

Advanced Master's Degree Therapeutic Pedagogy and Learning Difficulties





Advanced Master's Degree Therapeutic Pedagogy and Learning Difficulties

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

Website: www.techtute.com/us/education/advanced-master-degree/master-therapeutic-pedagogy-learning-difficulties

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01

Introduction

Learning difficulties are a reality in every educational center, so it is necessary to have trained and specialized teachers who are able to apply a specific therapeutic pedagogy with these students, in order to reduce school failure and help them in their educational process. TECH offers the most complete specialization in this field, to achieve personal and professional success, but, above all, that of the students.



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Teachers who are able to carry out pedagogical processes adapted to the needs of students with learning difficulties will not only achieve their personal growth, but also that of their students"

Teachers who specialize in working with students with learning difficulties require a clear vocation, which allows them to understand the peculiarities of each student, applying the precise methodology in each case to carry out personalized classes that favor the educational and personal growth of each student.

The Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties aims to help professionals combine the main diagnostic tools for these problems with the most appropriate techniques to combat them, so that they are able to teach effective lessons at the level of each student, achieving an adequate personal development that allows them to continue learning.

It is a unique Advanced Master's Degree, combining the management of common diagnostic classifications within multiprofessional teams and their implication in daily practice. This combination allows students to address the real demands of the labor field in which they work.

The perspective from the emerging educational paradigm must be inclusive and must be based on a biopsychosocial model that contemplates attention to diversity from a comprehensive approach aimed at the entire educational community. Therefore, teachers, at different educational stages, need to know the characteristics of these students, know how to identify their needs and have the knowledge and tools to intervene at a personal, socio-family and, above all, educational level.

Throughout this specialization, the student will go through all the current approaches in working with students with learning difficulties in order to overcome the different challenges that their profession poses. A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

In this sense, TECH will not only lead through the theoretical knowledge offered, but will show another way of studying and learning, more organic, simpler and more efficient. It works to keep you motivated and to create a passion for learning, which will drive you to think and develop critical thinking.

This **Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties** contains the most complete and up-to-date scientific program on the market.

The most important features of the program include:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical cases presented by practising experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by remote training
- ♦ Continuous updating and retraining systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation 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.
- ♦ The supporting documentation databanks are permanently available, even after the program



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

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We offer you a complete training program that will allow you to advance in your profession and help the students who require the most attention"

Our teaching staff is made up of working professionals. In this way, TECH ensures that it delivers the intended upgrade objective. A multidisciplinary team of doctors with training and experience in different environments, who will develop the theoretical knowledge in an efficient way, but above all, they will bring their practical knowledge from their own experience to the course.

This command of the subject is complemented by the effectiveness of the 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. You will be able to study with a range of convenient and versatile multimedia tools that will give you the operational skills you need for your training.

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, we will use telepractice. With the help of an innovative interactive video system and *Learning from an Expert*, you will be able to acquire the knowledge as if you were actually dealing with the scenario they are learning about. A concept that allow them to integrate and fix learning in a more realistic and permanent way.

A training program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way.

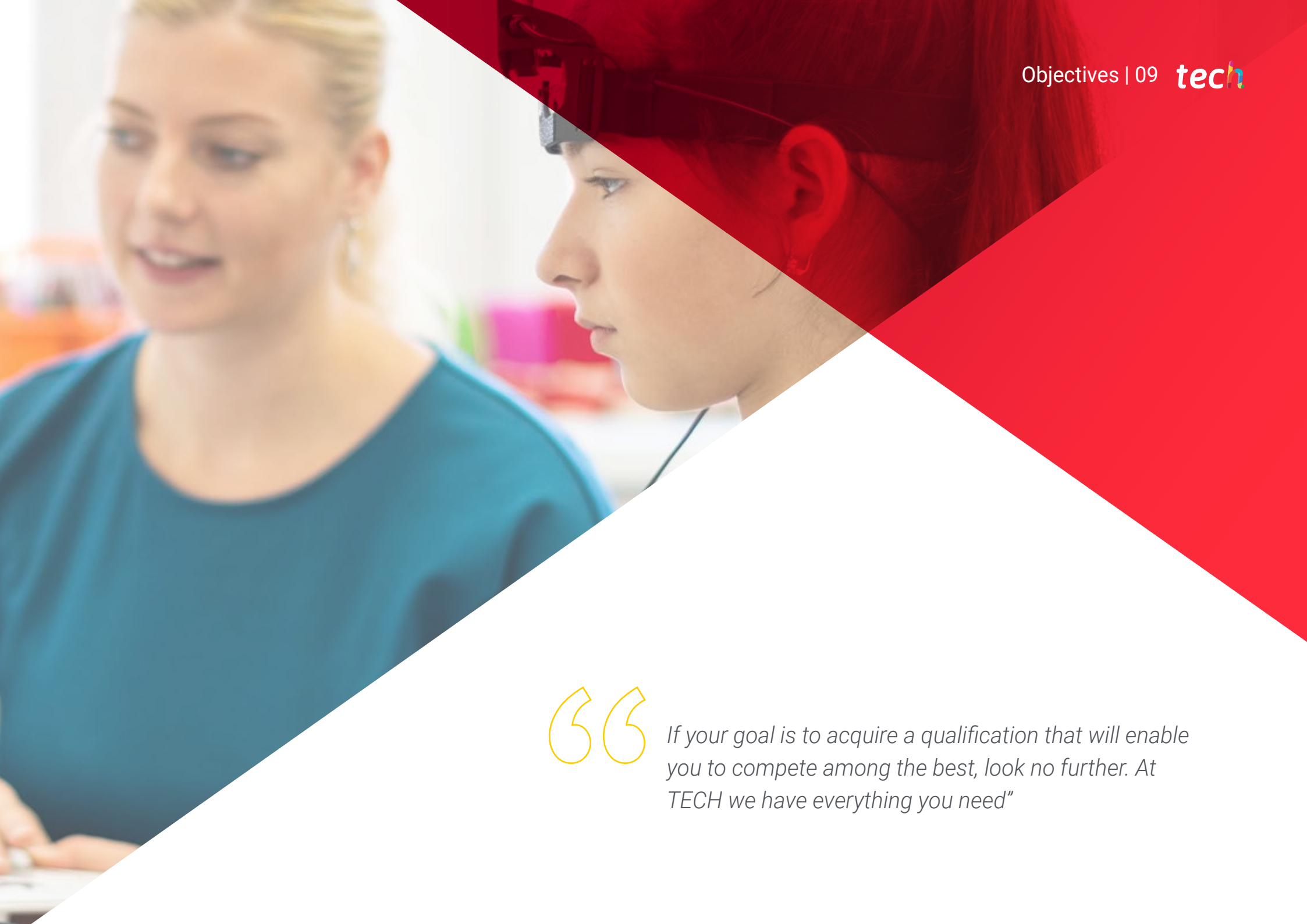
We have the best methodology, the most updated syllabus and a multitude of practical cases that will help you to train you for success.



02 Objectives

Our objective is to train highly qualified professionals for work experience An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society This objective is focused on helping professionals reach a much higher level of expertise and control A goal that you will be able to achieve thanks to a highly intensive and detailed course





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If your goal is to acquire a qualification that will enable you to compete among the best, look no further. At TECH we have everything you need”



General Objectives

- ◆ Know the evolution of Special Education, especially in relation to international entities such as UNESCO
- ◆ Use a scientific vocabulary adjusted to the demands of the multiprofessional teams, participating in the coordination in the follow-up of students
- ◆ Collaborate in the accompaniment of families/legal guardians in the development of the student
- ◆ Participate in the evaluation and diagnosis of special educational needs
- ◆ Elaborate the adaptations required by students with special educational needs
- ◆ Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- ◆ Know the basics of psychology, educational sciences and neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response in the school to the needs posed by the students
- ◆ Establish measures in the classroom, school and environment of students with special educational needs to enable their full inclusion in today's society
- ◆ Enable the learner to recognize and initiate screening for students who exhibit characteristics consistent with learning difficulties
- ◆ Introduce the student to the main characteristics of the management of learning difficulties and attention to diversity, as well as the pedagogical, scientific and legal framework in which this reality is framed
- ◆ Consider innovation and the application of new technologies as a backbone and useful element in the educational process
- ◆ List the set of good practices that guide psychologists who work with individuals with Learning Difficulties in their professional practice
- ◆ Analyze the developmental processes involved in the different Learning Difficulties described
- ◆ Identify the problems associated with Learning Difficulties that hinder intervention in these cases and propose strategies to address them



This program will allow you to learn in a theoretical and practical way, through virtual learning systems, to develop your work with total guarantees of success"



Specific Objectives

- ◆ Describe changes throughout history using a vocabulary adjusted to the historical time
- ◆ Compare changes and developments throughout the history of special education
- ◆ List the most commonly used classifications in interdisciplinary work, both ICD-10 and DSM-V
- ◆ Analyze and reflect on UNESCO's approaches
- ◆ Define the essential concepts in current psycho-pedagogy
- ◆ Know and describe the most important milestones in the development of healthy children in order to establish comparisons with children with educational needs
- ◆ Know and compare the evolution of the concept of intellectual disability
- ◆ Differentiate and recognize developmental variables and differential aspects
- ◆ Know and appreciate multiprofessional coordination
- ◆ Differentiate and analyze special educational needs
- ◆ Know the tool and materials to use
- ◆ Reflect on and recognize the different evaluations and prognoses to be established
- ◆ Define and differentiate the concepts of Attention Deficit Hyperactivity Disorder (ADHD) and non-Attention Deficit Hyperactivity Disorder (ADHD)
- ◆ Know and appreciate multidiscipline coordination
- ◆ Adapt tools and materials related to the learner's needs

- ◆ Recognize the different evaluations and prognoses to be established
- ◆ Know and define the different motor disorders
- ◆ Differentiate and recognize the incidences in the stages of development
- ◆ Use technical aids in the teaching and learning process of the student with motor needs
- ◆ Collaborate in the design of adapted spaces for the use of the entire educational community
- ◆ Coordinate teaching teams for the proper use of prostheses and other technical aids
- ◆ Define and differentiate the types of concepts within autism spectrum disorder
- ◆ Deepen in the different disorders, their characteristics, intervention and needs, among other aspects
- ◆ Adapt tools and materials related to the learner's needs
- ◆ Recognize the different evaluations and prognoses to be established
- ◆ Define the concept of mental disorder
- ◆ Know the different disorders, their characteristics, intervention and needs, among other aspects
- ◆ Know and appreciate multiprofessional coordination and socio-community intervention in the school
- ◆ Reflect on and recognize the different evaluations and prognoses to be established
- ◆ Define and know what the eye is, what its function or functions are and what its possible diseases may be
- ◆ Know the incidences in the student's developmental stages for intervention
- ◆ Understand the multiprofessional coordination with the student, along with the documentation and organization required according to their needs
- ◆ Knowledge of social and individual intervention according to the student's developmental stages
- ◆ Adapt tools and materials related to the learner's needs
- ◆ Recognize the different evaluations that can be established depending on the type of illness of the student
- ◆ Define and know what the ear is, what its function or functions are and what its possible diseases may be
- ◆ Classify and recognize the most relevant diseases of the ear for subsequent evaluation and intervention
- ◆ Identify the neurological basis of development and learning in the developmental pyramid
- ◆ Know the incidences in the student's developmental stages for intervention
- ◆ Adapt tools and materials related to the learner's needs
- ◆ Recognize the different evaluations that can be established depending on the type of illness of the student
- ◆ Define the term communication and know its possible disorders
- ◆ Classify and recognize the different communication disorders
- ◆ Identify the neurological basis of development and learning in the developmental pyramid
- ◆ Know the incidences in the student's developmental stages for intervention
- ◆ Understand the multiprofessional coordination with the student, along with the documentation and organization required according to their needs
- ◆ Knowledge of social intervention according to the student's developmental stages

- ◆ Know the intervention at the individual level according to the stages of the student's development in relation to their needs and the type of disorder
- ◆ Adapt tools and materials related to the learner's needs
- ◆ Recognize the different evaluations that can be established depending on the type of disorder of the student
- ◆ Know other important disorders
- ◆ Know the incidences of the different disorders in the stages of development
- ◆ Adapt the tools and materials related to the stages of development
- ◆ Recognize the different evaluations that can be established depending on the type of disorder of the student
- ◆ Review educational intervention based on educational projects and diversity plans
- ◆ Discuss the advantages and disadvantages of flexibilization as an alternative to more significant adaptations for certain student profiles
- ◆ Describe the basis of cooperative learning as an enrichment of the educational and learning environment
- ◆ Review educational intervention based on educational projects and diversity plans
- ◆ Compare the use of new technologies with other educational tools
- ◆ Differentiate between information technologies, learning technologies and empowerment technologies for students with functional diversity
- ◆ Justify the need to advance in digital competence for both teachers and students
- ◆ Compare digital resources and share experiences for the development of such a resource bank
- ◆ Identify successful educational responses based on the analysis of cases of specific educational needs
- ◆ Know the intervention focused on each of the most common learning difficulties in the classroom
- ◆ Understand the functioning of the brain and the interrelationship of the main neurological centers involved in learning
- ◆ Describe the cognitive, affective, and relational processes that regulate learning
- ◆ Concisely define the concept of Learning Difficulties
- ◆ Substantiate the aspects or variables to be taken into account in the design of the evaluation and intervention with these difficulties, as well as to list and detail the phases in both processes
- ◆ Know and describe different information and communication technologies
- ◆ Analyze the use of ICT for students with special educational needs
- ◆ Appreciate the importance of ICT in special education
- ◆ Appreciate the role and value of ICT in special education

03 Skills

Once all the contents have been studied and the objectives of the Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties have been achieved, the professional will have superior competence and performance in this area. A very complete approach, in a high-level master's degree, which makes the difference.





