

El Modelo de Enriquecimiento Psicopedagógico y Social



XXII SUMMER COURSE IN HUERTA DEL REY CENTER, VALLADOLID, SPAIN

Aimed to children and youngsters, born from 1994 to 2006, both inclusive. Children and youngsters must have been valuated as gifted students (it is necessary a photocopy of the psychological report).

Courses are given by a team of trained psychologists, teachers and professionals at all teaching levels, from Primary till University, with the collaboration of several public and private agencies as well as well-known professionals. Courses are planned to achieve the aims and objectives designed in the MEPS Enrichment Model, which principal aim, since more than a decade, is our theme: "It is not pretended to make exceptional people, but happy children".

The Educational Psychology and Social Enrichment Model (MEPS), created in 1989, is based on the study of the developmental differences in gifted students, according to an exhaustive identification and evaluation process. This allows us the knowledge of every child's characteristics in order to provide a personal counseling and treatment, according to different scholar, emotional, motivational, social, etc., factors.

Courses of MEPS Program are an enlargement extracurricular education strategy that consists on designing personal programs, according to every child's characteristics, following vertical or horizontal criteria as required and applied simultaneously to the normal and regular instructional program.

Courses of MEPS Program are useful for the better development of the regular curricula, due to they incorporate and allow the realization of different activities that can not be implemented in the regular classroom, and, also, they promote cognitive, social and emotional development.

General objectives of MEPS Program are:

- Prevention of the scholar failure.
- Increasing motivation
- Stimulating search and relationship.
- Providing security to student due to he/she met other students that think, feel and talk the same way he/she does.

DEVELOPMENT OF MEPS PROGRAM:

Problem-solving and social-relational skills are critical to success in both study and relational areas.

The aim of MEPS Program consists on providing experiences that enable students to discover how to use **problem-solving and socio-relational skills** in a wide variety of situations.

Developing research capacity: search activity is characterized to be a thoughtful, systematic and methodical activity, and it is aimed to gain knowledge and solve scientific, philosophical or empirical-technical problems.

It is a stimulus for the creative intellectual activity. It helps to develop a growing curiosity about problem solving, and, also, it contributes to the advancement of critical reading. It is important to consider that one of the educational aims is to develop thinking skills. Simple definitions and explanations are not sufficient. It is more practical to understand ideas confronting to problems.

Different type of activities and international techniques (translated and/or adapted), that require no specific field of study, are been chosen for working with students. So, we have been able to focus on strategies applied to problem solving and socio-relational skills.

Activities made in every area are concreted in every enrichment course.

Students work in the following areas:

a) DEVELOPMENT OF COGNITIVE SKILLS

1. Improving cognitive skills.
2. Encouraging research and improving expository and creative skills.
3. Amplifying and deepening themes.

b) DEVELOPMENT OF SOCIO-RELATIONAL SKILLS

Building values and developing critical thinking

Ending the course, parents are given a detailed report about the activities that student have made in every area, as well a qualitative observation by the teachers about the progress of the student during the course.

EXAMPLE OF ONE OF OUR SUMMER COURSES

XIV INTERNATIONAL SUMMER COURSE – 2004

The XIV Course was held from 5 to 16 July 2004 in Valladolid, with students from 6 to 18 years old.

The course was held in the morning and afternoon classes, our timetable was from 10 to 13 hours and 17 to 20 hours.

In parallel with the children's program, seminars were held for parents, in the XIV Summer School for Parents:

- **"Gifted Children. Legislation and enforcement. A review of the future in mind".**

Coordinated by Dr. Juan A. Alonso. Guests: Dr. Mario Bedera, Professor History of law. Vice President of the Education Committee in Congress.

- **"Negotiation: What is our way of coping with conflict?".**

Taught by Dr. Yolanda Benito.



*Yacimiento de Atapuerca
Monasterio de las Huelgas. Burgos*



*Castillo de la Mota. Medina del Campo (Valladolid),
Isabel I de Castilla.*

A) DEVELOPMENT OF COGNITIVE SKILLS

Cognitive Enrichment:

- Promotion of attentional processes, memory and visual perception.
- Cognitive Development and Cognitive and Learning Strategies.
- Activities for the development of creativity.

All this delivered by doctors, lawyers, teachers and school psychologist of "Huerta del Rey" Center: Dr. Yolanda Benito, Margarita Lopez, Susana Guerra, Camino Pardo and Dr. Juan A. Alonso, with the support of a student intern at the National University of Distance Education studies in grades 5 Psychology (UNED): Maria Angeles Manso.

Extracurricular expansion topics:

- Orientation in Nature, by Julio Garrido and equipment, guidance Valladolid Club, organizer of the Championship of Spain 1999 and 2003 in Soria Avila.
- Travel to ATAPUERCA / BURGOS: Archaeological Park, Reservoir, etc.
- On the occasion of the trip to Burgos, a visit to the Charterhouse of Miraflores and the Monastery of Huelgas Reales.
- On the occasion of the Commemoration of the V Centenary of the death of Isabella the Catholic, Margarita Alvarez has given conferences: "Isabella the Catholic and his time" and "Isabella the Catholic in Valladolid" (Evening free-cultural).

Film is projected: 1492 Ridley Scott (1992).

Also on the occasion of Medina del Campo and Tordesillas travel we conducted the following visits:

Museum of Exhibitions.
The Collegiate and Real Testamentario Palace.
Mota's castle.
Convent of Santa Clara and Bathrooms.
Houses of the Treaty.
Visits to the Royal Chancellery and the Provincial Historic Archive.

Presentations of Students:

Queen Isabella and Her Step by Castile and La Mancha, Diego.
The Queen Isabella in Madrigal de las Altas Torres Arévalo, Victor.
The Mudejarism, Enrique.
Architecture, Manuel and Gloria.
Sculpture, Sandra and Roberto.
Music, Valentin.
Nebrija's Literature and Grammar, Ana
Painting, David.

- Internet and Preparation Debates.
- Chemistry Laboratories in small groups.
- Presentation of individual and Debates.
- Chess Day: fast games.
- Casa-Museo de Colón with his own preparation for the visit.

B) DEVELOPMENT OF SOCIAL RELATIONAL SKILLS AND PERSONAL GROWTH

- Techniques of Group Dynamics.
- Role play, by Hugo Ibañez.
- Dramatic Expression, led by Teresa Montes, Teacher of various courses of Scenography, interpretation, etc.
- Psychomotor.
- Games groups.
- Swimming pool.

All this delivered by doctors, lawyers, teachers and school psychologist of "Huerta del Rey" Center: Dr. Yolanda Benito, Susana Guerra, Teresa Montes, Hugo Ibañez and Dr. Juan A. Alonso.