



CHARACTER EDUCATION FOR THE GIFTED: PRIORITIES ACROSS EDUCATIONAL STAGES AND CULTURAL CONTEXTS

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Abstract

Gifted education has traditionally prioritised cognitive development, while character education has addressed socioemotional and moral formation. Yet, the intersection of these areas is increasingly recognised as essential for nurturing gifted learners capable of both intellectual excellence and ethical responsibility. Building on this growing recognition, this review examines how existing research conceptualises priorities in character education for the gifted across varying educational stages and cultural contexts. Following the PRISMA framework, this study systematically reviewed journal articles published between 2004 and 2025 across three databases (Web of Science, Scopus, and Sage Journals). Sixty articles met the inclusion criteria, comprising 36 empirical and 24 theoretical/conceptual studies. They were analysed according to study type and research design, educational stage, and cultural context, using a combined coding system. The synthesis was organised around three key categories: group characteristics (character strengths), encountered challenges, and proposed solutions and priorities. The synthesis revealed that empirical studies, whether qualitative, mixed-methods or quantitative, consistently foregrounded performance and intellectual virtues, whereas theoretical/conceptual studies distributed attention more evenly and gave comparatively greater weight to moral and integrative virtues. Gifted learners were found to face recurring challenges, including social and emotional difficulties, perfectionism, curriculum mismatch, and inadequate support systems. Proposed solutions clustered around differentiated instruction, social-emotional learning, mindfulness and well-being practices, external and internal support and the training of supporters. Priorities varied across educational stages and cultural contexts, yet a consistent need emerged for holistic frameworks that integrate cognitive, affective, and behavioural aspects. The review underscores the need for integrative, developmentally sensitive, and culturally responsive models of character education for the gifted.

Keywords: character education, character strengths; cultural context, educational stage, gifted and talented education, systematic review.

Introduction

Gifted education seeks to identify the abilities and talents of children and young people, enabling them to realise their potential. Character education, encompassing socioemotional, strength-based and values-based approaches, aims to foster moral, intellectual, performance, civic and integrative virtues (The Jubilee Centre, 2022), equipping learners to thrive and make positive contributions to society. Though traditionally considered separately, these domains intersect in important ways. The advanced cognitive capacities, heightened sensitivity and complex socioemotional profiles of gifted learners create fertile conditions for the development of moral reasoning and prosocial values. Integrating character education into gifted education offers an opportunity to balance cognitive and moral development to promote both intellectual excellence and ethical maturity, helping navigate complex moral landscapes and leading to more holistic outcomes for the gifted (Berkowitz & Hoppe, 2009; Tirri, 2009, 2010; Umami et al., 2019).

Gifted children and youth display unique developmental patterns, including asynchronous growth in cognitive, emotional and social domains (Breedlove, 2022; He et al., 2022). While their advanced intellectual abilities may enable sophisticated moral reasoning, their emotional regulation, peer relationships and coping strategies can lag behind, making them vulnerable to challenges such as social isolation, perfectionism and heightened stress (Lee & Olszewski-Kubilius, 2006; Reis & Renzulli, 2004). Without intentional guidance, gifted learners may also be susceptible to ‘dark giftedness’—the misuse of advanced abilities for harmful or antisocial ends (Sternberg, 2023a, 2023b). Character education can play a decisive role in addressing these vulnerabilities by cultivating empathy, ethical discernment, leadership skills and a sense of civic duty. Such development not only supports personal well-being but also channels abilities and talents towards socially constructive purposes.

In the twenty-first century, societies face complex global challenges that require leaders who are both intellectually capable and ethically principled. Consequently, there is increasing recognition of the need for educational approaches that balance cognitive achievement with socioemotional and moral formation. This is particularly salient for gifted learners, who often go on to occupy leadership roles later in life. Given that the cultural context shapes both the aims and the delivery of character education (He et al., 2022; Teo & Cheng, 2009; Tirri, 2022), recognising and respecting these cultural dimensions is essential when designing effective programmes for the gifted.

Although there are recent systematic reviews on gifted education (e.g., Baccassino & Pinnelli, 2023; García-Martínez et al., 2021; Marsili et al., 2025; Raoof et al., 2024; Zhi Jie & Hassan, 2019) and on character education more broadly (e.g., Hadi et al., 2025; Jeffery-Schwikkard et al., 2025; Oldham & McLoughlin, 2025; Sitanggang et al., 2025), these two complementary fields remain largely separate in both scope and practice. Only in the past few years have systematic, integrative and bibliometric reviews begun to explicitly bridge these domains, focusing on moral, values-based and socioemotional education for gifted learners. These reviews clarify that gifted students’ development cannot be understood in purely cognitive terms and must also account for ethical, social and emotional dimensions.

Brito and Santos Pereira (2024) provided an integrative review dedicated to moral development in high-ability learners, analysing 14 studies. They highlighted that while gifted children and young people often demonstrate advanced moral judgement compared to their peers, empirical research remains sparse and unevenly distributed across regions. The authors emphasised the lack of culturally diverse studies and called for interventions that explicitly integrate ethical reasoning with giftedness to better harness high abilities for social good.

Gügen et al. (2024) conducted a large-scale bibliometric analysis of 115 studies on character and moral education in gifted education. Their study revealed that research in this area remains extremely limited compared to the broader field of gifted education. Despite sporadic peaks of productivity, particularly in the USA, systematic international collaboration and theoretical diversification are lacking. Their findings show that leadership and ethical models dominate discussions, yet there is an urgent need for applied, cross-cultural studies addressing everyday values, motivation and well-being in gifted youth.

Nannings et al. (2025) reviewed 118 studies on the educational and social-emotional needs of gifted students in higher education. They identified a complex web of 20 socioemotional and 26 educational needs. Their findings indicate that existing interventions tend to address fragmented aspects of gifted students’ experiences, with very few integrating both educational and socioemotional priorities. Underachievement remains insufficiently tackled, highlighting the necessity of holistic frameworks that embed character and socioemotional development alongside academic support.

Duyar et al. (2023) reviewed eight studies on the factors influencing the social and emotional development of twice-exceptional students (gifted learners with learning

disabilities). They identified six recurring themes that each exerted both positive and negative influences: self-concept, environment, friendship, achievement, labelling and bullying. This work underscores the fragile balance between vulnerability and resilience in gifted learners and how socioemotional factors directly shape academic trajectories.

Martínez-Monteagudo et al. (2023) synthesised 15 studies on cyberbullying and bullying in academically gifted students, showing mixed but concerning findings. While some studies suggest that gifted learners may be at higher risk of victimisation, others indicate that their high cognitive ability has protective effects. Importantly, reviews of gifted-only samples point to a high prevalence of bullying and severe negative socioemotional consequences, reinforcing the need for targeted, preventive character education and resilience-building interventions.

Tourreix et al. (2023) synthesised 240 studies on the noncognitive specificities of intellectually gifted children and adolescents. Their review covered domains such as perfectionism, mood disorders, self-esteem, humour, leadership, moral development and emotional intelligence. The analysis demonstrated that gifted youth generally do not display systematically greater socioemotional vulnerabilities than peers, and in some domains (e.g., moral reasoning, humour and leadership), they may even have advantages. However, the results remain heterogeneous, partly due to methodological limitations and varying definitions of giftedness. Crucially, the authors emphasised that gifted education must be cautious not to reduce socioemotional development to stereotypes; instead, it should build context-sensitive, individualised approaches that recognise both strengths and risks.

Taken together, these reviews establish a clearer state of the art: While isolated studies point to moral advancement, socioemotional needs and risks such as bullying or underachievement, the field lacks an integrative developmental framework. Current evidence shows that gifted students' character development is multifaceted, culturally situated and stage dependent; however, scholarship remains fragmented, with limited cross-cultural validation and insufficient attention to transitions across educational stages (from primary to higher education). This fragmentation obscures larger patterns and restricts the formulation of evidence-based, culturally responsive and developmentally appropriate strategies. To address this gap, a more comprehensive literature review that systematically analyses and compares the priorities of character education (including socioemotional and values-based approaches) for gifted and talented children and youth across different educational stages and cultural contexts is needed. This would allow us to elaborate on a comprehensive framework for implementing culturally sensitive and developmentally appropriate character education for the gifted. Such insights will be valuable for educators, policymakers and curriculum developers in tailoring interventions that foster both cognitive and ethical development of the gifted. In doing so, the study contributes to preventing risks such as underachievement or dark giftedness while enhancing the capacity of gifted young people to act as socially responsible and morally grounded leaders.

The current review aimed to examine how existing research conceptualises priorities in character education for the gifted across varying educational stages and cultural contexts. It was guided by the following central research question: How does existing research from 2004 to 2025 conceptualise the priorities in character education for gifted and talented children and youth across different educational stages and cultural contexts, and what—if any—are the differences in priorities between these stages and contexts.

Research Methodology

Research Design

In January–August 2025, following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (Page et al., 2021), the author conducted

a systematic literature analysis based on eligibility criteria (see Table 1) and guided by the research question mentioned previously. To address the question, three additional subquestions guided the extraction of information from the scientific literature: (A1) What are the defining characteristics (character strengths) of gifted and talented children and youth? (A2) What issues and challenges do they face? (A3) What solutions and priorities are currently in place to address these problems and overcome these challenges? Human and AI-driven approaches (Sabbaghan, 2024) were used to assess the following: 1) identified records' relevance to the research questions (March 2025); 2) full-text papers' relevance to the research questions (April–June 2025), and 3) full-text paper (study) quality (June 2025). A combined coding system was used, which included both predefined coding based on the framework proposed by The Jubilee Centre (2022) and open coding with emerging codes from the qualitative data.

Table 1
Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Language	English	Other languages
Type of publication	Peer-reviewed journal articles	Books, chapters, conference proceedings, reviews, dissertations, reports
Publication date	2004–2025	Before 2004
Study type	Theoretical/conceptual and empirical (qualitative, quantitative, mixed)	Other types of studies
Target group	Gifted/talented children and adolescents/youth, high-ability children and adolescents/youth	Twice-exceptional students (gifted with learning disabilities), gifted/talented adults
Full-text availability	Available	Not available
Relevance	Answers at least one research question	Does not address research questions
Quality	High or good quality	Low or moderate quality

Database Selection

In January 2025, the author selected three databases: Web of Science, Scopus and Sage Journals. These were chosen because they are among the most internationally recognised indexing platforms with rigorous inclusion criteria, ensuring that the retrieved literature is predominantly peer-reviewed and of high scholarly quality. The databases also complement each other: Web of Science and Scopus offer wider disciplinary coverage, whereas Sage Journals provides access to content-specific journals that are particularly relevant to the field of gifted education, such as *Journal for the Education of the Gifted*, *Gifted Child Quarterly*, *Gifted Child Today*, and *Gifted Education International*. In both Scopus and Web of Science, it is possible to export search results in CSV format without having to register or create a personal account. In the Sage Journals database, search results can be saved to a user profile for later use but only if the user registers and creates a personal account. During the search and citation retrieval process, users have the option to export or copy citations in various formats. However, only 10 citations can be downloaded at a time from the Sage Journals database.

