

# Pedagogical Workshop

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*EDUCATIONAL POLICIES AND PRACTICES FOR STUDENTS WITH GIFTEDNESS*

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## TECHNICAL DESCRIPTION OF THE PRODUCT

PRODUCT ORIGIN: Dissertation work "EDUCATIONAL POLICIES AND THE ATTENDANCE OF STUDENTS WITH GIFTEDNESS IN THE DAILY LIFE OF ANGRA DOS REIS".

AREAS OF KNOWLEDGE: Health Education

CATEGORY: Teaching proposal in the form of a pedagogical workshop.

TYPE OF EDUCATIONAL PRODUCT: Workshop

PURPOSE: To promote active participation in a workshop as a proposal for continuing education for Early Years of Elementary Education professionals with the aim of acquiring competencies that enable them to identify students with giftedness.

TARGET AUDIENCE: Professionals working in the Early Years of Elementary Education such as regular classroom teachers, teachers from multifunctional resource rooms, educational counselors, and school administrators.

Product Evaluation: Teachers who composed the Qualification and Defense Committee of the Dissertation and research participants.

Availability: Unrestricted, preserving copyright as well as prohibiting commercial use of the product.

Dissemination: In digital format.

Institution involved: Centro Universitário de Volta Redonda/UniFOA.

Language: Translated from Brazilian Portuguese

City: Volta Redonda.

Country: Brazil.

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# FOREWORD

This educational product is the result of research entitled "Educational policies, practices and the care of students with giftedness in everyday life in Angra dos Reis". The study was linked to the Professional Master's Program in Teaching in Health and Environmental Sciences at the Centro Universitário de Volta Redonda – UniFOA, obtained approval from the Research Ethics Committee and fulfilled the requirements for obtaining the title of Master in Teaching Health and Environmental Sciences.

The research investigated the work carried out in specialized educational services (AEE) carried out in the city of Angra dos Reis, at the Giftedness Differentiated Work Unit – UTD, in the south of the State of Rio de Janeiro.

When carrying out the investigation with teachers and professionals from UTD GIFTEDNESS during the research, we obtained information regarding the teaching processes used by the team in the municipal schools of Angra dos Reis, which helped us in the preparation of the educational product.

As a result of the research, the need to train education professionals to recognize students who present characteristics related to gifted behavior was identified, so that these students are identified and receive the AEE that is provided for by law.

The educational product developed comprises a Pedagogical Workshop as a proposal for continued training for education professionals in the Initial Years of Elementary School with the aim of providing a moment of learning in which it is possible to acquire skills that enable the identification of students with giftedness.

The option for the workshop is close to the ideas of Anastasiou and Alves (2015), who understand that this methodological strategy is a dynamic space that allows the construction and reconstruction of knowledge, as it allows for a horizontal relationship between participants.

In preparing the workshop, we relied on the problematizing logic as proposed by Freire (1987). The workshops focusing on problematizing education based on the Freirean approach, stimulate dialogue, reflection and the collective construction of knowledge as tools for emancipation and social transformation, providing an education that aims to form critical, conscious and engaged citizens, who can understand and contribute to the transformation of your reality. Thus, the workshops constitute a movement to deepen knowledge and social transformation through critical consciousness.

The application of the educational product was carried out with Education professionals from the Municipal Government of Barra do Piraí-RJ, who, through the Management and Planning Advisory of the Department of Education and Sports,

demonstrated interest in the topic and welcomed the proposal, envisioning the opportunity to train its professionals, as it had not yet developed service actions for this special education audience. Professionals from the Municipal Department of Education and Sports of Barra do Piraí City Hall were responsible for evaluating the product through a validation questionnaire.

The validation of the educational product sought to identify the participants' perceptions about the approach taken with the aim of having their narratives considered for discussion purposes in the master's thesis.

The narratives expressed in product validation showed that participants envision the possibility of sharing discoveries, as well as the workshop's potential for reapplication.

Participants considered that the workshop clearly presented the concepts relating to giftedness indicators, in addition to clarifying doubts, it also contributed to understanding the importance of developing an observant eye to perceive students' potential, demystifying stereotypes that those referred to Students are geniuses who possess all knowledge.

It is also worth noting that in some questionnaires it was evident that the workshop changed the participants' perception of the topic, bringing the topic closer to everyday life in the classroom, as participants realized that they were already working with these students on a daily basis.

Throughout the workshop, participants were able to understand the concepts and characteristics related to students with giftedness; discussed legal aspects that support and guarantee the AEE; they learned about educational practices that help in the pedagogical intervention of these students and at the end of the training they learned to use the artifacts developed throughout the master's research (Survey instrument for identifying students with giftedness indicators and Service record for guardians of students with indicators giftedness) so they can use it in their schools.

Through the research carried out with the team from UTD-GIFTEDNESS in Angra dos Reis and the coordination with education professionals in Barra do Piraí in the application and validation of the educational product, the importance of the emancipatory potential that the identification of students with giftedness have to provide opportunities for access to the development of students, especially those who are in a situation of economic and social vulnerability, a considerable portion of students served by the public education network.

In relation to the impact of the educational product, the workshop presents itself as a potential for expanding the debate around people with giftedness and the artifacts can contribute to educational teaching units establishing care and referral flows for these students, according to local reality.

Therefore, we hope that through this educational product we can collaborate to overcome the difficulties in identifying students, as well as by presenting suggestions for actions and pedagogical intervention practices we can contribute to the advancement in the development of local educational policies and practices for these students.

# OBJECTIVES

## MAIN GOAL

Actively participate in a workshop as a continuing training proposal for education professionals in the Initial Years of Elementary School with the aim of acquiring skills that enable the identification of students with giftedness.

## SPECIFIC OBJECTIVES

- a) Conceptualize and characterize high abilities and giftedness.
- b) Discuss the legal aspects that underlie specialized educational services for students with giftedness.
- c) Learn educational practices that help intervention in everyday life in the regular education network.
- d) Know instruments that help in the processes of identifying students with indicators of giftedness.

# IDENTIFICATION DATA

## **TARGET AUDIENCE**

Professionals working in the Early Years of Elementary School, such as teachers in the regular classroom, teachers in the multifunctional resource room, educational counselors and school managers.

## **NUMBER OF PARTICIPANTS**

In order to qualitatively obtain greater use of the workshop activities, we propose between 20 and 30 participants in each class.

## **PLACE AND MATERIALS**

This workshop was designed to be carried out in a face-to-face environment within the school context, using spaces such as the classroom, auditorium and meeting room. It is estimated that you will need: computer or device for displaying slides; Wi-Fi, Datashow or television network connection.

## **DURATION**

The activity was planned to last three hours.

# METHODOLOGICAL APPROACH

The preparation of the pedagogical workshop went through seven stages: bibliographic review and document analysis; investigation of the research object; conversation with the team of specialized professionals from UTD AH/SD; elaboration of the workshop product prototype; elaboration of artifacts; implementation of the workshop and demonstration of artifacts; evaluation of the product by the target audience.

During the conversation with the members of UTD AH/SD, we were encouraged to develop as an educational product a workshop to train education professionals and an artifact in the form of a pedagogical survey instrument that would contribute to the identification of students with giftedness. Subsequently, we considered it relevant to also create a care guide for the families of these students that could contribute to the establishment of a flow of care for students with giftedness indicators. The establishment of a flow of care for these students is essential, for referral to care within the health network, as well as monitoring by the special education sector, which will make the necessary curricular adaptations.

The master's research that originated the educational product had its methodological path based on the investigative field of research in/of/with everyday life.

The option for the workshop is close to the ideas of Anastasiou and Alves (2015), who understand that this methodological strategy is a dynamic space that allows the construction and reconstruction of knowledge, as it allows a horizontal relationship between participants.

In this regard, Paviani and Fontana (2009, p. 78) emphasize that the workshop is a "way of building knowledge, with an emphasis on action, without losing sight, however, of the theoretical basis".

The implementation of the workshop for education professionals in the Early Years of Elementary School at the Barra do Piraí Municipal Education Network allowed participants to appropriate and build knowledge based on the relationship between theory and practice, in an active and reflective way (Paviani; Fontana, 2009).

To prepare the workshop, we based ourselves on the problematizing logic as proposed by Freire (1987), as well as on the assumptions of the dialogical perspective in which the educator must develop a pedagogical proposal that provokes discussions, reflections and deepened understanding of different contexts through a problematization.

