Research on Coping Methods and Support Systems of Parents of Gifted Children in Turkey[*]

Adile Gülşah Saranlı[**]

Abstract

Family members have a critically important role in gifted children's lives, providing lifelong support and striving to help them achieve their true potential. Nevertheless, in developing countries about gifted education, feedback from families of gifted children always focus on negativities, obstacles and problems. There has been very little research studies on positive experiences for the families of gifted children in Turkey, including how they have been able to support their children and solve their problems within the constraints of our culture and environment. However, finding out about and sharing different support systems and problem-solving methods used by parents who have been able to positively cope with numerous attributes associated with gifted children and who believe they have been able to provide correct guidance will enlighten other families as well as educators and will help us better understand problems and solutions that are specific to this special group of children. To this end, in-depth interviews with parents of four officially identified gifted children in middle and high school ages were conducted using a semi-structured interview method. Answers from parents were classified and organized within a thematic framework according to predetermined themes using the descriptive analysis method from among applicable qualitative data analysis methods. Answers from these interviews were categorized under main themes such as coping skills, sources of social support and relationships with the environment. Themes that were extracted from the interviews with the parents were defined based on the "Ecological Family Theory". Results from this study are expected to provide valuable information that will help families of gifted children, educators and researchers by revealing different support systems and coping methods that parents of gifted children have been able to use successfully in Turkey.

Keywords: families of gifted children, social support systems, coping methods, relationships with the environment

---

Türkiye'deki Üstün Yetenekli Çocukların Ailelerinin Başa Çıkma Yöntemleri ve Destek Sistemleri Araştırması

Öz

Aileler her zaman için üstün yetenekli çocuklarının ömür boyu yanında olan ve onların potansiyellerini ortaya çıkarmak için çaba sarf eden en önemli kişilerdir. Bununla birlikte üstün yeteneklilerin eğitimi yönünden gelişmekte olan ülkelerde genellikle ailelerden duyulanlar hep olumsuzluklar, engellenmişlikler ve sorunlardır. Türkiye koşullarında üstün yetenekli çocukların ailelerinin yaşadıkları olumlu deneyimler ve bu kültür özelinde çocuklarını nasıl destekledikleri ya da sorunlarını nasıl çözdükleri ise şu ana kadar üzerinde çalışılmamış bir konudur. Hâlbuki çocuklarının üstün yetenekli olmasının getirdiği farklılıklarla olumlu şekilde başa çıkabilmiş ve çocuklarını doğru yönlendirebildiklerine inanan ailelerin hangi destek sistemlerini veya sorun çözme yollarını kullandıklarını öğrenebilmek ve bunu başkalarıyla paylaşmak, aile ve eğitimcilere ışık tutacak ve bu özel gruba has sorunları ve çözümleri anlamamızı kolaylaştıracaktır. Bu amaca ulaşabilmek için resmi olarak tanılanmış ortaokul ve lise düzeyindeki 4 üstün yetenekli çocuğun ailesiyle yarı yapılandırılmış görüşme yöntemi kullanılarak derinlemesine mülakatlar yapılmıştır. Nitel veri analizi yöntemlerinden betimsel analiz yöntemi kullanılarak önceden belirlenen temalara göre ailelerin verdikleri cevaplar tematik çerçeveye göre sınıflandırılmıştır. Bu çözümlemeler sırasında verilen cevaplar; "başa çıkma becerileri", "sosyal destek kaynakları" ve "çevre ile ilişkiler" olarak üç alt tema altında toplanmıştır. Ailelerle yapılan görüşmelerde ortaya çıkan temaların tanımlanmasında "Aile Ekolojisi Kuramı"ndan yararlanılmıştır. Bu araştırmada ortaya çıkan sonuçların; üstün yetenekli çocukların ailelerinin kullandıkları farklı destek sistemlerini ve başa çıkma yöntemlerini açığa çıkarma konusunda üstün yetenekli çocukların ailelerine, eğitimci ve araştırmacılara yardımcı olacak önemli bilgiler sağlayacağı düşünülmektedir.

