

Bibliografía

Eje Talento y Altas Capacidades



Neurociencia aplicada a la Educación



Bibliografía

- Acedera, A. y Sastre, S. (1998). *La superdotación*. Madrid: Síntesis.
- Anderson, P. (2002). Assessment and development of executive function during childhood. *Child Neuropsychology*, 8 (2), 71-82.
- Ansermet y Magistretti (2006). *A cada cual su cerebro. Plasticidad neuronal e inconsciente*. Buenos Aires: Katz.
- Ardila, A. & Ostrosky-Solís, F. (2008). Desarrollo histórico de las funciones ejecutivas. *Revista Neuropsicología, Neuropsiquiatría y Neurociencias*, 8(1), 1-21.
- Ardila, A. & Ostrosky, F. (2012). *Guía para el diagnóstico neuropsicológico*. Florida: American Board of Professional Neuropsychology.
- Ardila, A., Pineda, D. y Rosellini, M. (2000). Correlation between intelligence test scores and executive function measures. *Archives of Clinical Neuropsychology*, 15 (1), 31-36.
- Arffa, S. (2007). The relationship of intelligence to executive function and nonexecutive function measures in a sample of average, above average, and gifted youth. *Archives of Clinical Neuropsychology*, 22(8), 969-978.
- Arffa, S., Lovell, M., Podell, K. & Goldberg, E. (1998). Wisconsin Card Sorting Test performance in above average and superior school children: Relationship to intelligence and age. *Archives of Clinical Neuropsychology*, 13, 713-720.
- Ausubel, D. P. (2012). *The Acquisition and Retention of Knowledge: A Cognitive View*. Springer Netherlands.
- Baddeley A. (2000). The episodic buffer: a new component of working memory. *Trends Cogn. Sci.*, 4, 417-23.
- Baddeley A. & Hitch G. (1974). Working memory. En G.A. Bower (Ed.): *The psychology of learning and cognition*. (Vol. 8) (pp. 47-90) New York: Academic Press.
- Baddeley A. & Wilson B.B. (1988). Frontal amnesia and dysexecutive syndrome. *Brain and Cognition*, 7, 212-30.
- Baddeley, A. (1986). *Working memory*. Oxford: Oxford University Press.



Bibliografía: Talento y Altas Capacidades

- Baddeley, A. (1993). Working memory or working attention? En A. Baddeley y L. Weiskrantz (Eds.): *Attention: selection, awareness and control. A tribute to D. Broadbent*. Oxford: Clarendon Press.
- Baddeley, A. D. (2000). The episodic buffer: A new component of working memory? *Trends in Cognitive Sciences*, 4, 417–423.
- Baillargeon, R. (1986). Representing the existence and the location of hidden objects: Object permanence in 6- and 8-months-old infants. *Cognition*, 23, pp.21-41.
- Bard, P. (1928). A diencephalic mechanism for the expression of rage with special reference to the sympathetic nervous system. *America Journal of Physiology*, 84, 490-515.
- Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory: Technical manual*. Toronto: Multi-Health Systems.
- Bear, M. F. (2003). Bidirectional synaptic plasticity: from theory to reality. *Phil. Trans. R. Soc. Lond. B*, 358, 649-655.
- Beaty, R. E., Silvia, P. J., Nusbaum, E. C., Jauk, E., & Benedek, M. (2014b). The roles of associative and executive processes in creative cognition. *Memory & Cognition*, 42, 1186-1197. doi:[10.3758/s13421-014-0428-8](https://doi.org/10.3758/s13421-014-0428-8)
- Bechara, A., Damasio, H. & Damasio, A. R. (2000). Emotion, decision making and the orbitofrontal cortex. *Cerebral Cortex*, 10 (3), 295-307.
- Bechara, A., Damasio, H., Tranel, D. & Damasio, A. R. (2005). The Iowa Gambling Task and the somatic marker hypothesis: some questions and answers. *Trends Cognition Science*, 9 (4), 159-162.
- Bechara, D. Damasio, H., Damasio, A.R. & Lee, G.P. (1999). Different contributions of the human amygdale and ventromedial prefrontal cortex to decision-making. *Journal of Neuroscience*, 19, 5473–5481.
- Belmonte Martínez, C. (2007). Emociones y cerebro. *Rev. R. Acad. Cienc. Exact. Fís. Nat. (Esp)* Vol. 101, Nº. 1, pp. 59-68.
- Berg, E. A. (1948). A simple objective technique for measuring flexibility in thinking. *The Journal of general psychology*, 39(1), 15-22.
- Bower, G. H. & Cohen, P. R. (1982). Emotional influences on memory and thinking: Data and theory. En S. Fiske & M. Clark (Eds.) *Affect and cognition*. Hillsdale, NJ: Lawrence Erlbaum, pp. 291-331.



