

The Conflicts that Exceptionally Gifted Students Encounter and Their Opinions, Observations and Experiences Regarding the Solutions of These Conflicts

Oguz Serin¹, Nergüz Bulut Serin² and Gizem Saygili³

¹*European University of Lefke, Dr. Fazil Küçük Faculty of Education, Northern Cyprus*

²*European University of Lefke, Dr. Fazil Küçük Faculty of Education, Northern Cyprus*

³*Süleyman Demirel University, Faculty of Education, Isparta, Turkey*

E-mail: ¹<oserin@eul.edu.tr>, ²<nserin@eul.edu.tr>, ³<gizemsaygili@sdu.edu.tr>

KEYWORDS Conflict Resolution. Creativity. Giftedness. Intelligence. Special Education

ABSTRACT The general aim of the study is to determine the opinions of the exceptionally gifted students relating to the communication conflicts they have as well as the solution methods relevant to these conflicts. With the intent of studying more in-depth with a limited number of students in line with this aim, a semi-structured interview method was used. The research is conducted with nineteen students who are determined according to the sampling method. In the obtained data analysis, qualitative data analysis methods are used. As a result of the literature review which is carried out as to analyze the data with the content analysis method, it is determined that exceptionally gifted students use the constructive and amicable conflict solution strategies in order to solve the conflicts they face with. The exceptionally gifted students have frequently verbal arguments and this arises mainly from their competitive personalities. The students specifies that the controversies they have may be solved with the face to face communication and this situation has no influence either on their courses or friendship.

INTRODUCTION

The dissemblance of individuals stems from the idiosyncrasy. Having said that, the superior intelligent people demonstrate higher performance in their mental abilities and intelligence compared to their peers, have hidden power, are creative and determined (Ataman 2003a). The highly gifted child signifies the child/student, who puts in an outstanding performance as designated by the experts, compared to his/her peers in the fields of intelligence, creativity, art, leadership capacity or special academic aptitude. The highly gifted children are not only different from their peers in terms of their life perception ways, personalities or temperaments but also their self-efficacy levels and fields (Daglioglu 2005). These children learn and comprehend quickly, have mental curiosity, like problem solving in an original way, tend to the science and ask questions continually. They may also learn how to read before they go to school, like learning new things, use their language fluently and by means of their generalizing as well as abstraction technique, they can transfer their knowledge to another fields. These children are occupied with the subjects they are interested in for a long time and they have a powerful creative imagination as well as artistic abilities (Freeman 1979 ; Shapiro et al. 1989; Dogan and Aslan 2009).

There were significant differences between the number of gifted and non-gifted children demonstrating emotional and behavioral risk (EBR), with parents and teachers identifying a higher number of boys and non-gifted children as at risk. Among children demonstrating EBR, gifted children demonstrated elevated internalizing behaviors as rated by parents. Gifted students demonstrated higher academic performance regardless of risk level, suggesting higher cognitive abilities may be one of several protective factors that serve to attenuate the development of other social, emotional, or behavioral concerns (Eklund et al. 2015).

The gifted and superior intelligent children, composing the 3 percent of the community, demonstrate eligibility in comparison with their peers in many fields (Enc 2005). It is clear that if a child's education is left up to a chance, a short time is allocated for him/her and an education level lower than his/her normal success level is given to him/her every year, a poorly developed child will be shaped (Cutts and Moseley 2001). The successful people are creative consciously. They try to look at problem solving from different perspectives as distinct from others and examine the alternative possibilities in many aspects. By using analogies, they tend to push themselves forward within different roles; they begin with a perspec-

tive, study towards back and imagine the regarded objects (Costa 2000; Gönen 2006; Daglioglu and Alemdar 2010). The power that creates the terminal efficiency is the effectiveness itself (Wolery et al. 1988). It is important to take notice of both the social and emotional development of the gifted children in addition to their academic improvement as to the children to be given an effective education. In case of taking no special measures for the education of the gifted, some problems may come to hand (Ozsoy et al. 1992). Two different opinions are brought forward when regarding the gifted children's education. According to the first of the opinions, the gifted child demonstrates himself/herself under any conditions and they will have some chances to enhance their abilities. On the other hand, in line with the second view, it is claimed that, the potential of the gifted children should be increased to the top and as to get the efficiency, they need to be given special education programs (Gökçedere and Çepni 2003). The multi-cultural and superior ability educations are getting much more crucial in the education policies day by day. Placing too much stress on these issues in the education of teachers is unavoidable (Tortop 2014).

