Opinions of Experts Working on Identification of Gifted Children in Early Childhood
Erken Çocukluk Döneminde Özel Yetenekli Çocukların Tanılanmasında Görev Alan Uzmanların Görüşleri

Oğuzhan Güler[1] iD **Sevilay Canpolat[2]** iD **Murat Ökcü[3]** iD **Sezen Camcı[4]** iD

[1] Doctoral Student, İstanbul University-Cerrahpaşa, Institute of Graduate Studies, İstanbul, Türkiye
[2] Doctoral Student, İstanbul University-Cerrahpaşa, Institute of Graduate Studies, İstanbul, Türkiye
[3] Doctoral Student, İstanbul University-Cerrahpaşa, Institute of Graduate Studies, İstanbul, Türkiye
[4] Associate Professor, İstanbul University-Cerrahpaşa, Hasan Ali Yücel Faculty of Education, İstanbul, Türkiye

Abstract: This study aims to examine the views of experts involved in the identification of gifted children in early childhood towards identification. The study included 15 experts working in identification at Guidance and Research Centers (GRCs) in Gaziantep, Erzincan, Malatya, and İstanbul provinces. For this qualitative research study, a semi-structured interview form, created by the researchers in accordance with the aims of the research, was used to explore the views of experts involved in early childhood identification. The results of the expert opinions show that the participants defined special ability as above average performance, creativity, problem solving, quick comprehension, and learning. Participants emphasized the necessity of identification in early childhood in order to reveal potential and differentiate education programs. They emphasized the strengths and weaknesses of the tools used in identification. They revealed the problems experienced in the identification process especially in immigrant and refugee groups. They emphasized the effect of pre-test preparations and the opinions of families and teachers on the identification process. A number of recommendations were made in line with the opinions of the experts involved in identification.

Keywords: Giftedness, early childhood, identification, expert opinions

_Öz:_ Bu çalışma erken çocukluk dönemindeki özel yetenekli çocukların tanılanmasında görev alan uzmanların tanılamaya yönelik görüşlerini incelemeyi amaçlamaktadır. Çalışmaya Gaziantep, Erzincan, Malatya ve İstanbul illerindeki RAM'larda (Rehberlik Araştırma Merkezi) tanılamada görev alan 15 uzman katılmıştır. Nitel bir araştırma olarak kurgulanan bu çalışmada, erken çocukluk döneminde tanılamada görev alan uzmanların görüşlerini incelemek için araştırmacılar tarafından oluşturulan yarı yapılandırılmış görüşme formu kullanılmıştır. Uzman görüşleri sonucunda ortaya çıkan bulgularda, katılımcılar özel yeteneği daha çok ortalamanın üzerinde performans gösterme, yaratıcı olma, problem çözme, hızlı kavrama ve öğrenme olarak tanımlanmışlardır. Katılımcılar özel yetenekli çocukların potansiyellerini ortaya çıkarmak ve eğitim programlarının farklılaştırılması açısından erken çocukluk döneminde tanılamanın gerekliliğine dikkat çekmişlerdir. Ayrıca tanılamada kullanılan araçların güçlü ve zayıf yönlerine de vurgu yapmışlardır. Özellikle göçmen ve mülteci gruplarında tanılama sürecinde yaşanan sorunları ortaya koymuşlardır. Test öncesi yapılan hazırlıklar ve tanılama öncesinde aile ve öğretmenlerden alınan görüşlerin tanılama sürecine olan etkisini vurgulamışlardır. Çalışma sonucunda tanılamada görev alan uzmanların görüşleri doğrultusunda birtakım öneriler getirilmiştir.

Anahtar Kelimeler: Özel yetenek, erken çocukluk dönemi, tanılama, uzman görüşleri

Introduction

Early childhood is the period of the fastest growth and development in an individual's life. This time frame typically includes the years between birth and age six. Early childhood plays a crucial role in the physical, cognitive, emotional, and social development of the child. Early childhood is an essential period in terms of both individual and social development (Tunçeli & Zembat, 2017; Ünver & Erdamar, 2015). Research emphasizes the significance of early life events for brain development, and the planned and programmed implementation of early life events is provided through early childhood education. The impact of early childhood education is very important and this impact is undeniable in the field of identification and education of gifted children (Sankar-DeLeeuw, 2002). For this reason, early childhood is one of the most vital periods to be emphasized in order to understand giftedness and its development (Clark, 2015). At this point, the importance of early identification, which is the first step in understanding and developing giftedness, comes into play. In line with this importance, we aimed to obtain the opinions of experts involved in the identification of gifted children in early childhood. That is because the units responsible for the identification of gifted individuals in the region and carrying out support education services and guidance and psychological

counseling services for these individuals are Guidance and Research Centers (GRCs) in line with the 2006 regulation of the Ministry of National Education (MoNE) and the 2018 Art and Science Center (ASC) identification directive in Türkiye. In the preschool period, gifted students are identified at these centers if their families or preschool teachers make a referral. In this study, the opinions of the experts working in the identification process in GRCs will be included.

Research suggests that identifying gifted students in early childhood can provide a number of important advantages in terms of maximizing potential, implementing appropriate educational strategies and resources, achieving academic success, better understanding of self-awareness and needs, and increasing social-emotional well-being (Robinson, et al., 2007; Rogers, 2002; Subotnik, et al., 2011). However, the identification of talent in early childhood can bring about a number of problems. The identification of gifted students at an early age can create pressure on children to perform at high levels, cause stress and anxiety, and create social and emotional difficulties (Cross et al., 2017; Gross, 1999; Olszewski-Kubilius & Subotnik, 2018; Robinson et al., 2007). In addition, if they are unable to locate peers who share their interests and are on the same level as them, may become frustrated and distressed (Sankar-Deleeuw, 2002; Leana-

Taşçılar, 2017). Although many researchers increasingly recognize the benefits of early childhood identification in terms of early intervention and educational planning (Pfeiffer & Petscheri, 2008), the debate on early identification continues.

Both on a global scale and in Türkiye, there are some limitations on the identification of gifted children and students both in terms of methods and identification tools (Bal-Sezerel, 2020; Cao et al., 2017; Karadağ, 2022). One of the most fundamental limitation of early identification stems from questions about whether giftedness can be identified reliably in early childhood (Gottfried et al., 2009). One of these questions is the adequacy of the measurement tools used in identification. As a matter of fact, both Thorndike (1940) and a number of researchers have stated that tests in early childhood have limitations in detecting intelligence test performance at school age (Baron & Leonberger, 2012; Colombo, 1993). Research suggests that intelligence tests might not capture the whole range of cognitive abilities associated with giftedness and may be biased against children from low-income or culturally distinct groups (Callahan, 2017). At this point, it is argued that a number of assessment tools should be introduced in addition to standardized intelligence tests. The identification of gifted children is a complex process that requires the use of multiple criteria and assessment tools. The use of multiple criteria and assessment tools in the identification of gifted children is beneficial in terms of reducing measurement errors, providing a complete understanding of students' giftedness, including students from disadvantaged groups, and providing multiple opportunities for students to demonstrate competence (Geiser et al., 2016; Gökdemir, 2017; Hartas et al., 2008; McBee et al., 2014; Pfeiffer, 2015). However, two controversial issues arise when using a multi-criteria identification strategy. First, which assessment tools and/or assessment methods should be used, and second, how accurately and in detail the information from different assessment tools, which may or may not contradict each other, should be combined (Cao et al., 2017). At this point, it is also important to consider the competence of experts involved in the identification of gifted students in early childhood. Pyryt (2004) states that for the correct identification of gifted students, the experts making the identification should have expertise in the assessment of gifted students. It is important to know the characteristics of children and the identification and assessment tools very well, and to have expertise in their application, especially in the correct identification of twice-exceptional children (Leana-Taşçılar, 2020). In addition to expertise in special education, there are a number of issues that can help specialists involved in the identification of giftedness in early childhood. These include parental observation, teacher observation/advice and portfolio assessments (Shaklee, 1992). Research suggests that parents' observations of their own children can provide crucial information for identifying young gifted children (Fan, 2003; Pletan et al., 1995). Teacher recommendations/nominations and portfolio assessments have also been widely used to identify gifted students. However, many studies suggest that teacher observations in early childhood are less helpful in aiding identification than parent observations (Gray, 1980; Gear, 1978; Hadaway & Marek-Schroer, 1992). In general, in addition to multiple identification criteria, it is considered best practice to incorporate observations of parents and teachers (Phelps et al., 2023; Robinson et al., 2007; Sutherland, 2008). In conclusion, Preiffier and Petscher (2008) state that accurate identification is the first and most important step in planning services for gifted preschool students. Preiffer (2008) states that as the importance of identification rises, the questions of what, why, how and when come to the fore. At this point, the answers to these questions given by experts involved in early childhood identification will be very valuable.

