

Postgraduate Diploma

Learning Difficulties in Literacy





Postgraduate Diploma Learning Difficulties In Literacy

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

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-learning-difficulties-literacy

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01

Introduction

The management of Learning Difficulties that manifest themselves primarily in cognitive processes, such as language, and drift into the instrumental areas: reading, writing and mathematics, and secondarily other curricular disciplines, is a social problem that has yet to be solved. In this way, it is important that psychology professionals gain expertise in each of these areas with programs such as this one from TECH, which will introduce the professional to the study of learning difficulties in reading and writing. This way will allow psychologists to position themselves as experts in this field and achieve their career goals.





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Learning difficulties in literacy must be addressed in time to enable the progress of those affected. Don't think twice and enroll with TECH”

Diversity is understood as differences that students exhibit in learning, differences in terms of aptitudes, interests, motivations, abilities, maturation rates, learning styles, previous experiences and knowledge, social and cultural environments, etc., The unique mix of student typologies and profiles should largely determine educational planning and actions in each case.

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, especially child psychologists, as well as related educational and social-health professions, need to know how to recognize this type of patient and identify their needs and have the knowledge and tools to intervene at a personal, socio-familial and, above all, educational level.

This program responds to the demand for continuous professional development and is aimed primarily at child psychologists. With this Postgraduate Diploma, Psychologists will acquire skills to manage learning difficulties and diversity in the educational context, adapting attention to diversity plans and educational projects for use in 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 in Literacy** 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 in Literacy
- ♦ 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
- ♦ Latest innovations in Learning Difficulties in Literacy
- ♦ 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 the new techniques in Learning Difficulties in Literacy”

“

We offer you the opportunity to train with a multitude of practical cases that will help you to specialize in Learning Difficulties in Literacy and become a leading psychologist”

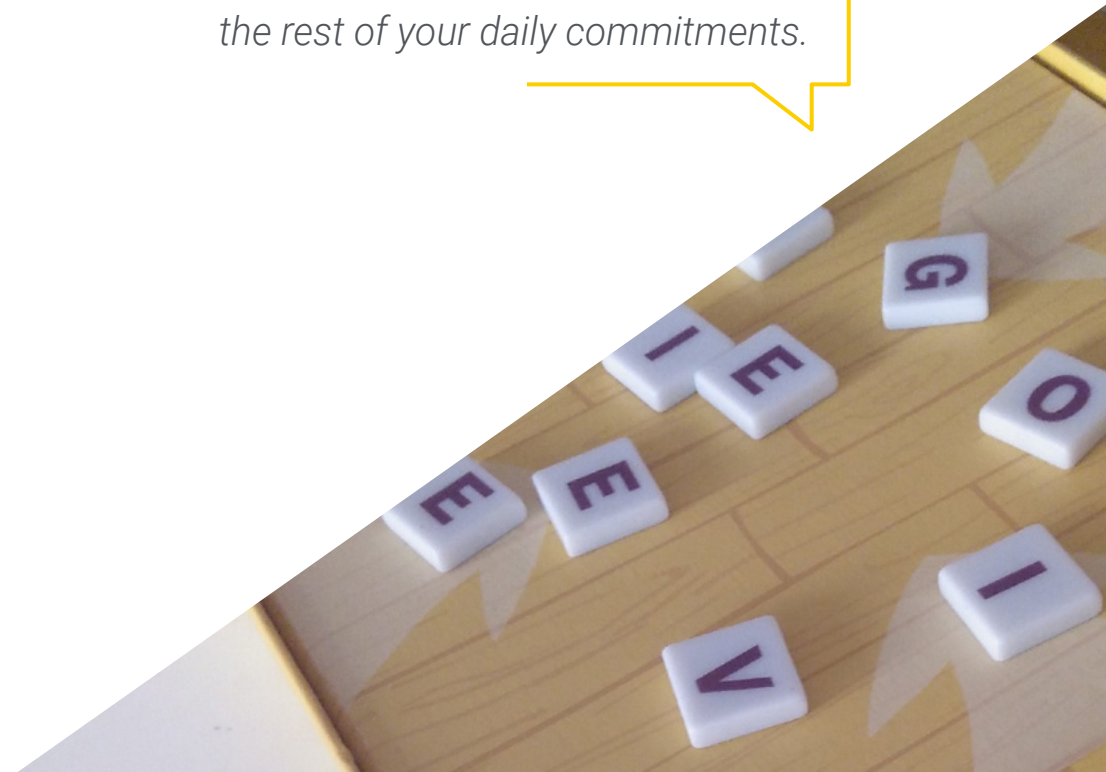
The teaching staff is made up of professional experts in learning difficulties, who apply their experience to this program as well as renowned specialists from leading organizations around the world.

