

## CONHECIMENTO DE GESTORES DA EDUCAÇÃO INFANTIL SOBRE ACELERAÇÃO PARA ALUNOS COM ALTAS HABILIDADES/SUPERDOTAÇÃO

## CONOCIMIENTO DE GESTORES DE LA EDUCACIÓN INFANTIL SOBRE ACELERACIÓN PARA ALUMNOS CON ALTAS HABILIDADES/SUPERDOTACIÓN

## PRESCHOOL MANAGERS' KNOWLEDGE ON HOW TO BOOST GIFTED STUDENTS

Paula Paulino BRAZ<sup>1</sup>  
Rosemeire de Araújo RANGNI<sup>2</sup>

**RESUMO:** A aceleração é uma prática educacional que objetiva adequar o nível de conhecimento do aluno com altas habilidades/superdotação a um contexto curricular ajustado à suas necessidades. Assim, sugere-se que educadores estejam capacitados sobre a temática de altas habilidades/superdotação para o apoio pedagógico. O presente estudo teve o objetivo principal de verificar e analisar a existência de conhecimento de gestores de escolas de educação infantil sobre a aceleração de alunos com altas habilidades/superdotação. Como objetivos específicos: a) verificar se os gestores conhecem as modalidades de aceleração para alunos com altas habilidades/superdotação; e b) averiguar se os gestores demonstram-se favoráveis ou não quanto à aceleração. Tratou-se de uma pesquisa descritiva de caráter qualitativo, que fez uso do questionário para a coleta de dados. Os resultados apontaram uma visão limitada dos gestores participantes sobre a temática de altas habilidades/superdotação e escasso conhecimento sobre a aceleração como forma de atendimento especializado para esse público.

**PALAVRAS-CHAVE:** Aceleração. Altas habilidades/superdotação. Educação infantil.

**RESUMEN:** *La aceleración es una práctica educacional que objetiva adecuar el nivel de conocimiento del alumno con altas habilidades/superdotación a un contexto curricular ajustado a sus necesidades. Así, la sugerencia es que los educadores estén capacitados sobre la temática de altas habilidades/superdotación para el soporte pedagógico. El presente estudio tuvo el objetivo principal de verificar y analizar la existencia de conocimiento de gestores de escuelas de educación infantil sobre la aceleración de alumnos con altas habilidades/superdotación. Como objetivos específicos: a) verificar si los gestores conocen las modalidades de aceleración para alumnos con altas habilidades/superdotación; y b) verificar si los gestores demuestran ser favorables o no en cuanto a la aceleración. Esta investigación fue descriptiva y cualitativa, hice uso del cuestionario para obtención de datos. Los resultados señalaron una visión limitada de los gestores participantes sobre la temática de las altas habilidades/superdotación y escaso conocimiento sobre la aceleración como forma de atendimento especializado para ese público.*

<sup>1</sup> Federal University of São Carlos – (UFSCar), São Carlos – SP – Brazil. Undergraduate student in Special Education. Psychology Department. ORCID: <0000-0002-1571-5944>. E-mail: pp.braz@uol.com.br

<sup>2</sup> Federal University of São Carlos – (UFSCar), São Carlos – SP – Brazil. Adjunct Professor 4. Psychology Department. ORCID: <0000-0002-8752-9745>. E-mail: rose.rangni@uol.com.br

**PALABRAS CLAVE:** *Aceleración. Altas habilidades/superdotación. Educación infantil.*

**ABSTRACT:** *The acceleration is an educational practice that aims to adapt the level of gifted students' knowledge to adjust curricular content to his needs. This way, it is suggested that educators are versed about the theme of giftedness for pedagogical support. This present study had the main aim to verify and analyze the existence of education managers' knowledge at child education about acceleration of gifted students. As specific aims: a) to verify if the managers know the types of acceleration for gifted students; and, b) to investigate if the managers are favorable or not to acceleration. The research was descriptive and qualitative, and applied questionnaires to collect the data. The results indicated a limited vision of the education managers about giftedness and scarce knowledge about acceleration as specialized service for gifted students.*

**KEYWORDS:** *Acceleration. Giftedness. Child education.*

## **Introduction**

The concept of high skills/giftedness<sup>3</sup> is often linked only to intelligence. And indeed, for a long time it was thought that way. However, this concept has undergone significant changes as a result of studies in the area of cognition (ALENCAR; FLEITH, 2001). Currently, it is not only related to intelligence, but to the relationships established between the child with high skills/giftedness and their interaction with the social environment characterized by their performance in social skills, creativity, leadership, personality and motivation (POCINHO, 2009).

