

THE SCHOOL COMPLAINTS PRESENTED BY STUDENTS WITH HIGH ABILITY / GIFTEDNESS: MATERNAL REPORT

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ABSTRACT

Students with High Ability / Giftedness, target audience of Special Education can present school complaints when their higher needs are not met. The study aimed to describe the types of school complaints that these students express, through the mother's report. Thirteen mothers, aged 29 to 48 years, participated. The mothers were interviewed individually, using the Anamnesis Interview, the semi-structured Interview Guide for the Family and the SDQ-Por Abilities and Difficulties Questionnaire. The results showed that mothers receive school complaints from their children at school, which includes behavior problems, demotivation in the classroom, indiscipline and difficulties in social interaction. All mothers rated their children within the standard for pro-social behavior and non-standard for relationship problems with colleagues. It is important that the school is a support network to assist in the development of these students.

Keywords: Gifted; school complaints; family.

Quejas escolares presentadas por estudiantes con altas habilidades / superdotación: relato materno

RESUMEN

Estudiantes con Altas Habilidades/Superdotación (AH/SD), público-objetivo de la Educación Especial (PAEE), pueden presentar quejas escolares, cuando sus necesidades superiores no son atendidas. El estudio tuvo como objetivo describir los tipos de quejas escolares que esos estudiantes expresan, por intermedio del relato materno. Participaron 13 madres, de 29 a 48 años. Se entrevistaron las madres individualmente, utilizándose de la Entrevista de Anamnesis, del programa de Entrevista Semiestructurada para la Familia y del Cuestionario de Capacidades y Dificultades SDQ-Por. Los resultados demostraron que las madres reciben quejas escolares de sus hijos en la escuela, entre las cuales están los problemas de comportamiento, falta de motivación en sala de clase, indisciplina y dificultades en la interacción social. Todas las madres evaluaron sus hijos dentro del patrón para el comportamiento prosocial y no-patrón para los problemas de relacionamiento con los compañeros. Es importante que la escuela sea una red de apoyo para auxiliar en el desarrollo de esos estudiantes PAEE.

Palabras clave: Superdotados; quejas escolares; familia.

Queixas escolares apresentadas por estudantes com altas habilidades / superdotação: relato materno

RESUMO

Estudantes com Altas Habilidades/Superdotação (AH/SD), público-alvo da Educação Especial (PAEE), podem apresentar queixas escolares, quando suas necessidades superiores não são atendidas. O estudo teve como objetivo descrever os tipos de queixas escolares que esses estudantes expressam, por meio do relato materno. Participaram 13 mães, de 29 a 48 anos. As mães foram entrevistadas individualmente, utilizando-se da Entrevista de Anamnese, do Roteiro de Entrevista Semiestructurada para a Família e do Questionário de Capacidades e Dificuldades SDQ-Por. Os resultados demonstraram que as mães recebem queixas escolares de seus filhos na escola, dentre as quais estão os problemas de comportamento, desmotivação em sala de aula, indisciplina e dificuldades na interação social. Todas as mães avaliaram seus filhos dentro do padrão para o comportamento pro-social e não-padrão para os problemas de relacionamento com os colegas. É importante que a escola seja uma rede de apoio para auxiliar no desenvolvimento desses estudantes PAEE.

Palavras-chave: Superdotados; queixas escolares; família.

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INTRODUCTION

The National Policy on Special Education in the Perspective of Inclusive Education emphasizes that the person with High Ability / Giftedness (HA/GD) demonstrates

... high potential in any of the following areas, isolated or combined: intellectual, academic, leadership, psychomotricity and the arts. They also have high creativity, great involvement in learning and performing tasks in areas of interest. (Brazil, 2008, p. 15).

Thus, students with HA / GD are among those considered Público Alvo da Educação Especial (PAEE)¹ and, according to data from the National Institute of Educational Studies and Research Anísio Teixeira (Inep, 2019), in 2018, 22.161 students with HA / GD, nationwide, with a total of 1.014.661 PAEE students. Specialized Educational Assistance (ESA) for students with HA / GD is guaranteed by laws, but the applicability and enforcement of these laws is often deficient, due to factors such as myths, little knowledge about the subject, academic deficit, among others, which culminate in the invisibility of these students, in the school environment (Pérez & Freitas, 2011). In this sense, Almeida and Capellini (2005, p. 45) point out that "... giftedness is still an enigma for science and few studies have investigated this phenomenon in Brazil. Many talents are not even identified."