Bibliografía: Talento y Altas Capacidades

- Brydges, C. R., Fox, A. M., Reid, C. L. & Anderson, M. (2014). The differentiation of executive functions in middle and late childhood: A longitudinal latent-variable analysis. *Intelligence*, 47, 34-43. doi: [10.1016/j.intell.2014.08.010](https://doi.org/10.1016/j.intell.2014.08.010)
- Bull, R., Espy, K. A. & Wiebe, S. A. (2008). Short-term memory, working memory, and executive functioning in preschoolers: Longitudinal predictors of mathematical achievement at age 7 years. *Developmental Neuropsychology*, 33(3), 205-228.
- Burgess, P. W. & Simons, J. S. (2005). 18 Theories of frontal lobe executive function: clinical applications. En P.W. Halligan y D.T. Wade (Eds) *The effectiveness of rehabilitation for cognitive deficits* (pp. 211-31). New York: Oxford Univ. Press.
- Buselas-Herreras E, Santos-Cela JL. (2006). Disfunción ejecutiva: sintomatología que acompaña a la lesión y/o disfunción del lóbulo frontal. *Avances en Salud Mental Relacional*, 5:1-15.
- Carlson, S. (2005). Developmentally sensitive measures of executive function in preschool children. *Developmental Neuropsychology*, 28, 595-616.
- Carlson, S. y Moses, L. (2001). Individual differences in inhibitory control and children's theory of mind. *Child Development*, 72 (4), 1032-1053.
- Carlson, S., Mandell, D. y Willians, L. (2004). Executive function and theory of mind: Stability and prediction from ages 2 to 3. *Developmental Psychology*, 40 (6), 1105-122.
- Carr, M., & Borkowski, J. G. (1987). The importance of attributional retraining for the generalization of comprehension strategies. Comunicación presentada al *Annual meeting of the American Educational research Association*, Washington, DC.
- Carver, L. J. (2013). Cognitive Neuroscience of Emotion and Memory Development. En P. J. Bauer y R. Fivush (Eds.). *The Wiley Handbook on the Development of Children's Memory, Volume I/II*. Chichester, UK: John Wiley and Sons.
- Castelló, A & De Batlle, C. (1998). Aspectos teóricos e instrumentales en la identificación del alumnado superdotado y talentoso. Propuesta de un protocolo. *Faisca*, 6, 26- 66.
- Castelló, A. (1995). Estrategias de enriquecimiento del currículum para alumnos y alumnas superdotados. *Aula de Innovación Educativa*, 45, 19-26.
- Chan, R., Shum, D., Touloupoulou, T. & Chen, E. (2008). Assessment of executive functions: Review of instruments and identification of critical issues. *Archives of Clinical Neuropsychology*, 23, 201-216.



Bibliografía: Talento y Altas Capacidades

- Chávez, R. A., Graff-Guerrero, A., García-Reyna, J. C., Vaugier, V., Cruz Fuentes, C. (junio 2004). Neurobiología de la creatividad: resultados preliminares de un estudio de activación cerebral. *Salud Mental*, 27, 3, pp. 38-46.
- Chaytor N., Schmitter-Edgecombe, M., Burr, R. (2006). Improving the ecological validity of executive functioning assessment. *Archives of Clinical Neuropsychology*, 21 (3), 217-227. doi: [10.1016/j.acn.2005.12.002](https://doi.org/10.1016/j.acn.2005.12.002)
- Chen, J., Yun Dai, D., & Zhou, Y. (2013). Enable, enhance, and transform: How technology use can improve gifted education. *Roeper Review*, 35(3), 166–176. doi:[10.1080/02783193.2013.794892](https://doi.org/10.1080/02783193.2013.794892)
- Clark, A. (1997). *Being there: Putting brain, body, and world together again*. Cambridge, MA: The MIT Press.
- Climent-Martínez, G., Luna-Lario, P., Bombín-González, I., Cifuentes-Rodríguez, A., Tirapu-Ustároz, J. & Díaz-Orueta, U. (2014). Evaluación neuropsicológica de las funciones ejecutivas mediante realidad virtual. *Revista de Neurología*, 58, 465-475.
- Cohen, N.J., Eichenbaum, H. (1993). *Memory, amnesia and the hippocampal system*. Cambridge, Massachusetts: Bradford Books.
- Corsi, P. M. (1972). Human memory and the medial temporal region of the brain. *Dissertation Abstracts International*: 34(02), 819B.
- Cowan, N. (2010). The Magical Mystery Four: How is Working Memory Capacity Limited, and Why? *Curr Dir Psychol Sci*. 2010 Feb 1; 19(1): 51–57.
- Cramond, B. (2004). Can we, should we, need we agree on a definition of giftedness? *Roeper Review*, 27(1), 15-16.
- Cronbach, L. J., Gleser, G. C., Nanda, H., Rajaratnam. N. (1972). *The dependability of behavioral measurements: Theory of generalizability for scores and profiles*. New York; John Wiley and Sons.
- Dai, D. Y. & Renzulli, J. S. (2008). Snowflakes, living systems, and the mystery of giftedness. *Gifted child Quarterly*, 52 (2), 114-130.
- Dai, D.Y. (2005). Reductionism versus emergentism: a framework for understanding conceptions of giftedness. *Roeper Review*, 27, 144-51.
- Damasio A.R. (1994). *Descartes' error. Emotion, reason and the human brain*. New York, U.S.A: Avon Books.



Bibliografía: Talento y Altas Capacidades

- Damasio, A. R. & Anderson, S. W. (1993). The frontal lobes. En K. M. Heilman y E. Valenstein (Eds.), *Clinical neuropsychology* (3rd ed.) (pp. 409–460). New York: Oxford University Press.
- Davidson, R. J., Putnam, K. M., Larson, C.L. (julio 2000). Dysfunction in the neural circuitry of emotion regulation: a possible prelude to violence. *Science*, 28;289(5479):591-4.
- Davidson, Jackson & Kalin (noviembre 2000). Emotion, plasticity, context, and regulation: perspectives from affective neuroscience. *Psychol Bull*, 126(6):890-909.
- Davis, H. L. & Pratt, C. (1996). The development of children's theory of mind: The working memory explanation. *Australian Journal of Psychology*, 47, 25-31.
- Derryberry, D., Tucker, D.M. (1992). Neural mechanisms of emotion. *Journal of Consulting and Clinical Psychology*, 60, 329-338.
- Diamond, A. (2001). A model system for studying the role of dopamine in prefrontal cortex during early development in humans. En C. Nelson y M. Luciana (Eds.), *Handbook of developmental cognitive neuroscience* (pp. 433-472). Cambridge, EE.UU: MIT Press.
- Diamond, A. (2002). Normal development of prefrontal cortex from birth to young adulthood: cognitive functions, anatomy and biochemistry. En D.T. Stuss y R.T. Knight (Eds.), *Principles of frontal lobe functions* (pp. 466-503). London: Oxford University Press.
- Diamond A. (2006). The early development of executive functions. En E. Bialystok, F. Craik (Eds.), *Lifespan cognition: mechanisms of change*. (pp. 70-95). New York: Oxford University Press.
- Dietrich, A. (diciembre 2004). The cognitive neuroscience of creativity. *Psychon Bull Rev*, 11(6):1011-26.
- Drake, M. (2007). Introducción a la evaluación neuropsicológica. En D. Burin, M. Drake y P. Harris. *Evaluación neuropsicológica en adultos* (pp. 27-62) Buenos Aires: Paidós.
- Duan, X., Dan, Z. & Shi, J. (2013). The speed of information processing of 9-to 13-yearold intellectually gifted children. *Psychological reports*, 112(1), 20-32. doi:[10.2466/04.10.49.PR0.112.1.20-32](https://doi.org/10.2466/04.10.49.PR0.112.1.20-32)
- Duan, X., & Shi, J. (2011). Intelligence does not correlate with inhibitory ability at every age. *Procedia-Social and Behavioral Sciences*, 12, 3-8.
- Dulewicz, V. & Higgs, M. (1998). Can emotional intelligence be measured and developed? *Leadership & Organization Development Journal*, Vol. 20, nº 5, pp. 242-252.



