Necesidades formativas del profesorado andaluz sobre la atención educativa al alumnado con altas capacidades intelectuales

Training needs of the Andalusian teachers on the educational attention to the students with high intellectual capacities

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RESUMEN.
El presente trabajo pretende conocer los conocimientos del profesorado de Educación Infantil, Primaria y Secundaria de diferentes provincias de Andalucía (España) del alumnado con necesidades específicas de apoyo educativo, concretamente, sobre los denominados en la categoría "alumnado con altas capacidades intelectuales", según se establecen en las *Instrucciones de 8 de marzo de 2017 de la Dirección General de Participación y Equidad, por la que se actualiza el Protocolo de Detección, Identificación del Alumnado con Necesidades Específicas de Apoyo Educativo y Organización de la respuesta educativa*, de la Consejería de Educación de la Junta de Andalucía. Para ello se elabora un cuestionario autoaplicado de 20 preguntas, con una escala tipo Likert, al que responde un total de 72 docentes. Los resultados recogidos, aunque sean poco representativos, muestran una evidente necesidad formativa en los ámbitos referidos a la identificación, estrategias didácticas y de intervención con este alumnado, además de desconocimiento sobre recursos y materiales específicos para facilitar su inclusión educativa en las aulas y prevenir el fracaso escolar de los mismos. No obstante muestran actitudes empáticas respecto a este alumnado e interés por mejorar su formación específica para atender a este tipo de diversidad en sus aulas.

PALABRAS CLAVE.
Altas capacidades intelectuales. Inclusión educativa. Atención a la diversidad. Necesidades específicas de apoyo educativo. Formación docente.

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ABSTRACT.
The aim of the present work was to determine the knowledge that teachers of Early Childhood, Primary and Secondary Education of different provinces of Andalusia (Spain) had about students with specific educational support needs, specifically those under the category "students with high intellectual capacities", as established in the *Instructions of March 8th, 2017 of the General Directorate of Participation and Equity, which updates the Protocol of Detection, Identification of Students with Specific Needs of Educational Support and Organization of the educational response*, of the Ministry of Education of the Regional Government of Andalusia. For this purpose, a self-administered questionnaire of 20 questions, with a Likert type scale, was prepared, with a total of 72 teachers. The results obtained, although they are not very representative, show an evident training need in the areas related to the identification of these students and the didactic and intervention strategies to be implemented with them, as well as ignorance about specific resources and materials to facilitate their educational inclusion in the classroom and to prevent their academic failure. However, they do show empathetic attitudes toward these students and an interest to improve their own specific training to attend to this type of diversity in their classrooms.

KEY WORDS.
High intellectual capacities. Educational inclusion. Attention to Diversity. Specific educational support needs. Teacher training.

1. Introduction.

Diversity is one of the most peculiar characteristics of human beings, which allows individuals to have a unique identity that differentiates them from the rest of the people (Fermín, 2007). An example of diversity can be found in educational centres, specifically in their classrooms, which are constituted by groups of students who are very different from each other. Thus, it can be stated that students do not respond to a homogenizing profile; on the contrary, they have a set of characteristics and needs specific to their individualities (Cabrera, 2011).

Among the different student profiles, there is one that presents high intellectual capacities. This student has specific characteristics and needs at the personal, social, emotional and intellectual levels, which require an educational attention that guarantees their maximum integral development, since, otherwise, they could have difficulties in different areas and, subsequently, find their capacities reduced (Domínguez and Pino, 2009).

