



University of Messina

ISSN 2612-4033

**Journal of Clinical & Developmental Psychology**Journal homepage: <http://cab.unime.it/journals/index.php/JCDP/index>

## Balancing Potential and Well-Being: A Mini-Review on the Impact of Parenting on Gifted Children's Development

Landi M.<sup>1</sup>, Vegni N.<sup>2\*</sup> , Ferri R.<sup>1</sup> , Pezzuti L.<sup>1</sup> <sup>1</sup>Department of Dynamic and Clinical Psychology, and Health Studies, La Sapienza University of Rome, Italy<sup>2</sup>Department of Economics, Psychology, Communication, Education and Motor Sciences, Niccolò Cusano University, Rome

### ABSTRACT

**Background:** Giftedness is a multidimensional construct that requires not only educational but also family support. While much research has focused on the cognitive and social-emotional traits of gifted children, less attention has been paid to the role of parents in their development and well-being.

**Methods:** This mini-review synthesizes findings from 26 empirical studies published between 2010 and 2024, selected through a systematic search and inclusion process based on PRISMA guidelines. The studies were organized into four domains: parental stress and needs, parenting styles, family–school collaboration, and support interventions.

**Results:** Results show that parents often face elevated stress due to mismatches between their child's needs and institutional responses, while authoritative and culturally responsive parenting styles are associated with more adaptive outcomes. Effective interventions include psychoeducational and digital programs, though they remain limited in scope and reach.

**Conclusions:** The review highlights parents as central agents in the developmental trajectory of gifted children and calls for more targeted support systems, culturally sensitive approaches, and stronger school–family partnerships.

**Keywords:** gifted children; parenting styles; parental stress; support interventions; family–school collaboration

\* Corresponding author Nicoletta Vegni Department of Economics, Psychology, Communication, Education and Motor Sciences, Niccolò Cusano University, Rome

E-mail address: [nicoletta.vegni@unicusano.it](mailto:nicoletta.vegni@unicusano.it)

<https://doi.org/10.13129/2612-4033/0110-4956>

© 2025 by the Author(s); licensee Journal of Clinical & Developmental Psychology, Messina, Italy.  
This article is an open access article, licensed under a Creative Commons Attribution 3.0 Unported License.

## **Introduction**

Giftedness is commonly understood as exceptional cognitive abilities, but scholars emphasize that asynchronous development, where intellectual growth outpaces social, emotional, or physical maturation, is a defining feature of gifted children (Olszewski-Kubilius & Corwith, 2018; Rodríguez-Fernández & Sternberg, 2024). This divergence is often accompanied by heightened sensitivity, perfectionism, and emotional intensity, which can complicate children's everyday adjustment (Grinshtain & Miedijensky, 2024).

Research indicates that intellectual precocity alone does not guarantee well-being. Family variables, such as emotional attunement, parenting style, and advocacy, play a pivotal role in shaping resilience and adjustment (Zanetti et al., 2024). Parents often act not only as caregivers but also as primary advocates, navigating systemic misunderstandings and negotiating educational opportunities for their children (Moon, 2002; Tracy & Cross, 2021).

Despite this central role, the parental dimension of giftedness has received less systematic attention than cognitive traits or educational interventions. Existing reviews tend to foreground child outcomes, often relegating parents to background context rather than recognizing them as active agents in developmental trajectories. Addressing this gap is crucial for both research and practice, given the significant emotional and organizational demands parents face.

The goal of this mini-systematic review was to synthesize recent investigations examining the role of parenting in the development of gifted children. Specifically, we explored how parental experiences, strategies, and support needs influence gifted children's well-being and adjustment. The review was structured into four themes: (1) theoretical models, (2) parental challenges and needs, (3) parenting styles, and (4) support interventions.

## **Methods**

This mini-review was conducted following principles of narrative synthesis, in line with established guidelines for evidence-based literature reviews in developmental and educational psychology (Greenhalgh, Thorne, & Malterud, 2018; Popay et al., 2006). The aim was to synthesize recent empirical findings and theoretical contributions that explicitly address the role of parents in the development and well-being of gifted children. The review prioritizes conceptual integration over statistical aggregation, which aligns with the scope and goals of mini-review formats (Baumeister & Leary, 1997).