The conducted researches reveal that when the convenient educational opportunity is not provided after identifying the children in their early ages, most of the gifted children may have some emotional problems. In addition to this, they may change into the students who have some problems with the learning at school and it is also possible for them to waste their extraordinary abilities (Philip 1977). Special education is the education equipped with the supportive abilities as it presents an education to the students with special needs different from the majority, provides the maximization of the capacity level in line with the special talents of the gifted, prevents inabilities from turning to an obstacle, makes the handicapped individuals be self-sufficient and integrate with the society as well as providing the individuals for being independent and productive (Ataman 2003b). The fundamental aims of the special education are to provide the most convenient education opportunity to the individuals in order to be able to meet the requirements of the special education and educate them in a minimal restrictive environment (Cavkaytar and Diken 2006). It is thought that it is required for the individuals to be given the required life abilities that are needed as to live in

harmony with the society and take up the challenges in life much more easily. It is important to have the abilities which will prevent the negative responses and lead the others to react positively (Yuksel 1997). This is just because a person is a social living creature and their problems arise from the social relations. In every setting where people are involved in an interaction, the conflict is an inevitable phenomenon (Karip 1999). The conflict phenomenon which generally states being against or disunity is a well-rounded individual and social issue, concerning the parental conflict, the conflict of interest, peer confrontation as well as the religion/sectarian disagreements. The conflict is related with any disagreement and it is a part of life's rich pageant; it comes in sight when the needs, desires, morals and challenges are contrary. The conflict may be at stake from a usual disunity to the serious violent acts in a large spectrum (Oner 1999).

The conflict is described as the incompatible activities, interests, desires, moral differences or the competition between the individuals (Pekkaya 1994). The conflict happens because of the mutual arguments and choices and it has three main resources: a) the insufficient resources such as land and materials, b) psychological necessities, c) values including the needs of humans (Simpson 1998). With the integration of the three fields because of which the conflict arises, the confrontation gets much more complicated (Schrumpf et al. 1997). As being depended upon how to control the conflict, it is a phenomenon which has a potential to be either constructive or destructive (Coleman and Yoshida 2001). As a result of the conflict, constructive or destructive outcomes may be faced with. In other words, the problem solving method of an individual may be constructive, destructive and positive or negative (Turnuklu 2002a). The strategies used in the conflict solution divides into three fundamental strategies as constructive, agreeable, amicable; destructive and avoiding (Schrumpf et al. 1997; Turnuklu 2005b).

In case of being conducted in a positive way, the conflict enables the individual development and social alternation (Schrumpf et al. 1997). Stated in other words, the used conflict solution methods have an influence on the perception and ability concerning both the conflict and its solution of students. Because the negative and sometimes violent methods of the students used for the solution of the conflict they face with

leads them to think that the conflict is destructive and causes deteriorated relations. The destructive conflict solving method, on the other hand, causes the individuals to be raised with the abstention in the struggle for their future objectives as well as being uneasy about involving in the conflict besides trying to fulfill their objectives by their aggressive acts. The constructive conflict solving methods, on the other hand, contribute the individual to think clearly, overcome the stress, make decision and improve their communication skills (Johnson and Johnson 1994a; Yanoov 1996). Dokmen who emphasizes that the conflicts have hidden power regarding the human relations (2001), claims that, the conflicts reveal the anger, furiousness and hostility feelings and cause the grief as well as sadness. However, in addition to these negative outcomes, he argues that the conflicts have also some possible effects such as realizing the individuals' own error during the communication and giving them the chance to have inner vision.

