Hybrid Professional Master's Degree

Therapeutic Pedagogy

tech technological university

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Hybrid Professional Master's Degree

Therapeutic Pedagogy

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Technological University**
Teaching Hours: **1,620 h.**
Website: **www.techtitute.com/pk/education/hybrid-professional-master-degree/hybrid-professional-master-degree-therapeutic-pedagogy**

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01

Introduction

In a broad panorama full of diversity, where the uniqueness of each student is valued and recognized, Therapeutic Pedagogy stands as a crucial support. It not only focuses on overcoming learning barriers or disabilities, but also prioritizes the emotional, social and cognitive needs of children and adolescents. In an environment where equity of opportunity is a primary objective, this approach becomes vital for inclusive education and excellence. This is why TECH has developed this program, which includes a practical stay in a specialized educational center, with the purpose of acquiring the most advanced educational and therapeutic strategies, as well as keeping abreast of the latest technological advances.

You will master the most current techniques in Therapeutic Pedagogy thanks to the combination of theoretical foundations, 100% online, and a practical stay in a prestigious educational center"

In today's education, therapeutic pedagogy has acquired an essential role, especially in increasingly diverse classrooms. By focusing on personalized teaching, this discipline fosters an inclusive environment that values and celebrates the particularities of each individual. Personalization and individualized care are not only advantageous for those who need additional support, but also enrich the overall educational experience.

For this reason, TECH will provide teachers with the latest tools in this area, with the purpose of boosting their professional progress and ensuring greater achievements by their students. In this way, this Hybrid Professional Master's Degree will address the historical evolution of the concept of functional diversity. In addition, graduates will delve into the various cognitive disorders and diseases that can impact students and their learning.

Likewise, through multimedia didactic material and simulations of real cases, disorders that affect crucial elements of anatomy, such as vision and hearing, will be analyzed, and emphasis will also be placed on the students' communicative capacity. Finally, there will be an opportunity to explore Information and Communication Technologies (ICT), as well as currently emerging methodologies that can be applied in educational settings.

All this theoretical content will be complemented with a practical stay of 3 weeks in an educational center of reference in the field of Therapeutic Pedagogy. This will facilitate the acquisition, not only of the most effective teaching methods, but also the incorporation of skills to recognize and value the uniqueness of each student.

During this practical experience, the professionals will have the support of a personal tutor, who will dedicate the entire time to them. This will allow them to work with confidence, taking advantage of the most innovative educational technology and employing the pedagogical and therapeutic techniques that have proven most effective to date.

This **Hybrid Professional Master's Degree in Therapeutic Pedagogy** contains the most complete and up-to-date educational program on the market. The most important features include:

- Development of more than 100 practical cases presented by teaching professionals experts in Therapeutic Pedagogy and university professors with extensive experience in students with special educational needs
- Their graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- Presentation of practical workshops on the most innovative learning strategies in the field of education
- All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection
- Furthermore, you will be able to carry out a internship in one of the best Companies

You will do a 3-week practical placement in a specialized educational center, together with recognized professionals in Therapeutic Pedagogy"

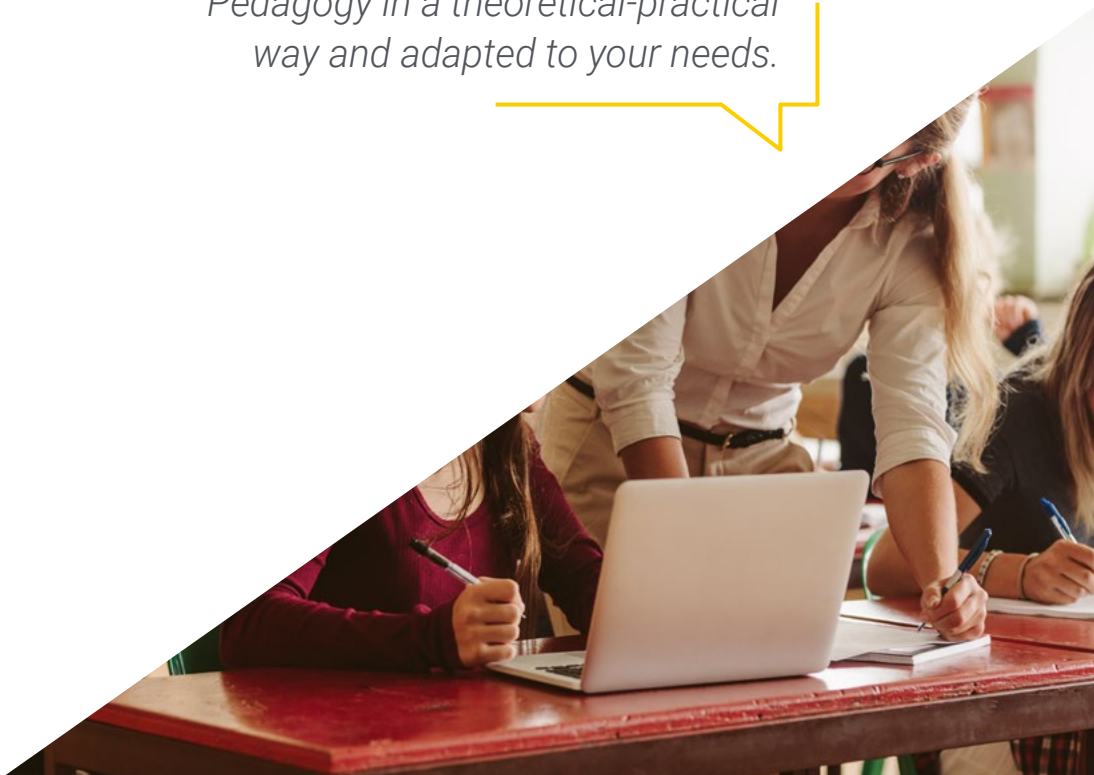
You will progress in your professional career, in the field of Therapeutic Pedagogy, with this TECH Hybrid Professional Master's Degree. Enroll now!"

In this proposal for a Hybrid Professional Master's Degree, of a professionalizing nature and blended learning modality, the program is aimed at updating pedagogical professionals who carry out teaching and therapeutic functions with students with special needs in educational centers, and who require a high level of qualification. The contents are based on the most up-to-date procedures and are oriented in a didactic way to integrate theoretical knowledge into pedagogical practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow for decision-making in dealing with the student.

Thanks to its multimedia content developed with the latest educational technology, they will allow the Pedagogies professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise during the course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

This Hybrid Professional Master's Degree will allow you to practice in simulated environments, providing you with immersive and programmed learning to prepare you for real situations.

Equip yourself with new skills through this Hybrid Professional Master's Degree in Therapeutic Pedagogy in a theoretical-practical way and adapted to your needs.



02

Why Study this Hybrid Professional Master's Degree?

Professionals in Therapeutic Pedagogy should investigate new teaching techniques, how to manage diversity in the classroom and the most effective strategies to involve students in the learning process, addressing barriers that may impede their full educational development. For this reason, TECH has created this innovative Hybrid Professional Master's Degree, which will allow professionals to identify and address different learning styles, as well as adapt their educational approach to promote progress and inclusion. In addition, the specialists will acquire unique practical tools and innovative methodologies, thanks to a practical stay in prestigious educational centers.

TECH is the only university that offers you to delve into real educational environments to deepen the latest techniques in Therapeutic Pedagogy with the best experts"

1. Updating from the Latest Technology Available

In recent years, therapeutic pedagogy has experienced remarkable technological advances. The integration of digital platforms and specialized applications, for example, have allowed educators to further customize the teaching process, offering interactive and adaptive resources that fit different learning styles. Therefore, TECH presents this syllabus, with which the professionals will enter a cutting-edge environment, accessing cutting-edge technology in this field.

2. Gaining In-depth Knowledge from the Experience of Top Specialists

The large team of professionals that will accompany the specialist throughout the practical period is a first-class and an unprecedented guarantee of updating. With a specifically appointed tutor, the graduates will be able to deal with real students in a cutting-edge environment, which will allow them to incorporate in his daily practice the most effective procedures and tools in Therapeutic Pedagogy.

3. Entering first-class Communication Management environments

TECH carefully selects all the centers available for practical stays. Thanks to this, the specialists will be guaranteed access to a prestigious educational environment in the area of therapeutic pedagogy. In this way, they will be able to check the day to day of a demanding, rigorous and exhaustive work area, always applying the best techniques in therapeutic learning to your work methodology.

4. Putting the acquired knowledge into daily practice from the very first moment

The academic market is plagued by teaching programs that are poorly adapted to the daily work of the specialist and that require long teaching hours, often not very compatible with personal and professional life. TECH offers a new learning model, 100% practical, which allows you to put yourself at the forefront of innovative procedures in the field of Therapeutic Pedagogy and, best of all, bring it to professional practice in just 3 weeks.

5. Opening the door to new opportunities

From the adaptation of traditional teaching methods, to the integration of new technologies and digital tools in Therapeutic Pedagogy, pedagogical strategies have been customized and adjusted to meet the individual needs of each student. The Internship Program and the exchange of experiences will offer the professionals new opportunities to refine their methods, making a difference in the educational experience of those who require a more personalized approach.

