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Diferencias en el autoconcepto entre alumnado con altas capacidades y alumnado general: un metaanálisis desde 2005 hasta 2020.

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Material suplementario

Tabla S1a

Estrategia de búsqueda por base de datos

Base de datos	Número de registros	Estrategia de búsqueda
ERIC	8099	("gifted" OR "talented" OR "talent" OR "giftedness" OR "high ability" OR "above average") AND ("non-gifted" OR "non-talented" OR "non-high ability" OR "average student" OR "average children" OR "average ability" OR "average pupil") AND ("child" OR "children" OR "preadolescent" OR "adolescent" OR "young" OR "student" OR "pupil") AND ("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image") AND ("comparison" OR "cross-sectional" OR "observational" OR "intervention")
PsycINFO (EBSCO)	1035	("gifted" OR "talented" OR "talent" OR "giftedness" OR "high ability" OR "above average") AND ("child" OR "children" OR "preadolescent" OR "adolescent" OR "young" OR "student" OR "pupil") AND ("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image")
Scopus	1093	("gifted" OR "talented" OR "talent" OR "giftedness" OR "high ability" OR "above average") AND ("non-gifted" OR "non-talented" OR "non-high ability" OR "average student" OR "average children" OR "average ability" OR "average pupil") AND ("child" OR "children" OR "preadolescent" OR "adolescent" OR "young" OR "student" OR "pupil") AND ("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image")
EBSCO Academic Search Ultimate	917	
Web of Science	568	("gifted" OR "talented" OR "talent" OR "giftedness" OR "high ability" OR "above average") AND ("child" OR "children" OR "preadolescent" OR "adolescent" OR "young" OR "student" OR "pupil") AND ("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image")
Total	11712	

Tabla S1b

Estrategias de búsqueda por revistas especializadas

Revista	Número de registros	Estrategia de búsqueda
Gifted Child Quarterly	550 (140 desde 2005)	("gifted" OR "talented" OR "talent" OR "giftedness" OR "high ability") AND ("child" OR "children" OR "preadolescent" OR "adolescent" OR "young" OR "student" OR "pupil") AND ("self-concept" OR "physical self-concept" OR "perceived competence" OR "self-esteem" OR "physical self-worth" OR "physical perceived competence" OR "physical self-perception" OR "physical appearance" OR "body image")
Journal for the Education of the Gifted	322 (115 desde 2005)	
Journal of Advanced Academics	154 (94 desde 2005)	
Roeper Review	609 (137 desde 2005)	
High Ability Studies	145 (69 desde 2005)	
Total	1708 (555 desde 2005)	

Tabla S2a

Ítems para el análisis de la calidad basados en Viswanathan y Berkman (2012)

1. Are critical inclusion/exclusion criteria for gifted identification/selection clearly stated (does not require the reader to infer)?

Yes (2 points):

If these are based on IQ tests, authors provide the name of tests and cut-offs points.

If these are based on examinations, they provide the cut-off points or percentiles.

If these are based on nominations, criteria are reported.
When the three previous methods are used, studies must meet those specifications.
If these are based on attendance to a special school/class/track/programme for the gifted, criteria for qualification must be given following those specifications.

Partially (1 point):
Authors only name tests/examinations or cut-offs points (e.g. IQ scores or percentiles); teachers/parents' nominations; or attendance to a special school / class / track / programme for the gifted are solely stated.

No (0 points):
No information about the criteria for being considered as a gifted or high ability student is reported.

2. Are the inclusion/exclusion criteria measured using valid and reliable measures?

Yes (2 points):
Tests are of extensive use (i.e. WISC or Raven's); or data regarding the reliability or validity are reported for less well-known tests.
Examinations are standardised (i.e. SAT).

No (1 points):
Only based on teachers or parents' nominations with no guidance or complementary instrument.

Cannot determine (0 points):
No information about tests or examinations is reported.

3. Did the study apply inclusion/exclusion criteria for identification uniformly to all comparison groups/arms of the study?

Yes (3 points):
IQ tests, examinations or nominations are the same across the different samples of gifted students. Also, both gifted and nongifted took the IQ tests, examinations and/or were (or not) nominated (in this case, nongifted had the opportunity to be nominated but it was not the only inclusion procedure).

Partially (2 points):
Generally, nomination is the only procedure common between both groups. No IQ tests or examinations (neither their scores) of the nongifted are reported, but they belong to the same classes/school/areas.

No (1 point):
Nongifted students are chosen as a comparison group with no opportunity to be nominated.
Nongifted sample is a norming sample.

Cannot determine (0 points):
No information is given.

4. Was the strategy for recruiting participants into the study the same across study groups/arms of the study?

Yes (2 points):
It is clearly explained (i.e. all participants were chosen by using the same procedures).

No (1 point):
It is clearly explained (i.e. norming sample or different procedure for the nongifted).

Cannot determine (0 points):
No information is given.

5. What is the level of detail in describing the intervention or exposure?

High (2 points):
The study clearly reports details of gifted participants' labelling status and/or attendance in programmes or special classes/school, time since they started or activities that they do. Twice exceptional cases can also be reported.

Medium (1 point):
Only attendance or labelling is stated, with no further details.

Low (0 points):
There is no clue about whether gifted participant had been labelled or were attending to special programmes for the gifted.

6. Is the analysis of differences on self-concept between gifted and nongifted one of the (pre-specified) aims of the study?

Yes (2 points):
Clearly stated.

Partially (1 point):
It is not the main aim, but these differences are addressed.

No (0 points):

No, these can only be inferred from the reported data.

7. Is the selection of the comparison group appropriate, after taking into account feasibility and ethical considerations.

Yes (3 points):
Same age range, classes/schools or locations. Any especial consideration addressing the comparison group is reported if appropriate.
Partially (2 points):
Same age range, classes/schools or locations, but it cannot be ensured that there are no gifted students (according to the identification procedures on the study) within the comparison group or the recruiting procedure was not clear for the nongifted.
No (1 point):
Norming sample (procedures and data gathering could vary).
Cannot determine (0 points):
There is not enough data to specify.

8. Any attempt to balance the allocation between the groups (e.g., through stratification, matching, propensity scores).

Yes, or study accounts for imbalance between groups through a post hoc approach such as multivariate analysis (1 point):
Always when addressing differences in self-concept. Also matching is appropriate.
No or cannot determine (0 points):
Just comparison between groups.

9. Did researchers isolate the impact from a concurrent intervention or an unintended exposure that might bias results, e.g., through multivariate analysis, stratification, or subgroup analysis?

Yes (2 points):
Comparison between different types of gifted students or attending to different programmes for the gifted and/or gender or age/grade effects are considered, as long as these are considered when addressing differences on self-concept.
Partially (1 point):
Only the possible effects are taken into account but only in preliminary analyses or without taking into account the differences on self-concept.
No or do not know (0 points):
Concurrent intervention or unintended exposure is not described, and no other effects are considered.
NA:
Qualitative study

10. Were the outcome assessors blinded to the intervention or exposure status of participants?

Yes (1 point):
The researcher did not know which group the subject belonged to until the testing was completed.
No or NA (0 points):
Assessor cannot be blinded.

11. Are outcomes assessed using valid and reliable measures, implemented consistently across all study participants?

Yes (2 points):
Self-concept measurement instruments are clearly reported and widely used. If these are not of extensive use, data on reliability or validity are reported.
No (1 point):
No information about the measurement is given.
Cannot determine or measurement approach not reported (0 points):
Data on reliability or validity are not reported and the instruments are not widely used.

12. Does the analysis control for baseline differences between groups?

Yes (1 point):
Differences in SES, age, gender prevalence, group allocation or achievement are reported [considered in the analyses on self-concept].
No (0 points):
No preliminary analyses are given.

13. Are confounding and/or effect modifying variables assessed using valid and reliable measures across all study participants?

Yes (2 points):

These can be age, sex/gender, SES, previous achievement, group allocation. These are based on attendance or provided by school, institutions or parents.

Partially (1 point):

Self-reported.

No or cannot determine (0 points)

14. Were the important confounding and effect modifying variables taken into account in the design and/or analysis (e.g., through matching, stratification, interaction terms, multivariate analysis, or other statistical adjustment)?

Yes (2 points):

SES, age, gender prevalence, group allocation or achievement.

Only if these are considered within the analyses on differences of self-concept (analyses of variance, regressions, etc.) or were considered in the matching procedure.

Partially (1 point):

Some variables taken into account or adjustment achieved to some extent. Addressed, but no entered within the gifted-nongifted differences analyses

No or Cannot determine (0 points)

15. Are any important primary outcomes missing from the results?

Yes (0 points):

Self-concept differences are not reported by sex and dimension are missing.

Partially (1 point):

Self-concept differences are not reported by sex or dimension are missing.

No (2 points):

Self-concept differences are reported by sex and dimension are reported. Even by type of student (i.e. ability groupings).

16. Is the source of funding identified?

Yes (1 point):

Self-explained

No (0 points):

Self-explained

Tabla S2b

Puntuaciones y categorías de calidad basadas en Viswanathan y Berkman (2012)

Estudio	Ítem																Total abs.	% Total	Riesgo de sesgo
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
Alesi et al. (2015)	2	2	3	2	0	2	3	0	0	0	2	0	0	0	1	1	18	60.00	Medio
Al-Srour & Al-Oweidi (2016)	1	0	0	1	1	2	2	0	1	0	2	0	0	0	1	0	11	36.67	Alto
Amini (2005)	1	0	0	0	1	2	0	0	0	0	2	0	0	0	0	0	6	20.00	Alto
Benölken (2015)	1	0	0	1	1	2	2	0	1	0	2	0	1	1	2	0	14	46.67	Alto
Bénony (2007)	2	2	3	2	2	2	3	1	1	0	2	1	2	2	1	0	26	86.67	Bajo
Bergold et al. (2020)	2	2	3	2	2	1	3	1	2	1	2	1	1	2	1	1	27	90.00	Bajo
Edins (2010)	1	2	0	2	1	2	2	0	0	1	0	1	2	0	1	0	15	50.00	Alto
García, Canuto & Cebrián (2019) y García, Canuto & Palomares (2019)	0	0	2	0	0	2	2	0	0	1	2	0	2	0	1	0	12	40.00	Alto
Ghobary & Hejazi (2007)	1	0	0	0	1	2	2	1	1	0	2	0	2	1	2	0	15	50.00	Alto
Golle (2018)	1	1	3	2	2	1	3	1	2	1	2	1	2	2	0	1	25	83.33	Bajo
Hasanagić et al. (2019)	0	0	2	0	1	2	2	1	1	0	2	0	1	2	2	0	16	53.33	Medio
Herrmann et al. (2016) incluye Preckel & Brüll (2010)	1	2	3	2	1	2	3	0	1	0	2	1	0	1	1	1	21	70.00	Medio
Košir et al. (2016)	2	2	0	2	1	2	3	0	1	0	2	1	2	1	2	1	22	73.33	Medio
Kroesbergen et al. (2016)	2	2	3	2	0	2	3	1	2	0	2	1	2	1	1	1	25	83.33	Bajo
Lee et al. (2012b)	2	2	1	1	2	2	1	0	1	0	2	0	2	1	1	1	19	63.33	Medio
Li & Shi (2019)	2	2	3	2	1	1	3	0	0	0	2	1	0	0	1	1	19	63.33	Medio
Liem et al. (2015)	1	2	3	2	1	2	3	0	1	0	2	1	2	1	1	1	23	76.67	Bajo
López & Sotillo (2009)	2	2	3	0	1	2	0	1	1	0	2	0	0	1	1	1	17	56.67	Medio
Mofield & Parker (2018)	2	0	0	2	2	1	3	0	1	0	2	0	2	1	1	1	18	60.00	Medio
Preckel & Brüll (2008)	1	2	3	2	1	1	3	0	1	0	2	1	2	1	2	0	22	73.33	Medio
Preckel et al. (2008)	2	2	3	1	0	2	3	1	1	1	2	1	0	2	2	1	24	80.00	Bajo
Preckel et al. (2010)	1	2	3	2	1	1	3	0	1	0	2	1	0	1	1	0	19	63.33	Medio
Preckel et al. (2017) y Preckel et al. (2019)	2	2	3	2	2	1	3	0	2	0	2	1	1	2	1	1	25	83.33	Bajo
Rafati et al. (2014)	1	0	0	2	1	2	3	1	1	0	2	0	0	1	0	0	14	46.67	Alto
Riaz & Shahzad (2010)	2	2	3	2	0	2	3	0	0	0	2	0	1	0	1	0	18	60.00	Medio
Sarouphim (2011)	2	2	3	2	0	2	3	0	1	1	2	0	0	1	1	0	20	66.67	Medio
Shechtman & Silektor (2012)	2	2	0	2	2	2	3	0	2	0	2	1	2	2	1	0	23	76.67	Bajo
Shi et al. (2008)	2	2	3	0	2	2	2	0	2	0	2	0	2	2	2	1	24	80.00	Bajo
Song & Ahn (2014)	2	2	0	1	2	2	3	0	0	0	2	1	2	1	2	1	21	70.00	Medio
Veiga (2009)	2	0	3	0	0	2	0	0	0	1	2	0	0	0	0	0	10	33.33	Alto
Verschueren et al. (2019)	2	2	3	2	2	1	3	1	1	1	2	0	0	1	1	1	23	76.67	Bajo
Wirthwein et al. (2019)	2	2	3	2	2	2	3	1	2	1	2	1	1	2	1	0	27	90.00	Bajo
Yan & Haihui (2005)	1	0	0	0	2	2	2	0	0	0	2	0	0	0	1	0	10	33.33	Alto
Yeo & Garces-Bacsal (2014)	1	2	2	2	2	2	3	0	1	1	2	0	2	1	2	0	23	76.67	Bajo
Yeung et al. (2005)	1	0	2	2	2	2	3	0	2	0	2	0	2	2	1	0	21	70.00	Medio
Zeidner & Shani-Zinovich (2015)	2	2	3	2	1	2	3	0	2	0	2	1	2	2	2	0	26	86.67	Bajo
Máximo	**2**	**2**	**3**	**2**	**2**	**2**	**3**	**1**	**2**	**1**	**2**	**1**	**2**	**2**	**2**	**1**	**30**	**100.00**	

Table S3

Tamaños del efecto medios

	Todos									Sin Al-Srour & Al-Oweidi (2016)								
Dimensión	**N**	**k**	***g***	**95% IC**		***Q***	***I*²(%)**	**Rango TE**		**N**	**k**	***g***	**95% IC**		***Q***	***I*²(%)**	**Rango TE**	
				LI	**LS**			**Min**	**Max**				**LI**	**LS**			**Min**	**Max**
ACG	20	29	0.24**	0.06	0.41	246.85***	88.66	-0.75***	1.42***	19	28	0.19*	0.04	0.35	170.09***	84.13	-0.75***	1.08***
ACA	21	32	0.45***	0.28	0.63	362.41***	91.45	-0.84**	2.14***	20	31	0.42***	0.26	0.59	306.41***	90.21	-0.84**	2.14***
ACM	12	17	0.60***	0.44	0.76	111.31***	85.63	0.17*	1.42***	11	16	0.56***	0.41	0.70	79.81***	91.21	0.17*	1.42***
ACV	8	10	0.20	-0.06	0.47	155.35***	94.21	-0.65**	1.45***	7	9	0.07	-0.13	0.27	68.62***	88.34	-0.65**	0.41
ACS [a]	17	28	-0.05	-0.19	0.10	185.18***	85.42	-0.71**	1.41***	16	27	-0.10*	-0.20	-0.00	69.60***	62.64	-0.71**	0.44
ACAS	4	6	-0.11	-0.32	0.10	16.52**	69.73	-0.63**	0.11	4	6	-0.11	-0.32	0.10	16.52**	69.73	-0.63**	0.11
ACP	3	5	-0.09	-0.25	0.07	6.58	39.21	-0.28**	0.32	3	5	-0.09	-0.25	0.07	6.58	39.21	-0.28**	0.32
ACIg	11	18	-0.06	-0.29	0.17	167.23***	89.83	-0.76	1.41***	10	17	-0.14	-0.29	0.01	54.42***	70.60	-0.76	0.53
ACPad	5	9	-0.03	-0.34	0.28	37.44***	78.63	-1.22***	0.75***	5	9	-0.03	-0.34	0.28	37.44***	78.63	-1.22***	0.75***
ACEm [a]	6	10	0.19	-0.08	0.46	93.25***	90.35	-0.30**	1.14***	5	9	0.03	-0.12	0.19	21.85**	63.39	-0.30**	0.647*
ACFel	3	5	0.12	-0.09	0.32	10.22*	60.88	-1.12	0.36*	3	5	0.12	-0.09	0.32	10.22*	60.88	-1.12	0.36*
ACFA	3	5	0.20	-0.06	0.45	15.21**	73.71	-0.20	0.96**	3	5	0.20	-0.06	0.45	15.21**	73.71	-0.20	0.96**
ACEE	3	5	0.19	-0.37	0.76	89.57***	95.53	-0.30**	1.14***	2	4	-0.12	-0.32	0.09	6.53	54.09	-0.30**	0.22
ACC-H [a]	9	14	0.04	-0.21	0.29	115.47***	88.74	-1.16***	1.35***	8	13	-0.02	-0.16	0.12	29.30**	59.04	-1.16***	0.23**
ACC	6	10	0.09	-0.01	0.19	10.91	17.54	-0.68*	0.23**	6	10	0.09	-0.01	0.19	10.91	17.54	-0.68*	0.23**
ACH	3	4	0.00	-1.08	1.09	87.22***	96.56	-1.16***	1.35***	2	3	-0.43	-1.03	0.17	8.52**	78.99	-1.16***	-0.00
ACFis [a]	10	18	-0.11	-0.30	0.09	132.24***	87.14	-0.49*	1.07***	9	17	-0.23***	-0.34	-0.11	37.70**	57.56	-0.49*	0.38
ACAF	9	16	-0.09	-0.31	0.13	118.91***	87.39	-0.50*	1.10**	8	15	-0.22**	-0.36	-0.07	38.76***	63.88	-0.50*	1.10*
ACCD	5	7	0.12	-0.31	0.54	84.40***	92.89	-0.35	1.19***	4	6	-0.07	-0.24	0.09	7.88	36.52	-0.35	0.16

Nota. N: número de estudios; k: número de muestras; *g*: estadístico de Hedges; IC: intervalo de confianza; LI: límite inferior; LS: límite superior; *Q* e I^2: estadísticos de heterogeneidad; TE: tamaño del efecto. ACG: autoconcepto global; ACA: académico; ACM: matemático; ACV: verbal; ACS: social; ACAS: aceptación social; ACP: popularidad; ACIg: relaciones con iguales, ACPad: relaciones con padres; ACEm; emocional, ACFel: felicidad; AC-FA: falta de ansiedad; ACEE: estabilidad emocional, ACC-H: conductual-honestidad; ACC: conductual, ACH: honestidad; ACFis: físico, ACAF: apariencia física; ACCD: competencia deportiva.

[a] Índices combinados.

*p < .05. **p < .01. ***p < .001.

Table S4

Análisis de moderadores completos

Dimensión	Moderadores	Q_B	k	*g*	95% IC		*Q*	I^2 (%)
					LL	UL		
ACG	**General**		28	0.19*	0.04	0.35	170.09***	84.13
	Procedencia	2.16						
	Orientales		15	0.30*	0.07	0.53	105.81***	86.77
	Occidentales		13	0.06	-0.16	0.28	57.39***	79.09
	Área geográfica	9.61*						
	Asia		7	-0.05	-0.36	0.26	17.45**	65.61
	EE.UU.-Canadá		2	0.20	-0.60	1.01	9.35***	89.30
	Europa		11	0.02	-0.20	0.25	33.20***	69.88
	Oriente Medio		8	0.55***	0.25	0.84	75.78***	90.76
	Sexo	0.89						
	Mujeres		5	0.05	-0.32	0.42	8.79	54.51
	Hombres		5	0.36	-0.16	0.88	20.56***	80.54
	Edad	1.96						
	Adolescencia		17	0.30**	0.08	0.51	109.67***	85.41
	Infancia		8	0.08	-0.14	0.30	17.58*	60.17
	Edad 2	16.07**						
	ATem		8	0.31	-0.14	0.75	63.48***	88.97
	ATem;ATar		6	0.33**	0.09	0.57	20.51**	75.63
	ATar		3	0.05	-0.40	0.51	10.50**	80.96
	IM		7	0.02	-0.23	0.27	13.98*	57.07
	IM;ATem		3	-0.23	-0.97	0.51	17.17***	88.35
	IM;ATem;ATar		1	0.58***	0.39	0.78	0.00	0.00
	Identificación	5.13						
	Múltiple		17	0.04	-0.15	0.24	70.20***	77.21
	Sólo nominación		1	0.10	-0.01	0.20	0.00	0.00
	Sólo CI		5	0.57*	0.08	1.06	21.56***	81.44
	Otros		5	0.32	-0.05	0.69	33.83***	88.18
	CI > 130	0.96						
	No		8	0.01	-0.31	0.34	24.91***	71.90
	Sí		7	0.33	-0.21	0.88	54.17***	88.92
	Participación especial	39.89***						
	Admisión temprana a la universidad		2	-0.17	-0.47	0.12	0.27	0.00
	Enriquecimiento extra-curricular		1	0.10	-0.01	0.20	0.00	0.00
	Programa de verano extracurricular		1	0.58***	0.39	0.78	0.00	0.00
	No		9	0.30	-0.13	0.72	80.75***	90.09
	Parcialmente		2	0.01	-0.84	0.85	2.95	66.08
	Pull-out		1	0.03	-0.17	0.22	0.00	0.00
	Centro especial		4	0.48***	0.29	0.68	4.69	36.06
	Clases especiales		8	-0.05	-0.29	0.20	18.47*	62.10
	Participación especial	0.39						
	No		9	0.30	-0.13	0.72	80.75***	90.09
	Sí		17	0.16*	0.01	0.31	70.49***	77.30
	Instrumento	3.72						
	Coopersmith		5	0.41**	0.14	0.68	12.18*	67.15
	Otros		8	0.17	-0.26	0.61	48.59***	85.59
	Piers-Harris		6	0.19	-0.22	0.59	54.54***	90.83
	SDQ		5	0.09	-0.10	0.28	8.41	52.43
	SPPC/SPPA		4	0.03	-0.64	0.70	24.67***	87.84
	Riesgo de sesgo	14.40***						
	Alto		8	0.14	-0.18	0.45	41.01***	82.93
	Bajo		9	-0.07	-0.23	0.10	19.58*	59.14
	Moderado		11	0.49***	0.25	0.72	43.08***	76.79
Dimensión	**Moderadores**	Q_B	**k**	*g*	95% IC		*Q*	I^2 (%)
					LI	LS		
ACA	**General**		31	0.42***	0.26	0.59	306.41***	90.21