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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 means and assistance. At TECH, we offer you everything you need”



General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ♦ Know how to apply acquired knowledge and problemsolving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study
- ♦ Integrate knowledge and face the challenge of making judgements based on incomplete or limited information. In addition, include reflections on the social and ethical responsibilities linked to implementing this knowledge and judgement
- ♦ Communicate its conclusions – the ultimate knowledge and rationale behind them - to specialized and non-specialized audiences in a clear and unambiguous manner
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- ♦ Understand the basic pillars of the human learning process, in order to develop a comprehensive view of these processes and, therefore, be able to skilfully analyze the interrelationships between the individual and the environment that determine and modulate these processes
- ♦ Manage the definition and existing subtypes of Specific Learning Disorders as well as the assessment tools indicated and design an intervention program tailored to these cases to treat them adequately and correctly





Specific Skills

- ◆ Understand the multiprofessional coordination with the student, along with the documentation and organization required according to their needs
- ◆ Knowledge of social and individual intervention according to the student's developmental stages
- ◆ Know the different disorders, their characteristics, intervention and needs, among other aspects
- ◆ Distinguish whether a student has ADD or ADHD or neither disorder
- ◆ Know the law, accessibility and advantages of ICTs
- ◆ Knowledge of technologies to support diversity
- ◆ Know the different resources for students with special educational needs
- ◆ Recognize the different evaluations that can be established depending on the type of disorder of the student
- ◆ Know and appreciate multidiscipline coordination
- ◆ Recognize the most relevant diseases of the eye for subsequent evaluation and intervention
- ◆ Identify the neurological basis of development and learning in the developmental pyramid
- ◆ Know the historical development of special education
- ◆ Know the key authors for the specialist in therapeutic pedagogy within the historical context together with their contributions, as well as their implication in the current school
- ◆ Be able to apply strategies of attention to diversity based on the knowledge acquired
- ◆ Know and apply strategies that take into account the cognitive learning styles of students
- ◆ Manage and apply instruments for the detection and screening of functional diversities in the classroom
- ◆ Use tools to evaluate diversity
- ◆ Apply the principles of neuropedagogy in the design of educational intervention
- ◆ Value and welcome successful educational experiences in order to transfer them to new learning contexts
- ◆ Elaborate and apply the necessary adaptations to provide a personalized educational response
- ◆ Master the Central Nervous System development phases during pregnancy in order to understand the effects that the different genetic, personal, and environmental threats that may occur during this period have on development
- ◆ Understand the changes that occur in the central nervous system from birth to relate these changes to the milestones of child development
- ◆ Discover the areas of the brain involved in learning and their functions in order to identify the learning difficulties that are related to these areas correctly
- ◆ Describe the concept of brain plasticity, or neuroplasticity, in order to apply it when designing interventions for learning
- ◆ Link the development of the Central Nervous System to the appearance of higher cognitive functions such as executive functions, language, and emotions in order to determine differences between normal development and the appearance of warning signs during the child's neuropsychological development

- ◆ Recognize the characteristics and determinants of attention in different situations, in order to identify the different attentional aspects involved in learning difficulties
- ◆ Examine inadequate perceptual process impacts a child's learning and how it influences the way they interpret the world
- ◆ Analyze the various existing conceptualizations of memory to recognize how memory works in real situations
- ◆ Evaluate the influence of encoding processes and the depth of information processing to understand how information is stored and remains in our memory system
- ◆ Explain the process of information retrieval according to the concept of transfer of learning in order to recognize whether learning has been successful
- ◆ Interpret the depth of learning based on the development of concepts and related categories as a way of understanding a person's ability to learn
- ◆ Analyze the different personal variables present in a person's learning process to assess their influence on development
- ◆ Understand the family aspects that act as catalytic factors in learning in order to differentiate them from those that are limiting or non-enriching
- ◆ Explore the different variables that promote children's learning at school in order to understand the aspects or procedures that must be present in the school for adequate stimulation and motivation
- ◆ Detect the risk and protective factors present in the community that act as modulators of learning in order to take into account the limitations and/or opportunities in the intervention
- ◆ Analyze the keys to reading, writing and mathematics in the child's development in order to be able to distinguish a normal development in these aspects from a problematic development
- ◆ Understand the fundamental characteristics of Specific Learning Disorder and its impact on the population in order to recognize it correctly
- ◆ Explore the neurobiological basis of Specific Learning Disorder in order to locate the brain areas and neurotransmissions involved in this disorder
- ◆ Explain the different neuropsychological theories that facilitate the understanding of Specific Learning Disorder to support the nature of psychological intervention
- ◆ Classify the different types of specific learning disorders in order to make an accurate assessment of such difficulties
- ◆ Get to know the diagnostic criteria of the DSM-V Specific Learning Disorder and its subtypes in order to become familiar with this classification used by many professionals
- ◆ Differentiate Specific Learning Disorder from other disorders or difficulties to assess and compare the DSM-V classification with ICD-10 correctly in order to understand the aspects that differentiate these classifications
- ◆ Precisely determine the variables to be assessed in the Specific Learning Disorder and choose the appropriate instruments in order to assess the disorder objectively
- ◆ Design an intervention program for a case with Specific Learning Disorder in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases
- ◆ Analyze the keys to language and communication development in the child's development in order to be able to discriminate normal development in these aspects from a problematic development
- ◆ Understand the fundamental characteristics of Communication Disorders and their impact on the population in order to correctly recognize them
- ◆ Explore the neurobiological basis of Communication Disorders in order to locate the brain areas and neurotransmissions involved in these disorders
- ◆ Explain the different neuropsychological theories that facilitate the understanding of Communication Disorders to support the nature of psychological intervention
- ◆ Classify the different existing alterations within the Communication Disorders in order to carry out a tailored assessment of the difficulty



- ◆ Know the diagnostic criteria for Language Disorder and Phonological Disorder of the DSM-V in order to become familiar with this classification used by many professionals
- ◆ Know the diagnostic criteria for Childhood Onset Fluency Disorder (Stuttering) and Social Communication Disorders (Pragmatic) of the DSM-V in order to become familiar with this classification used by many professionals
- ◆ Differentiate Communication Disorders from other disorders or difficulties to carry out a correct assessment and compare the DSM-V classification with ICD-10 in order to know the aspects that separate these classifications
- ◆ Accurately determine the variables to be assessed in Communication Disorders and choose the appropriate instruments in order to assess these disorders objectively
- ◆ Design an intervention program for a case with Communication Disorder in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases

“ *Our objective is very simple: to offer you quality training, with the best teaching system available today, so that you can achieve excellence in your profession*”

04

Course Management

Within the concept of total quality of the program, 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.



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Our professors bring their vast experience and their teaching skills to offer you a stimulating and creative specialized training program”

Management



Mr. Gandarias, Gorka

- ◆ Psychologist specialized in psychotherapy recognized by the EFPA (European Federation of Psychologists' Associations)
- ◆ Professional Master's Degree in Time-Limited and Health Psychotherapy
- ◆ International Master's Degree in Clinical and Health Psychology
- ◆ Diploma in Gestalt Therapy
- ◆ Head of the Guidance and Educational Innovation Department of the San José School in Nanclares de la Oca (Álava) where he deals with numerous cases of Secondary School students with Learning Difficulties
- ◆ Cooperative Learning Specialist, Coach Level in the Conscious Emotional Bonding Model (VEC)
- ◆ Founder of Uraska, Psychology and Psychotherapy, a psychology and psychotherapy practice

Coordinator



Dr. Aguado Romo, Roberto

- ◆ Psychologist specialized in clinical psychology
- ◆ European specialist psychologist in psychotherapy
- ◆ Managing Director of evaluation and psychotherapy centers in Madrid, Bilbao, and Talavera de la Reina
- ◆ Author of Time-Limited Psychotherapy
- ◆ Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies

Professors

Dr. Borrás Sanchís, Salvador

- ◆ Psychologist, Teacher and Speech Therapist
- ◆ Educational counselor at Generalitat Valenciana, Consejería de Educación (Valencian Regional Government)
- ◆ Pedagogical Director at the DEIAP Institute

Dr. De la Serna, Juan Moisés

- ◆ PhD in Psychology and Professional Master's Degree in Neurosciences and Behavioral Biology
- ◆ Author of the Cátedra Abierta de Psicología y Neurociencias and scientific disseminator.

Dr. Fernandez, Angel

- ◆ European specialist psychologist in Psychotherapy from the EFPA
- ◆ Health Psychologist. Master's Degree in Clinical and Health Psychology
- ◆ Director of the Evaluation and Psychotherapy Center of Madrid
- ◆ Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP
- ◆ Author of the T.E.N. technique
- ◆ Head of studies on the Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ◆ Specialist in Clinical Hypnosis and Relaxation

Ms. Jiménez Romero, Yolanda

- ◆ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ◆ Degree in Elementary Education

- ◆ Master's Degree in Neuropsychology of High Abilities
- ◆ Master's Degree in Emotional Intelligence
- ◆ Specialist in NPL

Dr. Kaiser Ramos, Carlos

- ◆ Otolaryngologist
- ◆ Head of the Otolaryngology department at Segovia General Hospital
- ◆ Member of the Royal Academy of Medicine of Salamanca
- ◆ Master in Time-Limited Psychotherapy and Health Psychology
- ◆ Expert in Psychosomatic Medicine

Dr. Martínez-Lorca, Manuela

- ◆ Doctorate in Psychology from the University of Castilla-La Mancha
- ◆ Health Psychologist
- ◆ Lecturer in the Department of Psychology at the UCLM
- ◆ Master in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies
- ◆ Specialist in Clinical Hypnosis and Relaxation

Dr. Palacio Ferrer, María José

- ◆ General Health Psychology
- ◆ Specialist in Child-Juvenile Clinical Psychology and Adult Therapy
- ◆ Master's Degree in Clinical and Health Psychology
- ◆ Master's Degree in Detection, Diagnosis and Intervention in High Intellectual Abilities

- ◆ Emotional Intelligence and High Abilities Teacher at CEFIRE
- ◆ Teacher for the Estimula Program and EDI Project (aimed at students with AACC and Emotional Intelligence)

Ms. González Agüero, Mónica

- ◆ Psychologist in charge of the Department of Child and Adolescent Psychology at Hospital Quirón Salud Marbella and Avatar Psicólogos.
- ◆ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy.
- ◆ University Specialist in Clinical Hypnosis with Selective Dissociation Focusing by the University of Almeria.
- ◆ Collaborator in different Red Cross programs
- ◆ Professor in the Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy
- ◆ Trainer of Avatar Psicólogos in different programs of emotional management for educational centers and companies. Trainer at Human Resources Consulting Services (HRCS)

Dr. Roldan, Lucía

- ◆ Health Psychologist
- ◆ Cognitive-behavioral intervention specialist
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ◆ Expert in energy therapy intervention





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We have selected the best teaching staff to offer you a specialization of the highest academic level"

