Postgraduate Diploma

Special Educational Needs in Pre-School Education

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Postgraduate Diploma
Special Educational Needs in Pre-School Education

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-special-education-needs-pre-school-education

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01

Introduction

Dealing with special educational needs, especially in the Pre-School stage, is a complex task that requires specialized and prepared professionals to carry out the appropriate activities that allow these students to continue with their education. At TECH Global University we offer the most complete educational program in this field.

This Postgraduate Diploma offers you the most complete progam on special educational needs so that you will be able to help your students face their difficulties"

Pre-School Education is a field of great complexity and fundamental in the development of the youngest children. For this reason, the teacher plays a fundamental role in this stage, especially when dealing with children with educational needs.

In this field, it is essential that professionals have superior knowledge adapted to the needs of each student, because only with superior education will they be able to detect the needs of children to help them evolve in the educational context, or refer them to the necessary professionals if necessary, having for this, in addition, to have specific qualities to deal also with their parents and other family members.

This program is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of students, in an asynchronous and completely self-manageable manner. Students will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program. Always in tune with the capabilities and skills dedicated to it.

The order and distribution of the subjects and their units is specially designed to allow each student to choose their own schedule and self-manage their time. For this purpose, you will have at your disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where you will be able to evoke knowledge in an orderly manner and work on decision making that demonstrates your high level education within this field of teaching.

This **Postgraduate Diploma in Special Educational Needs in Pre-School Education** contains the most complete and up-to-date program on the market. The most important features include:

- The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- The latest news on the educational task of the pre-school education teacher.
- Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- Special emphasis on innovative methodologies and teaching research
- 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

Teachers who wish to develop their work in the field of Early Childhood Education will find in this Postgraduate Diploma the necessary education to attend to their students with quality and rigor"

Immerse yourself in the study of this complete program, in which you will find everything you need to acquire a higher professional level and compete with the best"

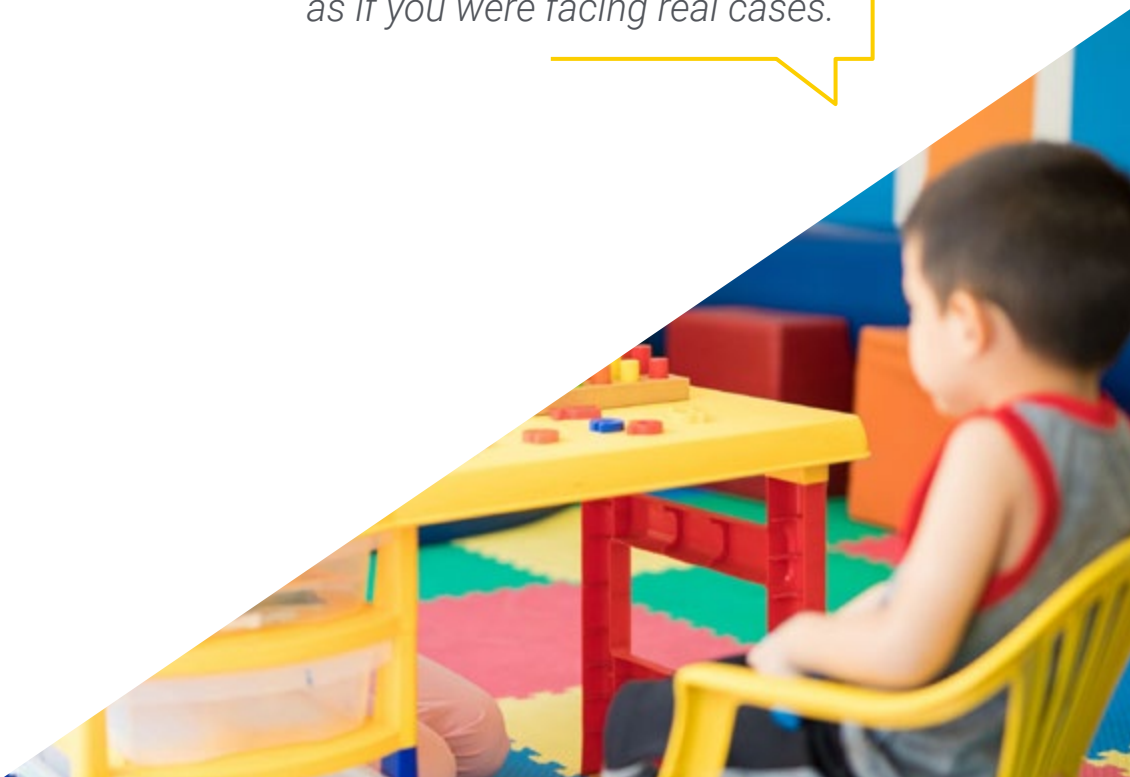
The program invites us to learn and grow, to develop as teachers, to learn about educational tools and strategies in relation to the most common needs in our classrooms.

