

Postgraduate Diploma Special Education in Primary Education





Postgraduate Diploma Special Education in Primary Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/special-education-primary-education

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01

Introduction

Special Education has become an essential area in today's educational centers that are committed to offering quality learning to students with High Abilities or physical and psychic pathologies. The adaptation of schools and the increase of diagnoses of students in special situations has increased the demand for professionals trained to provide a comprehensive education. For this reason, TECH has developed this program with which the graduate will be able to take a step forward professionally and specialize. Additionally, with the fully online methodology offered by this program, combining personal and work life with study will no longer be an obstacle.





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Specialize in Special Education and become the expert that educational centers are looking for. Don't think twice and enroll now”

The progress of society and educational inclusion have brought with them diverse educational centers with students who have different needs according to their physical and mental abilities. This has led to the need to adapt traditional lessons to different methodologies and didactics that allow students to understand them. For this reason, Special Education has become a reality that exists in more and more schools and for which it is necessary to have trained teachers.

In order for teachers to manage the approach to any student with a special need, TECH has designed this program that offers the most updated contents of the moment. For this, the student will acquire knowledge and skills ranging from the deepening of the different types of disabilities, through the concept of High Abilities, to the application of new technologies in these areas. Theoretical materials are presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos and case studies.

It is a complete program that allows the student to develop in this professional field of high demand and compete among the best for having a high qualification. Additionally, the 100% online methodology of the program allows you to combine work and personal life with learning in a completely self-manageable way.

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

- ♦ Case studies presented by experts in Special Needs Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ 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



TECH provides you with the main educational tools for you to broaden your approach to children with behavioral and learning disorders"

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A program tailored to your needs: all you need is an electronic device and an Internet connection”

The program includes in its teaching staff professionals of the field who pour into this training the experience of their work, in addition to recognized specialists from reference societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

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

Thanks to the completely online format of this program, you can study from wherever and whenever you want, combining your work and personal life with learning.



02

Objectives

With this program, the graduate will learn about the latest developments and updates related to the sector. Therefore, they will be able to effectively manage learning situations with students with special needs. During 6 months, the professional will delve into the identification of children with high abilities and the development of intervention strategies, master the warning signs in students with disabilities and design, plan and evaluate teaching processes adapted and personalized. Additionally, throughout this time, they will be guided by the most expert teaching team in the area, which ensures a successful and quality learning.





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Increase your professional possibilities thanks to this program and turn your classrooms into inclusive spaces”



General Objectives

- Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- Effectively address special needs students' learning situations
- Recognize the importance of rules in all educational processes
- Promote participation and respect for the rules of coexistence

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Thanks to this program you will be able to identify students with High Abilities and plan teaching processes to ensure successful and quality learning"





Specific Objectives

Module 1. Learning Difficulties

- ♦ Provide students with an overview of the Learning Difficulties that can be found 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. Behavioral and Learning Disorders in Primary Education

- ♦ Know the basic aspects of the most common behavioral and learning disorders in the Primary Education stage
- ♦ Emphasize the importance of early detection of behavioral disorders

Module 3. Education of High-Capacity Children

- ♦ Be able to identify High-Capacity students
- ♦ Understand the family as the fundamental environment for the detection and development of gifted children
- ♦ Know the intervention strategies for the development of Highly Gifted students

Module 4. Education of Children with Disabilities or Developmental Difficulties

- ♦ Know how to identify the personal educational needs of students with disabilities or developmental difficulties
- ♦ Know how to detect warning signs in students with special needs
- ♦ Know the importance of the family and the need to carry out a shared work between this agent and the school

03

Structure and Content

The syllabus of this program has been designed by a teaching team of high prestige in the sector, which ensures the latest developments and updates in the field of Special Education. Additionally, thanks to TECH's exclusive methodology, *Relearning*, the student will be able to acquire the knowledge in a progressive way and integrate it in active planning for learning with ICTs or in the strategies developed for children with High Abilities. It is the most complete option in the academic market to become an expert professional.





