

**O ALUNO COM ALTAS HABILIDADES/SUPERDOTAÇÃO EM ESCOLA
RIBEIRINHA NA AMAZÔNIA**

***EL ESTUDIANTE CON ALTAS HABILIDADES/EXPERIENCIA EN LA ESCUELA
RIBEIRINHA EN AMAZONIA***

***THE STUDENT WITH HIGH SKILLS/GIFTEDNESS IN RIVERSIDE SCHOOL IN
AMAZON***

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RESUMO: Neste estudo investigou-se a inclusão de um aluno com altas habilidades/superdotação em escola ribeirinha na Amazônia Amapaense. Para tanto realizou-se uma pesquisa baseada na abordagem qualitativa, a partir da seguinte questão de pesquisa: Como tem se dado a inclusão escolar de um aluno com altas habilidades/superdotação em uma escola ribeirinha no município de Mazagão no Estado do Amapá? A pesquisa teve como objetivo geral analisar o processo de inclusão de alunos com altas habilidades/superdotação do 1º ao 5º ano do Ensino Fundamental. O *locus* da pesquisa foi uma Escola ribeirinha localizada no município de Mazagão no Estado do Amapá. Para a coleta dos dados foram realizadas entrevistas semiestruturadas, observação e registro fotográfico. Os participantes da referida pesquisa foram um professor da turma do aluno com altas habilidades/superdotação, um professor do Atendimento Educacional Especializado, um aluno com altas habilidades/superdotação, um coordenador pedagógico e o diretor da escola. Os dados coletados foram analisados a partir da análise de conteúdo, considerando a definição da categoria apriorística: inclusão escolar, assim como outras categorias intermediárias e categorias finais que no caso são as não apriorísticas que emergiram do referencial teórico adotado na pesquisa e da investigação empírica. Os resultados apontaram que existem dificuldades, no processo de inclusão deste público, relacionadas a vários aspectos como a formação de professores e de toda equipe escolar, de infraestrutura, de organização das salas de aula, entre outros, bem como, demonstraram a importância de pesquisas neste universo para o fortalecimento de questões teórico-práticas relativas à inclusão.

PALAVRAS-CHAVE: Inclusão escolar. Altas habilidades/superdotação. Amazônia amapaense. Educação ribeirinha.

RESUMEN: *Este estudio investigó la inclusión de un estudiante con altas habilidades/regalidad en una escuela ribereña en la Amazonía de Amapa. Para ello, se llevó a cabo una investigación basada en el enfoque cualitativo, basado en la siguiente pregunta de investigación: ¿Cómo se ha dado la inclusión escolar de un estudiante con altas habilidades/regalidad en una escuela ribereña en el municipio de Mazago en el estado de*

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Amapá? La investigación tuvo como objetivo general analizar el proceso de inclusión de estudiantes con altas habilidades / sobreasignación desde el 1o hasta el 5o año de la escuela primaria. El locus de la investigación fue una escuela ribereña ubicada en el municipio de Mazagón en el estado de Amapá. Se realizaron entrevistas semiestructuradas, observación y registro fotográfico para la recopilación de datos. Los participantes de esta investigación fueron un profesor de la clase del estudiante con altas habilidades / donación, un profesor de atención educativa especializada, un estudiante con altas habilidades // dote, un coordinador pedagógico y el director de la escuela. Los datos recogidos se analizaron a partir del análisis de contenido, considerando la definición de la categoría apriorista: inclusión escolar, así como otras categorías intermedias y categorías finales que en este caso son las sumas no aprioristas que surgieron del marco teórico adoptado en la investigación y la investigación empírica. Los resultados mostraron que existen dificultades en el proceso de inclusión de este público, relacionadas con diversos aspectos como la formación de los profesores y todo el equipo escolar, infraestructura, organización de aulas, entre otros, así como la importancia de la investigación en este universo para el fortalecimiento de cuestiones teórico-prácticas relacionadas con la inclusión.

PALABRAS CLAVE: *Inclusión escolar. Altas habilidades / regalos. Amazon amapaense. Educación ribereña.*

ABSTRACT: *In this study we investigated the student with high skills/giftedness in a riverside School in Amapá's Amazon with possibility of inclusion in school? A research based on the qualitative approach was conducted, from the following problem question: How has the inclusion of a student with high skills/giftedness at a riverside school in the city of Mazagão in the state of Amapá been taking place? The study aimed to analyze the inclusion process of students with high skills/giftedness from the 1st to the 5th grade of elementary School. The locus of the research was a riverside school located in the municipality of Mazagão in the state of Amapá. For data collection, semi-structured interviews, observation and photographic recording were performed. The participants of this research were a teacher of the student's class with high skills/giftedness, a teacher of specialized educational attendance, a student with high skills/giftedness, a pedagogical coordinator and the school principal. The collected data was analyzed from the definition of the Aprioristic Category: school inclusion, as well as other intermediate categories and final categories that, in the case, are the non-aprioristic ones that emerged from the theoretical framework adopted in the research and Empirical research. As a result, this study brings significant theoretical and practical contributions to the process of inclusion of students with high skills/giftedness in this riverside School in the Amapá's Amazon. The results showed that there are difficulties in the process of inclusion of this public related to various aspects such as the formation of teachers and of the entire school team, infrastructure, the organization of classrooms, among others, as well as, demonstrate the importance of research in this universe to strengthen theoretical-practical questions related to inclusion.*

KEYWORDS: *School inclusion. High abilities/giftedness. Amapá's Amazon. Riverside education.*

Introduction

The context of scientific research in the area of high skills/giftedness (HS/G) unfortunately demonstrates a lot of scarcity in Education in Brazil, although the precursors in the area have researched and published their works since the 1920s and 1930s.