This mini-review was conducted following principles of narrative synthesis, in line with established guidelines for evidence-based literature reviews in developmental and educational psychology (Greenhalgh, Thorne, & Malterud, 2018; Popay et al., 2006). The aim was to synthesize recent empirical findings and theoretical contributions that explicitly address the role of parents in the development and well-being of gifted children. The review prioritizes conceptual integration over statistical aggregation, which aligns with the scope and goals of mini-review formats (Baumeister & Leary, 1997).

### ***Search Strategy***

A systematic search was conducted across Scopus, PsycINFO, ERIC, and Google Scholar between January and March 2025, using Boolean operators to combine key concepts: “gifted children” AND “parenting styles”; “giftedness” AND “parental stress”; “gifted children” AND “family dynamics”; “gifted children” AND “support programs.”

The initial query produced 348 records. Duplicates were removed, leaving 266 for screening. After title/abstract screening, 66 full-texts were assessed, of which 26 were retained for synthesis.

### ***Inclusion and Exclusion Criteria***

Inclusion: (1) Peer-reviewed articles (2010–2024); (2) English language; (3) Empirical studies, systematic reviews, or meta-analyses; (4) Research on parenting, family dynamics, or caregiver support in relation to gifted children’s psychosocial or academic development. Exclusion: Grey literature; non-English publications; studies focused only on cognitive traits or educational programming without parental/family variables.

### ***Quality Appraisal***

To ensure methodological transparency, studies were appraised using adapted CASP checklists. Each study was assessed on design clarity, sample adequacy, analytic rigor, and reporting transparency. No study was excluded based on quality, but appraisal informed interpretation of findings, particularly highlighting methodological strengths and weaknesses.

### ***PRISMA Flow Diagram***

Figure 1 summarizes the selection process (348 identified; 82 duplicates removed; 266 screened; 200 excluded; 66 assessed in full-text; 40 excluded; 26 included).

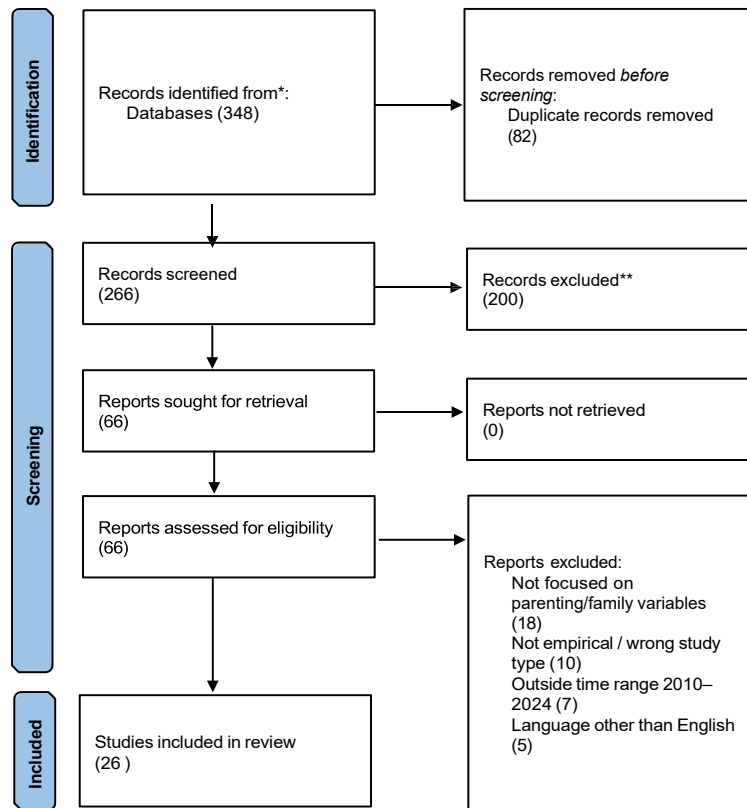


Figure 1. PRISMA 2020 flow diagram for the selection of studies included in the mini-review.

## Results

### Key Themes from Literature

Studies included in this mini-review are summarized in Table 1 and classified into four key thematic areas.

