



## HIGH ABILITIES, PSYCHOMOTRICITY AND CORPOREITY: A LITERATURE REVIEW STUDY

### ALTAS HABILIDADES, PSICOMOTRICIDADE E CORPOREIDADE: UM ESTUDO DE REVISÃO DA LITERATURA

### SUPERDOTACIÓN, PSICOMOTRICIDAD Y CORPOREIDAD: ESTUDIO DE REVISIÓN DE LA LITERATURA

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#### ABSTRACT

Curricular enrichment programs are an effective service, because they enhance the development of students with high abilities/giftedness (HA/G), who show great potential or high mastery in one or more aspects listed by the legislation. One of them, psychomotricity, is investigated in this paper. Related to this theme, there is the concept of corporeity - the way in which the body recognizes and uses the body as an instrument for relating to the world. These are relevant areas of education; however, we know little about concrete experiences of this conjuncture. Thus, this study aimed to map researches and experiences in scientific articles considering these two constructs: Psychomotricity and Corporeity combined with education, involving the population of individuals with HA/G. The method was the survey with the combined descriptors on the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) web portal. The data found show that, although Psychomotricity is one of the areas of mastery combined with another or not in individuals with HA/G, the scientific evidence is still vague. From the survey, four studies covering the descriptors 'Education', 'High abilities/Giftedness' and 'Corporeity or psychomotricity' were selected at the end. The reading and analysis of the findings explain that there is no production of articles in the field of education on corporeity or psychomotricity that deal with students with HA/G and their enrichment, indicating the utmost importance of production in enrichment work with students with HA/G in the areas of psychomotricity or corporeity.

KEYWORDS: High Abilities/Giftedness. Enrichment. Corporeity. Psychomotricity. Psychomotor.

#### RESUMO

Programas de enriquecimento curricular são efetividade de atendimento, pois potencializam o desenvolvimento de estudantes com altas habilidades/superdotação (AH/SD), os quais apresentam grande potencial ou alto domínio em um ou mais aspectos arrolados pela legislação. Um deles, a psicomotricidade, é investigada neste trabalho. Relacionado a essa temática, há o conceito de corporeidade - maneira pela qual o corpo, concebido em sua integralidade, estabelece relação com o mundo. São áreas relevantes para a educação, no entanto, pouco conhecemos ou sabemos de experiências concretas dessa conjuntura. Assim, este estudo objetivou mapear pesquisas e experiências em artigos científicos considerando estes dois constructos: Psicomotricidade e Corporeidade combinados com educação, envolvendo a população de indivíduos com AH/SD. O método de trabalho foi o levantamento de dados com os descritores combinados no portal da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES). Os dados encontrados demonstram falta de estudos



específicos da Psicomotricidade como uma das áreas de domínio de indivíduos com AH/SD. Ao final do levantamento, foram selecionados quatro estudos que abrangessem os descritores educação, AH/SD e corporeidade ou psicomotricidade. A leitura e a análise dos achados explicitam que não existe produção de artigos no âmbito da educação sobre corporeidade ou psicomotricidade que tratem de estudantes com AH/SD e o respectivo enriquecimento, o que indica a suma importância de produção em trabalhos de enriquecimento com estudantes de AH/SD nas áreas da psicomotricidade ou corporeidade.

