Abstract
Social skills are most often thought as set of skills that allow us to communicate, relate and socialize with other. Combs and Slaby (1977) defined social skills as “the ability to interact with others in given social context in specific ways that are socially acceptable or valued and at the same time personally beneficial, mutually beneficial or beneficial primarily to others”. As per the views of World Health Organization (WHO, 1999), the social skills comprise the skill of Self Awareness, Empathy, Effective Communication and Interpersonal Relationships. “Gifted children” have been defined as those “who by nature of outstanding abilities and are capable of high performance”. According to Hyth (2003), gifted children are children who have an Intelligent Quotient (IQ) more than 130. Gifted children are a rather less represented group in scientific studies. During childhood, many of the gifted children are unable to develop their social skills properly due to rejection from peers, parental and social pressures to achieve, problems with unchallenging school programs or increased expectations, perfectionism, unrealistic appraisal of their gifts, confusion due to mixed messages about their talents etc. This naturally adds as an extra issue when they face many hazards of developments during adolescence. The present study attempted to develop a social skill training package for gifted adolescents. The developed modules are implemented, modified and refined so as to increase the effectiveness. Observation and feedbacks analysis are used for modifications of the modules and derives strategies of intervention.
1. Introduction
The human being, being a social animal possesses a born desire to participate in social activities. They desire a company and feel gloomy aloof. As they grow, their social behaviour become complex. Social behaviour is a very important aspect in the life of children, as it effects their later adjustment and happiness in life. There have been recent upsurges in interest in improving the social skills of children, who present with chronic and marked social relationship behaviours that are unacceptable to others and personally unsatisfying (Geldard and Geldard, 2001). The development of social skills in teenager is crucial in ensuring teens’ overall ability to interact and be comfortable with other and learn proper behaviour in diverse situations.

2. Social Skills
Social skills are most often thought as set of skills that allow us to communicate, relate and socialize with other. It enables one to know what to say, how to behave in diverse situations, how to make good relationships and how to deal with others feelings. There are many definitions for social skills. Combs and Slaby (1977) defined social skills are “the ability to interact with others in given social context in specific ways that are socially acceptable or valued and at the same time personally beneficial, mutually beneficial or beneficial primarily to others” and Hersen and Bellack (1977) defined social skills as “an individual’s ability to express both positive and negative feelings without loss of social reinforcement”. According to Gresham and Elliot (1993; cited by Denham, Hatfield, Smethurst, Tan and Tribe, 2006) social skills are “socially acceptable behaviours that enables a person to interact effectively with others and avoid socially unacceptable responses from others”. As per the views of World Health Organization (WHO, 1999), the social skills comprise the skill of Self Awareness, Empathy, Effective Communication and Interpersonal Relationships.

There are a number of important reasons for promoting social skills. Children with poor social skills are unable to initiate and maintain interaction with others in a positive manner. As a consequence they are likely to be ignored, or suffer rejection, blamed and maltreated by other children. Consequently they are often found depressed and unhappy. On the other hand children with adaptive social skills are likely to be popular, to have friends and to be happier. Therefore there is a strong case for addressing social skills deficits in children. Additionally, an emphasis on teaching social skills to children has grown in recent years because of the importance of socially effective behavior on subsequent development (Rose and Edleson, 1987; Cited by Geldard and Geldard, 2001).

3. Gifted Children
Giftedness is a controversial construct to define and assess. “Gifted children” have been defined as those “who by nature of outstanding abilities and are capable of high performance” According to Hyth (2003), gifted children are children who have an Intelligent Quotient (IQ) more than 130. Although IQ is the most used method of classifying gifted and non-gifted children (Winner, 1997), educators often define giftedness more specifically. An influential report by the U.S. Office of Education (Marland, 1972, cited in Dixon, 1998) defined six categories of giftedness:(a)general intellectual ability, (b) specific academic aptitude,(c) creative or productive thinking, (d) leadership, (e) visual or performing arts, and (f) psychomotor ability.

Gifted adolescents are adolescents who possess superior intellectual ability. Although gifted adolescents go through the same developmental stages as their age peers, they handle changes and
transitions differently (Dixon, 1998). They are concerned with typical adolescent dilemmas (friendship and love relationships) as well as with adult issues such as public welfare (cheating, stealing, scandal), life-and-death scenarios (Colangelo, 1989) and existential issues (finding direction and purpose in life) (Delisle, 1992).