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Master the different existing learning disorders and specialize in the design of study plans for each one of them"

Module 1. Learning Difficulties

- 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. Mathematical Learning
 - 1.2.1. Definition and Conceptualization of Learning Difficulties (LD)
 - 1.2.2. Memory and Learning Difficulties
- 1.3. Special Educational Needs and Inclusive Education
 - 1.3.1. The Inclusive School Movement Overcoming School Integration
 - 1.3.2. The Road to a School for All
 - 1.3.3. Promoting Inclusive Education in Early Childhood Education
- 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. Characteristics of Dyslexia
 - 1.5.3. Reading Pathways and Types of Dyslexia
 - 1.5.4. Intervention Guidelines for Students with Dyslexia
 - 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 of Difficulties in the Mathematical Field
 - 1.6.3. Types of Specific Mathematics Learning Disorders
 - 1.6.4. Characteristics of Specific Mathematics Learning Disorders
 - 1.6.5. Classroom Intervention Guidelines for Students with Specific Mathematics Learning Disorders
- 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 Learners with Intellectual Disabilities
 - 1.7.4. Intervention Guidelines in the Classroom for Students with Intellectual Disability
- 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 of High-Capacity Students Is It Possible to Define?
 - 1.8.3. Identifying High-Capacity Students
 - 1.8.4. Intervention for High-Capacity Students
- 1.9. Learning Disabilities Related to Visual and Auditory Sensory Deficits
 - 1.9.1. Visual Impairment
 - 1.9.2. Developmental Characteristics of Infants with Visual Impairment
 - 1.9.3. Special Educational Needs of Visually Impaired Children
 - 1.9.4. Educational Intervention in the Classroom for Students with Visual Impairment
 - 1.9.5. Hearing Impairment
 - 1.9.6. Detection of Hearing Impaired Students in the Classroom
 - 1.9.7. Special Educational Needs of Hearing Impaired Children
 - 1.9.8. Intervention Guidelines in the Classroom for Hearing Impaired Students
- 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 for Students with Dyspraxias



Module 2. Behavioral and Learning Disorders in Primary Education

- 2.1. Introduction to Conduct Disorders in Childhood
 - 2.1.1. Introduction and Objectives
 - 2.1.2. DSM-5 and ICD-11 Classifications
 - 2.1.3. Characteristics and Factors of Conduct Disorders
 - 2.1.4. Bibliographical References
- 2.2. Attention Deficit and/or Hyperactivity Disorder (ADHD)
 - 2.2.1. Introduction and Objectives
 - 2.2.2. ADHD: Definition, Prevalence and Diagnostic Criteria
 - 2.2.3. Treatment and Intervention in the Classroom
 - 2.2.4. Bibliographical References
- 2.3. Oppositional Defiant Disorder
 - 2.3.1. Introduction and Objectives
 - 2.3.2. Introduction to Oppositional Defiant Disorder
 - 2.3.3. Risk and Prevention Factors
 - 2.3.4. Educational Intervention for Oppositional Defiant Disorder
 - 2.3.5. Bibliographical References
- 2.4. Behavioral Alternations in Autism Spectrum Disorder
 - 2.4.1. Introduction and Objectives
 - 2.4.2. Levels of Severity and Diagnostic Criteria
 - 2.4.3. Behavioral Patterns in Autism Spectrum Disorders
 - 2.4.4. Parent Training
 - 2.4.5. Bibliographical References
- 2.5. Mood Disorders in Childhood
 - 2.5.1. Introduction and Objectives
 - 2.5.2. Childhood Anxiety
 - 2.5.3. Childhood Depression
 - 2.5.4. Child Abuse
 - 2.5.5. Treatment and Intervention in Emotional Disorders
 - 2.5.6. Bibliographical References