**PALAVRAS-CHAVE:** Altas Habilidades/Superdotação. Enriquecimento. Corporeidade. Psicomotricidade. Psicomotor.

## RESUMÉN

Los programas de enriquecimiento curricular eficacia del servicio, porque mejoran el desarrollo de los estudiantes con superdotación, que tienen potencial o alto dominio en uno o más aspectos enumerados por la legislación. Uno de ellos, la psicomotricidad, se investiga en este trabajo. Relacionado con este tema está el concepto de corporalidad, la forma en que el cerebro reconoce y utiliza el cuerpo como un instrumento de relación con el mundo. Así, este estudio tuvo como objetivo mapear investigaciones y experiencias en artículos científicos considerando estos dos constructos Psicomotricidad y Corporeidad combinados con educación, involucrando a la población de individuos con superdotación. El método de trabajo fue la encuesta con los descriptores combinados, en la Coordinación de Perfeccionamiento del Personal de Educación Superior. Los datos encontrados demuestran que, aunque la Psicomotricidad es una de las áreas de dominio combinada con la otra o no en individuos con superdotación la evidencia científica aún es insipiente. De la encuesta se seleccionaron al final cuatro estudios que cubrían los descriptores educación, Superdotación, corporeidad o psicomotricidad. La lectura y análisis de los hallazgos explica que no existe producción de artículos en el ámbito de la educación sobre corporeidad o psicomotricidad que traten con estudiantes con superdotación y el respectivo enriquecimiento, indicando la importancia primordial de la producción en trabajos de enriquecimiento con estudiantes de Superdotación en las áreas de psicomotricidad o corporeidad.

**PALABRAS CLAVE:** Superdotación. Enriquecimiento. Corporalidad. Psicomotricidad. Psicomotor.

## INTRODUCTION

High abilities/giftedness (HA/G) is defined as the behavior of people, students who “demonstrate high potential in one or more areas, either isolated or combined: intellectual, academic, leadership, psychomotricity and arts, in addition to presenting great creativity, involvement in learning and performing tasks in areas of interest” (BRASIL, 2008, p. 9). Students who present high performance behaviors and/or remarkable potential are the target audience of Special Education, which is a modality that goes through all levels, stages and modalities, and must be in early childhood education, elementary school, high school and college; which must provide its own services and resources for care and guide its students and teachers in its use, permeated by a dynamic pedagogical evaluation process. The service for this public called Specialized Educational Assistance (SEA) should supplement schooling by means of curricular or extracurricular enrichment, and can also accelerate the student’s grade by up to two years (BRASIL, 2008).

The enrichment of students with HA/G can be intra-curricular, also developed within public schools, or extracurricular in interfaces with university institutions and various institutes (BRASIL, 2009; DELOU, 2014). Both are possible ways to make available a differentiated



work with specific resources and strategies to meet the peculiarities of these students (FREITAS; PÉREZ, 2012). Thus, providing means of identification, of stimulus for the effective development of potentialities, of recognizing speed up cases, are actions that should be promoted in an inclusive perspective, that is, to attend the needs of each student, observing their abilities, with qualified teachers for this specificity, permeated by periodic evaluations; these are precepts established in the LDBEN and in later norms, giving a new meaning to the attendance to this audience (BRASIL, 1996; 2001; 2008; 2009).

The text of the document “Inclusion knowledge and practices: Developing skills to meet the Special Educational needs of students with high abilities/giftedness” (SEESP/MEC/BRASIL, 2006) brings the description for each area of HA/G, being the psychomotor one in this study: “Psychomotor type - stands out for showing ability and interest in psychomotor activities, showing unusual performance in speed, agility of movements, strength, endurance, control and motor coordination” (BRASIL, 2006, p. 12-13), i.e., skills highlighted in corporeity. Likewise, the document “High Abilities/Giftedness: encouraging potentials” (VIRGOLIM, 2007) relates and describes several characteristics that people with HA/G manifest in their behaviors, including body, with notes of their likes and needs to develop these abilities.

The body as the basis of the subject to be developed in its integrality is the object of research in several faces and theoretical perspectives. In recent years, it has been a recurrent theme in the human sciences, such as anthropology, sociology, psychology and pedagogy (GONÇALVES, 1994). As far as education is concerned, much needs to be studied, understood and used by educators. In early childhood education, it is evident the countless bodily possibilities in the cognitive, emotional, and motor development of the individual, capable of providing a rich interaction among their peers and throughout elementary school, when well mediated.

Ayoub (2001, p. 57) clarifies that the bodily manifestations as an object of knowledge should not be restricted to the discipline of physical education, but articulated and developed by the entire pedagogical team, “having the ludic dimension as a guiding principle”. Therefore, it is necessary to think of the child as a “starting point”. The child is synonymous with movement and playing; by moving and playing, she discovers herself, the other, the world around her and its multiple languages.

