

Psychopedagogical Report of MARÍA GARCÍA GARCÍA

IES PUNTA DEL VERDE

DPTE. ORIENTATION

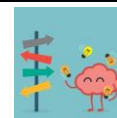
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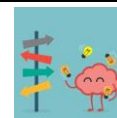
1.- REASONS FOR THE INTERVENTION

María, 15 years of age and two months, who has just completed the Third Year of Compulsory Secondary Education at the IES Punta del Verde in Seville. This course, in the programming, has included the realization of an Academic and Professional Orientation Program. We proceed to carry out an Evaluation, Diagnosis and Academic Orientation Report and professional that provides a Guidance Council, as well as the result of this action, the corresponding intervention on the changes in its methodology, habits and attitudes towards the study, suitable for obtaining the academic and personal goals to achieve.

2.- BACKGROUND

Making a comparison with the background of the Report made last year, this course has emphasized with her in working the frustration she can sometimes feel when something does not come out as she wants or thinks it will come out, or when she understands that there is unfair situations that it is hard for him to tolerate and may be impeded, not knowing how to counteract the negativity he is feeling at that time and in fact it seems that some of the situations he has been through this year, especially with his friendships, have given us a Exercise field for it.

María is a very sensitive young woman whose personality makes her load with things that do not correspond to her, as well as "bad people" can manipulate her making her feel "bad person" (worth the redundancy). We must continue working with her to learn to establish non-dependent relationships as well as to love herself. "There is not enough love in the world for those who do not love themselves." His artistic qualities are undeniable, as well as his creativity and humanity.



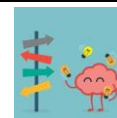
3.- METHODOLOGY

For the Psychopedagogical Diagnosis we have used the following tools and techniques:

1. **Battery of Differential and General Aptitudes, level M (BADyG-M)** that measures the school intelligence in most of the dimensions that the person develops within it as they would be: reasoning factors, verbal factor, numerical factor and viso-spatial factor. These factors are involved in most human activities, so a diagnosis and an educational performance (including acting through the school curriculum) can greatly enhance it.
2. **Raven Progressive Matrices Test (APM)** that when evaluating non-school General Intelligence and being Logical Reasoning, approximates a concept as important as Intellectual Potential.
3. Interview and questionnaires in relation to their school and extracurricular motivations, with learning and components related to Homework Delivery: **"Learn to Make Decisions" Program** (Talents-Passions-Difficult Situations Exceeded- Resulting Skills- Own Design Position Work).

To complete and reflect the full extent of the concept of intelligence, we have complemented this Diagnosis with other tests such as:

4. **Creativity: through the CREA Test.**
5. **Personality Test (Enneagram): Garden Test.**
6. **Professional Orientation Test "Orienta on-line.**
7. **Direct work with Maria and contact with her parents**, over several years where significant information is collected directly from both her evolutionary history and her current behaviors, in relation to her learning processes in all fields and areas as well as the characteristics thereof. Likewise, holding a Specific Workshop with families to involve them in this process of Academic and Professional Orientation.



4.- RESULTADOS DE LAS PRUEBAS

1.- Battery of Differential and General Skills Revised Medium level:

The results of the BADyG are presented, expressed in percentiles and with the presentation of the Individual Profile in addition to the explanation of each of the capacities evaluated.

It is a test that serves to know the learning skills of school-age children.

In summary, academic results are the result of school skills, motivation and effort with which each child applies. Knowing the intellectual potential of each student, we can help or demand according to their possibilities.

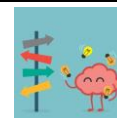
HOW ARE THE RESULTS INTERPRETED?

It is worth mentioning that the PC score that accompanies each subtest refers to the place your child would occupy in a normative group of one hundred students.

The scores between 20 and 80 can be considered normal, with the variants of normal high between 60 and 80, and normal low between 20 and 40. Above 80 would be high and the student is supposed to have a high performance and if it is not so we would have to investigate what happens with him. A score below 20 would indicate a wake-up call that would require further study.

In short, the purpose of the test is to give clues to guide the student in the academic field, acting on their deficits and enhancing their skills.

- **Global factors** (general intelligence, logical reasoning, verbal factor, numerical factor and spatial factor).
- **Specific tests** (analogical relationships, numerical series, complete sentences, numerical-verbal problems, logical matrices and fit figures),
- **Complementary tests** (auditory memory of oral narrative, orthographic visual memory, attention and discrimination of differences).



