

# A Bibliometric Analysis of Research on the Mental Health of Gifted and Talented Children (1948-2025)

Namrata Dagli <sup>1</sup>, Rushabh Dagli <sup>2</sup>, Mainul Haque <sup>3</sup>

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## ABSTRACT

This study offers a comprehensive overview of global research on the mental health of gifted and talented children, conducted through a bibliometric analysis of articles published between 1948 and 2025. Using the Dimensions database, 114 relevant peer-reviewed articles were identified and analyzed to map trends in citation, publication, and thematic focus. In addition, the citation network of influential countries, sources, and articles in the field was analyzed using VOSviewer and Biblioshiny. The results show that research on this topic has steadily increased since the late 1990s, particularly after 2017, with a growing interest in issues such as ADHD, socio-emotional development, the impact of parenting style, sleep, and specialized education. The findings suggest that the concept of giftedness has evolved from a focus on cognitive performance to a more holistic view, one that is more focused on the emotional and psychological needs of gifted children. This analysis offers valuable insights for researchers, educators, and mental health professionals seeking to support gifted children.

## Keywords

Gifted Children, Mental Health, Emotional Wellbeing, Bibliometric Analysis, Psychological Issues, Perfectionism, Anxiety, Twice-Exceptional, Social-Emotional Development, Dimensions Database, Research Trends, "VOSviewer" Biblioshiny

## INTRODUCTION

Giftedness refers to exceptional abilities in one or more domains, such as intellectual, creative, artistic, or leadership capacities. In 1993, the United States Department of Education defined gifted learners as children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment compared to their peers of the same age, experience, or environment. Earlier, particularly in the early 20th century, giftedness was considered a hereditary trait, and greater emphasis was placed on innate intelligence, often measured through standardized IQ tests, with an IQ of 130 or above being the conventional threshold <sup>2</sup>. However, over the past few decades, the conceptualization

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of giftedness has undergone significant transformation. Recent theories consider giftedness as context-dependent and socially influenced rather than merely cognitive. Models such as Renzulli's 2002 Three-Ring Conception of Giftedness<sup>3</sup> and Gagné's 2004 Differentiated Model of Giftedness and Talent<sup>4</sup> emphasize a broader range of traits—including creativity, task commitment, and environmental factors—as essential components of gifted potential. These models suggest that giftedness may not automatically lead to achievement unless nurtured within appropriate educational and social environments.

Globally, gifted individuals are estimated to comprise approximately 3-5% of the population<sup>5</sup>. However, Borland revisited and expanded upon Renzulli's<sup>5</sup> arguments, emphasizing the need for a more nuanced approach to identifying giftedness<sup>6</sup>. Despite these high numbers, many gifted children remain unidentified due to insufficient screening processes and limited teacher capability in recognizing giftedness, particularly in rural and underserved areas. In addition, gender disparities also exist in the identification of giftedness<sup>7</sup>. While IQ testing demonstrates equality of intelligence between males and females, societal biases often lead to the underrepresentation of girls in gifted programs<sup>7</sup>.

Previous studies have focused on specific aspects, such as the prevalence of social-emotional problems in gifted children<sup>8</sup>. Still, a holistic overview of the research on mental health in this population is lacking. There is no existing bibliometric analysis that maps the global development of this field over time. The field lacks a clear picture of how research themes have evolved or where gaps in knowledge still exist. Without this, it's hard for educators, psychologists, or policymakers to access and apply the most relevant findings. This study addresses that gap by offering an overview of global research trends and future direction.

Understanding the mental health challenges faced by gifted and talented children is crucial for developing effective support systems. A bibliometric analysis can offer valuable insights into research trends, identify gaps in the literature, and inform future studies. The primary aim of this study is to conduct a bibliometric analysis of research on the mental health of gifted and talented children. The specific objectives include:

1. Determining the most impactful journals and countries publishing on this topic.

2. Identifying the most influential papers in the field.
3. Analyzing the thematic evolution of research over time.

By identifying the most influential papers, sources, and countries actively publishing on this topic, stakeholders can better allocate resources and design interventions tailored to the unique needs of gifted children. Additionally, by identifying key areas of focus and under-researched issues, the study can inform future research efforts and contribute to the development of comprehensive support systems for gifted individuals. The findings of this study can be helpful for educators, policymakers, and mental health professionals about the current state of research on the mental health of gifted children.

