Advanced Master's Degree

Learning Difficulties and Pre-School Educational Care

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Advanced Master's Degree
Learning Difficulties and Pre-School Educational Care

- Modality: **online**
- Duration: **2 years**
- Certificate: **TECH Global University**
- Credits: **120 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/education/advanced-master-degree/advanced-master-degree-learning-difficulties-early-childhood-educational-care

Index

01
Introduction
p. 4

02
Objectives
p. 8

03
Skills
p. 16

04
Course Management
p. 22

05
Structure and Content
p. 26

06
Methodology
p. 46

07
Certificate
p. 54

01

Introduction

Learning difficulties are an issue in all education centers. These problems affect students from a very young age and, therefore, their diagnosis is sometimes complex and delayed. Having teachers with the necessary skills to detect these learning difficulties is of great help in providing early intervention to resolve them. If the idea is to specialize in this field, don't think twice and study with TECH. We offer the most comprehensive program on the market.

Learning difficulties can lead to developmental problems for students. Early detection is the best way to help students continue their education. Study with us and learn how to recognize these types of problems"

The management of learning difficulties that manifest themselves primarily in cognitive processes, language, and then affect the fundamental areas of reading, writing and mathematics, and other curricular disciplines, is a social problem that has yet to be solved. These types of learning difficulties are present in practically all educational centers, and their early detection is the best way to offer customized educational support in order to improve learning.

Detecting these types of learning difficulties is a major challenge for teachers, since their signs manifest in a heterogeneous way, and they are not detectable in all cases. With this Advanced Master's Degree, we want to give teachers and other educational center professionals the key concepts so that they can get up to date with the main learning difficulties, taking into account the most common areas. To this end, we have a program of the highest academic level, which is divided into two main blocks: educational attention in children and the management of learning difficulties and attention to diversity.

Thus, this Advanced Master's Degree answers the demand for soundly prepared professionals with up-to-date and relevant expertise, as well as the necessary skills to successfully face the challenges posed by the integral personal development for a diverse range of students, with different needs, styles, interests and conditions, but especially those with learning difficulties in different areas, providing the support they need to adapt to school.

Emerging educational paradigms recommend an inclusive approach, based on a biopsychosocial model that envisages attention to diversity via a comprehensive range of measures aimed at the entire educational community. Therefore, teachers, at different educational stages, need to know what characterizes these students, how to identify their needs and possess the knowledge and tools to intervene at a personal, socio-family and, above all, educational level.

This course not only covers theoretical knowledge, but will also show professionals another way of studying and learning that is more organic, straightforward and efficient. TECH works to keep the student motivated and to create a passion for learning. In addition, we encourage independent thought and the development of critical thinking.

This **Advanced Master's Degree in Learning Difficulties and Pre-School Educational Care** contains the most complete and up-to-date educational program on the market. The most important features include:

- The latest technology in e-learning software
- An intensely visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- Practical case studies presented by practising experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Self-regulated learning: full compatibility with other commitments
- Practical exercises for self-assessment and learning verification
- Support groups and educational synergies: Questions to the expert, discussion forums and knowledge
- Communication with the teacher and individual reflection work
- Content that is accessible from any fixed or portable device with an Internet connection
- Supplementary resource banks that are permanently available

A high-level program, supported by advanced technological development and the teaching experience of the best professionals"

We have the best methodology, the most up-to-date syllabus and a multitude of practical cases that will help prepare you for success"

Take this opportunity to learn about the latest advances in Learning Difficulties and Pre-School Educational Care and improve your teaching skills by mastering the latest techniques: the surest way to position yourself among the best.

Our teaching staff is made up of working professionals. In this way, TECH ensure that they meet their goal of providing up-to-date professional development.
A multidisciplinary team of professionals trained and experienced in different environments, who will cover the theoretical knowledge in an efficient way, but, above all, will be able to make the practical knowledge derived from their own experience available to students on this course.

This command of the subject is complemented by the effective methodological design of this Advanced Master's Degree. Developed by a multidisciplinary team of E-Learning experts, it integrates the latest advances in educational technology. Thus, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the functionality you need during your studies.

The design of this program is based on Problem-Based Learning, an approach that conceives learning as a highly practical process. To achieve this remotely, telepractice is used. With the help of an innovative, interactive video system and Learning from an Expert, students will be able to acquire the knowledge as if they were dealing with the case in real time. A concept that will make it possible to integrate and fix learning in a more realistic and permanent way.

02

Objectives

The objective is to prepare highly qualified professionals for work in the field. An objective that is further complemented, in a holistic manner, by promoting human development that lays the foundations for a better society. The aim is to help professionals reach a much greater level of expertise and control. A goal that you can count on achieving, with a high-intensity and high-precision program.

If your goal is to acquire a qualification that will enable you to compete with the best, look no further, at TECH we have everything you need"

General objectives

- Provide students with the specific knowledge and skills to work effectively in the field of Pre-School education, so that their students are able to progress with their education
- Show students the main assessment tools, as well as the identification criteria for specific educational needs arising from a range of circumstances
- Enable students to use techniques and strategies for educational intervention, as well as guide the response in different extracurricular areas
- Awaken the sensitivity and initiative necessary for the student to become the driving force behind the necessary paradigmatic change that will make an inclusive educational system possible
- Enable the student to recognise the signs and initiate identification for students who exhibit characteristics compatible with learning difficulties
- Introduce the student to the main processes involved in the management of learning difficulties and attention to diversity, as well as the underlying pedagogical, scientific and legal context
- Appreciate the multidimensionality of learning difficulties and the need for multi-professional interventions with flexible and adaptive methods that promote inclusiveness
- Consider innovation and the application of new technologies as an integral and useful element in the educational process

Specific objectives

Module 1. Early Education

- Know the latest research on child development
- Build an overall view of the developmental processes involved
- Understand the factors that affect children during the first years of life
- Identify the main processes and stages of psychological development throughout the life cycle
- Analyze and evaluate developmental characteristics
- Identify the demands, problems and differences of the human being in the different stages

Module 2. Learning Difficulties I

- Provide an overview of the learning difficulties that may be encountered in the classroom
- Detect the diverse difficulties that students may have
- Distinguish learning concepts, problems and difficulties
- Know the different learning styles and cognitive styles
- Prevent learning difficulties before they occur
- Put interventions in place for different learning problems

Module 3. Learning Difficulties II

- Study the specific theory for Pre-School Education
- Identify the different learning difficulties
- Analyze the different learning disorders
- Know how to recognize specific learning disorders
- Know the different emotional difficulties
- Build the family-school relationship

Module 4. Personalized Education Anthropological, Philosophical, and Psychological Foundations

- Acquire the necessary tools for reflection
- Consider professional and intellectual concerns in order to learn to be good professionals
- To know the different pedagogical foundations of Education
- Identify the different learning situations in personalized education
- Develop the necessary tools for proper organization of the center
- Undertake professional development in teaching for a good educational response

Module 5. Self-knowledge and Personal Autonomy in Pre-School Education

- Know, understand and assist in the emergence of self-knowledge
- Lay the foundations of self-concept and self-esteem, one of the most rewarding tasks of the Pre-School Education teacher
- Address factors facilitating the development of autonomy in the classroom and some key elements for the separation-individuation process
- Explore these factors and how they overlap in order to gain a holistic view of the process at this educational stage
- Identify warning signs relating to the student's level of self-esteem
- Know about the evaluation of self-concept

Module 6. Equality and Diversity in the Classroom

- Know about the different but closely-related terms and their application in the classroom
- Detect possible factors contributing to school failure
- Acquire the necessary tools to avoid school failure
- Pick up on the signs of possible bullying at school
- Develop tools to promote inclusive and intercultural schools
- Obtain the skills to work with different ICTs
- Identify the different disorders in schools
- Promote psychomotor function in Pre-School Education

Module 7. History, Current Situation and Future Outlook for Special Education

- Offer a holistic view of Special Education
- Analyze the evolutionary trajectory of this area of education, the current panorama and the new models that continue to be formed

Module 8. Behaviour Disorders and Learning Difficulties

- Study the basic aspects of the most common behavioral and learning disorders at the Pre-School Education stage
- Acquire the necessary tools to be able to detect, understand and intervene with these disorders

Module 9. Education of Children with Disabilities or Developmental Difficulties

- Learn to identify the personal educational needs of students with disabilities or developmental difficulties and detect warning signs and learn how to establish preventative measures and intervene with at-risk learners

Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

- Be aware of intervention strategies for the development of students with higher abilities, as well as the different enrichment and creativity development proposals

Module 11. Theoretical and Methodological Fundamentals for Attention to Diversity and Learning Difficulties in Children

- Determine the theoretical arguments that support Psychology and Pedagogy as sciences
- Identify the essential relationships between psychological sciences and pedagogical sciences based on their convergent and divergent elements
- Recognize the challenges that exist in the development of psychology and pedagogy in the overall school environment
- Categorize learning theories to facilitate theoretical understanding based on established assumptions
- Recognize the potential of education for integral learning from a developmental point of view

Module 12. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

- Interpret historical developments in the field of learning disabilities, taking into consideration the different events that delimit its stages
- Explore the term learning difficulties considering its historical issues, its conceptual differentiation and the characterization of the schoolchildren who face them
- Compare the various classifications of learning difficulties from a modern perspective
- Analyze the different theoretical approaches to learning disabilities and their relationship with attention models

Module 13. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- Understand the diagnostic procedures and pedagogical evaluation in the field of learning difficulties and the relationship between the two
- Identify the different stages of diagnosis and evaluation, the variables to consider and the most pertinent techniques and evaluation instruments
- Apply evaluation techniques and tools to schoolchildren with possible learning difficulties in reading, writing and mathematics
- Describe the functioning of the evaluation committee and the role of each one of its members
- Communicate the results of the diagnostic and evaluation process in a structured, descriptive and analytical way, with the aim of guiding the educational care of a schoolchild with learning difficulties

Module 14. Fundamentals in the Management of Learning Difficulties

- Analyze the theoretical and methodological fundamentals of managing learning difficulties
- Characterize the processes that integrate the school management of learning difficulties in the context of diversity
- Link the processes of prevention, school organization and comprehensive educational attention , looking at theory and the establishment of relationships between them
- Value the role of the psychologist to integrate and consolidate theory and methods for the management of learning difficulties and attention to diversity
- Develop plans for prevention measures and comprehensive educational attention to learning difficulties in the areas of reading, writing, mathematics and school adaptation

Module 15. Language as a Determining Factor in Support for Learning Difficulties

- Understand the concepts of communication, linguistic, speech, language and their relationships
- Understand the link between the development of language and thought based on the theoretical concepts and its implication in the teaching-learning process
- Describe the development of the language in its different components and potential difficulties
- Explain language disorders, how they can affect adaptation to school and their connection with learning difficulties associated with reading, writing and math
- Consider language disorders in the design and implementation of comprehensive educational care for learning difficulties

