



# SENG Journal: Exploring the Psychology of Giftedness

---

Volume 1 | Issue 2

---

September 2022

## About This Issue

Tracy L. Cross  
William & Mary, [tlcross@wm.edu](mailto:tlcross@wm.edu)

Follow this and additional works at: <https://scholarworks.wm.edu/sengj>

---

### Recommended Citation

Cross, T. L. (2022). About This Issue. *SENG Journal: Exploring the Psychology of Giftedness*, 1(2), 3-4. Retrieved from <https://scholarworks.wm.edu/sengj/vol1/iss2/3>

This Front Matter is brought to you for free and open access by the Journals at W&M ScholarWorks. It has been accepted for inclusion in SENG Journal: Exploring the Psychology of Giftedness by an authorized editor of W&M ScholarWorks. For more information, please contact [scholarworks@wm.edu](mailto:scholarworks@wm.edu).



## About This Issue

Tracy L. Cross, Ph.D. 

Welcome to the second issue of volume one of *SENGJ: Exploring the Psychology of Giftedness*. There is an important change in personnel working with the journal. Dr. Jennifer Riedl Cross, who co-edited the first issue of *SENGJ*, has since become the editor of *Gifted Child Quarterly*, the venerable journal of the National Association for Gifted Children. She was instrumental in creating and getting the first issue in press. She was especially important to creating the infrastructure of *SENGJ* by collaborating with the William & Mary Libraries and their Scholarworks open access platform. We wish her the best in her new editorial role.

To begin this issue of *SENGJ*, I wanted the readership to get to know the journal's Advisory Board members. To that end, we have included a brief biography of each of the members. We welcome a new Advisory Board member to the group as well. Dr. Maggie Brown joins us from New Zealand. Dr. Brown is a therapist and consultant for students with gifts and talents. We are pleased to have her on board. The Advisory Board members support *SENGJ* instrumentally by offering advice and guidance on the future direction of the journal, by encouraging authors, reviewing manuscripts, submitting manuscripts as desired. I am confident you will enjoy getting to know more about them.

The next section of this issue of *SENGJ* includes interviews with the two most senior leaders of the Talent Search Programs (Drs. Colm O'Reilly of Dublin City University and Paula Olszewski-Kubilius of Northwestern University). They were invited to share their views, insights, practices, and vision for the future of these types of programs. Having known and worked with these fine leaders in the field, I wanted to share with the *SENGJ* readership their unique and impactful approaches to growing the programs and serving their students. I have found them to be remarkably effective in their professions—examples of a type of leadership that has its basis in values.

This issue of *SENGJ* includes the first installment of an ongoing section of literature reviews on topics important to the psychology of giftedness. In the first review, "Overexcitability Research: Implications for the Theory of Positive Disintegration and the Field of Gifted Education," Dr. Sal Mendaglio offers an important perspective from his many years of research and writing about Kazimierz Dąbrowski's theory. In this article, Sal provides "a descriptive rather than critical review" of the evolution of the research on the topic for the *SENGJ* readership to consider. The second literature review, "Addressing the Well-Being of Young Children," was written by Pauline Dott, Emma Cho, and Dr. Nancy Hertzog. In this piece, the readers are treated to a thoughtful and informed, philosophically consistent analysis of almost 30 articles reporting on young children's mental health and the impact of the COVID-19 pandemic among identified gifted children.

The research article, "Exploring Goodness of Fit: Social Cognition Among Students with Gifts and Talents in Ireland and India," is provided by a team of international researchers (Dr. Jennifer Riedl Cross, Anyesha Mishra, Dr. Colm O'Reilly, and Dr. Paromita Roy). The first two work at the Center for Gifted Education at William & Mary; Colm O'Reilly is from the Centre for Talented Youth-Ireland at Dublin City University in Dublin, Ireland, and Paromita Roy is from the Jagadis Bose National Science Talent Search, Kolkata, India. I am pleased that the article extends some of my earlier research on the social cognition of students with gifts and talents.

The final section of this issue of *SENGJ* represents the first of an ongoing feature wherein highly experienced psychologists and counselors provide advice for the field based on their training and significant experience working with students with gifts and talents. In this issue, Dr. Tom Greenspon was invited to help generate and respond to questions that could be beneficial to those interested in the psychology of students with gifts and talents. Tom was invited due to his four-decade career in service to these students and his reputation as an expert and leading voice on certain topics, including the topic of gifted students and perfectionism. Tom speaks to this issue and others in a manner helpful to all of us who are interested in supporting the well-being of our students with gifts and talents.

I hope that you will find this issue of *SENGJ: Exploring the Psychology of Giftedness* to be replete with interesting ideas, thoughtful commentary, and important wisdom from distinguished experts on students with gifts and talents.