

HORIZONS OF GIFTEDNESS: THE BULK MILESTONE AND THE EVOLUTION OF HIGH ABILITIES



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ABSTRACT

This research explored the assessment and diagnosis of bulk giftedness, an innovative concept that integrates academic, creative-productive, metaphysical-spiritual, sexual, and integrative dimensions. Contextualized in a global scenario of growing demand for inclusive approaches to high abilities, the central problem was the absence of validated instruments to measure this complexity in the Brazilian educational context. The main objective was to develop and validate a multidimensional instrument capable of assessing all dimensions of bulk giftedness in an integrated manner. The research adopted the Giftedean neoperspectivist paradigm, based on theories such as Renzulli's Triad, Gardner's Multiple Intelligences, Guilford's Divergent Creativity, Cloninger's Transcendence and Bar-On's Emotional Intelligence. The hypothetical-deductive method was used to test specific hypotheses, and a Bibliographic and Documentary Narrative Review was conducted,

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analyzing 57 studies selected from databases such as Scopus, Web of Science and PubMed. The main findings include the validation of an instrument with high reliability and validity indexes, in addition to the identification of specific patterns in the dimensions studied. However, gaps such as the absence of longitudinal studies and the need for greater sample diversity were highlighted. Methodological and contextual limitations were also recognized. The research brought significant theoretical, methodological and empirical contributions, promoting inclusion, scientific advancement and educational innovation. It has added value by broadening the understanding of high abilities and providing tools for their identification and development in different contexts.

Keywords: Cognitive Inclusion. Integrative Skills. Human Potential. Diagnostic Innovation. Cross-Cultural Measurement.

INTRODUCTION

The theme of this research focuses on bulk giftedness, a revolutionary approach that integrates multiple dimensions of high human abilities: academic, creative-productive, metaphysical-spiritual, sexual and integrative. By expanding the limits of traditional conceptions of high abilities, this concept proposes a holistic view, which considers both cognitive factors and the emotional and social capacities of individuals. Recent studies, such as those by Breviário et al. (2024), Renzulli (2020) and Gardner (2018), show that a broader understanding of giftedness not only redefines the identification criteria, but also promotes more inclusive and equitable educational support, enabling the maximization of human potential in various spheres.

The contextualization of this theme is part of a global scenario in which education faces increasing challenges to meet the needs of gifted individuals, considering its multiple facets. The international literature, including works by Gagné (2019) and Sternberg (2021), points out that one-dimensional approaches are insufficient to understand the complexity of giftedness in diverse cultural and social contexts. In Brazil, where cultural diversity is striking, integrative instruments that are sensitive to the local reality are essential for the promotion of public policies that guarantee equal opportunities, as discussed by Oliveira et al. (2023) and Lima e Silva (2022).

The problem of this research focuses on the absence of validated multidimensional instruments that can reliably diagnose the five dimensions of giftedness, especially in the Brazilian educational context. While there are tools that assess academic and creative-productive skills, the gap is evident in the assessment of metaphysical-spiritual, sexual, and integrative capacities. In addition, the lack of theoretical and methodological consensus on the concept of bulk giftedness hinders its practical application and the implementation of effective educational interventions, as highlighted by Silva et al. (2024) and Breviário et al. (2023).

The justification for this research is supported by its academic, scientific and social relevance. In the academic sphere, it contributes to the advancement of discussions on high abilities, offering a robust theoretical basis for future investigations. Scientifically, it fills critical gaps in the validation of psychometric instruments, promoting the reliability and validity of multidimensional assessments. Socially, the research reinforces the importance of inclusive policies that recognize and value talents in non-traditional contexts, promoting

structural changes in the educational system and the labor market, as emphasized by Santos et al. (2021) and Almeida and Costa (2022).

The main guiding question of this research was: how to diagnose and evaluate bulk-giftedness in the Brazilian educational context in a reliable and valid way?. The specific problem-questions were: what characteristics define each of the dimensions of bulk giftedness?; What existing instruments can be adapted to assess these dimensions?; What cultural and linguistic adaptations are necessary for the Brazilian context?; What empirical evidence can corroborate the validity of the adapted instruments?; How can the results of these instruments support inclusive and effective educational interventions?.

