

Talent Promotion & Psychological Intervention: literature contributions¹

Promoção de Talento & intervenção psicológica: contributos da literatura

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ABSTRACT

This research falls within the scope of Educational Psychology, with the purpose of contributing to a critical and interpretative reading of the plural lines of research around the Talent construct, through a systematic review of the literature. There are few studies that have followed the methodology of systematic literature review, particularly in Europe and, although it is not an innovative approach, this study was an effort to deepen discussions that are already being built, with the intention of producing new knowledge and signaling relationships between different variables that influence the promotion of Talent. The research focused on editorial lines indexed in data sources (e.g., Web of Science, ELSEVIER Scopus, Scielo, APA PsycNet, Pepsic, CAPES and b-on). Data analysis was conducted using the Roadmap model. To refine the results, the Mendeley Desktop bibliographic reference management software was used. For the analysis of qualitative data, the NVivo12 software was used, having considered 132 studies. The results suggest that the existence of an innate talent is not enough, since it should be worked on, in an adjusted way, aiming at its growth, signaling relationships between different variables that influence the promotion of Talent. There is, therefore, a concrete need to systematize the contributions of psychology and educational sciences to the study of Talent.

Keywords: Talent. Educational psychology. Systematic review. Review methodology.

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RESUMO

Esta investigação inscreve-se no âmbito da Psicologia da Educação, tendo como propósito contribuir para uma leitura crítica e interpretativa das plurais linhas de investigação em torno do construto do Talento, através de uma revisão sistemática da literatura. São escassos os estudos que têm cumprido a metodologia da revisão sistemática da literatura, nomeadamente na Europa e, embora não seja uma abordagem inovadora, este estudo constituiu um esforço para aprofundar discussões que já vêm sendo construídas, na intenção de produzir novos conhecimentos e sinalizar relações entre diferentes variáveis que influenciam a promoção do Talento. A pesquisa centrou-se nas linhas editoriais indexadas em distintas fontes de dados (e.g., *Web of Science*, *ELSEVIER Scopus*, *Scielo*, *APA PsycNet*, *Pepsic*, *CAPES* e *b-on*). A análise dos dados foi conduzida através do modelo Roadmap. Para o refinamento dos resultados utilizou-se o *software* de gestão de referências bibliográficas *Mendeley Desktop*. Para a análise dos dados qualitativos, foi utilizado o *software NVivo12*, tendo-se considerado 132 estudos. Os resultados sugerem que não é suficiente a existência de um Talento inato, dado que este deverá ser trabalhado, de forma ajustada, objetivando o seu crescimento, sinalizando relações entre diferentes variáveis que influenciam a promoção do Talento. Existe, portanto, uma necessidade concreta de sistematização dos contributos da psicologia e das ciências da educação para o estudo do Talento.

Palavras-chave: Talento. Psicologia da Educação. Revisão sistemática. Metodologia de revisão.

Introduction

The subject of Talent has always aroused curiosity and fascination in most people, and in recent years several researchers (AMEND; PETERS, 2015; CHANG; LEE; HARGREAVES, 2008; MARTÍNEZ, 2016) have focused their attention on the lives of exceptional individuals in order to understand the factors that best contribute to the development and expression of Talent and to outstanding performance (ARAÚJO; ALMEIDA; CRUZ, 2008; GAGNÉ, 2007, 2013; GARCIA-SANTOS; ALMEIDA; CRUZ, 2012; CORDEIRO; MARTINS; COSTA-LOBO, 2017; MATOS; CRUZ; ALMEIDA, 2011).

The growing interest of Education in the area of Talent and excellence is notorious, however, there is still no consensus about the determinants of these variables (ESTEVEZ *et al.*, 2017; MONTEIRO *et al.*, 2009). The competencies required for the development of potential Talented individuals are plural.

Therefore, this study aims to contribute to a critical and interpretative reading of the plural lines of research around the construct of Talent, through a systematic review of the literature limited to the last ten years of research

Talent

It is understood that Talent derives from the interaction between natural abilities and the abilities of the context inherent to the development of the individual, subject to the processes of learning and practice (GAGNÉ, 2007). According to the same author, giftedness corresponds to the competence that is distinctly above average in one or more domains of ability and aptitude, and Talent concerns performance distinctly above average in one or more fields of human performance.

