Gifted Black Girls In An Educational Context: State Of The Art

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Abstract

Gifted and talented girls have historically faced many challenges and inequalities in the education system. In this study, we define research trends on the education of black girls from the perspective of scientific giftedness. We carried out a systematic review of the literature in order to know: (a) the types of studies that publish content on the education of gifted black girls; (b) the objectives and theoretical models that support them; (c) the methodologies and research subjects. The systematic review was carried out in three languages: English, Portuguese and Spanish. We use five databases: Scopus, Web of Science, Eric, CAPES and Dialnet. In our literature review, we combine a systematic approach with a snowball approach. In total, we included 42 articles for analysis. Our conclusion is that: (1) there is a lack of publications in Portuguese and Spanish language; (2) the meanings about the education of gifted black girls are socially constructed; (3) the critical theory of race supports the non-hegemonic scientific discourse.

Keywords: gifted black girls; gifted education; special education; talent; female.

1. Introduction

The historical process of schooling of students who possess intellectual characteristics above their parents, stand out for their talents, identified as high abilities or giftedness [1] (AH/SD) materializes in great challenges and inequalities in the global educational system. Within this group, children [2] with AH/SD are

particularly vulnerable and, as a consequence, many of them are not reaching their full potential during the school years and not after leaving school.

Now that we make a cut from the global context and refer to countries located in the southern hemisphere of the globe, we face an even better educational reality. These are countries that were colonized in the mid-15th century by Spaniards or Portuguese and that were forced to work in the main labor force. As a historical result, it produces a deeply unequal and discriminatory peripheral capitalist society in terms of race, gender and access to knowledge (Silva, 2019). In this sense, the guarantee of an inclusive, equitable and quality education for the children of these countries must be critically discussed for the right to be effective.

Reis (1995, 2001, 2003), Kerr (1988, 1994, 2004) and Silverman (1991, 1992, 1995) were important researchers who denounced the social and ideological barriers imposed on the education of gifted girls at the end of the 20th century and the beginning of the XXI century, in the United States of America (USA). Reis, Kerr and Silverman will show in their research that: (a) there was a lower percentage of girls in gifted programs compared to boys of the same age; (b) that pedagogical and psychological assessment tools are developed from precarious tests; (c) that teachers are biased in considering boys more intelligent than boys; e, (d) that the patriarchal family culture influences social expectations in relation to the education of women at the end of the 20th century.

The history of feminism in the world tells us that not all women have access to years of direct education in the same way and at the same time. The theory of intersectionality teaches us that there exists a combination of social advantages and disadvantages that emerge from the interconnectivity of factors such as race/ethnicity, social condition and gender. These combinations interfere in social

relations and in the guarantee of rights in this sense, it is suspected that black girls [3] are subject to a double marginalization in the educational system (Crenshaw, 1989, 1991; Evans-Winters, 2015).

In an attempt to understand how injustice and social inequality occur in a multidimensional way, in gifted education in the United States, we find researchers Kitano (1998), Ford (1998; 2001) and Evan-Winters (2011; 2015; 2016) supporting historical and theoretical. Ford (1992; 1998) throughout his research identified factors responsible for disproportionate ethnic/racial representation in educational programs for gifted students. These include: (a) conceptual limitations on giftedness; (b) the use of standardized cognitive and performance tests as identification criteria; (c) cultural differences in learning styles; (d) the inability of two teachers to recognize giftedness in different ethnic and social groups; (e) endorsement of the academic performance of gifted students; (f) schools with few resources.

The fact that these and other researchers point out in common about the barriers to including girls in gifted programs is related to a dominant discourse in psychological and educational science that is based on a normative das biological differences (such as cor da pele e sex, for example). example) in hierarchical positions of greater or lesser value. Foucault (1968) alerted us to this problem in the field of human sciences, stating that the norm (more intelligent, more gifted, less gifted, more capable, gifted, disabled - common terms used in the school environment) was a regulatory, more moral idea. What is scientific, is a subtle power of comparison between individuals. Possibilitating the support of a sexist and hygienist scientific discourse that establishes positions of power among the

group of people and that demarcates spaces of power within and outside the school.