We offer you the best teaching methodology with a multitude of practical cases so that you can develop your study as if you were facing real cases.

Its teaching staff includes professionals belonging to the field of teacher education, who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive education programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, by means of which teachers must try to solve the different professional practice situations that are presented to them throughout the program. For this purpose, they will be assisted by an innovative interactive video system developed by recognized experts in the field of career orientation and guidance with extensive teaching experience.



02

Objectives

The program in Special Educational Needs in Pre-School Education is oriented to develop in students the skills required for the exercise of their profession. For this purpose, TECH Global University offers you the most complete educational program from the hand of the main experts in the field.

Become a Pre-School Education teacher thanks to the opportunity offered by TECH, the leading online university in Spanish"

General Objective

- Develop in professionals the specific knowledge and skills to perform their work in the field of early childhood education with total guarantees of quality, so that their students are able to advance in their educational process

Our goal is to achieve academic excellence and to help you achieve it too"

Specific Objectives

Module 1. Learning Difficulties I

- Provide an overview of the learning difficulties that may be encountered in the classroom
- Detect the different difficulties that students may present
- Distinguish the concepts, problems and learning difficulties
- Know the different learning styles and cognitive styles
- Prevent learning difficulties before they occur
- Intervening before the different learning problems

Module 2. Learning Difficulties II

- Study the specific theory for Early Childhood Education
- Identify the different learning difficulties
- Analyze the different learning disorders
- Know how to recognize specific learning disorders
- Know the different affective difficulties
- Elaborate Family-School Relationship

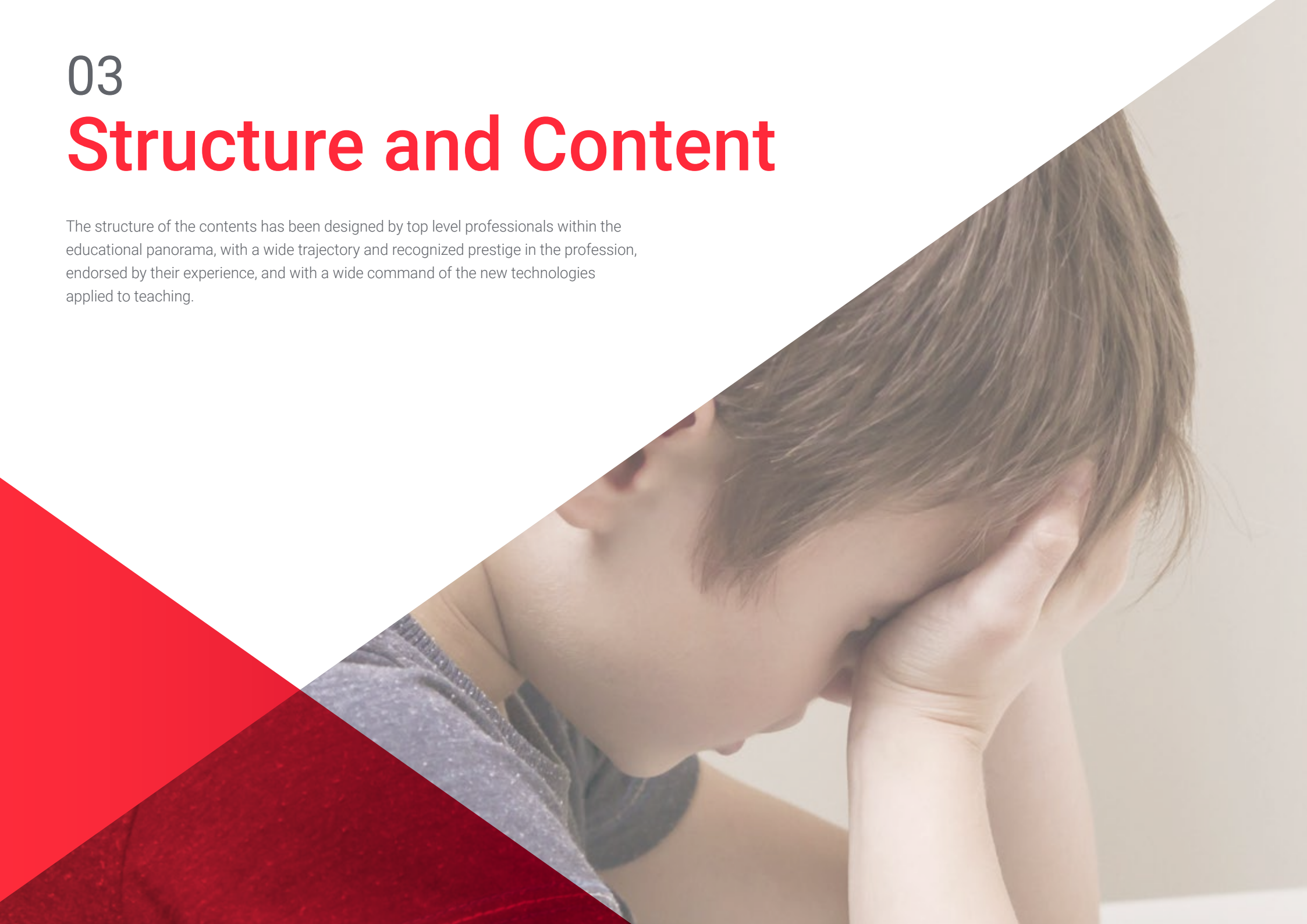
Module 3. Equality and Diversity in the Classroom

