

The Study of First Graders' Social Behaviors Who Are Showing Typical Development and Who Are Gifted

Summary

Giftedness; is an asynchronous (asynchronous) development that leads the child exhibit different properties than his peers developmentally (Smutny, 1998). Gifted children have different characteristics and needs (Piechowski, 2006). They think and feel in a different way compared to other kids (Winner, 1996). This case, can manifest itself in dimension of social competence and antisocial behaviors (Needham, 2012; Bain et al .; 2007; Vialle et al., 2007; Piechowski, 2006; Freeman, 2001).

Social competence reflects the ability to evaluate the event from the point of view of another one, to adapt to daily life by learning from past experience and to use what they have learned in social interaction (Clickeman, 2007). Underdeveloped social skills can lead to childhood delinquency and the emergence of anti-social behavior in later years of childhood (Dodge, Coie and Brakke, 1982; Loeber, 1985).

It is a highly controversial issue of whether gifted children have different social needs or not (Smith, 2013). While some researchers are pointing out that gifted children have some social issues in relationships with friends, in self-control and in anti-social behaviors, some researchers do not support this view (Needham, 2012; Bain et al .; 2007; Vialle et al., 2007; Piechowski, 2006; Freeman, 2001). These researchers assume that gifted children can be successful in everything without being in need of any support (Fonseca, 2011; Clark, 2002).

In many ways gifted children have the same social needs but with features that make them superior to the other, often lead these needs deepen (Needham, 2012). When educators fail to understand the social needs of these children, they will be under the risk of being lost for the whole society because of the lack of understanding of their current potential, academic failure and social isolation, depression (Moltzen, 2004). In this context, it can be said researches that are conducted to uncover the social characteristics of gifted children are important. However, the majority of researches are focused on the education of the gifted ones, diagnostics, policies and programs to be implemented (Freitas et al., 2014; Dai et al., 2011). Researches that are conducted to study the social behavior of the gifted ones are limited (Freitas et al., 2014; Bain et al., 2006; Moon, 2004).

Whether there is a significant difference between children who are gifted and who are typically developing is studied in the present study in terms of social behaviors (social competence and antisocial behaviors). Besides, the gender and grade (in what grade is the child) variables are also considered regarding their effects on gifted and typically developing children's social competence and antisocial behaviors. Relational model of general survey model is used in the present study. 120 primary school students studying in the first grade in the city center of Ankara formed the study group (60 gifted and 60 typically developing children).

56.7 % of gifted children were formed with boys and 43.3% of them with girls. Inter-class distribution is equal. Regarding the children with typical development, the percentages are as follows; 58.3% of them were formed with boys and 41.7% of them were girls. 1.7% of these students were first graders, 25.0% of them were 2nd graders, 30.0% of them were 3rd graders and 23.3% of them were 4th graders.

School Social Behavior Scale and Personal Information Form were used as data collection tools. In A form where Social Competence is questioned there is Self-Control (SC) (13 items), Peer Relations (PR) (12 items), and in B Form where Anti-social behaviors are questioned Hostile/Angry (HA) (11 items), Antisocial/ Aggressive (AA) (9 items), Arrogant/Defeatists (AD) (7 items) are all defined as 52-item totally. The values of reliability and validity of the present study show similarity with the adapted scale values (Nazlı, 2008)

As a result of the study, it is found that there was a meaningful difference between the children who are gifted and the ones who were developing typically in terms of social competence. However, there was no significant difference in terms of antisocial behavior. It is found that gender had no significant effect on social behavior for both groups. Considering the effect of the grade level, a significant difference was found in terms of gifted and typically developing children's total social competence score and subscale scores. While there was no significant difference in gifted children's total antisocial behavior scores and subscale scores (Antisocial/Aggressive Behavior and arrogant/defeatists behaviors scores), there was a meaningful difference in hostile/angry behavior subscale among second-fourth graders. There was no meaningful difference between typically developing children's total scores of antisocial behaviors and their subscale scores in terms of grade lev