

# Postgraduate Diploma

## Learning Difficulties Assessments





## Postgraduate Diploma Learning Difficulties Assessment

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-learning-difficulties-assessment](http://www.techtitute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-learning-difficulties-assessment)

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# 01

# Introduction

The management of Learning Difficulties that manifest themselves primarily in cognitive processes, such as language, and affect instrumental areas such as reading, writing and mathematics, and then, other curricular disciplines, constitutes a social problem yet to be solved. For this reason, it is important to correctly assess these Learning Difficulties to allow for earlier and more effective treatment. Thus, this program aims to train psychologists to to analyze and evaluate children and adolescents and detect possible learning problems and, thereby, guide their development to offer them a more promising future.





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*Learning Difficulties need to be correctly assessed by psychologists in order to be treated in time. Don't think twice and enroll with us”*

Diversity is understood as the differences that students present in school learning, differences in terms of aptitudes, interests, motivations, abilities, maturation rates, learning styles, previous experiences and knowledge, social and cultural environments, etc. These aspects make up student typologies and profiles that should largely determine educational planning and action.

The perspective from the emerging psychological paradigm must be inclusive and must be based on a biopsychosocial model that contemplates attention to diversity from a comprehensive approach aimed at the entire educational community. Psychologists, for all educational stages, and associated professionals in both the educational and socio-health fields need to know how to recognize these students and identify their needs and have the knowledge and tools to intervene at a personal, socio-familial and above all Psychological level.

This program responds to the demand for continuous professional development and is aimed primarily at child psychologists. With this training program, professionals will acquire competences to manage learning difficulties and diversity in the social context, and adapt attention to diversity plans and educational projects for use within centers.

At the same time, social demands are greater and more numerous on education systems globally, in order to achieve democracy, equality and equity in schools; without segregation, discrimination due to differences and capable of accommodating everyone within the framework of recognition of diversity.

The design of the Postgraduate Diploma was developed by an academic committee composed of specialists with experience in the clinical, educational and social fields. These professionals apply their expertise to support the professional development needs of Psychologist working in interdisciplinary and multidisciplinary teams, school management structures and specialized care. In this sense, they carried out a whole process of research and integration of criteria based on the objectives set for the academic program.

This **Postgraduate Diploma in Learning Difficulties Assessment** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Practical cases presented by experts in Learning Difficulties
- ♦ 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 findings in relation to Learning Difficulties
- ♦ Its practical exercises where to perform the self-assessment process to improve learning
- ♦ The interactive learning system based on algorithms for making decisions on the situations posed
- ♦ 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



*This 100% online Postgraduate Diploma is the perfect opportunity to learn about the new techniques for Learning Difficulties Assessment”*

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*We offer you the opportunity to train with a multitude of practical cases that will help you to enhance your knowledge of Learning Difficulties”*

