Professional Master's Degree

Management of Learning Difficulties and Attention to Diversity

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Professional Master's Degree

Management of Learning Difficulties and Attention to Diversity

- Modality: **online**
- Duration: **12 months.**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/in/psychology/professional-master-degree/master-management-learning-difficulties-attention-diversity**

Index

01 Introduction p. 4

02 Objectives p. 8

03 Skills p. 14

04 Course Management p. 18

05 Structure and Content p. 22

06 Methodology p. 34

07 Certificate p. 42

01

Introduction

Learning Difficulties manifest themselves primarily in cognitive processes such as language, and often affect the instrumental areas of reading, writing and mathematics, and other curricular disciplines. This is a social problem that has yet to be solved. At the same time, there is a greater social demand for holistic psychological treatment which promotes democracy, equality and equity; without segregation or discrimination due to differences and enables inclusion within a framework of diversity awareness. This program is designed to provide psychologists with mechanisms and techniques that allow them to manage learning difficulties and attention to diversity in children and adolescents in an optimal and effective way.

Acquire the most pertinent knowledge about attention to diversity and apply your learning in the social and health centers where you work"

Globally, one of the greatest challenges for psychologists and other educational professionals is to provide attention to a large group of students with Learning Difficulties (LD), which manifest themselves in a heterogeneous way, and which have multifaceted and sometimes unknown causes. This Professional Master's Degree seeks to meet the demand for well-qualified professionals (both in the health and educational fields) with up-to-date and relevant knowledge; as well as the necessary skills to successfully face the challenges posed by the integral personal development of children and adolescents, with different needs, styles, interests and circumstances, but especially those with difficulties in learning reading, writing, mathematics and who need help to adapt to different environments.

On this program Learning Difficulties are assessed in a holistic way, taking into account neurobiological, linguistic, psycho-pedagogical and social factors. The program will also cover the relationship with cognitive activity (perception, attention, memory, emotions, imagination, motivation, thinking, language, intelligence), deficiencies in teaching methodologies and practices, social conditions for development, as well as manifestations in the basic instrumental areas (reading, writing and mathematics) and in school and social adaptation and interaction. In addition, during this program, the models for prevention, diagnosis, evaluation and attention to learning difficulties are studied in depth, from an inclusive perspective, with emphasis on potential, valuing and using diversity as a source of learning and integral personal development.

This program was developed by an academic committee made up 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. They have conducted extensive research and have designed a syllabus that is in line with academic objectives.

This **Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity** contains the most complete and up-to-date program on the market. Its most notable features are:

- The development of practical cases presented by experts in Pediatric Psychology
- Graphic, schematic, and practical contents which provide scientific and practical information on the disciplines that are essential for professional practice
- The latest developments in Pediatric Psychology
- Practical exercises where self-assessment can be carried out to improve learning
- Emphasis on innovative methodologies for the teaching of Pediatric Psychology
- 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

A high-level program created by the best experts in the field, which will allow you to achieve professional success"

This Professional Master's Degree is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge of Management of Learning Difficulties and Attention to Diversity, you will obtain a Professional Master's Degree endorsed by TECH Technological University"

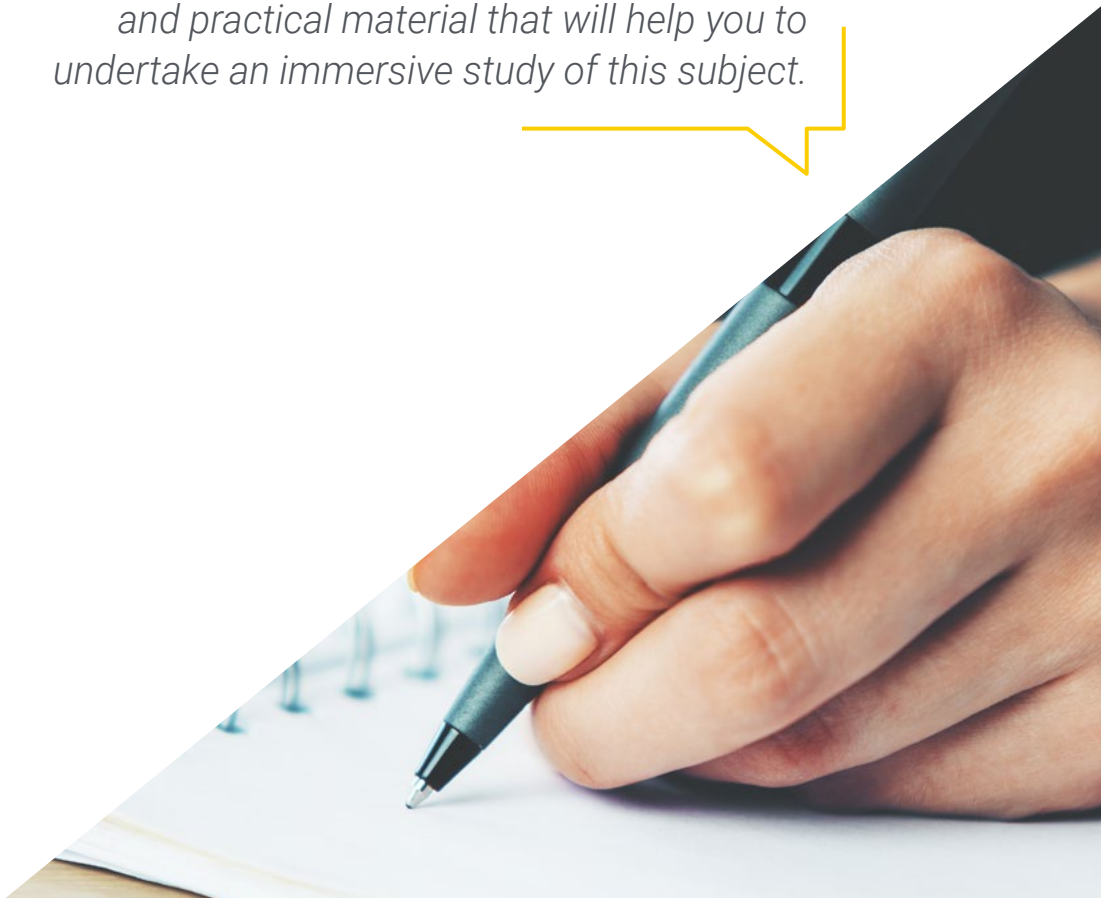
Increase your decision-making confidence by updating your knowledge with this Professional Master's Degree.

