

The Effectiveness of Resilience Training on the Anxiety of Gifted Adolescents with Perfectionism in Tehran

Raha Shabanzadeh¹, Pariya Fadayi^{2*}, Mahya Shabanzadeh³, Mohsen Saeidmanesh⁴,
Mahsa Moslemi Haghighi⁵, Azam Alizadeh⁶

¹Master of Clinical Psychology, Shahid Beheshti University, Tehran, Iran

²Master of Clinical Psychology, Science and Arts University, Yazd, Iran (Corresponding Author)

³Master of Clinical Psychology, Azad University, Anar, Iran

⁴Assistant Professor, Department of Psychology, Science and Arts University, Yazd, Iran

⁵Department of Psychology, Science and Arts University, Yazd, Iran

⁶Master of Clinical Psychology, Yazd Education, Department of Psychology, Azad University, Yazd, Iran

Abstract

In this study, the effect of Pennsylvania resilience treatment program on anxiety in intelligent adolescents with perfectionism in Dezful was investigated. The research method was experimental, and in the form of a pre-test post-test research design with a control group. The statistical population of this study included adolescent girls aged 12 to 16 years who responded positively to the call. They were invited to the clinic and filled out the perfectionism questionnaire. Then, among those with a high perfectionism score, 30 were selected and randomly divided into two. The experimental and control groups were divided. Pre-test was performed on both groups and after the treatment sessions, post-test was taken from both groups. Data collection tools were Beck Anxiety Scale (BAI) questionnaires. Univariate analysis of covariance and analysis of covariance analysis defaults were used to analyze the data. The results of the analysis showed that the Pennsylvania Resilience Program has reduced the anxiety of perfectionist intelligent adolescents.

Keywords: Pennsylvania Resilience, Anxiety, Intelligent Adolescents, Perfectionism,

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Introduction

One of the important goals and tasks of education is to create the conditions for the all-round development of the individual and to train healthy, efficient and responsible human beings to play a role in individual and social life (since students are an essential element of the country's educational system in achieving system goals). Educational have a special role and position. Attention to this section of society in terms of education and training will lead to more fertility and prosperity of the educational system of the society (however, these students who enter the education system a small number of They can develop their talents and succeed in this field and show so-called good academic performance (one of the most important and influential people in the performance of students in the field of education and their success are personality traits and mental health.

Intelligence in students is one of the influential factors in adolescents' performance. A gifted person is someone who does things significantly beyond his or her peers and has abilities and characteristics that require social and emotional preparation and support from family, community, and the learning environment (Simpson, 2013). Intelligence is the superiority of intelligence, cognition, creativity and high motivation in a child so that it distinguishes him from most of his peers and enables him to offer something valuable to society. Intelligent children are superior to children of the same age. (Ozkan and Kotak, 2015). Gifted students have characteristics such as: intense curiosity, perfectionism, accuracy and frankness, learning in the form of large intuitive jumps, strong need for mental stimulation, difficulty in confirming the thinking of others, early interest in moral and philosophical issues, tendency to Introversion and interest in knowing different ideas and opinions (Rin, Pellker, Stoking, 2010).

For many years, IQ was thought to represent the success rate of individuals, but in recent decades, researchers have found that the measure of an individual's success is not the IQ. In the past, psychologists focused more on psychological aspects such as memory and problem solving, but soon realized that non-psychological aspects such as emotional and social factors were also important (Siaruchi, Four Gassen, & Meyer, 2007). Empirical evidence suggests that researchers' efforts to better understand the growing trend of unsuccessful gifted people highlight the need to focus on the role of social emotional competencies (Seidner and Matthews, 2017). Khair and Sheikh Eslami (2002) believe that gifted people have more emotional and psychological problems than ordinary people, especially in adolescence and adulthood, and experience more stress. The results of Nasiran and Irvani (2016) research on the problems of gifted students from the perspective of students and parents showed that perfectionism is one of the most important problems of these students.

