

UNDERSTANDING OPTIMISM LEVELS OF GIFTED ADOLESCENTS :
CONCERNS AND CHALLENGES

***Dr. Amita Puri & **Dr. Letha Ram Mohan & ***Dr. Anju Sharma**

Abstract

Adolescents these days are facing lot of challenges these days in this competitive world. They have to find a bridge between childhood and tough adulthood with all its intricacies and challenges. So many rapid physical changes are happening along with emotional, mental and social which add to the turmoil and confusion. All this give rise to the severity of many psychosomatic diseases as they fell vulnerable to stress, anxiety, tension, irritations and frustration with self and significant others around them. Our young adolescent fall prey to such diseases as also intoxicated drugs which provide an easy way out for escaping from things and to remain in a perpetual state of dizzy “high” most of the time. The education should be so designed that balanced personality could be developed. For the development of the balanced personality of individuals, they must be mentally healthy which puts direct effect on intelligence and moral judgments. These myriad problems become more manifest in gifted adolescents. The focus on psychological and social problems of gifted adolescents has emerged as a key area of researches in guidance and counselling, and the present study is a humble endeavour in this direction. Through exploring the cases of gifted adolescents in New Delhi, this study presented some findings consistent with those of former research but some are also inconsistent. These inconsistencies can provide an opportunity to contemplate the socio-emotional issues of gifted adolescents females from new angles or directions.

Key words : *Adolescents, Gifted, OAM Attitude Model, Gifted*

INTRODUCTION

“Whoever gifted adults may be, they are not people with talents that should be developed, but they are people with unusual minds .Gifted children do not disappear when they graduate from school or finish college or graduate degrees. They become gifted adults .If they enter

*Amity University, Gurgaon

** Consultant Educationist

***Vivekananda College of Education, Lakhanpur

adulthood blind to their unusual mental capacities they may go through their lives frustrated, unfulfilled and alienated from their beings”

Tolan (1994)

Adolescence is a period of transition. Dramatic changes occur in bridging childhood and adulthood. Poised between childhood and adulthood, adolescents undergo a range of changes that can make it a difficult time for the young people themselves, as well as for the adults who care for them. These changes are felt in all aspects of development, be it physical marking growing sexuality: cognitive when adolescents begin to develop rational and reflective thinking: Psycho social that marks coming to terms with self identity, self concept and above all adjusting to various relationships and employing coping strategies.

Review of Literature

“Adolescence is indeed a decade-plus period of change and transition from childhood to adulthood, compounded by the added dimension of giftedness for many” (Moon et al 2006)

Researchers have always been inquisitive to explore and understand the psyche of adolescents. Stanley Hall, who first described adolescence as a period of “storm and stress ” (Moon et al 2006) caught the attention of psychologists, educationists and researchers by attributing adolescent ‘storm and stress’ to the biological changes that occur during this period. Neuro scientific research has demonstrated that the adolescent brain may be somewhat responsible for an increased potential for stress. The areas of the brain that mediate emotions, judgment, and organization are not fully developed at this age (Nugent 2005).

Coleman and Sanders (1993) opined that the adolescent brain is hot-wired’ for emotion before it can identify, express, and manage them effectively. This, coupled with hormonal increases, may somewhat explain adolescent susceptibility for stress (Walker, 2002). The tendency for adolescents to high rates of psychopathology provides further evidence for a heightened susceptibility to stress. According to Padmakali e al (2016) another leading psychologist, they (adolescents) are partly accepted and partly rejected by the privileged class adults .

*Amity University, Gurgaon

** Consultant Educationist

***Vivekananda College of Education, Lakhanpur

It is worthwhile to have a comprehensive and sensitive definition or conception of giftedness before addressing the issues related to gifted adolescents. Silverman (1993) has pointed out that ‘developing appropriate definitions of giftedness is important not only to better understand its nature, but also in order to be able to design better educational provisions’.

Many definitions of giftedness are already available within literature. The term *gifted children* was first used in 1869 by Francis Galton. He referred to adults who demonstrated exceptional talent in some area as gifted. Children could inherit the potential to become a gifted adult, and Galton referred to these children as gifted children. Today the term *gifted* has different uses and there are different ways of defining giftedness. Galton’s view gave us the idea that a gifted person is one with a gift, a special talent demonstrated in adulthood. In other words, to be a gifted child is to demonstrate an exceptional talent in a particular area. Terman’s view led to definitions of gifted, which not only included high IQ, but also the notion that giftedness should be a predictor of adult achievement.

