğunu ve onu takdir ettiğinizi hissettirmek lazım. Yani, olur da ona kitaplar alarak ona eşlik ederek, onun yanında olduğunuzu göstererek yapabilirsiniz yani, yapabiliriz. Ben öyle yaptım ama çocuğa, sen farklısın demek bile yanlış tek başına. Yani onu, o cümleyi kullanabileceğiniz duygu parçaları düşünce parçaları olması lazım birleştirebileceği.*)
102. In fact, I do not read books about them, about special kids, but I love reading books about personal development, emotional quotient, human affairs, and relations with kids and I see them beneficial. Very much, it has created a serious awareness.
(*Ben aslında hani onlarla ilgili özel yetenekli çocuklarla ilgili kitap okumuyorum ama kendi kişisel gelişimle alakalı, işte duygusal zeka olsun insan ilişkileri olsun o anlamda, çocuklarla olan iletişimlerle alakalı çok fazla kitap okumayı seviyorum, görüyorum. Çok, bende de ciddi anlamda farkındalık yarattı.*)
103. How will I catch up on my kid? What do I have to do for him?
(*Ben çocuğuma nasıl yetişeceğim? Onun için neler yapmam gerekiyor?*)
104. As the child grows up and progresses, we're already running right now. I mean, we're just running after her and trying to catch up on her.
(*Çocuk da zaten büyüyüp ilerledikçe, biz şu an zaten koşuyoruz zaten. Yani biz arkasından koşup yakalamaya çalışıyoruz yetemiyoruz zaten.*)
105. In this process, I continued to work, you are always learning with the kid and behave accordingly. We build our own lives and the kids' lives on that awareness.

(Bu süreç içerisinde benimde çalışmalarım devam etti hep çocukla birlikte öğreniyorsunuz ona göre davranıyorsunuz. Kendi yaşantımızı da çocukların yaşantısında o bilinç üzerine kuruyoruz.)

106. I want support in this aspect; I mean I want to know psychology and human psychology. If I knew both my daughter, and myself, it would be good for both of us.
(Ben bu anlamda da destek istiyorum yani psikolojiyi bilmek insan psikolojisini bilmek istiyorum. Eğer hem kendimi hem de kızımı tanırsam ikimiz için de iyi olur.)

107. When they're raised well, they come to the right places. If we develop ourselves, they catch up on us.
(İyi yetiştirildikleri zaman doğru yerlere geliyorlar. Biz kendimize yetiştirirsek onlar da bize yetişiyor.)

108. I'd like to know everything. Why would I? I want to be more useful, so I don't want to leave my daughter alone, so...
(Herşeyi öğrenmek isterdim. Neden isterdim ? Daha faydalı olmak istiyorum, yani kızım yalnız kalsın istemiyorum ben. yani...)

109. I can catch up on him now, but after a while I won't be able to catch up, some things are happening now that the kid says he's never going to leave me with the mind of a kid he has, but after a while there will be things that he does not like me, so I can't help him, so it's not about the thing. So, there's going to be some points in school that I can't support her in her academic life. Then maybe, if I took that education, if I took that education psychologically, then maybe I knew how to treat my daughter. Maybe right now, maybe because I didn't get that kind of training, I'm pushing my daughter so much about grades.
(Şimdi ona yetişebiliyorum ama bir süre sonra yetişemeyeceğim, bazı şeyler şey oluyor şimdi çocuk aklıyla beni hiç yanından ayırmayacağını söylüyor bana ama yani bir süre sonra beni beğenmediği şeyler, yani ona yardımcı olamayacağım, yani bu şeyle ilgili değil. Yani okulla ilgili, akademik hayatında onu destekleyemeyeceğim yerler olacak. O zaman belki, o eğitimi alsam psikolojik olarak o eğitimi alsam, ondan sonra belki o zaman kızıma nasıl davranacağımı bilirdim. Belki şuanda, belki öyle bir eğitim almadığım için belki şuanda kızıma notlar konusunda bu kadar baskı yapıyorum.)

110. I'm acting according to my own facts on a subject where even professors are conflicted. I have never believed in certain facts. Every child is a separate world. I know that I have adopted this logic for every child, but I am acting in my own right, no matter who says it.
(Profesörlerin bile çatıştığı bir konuda ben kendi doğrularıma göre hareket ediyorum. Söylenilen kesin olarak söylenilen hiçbir şeye inanmamışımdır. Her Çocuk ayrı bir dünyadır. Her çocuk için ayrı bir kitap yazılır bu mantığı benimsediğim içinde Biliyorum ama kendi doğrularımda hareket ediyorum Kim ne derse desin.)

111. I'm still getting help from a psychologist from whom I made her diagnosed. Because my kid has attention deficit. We are using medication and since I learned that fact. I am seeing her as a kid. At that time, I do not see him as a gifted kid or a special kid. I am a mother. The tiny kid is talking to me... I am taking medications; I am taking psychological medications. Otherwise, I might not have handled that situation.
(*Ben hala tanılatığım yerden bir psikologtan yardım alıyorum. Çünkü benim çocuğumda dikkat dağınıklığı var. İlaç kullanıyoruz Biz ve ben öğrendiğim andan beri. Karşımdakini çocuk olarak görüyorum o an üstün zekalı üstün yetenekli falan gidiyor Ben anneyim. Karşımda bacak kadar çocuk kalkmış bana konuşuyor....İlaç kullanıyorum kendim psikolojik İlaç kullanıyor Başka türlü üstünden gelemezdim herhalde.)*
112. I was very concerned. I thought about how to catch up with him. I thought about what I could do. Because they are in such a place that one day, I attended a seminar at Istanbul University. They said: "In fact, these children are in two different poles with the group of children with mental disabilities. They expect the same attention and the same education.
(*Çok kaygılandım. Ona nasıl yetişebileceği mi düşündüm. Ne yapabileceğimi düşündüm. Çünkü öyle bir yerdediler ki bir gün İstanbul Üniversitesi'nde bir seminere katılmıştım. Aslında bu çocuklar iki uçta kalan çocuklar zihinsel engelliler kadar farklı bir gruptalar denmişti. Aynı İlgiyi, aynı eğitimi aynı alakayı bekliyorlar dedi.)*
113. I am happy to say that there is something in my child, but later into this business anxiety increased, stress increased, wars proliferated.
(*Haaa demek ki benim çocuğum da bir şeyler var ben mutluyum ama sonradan bu işin içine girdikçe kaygılar arttı, stresler arttı, savaşlar gittikçe çoğaldı.)*
114. They have an incredible inner discipline. We're a group that needs to be handled with extreme care indeed. We can go either positive or negative. That is the point upon which we talked today and over which I raised my concern.
(*Kendi içlerinde inanılmaz bir iç disipline sahipler. Çok inanılmaz derecede dikkatle ele alınması gereken grubuz, gerçekten. Olumlu da olumsuz doğru da gidebiliriz. Bugün konuştuğumuz ve benim üzerimde durduğum, kaygımı dile getirdiğim mevzu bu.)*
115. I was so relieved, so relieved. Because there was something we couldn't name for a long time. The child is going through something, there's something he doesn't feel good about, there's a lot of things he's behaving differently. I couldn't put my name on it, and I was relieved.
(*Ben çok rahatlardım, çok rahatlardım. Çünkü uzun zamandır, çok uzun zamandır adını koyamadığımız bir şey vardı. Çocuk bir şey yaşıyor, kendini iyi hissetmediği bir konu var, farklı davrandığı bir sürü şeyler var. Bir türlü adını koyamıyorum adı kondu ve ben rahatlardım.)*