Module 16. Learning Difficulties in Reading and Their Impact on Citizen Education in the Knowledge Society

- Analyze the processes involved in learning to read in order to consider them in diagnosis, assessment and teaching
- Reflect on the different methods of teaching reading and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- Implement actions for the promotion of reading and prevention of reading difficulties incorporating the main educational agencies
- Identify reading learning difficulties through their characterization, diagnosis, evaluation and relationship with the family and social context
- Develop comprehensive educational support plans for students or groups of students with learning difficulties based on their their attributes, motivations and personal potential, family and other contextual considerations

Module 17. Learning Difficulties in Writing as a Method of Lasting Communication

- Analyze the processes, stages and levels involved in constructing written language in order to consider them in diagnosis, assessment and teaching
- Reflect on the different methods of teaching writing and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- Implement actions for the promotion of writing and prevention of difficulties, incorporating the main educational agencies
- Identify learning difficulties in producing written language through their description, diagnosis and evaluation, considering the relationship with the family and social context
- Develop comprehensive educational support plans for students or groups of students with learning difficulties in written language based on their personal, family and circumstances, motivations and their potential

Module 18. Mathematical Learning Difficulty (MLD)

- Analyze the essential concepts and processes involved in learning math in order to consider them in diagnosis, assessment and teaching
- Reflect on the different methods of teaching math and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- Implement actions for the promotion of math and prevention of difficulties, incorporating the main educational agencies
- Identify difficulties in mathematics learning through their characterization, diagnosis and evaluation, considering the relationship with the family and social context
- Develop comprehensive educational support plans for students or groups of students with learning difficulties based on their personal, family and circumstances, motivations and their potential

Module 19. Attention Deficit Hyperactivity Disorder (ADHD) as a Conditional Associated With Learning Difficulties

- Understand Attention Deficit Hyperactivity Disorder (ADHD), its prevalence, causes and implications for educational and social inclusion throughout life
- Characterize a student with ADHD, their needs, interests and motivations for their integral educational support
- Analyze the theoretical models that explain ADHD and their relationship with the diagnosis, evaluation and selection of techniques and instruments
- Reflect on the complexity of the approach to the student with learning difficulties associated with ADHD, the educational implications and its consolidation in integral educational care

Module 20. Emerging Educational Alternatives in the Management of Learning Difficulties

- Reflect on information and communication technologies, chess and meditation as emerging alternatives for the management of learning difficulties in diverse contexts
- Discuss the use and scope of ICT as a learning resource for the management of learning difficulties in primary education
- Evaluate the potential of chess as a resource for management of learning difficulties linked with the main educational influences: family, school and community
- Appreciate the benefits of incorporating meditation into the school learning-teaching process within the context of learning difficulties

03

Skills

Once all the contents have been studied and the objectives of the Advanced Master's Degree in Learning Difficulties and Pre-School Educational Care have been achieved, the professional will have a higher level of competence and performance in this area. A comprehensive approach, in a high-level Advanced Master's Degree, which marks the difference.

Achieving excellence in any profession requires effort and perseverance, but, above all, the support of professionals, who will give you the boost you need, with the necessary resources and assistance. At TECH, we offer you everything you need"

General skills

- Promote and facilitate Pre-School learning based on a holistic and integrative view of the different cognitive, emotional, psychomotor and volitional dimensions
- Identify the principles behind a holistic and integrative approach to students with specific educational support needs
- Make use of resources that facilitate the integration of students with learning difficulties
- Design activities that promote the all-round development of students with specific educational support needs with an inclusive approach
- Design and regulate learning spaces that support diversity, addressing the unique educational needs of students, gender equality, equity and respect for human rights
- Provide information on the basic principles of attention to diversity
- Design spaces that meet the educational needs of students with learning difficulties
- Plan activities that meet the diverse needs of students with specific educational support needs
- Understand the evolution of language in Pre-School, know how to identify possible dysfunctions and ensure appropriate progress
- List the stages of the different elements of language
- Detect possible difficulties that cause a deviation from normal language evolution
- Correctly use a range of techniques aimed at the stimulation and development of the different language components
- Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center
- Effectively deal with language learning situations in multicultural and multilingual contexts
- Encourage the reading and critical commentary of texts in the various scientific and cultural domains included in the school curriculum
- Learn about and analyze educational situations in order to perform personalized pedagogical work following the psycho-evolutionary maturation of each student with respect to their self-knowledge, autonomy and self-esteem
- Reflect as a group on the acceptance of rules and respect for others Promote the autonomy and uniqueness of each student as part of the education of emotions, feelings and values in Pre-School
- Propose strategies, based on educational theory, to help and guide families with children in Pre-School education on psychological techniques to address their unique motor, affective and cognitive needs and put these techniques to use in the classroom
- Design a team activity that matches the needs of a particular educational stage and subject content

- Identify the specific needs of students and know how to address them
- Organize and carry out activities to develop an intercultural school
- Select appropriate resources to promote equality
- Promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and how to reflect on them

The objective is very simple: to offer you a high-quality program, with the best available teaching methods, so that you can achieve excellence in your profession"

Specific skills

- Know about childhood development, taking into account the developmental processes involved, the factors that may affect it and the possible programs to be carried out in response to it
- Identify learning, cognitive and attention-related difficulties
- Identify students with temporary or permanent special educational needs and students with higher abilities
- Provide relevant information on psychological, educational, and social theory, as well as the differential features of special educational needs
- Know how to notify other specialist professionals in order to enable collaboration between the center and teacher to support any special educational needs that may arise
- Plan and develop collaborative activities for psycho-pedagogical evaluation as a resource for the detection of students with specific educational support needs
- Acquire resources to promote the educational integration of students with difficulties
- Design and use resources that facilitate and encourage the integration and inclusion of students with difficulties in the learning process
- Use play to promote inclusion and the integral development of students with special educational needs
- Identify and analyze possible barriers to the learning process and the participation of students with specific educational support needs
- Carry out collaborative projects with other specialists to aid the learning process of students with specific educational support needs
- Prepare and deliver recommendations and guidelines to families and professionals involved in the educational response to students with learning difficulties
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators
- Know the social sciences school curriculum
- Recognize the features of the Pre-School stage and its cognitive, psychomotor, communicative, social, affective characteristics
- Understand and be able to explain the development of self-awareness and personal autonomy from 0 to 6 years of age
- Understand the development of the communicative capacity of children from 0 to 6 years of age and its link with their own social and family environment for the development of autonomy and self-concept
- Know how to promote the acquisition of habits of autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, and symbolic and heuristic play
- Note and analyze educational circumstances in order to offer customized educational support matching the psycho-evolutionary maturation of each student, with regards to their self-knowledge, autonomy and self-esteem
- Understand the pedagogical dimension of interaction with peers and adults and know how to promote participation in group activities, cooperative work and individual work
- Understand the importance of family-school collaboration in multicultural environments
- Understand environmental influences on the development of social behavior

- Plan and organise meetings among the members of the educational community
- Critically analyze and take into account the most relevant topical issues affecting family and school education: social and educational impact of audiovisual languages and screens; changes in gender and intergenerational relations; multiculturalism; discrimination and social inclusion and sustainable development
- Critically evaluate family-school relationships in multicultural contexts
- Understand how technologies may give rise to incidences of discrimination
- Identify the current special education process, taking into account its past and future
- Recognize the signs of behavioral and learning difficulties
- Identify the services that professionals can offer in the field of psycho-pedagogical intervention for behavioral and learning disorders
- Study specialist scientific literature
- Detect children with special educational needs in the classroom
- Perform a range of educational tasks and oversee processes for children in need of special education
- Use specific didactic resources, adaptive technologies, software, etc.
- Effectively support children with disabilities or special developmental needs
- Create specific programs for students with higher abilities
- Apply strategies for attention to diversity based on the knowledge acquired
- Know and apply strategies that take into account the cognitive learning styles of students
- Handle and apply instruments for the detection and screening of functional diversity in the classroom
- Use tools for diversity assessment
- Possess the skills necessary for the organization of the curriculum and educational centres
- Develop a critical and open-minded attitude both at the methodological level and in decision making
- Implement identification protocols within the attention to diversity plan of each educational center
- Apply the principles of neuropedagogy in the design of educational intervention
- Classify, understand and address diversity and variety of needs of students, both intrinsic and extrinsic
- Value and accept successful educational experiences in order to transfer them to new learning contexts
- Elaborate and apply the necessary adaptations to provide a personalized educational response
- Acquire the methodological and digital skills necessary for a competent and up-to-date teacher
- Develop a portfolio of educational skills for managing learning difficulties inside and outside the classroom

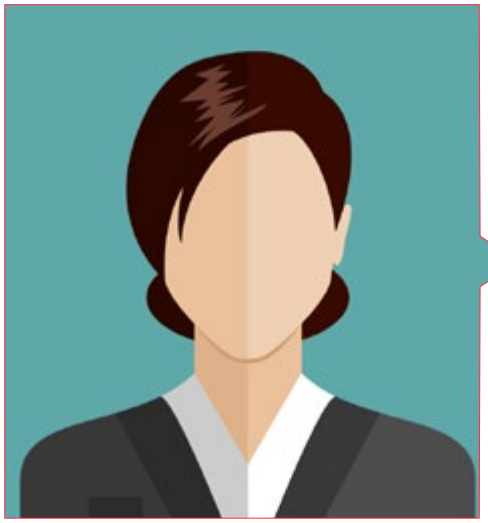
04

Course Management

In line with the concept of program excellence, TECH is proud to provide students with a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.

Our professors will put their experience and teaching skills at your disposal to offer you a stimulating and creative learning process"

Management



Dr. Moreno Abreu, Milagros Josefina

- PhD in Pedagogical Sciences
- Master's Degree in Health Education
- Diploma in Research Methodology
- Degree in Education With Major in Learning Difficulties
- Degree in Preschool Education
- Higher University Technician in Speech Therapy
- Postgraduate Professor Experimental Libertador Pedagogical University: UPEL Master's Degree in Physical Education Teaching Courses: Research Methodology I, Design of measurement and evaluation instruments
- Postgraduate Professor Experimental University of Greater Caracas (UNEXCA) Postgraduate Diploma in Human Talent Management Subject: Academic Reading and Writing

05

Structure and Content

The contents of this Advanced Master's Degree have been developed by the different experts on this course, with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field. The content of this Advanced Master's Degree will allow you to learn about all aspects of the different disciplines involved in this area. A comprehensive and well-structured program that will lead to the highest standards of quality and success.