Students with high skills/giftedness in the Brazilian legal context are considered to be those with high potential in one or more areas of knowledge (intellectual, academic, leadership, psychomotor and arts) that can be presented in isolation or combined, consonant with great creativity and involvement with the tasks in the areas of interest (BRAZIL, 2008).

This study has conceptual support in the The Three Rings Model of the theorist Joseph S. Renzulli (2004; 2014a; 2014b). According to this scholar (2004; 2014a; 2014b) gifted behavior (a term used in English giftedness) is the result of the interaction between above average ability, commitment to task and creativity, and the relationship of these three sets with general and specific areas of human performance. For the author, students presenting the interaction between the three groups require different educational opportunities. Thus, the

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<sup>3</sup> This study adopts the terminology "high skills/giftedness", according to the National Policy of Special Education in the Inclusive Education Perspective (BRASIL, 2008) and the terminologies used by authors and official documents will be maintained.

educational institution should have resources and encouragement beyond what is offered in a regular educational program.

Regarding acceleration, as a form of care, it is “a concept defined by Special Education to make school life compatible with mental production, regardless of age, for more capable students who quickly overcome curricular content” (GUENTHER, 2009, p. 282). In other words, it allows students with high skills/giftedness to advance in school grade in their time by promoting themselves academically and, as a result, the development of the areas they master most (COLANGELO *et al.*, 2004; GUENTHER, 2009; MAIA-PINTO, 2012; ALMEIDA, OLIVEIRA, 2013; MCCLARTY, 2015).

In cases where students have faster learning compared to their peers, acceleration may be the most effective educational measure, because the curriculum content of the more advanced classes is more appropriate and motivating for them (OLIVEIRA, 2007). To address the different situations, acceleration is divided into several modalities, and the literature points to 18 different types, which are divided into two categories: acceleration by temporality and acceleration by content (COLANGELO *et al.*, 2004; GUENTHER, 2009). The acceleration by temporality aims to advance the school time without changing the curriculum content and the acceleration by content reorganizes the school curriculum without the student necessarily having to advance in the grade, allowing him to remain living in the classroom with his peers of same age (COLANGELO *et al.*, 2004; GUENTHER, 2009).

A much-discussed issue about acceleration is how much harm the accelerated student's emotional and social will come to bear, generating the belief that he or she will be socially impaired because they will no longer live with their peers, thereby suppressing their childhood. This information is of particular concern to parents and/or guardians (MAIA-PINTO, 2012; OLIVEIRA; ALMEIDA, 2013). However, Colangelo *et al.* (2004) point out that there is no evidence of socio-emotional impairment in students accelerated one or two years, strongly advocating their acceleration as an educational measure.

It is noteworthy that among the behavioral characteristics of the student with high skills/giftedness, two concern the student's socio-emotional maturity, the **“interest in living with people of similar intellectual level; quick resolution of personal difficulties”** (BRAZIL, 2006, p. 15, authors' highlights).

In the Brazilian legal context, the Law of Guidelines and Bases of National Education (LDBEN) (BRAZIL, 1996) guides the acceleration clearly in its Art. 24, foreseeing the classification in any grade or stage, except the first one of the elementary school. The text considers the acceleration, provided that an evaluation is performed by the school with the

objective of defining the level of development that the student is in and, consequently, adjusting it. In addition, Art. 59 of the same Act guides education systems on acceleration for students with high skills/giftedness, and clearly writes in paragraph II “acceleration to complete the school program for the gifted in a shorter time” (n.p.).

Given this prerogative, it is understood that educational systems must be organized to serve students who are able to receive this legal guarantee (RANGNI; COSTA, 2014).

