RESEARCH   Open Access

ARAŞTIRMA   Açık Erişim

Exploring the Effects of Social Skills Psycho-Education Program Developed for Gifted Middle School Students on Students' Social Skills

Üstün Yetenekli Ortaokul Öğrencileri İçin Geliştirilen Sosyal Beceri Psiko-Eğitim Programının Etkililiğinin İncelenmesi

Zeynep Karataş ⓘ, Özlem Tagay ⓘ

Authors Information

Zeynep Karataş
Professor, Burdur Mehmet Akif
Ersoy University, Burdur, Turkey
zeynepkaratas@mehmetakif.edu.tr

Özlem Tagay
Associate Professor, Mehmet Akif
Ersoy University, Burdur, Turkey
ozlemtagay@gmail.com

ABSTRACT

In this study, it is aimed to prepare a social skill program that can be used for gifted middle school students. In this context, this study is an experimental study conducted with 24 gifted middle school students (12 students experimental group, 12 students control group) studying at Burdur Science and Arts Center (SAC). In the study, the social skill scale developed for gifted secondary school students was used. Mann Whitney U test and Wilcoxon Signed Ranks Test, which are non-parametric tests, were used to test the effectiveness of the experimental study. As a result of the psycho-education program developed to increase the social skills of gifted middle school students was implemented for 10 weeks. After the pre-test, post-test and follow-up measurements, it has been shown that it is an effective program for increasing the social skills of gifted middle school students.

ÖZET

Bu çalışmada üstün yetenekli ortaokul öğrencilerinde kullanılabilecek sosyal beceri psiko-eğitim programının hazırlanması ve öğrencilerin sosyal becerileri üzerinde etkisinin incelenmesi amaçlanmıştır. Bu çalışma Burdur Bilim Sanat Merkezinde eğitim gören üstün yetenekli 24 (12 öğrenci deney, 12 öğrenci kontrol grubu) ortaokul öğrencisi ile yürütülen bir deneysel çalışmadır. Çalışmanın veri toplama aşamasında üstün yetenekli ortaokul öğrencileri için geliştirilen sosyal beceri ölçeği kullanılmıştır. Deneysel çalışmanın etkililiğini test etmede parametrik olmayan testlerden Mann Whitney U testi ve Wilcoxon İşaretli Sıralar Testi kullanılmıştır. Çalışmanın bulguları incelendiğinde üstün yetenekli ortaokul öğrencilerinin sosyal becerilerini artırmak için geliştirilen psiko-eğitim programı 10 hafta uygulanmış, öntest, sontest ve izleme ölçümleri sonrasında yapılan analizlerle geliştirilen psiko-eğitim programının üstün yetenekli ortaokul öğrencilerinin sosyal becerilerini artırmada etkili olduğu ortaya koyulmuştur.

INTRODUCTION

When it comes to special abilities, concepts such as intelligence and talent come to mind. These concepts are defined in different ways in different disciplines. While intelligence refers to the ability to reason according to psychologists, it is defined as the ability to adapt to the environment according to biologists, and it means the ability to learn according to educators (Yıldırım, 2003). While intelligence is defined differently, it is noteworthy that there are theorists addressing intelligence in different dimensions. According to Gardner (1993), the most important theorist who regards intelligence as multi-dimensional, intelligence is the capacity of the individual to produce a product that has value in one or more cultures or fields, the ability to produce effective and efficient solutions for the problems that the individual may encounter in real life and the discovery of new or complex problems that needs to solve.

Meaning the ability to do anything, the word "ability" is a broad and inclusive word in Turkish that does not imply a specific field (Bilgiç et al., 2013). This broad and inclusive word can manifest itself with the emergence of an ability that is expected to be in the individual in different ways, either superior or special. There are many definitions for the concepts of "gifted", "talented" and "skilled", which are revealed by various indicators by various diagnostic methods. These definitions can be grouped into two different categories, traditional and contemporary. The traditional definition is based on only one criterion, intelligence. A high intelligence score indicates giftedness in this definition. The contemporary definition includes more criteria. This contemporary definition is also adopted in Turkey. In the Ministry of Education's special education services regulation (2018), "gifted individual" is defined as an individual who learns faster than their peers, is ahead in the capacity for creativity, arts and leadership, has special academic ability, understands abstract ideas, likes to act independently in their interest areas, and shows a high-level performance.

Although it is thought that there are many definitions of gifted student and there are differences in these definitions, one of the most important definitions is the definition made by Gagne (2005). Gagne (2005) defines giftedness as a relatively higher capacity in at least one area of talent. In addition, Gagne (2005) states that giftedness is related to brain functioning and that it is based on certain areas of abilities and qualifications. Clark (2002) defines giftedness as the superior development and functioning of various brain parts and emphasizes that these functions can occur in the field of cognition, creativity, leadership, or the arts.

The students with gifts and talents perform - or have the capability to perform - at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential. Student with gifts and talents (NAGC, 2021):

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Need support and guidance to develop socially and emotionally as well as in their areas of talent.
- Require varied services based on their changing needs.

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

Schools are institutions where students showing normal development, developmental retardation, and gifts all get education together. Effectively supporting and guiding the development of these students who show different development characteristics in these institutions is one of the most important goals. There are a number of regulations used by schools to achieve this goal. The most important of these regulations is the "Ministry of National Education Guidance Services Regulation".

According to the Ministry of National Education Guidance Services Regulation (2017), the main goal of guidance services (Article 4) is to train individuals who can recognize themselves, evaluate the educational and professional opportunities offered to them, and take responsibility, and to enable individuals to realize themselves by maintaining their lives as a healthy individual in society. The principles of guidance services (Article 5) are a) respect for the individual and individual differences, b) scientificness, c) confidentiality, d) preventive and protective approach with a developmental approach, e) taking needs into consideration with individual, institutional and social characteristics, f) paying attention to individuals' age, developmental characteristics and education levels with a lifelong guidance approach, g) observing professional and ethical values, and g) cooperation and coordination of the relevant parties. Found in these goals, the concept of a healthy individual refers to the individual who is healthy in their communication with others and in getting to know themselves. Furthermore, based on the developmental characteristics emphasized in the principles, the regulation is corned with both social skills and developmental characteristics.

According to the Guidance Services Program Development Booklet (2018) of the General Directorate of Special Education and Guidance Services, guidance in education institutions is addressed in three categories as preventive and developmental services, remedial services, and support services. Based on these categories, it is an indisputable fact that the works on knowing the individual and providing information have an important place. It is clear in the regulation and the program that that one of the points emphasized in the goal, principles and the guidance categories allocated in the program is about students knowing themselves and students developing good relationships with others, that is, improving their social skills. Developing social skills and good relationships is of great importance especially for gifted students. This makes it necessary to develop different programs taking the cognitive, social-affective and personal characteristics of gifted individuals into account and to implement different activities for these programs.