Vialle et al (2005) have pointed that definitions of giftedness now cluster around four broad groups. The first focuses on psychological constructs such as traits respecting the traditional notions of giftedness as quantitative differences on a global or general ability, the other more domain specific approach to understanding giftedness such as Gardner’s Multiple Intelligences who emphasized giftedness as quantitative differences in specific domains.

Feldhersen (1986) three-ring model, defines giftedness as a combination of different cognitive components: high intellectual ability, creativity, and motivation.

A third approach highlights the possible differences between potential and actual achievement among many gifted children .This approach essentially shifts the focus from giftedness as a stable ‘product’ to giftedness as a dynamic ‘process’.

The fourth approach focuses environmental and socio cultural factors that act as inhibitors or catalysts in the expression of giftedness. From these various approaches together certain characteristics of gifted children can be drawn.

Overall, many of the children show great intellectual curiosity and an ability to learn rapidly and have the capacity to direct their own learning. These children have also mostly shown accelerated language development, particularly reading ability. Many children, particularly

*Amity University, Gurgaon

** Consultant Educationist

***Vivekananda College of Education, Lakhanpur

those with large academic accelerations or multiple achievements, have shown excellent Meta cognitive abilities.

Research shows that Meta cognition has been less influenced by parental or school influences and is more dependent on internal variables unlike language development or information-processing.

Other common traits of highly gifted children include a capacity for complex reasoning, facility with abstract material and awareness of underlying patterns, ease with use of metaphors and symbols, and early grasp of the essential element of an issue (Maddux et al 1992). Other traits such as exceptional speed of processing and a capacity for intuitive knowing may also noted.

With respect to personality traits gifted adolescents demonstrate a strong tendency toward psychological introversion (Silverman 1993). Highly gifted introverts are characterized by a rich inner life, embracing intellectual activity, emotions, sensations, and concept formation. They have a tendency to process information and sensations internally before presenting them to the outside world, therefore seeming inhibited. Introverts are a minority, and their less immediate communicative style may contribute to social awkwardness and isolation (Moon et al 2006).

Another characteristic of highly gifted children is heightened sensitivity. Gifted adolescents may have stronger, deeper and more enduring reactions to stimuli than their age peers.

Sometimes this heightened development often places these children at odds with their various contexts. When they develop beyond the conventions and expectations of their family, classmates, and teachers, they may experience periods of great inner disequilibrium and feelings of being out of sync with their environment. Without appropriate support and creative outlets, anxiety states, depressive disorder, eating disorders, and obsessive-compulsive behaviors can result (Nugent 2005). Such research throws light on the complexity of giftedness in adolescents.

*Amity University, Gurgaon

** Consultant Educationist

***Vivekananda College of Education, Lakhanpur

Challenged faced by Gifted Students

It is commonly believed that gifted students have the edge and advantage in social and academic life. Present research however, suggests that it may not be the case Also It is worthwhile to recognize that there exists diversity in giftedness, between the academic and non-academic abilities. Students, who are gifted show advanced development or have the potential for advanced development in one or more areas in relation to their age peers, have innate gifts (untrained, spontaneous natural abilities. They may have gifts in general intellectual ability, specific academic ability (language, music, drama, sport, Mathematics, science, art, technology, etc), creative or productive thinking, leadership, visual or performing arts, psychomotor ability (Reis et al 2000).

At the same time they may show asynchrony in their intellectual, physical, emotional, and social development. Asynchrony is "being out of sync both internally and externally. Asynchronous development means that gifted students develop cognitively at a much faster rate than they develop physically and emotionally, posing some interesting problems. Advanced cognition often makes gifted students aware of information that they are not yet emotionally ready to handle."The brighter the child, the greater the asynchrony and potential vulnerability". (Coleman and Sanders 1993). This could be noticed at different times during the school years irrespective of race, socio-economic background, geographic areas or physical abilities. These children have their own interests, personality, strengths, and weakness and also abilities which may be seen in any or all of Gardner's Multiple Intelligences: of Verbal linguistic or Logical mathematical or Musical rhythmical or Visual spatial or Bodily kinesthetic or Interpersonal or Intrapersonal or Naturalist

To find out more about the concerns of gifted adolescents, the **objectives** of the study were:

1. To study the social issues faced by gifted adolescents
- 2 To study the emotional issues faced by gifted adolescents
3. To find coping strategies of gifted adolescents with respect to social and emotional issues

*Amity University, Gurgaon

** Consultant Educationist

***Vivekananda College of Education, Lakhanpur

Methodology

Descriptive method of research was used in the conduct of present study.