- 2.6. Behavioral Disturbances in Excretory Disorders
 - 2.6.1. Introduction and Objectives
 - 2.6.2. Disorders: Enuresis and Encopresis
 - 2.6.3. Behavioral Guidelines in Cases of Enuresis
 - 2.6.4. Behavioral Guidelines in Cases of Encopresis
 - 2.6.5. Bibliographical References
- 2.7. Eating and Food Ingestion Disorders
 - 2.7.1. Introduction and Objectives
 - 2.7.2. Pica Disorder
 - 2.7.3. Rumination Disorder
 - 2.7.4. Intervention for Parents and Educators
 - 2.7.5. Bibliographical References
- 2.8. Sleep-Wakefulness Disorder
 - 2.8.1. Introduction and Objectives
 - 2.8.2. Insomnia
 - 2.8.3. Nightmare Disorder
 - 2.8.4. Didactic Interventions for Sleep and Wakefulness Disorders
 - 2.8.5. Bibliographical References
- 2.9. Techniques for Contingency Management and Behavior Modification in the Classroom
 - 2.9.1. Introduction and Objectives
 - 2.9.2. Procedures to Increase Behavior
 - 2.9.3. Token Economy
 - 2.9.4. Self-Instructional Education
 - 2.9.5. Bibliographical References
- 2.10. The Teacher
 - 2.10.1. The Center
 - 2.10.2. The Qualified Teacher
 - 2.10.3. The Creativity and Value of the Teacher

Module 3. Education of High-Capacity Children

- 3.1. Intelligence and Its Meaning
 - 3.1.1. Historical Review of the Concept of Intelligence
 - 3.1.2. Historical Review: Galton and Measurement
 - 3.1.3. Binet and Mental Age
 - 3.1.4. The Transition from IQ to G-factor
 - 3.1.5. Factor Models
 - 3.1.6. New Proposals of Multiple Intelligences
- 3.2. High-Capacity Students
 - 3.2.1. Definition of High-Capacity Students
 - 3.2.2. The Renzulli Three-Ring Model
 - 3.2.3. Sternberg and His Typology of Giftedness
 - 3.2.4. Socio-Cultural Models
 - 3.2.5. The Global Model of Giftedness
- 3.3. Characteristics of High-Capacity Students
 - 3.3.1. Basic Differential Characteristics
 - 3.3.2. Specific Characteristics
 - 3.3.3. Peculiarities of Development: Dyssynchrony
- 3.4. Talented Students
 - 3.4.1. Definition of Talented Students
 - 3.4.2. Castelló and the Three Types of Talent
 - 3.4.3. Multiple Intelligences and Talented Students
- 3.5. Identification of High-Capacity Individuals
 - 3.5.1. Identification: First Approach
 - 3.5.2. Identification Problems
 - 3.5.3. Identification Assumptions
- 3.6. Educational Intervention with High-Capacity Individuals
 - 3.6.1. Diversity: A Basic Premise
 - 3.6.2. Educational Action Steps
 - 3.6.3. Areas of Intervention

- 3.6.4. Intervention Strategies I: Acceleration
- 3.6.5. Intervention Strategies II: Grouping
- 3.6.6. Intervention Strategies III: Enrichment
- 3.6.7. Other Educational Strategies
- 3.6.8. Specific Strategies for Talented Students
- 3.6.9. Star Program: An Example of Integration
- 3.7. Proposal for Enrichment and Development of Creativity
 - 3.7.1. Enrichment: The Strategy
 - 3.7.2. Triadic Enrichment Model
 - 3.7.3. Enrichment of the Structure-Context of Learning
 - 3.7.4. Types of Curricular Adaptations
 - 3.7.5. Extracurricular Enrichment
 - 3.7.6. Creativity
- 3.8. New Technologies and New Developmental Possibilities for the High- Capacity Learner
 - 3.8.1. New Technologies ICT
 - 3.8.2. Video Games
 - 3.8.3. Role-Playing Board Games
 - 3.8.4. Gestalt and Art
- 3.9. International Prospective on High-Capacity Education
 - 3.9.1. Five Countries, Three Continents Faced with Giftedness
 - 3.9.2. Opportunity and Background of High-Capacity Women
 - 3.9.3. The Need for Care of High-Capacity Girls
 - 3.9.4. Education and the Structural Barriers Affecting High-Capacity Girls
 - 3.9.5. Recommendations for High-Capacity Students
- 3.10. The Family of High-Capacity Students
 - 3.10.1. The Family and their Relationship with School
 - 3.10.2. The Family
 - 3.10.3. Family-school Relationship
 - 3.10.4. Siblings and Partners: Relationships and Identification

