

Research Article

Turkish adaptation of Social Coping Questionnaire for gifted students¹

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Abstract

The objective of this research is to conclude the Turkish adaptation, validity, and reliability analysis of Swiatek's Social Coping Questionnaire (SCQ), which was first published in 1995. (However, the most recent 2001 version of the questionnaire is employed in this study.) A total of 266 gifted students (130 females and 136 males) participated in the study. The participants' ages ranged from 11 to 15. Exploratory and confirmatory factor analyses showed that the Turkish version of the scale retained the five-factor structure of the original scale. SCQ consists of 25 items in total and examines coping techniques using 5 subscales. Furthermore, the SCQ is a self-report, seven-point Likert type questionnaire that assesses five coping styles: denying giftedness (7 item), social engagement (6 item), humor (3 item), and popularity (5 item). The factor loadings of the items are ranged from .79 to .40. The range of all item-total correlation coefficients was between .44 and .77. Cronbach Alpha Coefficients were determined as .77 for denying giftedness, .60 for social interaction, .60 for humor, .57 for popularity, and .48 for peer acceptance. Test re-test coefficients were as follows; .62 denying giftedness, .48 social interaction, .50 humor, .45 popularity, and .39 peer acceptance scale. The UCLA Loneliness Scale was administered to another gifted students sample to test the convergent validity of the instrument (n=102), as expected peer acceptance and humor subscale correlates negatively (-.43) and denying giftedness subscale correlates positively (.27) with UCLA scores. The model fit was evaluated via confirmatory factor analysis using the structural equation modeling program. The analysis were performed on the 25 social coping items and resulting fit indices clearly revealed that the five-factor model of social coping provided a good fit to the data ($\chi^2=437.08$, $df=262$, ($\chi^2/df=1.66$)), $RMSEA=0.050$, $GFI=0.88$, $CFI=0.85$, $NNFI=0.83$, $SRMR=0.072$).

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Introduction

Being intellectually gifted and talented means being different in various aspects of life, including at home, school, and in the community, due to their unique set of skills. They tend to learn faster in school, may have difficulty relating to their peers (Milgram, 1991), question life and many abstract concepts more deeply (Scholwinski, Reynolds, 1985) and may be perceived as "strange" by others. Being a gifted student in schools is also hard phenomena. Schools are not only places for acquiring knowledge and receiving education, but also environments where social interactions take place, emotional connections are formed, various emotions are experienced, and life is rehearsed. Children learn through all of these components. However, for gifted children, accessing these fundamental needs can be more challenging in some cases compared to their peers. (DeLay et al., 2016; Neilhart, 2016). Additionally, being labeled as gifted may affect

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students' perceptions of acceptability from their peers, making them feel stereotyped and limiting their social options (Cross et al., 2018). "The stigma of giftedness" has been used to describe this phenomena. This term frequently discussed in the literature. Also, according to Tannenbaum (1981), gifted students are influenced by how other people perceive their talents. According to Mendaglio (2012), gifted students experience stigmatization, and their fear of stigmatization is simply a result of having the label "gifted.". Because of this, gifted students come up with a variety of techniques to hide their intellectual differences (Cross et. al, 1991).

Several coping mechanisms are used by students to minimize perceived social stigma, according to early studies on the stigma of giftedness (Buescher, 1985; Coleman & Cross, 1988, 2000); Coleman & Sanders, 1993). These studies claim that gifted children try to cope with their "differentness" by underachieving (Janos et al., 1987), missing to respond to questions in class, asking questions that are not appropriate, acting like the class clown, reducing their vocabulary and lying about getting good grades, making up examinations or assignments to seem tough (Cross et al., 1995), and even denying that they are gifted (Buescher, 1985).