In this type of approach, there is an appreciation of the knowledge of each participant, aiming to promote proposals to solve the problems raised, as well as expanding the reading of the world and understanding the singularities of the contexts

studied, through immersion in the theme and emergence critical awareness of reality (Freire, 1998).

To better organize the workshop itinerary, we created an agenda for the activity divided into the following moments: "Warm-up" with initial activities of presentation and discussion of the participants' prior knowledge, "Fitting the pieces together" to promote dialogue and understanding of the contents and theoretical bases and finally, a practical moment entitled "Hands on, now it's up to you!" for knowledge and use of artifacts that will be used in schools.

To make better use of time possible, a forecast of the development of the stages was made. Below, we present Table 1 with the organization of the activity:

Table 1 – Workshop Organization

| MOMENT                     | STAGE | ACTIVITY   | TIME   |
|----------------------------|-------|--|--------|
| WARM UP                    | 1     | - PRESENTATION   | 10 min |
|                            | 2     | - DYNAMIC ONLINE WORD CLOUD  | 15 min |
|                            | 3     | - WHY <i>POLICIES PRACTICES</i> ?  | 10 min |
| FITTING THE PARTS TOGETHER | 4     | - DIALOGUE BETWEEN BOAVENTURA DE SOUSA SANTOS AND JOSEPH RENZULLI                          | 10 min |
|                            | 5     | - ABYSSAL THINKING AND THE INVISIBILIZATION OF HIGH SKILLS/GIFTEDNESS IN SPECIAL EDUCATION | 10 min |
|                            | 6     | - LEGAL ASPECTS FOR SPECIAL EDUCATION  | 5 min  |
|                            | 7     | - WHO ARE STUDENTS WITH GIFTEDNESS?  | 10 min |
|                            | 8     | - MYTHS  | 5 min  |
|                            | 9     | - REAL CASES   | 10 min |
|                            | 10    | - EXPECTED BEHAVIOR IN THE CLASSROOM   | 10 min |
|                            | 11    | - WHERE ARE STUDENTS WITH GIFTEDNESS?  | 10 min |

|                               |    |   |        |
|-------------------------------|----|---|--------|
|                               | 12 | - SPECIALIZED EDUCATIONAL SERVICE TO GIFTEDNESS   | 10 min |
|                               | 13 | - VISIBILIZING KNOWLEDGE AND EXPERIENCES: THE UNIQUE PRODUCTIONS OF THE GIFTEDNESS DIFFERENTIATED WORK UNIT IN ANGRA DOS REIS | 10 min |
|                               | 14 | - PATHWAYS TO DEVELOP EDUCATIONAL POLICIES PRACTICES FOR GIFTEDNESS   | 10 min |
| HANDS-ON! NOW IT'S UP TO YOU! | 15 | - GETTING TO KNOW THE ARTIFACTS   | 10 min |
|                               | 16 | - EDUCATIONAL PRODUCT EVALUATION  | 20 min |
|                               | 17 | - CLOSING   | 5 min  |

Source: Prepared by the authors

# POLITICAL-EPISTEMOLOGICAL-METHODOLOGICAL ASSUMPTIONS

The epistemological option in using the term policies-practices occurred based on the conceptions of Oliveira (2013), who argues that there is no practice that does not integrate a political choice, as well as there is no policy that is not expressed through practices. In other words, the theme of educational policies and everyday practices is better expressed as "everyday educational policies-practices", without separation, without the assumption that they are different things" (Oliveira, 2013, p.376).

Thus, throughout the research that originated the master's thesis and this educational product, as we approach the movement proposed by Alves (2008) – diving into/of/with everyday life –, we let ourselves operate from the logic that requires four movements: "diving in with all the senses", "turning upside down", "drinking from all sources", "narrating life and literaturizing science" (Alves, 2008).

We understand that abyssal thinking (Santos, 2007) widens the distances that separate students with high abilities, as they place them in a place of invisibility, that is, on the other side of the line, making them a subgroup little remembered within the teaching modality of Special Education.

Santos (2006; 2007) clarifies that the invisible abyssal lines that encompass several monocultures that play a fundamental role in the constitution of the visible and the invisible, called monoculture of knowledge and rigor; monoculture of linear time; monoculture of naturalization of differences; monoculture of the dominant scale; and, finally, the monoculture of capitalist productivism.

According to Vieira and Ramos (2018), these five monocultures have created barriers for Special Education, resulting in gaps in initial teacher training and a lack of solid foundations for the mediation of knowledge and critical assessment of student learning.

Furthermore, in dialogue with Santos' (2002) assumptions regarding indolent reason, we understand that it creates abysmal lines, guaranteeing access to learning for some, while excluding others. Indolent reason selects what should be taught in schools, as well as creating the idea that public special education students are incapable of being involved in learning-teaching processes. Indolent reason produces, in the teacher, the feeling of not knowing how to teach these students (Vieira and Ramos, 2018).

The invisibility of students with giftedness occurs even with the advent of Law 9,394 of 1996, known as the National Education Guidelines and Bases Law (LDB), which defines, in its article 58, Special Education as the school education offered "for students with disabilities, pervasive developmental disorders and giftedness" (Brasil, 1996). However, students with Giftedness are a group in special education that is little understood, since a gifted child is one who demonstrates a high level of cognitive development when compared to other children in the same age group, standing out by presenting a high level of performance. superior in some skill or area of knowledge.

Thus, despite realizing that there are laws with the aim of guaranteeing the rights of students with Giftedness, they still suffer from the belief that they do not need differentiated treatment to develop all their potentials and talents, being part of significant impact on this almost invisible audience with regard to their specificities in the school environment.

To elucidate the concept of giftedness, Renzulli (2004) developed, through the so-called "Three Ring Theory", a model to demonstrate how the condition of gifted subjects is constituted. The author proposes that giftedness is the intersection between three rings that represent behaviors characteristic of these students: above average ability, creativity and involvement with the task. This theory is widely adopted in Brazil to define gifted behavior.

By bringing these perspectives closer to the context of high skills, it is possible to understand how certain types of skills and knowledge are privileged, while others are devalued or ignored. A priori, the concept of "high skills" generally tends to be associated with intellectual criteria focused on skills in the areas of logic or linguistics, failing to recognize and value other forms of skills and talents present in different cultures and contexts.

This limiting view of high skills can lead to the marginalization and exclusion of individuals who have skills in different areas or who do not fit into traditional standards of intellectual excellence. Santos (2018) argues that cognitive justice requires valuing and respecting the diversity of knowledge and skills, recognizing the validity of multiple forms of knowledge and promoting the inclusion of marginalized voices.

In this sense, Santos' (2018) approach can help us rethink the conceptions of high skills and overcome the marginalization that occurs in this context. By valuing and promoting a broader and more diverse perspective of knowledge and skills, we can create a more inclusive and fair environment for those who have different talents and skills, but who may be marginalized because they do not fit into dominant standards.

Renzulli (2004) developed a plan entitled "curricular enrichment" that aims not only to serve students with giftedness, but is aimed at all students in the regular education network so that they can discover and develop your talents and skills. In Brazil, the proposal was adopted by the Ministry of Education in 2005, with greater emphasis on students with Giftedness.

This proposal, prepared by Renzulli (2004) for the curriculum, is in line with and dialogues with Santos (2018), who proposes an ecology of knowledge that considers the plurality of knowledge, dialogue with scientific knowledge, the fight against inequality and exclusion. "In an ecology of knowledge, the search for credibility for non-scientific knowledge does not imply the discrediting of scientific knowledge. It simply implies its counter-hegemonic use" (Santos, 2018, p.106-107).

It is important to value the plurality of knowledge of students with potential for giftedness who are not being developed or challenged in regular education. Those who are "invisible" need to have their right to this development guaranteed. Therefore, it is essential to reflect on specialized educational assistance to develop "practitioner tactics", means of transforming spaces practiced by cheating, reinventing rules to reorganize the place (Certeau, 2014) in order to enable the student to development of its plurality of knowledge. To this end, it is essential to foster a space for dialogue between the subjects of the educational environment who weave the construction of a curriculum based on everyday life, covering the assistance of all students, including those with giftedness.

Reflecting on the curriculum, we recover the notion of thought-practiced curricula developed by Oliveira (2012), which operates with the idea that the curriculum is constituted from the fabric of practices and dialogues with the subjects who inhabit the space-time of the school, in order to understand how such subjects manufacture (Certeau, 2014) alternatives to the established curriculum.