Valler et al. (2016) stated that the next logical study for future researchers is to interview experts in the field about giftedness. In addition, Brown et al. (2005) draw attention to the importance of practitioners' and policy makers' beliefs about identification. In the literature, there are a number of opinion, perception and recommendation studies on the identification and education of gifted students in early childhood. However, these studies were generally conducted with parents, preschool and ASC teachers (Alemdar, 2009; Bildiren et al, 2020; Çetinkaya & İnci, 2019; Şenol, 2023; Tezcan, 2012). There is no research that comprehensively analyses the opinions of experts involved in identification in early childhood. Indeed, Grant and Morrissey (2021) emphasized that the early childhood period has been neglected in studies on gifted education. Similarly, Demirel-Dingeç and Kirişçi (2023) stated in their research that leading and reputable international journals in the field of gifted education have focused on early identification in recent years. From this perspective, this research is expected to contribute to the field. In Türkiye, the evaluation of special ability is predominantly based on the child's mental performance. Mental performance is generally determined according to the results of group tests and individual intelligence tests conducted through GRCs (Tarhan & Kılıç, 2014). GRCs, which are responsible for the identification and placement of gifted students, play a key role in this process. For this reason, research on the practices in GRCs and the opinions of the employees are also important in this respect (Eker & Sarı, 2021). At this point, it is thought that the opinions of the experts working in identification in GRCs, who are assumed to have a good command of the dynamics of the tests, will make constructive contributions to the literature.

Gifted children often exhibit exceptional talents or strengths in academic, creative or social-emotional areas, or in some areas. Professionals involved in identification can help to identify these strengths and provide information that can help to identify giftedness. By providing information about a child's strengths and needs, they can help to develop appropriate education plans and interventions with guidance to parents and teachers. They can also make recommendations for appropriate educational and enrichment opportunities that can support a child's development. Overall, the opinions of diagnosticians can be an important component of early childhood giftedness identification as they can provide valuable and in-depth information that helps to identify a child's strengths and needs.

Considering the results of the studies mentioned above, this study aims to address a critical gap in the literature on early identification of gifted children. Specifically, it seeks to analyze the strengths and weaknesses of the methods employed in this process by focusing on the perspectives of experts directly involved in early identification. Given that existing studies in the literature predominantly focus on parents, preschool teachers, and ASC teachers, this study is expected to make a unique contribution by incorporating the insights of early childhood identification experts for the first time. Moreover, considering the growing interest in early identification within the international literature and the distinct dynamics of identification processes in the Türkiye context,

this study is anticipated to provide valuable contributions to both national and international gifted education literature. In the light of all these predictions, the purpose of this study is to obtain the opinions of experts involved in the identification of gifted children in early childhood. In line with this main purpose, expert opinions on the identification of gifted children in early childhood are evaluated with a set of interview questions.

Methodology

Research Design

The aim of this study is to examine experiences of experts involved in the identification of gifted children in early childhood. The research employed the phenomenological approach, a qualitative research method, as its study design. The phenomenological approach allows for a deeper analysis and comprehension of a phenomenon or occurrence (Creswell, 2013; Yıldırım & Şimşek, 2021). This approach is qualitative research in which researchers examine participants' perspectives, emotional experiences, thoughts, and how they perceive events (Merriam, 2013). In this study, semi-structured interview technique was used to reveal the experiences of the participants. The semi-structured interview technique enables the elicitation of experiences and new and unexpected meanings, the development and renewal of intervention methods, the production of policies for needs, and the researchers to obtain more in-depth and richer information (Neergaard et al., 2009; Patton, 2002). The procedures carried out within the scope of the research are given in Figure 1.

Participants

Fifteen experts working in diagnostics in GRCs in Gaziantep, Erzincan, Malatya and İstanbul provinces, selected through convenience sampling participated in the study. Convenience sampling provides practicality and speed to the research as it selects participants with close and easy access (Yıldırım & Şimşek, 2021). The data was obtained through interviews with 15 identification experts (psychological counselor) working in GRCs. Before starting the interviews, appointments were made with CRCs directors and diagnosticians, and preliminary interviews were conducted with them. As a result of the information, participation in the research group was voluntary.

The subjects participating in the research can be handled in two different structures in the context of the research method. The first one is the participants, and the second one is the researchers. In this context, nine of the participants were male and six were female. All of the participants were experts who had one or more roles in the identification of gifted individuals in early childhood and had experience in identification. Participants are also individuals with experience of identifying one or more refugee and migrant children. In addition to all these, the participants were responsible for identifying gifted children in early childhood to serve the purpose of the study. All of the participants work in GRCs under the MoNE. In addition, the researchers, who are the other subjects of the current study, are doctoral students and doctoral graduates in the field of giftedness and are experienced in qualitative research methods.

Instrument

A semi-structured interview form developed by the researchers in line with the purpose of the study was used to examine the views of experts involved in early childhood identification. Semi-structured interview is a qualitative data collection technique consisting of open-ended questions that allow the researcher to control the interview on the one hand and provide flexibility for the participant to answer the focal question in depth on the other (Willig, 2013). After the development of the semi-structured interview form, the opinions of five faculty members who are experts in the field of gifted education were obtained. Based on the opinions received, consensus was reached on six of the eight questions, but 2 questions were suggested to be reorganized. In line with the feedback from the experts, the two questions were reorganized. Afterwards, a pilot study was conducted. According to the results of the pilot application, the interview questions were revised and the final form was created in line with the expert opinions. The questions in the interview form are given below in order:
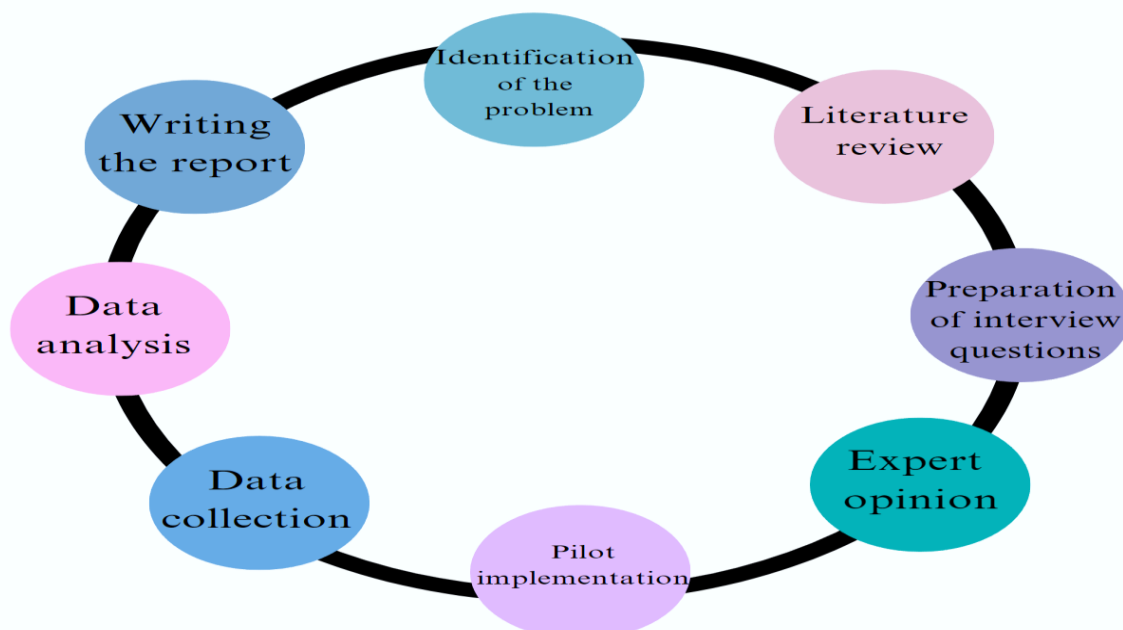

Figure 1. Procedures conducted within the scope of the research

1. What do you think special ability is? How would you define it?
2. What do you think about the identification of gifted children in early childhood? (Can you evaluate the necessity and appropriateness of identification in this period?)
3. Which characteristics of a child nominated in early childhood make you think that the child is gifted?
4. What do you think about the strengths and weaknesses of the tools used in identification? How do you deal with these weaknesses?
5. How does the information you get from the family contribute to the identification process?
6. How does the information you get from the teacher (if he/she receives preschool education) contribute to the identification process?
7. What do you think about the competence of identification tools used in early childhood to identify disadvantaged groups (refugees, immigrants, minorities, single-parent families, twice different children, etc.)?
8. How do you prepare a child for the test before administering it to a child in early childhood?

