

Scopus Database-Based Bibliometric Analysis: Academic Studies/Research on Twice Exceptionality and Giftedness

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ABSTRACT

In recent years, the concept of “Twice Exceptional” has been one of the most important research topics in educational psychology and special education. Twice Exceptional generally refers to individuals who possess high cognitive abilities, creative thinking skills, etc., and who also exhibit specific learning difficulties alongside attention deficit disorder, autism spectrum disorder, social and emotional development disorder, speech disorder, attention disorder, social adjustment disorder, etc. The examination of various aspects of studies conducted on the subject in the literature is expected to contribute to educational approaches targeting two different groups of individuals, enabling educators, families, and therapists to respond more effectively to the needs of these students. In this context, the study was designed as a case study in order to examine the sample obtained from the Scopus database in terms of bibliometric parameters and determine the current situation. In this study, which employs a bibliometric analysis approach, data were obtained from the Scopus database covering the period 1995-2024. The outputs obtained from the database were mapped using VOSviewer (version 1.6.20), a modern program that enables the accurate and understandable interpretation of large datasets. A search conducted in the Scopus database on January 11, 2025, using the keywords “twice-exceptional” OR ‘2e’ OR “dual exceptional” OR “multiple exceptional” AND “gifted” yielded a total of 354 documents, including 236 articles, within the search period of 1995-2024. According to the findings of the study, the year with the highest number of studies on giftedness and excellence indexed in the Scopus database was 2015, with 40 articles. Of the 236 articles comprising the study sample, 92.80% were written in English. When examining the most cited articles in the study, Foley Nicpon, M. (2011) ranked first with 188 citations, Reis, S. M. (2014) ranked second with 155 citations, and Assouline, S. G. (2010) ranked third with 107 citations. Within the scope of the study, Foley-Nicpon, Megan, with 19 documents and 723 citations, Assouline, Susan G., with 14 documents and 553 citations, and Baum, Susan M., with 4 documents and 205 citations, were identified as the most influential authors.

Keywords: Twice Exceptional, giftedness, special education, attention deficit, autism.

INTRODUCTION

The concepts of difference, giftedness, and intelligence, used to describe individuals' various characteristics, abilities, and potential, are among the main topics in fields of knowledge such as psychology, education, and social sciences. While giftedness refers to an individual demonstrating performance significantly above the norm in a particular area compared to others, exceptional talent refers to individuals possessing a noticeably higher potential in certain areas—academic, artistic, and physical—compared to a significant portion of the social group in which they live (Sak, 2014; Sezgin, 2020; Schultz and Schultz, 2007). Giftedness, on the other hand, is defined by neuroscientists and neuropsychologists as having an IQ above average as the fundamental criterion for giftedness (Sak, 2020; Ersoy and Avcı, 2004; Sak, 2014). In addition, the concept of giftedness is used for individuals who demonstrate superior performance beyond what is expected for their age group, possess long-term attention span, can use multiple methods in problem-solving, have long-term and high memory capacity, strong memorization skills, high logical reasoning, can explain facts and events within cause-and-effect relationships, establish analytical and mathematical relationships... etc. (Kaya, 2021; Sak, 2014).

The association of difference with concepts such as superior ability and superior intelligence is interpreted as a one-sided affirmation from the individual's perspective, while research shows that one-sided difference in superior ability or superior intelligence can sometimes be a two-sided characteristic. In other words, it shows that giftedness and superior intelligence in gifted and highly intelligent individuals are unexpected second characteristics in an individual, and that this is a contradictory situation that conflicts with giftedness and superior intelligence. It is now a well-known fact that a successful student in the classroom can also exhibit undesirable characteristics that

lead to failure. In the literature, this is referred to as duality, or in other words, the state of exhibiting both good and not-so-good characteristics, such as superior talent and learning difficulties, attention deficit disorder, or autism. Difference refers to the situation that arises when comparing two objects, while double difference refers to the existence of two opposing characteristics in the same object or individual. In psychology, the concept of dual difference includes having one of the following conditions: special talents, specific learning difficulties, autism spectrum disorder, socio-emotional developmental disorder, attention deficit hyperactivity disorder, and language and speech disorders (Neihart, 2008; Ömür, 2019). Twice-exceptional individuals are defined as a relatively new group in the field of special education. Therefore, it is emphasized that the characteristics of these individuals should be understood and that they should be educated according to their needs (İlker, 2017). The limited number of studies conducted with these individuals in both national and international literature, and the very limited number of studies in Turkey on twice-exceptional individuals with special talents and learning difficulties (Yılmaz et al., 2021), highlight the importance of compiling and organizing publications from internationally renowned journals to draw attention to research in this field. In this context, the bibliometric analysis of academic research on twice exceptionality and giftedness based on the Scopus database has been determined as the objective of this article. To this end, answers to the following questions have been sought:

Scientific studies on “twice exceptionality and giftedness”;

1. What is the distribution of article numbers by year?
2. How are they distributed according to academic publication type?
3. How are they distributed according to academic publication language?
4. The most effective articles:
 - What is the appearance of their relationships within themselves?
 - How do the most effective articles appear in relation to each other?
 - What is the distribution of the most effective articles according to citation counts?
5. How are scientific studies on the topic of “double exceptionality and giftedness” distributed according to the most effective source?
6. How are they distributed according to Keywords?
7. How are they distributed according to the most effective authors?

METHOD

The study was designed as a case study, one of the qualitative research designs that allows the researcher to examine the system in depth and address the subject under investigation within its current context by systematically collecting data within a specific system with defined boundaries (Yin, 2009; Chmiliar 2010; Merriam, 2013). In other words, since the aim was to examine the existing situation by analyzing the bibliometric parameters of the study sample obtained from the Scopus database, covering the topics of “Double Exceptionality and Giftedness,” it was deemed appropriate to design it as a case study using a qualitative research approach.

