




## Identifying Dimensions of Social Withdrawal in Academically Gifted Youth

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E d i t o r	R e v i e w e r s
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### 1. Round 1

#### 1.1. Reviewer 1

Reviewer:

The third paragraph of the introduction states: "Gifted adolescents face a unique set of psychosocial stressors..." This would be strengthened by specifying whether these stressors differ by gender or socio-economic status, as this would enhance the article's intersectional relevance.

In the fourth paragraph, where it is stated: "The emotional intensity and overexcitabilities frequently observed in gifted youth...", consider briefly defining "overexcitabilities" and citing Dabrowski's Theory of Positive Disintegration to offer theoretical grounding.

In the fifth paragraph, the claim "the asynchronous development often characteristic of gifted individuals..." would benefit from an operational definition of "asynchronous development" to clarify how the study conceptualizes this construct.

In the sixth paragraph, the sentence "Emotional regulation...is essential for forming and maintaining peer relationships." might benefit from a short discussion on whether these regulation difficulties manifest differently in early vs. late adolescence.

The ninth paragraph makes a compelling argument about social identity formation, but the sentence "gifted adolescents may choose to withdraw rather than compromise their identity" could be enhanced with a reference to identity theory literature (e.g., Erikson's developmental stages).

The tenth paragraph includes the phrase "not a homogeneous phenomenon but varies widely depending on personality traits...". Please specify which personality traits were most commonly reported by your participants (e.g., introversion, neuroticism).

In the demographic paragraph of the findings, the statement "Participants represented a range of cultural and ethnic backgrounds..." could be enriched by explaining whether cultural variables influenced withdrawal behaviors in any notable way.

In the first paragraph of the findings, where the participant quote states "If I say the wrong thing, everyone's going to think I'm weird...", it would be helpful to note whether this sentiment was shared equally across age groups or intensified at specific stages.

In the coping strategies discussion, the phrase "academic immersion as avoidance" is insightful. However, it would strengthen the argument to connect this behavior to broader psychological constructs, such as maladaptive perfectionism or avoidant coping styles.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

In the seventh paragraph, the authors assert: "giftedness is narrowly defined by academic performance...". It would be beneficial to include a concrete example or a reference to a specific national gifted program (e.g., in the U.S.) to illustrate this systemic limitation.

The eighth paragraph notes: "teachers may mistakenly interpret a student's withdrawal as disinterest or noncompliance...". Including a brief anecdote or participant quote here could enhance the narrative quality and evidentiary weight.

In the last paragraph of the introduction, the phrase "reframing emotional and social traits of the gifted..." would benefit from specifying how this reframing could influence school policies or therapeutic approaches.

In the methods section, under "Study Design and Participants," the phrase "purposive sampling from various educational institutions" could be improved by describing the exact inclusion/exclusion criteria in more detail. How were "gifted" classifications standardized across diverse regions?

Still in the methods section, under "Data Collection," the authors state: "based on a review of the literature...". It would be useful to include 2–3 key references that informed the construction of the interview protocol to enhance transparency.

In the data analysis section, the phrase "member checking, peer debriefing, and maintaining an audit trail..." is commendable. However, it would strengthen methodological rigor to briefly describe how member checking was conducted—e.g., by returning transcripts or interpretations to participants?

In the discussion section, the sentence "Many participants felt isolated due to a lack of shared interests..." could benefit from distinguishing between social withdrawal as an internal choice versus externally imposed exclusion, perhaps by referencing relevant coping theory literature.

In the third paragraph of the discussion, the sentence "Participants described being overwhelmed by school demands..." might be enhanced by exploring whether any reported school-based interventions had attempted to mitigate this pressure, even if unsuccessful.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.