The lack of conformity regarding the association between Talent and Giftedness has promoted the development of new perceptions. In Gagné's (2007) Differentiated Model of Giftedness and Talent, Talent is the result of learning, over a preponderance of intra- and interpersonal stimuli, as well as serendipity. According to Ponte and Costa-Lobo (2017) serendipity is a variable developed in order to assess occasional but hypothetically strong improbabilities, that is, serendipity concerns chance that usually arises in everyday life, but that is sometimes identified as not necessary for the development of success (COFFMAN; GONZALEZ-MOLINA, 2002).

The concept of high abilities corresponds to being above average for the age group, whereby an individual has high levels of cognition, high capacity for learning, elaboration and performance in a specific area of knowledge or in several domains (GARCIA-SANTOS; ALMEIDA; CRUZ, 2012). According to Martins (2009) an individual with high abilities possesses personal resources to grow and develop the factors necessary for exceptional performance in a given area of knowledge.

According to (COSTA-LOBO *et al.*, 2018b, p. 46, our translation), the term prodigy is used to “designate a child who exhibits a high level of performance, on a par with an adult professional, in a specific cognitive field (...) particularly well attuned to a particular area of knowledge”.

Talent is currently understood in terms of superior performance and remarkable ability expressed in visible and analyzable behaviors, actions, and attitudes. Thus, the emergence of Talent is only possible when there is a natural or potential capacity for action, and environmental conditions favorable to the area

of activity (GAGNÉ, 2013). The development of Talent is accomplished through three factors that may accelerate and/or hinder the process: “intrapersonal (personality, motivation), environmental (socioeconomic and educational context, significant people and events), and luck or opportunity factors (e.g., being in the right place at the right time) (GARCIA-SANTOS; ALMEIDA; CRUZ, 2012).

According to Araújo, Almeida and Cruz (2008), most studies on Talent explain certain factors, namely: the cluster of concentrated effort, the time devoted doing tasks, and the energy invested as conducive to the development of expertise and knowledge structures. The studies by Seligman and Csikszentmihalyi (2000, p. 15), identify three crucial factors for the development of Talent, namely “the existence of a mentor who acts as a support system and shares of tacit knowledge (...) the existence of driving competition and the role of families in terms of emotional, social and financial support”. However, individual characteristics such as self-confidence, emotional independence, intrinsic motivation, and interests are also important variables for the development of this construct (ARAÚJO; ALMEIDA; CRUZ, 2008).

Talented individuals sometimes have deficits in terms of metacognitive skills, namely in task organization and performance, goal setting and monitoring, outcome assessment, and decision making (RICOU *et al.*, 2018). In fact, there is little incidence in the development of these skills.

When there is no development of their abilities in the various contexts underlying their growth (school, music academy, sports club), the Talented have a high probability of decreased motivation to learn (CHANG; LEE; HARGREAVES, 2008; HELLER *et al.*, 2020).

According to Matos, Cruz and Almeida (2011), elite athletes, when compared to the average for the general population, show significantly higher results regarding psychological variables and significantly lower results than the average for the population regarding variables considered negative (tension, depression, anger, fatigue). There are several athletes who are only evaluated or followed by a Psychology professional when there are factors that may explain lack of success in achieving goals (ANDRADE, 2013; MARTÍNEZ, 2016).

Psychological intervention in Talent

In this context, psychological intervention emerges as an added value to intervention with children, young people and adults, aiming at promoting well-

being and functionality. It corresponds to a helping relationship that “aims to overcome problems, facilitating a more satisfactory adaptation of the person to the situation in which he/she finds him/herself, and mobilizing his/her personal resources (in terms of self-knowledge, self-regulation, and autonomy) to reduce or overcome the difficulties evidenced” (ORDEM DOS PSICÓLOGOS..., 2017, p. 11, our translation) at the academic-school, socio-emotional, vocational, behavioral, and/or professional levels.