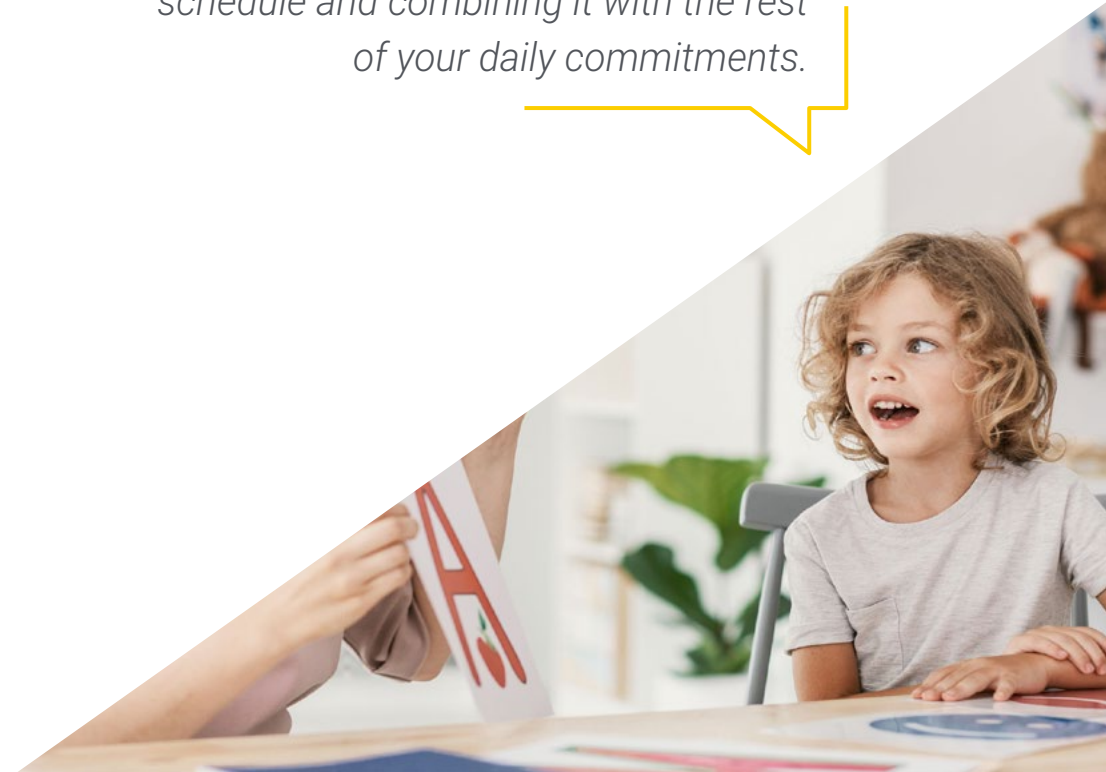
The teaching staff includes professionals with expertise on Learning Difficulties, who apply their experience to this program as well as renowned specialists from leading scientific societies.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive program designed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. To do so, Psychologists will be assisted by an innovative interactive video system created by renowned and experienced experts in the Assessment of Difficulties.

*Our multimedia content will make it easier for you to access the information. You will be able to update your knowledge in an easy and practical way from any device with an internet connection.*

*You can organize the sessions at your own study pace, choosing your own schedule and combining it with the rest of your daily commitments.*



# 02

# Objectives

This program is aimed at providing professionals with scientific-technical knowledge, skills and values that will help them to address Learning and Attention Difficulties and Attention to Diversity within a framework of educational inclusion that is demanded worldwide. Thus, the main objective of this program is to ensure that psychologists understand the importance of assessing children and adolescents with learning disabilities in order to support their cognitive process and promote their development.





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*TECH's goal is to help you to be the best in your profession. This Postgraduate Diploma will mark a big difference in the attention you can provide to your patients”*



## General Objectives

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- ♦ Increase theoretical-practical and didactic-methodological knowledge related to psychology, pedagogy and didactics in relation to students with LD in the context of diversity, with an innovative, creative and integral vision for school management
- ♦ Develop professional skills, abilities and competences for the scientific management of the comprehensive educational care of schoolchildren with learning difficulties within the framework of diversity with a high level of specialization





## Specific Objectives

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- ♦ Study the theoretical arguments that support Psychology and Pedagogy as sciences
- ♦ Identify the essential relationships between psychological sciences and pedagogical sciences based on their convergent and divergent elements
- ♦ Recognize the challenges that exist in the development of psychology and pedagogy in the overall school environment
- ♦ Categorize learning theories to facilitate theoretical understanding based on established assumptions
- ♦ Recognize the potential for development of education for integral learning
- ♦ Explore the clinical, psychological and pedagogical findings on schoolchildren with learning difficulties in the context of diversity
- ♦ Interpret the historical development of the field of learning difficulties, taking into account the different events that delimit its stages
- ♦ Explain the term learning difficulties and examine its historical controversies, its conceptual differentiation and the characterization of students who have them
- ♦ Compare the various modern classifications of learning difficulties from a current perspective
- ♦ Analyze the different theoretical approaches to learning difficulties and their relationship with care models
- ♦ Consolidate skills for the diagnosis, recognition and assessment of schoolchildren with learning difficulties in the context of diversity
- ♦ Understand procedures for the pedagogical diagnosis and assessment for Learning Difficulties and the relationship between the two
- ♦ Identify the different stages of diagnosis and evaluation, the variables to consider and the most pertinent techniques and evaluation instruments
- ♦ Apply evaluation techniques and instruments to schoolchildren with possible learning difficulties in reading, writing and mathematics
- ♦ Characterize the functioning of the evaluative committee and the role of each one of its members
- ♦ Communicate in a structured, descriptive and analytical way the results of the diagnostic and evaluation process with the aim of guiding the educational care of a student with learning difficulties



*TECH Technological University is the largest online university and is committed to empowering you to succeed"*

# 03

# Course Management

Leading specialists in Learning Difficulties and Attention to Diversity have come together to develop this Postgraduate Diploma, which aims to provide students with transdisciplinary training, allowing the transfer of learning across different areas. This group of experts, aware of the importance of professional development in this field, have designed this very comprehensive program especially designed for psychologists to acquire the competencies that will allow them to successfully work with children and adolescents with Learning Difficulties, correctly supporting their cognitive process.





