

## HIGH INTELLECTUAL ABILITIES

**« The High Intellectual Capacity from the non-reductionist and scientific perspective constitutes a process of ontogenetic transformation, <sup>2</sup> 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 functioning, 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. <sup>2</sup> They think, understand, and know in a different quantitative way, but, above all, qualitatively with respect to typical learners. <sup>2</sup> They have a different brain, process information differently, store information differently, and most importantly, retrieve information differently <sup>69</sup>.**

*High intellectual abilities are understood as the set of cognitive and emotional phenomena previously defined<sup>1</sup>. They require high initial intellectual potential<sup>68</sup> multidimensionality configured in different skills that should crystallize during the development towards excellence as a manifestation in adult life, and which distinguishes cognitive functioning of people with average intellectual capacity. The duties resulting from the process of development, from a neurobiological substrate, psychosocial variables incidents and education, that affect their more or less stable and optimal manifestation and not guaranteed by neurobiological configuration <sup>2</sup>.*

*The high capacities are manifested in a multidimensional intellectual giftedness or talent profiles configured for various components, with a differential operation in solving tasks, executive functioning and learning. This means that these people think, understand, and know differently quantitative, but above all qualitatively compared to typical learners <sup>2</sup> All of them need an educational attention different from that commonly offered at schools<sup>29</sup> that is: educational school attention: (Curricular Adaptation) and educational out-of-school attention*

*Both actions must be developed in a coordinated way.<sup>22</sup> The analysis of the cognitive factors of the High Abilities belongs to the educational area and at the same time to the Health Science domain, whereas the analysis and diagnosis of the emotional factors of the High Abilities and its permanent interaction in the cognitive system, as well as the indispensable Asynchronous Character Syndrome differential diagnosis belongs exclusively to the clinical area. Thus the diagnosis of the high abilities requires a multi-professional team of specialists with wide experience in which qualified health professionals will have to take part and not only educational professionals.<sup>10,50</sup> As for the Psychologists, in the light of the health laws, only those that possess the Specialist's Degree in Clinical Psychology are considered to be professionals with health qualifications. <sup>51</sup>*

*The top abilities are given in children and teenagers from all the cultural groups, in all the social strata and in all the fields of the human activity <sup>11</sup>. Very few persons can be considered to be fully representative of a cognitive and emotional concrete phenomenon. The majority are situated in the confluence of several ones<sup>1</sup> ».*

### GIFTED CHILDREN CHARACTERISTICS<sup>66</sup>

1. Asynchronous neuropsychological maturity process (inharmonic) 2. precocious acquisition of language and reasoning skills. 3. Conversational level and interests similar to those of older children. 4. Insatiable curiosity and keen questions. 5. Fast and intuitive comprehension of concepts. 6. Impressive long-term memory. 7. Aptitude to have in mind unimaginable problems. 8. Aptitude to relate concepts. 9. Interest in the companions and in the social relations. 10. Advanced sense of the humor for their age. 11. Brave exposition of new ways of thinking. 12. Pleasure in the solution and approach of problems. 13. Aptitude to be independent in diverse activities. 14. Talent for a specific area: music, drawing, reading, etc. 15. Sensibility and perfectionism. 16. Intensity to feel emotions ».