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Accelerated Learning for Gifted Students: A Systematic Review

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Abstract

This Systematic Literature Review (SLR) explores the benefits of accelerated learning for gifted students, emphasizing its impact on cognitive, academic, and social-emotional outcomes. Accelerated learning programs, designed to match educational opportunities with the advanced capabilities of gifted students, have gained prominence as effective educational interventions. Despite their growing adoption, concerns regarding their efficacy and the potential challenges faced by participants necessitate a comprehensive examination. This review systematically analyzed studies from major databases, focusing on themes such as cognitive development, academic achievement, and social-emotional well-being. Key findings indicate that accelerated programs significantly enhance cognitive abilities and academic performance, with specialized instructional models contributing to these outcomes. The conclusion highlights the significance of tailored instructional approaches and comprehensive support systems in maximizing the positive outcomes of accelerated learning for gifted students. This review provides an understanding of the benefits and limitations of acceleration, offering guidance for educators, policymakers, and researchers in the development of effective educational strategies for gifted learners.

Keywords

Gifted Student, Accelerated Learning, Social-Emotional

1. Introduction

Gifted students, with their exceptional intellectual abilities, often face challenges that standard curricula cannot address effectively (Assouline et al., 2023). Their advanced understanding can lead to boredom and disengagement in traditional classrooms. Accelerated learning adjusts the curriculum's pace, depth, and com-

plexity to match their abilities through methods like grade-skipping, curriculum compacting, or subject acceleration. This approach speeds up content delivery and offers cognitive, emotional, and social benefits. Research demonstrates that gifted students thrive when appropriately challenged, which allows them to engage deeply with advanced content (Duan et al., 2010; Johnsen & VanTassel-Baska, 2022). Thus, by accelerating their learning, these students avoid frustration and gain opportunities for in-depth exploration, critical thinking, and problem-solving skill development (Johnsen & VanTassel-Baska, 2022).

The benefits of accelerated learning extend beyond academic achievement. Due to the differences, they experience from their peers, gifted students frequently experience challenges in their social and emotional development (Renati et al., 2023). However, traditional classroom settings may inadvertently isolate them, leading to feelings of loneliness or a lack of belonging (Ogurlu et al., 2018; Lee et al., 2010). Hence, participation in accelerated learning programs increases the likelihood that gifted students will engage with peers who possess similar expertise and fascination on certain topics. This can foster a sense of community and belonging, helping them develop social skills and build relationships with like-minded individuals. Additionally, an environment that acknowledges and values their talents can boost their self-esteem and overall well-being. Moreover, accelerated learning can prepare gifted children for future academic and professional success (Luckey Goudelock & Grantham, 2023).

2. Literature Review

Selecting a Framework

Accelerated learning benefits for gifted students are well-documented. Acceleration allows these students to advance at a pace that matches their cognitive abilities. In addition, many parents opt for home education due to traditional schools' limited acceleration options, believing individualized plans better meet their children's needs (Slater et al., 2023). The emphasis is on the role of acceleration, where strategies like curriculum compacting and problem-based learning create a responsive environment for gifted students (Tomprou et al., 2023). Notably, acceleration also helps address inequities in gifted education, notably for marginalized groups. At the same time, early college entrance, a form of acceleration, provides enriching experiences and reduces academic disengagement (Hertzog et al., 2021). Acceleration can be pivotal in addressing the systemic undervaluation of certain students' intellectual capacities (Luckey Goudelock & Grantham, 2023). The researchers advocate for the presence of "upstander" educators who actively acknowledge and support the potential of underrepresented gifted students, thereby ensuring that these students have access to accelerated educational opportunities. They highlight that without acceleration, the underrepresented gifted students often experience boredom and underachievement due to the lack of challenging content (Hertzog et al., 2021). Academic acceleration is a research-based intervention that provides gifted learners with opportunities to move through ed-

ucation at a pace commensurate with their capabilities (Assouline et al., 2021).

A study conducted in Taiwan region utilized questionnaires, surveys, and interviews to evaluate the effectiveness of four commonly used acceleration methods: differentiation in curriculum, skipping of grades across topics or subjects, and subject-specific acceleration, where the findings indicated that, in addition to time efficiency, acceleration positively improved students' attitudes towards school (Tsai, 2007). In Germany, a comprehensive ten-year longitudinal study on acceleration for gifted children was conducted, demonstrated positive developments in cognition, motivation, emotional well-being, and academic performance, additionally the study did not identify any significant negative outcomes associated with the acceleration (Reimann & Heller, 2004). In Canada, positive outcome was seen to surface when in Alberta, British Columbia, New Brunswick and Nova Scotia supported the gifted children with additional acceleration in learning (Kanevsky & Clelland, 2013). In the Netherlands, research has indicated that multiple instances of grade skipping do not adversely affect either the social or their emotional characteristics, where in general, the positive outcomes of acceleration in the long run, is suggesting sustained benefits for students' overall development and well-being as compared to the non-accelerated gifted students (Hoogeveen et al., 2012).