Social life entails individuals adaption to the situation, environment, and conditions they are in and forming healthy relationships with others. One of the basic skills that can improve and reveal individuals' adaptation is social skills. Social skills can be defined as socially acceptable and learned behaviors (Yüksel, 1999) enabling communication with others, as well as behaviors enabling individuals to successfully interact with others. By exhibiting these behaviors, individuals gain reinforcement from their environment in interpersonal situations or maintain the existing reinforcements. Social skills manifest themselves as behaviors. They also have an interpersonal quality and are behaviors that are liked by the people around them (Bacanlı, 1999).

Social skills are of great importance for a child to reveal and use their academic ability, and the classroom is a training area for developing, using, and presenting these social skills (Steedly, Schwartz, Levin & Luke, 2008). When social skills are not acquired during the education process, a decrease in school achievement, inadequate interpersonal relationships, and adaptation problems may follow (Akkök, 1999). Also, in case

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

of lack of social skills, individuals may experience problems in forming and maintaining relationships in social and affective areas, and coping with the difficulties they face (Şahin, 2001).

The inadequacy in social skills will negatively affect the individual at every stage of their lives, i.e. home, school and play. Research shows that low social skills are a major factor for learning deficiencies. These studies argued that reading social situations wrong, not being sensitive to others and suffering from social rejection are important social problem indicators for learning disability (Bryan, 1991, cited in Seven, 2008). Elksnin and Elksnin (1995) stated that social skills are related to interpersonal relationships, perception of self, peer relationships, communication skills and academic achievement. In addition, while emphasizing that positive social skills are important for healthy social development, Elksnin and Elksnin (1995) expressed those children with positive social skills will have positive relationships with their peers at school and outside school and will have high self-esteem. Furthermore, positive social skills in childhood are associated with social skills in youth and adulthood (Tawana & Moorc 2011).

Many researchers believe that gifted individuals have a higher risk of emotional and social problems, especially during adolescence and early adulthood (Delisle & Galbraith, 2002; Fornia & Frame, 2001; Neihart, 1999). These individuals are more susceptible to interpersonal conflicts and are exposed to higher stress levels than their peers due to their cognitive abilities. As a result, they feel anxious and have lower self-esteem (Moon, 2009; Peterson, 2009). Gross (2001) stated that gifted students have difficulty in establishing closer relationships with their peers, they cannot establish stable relationships and therefore they are left alone. Robinson (1996) states that gifted students are in search of friends with whom they can share their ideas; otherwise, they withdraw from unsatisfactory social environments.

Some gifted children try to hide their interests and special talents in order to be accepted by their friends and thus try not to be alone. Some are excluded because of their differences and find it difficult to have friends. Others are excluded because of their differences and find it difficult to find friends. In addition, gifted students are misunderstood by their peers and have problems due to their perfectionist characteristics (Akkan, 2012). Many researchers emphasize that gifted students are more at risk of having emotional and social problems, especially in early adolescence. Gifted students are more sensitive to interpersonal conflicts, and because of their abilities they are exposed to higher levels of stress than their peers. For these reasons, they can be more anxious and more depressed (Hallahan & Kauffman 2003).

In the literature, there are limited numbers of experimental studies on students with normal development. These experimental studies on social skills (Göktaş, 2015; Kılıç & Güngör Aytar, 2017; Ömeroğlu et al. 2014; Özdemir Topaloğlu, 2013; Tagay et al., 2010) are not on gifted students and do not include social skills program developed for these students. Since there is no social skills education program that can be used with gifted students and that can be used to increase these students' social skills, this study will be a first in this respect and will form the basis of knowledge in the related literature. Accordingly, the purpose of this study is to develop and implement a social skills psycho-education program that can be used for gifted middle school students and to test the effectiveness of the program on these students' social skills.

The following are the study hypotheses.

1st Hypothesis: There will be a statistically significant increase in the social skill total and self-confidence, sensitivity, self-criticism, social acceptance, assertiveness, courtesy rules, humour and active listening sub-dimension posttest scores of the experimental group students participating in the social skills psycho-

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

education application compared to the students in the control group who did not participate in the social skills psycho-education application.

2nd Hypothesis: There will be a significant difference between the social skill total and self-confidence, sensitivity, self-criticism, social acceptance, assertiveness, courtesy rules, humour and active listening sub-dimension pre-test scores and post-test scores in favour of post-test scores of the students in the experimental group participating in social skills psycho-education application.

3rd Hypothesis: There will be no significant difference between the social skill total and self-confidence, sensitivity, self-criticism, social acceptance, assertiveness, courtesy rules, humour and active listening sub-dimension pre-test scores and post-test scores in favour of post-test scores of the students in the control group not participating in social skills psycho-education application.

4th Hypothesis: There will be no significant difference between the social skill total and self-confidence, sensitivity, self-criticism, social acceptance, assertiveness, courtesy rules, humour and active listening sub-dimension post-test scores and the follow-up measurement scores obtained ten weeks after the completion of the application of the experimental group students participating in social skills psycho-education application.

METHOD

Study Design

In the current study, pretest-posttest random design with a control group, one of the real experimental designs, was used. In this design, two groups are formed from a participant pool determined, whose social skills levels are lower, in advance by means of random assignment. The participants were assigned to the experimental and control groups by taking into account the scale results. Then, preliminary measurement is taken from the participants in two groups. The experimental procedure, whose effect is tested during the application process, is given to the experimental group, but not to the control group. Finally, the final measurements of both groups are taken (Büyüköztürk et al., 2020).

Participants

This experimental study was carried out with 24 gifted middle school students (6th and 7th grade) attending Burdur Science and Art Center (SAC). The participants were selected on a volunteer basis and whether or not they would be able to continue the program. All of the participants attending Burdur SAC average for two years. There were three girls and nine boys in the experimental group, and five girls and seven boys were in the control group.

Ethical Statement

The authors declare that they have carried out the research within the framework of the Helsinki Declaration and with the participation of volunteer students. Ethics committee approval was obtained from the non-interventional clinical research ethics committee to conduct the study (13.05.2020-2020/131).

Experimental Procedure

First, a social skills psycho-education program that can be used for gifted middle school students was developed by the researchers. Literature on social skills and gifted individuals was reviewed while developing the program. While preparing the psycho-education program, interactive-based was taken in

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

to account. For the program that developed based on the theoretical framework of the concepts, opinions of the field experts (One of them working in Burdur Science and Art Center as school counselor; one of them was Professor in Special Education Department; two of them was Professor in Guidance and Counseling Department) were taken, and a preliminary trial was conducted with five gifted middle school students. Since the program was considered as understandable and applicable, the procedure phase of the program started.

Each session of the social skills psycho-education with gifted students lasted for about 90-120 minutes and continued for 10 weeks, once a week. The procedure was carried out in an environment where all students could see each other. All students were encouraged to participate in the activities and express themselves.