You will have full practical immersion at the center of your choice"

03

Objectives

The main objective of this Hybrid Professional Master's Degree in Therapeutic Pedagogy is that the professionals acquire the knowledge and skills to develop their functions as a pedagogue and therapist in an exclusively practical way, through a stay designed with the maximum academic rigor, by the hand of recognized professionals in a specialized center, of high educational quality and with the most innovative technology.

A unique opportunity for you to immerse yourself in the analysis of real cases, expanding your knowledge from the hand of a leading technology institution"

General Objective

- The general objective of the Hybrid Professional Master's Degree in Therapeutic Pedagogy will be to provide graduates with cutting-edge knowledge in inclusive pedagogical strategies and innovative therapeutic techniques. Therefore, professionals will be nourished with practical tools for the design of adapted educational environments, promoting the integral development of each individual. By merging theory and practice, it seeks to empower teachers with specialized skills, encouraging the creation of inclusive learning spaces that promote diversity and the emotional well-being of their students. This program, with its blended approach, will offer flexibility without sacrificing quality

Specific Objectives

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

- Describe changes throughout history using vocabulary adjusted to the time period
- Compare changes and advances 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 evolutionary development of healthy children to establish comparisons with children who have special educational needs

Module 2. Neurodevelopmental Disorders: Intellectual Disability

- Know and compare the evolution of the concept of intellectual disability
- Differentiate and recognize developmental variables and differential aspects
- Understand and appreciate multiprofessional coordination
- Differentiate and analyze special educational needs
- Know the tools and materials to be used
- Recognize and reflect on the different evaluations and prognoses to be established

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

- Define and differentiate the concepts associated to attention deficit disorder with and without hyperactivity
- Understand and appreciate multiprofessional coordination
- Adapt tools and materials related to learner needs
- Recognize the different evaluations and prognoses to be established

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

- 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 students with special motor needs
- Collaborate in the design of adapted spaces for wide use in the educational community
- Coordinate teaching teams for the appropriate use of prostheses and other technical aids

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

- Define and differentiate the different concepts within autism spectrum disorder
- Delve deeper into 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

Module 6. Mental Disorders

- Define the concept of mental disorders
- Know the different disorders, their characteristics, intervention and needs, among other aspects
- Know and appreciate multiprofessional coordination and socio-community intervention at school
- Recognize and reflect on the different evaluations and prognoses to be established

Module 7. Eye Diseases

- Define and know what the eye is, what its function or functions are, and what its possible diseases may be
- Know the incidences in student developmental stages for their intervention
- Understand multiprofessional coordination with the student, along with their documentation and organization required according to their needs
- Understand social and individual intervention according to student developmental stages
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student illness

Module 8. Ear Diseases

- 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 ear diseases for further evaluation and intervention
- Identify the neurological basis of development and learning in the developmental pyramid

- Know the incidences in student developmental stages for their intervention
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student illness

Module 9. Communication Disorders

- 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 student developmental stages for their intervention
- Understand multiprofessional coordination with the student, along with their documentation and organization required according to their needs
- Understand social intervention according to student developmental stages
- Know the intervention at the individual level according to the stages of student development in relation with their needs and disorder type
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student disorder

Module 10. Other Diseases and Disorders

- Become familiar with other important disorders
- Know the incidences of different disorders in developmental stages
- Adapt tools and materials related to developmental stages
- Recognize the different assessments to be established depending on the type of student disorder

Module 11. ICT, Innovation and Emerging Methodologies

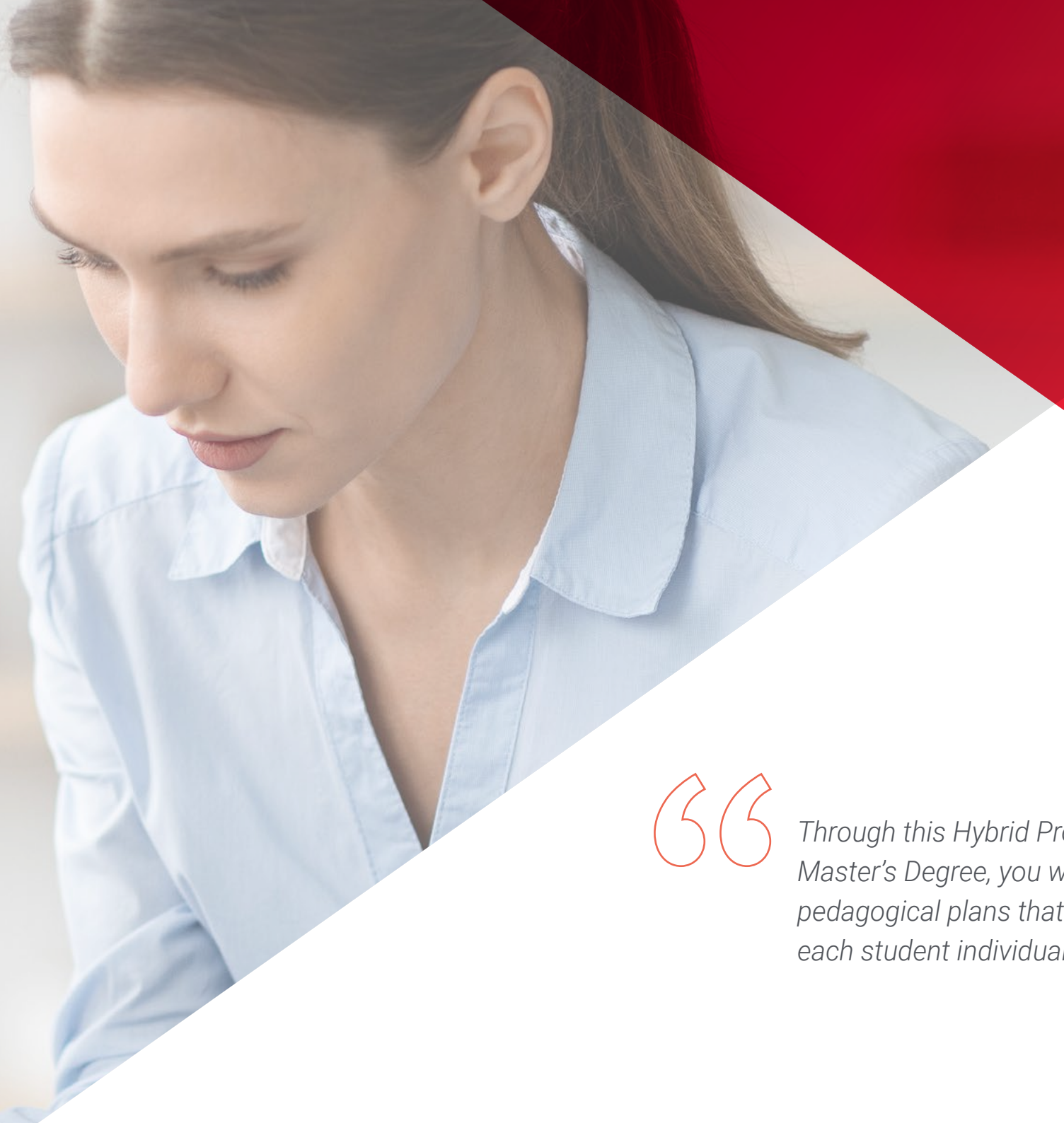
- Know and describe different information and communication technologies
- Analyze the use of ICT for students with special educational needs
- Appreciate the importance of ICT in Special Education
- Appreciate the role and value of ICT in Special Education

This program will strengthen your confidence in pedagogical practice, encouraging your growth both personally and professionally"

04

Skills

After passing the evaluations of the Hybrid Professional Master's Degree in Therapeutic Pedagogy, the nursing professionals will have acquired the professional skills necessary to become agents of change in the educational field. From a thorough understanding of individual needs, to the design of adaptive pedagogical plans, this program will prepare graduates to effectively identify and address barriers to learning. In this way, this program will focus on theoretical knowledge and the practical application of skills, providing teachers with the necessary tools to make a significant difference in the lives of those who learn.



Through this Hybrid Professional Master's Degree, you will be able to create pedagogical plans that suit the needs of each student individually"

General Skills

- Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- Achieve problem solving in new or unfamiliar environments within broader (or multidisciplinary) contexts related to your area of study
- Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- Promote quality of life in individuals, groups, communities and educational organizations

Specific Skills

- Describe UNESCO regulations in this context
- Detect special educational needs
- Establish systematized diagnoses
- Make the necessary adaptations in all educational contexts
- Make use of the latest tools
- Manage the developments in psychology and other areas that inform this field
- Create measures to ensure integration
- Follow up on the measures created

You will apply the most innovative pedagogical strategies to deal with students with special educational needs"

05

Course Management

TECH has assembled a full team of teachers, experts in their respective fields, who will guide graduates thanks to their vast practical and theoretical experience. In fact, their extensive career in the field of Therapeutic Pedagogy will serve the participants to merge theory and reality. In addition, their commitment to educational excellence and the creation of inclusive learning environments makes these specialists catalysts for change, forging leaders capable of positively transforming the educational landscape.