05

Structure and Content

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





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

Module 1. History and Evolution of Terms up to Functional Diversity

- 1.1. Prehistory of Special Education
 - 1.1.1. Justification of the Term Prehistory
 - 1.1.2. Stages in the Prehistory of Special Education
 - 1.1.3. Education in Greece
 - 1.1.4. Education in Mesopotamia
 - 1.1.5. Education in Egypt
 - 1.1.6. Education in Rome
 - 1.1.7. Education in America
 - 1.1.8. Education in Africa
 - 1.1.9. Education in Asia
 - 1.1.10. From Mythology and Religion to Scientific Knowledge
- 1.2. Middle Ages
 - 1.2.1. Definition of the Historical Period
 - 1.2.2. Stages in the Middle Ages: Characteristics
 - 1.2.3. The Separation of the Church and the School
 - 1.2.4. Education of the Clergy
 - 1.2.5. Education of the Gentleman
 - 1.2.6. Education of the Weak
- 1.3. Modern Ages: XVI to XVIII century
 - 1.3.1. Definition of the Historical Period
 - 1.3.2. Contributions of Ponce de León, Juan Pablo Bonet and Lorenzo Hervás to the Teaching of People with Hearing Impairment
 - 1.3.3. Communication with Sign Language
 - 1.3.4. Contributions of Luis Vives
 - 1.3.5. Contributions of Jacobo Rodríguez Pereira
 - 1.3.6. Contributions of Juan Enrique Pestalozzi
 - 1.3.7. Treatment of Mental Deficiency: Contributions of Pinel, Itard, Among Others
- 1.4. XIX Century
 - 1.4.1. Definition of the Historical Period
 - 1.4.2. First Special Education Classrooms
 - 1.4.3. First Associations of Families of Special Education Students
 - 1.4.4. Beginning of the Study of Intelligence: IQ Measurement
 - 1.4.5. Louis Braille's Contributions to the Teaching of the Visually Impaired
 - 1.4.6. Writing in Braille
 - 1.4.7. Reading in Braille
 - 1.4.8. Anne Sullivan's Contributions to the Education of People with Deaf Blindness
 - 1.4.9. Alexander Graham Bell's Contributions to Acoustics
- 1.5. 20th Century
 - 1.5.1. Definition of the Historical Period
 - 1.5.2. Contributions of Ovide Decroly
 - 1.5.3. Contributions of María Montessori
 - 1.5.4. Psychometrics Boost
 - 1.5.5. Before the Warnock Report
 - 1.5.6. The Warnock Report
 - 1.5.7. Implications for Schools after the Warnock Report
 - 1.5.8. Dr. Jack Bradley's Photograph: Use of Hearing Aid
 - 1.5.9. The Use of Home Video in Autism
- 1.6. Contributions of the World Wars
 - 1.6.1. Historical Periods of World Wars
 - 1.6.2. School in Period of Crisis
 - 1.6.3. Operation T4
 - 1.6.4. School Under Nazism
 - 1.6.5. Schooling in Ghettos and Concentration, Labor and Extermination Camps
 - 1.6.6. The Start of Kibutz's School
 - 1.6.7. Education Versus Rehabilitation Concepts
 - 1.6.8. Development of Tools and Materials to Improve Everyday Life
 - 1.6.9. The Use of the White Cane
 - 1.6.10. The Application of Technologies to Improve the Life of the Injured Soldier



- 1.7. Perspectives from the 21st Century
 - 1.7.1. The Concept of Functional Diversity
 - 1.7.2. Social Implications of the Term Functional Diversity
 - 1.7.3. Educational Implications of the Term Functional Diversity
 - 1.7.4. Work Implications of the Term Functional Diversity
 - 1.7.5. Rights and Duties of People with Functional Diversity
 - 1.7.6. The Knowledge of Function of the Nervous System
 - 1.7.7. New Contributions from Neurology
 - 1.7.8. ICT Use in The School
 - 1.7.9. Home Automation in Schools
 - 1.7.10. Multiprofessional Coordination
- 1.8. Approaches from UNESCO
 - 1.8.1. The Birth of UNESCO
 - 1.8.2. Organization of UNESCO
 - 1.8.3. Composition of UNESCO
 - 1.8.4. Short- and Long-Term UNESCO Strategies
 - 1.8.5. Precursors of Children's Rights
 - 1.8.6. Children's Rights: Implications for Special Education
 - 1.8.7. The Education of Girls with Special Educational Needs
 - 1.8.8. Salamanca Declaration
 - 1.8.9. Implications of the Salamanca Declaration
 - 1.8.10. Other Documents of UNESCO
- 1.9. Classification According to Diagnosis
 - 1.9.1. Entities Responsible for the Preparation of Classifications
 - 1.9.2. Definition of CIE- 10
 - 1.9.3. Definition of DSMV
 - 1.9.4. Need to Use Both Classifications
 - 1.9.5. Implications for the Teacher Specialist in Therapeutic Pedagogy
 - 1.9.6. Coordination with Other Professionals in the School Differentiating These Classifications

- 1.9.7. Use of Language and Vocabulary Adjusted to These Classifications
- 1.9.8. School Documents Using References From These Classifications
- 1.9.9. Preparation of Student Follow-Up Reports
- 1.9.10. Preparation of Multiprofessional Coordination Reports
- 1.10. Basic Concepts in Psychopedagogy
 - 1.10.1. Define Psychopedagogical Intervention in Schools
 - 1.10.2. Psychology Concepts in School
 - 1.10.3. Concepts of Pedagogy and Educational Sciences in the School
 - 1.10.4. Relationship between the Concepts of Psychology and Pedagogy in the School
 - 1.10.5. School Documents Based on Psychology and Pedagogy
 - 1.10.6. Elaboration of Parallels between School Stages, Psycho-evolutionary Developmental Stages and Special Educational Needs
 - 1.10.7. Elaboration of Information from the Therapeutic Pedagogy Teacher that Facilitates the Intervention of Other Professionals in the School
 - 1.10.8. Professional Relationships and Organizational Chart of Psychology and Pedagogy-Based Schools
 - 1.10.9. Preparation of Multiprofessional Coordination Reports
 - 1.10.10. Other Documents

Module 2. Neurodevelopmental Disorders: Intellectual Disability/ Intellectual Disability

- 2.1. Intellectual Disability and Cognitive Apparatus
 - 2.1.1. Definition of Intellectual Disability
 - 2.1.2. Historical Approaches
 - 2.1.3. Current Interpretation
 - 2.1.4. Cognitive Functions
 - 2.1.5. Importance of the Cognitive Apparatus
 - 2.1.6. Disorders of the Cognitive Apparatus
 - 2.1.7. Definition of the Cognitive Apparatus
 - 2.1.8. Parts of the Cognitive Apparatus
 - 2.1.9. Functions of the Cognitive Apparatus
 - 2.1.10. Importance of the Cognitive Apparatus

- 2.2. Development Variables
 - 2.2.1. The Importance of Variables in Development
 - 2.2.2. Personal Variables: Degree
 - 2.2.3. Personal Variables: Prenatal Causes
 - 2.2.4. Personal Variables: Perinatal Causes
 - 2.2.5. Personal Variables: Postnatal Causes
 - 2.2.6. Contextual Variables: Family
 - 2.2.7. Contextual Variables: Educational
 - 2.2.8. The Dimensions of Intellectual Disability
 - 2.2.9. Adaptive Skills According to the Intellectual Disability Criteria
- 2.3. Differential Aspects of Intellectual Disability
 - 2.3.1. Introduction About Differential Aspects
 - 2.3.2. Cognitive Development
 - 2.3.3. Language and Communication
 - 2.3.4. Affective-Emotional and Social Dimension
 - 2.3.5. Psychomotor Dimension
 - 2.3.6. Specification of the Special Educational Needs of Students with Intellectual Disabilities
- 2.4. Multiprofessional Coordination
 - 2.4.1. Definition of Multiprofessional Coordination
 - 2.4.2. Need of Multiprofessional Coordination
 - 2.4.3. The Family as an Axis in Multiprofessional Coordination
 - 2.4.4. Disorder Diagnosis
 - 2.4.5. Professionals in the Educational Center: Coordination
 - 2.4.6. Professionals Outside the School: Coordination
 - 2.4.7. Coordination between Professionals Inside and Outside of the School
 - 2.4.8. The Specialist in Therapeutic Pedagogy as a Liaison between Professionals
 - 2.4.9. Student and Family

- 2.5. Identification of the Special Educational Needs of Students with Intellectual Disabilities: The Psycho-pedagogical Evaluation
 - 2.5.1. Diagnostic Documentation of the Disorder
 - 2.5.2. Reviews and Follow-up of the Disorder
 - 2.5.3. Physiotherapist Documentation
 - 2.5.4. Reviews and Follow-up of the Disorder by the Physiotherapist
 - 2.5.5. Orthotist Documentation
 - 2.5.6. Reviews and Follow-up of the Disorder by the Orthoprosthethist
 - 2.5.7. Documentation of the School
 - 2.5.8. Psychopedagogical Evaluation to Determine the Needs of Students in the Classroom
 - 2.5.9. Elaboration of the Individual Curricular Adaptation Document
 - 2.5.10. Follow-up of the Individual Curricular Adaptation Document
- 2.6. Curriculum Accommodations for Students with Intellectual Disabilities
 - 2.6.1. Regulatory Basis
 - 2.6.2. Concept of Educational Intervention
 - 2.6.3. Importance of Educational Intervention
 - 2.6.4. General Aspects of Intervention
 - 2.6.5. Cognitive Aspects for Intervention
 - 2.6.6. Socio-Affective Aspects of Intervention
 - 2.6.7. Psychomotor Aspects for Intervention
 - 2.6.8. Basic Aspects for Intervention
- 2.7. Organization of the Educational Response for Students with Intellectual Disabilities
- 2.8. The Participation of the Families of Persons with Intellectual Disabilities
- 2.9. Inclusion of Persons with Intellectual Disabilities in Society
- 2.10. Support and Resources for People with Intellectual Disability

Module 3. Neurodevelopmental Disorders: Attention Deficit Disorder/ Hyperactivity Disorders

- 3.1. Concept and Definition of Attention Deficit Disorder (ADD), and Attention Deficit Hyperactivity Disorder (ADHD)
 - 3.1.1. Definition of ADD
 - 3.1.2. Symptoms
 - 3.1.3. Types of Treatment
 - 3.1.4. Definition of ADHD
 - 3.1.5. Diagnosis of ADHD
 - 3.1.6. From When Can a Correct Diagnosis Be Made?
 - 3.1.7. Diagnostic Criteria of ADHD
 - 3.1.8. Existing Differences between ADD and ADHD
 - 3.1.9. Causes
- 3.2. Positive Diagnosis of ADHD
 - 3.2.1. Process to Obtain a Correct Diagnosis
 - 3.2.2. Differential Diagnosis
 - 3.2.3. Medical Problems
 - 3.2.4. Learning Disorders
 - 3.2.5. Affective Disorders
 - 3.2.6. Behavioral Disorders
 - 3.2.7. Use of Drugs
 - 3.2.8. Unfavorable Environments
 - 3.2.9. Rebound Effect
 - 3.2.10. Issues in the Face of a New Diagnosis
- 3.3. Gradual Emergence of ADD and ADHD in Today's Society What Are These Disorders and What Aren't They?
 - 3.3.1. Prevalence in Spain
 - 3.3.2. Prevalence in Europe
 - 3.3.3. Prevalence in the Rest of the World
 - 3.3.4. Does It Exist or Is It a Made-up Disorder?

- 3.3.5. What Is not ADD and ADHD?
- 3.3.6. Is It Hereditary?
- 3.3.7. Does It Have a Definitive Cure?
- 3.3.8. False Myths
- 3.4. Comorbidity
 - 3.4.1. What is Comorbidity?
 - 3.4.2. Co-morbid Conditions Coexisting with ADHD
 - 3.4.3. Anxiety Disorders
 - 3.4.4. Neurodevelopment Disorders
 - 3.4.5. Learning Disorders
 - 3.4.6. Mood Disorders
 - 3.4.7. Disruptive Disorders
 - 3.4.8. Addiction Disorders
 - 3.4.9. Sleep Disorders
 - 3.4.10. Organic Disorders
- 3.5. Incidents in the Development Stages
 - 3.5.1. Executive Control
 - 3.5.2. How Does It Manifest in Their Academic Performance?
 - 3.5.3. How Does It Manifest in Their Behaviour?
 - 3.5.4. What Kind of ADHD Children Can We Find in the Classroom?
 - 3.5.5. ADD and ADHD in Boys
 - 3.5.6. ADD and ADHD in Girls
 - 3.5.7. ADD and ADHD in Adolescents
 - 3.5.8. ADD and ADHD in Adults
- 3.6. Educational Intervention According to Developmental Stages
 - 3.6.1. Educational Intervention in Early Childhood (3 to 6 Years)
 - 3.6.2. Intervention in Middle Childhood Education (6 to 12 Years)
 - 3.6.3. Educational Intervention in Adolescence (12 to 20 Years)
 - 3.6.4. Educational Intervention in Adult Stage (20 to 40 Years)
 - 3.6.5. Working on the Student's Self-esteem
 - 3.6.6. How to Manage Distractions?
 - 3.6.7. Reinforcement of Positive Behaviors and Their Importance to the Learner
 - 3.6.8. Curricular Adaptations
 - 3.6.9. Non-significant Curricular Measures of Obligatory Compliance
- 3.7. Multidisciplinary Coordination and Intervention
 - 3.7.1. Definition of Multiprofessional Coordination
 - 3.7.2. What Is Psycho-pedagogical Treatment?
 - 3.7.3. Psycho-pedagogical Intervention
 - 3.7.4. Psychological Intervention
 - 3.7.5. Pharmacological Intervention
 - 3.7.6. Multimodal Intervention
 - 3.7.7. Neuropsychological Intervention
 - 3.7.8. Intervention with Other Alternative Treatments
- 3.8. ADD and ADHD within the Family
 - 3.8.1. Main Fears of Affected Families
 - 3.8.2. Communication between Teachers and Parents
 - 3.8.3. Emotional Intelligence of the Family for the ADHD Child
 - 3.8.4. The First Meeting between Teachers and Parents
 - 3.8.5. Decalogue of Family Actions
 - 3.8.6. Coexistence
 - 3.8.7. Family Schools
 - 3.8.8. Intervention within the Family Nucleus Models of Functional Education
 - 3.8.9. Inductive Model of Support or Inductive Discipline
- 3.9. Study Techniques Adapted Tools and Materials
 - 3.9.1. Adaptations and Strategies to Be Used in the Classroom
 - 3.9.2. Strategies to Improve Reading
 - 3.9.3. Strategies to Improve Writing
 - 3.9.4. Strategies to Improve Calculation
 - 3.9.5. Strategies to Improve Organization