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. For this purpose, the psychologist will be assisted by an innovative interactive video system developed by renowned and experienced experts in Learning Difficulties in Literacy.

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 Difficulties in Literacy within a framework of educational inclusion that is demanded worldwide. The main objective is therefore to enable psychologists to assist children and adolescents with learning problems in the areas of reading and writing.

The background of the slide features a diagonal split between white and light brown. In the bottom right, there are several spiral-bound notebooks. One notebook shows a map of a region with blue, green, and yellow areas, with the word 'FUENTE' partially visible below it. Another notebook prominently displays a large purple letter 'P', and a third shows a large blue letter 'U'.

UENTE



“

TECH's goal is to help you to be the best in your profession. With this academic program you will notice a big difference in the attention you can provide to students”



General Objective

- ♦ Increase theoretical-practical and didactic-methodological knowledge related to psychology, pedagogy and didactics in relation to students with Learning Difficulties in the context of diversity, with an innovative, creative and integral vision for school management
- ♦ Develop professional skills, abilities and professional capacities 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



TECH is the biggest online spanish-speaking university and is committed to training you for success"





Specific Objectives

- ♦ Analyze the theoretical and methodological fundamentals of managing Learning Difficulties
- ♦ Detail the processes that allow the management of learning difficulties within schools, in the context of diversity
- ♦ Link the processes of prevention, school organization and comprehensive educational attention based on their conceptualization and establishment of their relationships
- ♦ Value the role of the psychologist as an element of integration and consolidation of the theoretical and methodological foundations of the management of learning difficulties and attention to diversity
- ♦ Develop plans for prevention and comprehensive educational attention for Learning Difficulties in the areas of reading, writing, mathematics and school adaptation
- ♦ Understand the concepts of communication, linguistic, speech, language and their relationships
- ♦ Understand the link between the development of language and thought based on the theoretical focus and its implication is the teaching-learning process
- ♦ Characterize the development of the language in its different components and its alterations
- ♦ Explain language disorders and how they affect school adaptation and Learning Difficulties associated with reading, writing and mathematics
- ♦ Consider language disorders in the design and implementation of comprehensive educational care for learning difficulties
- ♦ Analyze the processes involved in learning to read in order to consider them in diagnosis, assessment and teaching
- ♦ Reflect on the different methods of teaching reading and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- ♦ Implement actions for the promotion of reading and prevention of reading difficulties incorporating the main educational agencies
- ♦ Identify reading learning difficulties through their characterization, diagnosis, evaluation and relationship with the family and social context
- ♦ Develop comprehensive educational care plans for students or groups of students with learning difficulties based on their personal, family and contextual characteristics, motivations and their potential
- ♦ Analyze the processes, stages and levels involved in constructing written language in order to consider them in diagnosis, assessment and teaching
- ♦ Reflect on the different methods of teaching writing and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- ♦ Implement actions for the promotion of writing and prevention of its difficulties incorporating the main educational agencies
- ♦ Identify learning difficulties in producing written language through their characterization, diagnosis and evaluation, considering its relationship with the family and social context
- ♦ Develop comprehensive educational care plans for students or groups of students with learning difficulties in written language based on their characteristics, motivation and their personal, family and contextual potential

03

Course Management

Leading specialists in Learning Difficulties and Attention to Diversity have come together to create this Postgraduate Diploma which offers students a transdisciplinary program which allows them to apply learning across different areas. This team, aware of the importance of education in this field, have designed this Postgraduate Diploma specially to prepare more competent and qualified psychologists to work with children and adolescents in various fields. All of this, in addition to helping them stand out in the labor market, will provide them with the skills to work successfully in a variety of environments.



“

Study with leading experts in the field who have have come together to share all their knowledge 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



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 combined all their knowledge to offer you the best professional development option on the market, with the most up-to-date and rigorous content you will find on this subject. Thus, this group of psychologists and educators have set themselves the goal of educating you and catapulting you to professional success.



