

Master's Degree

Inclusive Education for Children
and Adolescents in Situations
of Social Exclusion



Master's Degree Inclusive Education for Children and Adolescents in Situations of Social Exclusion

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/education/master-degree/master-inclusive-education-children-adolescents-situations-social-exclusion



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01

Introduction

The teaching professionals must be highly prepared for the possible scenarios that may be encountered in the teaching of their subject. Among them, the diversity of students that may be present in the classroom. Teachers become, on a daily basis, an essential element in the detection of problems, so they must be aware of the most commonly used techniques to address situations such as child abuse, bullying or psychological disorders. This degree provides the essential knowledge and tools to be able to perform effectively and with the necessary empathy in these cases. This will be possible thanks to the content taught exclusively online by a teaching team specialized in this field.





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The teaching professional must be prepared to deal with bullying in the classroom or child to parent violence. This Master's Degree provides you with the tools and knowledge you need to deal with these situations"

Beyond the arduous task of teaching, the teaching professional lives with children and adolescents, who may be in a situation of social exclusion and who are surrounded by a series of problems that hinder their adequate physical and cognitive development. A scenario that requires knowledge that goes beyond the actual subject taught by the teacher and requires knowledge about psychological disorders, legal regulations applied in violent cases or the application of specific school mediation programs.

This knowledge has a direct impact on the students themselves and on the school climate in which they develop. The teaching professional, therefore, is a key member of the personnel to achieve the most optimal conditions in which learning can take place. In this sense, this Master's Degree offers intensive learning with a comprehensive vision of inclusive education and social inclusion, especially for children and adolescents in situations of exclusion.

Through video summaries, detailed videos or specialized readings, the teacher will delve into the preparation of teachers for the inclusive school, the system of protection of minors, the educational environment in the face of a student under guardianship or the role of the family as part of the educational community. Likewise, the simulations of practical cases will serve to bring the teachers closer to situations that they will have to solve in their daily work.

A quality, advanced, flexible and ideal program for graduates who wish to advance in their professional careers by balancing a university education with work and/or personal responsibilities. Students immersed in this degree will only need a device with an internet connection to consult or download the syllabus whenever they wish. Teaching staff are therefore faced with a non-classroom teaching, with no class schedules and with the option of distributing the teaching load according to their needs.

This **Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion** contains the most complete and up-to-date program on the market.

The most important features of the program include:

- ♦ The development of case studies presented by experts in inclusive education for children and adolescents
- ♦ 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
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



The Relearning system applied by TECH in its programs reduces the long hours of study so frequent in other teaching methods"

“*Enroll and learn with this university degree to carry out actions focused on equality in your classroom*”

It includes in its teaching staff professionals belonging to the field of inclusive education who bring to this training the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professionals a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional will must try to solve the different professional practice situations that arise during the course. For this purpose, the professional will be assisted by an innovative interactive video system developed by recognized experts in the field of inclusive education for children at risk of social exclusion and with extensive teaching experience.

This Master's Degree is the most comprehensive knowledge on the system of protection of minors.

Sign up now and take action. Creates programs that respond to children and adolescents with Special Needs.



02 Objectives

This Master's Degree is designed to specialize students in the attention and approach to young students who are in social exclusion, as well as in the creation of programs that favor inclusive education. To do so, teachers will have the essential educational tools to progress in this field, being up to date with the different techniques of intervention in difficult situations such as child abuse.





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With this online program, you will delve into the most common psychological disorders in children and adolescents”



General Objectives

- ♦ Enable the student to teach in situations of risk of exclusion.
- ♦ Define the main characteristics of inclusive education
- ♦ Manage techniques and strategies for the intervention with the diversity of students, as well as with the educational community: families and environment
- ♦ Analyze the role of teachers and families in the context of inclusive education
- ♦ Interpret all the elements and aspects concerning teacher preparation in the inclusive school
- ♦ Develop in students the capacity to elaborate their own methodology and work system
- ♦ Internalize the typology of students who are at risk and socially excluded, and how the educational system should respond to them
- ♦ Describe the functioning of the child and youth protection system
- ♦ Study the different types of protection measures and their treatment in the school environment
- ♦ Analyze situations of child abuse and the protocols for action by the psychology professional
- ♦ Identify the stages of development from birth to adolescence; allowing students to have their own judgment to establish the effects that cognitive, communicative, motor and emotional processes have on child development
- ♦ Detect risk factors of different nature that may alter development throughout the life cycle
- ♦ Describe the general circumstances of the students under guardianship and how these may affect their educational environment
- ♦ Learn how to respond to students under guardianship and their families in the school environment
- ♦ Apply mediation as a pedagogical tool for conflict resolution and harmonization of the educational community