- Know the different terms closely related to each other and their application in the classroom
- Detecting possible factors of school failure
- Acquire the necessary tools to avoid school failure at school
- Picking up on the signs of possible bullying at school
- Develop tools to promote inclusive and intercultural schools.
- Obtain the skills to work with different ICTs
- Identify the different disorders in schools
- Developing Psychomotor Functioning in Early Childhood Education

03

Structure and Content

The structure of the contents has been designed by top level professionals within the educational panorama, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.



The best content to create the best teachers”

Module 1. Learning Difficulties I

1.1. Developmental psychology
- 1.1.1. Physical or Motor Development
- 1.1.2. Cognitive Development
- 1.1.3. Language Development
- 1.1.4. Emotional Development

1.2. Learning Difficulties: Intrapsychological and Interpsychological Difficulties.
- 1.2.1. Definition and Conceptualization of Learning Disabilities(DA)
- 1.2.2. Intrapsychological Learning Difficulties
- 1.2.3. Intrapsychological Learning Difficulties
- 1.2.4. Interactive Hypothesis

1.3. Special Educational Needs and Inclusive Education
- 1.3.1. The Inclusive School Movement Overcoming School Integration
- 1.3.2. Towards a School for Everyone

1.4. Learning Difficulties Related to Communication, Language, Speech and Voice Problems
- 1.4.1. Oral Linguistic Pathology: Problems in the Communicative, Language, Speech and Voice domains
- 1.4.2. Language Problems
- 1.4.3. Speech and Articulation Disorders

1.5. Learning Difficulties Related to Reading and Writing
- 1.5.1. Conceptualization of Dyslexia or Specific Reading Disorder
- 1.5.2. Features
- 1.5.3. Reading Pathways and Types of Dyslexia
- 1.5.4. Intervention Guidelines
- 1.5.5. Other Learning Difficulties Related to Reading and Writing

1.6. Learning Difficulties Related to Mathematics
- 1.6.1. Conceptualization of the Specific Learning Disorder with Difficulties in Mathematics
- 1.6.2. Etiology and Course
- 1.6.3. Types
- 1.6.4. Features
- 1.6.5. Classroom Intervention Guidelines

1.7. Intellectual Disability
- 1.7.1. Intellectual Disability Conceptualization
- 1.7.2. Detection of Intellectual Disability in the Classroom
- 1.7.3. Special Educational Needs of Children with Intellectual Disabilities
- 1.7.4. Classroom Intervention Guidelines

1.8. High Abilities in the Classroom: Keys to Their Identification and Educational Development
- 1.8.1. Is High Ability an Educational Problem?
- 1.8.2. The Concept: Can High Ability Be Defined?
- 1.8.3. Identification: Can the Most Able Learners be Identified?
- 1.8.4. The Intervention: What, How and When to Teach?