Data Analysis

In the analysis of data in this study, bibliometric analysis was used, a research technique that maps big data using parameters such as citations, documents, sources, institutions, countries, authors, and keywords on a specific topic in the field to present the current state of the field, its intellectual structure, and trends in the literature (Passas, 2024; Donthu et al., 2021; Agostini et al., 2020). Bibliometric analysis is conducted using outputs obtained from databases such as Scopus, Web of Science, Google Scholar, etc. The dataset used in the study was obtained from the Scopus database covering the period 1995-2024. The Scopus database was chosen because it is a multidisciplinary database containing the most reliable content from over 7,000 publishers, peer-reviewed scientific articles, books, conference proceedings, and similar research, covering 330 different disciplines (URL-1). The VOSviewer program (version 1.6.20), a current program that enables the accurate and understandable interpretation of large data sets, was used to map the outputs obtained from the database (Van Eck and Waltman, 2014).

FINDINGS

To reveal the relationship between scientific studies indexed in the Scopus database on the topic of “double exceptionality and giftedness,” to identify the most cited articles in the field, to determine the most effective sources in the literature, to identify the countries and institutions that have contributed most to the field with their work on the subject, and to present to the reader the evolution of the field through the change in key concepts during the period studied. To this end, a search was conducted in the Scopus database on 11.01.2025 using the “search within” section, searching the article title, abstract, and keywords for the key concepts “twice-exceptional” OR “2e” OR “dual exceptional” OR “multiple exceptional” AND “gifted” were used to search the Scopus database on January 11, 2025. Within the search period covering 1995-2024, a total of 354 documents were identified, including 236 articles, containing the specified key concepts in the titles, abstracts, and keywords preferred by the

authors. Only articles were included in the study. The first study indexed in the Scopus database on this topic was found to be “Multiple exceptionalities: A case study” by Moon, S. M., and Dillon, D. R. (1995).

Findings on Article Counts by Year

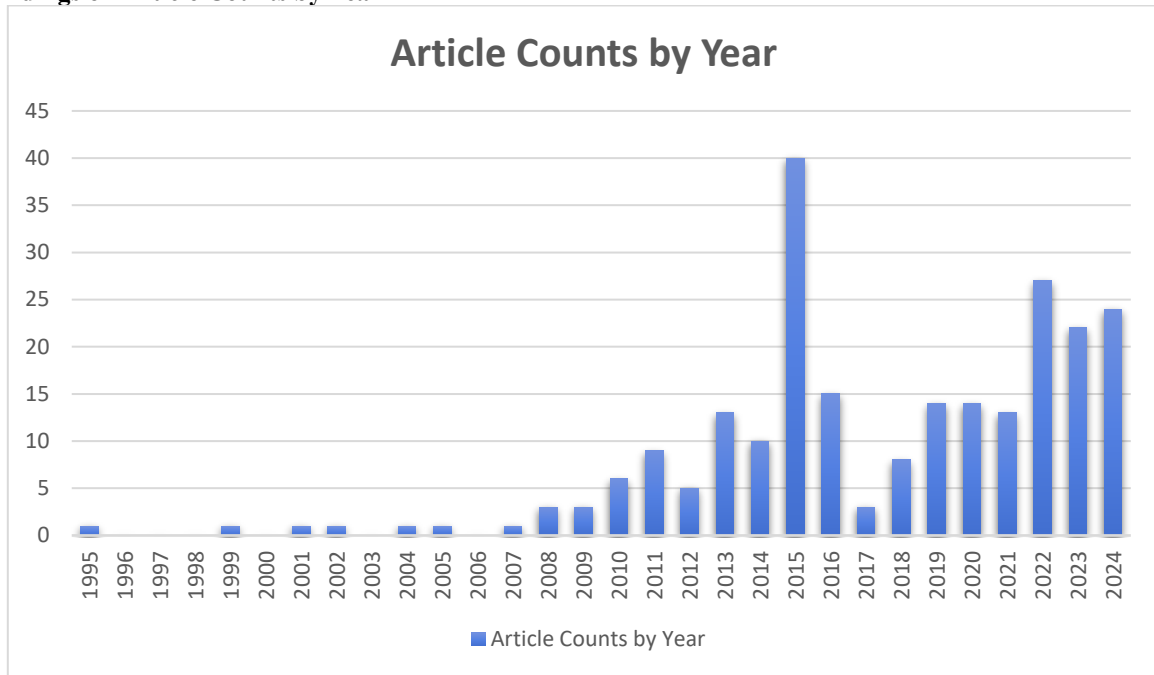


Figure 1. Number of articles by year

When examining the graph of the number of articles per year for the 236 articles on the topic of “Twice Exceptionality and Giftedness” indexed in the Scopus database and covering the period 1995-2024, which constitute the sample of the study, it is seen that the first study was conducted in 1995, but the subject of the study did not feature much in academic studies until 2008. Interest in the subject began in 2008, but until 2013, less than 10 articles per year contributed to the literature. The topic received the most attention in 2015, with 40 articles published, and interest in the topic continued at an inconsistent level until the end of 2024.