## MATERIALS AND METHODS

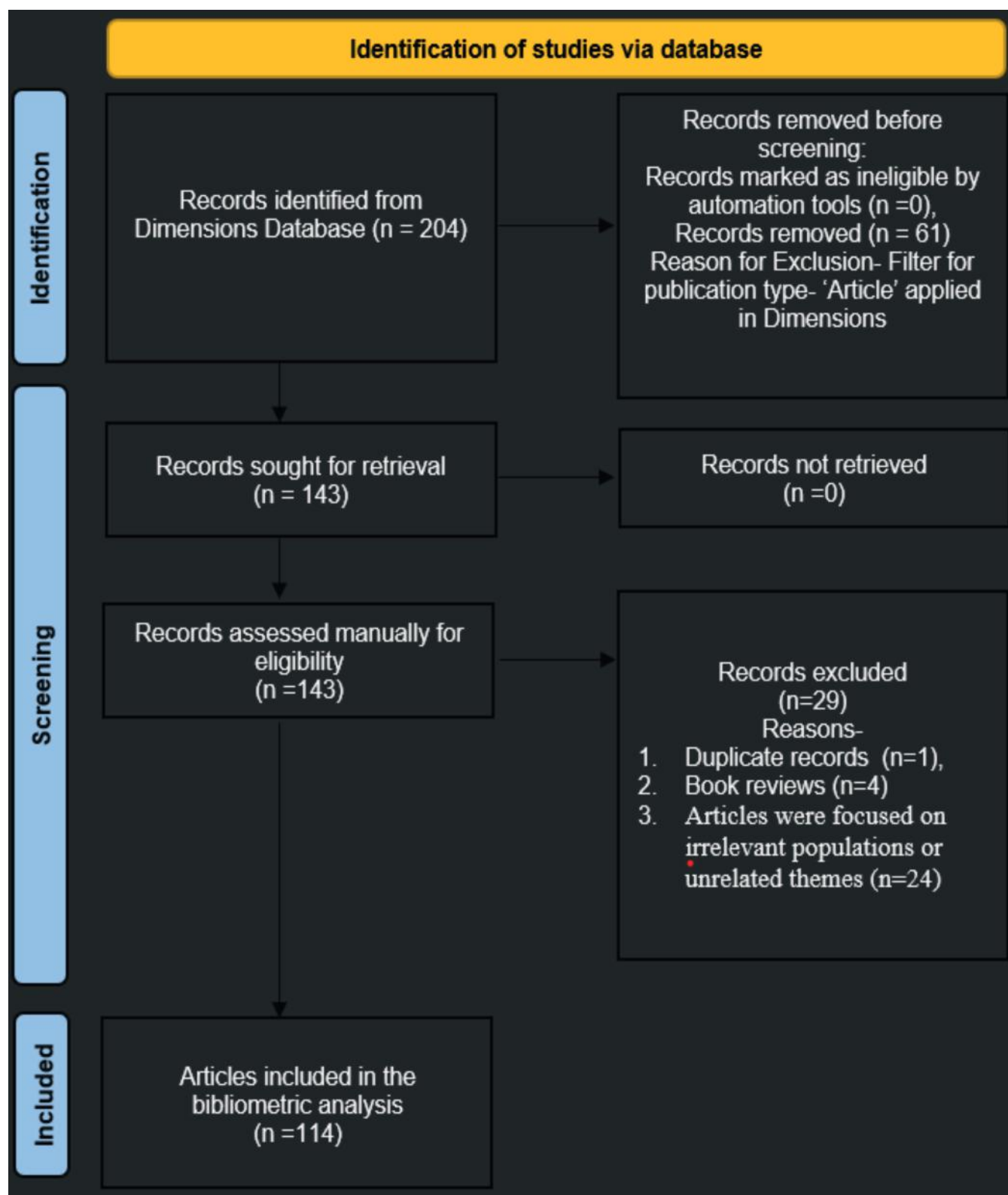
### Study Design

This study employed a bibliometric research design to investigate the evolution of research on mental health in gifted and talented children over time. Bibliometric analysis helps identify patterns, trends, and key contributors in a specific research area by analyzing published literature.

**Eligibility criteria:** Only the articles on the mental health of gifted children were included, while excluding all other types of publications using a filter in the Dimensions database. In addition, articles on related concepts were also included, assessing aspects such as emotional, psychophysiological, psychosocial, socioeconomic, test anxiety, self-esteem, self-concept, and perfectionism. Articles assessing parents' mental health experiences were excluded. Additionally, articles based on book reviews were excluded from the analyses.

### Data Collection, Cleaning, and Extraction

To collect data, we utilized the Dimensions database, which encompasses a broad range of peer-reviewed journal articles from diverse academic fields. We developed a search strategy using a combination of keywords such as "gifted children," and "talented children," and "high-ability children," and "twice exceptional," along with mental health terms like "mental health," and "psychological wellbeing," and "emotional issues," and "anxiety," and "depression." These terms were combined using Boolean operators (AND/OR) to ensure we captured the most relevant



**Figure 1:** Flow chart of the study selection process.

**Illustration Credit:** Namrata Dagli.

studies. The search string used is as follows:

("gifted children" OR "talented children" OR "high-ability children" OR "twice exceptional") AND ("mental health" OR "psychological wellbeing" OR "emotional issues" OR "anxiety" OR "depression"), Article

After retrieving the search results, we followed the PRISMA guidelines<sup>10</sup>, adapted for bibliometric studies. First, all records identified through the database search were exported. We removed duplicate entries to avoid counting the same research more than once. Then, we screened the titles, abstracts, and keywords to ensure that only relevant articles were included. Only those that discussed both giftedness and mental health were kept for analysis.

### Bibliometric Tools

We utilized two software tools to conduct the bibliometric analysis. VOSviewer<sup>11</sup> was used to create visual maps showing citation networks of countries, sources, and articles separately for each. In the visualizations, the circles represent the analyzed items (countries, sources, or articles), and the connecting lines indicate the relationships between these items. The thickness of the lines indicates the strength of the association or link. It is important to note that the visualizations may not display all analyzed items, as their visibility depends on the spatial relationships determined by the layout algorithm and the thresholds set for inclusion. The Biblioshiny<sup>12</sup>, which is a web-based interface for the R package Bibliometrix, was used to identify the most influential articles, journals, countries, and shifts in research trends over time.

## RESULTS

**Search Results:** On searching the literature in the Dimensions database using the search string, we identified 204 publications. After applying a filter for publication type that limits search results to articles only, 143 articles remained. After manually inspecting the title, abstract, and keywords, 114 articles were selected for this bibliometric analysis. The study selection process is depicted in the flow chart (Figure 1).

### Publication and Citation Trends:

**Figure 2** illustrates the progression of research on the mental health of gifted and talented children, as measured by publication volume and impact. Although the first article in this field dates to 1948, consistent academic interest didn't gain momentum until the late

1970s and 1980s. During those early years, very few articles were published, and citation rates remained low. However, starting in the 1990s and especially from the late 1990s to the early 2000s, the number of publications gradually increased along with a noticeable rise in average citations per article, suggesting that researchers and practitioners began to pay more attention to the emotional and psychological dimensions of giftedness. Notably, years such as 1997, 1999, 2000, and 2004 saw particularly high citation averages, indicating that the papers published during these years were widely cited by others in the field. The period after 2017 continued to show active contributions, with an increasing publication volume; however, citation rates naturally appear lower due to the short time since publication. Overall, this trend suggests that research interest in the mental health of gifted children has grown steadily over the decades, with impactful work particularly emerging around the turn of the millennium.

### Most Impactful Countries

Based on the data, the United States has the highest number of citations, followed by Israel and France. Most highly cited countries, such as the USA, Canada, Australia, and several European nations, are economically strong and have well-developed research systems. The most impactful countries based on the total citation counts are listed in Table 1.

