

High Teaching Skills: Literature Review

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ABSTRACT

This qualitative and descriptive study in its methodology sought to survey articles in the Scielo database from the last five years, that is, from 2019 to 2023, using the descriptors "High Abilities" AND "Education". The general objective of this study was to understand high abilities and giftedness (HA/SD) in the educational system. The specific objectives were: a) to investigate how the literature addresses the theme of HA/DS; b) identify, through the reading of scientific articles, how the right to inclusive education is guaranteed in relation to HA/DS in schools. Studies, HA/DS generally point out that a person may initially have some advantages over their peers, but they also face challenges and vulnerabilities. As for the legislation that is in place to ensure inclusive education for both people with HA/DS and for any other person, with or without disabilities, there are highlights in the law to guarantee the right to inclusive education. It should be noted that everyone contributes to this process of educating and it is necessary to provide guidance to education professionals and parents, as they play an important role in this context.

Keywords: Special Education, High Abilities, Teaching.

1 INTRODUCTION²

The Federal Constitution recognizes education as a duty of the State and, above all, implements care for children and adolescents (Brasil, 1988). In addition to this legislation, the law of guidelines and bases of national education (LDBEN), provides for early childhood education as the first stage of basic education, serving children from 0 to 5 years old (BRASIL, 1996). Because it is about minority, the purpose of this teaching phase is fixed on education and care, using these two inseparable aspects of the educational process (Brasil, 2017) and recognizing their importance in this school phase.

The national documents that govern early childhood education (Brasil, 2010, 2017) emphasize that children acquire knowledge through action with special attention to play and interaction. Consequently, it is the axis of instruction in kindergartens and preschool institutions. This fact does not exclude the need for pedagogical intention during the learning process. In this scenario, it is common to find children with a wide variety of characteristics, and among them, there are those who stand out with high potential in relation to their peers (Alencar, 2014). However, despite the fact that, on a daily basis, the teacher may perceive alterations indicative of high abilities and giftedness (HA/SD) in children under 6 years of age, the literature is subject to several interpretations,

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especially regarding the persistence of this characteristic in the future (Mosquera; Stobaús; Freitas, 2014).

The Study of HA/DS is justified in a literature review, as it is an in-depth overview of the subject. In this way, it expands the organization of knowledge already produced about it and brings light to the way of understanding and dealing specifically with HA/DS in the contexts of basic education in the public education system. In addition, reviewing the law that guarantees special education and how inclusive education should be observed for this public, allows the discussion of a current, important topic and a necessary demand.

On the surface, having a student with HA/DS sounds good, but it is actually a challenge to the school and the child's family. It would be a child with different needs from the other so-called neurotypical, that is, children with neurological development in a typical range of human development. Therefore, from the curiosity about the theme, the following research question was raised: how does HA/DS occur in the context of the education system? Is there legislation in this regard? Is there a literature pointing to the ways to deal with HA/DS at school? In this reading, it will be possible to follow what this research can raise in this regard.

The general objective of this article was: To understand HA/DS in the education system. The specific objectives were: a) To survey how the literature explores the theme of HA/DS b) To identify, after reading scientific articles, how the right to inclusive education regarding HA/DS in schools is guaranteed.

In terms of methodology, this article is a qualitative, descriptive study that aimed to survey articles in the Scielo database with the search for the descriptors: "High Abilities" AND "Education". 2 articles were selected, namely: "The vulnerabilities of high abilities and giftedness: sociocognitive and affective issues" by Virgolin (2021) and "High Abilities/Giftedness: Intervention in Social Skills with Students, Parents/Guardians and Teachers" by Oliveira, Capellini and Rodrigues, 2020 and complemented with law, decrees and authors selected for dealing with the topic in question. By making a broad and attentive reading, we raise the question of the research described above and whether the objectives of the research are the objectives. These objectives culminated in the two chapters of this article. Finally, in view of what has been exposed throughout the work, the conclusion is described, closing this manuscript.