Procedencia	0.21						
Orientales		15	0.38**	0.11	0.65	183.60***	92.37
Occidentales		16	0.46***	0.25	0.67	120.71***	87.57
Área geográfica	17.62***						
Asia		10	0.18	-0.11	0.47	43.59***	79.35
EE.UU.-Canadá		2	0.91***	0.66	1.15	2.367	57.76
Europa		14	0.38***	0.19	0.58	62.40***	79.17
Oriente Medio		5	0.72***	0.25	1.19	102.50***	96.10
Sexo	0.01						
Mujeres		7	0.42**	0.15	0.68	13.83*	56.63
Hombres		6	0.44*	0.09	0.78	21.62***	76.87
Edad	1.20						
Adolescencia		17	0.49***	0.24	0.74	207.87***	92.30
Infancia		8	0.30*	0.06	0.54	20.15**	65.26
Edad2	35.88***						
ATem		10	0.62*	0.14	1.09	190.15***	95.27
ATem;ATar		3	0.33***	0.14	0.52	3.47	42.32
ATar		4	0.32*	0.03	0.61	12.18**	75.36
IM		8	0.30*	0.06	0.54	20.15**	65.26
IM;ATem		5	0.24	-0.15	0.63	19.42***	79.40
IM;ATem;ATar		1	1.02***	0.82	1.22	0.00	0.00
Identificación	9.58*						
Múltiple		24	0.44***	0.30	0.58	101.79***	77.41
Sólo rendimiento		2	0.42	-0.54	1.38	37.76***	97.35
Sólo CI		2	0.66	-2.26	3.58	73.05***	98.63
Sólo nominación		1	0.17**	0.06	0.27	0.00	0.00
Otros		2	0.12	-0.73	0.97	8.13**	87.70
CI > 130	0.00						
No		11	0.32*	0.07	0.57	47.93***	79.14
Sí		8	0.32***	0.13	0.50	23.24**	69.88
Participación especial	61.12***						
Admisión temprana		2	0.12	-0.73	0.97	8.13**	87.70
Enriquecimiento extra-curricular		1	0.17**	0.06	0.27	0.00	0.00
Programa de verano extracurricular		1	1.02***	0.82	1.22	0.00	0.00
No		9	0.69**	0.25	1.13	84.75***	90.56
Parcialmente		2	0.56	-0.33	1.44	3.06	67.31
Pull-out		1	0.45***	0.26	0.65	0.00	0.00
Clases especiales		15	0.27**	0.08	0.45	87.99***	84.09
Participación especial	2.65						
No		9	0.69**	0.25	1.13	84.75***	90.56
Sí		20	0.30***	0.14	0.47	160.37***	88.15
Instrumento	1.89						
Otros		10	0.29*	0.00	0.59	61.42***	85.35
Piers-Harris		6	0.69*	0.12	1.25	103.01***	95.15
SDQ		11	0.33***	0.16	0.50	48.11***	79.22
SPPC/SPPA		4	0.53	-0.11	1.17	22.21***	86.49
Riesgo de sesgo	11.95**						
Alto		4	0.46	-0.08	1.00	22.43***	86.62
Bajo		14	0.17*	0.02	0.32	68.71***	81.08
Moderado		13	0.73***	0.45	1.02	84.09***	85.73

Dimensión	**Moderadores**	Q_B	**k**	g	**95% IC**		Q	I^2 **(%)**
					LI	**LS**		
ACM	**General**		16	0.56***	0.41	0.70	79.81***	81.21
	Procedencia / Área geográfica	18.70**						
	Orientales / Asia		3	0.18**	0.06	0.31	0.23	0.00
	Occidentales / Europa		13	0.64***	0.47	0.80	61.91***	80.62
	Sexo	0.54						
	Mujeres		4	0.83*	0.20	1.46	22.03***	86.38
	Hombres		4	0.58***	0.39	0.77	2.41	0.00

Edad	0.02						
Adolescencia		9	0.58***	0.31	0.86	52.45***	84.75
Infancia		4	0.61***	0.32	0.91	26.57***	88.71
Edad2	5.90						
ATem		4	0.51*	0.12	0.91	29.11***	89.69
ATem;ATar		2	0.88***	0.47	1.28	0.62	0.00
ATar		3	0.51	-0.03	1.06	12.47**	83.96
IM		4	0.61***	0.32	0.91	26.57***	88.71
IM;ATem		3	0.40***	0.27	0.53	0.67	0.00
Identificación	18.69***						
Múltiple		7	0.65***	0.42	0.89	31.64***	81.04
Sólo rendimiento		1	0.17*	0.03	0.31	0.00	0.00
Sólo CI		5	0.73***	0.40	1.05	14.19**	71.82
Sólo nominación		1	0.33***	0.22	0.43	0.00	0.00
Otros		2	0.25	-0.05	0.54	0.02	0.00
CI > 130	8.45**						
No		7	0.52***	0.36	0.69	17.24**	65.19
Sí		3	0.96***	0.72	1.20	0.85	0.00
Participación especial	5.22						
Admisión temprana		2	0.25	-0.05	0.54	0.02	0.00
Enriquecimiento extra-curricular		3	0.72*	0.13	1.31	25.85***	92.26
No		5	0.73***	0.40	1.05	14.19**	71.82
Clases especiales		6	0.47***	0.27	0.67	26.81***	81.35
Participación especial	1.62						
No		5	0.73***	0.40	1.05	14.19**	71.82
Sí		11	0.49***	0.33	0.65	53.61***	81.35
Instrumento	5.14*						
Otros		7	0.79***	0.48	1.10	27.05***	77.82
SDQ		9	0.40***	0.27	0.54	28.30***	71.73
Riesgo de sesgo	0.47						
Alto		4	0.60*	0.07	1.13	21.21***	85.86
Bajo		8	0.50***	0.32	0.68	38.18***	81.67
Moderado		4	0.61***	0.33	0.90	9.86*	69.56

Dimensión	**Moderadores**	Q_B	**k**	g	**95% IC**		Q	I^2 **(%)**
					LI	**LS**		
ACV	**General**		9	0.07	-0.13	0.27	68.62***	88.34
	Procedencia / Área geográfica	7.46**						
	Orientales / Asia		3	-0.25	-0.54	0.05	5.13	61.03
	Occidentales / Europa		6	0.22	0.06	0.39	20.22**	75.27
	Sexo	0.11						
	Mujeres		1	0.41	-0.15	0.97	0.00	0.00
	Hombres		1	0.29	-0.12	0.70	0.00	0.00
	Edad	28.43***						
	Adolescencia		4	-0.26*	-0.46	-0.06	5.78	48.07
	Infancia		2	0.33***	0.25	0.41	0.86	0.00
	Edad2	49.64***						
	ATem		1	-0.18*	-0.31	-0.04	0.00	0.00
	ATar		3	-0.32	-0.64	0.01	4.55	56.04
	IM		2	0.33***	0.25	0.41	0.86	0.00
	IM;ATem		3	0.27***	0.14	0.40	0.26	0.00
	Identificación	54.85***						
	Múltiple		4	0.32***	0.23	0.42	1.61	0.00
	Sólo nominación		1	0.30***	0.20	0.41	0.00	0.00
	Sólo rendimiento		1	-0.18*	-0.31	-0.04	0.00	0.00
	Sólo CI		1	-0.32*	-0.61	-0.04	0.00	0.00
	Otros		2	-0.32	-0.95	0.32	4.54*	77.98
	CI > 130	18.22***						
	No		4	0.32***	0.23	0.42	1.61	0.00
	Sí		1	-0.32*	-0.61	-0.04	0.00	0.00
	Participación especial	19.40***						

	Admisión temprana		2	-0.32	-0.95	0.32	4.54*	77.98
	Enriquecimiento extra-curricular		1	0.30***	0.20	0.41	0.00	0.00
	No		1	-0.32*	-0.61	-0.04	0.00	0.00
	Clases especiales		5	0.21	-0.06	0.48	36.37***	89.00
	Participación especial	6.33*						
	No		1	-0.32*	-0.61	-0.04	0.00	0.00
	Sí		8	0.12	-0.08	0.32	56.39***	87.59
	Instrumento	6.33*						
	Otros		1	-0.32*	-0.61	-0.04	0.00***	0.00
	SDQ		8	0.12	-0.08	0.32	56.39	87.59
	Riesgo de sesgo	8.51*						
	Alto		2	-0.32	-0.95	0.32	4.54*	77.98
	Bajo		4	0.03	-0.25	0.31	43.03***	93.03
	Moderado		3	0.38***	0.25	0.50	0.18	0.00
Dimensión	**Moderadores**	Q_B	**k**	g	**95% IC**		Q	I^2 **(%)**
					LI	**LS**		
ACS	**General**		27	-0.10*	-0.20	0.00	69.60***	62.64
	Procedencia	2.72						
	Orientales		11	-0.19***	-0.28	-0.09	11.46	12.75
	Occidentales		16	-0.05	-0.18	0.08	42.41***	64.63
	Área geográfica	3.81						
	Asia		6	-0.11	-0.32	0.10	5.50	9.12
	EE.UU.-Canadá		2	0.03	-0.15	0.21	9.26**	89.20
	Europa		14	0.02	-0.05	0.09	33.16**	60.79
	Oriente Medio		5	-0.20***	-0.29	-0.11	5.33	24.95
	Sexo	2.16						
	Mujeres		6	-0.35***	-0.50	-0.19	1.70	0.00
	Hombres		6	-0.09	-0.40	0.22	17.61**	71.61
	Edad	0.00						
	Adolescencia		17	-0.08	-0.19	0.03	37.75**	57.62
	Infancia		6	-0.08	-0.37	0.21	13.14*	61.95
	Edad	22.32***						
	ATem		10	0.01	-0.14	0.16	17.96*	49.89
	ATem;ATar		3	-0.12	-0.33	0.09	4.35	54.05
	ATar		4	-0.25***	-0.38	-0.12	1.97	0.00
	IM		6	-0.08	-0.37	0.21	13.14*	61.95
	IM;ATem		3	-0.56***	-0.85	-0.27	0.36	0.00
	IM;ATem;ATar		1	0.13	-0.06	0.33	0.00	0.00
	Identificación	12.72*						
	Múltiple		19	-0.17*	-0.30	-0.04	45.23***	60.20
	Sólo nominación		1	0.04	-0.06	0.15	0.00	0.00
	Sólo rendimiento		1	0.32*	0.04	0.60	0.00	0.00
	Sólo CI		4	0.03	-0.10	0.15	3.24	7.26
	Otros		2	-0.09	-0.39	0.21	0.19	0.00
	CI > 130	0.09						
	No		10	-0.17	-0.39	0.04	22.04**	59.16
	Sí		8	-0.13	-0.28	0.01	18.33*	61.81
	Participación especial	24.56***						
	Admisión temprana		2	-0.09	-0.39	0.21	0.19	0.00
	Enriquecimiento extra-curricular		1	0.04	-0.06	0.15	0.00	0.00
	Programa de verano extracurricular		1	0.13	-0.06	0.33	0.00	0.00
	No		9	0.06	-0.07	0.19	12.32	35.08
	Parcialmente		2	-0.08	-1.07	0.91	4.01*	75.07
	Pull-out		1	-0.28**	-0.47	-0.08	0.00	0.00
	Clases especiales		11	-0.30***	-0.45	-0.14	18.56*	46.12
	Participación especial 2	7.77**						
	No		9	0.06	-0.07	0.19	12.32	35.08
	Sí		16	-0.20**	-0.32	-0.07	44.39***	66.21
	Instrumento	2.14						

Otros		13	-0.19*	-0.37	-0.01	43.60***	72.48
Piers-Harris		5	-0.09	-0.25	0.07	6.58	39.21
SDQ		5	-0.02	-0.17	0.14	5.86	31.75
SPPC/SPPA		4	-0.04	-0.38	0.31	6.60	54.57
Riesgo de sesgo	0.08						
Alto		4	-0.11	-0.52	0.31	12.97**	76.87
Bajo		13	-0.12*	-0.23	0.00	30.43**	60.57
Moderado		10	-0.08	-0.30	0.13	25.38**	64.53

Dimensión	**Moderadores**	Q_B	**k**	***g***	**95% IC**		***Q***	I^2 **(%)**
					LI	**LS**		
ACAS	**General**		6	-0.11	-0.32	0.10	16.52**	69.73
	Procedencia							
	Occidentales							
	Área geográfica	3.03						
	EE.UU.-Canadá		1	0.11	-0.08	0.31	0.00	0.00
	Europa		5	-0.03	-0.15	0.09	15.08**	73.48
	Sexo	0.02						
	Mujeres		1	-0.58*	-1.14	-0.02	0.00	0.00
	Hombres		1	-0.63**	-1.05	-0.22	0.00	0.00
	Edad	16.48***						
	ATem		2	0.08	-0.05	0.21	0.01	0.00
	IM		1	-0.24	-0.71	0.23	0.00	0.00
	IM;ATem		2	-0.61***	-0.95	-0.28	0.02	0.00
	IM;ATem;ATar		1	0.11	-0.08	0.31	0.00	0.00
	Edad	1.64						
	Adolescencia		2	0.08	-0.05	0.21	0.01	0.00
	Infancia		1	-0.24	-0.71	0.23	0.00	0.00
	Identificación	2.87						
	Múltiple		4	-0.30	-0.72	0.12	13.89**	78.40
	Sólo CI		2	0.08	-0.05	0.21	0.01	0.00
	IQ ≥ 130	2.43						
	No		4	-0.30	-0.71	0.11	14.13**	78.76
	Sí		1	0.07	-0.16	0.30	0.00	0.00
	Participación especial_1	14.84***						
	Programa de verano extracurricular		1	0.11	-0.08	0.31	0.00	0.00
	No		3	0.06	-0.07	0.18	1.65	0.00
	Clases especiales		2	-0.61***	-0.95	-0.28	0.02	0.00
	Participación especial_2	1.72						
	No		3	0.06	-0.07	0.18	1.65	0.00
	Sí		3	-0.33	-0.90	0.23	13.46**	85.14
	Instrumento	0.69						
	Otros		4	-0.19	-0.51	0.13	14.25**	78.95
	SPPC/SPPA		2	0.00	-0.31	0.32	1.83	45.25
	Riesgo de sesgo	1.72						
	Bajo		3	0.06	-0.07	0.18	1.65	0.00
	Moderado		3	-0.33	-0.90	0.23	13.46**	85.14

Dimensión	**Moderadores**	Q_B	**k**	***g***	**95% IC**		***Q***	I^2 **(%)**
					LI	**LS**		
ACP	**General**		5	-0.09	-0.25	0.07	6.58	39.21

Dimensión	**Moderadores**	Q_B	**k**	***g***	**95% IC**		***Q***	I^2 **(%)**
					LI	**LS**		
ACIg	**General**		17	-0.14	-0.29	0.01	54.42***	70.60
	Procedencia	6.82**						
	Orientales		8	-0.31***	-0.48	-0.13	11.61	39.73
	Occidentales		9	0.01	-0.15	0.18	19.14*	58.21
	Área geográfica	6.18						
	Asia		6	-0.33**	-0.54	-0.12	11.10*	54.97
	EE.UU.-Canadá		2	0.10	-0.09	0.28	2.96	66.19
	Europa		7	0.04	-0.04	0.13	15.92*	62.31

	Oriente Medio		2	-0.28***	-0.43	-0.14	0.41	0.00
	Sexo	3.48						
	Mujeres		5	-0.36***	-0.53	-0.20	1.75	0.00
	Hombres		5	0.02	-0.35	0.39	16.08**	75.13
	Edad	0.36						
	Adolescencia		11	-0.19*	-0.38	0.00	29.12**	65.66
	Infancia		4	-0.06	-0.44	0.32	8.88*	66.22
	Edad2	16.04**						
	ATem		7	-0.11	-0.43	0.21	21.36**	71.92
	ATar		4	-0.30***	-0.43	-0.17	0.71	0.00
	IM		4	-0.06	-0.44	0.32	8.88*	66.22
	IM;ATem		1	-0.42	-1.00	0.15	0.00	0.00
	IM;ATem;ATar		1	0.16	-0.04	0.35	0.00	0.00
	Identificación	16.18**						
	Múltiple		12	-0.16	-0.36	0.03	34.76***	68.36
	Sólo rendimiento		1	0.32*	0.04	0.60	0.00	0.00
	Sólo CI		1	-0.42	-1.00	0.15	0.00	0.00
	Sólo nominación		1	0.05	-0.06	0.15	0.00	0.00
	Otros		2	-0.36*	-0.66	-0.06	0.10	0.00
	CI > 130	0.27						
	No		6	-0.19	-0.56	0.18	16.77**	70.18
	Sí		3	-0.29***	-0.43	-0.16	0.61	0.00
	Participación especial	19.02**						
	Admisión temprana		2	-0.36*	-0.66	-0.06	0.10	0.00
	Enriquecimiento extra-curricular		1	0.05	-0.06	0.15	0.00	0.00
	Programa de verano extracurricular		1	0.16	-0.04	0.35	0.00	0.00
	No		3	0.09	-0.30	0.47	8.68*	76.96
	Parcialmente		2	-0.08	-1.07	0.91	4.01*	75.07
	Clases especiales		8	-0.30**	-0.49	-0.12	11.51	39.21
	Participación especial	1.84						
	No		3	0.09	-0.30	0.47	8.68*	76.96
	Sí		11	-0.20*	-0.37	-0.03	38.57**	71.48
	Instrumento	0.93						
	Otros		9	-0.21	-0.45	0.02	26.99***	70.36
	SDQ		5	-0.11	-0.34	0.11	11.31*	64.65
	SPPC/SPPA		3	0.03	-0.44	0.51	5.01	60.04
	Riesgo de sesgo	1.63						
	Alto		4	-0.15	-0.55	0.24	11.99**	74.97
	Bajo		8	-0.23*	-0.45	-0.01	28.38***	75.33
	Moderado		5	0.01	-0.28	0.29	11.02*	63.69
Dimensión	**Moderadores**	Q_B	**k**	g	**95% IC**		Q	I^2 **(%)**
					LI	**LS**		
ACPad	**General**		9	-0.03	-0.34	0.28	37.44***	78.63
	Procedencia	2.83						
	Orientales		6	0.22	-0.09	0.53	10.12	50.57
	Occidentales		3	-0.50	-1.28	0.28	22.60***	91.15
	Área geográfica	21.17***						
	Asia		6	0.22	-0.09	0.53	10.12	50.57
	EE.UU.-Canadá		1	-1.22***	-1.75	-0.69	0.00	0.00
	Europa		2	-0.09	-0.49	0.31	2.25	55.47
	Sexo	0.12						
	Mujeres		2	0.14	-0.39	0.66	0.31	0.00
	Hombres		2	0.01	-0.51	0.52	1.99	49.82
	Edad	4.79						
	ATem		2	-0.06	-0.53	0.42	1.35	25.81
	ATar		2	0.46	-0.12	1.03	3.64	72.52
	IM		4	-0.22	-0.82	0.38	21.86***	86.27
	IM;ATem		1	-0.41	-0.98	0.17	0.00***	0.00
	Edad	1.48						
	Adolescencia		4	0.24	-0.20	0.68	9.61*	68.79

	Infancia		4	-0.22	-0.82	0.38	21.86***	86.27
	Identificación	4.99						
	Múltiple		5	-0.20	-0.77	0.37	18.72***	78.63
	Sólo nominación		1	0.04	-0.06	0.14	0.00	0.00
	Sólo CI		1	-0.41	-0.98	0.17	0.00	0.00
	Otros		2	0.46	-0.12	1.03	3.64	72.52
	IQ ≥ 130	1.75						
	No		4	0.03	-0.27	0.33	2.54	0.00
	Sí		1	-0.41	-0.98	0.17	0.00	0.00
	Participación especial	3.39						
	Admisión temprana a la universidad		2	0.46	-0.12	1.03	3.64	72.52
	Enriquecimiento extra-curricular		1	0.04	-0.06	0.14	0.00	0.00
	Clases especiales		6	-0.24	-0.71	0.23	18.90**	73.55
	Participación especial_2							
	Sí		9	-0.03	-0.34	0.28	37.44***	78.63
	Instrumento	2.69						
	Otros		6	-0.24	-0.71	0.23	18.90**	73.55
	SDQ		3	0.28	-0.13	0.70	10.26**	80.50
	Riesgo de sesgo	0.05						
	Alto		3	-0.09	-1.16	0.97	32.62***	93.87
	Bajo		6	0.03	-0.07	0.12	4.78	0.00
Dimensión	**Moderadores**	Q_B	**k**	g	**95% IC**		Q	I^2 **(%)**
					LI	**LS**		
ACEm	**General**		9	0.03	-0.12	0.19	21.85**	63.39
	Procedencia	1.84						
	Orientales		7	-0.01	-0.16	0.15	17.23**	65.18
	Occidentales		2	0.35	-0.14	0.85	1.56	36.06
	Área geográfica	2.80						
	Asia		2	0.15	-0.15	0.45	0.22	0.00
	Europa		2	0.33	-0.06	0.73	1.56	36.06
	Oriente Medio		5	-0.04	-0.13	0.05	15.56**	74.28
	Sexo	0.62						
	Mujeres		1	-0.19	-0.40	0.02	0.00	0.00
	Hombres		1	-0.30*	-0.49	-0.11	0.00	0.00
	Edad	0.15						
	Adolescencia		8	0.03	-0.13	0.19	21.53**	67.49
	Infancia		1	0.13	-0.37	0.64	0.00	0.00
	Edad2	3.78						
	ATem		1	0.08	-0.20	0.36	0.00	0.00
	ATem;ATar		3	0.15	-0.03	0.34	3.43	41.76
	ATar		4	-0.12	-0.32	0.09	6.53	54.09
	IM		1	0.13	-0.37	0.64	0.00	0.00
	Identificación	0.50						
	Múltiple		6	0.01	-0.19	0.21	19.88**	74.85
	Otros		3	0.11	-0.09	0.32	0.33	0.00
	CI > 130	1.10						
	Desconocido [a]		5	0.11*	0.00	0.22	1.04	0.00
	Sí		4	-0.05	-0.34	0.23	9.71*	69.10
	Participación especial	5.38						
	Admisión temprana a la universidad		2	0.15	-0.15	0.45	0.22	0.00
	No		3	0.19	-0.09	0.48	2.62	23.73
	Pull-out		1	0.17	-0.03	0.37	0.00	0.00
	Clases especiales		3	-0.14	-0.36	0.08	8.23*	75.69
	Participación especial	1.54						
	No		3	0.19	-0.09	0.48	2.62	23.73
	Sí		6	-0.02	-0.19	0.16	16.64**	69.95
	Instrumento	17.48***						
	Otros		2	-0.25***	-0.39	-0.11	0.62	0.00