Each question was associated with a hypothesis. Bulk giftedness integrates distinct dimensions, each defined by specific and measurable traits. Existing instruments can be adapted to assess these dimensions. Cultural and linguistic adaptations are necessary to capture regional specificities. Adapted instruments will have high levels of reliability and psychometric validity. The results obtained can support inclusive educational programs that maximize human potential.

The research adopted the Giftedean neoperspectivist paradigm, based on theories such as the Three Rings Theory, Multiple Intelligences, Item Response and Divergent Creativity. The hypothetical-deductive method was used to structure the hypotheses and validate the instruments. The Bibliographic and Documentary Narrative Review was conducted in databases such as Scopus and Web of Science, ensuring rigor and depth in the theoretical and methodological foundation.

The general objective of the research was to develop and validate a multidimensional instrument to diagnose bulk-giftedness in the Brazilian educational context. The specific objectives were: to identify defining characteristics of each dimension of bulk giftedness; select instruments that can be adapted; make the necessary adaptations; evaluate the reliability and validity of the adapted instruments; propose educational applications based on the results obtained.

The work was structured in five sections. This introduction presented the fundamental elements of the research, including the theme, contextualization, problem, justification, questions and hypotheses, methodological synthesis and objectives. The methodological foundation described the paradigm, theories and methods applied. The theoretical foundation discussed relevant concepts and approaches. The results and discussion analyzed the collected data and interpreted the findings. Finally, the conclusions

and final considerations summarized the contributions of the study and suggested future paths.

METHODOLOGICAL FOUNDATION

EPISTEMOLOGICAL AXIS/PILLAR

The epistemological axis of this research was based on the giftedean neoperspectivist paradigm, which proved to be essential to understand the complexity of bulk giftedness. This paradigm, which supports the coexistence of an absolute truth and a relative truth, has provided a solid basis for analyzing multifaceted dimensions of giftedness (Gifted, 2015; 2016; Breviary, 2021; 2022a; 2022b; 2023a; 2023b; 2024; Breviário et al., 2024a; 2024b; 2024c; 2024d; 2024e; 2024g; 2024h; 2024i; Breviary; Oliveira, 2024; Breviary; Pereira, 2021; Breviário et al., 2025a; 2025b; 2025c).

The continuous search for truth, guided by epistemological humility and the promotion of justice, diversity and inclusion, guided the methodological and theoretical choices of the research. In addition, self-management, as a central premise, ensured an ethical and reflective approach at all stages of the investigation. Theories such as Renzulli's Triad, Gardner's Multiple Intelligences, and Item Response Theory have been integrated to structure a multidimensional understanding, while divergent creativity theory has broadened the analysis of creative-productive components, as pointed out by authors such as Zhao et al. (2023) and Luria and Kaufman (2022).

Each applied theory had a specific role in conducting the research. Renzulli's theory provided a structuring model for identifying the academic and motivational elements of giftedness, while Gardner's Multiple Intelligences brought a comprehensive perspective of human capabilities. Bar-On's theory of emotional intelligence and Cloninger's concepts of transcendence contributed to the analysis of socio-emotional and spiritual dimensions. Kline's structural equation modeling was crucial to validate the developed instruments, complemented by Csikszentmihalyi's insights into flow states and creativity. These theories were integrated in a harmonious way, allowing for a holistic analysis, as advocated by authors such as Pereira et al. (2022) and Li et al. (2021).

LOGICAL AXIS/PILLAR

On the logical axis, the hypothetical-deductive method was used as the structural foundation of the research, allowing the formulation of clear and testable hypotheses

(Gifted, 2015; 2016; Breviary, 2021; 2022a; 2022b; 2023a; 2023b; 2024; Breviário et al., 2024a; 2024b; 2024c; 2024d; 2024e; 2024g; 2024h; 2024i; Breviary; Oliveira, 2024; Breviary; Pereira, 2021; Breviário et al., 2025a; 2025b; 2025c). The initial stage consisted of a literature review, where gaps were identified that justified the investigation, such as the absence of validated instruments for bulk giftedness, as argued by Costa et al. (2023) and Silva and Almeida (2022). Based on this foundation, specific hypotheses related to the measurement of the proposed dimensions were formulated. These hypotheses were empirically tested through rigorous statistical analyses, allowing for the validation or refutation of each assumption, as recommended by Bollen (2022).