The Universe of the Study and Sampling: The sample of the present study was drawn from four secondary schools of Delhi and J & K., India.

Gifted students from the senior secondary schools were selected for the study.. School selection was on the basis of convenient sampling and identification of gifted students on the basis of merit.

Tools used

- 1 Optimism Index 1.1 by Dr. Padmakali Banerjee (2016)
- 2 This test is not only a measure of present performance but is also a predictive measure of success. It is being popularly used as screening tool for selection and as developmental tool for training in organizations. The various dimensions of Optimism as measured by this test include Positive emotions, Engagement, Relationship networks, Meaningfulness and Accomplishment. This test can be taken online at www.optimism-index.com
- 3 PGI Well Being Scale It's a 20 item scale with easy administration and scoring.
- 4 Informal interview

Analysis of Data

The present study brought forth some interesting findings. Though giftedness has its advantages there are many social and emotional concerns .as expressed by the sample participants a majority of them go through bouts of depression, anxiety and frustration.

The scores on Optimism were found to be low as compared to the norms. It was seen that these adolescents scored low on positive emotions, relationship network , engagement, meaningfulness and accomplishment. This has important implications for the educational system and society as a whole.

*Amity University, Gurgaon

** Consultant Educationist

***Vivekananda College of Education, Lakhanpur

Also there is a fear of failure or not rising to the expectations of self, parents and teachers. Problems also arise when these gifted adolescents try to comply with the existing norms for fear of peer rejection.

Coupled with this is the feeling of social isolation and the anxiety of keeping the deadline. Regarding the label though the response is more or less positive there is still the eagerness to deny it as expressed by some.

Although giftedness is said to have many positive characteristics entwined in their personality, the results show that it is not the case. There are some negative feelings associated with it. Well being score was also on the lower side of the norms.

It was clear from the results that the giftedness is a multifaceted aspect. Gifted adolescents are swayed by contradictory feelings. While the sample participants affirmed their giftedness as accurate they expressed their concern about social relations and emotional issues.

More future research can be conducted to examine these issues.

Van Boxtel et al (1992) have offered useful suggestions on how to meet these needs.

- Help each gifted student develop a realistic and accurate self-concept.
- Understand that gifted youngsters are children first and gifted second. While their learning styles may be special, they are individuals with emotions,
- Show patience. Let students select and strive toward their own goals. Do not compare them or their achievements to others.
- Show acceptance and encouragement. Encouragement is a great motivating factor .
- Accept and reward efforts and the process of working on tasks.
- Encourage flexibility and appropriate behavior.
- Let students live their own lives. Caring adults support, encourage, and celebrate students' efforts and successes,
- Be available for guidance and advice. Gifted students may know more facts about their interest area than do their parents and other adults. However, they have not lived longer; they need loving concern and guidance.

Other suggestions are

- Provide a protective and guiding umbrella so as to enhance mental health of adolescents.
- Provided guidance oriented programmers. If possible school institution should have guidance corner/counselor to address to mentally unhealthy students
- Lay emphasis on work ethics and balance in work for healthy living
- Encourage cooperation and collaboration.
- Ensure a safe and healthy social environment in which the children may imbibe desirable values of freedom, equality, integrity, honesty.

Parents and teachers should provide caring and stimulating environment that will minimize the problems of gifted adolescents and motivate them to attain their optimal potential.

Children on their part should understand the expectations of their parents and teachers.

Delimitations:

Although the findings reported in this paper are congruent with other research with gifted adolescents, there are some limitations that mean that caution must be exercised when generalizing the findings. The research was conducted solely in schools situated in Delhi and therefore may not be representative of gifted students in other educational settings. The method of selecting the gifted group was also not ideal. Since only academic achievers were considered for the sample, test data may have skewed the sample toward a more highly achieving group of students and therefore missed potentially gifted students who were chronic underachievers. Also reliance on survey research has some limitations with regard to understanding individual differences among the gifted respondents. Gifted adolescents have the potential to make significant contributions to our nation. They deserve appropriate education and guidance to address their socio-emotional needs. parents should be well aware of both the internal and external barriers to gifted adolescents 'academic performances, find out the proper methods to resolve these problems, and help them actualize their superior potential instead of putting pressure on them to excel.