	Piers-Harris		5	0.12*	0.01	0.23	3.53	0.00
	SDQ		2	0.15	-0.15	0.45	0.22	0.00
	Riesgo de sesgo	2.51						
	Alto		2	0.15	-0.15	0.45	0.22	0.00
	Bajo		4	-0.06	-0.27	0.15	14.77**	79.68
	Moderado		3	0.19	-0.09	0.48	2.62	23.73

Dimensión	**Moderadores**	Q_B	**k**	***g***	**95% IC**		***Q***	I^2 **(%)**
					LI	**LS**		
ACFel	**General**		5	0.12	-0.09	0.32	10.22*	60.88
	Procedencia / Área geográfica	0.88						
	Orientales / Oriente medio		3	0.07	-0.18	0.32	8.44*	76.30
	Occidentales / Europa		2	0.29	-0.09	0.68	0.02	0.00
	Edad	0.37						
	Adolescencia		4	0.10	-0.13	0.33	9.39*	68.06
	Infancia		1	0.27	-0.23	0.77	0.00	0.00
	Identificación	4.62*						
	Múltiple		4	0.01	-0.15	0.17	4.21	28.75
	Otros		1	0.36*	0.08	0.65	0.00	0.00
	IQ ≥ 130	0.88						
	Desconocido		3	0.07	-0.18	0.32	8.44*	76.30
	Sí		2	0.29	-0.09	0.68	0.02	0.00
	Participación especial	10.12**						
	No		3	0.34**	0.11	0.57	0.11	0.00
	Pull-out		1	0.04	-0.16	0.23	0.00	0.00
	Clases especiales		1	-0.12	-0.29	0.05	0.00	0.00
	Participación especial	7.67**						
	No		3	0.34**	0.11	0.57	0.11	0.00
	Sí		2	-0.05	-0.20	0.11	1.45	30.88
	Instrumento							
	Piers-Harris							
	Riesgo de sesgo	7.67**						
	Bajo		2	-0.05	-0.20	0.11	1.45	30.88
	Moderado		3	0.34**	0.11	0.57	0.11	0.00

Dimensión	**Moderadores**	Q_B	**k**	***g***	**95% IC**		***Q***	I^2 **(%)**
					LI	**LS**		
ACFA	**General**		5	0.20	-0.06	0.45	15.21**	73.71
	Procedencia / Área geográfica	0.43						
	Orientales / Oriente medio		3	0.13	-0.13	0.39	9.10*	78.02
	Occidentales / Europa		2	0.46	-0.48	1.40	5.39*	81.46
	Sexo							
	Total		5	0.20	-0.06	0.45	15.21**	73.71
	Edad	9.02*						
	ATem		1	-0.20	-0.48	0.08	0.00	0.00
	ATem;ATar		3	0.34**	0.12	0.56	4.60	56.52
	IM		1	0.00	-0.50	0.50	0.00	0.00
	Edad	0.63						
	Adolescencia		4	0.23	-0.05	0.52	14.57**	79.41
	Infancia		1	0.00	-0.50	0.50	0.00	0.00
	Identificación	7.88**						
	Múltiple		4	0.29**	0.09	0.50	5.83	48.54
	Otros		1	-0.20	-0.48	0.08	0.00	0.00
	IQ ≥ 130	0.43						
	Desconocido		3	0.13	-0.13	0.39	9.10*	78.02
	Sí		2	0.46	-0.48	1.40	5.39	81.46
	Participación especial	0.27						
	No		3	0.20	-0.42	0.81	10.64**	81.21
	Pull-out		1	0.30**	0.10	0.50	0.00	0.00
	Clases especiales		1	0.24**	0.07	0.41	0.00	0.00

	Instrumento							
	Piers-Harris		5	0.20	-0.06	0.45	15.21**	73.71
	Riesgo de sesgo	0.04						
	Bajo		2	0.26***	0.14	0.39	0.22	0.00
	Moderado		3	0.20	-0.42	0.81	10.64**	81.21
Dimensión	**Moderadores**	Q_B	**k**	***g***	**95% IC**		***Q***	I^2 **(%)**
					LI	**LS**		
ACC			10	0.09	-0.01	0.19	10.91	17.54
Dimensión	**Moderadores**	Q_B	**k**	***g***	**95% IC**		***Q***	I^2 **(%)**
					LI	**LS**		
ACEE			4	-0.12	-0.32	0.09	6.53	54.09
Dimensión	**Moderadores**	Q_B	**k**	***g***	**95% IC**		***Q***	I^2 **(%)**
					LI	**LS**		
ACC-H	**General**		13	-0.02	-0.16	0.12	29.30**	59.04
	Procedencia	2.49						
	Orientales		7	0.09	-0.01	0.19	7.86	23.69
	Occidentales		6	-0.26	-0.68	0.16	15.56**	67.86
	Área geográfica	5.01						
	Asia		2	-0.13	-0.42	0.17	0.74	0.00
	Europa		6	-0.26	-0.68	0.16	15.56**	67.86
	Oriente Medio		5	0.12*	0.02	0.22	4.62	13.45
	Sexo	0.64						
	Mujeres		2	-0.22	-0.98	0.53	4.71*	78.75
	Hombres		2	0.09	-0.09	0.28	0.65	0.00
	Edad	0.04						
	Adolescencia		10	0.05	-0.06	0.17	13.60	33.80
	Infancia		2	0.09	-0.25	0.43	0.23	0.00
	Edad	22.83***						
	ATem		3	-0.23	-0.51	0.06	2.24	10.89
	ATem;ATar		3	0.18**	0.06	0.31	0.58	0.00
	ATar		4	0.06	-0.06	0.19	2.71	0.00
	IM		2	0.09	-0.25	0.43	0.23	0.00
	IM; ATem		1	-1.16***	-1.78	-0.54	0.00	0.00
	Identificación	20.43***						
	Múltiple		9	0.13**	0.04	0.22	8.07	0.86
	Sólo CI		1	-1.16***	-1.78	-0.54	0.00	0.00
	Otros		3	-0.13	-0.33	0.08	0.74	0.00
	CI > 130	0.05						
	No		1	0.01	-0.45	0.48	0.00	0.00
	Sí		5	-0.05	-0.36	0.26	15.81**	74.70
	Participación especial	5.71						
	Admisión temprana a la universidad		2	-0.13	-0.42	0.17	0.74	0.00
	No		4	-0.02	-0.22	0.19	1.46	0.00
	Parcialmente		2	-0.45	-0.95	0.04	0.95	0.00
	Pull-out		1	0.13	-0.07	0.32	0.00	0.00
	Clases especiales		4	-0.03	-0.31	0.26	18.25***	83.56
	Participación especial	0.02						
	No		4	-0.02	-0.22	0.19	1.46	0.00
	Sí		7	0.00	-0.18	0.19	21.45**	72.03
	Instrumento	5.85						
	Otros		3.00	-0.19	-0.63	0.26	15.47***	87.0688
	Piers-Harris		5.00	0.13**	0.00	0.25	4.56	12.3342
	SDQ		2.00	-0.13	-0.42	0.17	0.74	0
	SPPC/SPPA		3.00	-0.24	-0.65	0.18	2.76	27.6634
	Riesgo de sesgo	1.18						
	Alto		2	-0.13	-0.42	0.17	0.74	0.00
	Bajo		6	0.04	-0.16	0.23	18.46**	72.92
	Moderado		5	-0.10	-0.34	0.14	4.80	16.66
Dimensión	**Moderadores**	Q_B	**k**	***g***	**95% IC**		***Q***	I^2 **(%)**
					LI	**LS**		
ACH	**General**		3	-0.43	-1.03	0.17	9.52**	78.99

Dimensión	Moderadores	Q_B	k	*g*	95% IC		*Q*	I^2 (%)
					LI	LS		
ACFis	**General**		17	-0.23***	-0.34	-0.11	37.70**	57.56
	Procedencia	26.16***						
	Orientales		12	-0.34***	-0.42	-0.26	9.51	0.00
	Occidentales		5	-0.01	-0.11	0.08	2.03	0.00
	Área geográfica	30.26***						
	Asia		7	-0.20*	-0.36	-0.03	3.86	0.00
	Europa		5	-0.01	-0.11	0.08	2.03	0.00
	Oriente Medio		5	-0.39**	-0.48	-0.30	1.54	0.00
	Sexo	0.23						
	Mujeres		4	-0.26**	-0.45	-0.08	1.03	0.00
	Hombres		5	-0.19	-0.42	0.03	7.53	46.91
	Edad	19.38***						
	Adolescencia		13	-0.32***	-0.41	-0.23	13.94	13.94
	Infancia		4	-0.02	-0.12	0.08	0.64	0.00
	Edad	14.70**						
	ATem		5	-0.28*	-0.54	-0.03	5.08	21.20
	ATem;ATar		3	-0.35**	-0.59	-0.11	5.17	61.29
	ATar		5	-0.28***	-0.39	-0.16	1.42	0.00
	IM		4	-0.02	-0.12	0.08	0.64	0.00
	Identificación	11.89**						
	Múltiple		13	-0.27***	-0.38	-0.15	18.15	33.90
	Sólo nominación		1	-0.03	-0.13	0.07	0.00	0.00
	Otros		3	-0.32**	-0.52	-0.12	0.72	0.00
	CI > 130	0.19						
	No		5	-0.18	-0.38	0.01	3.78	0.00
	Sí		4	-0.24*	-0.43	-0.06	4.54	33.91
	Participación especial	25.74***						
	Admisión temprana a la universidad		2	-0.23	-0.52	0.07	0.01	0.00
	Enriquecimiento extra-curricular		1	-0.03	-0.13	0.07	0.00	0.00
	No		3	-0.13	-0.52	0.27	4.69	57.34
	Parcialmente		2	0.16	-0.33	0.66	0.56	0.00
	Pull-out		1	-0.41***	-0.61	-0.22	0.00	0.00
	Centro especial		1	-0.16	-0.41	0.10	0.00	0.00
	Clases especiales		7	-0.36***	-0.46	-0.25	6.17	2.78
	Participación especial	0.40						
	No		3	-0.13	-0.52	0.27	4.69	57.34
	Sí		12	-0.26***	-0.39	-0.13	30.19**	63.57
	Instrumento	15.12**						
	Otros		6	-0.30***	-0.43	-0.18	4.24	0.00
	Piers-Harris		5	-0.34***	-0.51	-0.18	7.10	43.62
	SDQ		4	-0.06	-0.16	0.03	2.15	0.00
	SPPC/SPPA		2	0.16	-0.33	0.66	0.56	0.00
	Riesgo de sesgo	1.39						
	Alto		2	-0.23	-0.52	0.07	0.01	0.00
	Bajo		9	-0.28***	-0.44	-0.11	29.96***	73.30
	Moderado		6	-0.12	-0.33	0.10	7.27	31.19

Dimensión	Moderadores	Q_B	k	*g*	95% IC		*Q*	I^2 (%)
					LI	LS		
ACAF	**General**		15	-0.22**	-0.36	-0.07	38.76***	63.88
	Procedencia	7.31**						
	Orientales		10	-0.37***	-0.47	-0.27	9.13	1.44
	Occidentales		5	0.12	-0.22	0.46	10.36*	61.40
	Área geográfica	10.44**						
	Asia		7	-0.25**	-0.41	-0.09	5.92	0.00
	Europa		5	0.12	-0.22	0.46	10.36*	61.40
	Oriente Medio		3	-0.43***	-0.55	-0.31	0.13	0.00
	Sexo	0.67						
	Mujeres		3	-0.19	-0.60	0.22	0.26	0.00

Hombres		4	0.08	-0.42	0.58	13.22**	77.30
Edad	4.22*						
Adolescencia		11	-0.28***	-0.45	-0.12	23.04*	56.60
Infancia		4	-0.08	-0.18	0.02	1.04	0.00
Edad2	5.94						
ATem		5	-0.13	-0.58	0.32	13.94**	71.31
ATem;ATar		3	-0.35**	-0.59	-0.11	5.17	61.29
ATar		3	-0.27**	-0.47	-0.07	2.10	4.96
IM		4	-0.08	-0.18	0.02	1.04	0.00
Identificación	7.71*						
Múltiple		11	-0.15	-0.35	0.05	27.13**	63.14
Sólo nominación		1	-0.09	-0.20	0.01	0.00	0.00
Otros		3	-0.42***	-0.62	-0.21	0.06	0.00
CI > 130	1.40						
No		5	-0.17	-0.37	0.02	3.82	0.00
Sí		2	0.09	-0.30	0.47	0.65	0.00
Participación especial	13.42*						
Admisión temprana a la universidad		2	-0.44**	-0.73	-0.14	0.03	0.00
Enriquecimiento extra-curricular		1	-0.09	-0.20	0.01	0.00	0.00
No		3	-0.13	-0.52	0.27	4.69	57.34
Parcialmente		2	0.45	-0.79	1.70	6.01*	83.37
Pull-out		1	-0.41***	-0.61	-0.22	0.00	0.00
Centro especial		1	-0.15	-0.40	0.11	0.00	0.00
Clases especiales		5	-0.33**	-0.56	-0.09	5.63	28.95
Participación especial	0.54						
No		3	-0.13	-0.52	0.27	4.69	57.34
Sí		10	-0.29***	-0.43	-0.14	22.70**	60.34
Instrumento	3.19						
Otros		4	-0.20	-0.54	0.14	3.71	19.24
Piers-Harris		5	-0.34***	-0.51	-0.18	7.10	43.62
SDQ		4	-0.18*	-0.34	-0.03	4.54	33.94
SPPC/SPPA		2	0.45	-0.79	1.70	6.01*	83.37
Riesgo de sesgo	3.88						
Alto		2	-0.44**	-0.73	-0.14	0.03	0.00
Bajo		7	-0.28**	-0.47	-0.08	20.44**	70.65
Moderado		6	0.00	-0.32	0.32	15.24**	67.20

Dimensión	**Moderadores**	Q_B	**k**	***g***	**95% IC**		***Q***	**I^2 (%)**
					LI	**LS**		
ACCD	**General**		6	-0.07	-0.24	0.09	7.88	36.52

Nota. k: número de muestras; *g*: estadístico de Hedges; IC: intervalo de confianza; LI: límite inferior; LS: límite superior; *Q* e I^2: estadísticos de heterogeneidad; TE: tamaño del efecto. ACG: autoconcepto global; ACA: académico; ACM: matemático; ACV: verbal; ACS: social; ACAS: aceptación social; ACP: popularidad; ACIg: relaciones con iguales, ACPad: relaciones con padres; ACEm; emocional, ACFel: felicidad; ACFA: falta de ansiedad; ACEE: estabilidad emocional, ACC-H: conductual-honestidad; ACC: conductual, ACH: honestidad; ACFis: físico, ACAF: apariencia física; ACCD: competencia deportiva.
*p < .05. **p < .01. ***p < .001.

Tabla S5

Resultados de las meta-regresiones

Dimensión	Moderador	*k*	Intercepto	b_j	Q_R (gl)	Q_E (gl)	R^2
ACG	Edad media	28	-.535	.057	3.82 (1)	152.44 (26)	.00
	% mujeres	24	.310	-.003	1.13 (1)	163.10 (22)***	.00
ACA	Edad media	31	-.065	.039	1.29 (1)	281.02 (29)***	.00
	% mujeres	28	.422**	-.000	0.01 (1)	290.06 (26)***	.00
ACM	Edad media	16	.415	.012	0.17 (1)	76.63 (14)***	.00
	% mujeres	16	.486***	.002	0.48 (1)	79.76 (14)***	.00
ACS	Edad media	27	-.152	.004	0.04 (1)	64.74 (25)***	.00
	% mujeres	27	-.026	-002	2.05 (1)	57.87 (22)***	.00
ACIg	Edad media	17	.131	-.020	0.42 (1)	45.90 (15)***	.00
	% mujeres	16	.009	-.004	3.65 (1)	43.34 (14)***	.00
ACC-H	Edad media	13	-.354	.024	0.76 (1)	27.76 (11)**	.00
	% mujeres	11	.033	-.002	0.43 (1)	28.48 (9)***	.00
ACC	Edad media	10	-.072	.011	0.23 (1)	10.64 (8)	.00
ACFis	Edad media	17	.247	-.035*	5.11 (1)*	20.31 (15)	.67
	% mujeres	15	-.231*	-.000	0.06 (1)	34.60 (13)**	.00
ACAF	Edad media	15	.254	-.036	1.96 (1)	27.51(13)*	.15
	% mujeres	13	-.140	-.003	0.92 (1)	35.17 (11)***	.00

Nota. *k*: número de muestras; b_j = coeficiente de regresión; Q_R: estadístico para comprobar la significatividad de la variable moderadora; Q_E: estadístico para evaluar la falta de especificación del modelo; R^2: proporción de la varianza explicada; *gl*: grados de libertad. ACG: autoconcepto global; ACA: académico; ACM: matemático; ACS: social; ACIg: relaciones con iguales; ACEm; emocional; ACC-H: conductual-honestidad; ACC: conductual, ACFis: físico; ACAF: apariencia física.

*p < .05; **p < .01; ***p < .001.

Tabla S6

Análisis de sesgo de publicación[a]

Dimensión	¿Corregido por trim-and-fill?	TEs imputados	Lado	TE medio	95% IC		*p*-valor del test de Egger[b]
					LI	LS	
ACG	No	-	-	0.19	0.04	0.35	.85
	Sí	5	D	0.32	0.16	0.48	
ACA	No	-	-	-	-	-	.26
ACM	No	-	-	-	-	-	.03
ACV	No	-	-	-	-	-	.33
ACS	No	-	-	-0.10	-0.20	-0.00	.20
	Sí	3	D	-0.05	-0.15	0.05	
ACAS	No	-	-	-0.11	-0.32	0.10	.02
	Sí	2	D	0.05	-0.20	0.29	
ACP	No	-	-	-0.09	-0.25	0.07	.16
	Sí	2	I	-0.15	-0.32	0.02	
ACIg	No	-	-	-0.14	-0.28	0.01	.59
	Sí	2	D	-0.09	-0.24	0.05	
ACPad	No	-	-	-0.03	-0.34	0.28	.75
	Sí	2	I	-0.20	-0.53	0.13	
ACEm	No	-	-	0.03	-0.12	0.19	.20
	Sí	2	I	-0.01	-0.16	0.14	
ACFel	No	-	-	0.11	-0.09	0.32	.17
	Sí	2	L	0.00	-0.21	0.21	
ACFA	No	-	-	-	-	-	.92
ACEE	No	-	-	-0.11	-0.32	0.09	.03
	Sí	2	I	-0.25	-0.47	-0.02	
ACC-H	No	-	-	-	-	-	.01
ACC	No	-	-	0.09	-0.01	0.19	.06
	Sí	2	D	0.11	0.01	0.23	
ACH	No	-	-	-	-	-	.13
ACFis	No	-	-	-0.23	-0.34	-0.11	.94
	Sí	4	I	-0.28	-0.40	-0.16	
ACAF	No	-	-	-	-	-	.72
ACCD	No	-	-	-0.07	-0.24	0.09	.42
	Sí	1	D	-0.06	-0.21	0.09	

Nota. TE: tamaño del efecto; D: lado derecho del TE medio; I: lado izquierdo del TE medio; IC: intervalo de confianza; LI: límite inferior; LS: límite superior; ACG: autoconcepto global; ACA: académico; ACM: matemático; ACV: verbal; ACS: social; ACAS: aceptación social; ACP: popularidad; ACIg: relaciones con iguales, ACPad: relaciones con padres; ACEm; emocional, ACFel: felicidad; ACFA: falta de ansiedad; ACEE: estabilidad emocional, ACC-H: conductual-honestidad; ACC: conductual, ACH: honestidad; ACFis: físico, ACAF, apariencia física; ACCD: competencia deportiva.

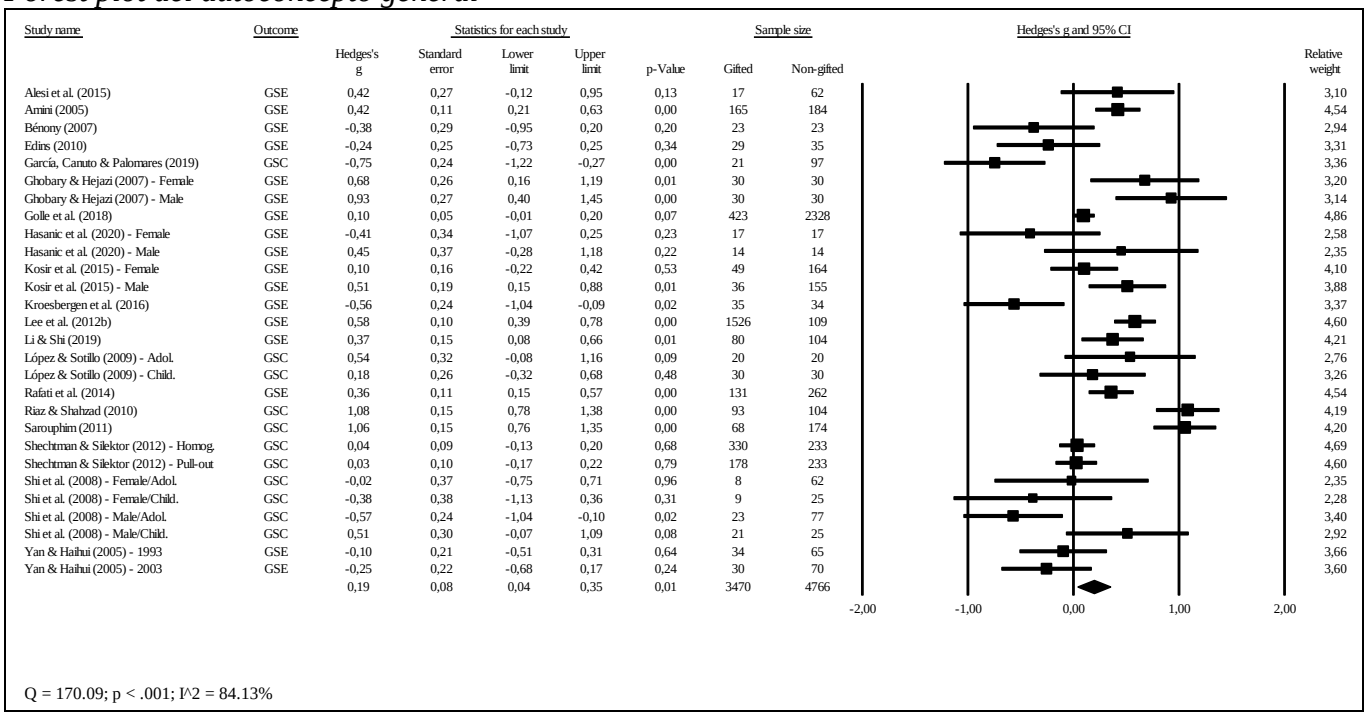
[a] Excluyendo Al-Srour & Al-Oweidi (2016). [b] Significatividad estadística establecida al nivel $p = .10$.