In this line of thought, Oliveira (2012) understands that the contents are given new meanings by everyday practitioners, since, during the learning-teaching process, the

contents dialogue with the individual/collective experiences of students in order to grant meaning/meaning to what is being taught.

Oliveira (2013) highlights the relevance of promoting studies that consider listening to narratives of everyday situations that lead to an understanding of the ways in which some teachers promote cognitive justice in various school contexts. The author emphasizes that the curricula that emerge from teachers' practices in the school environment are constructed by them in the everyday context.

Therefore, we understand that, to guarantee cognitive justice for students with high abilities, it is essential to prepare teachers to identify, understand and assist these subjects.

Therefore, we understand that it is relevant to promote the discussion that students with Giftedness need Specialized Educational Assistance (AEE) and are in a condition of invisibility, being on the margins as a target audience for educational inclusion policies. Society needs to overcome the idea that individuals with giftedness do not need AEE because they are mistakenly considered geniuses or self-sufficient. However, it is necessary to consider that many of these students find themselves in situations of economic and financial vulnerability and that such mistaken conceptions contribute to the non-implementation of public policies in the field of special education, highlighting a setback not only in the service provided to students with Giftedness, but rather, of the entire Special Education audience who, in some way, were harmed as a result of the ableism (Santos, 2020) present in our society.

By bringing such narratives to light, adding them to the reflections of documentary analyzes and bibliographic reviews, we verify that overcoming the difficulty in identifying students is the first step in guaranteeing the implementation of educational rights and policies for these students.

In this way, we sought to develop an educational product that could provide, through a workshop, conditions for teachers to perceive indicators of Giftedness, as well as demystify mistaken statements related to these students that harm the processes identification and access to care for this public.

# WORKSHOP SCRIPT

## I. Presentation

In the first stage of the warm-up moment, we started the training by presenting the proposal and objectives of the educational product resulting from the master's research.

We conceptualize that the gifted child is the one who demonstrates a high level of cognitive development when compared to other children of the same age group, standing out when presenting a superior performance in some skill or area of knowledge, clarifying that this child will not always stand out in all areas of knowledge, as presented in Table 2 below:

Table 2: Summary of Stage 1

| <b>PRESENTATION</b>  |                       |   |                                     |
|--|-----------------------|---|-------------------------------------|
| <b>RUNNING TIME : 10 min</b>   |                       |   |                                     |
| <b>Topics</b>  | <b>STRATEGIES</b>     | <b>RESOURCES</b>  | <b>ORGANIZATION OF THE ACTIVITY</b> |
| Personal Introduction  | Oral presentation     | Mobile phone or tablet<br><br>Internet<br><br>Data show<br><br>Electronic Device. | Presentation individual             |
| Presentation of the Workshop objectives and of the master's research | Oral presentation     |   | Presentation individual             |
| Filling in the Term of Free Consent and enlightened                  | Link to Google Forms® |   | Fill individual                     |

Source: Prepared by the authors

## II. Dynamic Online Word Cloud

In the second stage, at the time of warm-up, the digital teaching technology word cloud is used in this activity with the pedagogical intention of promoting the narrative of the conceptions that the participants have about the theme, as shown in Table 3, below:

Table 3: Summary of Step 2

| DYNAMIC ONLINE WORD CLOUD  |  |  |  |   |   |
|--|--|--|--|---|---|
| RUNNING TIME : 15 min  |  |  |  |   |   |
| OBJECTIVES   | CONCEPTUAL APPROACH  | PROCEDURAL APPROACH  | STRATEGIES   | RESOURCES                                       | ORGANIZATION OF THE ACTIVITY  |
| Using tools digital for Create & Share<br>The cloud of words collaborative.<br><br>Analyze the Different Perspectives over giftedness Express In the cloud of words created. | Exploration of the plurality of concepts related to giftedness through the collaborative creation of an online word cloud. | Use of digital tools for the creation of the cloud, facilitation of discussions about the chosen words and their connections with the topic. | Mentimeter® App<br><br>Dialogued oral presentation | Mobile phone or tablet<br>Data Show<br>Internet | Individual filling.<br>Participants were invited to access, through a QR-CODE, an online word cloud to contribute a word that represents the first thought when listening to the topic of Giftedness. |

Source: Prepared by the authors

We asked the participants to access, through a QR-CODE, an online word cloud so that they could contribute with a word that represents the first thought when listening to the theme Giftedness. During the dynamics in the application of the product from the master's research, the group that participated in the research contributed by forming the following word cloud, as shown in Figure 1:

Figure 1: Word Cloud



Fonte: Mentimeter

After the presentation of the word cloud, we discussed the conceptions that synthetically indicate the anxieties, challenges and stereotypes related to students with Giftedness, as well as pedagogical practices, which the participants consider necessary for the Specialized Educational Service to occur.

After the presentation of the result of the interactive dynamics with the word cloud, we invited the group to comment on the words mentioned.

In order to promote the problematization and reflection of the result, we highlighted some words that appeared in the cloud: "apprehension", "obstacles", "fear", "apprehension", "mystery", "lack of knowledge" and we invited the participants to comment, even if they were not the authors of the words. For Anastasiou and Alves (2015, p. 96), in the workshop it is possible to use "music, texts, direct observations, videos, field research, practical experiences, in short, to experience ideas, feelings, in a movement of individual and collective reconstruction", in our case we used the word cloud, which allowed the broad participation of the participants.

In this regard, Prais and Rosa (2017) realized that the word cloud, as a teaching methodology, facilitated individual engagement so that collective productions could be promoted. The comments in relation to the words quoted allow us to perceive that this methodology contributed to the participation in the proposed activity:

Participant A: Usually we are **afraid, apprehensive and apprehensive** of what is unknown, so these three words complement each other. In the classroom we find many obstacles, **there is a lack of support and training to act** with these students.

Participant B: It's a universe full of mystery, we sometimes suspect that the student may have, they are isolated, alone and **we can feel guilty when we don't know what to do with these students** who stand out.

During the application of the product from the master's research, the narratives allowed us to perceive that the participants made comments exposing their feelings, for example: fear, apprehension and apprehension, related to the educational practice with students with giftedness, allowing us to conceive the workshop from the ideas of Paviani and Fontana (2009, p. 78), since they conceive it with a strategy that provides the opportunity to experience "concrete and meaningful, based on the tripod: feel-think-act (...)".

In this sense, Vilela, Ribeiro and Batista (2018, p. 653) point out that the word cloud "emerges from lexical analysis, understanding as Lexicon the set of words that make up a given text", since this construction technique uses the differentiation of sizes, fonts of letters and different colors, singularizing the frequency and occurrence of words, enabling us to perceive indicators that show clues, signs (Ginzburg, 1989) of how the collective perceives the issues presented, in our case, the relationship with students with giftedness.

A relevant episode to be highlighted during the workshop was the interference of a participant emphasizing the need for training on the way of thinking and *doing* pedagogical actions with giftedness students. Such consideration is based on the need that teachers have to overcome/face the difficulties and despair of the unknown.

At this moment, we recall Oliveira's (2012) ideas about the curriculum as a daily creation, since, in everyday life, the unusual happens and the intervention allows us to establish a dialogue not planned for the workshop, as one of the participants spoke of her experience (Bondía, 2002) as a mother:

Participant C: **My daughter was recently diagnosed** with giftedness, she studies in the private network. She does private follow-up with a psychopedagogue, but **it is still a new universe for me, even though I am a teacher.**

For Garcia and Azevedo Botelho (2020, p. 534), curricula are produced in the intertwining of everyday practices, as they are "woven in schools and entangled in the midst of the uncertainties that present themselves in them due to their unpredictability (...)".

In this sense, the mother-teacher's narrative reveals the importance of professional training in order to promote quality Specialized Educational Service, to which she is entitled by law. In addition, it leaves us with indications (Ginzburg, 1989) of the gap in the way in which educational policies are developed aimed at the care of students who are gifted.