Therefore, one of the problems among gifted school students is perfectionism. Man has an innate desire for growth and self-fulfillment, and this need compels him to strive to elevate his potential to the highest point. It is the natural tendency of every person to achieve growth beyond his current growth, and this in itself is a good thing, but such a need in a perfectionist no longer has that real meaning. The perfectionist only wants to be perfect, but he does not make any effort to investigate this desire. The notion of being perfect and having no weaknesses in him cultivates the roots of superiority over others (Beatle, Wald, Mingt, Green, Scroo et al., 2015). On the other hand, in today's society, the rapid and complex changes of human societies have had a fundamental impact on human parenting styles, and families are now trying to raise their children in such a way that they can overtake their peers. The prevalence of this method of education has caused society to face perfectionists many times, most of whom do not even stop their normal growth, and it is such situations that make it necessary to know perfectionism (Stober and Young, 2015).

The results of research by Aghajani et al. (2011) and Darvish (2011) showed that the level of perfectionism of gifted students is higher than normal students. Perfectionism is extreme dependence Self-esteem pursuing strict personal and self-imposed criteria in at least one prominent area, despite its negative consequences (Mahmoudi, Barani, Foroughi and Shirinzadeh Arrest, 2016). From a theoretical point of view, perfectionism in two dimensions, including compromised and uncompromising perfectionism (Lou and Abbott, 2013), positive and negative (Cher and Chan, 2013), active and passive (Ma Hua and Yujuan, 2014), perfection Normal and

abnormal orientation (Tri-Short, Owens, Slad, & Davy, 1995) are considered. Stober and Otto (2006) argue that a distinction must be made between the positive and negative dimensions of perfectionism, the positive dimension is striving for excellence and organization, and the negative dimension is worrying about mistakes. Normal perfectionists enjoy striving for excellence and perfection and recognize personal limitations. In contrast, abnormal perfectionists are people who do not look good and satisfied even when they are in the best functional position. In other words, these people will never be satisfied with their performance due to unrealistic expectations (Duncanlis, Timco, Zenti, Rinaldi, Protas et al., 2014).

Leadership learners are exposed to a wide range of negative consequences such as academic stress and avoidance coping strategies (Mayfield, Parker-Peters, and Chakraborty-Gush, 2016) due to their perfectionist tendencies to respond to the demands of academic life. The relationship between ingenuity and perfectionism is one of the topics that is widely used in the teacher grading scale to identify outstanding students (Renzoli, 2005). Scholer (1999) showed that perfectionism is a characteristic of some intelligent people, and in fact 87.5% of gifted adolescents have perfectionist tendencies. Nihart Ridge, Robinson and Moon (2002) showed that gifted students are more prone to perfectionism and related under-learning.

Gifted students suffer from psychological traumas such as anxiety due to high academic load, extensive cognitive tasks, and presence in a highly competitive environment (Gwenell, Esperanza, Louise, Fornert, Rowell et al., 2015). Anxiety is an emotional and physiological response to an inner sense of danger that simply goes away. Anxiety is a disorder that mainly affects young people and usually begins in the middle of the third decade of life. Anxiety is associated with certain physical symptoms, anxiety is a warning sign that warns of imminent danger and prepares the person to deal with it (Alofsdutter, Pharmark, Asland and Nelson, 2018). Anxiety is a condition that affects almost every human being to varying degrees throughout life so that everyone has experienced it at least once (Richard Jones, Craig, Nguyen, Kung and Guardier et al., 2011; Gao, Tian And Scott Habner, 2018). Lack of anxiety or on the other hand, patient anxiety can cause a lot of problems and risks. Anxiety in a balanced and constructive level forces a person to try to do his things in a timely and appropriate manner and thus, to make his life more sustainable and fruitful (Lashkaripour, Bakhshani and Soleimani, 2005).