How can we identify students with high intellectual capacities? The characteristics that have defined these students have focused traditionally on high scores, far above the average, in intelligence tests, special abilities for some artistic activities, high capacity to solve daily problems in a creative manner, outstanding academic performance, high reasoning capacity (above their age) and wide language development, among others. These traits led to believe that this type of students had enough resources of their own to overcome both academic

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and social difficulties; however, the different authors that have delved into this topic consider as fundamental other factors that do not depend exclusively on the intelligence of these individuals, but on their environment (Marland, 1972; Renzulli, Smith et al., 1976; Renzulli and Smith, 1977; Renzulli, 1997; Renzulli and Gaesser, 2015; Freeman, 1988; Peña del Agua, 2001; González, 2010), where the relatives and the educational centres must facilitate the proper development of those capacities. When referring to terms related to high capacities, it can be observed that there is no international consensus gathering a single typology that classifies this type of student; on the contrary, there are numerous authors who have established different categories for those students with high intellectual capacities (Feenstra, 2004; Fernández and Sánchez, 2010; González, 2010; Gómez and Mir, 2011; Peña del Agua, 2001; Torrego, Monge, Pedrajas, and Virseda, 2015), with terms like "giftedness", "talent", "precocious", "prodigies", "geniuses"… etc., which focus more on the attributes and less on the real needs they may have, mainly relationships, difficulty to express their feelings, boredom or rejection of school routines. In this sense, some studies conducted by different authors assert that around 70% of students with high intellectual capacities show low academic performance, and that 35-50% have failed school (Martín and González et al., 2000, cited in Comes*, Díaz, Ortega and Luque,* 2012).

This shows the need for conducting a proper individualised attention that allows students to receive quality education, as stated in the current regulations, since the public administration must guarantee an efficient educational response for all students.

How have students with high intellectual capacities been attended to in the educational scope? Throughout their history, the Spanish regulations have had some legal references that include strategies, measures and methods oriented to attend to diversity, and specifically to students with high intellectual capacities, from inclusion and normalization, although with different names depending on the time. Currently, since the General Law 14/1970, August 4th, of Education and Funding of the Educational Reform (LGE in Spanish), there are references to "exceptionally gifted" students (art. 49.2, LGE), who must be attended to with special care for the proper development of their abilities and work with a specific program with individualised teaching methods (art. 53, LGE, 1970). The Organic Law 1/1990, October 3rd, of General Ordinance of the Educational System (LOGSE in Spanish), includes these students within the group of students with special educational needs (SEN), and the Royal Decree 696/1995, April 28th, of ordinance of the education of students with special educational needs, modified the name for that of "intellectually gifted students"; it highlighted the need to promote their balanced development in all the capacities gathered in the general objectives of the different stages, an adequate psycho-pedagogical evaluation and specific measures (arts. 10 and 11, R.D. 696, 1995). In its First Additional Provision, it introduced the flexibilization of the schooling period, depending on the Autonomous Community, although it was the Order of April 24th, 1996, which regulated the conditions and the procedure to flexibilize, exceptionally, the length of compulsory schooling for those students with special educational needs associated with personal conditions of intellectual giftedness. This order specified the flexibilization of the curriculum in a practical manner: anticipating the beginning of compulsory schooling, reducing the length of an educational cycle, one year in Primary Education and another year in Secondary Education, as long as the psycho-pedagogical evaluations conducted deemed it possible, the parents

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or guardians were informed and agreed with this, and it was considered the most appropriate option for the development of their personal balance and socialization (Order of April 24th, 1996, arts. 3 and 4).

In subsequent years, appeared the Organic Law 10/2002, December 23rd, of Education Quality (LOCE in Spanish), which established a new category under the name of "specific educational needs". This law gave special importance to foreign students, students with high intellectual capacities and students with special educational needs (LOCE, title I, chapter VII: p.4); thus, it used a new term to refer to students with high capacities, which was "intellectually gifted students". It also established the training of teachers to attend to intellectually gifted students and confirmed that measures would be adopted for their early identification and evaluation.

Later, the Royal Decree 943/2003 of July 18th, which regulated the conditions to flexibilize the length of the different levels and stages of the educational system for intellectually gifted students, recognized the need to make teaching flexible, with the aim of adapting it to the characteristics, interests, learning paces and differences of students, and to guarantee quality education for everyone. It extended one year the possibility to join a higher course in basic education (it used to be two years) and one year in post-compulsory education (chap. II, art. 7 and chap. III, art. 9).