1.9. Learning Disabilities Related to Visual and Auditory Sensory Deficits
- 1.9.1. Visual Impairment
- 1.9.2. Developmental Characteristics of Children with Visual Impairment
- 1.9.3. Special Educational Needs of Children With Visual Impairment.
- 1.9.4. Educational Intervention in the Classroom
- 1.9.5. Hearing Impairment
- 1.9.6. Detection of Hearing Impaired Students in the Classroom
- 1.9.7. Special Educational Needs in Hearing Impaired Children
- 1.9.8. Classroom Intervention Guidelines

1.10. Motor Coordination Difficulties or Dyspraxias
- 1.10.1. Conceptualization of Motor Disability
- 1.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
- 1.10.3. Detection of Dyspraxias in the Classroom
- 1.10.4. Classroom Intervention Guidelines

1.11. Attention Deficit Hyperactivity Disorder (ADHD)
- 1.11.1. Conceptualization
- 1.11.2. Types and Characteristics
- 1.11.3. Associated Disorders
- 1.11.4. Conceptualization of Executive Functions and Their Impact on Performance and the Social Field
- 1.11.5. Detection of ADHD in The Classroom
- 1.11.6. Classroom Intervention Guidelines

1.12. The Assessment of Centers and the Educational Environment
- 1.12.1. Conceptualization and Characterization of Autism Spectrum Disorder (ASD).
- 1.12.2. Conceptualization and Characterization of Asperger Syndrome.
- 1.12.3. Guidelines for Identifying Children with ASD or Asperger Syndrome in the Classroom
- 1.12.4. Intervention Guidelines

Module 2. Learning Difficulties II

2.1. Evolution from Special Education to Inclusive Education in Early Childhood Education
- 2.1.1. Key Concepts from Special Education to Inclusive Education
- 2.1.2. Inclusive School Conditions
- 2.1.3. Promoting Inclusive Education in Early Childhood Education

2.2. Characteristics and Needs in Early Childhood
- 2.2.1. Acquisition of Motor Skills
- 2.2.2. Acquisition of Psychological Development
- 2.2.3. Development of Subjectivation

2.3. The Role of Parents in Early Care
- 2.3.1. Parent Education
- 2.3.2. Non-Involvement of Parents
- 2.3.3. Fostering Parent-Child Relationships

2.4. Difficulties in Language Acquisition
- 2.4.1. Language Development from 0 to 4 Years Of Age
- 2.4.2. Difficulties in Language Acquisition
- 2.4.3. Educational Intervention in the Pre-School Classroom

2.5. Difficulties Associated with the Beginning of Reading and Writing
- 2.5.1. Dilemmas About Written Language
- 2.5.2. Learning Difficulties in Reading
- 2.5.3. Educational Intervention in the Pre-School Classroom.

2.6. Autism Spectrum Disorder: Early Care
- 2.6.1. Child Cognitive Development and Warning Signs
- 2.6.2. Early Care Program in Autism Spectrum Disorder (ASD)

2.7. Affective Difficulties
- 2.7.1. Affective Bonding: Attachment and Detachment
- 2.7.2. Overprotection
- 2.7.3. Description of Emotional Difficulties
- 2.7.4. Promoting Self-Esteem and Self-Concept
- 2.7.5. Educational Interventions in the Pre-School Classroom

2.8. Intellectual Precocity and Abilities
- 2.8.1. General Criteria
- 2.8.2. Intellectual Precocity at Early Ages
- 2.8.3. High Abilities in Early Ages
- 2.8.4. Educational Interventions in the Pre-School Classroom

2.9. Relations with Families
- 2.9.1. General Criteria
- 2.9.2. Establishing Good Communication with Families
- 2.9.3. Description of the Development of the Interviews with Families

2.10. Working with the Early Childhood Education Team
- 2.10.1. Key Concepts
- 2.10.2. A Team around a Child
- 2.10.3. Strengths of Working Together

2.11. Observation or Assessment Methods in Early Childhood Education
- 2.11.1. Key Concepts
- 2.11.2. Observations
- 2.11.3. Multidisciplinary Assessments

2.12. Psychomotor Skills in Early Childhood Schools
- 2.12.1. Key Concepts
- 2.12.2. Educational Factors of Psychomotor Skills
- 2.12.3. Psychomotor Practice in Early Childhood Classrooms

2.13. Educational Resilience
- 2.13.1. Key Concepts of Resilience
- 2.13.2. Educational Resilience: Towards the Pathway to Successful Learning.
- 2.13.3. Characteristics of Resilience-Promoting Schools