Students with HA / GD are different among their peers, each with their uniqueness, so it is difficult to define a single profile, for a group that is, of course, heterogeneous (Serra, 2008; Cupertino & Arantes, 2012). In this perspective, Bergamin (2018, p. 21) highlights that "... one of the current challenges is to know each student and each class, to consider the uniqueness of each one and the plurality that any classroom offers." The author also stresses the importance of the teacher mapping the student's interests and abilities, so that it is possible to plan what will be worked on in the classroom.

Several authors, such as Winner (1998), Fleith and Alencar (2007), Renzulli (2014), Goulart, Mori, Mesti, Albuquerque and Brandão (2016), mention some common characteristics among students with HA / GD: creativity, curiosity, originality, diversity of interests, ease and speed in learning, taste for challenges, abilities in specific areas, leadership, sense of humor, good memory, persistence, asynchronous development, advanced vocabulary, taste for older people and perfectionism.

However, most students with HA / GD like challenges and, when classes do not offer challenges, disinterest, boredom, difficulties in social interaction start, for

the most part, the teachers are unable to meet them properly. These conditions contribute to make these school complaints more visible, specifically in the classroom (Freeman & Guenther, 2000; Fleith, 2009; Guenther, 2012).

Contrary to what one might imagine, such students are not exempt from presenting different complaints in the school environment, such as losing interest in classes that do not challenge them, having behavior problems, showing loss of interest and, in turn, not having their superior skills met, due to the myth that, if they have HA / GD, they should excel in all areas of knowledge, and it is not conceivable to have any learning difficulties (Pérez, 2002; Rech & Freitas, 2005).

Some of the complaints commonly observed in the classroom are behavioral problems and lack of interest in school activities; these school complaints are often associated with lack of stimuli, few challenges and extremely repetitive classes (Guenther, 2012; Bergamin, 2018).

According to Dazzani, Cunha, Luttigards, Zucoloto and Santos (2014, p. 422), "school complaint is understood as the demands made by parents, teachers and pedagogical coordinators about difficulties and problems faced by students in the school environment."

From this perspective, it is necessary to understand the school complaints made by these students in the school environment, and their possible relations with the HA/ GD, in the search for demystification and breaking of paradigms that compromise the development of these PAEE students.

Among the most frequent school complaints are agitation, indiscipline, fights and rebellion (Rodrigues, Campos, & Fernandes, 2012). Understanding the factors that contribute to the school complaints of students with HA/ GD can be very useful to teachers and the family, with the aim of creating, organizing and planning teaching strategies and making classes stimulating the potential of these students (Escribano, 2003).

In this way, the classroom teacher will be able to provide support and guidance for students with HA / GD, in the school environment, in order to develop their superior abilities (Freeman & Guenther, 2000). Thus, it is important to emphasize the importance of the academic education of the teacher, in order to identify students with HA / GD at school, offering them a quality education for the development of their superior abilities and also for other students in classroom (Bergamin, 2018). The teacher has a very relevant role in signaling the student with traces of HA / GD, and, in his/her daily contact in the classroom, he/she will be able to identify and recognize some signs of superior abilities, in some field of knowledge, and make a first signaling of this student (Maia-Pinto & Fleith, 2002; Almeida & Capellini, 2005;

¹ Target Audience of Special Education.

Bergamin, 2018).

This article is part of a Master Dissertation² that aimed to identify characteristics of students with indicators of HA/GD, in some field of knowledge, which mothers observe in their children if their relationships / associations with complaints problems and behavior problems.

METHOD

Research design

This research has a qualitative character with a descriptive design, with the objective of describing the school complaints, received from the school, from students with HA / GD indicators, according to the maternal report.