We offer you the best teaching methodology on the market and comprehensive theoretical and practical material that will help you to undertake an immersive study of this subject.

The teaching staff includes professionals from the fields of psychology and education, who bring their experience to this program, as well as renowned specialists from leading societies and prestigious universities.

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 learning experience designed to prepare them for real-life situations.

The design of this program focuses on Problem-Based Learning, through which Psychologists must try to solve the different professional practice situations that arise. For this purpose, specialists will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of Pediatric Psychology.



02

Objectives

The main objective of the program is the development of theoretical and practical learning, so that the psychologist is able to master the Management of Learning Difficulties and Attention to Diversity in a practical and rigorous manner. Thus, after completing the program, the psychologist will be fully prepared to work in various social and health care environments, always advocating for the child and providing effective care for children and adolescents to enable them to develop their skills. All of this will help the professional gain recognition and further their career.

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

General Objectives

- Increase theoretical-practical and teaching-methodological knowledge related to psychology, pedagogy and teaching for students with learning difficulties 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 expertise

Get up to date on the latest innovations in the Management of Learning Difficulties and Attention to Diversity"

Specific Objectives

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

- 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 of education for integral learning from a developmental point of view

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

- 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 classifications of learning difficulties from a modern perspective
- Analyze the different theoretical approaches to learning difficulties and their relationship with care models

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

- Understand diagnostic procedures and pedagogical evaluation 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
- Describe the functioning of the evaluation committee and the role of each member
- 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

Module 4. Management of Learning Difficulties Fundamentals

- 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
- Appreciate the role of psychology 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 to learning difficulties in the areas of reading, writing, mathematics and school adaptation

Module 5. Language as a Determining Element in Attention to Learning Difficulties

- 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 in the teaching-learning process
- Characterize the development of the language in its different components and disorders
- Explain language disorders and how they affect the adaptation to school and learning difficulties associated with reading, writing and math
- Consider language disorders in the design and implementation of comprehensive educational care for learning difficulties

Module 6. Learning Difficulties in Reading and Their Impact on the Training of a Citizen in the Knowledge Society

- 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 for 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 anfd 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 other contextual circumstances, motivations and their potential

Module 7. Learning Difficulties in Writing as a Possibility of Lasting Communication

- 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 for different students and contexts
- Implement actions for the promotion of writing and prevention of difficulties, incorporating the main educational agencies
- Identify learning difficulties in the production of written language through their characterization, diagnosis and evaluation, considering their relationship with the family and social context
- Develop comprehensive educational support plans for students or groups of students with learning difficulties in written language based on their personal, family and circumstances, motivations and their potential

Module 8. Mathematical Learning Difficulty (MLD)

- Analyze the essential concepts and processes involved in learning math in order to consider them in diagnosis, assessment and teaching
- Reflect on the different methods of teaching math and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- Implement actions for the promotion of math and prevention of difficulties, incorporating the main educational agencies
- Identify difficulties in mathematics learning through their characterization, diagnosis and evaluation, considering the relationship with the family and social context
- Develop comprehensive educational support plans for students or groups of students with learning difficulties based on their personal, family and circumstances, motivations and their potential

Module 9. Attention Deficit Hyperactivity Disorder (ADHD) as a Condition Associated with Learning Difficulties

- Understand Attention Deficit Hyperactivity Disorder (ADHD), its prevalence, causes and implications for educational and social inclusion throughout life
- Characterize a student with ADHD, their needs, interests and motivations for their integral educational care
- Analyze the theoretical models that explain ADHD and their relationship with the diagnosis, evaluation and selection of techniques and instruments
- Reflect on the complexity of the approach to the student with learning difficulties associated with ADHD, the educational implications and its consolidation in integral educational care

Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

- Reflect on information and communication technologies, chess and meditation as emerging alternatives for the management of learning difficulties in diverse contexts
- Discuss the use and scope of ICT as a learning resource for the management of learning difficulties in primary education
- Evaluate the potential of chess as a resource for the management of learning difficulties linked with the main educational contexts: family, school and community
- Value the benefits of incorporating meditation into the school learning-teaching process within the context of learning difficulties

03

Skills

After passing the assessments of the Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity, the professional will have acquired the necessary skills for excellent and up-to-date practice based on the most innovative teaching methodology. All of this will allow them to grow as a psychologist and acquire the necessary skills to progress within the sector, contributing towards patient success.