**Table 1.** Characteristics of the Studies Included in the Review (N = 26)

KEY THEMES	STUDIES (Authors, Title, Year)	MAIN FOCUS
<b>FAMILY FACTORS IN THEORETICAL AND EMPIRICAL MODELS</b>	Elballah, Watson, & Sung (2024). Parental emotional support and motivation in gifted learners.	Influence of parental emotional support on gifted children’s motivation
	García & Pérez (2019). Giftedness and family environment: Predictors of adjustment.	Role of family environment in psychosocial adjustment of gifted youth
	Olszewski-Kubilius & Corwith (2018). Poverty, academic achievement, and giftedness: A	Review of poverty-related factors in gifted children’s academic outcomes

	literature review.		
	Ortega & Sastre-Riba (2020). Emotional support in high ability families: A predictive study.	Predictive role of emotional support in high-ability families	
	Rodríguez-Fernández & Sternberg (2024). The search for meaning in the life of the gifted.	Exploration of meaning-making processes in gifted individuals and families	
	Barroso, Mendez, Graziano, & Bagner (2022). Parenting stress and child behavioral problems: A meta-analysis.	Associations between parenting stress and children's behavioral outcomes	
	Fernández & Rubio (2022). Parenting gifted children: Experiences of Spanish families.	Qualitative exploration of Spanish parents' experiences and challenges	
	Grinshtain & Miedijensky (2024). Available and desirable resources for gifted children in Israel's rural and central regions.	Parent and educator perspectives on available resources	
	Hernández & León (2021). Parenting gifted children in Latin America: A socio-cultural perspective.	Parental experiences and cultural challenges in Latin America	
	Johnson (2023). Advocacy and burnout: Emotional demands on parents of twice-exceptional children.	Emotional burden and burnout among parents of twice-exceptional children	
	Neihart & Yeo (2022). Parenting the gifted: A meta-review of recent research.	Systematic synthesis of recent research on parental roles and needs	
<b>PARENTAL CHALLENGES AND NEEDS</b>	Noor (2023). Understanding mislabeling in gifted education: A parental perspective.	Parents' perspectives on mislabeling and misdiagnosis of giftedness	
	Ogurlu & Yaman (2013). Challenges of gifted education in Turkey: A parental perspective.	Parental advocacy and challenges in Turkish context	
	Peebles, Cline, & McLaughlin (2023). Gifted children and school misunderstanding: The role of parental stress.	How school misunderstanding contributes to parental stress	
	Renati, Bonfiglio, & Pfeiffer (2017). Challenges raising a gifted child: Stress and resilience factors within the family.	Family stressors and resilience in raising gifted children	
	Young & Balli (2014). Gifted and talented education (GATE): Student and parent perspectives.	Parents' and students' perspectives on GATE programs	
	Zanetti, Sangiuliano Intra, Taverna, Brighi, & Marinoni (2024). The influence of gifted children's stress-management on parental stress levels.	Relationship between children's stress management and parental stress	
	- Kim (2021). The cultural nuances of parenting gifted children in East Asia.	Cultural differences in parental approaches in East Asian contexts	
	Li & Wang (2019). Parenting styles and academic outcomes in Chinese	Links between parenting styles and academic	
<b>PARENTING STYLES AND THEIR IMPACT</b>			

	gifted adolescents.	outcomes
	Park & Lee (2021). Perceptions of parenting and self-regulation in gifted children.	Associations between parenting and children's self-regulation
	Pilarinos & Solomon (2017). Parenting style and emotional intelligence in gifted children.	Impact of parenting styles on emotional intelligence
	Renati, Bonfiglio, & Pfeiffer (2017). Challenges raising a gifted child: Stress and resilience factors within the family.	Family stressors and resilience in raising gifted children
	Shimizu & Nakamura (2023). Parenting gifted children in Japan: Cultural tensions and adaptation.	Parenting gifted children in Japanese cultural context
	Yazdani & Daryei (2016). Parenting styles and psychosocial adjustment of gifted and normal adolescents.	Comparative study of psychosocial adjustment (gifted vs. typical peers)
<b>SUPPORT INTERVENTIONS FOR PARENTS</b>	- Arslan & Özdemir (2022). Parental stress and well-being in families of gifted students: Effects of support interventions.	Effects of structured support programs on parental stress and well-being
	Leana-Taşçılar & Doğan (2016). Psychoeducation for parents of gifted children: Effects on stress and efficacy	Evaluation of psychoeducational interventions to support parents
	Ogurlu (2016). Online support for parents of gifted children: A qualitative study.	Role of online support groups for parents