116. As I said, we cannot have a synchronized approach, stress management is very difficult. It's incredibly difficult. There's a lot of time when we can't handle it, but we think that we won't be able to handle it.
(Çok fazla eşzamanlı yaklaşamıyoruz dediğim gibi, stres yönetimi çok zor. İnanılmaz zor. Başedemediğimiz ama başedemeyeceğimizi düşündüğümüz zamanlar da çok fazla oluyor.)
117. Stress and anxiety are derived from obscurity, which is fear. Fear, not knowing, must be a suspect. Because you're scared of what you don't know. Even if the family knew what it to face there, stress and boredom would not do so much. I mean, let's think about what she is doing, she needs to get an education for handling this anxiety. I mean, I've partly had it myself, I mean, I remember that I got into depression.
(Stres, kaygı bilinmemezlikten ortaya çıkar. Yani, korkuyla. Korku, bilmemek altta bir muallak olması lazım. Bilmediği şeyden insan korkuyor çünkü. Orada karşılaşacağı şeyleri aile bilse, stres ve sıkıntı bu kadar yapmaz. Yani, bir de yaptığını düşünelim, bu kaygıyla başedebileceği bir eğitim alması gerekir. Yani, ben kendim yaşadım kısmen bunu, yani yeri geldi depresyona girdiğimi hatırlıyorum.)
118. And they really led us worry wherever we went. That is to say: You kid is so smart; you need to provide these opportunities and so on. If you don't, she will go into a decline, her potential will get lost, other things will happen, and as a mother and a father you're really getting worried. Seeing that there is such a potential, what will we do if we have limited resources?
(Ve bizi gerçekten de her gittiğimiz yerde endişeye sevk ettiler. Şöyle ki: işte sizin çocuğunuz şöyle zeki, işte şunları, şu imkanları sağlamanız gerekir. İşte sağlamazsanız işte geriye gider, potansiyeli kaybolur öyle olur böyle olur ve bir anne olarak bir baba olarak gerçekten endişe duyuyorsunuz. Madem böyle bir potansiyel var ise ama imkanlarımız da belirli peki napacağız?)
119. If you knew, you would act according to it. In this instance, the family gets stressed.
(Bilseniz altyapıda, ona göre davranırsınız. Bu sefer noluyor, aile strese giriyor)
120. And then this anxiety comes up, and you are wondering whether you can do the right thing with your kid. That's the biggest concern; being enough.
(Bir de şu kaygı oluşuyor, ben çocuğuma doğru olan şeyleri yapabiliyor muyum diyorsun. En büyük kaygı bu; ben yeterli miyim)
121. It has been 4 years. My husband doesn't care much about it, so he knows it. Sometimes he says, "Is it true that my kid is in that kind of situation?" I hear that the spouses of my friends and the people around me say the same things. Men are more insensitive, around me at least, women are handling it somehow.

(Aradan işte kaç sene, 4 sene geçti. Eşim bunu çok önemsemiyor, yani bunu biliyor. Bazen zaman; “ya gerçekten bu çocuk böyle mi ki?” dediği oluyor. Ben çevreden de, başka arkadaşlarımdan eşlerinden de aynı şekilde olduğunu duyuyorum. Erkekler daha duyarsız benim çevremde en azından, kadınlar götürüyorlar bu işi bir şekilde.)

122. However, the father is being pushed or left out of this system. Perhaps, due to his position, area of interest, or his job, they say "the kid is a kid, what else do you expect?", for instance; my spouse used to say "she has superior intelligence, but I wonder whether this test was conducted properly?" Sometimes, men have a tragically approach. You know, there's a gap of consciousness and education somewhere. I think it's the fathers who need education.

(Fakat, baba bu sistemin dışına itiliyor ya da kalıyor. Ya konumu, ilgi alanı, yaptığı iş, o diyor işte çocuk çocuktur diyor, daha ne üstün zeka ya da işte şey diyordu benim eşim; bölmeyi işte bu üstün zeka, acaba bu test doğru mu yapıldı filan diyordu artık yani. Erkeklerin trajikomik bir şeyleri oluyor, yaklaşımları olabiliyor arada. Hani, bir yerlerde bilinç ve eğitim boşluğu kalıyor. Aslında, eğitime ihtiyaçları olan babalar bence.)

123. After all, the mother plays an active role in kids' education all by herself, but the father's support is essential, at the same time, he should know what he must do.

(Sonuçta, anne tek başına çocuk eğitiminde tamam etkin rol oynuyor ama babamın da desteği şart onun da bilmesi gerekiyor ne yapması gerektiğini.)

124. My husband works in the movie industry, day and night. I am both mother and father in the house.

(Eşim sinema sektöründe çalışıyor gece gündüzlü. hem anne hem Babayım ben evde.)

125. I thought that the mothers are lonely considering this subject. Fathers have a great expectation from mothers. I want something to mobilize the fathers; an educational program. I want something, we need to mobilize the fathers in some way, we're very lonely... Fathers are like “you go there, and you can tell me later.” There is an extreme discordance in the house, the mother's approach and the father's approach are not the same

(Ben annelerin bu konuda çok yalnız olduğunu, çok fazla anneden beklenti içine giriyor özellikle babalar. Ben kesinlikle babaları harekete geçirecek birşeyler istiyorum, bir eğitim programı. Birşeyler istiyorum, babaları bir şekilde harekete geçirmemiz gerekiyor çok yalnızız... Babalar, “sen git, bana anlatırsın” şeklinde. İnanılmaz bir uyumsuzluk var evin içerisinde, annenin yaklaşımıyla babanın yaklaşımı aynı olamıyor.)

126. We're the adults and she is the kid. We solve emotional problems together; the spouses and the kid. However, the kid can't solve the problems of our whole family and can't be the focal point of relationships.

(Yetişkin olan biziz, çocuk olan o. Duygusal alanlardaki sorunları birlikte çözeriz; iki eş ve çocuk ama çocuk bizim bütümüzün problemleri çözemez ve ailenin odak noktası, ilişkilerin odak noktası olamaz.)

127. With the force of society, this practice is carried out slightly more by mothers. Fathers are observers and gets into a position to handle other matters in that type of families. Or I see an authoritarian father profile. There's a father profile in which the father is involved in everything, and I think these two are inconvenient. I mean, it's a balance, but when I look at the education, the fathers' participation in education is less.
(Bu iş bir tık daha annelerin üzerinde hareket ediyor, toplum gereği. Babalar bir tık daha gözlemci ve diğer konuları halledecek pozisyon alıyor bu tip aile yapısında ya da şöyle bir baba profili görüyorum; çok baskıcı. Herşeye müdahil bir baba profili var, bu ikisi de bence sakıncalı. Yani, ortada bir denge ama eğitime baktığımda babaların eğitime katılımı daha az.)
128. He said to me that you're exaggerating. My son heard it and then halted communication and quitted reading. I don't know why he did this. Frankly, I didn't even think to ask.
(Sen dedi abartıyorsun. Bunu oğlum duydum zaten sonra o iletişim kesti okumaktan vazgeçti. Bunu niye yaptığını bilmiyorum. sormak hiç aklıma gelmedi açıkçası.)
129. My husband said that we should never get involved in these matters. We should not know whether there is a problem or not.
(Eşim dedi ki hiç bulaşmayalım bu konulara, varsa da bilmeyelim yoksa da bilmeyelim)
130. We learned from the information we got so far, and we have an idea of how to approach our kids and how to guide them, but we conflict with fathers in this matter. Especially, you know, they say our kids are spoiled. This is something that I hear too much from the people around me, but for example, when I hear it from my husband, I go crazy.
(Biz bu zamana kadar edindiğimiz bilgilerden çocuklarımıza nasıl yaklaşmamız gerektiği, nasıl onlara rehberlik etmemiz gerektiği konusunda fikir sahibi olduk, bilgi edindik ama babalarla bu konuda çatışıyoruz. Özellikle şeyden, hani çocuklarımızın şımarık olduğu söyleniyor. Bunu mesela ben çevreden çok fazla duyduğum bir konu ki bunu eşimden duyduğum zaman deliriyorum.)
131. My husband is gradually becoming aware of the situation with my daughter. Again, due to external factors, I think the fathers are stepping back or becoming cautious. I mean, you're exaggerating, this is something that each mother has, everybody says the same thing about his or her kids.
(Eşim de yavaş artık kızımdaki durumun farkına varmaya başladı. Yine dış etkenler sayesinde, galiba babalar bu konuda biraz daha şey yani geri çekiliyorlar ya da temkinliler. Yani sen abartıyorsun, annelik iç şey var, herkes kendi çocuğu için aynı şeyi söyler.)

132. We only realized that he should care less about what he said. We normally care indeed. Only in ignoring his wishes.
(Sadece şeyi anladık Biz Onun söylediklerini biraz daha önemsememesi gerektiğini. Normalde önemsiyoruz zaten. Sadece onun isteklerini göz ardı etmemek noktasında.)
133. We realized that we should tolerate him more. He has never been a kid who might be considered as stubborn and who knows what he wants. I mean, he has never been extremely consistent kid and he has never been someone doing what is told to him.
(Biz de ona karşı daha tahammülü olmamız gerektiğini fark ettik. Inatçı denebilecek korkunç ne istediğini bilen feci istikrarlı Bir çocuk yani bunu böyle yapacaksın deyince yapan çocuk hiçbir zaman olmadı.)
134. I am wondering whether he has a problem or not. He is hyperactive, perhaps? I wonder why this kid is like that. Is there any problem? We learned that everything is all right. I was very relieved. Me and my husband were very relieved.
(Acaba bir sıkıntısı mı var? Acaba hiperaktif mi? Acaba neden için bu çocuk böyle? Problem mi var? öğrendik ki her şey yolunda. Ben çok rahatladım. Karı koca çok rahatladık.)
135. We will stay calm, and we won't obstinate with each other. When we said it would be like this, we are backfired. We've decided to make peace and be patient, and we're trying to do it.
(Sakin kalacağız ve inatlaşma gibi bir noktaya gelmeyeceğiz. Peki ne zaman inatlaş değil saat ne zaman bu böyle olacak dediysek geri tepti bizde. Barışmayı ve sabırlı olmayı kararlaştırdık aramızda ve bunu başarmaya çalışıyoruz.)
136. I always say to my husband; do not make the kids hate their father, be careful with your behaviors, make them love you and trust you, if you are the first man they trust, it will be more difficult for them to make a mistake in some cases.
(Eşime de hep söylerim; yani çocuklar babalarından nefret etmesinler, onlara davranışlarına çok dikkat et, yani seni sevsinler sana güvensinler, yani bu hayatta ilk güvendikleri erkek sen olursan yanlış yapmaları, yani bazı konularda yanlış yapmaları daha zordur.)
137. My husband, I mean the father is aware of the fact and his approach is, you know. I mean, in general, in these families, fathers don't want to get in too much of this system, they are not get involved. The kid's education, he is just a kid in the eyes of the father. We are also getting confused, but in general, when we learned these diagnoses, my husband approached more seriously. My husband was also diagnosed with them. I mean he is not far from the subject.
(Benim eşim yani baba bizde çok şey, bilinçli ve çok şey yaklaşıyor olaya. Yani, genel olarak bu ailelerde babalar çok dışarıda kalır şeye, bu sistemin çok