Years after, the Organic Law 2/2006, May 3rd, of Education (LOE in Spanish), was approved, which stopped the implementation of the previous law. Its title II included a new term to refer to this type of student as "student with high intellectual capacities", framing it within the group of specific educational support needs (SESN). Chapter I states that these students would receive specific attention and they would be provided with the proper resources to allow an educational intervention based on the principles of normalization and inclusion. Subsequently, articles 76 and 77 gathered the necessary measures to identify and value their needs, as well as the need to adopt action plans and flexibilization rules suited to the students in question.

Nowadays, the legal reference is the Organic Law 8/2013, of December 9th, for the improvement of the quality of education (LOMCE in Spanish). This new regulation modifies sections 1 and 2 of article 71 and article 76 of the Organic Law 2/2006, May 3rd, of Education, by which it is considered that, with respect to students with high intellectual capacities, the Educational Administrations must provide the necessary means and resources, conduct an early evaluation of their needs, and adopt action plans and enrichment programs that guarantee the integral development of their capacities.

The Autonomous Community of Andalusia, in addition to contemplating the presented legislation, considers the attention to diversity from a wide set of regulations that refer to students with specific educational support needs, and, thereby, those who show high intellectual capacities. In this sense, it is worth mentioning that Law 9/1999, November 18th, of Solidarity in Education, in chapter II, article 12, considers the temporal and curricular modification of teachings, as a measure to attend to students gifted with high intellectual capacities.

On the other hand, the current educational Andalusian legislation, Law 17/2007, December 10th, of Education in Andalusia, in title III, chapter I, article 113, considers students with high intellectual capacities as students with specific educational support needs. It also contemplates their specific attention, establishing mechanisms and measures that promote the maximum development of their capacities (tit. II, chap. III, art. 46). Moreover, title III, chapter I, article 114, adds their early detection and attention. Subsequently, article 115.2 considers the training of teachers in educational centres to attend adequately to students with specific educational support needs, including students with high intellectual capacities.

Then, the Order of July 25th, 2008, was approved, which regulates the attention to student diversity in basic education in public educational centres of Andalusia. In its chapter I, article 2, this regulation gathers the mechanisms and measures to detect and promote the intellectual development of students with high intellectual capacities, as well as to guarantee their access to and continuity in the educational system. Subsequently, in chapter III, articles 12, 13 and 16 refer to the programs of curricular adaptation for students with high intellectual capacities. These will be dedicated to promoting the maximum development of students, expanding and enriching the curricular contents and specifying the measures for the flexibilization of schooling from the principles of normalization, inclusion, flexibilization and personalization of teaching.

Recently, the Instructions of May 8th, 2017, of the General Directorate of Participation and Equity, updated the Protocol for Detecting and Identifying Students with Specific Educational Support Needs and Organizing the educational response (hereafter Instructions of May 8th, 2017). These establish the protocol of action and the subsequent educational measures that must be implemented to attend to the diversity of students with specific educational support needs and, therefore, of students with high intellectual capacities. Specifically, these instructions include the prevention, detection and identification of students with specific educational support needs, the evaluation of their schooling, the involvement of the educational orientation team, the registration of the students´ data in the school census, the organization of the response and the resources. The Instructions establish, as measures, the Curricular Enrichment Programs for students with High Intellectual Capacities (in Spanish, PECAI, p.72-73), for the 2nd Cycle of Early Childhood Education, to which the Curricular Adaptations (in Spanish, ACAI, p.70-71) will be added in Primary Education, Secondary Education and Baccalaureate, along with the Flexibilization of the schooling period, which includes anticipating the beginning of the schooling period, or reducing it, and its adjustment (p.74-75). Within the ACAI, there are two types of adaptations: 1) deepening adaptations, which expand the educational program of some areas without modifying the evaluation criteria, and 2) expansion adaptations, which include evaluation criteria from higher courses.