*Methodological Note.* Some sources (e.g., Tracy, 2021; Moon, 2002; Morawska & Sanders, 2009) are cited in the manuscript to provide theoretical and historical context, but they were not included among the 26 studies synthesized through the PRISMA process. This is because the inclusion criteria specified peer-reviewed articles published between 2010 and 2024 with empirical designs, systematic reviews, or meta-analyses. Accordingly, monographs, book chapters, and studies published before the review period were used as background references but were not part of the systematic synthesis.

### ***Family Factors in Theoretical and Empirical Models***

Across the 26 studies reviewed, family context consistently emerged as a central influence in the psychological, emotional, and cognitive development of gifted children. In particular, theoretical models such as the Differentiated Model of Giftedness and Talent (DMGT) by Gagné (2004) and the Actiotope Model of Giftedness (Ziegler & Phillipson, 2020) underscore the role of environmental catalysts, including parental involvement, as mediators between innate potential and realized talent.

Empirical findings reinforce this perspective. Renati, Bonfiglio, and Pfeiffer (2017) examined the Italian context and found that emotional closeness, consistent communication, and autonomy-supportive parenting correlated with improved self-regulation and socio-emotional

balance among gifted adolescents. Zanetti et al. (2024) further demonstrated that gifted children's perception of emotional availability and family support was significantly associated with lower stress levels and higher emotional competence.

Perceived rather than intended support plays a key role. As noted by Zanetti et al. (2024), parental warmth was more impactful when recognized by the child, rather than simply reported by caregivers. These findings align with systemic views that position the family not merely as a background environment but as a co-constructive system, actively shaping developmental outcomes (Ziegler & Phillipson, 2020).

Overall, this literature emphasizes that gifted children's well-being and resilience depend not only on cognitive stimulation but also on the quality of family relationships, particularly emotional attunement, shared decision-making, and consistent expectations.

### ***Parental Challenges and Needs***

The psychological and logistical demands of raising gifted children are widely documented in recent literature. Parents often report high levels of stress, emotional burden, and uncertainty, particularly when navigating asynchronous development or institutional environments unprepared to accommodate giftedness (Renati et al., 2017; Neihart & Yeo, 2022). These challenges include managing perfectionism, emotional intensity, and heightened sensitivity, common traits in gifted profiles (Zanetti et al., 2024).

In their meta-review, Neihart and Yeo (2022) emphasize that emotional labor and advocacy roles undertaken by parents contribute to cumulative stress, especially in cases where children are misunderstood or misdiagnosed. Barroso et al. (2022) demonstrate that parenting stress significantly correlates with internalizing and externalizing behaviors in children, and these effects are intensified in families of children with overexcitabilities or dual exceptionalities.

Sociocultural expectations further complicate parental experiences. For example, Kim (2021) reports that in East Asian contexts, parents of gifted children face pressure to conform to rigid academic standards, even when such demands conflict with the child's emotional needs. Similarly, Ogurlu and Yaman (2013) note that Turkish parents often encounter stigma when advocating for differentiated instruction.

Across studies, a common thread emerges: the lack of institutional support, insufficient training of educators in gifted education, and the scarcity of culturally sensitive resources leave many parents to navigate the gifted experience in isolation. This reinforces the call for accessible interventions that recognize the complex, dynamic role of caregivers as both emotional anchors and educational advocates.

### ***Parenting Styles and Their Impact***

Parenting style is a critical mediating factor in the well-being and adjustment of gifted children. The literature consistently identifies authoritative parenting, marked by high warmth, firm boundaries, and autonomy support, as the most beneficial (Pilarinos & Solomon, 2017; Renati et al., 2017). In these contexts, children report higher self-esteem, academic motivation, and emotional stability.

Conversely, authoritarian or permissive approaches are associated with increased anxiety, behavioral withdrawal, and difficulties in emotion regulation, particularly when the child's giftedness is coupled with high sensitivity (Li & Wang, 2019; Zanetti et al., 2024). Parenting strategies perceived as overly controlling or disengaged can trigger resistance or perfectionistic coping mechanisms in children.