Although abroad, in the case of Europe and North America, the topic of High Skills/Giftedness (HS/G) has been researched since the end of the 19th century, in Brazil, more than 80 years have passed since its first approach by researchers and investigations in this field are still quite scarce. High Skills/Giftedness is a recent area of study, but throughout this period of lack of investment in the area, many talents may have been lost, discouraged and covered up. Then, new research becomes pertinent as a way to contribute to a correct attendance to such students (PEREZ, 2003).

It is necessary to think that, in order to develop a pedagogical work with the students aiming to provide the potential, stimulating and guiding the skills, it is necessary to capture what they differentiate as stimulant, listen carefully to what they express as interest, inclination and taste, and forward the teaching in this direction, ensuring student involvement.

The option to investigate the inclusion of students with high skills/giftedness in the educational process in a rural school, is due to the few studies related to the theme, as well as the teacher's working conditions, students' access to school and regional, economic, social and cultural specificities that characterize rural schools in the Amapás' Amazon.

From these questions, we have the following research question: How has the inclusion of a student with high skills/giftedness in a riverside school in Amapás' Amazon been taking place?

To answer it, we defined the general objective: To analyze the inclusion process of a student with high skills/giftedness in a riverside school in the municipality of Mazagão in the State of Amapá.

Therefore, we have as specific objectives: To know the physical and pedagogical structure of the school, as well as aspects related to the teaching-learning process of the student with high skills/giftedness; Verify the methodologies used by teachers in the teaching-learning process with student with high skills/giftedness; Identify the inclusion/exclusion practices of students with high skills/giftedness performed at school; and, Observe the student with high skills/giftedness in his social interactions with other students in the classroom.

This study seeks to bring significant theoretical and practical contributions to understand if the inclusion process occurs. Theoretical contributions refer to the discoveries made from the

investigation of the teacher's pedagogical practice and the physical and pedagogical structure of the school to serve students with HS/G. With regard to practical contributions, these findings may subsidize changes in teaching practice, as well as suggest improvements in the school's physical structure and political pedagogical project and also contribute, in a scientific way, to the academic environment.

In the Conclusions we seek to relate some points raised during the entire investigation, starting from the research problem, the hypotheses and objectives, and seeking to develop some considerations and guidelines for the question of the inclusion of the student with HS/G in the researched school through the analyzes and discussions of the research results.

From exclusion to inclusion

The concept of a welcoming school for all is based, among other milestones, on the 1948 Universal Declaration of Human Rights (ONU, 2015) specifically in its article 26, items I and II, which provides that every human being has the right to education, that instruction will be oriented towards the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. During this period, the growth of social movements that fight for a more democratic society is amplified, among others, strengthening the criticisms of the homogenizing school model and the practices of segregation and categorization of students in force until then.

Around the 1970s, an educational proposal called "Integration", led a movement for social integration of individuals with disabilities, until then removed from the education system, whose objective was to insert them into school environments. Since then, the concept of standardization has spread across Europe and North America. It is in Canada that, in 1972, the first book about this principle is published, being its author Wolfensberger, who defines this principle as the use of normalizing means from a cultural point of view, to establish and/or maintain the most personal behaviors and characteristics the more normalizing as possible, and the closest to those offered to the person without disabilities. However, with a conception of normality that should be sought so that students could, step by step, participate in social life. "Such a proposal focused on the subject with a disability to the need for change and was not effectively concerned with changing the environment to deal with differences" (SASSAKI, 1997).

Inclusion in education brings with it an objective, which is to accept the difference at school and enable all students to access knowledge. The inclusive school starts from different

principles of the integration proposal, which was characterized in the late twentieth century, to stimulate the acceptance of society, put into practice in regular schools that only received the student, without the concern of making changes in the structure of the system as a whole.

As a result, interest in an inclusive school grows, which serves everyone equally.

This principle was first documented in 1979 in Mexico, however, the movement for inclusion, which represented a major advance in Special Education, began in the United States in 1981 at the United Nations General Assembly, which culminated in the creation of specific sectors to address these issues in public ministries in several countries, in which the international year of people with disabilities was established (CHICON, 1999. s/p).³

Based on this framework, school inclusion must truly seek quality education for all and its main objective is to recognize, welcome and respect differences in the school environment and enable access, permanence and learning for all students at school, so a break with the assumption of integration was necessary, which advocated the right of people with disabilities to the common space of life in society, but this did not foresee the change in the school environment effectively for working with differences.

