

# A STUDY ON DETERMINING THE NEEDS OF GIFTED INDIVIDUALS BASED ON PARENTAL VIEWS

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## ABSTRACT

Ensuring that gifted individuals receive differentiated and enhanced education, which is suitable for their areas of skills and developmental characteristics, will contribute to revealing their skills and developing their multiple developmental areas to bring them to upper levels. The purpose of this study is to determine the needs of gifted individuals by developing a curriculum which considers their educational needs. In the scope of this study, interviews were made with ten parents using the Snowball Sampling Method. The questionnaires used in the interviews were prepared in a semi-structured manner in light of variables determined from the literature on the subject. Interviews were made by two researchers. The two researchers assessed data obtained separately; and thus, codes of study were obtained. Themes were formed according to common components of the codes. Three main themes were formed on needs analysed in light of data obtained from the literature on the topic. These themes were "Characteristics of Gifted Individuals"; "School and Expectations from It"; and "Being Parents of Gifted Individuals". These themes were separated into sub-themes.

The parents explained "different behaviour patterns of their gifted children," "characteristic of their children" and "situations their gifted children like/do not

like" in the "Characteristics of Gifted Individuals" theme. The "School and Expectations from It" theme consisted of two sub-themes, which were "satisfaction of parents with school," and "expectations of parents from school". In the "Being Parents of Gifted Individuals" theme, the parents explained, "their concerns," "their regrets," "the difficulties they have with their children," and "their complaints." Results of this study led to initialising a curriculum development study for gifted children which is based on their characteristics and needs.

**Key words:** Gifted students, need assesment, parents' views

## INTRODUCTION

The concept "talented/gifted" is used for the children who are superior to their peers in terms of intelligence and talent (Ekinci, 2002). Gifted individuals, different from their peers, have several characteristics. While these characteristics were stated by Renzulli and Renzulli (2010) as "talent," "creativity" and "commitment to the work being done," Jones (2013) classified the characteristics of gifted individuals as "the diversity of the fields in which extraordinary performance is shown (e.g. academic, creativity or artistic fields)," "comparison with other groups (other children of the same age, life style or environment)," and "the need to develop talents". A talented/gifted child is identified as the one who needs to develop himself/herself in the fields such as intellect, creativity, artistic fields and leadership rather than being confined to what is provided by the school (*Council of Curriculum Examinations and Assessment-CCEA*, 2006; Olszewski-Kubilus, Subotnik, & Worrell, 2015). Gifted children are also on a higher rank than their peers in terms of social development and mental age (Flint, 2001). Gifted and talented students exhibit outstanding ability, or promise, and are capable of extraordinary performance and accomplishment (McClain, & Pfeiffer, 2012).

Educators defined gifted or talented more narrowly and only considered the constructs of achievement and/or intelligence which increased the probability that certain youth with nonacademic gifts would be excluded from gifted consideration. However, over the past two decades, definitions of giftedness have broadened to include abilities related to leadership, creativity, and the arts. The term gifted has been removed from many current definitions, reflecting a more contextual, developmental, and talent development perspective (Cramond, 2004; Stephens, 2008; Stephens, & Karnes, 2000).

Different education and training programs are needed for talented children. Provision of different learning activities is needed for same-aged children who have different learning needs and preferences (Kulik, & Kulik, 1997). According to the Commission Report regarding *The Gifted and Their Training* (2004), educational programs for the gifted must be organized in such quality, diversity and flexibility that they meet different levels of talent as well as various fields of talent. In order to provide an effective teaching and learning process, teachers should quite firmly identify the three main elements of the educational program, which are content, process and product (Tomlinson, 1999). The

programs implemented for gifted students must be those that take individual differences into consideration, that apply to various fields of talent, that promote the development of higher level thinking skills, and that are interdisciplinary, enriched and differentiated programs. To boost the success of these programs, it is important for teachers, parents and the school to co-operate starting with the preparation stage of these programs (Kurup, Chandra, & Binoy, 2015).