First Session (Introduction)

In the first session, the purpose and content of the psycho-education program were explained, and the rules were determined with the participation of the students. For the introduction, first, each member was given a balloon and a pen and asked to write their names on the balloons. Accompanied by music, members continued the activity by standing up, dancing and playing with the balloons. When the group leader stopped the music, they were asked to show the part of the balloons where their names were written to the person opposite them and shout their names. This activity continued until each student met the other. Within the scope of introduction and warm-up activities, the members found an adjective that started with the initials of their names. They said the adjective and name of the other members, respectively, and then they said the adjective and names of themselves. Thus, each member repeated the adjectives and names that were said before them. Finally, each group member was given an A4 paper accompanied by soothing music and asked to fold the paper to five. Then the members unfolded the paper and wrote the name and the person's reminding characteristics on each layer by asking the group members. With music, sufficient time was given to the group members to gather information about all the group members. By creating a group circle, each member said a few characteristics about a person from the notes he or she had, without telling the other member's name, and asked, "Who is it?" The activity continued like this until the name of each member was found. At the end of these activities, the students' feelings and thoughts about the activities and opinions on the objectives of the first session were taken.

Second Session (Recognizing Emotions and Expressing Emotions Correctly)

In order for students to understand basic emotions better, the activity of "Who is Happy, Who is Sad" (Erkan, 2002) was carried out. For this, first, the group leader divided the members into groups of four. The leader equally distributed the newspapers and magazines she brought with her to each group. She divided the board into 10 sections as happy, sad, scared, anxious, angry, satisfied, dissatisfied, hopeful, hopeless, and confused. The members tried to express their emotions on the board. Then, they cut and tape the facial expressions from the newspapers and magazines that fit the emotions on the board.

In the second stage, the members were arranged into groups of at least two people. Each group was assigned a feeling that the other groups did not know and were asked to write a story including this feeling. A member from the group read their story to the group. Afterward, the interaction for each group was started with the following questions, respectively: "What can be the emotion in this story? Have you experienced an event similar to this? What would you feel? "

Exploring the Effects of Social Skills Psycho-Education Program Developed for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

The members are divided into groups of four. By choosing specific emotions from the previously discussed emotions, they were asked to act out a situation that they came up with including these emotions. Each member of the group actively participated while acting out the emotions. After each group's role-play, the other members were asked what emotions they watched. At the end of these activities, the group members' feelings and thoughts about the activities and opinions on the objectives of the second session were taken.

Third Session (Self-Confidence and Assertiveness)

The group leader first asked the students to write down their three positive and three negative characteristics that affect their communication and problem solving on a blank paper. The students were given five minutes to complete this. She asked the students to share what they wrote and wrote the positive and negative characteristics expressed by the students on the board after dividing the board in two.

She asked all participants how these positive and negative characteristics would make their job easier or more difficult. The students discussed this topic. She then asked each student to write a letter to the most important positive and negative characteristics that he or she expressed during the activity or to the characteristic he or she realized during the activity. The students were told that this letter could start with the words "Hello my happiness", "My dear anger" or "My dear jealousy". Students were provided 15 minutes for this activity.

Next, the leader folded the students' letters and collected them in a bag. She then drew and read each letter from the bag that no one knew who belong to. At the end of the process, she asked the students to share their awareness about themselves. Then the group leader gave explanations to the students about what it means to be assertive and difference between assertiveness and aggressiveness and passiveness.

After making the above explanations, the group leader asked the students in what situations they acted more assertive, passive and aggressive. After receiving their answers, she asked the group members how they can be more assertive. At this stage, she talked about the importance of using the "i language" and gave information about effective communication.

After giving the above information, the group leader distributed the difficult situations form to the students and gave them 15 minutes to fill in this form. After all students filled out the form, the volunteering participants shared their opinions. The group leader divided the participants into groups of two and asked them to act out the situations they stated in the form. After each presentation, students were asked the questions of "How were your friends' presentations?", "In your view, were the reactions of the person who was in a difficult situation assertive?" and "If not, how could it be different?" At the end of all presentations and students' sharing, the group leader completed the activity by asking the students what they learned that day.

Fourth Session (Self-Criticism and Problem Solving)

The group leader asked the students to think about their own mistakes in an event (conflict-disagreement-problem-discussion) they had recently experienced and had difficulty with. She then distributed the "I am facing my mistakes" form and gave the students 15 minutes to fill in the form. The students who filled out the form asked to volunteer what they wrote. The students who shared what they wrote were asked how they felt when they shared their mistakes with the group. The group leader thanked these

Exploring the Effects of Social Skills Psycho-Education Program Developed for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

students for their sharing. Among these students, she selected four who accepted what they wrote to be acted out. She then the group was divided into four and assigned each of these students into one group. The students who went to the groups explained their events in detail to their group. Later, the group leader enabled the group to develop and act out the scenario by making additions to the event or by taking things out. After the role-play, she asked the students who acted what they experienced. The group leader ended the process by emphasizing that it is natural to make mistakes and that what is important is to realize one's own mistakes.

Fifth Session (Interpersonal Conflicts)

The leader distributed each section of the poem titled "Difficulty doesn't work" to the students. The refrain section is the common section for all students. The students were asked to write a story about their section and draw a picture of the main idea of their section on a paper handed out to them. Then, each student shared their own story with the group, and all the pictures were hung on the wall. After all the students shared their stories with the group and hung their pictures on the wall, the group leader asked each student to prepare their own section in the form of pop song, folk song or rap song. She asked all students how they would like to sing the refrain section, and a common refrain melody was developed with the group. At this stage, the group leader assisted the group. After the students completed the melody of their own sections, each student performed their own section. After each section, the group performed the refrain section alltogether. After the performances, the leader ended the event by giving information about conflict resolution through tolerance.

Sixth Session (Social Acceptance and Sensitivity):

The group leader read the below-given situation to the students and then continued the process with questions.

"You got on a ship, and you are traveling. The ship broke down, and you got off on an island. You met people whose skin color, traditions and customs are very different. You are a stranger here. What happens afterward?"

With the following questions, the students were guided to think about what they will experience on this island

Rejection

A. They humiliated you because your physical appearance was different.

B. They forced you to try their own food.

C. In their country, your opposite sex has a say, and they treat you badly.

D. They force you to dress like themselves.

Acceptance

A. They accepted you as human.

B. They try to understand you.

C. They offer you from their meals. However, they do not force you to eat.

D. Your sex does not matter, they see you as human.

*Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills*

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

The students were asked the questions of "How would we feel if our physical differences (sex, physical appearance) were not respected?" and "How would we feel if our social differences (socio-cultural) were not respected?" and were asked to express how they would feel in that situation.

The leader explained to the students that there may be individuals different from us in our environment, and that these individuals may have walking, visual, hearing, speech and mental disabilities. She stated that some people live in a wheelchair, some live without sight, some can never hear, and some may be far more intelligent or less intelligent than us. Then she asked the students if there were individuals with special needs around them. In line with the answers to this question, she asked the following questions to the members:

- What would have changed in your life if you couldn't speak or see? What would you have difficulty doing?
- What would you feel if you couldn't walk or did not have an organ, for example, your arm or leg? What would have changed in your life?
- How would you feel if you were far more intelligent or less intelligent than your other friends? What would have changed in your life?