- 3.9.6. Strategies to Improve Reflexivity
- 3.9.7. Strategies to Improve Motivation and Emotional State
- 3.9.8. Strategies to Improve Behaviour
- 3.9.9. Other Materials
- 3.10. Types of Classroom Assessments
 - 3.10.1. Recommendations for Assessments and Exams
 - 3.10.2. General Measures for the Assessment of Students with ADD or ADHD
 - 3.10.3. Supervision Measurements in Assessment
 - 3.10.4. Assessment Procedures
 - 3.10.5. Learning Assessment
 - 3.10.6. Guidelines for Evaluation
 - 3.10.7. Assessment Alternatives
 - 3.10.8. Teach Students How to Prepare for Exams

Module 4. Neurodevelopmental Disorders: Motor Disorders/ Musculoskeletal Disorders/Nervous System Diseases

- 4.1. Concept and Definition of Motor Disorders/Diseases of the Musculoskeletal System and the Connective System
 - 4.1.1. Definition of the Locomotor System
 - 4.1.2. Functions of the Locomotor System
 - 4.1.3. Importance of the Locomotor System
 - 4.1.4. Development of the Locomotor System
 - 4.1.5. Disorders of the Locomotor System
 - 4.1.6. Definition of the Musculoskeletal System
 - 4.1.7. Functions of the Musculoskeletal System
 - 4.1.8. Importance of the Musculoskeletal System
 - 4.1.9. Development of the Musculoskeletal System
 - 4.1.10. Disorders of the Musculoskeletal System
 - 4.1.11. Definition of the Connective System
 - 4.1.12. Function of the Connective System
 - 4.1.13. Importance of the Connective System
 - 4.1.14. Development of the Connective System
 - 4.1.15. Disorders of the Connective System
- 4.2. Classification of Motor Disorders/Diseases of the - Musculoskeletal System and the Connective System
 - 4.2.1. Relationship between DSM V and ICD-10 Classifications between Motor Disorders and Diseases of the Skeletal System and Connective System
 - 4.2.2. Classification of DSMV
 - 4.2.3. Disorders Not Included in DSM V
 - 4.2.4. CIE 10 Classification
 - 4.2.5. Disorders Not Included in CIE 10
 - 4.2.6. Need for Consensus between the Two Classifications
 - 4.2.7. Disorders in Common between DSM V and ICD 10
 - 4.2.8. Differences between the Classifications between DSM V and ICD 10
 - 4.2.9. Contributions of the Differences between DSM V and ICD 10 Classifications to the Work of the Teacher Specialist in Therapeutic Pedagogy
 - 4.2.10. Contributions of the Commonalities between DSM V and ICD 10 Classifications to the Work of the Teacher Specialist in Therapeutic Pedagogy
- 4.3. Incidents in the Development Stages
 - 4.3.1. Definition and Concept of the Stages of Motor Development
 - 4.3.2. Definition and Concept of the Stages of Development of the Musculoskeletal System and Connective System
 - 4.3.3. Need to Unify the Stages
 - 4.3.4. Development Milestones
 - 4.3.5. Incidence on the Embryo and Fetus: Consequences
 - 4.3.6. Incidences in the First Year of Life: Consequences
 - 4.3.7. Incidences in the Proximate-Distal Law: Consequences
 - 4.3.8. Incidences in the Cephalo-Caudal Law: Consequences
 - 4.3.9. Incidents on the March: Consequences
 - 4.3.10. Other Incidents
- 4.4. Multiprofessional Coordination
 - 4.4.1. Definition of Multiprofessional Coordination
 - 4.4.2. Need of Multiprofessional Coordination

- 4.4.3. The Family as an Axis in Multiprofessional Coordination
- 4.4.5. Disorder Diagnosis
- 4.4.6. Professionals in the Educational Center: Coordination
- 4.4.7. Intervention of the Physiotherapist in and out of the School
- 4.4.8. Intervention of the Orthoprosthesis in and out of School
- 4.4.9. Professionals Outside the School: Coordination
- 4.4.10. Coordination between Professionals Inside and Outside the School
- 4.4.11. The Specialist in Therapeutic Pedagogy as a Liaison between Professionals
- 4.5. Documentation and Organization According to Students' Needs
 - 4.5.1. Diagnostic Documentation of the Disorder
 - 4.5.2. Reviews and Follow-up of the Disorder
 - 4.5.3. Physiotherapist Documentation
 - 4.5.4. Reviews and Follow-up of the Disorder by the Physiotherapist
 - 4.5.5. Orthotist Documentation
 - 4.5.6. Reviews and Follow-up of the Disorder by the Orthoprosthesis
 - 4.5.7. Documentation of the School
 - 4.5.8. Psychopedagogical Evaluation to Determine the Needs of Students in the Classroom
 - 4.5.9. Elaboration of the Individual Curricular Adaptation Document
 - 4.5.10. Follow-up of the Individual Curricular Adaptation Document
- 4.6. Educational Intervention According to Developmental Stages
 - 4.6.1. Developmental Milestones for Educational Intervention
 - 4.6.2. Diagnosis: Early Stimulation
 - 4.6.3. Educational Intervention to Promote Cephalic Support
 - 4.6.4. Educational Intervention to Promote Trunk Support
 - 4.6.5. Educational Intervention to Promote Sustained Standing
 - 4.6.6. Educational Intervention to Promote the Proximal-Distal Law
 - 4.6.7. Educational Intervention to Promote Cephalo-caudal Law Support
 - 4.6.8. Educational Intervention to Promote Walking
 - 4.6.9. Educational Intervention to Improve Hypotonia
 - 4.6.10. Educational Intervention to Improve Hypertonia
- 4.7. Individual Adapted Tools and Materials
 - 4.7.1. Concept of School Activities
 - 4.7.2. Necessity of Previous Activities for Students with Special Educational Needs
 - 4.7.3. Necessity of Final Activities for Students with Special Educational Needs
 - 4.7.4. Classroom Adaptation
 - 4.7.5. School Adaptation
 - 4.7.6. Tabletop Materials
 - 4.7.7. Materials for Ambulation in the School Center
 - 4.7.8. Materials for Recess in the School
 - 4.7.9. Food and Cleaning Materials at the School Center
 - 4.7.10. Other Materials
- 4.8. Collective Adapted Tools and Materials
 - 4.8.1. Concept of Collective Tools and Materials: Necessity for Student Inclusion
 - 4.8.2. Classification of Tools and Materials According to Environment
 - 4.8.3. Classification of Tools and Materials According to Use
 - 4.8.4. Materials for the Classroom
 - 4.8.5. Materials for School
 - 4.8.6. Materials for Playgrounds
 - 4.8.7. Materials for Dining and Toilet Areas
 - 4.8.8. Information and Signs for Common Use in the Center
 - 4.8.9. Adaptation of Common Spaces and Spaces for Use by All: Ramps and Elevators
 - 4.8.10. Other Tools and Materials
- 4.9. School-Based Socio-Community Intervention
 - 4.9.1. Concept of Socio-Community Intervention
 - 4.9.2. Justification of Socio-Community Intervention for Students with Special Educational Needs
 - 4.9.3. Coordinated Intervention in the School by all Educational Professionals
 - 4.9.4. Coordinated Intervention in the School by Non-Teaching Personnel
 - 4.9.5. Coordinated Intervention with Classroom Families
 - 4.9.6. Intervention with External Resources: Extracurricular Outings
 - 4.9.7. Intervention with External Cultural Resources: Zoo-Museums, Among Others
 - 4.9.8. Coordinated Intervention with Other Resources in the Immediate Environment: Library or Municipal Sports Center, Among Others
 - 4.9.9. Application for Socio-Community Resources: Scholarships and Other Assistance
 - 4.9.10. Other Socio-Community Interventions

- 4.10. Assessment and Prognosis
 - 4.10.1. The First Diagnosis: Families' Response
 - 4.10.2. Accompaniment of the Family in the Acceptance of the Diagnosis
 - 4.10.3. Information and Interviews with the Family
 - 4.10.4. Information and Interviews with Students with Educational Needs
 - 4.10.5. Intervention from the School in the Evaluation: Role of the Teacher Specialist in Therapeutic Pedagogy
 - 4.10.6. Multiprofessional Intervention in Evaluation
 - 4.10.7. Joint Measures to Achieve the Best Prognosis
 - 4.10.8. Establishment of a Multiprofessional Intervention Schedule
 - 4.10.9. Review and Monitoring of Intervention: Evaluation
 - 4.10.10. Proposals for Improvement in Multiprofessional Intervention

Module 5. Neurodevelopmental Disorders: Autism Spectrum Disorder / Pervasive and Specific Developmental Disorders

- 5.1. Definition, Manifestations and Classifications
 - 5.1.1. Etiology
 - 5.1.2. Genetic Factors.
 - 5.1.3. Neurochemical Alterations
 - 5.1.4. Alteration of the Immune Function
 - 5.1.5. Environmental Factors
 - 5.1.6. Comorbidity
 - 5.1.7. Diagnostic Criteria
 - 5.1.8. Early Detection
 - 5.1.9. Prevalence
 - 5.1.10. Differences between the Classifications between DSM V and ICD 10
- 5.2. Students with Autism Spectrum Disorders. Types of Alterations
 - 5.2.1. Definition According to DSMV
 - 5.2.2. Symptoms According to DSMV
 - 5.2.3. Definition According to CIE 10
 - 5.2.4. Symptoms According to CIE 10
 - 5.2.5. Educational Intervention According to Developmental Stages
 - 5.2.6. Educational Intervention in Early Childhood (3 to 6 Years)

- 5.2.7. Intervention in Middle Childhood Education (6 to 12 Years)
- 5.2.8. Educational Intervention in Adolescence (12 to 20 Years)
- 5.2.9. Educational Intervention in Adult Stage (20 to 40 Years)
- 5.2.10. Curricular Adaptations
- 5.3. Identification of Special Educational Needs in Students with ASD
- 5.4. Intervention with Students with Autism Spectrum Disorders (ASD)
- 5.5. Organization of Resources for Students with Autism Spectrum Disorders (ASD)
- 5.6. Specific Intervention Models
- 5.7. Curricular Adaptations for Students with Autism Spectrum Disorder
- 5.8. The Educational Response to ASD Students in Early Childhood Education
- 5.9. The Educational Response to ASD Students in Primary and Secondary Education
- 5.10. Education in ASD Adults Counseling to Families of Students with ASD

Module 6. Mental Disorders

- 6.1. Concept and Definition of Mental Disorders
 - 6.1.1. Definition of Mental Disorder
 - 6.1.2. Historical Approaches
 - 6.1.3. Current Interpretation
 - 6.1.4. General Conditions
 - 6.1.5. Importance of the Cognitive Apparatus
 - 6.1.6. Parts of the Cognitive Apparatus
 - 6.1.7. Classification of Mental Disorders
 - 6.1.8. Symptoms of Mental Disorders
- 6.2. Psychotic Disorders.
 - 6.2.1. Definition of Psychotic Disorders
 - 6.2.2. Possible Causes
 - 6.2.3. Possible Affectations
 - 6.2.4. Schizotypal Personality Disorder
 - 6.2.5. Delusional Disorder
 - 6.2.6. Brief Psychotic Disorder
 - 6.2.7. Schizophrenia.
 - 6.2.8. Schizoaffective Disorder