“

*Study with the leading experts in Learning Difficulties. This team have come together to share their knowledge with you throughout this program”*

## Management



### Dr. Moreno Abreu, Milagros Josefina

- ♦ Pedagogue
- ♦ PhD in Pedagogical Sciences
- ♦ Master's Degree in Health Education
- ♦ Diploma in Research Methodology
- ♦ Degree in Education With Major in Learning Difficulties
- ♦ Degree in Preschool Education
- ♦ Higher University Technician in Speech Therapy



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# 04

## Structure and Content

The syllabus for this program has been designed by a team of experts in Learning Difficulties and Attention to Diversity, who have united all their knowledge to provide you the best academic option on the market with the most up-to-date and rigorous content available on this subject. These professionals, aware of the importance of education in this field, have designed this Postgraduate Diploma to prepare more competent and qualified psychologists to work with children and adolescents to assess their learning difficulties.







“

*This Postgraduate Diploma is the best program available, with the most up-to-date and rigorous content on the market”*

**Module 1. Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children**

- 1.1. Introduction
- 1.2. Philosophical, Sociological, Psychological and Pedagogical Basis for Attention to Diversity and Learning Difficulties in Children
  - 1.2.1. Basic Definitions
    - 1.2.1.1. Psychology and its Fundamentals
    - 1.2.1.2. Pedagogy and its Fundamentals
    - 1.2.1.3. Educational Process
    - 1.2.1.4. Teaching- Learning Process
  - 1.2.2. Contributions of Psychology to Pedagogy as a Science
    - 1.2.2.1. In the Theoretical Order
    - 1.2.2.2. In the Methodological Order
    - 1.2.2.3. In the Practical Order
  - 1.2.3. Influence of Educational Psychology in Learning Difficulties
    - 1.2.3.1. The Behavioral Perspective
    - 1.2.3.2. The Cognitive Perspective (Psychic Functions and Processes)
    - 1.2.3.3. Affective Perspective
- 1.3. Psychopedagogy as a Science to Tackle the Challenges of Diversity Education and the Care of Children with Learning Difficulties
  - 1.3.1. Object of Study of Psychopedagogy
  - 1.3.2. Categorical System of Psychopedagogy
  - 1.3.3. Principles of Psychopedagogy
  - 1.3.4. Challenges of Psychopedagogy in the 21st Century
- 1.4. Psychopedagogical Characterization of Children and Adolescents at Different Levels of Education
  - 1.4.1. Basic Definitions
    - 1.4.1.1. Personality and its Origins
      - 1.4.1.1.1. Biological Factor
      - 1.4.1.1.2. Innate Factor
      - 1.4.1.1.3. Hereditary Factor
      - 1.4.1.1.4. Genetic Factor





- 1.4.1.2. Cognitive Development and its Theoretical-Practical Importance for Care of LD
  - 1.4.1.2.1. Organic Aspect
  - 1.4.1.2.2. Maturing Aspect
  - 1.4.1.2.3. Functional Aspect
  - 1.4.1.2.4. Social Aspect
  - 1.4.1.2.5. Educational Aspect
- 1.4.1.3. Learning
  - 1.4.1.3.1. Approach to its Conceptualization
  - 1.4.1.3.2. Necessary Conditions for Learning
- 1.4.2. Psychopedagogical Characteristics of the Primary Education Schoolchild
  - 1.4.2.1. 6-8 Years Old Child
    - 1.4.2.1.1. First Grade Child
    - 1.4.2.1.2. Second Grade Child
  - 1.4.2.2. 8-10 Years Old Child
    - 1.4.2.2.1. Third Grade Child
    - 1.4.2.2.2. Fourth Grade Child
  - 1.4.2.3. 10-12 Years Old Child
    - 1.4.2.3.1. Fifth Grade Child
    - 1.4.2.3.2. Sixth Grade Child
- 1.5. Learning as an Individual and Social Process
  - 1.5.1. Cognitive Strategies
  - 1.5.2. Learning Strategies
  - 1.5.3. Remembering Strategies
  - 1.5.4. Retention Strategies
  - 1.5.5. Evocation Strategies
  - 1.5.6. Problem Solving Strategies
- 1.6. The Teaching-Learning Process in Primary School
  - 1.6.1. Approach to its Definition
    - 1.6.1.1. Teaching- Learning Process
    - 1.6.1.2. Developmental Teaching- Learning Process
  - 1.6.2. Characteristics of the Developmental Teaching- Learning Process
  - 1.6.3. Potentials of the Developmental Teaching-Learning Process