Enroll now and start enhancing your skills for the implementation of mediation in the classroom"



Specific Objectives

Module 1. Inclusive Education and Social Inclusion

- ♦ Describe key concepts related to educational and social inclusion
- ♦ Explain the traditional methods of education
- ♦ Define key inclusive education methods
- ♦ Identify student needs
- ♦ Identify the needs and possibilities of the educational center
- ♦ Plan an educational response adapted to the needs

Module 2. Teacher Preparation for Inclusive Schools

- ♦ Describe the historical evolution of exclusivity in the classroom
- ♦ Interpret the main sources of inclusive scope
- ♦ Analyze the main components for teacher learning
- ♦ Instruct on different models of Inclusive Schooling
- ♦ Inform on legislation pertaining to inclusive education
- ♦ Use tools for learning in the field of exclusivity
- ♦ More effective interpretation of inclusive schooling

Module 3. The Role of the Family and the Community in Inclusive Schooling

- ♦ Define the types of families that exist
- ♦ Apply Techniques and Strategies for Intervention with the Diversity of Families
- ♦ Explain how to work with these families from the Inclusive School
- ♦ Give Guidelines to get families actively involved in the Educational Process of their children
- ♦ Analyze the Role of Society in the Inclusive School
- ♦ Describe the role of families in Learning Communities
- ♦ Develop the student's ability to develop their own methodology and work system

Module 4. Main Psychological Theories and Stages of Evolutionary Development

- ♦ Maintain a holistic view of human development and provide the key factors in order to reflect on this area of knowledge
- ♦ Describe the characteristics and contributions of the different theoretical models of developmental psychology
- ♦ Manage the main theories that explain Human Development Students will know the most relevant theoretical positions that explain the changes from birth to adolescence
- ♦ Explain what happens within each developmental stage, as well as in transition periods from one stage to another

Module 5. Attachment and affective bonds

- ♦ Explain the importance of attachment style in relating to others
- ♦ Describe attachment styles and how they affect the way we interact in society
- ♦ Explain the current theory of attachment and the preceding theories that inspired it
- ♦ Establish a relationship between the educational style of the caregiver figure and the attachment style that the child will develop with that adult
- ♦ Describe the possible consequences, at the psychological level, of a non-secure attachment pattern
- ♦ Describe how a child's attachment style may affect their learning and interaction in the educational context
- ♦ Define guidelines to establish safe contexts with children and youth in the classroom

Module 6. The Educational System as an Area of Social Exclusion

- ♦ Describe the implications of the educational system for the inclusion of different traditionally excluded social groups
- ♦ Value the importance of the inclusive school for the attention to student diversity
- ♦ Recognize the main SEN that can be presented by the Children with special education Needs
- ♦ Delve into the HIP and the models of attention to their SEN
- ♦ Establish the relationship between inclusion and multiculturalism
- ♦ Explain the importance of cooperative learning for inclusion
- ♦ Promote the value of coeducation for the reduction of school exclusion
- ♦ Identify the most influential aspects in the social climate of the classroom



Module 7. The Child Protection System

- ♦ Define the basic concepts of protection
- ♦ Identify the various types of protection measures
- ♦ Explain the operation of residential centers and their coordination with the school
- ♦ Develop skills to intervene in the school environment with children living in foster families or adopted children

Module 8. Educational Environment for Students under Guardianship

- ♦ Define the specific characteristics of foster and adopted children
- ♦ Acquire knowledge about the specific needs of children in foster and adoptive families
- ♦ Define the different agents involved in the guardianship procedure and in the decision making process
- ♦ Describe the different protection measures
- ♦ Acquire tools to deal with situations derived from the condition of being under guardianship
- ♦ Internalize and make essential the need for coordination between the different social agents surrounding the child under guardianship or the girl under guardianship
- ♦ Provide real alternatives in the field of social and labor insertion

Module 8. Action by Schools in the Event of Child Abuse Situations

- ♦ Define the concept and typology of child abuse in all its possible versions
- ♦ Recognize the consequences of childhood maltreatment, as well as its sequelae in development and behavior
- ♦ Identify and know how to implement protocols for detecting child abuse in different contexts
- ♦ Identify and know how to act in situations of abuse among peers in the school context
- ♦ Identify and understand child-parental violence, recognizing the possible causes in order to acquire intervention strategies
- ♦ Establish criteria for intervention and coordination of the cases: available resources, institutions involved, family, teachers, etc

Module 9. School Mediation as a Tool for Inclusion

- ♦ Analyze the conflicts that occur in the educational environment
- ♦ Study the conceptualization of school mediation
- ♦ Define the steps to follow for an adequate implementation of mediation
- ♦ Delve into the pedagogical value of school mediation
- ♦ Acquire skills for the implementation of mediation
- ♦ Establish the appropriate space for the implementation of mediation in the classroom

03 Skills

Teachers who complete this Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion will have achieved, at the end of the 12 months, an increase in their competencies and skills in their professional performance. Likewise, it will result in the implementation or application of the inclusive educational model system for the education and adequate development of socially excluded minors.