Search Strategy

To ensure the most robust synthesis of evidence, relevant studies were selected based on well-considered keywords and inclusion criteria. An advanced four-query search strategy was employed (see Table 2), utilising logical combinations of keywords. These included terms related to giftedness (such as *gifted*, *talented*, *gifted children*, *gifted youth* and similar variants), as well as terms associated with education types, including *character education*, *moral education*, *virtue education* and *values-based education*. Additionally, terms indicating different educational levels were used, encompassing *preschool*, *primary*, *secondary*, *vocational*, *university* and *home education*. Each of the four queries in the search process was tailored to a specific age or educational group (see Table 2). The results of the searches were exported and documented as follows: In Web of Science and Scopus, the data were exported in CSV format, while in Sage Journals, search results were saved within a user profile and exported manually, subject to a limit of 10 citations at a time.

Table 2
A Four-Query Search Strategy

Query	Query 1	Query 2	Query 3	Query 4
Target group	Gifted children, adolescents, youth	Gifted infants, toddlers, children	Gifted adolescents, teenagers, teens	Gifted youth, youngsters, young people
Exclusions	NOT gifted adults	None	None	None
Education type	Character / virtue / moral / values-based education	Virtue / character / moral / values-based education	Virtue / character / moral / values-based education	Character / virtue / moral / values-based education
Education level	General (no specific level)	Home, preschool, kindergarten, primary	Home, basic, lower secondary	Home, upper secondary, vocational, higher, university
Search example using Boolean operators	gifted OR giftedness OR gifted children OR talented children OR gifted adolescents OR talented adolescents OR gifted youth OR talented youth OR gifted education NOT gifted adults OR talented adults AND character education OR virtue education OR moral education OR values- based education	gifted OR giftedness OR gifted infants OR talented infants OR gifted toddlers OR talented toddlers OR gifted children OR talented children OR gifted education AND virtue education OR character education OR moral education OR values- based education AND home education OR preschool education OR kindergarten OR primary school education	gifted OR giftedness OR gifted adolescents OR talented adolescents OR gifted teenagers OR talented teenagers OR gifted teens OR talented education AND virtue education OR character education OR moral education OR values-based education AND home education OR basic education OR lower secondary education	gifted OR giftedness OR gifted youth OR talented youth OR gifted youngsters OR talented youngsters OR gifted young people OR talented young people OR gifted education AND character education OR virtue education OR moral education OR values-based education AND home education OR upper secondary education OR secondary vocational education OR higher school education OR university education

*Identification, Screening and Selection Process
Web of Science*

On 15 January 2025, an advanced full search was conducted in the Web of Science database. The search strategy used Boolean operators and a 'Topic' field (covering article title, abstract, author keywords and keyword plus), refined by document type (Article) and language (English). The publication date was limited to January 2004–January 2025. Implementing a four-query search strategy, the queries of the search process produced different numbers of initial records: Query 1 – 78 records; Query 2 – 6 records; Query 3 – 3 records; and Query 4 – 19 records. A total of 106 records were identified (see Figure 1). The results from all four steps were consolidated into a single data matrix (Excel file). After filtering by 'Document Type', 21 book chapters and one conference proceeding article were identified and excluded, leaving 84 journal articles. Further analysis based on 'Authors' and 'Article Title' revealed 20 duplicate entries (appearing two to four times). After removing these duplicates, 62 unique articles remained. These 62 articles were then screened using their 'Article Title', 'Author Keywords' and 'Abstract'. As a result, 40 articles were excluded due to thematic irrelevance, leaving 22 articles deemed suitable for further analysis.

Scopus

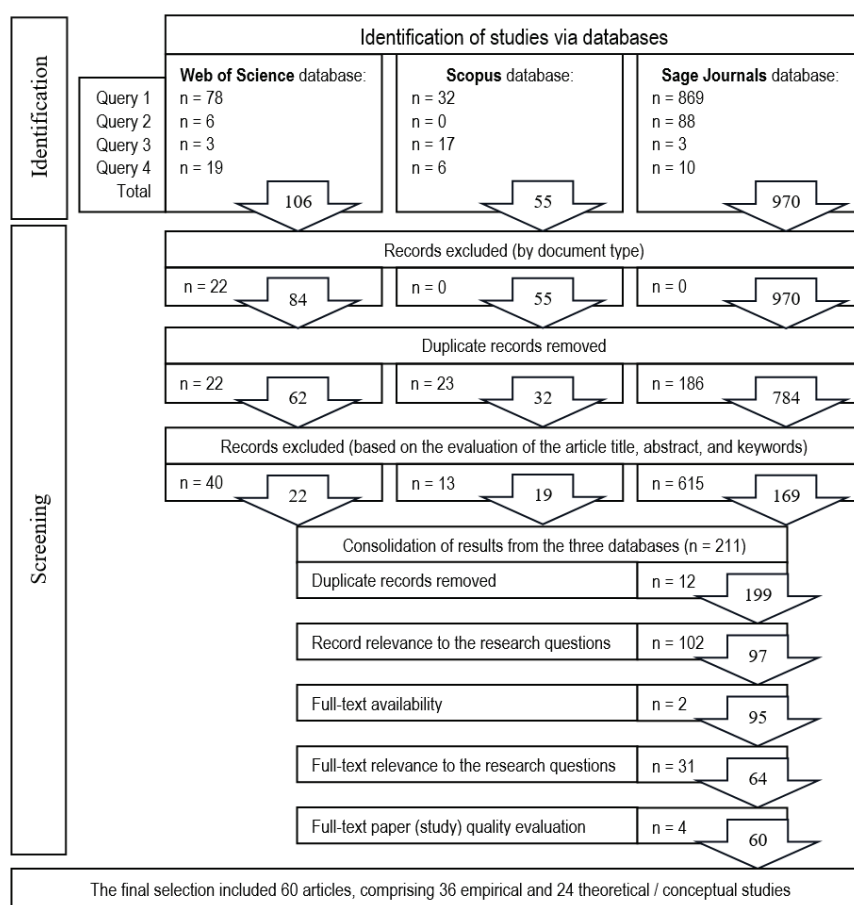
On 16 January 2025, an advanced search was performed in the Scopus database. The search was applied to the 'Article Title, Abstract, Keywords' field (TITLE-ABS-KEY) and restricted to publications from 2004 onwards (PUBYEAR > 2003). The results were further refined by limiting the document type to journal articles (DOCTYPE = 'ar') and the language to English (LANGUAGE = 'English'). The search process yielded the following initial results: Query 1 – 32 records; Query 2 – 0 records; Query 3 – 17 records; and Query 4 – 6 records. A total of 55 records were identified (see Figure 1). The results from all four steps were compiled into a single data matrix (Excel file). After filtering by 'Document Type', it was confirmed that all records were journal articles; thus, none were excluded at this stage. Further review based on 'Authors' and 'Article Title' identified 20 duplicate entries (appearing two to three times). Once these duplicates were removed, 32 unique articles remained. These 32 articles were then examined using 'Article Title', 'Author Keywords' and 'Abstract'. Following this thematic screening, 13 articles were excluded because they lacked relevance to the research focus, leaving 19 articles suitable for further analysis.

Sage Journals

On 21 January 2025, a search was conducted in the Sage Journals database, following the four-query search process and covering the publication period from January 2004 to February 2025. To ensure comprehensive coverage, the target group was searched in the 'Title' field, while education type and level were searched in the 'All content' field. The search applied filters to include only research articles published in the following journals: *Gifted Education International*, *Journal for the Education of the Gifted*, *Gifted Child Today* and *Gifted Child Quarterly*. The search process produced the following results: Query 1 – 869 records; Query 2 – 88 records; Query 3 – 3 records; and Query 4 – 10 records. A total of 970 records were identified (see Figure 1). With the assistance of ChatGPT 4o, all text files generated during the four search queries were converted into Excel spreadsheets and merged into a single dataset comprising 970 records. After filtering by 'Document Type', it was confirmed that all entries were journal articles, meaning no exclusions were necessary at this stage. Further examination of the dataset by 'Authors' and 'Article Title' revealed 186 duplicate records, which appeared

two to four times. Following the removal of these duplicates, 784 unique articles remained. These remaining articles were then screened by reviewing their titles and abstracts. As a result, 615 articles were excluded due to thematic irrelevance, leaving 169 articles considered potentially relevant for further analysis.

Figure 1
Flow chart



Consolidation of Results from the Three Databases

In February 2025, all articles selected from the three databases were combined into a single data matrix (22 from Web of Science, 20 from Scopus and 169 from Sage Journals; total: 211 articles). The list was arranged alphabetically in order to identify and remove duplicates.

Duplicate Records

Upon reviewing the articles by 'Authors' and 'Article Title', 11 duplicates were identified, each appearing two to three times. After removing these, 199 unique articles remained.

Records' Relevance to the Research Questions

In March 2025, with the assistance of generative AI (ChatGPT 4o), the titles and abstracts of the articles were analysed to assess their potential contribution to the research questions. The following prompt was used:

Please explore the Excel file in the attachment, with a special emphasis on the content of two columns: 'Title' and 'Abstract', and mark as irrelevant those articles that do not contribute to the purpose of a systematic literature analysis: 'To carry out a systematic literature analysis for the identification and comparison of the priorities of character education (e.g., virtue education, moral education, socioemotional education, values-based education etc.) of gifted children and young people in different stages of education and cultural contexts', and the research questions: 'Do the priorities of moral education of gifted children and young people differ in different stages of education and cultural contexts? How do the priorities of moral education of gifted children and young people differ in different stages of education and cultural contexts?' Please save the Excel file with marked lines and provide within the file arguments or evidence supporting your judgement regarding the relevance or irrelevance of each article.