Gifted students who enter college early generally exhibit above-average well-being, suggesting that early college entry may positively influence their overall profiles (Boazman & Michael, 2011). These findings align with previous research indicating that academically accelerated high-ability students typically do not experience negative effects from acceleration and may, in fact, benefit from improved social and psychological adjustment. In China, the Special Class for the Gifted Young (SCGY), is an early college program entrance to focus in mathematics and science, demonstrates that when admission policies, academic programming, and student support are designed to enhance learning and growth, such programs can effectively nurture a pipeline of talent that benefits both society and the individual participants (Dai & Steenbergen-Hu, 2015). However, early college entry remains challenging for gifted students, in various countries as universities generally have limited awareness of the specific needs of gifted students. An example, where interviews done in different universities in Australia, shows a persistent myth regarding social immaturity, along with concerns about economic feasibility, and equity, often overshadow the long-term benefits of accelerated education to enter college early for gifted students (Young et al., 2009).

The social and emotional dimensions of acceleration are critical for the good support of gifted students. Addressing the social and emotional needs of accelerated learners is important (Garces-Bacsal, 2021). Without appropriate support, acceleration can sometimes lead to social isolation and emotional distress (Meyer, 2022). This challenge can be seen faced by military-connected gifted students. Frequent relocations can disrupt continuity in gifted learning, making it essential for schools to provide consistent acceleration decisions that support both academic

and emotional needs. The importance of ongoing professional learning for teachers in gifted education, noting that teacher training directly impacts the efficacy of acceleration programs (Brigandi et al., 2018). The teacher training program at the University of Debrecen in Hungary offers a specialist degree in gifted education, equipping educators in supporting gifted students in their academic acceleration and also in their emotional growth (Dávid & Balogh, 2013). It is highlighted that professional development in gifted education should focus on equipping educators with the skills to implement accelerated and enriched curricula effectively.

3. Research Questions

Research questions are crucial in guiding and shaping the direction of any study, particularly in systematic reviews. They help focus the research on specific issues, ensuring the investigation remains relevant and aligned with the study's objectives. In the formulation of precise research questions, it is fundamental to the success of systematic reviews, as they provide the framework around which the entire review is constructed (Thabane et al., 2008). In identifying the research questions, the PICo framework is applied. The PICo framework is a mnemonic style used to formulate research questions, particularly in qualitative research. The description are; are Population (P)—This refers to the group or participants of interest in the study and it specifies who the research is focused on, such as a specific demographic, patient group, or community, Interest (I)—This represents the main focus or phenomenon of interest in the study which could be a particular experience, behavior, intervention, or challenges that the research seeks to investigate or comprehend and Context (Co)—This defines the setting, environment, or specific context in which the population and interest are situated which might refer to geographical location, cultural or social settings, or any other relevant backdrop for the research.

Using the PICo framework helps structure research questions clearly and systematically by breaking down the key elements of the study into these three components. This approach ensures that the research is focused and the questions are well-defined, making searching for relevant literature or designing a study easier. The research questions are listed below:

1) What are the most effective educational strategies and program designs implemented in accelerated learning programs for gifted students, and how do they impact their long-term academic success?

2) How do accelerated learning programs affect the social-emotional development and well-being of gifted students, and what interventions can enhance their experience in such programs?

4. Method

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework is a widely accepted standard for Systematic Literature reviews (SLRs), ensuring transparency and consistency (Page et al., 2021). Following

PRISMA guidelines helps researchers systematically identify, screen, and select studies, enhancing the accuracy and rigor of their analysis. The framework emphasizes the significance of including randomized studies to minimize bias and provide robust evidence. For this review, Scopus and Web of Science (WoS) were selected due to their extensive disciplinary coverage. However, their limitations, such as incomplete coverage, must be addressed to ensure a comprehensive review.

4.1. Identification

This study employed a meticulous, systematic review process to gather a comprehensive collection of relevant literature. The process began with carefully selecting keywords identified through dictionaries, thesauri, encyclopedias, and prior research to ensure broad coverage. These keywords were then used to create detailed search strings tailored for the Scopus and WoS databases. This rigorous search strategy resulted in the identification of 172 relevant publications, ensuring a thorough and high-quality literature base. This comprehensive approach established a solid foundation for the subsequent stages of the review process (Table 1).

Table 1. Search string for identification of articles.

Database	Search String
Scopus	TITLE-ABS-KEY (("gifted student*" OR "gifted child*" OR "gifted learn*") AND ("accelerate*" OR "grade skipping" OR "jump a grade" OR "early entrance to university*" OR "early entrance to college*" OR "academic acceleration*")) AND (LIMIT-TO (PUBYEAR, 2015) OR LIMIT-TO (PUBYEAR, 2016) OR LIMIT-TO (PUBYEAR, 2017) OR LIMIT-TO (PUBYEAR, 2018) OR LIMIT-TO (PUBYEAR, 2019) OR LIMIT-TO (PUBYEAR, 2020) OR LIMIT-TO (PUBYEAR, 2021) OR LIMIT-TO (PUBYEAR, 2022) OR LIMIT-TO (PUBYEAR, 2023) OR LIMIT-TO (PUBYEAR, 2024) Date of Access: August 2024
WoS	("gifted student" OR "gifted students" OR "gifted child" OR "gifted children" OR "gifted learner" s) AND ("accelerate" OR "grade skipping" OR "jump a grade" OR "early entrance to university" OR "early entrance to college" OR "academic acceleration") AND PUBYEAR > 2015 AND PUBYEAR < 2025 Date of Access: August 2024

4.2. Screening

During the screening phase of the systematic review, each potential research item was meticulously evaluated to ensure alignment with the predefined research questions. This crucial step focused on identifying studies that specifically addressed the benefits of accelerated learning for gifted students. Initially, 111 publications were excluded, leaving 61 papers that met the preliminary criteria and warranted further examination. Consequently, these remaining studies were

closely scrutinized based on specific inclusion and exclusion criteria detailed in Table 2. The primary inclusion criterion was the relevance of the literature, particularly sources providing practical recommendations, such as books, book series, chapters, and conference papers. Reviews and non-published works not covered in recent studies were deliberately excluded. Additionally, the analysis was limited to English-language publications from 2015 to 2024. To further refine the study pool, three duplicate publications were removed. This careful selection process ensured that the remaining literature was both relevant and high-quality, providing a solid foundation for the final review.