Psychological intervention “is not only done at the individual level, there is also the possibility of working with groups, whether they are established by families or by people who do not know each other” (RICO, 2014, p. 310, our translation). In fact, psychological intervention in Talent is intended to promote the person’s ability to make decisions at different stages of their life (RODOLFA; KO; PETERSEN, 2004). Children and adolescents are much more than “small adults, which is why at this level intervention involves several ethical issues” (RICO, 2014, p. 309, our translation), often related to respect for autonomy that involves complexities regarding informed consent and privacy.

In the context of performance evaluation, assessment and supervision tend to establish themselves as mechanisms of conformity and reproduction, as strategies of transgression and transformation. This is “due to the structural and historical constraints in which they operate, being part of a quality evaluation machine from which they cannot escape and that they must somehow legitimize” (COSTA-LOBO *et al.*, 2018a, p. 4462). A study by Rodolfa, Ko and Petersen (2004) shows that professionals who do supervision are divided in their opinions regarding the preparation of their mentees for practice.

Methods

Design of the investigation

A literature review is a process of searching, analyzing and describing particular studies, with the aim of answering a certain question about a specific topic (COSTA-LOBO *et al.*, 2017). The present research materializes a synthesis of the scientific productivity in this intersecting field between psychological science and educational sciences, and was planned to involve the interpretation of data, the grouping of study results, considering similarities and dissimilarities between investigations, expanding interpretative possibilities of the studies. The review includes studies published between 2014 and 2019 in Portuguese, in English or in Spanish, on the European, American and Asian continents.

Selected databases

In as much as it was a premise of this study to access the specialty literature through the previous knowledge we had in this domain, we soon realized that it was insufficient and inappropriate to opt exclusively for editorial lines indexed in *Web of Science (WOS)* and in *ELSEVIER Scopus*. Signaling the focus, scientific rigor, and the common interests of all the studies, and since they are editorial lines with a peer review system, we decided to expand the search. The data that make up this systematic literature review were retrieved from bibliographic reference databases, periodical publications databases, theses and dissertations databases, the online knowledge library, and indexed journals. We included *Web of Science* and *ELSEVIER Scopus* in the bibliographic reference databases; *Scientific Electronic Library Online – SciELO*, *American Psychological Association PsycNet – APA PsycNet*, *Periódicos Eletrônicos em Psicologia - Pepsic* in the periodical publications databases; *CAPES*, the University of Minho Repository (*RepositoriUM*) and the General Library of the Portuguese University (*BG-UPT*) in the theses and dissertations database; *b-on* in the online knowledge library; and, finally, we included the *International Journal for Talent and Development of Creativity (IJTDC)*, *Inteligencia y Creatividad (Talincrea)*, *Sobredotação*, *Creative Education Journal (CEJ)* as indexed journals.

Taking into account the specificity of the selected data sources, we decided to start the process using the “advanced research” option in order to be able to circumscribe the object under study in the best possible way, without modifying the meaning and scope of the defined assumptions. Thus, the data retrieval and analysis processes followed the ethical requirements inherent to scientific research in this sub-domain of psychology, as well as theoretical validity concerning the credibility of developmental methods, interpretative validity concerning the correspondence between the contents of the studies analyzed and the synthesis made by the reviewers, descriptive validity through the identification of relevant studies, and pragmatic validity concerning the transparency, applicability and usefulness of the knowledge generated for practice (COSTA-LOBO *et al.*, 2018b).

Materials

Mendeley Desktop bibliographic reference management software was used to refine the results, while NVivo12 software was used for qualitative data analysis (LAGE, 2011).

Procedures

According to Costa-Lobo *et al.* (2017), it is possible to identify three phases in the development of a systematic literature review, mapping the constituent steps of each research phase. This procedure was adopted in this study. The following stages of this systematic literature review are therefore: startup, procedure and exit.

The present study seeks to obtain an answer to the central research question: What contributions does the literature give us on educational practices of psychological intervention in Talent, through a critical analysis of the literature published between January 2014 and September 2019 in the area of Talent.