Effective programs can be developed by taking into consideration the educational requirements of children. Among the educational requirements of gifted children are elements, such as being able to use their skills fully, broadening the treasury of knowledge, deepening comprehension (being able to learn the causes of effects), elevating the competence levels, developing the desire to learn something, learning the methods of thinking and sharing information, and utilizing creativity (Özkan, 2009). Compared to their peers, gifted students rather tend to study individually and outside the class and school. Some practices, such as changing the environment in which the student studies, keeping the time-period flexible, deep exploration and research as well as providing them with the opportunity to co-operate with the specialized people who fit in to the talent field of the student, could be put into effect. Within this context, intensification and diversification of the program are required in accordance with the requirements of gifted students (Winebrenner, 2001).

There is a growing body of evidence to the contrary, indicating that gifted children may have advantages and strengths in their social-emotional adjustment as compared to their non-gifted peers. Sayler and Brookshire (1993) reported gifted students as having a higher internal control and stronger global self-concept than non-gifted students. The hardships experienced by gifted children can be thought to occur rather in emotional and social fields (Roedell, 1986; Lajoie and Shore, 1981; Hayes, & Sloat, 1989). What gifted children may experience could leave them much more aware than their peers' reactions to errors in a social setting, which may increase anxiety and hinder social development (Hayes, & Sloat, 1990).

From this perspective, it can be stated that recognizing gifted children and discerning their characteristics could be effective in minimizing and preventing the hardships experienced by these children, thus providing them with the opportunity to take a more active role within the society and to utilize their own potential at the utmost level. It is important to collect information in a versatile manner so as to be able to develop the educational programs that take into consideration the hardships experienced by gifted children. Therefore, the parents of gifted children, in this sense, are important sources of information since they experience these hardships together with their children. Considering the literature, parents have a detailed knowledge of their children's ability and can be a very useful source of information in identifying a child as gifted/talented (Chitwood, 1989; Davis, & Rimm, 1998).

In this study, we tried to determine the educational requirements of the

gifted in the first place so as to develop a primary school program rich in content for the purpose of being able to provide a much better educational environment for them and to meet their needs in different fields. In line with this, this study was so aimed that the viewpoints of the parents of gifted individuals with respect to the educational needs of their children could be determined. The research questions asked in the study were:

- How do parents of gifted individuals describe their children and their educational needs?
- What are their expectations of the school for training of gifted students?
- What are parents of gifted individuals views about parents roles in training of gifted students?

## METHOD

### Study Group

In this study, in which the qualitative research method was used, individual interviews were performed in order to collect data. The study group comprises the parents of the gifted students attending two separate institutions in the city of Ankara, which offer a program designed for gifted students. To reach the involved people to be interviewed, the snowball sampling method was used. The study group consisted of 10 people in total. Along with the participations of both the mother and the father of a student, the opinions from a total of five male and six female parents were received. The shortest interview period lasted 26 minutes, whereas the longest one lasted 62 minutes.

### Data-Collecting Tools

While the interview questions for the parents were being organized, a literature study was first performed and the questions were formed in line with the variables sought to be determined. The interview questions were prepared in a semi-structured format supported by questions at the end in such a way that they would allow the respondents to give different answers as well as possible ones. For the scope validity of the questions included in the interview, the opinions of a project team consisting of 7 program development specialists, 3 assessment and evaluation specialists, and 1 child development specialist working in the field of gifted children were referred to. The final state of the interview questions was formed along with the feedback received as the result of the analysis performed by the experts taking part in the project in terms of the language and proficiency of the interview. The interview form was composed of 12 questions.

### **Data-Collecting Process**

While the interviews with nine parents were made individually, one interview from among these was performed with a single session along with the parents of the student. On the other hand, since the participating parent of another interview had two gifted children, their opinions on both of these children were received.