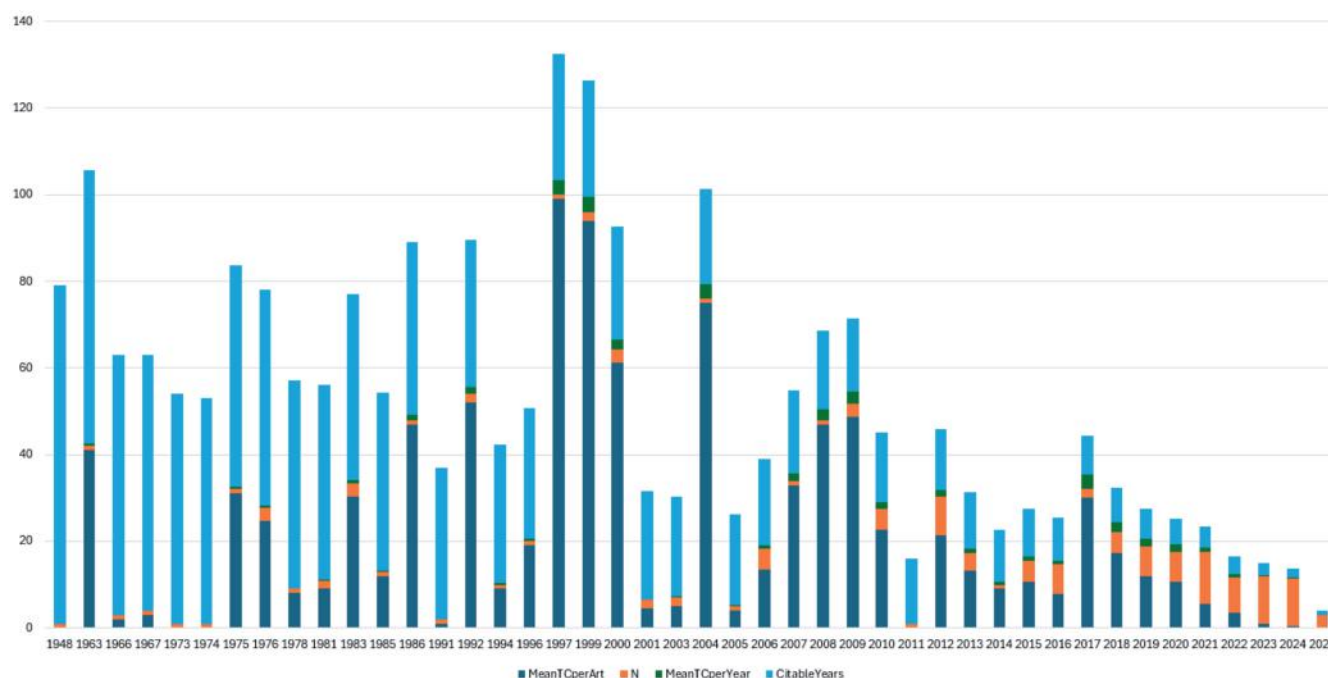
**Table 1:** Most Impactful Countries based on the total citation counts

Country	Total Citations	Average Article Citations
USA	398	28.40
Israel	242	121.00
France	155	14.10
Australia	122	15.20
Turkey	93	15.50
Canada	76	10.90
Germany	47	47.00
Iran	37	37.00
Greece	36	36.00
Spain	24	12.00

**Table Credit:** Namrata Credit.

### Citation Analysis of Countries

The analysis conducted by VOSviewer revealed that a total of 23 countries contributed to the research on the topic. Of these 16 countries, those with at least



**Figure 2:** Publication and Citation trends in the articles on the mental health of gifted and talented children.

**Illustration Credit:** Namrata Dagli.

one publication and a minimum of five citations were included in the analysis. Out of these 16 countries, 14 were connected. The Visualization (**Figure 3**) depicts the distribution of these 14 countries across 5 clusters, with a different color assigned to each cluster. The connecting lines represent 23 links, and the total link strength value calculated by VOSviewer is 42. The countries with the highest total link strengths are the USA (21), followed by Turkey (17) and France (15).

### Most Impactful Journals

Based on the data, the *Roeper Review* has the highest H index, followed by *Gifted and Talented International* and *Gifted Child Quarterly*; however, the G index of *Gifted Child Quarterly* is higher than the other two. The H-index is an author-level metric that aims to measure both the productivity and citation impact of a scholar's publications. A researcher has an H-index of  $h$  if  $h$  of their  $N$  papers have at least  $h$  citations each, and the other  $(N-h)$  papers have no more than  $h$  citations each<sup>13</sup>. These metrics can be calculated for journals (sources) just like for authors. The H-index for journals indicates the number of articles (H) published in a journal that have each received at least H citations, while the G-index gives more weight to highly cited articles by identifying the highest number (G) such that the top