Of the 199 articles, 53 were marked as relevant (i.e., containing keywords related to the moral, virtue or socioemotional education of gifted learners), and 146 were marked as irrelevant (i.e., lacking reference to character education, values education or related areas). After reviewing the AI's selection, it was found that in 86 cases, the researcher agreed with the AI's evaluation. However, 16 of the articles initially marked as relevant were later excluded, while 60 of the articles marked as irrelevant were retained as potentially useful for addressing the research questions. Consequently, 97 articles were selected for further analysis at this stage.

Full-Text Availability

Full-text versions of these 97 articles were then sought to allow for a detailed evaluation. The full texts of two articles could not be obtained, leaving 95 articles for full reading in April–June 2025.

Full-Text Papers' Relevance to the Research Questions

Initially, generative AI (ChatGPT 4o) reviewed the full texts in batches of 10 using the following prompt:

Please explore the full-text articles in the attachment and identify those articles which contribute to the purpose of a systematic literature analysis: 'To carry out a systematic literature analysis for the identification and comparison of the priorities of character education (e.g., virtue education, moral education, socioemotional education, values-based education etc.) of gifted children and young people in different stages of education and cultural contexts', and the research questions: 'Do the priorities of moral education of gifted children and young people differ in different stages of education and cultural contexts? How do the priorities of moral education of gifted children and young people differ in different stages of education and cultural contexts?' Please provide some arguments or evidence for your assessment of the relevance or irrelevance of each article.

Following the AI's review, 33 full-text articles were deemed irrelevant. The researcher, through independent evaluation, identified 31 full-text papers as irrelevant. This left 64 articles, which were then assessed in terms of quality.

Full-Text Paper (Study) Quality Evaluation

A total of 64 articles were assessed for quality. Of these, 39 empirical studies were evaluated using a 19-item assessment scale (see Table 3), while 25 theoretical/conceptual studies were assessed using a reduced 13-item scale (see Table 4). Each manuscript was independently reviewed by both a researcher and an AI model (ChatGPT 4o). The 19 criteria used to assess the quality of the empirical studies were based on guidelines developed by the Evidence for Policy and Practice Information Centre (EPPI Centre, 2003) and the Critical Appraisal Skills Programme (CASP) checklist, specifically the CASP Qualitative Studies Checklist (CASP, 2024). The evaluation employed a scoring system as follows: 0 for ‘does not correspond’, 1 for ‘partly corresponds’, 2 for ‘fully corresponds’, and N/A for ‘not applicable’. This resulted in a possible total score ranging from 0 to 38 points. Each study was classified based on overall quality as follows: high quality (30–38 points), good quality (20–29 points), moderate quality (10–19 points) or low quality (0–9 points). Each article was assessed independently by both the researcher and the AI (ChatGPT 4o). Interrater agreement between the two assessors was calculated using Cohen’s kappa in IBM SPSS Statistics.

Table 3
A 19-item Scale for Quality Evaluation of Empirical Studies

No.	19-item scale items as statements	Scoring system			
		Not applicable (N/A)	Does not correspond (0)	Partly corresponds (1)	Fully corresponds (2)
		AI vs. R	AI vs. R	AI vs. R	AI vs. R
1.	The context of the study is adequately described.	0 vs. 0	0 vs. 0	0 vs. 0	39 vs. 39
2.	There is a clear statement of the aims of the research.	0 vs. 0	0 vs. 0	0 vs. 1	39 vs. 38
3.	The research questions or hypotheses are clearly mentioned.	0 vs. 0	0 vs. 4	14 vs. 12	25 vs. 23
4.	The research approach or design is appropriate to address the research aims.	0 vs. 0	0 vs. 0	1 vs. 3	38 vs. 36
5.	The actual sample is adequately described.	0 vs. 0	1 vs. 1	1 vs. 4	37 vs. 34
6.	The recruitment strategy is appropriate to address the research aims.	1 vs. 0	0 vs. 1	23 vs. 14	15 vs. 24
7.	The data collection methods are adequately described.	0 vs. 0	1 vs. 1	2 vs. 3	36 vs. 35
8.	The data were collected in a way that addresses the research issue.	0 vs. 0	1 vs. 0	0 vs. 4	38 vs. 35
9.	The study is replicable based on the information provided in the report.	0 vs. 0	0 vs. 2	21 vs. 20	18 vs. 17
10.	The authors avoid selective reporting bias.	0 vs. 0	0 vs. 0	3 vs. 5	36 vs. 34
11.	Ethical issues are taken into consideration.	1 vs. 0	2 vs. 18	24 vs. 2	12 vs. 19

12.	The study reports the reliability/ trustworthiness of the outcome measures.	14 vs. 0	2 vs. 12	5 vs. 2	18 vs. 25
13.	The study reports the validity/ credibility of the outcome measures.	1 vs. 0	1 vs. 7	19 vs. 12	18 vs. 20
14.	The data analysis methods are appropriate to answer the research questions.	1 vs. 0	0 vs. 0	2 vs. 4	36 vs. 35
15.	The data analysis is sufficiently rigorous.	1 vs. 0	1 vs. 1	7 vs. 7	30 vs. 31
16.	There is a clear statement of findings.	0 vs. 0	0 vs. 0	1 vs. 3	38 vs. 36
17.	The study results appear to be generalisable to the target population.	0 vs. 0	0 vs. 1	39 vs. 34	0 vs. 4
18.	The conclusions are evidence based and trustworthy.	0 vs. 0	0 vs. 0	2 vs. 3	37 vs. 36
19.	The research limitations are clearly mentioned.	0 vs. 0	2 vs. 13	12 vs. 1	25 vs. 25
Total score		19 vs. 0	11 vs. 61	176 vs. 134	535 vs. 546
%		2.56% vs. 0%	1.49% vs. 8.23%	23.75% vs. 18.09%	72.20% vs. 73.68%

Note. AI – Artificial intelligence (ChatGPT 4o model); R – Researcher.

In the set of 39 empirical studies, the AI classified 31 studies (79.49%) as high quality, 7 studies (17.95%) as good quality and 1 study (2.56%) as moderate quality. The researcher rated 29 studies (74.36%) as high quality, 7 studies (17.95%) as good quality and 3 studies (7.69%) as moderate quality. No studies were rated as low quality by either assessor. The agreement between the AI and the researcher for this set was 84.62%. While the ratings often aligned, differences emerged in areas such as reporting of ethical considerations, reliability and validity of measures, recruitment strategies, generalisability of results and acknowledgement of limitations, with the AI tending to give slightly higher scores on certain assessment criteria (see Table 3).

To ensure a fair assessment of conceptual or theoretical studies, a modified evaluation scale was applied, acknowledging that several criteria in the original 19-item checklist were specific to empirical research (such as data collection methods, sample description, validity and reliability). The adapted framework is specifically tailored to suit conceptual and theoretical work while retaining the same rating scale: 0 for ‘does not correspond’, 1 for ‘partly corresponds’, 2 for ‘fully corresponds’, and N/A for ‘not applicable’. The scoring system was adjusted accordingly, and each study was classified based on overall quality as follows: high quality (22–26 points), good quality (17–21 points), moderate quality (10–16 points), or low quality (0–9 points).

Table 4
A 13-item Scale for Quality Evaluation of Theoretical/Conceptual Studies

No.	13-item scale items as statements	Scoring system			
		Not applicable (N/A)	Does not correspond (0)	Partly corresponds (1)	Fully corresponds (2)
		AI vs. R	AI vs. R	AI vs. R	AI vs. R
1.	The context of the topic is clearly established.	0 vs. 0	0 vs. 0	1 vs. 1	24 vs. 24
2.	The aims or objectives of the paper are clearly stated.	0 vs. 0	0 vs. 0	1 vs. 3	24 vs. 22
3.	There is a clear and coherent argument or conceptual framework.	0 vs. 0	0 vs. 0	1 vs. 2	24 vs. 23
4.	The theoretical or conceptual basis is well developed and grounded in relevant literature.	0 vs. 0	1 vs. 0	1 vs. 2	23 vs. 23
5.	Any models, frameworks or concepts introduced are clearly described.	0 vs. 0	0 vs. 0	3 vs. 3	22 vs. 22
6.	The article is original and offers novel insights.	0 vs. 0	0 vs. 0	2 vs. 7	23 vs. 18
7.	The sources and literature reviewed are appropriate and comprehensive.	0 vs. 0	1 vs. 0	1 vs. 3	23 vs. 22
8.	The author avoids selective use of sources or confirmation bias.	0 vs. 0	0 vs. 0	3 vs. 9	22 vs. 16
9.	The writing is clear, organised and accessible.	0 vs. 0	0 vs. 0	0 vs. 0	25 vs. 25
10.	The implications for theory, practice or policy are clearly stated.	0 vs. 0	0 vs. 0	3 vs. 1	22 vs. 24
11.	The limitations of the conceptual approach are acknowledged.	0 vs. 0	1 vs. 19	23 vs. 4	1 vs. 2
12.	The conclusions are justified by the arguments and literature presented.	0 vs. 0	0 vs. 0	1 vs. 1	24 vs. 24
13.	The overall contribution is valuable to the field.	0 vs. 0	0 vs. 0	1 vs. 1	24 vs. 24
Total score		0 vs. 0	3 vs. 19	41 vs. 37	281 vs. 269
%		0% vs. 0%	0.92% vs. 5.85%	12.62% vs. 11.38%	86.46% vs. 82.77%

Note. AI – Artificial intelligence (ChatGPT 4o model); R – Researcher.

In the set of 25 theoretical/conceptual studies, the AI (ChatGPT 4o) rated 23 studies (92%) as high quality, 1 study (4%) as good quality and 1 study (4%) as moderate quality. The researcher rated 22 studies (88%) as high quality and 3 studies (12%) as good quality, with no

studies rated as moderate or low quality. The agreement between the AI and the researcher for this set was 84%. The largest discrepancies appeared on items concerning acknowledgement of limitations, originality of contributions and avoidance of selective use of sources, with the AI again tending towards higher scores (see Table 4).