Each interview was conducted by two researchers. Prior to the commencement of the interview, the researchers introduced themselves and explained the objectives, targets and the process of the study. The prepared questions were supported by final questions and they were put to parents by using examples or by asking referral/guidance questions. Permission was received to make a voice recording, and in order to allow the parents to express themselves clearly, a comfortable environment was provided. Conducting the interviews also in the participants' own environments contributed to the constitution of a positive atmosphere.

### **Data Analysis**

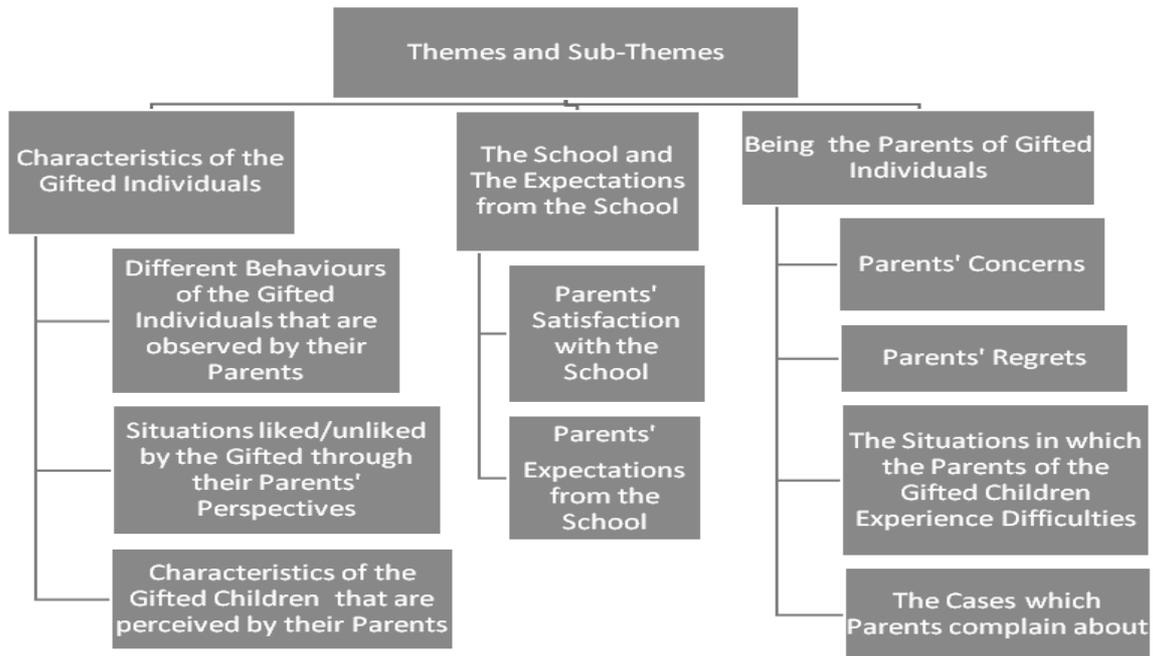
The recordings obtained after the interview with parents were slowed down and listened to through KM Player program and were, then, transcribed to a Word file. After the obtained information was completely turned into a written form, codes for the research were obtained. On the other hand, themes were formed according to the common components of the codes. Particular attention was paid to the formation of the themes by starting from the headings included in the questions and in the literature. The names of parent groups were encoded by being indicated in the form of letter P, and thus, they were named between P1 and P10. The parents of the gifted individual whose both mother and father participated in the interview were encoded as P7; whereas the parent who had two gifted individuals were encoded as P4. Information was given to the parents as to the fact that their real names would not be used in the research, and they were also informed about the fact that they would be provided with information about the results to be obtained from the research.

### **Findings**

The data were gathered under three main themes: "characteristics of the gifted individuals," "the school and the expectations from the school," and "being the parents of gifted Individuals."