The impact of parenting style is also shaped by cultural context. As Kim (2021) observes, behaviors classified as controlling in Western parenting literature may be interpreted as normative or even supportive in East Asian families. This variability suggests that parenting frameworks should be understood within their sociocultural environments, rather than judged against universal standards.

Importantly, several studies emphasize the fit between parenting style and child temperament. For example, Zanetti et al. (2024) report that parenting approaches aligning with a child's stress reactivity and emotional profile tend to produce more adaptive outcomes. These findings support the need for adaptive parenting models that blend universal developmental needs with culturally responsive strategies.

### ***Support Interventions for Parents***

Only a limited number of studies have evaluated interventions specifically targeting parents of gifted children, yet the available evidence points to promising directions. Leana-Taşçılar and Doğan (2016) and Arslan and Özdemir (2022) report that structured psychoeducational programs can significantly enhance parental efficacy and reduce stress, especially when tailored to address traits like emotional intensity and asynchronous development.

Digital interventions are gaining traction. For instance, Ogurlu (2016) found that online support groups and informational platforms provided emotional validation and practical guidance to parents feeling isolated. These resources help build community among caregivers and foster a sense of shared understanding.

While earlier studies such as Morawska and Sanders (2009) predate the review range, their core framework, the Triple P Positive Parenting Program, has since been adapted to address

the unique features of parenting gifted children. Recent implementations confirm that structured parenting interventions, when modified to include gifted-specific modules, improve both child outcomes and parent satisfaction.

Crucially, interventions are most effective when they integrate the dual role of parents as caregivers and advocates. As Neihart and Yeo (2022) highlight, program success depends on acknowledging parents' strategic position within home–school partnerships. However, despite their demonstrated potential, these programs remain significantly underutilized in both educational policy and everyday practice. This implementation gap warrants urgent attention from researchers and policymakers alike.

### **Discussion**

The findings of this mini-review reaffirm the centrality of parents in the developmental pathways of gifted children, highlighting that the family context functions as both a protective and risk factor depending on the quality of parenting, stress regulation, and available support systems. By placing parents at the center of analysis, this review contributes to a shift from child-centered to family-centered understandings of giftedness, emphasizing that parental attitudes, expectations, and coping mechanisms profoundly shape how gifted potential translates into actual achievement and well-being.

From a theoretical standpoint, the reviewed studies collectively reinforce systemic and ecological models of development, such as Gagné's Differentiated Model of Giftedness and Talent (2004) and Ziegler and Phillipson's Actiotope Model (2020), which conceptualize giftedness as an evolving interaction between individual capacities and environmental catalysts. Within this framework, parents emerge as primary environmental agents—mediators who can either facilitate or constrain the translation of innate ability into realized talent. This theoretical lens also helps explain why similar levels of cognitive potential may lead to widely divergent outcomes depending on family dynamics and parental responsiveness.

A critical comparison with prior reviews (e.g., Neihart & Yeo, 2022; Tracy & Cross, 2021) suggests that while the emotional needs of gifted children have been widely documented, less attention has been given to how parents interpret and manage those needs within different cultural and socioeconomic contexts. The present synthesis underscores that parental stress often stems from systemic misalignment: educational institutions that fail to recognize gifted profiles, rigid curricula that overlook asynchronous development, and social expectations that equate giftedness with constant performance. This misalignment can lead parents to feel

isolated or inadequate, even when they possess strong educational backgrounds and emotional resources.

Cultural variability further complicates this picture. As shown in studies from East Asia, Latin America, and the Middle East (Kim, 2021; Hernández & León, 2021; Ogurlu & Yaman, 2013), the meanings attributed to “good parenting” differ substantially across contexts. Behaviors considered overcontrolling in Western frameworks may reflect care and responsibility in collectivist cultures, where academic excellence is closely tied to family honor and social mobility. These findings challenge universalist assumptions and call for culturally sensitive interpretations of parenting styles, rather than the uncritical application of Western taxonomies such as Baumrind’s model. The same parenting behavior may thus have opposite effects depending on the relational and cultural scripts that give it meaning.