Regarding early childhood education<sup>4</sup>, this is the first stage of basic education, which serves children from 0 to 5 years old. It is a social right affirmed in the 1988 Constitution and the State's duty to Education (BRASIL, 2010). Despite the legal guarantees of acceleration in basic education, there is a contradiction regarding the implementation of this form of care in early childhood education.

The document of the Ministry of Education (BRASIL, 2013) presents in its objectives to clarify doubts about early childhood education and provides for acceleration in disagreement with current legislation:

**Early childhood education does not work with retention parameters (children with development deemed slow compared to others) nor acceleration (children judged as smart or "gifted")**, it is expected that all children live with their differences in their age group and learn from there (BRASIL, 2013, n.p., authors' highlights).<sup>5</sup>

In view of this conflict, guidance on this form of care for students with high skills/giftedness, instead of guiding the process, confuse those who seek clarification. It is noteworthy that it is possible to find, from an early age, those with characteristics that indicate high skills/giftedness. And when these children are inserted into school, “this discrepancy between level of knowledge and challenge of the task to be performed can demotivate and frustrate the child, very often generating conflicts with the teacher” (MAIA-PINTO, 2012, p. 36).

Martins (2013) recommends to the school to give attention to children who stand out for potentials, in order to provide an enriching school environment. However, the author points out that the acceleration in cases of very young children is possible, but must meet certain criteria and consider that the pace of learning of these students is intense. When inserted in an environment of interaction with older students, they will hardly suffer with regard to their

<sup>4</sup> Specialized educational care goes through all levels of education (BRASIL, 2008).

<sup>5</sup> **A educação infantil não trabalha com parâmetros de retenção (crianças com desenvolvimento julgado lento em relação a outras) e nem de aceleração (crianças julgadas como espertas ou “superdotadas”)**, espere-se que todas as crianças convivam com suas diferenças em seu grupo de idade e aprendam a partir daí (BRASIL, 2013, s/p, grifo nosso).

intellectual aspects. However, it is important to emphasize the importance of monitoring accelerated children, checking their emotional and social adjustment.

For educational measures to address them significantly in their needs, it is understood that school management is vital for the educational work to impact. According to Santos and Panhoca (2017) the manager is the one who acts in understanding the situation that involves resource management, especially cognitive, as well as interpersonal relationships based on his administrative authority in the school's organizational structure, besides being the articulator between decisions taken jointly by school staff, family and community.

Having this conjuncture in screen, the questions that guided the present research were: what knowledge do the preschool managers have about high skills/giftedness? Do they know and consider acceleration and its modalities for students with high skills/giftedness? In an attempt to answer them, the main objective of the research was to verify and analyze the existence of knowledge of preschool managers about the acceleration of students with high skills/giftedness. Specifically, it aimed to verify if managers know the acceleration modalities for students with high skills/giftedness; and ascertain whether managers are favorable or not about acceleration.

## Method

A The scientific methodology applied to the present study was characterized as descriptive research, since its main objective was to raise the level of knowledge of a given audience, as well as their opinion (GIL, 2002). Qualitative in nature, this type of research “analyzes information in an inductive way” because “they have a deep and globalizing vision of the human being and try to capture the essence of human experience” (FLICK, 2009, p. 331-332).