**Figure 1**

*Themes and Sub-Themes formed in line with the Opinions received from the Parents of Gifted Individuals.*



*Source:* Developed by authors based on the research data.

There are also three sub-themes under the theme referred to as “Characteristics of the Gifted Individuals.” These sub-themes are called “Different Behavioural traits of the Gifted Individuals that are observed by their Parents,” “Situations liked/disliked by the Gifted through their Parents’ Perspectives,” and “Characteristics of the Gifted Children that are perceived by their Parents.” As for the sub-theme, “Different Behaviour traits of the Gifted Individuals that are observed by their Parents,” which is found under the theme, “Characteristics of the Gifted Individuals”; there is the thought of the parents that they noticed certain behaviour in their children at an earlier age, due to which, in their viewpoint, their children could be gifted. The parents encoded as P4, P7, P8, P9, and P10 thought that their children’s behaviour was quite different; yet, just like the parents encoded as P1, P2, P5 and P6, they also believed that this behaviour was supposed to be exhibited since they indicated an individual difference. The parent encoded as P3, however, expressed the fact that she had mindfully observed the difference in her child, starting from the time of his birth onwards, because it was also her field of expertise.

During the interviews, all the parents explained the different behaviour they observed in their children at an early age. Specific to this situation, the opinions of a few parents are included below:

P3 said that “I noticed on the second day after my son’s birth that he could make eye contact, and I thought this could not be possible, that there was something wrong because he wasn’t supposed to do that. There is no doubt that we observed a very short-term and not quite a sensible eye contact unlikely to

be seen in a 30-hour old -baby. Later on, his development was always rapid. When he was only four months old, he used to turn the book pages like this. When we read a book to him, he wouldn't get up until three hours had passed. When he was six months old, for instance, I would leave him on the couch and go to do some cooking, and there were toy blocks there or some books in case he fell down, and I must say that he would focus on the books quite seriously."

P4 said that "He had nothing to do with his peers. We would always do book readings that applied to those aged over 2 years. Indeed, he began to speak very early, and he did this quite consciously. While his peers just babbled at the age of two, he spoke quite consciously and used the words quite well. After the age of three, his development progressed suddenly and more rapidly than ever. I also have one more son, the younger one, who is 4 years old. When you tell him something, for example, he tells you that what you say makes no sense and what he says is the truth of the matter. The 'why's and 'but's never seemed to end. He always tried to show that what he said would be more correct."

As for the sub-theme, "Situations liked/unliked by the Gifted through their Parents' Perspectives," which is one of the three sub-themes under the theme called "Characteristics of the Gifted Individuals"; the situations liked or disliked or even hated by the gifted individuals were given through their parents' perspectives. All the parents provided their own opinions about these characteristics. According to the reported opinions, although the gifted individuals generally appear to like doing similar things, some students, as reported by their parents, seem to be contrary to these kinds of situations. Specific to this situation, the opinions of a few parents are included below:

P1 mentioned that "For instance, he hates repeating something. He doesn't like doing homework. It's as if he could easily enroll in another school if only he made one or two fewer mistakes, of which he is surely aware; however, that requires repetition, but he does not want to do it. "He doesn't like being neat, either. When I say neat, I don't mean being neat according to me, but being neat according to him, I mean, he has his own neatness there."

P2 told us "We cannot buy any more PC games, and this even exceeded the limit of dependence. And he was also curious about reading books, particularly history books; for example, he may have read all the books with illustrations regarding Gallipoli, I mean, since the heroes in such books are fighting because there is a battle going on, he definitely likes these sorts of books. The more we introduced history books to him, the more intensively he got interested in them, except for other kinds of books, because he was into such subjects I just mentioned. He is also interested in sports, for example, he loves playing football; thus, we have a weekend activity for him. We take him and his brother to a football club at the weekend, and this is one of the activities that he and his brother love.."