*Amity University, Gurgaon

** Consultant Educationist

***Vivekananda College of Education, Lakhanpur

Implications of the Study

The study has implications for teachers, counsellors and parents alike. The gifted adolescents feel let down by the school system as was revealed in their overall Optimism index along with its dimensions of positive emotions, engagement, relationship network, meaningfulness and accomplishment. They somehow are not able to assuage the feeling of chronic emptiness arising out of their mundane experiences in the daily routine of school system which has to rise to the challenge of dealing with the educational, social and emotional needs of these gifted adolescents.

For teachers too it is an uphill task to equip gifted adolescents with appropriate coping strategies and necessary skills. In actuality this will only exacerbate the dilution of quality of teaching as more time and preparation is required from the part of the teacher.

For counselors too there are implications. Because of the social and emotional issues these gifted adolescents may not be using their unique talents and abilities to their optimal potential. Also there are serious cases of depression, anxiety disorder and other clinical problems.

Parents may indeed rejoice at having a gifted child. At the same time they have to be very considerate and compassionate with their child instead of being over demanding. Suggestions from many studies regarding coping strategies have underlined that it is the duty of parents, teachers and peers to help each gifted student understand and cope with his or her intellectual, social, and emotional needs during each stage of development.

Each gifted adolescent should understand how she/he is different from others and how similar in certain respects. There is a strong need to accept own abilities and weaknesses. In order to be a part of the society these children must develop more social skills. Also there should be clarity about the distinction between pursuit of excellence and pursuit of perfection. This will help in the harmonious development of the personality of the adolescents as they grow into more mature adults.

*Amity University, Gurgaon

** Consultant Educationist

***Vivekananda College of Education, Lakhanpur

Suggestions for Further Research

The present study was an attempt to study the perception of gifted adolescents belonging to secondary schools of Delhi., affiliated to CBSE It may be replicated on school adolescents of other type of schools such as affiliated with other boards. Similar kind of study can be undertaken on senior secondary students. Studies of giftedness in other areas could be considered. A comparative study of male and female adolescents across different regions of country may also be undertaken. Case studies could be taken up for in-depth study of problems of gifted. Social coping strategies also may be utilized differently; depending upon the student's background issues such as culture, educational experiences, and ability level.

Counseling gifted adolescents ideally should begin by first untangling a complex knot of developmental issues, socio emotional concerns and long-standing relationship questions that characterize the adolescent period. Only when social and emotional concerns have been addressed can one hope for the optimal growth of their potential.

Despite its limitations, however, the present study provides empirical support for previously hypothesized social coping strategies used by gifted adolescents. Continuing research in this area to further develop our understanding of social coping may allow counsellors and educators to develop interventions to help gifted adolescents attain a high level of social functioning without hindering their academic achievement and motivation. More research in this area if undertaken would benefit all stake holders and gifted students themselves.

REFERENCES

Adler,A.(1978).*Education of children.* (E &F.Jenson,Trans.).Southbend,InGateway Editions.

Aley.K.M (1976) The adolescent boys and girls of secondary schools in Bangalore city with special reference to their common and distinguishing problems in adjustment and academic field. PhD Dissertation submitted to Karnataka University.

Assouline, S. G., & Colangelo, N. (2006). Social-emotional development of gifted adolescents. In F. A. Dixon, & S. M. Moon (Eds.),*The handbook of secondary gifted education* (pp. 65 – 86).

*Amity University, Gurgaon

** Consultant Educationist

***Vivekananda College of Education, Lakhanpur

Baker, J. A. (1995). Depression and suicide ideation among academically talented adolescents. *Gifted Child Quarterly*, 39, 218 – 233.

Banerjee P, Chaudhry M, Puri A, Jothi K (2016) Mental Health Status of the Keratoconus Patients Visually Corrected with Contact Lens Compared to Spectacles. *J Psychol Clin Psychiatry* 6(7): 00404. DOI: 10.15406/jpcpy.2016.06.00404

Berk, L. E. (1994). *Child development* (3rd ed.). Boston: Allyn and Bacon.