Anahtar Sözcükler: üstün yetenekli çocukların aileleri, sosyal destek sistemleri, başa çıkma yöntemleri, çevre ilişkileri

Introduction

Families have always been the most important people in gifted children's lives, continually providing support and seeking to help them reach their true potential. Nevertheless, in developing countries, feedback from parents of gifted children almost always focus on negativities, obstacles and problems. There has been no research studies on the positive experiences for parents of gifted children, analyzing ways in which they provide support for their children and methods they use for solving their problems and issues in Turkey's environment and cultural conditions. However, it would be very valuable and enlightening for parents and educators in understanding problems and solutions specific to this group of children to find out about and share which support systems or coping skills have been adopted by parents who have been able to cope with many differences particular to gifted children and who believe that they have been able to provide correct guidance for their children. To this end, through interviews with parents of gifted children, this research aims to provide answers to questions related to different types of resources used by these parents in raising their children, difficulties they have encountered and specific solutions they have adopted, as well as which ways they have been able to develop themselves in response to the giftedness in their children.

Parenthood is among the most difficult tasks for each one of us, encompassing a great many responsibilities in different areas. Parenting gifted children is no exception, but also involves many differences and additional difficulties. First and foremost, to ensure the happiness and proper raising of gifted children and subsequently to enable them to successfully develop their talents for the benefit of their parents, their environment and themselves, parents need to receive substantial support on issues related to the identification of giftedness, being able to understand their differences and providing adequate support for their gifted children. Parents supported in this fashion will be able to help themselves, their children as well as their society (Akarsu, 2001; Metin, 1999; DeVries & Webb, 2007).

The structure of families of gifted children exhibit differences from those of normally developing children. Parents of gifted children feel isolated and alone (Porter, 2005). It has been found that families of gifted children are generally with two parents, with both the father and mother older than average and with at least college level education (Olszewski, Kulieke & Buescher, 1987).

Other researchers have observed these families to be capable of maintaining an orderly family structure, remaining consistent in the face of difficulties in life and as being generally connected to each other within the family. Results from studies investigating parents with different ages and education levels, as well as different numbers of siblings for their children found that WISC-R intelligence scores for children in the sample show statistically significant differences with respect to the ages of their parents (Bildiren, Erdik & Çimşitoğlu, 2009). Another research study investigating family structures for gifted children attending Science and Art Centers

(BILSEM) in Turkey found a correlation between points quantifying the internal unity of the family and the points quantifying supervision (Ataman, 2008).

One of the primary differences of families of gifted children has been identified as their strong attachment to some of their family values. They seem to value concepts such as being successful, winning and being consistent more than other families. They have also been found to be prone to exhibiting perfectionist traits (Enright & Ruzicka, 1989).

It has been observed that families with gifted children generally have lives that are centered around the child, impose high standards for education and success both for themselves and their children, adopt traditional values, strictly follow rules, value intellectual and cultural activities and adopt supportive interactions within the family (Bloom, 1985; Friedman, 1994).

Steinberg, Lamborn, Dornbusch and Darling (1992) found that families of gifted children often exhibit an authoritarian parental style, but also show warm, close and accepting behaviors. In this research, it has been emphasized that such a parenting style may be one of the factors that will lead gifted children towards success. Weissler and Landau (1993), in their study of the family and home environment for gifted children, discovered that families of these children use a higher amount of complex verbal interactions that families of normally developing children. Fathers participating in the study provided more informative answers to questions from their children, and made more jokes during their interactions. Both mothers and fathers asked a larger number of questions to their parents, provided more informative answers and more frequently used analogies and comparisons.