Some gifted students believe that they are treated differently and seen as different when others notice their giftedness. (Coleman & Cross, 1988; Cross et al., 1993; Manaster, Chan, Watt, & Wiehe, 1994; Manor-Bullock, Look, & Dixon, 1995). As a result, these children don't necessarily want to be treated differently or differ intellectually from their peers (Swiatek, 2002). However, the experience of stigma may not affect gifted students in the same way. The ability to cope may be more challenging for those who are extraordinarily gifted. This can be explained by the "asynchronous development" characteristics of gifted children. As stated by the Columbus Group, as intellectual capacity increases, social adjustment becomes more complicated. According to Swiatek (1995), gifted individuals with exceptional verbal ability are more likely than those with exceptional mathematical aptitudes to experience more of the negative social consequences of being gifted.

In the context of giftedness, researches on social coping is still developing. Despite some limitations in the existing studies, they indicate that giftedness makes social adjustment more challenging, poses difficulties in being different, and emphasizes the need for individual or group counseling for such children. However, in order to identify the challenges related to social coping, there is an urgent need for reliable instruments. Therefore, the purpose of the study is to test reliability, factor structure and convergent validity of the Social Coping Scale (Swiatek, 2001) on gifted Turkish elementary school students. Validity and reliability studies of the original scale have been conducted with high school students. However, with permission from the corresponding author, a validity and reliability study has also been conducted for middle school students in Turkey. By the way, with a reliable instrument for determining social coping strategies in gifted elementary school children, it is possible to take the necessary precautions early on and prevent the effects of this situation.

Problem of Study

The social coping strategies of gifted children are different from their peers. Identifying this difference is crucial for the development of guidance and counselling programs. It is also highly important for understanding the psychology of gifted children. When considering national studies related to social coping strategies, it has been observed that there are no valid and reliable instruments to assess this topic for gifted children. Therefore, this study was conducted with the aim of to adapt the Social Coping Questionnaire developed by Swiatek (2001) to Turkish and to perform validity and reliability studies.

Method

Research Model

This study was performed in a methodological-descriptive-cross sectional manner in order to adapt and evaluate the validity and reliability of Social Coping Questionnaire in Turkey. A cross-sectional study uses to simultaneously collects data from a population. It is a snapshot of the population at a particular moment rather than a study that tracks changes over time. A cross-sectional descriptive survey assesses how frequently, widely, or severely the variable of interest occurs throughout a specific demographic.

Participants

266 gifted students (130 female, 136 male) participated in the study were selected from 5 different science and art centers where gifted and talented students are educated in Turkey during the spring semester of 2015. It can be said that the first and largest step taken for the education of gifted individuals in Turkey is the establishment of "Science and Art Centers." Science and Art Centers are educational institutions that specifically work with identified gifted students and provide programs tailored to their needs. In the beginning, there were only 5 SACs in 5 cities of Turkey. But, now in 2022, there are 355 SAC in 81 cities of Turkey. Approximately 68,000 students are in education.

The age ranges of participants are between 11 and 15 ($m=13,32$). The age distribution of the gifted students are as follows. 8.6% is 11 years old ($n=23$), 20.7% is 12 years old ($n=55$), 7.1% is 13 years old ($n=19$), 56.4% is 14 years old ($n=150$) and 7.1% is 15 years old ($n=19$). Data gathered from this first group were used in the exploratory and confirmatory factor analyses. The SCQ and UCLA were tested on a second sample of gifted students in order to calculate the convergent validity of the scale ($n=102$).

Instruments

In terms of the purpose of the study, the Social Coping Questionnaire was used to examine validity and reliability, and the UCLA Loneliness Scale was used to assess convergent validity.