Findings on the Distribution of Academic Publication Types

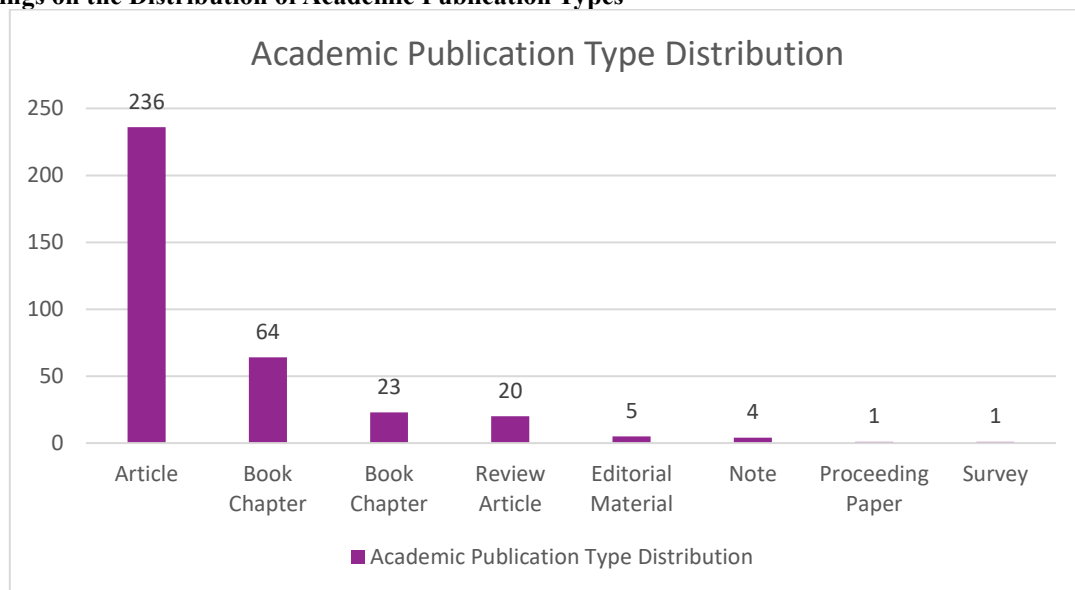


Figure 2. Distribution of academic publication types

On January 11, 2025, a search conducted in the Scopus database using relevant keywords identified 354 documents, of which 236 (66.7%) were articles. It was determined that 64 documents, or 18.1% of all documents, were book chapters, and 23 documents, or 6.5% of all documents, were books.

Findings Regarding the Distribution of Academic Publication Languages

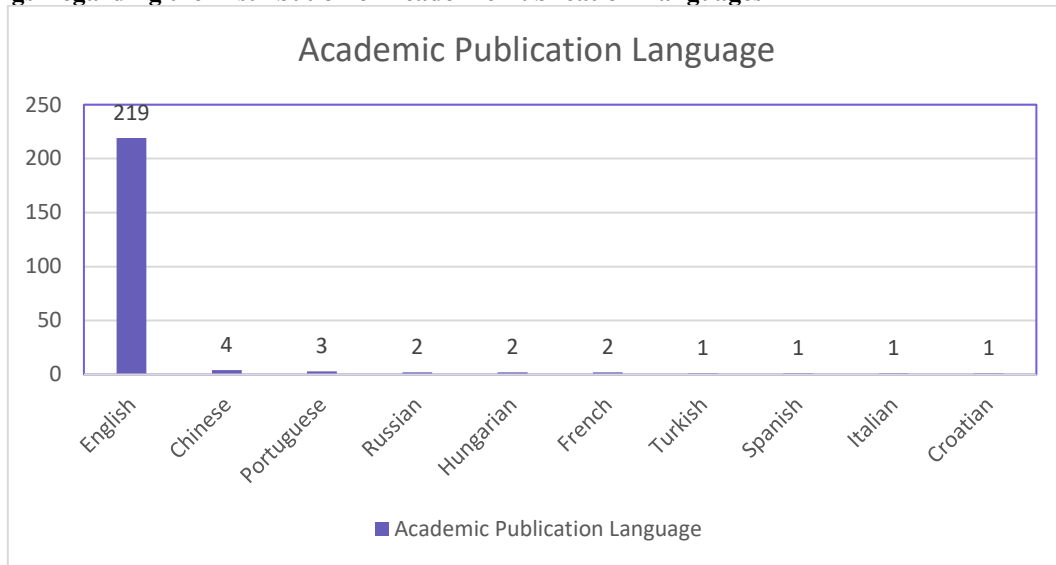


Figure 3. Distribution of academic publication languages

When examining the distribution of publication languages among the 236 articles obtained from the Scopus database and forming the sample of the study, it was determined that 219 articles, or 92.80% of all articles, were written in English. The study also found that research was conducted in Chinese, Portuguese, Russian, Hungarian, French, Turkish, Spanish, Italian, and Croatian. It was determined that the only study indexed in Turkish was the study by Şakar, S. and Köksal, M.S. (2022), “Determining the Opinions of Special Education Teacher Candidates Regarding the Education of Children with Multiple Disabilities.”

Findings on the Most Effective Article Analysis

Studies indexed in the Scopus database on the topic of “twice the difference and superior ability” were analyzed using the VOSviewer program to examine citations/documents, presenting researchers with the most cited and effective articles in the relevant literature. In the visual representation, each article is represented as a node within a specific color group. The size of the nodes varies according to the number of citations received by the articles, while the font sizes also differ proportionally to the number of citations received. It is also known that articles in the same color group work on similar topics. Vosviewer visualized the 236 articles (items) comprising the study sample as 80 clusters. Only the first authors of the articles are indicated in the visual.