Contrasting with the integration paradigm, school inclusion manifests itself in a structure that must consider the assumptions of what is the appreciation, participation and acceptance of people who have specific needs, considering them in their differences, their individual characteristics and their real interests, recognizing them as part of the group, respecting their differences and collaborating positively in overcoming their challenges. Unlike integration, school inclusion aims at the participation of all students in a structure that considers the characteristics, interests and rights of each one.

The Federal Constitution of 1988 (BRASIL, 1988), through its article 205, guarantees the right to education for all individuals. When the constitution refers to the term "all individuals", it is understood that there is no distinction. Article 206 emphasizes the equal conditions for access and permanence at school. It is observed then that, the Constitution guarantees to everyone the objective right of education without distinction of race, sex, color, origin or disability.

Reinforcing the idea of inclusion in a school education for all, we can mention the importance of the World Declaration on Education for All, elaborated in Jomtien (BRASIL,

³ Esse princípio foi documentado pela primeira vez em 1979 no México, porém, o movimento pela inclusão que representou um grande avanço na Educação Especial, iniciou-se nos Estados Unidos em 1981 na Assembleia Geral das Nações Unidas, que culminou com a criação de setores específicos para cuidar dessas questões nos ministérios públicos de vários países, na qual foi estabelecido o ano internacional das pessoas portadoras de deficiências (CHICON, 1999. s/p).

1990) in Thailand, which evidences the promotion of transformations of the educational system, in order to ensure the access and permanence of all in school, so that the high rates of children, adolescents and young people without schooling can be remedied.

According to Werneck (2000) the concept of inclusive education emerged in 1994 at the World Conference on Special Educational Needs: Access and Quality, resulting in the Salamanca Declaration (UNESCO, 1994, p. 10): “with the aim of providing basic guidelines for the formulation and reform of educational policies and systems according to the social inclusion movement”. This declaration is considered one of the main documents aimed at social inclusion.

However, for such a process to be effective it is necessary to identify the demands that the student presents in his interaction in the school environment, and provide him with the necessary conditions for his learning. The Salamanca Declaration (UNESCO, 1994, p. 10) makes this point clear when it states that “all children [...] have a fundamental right to education and that they should be given the opportunity to obtain and maintain an acceptable level knowledge”.

The Salamanca Declaration established that:

Every child has a fundamental right to education, and the opportunity must be given to achieve and maintain the appropriate level of learning, and every child has unique characteristics, interests, skills and learning needs. Anyone with a disability has the right to express their wishes regarding their education as far as they can be fulfilled. Parents have the inherent right to be consulted on the most appropriate form of education for their children's needs, circumstances and aspirations (BRASIL, 2006. p. 33).⁴

The basic principle of the Salamanca Declaration is that the common school is a determining space for combating exclusion and discrimination, aiming to break the programmatic barriers, enabling the implementation of inclusive attitudes, providing equal opportunities within the school context.

Although the idea of a school for all, without any form of discrimination, in principle it should consider the individual characteristics of the students and, therefore, promote responses to contemplate them, the Law of Guidelines and Bases of National Education no. 9,394/96 (BRASIL, 1996) recommends that the population considered of Special Education and that,

⁴ Toda criança tem direito fundamental à educação, e deve ser dada a oportunidade de atingir e manter o nível adequado de aprendizagem e toda criança possui características, interesses, habilidades e necessidades de aprendizagens que são únicas. Qualquer pessoa portadora de deficiência tem o direito de expressar seus desejos com relação à sua educação, tanto quanto estes possam ser realizados. Pais possuem o direito inerente de serem consultados sobre a forma de educação mais apropriada às necessidades, circunstâncias e aspirações de suas crianças (BRASIL, 2006. p. 33).

therefore, has access to specialized educational assistance, defining in its Article 58, “special education as a type of school education, preferably offered in the regular school system, for students with disabilities, global developmental disorders and high skills or giftedness”. Continuing in its article 59, that the education systems must assure to students the curriculum, methods, resources and organization to meet their needs, it also ensures the specific terminality to those who have not reached the level required for the completion of basic education, due to the deficiencies; and ensures the acceleration of the gifted to complete the school program. It also defines, among the norms for the organization of basic education, in article 24, item V, the “possibility of advancing in courses and grades through the verification of learning” and “[...] appropriate educational opportunities, considering the characteristics of the students, their interests, living and working conditions, through courses and exams” (art. 37).

The National Policy of Special Education in the Perspective of Inclusive Education (BRASIL, 2008) conceptualizes Special Education as a modality transversal to the levels, stages and other teaching modalities, in addition to establishing as target group of Special Education (PAEE, Portuguese initials) students with disabilities, disorders development and high skills/giftedness. Such policy provides specialized educational assistance (AEE, Portuguese initials) and its own resources for this assistance, guiding students and teachers as to their use in common classes of regular education.

Resolution CNE/CEB, no. 4 (BRASIL, 2009), in its article 4, considers the target audience of AEE:

I – Students with disabilities: those who have long-term physical, intellectual, mental or sensory impairments.

II – Students with global developmental disorders: those who present a picture of changes in neuropsychomotor development, impaired social relationships, communication or motor stereotypes. This definition includes students with classic autism, Asperger's syndrome, Rett's syndrome, childhood disintegrative disorder (psychosis) and invasive disorders with no other specification.