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According to Benavides (2008), from the globality and variety of the SESN present in the classrooms, the attention to students with a higher level of development has been one of the pending duties of the educational system, since the attention has been focused on the disadvantaged students, with the wrong idea that those students with higher intelligence could easily adapt to the educational system (Olszewski-Kubilius, Subtonik and Worrel, 2015).

What are the objectives of the present study? According to Comes, Díaz, Ortega and Luque (2012), and Fernández and Sánchez (2010), and after analysing the educational regulations regarding students with high intellectual capacities, it can be observed that the attention to these students invokes a legislative framework that contemplates early detection and educational intervention in accordance with their characteristics and needs, enabling an integral response that favours the maximum development of the students. However, in order to make this attention effective, it is necessary to raise awareness and recruit the educational effort of those professionals that are in charge of their development. To this end, the specific training of teachers in high intellectual capacities plays a fundamental role, regarding the identification, characteristics, needs, resources, measures, strategies and methods that suit this type of students (Cabrera, 2011).

All the above mentioned encouraged the realization of the present study, with the main purpose of determining the specific training of teachers and identifying the extent of knowledge and application of measures, strategies and resources intended for students with high intellectual capacities.

2. Material and methods.

The aim of this quantitative study was to determine the specific training of teachers at educational centres regarding students with high intellectual capacities, identifying their degree of knowledge, their educational intervention, the didactic measures and strategies employed and the resources and material used with this type of students. To this end, a questionnaire was created, called *"Original questionnaire about attention to students with high intellectual capacities"*. Its design and development was based on the legislative analysis about the legal measures that regulate the educational attention to these students, thus adjusting the proposed objectives to the current legislation. After an expert judgement, about the suitability of the instrument regarding the objectives, language and clarity of the questions, conducted by three university teachers and three specialists in Therapeutic Pedagogy, the final questionnaire consisted of three fundamental parts, which corresponded to: 1) personal and professional data of the respondents, 3) questions related to their training regarding students with high intellectual capacities and their educational intervention, and 3) questions about their interest to expand their training in this area, the topics to approach and the type of educational modality they would prefer to undertake this training. The latter was not analysed. The focus of this study was the second part, with 20 items referred to simple statements about the knowledge that teachers have about students with high intellectual capacities and their educational response. These questions had to be answered by indicating their agreement or disagreement with such statements in a 5-point (1 to 5) Likert-type scale.

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The sampling was carried out randomly, although an equitable representation of gender and educational stage was intended. The sample was constituted by 72 teachers (36 males and 36 females) that of different public educational centres (84.72%) and charter schools (15.28%) from the provinces of Málaga, Seville, Cádiz, Granada, Córdoba and Jaén. The participants teach in different educational stages of Early Childhood, Primary and Secondary Education, specifically 24 teachers in each stage, and they are specialised in Physical Education (8.33%), Early Childhood Education (33.33%), Musical Education (5.56%), Primary Education (13.89%), Chemistry and Physics (1.39%), Foreign Language (11.11%), Spanish Language and Literature (5.56%), Mathematics (6.94%), Music (1.39%), Natural Science (2.78%), Educational Orientation (1.39%), Therapeutic Pedagogy (5.56%) and Social Science (4.17%). The diversity of specialities, centres and geographic areas allowed a heterogenous approach to the specific training of teachers in the attention to students with high intellectual capacities, despite the fact that their representativeness was not high.

For the analysis of the data, the statistical analysis software SPSS was used. To this end, the information contained in the questionnaires was entered and a subsequent descriptive analysis was conducted, which gathered the frequencies and percentages of the answers of each item.

3. Results.

This section shows the results obtained for each question of the questionnaire, given that value 1 corresponds to "*totally disagree*", 2 "*disagree*", 3 *"fair*", 4 "*agree*" and 5 "*totally disagree*". The results are presented in a table of frequencies and percentages, valid and cumulative, for each item, following the order of the questionnaire.