With this program, you will be able to master new tools for pediatric psychology and promote patient well-being"

General Skills

- Integrate latest theories on learning difficulties with a holistic vision of the neurobiological, linguistic, psychopedagogical and social factors involved in order to provide professional judgments and propose solutions to educational problems in different contexts
- Build a new vision of learning difficulties and their management from the perspective of diversity and educational inclusion, based on a reflective and conscious analysis of the complex educational and social problems of the student.
- Apply acquired knowledge for prevention, diagnosis, evaluation and attention to difficulties
- Manage the process of school organization, creating the necessary objective and subjective conditions for attention to diversity and school inclusion in different educational institutions and care centers.
- Work in an articulate, coordinated and cooperative manner with the multidisciplinary team to tackle problems that emerge in different educational contexts.
- Appreciate the potential of new alternatives, including ICT, chess and meditation for attention to difficulties within the framework of inclusion.
- Develop research and self-study skills for the realization of scientific inquiries based on theoretical arguments in conventional and non-conventional educational contexts
- Communicate the results of research and systematization of professional practice based on scientific criteria, supported by the integration of knowledge developed during the educational process

Specific Skills

- Characterize the student with learning difficulties, based on theoretical knowledge, for the design of comprehensive educational care strategies
- Analyze the principles that guide attention to students with LD: in order to guarantee their permanence in school within an inclusive approach
- Compare different theoretical approaches, and models of diagnosis, evaluation and attention to learning difficulties that promote the inclusion of students with difficulties
- Select techniques for the diagnosis and evaluation of the educational needs of a person with learning difficulties in a specific school context
- Apply diagnostic and evaluation instruments to students with learning difficulties in order to determine the specific features of their learning difficulties
- Determine the current and potential level of cognitive activity and learning of instrumental areas for their use in the educational process
- Identify the personal, family, contextual and social circumstances of students with learning difficulties that affect their integral development
- Analyze the problems of students with difficulties, taking into account all relevant factors and conditions, for the design of comprehensive educational attention
- Understand the learning difficulties linked to other disorders and their implications for the design of care plans
- Elaborate integral and interdisciplinary reports for diagnosis, evaluation and care of a school child with difficulties.
- Plan individualized attention for students with LD: to be delivered in a group in various learning spaces.
- Creatively design curricular adaptations to mediate access to learning
- Consider the relevance of educational alternatives for the attention of students with learning difficulties, in accordance with their characterization and with emphasis on their potential
- Contrast professional practice with theory for decision making
- Analyze the contributions and implications of the incorporation of emerging educational alternatives for attention to difficulties, such as ICT, chess and meditation
- Recognize the role of the psychologist specializing in learning difficulties and their links with the other responsible professionals in order to promote and value cooperative and interdisciplinary work
- In collaboration with other professionals, elaborate interdisciplinary care plans for students with difficulties
- Organize psychological attention in a healthy and educational way, creating the necessary conditions for a developmental learning process
- Make the necessary adjustments to the physical and psychological environment of the learning spaces to create a school environment that motivates learning
- Guide the educational agencies (family-school-community) for coordinated work on attention to diversity

04

Course Management

The program's teaching staff includes leading experts in the Management of Learning Difficulties and Attention to Diversity, who bring their experience to this program. In addition, other renowned experts have participated in its design and preparation, complementing the program in an interdisciplinary manner. This teaching team, aware of the importance of professional development in this field, have designed a comprehensive program that will provide psychologists with the necessary tools to effectively assist children and adolescents.

Leading professionals in the field have come together to teach you the latest advances in the Management of Learning Difficulties and Attention to Diversity"

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 a Major in Learning Difficulties
- Degree in Preschool Education
- Higher University Technician in Speech Therapy

Professors

Dr. Sarmento Henrique, Renata

- Psychologist
- Psychology Professor at the University Francisco of Vitoria
- PhD in Psychology and Health
- Degree in Psychology
- Master's Degree in Psychological Intervention in Development and Education from UNED
- Master's Degree in Early Intervention from UCM
- Article Reviewer for the International Journal for Mental Health and Deafness
- Residence at University of Suffolk, School of Education and Psychology, United Kingdom

Ms. Torres Casas, Patricia

- Home therapy psychologist
- Psychopedagogue at Somos Estudiantes Educational Center, Madrid
- Degree in Psychology from the Autonomous University of Madrid.
- Expert in Pre-School Educational

Ms. Rodríguez Ruiz, Celia

- Clinical health psychology
- Degree in Pedagogies from the Complutense University of Madrid
- Degree in Psychology, UNED
- University Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence from UNED
- Specialist in clinical psychology and child psychotherapy
- Training Courses: Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions, Communication
- Author, creation and design of courses and psycho-pedagogical programs.
- Author of pedagogical contents, textbooks and work material.

05

Structure and Content

The syllabus has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative education and are committed to excellent teaching using new educational technologies. This content is primarily aimed at providing psychology professionals with the necessary skills to progress within the sector and provide more effective care for children and adolescents.