Table 2. The selection criterion in screening.

Criterion	Inclusion	Exclusion
Language	English	Non-English
Time Line	2015-2024	<2015
Literature Type	Journal (Article), Conference	Review, Proceedings
Publication Stage	Final	In Press

4.3. Eligibility

In the third step, known as the eligibility phase, 58 articles were prepared for review. At this point, every article's title and main body were closely reviewed. to ensure it satisfies the requirements for inclusion and complemented the goals of the ongoing study. A number of 25 articles were eliminated since it did not meet the requirements because either out of the field, the title did not correspond to the goal, the abstract was not relevant, and there was no full-text access based on empirical data. As a result, a total of 33 articles are left for the next phase of the review.

4.4. Data Abstraction and Analysis

Following the guidelines proposed by (Kitchenham, 2007), after selecting the articles, an assessment of the quality of the research was performed and quantitatively compared using six Quality Assessments (QAs) established by (Abouzahra et al., 2020) in the SLR. The title and abstract of each article were reviewed against these QAs to assign marks and determine if the articles should proceed for further evaluation, thematic grouping, and answering the research questions (Table 3). Each QA was scored as Yes (Y) = 1, Partly (P) = 0.5, or No (N) = 0. Experts independently evaluated the studies, and their scores were combined. An article required a total score above 3.0, summed by all three experts. All the articles scored more than 3.0 and proceeded to the next stage (Figure 1).

4.5. Data Abstraction and Analysis

Following a thorough PRISMA screening process, 33 articles were selected for inclusion, each focusing on various aspects of accelerated learning for gifted students. These studies encompass a range of topics, including educational strategies,

Table 3. Quality assessment table for articles to be analyzed adapted from (Abouzahra et al., 2020).

Quality Assessment	Marks	Total Mark
Is the purpose of the study clearly stated?		
Is the interest and the usefulness of the work clearly presented?		
Is the study methodology clearly established?		
Are the concepts of the approach clearly defined?		
Is the work compared and measured with other similar work?		
Are the limitations of the work clearly mentioned?		

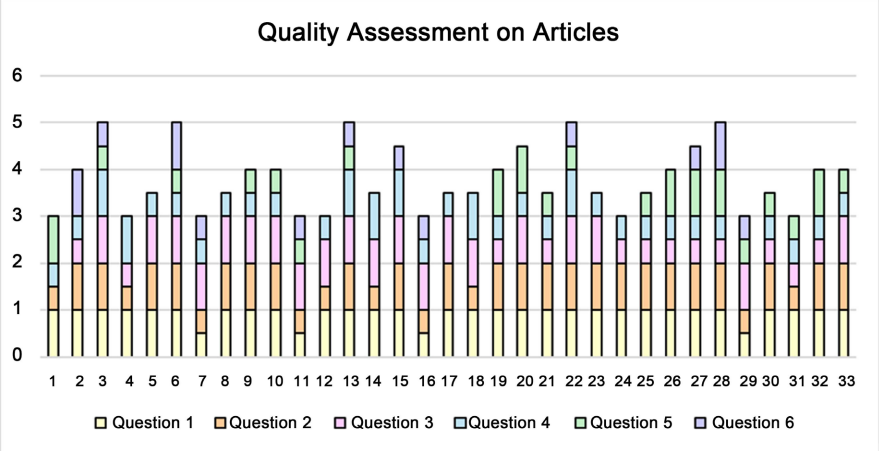

Figure 1. Quality assessments on the articles.

program designs, social-emotional development, and cognitive outcomes. The qualitative analysis of these articles provides in-depth insights into both the advantages and potential challenges associated with acceleration. This analysis offers a comprehensive understanding of the impact and effectiveness of accelerated learning, thereby serving as a valuable resource for educators, policymakers, and researchers who seek to optimize educational practices and policies for gifted students. **Figure 2** shows the flow diagram of the PRISMA workflow for this study.

5. Result and Finding

The SLR offers a detailed examination of the multifaceted impact of accelerated learning programs on gifted students. It explores educational, cognitive, and social-emotional outcomes, highlighting the benefits and challenges of acceleration. In addition, the review reveals that acceleration enhances academic performance and cognitive skills while influencing the social and emotional well-being of gifted learners. Through themes such as educational strategies, cognitive outcomes, and social-emotional development, the research questions are thoroughly addressed. Moreover, the findings emphasize that while accelerated learning promotes intel-

lectual and personal growth, it requires careful consideration of individual needs and contextual factors to ensure balanced development.

