

## Research presentation

The mental health of gifted children has been researched before, but not from a Swedish point of view. A gifted person has great potential and, in addition to high intelligence, they are also highly creative, have high learning capacity, high learning speed and the ability for complex abstract thinking. The proportion of gifted is usually calculated at 3–5 percent, but as many as 15–20 percent of students may need more challenge in school. A gifted student who is in a responsive and flexible educational environment has a great chance to come far in his educational journey, but without identification and adequate support at school there is a risk that the gifted student's potential will be limited, and the mental health will be negatively affected.

In my research, I want to use a salutogenic perspective to show the importance of challenge in school for the mental health of gifted students. The aim is to increase knowledge about the relationship between the level of challenge in school and mental health issues by studying programs that include acceleration and enrichment.

I will direct the research towards Swedish schools that have, or are about to start, an activity or program aimed for gifted students in need of challenge, based on students in grade 4 to 8. I want to compare the mental health of gifted students who are included in a program, gifted students who did not get access to any program and the population. I also want to interview the operation manager of the programs, school leaders or staff from the student health care to see if I can find any common factors that affect students' mental health.