We offer you the most advanced knowledge available in this field so that you can acquire a superior level of expertise that will allow you to compete with the best”

Module 1. Early Education

1.1. Early Care and Education Concepts
- 1.1.1. The Shift from Early Stimulation to Early Care
- 1.1.2. Definition of Early Care
- 1.1.3. Fundamentals of Pre-School Care
- 1.1.4. Objectives, Principles and Levels of Early Care
- 1.1.5. Levels of Early Care Prevention
- 1.1.6. Early Care Support Service
- 1.1.7. Family-Centered Early Care

1.2. Basis of Motor Development
- 1.2.1. Psychomotor Development and Perfection of Movements
- 1.2.2. Concepts of Development, Maturation, Growth and Learning
- 1.2.3. Motor Development: Beginnings and Basic Patterns

1.3. Basis of Cognitive Development
- 1.3.1. Neurological Bases of Cognitive Development
- 1.3.2. Psychological Bases of Cognitive Development
- 1.3.3. Cognitive Development from 0 to 2 Years
- 1.3.4. Cognitive Development from 3 to 6 Years

1.4. Social-Emotional Development in Pre-School Care
- 1.4.1. Socio-Emotional Development
- 1.4.2. Emotional Regulation
- 1.4.3. Attachment
- 1.4.4. The Family as a Principle of Affective-Emotional Development
- 1.4.5. The School, Children's Needs and Emotional and Affective Well-Being
- 1.4.6. Development of Autonomy, Self-Concept and Self-Esteem
- 1.4.7. Moral Development and Values Education in the Early Stages

1.5. Diversity Programs
- 1.5.1. Diversity and Inclusion
- 1.5.2. The Classroom as a Space for Diversity
- 1.5.3. Adapted Methodologies for the Attention of Diversity
- 1.5.4. Play as a Means to Achieve Learning and Participation

1.6. Early Stimulation
- 1.6.1. Early Stimulation
- 1.6.2. Where Can Stimulation Be Carried Out?
- 1.6.3. Stimulation Duration and Materials

1.7. Basis on Which to Structure an Pre-School Stimulation Program
- 1.7.1. Biological Basis of the Brain
- 1.7.2. The Processes of Brain Development and Developmental Milestones
- 1.7.3. Socio-cultural Reality

1.8. Development Programs as a Formal Modality in the Educational Project
- 1.8.1. Fundamental Ideas
- 1.8.2. General Objectives
- 1.8.3. Concepts and Guidelines to Follow

1.9. Influences on Child Development
- 1.9.1. Factors Influencing Comprehensive Development in Childhood
- 1.9.2. The Role of the Family and its Relationships
- 1.9.3. The Role of the Environment

1.10. Psychomotor and Sound Stimulation
- 1.10.1. Movement and Psychomotor Skills in Early Stimulation
- 1.10.2. General Recommendations for Psychomotor Development
- 1.10.3. Sensory Periods and Early Stimulation
- 1.10.4. Areas of Activity

Module 2. Learning Difficulties I

2.1. Developmental psychology
- 2.1.1. Physical or Motor Development
- 2.1.2. Cognitive Development
- 2.1.3. Language Development
- 2.1.4. Emotional Development

2.2. Mathematical Learning
- 2.2.1. Definition and Conceptualization of Learning Difficulties
- 2.2.2. Memory and Learning Difficulties

2.3. Special Educational Needs and Inclusive Education
- 2.3.1. The Inclusive School Movement Overcoming School Integration
- 2.3.2. The Road to a School for All
- 2.3.3. Promoting Inclusive Education in Pre-School Education

2.4. Learning Difficulties Related to Communication, Language, Speech and Voice Problems
- 2.4.1. Oral Linguistic Disorders: Problems in Communication, Language, Speech, and Voice
- 2.4.2. Language Problems
- 2.4.3. Speech and Articulation Disorders

2.5. Learning Difficulties Related to Reading and Writing
- 2.5.1. Conceptualization of Dyslexia or Specific Reading Disorder
- 2.5.2. Characteristics of Dyslexia
- 2.5.3. Reading Pathways and Types of Dyslexia
- 2.5.4. Intervention Guidelines for Students with Dyslexia
- 2.5.5. Others Learning Difficulties Related to Reading and Writing

2.6. Learning Difficulties Related to Mathematics
- 2.6.1. Conceptualization of Particular Mathematical Learning Difficulties
- 2.6.2. Etiology and Course of Difficulties in the Mathematical Area
- 2.6.3. Types of Specific Mathematics Learning Disorders
- 2.6.4. Features of Specific Mathematics Learning Disorders
- 2.6.5. Classroom Intervention Guidelines for Students with Specific Mathematics Learning Disorders

2.7. Intellectual Disability
- 2.7.1. Conceptualization of Intellectual Disability
- 2.7.2. Detection of Intellectual Disability in the Classroom
- 2.7.3. Special Educational Needs of Learners with Intellectual Disabilities
- 2.7.4. Intervention Guidelines in the Classroom for Students with Intellectual Disability

2.8. Higher Abilities in the Classroom: Keys to Their Identification and Educational Development
- 2.8.1. Is Higher Ability an Educational Problem?
- 2.8.2. The Concept of High-Capacity Students Is It Possible to Define?
- 2.8.3. Identifying High-Capacity Students
- 2.8.4. Intervention for High-Capacity Students

2.9. Learning Difficulties Related to Visual and Auditory Sensory Deficits
- 2.9.1. Visual Impairment
- 2.9.2. Developmental Characteristics of Infants with Visual Impairment
- 2.9.3. Special Educational Needs of Visually Impaired Children
- 2.9.4. Educational Intervention in the Classroom for Students with Visual Impairment
- 2.9.5. Hearing Impairment
- 2.9.6. Detection of Hearing-Impaired Students in the Classroom
- 2.9.7. Special Educational Needs of Hearing-Impaired Children
- 2.9.8. Intervention Guidelines in the Classroom for Hearing-Impaired Students

2.10. Motor Coordination Difficulties or Dyspraxias
- 2.10.1. Conceptualization of Motor Disability
- 2.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
- 2.10.3. Detection of Dyspraxias in the Classroom
- 2.10.4. Classroom Intervention Guidelines for Students with Dyspraxias

Module 3. Learning Difficulties II

3.1. Attention Deficit Hyperactivity Disorder (ADHD)
- 3.1.1. Conceptualization
- 3.1.2. Types and Characteristics
- 3.1.3. Associated Disorders
- 3.1.4. Detection of ADHD in the Classroom
- 3.1.5. Classroom Intervention Guidelines for Students with ADHD

3.2. Autism Spectrum Disorders (ASD) and Asperger Syndrome
- 3.2.1. Conceptualization and Description of Autism Spectrum Disorder (ASD)
- 3.2.2. Conceptualization and Description of Asperger's Syndrome
- 3.2.3. Guidelines for Identifying Children with ASD or Asperger's Syndrome in the Classroom
- 3.2.4. Classroom Intervention Guidelines for Students with with ASD or Asperger's Syndrome

3.3. Autism Spectrum Disorder: Early Care
- 3.3.1. Child Cognitive Development and Warning Signs
- 3.3.2. Autism Spectrum Disorder (ASD) Early Intervention Program

3.4. Emotional Difficulties
- 3.4.1. Emotional Bonding: Attachment and Detachment
- 3.4.2. Overprotection
- 3.4.3. Description of Emotional Difficulties
- 3.4.4. Foster Self-Esteem and Self-Concept
- 3.4.5. Educational Interventions in the Pre-School Education Classroom for Students with Emotional Difficulties

3.5. Intellectual Precocity and High-Level Abilities
- 3.5.1. Intellectual Precociousness in Early Years
- 3.5.2. Higher Abilities in Early Years
- 3.5.3. Educational Interventions in the Pre-School Education Classroom for Students with Intellectual Precocity and High-Level Abilities

3.6. Psychomotor Skills in Pre-School Schools
- 3.6.1. Key Concepts
- 3.6.2. Educational Factors of Psychomotor Skills
- 3.6.3. Psychomotor Practice in Pre-School Classrooms

3.7. The Role of Family in Early Care
- 3.7.1. Family Training
- 3.7.2. Family Non-Participation
- 3.7.3. Fostering Family-Child Relationships
- 3.7.4. Establish Good Communication with Families
- 3.7.5. Description of the Conduct of Family Interviews

3.8. Working with the Pre-School Education Team
- 3.8.1. Key Concepts
- 3.8.2. A Team Around a Child
- 3.8.3. Benefits of Working Together

3.9. Observation or Assessment Methods in Pre-School Education
- 3.9.1. Key Concepts
- 3.9.2. Observations
- 3.9.3. Multidisciplinary Assessments

3.10. Educational Resilience
- 3.10.1. Key Concepts of Resilience
- 3.10.2. Educational Resilience: On the Road to Successful Learning
- 3.10.3. Features of Resilience-Building Schools

Module 4. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

4.1. The Human Person
- 4.1.1. Educate Taking the Person into Account
- 4.1.2. Person and Human Nature
- 4.1.3. Attributes or Radical Properties of the Person
- 4.1.4. Strategies to Promote the Development of the Person's Radical Attributes or Properties
- 4.1.5. The Human Person as a Dynamic System
- 4.1.6. The Person and the Meaning That They Can Give to their Life

4.2. Pedagogical Foundations of Personalized Education
- 4.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
- 4.2.2. What is and What is Not Personalized Education?
- 4.2.3. Purposes of Personalized Education
- 4.2.4. The Personal Teacher-Student Encounter
- 4.2.5. Protagonists and Mediators
- 4.2.6. The Principles of Personalized Education

4.3. Learning Situations in Personalized Education
- 4.3.1. The Personalized Vision of the Learning Process
- 4.3.2. Operational and Participatory Methodologies and their General Characteristics
- 4.3.3. Learning Situations and their Personalization
- 4.3.4. Role of Materials and Resources
- 4.3.5. Evaluation as a Learning Situation
- 4.3.6. Personal Learning Style and its Five Manifestations
- 4.3.7. Promoting the Five Personalized Learning Styles

4.4. Motivation: A Key Aspect of Personalized Learning
- 4.4.1. Influence of Affectivity and Intelligence in the Learning Process
- 4.4.2. Definition and Types of Motivation
- 4.4.3. Motivation and Values
- 4.4.4. Strategies to Make the Learning Process More Appealing
- 4.4.5. The Playful Aspect of Schoolwork

4.5. Metacognitive Learning
- 4.5.1. What Should Students Be Taught in Personalized Education?
- 4.5.2. Meaning of Metacognition and Metacognitive Learning
- 4.5.3. Metacognitive Learning Strategies
- 4.5.4. Consequences of Learning in a Metacognitive Way
- 4.5.5. The Evaluation of the Significant Learning of the Learner
- 4.5.6. Keys To Teach Creativity