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*Enroll now in a flexible university program,
without fixed schedules and with content
available 24 hours a day"*



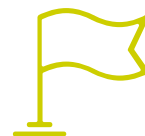
Basic Skills

- Apply the knowledge acquired in a practical way, with a good theoretical basis, in order to solve any problem arising in the work environment, adapting to new challenges related to their area of study
- Integrate the knowledge gained in the Master's Degree with previous knowledge, as well as reflecting upon the implications for professional practice, applying to them personal values, thereby improving the quality of the service provided
- Transmit the theoretical and practical knowledge acquired, as well as develop the capacity for criticism and reasoning, before a specialized and non-specialized public, in a clear and unambiguous manner
- Develop self-learning skills that will allow for continuous training to deliver the best performance on the job

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After this Master's Degree, you will be able to detect instances of child abuse and activate intervention plans from the school"





Specific Skills

- ♦ Identify the elements and principles of the inclusive school as an educational model system for the education and development of students at risk of social exclusion
- ♦ Define an appropriate teaching style as an optimal model to implement the parameters of inclusive education and adapt them to each specific case
- ♦ Design guidelines to promote family participation with the school as a relevant and essential agent for the integral development of students
- ♦ Differentiate the stages of evolutionary development in order to know the needs and characteristics of children in each of their ages
- ♦ Discriminate the different attachment styles to be able to respond to the reactions and behaviors of the students and proceed to a better adaptation of the educational intervention
- ♦ Analyze the educational system itself as an area of social exclusion of students in order to respond and address education in the face of diversity
- ♦ Recognize the different protective measures and how they work as an essential part of designing an inclusive education system that can meet the needs of students in care.
- ♦ Elaborate curricular programs that cover the needs of students at risk of exclusion, to favor their overall development both at school and at home
- ♦ Detect situations of child abuse in order to establish programs and intervention plans from the school center
- ♦ Organize mediation teams as a basic tool for conflict resolution and socio-educational cohesion that establish positive social climates in the classroom

04

Course Management

This program has management and teaching staff specialized in high abilities and inclusive education. Its extensive professional work in this field, as well as its qualifications have been taken into account by TECH for its integration in this program. A team that will also solve with proximity any questions that may arise about the syllabus of this Master's Degree.





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TECH has assembled a specialized team that brings you its extensive experience in dealing with students in situations of social exclusion"

Management



Notario Pardo, Francisco

- ♦ Pedagogue and Social Educator
- ♦ Expert in Interventions with Dysfunctional Families and Children at Risk
- ♦ Intervention Technician in Residential and Family Foster Care

Professors

Ms. Antón Ortega, Noelia

- ♦ Special Education Teacher in the Preschool and Primary School Miguel Hernandez
- ♦ Therapeutic Pedagogue

Ms. Antón Ortega, Patricia

- ♦ Psychologist at CIAF Family Foster Care Intervention Center of Alicante

Ms. Beltrán Catalán, María

- ♦ Pedagogical therapist at Oriéntate POLARIS
- ♦ Co-director of Spanish PostBullying Association
- ♦ Research member of LAECOVİ - University of Córdoba

Dr. Carbonell Bernal, Noelia

- ♦ Teacher - UNIR Degree in Primary Education
- ♦ PhD in Educational Psychology at the University of Murcia

Ms. Chacón Saiz, Raquel

- ♦ Pedagogue / School Counselor
- ♦ SPE V01 Guidance Counselor

Ms. Pérez López, Juana

- ♦ Collegiate Pedagogue. no 1404

Ms. Tortosa Casado, Noelia

- ♦ Foster Care Coordinator of Alicante



05

Structure and Content

The structure of the contents of this program has been designed by a team of specialized professionals, whose main objective has been to provide the most advanced knowledge in this field, so that the teacher achieves a broad knowledge in inclusive education. As a result, through a theoretical-practical approach, students will delve into the teacher's own actions in situations of bullying, the detection of child abuse or conflict resolution in schools. The Relearning system, employed by TECH, will facilitate this learning by relying on content repetition and reducing the long hours of study.