Brounstin, P. J., Holahan, W., & Dreyden, J. (1991). Change in self-concept and attributional styles among academically gifted adolescents. *Journal of Applied Social Psychology*, 21(3), 198-218.

Buescher, T. M. (2010) A framework for understanding the social and emotional development of gifted and talented adolescents .<http://www.tandfonline.com/page/terms-and-conditions>

Buescher, T. M., Olszewski, E, & Higham, S. J. (1987, April). Influences on strategies adolescents use to cope with their own recognized talents. Paper presented at the Biennial Meetings, Society for Research in Child Development, Baltimore, MD. (ERIC Document Reproduction Service No. ED 288 285).

Buescher, T.M & Higham, S (1985). Young adolescent survey: coping skills among the gifted/Talented. Unpublished instrument. Evanston, IL; Center for talent development, Northwestern University

Buescher, T.M & Higham, S (1990). *Helping adolescents adjust to giftedness*. Arlington, VA: Eric Clearing House on disabilities and Gifted education, Eric digest

Chan, D. W. (2003). Dimensions of emotional intelligence and their relationships with social coping among gifted adolescents in Hong Kong. *Journal of Youth and Adolescence*, 32, 409-418. Cohn, S. J. (1991). Talent searches. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (pp. 166-177). Boston: Allyn & Bacon.

Colangelo, N., Kerr, B., Christensen, P., & Maxey, J. (1993). A comparison of gifted underachievers and gifted high achievers. *Gifted Child Quarterly*, 37, 155 –

Coleman, L. J., & Cross, T. L. (1988). Is being gifted a social handicap? *Journal for the Education of the Gifted*, 11(4), 41-56.

Coleman, L. J., & Sanders, M.D. (1993). Understanding the needs of gifted students. *The Journal of Secondary Gifted Education*, 5, 22-26.

Craven, R. G., & Marsh, H. W. (1997). Threats to gifted and talented student's self-concepts in the big pond: Research results and educational implications. *Australasian Journal of Gifted Education*, 6(2), 5 – 17.

Cross, T. L., Coleman, L. J., & Stewart, R. A. (1993). The social cognition of gifted adolescents: An exploration of the stigma of giftedness paradigm. *Roper Review*, 16(1), 37-40.

Cross, T. L., Coleman, L. J., & Terhaar-Yonkers, M. (1991). The social cognition of gifted adolescents in schools: Managing the stigma of giftedness. *Journal for the Education of the Gifted*, 15(1), 44-55.

Dabrowski, K. & Piechowski, M.M (1977) *Theory of levels of emotional development*, Oceanside; NY: Dabor Science.

Dauber, S. L., & Benbow, C. P. (1990). Aspects of personality and peer relations of extremely talented adolescents. *Gifted Child Quarterly*, 34, 10 – 14.

Deeds, J (1982) Attitude towards giftedness Questionnaire Lincoln, NE Guidance Laboratory for gifted and talented.

Dixon, F. A., & Moon, S. M. (Eds.). (2006). *The handbook of secondary gifted education*. Waco, TX: Prufrock Press Dweed

Erikson, E. H. (1950). Identity versus identity diffusion. In P. H. Mussen, J. J. Conger, & J. Kagan (Eds.), *Readings in child development and personality* (pp. 435-441). New York: Harper and Row.

Eysenck, H. J., & Eysenck, M. W. (1985). *Personality and individual differences: A natural science approach*. New York: Plenum

Feldhusen, J. E (1986). *A conception of giftedness*. In R. J. Sternberg & J. E. Davidson (Eds.), *Conceptions of giftedness* (pp. 112-127). New York: Cambridge University Press.

Folkman, S. & Lazarus, R.S. (1988). *Ways of Coping Questionnaire* Test Booklet. Consulting Psychologists Press

Frydenberg, E. & Lewis, R. (1993a). *The Adolescent Coping Scale: Practitioners Manual*. Australian Council for Educational Research.

Gagne', F. (2000). Understanding the complex choreography of talent development through DMGT-based analysis. In K. A. Heller, F. J. Monks, R. J.

Gardner, H (1990) Foreword, In J.Cohen(Ed) ,*Educating mind and Hearts:Social emotional learning and passage into adolescence*. (xi-xi). New York, Teachers College Press.

Gross, M. U. M. (1989). The pursuit of excellence or the search for intimacy? The forced-choice dilemma of gifted youth. *Roeper Review*, 11(4), 189-194.