içine girmek istemez. Çocuğun eğitimi, işte çocuktur onun gözünde. Bizde de gelgitler oluyor fakat genel olarak bu tanıları aldığımızda eşim çok ciddi yaklaştı olaya. Benim eşim de tanılı. O da çok uzak değil bu konulara hani.)

138. It's hard to find, it's hard to build that communication. Because there are two kids different from each other.

(Çok zor onu, o arayış bulmak çok zor. Çünkü ikisi de birbirinden farklı iki çocuk var.)

139. There is something. I sent a message to the parent of one of the students in my little girl's class, saying that 'Could you ask your son whether there was an election of class delegate today?' After that, she said, 'No, but there is something. Your daughter (the elder sibling who was diagnosed) became the class delegate...She cannot make it with her or without her. So, she doesn't have much patience with her. She makes her upset about it every now and then. You know, you can't do it, I can do it better than you do. That's what I'm talking to her about.

(Hemen şey var, çaktırmadan küçük kızın sınıfındaki velilerden birine yazdım, bugün sorar mısın işte oğluna bugün sınıfta bir başkanlık seçimi oldu mu filan diye. Ondan sonra, yok dedi ama dedi senin kızın, (tanılı olan abla) büyük kızın dedi şey var.. sınıf başkanı olmuş dedi... Ne onusuz durabiliyor ne de onunla. Yani ona karşı çok fazla bir tahammülü yok. Ara sıra onu üzüyor bu konuda. Hani, sen yapamazsın ben senden daha iyi yaparım. Ben de bununla ilgili konuşuyorum onunla.)

140. Yes, it is hard to find, it's hard to build that communication. Because there are two kids different from each other.

(Evet, yani çok zor onu, o arayış bulmak çok zor. Çünkü ikisi de birbirinden farklı iki çocuk var).

141. Now, with the troubles I experienced in the first one, there may be a feedback for how I can raise the second one comfortably with the knowledge I have acquired..... Now she's in pre-adolescent process. Their interests begin to break up. Other than that, they were getting well with each other before. We have a bit of conflict these days, we have problems with convincing them as both are stubborn. (A participant with both of her kids are diagnosed).

(Şimdi ilkinde yaşadığım sıkıntılarla, o edindiğim bilgilerle ikinciye nasıl rahat büyüttüğüm hakkında bir geri dönüş olabilir.... Şimdi kız birazcık daha ön ergenlik falan filan oluyor. Bi' ilgi alanları da ayrılmaya başlıyor. Onun dışında aslında öncesi çok güzel anlaşılıyorlardı. Bu aralar tabi biraz çatışmalarımız var, ya ikisi de güçlü karakter diyeyim kolay bir şeyi, ikisine de kolay kabul ettirmeniz çok zor oluyor. (İki çocuğu da tanılı olan bir katılımcı))

142. But we're very angry, and then he gets angry very quickly. After that, his attitude towards his brother... No matter how careful we are, they are very different, completely different. On the contrary, my daughter, for example, communicates better and expresses emotions very well. She is a lot more

friendly; she is much more... That's why my son (the diagnosed one) is doing a few things against him, because he does not have them. When this is the case, my daughter may get attention in the place she goes, or she is trying to be good in the eyes of her father. And, she is a little bit jealous.

(Ama çok sinirliyiz, ondan sonra çok çabuk sinirleniyor. Ondan sonra, kardeşine karşı tavırları, ne kadar dikkat etsek de karakter olarak çok farklılar tamamen farklılar. kızım öyle değil mesela daha güzel iletişim kurar, duyguları çok iyi dile getirir. Çok daha cana yakındır, çok daha şeydir. Bu yüzden, oğlum (tanılı olan) da ona karşı biraz şey yapıyor, kendisinde onlar yok çünkü. Öyle olunca da kızım gittiği yerde daha çok ilgi görebiliyor ya da babaya daha fazla yılışıyor. Ondan sonra, biraz kıskanç)

143. Yes, my brother is doing everything better than me, he is more successful than me, and I did not gain attendance to SAC. Then, I talked to them face to face. I said that God had given different abilities to everyone; look, you can express yourself much better, you are much more social, you can draw more beautiful pictures, but your brother can only do-little figures. He can't paint like you, but your brother is very good in technical issues, we gave a lot of examples by referring myself, but no matter how much you tell the child, it does not happen after a while.

(Evet abim her şeyi benden daha iyi yapıyor, o benden daha başarılı, Bilsen'i de kazandı işte ben kazanamadım. İşte ikisini de karşıma aldım, konuştum. Allah'ın herkese farklı yetenekler verdiğini işte bak sen kendini çok daha iyi ifade edebiliyorsun, çok daha sosyalsin, çok güzel resim yapıyorsun ama abin sadece Cin Ali yapabiliyor. O senin gibi resim yapamıyor ama abin de teknik konularda çok iyi çok şey, işte babasıyla kendimi örnek vererek bir sürü şeyleri anlattık ama ne kadar anlatsanızda çocuk işte bir yerden sonra olmuyor.)

144. I'm so glad that both won. Because when one wins and one does not win, there can be situations like jealousy and the other being upset because the age difference between them is small. That's why my greatest joy was. How nice they both won. Obviously, if one didn't win, I would prefer that the other wouldn't win either. (SAC exam process)

(Benim için önemli olan ikisinin birden kazanmasına çok sevindim. Çünkü, biri kazanıp biri kazanamadığı zaman, aralarındaki yaş farkı da az olduğu için bir kıskançlık diğerinin üzülmesi gibi durumlar olabiliyor. Benim en büyük sevincim o yüzdendi. Hani ikisi de kazandı ne kadar güzel. Kazanmasa ikisi de kazanmasaydı diye düşünecektim açkcası. (BİLSEM sınavı süreci)

145. My mother, for example, had such a panic. She said: What will I do now? You will not do anything, you will be my mother again, you will make stuffed vine-leaves, you will make a pie, you will fry potatoes (laughing). There's nothing you can do extra, because I said there's nothing, I can do extra. I'm going to continue to be a mother, just a little more observation, a little more careful.

(Annem de mesela öyle bir panik yaşadı. Şimdi ben ne yapacağım dedi? Hiçbir şey yapmayacaksın, annem olacaksın gene eskisi gibi, yaprak sarması yapacaksın, börek yapacaksın, patates kızartacaksın (gülerek anlatıyor).)

Ekstradan yapacağın birşey yok, çünkü benim de ekstradan yapacağım birşey yok dedim. Ben de anne olmaya devam edeceğim, sadece biraz daha gözlem yapacağım biraz daha, daha dikkatli olacağım.)