Data Analysis

The interview data obtained from the experts was transferred to a separate word document. The data was then transferred to the NVIVO 11 program and subjected to content analysis. Content analysis is an analysis technique in which themes, categories, and codes are created by using words or groups of words to reflect the essence of a text (Büyüköztürk, et al., 2020). The main purpose of content analysis is to explain the interview data and to reach the concepts and relationships between concepts (Yıldırım & Şimşek, 2021). The frequency (f) of the analyzed data consisting of explanations and sample quotations of the interviewees are presented in the findings section. Interviewer codes were used as Expert 1 (E1), E2, ...E15.

Credibility and Consistency

In the current study, the data collection process was ended with the data repeating itself. In addition, a consistency study was conducted in the research and the concept of consistency is used in the same sense as the concept of reliability in quantitative research (Yıldırım & Şimşek, 2021). In this context, each action was discussed and explained in detail during the current research. In addition, the researchers took care to avoid prejudices and tried to collect the data in detail to increase credibility. Then, the data analyses were submitted for expert review. To ensure reliability, it is very important that the coders reach a consensus and get the opinion of a different expert (Türe, 2023). Feedback was received from three experts who are competent in the field. As a result of the feedback received, corrections were made in the errors detected. At this point, Miles and Huberman's (1994) calculation methods were used to ensure inter-coder agreement, and according to Miles and Huberman (1994) the agreement should be at least 0.70. In the current study, the agreement between the coders was calculated as 0.83. Thus, it can be said that the reliability in the current study is sufficient.

Findings

In this section, the findings obtained as a result of the interviews with experts working in early childhood identification are presented. According to the findings, themes such as the concept of giftedness, signals of giftedness, identification in early childhood, tests used in educational identification, pre-test preparations, family and teacher influence on correct identification were identified. The themes are given in Figure 2.

These themes are explained respectively. Experts' views on the concept of special ability are presented in Table 1.

Table 1. Experts' views on the concept of giftedness

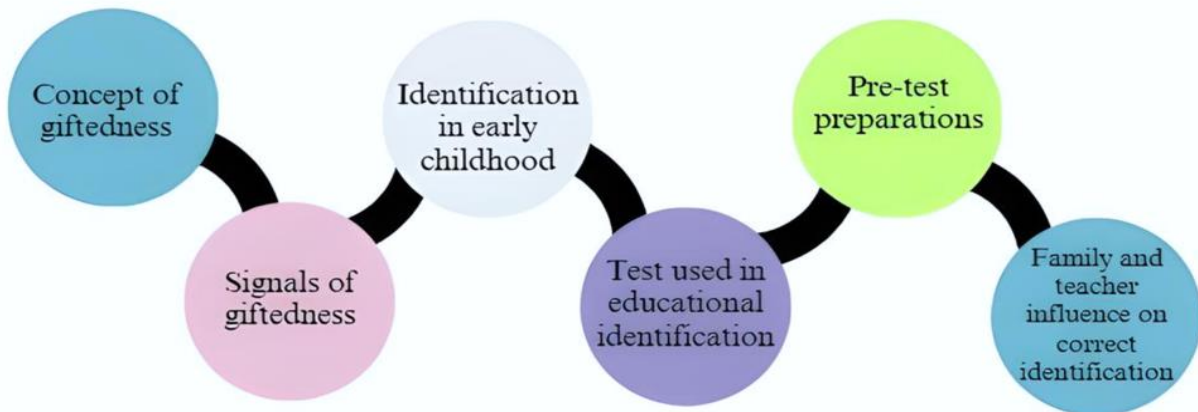| Definitions		f
	Performing above average	9
	Being creative	8
	Problem solving	5
	Fast comprehension-learning	5
	Become a leader	4
	Higher order thinking	3
	Interested in art	3
	Academic achievement	2
	Acting independently	2
	Being curious	2
	Being careful	1
	Overexcitibility	1
Total		**45**

Figure 2. Themes related to the opinions of experts involved in the identification of children gifted in early childhood

It is seen that performing above average, being creative, problem solving, fast comprehension-learning come to the fore in the special ability definitions of the experts. Again, being a leader, thinking at a higher level, being interested in art, and being academically successful are also mentioned by the experts. Excerpts from the experts' opinions are given below:

In my opinion, special ability is a display of skills in some areas that are above the average accepted by the society (E1).

In my opinion, gifted individuals are individuals who learn faster than their peers, like to act independently, are curious, have high creativity capacity, leadership capacity, and exhibit a significant performance difference in terms of abstract thinking skills (E11).

Compared to their peers, they have high learning speed, developed creativity skills, high capacity in artistic and leadership issues, can interpret abstract ideas, act independently in subjects they have knowledge about, and show high performance in these areas of interest (E4).

Experts conduct interviews with the parents before administering the test to the child who comes for individual identification. During the interviews, they ask the parents questions to get to know the child and try to get to know the child better. Both during these interviews and their own observations, they have indicated some signals that they consider to be strong signals that the child is likely to be gifted. The opinions on these signals are presented in Table 2.

Table 2. Experts' views on signals of giftedness

Signals	f
Advanced language skills	11
Creativity	9
Higher order thinking	9
Questioning	7
Fast comprehension-learning	5
Looking from different perspectives	5
Overexcitibility	4
Focusing	3
Visual perception	2
Performing above average	2
Early walking	1
Early speech	1
Imagination	1
Leadership	1
Total	**61**

Among the signals mentioned by the experts, receptive and expressive language skills, creativity, high-level thinking, inquisitiveness, rapid comprehension-learning, looking from different perspectives and hypersensitivity stand out. Excerpts from the experts' opinions are given below:

Good self-expression skills, high vocabulary, good visual perception, quick thinking and practical solutions, perspective on events, logical questions and high questioning skills make me think that a child is gifted (E2).

Creativity, abstract thinking related to the field of interest, interpreting situations as they perceive them differently, the ability to analyze because of their talent, a higher skill in establishing cause and effect relationships, and an individual who is aware of themselves and contexts are in my opinion gifted (E3).

Characteristics such as imagination, functional receptive and expressive language, capacity for rapid comprehension, perspective on events, significantly

superior performance in a field compared to peers, leadership, and sensitivity make me think that a child is gifted (E7).

Experts also made statements about early childhood identification. All but one of the experts stated that early childhood identification is necessary and important. They also emphasized what should be considered in early childhood identification. The opinions of the experts on early childhood identification are given in Table 3.

Table 3. Experts' views on identification in early childhood

Identification in Early Childhood		f
Necessary and important	To unlock potential	6
	For program differentiation	5
	For academic development	3
	For social and emotional development	3
	For planning	3
	Because it's a critical period	2
	Total	**22**
Unnecessary	Tests inadequate	1
	Play period	1
	Total	**2**
Things to watch out for	Family guidance should be provided	6
	The possibility of error in measurement should be considered	2
	Total	**8**
	General Total	**32**

Experts who considered identification necessary and important in early childhood drew attention to revealing potential, program differentiation, academic, social and emotional development, post-identification planning, and the critical period. Excerpts from the experts' opinions are given below:

I think that identification in early childhood is important because it is very valuable in terms of discovering children's talents, skills and capacities at an early stage and progressing in this direction, receiving education and developing (E14).