It is important to note that the research is linked to a larger project, entitled "Students with indicators of high abilities / giftedness: diagnostic confirmation, continuing education and implementation of curriculum enrichment" and it is associated with the Extension Project named "Identification of students with superior abilities and advice from parents and school staff". The research complies with the requirements of the National Health Council-CNS and was approved by the Research Ethics Committee (CEP), Faculty of Sciences of the State University Paulista - UNESP, campus of Bauru-SP, under nº 2.225. 492, in 2017, in compliance with Resolution Nº 466, of December 12, 2012 (CONEP, 2012).

Participants

Thirteen mothers participated in the study, being a sample for convenience, represented by M1 to M13, whose children were in attendance for psychological and pedagogical evaluation, for the confirmation of the HA / GD indicators. The mothers' age ranged between 29 and 48 years, with a mean age³ of 36 years, with a standard deviation of 5 years. The age range of the 13 children varied from five to 14 years old, with an average age⁴ of nine years, with a standard deviation of 2 years.

The mothers' sociodemographic profile points out that twelve were married, with different occupations, ranging from day laborers and housewife to neuropsychologist. Regarding education, 38% (n = 5) have high school, only three with a Master degree and a mother with a PhD. Most mothers (n = 10) have two children and the rest, one or three children.

The prevalence of male students was found (n = 7), with six youngest children, six firstborn and one only

child. Although the literature shows that most people with HA / GD are made up of firstborn or single child, and boys (Winner, 1998), in the present study, the position between the brothers was equal, that is, six youngest and six firstborn.

Students arrived at the Centro de Psicologia Aplicada (CPA)⁵ in three ways: referral from school (n = 6, 46%), spontaneous demand from parents (n = 5, 38%) or by referral from a health professional (n = 2, 16%). Such students exhibited an intellectual performance⁶ in an equal way in the upper and upper average ratings, with 31% in each.

Local

The study was developed at the (CPA) of a public university in the interior of São Paulo, in well-lit, air-conditioned rooms and on a day and time scheduled with the mothers.

Instruments

The following instruments were used:

Anamnesis interview, prepared by the coordinating professors of the Extension Project, composed of 15 items, which aimed to obtain information about the neuropsychomotor development, language, schooling, behavior, health and life history of the student with traces of HA / GD, collected by through the mothers' reports. The study aimed at the following items: sociodemographic information, age, marital status, family constellation and education.

The Interview Guide for the family, prepared by Cunha (2018), consists of 16 open questions, with the purpose of identifying the characteristics pointed out by the mothers regarding the HA / GD and school complaints from the school. Three questions were used in the script, related to school complaints: Has your child ever had problems at school? Did he have problems with school complaints? Do you consider that your child has problems with school complaints for having HA / GD? Do you think these problems are related to the fact that he is "different"?

The Strengths and Difficulties Questionnaire - SDQ-Por, prepared by Goodman (1997), applied to mothers, was used to identify behaviors, emotions, interpersonal relationships and emotional health problems in children. It was translated and validated in Brazil by Fleitlich, Cortazar and Goodman (2000) and consists of 25 items, divided into five subscales: a) emotional symptoms; b) conduct problems; c) hyperactivity; d) relationship problems with colleagues, e) prosocial behavior, all containing five items each.

Data collection procedures

All ethical precautions were respected, in compliance

² Master Dissertation - Financial support: FAPESP / CAPES - São Paulo State Research Support Foundation (FAPESP) / Higher Education Improvement Coordination (CAPES).

³ Variable with normal distribution: $W = 0.8866$; $p = 0.0948$. Shapiro-Wilk normality test.

⁴ Variable with normal distribution: $W = 0.9191$; $p = 0.3148$. Shapiro-Wilk normality test.

⁵ Applied Psychology Center.

⁶ Wechsler Intelligence Scale for Children (WISC-IV).

with Resolution No. 466, of December 12, 2012 (CONEP, 2012). After the approval of the larger project by the Research Ethics Committee (CEP), the mothers were invited to a meeting, in which the importance of the research was explained and clarified that they could give up at any time. Accordingly, the Free and Informed Consent Form (ICF) was read, of which, after signed, the mothers received a copy (CONEP, 2012). Data collection took place individually, in the year 2017, while the meetings were held weekly, according to the availability of each mother, which may be in the morning, afternoon or evening. The sessions lasted approximately 50 minutes each, with five meetings being held for each participant.