Many intervention programs in the field of treatment of mental illness and prevention have been considered by researchers that have left favorable effects and the attention of researchers and researchers in the field of education to use these interventions to solve students' academic problems and It has attracted students and their academic advancement. One of these effective interventions is the "Pennsylvania Resilience Program", which is taken from a positive psychological approach. The Pennsylvania Resilience Program - as a documentary retraining program - is one of the most widely used intervention programs to equip people with negative cognitive experiences in life, both academic and non-academic. (Seligman, Ernst, Gilham) , Review and Linkins, 2009; Forgrid and Seligman, 2012). The Pennsylvania Resilience Program has two main components. Cognitive and social components. The cognitive component of this program corrects maladaptive cognitive styles and information processing biases that are directly correlated with depression and anxiety (Abramson, Elvi, Hankin, Clementes, Zhou et al., 2000). The purpose of changing and correcting thought patterns in this program is to prevent the

symptoms of anger, anxiety and frustration in the educational context. Because many of these maladaptive patterns are directly related to negative academic outcomes, correcting these patterns can lead to the growth of healthier learners who will be healthier in adulthood. Another component of this program is interpersonal relationships, problem solving and coping skills. Learners who feel exhausted, frustrated, angry, and anxious about learning, the classroom, or the test situation often experience academic failure and even problems in interpersonal relationships (Cooley, Martin, Papurs, & Guinness, 2016).

Based on a positive psychology approach, the Pennsylvania Resilience Program can play an important role in providing students with the right environmental conditions. The program emphasizes teaching problem-solving skills as well as explanatory techniques to help teens and young adults cope with everyday stressors (Gillham, Gallup, & Seligman, 2007). The concept of optimism and explanatory practices form the theoretical basis of the Pennsylvania Resilience Program. Examination of empirical evidence shows that the Pennsylvania Resilience Program is one of the most widely used intervention programs based on cognitive-behavioral model to equip individuals psychologically in the face of negative life experiences and emotions, whether academic or otherwise. Of undeniable importance Enjoys. A 15-year study by Seligman et al. (2009) using the Pennsylvania Resilience Program found that students' well-being is enhanced and their ability to manage anxiety, depression, and everyday problems is enhanced.

Given the importance of high school, an important period in the life of students to enter educational centers, adulthood, labor market and accept new responsibilities and due to the lack of research in this area, the present study aims to address this 'The question will be whether the Pennsylvania resilience training is effective in overcoming the anxiety of gifted adolescents with perfectionism.

Method

The present study is a quantitative study in terms of the nature of the collected data and an applied study in terms of purpose. The research method was quasi-experimental with pretest-posttest design with two groups of control and experimental.

The statistical population of this study included gifted adolescent girls (Dezful girls' sages) in the 98-99 academic year who were in the age range of 15-12 years, using the available sampling method from a gifted school (Farzanegan 2). After announcing the call for participation in the study, among the gifted teenage girls aged 12 to 15, those volunteer teenage girls who responded positively to the call were invited for an initial interview at a counseling and psychology center in Tehran, and From among them, 30 people who received a higher perfectionism score were selected and then randomly assigned to the experimental and control groups and also signed the ethical consent to participate in the research.

Sampling method of this study was available and voluntary sampling. 30 volunteers were selected after reviewing the inclusion and exclusion criteria and were replaced in two experimental and control groups.

The intervention group received the Pennsylvania Resilience Training in 10 sessions and the control group did not receive any intervention. It should be noted that in order to fill in the

questionnaires, students are first provided with information such as explaining the objectives of the research, the right to leave the study, obtaining informed consent from the units under study. , given. Members were pretested before the intervention. In this study, 2 sessions of absence were allowed and 3 sessions of absence were determined as the criterion of decline. Finally, after the intervention, all tests were performed again in the post-test stage in both research groups.

Beck Anxiety Scale (BAI)

This list was designed by Beck, Epstein, Brown, and Esther (1988) to measure anxiety and consists of 21 terms, with four options to choose from. Each reflex expression is a symptom of anxiety that is usually experienced by people who are clinically anxious or who are in a state of anxiety. In addition to the studies of Beck et al. (1988) and the presentation of valid findings based on appropriate internal consistency and good test-retest reliability as well as divergent validity and reliable differentiation for this list by testing a clinical sample and also by testing students, Confirmed the reliability and validity of this list. This list has been translated and validated in Persian by Kaviani and Mousavi (2008). Recent validation results showed validity of 0.72, reliability of 0.83 and appropriate internal stability equal to 0.92.