Over the course of 12 months, you will be able to acquire essential learning for your professional performance and the implementation of inclusive education programs"

Module 1. Inclusive Education and Social Inclusion

- 1.1. Concept of Inclusive Education and its Key Elements
 - 1.1.1. Conceptual Approach
 - 1.1.2. Difference Between Integration and Inclusion
 - 1.1.2.1. Integration Concept
 - 1.1.2.2. Inclusion Concept
 - 1.1.2.3. Difference Between Integration and Inclusion
 - 1.1.3. Key Elements of Educational Inclusion
 - 1.1.3.1. Key Strategic Aspects
 - 1.1.4. The Inclusive School and the Education System
 - 1.1.4.1. The Challenges of the Education System
- 1.2. Inclusive Education and Attention to Diversity
 - 1.2.1. Concept of Attention to Diversity
 - 1.2.1.1. Types of Diversity
 - 1.2.2. Diversity and Educational Inclusion Measures
 - 1.2.2.1. Methodological guidelines
- 1.3. Multilevel Teaching and Cooperative Learning
 - 1.3.1. Key Concepts
 - 1.3.1.1. Multilevel Teaching
 - 1.3.1.2. Cooperative Learning
 - 1.3.2. Cooperative Teams
 - 1.3.2.1. Conceptualization of Cooperative Teams
 - 1.3.2.2. Functions and Principles
 - 1.3.2.3. Essential Elements and Advantages
 - 1.3.3. Benefits of Multilevel Teaching and Cooperative Learning
 - 1.3.3.1. Benefits of Multilevel Teaching
 - 1.3.3.2. Benefits of Cooperative Learning
 - 1.3.4. Barriers to the Implementation of Inclusive Schools
 - 1.3.4.1. Political Barriers
 - 1.3.4.2. Cultural Barriers
 - 1.3.4.3. Didactic Barriers
 - 1.3.4.4. Strategies to Overcome Barriers



- 1.4. Social Inclusion
 - 1.4.1. Inclusion and Social Integration
 - 1.4.1.1. Definition of Integration and Elements
 - 1.4.1.2. Concept of Social Inclusion
 - 1.4.1.3. Inclusion vs. Integration
 - 1.4.2. Inclusion in Education
 - 1.4.2.1. Social Inclusion at School
- 1.5. Inclusive School Assessment
 - 1.5.1. Assessment Parameters
- 1.6. ICT and UDL in Inclusive Schools
 - 1.6.1. Traditional Teaching Methods
 - 1.6.2. ICT
 - 1.6.2.1. Concept and Definition of ICT
 - 1.6.2.2. Characteristics of ICT
 - 1.6.2.3. Telematics Applications and Resources
 - 1.6.2.4. ICT in the Inclusive School
 - 1.6.3. Universal Design for Learning
 - 1.6.3.1. What is DUA?
 - 1.6.3.2. DUA Principles
 - 1.6.3.3. The Application of the UDL to the Curriculum
 - 1.6.3.4. Digital Resources and UDL
 - 1.6.4. Digital Media to Individualize Classroom Learning

Module 2. Teacher Preparation for Inclusive Schools

- 2.1. Contextualization of the Inclusive School
 - 2.1.1. Main Features
 - 2.1.1.1. Basic Principles
 - 2.1.1.2. Objectives of Today's Inclusive School
- 2.2. Teacher Training for Inclusive Education
 - 2.2.1. Previous Aspects to Consider
 - 2.2.1.1. Basis and Purpose
 - 2.2.1.2. Essential Elements of the Initial Training
 - 2.2.2. Main Theories and Models
 - 2.2.3. Criteria for the Design and Development of Teacher Education
 - 2.2.4. Continuing Education
 - 2.2.5. Profile of the Teaching Professional
 - 2.2.6. Teaching Skills in Inclusive Education
 - 2.2.6.1. The Support Teacher Functions
 - 2.2.6.2. Emotional Competencies
- 2.3. Emotional Intelligence of Teachers
 - 2.3.1. Emotional Intelligence Concept
 - 2.3.1.1. Daniel Goleman's Theory
 - 2.3.1.2. The Four-Phase Model
 - 2.3.1.3. Emotional Competencies Model
 - 2.3.1.4. Emotional and Social Intelligence Model
 - 2.3.1.5. Theory of Multiple Intelligences
 - 2.3.2. Basic Aspects of Teachers' Emotional Intelligence
 - 2.3.2.1. Emotions
 - 2.3.2.2. Self-Esteem
 - 2.3.2.3. Self-Efficacy
 - 2.3.2.4. The Development of Emotional Skills
 - 2.3.3. Teacher Self-Care
 - 2.3.3.1. Strategies to Self-Care