Certain results in different research studies in Turkey suggest that families of gifted children have an authoritarian structure. For example, in Coşkun's (2009) research, it was shown that non-working mothers of gifted children are much more protective and believe in strict discipline compared to working mothers. Similarly, in a study conducted by Karakuş Atabay (2000) on the relationship between the perceptions of gifted adolescents for the attitudes of their mothers and their level of adaptation, it was found that gifted adolescents consider inconsistent disciplinary attitudes as invalid and protect their congruence, but that they have not been able to preserve their congruence when faced with physical punishment from their mothers. It was also found that gifted adolescents are more congruent that their peers and they perceive their parents as applying consistent disciplinary attitudes and as being supportive of their children in reaching their goals (Karakuş Atabay, 2000).

Different studies focusing on the relations between gifted children and their parents revealed a relationship pattern that is often called open communication (Abelman, 1991). This style of communication encourages children to act, being cognizant of the consequences of their behaviors and to have internal control. Research studies found that they are more open in responding to feelings and

communication than families of normally developing children, making more extensive use of problem-solving skills.

Observations that contradict the properties of families of gifted children and their family relationships often belong to families with low-income and minority groups or families of gifted children who have additional difficulties such as attention deficit disorder or learning issues (Reis, Hébert, Díaz, Maxfield & Ratley, 1995). There are also a number of particular problems that are observed in families of gifted children and their interactions within the family. Among common problems in this context include unrealistic expectations, power struggles between parents and their gifted children, the inability of the parents to correctly and completely understand the struggles of their children, risk of academic underachievement as well as conflicts between siblings (Moon, Jurich & Feldhusen, 1998).

When we review problems faced by parents of gifted children, we observe that they encounter a multitude of different problems and that they need substantial support. These problems are manifested both at the micro level in the form of problems they directly experience with their children, or at the macro level related to ways in which society perceives giftedness. The nature of problems faced by parents of gifted children in Turkey is not a topic that has adequately been researched. Rather that focusing only on what these problems are, it may also be useful to study how parents have been able to overcome such problems. For this reason, questions related to different solutions parents have been able to use successfully for these problems and what sources of support they have been able to use are among important questions to be answered in the process of supporting parents of gifted children. Being able to learn and share which support mechanisms and problem-solving strategies have been used by parents of gifted children who have been able to properly cope with differences and problems caused by the giftedness of their children and who believe they have been able to correctly guide their children, will be important in enlightening parents and educators and help us understand problems and solutions specific to this group of children. Results from this study are expected to provide specific examples to families with gifted children, educators working in this area and researchers to help reveal different support systems and coping strategies used by parents of gifted children. In this context, this study aims to answer the following three basic questions:

1. What were the biggest challenges parents faced when raising their gifted children and how did they overcome these challenges?

2. In which directions did the parents of gifted children feel the need to develop themselves in response to the needs of their gifted children?

3. Which mechanisms and sources of support have parents of gifted children used and benefited from while raising their gifted children?

Method
Model of the Research

In this study, the case study method was used, which is one of the patterns in qualitative research methodologies that allows in-depth investigation and analysis of one of more special cases and situations (Karasar, 2003; Miles & Huberman, 1994; Yıldırım & Şimşek, 2005).

Study Group

The group of study for this research consists of four parents who have volunteered to participate in the study from among members of a society of parents with officially identified gifted children. One of the reasons why parents were chosen from such a society was because it was thought that parents who actively participate in activities of this society would be more inclined to support their gifted children and would be open to sharing their experiences. Parents who were listed as being among the founders of this society were first contacted with an email detailing the goal and content of the research. Six parents initially indicated their willingness to participate in the study but two of the parents later changed their minds, one due to health reasons and the other for unspecified reasons. The remaining four parents consisted of two mothers and two fathers. The gifted children of these four parents consisted of three boys and one girl, with ages between 12 and 14 years. All families were from upper socio-economic status, and all parents had full-time employment.

Data Collection

Separate interviews were conducted with all parents during the process of data collection for this research. The interview form was developed by the researcher and consisted of three open-ended questions. Results and observations from previous research studies were used in the development of the interview form, and two experts in education and assessment areas were consulted to ensure the validity of the form content.