The Common National Curricular Base (BRASIL, 2017) provides, as a goal of education in the area of basic languages, a training that enables the interaction with language practices in different modalities (several languages, artistic manifestations and body practices), gradually expanding the repertoire of genres and communicative and expressive resources, with oral and written productions in the scope of discursive interaction, materialized in orality, writing and artistic languages, and in the body culture of movement, understanding the diversity of



linguistic and artistic manifestations and body practices as social and cultural constructions (BRASIL, 2017).

In this way, the cultural variety is interrelated, stimulating exchanges, allowing the dynamism and taking advantage of the historical, social and cultural diversity of these environments, promoting facilitation and interest in the teaching and learning process. As Nóbrega (2005) considers, it is the producing body of cultural manifestations, and cannot be reduced to an instrument, or an accessory of human existence (LE BRETON, 2003). Thus, the importance of having corporeity as a triggering axis in educational practices is latent.

According to Le Breton (2012, p. 7), human corporeity is understood as a "social and cultural phenomenon, symbolic motif, object of representations and imaginaries". Like Merleau-Ponty (1999), Le Breton emphasizes that, before anything else, human existence is corporeal. And this existence is immersed in social and cultural contexts in which social relations are elaborated and experienced. Therefore, the "process of socialization of bodily experience is a constant of man's social condition" (LE BRETON, 2012, p. 8). Le Breton (2009), like Merleau-Ponty (1999), recognizes that the body produces knowledge and relates to those around it through sensitive experiences.

Given this panorama, in order to attend and enhance all areas of HA/G, it is believed that studies on enrichment need to be planned, developed and evaluated. Thus, this study aimed to map research and experiences in scientific articles considering two constructs: Psychomotricity and Corporeity combined with education, involving the population of individuals with HA/G, in which the word and its core of meaning coincide with the terms raised above (BARDIN, 2011).

## THE JOURNEY

In view of the need for further studies and references on the psychomotor aspect of HA/G, especially with academic-scientific articles, in order to provide a basis for the development of new enrichment projects, the objective of this paper was to investigate the current scientific productions with the following descriptors: 'high abilities' and 'psychomotricity or corporeity'. Consequently, it allowed the possibility to ascertain from the results the existence or not of research, productions, experiences, and materials available on the possible benefits of a study in corporeity and/or psychomotricity with students with HA/G.

## SEARCH FOCUS

It was chosen to search for the central theme of this work – Corporeity – in the scope of Brazil, with emphasis on the Scientific Electronic Library Online (SciELO) web portal,

through the access of the *Universidade Estadual Paulista Júlio de Mesquita Filho* (UNESP) to the *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (CAPES). The search started contemplating the entire publication period of the descriptor ‘Corporeity’. There were 817 results; refining by articles, this number decreased to 775; then, refining by peer-reviewed journals, 611 results. When including the descriptor ‘Education’, 267 articles remained. When refined by the descriptor ‘Corporeity’ in the title and ‘Education’ in “any”, it showed 43 articles. Here, all the abstracts were read in order to find the nomenclatures used in Brazil for people with HA/G, which are: high abilities, giftedness, talented, and gifted. In none of them were found. On the other hand, of these 43 articles, 16 were peer-reviewed and considered important enough to be read completely; two were discarded due to duplicity. So, it was verified that only one article, linked to the target audience of Special Education, was found and it dealt with people with physical disabilities. This one was also from the SciELO Brazil collection, which indicated two of the 14 selected.

In order to guarantee a broad thematic pertinence, the same was done with the descriptors ‘Psychomotricity’ (general; in the title, AND ‘education’ in “anywhere in the text”), ‘Psychomotor’ (in the title; AND ‘performance’ in “anywhere”). The attention in the reading of the papers referring to terms that could express identity of meaning was activated in the search.

Moreover, to clear doubts about terminology and descriptors involved and to join the discussion of the previous paper, the following search was also made in the CAPES web portal, through UNESP access: ‘Enrichment Program’ with 1221 results; in advanced search, with AND selected and descriptor ‘Giftedness’, both in “any”, showed 15 articles; then, refined by peer-reviewed, 08; and by SciELO Brazil collection, only one article was available.