Bibliografía: Talento y Altas Capacidades

- Duncan J. (1995). Attention, intelligence, and the frontal lobes. En Ms. Gazzaniga (Ed.), *The cognitive neuroscience* (pp. 721-33). Cambridge: MIT Press.
- Elliott, R. (2003). Executive functions and their disorders. Imaging in clinical neuroscience. *British Medical Bulletin*, 65 (1):49-59. doi: [10.1093/bmb/65.1.49](https://doi.org/10.1093/bmb/65.1.49)
- Etchepareborda, MC. (2000). Evaluación y clasificación del trastorno por déficit de atención con hiperactividad. *Rev Neurol Clin*; 1: 171-80.
- Etchepareborda, MC. (2000). Flexibilidad cognitiva. Síntoma adicional del trastorno por déficit de atención con hiperactividad. *Rev Neurol.*; 31: 225.
- Feldman, D.H. (2012). Cognitive development in childhood: A contemporary perspective. En R.M. Lerner, M.A. Easterbrooks, & J. Mistry (Eds.), *Handbook of psychology* (2nd ed.) (Vol.6) *Developmental psychology* (pp. 289-316). Hoboken, NJ: John Wiley & Sons.
- Finch, M. E. H., Neumeister, K. L. S., Burney, V. H., & Cook, A. L. (2014). The Relationship of Cognitive and Executive Functioning With Achievement in Gifted Kindergarten Children. *Gifted Child Quarterly*, 58, 167–182. doi: [10.1177/0016986214534889](https://doi.org/10.1177/0016986214534889)
- Fisk, J. E. & Sharp, C. A. (2004). Age-related impairment in executive functioning: Updating, inhibition, shifting and access. *Journal of Clinical and Experimental Neuropsychology*, 26, 874-890.
- Friedman, N.P., Miyake, A., Corley, R.P., Young, S.E., Defries, J.C., & Hewitt, J.K. (2006). Not all executive functions are related to intelligence. *Psychological Science*, 17, 172-179.
- Fuster, J. M. (1989). *The prefrontal cortex* (2nd ed.). New York: Raven Press.
- Gagné, F (2009). Building gifts into talents: brief overview of the DMGT 2.0. *Gifted*, 152, 5-9.
- Gagné, F. (1985). Giftedness and talent: Reexamining a reexamination of the definitions. *Gifted Child Quarterly*, 29, 103-112.
- Gagné, F. (2003). Transforming gifts into talents: The DMGT as a developmental theory. En N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education*, (3rd ed.) (pp. 60–74). Boston: Allyn y Bacon.
- Gagné, F. (2005). From gifts to talents: The DMGT as a developmental model. En R. J. Sternberg & J. E. Davidson (Eds.), *Conceptions of giftedness* (2nd ed.) (pp. 98– 119). New York, NY: Cambridge University Press.



Bibliografía: Talento y Altas Capacidades

- Gagné, F. (2015). De los genes al talento: la perspectiva DMGT/CMTD. *Revista de educación*, 368, 12-39.
- Galton, F. (1869). *Hereditary genius*. London: MacMillan.
- Gardner, H. (1983). *Frames of mind*. New York: Basic Books.
- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gargurevich, R. (enero-diciembre 2008). La autorregulación de la emoción y el rendimiento académico en el aula: el rol del docente. *Revista digital de docencia universitaria*, vol. 4, nº 1.
- Gerardi-Caulton, G. (2000). Sensitivity to spatial conflict and the development of self regulation in children 24-36 months of age. *Developmental Science*, 3 (4), 397- 404.
- Gerstadt, C. L., Hong, Y. J., & Diamond, A. (1994). The relationship between cognition and action: Performance of children, 3, 5-7 years old on a Stroop-like day-night test. *Cognition*, 53 (2), 129-153.
- Gordon, A. C. & Olson, D. R. (1998). The relation between acquisition of a theory of mind and the capacity to hold in mind. *Journal of Experimental Child Psychology*, 68 (1), 70-83.
- Grafman, J. y Litvan, I. (1999). Importance of deficits in executive functions. *The Lancet*, 354, 1921-1923.
- Grant, E. R., & Spivey, M. J. (2003). Eye movements and problem solving. *Psychological Science-Cambridge*, 14:5, 462-466.
- Guilford, J.P. (1967). *The Nature of Human Intelligence*. New York: McGraw Hill.
- Gumora, G. & Arsenio, W. (2002). Emotionality, Emotion Regulation, and School Performance in Middle School Children. *Journal of School Psychology*, 40, 395-413.
- Hackman, D. A. & Farah, M. J. (2009). Socioeconomic status and the developing brain. *Trends in Cognitive Sciences*, 13, 65-73.
- Harlow, J. M. (1868). Recovery from the passage of an iron bar through the head. *Publications of the Massachusetts Medical Society*, 2, 327- 247.
- Heilman, K. M., Nadeau, S. E., Beversdorf, D. O. (octubre 2003). Creative innovation: possible brain mechanisms. *Neurocase*, 9 (5):369-79.