Data analysis procedures

The analysis of the data from the Anamnesis Interview Guide (sociodemographic profile) and SDQ-Por consisted of descriptive statistics (absolute frequencies, relative frequencies, average, standard deviation and / or percentages). The Shapiro Wilk Normality Test was adopted to verify the normality of quantitative data.

In relation to the semi-structured interviews for the family, these were analyzed by the *software* IRAMUTEQ (Interface de R pour les Analyses. Multidimensionnelles de Textes et de Questionnaires), for analysis of textual data (Ratinaud, 2009). It is possible to do textual analysis through the *software*, with "similarity analysis" (Camargo & Justo, 2013). These authors emphasize that "... it is a simpler lexical analysis, but graphically quite interesting, as it allows for quick identification of the key words of a *corpus*." (p. 516). The analysis shows a graph that represents the link between the words in the textual *corpus* of the word tree.

The interview texts were constructed through each question asked. The textual data originated from the interview were transcribed to LibreOffice and saved in files with UTF-8 encoded extension, following the recommendation of the IRAMUTEQ *software*.

In view of the graphics created that make up the word tree, it was possible to visualize the occurrences between the words and the connection between them; thus, the words in larger sizes, in the word tree, indicate those that had the highest occurrences, in the speeches of the participants, while the branches / thickness of the lines, thicker or thinner, show the strongest or weakest links between the words. In this sense, the thicker the line in the word tree, the greater the connectivity between the words, while the letter size points out that the word was more frequent by the participants.

The interviews were recorded and transcribed in full, in order to guarantee the reliability of the participants' statements.

RESULTS AND DISCUSSION

According to the results obtained through the script of semi-structured interviews for the family, the use of the IRAMUTEQ software made it possible to visualize the most frequent words and their connection, in the participants' statements. Thus, the results will be presented in the form of figures that make up the word tree. The first question asked the mothers (some reports of the mothers can be seen below), if the child/children had already faced problems at school and their connections with school complaints.

Inappropriate behavior, for being very questioning in the classroom. That's why it becomes a problem. He challenges the teacher a lot; he thinks much faster than he writes and his disinterest and, sometimes, school gets very boring for him. He always wants more activities in the classroom. (M. 6)

Behavior problems at school a few months ago. He had a tantrum and wanted to leave the room and content was not enough, as he already mastered the content. He said he didn't want to go to school, because he already knew the contents of the room. He was unmotivated to go to school. The classroom teacher knew about HA / GD, however, she was afraid, because she had no experience, it would be a new case for the teacher. (M. 7)

She talks a lot in the classroom. She was always very talkative and, at times, disturbs the class, due to finishing activities too quickly. Hence the teacher does not provide more tasks to develop. (M. 9)

It is possible to observe, in Figure 1, the problems observed in the school environment and school complaints of these students PAEE

It can be seen, in Figure 1, that the most frequent words were: "behavior", "indiscipline" and "difficulties". The words "grades", "school" and "content" can also be viewed. It appears that students have many school complaints in the school environment, according to the mothers' reports: inappropriate behavior, problems with social interaction with classmates, conversation and low academic performance. One of the mothers affirms that her child reveals lack of interest in classes, monotony, etc.: "*He challenges the teacher a lot, thinks much faster than he writes and his disinterest is often related to dull classes*" (M. 6).

In this line of thought, Fleith (2009) corroborates that, several times, students with HA / GD demonstrate low school performance, due to the fact that classes become monotonous due to the excessive repetition of contents that the student dominates and because they