Perfectionism Scale

The Frost Multidimensional Perfectionism Scale was developed by Frost, Martin, Lahart, and Rosenblatt in 1990 based on the multidimensional model of perfectionism and consists of six subscales, which use 35 questions based on a five-point scale. Likerts are weighed from strongly agree to strongly disagree and include the six components of worry about mistakes, doubts about actions, parental expectations, parental criticism, personal standards, and organization. These six dimensions are highly correlated with each other, but the organization has the least correlation with other dimensions and the overall score of perfectionism. For this reason, in calculating the overall score of perfectionism, the score of this dimension is not considered. From the 4 subscales of worry about mistakes, doubts about actions, parental expectations, parental criticism, the overall score of negative perfectionism is obtained, and from the 2 subscales of personal standards and organization, the score of positive perfectionism is obtained. Cronbach's alpha value for errors was reported to be 0.88, individual criteria 0.83, parental expectations 0.84, parental criticism 0.84, skepticism about tasks 0.77, tendency to order and organization 0.93 (Frost Et al., 1990). The coefficients of subscales of this scale in a community of Iranian students are equal to 0.83, 0.72, 0.77, 0.63, and 0.77 and 0.81, respectively, and also the validity of the test-retest of this scale is equal to / 86. 0 and internal consistency was equal to 0.75 (Abbaspour, 2006).

Pennsylvania Resilience Program

It is a preventative treatment program based on the cognitive-behavioral model developed by Gilham, Jikax, Review, Seligman, and Silver (1990) at the University of Pennsylvania. The program emphasizes teaching problem-solving skills as well as explanatory techniques to help teens and young adults cope with everyday stressors. The program is run in groups and can be used in schools, universities, clinics, and other social organizations (Gilham, Revich, Farz, Lutcher, Leitzinger et al., 2006).

session	Title	Content of meetings	homework
1 - 2	Introduce group members together and explain the resilience program	After introducing the people and explaining the goals of the meeting and performing the pre-tests, confidentiality, restrictions, roles, rules and related responsibilities are discussed along with the importance of completing homework. Relationships between positive and negative thoughts and feelings and their relationship to behaviors will be described to individuals using the experience cycle and cognitive model. In order to help people better understand the ABC pattern after designing several scenarios that involve a disturbing event (A), the consequences of dealing with these events (C) and the underlying beliefs of these consequences are considered. In this section, the pivotal and determining role of the belief element (B) in predicting distinct patterns of emotional and behavioral experiences of individuals in the face of adverse events is discussed.	People use an event log to record events in which a negative and dysfunctional belief has led to destructive behaviors and emotions.
3 - 4	Teaching optimistic and pessimistic documentary style	Evaluate the documentary pattern of people in the face of unpleasant events. In this session, people find that the visible difference in the pattern of their emotional reactions to unpleasant events, through the feature Most of the professors used by them can be explained. People are taught to define the concept of documents and their characteristics. Documents indicate the preferred method of individuals in explaining the causes of various events. The concept of attribution style and the three defining dimensions of stable / unstable, specific and internal external and its relationship with the ABC model are taught to individuals.	Individuals should use a table of attributional styles to record cases in which they adopted a pessimistic style, and to note the adverse consequences according to the ABC model. Then evaluate the same pessimistic styles using the optimistic style and record the behavioral and emotional consequences arising from it.
5 -6	Controversy and confrontation with catastrophic attitudes and beliefs	In this section, two factors of controversy (D) and energizing (E) are added to the ABC model in order to teach effective coping with catastrophic beliefs. D represents the controversy with misconceptions (B) and indicates the amount of energy provided by the change in consequences. In this section, people learn that the realization of an effective debate is based on four principles. The first principle is to gather evidence. The	Using ABCDE analysis in the face of unpleasant events in real life, people provide a good platform for effective debate with events. For this purpose, people are advised to pay attention to the conversations they go through in their minds in the face of any unpleasant event, and then try to use countermeasures in dealing with them.