The teachers of the Hybrid Professional Master's Degree in Therapeutic Pedagogy represent the embodiment of academic excellence and dedication to educational progress"

Management

Dr. Mariana Fernández, María Luisa

- Educational Guidance and Professor
- Head of Studies in CEPA Villaverde
- Head of the Guidance Department at Juan Ramón Jiménez Secondary School
- Educational counselor at the Department of Education of the Community of Madrid
- Teacher in postgraduate studies
- Speaker at Educational Guidance Congresses
- PhD in Education from the Autonomous University of Madrid
- Degree in Industrial Psychology from the Complutense University Madrid

Professors

Mr. Serra López, Daniel

- Educational Technical Assistant in Special Education
- Educational Technical Assistant at Gil Gayarre Foundation
- Educnatur Special Education Monitor
- Special Education Teacher and Tutor at C.E.E. Virgen del Loreto
- Graduate in Primary Education by ESCUNI Magisterio University Center
- Professional Master's Degree in Inclusive Education and High Abilities from CEU Cardenal Herrera University
- Postgraduate Diploma in Attention to students with Special Educational Needs in Secondary Education by CEU Cardenal Herrera University

Ms. Ruiz Rodríguez, Rocío

- Educational technical assistant with expertise in Special Education
- Educational technical assistant at the Gil Gayarre Foundation
- Coordinator for events with children and young people
- Instructor in toy libraries and children's leisure centers
- Support service for children with special educational needs
- Graduate in Primary Education

Mr. Pérez Mariana, Julio Miguel

- Leisure and free time monitor in Camps and Extracurricular Activities
- Swimming instructor
- Primary Education Teacher
- Superior Technician in Physical and Sports Activities Animation
- Technician in Conduction of Physical-Sports Activities
- Specialized Instructor Course for youngsters with special educational needs

Ms. Vílchez Montoya, Cristina

- Teacher in Primary Education, expert in Therapeutic Pedagogy
- Professor in postgraduate university studies
- English teacher at *The Story Corner*
- Degree in Primary Education with mention in Therapeutic Pedagogy

The most outstanding professionals in the area of Therapeutic Pedagogy will help you acquire the necessary skills to apply the most innovative learning strategies"

06

Educational Plan

This Hybrid Professional Master's Degree in Therapeutic Pedagogy has a dynamic and robust structure, which fuses the flexibility of online learning with the richness of a practical stay. The program has been designed to offer a complete overview of the most current pedagogical strategies and the most effective therapeutic techniques. Graduates will gain a deep understanding of individual learning needs and develop skills to adapt teaching in an inclusive manner. The combination of innovative tools and expert guidance in this field will ensure up-to-date knowledge and its application in diverse and changing educational environments.

The content of this academic program will range from theoretical foundations to practical applications. Bet on TECH!"

Module 1. History and evolution of terms to reach the functional diversity

1.1. Special Education Prehistory
- 1.1.1. Justifying the Term Prehistory
- 1.1.2. Stages in Special Education Prehistory
- 1.1.3. Education in Ancient 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. Shift from Mythology and Religion to Scientific Knowledge

1.2. Middle Ages
- 1.2.1. Definition of Historical Period
- 1.2.2. Stages in the Middle Ages: Features
- 1.2.3. The Separation of Church and School
- 1.2.4. Clergy Education
- 1.2.5. Knight's Education
- 1.2.6. Education of the Weak

1.3. Modern Age: 16th to 18th Century
- 1.3.1. Definition of Historical Period
- 1.3.2. Contributions Made by Ponce de León, Juan Pablo Bonet and Lorenzo Hervás to Teaching in the Hearing Impaired
- 1.3.3. Sign Language Communication
- 1.3.4. Luis Vives' Contributions
- 1.3.5. Jacobo Rodríguez Pereira's Contributions
- 1.3.6. Juan Enrique Pestalozzi's Contributions
- 1.3.7. Treating Mental Deficiency: Contributions Made by Pinel, Itard, and Others

1.4. 19th Century
- 1.4.1. Definition of Historical Period
- 1.4.2. First Special Education Classrooms
- 1.4.3. First Parent-Student Associations in Special Education
- 1.4.4. The Start of Studying Intelligence: Measuring IQ
- 1.4.5. Louis Braille's Contributions to Teaching the Visually Impaired
- 1.4.6. Writing in Braille
- 1.4.7. Reading in Braille
- 1.4.8. Anne Sullivan's Contributions to Teaching the Deaf and Blind
- 1.4.9. Alexander Graha Bell's Contributions to Acoustics

1.5. 20th century
- 1.5.1. Definition of Historical Period
- 1.5.2. Ovidio Decroly's Contributions
- 1.5.3. María Montessori's Contributions
- 1.5.4. The Boost in Psychometrics
- 1.5.5. Before the Warnock Report
- 1.5.6. The Warnock Report
- 1.5.7. School Implications after the Warnock Report
- 1.5.8. Dr. Jack Bradley's Photography: Hearing Aid Use
- 1.5.9. Using Home Video in Autism

1.6. The Contributions from the World Wars
- 1.6.1. World Wars: Historical Periods
- 1.6.2. Schools in Times of Crisis
- 1.6.3. T4 Operation
- 1.6.4. Schools under Nazism
- 1.6.5. Schools in Ghettos and Concentration Camps: Work and Extermination
- 1.6.6. The Start of Schools in the Kibbutz
- 1.6.7. Concepts of Education vs. Rehabilitation
- 1.6.8. Developing Tools and Materials to Improve Everyday Life
- 1.6.9. Using the White Cane
- 1.6.10. Using Technology to Improve the Life of Injured Soldiers

1.7. 21st Century Perspectives
- 1.7.1. 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 Responsibilities of Functionally Diverse Individuals
- 1.7.6. Knowledge on How the Nervous System Functions
- 1.7.7. New Contributions from Neurology
- 1.7.8. Using ICT in Schools
- 1.7.9. Home Automation in Schools
- 1.7.10. Multiprofessional Coordination

1.8. UNESCO Approaches
- 1.8.1. Birth of UNESCO
- 1.8.2. UNESCO Organization
- 1.8.3. UNESCO Membership
- 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. The UNESCO Salamanca Statement
- 1.8.9. Implications of the Salamanca Statement
- 1.8.10. Other UNESCO Documents

1.9. Classification According to Diagnosis
- 1.9.1. Responsible Bodies in the Preparation of Classifications
- 1.9.2. Definition of CIE-10
- 1.9.3. DSM-V Definition
- 1.9.4. The Need to Use Both Classifications
- 1.9.5. Implications for Teachers Specialized in Therapeutic Pedagogy for Teachers
- 1.9.6. Coordination with Other School Professionals According to these Classifications
- 1.9.7. Using Language and Vocabulary Adjusted to These Classifications
- 1.9.8. School Documents That Reference These Classifications
- 1.9.9. Drafting Student Follow-up Reports
- 1.9.10. Drafting Multiprofessional Coordination Reports

1.10. Basic Concepts in Psychopedagogy
- 1.10.1. The Need for Psychopedagogy Intervention in Schools
- 1.10.2. Psychology Concepts in Schools
- 1.10.3. Pedagogy and Education Sciences Concepts in Schools
- 1.10.4. Relation between Psychology and Pedagogy Concepts in Schools
- 1.10.5. School Documents Based on Psychology and Pedagogy
- 1.10.6. Establishing Parallels between School Stages, Psycho-evolutionary Development Stages and Special Needs Education
- 1.10.7. Elaborating Therapeutic Pedagogy Teacher Information for Teachers to Facilitate the Intervention of Other Professionals in Schools
- 1.10.8. Professional Relationships and Organizational Chart in Schools Based on Psychology and Pedagogy
- 1.10.9. Drafting Multiprofessional Coordination Reports
- 1.10.10. Other Documents

Module 2. Neurodevelopmental Disorders: Intellectual Disability

2.1. Intellectual Disability and the Cognitive System
- 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 System
- 2.1.6. Cognitive System Disorders
- 2.1.7. Definition of the Cognitive System
- 2.1.8. Parts in the Cognitive System
- 2.1.9. Functions of the Cognitive System
- 2.1.10. Importance of the Cognitive System

2.2. Variables in Development

2.2.1. 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: Education
2.2.8. Intellectual Disability Dimensions
2.2.9. Adaptive Skills According to the Intellectual Disability Criteria

2.3. Differential Aspects in Intellectual Disability
2.3.1. Introduction to 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. Specifying Special Educational Needs in Students with Intellectual Disabilities

2.4. Multiprofessional Coordination
2.4.1. Definition of Multiprofessional Coordination
2.4.2. The Need for Multiprofessional Coordination
2.4.3. Family as the Core of Multiprofessional Coordination
2.4.4. Diagnosing Disorders
2.4.5. Education Center Professionals: Coordination
2.4.6. Education Center External Professionals: Coordination
2.4.7. Coordination between Internal and External Professionals
2.4.8. The Teacher Specialist in Therapeutic Pedagogy as a Liaison between Professionals
2.4.9. Students and Families

2.5. Identifying Special Educational Needs in Students with Intellectual Disabilities: Psycho-Pedagogic Assessment
2.5.1. Disorder Diagnosis Documentation
2.5.2. Disorder Revisions and Follow-up
2.5.3. Physiotherapist Documentation
2.5.4. Disorder Revisions and Follow-up by Physiotherapists
2.5.5. Orthotist Documentation
2.5.6. Disorder Revisions and Follow-up by Orthotists
2.5.7. School Documentation
2.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
2.5.9. Elaborating Individual Curricular Adaptation Documents
2.5.10. Individual Curricular Adaptation Document Follow-up

2.6. Curricular Adaptations for Students with Intellectual Disability
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 in Intervention
2.6.6. Socio-Affective Aspects in Intervention
2.6.7. Psychomotor Aspects in Intervention
2.6.8. Basic Aspects in Intervention

