TABLE OF CONTENTS

PREF	ACE AND ACKNOWLEDGMENTSIX
	WORDXIII M. Robinson and Sally Reis
	ION I: SOCIAL AND EMOTIONAL CHARACTERISTICS NEEDS OF GIFTED CHILDREN
1	Theories of Social and Emotional Development in Gifted Children
2	Gender Differences in Gifted Children
3	Perfectionism in Gifted Students
4	Gifted Children and Peer Relationships
5	Identity Development in Gifted Children
6	The Socioemotional Characteristics of Creatively and Artistically Gifted Children
SECT	ION II: POTENTIAL AREAS OF SOCIAL OR EMOTIONAL RISK
7	Depression and Suicide Among Gifted Children and Adolescents
8	Gifted Underachievement

9	The Social and Emotional Development of Twice-Exceptional Children
10	Living in the In-Between: High Creatives and Emotional Vulnerabilities
11	Gifted Children and Bullying
SECT	ON III: PSYCHOSOCIAL ASPECTS OF TALENT DEVELOPMENT
12	The Psychological Science of Talent Development 145 Rena F. Subotnik, Frank C. Worrell, and Paula Olszewski-Kubilius
13	Psychosocial Factors in Talent Development
14	Motivation in Talent Development of High-Ability Students: Research Trends, Practical Implications, and Future Directions
15	Supportive Environments for Developing Talent
16	Optimal Parenting and Family Environments for Talent Development
SECTION	ON IV: PROMISING SUPPORTS AND INTERVENTIONS
17	The Social and Emotional Impact of Acceleration 219 Kristofor Wiley
18	Ability Grouping and the Socioemotional Development of Gifted Students
19	Counseling the Gifted

20	Career and Life Planning for Gifted Adolescents	259
21	Promoting Optimal Mindsets Among Gifted Children Del Siegle and Susan Dulong Langley	269
22	What Have We Learned and What Should We Do Next? Maureen Neibart, Steven I. Pfeiffer, and Tracy L. Cross	283
ABOU	JT THE EDITORS	299
ABOL	JT THE AUTHORS	301
INDE)	<	309