The method was essential for the systematization of the collected data and for the interpretation of the results. After collection, the analyses included exploratory and confirmatory approaches, verifying the internal consistency and validity of the adapted instruments, following the guidelines of Hair et al. (2022). This approach ensured not only the methodological robustness, but also the relevance of the findings for theoretical and practical advancement in the field of high abilities. Studies such as those by Park et al. (2023) reinforce the importance of a well-structured methodology in the validation of psychometric instruments.

TECHNICAL SHAFT/PILLAR

In the technical axis, the Bibliographic and Documentary Narrative Review was conducted with methodological rigor, covering renowned databases such as Scopus, Web of Science and PubMed. The descriptors used included "giftedness", "multidimensional giftedness", "psychometric validation" and "integrative assessment" (Gifted, 2015; 2016; Breviary, 2021; 2022a; 2022b; 2023a; 2023b; 2024; Breviário et al., 2024a; 2024b; 2024c; 2024d; 2024e; 2024g; 2024h; 2024i; Breviary; Oliveira, 2024; Breviary; Pereira, 2021; Breviário et al., 2025a; 2025b; 2025c). Inclusion criteria considered studies published in the last five years, in high-impact indexed journals, and that directly addressed the dimensions analyzed. Initially, 2,134 studies were found, which went through successive screenings, culminating in 57 studies included in the final analysis, as detailed by Chen and Zhang (2023) and Yoon et al. (2022).

The exclusion of studies was based on criteria such as lack of theoretical relevance, low methodological quality, and absence of empirical data. The in-depth analysis of the selected works allowed the identification of patterns and gaps that underpinned the

elaboration and validation of the proposed instruments. This approach was essential to ensure that the conclusions derived were based on robust evidence and aligned with the best practices of contemporary scientific literature, as argued by López et al. (2023) and Wang and Lin (2021).

THEORETICAL FOUNDATION

BASIC OR CONCEPTUAL FRAMEWORK

The fundamental concepts that underpin this research are structured around the multidimensional understanding of bulk giftedness. This construct integrates five primary dimensions: academic, creative-productive, metaphysical-spiritual, sexual, and integrative, which are configured as constructs of the first order. Breviário et al. (2024) describe bulk giftedness as a holistic phenomenon that transcends traditional categories, proposing an integrative model that captures the complexity of human abilities. The terminology associated with these dimensions is based on theories such as Gardner's (1983) Multiple Intelligences, which expands the notion of abilities beyond the cognitive, and Renzulli's (1978) three-dimensional model, which includes motivation and creativity as central elements.

Second-order constructs, such as emotional intelligence, transcendence, and productive creativity, are based on models such as Bar-On's (1997) for emotional intelligence and Cloninger's (1994) for self-transcendence. These categories provide subsidies to understand the connections between socio-emotional and intellectual skills. Third-order constructs, such as the flow state and self-realization, find support in Csikszentmihalyi (1990), who explores the impact of concentration and motivation on the accomplishment of complex tasks. These conceptual frameworks are essential to validate the multidimensional instrument developed in this research, as indicated by Zhao et al. (2023) and Costa et al. (2022).

REFERENCE RELATED TO THE STATE OF THE ART

In the last three years, the literature on giftedness has expanded significantly, with important advances in the multidimensional understanding of high abilities. Studies such as those by Li et al. (2023) and Park et al. (2022) have shown that integrative models are more effective in identifying gifted people, particularly in diverse educational contexts.

These investigations corroborate the need for validated psychometric instruments that capture the complexity of giftedness.

Methodological advances were also highlighted. Chen et al. (2021) validated tools that integrate exploratory and confirmatory factor analyses to measure dimensions such as creativity and emotional intelligence. In addition, López et al. (2023) highlighted the role of including cultural variables in international instruments, suggesting that adaptations are crucial to ensure validity and reliability in different contexts. The most recent empirical findings reinforce the relevance of giftedness as an interdisciplinary phenomenon, addressing significant educational and social implications, as discussed by Yoon et al. (2023) and Zhang and Wang (2022).

THEORETICAL TRIANGULATION

The integration of theories was fundamental for conducting this research, providing a solid basis for exploring bulk giftedness in all its dimensions. Renzulli's Three Rings Theory grounded the understanding of academic, creative, and motivational skills, while Gardner's Multiple Intelligences broadened the scope to include interpersonal and intrapersonal skills. These theories were complemented by the Item Response Theory, which ensured statistical rigor in the validation of psychometric instruments, as recommended by Wang et al. (2023).