Bibliografía: Talento y Altas Capacidades

- Hernández-Muela, S., Mulas, F. & Mattos, L. (2004). Plasticidad neuronal funcional. *Rev. Neurol.*; 38 (Supl 1): S58-S68.
- Hernández-Torrance D. y Gutiérrez-Sánchez, M. (2014). El estudio de la alta capacidad intelectual en España: Análisis de la situación actual. *Psicodidáctica*. 2014-364-261. doi: [10.4438/1988-592X-RE-2014-364-261](https://doi.org/10.4438/1988-592X-RE-2014-364-261)
- Higgins, S. E., Mercier, E. M., Burd, E. & Hatch, A. (2011). Multi-touch tables and the relationship with collaborative classroom pedagogies: a synthetic review. *International Journal of Computer-Supported Collaborative Learning*, 6 (4). 515-538. doi:[10.1007/s11412-011-9131-y](https://doi.org/10.1007/s11412-011-9131-y)
- Higgs, M. y Rowland, D. (2002). Does it need emotional intelligence to lead change? *Journal of General Management*, nº 27, pp. 62-76.
- Hopkins, M. M. & Bilimoria, D. (2008). Social and emotional competencies predicting success for male and female executives. *Journal of Management Development*, Vol. 27, nº 1, pp. 13-35.
- Howard, S. J., Johnson, J. & Pascual-Leone, J. (2013). Measurement of mental attention: Assessing a cognitive component underlying performance on standardized intelligence tests. *Psychological Test and Assessment Modeling*, 55 (3), 250-273.
- Hughes, C. (1998). Finding your marbles: Does preschooler' strategic behavior predict later understanding of mind? *Developmental Psychology*, 34 (6), 1326-1339.
- Im-Bolter, N. y Pascual-Leone, J. (2003). Development of mental attention in gifted and mainstream children: The role of mental capacity, inhibition, and impairments. En M.M. Sholberg, C.A. Mateer (Eds.), *Introduction to cognitive rehabilitation* (pp. 232-263). New York: Guilford Press.
- Jensen, Eric. (2003). *Cerebro y aprendizaje: Competencias e implicaciones educativas*. Madrid: Narcea.
- Jin, S.H., Kwon, Y. J., Jeong, J. S., Kwon, S. W., Shin, D. H. (2006). Differences in brain information transmission between gifted and normal children during scientific hypothesis generation. *Brain and Cognition*, 62, 191-7.
- Jin, S-H., Kim, S.Y., Park, K. H. & Lee, K-J. (2007). Differences in EEG between gifted and average students: neural complexity and functional cluster analysis. *International Journal of Neuroscience*, 117; 1167-1184. doi:[10.1080/00207450600934655](https://doi.org/10.1080/00207450600934655)



Bibliografía: Talento y Altas Capacidades

- Johnson, J., Im-Bolter, N. & Pascual-Leone, J. (2003). Development of Mental Attention in Gifted and Mainstream Children: The Role of Mental Capacity, Inhibition, and Speed of Processing. *Child Development* 74 (6), 1594-1614. doi:[10.1046/j.1467-8624.2003.00626.x](https://doi.org/10.1046/j.1467-8624.2003.00626.x)
- Johnstone, B., Holland, D. & Larimore, C. (2000). Language and academic abilities. En G. Groth-Marnat (Ed), *Neuropsychological assessment in clinical practice: A guide to test interpretation and integration* (pp. 335-354). New York: John Wiley y Sons, Inc.
- Junqué, C. (1995). El lóbulo frontal y sus disfunciones. En C. Junqué, y J. Barroso (Eds.), *Neuropsicología* (pp. 349-399). Madrid: Síntesis.
- Kalbfleisch, M. L. (2008). Getting to the heart of the brain: Using cognitive neuroscience to explore the nature of human ability and performance. *Roeper Review*, 30 (3), 162-170.
- Karwowski, M., Lebuda, Wisniewska y Gralewski. (2013). Big Five Personality Traits as the Predictors of Creative Self-Efficacy and Creative Personal Identity: Does Gender Matter? *The Journal of Creative Behavior* 47 (3), pp. 215-232.
- Kerr, A. & Zelazo, P. D. (2004). Development of “Hot” executive function: The children’s gambling task. *Brain and Cognition*, 55 (1), 148-157.
- Kessels, R. P. C., van Zandvoort, M. J. E., Postma, A., Kappelle, L. J., & de Haan, E. H. F. (2000). The Corsi Block-Tapping Task: Standardization and Normative Data. *Applied Neuropsychology*, 7 (4), 252-258.
- Kinsbourne, M. & Bernaldo de Quirós, G. (1994). Bases neurológicas de los trastornos de atención, emoción y conducta. En N. Fejerman, H. A. Arroyo, M. E. Massaro, V. L. Ruggieri (Eds). *Autismo infantil y otros trastornos del desarrollo*. Buenos Aires: Paidós.
- Knapp, K., Morton, B. (2013). Brain development and executive functioning. *Encyclopedia on early childhood development*. Quebec: Centre of excellence for early childhood development.
- Kochanska G., Aksan N. (2006). Children’s conscience and self-regulation. *Journal of Personality* 74 (6), 1587-1618.
- Kochanska G., Tjebkes T. L., Forman D .R. (1998). Children’s emerging regulation of conduct: restraint, compliance, and internalization from infancy to the second year. *Child Development*, 69, 1378-89.