Another recurring theme is the bidirectional nature of stress and adjustment: children’s emotional intensity and perfectionism not only require higher parental attunement but also influence parental stress, as noted by Zanetti et al. (2024). This reciprocity highlights that interventions targeting only one side of the dyad, either the parent or the child, are likely to have limited effects. Programs that integrate both, emphasizing emotional regulation, shared goal setting, and advocacy skills, appear more promising. Indeed, interventions that address parents as both caregivers and educational advocates (Leana-Taşçılar & Doğan, 2016; Arslan & Özdemir, 2022) tend to enhance not only parental efficacy but also children’s self-regulation and socio-emotional balance.

Critically, the review reveals a persistent gap between research and implementation. Despite robust theoretical acknowledgment of parents’ pivotal role, few educational systems have institutionalized mechanisms for parent inclusion in gifted education policies. The scarcity of school–family partnership models, especially in non-Western or resource-limited settings, underscores the need for systemic reform. Establishing structured communication protocols between teachers and parents, providing psychoeducational materials tailored to giftedness, and legitimizing parental input in individualized education planning could help bridge this gap. Moreover, digital tools—such as moderated online communities and teleconsultation services—offer scalable solutions to reach families who lack access to specialized professionals.

At a broader level, the review invites a reconceptualization of “support” not as remedial assistance but as empowerment. Parents of gifted children often face paradoxical pressures: nurture exceptional abilities while protecting their child’s emotional equilibrium. Supporting them therefore requires multifaceted strategies that validate their experiences, reduce stigma,

and foster collaboration with educators and peers. Research moving forward should also explore intersectional dimensions—such as socioeconomic status, cultural identity, and parental mental health—to better understand the diversity of parental trajectories.

In sum, the discussion of these findings highlights that giftedness unfolds within a dynamic family ecosystem. Parents are neither peripheral nor secondary actors but active co-constructors of gifted development. A critical task for both scholars and practitioners is to translate this understanding into actionable frameworks that sustain not only children's potential but also parental well-being. Recognizing the emotional labor, advocacy burden, and cultural variability that characterize parenting gifted children is essential to building more equitable and responsive systems of support.

### ***Strengths and Limitations***

This mini-review provides a focused and current synthesis of empirical research on the parental role in gifted children's development, addressing a longstanding gap in the literature by placing families, not merely children, at the center of analysis. A major strength lies in its rigorous selection process: only peer-reviewed studies published between 2010 and 2024 were included, ensuring contemporary relevance and methodological robustness. The review's thematic organization, covering family-based theoretical frameworks, parental stress and needs, parenting styles, and targeted support interventions, allows for a multidimensional perspective that incorporates both developmental and sociocultural considerations.

However, several limitations must be acknowledged. First, while 26 studies were included, literature remains geographically and culturally uneven: most research originates from Western or high-income countries, limiting the generalizability of conclusions across diverse contexts. Second, although narrative synthesis is appropriate for capturing complex psychosocial themes, it does not permit statistical aggregation or direct comparison of effect sizes. Third, the risk of publication bias persists, as studies with null or inconclusive results may be underrepresented in peer-reviewed sources.

Moreover, by restricting inclusion to studies published from 2010 onward, the review may have excluded earlier foundational works that continue to inform current frameworks (e.g., Gagné, 2004; Morawska & Sanders, 2009). While this choice preserved temporal coherence, future reviews could benefit from a broader scope, such as scoping reviews that map conceptual shifts over time or integrate longitudinal perspectives.

Despite these limitations, the review offers a critical reframing of the parental role in giftedness: from a background variable to a central developmental agent. It also provides a

structured foundation for future research, cross-cultural comparisons, and the design of support interventions grounded in the lived experiences of families.

### **Conclusion**

This mini-review confirms that parenting is a key determinant in the developmental trajectories of gifted children. Authoritative parenting consistently supports well-being and adjustment, while authoritarian and permissive styles are linked to anxiety and socio-emotional difficulties. Parents face compounded stress due to asynchronous development, institutional misunderstandings, and insufficient systemic support. Although interventions show promise, they remain scarce and culturally uneven. Future research should prioritize longitudinal and cross-cultural designs, and interventions should integrate parents' lived experiences. Ultimately, parents must be recognized as central, not peripheral, figures in gifted education, whose well-being and competence are foundational to children's potential.