With the education, the physical, mental, emotional and social improvements, in all aspect, are aimed (Turkoglu 2002). A person needs to have the required attributes and manners as to get into the human affairs (Kuzgun 1996). In any places where there is human affair the conflict is common and unavoidable. Instead of abstaining from the conflict, it is needed to be known how to use the right solution methods; because the reason of conflict is not important but the conduction and solution of it (Korkut 2004). The development of the interpersonal intelligence is not the outstanding aim in our education system. However, one of the most important factors affecting the success is the interpersonal intelligence (Selçuk et al. 2002). On the other hand, it is thought that, the high level mental potential helps the individuals to develop an effective coping mechanism and it enables them to cope with the negative things they face with as well as having influence on developing their conformance to the situation and by this way, having chance to develop their self-conception (Ataman 1984; Yuruk 2003). Making the educators in both the normal classrooms and Science and Art Center be adequate regarding the characteristics of the gifted students, their psycho-social problems as well as the analytical approach are deemed as significant (Metin and Bencik Kangal 2012). The Science Art Centers, within the body of General Directorate for Special Education, Guidance and

Counseling Service, are established with the aim of educating the gifted students in the fields of both science and art. In these independent education centers, the studies are carried out relating to the determination of the gifted students in pre-school, primary and secondary education a study is carried out to make them take education in line with their abilities (Ministry of Education 2007). The graduated individuals from the Superior Intelligence Department at the University are crucial to take part in BILSEM/GDSECS in terms of fulfilling the mission of these institutions (Ministry of Education 2010). It is required to be prepared and applied for an education process with which both social and emotional needs of the gifted people are met. This requirement takes part in the strategy and application plan of the Ministry of Education special education and General Directorate for Special Education Guidance and Counseling Service (2013-2017). Students' happiness within the boundaries of school depends upon the reality of the potential development and having a good rapport with the other people. In addition to these, the social abilities and emotional management skills of students are important as the students to handle the problems in life much more easily. When the related literature is examined, researches are conducted with the gifted students educated in science and art centers in our country in recent years. The student remarks concerning the education methods in the fields of science and art (Aktepe and Aktepe 2009); in the science and art centers problem based learning in math (Boran and Aslaner 2009); pediatric approach towards the gifted students (Dogan and Aslan 2009); being the parent of the gifted child (DaglioGlu and Alemdar 2010); examining self-conception of students between the ages of 12-14 continuous in science and art centers (Metin and Bencik Kangal 2012). In the conducted that no communication problem and solution strategies of students are encountered. The general aim of the study is to determine the social conflicts and problem solving methods. A descriptive study related with the kinds of conflicts that the students have and methods of coping with these conflicts are thought to be required. This study is very important in terms of enlightening both social and emotional developments of the gifted students.

Problem Statement of the Study

What are the conflict kinds that the gifted students face with?

Sub-problems are Determined as

- ♦ What causes of the gifted children's conflicts?
- ♦ How do the gifted students solve the conflicts they face with?
- ♦ Which strategy and method do the gifted students use as to solve the conflicts among their friends?
- ♦ How do the gifted students' affect their lessons?
- ♦ How do the conflicts affect peer relations?

METHODOLOGY

The Research Model

In this research, semi-structured interview method is used as to study much more in- depth with the limited number of students by the qualitative research method regarding the conflicts that the superior intelligent people have and the thoughts, observations and experiences related to the solutions of the conflicts they face with. By using the sampling method, 19 students are determined for this study.

Working Group

The population consists of the students from the regions and districts of Giresun, continuing their education in Science and Art Center. 19 students from the Giresun Science and Art Center are the population group of the study.

Data Collection Tool

The semi-structured interview form which is organized to study on the gifted students' conflicts and their thoughts, observations and experiences related with these conflicts, consists

of five open-ended questions with including the sub-problems. The interview and observation methods are arranged by using the related literature and getting the remarks of five experts related with this issue.

Procedure

The qualitative data analysis is used for the obtained data. The obtained data is evaluated with the help of the related literature (Karasar 1999; Bilgin 2000; Yildirim and Simsek 2003; Turnuklu 2002a, 2005b; Turnuklu and Sahin 2002a, 2004). In the process of the data analysis, cumulative frequency and percentage value are taken from the descriptive statistics.

FINDINGS

The general aim of the study is to determine the communication conflicts that the gifted students have and the solution strategies regarding these conflicts they face with. The cumulative frequencies and percentage values are shown in the tables.