Helena Antipoff, one of the first researchers on the education of gifted students in Brazil, has expressed her conviction about the characteristics and presence of talent in 'most capable' children in minority and vulnerable groups. Their publications from the 1930s and 1940s identified the presence of talent in students from rural and lower social classes (Rangni e Costa, 2011a).

Embora recognizes that since the beginning of the 70s, few initiatives and actions have marked the education of gifted people in the Brazilian context (expanding the legacy of Helena Antipoff for inclusive education), it was only in the 1990s that a growing interest was observed in research relating to topic (Martins et al, 2016; Pérez & Freitas 2014). Although it is evident that the advances in publications and investigations in the area have not been carried out in the last 4 decades, there are still few investigations in minority groups, such as, for example, in the group of women or of race/ethnicity (Pedro et al. 2016; Massuda and Orlando , 2019).

Generally speaking, research addressing racial inequality and gender disparities in Brazilian education shows a lack of narrative about black students and their experiences of school success throughout history. Sá (2014), develops a concept by Marc Augé that it is the place, understood as the environment that black men and women did not occupy during the escravocratic regime, and for that matter, the place in the society that they have been abandoned since then. For her, the place of black people within Brazilian society is reproduced, among others: in social invisibility, lack of access to quality education and extending to the labor market, mainly in high positions.

García-Martínez and Moya-Anegón (2008) in a study that examined world scientific production in psychology, discovered the USA as the largest producer, responsible for 73% of the publications in the area. Wechler and Fleith (2017) ratify that Brazilian educational public policies on giftedness are constructed and tend to refer to models produced outside the country, mainly in the USA. The Marland Report, from the Department of Health, Education and Welfare of the United States, from 1972, served as a model for formulating the concept in Brazil (Alencar & Fleith, 2001; Rangni & Costa, 2011a; Rangni & Costa, 2011b).

In this sense, it is necessary to analyze how these academic products help to understand ways of thinking: subject to science and the history of gifted education in Brazil. It is important to reconhecer the process of circulation of knowledge regarding the education of gifted black girls that are produced in universities around the world, such as those in Brazil, that are only replicated and reproduced.

Considering that this article is part of a literature review of a broader research project that seeks to understand the processes of subjectivity and identification of girls, blacks, Brazilians with AH/SD, this article aims to identify the main areas of research in Relation to the education of gifted black girls in the world. Next, we will follow three quests that will guide our analysis: (1) what are the characteristics of two studies published on this topic; (2) What are the objectives and models/structures that support these studies; (3) What methodologies were used and what are the characteristics of the research subjects?

2. **Methodology**

To find a set of texts that deal with the topic, we combine two types of research: (1) systematic literature review method; e, (2) the Bola de Neve or snowball technique. The second was used to support the systematic literature review.

The systematic review process of literature was carried out in three different languages: Portuguese, English and Spanish, considering our particular interest in the case of Portuguese and Spanish [5] e, in the case of English, therefore the large international bases will be in this language. Além disso, we observed in other works that the Brazilian reference References was supported by American articles.

We use five dice bases. To research key words in English we use international databases: Scopus (which is the largest database of abstracts and citations of peer-reviewed literature), Web of Science (multidisciplinary database that brings together articles from well-known published scientific journals). no world) and Eric (International bibliographic database with abstracts, in the area of Education); For research in Portuguese, we use the databases: CAPES (main Brazilian database) and Dialnet (main database of journals published in Spanish/Castilian), for research in Spanish, we use the databases: Dialnet and Scopus. We consider a cut on the time line "all times - until July / 2020". Table 1 exemplifies the process carried out.