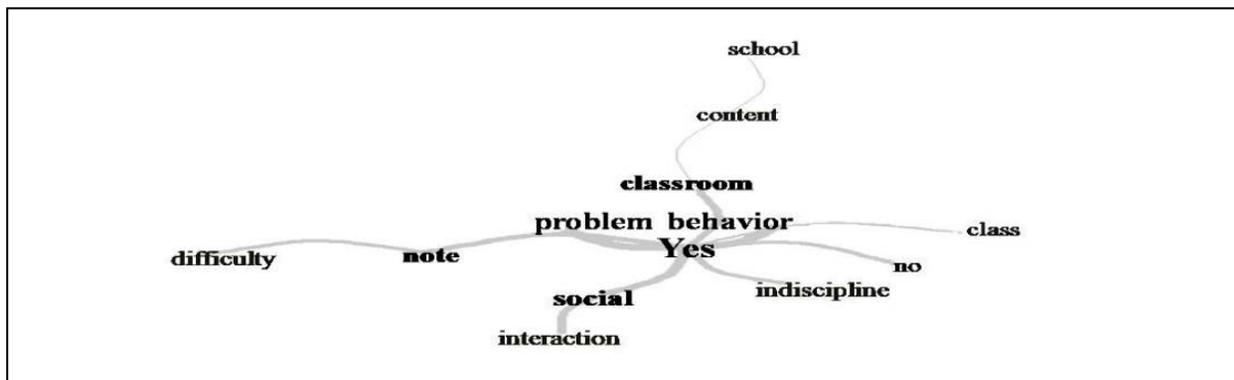


Figure 1. Problems presented by the child/children in the school environment and school complaints.

Source: Elaborated by IRAMUTEQ

consider the pace slow in the classroom.

Then, the mothers were asked if they think their children have problems with school complaints for having HA / GD, as shown in the following dialogues:

For sure. The teacher does not see my son with a different look, but as a competitor, because he is very questioning, in the classroom, even with the teacher. The teacher gave them a math equation and took two classes to solve the problem, so that all students could follow the calculation resolution. And he already solved the equation in the first class. My son needs more encouragement in the classroom. That's why he was crying, because he didn't want to go to school, because he was very unmotivated. For, if the teacher were instructed, she could have access to other materials and offer more for him, as he is idle in the classroom. And this idle time he keeps asking questions to the teacher in his mind. It has the potential to do more activities in the classroom. He is not being properly stimulated in the classroom. (M. 6)

Because he is at the right age in the class and much of the content taught by the teacher he already masters. (M. 7)

I believe so. Because you should have less time to talk and take advantage of the finished tasks in the classroom and conversation. (M. 9)

Teachers do not have the knowledge of High Abilities and few have this different look. They do not explore or offer challenges for children, leaving students unmotivated in the classroom. (M. 10)

It can be seen in Figure 2, the connection present in the words “teacher”, “classroom” and “differentiated look”:

The results indicate that the mothers associated the school complaints of the child/children with the

presence of characteristics associated with HA/ GD. Some teachers also did not have a different look at these PAEE students, nor did they offer challenging situations, stimuli and diversified activities in the school environment; with that, demotivation was installed in the classroom. As for these findings, it is of utmost importance that teachers offer challenges to students with HA/ GD in the classroom, so that their routine is more attractive, challenging, stimulating and dynamic, given that these students are faster in comparison to their peers and need a different perspective from the school teaching staff, as well as the practice of planning specific activities, thus avoiding boredom, monotony and sadness in the classroom (Freeman & Guenther, 2000; Fleith, 2009; Carvalho & Cruz, 2017; Bergamin, 2018).

Alencar (2007) points out that the teacher's lack of knowledge about the theme of HA/ GD can impair the student's performance, making it difficult to develop their potential. It should be noted that, often, initial teacher training does not include, in its curriculum, attention to gifted students, so it is up to the school to implement continuing education practices, to promote the updating of teachers, who during their formation, had this gap (Sabatella, 2012).

Regarding the third question, “The mothers were asked if they think that these problems are related to the fact that their children are ‘different’, and if there was any prejudice”, here are some statements:

For sure. I don't say prejudice. In fact, he annoyed the teacher seriously, because he was very questioning, in the classroom. I see prejudice on the part of friends in the classroom, because he is chubby, does not know how to play football, does not know how to ride a bicycle very well, does not know how to skate and wear glasses. This is not well regarded by students. They want to punish him for knowing, being boring and very observant ... (M. 6)