A comprehensive teaching program, structured in well-developed teaching units, aimed at efficient and swift learning that is compatible with your personal and professional life"

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 Bases of 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. Of a Theoretical Nature
  - 1.2.2.2. Of a Methodological Nature
  - 1.2.2.3. Of Practical Nature
- 1.2.3. Influence of Educational Psychology on 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 Facing 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. Pscyhopedagogical Characterization of Children and Adolescents Who Attend the 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 Attention to 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 School Student
1.4.2.1. 6-8-Year-Old Child
1.4.2.1.1. First Grade Child
1.4.2.1.2. Second Grade Child
1.4.2.2. 8-10-Year-Old Child
1.4.2.2.1. Third Grade Child
1.4.2.2.2. Fourth Grade Child
1.4.2.3. 10-12-Year-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. Initiation
1.6.6.2. Development
1.6.6.3. Closure
1.6.7. Creation of Favorable Environments for Learning

Module 2. Learning Disabilities: 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 Commonalities
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 Reading

2.10. Bibliography

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

3.1. Introduction

3.2. Diagnosis and Distinctive Characteristics
- 3.2.1. Definition
- 3.2.2. Principles and Functions of the Diagnostic Process
- 3.2.3. Features of Diagnosis
- 3.2.4. Types of Diagnosis: Early Diagnostics and Psychopedagogical Diagnosis

3.3. Features of the Evaluation Process
- 3.3.1. Academic 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 Specific Features
  - 3.5.1.2. Assessment and Its Specific Features
- 3.5.2. Techniques and Instruments for Diagnosis and Evaluation
  - 3.5.2.1. With 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 its Interdisciplinary Formation
- 3.6.1. Possibilities for the Evaluation Team's Composition
- 3.6.2. Specific Features 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 Communication of Developmental Levels of Students with Learning Difficulties
- 3.7.1. Dual Purpose of the Report
  - 3.7.1.1. In Evaluation
  - 3.7.1.2. In Care
- 3.7.2. Essential Components 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. Recommending Reading

3.10. Bibliography

Module 4. Management of Learning Difficulties Fundamentals

4.1. Introduction

4.2. Prevention of Learning Difficulties
- 4.2.1. Levels of Prevention
- 4.2.2. Risk Factors
- 4.2.3. Protective Factors

4.3. Psychopedagogical Intervention in LD
- 4.3.1. Definition
- 4.3.2. Principles
- 4.3.3. Models of Psychopedagogical Intervention

4.4. Integral Educational Attention and Its Implications
- 4.4.1. Conceptualization
- 4.4.2. Strategic Planning
- 4.4.3. Individualized Planning
- 4.4.4. Integral Educational Planning

4.5. Psychopedagogical Intervention vs. Integral Educational Attention
- 4.5.1. Theoretical Positions that Support Them
- 4.5.2. Comparative Analysis: Points of Convergence and Divergence
- 4.5.3. Relevance of Use in the Context of Diversity

4.6. Theoretical Considerations on School Management
- 4.6.1. Definitions and Principles of School Management
- 4.6.2. Management of Educational Institutions or Care Centers
  - 4.6.2.1. Definition and Characteristics of the Management Process
  - 4.6.2.2. Implications of Interdisciplinary Work in School Management
  - 4.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
  - 4.6.2.4. Networking
    - 4.6.2.4.1. Intrasectorial Articulation
    - 4.6.2.4.2. Intersectorial Articulation

4.6.3. School Organization and its Impact on the Educational Process
4.6.3.1. Definition
4.6.3.2. Daily Routine for Students with LD
4.6.3.3. The Teaching Timetable
4.6.3.4. The Organization of the Teaching-Learning Process for Students with LD the Classroom, Learning Projects and Other Forms of Organization
4.6.4. Teaching Activity as a Transcendental Element in the Teaching-Learning Process
4.6.4.1. The Healthy and Pedagogical Organization of Teaching
4.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
4.6.4.3. Conditions of the Physical Environment
4.6.4.4. Conditions of the Psychological Environment
4.6.4.5. Relationship of Organization of Teaching Activity With the Learning Motivation of Students with LD
4.7. Attention to Diversity in the Framework of Educational Inclusion
4.7.1. Conceptualization
4.7.2. Theoretical-Methodological Fundamentals
4.7.2.1. Recognition and Respect of Individual Differences
4.7.2.2. Attention to Diversity as a Principle of Educational Inclusion
4.7.3. Curricular Adaptations as a Path for the Attention to Diversity
4.7.3.1. Definition
4.7.3.2. Types of Curricular Adaptations
4.7.3.2.1. Adaptations in Methodology
4.7.3.2.2. Adaptations in Activities
4.7.3.2.3. Adaptations in Materials and Time
4.7.3.2.4. In Functional Elements
4.8. Activities for the Integration of Knowledge and its Practical Application
4.9. Recommending Reading
4.10. Bibliography

Module 5. Language as a Determining Element in Attention to Learning Difficulties

5.1. Introduction
5.2. Thought and Language: Their Relationships
5.2.1. Theories Explaining its Development
5.2.2. Thought and Language. Interdependence
5.2.3. The place of Language in Learning
5.3. Relationship between Language and Learning Difficulties
5.3.1. Communication, Language, Speech and Language
5.3.2. Language Development General
5.3.3. Language Impairment Prevention
5.4. Language Developmental Delay and its Implications in Learning Difficulties.
5.4.1. Conceptualization of Language Development Delay and its Characterization.
5.4.2. Causes of Delayed Language Development
5.4.3. Importance of Early Identification and Care at School
5.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties.
5.5. Most Common Language Disorders in Students
5.5.1. Concepts and Delimitations
5.5.2. Speech Disorders: Their Manifestations in the Different Components: Phonetics, Phonology, Morpho-Lexical, Syntax, Semantics and Pragmatics
5.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia, and Stuttering
5.6. Language Evaluation
5.6.1. Assessment Tools
5.6.2. Components to be Evaluated
5.6.3. Evaluation Report
5.7. Attention to Language Disorders in Educational Institutions
5.7.1. Language Disorders
5.7.2. Speech Disorders
5.8. Activities for the Integration of Knowledge and its Practical Application
5.9. Recommending Reading
5.10. Bibliography