Social Coping Questionnaire

Swiatek developed the Social Coping Questionnaire in 1995 to evaluate the particular coping mechanisms employed by gifted students. In its original form, the SCQ (Swiatek, 1995) had 35 questions "that address beliefs and activities relating to various social aspects of intellectual giftedness." A component analysis of the scores revealed four social coping mechanisms: Denial of Giftedness, Popularity/Conformity, Peer Acceptance, and Activity Level. Swiatek's (2001) most recent replication used a 34-item SCQ yielded a six-factor solution almost identical to that found in her previous study (Swiatek, 2001). Compared to all previous replications, these factors explained the most variance in students' responses to items on the SCQ (40.5%). Swiatek (2007) conducted a new study about construct validity of SCQ. And in this study did not introduce any revisions to the SCQ, the items were again factor analyzed to ensure that the social coping scales. Results yielded five factors that accounted for 42.0% of the variance: Denying Giftedness, Social Interaction, Humor, Focus on Popularity/Conformity, and Peer Acceptance.

The Social Coping Questionnaire developed by Swiatek (2001) was used to test its validity and reliability in the Turkish culture. The SCQ, a 34-item self-report questionnaire, was created to evaluate the coping strategies employed by gifted kids to deal with the negative stereotypes and social pressures brought on by being recognized as gifted in a school environment. Respondents provide an answer to each item on a 7-point, Likert-type scale (1 = Strongly true, 7 = Strongly false); higher scores always indicated stronger endorsement of a coping strategy. As a result, some items in the peer acceptance and popularity subscales are reverse-items (reverse items are: 1,2,3,9,16,18,25,28). SCQ measures five coping styles: *Denying giftedness* subscale consists of 7 items, (eg. "I don't think that I am gifted." Or "People think that I am gifted, but they are mistaken."), *Social Interaction* subscale consists of 6 items, (eg. "People come to me for help with their homework." Or "I explain course material to other students when they don't understand it.") *Humor* subscale consists of 3 items, (eg. "I tell a lot of jokes in school." Or "I'm good at making people laugh."), *Focus of Popularity* subscale consists of 5 items (eg. "Other students do not like me any less because I am gifted." Or "I would fit in better at school if I were not gifted.") and *Peer Acceptance* subscale consists of 4 items (eg. "I try to look very similar to other students." Or "I try to act very much like other students act.")

Many studies using the SCQ have shown that there are differentiated social coping strategies according to the sample group in which that study was conducted. As a result, different factorial structure emerged in different studies (Swiatek, 1995, 2001; Swiatek & Dorr, 1998; Swiatek & Cross, 2007; Cross & Swiatek, 2009). These analyses have yielded between four and seven social coping scales. Each study has discovered three basic scales, which are known as the following: denying giftedness, peer acceptance, and social interaction (Swiatek, 2001).

The alpha coefficients of the five scales in SCQ are reported as .77 for Denying giftedness, .69 for social interaction, .68 for humor, .66 for popularity, and .61 for peer acceptance in the original study.

The original scale has been professionally translated by a professional into Turkish with the the corresponding author's permission, and then translated back into English. The Turkish and English translations have both been examined by six academics with PhD's in Gifted and Talented Education. The scale was initially tested on a small sample of gifted students to evaluate their comprehension of the items. Then the final version administered to the participants.

UCLA Loneliness Scale

The UCLA Loneliness Scale is a widely used assessment tool developed by Russell, Peplau, and Ferguson in 1978 to measure subjective feelings of loneliness. It consists of 20 self-report items designed to evaluate an individual's perceived social isolation and the subjective experience of loneliness. Participants are asked to rate each item on a 4-point Likert scale, ranging from "Never" to "Often." The scores on the scale range from 20 to 80, with higher scores indicating higher levels of loneliness. Demir (1989) adapted the scale for Turkish use, and it proved to be reliable. The Cronbach alpha value in Demir's (1989) study was .96. In this study, is found to be.87.

Procedure

The following analyses were conducted to test the (a) "*construct validity*" of the Turkish version of SCQ: Exploratory and Confirmatory Factor Analysis, for testing (b) "*convergent validity*": bivariate correlations with UCLA, for to test (c) *item analysis*; t-tests are analyzed. Also the difference between the *upper and lower 27% scores* of items and *item total correlations* were calculated. For testing the (d) *reliability* of the Turkish version of SCQ: internal consistency coefficients and test-retest values were calculated.