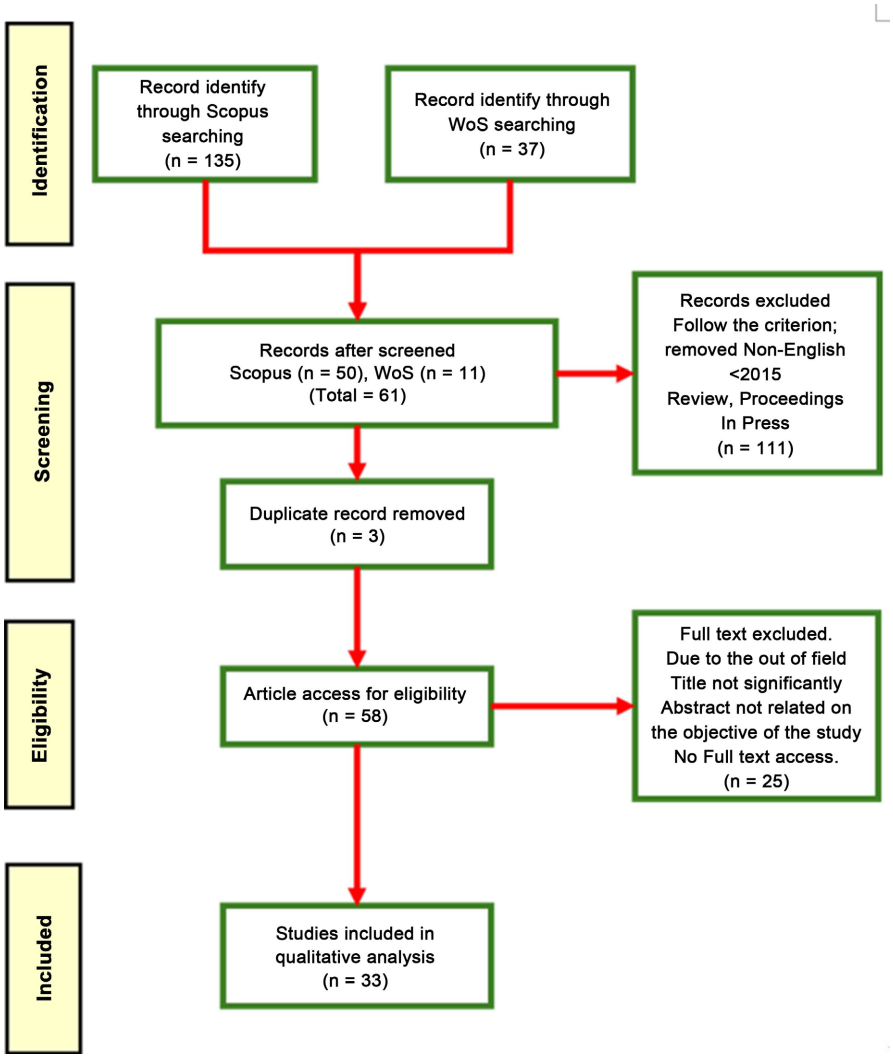

Figure 2. Flow diagram of the proposed search study.

5.1. Theme

The review analyzed 36 selected studies and identified three key themes across the literature. The analysis uncovered three critical themes that significantly enhance understanding of how accelerated learning affects gifted student by supporting or potentially hindering their development. Notably, these themes were explored in depth, highlighting the complexities and challenges of implementing accelerated learning programs and underscoring the need for a balanced approach to effectively meet the diverse needs of gifted learners.

The SLR addresses the research questions through identified themes. The first question, concerning effective educational strategies and program designs in accelerated learning for gifted students and their impact on long-term academic success, is explored under the theme "Educational Strategies and Program Design for

Accelerated Learning." The second question, regarding the effects of accelerated learning programs on the social-emotional development and well-being of gifted students and potential interventions, is covered in the theme "Social-Emotional Development and Well-being in Accelerated Learning Programs." Both questions were examined within the theme "Cognitive and Academic Outcomes in Accelerated Learning.". Detailed summaries of the articles related to these themes are presented in **Tables 4-6**.

5.1.1. Theme 1: Educational Strategies and Program Design for Accelerated Learning

The theme focuses on identifying and evaluating the most effective methods and structures for accelerating the education of gifted students. This review synthesizes findings from several studies to provide a comprehensive understanding of how various acceleration strategies impact gifted learners' long-term academic success. A range of acceleration strategies, including curriculum compacting, grade skipping, and subject-specific acceleration, have been identified as effective for gifted students. A above-level testing and content acceleration are particularly successful in meeting the advanced learning needs of gifted students (Assouline et al., 2021). These strategies allow students to engage with material that matches their intellectual abilities, thus enhancing their academic experiences and outcomes. Similarly, a research that was performed supports the efficacy of early grade acceleration, demonstrating significant improvements in high school and college outcomes for students who participate in these programs (McClarty, 2015). Additionally, the necessity of differentiated curricula caters to the diverse capabilities of gifted learners. By tailoring educational experiences to match individual student needs, these programs provide appropriate challenges and support the intellectual growth of gifted students (Chan, 2015). This tailored approach is critical for ensuring that gifted students remain engaged and motivated throughout their educational journey.