P5 said that "He leaves his clothes just like that in those places where he takes them off, with the thought that he will put them on again the next day. We can hardly make him do his homework. If we forget to ask about his home-

work, he never mentions it and even pretends as if he forgot about it from time to time. He hates the kind of homework that requires writing in particular. I buy him comic books because he has great interest in them."

P8 said that "However, he doesn't like writing at all, he even hates it. He hates colouring books or writing in his notebook."

As for the sub-theme, "Characteristics of the Gifted Children that are perceived by their Parents", which is included in under the theme called "Characteristics of the Gifted Individuals"; the characteristics of the gifted children that are observed and perceived by their parents are mentioned. All the parents provided their own opinions about these characteristics. According to the reported opinions, the behaviour exhibited by some of the gifted individuals is seen to be rather in contrast to those of the others.

For instance, some of the individuals are seen to be more introvert, whereas some others are stated to have quite extrovert (outgoing) attitudes. Specific to this situation, the opinions of a few parents are included below:

P4 said that "We are trying to channel our child's mental energy as much as we can since we are thoughtful parents. His father shows him some of the computer programs, and that's what his father is researching into, as well. He also buys him small robots and encourages him to develop his skills in them, and our child is already curious about such stuff. Yet, this little guy is different. He has different ambitions, for instance, he'd like to become a genetic engineer. He says "I don't want my grandfather to die, so I want to research into cattle and I want to prevent my grandfather's death by cloning them." He has such different stuff on his mind. Since his childhood, he's been weirdly saying that he wants to work on machines and electric robots by combining machines with electronic engineering. He has unusual dreams. He is also quite sensitive to his environment according to the conditions of that environment. On the other hand, he is extremely emotional, which is really terrible, because you always have to be aware of what you are saying. When you're offended with him, you feel the pain, because he is really very emotional. My younger child is like him, too, but of course, they have different attitudes".

P7 mentions that "He doesn't want to share his feelings...He can easily drop the subject by saying" "I don't want to talk about this" when he doesn't feel ok with the subject discussed at that time. I mean, he expresses his emotions externally in different ways. He may also get nervous and cry."

P8 said that "Last year, after three months, we went to a concert. He can play the drums by ear, and he can do this very easily. He can listen to a piece of music and learn it during the same day".

P10 said that "My child is just like any other children, but of course, he has his own skills, which are rapid perception, being able to make a decision quickly, thinking fast and coming to the conclusion fast, establishing a cause-effect relationship and coming to the conclusion quickly, and paying attention to details, etc."

*There are two sub-themes included in the main theme called "The School and The Expectations from the School". These sub-themes are referred to as "Parents' Satisfac-*

*tion with the School” and “Parents’ Expectations from the School”. As for the sub-theme, “Parents’ Satisfaction with the School”, which is found under the theme, “The School and The Expectations from the School”, the reasons as to why parents are satisfied with the school their children attend to have been explained. Specific to this situation, the parents encoded as P1, P2, P4, P6, and P7 provided their own opinions. The views of some of the parents are mentioned below:*

According to P1, “I did some really good research on this. And I made many observations in my own way, too. They’re working in a solution-oriented manner. There is no show in it. If it were only a show, I would show the degrees he achieved in TEOG exams (transition from primary to secondary education) three years before the Ministry of National Education prohibited schools from publishing their school degrees.”

P2’s comment was about this topic; “There is a separate educational hour for these types of children at school. They have a sort of workshop called ‘The Science Hour’. They incorporate everyone, but they incorporate these children into this workshop as a separate group. You know, they produce something in total enjoyment there, and they have activities, too, but I suppose there is no other one better in that subject, because these children are paid great attention to. They gather all the parents together and even train us in that matter. They hold individual interviews with us to remind us of some issues like not forcing our children on certain subjects, or not doing certain things. I think the attention paid to our children in this matter is quite sufficient.”