2 THE LITERATURE ON HIGH ABILITIES

In the theory of the confluence of three factors, giftedness can be understood as the intersection of three representative rings. The first ring is above-average skill, the second ring concerns commitment to the task, and the third ring addresses creativity (Virgolin, 2021). These three

factors combine to define and characterize giftedness, recognizing the presence of exceptional abilities, dedication, and engagement, as well as the creative capacity that drives the potential of gifted people. In this understanding, the person has a different ability to do so than their peers, greater commitment and self-motivation for the activity, as well as creativity and the ability to solve problems in their own way and not necessarily based on what the mediator says.

Renzulli (1988) points out that giftedness is influenced by both genetic and environmental factors. Agreeing with this theoretical perspective, Virgolin (2019) points out that the expression "high abilities and giftedness" is used with the same meaning, representing two aspects of the same phenomenon. The term "giftedness" refers to the innate and genetic characteristics of intelligence and personality. On the other hand, the term "high abilities" emphasizes aspects that are shaped, modified, and enriched by the environment, such as family, school, culture, and other factors. Thus, this approach recognizes the interaction between hereditary factors and environmental influences in the development of exceptional abilities in gifted people.

The theme of high abilities and giftedness (HA/SD) is intricate and comprehensive. This group has heterogeneous characteristics, which means that giftedness can be found in all economic classes and in different ethnic groups. In addition, behaviors associated with giftedness can manifest themselves in any age group. It is relevant to highlight that these characteristics can coexist with sensory, physical, intellectual, learning disabilities and other developmental disorders, forming what is known as double specificity (Strip; Hirsch, 2000; Virgolin; Pereira, 2020).

Understanding giftedness implies understanding the family dynamics and the interactions and connections between the family and the child, as well as considering the culture in which the child is inserted, taking into account the aspects valued and identified by society. In addition, it is essential to consider the person, their abilities, interests, and unique emotional and affective characteristics. Educating people with HA/DS is not straightforward, and it is important to recognize that what is suitable for one student may not be suitable for another (Virgolin, 2021).

When comparing people with HA/DS and giftedness with their peers, it is possible to observe that they excel in at least one area of knowledge or domain of their potential, such as verbal, logical-mathematical, artistic, psychomotor or leadership skills (Sabatella, 2013; Virgolin; Pereira, 2020). However, the positive side is not always highlighted. Some characteristics, whether physical, behavioral, or emotional, can make them targets of unpleasant games at school, as pointed out by the studies of De Oliveira, Capellini and Rodrigues (2020). It is not surprising that some of them may feel vulnerable, out of place, strange, incompetent, and angry (Strip; Hirsch, 2000), evidencing a tendency to immaturity. Below, a table is presented with the strengths, the other side and the possible

consequences of giftedness, in order to outline how a person with high abilities can experience positive and negative situations.