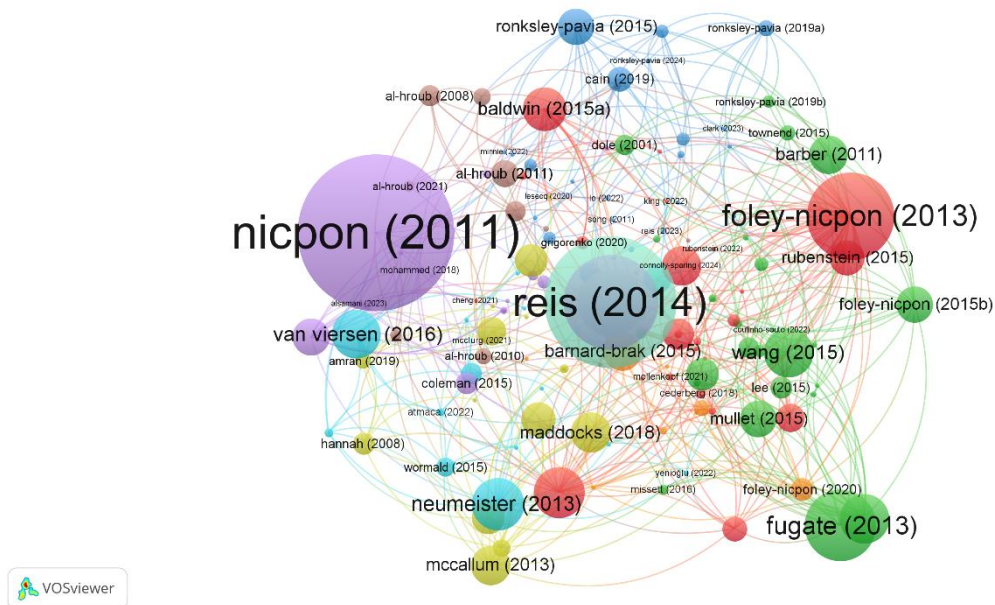


Figure 4. Visualization of the most effective article network map

In the study, the number of articles was reduced to 25, with the condition that each study must have received at least 35 citations, in order to reveal the relationships between articles and identify the most cited articles. The 17 articles (items) identified by the program as having relationships were mapped into 3 clusters.

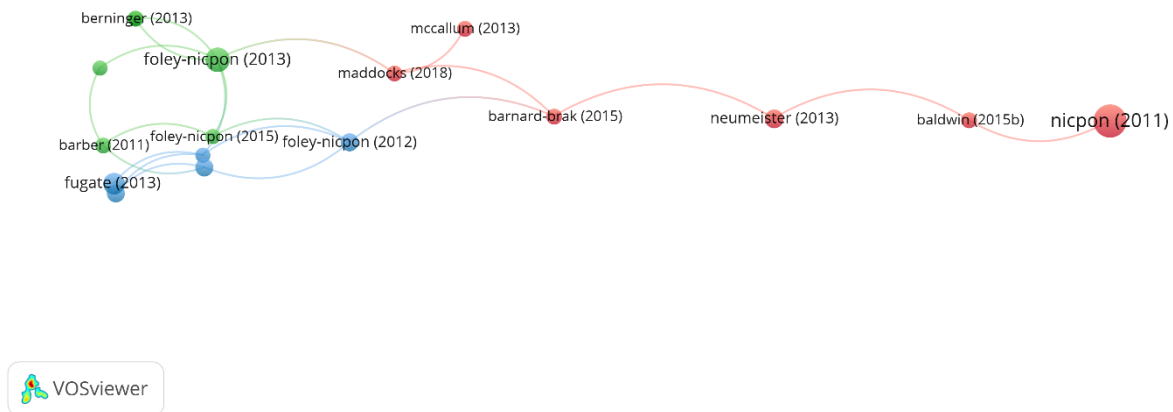


Figure 5. Visualization of the most effective article network map related to each other

The red cluster: Baldwin, L. (2015), Barnard-Brak, L. (2015), Maddocks, D. L. (2018), McCallum, R. S. (2013), Neumeister, K. S. (2013), and Foley Nicpon, M. (2011). The most heavily cited item in the cluster is the study “Empirical investigation of twice-exceptionality: Where have we been and where are we going” by Foley Nicpon, M. and colleagues, which received 188 citations.

The Green Cluster; Barber, C., and Mueller, C. T. (2011), Berninger, V. W., and Abbott, R. D. (2013), Foley-Nicpon, M. (2013), Foley-Nicpon, M., and Assouline, S. G. (2015), Ronksley-Pavia, M. (2015), Rubenstein, L. D. (2015). The most valuable article in the green cluster was found to be the study by Foley-Nicpon et al. (2013), “Twice-exceptional learners: Who needs to know what?”, which received 98 citations.

In the third cluster (blue), which includes Foley-Nicpon, M. (2012), Fugate, C. M. (2013), Mullet, D. R., and Rinn, A. N. (2015), Wang, C. W., and Neihart, M. (2015), and Willard-Holt, C. (2013), it was found that the most prominent item in the blue cluster is Fugate, C. M. (2013)’s article titled “Creativity and working memory in gifted students with and without characteristics of attention deficit hyperactive disorder: Lifting the mask”, with 78 citations.

The five most cited articles on giftedness and twice-exceptionality have been presented to the reader in Table 1.

Table 1. Most Influential Articles by Citation Count

First Author	Article Title	Journal / Source	Year	Citation Count
Foley Nicpon, M.	Empirical investigation of twice-exceptionality: Where have we been and where are we going?	<i>Gifted Child Quarterly</i>	2011	188
Reis, S. M.	An operational definition of twice-exceptional learners: Implications and applications.	<i>Gifted Child Quarterly</i>	2014	155
Assouline, S. G.	Cognitive and psychosocial characteristics of gifted students with written language disability	<i>Gifted Child Quarterly</i>	2010	107
Foley Nicpon, M.	Twice-exceptional learners: Who needs to know what?	<i>Gifted Child Quarterly</i>	2013	98
Fugate, C. M.	Creativity and working memory in gifted students with and without characteristics of attention deficit hyperactive disorder: Lifting the mask.	<i>Gifted Child Quarterly,</i>	2013	78

Upon reviewing the literature on giftedness and twice-exceptionality, it was found that the most highly cited article is Foley Nicpon, M. (2011), with 188 citations. In her study, Foley Nicpon focuses on the identification, support, and educational experiences of twice-exceptional students, offering recommendations for understanding their

needs and providing appropriate educational and support services. Reis, S. M. (2014) ranks second with 155 citations, while Assouline, S. G. (2010), with 107 citations, is identified as the third most influential contribution to the literature.

Findings from the Analysis of the Most Influential Source

A citation/source analysis was conducted to identify the most frequently cited sources within articles focusing on giftedness and twice-exceptionality. In this analysis, each node represents a distinct source, and the size of each node is proportionally mapped according to its citation count. Sources covering similar content areas are visualized within the same color cluster. Based on data retrieved from the Scopus database, it was determined that 97 unique sources were cited across the 236 articles that comprised the study sample.

