

# Postgraduate Diploma

## Educational Needs Identification of Students with High Abilities



## Postgraduate Diploma Educational Needs Identification of Students with High Abilities

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-educational-needs-identification-students-high-abilities](http://www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-educational-needs-identification-students-high-abilities)

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# 01

# Introduction

High Abilities are a complex and multidimensional reality with an incidence of 4-5% in the school population. According to data from the Ministry of Education, there are more than three hundred thousand students in the spectrum of High Abilities and detection barely reaches 2%. Most of these students perform below their potential and the rate of both educational and personal failure is very significant. There is ample professional and teacher demand for preparation to acquire the necessary competencies that will enable the teacher to provide a complete integral educational response.





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*This Postgraduate Diploma program in Educational Needs Identification of Students with High Abilities will generate a sense of security in the performance of the profession, which will help you grow personally and professionally”*

The perspective from the emerging educational paradigm must be inclusive and based on a biopsychosocial model, that contemplates attention to diversity from a comprehensive approach aimed at the entire educational community. Teachers, at all educational stages, and related professionals in both the educational and socio-health fields need to know the characteristics of these students, know how to identify their needs and have the knowledge and tools to intervene at a personal, socio-familial and, above all, educational level.

These studies can facilitate job access in this field due to the lack of this type of education and the high demand, because it offers a comprehensive view of High Abilities as well as successful intervention models. Providing tools, experiences and advances in this field, which have also been guaranteed by the program's faculty, since all of them work in this field. In this way, the student will learn based on professional experience as well as evidence-based pedagogy, which makes the student's preparation more effective and accurate. Taking into account that within the different university educational programs, there is a lack of specific preparation in High Abilities, it is necessary to offer students the possibility of expanding their knowledge and teaching skills from a professional perspective necessary to adequately face their future in this field.

In addition, it should be stood out that, although there are specializations on the subject, there is no program that offers such an applied and adjusted approach to the different educational stages and that focuses on the teacher's competence and on offering feedback and collaborative work paths that facilitate learning and practice, with open and flexible approaches that allow the students to experiment by adapting to their context. All this with the possibility of taking the program from your home, at your own pace and without costly travel.

This **Postgraduate Diploma in Educational Needs Identification of Students with High Abilities** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Development of case studies presented by experts in Educational Needs Identification of Students with High Abilities
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ News on the Educational Needs Identification of Students with High Abilities
- ♦ Contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies for students with High Abilities
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Update your knowledge through the Postgraduate Diploma program in Educational Needs Identification of Students with High Abilities"*

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*This Postgraduate Diploma may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Educational Needs Identification of Students with High Abilities, you will obtain a Postgraduate Diploma from TECH Technological University”*

It includes, in its teaching staff, professionals belonging to the field of Teaching and Pedagogy, who will enable in this program the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, it will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

This program is designed around Problem-Based Learning, whereby the educators must try to solve the different professional practice situations that arise during the academic program. For this purpose, the educator will be assisted by an innovative interactive video system developed by recognized experts in the field of High Abilities and with great teaching experience.

*Increase your confidence in decision-making by updating your knowledge through this program.*

*Take the opportunity to learn about the latest advances in Educational Needs Identification of Students with High Abilities and improve the preparation of your students.*



# 02

# Objectives

The Postgraduate Diploma in Educational Needs Identification of Students with High Abilities is oriented to facilitate the performance of the professional dedicated to working with students with High Abilities.







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*This Postgraduate Diploma will allow you to update your knowledge in Educational Needs Identification of Students with High Abilities, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of your students”*



## General Objectives

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- ♦ Learn to recognize and initiate the detection of children who present characteristics compatible with the High Abilities spectrum
- ♦ Introduce the student to the main characteristics of High Abilities as well as the pedagogical, scientific and legal framework in which this reality is framed
- ♦ Present to the student the main assessment tools as well as the criteria to complete the identification process of the specific educational needs derived from High Abilities
- ♦ Enable students in the use of techniques and strategies for educational intervention, as well as for response orientation in different extracurricular areas
- ♦ Develop in the student the capacity to elaborate specific adaptations, as well as to collaborate or promote integral programs within the educational project and the Diversity Attention Plan of a center so that the student is able to value the multidimensionality of High Abilities and the need for multiprofessional interventions with flexible and adaptive methodologies from an inclusive vision
- ♦ Consolidate innovation and the application of new technologies as a central and useful element in the educational process
- ♦ Awaken in students the necessary sensitivity and initiative to become the driving force behind the necessary paradigmatic change that will make an inclusive educational system possible



*Take the step to get up-to-date on the latest developments in Educational Needs Identification for Students with High Abilities”*