Module 3. Equality and Diversity in the Classroom

3.1. Basic Concepts of Equality and Diversity
- 3.1.1. Equality, Diversity, Difference, Justice and Fairness
- 3.1.2. Diversity as Something Positive and Essential to Life
- 3.1.3. Relativism and Ethnocentrism
- 3.1.4. Human Dignity and Human Rights
- 3.1.5. Theoretical Perspectives on Diversity in the Classroom
- 3.1.6. Bibliographical References

3.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
- 3.2.1. Key Concepts from Special Education to Inclusive Education
- 3.2.2. Inclusive School Conditions
- 3.2.3. Promoting Inclusive Education in Early Childhood Education

3.3. Characteristics and Needs in Early Childhood
- 3.3.1. Acquisition of Motor Skills
- 3.3.2. Acquisition of Psychological Development
- 3.3.3. Development of Subjectivation

3.4. Exclusion in Schools
- 3.4.1. The Hidden Syllabus
- 3.4.2. Intolerance and Xenophobia
- 3.4.3. How to Detect Bullying in the Classroom
- 3.4.4. Bibliographical References

3.5. Main Factors of School Failure
- 3.5.1. Stereotypes and Prejudices
- 3.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
- 3.5.3. Other Factors Influencing School Failure
- 3.5.4. Bibliographical References

3.6. Inclusive and Intercultural School
- 3.6.1. The School as an Open Entity
- 3.6.2. Dialogue
- 3.6.3. Intercultural Education and Attention to Diversity
- 3.6.4. What Is Intercultural Schooling?
- 3.6.5. Problems in the School Environment
- 3.6.6. Performance
- 3.6.7. Proposals on Interculturality to Work in the Classroom
- 3.6.8. Bibliographical References

3.7. Digital Exclusion in the Digital Information Society
- 3.7.1. Transformations in the Digital Information Society
- 3.7.2. Access to Information
- 3.7.3. Web 2.0: from Consumers to Creators
- 3.7.4. Risks Associated with the Use of ICTs
- 3.7.5. The Digital Divide: A New Type of Exclusion
- 3.7.6. Education in the Face of Digital Exclusion
- 3.7.7. Bibliographical References

3.8. The Inclusion of ICT in the Diverse School
- 3.8.1. School Inclusion and Digital Inclusion
- 3.8.2. Digital Inclusion at School, Advantages and Requirements
- 3.8.3. Changes in the Conception of the Educational Process
- 3.8.4. Transformations in Teacher and Student Roles
- 3.8.5. ICT as an Element of Attention to Diversity
- 3.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
- 3.8.7. Bibliographical References

3.9. Active Learning Methodologies with ICTs
- 3.9.1. Introduction and Objectives
- 3.9.2. ICT and the New Educational Paradigm: Personalization of Learning
- 3.9.3. Active Methodologies for Effective ICT Learning
- 3.9.4. Learning by Research
- 3.9.5. Collaborative and Cooperative Learning
- 3.9.6. Problem- and Project-Based Learning
- 3.9.7. Flipped Classroom
- 3.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
- 3.9.9. Bibliographical References

3.10. Collaborative Learning and Flipped Classroom
- 3.10.1. Introduction and Objectives
- 3.10.2. Definition of Collaborative Learning
- 3.10.3. Differences with Cooperative Learning
- 3.10.4. Tools for Cooperative and Collaborative Learning: Padlet
- 3.10.5. Definition of Flipped Classroom
- 3.10.6. Teaching Actions for Flipped Programming
- 3.10.7. Digital Tools to Create your Flipped Classroom
- 3.10.8. Reversed Classroom Experiences
- 3.10.9. Bibliographical References

This program is the key to advancing your professional career, don't let this opportunity pass you by"