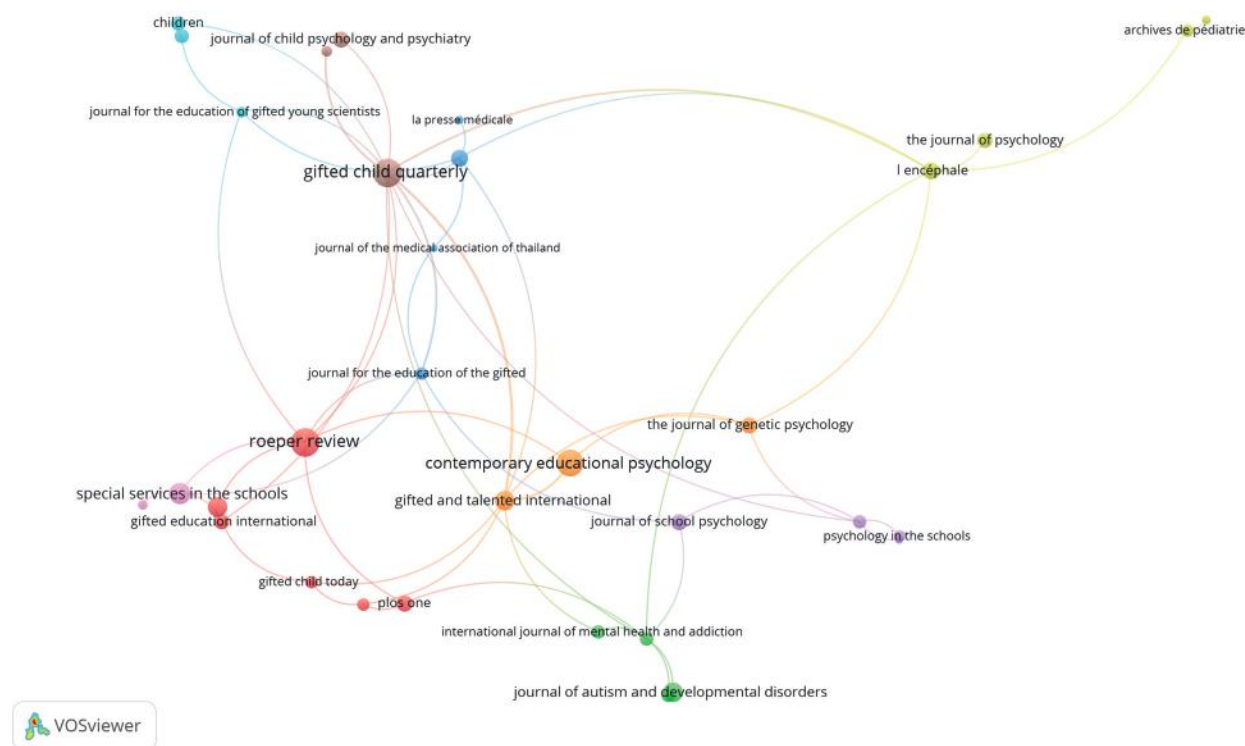
G articles received at least  $G^2$  citations. The M-index is the H-index divided by the number of years since the journal's first publication in the dataset, indicating citation consistency over time<sup>12</sup>. The most impactful journals, based on their H-index values, are listed in Table 2, along with their M-index and G-index values.

**Table 2:** Most impactful journals based on the H-index

Journals	H-index	G-index	M-index	Total Citations	Number of Publications
Roeper Rev	6	7	0.140	259	7
Contemp Educ Psychol	3	3	0.089	230	3
Gifted Talent Int	4	5	0.174	87	5
Gift Child Q	4	8	0.068	262	8
Gift Educ Int	3	5	0.114	44	5
Archives De Pédiatrie	3	3	0.094	24	3
L Encephale	2	2	0.038	54	3
Gift Child Today	2	3	0.143	22	3
J Educ Gifted Young Sci	2	2	0.333	15	2
J Adv Acad	2	2	0.250	89	2

**Table Credit:** Namrata Dagli.





**Figure 3:** Network Visualization of Citation analysis of countries (Weight: Citations).

**Illustration Credit:** Namrata Dagli.

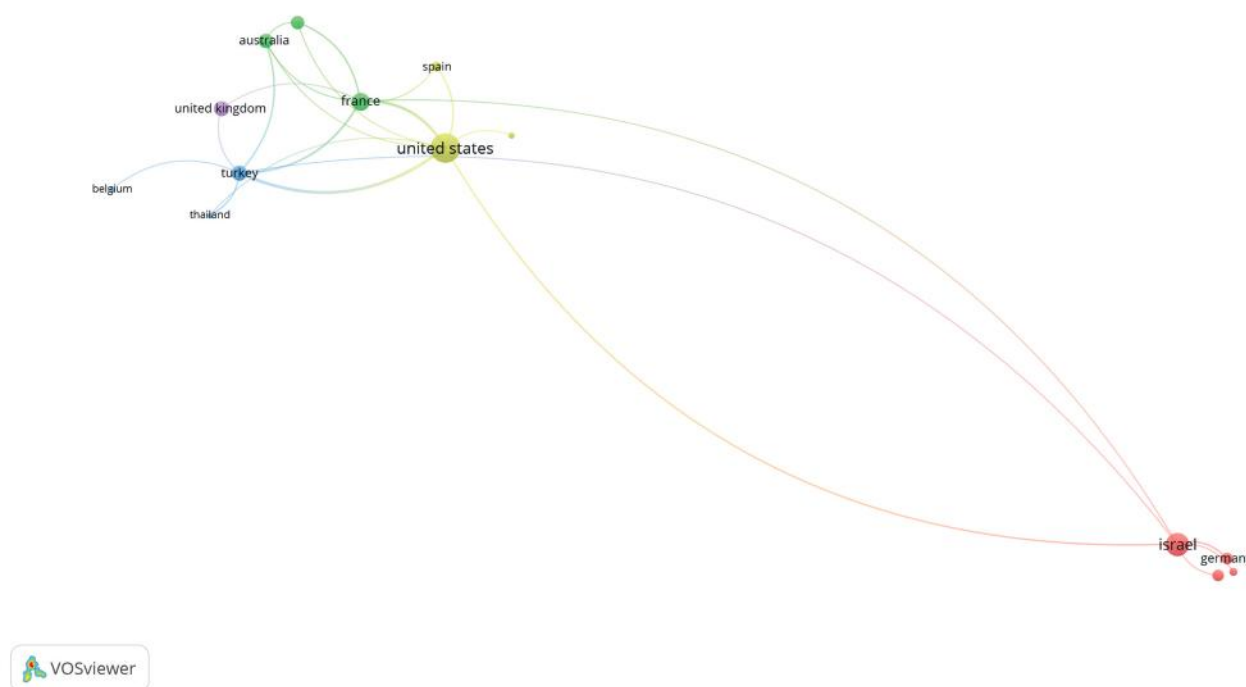
### Citation Analysis of Journals

A total of 81 journals were identified by VOSviewer, of which 43 journals have published at least 1 article on the topic and have at least 5 citations. For each of these 43 journals, the total strength of citation links with other journals was calculated, and the sources with the greatest total link strength (TLS) were selected for the analysis. The journal *Gifted Child Quarterly* has the highest link strength value of 262, followed closely by *Roeper Review* (259) and *Contemporary Educational Psychology* (230). The largest set of connected items consists of 33 journals that were included in the network analysis. The network visualization (Figure 4) depicts 9 clusters of these 33 journals connected with 54 links, with a TLS value of 60.