As can be observed in Table 1, all the participants had received training regarding attention to diversity at a general level, although more than half of them consider that this was limited (51.4%) or very limited (8.3%) in this sense.

Table 1
I have received specific training in Attention to Student Diversity

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	0	0	0	0
2	6	8.3	8.3	8.3
3	37	51.4	51.4	59.7
4	17	23.6	23.6	83.3
5	12	16.7	16.7	100.0
Total	72	100.0	100.0	

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With respect to the specific training in detecting students with high intellectual capacities (Table 2), more than half of the participants (59.7%) had not received any training, and only 5.6% considered that they received a lot of training in this regard.

Table 2
Regarding students with High Intellectual Capacities, I have received specific training in their detection

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	43	59.7	59.7	59.7
2	12	16.7	16.7	76.4
3	11	15.3	15.3	91.7
4	2	2.8	2.8	94.4
5	4	5.6	5.6	100.0
Total	72	100.0	100.0	

Also with low values, the results show that the training that the teachers had received about how to act in the classroom with these students (Table 3) was limited. As can be observed, 12.5% did not have any training and over 75% of the participants considered this to be limited (20.8%) or very limited (58.3%).

Table 3
I have received specific training about the educational intervention that must be given to students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	9	12.5	12.5	12.5
2	42	58.3	58.3	70.8
3	15	20.8	20.8	91.7
4	2	2.8	2.8	94.4
5	4	5.6	5.6	100.0
Total	72	100.0	100.0	

The training or counseling in centres (Table 4) about educational intervention to attend to students with high intellectual capacities was considered null by 58.3% of the participants and very limited by 31.9%. Only 5.6% of them had received training that allows them to act correctly with these students.

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Table 4
At my educational centre, I have been advised on the educational intervention that I must perform to attend to students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	42	58.3	58.3	58.3
2	23	31.9	31.9	90.3
3	3	4.2	4.2	94.4
4	2	2.8	2.8	97.2
5	2	2.8	2.8	100.0
Total	72	100.0	100.0	

The classification of students with SESN (Table 5) of the Instructions of the Andalusian Government of 2015 and 2017 includes these students. However, it is only known in detail by 18.1% of the participants, whereas 65.3% do not know it (23.6%) or know very little about it (41.7%). This indicates that the legislative updating of Andalusian teachers is not performed in due time.

Table 5
I know the classification of students framed within High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	17	23.6	23.6	23.6
2	30	41.7	41.7	65.3
3	12	16.7	16.7	81.9
4	0	0	0	81.9
5	13	18.1	18.1	100.0
Total	72	100.0	100.0	

With respect to the awareness about the measures of attention to diversity at the regional and state level targeted to students with High Intellectual Capacities (Table 6), it can be observed that over half (51.4%) of the participants did not have any knowledge of these measures gathered in the legislation and another high percentage of them considered that they know little (13.9%) or very little (18.1%) about it.

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Table 6
I have knowledge about the measures of attention to diversity gathered in the current regional and state legislation targeted to students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	37	51.4	51.4	51.4
2	13	18.1	18.1	69.4
3	10	13.9	13.9	83.3
4	4	5.6	5.6	88.9
5	8	11.1	11.1	100.0
Total	72	100.0	100.0	

Only 2.8% of the participants (Table 7) considered that their knowledge about this topic is enough to carry out an adequate educational intervention, whereas 20.8% and 58.3% showed that their knowledge about this matter is limited and very limited, respectively.

Table 7
I consider my knowledge about students with High Intellectual Capacities to be enough for an adequate educational intervention

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	9	12.5	12.5	12.5
2	42	58.3	58.3	70.8
3	15	20.8	20.8	91.7
4	4	5.6	5.6	97.2
5	2	2.8	2.8	100.0
Total	72	100.0	100.0	

In the eighth question (Table 8), almost half of the participants (47.2%) considered themselves capable of recognising some of the characteristics of students with High Intellectual Capacities, and only 6.9% would be able to recognise all the characteristics.