Results

Exploratory Factor Analysis

A principal component analysis with varimax rotation has been used to assess the instrument's structural validity. When a minimum eigenvalue of 1.0 was used as the criterion for determining the number of factors in the factor analysis, 11 factors were identified . This result was similiar with Swiatek's revision study in 1998. Because it was the most straightforward to interpret and most in touch with the theoretical literature, a five-factor solution was ultimately chosen (Swiatek, 1995). The scale with the lowest factor loading retained for further analysis is .40. After extracting the data, problematic items (ones that are low-loading (under .40), crossloading or freestanding) dropped and rerun the analysis. It has been determined that the KMO (.66) and Barlett Sphericity ($\chi^2=1494$; $p.000$) values are sufficient for an appropriate analysis. The principal component analysis produced five factors which explained 46% of the total variance and loaded between.82 and.40. It is considered sufficient for the factor loadings of the items to be 0.30 or higher (Seccer, 2013: 129), and for the explained variance to be at least %40 (Buyukozturk, 2008).The first factor (7 items denying giftedness scale) explains 13,95 % of the overall variance. The second factor (6-item social interaction scale) explains %10,61. The third factor (3-items humor scale) explains %7.98. The fourth factor (4-items peer acceptance scale) explains %6.94, and the fifth factor (5-items popularity scale) explains %6.24 of the overall variance. The factor loadings for each scale are presented in Table 1. In the current form, all items with a load greater than .40.

Table 1. Exploratory Factor Analysis

Items	Factors				
	Denying Giftedness	Social Interaction	Humor	Popularity	Peer Acceptance
34	.798				
11	.787				
23	.692				
27	.652				
31	.548				
24	.486				
7	.456				
12		.627			
5		.623			
17		.531			
32		.492			
20		.486			
6		.457			
21			.828		
14			.823		
4			.526		
10				.690	
3				.684	
26				.460	
25				.446	
22					.742
15					.720
16					.500
2					.449
9					.403

Items dropped: 1,8,13,18,19,28,29,30,33

Confirmatory Factor Analysis

The structural equation modeling software Lisrel 8.50 (Joreskog & Sorbom, 2001) was used to conduct confirmatory factor analysis to assess the model's fit. The 25 social coping strategies were analyzed, and the maximum likelihood method of estimate was applied. The model did not permit cross-loadings or correlated error measurement (Kline, 2005). The following primary fit indicators were established in order to assess how well the defined model fit: ($\chi^2 = 564.08$, $df = 265$, ($\chi^2/df = 2.12$)), RMSEA=0.063, GFI= 0.86, CFI=0.76, NNFI=0.73, SRMR=0.078) (Figure 1). This model fit indices was suggested some modifications.