### III. Why Practical Policies?

In the third stage at the time of warm-up, proceeding with the planning proposed for the activity, we explained to those present the reason for the combination of words, such as the notion of "*practical policies*", as shown in Table 4, below:

Table 4: Summary of Step 3

| <b>WHY PRACTICAL POLICIES?</b>  |  |  |                             |                                 |                                     |
|---|--|--|-----------------------------|---------------------------------|-------------------------------------|
| <b>RUNNING TIME:</b> 10 min   |  |  |                             |                                 |                                     |
| <b>OBJECTIVES</b>   | <b>CONCEPTUAL APPROACH</b>   | <b>PROCEDURAL APPROACH</b>   | <b>STRATEGIES</b>           | <b>RESOURCES</b>                | <b>ORGANIZATION OF THE ACTIVITY</b> |
| Clarify whether the title of the Search should be spelled by joining terms. | Exploration of the concept of "Practical Policies" and its relevance in promoting the inclusion of students with giftedness. | Discussions on the challenges and opportunities for implementing inclusive policies. | Dialogued oral presentation | Data Show<br>Electronic Device. | Presentation individual             |

Prepared by the authors

For Professor Inês Barbosa de Oliveira (2013), there is no "practice that is not part of a political choice and that there is no policy that is not expressed through practices and that is not influenced by them" (Oliveira, 2013, p.376).

In view of the above, a participant, a member of the Special Education advisory team commented: "Now I understand, when we received the title of the training we

thought it was a typo, so the attendance list of the event was made with the terms written separately".

The moment favored dialogue and the clarification that in research in/of/with everyday life, the spelling of words is configured as a tactic (Certeau, 2014) to break with the modern duality that operates from the dichotomy between terms that "we believe are complementary or even inseparable and that, therefore, should be expressed as a set and not as an opposition, as simultaneity and not as incompatibility" (Oliveira, 2021, p. 10).

#### IV. Dialogue between Boaventura de Sousa Santos and Joseph Renzulli

Starting the moment "fitting the pieces" in stage 4 of the workshop, we address the dialogue between the theories that were part of the theoretical contribution of the research. As shown in Table 5, below:

Table 5: Summary of Step 4

| <b>DIALOGUE BETWEEN BOAVENTURA DE SOUSA SANTOS AND JOSEPH RENZULLI</b>     |   |                                       |                   |                              |                                     |
|--|---|---------------------------------------|-------------------|------------------------------|-------------------------------------|
| <b>RUNNING TIME: 10 min</b>  |   |                                       |                   |                              |                                     |
| <b>OBJECTIVES</b>  | <b>CONCEPTUAL APPROACH</b>  | <b>PROCEDURAL APPROACH</b>            | <b>STRATEGIES</b> | <b>RESOURCES</b>             | <b>ORGANIZATION OF THE ACTIVITY</b> |
| Integrate key concepts from the authors to formulate practical strategies. | Presentation of the theories of Boaventura de Sousa Santos and Joseph Renzulli, highlighting common points. | Discussion of practical implications. | Oral presentation | Data Show Electronic Device. | Presentation Individual             |

Prepared by the authors

In spite of the policy for Special Education in the country, the plan developed by Renzulli (2004), entitled "curricular enrichment" is the reference for the care of students with giftedness, since it seeks to foster the development of activities related to the area of interest of the students. At this point, we compare the theoretical foundations in order to promote approximations between the authors.

In this way, we perceive that Renzulli's (2004) proposition for the curriculum dialogues with Santos' (2018) propositions, approaching an ecology of knowledges that considers the plurality of knowledges, in which dialogue with scientific knowledge becomes a condition, not allowing it to become the only form of perception of reality, but consider the fight against inequality and exclusion: "In an ecology of knowledges, the search for credibility for non-scientific knowledge does not imply the discrediting of

scientific knowledge. It implies, simply, its counter-hegemonic use" (Santos, 2018, p. 106-107).

## V. Abyssal thinking and the invisibilization of giftedness in Special Education

Continuing with the moment "fitting the pieces together" in step 5, we present the assumptions established by abyssal and post-abyssal thinking, specifically through the ecology of knowledge (Santos, 2007), as shown in Table 6, below:

Table 6: Summary of Step 5

| <b>ABYSSAL THINKING AND THE INVISIBILIZATION OF HA/SD IN SPECIAL EDUCATION</b>   |   |  |                   |                                 |                                     |
|--|---|--|-------------------|---------------------------------|-------------------------------------|
| <b>RUNNING TIME: 10 min</b>  |   |  |                   |                                 |                                     |
| <b>OBJECTIVES</b>  | <b>CONCEPTUAL APPROACH</b>  | <b>PROCEDURAL APPROACH</b>                               | <b>STRATEGIES</b> | <b>RESOURCES</b>                | <b>ORGANIZATION OF THE ACTIVITY</b> |
| Understand the concept of abyssal thinking and its relationship with the invisibility of giftedness. Analyze how invisibilization impacts students' educational experiences with giftedness. | Exploration of the concept of abyssal thinking and its relationship with the invisibility of students with giftedness in Special Education. | Reflection on the importance of overcoming invisibility. | Oral presentation | Data Show<br>Electronic Device. | Presentation<br>Individual          |

Prepared by the authors

To introduce the theme related to the invisibilization of the giftedness student, we brought up the reflection on special education, specifically the reductionism related to the characteristics and conceptions that link it to disability, deficit, difficulty, since people rarely realize that they are also related to above-average ability or high potential.

Next, we present the epistemological bases of the research and the assumptions established by abyssal and post-abyssal thinking, specifically through the ecology of knowledge (Santos, 2007).

According to Santos (2008), in order to overcome abyssal thinking, it is necessary to adopt a post-abyssal thinking that breaks with forms of thought and action that result in exclusion, denial of the other and invisibility of non-hegemonic knowledge. This action aims to bring to the visible side everything that has been relegated to the invisible by abyssal thinking, replacing monocultures with ecologies.

## VI. Legal Aspects for Special Education

Still in the moment "fitting the pieces" in step 6 of the workshop, we present the legal aspects for special education, as shown in Table 7, below:

Table 7: Summary of Step 6

| LEGAL ASPECTS FOR SPECIAL EDUCATION   |   |   |  |                                 |                              |
|---|---|---|--|---------------------------------|------------------------------|
| RUNNING TIME: 5 min   |   |   |  |                                 |                              |
| OBJECTIVES  | CONCEPTUAL APPROACH   | PROCEDURAL APPROACH   | STRATEGIES                             | RESOURCES                       | ORGANIZATION OF THE ACTIVITY |
| List the main laws related to Special Education. Understand how educational laws influence the inclusion of students with giftedness. | Explanation of educational legislation relevant to the inclusion of students with giftedness. | Clarification of doubts and guidance on the application of the legislation. | Oral presentation<br>Open for comments | Data Show<br>Electronic Device. | Presentation<br>Individual   |

Prepared by the authors

We present the legal documents that define the rights of students with high abilities and giftedness as a special education audience:

Law No. 9394 of 1996, known as the Law of Guidelines and Bases of National Education, the LDB, defines in its article 58 Special Education as school education offered **"for students with disabilities, global developmental disorders and high abilities or giftedness" (Brasil, 1996).**

The National Guidelines for Special Education in Basic Education determine students with giftedness as those who demonstrate during the educational process: **"great ease of learning that leads them to quickly master concepts, procedures and attitudes and that [...] they must receive additional challenges" (BRASIL, 2001, p. 20-21).**

Accordingly, Resolution No. 4, of October 2, 2009, defines students with giftedness as **"those who have a high potential and great involvement with the areas of human knowledge, isolated or combined: intellectual, leadership, psychomotor, arts and creativity" (BRASIL, 2009, p.1).**

In addition, Law No. 13,234, of December 29, 2015, provides that the government must establish a national registry of students with giftedness who are **"enrolled in basic education and higher education, in order to foster the execution of public policies aimed at the full development of the potential of these students" (BRASIL, 2015, p.1).**

## VII. Who are the students with giftedness?

In stage 7, which is part of the "fitting the pieces together" moment, the common characteristics of students with giftedness were presented, as shown in Table 8, below:

Table 8: Summary of Step 7

| <b>WHO ARE THE STUDENTS WITH GIFTEDNESS?</b>                     |  |  |  |                                 |                                     |
|--|--|--|--|---------------------------------|-------------------------------------|
| <b>RUNNING TIME: 10 min</b>                                      |  |  |  |                                 |                                     |
| <b>OBJECTIVES</b>  | <b>CONCEPTUAL APPROACH</b>   | <b>PROCEDURAL APPROACH</b>   | <b>STRATEGIES</b>                      | <b>RESOURCES</b>                | <b>ORGANIZATION OF THE ACTIVITY</b> |
| Identify the common characteristics of students with giftedness. | Demystifying stereotypes and defining the characteristics of students with giftedness. | To compare the various manifestations of giftedness in different educational contexts. | Oral presentation<br>Open for comments | Data Show<br>Electronic Device. | Presentation<br>Individual          |

Prepared by the authors

At this stage, concepts related to the studies of Joseph Renzulli (2004) were also presented, who proposed to elucidate the condition of giftedness through the intersection of three rings that represent characteristic behaviors of these students: above-average ability, creativity and involvement with the task.

