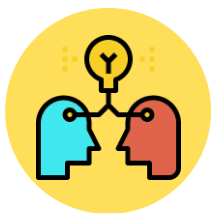


# AN ENRICHMENT PROGRAM FOR STUDENTS WITH HIGH INTELLECTUAL ABILITY: POSITIVE EFFECTS ON SCHOOL ADAPTATION

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## INTRODUCTION



**High capacities,** reflected in the legislation and in a higher percentage of the cases detected.



**Current educational intervention** lacking resources and trained personnel that limits attention to the needs of this student body.



**Educational equity,** an inclusive and multidimensional attention that contemplates diverse trajectories of action.

## OBJECTIVES

Analysis and development of curricular enrichment programs for the improvement of the personal and academic situation of students with high abilities.



## METHODOLOGY

- Experimental group (9 students with ICA from the same centre).
- Control group 1 (27 students without ICA, companions of the EG).
- Control group 2 (9 students with ICA from different centres).

Students from 2nd to 6th grade of Primary Education

School in Albacete (Castilla La Mancha)

Research variables:

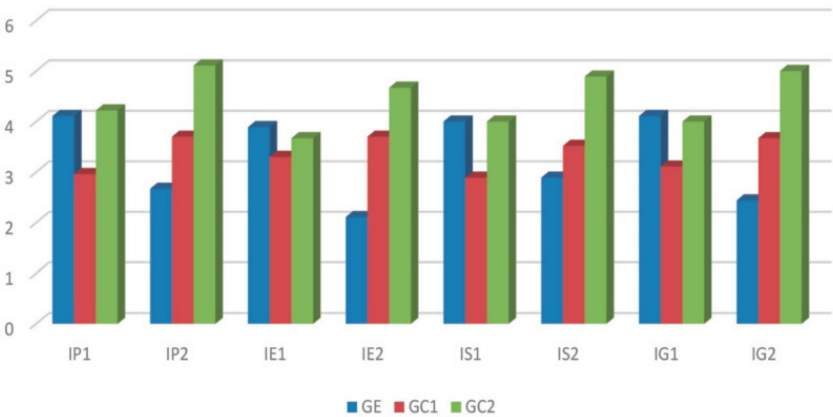
- 1) School level.
- 2) Gender.
- 3) School performance.
- 4) IQ.

Instruments:

- Tutorial log sheet.
- Multifactorial Self-Assessment Test for Childhood Adaptation (TAMAI).
- Horizontal Enrichment Program for Students with High Abilities.

## RESULTS

Figure 2. Means of the three student groups in maladaptation dimensions at both time-points

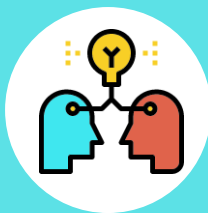


- The students in the experimental group have improved their performance.
- Students in both control groups have also improved their performance in some cases but with more stable values.
- The program has even improved the adaptation of students with ICA on a personal and school level.

## CONCLUSIONS



It is important to develop homogeneous educational processes in the curriculum under equal conditions.



Individualized educational attention with ACI students favors their inclusion in the school context.



The use of technological resources by these students offers them expression, motivation and individualized learning.

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