2.7. Organizing Educational Responses to Students with Intellectual Disabilities
2.8. Family Participation in Cases of Intellectually Disabled Individuals
2.9. Social Inclusion of Intellectually Disabled Individuals
2.10. Support and Resources for Intellectually Disabled Individuals

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

3.1. Concept and Definition of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)
- 3.1.1. TDA definition
- 3.1.2. Symptoms
- 3.1.3. Types of Treatment
- 3.1.4. TDAH definition
- 3.1.5. Diagnosing ADHD
- 3.1.6. When Is the Right Time for Correct Diagnosis?
- 3.1.7. Diagnostic Criteria for ADHD
- 3.1.8. Differences between ADD and ADHD
- 3.1.9. Causes

3.2. ADHD Positive Diagnosis
- 3.2.1. Process to Obtain Accurate Diagnoses
- 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. Using 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 Current Society: What These Disorder Are and What They Are Not
- 3.3.1. Prevalence in Spain BORRAR
- 3.3.2. Prevalence in Europe
- 3.3.3. Prevalence in the Rest of the World
- 3.3.4. Do These Disorders Really Exist?
- 3.3.5. What ADD and ADHD Are Not
- 3.3.6. Are They Inherited?
- 3.3.7. Can They Be Cured?
- 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. Incidences in Developmental Stages
- 3.5.1. Executive Control
- 3.5.2. How Does It Manifest in Academic Performance?
- 3.5.3. How Does It Manifest in Behavior?
- 3.5.4. What Type of ADHD Children May 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 Teenagers
- 3.5.8. ADD and ADHD in Adults

3.6. Educational Intervention According to Developmental Stage
- 3.6.1. Educational Intervention in Early Childhood (3 to 6 Years of Age)
- 3.6.2. Educational Intervention in Childhood (6 to 12 Years of Age)
- 3.6.3. Educational Intervention in Adolescence (12 to 20 Years of Age)
- 3.6.4. Educational Intervention in Adulthood (20 to 40 Years of Age)
- 3.6.5. Working on Student Self-esteem
- 3.6.6. How to Manage Distractions
- 3.6.7. Reinforcing Positive Behaviors and Their Importance for Students
- 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 Psychopedagogic Treatment?
- 3.7.3. Psychopedagogic Intervention
- 3.7.4. Psychological Intervention
- 3.7.5. Pharmacological Intervention
- 3.7.6. Multimodal Intervention
- 3.7.7. Neuropsychological Intervention
- 3.7.8. Alternative Treatment Intervention

3.8. ADD and ADHD in the Family
- 3.8.1. Main Family Fears
- 3.8.2. Teacher-Parent Communication
- 3.8.3. Emotional intelligence of the family for the child with AD/HD
- 3.8.4. First Teacher-Parent Meeting
- 3.8.5. Decalogue of Family Actions
- 3.8.6. Living Together
- 3.8.7. Family Schools
- 3.8.8. Intervention within the Family Nucleus: Functional Education Models
- 3.8.9. Inductive Support Model or Inductive Discipline

3.9. Study Techniques Adapted Tools and Supplies
- 3.9.1. Classroom Adaptations and Strategies
- 3.9.2. Strategies to Improve Reading Skills
- 3.9.3. Strategies to Improve Writing Skills
- 3.9.4. Strategies to Improve Calculation Skills
- 3.9.5. Strategies to Improve Organization Skills
- 3.9.6. Strategies to Improve Reflection Skills
- 3.9.7. Strategies to Improve Motivation and Emotional State
- 3.9.8. Strategies to Improve Behavior
- 3.9.9. Other Materials

3.10. Types of Classroom Assessments
- 3.10.1. Assessment and Exam Recommendations
- 3.10.2. General Measures in Assessing ADD and ADHD Students
- 3.10.3. Supervision Measures in Assessment
- 3.10.4. Assessment Procedures
- 3.10.5. Learning Assessment
- 3.10.6. Assessment Guidelines
- 3.10.7. Assessment Alternatives
- 3.10.8. Teach Students How to Prepare for Exams

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

4.1. Concept and Definition of Motor Disorders/Diseases of the Musculoskeletal and 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. Referred 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 Muculoskeletal System
- 4.1.11. Definition of the Connective System
- 4.1.12. Functions 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/Musculoskeletal and Connective System Diseases
- 4.2.1. Relationship between DSM - V and ICD-10 Classifications between Motor Disorders and Skeletal System and Connective System Disorders
- 4.2.2. DSM-V Classification
- 4.2.3. Disorders Not Included in the DSM-V
- 4.2.4. ICD-10 Classification
- 4.2.5. Disorders Not Included in the ICD-10
- 4.2.6. The Need for Consensus between Both Classifications
- 4.2.7. DSM - V and ICD-10 Disorders in Common
- 4.2.8. Differences between DSM - V and ICD-10 Classifications
- 4.2.9. Contributions of the Differences Between the Classifications Between DSM-V and CIE-10 to the Work of the Teacher Specialist in Therapeutic Pedagogy for Teachers
- 4.2.10. Common Contributions of DSM - V and ICD-10 Classifications to the Work of the Teacher Specialist in Therapeutic Pedagogy

4.3. Incidences in Developmental Stages
- 4.3.1. Definition and Concept of Motor Developmental Stages
- 4.3.2. Definition and Concept of the Musculoskeletal and Connective Systems Developmental Stages
- 4.3.3. The Need to Unify the Stages
- 4.3.4. Milestones in Development
- 4.3.5. Embryo and Fetus Incidents: Consequences
- 4.3.6. First Year of Life Incidents: Consequences
- 4.3.7. Proximate-Distal Law Incidents: Consequences
- 4.3.8. Cephalo-Caudal Law Incidents: Consequences
- 4.3.9. Gait Incidents: Consequences
- 4.3.10. Other Incidents

4.4. Multiprofessional Coordination
- 4.4.1. Definition of Multiprofessional Coordination
- 4.4.2. The Need for Multiprofessional Coordination
- 4.4.3. Family as the Core of Multiprofessional Coordination
- 4.4.4. Diagnosing Disorders
- 4.4.5. Education Center Professionals: Coordination
- 4.4.6. Physiotherapist Intervention in and out of School
- 4.4.7. Orthoprosthetist Intervention in and out of School
- 4.4.8. Education Center External Professionals: Coordination
- 4.4.9. Coordination between Internal and External Professionals
- 4.4.10. The Teacher Specialist in Therapeutic Pedagogy as a Liaison between Professionals

4.5. Documentation and Organization According to Student Needs
- 4.5.1. Disorder Diagnosis Documentation
- 4.5.2. Disorder Revisions and Follow-up
- 4.5.3. Physiotherapist Documentation
- 4.5.4. Disorder Revisions and Follow-up by Physiotherapists
- 4.5.5. Orthotist Documentation
- 4.5.6. Disorder Revisions and Follow-up by Orthotists
- 4.5.7. School Documentation
- 4.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
- 4.5.9. Elaborating Individual Curricular Adaptation Documents
- 4.5.10. Individual Curricular Adaptation Document Follow-up

4.6. Educational Intervention According to Developmental Stage
- 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 Torso Support
- 4.6.5. Educational Intervention to Promote Support to Stand Upright
- 4.6.6. Educational Intervention to Promote Proximal-Distal Law
- 4.6.7. Educational Intervention to Promote Cephalic-Caudal Law
- 4.6.8. Educational Intervention to Promote Gait
- 4.6.9. Educational Intervention to Improve Hypotonia
- 4.6.10. Educational Intervention to Improve Hypotonia

4.7. Adapted Individual Tools and Supplies
- 4.7.1. Concept of School Activities
- 4.7.2. The Need for Preliminary Activities for Special Educational Needs Students
- 4.7.3. The Need for Final Activities for Special Educational Needs Students
- 4.7.4. Classroom Adaptation
- 4.7.5. School Adaptation
- 4.7.6. Tabletop Supplies
- 4.7.7. School Ambulation Supplies
- 4.7.8. School Recess Supplies
- 4.7.9. Food and Cleaning Supplies at School
- 4.7.10. Other Materials

4.8. Adapted Collective Tools and Supplies
- 4.8.1. Concept of Collective Tools and Supplies: The Need to Include Students
- 4.8.2. Tools and Supplies Classification According to the Setting
- 4.8.3. Tools and Supplies Classification According to Use
- 4.8.4. Classroom Supplies
- 4.8.5. School Supplies
- 4.8.6. Recess Area Supplies
- 4.8.7. Cafeteria and Bathroom Supplies
- 4.8.8. Information and Signs for Common Use
- 4.8.9. Adapting Common Spaces: Ramps and Elevators
- 4.8.10. Other Tools and Supplies

4.9. School-Based Socio-Community Intervention
- 4.9.1. Concept of Socio-Community Intervention
- 4.9.2. Justification of Socio-Community Intervention in Special Educational Needs Students
- 4.9.3. Coordinated Intervention by All Education Professionals at School
- 4.9.4. Coordinated intervention by Non-Teaching School Personnel
- 4.9.5. Coordinated Intervention with Class families
- 4.9.6. Intervention with External Resources: Extracurricular Outings
- 4.9.7. Intervention with External Cultural Resources: Zoos or Museums, and Others
- 4.9.8. Coordinated Intervention with Other Resources in the Immediate Surroundings: Library or Municipal Sports Center, and Others
- 4.9.9. Applying for Socio-Community Resources: Scholarships and Other Aid
- 4.9.10. Other Socio-Community Interventions