4.6. Personalizing the Organization of the School Center
- 4.6.1. Factors in the Organization of a School
- 4.6.2. The Personalized School Environment
- 4.6.3. The Student Body
- 4.6.4. The Teaching Staff
- 4.6.5. The Families
- 4.6.6. The School Center as an Organization and as a Unit
- 4.6.7. Indicators to Evaluate the Educational Personalization of a School Center

4.7. Identity and Profession
- 4.7.1. Personal Identity: A Personal and Collective Construction
- 4.7.2. Lack of Social Valuation
- 4.7.3. Cracking and Identity Crisis
- 4.7.4. Professionalization Under Debate
- 4.7.5. Between Vocation and Expert Knowledge
- 4.7.6. Teachers as Artisans
- 4.7.7. Fast Food Behavior
- 4.7.8. Unrecognized Good Guys and Unknown Bad Guys
- 4.7.9. Teachers Have Competitors

4.8. The Process of Becoming a Teacher
- 4.8.1. Initial Training Matters
- 4.8.2. At the Beginning, the More Difficult, the Better
- 4.8.3. Between Routine and Adaptation
- 4.8.4. Different Stages, Different Needs

4.9. Characteristics of Effective Teachers
- 4.9.1. The Literature on Effective Teachers
- 4.9.2. Value-Added Methods
- 4.9.3. Classroom Observation and Ethnographic Approaches
- 4.9.4. The Dream of Having Countries with Good Teachers

4.10. Beliefs and Change
- 4.10.1. Analysis of Beliefs in the Teaching Profession
- 4.10.2. Many Actions and Little Impact
- 4.10.3. The Search for Models in the Teaching Profession

Module 5. Self-knowledge and Personal Autonomy in Pre-School Education

5.1. The Development Environment
- 5.1.1. Definition of Self-Awareness, Self-Concept and Self-Esteem
- 5.1.2. The First Context of Development: The Family Environment
- 5.1.3. The Age for Breastfeeding
- 5.1.4. The Role of Parents in Child Development

5.2. The Origins of Competition
- 5.2.1. Introduction
- 5.2.2. Individual Differences at Birth
- 5.2.3. Cognitive Development
- 5.2.4. Communication
- 5.2.5. Motivation

5.3. Development of the Sense of Self: Background
- 5.3.1. Introduction
- 5.3.2. Freudian Theory of Development
- 5.3.3. Some Key Psychoanalytic Theories in Development
- 5.3.4. Theoretical Models of Cognitive Development
- 5.3.5. The Computational Approach or Cognitive Psychology
- 5.3.6. The Systemic Approach to Development
- 5.3.7. Early Emotional Development

5.4. The Importance of Others
- 5.4.1. Introduction
- 5.4.2. Link
- 5.4.3. Fear of Strangers
- 5.4.4. Response to the Absence of Family Figures

5.5. Self-Concept: Current Situation and Teaching Role
- 5.5.1. Conceptual Delimitation and Components of Self-Concept
- 5.5.2. Stages of Self-Concept Development
- 5.5.3. Self-Concept: Hierarchical-multidimensional Model
- 5.5.4. Self-Concept: Academic and Non-Academic Dimensions
- 5.5.5. The Teacher's Role in Self-Concept

5.6. The Origins of Autonomy
- 5.6.1. Introduction
- 5.6.2. The Separation-Individuation Process
- 5.6.3. Separation Resistance
- 5.6.4. Non-Autonomous Operation

5.7. Autonomy and Learning
- 5.7.1. Introduction
- 5.7.2. Learning How to Face Reality
- 5.7.3. The Role of Play in Learning to Confront Reality

5.8. The Child in the Family: Influences on Learning
- 5.8.1. Introduction
- 5.8.2. Relationship with Parents
- 5.8.3. Relationship with Siblings

5.9. Development of self-awareness and Autonomy in the Pre-School Classroom
- 5.9.1. Introduction
- 5.9.2. Learning How to Learn
- 5.9.3. Practical Resources for Self-Awareness Education
- 5.9.4. Guidelines for Autonomy Education in the Classroom
- 5.9.5. Final Conclusions

5.10. Assessment of Self-Concept and Self-Esteem in the Pre-School Classroom
- 5.10.1. Introduction
- 5.10.2. First Considerations for the Assessment of Self-Concept and Self-Esteem
- 5.10.3. Assessment of Self-Concept and Self-Esteem in the Classroom
- 5.10.4. Warning Signs to Detect Potential Self-Concept and Self-Esteem Problems in Children

Module 6. Equality and Diversity in the Classroom

6.1. Basic Concepts of Equality and Diversity
- 6.1.1. Equality, Diversity, Difference, Justice and Fairness
- 6.1.2. Diversity as Something Positive and Essential to Life
- 6.1.3. Relativism and Ethnocentrism
- 6.1.4. Human Dignity and Human Rights
- 6.1.5. Theoretical Perspectives on Diversity in the Classroom
- 6.1.6. Bibliographical References

6.2. Evolution from Special Education to Inclusive Education in Pre-School Education
- 6.2.1. Key Concepts from Special Education to Inclusive Education
- 6.2.2. Inclusive School Conditions
- 6.2.3. Promoting Inclusive Education in Pre-School Education

6.3. Characteristics and Needs in Pre-School
- 6.3.1. Acquisition of Motor Skills
- 6.3.2. Acquisition of Psychological Development
- 6.3.3. Development of Subjectivation

6.4. Exclusion in Schools
- 6.4.1. The Hidden Syllabus
- 6.4.2. Intolerance and Xenophobia
- 6.4.3. How to Detect Bullying in the Classroom?
- 6.4.4. Bibliographical References

6.5. Main Factors of School Failure
- 6.5.1. Stereotypes and Prejudices
- 6.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
- 6.5.3. Other Factors Influencing School Failure
- 6.5.4. Bibliographical References

6.6. Inclusive and Intercultural School
- 6.6.1. The School as an Open Entity
- 6.6.2. Dialogue
- 6.6.3. Intercultural Education and Attention to Diversity
- 6.6.4. What is Intercultural Schooling?
- 6.6.5. Problems in the School Environment
- 6.6.6. Performance
- 6.6.7. Proposals on Interculturality to Work on in the Classroom
- 6.6.8. Bibliographical References

6.7. Digital Exclusion in the Digital Information Society
- 6.7.1. Transformations in the Digital Information Society
- 6.7.2. Access to Information
- 6.7.3. Web 2.0: From Consumers to Creators
- 6.7.4. Risks Associated with the Use of ICT
- 6.7.5. The Digital Divide: A New Type of Exclusion
- 6.7.6. Education in the Face of Digital Exclusion
- 6.7.7. Bibliographical References

6.8. The Inclusion of ICT in the Diverse School
- 6.8.1. School Inclusion and Digital Inclusion
- 6.8.2. Digital Inclusion at School, Advantages and Requirements
- 6.8.3. Changes in the Conception of the Educational Process
- 6.8.4. Transformations in Teacher and Student Roles
- 6.8.5. ICT as an Element of Attention to Diversity
- 6.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
- 6.8.7. Bibliographical References

6.9. Active Learning Methodologies with ICT
- 6.9.1. Introduction and Objectives
- 6.9.2. ICT and the New Educational Paradigm: Personalization of Learning
- 6.9.3. Active Methodologies for Effective ICT Learning
- 6.9.4. Learning by Research
- 6.9.5. Collaborative and Cooperative Learning
- 6.9.6. Problem- and Project-Based Learning
- 6.9.7. Flipped Classroom
- 6.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
- 6.9.9. Bibliographical References

6.10. Collaborative Learning and Flipped Classroom
- 6.10.1. Introduction and Objectives
- 6.10.2. Definition of Collaborative Learning
- 6.10.3. Differences with Cooperative Learning
- 6.10.4. Tools for Cooperative and Collaborative Learning: Padlet
- 6.10.5. Definition of Flipped Classroom
- 6.10.6. Teaching Actions for Flipped Programming
- 6.10.7. Digital Tools to Create your Flipped Classroom
- 6.10.8. Reversed Classroom Experiences
- 6.10.9. Bibliographical References

Module 7. History, Current Situation and Future Outlook of Special Education

7.1. Background and Early Experiences of Special Education
- 7.1.1. Historical Contextual Framework for Special Education
- 7.1.2. First Educational Experiences with the Hearing
- 7.1.3. First Educational Experiences with the Visually Impaired
- 7.1.4. First Educational Experiences with the Mentally Impaired

7.2. The Era of Institutionalization: The Shift from Medical Care to Pedagogical Care
- 7.2.1. The Era of Institutions
- 7.2.2. From Medical Care to Psycho-Pedagogical Care

7.3. The Era of Normalization and Consequent Social and School Integration
- 7.3.1. Ideology of Normalization
- 7.3.2. Principle of Educational Integration
- 7.3.3. Warnock Report (1978)
- 7.3.4. Features of the Special Educational Needs (SEN) Concept

7.4. Special Education in Europe
- 7.4.1. Historical Background

7.5. Special Education in Conventional Centers
- 7.5.1. Special Educational Needs and the Conventional Center
- 7.5.2. Organization and Structure of Conventional Centers

7.6. Special Education in Dedicated Centers
- 7.6.1. Historical Framework for Dedicated Centers
- 7.6.2. Organization and Structure of Dedicated Centers

7.7. Collaboration Between Conventional and Dedicated Services
- 7.7.1. Internal and External School Resources
- 7.7.2. Collaboration Between Conventional and Dedicated Services
- 7.7.3. Educational guidance teams

7.8. Students with Special Educational Needs
- 7.8.1. Students with Special Educational Needs
- 7.8.2. Sensory Disabilities
- 7.8.3. Psychic Disabilities
- 7.8.4. Motor Impairment
- 7.8.5. Intellectual Giftedness
- 7.8.6. Language Disorders

7.9. Educational and Social Inclusion
- 7.9.1. The Step From Integration to Inclusion
- 7.9.2. Critical Reflection on the Current Situation
- 7.9.3. New Realities
- 7.9.4. New Paradigms

7.10. Family Involvement in Inclusive Education
- 7.10.1. Family Roles
- 7.10.2. School Roles
- 7.10.3. Family-School Alliance

Module 8. Behaviour Disorders and Learning Difficulties

8.1. Introduction to Childhood Behavioural Disorders
- 8.1.1. Introduction and Objectives
- 8.1.2. DSM-5 and ICD-11 Classifications
- 8.1.3. Features and Factors of Behaviour Disorders
- 8.1.4. Bibliographical References