If gifted children are not identified, they have difficulties in school processes. From this point of view, early identification is a necessity in my opinion. If they can be identified in the preschool period, we will have the opportunity to differentiate educational practices (E6).

Early identification of gifted individuals has a very important place in terms of the measures to be taken and the plans to be made in the rest of the process (E4).

The expert who considered identification unnecessary in early childhood explained that this period is a play period, that a healthy determination cannot be made in this period, and that tests are insufficient to diagnose children in this period:

In the early childhood period, I believe that we should not be in too much of a hurry because children are mostly in the play period and our definition is more of an academic assessment. But if we consider it as 0-8 years old instead of 0-6 years old, then yes, the early childhood period may be more appropriate in the 6-8 age range, and I do not think that the measurement tools in the definition in the younger age group generally collect very healthy data in that age group (E12).

Although experts generally consider identification in early childhood necessary and important, they added that there are some issues to be considered in this process. In particular, they stated that families should be guided and underlined that the possibility of error in measurement should not be forgotten. Excerpts that may be examples of the experts' opinions are given below:

Early identification is very important, but there is also a social and psychological dimension, which can put pressure on the child from an early age. They expect much more than the child can do, like you are already superior. Both the family and the teacher can cause the child to be labeled (E10).

Early childhood years are the years when the development process is the fastest, and mental development is especially rapid in these years. Therefore, I see the possibility of errors in identification activities between the ages of 0-6 as high (E6).

Experts also expressed their opinions about the tests they used in educational identification. It is seen that there are two successive stages in the identification of gifted students. The first one is group screening with the help of tablets, and the second one is individual identification, which they referred to as "intelligence tests". Experts stated that the tests used in both individual and group identification have strengths and weaknesses. Experts' opinions on the tests used in identification are given in Table 4.

Table 4. Experts' views on tests used in educational identification

Educational Identification			f
Individual identification	Strengths	Being multidimensional	5
		Reliable and valid	2
		Individual attention	1
		Total	**8**
	Weaknesses	Lack of healthy results in disadvantaged groups	15
		Small dimensions	8
		Failure to consider cultural differences	8
		Dissemination of questions	5
		Out of date	1
		Total	**37**
Group identification	Strengths	Practical	2
		Economic	1
		Reliable and valid	1
		Considering cultural differences	1
		Total	**5**
	Weaknesses	Small dimensions	1
		Lack of equal opportunity	1
		Total	**2**
		General Total	**52**

When the table is examined, among their strengths, the experts highlighted the multidimensionality of the tests employed in individual identification, their validity and reliability as well as their tailored application. On the other hand, there were also those who thought that intelligence tests were not very inclusive as a weakness. All the experts pointed out that the tests can not measure disadvantaged groups properly. Specifically, in language-related questions, they stated that immigrant children failed because they could not comprehen the instructions and suggested the development of

scales that include disadvantaged groups. In addition, it was reported that the questions asked in the test were shared on the internet or other platforms. There was no confidentiality, children who came to the test saw the questions beforehand and therefore errors were introduced into the measurement. Excerpts from the experts' opinions are given below:

I use Anadolu Sak Intelligence Scale (Asis). Asis has many sub-dimensions; it is powerful in this respect (E9).

Keeping the norm broad, applying it many times and giving the same results. I can say that it is reliable (E7).

Among refugees and migrants, I think it negatively affects the outcome in children with poor language development and adaptation. I also think it significantly affects the outcome in children traumatized after traumatic events (E4).

In tests with a verbal dimension, we really have problems with refugees, migrants and minorities. I mean, especially in terms of language. This is a big problem. I think scale developers should pay attention to this (E13).

I have some problems with the tools. The confidentiality of the scales used has almost disappeared. In other words, the student who reaches the individual assessment stage in the definition can obtain data from the content of this scale outside and access these questions (E6).

Among the strengths of the group identification tests, the experts indicated that they were practical to administer, economical because they were administered to many people in a short period of time, provided reliable and valid findings, and took cultural differences into account. On the other hand, they emphasized that the questions were not very inclusive, measured few dimensions, and were not suitable for equal opportunity as not everyone had the chance to use the tablet beforehand. Examples of the experts' opinions are given below:

It provides the opportunity to identify more than one student at the same time. It provides practicality in tablet-based assessments compared to other tests. Its weaknesses are that it does not cover different abilities of students, and some students may not be able to show their real performance during the application process. It provides disadvantages for students with low economic level (E1).

The tablet application used in group identification is more appropriate. Independent of culture and language (E6).

It is understood from the opinions of experts that some preparations are made before the intelligence test. These preparations are made so that the child can show the best performance. The opinions of the experts regarding the preparation before the test are given in Table 5.

Table 5. Experts' views on pre-test preparations

Preparations		f
	Creating an environment of trust	13
	Information	11
	Waiting to be ready	9
	Determine if there is a physiological need	8
	Organizing the test room according to the individual	4
	Total	**45**

It is seen that the experts chatted about daily topics to make the children feel safe before starting the test and emphasized that this was not an exam in order to correct possible

misinformation of the child. In addition, it is understood that before the test, they check whether the child has any physiological needs; they organize the room, table and seat according to the child and wait for the child to feel ready. Excerpts that may be examples of the experts' opinions are given below:

Children usually come to the test with high anxiety and sometimes they get excited because they are young. I attach great importance to the first contact, when we make contact with the first child, I show a smiling face and act warm. I explain that this is not a test (E6).

I explain that we are going to do a study and that this is not an exam. I give information about the practice we will do (E3).

I start the test after making sure that his excitement has subsided, his toilet needs have been met, he has had a good night's sleep and his stomach is full (E5).

Experts said that they also consulted the views of the family and teachers in order not to make a decision based only on the test results. They stated that they examined the form received from the teacher before the test, if any, and tried to get to know the individual better by meeting with the family. The opinions of the experts regarding the influence of family and teacher on the correct identification are given in Table 6.

Table 6. Experts' views on the influence of family and teachers in correct identification

Family and teacher influence on correct identification			f
Family	Positive impact	Facilitating expert judgment	10
		Facilitating individual recognition	8
		Increasing expert readiness	5
		Total	**23**
	Negative impact	Manipulating the expert	5
		Making it difficult to recognize the individual	3
		Total	**8**
	No impact	No impact	1
		Total	**1**
Teacher	Positive impact	Facilitating individual recognition	10
		Facilitating expert judgment	4
		Total	**14**
	No impact	No impact	1
		Total	**1**
		General Total	**47**

When the table is analyzed, it is seen that the information received from the family enables the experts to get to know the child better and makes the decision to be made more valid. However, it is understood that some families try to mislead and manipulate the experts by making the child look different from what he/she really is because they want their children to be gifted. Excerpts that may be examples of the experts' opinions are given below:

Families mostly give information about the child's personal characteristics. I get information about the child's communication and behaviors in the home environment. This information helps me to know how to approach the child during the identification (E10).

Family information is very important. Without information from the family, making a decision based only on the test result may lead to mistakes (E15).

The information obtained from the family provides information about the child's personality, attitude and behavior. It increases the practitioner's readiness for the identification process (E3).

The family does not contribute much here (E12).

It is seen that the information the experts receive from the teacher is also useful. Likewise, a detailed information form from the teacher clarifies the expert's perception of the child and facilitates the decision to be made. Examples of the experts' opinions are given below:

The information we get from the teacher is actually more realistic. Because they do not have any blood ties here, they can make more objective observations and make more logical observations (E11).

I've always cared about the child's story. Because individuals may not always perform well. When we apply the scale, it may be one of them. Therefore, I think the history is an indispensable criterion in identification (E15).

When teachers recommend children here, they fill out a form. In general, this form does not help us much. They evaluate them according to their success in the class, they may not have much information about special ability. This is what I think at this point (E14).