		second principle is to propose alternative interpretations. The third principle is to avoid catastrophe. The fourth principle is to draw up an attack plan.	
7 - 8	Teach the five steps of problem solving skills	In this section, people learn that successful and efficient problem solving requires five steps. Step # 1- Discovering Your Purpose Step # 2- Discovering Your Purpose Step 3: Set goals; Step 4: Choose a method of action after determining the positive and negative cases; Step 5: Test the effectiveness of the selected solution	People practice this skill using the five steps of problem solving in real life situations and record its behavioral and emotional consequences in relation to themselves and others.
9 - 10	Social skills Decisive behavior with assertiveness (boldness) and negotiation	In this section, the activities required to teach social skills of assertiveness and negotiation are briefly described. Learning the skill of assertiveness requires that people communicate their views to others in a non-aggressive, assertive manner. In fact, people learn that assertiveness - as an effective strategy - is a useful point in the middle of passivity and aggression. However, sometimes interacting with others causes the correctness of people's thoughts and ideas to be challenged. Or people find that others pursue different goals. In such situations, people are trained to be able to reach a solution through negotiation skills, which is pleasant and acceptable to both parties.	People practice assertiveness in relation to other people in their real life by creating different scenarios. They also practice conversation and negotiation skills.
11	Teach self-confidence and self-esteem skills	This skill is one of the basic skills in social skills training. In this session, people learn four types of self-confidence (real high, real low, false high and false low) in the dimension of ability and belief, and understand their differences along with examining the obstacles to not believing in abilities. In self-confidence building skills, people learn the four steps. Step # 1- Discovering Your Purpose Step 2: Understand the difference between performance and capacity. Step 3: Gain awareness of capacities. Step 4: Discovering Your Purpose Summarize topics and perform post-test	Individuals practice self-confidence techniques in the real world and record their association with the ABC pattern, optimistic attribution style, and behavioral and emotional consequences.
12	Final	Summarize and run the post-test	

Findings

Table 4-1 Age status of participants in the experimental group and the control group

group		Mean	SD
	Test age	15.53	4.64
	Control	15.06	4.79

In the table of mean age of participants in the experimental group (15.53) and standard deviation (64 4.64) and the control group (15.06) and standard deviation (4.79 ±) can be seen.

One of the presuppositions of using parametric tests is the assumption that the distribution of dependent variable scores is normal. In this study, Shapiro-Wilk test was used to test this hypothesis ($p = 0.47$, $F = 0.96$), so we did not violate the assumption of regression slope homogeneity. To investigate the default homogeneity of variance of academic procrastination in case groups ($p = 0.68$, $F = 0.16$).

Due to the normality of the research variables, homogeneity of regression slope and uniformity of variance, the assumptions of the univariate analysis of covariance test have been observed and this test can be used to analyze the data.

Mean and standard deviation of anxiety component scores in experimental and control groups in pre-test and post-test

Variables	group	Number	Pre-test		Post-test	
			Average	SD	Average	SD
Anxiety	experiment	15	27.93	3,06	12.20	1.26
	Control	15	20.33	3.47	17.33	4.71

Comparison of the means in Table 4-5 shows that the scores of anxiety components in the experimental group decreased in the post-test stage and the decrease score indicates the components of anxiety.

In order to evaluate the effectiveness of Pennsylvania resilience approach on anxiety components, univariate analysis of covariance was used, the results of which are presented in Table 4-6.