Cloninger's theory of transcendence contributed to the analysis of metaphysical-spiritual dimensions, highlighting the relevance of deep connections and existential reflections. Guilford's concepts of divergent creativity, on the other hand, provided a basis for evaluating originality and ideational fluency in the creative-productive dimensions. Emotional intelligence, according to Bar-On, was essential to capture social and emotional aspects related to the sexual dimension. Recent studies, such as those by Pereira et al. (2023), reinforce that the combination of these theories offers a holistic perspective for bulk giftedness.

Theoretical triangulation also highlighted the gaps in the literature, evidencing the need for instruments that integrate these approaches. Studies such as those by Silva and Almeida (2022) and López et al. (2023) have reinforced the importance of interdisciplinary models, which combine different dimensions of giftedness in robust empirical analyses. This theoretical convergence allowed the development of a multidimensional instrument

adapted to the Brazilian educational context, in line with recent advances and the specific demands of the target audience.

RESULTS AND DISCUSSION

MULTIDIMENSIONAL INTEGRATION OF BULK GIFTEDNESS: VALIDITY AND RELIABILITY OF INSTRUMENTS

The results of this research confirmed the validity and reliability of the multidimensional instrument developed to assess bulk giftedness, integrating the academic, creative-productive, metaphysical-spiritual, sexual and integrative dimensions. The exploratory and confirmatory factor analysis revealed high adjustment indices ($CFI > 0.95$, $RMSEA < 0.06$), evidencing the methodological robustness of the model. These findings corroborate the importance of multidimensional approaches, as discussed by Kim et al. (2023) and Salgado et al. (2023), who highlighted the inadequacy of one-dimensional models to capture the complexity of high abilities. In addition, the application of the Item Response Theory allowed the evaluation of the difficulty and discrimination of each item of the instrument, ensuring accuracy in the results, as explored by Embretson and Reise (2018). Studies such as that of Lin and Chen (2022) reinforce that this approach is crucial to validate educational instruments in different contexts.

The inclusion of metaphysical-spiritual and sexual dimensions was one of the most notable differentials of this study, addressing critical gaps in the literature. While the metaphysical-spiritual dimension revealed deep connections with the concepts of transcendence and life purpose, as argued by Cloninger (1994) and Zhang et al. (2023), the sexual dimension highlighted advanced interpersonal skills, aligning with Goleman's (1995) work on emotional intelligence. These results broaden the scope of giftedness, aligning with the growing demand for inclusive and culturally adapted instruments, as suggested by Yoon et al. (2023).

IMPACT OF THE CREATIVE-, PRODUCTIVE AND ACADEMIC DIMENSIONS ON INCLUSIVE EDUCATION

The creative-productive and academic dimensions demonstrated a significant impact on the inclusive educational context. The analysis revealed that individuals with high ideational fluency and originality performed better in tasks that require critical thinking and problem-solving, corroborating the findings of Runco and Acar (2019). These results

emphasize the relevance of pedagogical strategies that foster creativity, as advocated by Sternberg (2022) and Chan et al. (2021). In addition, the academic dimension, assessed through performance indicators in mathematics and language, highlighted the importance of early interventions to maximize cognitive potential, as discussed by Gagné (2019) and Sousa et al. (2022).

The results also indicated that the integration of educational technologies, such as AI-based learning platforms, can enhance the impact of creative-productive and academic skills, promoting inclusion and equity. Studies such as those by Wang et al. (2023) and Silva and Oliveira (2022) reinforce that these technologies offer personalized solutions that meet the individual needs of gifted students. This approach is in line with adaptive learning theories, which emphasize personalization as a strategy for maximizing human potential.

CONNECTIONS BETWEEN SOCIO-EMOTIONAL AND METAPHYSICAL-SPIRITUAL DIMENSIONS

The connections between socio-emotional and metaphysical-spiritual dimensions emerged as one of the most innovative aspects of this research. Individuals with high emotional intelligence demonstrated a greater capacity to reflect on purpose and meaning, highlighting the interdependence between these dimensions, as suggested by Bar-On (1997) and Cloninger (1994). These results were corroborated by recent studies, such as those by López et al. (2022) and Park and Lee (2023), which point out that advanced socio-emotional skills are essential to face complex challenges in educational and social contexts.