4.10. Evaluation and Prognosis
- 4.10.1. First Diagnosis: Family Reaction
- 4.10.2. Family Support in Accepting the Diagnosis
- 4.10.3. Information and Family Meetings
- 4.10.4. Information and Special Needs Student Meetings
- 4.10.5. School Intervention in Assessment: The Role of Specialized Teachers in Therapeutic Pedagogy for High School
- 4.10.6. Multiprofessional Intervention in the Evaluation
- 4.10.7. Joint Measures to Achieve the Best Prognosis
- 4.10.8. Programming a Multiprofessional Intervention Schedule
- 4.10.9. Intervention Review and Follow-up: Evaluation
- 4.10.10. Improvement Proposals for Multiprofessional Intervention

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

5.1. Definition, Clinical Presentation and Classification
- 5.1.1. Etiology
- 5.1.2. Genetic Factors
- 5.1.3. Neurochemical Alterations
- 5.1.4. Immune Function Alterations
- 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 DSM - V and ICD-10 Classifications

5.2. Students with Autism Spectrum Disorder (ASD): Types of Alterations
- 5.2.1. Definition According to DSM - V
- 5.2.2. Symptoms According to DSM - V
- 5.2.3. Definition According to ICD-10
- 5.2.4. Symptoms According to ICD-10
- 5.2.5. Educational Intervention According to Developmental Stage
- 5.2.6. Educational Intervention in Early Childhood (3 to 6 Years of Age)
- 5.2.7. Educational Intervention in Childhood (6 to 12 Years of Age)
- 5.2.8. Educational Intervention in Adolescence (12 to 20 Years of Age)
- 5.2.9. Educational Intervention in Adulthood (20 to 40 Years of Age)
- 5.2.10. Curricular Adaptations

5.3. Identifying Special Educational Needs in ASD Students

5.4. ASD Student Intervention

5.5. Organizing Resources for ASD Students

5.6. Specific Intervention Models

5.7. Adapting the Curriculum for ASD Students

5.8. Educational Response for ASD Students in Childhood Education

5.9. Educational Response for ASD Students in Secondary and Primary Education

5.10. Educating Adults on ASD: Counseling for Families with ASD Students

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 System
- 6.1.6. Parts of the Cognitive System
- 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. Potential Conditions
- 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 Disorders
- 6.3.2. Possible Causes
- 6.3.3. Potential Conditions
- 6.3.4. Depressive Disorder
- 6.3.5. Bipolar Disorder
- 6.3.6. Manic Disorder
- 6.3.7. Other 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 OCD
- 6.5.2. Types of OCD
- 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 Behavior Disorders
- 6.6.1. Definition of Destructive Impulse Control and Behavior Disorders
- 6.6.2. Types of 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. Group A Personality Disorders
- 6.7.3. Group B Personality Disorders
- 6.7.4. Group C Personality Disorders
- 6.7.5. Other Personality Disorders

6.7.6. Foundation
6.7.7. Comorbidity
6.7.8. Treatment
6.8. Including Students with Mental Disorders at School and Their Specific Needs
6.9. 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. Definition of the Eye 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. Neurophthalmology
7.2. Classification of Eye Diseases
7.2.1. Congenital Diseases
7.2.2. Syndromes with Ocular Involvement
7.2.3. Colorblindness
7.2.4. Infectious Agents
7.2.5. Diseases Associated with Refraction Defects
7.2.6. Diseases Concerning 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 for Development and Learning
7.3.1. Human Development Pyramid
7.3.2. Developmental Phases
7.3.3. Developmental Levels
7.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
7.3.5. General Outline of Neurodevelopment
7.3.6. Sensory and Perception Neurodevelopent in Childhood
7.3.7. Early Sensation Development
7.3.8. Color Perception Development
7.3.9. Perceptual Organization Development
7.3.10. Motion Perception
7.4. Incidents in Developmental Stages
7.4.1. Risk Factors in Developmental 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. Implication for 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. Incidents in the Development of Reading Skills in the Learning Process
7.4.9. Incidents in the Development of Writing Skills in the Learning Process
7.4.10. Other Incidents
7.5. Multiprofessional Coordination
7.5.1. Teacher Specialized in Therapeutic Pedagogy for Teachers
7.5.2. Hearing and Speech Teacher Specialist
7.5.3. Special Education Monitors during Schooling
7.5.4. Educators
7.5.5. Curricular Support Teachers
7.5.6. Deafness and 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. Professional Eye Disease Doctors

7.6. Documentation and Organization According to Student Needs
- 7.6.1. Psychopedagogic Evaluation
- 7.6.2. Neuropsychopedagogic Reports
- 7.6.3. Ophthalmological Reports
- 7.6.4. Medical Documentation Specific to the Disease
- 7.6.5. Disorder Monitoring
- 7.6.6. School Documentation
- 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 the Personal Level
- 7.7.4. Computer Supplies
- 7.7.5. Educational Intervention in Early Childhood
- 7.7.6. Educational Intervention in Second Childhood
- 7.7.7. Educational Intervention in Maturity
- 7.7.8. Intervention to Promote Visual Capacity
- 7.7.9. Educational Intervention to Promote the Reading-Writing Process
- 7.7.10. Intervention with Families

7.8. Adapted Tools and Supplies
- 7.8.1. Tools to Work with Visually Impaired Students
- 7.8.2. Tools to Work with Visually Disabled Students
- 7.8.3. Adapted Individual Supplies
- 7.8.4. Adapted Collective Supplies
- 7.8.5. Visual Skills Programs
- 7.8.6. Adapting Curricular Elements
- 7.8.7. Adapting Shared Spaces
- 7.8.8. Tiflotecnología
- 7.8.9. Visual Technical Assistance
- 7.8.10. Visual Stimulation Programs

7.9. School-Based Socio-Community Intervention
- 7.9.1. Concept of Socio-Community Intervention
- 7.9.2. Student Body Schooling
- 7.9.3. Child Socialization
- 7.9.4. Extracurricular Outings
- 7.9.5. Family Circle
- 7.9.6. Relation Between Family and School
- 7.9.7. Peer-to-Peer Relationships
- 7.9.8. Leisure and Free Time
- 7.9.9. Professional Formation
- 7.9.10. Social Inclusion

7.10. Disease Evaluation and Prognosis
- 7.10.1. Signs of Visual Problems
- 7.10.2. Attitudinal Observation of the Student
- 7.10.3. Ophthalmologic examination
- 7.10.4. Psychopedagogic Evaluation
- 7.10.5. Assessing the Degree of Adjustment for Visual Disabilities
- 7.10.6. Differences Associated with Visual Pathology
- 7.10.7. Family Coexistence Analysis
- 7.10.8. Functional Vision Student Evaluation Test
- 7.10.9. Visual Stimulation Programs and Ranges
- 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. Definition of the Ear 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. 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 Outter Ear
- 8.2.4. Diseases of the Middle Ear
- 8.2.5. Diseases of the Inner Ear
- 8.2.6. Hearing Loss Classification
- 8.2.7. Psychobiological Aspects of Hearing Loss
- 8.2.8. Ear Trauma

8.3. Neurological Basis for Development and Learning
- 8.3.1. Human Development Pyramid
- 8.3.2. Developmental Phases
- 8.3.3. Developmental Levels
- 8.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
- 8.3.5. General Outline of Neurodevelopment
- 8.3.6. Sensory and Perception Neurodevelopent in Childhood
- 8.3.7. Development of Auditory Processing Related to Language
- 8.3.8. Social Development

8.4. Incidents in Developmental Stages
- 8.4.1. Risk Factors in Developmental 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 Balance Development 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 Implications
- 8.4.9. Implications for Reading Skills
- 8.4.10. Emotional Incidents

8.5. Multiprofessional Coordination
- 8.5.1. Teacher Specialized in Therapeutic Pedagogy for Teachers
- 8.5.2. Hearing and Speech Teacher Specialist
- 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. Deafness and 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. Professional Eye Disease Doctors

8.6. Documentation and Organization According to Student Needs
- 8.6.1. Psychopedagogic Evaluation
- 8.6.2. Neuropsychopedagogic Reports
- 8.6.3. Medical Reports
- 8.6.4. Audiometries
- 8.6.5. Acumetry
- 8.6.6. Tympanometry
- 8.6.7. Supraliminal Tests
- 8.6.8. Stapedial Reflex
- 8.6.9. School Documentation
- 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 the Personal Level
- 8.7.4. Logopedic Intervention According to Developmental Stages
- 8.7.5. Educational Intervention in Early Childhood
- 8.7.6. Educational Intervention in Second Childhood
- 8.7.7. Educational Intervention in Maturity
- 8.7.8. Alternative and Augmentative Communication Systems
- 8.7.9. Intervention to Stimulate Auditory Capacity
- 8.7.10. Educational Intervention to Improve Linguistic Capacity
- 8.7.11. Intervention with Families

8.8. Adapted Tools and Supplies
- 8.8.1. Tools to Work with Visually Impaired Students
- 8.8.2. Tools to Work with Visually Disabled Students
- 8.8.3. Adapted Individual Supplies
- 8.8.4. Adapted Collective Supplies
- 8.8.5. Auditory Skills Programs
- 8.8.6. Adapting Shared Spaces
- 8.8.7. Adapting Curricular Elements
- 8.8.8. ICT Influences
- 8.8.9. Auditory Technical Assistance
- 8.8.10. Auditory Stimulation Programs