### ***Acknowledgements, Grants and Funding***

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors

### ***Declaration of Interest statement***

Declarations of interest: none

### ***Authors' contribution***

Maria Landi and Lina Pezzuti conceptualized and developed the research project. Nicoletta Vegni contributed to the drafting and structural organization of the manuscript. Rosa Ferri provided critical supervision and intellectual input throughout the development of the work.

### **References**

- Arslan, G., & Özdemir, A. (2022). Parental stress and well-being in families of gifted students: Effects of support interventions. *Educational Research and Reviews, 17*(3), 45–58. <https://doi.org/10.5897/ERR2022.4234>
- Barroso, N. E., Mendez, L., Graziano, P. A., & Bagner, D. M. (2022). Parenting stress and child behavioral problems: A meta-analysis. *Clinical Psychology Review, 94*, 102156. <https://doi.org/10.1016/j.cpr.2022.102156>
- Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews. *Review of General Psychology, 1*(3), 311–320. <https://doi.org/10.1037/1089-2680.1.3.311>

- Elballah, M., Watson, T., & Sung, Y. T. (2024). Parental emotional support and motivation in gifted learners. *Educational Psychology, 44*(2), 125–139. <https://doi.org/10.1080/01443410.2023.2267009>
- Fernández, M., & Rubio, N. (2022). Parenting gifted children: Experiences of Spanish families. *Gifted and Talented International, 37*(1), 47–60. <https://doi.org/10.1080/15332276.2021.2001437>
- Gagné, F. (2004). Transforming gifts into talents: The DMGT as a developmental theory. *High Ability Studies, 15*(2), 119–147. <https://doi.org/10.1080/1359813042000314682>
- García, R., & Pérez, J. (2019). Giftedness and family environment: Predictors of adjustment. *Revista de Psicología y Educación, 14*(2), 91–105. <https://doi.org/10.23923/rpye2019.13.190>
- Greenhalgh, T., Thorne, S., & Malterud, K. (2018). Time to challenge the spurious hierarchy of systematic over narrative reviews? *European Journal of Clinical Investigation, 48*(6), e12931. <https://doi.org/10.1111/eci.12931>
- Grinshtain, Y., & Miedijensky, S. (2024). Available and desirable resources for gifted children in Israel's rural and central regions: Parent and educator perspectives. *Journal for the Education of the Gifted, 47*(2), 132–161. <https://doi.org/10.1177/01623532241235929>
- Hernández, M., & León, C. (2021). Parenting gifted children in Latin America: A socio-cultural perspective. *Latin American Journal of Psychology, 53*(1), 12–27. <https://doi.org/10.14349/lap2021.05.003>
- Johnson, L. (2023). Advocacy and burnout: Emotional demands on parents of twice-exceptional children. *Journal for the Education of the Gifted, 46*(2), 134–150. <https://doi.org/10.1177/01623532231125408>
- Kim, K. H. (2021). The cultural nuances of parenting gifted children in East Asia. *Asia Pacific Education Review, 22*(1), 91–103. <https://doi.org/10.1007/s12564-020-09656-3>
- Leana-Taşçılar, M. Z., & Doğan, S. (2016). Psychoeducation for parents of gifted children: Effects on stress and efficacy. *Gifted and Talented International, 31*(2), 97–107. <https://doi.org/10.1080/15332276.2016.1243134>
- Li, Y., & Wang, M. (2019). Parenting styles and academic outcomes in Chinese gifted adolescents. *Journal of Adolescence, 71*, 12–21. <https://doi.org/10.1016/j.adolescence.2019.06.001>
- Moon, S. M. (2002). Gifted children with attention-deficit/hyperactivity disorder. In M. Neihart, S. M. Reis, N. M. Robinson, & S. M. Moon (Eds.), *The social and emotional development of gifted children: What do we know?* (pp. 193–201). Prufrock Press.
- Morawska, A., & Sanders, M. R. (2009). Parenting gifted children: A pilot evaluation of a Triple P seminar series. *Australasian Journal of Gifted Education, 18*(2), 22–28.
- Neihart, M., & Yeo, L. S. (2022). Parenting the gifted: A meta-review of recent research. *Gifted Child Quarterly, 66*(1), 3–18. <https://doi.org/10.1177/00169862211057957>
- Noor, N. (2023). Understanding mislabeling in gifted education: A parental perspective. *Journal of Advanced Academics, 34*(1), 56–74. <https://doi.org/10.1177/1932202X221147869>
- Ogurlu, U. (2016). Online support for parents of gifted children: A qualitative study. *Gifted Education International, 32*(1), 50–64. <https://doi.org/10.1177/0261429414557595>
- Ogurlu, U., & Yaman, E. (2013). Challenges of gifted education in Turkey: A parental perspective. *Gifted and Talented International, 28*(1–2), 41–48. <https://doi.org/10.1080/15332276.2013.11678407>
- Olszewski-Kubilius, P., & Corwith, S. (2018). Poverty, academic achievement, and giftedness: A literature review. *Gifted Child Quarterly, 62*(1), 37–55. <https://doi.org/10.1177/0016986217738015>
- Ortega, M., & Sastre-Riba, S. (2020). Emotional support in high ability families: A predictive study. *Psicothema, 32*(3), 393–399. <https://doi.org/10.7334/psicothema2020.115>
- Park, H., & Lee, J. (2021). Perceptions of parenting and self-regulation in gifted children. *Gifted Child Quarterly, 65*(4), 295–308. <https://doi.org/10.1177/00169862211029459>
- Peebles, B., Cline, T., & McLaughlin, C. (2023). Gifted children and school misunderstanding: The role of parental stress. *Educational Psychology in Practice, 39*(2), 142–157. <https://doi.org/10.1080/02667363.2022.2147083>
- Pilarinos, V., & Solomon, C. R. (2017). Parenting style and emotional intelligence in gifted children. *Gifted Child Quarterly, 61*(2), 145–155. <https://doi.org/10.1177/0016986216682624>
- Popay, J., Roberts, H., Sowden, A., Petticrew, M., Arai, L., Rodgers, M., Britten, N., Roen, K., &