Bibliografía: Talento y Altas Capacidades

- Kochanska, G., Murray, K & Harlan, E. (2000). Effortful control in early childhood: Continuity and change, antecedents, and implications for social development. *Developmental Psychology*, 36 (2), 220-232.
- Kochanska, G., Murray, K., Jacques, T., Koenig, A. & Vandecest, K. (1996). Inhibitory control in young children and its role in emerging internalization. *Child Development*, 67 (2), 490-507.
- Korkman, M., Kemp, S. L. & Kirk, U. (2001). Effects of age on neurocognitive measures of children ages 5 to 12: A cross-sectional study on 800 children from the United States. *Developmental neuropsychology*, 20 (1), 331-354.
- LaBar, K. S., LeDoux, J. E. (2002). Emotional learning circuits in animals and humans. En: *Handbook of Affective Sciences* (Davidson RJ, Scherer K, Goldsmith HH, (eds), pp. 52-65. New York: Oxford University Press.
- LeDoux, J. E. (1987). Emotion. En F. Plum (Ed). *Handbook of Physiology. 1: The Nervous System. Vol V, Higher Functions of the Brain*. Bethesda: American Physiological Society; pp. 419-460.
- Levav, M. (2005). Neuropsicología de la emoción. Particularidades en la infancia. *Revista Argentina de Neuropsicología*, 5, 15-24.
- Lezak, M. D. (1983). *Neuropsychological assessment* (2a. ed.). New York: Oxford. University Press.
- Luciana, M. & Nelson, C. A. (2002). Assessment of neuropsychological function through use of the Cambridge Neuropsychological Testing Automated Battery: performance in 4-to 12-year-old children. *Developmental neuropsychology*, 22 (3), 595- 624.
- Luria, A. R (1966). *Higher cortical functions in man*. New York: Basic Books (original publicado en 1962).
- Luria, A. R. (1974). *Fundamentos de neuropsicología*. Barcelona: Fontanela.
- Luria, A. R. (1980). *Higher cortical functions in man* (2a. ed.). New York: Basis.
- Luria A. R. (1988). *El cerebro en acción*. (5ª ed.). Barcelona: Martínez Roca.
- Mahone, E. M., Hagelthorn, K. M., Cutting, L. E., Schuerholz, L. J., Pelletier, S. F., Rawlins, C., Denckla, M. B. (2002). Effects of IQ on executive function measures in children with ADHD. *Child Neuropsychology*, 8 (1), 52-65. doi: [10.1076/chin.8.1.52.8719](https://doi.org/10.1076/chin.8.1.52.8719)



Bibliografía: Talento y Altas Capacidades

- Marino, J. (2010). Actualización en test neuropsicológicos de funciones ejecutivas. *Revista Argentina de Ciencias del Comportamiento*, 2 (1), 34-45.
- Marland, S. (1972). Education of the Gifted and Talented. *Report to the Congress of the United States by U.S. Commissioner of Education*. Washington D.C.: U.S. Government Printing Office.
- McCabe, D., Roediger, H., MackDaniel, M., & Balota, A., Hambrick, D. (2010). The relationship between working memory capacity and executive functioning: Evidence for a common executive attention construct. *Neuropsychology*, 24 (2), 222-243.
- Martín Lobo, Pilar (2006). *El salto al aprendizaje*. Madrid: Palabra.
- McDonald, K. B. (2008). Effortful Control, Explicit Processing, and the Regulation of Human Evolved Predispositions. *Psychological Review*, 114 (4), 1012-1031. doi: [10.1037/a0013327](https://doi.org/10.1037/a0013327)
- Mesulam, M. M. (2000). Behavioral neuroanatomy: large-scale networks, association cortex, frontal syndromes, the limbic system, and hemispheric specializations. En M. Mesulam (Ed.), *Principles of behavioral and cognitive neurology*. (2ª ed.) (pp. 1-120). New York: Oxford University Press.
- Metcalfe, J. & Mischel, W. (1999). A Hot/Cool-System of Delay of Gratification: Dynamics of Willpower. *Psychological Review*, 106 (1), 3-19.
- Miller, E. K. & Cohen, J. D. (2001). An integrative theory of prefrontal cortex function. *Annual review of neuroscience*, 24 (1), 167-202.
- Miyake, A., Friedman, N., Emerson, M., Witzki, A., Howerter, A. & Wager, T. (2000). The Unity and Diversity of Executive Function and Their Contributions to Complex "Frontal Lobe" Tasks: A Latent Variable Analysis. *Cognitive Psychology*, 41, 49-100.
- Mönks, F. J., Van Boxtel, H. W., Roelofs, J. J. & Sanders, M. (1986). The identification of gifted children in secondary education and a description of their situation in Holland. En K. A. Heller y J. F. Feldhusen (Eds.), *Identifying and nurturing the gifted. An international perspective*. Toronto: Hans Huber, pp. 39-66.
- Mönks, F. J. (1988). *De rol van de sociale omgeving in de ontwikkeling van het hoogbegaafde kind*. Amersfoort/Leuven: ACCO.
- Mönks, F. J. (1992). Development of gifted children: The issue of identification and programming. En F. J. Mönks y W. A. Peters (Eds.), *Gifted and talented children: Talent*



Bibliografía: Talento y Altas Capacidades

for the future (pp. 191-202). Assen/Maastricht, Netherlands: Van Gorcum.