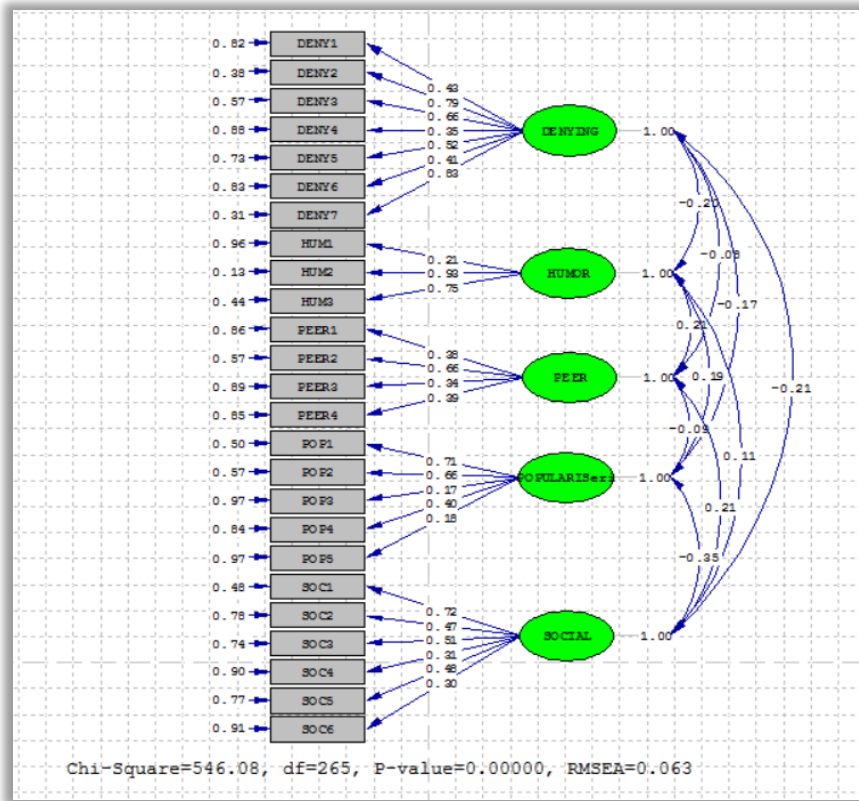


Figure 1. Standardized solution of the five-factor model of the social coping questionnaire

In order to evaluate the fit of the second model the primary fit indices were established as follows: ($\chi^2 = 437.08$, $df = 262$, ($\chi^2/df = 1.66$)), $RMSEA = 0.050$, $GFI = 0.88$, $CFI = 0.85$, $NNFI = 0.83$, $SRMR = 0.072$). (Figure 2) Also, the fit of these values is shown in Table 2

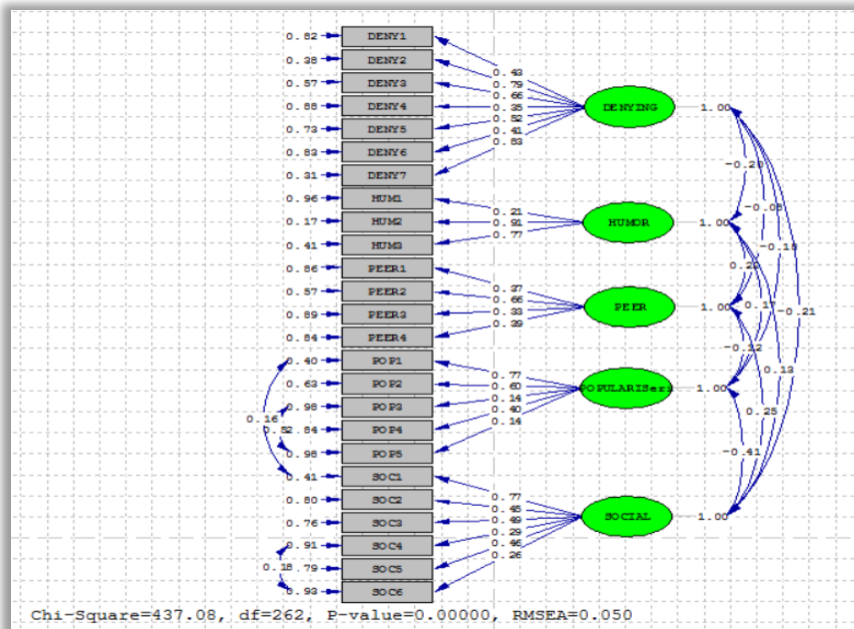


Figure 2. After modification standardized solution of the five-factor model of the social coping questionnaire