Figuras de análisis excluyendo a Al-Srour & Al-Oweidi (2016)

Las figuras se han obtenido directamente del software *Comprehensive Meta-Analysis*, en inglés por defecto. Se indica la traducción de la información por orden de aparición a continuación. *Study name*: nombre del estudio, *outcome*: resultado referente a la medición del autoconcepto, *statistics for each study*: estadísticos para cada estudio, *sample size*: tamaño muestral, *Hedges' g and 95% CI*: *g* de Hedges e intervalo de confianza al 95%, *standard error*: error estándar, *lower limit*: límite inferior, *upper limit*: límite superior, *p-value*: valor *p*, *gifted*: alumnado con AACC, *non-gifted*: alumnado no-AACC, *relative weight*: peso relativo de cada estudio, *female*: subgrupo que incluye sólo chicas, *male*: subgrupo que incluye sólo chicos, *child.*: infancia, *adol.*: adolescencia, *Homog. / pull-out*: los estudiantes con AACC pertenecen a grupos homogéneos o de *pull-out*, *combined*: varios índices de autoconcepto en una misma dimensión combinados. En la esquina inferior izquierda se muestran los estadísticos de heterogeneidad Q_B e I^2 y el valor *p* asociado. Los detalles sobre los resultados de cada dimensión se incluyen en una nota a pie de figura.

Figura S1.A

Forest plot del autoconcepto general



Study name	Outcome	Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted	Relative weight
Alesi et al. (2015)	GSE	0,42	0,27	-0,12	0,95	0,13	17	62	3,10
Amini (2005)	GSE	0,42	0,11	0,21	0,63	0,00	165	184	4,54
Bénony (2007)	GSE	-0,38	0,29	-0,95	0,20	0,20	23	23	2,94
Edins (2010)	GSE	-0,24	0,25	-0,73	0,25	0,34	29	35	3,31
García, Caruto & Palomares (2019)	GSC	-0,75	0,24	-1,22	-0,27	0,00	21	97	3,36
Ghobary & Hejazi (2007) - Female	GSE	0,68	0,26	0,16	1,19	0,01	30	30	3,20
Ghobary & Hejazi (2007) - Male	GSE	0,93	0,27	0,40	1,45	0,00	30	30	3,14
Golle et al. (2018)	GSE	0,10	0,05	-0,01	0,20	0,07	423	2328	4,86
Hasanic et al. (2020) - Female	GSE	-0,41	0,34	-1,07	0,25	0,23	17	17	2,58
Hasanic et al. (2020) - Male	GSE	0,45	0,37	-0,28	1,18	0,22	14	14	2,35
Kosir et al. (2015) - Female	GSE	0,10	0,16	-0,22	0,42	0,53	49	164	4,10
Kosir et al. (2015) - Male	GSE	0,51	0,19	0,15	0,88	0,01	36	155	3,88
Kroesbergen et al. (2016)	GSE	-0,56	0,24	-1,04	-0,09	0,02	35	34	3,37
Lee et al. (2012b)	GSE	0,58	0,10	0,39	0,78	0,00	1526	109	4,60
Li & Shi (2019)	GSE	0,37	0,15	0,08	0,66	0,01	80	104	4,21
López & Sotillo (2009) - Adol.	GSC	0,54	0,32	-0,08	1,16	0,09	20	20	2,76
López & Sotillo (2009) - Child.	GSC	0,18	0,26	-0,32	0,68	0,48	30	30	3,26
Rafati et al. (2014)	GSE	0,36	0,11	0,15	0,57	0,00	131	262	4,54
Riaz & Shahzad (2010)	GSC	1,08	0,15	0,78	1,38	0,00	93	104	4,19
Sarouphim (2011)	GSC	1,06	0,15	0,76	1,35	0,00	68	174	4,20
Shechtman & Silektor (2012) - Homog.	GSC	0,04	0,09	-0,13	0,20	0,68	330	233	4,69
Shechtman & Silektor (2012) - Pull-out	GSC	0,03	0,10	-0,17	0,22	0,79	178	233	4,60
Shi et al. (2008) - Female/Adol.	GSC	-0,02	0,37	-0,75	0,71	0,96	8	62	2,35
Shi et al. (2008) - Female/Child.	GSC	-0,38	0,38	-1,13	0,36	0,31	9	25	2,28
Shi et al. (2008) - Male/Adol.	GSC	-0,57	0,24	-1,04	-0,10	0,02	23	77	3,40
Shi et al. (2008) - Male/Child.	GSC	0,51	0,30	-0,07	1,09	0,08	21	25	2,92
Yan & Haihui (2005) - 1993	GSE	-0,10	0,21	-0,51	0,31	0,64	34	65	3,66
Yan & Haihui (2005) - 2003	GSE	-0,25	0,22	-0,68	0,17	0,24	30	70	3,60
		0,19	0,08	0,04	0,35	0,01	3470	4766	

Nota: GSE: autoestima global, GSC: autoconcepto global.

Figura S1.B

Funnel plot del autoconcepto general

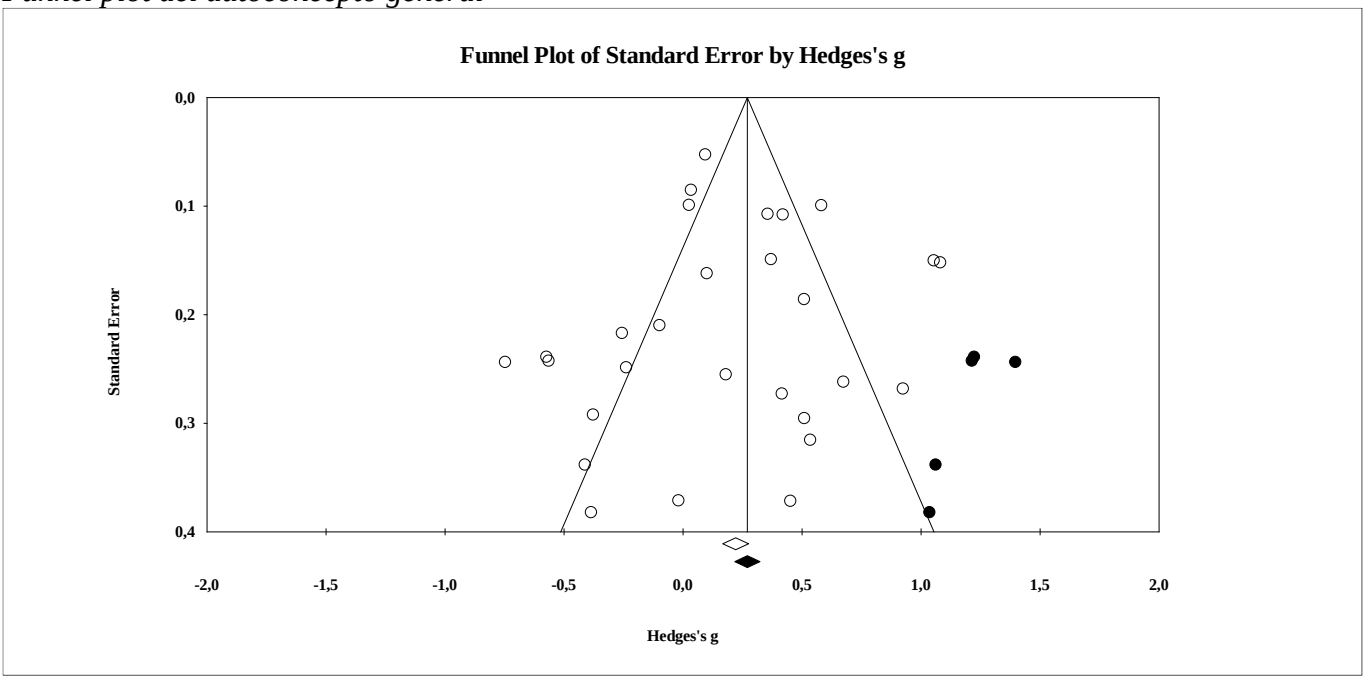
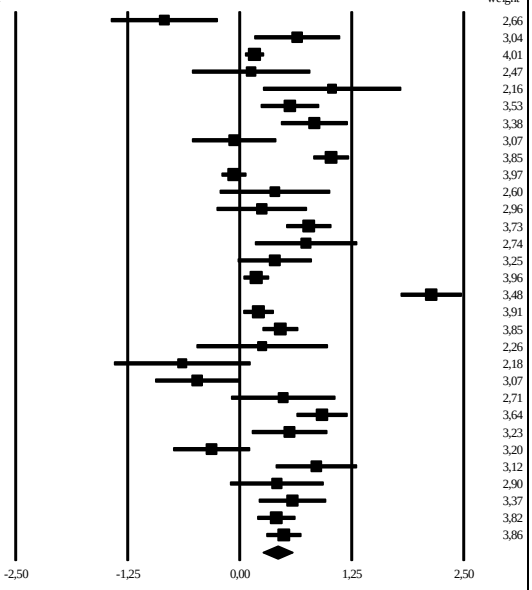


Figura S2.A

Forest plot del autoconcepto académico

Study name	Outcome	Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted	Relative weight
Bénony et al. (2007)	ASC	-0,84	0,30	-1,43	-0,25	0,01	23	23	2,66
García, Canuto & Palomares (2019)	ASC	0,64	0,24	0,17	1,12	0,01	21	97	3,04
Golle et al. (2018)	ASC	0,17	0,05	0,06	0,27	0,00	423	2328	4,01
Hasanic et al. (2020) - Female	ASC	0,13	0,34	-0,53	0,79	0,70	17	17	2,47
Hasanic et al. (2020) - Male	ASC	1,03	0,39	0,26	1,80	0,01	14	14	2,16
Kosir et al. (2015) - Female	ASC	0,56	0,16	0,24	0,88	0,00	49	164	3,53
Kosir et al. (2015) - Male	ASC	0,83	0,19	0,46	1,20	0,00	36	155	3,38
Kroesbergen et al. (2016)	ASC	-0,06	0,24	-0,53	0,40	0,80	35	34	3,07
Lee et al. (2012b)	ASC	1,02	0,10	0,82	1,22	0,00	1526	109	3,85
Liem et al. (2015)	ASC	-0,06	0,07	-0,20	0,07	0,35	569	324	3,97
López & Sotillo (2009) - Adol.	ASC	0,39	0,31	-0,22	1,01	0,21	20	20	2,60
López & Sotillo (2009)a - Child.	ASC	0,25	0,26	-0,25	0,75	0,34	30	30	2,96
Mofield & Parker (2018)	ASC	0,77	0,13	0,52	1,02	0,00	264	86	3,73
Preckel & Brüll (2008b) - Female	ASC	0,74	0,29	0,17	1,31	0,01	15	65	2,74
Preckel & Brüll (2008b) - Male	ASC	0,39	0,21	-0,02	0,80	0,06	31	86	3,25
Preckel et al. (2017; 2019)	ASC	0,19	0,07	0,04	0,33	0,01	283	639	3,96
Sarouphim (2011)	ASC	2,14	0,17	1,80	2,48	0,00	68	174	3,48
Shechtman & Silektor (2012) - Homog.	ASC	0,21	0,09	0,04	0,38	0,01	330	233	3,91
Shechtman & Silektor (2012) - Pull-out	ASC	0,45	0,10	0,26	0,65	0,00	178	233	3,85
Shi et al. (2008) - Female/Adol.	ASC	0,25	0,37	-0,48	0,98	0,50	8	62	2,26
Shi et al. (2008) - Female/Child.	ASC	-0,64	0,39	-1,40	0,12	0,10	9	25	2,18
Shi et al. (2008) - Male/Adol.	ASC	-0,47	0,24	-0,94	-0,01	0,05	23	77	3,07
Shi et al. (2008) - Male/Child.	ASC	0,49	0,30	-0,09	1,06	0,10	21	25	2,71
Veiga (2009)	ASC	0,92	0,14	0,64	1,20	0,00	52	878	3,64
Yan & Haihui (2005) - 1993	ASC	0,56	0,21	0,14	0,98	0,01	34	65	3,23
Yan & Haihui (2005) - 2003	ASC	-0,31	0,22	-0,74	0,11	0,15	30	70	3,20
Yeo & Garces-Bacsal (2014)	ASC	0,86	0,23	0,40	1,31	0,00	30	61	3,12
Yeung et al. (2005) - Heterog.	Combined	0,42	0,27	-0,10	0,93	0,12	28	29	2,90
Yeung et al. (2005) - Homog.	Combined	0,59	0,19	0,22	0,96	0,00	29	681	3,37
Zeidner & Shani-Zinovich (2015) - Female	ASC	0,41	0,11	0,20	0,62	0,00	141	234	3,82
Zeidner & Shani-Zinovich (2015) - Male	ASC	0,49	0,10	0,30	0,68	0,00	239	194	3,86
		0,42	0,08	0,26	0,59	0,00	4576	7232	



Q = 306.41; p < .001; I^2 = 90.21%

Nota: ASC: académico.

Figura S2.B

Funnel plot del autoconcepto académico

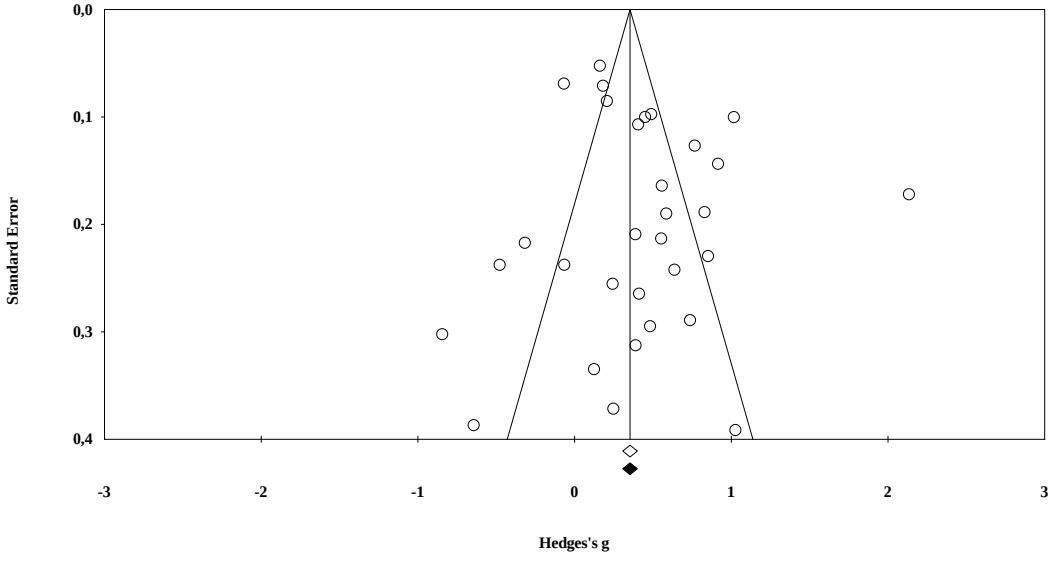
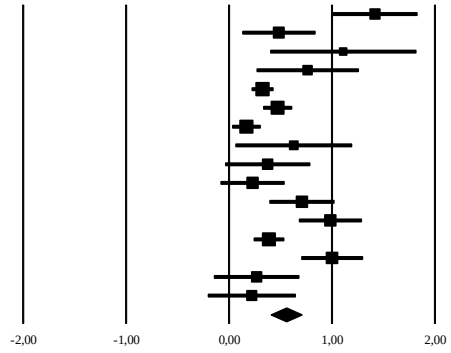


Figura S3.A

Forest plot del autoconcepto matemático

Study name	Outcome	Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted	Relative weight
Benölken (2015) - Female	MSC	1,42	0,21	1,01	1,83	0,00	49	66	5,40
Benölken (2015) - Male	MSC	0,48	0,18	0,13	0,84	0,01	69	57	6,05
Bergold et al. (2020) - Females	MSC	1,11	0,36	0,40	1,82	0,00	17	17	2,96
Bergold et al. (2020) - Males	MSC	0,76	0,25	0,27	1,26	0,00	33	33	4,55
Golle et al. (2018)	MSC	0,33	0,05	0,22	0,43	0,00	423	2328	8,87
Herrmann et al. (2015)	MSC	0,47	0,07	0,33	0,61	0,00	253	1001	8,57
Liem et al. (2015)	MSC	0,17	0,07	0,03	0,31	0,02	569	324	8,60
Preckel & Brüll (2008) - Female	MSC	0,63	0,29	0,06	1,19	0,03	15	65	3,94
Preckel & Brüll (2008) - Male	MSC	0,38	0,21	-0,04	0,79	0,07	31	86	5,40
Preckel et al. (2008) - Female	MSC	0,23	0,16	-0,08	0,54	0,15	80	80	6,59
Preckel et al. (2008) - Male	MSC	0,71	0,16	0,39	1,02	0,00	82	82	6,53
Preckel et al. (2010)	MSC	0,98	0,15	0,68	1,29	0,00	93	93	6,67
Preckel et al. (2017; 2019)	MSC	0,39	0,07	0,24	0,53	0,00	259	605	8,50
Wirthwein et al. (2019)	MSC	1,00	0,15	0,70	1,30	0,00	97	97	6,74
Yan & Haihui (2005) - 1993	MSC	0,27	0,21	-0,15	0,68	0,20	34	65	5,37
Yan & Haihui (2005) - 2003	MSC	0,22	0,22	-0,20	0,65	0,31	30	70	5,24
		0,56	0,08	0,41	0,70	0,00	2134	5069	



Q = 79.81; p < .001; I^2 = 91.21%

Nota: MSC: matemático.

Figura S3.B

Funnel plot del autoconcepto matemático

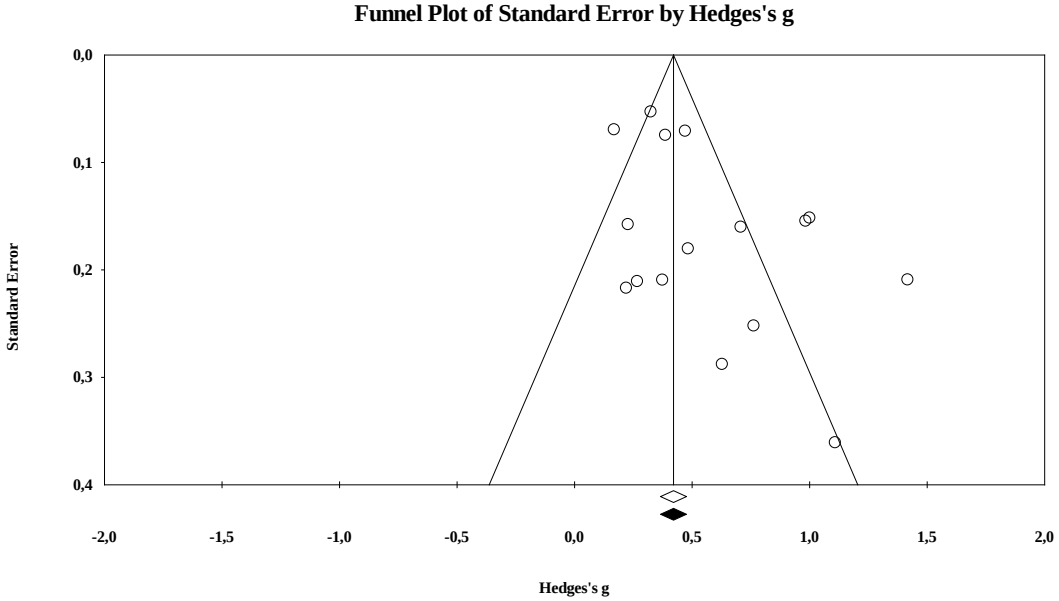
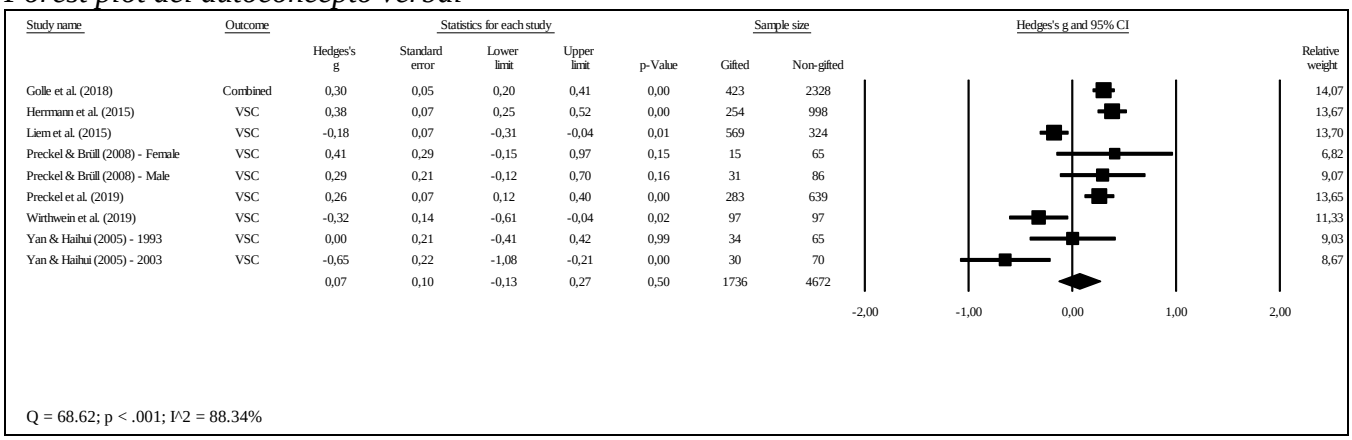


Figura S4.A

Forest plot del autoconcepto verbal



Study name	Outcome	Statistics for each study					Sample size		Hedges's g and 95% CI	Relative weight
		Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted		
Golle et al. (2018)	Combined	0,30	0,05	0,20	0,41	0,00	423	2328		14,07
Herrmann et al. (2015)	VSC	0,38	0,07	0,25	0,52	0,00	254	998		13,67
Liem et al. (2015)	VSC	-0,18	0,07	-0,31	-0,04	0,01	569	324		13,70
Preckel & Brüll (2008) - Female	VSC	0,41	0,29	-0,15	0,97	0,15	15	65		6,82
Preckel & Brüll (2008) - Male	VSC	0,29	0,21	-0,12	0,70	0,16	31	86		9,07
Preckel et al. (2019)	VSC	0,26	0,07	0,12	0,40	0,00	283	639		13,65
Wirthwein et al. (2019)	VSC	-0,32	0,14	-0,61	-0,04	0,02	97	97		11,33
Yan & Haihui (2005) - 1993	VSC	0,00	0,21	-0,41	0,42	0,99	34	65		9,03
Yan & Haihui (2005) - 2003	VSC	-0,65	0,22	-1,08	-0,21	0,00	30	70		8,67
		0,07	0,10	-0,13	0,27	0,50	1736	4672		

Q = 68.62; p < .001; I^2 = 88.34%

Nota: VSC: verbal.