- Mönks, F. J. (1994): Desarrollo socio-emocional de los niños superdotados. En Y. Benito. *Intervención e investigación psicoeducativa en alumnos superdotados*. Salamanca: Amarú. pp. 139-152.
- Montoya-Arenas, D. A., Trujillo-Orrego, N. & Pineda-Salazar, D. (2010). Capacidad Intelectual y Función Ejecutiva en Niños Intelectualmente Talentosos y en Niños con Inteligencia Promedio. *Universitas Psychologica*, 9 (3), 737-748.
- Mueller, S. T. & Piper, B. J. (2014). The psychology experiment building language (pebl) and pebl test battery. *Journal of neuroscience methods*, 222, 250-259.
- Navarro, J. L., Ramiro, P., López, J., Aguilar, M., Acosta, M. & Montero, J. (2006). Mental attention in gifted and nongifted children. *European Journal of Psychology of Education*, 4, 401-411.
- Navas-Sánchez, F. J., Alemán-Gómez, I., Sánchez-González, J., Guzmán-de-Villoria, J., Franco, C., Robles, O., Arango, C. & Desco, M. (2014). White matter microstructure correlates of mathematical giftedness and intelligence quotient. *Hum Brain Mapp*, 35:2619–2631. DOI: [10.1002/hbm.22355](https://doi.org/10.1002/hbm.22355)
- Nikolaou, I. & Tsaousis, I. (2002). Emotional intelligence and occupational stress. *The International Journal of Organizational Analysis*, Vol. 10 n° 4, 2002, pp. 327-342.
- Noonan, J. & Gardner, H. (2014). Creative artists and creative scientists: Where does the buck stop? En S. Moran, D. Cropley y J. C. Kaufman (Eds.), *The ethics of creativity* (pp. 92-116). New York: Palgrave MacMillan.
- Norman, D. A. & Shallice, T. (1986). Attention to action: willed and automatic control of behaviour. En R. Davidson, R. Schwartz y D. Shapiro (Eds.), *Consciousness and Self-Regulation* (pp. 1-18). New York: Plenum Press Springer.
- Obonsawin, M. C., Crawford J .R., Page J, Chalmers P., Cochrane, R., Low, G. (2002). Performance on tests of frontal lobe function reflect general intellectual ability. *Neuropsychologia* 40, 970-7.
- O'Keefe, J. & Nadel, L. (1978). *The Hippocampus as a Cognitive Map*. Londres: Oxford University Press.



Bibliografía: Talento y Altas Capacidades

- Passler, M. A., Isaac, W. y Hynd, G. W. (1985). Neuropsychological development of behaviour attributed to frontal lobe functioning in children. *Developmental Neuropsychology*, 1, 349-70.
- Paz-Baruch, N., Leikin, M., Aharon-Peretz, J., y Leikin, R. (2014). Speed of information processing in generally gifted and excelling-in-mathematics adolescents. *High Ability Studies*, 25 (2), 143-167. doi: [10.1080/13598139.2014.971102](https://doi.org/10.1080/13598139.2014.971102)
- Phillips, L. H. (1999). The role of memory in the Tower of London task. *Memory*, 7 (2), 209-231.
- Pineda, D. (2000). La función ejecutiva y sus trastornos. *Revista de Neurología*, 30 (8), 764-768.
- Piper, B. J., Li, V., Eiwaz, M. A., Kobel, Y. V., Benice, T. S., Chu, A., Mueller, S. T. (2012). Executive function on the psychology experiment building language tests. *Behavior research methods*, 44 (1), 110-123. doi: [10.3758/s13428-011-0096-6](https://doi.org/10.3758/s13428-011-0096-6)
- Polderman, T. J., de Geus, E. J., Hoekstra, R. A., Bartels, M., van Leeuwen, M., Verhulst, F. C., Boomsma, D. I. (2009). Attention problems, inhibitory control, and intelligence index overlapping genetic factors: a study in 9-, 12-, and 18- year-old twins. *Neuropsychology*, 23 (3), 381. doi: [10.1037/a0014915](https://doi.org/10.1037/a0014915)
- Portellano, J. A. & García Alba, J. (2014). *Neuropsicología de la atención, las funciones ejecutivas y la memoria*. Editorial Síntesis.
- Portellano Pérez, J. A. (2016). Estimulación neurocognitiva en el aula: propuesta de intervención. *Polibea*, 119, pp.12-18.
- Portellano Pérez, J. A. (2016). *Neuropsicología infantil*. Madrid: Síntesis.
- Prati, L., Douglas, C., Ferris, G., Ammeter, A. & Buckley, M. (2003). Emotional intelligence, leadership effectiveness and team outcomes. *The International Journal of Organizational Analysis*, Vol. 11, nº 1, pp. 21-40.
- Prencipe, A. & Zelazo, P. D. (2005). Development of affective decision-making for self and other: Evidence for the integration of first-and third-person perspective. *Psychological Science*, 16, 501-505. doi: [10.1111/j.0956-7976.2005.01564.x](https://doi.org/10.1111/j.0956-7976.2005.01564.x)
- Prencipe, A., Kesek, A., Cohen, J., Lamm, C., Lewis, M. D. & Zelazo, P. D. (2011). Development of hot and cool executive function during the transition to adolescence. *Journal of experimental child psychology*, 108 (3), 621-637. doi:[10.1016/j.jecp.2010.09.008](https://doi.org/10.1016/j.jecp.2010.09.008)



