



SENG Journal: Exploring the Psychology of Giftedness

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About this issue

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About This Issue

Welcome to Volume 2, Issue 2 of *SENGJ: Exploring the Psychology of Giftedness*. Across the previous three issues, our journal has experienced rapid growth and exceptional support from readers, contributors, and scholars. As a nascent journal, we are pleased to see our readership expand to over 100 countries, and to receive such stalwart support from leaders in the field, many of whom have agreed to be interviewed for these and future issues. As the editor of eight journals in the past four decades, I would like to extend my deepest gratitude to them, to the professionals who volunteer their time to review submissions, and to William & Mary and bepress for their help in establishing our open access model.

In this issue, *SENGJ* brings to light numerous important questions of and observations about the psychology of gifted and high ability students. It opens with an interview with Dr. Frank Worrell. Dr. Worrell is a multitalented individual, who has served as the president of the American Psychological Association, as a distinguished professor at the University of California, Berkeley, as well as being an outstanding singer and storyteller. He has been a key figure in the field of gifted education and is an invaluable voice for future educators.

The first empirical article is "Basic Psychological Needs, Socioeconomic Status, and Well-Being of Undergraduate Honors and Non-Honors Students." The authors use Self-Determination Theory as a lens through which to consider the aforementioned factors, and propose predictors of these students' well-being.

The second article, by Dr. Mihyeon Kim, is entitled "Relationships Among Ethnic Identity, School Attitudes, General School Self-Concept, and Academic Achievement of African American and Hispanic High-Ability Students from Low-Income Families." In this study, Dr. Kim examines self-reported attitudes from these students in order to seek ways of reducing the achievement gap by better understanding their experiences and needs.

Dr. Sal Mendaglio contributes the third article, "Sternberg's Transformational and Transactional Giftedness: A Dąbrowskian Interpretation." The article examines Robert Sternberg's descriptions of "transactional" and "transformational" giftedness, and proposes an association with Kazimierz Dąbrowski's theory of Positive Disintegration.

The fourth piece is a review of the literature, titled "The Pursuit of Eriksonian Fidelity in Education for the Gifted: A Literature Review Exploring its Interpersonal and Intrapersonal Determinants." The article collects and analyzes literature on challenges facing students with gifts and talents, with a specific focus on the role of schools in assisting with identity development as described by Erik Erikson.

As is tradition, the issue also closes with another interview in the Counsellor's Corner series, wherein I speak with Dr. Salvatore "Sal" Mendaglio. Sal has been active for decades as a counselor, as well as fighting for fairness and integrity in gifted education.