After receiving the answers to the questions, the leader first asked the students to stand up, close their eyes and walk around the room without opening their eyes. She then told the students to imagine they could not walk and asked them to move around the room. Later, she asked the students if they had difficulty in walking with their eyes closed and in moving as someone who could not walk. She then asked the students how we should treat individuals with special needs and how we could help them, and asked students with special needs individuals around them to share their experiences. The activity was ended by explaining the importance of understanding and respecting individuals with special needs.

Seventh Session (Effective Listening)

First, the leader provided information about communication skills, effective listening and the language beforehand to carry out this activity. The group leader previously had prepared badges containing expressions of positive and negative communication. The badges included statements like "do not make eye contact with me", "cut my word while talking", "act as if I do not exist", "ask off-topic questions", "listen to me effectively by making eye contact", "listen to me as if making fun of me", "constantly complete my words" and "ask appropriate questions to understand me". She put the badges on each student's collar without letting them see. Then, she asked the students sitting in a circle to make a speech to "introduce their family members". Each student was allowed to speak in turn. While the student was speaking, other members responded to them according to what was written on their badge. At the end of the process, the importance of communication was emphasized by asking students how they felt. The activity was ended by emphasizing the importance of effective listening and effective communication.

Eighth Session (Rules of Courtesy)

The group leader told the following story about the subject to the members:

"Teacher H… began to go to her classroom with joy when the bell rang. They had music class, and she was going to teach her students a new song that day. Her students loved the music class the most. They would keep asking her when they would have music class and when she would teach them a new song. When she entered the classroom, she could not believe her eyes. The students threw the biscuit bags and

Exploring the Effects of Social Skills Psycho-Education Program Developed for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

juice boxes that they ate during the recess on the floor. Trying not to step on the trash, she walked to her chair and sat down. Before she could even say "kids, we now have music lesson and we will learn a new song", Can got up and started walking around in the classroom without permission. She asked C… to sit down. Meanwhile, N.. pulled her friend G..'s hair, and G.. started to cry. The teacher asked G... what happened, but before G.. responded, İ…, A.. and F… began talking at the same time to explain what happened. However, they were talking loud and all together that the teacher did not understand anything. The teacher said that she gave only G… the permission to talk and asked the others not speak without permission. And while she was saying "Yes children, we are now starting our lesson, we will have music class", a student entered the classroom without knocking the door. The teacher asked the student, "Server, it's been 15 minutes since the bell rang, where you were?" Server told he was in the restroom. Server was playing during recess, could not find time to go to the restroom. So, he was late for class. The teacher told The server to go to his seat. As Teacher H… was dealing with these events in her classroom, time wore on. There were only 10 minutes left for the bell. The events upset her, and she was angry towards her students. Teacher H… told to her students, "During this lesson, we were going to do music. I was going to teach you a new song that you would have loved but we lost a lot of time in the classroom because some of your friends didn't follow the rules. I will not be able to teach you the song. Let this be a small minor punishment for you". The students were very sad after what she told them. They apologized to their teacher for upsetting her, saying that they would rethink what they did and follow the classroom rules from now on."

After the story, the group leader asked the questions of "What happened in the story you listened to?", "What happened because the students did not follow the rules?" and "What is the importance of following the rules?" She tried to get answers from all the students. She then asked which rules the students did not follow and what should be the etiquette rules. She wrote students' statements on the board. She put a checkmark next to the statement when similar answers were given. Then the importance of following rules and etiquette was explained, and the activity was completed.

Ninth Session (Using Humor Effectively)

The students were asked about what they laugh the most in their daily lives. The group shared their answers. What they laugh the most about was written on the board so that the entire group could the situations they laughed. Then, the students were asked about the humor-related issues they had disagreements with their friends. Afterward, they were asked about the situations where their friends laughed and had a lot of fun but where they did not find the situation funny.

In order to carry out the "Let's Laugh" activity, the students were first divided into groups of three. The leader equally distributed newspapers and magazines she brought with her to each group. Using the newspapers and magazines in their hands, the first group was asked to prepare a story containing humor, the second group was asked to prepare a poster containing humor, the third group was asked to prepare a drama containing humor, and the fourth group was asked to compose a song about humor. Then, the groups presented their products to the others. 10 minutes were given to the groups to present what they had prepared. After the presentations, the students were asked how they felt during their presentations. After getting their ideas about what they learned about humor, the activity was completed.

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

Tenth Session (Termination)

Students were reminded briefly about which topics they worked on during this 10-week training period. Each student was asked about what they gained during this process and how they felt about it. The students' names were written one by one on a piece of paper and put in a bag. Each student was asked to choose a name other than their own name and write a letter for their chosen friend. All students were reminded that the letter should be written in a way that the student who received this letter would enjoy it while reading it. 10 minutes were given to complete their letters. At the end of the period, each student gave the letter to its owner. The student who received the letter read what was written to the group. Finally, the group leader evaluated the process and thanked the students. Afterward, the group work was ended.

Data Collection Tools

The data were collected through the Social Skills Scale for Gifted Middle School Students and the information form developed by the researchers.

Social Skills Scale for Gifted Middle School Students. The Social Skills Scale for Gifted Middle School Students is a 37-item 4-point Likert (never, sometimes, frequently, always) self-reporting scale developed to assess gifted middle school students' social skills. The scale has eight factors (self-confidence, sensitivity, self-criticism, social acceptance, assertiveness, rules of courtesy, humor and effective listening). According to the Exploratory Factor Analysis results, the variance explained by these eight factors together is 55.028%. Although the scale has an eight-factor structure, the total score can be obtained from the scale. According to the Confirmatory Factor Analysis performed on the scale, the eight-factor structure of the scale was confirmed and the scale had a good fit. As a result of the confirmatory factor analysis, the goodness-of-fit values of the scale were found to be as follows: $X2=871.17$, $X2/df=1.45$, $p<.000$, NFI=.71, NNFI=.86, CFI=.87, GFI=.81, AGFI=.78, RMR=.050, SRMR=.076, IFI=.88, RMSEA=.048. In the reliability analysis, Cronbach's alpha internal consistency coefficient was found as .92 for the entire scale. In Cronbach's alpha internal consistency coefficients for the sub-factors were .89 for the first factor, .77 for the second, .72 for the third, .70 for the fourth, .63 for the fifth, .70 for the sixth, .62 for the seventh and .61 for the eighth. In addition, split half-test technique was employed for the scale, and Cronbach's alpha was found as .83 for the first half and .88 for the second half (Karataş & Tagay, 2021).