Discussion, Conclusion and Recommendations

This study examined the opinions of experts involved in the identification of gifted children in early childhood. The first finding of the study is the meaning and definition of giftedness. In the study, the experts involved in identification generally defined giftedness as performing above average, being creative, problem solving, fast comprehension-learning. In addition, they also defined it as leadership, high-level thinking and artistic capacity, curiosity, hypersensitivity and acting independently. Considering the definitions, it is seen that the experts involved in diagnosis know what special ability is. Children who exhibit exceptional achievement in any one of the following areas general intellectual skills, special academic skills, leadership, creative and productive thinking, artistic and psychomotor skills or who have exceptional potential skills in any one of these areas are considered gifted, according to the Marland Report (1972). Special Education Services Regulation (MoNE, 2018) defines gifted people as those who learn more quickly than their peers, possess exceptional academic ability, creativity, artistic and leadership potential, and the ability to comprehend abstract concepts. They also like to act independently and perform at a high level. Considering these definitions, it can be said that experts involved in identification have general knowledge about special ability. As we emphasized at the beginning, the experts who took part in the identification process mostly emphasized the performance theme. This emphasis is also prominent in the study of Bildiren et al., (2020), in which they examined the views of preschool teachers on the concept of giftedness. However, it should not be forgotten that gifted children may not always be able to transform their potential into performance. As a matter of fact, Olszewski-Kubilius and Thomson (2015) emphasize that gifted children may have a potential talent, and this talent may turn into performance in the future. Hodge and Kemp (2006) examined the effectiveness rate of teachers' recognition of gifted students. In the study, it was found that students with

high achievement in the classroom were generally identified more frequently, but children who could not transform their talents into academic success were only seen as above average.

In the second finding of the study, the experts involved in identification indicated some signals that they considered to be strong signals of giftedness in early childhood as a result of their observations. Among the signals mentioned by the participants, receptive and expressive language skills, creativity, higher-order thinking, inquisitiveness, rapid comprehension-learning, looking from different perspectives and hypersensitivity stand out. In our research, participants emphasized language skills the most. In early childhood gifted children, original and meaningful verbal expressions and language development are expressed as the most prominent features that distinguish them from their peers (Porter, 2005; Perleth et al., 1993). In fact, Gross (1993) found that gifted children understand words better than their peers and older children, their speech is more complex and fluent, and they have advanced language development. In addition, studies have also revealed that gifted individuals in early childhood are sensitive to social issues, have a developed sense of morality and justice, learn easily and quickly, are curious, can make abstract connections and think differently (Bildiren, 2017; Cukierkorn et al., 2008; Piechowski, 1992).

In the third finding of the study, the participants also made statements about early childhood identification. All but one of the participants stated that identification in early childhood is necessary and important. They also emphasized what should be considered in early childhood identification. The experts who considered early childhood identification necessary and important pointed out the following as reasons, revealing potential, program differentiation, academic, social and emotional development, post-identification planning and the critical period. The participant who considered identification unnecessary in early childhood stated that this period is a play period, that a healthy determination can not be made in this period, and that tests are insufficient to diagnose children in this period. Although the participants generally considered identification in early childhood necessary and important, they added that there are some issues that need to be addressed in this process. They stated that families should be guided and underlined that the possibility of error in measurement should not be forgotten. Identification in early childhood is necessary and important in realizing the potential of the individual and making instructional planning (Chamberlin et al., 2007; Harrison, 2004; Jolly & Kettler, 2008; Pfeiffer, 2015). The majority of the participants also stated that identification in early childhood is necessary and important. In addition, Johnsen and VanTassel-Baska (2022) stated that accurate and appropriate identification is necessary for gifted students in early childhood to receive education appropriate to their level with differentiated programs. Early identification is considered very important for social and emotional development as well as academic and educational needs (Schofield & Hotulainen, 2004). The statements of experts who stated that identification in early childhood is unnecessary and insufficient have also been discussed in the previous research. Eker and Sarı (2021) compared grade levels in the identification of gifted children according to expert opinions. The study shows that the process of identification at an early age has some disadvantages and limitations. This generally includes challenges related to the validity and reliability of the identification process. However, many experts believe that when these disadvantages are minimized with some additional measures and appropriate instrumental arrangements, the advantages of early identification outweigh the disadvantages. The conclusions indicated that there are four distinct dimensions in which reducing the age of identification has drawbacks. According to the views of the participants, it was revealed that there were difficulties in the identification process at an early age in terms of students' ability to express themselves, their level of readiness for the identification process, their level of understanding the application instructions and their level of tolerance for the application period. In addition, Walsh, et al., (2010) state that there is hesitation about the reliability of identification in early childhood and that labeling children is inappropriate and a strong emotion.

In the fourth finding of the study, the participants also expressed their views on the tests used in educational identification. It is seen that there are two successive stages in the identification of gifted students. The first one is group screening with the help of tablets, and the other one is individual identification, which is referred to as "intelligence tests" in their words. Experts stated that the tests used in both individual and group identification have strengths and weaknesses. The strengths of the tests used in individual identification are that they are multidimensional, provide reliable and valid results, and are individually administered. On the other hand, there were some participants who thought that intelligence tests were not very inclusive as a weakness. All of the participants pointed out that the tests cannot measure disadvantaged groups properly. Especially in language-related questions, they stated that immigrant children failed because they could not understand the instructions and suggested the development of scales that include disadvantaged groups. Considering the provinces where the research was conducted, our provinces have the highest immigrant and refugee population. It is very valuable to eliminate the limitations of the test in terms of integrating the gifted immigrants and refugees who continue their education in Türkiye into the society. In addition, it was reported that the questions asked in the test are shared on the internet or other platforms, there is no confidentiality, children who come to the test see the questions beforehand and therefore errors are introduced into the measurement. Participants listed group screening tests' practicality, economy they may be given to a large number of people in a short period of time reliability and validity of the results, and consideration of cultural differences as some of its strengths. On the other hand, they emphasized that the questions were not very inclusive, measured few dimensions, and were not suitable for equal opportunity as not everyone had the chance to use the tablet beforehand. Although the identification tools used in early childhood have limitations, they are actively used in identification because they are multidimensional, and their reliability and validity studies have been proven. A previous study discovered that school administrators mostly stated performance measurement and teachers working in the field of giftedness stated standardized tests as the most important method in the identification of giftedness (Schroth & Helfer, 2008). Our participants mentioned that group intelligence tests are particularly practical and economical. Since group intelligence tests are less expensive than individual intelligence tests, they are frequently utilized as screening tools (Assouline, 1997). However, research generally does not recommend group intelligence tests for early childhood identification because individual tests are better measures of specific ability levels

than group tests (Gray, 1980; Sattler, 1992). Our participants also emphasized the weaknesses of the tools used in identification, and revealing and discussing these aspects are very valuable in terms of the quality of the tools to be developed in the future.

The most emphasized finding is the weakness of identification tools in measuring disadvantaged groups. Research shows that students from disadvantaged groups often perform poorly on assessments compared to other students (Erwin & Worrell, 2012; Vista & Grantham, 2009). In addition, the use of identification tools developed in Western countries may not take into account local and cultural concepts of giftedness, and this incompatibility can be problematic. Certain research findings indicate that evaluation instruments created for Western populations might not consistently be suitable for accurately identifying gifted students from other cultural backgrounds (Ford et al., 2008; Grant & Morrissey, 2021). Another weakness of identification tools may be related to the diversity of norm groups. Research indicates that there is no guarantee of equitable representation of ethnic, cultural, and linguistic minority groups in special education programs when intelligence tests, as they are currently designed and normed, are used to select students (Barkan & Bernal, 1991; Rogers & Oppenheimer, 1991). In his study with test developers, Valler (2016) reported that one particularly intriguing discovery was that many of the popular tests used to determine giftedness were not created with the gifted community in mind. Based on Howard Gardner's (1983) definition of intelligence or human intellectual competence, Maker (1996) emphasizes that it should be accepted that intellectual skills and competence may differ between cultural environments. He stated that there may be traditional differences in problem solving, problem identification, creativity, and product creation. Gardner's theory also holds that the identification and development of exceptional talent in linguistic, ethnic, and cultural minority groups depends critically on the cultural context. Maker (1996) also noted in his research that there is a need for diagnostic practices that are valid and reliable measures of the abilities found in and valued by various ethnic, cultural and linguistic groups. The suggestion of our experts that the scales should be developed that include disadvantaged groups seems to be in line with Maker's statements. In addition, in the 2014 update of the Standards for Testing in Education and Psychology, significant progress has been made in addressing and better understanding the concept of bias in more detail under the heading "Unbiasedness in Measurement". This update aims to increase sensitivity to the effectiveness and impartiality of tests. It identifies common types of bias in testing. For example, bias due to factors such as gender, ethnicity, cultural differences, language skills, etc. The update emphasizes the importance of accurate test sampling. Tests should include representatives from different demographic groups and include people with a range of abilities and skills. The update also emphasized the development of tests that are sensitive to cultural differences. Cultural adaptability emphasizes that tests should be designed and administered in a way that is appropriate to a person's cultural and linguistic characteristics (American Psychological Association [APA], 2014). Our participants emphasized the confidentiality of the questions in the identification tools. This is a sensitive issue that needs to be addressed in detail. With the development of technology, privacy risks may increase, but it should be kept in mind that more secure and protected solutions may also emerge.