The interview form included questions related to most challenging difficulties faced by parents in raising their children and how they were able to overcome these difficulties, how much support they received from people, institutions and sources of communication and ways in which they have tried to develop themselves to be able to better support their children. In this research, questions were formulated based on the concepts of micro-system, meso-system, exo-system and macro-system within the Ecological Family Theory in finding individuals and institutions that parents received support from in raising their gifted children (Bronfenbrenner, 2000; 2001)

Following the development of the interview form, a pilot study was conducted with two of the parents. The interview form was subsequently finalized with revisions to clarify questions that were found to be difficult to understand for the parents. Parents who participated in this pilot study were not included in the scope of the final research. All interviews with the parents were conducted in August 2013

and were completed within a single week. With written permissions from the subjects, interview data was collected in the form of sound recordings and notes taken by the researcher. Interviews took an average of 45 minutes.

Analysis of Data

The descriptive analysis technique was used in analyzing the qualitative data obtained through the semi-structured interviews conducted with parents of gifted children. In this context, answers from the parents were fit into a thematic framework according to different themes identified beforehand. During these resolution activities, answers were categorized into main themes such as the coping skills of parents, sources of social support etc. The "Family Ecological Theory", whose core message is that "development and change takes place through the interaction of the entity that experiences the change and the environmental conditions the entity", was used in the construction of the interview questions and the main themes used during the analysis. Themes that were extracted from the interviews were also resolved and categorized based on the concepts of micro-system, meso-system, exo-system and macro-system within the Ecological Family Theory.

Results

Findings Related to the Difficulties Faced by Parents in Raising Their Gifted Children and Solutions They Have Developed

Under this category, all four parents were asked the question "What was the most difficult challenge you faced in raising your gifted child and how did you overcome this challenge?" The answers that were provided were categorized under certain themes. Generally, the main areas of difficulty for parents in raising their gifted children were categorized under a number of themes, including the loneliness resulting from their inability to find useful and complete sources of information following the identification of their children as gifted, the difficulties faced by their gifted children in making friends and the resistance against authority exhibited by their children. All four parents indicated that in time, they have started using an increasing number and different types of coping skills. It was observed that parents never tried only a single coping method, but relied on multiple coping strategies. During the interviews, it was also observed that parents continually tried to acquire support from different individuals, institutions and environments. The general trend observed in all families was that they first started from their micro-system, attempting to change themselves and their environments in an attempt to provide a better environment for their gifted children. It was observed that during this change, parents used many different components of social support systems, including themselves, the school environment, friendships, other families and friendships with them, family clubs, and social and arts activities, but still transition between different levels of the ecological theory depending on time and different developmental periods of their children.

In particular, in the cases of Parent 1 (P1) and Parent 2 (P2), it was observed that they used different coping skills and social support systems, starting from changes in themselves as parents within the micro-system, and then other layers of the society in parallel with the structure of the Ecological Theory. Example views supporting this finding are provided below in the form of direct quotes.

Direct Quote P1:

"When I found out that my child is gifted, I had no idea on what giftedness was. When my child started reading at a very early age, I did not know who to consult, I had no guidance. Other people I met with made no comments on this topic. Sometimes, I have even received negative comments. I heard that such children were problematic and maladjusted, I was even told they would eventually commit suicide. I have done a lot of research, read a lot in an attempt to understand my child and to minimize mistakes I would do in their raising. Where I work, I have taken on the production and directing of a television program for the education of preschool children. As part of this project, I have learned valuable pieces of information on child education from experts, and I got a chance to meet leading individuals in this area. Subsequently, having been inspired by these academic experts, we have established a society, and having been an official society established by parents on this topic, were even invited from the parliament to contribute our experiences and opinions which made me very proud."