### Most Impactful Articles

The thematic focus of the most cited articles on gifted children consistently centers around the interplay between academic excellence and psychosocial challenges, gradually evolving to reflect a more holistic understanding of giftedness. Earlier foundational work by Lovecky 1992 drew attention to the emotional depth and heightened sensitivities among gifted

children, suggesting that these traits, while enriching, often isolate gifted youth from their peers<sup>15</sup>. Ablard and Parker 1997 examined the role of parental achievement goals, noting that a strong focus on performance can foster maladaptive perfectionism in academically talented children<sup>16</sup>. Zeidner and Schleyer 1999 explored the Big-Fish–Little-Pond Effect, demonstrating that academically gifted students, when placed in competitive environments, often experience a diminished self-concept and heightened test anxiety despite achieving high performance.<sup>17</sup> This early work drew attention to the psychological costs of selective academic settings. This finding was later supported and expanded upon by Nugent 2000<sup>18</sup>, who discussed how perfectionism manifests in gifted students and advocated for classroom-based interventions, such as emphasizing effort over outcomes<sup>18</sup>. Pfeiffer and Stocking 2000 stressed the psychological vulnerabilities of gifted students, similarly, identifying risks such as social alienation, emotional overexcitability, and pressure to meet elevated expectations, laying the groundwork for more individualized approaches in education and counseling<sup>19</sup>. Dwairy 2004 added a culturally grounded lens by studying Arab gifted adolescents and found



**Figure 4:** Network Visualization of Citation Analysis of Journals publishing on mental health in Gifted and Talented Children (Weight: Citations).

**Illustration Credit:** Namrata Dagli.

that parenting style—particularly authoritarian versus authoritative—had significant implications for mental health outcomes, indicating that the cultural context plays a pivotal role in shaping the gifted experience<sup>20</sup>. Martin et al. 2010 later conducted a review of epidemiological studies and found that gifted youth are not universally protected from mental disorders; instead, they may face distinct risks, particularly related to anxiety and mood disturbances, indicating the need to move beyond stereotypes of gifted resilience<sup>21</sup>.

Foley Nicpon et al. 2010 added another layer of complexity by examining intellectually gifted children with autism spectrum disorder (ASD), revealing that while these children possess notable cognitive strengths, they often struggle significantly with social interactions and emotional regulation.<sup>22</sup> Her findings pointed to the need for more nuanced, dual-exceptionality-focused interventions. Building on this perspective, Shechtman and Silektor 2012 compared the social competencies of gifted and nongifted children, concluding that while gifted children may exhibit advanced social skills, they are also more susceptible to emotional difficulties

in specific contexts<sup>23</sup>. Eren (2017) continued this cultural and familial focus by identifying emotional and behavioral challenges among gifted children, particularly when familial support structures were inconsistent or inadequate<sup>24</sup>.

Taken together, these widely cited articles demonstrate a significant shift in theme over time. Earlier studies were predominantly focused on the psychological vulnerabilities and emotional sensitivities of gifted children, often in response to internal or school-related pressures. More recent work, however, has expanded the lens to consider broader contextual factors—such as family dynamics, parenting styles, cultural background, and dual exceptionality—acknowledging that giftedness is not a uniform experience but rather a multifaceted developmental trajectory. The body of literature suggests a movement from a deficit-oriented view of gifted students' emotional challenges toward a more integrative approach that emphasizes tailored support, context-sensitive interventions, and recognition of diversity within the gifted population (Table 3).

**Table 3:** Most Impactful Article Based On The Total Citation Counts.

Authors	Journal Name	Title	Total Citations	TC per Year	Normalized TC
Zeidner and Schleyer, 1999 <sup>17</sup>	Contemp Educ Psychol	The Big-Fish–Little-Pond Effect for Academic Self-Concept, Test Anxiety, and School Grades in Gifted Children	167	6.19	1.78
Martin et al. 2010 <sup>21</sup>	Gift Child Q	Mental Disorders Among Gifted and Nongifted Youth: A Selected Review of the Epidemiologic Literature	135	7.94	2.77
Pfeiffer and Stocking 2000 <sup>19</sup>	Gift Child Q	Vulnerabilities of Academically Gifted Students	108	4.15	1.76
Ablard and Parker 1997 <sup>16</sup>	J Youth Adolesc	Parents' Achievement Goals and Perfectionism in Their Academically Talented Children	99	3.41	1.00
Foley Nicpon et al. 2010, <sup>22</sup>	J Autism Dev Disord	Parent, Teacher, and Self Perceptions of Psychosocial Functioning in Intellectually Gifted Children and Adolescents with Autism Spectrum Disorder	91	5.69	4.03
Lovecky 1992 <sup>15</sup>	Roeper Rev	Exploring social and emotional aspects of giftedness in children	90	2.65	1.73
Shechtman and Silektor 2012 <sup>23</sup>	Roeper Rev	Social Competencies and Difficulties of Gifted Children Compared to Nongifted Peers	79	5.64	3.68
Dwairy 2004 <sup>20</sup>	Gift Child Q	Parenting Styles and Mental Health of Arab Gifted Adolescents	75	3.41	1.00
Eren et al 2017 <sup>24</sup>	Nöro Psikiyatri Arşivi	Emotional and Behavioral Characteristics of Gifted Children and Their Families	60	6.67	1.00
Nugent 2000, <sup>18</sup>	J Adv Acad	Perfectionism: Its Manifestations and Classroom-Based Interventions	58	2.23	0.95