- 6.2.9. Other Psychotic Disorders.
 - 6.2.10. Treatment
 - 6.3. Mood Disorder
 - 6.3.1. Definition of Mood Disorder
 - 6.3.2. Possible Causes
 - 6.3.3. Possible Affectations
 - 6.3.4. Depressive Disorder
 - 6.3.5. Bipolar Disorder
 - 6.3.6. Manic Disorder
 - 6.3.7. Others Mood Disorders
 - 6.3.8. Treatment
 - 6.4. Anxiety Disorders
 - 6.4.1. Definition of Anxiety Disorder
 - 6.4.2. Separation Anxiety Disorder
 - 6.4.3. Selective Mutism
 - 6.4.4. Specific Phobia
 - 6.4.5. Social Anxiety Disorder
 - 6.4.6. Panic Disorder
 - 6.4.7. Other Anxiety Disorders
 - 6.4.8. Treatment
 - 6.5. Obsessive-Compulsive Disorder and Related Disorders
 - 6.5.1. Definition of TOC
 - 6.5.2. Types of TOC
 - 6.5.3. Recurrent Obsessions
 - 6.5.4. Cognitive Variables
 - 6.5.5. Symptoms
 - 6.5.6. Effects
 - 6.5.7. Comorbidity
 - 6.5.8. Treatment
 - 6.6. Destructive Impulse Control and Behavioral Disorders
 - 6.6.1. Definition of Destructive Impulse Control and Behavioral Disorders
 - 6.6.2. Other Disorders
 - 6.6.3. Cognitive Variables
 - 6.6.4. Symptoms
 - 6.6.5. Effects
 - 6.6.6. Comorbidity
 - 6.6.7. Treatment
 - 6.7. Personality Disorders
 - 6.7.1. Definition of Personality Disorders
 - 6.7.2. Cluster A Personality Disorders
 - 6.7.3. Cluster B Personality Disorders
 - 6.7.4. Cluster C Personality Disorders
 - 6.7.5. Other Personality Disorders
 - 6.7.6. Foundation
 - 6.7.7. Comorbidity
 - 6.7.8. Treatment
 - 6.8. Inclusion of Students with Mental Disorders in School and their Needs
 - 6.9. The Educational Response to Students with Mental Disorders: Measures and Resources
 - 6.10. Multiprofessional Coordination
- Module 7. Eye Diseases**
- 7.1. Concept and Definition of the Eye and Its Diseases
 - 7.1.1. Introduction to the Nervous System
 - 7.1.2. Eye Definition and Function
 - 7.1.3. Parts of the Eye
 - 7.1.4. Description of the Visual Process
 - 7.1.5. Image Formation
 - 7.1.6. Normal and Binocular Vision
 - 7.1.7. Visual Perception
 - 7.1.8. Importance of the Visual System
 - 7.1.9. Definition of Eye Diseases
 - 7.1.10. Neuro-ophthalmology
 - 7.2. Classification of Eye Diseases
 - 7.2.1. Congenital Diseases
 - 7.2.2. Syndromes with Ocular Involvement
 - 7.2.3. Color Blindness

- 7.2.4. Infectious Agents
- 7.2.5. Diseases Related to Refractive Defects
- 7.2.6. Diseases of the Neuroanatomy of the Eye (Cornea, Retina and Optic Nerve)
- 7.2.7. Amblyopia
- 7.2.8. Strabismus
- 7.2.9. Visual Impairment
- 7.2.10. Ocular Trauma
- 7.3. Neurological Basis of Development and Learning
 - 7.3.1. Pyramids of Human Development
 - 7.3.2. Development Phases
 - 7.3.3. Development Levels
 - 7.3.4. Location of the Sensory Level in the Developmental Pyramid and its Importance
 - 7.3.5. General Outline of Neurodevelopment
 - 7.3.6. Sensory and Perceptual Neurodevelopment in Infancy
 - 7.3.7. Development of Early Sensations
 - 7.3.8. Development of Color Perception
 - 7.3.9. Development of Perceptual Organization
 - 7.3.10. The Movement Perception
- 7.4. Incidents in the Development Stages
 - 7.4.1. Risk Factors in the Development Stages
 - 7.4.2. Development of the Visual System at Birth
 - 7.4.3. Development of Sensory Systems during Infancy
 - 7.4.4. Implications for Visual Attention
 - 7.4.5. Consequences of Visual Memory
 - 7.4.6. Implications for Reading Skills
 - 7.4.7. Influence of Vision on the Visuomotor System and its Development
 - 7.4.8. Incidences in the Development of Learning Reading Skills
 - 7.4.9. Incidences in the Development of Writing in the Learning Process
 - 7.4.10. Other Incidents
- 7.5. Multiprofessional Coordination
 - 7.5.1. Teacher Specializing in Therapeutic Pedagogy
 - 7.5.2. Teacher Specialized in Hearing and Language
 - 7.5.3. Special Education Monitors During Schooling
 - 7.5.4. Educators
 - 7.5.5. Curricular Support Teachers
 - 7.5.6. Deaf Blindness Mediators
 - 7.5.7. Social Educators
 - 7.5.8. Educational Guidance Teams
 - 7.5.9. Specialized Educational Guidance Teams
 - 7.5.10. Guidance Departments
 - 7.5.11. Medical Professionals in Charge of Detecting Diseases of the Eye
- 7.6. Documentation and Organization According to Students' Needs
 - 7.6.1. Psycho-Pedagogical Evaluation
 - 7.6.2. Neuropsychopedagogical Report
 - 7.6.3. Ophthalmological Reports
 - 7.6.4. Disease-Specific Medical Documentation
 - 7.6.5. Follow-up of the Disorder
 - 7.6.6. Documentation of the School
 - 7.6.7. Social Services
 - 7.6.8. Social Organization
 - 7.6.9. Center Organization
 - 7.6.10. Classroom Organization
 - 7.6.11. Family Organization
- 7.7. Educational Intervention According to Developmental Stages
 - 7.7.1. Adaptations at the Center Level
 - 7.7.2. Adaptations at the Classroom Level
 - 7.7.3. Adaptations at Personal Level
 - 7.7.4. IT Materials
 - 7.7.5. Educational Intervention During Early Childhood
 - 7.7.6. Educational Intervention During Second Childhood
 - 7.7.7. Educational Intervention During Maturity
 - 7.7.8. Intervention to Promote Visual Ability

- 7.7.9. Educational Intervention to Promote the Reading and Writing Process
- 7.7.10. Intervention with the Family
- 7.8. Adapted Tools and Materials
 - 7.8.1. Tools for Working with Students with Visual Impairment
 - 7.8.2. Tools for Working with Students with Visual Impairment
 - 7.8.3. Individual Adapted Materials
 - 7.8.4. Collective Adapted Materials
 - 7.8.5. Visual Skills Programs
 - 7.8.6. Adaptations of Curricular Elements
 - 7.8.7. Adaptation of Common Spaces
 - 7.8.8. Tiflotechnology
 - 7.8.9. Visual Technical Aids
 - 7.8.10. Visual Stimulation Programs
- 7.9. School-Based Socio-Community Intervention
 - 7.9.1. Concept of Socio-Community Intervention
 - 7.9.2. Schooling of Students
 - 7.9.3. Socialization of the Child
 - 7.9.4. Extracurricular Outings
 - 7.9.5. Family Circle
 - 7.9.6. Relationship between Family and School
 - 7.9.7. Relationship between Equals
 - 7.9.8. Leisure and Free Time
 - 7.9.9. Professional Training
 - 7.9.10. Inclusion in Society
- 7.10. Evaluation and Prognosis of Diseases
 - 7.10.1. Signs of Vision Problems
 - 7.10.2. Attitudinal Observation of the Student
 - 7.10.3. Ophthalmologic Examination
 - 7.10.4. Psycho-Pedagogical Evaluation
 - 7.10.5. Assessment of the Degree of Adjustment to Visual Impairment
 - 7.10.6. Impairments Associated with Visual Pathology
 - 7.10.7. Analysis of Coexistence with the Family
 - 7.10.8. Test to Evaluate the Student's Functional Vision

- 7.10.9. Visual Stimulation Programs and Scales
- 7.10.10. Visual Rehabilitation

Module 8. Ear Diseases

- 8.1. Concept and Definition of the Ear and Its Diseases
 - 8.1.1. Introduction to the Nervous System
 - 8.1.2. Ear Definition and Function
 - 8.1.3. Parts of the Ear
 - 8.1.4. General Neuroanatomical Basis of the Ear
 - 8.1.5. Development of the Auditory System
 - 8.1.6. The Balance System
 - 8.1.7. Description of the Auditory Process
 - 8.1.8. Auditory Perception
 - 8.1.9. Importance of the Auditory System
 - 8.1.10. Definition of Ear Diseases
- 8.2. Classification of Ear Diseases
 - 8.2.1. Congenital Diseases
 - 8.2.2. Infectious Agents
 - 8.2.3. Diseases of the External Ear
 - 8.2.4. Diseases of the Middle Ear
 - 8.2.5. Diseases of the Inner Ear
 - 8.2.6. Classification of Hypoacusis
 - 8.2.7. Psychobiological Aspects of Hypoacusis
 - 8.2.8. Ear Trauma
- 8.3. Neurological Basis of Development and Learning
 - 8.3.1. Pyramids of Human Development
 - 8.3.2. Development Phases
 - 8.3.3. Development Levels
 - 8.3.4. Location of the Sensory Level in the Developmental Pyramid and its Importance
 - 8.3.5. General Outline of Neurodevelopment
 - 8.3.6. Sensory and Perceptual Neurodevelopment in Infancy

- 8.3.7. Development of Auditory Processing Related to Language
- 8.3.8. Social Development
- 8.4. Incidents in the Development Stages
 - 8.4.1. Risk Factors in the Development Stages
 - 8.4.2. Development of the Hearing System at Birth
 - 8.4.3. Development of Sensory Systems during Infancy
 - 8.4.4. Influence of Hearing on the Development of Equilibrium in the Early Stages of Learning
 - 8.4.5. Communication Difficulties
 - 8.4.6. Motor Coordination Difficulties
 - 8.4.7. Influence on Attention
 - 8.4.8. Functional Consequences
 - 8.4.9. Implications for Reading Skills
 - 8.4.10. Emotional Incidents
- 8.5. Multiprofessional Coordination
 - 8.5.1. Teacher Specializing in Therapeutic Pedagogy
 - 8.5.2. Teacher Specialized in Hearing and Language
 - 8.5.3. Special Education Monitors During Schooling
 - 8.5.4. Educators
 - 8.5.5. Curricular Support Teachers
 - 8.5.6. Sign Language Professional
 - 8.5.7. Deaf Blindness Mediators
 - 8.5.8. Social Educators
 - 8.5.9. Educational Guidance Teams
 - 8.5.10. Specialized Educational Guidance Teams
 - 8.5.11. Guidance Departments
 - 8.5.12. Medical Professionals in Charge of Detecting Diseases of the Eye
- 8.6. Documentation and Organization According to Students' Needs
 - 8.6.1. Psycho-Pedagogical Evaluation
 - 8.6.2. Neuropsychopedagogical Report
 - 8.6.3. Medical Records
 - 8.6.4. Audiometries
 - 8.6.5. Acoumetry
 - 8.6.6. Tympanometry
 - 8.6.7. Supraliminal Tests
 - 8.6.8. Stapedial Reflex
 - 8.6.9. Documentation of the School
 - 8.6.10. Center Organization
 - 8.6.11. Classroom Organization
 - 8.6.12. Social and Family Organization
- 8.7. Educational Intervention According to Developmental Stages
 - 8.7.1. Adaptations at the Center Level
 - 8.7.2. Adaptations at the Classroom Level
 - 8.7.3. Adaptations at Personal Level
 - 8.7.4. Educational Intervention According to Developmental Stages
 - 8.7.5. Educational Intervention During Early Childhood
 - 8.7.6. Educational Intervention During Second Childhood
 - 8.7.7. Educational Intervention During Maturity
 - 8.7.8. Alternative and Augmentative Communication Systems
 - 8.7.9. Intervention to Stimulate Hearing Ability
 - 8.7.10. Educational Intervention to Improve Language Skills
 - 8.7.11. Intervention with the Family
- 8.8. Adapted Tools and Materials
 - 8.8.1. Tools for Working with Students with Visual Impairment
 - 8.8.2. Tools for Working with Students with Visual Impairment
 - 8.8.3. Individual Adapted Materials
 - 8.8.4. Collective Adapted Materials
 - 8.8.5. Listening Skills Programs
 - 8.8.6. Adaptation of Common Spaces
 - 8.8.7. Adaptations of Curricular Elements
 - 8.8.8. ICT Influence
 - 8.8.9. Hearing Aids
 - 8.8.10. Auditory Stimulation Programs
- 8.9. School-Based Socio-Community Intervention
 - 8.9.1. Concept of Socio-Community Intervention
 - 8.9.2. Schooling of Students
 - 8.9.3. Schooling of Students

- 8.9.4. Socialization of the Child
- 8.9.5. Extracurricular Outings
- 8.9.6. Family Circle
- 8.9.7. Relationship between Family and School
- 8.9.8. Relationship between Equals
- 8.9.9. Leisure and Free Time
- 8.9.10. Professional Training
- 8.9.11. Inclusion in Society
- 8.10. Evaluation and Prognosis of Diseases
 - 8.10.1. Signs of Hearing Problems
 - 8.10.2. Subjective Hearing Tests
 - 8.10.3. Objective Hearing Tests
 - 8.10.4. Psycho-Pedagogical Evaluation
 - 8.10.5. Evaluation of the ENT Physician
 - 8.10.6. Role of the Audiologist
 - 8.10.7. Speech Therapist Evaluation
 - 8.10.8. Function of Social Services
 - 8.10.9. Analysis of Family Coexistence
 - 8.10.10. Treatment