- 2.4. External Elements: Administrations, Resources and Family
- 2.5. Quality of Inclusive Education
 - 2.5.1. Inclusion and Quality
 - 2.5.1.1. Conceptualization of Quality
 - 2.5.1.2. Dimensions in the Quality of Education
 - 2.5.1.3. Quality Parameters in the Inclusive School
 - 2.5.2. Successful Experiences

Module 3. The Role of the Family and the Community in Inclusive Schooling

- 3.1. The Diversity of Current Family Models
 - 3.1.1. Definition of Family Concept
 - 3.1.2. Evolution of Family Concept
 - 3.1.2.1. The Family in the 21st Century
 - 3.1.3. Family Models
 - 3.1.3.1. Types of Family Models
 - 3.1.3.2. Educational Styles in Family Models
 - 3.1.4. Educational Attention to the Different Family Models
- 3.2. Family Involvement in the School
 - 3.2.1. The Family and the School as Developmental Environments
 - 3.2.2. The Importance of Cooperation between Educational Agents
 - 3.2.2.1. The Management Team
 - 3.2.2.2. The Teaching Team
 - 3.2.2.3. The Family
 - 3.2.3. Types of Family Participation
 - 3.2.3.1. Direct Participation
 - 3.2.3.2. Indirect Participation
 - 3.2.3.3. Non-Participation
 - 3.2.4. Parent Schools
 - 3.2.5. The Parent-Teacher Association (PTA)
 - 3.2.6. Difficulties in Participation
 - 3.2.6.1. Intrinsic Participation Difficulties
 - 3.2.6.2. Extrinsic Participation Difficulties
 - 3.2.7. How to Improve Family Participation

- 3.3. The Family and the School as Developmental Environments
- 3.4. Society and Inclusive School
- 3.5. Learning Communities
 - 3.5.1. Conceptual Framework of Learning Communities
 - 3.5.2. Characteristics of Learning Communities
 - 3.5.3. Creation of a Learning Community
- 3.6. Creation of a Learning Community

Module 4. Main Psychological Theories and Stages of Evolutionary Development

- 4.1. Main Authors and Psychological Theories of Childhood Development
 - 4.1.1. Psychoanalytic Theory of Child Development by S. Freud
 - 4.1.2. E. Erikson's Theory of Psychosocial Development
 - 4.1.3. Jean Piaget's Theory of Cognitive Development
 - 4.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
 - 4.1.3.2. Stages of Cognitive Development
 - 4.1.3.3. Sensorimotor Stage (0-2 Years)
 - 4.1.3.4. Pre-operative Stage: Pre-operative Sub-period (2-7 Years)
 - 4.1.3.5. Stage of Concrete Operations (7-11 Years)
 - 4.1.3.6. Formal Operations Stage (11-12 Years and Older)
 - 4.1.4. Lev Vygotsky's Sociocultural Theory
 - 4.1.4.1. How Do We Learn?
 - 4.1.4.2. Higher Psychological Functions
 - 4.1.4.3. Language as a Mediating Tool
 - 4.1.4.4. Proximal Development Zone
 - 4.1.4.5. Development and Social Context
- 4.2. Introduction to Early Intervention
 - 4.2.1. History of Early Intervention
 - 4.2.2. Definition of Early Intervention
 - 4.2.2.1. Levels of Intervention in Early Intervention
 - 4.2.2.2. Main Fields of Action

- 4.2.3. What is a CCDEA
 - 4.2.3.1. Concept of CCDEA
 - 4.2.3.2. Functioning of a CCDEA
 - 4.2.3.3. Professionals and Areas of Intervention
- 4.3. Developmental Aspects
 - 4.3.1. Development from 0 to 3 Years of Age
 - 4.3.1.1. Introduction
 - 4.3.1.2. Motor Development
 - 4.3.1.3. Cognitive Development
 - 4.3.1.4. Language Development
 - 4.3.1.5. Social Development
 - 4.3.2. Development from 3-6 Years of Age
 - 4.3.2.1. Introduction
 - 4.3.2.2. Motor Development
 - 4.3.2.3. Cognitive Development
 - 4.3.2.4. Language Development
 - 4.3.2.5. Social Development
- 4.4. Milestones of Alarm in Child Development
- 4.5. Cognitive and Socio-Affective Development from 7 to 11 Years of Age
- 4.6. Cognitive Development during Adolescence and Early Adulthood