Table 1. Procedure for searching for publications in English, Portuguese and Spanish

#1 Research in English	Platform	Total
"black female*"OR"black girl*"OR"black wom*"OR"black young wom*"OR"black young female*"OR"female* of color" OR"female* of color"OR"wom* of color"OR"wom* of colour"OR"girl* of color"OR"girl* of color"OR"colored female*"OR"colored	WOS	18,177
	SCOPUS	85,662
	ERIC	772

wom*"OR"colored girl*"OR"colored young female*"

#2 Research in English	Platform	Total
gifted OR "high abilit*"	WOS	49,207
	SCOPUS	55,663
	ERIC	8,915

#3 Research in English	Platform	Total
"gifted education" OR "talent education" OR "special education" OR "inclusive education"	WOS	26,476
	SCOPUS	135,604
	ERIC	6,290

#4 Research in English	Platform	Total
#1 AND #2 AND #3	WOS	3
	SCOPUS	37
	ERIC	10

#5 Research in Portuguese	Platform	Total
("mulher*negra*"OR"menina*negra*"OR"aluna*negra*OR "young*negra*"OR"mulher* preta*"OR menina*preta*"OR "aluna*preta"OR"joven* preta*")AND("high*ability*"OR	Capes	0
	Dialnet	0

	Platform	Total
giftedness)AND("gifted education*"OR "special education"OR "inclusive education")		
#6 Research in Spanish	Platform	Total
("black* woman*" OR "black* girl*" OR "young* black* woman*" OR "woman* of color" OR "girl* of color" OR "young* woman* of color" OR "student* black*")AND(giftedness* OR "high abilities"OR "high abilities)AND("high performance center" ment" OR "special education" OR "talent development" OR "inclusive education")	Dialnet	0
	SCOPUS	0

Source: own elaboration.

Below we follow the research procedures of a systematic review recommended by the Prisma Declaration (Urrútia & Bonfill, 2010). We define the inclusion criteria: (a) only peer-reviewed articles; (b) articles published until July 2020; (c) Research participants must refer to the group/category of black girls and will also be identified as AH/SD. Some exclusion criteria are predefined: (a) it is not included, or suggested, to include black women in educational programs for AH/SD in any titles, summary or key words; (b) were letters, editorials, books, book chapters, indexes and anais. With this selection process we came up with a total of 11 items. The procedures described above are illustrated in Image 1.
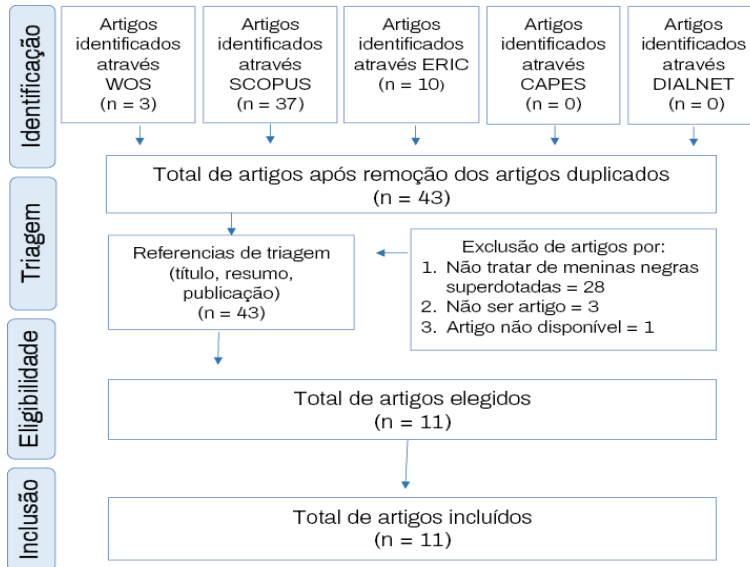
Image 1. Systematic review procedures

Source: own elaboration

We assume that the eleven articles found in the literature review represent a small number of publications, compared to the world production on the topic. Or what led us to question or why this happened. We raised three hypotheses: (a) the terminology used was not standardized and we were using broad search terms; (b) search limitations in databases and identification of synonyms and terms used; (c) populations that are difficult to find or study.