In the Table 1, when the main categories are examined, related with the conflict types that the gifted students have, it is obviously seen that the discussion typed conflicts have the highest percentage. In line with the students' remarks, the cumulative percentage value indicates that the female-male discussions happen at the utmost with the percentage of 26 percent.

When Table 2 is examined, regarding to the conflicts that the gifted students have, it was seen that the personality characteristics category has the percentages of 36 percent and 26 percent while the interpersonal relation category has 26 percent. This indicates that the main reasons of the experienced conflicts of the gifted stu-

Table 1: The cumulative frequency percentages related with the conflict types that the students face with

Main categories	Conflict types	Number of students	%
Physical Violence	Showing of strength	2	10.53
	Discussion	2	10.53
Verbal Violence	Verbal discussion	7	36.84
Interpersonal Conflicts	Alignment	4	21.05
	Female-male conflicts	5	26.32
Communication Conflicts	Being offended	5	26.32
Moral Values Related Discussions	Treating with contempt	2	10.53
	Sneaking	2	10.53
	Complaining	6	31.58

Table 2: The cumulative frequency percentage distribution regarding the conflicts that the gifted students have

<i>Main categories</i>	<i>Reasons of the conflicts</i>	<i>Student</i>	<i>%</i>
<i>Physical Violence</i>	Tripping up, hitting and scuttling, distracting manners including gestures and swearwords	2	10.53
	Fighting	4	21.05
<i>Verbal Violence</i>	Nicknaming	4	21.05
	Speaking in an offensive way	1	5.26
	Sniping	3	15.79
<i>Personal Characteristics</i>	Oppositional manners	5	26.32
	Being jealous	3	15.79
	Being competitive	7	36.84
	Not accepting the defeat	3	15.79
	Not accepting the errors	2	10.53
	Being resentful	4	21.05
	Being not able to control the feelings	2	10.53
<i>Inter-personal Relations</i>	Trying to be superior	5	26.32
	Struggling for the leadership	5	26.32
	Grouping	2	10.53
	Criticizing	4	21.05
<i>Deficiencies Concerning the Communication Skills</i>	Being not able to express himself/herself	2	10.53
	Being not able to listen carefully	1	5.26
<i>Moral Factors</i>	Telling lies	4	21.05
	Being disrespectful	1	5.26
	Complaining	4	21.05
	Squealing	3	15.79
<i>School Life</i>	Not obeying the school and classroom rules	1	5.26
	Being not able to share the desk	1	5.26
	Discussing for the sitting arrangement	1	5.26
	Being not able to share the playing area	3	15.79
	Not fulfilling the duties in group workings	2	10.53
<i>Intellectual Factors</i>	Differences between their ideas	4	21.05
	Differences between their desires	3	15.79
	The social environment of our school	2	10.53
<i>Other</i>	Supporting different football teams	3	15.79

dents are related with their own personalities, in other words being competitive, and struggling for the leadership regarding the interpersonal relations.

When the Table 3 is examined, in line with the opinions of the students, the cumulative percentage values seen as 84 percent, 78 percent, 42 percent and 26 percent, indicate that the gifted students use constructive, agreeable and amicable solution strategies.

When Table 4 is examined, in line with the opinions of the students, the cumulative percentage values seen as 84 percent, 68 percent, 57 percent, indicate that the gifted students use constructive, agreeable and amicable solution strategies.

When Table 5 is examined, in line with the opinions of students, as the accumulative percentage value is higher than 50 percent; it is seen

that the gifted students' conflicts have no effect on their course achievement. The value with 31 percent in the field of both motivation and attention also indicates that the conflicts have a positive effect on students as it encourages them to study more.

When Table 6 is examined, the communication category whose percentage is above 31 percent; it can be concluded that the conflicts that the students face with have a positive effect on the student in terms of developing their conflict solution strategies. The item with the value of 10 percent, in the category of the peer relation indicates that the conflicts have a positive effect on the students as they have a chance to get know each other better. When concerning the feelings category with the 26 percent value, it was seen that the conflicts that they experience have a negative effect on their relationship as the trust to each other gets worse.