Data Analysis

In the study, a social skills psycho-education program was developed for gifted middle school students, and the developed social skills program was applied to 12 students in the experimental group. Since the number of students in the group was less than 30, the data were analyzed by the Mann Whitney U Test and the Wilcoxon Signed Ranks Test, which are non-parametric tests. The Mann-Whitney U test was used because it is suitable to compare two independent groups that do not large normally distributed samples. The assumptions of the Mann-Whitney U test are; having a dependent variable that is measured at the ordinal level and an independent variable consists of two categorical independent groups. Accordingly, it was considered Mann Whitney U test is appropriate to use (Fay & Proschan, 2010). The Mann Whitney U Test was employed for the comparison of posttest scores of the experimental group and control group, whereas the Wilcoxon Signed-Rank Test was employed for the comparison of pretest-posttest scores of the experimental group, pretest-posttest scores of the control group, and posttest-

*Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills*

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

follow-up scores of the experimental group. In the study, volunteering 12 gifted middle school students were included in the experimental and control groups. When pretest scores were examined with Mann Whitney U Test to form the experimental and control groups, there was no significant difference in the pretest scores (Self-confidence U=65.000, p>.05; Sensitivity U=67.500, p>.05; Self-criticism U=54.500, p>.05; Social acceptance U=51,000, p>.05; Assertiveness U=43,000, p>.05; Rules of Courtesy U=48,000, p>.05; Humor U=56,500, p>.05; Effective listening U=64,000, p>.05; Total score U=58.500, p>.05). This indicated that there was no difference between the groups before instrumentation in terms of social skills.

RESULTS

Findings of the Social Skills Experimental Program for Gifted Middle School Students

Findings Regarding the 1ˢᵗ Hypothesis

The Mann Whitney U test was used to determine whether there was a statistically significant difference in the social skills scores of the experimental group students participating in the social skills psycho-education application compared to the students in the control group. The Mann Whitney U test analysis results are presented in Table 1.

Table 1. Mann Whitney U test results of experimental and control groups' social skills posttest scores

Social Skills Self-Confidence	n	Mean Rank	Sum of Ranks	U
Experimental	12	18.00	216.00	6.000*
Control	12	7.00	84.00	
Sensitivity	**n**	**Mean Rank**	**Sum of Ranks**	**U**
Experimental	12	16.00	192.00	30.00*
Control	12	9.00	108.00	
Self-Criticism	**n**	**Mean Rank**	**Sum of Ranks**	**U**
Experimental	12	17.79	213.50	8.50*
Control	12	7.21	86.50	
Social Acceptance	**n**	**Mean Rank**	**Sum of Ranks**	**U**
Experimental	12	18.50	222.00	.000*
Control	12	6.50	78.00	
Assertiveness	**n**	**Mean Rank**	**Sum of Ranks**	**U**
Experimental	12	18.33	220.00	2.000*
Control	12	6.67	80.00	
Rules of Courtesy	**n**	**Mean Rank**	**Sum of Ranks**	**U**
Experimental	12	18.42	221.00	1.000*
Control	12	6.58	79.00	
Humor	**n**	**Mean Rank**	**Sum of Ranks**	**U**
Experimental	12	16.92	203.00	19.000*
Control	12	8.08	97.00	
Effective Listening	**n**	**Mean Rank**	**Sum of Ranks**	**U**
Experimental	12	16.42	197.00	25.000*
Control	12	8.58	103.00	
Sum	**n**	**Mean Rank**	**Sum of Ranks**	**U**
Experimental	12	18.50	222.00	.000*
Control	12	6.50	78.00	

*p<.001

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

According to Table 1, the social skills posttest scores of the experimental and control groups participating in the study were significantly increased and differed in favor of the experimental group (U=6.000, p<.001 for self-confidence; U=30.000, p<.001 for sensitivity; U=8.500, p<.001 for self-criticism; U=.000, p<.001 for Social Acceptance; U=2.000, p<.001 for assertiveness; U=1.000, p<.001 for Rules of Courtesy; U=9.000, p<.001 for humor; U=25.000, p<.001 for effective listening; U=.000, p <.001 for total score).

Findings Regarding the 2nd Hypothesis

Wilcoxon Signed-Rank Test was used to determine whether there was a statistically significant difference in the pretest-posttest scores of the experimental group students participating in the social skills psycho-education application. Wilcoxon Signed-Rank Test analysis results are presented in Table 2.

Table 2. Wilcoxon Signed-Rank test results of the experimental group's pretest and posttest scores

Social Skills	n	Mean Rank	Sum of Ranks	z
Self-Confidence **Post-test- Pre-test**				
Negative rank	0	.00	.00	-3.072*
Positive rank	12	6.50	78.00	
Ties	0			
Sensitivity **Post-test- Pre-test**	n	Mean Rank	Sum of Ranks	z
Negative rank	1	1.00	1.00	-2.989*
Positive rank	11	7.00	77.00	
Ties	0			
Self-Criticism **Post-test- Pre-test**	n	Mean Rank	Sum of Ranks	z
Negative rank	1	1.00	1.00	-2.996*
Positive rank	11	7.00	77.00	
Ties	0			
Social Acceptance **Post-test- Pre-test**	n	Mean Rank	Sum of Ranks	z
Negative rank	0	.00	.00	-2.829*
Positive rank	10	5.50	55.00	
Ties	2			
Assertiveness **Post-test- Pre-test**	n	Mean Rank	Sum of Ranks	z
Negative rank	0	.00	.00	-3.114*
Positive rank	12	6.50	78.00	
Ties	0			
Rules of Courtesy **Post- test- Pre-test**	n	Mean Rank	Sum of Ranks	z
Negative rank	0	.00	.00	-3.025*
Positive rank	11	6.00	66.00	
Ties	1			
Humor **Post-test- Pre-test**	n	Mean Rank	Sum of Ranks	z
Negative rank	0	.00	.00	-3.097*
Positive rank	12	6.50	78.00	
Ties	0			
Effective Listening **Post-test- Pre-test**	n	Mean Rank	Sum of Ranks	z
Negative rank	2	5.00	10.00	-1.497

*Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills*

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

Positive rank	7	5.00	35.00	
Ties	3			
Sum **Post-test- Pre-test**	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	0	.00	.00	-3.064*
Positive rank	12	6.50	78.00	
Ties	0			

*p<.05

According to Table 2, there were significant differences in social skills total scores and all the sub-scales except the effective listening sub-scale (z=-1.497, p>.05) in favor of the posttest scores when pretest and posttest scores of the experimental group were compared (Self-confidence z=-3.072, Sensitivity z=-2.989, Self-criticism z=-2.996, Social acceptance z=-2.829, Assertiveness z=-3.114, Rules of Courtesy z=-3.025, Humor z=-3.097, Total score z=-3.064, p<.05).

Findings Regarding the 3rd Hypothesis

Wilcoxon Signed-Rank Test was used to determine whether there was a statistically significant difference in the social skills pretest-posttest scores of the control group students in favor of the posttest. Wilcoxon Signed-Rank Test analysis results are presented in Table 3.