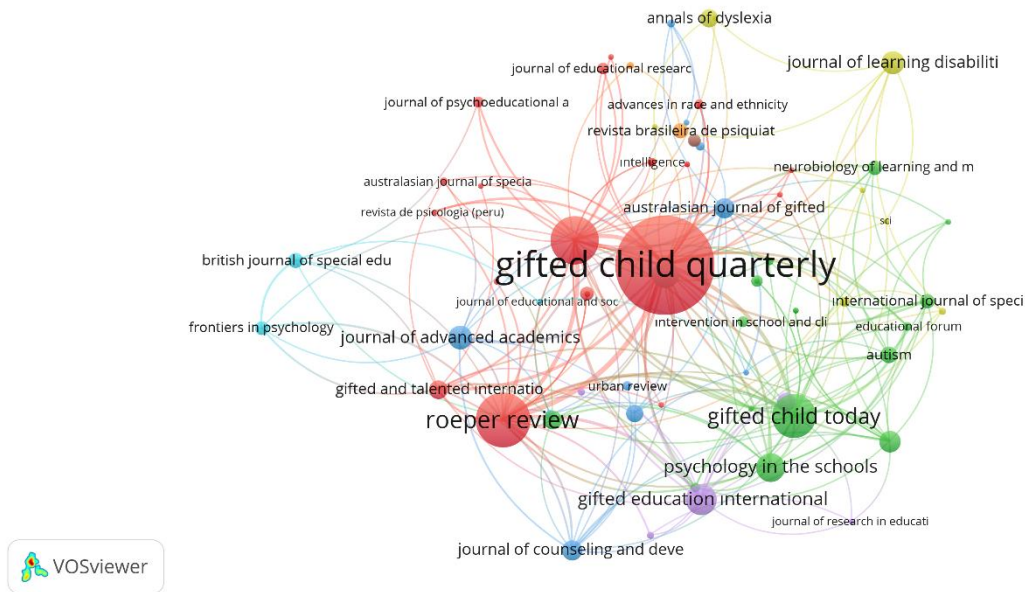


Figure 6. Visualization of the Most Influential Source Network Analysis

To present the most influential sources on twice-exceptionality and giftedness, along with their interconnections and collaborative patterns, a source co-citation analysis was conducted. Among the 97 sources that had published studies on the topic, those meeting the criteria of having authored at least two documents and received a minimum of 10 citations were filtered down to 16 items. These were visualized into three distinct clusters, each representing thematic proximity and citation-based relationships.

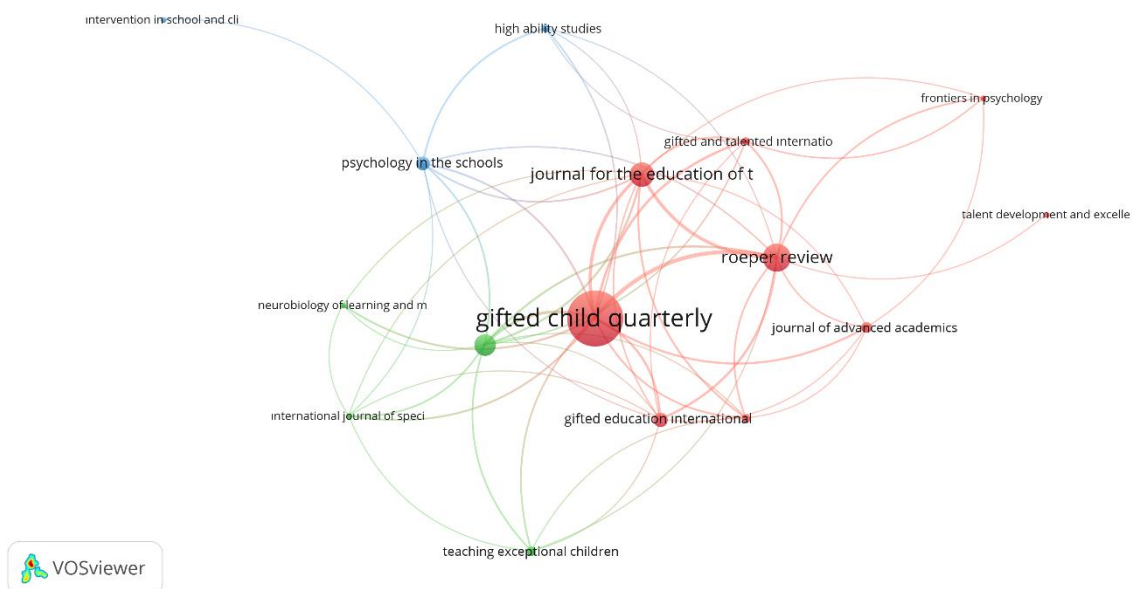


Figure 6. Network Visualization of the Most Influential and Interconnected Sources

It was observed that the red cluster consists of the following sources: Australasian Journal of Gifted Education, Frontiers in Psychology, Gifted and Talented International, Gifted Child Quarterly, Gifted Education International, Journal for the Education of the Gifted, Journal of Advanced Academics, Roeper Review, and Talent Development and Excellence. Within this cluster, Gifted Child Quarterly was identified as the most influential journal, having published 25 documents related to the topic and received a total of 1,157 citations.

The green cluster was found to include the following journals: Gifted Child Today, International Journal of Special Education, Neurobiology of Learning and Memory, and Teaching Exceptional Children. Within this cluster, Gifted Child Today emerged as the dominant source, having published 23 documents on the topic of twice-exceptionality and giftedness, and receiving a total of 200 citations.

The blue cluster was found to include the journals High Ability Studies, Intervention in School and Clinic, and Psychology in the Schools. Within this cluster, Psychology in the Schools emerged as the leading source, having published four documents related to the research topic and receiving a total of 81 citations.

The most influential sources related to the research topic are presented in Table 2 (The table was prepared based on the 2024 updates of journal impact factors).