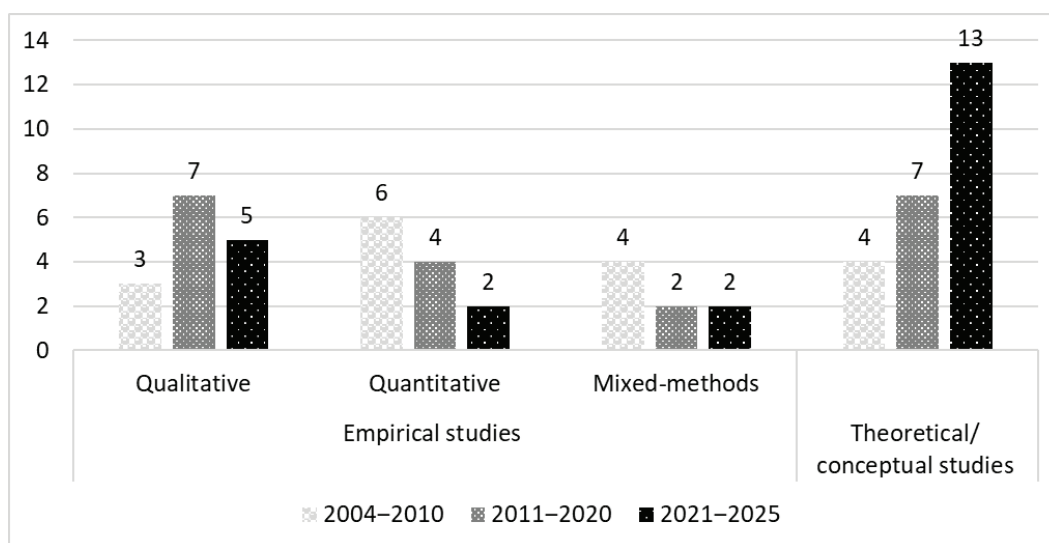
When combining empirical and theoretical/conceptual studies, the overall agreement rate between the AI and the researcher was 84.38%. Four studies (three empirical and one theoretical) were identified as candidates for exclusion because they received a moderate quality rating from either one or both assessors. Overall, the results indicate a high level of concordance between AI and human evaluations, with most divergences occurring in the more interpretative or judgement-dependent aspects of the assessment criteria.

Final Sample Description

The final sample selected for the systematic literature analysis comprised a total of 60 studies, including 36 empirical and 24 theoretical/conceptual studies published in 2004–2025. Among the empirical studies, qualitative studies were the most common, with 15 examples, followed by 12 quantitative and 8 mixed-methods studies. A notable increase in theoretical/conceptual studies was observed from 2021 to 2025, indicating a growing scholarly interest in conceptual frameworks in the field.

Figure 2

Final Selection Characterised by Study Type, Research Design and Publication Year



In terms of geographic distribution, the studies spanned 23 countries. The United States overwhelmingly led the sample with 25 studies, making it the most represented country. Turkey followed with six studies, while Finland and studies involving multiple countries (e.g., the three ex-Yugoslavian countries; Germany and Switzerland; USA and Italy; and USA and Spain) each contributed five. Australia was represented in four studies, and Spain and China were each represented in two studies. Several other countries, including Belgium, Poland, Tanzania, South Korea, the Netherlands, Austria, Singapore, New Zealand, the Philippines, Brazil and Kazakhstan, each contributed a single study.

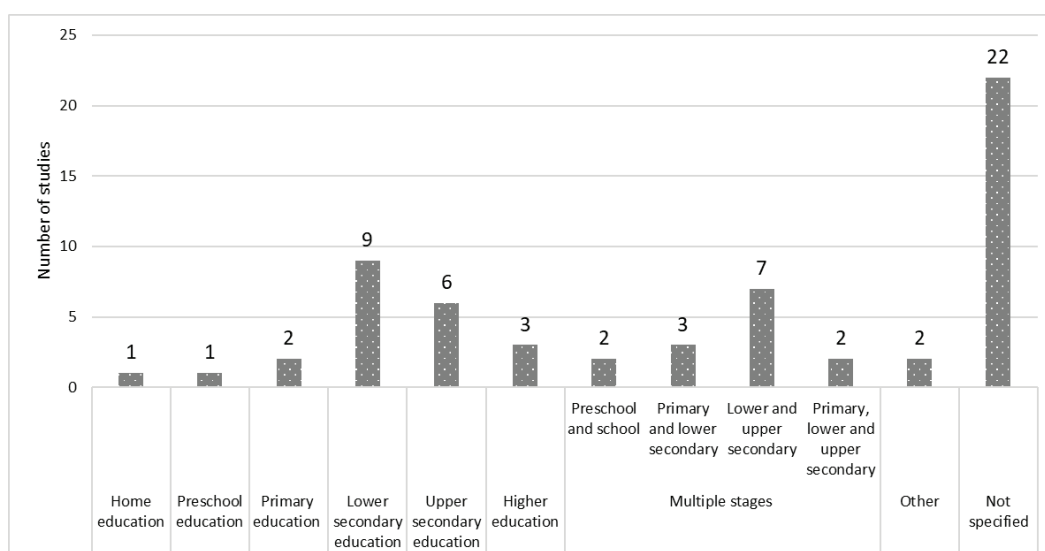
At the continental level, the majority of the studies originated from North America, which accounted for 41% of the total sample. Europe and Asia followed, contributing 22% and 20%,

respectively. Oceania was represented by 8% of the studies, while Africa, South America and studies covering multiple continents each made up a small fraction, ranging from 2% to 5%.

With regard to the educational stages addressed in these studies, the most frequently represented were those based on multiple stages (a combination of different educational levels), comprising 14 studies (23.33%). This was followed by lower secondary education, featured in nine studies, and upper secondary education, represented in six studies. Other educational stages, such as home education, preschool education, primary education and higher education, were less commonly explored. Two studies focused on other categories, including specialised secondary (arts) education and nonformal education delivered through Science and Arts Centres. Notably, a substantial portion of the theoretical or conceptual studies—22 in total (36.67%)—did not specify an educational stage, suggesting a broader or cross-cutting focus.

Figure 3

Final Selection Characterised by Educational Stage



Data Extraction

In June 2025, information relating to three key aspects was extracted from 60 studies: (A1) What are the characteristics (character strengths) of this group? (A2) What issues and challenges does this group face? (A3) What solutions and priorities are in place to address these problems and overcome these challenges? Data extraction was carried out by a single researcher. For empirical studies, relevant information was taken from the ‘Findings/Results’, ‘Discussion’ and ‘Conclusion’ sections. For theoretical/conceptual studies, relevant content was drawn from the full text. All extracts were collected electronically and compiled in an Excel spreadsheet. Information related to aspect 1 was extracted from 34 studies, while information related to aspects 2 and 3 were extracted from 39 and 56 studies, respectively. Alongside the thematic data, basic study information was recorded, including publication year, study type (empirical or theoretical/conceptual), research design (qualitative, quantitative or mixed methods), research location (country and continent), sample size, and educational stage. The research design and sample size were noted only for empirical studies (see Appendix, Table A1). As detailed in Table A1, several studies addressed multiple educational stages simultaneously, while others did not specify a particular age group. These were counted under ‘multiple stages’ and ‘not specified’, respectively, in the synthesis to preserve comparability across the dataset.

Coding

The Excel file was imported into NVivo for combined coding, which was performed by the researcher in July–August 2025, using a predefined coding system for Category 1 ‘Group characteristics (character strengths)’ based on the framework proposed by The Jubilee Centre (2022) and an open coding system for Categories 2 and 3 with emerging codes from the qualitative data. The final coding system is presented in Table 5. It consists of three categories and 20 codes. Category 1 ‘Group characteristics (character strengths)’ was aggregated from five codes, Category 2 ‘Encountered challenges’ from seven codes and Category 3 ‘Proposed solutions and priorities’ from eight codes.

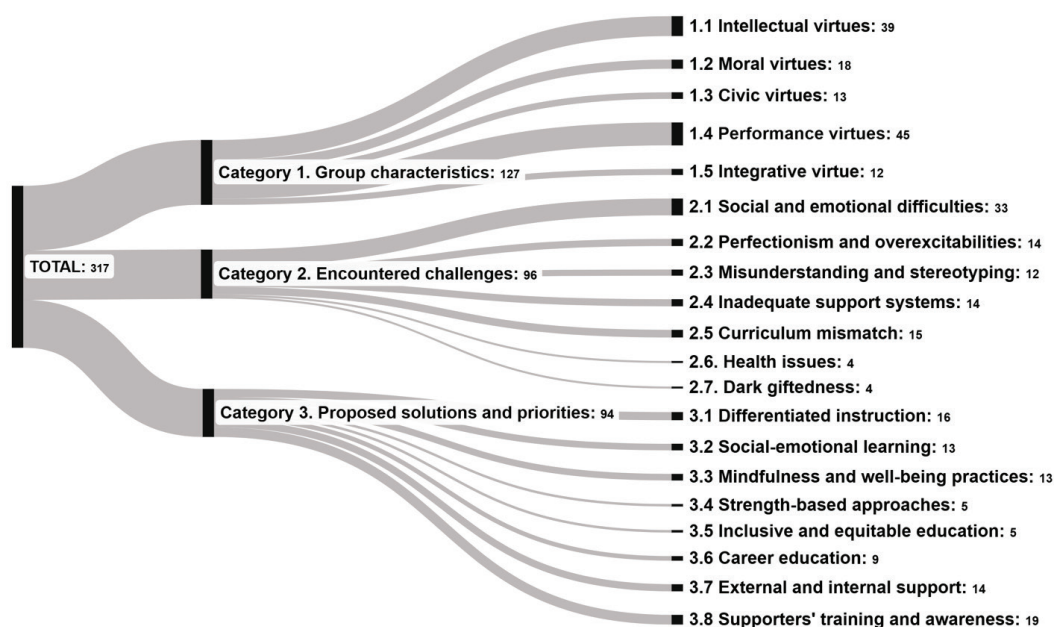
Table 5
Final Version of Coding System

Code No.	Code name	Examples of main keywords
Category 1. Group characteristics (character strengths; based on the framework proposed by The Jubilee Centre (2022))		
1.1	Intellectual virtues	Autonomy, independent thinking, judgement, curiosity, critical thinking, reasoning, reflection, metacognition, resourcefulness, inquisitiveness, analytical thinking, open-mindedness, cognitive flexibility, adaptive thinking, sense of humour
1.2	Moral virtues	Compassion, kindness, responsibility, courage, empathy, gratitude, honesty, humility, integrity, justice, respect, fairness, truthfulness, altruism, moral courage
1.3	Civic virtues	Citizenship, social awareness, civility, neighbourliness, friendship, volunteering, service, civic duty, cultural awareness, interdependence
1.4	Performance virtues	Confidence, perseverance, resilience, motivation, determination, leadership, teamwork, grit, self-discipline, ambition, tenacity, self-efficacy, time management
1.5	Integrative virtue	Practical wisdom, phronesis, discernment, deliberation, good sense, spirituality
Category 2. Encountered challenges		
2.1	Social and emotional difficulties	Loneliness, isolation, bullying, emotional sensitivity, intensity, social withdrawal, emotional dysregulation, peer conflict, lack of belonging, empathy struggles, mood instability, anxiety, sadness
2.2	Perfectionism and overexcitabilities	Perfectionism, overexcitability, high standards, unrealistic expectations, fear of failure, obsessive tendencies, intense drive, asynchronous development, sensory intensity, intellectual overexcitability
2.3	Misunderstanding and stereotyping	Misunderstanding, stereotyping, myths, labels, stigmatisation, misidentification, overgeneralisation, cultural biases, prejudice
2.4	Inadequate support systems	Lack of support, unprepared educators, neglect, insufficient resources
2.5	Curriculum mismatch	Boredom, underachievement, lack of challenge, inappropriate pacing, lack of stimulation, disengagement, inappropriate learning pace, standardisation, lack of differentiation
2.6	Health issues	Mental health, psychical health, illness, fatigue, psychosomatic symptoms, disorders, vision problems, headache, disconnection between mind and body
2.7	Dark giftedness	Toxic giftedness, dangerous giftedness, moral disengagement, manipulation, superiority complex, elitism, antisocial behaviour, ethical blindness, intellectual arrogance, destructive creativity