8.9. School-Based Socio-Community Intervention
- 8.9.1. Concept of Socio-Community Intervention
- 8.9.2. Student Body Schooling
- 8.9.3. Student Schooling
- 8.9.4. Child Socialization
- 8.9.5. Extracurricular Outings
- 8.9.6. Family Circle
- 8.9.7. Relation Between Family and School
- 8.9.8. Peer-to-Peer Relationships
- 8.9.9. Leisure and Free Time
- 8.9.10. Professional Formation
- 8.9.11. Social Inclusion

8.10. Disease Evaluation and Prognosis
- 8.10.1. Signs of Hearing Problems
- 8.10.2. Subjective Hearing Tests
- 8.10.3. Objective Hearing Tests
- 8.10.4. Psychopedagogic Evaluation

8.10.5. ENT Physician Evaluation
8.10.6. The Audiologist's Role
8.10.7. Speech Therapist Evaluation
8.10.8. Social Services Role
8.10.9. Family Coexistence Analysis
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. Definition of Language
9.1.4. Stages in 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. Difference between Communication and Speech
9.1.9. Language in Relation 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 Problems
International Development Cooperation Unspecified Communication Disorder

9.3. Neurological Basis for Development and Learning
9.3.1. Human Development Pyramid
9.3.2. Developmental Phases
9.3.3. Developmental 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 Neurodevelopent in Childhood
9.3.7. Developmental Areas that Influence Language
9.3.8. Cognitive Development via Communication and Language
9.3.9. Social and Affective Development via Communication and Language

9.4. Incidents in Developmental Stages
9.4.1. Early Language and Speech Development
9.4.2. Early Childhood: Language Development
9.4.3. Development of Spoken Language
9.4.4. Vocabulary Development and Grammatical Knowledge
9.4.5. Development of Communication Knowledge
9.4.6. Illiteracy: Written Language Comprehension and Use
9.4.7. Learning Difficulties in Reading
9.4.8. Emotional and Affective Development in Students
9.4.9. Diseases Related to Language Disorders
9.4.10. Other Incidents

9.5. Multiprofessional Coordination
9.5.1. Teacher Specialized in Therapeutic Pedagogy for Teachers
9.5.2. Hearing and Speech Teacher Specialist
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. Deafness and 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. Professional Eye Disease Doctors

9.6. Documentation and Organization According to Student Needs
- 9.6.1. Psychopedagogic Tests
- 9.6.2. Psychopedagogic Evaluation
- 9.6.3. Neuropsychopedagogic Reports
- 9.6.4. Speech Therapy Report
- 9.6.5. Specific Medical Documentation for Language Disorders
- 9.6.6. School Documentation
- 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. Logopedic 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 the Personal Level
- 9.7.5. Educational Intervention in Early Childhood
- 9.7.6. Educational Intervention in Second Childhood
- 9.7.7. Educational Intervention in Maturity
- 9.7.8. Intervention with Families

9.8. Adapted Tools and Supplies
- 9.8.1. Tools to Work with Communication Disorders Students
- 9.8.2. Adapted Individual Supplies
- 9.8.3. Adapted Collective Supplies
- 9.8.4. Linguistic Skills Programs
- 9.8.5. Programs to Promote Reading and Writing
- 9.8.6. Adapting Curricular Elements
- 9.8.7. ICT Influences
- 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. Student Schooling
- 9.9.3. Child Socialization
- 9.9.4. Extracurricular Outings
- 9.9.5. Family Circle
- 9.9.6. Relation Between Family and School
- 9.9.7. Peer-to-Peer Relationships
- 9.9.8. Leisure and Free Time
- 9.9.9. Professional Formation
- 9.9.10. Social Inclusion

9.10. Disorder Evaluation and Prognosis
- 9.10.1. Manifestations of Communication Problems
- 9.10.2. Speech Therapy Report
- 9.10.3. ENT Physician Evaluation
- 9.10.4. Subjective Hearing Tests
- 9.10.5. Psychopedagogic Evaluation
- 9.10.6. Speech Therapy Rehabilitation
- 9.10.7. Family Coexistence Analysis
- 9.10.8. Auditory Treatments
- 9.10.9. Family Coexistence Analysis
- 9.10.10. Treatment

Module 10. Other Diseases and Disorders

10.1. Deafblindness
- 10.1.1. Definition
- 10.1.2. Deaf-Blindness Implications and Consequences
- 10.1.3. Evolution and Development of Deafblind Individuals
- 10.1.4. Keys to Psychopedagogic Intervention
- 10.1.5. Communication
- 10.1.6. Communication Systems
- 10.1.7. Keys to Psychopedagogic 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. Psychopedagogic 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. Dysorthographia
- 10.4.4. Dysgraphia
- 10.4.5. Dyscalculia
- 10.4.6. Evaluation in Schools
- 10.4.7. Psychopedagogic and Speech Therapy Evaluation
- 10.4.8. Adapting Supplies
- 10.4.9. Adapting Teaching Techniques
- 10.4.10. Adapting Classwork and Assessments

Module 11. ICT, Innovation and Emerging Methodologies

11.1. ICT in Special Education
- 11.1.1. Special Educational Needs
- 11.1.2. Special Education Principles and ICT Use
- 11.1.3. Role and Value of ICT in Special Education
- 11.1.4. Inclusion vs. Technological Marginalization
- 11.1.5. Digital Accessibility
- 11.1.6. The Right to Access
- 11.1.7. ICT Resources for Students with Special Educational Needs
- 11.1.8. ICT Benefits to Education
- 11.1.9. Assistance Technologies for Diversity (ATD)
- 11.1.10. ICT to Assess Students with Special Educational Needs

11.2. Resources for Students with Auditory Disabilities
- 11.2.1. ICT Resources for Auditory Disabilities
- 11.2.2. Objectives
- 11.2.3. HETAH- Sign Language Translator
- 11.2.4. Mobile Application for People with Hearing Impairment (MAPHI)
- 11.2.5. Spreadthesign
- 11.2.6. Pictotranslator
- 11.2.7. The Seraph Snail
- 11.2.8. Signs Library
- 11.2.9. Speechviewer II Phonetic Viewer
- 11.2.10. Sueñaletras

11.3. Resources for Students with Visual Disabilities
- 11.3.1. ICT Resources for Visual Disabilities
- 11.3.2. Objectives
- 11.3.3. Hetah Transcriber
- 11.3.4. KNFB Reader
- 11.3.5. The Magic Tree of Words
- 11.3.6. Audescmobile
- 11.3.7. Cantaletras
- 11.3.8. Winbraille
- 11.3.9. Jaws
- 11.3.10. Adapted Hardware

11.4. Resources for Students with Motor Disabilities
- 11.4.1. ICT Resources for Motor Disabilities
- 11.4.2. Objectives
- 11.4.3. Keytweak
- 11.4.4. Form Pilot Office
- 11.4.5. Emuclic
- 11.4.6. SinClic 0.9. 11.4.7. Virtual Keypads: VirtualTEC
- 11.4.8. Remote Mouse
- 11.4.9. Adapted Software

11.5. Resources for Students with Intellectual Disabilities
- 11.5.1. ICT Resources for Intellectual Disabilities
- 11.5.2. Objectives
- 11.5.3. Cabezudos
- 11.5.4. Able Services
- 11.5.5. Tecnocom Lite
- 11.5.6. Help, I'm Lost
- 11.5.7. Game of the Opposites
- 11.5.8. Special Stories
- 11.5.9. Learning Project

11.6. Resources for ASD
- 11.6.1. ICT Resources for Students with Autism
- 11.6.2. Objectives
- 11.6.3. Emotions Project
- 11.6.4. ASD Doctor
- 11.6.5. Social Classroom
- 11.6.6. Words in Pictures
- 11.6.7. Appyautism
- 11.6.8. AraWord
- 11.6.9. Communicator goTalk 9+
- 11.6.10. Zac Browser

This innovative university program will allow you to advance your career in a flexible and convenient way"

07

Clinical Internship

After passing the theoretical online period, the program includes an Internship Program period in a reference educational center. The professionals will have at their disposal the support of a tutor who will accompany them throughout the process, both in the preparation and in the development of the internship.

You will carry out your practical stay of 3 weeks in the best specialized educational centers of Spain"

The internship of this Hybrid Professional Master's Degree consists of a stay in a specialized educational center, of 3 weeks, from Monday to Friday with 8 consecutive days of practical training next to an assistant specialist. This placement will allow you to deal with people with real educational problems, always alongside a team of leading professionals in the field of pedagogy, applying the most innovative and specific therapeutic procedures for each case.

In this Internship Program proposal, the activities will be aimed at the development of skills for the provision of pedagogical therapies, according to the abilities and needs of the students, and that are oriented to specific training for the exercise of the activity, in an environment of security and trust for the individual and with a high professional performance.