## VIII. Myths

Following the moment of "fitting the pieces together", in step 8 of the workshop we addressed the myths and mistaken statements related to the gifted, according to the planning set out in Table 9, below:

Table 9: Summary of Step 8

| <b>MYTHS</b>   |  |   |  |                                 |                                     |
|--|--|---|--|---------------------------------|-------------------------------------|
| <b>RUNNING TIME: 5 min</b>   |  |   |  |                                 |                                     |
| <b>OBJECTIVES</b>  | <b>CONCEPTUAL APPROACH</b>                             | <b>PROCEDURAL APPROACH</b>                        | <b>STRATEGIES</b>                      | <b>RESOURCES</b>                | <b>ORGANIZATION OF THE ACTIVITY</b> |
| Analyze common myths associated with giftedness. Create arguments to refute myths and promote a more accurate understanding of giftedness. | Debunking common myths about students with giftedness. | Sharing experiences and evidence to refute myths. | Oral presentation<br>Open for comments | Data Show<br>Electronic Device. | Presentation<br>Individual          |

Prepared by the authors

## IX. Real Cases

In step 9, which makes up the "fitting the pieces" moment, we discuss the real cases published in newspapers and various media, as shown in Table 10:

Table 10: Summary of Step 9

| <b>REAL CASES</b>                               |  |  |  |   |   |
|---|--|--|--|---|---|
| <b>RUNNING TIME: 10 min</b>                     |  |  |  |   |   |
| <b>OBJECTIVES</b>                               | <b>CONCEPTUAL APPROACH</b>   | <b>PROCEDURAL APPROACH</b>                           | <b>STRATEGIES</b>  | <b>RESOURCES</b>                            | <b>ORGANIZATION OF THE ACTIVITY</b>               |
| To know real cases of students with giftedness. | Presentation of real cases, highlighting challenges and successful strategies in the education of students with giftedness . | Case analysis, identification of effective practices | - News about students with giftedness<br><a href="Hatpas://x.qd/0divje">Hatpas://x.qd/0divje</a><br><a href="Hatpas://X.GD/2K46A">Hatpas://X.GD/2K46A</a><br><a href="Hatpas://x.qd/P4SKSG">Hatpas://x.qd/P4SKSG</a><br>- Oral presentation<br>- Open for comments | Data Show<br>Electronic Device.<br>Internet | Presentation of the news<br>Discussion of content |

Prepared by the authors

## X. Expected Behavior in the Classroom

Then, in step 10 of the workshop, at the moment "fitting the pieces together", we listed the expected behaviors in the classroom, intervention strategies and what should be observed in order to investigate potential indicators, as shown in Table 11, below:

Table 11: Summary of Step 10

| <b>EXPECTED BEHAVIOR IN THE CLASSROOM</b>  |   |  |  |   |                                     |
|--|---|--|--|---|-------------------------------------|
| <b>RUNNING TIME: 10 min</b>  |   |  |  |   |                                     |
| <b>OBJECTIVES</b>  | <b>CONCEPTUAL APPROACH</b>  | <b>PROCEDURAL APPROACH</b>   | <b>STRATEGIES</b>                      | <b>RESOURCES</b>                            | <b>ORGANIZATION OF THE ACTIVITY</b> |
| Present specific strategies to promote a classroom environment conducive to the development of these students. | Definition of expected behaviors and support strategies for students with giftedness. | Analysis of what should be observed in the classroom in order to identify potential giftedness indicators. | Oral presentation<br>Open for comments | Data Show<br>Internet<br>Electronic Device. | Presentation<br>Individual          |

Prepared by the authors

In order to provide information and educational strategies to assist teachers in the classroom, we list some common behaviors of gifted students based on the studies of Ourofino and Guimarães (2007): gifted children can easily learn quickly and get ahead of the planned schedule; possesses good communication, refined vocabulary and eloquence; non-compliance with routine; heightened sense of humor; extreme self-criticism; task procrastination due to perfectionism; neglect of tasks that are not of interest to them or that they feel obliged to do; inattention to pedagogical proposals that do not present challenges or new knowledge; hyperfocus (intense concentration) and specialization in areas of interest; creativity and innovative ideas, unusual when compared to the responses of the other students in the class.

Another characteristic that requires attention is curiosity, they are students who ask a lot of questions and often mistakenly convey the idea that they want to show that they know more than the teacher, however their interest is to investigate and obtain more knowledge about what interests them. Because they are eloquent, they seek to dialogue with the teacher at all times, which is why they are considered arrogant by some teachers.

According to Virgolim (2019), giftedness traits can appear and disappear at different times or under different circumstances in a person's life. This implies a situational view, because a child can demonstrate a potential at one stage of life and, if not developed, this potential can disappear later.

According to Virgolim (2021), students with giftedness may have different affective and educational demands, due to their cognitive complexity. The cognitive complexity addressed by the author involves the manifestation of conflicts that differ from their peers, emotional sensitivity, maladjusted social behaviors, hostility, insecurity, anger, feelings of inadequacy, frustration, low self-concept. The author warns that when the characteristics of the gifted are not identified and worked on, they can put individuals in situations of vulnerability and socio-emotional risk (VIRGOLIM, 2021).

We emphasize the importance of daily observation to indicate evaluation by the psychologist or neuropsychiatrist, who are the professionals who conclude the diagnosis of giftedness. We remind participants that this student will not always present above-average performance in all curricular components; They may exhibit reactive behavior, because they are questioning and communicate well, they may try to debate in class at inappropriate times.

In the field of health, we highlight that they are students who have greater sensitivity, difficulty in dealing with frustrations and failures, intensity and emotional maladjustment, because they experience the conflict between acceptance by the groups in which they are inserted and the natural desire to develop their talents and skills, they often choose to annul their interests and end up suffering emotional conflicts in silence.

In view of the above, it is important that the teacher welcomes this student by stimulating him/her, encouraging him/her, valuing the area in which he/she excels, accepting that the student will not be good in all areas, strengthening the student's self-confidence, demonstrating that mistakes are part of the learning process, valuing diversity in the classroom, being aware of situations that promote bullying.

As for interventions in the classroom, we highlight the importance of knowing the areas of interest of these students that stand out, and carrying out a plan that promotes a curricular adaptation that relates the content to the interests and experiences of this student, a way of supplementing the curriculum in the classroom and that arouses curiosity so that they feel challenged. Another interesting strategy is to establish this student as a monitor in the classroom so that he can help his colleagues.

## XI. Where are the students with giftedness ?

Continuing the "fitting the pieces" moment, we present in stage 11 of the workshop the panorama of the southern region of Rio de Janeiro regarding the identification of students with giftedness, as shown in Table 12, below:

Table 12: Summary of Step 11

| <b>WHERE ARE THE STUDENTS WITH GIFTEDNESS ?</b>              |                                      |   |  |                              |                                     |
|--|--------------------------------------|---|--|------------------------------|-------------------------------------|
| <b>RUNNING TIME: 10 min</b>                                  |                                      |   |  |                              |                                     |
| <b>OBJECTIVES</b>  | <b>CONCEPTUAL APPROACH</b>           | <b>PROCEDURAL APPROACH</b>                                  | <b>STRATEGIES</b>                      | <b>RESOURCES</b>             | <b>ORGANIZATION OF THE ACTIVITY</b> |
| To know the data related to the identification of giftedness | Discussion on student identification | Analysis of the percentage of identification in the region. | Oral presentation<br>Open for comments | Data Show Electronic Device. | Presentation Individual             |

Prepared by the authors

According to Virgolim (2019), the World Health Organization (WHO) estimates that 3% to 5% of the entire population is gifted in the academic sphere. To reach this estimate, considering that Brazil has around 211 million inhabitants (IBGE, 2020), we should probably have around 6 million gifted people that year, including adults and children. However, the number of gifted people identified in school is negligible. According to INEP (2023), of the 47,382,074 students enrolled in Basic Education, 26,589 gifted students were registered in Brazil in the 2022 School Census.