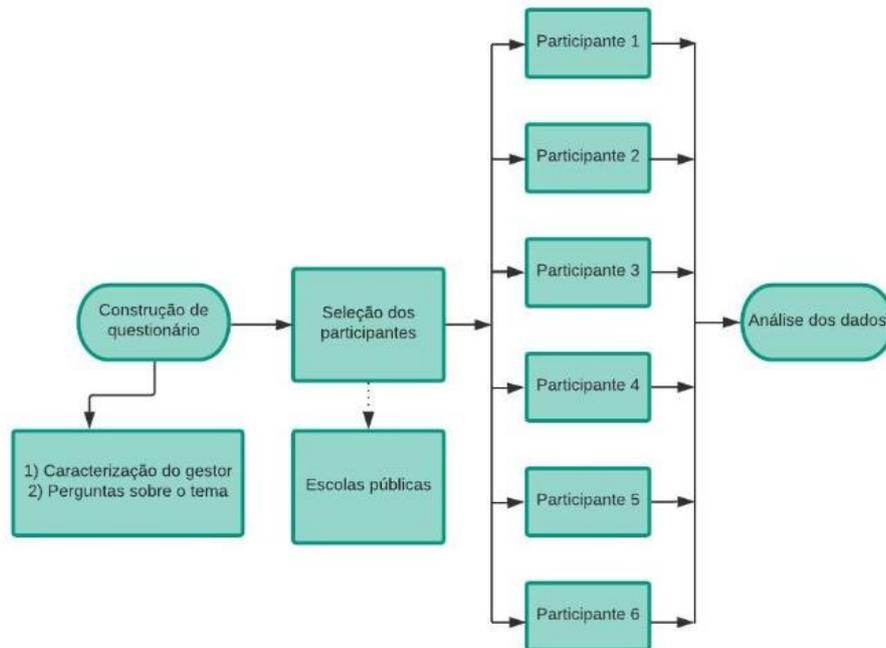
Thus, six (06) managers (one in each school) from public schools were selected in two different municipalities (São Paulo city and a city from São Paulo state countryside) that met the following criteria: being school managers of early childhood education schools and agree to participate in the research. To preserve the identity of the participants, they were named as P1, P2, P3, P4, P5 and P6. Data collection was performed at the workplaces (schools) of the six participants.

Data collection was performed through a questionnaire applied to participants with open and closed questions. The questionnaire was divided into two parts. In the first part the

questions were based on the characterization of the participant and in the second part there were nine questions on the subject. The research path is illustrated in Figure 1.

**Figure 1 – Research Flowchart**

FIGURA 1: Fluxograma de pesquisa



Fonte: Self elaborated.

## Results

The first part of the questionnaire was relevant to the characterization of the participants, it can be noted that they are all female and are within the age range of 40 to 57 years. Among them, four are in the position of school principal, one is an assistant director (deputy principal) and one is a pedagogical coordinator.

It was observed that a common feature among the participants is the degree in Pedagogy, although they have other backgrounds and specializations in various areas, such as Psychopedagogy, Pedagogical Management, Early Childhood Education and Economics. There was no training or specialization in the area of Special Education and all worked in the public-school system.

Regarding teaching time, the average length of service in the classroom was 17.5 years, and the shortest time was five (05) years, and the highest 27 years. The average performance in

school management was 15 years, and the shortest time was nine (09) years, and the highest of 30 years.

The participants answered nine (09) questions that addressed the topic high skills/giftedness and their answers are given below.

The first question asked the participant to define the term High Skills/Giftedness. As this is an open question and could possibly influence the other answers, they were fully described.

Question 1: What is your definition for the term High Skills/Giftedness?

In defining the term High Skills/Giftedness, the words reasoning and development appeared most frequently in the answers, and these are highlighted below.

*High skills/giftedness are characteristics that differ from the rest of the population. A **different development**, somehow more inventive, imaginative. Accelerated mathematical logical **reasoning**. However, little or no concentration (P1)<sup>6</sup>*

*Children or people who have **more than expected development**, with quick answers and solutions to everything and no difficulties in adaptation and learning difficulties (P2).<sup>7</sup>*

*These are children who perform remarkably well and their potentiality can be in a specific area of knowledge or various aspects combined (P3).<sup>8</sup>*

*It is that child who comes out of the standard we consider for her age, and who already has knowledge in literature, knowledge of mathematics differentiated of their age peers (P4)<sup>9</sup>*

*High skills/giftedness is the definition we have for children who have a **high degree of development**, differing from others. We often “say” that the child is superintelligent (P5)<sup>10</sup>*

*They are children with quick **reasoning** and learning, curious, tendency to live with adults, may have problems with relationships with other children, and expectations of learning in the classroom (P6).<sup>11</sup>*

<sup>6</sup> Altas habilidades/superdotação são características que os diferem do restante da população. Um **desenvolvimento diferente**, de certa forma mais inventivo, imaginativo. **Raciocínio** lógico matemático acelerado. Entretanto, pouca ou quase nenhuma concentração (P1)

<sup>7</sup> Crianças ou pessoas que apresentam **desenvolvimento acima do esperado**, com respostas rápidas e soluções para tudo e não apresentam dificuldades na adaptação e dificuldade na aprendizagem (P2).