## Specific Objectives

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- ♦ Know the characteristics of the current emerging educational paradigm within our pedagogical and scientific framework
- ♦ Differentiate the roles played by the different educational agents in the new paradigm
- ♦ Refresh the theoretical bases of the learning process in individuals
- ♦ Value the advantages of attention to diversity as opposed to obsolete educational models that no longer serve us
- ♦ Explore the possible paths towards the achievement of quality education
- ♦ Know the place of high-capacity individuals in this new scenario of change
- ♦ Learn the scientific foundations for high-capacity individuals and the differential cognitive functioning of these students
- ♦ Interpret the different models and theories that define high-capacity individuals from different points of view
- ♦ Delve deeper into the examination of giftedness carried out in our closest environment
- ♦ Share the educational challenges of the present and the objectives of a school in the 21st century
- ♦ Understand Inclusive education and attention to diversity as a fundamental right of all students
- ♦ Analyze the pedagogical and legal framework passing through the different institutional levels that mark the right to and the bases of education
- ♦ Differentiate between Special Educational Needs and Specific Educational Needs
- ♦ Understand the criteria of maximum normality behind Inclusive Education
- ♦ Know how attention to diversity is vertically structured throughout the educational stages
- ♦ Understand the structure of the educational system and how educational projects and plans are developed
- ♦ Understand the bases of the organization of the curriculum at the center and classroom level
- ♦ Know the different possibilities of classroom organization within the framework of personalized, adaptive or inclusive attention
- ♦ Understand the functioning and expertise of educational guidance teams and their role in attention to diversity and high capacities
- ♦ Analyze the historical background of High Abilities individuals both in Europe and around the world
- ♦ Compare the evolution of the concept of high capacities in the international framework and in our country
- ♦ Identify this evolution in the different autonomous communities of our country
- ♦ Describe the evolution of the concept of intelligence through different models and theories
- ♦ Critically analyze the definitions of intelligence that have emerged throughout history
- ♦ Justify the current definitions of human intelligence
- ♦ Know the current definitions of High Abilities
- ♦ Review the educational changes and the direction taken by education in our legislative framework
- ♦ Critically analyze the actions of the different educational administrations regarding High Abilities individuals
- ♦ Know the differential cortical development of High Abilities both at a structural and functional level
- ♦ Analyze the differential diagnosis model as a basis for any type of intervention

03

# Course Management

The program includes in its teaching staff reference experts in the Educational Needs Identification of Students with High Abilities who will enable the experience of their work in this program. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.

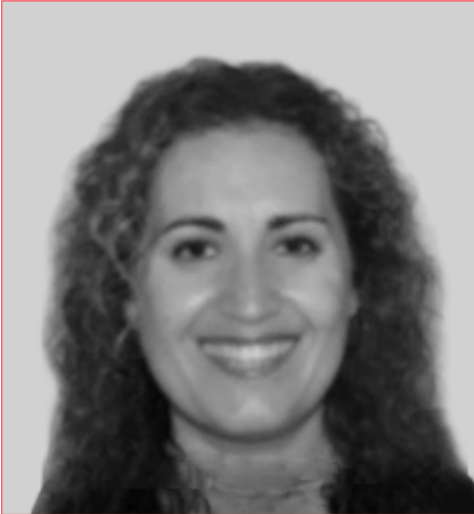




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*Learn from reference professionals, the latest advances in procedures in the field of high-capacity individuals”*

## Management



### Dr. Medina Cañada, Carmen Gloria

- ♦ Degree in Psychology, and postgraduate courses in Clinical Psychology from the University of La Laguna
- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)

## Professors

### Mr. Hernández Calvín, Francisco Javier

- ♦ Diploma in Primary Education from ULPGC
- ♦ Degree in Psychopedagogy from ULPGC
- ♦ Professional speaker in evaluations and interventions at the Valencian Community International Institute of High Capacities Judicial Expert
- ♦ Current manager and professional in the Neurosincronía project in Alicante

### Mr. Gris, Alejandro

- ♦ Computer Engineer by career, director and co-author of the Master in Digital Teaching and Learning (Tech Technological University), and Marketing Consultant by profession. Lecturer and enthusiast of education and income generation on the Internet. Founder of Club de Talentos ([clubdetalentos.com](http://clubdetalentos.com))

### Ms. Herrera Franquis, María del Carmen

- ♦ Degree in Psychology
- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- ♦ Director of the Canary Islands Psychological Center CePsiCan
- ♦ Forensic Psychologist, External Collaborator for the Canary Islands Government Administration of Justice. Family and school mediator
- ♦ Postgraduate program in Neuropsychology and Master in Legal Psychology
- ♦ Forensics Examiner Specialist Psychotherapist, European Certification in Psychology