Module 5. Attachment and Affective Bonds

- 5.1. Attachment Theory
 - 5.1.1. Theoretical Basis
 - 5.1.1.2. John Bowlby
 - 5.1.1.3. Mary Ainsworth
 - 5.1.2. Attachment Behaviors
 - 5.1.3. Attachment Functions
 - 5.1.4. Internal Representation Models
- 5.1.5. Ambivalent Insecure Attachment
- 5.1.6. Avoidant Insecure Attachment
- 5.1.7. Disorganized Attachment
- 5.2. Attachment Styles
 - 5.2.1. Secure Attachment
 - 5.2.1.1. Characteristics of the Subject with this Attachment Style
 - 5.2.1.2. Characteristics of the Caregivers that Promote this Style
 - 5.2.2. Ambivalent Insecure Attachment
 - 5.2.2.1. Characteristics of the Subject with this Attachment Style
 - 5.2.2.2. Characteristics of the Caregivers that Promote this Style
 - 5.2.3. Avoidant Insecure Attachment
 - 5.2.3.1. Characteristics of the Subject with this Attachment Style
 - 5.2.3.2. Characteristics of the Caregivers that Promote this Style
 - 5.2.4. Disorganized Attachment
 - 5.2.4.1. Characteristics of the Subject with this Attachment Style
 - 5.2.4.2. Characteristics of the Caregivers that Promote this Style
- 5.3. Evolution of Attachment in the Different Stages
 - 5.3.1. Attachment During Childhood
 - 5.3.1.1. Attachment Development in Early Childhood
 - 5.3.1.2. Attachment in the Preschool Stage
 - 5.3.1.3. Attachment During Infancy
 - 5.3.2. Attachment During Adolescence
 - 5.3.2.1. Friendships: Evolution and Functions
 - 5.3.3. Adulthood
 - 5.3.3.1. Attachment in Adults
 - 5.3.3.2. Differences in Attachment During Adulthood
 - 5.3.3.3. Attachment Theory and Love Relationships in Adulthood
 - 5.3.4. Old Age
 - 5.3.4.1. Attachment Around Retirement
 - 5.3.4.2. Attachment Around the Final Years of Life

- 5.4. Attachment and Parental Style
 - 5.4.1. The Family as a Development Context
 - 5.4.1.1. Parental Skills and Abilities
 - 5.4.2. Parental Educational Styles and Bonding Styles
 - 5.4.2.1. Authoritative/Democratic
 - 5.4.2.2. Authoritarian/Repressive
 - 5.4.2.3. Permissive/Indulgent
 - 5.4.2.4. Negligent/Independent
 - 5.4.3. Promotion of Socio-Affective Development from the Family Environment
- 5.5. Importance of Attachment in the Educational Context
 - 5.5.1. Relationship of the Child with the Educator as a function of Attachment Style
 - 5.5.1.1. Different Styles of Students According to their Temperament
 - 5.5.1.2. Children who are Confident or Insecure about Learning
 - 5.5.2. Educational Intervention: The Educator as a Bonding Figure
 - 5.5.2.1. The First Bondings
 - 5.5.2.2. Representations About Oneself, Others and Reality
 - 5.5.2.3. The Importance of the Referring Teacher or Tutor
 - 5.5.3. The Socio-Affective Education Curriculum
 - 5.5.3.1. The Formal Curriculum
 - 5.5.3.2. The Paracurriculum
 - 5.5.4. Social and Emotional Development Programs in the Classroom
 - 5.5.4.1. Educational Intervention in the Classroom
 - 5.5.4.2. Relationship Between Teachers and Family/Caregivers
- 5.6. Psychological Disorders Explained from Attachment Theory
 - 5.6.1. Behavioral Disorders
 - 5.6.1.1. Reactive Attachment Disorder
 - 5.6.1.2. Attention Deficit Disorder
 - 5.6.1.3. Oppositional Defiant Disorder
 - 5.6.2. Personality Disorders
 - 5.6.2.1. Borderline Personality Disorder
 - 5.6.2.2. Dissociative Disorders

- 5.6.3. Anxiety Disorders
 - 5.6.3.1. Separation Anxiety Disorder
 - 5.6.3.2. Social Anxiety Disorder
 - 5.6.3.3. Generalized Anxiety Disorder
 - 5.6.3.4. Post-Traumatic Stress Disorder
- 5.6.4. Affective Disorders
 - 5.6.4.1. Major Depression Disorder
 - 5.6.4.2. Dysthymia
 - 5.6.4.3. Bipolar Disorder
- 5.7. Creating Safe Contexts: Coping Capacities
 - 5.7.1. Protective Factors and Coping Strategies
 - 5.7.2. Risk and Vulnerability Factors
 - 5.7.3. Coping Concepts
 - 5.7.3.1. Resilience
 - 5.7.3.2. Coping (Stress Coping)
 - 5.7.3.3. Positive Parenting