- 1.6.4. Cooperation, the Necessary Condition in the Teaching-Learning Process
  - 1.6.4.1. Cooperative Learning
    - 1.6.4.1.1. Definition
    - 1.6.4.1.2. Types of Cooperative Groups
    - 1.6.4.1.3. The Characteristics of Cooperative Learning
- 1.6.5. Forms of Participation in Cooperative Learning
  - 1.6.5.1. In the Classroom
  - 1.6.5.2. In Other Learning Spaces in the School
  - 1.6.5.3. In the Family
  - 1.6.5.4. In the Community
- 1.6.6. Structure of a Cooperative Learning Class
  - 1.6.6.1. Moment of Initiation
  - 1.6.6.2. Moment of Development
  - 1.6.6.3. Moment of Closing
- 1.6.7. Creation of Favorable Environments for Learning

## Module 2. Learning Difficulties: Historical Approach, Conceptualization, Theories and Classification

- 2.1. Introduction
- 2.2. A Historical View of Learning Difficulties
  - 2.2.1. Foundation Stage
  - 2.2.2. Transition Stage
  - 2.2.3. Consolidation Stage
  - 2.2.4. Current Stage
- 2.3. Critical Vision of Its Conceptualization
  - 2.3.1. Criteria Applied for Its Definition
    - 2.3.1.1. Exclusion Criteria
    - 2.3.1.2. Discrepancy Criteria
    - 2.3.1.3. Specificity Criteria
  - 2.3.2. Some Definitions and Their Regularities
  - 2.3.3. Between Heterogeneity and Differentiation
    - 2.3.3.1. Schoolchild Problems
    - 2.3.3.2. Low School Performance
    - 2.3.3.3. Specific Learning Difficulties

- 2.3.4. Learning Disorders vs. Learning Difficulties
  - 2.3.4.1. Learning Disorders
    - 2.3.4.1.1. Definition
    - 2.3.4.1.2. Features
  - 2.3.4.2. Overlap of Disorders and Learning Difficulties that Complicate Understanding
  - 2.3.4.3. Difference Between Disorders and Learning Difficulties That Determine the Context of Application and Relevance
  - 2.3.4.4. Special Educational Needs (SEN) and Learning Difficulties
    - 2.3.4.4.1. Definition of SEN
    - 2.3.4.4.2. SEN, Differences and Similarities to Learning Difficulties
- 2.4. Classification of Learning Difficulties
  - 2.4.1. International Classification Systems
    - 2.4.1.1. DSM-5 (Diagnostic and Statistical Manual of Mental Disorders)
    - 2.4.1.2. ICD-10 (International Statistical Classification of Diseases and Related Health Problems)
  - 2.4.2. Classification of Learning Difficulties According to DSM-5
  - 2.4.3. Classification of Learning Difficulties According to ICD-10 (ICD-11 Currently Being Developed)
    - 2.4.4. Comparison of Classification Instruments
- 2.5. Mainly Theoretical Focus of Learning Difficulties
  - 2.5.1. Neurobiological or Organic Theories
  - 2.5.2. Theories of Cognitive Deficit Processes
  - 2.5.3. Psycholinguistic Theories
  - 2.5.4. Psychogenic Theories
  - 2.5.5. Environmentalist Theories
- 2.6. Causes of Learning Difficulties
  - 2.6.1. Personal or Intrinsic Factors
    - 2.6.1.1. Biological
    - 2.6.1.2. Psychogenic
  - 2.6.2. Contextual or Extrinsic Factors
    - 2.6.2.1. Environmental
    - 2.6.2.2. Institutional