PASAPORTE
AL MUNDO DE LA
LECTURA Y ESCRITURA



“

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

Module 1. Management of Learning Difficulties Fundamentals

- 1.1. Introduction
- 1.2. Prevention of Learning Difficulties
 - 1.2.1. Levels of Prevention
 - 1.2.2. Risk Factors
 - 1.2.3. Protective Factors
- 1.3. Psychopedagogical Intervention in LD
 - 1.3.1. Definition
 - 1.3.2. Principles
 - 1.3.3. Models of Psychopedagogical Intervention
- 1.4. Integral Educational Attention and Its Implications
 - 1.4.1. Conceptualization
 - 1.4.2. Strategic Planning
 - 1.4.3. Individualized Planning
 - 1.4.4. Integral Educational Planning
- 1.5. Psychopedagogical Intervention vs. Integral Educational Attention
 - 1.5.1. Theoretical Positions that Support Them
 - 1.5.2. Comparative Analysis: Points of Convergence and Divergence
 - 1.5.3. Relevance of Use in the Context of Diversity
- 1.6. Theoretical Considerations on School Management
 - 1.6.1. Definitions and Principles of School Management
 - 1.6.2. Management of Educational Institutions or Care Centers
 - 1.6.2.1. Definition and Characteristics of the Management Process
 - 1.6.2.2. Implications of Interdisciplinary Work in School Management
 - 1.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
 - 1.6.2.4. Networking
 - 1.6.2.4.1. Intrasectorial Articulation
 - 1.6.2.4.2. Intersectorial Articulation





- 1.6.3. The School Organization and its Impact on the Educational Process
 - 1.6.3.1. Definition
 - 1.6.3.2. Living Arrangements for Students with LD
 - 1.6.3.3. The Teaching Timetable
 - 1.6.3.4. The Organization of the Teaching-Learning Process for Students with LD: the Classroom, Learning Projects and Other Forms of Organization
- 1.6.4. Teaching Activity as a Transcendental Element in the Teaching-Learning Process
 - 1.6.4.1. The Healthy and Pedagogical Organization of the Teaching Activity
 - 1.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
 - 1.6.4.3. Conditions of the Physical Environment
 - 1.6.4.4. Conditions of the Psychological Environment
 - 1.6.4.5. Relationship of Organization of Teaching Activity With the Learning Motivation of Students with LD
- 1.7. Attention to Diversity in the Framework of Educational Inclusion
 - 1.7.1. Conceptualization
 - 1.7.2. Theoretical-Methodological Fundamentals
 - 1.7.2.1. Recognition and Respect of Individual Differences
 - 1.7.2.2. Attention to Diversity as a Principle of Educational Inclusion
 - 1.7.3. Curricular Adaptations as a Path for the Attention to Diversity
 - 1.7.3.1. Definition
 - 1.7.3.2. Types of Curricular Adaptations
 - 1.7.3.2.1. Adaptations in the Methodology
 - 1.7.3.2.2. Adaptations in the Activities
 - 1.7.3.2.3. Adaptations in the Materials and the Time
 - 1.7.3.2.4. In the Functional Elements
- 1.8. Activities for the Integration of Knowledge and its Practical Application
- 1.9. Recommending Readings
- 1.10. Bibliography

Module 2. Language as a Determining Element in Attention to Learning Difficulties

- 2.1. Introduction
- 2.2. Thought and Language: Their Relationships
 - 2.2.1. Theories Explaining its Development
 - 2.2.2. Thought and Language. Interdependence
 - 2.2.3. The place of Language in Learning
- 2.3. Relationship of Language With Learning Difficulties
 - 2.3.1. Communication, Language, Speech and Language
 - 2.3.2. Language Development General
 - 2.3.3. Language Impairment Prevention
- 2.4. Delayed Language Development and its Implications for Learning Difficulties
 - 2.4.1. Conceptualization of Language Development Delay and its Characterization
 - 2.4.2. Causes of Language Developmental Delay
 - 2.4.3. Importance of Early Identification and Care at School
 - 2.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties
- 2.5. Most Common Language Disorders in Students
 - 2.5.1. Concepts and Delimitations
 - 2.5.2. Speech Disorders. Their Manifestations in the Different Components: Phonetics, Phonology, Morpho-Lexical, Syntax, Semantics and Pragmatics
 - 2.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia, and Stuttering
- 2.6. Language Evaluation
 - 2.6.1. Assessment Tools
 - 2.6.2. Components to be Evaluated
 - 2.6.3. Evaluation Report
- 2.7. Attention to Language Disorders in Educational Institutions
 - 2.7.1. Language Disorders
 - 2.7.2. Speech Disorders
- 2.8. Activities for the Integration of Knowledge and its Practical Application
- 2.9. Recommending Readings
- 2.10. Bibliography

Module 3. Learning Difficulties in Reading and Their Impact on the Training of Citizens in the Knowledge Society