Module 6. The Educational System as an Area of Social Exclusion

- 6.1. Exclusion in Education
 - 6.1.1. Conception of Current Education
 - 6.1.1.1. Traditional Education
 - 6.1.1.2. Evolution and Problems; European Schools
 - 6.1.1.3. Other Educational Models
 - 6.1.2. Educational Exclusion
 - 6.1.2.1. Concept of Educational Exclusion
 - 6.1.2.2. Justifications for Exclusion
- 6.2. Inclusive Schools and Attention to Diversity
 - 6.2.1. Current School Model (Successful Educational Actions in Compulsory Centers, Special Education Centers, Singular Educational Performance Centers)
 - 6.2.1.1. Educational Inclusion
 - 6.2.1.2. Attention to Diversity



- 6.2.2. Organization of the Educational Response
 - 6.2.2.1. At the Educational System level
 - 6.2.2.2. At Center Level
 - 6.2.2.3. At Classroom Level
 - 6.2.2.4. At Student Level
- 6.3. Special Educational Needs (SEN) Students
 - 6.3.1. Evolution of Special Education in the Last Decades
 - 6.3.1.1. The Institutionalization of Special Education (Medical Model)
 - 6.3.1.2. Clinical Model
 - 6.3.1.3. Standardization of Services
 - 6.3.1.4. Pedagogical Model
 - 6.3.2. Definition of ACNEE
 - 6.3.2.1. At the Educational Level
 - 6.3.2.2. At Social Level
 - 6.3.3. Students with SEN in the Educational Environment
 - 6.3.3.1. Specific Learning Difficulties
 - 6.3.3.2. ADHD
 - 6.3.3.3. High Intellectual Potential
 - 6.3.3.4. Late Incorporation into the Educational System
 - 6.3.3.5. Personal or School History Conditions
 - 6.3.3.6. Students with SEN
 - 6.3.4. Organization of the Educational Response for this Student Body
 - 6.3.5. Main SEN by Areas of Development of the Students with Special Education Needs
- 6.4. Students with High Abilities
 - 6.4.1. Models Definition
 - 6.4.2. Precocity, Talent, Giftedness
 - 6.4.3. Identification and SEN
 - 6.4.4. Educational Response
 - 6.4.4.1. Acceleration
 - 6.4.4.2. Grouping
 - 6.4.4.3. Enrichment Programs
 - 6.4.4.4. Ordinary Measures Center
 - 6.4.4.5. Ordinary Measures Classroom
 - 6.4.4.6. Extraordinary Measures

- 6.5. Inclusion and Multiculturalism
 - 6.5.1. Conceptualization
 - 6.5.2. Strategies to Respond to Multiculturality
 - 6.5.2.1. Classroom Strategies
 - 6.5.2.2. Internal and External Classroom Support
 - 6.5.2.3. Adequacy to the Curriculum
 - 6.5.2.4. Organizational Aspects
 - 6.5.2.5. Center-Environment Cooperation
 - 6.5.2.6. Collaboration from the Institution
- 6.6. Cooperative Learning
 - 6.6.1. Theoretical Basis/Approaches
 - 6.6.1.1. Socio-Cognitive Conflict
 - 6.6.1.2. Conceptual Controversies
 - 6.6.1.3. Help Between Schoolchildren
 - 6.6.1.4. Interaction and Cognitive Processes
 - 6.6.2. Cooperative Learning
 - 6.6.2.1. Concept
 - 6.6.2.2. Features
 - 6.6.2.3. Components
 - 6.6.2.4. Advantages
 - 6.6.3. Training of the Teaching Staff
 - 6.6.4. Cooperative Learning Techniques
 - 6.6.4.1. Jigsaw Technique
 - 6.6.4.2. Team Learning
 - 6.6.4.3. Learning Together
 - 6.6.4.4. Group Research
 - 6.6.4.5. Co-op Co-op
 - 6.6.4.6. Guided or Structured Cooperation
- 6.7. Coeducation
 - 6.7.1. What is Meant by Coeducation
 - 6.7.1.1. Homophobia
 - 6.7.1.2. Transphobia
 - 6.7.1.3. Gender-Based Violence
 - 6.7.1.4. How to Work on Equality in the Classroom (Prevention in the Classroom)

- 6.8. The Social Climate in the Classroom
 - 6.8.1. Definition
 - 6.8.2. Influencing Factors
 - 6.8.2.1. Social Factors
 - 6.8.2.2. Economic factors
 - 6.8.2.3. Demographic Factors
 - 6.8.3. Key Agents
 - 6.8.3.1. The Role of the Teacher
 - 6.8.3.2. The Role of the Student
 - 6.8.3.3. The Importance of Families
 - 6.8.4. Assessment
 - 6.8.5. Intervention Programs