Figura S4.B

Funnel plot del autoconcepto verbal

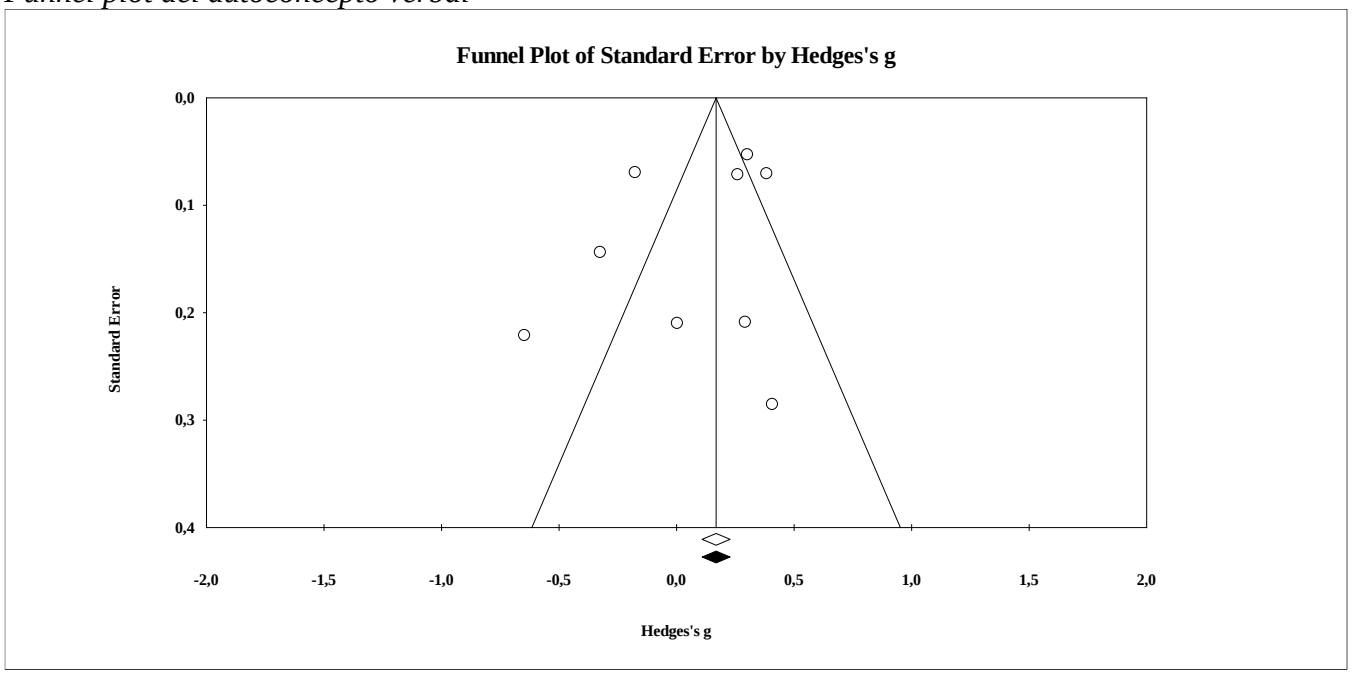
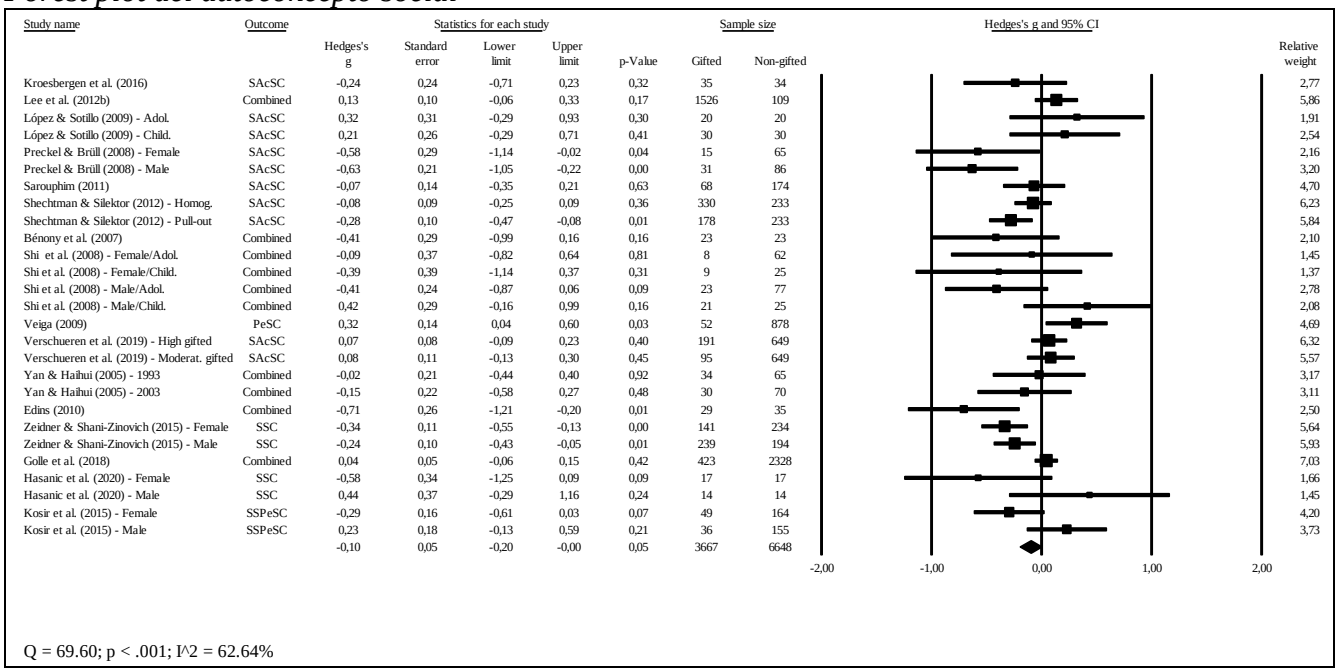


Figura S5.A

Forest plot del autoconcepto social



Study name	Outcome	Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted	Relative weight
Kroesbergen et al. (2016)	SAcSC	-0,24	0,24	-0,71	0,23	0,32	35	34	2,77
Lee et al. (2012b)	Combined	0,13	0,10	-0,06	0,33	0,17	1526	109	5,86
López & Sotillo (2009) - Adol.	SAcSC	0,32	0,31	-0,29	0,93	0,30	20	20	1,91
López & Sotillo (2009) - Child.	SAcSC	0,21	0,26	-0,29	0,71	0,41	30	30	2,54
Preckel & Brüll (2008) - Female	SAcSC	-0,58	0,29	-1,14	-0,02	0,04	15	65	2,16
Preckel & Brüll (2008) - Male	SAcSC	-0,63	0,21	-1,05	-0,22	0,00	31	86	3,20
Sarouphim (2011)	SAcSC	-0,07	0,14	-0,35	0,21	0,63	68	174	4,70
Shechtman & Silektor (2012) - Homog.	SAcSC	-0,08	0,09	-0,25	0,09	0,36	330	233	6,23
Shechtman & Silektor (2012) - Pull-out	SAcSC	-0,28	0,10	-0,47	-0,08	0,01	178	233	5,84
Bénony et al. (2007)	Combined	-0,41	0,29	-0,99	0,16	0,16	23	23	2,10
Shi et al. (2008) - Female/Adol.	Combined	-0,09	0,37	-0,82	0,64	0,81	8	62	1,45
Shi et al. (2008) - Female/Child.	Combined	-0,39	0,39	-1,14	0,37	0,31	9	25	1,37
Shi et al. (2008) - Male/Adol.	Combined	-0,41	0,24	-0,87	0,06	0,09	23	77	2,78
Shi et al. (2008) - Male/Child.	Combined	0,42	0,29	-0,16	0,99	0,16	21	25	2,08
Veiga (2009)	PeSC	0,32	0,14	0,04	0,60	0,03	52	878	4,69
Verschueren et al. (2019) - High gifted	SAcSC	0,07	0,08	-0,09	0,23	0,40	191	649	6,32
Verschueren et al. (2019) - Moderat. gifted	SAcSC	0,08	0,11	-0,13	0,30	0,45	95	649	5,57
Yan & Haihui (2005) - 1993	Combined	-0,02	0,21	-0,44	0,40	0,92	34	65	3,17
Yan & Haihui (2005) - 2003	Combined	-0,15	0,22	-0,58	0,27	0,48	30	70	3,11
Edins (2010)	Combined	-0,71	0,26	-1,21	-0,20	0,01	29	35	2,50
Zeidner & Shani-Zinovich (2015) - Female	SSC	-0,34	0,11	-0,55	-0,13	0,00	141	234	5,64
Zeidner & Shani-Zinovich (2015) - Male	SSC	-0,24	0,10	-0,43	-0,05	0,01	239	194	5,93
Golle et al. (2018)	Combined	0,04	0,05	-0,06	0,15	0,42	423	2328	7,03
Hasanic et al. (2020) - Female	SSC	-0,58	0,34	-1,25	0,09	0,09	17	17	1,66
Hasanic et al. (2020) - Male	SSC	0,44	0,37	-0,29	1,16	0,24	14	14	1,45
Kosir et al. (2015) - Female	SSPeSC	-0,29	0,16	-0,61	0,03	0,07	49	164	4,20
Kosir et al. (2015) - Male	SSPeSC	0,23	0,18	-0,13	0,59	0,21	36	155	3,73
		-0,10	0,05	-0,20	-0,00	0,05	3667	6648	

Nota: SAcSC: aceptación social, PeSC: relaciones con iguales, SSC: social, SSPeSC: relaciones con iguales del mismo sexo.

Figura S5.B

Funnel plot del autoconcepto social

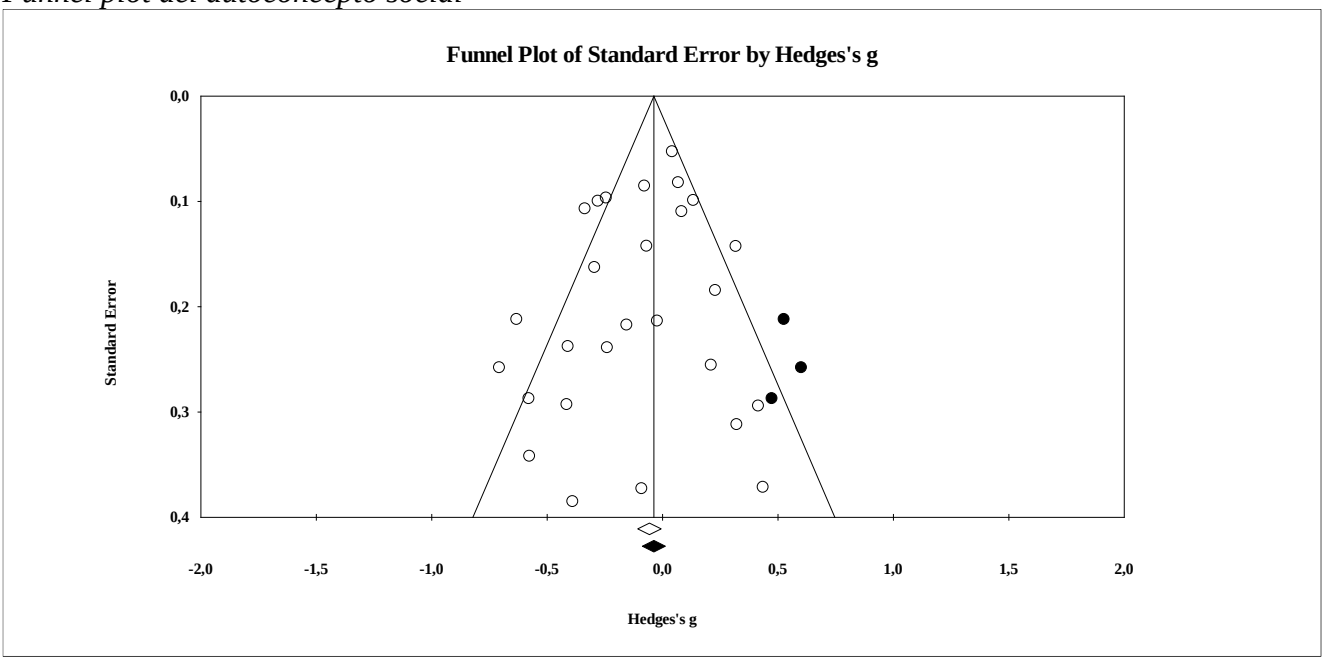
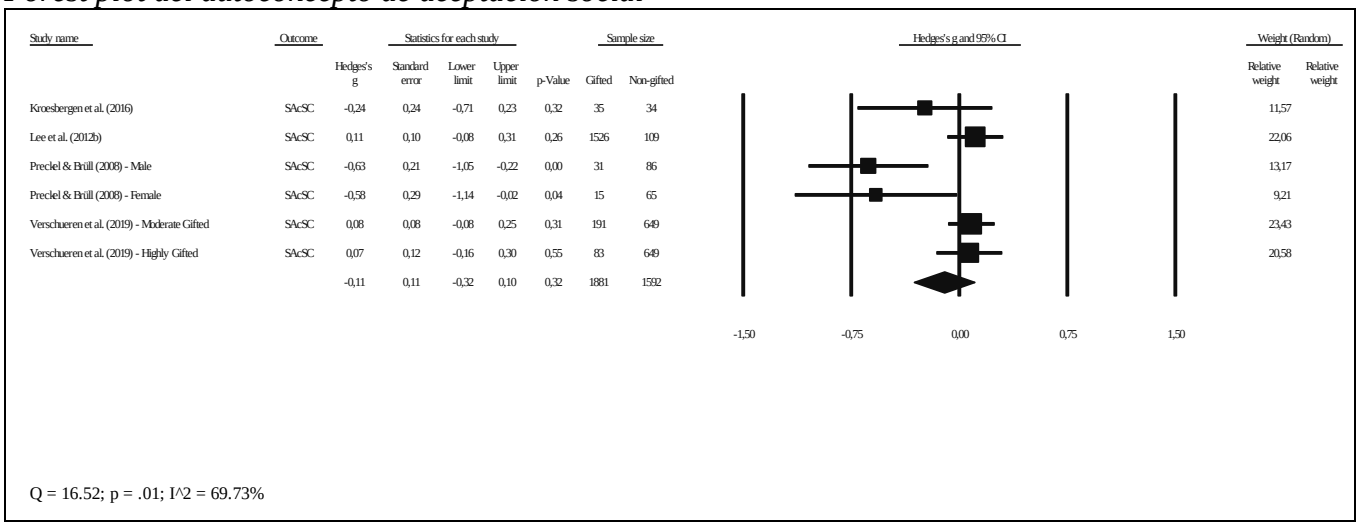


Figura S6.A

Forest plot del autoconcepto de aceptación social



Nota: SAcSC: aceptación social.

Figura S6.B

Funnel plot del autoconcepto de aceptación social

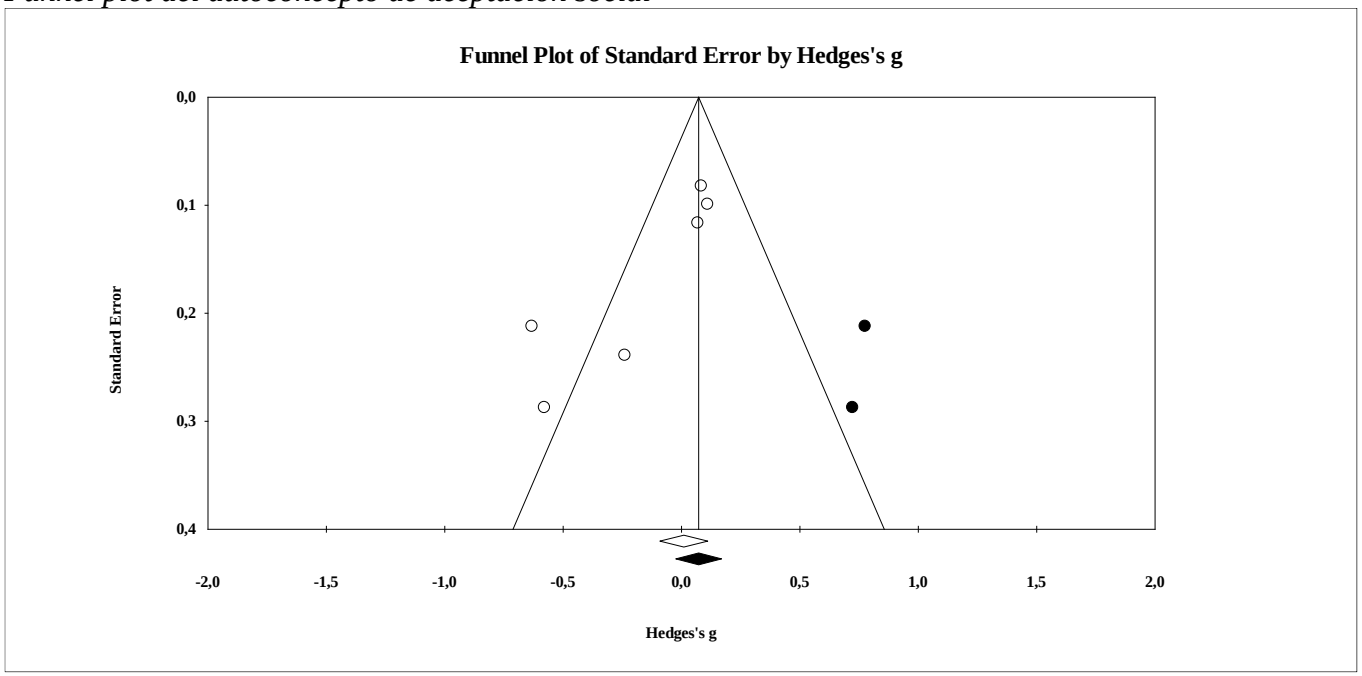
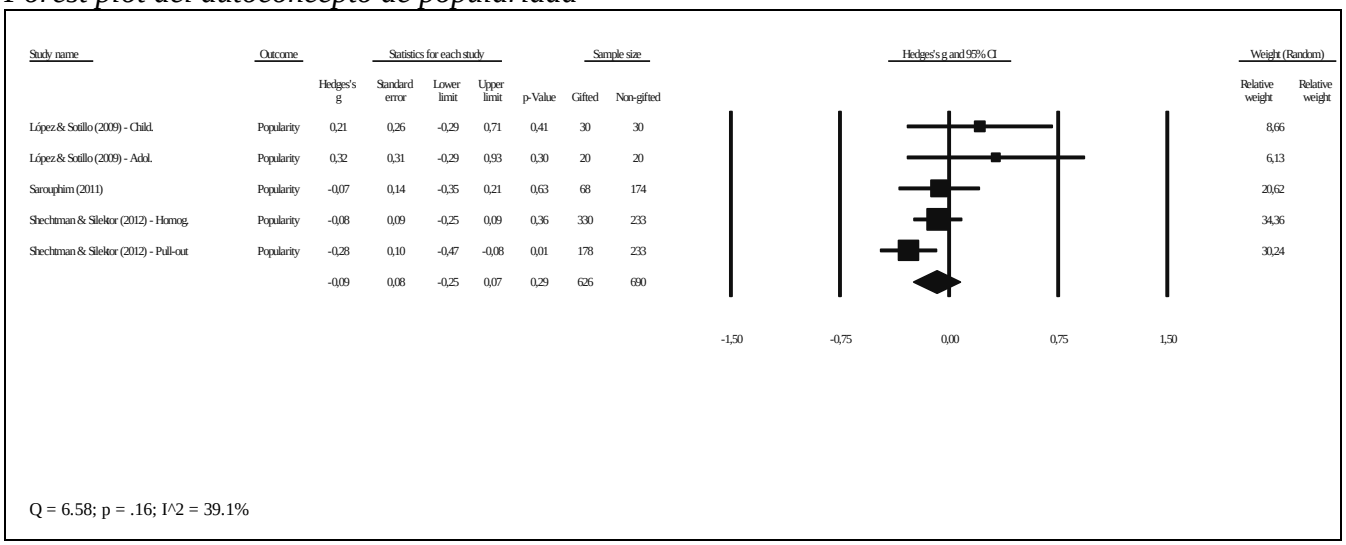


Figura S7.A

Forest plot del autoconcepto de popularidad



Nota: Popularity: popularidad.