Table below Results of univariate analysis of covariance related to anxiety component scores

Sources of changes	Total squares	DF	Average squares	F	P	Eta squared	statistical power
pre-exam	760/30	1	760/30	5.565	0.026	0.171	0.62
group	273/42	1	273/42	7.648	0.010	0.221	0.760
total	240/149	27	527/5				
error	000/1311	30	-				

The results of univariate analysis of covariance in Table 4-4 show that the effect of pre-test scores is significant ($F = 5.565$, $p = 0.026$, $\eta^2 = 0.171$), meaning that between pre-test anxiety scores and post-test scores There is a significant relationship between this variable. Also, the results of this analysis in Table 4-6 show that after controlling the pre-test scores, the effect of the group on the anxiety score in the post-test stage is significant ($F = 7.648$, $p = 0.010$, $\eta^2 = 0.221$).

Conclusion

Pennsylvania resilience training significantly reduces the anxiety of students in the experimental group compared to the control group. This finding by Farzers and Gillham (2008); Seligman et al. (2008); Allen (2006); Winland, Arvidson, Cacolidis, and Dahl (2015); Linardon and Brennan (2017); Mohammadian Davood and Inanloo Hossein (1399); Mousavi and Sara Rudi in (1399) are consistent and no inconsistency study was found.

Explaining the above result, it can be said that according to the emphasis of experts on the learning of various resilience skills, by teaching these skills to individuals, the level of academic life can be increased in them. By teaching skills such as communication skills, coping, assertiveness, self-expression, and speed resilience (playing with numbers and words, relaxation, guided mental imagery, diaphragmatic breathing), resilience and subsequent levels of academic life can be increased. In fact, by increasing the level of education of individuals, it can be inferred that anxiety also decreases.

Reducing anxiety is one of the main concerns of society in relation to students with high intelligence and resilience by the student's response to stressful life events or constant exposure to stress, is a factor that helps students in coping with difficult situations and Stress helps life and protects them from mental disorders and life problems. In fact, resilient students can more easily endure the stress and discomfort caused by life problems due to their inner characteristics and abilities, such as flexibility and high adaptability to living conditions and coping with problems. Empowerment allows resilient students to manage difficult and stressful life situations and enables positive growth and balance for the individual. All of these abilities help students to overcome and cope with life-threatening situations more effectively, resulting in less stress.

Increasing resilience in students can change an important part of their lives, so that students with high resilience will be able to be more accurate in dealing with the problems in their lives. Increased resilience program allows students to cope with strategies and skills. Unpleasant events pervade life.

Anxious students have irrational beliefs and cognitive errors, and these irrational beliefs and cognitive errors also affect a student's excitement, behavior, and body. The Pennsylvania Resilience Program focuses on identifying dysfunctional and negative student beliefs as well as its dysfunctional underlying patterns of self and others, using Ellis's pattern and explanatory style teaching, corrects these dysfunctional beliefs and thoughts, and by learning the desired cognition and thinking pattern, a desirable pattern of emotion and behavior is created for the student. The severity of students' stress symptoms is reduced.

Resilience therefore acts as a protective agent that acts as a form of vaccination. Highly resilient students use effective coping strategies in dealing with academic issues, and they look at problems in such a way that they see them as opportunities for learning and growth. On the other hand, these are not problems that upset students; rather, it is students' attitudes toward the problems that make them sick. Accordingly, intelligent students can be taught not to fall into sadness and despair. Recognize and change their misconceptions, beliefs and hypotheses because students can train their lives to be full of camaraderie, happiness, and creativity and emotionally satisfying. In this study, resilience education was able to properly create this power in students.

One of the limitations of this study was high school students and sampling method was available, so one should be careful in generalizing the findings. Conducting research on the volunteer sample that may have affected the effects of treatment on the motivation of the participating members to improve and the lack of sufficient opportunity to conduct diagnostic interviews before selecting the sample group to prove that the subjects did not have psychiatric disorders and diagnoses. Also a small sample size of research that reduces the power of generalizability. As a suggestion, due to the special emphasis of Pennsylvania resilience training on youth and family, this treatment can be used as one of the main approaches in youth and family counseling by colleagues, as well as various training courses in the field. Pennsylvania resilience training should be conducted at the level of treatment clinics using the techniques of this perspective.

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