8.2. Attention Deficit and/or Hyperactivity Disorder
- 8.2.1. Introduction and Objectives
- 8.2.2. ADHD: Definition, Prevalence and Diagnostic Criteria
- 8.2.3. Classroom Treatment and Intervention
- 8.2.4. Bibliographical References

8.3. Oppositional Defiant Disorder
- 8.3.1. Introduction and Objectives
- 8.3.2. Introduction to Oppositional Defiant Disorder
- 8.3.3. Risk Factors and Prevention
- 8.3.4. Educational Intervention for Oppositional Defiant Disorder
- 8.3.5. Bibliographical References

8.4. Behavioral Alternations in Autism Spectrum Disorder
- 8.4.1. Introduction and Objectives
- 8.4.2. Severity Levels and Diagnostic Criteria
- 8.4.3. Behavioral Patterns for Autism Spectrum Disorders
- 8.4.4. Parent Training
- 8.4.5. Bibliographical References

8.5. Mood Disorders in Childhood
- 8.5.1. Introduction and Objectives
- 8.5.2. Childhood Anxiety
- 8.5.3. Childhood Depression
- 8.5.4. Child Abuse
- 8.5.5. Treatment and Intervention in Emotional Disorders
- 8.5.6. Bibliographical References

8.6. Behavioural Problems in the Case of Excretion Disorders
- 8.6.1. Introduction and Objectives
- 8.6.2. Disorders: Enuresis and Encopresis
- 8.6.3. Behavioral Guidelines in Cases of Enuresis
- 8.6.4. Behavioral Guidelines in Cases of Encopresis
- 8.6.5. Bibliographical References

8.7. Eating and Food Intake Disorders
- 8.7.1. Introduction and Objectives
- 8.7.2. Pica Disorder
- 8.7.3. Rumination Disorder
- 8.7.4. Intervention for Parents and Educators
- 8.7.5. Bibliographical References

8.8. Sleep-Wake Disorders
- 8.8.1. Introduction and Objectives
- 8.8.2. Insomnia
- 8.8.3. Nightmare Disorder
- 8.8.4. Teaching Interventions for Sleep and Waking Disorders
- 8.8.5. Bibliographical References

8.9. Contingency Management and Behavior Modification Techniques in the Classroom
- 8.9.1. Introduction and Objectives
- 8.9.2. Behavioural Improvement Procedures
- 8.9.3. Token Economy
- 8.9.4. Self-Instructional Training
- 8.9.5. Bibliographical References

8.10. The Teacher
- 8.10.1. The Center
- 8.10.2. The Qualified Teacher
- 8.10.3. Creativity and Value of Teachers

Module 9. Education of Children with Disabilities or Developmental Difficulties

9.1. Educational Approach to a Child with Personal Educational Needs: Attention to Diversity
- 9.1.1. From a Segregated School to a Comprehensive and Inclusive School
- 9.1.2. Educational Response to Diversity in a Comprehensive Pre-School and Primary Education School
- 9.1.3. Attention to Diversity Plan
- 9.1.4. Diversity Awareness and Educational Response: Organic Law for the Improvement of the Quality of Education

9.2. The Role of Family in the Education of a Child with Personal Educational Needs
- 9.2.1. The Family System: Functions, Beliefs and Educational Styles
- 9.2.2. Concepts, Needs and Family Guidance
- 9.2.3. Reaction to the Arrival of a Child with a Disability in the Home
- 9.2.4. Family Attitudes Toward the Disability
- 9.2.5. Inter- and Intra-Familial Relationships
- 9.2.6. Shared Responsibility Between Family and School
- 9.2.7. How to Optimize the Family-School Relationship?

9.3. Education of Children with Sensory Disabilities (Visual, Hearing and Deaf-Blindness)
- 9.3.1. Educational of Children with Visual Impairment
- 9.3.2. Educational of Children with Auditory Impairment
- 9.3.3. Education of Deafblind Children

9.4. Education of Children with Physical and Organic Disabilities
- 9.4.1. Definition of Physical and Organic Disabilities
- 9.4.2. Spina Bifida
- 9.4.3. Spinal Cord Injury
- 9.4.4. Physical Disability Due to Illness
- 9.4.5. Special Educational Needs in Children with Physical Impairment
- 9.4.6. Educational Response to Special Educational Needs for Children with Physical Disabilities

9.5. Education of Children with Motor Disabilities (Cerebral Palsy)
- 9.5.1. Basic Notions of their Psychological Development
- 9.5.2. Personal Educational Needs: Personal, Material and Methodological Resources
- 9.5.3. Educational Response to Personal Educational Needs

9.6. Education of Children with Psychiatric Disabilities
- 9.6.1. Definition of Psychiatric Disability
- 9.6.2. Autism Spectrum Disorders
- 9.6.3. Mood Disorders and Anxiety
- 9.6.4. Special Educational Needs and Educational Response with Psychiatric Disability

9.7. Education of Children with Intellectual Disabilities
- 9.7.1. Basic Notions of their Psychological Development
- 9.7.2. Personal Educational Needs: Personal, Material and Methodological Resources
- 9.7.3. Educational Response to Personal Educational Needs

9.8. Education of a Child with a Developmental Disorder of Social Origin (Child Maltreatment)
- 9.8.1. Some Basic Notions of Psychological Development
- 9.8.2. Personal Educational Needs: Personal, Material and Basic Resources
- 9.8.3. Educational Response to Personal Educational Needs

9.9. Education of Children with Neurological Impairment (Dysjective Syndrome)
- 9.9.1. Dysexecutive Syndrome
- 9.9.2. Basic notions of Psychological Development and the Central Nervous System
- 9.9.3. Personal Educational Needs
- 9.9.4. Educational Response to Personal Educational Needs

9.10. Special Education Financing
- 9.10.1. Financing of Special Education in Europe
- 9.10.2. Models and Systems for Financing Special Education in Europe
- 9.10.3. Financing that Supports Educational Administration

Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

8.1. Introduction

8.2. Information and Communication Technology Applied to Learning Difficulties and Attention to Diversity

8.3. Animal-Assisted Therapies, Attention Deficit (AD) and Diversity Care

8.4. Mindfulness, AD and Diversity Care

8.5. Chess, AD and Diversity Care

8.6. Medication, AD and Diversity Care

8.7. The Effectiveness of Alternative Therapies

Module 11. Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children

11.1. Introduction

11.2. Philosophical, Sociological, Psychological and Pedagogical Bases of Attention to Diversity and Learning Difficulties in Children
- 11.2.1. Basic Definitions
  - 11.2.1.1. Psychology and its Fundamentals
  - 11.2.1.2. Pedagogy and its Fundamentals
  - 11.2.1.3. Educational Process
  - 11.2.1.4. Teaching-Learning Process

11.2.2. Contributions of Psychology to Pedagogy as a Science
11.2.2.1. In the Theoretical Order
11.2.2.2. In the Methodological Order
11.2.2.3. In the Practical Order
11.2.3. Influence of Educational Psychology on Learning Difficulties
11.2.3.1. The Behavioral Perspective
11.2.3.2. The Cognitive Perspective (Psychic Functions and Processes)
11.2.3.3. Affective Perspective

11.3. Psychopedagogy as a Science Facing the Challenges of Diversity in Education and the Care of Children with Learning Difficulties
11.3.1. Object of Study of Psychopedagogy
11.3.2. Categorical System of Psychopedagogy
11.3.3. Principles of Psychopedagogy
11.3.4. Challenges of Psychopedagogy in the 21st Century

11.4. Pscyhopedagogical Characterization of Children and Adolescents Who Attend the Different Levels of Education
11.4.1. Basic Definitions
11.4.1.1. Personality and its Origins
11.4.1.1.1. Biological Factor
11.4.1.1.2. Innate Factor
11.4.1.1.3. Hereditary Factor
11.4.1.1.4. Genetic Factor
11.4.1.2. Cognitive Development and its Theoretical-Practical Importance for Care of LD
11.4.1.2.1. Organic Aspect
11.4.1.2.2. Maturity Aspect
11.4.1.2.3. Functional Aspect
11.4.1.2.4. Social Aspect
11.4.1.2.5. Educational Aspect
11.4.1.3. Learning
11.4.1.3.1. Approach to its Conceptualization
11.4.1.3.2. Necessary Conditions for Learning
11.4.2. Psychopedagogical Characteristics of the Primary School Student
11.4.2.1. 6-8 Year-Old Child
11.4.2.1.1. First Grade Child
11.4.2.1.2. Second Grade Child
11.4.2.2. 8-10 Year-Old Child
11.4.2.2.1. Third Grade Child
11.4.2.2.2. Fourth Grade Child
11.4.2.3. 10-12 Year-Old Child
11.4.2.3.1. Fifth Grade Child
11.4.2.3.2. Sixth Grade Child

11.5. Learning as an Individual and Social Process
11.5.1. Cognitive Strategies
11.5.2. Learning Strategies
11.5.3. Memorization Strategies
11.5.4. Retention Strategies
11.5.5. Evocation Strategies
11.5.6. Problem Solving Strategies

11.6. The Teaching-Learning Process in Primary School
11.6.1. Approach to its Definition
11.6.1.1. Teaching- Learning Process
11.6.1.2. Developmental Teaching- Learning Process
11.6.2. Characteristics of the Developmental Teaching- Learning Process
11.6.3. Potential of the Developmental Teaching-Learning Process
11.6.4. Cooperation, the Necessary Condition in the Teaching-Learning Process
11.6.4.1. Cooperative Learning
11.6.4.1.1. Definition
11.6.4.1.2. Types of Cooperative Groups
11.6.4.1.3. The Characteristics of Cooperative Learning
11.6.5. Forms of Participation in Cooperative Learning
11.6.5.1. In the Classroom
11.6.5.2. In Other Learning Spaces in the School
11.6.5.3. In the Family
11.6.5.4. In the Community

11.6.6. Structure of a Cooperative Learning Class
11.6.6.1. Initiation
11.6.6.2. Development
11.6.6.3. Closure
11.6.7. Creation of Favorable Environments for Learning