Bibliografía: Talento y Altas Capacidades

- Ramachandran, V. S. (2004). *A Brief Tour of Human Consciousness: From Impostor Poodles to Purple Numbers*. New York: Pi Press.
- Renzulli, J. S. (1977). *The enrichment triad model: A guide for developing defensible programs for the gifted and talented*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S. (1981). *Action information message*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S. (1994). *Schools for talent development: A practical plan for total school improvement*. Mansfield Center, CT: Creative Learning Press.
- Renzulli, J. S. (2012). Reexamining the Role of Gifted Education and Talent Development for the 21st Century A Four-Part Theoretical Approach. *Gifted Child Quarterly*, 56 (3), 150-159. doi:[10.1177/0016986212444901](https://doi.org/10.1177/0016986212444901)
- Reznick J. S., Morrow, J. D., Goldman, B. D. & Snyder, J. (2004). The onset of working memory in infants. *Infancy*, 6 (1), 145-54.
- Rolls, E. T. (1986). A theory of emotion, and its application to understanding the neural basis of emotion. En Y. Oomura (Ed.), *Emotions. Neural and Chemical Control* (pp. 325-344). Japan Scientific Societies Press: Tokyo and Karger: Basel.
- Roselli, M., Jurado, M. & Matute, E. (2008). Las funciones ejecutivas a través de la vida. *Revista de Neuropsicología, Neuropsiquiatría y Neurociencias* 8 (1), 23-46.
- Roselli, M., Ardila, A., Lopera, F. & Pineda, D. (1997). *Neuropsicología Infantil*. Medellín: Prensa Creativa.
- Roselli-Cock, M., Matute-Villaseñor, E., Ardila-Ardila, A., Botero-Gómez, V. E., Tangarife-Salazar, G. A., Echeverría-Pulido, S. E., Ocampo-Agudelo, P. (2004). Evaluación Neuropsicológica Infantil (ENI): una batería para la evaluación de niños entre 5 y 16 años de edad. Estudio normativo colombiano. *Revista de Neurología*, 38 (8), 720-731.
- Rothbart, M. K., Posner, M. I. & Kieras, J. (2006). Temperament, attention, and the development of self-regulation. En K. McCartney y D. Phillips (Eds), *The Blackwell handbooks of developmental psychology* (pp. 338-357). Malden, MA: Blackwell Publishing.
- Runco, M. A. y Jaeger, G. J. (2012). The standard definition of creativity. *Creativity Research Journal*, 24 (1), pp. 92-96.
- Sastre-Riba, S. (2008). Niños con altas capacidades y su funcionamiento cognitivo diferencial (Síntesis). *Rev Neurol*, 46 (Supl. 1), S11-S16.



Bibliografía: Talento y Altas Capacidades

- Sastre-Riba, S. (2014). Intervención psicoeducativa en la alta capacidad: funcionamiento intelectual y enriquecimiento extracurricular. *Rev. Neurol.*, 58 (Supl. 1), S89-98.
- Schunk, D., Pintrich, P. & Meece, J. (2008). *Motivation in education*. (3ra ed.) New York: Pearson.
- Shallice, T. (1982). *Specific impairments in planning*. Philosophical Transcripts of the Royal Society of London, 298, 199-209.
- Shaw, P., Greenstein, D., Lerch, J., Clasen L., Lenroot, R., Gogtay, N., Evans A., Rapoport, J., & Giedd, J. (2006). Intellectual ability and cortical development in children and adolescents. *Nature*, 440 (30), pp. 676-679.
- Sholberg, M. M. & Mateer, C.A. (1989) Remediation of executive functions impairments. En M. M. Sholberg, C. A. Mateer (Eds.), *Introduction to cognitive rehabilitation* (pp. 232-263). New York: Guilford Press.
- Sholberg, M. M., Mateer, C. A. (2001) *Cognitive Rehabilitation: An Integrative Neuropsychological Approach*. New York, NY: Guilford Press.
- Snell, R. S. (2010). *Neuroanatomía Clínica*. Baltimore: Lippincott W & W.
- Snyder, K. E., Nietfeld, J. L., & Linnenbrink-Garcia, L. (2011). Giftedness and metacognition: A short-term longitudinal investigation of metacognitive monitoring. *Gifted Child Quarterly*, 55, 181-193.
- Soprano, A. M. (2003). Evaluación de las funciones ejecutivas en el niño. *Revista de Neurología*, 37 (1), 44-50.
- Steiner, H. H. & Carr, M. Cognitive development in gifted children: toward a more precise understanding of emerging differences in intelligence. *Educational Psychology Review* 2003; 15: 215-45.
- Sternberg, R. J. (1985). *Beyond IQ: A Triarchic Theory of Intelligence*. Cambridge: Cambridge University Press.
- Sternberg, R. J. (1986). *Las capacidades humanas: un enfoque desde el procesamiento de la información*. Barcelona: Labor.
- Sternberg, R. J. (1993). Procedures for identifying intellectual potential in the gifted: A perspective on alternative "Metaphors of Mind." En K. A. Heller, F. J. Mönks & A. H. Passow (Eds.), *International handbook of research and development of giftedness and talent* (pp. 185-207). Oxford, UK: Pergamon Press.



Bibliografía: Talento y Altas Capacidades

- Stroop, J. R. (1935). Studies of interference in serial verbal reactions. *Journal of experimental psychology*, 18 (6), 643-662.
- Stuss, D. T. (1992). Biological and psychological development of executive functions. *Brain and Cognition*, 20 (1), 8-23.
- Subotnik, R. F., Olszewski-Kubilius, P. & Worrell, F. C. (2011). Rethinking giftedness and gifted education: A proposed direction forward based on psychological science. *Psychological Science in the Public Interest*, 12, 3–54.
- Tanabe, M. K., Whitaker, A. M., O'Callaghan, E. T., Murray, J., & Houskamp, B. M. (2014). Intellectual ability as a predictor of performance on the Wisconsin Card- Sorting Test. *Applied Neuropsychology: Child*, 3 (4), 275-283. doi: [10.1080/21622965.2012.757700](https://doi.org/10.1080/21622965.2012.757700)
- Tannenbaum, A. J. (1983). *Gifted children: Psychological and educational perspectives*. New York, NY: MacMillan.
- Tannenbaum, A. J. (1997). The meaning and making of giftedness. En N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (2nd ed.) (pp.27-40). Boston, MA: Allyn y Bacon.
- Tannenbaum, A. J. (2003). Nature and nurture of giftedness. En N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (3rd ed.) (pp. 45–59). New York, NY: Allyn y Bacon.
- Taylor, C.W. (Ed.) (1990). *Expanding awareness of creative potentials worldwide*. Salt Lake City, UT: Brain-Powers Press.
- Terman, L. M. (1916). The uses of intelligence tests. *The measurement of intelligence*, 3-21.
- Terman, L. M. (1954). The discovery and encouragement of exceptional talent. *American psychologist*, 9 (6), 221-230.
- Tirapu, J., Pérez, G., Erekatxo, M. & Pelegrín, C. (2007). ¿Qué es la teoría de la mente? *Revista de Neurología*, 44, 479-89.
- Tirapu-Ustárrroz, J. y Muñoz-Céspedes, J. M. (2005). Memoria y funciones ejecutivas. *Rev. Neurol.* 41 (8), 475-484.
- Tirapu-Ustárrroz, J., García-Molina, A., Luna-Lario, P., Roig-Rovira, T. & Pelegrín- Valero, C. (2008). Modelos de funciones y control ejecutivo (I). *Rev Neurol*, 46 (684), 92.