In the case of gifted children there can be a perception that children who have been identified as gifted are blessed with special qualities and advantages which help them to succeed and make life easier. However there is a growing recognition that being gifted can bring challenges for social and emotional development and those who are gifted are just as much indeed of support as their peers in dealing with emotions, self-perception, behaviour and in looking for the future. Gifted children are often accused of being social misfits. A number of studies show that gifted adolescence faces problem like difficulty with social relationships, isolation from peers, conformity pressure, difficulty in accepting criticism, difficulty on developing a satisfactory philosophy of life etc. (Delisle, 1992; Landrum, 1987; Silverman, 1983). Some researchers have asserted that gifted students may be particularly vulnerable to social problems and personal stress while in school (Betts, 1986; Levine & Tucker, 1986; Mallis, 1986; Myers & Pace, 1986; Webb, Meckstroth, & Tolan, 1982). Some researches pointed out specific social skill deficit among gifted adolescence such as problems with interpersonal relationships (Bachtold, 1978) and social isolation acute for gifted youth (Whitmore, 1980). According to Hollingworth, (1942) the higher the IQ of the gifted, the more difficult it is to become socially adjusted.

Programs for gifted children generally give narrow focus on intellectual growth at the expense of the social, emotional and behavioural elements of the development. Some scholars (Feldman, 1986) suggest that a singular focus can contribute to anxiety and social isolation due to lack of adequate personal and social coping skills. Others (Lubenski, Webb, Morelock, & Benbow, 2001) suggest that these emotional, behavioral, and in some instances, social difficulties, interfere with the gifted children’s capacity to use the full potential of their skills.

Though giftedness can be extended to any talent for the present study it is limited to intellectual giftedness and the age level of the gifted is limited to middle adolescence. The purpose of present study is to develop a social skills training program/package for gifted adolescents in order to enhance the four components of social skills such as self-awareness, empathy, interpersonal relationship, and effective communication of gifted adolescents. The increased societal influences, social issues and demands on family life make social skills training necessary in their life. So as to develop the program, investigator plans to make a draft design, do the testing phase through repeated exposure to different groups and get feedbacks. The observations and feedbacks are planned to be utilized for a critical analysis of the event. The total experience of the investigator will be critically analyzed for the modification of the program.

4. **Major Objective**

To design a social skills training package/program for gifted adolescents

5. **Specific Objectives**

1. To develop strategies for social skills training program/package for gifted adolescence.
2. To conduct small group intervention training program.
3. To analyze feedbacks and process of interaction so as to refine the program and to make it scientific.
4. To write training modules so as to be used by other trainers.
6. Methodology

Sample:

The population for the present study was middle adolescents, and the sample selected were in the age range 15-18 years. The sample consist of 130 adolescents (120 gifted and 10 non-gifted). Adolescents who secured IQ more than 130 were selected for this study. Both male and female participants were included in the sample.

Tools:

In order to collect the necessary information from the subjects regarding the variable under study, following tools were used. 1) Ravens Advanced Progressive Matrices, 2) Socio Demographic Data Schedule, 3) Collection of training simulation, exercise and games designed to develop and facilitate social skills namely self-awareness, empathy, interpersonal relationship and effective communication, 4)Self Report.

7. Validity and Reliability of the Study

The data collected in the present study was of qualitative type. Validity and reliability was fixed using following strategies. The credibility of the data was fixed by asking for additional information from the participants. That is other than receiving reports and discussing, repeated questions were utilized to make sure of the credibility of the data. Only participants and reporter could keep the originality of the information. This has utilized to ensure internal validity. Dependability in data was fixed with the help of equally qualified supporting psychologists, and observers. The data noted down by each person was compared. Changes that occur in the setting and how the changes had affected the responses were inquired to make sure of reliability. Transferability of the information collected was fixed, by studying the context of the participants. To enhance transferability a thorough job of describing the research context and the assumption that it was central to the research was done, to confirm external validity. To fix confirmability, the investigator had documented each and every procedure, which may help for another like-minded person to check the procedure or recheck the data; through-out the study. The whole process of the study had undergone a data audit that examined the data collection and analysis procedures and made judgments about the potential bias or distortions. This in turn made sure of objectivity of the data.