Table 8
I can recognise the characteristics of a student with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	2	2.8	2.8	2.8
2	19	26.4	26.4	29.2
3	34	47.2	47.2	76.4
4	12	16.7	16.7	93.1
5	5	6.9	6.9	100.0
Total	72	100.0	100.0	

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However, despite their knowledge (Table 9), 87.5% considered it necessary to follow the protocol of action gathered in the current legislation for the detection of students with High Intellectual Capacities. There were no teachers who disagreed or totally disagreed with this statement.

Table 9
I consider it necessary to follow the protocol of action gathered in the current legislation for the detection of students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	0	0	0	0
2	0	0	0	0
3	2	2.8	2.8	2.8
4	7	9.7	9.7	12.5
5	63	87.5	87.5	100.0
Total	72	100.0	100.0	

There were even more teachers (97.2%) who think that students with High Intellectual Capacities (Table 10) should receive an educational response suited to their characteristics, which shows that there is a common collective believe in favour of the inclusion of this type of students, who have frequently gone unnoticed and have not received the proper attention.

Table 10
I think that students with High Intellectual Capacities should receive an educational response suited to their characteristics

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	2	2.8	2.8	2.8
5	70	97.2	97.2	100.0
Total	72	100.0	100.0	

With respect to the statement “The attention received by students with High Intellectual Capacities in my centre is suited to their characteristics and needs” (Table 11), almost half of the participants (48.6%) considered that the attention received by their students with High Intellectual Capacities in their centres is not adequate, and only 5.6% think that it is very adequate.

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Table 11
The attention received by students with High Intellectual Capacities in my centre is suited to their characteristics and needs

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	35	48.6	48.6	48.6
2	11	15.3	15.3	63.9
3	16	22.2	22.2	86.1
4	6	8.3	8.3	94.4
5	4	5.6	5.6	100.0
Total	72	100.0	100.0	

Regarding the statement “I have knowledge about the different scopes and fields that must be worked on with students with High Intellectual Capacities” (Table 12), 70.8% of the participants considered that they do not have knowledge about the scopes and fields that must be worked on with such students. Only 11.2% agree (5.6%) and totally agree (5.6%) with this statement.

Table 12
I have knowledge about the different scopes and fields that must be worked on with students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	51	70.8	70.8	70.8
2	3	4.2	4.2	75.0
3	10	13.9	13.9	88.9
4	4	5.6	5.6	94.4
5	4	5.6	5.6	100.0
Total	72	100.0	100.0	

As a result of the previous answer, the teachers showed in the following question very little knowledge about specific programs to work with students with High Intellectual Capacities. In this sense, Table 13 shows that 76.4% of the participants has no knowledge about such programs, and that only 2.8% know them very well.

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Table 13
I know specific programs to work with students with High Intellectual Capacities attending to their needs

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	55	76.4	76.4	76.4
2	9	12.5	12.5	88.9
3	0	0	0	88.9
4	6	8.3	8.3	97.2
5	2	2.8	2.8	100.0
Total	72	100.0	100.0	

The lack of knowledge implies a lack of use; therefore, when asked whether they "Use specific material that boosts the capacities of students with High Intellectual Capacities" (Table 14), more than half of the participants (59.7%) stated that they do not use any specific material to boost the capacities of students with High Intellectual Capacities, and only 9.7% use it very frequently in their teaching process.

Table 14
I use specific material that boosts the capacities of students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	43	59.7	59.7	59.7
2	2	2.8	2.8	62.5
3	15	20.8	20.8	83.3
4	5	6.9	6.9	90.3
5	7	9.7	9.7	100.0
Total	72	100.0	100.0	

Subsequently, the majority of the participants (72.2%) stated that they do not use different educational methods and strategies adapted to students with High Intellectual Capacities (Table 15). Only 8.3% use a variety of these to provide an efficient response to the educational needs of such students.