146. Well, in the family, I just shared it with my daughter's uncle. Well, that's because I thought it would be useful to me.
(*eee ailede ise sadece kızımın amcası ile paylaştım. eee O da bana yararlı olacağını düşündüğüm için.*)
147. When I found out, I first talked to her grandmother because her grandmother is waiting for a hugged from granddaughter who kissed her with a smile. My daughter's a little behind. I said before, she's acting like an adult. I said she thinks that she is an adult. I told her what she needs to do. For example, she was always opening cartoons and I'd say, "let's open something useful for her, what do you think girl?" Yeah, well, talking to grandma helped.
(*Öğrendiğimde ilk babaannesi ile konuştum çünkü babaannesi Güler yüzlü onu öpen sarılan bir torun bekliyor. benim kızım da biraz geride duruyor. bunu söyledim büyük gibi davranıyor. Kendini büyük gibi gördüğü için dedim. neler yapması gerektiğini söyledim. Örneğin sürekli çizgi film açıyordu Ben de ona faydalı olan bir şeyler açalım derdim.... bir şey yaparken kızım Şöyle yaparsak iyi olur, sen ne dersin gibi açıklama yapmasını istedim. Evet bunları babaanneyle konuşmanın Faydası oldu.*)
148. There was a change in relations after I told, my sisters began to pressure me. There was a conflict between siblings.
(*İlişkilerde şöyle bir değişiklik oldu sana aldıktan sonra Ablamlar dan bana baskı olmaya başladı.....Kardeşler arası bir çatışma oldu*)
149. Because your child is incredible, so they give her a responsibility that I don't give. I mean, especially relatives say that your kid does everything as she is so smart. You know, my child is very clever, but there are things in this world that my child can't do. Or I don't force him to do it anyway, he does when he wants to..... So, we didn't tell anyone about the exam. Not to my family, not to my husband's family. After that, there was this thing. We didn't tell anyone because we believed that my daughter was going to put pressure on herself. (Participant ID11)
(*Çünkü çocuğunuzun inanılmaz, yani benim ona vermediğim bir sorumluluğu veriyorlar. Yani akrabalar özellikle, yani şey var; ay senin çocuğun çok zeki her şeyi yapar. Ya benim çocuğum çok zeki de hani ama benim çocuğumun da yapamadığı şeyler var bu dünyada. Ya da ben onu zaten yapması için zorlamıyorum ki yapmak isteyince yapar.....Yani biz sınav aşamasını, sınavı hiç kimseye söylemedik. Ne benim aileme ne eşimin ailesine. Ondan sonra, bunu şey vardı.. Kızım da baskı uyandıracağına çok inandığımız için kimseye söylemedik.*)
150. I would like something in which teachers, parents, mothers, fathers or relatives from outside can be dealt with.

(Ben öğretmenlerle ve kızım konusunda, yani bu tür çocuklar konusunda, velilerle, annelerle, babalarla ya da dışarıdan akrabalarla başa çıkılacağı ile ilgili bir şey isterdim ben.)

151. This is the first time he was diagnosed, yes, there were many problems. First, whether to share with the environment, second, whether to share with the school, third, how a life needs to be carried for the child, how should I behave, how should I act against her?

(Bu ilk tanılandığı döneme, evet şimdi pek çok sorun çıktı. Birincisi; etrafla paylaşıp paylaşmamak, ikincisi; okulla paylaşıp paylaşmamak, üçüncüsü; nasıl bir hayat uygulanması gerekiyor çocuk için, ben nasıl olmalıyım, ona karşı nasıl davranmalıyım?)

152. It is not that big for people like us, but it is so hard for grandparent no matter what you tell them. There is a tradition in their consciousness, and there is a child-rearing style. I mean, my parents are teachers, but they still say, "Do you make this kid read too much books? Don't teach him." Sometimes you can't break stereotypes. I mean, the stereotype old of the person you're dealing with. I don't blame them in the terms of Turkey's conditions, their types of raising children. Think Turkey as a mom and those people as its children. Now it's a mutual thing and people are into that system. They have learned like this. No matter how many times you talk about superior-high intelligence. Grandparents, caretakers, fathers and mothers will go theirs's way although they confirm you.

(Yani biz, bizim gibi insanlar için çok değil ama ebeveynler -büyük ebeveynler yani anneanne, dede, bakıcı- istediğiniz kadar çocuğu anlatın. Onların bilincinde bir gelenek görenek var, bir de çocuk yetiştirme tarzı var. Yani, benim annem babam öğretmen ama hala şey derler; bu çocuğa siz çok mu kitap okutuyorsunuz, öğretmeyin filan. Bazen kalıpları kıramazsınız, aşamazsınız. Yani karşınızdaki insanın kalıbını, bunu. Onları da suçlamıyorum, Türkiye'nin şartlarından, Türkiye'nin yetiştirme tarzı yani Türkiye'yi bir anne gibi düşünün o insanları da evlatları gibi düşünün. Artık karşılıklı bir şey olmuş ve o sistemin içine girmiş insanlar. Onlar öyle öğrenmişler, siz istediğiniz kadar üstün zekadan bahsedin baba da ya da büyükbaba, büyükanne, bakıcı, a ne diyor bu ya da aa öyle mi, deyip size onay verip arkasını döndüğünde kendi eğitimlerini verirler yine.)

153. It could be jealous. Of course, there are also the envy of your true friends, friends, relatives... oh how beautiful they say they are happier... they are proud, but of course there is also a jealous side of them, even they hide. So, you can understand, of course, it is understood.

(Kıskanç gibi de olabilir. Tabi ki gıpta eden kısımlar da var hani gerçekak dostlarınız arkadaşlarınız, akrabalarınız.. ah ne kadar güzel diyorlar daha mutlu da oluyorlar ... gurur da duyuyorlar ama tabiki kıskanan bir taraf da var çaktırmazlar da. Anlayabiliyorsunuz yani, tabiki anlaşılıyor.)

154. We had big problems with the math teacher. I mean, the math teachers almost said, " is this kid superior or retarded?" Because he doesn't understand the simplest things in the classroom, and he doesn't listen. And then, two or three months later, the math teacher called me, and I never forget. He said, "I asked a question which 2 level is higher of the class, only your son could do it." I mean, there are interesting cases, but now it's a teacher, the other teacher... The other conscious teacher knows this may happen while an unconscious teacher, a school that does not recognize these children, leave such a thing. I mean, he knows when something happens. I mean, you're going to tell him. I told all the teachers about my son, my daughter, they were studying at the same school. I mean, I gave my daughter's reports. I mean, my daughter had problems. *(Biz büyük problemler yaşadık mesela matematik öğretmeniyle. Matematik öğretmenleri, yani şunu dedi yani neredeyse; bu çocuk üstün zekalı mı gerizekalı mı? Çünkü işte, en basit şeyleri anlamıyor, işte sınıfta, işte dinlemiyor mesela. Sonra, aradan 2-3 ay geçti ve matematik öğretmeni beni aramıştı hiç unutmuyorum. Şey dedi; sınıfın 2 tık üstünde bir soru sordum sadece oğlunuz yapabildi demişti. Yani, öyle bir enteresan olaylar ama şimdi bir öğretmen, diğer öğretmen.. Diğer bilinçli bir öğretmen bunun olabileceğini bilirken bilinçsiz bir öğretmen, bu çocukları tanımayan bir okul ve öğretmen böyle bir bırakıyor. Yani, bir şey olunca tanıyor. Yani, ona anlatacağın gidip. Ben bütün öğretmenlere, oğlumun, kızımın durumunu anlattım aynı okulda okuyorlardı. Yani, kızımın raporlarını verdim. Yani, benim kızım da problemler yaşadı.)*
155. We had a lot of trouble with the teachers. The child questions everything, asks why he did it so, or he writes the question in five minutes, and then he talks about the question in the remaining time. I have presented suggestions to the teachers myself. I have brought suggestions for solutions myself; I have bought additional resources although they are in private school. After that, I made my children to solve extra problems. We took like this for a while. *(Bu konuda çok zorluk çektik, öğretmenler konusunda. Çocuk her şeyi sorguluyor, neden yaptığını soruyor ya da işte öğretmen klasiktir, soruyu yazıyor çocuk 5 dakikada bitiriyor ondan sonra geri kalanda konuşuyor, o bir problem öğretmen için. İşte ben kendim öğretmenlere öneriler sundum. Ben kendim çözüm önerileri getirdim, hocam ben özel okulda olmasına rağmen ek kaynaklar aldım. Ondan sonra, o zaman bu çocuğa ekstra soru çözdürün falan filan. Öyle böyle biraz götürdük.)*
156. There are teachers who do not accept it even if you say it in a nice chat. Because he says I'm trained in this, and you don't know it. So, you can feel it, it changes according to the teacher in front of you. *(Güzel bir şekilde inanın sohbet halinde bile söylediğinizde bunu kabul etmeyen öğretmenler var. Çünkü diyor ki ben bu işin eğitimini aldım, sen bilemezsin ben bilirim. Yani bunu hissedebiliyorsunuz karşınızdaki hani öğretmenine göre değişiyor.)*

