



SENG Journal: Exploring the Psychology of Giftedness

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About This Issue

Tracy L. Cross
William & Mary, tlcross@wm.edu

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About This Issue

Welcome to Volume 2 number 1 of the *SENG Journal: Exploring the Psychology of Giftedness*. Before I overview this issue, I want to introduce a new addition to the professionals behind the journal. Dr. Angie Miller has joined the team as the Associate Editor. She works as an Associate Professor of Research at Indiana University Bloomington. Dr. Miller is an excellent scholar with considerable research skills, who has a longer-term interest in high ability students, with a particular expertise in honors college students. She will work with authors, manuscript development, and special issues. We are very pleased to have her on board. You can see her brief biography below.

In this issue, we have two interviews, a literature review and three empirical articles. The first interview is with an icon in the field, Dr. Rena Subotnik. Dr. Subotnik is extremely well-known and respected in the world of giftedness and talent development, and the psychology of giftedness more specifically.

The first article, by Kathryn Fletcher, Kristie Speirs Neumeister, W. Holmes Finch, and myself, is entitled "Profiles of Temperament and Perfectionism in High Ability College Students." This study brings new information to our understanding of perfectionism, notably the ways it is affected by temperament and personality, that have not been previously examined.

The second article is entitled, "Parents' Perceptions of Children's Psychosocial Adaptation During the COVID-19 Pandemic in Quebec: Comparison with Gifted and Non-identified Gifted Children." The authors of this article (Claire Baudry, Jene Lagacé-LeBlanc, Line Massé, Jessica Pearson, Amélie Courtinat-Camps, Eileen Slater, and Geneviève Ouellet, working at Université Québec à Trois-Rivières) make important findings regarding the relationships between neurodevelopmental conditions, giftedness, and social adaptation.

In the third article, "A Counselor Educator Situates Two Seminal Studies in the Cultural Values and Underrepresentation Literature 30 Years Later", Dr. Jean Peterson offers a unique look at two studies important to the field that were completed almost three decades ago. She attempts to both integrate their findings while capturing some of the important changes to the field. She also evaluates the efficacy of the research techniques employed. This is a thoughtful and rare approach of a researcher revealing the strengths and weaknesses of two of her previous studies while applying them to the broader field of gifted education.

Following the three studies is a literature review by Dr. Orla Dunne. Dr. Dunne has emerged in recent years as a scholar with an in-depth understanding of LBGTQ gifted students. She studied this population for her dissertation at Dublin City University, and has for years had direct responsibility for providing enriching, safe, and developmentally effective opportunities for these students. Her literature provides excellent and up-to-date information about these students.

SENGJ is committed to offering an ongoing section of the journal to professional psychologists/counselors who have significant experience with gifted/high ability students. It is my belief that professionals in these

roles are uniquely qualified to speak with authority about the presenting problems that lead the student to the counseling process, what other issues are common, and effective approaches for helping the students develop successfully. To that end, the final article in this issue of SENGJ is an interview with Dr. Tim Stambaugh.

Introducing the *SENG Journal* Associate Editor



Angie L. Miller, Ph.D. is an Associate Research Scientist in the Center for Postsecondary Research at Indiana University Bloomington. Angie holds a Ph.D. in Educational Psychology from Ball State University. Her primary responsibilities include research and data analysis for the National Survey of Student Engagement (NSSE) and she also serves as Data Consultant for the Strategic National Arts Alumni Project (SNAAP). Her research interests include the utilization of creativity in educational settings, factors impacting gifted student engagement and

achievement, survey methodology, and arts education. She has published in a variety of gifted, creative, and education journals, including *Roeper Review*, *Journal for the Education of the Gifted*, *Journal of Advanced Academics*, *Gifted and Talented International*, *Journal of Creative Behavior*, *Creativity Research Journal*, *Business Creativity & the Creative Economy*, *Motivation & Emotion*, *Journal of Education and Work*, *Journal of College Student Development*, *Higher Education Research & Development*, *Assessment and Evaluation in Higher Education*, and *Research in Higher Education*.