In view of this, we considered other approaches to bibliographic research, and decided to use the snowball technique, to increase the precision of the search. Wohlin (2014) refers to this technique as a way to use bibliographic references of an article and/or article citations (via Google Scholar) to identify additional articles. The first stage of the process involves the identification of a set of studies as a starting point. We use the eleven articles identified in the systematic review to form the initial set of articles and continue the search. Table 2 shows the 11 items.

Table 2. Description of the 11 articles identified in the systematic review

Artigo	Author and Year	Title – starting point 'bola de neve'
A1	(Kokot and Kokot-Louw, 1998)	The Effects of Gender Stereotyping on the Career Aspirations of Gifted Black Adolescents
A2	(Ford and Whiting, 2011)	BeyongTesting: Social and Psychological Considerations in Recruiting and Retaining Gifted Black Students
A3	(Archer-Banks and Behar-Horenstein, 2012)	Ogbu revisited: Unpacking high-achieving African American girls' high school experiences
A4	(Marsh, 2013)	Staying black. The demonstration of racial identity and womanhood among a group of young high-achieving Black women
TO 5	(Evans-Winters, 2014)	Are Black Girls Not Gifted? Race, Gender, and Resilience
A6	(Ford and King-Jr, 2014)	Blacked Out: Racial and Gender Segregation in Gifted Education 60 Years after "Brown vs. Board of Education
A7	(Young, Young and Ford, 2017)	Standing in the Gaps: Examining the Effects of Early Gifted Education on Black Girl Achievement in STEM

A8	(Anderson and Martin, 2018)	What K-12 Teachers Need to Know About Teaching Gifted Black Girls Battling Perfectionism and Stereotype Threat
A9	(Young, Young and Ford, 2019)	Culturally Relevant STEM Out-of-School Time: A Rationale to Support Gifted Girls of Color"
A10	(Anderson, 2020).	See Me, See Us": Understanding the Intersections and Continued Marginalization of Adolescent Gifted Black Girls in US Classrooms"
A11	(Collins, Joseph and Ford, 2020)	Missing in Action: Gifted Black Girls in Science, Technology, Engineering, and Mathematics

Source: own elaboration.

We carried out the procedures described by Wohlin (2014) which meant using a list of bibliographic references of each of two 11 articles to identify new articles. This procedure requires new product indications. We excluded references that did not meet the basic criteria and finally found another 26 new articles.

As a result for analysis we consider the 11 articles found in the systematic review of literature, we add the 26 articles found in the snowball approach and we add another 5 articles that are part of a personal data bank of the author, the result of other searches and that we attended to. Proposed specifications for systematic review. Finally, we created an archive of 42 articles for analysis and discussion.

3. **Results**

3.1   What are the characteristics of two published studies on gifted black girls?

According to Table 1 of the snowball technique, the articles that include both black menina thermoses and gifted education are published only in the English language. We did not find any publication that included this terminology in Portuguese or Spanish. Considering the geographical regions, or the global localities in which the foram articles produced, only three forams written for the USA, are in South Africa (Bolland et al., 2019; Maree et al., 2001) and one in Canada (Leroux, 1994).

As publications two 42 articles involve a total of 63 authors. With new publications, the most prolific author in this matter was Donna Y. Ford (affiliated with the University of Ohio USA), followed by Venus Evans-Winters, Kristina Collins, Brittany Anderson, Kris Marsh, Gilman W. Whiting, Carla O'Connor, Jamaal Young and Jemimah Young, each with two publications. We also observed that the majority (46) were authors, women and black.

The set of two 42 articles published in a variety of newspapers (n = 26), indicating a dispersion of the concept, or publications in various areas of knowledge: psychology, special education, education, urban studies, racial studies. The newspapers with the highest frequency of publication for the Roeper Review with four publications (15.4%); Gifted Child Today (11.5%), Journal of Negro Education (11.5%) and Urban Education (11.5%), all with three publications. We observed that 10 articles (38.4%) were published in specific areas of special education and giftedness. Another seven (7) articles (27%) were published in newspapers specifically dealing with racial quests.