Module 6. Learning Difficulties in Reading and Their Impact on the Citizen Education in the Knowledge Society

6.1. Introduction
6.2. Reading and its Processes
  6.2.1. Definition
  6.2.2. Lexical Process: The Lexical Route and Phonological Route
  6.2.3. Syntax Route
  6.2.4. Semantic Route
6.3. The Teaching/Learning Process of Reading for Life
  6.3.1. Conditions or Requirements for Learning to Read
  6.3.2. Methods for Teaching Reading
  6.3.3. Strategies That Aid the Process of Learning to Read
6.4. Prevention of Reading Learning Difficulties
  6.4.1. Protective Factors
  6.4.2. Risk Factors
  6.4.3. Strategies for Promoting Reading
  6.4.4. Importance of the Main Educational Agencies in the Promotion of Reading
6.5. Reading and its Learning Difficulties
  6.5.1. Characterization of Reading Learning Difficulties
  6.5.2. Dyslexia as a Specific Learning Difficulty
  6.5.3. Main Difficulties in Reading Comprehension
6.6. Diagnosis and Evaluation of Reading Learning Difficulties
  6.6.1. Diagnostic Characterization
  6.6.2. Standardized Tests
  6.6.3. Non-Standardized Tests
  6.6.4. Other Evaluation Instruments
6.7. Attention of Reading Learning Difficulties
  6.7.1. Lexical Awareness
  6.7.2. Phonological Conscience
  6.7.3. Cognitive and Metacognitive Strategies to Support Reading Comprehension
6.8. Activities for the Integration of Knowledge and its Practical Application
6.9. Recommending Reading
6.10. Bibliography

Module 7. Learning Difficulties in Writing as a Possibility of Lasting Communication

7.1. Introduction
7.2. Construction and Written Language Process
  7.2.1. Stages in Development of Writing
  7.2.2. Written Language Construction Levels
  7.2.3. Strategies to Support the Transition Between Construction Levels
  7.2.4. Methods for Teaching Written Language
  7.2.5. Written Language Production Models
    7.2.5.1. Text Types
7.3. Cognitive Processes Involved in Writing
  7.3.1. Planning
  7.3.2. Production
  7.3.3. Review
7.4. Prevention of Writing Learning Difficulties
  7.4.1. Protective Factors
  7.4.2. Risk Factors
  7.4.3. Strategies for the Promotion of Written Language Production
  7.4.4. Importance of the Main Educational Agencies in the Promotion of Writing
7.5. Writing and its Learning Difficulties
  7.5.1. Errors in the Construction of the Written Language
  7.5.2. Specific Errors in the Construction of Written Language
  7.5.3. Characterization of the Difficulties of Written Language Production
  7.5.4. Digraphy as a Specific Handwriting Learning Difficulty
7.6. Diagnosis and Evaluation of Learning Difficulties in Writing
  7.6.1. State of the Cognitive Processes Involved
  7.6.2. Prediction Indicators of Learning Difficulties in Writing
  7.6.3. What to Assess From the Second Grade Onwards in Texts Written by Children?

7.7. Care for Learning Difficulties in Writing
  7.7.1. Strategies to Promote the Automation of Writing Movements
  7.7.2. Strategies to Support the Planning of a Text
  7.7.3. Strategies to Support the Production of a Written Text
  7.7.4. Strategies to Support the Review of a Written Text
7.8. Activities for the Integration of Knowledge and its Practical Application
7.9. Recommending Reading
7.10. Bibliography

Module 8. Mathematical Learning Difficulty (MLD)

8.1. Introduction
8.2. Mathematical Knowledge, Basic Concepts
  8.2.1. Concept of Quantity and Quantifiers
  8.2.2. Space-Time Concepts
8.3. Mathematics and the Processes Involved in its Learning
  8.3.1. Classification
  8.3.2. Seriation
  8.3.3. Correspondence
  8.3.4. Conservation of the Object or Substance
  8.3.5. Reversibility of Thought
  8.3.6. Cognitive and Meta-Cognitive Strategies
    8.3.6.1. Directional Model Strategies
    8.3.6.2. Counting
    8.3.6.3. Numerical Facts
8.4. The Teaching- Learning Process of Mathematics
  8.4.1. Subitizing and Counting: Principle of One-to-One Correspondence, Stable -Order, Cardinality, Abstraction and Irrelevance of Order
  8.4.2. Learning Numerical Series: Acquisition, Elaboration and Consolidation
  8.4.3. Learning Problem Solving: Location of the Variable, Semantic Structure, etc.
  8.4.4. Learning Algorithms
8.5. Prevention of Learning Difficulties in Mathematics
  8.5.1. Protective Factors
  8.5.2. Risk Factors
  8.5.3. Strategies for the Promotion of Learning Mathematics
8.6. Math and Its Difficulties
  8.6.1. Definition of Learning Difficulties in Mathematics
  8.6.2. Learning Difficulties in Mathematics Related to: The Nature of Math Itself; The Organization and Methodology of Teaching; The Student
  8.6.3. Common Errors: Problem Solving, In the Steps of the Algorithm
  8.6.4. Dyscalculia as a Specific Learning Difficulty: Semativ, Perceptive, Procedural
  8.6.5. Causes of Mathematical Learning Difficulty (MLD)
    8.6.5.1. Contextual Factors
    8.6.5.2. Cognitive Factors
    8.6.5.3. Neurobiological Factors
8.7. Diagnostics and Assessment of Mathematical Learning Difficulty (MLD)
  8.7.1. Standardized Tests
  8.7.2. Non-Standardized Tests
  8.7.3. Comprehensive Educational Diagnosis-Assessment
8.8. Attention to Learning Difficulties in Mathematics
  8.8.1. Principles of Care
  8.8.2. Teaching of Concepts and Procedures
  8.8.3. Problem-Solving Strategies
  8.8.4. Discovery Teaching Strategies
8.9. Activities for the Integration of Knowledge and its Practical Application
8.10. Recommending Reading
8.11. Bibliography