It is a unique opportunity to learn working in educational centers at the technological forefront, where teaching and various therapies (rehabilitation, study, learning, social integration, etc.) come together to form the main axis of their professionals. This is a new way of understanding and integrating therapeutic pedagogical processes, through centers of reference in the teaching scenario, ideal for carrying out this innovative experience in the improvement of professional skills.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for the Therapeutic Pedagogy practice (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the training, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:

You will do your internship in an educational center that will offer you all the opportunities, with the support of a committed team to maximize your development"

Module	Practical Activity
Services in Early Care	Intervening in children with early developmental disorders
	Work personal autonomy and participation in daily life activities
	Develop integration in the family, school and social environment
	Advising mothers and fathers on evolutionary development
Rehabilitation of voice and hearing	Treating people with neurological damage
	Working with therapies to address learning problems
	Using visual resources to complement hearing rehabilitation
	Apply specific language development programs in cases of hearing difficulties
	Develop strategies to improve articulation and vocal clarity
	Provide counseling and emotional support services to deal with voice and hearing challenges
Techniques for study	Plan alternative study strategies for daily practice
	Implement techniques and resources to organize content optimally
	Tailor educational material to individual needs
	Motivate to carry out the study
	Teach children how to adopt proper postural ergonomics
	Propose study techniques for special needs cases
Teaching and therapy through play	Conduct cooperative games to promote social interaction
	Apply game strategies to improve cognitive skills
	Perform role-playing to work empathy and social skills
	Organize playful activities to encourage creativity and imagination
	Use the game as a therapeutic tool to work emotions and self-esteem
Technological resources for education	Implement computer aided learning programs
	Develop cognitive stimulation programs through digital games
	Use educational platforms to adapt content and pace of learning
	Use online communication tools for tutoring and support sessions
	Carry out multimedia projects to promote creativity

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.

General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Internship?

TECH, in its commitment to offer a high level education for most people, has extended its academic boundaries to take this Hybrid Professional Master's Degree in Therapeutic Pedagogy to various parts of the country. This unique opportunity will give professionals the chance to expand their careers alongside leading experts in the sector in specialized educational centers, facilitating the continuous growth of their careers.

You will carry out your stay in a prestigious educational center, where you will put your knowledge into practice under the tutelage of outstanding experts of the sector"

The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:

Centro Paso a Paso

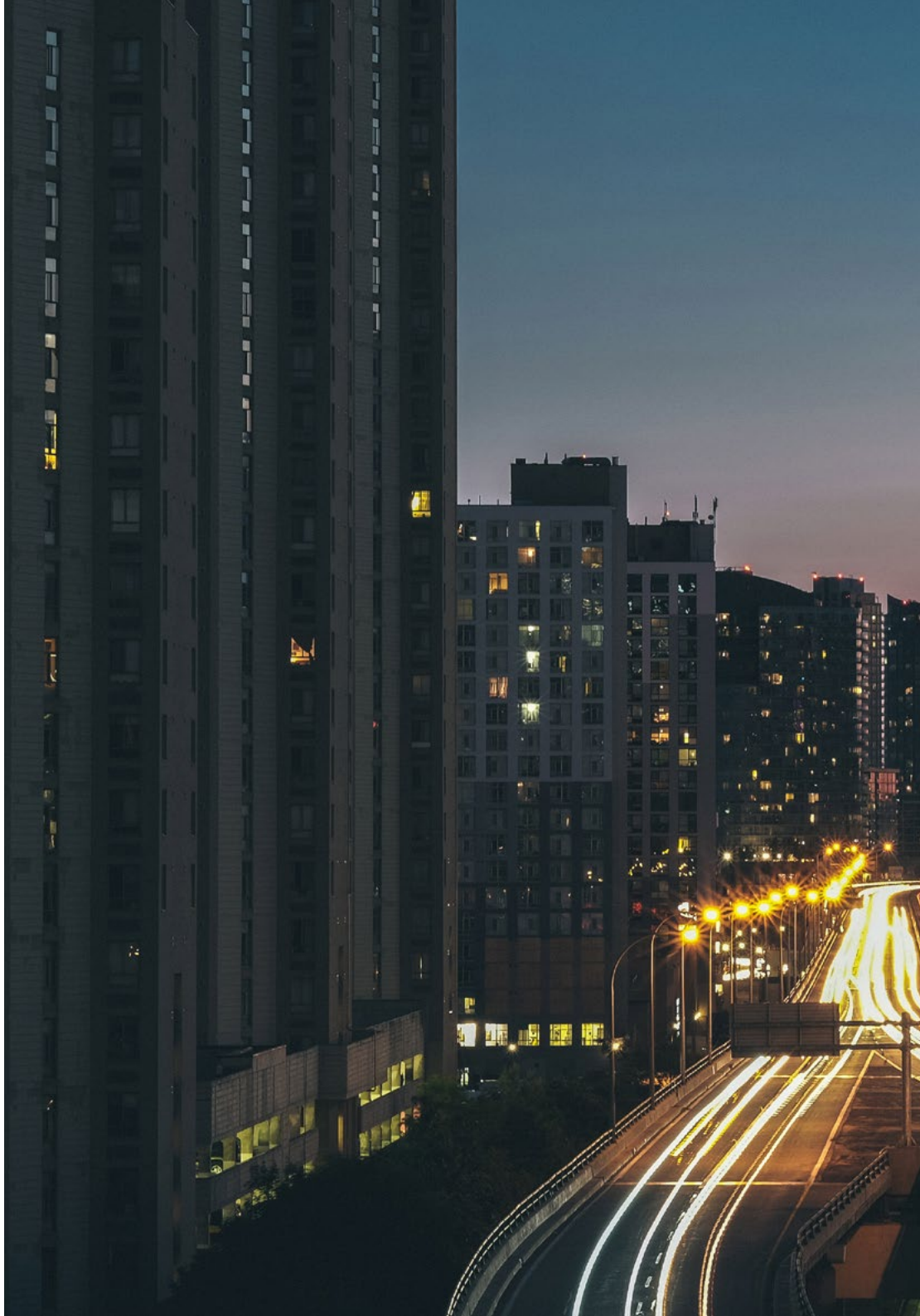
Country
Spain

City
Madrid

Address: Paseo de la Democracia 10 Portal 4 Bajo Entrada por Calle Rosalía de Castro (Peatonal, 28850 Torrejón de Ardoz, Madrid

Rehabilitation centre specializing in health and early care services

Related internship programs:
-Neuropsychology and Education
-Physiotherapy in Primary Care



Delve into the most relevant theory in this field, subsequently applying it in a real work environment"

09

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:

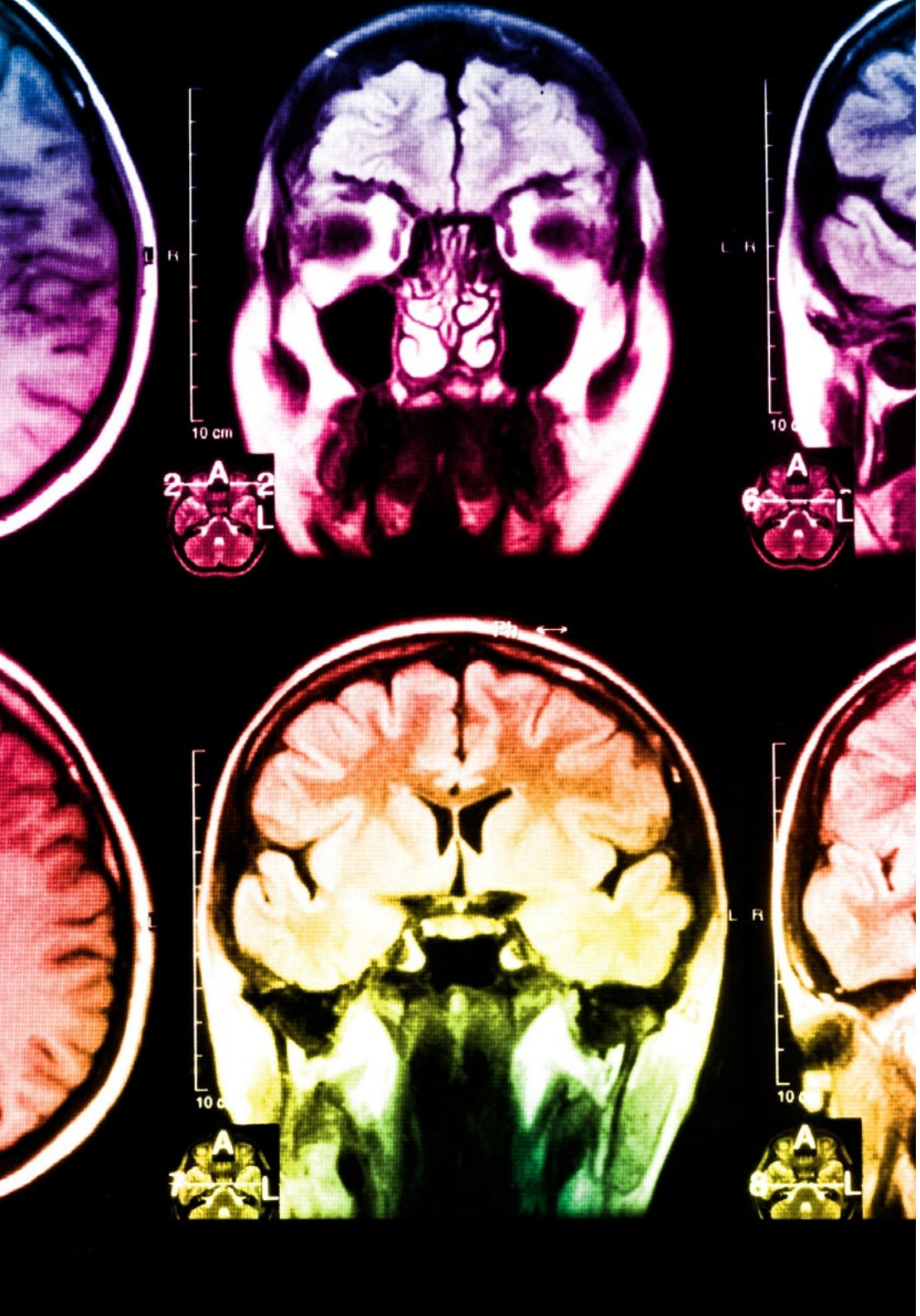
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