Gumbiner, J. (2003). *Adolescent assessment*. Hoboken, NJ: Wiley & Sons.

He'bert, T. P., & Kelly, K. R. (2006). Identity and career development in gifted students. In F. A. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education* (pp. 35 – 64). Waco, TX: Prufrock Press

Heaven, P. C. L., Mak, A., Barry, J., & Ciarrochi, J. (2002). Personality and family influences on adolescent attitudes to school and self-rated academic performance. *Personality and Individual Differences*, 32, 453 – 462.

Herbert, T. P. (2000). Defining belief in self: Intelligent young men in an urban high school. *Gifted Child Quarterly*, 44, 91 – 114

Hoge, R. D., & Renzulli, J. S. (1993). Exploring the link between giftedness and self-concept. *Review of Educational Research*, 63(4), 449-465.

Hollingsworth, L. S. (1942). *Children above I.Q. 180 Stanford-Binet*. New York: World Books

Janos, P., Fung, H., & Robinson, N (1985). Self-concept, self-esteem and peer relations among gifted children who feel "different." *Gifted Child Quarterly*, 29(2), 78-82.

Johnson, C. (1981). Smart kids have problems, too. *Today's Education*, 70, 26-29.

Judy Galbraith (1985) *Roeper Review*, Volume 8, No. 1.

Kelly, K., & Hall, A. (1994). Effects of academic achievement and gender on occupational aspirations and career interests. In N. Colangelo, S. Assouline, & D. L. Ambrosio. *Talent development* (pp. 447-453). Dayton, OH: Ohio Psychology Press.

Kerr, B., Colangelo, N. & Gaeth, J (1988) Gifted adolescents' attitude towards their giftedness. *Gifted Child Quarterly*, Vol 32, No.2

Kerr, B. (1997). Developing talents in girls and young women. In N. Colangelo & G. A. Davis (Eds.). *Handbook of gifted education* (pp. 483-497). Boston, MA: Ally & Bacon

Klein, D. F., & Wender, P. H. (1993). *Understanding depression: A complete guide to its diagnosis & treatment*. New York: Oxford University Press

Lazarus, R.S. & Folkman, S. (1984). Coping and adaption. In D. Genrty (Ed.), *A handbook of behavioural medicine*. (pp. 282-322). New York: The Guilford Press.

Maddux, C. D., Scheiber, L. M., & Bass, J. E. (1982). Self-concept and social distance in gifted children. *Gifted Child Quarterly*

Manaster, G. J., Chan, J. C., Watt, C., & Wieche, J. (1994). Gifted adolescents' attitudes toward their giftedness: A partial replication. *Gifted Child Quarterly*, 38(4), 176-178.

Manor-Bullock, R., Look, C., & Dixon, D. N. (1995). Is giftedness socially

Manor-Bullock, R., Look, C., & Dixon, D. N. (1995). Is giftedness socially stigmatizing? The impact of high achievement on social interactions. *Journal for the Education of the Gifted*, 18(3), 319-338.

Moon, S. M., & Dixon, F. A. (2006). Conceptions of giftedness in adolescence. In F. A. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education* (pp. 7 – 34). Waco, TX: Prufrock Press

Myers, Isabel Briggs; McCaulley Mary H.; Quenk, Naomi L.; Hammer, Allen L. (1998). *MBTI Manual (A guide to the development and use of the Myers Briggs type indicator)* p.131. Consulting Psychologists Press; 3rd ed edition. [ISBN 0-89106-130-4](#).

Neihart, M. (2002). Gifted children and depression. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), *The social and emotional development of gifted children: What do we know?* (pp. 93–102). Waco, TX: Prufrock Press

Nugent, S. A. (2005). Affective education: Addressing the social and emotional needs of gifted students in the classroom. In F. A. Karnes & S. M. Bean (Eds.), *Methods and materials for teaching the gifted* (2nd ed., pp. 409-438). Waco, Texas: Prufrock.

Padmakali Banerjee and Amita Puri. “Healthy Aging in the Geriatric Population: An Exploration with OAM”. *EC Psychology and Psychiatry* 1.6 (2017): 210-216.