INDIVIDUAL PROFILE BADyG-M renewed

· **Specific tests**

ANALOG RELATIONS: It is a specific test of Reasoning and Verbal Comprehension. Evaluate the ability to establish analog relationships, in addition to understanding the concepts that support them **87**

NUMERICAL SERIES: Evaluates the ability to solve various numerical-verbal problems, so assess the attitude to determine logical regularities in a sequence of numbers **89**

LOGICAL MATRICES: Evaluates the ability to relate geometric figures in serial and analogical arrangements, in a graphic representation space **99**

COMPLETE PRAYERS: Evaluate the understanding of concepts in the context of a proposition that must be completed in order for it to acquire adequate significance **97**

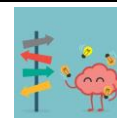
NUMERICAL PROBLEMS: Evaluates the numerical reasoning, the application of numerical operations in numerical-verbal problems, as well as the speed of calculation **85**

FIT FIGURES: Evaluate the spatial factor distinguishing three subfactors: static, dynamic and topological. To do this, evaluate the ability to turn figures mentally, compare sizes, direction and position, as well as differentiate plot intensities in the figures, and decide on the adequacy of the final result with an initial reference pattern **73**

· **Supplementary tests**

ORAL STORY AUDITIVE MEMORY (ability to retain meanings heard in a story): **97**

ORTHOGRAPHIC VISUAL MEMORY (spelling visual discrimination of words is evaluated): **89**



ATTENTION AND DISCRIMINATION OF DIFFERENCES (attention is assessed):

80

• **Global Factors**

VERBAL FACTOR (using the following tests: Analog relationships and Complete sentences): **92**

NUMERICAL FACTOR (using the following tests: Numerical series and Numerical problems): **87**

SPACE FACTOR (using the following tests: Logical matrices and Fit figures): **86**

LOGICAL REASONING: It is the current general ability to detect inductive and analog rules in a variety of information content **97**

GENERAL INTELLIGENCE: It is the current general ability to establish relationships between abstract concepts, using a variety of mental contents **96**

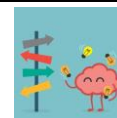
INTELLECTUAL COCIENT: 127 (Higher Level). High capacity.

2. Also, in the **RAVEN Progressive Matrices Test (APM)**, María obtains a percentile **90**

3. **Program "Learn to Make Decisions:**

3.1.- Motivation Exercise.

After watching the video "We can create our future" by Dr. Alonso Puig, Maria says she has felt self-improvement, because what is necessary is to overcome yourself to get things done. The corresponding physiological reactions have been: His heartbeat has been accelerated because he has felt capable of doing some things just by believing it a little more. The thoughts that have appeared have been the following: I can dance at the opening of the conference without anything happening. I will not make a fool of myself and everything will go perfectly. Finally, as for the situations that in your life you have felt, As for the



situations that in his life he has felt something similar, María tells us that in piano performances: "I felt this way at times because in the end they worked out well since I was prepared and I got the idea that I could get it. "

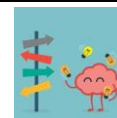
As for the things he has really wanted and that he has achieved, he points out: Playing piano, Flamenco dancing, Horse riding, Cambridge exams in English and French, Going out some Friday with his friends, getting permanent nails, Going to a house Rural with her friend, Go to a children's disco.

As for the things he wanted and did not find: go out with his friends until later than 9:30 pm; Figure skating; Modern dance; Riding again. Finally, among the things I did not want and did: Some Sunday go to Mass, Act in the final piano performance, Dress in clothes that my mother liked, as well as among the things I did not want and did not do, he says the language academy and housework.

- a) TALENTS: Drawing, young children and crafts.
- b) PASSIONS: Flamenco, running and playing the piano.
- c) DIFFICULT SITUATIONS OVERCOME: Quarterly Final Exams and the ethyl coma of some friends.
- d) SKILLS: Creativity, patience, introspection, sociability, manual ability, playful ability, coordination, rhythm, perseverance, speed, perseverance, effort, agility in the fingers, spirit of sacrifice.