Table 3. Wilcoxon Signed-Rank test results of the control group's pretest and posttest scores

Social Skills **Self-Confidence** **Post-Pre-Test**	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	0	.00	.00	-2.947*
Positive rank	11	6.00	66.00	
Ties	1			
Sensitivity **Post-Pre-Test**	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	6	3.92	23.50	-.411
Positive rank	4	7.88	31.50	
Ties	2			
Self-Criticism **Post-Pre-Test**	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	7	4.43	31.00	-.359
Positive rank	3	8.00	24.00	
Ties	2			
Social Acceptance **Post-Pre-Test**	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	7	4.57	32.00	-1.166
Positive rank	2	6.50	13.00	
Ties	3			
Assertiveness **Post-Pre-Test**	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	5	4.50	22.50	-1.317
Positive rank	7	7.93	55.50	
Ties	0			
Rules of Courtesy **Post-Pre-Test**	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	8	4.75	38.00	-1.876
Positive rank	1	7.00	7.00	
Ties	3			

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

Humor Post-Pre-Test	n	Mean Rank	Sum of Ranks	z
Negative rank	2	7.00	14.00	-1.710
Positive rank	9	5.78	52.00	
Ties	1			
Effective Listening Post-Pre-Test	n	Mean Rank	Sum of Ranks	z
Negative rank	6	4.33	26.00	-1.155
Positive rank	2	5.00	10.00	
Ties	4			
Sum Post-Pre-Test	n	Mean Rank	Sum of Ranks	z
Negative rank	3	5.17	15.50	-1.859
Positive rank	9	6.94	62.50	
Ties	0			

*p<.05

As seen in Table 3, when the social skills pretest and posttest scores of the control group were compared, there were significant differences between the self-confidence sub-scale scores (z=-2.947, p<.05), whereas there were no significant differences between the pretest and posttest scores of the sensitivity, self-criticism, social acceptance, assertiveness, rules of courtesy, humor, effective listening and social skills total scores. This indicated that there was no difference in the social skills scores of the control group students who did not participate in the social skills psycho-education group application except for the self-confidence sub-scale scores.

Findings Regarding the 4th Hypothesis

Wilcoxon Signed-Rank Test was used to the experimental group students' social skills posttest scores and the follow-up test scores taken after 10 weeks after the instrumentation. Wilcoxon Signed-Rank Test analysis results are presented in Table 4.

Table 4. Wilcoxon Signed-Rank test results of the experimental group's posttest and follow-up scores

Social Skills Self-Confidence Follow-test-post-test	n	Mean Rank	Sum of Ranks	z
Negative rank	11	6.00	66.00	-2.965*
Positive rank	0	.00	.00	
Ties	1			
Sensitivity Follow-test-post-test	n	Mean Rank	Sum of Ranks	z
Negative rank	10	5.50	55.00	-2.814*
Positive rank	0	.00	.00	
Ties	2			
Self-Criticism Follow-test-post-test	n	Mean Rank	Sum of Ranks	z
Negative rank	1	1.00	1.00	-1.000
Positive rank	0	.00	.00	
Ties	11			
Social Acceptance Follow-test-post-test	n	Mean Rank	Sum of Ranks	z
Negative rank	4	2.50	10.00	-1.890
Positive rank	0	0.00	.00	
Ties	8			

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

Assertiveness Follow-test-post-test	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	5	4.80	24.00	-1.715
Positive rank	2	2.00	4.00	
Ties	5			
Rules of Courtesy Follow-test-post-test	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	3	2.00	6.00	-1.604
Positive rank	0	.00	.00	
Ties	9			
Humor Follow-test-post-test	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	4	2.50	10.00	-1.841
Positive rank	0	.00	.00	
Ties	8			
Effective Listening Follow-test-post-test	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	3	2.00	6.00	-1.633
Positive rank	0	0.00	.00	
Ties	9			
Sum Follow-test-post-test	n	**Mean Rank**	**Sum of Ranks**	**z**
Negative rank	9	5.50	49.50	-1.471
Positive rank	2	8.25	16.50	
Ties	1			

*p<.05

As seen in Table 4, when the social skills posttest scores and follow-up test scores of the experimental group were compared, there were significant differences between the self-confidence and sensitivity sub-scales scores (z=-2.965, p<.05; z=-2.814, p<.05), whereas there were no significant differences between the self-criticism, social acceptance, assertiveness, rules of courtesy, humor, effective listening and social skills total score. This indicated that except the self-confidence and sensitivity sub-scale scores had long-term effect on the social skills scores of the experimental group students who participated in the social skills psycho-education group application.

DISCUSSION

In this study, it was aimed to develop a psycho-education program that can be applied in developing the social skills of gifted middle school students and to test the effectiveness of it on students' social skills. Within the scope of the study, a social skills psycho-educational program consisting of activities related to self-confidence, sensitivity, self-criticism, social acceptance, assertiveness, rules of courtesy, humor and effective listening was developed for gifted middle school students. The psycho-education program was implemented for ten weeks, and when its effectiveness was tested, it was revealed that it was an effective program that could be used to increase the social skills of gifted middle school students. It was observed that during the implementation of the program, the students participated in the activities with pleasure, expressed themselves comfortably as the sessions progressed and were willing to work. When they were asked to evaluate the study, they stated that it was their first time participating in this type of study and that the process was both instructive and relaxing. Interaction-based activities were also found to be appropriate for students. For these reasons, the developed and applied psycho-education program is considered to be effective.

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

In addition, the permanence of the experiment's effect was examined with the follow-up measurement taken 10 weeks. The analysis revealed that the effect of the experiment was long-term in every sub-scale except the self-confidence and sensitivity sub-scales. The concept of self-confidence and sensitivity are influenced by many factors such as personality traits, situational factors, surroundings and environment. The fact that students went to different places for a long vacation after the experiment and were exposed to different factors may have caused this effect and may have negatively affected their self-confidence and sensitivity.

When the results of the follow-up measurement were examined, it was determined that the effect of the experiment was long-lasting in the social skill's dimensions of social acceptance, assertiveness, rules of courtesy, humour and active listening. Assouline and Colangelo (2006) stated that gifted children also feel the need for strong adaptability and belongingness to a group in the early adolescence years, just like other children. Thus, it can be thought that social skills programs for gifted children also support students in this sense.

The fact that the experimental study was effective for a long time indicates that the program developed is appropriate for gifted middle school students. At the same time, the fact that the activities performed every week in practice were compatible and consistent with the sub-scales used may have contributed to the long-term effect of the experimental study. Furthermore, preferring the gifted middle school students who volunteered to participate in the experimental study may have contributed to the effectiveness of the study. The experimental study was conducted by the researchers going to SAC, where the students were attending. Students' being in a place where they felt safe and familiar may also have contributed to the effectiveness of the experimental study.

The basic social needs of gifted students are not different from other students, but their needs may differ due to intrinsic and extrinsic reasons. What is meant by intrinsic traits is that these students have different personal traits such as sensitivity and self-criticism. The extrinsic reasons are that they are perceived as more incompatible in their interactions with others and that they may have difficulty in coping. Due to the nature of being gifted, these students are increasingly in need of training including different approaches. It is necessary to develop and implement training programs tailored to the needs of these students; taking into account the intrinsic and extrinsic difficulties they face (Cross & Cross 2015). Physical, cognitive, social and emotional development of gifted students may not match each other. For example, although the students' cognitive development is very advanced, their physical and social emotional development may not have progressed too much. Also, although the people around the students have a lot of expectations from them, they may be struggling because they cannot fulfill this expectation. Therefore, these children may experience more frustration and anger due to the negative situations they experience. In fact, the social emotional development of these children lags behind their peers in some cases, and therefore they experience problems in revealing their potentials and abilities (Silverman, 2002).

