

Special Issue

The Role of Psychological and Educational Knowledge in Supporting Gifted Development

Message from the Guest Editors

For this Special Issue, we invite contributors to address current research in the areas of psychology, neuroscience and education in the support of gifted individuals. We are especially interested in research in which these disciplines come together to effectively enhance provision and support for gifted learners or research which demonstrates that the absence of dialogue between these disciplines has limited provision. Knowing what not to do is as important as knowing what to do.

Through the articles in this Issue we hope to explore contemporary opportunities and challenges and to address what part each discipline has to play in harnessing multidisciplinary provision for highly able individuals to ensure it is meaningful and effective. We welcome papers which include a focus on inclusion and intersectionality and we actively seek international perspectives on these issues. The articles may be theoretical or empirical as long as they are informed by evidence.

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Editor-in-Chief

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.6 days after submission; acceptance to publication is undertaken in 3.4 days (median values for papers published in this journal in the first half of 2025).