Effective program design is crucial for the successful implementation of acceleration strategies. The importance of collaborative partnerships between schools and universities in developing and executing effective acceleration models could be seen in a lot of the acceleration programs (Boyle & Carpenter, 2023). These partnerships facilitate the creation of well-structured programs that support the academic and emotional needs of gifted students. In some schools, counselors provide essential information to guide decisions on academic acceleration for gifted students, facilitating discussions with students, families, and educators about its potential impacts (Lupkowski-Shoplik & Behrens, 2021). This well-researched strategy aligns educational challenges with the needs of gifted learners. Furthermore, various acceleration options are offered in schools, for example in Victoria, Australia, where early entry and subject acceleration tailored to meet the advanced needs of gifted students (Kronborg & Cornejo-Araya, 2018). The findings indicate that such options, when implemented thoughtfully, can significantly benefit gifted students by providing them with appropriate challenges. Parents and teachers

need to explore the potential of acceleration interventions, including grade skipping and university-based schools, to accelerate the educational development of gifted students and ease their transition to higher education (Bin Yousef, 2021). However, program design must also address potential challenges as shifting cultural attitudes and redefining roles within educational settings are essential for supporting the acceleration of all students, including the gifted (Finnan & Swanson, 2018). The research highlights the need for systemic changes to accommodate and effectively support accelerated learning. While grade skipping generally yields positive effects, it is crucial to consider individual student needs and provide suitable support structures to maximize its benefits (Miravete, 2023).

5.1.2. Theme 2: Social-Emotional Development and Well-Being in Accelerated Learning Program

Social-emotional development plays a crucial role in the academic and personal growth of gifted students in accelerated learning programs. Research challenges the notion that acceleration negatively impacts emotional well-being and social integration. A review of the social-emotional traits of accelerated university students discovered that they generally did not differ significantly from their non-accelerated peers (Schuur et al., 2021). Positive factors such as cheerfulness, resilience, and a supportive family environment were crucial for their well-being. However, gaps in research on prior acceleration experiences and individual effects call for further investigation. Similarly, it was discovered that acceleration did not harm social-emotional development (Yeo et al., 2018). A mixed-method study with New Zealand male students demonstrated that accelerated students felt a strong sense of belonging to their school and program. In particular, participants reported comfort with their accelerated identity and acceptance from non-accelerated peers, suggesting that acceleration may enhance rather than hinder social integration. Accelerated programs help gifted students establish social support networks and foster meaningful peer connections, thereby enhancing their overall social integration and personal development (Lee et al., 2015). In South Carolina, acceleration for gifted students serves as an effective, evolving, and expanding model, bridging public high schools with higher education while simultaneously fostering cognitive and socio-emotional development (Rowlinson et al., 2017).

A study was conducted on the connection of giftedness, peer connectedness, and school life satisfaction among gifted adolescents in France (Guignard et al., 2021). The findings were that while gifted students might have lower peer connectedness, this did not negatively affect their school-life satisfaction. Additionally, grade skipping did not significantly impact these factors, suggesting that acceleration does not pose a risk for decreased social satisfaction (Gronostaj et al., 2016). At the same time, an examination was conducted on how students perceive their academic and social-emotional experiences within gifted programs, revealing that both elementary and middle school students recognized the significant role of teachers in shaping their social-emotional development (Kitsantas et al.,

2017). High school freshmen in accelerated courses face emotional and academic risks, with a notable percentage of students exhibiting signs of stress and low school satisfaction if support is not provided (Suldo et al., 2019). This underscores the need for systematic support to address these challenges. An interview with young adolescents who participated in accelerated curricula revealed that such tailored interventions significantly enhance students' motivational levels and emotional resilience (Suldo et al., 2021). The early college entrance program at the University of Iowa National Academy of Arts, Sciences, and Engineering (NAASE) positively influenced the overall development of gifted students, including the social-emotional part (Wu et al., 2022). Overall, research supports that accelerated learning programs do not inherently hinder social-emotional development; their success relies on supportive environments, positive peer interactions, and proactive teacher involvement (Schuur et al., 2021).

5.1.3. Theme 3: Cognitive and Academic Outcomes in Accelerated Learning

Research on the cognitive and academic outcomes of accelerated learning programs for gifted students highlights substantial benefits across various educational contexts. In Nigerian primary schools, it was discovered that accelerated learning through self-regulated strategies significantly boosts cognitive development in mathematically gifted pupils (Zaram & Singh, 2018). Notably, students using Self-Regulated Learning (SRL) outperformed their peers in traditional settings, demonstrating a strong link between SRL processes, such as metacognition and creativity, and mastery of an advanced curriculum. This supports the use of differentiated curricula tailored to gifted learners' cognitive needs. The Purdue learning model proved effective in improving higher-order mathematical thinking skills among students in accelerated classes (Kadir, 2021). Their research demonstrated notable improvements in students' abilities to analyze, evaluate, and create, emphasizing the cognitive benefits of acceleration. Gifted and advanced learners are often accelerated without sufficient emphasis on developing their creative thinking and problem-solving skills. To cultivate these abilities, it is crucial to involve students in creative research projects, imaginative exercises, challenging debates, business planning, and philosophical inquiries (Kelly, 2023). Moreover, increased student engagement through activities like visual and mental tasks also underscores the positive impact of tailored instructional models on academic performance and cognitive development.

In Norway, a study provided insights into the cognitive outcomes of accelerated programs for mathematically gifted students (Smedsrud et al., 2022). Their study suggested that while accelerated learning generally benefits these students, the level of cognitive challenge varies significantly. Acceleration helps alleviate academic stress and promotes a sense of connectedness, receiving positive feedback from students, parents, and educators (Shaunessy-Dedrick et al., 2022). This indicates that integrating social-emotional support into accelerated programs can substantially improve students' overall academic experience. Early-grade teachers

often lacked the mathematical expertise to challenge students adequately, affecting their cognitive development. In contrast, higher-grade teachers' increased competence led to greater cognitive engagement and academic achievement (Smedsrud, 2018). This highlights the importance of teacher expertise in successful accelerated programs. Effective implementation relies on teachers delivering content that meets gifted students' intellectual needs, underscoring the necessity for ongoing professional development to maximize acceleration benefits. Teachers generally endorse the implementation of acceleration in gifted education, with those who have experience working with accelerated learners being better informed and holding more favorable views on the practice (Kanlı, 2020).