Category 3. Proposed solutions and priorities		
3.1	Differentiated instruction	Differentiated learning, individualised instruction, tailored support, acceleration, personalised learning, adaptive teaching, scaffolding, flexible grouping, enrichment programmes, evidence-based classroom strategies
3.2	Social-emotional learning (SEL)	SEL programmes, self-regulation, empathy, relationship skills, emotional intelligence, social skills, responsible decision-making, emotional literacy, emotional resilience, interpersonal effectiveness, mental health education
3.3	Mindfulness and well-being practices	Mindfulness, meditation, emotional regulation, stress management, self-awareness, self-determination, well-being, breathwork, self-care strategies, cognitive relaxation, reflective practice, wellness initiatives
3.4	Strength-based approaches	Strength-based, positive psychology, asset-based strategies, growth mindset, positive traits recognition, character strengths
3.5	Inclusive and equitable education	Inclusion, equity, diverse learners, accessibility, cultural responsiveness, differentiated access, inclusive policies, multicultural education, inclusive pedagogy, diversity
3.6	Career education	Career counselling, vocational guidance, professional pathways, job shadowing, internships, career planning, career exploration, profession, life planning, mentorship
3.7	External and internal support	Family support, peer support, mentorship, school climate, community support, psychological safety, social capital, home-school collaboration, counselling services, role models, resilience, optimism, self-efficacy, grit, motivation, adaptive coping, internal locus of control, self-concept, personal values
3.8	Supporters' training and awareness	Educator training, professional development, awareness raising, awareness of diverse learners, ongoing professional learning, parent education programme

Research Results

This section synthesises findings from 60 studies (see Appendix, Table A2) focusing on aspects of character education for gifted and talented children and youth. The synthesis highlights three overarching themes: the characteristics of the gifted, the challenges they encounter and the solutions and priorities proposed in the literature. In total, 317 relevant references were identified. Most of these concerned gifted learners' character strengths (127 references), followed by challenges encountered (96 references) and proposed solutions and priorities (94 references) (see Figure 4). The findings were analysed across educational stages and cultural contexts to address the research questions.

Figure 4*Number of Coding References by Codes, Categories, and Total*

Note. This figure was developed using the SankeyMATIC online tool (<https://sankeymatic.com/>).

Category 1. Group Characteristics (Character Strengths)

In relation to group characteristics, performance virtues were the most frequently described attributes of gifted and talented learners, with 45 coding references, followed by intellectual virtues (39 references). Moral virtues were mentioned 18 times, civic virtues 13 times, and integrative virtues 12 times (see Figure 4). Across study types (see Table 6), empirical studies, whether qualitative, mixed-methods or quantitative, consistently foregrounded performance and intellectual virtues, whereas theoretical/conceptual studies distributed attention more evenly and gave comparatively greater weight to moral and integrative virtues. Across cultural contexts (see Table 6), studies in Asia most frequently referred to performance virtues (8 references) and intellectual virtues (6 references). European studies most often referred to intellectual virtues (7 references), followed by performance virtues (5 references). In North America, performance virtues (6 references) were again most frequently referenced, followed by integrative virtues (4 references), while intellectual (3 references), moral (3 references) and civic (3 references) virtues were referenced an equal number of times. Oceanian researchers most frequently referred to performance virtues (2 references) and referenced moral (1 reference), civic (1 reference) and integrative (1 reference) virtues an equal number of times. By educational stage (see Table 6), studies focusing on higher education placed the greatest weight on intellectual virtues (7 references), closely followed by performance virtues (6 references), while lower secondary and upper secondary phases highlighted performance virtues most strongly. In primary education settings, references to performance (3 references) and civic (2 references) virtues appeared more often. Home education most frequently referenced intellectual (5 references) and performance (4 references) virtues.

Table 6

Number of Coding References for Codes Within Category 1 'Group Characteristics – Character Strengths'

Criterion	Subcriterion	1.1	1.2	1.3	1.4	1.5
Study type and research design (only for empirical studies)	Empirical, Qualitative (15 studies)	26	10	6	29	5
	Empirical, Mixed-methods (8 studies)	6	2	1	8	1
	Empirical, Quantitative (13 studies)	3	0	2	3	0
	Theoretical/conceptual (24 studies)	4	6	4	5	6
Research place (continent)	Asia (12 studies)	6	5	3	8	1
	Europe (13 studies)	7	4	4	5	3
	North America (25 studies)	3	3	3	6	4
	Oceania (5 studies)	0	1	1	2	1
	South America (1 study)	1	0	0	1	0
	Multiple (North America, Europe) (3 studies)	0	0	0	0	1
	Africa (1 study)	0	0	0	0	0
Educational stage	Higher education (3 studies)	7	3	0	6	1
	Upper secondary education (6 studies)	1	1	0	2	0
	Lower secondary education (9 studies)	2	1	0	3	1
	Primary education (2 studies)	1	0	2	3	0
	Preschool (kindergarten) education (1 study)	0	0	0	0	0
	Home education (1 study)	5	2	1	4	0
	Preschool (kindergarten) and school education (2 studies)	1	0	2	0	1
	Primary and lower secondary education (3 studies)	6	2	2	5	1
	Primary education, lower secondary and upper secondary education (2 studies)	3	2	1	5	0
	Lower secondary and upper secondary education (6 studies)	2	0	0	5	2
	Lower secondary and upper secondary education, higher education (1 study)	1	0	0	0	0
	Other (2 studies)	6	1	1	7	1
	Not specified (22 studies)	4	6	4	5	5

Note. 1.1 Intellectual virtues; 1.2 Moral virtues; 1.3 Civic virtues; 1.4 Performance virtues; 1.5 Integrative virtue

Category 2. Encountered Challenges

Regarding encountered challenges (see Figure 4), the most prevalent difficulties were social and emotional issues (33 references), followed by curriculum mismatch (15 references), perfectionism and overexcitabilities (14 references), and inadequate support systems (14 references). Misunderstanding and stereotyping was referenced 12 times, while health issues and dark giftedness were each noted 4 times. As shown in Table 7, qualitative studies concentrated most on social and emotional difficulties (15 references), with less but meaningful attention to curriculum mismatch (5 references) and inadequate support issues (5 references). Quantitative studies most often targeted perfectionism and overexcitabilities (5 references). Theoretical papers spread attention equally across social and emotional difficulties

(11 references), misunderstanding and stereotyping (6 references), curriculum mismatch (6 references), and inadequate support systems (5 references). In terms of cultural context (see Table 7), Asian and Oceanian studies featured social and emotional difficulties most often (8 and 4 references, respectively). European studies concentrated on inadequate support systems (3 references) and curriculum mismatch (3 references). North American research presented a broader profile, with references to social and emotional difficulties (17 references), perfectionism and overexcitabilities (9 references), and misunderstanding and stereotyping (9 references). It was also the only region to feature dark giftedness (4 references). By educational stage (see Table 7), higher education featured social and emotional difficulties (4 references) and curriculum mismatch (3 references) most prominently. Upper secondary education displayed a more even spread across social and emotional difficulties (2 references), perfectionism and overexcitabilities (2 references), and inadequate support systems (2 references). Lower secondary education showed the highest frequency of perfectionism and overexcitabilities (6 references), alongside social and emotional difficulties (5 references). Early years and primary accounts centred almost exclusively on social and emotional difficulties.

Table 7
Number of Coding References for Codes Within Category 2 'Encountered Challenges'

Criterion	Subcriterion	2.1	2.2	2.3	2.4	2.5	2.6.	2.7.
Study type and research design (only for empirical studies)	Empirical, Qualitative (15 studies)	15	4	4	5	5	1	0
	Empirical, Mixed-methods (8 studies)	5	1	1	4	3	2	0
	Empirical, Quantitative (13 studies)	2	5	1	0	1	0	0
	Theoretical/conceptual (24 studies)	11	4	6	5	6	1	4
Research place (continent)	Asia (12 studies)	8	1	1	3	1	2	0
	Europe (13 studies)	2	2	0	3	3	0	0
	North America (25 studies)	17	9	9	4	8	1	4
	Oceania (5 studies)	4	1	0	2	0	1	0
	South America (1 study)	1	1	1	1	1	0	0
	Multiple (North America, Europe) (3 studies)	1	0	1	1	2	0	0
	Africa (1 study)	0	0	0	0	0	0	0
Educational stage	Higher education (3 studies)	4	0	2	0	3	0	0
	Upper secondary education (6 studies)	2	2	1	2	1	0	0
	Lower secondary education (9 studies)	5	6	1	3	2	2	0
	Primary education (2 studies)	1	0	0	0	0	0	0
	Preschool (kindergarten) education (1 study)	1	0	0	1	0	0	0
	Home education (1 study)	0	0	1	0	0	0	0
	Preschool (kindergarten) and school education (2 studies)	2	0	0	1	0	0	0
	Primary and lower secondary education (3 studies)	2	1	0	1	1	0	0
	Primary education, lower secondary and upper secondary education (2 studies)	0	0	0	0	1	0	0
	Lower secondary and upper secondary education (6 studies)	5	2	1	2	1	1	0
	Lower secondary and upper secondary education, higher education (1 study)	0	0	0	0	0	0	0
	Other (2 studies)	1	0	0	0	0	0	0
	Not specified (22 studies)	10	3	6	4	6	1	4