<sup>8</sup> São crianças que apresentam notável desempenho e sua potencialidade pode ser numa área de conhecimento específico ou vários aspectos combinados (P3)

<sup>9</sup> É aquela criança que sai do padrão que a gente considera para a idade dela, e que apresenta, já, conhecimento em literatura, conhecimento de matemática diferenciado da faixa etária (P4)

<sup>10</sup> Altas habilidades/superdotação é a definição que temos para as crianças que apresentam **alto grau de desenvolvimento** diferenciando-se das demais. Costumamos “dizer” que a criança é superinteligente (P5)

<sup>11</sup> São crianças com **raciocínio** e aprendizagens rápidos, curiosos, tendência a conviver com adultos, podem ter problemas de relacionamentos com outras crianças, além de expectativas de aprendizagens em sala de aula (P6).

P3's answer is the one that most closely matches the concept adopted by the National Special Education Policy from the Inclusive Education Perspective (BRASIL, 2008), which corroborates Renzulli's Three Ring Theory (2004, 2014a, 2014b). Another aspect highlighted is the relationship between High Skills/Giftedness and commitment only in academic activities: P1: “[...] Accelerated mathematical logical reasoning”; P2: “[...] quick answers and solutions to everything and do not present difficulties in adaptation and learning difficulties”; P4: “[...] already has knowledge in literature, knowledge of mathematics, differentiated by age group”.

For Renzulli (2004; 2014a) high skills/academic giftedness is overvalued at school because the student presents high performance rates in standardized intelligence tests, in addition to beating academic content more easily and in less time. It was found that the answers did not mention aspects related to high skills/giftedness with other areas that, in many cases, are not evidenced in school as creativity, leadership, psychomotor and arts (BRASIL, 2008).

Behavioral aspects were also indicated in the answers. P2: “[...] do not present difficulties in adaptation”; P4: “[...] it is that child who goes beyond the standard we consider for her age”; P6: “[...] tendency to live with adults, they may have relationship problems with other children”. Such behaviors concern the student's emotional maturity, presented earlier. It was evident in the responses that managers conceive high potential students who present different behavioral aspects to their average age peers (FLEITH, 2007).

The next question was based on the identification procedures of the student with high skills/giftedness. The objective was to identify if the manager knows such procedures. The identification of students with High Skills/Giftedness is one of the great challenges of education, because it is through it that the opportunities for personal development and learning of these students will be offered (BRASIL, 2006).

Question 2: Do you know the procedures for identifying a student with High Skills/Giftedness. If so, which one?

Three (03) participants, or 50% of the total, did not know any kind of identification procedure for this audience. These data are of concern, since “statistical studies indicate that approximately 3 to 5% of the population have potential above the estimated average in various social contexts” (BRASIL, 2006, p. 19). As for those who answered knowing the procedures, their answers were based on observation and evaluation by tests. It is understood that the teacher, in the classroom, conducts systematic, prolonged and qualitative observation of the expressions of skills, performances and aptitudes, thus, it is possible to develop the learning process and also the quality of students' social relations.

The process of identifying students with high skills/giftedness should be based on their educational needs, the use of various sources of data collection (interviews, performance surveys, analysis of their productions, etc.), knowledge of characteristics pupils and human development according to age groups, besides having family participation (BRASIL, 2006).

Also, a closed question was elaborated, so that the participant indicated yes or no as an answer.

Question 3: Are there students with High Skills/Giftedness at the school you work for?

All participants answered “no”, indicating that in the schools where they worked there were no students with high skills/giftedness from their knowledge. Negative responses from managers meant not answering the next question because it was designed for schools that have students with high skills/giftedness identified. The question was as follows: Question 4: If so, what actions are taken to meet the special educational needs of these students? Two participants used the space to present their ideas on the issue. The answers were fully described.