The “Search Strings” were built following the procedure: definition, testing and adaptation. The “Search strings” defined were: *and* and *or* (e.g., *Talento and Psicologia*; *Talento and Sobredotação*; *Talento or Altas Habilidades*; *Talento and Criatividade*; *Talento and Intervenção Psicológica*). The search strings were translated and back-translated to and from English and Spanish.

The criteria for inclusion were publications between 2014 and 2019, in the editorial lines indexed in the data sources (e.g., *Web of Science*, *ELSEVIER Scopus*, *Scielo*, *APA PsycNet*, *Pepsic*, *CAPES* and *b-on*), in peer-reviewed journals with significant work in the Talent domain (e.g., *International Journal for Talent and Development of Creativity (IJTDC)*, *Inteligencia y Creatividad (Talincrea)*, *Sobredotação*, *Creative Education Journal (CEJ)*), the work topic of which refers to Talent, performance, high abilities, excellence, and performance of excellence. We also decided to include studies published in Portuguese, English or Spanish, on the European, American and Asian continents.

We included studies related to the following search strings: *and* and *or* (e.g., *Talento and Psicologia*; *Talento and Sobredotação*; *Talento or Altas Habilidades*; *Talento and Criatividade*; *Talento and Intervenção Psicológica*) and the studies related to Talent in dimensions inherent to the sports, educational or artistic context. With regard to the exclusion criteria, we did not consider

studies the context and/or topic of study of which did not refer to the topic of Talent, as well as studies on the topic of Talent in dimensions not inherent to the sports, educational or artistic context.

The qualification categories were: name of the study, indexing sources, date of the work, authors, journal of publication, publication document, methodological perspective, nationality of the authors, research method adopted, number of citations obtained by the primary study, sample size, affiliation of the authors and the impact factor of the journals that are indexed in the databases. The following categories emerge by means of the methodological perspectives used: qualitative, quantitative and mixed.

The methodological procedure began by retrieving the studies from the different data sources and including them in the present investigation. Subsequently, the results were refined using the Mendeley Desktop bibliographic reference management software. In effect, the results were grouped in a single list, and duplicates were eliminated. Next, notes were made in the space provided by the software, allowing organization of the approaches used in each study for later critical analysis.

Following this stage and after extensive and exhaustive reading of the studies obtained, they were imported into the database of the NVivo12 qualitative data analysis software, as internal sources. The software supported data interpretation and analysis, providing considerable flexibility in accompanying all the reformulations that occurred during the process. The procedure stage (2nd stage of the systematic literature review) involved three tasks, namely: conducting the search, reading and analyzing the results, and documenting the studies. In effect, the primary reading of the studies was subject to one, two, or three reading filters, depending on the needs that emerged as the study developed.

The studies were submitted to a first reading filter that corresponded to the title, the abstract and the keywords. In circumstances in which there were doubts associated with the first filter, the second filter was applied, which included, in addition to the parameters of the first filter, the introduction and conclusion of the studies. Studies that did not meet the research objectives and inclusion criteria were excluded at this point. Finally, there was a third filter corresponding to the full reading of the studies, which was applied when the second filter was insufficient.

In the exit stage (step 3 of the systematic literature review), alerts were inserted in the journals nominated for this systematic literature review, and it was possible to receive an e-mail alert of the studies published during the research. Where studies were found to be of interest for publication in 2019, upon receipt of these alerts, these studies were included in step two of the second stage of the systematic literature review, the reading and analysis of results stage.

Next, a bibliometric analysis of the studies was performed, and the scientific impact indicators of the studies and the selected sources were assessed. Subsequently, we proceeded to the synthesis of the results (4th step of the systematic literature review), i.e., undertaking a critical approach to the bibliography studied based on the qualification categories, namely: the indexation sources, the date of the work, the publication document, the authors' nationality, the methodological perspective used, the research method adopted, the number of citations obtained by the primary study, the characteristics and size of the sample, the authors' affiliation, nationality and continent of the editorial line.