Note. 2.1 Social and emotional difficulties; 2.2 Perfectionism and overexcitabilities; 2.3 Misunderstanding and stereotyping; 2.4 Inadequate support systems; 2.5 Curriculum mismatch; 2.6 Health issues; 2.7 Dark giftedness

Category 3. Proposed Solutions and Priorities

In terms of proposed solutions and priorities, eight strands were identified (see Figure 4). Supporters' training and awareness (19 references) and differentiated instruction (16 references) were cited most frequently, followed by external and internal support (14 references), social-emotional learning (13 references), and mindfulness or well-being practices (13 references). Career education was mentioned less frequently (9 references), while inclusive and equitable education (5 references) and strength-based approaches (5 references) were the

least frequently referenced. As mentioned in Table 8, qualitative studies prioritised career education (8 references), differentiated instruction (7 references), external and internal support (6 references), and supporters' training and awareness (6 references). Mixed-methods studies most frequently referenced supporters' training and awareness (4 references), while external and internal support (3 references) and social-emotional learning (3 references) were given equal weight. Quantitative studies emphasised external and internal support (4 references), supporters' training and awareness (3 references), and differentiated instruction (3 references). Theoretical/conceptual studies most often proposed mindfulness or well-being practices (9 references), followed by differentiated instruction (6 references), social-emotional learning (6 references), and supporters' training and awareness (6 references). In terms of cultural differences (see Table 8), European research placed strong emphasis on supporters' training and awareness (6 references) and differentiated instruction (5 references). North American studies favoured mindfulness and well-being practices (9 references) and social-emotional learning (8 references). Asian studies most frequently mentioned supporters' training and awareness (7 references), alongside differentiated instruction (5 references), career education (5 references), and external and internal support (5 references). Oceanian studies prioritised external and internal support (3 references) and mindfulness and well-being practices (2 references). By educational stage (see Table 8), higher education chiefly focused on differentiated instruction (3 references). Upper secondary education stressed career education (4 references). Lower secondary education emphasised supporters' training and awareness (4 references), differentiated instruction (3 references), and external and internal support (3 references). Primary education emphasises mindfulness and well-being practices (2 references). Preschool education highlighted social-emotional learning (1 reference) and external and internal support (1 reference) in equal measure.

Table 8

Number of Coding References for Codes Within Category 3 'Proposed Solutions and Priorities'

Criterion	Subcriterion	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8
Study type and research design (only for empirical studies)	Empirical, Qualitative (15 studies)	7	2	2	0	2	8	6	6
	Empirical, Mixed-methods (8 studies)	0	3	0	1	0	1	3	4
	Empirical, Quantitative (13 studies)	3	2	2	0	0	0	4	3
	Theoretical/conceptual (24 studies)	6	6	9	4	3	0	1	6
Research place (continent)	Asia (12 studies)	5	1	1	0	1	5	5	7
	Europe (13 studies)	5	0	0	1	3	1	1	6
	North America (25 studies)	5	8	9	3	0	2	5	5
	Oceania (5 studies)	0	1	2	1	0	1	3	0
	South America (1 study)	0	0	0	0	0	0	0	1
	Multiple (North America, Europe) (3 studies)	0	2	1	0	1	0	0	0
	Africa (1 study)	1	1	0	0	0	0	0	0
Educational stage	Higher education (3 studies)	3	1	0	0	0	0	1	0
	Upper secondary education (6 studies)	1	1	0	0	0	4	1	1
	Lower secondary education (9 studies)	3	1	1	1	0	1	3	4
	Primary education (2 studies)	0	0	2	0	0	0	1	1
	Preschool (kindergarten) education (1 study)	0	1	0	0	0	0	1	0
	Home education (1 study)	0	0	0	0	0	0	0	1
	Preschool (kindergarten) and school education (2 studies)	0	1	0	0	1	0	0	1
	Primary and lower secondary education (3 studies)	2	0	0	0	1	0	2	2
	Primary education, lower secondary and upper secondary education (2 studies)	0	1	0	1	0	0	1	0
	Lower secondary and upper secondary education (6 studies)	0	1	1	0	0	1	3	2
	Lower secondary and upper secondary education, higher education (1 study)	0	0	0	0	0	0	0	0
	Other (2 studies)	1	1	0	0	0	3	0	1
	Not specified (22 studies)	6	5	9	3	3	0	1	6

Note. 3.1 Differentiated instruction; 3.2 Social-emotional learning; 3.3 Mindfulness and well-being practices; 3.4 Strength-based approaches; 3.5 Inclusive and equitable education; 3.6 Career education; 3.7 External and internal support; 3.8 Supporters' training and awareness

Discussion

Category 1: Group Characteristics (Character Strengths)

The analysis of the characteristics of gifted children and young people showed that performance virtues (e.g., motivation, leadership, and confidence) and intellectual virtues (e.g., curiosity, critical thinking, and judgement) dominated the scientific literature. In contrast,

moral virtues (e.g., honesty, justice, and empathy), civic virtues (e.g., social and cultural awareness and friendship), and integrative virtues (e.g., practical wisdom and spirituality) were far less frequently reported. This distribution confirms that giftedness is still predominantly conceptualised through academic achievement-related lenses. These findings closely align with the bibliometric analysis of Gügen et al. (2024), which concluded that most research in gifted education continues to prioritise cognitive development, while moral development dimensions remain underrepresented. The overlap between the two bodies of evidence highlights a persistent imbalance that favours academic performance-oriented constructs. At the same time, the review of noncognitive features by Tourreix et al. (2023) indicated that there is no stable socioemotional profile that systematically distinguishes gifted students from their peers. Instead, high cognitive ability was found to serve as a protective factor in areas such as resilience, social skills and well-being. Taken together, these findings suggest that while performance and intellectual virtues dominate the discourse, integrative virtues such as practical wisdom and spirituality—though marginal—point to an emerging recognition of broader developmental dimensions. However, the relative neglect of moral and civic virtues indicates a gap between the rhetoric of holistic gifted education and the evidence reported in the literature.

Category 2: Encountered Challenges

The analysis of challenges revealed the following main recurring themes: (1) social and emotional difficulties, including anxiety, isolation and bullying; (2) curriculum mismatch, including a lack of cognitive challenge; (3) perfectionism and overexcitabilities; (4) inadequate support systems and (5) misunderstanding and stereotyping. Occasional references to ‘dark giftedness’ and health concerns further broaden the spectrum of difficulties reported.

The findings concerning social and emotional difficulties resonate with those of Tourreix et al. (2023), who found that gifted learners are not systematically more vulnerable to anxiety, depression, or maladaptive perfectionism than their peers. However, perceptions from parents and teachers often suggested otherwise. This discrepancy between perception and empirical evidence may explain why social and emotional difficulties appeared so prominently in the reviewed studies. The visibility of certain behaviours may reinforce stereotypes, even when large-scale evidence does not support systematic vulnerability.

Bullying is another issue to be discussed. A review by Martínez-Monteagudo et al. (2023) identified three perspectives: gifted learners face a higher risk of victimisation, a lower risk or a risk comparable to that of their peers. While the evidence was mixed, studies without control groups consistently reported a high prevalence of bullying with significant negative consequences. Reports of social isolation and peer rejection in the present findings align with this first perspective, particularly when bullying was linked to heightened sensitivity, perfectionism and asynchronous development. This convergence strengthens the conclusion that bullying is a significant concern for at least a substantial subset of gifted learners. The experiences of twice-exceptional students, as reviewed by Duyar et al. (2023), provide further insight. Six themes—self-concept, environment, friendship, achievement, labelling and bullying—were shown to influence these students’ social and emotional development. Notably, both peer and teacher bullying were reported, with labelling acting as either a protective or risk factor depending on context. These conclusions correspond with the present findings concerning stereotyping and inadequate support systems, emphasising that systemic responses from schools and teachers can either mitigate or exacerbate vulnerabilities.

Finally, a review of high-ability students in higher education by Nannings et al. (2025) identified 20 social-emotional and 26 educational needs, with self-perception, emotional regulation, and social integration emerging as critical areas. Their findings on curriculum design and teacher expertise align with the curriculum mismatch and lack of adequate training

frequently noted in the literature. Collectively, these convergences suggest that the challenges experienced by gifted students are shaped less by inherent traits than by interactions with educational environments that are often unprepared to address the specific needs of the gifted.

Category 3: Proposed Solutions and Priorities

The analysis of proposed solutions and priorities showed a strong emphasis on supporters' training and awareness, differentiated instruction, external and internal support systems, social-emotional learning, and mindfulness and well-being practices. References to career education, inclusive and equitable education and strength-based approaches were also present but less prominent.

These findings correspond closely with those of Nannings et al. (2025), who highlighted differentiated curricula, personalised instruction, academic and social support, and teacher training as the most frequently identified educational needs of high-ability students who are at risk of underachievement. They also concluded that existing interventions remain uneven, with disproportionate attention being paid to academic motivation and achievement and insufficient focus on emotional regulation, stress management, and educator preparation. This imbalance mirrors the current findings, in which performance-oriented solutions dominated, while moral and civic development were relatively neglected.

An integrative review by Brito and Santos Pereira (2024) further highlighted this gap. The authors stressed the need for explicit educational interventions to foster moral development in high-ability students. Two categories of practices were identified: classroom-based curricular strategies and extracurricular programmes aimed at cultivating moral sensitivity, judgement, motivation, and action. The authors also emphasised developmental specificity, which includes embedding moral issues in the curriculum for younger children, preparing teachers to regulate moral sensitivity at the elementary level and offering extracurricular opportunities for higher education students to apply moral reasoning to global challenges. These conclusions expand on the general proposals found in the literature, demonstrating that interventions for gifted learners require a more explicit moral focus and should be tailored across developmental stages. Finally, Brito and Santos Pereira (2024) highlighted the role of parents and teachers as moral guides, with responsibilities extending beyond academic and emotional support to include fostering sensitivity to justice, equity, human rights and care. This perspective deepens the widely reported priority of supporters' training and awareness and suggests that professional development for educators and parental guidance should explicitly incorporate moral and ethical dimensions. In this respect, character education and inclusive practices noted in the literature represent important but underdeveloped pathways towards a more holistic vision of gifted education (Campbell, 2024; Desmet et al., 2023; Nannings et al., 2025; Tirri, 2022; Tolan, 2018).