Module 9. Communication Disorders

- 9.1. Concept and Definition of Communication and Its Disorders
 - 9.1.1. Definition of Communication
 - 9.1.2. Types of Communication
 - 9.1.3. Language Definition
 - 9.1.4. Stages of Communication
 - 9.1.5. Definition of Disorder
 - 9.1.6. Introduction to the Nervous System
 - 9.1.7. Description of the Communicate Process
 - 9.1.8. Differences between Communication and Speech
 - 9.1.9. Relationship of Language to Auditory and Visual Processing
 - 9.1.10. Concept of Communication Disorders
- 9.2. Classification and Typology of Communication Disorders
 - 9.2.1. Specific Language Disorder
 - 9.2.2. Language Delays
 - 9.2.3. Social Communication Disorder
 - 9.2.4. Speech Sound Disorder
 - 9.2.5. Childhood-Onset Fluency Disorder (Stuttering)
 - 9.2.6. Selective Mutism
 - 9.2.7. Students with Hearing Loss
 - 9.2.8. Specific Learning Disorder
 - 9.2.9. Academic or Educational Problem
 - 9.2.10. Unspecified Communication Disorder
- 9.3. Neurological Basis of Development and Learning
 - 9.3.1. Pyramids of Human Development
 - 9.3.2. Development Phases
 - 9.3.3. Development Levels
 - 9.3.4. Location of Language Skills in the Developmental Pyramid and Its Importance
 - 9.3.5. General Outline of Neurodevelopment
 - 9.3.6. Perceptual and Motor Neurodevelopment in Infancy
 - 9.3.7. Developmental Areas Influencing Language
 - 9.3.8. Cognitive Development Through Communication and Language
 - 9.3.9. Social and Emotional Development through Communication and Language
- 9.4. Incidents in the Development Stages
 - 9.4.1. Initial Language and Speech Development
 - 9.4.2. Early Childhood: Language Development
 - 9.4.3. The Development of Spoken Language
 - 9.4.4. Vocabulary Development and Grammatical Knowledge
 - 9.4.5. Development of Knowledge about Communication
 - 9.4.6. Literacy: Comprehension and Use of Written Language
 - 9.4.7. Difficulties in Learning to Read
 - 9.4.8. Emotional and Affective Development of the Student
 - 9.4.9. Diseases Related to Language Disorders
 - 9.4.10. Other Incidents

- 9.5. Multiprofessional Coordination
 - 9.5.1. Teacher Specializing in Therapeutic Pedagogy
 - 9.5.2. Teacher Specialized in Hearing and Language
 - 9.5.3. Special Education Monitors During Schooling
 - 9.5.4. Educators
 - 9.5.5. Curricular Support Teachers
 - 9.5.6. Sign Language Professional
 - 9.5.7. Deaf Blindness Mediators
 - 9.5.8. Social Educators
 - 9.5.9. Educational Guidance Teams
 - 9.5.10. Specialized Educational Guidance Teams
 - 9.5.11. Guidance Departments
 - 9.5.12. Medical Professionals in Charge of Detecting Diseases of the Eye
- 9.6. Documentation and Organization According to Students' Needs
 - 9.6.1. Psychopedagogical Tests
 - 9.6.2. Psycho-Pedagogical Evaluation
 - 9.6.3. Neuropsychopedagogical Report
 - 9.6.4. Speech Therapy Report
 - 9.6.5. Specific Medical Documentation of Language Disorder
 - 9.6.6. Documentation of the School
 - 9.6.7. Social Organization
 - 9.6.8. Center Organization
 - 9.6.9. Classroom Organization
 - 9.6.10. Family Organization
- 9.7. Educational Intervention According to Developmental Stages
 - 9.7.1. Educational Intervention According to Developmental Stages
 - 9.7.2. Adaptations at the Center Level
 - 9.7.3. Adaptations at the Classroom Level
 - 9.7.4. Adaptations at Personal Level
 - 9.7.5. Educational Intervention During Early Childhood
 - 9.7.6. Educational Intervention During Second Childhood
 - 9.7.7. Educational Intervention During Maturity
 - 9.7.8. Intervention with the Family
- 9.8. Adapted Tools and Materials
 - 9.8.1. Tools for Working with Students with Communication Disorders
 - 9.8.2. Individual Adapted Materials
 - 9.8.3. Collective Adapted Materials
 - 9.8.4. Language Skills Programs
 - 9.8.5. Programs to Promote Reading and Writing
 - 9.8.6. Adaptations of Curricular Elements
 - 9.8.7. ICT Influence
 - 9.8.8. Auditory and Visual Stimulation
- 9.9. School-Based Socio-Community Intervention
 - 9.9.1. Concept of Socio-Community Intervention
 - 9.9.2. Schooling of Students
 - 9.9.3. Socialization of the Child
 - 9.9.4. Extracurricular Outings
 - 9.9.5. Family Circle
 - 9.9.6. Relationship between Family and School
 - 9.9.7. Relationship between Equals
 - 9.9.8. Leisure and Free Time
 - 9.9.9. Professional Training
 - 9.9.10. Inclusion in Society
- 9.10. Evaluation and Prognosis of Diseases
 - 9.10.1. Manifestations of Problems in Communication
 - 9.10.2. Speech Therapy Report
 - 9.10.3. Otolaryngologist's Evaluation
 - 9.10.4. Subjective Hearing Tests
 - 9.10.5. Psycho-Pedagogical Evaluation
 - 9.10.6. Speech Therapy Rehabilitation
 - 9.10.7. Analysis of Family Coexistence
 - 9.10.8. Hearing Treatments
 - 9.10.9. Analysis of Family Coexistence
 - 9.10.10. Treatment

Module 10. Other Diseases and Disorders

- 10.1. Deaf Blindness
 - 10.1.1. Definition
 - 10.1.2. Implication and Consequences of Deaf Blindness
 - 10.1.3. Evolution and Development of a Deafblind Person
 - 10.1.4. Some Keys to Psycho-pedagogical Intervention
 - 10.1.5. Communication.
 - 10.1.6. Communication Systems
 - 10.1.7. Some Keys to Psychopedagogical Intervention with the Family
 - 10.1.8. Stages of Acceptance
 - 10.1.9. Family Needs
- 10.2. West Syndrome
 - 10.2.1. Definition. Etiology Prevalence. Prognosis
 - 10.2.2. General Symptoms
 - 10.2.3. Psycho-pedagogical Intervention
 - 10.2.4. Language and Communication
 - 10.2.5. Personal Autonomy
 - 10.2.6. Perceptual-Cognitive Area
 - 10.2.7. Sensory Stimulation
 - 10.2.8. Resources
 - 10.2.9. Family Needs
- 10.3. Rubinstein-Taybi Syndrome
 - 10.3.1. Definition
 - 10.3.2. Etiology
 - 10.3.3. Prevalence
 - 10.3.4. General Symptoms
 - 10.3.5. Medical Problems Associated with the Syndrome
 - 10.3.6. Growth and Development
 - 10.3.7. Diagnosis and Treatment
 - 10.3.8. Family Needs

- 10.4. Instrumental Difficulties
 - 10.4.1. What Are the Instrumental Areas of Learning?
 - 10.4.2. Dyslexia
 - 10.4.3. Dysorthography
 - 10.4.4. Dysgraphia
 - 10.4.5. Dyscalculia
 - 10.4.6. Evaluation in the School Setting
 - 10.4.7. Psycho-pedagogical and Speech Therapy Evaluation
 - 10.4.8. Adaptations in Materials
 - 10.4.9. Adaptations in Teaching Techniques
 - 10.4.10. Adaptations for Class Work and Evaluations

Module 11. Learning Disabilities: Historical Approaches, Conceptualization, Theories and Classification

- 11.1. Introduction
- 11.2. A Historical Look at Learning Difficulties
 - 11.2.1. Foundation Stage
 - 11.2.2. Transition Stage
 - 11.2.3. Consolidation Stage
 - 11.2.4. Current Stage
- 11.3. Critical View of its Conceptualization
 - 11.3.1. Criteria Applied for Its Definition
 - 11.3.1.1. Exclusion Criteria
 - 11.3.1.2. Discrepancy Criteria
 - 11.3.1.3. Specificity Criterion
 - 11.3.2. Some Definitions and Their Regularities
 - 11.3.3. Between Heterogeneity and Differentiation
 - 11.3.3.1. School Problems
 - 11.3.3.2. Low School Performance
 - 11.3.3.3. Specific Learning Difficulties

- 11.3.4. Learning Disabilities vs. Learning Difficulties
 - 11.3.4.1. The Learning Disorder
 - 11.3.4.1.1. Definition
 - Characteristics Features
 - 11.3.4.2. Meeting Points between the Disorder and Learning Difficulties that Problematize its Comprehension
 - 11.3.4.3. Differences between Learning Disorders and Learning Difficulties that Determine Their Context of Application and Relevance
 - 11.3.4.4. Special Educational Needs (SEN) and Learning Difficulties (LD)
 - 11.3.4.4.1. Definition of Special Educational Needs
 - 11.3.4.4.2. SEN and Their Differences and Regularities with Learning Difficulties
- 11.4. Classification of Learning Difficulties
 - 11.4.1. International Classification Systems
 - 11.4.1.1. DCM-5
 - 11.4.1.2. ICD-10
 - 11.4.2. Classification of Learning Difficulties According to DCM-5
 - 11.4.3. Classification of Learning Difficulties According to ICD-10 (Pending ICD-11)
 - 11.4.4. Comparison of Instrument Classification
- 11.5. Main Theoretical Approaches to Learning Difficulties
 - 11.5.1. Neurobiological or Organismic Theories
 - 11.5.2. Theories of Deficient Cognitive Processes
 - 11.5.3. Psycholinguistic Theories
 - 11.5.4. Psychogenic Theories
 - 11.5.5. Environmental Theories
- 11.6. Causes of Learning Difficulties
 - 11.6.1. Personal or Intrinsic Factors
 - 11.6.1.1. Biological
 - 11.6.1.2. Psychogens
 - 11.6.2. Contextual or Extrinsic Factors
 - 11.6.2.1. Environmental
 - 11.6.2.2. Institutional

- 11.7. Models of Care for Learning Difficulties
 - 11.7.1. Models Focused on Medical-Clinical Aspects
 - 11.7.2. Models Focused on Cognitive Processes
 - 11.7.3. Models Focused on Observable Shortfalls
 - 11.7.4. Curriculum-Centered Models
 - 11.7.5. Comprehensive Care Educational Model
- 11.8. Activities for the Integration of Knowledge and its Practical Application
- 11.9. Recommending Readings
- 11.10. Bibliography

Module 12. Neurodevelopment and Learning

- 12.1. Neurodevelopment and Learning: Prenatal Development
- 12.2. Nervous System and Postnatal Learning
- 12.3. Neuroanatomy of Learning
- 12.4. Concept of Brain Plasticity
- 12.5. Development of Higher Cognitive Functions
- 12.6. Cognitive Processes and Learning (I): Attention and Cognitive Resource Selection
- 12.7. Cognitive Processes and Learning (II): Perception and Acquisition of Information
- 12.8. Cognitive Processes and Learning (III): Memory and its Functioning
- 12.9. Cognitive Processes and Learning (IV): Process of Coding of the Information
- 12.10. Cognitive Processes and Learning (V): The Information Retrieval Process: The Transfer of Learning
- 12.11. Cognitive Processes and Learning (VI): Grouping, Classification and Formation of Categories and Concepts
- 12.12. Affective, Motivational, Relational Variables (I): Personal Variables
- 12.13. Affective, Motivational, and Relational Variables (II): The Family
- 12.14. Affective, Motivational, and Relational Variables (III): The School
- 12.15. Affective, Motivational, and Relational Variables (IV): Community

Module 13. Specific Learning Disorder

- 13.1. Learning Reading, Writing, and Mathematics in Early Childhood
- 13.2. Definition and Prevalence
- 13.3. Neurobiological Bases
- 13.4. Neuropsychological Approaches
- 13.5. Types of Dyslexia, Dysgraphia, and Dyscalculia
- 13.6. Diagnostic Criteria (I): DSM-: Reading Difficulties (Dyslexia), Difficulties in Written Expression (Dysgraphia), Difficulties in Mathematics (Dyscalculia)
- 13.7. Diagnostic Criteria (II): Differential Diagnosis DSM-V and ICD-10
- 13.8. Evaluation: Variables to Be Evaluated and Techniques and Instruments
- 13.9. Psychological and Psycho-pedagogical Intervention: Intervention Programs