“We examined the staff. Particularly the educational staff is quite reliable, you know, they consist of people who enjoy their job.” P6

As for the sub-theme, “Parents’ Expectations from the School”, which is found under the theme, “The School and The Expectations from the School”, the handicaps of the school that are observed by the parents of students, or the factors required to be incorporated into the school curriculum were mentioned. For the expectations from the school, the parents encoded as P2, P4, P5, P6, P7, P8, P9, and P10 reported their views. Specific to this situation, the opinions of a few parents are included below:

Especially P10 mentioned that “What I’d really like is to allow our children to visit Ankara University and to go to see their elder brothers and sisters studying there, to join their lessons and laboratory hours, and at least, to give them the opportunity to inhale the atmosphere there, no matter whether or not they understand what is taught there, you see. It’d be great if they visited the microbiology laboratory of Gazi University and listened to the courses lectured by the professor there. Let them try to figure out what this professor is trying to teach. Wouldn’t it be nice for the professor lecturer there to have a conversation with our kids? Wouldn’t it be nice for our kids to have a conversation with Aziz Sançar? I’m dreaming of such a sincere atmosphere. It’d be really cool for them to sit on the rug and have a conversation while they’re sitting in an Indian style. But, you know, imagine how much these conversations would be of help to our children in their developmental stage... but, of course, they need to do this to let this happen.”

P10 said that "I'd rather these children with the same perception received an intensive education and training in the subjects they're definitely interested in."

P4 told us that "They may receive a scholarship in the future, and there is a summer school with a good price. Now we see that such summer camps are mostly held in Istanbul but we cannot afford it since they're too expensive. The scholarship opportunity could be an additional score."

According to P5; "Since they are urged to be prepared for TEOG, they cannot spend their time on other things, such as gym, painting, music, etc. The study groups mainly receive such courses as maths and science. These courses, I think, do not meet the students' fields of interest fully. If the child has another talent, for instance, he is not allowed to express it in this respect. I mean, they are constantly in preparation for the TEOG exam. I think...he has a certain talent, but this thing makes him fall behind his talents. Perhaps, some other hidden talents are left undiscovered. Yes, they separate these children from others and perform quite nice enriched activities but what they end up with doing is, again, the same. They lead them to scientific activities. They're, again, weak at sports and arts."

One of the main themes called "*Being the Parents of Gifted Individuals*," is divided into four sub-themes. These sub-themes are "*Parents' Concerns*," "*Parents' Regrets*," "*The Situations in which the Parents of the Gifted Individuals Experience Difficulties*," and "*The Cases which Parents Complain About*." As for the sub-theme, "*Parents' Concerns*," which is found under the theme, "*Being the Parents of Gifted Individuals*"; The concerns or worries of the parents in terms of meeting the potentials of the individuals of these characteristics both materially and psychologically are mentioned. Specific to this situation, the parents encoded as P3, P6, P8, and P10 provided their own opinions. Some of the views received from these parents are mentioned below:

P6 commented that "There is too much stress during the exams, for instance, which we do not want at all. We even had a strange experience about this matter. When our child went to BILSEM (Center of Science and Arts)'s exam, for instance...It was not a familiar school, and I was out of the city of Ankara at that time. His mother wasn't there, either, Thank God, his uncle took him there to have his exam. He later told us that he had no one at all that he was familiar with in that school, and since we weren't there, either, he felt rather like a stranger there. As he told us, he left about 80 questions blank when compared with his school friends. He did nothing at all..zero...When he makes only one mistake, he keeps crying for 2 lesson hours. He has that kind of ambition, which we truly do not wish but there is nothing to do. We fear this situation will ruin his psychological balance."

P10 said something about this that "I'm scared of making mistakes in my behaviour and attitudes towards my child, and I feel the obligation to improve myself continuously, but still, I feel myself inadequate. I fear that each step I take will turn out to be something else in my disfavour."