Overall, across contexts, the main priorities form a three-layer response. First, personalised pedagogy, including differentiated instruction, enrichment opportunities and flexible pacing, was consistently emphasised across cultural contexts and educational stages. Second, a whole-child support system that includes social-emotional learning; mindfulness and well-being practices; and robust networks of family, peer and community support was viewed as critical for addressing emotional and relational needs. Third, capacity building for educators, parents and other supporters emerged as a cross-cutting priority, especially in European contexts. Career education featured strongly from the lower secondary level onwards, signalling its relevance for preparing gifted learners for purposeful engagement in adult life.

The current review indicates that while performance and intellectual virtues (the most frequently mentioned characteristics of the gifted) and social and emotional difficulties (the most frequently mentioned challenges of the gifted) are widespread, the specific challenges identified and the preferred solutions vary by context. The effects of the educational stage can be summarised as follows:

- In early years and the primary education stage, social and emotional difficulties are prominent and should be addressed through adequate and effective external and internal support.
- The lower and upper secondary education stages bring heightened perfectionism and overexcitability, alongside social and emotional difficulties. At the lower secondary level, training and awareness for supporters are advocated, while upper secondary education should culminate in targeted career guidance.
- In the higher education stage, curriculum mismatch and social and emotional difficulties are key concerns, which can be alleviated through differentiated instruction.

Cultural effects were also evident. Asian studies emphasised social and emotional difficulties and proposed measures such as supporters' training and awareness, differentiated instruction, career education, and external and internal support. European studies highlighted inadequate support systems and curriculum mismatch, focusing particularly on supporters' training and awareness and on differentiated instruction. North American studies paid greater attention to social and emotional difficulties, perfectionism and overexcitabilities, misunderstanding and stereotyping, mindfulness and well-being practices, and social-emotional learning. Additionally, North American studies uniquely featured dark giftedness (Sternberg, 2023a, 2023b, 2024; Tolan, 2018), which underscores the ethical risks of neglecting moral and civic formation in gifted education.

The synthesis suggests that character education for gifted and talented learners is most effective when it extends beyond academic performance outcomes to cultivate intellectual, moral, civic, performance, and integrative virtues; address social-emotional vulnerabilities; and align curriculum and support systems with learner profiles. It should remain sensitive to developmental stage and responsive to cultural context (Brito & Santos Pereira, 2024; Oldham & McLoughlin, 2025). Such an approach not only promotes personal well-being and meaning of life but also enhances the potential of gifted learners to act as socially responsible leaders in an increasingly complex global environment.

Limitations

While this review offers a comprehensive synthesis of priorities in character education for gifted learners across educational stages and cultural contexts, its limitations should be acknowledged. First, the search strategy was restricted to studies published in English. This language criterion may have excluded relevant research conducted and published in other languages, particularly from countries with strong traditions in gifted and character education but limited English-language dissemination. Consequently, the findings may not fully reflect the global diversity of approaches and priorities.

Second, the analysis was limited to peer-reviewed journal articles, excluding potentially informative sources such as book chapters, conference proceedings, reports and dissertations. Although this criterion helped maintain quality and comparability, it may have led to the omission of innovative practices and emerging theoretical perspectives often reported in grey literature.

Third, the time frame of 2004–2025, while sufficiently broad to capture contemporary developments, may have excluded earlier foundational studies that continue to shape the field. Similarly, the uneven distribution of studies across regions—most notably the heavy representation of North America and the relative underrepresentation of Africa, South America and parts of Asia—limits the extent to which the results can be generalised globally.

Fourth, although rigorous eligibility and quality criteria were applied, the review inevitably reflects the constraints of the available evidence. Many of the included studies, particularly empirical ones, relied on small convenience samples or self-report data, potentially

limiting the robustness and generalisability of their findings. In addition, a substantial proportion of theoretical/conceptual papers did not specify the educational stage, which restricts the depth of stage-based comparisons.

Fifth, the coding of extracted data was carried out by a single researcher. While predefined frameworks and NVivo-assisted coding were used to enhance consistency, the absence of multiple coders or intercoder reliability checks may have introduced bias or limited the interpretive breadth of the thematic analysis.

Finally, while both AI-assisted and researcher-led screening and quality assessment were used to enhance rigour, differences in judgement—particularly concerning more interpretative criteria such as originality, acknowledgement of limitations and evaluation of moral or civic dimensions—underscore the subjectivity inherent in qualitative synthesis. The findings should therefore be interpreted as a structured overview of patterns and priorities in the literature rather than a definitive or exhaustive account of all possible approaches to character education for gifted learners.

Conclusions and Implications

This review has demonstrated that the education of gifted and talented learners cannot be reduced to the cultivation of cognitive excellence alone. Gifted youth display rich constellations of intellectual, performance, moral, civic and integrative virtues, yet they also encounter distinctive challenges, ranging from social-emotional vulnerabilities and perfectionism to curriculum mismatches and inadequate support structures. The synthesis of 60 studies revealed that while priorities in character education shift across educational stages and cultural contexts, there is a clear unifying theme: Gifted learners require balanced approaches that cultivate both intellectual and ethical development. Without such balance, there is a risk of their extraordinary abilities being underutilised, being misdirected, or even becoming harmful.

The findings underscore the need for interventions that move beyond fragmented or stereotypical understandings of giftedness. Effective character education must embed socioemotional learning, mindfulness and well-being practices, differentiated instruction and inclusive frameworks within curricula and school cultures. Equally, parents, teachers and counsellors require targeted training and awareness to support the complex developmental trajectories of gifted learners. Such strategies not only safeguard individual well-being but also channel high-level abilities towards socially constructive purposes, enabling gifted youth to thrive as empathetic, responsible and resilient contributors to their communities.

At the policy and research levels, there is an urgent call for cross-cultural and longitudinal studies that move beyond Western-centric perspectives and build integrative models that are responsive to diverse contexts. International collaboration is vital to generating culturally adaptable frameworks and addressing gaps across developmental stages. By systematically mapping the priorities of character education for the gifted, this review offers a foundation for more coherent evidence-based and context-sensitive approaches. Ultimately, nurturing the moral and intellectual capacities of gifted learners equips them not only to achieve personal excellence but also to assume ethical leadership roles in addressing the complex challenges of the twenty-first century.

Note

A Generative Artificial Intelligence (GenAI) tool, ChatGPT 4o (OpenAI), was employed during manuscript preparation to support specific technical and analytical tasks.

- Technical assistance: ChatGPT 4o was used to convert txt files generated during the four search queries in the Sage Journals database into Excel spreadsheets and merge them into a single dataset of 970 records.

- Analytical assistance: As described in the methodology section, both human and AI-driven approaches were used to assess (1) the relevance of identified records to the research questions (March 2025); (2) the relevance of full-text papers (April–June 2025); and (3) the quality of full-text studies (June 2025).

All outputs produced by ChatGPT 4o were critically reviewed, verified, and, where necessary, corrected by the researcher (manuscript's author) to ensure accuracy, validity, and compliance with research integrity standards.

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Appendix

Table A1

Final Sample Characteristics and Information Extraction

Case No	Study (authors and year)	Study type	For empirical studies		Research location		Educational stage	Information extracted		
			Research design	Research sample size	Country	Continent		A1*	A2*	A3*
1	Almukhambetova & Hernández-Torrano (2020)	Empirical	Qualitative	30 students (aged 18-19)	Kazakhstan	Asia	Higher education		x	x
2	Altaras et al. (2025)	Empirical	Qualitative	52 teachers and 52 students (Grades 4-9)	Croatia, Serbia, Slovenia	Europe	Primary and lower secondary education	x	x	x
3	Bates-Krakoff et al. (2017)	Theoretical/conceptual			USA	North America	Lower secondary education		x	x
4	Berkowitz & Hoppe (2009)	Theoretical/conceptual			USA	North America	Not specified	x	x	x
5	Bildiren et al. (2023)	Empirical	Qualitative	1 family of a gifted child (aged 0-3)	Turkey	Asia	Home education	x	x	x
6	Campbell (2024)	Theoretical/conceptual			Australia	Oceania	Not specified		x	x
7	Cavilla (2019)	Theoretical/conceptual			USA	North America	Preschool (kindergarten) and school education	x	x	x
8	Chagas & Fleith (2006)	Empirical	Mixed-methods	28 students and their parents, 4 educational managers, 4 teachers and 2 psychologists	Brazil	South America	Lower secondary and upper secondary education	x	x	x

Case No	Study (authors and year)	Study type	For empirical studies		Research location		Educational stage	Information extracted		
			Research design	Research sample size	Country	Continent		A1*	A2*	A3*
9	Chan (2004)	Empirical	Quantitative	527 students, including a subsample of 264 students	China	Asia	Lower secondary and upper secondary education	x		x
10	Cross et al. (2008)	Empirical	Quantitative	567 students	USA	North America	Upper secondary education	x		
11	Derryberry & Barger (2008)	Empirical	Quantitative	30 gifted youth (Grades 7-10, aged 12-16) and 30 college students (aged 18-27)	USA	North America	Lower secondary and upper secondary education, higher education	x		
12	Desmet et al. (2023)	Empirical	Mixed-methods	106 students (Grades 5-12)	USA	North America	Lower secondary and upper secondary education			x
13	Dixon et al. (2004)	Empirical	Quantitative	142 high school students (juniors)	USA	North America	Upper secondary education	x	x	
14	Elias et al. (2025)	Theoretical/conceptual			USA, Italy	Multiple (North America, Europe)	Not specified		x	x
15	Farrent & Grant (2005)	Empirical	Mixed-methods	22 gifted preschoolers (aged 3-5) and their parents	Australia	Oceania	Preschool (kindergarten) education		x	x
16	Fraser (2004)	Theoretical/conceptual			New Zealand	Oceania	Not specified	x		x
17	Garcés-Bacsal (2010)	Empirical	Qualitative	22 children (aged 4-9)	The Philippines	Asia	Preschool (kindergarten) and school education	x	x	x