Table 3: Cumulative frequency percentage distribution regarding the solution strategies of the gifted students' conflicts

<i>Conflict solution strategies</i>	<i>Structure of the strategy</i>	<i>Conflict solution tactics</i>	<i>Student</i>	<i>%</i>
<i>Constructive, Agreeable and Amicable Strategies</i>	Internal controlled	1-I try to speak and agree.	16	84.21
		2-I say sorry.	15	78.95
		3-I put myself into my friend's shoes and try to understand him/her.	8	42.11
		4-I make jokes.	5	26.32
	External controlled	5-I ask for my teacher's help.	2	10.53
<i>Destructive Strategies</i>	Internal controlled	6-I ask for my friend's help.	1	5.26
		I get offended.	1	5.26
	External controlled	13-I complain to the teacher or school management.	1	5.26
<i>Kaçınma Stratejileri</i>		15-I leave it to time.	2	10.53
<i>Diger</i>		16-I sing another tune.	1	5.26
		17-I continue my relation as if nothing happened.	3	15.79

Table 4: Cumulative frequency percentage distribution regarding the gifted students' solution strategies for the conflicts among their friends

<i>Conflict solution strategies</i>	<i>Structure of the strategy</i>	<i>Conflict solution tactics</i>	<i>Student</i>	<i>%</i>
<i>Constructive, Agreeable and Amicable Strategies</i>	Internal Controlled	1-I separate and make them calm down.	17	89.47
		2-I make them say sorry and make peace.	13	68.42
		3-I tell them that they need to talk as to understand each other.	11	57.89
		4-I listen to them and show them up separately.	13	68.42
	External Controlled	5-I tell to my teacher.	2	10.53

Table 5: Cumulative frequency percentage distribution regarding the effects of the students 'conflicts on their lessons

<i>The field he/she affects</i>	<i>The way of affecting</i>	<i>Effects</i>	<i>Student</i>	<i>%</i>
<i>To the Motivation and Attention</i>	Positive	1-Enables to get encouraged and study more.	6	31.58
		2- I am not willing to learn the lesson.	1	5.26
		3-I can't concentrate on my lessons as I think my friends and the conflicts.	2	10.53
<i>Educational Activities</i>	Negative	It is difficult to work with the people that I confronted.	2	10.53
<i>Course Achievement</i>		It does not have any effect.	10	52.63

Table 6: Cumulative frequency percentage distribution regarding the effects of the conflicts on the relations with their peers

<i>The field he/she affects</i>	<i>The way of affecting</i>	<i>Etkileri</i>	<i>Student</i>	<i>%</i>
<i>Communication</i>	Positive	Conflicts develop our solution skill.	6	31.58
	Negative	Except for the anger, I discuss with my friends.	2	10.53
<i>Peer relations</i>	Positive	We have chance to get to know each other better.	2	10.53
	Negative	I change my social circle.	1	5.26
<i>Feelings</i>	Positive	I understand the value parted with each other.	3	15.79
	Negative	We reduce our trust to each other.	5	26.32
		11-We take a dislike to each other.	1	5.26
<i>Other</i>		12-It causes us to feel as if we are enemies.	1	5.26
		We get offended and do not speak to each other.	2	10.53
		13-We forget the conflicts that we have and after a while, we forget whatever we experienced.	10	52.63

DISCUSSION

When the outcomes of the study are evaluated, it is specified that the gifted students frequently use constructive and amicable conflict solution strategies. In line with the related literature review, the evaluated data indicated that the discussions stem from the competitive personalities of the students. The students claim that the problems they have may be solved with face to face communication and the experienced conflicts have no effect on their lessons as well as friendship.

Parents sometimes may want their children to be occupied with the academic works instead of playing in their leisure times. Children may be wanted to get a math lesson, music education or foreign language tutorial in their early childhood or babyhood with a repressive attitude. The gifted children may be sensitive to these presented repressive attitudes (Dogan and Aslan 2009). Welsh (2015) indicated that parents were the most influential force in creating academically, socially, and emotionally sound students. The methods of raising these students could be demonstrated for educating gifted students who will, one day, be our future leaders, researchers, and doctors and scientists.