In parallel, on the same periodicals portal, using descriptors from the English language, the search was carried out as follows: ‘Gifted’ AND ‘Enrichment and Psychomotricity’; two articles were showed. All the results found are presented below.

## **CORPOREITY, PSYCHOMOTRICITY AND HIGH ABILITIES/GIFTEDNESS**

Table 1 presents the results described in numbers and the sequence of the numbers of selected and eligible<sup>1</sup> articles in the search performed in order to find research on corporeity and HA/G.

<sup>1</sup> Eligible were articles that contained both descriptors and were peer-reviewed.

**Table 1.** Articles – Descriptors Corporeity and Education

Database CAPES	Total Found				Peer- reviewed			Total Eligible		
Corporeity	817				611			--		
+ Education	267				43			14		
Year of eligible	2008	2010	2011	2012	2013	2014	2017	2018	2019	2020
Amount/year	1	2	1	2	1	1	2	1	2	1

Source: elaborated by the authors (2020).

The number of articles on the theme of education is relevant, and this remains so when the descriptor 'Education' is added and included. However, the number of articles on the subject of this paper is very small.

In summary, the content of the resulting 14 articles covers the following topics: the importance of the theme corporeity and its relevance and transversality with the school curriculum, despite working its concepts and implications in school projects with wide dimensions, strengthening and instructing students and, consequently, distancing from the restricted and harmful use and understanding of the body in the media, providing projects of dialogues, readings, seminars, lectures and body techniques, seeking to elucidate to students the knowledge of this theme in the school environment (FREIRE; DANTAS, 2012).

The first article of 2008 (FIGUEIREDO, 2008) deals with how the school builds the corporeity for the student's submission to the current system of domination. Now, this distances itself a lot, despite showing the strength that corporeity represents and, when shaped by the school in which it preserves mass command, in an individualistic way; quite contrary to its transformer use.

In 2010, two articles emerged. One of them within the theme of the target audience of Special Education, "In my gesture there is your gesture" (SCORSOLINI-COMIN; AMORIM, 2010), which deals with children with Cerebral Palsy, their inclusion process at school, their interaction in this environment and how the most diverse perspectives guide these children. The text talks about corporeity being interactional, that is, the result of interaction with the other and the environment. The second article (CORREA; CORREA, 2010) exposes concepts of body and movement, and points out the importance of corporeity and motricity, highlighting the need to not be based on the mind-body dualism, in addition to conducting a bibliographic survey of the following database systems: MEDLINE, LILACS, IBEC, SciELO, Science Direct, JSTOR y Google Académico. It was found that the theme is still centered on Physical Education related to performance and competence and not of on integral Motor Education, which should happen at all levels of education.



Following, the articles of 2013, 2014 and 2017 highlight the importance of the development of corporeity in the sphere of education, but still with emphasis in the area of Physical Education. The 2013 paper (SILVA; PINHEIRO) addresses the corporeal practice for children in Physical Education at the Early Childhood Education level. In the article by Isele and Strieder (2014), the presence of dualistic treatment of corporeity at school is highlighted, and to reverse this picture, a change is needed through transdisciplinary practice with adjustments intervention. On the other hand, the article by Moreira, Scaglia, and Campos (2017) seeks the action that exists in corporeity and motricity terms, expressing the meaning and its essential presence at school, but limiting the concept to the Pedagogy of Sport. Santos and Costa (2017) approach the theme in its philosophical aspect, of exercising life in its most diverse environments, covering health and balance. All articles demonstrate the relevance of the theme, without, however, citing its relevance in relation to high abilities or people with HA/G. Furthermore, with the exception of the last one, the articles still approach the application of corporeity in a fragmented way.

The most recent studies make placements closer to what is sought in this paper. Entitled "Expressed intelligences experienced in school daily life", by NISTA-PICCOLO et al. (2018), the article made a methodological search to identify studies from primary authors on the theme, looking for conceptual relations of intelligence and corporeity phenomena in everyday school life. The conclusions rest on the peaceful and diverse premise of its epistemological bases, since it is understood that "the human being learns not only with his intelligence, but also with his corporeity"(NISTA-PICCOLO et al., 2018), considering the amplitude that the concept of corporeity represents, being a structural and complex whole and not only part of intelligence, as described in the arguments of the introduction.