III – Students with high skills/giftedness: those who have high potential and great involvement with the areas of human knowledge, isolated or combined: intellectual, leadership, psychomotor, arts and creativity.

For other characteristics of differences that also require specific actions by the school, the aforementioned resolution provides that Special Education must act in the school to enable the necessary responses, that the inclusive process is not limited to special education target

group, but mainly to all subjects who have been and still are historically excluded and who live in invisibility within an excluding society.

Another relevant historical document that reinforces the idea of a school for all is the Incheon Declaration (UNESCO, 2015) prepared in South Korea/2015, which draws the attention of countries to ensure inclusive and equitable education of educational quality, thereby promoting lifelong learning opportunities for all. With this transforming and universal vision of education, they seek to address the global challenges of education. The aforementioned Declaration is inspired by a humanist vision of education, based on human rights and dignity, social justice, inclusion, protection, cultural, linguistic and ethnic diversity, shared responsibility and accountability, and reaffirms that education is a public good, a fundamental human right and the basis that guarantees the fulfillment of other rights.

The Incheon Declaration (2015) puts what is essential for peace, tolerance, human realization and sustainable development. Recognizes education as a key element in achieving full employment and poverty eradication, and reaffirms the need to focus our efforts on access, equity and inclusion, as well as on the quality and results of learning and in the context of a lifelong education approach.

Based on this brief reflection and the following statement by Carmo (2000, p. 18) "inclusion is a subject that must be reflected upon and investigated with great precision, since society may be creating a new modality: that of excluded within inclusion", it is necessary to reorganize the school so that there is a teaching-learning process regarding the school inclusion of Special Education students in a really effective way.

Riverside education: challenges and perspectives towards Inclusion

According to Molina and Freitas (2011) "Rural education originated in the process of struggle of the peasant social movements that fight for the construction of a society without inequalities and with social justice". Riverside Education is inserted as one of the modalities of Rural Education, in which this struggle for education is part of their resistance strategies that aim to maintain their territories of life, work and identity and emerged as a reaction to the historic set of educational actions that maintained precarious schooling in the countryside and also contributed to deepening social inequalities in the peasant territory.

Riverside Education is a subject that, in recent decades, has gained relevant importance as a way of guaranteeing the right to education of the riverside population. This educational modality comes from the social movements of men and women who consider their social,

economic and political reality. In other words, when discussing the problems of the riverside population, the issue of Rural Education is inevitably addressed, in this movement the social struggles for quality education must be considered.

The concept of Rural Education, which encompasses the Riverside, is something relatively new, but it is in evidence, precisely because the ideological current it seeks is marked by quite strong social contradictions. Caldart (2010) explains that the Rural Education appeared at a certain moment and its historical context is configured as a movement to combat the neglect imposed on the people of the countryside (absence of policies for education and improvement projects for life in the countryside) and Riverside Education is part of that effort.

Riverside education has several peculiarities, such as transportation by the river in the hull, the name by which the canoe is called, because it is made of wood, it is not just any wood that can make the hull, it has to be water resistant and don't be too heavy.

To understand the life of a riverside people, it is first necessary to know that the River has a vital role in their social, cultural, religious and economic organization. Rivers are the streets, roads, highways on which one navigates to go to school, the city and other places; from the river, fish, shrimp, lobster, water to drink, food, personal and home hygiene are acquired (ALMEIDA, 2016). In this study, we made a historical approach regarding the constitution of the population that lives on the river banks in the Amazon to, subsequently, locate the Amazonian population.

The Brazilian people, according to Ribeiro (2006), are the result of the colonist's encounter with the Indigenous people and black Africans, who gave rise to a mestizo people, with cultural traits distinct from their forming matrices.

Brazilian society and culture are shaped as variants of the Portuguese version of the Western European civilizing tradition, differentiated by colors inherited from American Indigenous people and Black Africans. Thus, Brazil emerges as a mutant branch, marked by its own characteristics, but genetically tied to the Portuguese matrix, whose unsuspected potentials of being and growing only here would be fully realized (RIBEIRO, 2006, p. 18).⁵

The Brazilian is marked by its own characteristics, as the author states, it is a people in which diversity is the fundamental aspect; to this end, immigration, mainly European, Arab and Japanese, as well as the ecological and economic bias contributed significantly. The ecological

⁵ A sociedade e a cultura brasileira são conformadas como variantes da versão lusitana da tradição civilizatória europeia ocidental, diferenciadas por coloridos herdados dos índios americanos e dos negros africanos. O Brasil emerge, assim, como um renovo mutante, remarcado de características próprias, mas atado geneticamente à matriz portuguesa, cujas potencialidades insuspeitadas de ser e de crescer só aqui se realizariam plenamente (RIBEIRO, 2006, p. 18).

has generated distinct human landscapes in which environmental conditions have forced adaptations, as is the case in the northeastern hinterland and the Amazon, for example.

According to Bezerra Neto (2013, p. 34), the appropriation by the Portuguese of this region involved the diverse indigenous ethnicities, through varied strategies of domination, as well as the European colonizers and slaves from Africa. For the author, “miscegenation involved several social and ethnic segments of the Colony. The constitution of mocambos formed by Indigenous people, Africans, white colonists and mestizos of all shades was an example of this reality”.