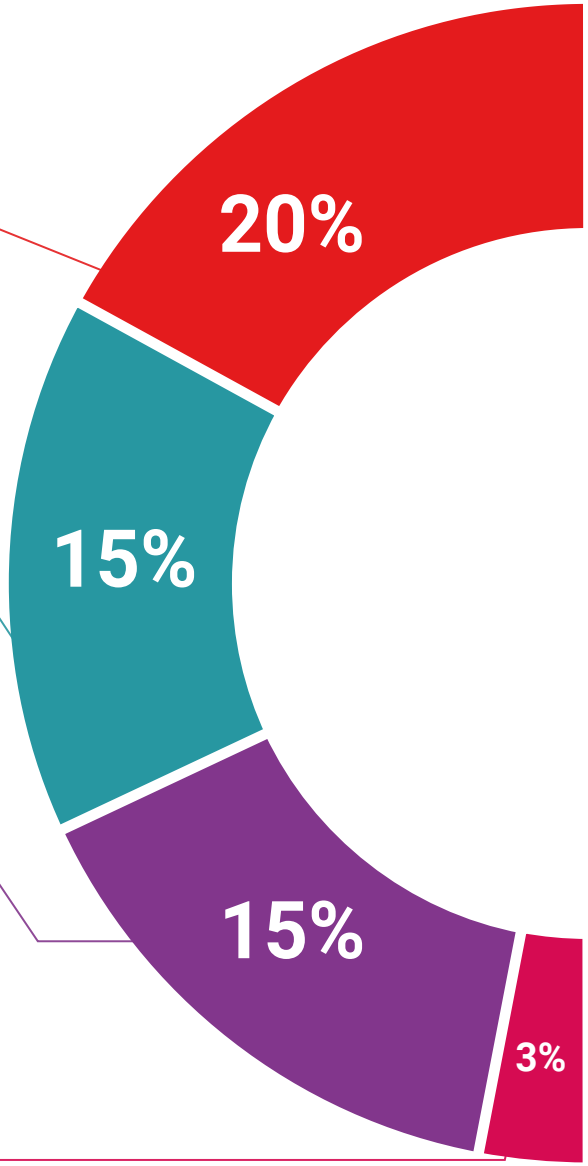
Interactive Summaries

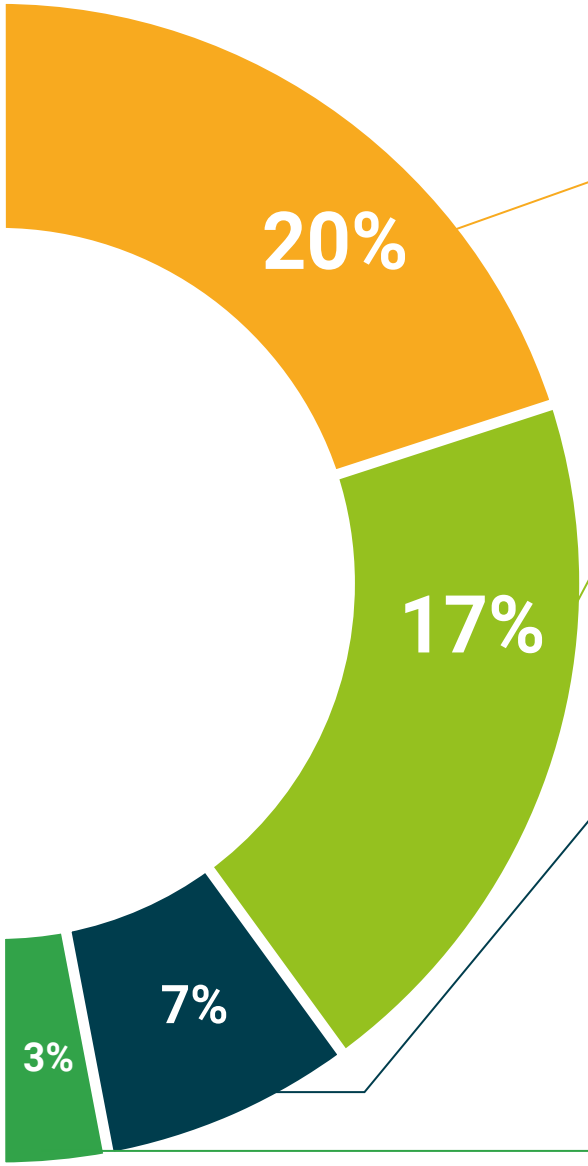
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

10

Certificate

The Hybrid Professional Master's Degree in Therapeutic Pedagogy guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree issued by TECH Technological University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **Hybrid Professional Master's Degree in Therapeutic Pedagogy** contains the most complete and up-to-date program on the professional and educational field.

After the student has passed the assessments, they will receive their corresponding Hybrid Professional Master's Degree certificate issued by TECH Technological University via tracked delivery*.

In addition to the certificate, students will be able to obtain an academic transcript, as well as a certificate outlining the contents of the program. In order to do so, students should contact their academic advisor, who will provide them with all the necessary information.

Title: **Hybrid Professional Master's Degree in Therapeutic Pedagogy**

Modality: **Hybrid (Online + Internship)**

Duration: **12 months**

Certificate: **TECH Technological University**

Teaching Hours: **1,620 h.**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

HYBRID PROFESSIONAL MASTER'S DEGREE

in

Therapeutic Pedagogy

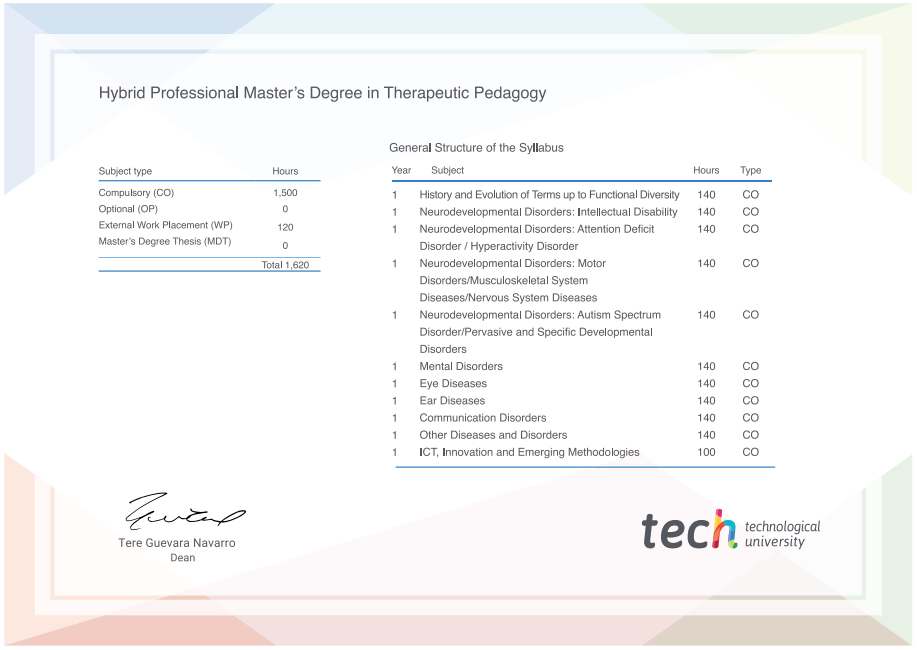
This is a qualification awarded by this University, with a duration of 1,620 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates


Hybrid Professional Master's Degree in Therapeutic Pedagogy

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	120
Master's Degree Thesis (MDT)	0
	Total 1,620

General Structure of the Syllabus

Year	Subject	Hours	Type
1	History and Evolution of Terms up to Functional Diversity	140	CO
1	Neurodevelopmental Disorders: Intellectual Disability	140	CO
1	Neurodevelopmental Disorders: Attention Deficit Disorder / Hyperactivity Disorder	140	CO
1	Neurodevelopmental Disorders: Motor Disorders/Musculoskeletal System Diseases/Nervous System Diseases	140	CO
1	Neurodevelopmental Disorders: Autism Spectrum Disorder/Pervasive and Specific Developmental Disorders	140	CO
1	Mental Disorders	140	CO
1	Eye Diseases	140	CO
1	Ear Diseases	140	CO
1	Communication Disorders	140	CO
1	Other Diseases and Disorders	140	CO
1	ICT, Innovation and Emerging Methodologies	100	CO

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Dean

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

tech technological university

Hybrid Professional Master's Degree

Therapeutic Pedagogy

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Technological University**
Teaching Hours: **1,620 h.**

Hybrid Professional Master's Degree

Therapeutic Pedagogy

tech technological university