Results

After the search in the different indexation sources and taking into account the previously defined inclusion criteria, a total of 249 studies were considered. Then, each study was submitted to the first reading filter, namely the reading of the title, the abstract and the keywords. 117 studies were excluded, since 7 of them were duplicates and the remaining 110 studies did not meet the previously defined criteria. The remaining 132 studies were considered to be accessible full papers and eligible for this research (COSTA-LOBO *et al.*, 2018b).

Following explanation of the preliminary results obtained, content analysis of the studies included in this research was then performed. In this sense, the studies were subjected to Bardin's method (2013). The content analysis included the pre-analytical, exploratory and treatment and interpretation stages of the themes inherent to each study. The pre-analytical stage involved the observation of the rules of completeness, representativeness, homogeneity and relevance (ESTEVEZ *et al.*, 2017).

In the first phase of content analysis and after the organization of the studies and systematization of the initial ideas, the summaries, discussion and conclusions presented in the various studies under analysis were read. Then, in the material exploration phase, the raw data were transformed in order to reach the meaning core and representation of the content of each study, and then the material was classified and grouped together (ESTEVEZ *et al.*, 2017). Each study underwent qualitative treatment and interpretation in order for it to be categorized. The studies were grouped into two categories: a) psychological architecture of Talent and b) intervention in educational, sports or artistic contexts, see Table 1.

TABLE 1- TALENT CATEGORIES AND INDICATORS

Category	Indicator
Psychological architecture of Talent	Studies that explain the concept of Talent and its identification characteristics, that is, studies that contribute to the definition of the Talent domain.
Intervention in educational, sports and artistic contexts	Studies included that refer to how Talent is developed, the variables that exist associated with its development, and Talent-promoting programs, i.e., programs that foster the development and maintenance of Talent in educational, sporting, and artistic contexts.

SOURCE: Prepared by the authors.

Frequency was used as an enumeration rule, represented by the number of times that a particular category was referenced by the studies analyzed. Based on the systematization of the categories of analysis, the respective themes or cores of meaning emerged. Thus, six themes were identified, which as a whole are grouped together into the two categories of analysis. Thus, in the **Psychological Architecture of Talent** category we have: Identification characteristics, Personal and contextual factors, High abilities and Metacognition. In the **Intervention in educational, sport or artistic contexts** category we have: Psychological Intervention Services and Talent Intervention Programs.

Discussion

In an attempt to synthesize the main results obtained and organize the different studies regarding the perception of Talent and its development, we present below the integration of the most relevant information presented throughout this study. The importance, complexity, and depth of the data presented are essentially limited to a set of readings of the contextual factors and personal characteristics of Talented individuals (serendipity, age of onset, Talent promotion programs, metacognition).

The continuous demands placed on Talented individuals and institutions have led to the emergence of a certain degree of concern with the understanding of Talent and human potential generalized to different domains. This concern relates essentially to the underlying characteristics of individuals, how they developed them and how they capitalize on them (MATOS; CRUZ; ALMEIDA,

2011). Thus, it appears that, although there is great interest in the study of Talent, a consensual, unifying and comprehensive theory has not yet emerged.

Talent is constituted by a specific set of traits, and these traits may differ in each domain (MATOS; CRUZ; ALMEIDA, 2008). Among the basic intellectual characteristics of Talented individuals, both in adulthood and childhood, which influence their interaction with peers and the formation of their identity, “precocious physical, cognitive, and social development, high levels of attention and concentration, sharp recognition memory, preference for novelty, verbal proficiency, and unusual and sophisticated sense of humor” (CORDEIRO; MARTINS; COSTA-LOBO, 2017, p. 94) stand out as identifying characteristics.

The results of the studies show that the characteristics of Talented individuals differ according to the type of Talent they possess, i.e., individuals with Academic Talent, for example, have more positive intrapersonal and logical-mathematical skills when compared to individuals with Sports Talent, while individuals with Artistic Talent are more creative and perform their pleasurable tasks with greater intensity. According to Cordeiro, Martins and Costa-Lobo (2017, p. 98), it is possible to infer that these results explain that “a set of characteristics, skills, and interests are more common to a certain subgroup of adolescents with Talent in specific fields than to Talented individuals in general terms.”