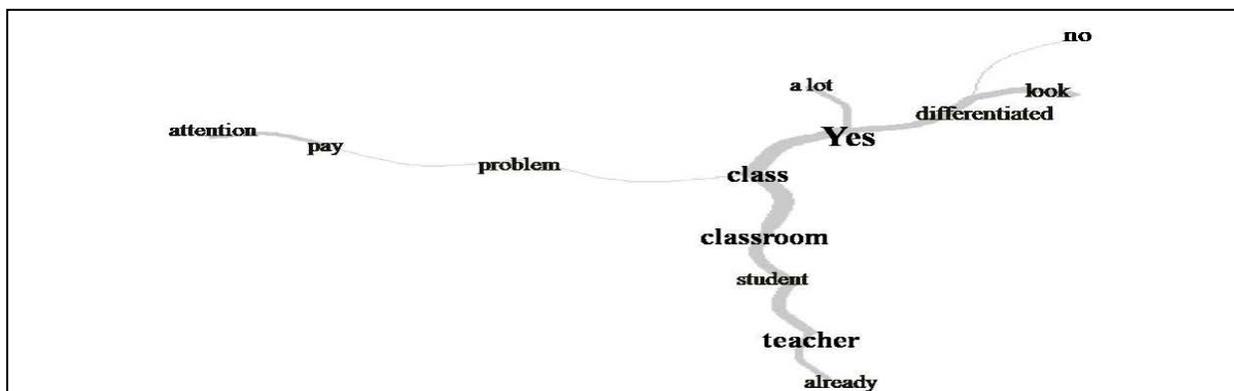


Figure 2. Association of school complaints with the characteristics of HA/ GD.

Source: Elaborated by IRAMUTEQ

Because, when you don't know how to deal with a situation, you run away and the person dodges. All the teachers he had did that. He's a little better, because he changed school. Because our goal at the current school is my son's socialization and the emotional part, and the current school offers that. The students should comment at home to their mothers about his precociousness. And there are also those comments among teachers ... The school and teachers seek to support my son and provide more activities for him, in the classroom. I would like the school to make an enrichment. I see that the school is not going to fix this alone. Today teachers have superficial knowledge of HA/ GD and are unaware of how to work with these children. (M. 7)

I believe so. Because he's so good, you know? They looked at him, and because he has such giftedness, he was always very quiet, he paid attention to everything, you know ...? And that fact brought some discomfort to the little friends, something like that, they saw that he was a little "silly". The children saw him as different. The friends excluded him in physical education activities. I saw prejudice on the part of friends. But this is getting better by the day. Everyone tries to help as much as possible and it is clear that the school is committed to helping us. (M. 12)

It is possible to see, in Figure 3, the connectedness present in the words "teacher", "prejudice" and "friend".

It is noted in these speeches that the mother M.6 states that her son is a questioner in the classroom, while the mother M.7 highlights that there was avoidance on the part of the teachers, as they did not know how to identify and deal with the student with HA / GD, possibly due to the lack of teaching strategies and the fact that many finish their activities quickly and become idle, giving rise to questions made by students,

which can bother the teacher. In this line of reasoning, Guenther (2012, p. 17) points out that "... intellectually gifted children lose 50 to 70% of their time waiting for the teacher to teach what they already know or for colleagues to complete tasks that they have already completed." In this perspective, it is important that the school team understands the particularities of these students, avoiding myths and popular beliefs that permeate society (Sabatella, 2008).

Regarding the results of the The Strengths and Difficulties Questionnaire (SDQ-Por), as can be seen in Graph 1, for each of the five SDQ-Por scales, in addition to the grand total, the distribution for the pro-social behaviors scale it is not Gaussian⁷ ($p = 0.0097$).

Graph 1 illustrates that, on the scale of emotional symptoms (ES), 50% of the sample have scores between 0 and 3, meaning Goodman (1997).

In relation to the scale of conduct problems (CP), there is a symmetrical distribution, and the scores are concentrated between 1 and 3, which are desired scores, in which people are found in the same non-standard category, with greater complaints score, equivalent to 50% of the sample.

As for the hyperactivity scale, 75% of the sample is in the desired scores (0-5). In the relationship problems with peers (RPP), a normal distribution is observed, however, these results show that 75% of the sample show scores that are within the limits established as unwanted (2-8) and only 25% are in the scores desired (0-2).

In the pro-social behavior (PSB), with a negatively asymmetric distribution, 100% of the sample are in the desired scores (6-10), in this case, with fewer complaints.