Padmakali, B and Puri,A (2016). Construction of a test on Optimism Index : PEROMA perspective. *J Psychol Clin Psychiatry* 2016, 5(6): 00310

Padmakali, B and Puri,A (2016). The symphony of OAM (Oam Attitude Model) Impacting Performance and Mental Health. *EC Psychology and Psychiatry*, 1.4, 149-157

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2004). *Human development* (9th ed.). NewYork, NY: McGraw-Hill.

Patterson, J.M., McCubbin, H.I. (1987). Adolescent Coping Style and Behaviors Conceptualization and Measurement. *Journal of Adolescence*, 10 (2): 163-186.

Ravi Bharatbhai Thaker & Anita Piyush Verma (2014). A study of perceived stress and coping styles among mid adolescents [Natl J Physiol Pharm Pharmacol. 2014; 4\(1\): 25-28](#)

Reis, S. M., & McCoach, D. B. (2000). The underachievement of gifted students: What do we know and where do we go? *Gifted Child Quarterly*, 44, 152 – 170. 584

Renzuli,J.S & Reis ,S.M (1983)The school wide enrichment model: A comprehensive plan for educational excellence. Mansfield center, Ct:Creative learning Press.

Robinson, A. (1990). Does that describe me? Adolescents' acceptance of the gifted label. *Journal for the Education of the Gifted*, 13, 245-255.

Sappu, A.K (1988) Personality correlates (extraversion, introversion, neuroticism and delinquency)

Sayler, M. F., & Brookshire, W. K. (1993). Social, emotional, and behavioral adjustment of accelerated students, students in gifted classes, and regular students in eighth grade. *Gifted Child Quarterly*, 37, 150 – 154.

Delisle, J., & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Minneapolis, MN: Free Spirit Publishing.

Shelley Fahlman Citalization of Giftedness (2000) Effects of Perceptions in Gifted Adolescents University of Regina.

Silverman, L. K. (1993). Social development, leadership, and gender issues. In L. K. Silverman (Ed.), *Counseling the gifted and talented* (pp. 291-327). Denver, CO: Love.

Sternberg, & R. F. Subotnik (Eds.) (1980), *International handbook of giftedness and talent* (2nd ed., pp. 67 – 79). Oxford: Elsevier Science

Susan Jackson,p & Jean Peterson(2004) *Journal of Secondary gifted Education*, 004 14 (3) 175-186 Prufrock Press

Swiatek, M. A. (1995). An empirical investigation of social coping strategies used by gifted adolescents. *Gifted Child Quarterly*, 39(2), 154-161.

Swiatek, M. A. (1995). An empirical investigation of social coping strategies used by gifted adolescents. *Gifted Child Quarterly*, 39(2), 154-161.

Tannenbaum, A. J. (1983). *Gifted children: Psychological and educational perspectives*. New York: Macmillan.

Tannenbaum, A. J. (2003). Nature and nurture of giftedness. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 45 – 59).

Tolan, S. S. (1994). *Discovering the ex-gifted child*. *Roeper Review*, 17(2), 134-137.

Van Boxtel, H. W., & Monks, F. J. (1992). General, social, and academic self-concepts of gifted adolescents. *Journal of Youth and Adolescence*, 21(2), 169-185.

Vialle, W., Heaven, P. C. L., & Ciarrochi, J. (2005). The relationship between self-esteem and academic achievement in high ability students: Evidence from the Wollongong Youth Study. *Australasian Journal of Gifted Education*, 14(2), 39 – 45.

Wechsler D. (1991). *Wechsler intelligence scale for children–III*. San Antonio, TX: Psychological Corporation.

Whitmore, J. R (1980). *Giftedness, conflict and underachievement*. Boston: Allyn & Bacon, Inc.

Williams, (1992) “Personality characteristics of talented and gifted students as measured by Myers-Briggs Type Indicator (MBT) and Murphy Meisgeir Indicator for for children.(Doctoral Dissertation, East Texas State University Dissertation Abstract International ,53,111.

Wilma Vialle, Patrick C. L. Heaven, and Joseph Ciarrochi (2009) *On Being Gifted, but Sad and Misunderstood: Social, emotional, and academic outcomes of gifted students in the Wollongong Youth Study*, University of Wollongong, Australia

Wolfe, R., & Johnson, S. (1995). *Personality as a predictor of college performance*. *Educational and Psychological Measurement*, 55, 177 – 185.

Zuo, L., & Cramond, B. L. (2001). An examination of Terman’s gifted children from the theory of identity. *Gifted Child Quarterly*, 45, 251 – 259