It is stated that federal-level regulations are not sufficient for gifted students in the USA as in many countries today. More research has been done in recent years on the adequacy of educational programs developed for gifted students. In addition, the fact that these programs focus mainly on enriching students' learning is one of the criticized issues. Increasing the trainings to be carried out in order to support the social emotional development of these students is recommended for all countries and the US (NAGC, 2008).

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

In some studies, gifted students stated that they need adults in dealing with stress and social struggles. It is also mentioned that these children are inadequate in sharing their concerns, and they tend to reject and control their negative emotions. In light of this information, there is a need for programs that will support these children's social-emotional development by increasing the protective factors for them. Thus, teachers are responsible not only for gifted students' academic achievement, but also for their social and emotional development. Training with wide participation including teachers and parents as well will reduce negative perceptions and will make these students more successful in every sense (Leyden & Shale, 2012).

As mentioned earlier, studies examining mainly the social skills of gifted students are inadequate. However, there are studies examining the contribution of different educational and training programs to the social-emotional development of gifted children. Kim (2016) stated that enrichment programs have a positive effect on both academic achievement and social-emotional development of gifted children. Gallagher (2015) argued that gifted children differ from their peers including other gifted children due to their interests, abilities and intellectual perspectives, but they are emotionally challenged and need support in terms of their personal social development. For this reason, they recommend increasing the supportive environments and programs.

As it is known, social skills have key importance for the adaptation of individuals, and if children's social skills are insufficient, their adaptation and thus their achievement will also be negatively affected. Students with high social skills will be more confident and will have better problem-solving skills at school and in life. This will enable them to be more successful both academically and socially.

Conclusion and Suggestions

In conclusion, in the study, a psycho-education program that can be used in developing the social skills of gifted middle school students was developed. This program was found to be effective after testing its effectiveness on students' social skills. According to the results of this study, the following recommendations can be made: The study was conducted with gifted middle school students. Since there are no social skills programs for gifted elementary and high school students in the literature, experimental studies with these age groups can be planned in the future. In addition, it can be ensured that the psycho-education programs developed for gifted students are be popularized and are continuous. When the permanence effect of the experiment was tested, it was revealed that there were no long-term effects in the self-confidence and sensitivity sub-scales. Therefore, it may be beneficial to plan experimental or informative studies on gifted middle school students' self-confidence and sensitivity.

As with any study, this study has its limitations. This study was conducted with the volunteering SAC throughout Turkey and with volunteering middle school students. Therefore, this study is limited to the data obtained from these students. In addition, this study is limited to data obtained from the Social Skills Scale for Gifted Middle School Students.

Exploring the Effects of Social Skills Psycho-Education Program Developed
for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

REFERENCES

Akkan, H. (2012). *Üstün zekalı 6-8. sınıf öğrencilerinin iki farklı akademik ortamdaki sosyometrik statülerine göre empatik eğilimleri, yaşam doyumları ve aile yaşantıları* [The 6th -8th gifted students emphatic tendency, life satisfaction and family life according to their sociometric status in two different academic enviroment] (Publication No. 317705). [Master dissertation, Dokuz Eylül University]. YÖKTEZ.

Akkök, F. (1999). *İlköğretimde sosyal becerilerin geliştirilmesi anne-baba el kitabı* [Developing social skills in primary education parent handbook]. Özgür.

Assouline, S. G., & Colangelo, N. (2006). Social-emotional development of gifted adolescents. In F. A. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education* (pp. 65–85). Prufrock Press.

Bacanlı, H. (1999). Sosyal beceri eğitimi [Social skill training]. Y. Kuzgun (Ed.). *İlköğretimde rehberlik* [Guidance in primary education] (pp. 171-188). Nobel.

Bilgiç, N., Taştan, A., Kurukaya, G., Kaya, K., Avanoğlu, O., & Topal, T. (2013). *Özel yetenekli bireylerin eğitimi strateji ve uygulama kılavuzu* [Education strategy and application guide for gifted individuals]. Milli Eğitim Bakanlığı Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü.

Büyüköztürk, Ş, Kılıç Çakmak, E., Akgün, Ö.E., Karadeniz, Ş., & Demirel, F. (2020). *Bilimsel araştırma yöntemleri* [Scientific research methods]. (28. baskı). Pegem.

Clark, B. 2002. Growing up gifted: Developing the potential of children at home and at school (6th ed.). Prentice Hall.

Cross, J. R., & Cross, T. L. (2015). Clinical and mental health issues in counseling the gifted individual. *Journal of Counseling and Development, 93*(2), 163-172. https://10.1002/j.1556-6676.2015.00192.x

Delisle, J., & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing Inc.

Elksnin, L.K., & Elksnin, N. (1995). *Assessment and instruction of social skills*. Singular Publishing Group.

Erkan, S. (2002). *Örnek grup rehberliği etkinlikleri* [Sample group guidance activities]. Pegem.

Fay, M. P. & Proschan, M. A. (2010). Wilcoxon-Mann-Whitney or t-test? On assumptions for hypothesis tests and multiple interpretations of decision rules.· *Stat Surv.* 4, 1-39. https://10.1214/09-SS051

Fornia, G. L., & Frame, M. W. (2001). The social and emotional needs of gifted children: Implications for family counseling. *The Family Journal, 9*(4), 384-390. https://doi.org/10.1177%2F1066480701094005

Gagné, F. (2005). From gifts to talents. In R. Sternberg & J. Davidson (Eds.), *Conceptions of giftedness* (2th ed., pp. 98-119). Cambridge University Press.

Gallagher, J. J. (2015). Peer acceptance of highly gifted children in elementary school. *Journal for the Education of the Gifted, 38*(1), 51-57. https://10.1177/0162353214565549

Gardner, H. (1993). *Multiple inteligences: the Theory in Practice*. Harperrn Collins.

Göktaş, İ. (2015). *Aile katılımı ve sosyal beceri eğitimi programlarının tek başına ve birlikte 4-5 yaş çocuklarının sosyal becerileri ve anne-çocuk ilişkileri üzerindeki etkisinin incelenmesi* [The effects of alone and joint the social skills education and family participation programmes on 4 - 5 years old children's social skills and mother - child relationship] (Publication No: 407006). [Master dissertation, Pamukkale University.]. YÖKTEZ.

Gross, M. U. M. (2002). Social and emotional issues for exceptionally intellectually gifted students. In M. Neihart, S. M. Reis, N. M. Robinson, & S. M. Moon (Eds.), *The social and emotional development of gifted children: What do we know?* (pp. 19-30). Prufrock Press.

Hallahan, D. P., & Kauffman, J. M. (2003). *Exceptional learners: Introduction to special education*. Allyn and Bacon.

Exploring the Effects of Social Skills Psycho-Education Program Developed for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

Karataş, Z., & Tagay, Ö. (2021). Development of the social skills scale for talented/gifted preadolescents attending middle school and investigation of its psychometric properties. *Pamukkale University Journal of Education, 51*, 367-392. https://10.9779/pauefd.746428

Kılıç, K.M., & Güngör Aytar, F. A. (2017). Erken çocuklukta sosyal becerilere sosyal beceri eğitiminin etkisi, sosyal becerilerle mizaç arasındaki ilişki [The effect of social skills training on social skills in early childhood, the relationship between social skills and temperament]. *Education and Science. 42(191),* 185-204. DOI: http://dx.doi.org/10.15390/EB.2017.7162.