We seek to present an excerpt of the master's research, presenting in this stage of the workshop the data referring to the southern region of Rio de Janeiro.

According to INEP (2023), in the 2022 School Census of Basic Education, the municipality of Angra dos Reis had 40,248 students registered in the regular school system, of which 222 were identified with giftedness. In comparison, the city of Rio de Janeiro had 1,310,275 students enrolled in the regular school system, among them 492 students identified as giftedness. The municipality of Barra do Piraí, where the workshop was applied, has 17,990 students enrolled in basic education, but had not yet identified students with giftedness according to the information from the School Census presented and until the time of the workshop, there were still no identified students.

Thus, the municipality of Angra dos Reis stands out in the southern region of Rio de Janeiro in terms of the identification and provision of specialized educational services.

## XII. SPECIALIZED EDUCATIONAL SERVICE TO GIFTEDNESS

Still in the "fitting the pieces" moment, in step 12, we emphasized Renzulli's (2004) proposition about curricular supplementation, which aims to serve the student with giftedness, by offering in-depth activities in the areas in which the student shows greater

interest or who presents talent and potential that requires greater development, since a gifted child is one who demonstrates a high level of cognitive development when compared to others children of the same age group, standing out by presenting a superior performance in some skill or area of knowledge, according to the planning set forth in Table 13, below:

Table 13: Summary of Step 12

| <b>SPECIALIZED EDUCATIONAL SERVICE FOR GIFTEDNESS</b>  |   |  |                                     |                              |                                     |
|--|---|--|-------------------------------------|------------------------------|-------------------------------------|
| <b>RUNNING TIME: 10 min</b>  |   |  |                                     |                              |                                     |
| <b>OBJECTIVES</b>  | <b>CONCEPTUAL APPROACH</b>  | <b>PROCEDURAL APPROACH</b>   | <b>STRATEGIES</b>                   | <b>RESOURCES</b>             | <b>ORGANIZATION OF THE ACTIVITY</b> |
| To know about the Specialized Educational Service (SES) and its importance in promoting inclusive learning for students with GIFTEDNESS. | Presentation of the Specialized Educational Service (SES) and its importance in promoting inclusive learning. | Discussions on curricular adaptations, which consider supplementation, compression or acceleration of the curriculum, as well as specific strategies for the AEE of GIFTEDNESS . | Oral presentation Open for comments | Data Show Electronic Device. | Presentation Individual             |

Prepared by the authors

We also mention the strategies of curriculum compression and acceleration. Another aspect addressed in this part of the workshop was the policy for Special Education in the country, in which the plan developed by Renzulli (2004), entitled curricular enrichment, is the reference for the care of students with Giftedness, as it fosters the development of activities related to the area of interest of students who have such characteristics.

### **XIII. Giving Visibility to Knowledge and Experiences**

We return in stage 13, which makes up the moment "fitting the pieces", the work developed in the municipality of Angra dos Reis, since it stands out in the identification and offer of specialized educational care and the reason why this research sought to investigate how educational policies are woven to serve these students in order to make this knowledge visible to the regions in which this work does not yet occur. As shown in Table 14, below:

Table 14: Summary of Step 13

| <b>MAKING KNOWLEDGE AND EXPERIENCES VISIBLE: THE SINGULAR PRODUCTIONS OF THE GIFTEDNESS DIFFERENTIATED WORK UNIT IN ANGRA DOS REIS</b>                           |  |  |                                     |                              |                                     |
|--|--|--|-------------------------------------|------------------------------|-------------------------------------|
| <b>RUNNING TIME: 10 min</b>  |  |  |                                     |                              |                                     |
| <b>OBJECTIVES</b>  | <b>CONCEPTUAL APPROACH</b>   | <b>PROCEDURAL APPROACH</b>   | <b>STRATEGIES</b>                   | <b>RESOURCES</b>             | <b>ORGANIZATION OF THE ACTIVITY</b> |
| Reflect on the work developed by UTD GIFTEDNESS .<br>Reflect on how the SES performed in the unit can be adapted to meet the needs of students with GIFTEDNESS . | Highlight for singular productions of the GIFTEDNESS Differentiated Work Unit in Angra dos Reis. | Reflections on good practices and collaborative construction of ideas. | Oral presentation Open for comments | Data Show Electronic Device. | Presentation Individual             |

Prepared by the authors

The Differentiated Work Unit (UTD) giftedness offers specialized educational assistance (SES) with a focus on the pedagogical supplementation of students with indicators of giftedness, through curricular enrichment, in order to enhance the skills that students already have. The team is made up of teachers from the municipal school system who specialize continuously. UTD professionals identify students with indicators with GIFTEDNESS from the Municipal Public Education Network, as well as guide and train professionals from the teaching units of Early Childhood Education and the Early Years of Elementary School (1st to 5th grade) to work in the SES. The service provided at the UTD headquarters is intended for students in the Final Years of Elementary School (6th to 9th grade), who are attended at the AEE in the after-hours of regular education.

While presenting the work carried out by the Differentiated Work Unit (UTD) Giftedness, the participants present expressed surprise at not knowing the work carried out by the unit in the region.

It was explained to the workshop participants that during the master's research, in addition to the literature review and document analysis, a conversation circle was held with the members of the UTD team and from this conversation circle came the proposal to create as an educational product a training in the format of a workshop and artifacts that could contribute to the identification and care of students with giftedness.

## XIV - Pathways for the Development of *Educational Policies-Practices* for Giftedness

In the last stage of the moment, "fitting the pieces together", we analyzed the current actions carried out in the local schools of the municipality for giftedness, as shown in Table 15, below:

Table 15: Summary of Step 14

| PATHWAYS FOR POLICY DEVELOPMENT EDUCATIONAL PRACTICES FOR GIFTEDNESS        |  |  |   |           |  |
|---|--|--|---|-----------|--|
| RUNNING TIME: 10 min  |  |  |   |           |  |
| OBJECTIVES  | CONCEPTUAL APPROACH  | PROCEDURAL APPROACH  | STRATEGIES                                      | RESOURCES | ORGANIZATION OF THE ACTIVITY                 |
| To analyze the current actions carried out in local schools for giftedness. | Reflection on professional practice and construction of strategies for the development and implementation of <i>educational policies</i> . | Sharing experiences and collaboratively building strategies. | Oral presentation<br>Comments from participants | ----      | Debate and reflection of the ideas presented |

Prepared by the authors

We seek to provoke debate and participation of those present through the following question: What is it like in your classroom?

In the face of the provocation, some participants contributed:

**Participant X:** I've been reflecting a lot on what you said, and I've been reminded of the students who have passed me by. It happens as you said, they are questioning, interested students and **many times we feel cornered, we don't know what to do due to the lack of training** and we lose the potential of this student.

**Participant Y:** It has happened that I had **students who were not interested in advancing**, but who I knew were very intelligent, but that **I ignored them and let them remain average because I didn't know what to deal with them, today I understood in the training that there were actually challenges within the content itself, I will apply them in my planning, I liked this proposal you presented to put these students as monitors in the classroom.**

During the debate, some participants nodded their heads in agreement with the situations, indicating that they had already experienced something similar. The highlighted narratives endorse the importance of knowing the giftedness indicators in order to develop an educational plan according to the diversity present in the classroom.

Nevertheless, they reinforce the premise that the school's pedagogical team should seek support from the special education sector to guide teachers in the pedagogical intervention and elaboration of the individualized educational plan aimed at the curricular adaptation of these students.

In view of the above, it is relevant to highlight the power of the workshop presented here, as it is a product that provides the broadening of the debate around people with giftedness.

The following narrative allows us to perceive the need to bring to light the issues that impact the lives of children and adolescents who have the uniqueness addressed by the research. Paraphrasing Santos (2018), to promote the de-invisibilization of everyday practices, perhaps we help to expand cognitive and social justice:

**Participant Z:** I worked for a long time in Special Education here at the Department of Education and **I didn't know about this work done in Angra dos Reis, our reference was the work done in Niterói** by NAAHS - Center for High Skills/Gifted Activities, on account of a student who came transferred from the Baixada Fluminense, but was still completing the diagnosis and being treated in Niterói, He stayed with us for a short time and then went back to the Baixada Fluminense. Because of this, **whenever we suspected that the student might have GIFTEDNESS, we suggested the family to seek care in Niterói**, but these families hardly have this condition to bear the costs of travel and we do not yet offer this type of care.