- 3.1. Introduction
- 3.2. Reading and its Processes
 - 3.2.1. Definition
 - 3.2.2. Lexical Process: The Lexical Route and Phonological Route
 - 3.2.3. Syntax Route
 - 3.2.4. Semantic Route
- 3.3. The Teaching/ Learning Process of Reading for Life
 - 3.3.1. Conditions or Requirements for Learning to Read
 - 3.3.2. Methods for Teaching Reading
 - 3.3.3. Strategies That Favor the Process of Learning to Read
- 3.4. Prevention of Reading Learning Difficulties
 - 3.4.1. Protective Factors
 - 3.4.2. Risk Factors
 - 3.4.3. Strategies for Promoting Reading
 - 3.4.4. Importance of the Main Educational Agencies in the Promotion of Reading
- 3.5. Reading and its Learning Difficulties
 - 3.5.1. Characterization of Reading Learning Difficulties
 - 3.5.2. Dyslexia as a Specific Learning Difficulty
 - 3.5.3. Main Difficulties in Reading Comprehension
- 3.6. Diagnosis and Evaluation of Reading Learning Difficulties
 - 3.6.1. Diagnostic Characterization
 - 3.6.2. Standardized Tests
 - 3.6.3. Non-Standardized Tests
 - 3.6.4. Other Evaluation Instruments
- 3.7. Attention of Reading Learning Difficulties
 - 3.7.1. Lexical Awareness
 - 3.7.2. Phonological Conscience
 - 3.7.3. Cognitive and Metacognitive Strategies to Favor Reading Comprehension
- 3.8. Activities for the Integration of Knowledge and its Practical Application
- 3.9. Recommending Readings
- 3.10. Bibliography

Module 4. Learning Difficulties in Writing as a Possibility of Lasting Communication

- 4.1. Introduction
- 4.2. Construction and Written Language Process
 - 4.2.1. Stages in Development of Writing
 - 4.2.2. Written Language Construction Levels
 - 4.2.3. Strategies to Favor the Transition Between Construction Levels
 - 4.2.4. Methods for Teaching Written Language
 - 4.2.5. Written Language Production Models
 - 4.2.5.1. Text Types
- 4.3. Cognitive Processes Involved in Writing
 - 4.3.1. Planning
 - 4.3.2. Production
 - 4.3.3. Review
- 4.4. Prevention of Writing Learning Difficulties
 - 4.4.1. Protective Factors
 - 4.4.2. Risk Factors
 - 4.4.3. Strategies for the Promotion of Written Language Production
 - 4.4.4. Importance of the Main Educational Agencies in the Promotion of Writing
- 4.5. Writing and its Learning Difficulties
 - 4.5.1. Errors in the Construction of the Written Language
 - 4.5.2. Specific Errors in the Construction of Written Language
 - 4.5.3. Characterization of the Difficulties of Written Language Production
 - 4.5.4. Digraphy as a Specific Handwriting Learning Difficulty
- 4.6. Diagnosis and Evaluation of Learning Difficulties in Writing
 - 4.6.1. State of the Cognitive Processes Involved
 - 4.6.2. Prediction Indicators of Learning Difficulties in Writing
 - 4.6.3. What to Assess From the Second Grade Onwards in Texts Written by Children?
- 4.7. Care for Learning Difficulties in Writing
 - 4.7.1. Strategies to Promote the Automation of Writing Movements
 - 4.7.2. Strategies to Favor the Planning of a Text
 - 4.7.3. Strategies to Favor the Production of a Written Text
 - 4.7.4. Strategies to Favor the Review of a Written Text
- 4.8. Activities for the Integration of Knowledge and its Practical Application
- 4.9. Recommending Readings
- 4.10. Bibliography



A comprehensive and high-quality Postgraduate Diploma that will allow you to further your career”

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.