Module 9. Attention Deficit Hyperactivity Disorder (ADHD) as a Condition Associated with Learning Difficulties

9.1. Introduction
9.2. Approach to Attention Deficit Hyperactivity Disorder
  9.2.1. Prevalence and Transcendence
  9.2.2. Causes of Attention Deficit Hyperactivity Disorder
    9.2.2.1. Genetic Factors
    9.2.2.2. Neurobiological Factors
    9.2.2.3. Endocrine Factors
9.3. Main Theoretical Models That Explain ADHD
  9.3.1. Deficits in Inhibitory Response Control
  9.3.2. Behavioral Model Focused on the Manifestations of Lack of Attention, Hyperactivity and Impulsion
  9.3.3. Model Based on Executive System Dysfunction, Current Consensus
9.4. Characterization of Attention Deficit Hyperactivity Disorder
  9.4.1. Predominant Manifestations According to DSM-5
  9.4.2. Evolution of ADHD Throughout a Lifetime
    9.4.2.1. Breastfeeding
    9.4.2.2. In Kindergarten Children
    9.4.2.3. In Elementary Schoolchildren
  9.4.3. ADHD as a Disorder of the Executive Functions
    9.4.3.1. Definition of Executive Functions
    9.4.3.2. Operative or Work Memory
    9.4.3.3. Self-Regulation of Motivation, Emotions and Vigilance
  9.4.4. Internalization of Language
  9.4.5. Reconstruction
9.5. Diagnosis and Assessment of Attention Deficit Hyperactivity Disorder
  9.5.1. Physiological Evaluation and Diagnosis: Neuroanatomical, Biochemical and Endocrine Aspects
  9.5.2. Neuropsychological Diagnosis and Assessment (Standardized Tests)
  9.5.3. Integral Educational Evaluation and Diagnosis: The Observation and Diagnostic Interview With the Student, The Interview With the Parents; The Questionnaire or Measurement Scale for Parents and Teachers
9.6. Integral Educational Care for Students with ADHD
  9.6.1. Integrates the Pharmacological, Psychological and Psycho-Pedagogical aspects.
  9.6.2. Consolidation of Integral Educational Care: Work Directly With the Student, In the School Context and The Family Context
9.7. Educational Implication for the Integral Care of Students With Learning Difficulties Associated With ADHD
  9.7.1. Main Psycho-Social Problems of Students With Learning Difficulties and ADHD
  9.7.2. Main Learning Difficulties in Reading in Those Students: Recognition of Words and Text Comprehension
  9.7.3. Main Learning Difficulties in Writing in Those Students: Handwriting and Composing Texts
  9.7.4. Main Learning Difficulties in Mathematics: Low Automation of Tasks Related to Numeracy, Mental Calculation, Mathematical Operations and Problem Solving
9.8. Activities for the Integration of Knowledge and its Practical Application
9.9. Recommending Reading
9.10. Bibliography

Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

10.1. Introduction
10.2. Information and Communication Technology Applied to Learning Difficulties and Attention to Diversity.
10.3. Animal-Assisted Therapies, LD and Attention to Diversity
10.4. *Mindfulness*, LD and Attention to Diversity
10.5. Chess, LD and Attention to Diversity
10.6. Medication, LD and Attention to Diversity
10.7. The Effectiveness of Alternative Therapies

06

Methodology

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

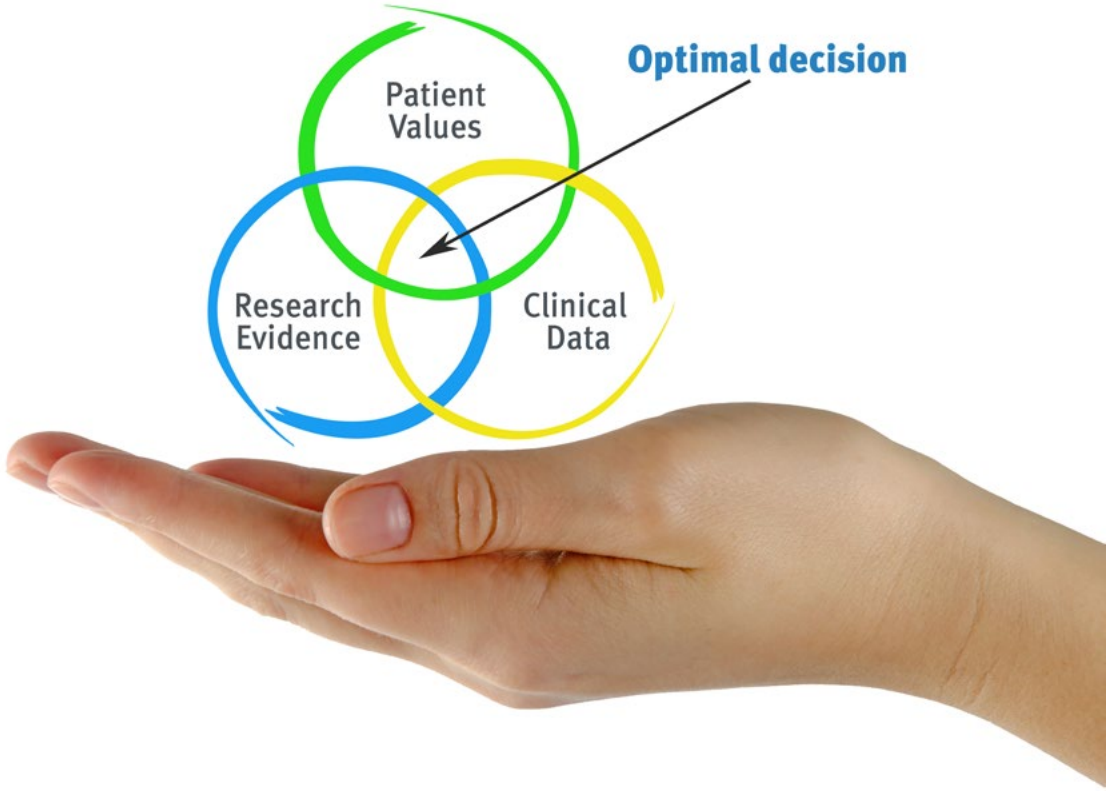
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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.