Table 2. Model Fit Values of Confirmatory Factor Analysis

Fit Indexes	Values	Definition	Source	Result
Chi-square/sd	1.66	Lower than 3 indicates good-fit, lower than 5 indicates close-fit.	(Cokluk, Sekercioglu and Buyukozturk, 2010) (Kline, 2011)	Good fit
RMSEA	.050	Lower than or equal to .05 indicates good-fit, between .05-.08 indicates close-fit.	(Hu and Bentler, 1999) (Kline, 2011)	Good Fit
GFI	.88	Higher than .95 indicates perfect-fit, higher than or equal to .90 indicate good-fit. Higher than or equal to .85 is acceptable.	(Tabachnick and Fidell, 2007)	Acceptable
CFI	.85	Higher than or equal to .95 indicates good-fit, higher than or equal to .90 indicate close-fit	(Hu and Bentler, 1999) (Sumer, 2000)	Below the acceptable limit
NNFI	.83	Higher than or equal to .95 indicates good-fit, higher than or equal to .90 indicate close-fit.	(Hu and Bentler, 1999) (Sumer, 2000)	
SRMR	.07	Lower than or equal to .05 indicates good-fit, lower than or equal to .08 indicates close-fit.	(Tabachnick and Fidell, 2007)	Close fit

According to Table 2, Chi-square/sd and RMSEA values both indicate “good model” fit. The other fit indices, CFI (.85) and NNFI (.83) values are slightly below the acceptable limit, while GFI (.88) and SRMR (.07) fall within the acceptable limits (Hu & Bentler, 1999; Tabachnick & Fidell, 2007). Therefore the five-factor model of social coping provided a good match to the data, as demonstrated by the fit indices that followed.

Item Analysis

The items and subscales of the SCQ scale were evaluated by calculating item-total correlations and t-test values were computed to compare both the item and scale scores of upper and lower 27%. All item-total correlations coefficients is found between .43 and .78. Additionally, all t-values for the difference between the scores of upper and lower 27%of items and scales were significant (Table 3.)

Table 3. Item-total correlations and difference between item scale scores of upper and lower %27

	Lower %27			Upper %27		t	Item Total r
	N	M	Sd	M	Sd		
Denying		14,60	2,71	33,01	4,32	-30,64**	
SCQ 7	72	1,35	0,65	2,82	1,54	-7,46**	.48**
SCQ 11	72	1,31	0,64	4,46	1,37	-17,64**	.77**
SCQ 23	72	1,17	0,41	3,43	1,55	-12,00**	.65**
SCQ 24	72	3,67	1,86	6,35	1,02	-10,70**	.51**
SCQ 27	72	2,00	1,27	4,53	1,45	-11,12**	.65**
SCQ 31	72	3,85	1,87	6,51	0,93	-10,80**	.56**
SCQ 34	72	1,26	0,67	4,92	1,55	-18,30**	.78**
Soc. Int.		31,92	4,30	49,24	2,90	-28,33**	
SCQ 5	72	4,96	1,90	6,75	0,47	-7,76**	.57**
SCQ 6	72	4,54	1,64	6,56	0,75	-9,50**	.61**
SCQ 12	72	3,10	1,94	6,04	1,07	-11,26**	.59**
SCQ 17	72	3,47	1,98	5,57	1,50	-7,16**	.44**
SCQ 20	72	5,32	1,38	6,72	0,59	-7,92**	.45**
SCQ 32	72	3,47	1,72	6,01	1,22	-10,24**	.57**
Humor		15,42	2,36	27,33	2,43	-29,87**	
SCQ 4	72	1,14	0,54	3,18	2,02	-8,27**	.50**
SCQ 11	72	4,07	1,51	6,50	0,65	-12,52**	.66**
SCQ 21	72	3,97	1,53	6,56	0,71	-13,00**	.65**
Peer Acc.		25,29	3,49	40,97	2,23	-32,13**	
SCQ 3	72	4,36	2,05	6,61	0,80	-8,67**	.53**
SCQ 10	72	4,11	2,11	6,72	0,88	-9,71**	.58**
SCQ 25	72	2,82	1,75	5,47	1,73	-9,14**	.49**
SCQ 26	72	4,58	2,03	6,39	1,00	-6,77**	.43**
Popularity		10,32	2,01	25,32	3,52	-31,36**	
SCQ 2	72	1,54	1,11	3,99	1,87	-9,55**	.58**
SCQ 9	72	1,82	1,53	4,49	1,83	-9,47**	.56**
SCQ 15	72	2,04	1,30	4,82	1,51	-11,79**	.61**
SCQ 16	72	2,33	1,66	4,92	1,75	-9,08**	.54**
SCQ 22	72	1,43	0,87	4,11	1,86	-11,08**	.60**