The findings also indicated that the integration of these dimensions can promote well-being and self-realization, in line with Maslow's (1968) humanistic perspective. In addition, the inclusion of cultural aspects in the analysis revealed that sociocultural contexts significantly influence the manifestation of these skills, as discussed by Pereira et al. (2022) and Zhang and Liu (2023). These results reinforce the need for integrative approaches that consider the plurality of human experiences.

SUCCESS STORIES: PRACTICAL EXAMPLES OF APPLICATION OF BULK GIFTEDNESS

The success cases analyzed illustrate the practical application of the concept of bulk giftedness in educational and professional contexts. One of the most prominent examples

was the implementation of a curriculum enrichment program in a basic education school in Brazil, which used the instrument developed in this research to identify and support gifted students. This case demonstrated significant improvements in students' academic and socio-emotional performance, in line with the findings of Silva et al. (2022) and Almeida and Costa (2023).

Another relevant case was the application of the model in a business organization, where individuals with high creative-productive capacity were allocated to innovation projects. This example highlighted the positive impact of giftedness in the corporate environment, corroborating studies such as those by Zhao et al. (2022) and Lin et al. (2023). These results highlight the versatility of the model and its applicability in different contexts, promoting inclusion and innovation.

CONCLUSIONS AND FINAL CONSIDERATIONS

CONCLUSIONS

The problem-questions outlined throughout this research were satisfactorily answered through a rigorous process of theoretical and empirical analysis. Each dimension of bulk giftedness was studied in depth, from its conceptual definition to the practical validation of the instruments developed. The study revealed the distinctive characteristics of each dimension and demonstrated the applicability of the model in the educational and corporate context, offering reasoned and complete answers to the questions initially raised.

The hypotheses formulated for this research were confirmed by the empirical results and statistical analyses carried out. The multidimensional instrument showed high reliability and validity rates, corroborating the assumptions that the dimensions of bulk giftedness can be measured in an integrated manner. In addition, the interconnections between the dimensions were evidenced, validating the premise that bulk giftedness is a robust multidimensional construct.

The main findings include the validation of a novel instrument to measure bulk giftedness and the identification of specific patterns in the metaphysical-spiritual, sexual, and creative-productive dimensions. It was possible to observe that these dimensions play complementary roles in the development of gifted individuals, contributing to advances in educational and professional environments. In addition, the research highlighted the importance of cultural factors in the manifestation of these skills, providing valuable insights for adaptations in different contexts.

Among the gaps found, the need to expand the application of the instrument in more diverse and long-term populations stands out. Although initial results are promising, the absence of longitudinal studies limits the full understanding of the impact of bulk giftedness over time. In addition, issues such as the influence of cultural and regional variables still require further study to ensure the universality of the model.

The theoretical, methodological and empirical contributions of this research are significant. On the theoretical level, the study broadens the understanding of high abilities by proposing an integrative and multidimensional model. Methodologically, it introduces robust psychometric tools adapted to the Brazilian context. Empirically, the data collected and analyzed offer concrete evidence that supports the relevance and applicability of the concept of bulk giftedness, promoting significant advances in the area.

The added value of this research is broad and diverse. For the theme, she redefines the paradigms of giftedness, proposing more inclusive and comprehensive approaches. For the area, it introduces an innovative model that can be replicated and adapted in different contexts. For science, it offers a solid basis for future research, contributing to the advancement of knowledge. In graduate studies, research positions itself as a reference for interdisciplinary studies, while, in society, it promotes inclusion and recognition of talents in non-traditional spheres.

FINAL CONSIDERATIONS

Among the theoretical limitations, the dependence on preexisting models stands out, which may restrict the complete originality of the proposed model. Methodologically, the research faced challenges related to the representativeness of the sample and the adaptation of international instruments to the Brazilian context. Empirically, the data collected were limited to specific scenarios, which suggests the need for greater sample diversity to validate the results in other contexts.

Future research should focus on longitudinal studies that explore the impact of bulk giftedness throughout the life cycle of individuals. In addition, investigations that refine the methodologies employed, including the cultural adaptation of instruments for diverse populations, are recommended. Studies that integrate qualitative and quantitative approaches can also offer deeper insights into the manifestations of bulk giftedness in different educational, cultural, and professional contexts.

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