Rodrigues (2004, p. 23) says about this subject: “The characteristic biotype of the Amazonian riverside and their way of life [...] are the result of the mixture of individuals of different ethnicities and cultures, who formed the historical process of territorial and populational formation”. Ribeiro (2006), on the other hand, when addressing the process of occupation and constitution of the populations of the Amazon, concludes that the cultural formation of this people is founded on the same basic matrices mentioned earlier by the migration from the Northeast at the end of the 19th century and in the period from 1943 to 1945, motivated by the rubber battle.

Northeastern migrations to the Amazon have always been linked to issues of conflict in the countryside, coinciding with periods of drought, and small farmers are the ones who first feel the effects of it. In addition to being the majority of the rural hinterland population, they had no alternative but to migrate (SILVA, 2000, p. 48).⁶

Multi-grade classes reflect the diversity and heterogeneity of the peasant population, serving children and young people, with different levels of learning, in different grades in a single space. This fact demonstrates the importance of identifying the knowledge and practices of teachers in this teaching modality, in order to overcome the adverse situations found in the teaching process, which result from the conditions of teaching and formation.

It is common to find teachers teaching in classes from the 1st to the 5th year, even in conjunction with students of Early Childhood Education. “Multi-grade classes are spaces marked predominantly by heterogeneity, by bringing together groups with differences in sex, age, interests, mastery of knowledge, levels of achievement, etc.” (HAGE, 2005, p. 6).

⁶ As migrações nordestinas para a Amazônia sempre estiveram ligadas às questões de conflitos no campo, coincidindo com os períodos de seca, e os pequenos agricultores são os que primeiro sentem os efeitos da mesma. Além de ser a maioria da população rural sertaneja, ela não tinha alternativa a não ser migrar (SILVA, 2000, p. 48).

The shy programs, created in Brazil, aimed at Rural Education were developed without the participation of their direct object, the rural population (small farmers, *quilombolas*, indigenous people, fishermen, peasants, settlers and re-settlers, riverside people, forest people, farm workers, farmers, hicks), without having their participation directly and decisively, but ready and finished for them.

Students with high skills/giftedness: conceptualization

The term high skills/giftedness refers to a person who has significantly above average skill. According to an estimate by the World Health Organization (OMS/2014), there are 3.5 to 5% of people with HS/G in the universal population as a whole.

High skills/giftedness are defined by the following argument: [...], the terms "people with high skills" and "gifted" are more appropriate to designate that child or adolescent who shows signs or indications of superior ability in some area of the knowledge, when compared to their peers (BRASIL, 2007, p. 27).

It is important to describe the concept adopted for this research, advocated in legal provisions that use terminologies that vary, such as: high skills or giftedness in line with the Law of Guidelines and Bases of National Education no. 9,394 (BRASIL, 1996), which was amended by Law no. 12,796, on April 4, 2013 (BRASIL, 2013a).

The nomenclature used in the legislation, and which appears in many publications, is high skills/giftedness (HS/G), which will be adopted frequently in this study, as it is in accordance with the National Policy on Special Education in the Perspective of Inclusive Education (BRASIL, 2008).

Method

In this context, the research was carried out based on the following problem question: How has the inclusion of students with HS/G in a riverside school in the Amapá' Amazon been taking place?

The locus of the research was a riverside school belonging to the education system of the municipality of Mazagão in the State of Amapá.

The problem and the objectives proposed for the research led us to develop a field research that is guided by a qualitative approach. Among the types of qualitative research, the Case Study was chosen, as we understand that it meets the objectives defined in this study,

which aim to know how the inclusion of students with HS/G is effective in the 3rd year of elementary school I in a riverside school in the municipality of Mazagão in the State of Amapá.

Qualitative research provides direct contact between the researcher and the researched environment. In the view of Ludke and André (1986), “the case study is always well defined, and its outlines must be clearly defined in the course of the study”. [...] The interest focuses on what it has that is unique, particular, even though, afterwards, certain similarities with other cases or situations will become evident. The qualitative case study has, according to André (2003, p. 18) the following characteristics: “it develops in a natural situation, is rich in descriptive data, has an open and flexible plan and focuses on reality in a complex and contextualized way”. This type of research requires immersion in the context.

Qualitative research in the case study approach required direct contact for a considerable period of time in order to have the experience with the investigated environment. During this period, the researcher applied necessary techniques for the production of data, considering that Bogdan and Biklen (1994, p. 48) affirm that qualitative researchers “frequent the study sites because they are concerned with the context. They understand that the actions can be observed in their natural environment of occurrence”.

Ethical procedures

The research was submitted to evaluation by the Ethics Committee of UNESP, via *Plataforma Brasil*, having been approved. All participants signed the informed consent form, which contains all the information related to the research and signed the study's ethical commitment.

Participants

The research participants were a teacher in the class in which the student with HS/G was studying, the student with HS/G, the AEE teacher, the pedagogical coordinator and the school principal.

The table below shows the characteristics of the research participants.