Direct Quote P2:

"At first, I had no one by my side. I had to discover answers to my questions by myself. For example, my child had difficulty making friends and the problem of losing confidence in crowded and different environments. We found activities which involved calm and non-competitive environments (e.g. rhythmic gymnastics ballet, etc.) rather than complex and loud settings. In third grade, we had my child take the exam for the Government's Children's Ballet Class and she won, attended the school for three years and is now taking singing lessons. Vocal lessons make her very happy. For her problems making friends, we tried to ensure frequent get-togethers with her friends and their families, strengthening relationships and we seem to have solved that problem. Music and rhythm makes her happy. She was selected into the Hacettepe Children's Folk Dancing group following an audition. She learned teamwork and being patient. We sent her to travel abroad (Cyprus, Macedonia and Italy) within group settings. She has now started guitar lessons and also plays the flute. She is in the school band and is very happy, with lots of friends."

Findings Related to Areas that Parents of Gifted Children Felt that They Needed to Develop Themselves

Under this category, all four parents were asked the question "Which directions did you feel the need to develop yourselves as a result of your children being gifted?" Obtained answers were collected under specific themes. It was found that all four parents felt the need to develop themselves in a variety of different ways. The most

commonly observed theme under this category was that parents not only changed and developed themselves, but also continued this process to go on changing and developing their environments as well. Parents spent substantial effort trying to inform other individuals, other parents, neighbors and relatives as well. Beyond the development of the individual and the family, a definite process of becoming informed was observed in all parents, directed towards a more global development of individuals, institutions and the system in their environment. Apart from these, it was also observed that parents used different and unusual development methods in addition to typical ones. Nevertheless, the dominant thought was that development took place not only in the parents themselves, but also in their children as a result of the mutual interaction and the process of change. Opinions of parents that best reflect our findings in this context are given below in the form of direct quotes.

Direct Quote P3:

"At first, we tried to acquire information ourselves. We tried to participate in family and individual classes as much as possible. At first, I tried to meet my child's needs not because he was gifted, but because he was in need. I tried to inform both myself and my environment in order to better understand my child."

Direct Quote P4:

"Since my child started reading at a very early age, we noticed his giftedness rather early. As a result, my struggle to be sufficient for my child also started rather early. I have done extensive research on the properties of gifted children and different methods for their education. I have consulted many sources. I have done projects that I was directly involved in, helping me develop myself and help other parents as well. I have definitely tried to get together with expert researchers in the area. I believe that, I have been able to create awareness within a certain circle of people."

Direct Quote P1:

"I have attended educational sessions on hypnotherapy and stress as well as relaxation techniques under anxiety. I have applied these with my child in order to reduce his level of stress. I have participated in educational sessions for parents in Science and Art Centers (BILSEM). I have never thought that I was not enough for my children. I always thought about what more I could learn with them and how we could grow together."

Findings Related to Individuals/Institutions Parents Thought They Benefited Most From After the Identification of Giftedness in Their Children

Under this category, all four parents were asked the question "Which sources of support have you used, which topics did they provide support for and how?" Answers provided by parents are categorized and summarized in Table 1 for clarity.

Table 1

Individuals and Institutions that have Provided Support for Parents

Sources of Support	P1	P2	P3	P4
My spouse	✓	✓		
My family		✓	✓	
My spouse's family	✓			
My relatives				
Friends	✓			
My child's teacher	✓		✓	✓
Neighbors			✓	
The Internet	✓	✓		✓
Books	✓		✓	✓
Societies and family groups related to gifted children	✓	✓	✓	

Parents indicated that they received support from a variety of different sources in raising their gifted children. Among most commonly observed sources of support were the children's teachers, internet resources, books and societies related to gifted children. The same parents indicated that they have not received any support from their relatives. They have listed among less important sources of support as their spouses, their own families, their spouse's families their friends and their neighbors. The following direct quotes from parents will be helpful in summarizing our findings.

Direct Quote P4

"In truth, books, the internet and my friends from the society have been the best sources of support for me. At first, I had not been able to find many books in Turkish but lately, there has been an increasing number of translated books in this area. Other parents with gifted children and my friends from the society have informed me on newly published and translated books."