**Dr. Hernández Felipe, Eduardo**

- ♦ Graduate in Psychology from the University of La Laguna, Master in Family Intervention from the University of Las Palmas de Gran Canaria and Master in General Health Psychology from the International University of Valencia.
- ♦ Volunteer psychologist at the women's and children's shelter The Catholic Worker Farm
- ♦ Psychologist in charge of an immediate care center (ICC) for minors under the child protection system

**Ms. Jiménez Romero, Maria Yolanda**

- ♦ Educational psychologist
- ♦ Primary School Teacher with a specialization in English
- ♦ Educational psychologist
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence
- ♦ Neurolinguistic Programming Practitioner

**Ms. Peguero Álvarez, María Isabel**

- ♦ Degree in General Medicine and Surgery from the University of Extremadura, professional area: Diversity
- ♦ Specialist in Family and Community Medicine. Position as Primary Care Physician
- ♦ Interim in Pediatrics in Primary Care for 8 years. Primary Care Team Coordinator

**Ms. Pérez Santana, Lirian Ivana**

- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ International Master's Degree in Forensic Psychology from the Spanish Association of Behavioral Psychology
- ♦ Career Civil Servant
- ♦ Guidance Counselor at IES Vega de San Mateo
- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Institute of High Capacities)
- ♦ Guidance Counselor at CPEIPS NtraA. Ms. de las Nieves, part-time

**Ms. Rodríguez Ventura, María Isabel**

- ♦ Bachelor's Degree in Pedagogy, University of La Laguna 1998- 2003. Master's Degree in Intervention in Learning Difficulties , from ISEP the Academic Year 2005-2007
- ♦ Director, coordinator and therapist of Gabinete Pedagógico Lanzarote S.L.Coordinator, therapist and referent pedagogue in Asociación Creciendo Yaiza
- ♦ Member of the Lanzarote delegation of the Canarian Institute of High Abilities. Speaker and author at talks for the "prevention of bullying" , in different high schools on the island of Lanzarote , organized by the Cabildo de Lanzarote

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the relevance of the current relevance of innovative education, and committed to quality teaching through new educational technologies.







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*This online Postgraduate Diploma in Educational Needs Identification of Students with High Abilities contains the most complete and up-to-date program on the market”*

## Module 1. Definition and Classification of High Abilities

- 1.1. Definitions of High Abilities
- 1.2. Spectrum of High Abilities
  - 1.2.1. Differential Evolutionary Profiles
  - 1.2.2. Qualitative Cut-off Points
  - 1.2.3. East of the Gaussian Bell
  - 1.2.4. Crystallization of Intelligence
- 1.3. Intellectual Precociousness
  - 1.3.1. Intellectual Precociousness Characteristics
  - 1.3.2. Annotated Real Case Studies
- 1.4. Simple Talent
  - 1.4.1. Simple Talent Characteristics
  - 1.4.2. Verbal Talent
  - 1.4.3. Mathematical Talent
  - 1.4.4. Social Talent
  - 1.4.5. Motor Talent
  - 1.4.6. Musical Talent
  - 1.4.7. Real Case Studies of the Different Talents
- 1.5. Compound Talent
  - 1.5.1. Academic Talent
  - 1.5.2. Artistic Talent
  - 1.5.3. Real Case Studies of Compound Talents
- 1.6. Giftedness: Characteristics of High Abilities Individuals
  - 1.6.1. Differential Diagnosis
- 1.7. Clinical Aspects in High Abilities Individuals: Giftedness and Talent
  - 1.7.1. Gender and Evolutionary Variables
  - 1.7.2. Giftedness Clinic
  - 1.7.3. Double Exceptionality
- 1.8. Implications in Educational Practice



**Module 2. Identification of High Abilities**

- 2.1. Group and Individual Detection: Tools
- 2.2. Psychopedagogical Evaluation Models
  - 2.2.1. Psychopedagogical Evaluation Principles
  - 2.2.2. Measurement Validity and Reliability
- 2.3. Psychometric Assessment Tools
  - 2.3.1. Cognitive Aspects
  - 2.3.2. Performance and Aptitude Tests
  - 2.3.3. Complementary Tests
- 2.4. Qualitative Assessment Tools
  - 2.4.1. Personality Tests
  - 2.4.2. Motivation Tests
  - 2.4.3. Behavior Tests
  - 2.4.4. Self-concept Tests
  - 2.4.5. Adaptation and Socialization Tests
  - 2.4.6. Projective Tests
- 2.5. Multidisciplinary Assessment and Clinical Diagnosis
  - 2.5.1. Educator and Teacher Contributions
  - 2.5.2. Specialist Psycho-pedagogue Contributions
  - 2.5.3. Clinician and Physician Contributions
  - 2.5.4. Asynchronous Neurodevelopment
- 2.6. Comorbidities
  - 2.6.1. Asperger's Syndrome
  - 2.6.2. Double Exceptionality
  - 2.6.3. Attention Deficit Disorder with or without Hyperactivity
  - 2.6.4. Personality Disorders
  - 2.6.5. Eating Disorders
  - 2.6.6. Learning Difficulties
- 2.7. Personal Treatment
- 2.8. Family Orientation and Guidance
- 2.9. Guidelines for Educational Response