Table 4. Articles associated with the theme "Educational Strategies and Program Design for Accelerated Learning".

No	Authors	Title	Year	Paper/Book	Extraction from Journal/Book
1	Boyle C.S.; Carpenter A.Y. (Boyle & Carpenter, 2023)	Leveraging School and University Partnerships to Provide Accelerated English Language Arts Instruction to Gifted and High Potential Middle School Learners	2023	Gifted Child Today	Underscore the importance of collaborative partnerships between schools and universities in developing effective acceleration models
2	Assouline S.G.; Lupkowski-Shoplik A.; Colangelo N. (Assouline et al., 2021)	Academic Acceleration: The Theory Applied	2021	From Giftedness to Gifted Education: Reflecting Theory in Practice	Details the efficacy of above-level testing and content acceleration in supporting gifted learners.
3	Lupkowski-Shoplik A.; Behrens W.A. (Lupkowski-Shoplik & Behrens, 2021)	What Do Counselors Need to Know About Academic Acceleration?	2021	Handbook for Counselors Serving Students with Gifts and Talents: Development, Relationships, School Issues, and Counselling Needs/Interventions	Provides counsellors with crucial information to guide decisions on academic acceleration for gifted students and support discussions with students, families, and educators about the potential impacts of such decisions. Academic acceleration is a well-researched strategy for aligning educational challenges with the needs of gifted students.
4	Chan D.W. (Chan, 2015)	Education for the Gifted and Talented	2015	International Encyclopedia of the Social & Behavioral Sciences: Second Edition	Discusses the necessity for differentiated curriculum and the implementation of programs that focus on tailoring the educational experience to match the intellectual capabilities of gifted students.

Continued

5	Scott K. (Scott, 2023)	Differentiation for Today's Gifted Learners	2023	Strategies and Considerations for Educating the Academically Gifted	Highlights the role of differentiation within the general education environment, emphasizing that even within traditional settings, educators can adapt curricula to provide appropriate challenges for gifted learners by acceleration.
6	Kronborg L.; Cornejo-Araya C. A. (Kronborg & Cornejo-Araya, 2018)	Gifted Educational Provisions for Gifted and Highly Able Students in Victorian schools, Australia	2018	Universitas Psychologica	Describes various acceleration options, including early entry and subject acceleration, which are tailored to meet the advanced needs of gifted students
7	Bin Yousef J.H. (Bin Yousef, 2021)	Accelerating Saudi Students into Higher Education Programs: Identifying Potential Educational Interventions to Expedite Development	2021	Scientific Journal of King Faisal University	Discusses the potential of acceleration interventions, such as grade skipping and university-based schools, to expedite the educational development of gifted students and facilitate their transition to higher education.
8	Finnan C.; Swanson J.D. (Miravete, 2023)	Accelerating the Learning of All Students: Cultivating Culture Change in Schools, Classrooms and Individuals	2018	Accelerating the Learning of all Students: Cultivating Culture Change in Schools, Classrooms and Individuals	Examine the factors within schools and classrooms that either support or obstruct the acceleration of learning for all students. Emphasize the need to shift individuals' beliefs about students, redefine adult roles in educational settings, reassess acceptable educational practices, adjust communication patterns, and recognize the importance of embracing change.
9	Miravete S. (Miravete, 2023)	Should Talented Students Skip a Grade? A Literature Review on Grade Skipping	2023	European Journal of Psychology of Education	Suggests that while grade skipping generally has positive effects, careful consideration of individual student needs and the provision of appropriate support structures is crucial for maximizing its benefits

Continued

10	McClarty K.L. (McClarty, 2015)	Life in the Fast Lane: Effects of Early Grade Acceleration on High School and College Outcomes	2015	Gifted Child Quarterly	Early grade acceleration has been shown to significantly enhance both high school and college outcomes for gifted students.
11	Ivarsson L. (Ivarsson, 2024)	Acceleration and Enrichment for Gifted Students – From the Perspective of Swedish Principals	2024	Athens Journal of Education	Examined and analyzed principals' views on acceleration and enrichment for gifted students, highlighting the importance of these strategies in effectively educating gifted learners.

Table 5. Articles associated with the theme "Social-Emotional Development and Well-being in Accelerated Learning Programs".

No	Authors	Title	Year	Journal/Paper	Extraction from Journal/Book
1	Schuur J. et al. (Schuur et al., 2021)	Social–Emotional Characteristics and Adjustment of Accelerated University Students: A Systematic Review	2021	Gifted Child Quarterly	A review focusing on university students who experienced acceleration indicates that acceleration can introduce social-emotional feelings.
2	Lee S.-Y. et al. (Lee et al., 2015)	Gifted Students' Perceptions of an Accelerated Summer Program and Social Support	2015	Gifted Child Quarterly	Highlight that accelerated programs help to find social support and develop peer connections.
3	Yeo L.; Riley T.; Dharan V. (Yeo et al., 2018)	Banter, Belonging, and Being Unique: Boys' Experiences of Acceleration in New Zealand	2018	Australasian Journal of Gifted Education	Discusses accelerated boys in New Zealand reported feelings about their social integration and their sense of belonging.
4	Kitsantas A.; Bland L.; Chirinos D.S. (Kitsantas et al., 2017)	Gifted Students' Perceptions of Gifted Programs: An Inquiry into Their Academic and Social-Emotional Functioning	2017	Journal for the Education of the Gifted	Findings suggest that gifted students find acceleration as supportive and inclusive and tend to exhibit better social-emotional adjustment.