With regard to Total Problems (TP), a negatively asymmetric distribution is perceived, indicating that 50%

⁷ Shapiro-Wilk normality test

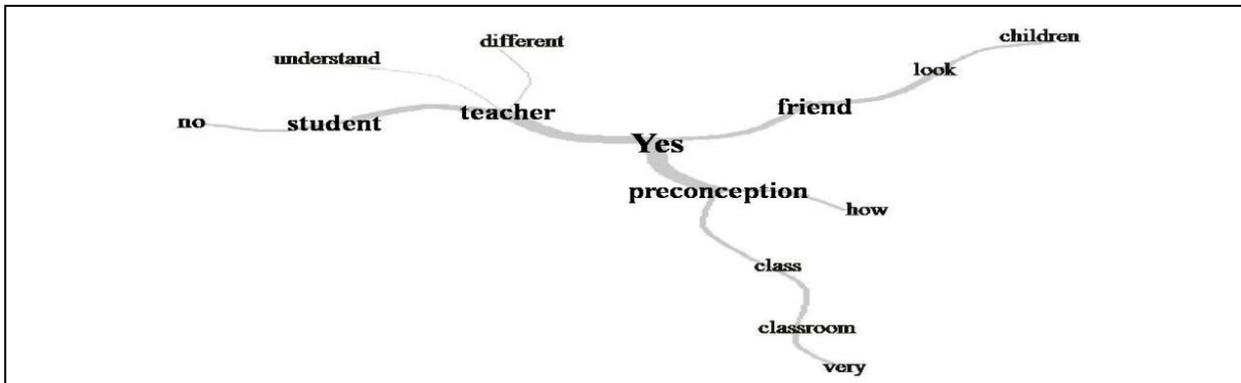
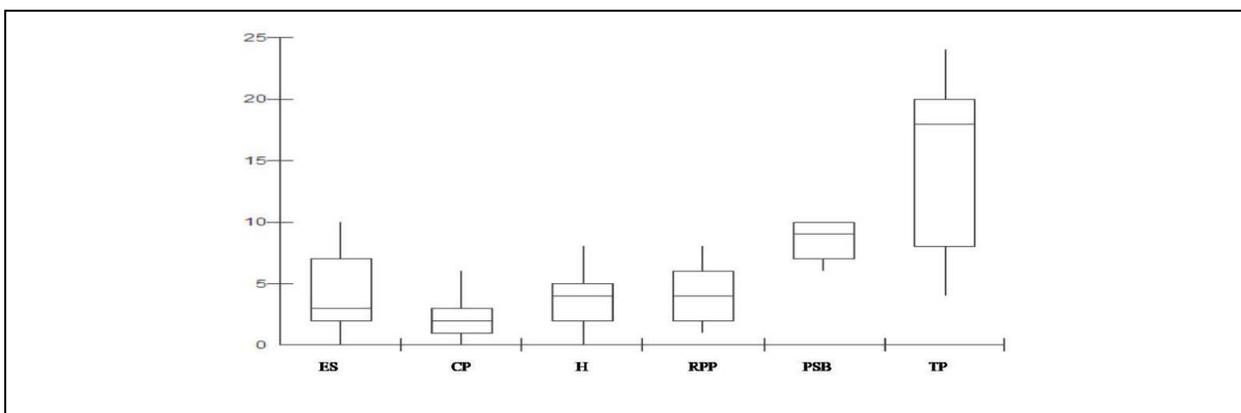


Figure 3. Problems related to the child being “different”.

Source: Elaborated by IRAMUTEQ.



Graph 1. Box-Plot of the results of the SDQ scales.⁸

Caption: ES (emotional symptoms), CP (conduct problems), H (hyperactivity), RPP (relationship problems with peers), PSB (prosocial behavior) and TP (total problems)..

⁸ ES (Normal 0-3; borderline 4; non-standard 5-10); CP (Normal 0-2; borderline 3; non-standard 4-10); H (Normal 0-5; borderline 6; non-standard 7-10); RPP (Normal 0-2; borderline 3; non-standard 4-10); PSB (Normal 6-10; borderline 5; non-standard 0-4); TP (Normal 0-13; borderline 14-16; non-standard 17-40).

of the study sample have unwanted scores (17-40) and 50%, desired scores, and within the established limit (0-13 and 14-16 respectively).