- 2.7. Models for Attention to Learning Difficulties
  - 2.7.1. Models Focused on the Medical-Clinical Aspects
  - 2.7.2. Models Focused on Cognitive Processes
  - 2.7.3. Models Focused on Observable Deficits
  - 2.7.4. Models Focused on the Curriculum
  - 2.7.5. Educational Model of Integral Education
- 2.8. Activities for the Integration of Knowledge and its Practical Application
- 2.9. Recommending Readings
- 2.10. Bibliography

### Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- 3.1. Introduction
- 3.2. Diagnosis and Its Distinctive Characteristics
  - 3.2.1. Definition
  - 3.2.2. Principles and Functions of the Diagnostic Process
  - 3.2.3. Characteristics of the Diagnosis
  - 3.2.4. Types of Diagnosis: Early Diagnostics and Psychopedagogical Diagnosis
- 3.3. Particularities of the Evaluation Process
  - 3.3.1. Educational Evaluation
  - 3.3.2. Psychopedagogical Evaluation
- 3.4. Relationship Between Diagnosis and Evaluation
  - 3.4.1. Theoretical Controversy Between Both Concepts
  - 3.4.2. Complementary Nature of the Diagnostic and Evaluation Processes
- 3.5. The Diagnostic and Evaluation Process for Learning Difficulties
  - 3.5.1. Definitions
    - 3.5.1.1. Diagnosis and Its Particularities
    - 3.5.1.2. Assessment and Its Particularities
  - 3.5.2. Techniques and Instruments for Diagnosis and Evaluation
    - 3.5.2.1. From a Qualitative Focus
    - 3.5.2.2. Based on Standardized Tests
    - 3.5.2.3. Integral Educational Evaluation Focus

- 3.6. The Evaluation Team and the Way It's Formed From an Interdisciplinary Perspective
  - 3.6.1. Potential of the Evaluation Team's Composition
  - 3.6.2. Particularities of the Evaluation Team According to the Way it Works
  - 3.6.3. Role of Each Member of the Team in the Diagnostic Process
- 3.7. The Psychopedagogical Report as an Instrument for the Communication of Developmental Levels of Students with Learning Difficulties
  - 3.7.1. Dual Purpose of the Report
    - 3.7.1.1. In the Evaluation
    - 3.7.1.2. In the Care
  - 3.7.2. Essential Aspects Which Make Up Its Structure
    - 3.7.2.1. Personal Data
    - 3.7.2.2. Assessment Reason
    - 3.7.2.3. Information on the Development of the Child
      - 3.7.2.3.1. Personal background
      - 3.7.2.3.2. Family Background
      - 3.7.2.3.3. Psychosocial Aspects
      - 3.7.2.3.4. School Aspects
      - 3.7.2.3.5. Techniques and Instruments of Applied Evaluation
      - 3.7.2.3.6. Analysis of the Results Obtained
    - 3.7.2.4. Conclusions
    - 3.7.2.5. Recommendations
  - 3.7.3. Particularities in the Way They Are Written
- 3.8. Activities for the Integration of Knowledge and its Practical Application
- 3.9. Recommended Readings
- 3.10. Bibliography

05

# Methodology

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

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



“

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

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.



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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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