157. A teacher said the followings: "I'm a very big teacher at this age, I did teach in these schools for so many years, he does not stand in his place and constantly disturbing his friends." ... He was having a lot of trouble at school. He was ignored by his teachers and friends. When I took my kid to the doctor, I said, "Is there a problem?" The psychiatrist said we'd run a test. After testing, it turned out to be superior.
(Ben çok büyük bir öğretmenim bu Yaştayım bu kadar sene bu okullarda öğretmenlik yaptım” eeee Yerinde durmuyor arkadaşlarını sürekli derste rahatsız ediyor gibi konuşmalar yaptı.....Okulda çok sorun yaşıyordu çocuğumuz. Öğretmenleri dışlıyordu, arkadaşları dışlıyordu. Çocuğumu doktora götürdüğümde eee sorun mu var dedim. Psikiyatrist test yapacağız dedi.Test yapıldıktan sonra üstün yetenekli olduğu ortaya çıktı.)
158. His teacher said that there must be something wrong with the test results and I decided not to send him at that school. We didn't get a chance to get together in common denominator.
(Testi yanlış yapmışlar dedi öğretmeni okuldan aldım. ortak paydada birleşme şansımız olmadı...)
159. The teacher says I get it, he's comparing her to the other kids. So, this school, schools and teachers need to be educated in the field of gifted children, and they need to know the children emotionally and academically.
(öğretmen anladım diyor diğer çocuklarla kıyaslıyor.Yani, bu okulun, okulların ve öğretmenlerin üstün yetenekli çocuklar alanında eğitilmesi lazım ve çocukları tanyor olmaları lazım duygusal ve akademik açıdan.)
160. I see that we misinterpret a lot of things that we can't understand. I've seen the people and educators around him misinterpreting it. It's like waiting for someone with no legs to get up and walk. I saw that we were expecting him to do things he couldn't do.
(Yaptığı birçok şeyi anlam veremediğimiz birçok şeyi yanlış yorumladığımızı görüyorum. etrafındaki insanların ve eğitimcilerin de yanlış yorumladığını gördüm. Bu bacakları olmayan birisinden kalkıp yürümesini beklemek gibi bir şey. Ondan yapamayacağı şeyleri beklediğimizi gördüm.)
161. I wish I'd known before and talked to the trainers around him accordingly. If I had put my child in the places he needed at school, my child wouldn't have been beaten. Because my child was badly hurt.
(Keşke ben daha önce bilseydim de etrafındaki eğitimcilerle de ona göre konuşsaydım. Okulda çocuğumu ihtiyaç duyduğu ortamlara soksaydım da çocuğum hırpalanmasaydı.. Çünkü benim çocuğum çok zarar gördü.)
162. Primary School 1. Our teacher in elementary school were saying, “No, there is not. Don't beat up the kid in vain, don't try too hard, you are looking for something that does not exist” I encountered these words and put the last point, the child was diagnosed.

(İlkokul 1. Sınıfta halen ilkokul öğretmenimiz “hayır, yok. Boşuna çocuğu hırpalamayın, işte çok uğraşmayın, çok kaygılısınız bir şeyler arıyorsunuz” söylemleriyle karşılaştım ben ve son noktayı şöyle koydum, çocuk tanılandı.)

163. It's all left to the teacher's initiative, and I think, by the way, that in the system we complain about, everything we call system is a teacher. That teacher was saying that: "He is not that clever that you think is." "He is even under normal intelligence. So, he can't succeed."
(“O çok akıllı bir çocuk değil yani öyle sizin kendi” yani benim düşüncelerimi biliyordu “Sizin düşündüğünüz kadar zeki bir çocuk değil. Hatta normal zekanın altında. O yüzden de şey yani başaramaz” dedi bana.)
164. My son has trouble communicating with adults. As I said, because of the problems with the teachers he lived in school, he never sets up contact with eyes when he does not feel that he is unconditionally accepted by the other person.
(Oğlumun yetişkinlerle iletişim konusunda sıkıntıları var. Şöyle ki; biraz da dediğim gibi okulda yaşadığı öğretmenlerle ilgili sıkıntılar yüzünden, karşıdaki tarafından koşulsuz şartsız olduğu gibi kabullenildiğini hissetmediği zaman asla gözüyle işte göz kontağı kurmuyor.)
165. Our teacher is behaving very well and acting consciously. Look, she says I'm in training for you.
(Öğretmenimiz çok iyi davranıyor bilinçli bir şekilde hareket ediyor. Bak senin için eğitime katılıyorum diyor kızıma.)
166. “Your child is a different child,” he said. Then he said, "I understand what you want to say now,” meaning that she's not like other children, she's more mature, she's more perceptive when you talk to her like an adult."
(“Çocuğunuz farklı bir çocuk” dedi. Ondan sonra “ ben sizin ne söylemek istediğinizi şimdi daha iyi anlıyorum” dedi “yani diğer çocuklar gibi değil daha olgun, onunla konuşurken büyük insanla konuşur gibi konuşunca daha çabuk algılyo her şeyi” dedi.)
167. We shared it with the schoolteachers. As I said in class, there were a few people, and we didn't have any bad things about it.
(Okuldaki öğretmenleriyle paylaştık. Sınıfta da dediğim gibi birkaç kişi vardı, bu konuda çok da kötü şeyler yaşamadık.)
168. He made some impatience and bored of his pointy behavior. We spent a very nice 2-3 years with the support of our teacher. The teacher got used to it, the next year he asked me for additional resources, more resources, we were doing very well.
(Sivri davranışlarının bazı sabırsızlıklarını, sıkılmalarını şey yaptı. Öğretmenimize de destek vererek biz çok güzel, sonrasında çok güzel bir 2-3

sene geçirdik. Öğretmen de alıştı, ertesi sene kendisi istedi benden ek kaynaklar, fazla kaynaklar çok güzel götürdük)

169. In first grade, we've had such small problems. After that, our teacher was inexperienced, but the superior potentials teacher was a very experienced teacher.
(Birinci sınıfta ufak tefek böyle sorunları yaşadık. Ondan sonra öğretmenimiz de tecrübesizdi ama oradaki üstün potansiyeller öğretmeni çok tecrübeli bir hocaydı.)
170. He was having a lot of trouble at school. He was ignored by his teachers and friends.
(Okulda çok sorun yaşıyordu çocuğumuz. Öğretmenleri dışlıyordu, arkadaşları dışlıyordu.)
171. She started with a normal private school. As she knew how to write and read, she was bored. Some of characteristics began to arise. The concept of justice was very important to her, so she experienced incompatibility with her friends, and she lived with her teachers and school management.
(Normal okula başladı bir koleje başladı orda tabi çok belirgin bir şekilde okuma yazmayı biliyor olması sıkıldı bazı kişilik özellikleri dile geldi adalet kavramı onun için çok önemliydi arkadaşlarıyla bu yüzden uyumsuzluk yaşadı öğretmenleriyle ve okul yönetimi ile yaşadı.)
172. But we have seen that educational institutions are leaving a step behind (because they are gifted students). Because all these schools and teachers dealing with questioning students are extra expense for them. We were in very serious trouble about this, we were looking for a school. There were a few high potential job teachers in a few places
(Ama gördük ki eğitim kurumları da aslında daha soğuk yaklaştılar (tanılı öğrenci olduğu için). Çünkü bunlar onlar için ekstra bir gider demek, ekstra bir öğretmen demek, ekstra o çocuklarla sorgulayan çocuklarla uğraşmak demekmiş. Bununla ilgili çok ciddi sıkıntıların içinde düştük, okul arayışına girdik. Ondan sonra, çok az yerde üstün potansiyelli işte öğretmeni vardı.)
173. A parent called me, and I could not reply as I was busy, and she opened the bag of my daughter and asked her "What is your exam result?" Do you ask this question to a kid?
(Bir ara beni aramıştı veli ben müsait değilim Telefona bakma da bizim kızın çantasını açmış "Sen sınavdan kaç aldın?" diye sormuş. Çocuğa sorulur mu bu!)
174. I've learned what jealousy is, so I've seen other mothers get jealous of their children, or do I say envy?
(Kıskançlık denen şeyi öğrendim yani başka annelerin çocukları kıskanabildiğini gördüm ya da imrenme mi diyim?)

175. The teacher told me, "I'm going to test the child (SAC) but don't tell anyone." Then, he said: "Let's not permit any problem in the class and jealousy between parents." I didn't understand what he means but later I started to figure out. (*Öğretmen bana söyledi, "ben çocuğu sınava (BİLSEM) sokacağım ama kimseye söylemeyin."* Ondan sonra, "sınıfta sorun olmasın, diğer veliler arasında kıskançlık, benim çocuğum niye girmedi şeyi olmasın" İlk başta anlayamadım ben, sonraki ilerleyen aşamalarda ne demek istediğini anladım.)
176. We had a lot of trouble at school. There are still a few things from the parents sometimes. My daughter never has been a girl saying that I am clever and so. She has not said: "I am the cleverest one in the class." I mean, she was always a kid pretending to be her regular friends. (*Ya biz okulda çok sorun yaşadık. Hala bazen velilerden birkaçı şey var. Kızım, hiçbir zaman ben şeyim diye ortada dolaşan çocuk olmadı, yani " a ben çok zekiyim, sınıfın en zekisiyim" ya da "çok akıllıyım" diye ortada dolaşan bir çocuk olmadı. Yani hep şeydi, normal arkadaşları gibi davranan bir çocuktü.)*
177. Yes, the expectation is very high. I mean, you know, comparing your own child to someone else's child, you know, always showing someone else's child as an example (*Evet, beklenti çok yüksek. Yani, işte kendi çocuğuyla karşılaştırma, sürekli işte başkasının çocuğunu kendi çocuğuna örnek gösterme*)
178. We had a label like this, like we took the diagnosis, not our children. Of course, I have witnessed such parents, but now in many places we are afraid to say that we have superior potential children. We have received a lot of such reactions, as if we were really being arrogant (*bizde şöyle bir etiket oluştu, hani sanki tanıyı çocuklarımız değil de biz almışız gibi. Elbette ki öyle velilerin olduğuna ben de tanık oldum ama artık bir çok yerde benim çocuğum üstün potansiyelli demeye korkar olduk yani. Gerçekten sanki bu ukalalıkmiş gibi, işte kibir yapıyormuşuz gibi böyle bir tepkiler çok aldık.)*
179. People got too hung up on it because some parents had their kids competing for their grades. (*insanlar buna çok takıldılar çünkü bazı velilerde işte hani çocukların puanlarını yarıştırmalar oluyormuş, olmuş.)*
180. Now that we haven't studied in public school, we haven't had problems there. We didn't have any problems like opening a class or so as we had many supports due to it was a private school. So, from the projects until to different areas, due to the richness of the courses, we did not experience such problems. (*Şimdi biz devlet okulunda okumadığımız için oradaki sıkıntıları yaşamadık. Şimdi orada hani sınıf açma, işte filan. çünkü özel okul olduğu için ek bir sürü*