Participants were given the UCLA Loneliness Scale to examine the instrument's convergent validity. (n=266). As expected peer acceptance and humor subscale correlates negatively (-.433, p<.001; -.151. p<.005) and denying giftedness subscale correlates positively (.271, p<.001) with UCLA scores.

For to test reliability of the instrument test-retest coefficients and Cronbach Alpha coefficients were calculated. Cronbach Alpha Coefficients were found as .77 for Denying Giftedness, .60 for Social Interaction, .60 for Humor, .57 for Popularity, and .48 for peer acceptance scale. Test re-test study was conducted with a sample of 55 gifted students from 6th and 7th grades of an elementary school in Istanbul. SCQ has been given to this new study group two times in a period of three weeks. Test re-test coefficients were found to be .62 (p<.01) for Denying giftedness, .48 (p<.01) for social interaction, .50 (p<.01) for humor, .45 (p<.01) for popularity, and .39 (p<.01) for peer acceptance scale.

Table 4. Cronbach alfa, means and standart deviation for SCQ (both U.S and Turkiye)

Scale	Cronbach Alfa	Mean		Standart Deviation		
		U.S.	Turkiye	U.S.	Turkiye	
Social Coping Questionnaire		U.S. (Swiatek, 2007)	Turkiye (current study)	U.S. (Swiatek, 2007)	Turkiye (current study)	
Denying Giftedness	.77	.77	3,63	3,55	1,00	1,07
Social Interaction	.69	.60	5,24	5,24	0,84	0,94
Humor	.68	.60	4,27	4,29	1,03	1,18
Popularity	.66	.57	2,70	3,06	0,98	1,13
Peer Acceptance	.61	.48	4,44	5,27	0,88	1,16

As seen in Table 4, many values exhibit similarities between the U.S. and Turkey samples. However, the difference between the mean of peer acceptance social coping strategies in the Turkish sample and the original form can be discussed. This could be attributed to the greater importance of peer acceptance and social interactions in Turkish culture compared to Western cultures. Conducting future studies on this topic will provide more reliable information and insights.

Conclusion and Discussion

The Social Coping Questionnaire (Swiatek, 2001) is a significant tool that reveals the social problems and coping strategies of gifted students that may arise from their giftedness. The questionnaire encompasses these strategies in five dimensions: denying giftedness, social interaction, humor, focus on popularity and peer acceptance. No Turkish scale specifically measuring these strategies was available and the current study was conducted with the aim of addressing this need and developing a scale that can fulfill this purpose in Turkey. To this end, the validity and reliability of the Turkish translation of the SCQ were tested, and exploratory and confirmatory factor analyses were conducted.

The five-factor structure of social coping strategies with Turkish gifted kids aged 11 to 15 was confirmed by the factor analysis results, and the model had a good match to the data. There was also confirmation of the previously suggested convergent validity between the SCQ and the UCLA. Both items had a good correlation with SCQ scales, according to the item analysis of the SCQ, and a significant difference between the upper 27% and lower 27% item scores was discovered. At last, the reliability of the SCQ was confirmed as shown by the test-retest and Cronbach's alpha coefficients. These results replicate the reliability of the 25 item, five factor SCQ in Turkish that Swiatek (2007) found in samples from the United States. The Turkish version of the five factors and items of the SCQ are as follows; *denying giftedness*; 25,9,18,22,23,19,6; *social interaction*; 10,4,14,24,15,5; humor; 16,11,3; *peer acceptance*; 8,2,21,20; *popularity*; 17,12,13,1,7; *reverse items*; 1,2,7,13,20. On the other hand, SCQ has originally been tested on high school gifted students; however the present study is conducted with elementary gifted students, the scale was found to be reliable and valid for 11-15 years old gifted students. Also with this findings the age range of the original test is expanded towards 11. The psychometric properties of SCQ could further be tested among primary school gifted student samples among Turkish childrens to fill the gap in measuring tools in Turkiye.