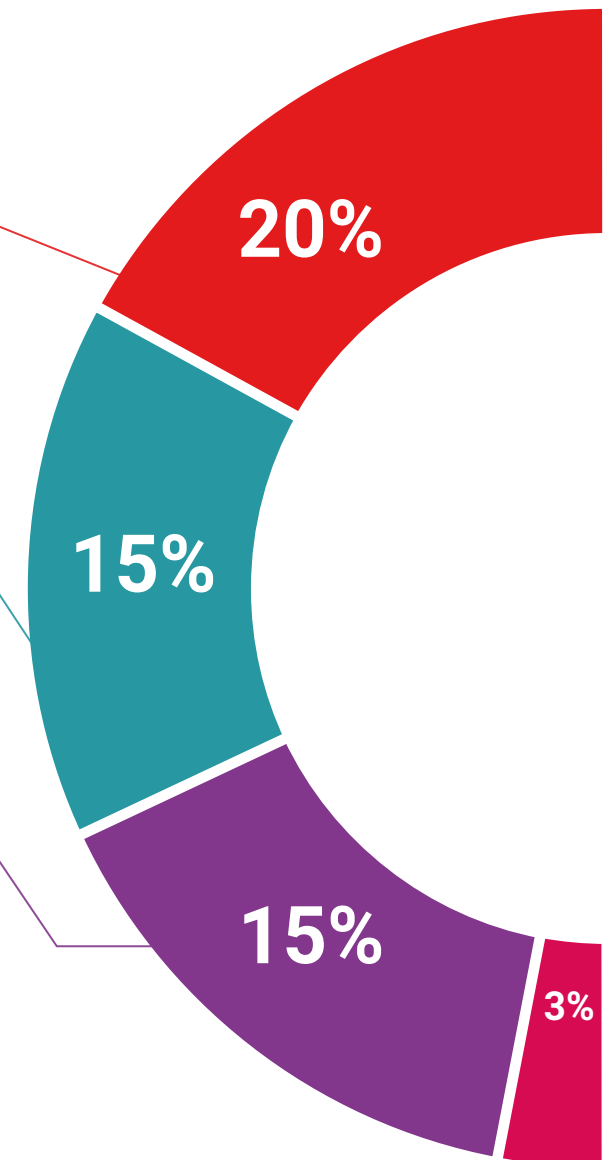
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

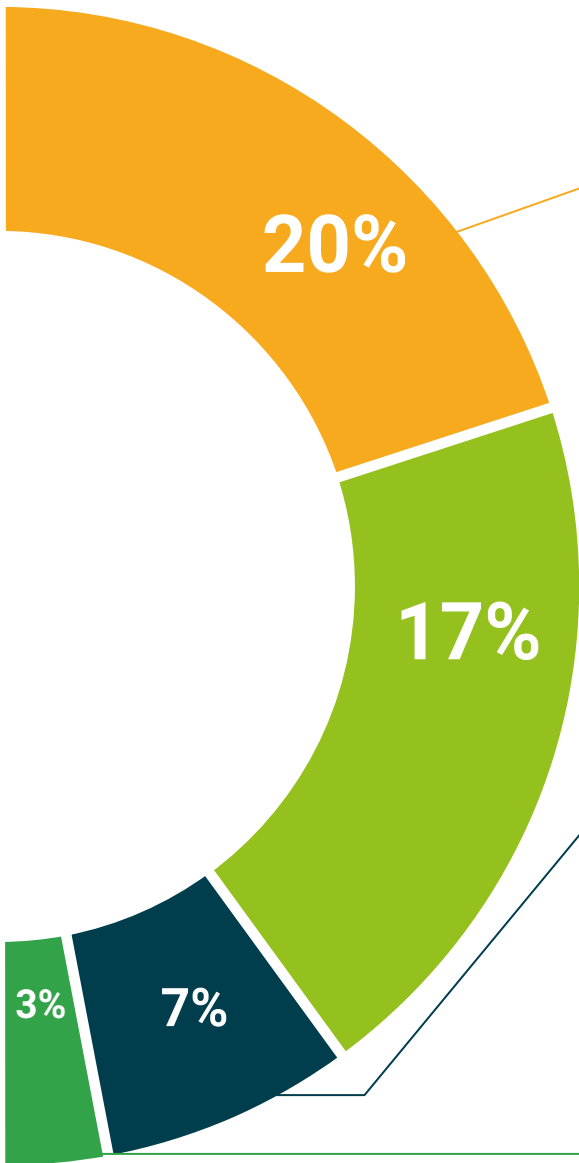
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

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





**Expert-Led Case Studies and Case Analysis**

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



**Testing & Retesting**

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



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.  
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

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



06

# Certificate

The Postgraduate Diploma in Learning Difficulties Assessment guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma qualification issued by TECH Technological University.



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

This **Postgraduate Diploma in Learning Difficulties Assessment** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Learning Difficulties Assessment**

Official N° of hours: **550 h.**



\*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.



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health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
online training  
development languages  
virtual classroom



**Postgraduate Diploma**  
Learning Difficulties  
Assessment

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

# Postgraduate Diploma Learning Difficulties Assessments