Module 14. Communication Disorders and Learning Disabilities

- 14.1. Childhood Language Development
- 14.2. Definition and Prevalence
- 14.3. Neurobiological Bases
- 14.4. Neuropsychological Approaches
- 14.5. Classification of Comprehension, Production-Expression and Pronunciation Disorders.
- 14.6. Diagnostic Criteria (I): DSM-5: Language Disorder Phonological Disorder
- 14.7. Diagnostic Criteria (II): DSM-5: Childhood-onset Fluency Disorder (Stuttering)
- 14.8. Social Communication Disorder (Pragmatic)
- 14.9. Diagnostic Criteria (III): Differential Diagnosis DSM-5 and ICD-10
- 14.10. Evaluation: Variables to Be Evaluated and Techniques and Instruments
- 14.11. Psychological and Psycho-pedagogical Intervention: Intervention Programs

Module 15. Language as a Determining Element in the Attention to Learning Difficulties

- 15.1. Introduction
- 15.2. Thought and Language: Their Relationship
 - 15.2.1. Theories that Explain Its Development
 - 15.2.2. Thought and Language Their Interdependence
 - 15.2.3. The Place of Language in Learning
- 15.3. Relationship between Language and Learning Difficulties
 - 15.3.1. Communication, Language and Speech
 - 15.3.2. General aspects of Language Development
 - 15.3.3. Prevention of Language problems
- 15.4. Language Developmental Delay and Its Implications in Learning Difficulties
 - 15.4.1. Conceptualization of Language Developmental Delay and its characterization.
 - 15.4.2. Causes of Delayed Language Development
 - 15.4.3. Importance of Early Identification and Care in Schools
 - 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. Oral Language Disorders Its Manifestations in the Following Components: Phonetic, Phonological, Morpho-Lexical, Syntactic, Semantic and Pragmatic
 - 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 Evaluate
 - 15.6.3. Evaluation Report
- 15.7. Attention to Language Disorders in Educational Institutions
 - 15.7.1. Language Disorders
 - 15.7.2. Speaking Disorders
- 15.8. Activities for the Integration of Knowledge and its Practical Application
- 15.9. Recommending Readings
- 15.10. Bibliography

Module 16. Disorders and Other Personal and Social Circumstances Modulating Learning Difficulties

- 16.1. Disruptive, Impulse-Control and Conduct Disorders and Learning Difficulties.
 - 16.1.1. Disruptive, Impulse-Control and Conduct Disorders (I): Impulse Control and Prosocial Behavior
 - 16.1.2. Disruptive, Impulse-Control and Conduct Disorders (II): Definition and Prevalence
 - 16.1.3. Disruptive, Impulse-Control and Conduct Disorders (III): Neurobiological Bases
 - 16.1.4. Disruptive, Impulse-Control and Conduct Disorders (IV): Neuropsychological Approaches to Antisocial Behavior
 - 16.1.5. Disruptive, Impulse Control and Behavioral Disorders (V): DSM-V Diagnostic Criteria: Oppositional Defiant Disorder Intermittent Explosive Disorder
 - 16.1.6. Disruptive, Impulse-Control and Conduct Disorders (VI) : DSM-V Diagnostic Criteria: Behavioral Disorders
 - 16.1.7. Disruptive, Impulse Control and Behavioral Disorders (VII): DSM-V Diagnostic Criteria: Antisocial Personality Disorder
 - 16.1.8. Disruptive, Impulse-Control and Conduct Disorders (VIII): Differential Diagnosis DSM-V and ICD-10
 - 16.1.9. Disruptive, Impulse Control and Behavioral Disorders (IX): Assessment : Variables to Be Assessed and Techniques and Instruments
 - 16.1.10. Disruptive, Impulse Control and Behavioral Disorders (X): Psychological and Psycho-pedagogical Intervention: Intervention Programs
- 16.2. Children and Youth with High Abilities and Learning Difficulties
 - 16.2.1. Definition of Gifted and Prevalence
 - 16.2.2. Assessment Criteria
 - 16.2.3. Evaluation: Variables to Be Evaluated and Techniques and Instruments
 - 16.2.4. Psychological and Psycho-pedagogical Intervention: Intervention Programs
- 16.3. Other Issues
 - 16.3.1. Children and Young People at Social and Family Risk: Substance Abuse, Risky Sexual Behavior, Family Deconstructing and Family Violence

- 16.3.2. Children and Young People at Risk of Social Exclusion: Poverty and Problems of Uprooting
- 16.3.3. Children and Young People at Risk in Their Mental Health: Problems in the Affective Sphere
- 16.3.4. Evaluation: Variables to Be Evaluated and Techniques and Instruments
- 16.3.5. Psychological and Psycho-pedagogical Intervention: Intervention Programs

Module 17. Emerging Educational Alternatives for the Management of Learning Difficulties

- 17.1. Introduction
- 17.2. Information and Communication Technologies (ICTs)
 - 17.2.1. Theoretical Foundations of Information and Communication Technologies
 - 17.2.2. Historical Development of ICT
 - 17.2.3. Classification of TIC
 - 17.2.3.1. Synchronous
 - 17.2.3.2. Asynchronous
 - 17.2.4. TIC Features
 - 17.2.5. Potentialities of ICTs in Different Societal Contexts
- 17.3. ICT in the Educational Environment
 - 17.3.1. Contribution of ICT to Education in General
 - 17.3.1.1. Traditional Education and ICT Incorporation
 - 17.3.1.2. Impact of ICTs on 21st Century Education
 - 17.3.1.3. Learning and Teaching with ICT: Expectations, Realities, and Potentialities
 - 17.3.2. Contributions of ICT in the Attention of Learning Difficulties
 - 17.3.2.1. ICT as an Educational Resource for the Attention of Learning Difficulties
 - 17.3.2.1.1. Teaching Reading
 - 17.3.2.1.2. Teaching Writing
 - 17.3.2.1.3. Teaching Mathematics
 - 17.3.2.1.4. Attention to the Attention Deficit Hyperactivity Disorder (ADHD)
 - 17.3.3. Teacher's Role in the Use of ICTs

- 17.3.3.1. In the Classroom
- 17.3.3.2. Extra-Classroom Spaces
- 17.4. Chess and Its Pedagogical Value
 - 17.4.1. Brief Historical Review of Chess
 - 17.4.2. Its Playful Character
 - 17.4.3. Pedagogical Foundations of Play-Science
 - 17.4.4. Chess as an Educational Tool: in the School Context and in Socially Vulnerable Environments
 - 17.4.5. Potentialities of Chess for the Teaching-Learning Process of the Student with Learning Difficulties
 - 17.4.5.1. Contributions of Chess to Cognitive Activity
 - 17.4.5.1.1. Attention
 - 17.4.5.1.2. Memory
 - 17.4.5.1.3. Motivation
 - 17.4.5.1.4. Managing Emotions
 - 17.4.5.1.5. Strategic Thinking
 - 17.4.5.1.6. Intelligence.
 - 17.4.5.1.7. Transfer of Learning
 - 17.4.5.2. Contributions of Chess in the Context of Executive Functions
 - 17.4.5.2.1. Organisation
 - 17.4.5.2.2. Plan
 - 17.4.5.2.3. Execution (Flexibility, Inhibitory Control, Self-Monitoring)
 - 17.4.5.2.4. Evaluation/Revision
- 17.5. Chess as a Binding Element of the School-Family-Community Triad in the Management of Learning Disabilities
 - 17.5.1. Strengths of the Use of Chess in Schools to Promote Family Involvement in the Educational Process
 - 17.5.2. Possibilities Offered by Chess to Promote Community Involvement in the School
- 17.6. Meditation From Spiritual Practice to its Current Expansion
 - 17.6.1. A Brief Approach to Meditation as an Educational Tool
 - 17.6.1.1. Concept of Meditation

- 17.6.1.2. Origin of meditation
- 17.6.1.3. Expansion into Various Fields
- 17.7. Use of the Educational Potentialities of Meditation for the Management of Learning Difficulties and Attention to Diversity
 - 17.7.1. Scientific Evidence of the Effects of Meditation on the Body, the Brain and Interpersonal Relationships
 - 17.7.1.1. Neurological Effects: Structural, Biochemical and Functional Effects in the Brain
 - 17.7.1.2. Psychological Effects
 - 17.7.1.3. Physical Effects
 - 17.7.2. Impact of the Practice of Meditation on the School Child
 - 17.7.3. Impact of Meditation on Teacher's Modes of Performance
 - 17.7.4. Impact of Meditation Practice on School Climate
- 17.8. Activities for the Integration of and its Practical Application
- 17.9. Recommending Readings
- 17.10. Bibliography

Module 18. ICT, Innovation and Emerging Methodologies

- 18.1. ICT in Special Education
 - 18.1.1. Special Educational Needs
 - 18.1.2. Principles of Special Education and the Use of ICTs
 - 18.1.3. The Role and Value of ICT in Special Education
 - 18.1.4. Inclusion vs. Technological Marginalization
 - 18.1.5. Digital Accessibility
 - 18.1.6. Right to Accessibility
 - 18.1.7. ICT Resources for Students with Special Educational Needs
 - 18.1.8. Advantages of ICT in Education
 - 18.1.9. Assistive Technologies for Diversity (ATD)
 - 18.1.10. ICT for Assessing Students with Special Educational Needs
- 18.2. Resources for Hearing Impaired Students
 - 18.2.1. ICT Resources for Hearing Impairment
 - 18.2.2. Objectives

- 18.2.3. HETAH- Sign Language Translator
- 18.2.4. AMPDA
- 18.2.5. *Spreadthesign*
- 18.2.6. Pictotranslator
- 18.2.7. The Seraph Snail
- 18.2.8. Sign Library
- 18.2.9. Speechviewer II Phonetic Viewer
- 18.2.10. DreamLetters
- 18.3. Resources for Students with Visual Impairment
 - 18.3.1. ICT Resources for Visual Impairment
 - 18.3.2. Objectives
 - 18.3.3. Hetah Transcriber
 - 18.3.4. *Knfbreader*
 - 18.3.5. The Magic Tree of Words
 - 18.3.6. *AudescMobile*
 - 18.3.7. Songbook
 - 18.3.8. *WinBraille*
 - 18.3.9. Jaws
 - 18.3.10. Adapted *Hardware*
- 18.4. Resources for Students with Motor Disabilities
 - 18.4.1. ICT Resources for Motor Disability
 - 18.4.2. Objectives
 - 18.4.3. *KeyTweak*
 - 18.4.4. *Form Pilot Office*
 - 18.4.5. *EmuClic*
 - 18.4.6. SinClic 0.9
 - 18.4.7. Virtual Keypad: VirtualTEC
 - 18.4.8. *Remote Mouse*
 - 18.4.9. Adapted *Software*
- 18.5. Resources for Students with Intellectual Disabilities
 - 18.5.1. ICT Resources for Intellectual Disability
 - 18.5.2. Objectives
 - 18.5.3. Bigheads
 - 18.5.4. Ableservices
 - 18.5.6. Tecnom Lite
 - 18.5.7. Help, I Got Lost
 - 18.5.8. Game of the Opposite
 - 18.5.9. Special Stories
 - 18.5.10. Learning Project
- 18.6. Resources for ASD
 - 18.6.1. ICT Resources for Students with Autism
 - 18.6.2. Objectives
 - 18.6.3. Emotion Project
 - 18.6.4. Doctor TEA
 - 18.6.5. Social Classroom
 - 18.6.6. Words in Pictures
 - 18.6.7. Applyautism
 - 18.6.8. AraWord
 - 18.6.9. GoTalk 9+ Communicator
 - 18.6.10. Zac Browser