Table 1 shows the results obtained through the SDQ-Por, the frequencies of the five scales and the total difficulties answered by the mothers.

According to the results observed in Table 1, it appears that, on the scale of emotional symptoms, mothers assess that the child/children are within the expected. However, some notes are important to be woven. Despite being within normal limits, some mothers said that their children, “often complain of headaches, get nervous when they face new situations, often seem sad, depressed or tearful”.

For Winner (1998) and Alencar (2007), students with HA / GD in general face some type of emotional symptoms, due to being “out” of pace and speed in relation to their peers, also showing a personality profile and emotional quality of life differentiated from other

students. Thus, Sabatella (2012, p. 126) emphasizes that “... the intellectual and emotional life of these individuals is extremely complex, it is built by an intricate and interwoven network of ideas, feelings and situations”.

With regard to conduct problems, mothers described that their children are classified as borderline (n = 3) and non-standard: (n = 3) “Often he/she has fits of rage or tantrum”.

On the hyperactivity scale, the participants described that their children are in the “standard” and, in relation to the scale of relationship problems with peers, considered them as in the non-standard category (n = 7). Researchers such as Alencar (2001) and Serra and Fernandes (2015) corroborate these findings, because, although students had relationships with their colleagues at school, peers did not demonstrate importance on matters of interest; as a result, their social interaction was compromised and, as a result, isolation became present in the school life of these

Table 1. Frequency distribution of the scales in the SDQ-Por (n = 13).

Scale	n	Category
Emocional Symptoms	7	Standard
	1	Borderline
	5	Non-standard
Conduct Problems	7	Standard
	3	Borderline
	3	Non-standard
Hyperactivity	10	Standard
	2	Borderline
	1	Non-standard
Relationship problems with peers	5	Standard
	1	Borderline
	7	Non-standard
Prosocial behavior	13	Standard
	0	Borderline
	0	Non-standard
Total problems	5	Standard
	1	Borderline
	7	Non-standard

students.

Regarding the scores of the difficulties, the mothers classified their child/children as non-standard. The prevalence of behavioral / emotional problems in these students can be seen in the study, as can be seen in the total difficulties, according to their mothers.

On the scale of relationship problems with peers, mothers classified it as non-standard. One hypothesis is that the high rates of non-standard results on the "Relationship Problems with colleagues" scale may be associated with dynamics in the school environment. In this sense, the teacher should offer challenges to these students and avoid the slow pace of teaching, thus reducing the psychological suffering caused by excessive repetition of content (Winner, 1998; Alencar, 2007; Guenther, 2012; Serra & Fernandes, 2015).

All mothers attributed pro-social behavior to their children if they answered that their children are considerate of other people's feelings, willing to share and are helpful, if someone seems hurt, and pointed out as non-standard for the total problems.

FINAL CONSIDERATIONS

The present study aimed to describe the types of school complaints, received from the school, from

students with HA / GD indicators, according to the maternal report.

With the mothers' reports, it was possible to identify that they receive complaints from their children, coming from school. Among these complaints are behavior problems, indiscipline and difficulties in social interaction with students of the same age group. Mothers consider that school complaints are closely related to the fact that their child has HA / GD. It is imperative that the school be a support network and partner of the family in mapping the interests of students with HA/ GD, with a view to developing their superior abilities. It is worth highlighting the importance of continuing education for teachers, so that they can work with these students in an effective and inclusive way, so that they can develop their potential.

Mothers rated their children as normal for the subscales of emotional symptoms, conduct problems, hyperactivity and prosocial behavior, and below expectations, for relationship problems with colleagues and total problems.

The literature confirms that students with HA / GD exhibit pro-social behaviors, as, for example, they are ready to help their peers, share information (Guenther, 2012), exhibit empathy, a spirit of justice and morals

(Winner, 1998), behaviors which are present in the lives of these students from an early age.

Parents must be heard in the signaling / identification process and they need to be partners of the school, for the development process of these students, as they are, even if they do not have specific knowledge, without being able to name, the first to notice something “different” in their child/children. It is necessary to have a collaborative work between the school and the family, so that this process is less problematic and more efficient for the student’s development, especially with HA / GD.

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