As for the sub-theme, "Parents' Regrets", which is found under the theme, "Being the Parents of Gifted Individuals"; the parents, here, express their regrets over the behaviour showed towards their children or the behaviour they failed to show towards them. Specific to this situation, the parents encoded as P1, P3, P6, P7 and P10 provided their own opinions. Some of the views received from these parents are mentioned below:

P3 said that "There were times when we used to behave like a complete perfectionist since we couldn't help acting like this from time to time. We set some rules for our child which were rather contrary to his special gifts, for instance, if he cried, we accepted this and let him cry for hours even.

...At one time, this could work, but in those times, he just wasn't ready for it. Unfortunately, I have such regrets about the past. There was no need to be that strict. For example, whenever he asked for candies, we just wouldn't give him any and leave him to cry. What harm would it have caused if we could just give him what he wanted at least once? If we said no, it was always no, and we seemed to stick to this rule, which, now I understand, really destroyed him. We did not get into conflict nor did we yell at him, but this dear child just tore himself up while we failed to get over our strict attitude. We just couldn't get flexible. We regret it, for sure, and his dad says the same thing, and I tell you the same thing, we needn't have acted so strictly. That is, he spent those one and a half or two-year-period without even being ready for it. However, right now, he can perceive this, but no, no, no, it's over, the time just wasn't right at that time. Maybe this ruined our child's psychology in that sense. We are aware of the fact that it exhausted our child unnecessarily during those times."

P7 said that "In general, we bought him things that were beyond what his age had required. Sometimes it backfired. We were going to buy him toy blocks. When he was just 6, we went to buy him toy blocks for the age of 8, for instance. When he failed to play with them, he reacted and refused to play with them anymore. Now, he has quit playing with toy blocks. He was also quite talented at memorizing, and he still is. He keeps everything in his memory, up to the brands of all the cars, for example. When he was 2-3, he knew all the brands and the details of cars, almost anything about cars. When we got into a taxi, he would know every feature of that taxi, but now he doesn't."

All the parents provided their own opinions on the sub-theme called "The Situations in which the Parents of the Gifted Individuals Experience Difficulties," which is found under the main theme called "Being the Parents of Gifted Individuals." Some of the views received from these parents are mentioned below:

P2: "When it was the time to perform a diagnostic test, I had a conversation with his teacher about not performing such a test, because he would already experience those differences in his lifetime anyway. However, the reason why we had him undergo this test was that the government used to provide such types of children with several opportunities, and those opportunities in schools would only be provided for the children who passed these tests.

...And this, in fact, is a kind of trauma to us, because you take him there, then maybe he does not get it, so, you know, that's why, we actually did not want that much. We had no feeling like 'wish it never happened'; the only point we were challenged about was that when we got stuck sometimes, it would be difficult for us to resolve anything in communication. I'm more relieved with my other child, but with this one, I'm quite challenged once I get stuck. I try not to push it to that point, 'cos if it reaches that point, both sides are hurt."

P8: "One of the most important issues I have ever been challenged with was to find the right material for him. We also have much difficulty in trying to find him the right toys. Whenever he is about to do something, he says he needs something like this or that, but somehow we end up failing to find the stuff he wants. I sell construction materials, so we collect some of the documentation from there."

P9: "You know, you have to explain the cause of anything. When he learned how to read, he wouldn't want to read the books provided by the school. "We need to read these, sweetheart". "Mom, why?" ...He would say and ask 'I've already learned these, so why do I have to read them again?' Anyway, right now, he is used to this, he's accepted it. The same problem happened when he learned how to write, as well. He would often use the expression, 'Why am I writing this? I've already learned how to write.'"

