

**COURSE DATA****Data Subject**

Code	46945
Name	Intervención en altas capacidades
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. Period year
2276 - Master's Degree in Special Education	Faculty of Philosophy and Educational Sciences	1 Annual

Subject-matter

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	7 - Atención a las Necesidades Individuales	Optional

Coordination

Name	Department
ALFONSO BENLLIURE, VICENTE	305 - Developmental and Educational Psychology

SUMMARY

The Spanish education system considers, among its basic requirements, attention to diversity, a concept that recognizes the different ways of thinking, feeling and acting, regardless of whether there are cognitive, affective and behavioral patterns with certain similarities. Within this diversity, students with high abilities have been and continue to be largely overlooked, losing much of their personal potential or even increasing the statistics of school failure. In this subject, the necessary knowledge will be imparted to carry out as an education professional adequate attention to the specific needs of educational support derived from the high capacity. The fundamental characteristics of this large and heterogeneous group will be reviewed, their evolutionary patterns, the most frequent problems and disjunctives, and the theoretical models and procedures for the identification of this type of student will be reviewed.

The main educational needs of these students will be reviewed, establishing for each of them the different educational response alternatives.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

There are no prerequisites

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

COMP01 – To apply the acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education

COMP02 – To be able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge or judgments.

COMP03 – To be able to communicate your conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way
COMPT06-CT- To show critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

COMP09-CT – To know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

COMP10-CT – To suggest creative and innovative solutions to complex situations or problems, typical of the field of special education, to respond to various professional and social needs.

COMP11-CT – To know and understand, from the field of special education itself, inequalities due to sex and gender in society; integrate different needs and preferences based on sex and gender in the design of solutions and problem solving. To know and understand, from the field of special education, inequalities due to sex and gender in society; integrate different needs and preferences based on sex and gender in the design of solutions and problem solving.

CON4- To know and understand research, evaluation and intervention procedures in the school environment in boys and girls with specific educational support needs.

CON7 – To know the manifestations of the different types of difficulties in self-regulation and learning in the social, personal and academic spheres.

CON10 – To know the ethical principles of professional action in the field of specific educational support needs



Hab03 – To design, apply and evaluate inclusive educational strategies.

HAB08 – To search, manage and analyze scientific-professional information, technical, research and/or evaluation reports on educational actions, processes and results.

HAB09 – To know how to prevent the appearance and/or intensification of specific educational support needs.

HAB10- To know how to collaborate in the academic and social spheres with families, professionals and institutions.

HAB12 – To Analyze and plan responses around the evaluation and/or intervention in relation to professional practice in therapeutic pedagogy.

DESCRIPTION OF CONTENTS

1. Nombre de la U.T. (English): INTRODUCTION TO GIFTED STUDENTS

Descripción de contenidos (Valencià):

In this unit, the main theoretical models on the concept of High capacity are reviewed, as well as closely related topics such as Intelligence, Creativity, Motivation. There will be a historical review and a description of the most current perspectives.

2. IDENTIFICATION OF GIFTED STUDENTS AND THEVPSYCHOPEDAGOGICAL REPORT

This unit describes the different procedures available for the identification of children with high abilities, both objective and subjective, differentiating between identification and psycho- pedagogical evaluation and placing special emphasis on the complementary nature of the procedures and sources of information used both in the family and school context.

3. TRIADIC ENRICHMENT MODEL: CONTENTS, PROCESSES AND PRODUCTS.

This thematic unit describes the main intervention strategy with students with high abilities: Enrichment. It means being able to complement your needs for acquiring more knowledge, but also cognitive processes linked to learning and creativity and also the need for these processes to culminate in real projects and ideas.

4. AFFECTIVE NEEDS OF CHILDREN WITH AA.CC: EMOTIONAL MANAGEMENT, SELF-CONTROL, EMPATHY AND HH.SS (ENRICHMENT OF AFFECTIVE-PERSONAL PROCESSES)

In this unit, the specific support needs that children have derived from their high abilities are reviewed and on which the psychoeducational intervention will focus.

**5. OTHER INTERVENTION STRATEGIES IN AA.CC: GROUPING AND FLEXIBILIZATION.**

This unit reviews the main intervention alternatives that the Spanish educational system contemplates to provide an effective response to the specific needs of children with High Abilities, placing special emphasis on the most current and effective programs.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	30,00	100
Attendance at events and external activities	2,00	0
Development of group work	8,00	0
Development of individual work	8,00	0
Study and independent work	8,00	0
Readings supplementary material	7,00	0
Preparation of evaluation activities	7,00	0
Preparing lectures	4,00	0
Preparation of practical classes and problem	4,00	0
Resolution of case studies	5,00	0
Resolution of online questionnaires	1,00	0
TOTAL	84,00	

TEACHING METHODOLOGY

The teaching methodology used to teach this subject will combine the following strategies:

- Expositions and explanations by the teacher in the form of dynamic classes in the interaction between the teacher and the student, allows knowing the implicit theories of the students, activating their expectations of the student and connecting the contents to previous knowledge.
- Seminars and practical activities supervised by the teacher (case resolution, classroom practices, computer applications, presentation of work, practices outside the classroom).
- Teamwork activities, individual study and work, personal tutoring and evaluation.



EVALUATION

Individual and team work carried out by the students will be evaluated, both in terms of the acquisition of general competencies of the Master and specific of the subject. To this end, the evaluation will be structured into three components:

Written tests with different formats: short answer, objective tests, essay and case resolution. (40% of the final grade)

Classroom activities: comments on scientific texts and/or cases, exercises, reports, curricular adaptations, etc. (30% of the final grade)

Research work: A research work will be carried out on the capacity of an educational center to identify and respond to the educational needs of students with high ability (30% of the final grade).

REFERENCES

Basic

- Albes, C. y cols., (2013) Orientaciones educativas. Alumnado con Altas Capacidades Intelectuales. S.C.P. del Gobierno Vasco.
- Arocas, E., Martínez, P., Martínez, M.D. y Regadera, A. (2002). Orientaciones para la evaluación psicopedagógica del alumnado con altas capacidades. Valencia: Ediciones de la Generalitat Valenciana.
- Acevedo Noriega, G., Amador Galeas, J. M., Antonaya Rojas, C., Bote Navia, J., García Tolosa, M., González Ramajo, R., ... & Sanguino Físico, M. (2020). Guía práctica para implementar medidas de atención a la diversidad en el aula ordinaria: estrategias y recursos para la inclusión educativa.
- Arroyo, S. (2018). Emociones: La cara oculta de las altas capacidades. Editorial Horsori, España.
- Sanz Chacón, C., Guaita, C. and Gómez-Acebo, P. (2023). Destacar o callar: niñas y mujeres con altas capacidades. Plataforma Editorial.
- Renzulli, J. S., & Reis, S. M. (2016). Enriqueciendo el currículo para todo el alumnado. Ápeiron.

Additional

- http://www.edu.gva.es/eva/docs/programas_exp/evaluacion_alumnado.pdf
- <http://www.elmundodelsuperdotado.com/Superdotacion.htm>
- http://www.gifteddevelopment.com/LS_Column/lscolmn.htm