

**COURSE DATA****DATA SUBJECT**

**Code:** 46945  
**Name:** Intervention in Giftedness  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

**SUBJECT-MATTER**

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

**COORDINATION**

ALFONSO BENLLIURE VICENTE

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**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 / LEARNING OUTCOMES

### 2276 - Master's Degree in Special Education

Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education.

Be able to apply current regulations regarding attention to specific educational support needs and in the social context in different situations.

Be able to integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

Design, implement and evaluate inclusive education strategies.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Know and understand the procedures for research, assessment and intervention in the school environment for children with specific educational support needs.

Know how to collaborate in academic and social environments with families, professionals and institutions.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the aetiology and the physical, cognitive and emotional characteristics of different syndromes with specific educational support needs.

Know the anatomophysiological fundamentals related to visual and auditory capabilities and understand the heterogeneity of the different degrees of sensory, visual and hearing impairment as well as their psychoeducational and social implications.

Know the current international, national and regional regulations regarding attention to specific educational support needs and in the social and/or employment context.

Know the different procedures for identifying gifted and talented students, their evolution and comorbidities, as well as the different strategies for designing the most appropriate educational response.



## **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 THE PSYCHOPEDAGOGICAL 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**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	30,00
<b>Total hours</b>	<b>30,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	2,00
Individual or group project	16,00
Independent study and work	15,00
Preparation of lessons	8,00
Preparation for assessment activities	8,00
Resolution of case studies	5,00
<b>Total hours</b>	<b>54,00</b>

**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).

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

- 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.
- [http://www.edu.gva.es/eva/docs/programas\\_exp/evaluacion\\_alumnado.pdf](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](http://www.gifteddevelopment.com/LS_Column/lscolmn.htm)