8. Procedure:

The program started with an initial introduction about the objectives of the program. After the rapport establishment, the socio demographic data schedules were administered. Then self-reports of participants about their expectations of the program were collected. Immediately after this, the training simulation, exercises and games were started. At the end of this training program participants were told to write the feedback about this program. Participants were requested to mark the feeling about this program on Mood Meter. Throughout the program observation was used to get direct feedback.

<table>
<thead>
<tr>
<th>Name Of The Activity</th>
<th>Objectives</th>
<th>Materials Required</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice Breaking</td>
<td>To make the trainees interact with one another</td>
<td>Bingo Cards</td>
<td>1 hour</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Materials Required</td>
<td>Duration</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Ice Breaking and Interpersonal Relations:</td>
<td>'Family get together'</td>
<td>Basket, paper slip, pen, bell</td>
<td>45 minutes</td>
</tr>
<tr>
<td>‘Open your heart’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Awareness ‘Make a line’</td>
<td>To make the trainees active and alert in between sessions and to release boredom</td>
<td>Paper, Pencil, Flipchart</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Energizer: ‘Mirror imaging’</td>
<td>To activate trainees in between sessions</td>
<td>Nil</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Energizer: ‘Fruit salad’</td>
<td>To activate the trainees in between sessions</td>
<td>Nil</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Communication: ‘Chinese Whispers’</td>
<td>To understand the meaning of effective communication and barriers</td>
<td>Pre-prepared interesting message on paper</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Effective communication (Non verbal): ‘Make Your Square’</td>
<td>To understand the need for effective communication</td>
<td>Prepared cards, paper, pen,</td>
<td>1 hour</td>
</tr>
<tr>
<td>Energizer: ‘Social dynamics’</td>
<td>To make the trainees active and alert in between sessions and to release boredom</td>
<td>Pen</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Relaxation Technique</td>
<td>To find out a way to reduce your stress</td>
<td>Convenient space to sit and feel privacy</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

9. Result and Discussion

The present study was conducted to design a social skill training package to facilitate and enhance social skills among gifted adolescents. A critical analysis of the feedback was done to refine the training in a variety of levels. Observation and feedback analysis are used for modifications of the modules and derives strategies of intervention.

Qualitative Analysis of the Data

The data was collected, analyzed and discussed on the basis of different strategies, evolved out of discussions, observations and feedback analysis.

i. **Group Settings / Group Work:** This intervention was conducted in group settings. Group settings helped the participants to have the feeling of commonality, the experiences of belongingness, the chance to practice new behaviour, the opportunity for feedback, the opportunity for vicarious learning by listening and observing others, the approximation of real life encounters and the pressure to uphold commitments. The group in the present study was considered as experimental group or growth group. They got experiences of being in a group and they are motivated to learn more about themselves in growth group.

ii. **Feedbacks from the Participants to another Participant:** Feedback given in the program was a group feedback. Group feedback was more powerful than individual feedback because, when only one person was giving feedback, the receiver could discard that person’s viewpoint. When six or seven people saying the same thing, it was difficult to deny the accuracy of what was being said. The participants reported that, while receiving feedback from the group, they couldn’t deny it easily, but had to think and verify. But feedback could be in supportive environment.

iii. **Experience of Commonality:** Each individual is unique. Having people get together in a group allows them to discover that they are not the only ones having similar thoughts and feelings. So they shared personal concerns, thoughts, feelings and ideas. Experience of commonality helped to develop sense of belongingness. Sense of belongingness was powerful human need and was important for the future development of society. This training was conducted in gifted participants. There was homogeneity among participants. Homogeneity among participants also helped to develop experience of commonality. So the experience of commonality was very helpful for understanding about the social skills and enhancement of social skills in gifted adolescents.

iv. **Clarity of Purpose:** Being clear about the purpose is perhaps the most important factor affecting the outcome of any training group. Clarity of purpose means the members of group clearly understand the purpose of training program and each session in this program. Group often may become confused, boring or unproductive when they are unclear about the purpose of the program and each session.

v. **Relevance of Purpose:** Not only should the members and trainer be clear regarding the purpose, but the purpose must be relevant for the members. An anti-therapeutic force may be created when the trainer establishes a topic that has little or no interest for the members.

vi. **Group Size:** The size of the group can be changed as per its purpose, the length of the time of each session, the setting available, and the experience of trainer. Investigator found that 25-30 as the ideal number of members for conducting this type of training program (social skill development). Too large a group created an environment that was over stimulating and confusing.