Module 12. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

12.1. Introduction
12.2. A Historical View of Learning Difficulties
12.2.1. Foundation Stage
12.2.2. Transition Stage
12.2.3. Consolidation Stage
12.2.4. Current Stage
12.3. Critical Vision of Its Conceptualization
12.3.1. Criteria Applied for Its Definition
12.3.1.1. Exclusion Criteria
12.3.1.2. Discrepancy Criteria
12.3.1.3. Specificity Criteria
12.3.2. Some Definitions and Their Regularities
12.3.3. Between Heterogeneity and Differentiation
12.3.3.1. Schoolchild Problems
12.3.3.2. Low School Performance
12.3.3.3. Specific Learning Difficulties
12.3.4. Learning Disorders vs. Learning Difficulties
12.3.4.1. Learning Disorders
12.3.4.1.1. Definition
12.3.4.1.2. Features
12.3.4.2. Overlap of Disorders and Learning Difficulties that Complicate Understanding
12.3.4.3. Difference Between Disorders and Learning Difficulties That Determine the Context of Application and Relevance
12.3.4.4. Special Educational Needs (SEN) and Learning Difficulties
12.3.4.4.1. Definition of SEN
12.3.4.4.2. SEN, Differences and Similarities to Learning Difficulties
12.4. Classification of Learning Difficulties
12.4.1. International Classification Systems
12.4.1.1. DCM-5
12.4.1.2. CIE-10
12.4.2. Classification of Learning Difficulties According to DCM-5
12.4.3. Classification of Learning Difficulties According to CIE-10 (CIE-11 Currently Being Developed)
12.4.4. Comparison of Classification Instruments
12.5. Mainly Theoretical Focus of Learning Difficulties
12.5.1. Neurobiological or Organic Theories
12.5.2. Theories of Cognitive Deficit Processes
12.5.3. Psycholinguistic Theories
12.5.4. Psychogenic Theories
12.5.5. Environmentalist Theories
12.6. Causes of Learning Difficulties
12.6.1. Personal or Intrinsic Factors
12.6.1.1. Biological
12.6.1.2. Psychogenic
12.6.2. Contextual or Extrinsic Factors
12.6.2.1. Environmental
12.6.2.2. Institutional
12.7. Attention Models of Learning Difficulties
12.7.1. Models Focused on the Medical-Clinical Aspects
12.7.2. Models Focused on Cognitive Processes
12.7.3. Models Focused on Observable Deficits
12.7.4. Models Focused on the Curriculum
12.7.5. Educational Model of Integral Education
12.8. Activities for the Integration of Knowledge and its Practical Application
12.9. Recommending Reading
12.10. Bibliography

Module 13. Reflections of the Diagnosis and Evaluation of Learning Difficulties

13.1. Introduction
13.2. Diagnosis and Distinctive Characteristics
  13.2.1. Definition
  13.2.2. Principles and Functions of the Diagnostic Process
  13.2.3. Features of Diagnosis
  13.2.4. Types of Diagnosis: Early Diagnostics and Psychopedagogical Diagnosis
13.3. Features of the Evaluation Process
  13.3.1. Educational Evaluation
  13.3.2. Psychopedagogical Evaluation
13.4. Relationship Between Diagnosis and Evaluation
  13.4.1. Theoretical Controversy Between Both Concepts
  13.4.2. Complementary Nature of the Diagnostic and Evaluation Processes
13.5. The Diagnostic and Evaluation Process for Learning Difficulties
  13.5.1. Definitions
    13.5.1.1. Diagnosis and Its Specific Features
    13.5.1.2. Assessment and Its Specific Features
  13.5.2. Techniques and Instruments for Diagnosis and Evaluation
    13.5.2.1. With a Qualitative Focus
    13.5.2.2. Based on Standardized Tests
    13.5.2.3. Integral Educational Evaluation Focus
13.6. The Evaluation Team and its Interdisciplinary Formation
  13.6.1. Possibilities for the Evaluation Team's Composition
  13.6.2. Specific Features of the Evaluation Team According to the Way it Works
  13.6.3. Role of Each Member of the Team in the Diagnostic Process
13.7. The Psychopedagogical Report as an Instrument for the Communication of Developmental Levels of Students with Learning Difficulties
  13.7.1. Dual Purpose of the Report
    13.7.1.1. In Evaluation
    13.7.1.2. In Care
  13.7.2. Essential Components Which Make Up Its Structure
    13.7.2.1. Personal Data
    13.7.2.2. Assessment Reason
    13.7.2.3. Information on the Development of the Child
      13.7.2.3.1. Personal background
      13.7.2.3.2. Family Background
      13.7.2.3.3. Psychosocial Aspects
      13.7.2.3.4. School Aspects
      13.7.2.3.5. Techniques and Instruments of Applied Evaluation
      13.7.2.3.6. Analysis of the Results Obtained
    13.7.2.4. Conclusions
    13.7.2.5. Recommendations
  13.7.3. Particularities in the Way They Are Written
13.8. Activities for the Integration of Knowledge and its Practical Application
13.9. Recommending Reading
13.10. Bibliography

Module 14. Fundamentals of the Management of Learning Difficulties

14.1. Introduction
14.2. Prevention of Learning Difficulties
  14.2.1. Levels of Prevention
  14.2.2. Risk Factors
  14.2.3. Protective Factors
14.3. Psychopedagogical Intervention in LD
  14.3.1. Definition
  14.3.2. Principles
  14.3.3. Models of Psychopedagogical Intervention
14.4. Integral Educational Attention and Its Implications
  14.4.1. Conceptualization
  14.4.2. Strategic Planning
  14.4.3. Individualized Planning
  14.4.4. Integral Educational Planning

14.5. Psychopedagogical Intervention vs. Integral Educational Attention
- 14.5.1. Theoretical Positions that Support Them
- 14.5.2. Comparative Analysis: Points of Convergence and Divergence
- 14.5.3. Relevance of Use in the Context of Diversity

14.6. Theoretical Considerations on School Management
- 14.6.1. Definitions and Principles of School Management
- 14.6.2. Management of Educational Institutions or Care Centers
  - 14.6.2.1. Definition and Characteristics of the Management Process
  - 14.6.2.2. Implications of Interdisciplinary Work in School Management
  - 14.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
  - 14.6.2.4. Networking
    - 14.6.2.4.1. Intrasectorial Articulation
    - 14.6.2.4.2. Intersectorial Articulation
- 14.6.3. School Organization and its Impact on the Educational Process
  - 14.6.3.1. Definition
  - 14.6.3.2. Living Arrangements for Students with LD
  - 14.6.3.3. The Teaching Timetable
  - 14.6.3.4. The Organization of the Teaching-Learning Process for Students with LD: the Classroom, Learning Projects and Other Forms of Organization
- 14.6.4. Teaching Activity as a Transcendental Element in the Teaching-Learning Process
  - 14.6.4.1. The Healthy and Pedagogical Organization of Teaching
  - 14.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
  - 14.6.4.3. Conditions of the Physical Environment
  - 14.6.4.4. Conditions of the Psychological Environment
  - 14.6.4.5. Relationship between the Organization of Teaching Activity and the Learning Motivation of Students with LD

14.7. Attention to Diversity in the Inclusive Education Framework
- 14.7.1. Conceptualization
- 14.7.2. Theoretical-Methodological Fundamentals
  - 14.7.2.1. Recognition and Respect of Individual Differences
  - 14.7.2.2. Attention to Diversity as a Principle of Inclusive Education
- 14.7.3. Curricular Adaptations as a Path for the Attention to Diversity
  - 14.7.3.1. Definition
  - 14.7.3.2. Types of Curricular Adaptations
    - 14.7.3.2.1. Adaptations in Methodology
    - 14.7.3.2.2. Adaptations in Activities
    - 14.7.3.2.3. Adaptations in Materials and Time
    - 14.7.3.2.4. In Functional Elements

14.8. Activities for the Integration of Knowledge and its Practical Application

14.9. Recommending Reading

14.10. Bibliography

Module 15. Language as a Determining Factor in Support for Learning Difficulties

15.1. Introduction

15.2. Thought and Language: Their Relationships
- 15.2.1. Theories Explaining its Development
- 15.2.2. Thought and Language. Interdependence
- 15.2.3. The Place of Language in Learning

15.3. Relationship between Language and Learning Difficulties
- 15.3.1. Communication, Language, Speech and Language
- 15.3.2. Language Development General
- 15.3.3. Language Impairment Prevention

15.4. Language Developmental Delay and its Implications in Learning Difficulties
- 15.4.1. Conceptualization of Language Development Delay and its Characterization
- 15.4.2. Causes of Language Developmental Delay
- 15.4.3. Importance of Early Identification and Care at School
- 15.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties

15.5. Most Common Language Disorders in Students
- 15.5.1. Concepts and Delimitations
- 15.5.2. Speech Disorders: Their Manifestations in the Different Components: Phonetics, Phonology, Morpho-Lexical, Syntax, Semantics and Pragmatics
- 15.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia, and Stuttering

15.6. Language Evaluation
- 15.6.1. Assessment Tools
- 15.6.2. Components to be Evaluated
- 15.6.3. Evaluation Report

15.7. Attention to Language Disorders in Educational Institutions
- 15.7.1. Language Disorders
- 15.7.2. Speech Disorders

15.8. Activities for the Integration of Knowledge and its Practical Application
15.9. Recommending Reading
15.10. Bibliography

Module 16. Learning Difficulties in Reading and Their Impact on the Training of a Citizen in the Knowledge Society

16.1. Introduction
16.2. Reading and its Processes
- 16.2.1. Definition
- 16.2.2. Lexical Process: The Lexical Route and Phonological Route
- 16.2.3. Syntax Route
- 16.2.4. Semantic Route

16.3. The Teaching/Learning Process of Reading for Life
- 16.3.1. Conditions or Requirements for Learning to Read
- 16.3.2. Methods for Teaching Reading
- 16.3.3. Strategies That Aid the Process of Learning to Read

16.4. Prevention of Reading Learning Difficulties
- 16.4.1. Protective Factors
- 16.4.2. Risk Factors
- 16.4.3. Strategies for Promoting Reading
- 16.4.4. Importance of the Main Educational Agencies in the Promotion of Reading

16.5. Reading and its Learning Difficulties
- 16.5.1. Characterization of Reading Learning Difficulties
- 16.5.2. Dyslexia as a Specific Learning Difficulty
- 16.5.3. Main Difficulties in Reading Comprehension

16.6. Diagnosis and Evaluation of Reading Learning Difficulties
- 16.6.1. Diagnostic Characterization
- 16.6.2. Standardized Tests
- 16.6.3. Non-Standardized Tests
- 16.6.4. Other Evaluation Instruments

16.7. Attention of Reading Learning Difficulties
- 16.7.1. Lexical Awareness
- 16.7.2. Phonological Conscience
- 16.7.3. Cognitive and Metacognitive Strategies to Favor Reading Comprehension

16.8. Activities for the Integration of Knowledge and its Practical Application
16.9. Recommending Reading
16.10. Bibliography

Module 17. Learning Difficulties in Writing as a Possibility of Lasting Communication

17.1. Introduction
17.2. Construction and Written Language Process
- 17.2.1. Stages in Development of Writing
- 17.2.2. Written Language Construction Levels
- 17.2.3. Strategies to Favor the Transition Between Construction Levels
- 17.2.4. Methods for Teaching Written Language
- 17.2.5. Written Language Production Models
  - 17.2.5.1. Text Types

17.3. Cognitive Processes Involved in Writing
- 17.3.1. Plan
- 17.3.2. Production
- 17.3.3. Review

17.4. Prevention of Writing Learning Difficulties
- 17.4.1. Protective Factors
- 17.4.2. Risk Factors
- 17.4.3. Strategies for the Promotion of Written Language Production
- 17.4.4. Importance of the Main Educational Agencies in the Promotion of Writing

17.5. Writing and its Learning Difficulties
- 17.5.1. Errors in the Construction of the Written Language
- 17.5.2. Specific Errors in the Construction of Written Language
- 17.5.3. Characterization of the Difficulties of Written Language Production
- 17.5.4. Dysgraphia as a Specific Learning Difficulty in Writing

17.6. Diagnosis and Evaluation of Learning Difficulties in Writing
- 17.6.1. State of the Cognitive Processes Involved
- 17.6.2. Prediction Indicators of Learning Difficulties in Writing
- 17.6.3. What to Assess from the Second Grade Onwards in Texts Written by Children?