**Module 3. Neuropsychology of High Abilities**

- 3.1. Introduction to Neuropsychology
- 3.2. Intellectual Functioning of High Abilities
- 3.3. Metacognition in High Abilities Children
- 3.4. Concepts: Genetics, Environment, Heritability
- 3.5. Crystalization of High Abilities Individuals
- 3.6. Plasticity and Brain Development
  - 3.6.1. Critical Periods
  - 3.6.2. Sensitive Periods
- 3.7. Contributions to Clinical Diagnosis
- 3.8. Cognitive Processing and Learning
  - 3.8.1. Perception
  - 3.8.2. Attention
  - 3.8.3. Operative Memory
  - 3.8.4. Reasoning
  - 3.8.5. Language and Brain
  - 3.8.6. Bilingualism and Brain Development
  - 3.8.7. Literacy
- 3.9. Different Minds, Different Learning Experiences
  - 3.9.1. The Developing Brain
  - 3.9.2. Adolescent Brain
- 3.10. Brain Functioning: Classroom Strategies
  - 3.10.1. Psychomotor Skills
  - 3.10.2. Emotions and Learning
  - 3.10.3. Novelty
  - 3.10.4. Play
  - 3.10.5. Art
  - 3.10.6. Cooperation

#### Module 4. Clinical Aspects and Educational Needs of High Abilities

- 4.1. Clinical Manifestations of High Abilities Individuals
  - 4.1.1. Internal Dyssynchrony
  - 4.1.2. External Dyssynchrony
  - 4.1.3. Negative Pygmalion Effect
  - 4.1.4. Identity Diffusion Syndrome
  - 4.1.5. Overexcitabilities
  - 4.1.6. Cognitive and Creative Functions
- 4.2. Specific Educational Needs and High Abilities Individuals
- 4.3. Cognitive and Creative Functions
- 4.4. Clinical Features and Explanation on the Basis of High Abilities Individuals
  - 4.4.1. Most Frequent Diagnostic Confusions
- 4.5. Self-knowledge Needs
  - 4.5.1. I Know What I Am Like
  - 4.5.2. I Know How I Behave
  - 4.5.3. Homogeneity vs. Heterogeneity
  - 4.5.4. Capacity and Performance
- 4.6. Teaching and Learning Process Needs
  - 4.6.1. Defined Style
  - 4.6.2. Undefined Style
  - 4.6.3. Transmitting Information
  - 4.6.4. Methodological Flexibility
- 4.7. Personality and Emotional Needs
  - 4.7.1. Personality Profiles
  - 4.7.2. External Points
- 4.8. Motivation and Emotional Needs
  - 4.8.1. Affective Problems
  - 4.8.2. Hypomotivation
- 4.9. Interaction Needs
  - 4.9.1. Peer Relationships
  - 4.9.2. Other Group Relationships





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*A unique, key, and decisive educational experience to boost your professional development”*

