

## **EARLY IDENTIFICATION OF GIFTED CHILDREN: THE BRAZILIAN RESULTS**

### **Project for early identification of gifted children: the Brazilian results**

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This research is part of an international investigation, coordinated by the Ministry of Education of Spain and by Centro Huerta Del Rey, in Valladolid. It was developed, in São Paulo, Brazil, by the Objetivo Program for Fostering Talent (Programa Objetivo de Incentivo ao Talento - POIT). POIT can be described concisely as a program involving university-school collaboration, designed to provide for gifted or talented individuals by identifying and assisting them through specially developed extracurricular programs (Cupertino, 1996).

The main purpose of the research was to verify the possibility of using, with Brazilian children, an inventory for the early identification of gifted 4 to 6 year old children.

Many reasons justify the Brazilian participation in this research:

- Brazil is a country of continental proportions, with very few programs for gifted students (Cupertino, 1997 & 1998). Just a few school districts can count on psychologists to use standardized evaluation material for the identification of gifted children. An instrument like this inventory could be very useful in these schools, since it could be used by any professional available.
- The early identification of high abilities is an important step for further proper education (MEC, 1995a; MEC, 1995b; Freeman, 1998).
- To be involved in an international research enriches the interchange between countries, allowing important comparisons.

## METHOD

### 1. Subjects:

The subjects of this research were 393 children, 4 to 6 years old, from three different private schools in São Paulo, Brazil. The selection was based in the will to participate shown by the parents.

### 2. Procedure:

- ⇒ *Translation of the inventory into Portuguese.*
- ⇒ *Contact with the schools to establish the best course of action and schedules.*
- ⇒ *Application of the inventory:*

The inventory has questions about identification, motor, language and cognitive development, sociability and independence. It was sent to the parents to be filled and returned to the researchers through the schools' direction. If a form was returned incomplete, the researchers scheduled an interview with the parents to complete it. When contact was impossible, the forms were not considered.

- ⇒ *Correction of the material and selection of the children who should take the Wechsler Scale of Intelligence for Children - WISC.*

The criteria to select children who should take the WISC were the ones determined by the authors, as follows:

1. The presence of **at least one** of the following items:

- To identify at least 6 colors at 18 months;
- To be able to read a book at 48 months;
- To solve a 20 piece puzzle at 30 months.

2. The presence of **both of these two** items:

- To be able to count to 10 at 30 months;
- To know the letters of the alphabet 30 months.

- ⇒ *Individual application of the Wechsler Scale of Intelligence for Children - WISC to the selected children.*