Direct Quote P3

"I have been most informed by the class teacher of my child. He was an experienced teacher, having had a gifted child in his class before and tried to help me every time I encountered a problem. I have received his support not only related to my child's education, but also things I could do about my child's friendship relations and how I could improve my child's social skills.

Conclusion and Suggestions

In this research, topics that parents of gifted children feel the need to receive support, ways in which they cope with different problems and how they have been able to develop themselves were studied. Our findings are discussed in this section within the micro, mezo, exo and macro levels of the Ecological System Theory to analyze problems experienced by these families, solutions they have been able to

find and different sources of support they received in this context to help understand related issues. As noted above, our discussions are formulated in the framework of the ecological system theory, establishing relations to the importance of this topic in the literature as well as the current situation. According to the ecological theory, the family stands at the center of a number of increasingly larger circles. This theory identifies different environmental systems that surround the individual and the family. These are, in order, the micro-system, which includes environments such as the school, the workplace or friend groups that the individual or the family is in direct contact with, the mezo-system which consists of interactions between different micro-systems, the exo-system which represents conditions that indirectly affect the development of the individual or the family, and the macro-system which forms the outermost layer and includes general institutional patterns that define a culture or subculture as well as the chrono-system represents historical and time-dependent changes.

When we consider the findings of this study it can be observed that families receive more support from components such as the child's teacher, books, the internet or societies, which can be considered more as part of the mezo-system or the exo-system, rather than close individuals that are part of the micro-system such as friends, relatives, neighbors or parents themselves. This finding is in fact compatible with existing findings in the literature indicating that families of gifted children are often isolated from their society (Porter, 2005). On the other hand, the results of our study also revealed that parents of gifted children often use a multitude of coping skills for problems related to their children and that they seek support from different social systems. This result can also be interpreted in relation to previous findings and results in the literature. Parents of gifted children, just like these children themselves, exhibit attitudes that are related to perfectionism, such as determination, not easily giving up and trying many different ways to reach a solution (Enright and Ruzicka, 1989). These families were also found to possess multiple different skills for dealing with stress, using art and socialization as an additional support system. At this point, we can see that parents of gifted children also use different social layers as support systems as indicated by Bronfenbrenner's Ecological System Theory (Bronfenbrenner, 2000).

Another result that was discovered through this study was that parents of gifted children often found the strength to deal with problems from within their own family, and have the motivation to grow and develop with their children. They were observed to capable of solving their problems starting from the individuals themselves, and with effects that eventually expand to the micro, meso and exo systems within the Ecological Theory in the short and middle terms. As Bronfenbrenner (2001) observed in his theory, parents in this study did not limit the process of change for solving problems related to their child's giftedness to only themselves, but proactively led components of change in all layers of the society surrounding them.

There are also certain limitations related to the findings presented in this study. One of the important limitations is clearly the small number of families that were interviewed and the high socio-economic status of the participants. Moreover, the participants were from a group of parents who established a society, meaning that they might be different than other families in their assertiveness. As a result of these limitations, our findings are limited in their generalizability but reveal important pieces of information on problems experienced by parents of gifted children in Turkey and their methods for coping with their problems, providing guidance for parents and future researchers in this context.

There are a number of topics that can be suggested for future research related to parents of gifted children. For example, it is clear that groups such as friends, relatives and neighbors, who parents of gifted children indicated that they received the least support from, also need as much support as the parents themselves. It should not be forgotten that social support systems surrounding gifted children may need as much support as the children themselves. Online or in-person educational packages, individuals or materials that can provide support could be provided for both parents, as well as this social circle, both close and distant. Education and development programs that focus on most difficult problems faced by families, developed according to developmental theories for families can be developed.

References

Abelman, R. (1991). Parental communication style and its influence on exceptional children's television viewing. *Roeper Review, 14*, 23-28.