TABLE 1 - The ups and downs of giftedness

OS ALTOS E BAIXOS DA SUPERDOTAÇÃO		
ASPECTOS FORTES	O OUTRO LADO	POSSÍVEIS CONSEQUÊNCIAS
<i>Apresenta maior nível de compreensão do que os colegas de mesma idade</i>	Acha que a forma de raciocínio e compreensão dos colegas são “bobas” e expressa sua opinião para eles.	Os colegas a evitam; os adultos a percebem como faladora demais. A criança perde amigos.
<i>Habilidades verbais avançadas para a idade</i>	Conversa mais do que os colegas, que não entendem sobre o que ela está falando. A criança quer falar sempre, não dando a vez aos outros.	Os colegas a percebem como pretensiosa e superior aos outros, e a excluem. A criança fica solitária.
<i>Pensamento criativo</i>	Resolve problemas de seu próprio jeito, e não da forma ensinada pelo professor.	O professor se sente ameaçado, percebe a criança como <u>desrespeitosa da figura de autoridade</u> e decide reprimi-la, o que estabelece o palco para a rebelião.
<i>Rápida no pensamento</i>	Torna-se facilmente entediada com a rotina e pode não completar suas tarefas. Por outro lado, pode acabar rapidamente suas atividades e ficar vagando pela sala, procurando o que fazer.	O professor pode achar que a criança é desatenta, negativa ou com problemas comportamentais, e que exerce má influência nos colegas.
<i>Alto nível de energia</i>	Pode ser muito distraída, começando várias tarefas e não terminando nenhuma.	A criança pode se desgastar tentando realizar muitos projetos de uma vez só. Sua alta energia pode ser confundida com Transtorno de Desordem da Atenção e Hiperatividade – TDAH. Medicação pode ser sugerida para “acalmar” a criança.
<i>Grande poder de concentração</i>	Algumas vezes gasta tempo demais em um projeto; fica perdida nos detalhes e perde os prazos de entrega.	Notas baixas, uma vez que as tarefas não são completadas, o que causa frustração para a criança, seus pais e professores.
<i>Pensamento ao nível do adulto</i>	O pensamento ao nível do adulto não se faz acompanhar de habilidades ao nível do adulto, tais como a diplomacia. Pode falar coisas de forma rude ou desconcertante.	Tanto os colegas quanto os adultos podem achar a criança rude, ofensiva e sem tato, passando a evitá-la.

SOURCE: Helping gifted children soar (Strip; Hirsch, 2000, *apud* Virgolin, 2021).

Although children with HA/DS often have some advantages over their peers, such as greater resilience, it is important to recognize that they also face challenges and areas of vulnerability. Studies point to issues such as the search for perfectionism, the tendency to postpone important activities, stress, and difficulties in relating to colleagues (Virgolin, 2021). In addition, asynchronism, adult expectations, self-control, internal conflicts, the tendency to socially isolate oneself, motivation, and the search for self-fulfillment are mentioned (Hérbert, 2011). Gifted children can also exhibit great sensitivity and emotional intensity (Davrowisk, 2016; Mendaglio, 2008), empathy,

a sense of justice and moral concern for others (Hébert, 2011), as well as a great sense of humor, defiance of authority and creative thinking (Hébert, 2011; Strip; Hirsch, 2000).

In view of the various challenges mentioned, addressing learning in cases of giftedness goes beyond considering it as an exclusively cognitive phenomenon. It is crucial to understand it as a process that intertwines with emotional functioning in a broader context. It is essential to create developmental environments that allow feelings not to be blocked, because in this way the child will be better able to process learning intellectually.

3 THE RIGHT TO INCLUSIVE EDUCATION WITH REGARD TO HIGH ABILITIES IN PUBLIC SCHOOLS OF BASIC EDUCATION

In 2015, in Brazil, legislation was established that enabled access and enjoyment of rights by people with special needs, especially in the field of education. Law 13.146, enacted on June 6, 2015, is known as the Statute of Persons with Disabilities and aims to guarantee and promote, under equal conditions, the exercise of the fundamental rights and freedoms of people with disabilities, aiming at their social inclusion and citizenship (Brasil, 2015).

This legal provision promoted social inclusion and access to citizenship for individuals with special needs, representing a significant advance in terms of equal rights. In the second article of the aforementioned law, the concept of people with special needs, now called "people with disabilities", is comprehensively addressed, replacing the previous terminology and resignifying the way these people are perceived and treated in relation to their rights. In addition, Decree No. 10,502, of September 30, 2020, stands out, which establishes, in its first article:

"The National Policy on Special Education: Equitable, Inclusive and Lifelong Learning is hereby instituted, through which the Union, in collaboration with the States, the Federal District and the Municipalities, will implement programs and actions aimed at guaranteeing the rights to education and specialized educational care for students with disabilities, global developmental disorders and high abilities or giftedness" (Brasil, 2020).

Through this decree, the creation of a National Policy for Special Education with a focus on continuous learning throughout life is established. In this way, the decree not only reaffirms the inclusion process addressed in Law 13,146, but also emphasizes the importance of "lifelong learning" for people with special needs. This differentiated legal approach opens doors for the participation of these individuals in universities, graduate and extension programs, at all levels of education, ensuring accessibility throughout their educational path. Undoubtedly, it is a significant step towards education, so that social inclusion becomes an important instrument of citizenship for people with special needs.