Figura S7.B

Funnel plot del autoconcepto de popularidad

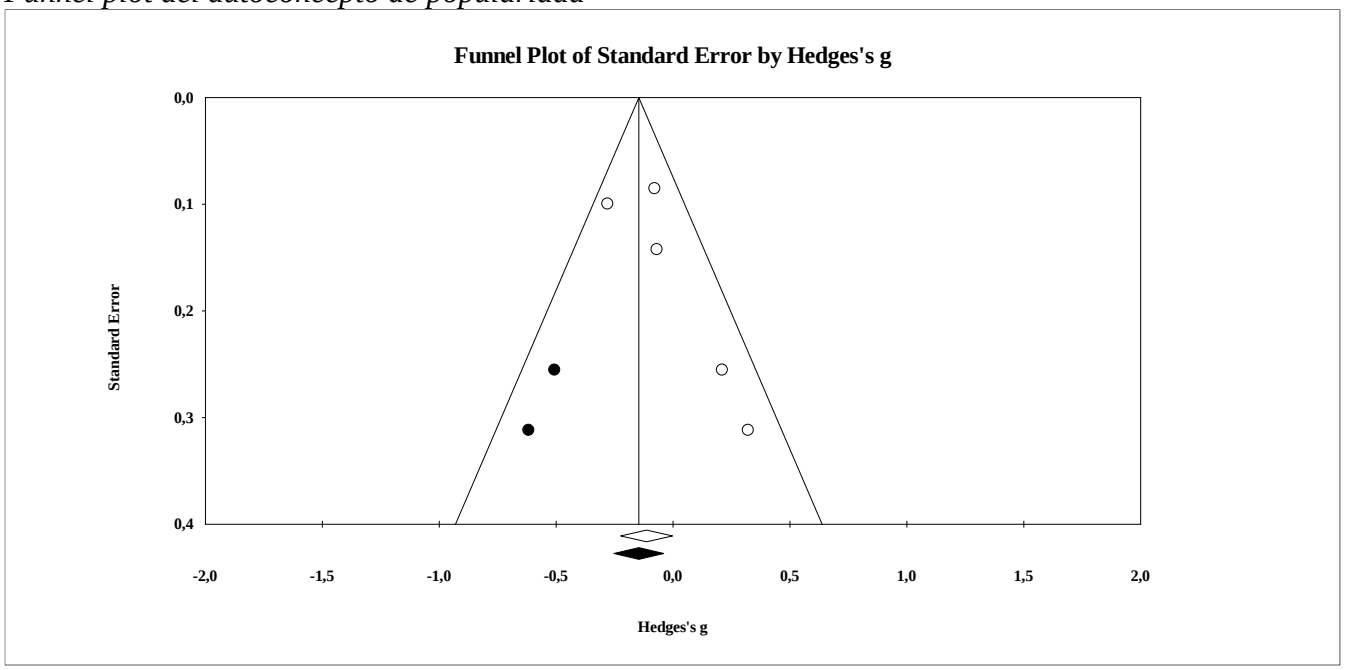
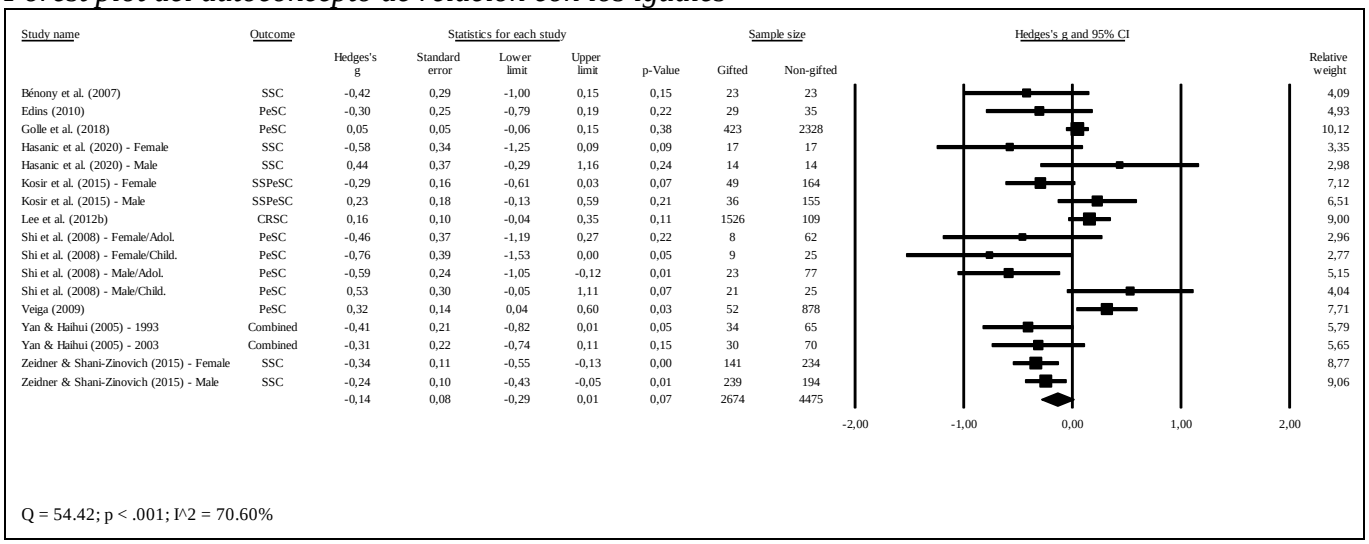


Figura S8.A

Forest plot del autoconcepto de relación con los iguales



Study name	Outcome	Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted	Relative weight
Bénony et al. (2007)	SSC	-0,42	0,29	-1,00	0,15	0,15	23	23	4,09
Edins (2010)	PeSC	-0,30	0,25	-0,79	0,19	0,22	29	35	4,93
Golle et al. (2018)	PeSC	0,05	0,05	-0,06	0,15	0,38	423	2328	10,12
Hasanic et al. (2020) - Female	SSC	-0,58	0,34	-1,25	0,09	0,09	17	17	3,35
Hasanic et al. (2020) - Male	SSC	0,44	0,37	-0,29	1,16	0,24	14	14	2,98
Kosir et al. (2015) - Female	SSPeSC	-0,29	0,16	-0,61	0,03	0,07	49	164	7,12
Kosir et al. (2015) - Male	SSPeSC	0,23	0,18	-0,13	0,59	0,21	36	155	6,51
Lee et al. (2012b)	CRSC	0,16	0,10	-0,04	0,35	0,11	1526	109	9,00
Shi et al. (2008) - Female/Adol.	PeSC	-0,46	0,37	-1,19	0,27	0,22	8	62	2,96
Shi et al. (2008) - Female/Child.	PeSC	-0,76	0,39	-1,53	0,00	0,05	9	25	2,77
Shi et al. (2008) - Male/Adol.	PeSC	-0,59	0,24	-1,05	-0,12	0,01	23	77	5,15
Shi et al. (2008) - Male/Child.	PeSC	0,53	0,30	-0,05	1,11	0,07	21	25	4,04
Veiga (2009)	PeSC	0,32	0,14	0,04	0,60	0,03	52	878	7,71
Yan & Haihui (2005) - 1993	Combined	-0,41	0,21	-0,82	0,01	0,05	34	65	5,79
Yan & Haihui (2005) - 2003	Combined	-0,31	0,22	-0,74	0,11	0,15	30	70	5,65
Zeidner & Shani-Zinovich (2015) - Female	SSC	-0,34	0,11	-0,55	-0,13	0,00	141	234	8,77
Zeidner & Shani-Zinovich (2015) - Male	SSC	-0,24	0,10	-0,43	-0,05	0,01	239	194	9,06
		-0,14	0,08	-0,29	0,01	0,07	2674	4475	

Q = 54.42; p < .001; I^2 = 70.60%

Nota: PeSC: relaciones con iguales, SSC: social, SSPeSC: relaciones con iguales del mismo sexo, CRSC: relaciones cercanas / amistad.

Figura S8.B

Funnel plot del autoconcepto de relación con los iguales

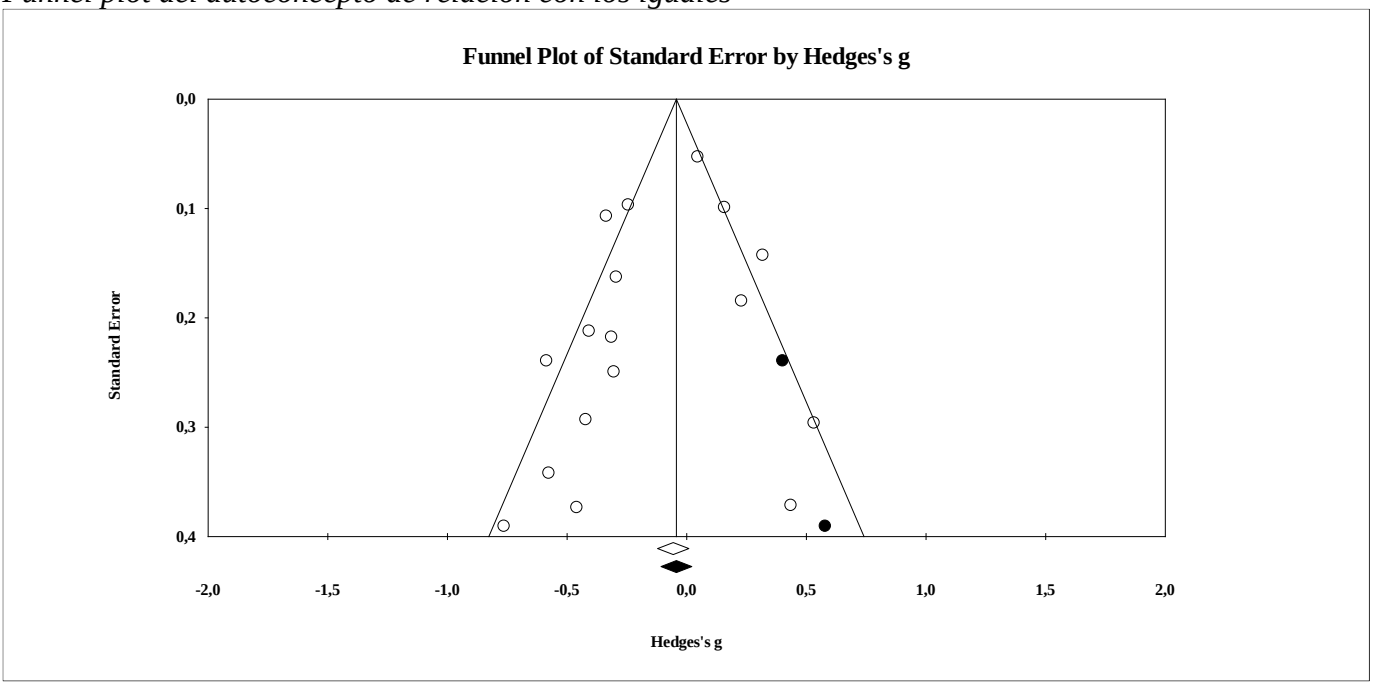
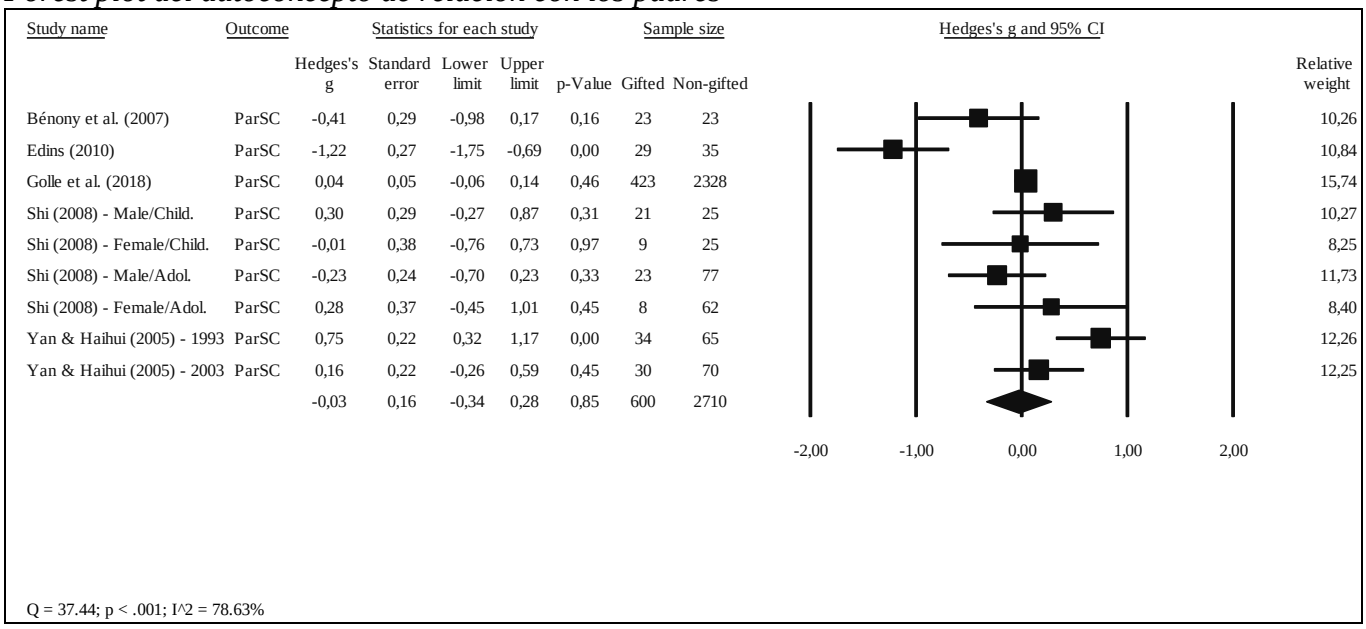


Figura S9.A

Forest plot del autoconcepto de relación con los padres



Nota: ParSC: relación con los padres / familia.

Figura S9.B

Funnel plot del autoconcepto de relación con los padres

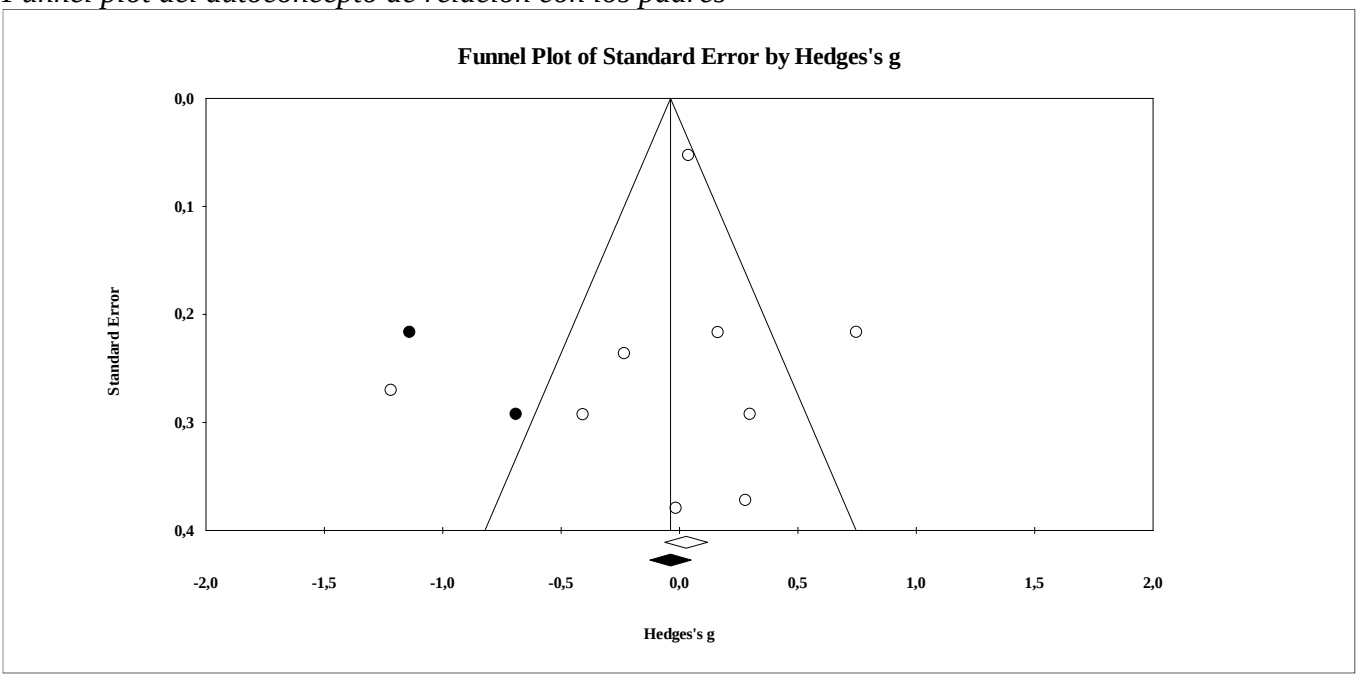
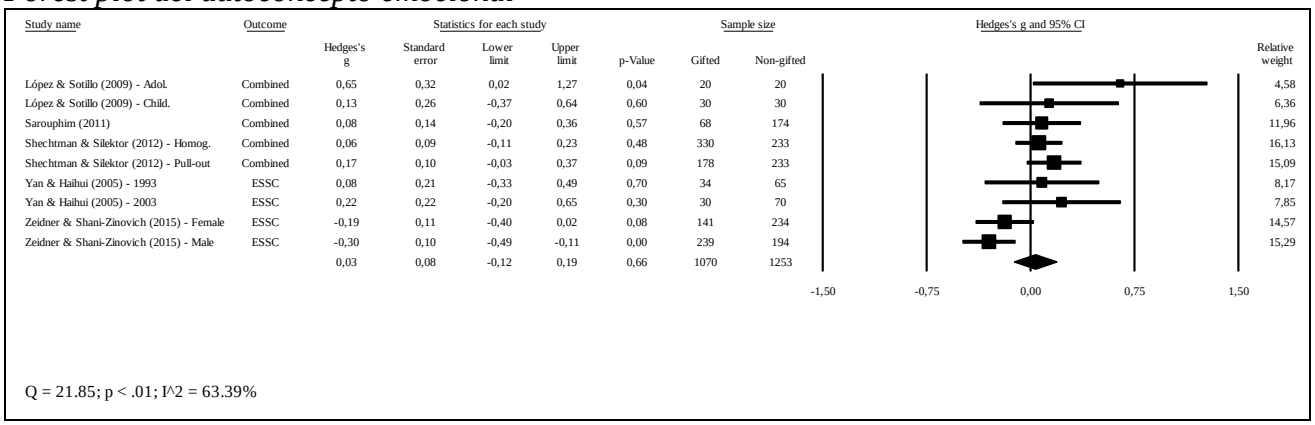


Figura S10.A

Forest plot del autoconcepto emocional



Study name	Outcome	Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted	Relative weight
López & Sotillo (2009) - Adol.	Combined	0,65	0,32	0,02	1,27	0,04	20	20	4,58
López & Sotillo (2009) - Child.	Combined	0,13	0,26	-0,37	0,64	0,60	30	30	6,36
Sarouphim (2011)	Combined	0,08	0,14	-0,20	0,36	0,57	68	174	11,96
Shechtman & Silektor (2012) - Homog.	Combined	0,06	0,09	-0,11	0,23	0,48	330	233	16,13
Shechtman & Silektor (2012) - Pull-out	Combined	0,17	0,10	-0,03	0,37	0,09	178	233	15,09
Yan & Haihui (2005) - 1993	ESSC	0,08	0,21	-0,33	0,49	0,70	34	65	8,17
Yan & Haihui (2005) - 2003	ESSC	0,22	0,22	-0,20	0,65	0,30	30	70	7,85
Zeidner & Shani-Zinovich (2015) - Female	ESSC	-0,19	0,11	-0,40	0,02	0,08	141	234	14,57
Zeidner & Shani-Zinovich (2015) - Male	ESSC	-0,30	0,10	-0,49	-0,11	0,00	239	194	15,29
		0,03	0,08	-0,12	0,19	0,66	1070	1253	

Nota: ESSC: estabilidad emocional.

Figura S10.B

Funnel plot del autoconcepto emocional

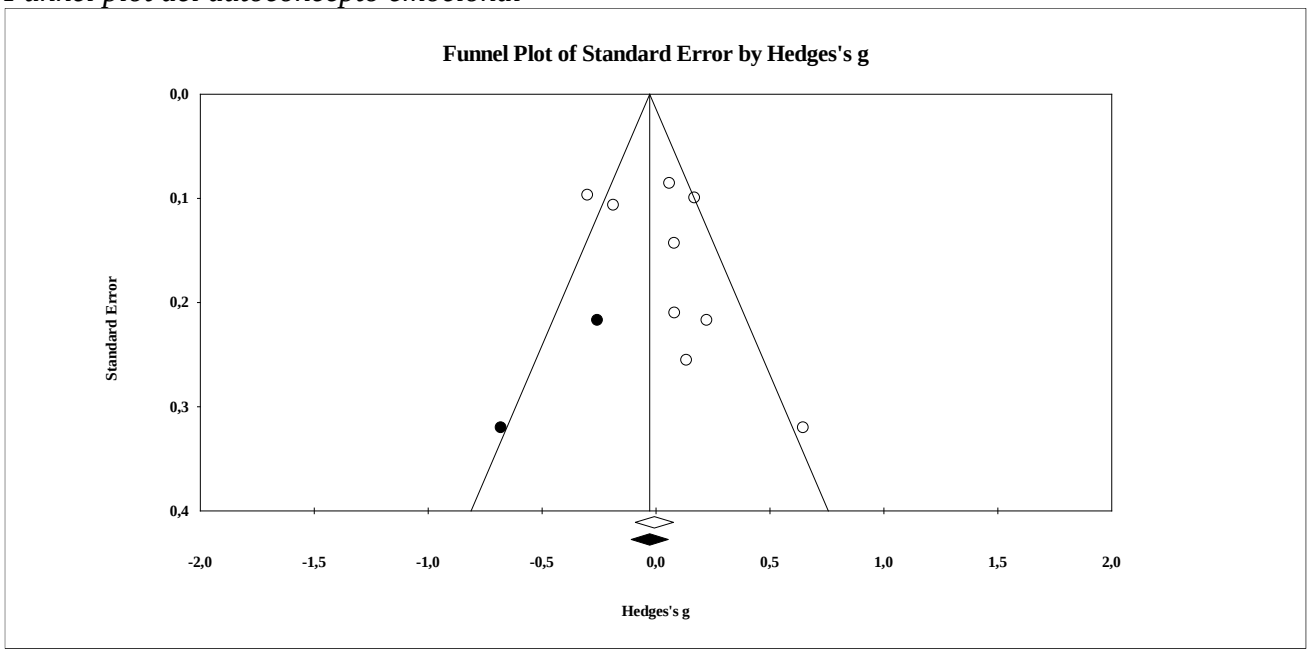
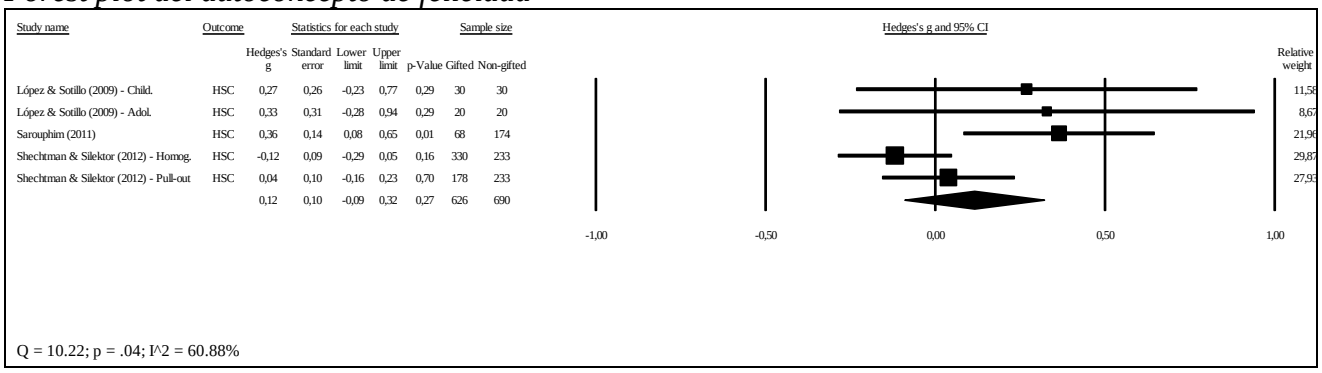


Figura S11.A

Forest plot del autoconcepto de felicidad



Nota: HSC: felicidad / satisfacción.