Regarding the testimony shared by the participant, it reinforces the importance of making visible the emancipatory practices developed by UTD, since the sharing of knowledge related to the *learning-teaching* actions developed there can guide other municipalities to initiate local actions to serve these students and their families.

## **XV – Presentation of the artifacts that make up the Educational Product**

In step 15, starting the "Hands on! Now it's up to you!", we presented the artifacts created and proposed the dynamics in which the participants should read and answer the cards thinking about their students, as shown in Table 16 below:

Table 16: Summary of Step 15

| <b>GETTING TO KNOW THE ARTIFACTS THAT MAKE UP THE EDUCATIONAL PRODUCT</b> |  |   |                              |                     |                                     |
|---|--|---|------------------------------|---------------------|-------------------------------------|
| <b>RUNNING TIME: 10 min</b>   |  |   |                              |                     |                                     |
| <b>OBJECTIVES</b>   | <b>CONCEPTUAL APPROACH</b>               | <b>PROCEDURAL APPROACH</b>                    | <b>STRATEGIES</b>            | <b>RESOURCES</b>    | <b>ORGANIZATION OF THE ACTIVITY</b> |
| Understand the guidelines for the use of the Instruments Instrument       | Explanation of the use of the artifacts. | Simulation of the filling of the instruments. | Dialogued oral presentation. | Printed Instruments | Individual filling.                 |

Prepared by the authors

The proposal aimed to help teachers reflect on students in the classroom, listing their areas of interest, the skills in which they excel and highlighting their talents.

The artifact – a survey instrument for identifying students with indicators of Giftedness – was developed with the intention of being used in the classroom by teachers in the regular school system.

We seek to take into account the diversity present in a classroom, which encompasses different styles, behaviors, attitudes and consequently a plurality of academic talents and skills in which students can excel.

To use it, the teacher must read the alternatives, reflect on the profile of their class and associate each of the alternatives with three students who have one of the characteristics indicated in the form.

We presented the artifact during the workshop so that the participants could exercise its use and suggest improvements so that it can be improved.

The care form for the guardian with indicators of giftedness, another artifact produced, was elaborated with the aim of assisting the pedagogical sector of the school in the care of guardians of students with giftedness indicators, since this service should guide the maximum collection of information so that the family is guided to refer students for care with the neuropediatrician. psychologist or neuropsychologist who are the professionals who will close the diagnosis (or condition) of giftedness, after applying exclusive tests for the use of these professionals.

For the form, we ask for careful reading and analysis of the information requested from the family so that it can be useful and help teachers in the observation and when preparing reports to be sent to health professionals.

The artifacts should be used together to establish a student care flow with GIFTEDNESS indicators. Next, we present a suggestion for the establishment of a flow of attendance of students who present giftedness indicators.

## **XVI – Evaluation of the Educational Product**

Continuing with the "Hands on! Now it's up to you!", in step 16 we seek to promote the evaluation of the educational product, as shown in Table 17, below:

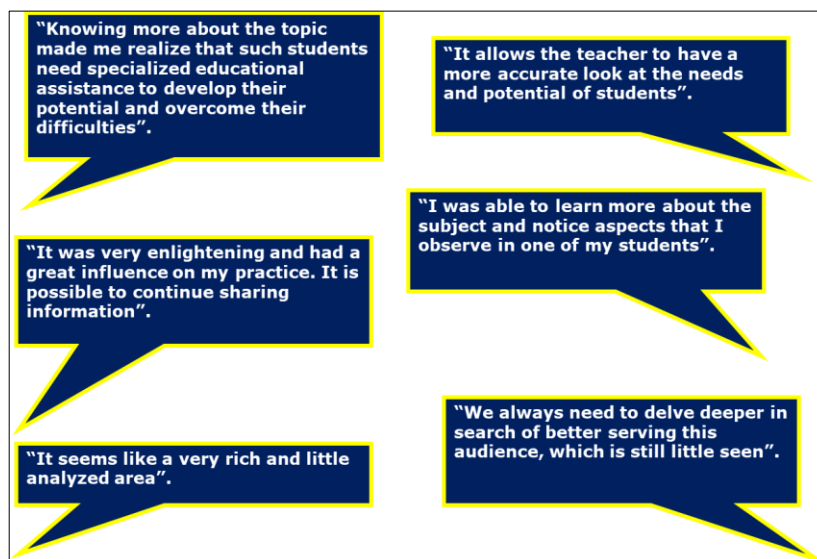
Table 17: Summary of Step 16

| <b>EVALUATION OF THE EDUCATIONAL PRODUCT (WORKSHOP AND ARTIFACTS)</b>                                       |  |                               |  |   |                                     |
|---|--|-------------------------------|--|---|-------------------------------------|
| <b>RUNNING TIME: 20 min</b>   |  |                               |  |   |                                     |
| <b>OBJECTIVES</b>   | <b>CONCEPTUAL APPROACH</b>   | <b>PROCEDURAL APPROACH</b>    | <b>STRATEGIES</b>                              | <b>RESOURCES</b>  | <b>ORGANIZATION OF THE ACTIVITY</b> |
| Evaluate the educational product. Suggest modifications or improvements to enhance the educational product. | Contribution to the improvement of the educational product in a collaborative way. | Filling out evaluation forms. | Dialogued oral presentation to clarify doubts. | Printed educational product evaluation sheet. Data show. Electronic Device. | Individual filling                  |

Prepared by the authors

The validation of the educational product sought to identify the participants' perceptions about the approach carried out in order for their narratives to be considered for discussion purposes in the research, as illustrated in Figure 2 below:

Figure 2 – Testimonies of some workshop participants in the validation of the Product



Source: Product Validation

The narratives show that the participants envision the possibility of sharing the discoveries, as well as the power of reapplication of the workshop.

Thus, we are in line with Oliveira (2013) who encourages us to listen to the narratives of teachers in order to produce learning from the sharing of knowledge through reflections and discussions that promote the identification of elements that foster cognitive justice.

We seek, through the evaluation of the product, to understand the perceptions and experiences experienced by teachers with students who demonstrate indicators and behaviors that, if identified in the classroom, can become the public of special education in order to promote reflections that will contribute to the educational product presented.

When we promote the de-invisibility of curricular practices with emancipatory potential, we enhance their multiplication, breaking with the dominant model of education, promoting the strengthening of practices of equality, co-responsibility, respect for individual rights and effective solidarity (Oliveira, 2013).

## **XVII – Closing**

Finishing the moment "Hands on! Now it's up to you!", we closed the workshop in step 18, as shown in Table 18, below:

Table 18: Summary of Step 17

| <b>CLOSURE</b>   |   |                            |                             |                  |   |
|--|---|----------------------------|-----------------------------|------------------|---|
| <b>RUNNING TIME: 5 min</b>   |   |                            |                             |                  |   |
| <b>OBJECTIVES</b>  | <b>CONCEPTUAL APPROACH</b>                                  | <b>PROCEDURAL APPROACH</b> | <b>STRATEGIES</b>           | <b>RESOURCES</b> | <b>ORGANIZATION OF THE ACTIVITY</b>   |
| Review the topics covered. Clarify possible doubts. Establish contacts for future actions. | Synthesis of the main concepts covered during the workshop. | Sharing learnings.         | Dialogued oral presentation | Data show        | Reflection on the points covered in the workshop. Sharing personal contact details and acknowledgments. |

Prepared by the authors

# FINAL THOUGHTS

The narratives of the workshop participants provide us with clues about the educational product, allowing us to infer that it moves in the direction proposed by Santos (2018): cognitive justice. This inference is based on the understanding that meeting the educational needs of students with high abilities aims to expand the distribution of learning and intellectual development opportunities.

Another issue that reinforces the search for cognitive justice is what Oliveira (2013) proposes when he mentions the *learning-teaching* processes based on the ecology of knowledge, recognizing and valuing individual capacities in their multiple expressions. To ensure cognitive justice for students with high abilities, it is essential to prepare teachers for the identification, understanding, and care of these subjects.

To conclude, we would like to emphasize that, according to the propositions of Pérez and Freitas (2012), it is essential to confront the invisibilization of students with high abilities, as well as the inclusion made possible by their identification in the regular classroom, since the registration of students with high abilities in school censuses consolidates the identification of the elaboration of public policies for these students.