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:

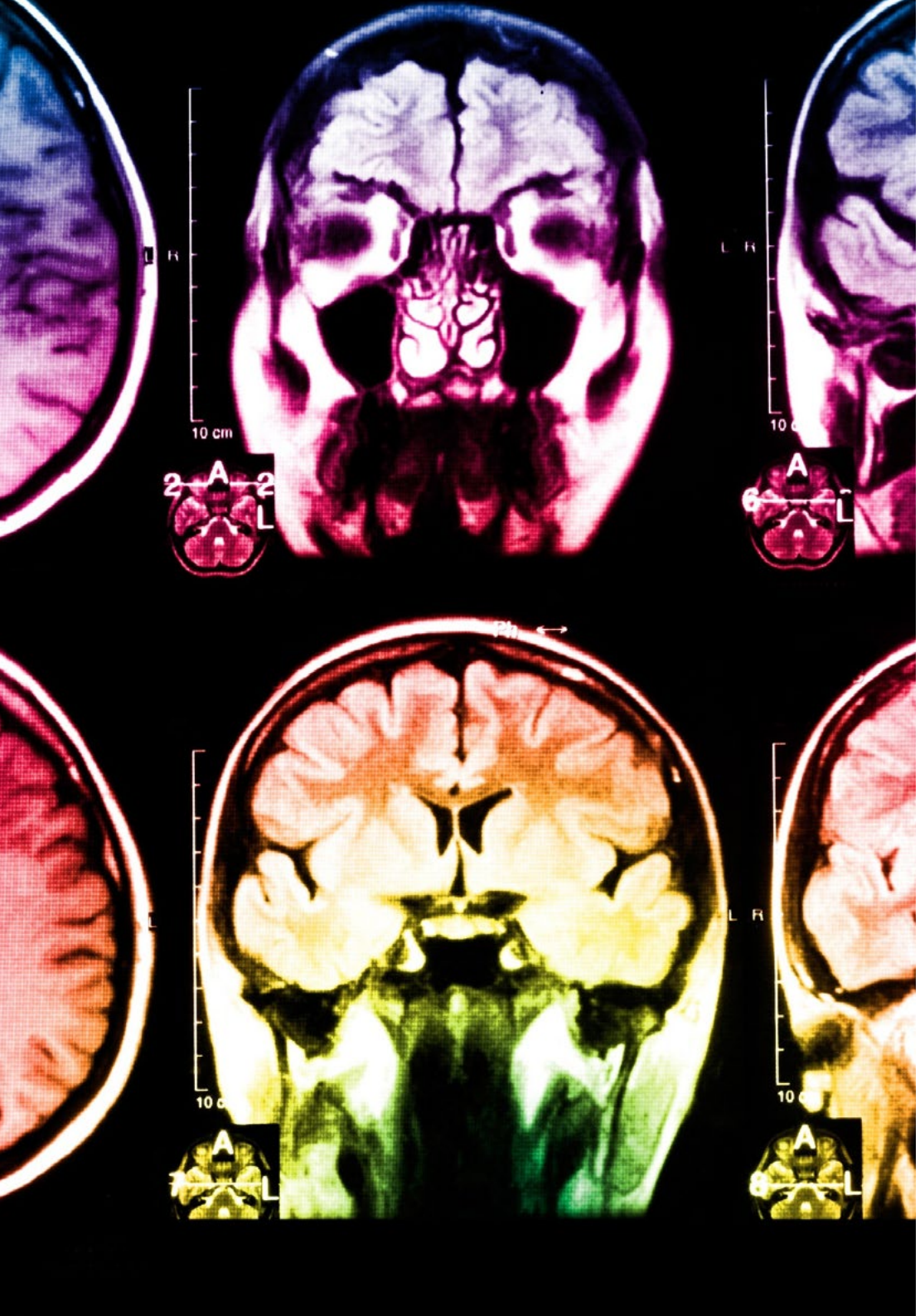
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate 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.