*There are no gifted or high skilled children. What have long been parents/guardians who classify their children as gifted (P1).<sup>12</sup>*

*We had a case earlier this year that the mother said that this child (was gifted). She was in Phase 4 but her mother wanted us to move him to Phase 5. But we didn't get to evaluate because his mother didn't want him to go through an evaluation. If the child goes through an assessment and agrees, we will change the child's age (grade) according to what she presents (P4).<sup>13</sup>*

A similarity between the two responses of the participants was noted. In both cases the family appears as a crucial factor in the indication. We point out the input of P4 on a family that did not allow the assessment of the child and P1 made a stigmatized placement of the student with high skills/giftedness when she said: “parents/guardians who classify their children as gifted”. This can be considered a myth of the conducting father, that is, when the parent (or guardian) can overstimulate the child and thus produce a gifted (PEDRO; OGEDA; CHACON, 2017). In this regard, the publication by Brasil (2006b, p. 21) advises: “When some signs begin to be perceived by the family, the school and/or teacher should carefully observe the child and perform permanent monitoring”.

<sup>12</sup> Não há crianças com superdotação ou altas habilidades. O que há muito são pais/responsáveis que classificam seus filhos como superdotados (P1).

<sup>13</sup> Nós tivemos um caso no começo do ano que a mãe dizia que essa criança (era superdotada). Ela estava numa Fase 4 mas a mãe queria a possibilidade de passarmos ele para a Fase 5. Mas não chegamos a avaliar porque a mãe não queria que ele passasse por avaliação. Se a criança passar por uma avaliação e estiver de acordo, nós vamos mudar ela de faixa etária (série), de acordo com o que ela apresentar (P4).

Another fact that drew attention in the response of the manager was: "there are no children with giftedness or high skills." It should be remembered that, as previously mentioned, statistical data point to a minimum percentage of 3 to 5% of the population with high skills/giftedness (BRASIL, 2006b). It is believed that the lack of information and the myths that permeate this public prevent the identification and, consequently, the proper attendance (RECH; FREITAS, 2006).

Subsequent questions refer to procedures for serving students with high skills/giftedness within the school.

Question 5: What do you mean by Acceleration?

*Acceleration are planning and actions that challenge students with pleasurable and stimulating activities (P1).<sup>14</sup>*

*The word itself is already saying, accelerate with no interruption (P2).<sup>15</sup>*

*It is a compensatory program, which aims to correct the gap between age/grade (P3).<sup>16</sup>*

*It would change the child from age group (grade) and according to the assessment. For example, she has passed an assessment and is ready for a Phase 5 or 6, I will transfer her to that phase (P4).<sup>17</sup>*

*When the child in a phase is judged as gifted, it is possible to place them in later stages, which are supposed to be at their level of development (P5).<sup>18</sup>*

The participant P6 didn't know how to answer the question.

Most responses, P1, P4 and P5, were based on the acceleration by temporality (COLANGELO *et al.*, 2004; GUENTHER, 2009). Thus, as cited by Guenther (2009), many confuse acceleration for high potential students with reclassification, which aims to reduce dropout in cases of academic failure, being evident in P3's response by reproducing the idea that acceleration is a program designed to correct the age/grade discrepancy of students.

Continuing with the questions about the managers' knowledge, they were asked that:

Question 6: What types of acceleration do you know?

<sup>14</sup> *Aceleração são planejamentos e ações que desafiem os educandos com atividades prazerosas e estimulantes (P1).*

<sup>15</sup> *A própria palavra já está dizendo, acelerar não havendo interrupção (P2).*

<sup>16</sup> *É um programa compensatório, que visa corrigir a defasagem em relação idade/série (P3).*

<sup>17</sup> *Seria muda-lo de faixa etária (série) e acordo com a avaliação. Por exemplo, passou por uma avaliação e ele está pronto para uma Fase 5 ou 6, vou transferi-lo para essa fase (P4).*

<sup>18</sup> *Quando a criança de uma fase é avaliada como superdotada é possível coloca-las em fases mais adiantadas, que supõe-se estar a seu nível de desenvolvimento (P5).*

Note that the answers given by managers do not indicate the types of acceleration by content and/or temporality, according to the literature (COLANGELO *et al.*, 2004, GUENTHER, 2009). Moreover, when asked, in question five, what do they mean by acceleration, the answers meet acceleration by temporality, specifically about grade advancement. Participants P2, P4 and P5 answered that they know the acceleration by grade, in which the student is promoted to the next grade.