Table 2. Most Influential Sources by Citation Count

Source Name	Number of Documents	Citation Count	Total Link Strength	Impact Factor (2024)
Gifted Child Quarterly	25	1157	74	3.0
Roeper Review	21	314	58	1.7
Journal for the Education of the Gifted	17	244	41	1.2
Gifted Child Today	23	200	30	0.89
Gifted Education International	14	93	19	1.72

Based on citation counts and publication volume, Gifted Child Quarterly was identified as the most influential source in the field, having published 25 documents and received 1,157 citations. With an impact factor of 3.0, the journal publishes original academic research and both quantitative and qualitative studies relevant to the literature (Gifted Child Quarterly, n.d.). Roeper Review ranks second with 21 documents and 314 citations, followed by Journal for the Education of the Gifted, which holds third place with 17 documents and 244 citations.

Findings from the Keyword Analysis

The conceptual structures of articles indexed in the Scopus database on the topic of twice-exceptionality and giftedness were examined to identify the most influential author keywords in the literature. To present the thematic focus and the evolution of research content over time, a co-occurrence analysis of author keywords was conducted. Through keyword analysis, connections were established among the concepts found in article titles, abstracts, and author-defined keywords. This approach enabled the identification of the most frequently used terms within the field, as well as the interpretation of how key concepts have evolved over time. By examining temporal shifts in keyword usage, insights were gained into the changing thematic directions and research priorities in the domain. In the analysis map, each keyword is represented as a node, and both the size of the node and the font of the keyword are proportionally scaled by the software according to the frequency of use—also referred to as the occurrence value. Keywords that are similar or conceptually related are grouped within the same color cluster, allowing for a visual representation of thematic proximity and conceptual relationships.

In the sample of 236 articles retrieved from the Scopus database, a total of 570 distinct keywords were identified. Upon closer examination, it was observed that several variations of the same conceptual term—such as twice exceptional, twice exceptionality, twice exceptionals, twice-exceptional, twice-exceptional (2e), twiceexceptionality, twiceexceptional–dual exceptional, dual exceptionality, dual exceptionalities, and dual-exceptionality—were used inconsistently across different studies. To ensure semantic clarity and analytical precision, a data cleaning process was conducted. During this process, all variations of the term were consolidated under a unified keyword label, allowing for accurate measurement of occurrence frequency and improved conceptual mapping within the keyword analysis.

After data cleaning, 570 keywords were reduced to 508 conceptual terms and mapped into 22 clusters.

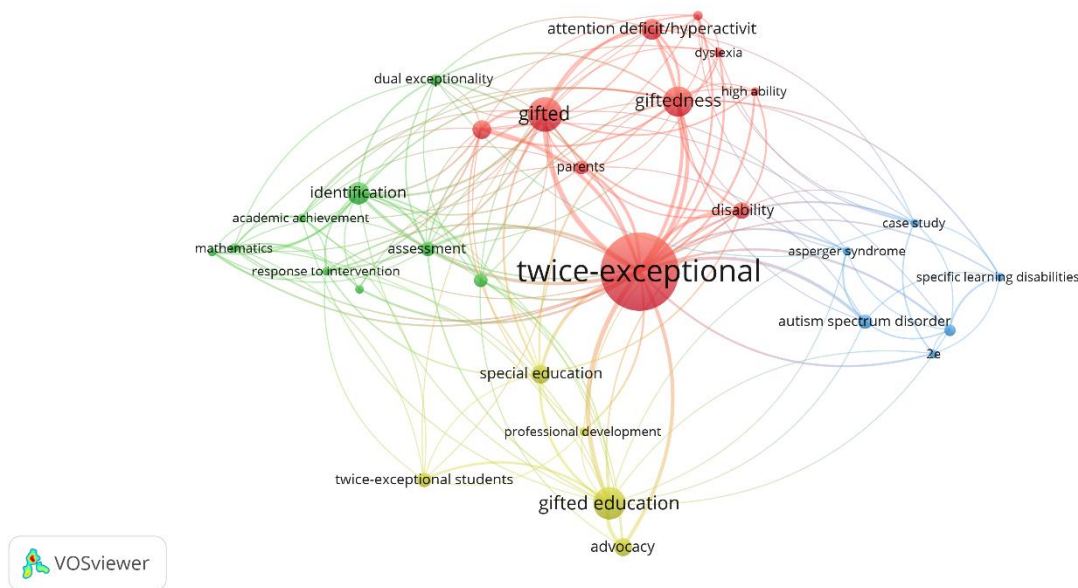


Figure 9. Network Analysis of the Most Prominent Keywords

Cluster 1 (red) was found to consist of the following key concepts: attention deficit/hyperactivity disorder, autism, disability, dyslexia, gifted, giftedness, high ability, learning disabilities, parents, and twice-exceptional. The most dominant keyword in the red cluster was identified as twice-exceptional, with 145 co-occurrence links. In the study by Kanz et al. (2024), titled “Twice-exceptionality unmasked: A systematic narrative review of the literature on identifying dyslexia in the gifted child”, the keywords twice-exceptional, dyslexia, and gifted were used.

Cluster 2 (green) was found to include the following key concepts: academic achievement, assessment, dual exceptionalty, identification, mathematics, reading, response to intervention, special populations/underserved gifted, and talent development. The most prominent item in Cluster 2, represented in green, was identified as identification, with 21 occurrence links. In the study by Al-Hroub (2013), titled “A multidimensional model for the identification of dual-exceptional learners”, the keywords identification, dual exceptionalty, and assessment were found to be included.

Cluster 3 (blue) was found to include the following key concepts: 2e, Asperger syndrome, autism spectrum disorder, case study, gifted students, and specific learning disabilities. The most prominent concept in the blue cluster was identified as autism spectrum disorder, with 11 occurrence links. In the article by Burger-Veltmeijer et al. (2016), titled “Intellectually gifted students with possible characteristics of ASD: a multiple case study of psycho-educational assessment practices”, the keywords autism spectrum disorder, gifted students, and case study were found to be included.