Table 01 - Characterization of research participants

Participants	Time of Teaching	Experience in Multi-grade classes	Formation Higher Education	Specialization
Principal 01	02 years	02 years	Pedagogy	Religious Teaching
Coordinator 01	01 year	01 year	Pedagogy	School Management
Teacher C (regular class)	02 years	02 years	Pedagogy	Methodology of Portuguese Language
AEE Teacher	06 years	06 years	Pedagogy	Do not have*
Student	Age/Sex	Grade/year	Area/ HS/G Identification	Area-Student interest
Pedro (fictitious name) **	08 years/ Male	3° year EF I	Logical-Mathematical	Robotics

* The AEE teacher has no specialization in the area of Special Education, which is common in riverside schools in the Amazon due to the lack of professionals.

** This student was evaluated and identified in March 2016 by the Center for Activities of Students with HS/G in Macapá - AP, but is not included in the School Census/INEP of the school surveyed (BRASIL, 2016).

Source: Research archives/Interview data.

Data collection instruments

Qualitative research, according to Alves-Mazzotti (2002, p. 163) "is multi-methodological, that is, it uses a wide variety of procedures and instruments for data collection". Therefore, semi-structured interviews were conducted for the production of the data, the observation *in loco* of the pedagogical practice of the teacher of the regular classroom and of the AEE and the photography.

In addition to the application of the interview scripts, we made the observation through the scripts of the pedagogical practice in the daily routine of the classroom and the specialized educational service of the school, with field diary registration.

Alves-Mazzotti (2002, p. 164) lists the advantages attributed to observation as a technique for data production:

[...] a) it allows to check in practice the sincerity of certain answers that, sometimes, are given just to make a good impression; b) it allows to identify unintentional or unconscious behaviors and to explore topics that informants do not feel comfortable discussing; c) allows the recording of behavior in its temporal-spatial context.⁷

⁷ [...] a) permite checar na prática a sinceridade de certas respostas que, às vezes, são dadas só para causar boa impressão; b) permite identificar comportamentos não intencionais ou inconscientes e explorar tópicos que os informantes não se sentem à vontade para discutir; c) permite o registro do comportamento em seu contexto temporal-espacial.

The photographic record of the context in which the pedagogical practice of the students with HS/G is developed was used. Photography produces a type of image that serves very well as a mediator of reality: a way of capturing objects and making their presence unnecessary. Through it, it is possible to know places or people without leaving the place.

Wolff (2005) corroborates that there is a certain malleability between the limits of the object and its portrait and, although we take photography as the object itself, there must also be a differentiation between what is photography and what is reality: these should not be similar in the point that the photograph represents something, be it a reference or an allusion to the object. In other words, we take photography as the real object, but we know that it is not.

In relation to the teachers and the investigated school, we carried out the analytical observation of the pedagogical practice with two (02) research teachers, in this case one from the regular classroom, and another from the specialized educational service (AEE) and with an HS/G student.

Observations were made from the beginning of September, continuing in October and November 2016, restarting in February, March, April until the end of May 2017, with an average of one observation meeting per month lasting three hours daily in the classroom of the regular teacher, verification and investigation of the physical, administrative and pedagogical structure and of the teacher of the AEE, totaling 07 meetings in a period of 07 months of research in the field school.

In order to preserve the anonymity of the five participants, we chose to identify them as: Principal 01; Coordinator 01; Regular Classroom Teacher; AEE Teacher; Student: fictitious name of Pedro.

Presentation, analysis and discussion of results

From the data, we defined the non a priori categories: Continuing formation about high skills/giftedness; Access to the school, the school's physical, administrative and pedagogical structure; Pedagogical practice in multi-grade classes and social interaction. We sought to establish a dialogue between these final categories and the theoretical framework. We worked with the subjects' statements, in order to give visibility to their speeches, their theories, their practices, their values and customs that emerged during the field research.

Continuing formation about HS/G

Next, we give visibility to the first non-a priori category, which is about the “Continuing education of professionals” who work in the researched riverside school, considering that it must be thought of in a macro way, not only by the regular classroom teacher or the specialized educational attendance teacher, but necessarily by all education professionals.

In this case, thinking about formation for teachers who work or will work in Special Education, it seems to us that teachers are formed without the proper preparation for attending students with HS/G who are in schools.

There is a weakness in the initial formation and the scarcity of in-service training for these professionals in terms of HS/G, which enables them to practice teaching and the need to obtain specific formation for Special Education. Regarding the offer of specialization courses aimed at the area of HS/G, Delou (2012, p. 341) explains that:

Considering the recent offer of distance education teacher formation courses in the area of Special Education, the problem of access to an increasing number of teachers interested in the area is apparently solved, in contrast to the small number of teachers available in public and private universities for the constitution of a teaching group responsible for classroom capacitation. However, we still see courses being authorized and offered without the offer of high skills/giftedness qualification.⁸

It is understood that the continuing education of professionals on HS/G, encompasses a broad spectrum of knowledge and skills in the face of the school inclusion process of these students. Capacitation programs must recognize the importance of subjectivity and the identification of these subjects, this necessarily implies recognizing a broad context of human skills, as a result, defining care proposals, through curriculum enrichment programs, whose selection processes do not are restricted to objective tests only.

Access to school, physical, administrative and pedagogical structure

The second final category, described as a non-a priori category, “Access to school, physical, administrative and pedagogical structure” and how it shows itself as an impicator in the process of school inclusion of students with HS/G in riverside schools in the Amazon.