Another decree that deserves to be highlighted is Decree No. 7,611, dated November 17, 2011, which aims to guarantee children's access to specialized services. This means that it is the school's responsibility to prepare itself to meet the needs and particularities of these children (Brasil, 2011). With regard to inclusion policies, it is understood that interpersonal development plays a crucial role in this inclusive process. It is essential to seek improvement in the quality of social relationships, promoting attitudes of understanding and acceptance of differences by colleagues, teachers and school staff. Recognizing the importance of acquiring and maintaining these interpersonal skills, it is essential that the school invests in the interpersonal development of students, as well as teachers, since they play the role of mediators of relationships and conflicts in the classroom (Del Prette; Del Prette, 2013).

Regarding the role of the teacher, according to Castro and Bolsoni-Silva (2008), when performing this function, he can maintain, strengthen or even discourage behaviors related to the interaction between children and between child and teacher, influencing both academic and social aspects. According to Bandeira and Quaglia (2006), children need to present assertive behaviors to achieve success, as this contributes to improving interpersonal communication and expression of their feelings and needs. Therefore, it is up to the teacher to identify such behaviors, seeking to stimulate or discourage them in different situations. From this perspective, it is undeniable that educational systems must equally prioritize the development of the social skills of all students, whether they are in special education or not. In addition, it is essential to also focus on the actors involved, such as teachers and parents/guardians, in order to provide an environment conducive to educational development.

Considering that child behavior is the result of the child's behavioral history in the environments in which he or she lives and is influenced by family environmental contingencies, it is essential to reinforce the importance of working not only with teachers, but also with parents and/or guardians. From the beginning of education, the school environment must promote and enhance the social and academic development of students, aiming at an adequate education for life in all its aspects. It is essential to recognize that the partnership between school and family plays a crucial role in this process, providing consistent and integrated support for children's growth and learning.

Highlighting Del Prette and Del Prette (2013), comparative studies between different data sources, such as parents and teachers, can enrich the categorization and understanding of the repertoire of social skills, helping to identify these behaviors in children with HA/DS in various social contexts, such as school and family. The authors advocate investment in social skills training (HRT) programs with two approaches: the first as a form of prevention, through collaboration between school and family, and the second as a clinical intervention directed to the child, with the

objective of overcoming interpersonal difficulties and the problems associated with them. These approaches aim to promote the healthy development of social skills and improve the well-being of children with High Abilities and Giftedness.

4 CONCLUSION

The first part of this article briefly addresses the literature on the topic of high abilities and giftedness (HA/SD). By analyzing the theories on HA/DS, it is possible to observe that the authors recognize socio-emotional and cognitive vulnerabilities in students with this profile. However, it is important to emphasize that not all gifted children have the vulnerabilities mentioned above. These characteristics are not intrinsic to HA/DS and do not necessarily mean that these people are unhappy. In most cases, vulnerabilities in people with high abilities/giftedness arise in the distance between their current development and society's expectations of expected development. As information is more widespread and social expectations are better aligned with the realities of the development of these talents, the degree of vulnerability of these children tends to decrease.

The second part of this article highlighted how the law and some authors approach EE for the public of gifted and high-ability people. Despite the challenges in the education of a student whose ability is above the average of their peers, it is worth mentioning that the preparation of the actors: teachers, parents and/or guardians can make a significant difference in how the development context of these students will take place. It should be noted that it is important that the accompaniments are done beyond the school. Sometimes, actors such as the pediatrician, or other health and education professionals will be supporting this process.

Finally, this article fulfilled its objectives, answered the research question and advanced with regard to the organization of knowledge. It is also suggested comparative studies of school and clinical interventions that help the development of personal, cognitive, and impulse control skills in people with high abilities and giftedness.

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