According to this review, the first article published on the topic was in 1936 (Wilkerson and Jenkins, 1936), after which there was a long period without

publication, and in 1988 there was the largest number of publications with 5 articles, evidencing an important framework for continuity das investigations in the area. In the last twelve years (2008-2020), we observed a small number of publications - just two or three per year - but with certain regularity.

3.2 What are the objectives and models/structures that support the published studies?

Firstly, the objectives of the 42 articles are coded and then grouped into three major themes. The first topic referred to identity studies and stereotypes, with 18 articles found (42.8%); The second treatment of the student/professional career with 14 items (33.3%); e, the third on studies of under-representation of black students in gifted programs in the USA, with a total of 10 articles (23.8%). Table 3 describes the coding of two major topics and includes subtopics for analysis.

The articles referring to thematic themes of identity and stereotypes are based on research on the differences and similarities between black and white cultures, based on societies and American histories. A marked discussion of the dichotomy present in the comparisons, reflections and relationships between being black and being white. Highlighted as subthemes: articles that develop specific educational models and programs for black students; and articles that discuss the identities of black students in the area of Science, Technology, Engineering and Mathematics (STEM) [6] . The 18 crazy artigos nessa tema foram: Anderson and Martin (2018), Archer-Banks and Behar-Horenstein (2012), Carter (2008), Ford (1992) Ford et al. (2008), Fordham (1988), Hubbard (2005), Kramer (1998), Marsh (2013), Campbell (2012), Collins (2018), Fries-Britt (1998), Harmon (2001), Marsh et al. (2012), McPherson (2017), O'Connor et al. (2011), Steele (1997) and

Strayhorn (2009). This topic was the one that obtained the greatest number of publications.

Table 3. Distribution of studies by topics and subtopics

Topics	Subtopics	F	%
Identity and stereotypes	Specific programs	4	22.2
	How intellectual identities and academic performance are shaped by stereotypes	3	16.6
	Individual and collective ethos	3	16.6
	Influence of professors' recommendations	2	11.1
	Racialized and stratified academic hierarchy	2	11.1
	Distance from gifted identity	1	5.5
	Perfectionism	1	5.5
	Resilience	1	5.5
	STEM Identity	1	5.5
	Total	18	42.8
Student/professional career	Aspiration	4	28.6
	Meaning of individual effort	4	28.6
	Cost and opportunities	2	14.3
	school counselors	2	14.3

	STEM relevant school culture	1	7.1
	Repertoire of positive strategies	1	7.1
	Total	14	33.3
Under-representation	Sketch	4	40.0
	Theoretical and methodological models	3	30.0
	Recruitment and retention	2	20.0
	QI test in black children.	1	10.0
	Total	10	23.8

Source: own elaboration.

The second topic deals with student/professional careers and includes texts on: (a) school uniforms for black girls in basic education; (b) personal aspirations of black women; (c) non-higher professional career; (d) STEM career paths . The selected texts are: Cunningham et al. (2009), Grant et al. (1999), Griffin and Allen (2006), Kitano (1998), Kokot and Kokot-Louw (1998), Leroux, (1994), Maree et al. (2001), Maxwell (2007), Mayes and Hines (2014), O'Connor (1997), Sewell and Goings (2019), Tabron and Chambers (2019) and Young et al. (2017; 2019).

The third topic dealt with the underrepresentation of black students in gifted programs in the United States, including comparative research between black and white students. The texts attempt to present statistics of black students recruited and withdrawn from gifted programs over a long period of time. Furthermore, we compared the results of the intelligence test between students, and others denounced the American educational gap in relation to the education of populational minorities and the absence of student narrative (Anderson, 2020;

Collins et al., 2020; Evans-Winters, 2014, 2016; Ford and Whiting, 2011; Ford, 1998; Ford et al., 2018; Ford & King-Jr, 2014; Henfield et al., 2008; Wilkerson & Jenkins, 1936).

As theoretical bases two 42 articles will transit three themes listed in a complementary way, or discourse on the under-representation of the black population in educational programs for the gifted, for example, subsidies and justification of part of the investigations. The narratives of these students present us in articles that denounce the hiatus of opportunities in participation in educational programs, at the same time that they demonstrate the ambiguity experienced among them, not that it refers to the battle between an individual and/or collective identity, a constant movement between stereotypes of A white or black culture has as a consequence implications, positive or negative, in professional careers.