Overall, the study's findings indicate that the Turkish SCQ is a helpful tool for evaluating social coping strategies in gifted and talented students.. Furthermore, with this study, the age range of the original scale has also been expanded to middle school. Thus, it can be said that social coping strategies of gifted students can be identified starting from middle school, and this information can guide the development of effective psychological support programs.

Limitations

The current study has certain limitations that should be acknowledged. Firstly, the sample size of this study is relatively small. Although data was collected from gifted students in six cities of Turkiye, expanding the sample to include more cities would enhance the generalizability of the findings. Therefore, a recommendation for future research would be to investigate a larger and more diverse sample to provide a more comprehensive understanding of the topic.

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Appendix 1. Social Coping Questionnaire (Turkish Version)

Social Coping Questionnaire (Turkish Version)								
1 Kesinlikle doğru 2 Doğru 3 Kısmen doğru 4 Kararsızım 5 Kısmen yanlış 6 Yanlış 7 Kesinlikle yanlış								
No	Madde	1	2	3	4	5	6	7
1	Popüler olup olmadığımı önemsemem.							
2	Üstün zekalı olmasaydım, okula daha iyi uyum sağlardım.							
3	İnsanlar benim "sınıfın palyaçosu" olduğumu düşünüyor.							
4	Ders konularını diğer öğrenciler anlamadığında, onlara açıklarım.							
5	Ders dışı etkinliklere katılarak benimkine benzer ilgi alanlarına sahip arkadaşlar edinirim.							
6	Elde ettiğim başarıların çoğu şansa bağlıdır.							
7	Uzun vadede popüler olmak önemli bir şey değil.							
8	Üstün zekalı olduğum için diğer öğrenciler tarafından daha az sevilmem söz konusu değil.							
9	İnsanlar benim üstün olduğumu düşünüyorlar ama yanılıyorlar.							
10	İnsanlar ödevlerinde yardım etmem için bana geliyorlar.							
11	İnsanları güldürme konusunda iyiyim.							
12	Diğer öğrenciler nasıl davranıyorsa öyle davranmaya çalışıyorum.							
13	Diğer insanların benim hakkımda ne düşündükleri önemli değil.							
14	Yoğun programım nedeniyle, popüleritemle ilgili endişelenmeye zamanım yok.							
15	Bildiklerimi, diğer öğrencilere yardım etmek için kullanmaya çalışırım.							
16	Okulda birçok espri yaparım.							
17	Diğer öğrencilerle çok benzer görünmeye çalışırım.							
18	Üstün zekalı değilim; sadece okul başarısı konusunda şanslıyım.							
19	İnsanlara üstün zekalı olduğumu söylemem.							
20	Yalnız başıma birşeyler yapmayı, diğer çocuklarla birlikte yapmaya tercih ederim.							
21	Üstün zekalı olmak popülerliğime zarar vermez.							
22	Büyüdükçe ve akademik çalışmalar zorlaştıkça, insanlar beni üstün olarak görmeyi bırakacaklar.							
23	Benim olduğumdan daha üstün olan birçok insan var.							
24	Çoğunlukla kendimi oldukça meşgul tutuyorum.							
25	Üstün zekalı olduğumu düşünmüyorum.							

Ters maddeler: 1,2,7,13,20