The answers from P1 and P3 differed from the others, as they indicated specific procedures, but did not deepen the answers.

*I knew the acceleration developed by the State of São Paulo. I do not approve. Homogeneous class, students without stimuli and teachers without preparation (P1).<sup>19</sup>*

*The classes instituted by the MEC that proposes reduced number of students, with more pedagogical resources and specialized teachers (P3).<sup>20</sup>*

The participant P6 didn't answered the question.

It was noted that, despite the little information presented on the topic, the procedures pointed out by participants P1 and P3 do not match the acceleration of the form cited by LDBEN, article 59.

Question 7: In your opinion, is acceleration in the case of students with high skills/giftedness advisable? Justify:

From the responses, it was noted that the acceleration is favorably viewed by managers, however, some aspects were considered. The first was about the demotivation that can generate in the student if he is denied proper care. In fact, students may feel frustrated in an environment that does not match their condition (FLEITH, 2007).

For P3 "Clearer legislation on the subject is also important." The acceleration of teaching is ensured by educational legislation, but according to Maia-Pinto (2012, p. 66) "there is little in terms of explanation or guidance on this practice". The author adds that at the municipal and state levels it is common to reproduce the federal guidelines, since there are almost no laws regulating such actions, and it is up to the school to define the ways to comply with the laws in these cases.

The responses from participants P1 and P2 reflect the importance of manager engagement in specific cases. It can be seen that P1 answers as follows: "It should be applied,

<sup>19</sup> *Conheci a aceleração desenvolvida pelo Estado de São Paulo. Não aprovo. Classe homogênea, alunos sem estímulos e professores sem preparo (P1).*

<sup>20</sup> *As classes instituídas pelo MEC que propõe número reduzido de alunos, com mais recursos pedagógicos e professores especializados (P3).*

but it requires a lot of preparation, study and time on our part”; and P2: “There must be acceleration, but I don’t know how to proceed in these cases”. Thus, as mentioned by Santos and Panhoca (2017), it is up to the school manager to understand and act in the teaching processes.

Consequently, the next question asks participants about the procedures for putting acceleration into practice.

Question 8 asked participants about acceleration procedures: Do you know the procedures and/or procedures for accelerating students with High Skills/Giftedness indicators? They all answered that they did not know the procedures and transitions for acceleration, and if they appeared at school, they would seek help from the Secretariat of Education.

Question 9: Have you experienced any acceleration of high ability/gifted students during your time of work?

Finally, the participants answered if they had experienced any case of acceleration of student with high skills/giftedness during their teaching and school management. All participants replied that they did not have such an experience. Maia and Fleith (2013) state that unfounded and stereotyped beliefs about students with high skills/giftedness go through school environments and prevent movements that favor them, so it is recommended to disseminate the theme in schools.

It was noticed in the answers to questions eight and nine, the lack of knowledge or even the lack of clarification on the theme of acceleration for students with high skills/giftedness of the participating managers. In this regard, Guenther (2009) states that it still predominates among educators that acceleration only occurs to correct the age/grade gap.

## **Final considerations**

The research aimed to verify and analyze the existence of acceleration knowledge of early childhood education managers for students with high skills/giftedness, considering their knowledge about acceleration.

Through the questions that guided the study, it is considered that:

What knowledge do early childhood managers have about high skills/giftedness?

The concept of high skills/giftedness is related by participants as being inherent in development and reasoning. In fact, such characteristics may be indicative of high

skills/giftedness, however, important factors such as leadership and commitment to the task were not indicated.

Whether managers know and consider acceleration and its modalities for students with high skills/giftedness?

The acceleration modalities, divided into temporality and content, were not indicated. It was explicit that the acceleration in the view of managers is based only on the advance of grades. Also, the lack knowledge on the subject in school environments was evident, as the answers showed a poor understanding of acceleration for students who stand out for their potentials.

Given the results obtained, it is suggested that training on the topic of high skills/giftedness take place in initial and continuing education courses and that further studies take place as a contribution to include, in fact, this specificity among students of Child education.

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