Continuous review of security measures to protect the confidentiality of the tools and questions used in the identification of gifted children and the use of up-to-date versions of measurement tools increase the quality of the identification process. In parallel to this, Güçyeter and Sak (2020) stated that as a result of using outdated intelligence tests, more children may be identified as gifted than they actually are. This situation may lead to low validity of the identification and thus to educational and social problems. Although it has been banned in the last few years, a number of activities were carried out in unofficial institutions and platforms under the name of ASC preparation courses that prepared students for the identification processes at an early age for many years in Türkiye. As a result of this situation, unreliable results are likely to emerge in the identification process. The study reveals that one of the reasons for the confidentiality problem expressed by our experts is due to this reason. For this reason, it is considered very important that the Directorate General for Special Education and Guidance Services of the MoNE orders the closure of such courses.

In the fifth finding of the study, the views of the participants on pre-test preparation were revealed. It is seen that the experts talked about daily topics to make children feel safe before starting the test and emphasized that this was not an exam to correct possible misinformation of the child. In addition, it is understood that before the test, they agenda whether the child has any physiological needs; they organize the room, table and seat according to the child and wait for the child to feel ready. The Test User's Guide prepared by the International Test Commission (ITC) mentions a number of tasks that a qualified test administrator is expected to fulfill before administration (ITC, 2001). They are expected to make all the necessary preparations to prepare the person to be tested for the test, create the appropriate test administration environment and prepare the test materials. They should also properly inform the person or their legal representative about the content of the test and how the results will be used, explain their rights and responsibilities, and obtain explicit authorization from the test taker or their legal representative before any testing takes place (ITC, 2001). When this finding of our research is evaluated within the framework of the report prepared by the ITC, it shows that our participants are aware of their responsibilities. The preparations made by the participants are especially valuable for a child in the early period. This is because in this period, children may be affected by external factors more quickly and may not pay attention to the test. This may negatively affect the result of the test and may even lead to misdiagnosis. Ford and Dahinten (2005) showed that physical conditions such as objects that may distract the child's attention in the place where the test is applied, physical conditions such as temperature and humidity, and noise in the external environment during the application are among the reasons that negatively affect the application of intelligence tests in early childhood.

In the last finding of the study, the views of the participants on the effect of family and teacher views on the correct diagnosis were revealed. It is seen that the information received from the family enables the experts to get to know the child better and makes the decision to be made more valid. However, it is understood that some families want their children to be diagnosed as gifted, and they try to mislead and manipulate the experts by making the child look different than he/she really is. It is seen that the information the participants received from the teacher was also useful. Likewise, a detailed

information form from the teacher clarifies the expert's perception of the child and facilitates the decision. According to our participants, the information received from teachers and parents before diagnosis complemented each other and contributed to the process. While parents can better observe their children's speech development, behaviors and individual characteristics from birth, teachers can better observe children comparatively among peer groups. The use of these observations in the identification process is very valuable in terms of its contribution to the identification of giftedness in early childhood. Research also suggests that multiple criteria such as teacher and parent nominations, creativity assessments, and non-verbal assessments should be used for effective early identification (Davis et al., 2013; Kettler et al., 2017; Lohman & Foley-Nicpon, 2012; Pfeiffer & Blei 2008). Some of our participants mentioned that the information provided by some families was exaggerated and manipulated. This may be due to the fact that some families see giftedness as social acceptance and prestige. However, some studies indicate that families tend to underestimate their children's abilities (Ehrlich, 1980). Both exaggerated information by some families, as stated by the participants in this study, and underperforming information may negatively affect the identification process. Objective information provided by parents will contribute to the identification process. Numerous studies have demonstrated that parental observation can yield important information for identifying gifted young children when parents provide precise and accurate information about their young children's development (Fan, 2003; Pletan et al., 1995).

In line with the findings of the study, several recommendations were made.

1. In the identification tools to be developed, it is recommended to include a sufficient norm group from disadvantaged groups and to consider the language problems that arise in disadvantaged groups.

2. Due to access and confidentiality issues, it is recommended that updated versions of current intelligence tests be used and that confidentiality policies be reviewed.

3. In order to increase the quality of parent and teacher referrals, which play an important role in early identification, it is recommended that comprehensive programs and trainings on early giftedness be provided to families.

4. It is recommended that families should keep a diary of their children's development and behaviors that catch their attention since birth. This is because families sometimes forget the early behaviors and characteristics of their children. Precise information given to experts seems to increase the quality of identification in this period.

5. In Türkiye, it is seen that the methods and tools for identifying gifted students vary from year to year. At this point, it is recommended to introduce a systematized identification system that takes cultural values into consideration.

Despite all the contributions of this study, there are some limitations that should be considered in the interpretation of the current research. First, the results of this study are based on the personal perceptions of the interviewed experts and possible response errors. Also, as the interviews were conducted at one point in time, there may have been some difficulties in establishing cause-effect relationships, as no long-term follow-up or experimental interventions were conducted. Likewise, as the interviews were conducted with experts in Gaziantep, Erzincan, Malatya and İstanbul, there is a possibility that the results of this study may not be fully representative of the general population. However, it is important to note that this study is based on qualitative research methods and therefore does not aim to generalise.

Author Contributions

Author Contributions all authors equally took part in all processes of the article. The completed version of the study was read and approved by all authors.

Ethical Declaration

The selection of study participants was optional. Additionally, they were told both orally and in writing that the information they provided would only be utilized for scientific research. Pseudonyms were assigned to the participants to guarantee their anonymity. Additionally, approval from the ethics committee was obtained prior to the study's commencement. Following the audit, approval was obtained for the study with the report from the Istanbul University Cerrahpaşa Social Sciences and Humanities Research Ethics Committee Presidency, dated 02.05.2023, bearing the E-74555795-050.01.04-686395 number and the Ethics Committee Approval No: 2023/199.

Conflict of Interest

The authors report no financial or personal relationships with any of the study participants or institutions.

References

Alemdar, M. (2009). *Early childhood children determining the gifted parents, teachers and comparison of expert opinions.* (Unpublished Master Thesis). Gazi Üniversity, Ankara.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (2014). *Standards for educational and psychological testing.* Washington, DC: American Educational Research Association

Assouline, S. G. (1997). *Assessment of gifted children.* In N. Colangelo, & G. A. Davis (Eds.), Handbook of gifted education (pp. 89−108). Boston: Allyn & Bacon.

Aşık M, Zelyurt H, (2021). Investigation of parents' views regarding the recognition and education of specially talented individuals in early childhood period. *Pegem Journal of Education and Instruction*, *11*(4), 44-52 https://doi.org/10.47750/pegegog.11.04.05

Bal Sezerel, B., (2020). *Özel yeteneklilerin erken tanılanması.* Sak. U. (Ed.), Üstün Yeteneklilerin Tanılanması (pp.147-166) içinde. Vize Akademi.

Barkan, J. H., & Bernal, E. M. (1991). Gifted education for bilingual and limited english proficient students. *Gifted Child Quarterly,* *35*(3), 144–147. https://doi.org/10.1177/001698629103500306

Baron, I. S., & Leonberger, K. A. (2012). Assessment of ıntelligence in the preschool period. *Neuropsychology Review,* *22*(4), 334–344. https://doi.org/10.1007/s11065-012-9215-0

Bildiren, A. (2017). Developmental characteristics of gifted children aged 0–6 years: parental observations. *Early Child*

Development and Care, 188(8), 997–1011. https://doi.org/10.1080/03004430.2017.1389919

Bildiren, A., Gür, G., Sağkal, A. S., & Özdemir, Y. (2020). The perceptions of the preschool teachers regarding identification and education of gifted children. *Ankara University Faculty of Educational Sciences Journal of Special Education*, *21*(2), 329-356. https://doi.org/10.21565/ozelegitimdergisi.572326

Brown, S. W., Renzulli, J. S., Gubbins, E. J., Siegle, D., Zhang, W., & Chen, C. H. (2005). Assumptions underlying the identification of gifted and talented students. *Gifted Child Quarterly*, *49*(1), 68–79. https://doi.org/10.1177/001698620504900107

Büyüköztürk, Ş., Çokluk, Ö., & Köklü, N. (2020). *Sosyal bilimler için istatistik*. Pegem Akademi.