Seligman & Csikszentmihalyi (2000) also explain that there are differences in the abilities and individual characteristics of Talented individuals associated with the various domains of Talent. The results allowed us to observe that experiences and contextual conditions, that is, personal and contextual factors are essential conditions for the psychological architecture of Talent. Therefore, beliefs about self-efficacy, expectations of results, and goals are related to personal factors (gender, racial-ethnic origin, natural predispositions), while learning experiences and aspects of the physical and sociocultural environment are related to contextual factors. According to Lamas and Barbosa (2015), personal and contextual factors are interconnected, and beliefs about self-efficacy and expectations of results are key to the development of interest “which is defined as patterns of likes, dislikes, and indifferences about activities and occupations related to a profession” (LAMAS; BARBOSA, 2015, p. 36, our translation).

The results show that in relation to high abilities (GARCIA-SANTOS; ALMEIDA; CRUZ, 2012), the intrapersonal dimensions and psychological characteristics are essential, in addition to the contexts of education, training and performance, enabling the development and expression of Talent in the various areas or domains of achievement and performance. Thus, among the various characteristics of high abilities, those that present the greatest relevance

are: above-average ability, creativity that drives them in discovering new ways to solve problems, and intrinsic motivation to focus on their area of interest.

According to Ribeiro (2003, p.110, our translation), metacognition concerns the “knowledge of one’s own knowledge, of one’s own cognitive processes and their ways of operation through executive control that involves cognitive regulation or monitoring”. The results show that understanding metacognition involves two variables: knowledge about knowledge and self-regulation. As for knowledge about knowledge, it concerns the awareness of the processes and skills necessary to perform the task (MARTINS, 2009), while self-regulation is associated with the ability to evaluate and perform the task in order to make corrections when necessary (control of cognitive activity) (RIBEIRO, 2003).

As far as psychological intervention in Talent is concerned, the studies reviewed refer that intervention differs from individual to individual, even though the common goal is identification of Talent potential, as well as support, stimulation, and development of that potential. According to several authors (AMEND; PETERS, 2015; CHANG; LEE; HARGREAVES, 2008; MARTÍNEZ, 2016), the goal of psychological intervention is the maintenance, development and promotion of Talent potential, with the ultimate purpose of contributing to the well-being of individuals.

Several studies that refer to psychological intervention are in agreement in the sense that the work of a psychologist includes the understanding of developmental trajectories and expectations in different areas of functioning of individuals, taking into account the differentiation between normative and atypical development, providing strategies for good development in the different contexts where the individual is located (HELLER *et al.*, 2020; RENZULLI, 2005).

The adoption of intervention models that allow for action at the micro-system level, as well as at the level of contexts and interactions that promote the full development of the person, allows for improvement in the quality of life of all those involved in educational settings. It is important that the work of a psychologist also covers different levels of intervention, “in order to adapt the nature of the services provided to the needs of different segments of the population”. (ORDEM DOS PSICÓLOGOS..., 2017, p. 5, our translation).

Consequently, Talent cannot be detected based on aptitude demonstrated in a single test, i.e., the identification of Talent potential “is part of a development process, which becomes apparent during the stages of systematic training, testing and measurement” (LANARO FILHO; BÖHME, 2001, p. 155, our translation). It is during these stages that the notion of Talent promotion arises, which aims at identification, stimulation, learning and training, that is, the development of

Talent potential depends on the “learning and training methodology during the different stages of its development” (GARCIA-SANTOS; ALMEIDA; CRUZ, 2012, p. 49, our translation).

The results explain that there is theoretical knowledge about the promotion of Talent, however, there are no high levels of experience in the development and practical application of programs to promote the construct under analysis. Therefore, the promotion of Talent depends on the individual’s genetic potential that manifests itself while they practice activities, taking into account the appropriate social conditions, demands, and adjusted expectations. Thus, “particular aptitudes for specific tasks [are revealed], which stimulate high performance and make available, reinforce, and improve assumptions for better performance” (LANARO FILHO; BÖHME, 2001, p. 157, our translation).