Cluster 4 (yellow) was found to include the following key concepts: advocacy, gifted education, professional development, special education, and twice-exceptional students. The most prominent keyword in this cluster was identified as gifted education, with 38 occurrence links. In the study by Guo and Chen (2024), titled “Process of policymaking and action to strengthen the discovering of students with twice-exceptionality”, the keywords gifted education, special education, and advocacy were found to be included.

To identify the temporal evolution of the most prominent keywords in the literature, the keywords with the highest co-occurrence strength in the field were presented to the reader through overlay visualization analysis.

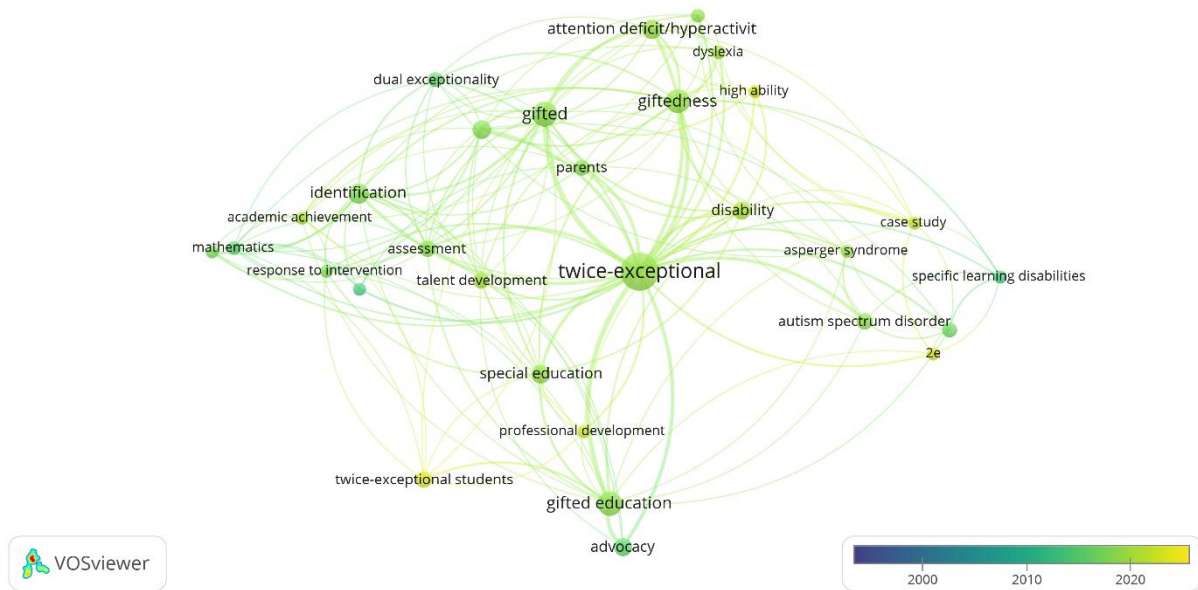


Figure 10. Keyword Overlay Analysis Visualization

The analysis revealed the temporal evolution of key concepts as follows: specific learning disabilities (2013.00), special populations/underserved gifted (2013.20), mathematics (2014.50), advocacy (2015.00), dual exceptional (2015.38), gifted students (2015.88), reading (2016.40), response to intervention (2017.00), learning disabilities (2017.19), identification (2017.19), assessment (2017.45), parents (2017.60), gifted education (2017.61), autism spectrum disorder (2017.64), gifted (2017.71), autism (2018.00), twice-exceptional (2018.01), giftedness (2018.12), special education (2018.12), attention deficit/hyperactivity disorder (2018.16), Asperger syndrome (2018.20), dyslexia (2018.67), talent development (2018.80), academic achievement (2019.00), disability (2019.29), case study (2020.80), professional development (2021.40), high ability (2021.60), 2e (2022.00), and twice-exceptional students (2022.09). The ten keywords with the highest co-occurrence strength in the field are presented to the reader in Table 3.

Table 3. Top 10 Keywords with the Highest Co-occurrence Strength

Anahtar Kavram	Keyword	Total Link Strength	Average Publication Year	Average Citation Count	
	twice-exceptional	145	608	2018.01	14.31
	gifted	42	200	2017.71	15.45
	giftedness	34	140	2018.12	9.44
	gifted education	38	139	2017.61	8.42
	identification	21	112	2017.19	25.90
	attention deficit/hyperactivity disorder	19	87	2018.16	14.11
	learning disabilities	16	70	2017.19	17.00
	disability	14	64	2019.29	8.43
	special education	16	59	2018.12	7.94
	assessment	11	56	2017.45	35.18

An analysis of the most influential keywords in the literature on twice-exceptionality and giftedness revealed that the keyword “twice-exceptional” ranked first, with 145 co-occurrences and a total link strength of 608. The average publication year for “twice-exceptional” was identified as 2018.01, with an average citation count of 14.31. The second most influential keyword in the study was “gifted”, with 42 co-occurrences and a total link strength of 200, followed by “giftedness” as the third most influential keyword, with 34 co-occurrences and a total link strength of 140.

Findings on the Most Influential Author Analysis

A citation/authors analysis was conducted to identify the most influential authors in the specific literature on twice-exceptionality and giftedness. In the analysis, each author is represented by a node and a color. Authors with

