

GIFTEDNESS

« The Giftedness and High Capabilities from the non-reductionist and scientific perspective constitutes a process of ontogenetic transformation, ² of origin and biogenetic foundation and neurobiological substrate. Its nature and configuration is neuropsychological, neurobiological and epigenetic; therefore, it is a process whose identification requires a biopsychosocial diagnosis. Its main interest lies in knowing and developing, in each person, the qualitative intellectual differences, its cognitive and metacognitive differential functioning², which determines the different educational process that it needs in the mandatory Inclusive or personalized Education.

These people have differential functioning in task solving, executive functioning and learning. ² They think, understand, and know in a different quantitative way, but, above all, qualitatively with respect to typical learners. ² They have a different brain, process information differently, store information differently, and most importantly, retrieve information differently ⁶⁹.

Giftedness is a cognitive, emotional and motivational phenomenon, stable and global multidimensional of the human person¹ characterized and defined by a basic fact: differences in the high intellectual ability of a subject, not only at a quantitative level, but mainly in the way it works² imply a very important qualitative difference⁵.

It is not a matter of a one-dimensional attribute but implies the conjunction of different factors qualitatively equal³, and for this reason it has to be conceptualized as a complex profile more than as a psychometric index only. A profile in which each and every intellectual resource presents a high level, joined with rich and complex structures and functional arrangements of the cognitive⁴ abilities in a combined action and connectivity⁵.

Giftedness is a construct formed by a wide core of variables which work together (coalescence) and give exceptionality as a result³. These relevant variables are: general concept of self, the general situation inside the group, school self-concept, learning style and motivation³⁵. Giftedness is the maximum expression of the human intelligence, and it is characterized by a symptomatic constellation. It is essentially the result of interaction between human variability and environmental circumstances which favor the precocious appearance of abilities in the neurological maturation process. This neurological maturation process takes place during a time in life in which learning -suitably stimulated, is especially sensitive (imprinting), depending on neuroglia circuits previously established (genetic) and others relatively certain and learning capable - (epigenetic). This maturation process is completed by the development of neuroglia circuits under a heterochronic genesis system. ⁶ Different abilities are combined⁷.

Giftedness is in the confluence of cognition (intelligence and imagination) with emotional factors (affection, sensitivity, empathy and endeavor: interest and motivation) ⁸ and in order to achieve productivity levels its interaction is required⁹. Giftedness is not performance, it is potential¹⁸ that has to be understood as ability and potential to reach higher performance if ways are provided oriented to a proper development²¹. Giftedness and High Abilities New Paradigm implies the knowledge of the permanent interaction between the emotional processes and the cognitive system, the diagnostic guidelines specific to these people, which are quite different from the general guidelines, currently the DSM¹⁰, as well as their different development and differences in the brain's morphologic configuration³⁶. The Giftedness and High Abilities New Paradigm considers relevant the fact that gifted persons constitute the major human capital that a society has if their gifts and talents are properly educated³⁷»