The outcomes of the study which studies the conflicts of students and conflict solving strategies with different aged groups, on the other hand, indicates that the interpersonal conflicts such as physical violence, kidding, nicknaming or getting jealous are solved in a destructive and uncooperative way (Johnson and Johnson 1994b, 1996; Longaretti and Wilson 2000; Turnuklu and Sahin 2002a, 2002b; Chen 2003; Uçar 2003; Turnuklu and Sahin 2004; Thornberg 2006; Turnuklu and Ellez 2006). It is emphasized that precautions should be taken as to make the science centers more active and fully operational; in the report which is thought to be applied in the years of 2013-2017, it is stressed that these individuals should be given the education oriented to the development to their skills in each steps of their life continually. The opportunities related with these are to be provided to the students and in the promoting system at schools, the primary and secondary schools should be for one year (Sari 2013). It is considered to be crucial of the problems faced in the GDSECS/BILSEM to be solved as well as having adequate equipment and physical conditions; the gifted individuals

should also be conducted properly and the convenient learning /research environment should be provided to the students as to make them develop their skills (Keskin et al. 2013).

CONCLUSION

When taking into account the outcomes of the study, some proposals are put forward with the aim of contributing to the social and emotional development of the gifted children. In the Science and Art Centers, within the orientation process, solving conflicts, making peace and intermediacy issues which should be injected in a programmed and planned way. The gifted students should be qualified in solving their psychosocial problems as well as the analyzing approaches. The educators and parents should help their children to change their negative thoughts into positive. Especially in early childhood, the identity development is in the forefront. Having a good rapport of the children with their fellow parents at to help them show their extraordinary potential sides. The independent lessons, which are determined as required for the children, should also be included in the art center's programs systematically as to make students control feelings and anger, develop empathy, be active, listen actively, self-esteem, self-control, cooperation or responsibility...etc. under the responsibility of the guidance and counseling unit as individually or group.

REFERENCES

- Aktepe V, Aktepe L 2009. Fen ve teknoloji öğretiminde kullanılan öğretim yöntemlerine ilişkin öğrenci görüşleri: Kırşehir bilsem örneği. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 10(1): 69-80.
- Ataman A 2003a. *Özel Gereksinimli Çocuklar ve Özel Eğitime Giriş*. Ankara: Gündüz Eğitim ve Yayıncılık.
- Ataman A 2003b. Üstün yetenekli/zekalı çocuk ile yaşamak. *Bilim ve Aklin Aydınlığında Eğitim Dergisi*. 39: 18-21
- Bilgin N 2000. *İçerik Analizi*. İzmir: Ege Üniversitesi Edebiyat Fakültesi Yayınları.
- Boran AI, Aslaner R 2008. Bilim ve sanat merkezlerinde matematik öğretiminde probleme dayalı öğrenme. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 9(15): 15-32.
- Cavkaytar A, Diken İH 2006. *Özel Eğitime Giriş*. Ankara: Kök Yayıncılık.
- Chen DW 2003. Preventing violence by promoting the development of competent conflict resolution skills: Exploring roles and responsibilities. *Early Childhood Journal*, 30(4): 203-208.