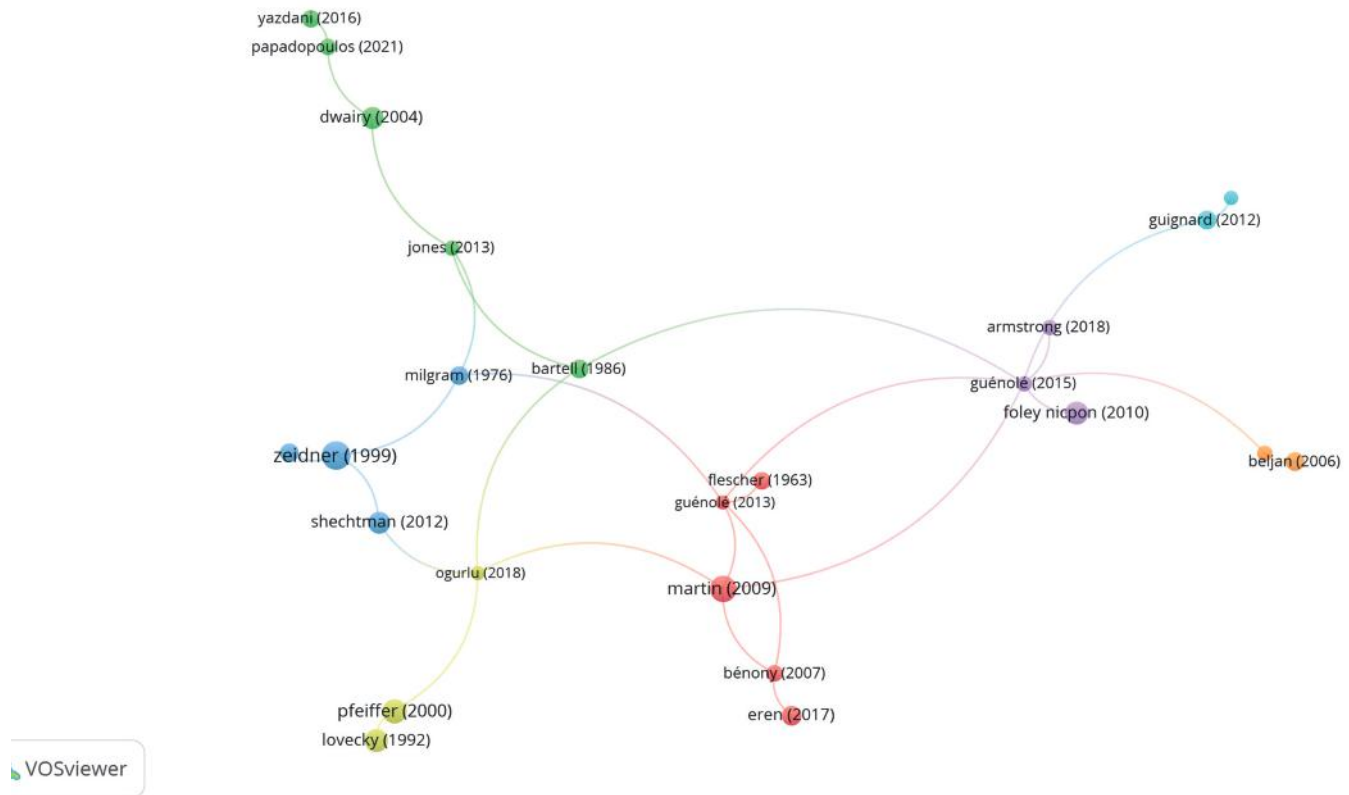
**Table Credit:** Namrata Dagli.

### Citation Analysis of Documents

VOSviewer identified 114 documents, of which 33 papers having at least 20 citations were included in the analysis. For each of the 33 papers, the Number of citation links was calculated, and the most extensive connected set of the 24 documents was included in the network

visualization (Figure 5). The article with the maximum number of links is “Wechsler profiles in referred children with intellectual giftedness: Associations with trait-anxiety, emotional dysregulation, and heterogeneity of Piaget-like reasoning processes,” followed by “A cross-sectional study of trait-anxiety in a group of 111 intellectually gifted children” <sup>25,26</sup>.





**Figure 5:** Network Visualization of Citation Analysis of the Articles Published on the Mental Health of Gifted and Talented Children (weight: citations).

**Illustration Credit:** Namrata Dagli.

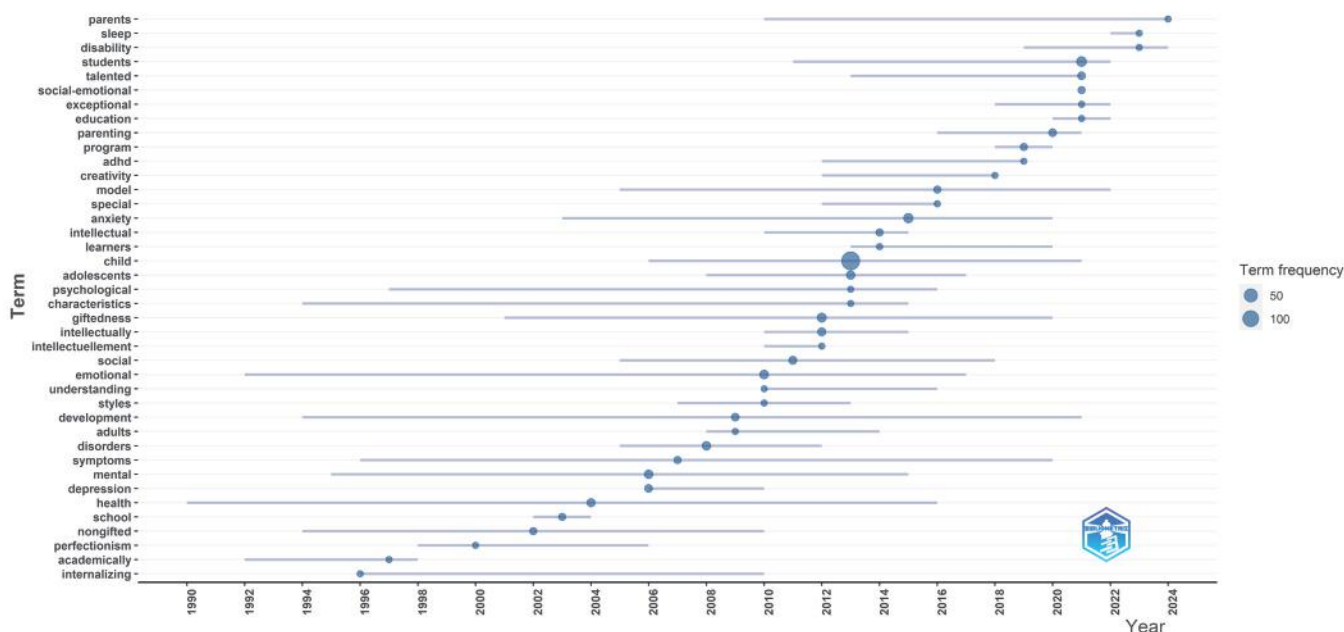
### Analysis of Topic Trends

**Figure 6** illustrates how the focus of research on the mental health of gifted and talented children—has shifted over the years, based on the terms used in article titles. In the early 1990s and 2000s, terms like “perfectionism,” and “mental,” and “health,” and “depression,” and “internalizing,” and “school” appeared more often. This suggests that early research focused heavily on emotional struggles like stress, anxiety, and perfectionism in school settings. The term nongifted indicates that comparative studies have been conducted between gifted and nongifted students.

