

Editorial

Dear our readers!

This issue of the TJGE includes four articles. Three of the articles are original research and one of them is a review paper.

In the first study, Erdimez presented eleven profiles of students (hypothetical scenarios) to 16 Turkish pre-service elementary school teachers and asked them if they would include these students in a gifted education program. In the qualitative part of the study, the researcher interviewed the teachers to uncover their reasons and judgment for inclusion or exclusion. The findings indicated that pre-service teachers used personal, academic, and social characteristics of students to make a decision. Further, as a reason of exclusion, they created excuses and underestimated potentials of students.

In the second study, Çitil and Ataman carried out an action research in a special school for gifted students. They investigated whether a positive behavior support-based preventive classroom management practices increased teachers' efficiency in dealing with classroom management problems. They found that behavioral guidance provided to teachers was effective in improving teachers' classroom management skills.

In their study, Karabacak and Kirisci investigated gifted and average students' perceptions of the use of the Selective Problem Solving model in their math classes. SPS is a creativity model used in teaching. Particularly, they were interested in finding out if ability type and gender made a difference in satisfaction level with the use of the SPS. They found that both group had a very high level of satisfaction, above a statistical criterion. Ability type and gender did not make a difference; that is, the SPS can be used with gifted and non-gifted students.

In the last article, Levent and Akça Erol reviews the Leonardo Model in the education of gifted students. They discuss both benefits and critics of the Model.

I wish you a happy and productive year.

Uğur Sak

Editor in Chief