destek veriyordu zaten. Yani, projeden tutun da işte değişik alanlara işte kadar, ders zenginliği fazla olduğu için öyle sıkıntılar yaşamadık.)

181. The school's social environment is positive, because the school is very active in sports, this is developing this aspect of my daughter. It's very active in the class, improving this aspect of my daughter. In this sense, I think we have made the right choice.

(Okuldaki sosyal çevresi olumlu, çünkü şurada gittiğimiz okul sporda oldukça aktif, kızımın bu yönünün geliştiriyor. Sınıfta oldukça aktif, kızımın bu yönünü geliştiriyor. Bu anlamda doğru tercih yaptığımızı düşünüyorum.)

182. And we sent her to the school of gifted children. It's not a public school, it's a private school, it's a school for gifted children. She had a very nice education there, but we were very worn out until she got there.

(Ve onu üstün yetenekli çocukların okuluna gönderdik. Bu bir devlet okulu değil özel bir okul üstün zekalı çocukların okulu diye geçiyor ilköğretim okulu diye geçiyor. Orda çok güzel bir eğitim aldı ama o sürece gelinceye kadar biz çok yıprandık.)

183. My son loves to read, he has a large library of books of interest and he is relaxed after we changed school. I mean, he was very relieved with the kids resembling himself because the curriculum was very good, and the teachers were very good for him. But the problem arises there too because the situation and social life in Turkey is too different from there although they are happy there. They are happy with the children that have some characteristics with them as they find themselves there. However, when they were with their other friends, they started to have problems again.

(Oğlum okumayı çok seviyor devamlı kitaplar ilgi alanları büyük bir kütüphanesi var şimdi okul değiştirdikten çok rahatladı. Yani kendisi gibi çocuklarla bir arada çok rahatladı aynı dili konuşuyorlar çünkü müfredat da çok güzeldi öğretmenler ona göreymi. yalnız tabi şu var şöyle bir problem ortaya çıkıyor, yani çocuk orada ayrışıyor aslında yani Türkiye'de genel sonra bir durum olmadığı için bu orada mutlu çocuk yani sosyal hayatta değil aslında, o kendisi gibi olan çocukların ortamında mutlu orada kendisini bulduğu için ama normal hayattaki arkadaşlarıyla bir araya geldiğinde yine sıkıntılar yaşamaya başladı.)

184. Of course, I'd like to know how to find the right information on the Internet
(Tabi ki internetteki bilgi kirliliğinde doğru bilgiyi nasıl bulacağımı öğrenmek isterdim.)

185. You go to school; the teacher has no knowledge and the people around you have no knowledge. He gives some advice like books etc. You are passing your time you spend with the truth is wrong. You read from the Internet. Is it true or false or appropriate for my child? First you interpret and then you try to do it.

(Okul gidiyorsunuz öğretmenin bilgisi yok etrafınızdakileri bilgisi yok. Bir tavsiye ediyor şöyle var böyle başucu kitaplar var. Yani doğruyu yanlış ayırmakla geçiyorsunuz zamanınızı. Okuyorsunuz araştırıyorsunuz internetten?)

Doğru mu yanlış mı benim çocuğum için uygun mu? Önce yorumluyorsunuz ondan sonra yapmaya çalışıyorsunuz)

186. I didn't search on the Internet. I mean, it was a lot of bad stuff in this sense. Serial killers come out of gifted intelligent people. Because it really wants intelligence. It scared me. No need.
(İnternette araştırmadım. yani çok fazla Bu anlamda bu çok kötü şeyler de yazıyordu. Seri katiller üstün yetenekli üstün zekalı insanlardan çıkıyormuş. Gerçekten zeka istiyor Çünkü. korkuttu beni ürküttü. Hiç gerek yok)
187. Well, I took advantage of the Internet too much because I did not take advantage of the environment because there is no one around us can talk about this topic.
(eee Ben internette çok fazla faydalandım çevreden faydalı almadım çünkü bu konuyu çevremizde konuşabileceğiniz kimse yok.)
188. On the Internet, the most influential thing in my life was the UYCAP group. Absolutely. It made me realize a lot of things. Precious people taught me a lot. Trainings, orientations, etc. in all means. I'd say that's where we most benefited from it.
(İnternette de benim hayatımı en etki eden şey UYCAP grubu oldu. Kesinlikle. bir çok konunun farkına varmamı sağladı. Çok kıymetli insanlar çok şeyler öğretti bana. Eğitimler yönlendirmeler vesaire Her anlamda. En çok oradan faydalandığımız söyleyebilirim.)
189. I started searching on the Internet as soon as I got to the point.
(Ben de konuyu hazmettikten sonra hemen araştırmaya koyuldum internet üzerinden).
190. They only offered me three books that I can do activities. Besides, I have no information. Then, I started to also get on the Internet.
(Bana sadece 3 tane kitabı önerdiler etkinlik yapabileceğim. Bunun haricinde elimde hiçbir bilgi yok. Ben de internete girmeye başladım....)
191. I can't get any information from the environment on the Internet. I don't always see any institution affiliated to the private sector. I can't find anything I'm a person who's always searching the internet.
(Sürekli çevreden internet üzerinden hiçbir bilgiye ulaşamadım sürekli arıyorum. Hep özel kurum özel kurum devlete bağlı hiçbir Kurumu göremiyorum. Hiçbir şey bulamadım Aslında ben hep internette araştıran bir insanımdır.)
192. There are sites that I follow on the Internet, one of them is UYCAP. I'm following the Internet, reading books, of course, I'm going through the filter. I prefer to the ones of academicians or sites like that.
(İnternette Takip ettiğim Siteler var UYCAP ta bunlardan bir tanesi. İnternette takip ediyorum kitapta okuyorum Tabii süzgeçten geçiriyorum...Daha çok akademisyenleri çıkartan ya da o tarz siteleri tercih ediyorum.....)

193. The first thing I feel is that I'm not alone. Am I alone or how much are we? I searched for experience. In the first place, I met UYCAP and things changed a lot after UYCAP.
(Benim ilk hissettiğim, ilk araştırmaya girdiğim konu yalnız olmadığımı görmek. Yalnız mıyım değil miyim ne kadarız? Tecrübe arayışına girdim, ilk etapta UYCAP'la tanıştım ve UYCAP'tan sonra çok fazla değişti, gelişti.)
194. I mean, what lies beneath this diagnosis, what this diagnosis wants to tell us? I did not know them. I was so freaked out.
(Yani, bu tanının altında yatan nedir, ne anlatmak istiyor bu tanı bize bunu bilmiyormuşum. Çok panik oldum, öyle.)
195. My child was diagnosed. So, what should I do now, should I tell the environment, should I share it with the school, what should I talk to the teacher, what should I expect from school? How can I support my child at home and how can I support them in a social environment? What can I do about education, how am I supposed to take a child's IQ test? I mean, I was given a diagnosis, but what does that mean, how can I evaluate it for the child? I think it might be a good education.
(Çocuğum tanı aldı şimdi benim ne yapmam lazım, bunu çevreye söylemeli miyim, okulla paylaşmalı mıyım, öğretmeni ile ne konuşmalıyım, okuldan ne beklemeliyim? Bunun için çocuğumu evde nasıl destekleyebilirim, sosyal ortamda nasıl destekleyebilirim? Eğitim konusunda neler yapabilirim, çocuğun zeka testine nasıl bakmam gerekiyor? Yani, bana bir tanı verildi ama bu ne anlam ifade ediyor, ben bunu nasıl değerlendirebilirim çocuk için? Bir de şey bence şöyle bir eğitim iyi olabilir)
196. The family is not informed about the results. I mean, here's your kid and he is brilliant. Your child is genius or gifted. These are said. She and family are trying to make sense of it. You know, what does this mean or so. I remember, at that time, I received this information from the tester like pieces by pushing and asking him. I mean, my goal is not to get scores, but to get information.
(Aileye sonuçlar hakkında bilgi verilmiyor. Yani, işte çocuğunuz parlak. Bu deniliyor ya da çocuğunuz üstün zekalı ya da dahi deniyor. Kadın bunu, aile anlamlandırmaya çalışıyor. Hani, ne demek istiyor filan diye. Ben şunu hatırlıyorum, o dönemde bu bilgileri resmen böyle şey almıştım karşıdaki tester'in ağzından, soru sora, baskı yapa. Yani, benim amacım skor almak değil, bilgi almak.)
197. There is also a different process, which is annoying that you cannot receive the test. I mean, I got tested in a very nice place. On which area is s/he high, on which area is s/he low, which areas needs to be supported, which professions can s/he choose in the future? The details of all this were given as a report. But even that's not enough. Your family needs to make sense of that test, not what it said. I mean, that test must make sense. I mean, the family needs to get some information about the test from the beginning. I think the title there is very important for him.
(Bir de böyle değişik bir süreç var böyle can sıkıcı, böyle sizin elinize de test verilmiyor. Yani, bir de bana şey yapıldı; çok güzel bir yerde test yaptırdım.)