vii. **Length of Individual Sessions and Overall Duration:** From the observation investigator found that 30 to 45 minutes was usually a good length for activities. It was also suggested that 6 hour per day with one hour break was a good duration for overall program. For members to feel invested in the group and in one another, enough time must be allotted for each session.

viii. **Adequacy of Settings:** There were a number of things to consider regarding the group meets. One was convenience. Members liked to come regularly when the location is easily accessible. The room needs to have sufficient space and be suitably furnished to allow for the planned activities to be carried out. It was better when the room was being free from visual and auditory distractions from outside and without contains materials which could be distracting. Another consideration is the privacy of the meeting room. When faced with an inadequate setting the trainer must do as much as possible to ensure privacy.

ix. **Seating Arrangements:** The chairs should be movable chairs. It is best when the chairs are approximately the same size, because members sitting at various heights may create a negative group dynamic. It is better not to use tables or benches because they tend to serve
as barriers between members. Usually the best seating arrangement was a circle so that all members could see one another. While comparing the seating arrangement in a circle with that of a ‘horse shoe’ type, the second was found to provide better inter action.

x. **Structure of the Sessions:** If structuring sessions based specifically around the development of social skills, it was always better to start with a warm up game and finish with a relaxation/ wind down game. Warm ups and ice breakers fostered group cohesion and helped to develop a group identity. The participants reported that relaxation emphasized the skills involved in managing levels of emotion and taught simple strategies for ‘letting go’ of any leftover feelings which might have arisen during earlier games and discussions which may seem in the future.

xi. **Ground Rules/ Group Rules:** Each training program needs rules or guidelines to help foster the feeling of trust and safety among those taking part. Rules should reinforce issues of safety, acceptance, understanding, respect, trust and appropriate behaviors around conflict resolution. Flexibility of the ground rules was allowed with the consensus of the participants, as per the need of the situation.

xii. **Feedback Questions:** Feedbacks were collected by asking open ended questions and those feedbacks were content analyzed so as to critically analyze the training in the present study. Instead of this we could have given feedback questions like, “How was the session for you? How it was different from what you thought was going to happen? Was there anything that you didn’t understand or didn’t like? What did you learn from the group today?” etc. so that members can get clear ideas about feedback and investigator may get accurate feedback from members.

xiii. **Time of the Day or Selecting Time for the Program:** When considering whether or not it is practicable to run a group, account should be taken of timing, as this can be critical to the success of a group. If the group meets right after lunch or late in the day, the trainer and the members may be tired. One day program (from morning to evening) is better than half day program. Each training program included time for tea break or snack time. It is better to keep an extra time for the program. It may effect on if there comes any doubts, discussions or interactions in between the sessions. Those can be addressed without affecting the total content.

xiv. **Communication Pattern:** The investigator tried to watch out that of ‘one member speaking, followed by the investigator, then the second member, then the investigator, then a third member and then the investigator like that’ rather than member to member interaction. This actually disrupts the mutual interaction among the trainees. It is better not to allow the group to stick on to a single style of communication, rather let it be natural and facilitate positive interaction.

xv. **Providing reinforcement:** Rewards and positive reinforcements were utilized liberally throughout the training. They were reported that reinforcement to be helped for building self-confidence and encourage appropriate behaviour. It can be an excellent motivator for continued change and development. Praise, a nod of approval or a smile were major influences in reinforcing the behaviour of trainees. Small gifts like; pen, pencil, writing materials, flowers, colouring cards, famous quotes etc. was given to the participants, as a surprise gift for better social performance during the training. Reinforcement can be given to entire group, sub groups or individuals. Reinforcement should be contingent, funny and immediate.

10. **Conclusions**

Many aspects discussed in the study have to be kept in mind while designing program for social skill enhancement of gifted adolescents. Only while implementing the investigator could understand that the activities provided are not directly related to the social life of the participants; but is application oriented. If, real life situation explaining cases were given, the participants could have been analysed.
more easily. It could have been diary, case or story analysis, giving real life situations explaining role plays, simulations etc. to provide chances to introspect, empathize and communicate effectively. The gifted children could analyse the experiences in a variety of ways and that can be utilized by the investigator effectively. This can be utilized while designing further programs.

References