The article of 2019 uses the analysis of speech and meanings in 6th grade students of Geography to unfold the need for the interaction of curricular content with practices that enable corporeity, fundamental to achieve full learning. João's article (2019), on the other hand, presents a didactic-methodological proposal based on the complexity of the human being, taking into account its various dimensions; this movement aligns with the fundamentals of the Enrichment Program based on corporeity (PEIXOTO, 2019).

Finally, a study that aimed to investigate the meanings that teachers attribute to the body in their teaching practice. Through a qualitative methodological study and phenomenological approach, of bibliographic and field research steps on Corporeity and Rural Education (RODRIGUES; COUTO, 2019), it was concluded that the analyzed subjects conceive the body in its integrality and its multiple possibilities of knowledge and social interaction; therefore, the teaching practice acts with experiences of corporeity with the valorization of peasant knowledge.



Thus, in view of the objective of this study - to survey research, experiences and materials available to date on the possible benefits of a work in corporeity with students with HA/G -, it was possible to gather content from peer-reviewed articles, of generalist aspects, without, however, relating it to the enrichment of students, much less to the target audience of Special Education, specifically students with HA/G, and its relationship with performance and development of skills in areas of potential, such as psychomotricity. Therefore, no studies were found that mutually dealt with the initial descriptors or that presented enrichment in this dimension, since there was not an article that brought, along with the investigated terms, the scope of HA/G nor enrichment programs linked to this audience.

It is noteworthy that the variety of terms and combinations was used in order to exhaustively verify the occurrence of any research that had pertinence with what was sought, considering the different denominations used to refer to the people in this public. The theme, starting with HA/G, has a variety of terms employed in the literature. However, as Renzulli (2014) states, they do not confront or repel each other.

As for the descriptor 'Psychomotricity', in the same portal and access to the term 'Corporeity', it was proceeded as follows: the first search for 'Psychomotricity' resulted in 150 articles. Refining by peer-reviewed articles, 101; including the SciELO Brazil collection, 14 articles. After reading the abstracts, only one contemplated a term that encompasses HA/G; the study in question deals with the bullying of people with and without giftedness, which is beyond the searched focus (OLIVEIRA; BARBOSA, 2012). A new search was initiated from the general result of 150 articles; in advanced search, in the title and with the AND the descriptor 'Education', 11 articles were found; refining by peer-reviewed, it decreased to seven articles; one was duplicated, leaving six articles and none in the SciELO Brazil collection.

The search with the descriptor 'Psychomotor' was also carried out. In the general search, 1387 articles returned. In advanced search, with the descriptors 'Psychomotor' in the title and 'Performance' in the "any" and in AND, due to the term being closely linked to the enrichment theme, 19 results were obtained. Refining by peer-reviewed, 13 results. After reviewing the abstracts of these, it is possible to identify some common points about the importance of psychomotricity and its effects on learning. One of them, of interesting reference, correlates the development of a psychomotor program with logical mathematical performance from an emphasis on corporeity (NOGUEIRA MACHACÓN; HERAZO BELTRÁN; VIDARTE CLAROS, 2013); the cross-sectional study, with 398 students aged 4 to 8 years, concluded a direct relationship between them. Lastly, refining with SciELO Brazil collection, three articles remained; none of them related is related to the target audience of Special Education nor to the term Enrichment.



Table 2 shows the results of the survey with the descriptors ‘Psychomotricity’ and ‘Psychomotor’ in relation to the number of selected and eligible articles in the search conducted, aiming to find research related to the theme of HA/G.

**Table 2.** Articles – Descriptors Psychomotricity and Psychomotor

Database CAPES	Total Found	Peer-reviewed	Total Eligible							
Psychomotricity	150	101	14							
Psychomotricity (t) + Education	11	6	--							
Psychomotor	1387	1010	--							
Psychomotor (title) + Performance	19	13	3							
Year of eligible	1988	2002	2006	2008	2010	2011	2012	2013	2014	2015
Amount/Year	1	1	1	1	1	1	1	1	4	2
	2016	2017								
	1	1								

Source: elaborated by the authors (2020).