- Duffy, S. (2006). *Guidance on the conduct of narrative synthesis in systematic reviews: A product from the ESRC Methods Programme*. Lancaster University. <https://doi.org/10.13140/2.1.1018.4643>
- Renati, R., Bonfiglio, N. S., & Pfeiffer, S. I. (2017). Challenges raising a gifted child: Stress and resilience factors within the family. *Gifted Education International*, 33(2), 132–145. <https://doi.org/10.1177/0261429416650948>
- Rodríguez-Fernández, M. I., & Sternberg, R. J. (2024). The search for meaning in the life of the gifted. *Gifted Education International*, 40(2), 119–140. <https://doi.org/10.1177/02614294231189923>
- Shimizu, H., & Nakamura, Y. (2023). Parenting gifted children in Japan: Cultural tensions and adaptation. *International Journal of Gifted Education*, 40(1), 23–39. <https://doi.org/10.1080/13230376.2022.2099980>
- Tracy, L. C. (2021). *On the social and emotional lives of gifted children: Understanding and guiding their development* (5th ed.). Routledge. <https://doi.org/10.4324/9781003236900>
- Yazdani, S., & Daryei, G. (2016). Parenting styles and psychosocial adjustment of gifted and normal adolescents. *Pacific Science Review B: Humanities and Social Sciences*, 2(3), 100–105. <https://doi.org/10.1016/j.psr.b.2016.09.019>
- Young, M. H., & Balli, S. J. (2014). Gifted and talented education (GATE): Student and parent perspectives. *Gifted Child Today*, 37(4), 235–246. <https://doi.org/10.1177/1076217514544030>
- Zanetti, M. A., Sangiuliano Intra, F., Taverna, L., Brighi, A., & Marinoni, C. (2024). The influence of gifted children's stress-management on parental stress levels. *Children*, 11(5), 538. <https://doi.org/10.3390/children11050538>
- Ziegler, A., & Phillipson, S. N. (2020). Towards a systemic theory of gifted education. *High Ability Studies*, 31(2), 93–110. <https://doi.org/10.1080/13598139.2012.679085>