Hangi alanda yüksek, hangi alanda düşük, hangi alanda desteklenmesi gerekiyor, ileride hangi meslekleri seçebilir? Bütün bunların ayrıntısı rapor olarak verildi. Fakat, o bile yeterli olmuyor. Ailenin çünkü o testi anlamlandırmaya ihtiyacı var, söyleneni değil. Yani, o testi anlamlı hale gelmesi gerekiyor. Yani, test hakkında bilgilendirme yapılması lazım baştan aileye. Onun için oradaki başlık çok önemli bence).

198. When we did the test, the woman who did the test said that the result was very high, and that one level under the top. That's where he wrote something in a few stages. They said her auditory perception lower than her visual perception and we need to get her a hobby about that etc. These were not so detailed, and I did not feel so good at that time.

(Testi yaptırdığımızda testi yapan bayan sonucun çok yüksek olduğunu, en işte tavanın bir tık altında olduğunu söyledi. İşte birkaç aşamalı bir şeyler yazmıştı oraya. İşte biraz işitsel algısının görsel algısına göre daha düşük olduğunu, hani bu konuyla ilgili işte hobi kazandırmamız gerektiğini hani bu konuda çok detaylı olmayan bir şeyler söyledi ve ben, o anda açıkcası kendimi çok iyi hissetmedim.)

199. Then when we got involved, we saw that it wasn't important to get diagnosed. Because, after being diagnosed, parents really need to be taught how to train and behave to these children. There was not any serious information about what this diagnosis is and what it means.

(Sonra işin içine girince gördük ki aslında tanı konmanın çok önemli olmadığını gördüm. Çünkü tanı konulduktan sonra bu çocuklara gerçekten nasıl eğitim vermek gerekir, nasıl davranmak gerekir. Bu tanı nedir, ne anlama gelir ciddi anlamda bilgi veren yoktu.)

200. There must be an education about legal processes. And the schools should be audited and clarified.

(Yasal süreçler ile ilgili bir eğitim kesinlikle olmalı. Ve bunları, okulları biraz denetleme yapıp netleştirilmeli.)

201. The state should be clear about this. Although there is a right, when you cannot perform, monitor this right and when there is no mechanism to do so, this is useless. That's how the support rooms are opened, but there's no support.

(Bu konuyla ilgili devlet net olmalı. Yani sen oraya hakkı yazıp da o hak işlenmedikten sonra, yapılmadıktan, denetim olmadıktan sonra, bir mekanizma olmadıktan sonra hiçbir işe yaramıyor. Destek odaları da bu şekilde, açıyorlar ama bir destek yok yani.)

202. Calling national education does not change anything. I mean, the managers don't know this law, really. Or they know, but they don't care because there's no sanction.

(Bunu milli eğitimi arayın, aramayın bir çok yerde fark etmiyor. Yani bu işin bu kanunu müdürler bilmiyor, gerçekten. Ya da biliyorlar ama bunun bir yaptırımı olmadığı için önemsemiyorlar)

203. Let me tell you about our elementary school, our own school. Certainly, the individual training program is never implemented. There is no support

education. It's all left to the teacher's initiative, and I think, by the way, that in the system we complain about, everything we call system is a teacher.
(En basiti okulumuzdan, kendi okulumuzdan bahsedeyim. Kesinlikle bireysel eğitim planı programı asla uygulanmıyor. Destek eğitim kesinlikle yok diyebilirim, her şey öğretmenin insiyatifine bırakılmış ve ben bu arada, hani o çok şikayet ettiğimiz o sistemde, sistem dediğimiz şeyin kesinlikle öğretmen olduğu kanaatindeyim.)

204. I don't think it's worth anything in the regulations. Even if we have the right to say, I can say very clearly. I was school family association in SAC in the first year, I was vice president. After that, we went to the County National Education, a lot of places about the children. It was a much emptier space, so it was obviously in a very bad situation. The Directorate of County National Education says that the education is free, and any fee will not be requested from the parents. But the conversation is going forward, and he says that we are building buildings, opening schools. You can do many things like honoring and collecting donations and so as the heads of school family association.
(Yönetmeliklerde bir şeye yaradığını düşünmüyorum. Hakkımız olsa bile yani söyle söyleyeyim, çok açık ve nette söyleyebilirim. Biz Bilsem'den bile işte ilk sene ben burada okul aile birliğine girdim, başkan yardımcılığına girdim yani. Ondan sonra biz işte İlçe Milli Eğitime, bir sürü yerlere gittik hani ocuklarla ilgili. Burası çok daha boş bir alandı yani çok kötü durumdaydı açıkcası. Yani İlçe Milli Eğitim müdürü diyor ki, yani işte şey eğitimi ücretsiz, velilerden işte ücret talep edilmeyecek, bir şey olmayacak. Ama konuşma ilerliyor diyor ki, işte biz binaları yapıyoruz, okulları açıyoruz. Siz bir şekilde işte okul aile birliği başkanları olarak işte velileri ikram, ikna edip işte bağış toplayın işte şunu yapın bunu yapın.)
205. GRC is really zero about this subject. They only work for the mentally disabled, no work for superior potential. The manager also agrees this, and he said if you have a chance, take your child to a school at It was his solution. After that, I took care of my job with guidance service and I said them that it is my legal right and they called two teachers from the mental disability school, one of them was very young. They said that we should study mathematics or Turkish? Should they do so? So, I said, I don't want any of this, just contact my child, play chess, solve questions. You can do experiments and that kind of stuff to address his perception and develop his consciousness. And then I found out that the child was very interested, and he loved the teacher.
(..... RAM bu konuda sıfır, gerçekten sıfır. Sadece zihinsel engellilere göre çalışmaları var, üstün potansiyellere yönelik hiçbir çalışması yok. Ondan sonra ve müdür de bunu da kabul ediyor işte imkanınız varsa 'de bir okula götürün çocuğunuzu, çözüm önerisi buydu RAM'in müdürünün. Ondan sonra ben rehberlikle çözdüm işimi, yasal hakkımı söyledim işte rehberlik de zihinsel engelliler okulundan 2 tane öğretmen getirtti, genç bir öğretmen. Onlar dediler ki matematik mi çalıştıralım, türkçe mi çalıştıralım? Yani napacaklar ki? Ben de dedim ki ben bunların hiçbirini istemiyorum sadece çocuğumla iletişim kurun, işte satranç oynayın, soru çözün. Hani onun zihnini, algısına açacak belki sorgulayacak sohbetler işte deneyler, bu tarz şeyler yapabiliyorsanız. Ve bizim orada gerçekten baktım ki çocuk çok ilgili alakalı ondan sonra öğretmeni çok sevdi)