Ending the searches with the descriptors ‘Enrichment Program’, followed by the inclusion of the term ‘Giftedness’, peer-reviewed, without limiting the publication period; again, in every period, in advanced search, ‘Enrichment Program’, AND “High abilities/giftedness’. Finally, six articles were obtained in contrast to the eight that appeared in the previous search. It can be seen in the following table:

**Table 3.** Results – Enrichment Program, Giftedness and High Abilities

Database CAPES	Total Found	Peer-reviewed	Total Eligible
Enrichment Program	1221	933	--
+ Giftedness	15	8	1
+High abilities/ Giftedness	12	6	1
Year	2015		
Amount/year	1		

Source: elaborated by the authors (2020).

In this database, there is a lack of scientific production in the field of enrichment, whether in



the fundamentals of the terminology Corporeity or Psychomotricity, with emphasis on people with HA/G. The data, which include four of the eight peer-reviewed articles with the descriptors 'Enrichment Program' and 'Giftedness', were displayed in the table below, along with information from searches with the descriptors indicated in English.

**Table 4.** Search results with descriptors in English

Database CAPES	Total Found	Peer- reviewed	Total Eligible
Giftedness	1221	933	--
+ Enrichment Program	15	8	1
+Psychomotricity	12	6	1
Year	2011		
Amount/year	2		

Source: elaborated by the authors (2020).

It is worth pointing out that the result of the search with the descriptor in English coincides with the previous one (from table 3). A brief reflection on such searches and their results in the next topic.

## DISCUSSION

The descriptors 'Corporeity' and 'Education' presented a reasonable amount of search results. Much can be used to support the context of corporeity that this paper wants to employ. Conceptually, corporeity implies the insertion of the human body in a world of meanings; the relationship of the body with itself, with other bodies and with objects in the world, and what rises on the horizon of its perception of the human being in the world of meanings (FREITAS, 2004). The author highlights that all knowledge, including the knowledge of oneself, goes through the body and, in turn, understands, remembers and individualizes itself.

Therefore, psychomotricity is encompassed by the concept of corporeity. Psychomotricity "is the science at the crossroads, where multiple biological, psychological, psychoanalytical, sociological, and linguistic points of view intersect and meet" (COSTE, 1978, p. 23). It relates to Vigotiski's theory (2009), as it refers to the development of affective, cognitive and organic acquisitions. Three basic knowledges substantiate this process: movement, intellect, and affect. In the explanation of Varela, Thompson, and Rosch (2001), perception emerges from motricity; the function of the central nervous system is to conduct an impulse and not to elaborate thought; the circular relationship between the organism and the environment admits



transversal phenomena and considers not only the physical-chemical components, but the organization of the elements, that is, the structure.

In view of this, the body is considered a permanent condition of experience, which is built by perception. It is the daily life experiences that constitute the being, and "the perceptive experience is a bodily experience in which we rediscover or reconnect the unity of the subject and the world, as well as that of the perceptive act itself" (NÓBREGA, 2005, p. 607).

Before discussing the search with the descriptor 'Enrichment', it is appropriate to bring its definition. "Enrichment programs are possible ways to make available to these students a differentiated work with resources and specific strategies to meet their peculiarities" (FREITAS; PÉREZ, 2012). It is the SEA that had its operational guidelines established by Resolution n. 4: "students with high abilities/giftedness will receive curricular enrichment in public schools in interface with the Centers of Activities for High Abilities/Giftedness – NAAH/S, as well as in higher education institutions and/or institutes that promote research, art and sports" (BRASIL, 2009, art. 7).

By analyzing the search results, when using the descriptors 'Corporeity' in the title and 'Education' in AND, it is possible to eliminate studies that refer to topics in the areas of health, aesthetics and singing, far from the theme of enrichment focused on high abilities. After reading 14 articles, the focus on recognizing the body in its integrality is clear; some highlight the teaching action in stimulating contemplative experiences in the school environment, as well as the attempts to bring the studies presented in this paper into practice.