17.7. Care for Learning Difficulties in Writing
- 17.7.1. Strategies to Promote the Automation of Writing Movements
- 17.7.2. Strategies to Favor the Planning of a Text
- 17.7.3. Strategies to Favor the Production of a Written Text
- 17.7.4. Strategies to Favor the Review of a Written Text

17.8. Activities for the Integration of Knowledge and its Practical Application

17.9. Recommending Reading

17.10. Bibliography

Module 18. Mathematical Learning Difficulty (MLD)

18.1. Introduction

18.2. Mathematical Knowledge, Basic Concepts:
- 18.2.1. Concept of Quantity and Quantifiers
- 18.2.2. Space-Time Concepts

18.3. Mathematics and the Processes Involved in its Learning
- 18.3.1. Classification
- 18.3.2. Seriation
- 18.3.3. Correspondence
- 18.3.4. Conservation of the Object or Substance
- 18.3.5. Reversibility of Thought
- 18.3.6. Cognitive and Meta-Cognitive Strategies
  - 18.3.6.1. Directive Model Strategies
  - 18.3.6.2. Counting
  - 18.3.6.3. Numerical Facts

18.4. The Teaching-Learning Process of Mathematics
- 18.4.1. Subitizing and Counting: Principle of One-to-One Correspondence, Stable -Order, Cardinality, Abstraction and Irrelevance of Order
- 18.4.2. Learning Numerical Series: Acquisition, Elaboration and Consolidation
- 18.4.3. Learning Problem Solving: Location of the Variable, Semantic Structure, etc.
- 18.4.4. Learning Algorithms

18.5. Prevention of Learning Difficulties in Mathematics
- 18.5.1. Protective Factors
- 18.5.2. Risk Factors
- 18.5.3. Strategies for the Promotion of Learning Mathematics

18.6. Math and Its Difficulties
- 18.6.1. Definition of Learning Difficulties in Mathematics
- 18.6.2. Learning Difficulties in Mathematics Related to: The Nature of Math Itself; The Organization and Methodology of Teaching; The Student
- 18.6.3. Common Errors: in Problem-Solving, in Algorithm Steps
- 18.6.4. Dyscalculia as a Specific Learning Difficulty: Semantic, Perceptive, Procedural
- 18.6.5. Causes of Mathematical Learning Difficulty (MLD)
  - 18.6.5.1. Contextual Factors
  - 18.6.5.2. Cognitive Factors
  - 18.6.5.3. Neurobiological Factors

18.7. Diagnostics and Evaluation of Mathematical Learning Difficulty (MLD)
- 18.7.1. Standardized Tests
- 18.7.2. Non-Standardized Tests
- 18.7.3. The Integral Educational Evaluation and Diagnosis

18.8. Care of Learning Difficulties in Mathematics
- 18.8.1. Principles of Care
- 18.8.2. Teaching of Concepts and Procedures
- 18.8.3. Problem-Solving Strategies
- 18.8.4. Discovery Teaching Strategies

18.9. Activities for the Integration of Knowledge and its Practical Application

18.10. Recommending Reading

18.11. Bibliography

Module 19. Attention Deficit Hyperactivity Disorder (ADHD) as a Conditional Associated With Learning Difficulties

19.1. Introduction
19.2. Approach to Attention Deficit Hyperactivity Disorder
  19.2.1. Prevalence and Transcendence
  19.2.2. Causes of Attention Deficit Hyperactivity Disorder
    19.2.2.1. Genetic Factors
    19.2.2.2. Neurobiological Factors
    19.2.2.3. Endocrine Factors
19.3. Main Theoretical Models That Explain ADHD
  19.3.1. Deficits in Inhibitory Response Control
  19.3.2. Behavioral Model Focused on the Manifestations of Lack of Attention, Hyperactivity and Impulsion
  19.3.3. Model Based on Executive System Dysfunction, Current Consensus
19.4. Characterization of Attention Deficit Hyperactivity Disorder
  19.4.1. Predominant Manifestations According to DSM-5
  19.4.2. Evolution of ADHD Throughout a Lifetime
    19.4.2.1. Breastfeeding
    19.4.2.2. In Kindergarten Education Children
    19.4.2.3. In Elementary Schoolchildren
  19.4.3. ADHD as an Executive Function Disorder
    19.4.3.1. Definition of Executive Functions
    19.4.3.2. Operative or Work Memory
    19.4.3.3. Self-Regulation of Motivation, Emotions and Vigilance
  19.4.4. Internalization of Language
  19.4.5. Reconstruction
19.5. Diagnosis and Evaluation of Attention Deficit Hyperactivity Disorder
  19.5.1. Physiological Evaluation and Diagnosis: Neuroanatomical, Biochemical and Endocrine Aspects
  19.5.2. Neuropsychological Evaluation and Diagnosis (Standardized Tests)
  19.5.3. Integral Educational Evaluation and Diagnosis: The Observation and Diagnostic Interview With the Student, The Interview With the Parents; The Questionnaire or Measurement Scale for Parents and Teachers
19.6. Integral Educational Care for Students with ADHD
  19.6.1. Integration Pharmacological, Psychological and Psychopedagogical Aspects
  19.6.2. Consolidation of Integral Educational Care: Work Directly With the Student, In the School Context and The Family Context
19.7. Educational Implication for the Integral Care of Students With Learning Difficulties Associated With ADHD
  19.7.1. Main Psycho-Social Problems of Students With Learning Difficulties and ADHD
  19.7.2. Main Learning Difficulties in Reading in Those Students: Recognition of Words and Text Comprehension
  19.7.3. Main Learning Difficulties in Writing in Those Students: Handwriting and Composing Texts
  19.7.4. Main Learning Difficulties in Mathematics: Low Automation of Tasks Related to Numeracy, Mental Calculation, Mathematical Operations and Problem-Solving
19.8. Activities for the Integration of Knowledge and its Practical Application
19.9. Recommending Reading
19.10. Bibliography

Module 20. Emerging Educational Alternatives for the Management of Learning Difficulties

20.1. Introduction
20.2. Information and Communication Technologies (ICT)
  20.2.1. Theoretical Fundamentals of ICT
  20.2.2. Historical Development of ICT
  20.2.3. Classification of ICT
    20.2.3.1. Synchronous
    20.2.3.2. Asynchronous
  20.2.4. ICT Features
  20.2.5. Potential of ICT in Different Contexts of Society

20.3. ICT in Educational Environments
- 20.3.1. Contribution of ICT to Education in General
  - 20.3.1.1. Tradition Education and ICT Incorporation
  - 20.3.1.2. Impact of ICT in 21st Century Education
  - 20.3.1.3. Learning and Teaching With ICT: Expectations, Realities and Potential
- 20.3.2. ICT Approaches in the Care of Learning Difficulties
  - 20.3.2.1. ICT as an Educational Resource for the Care of Learning Difficulties
    - 20.3.2.1.1. Teaching Reading
    - 20.3.2.1.2. Teaching Writing
    - 20.3.2.1.3. Teaching Mathematics
    - 20.3.2.1.4. Attention Deficit Hyperactivity Disorder (ADHD)
- 20.3.3. Role of the Teacher in the use of ICT
  - 20.3.3.1. In the Classroom
  - 20.3.3.2. Out-of-Classroom Spaces

20.4. Chess and its Pedagogical Value
- 20.4.1. Brief Historical Review of Chess
- 20.4.2. Its Playful Nature
- 20.4.3. Pedagogical Fundamentals of Play-Science
- 20.4.4. Chess as an Educational Tool: In the School Context and in Socially Vulnerable Environments
- 20.4.5. Potentials of Chess in the Teaching- Learning Process of Students with Learning Difficulties
  - 20.4.5.1. Contributions of Chess in Cognitive Activity
    - 20.4.5.1.1. Attention
    - 20.4.5.1.2. Memory
    - 20.4.5.1.3. Motivation
    - 20.4.5.1.4. Managing Emotions
    - 20.4.5.1.5. Strategic Thinking
    - 20.4.5.1.6. Intelligence
    - 20.4.5.1.7. Transfer of Learning

20.4.5.2. Contributions of Chess in the Context of Executive Functions
20.4.5.2.1. Organisation
20.4.5.2.2. Plan
20.4.5.2.3. Execution (Planning, Inhibitory Control, Self-Monitoring)
20.4.5.2.4. Evaluation/Review

20.5. Chess as a Binding Element of the School-Family-Community Triad in the Management of Learning Disabilities
20.5.1. Strengths in the Use of Chess in School to Promote Family Participation in the Educational Process
20.5.2. Possibilities That Chess Offers to Promote Participation of the Community in the School

20.6. Meditation. From Spiritual Practice to its Current Scope
20.6.1. A Brief Approach to Meditation as an Educational Tool
20.6.1.1. Concept of Meditation
20.6.1.2. Origin of Meditation
20.6.1.3. Its Expansion into Different Fields

20.7. Use of the Educational Potential of Meditation for the Management of Learning Difficulties and Attention to Diversity
20.7.1. Scientific Evidence of the Effects of Meditation on the Body, Brain and Interpersonal Relationships
20.7.1.1. Neurological Effects: Structural, Biochemical and Functional in the Brain
20.7.1.2. Psychological Effects
20.7.1.3. Physical Effects
20.7.2. Impact of Meditation Practice in Schoolchildren
20.7.3. Impact of Meditation on Teacher's Modes of Action
20.7.4. Impact of Meditation Practice in School Environment

20.8. Activities for the Integration of Knowledge and its Practical Application
20.9. Recommending Reading
20.10. Bibliography

06

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.