⁸ Considerando-se a recém oferta de cursos de formação de professores a distância na área da Educação Especial, resolve-se, aparentemente, o problema do acesso de um número cada vez maior de professores interessados na área em contrapartida ao pequeno número de professores disponíveis nas universidades públicas e privadas para a constituição de um grupo docente responsável pela formação presencial. Contudo, ainda vemos cursos sendo autorizados e oferecidos sem a oferta da área das altas habilidades/superdotação.

It is worth mentioning here some information contained in the observation script of the physical structure of the investigated school, in order to dialogue with the speeches of the research subjects and to reiterate the difficulties found in the research context. As a way of getting to know the institution, the physical space of the school and its surroundings were observed. This part refers to the institution's physical structure and organization. Observation of the outside of the building, its facade and surroundings.

The structure of the building is very old, mostly of wood, the school is clean and airy, but the precariousness of the physical structure is visible, which is worn out by time, has adaptations, urgently needing a renovation in the building that does not have air conditioning and its electrical and hydraulic installation is improvised. The facade is old, has a ramp that goes down to the river, where the boats anchor. The school is located in a riverside area a little far from the Mazagão commercial center. Describing the interior, the doors and windows are very old, with shutters, their terrain is small and does not have a multisport court (Physical structure observation itinerary).⁹

The difficulties of the reality of riverside schools in the Amazon are numerous, primarily because they are geographically isolated, one far from the other, and access to these schools in the riverside communities of Mazagão is almost all by the river. In the case of the researched school, access is only obtained through this port, which is extremely difficult because it is an Amazon region, where the mobility of people in the urban area, and even the riverside people in the streams, rivers and forest, becomes a factor of difficult.

Pedagogical practice in multi-grade classes and social interaction

In continuity with the analysis, the final category was presented: "Pedagogical practice in multi-grade classes and social interaction", in which the way in which the riverside people act, transform and create a reality that also transforms them and directs their ways of acting and thinking is explained therefore, when transforming the environment in their social interaction, they suffer the effects of their own transformation.

⁹ A estrutura do prédio é muito antiga, em sua maior parte de madeira, a escola é limpa e arejada, mas é visível a precariedade da estrutura física que está gasta pelo tempo, tem adaptações, necessitando urgentemente de uma reforma no prédio que não tem climatização e sua instalação elétrica e hidráulica é improvisada. A fachada é antiga, tem uma rampa que desce para o rio, onde os barcos ancoram. A escola localiza-se em área ribeirinha um pouco longe do centro comercial de Mazagão. Descrevendo a parte interna, as portas e janelas são bem antigas, com venezianas, seu terreno é pequeno e não possui quadra poliesportiva (Roteiro de observação da estrutura física).

Still referring to his pedagogical practice for AEE with HS/G, the AEE teacher was asked about: AEE environment and the regular classroom and the demand for teaching activities, exploratory experiences, and the following was answered:

AEE environment and regular classroom: Well the case of PEDRO, he is productive in the classroom, he has a great facility in Mathematics, but difficulty in other areas, but he has already advanced a lot, but we must raise the awareness of the teacher of regular education who is a warrior, since she works with multi-grade classes with children with so many differences in age and education, so it is a great challenge to still have high skills in the classroom, even with all this precariousness of the school, I understand that we have professional commitment, but we must demand more structure and resources to develop the teaching-learning process as a whole.

Demand for teaching activities: Of course, we must work on the knowledge the student has, in the case of PEDRO we use the activity sheets and work with the teacher of the regular classroom where we work with curriculum enrichment (AEE Teacher)¹⁰

According to the answers of the AEE Teacher in the questions about Evaluation, AEE environment and regular classroom and the teaching demands in the case of the student PEDRO, it is possible to notice the important participation of the High Skills/Gifted Activities Center in the diagnosis and support to professionals of the researched school, since these teachers do not have the resources and materials for the referred service to students with HS/G, in addition to the precariousness of the reality of the multi-grade class of the rural school being an impediment for carrying out a pedagogical work with these Special Education children, especially in practice with student Pedro.

From this analysis, with regard to pedagogical practice, the Principal 01, when asked: In his opinion as a manager thinking about the professional formation of the teacher in the regular classroom in view of the perspective of school inclusion of students with HS/G, what are the main challenges? He replied as follows:

Thinking that the teacher has a preponderant role in learning, this professional must have the profile, mainly, to work in the field school in multi-grade rooms, which is a great challenge, I believe that to work with students

¹⁰ *Ambiente AEE e sala comum: Bem o caso do PEDRO, mostra-se produtivo na sala, ele tem uma grande facilidade em Matemática, mas dificuldade em outras áreas, mas ele já avançou bastante, mas devemos sensibilizar a professora do ensino regular que é uma guerreira, já que trabalha com classes multisseriadas com crianças com tantas diferenças de idade e de escolaridade, então é um grande desafio ainda ter um altas habilidades em sala, ainda com toda essa precarização da escola, entendo que tenhamos comprometimento profissional, mas devemos cobrar mais estrutura e recursos para desenvolver o processo de ensino aprendizagem como um todo.*