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**APPENDIX - A**  
OSWALDO ARANHA FOUNDATION  
UNIVERSITY CENTER OF VOLTA REDONDA  
DEAN OF RESEARCH AND GRADUATE STUDIES  
PROFESSIONAL MASTER'S DEGREE IN TEACHING IN HEALTH AND ENVIRONMENTAL SCIENCES

**SURVEY INSTRUMENT TO IDENTIFY STUDENTS WITH INDICATORS OF GIFTEDNESS**

**DISSERTATION RESEARCH-RELATED EDUCATIONAL PRODUCT**

*EDUCATIONAL POLICIES PRACTICES AND THE CARE OF STUDENTS WITH GIFTEDNESS IN THE DAILY LIFE OF ANGRA DOS REIS*

**Substantiated opinion of the CEP:** 4.640.937

**CAAE:** 40742520.0.0000.5237

**Advisor:** Prof. Dr. Marcelo Paraiso Alves

**Master's student:** Paula Phernanda dos Santos Cardoso

THIS EDUCATIONAL PRODUCT IS AN ARTIFACT THAT IS AN INTEGRAL PART OF THE WORKSHOP AIMED AT PROFESSIONALS IN THE EARLY YEARS OF ELEMENTARY SCHOOL

**INSTRUCTIONS**

This instrument seeks to identify students who present indicators of high abilities/giftedness. It should be completed by the regular classroom teacher in partnership with the school's pedagogical team, and is useful to assist in the observation of these students.

Now, **(1) carefully read each of the behaviors listed** and **(2) think about the students' conduct over the past three months** at least. **(3) Write the names of up to three students**, in the place indicated on the card, who show the behavior described.

After filling out the form, **(4) analyze the frequency in which the students' names were mentioned**, then **(5) select the students who showed at least 10 behaviors**. **(6) Provide a brief description of the areas of interest in which the student excels in class**.

Finally, **(7) summon the student's family to attend the School's Educational Guidance Service** in which the Attendance Form, attached to this instrument, will be filled out to understand the student's history, as well as the family context in which he or she is inserted.

The student's family should be advised to seek care from the health network to confirm the diagnosis. The diagnosis of high abilities/giftedness is made by specialized health professionals (neuropsychiatry, psychiatry, psychology, neuropsychopedagogy), as there are other criteria to be considered to conclude the diagnosis. However, the identification of these students at school contributes to the student's health treatment. After the diagnosis is confirmed by the health professional, the family must notify the school, and the school must signal to those responsible for the Special Education Sector so that the negotiations for specialized educational care that is the right provided by law to this student can be initiated.

**IDENTIFICATION INFORMATION**

Student Name: \_\_\_\_\_

Year of Schooling: \_\_\_\_\_

Date of birth: \_\_\_\_\_

School: \_\_\_\_\_

Teacher and Pedagogue Responsible for filling it out: \_\_\_\_\_

Filling Date: \_\_\_\_\_

| <b>BEHAVIOUR</b>   | <b>STUDENT 1</b> | <b>STUDENT 2</b> | <b>STUDENT 3</b> |
|--|------------------|------------------|------------------|
| Students who devote more attention to activities that are new in contrast to those they already know.                  |                  |                  |                  |
| Students who need to feel constantly challenged in order to be stimulated in the classroom.                            |                  |                  |                  |
| Students who defend their convictions and ideas, confronting teachers and the class if necessary.                      |                  |                  |                  |
| Students who contextualize new content to previous knowledge.  |                  |                  |                  |
| Students who express their opinions without embarrassment.   |                  |                  |                  |
| Students asking surprising questions during class.   |                  |                  |                  |
| Perfectionist students who demonstrate improvement in their actions and/or are extremely self-critical.                |                  |                  |                  |
| Students who demonstrate independence to perform their tasks autonomously.   |                  |                  |                  |
| Students who put into practice acquired knowledge without teacher intervention   |                  |                  |                  |
| Students who create innovations, make associations and discover new alternatives on their own.                         |                  |                  |                  |
| Students who perform tasks beyond what is requested.   |                  |                  |                  |
| Students who critically appreciate artwork and/or exhibit a talent for drawing or arts and crafts.                     |                  |                  |                  |
| Students who exhibit musical skills.   |                  |                  |                  |
| Students who exhibit bodily skills in sports, dance, or role play.   |                  |                  |                  |
| Students who are interested in subjects other than those commented on by their peers.                                  |                  |                  |                  |
| Students who are experts in the subjects of their interest have a lot of information on a given topic.                 |                  |                  |                  |
| Students who use vocabulary that is far-fetched for their age.   |                  |                  |                  |
| Students who learn faster when compared to the rest of the class.  |                  |                  |                  |
| Students who procrastinate when they demonstrate that they already know a certain subject and need to repeat the task. |                  |                  |                  |

Students who exhibit at least 10 of the behaviors mentioned above:

\_\_\_\_\_

Describe the areas of interest that students demonstrate above-average ability in the classroom:

Student Name: \_\_\_\_\_ Areas of Interest: \_\_\_\_\_

Student Name: \_\_\_\_\_ Areas of Interest: \_\_\_\_\_

Student Name: \_\_\_\_\_ Areas of Interest: \_\_\_\_\_

Student Name: \_\_\_\_\_ Areas of Interest: \_\_\_\_\_

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**APPENDIX - B**  
**OSWALDO ARANHA FOUNDATION**  
**UNIVERSITY CENTER OF VOLTA REDONDA**  
**DEAN OF RESEARCH AND GRADUATE STUDIES**  
**PROFESSIONAL MASTER'S DEGREE IN TEACHING IN HEALTH AND ENVIRONMENTAL**  
**SCIENCES**

**FORM FOR ATTENDANCE OF GUARDIANS OF STUDENTS WITH INDICATORS OF GIFTEDNESS**

**DISSERTATION RESEARCH-RELATED EDUCATIONAL PRODUCT**

*EDUCATIONAL POLICIES PRACTICES AND THE CARE OF STUDENTS WITH GIFTEDNESS IN THE DAILY LIFE OF ANGRA DOS REIS*

**Substantiated opinion of the CEP:** 4.640.937

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**Advisor:** Prof. Dr. Marcelo Paraiso Alves

**Master's student:** Paula Phernanda dos Santos Cardoso

THIS EDUCATIONAL PRODUCT IS AN ARTIFACT THAT IS AN INTEGRAL PART OF THE PEDAGOGICAL WORKSHOP AIMED AT PROFESSIONALS IN THE EARLY YEARS OF ELEMENTARY SCHOOL

**INSTRUCTIONS**

This instrument aims to guide the care of the parents or guardians of the students who were indicated by the teacher of the regular classroom because they presented indicators of giftedness.

The form presents a script for the care of the guardians must be filled out by the school's Educational Guidance Service to understand the student's history, as well as the family context in which he or she is inserted.

The student's family should be advised to seek care from the health network to confirm the diagnosis. The diagnosis of giftedness is made by specialized health professionals (neuropsychiatry, psychiatry, psychology, neuropsychopedagogy), as there are other criteria to be considered to conclude the diagnosis. However, the identification of these students at school contributes to the treatment of the student.

After the diagnosis is confirmed by the health professional, the family must notify the school, and the school must signal to those responsible for the Special Education Sector so that the negotiations for specialized educational care that is the right provided by law to this student can be initiated.

**Student Name:** \_\_\_\_\_

**Date of Birth.:** \_\_\_\_\_ **Year of Schooling:** \_\_\_\_\_

**Responsible for Filling:** \_\_\_\_\_

**Completion Date:** \_\_\_\_\_

**At what age did the student start walking?** \_\_\_\_\_

**At what age did the student start speaking?** \_\_\_\_\_

**At what age did the student start drawing complete scenes?** \_\_\_\_\_

**At what age did the student start writing their name?** \_\_\_\_\_

**At what age did the student start reading?** \_\_\_\_\_

**Does the student engage in any extracurricular activities? Which?** \_\_\_\_\_

**Does the student show interest in a specific area or topic that they know everything about the subject? Which?** \_\_\_\_\_

**Does the student go to therapy with a psychologist or have they ever done therapy?**  
\_\_\_\_\_

**What are the student's favorite games at home?**  
\_\_\_\_\_