The articles that presented the terms 'Psychomotricity' and 'Enrichment' were three; all verified. However, the researches deal with enrichment using psychomotricity only in specific cases: stroke, people with autistic spectrum disorder, and people with polio; which would also not meet the aspirations sought in this paper. Thinking like Renzulli (2014), enrichment for students with HA/G is beneficial to all; on the other hand, the same cannot be said when it is performed for another audience.

From the search conducted on the CAPES web portal, some articles from the last ten years on Enrichment Programs for students with HA/G deserve more attention. Using the descriptors 'Enrichment Program' AND 'Giftedness', four researches were found. One of them (PEDRO; OGEDA; CHACON, 2015) makes a survey study of articles, dissertations and theses about the assistance to students with HA/G in centers and programs, such as SEA and NAAH/S, in order to verify how much the theme is explored in scientific productions; it was concluded that the number of publications was incipient. In another article, Ogeda et al. (2016) emphasize the importance of enrichment, especially for people with gifted behavior, and of projects to assist students with this characteristic. The research of Pedro, Ogeda, and



Chacon (2015) demonstrated that the service to attend students with high abilities is punctual and, in some locations, carried out within the Brazilian territory.

Finally, it was used descriptors in the English language, such as: 'Giftedness', 'Enrichment Program' and 'Psychomotricity'. In the research of Vaivre-Douret (2011), entitled "Developmental and Cognitive Characteristics of 'High-Level Potentialities' (highly gifted) Children", it is considered intelligence, psychomotricity, affectivity and sociability in children with giftedness, since they develop synchronously; it can be harmful to focus on the performance of only one area, such as cognitive, to the detriment of the body and motor domains. This idea reinforces the warning that this can lead to an intellectual bubble at the expense of psychomotor and creative skills. Thus, it is concluded that success needs to be developed in the social, educational, professional, and affective spheres.

Another research result was the "Effects of a play program on creative thinking of preschool children," by Garaigordobil and Berrueco (2011), published in the Spanish Journal of Psychology. In it, the object is a play program for the development of children's creativity; therefore, the importance of studies and deepening the relevance of this proposal. Vaivre-Douret (2011) discusses the need for construction and practices that associate all these dimensions.

Given all the above, the search paper showed that there is few studies about enrichment, whether curricular or extracurricular (PEIXOTO, 2019). This conclusion was also pointed out in the study by Mendonça, Mencia, and Capellini (2015), whose research objective was to analyze the national production of scientific articles, from 2000 to 2012, pertinent to the description of school enrichment programs for students with HA/G.

## CONCLUSION

Considering the two constructs - Psychomotricity and Corporeity -, combined with education and the involvement of individuals with HA/G, the mapping of the survey of these researches and experiences in scientific articles emphasized the importance of corporate studies, especially in schools, and the need for a broad and transdisciplinary approaches. On the other hand, it showed the need for more studies that describe details of the experience of care and development in the psychomotor area or within the scope of corporeity, highlighting the search with the descriptors in the database of this paper.

It is understood that there are still insufficient results implying enrichment in the psychomotor aspects (cognition, affect, and motricity) in the support of students with HA/G. Therefore, it is necessary to produce studies that expose and describe such themes, or even promote them.



Thus, as it presents few studies, even though it includes other areas of HA/G, it is a complex process of rights and guarantees consisting of observation, identification, assessment, care, enrichment and training. It was also verified that it is rarely approached about what to propose and how to do in case there is assistance or enrichment; what was found in the studies was a generalist allusion, even of teacher training, of strategies, activities, actions and practices, without, however, minimally describing, enabling the replication or construction of new or similar programs.

After a thorough search in electronic databases, it was found a lack of studies focusing on the care of students with HA/G linked to practices and educational activities based on corporeity, attending the dimensions of affectivity, cognitive and movement in the construction of the whole being, in addition to the training of teachers. Therefore, it is feasible and necessary to provide the enrichment with emphasis on corporeity or even psychomotricity, and to prepare the respective publications of the experiences, estimating to acquire data and new evidence from scientific research capable of filling this gap.

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