Callahan, C. M. (2017). *Assessment of giftedness with culturally diverse students.* In J. A. Plucker & C. M. Callahan (Eds.), Critical issues and practices in gifted education: What the research says (pp. 69-83). Prufrock Press.

Cao, T. H., Jung, J. Y., & Lee, J. (2017). Assessment in gifted education: A review of the literature from 2005 to 2016. *Journal of Advanced Academics*, *28*(3), 163-203. https://doi.org/10.1177/1932202X17714572

Chamberlin, S. A., Buchanan, M., & Vercimak, D. (2007). Serving twice-exceptional preschoolers: Blending gifted education and early childhood special education practices in assessment and program planning. *Journal for the Education of the Gifted*, *30*, 372-393.

Clark, B. (2015). *Growing up gifted* (8th ed.) Columbus, OH: Charles E. Merrill.

Colombo, J. (1993). *In/ant cognition: Predicting later intellectual functioning.* Newbury Park, CA: Sage.

Creswell, J. W. (2013). Research design: *Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications, Inc.

Cross, T. L., Coleman, L. J., & Stewart, R. A. (2017). *Twice-exceptional learners: Case studies of high ability students with ADHD*. Prufrock Press.

Cukierkorn, J. R., Karnes, F. A., Manning, S. J., Houston, H., & Besnoy, K. (2008). Recognizing giftedness: Defining high ability in young children. *Dimensions of early childhood, 36*(2), 3-13.

Çetinkaya, Ç. & İnci, G. (2019). Teachers' opinions on identifiying gifted and talented children at early childhood period. *Kastamonu Education Journal*, *27*(3), 959-968. https://doi.org/10.24106/kefdergi.2130

Davis, G. A., Rimm, S. B., & Siegle, D. (2013). *Education of the gifted and talented* (6th ed.). Pearson Higher Ed.

Demirel Dingeç, Ş., & Kirişçi N. (2023). A critical review to gifted education in early childhood in Türkiye, Inonu University *Journal of the Faculty of Education, 24*(1), 470-488. https://doi.org/10.17679/inuefd.1201131

Ehrlich, V. Z. (1980). *Identifying gitedness in the early years: From 3 throuh 7. In Ventura Count Superintendent of Schools* (Ed.), Educating the preschool/primary gited and talented (pp. 3-22). Los Angeles CA.

Eker, A. & Sarı, H. (2021). Comparision of grade levels on identification of gifted students according to experts' opinions. *Trakya Journal of Education, 11*(2), 889-899. https://doi.org/10.24315/tred.743586

Erwin, J. O., & Worrell, F. C. (2012). Assessment practices and the underrepresentation of minority students in gifted and talented education. *Journal of Psychoeducational Assessment, 30*(1), 74-87. https://doi.org/10.1177/0734282911428197

Fan, C. F. (2003). The gifted traits checklist for preschool children. Taipei: Dept. of Special Education, National Taiwan Normal University.

Ford, D. Y., Grantham, T. C., & Whiting, G. W. (2008). Culturally and linguistically 182 diverse students in gifted education: Recruitment and retention issues. *Exceptional Children, 74*(3), 289–306. https://doi.org/10.1177/001440290807400302

Ford, L., & Dahinten, V. S. (2005). *Use of Intelligence Tests in the Assessment of Preschoolers.* In D. P. Flanagan & P. L. Harrison (Eds.), Contemporary Intellectual Assessment: Theories, Tests, and Issues (pp. 487–503). The Guilford Press.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences.* Basic Books.

Gear, G. H. (1978). Effects of training on teachers' accuracy in the identification of gifted children. *Gifted Children Quarterly, 22*(1), 90−97.

Geiser, C., Mandelman, S. D., Tan, M., & Grigorenko, E. L. (2016). Multitrait–multimethod assessment of giftedness: An application of the correlated traits–correlated (methods–1) model. Structural Equation Modeling: *A Multidisciplinary Journal, 23*, 76-90. https://doi.org/10.1080/10705511.2014.937792

Gottfried, A. W., Gottfried, A. E., & Guerin, D. W. (2009). *Issues in early prediction and identification of intellectual giftedness*. In F. D. Horowitz, R. F. Subotnik, & D. J. Matthews (Eds.), The development of giftedness and talent across the life span (pp. 43–56). American Psychological Association. https://doi.org/10.1037/11867-003

Gökdemir, S. (2017). *The evaluation of gifted student's diagnostic process according to teacher, parents and student's ideas in our country*. (Unpublished Master Thesis). T.C. Necmettin Erbakan University, Konya.

Grant A., & Morrissey, A. M. (2021). *The young, gifted learner: What we know and implications for early educational practice*. In Smith S.R. (Eds.), Handbook of giftedness and talent development in the Asia-Pacific. Springer.

Gray, B. L. (1980). *The young, gifted child: an overview*. ERIC Document Reproduction Service No ED197 532.

Gross, M. (1993). *Exceptionally gifted children*. Routledge.

Gross, M. U. (1999). Small poppies: Highly gifted children in the early years. *Gifted and Talented International, 14*(1), 13-19.

Güçyeter, Ş. & Sak, U. (2020). *Üstün yeteneklilerin tanılanmasında var olan güncel sorunlar ve çözümleri*. Sak.U (Eds.), Üstün yeteneklilerin tanılanması (pp.185-201) İçinde, Vize Akademi.

Hadaway, N., & Marek-Schroer, M. (1992). Multidimensional assessment of the gifted minority student. *Roeper Review, 15*(2), 73−77.

Harrison, C. (2004). Giftedness in early childhood: The search for complexity and connection. *Roeper Review, 26*(2), 78-84.

Hartas, D., Lindsay, G., & Muijs, D. (2008). Identifying and selecting able students for the NAGTY summer school: Emerging issues and future considerations. *High Ability Studies, 19*, 5-18. https://doi.org/10.1080/13598130801980265

Hodge, K. A., & Kemp, C. R. (2006). Recognition of giftedness in the early years of school: perspectives of

teachers, parents, and children. *Journal for the Education of the Gifted, 30*(2), 164–204. https://doi.org/10.4219/jeg-2006-259

International Test Commission. (2001). International guidelines for test use. *International Journal of Testing*, 1(2), 93-114.

Johnsen, S.K., & VanTassel-Baska, J. (Eds.). (2022). *Handbook on assessments for gifted learners: Identification, learning progress, and evaluation* (1st ed.). Routledge. https://doi.org/10.4324/9781003285991

Jolly, J. L. and Kettler, T. (2008). Gifted education research 1994-2003: A disconnect between priorities and practice. *Journal for the Education of the Gifted, 31*, 427- 446.

Karadağ, F., (2022). *Erken Çocukluk Döneminde Özel/Üstün Yetenekli Çocuklar (Tanılama-Müdahale-Eğitim)*. Eğiten Yayınevi.

Kettler, T., Oveross, M. E., & Salman, R. C. (2017). Preschool gifted education: Perceived challenges associated with program development. *Gifted Child Quarterly, 61*(2), 117–132. https://doi.org/10.1177/0016986217690228

Leana-Taşcılar, Z. M. (2017). *Özel yetenekli öğrencilerin psikolojisine genel bakış*. Leana-Taşcılar, Z. M. (Ed.), Özel yetenekli çocukların psikolojisi. (pp.1-34) içinde. Nobel Yayıncılık.

Leana Taşcılar, Z. M. (2020). *İki kez özel çocukların tanılanması*. Sak.U (Eds.), Üstün yeteneklilerin tanılanması (pp.167-184) İçinde, Vize Akademi.