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Table 15
I use different educational methods and strategies adapted to students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	52	72.2	72.2	72.2
2	1	1.4	1.4	73.6
3	10	13.9	13.9	87.5
4	3	4.2	4.2	91.7
5	6	8.3	8.3	100.0
Total	72	100.0	100.0	

With respect to the statement “I have the necessary resources to attend to students with High Intellectual Capacities” (Table 16), over half of the teachers (55.6%) considered that they do not have such resources, and only 4.2% stated that they do.

Table 16
I have the necessary resources to attend to students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	40	55.6	55.6	55.6
2	11	15.3	15.3	70.8
3	13	18.1	18.1	88.9
4	5	6.9	6.9	95.8
5	3	4.2	4.2	100.0
Total	72	100.0	100.0	

Although there are very few teachers (8.3%) who do not carry out activities targeted to the development of the capacities of this type of students (Table 17), almost half of the participants (45.8%) admitted that, in practice, they use few activities devoted to this matter, which means that these would be insufficient in any case.

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Table 17
I carry out activities targeted to develop the capacities and covering the needs of students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	6	8.3	8.3	8.3
2	9	12.5	12.5	20.8
3	33	45.8	45.8	66.7
4	14	19.4	19.4	86.1
5	10	13.9	13.9	100.0
Total	72	100.0	100.0	

Table 18 shows that 81.9% of the participants do not have an enrichment program for the development of the capacities of this type of students. Only 7% have enough (4.2%) or many (2.8%) programs about this methodology.

Table 18
I have enrichment programs targeted to students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	59	81.9	81.9	81.9
2	6	8.3	8.3	90.3
3	2	2.8	2.8	93.1
4	3	4.2	4.2	97.2
5	2	2.8	2.8	100.0
Total	72	100.0	100.0	

Regarding the statement “I would like to have general lines of pedagogical action that allow me to provide proper attention to students with High Intellectual Capacities”, 84.7% of the participants (Table 19) admitted that they lack the knowledge and specific resources to attend to them.

Table 19
I would like to have general lines of pedagogical action that allow me to provide proper attention to students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	0	0	0	0
2	1	1.4	1.4	1.4
3	4	5.6	5.6	6.9
4	6	8.3	8.3	15.3
5	61	84.7	84.7	100.0
Total	72	100.0	100.0	

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Lastly, when asked if they "Had the necessary means, would they use a program that developed the capacities of students with High Intellectual Capacities", Table 20 shows that 73.6% of the teachers would always use such a program to promote the capacities of this type of students. Only 6.9% expressed that they would refuse to use this methodology and that they would not put it into practice.

Table 20
If I had the necessary means, I would use a program that developed the capacities of students with High Intellectual Capacities

Value	Freq.	Perc.	Valid Perc.	Cumulative Perc.
1	5	6.9	6.9	6.9
2	1	1.4	1.4	8.3
3	3	4.2	4.2	12.5
4	10	13.9	13.9	26.4
5	53	73.6	73.6	100.0
Total	72	100.0	100.0	

Finally, the differences observed in the training of the participants according to the stage they teach at are briefly summarised as follows: 16.66% of the teachers from Primary Education claimed to have enough or extensive training about students with High Intellectual Capacities vs 4.16% of those from Early Childhood Education and 4.16% of those from Secondary Education.
Likewise, and considering that the sample of male and female participants was equitable, a correlation can be established between the variables *educational intervention training* and *teacher´s gender*. In this sense, after the analysis of the data, it was observed that 25% of the male teachers do not have any training in this field and 72.22% have little (16.66%) or very little (55.56%) training. On the other hand, the female teachers showed that all of them have a significant amount of training, since none of them stated to have "very little training"; moreover, 13.9% claimed to have enough (5.56%) or extensive (8.34%) training, showing that there is a significant difference between the two genders.