- Coleman PT, Yoshida BF 2001. *ICCCR Conflict Resolution at Multiple Levels Across the Lifespan*. New York: Columbia University.
- Cutts NE, Moseley N 2001. *Üstün Zekali ve Yetenekli Çocukların Eğitimi*. Ankara: Özgür Yayınları.
- Daglioglu HE, Alemdar BM 2010. Üstün yetenekli bir çocuğun ebeveyni olmak. *Kastamonu Eğitim Dergisi*, 18(3): 849-860.
- Daglioglu HE 2005. Üstün Yetenekli Çocukların Aileleri. *Hacettepe Üniversitesi Çocuk Gelişimi ve Eğitimi Dergisi*, Haziran-Aralık.
- Dogan DG, Aslan M 2009. Üstün yetenekli çocuğa pediatrik yaklaşım. *İnönü Üniversitesi Tıp Fakültesi Dergisi*, 16(3): 197-201.
- Dökmen U 2001. *İletişim Çalışmaları ve Empati*. İstanbul: Sistem Yayıncılık.
- Eklund K, Tanner N, Stoll K, Anway L 2015. Identifying emotional and behavioral risk among gifted and nongifted children: A multi-gate, multi-informant approach. *School Psychology Quarterly*. 30(2): 197.
- Enc M 2005. *Üstün Beyin Gücü*. Ankara: Gündüz Eğitim ve Yayıncılık.
- Freeman J 11979. *Gifted Children*. Baltimore: University Park Press.
- Johnson DW, Johnson RT 1994a. Effects of conflict managers in an inner-city elementary school. *Journal of Social Research*, 89(5): 280-286.
- Johnson DW, Johnson RT 1994b. Effects of conflict resolution training on elementary school students. *Journal of Social Psychology*, 134(6): 803-818.
- Johnson DW, Johnson, RT 1996. Training elementary school students to manage conflict. *Journal of Group Psychotherapy, Psychodrama and Sociometry*, 49(1): 15-27.
- Karasar N 1999. *Bilimsel Araştırma Yöntemi*. Ankara: Nobel Yayın Dagitim.
- Karip E 1999. *Çatışma Yönetimi*. Ankara: Pegem Yayıncılık.
- Keskin MÖ, Samancı NS, Aydın S 2013. Bilim ve sanat merkezleri: Mevcut durumları, sorunları ve çözüm önerileri. *Üstün Yetenekli Eğitimi Araştırmaları Dergisi*, 1(2): 78-96.
- Korkut F 2004. *Okul Temelli Önleyici Rehberlik ve Psikolojik Danışma*. Ankara: Ani Yayıncılık.
- Kuzgun Y 1996. *Grup Rehberliği El Kitabı*. Ankara: T.C. Milli Eğitim Bakanlığı Talim Terbiye Kurulu Başkanlığı Press.
- Longaretti L, Wilson J 2000. "I've Sorted It Out, I Told Them What To Do" The Role of the Teacher in Student Conflict. *Paper Presented at The AARE Conference Sydney 2000*, Sydney.
- Ministry of Education 2007. *Bilim Sanat Merkezi Yönergesi*. 4th Edition. Decision of the Committee of Talim ve Terbiye, Article 6.
- Ministry of Education 2010. T.C. Millî Eğitim Bakanlığı İç Denetim Birimi Başkanlığı, *Bilim ve Sanat Merkezleri Süreci (Üstün Yetenekli Bireylerin Eğitimi) İç Denetim Raporu*, Ankara 2010.
- Ministry of Education 2013. T.C. Milli Eğitim Bakanlığı Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü, *Üstün Yetenekli Bireyler Strateji ve Uygulama Planı 2013-2017*, Ankara 2013.
- Metin N, Bencik Kangal S 2012. Bilim sanat merkezlerine devam eden 12-14 yaş grubu üstün yetenekli çocukların benlik algılarının incelenmesi. *Eğitim ve Bilim Dergisi*, 37(163): 3-16.
- Oner U 1999. "Çatışma Çözme ve Arabuluculuk Eğitimi" *İlköğretimde Rehberlik*. Ankara: Nobel Yayın Dagitim.
- Ozsoy Y, Özyürek M, Eripek S 1992. *Özel Egitime Muhtaç Çocuklar*. Ankara: Karatepe Yayınları.
- Pekkaya FB 1994. *Arabulucu Yolu ile Çatışmalara Çözüm Bulma, Arabuluculuk Eğitiminin Okullarda Uygulanması ve Bu Eğitimin Öğrencilerin Benlik Gelişmelerine, Liderlik Becerilerine, Saldırgan Davranışlarına ve Algıladıkları Problem Miktarına Etkisi*. Yayımlanmamış Doktora Tezi. Sosyal Bilimler Enstitüsü. İstanbul: Marmara Üniversitesi.