Figura S11.B

Funnel plot del autoconcepto de felicidad

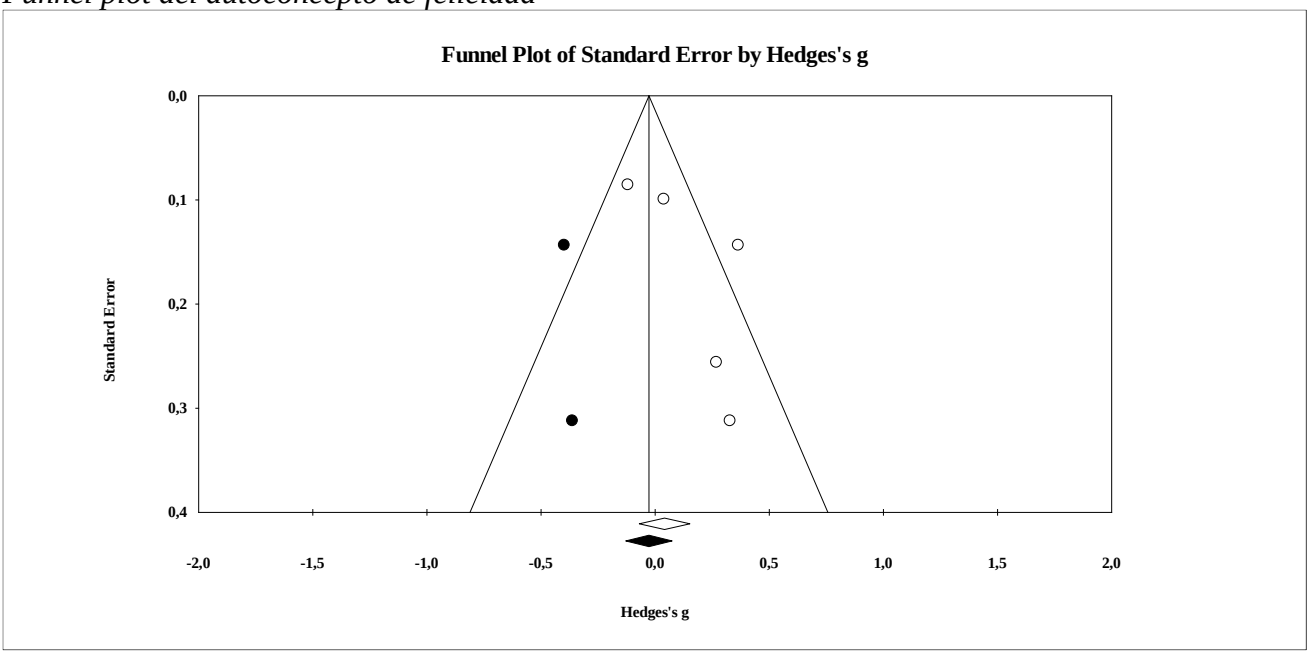
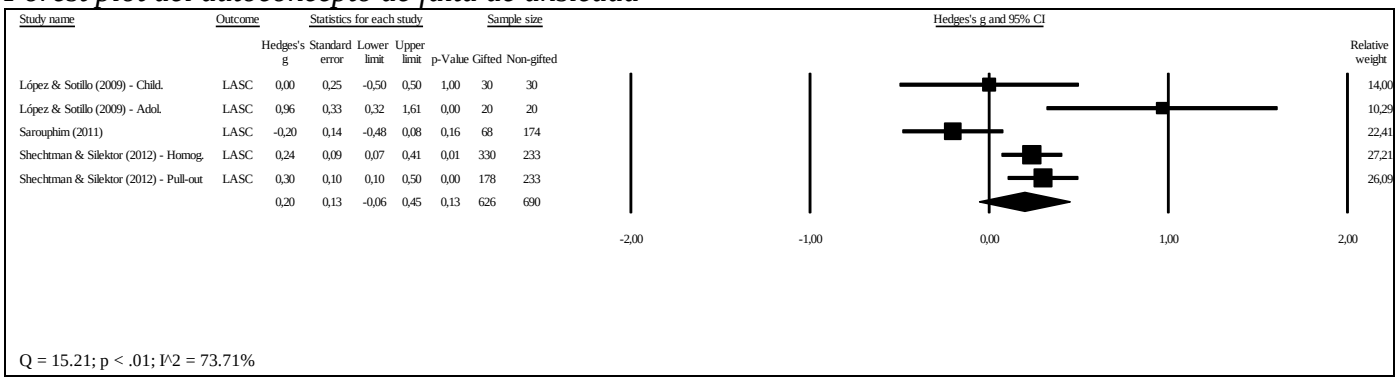


Figura S12.A

Forest plot del autoconcepto de falta de ansiedad



Nota: LASC: falta de ansiedad.

Figura S12.B

Funnel plot del autoconcepto de falta de ansiedad

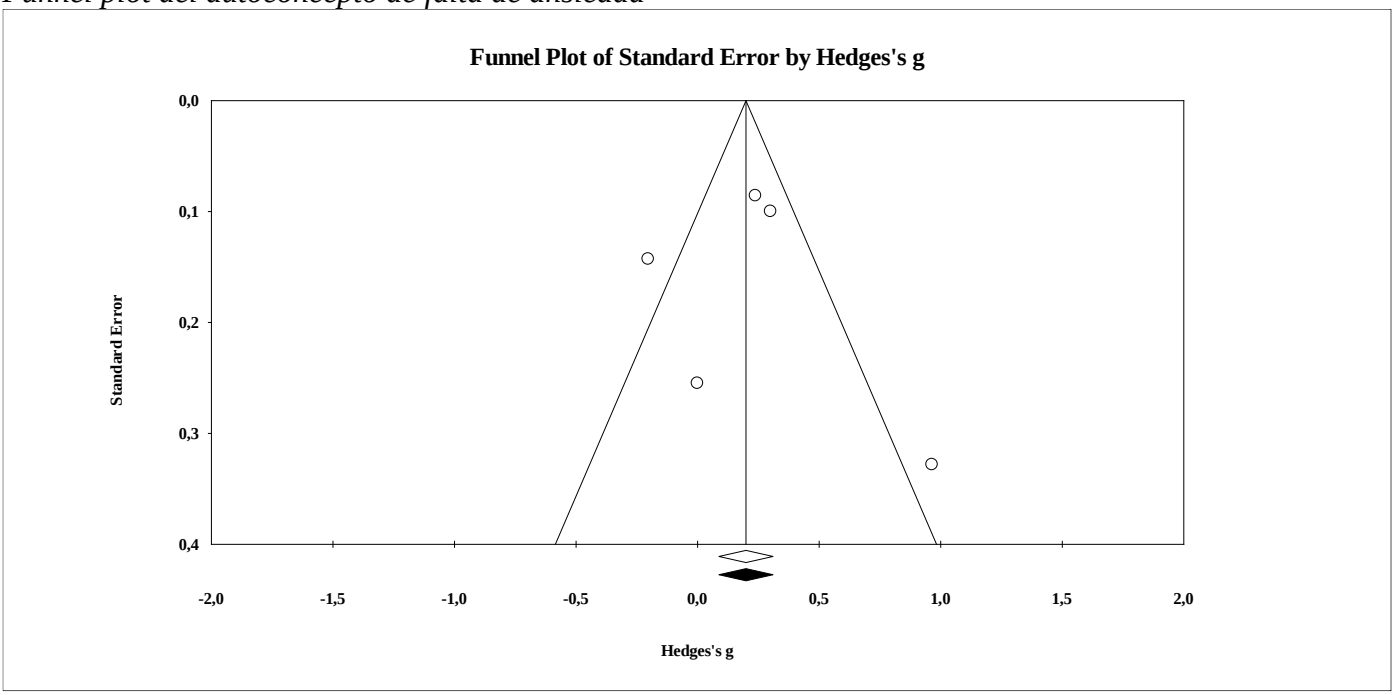
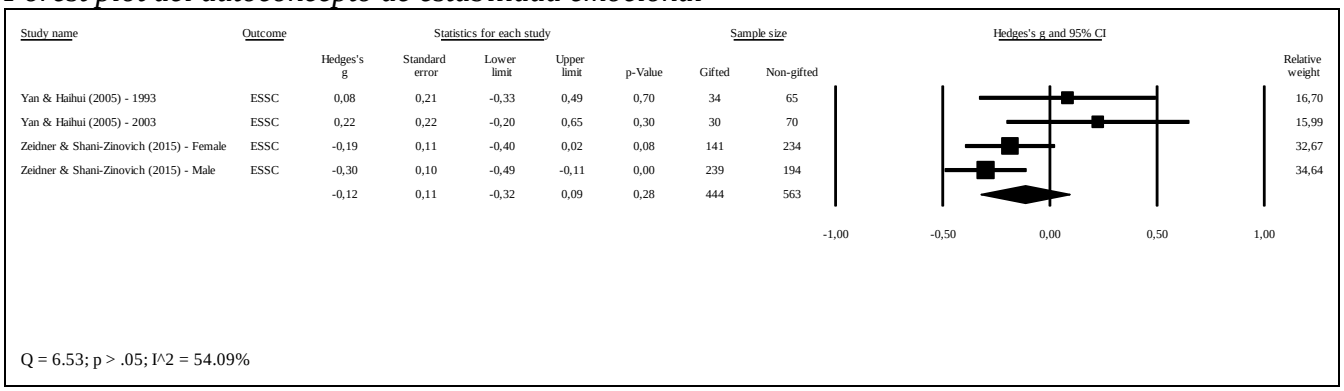


Figura S13.A

Forest plot del autoconcepto de estabilidad emocional



Study name	Outcome	Statistics for each study					Sample size		Hedges's g and 95% CI	Relative weight
		Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted		
Yan & Haihui (2005) - 1993	ESSC	0,08	0,21	-0,33	0,49	0,70	34	65		16,70
Yan & Haihui (2005) - 2003	ESSC	0,22	0,22	-0,20	0,65	0,30	30	70		15,99
Zeidner & Shani-Zinovich (2015) - Female	ESSC	-0,19	0,11	-0,40	0,02	0,08	141	234		32,67
Zeidner & Shani-Zinovich (2015) - Male	ESSC	-0,30	0,10	-0,49	-0,11	0,00	239	194		34,64
		-0,12	0,11	-0,32	0,09	0,28	444	563		

Q = 6.53; p > .05; I^2 = 54.09%

Nota: ESSC: estabilidad emocional.

Figura S13.B

Funnel plot del autoconcepto de estabilidad emocional

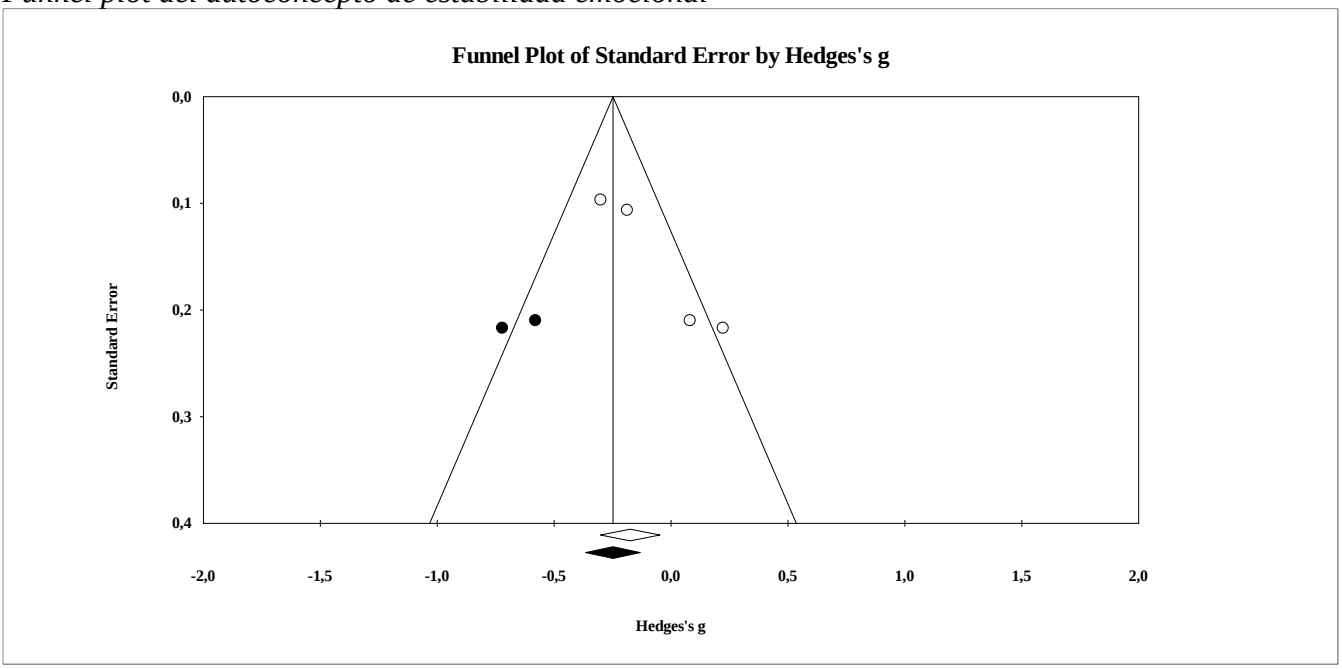
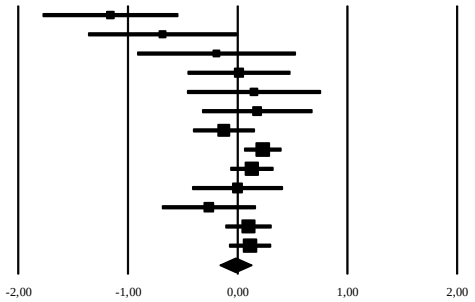


Figura S14.A

Forest plot del autoconcepto de conducta-honestidad

Study name	Outcome	Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted	Relative weight
Bénony et al. (2007)	TSC	-1,16	0,31	-1,78	-0,54	0,00	23	23	4,09
Hasanic et al. (2020) - Female	BSC	-0,68	0,35	-1,36	-0,01	0,05	17	17	3,55
Hasanic et al. (2020) - Male	BSC	-0,19	0,37	-0,91	0,53	0,60	14	14	3,21
Kroesbergen et al. (2016)	BSC	0,01	0,24	-0,45	0,48	0,96	35	34	5,99
López & Sotillo (2009) - Adol.	BSC	0,15	0,31	-0,46	0,76	0,63	20	20	4,17
López & Sotillo (2009) - Child.	BSC	0,18	0,26	-0,32	0,68	0,49	30	30	5,47
Sarouphim (2011)	BSC	-0,13	0,14	-0,41	0,15	0,38	68	174	9,98
Shechtman & Silektor (2012) - Homog.	BSC	0,23	0,09	0,06	0,40	0,01	330	233	13,11
Shechtman & Silektor (2012) - Pull-out	BSC	0,13	0,10	-0,07	0,32	0,19	178	233	12,35
Yan & Haihui (2005) - 1993	TSC	-0,00	0,21	-0,41	0,41	0,99	34	65	6,95
Yan & Haihui (2005) - 2003	TSC	-0,26	0,22	-0,69	0,16	0,23	30	70	6,68
Zeidner & Shani-Zinovich (2015) - Female	BSC	0,10	0,11	-0,11	0,31	0,35	141	234	11,96
Zeidner & Shani-Zinovich (2015) - Male	BSC	0,11	0,10	-0,08	0,30	0,24	239	194	12,51
		-0,02	0,07	-0,16	0,12	0,79	1159	1341	



Q = 29.30; p < .01; I^2 = 59.04%

Nota: TSC: honradez, BSC: conductual.

Figura S14.B

Funnel plot del autoconcepto de conducta-honestidad

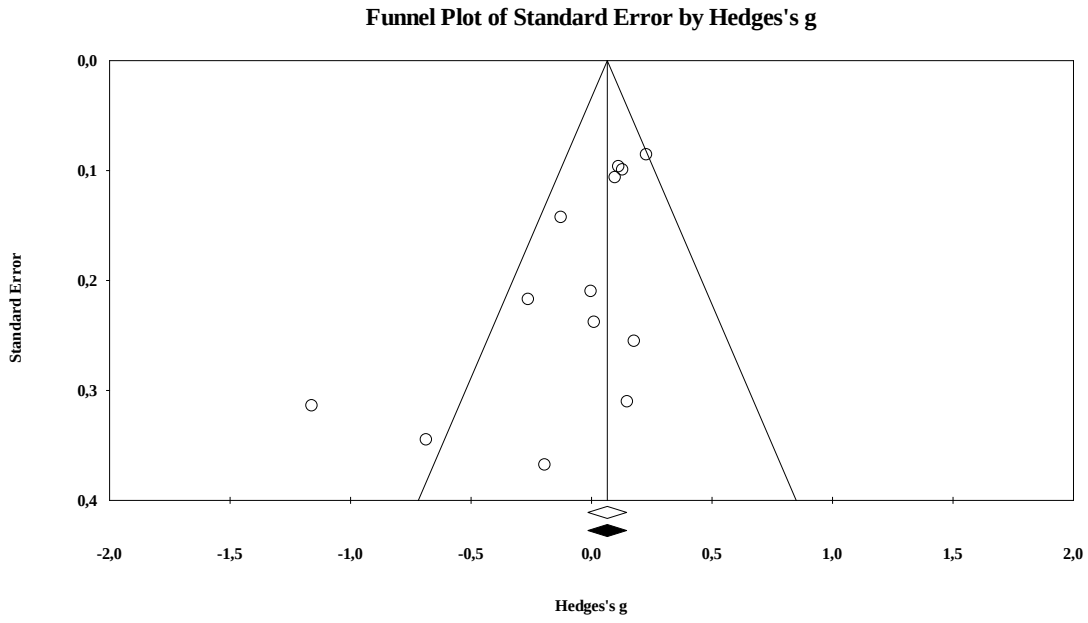
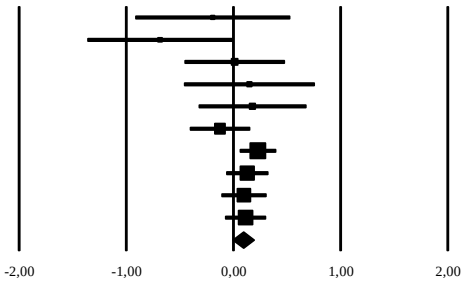


Figura S15.A

Forest plot del autoconcepto conductual

Study name	Outcome	Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted	Relative weight
Hasanic et al. (2020) - Male	BSC	-0,19	0,37	-0,91	0,53	0,60	14	14	1,83
Hasanic et al. (2020) - Female	BSC	-0,68	0,35	-1,36	-0,01	0,05	17	17	2,08
Kroesbergen et al. (2016)	BSC	0,01	0,24	-0,45	0,48	0,96	35	34	4,20
López & Sotillo (2009) - Adol.	BSC	0,15	0,31	-0,46	0,76	0,63	20	20	2,54
López & Sotillo (2009) - Child.	BSC	0,18	0,26	-0,32	0,68	0,49	30	30	3,68
Sarouphim (2011)	BSC	-0,13	0,14	-0,41	0,15	0,38	68	174	10,39
Shechtman & Silektor (2012) - Homog.	BSC	0,23	0,09	0,06	0,40	0,01	330	233	22,00
Shechtman & Silektor (2012) - Pull-out	BSC	0,13	0,10	-0,07	0,32	0,19	178	233	18,06
Zeidner & Shani-Zinovich (2015) - Female	BSC	0,10	0,11	-0,11	0,31	0,35	141	234	16,39
Zeidner & Shani-Zinovich (2015) - Male	BSC	0,11	0,10	-0,08	0,30	0,24	239	194	18,82
		0,09	0,05	-0,01	0,19	0,07	1072	1183	



Q = 10.91; p = .28; I^2 = 17.54%

Nota: BSC: conductual.

Figura S15.B

Funnel plot del autoconcepto conductual

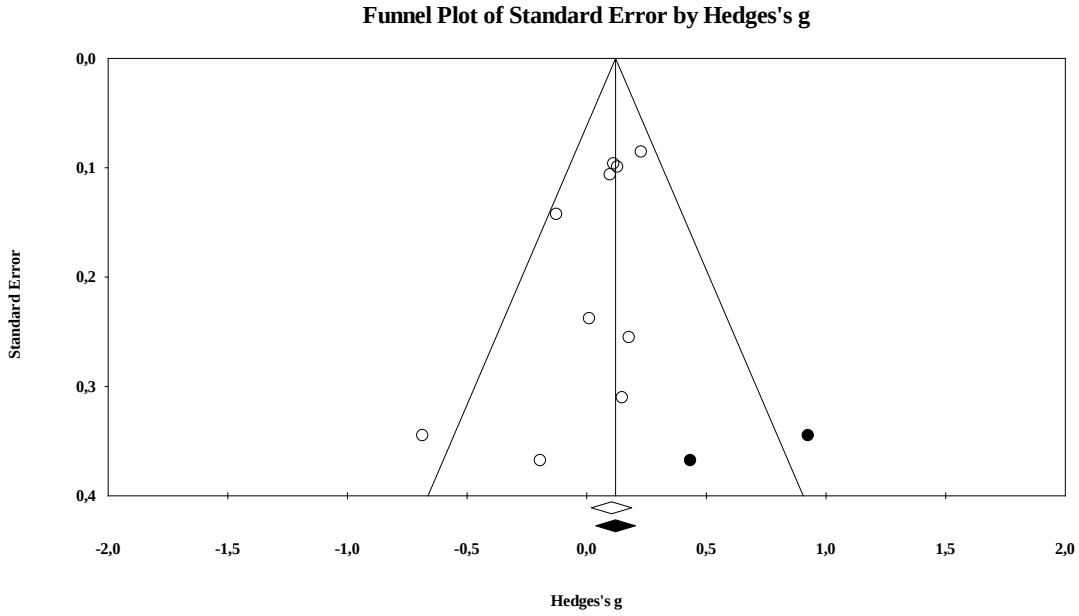
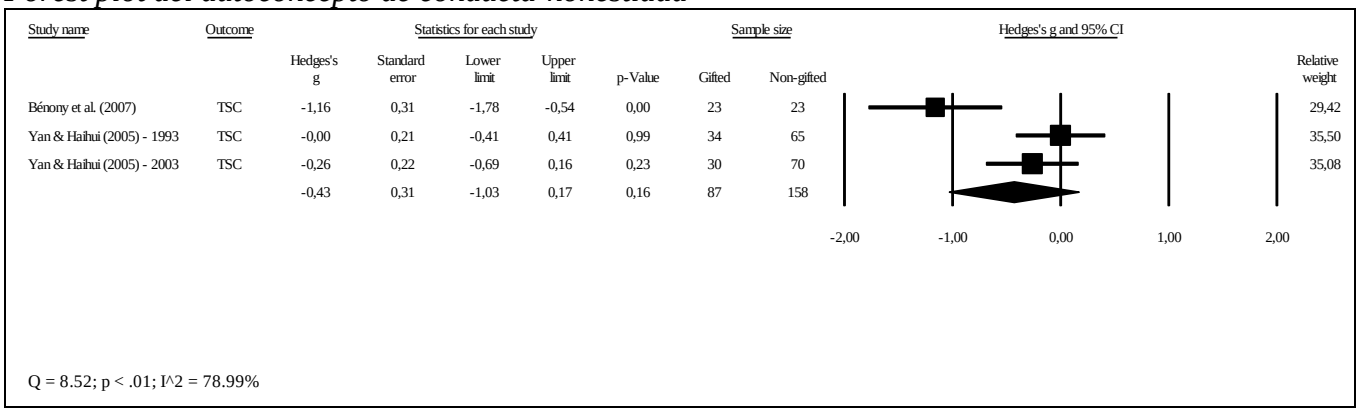


Figura S16.A

Forest plot del autoconcepto de conducta-honestidad



Nota: TSC: honradez.