4. Discussion.

Although the teachers that participated in this survey had received generic training about attention to diversity, this was global and it was not focused on students with High Intellectual Capacities, neither through permanent training nor counseling in their centres. With respect to specific training about this type of students, the data are consistent with those from the study conducted by Acosta and Alsina (2017) in Catalonia, in which, with a sample of 106 active teachers, over half of the participants stated that they had not received such training.

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The training needs detected in the present study were found in the following areas: specific training for the detection and identification of this type of students (according to all the characteristics that they may have), intervention strategies to facilitate their educational inclusion, and knowledge about the legislation regarding their categorization and the specific measures of educational attention that they may implement. The training level in these cases is higher among female teachers from Primary Education.

Furthermore, the participants stated that they do not have extensive knowledge about the areas and scopes in which they must act, or about the specific resources, programs and material targeted to promote the adequate and global development of these students with high intellectual capacities and, therefore, there are few teachers who use them frequently.

However, it is positive, or favourable, to learn that they show a critical attitude towards the attention that these students receive in their centres, and they support the need to apply the protocol of early detection of students in order for these to receive an educational response suited to their characteristics as soon as possible. This attitude is shared by more than seventy percent of the surveyed teachers; thus, we consider that this is the first step to begin an improvement process. They also show interest in acquiring general lines of pedagogical action that allow them to provide proper attention to students with High Intellectual Capacities, and receiving specific training about resources, material or programs, such as those of cognitive enrichment, to apply them in their classrooms. They agree with what has been pointed out by Olszewski-Kubilius, Subotnik and Worrell (2015); contrary to the popular belief that since this type of students are very clever they will be successful at school, these authors consider that every student, including those who show these attributes, must have a work level suited to their characteristics and evolutionary development. On the other hand, it would be necessary to pay attention to the social development of students with high intellectual capacities, take care of their learning environment and know their preferences in order to work in homogenous groups as a motivation factor (Kuusisto and Tirri, 2015) and dismantle false myths among teachers about this type of students. A study by Guirado (cited in Acosta and Alsina, 2017) was focused on the misleading thoughts that teachers have about students with high intellectual capacities, showing the need to end the prejudice and the belief that academic success depends only upon their high capacities, which prevents them from favouring their motivation with significant proposals and enriching experiences that would stop the school failure that many of these students reach, or the fact that their talent and skills do not develop.

As limitations of the present study, the representativeness of the sample was low; therefore, it would be necessary to replicate the study at a larger scale in order to generalise the data to the population of non-university Andalusian teachers.

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The authors of this study agree with Cabrera (2011), as they consider that the implementation of these measures must be performed by professionals with the specific training in this field that provides them with the sound theoretical knowledge and tools necessary to build up enriched learning contexts that enhance the development of students with high intellectual capacities. In this way, it will be possible to intervene adequately, carrying out both the educational measures mentioned and the specific programs targeted to the correct educational attention to these students, which will require teachers to suit their characteristics and favour their capacities at maximum.

On the other hand, although the legislative updates advance toward the adequate educational attention to students with high intellectual capacities, it is still necessary, as stated by Comes*, Díaz, Ortega and Luque (*2012), to expand the guidelines given to teachers to attend to this type of students and, thus, increase the number of professionals with the capacity to intervene correctly in benefit of a greater number of students. Currently, in Andalusia, not every centre has specialised teachers; instead, there is a group of itinerant professionals working at a provincial level, specifically 8 teams specialised in Students with High Intellectual Capacities (NEAE-AACCII in Spanish), who attend to a very large population. The public administration must ensure that these measures reach the teachers by means of training through courses, workshops or seminars, either face-to-face, on-line, or blended, to make them competent in their use. We must become aware that adequate attention to diversity and educational inclusion depend upon each and every member of the educational communities, and understand that not having enough knowledge does not exempt anybody from this shared responsibility.

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