- Philip EV 1977. *The Psychology and Education of Gifted Children*. Abingdon, UK: Routledge. ISBN. 1315871629, 9781315871622
- Sari H 2013. Türkiye'de üstün yetenekli çocukların eğitim gördüğü bilim ve sanat merkezleri için öneriler editöre mektup. *Üstün Yetenekli Eğitimi Araştırmaları Dergisi*, 1(2): 146-149
- Schrumpf F, Crawford DK, Bodine RJ 1997. *Peer Mediation Conflict Resolution in Schools. Students Manual*. Illinois: Research Press.
- Selçuk Z, Kayali H, Okut L 2002. *Çoklu Zeka Uygulamaları*. Ankara: Nobel Yayıncılık.
- Shapiro BK, Palmer FB, Antell SE 1989. Giftedness: Can it be predicted in infancy? *Clin Pediatr*, 28: 205-214.
- Simpson C 1998. *Coping Through Conflict Resolution and Peer Mediation*. New York: Rosen Publishing Group, Inc.
- Thornberg R 2006. The situated nature of preschool children's conflict strategies. *Educational Psychology*, 26(1): 109-126.
- Tice TN 1994. Conflict resolution. *Education Digest*, 60(1): 40-56.
- Tortop HS 2014. Öğretmen adaylarının üstün yetenekli ve çok kültürlü eğitime ilişkin tutumları. *Üstün Yetenekliler Eğitimi Araştırmaları Dergisi*, 2(2): 16-26.
- Turkoglu A 2002. *Öğretmenlik Mesleğine Giriş*. Ankara: Mikro Yayıncılık.
- Turnuklu A 2005b. *Öğrenci Çatışmaları ve Çözüm Stratejilerinin Öğrencilerin Öğretmenlerin ve Okul Yöneticilerinin Perspektifinden İncelenmesi*. Proje Çalışması. İzmir: Dokuz Eylül Üniversitesi.
- Turnuklu A, Ellez M 2006. Öğretmenlerin, öğrenci çatışmalarını çözüm strateji ve taktiklerinin sosyal oluşturmaları perspektifinden incelenmesi. *Eğitim Araştırmaları Dergisi*, 3(22): 221-232.
- Turnuklu A, Sahin I 2002a. İlköğretim okullarında öğrenci çatışmaları ve öğretmenlerin bu çatışmalarla başa çıkma stratejileri. *Kuram ve Uygulamada Eğitim Yönetimi*, 8(30): 283-302.
- Turnuklu A, Sahin I 2002b. İlköğretim okullarında öğrenci, öğretmen, okul yöneticisi ve velilerin çatışma çözüm stratejileri. *Kuram ve Uygulamada Eğitim Yönetimi*, 8(32): 574-594.
- Turnuklu A, Sahin I 2004. 13-14 yaş grubu öğrencilerin çatışma çözme stratejilerinin incelenmesi. *Türk Psikoloji Yazıları*, 7(13): 45-61.
- Ucar E 2003. *İlköğretim Okullarında Öğrenci Çatışmaları ve Öğrencilerin Bu Çatışmaları Çözmek İçin Kullandıkları Çatışma Çözüm Stratejileri*. Yüksek Lisans Tezi. İzmir: D.E.Ü.

- Welsh BJ 2015. *The Relationship Between Identified Gifted and Talented Children and Their Parents*. Doctoral Dissertation. School of Education and Human Services. New York, USA: St. John's University.
- Wolery M, Bailey DB, Sugai GM 1988. *Effective Teaching Principles and Procedures of Applied Behavior Analysis with Exceptional Students*. Boston: Allyn and Bacon.
- Yanoov BC 1996. Conflict-resolution skills can be taught. *Peabody Journal of Education*, 71(3): 12-28.
- Yildirim A, Simsek H 2003. *Sosyal Bilimlerde Nitel Arastirma Yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yuksel G 1997. *Sosyal Beceri Eğitiminin Üniversite Öğrencilerinin Sosyal Beceri Düzeyine Etkisi*. Yayınlanmamış Doktora Tezi. Eğitim Bilimleri Enstitüsü. Ankara: Gazi Üniversitesi.
- Yuruk A 2003. *İlköğretim Çağındaki Üstün Yetenekli Öğrencilerle Normal Gelişim Gösteren Öğrencilerin Benlik Saygılarının Karşılaştırılması*. Yüksek Lisans Tezi. Ankara: H.Ü. Sağlık Bilimleri Enstitüsü.