It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method.

The effectiveness of the method is justified by four fundamental achievements:

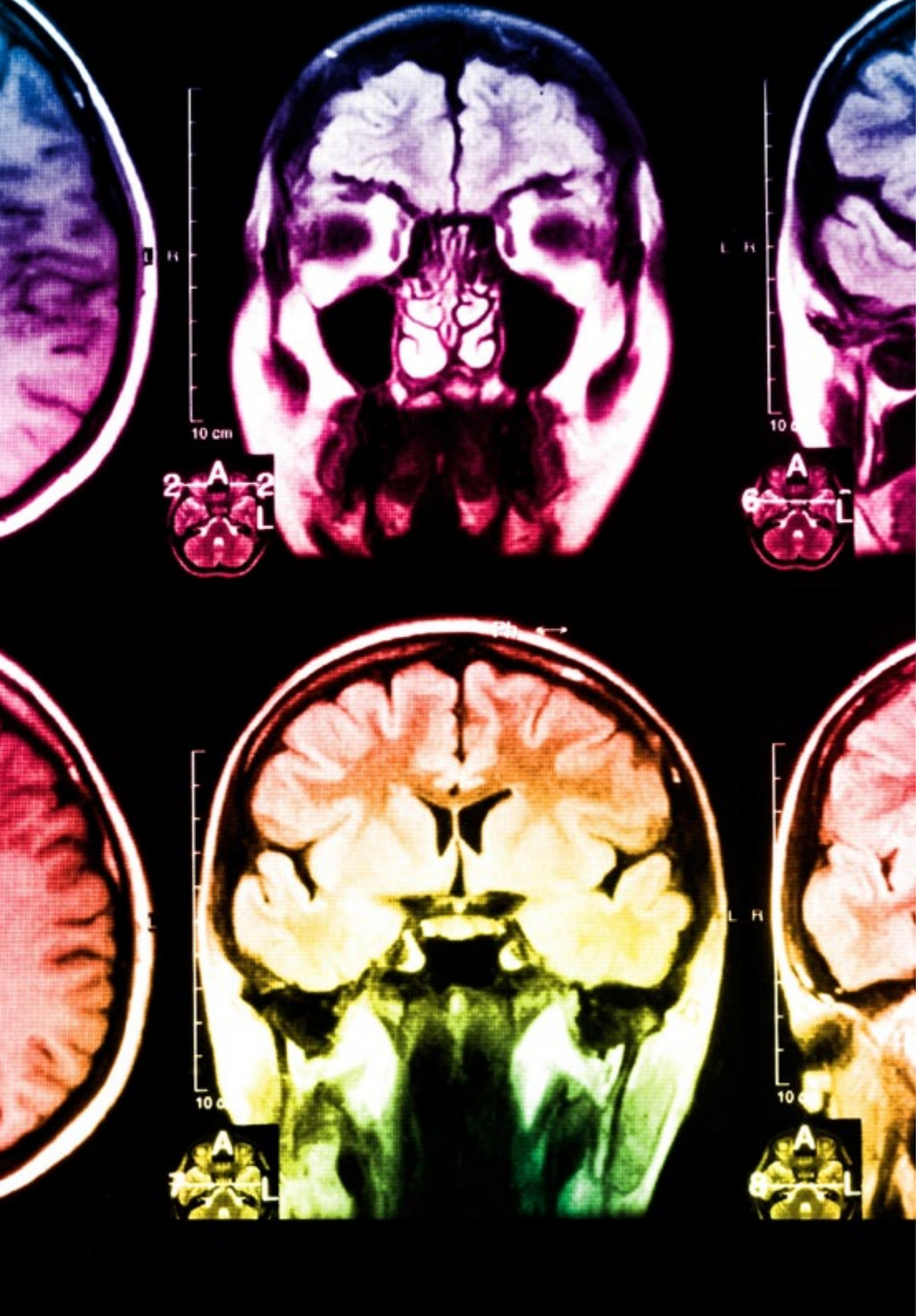
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then adapted in audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, students can watch them as many times as they want.

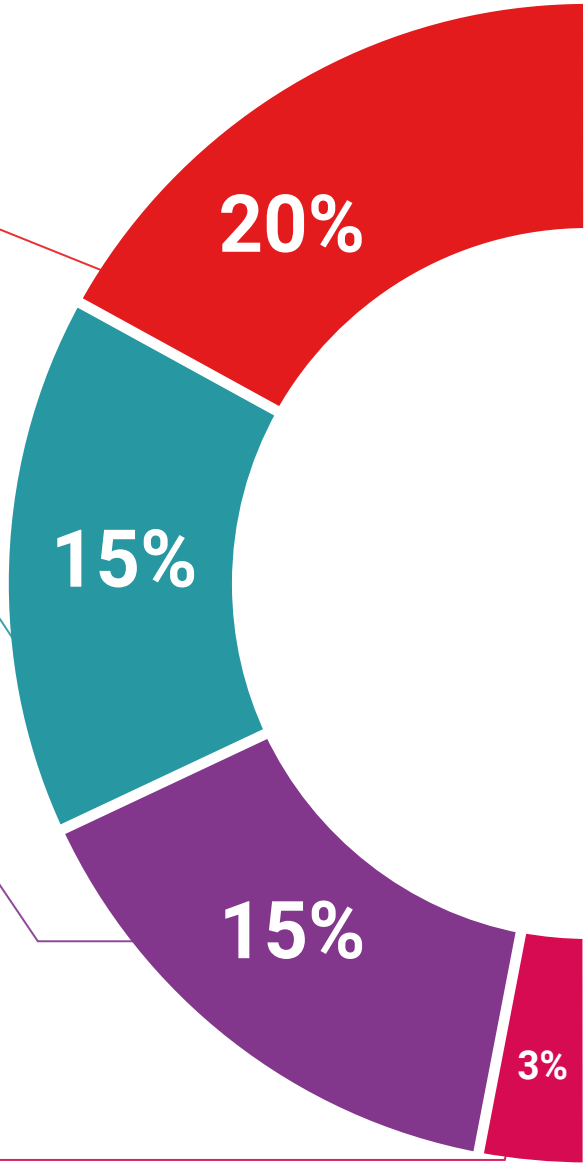
Interactive Summaries

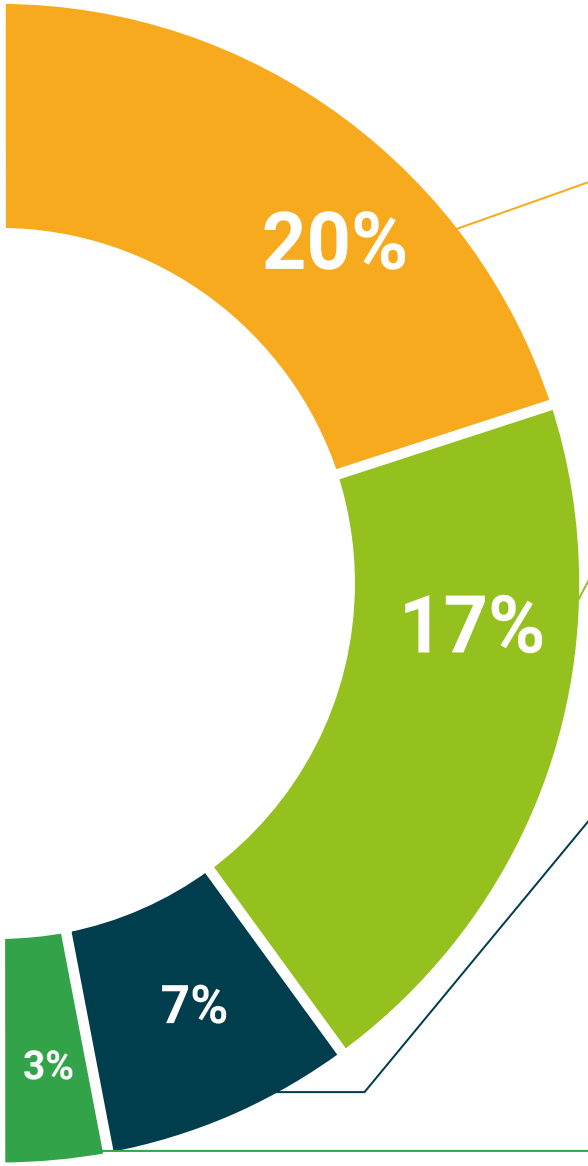
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

07

Certificate

This Advanced Master's Degree in Learning Difficulties and Pre-School Educational Care guarantees you, in addition to the most rigorous and updated training, access to a Advanced Master's Degree issued by TECH Global University.

Successfully complete this program and receive your university degree without travel or laborious paperwork”

This program will allow you to obtain your **Advanced Master's Degree diploma in Learning Difficulties and Pre-School Educational Care** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Advanced Master's Degree in Learning Difficulties and Pre-School Educational Care**

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Advanced Master's Degree in Learning Difficulties and Pre-School Educational Care

This is a program of 3,000 hours of duration equivalent to 120 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

Advanced Master's Degree in Learning Difficulties and Pre-School Educational Care

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Early Education	6	CO
1º	Learning Difficulties I	6	CO
1º	Learning Difficulties II	6	CO
1º	Personalized Education. Anthropological, Philosophical, and Psychological Foundations	6	CO
1º	Self-knowledge and Personal Autonomy in Pre-School Education	6	CO
1º	Equality and Diversity in the Classroom	6	CO
1º	History, Current Situation and Future Outlook of Special Education	6	CO
1º	Behaviour Disorders and Learning Difficulties	6	CO
1º	Education of Children with Disabilities or Developmental Difficulties	6	CO
1º	Emerging Educational Alternatives for the Management of Learning Difficulties	6	CO
1º	Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children	6	CO
2º	Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification	6	CO
2º	Reflections of the Diagnosis and Evaluation of Learning Difficulties	6	CO
2º	Fundamentals of the Management of Learning Difficulties	6	CO
2º	Language as a Determining Factor in Support for Learning Difficulties	6	CO
2º	Learning Difficulties in Reading and Their Impact on the Training of a Citizen in the Knowledge Society	6	CO
2º	Learning Difficulties in Writing as a Possibility of Lasting Communication	6	CO
2º	Mathematical Learning Difficulty (MLD)	6	CO
2º	Emerging Educational Alternatives for the Management of Learning Difficulties	12	CO

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Rector

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Advanced Master's Degree

Learning Difficulties and Pre-School Educational Care

- Modality: **online**
- Duration: **2 years**
- Certificate: **TECH Global University**
- Credits: **120 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Advanced Master's Degree

Learning Difficulties and Pre-School Educational Care

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