The conceital model of intersectionality between race, gender and giftedness, bem as Critical Racial Theory (CRT) epistemologically sustains as products. The theoretical model: Ford Female Achievement Model for Excellence (F2AME), (Evans-Winters, 2014, Ford et al., 2018) was repeatedly referenced. Identity, motivation and stereotypes are debated from authors such as: Ogbu, Ferguson, Steele, Fordham's, Henfield, Ford, Coleman, Collins and McGregor. First of all, we understand that the models and theoretical structures that support these articles represent a form of resistance and denunciation through research and scientific dissemination in the USA.

3.3 What methodologies were used and what are the characteristics of the research subjects?

The archive of 42 articles was divided into three methodological categories : theoretical, qualitative and quantitative. Table 4 includes frequency and percentage values related to the methods used in the studies. The theoretical studies form the second most frequent category used by 21.4% two authors (Anderson & Martin, 2018; Collins et al., 2020; Evans-Winters, 2014; Ford & Whiting, 2011; Ford et al., 2018; Ford & King-Jr, 2014; Maxwell, 2007; Mayes & Hines, 2014; Young et al., 2019).

Quantitative studies are least used 14.2%. (Campbell, 2012; Cunningham et al., 2009; Ford, 1992; Strayhorn, 2009; Wilkerson & Jenkins, 1936; Young et al., 2017).

The qualitative studies are the category most used by authors, with 64.2%. Most of the qualitative studies are case studies, with 7 articles (Carter, 2008; Fries-Britt, 1998; Grant et al., 1999; Griffin & Allen, 2006; Maree et al., 2001; Marsh et al., 2012; McPherson, 2017); followed by narrative investigations with 5 articles (Anderson, 2020; Evans-Winters, 2016; Marsh, 2013; O'Connor, 1997; Sewell & Goings, 2019); e ethnographic studies with 4 articles (Fordham, 1988; Hubbard, 2005; Kramer, 1998; O'Connor et al., 2011). The interview was the most used data collection instrument, followed by the application of questions and observation of the environment.

Table 4. Distribution of two articles by methodology

Method		F	%
Qualitative Basis	case study	7	25.9
	Narrative Research	5	18.5

	Ethnographic Studies	4	14.8
	Literature Review	2	7.4
	Pesquisa ação; OU Retrospective studies; OU Exploratory study OU Inductive analysis OU Phenomenological research	1	3.7
	Others not specified	3	11.1
	Total	27	64.2
Theoretical	Total	9	21.4
Quantitative Basis	Statistical Survey	3	50.0
	Logistics Regress OU Descriptive Studies OU Instrument Validation	1	16.6
	Total	6	14.2

Source: own elaboration.

In relation to the characteristics of the research subjects, we take as a basis the educational level of the two respondents. We found that 14 (45%) two formal studies were carried out with students of medium education, community between 15 and 18 years old. The interest in this age group is related to the issues of identity construction and career education (Archer-Banks and Behar-Horenstein, 2012; Campbell, 2012; Carter, 2008; Cunningham et al., 2009; Fordham, 1988; Fries -Britt, 1998; Griffin & Allen, 2006; Hubbard, 2005; Kokot and Kokot-Louw, 1998; Marsh, 2013; Marsh et al., 2012; O'Connor et al., 2011; O'Connor, 1997; Steele , 1997).

Secondly, we identified 9 (29%) investigations with adult women in university careers, in andamento, or that have already been concluded and that occupy professional or high-performance academic positions (Anderson, 2020; Evans-Winters, 2016; Grant et al. , 1999; Kitano, 1998; Leroux, 1994; McPherson, 2017; Sewell and Goings, 2019; Strayhorn, 2009; Tabron and Venzant, 2019). Finally, we found 8 (26%) studies with children between 7 and 15 years old, studying fundamental and beginning middle school (Ford, 1992; Ford et al., 2008; Harmon, 2001; Henfield et al., 2008; Kramer, 1998; Maree et al., 2001; Wilkerson and Jenkins, 1936; Young et al., 2017).