Continued

5	Luckey Goudelock J.; Grantham T. (Luckey Goudelock & Grantham, 2023)	Applying Frasier Four A's to Promote Upstander Teachers for Academic Acceleration of Gifted Black Students	2023	Gifted Child Today	Acceleration serves as a valuable strategy for many high-ability students. It can be employed to ensure equitable opportunities in gifted education for gifted Black students by utilizing Frasier's Four A's framework: attitude, access, assessment, and accommodation.
6	Gronostaj A.; Werner E.; Bochow E.; Vock M. (Gronostaj et al., 2016)	How to Learn Things at School You Don't Already Know: Experiences of Gifted Grade-Skippers in Germany	2016	Gifted Child Quarterly	Grade-skipping, a particular type of acceleration, is an intervention utilized for gifted students. Quantitative research indicates that this form of acceleration is highly effective in enhancing academic achievement. In most cases, grade-skipping has improved both intellectual and social outcomes for students.
7	Rowlinson S.C.; Stephan E.A.; Maier J.R.A. (Rowlinson et al., 2017)	Work in Progress: Linking Clemson University General Engineering and South Carolina High Schools	2017	ASEE Annual Conference and Exposition, Conference Proceedings	Indicate that acceleration for gifted students is an effective, evolving, and expanding model for connecting public high schools with higher education in South Carolina while developing cognitively and socio emotionally.
8	Guignard J.-H.; Bacro F.; Guimard P. (Guignard et al., 2021)	School Life Satisfaction and Peer Connectedness of Intellectually Gifted Adolescents in France: Is There a Labeling Effect?	2021	New Directions for Child and Adolescent Development	Propose that providing emotional and social support within the academic environment can mitigate the negative effects of acceleration, as it foster peer connections and offer support.
9	Suldo S.M. et al. (Suldo et al., 2019)	Identifying High School Freshmen with Signs of Emotional or Academic Risk: Screening Methods Appropriate for Students in Accelerated Courses	2019	School Mental Health	High school freshmen enrolled in accelerated courses have specific risk and resiliency factors that need to be addressed in systematic efforts to monitor and support their academic and emotional well-being. The course appears to be effective in this regard.

Continued

10	Suldo S.M. et al. (Suldo et al., 2021)	A Motivational Interviewing Intervention for Adolescents in Accelerated High School Curricula: Applicability and Acceptability in a Second Sample	2021	Prevention Science	Discuss the efficacy of motivational interviewing interventions for adolescents in accelerated curricula, demonstrating that tailored interventions can enhance students' motivational and emotional resilience.
11	Wu J.; Assouline S.; McClurg V.M.; McCallum R.S. (Wu et al., 2022)	An Investigation of an Early College Entrance Program's Ability to Impact Intellectual and Social Development	2022	Roeper Review	The impact of acceleration via the early college entrance program at the University of Iowa National Academy of Arts, Sciences, and Engineering (NAASE) demonstrated a positive contribution to gifted students' overall development.

Table 6. Articles associated with the theme "Cognitive and Academic Outcomes in Accelerated Learning".

No	Authors	Title	Year	Journal/Paper	Extraction from Journal/Book
1	VanTassel-Baska J. (VanTassel-Baska, 2022)	Assumptions About Schooling: The Myths of Advanced Learning	2022	Gifted Child Today	Challenges common myths about advanced learning and advocates for educational approaches that address both cognitive and social needs that is underscoring the importance of debunking misconceptions and promoting practices that align with the advanced cognitive needs of gifted students. Acceleration helps the cognitive and social development of a gifted child.
2	Zaram G.N.; Singh P. (Zaram & Singh, 2018)	An Experimental Study of Self-Regulated Learning with Mathematically Gifted Pupils in Nigerian Primary Schools	2018	International Journal of Pedagogy and Curriculum	Acceleration not only facilitate advanced cognitive skills but also improve academic outcomes by enabling students to engage more deeply with the material.
3	Kadir; Rukman D.F. (Kadir, 2021)	Improving Students' Higher Order Mathematical Thinking Skills in Accelerated Classes Through Purdue Learning Model	2021	Journal of Physics: Conference Series	Acceleration increased skills such as analyzing, evaluating, and creating, demonstrating that acceleration combined with specific instructional models can enhance cognitive capabilities.