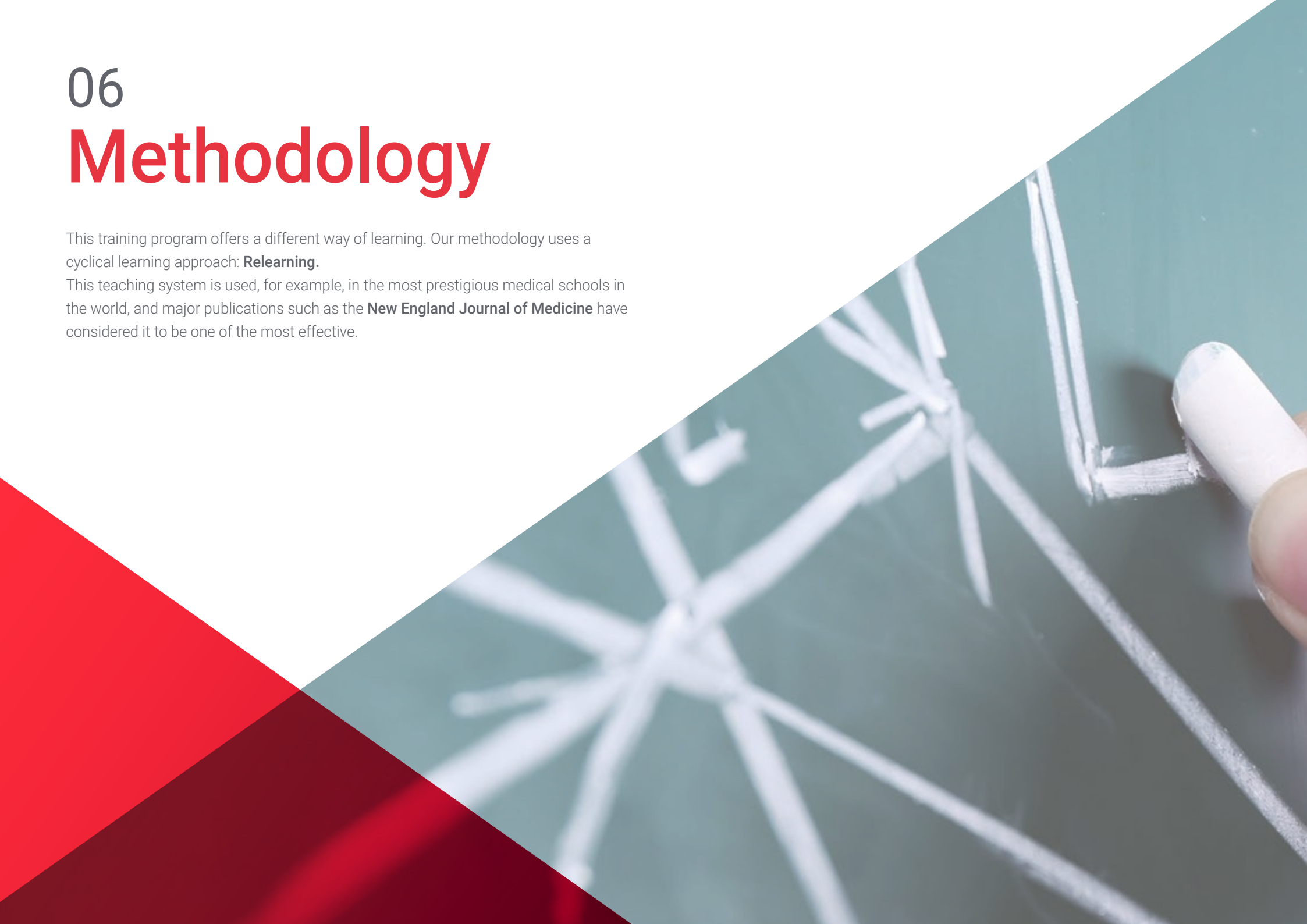
A unique specialization, key and decisive and decisive for your future career"

06

Methodology

This training program offers 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.





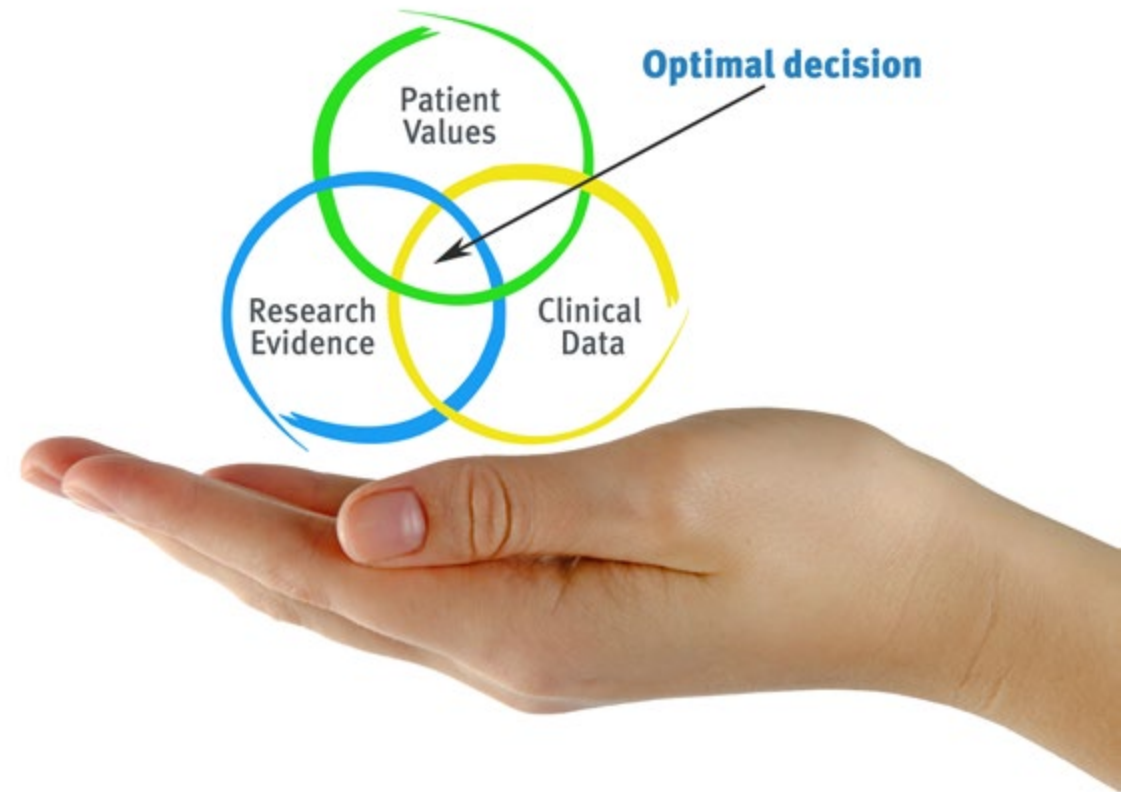
“

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

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



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.

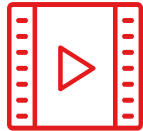
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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 applied to the 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, you can watch them as many times as you want.



Interactive Summaries

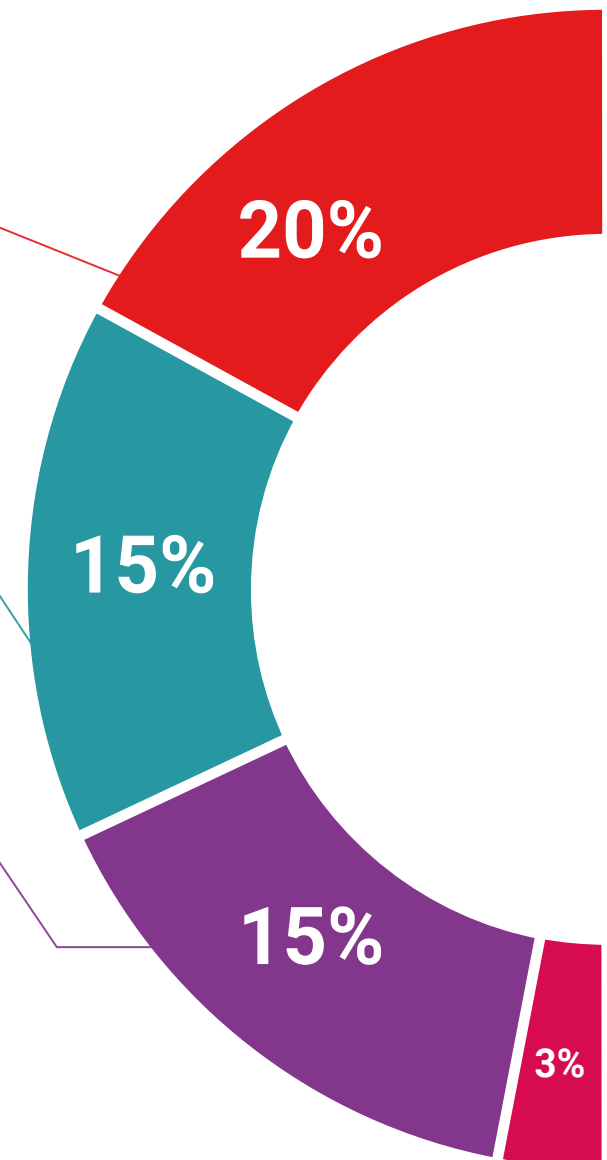
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

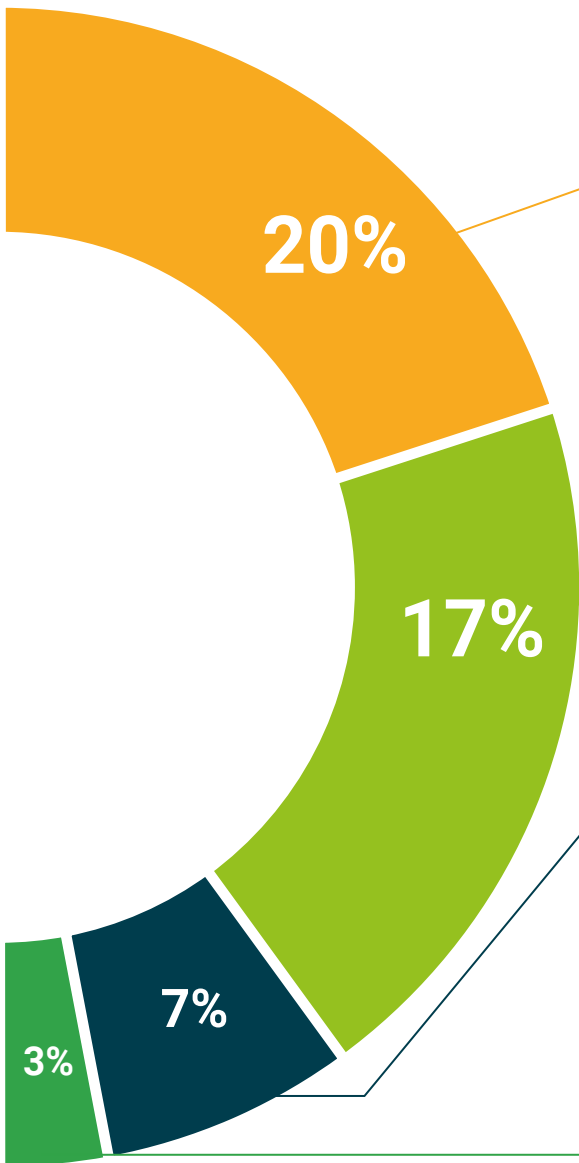
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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 your 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

The Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties guarantees, in addition to the most rigorous and up-to-date program, access to an Advanced Master's Degree issued by TECH Global University.



“

*Successfully complete this training program
and receive your diploma without travel or
laborious paperwork”*

This program will allow you to obtain your **Advanced Master's Degree diploma in Therapeutic Pedagogy and Learning Difficulties** 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.

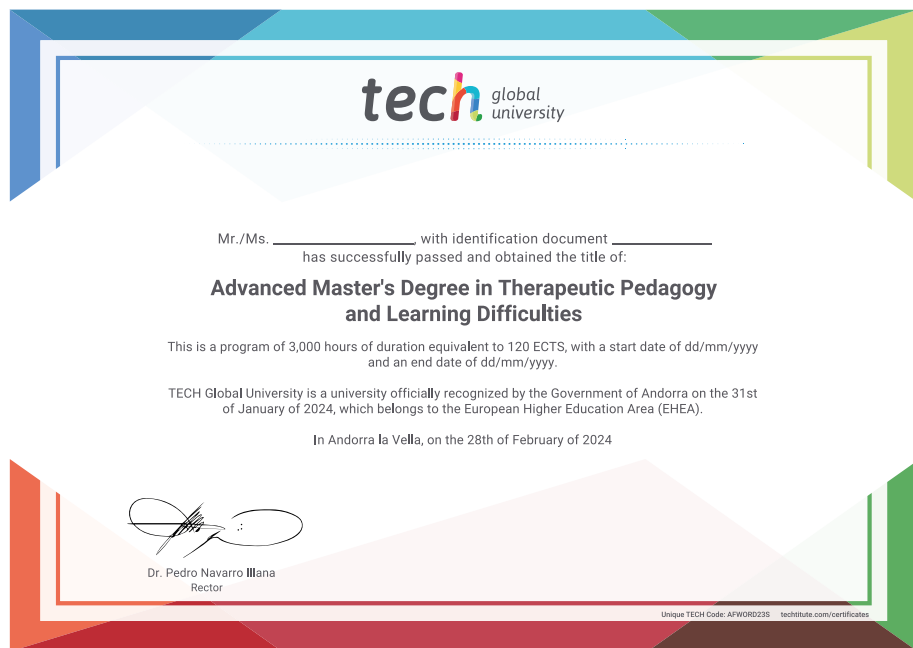
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties**

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**



*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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training

development language

virtual classroom

tech global
university

**Advanced Master's
Degree**
Therapeutic Pedagogy
and Learning Difficulties

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

Advanced Master's Degree Therapeutic Pedagogy and Learning Difficulties