206. Manager said that I can open a support room but there is no teacher and I don't know when s/he comes either. Or he says what will happen if we open the support room, I will get the child from the course. He says she won't hear what the teacher says in class, and the teacher won't tell her anymore. So subconsciously, he says, don't approach it, you have the right, but he means it. We see this in many correspondences.
(Diyor ki müdür söylediği şu, destek odası açayım ama benim öğretmenim yok, isterim ama ne zaman gelir? Ya da diyor ki e şimdi diyor destek odası açsak ne olacak diyor o çocuğu dersten alacağım getireceğim ben diyor. E derste öğretmenin anlattıklarını duymayacak diyor, öğretmen ona bir daha ekstra anlatmaz. Yani sizi bilinç altından diyor ki hiç buna yaklaşmayın, hakkınız var ama ona getiriliyor. Bir çok yazışmalarda da bunu görüyoruz.)
207. My husband and me graduated from state school and we didn't want to choose a private school as a family's point of view. However, when I learned that our son's language development was able to learn a second foreign language at the same time in kindergarten, I was cautious at first, obviously.
(Ben de eşim de devlet okul mezunuyuz ve biz hani ailenin bakış açısı olarak özel okulu tercih etmek istemeyen bir ebeveyndik başlangıçta. Fakat, kızımızın dil gelişimi, anaokulunda daha ikinci bir yabancı dili aynı anda öğrenebilecek seviyede olduğunun bilgisi geldiğinde, ben ilk başta temkinli yaklaştım açıkcası.)
208. And we sent her to the school of gifted children. It's not a public school, it's a private school and it's a school for gifted children. She had a very nice education there, but we were very worn out until she got there.
(Ve onu üstün yetenekli çocukların okuluna gönderdik. Bu bir devlet okulu değil özel bir okul üstün zekalı çocukların okulu diye geçiyor ilköğretim okulu diye geçiyor. Orda çok güzel bir eğitim aldı ama o sürece gelinceye kadar biz çok yıprandık.)
209. My son loves to read, he has a large library of books of interest and he is relaxed after we changed school. I mean, he was very relieved with the kids resembling himself because the curriculum was very good, and the teachers were very good for him. But the problem arises there too because the situation and social life in Turkey is too different from there although they are happy there.
(Oğlum okumayı çok seviyor devamlı kitaplar ilgi alanları büyük bir kütüphanesi var şimdi okul değiştirdikten sonra çok rahatladı. Yani kendisi gibi çocuklarla bir arada çok rahatladı aynı dili konuşuyorlar çünkü müfredat da çok güzeldi öğretmenler ona göreymi. ...Türkiye'de genel bir durum olmadığı için bu orada mutlu çocuk yani sosyal hayatta değil aslında.)
210. He was doing certain things later than some of his peers and earlier than some others. When he was little, only one of our relatives told us that he was different and could be gifted. At the time I made a research. Let's say there are 20 symptoms and only 8 of them are present in my son, others aren't. Then, he started preschool when he was three and a half. Disharmony on a continuous basis. He did not want to go. He was crying on the way to school and this

lasted a year... He was crying in elementary school as well. I mean, he did not want to go to school at all. After a while, I heard from another parent that my son and her son were the only two who could not read and write in the class. At that moment I said WHOOPS! This was an issue and I called a teacher friend of mine. I said we have such a problem. She wanted to see his notebook and the way he read. I showed her, and she said that my kid could have dyslexia. She also suggested that I should take him to a clinic to get some help. I asked what dyslexia was and when we were at the clinic they performed the WISC-R test. We were told he had dyslexia. I asked questions such as "What is dyslexia? What is the solution? How can it be cured?" They told me that there was no solution or cure for it. I was already devastated. I felt as if my kid had caught an incurable disease.....We had the results in hand and they gave it to me without even asking for it. I did not know what these results meant. I later understood what they were. As a matter of fact, we had some relief. On one side, they say that you have an intelligent kid, but you cannot teach him how to write and read. In other words, I experience the conflicts of the past years in elementary school as well.

(Bir yakınımız bu çocuk farklı üstün zekâlı olabilir dedi. O zaman ben onları araştırdım belirtileri okuyorum mesela yirmi tane belirtisi varsa sekiz tanesi oğlumda var diğerleri yok. Sonra üç buçuk yaşında kreşe başladı. Sürekli uyumsuzluk. Kreşe gitmek istemiyordu ağlayarak gidiyordu bir sene boyunca ağlayarak gitti.....İlkokulda da ağlaya bir türlü okula gitmek istemiyor yani. Bir süre sonra bir veliden kendi oğlunun ve benim oğlunun sınıfın sonlarında olduğunu okumayan ve yazmayan tek çocuk senin oğlunla benim oğlummuş diye duydum. O zaman EYVAH dedim. Bir sorun var yani eee bir öğretmen sınıf öğretmeni bir arkadaşımı aradım dedim ki böyle durumumuz var dedim. Defterini ve okumasını görmek istedi. Geldiğinde gösterdim. Eee çocuğun dedi disleksi olabilir dedi. Eee kliniğe götürsen yönlendirirler dedi. Ben disleksi ne dedim?.....Kliniğe gittiğimizde WISC-R testini yaptılar. Testin sonucunda disleksi olduğunu söylediler. Nasıl bir şey o disleksi? Çözüm nedir? Nasıl geçer? Diye sorduğumda çözümü yok geçmez diyerek başladı, ben zaten yıkıldım. Hani çaresiz bir hastalığa yakalanmış gibi hissettim oğlum..... Sonuçlarda vardı elimde ben istemeden verdiler. Sonuçların ne anlama geldiğini bilmiyordum bile sonrasında ne olduğunu gördüm. Bir rahatlama geldi işin açıkcası. Bir yandan akıllı bir çocuğun olduğunu söylüyorlar ama sen çocuğa okuma yazma öğretemiyorsun. Yani küçükken yaşadığım çelişkileri aslında ilkokulda da yaşamaya devam ettim ben.)

211. In fact, there were many doubts. There was autism, dyslexia, hyperactivity, and intelligence. While investigating all of these, since the age was low, the result was only superior intelligence This diagnosis was easier, and we had a lot of trouble with others.....I'm going to switch to the dyslexia again... Unfortunately, our training opportunities are limited, and our report process is not easy, it is not something to be done with a single report and it is very important to be diagnosed early. When it is not diagnosed early, the child wears off, there is a learned helplessness, there is concerns about himself, there is doubts about himself. He can lock himself completely, put him in a lock position, and after that, it's hard to even test him. There are too many prejudices about himself, and there are prejudices that I won't even call the idea. I mean, why did I change? Why am I reading slowly if I'm smart? Why I

do not understand what I read? Why I say night instead of day? Why can't I learn the watch? etc. At some point, the child doesn't believe in you, does not believe in your flattering or appreciation. He's in just what he can't prove in his head, so he says if I'm smart, I must do it. Believe me, when you don't explain it to the kid, you're on the edge.

(Birçok aslında şüphe oluştu. Otizm de vardı bunun içerisinde, disleksi, hiperaktivite ve üstün zeka. Bütün bunlar araştırırken yaş küçük olduğu için en belirgin olan üstün zeka idi. Bu tanı daha kolay kondu, diğerlerinde çok zorlandık... Disleksiye geçiş yapacağım tekrardan... Eğitim olanaklarımız maalesef kısıtlı, rapor sürecimiz de kolay değil, tek bir raporla hallolacak bir şey de değil ve erken tanınmak çok önemli. Erken tanınmadığı zaman çocuğun içinde bir yıpranışlığı oluyor, öğrenilmiş çaresizliği oluyor, kendiyile ilgili kaygıları, kendiyile ilgili şüpheleri oluyor. Tamamen kendini kilit yapabilir, kilit konuma sokabilir ve bu süreçten sonra o çocuğu teste sokmak bile çok zor. Kendi ile ilgili çok fazla ön yargısı oluyor, fikri bile demeyeceğim ön yargısı oluyor. Hani ben neden değişim? Hani ben zekiysen neden yavaş okuyorum? Neden okuduğumu anlamıyorum, neden ..işte.. gece-gece diyeceğime gündüz-gündüz diyorum? Neden saati öğrenemiyorum, gibi. Artık bir raddeden sonra çocuk sana inanmıyor, yani senin övmene de inanmıyor, onu takdir etmene de inanmıyor. O sadece kafasında kanıtlayamadığı şeyde, yani eğer zekiysen bunları yapmak zorundayım. Onu çocuğa açıklamadığınız zaman inanın uçurumun kıyısında yani.)

212. Sustainability is important because our children are growing. What you worry about today will not be tomorrow's problem.
(Sürdürülebilirlik önemlidir çünkü çocuklarımız büyüyor. Bugün için endişelendiğin şey yarının sorunu olmayacak.)

213. For example, the most important thing for me now, yes they have the potential, what will happen next when they come to life, or that is the most important thing. OK, you get some academic success in school, but academic success and life success are very different things. How these children's potentials should be used in the future, which professions they should choose, where they should be directed. Because you may not be able to evaluate an existing potential correctly in every professional group. Therefore, sustainability of trainings is very important
(Mesela şimdi benim için en önemli şey, evet, bir potansiyele sahipler, hayata geldiklerinde bir sonraki ne olacak, ya da en önemli şey bu. Tamam, okulda biraz akademik başarı elde edersiniz, ancak akademik başarı ve yaşam başarısı çok farklı şeylerdir. Gelecekte bu çocukların potansiyelleri nasıl kullanılmalı, hangi mesleği seçmeli, nereye yönlendirilmeli. Çünkü her profesyonel grupta mevcut bir potansiyeli doğru bir şekilde değerlendiremayabilirsiniz. Bu nedenle, eğitimlerin sürdürülebilirliği çok önemlidir.)

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