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4	Smedsrud J.H.; Nordahl-Hansen A.; Idsøe E. (Smedsrud, 2018)	Mathematically Gifted Students' Experience with Their Teachers' Mathematical Competence and Boredom in School: A Qualitative Interview Study	2022	Frontiers in Psychology	This study employs semi-structured interviews to explore the experiences of accelerated gifted math students in Norway. The results indicate that while some needs of these high-ability students are addressed, there is still significant progress required to create an ideal learning environment. Additionally, early education teachers often lack the mathematical expertise needed to adequately challenge and support gifted students, leading to lower-than-expected motivation among the students.
5	Shaunessy-Dedrick E. et al. (Shaunessy-Dedrick et al., 2022)	Acceptability of a Preventative Coping and Connectedness Curriculum for High School Students Entering Accelerated Curricula	2022	Journal for the Education of the Gifted	The findings indicate that acceleration aids in managing academic stress and fostering a sense of connectedness, and is well-received by students, parents, and educators. This suggests that incorporating social-emotional support within accelerated programs can significantly enhance students' overall academic experience.
6	Wardman J. (Wardman, 2017)	Full-year Acceleration of Gifted High School Students: A 360˚ View	2017	Giftedness and Talent: Australasian Perspectives	High level of satisfaction towards gifted children that were accelerated for a year with a good academic performance.
7	Smedsrud J. (Smedsrud, 2018)	Mathematically Gifted Accelerated Students Participating in an Ability Group: A Qualitative Interview Study	2018	Frontiers in Psychology	Each gifted child exhibits a unique rate of acceleration, and research indicates that some gifted children may not be adequately challenged. Before implementing an acceleration strategy, it is crucial to determine the appropriate range of acceleration needed to ensure its success.

Continued

8	Lee S.-Y. (Lee, 2021)	Supportive Environments for Developing Talents	2021	The Social and Emotional Development of Gifted Children: What do we Know?	Gifted college students recalled that teachers with in-depth knowledge of differentiation and who utilized diverse instructional methods significantly enhanced their motivation to learn. Additionally, extracurricular accelerated programs, math and science clubs, and enrichment activities played a crucial role in fostering their talents in these subjects.
9	Kanlı E. (Kanlı, 2020)	Turkish Teachers' Views on Acceleration	2020	Cypriot Journal of Educational Sciences	Acceleration consistently yields positive results, though misconceptions persist. In Türkiye, it is crucial to understand teachers' perspectives on acceleration. Findings reveal that teachers generally support its implementation in gifted education, and those with experience working with accelerated learners are more informed and hold more favorable views on the practice.
10	Kelly L. (Kelly, 2023)	Challenging Minds: Thinking Skills and Enrichment Activities	2023	Challenging Minds: Thinking Skills and Enrichment Activities	Frequently, gifted and advanced learners are simply accelerated without fostering their potential for creative thinking and problem-solving. To develop these skills, it is essential to engage students with creative research projects, imaginative thinking exercises, challenging debates, business planning, and philosophical inquiries.
11	Hertzog, NB; Lamb, KN; Mammadov, S (Hertzog et al., 2021)	Parent Perspectives on Sending Their Children to College Early	2021	Journal of Advanced Academics	Has feedback from parents their gifted child entering college early have more self-confidence, no problem in socializing even when there is an age gap and continue to learn accelerating in academics.

6. Discussion and Conclusion

Educational strategies and program designs for accelerated learning are central to unlocking the full academic potential of gifted students. A recurring theme in the literature emphasizes the importance of collaboration among educational institutions, such as partnerships between schools and universities, in developing and sustaining effective accelerated programs. These collaborations help ensure that acceleration methods, such as grade skipping and early college enrollment, are effectively implemented and supported. Research consistently shows that these approaches lead to significant academic achievements, particularly when combined with advanced opportunities like Advanced Placement (AP) courses. Accelerated students often outperform their peers academically, underscoring the benefits of such interventions. Additionally, counselors play a critical role in navigating the acceleration process, offering guidance to students, families, and educators, while addressing any social and emotional concerns that arise. Differentiated instruction within general education also enables gifted students to engage more deeply with content, further supporting their advanced learning needs.

In terms of social-emotional development, research indicates that gifted students in accelerated programs generally experience positive outcomes, despite concerns about potential negative effects. Accelerated students often display similar social-emotional traits as their non-accelerated peers. Key factors that support their successful adjustment include resilience, self-efficacy, a positive self-concept, and strong family support. Studies on interventions like grade skipping and specialized programs suggest that these approaches can improve peer relationships and social integration without negatively impacting emotional well-being. Indeed, such programs often enable gifted students to interact with peers who share similar abilities, thereby enhancing their self-confidence and maturity. While acceleration offers numerous advantages, individual experiences may vary depending on academic background, family support, and the specific type of acceleration implemented. Therefore, it is crucial to adopt tailored approaches to optimize social-emotional well-being. Ongoing research should focus on underrepresented groups to ensure that all gifted students receive equitable support.

Research on cognitive and academic outcomes associated with accelerated learning programs highlights several critical aspects of their effectiveness. Accelerated learning can prevent the boredom and underachievement often experienced in traditional classrooms. Teachers play a pivotal role in this process; those who possess strong subject knowledge and a thorough understanding of gifted students' needs are more adept at providing the necessary challenges and support. However, the effectiveness of acceleration can be hindered by a lack of adequately trained teachers, particularly in the early years. It is also essential to consider social and emotional factors, as supportive environments that address social challenges and stressors are crucial for success. Overall, well-designed accelerated learning programs enhance academic outcomes when they incorporate attention to cognitive and social-emotional factors, provide quality instruction, and create a sup-

portive learning environment.

7. Future Work

Future research on acceleration for gifted students should examine its effects on both academic and social dimensions. While acceleration shows academic benefits, its impact on students' social interactions and emotional well-being needs further exploration. Longitudinal studies and varied research methods will provide insights into how acceleration influences different aspects of gifted students' lives. Additionally, universities and schools should collaborate to design, evaluate, and refine acceleration programs. This partnership will help ensure that acceleration strategies are continuously improved, addressing both academic needs and social experiences to create a more effective framework for gifted education. for accelerating gifted students, thereby enhancing their educational outcomes and overall development.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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