

## Gifted pupils' learning styles

« Gifted children are not only faster than normal children but they are different: they think and feel differently from the rest<sup>14</sup>, they see problems otherwise, learn otherwise<sup>26</sup>, they use different ways for solving problems and have different learning styles<sup>27</sup>. In the same way as water changes its properties when reaching certain temperatures, human intelligence changes its properties when it reaches a critical level<sup>28</sup>, because a high IQ is not simply more of the basic mental skills that everybody has, on the contrary, it is a difference in processes and approaches<sup>26</sup>.

Gifted (and talented) children need different educational programs special services which are not provided by normal school programs in order that they may fulfill their contribution to themselves and to society, thus enabling their high capacity to produce results.

They need a wide variety of educational opportunities and services that are not ordinarily foreseen in the standard educational programs<sup>9</sup>, which are specified in a Curricular Adaptation that has nothing to do with an individualized or segregated education<sup>39</sup>, and in all cases is based on their specific learning styles, orientated to the permanent interaction of the emotional processes in the cognitive system<sup>19</sup>.

The gifted pupils need of different programs and specific learning styles will not be such when an educational system reaches the "Fourth Phase": Quality of education for everybody in the conditions indicated in the UN Human Rights Commission 2003report<sup>32</sup>.

The gifted children's' specific Learning Styles are indispensable for these pupils, and at the same time they turn out to be very beneficial for all of the rest<sup>33</sup>. They constitute the essence of the Curricular Adaptation, indexed in the group curriculum<sup>5</sup>. All the students take part in the Curricular Adaptation development and application, each student from a different perspective according to their capacities and talents and specific values, thus creating a permanent interaction of each one with the others, which promotes integration and performance of every student<sup>19</sup>. The educational intervention (The precise Curricular Adaptation, that in certain cases can include acceleration) is indicated by means of Clinical Diagnosis<sup>1</sup>. The execution of the design, development and evaluation of the Curricular Adaptation is an the exclusive responsibility of teachers and school directors<sup>22</sup>.

When the gifted children do not receive the different school programs, the essential Curricular Adaptation, a situation of risk is created for their psychic health that must be reported immediately<sup>31</sup>. This situation also provokes Asynchronous Character Syndrome, Diffusion of Identity Syndrome, so that, as a rule, the causality principle is established with the cognitive distortions that constitute the cause and the maintenance of the psychic disease, including the disorders of personality. Such that we are able to affirm, as a general rule, that this situation prevents, in any case, the exercise of the right to receive an education aimed at the full and free development of the personality<sup>10</sup>».

( The international Paper "The Gifted Pupils Learning Styles " is found in the Top Council Experts in High Abilities web: <http://altascapacidadescse.org/> )