ACADEMIC TASTES-RESULTS: As for the subjects that have so far liked it and have obtained good academic results, they have been, Physical Education, Language, Mathematics, Art and Syntax. Biology mentions it as a subject that he likes very much but does not get as good results and Music and French as subjects in which he achieves good results but does not like it so much.

f) DESIGN OF MY OWN WORKPLACE: the physical space in which you would like to work does not matter, however, you would like to develop your work in



Sevilla or at most in Andalusia, he doubts that he left Spain. I would like to defend people, guide and help people, handle money and papers, make accounts. He would rather lead although he would not mind being one more integrated into a team. He would not like to work alone. He would not want to work at night unless it was a timely emergency, he would like to charge once a month and would rather not have to frequently use the car to carry out his work.

As for the metacognitive skills he uses to do what he does well, he underlines the following: "I concentrate and I am not distracted. I have all my senses in it. I set a goal. I'm constant. I practice a lot. I have interest and enjoy it. I put effort. "

4. In **the CREA Creativity Test**: María presents a level of Superior Creative Intelligence PC **90**.

5. Personality Test (Enneagram): Garden Test: The Garden Test allows us to discover our personality type through a simple story. While each of us can consider ourselves as an enneagram cocktail or amalgam in which we have features of the entire Enneagram spectrum, it is also true that in each of us there is a cornerstone, dominant trend or "touchstone" that determines the way we see the world and reality (our worldview) and our vital strategy, that is to say: for every human being on the planet there would be only one basic eneatiipo, although it expresses it in a very particular and characteristic way, according to their respective individuality .

Our eneatiipo then becomes both in our Achilles heel and in our private demon and at the same time it also becomes the clay to work and the sculptor that carves it. All in one. People with the same personality style share basic structures and central assumptions; underlying strategies and references. However, each of them will live and express their Enneagram style in a unique way. Although those people of the same type share a loss of the same quality essential, each individual has their own unique manifestation of the type.



This Enneagram system is designed to honor this individuality and recognize that each human being is unique and unrepeatable.

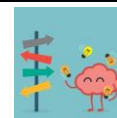
Mary has identified with Eneatipo 2: "People who see the world interpersonally and define themselves through ties with others. They can be generous, empathic and dedicated or dependent, proud and hostile. "

People with this style have a fairly developed ability to identify emotionally with the needs of others. They have a strongly unconscious habit of turning to other people and intuitively guessing what they might be feeling or needing. The Two at their best practice this habit voluntarily. They identify willingly with someone else before giving their own point of view, "putting themselves in the shoes of the other." They can take care of the needs of others and, at the same time, continue to value their own emotional truth by effectively serving their own needs. The phrase "lends itself to others but gives itself" describes what the Two do in a healthy state.

At their best, the Two are able to truly love and surrender and have exceptional ministerial skills. The biographies of some saints portray the Two dedicated to freeing both material and spiritual suffering. Whether or not it succeeded, the classic intention of Christianity is fundamentally Two.

When the Two are at a less healthy level, they continue to invest their attention on others, but now they forget to return to their own shoes. They begin to repress their own needs and concentrate their energies on caring for others, whether they need it or not. Now they over-identify with others while losing their sense of self, and give themselves compulsively in the hope of being recognized, appreciated and loved.

Each eneatipo has a lock and, if we have the right key, we get inside the person. The key to Eneatipo Dos is called "I need you" ... If at work, in the family or anywhere, you make a loud request and shout "Hey, I need you!" ... the Two could get to form a line. They have that peculiarity of empathy y de

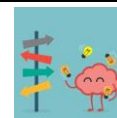


and to connect with other human beings. Thus they feel not only useful, but in the anteroom to be loved, which is basically what they want. They have a strong reaction or willingness to want to be loved, loved or even needy.

Through other people, the Two seek to meet needs that they have previously rejected in themselves and have now re-located in others. The Two in this phase may also begin to fear being abandoned and left alone. A very simple example of this attitude could be the fact of going for a sweater or coat for your partner when in reality those who are cold are themselves.

But what if they don't hear the magic word "I need you" ... ah! Friend ... then what they can do is turn on their radar or their specialized antennas and detect your weaknesses or already in a very extreme state to manufacture even needs that you do not have, being able to even get in your life or on your agenda with the intention initial of serving you as support, support or support and because they really care about you ... but ... even if you didn't ask for it. There is the problem. Then you have someone stuck in your house or calling you frequently to see if you have unfortunately caught a flu or received a stomp. The truly painful thing for a Two is to recognize that sometimes he comes to demand exclusive attention and to use people to satisfy his need to be in need or love. That is why he is sometimes so willing and involved but always selectively only with those whom he considers "important" for his life. Accepting that existential void and becoming aware of those times that use / seduce / manipulate people to achieve their own ends is a challenge.