4. **Discuss _**

This literature review helped us understand the meanings built on the education of gifted black girls circulating in international academic productions, in the last 90 years. Through this review, we can also identify the mechanisms of social exclusion that make the silencing of these girls normal, as something natural, among the articles that denounce the under-representation of black girls in educational programs in the USA, or their absence of publications in Latin America, especially in Brazil, considering the history of a slave, unequal and colonized country (Chauí, 2000).

We understand that scientific dissemination is a process whose knowledge is exposed and disseminated for the purpose of transmission, via scientific and academic publications around the world. Unfortunately, this review reveals few empirical studies that will examine the question of the education of gifted black girls. , in comparison with the quantity of publications that explore the topic of gifted education in the general world. And curiously, there is no author or publication in Latin America, and in particular not Brazil.

This helped us understand the historical trajectory of the production of knowledge about gifted black girls, not in a neutral, universal and equitable way, but among the hegemonic and power disputes in relation to subjects, sciences and history. In addition to expanding our understanding of the ways in which we have academic knowledge on gifted education, it is developed and circulated internationally. Knowing the epistemological roots of the scientific discourse on giftedness helps us reflect on the reproduction of this discourse in Brazil without critical lives, reproducing and/or reinforcing even more the inequalities and social problems in school spaces.

The relationship between science, subject and history means, among other things, understanding the ways in which science categorizes concepts over time, so that we become aware of them. There are internal processes of control of discourse (a norm) that exist as principles of classification, ordering and distribution of society, which aim to domesticate the dimensions of events and discourse (Foucault, 1971). Now that we take giftedness as a principle of classification and ordering within the school, we have in terminology our first challenge of understanding this norm. The complexities of terminology and two concepts put into question what we think we know when we are talking about gifted black girls. It is a concept that "refers to a socio-political content at the same time perfectly transparent (or truth of the figures, as evidence of the tables) and profoundly opaque" (Pêcheux, 1990, [1883], p. 19,20) .

In this sense, a quest that is submitted in terms of language opacity was the translation of terms and concepts, indicating that they are also their production conditions. There is no literal translation of these terms and concepts that, in any case, interest us particularly: sexism, racism and social class. This absence of

literality and neutrality in scientific discourse shows the difficulty in the selection of key words that allow us to traverse the transparency of the language and the subject.

In relation to the term AH/SD [7], Subotnik et al (2011), report that the large number of theoretical concepts and the multiplicity of terms used to refer to exceptional performance, in different countries, are worthy of note. The multiplicity of terms and concepts produces lack of consensus and contradiction in the area of student education.

Notwithstanding this article, the main limitation regarding the heterogeneity of nomenclature, among the selected articles, is that among the studies that we use the terms in English gifted (gifted) and high achievement (high performance). Among researchers, there is a lack of consensus on the essential criteria for identifying children as gifted (including intellectual or academic giftedness) or as high performers, and what we need to do is descrevem or the same construction in terms of abilities. This results in conflicting conclusions and implications.

Borland (2003) states that the educational practices of gifted individuals are markedly socially constructed; The very notion of "giftedness" is socially constructed to serve practical purposes, for either good or bad, second. In this sense, it is worth noting that we found in articles (Ford et al., 2008; Fordham, 1988, O'Connor et al., 2011; Steele, 1997) a rejeição by black students of identifying themselves as the term gifted . They explain that in American school culture this nomenclature is associated with the behavior of white students, and in this sense black students do not feel belonging to that group. Embora does not identify himself as a gifted person, he recognizes himself as intelligent, capable, talented and having high performance, high achievement.