Module 4. Education of Children with Disabilities or Developmental Difficulties

- 4.1. The School Facing the Education of a Child with Personal Educational Needs: Attention to Diversity
 - 4.1.1. From the School of Segregation to the Comprehensive and Inclusive School
 - 4.1.2. Educational Response to Diversity in a Comprehensive School of Pre-school and Primary Education
 - 4.1.3. Diversity Care Plan
- 4.2. The Family in the Education of a Child with Personal Educational Needs
 - 4.2.1. The Family System: Functions, Beliefs and Educational Styles
 - 4.2.2. Conceptions, Needs and Family Orientation
 - 4.2.3. Reaction to the Arrival at Home of a Child with a Disability
 - 4.2.4. Family Attitudes Towards Disability
 - 4.2.5. Inter- and Intra-Family Relationships
 - 4.2.6. Shared Work Between Family and School
 - 4.2.7. How to Optimize the Relationship Between Family and School?
- 4.3. Education of Children with Sensory Disabilities (Visual, Hearing and Deafblindness)
 - 4.3.1. Education of Children with Visual Impairment
 - 4.3.2. Education of Children with Hearing Impairment
 - 4.3.3. Education of Children with Deafblindness
- 4.4. Education of Children with Physical and Organizational Disabilities
 - 4.4.1. Definition of Physical and Organizational Disability
 - 4.4.2. Spina Bifida
 - 4.4.3. Spinal cord Injury
 - 4.4.4. Physical Disability due to Disease
 - 4.4.5. Special Educational Needs in Children with Physical Disabilities
 - 4.4.6. Educational Response to Special Educational Needs for Children with Physical Disabilities
- 4.5. Education of Children with Motor Disabilities (Cerebral Palsy)
 - 4.5.1. Basic Notions of Their Psychological Development
 - 4.5.2. Personal Educational Needs: Personal, Material and Methodological Resources
 - 4.5.3. Educational Response to Personal Educational Needs

- 4.6. Education of Children with Mental Disabilities
 - 4.6.1. Definition of Mental Disability
 - 4.6.2. Autism Spectrum Disorder
 - 4.6.3. Mood and Anxiety Disorders
 - 4.6.4. Special Educational Needs and Educational Response with Psychiatric Disabilities
- 4.7. Education of Children with Intellectual Disabilities
 - 4.7.1. Basic Notions of Their Psychological Development
 - 4.7.2. Personal Educational Needs: Personal, Material and Methodological Resources
 - 4.7.3. Educational Response to Personal Educational Needs
- 4.8. The Education of a Child with a Developmental Disorder of Social Origin (Child Abuse)
 - 4.8.1. Some Basic Notions of Psychological Development
 - 4.8.2. Personal Educational Needs: Personal Resources, Materials, and Basic Orientations
 - 4.8.3. Educational Response to Personal Educational Needs
- 4.9. Education of Children with Neurological Impairment (Dysexecutive Syndrome)
 - 4.9.1. Dysexecutive Syndrome
 - 4.9.2. Basic Notions of Psychological Development and the Central Nervous System
 - 4.9.3. Personal Educational Needs
 - 4.9.4. Educational Response to Personal Educational Needs
- 4.10. Financing of Special Education
 - 4.10.1. Financing Special Education in Spain BORRAR
 - 4.10.2. Models and Systems of Special Education Financing in Europe.
 - 4.10.3. Complementary Financing to that of the Educational Administration





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With the Relearning methodology you will acquire the knowledge in a progressive way, which will allow you to remember the most important concepts throughout the learning process”

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.





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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.