Figura S16.B

Funnel plot del autoconcepto de conducta-honestidad

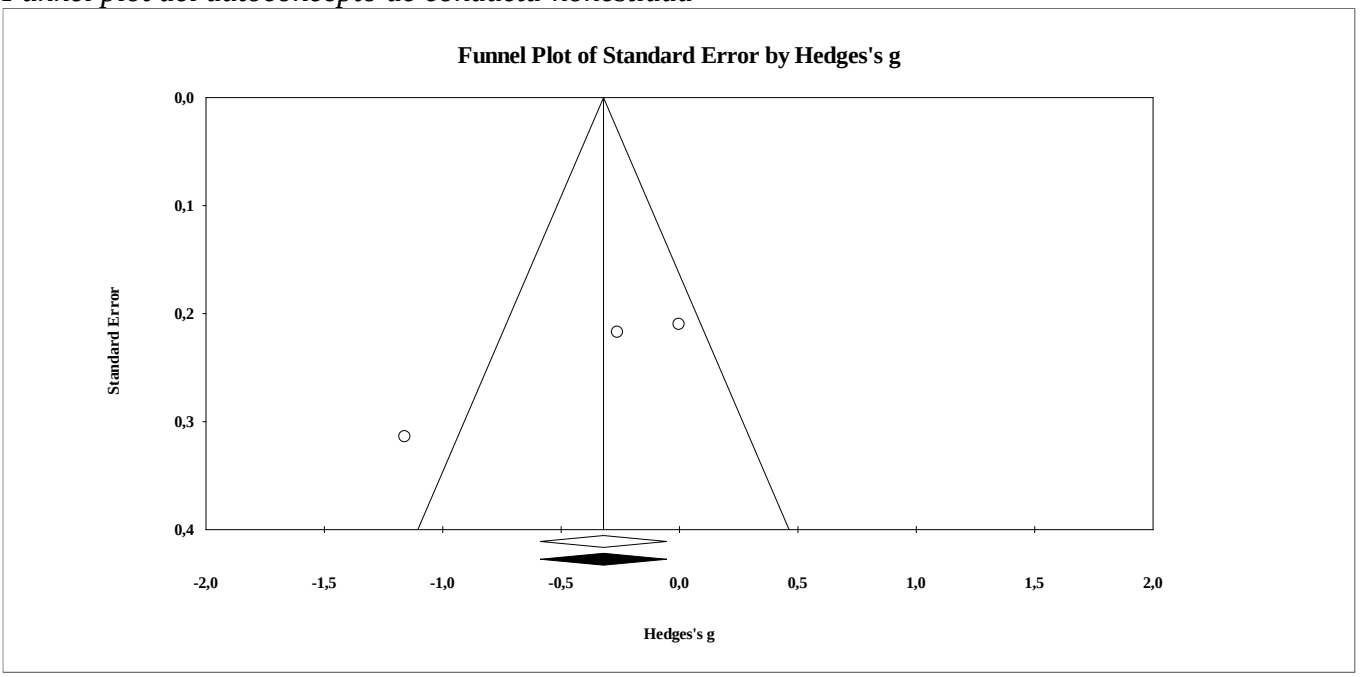
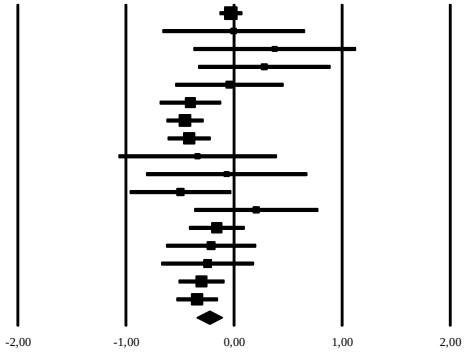


Figura S17.A

Forest plot del autoconcepto fisico

Study name	Outcome	Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted	Relative weight
Golle et al. (2018)	Combined	-0,03	0,05	-0,13	0,07	0,59	423	2328	12,22
Hasanic et al. (2020) - Females	Combined	-0,00	0,34	-0,66	0,65	0,99	17	17	2,53
Hasanic et al. (2020) - Males	Combined	0,38	0,38	-0,37	1,13	0,33	14	14	2,03
López & Sotillo (2009) - Adol.	AppSC	0,28	0,31	-0,33	0,89	0,37	20	20	2,85
López & Sotillo (2009) - Child.	AppSC	-0,04	0,25	-0,54	0,46	0,87	30	30	3,85
Sarouphim (2011)	AppSC	-0,40	0,14	-0,69	-0,12	0,00	68	174	7,52
Shechtman & Silektor (2012) - Homog.	AppSC	-0,45	0,09	-0,62	-0,28	0,00	330	233	10,50
Shechtman & Silektor (2012) - Pull-out	AppSC	-0,41	0,10	-0,61	-0,22	0,00	178	233	9,74
Shi et al. (2008) - Female/Adol.	AppSC	-0,34	0,37	-1,07	0,39	0,37	8	62	2,12
Shi et al. (2008) - Female/Child.	AppSC	-0,07	0,38	-0,81	0,68	0,86	9	25	2,06
Shi et al. (2008) - Male/Adol.	AppSC	-0,50	0,24	-0,96	-0,03	0,04	23	77	4,23
Shi et al. (2008) - Male/Child.	AppSC	0,21	0,29	-0,37	0,78	0,48	21	25	3,15
Song & Ahn (2014)	Combined	-0,16	0,13	-0,41	0,10	0,22	117	117	8,15
Yan & Haihui (2005) - 1993	Combined	-0,21	0,21	-0,63	0,20	0,32	34	65	4,96
Yan & Haihui (2005) - 2003	Combined	-0,24	0,22	-0,67	0,18	0,26	30	70	4,78
Zeidner & Shani-Zinovich (2015) - Females	PhSC	-0,30	0,11	-0,51	-0,09	0,00	141	234	9,39
Zeidner & Shani-Zinovich (2015) - Males	PhSC	-0,34	0,10	-0,53	-0,15	0,00	239	194	9,92
		-0,23	0,06	-0,34	-0,11	0,00	1702	3918	



Q =37.70; p < .01; I^2 = 57.56%

Nota: AppSC: apariencia física / atractivo corporal, PhSC: autoconcepto físico.

Figura S17.B

Funnel plot del autoconcepto fisico

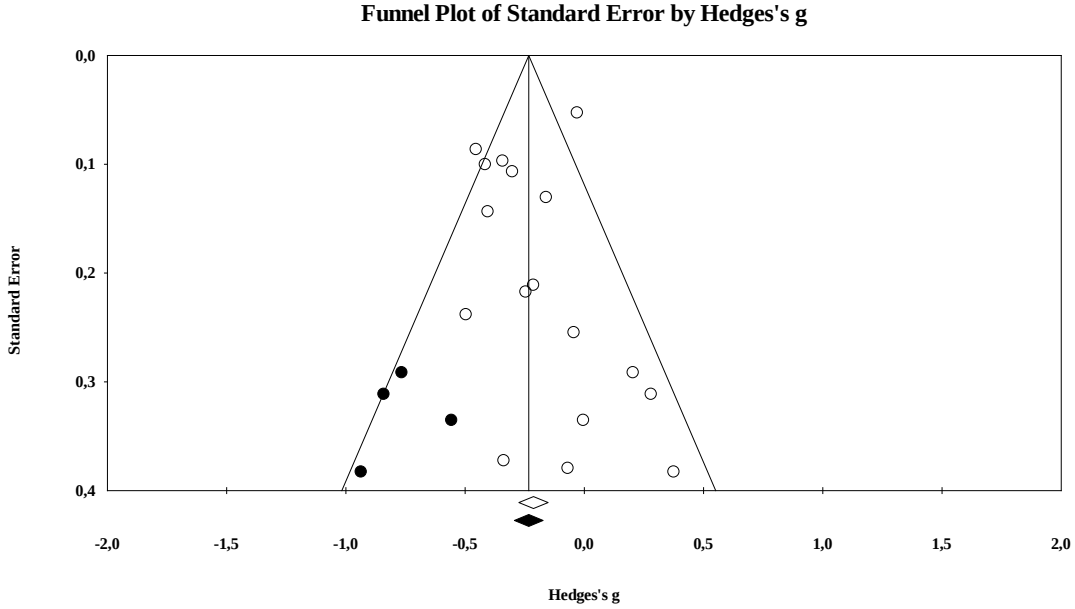
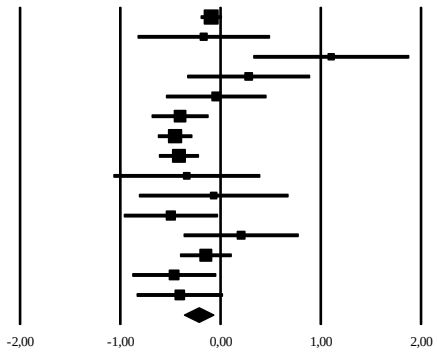


Figura S18.A

Forest plot del autoconcepto de apariencia física

Study name	Outcome	Statistics for each study					Sample size		Hedges's g and 95% CI
		Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted	Relative weight
Golle et al. (2018)	AppSC	-0,09	0,05	-0,20	0,01	0,08	423	2328	13,09
Hasanic et al. (2020) - Females	AppSC	-0,17	0,34	-0,82	0,49	0,62	17	17	3,64
Hasanic et al. (2020) - Males	AppSC	1,10	0,40	0,33	1,88	0,01	14	14	2,82
López & Sotillo (2009) - Adol.	AppSC	0,28	0,31	-0,33	0,89	0,37	20	20	4,05
López & Sotillo (2009) - Child.	AppSC	-0,04	0,25	-0,54	0,46	0,87	30	30	5,30
Sarouphim (2011)	AppSC	-0,40	0,14	-0,69	-0,12	0,00	68	174	9,20
Shechtman & Silektor (2012) - Homog.	AppSC	-0,45	0,09	-0,62	-0,28	0,00	330	233	11,78
Shechtman & Silektor (2012) - Pull-out	AppSC	-0,41	0,10	-0,61	-0,22	0,00	178	233	11,16
Shi et al. (2008) - Female/Adol.	AppSC	-0,34	0,37	-1,07	0,39	0,37	8	62	3,10
Shi et al. (2008) - Female/Child.	AppSC	-0,07	0,38	-0,81	0,68	0,86	9	25	3,01
Shi et al. (2008) - Male/Adol.	AppSC	-0,50	0,24	-0,96	-0,03	0,04	23	77	5,74
Shi et al. (2008) - Male/Child.	AppSC	0,21	0,29	-0,37	0,78	0,48	21	25	4,44
Song & Ahn (2014)	AppSC	-0,15	0,13	-0,40	0,11	0,26	117	117	9,79
Yan & Haihui (2005) - 1993	AppSC	-0,46	0,21	-0,88	-0,05	0,03	34	65	6,53
Yan & Haihui (2005) - 2003	AppSC	-0,41	0,22	-0,83	0,02	0,06	30	70	6,34
		-0,22	0,07	-0,36	-0,07	0,00	1322	3490	



Q =38.76; p < .001; I^2 = 63.88%

Nota: AppSC: apariencia física / atractivo corporal.

Figura S18.B

Funnel plot del autoconcepto de apariencia física

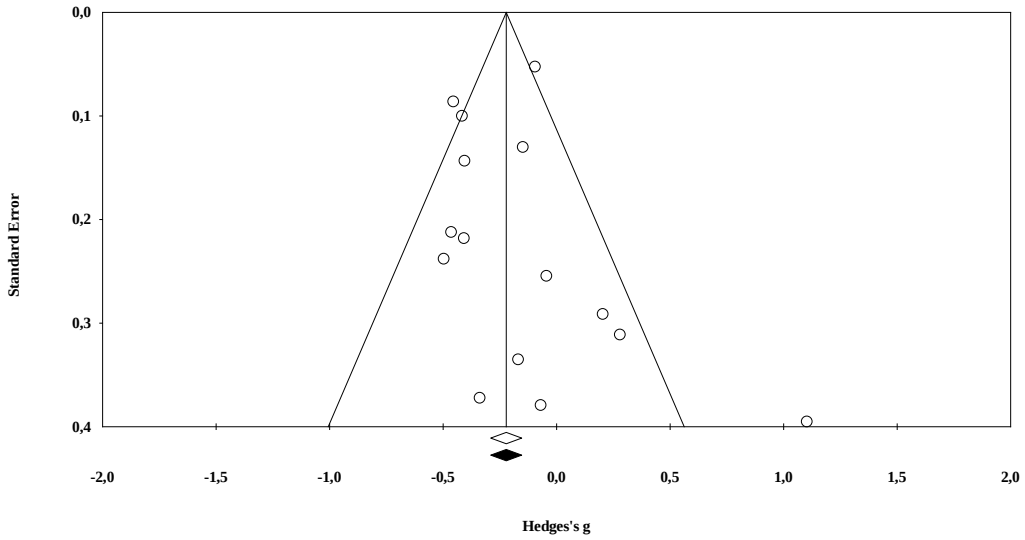
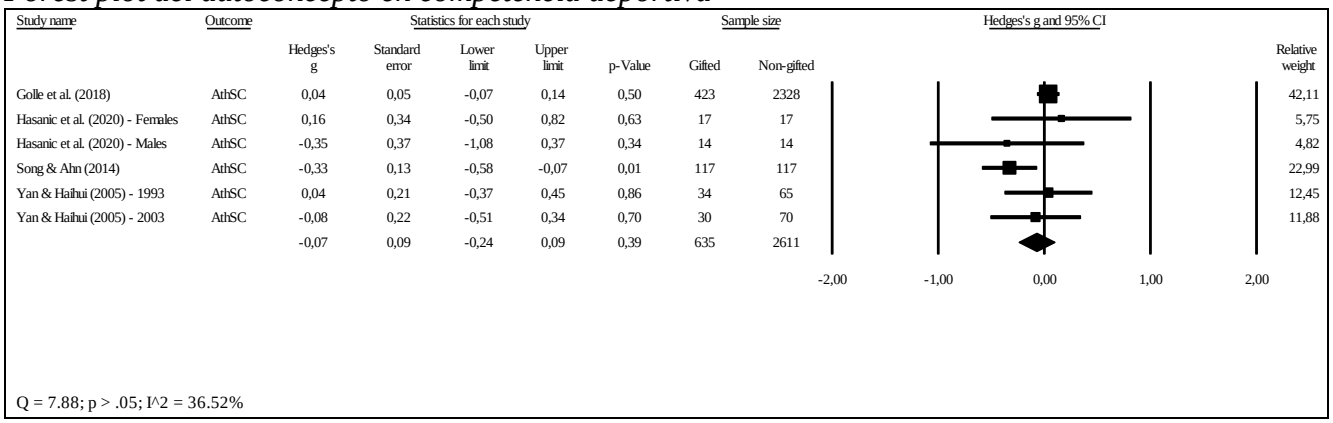


Figura S19.A

Forest plot del autoconcepto en competencia deportiva



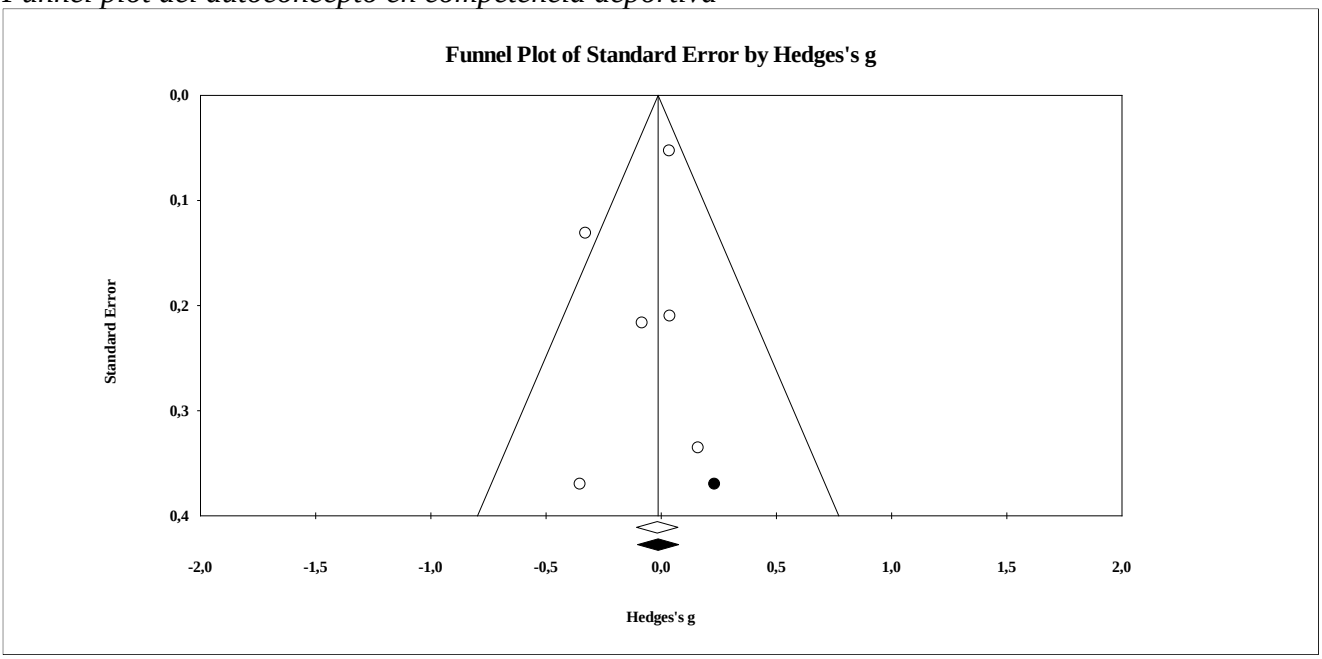
Study name	Outcome	Statistics for each study					Sample size		Hedges's g and 95% CI	Relative weight
		Hedges's g	Standard error	Lower limit	Upper limit	p-Value	Gifted	Non-gifted		
Golle et al. (2018)	AthSC	0,04	0,05	-0,07	0,14	0,50	423	2328		42,11
Hasanic et al. (2020) - Females	AthSC	0,16	0,34	-0,50	0,82	0,63	17	17		5,75
Hasanic et al. (2020) - Males	AthSC	-0,35	0,37	-1,08	0,37	0,34	14	14		4,82
Song & Ahn (2014)	AthSC	-0,33	0,13	-0,58	-0,07	0,01	117	117		22,99
Yan & Haihui (2005) - 1993	AthSC	0,04	0,21	-0,37	0,45	0,86	34	65		12,45
Yan & Haihui (2005) - 2003	AthSC	-0,08	0,22	-0,51	0,34	0,70	30	70		11,88
		-0,07	0,09	-0,24	0,09	0,39	635	2611		

Q = 7.88; p > .05; I^2 = 36.52%

Nota: AthSC: competencia deportiva.

Figura S19.B

Funnel plot del autoconcepto en competencia deportiva



PRISMA checklist

Section/topic	#	Checklist item	Reported on page # *
TITLE			
Title	1	Identify the report as a systematic review, meta-analysis, or both.	1, 2, 3
ABSTRACT			
Structured summary	2	Provide a structured summary including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings; systematic review registration number.	2, 3
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of what is already known.	4-7
Objectives	4	Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).	7
METHODS			
Protocol and registration	5	Indicate if a review protocol exists, if and where it can be accessed (e.g., Web address), and, if available, provide registration information including registration number.	7-8
Eligibility criteria	6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.	8
Information sources	7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched.	8-9
Search	8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.	8-9 y material suplementario
Study selection	9	State the process for selecting studies (i.e., screening, eligibility, included in systematic review, and, if applicable, included in the meta-analysis).	9
Data collection process	10	Describe method of data extraction from reports (e.g., piloted forms, independently, in duplicate) and any processes for obtaining and confirming data from investigators.	9-10

Data items	11	List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.	9-10
Risk of bias in individual studies	12	Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis.	11
Summary measures	13	State the principal summary measures (e.g., risk ratio, difference in means).	11-12
Synthesis of results	14	Describe the methods of handling data and combining results of studies, if done, including measures of consistency (e.g., I^2) for each meta-analysis.	11-12
Risk of bias across studies	15	Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).	12
Additional analyses	16	Describe methods of additional analyses (e.g., sensitivity or subgroup analyses, meta-regression), if done, indicating which were pre-specified.	12
RESULTS			
Study selection	17	Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.	12 y figura 1
Study characteristics	18	For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.	13 y tabla 1
Risk of bias within studies	19	Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).	19, tabla 1 y material suplementario
Results of individual studies	20	For all outcomes considered (benefits or harms), present, for each study: (a) simple summary data for each intervention group (b) effect estimates and confidence intervals, ideally with a forest plot.	14-19, tablas 2 y 3, figura 2 y material suplementario
Synthesis of results	21	Present results of each meta-analysis done, including confidence intervals and measures of consistency.	14-19 y tablas 2 y 3, y material suplementario
Risk of bias across studies	22	Present results of any assessment of risk of bias across studies (see Item 15).	14-19 y material suplementario

Additional analysis	23	Give results of additional analyses, if done (e.g., sensitivity or subgroup analyses, meta-regression [see Item 16]).	18-19, tabla 3, figura 2 y material suplementario
DISCUSSION			
Summary of evidence	24	Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., healthcare providers, users, and policy makers).	19-20
Limitations	25	Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).	23
Conclusions	26	Provide a general interpretation of the results in the context of other evidence, and implications for future research.	23-24
FUNDING			
Funding	27	Describe sources of funding for the systematic review and other support (e.g., supply of data); role of funders for the systematic review.	Agradecimientos y apartado correspondiente

* According to the last submitted manuscript.