As for the sub-theme, "*The Cases which Parents Complain About*," which is under the theme called "*Being the Parents of Gifted Individuals*"; the complaints made by the parents about the system are given, with respect to the thought that their children's Gifted characteristics should be evaluated by the environment involved, and that somehow the system does not attach adequate importance to these characteristics. Pertaining to this situation, the parents, P1, P2, P3, P4, P5, P6, P8, P9, and P10 provided their viewpoints on the matter. Some of the views received from these parents are mentioned below:

P3 interpreted "This kid can solve addition and subtraction problems as well as being capable of talking about various stuff, but when I say, 'Son, move that way', he just can't figure out the orbit because he's not ready, yet. Teachers start to expect adult behaviour from him, thus, after a while, they come to think that this kid does not take any notice of them.

Since we experienced this early even before the school period, my main concern while he was about to start school for the first time was this problem. Ok, these kids can multiply the two-digit numbers alright, but when it comes to asking them to get in a row, they just don't understand. Indeed, one day he went to school with only one boot on one of his feet twice in the first week. The kid just couldn't find his boots and put them on. Ok, he can multiply numbers, but he can't find his boots. He happens to have left his coat somewhere but he just can't remember where. These kids are different, and they don't exhibit such behaviour just because of their stubbornness or snappishness. Don't expect them to behave like an adult."

P1: "It is difficult to cope with gifted children, however, their parents also seem to be troublesome. Parents tell lies about their children's success, as

well. When I first ask them how the school period goes, they answer with 'very well' at first, but later on, when I ask the same question, they talk about their problems. Thus, it becomes challenging to visit somewhere along with those parents. For this reason, our school administrators need to provide mindful guidance. It is really hard to cope with parents. Just because of their ego, their kids become suppressed. Some parents trigger other parents, and this time, the problem keeps snowballing, and eventually, it turns into a paradox."

## CONCLUSION

Gifted individuals, unlike their peers, have certain requirements. The people who recognize such requirements best in their environment are their parents, who continuously spend time with them and who closely observe them. It is important that enriching activities be included in educational and training programs in terms of allowing the gifted individuals to be able to express themselves in an active fashion in educational environments as well as allowing them to feel comfortable and to receive the maximum benefit from the education and training they undertake.

To develop a proper program for gifted individuals, this study covers some part of the project carried out for getting to know gifted individuals, revealing the problems experienced by them with respect to their educational needs, and for making arrangements that will bring a solution to the existing problems and that will also apply to their requirements.

In line with the information obtained from the literature, three main themes were basically formed for the opinions received from parents. These themes were expressed as *"Characteristics of the Gifted Individuals," "The School and The Expectations from the School,"* and *"Being the Parents of Gifted Individuals."* These themes were discussed in the way that they would also consist of sub-themes within themselves. The theme called *"Characteristics of the Gifted Individuals"* comprise three sub-themes as *"Different Behaviour of the Gifted Individuals that is observed by their Parents," "Situations liked/disliked by the Gifted through their Parents' Perspectives,"* and *"Characteristics of the Gifted Children that are perceived by their Parents,"* On the other hand, the theme referred to as *"The School and The Expectations from the School"* consists of two sub-themes called *"Parents' Satisfaction with the School"* and *"Parents' Expectations from the School"*; whereas, the theme referred to as *"Being the Parents of Gifted Individuals"* comprises four sub-themes as *"Parents' Concerns," "Parents' Regrets," "The Situations in which the Parents of the Gifted Individuals Experience Difficulties,"* and *"The Cases which Parents Complain About."*

The obtained comments, moreover, point out that these students have big creative minds and need a general framework for classifying and appraising creativity training. Parents are aware of social and emotional difficulties as gifted, while overlooking gifted and talented children who are well adjusted.

Our study shows that parents support their children in shaping the development. Some underachievement in the gifted may be due to learning disabilities or other exceptionalities, which can mask the giftedness and result in the student being overlooked. So under the conditions, the parents worry that their gifted child will grow up to be unsocial or be alone. Especially, parents who are well educated directly realize their child's every difference and try to improve themselves so that they can help their child.

In line with the data obtained from the research, several ideas have been put forward in order to be able to organize and develop educational environments and the activities included in the curriculum to enrich the curriculum according to different needs.

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