Akarsu, F. (2004). Üstün yetenekliler. In M. R. Şirin, A. Kulaksızoğlu & A. E. Bilgili (Eds.), I. Türkiye Üstün Yetenekli Çocuklar Kongresi Bildiriler Kitabı, İstanbul.

Ataman, A. B. (2008). Üstün yetenekli çocuklarda aile ortamının bazı demografik değişkenler açısından incelenmesi: İstanbul Bilsem örneği. (Unpublished master dissertation), Yeditepe University, İstanbul, Turkey.

Bildiren, A., Erdik, E. & Çimşitoğlu, G. (2009). Üstün yetenekli çocukların zeka düzeylerinin ailelerinin bazı değişkenlere göre incelenmesi. Üstün Yetenekli Çocuklar II. Kongresi Yeni Açılımlar, Eskişehir.

Bloom, B.S. (1985). *Developing Talent in Young People*. New York: Ballantine Books.

Bronfenbrenner, U. (2000). Ecological systems theory. In A. Kazdin (Ed.), Encyclopedia of Psychology, Washington, DC: American Psychological Association.

Bronfenbrenner, U. (2001). The Bioecological Theory of human development. In N. J. Smelser & P. B. Baltes (Eds.), International encyclopedia of the social and behavioural sciences, 6963–6970. Oxford, UK: Elsevier.

Coşkun, Y. (2009). Üstün yetenekli çocukların anne tutumlarının incelenmesi [Presentation]. Üstün Yetenekli Çocuklar II. Kongresi Yeni Açılımlar, Eskişehir.

DeVries, A. & Webb, J.T. (2007). *Gifted parent groups: The Seng Model*. Scottsdale, Arizona: Great Potential Press.

Enright, K.M. & Ruzicka, M.F. (1989). Relationships between perceived parental behaviors and the self-esteem of gifted children. *Psychological Reports*, *65*(3), 931-937.

Friedman, R.C. (1994). Upstream helping for low-income families of gifted students: Challenges and opportunities. *Journal of Educational and Psychological Consultation*, *5*, 321–338.

Karakuş Atabay, N. (2000). Üstün yetenekli olan ve olmayan ergenlerin algıladıkları anne baba tutumları ile uyum düzeyleri arasındaki ilişkinin incelenmesi. (Unpublished master dissertation), Marmara University, İstanbul, Turkey.

Metin, N. (1999). *Üstün yetenekli çocuklar*. Ankara: Öz Aşama Matbaacılık.

Moon, S.M., Jurich, J.A. & Feldhusen, J.F. (1998). Families of gifted children: Cradles of Development. R. C. Friedman & K. B. Rogers (Ed.). Talent in Context: Historical and Social Perspective on Giftedness, 81–99, Washington, DC: American Psychological Association.

Olszewski, P., Kulieke, M. & Buescher, T. (1987). The influence of the family environment on the development of talent: A literature review. *Journal for the Education of the Gifted, 11,* 6-28.

Porter, L. (2005). *Gifted young children: A guide for teachers and parents*. Australia: Allen & Unwin.

Reis, S.M., Hébert, T.P., Díaz, E.I., Maxfield, L.R. & Ratley, M.E. (1995). *Case studies of talented students who achieve and underachieve in an urban high school* (Report No: 95120). Storrs, CT: National Research Center on the Gifted and Talented.

Steinberg, L., Lamborn, S.D., Dornbusch, S.M. & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement and encouragement to succeed. *Child Development*, *63*, 1266-1281.

Weissler, K. & Landau, E. (1993). Characteristics of families with no, one, or more than one gifted child. *Journal of Psychology, 127,* 143-153.

Karasar, N. (2003). *Bilimsel araştırma yöntemi: Kavramlar, ilkeler ve teknikler* (12th ed.) Ankara: Nobel Yayıncılık.

Miles, M.B. & Huberman, A. M. (1994*). Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Yıldırım, A. & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri.* (5th ed.), Ankara: Seçkin Yayıncılık.