Case No	Study (authors and year)	Study type	For empirical studies		Research location		Educational stage	Information extracted		
			Research design	Research sample size	Country	Continent		A1*	A2*	A3*
18	Garcés-Bacsal et al. (2011)	Empirical	Qualitative	14 adolescents talented both in the arts and in academics (aged 14-18)	Singapore	Asia	Other	x	x	x
19	Glück & Tischler (2022)	Theoretical/conceptual			Austria	Europe	Not specified			x
20	Gubbels et al. (2014)	Empirical	Quantitative	66 students (Grades 5-6)	The Netherlands	Europe	Lower secondary education		x	x
21	Haberlin (2018)	Empirical	Qualitative	2 students (Grade 4)	USA	North America	Primary education	x	x	x
22	Han & Jeong (2014)	Empirical	Qualitative	15 students (Grade 11)	South Korea	Asia	Upper secondary education			x
23	Hébert & Mc-Bee (2007)	Empirical	Qualitative	7 gifted university students (aged 23-36)	USA	North America	Higher education	x	x	x
24	Hoekman et al. (2005)	Empirical	Quantitative	401 gifted students (Grade 7)	Australia	Oceania	Lower secondary education			x
25	Kane (2020)	Theoretical/conceptual			USA	North America	Not specified	x	x	x
26	Kaya & Islekeller-Bozca (2022)	Empirical	Mixed-methods	93 students (Grades 5-8)	Turkey	Asia	Lower secondary education	x	x	x
27	Kowalske (2016)	Empirical	Qualitative	1 recent high school graduate	USA	North America	Lower secondary and upper secondary education	x	x	x

Case No	Study (authors and year)	Study type	For empirical studies		Research location		Educational stage	Information extracted		
			Research design	Research sample size	Country	Continent		A1*	A2*	A3*
28	Laine et al. (2016)	Empirical	Mixed-methods	Study 1: 212 elementary school teachers; Study 2: 463 elementary and secondary school teachers	Finland	Europe	Primary education, lower secondary and upper secondary education	x		
29	Lee et al. (2007)	Empirical	Quantitative	230 high school students (Grades 10-12)	USA	North America	Upper secondary education			x
30	Levent & Baş (2022)	Empirical	Qualitative	15 state middle school teachers	Turkey	Asia	Lower secondary education	x	x	x
31	Milinga (2021)	Theoretical/conceptual			Tanzania	Africa	Not specified			x
32	Mofield & Chakraborti-Ghosh (2010)	Empirical	Quantitative	153 gifted students (Grades 6-8)	USA	North America	Lower secondary education		x	x
33	Mofield & Mofield (2022)	Theoretical/conceptual			USA	North America	Not specified			x
34	Mofield & Parker Peters (2019)	Empirical	Quantitative	480 gifted students (Grades 6-8)	USA	North America	Lower secondary education	x	x	x
35	Murat & Ozdemir (2020)	Empirical	Qualitative	15 gifted students (Grade 10)	Turkey	Asia	Upper secondary education	x		x
36	Napier et al. (2024)	Empirical	Qualitative	18 gifted females (aged 13-19)	Australia	Oceania	Lower secondary and upper secondary education	x	x	x
37	Olton-Weber et al. (2020)	Empirical	Quantitative	42 students (Grades 6-8, aged 11-14)	USA	North America	Lower secondary education		x	x

Case No	Study (authors and year)	Study type	For empirical studies		Research location		Educational stage	Information extracted		
			Research design	Research sample size	Country	Continent		A1*	A2*	A3*
38	Peterson et al. (2012)	Empirical	Mixed-methods	48 high school graduates	USA	North America	Primary education, lower secondary and upper secondary education	x	x	x
39	Pihlström (2023)	Theoretical/conceptual			Finland	Europe	Not specified			x
40	Proyer et al. (2017)	Theoretical/conceptual			Germany, Switzerland	Europe	Not specified		x	x
41		Theoretical/conceptual			Spain, USA	Multiple (North America, Europe)	Not specified		x	x
42	Sastre-Riba & Cámara-Pastor (2022)	Empirical	Quantitative	44 students (21 gifted and 23 non-gifted, aged 8-10)	Spain	Europe	Primary education	x		x
43	Seider (2010)	Theoretical/conceptual			USA	North America	Not specified		x	x
44	Sekowski & Łubianka (2014)	Theoretical/conceptual			Poland	Europe	Not specified	x	x	x
45	Seward & Gaesser (2018)	Empirical	Qualitative	19 gifted rural students	USA	North America	Upper secondary education		x	x
46	Sharp et al. (2017)	Theoretical/conceptual			USA	North America	Not specified		x	x
47	Shaunessy & Suldo (2010)	Empirical	Mixed-methods	141 students (Grades 9-12)	USA	North America	Lower secondary and upper secondary education	x	x	x
48	Sternberg (2023a)	Theoretical/conceptual			USA	North America	Not specified		x	x

Case No	Study (authors and year)	Study type	For empirical studies		Research location		Educational stage	Information extracted		
			Research design	Research sample size	Country	Continent		A1*	A2*	A3*
49	Sternberg (2023b)	Theoretical/conceptual			USA	North America	Not specified		x	x
50	Sternberg (2024)	Theoretical/conceptual			USA	North America	Not specified	x	x	x
51	Sternberg &	Theoretical/conceptual			USA, Spain	Multiple (North America, Europe)	Not specified	x		x
52	Tanik & Büyük (2021)	Empirical	Qualitative	10 gifted children (aged 12-13), 7 parents, 2 teachers	Turkey	Asia	Other	x	x	x
53	Tirri (2010)	Theoretical/conceptual			Finland	Europe	Not specified	x	x	x
54	Tirri (2022)	Theoretical/conceptual			Finland	Europe	Not specified			x
55	Tirri & Ubani (2005)	Empirical	Mixed-methods	95 gifted students (Grade 6, aged 12-13)	Finland	Europe	Lower secondary education	x		x
56	Tolan (2018)	Theoretical/conceptual			USA	North America	Not specified		x	x
57	Topçu & Leana-Taşçılar (2018)	Empirical	Quantitative	184 students (Grades 4-8)	Turkey	Asia	Primary and lower secondary education	x		x
58	Urraca-Martínez et al. (2021)	Empirical	Quantitative	80 children (40 gifted and 40 non-gifted, aged 6-11)	Spain	Europe	Primary and lower secondary education	x	x	x
59	Van de Vijver & Mathijssen (2024)	Theoretical/conceptual			Belgium	Europe	Not specified			x

Case No	Study (authors and year)	Study type	For empirical studies		Research location		Educational stage	Information extracted		
			Research design	Research sample size	Country	Continent		A1*	A2*	A3*
60	Yan et al. (2006)	Empirical	Qualitative	111 gifted students	China	Asia	Higher education	x		x

Note. In June 2025, information relating to three key aspects was extracted from 60 studies: (A1) What are the characteristics (character strengths) of this group? (A2) What issues and challenges does this group face? (A3) What solutions and priorities are in place to address these problems and overcome challenges?

Table A2
Number of Coding References by Study and Code

Study (n=60)	Category 1. Group characteristics										Category 2. Encountered challenges										Category 3. Proposed solutions and priorities										Total
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8											
Almukhambetova & Hernández-Torrano (2020)	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2										
Altaras et al. (2025)	5	2	1	3	1	1	1	0	1	1	0	0	1	0	0	0	1	0	0	1	19										
Bates-Krakoff et al. (2017)	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	2										
Berkowitz & Hoppe (2009)	0	3	1	1	0	2	1	2	0	1	0	0	1	1	0	0	0	0	0	0	13										
Bildiren et al. (2023)	5	2	1	4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	14										
Campbell (2024)	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	3										
Cavilla (2019)	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	4										
Chagas & Fleith (2006)	2	0	0	2	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	10										
Chan (2004)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	2										
Cross et al. (2008)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Derryberry & Barger (2008)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1										
Desmet et al. (2023)	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1										
Dixon et al. (2004)	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3										
Elias et al. (2025)	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	3										
Fairrent & Grant (2005)	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	4										
Fraser (2004)	0	1	2	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	6										
Garces-Bacsal (2010)	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	6										
Garces-Bacsal et al. (2011)	0	0	0	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	2	0	8										
Glück & Tischler (2022)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1										
Gubbels et al. (2014)	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	2										
Haberlin (2018)	0	0	1	3	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	1	8										

Study (n=60)	Category 1. Group characteristics					Category 2. Encountered challenges					Category 3. Proposed solutions and priorities										Total
Han & Jeong (2014)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hébert & McBee (2007)	6	2	0	5	1	3	0	2	0	3	0	0	2	1	0	0	0	0	0	0	25
Hoekman et al. (2005)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Kane (2020)	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	0	0	0	7
Kaya & Islekeller-Bozca (2022)	0	0	0	1	0	2	0	0	2	1	2	0	0	0	0	0	0	0	0	0	10
Kowalske (2016)	0	0	0	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Laine et al. (2016)	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Lee et al. (2007)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Levent & Baş (2022)	1	1	0	2	0	3	1	0	1	0	0	0	1	0	0	0	0	0	0	0	12
Milinga (2021)	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
Mofield & Chakraborti-Ghosh (2010)	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	2
Mofield & Mofield (2022)	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Mofield & Parker Peters (2019)	0	0	0	0	0	0	2	1	0	0	0	0	1	0	0	0	0	0	0	0	5
Murat & Özdemir (2020)	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	5
Napier et al. (2024)	0	0	0	1	0	2	1	0	1	0	1	0	0	0	0	0	0	0	1	1	8
Olton-Weber et al. (2020)	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	2
Peterson et al. (2012)	1	1	1	3	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	10
Philström (2023)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Proyer et al. (2017)	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	4
Rodríguez-Fernández & Sternberg (2024)	0	0	0	0	0	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	5
Sastre-Riba & Cámara-Pastor (2022)	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3

Study (n=60)	Category 1. Group characteristics					Category 2. Encountered challenges					Category 3. Proposed solutions and priorities										Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
Seider (2010)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. 1.1 Intellectual virtues; 1.2 Moral virtues; 1.3 Civic virtues; 1.4 Performance virtues; 1.5 Integrative virtue; 2.1 Social and emotional difficulties; 2.2 Perfectionism and overexcitabilities; 2.3 Misunderstanding and stereotyping; 2.4 Inadequate support systems; 2.5 Curriculum mismatch; 2.6 Health issues; 2.7 Dark giftedness; 3.1 Differentiated instruction; 3.2 Social-emotional learning (SEL); 3.3 Mindfulness and well-being practices; 3.4 Strength-based approaches; 3.5 Inclusive and equitable education; 3.6 Career education; 3.7 External and internal support; 3.8 Supporters' training and awareness.

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