We look for clues in legal references to understand the history of racial segregation in the USA. The Jim Crow laws that were applied between 1877 and 1964 serve as an example to understand the legal imposition of racial segregation that occurred in the United States. In practice, these laws require separate facilities for blacks and whites in all public locations in two states, both of which are part of the law. Established a "separate, more equal" legal rule that extended to public transportation and facilities, including interstate buses and trains. This daily practice helped to stabilize the meanings in the social inclusion process that were observed in these texts. These laws do not exist, but the marks of segregation can still be observed in the narratives of the investigations as well as in the description of the school spaces investigated.

We know that the history of American racial segregation is different from Brazilian history, we both demarcate the spaces of the black body in society, in a more explicit way (seeing the records of the Jim Crow laws) and even more veiled (in the illusion that we are all equal perante a lei).

The meaning of the discourse of racial segregation can be ambiguous, if on the one hand we denounce a violent, discriminatory practice, a moral judgment, on the other hand we maintain a belief in the rarity of things, that hardly any personal effort is necessary to achieve success.

Given the heterogeneity of terms that classify giftedness, we are also faced with the diversity of terms that exist to characterize blacks in different countries, or that show us a diversity in the process of constructing an identity for blacks. Their identity is linked to the definition of their skin color or their mixed race (which can be or remain: black, brown, mulatto, not white or brown); ou based on their ancestry (African-Americans, diverse ethnic origins, foreigners); or based on social

conditions (poor, undisciplined, marginalized, minority, underrepresented). Pêcheux (1978) understands this mechanism as a way of turning off the subject, a classificatory control mechanism, of maintaining a norm. These differences reflect the various identification criteria between countries, languages and cultural contexts

The authors emphasize that racial disparities in educational performance persist (and continue to persist) over time and that racism negatively affects identification, opportunities and educational outcomes for minority children, including students) gifted (Anderson, 2020; Collins et al., 2020; Ford et al., 2008; Ford & Whiting, 2011; Ford, 1992, 1998)

Racism and sexism are social oppressions that have historical roots and contemporary implications, including under-representation and low performance of black girls and women in the school environment.

When we analyze the methodological categories, it becomes evident that the qualitative studies are preferred. This indicates the need for a more in-depth analysis of the research problem. Also, gifted students, in scientific research are generally studied in a small number. When it comes to gifted black girls , the number of participants is even smaller. From this perspective, most of the investigations seek to demonstrate the discourse of students, whether through ethnographic studies, case studies or narrative analyses. We also find specific studies in schools dedicated exclusively to serving black students or in specific educational programs for black students. However, a limitation found was long-term empirical support and evaluation of its impact over time.

Finally, this review showed us that the most researched population on the subject was made up of middle school students, aged between 15 and 18 years. The

preference for this public may be directly related to the identification process of gifted students, once a more precise diagnosis and a reference, in terms of school uniform, which qualifies you, which normalizes you, was possible. Another fact that justifies or interests this age is related to the socio-historical construction process, where in certain societies, at this moment of life that people build an identity, opt for a professional career and begin to think about their future.

5. **Conclusion _**

The memory is structured by the sketch. When we investigate the education of gifted students, we have the illusion that we are failing all the gifted and all the women outlining the different conditions of material production of knowledge, which are only marked by struggles of power and ideology – blacks x whites , homens X mulheres, Latinos X non-Latinos. Thus, the broader sense of reason, for example, includes the socio-historical, ideological context, or the fact that a contemporary society or knowledge is distributed through an institutional, hierarchical network, in which knowledge is related to can.

We cannot lose sight of the fact that terminologies, words, are not only used by chance, but we are born from a social meaning and in this space and through which the most diverse meanings are gained, considering the position, or social, historical and ideological place of which we enunciates. This literature review helped us reconstitute the great disparities between the distribution of wealth, knowledge and power in the world, and helped us deconstruct the imaginary idea that science is neutral and universal.

Finally, we can conclude that: (1) there are few studies in the world that use this terminology for gifted black girls in a standardized way; (2) standardized terminology only exists in the English language, and in particular in the USA; (3)

the meanings of gifted education are not transparent and socially constructed; (4) the unconscious ideology is marked by the nesses of black female bodies, delineating their divided and deeply contradictory meanings; (5) critical racial theory supports non-hegemonic scientific discourse.

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