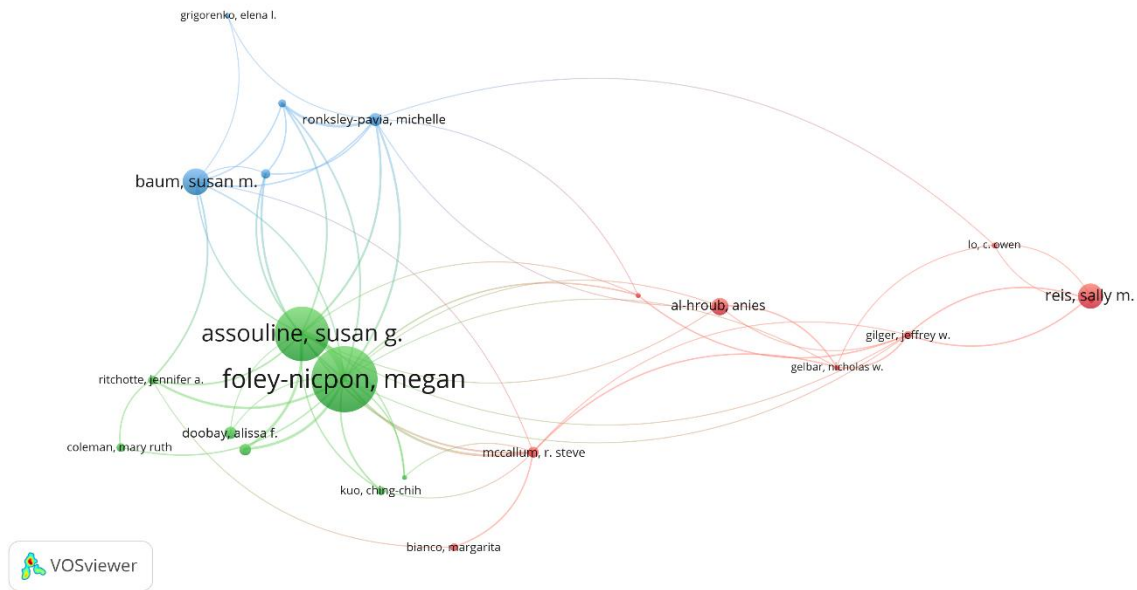


Figure 13. Network Visualization of the Most Interconnected Influential Authors

In Cluster 1 (red), the following authors were identified: Al-Hroub, Anies; Bianco, Margarita; Gelbar, Nicholas W.; Gilger, Jeffy W.; Lo, C. Owen; Madaus, Joseph W.; McCallium, R. Steve; Nickl-Jockschat, Thomas; and Reis, Sally M. Among them, the most influential author in the cluster was determined to be Reis, Sally M., who published six documents and received 188 citations.

In Cluster 2 (green), the following authors were identified: Assouline, Susan G.; Coleman, Mary Ruth; Doobay, Alissa F.; Foley-Nicpon, Megan; Jolly, Jennifer L.; Kuo, Ching-Chih; Mayes, Renae D.; and Richotte, Jennifer A. Among them, the most influential author in the cluster was determined to be Foley-Nicpon, Megan, with 19 documents and 723 citations.

Cluster 3 (blue) was found to include the following authors: Baum, Susan M.; Grigorenko, Elena L.; Pendergast, Donna; Ronksley-Pavia, Michelle; and Townsend, Geraldine. Within this cluster, Baum, Susan M. was identified as the most prominent node, having published four documents and received 205 citations.

The top five most influential authors based on their citation counts are presented to the reader in Table 4.

Table 4. Most Influential Authors by Citation Count

Author	Citation Count	Average Citation Count	Average Publication Year	Number of Documents	Total Link Strength
Foley- Nicpon, Megan.	723	38.05	2016.00	19	74
Assouline, Susan G.	553	39.50	2015.14	14	64
Baum, Susan M.	205	51.25	2018.25	4	14
Reis, Sally M.	188	31.33	2018.17	6	3
Al-Hroub, Anies.	112	16.00	2014.86	7	6
Ronksley-Pavia, Michelle.	75	15.00	2019.40	5	22

Within the scope of the study on twice-exceptionality and giftedness, Foley-Nicpon, Megan was identified as the most influential author, having published 19 documents and received 723 citations. Assouline, Susan G. ranked second with 14 documents and 553 citations, while Baum, Susan M. was found to be in third place with 4 documents and 205 citations.

CONCLUSION

As a result of the search conducted in the Scopus database on January 11, 2025, using the keywords "twice-exceptional" OR "2e" OR "dual exceptional" OR "multiple exceptional" AND "gifted", a total of 354 documents were retrieved within the time frame of 1995–2024, 236 of which were classified as articles. The first study on the subject was identified as “Multiple exceptionalities: A case study” authored by Moon, S. M., and Dillon, D.

R. in 1995. The year with the highest number of indexed studies on twice-exceptionality and giftedness in the Scopus database was 2015, with 40 articles. It was found that among the 354 documents identified through the search, 66.7% (236 documents) were articles, 18.1% (64 documents) were book chapters, and 6.5% (23 documents) were books. Of the 236 articles forming the sample of the study, 92.80% (219 documents) were written in English. The study also revealed that publications were available in Chinese, Portuguese, Russian, Hungarian, French, Turkish, Spanish, Italian, and Croatian. It was determined that the only study indexed in Turkish was conducted by Şakar, S. and Köksal, M.S. (2022), titled “Determining the Opinions of Special Education Teacher Candidates Regarding the Course on the Education of Twice-Exceptional Children.”

An analysis of the most cited articles in the study revealed that the top-ranked publication was authored by Foley Nicpon, M. (2011) with 188 citations, followed by Reis, S. M. (2014) with 155 citations, and Assouline, S. G. (2010) in third place with 107 citations. The most influential sources publishing on the subject, based on citation counts, were identified as follows: *Gifted Child Quarterly* with 25 documents and 1,157 citations, *Roeper Review* with 21 documents and 314 citations, and *Journal for the Education of the Gifted* with 17 documents and 244 citations.

An analysis of the most influential keywords in the literature on twice-exceptionality and giftedness revealed that the most prominent term was “twice-exceptional,” with 145 co-occurrences and a total link strength of 608. This was followed by “gifted,” with 42 co-occurrences and a link strength of 200, and “giftedness,” with 34 co-occurrences and a link strength of 140.

Within the scope of the study, the most influential authors were identified as Foley-Nicpon, Megan with 19 documents and 723 citations; Assouline, Susan G. with 14 documents and 553 citations; and Baum, Susan M. with 4 documents and 205 citations.

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