05

# Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





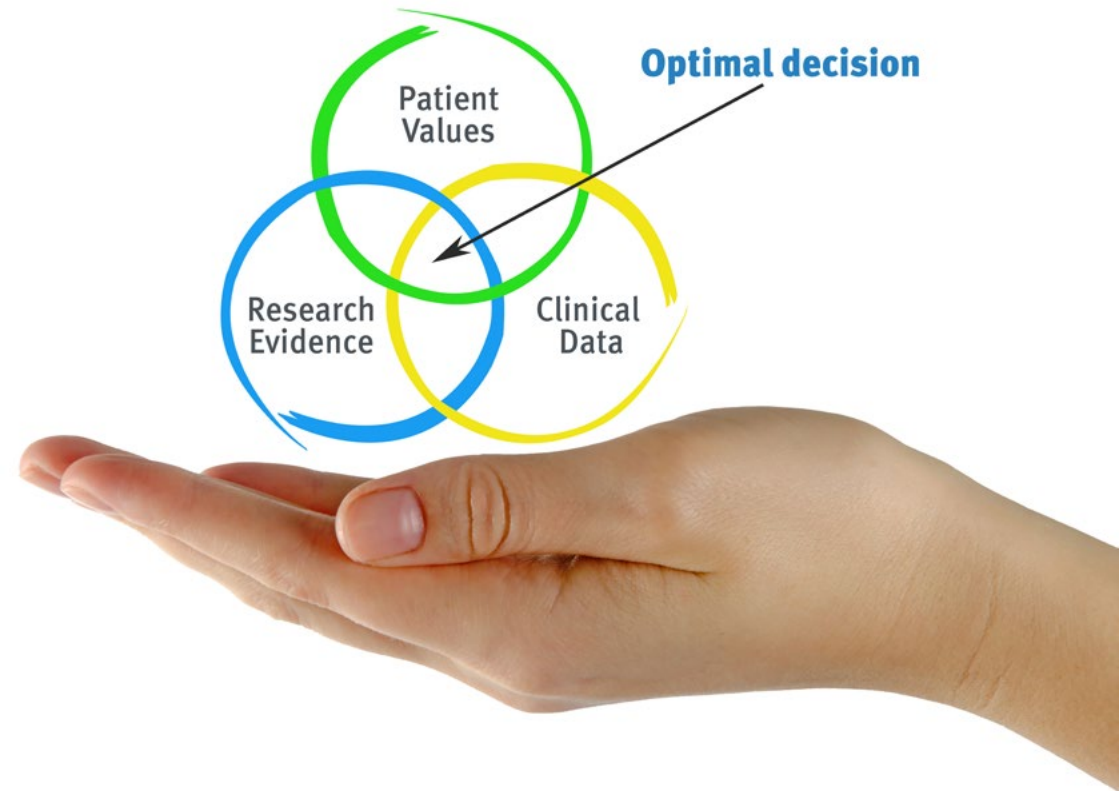
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*



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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

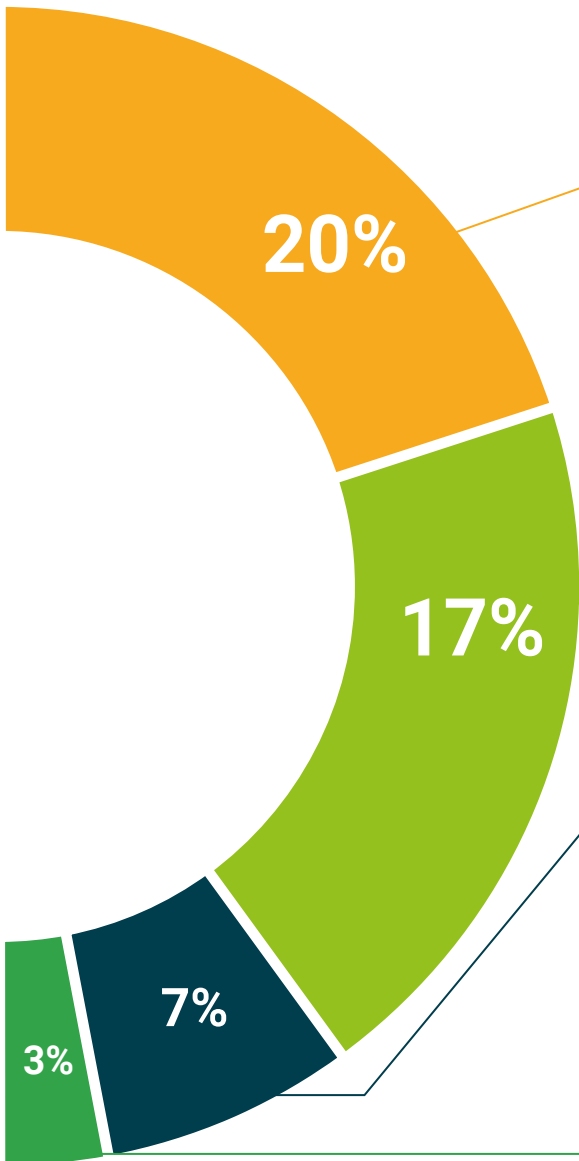
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Diploma in Educational Needs Identification of Students with High Abilities guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This **Postgraduate Diploma in Educational Needs Identification of Students with High Abilities** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery\*.

The Certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Educational Needs Identification of Students with High Abilities**

Official N° of Hours: **600 h.**



\*Apostille Convention. In the event that the student wishes to have their paper Certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



## Postgraduate Diploma Educational Needs Identification of Students with High Abilities

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- » Duration: 6 months
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- » Dedication: 16h/week
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