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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

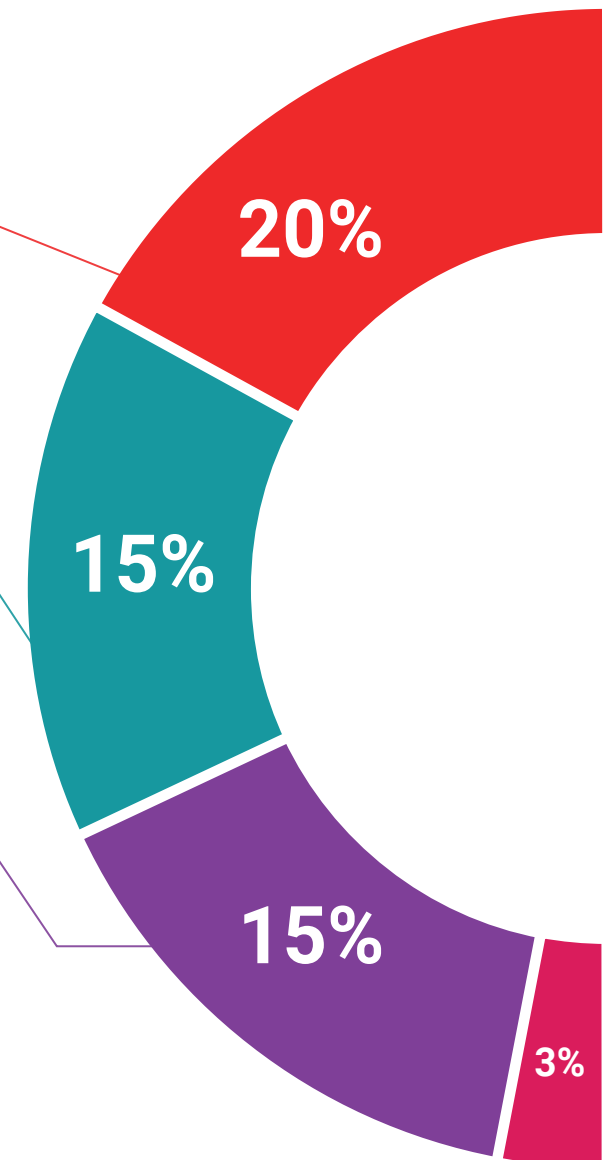
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.



05

Certificate

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



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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 Education in Primary 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.

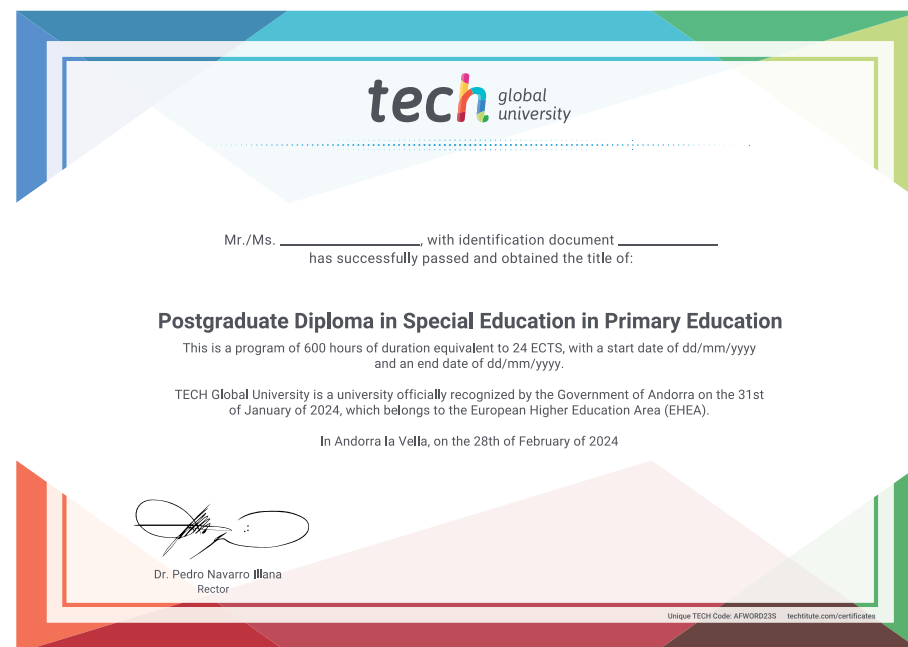
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Special Education in Primary Education**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present

development language

virtual classroom

tech global
university

Postgraduate Diploma
Special Education
in Primary Education

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Postgraduate Diploma

Special Education in Primary Education



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