04

Methodology

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

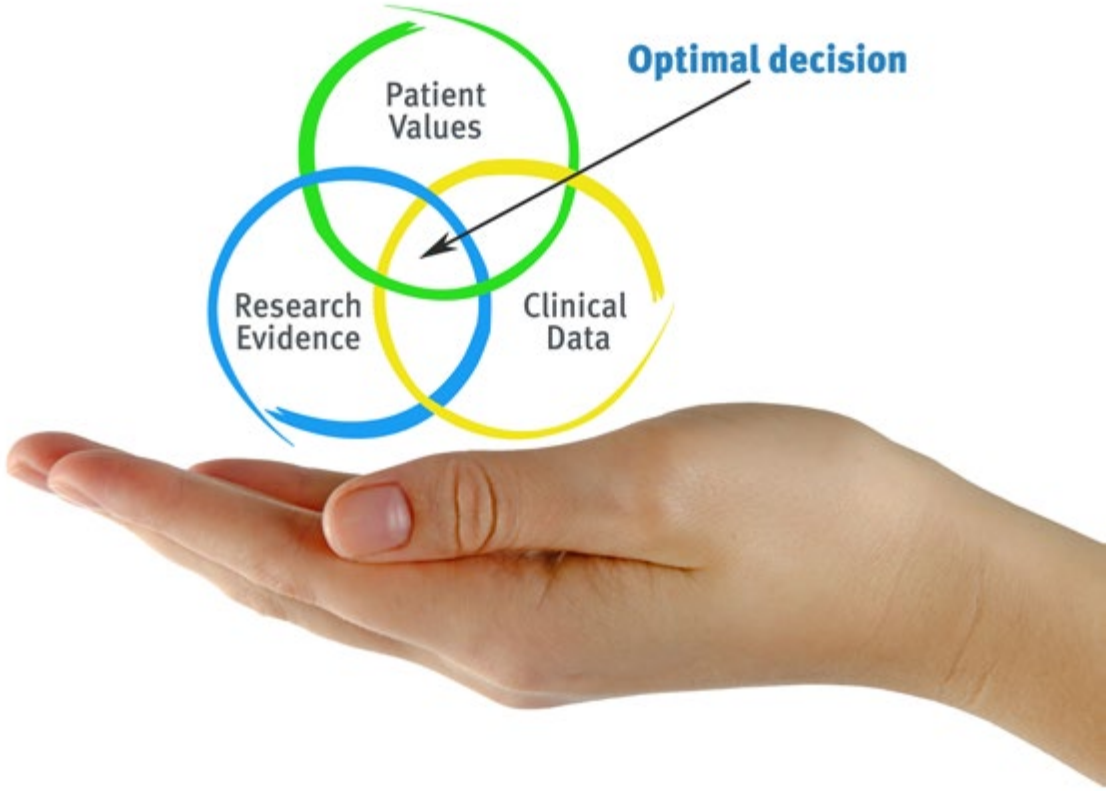
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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 w 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:

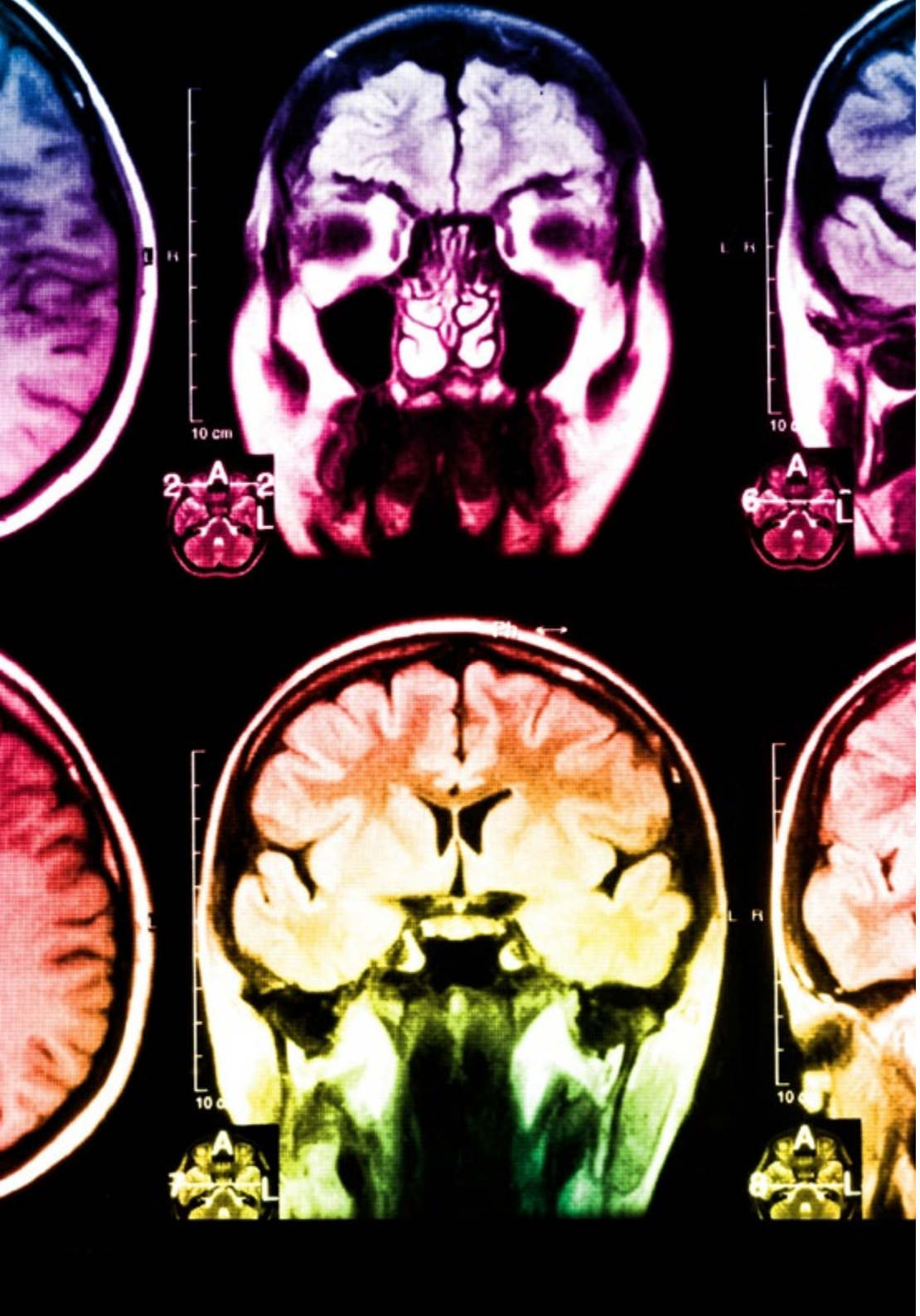
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