As we move into the 2000s and especially after 2010, there is a noticeable rise in terms like “psychological,” and “disorders,” and “emotional,” and “intellectuellement,” and “symptoms,” and “understanding.” These reflect a growing interest in specific mental health conditions and a deeper look into how gifted children experience

and express psychological challenges.

From 2015 onward, newer terms such as “social-emotional,” and “intellectual,” and “adolescents,” and “child,” and “parenting styles,” and “learners,” and “creativity,” and “special,” “exceptional,” and “talented” became more frequent. This shift indicates that recent studies are adopting a broader and more developmental perspective—examining not only the child but also their social environment and emotional growth over time. Recently, terms like “sleep” and “disability” have become more common. This suggests that studies are examining topics such as sleep patterns and overall well-being. Overall, the analysis reflects a clear shift: earlier studies focused more on problems like stress and perfectionism, while recent research is more nuanced, recognizing the varied experiences and needs of gifted children, their families, and their learning environments.



**Figure 6:** The Analysis of Topic Trends in articles on the mental health of gifted and talented children (Field: Titles, N-Grams: Unigrams, Minimum frequency: 3, Number of words per year: 5).

**Illustration Credit:** Namrata Dagli.

## DISCUSSION

The findings of this study suggest that the mental health of gifted and talented children has gradually gained attention over the years. However, the total number of published articles remains low. Despite a steady increase in publications since the late 1990s, this topic is still emerging and developing. The field is highly multidisciplinary, drawing insights from psychology, education, psychiatry, neuroscience, and special education, which reflects the complex nature of giftedness. Studies have explored emotional challenges such as anxiety, perfectionism, and social adjustment, as well as broader developmental and educational concerns. Geographically, the most impactful research has originated from countries, e.g., the United States, Israel, France, and Australia, with growing contributions from other regions in recent years. Over time, the focus of research has shifted from academic stress and emotional sensitivity to more inclusive topics such as parenting, cultural context, and social-emotional development, showing a deeper understanding of the diverse needs of gifted children.

Additionally, the field has moved beyond questions of cognitive potential and achievement to explore how gifted children cope with perfectionism, anxiety, self-

concept, and social adjustment. This change in focus suggests an evolving consensus that gifted children, while intellectually advanced, are not immune to psychological vulnerability. The sociocultural turn in the literature has further emphasized that cultural, economic, and institutional contexts considerably shape the identification of giftedness. Few studies considered giftedness as a social construct that varies across time and society and may be under-identified in marginalized or underrepresented populations, including children from lower socioeconomic backgrounds or culturally diverse groups<sup>27</sup>.

The steady increase in publications across decades from the 1990s, particularly after 2017, suggests that this field has gained significant academic and practical relevance. The higher impact was noted in articles published during the late 1990s and early 2000s. These years coincide with policy and conceptual shifts in both education and psychology. The *U.S. Department of Education* released “National Excellence: A Case for Developing America’s Talent,” which emphasized the need to better identify and support gifted learners across diverse backgrounds, not just academically but holistically<sup>1</sup>. The UNESCO Salamanca Statement (1994) promoted inclusive education systems for all

learners, including those with special needs and gifts<sup>28</sup>. The Individuals with Disabilities Education Act (IDEA) amendments of 1997 emphasized individualized support and inclusion for students with special needs, helping to increase awareness of exceptional learners who also face emotional or behavioral challenges<sup>29</sup>. The rising publication volume in more recent years also reflects how the topic is intersecting with broader conversations about student mental health and inclusion, such as the Every Student Succeeds Act (ESSA) of 2015. ESSA is a major U.S. education law that recognizes the needs of gifted and talented students, encouraging schools to support not just struggling learners but also those who perform above grade level<sup>30</sup>.

Together, these policies created a strong foundation for academic exploration, funding opportunities, and program development within the U.S. educational system. As a result, more American researchers, institutions, and journals began publishing in this area, validating the findings of citation network analysis that show the United States not only produces the highest volume of research but also some of the most influential work on the mental health of gifted and talented children. In addition, the analysis reveals that Israel has the highest citation averages, indicating that more influential studies were published from this region. This might be due to the establishment of Israel's Department for Gifted and Outstanding Students in the early 1970s, which marked a significant advancement in the nation's commitment to gifted education. This department was tasked with developing a national framework for identifying and nurturing gifted students, emphasizing not only academic enrichment but also psychological and social-emotional support<sup>31</sup>.

Gifted Child Quarterly, Roeper Review, and Contemporary Educational Psychology were the most frequently cited journals, indicating that they are key sources for necessary research on this topic and are commonly referenced. Additionally, the network of highly cited journals suggests that research on gifted children's mental health is not confined to one discipline but is relevant across multiple domains.

The analysis of influential articles revealed that early studies focused on perfectionism, test anxiety, and social-emotional sensitivity, laying a conceptual foundation for subsequent work. As time progressed, newer studies explored the interaction of giftedness with autism spectrum disorder, parenting style, and cultural context.

These developments suggest a broader understanding of giftedness—not as a static trait but as one shaped by environmental, familial, and neurological factors. This is echoed in Foley Nicpon et al. 2010 which calls for more inclusive and customized educational strategies for twice-exceptional learners<sup>22</sup>. Similarly, Martin et al. 2010 emphasized that gifted children are not inherently protected from psychological disorders and, in some cases, may be at elevated risk due to unmet emotional needs or social misfit<sup>21</sup>.