Kim, M. (2016). A meta-analysis of the effects of enrichment programs on gifted students. *The Gifted Child Quarterly, 60*(2), 102-116. https://10.1177/0016986216630607

Leyden, R., & Shale, E. (2012). Social and emotional development. ACER Press.

Ministry of Education (MEB) (2018). *Özel eğitim hizmetleri yönetmeliği* [Special Education Services Regulation]. Ref: 30471. https://www.resmigazete.gov.tr/eskiler/2018/07/20180707-8.htm

Ministry of Education (MEB) (2017). *Milli Eğitim Bakanlığı rehberlik hizmetleri yönetmeliği* [Ministry of National Education Counseling Services Regulation]. Ref: 30236. https://orgm.meb.gov.tr/meb_iys_dosyalar/2017_11/10113305_yeni_rehbrlk_yon.pdf

Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü (2018). *Rehberlik hizmetleri program hazırlama kitapçığı* [Counseling services program preparation booklet]. https://orgm.meb.gov.tr/meb_iys_dosyalar/2018_09/03112108_rehberlik_programi_hazirlama_kitapcigi.pdf

Moon, S. M. (2009). Myth 15: High-ability students don't face problems and challenges. *Gifted Child Quarterly, 53*(4), 274-276. https://10.1177/0016986209346943

National Association for Gifted Children (NAGC) (2008). *Common core standards.* http://www.nagc.org/CommonCoreStateStandards.aspx

National Association for Gifted Children (NAGC) (2021). *What is giftedness?* https://www.nagc.org/resources-publications/resources/what-giftedness#:~:text=Students%20with%20gifts%20and%20talents,learn%20and%20realize%20their%20potential

Ömeroğlu, E., Büyüköztürk, Ş., Aydoğan, Y., Çakan, M., Kılıç Çakmak, E., Özyürek, A., Gültekin Akduman, G., Günindi, Y., Kutlu, Çoban, A., Yurt, Ö., Koğar, H., & Karayol, S. (2014). Sosyal beceri eğitici eğitim programının etkililiği [The effectiveness of the social skill trainer training program]. *Muğla Sıtkı Koçman University Journal of Education, 1*(1), https://dergipark.org.tr/tr/download/article-file/184020

Özdemir Topaloğlu, A. (2013). *Etkinlik temelli sosyal beceri eğitiminin çocukların akran ilişkilerine etkisi* [The influence of activity based social skills education on children's peer relationships] (Publication No: 337681). [Doctoral dissertation, Selçuk University]. YÖKTEZ.

Peterson, S. J. (2009). Myth 17: Gifted and talented individuals do not have unique social and emotional needs. *Gifted Child Quarterly, 53*(4), 280-282. https://10.1177/0016986209346946

Seven, S. (2008). Yedi-sekiz yaş çocuklarının sosyal becerilerinin incelenmesi [Examining social skills ın seven and eight years old children]. *Fırat University Journal of Social Sciences, 18*(2), 151-174. https://dergipark.org.tr/tr/download/article-file/71999

Silverman, L. K. (2002). Asynchronous development. In M. Neihart, S. M. Reis, N. M. Robinson & S. M. Moon (Eds.), The social and emotional development of gifted children: What do we know? (pp. 31-40). Prufrock Press.

Steedly, K.M., Schwartz, A., Levin, M.A., & Luke, S.D. (2008). Social skills and academic achievement. *Evidence for Education, 3*(2), 1-8. https://files.eric.ed.gov/fulltext/ED572705.pdf

Exploring the Effects of Social Skills Psycho-Education Program Developed for Gifted Middle School Students on Students' Social Skills

Karataş & Tagay (2021), 11(61)
Turkish Psychological Counseling and Guidance Journal

Şahin, C. (2001). Sosyal beceri ve sosyal yeterlik [Social skill and social competence] *G.Ü. Journal of Kırşehir Education Faculty, 2*(1), 9-19. https://kefad.ahievran.edu.tr/Kefad/ArchiveIssues/Detail/6d117a64-624b-e711-80ef-00224d68272d

Tagay, Ö., Baydan, Y., & Voltan Acar, N. (2010). Sosyal beceri programının (blocks) ilköğretim ikinci kademe öğrencilerinin sosyal beceri düzeyleri üzerindeki etkisi. [The effects of building lives on cooperative knowledge skills (BLOCKS) program on social skills of the middle school students]. *Mehmet Akif Ersoy University Journal of Social Sciences Institute, 2*(3), 19-28. https://dergipark.org.tr/tr/download/article-file/181736

Tawana, B.B.S, & Moorc, K.A. (2011). What works for promoting and enhancing positive social skills: Lessons from experimental evaluations of programs and interventions. *Child Trends, March,* 1-12. http://www.childtrends.org/wp-content/uploads/2011/03/child_trends_2011_03_02_RB_WWSocialSkills.pdf

Yıldırım, İ. (2003). Bireyi tanıma teknikleri. [Individual recognition techniques] G. Can (Ed.). *Psikolojik danışma ve rehberlik* [Psychological advice and guidance]. Pegem.

Yüksel, G. (1999). Sosyal beceri eğitiminin üniversite öğrencilerinin sosyal beceri düzeyine etkisi [The effects of social skill training on social skill levels of university students]. *Turkish Psychological Counseling and Guidance Journal, 2*(11), 37-47. https://dergipark.org.tr/tr/download/article-file/200161

About Authors

Zeynep Karataş. She earned her bachelor's and master degrees in Psychological Counseling and Guidance from Çukurova University, and Ph.D. degrees in Psychological Counseling and Guidance from Mersin University. She has been working as a professor at Burdur Mehmet Akif Ersoy University since 2018. Her research interests include the fields of school counseling, positive psychology, cognitive and behavioral therapies, aggression, anger, psychodrama, and counselor education.

Özlem Tagay. She earned her bachelor's, master and Ph.D. degrees in Psychological Counseling and Guidance from Hacettepe University. She has been working as an assoc. professor at Burdur Mehmet Akif Ersoy University since 2017. Her research interests include the fields of school counseling, positive psychology, gestalt therapy, group counseling, and counselor education.

Author Contributions

ZK: The idea of preparing psycho-education program about social skills for gifted students, preparing, application and evaluation of the program, reporting and making corrections.

ÖT: Preparing, application and evaluation of the program, reporting and making corrections.

Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

Ethical Statement

The authors declare that they have carried out the research within the framework of the Helsinki Declaration and with the participation of a volunteer counselor. In line with this, the study was permitted by Burdur Mehmet Akif Ersoy University, Non-Interventional Clinical Research Ethics Committee

Ethics Committee Name: Burdur Mehmet Akif Ersoy University, Non-Interventional Clinical Research
Ethics Committee Approval Date: 13/05/2020
Ethics Committee Approval Document Number: 2020/5-GO 2020/131