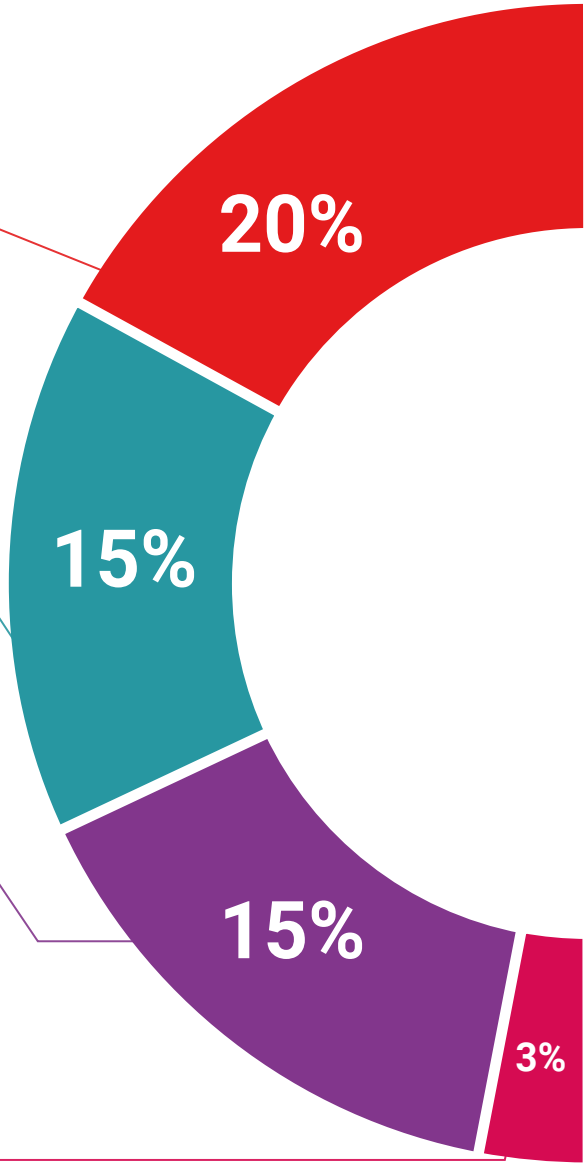
Interactive Summaries

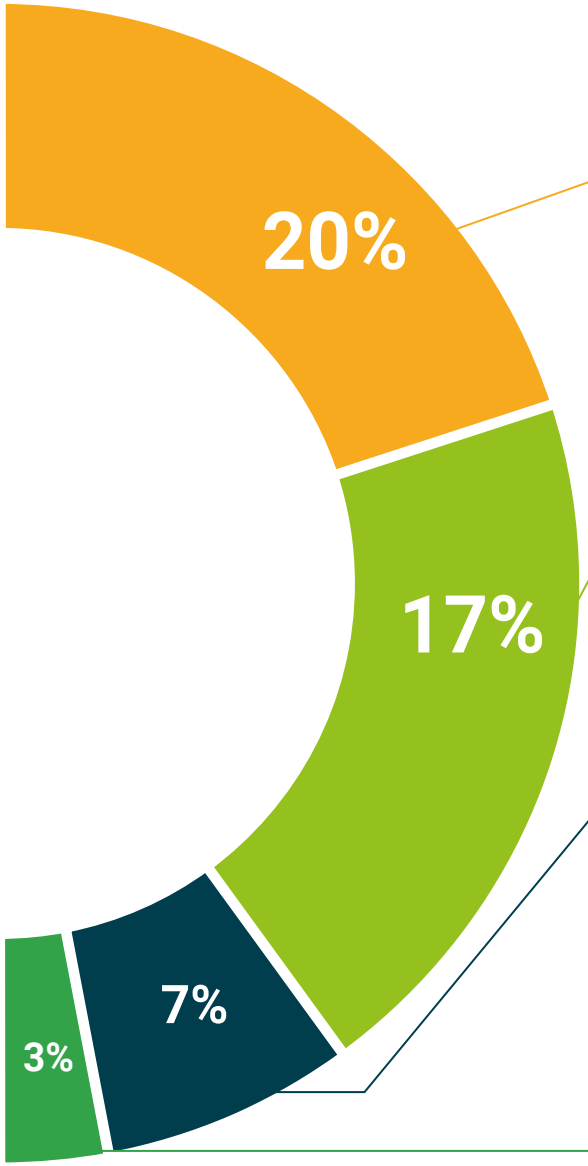
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

06

Certificate

The Postgraduate Diploma in Special Educational Needs in Pre-School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

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

This program will allow you to obtain your **Postgraduate Diploma in Special Educational Needs in Pre-School Education** 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.