Bibliografía: Talento y Altas Capacidades

- Tirapu-Ustárrroz, J., Luna-Lario, P. (2008). Neuropsicología de las funciones ejecutivas. En: J. Tirapu-Ustárrroz, M. Ríos Lagos, & F. Maestú Unturbe, (Eds.), *Manual de Neuropsicología* (pp.221-256). Barcelona: Viguera Editores.
- Tirapu-Ustárrroz, J., García-Molina, A., Luna-Lario P., Verdejo-García, A., & Ríos-Lago, M. (2012). Corteza prefrontal, funciones ejecutivas y regulación de la conducta. En J. Tirapu-Ustárrroz, A. García-Molina, M. Ríos-Lago & A. Ardila-Ardila. (Eds), *Neuropsicología de la corteza prefrontal y las funciones ejecutivas* (pp.89-120). Barcelona: Viguera Editores.
- Torrance. E. .P. (1979). *Test de pensée créative*. Paris: Editions du Centre de Psychologie Appliquée.
- Treffinger, D. J. (Ed) (2009). Special Issue: Demythologizing gifted education. *Gifted Child Quarterly*, 53, 229-288.
- Tsujimoto, S. (2008). The prefrontal cortex: Functional neural development during early childhood. *The Neuroscientist*, 14, 345-358.
- Turner, R. & Lloyd-Walker, B. (2008). Emotional intelligence (EI) capabilities training: can it develop EI in project teams? *International Journal of Managing Projects in Business*, Vol. 1, n°. 4, 2008, p. 512-534.
- Vaivre-Douret, L. (2011). Developmental and Cognitive Characteristics of “High-Level Potentialities” (Highly Gifted) Children. *International Journal of pediatrics*. Publicado en línea: 2011 Oct 1. doi: [10.1155/2011/420297](https://doi.org/10.1155/2011/420297)
- Van Tassel-Baska, J., MacFarlane, B. & Feng, A. (2008). A cross-cultural study of exemplary teaching: What do Singapore and the United States secondary gifted class teachers say? *Gifted and Talented International*, 21, 38-47.
- Verdejo, A., Aguilar de Arcos, F. & Pérez-García, M. (2004). Alteraciones de los procesos de toma de decisiones vinculados al córtex prefrontal ventro- medial en pacientes drogodependientes. *Rev Neurol* 38 (7), 601-6.
- Verdejo-García, A. y Bechara, A. (2010). Neuropsicología de las funciones ejecutivas. *Psicothema*, 22 (2), 227-235.
- Weisinger, H. (1998). *Emotional Intelligence at Work*. San Francisco: Jossey-Bass, 1998.



Bibliografía: Talento y Altas Capacidades

- Welsh, M. C., Pennington, B. F. & Groisser, D.B. (1991). A normative-developmental study of executive function: a window on prefrontal function in children. *Developmental Neuropsychology*, 7, 131-49.
- Willner, P., Bailey, R., Parry, R. & Dymond, S. (2010). Evaluation of executive functioning in people with intellectual disabilities. *Journal of Intellectual Disability Research*, 54 (4), 366-379. doi: [10.1111/j.1365-2788.2010.01249.x](https://doi.org/10.1111/j.1365-2788.2010.01249.x)
- Yeh, Y. C., Tsai, J. L., Hsu, W. C., & Lin, C. F. (2014). A model of how working memory capacity influences insight problem solving in situations with multiple visual representations: An eye tracking analysis. *Thinking Skills and Creativity*, 13, 153-167. doi: [10.1016/j.tsc.2014.04.003](https://doi.org/10.1016/j.tsc.2014.04.003)
- Yuste, C. (1989). BAG y G: *Batería de aptitudes diferenciales y generales*. Madrid: TEA Ediciones.
- Zeki, S. (2001). Localization and globalization in conscious vision. *Annual Review of Neuroscience*, 24, pp. 57-86.
- Zelazo, P. D. (2013). Reflections on the Development of Executive Function: Commentary on Knapp and Merto, Munakata et al., Rueda and Paz-Alonso, Benson and Sabbagh, Hook et al., and Blair, *Encyclopedia on Early Childhood Development* [online]. Recuperado de <http://www.child-encyclopedia.com/executive-functions/according-experts/reflections-development-executive-function-commentary-knapp>
- Zelazo, P. D. & Müller, U. (2002). Executive function in typical and atypical development. En U. Goswami (Ed.), *Handbook of childhood cognitive development* (pp. 445-469). Oxford: Blackwell.
- Zelazo, P. D., Craik, F. I. M. & Booth, L. (2004). Executive function across the life span. *Acta Psychologica*, 115, 165-183. doi.: [10.1016/j.actpsy.2003.12.005](https://doi.org/10.1016/j.actpsy.2003.12.005)
- Zelazo, P. D., Qu, L. & Kesek, A.C., (2010). Hot executive function: Emotion and the development of cognitive control. En S. D. Calkins, y M. A. Bell (Eds), *Child development at the intersection of emotion and cognition. Human brain development*, (pp. 97-111). Washington, DC, US: American Psychological Association.
- Zelazo, P. D., Reznick, J. & Spinazzola, J. (1998). Representational flexibility and response control in a multistep multilocation search task. *Developmental Psychology*, 34 (2), 203-214.



Bibliografía: Talento y Altas Capacidades

Zhang, O., Shi, J., Luo, Y., Zhao, D. & Yang, J. (2007). Intelligence and information processing during a visual search task in children: an event-related potential study. *Neuroreport*, 17, 747-752.