Demanda das atividades de ensino: Claro que devemos trabalhar o conhecimento que o aluno tem, no caso do PEDRO utilizamos as fichas de atividades e o trabalho com o professor da sala de aula regular onde trabalhamos com o enriquecimento curricular (Professor AEE).

with high skills must demonstrate dynamism and willingness to always learn, to arouse the student's desire to learn. So this teacher in the regular classroom must show, above all, this desire to include the gifted student, I think we should believe in inclusion in the classroom, here everyone shows respect for each other, but I think to develop for the area of skill and gifted competence, we would need greater encouragement and support from the Secretariat of Education (Principal 01).¹¹

There is a concern with the identification and empowerment of students with HS/G by the school manager, but unfortunately the adversities of reality (access to school, inadequate/homogeneous curriculum) and the lack of educational policies, mainly caused by discrimination with riverside schools in the Amazon, are factors that prevent a pedagogical practice that favors students with HS/G and that they are really noted.

Understanding that any pedagogical practice must have the appropriate learning environment (physical structure, pedagogical and didactic material) for the learning process to occur productively and with quality, which is not the case of the investigated reality, not only of this school that shows this classroom environment in an improvised way, but, unfortunately, in most riverside schools this process happens that way.

Some questions were asked as follows: What is your opinion regarding the interaction of students with HS/G with other students, in relation to their development? Participants responded as follows:

My classmates are nice, they all study, but the school house is very bad, the teacher tidies the room because of other older students in the room; the recess is very good everyone talks (Student Pedro).¹²

Therefore, the teachers of the regular classroom and the AEE, the school's pedagogical coordinator and mainly the student Pedro, who says “My classmates are nice”, emphasize the need for interaction of the other students with the student with HS/G so that everyone's development takes place, but within this context, these professionals need knowledge that enables them to recognize, challenge and support these students, so that they can satisfactorily develop their potential.

¹¹ *Pensando que o professor tem um papel preponderante na aprendizagem, esse profissional deve ter o perfil, principalmente, para trabalhar na escola de campo em salas multisseriadas que é um grande desafio, creio que para trabalhar com aluno com altas habilidades deve demonstrar dinamicidade e vontade de aprender sempre, para suscitar o desejo de aprender do aluno. Dessa forma esse professor da sala de aula comum deve mostrar, principalmente, essa vontade de incluir o aluno superdotado, acho que devemos acreditar na inclusão na sala de aula, aqui todos mostram respeito uns pelos outros, porém eu penso para desenvolver para área da habilidade e competência da superdotação, precisaríamos de incentivo e apoio maior da secretária de Educação (Diretor 01).*

¹² *Meus coleguinhas são legais, todos estudam, mas é muito ruim a casa da escola, a professora arruma a sala por causa de outros alunos maiores na sala; o recreio é muito bom todos conversam (Aluno Pedro).*

Conclusions

The analysis of research data as a whole, through progressive theorizations, points out that there are numerous discrepancies between what is established in legal terms through the educational policy of Special Education in an inclusive perspective (BRASIL, 2008) and the school reality of the riverside school studied. If, on the one hand, in the investigated context some formal aspects of the legislation are complied with, on the other hand, questions remain as to the fact that the researched school is effectively contributing to the full development of the student with HS/G and acting as a support for inclusive education.

The results referring to the analysis of the investigated reality show that these discrepancies are impediments for the school in question to formally comply with the legal requirements established for the construction of an inclusive education, so we list some elements such as the absence of the role/function of the AEE room or of multifunctional resources room, the Specialized Educational Assistance work not developed due to several factors, such as lack of physical, administrative structure, human and pedagogical resources that are not made possible by the Secretariat of Education for the school in question.

It is also worth mentioning the fact that there is no specialized teacher, who has the appropriate formation to perform specialized educational assistance, and that school has only one (01) student with HS/G. The data show that the improvised AEE classroom is out of conditions and out of the norms for carrying out pedagogical work with students with HS/G.

The student Pedro with HS/G, the focus of the research, was regularly enrolled in the 3rd year of elementary school I, attending the multi-grade classroom, but there are no real implementations and inclusive educational actions, nor any work that recognizes him in his real potential due to the lack of formation of school professionals, who do not have the proper capacitation to work with HS/G, making inclusive practices impossible and hindering pedagogical work, thus making it impossible to develop tools for individual curricular adaptations for AEE, making that these difficulties provoke the lack of specific pedagogical accompaniment for the student with HS/G.

Thus, based on the results obtained in the interview and the research observations, it can be said that there is an urgent need to reflect on the theoretical and practical foundations adopted in the school's multi-grade classrooms, on the focus of students with HS/G. It is worth saying that the investigated school and the professionals are not in line with the teaching and learning processes for the student who has characteristics of HS/G.

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How to quote this article

FERREIRA, José Adnilton Oliveira; CARNEIRO, Relma Urel Carbone. O aluno com altas habilidades/superdotação em escola ribeirinha na Amazônia. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 24, n. 1, p. 247-269, jan./abr., 2020. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v24i1.13421>

Submitted: 14/04/2019

Required revisions: 20/08/2019

Approved: 30/11/2019

Published: 06/001/2020