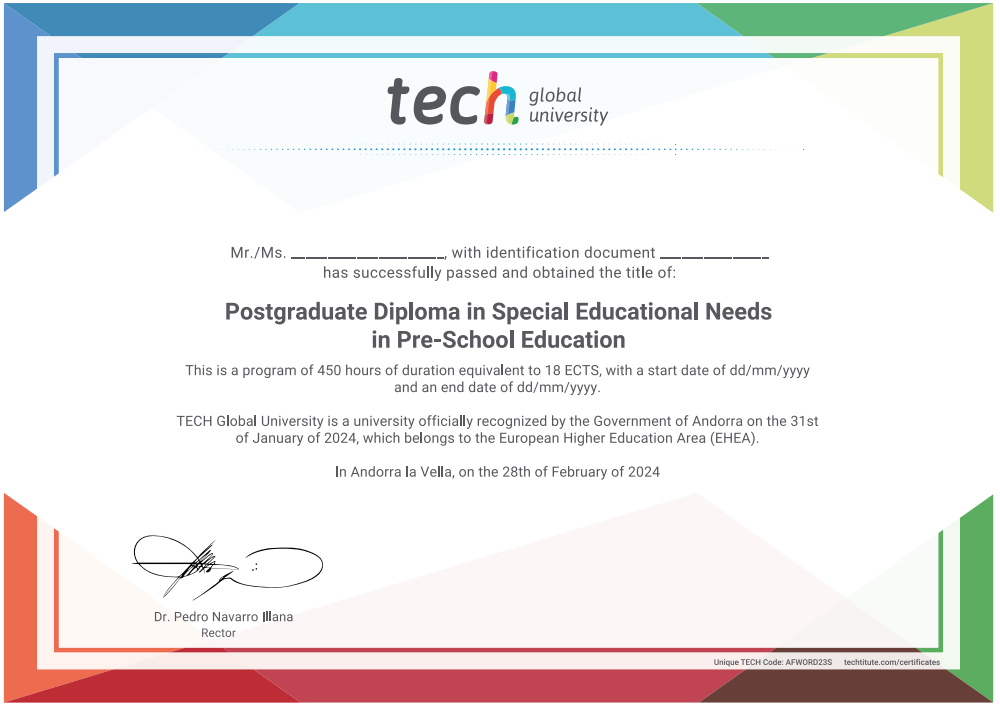
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Special Educational Needs in Pre-School Education**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**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Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Special Educational Needs in Pre-School Education

This is a program of 450 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

*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 additvional cost.

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