Lohman, D. L., & Foley Nicpon, M. (2012). *Ability testing and talent identification*. In S. L. Hunsaker(Ed.), Identification: The theory and practice of identifying students for gifted and talented education services (pp. 283-335). Mansfield Center, CT: Creative Learning Press.

Maker, C. J. (1996). Identification of gifted minority students: a national problem, needed changes and a promising solution. *Gifted Child Quarterly, 40*(1), 41–50. https://doi.org/10.1177/001698629604000106

Marland, S.P. (1972). *Education of the gifted and talented* (Vol. 1). Report to the Congress of the United States by the U.S. Commissioner of Education. The U.S. Government Printing Office.

McBee, M. T., Peters, S. J., & Waterman, C. (2014). Combining scores in multiple criteria assessment systems: The impact of combination rule. *Gifted Child Quarterly, 58*, 69-89. https://doi.org/10.1177/0016986213513794

Merriam, S.B. (2013) *Qualitative Research: A guide to design and implementation*. John Wiley & Sons Inc.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. SAGE Publication.

Milli Eğitim Bakalığı (2018). Özel Eğitim Hizmetleri Yönetmeliği. Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü. https://www.resmigazete.gov.tr/eskiler/2018/07/20180707-8.htm

Neergaard, M. A., Olesen, F., Andersen, R. S., & Sondergaard, J. (2009). Qualitative description–the poor cousin of health research? *BMC Medical Research Methodology, 9*(52), 1-5. https://doi.org/10.1186/1471-2288-9-52

Olszewski-Kubilius, P., & Subotnik, R. F. (2018). *Gifted education in America: The historical development of policies and practices*. Routledge.

Olszewski-Kubilius, P., & Thomson, D. (2015). Talent development as a framework for gifted education. *Gifted Child Today, 38*(1), 49-59. https://doi.org/10.1177/1076217514556531

Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods*. 3rd edition. Sage Publications, Inc.

Perleth, C., Lehwald, G., & Browder, C. S. (1993). *Indicators of high ability in young children*. In K. A. Heller, F. J. Monks, & A. H. Passow (Eds.), International handbook of research and development of giftedness and talent (pp. 283–310). Oxford, UK: Pergamon Press.

Pfeiffer, S. I. (2015). Essentials of gifted assessment. Hoboken, NJ: John Wiley.

Pfeiffer, S. I., & Blei, S. (2008). *Gifted identification beyond the IQ test: Rating scales and other assessment procedures*. In S. I. Pfeiffer (Ed.), Handbook of giftedness in children: Psychoeducational theory, research, and best practices (pp. 177–198). Springer Science + Business Media. https://doi.org/10.1007/978-0-387-74401-8_10

Pfeiffer, S. I., & Petscher, Y. (2008). Identifying young gifted children using the gifted rating scales—preschool/kindergarten form. *Gifted Child Quarterly, 52*(1), 19–29. https://doi:10.1177/0016986207311055

Phelps, C., Brazzolotto, M., and Shaughnessy, M.F. (2023). Identification and teaching practices that support inclusion in gifted education. *Journal of Gifted Education and Creativity, 10*(1), 1-9.

Piechowski, M.M. (1992). *Emotional development and emotional giftedness*. In N. Colangelo & G.A. Davis (Eds.). Handbook of gifted education (pp. 285- 305). Allyn & Bacon

Pletan, M. D., Robinson, N. M., Berninger, V. W., & Abbott, R. D. (1995). Parents' observations of kindergartners who are advanced in mathematical reasoning. *Journal for the Education of the Gifted, 19*(1), 30−44.

Porter, L. (2005). *Gifted young children* (2nd ed.). Pen University Press.

Pyryt, M.C. (2004). Pegnato revisited: Using discriminant analysis to identify gifted children. *Psychology Science, 46*, 342–347.

Robinson A, Shore B. M. & Enersen D.L. (2007). *Best practices in gifted educatıon: An evidence-based guide*. Waco, Tx: Prufrock Press.

Robinson, N. M., Shore, B. M., & Enersen, D. L. (2007). Social-emotional needs of gifted students. *Gifted Child Quarterly, 51*(4), 348-365.

Rogers, J. A. & Oppenheimer, S. (1991). *Identifying minority kindergartners for placement of self-contained classrooms for girted first graders A: three year study*. Unpublished manuscript.

Rogers, K. B. (2002). *Re-Forming gifted education: How parents and teachers can match the program to the child*. Scottsdale AZ: Great Potential.

Sankar–DeLeeuw, N. (2002). Gifted preschoolers: Parent and teacher views on identification, early admission, and programming. *Roeper Review, 24*(3), 172-177. https://doi.org/10.1080/02783190209554174

Sattler, J. M. (1992). *Assessment of children*, 3rd ed San Diego, CA: Jerome M. Sattler.

Schofield, N.J. ve Hotulainen, R. (2004). Does all cream rise? The plight of unsupported gifted children. *Psychology Science, 46*, 379–386.

Schroth, S. T., & Helfer, J. A. (2008). Identifying gifted students: Educator beliefs regarding various policies, processes, and procedures. *Journal for the Education of the Gifted, 32*(2), 155-179. https://doi.org/10.4219/jeg-2008-850

Shaklee, B. D. (1992). Identification of young gifted students. *Journal for the Education of the Gifted, 15*(2), 134−144

Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2011). Rethinking giftedness and gifted education. *Psychological Science in the Public Interest, 12*(1), 3–54. https://doi.org/10.1177/1529100611418056

Sutherland, M. J. (2008). *Developing the gifted and talented young learner*. Sage

Şenol, F. B. (2023). An investigation of the educational problems of gifted children in the preschool period according to the perspectives of mothers. *Ankara University Faculty of Educational* Sciences *Journal of Special Education, 24*(1), 159-178. https://doi.org/10.21565/ozelegitimdergisi.933677

Tarhan, S., & Kılıç, Ş (2014). Identification of gifted and talented student and models in Turkey. *Journal of Gifted Education Research, 2*(2), 27–43.

Tezcan, F. (2012). *Perceptions of early childhood teachers towards young, gifted children and their education*. (Unpublished Master Thesis). Middle East Technical University, Ankara.

Thorndike, R. L. (1940). "Constancy" of the IQ. *Psychological Bulletin, 37*(3), 167–186. https://doi.org/10.1037/h0061268

Tunçeli, H. İ. & Zembat, R. (2017). The ımportance and assessment of early childhood development. *The Journal of Education, Theory and Practical Research, 3*(3), 1-12. Retrieved from https://dergipark.org.tr/en/pub/ekuad/issue/31101/337390

Türe, E. (2023). School administrators'meanings on curriculum: A transcendental phenomenology study. *Korkut Ata Türkiyat Araştırmaları Dergisi 12*, 1006-1015. https://doi.org/10.51531/korkutataturkiyat.1351505

Ünver, G. & Erdamar, G. (2015). Early childhood teachers' contributions to curriculum development process in Turkey. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 16* (1), 215-234. Retrieved from https://dergipark.org.tr/en/pub/kefad/issue/59451/854140

Valler, E. C., Burko, J. A., Pfeiffer, S. I., & Branagan, A. M. (2016). The test authors speak: reporting on an author survey of the leading tests used in gifted assessment. *Journal of Psychoeducational Assessment, 35*(7), 695–708. https://doi.org/10.1177/0734282916659209

Vista, A., & Grantham, T. C. (2009). Transferability of norms and its implication in cross-cultural gifted education: Norming Naglieri Nonverbal Ability Test (NNAT) in the Philippine public schools. *Educational Research for Policy and Practice, 8*, 111-121. https://doi.org/10.1007/s10671-009-9065-6

Walsh, R. L., Hodge, K. A., Bowes, J. M., & Kemp, C. R. (2010). Same age, different page: overcoming the barriers to catering for young gifted children in prior-to-school settings. *International Journal of Early Childhood, 42*(1), 43–58. https://doi:10.1007/s13158-010-0004-8

Willig, C. (2013). *Introducing qualitative research in psychology: Adventures in theory and method* (2nd ed.). New York, NY: McGraw-Hill Education.

Yıldırım A, Şimşek H. (2021). *Sosyal bilimlerde nitel araştırma yöntemleri.* (12. Baskı). Seçkin Yayıncılık.