We noted that in the promotion of Talent, studies indicate that multidisciplinary support is important, as well as a substantial number of professionals specialized in training Talented individuals in various areas, with the aim of creating appropriate accompaniment of their training. Regarding the promotion of Talent in the educational context, it is appropriate to identify various phenomena (lack of equity in the development of potentialities, mismatch of performances, and exclusion of minorities). The influence of the historical-social context, the multiple behavioral particularities and developmental factors are important variables in the process of promoting the construct in the educational context (COSTA-LOBO *et al.*, 2018a).

According to the data, by recognizing the importance of the context and the interaction of the various systems, programs promote more harmonious development for the individual alongside a mutually supportive relationship between the school and the family. Adoption of intervention models that allow for action at the microsystem level, as well as at the level of contexts and interactions that promote the full development of the person, allows for an improvement in the quality of life of all participants in educational settings.

Recognition of the relationship between school and family is essential “insofar as it is in this territory that cultural and social differences given by history are manifested, in which the dialectic between the socialization and individualization of the person and his/her Talented potential is formalized” (COSTA-LOBO *et al.*, 2018a, p. 4461), as an individual process and a social product. It is in this sense that the various authors (ARAÚJO; ALMEIDA; CRUZ, 2008; FERREIRA, 2008; GARCIA-SANTOS; ALMEIDA; CRUZ, 2012), each in their own way, highlight the importance of stimulating and awakening the Talent of the individual in the early years of life and “promoting continuity in encouraging the expression of Talent throughout the course of life” (MEGA; RONCONI; BENI, 2014, p. 112).

In the particular case of the promotion of Talent in sports, the results infer that the training required of coaches, in some sports, is technical in nature, underestimating the requirements in terms of academic training, particularly in the pedagogical and psychological areas. Likewise, it is important that detection and selection in sporting contexts are based on constant results and not only on exclusive scores of a single evaluation (MEGA; RONCONI; BENI, 2014).

Final considerations

In order to answer the research question, the results suggest that the existence of innate Talent is not enough, since it must be worked on, in an adjusted way, aiming at its growth (GARCIA-SANTOS; ALMEIDA; CRUZ, 2012; MONTEIRO *et al.*, 2009). Therefore, in promoting Talent in the artistic context, physical and psychological characteristics are essential together with daily and systematic practice to provide Talent development through the transformation of potential abilities (HELLER *et al.*, 2020).

Therefore, and as the authors (AMEND; PETERS, 2015; CHANG; LEE; HARGREAVES, 2008; MARTÍNEZ, 2016) mention, obtaining above-average performance implies daily, concise and persistent training, complemented with a workload adapted to age. According to Ferreira (2008) it is essential that preparation and training be intensive (deliberate practice) and that it be maintained for a minimum of ten years. However, research on the promotion of Talent in artistic contexts is scarce, with many limitations regarding the level of existing literature, not allowing for a greater explanation of the factors and the development process of Talented individuals in this field.

This study will benefit from capitalization from the perspective of psychologists, educators, employers, Talent, policy makers, and sociologists. Therefore, and to avoid bias in the analysis process, data selection and analysis methods are established before the review process is conducted, in a rigorous and well-defined process, through models such as PRISMA (MOHER *et al.*, 2015). Being still innovative, after only two years, the Roadmap produced by Costa-Lobo *et al.* (2017) has proven to be robust and methodologically cohesive, as it reinforces the need for systematic review of the literature in cycles over six steps. During the course of this study we encountered difficulties and/or barriers. The first difficulty occurred when we found that the time horizon of ten years is short, which makes it difficult to learn about previous research. The lack of approaches in different regions and cultures are also a limitation,

since their contribution could consider the relevance of environmental factors. Consequently, it is also opportune that in future studies the area of research examined here be carried out based on the annals of scientific events that study Talent, by selecting specialty congresses (*World Council for Gifted and Talented Children 2019*). Measuring the quality and effectiveness of psychological intervention through an empirical study using an experimental design is also a proposal for future studies, as it allows for the construction, application, and evaluation of psychological intervention in Talent.

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Text received on 06/17/2021.

Text approved on 08/25/2021.