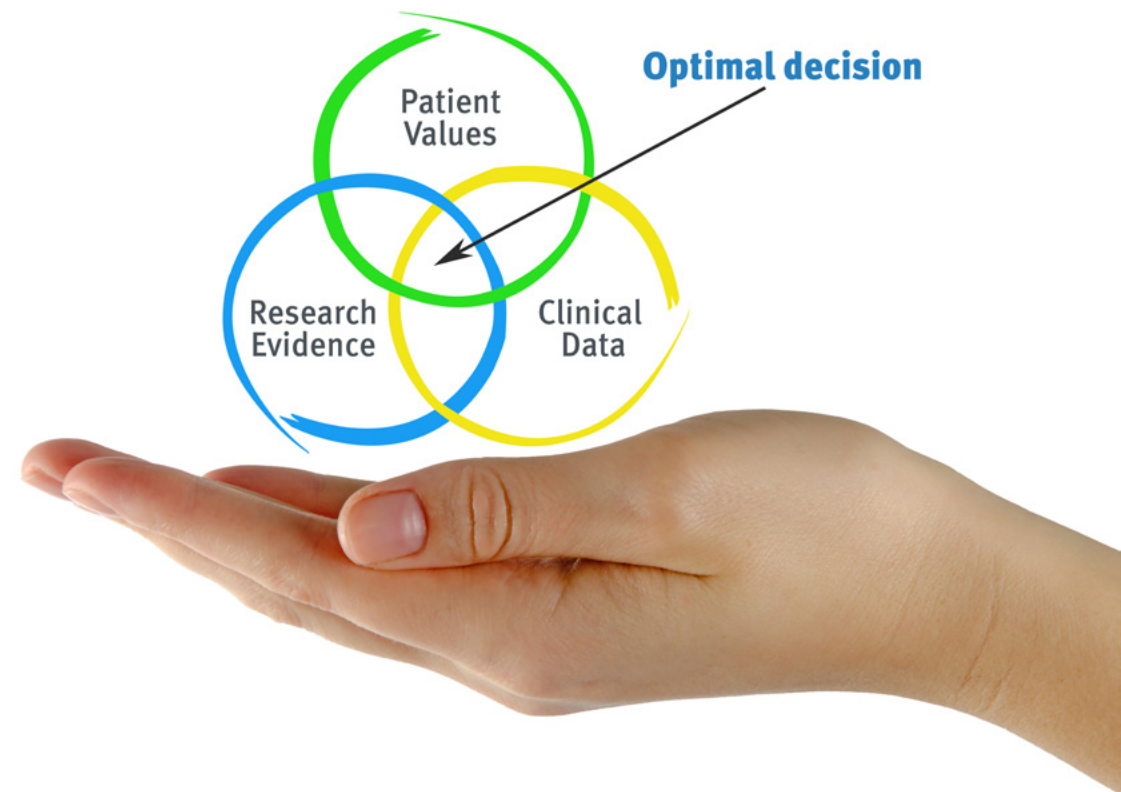
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”

At TECH 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 in Literacy 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 private qualification will allow you to obtain a **Postgraduate Diploma in Learning Difficulties in Literacy** 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.

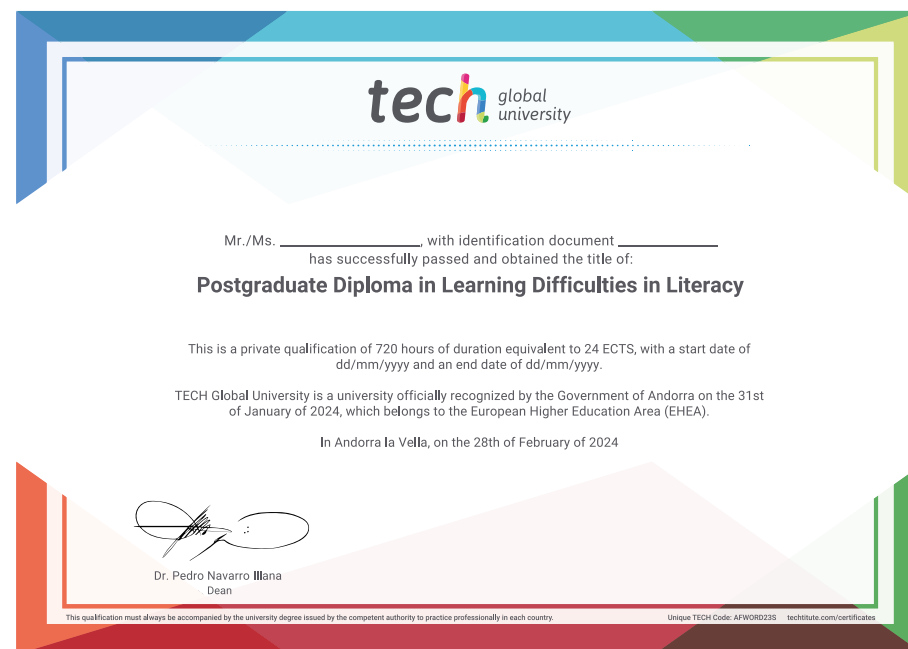
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

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
online training
development language
virtual classroom



Postgraduate Diploma Learning Difficulties In Literacy

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Postgraduate Diploma

Learning Difficulties in Literacy