The thematic evolution of terms in article titles provides additional insight into the changing focus of research on the topic. Over time, research in this field has expanded from focusing narrowly on individual traits to exploring broader developmental and social factors. This shift reflects a growing understanding of the complex experiences that shape the emotional well-being of gifted children. These changes mirror what Baylarova and Baloglu 2023 also observed in their study on emotional difficulties among gifted students—namely, that mental health research in this group is increasingly situated within a holistic developmental framework<sup>8</sup>.

One of the study's strengths is its comprehensive scope. Analyzing publications from 1948 to 2025, it provides a rare longitudinal overview of the intellectual landscape surrounding this topic. The use of two established bibliometric tools—VOSviewer and Biblioshiny—enabled both visualization and quantitative analysis, thereby enhancing the depth and accessibility of the results. Another strength lies in the study's thematic inclusion criteria, which embraced a wide range of mental health dimensions, from anxiety and emotional dysregulation to perfectionism and self-concept, thus ensuring a well-rounded overview. The key findings of the study are presented in [Figure 7](#).

However, certain limitations must be acknowledged. First, the reliance on the Dimensions database means that relevant articles indexed exclusively in other databases, such as Scopus, PubMed, or Web of Science, may have been missed. Second, although the screening process was manually conducted to maintain accuracy, a degree of subjectivity is unavoidable when assessing whether articles fully align with the study criteria. Third, while bibliometric analysis excels at identifying patterns and trends, it does not consider the methodological quality or practical impact of the individual studies analyzed. Lastly, citation counts are influenced by multiple factors, including publication age, journal visibility,

**Publication and Citation Trends:** Research gained momentum in the late 1990s, with a noticeable surge after 2017. Peak citation impact was observed between 1997 and 2004.

**Most Impactful Journals:** *Gifted Child Quarterly* emerged as the most frequently cited journal with the highest G-index and total citations, followed by *Roeper Review*, and *Contemporary Educational Psychology*, suggesting that they are key sources where important research on this topic is published and referenced.

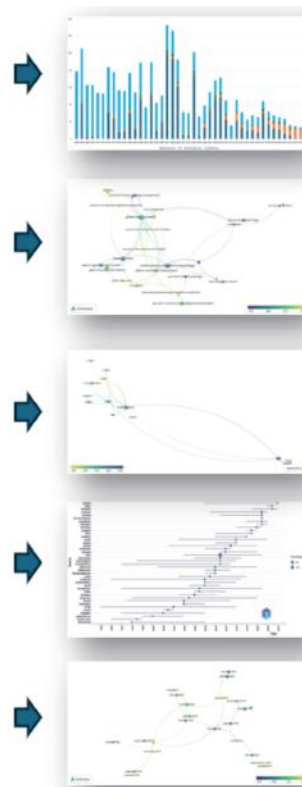
**Most Impactful Countries:** The United States led in total citations and publication volume, while Israel had the highest average citations per article. The United States, followed by Turkey and France, demonstrated the strongest citation connections, indicating their substantial impact on research in this field.

**Thematic Evolution:** Over time, research in this field has expanded from focusing narrowly on individual traits to exploring broader developmental and social factors.

**Most Cited Papers:** Highly cited studies highlighted the emotional vulnerabilities of gifted children, such as perfectionism, anxiety, and social challenges, underscoring the need for holistic and individualized support systems.

Database used: Dimensions

Bibliometric Software used: VOSviewer & Biblioshiny



**Figure 7:** Key Insights of the Bibliometric Analysis of Research on Mental Health of Gifted and Talented Children (1948-2025).

**Illustration Credit:** Namrata Dagli.

and access, and thus may not always reflect the actual value of a study's findings.

The evolving body of literature on the mental health of gifted and talented children reveals a transition from narrow academic concerns to broader developmental, emotional, and social considerations. Based on the current state of research, future studies should aim to expand the volume and diversity of publications on the mental health of gifted and talented children, particularly in underrepresented regions and cultural contexts. There is a need for more interdisciplinary work that brings together insights from psychology, education, neuroscience, and the social sciences to understand the complex experiences of these children. Researchers should also explore less-studied areas such as the long-term emotional outcomes of twice-exceptional learners, the impact of digital environments on gifted youth, and culturally responsive interventions. Including perspectives from non-Western countries, marginalized populations, and varied educational systems will help

build a more inclusive and globally relevant knowledge base. The most cited and impactful research in this field highlights the need to support gifted children not only academically but also emotionally and socially through nuanced and inclusive interventions. Moving forward, interdisciplinary collaboration and culturally sensitive approaches will be essential to further advance this critical area of educational and psychological research.

## CONCLUSION

This bibliometric analysis provides a comprehensive overview of the evolution of research on the mental health of gifted and talented children over the decades. The Number of publications remains relatively low; however, there is clear evidence of growing academic interest and increasing impact, particularly since 2017. The field has gradually shifted from focusing on individual traits like anxiety and perfectionism to adopting broader, more inclusive perspectives that consider cultural, familial, and developmental contexts.



*Roeper Review* has been identified as the most impactful journal, followed by *Gifted and Talented International* and *Gifted Child Quarterly*. The multidisciplinary nature of the research—drawing from psychology, education, neuroscience, and psychiatry—underscores the complexity of giftedness as a lived experience, not just a cognitive label. The United States has published the most impactful publications, followed by Israel and France. Despite meaningful progress, notable gaps remain, especially in terms of geographic representation and cultural diversity. Moving forward, continued collaboration across disciplines, as well as greater attention to underexplored populations and holistic support systems, will be essential to ensure that the emotional well-being of gifted children is as valued as their academic potential.

### Consent for Publication

The author reviewed and approved the final version and has agreed to be accountable for all aspects of the work, including any accuracy or integrity issues.

## DISCLOSURE

The author declares that they do not have any financial involvement or affiliations with any organization, association, or entity directly or indirectly related to the subject matter or materials presented in this review paper. This includes honoraria, expert testimony, employment, ownership of stocks or options, patents, or grants received or pending royalties.

### Data Availability

This is a bibliometric analysis paper—data obtained from open sources.

### Authorship Contribution

All authors contributed significantly to the work, whether in the conception, design, utilization, collection, analysis, or interpretation of data or all these areas. They also participated in the paper's drafting, revision, or critical review, gave their final approval for the version that would be published, decided on the journal to which the article would be submitted, and made the responsible decision to be held accountable for all aspects of the work.

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