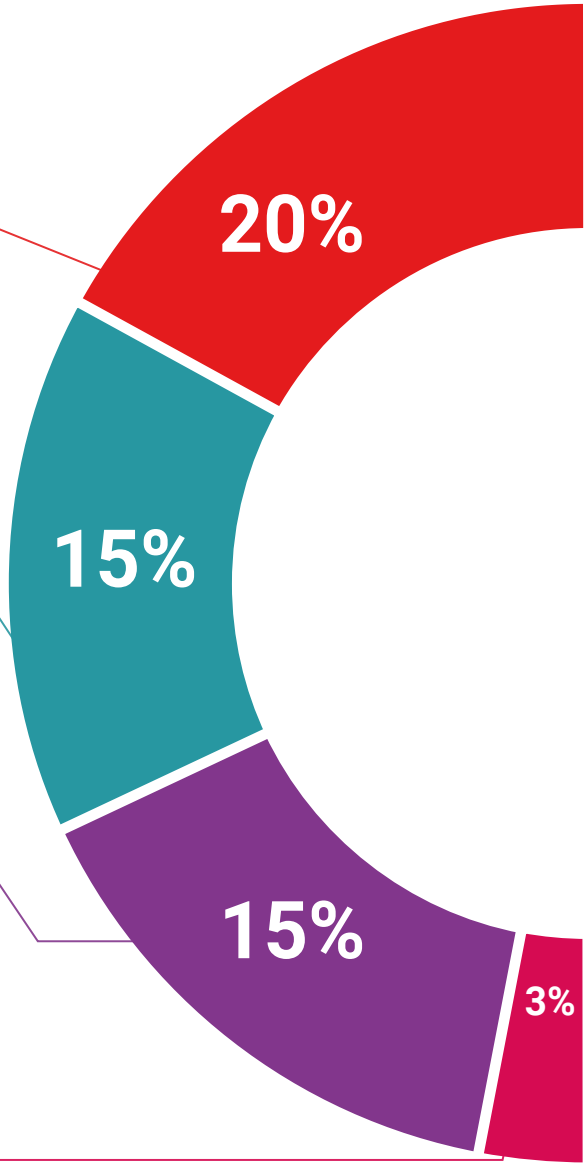
Interactive Summaries

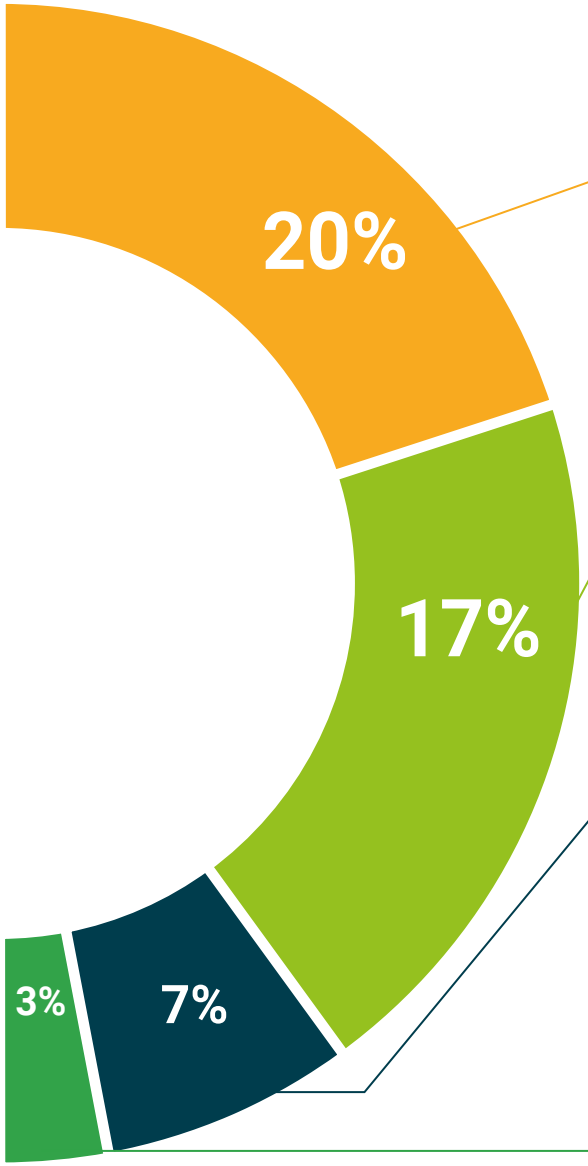
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

07

Certificate

The Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Technological University.

Successfully complete this program and receive your Professional Master's Degree without having to travel or fill out laborious paperwork"

This **Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity** contains the most complete and up-to-date program on the market.

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

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

Title: **Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity**

Official Nº of hours: **1,500 h.**

tech technological university

Awards the following

CERTIFICATE

to

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

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Management of Learning Difficulties and Attention to Diversity

This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity

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

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children	150	CO
1º	Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification	150	CO
1º	Reflections on the Diagnosis and Evaluation of Learning Difficulties	150	CO
1º	Management of Learning Difficulties Fundamentals	150	CO
1º	Language as a Determining Element in Attention to Learning Difficulties	150	CO
1º	Learning Difficulties in Reading and Their Impact on the Citizen Education in the Knowledge Society	150	CO
1º	Learning Difficulties in Writing as a Possibility of Lasting Communication	150	CO
1º	Mathematical Learning Difficulty (MLD)	150	CO
1º	Attention Deficit Hyperactivity Disorder (ADHD) as a Condition Associated with Learning Difficulties	150	CO
1º	Emerging Educational Alternatives for the Management of Learning Difficulties	150	CO

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Dean

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

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Professional Master's Degree

Management of Learning Difficulties and Attention to Diversity

- Modality: **online**
- Duration: **12 months.**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree

Management of Learning Difficulties and Attention to Diversity

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