To overcome this challenge, he will have to learn to recognize his own needs and turn his eyes to himself since he was so focused on meeting the needs of others that he has not been able to recognize, within the trance he was in, his own needs as if It was for life saying: "I do not need help" and that is precisely the pride that hurts so much. When you start waking up and start taking care of yourself and tenderly serving yourself as you do with others, you will know that your worth is not it depends on how much is available to others and that,



Attending to the pain generated by looking at your own lack, you will have greater capacity for delivery and satisfaction by not feeling drained in your relationships. You will discover what is called GENEROSITY and that it is nothing other than recognizing your humanity and the needs you have, like any other human being, and attending healthily to them. You will also find the ability and opportunity to take care of yourself and love yourself regardless of the reflection of others. This could be called independence or FREEDOM to choose and give or receive with discernment and to each one what they really need and not what "I" wants.

When he freely gives himself up but also recognizes his needs, something magical happens and that is usually taboo for the Two: the people he loves normally do not leave, but quite the opposite ... they line up to look for them.

Center: Feeling

Strategy: Strive to be connected or linked

Fixation: Flattery, flattery

Vision of himself: "I am available", "Count on me"

Fear structure (which avoids): Feeling they need

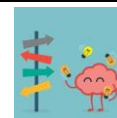
Desire structure: Feeling loved

Trap or justification: Service

Other descriptors: Need for recognition through affection, hedonism, seduction, assertiveness, tendency to care, false abundance, histrionism, impressionable emotionality.

6. Professional Orientation Test "Orienta on-line.

BACHILLERATO RESULTS



According to your answers, it gives you enough punctuation to do Baccalaureate.

Score obtained (out of 10): 6.6

High school recommended **ARTS or SOCIAL SCIENCES**

RECOMMENDED STUDIES

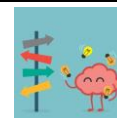
| <u>- RACING Groups:</u> | <u>Score out of 10</u> |
|---|------------------------|
| Arts, Design and Crafts | 8.9 |
| Social Work, Education, Leisure Time | 8.4 |
| Management, Administration, Law | 8.1 |
| Economy, Finance, Marketing, Commerce | 7.2 |
| Public Relations, Journalism, Image | 6.7 |
| Humanities: History, Geography, Phylum, Latin | 6.4 |
| Languages, Languages, Literature | 6.2 |

And the ones you like the most are:

| | |
|--------------------------------------|-----|
| Management, Administration, Law | 9.1 |
| Social Work, Education, Leisure Time | 9.1 |

PERSONAL SUGGESTIONS (according to your answers):

- One tip: If your goal is to take the Baccalaureate you should study something else in the afternoon ...
- If you can't concentrate, tell your tutor or counselor.
- Don't skip what you don't understand. Ask the teacher, the classmates; look on the Internet...



- It seems you have trouble memorizing. Maybe you don't use a good technique ... Check with your counselor.

OBSERVATIONS: If you have any questions, talk to your Counselor. This questionnaire is only intended to help you reflect.

7.- Direct work with Maria: She is a charming, smart, intelligent, sensitive young woman, artist, with great empathy, compassionate, active listening skills and a great sense of order. Speed to learn and analyze such learning. He has a great memory when the subject interests him. Retailer, with extraordinary verbal fluency both written and oral. Generous and with a great sense of justice. You must further strengthen your self-esteem and self-concept to build non-dependent relationships and avoid the suffering that may arise from those who intend to manipulate it.

GUIDANCE COUNCIL: María is a High Capacity young woman with a High Artistic Talent as well as Linguistic and Space, who currently should study or the Artistic Baccaureate for Degrees such as Dramatic Arts, Scenography, Fine Arts, Restoration, etc., or Bachelor of Social Sciences for Degrees such as Law, Double Degree in Law and Business Administration, Marketing and Advertising, Social Work, etc., although you can actually get what you set out to do.

Final recommendation: it is recommended for this summer, read the book "The Magic of Order" by Marie Kondo and "The World of Sofia" by Jostein Gaarder.

As always, we remain at your disposal

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