Module 7. The child protection system

- 7.1. Legislative and Conceptual Framework
 - 7.1.1. International Regulations
 - 7.1.1.1. Declaration of Rights of the Child
 - 7.1.1.2. Principles of the United Nations General Assembly
 - 7.1.1.3. United Nations Convention on the Rights of the Child
 - 7.1.1.4. Other Regulations
 - 7.1.2. Basic Principles of Protective Intervention
 - 7.1.3. Basic Concepts of the Child Protection System
 - 7.1.4.1. Concept of Protection
 - 7.1.4.2. Concept of Vulnerability
 - 7.1.4.3. Risk Situations
 - 7.1.4.4. Helpless Situation
 - 7.1.4.5. Safeguarding
 - 7.1.4.6. Guardianship
 - 7.1.4.7. The Best Interest of the Child
- 7.2. Foster Care for Minors
 - 7.2.1. Theoretical and Conceptual Framework
 - 7.2.1.1. Evolution Over Time
 - 7.2.1.2. Theories of Intervention with Families

- 7.2.2. Types of Family Foster Care
 - 7.2.2.1. Kinship Foster Care
 - 7.2.2.2. Family Placement Foster Care
- 7.2.3. Stages of Family Foster Care
 - 7.2.3.1. Purpose of the Family Foster Care
 - 7.2.3.2. Principles of Action
 - 7.2.3.3. Stages of the Intervention
- 7.2.4. Foster Care from the Children's Perspective
 - 7.2.4.1. Preparation for Foster Care
 - 7.2.4.2. Fears and Resistance
 - 7.2.4.3. Family Foster Care and Family of Origin
- 7.3. Residential Foster Care for Minors
 - 7.3.1. Definition and Typology of Juvenile Centers
 - 7.3.1.1. Reception Centers
 - 7.3.1.2. Reception Centers II
 - 7.3.1.3. Functional Homes
 - 7.3.1.4. Emancipation Centers
 - 7.3.1.5. Day Centers for Labor Market Insertion
 - 7.3.1.6. Day Care Centers for Convivial and Educational Support
 - 7.3.1.7. Reform Centers
 - 7.3.2. Residential Care Principles and Criteria
 - 7.3.2.1. Protective Factors
 - 7.3.2.2. Resident Children's Needs
 - 7.3.3. Main Areas of Intervention from the Centers
 - 7.3.3.1. Stages of the Intervention
 - 7.3.3.2. Rights and Duties of the Children
 - 7.3.3.3. Group Intervention
 - 7.3.3.4. Individual Intervention

- 7.3.4. Profiles of Children Served
 - 7.3.4.1. Behavioral and Mental Health Problems
 - 7.3.4.2. Filio-Parental Violence
 - 7.3.4.3. Juvenile Offenders
 - 7.3.4.4. Unaccompanied Foreign Minors
 - 7.3.4.5. Accompanied Foreign Minors
 - 7.3.4.6. Preparation for Independent Living

7.4. Adoption of Children

Module 8. The Educational Environment in Relation to the Students Under Guardianship

- 8.1. Characteristics of the Student Under Guardianship
 - 8.1.1. Characteristics of Children Under Guardianship
 - 8.1.2. How Does the Profile of Children Under Guardianship Affect the School Setting?
 - 8.1.3. The Approach from the Educational System
- 8.2. Students in Foster Care and Adoption
 - 8.2.1. The Process of Adaptation and Integration to the School
 - 8.2.2. Student Needs
 - 8.2.2.1. Needs of Adopted Children
 - 8.2.2.2. Needs of Children in Foster Care
 - 8.2.3. Collaboration Between School and Families
 - 8.2.3.1. School and Adoptive Families
 - 8.2.3.2. School and Foster Families
 - 8.2.4. Coordination Between the Social Agents Involved
 - 8.2.4.1. The School and the Protection System (Administrations, Monitoring Entities)
 - 8.2.4.2. The School and the Health System
 - 8.2.4.3. School and Community Services
- 8.3. Students Coming from Reception Centers
 - 8.3.1. The Integration and Adaptation in School
 - 8.3.2. Needs of Children in Foster Care
 - 8.3.3. Collaboration Between School and Protection Centers
 - 8.3.3.1. Collaboration Between Administrations
 - 8.3.3.2. Collaboration Between the Teaching Team and the Center's Educational Team

- 8.4. Life History Work
 - 8.4.1. What Do We Mean by Life History?
 - 8.4.1.1. Areas to be Covered in the Life History
 - 8.4.2. Support in Life History Work
 - 8.4.2.1. Technical Support
 - 8.4.2.2. Family Support
- 8.5. Educational Itineraries
 - 8.5.1. Compulsory Education
 - 8.5.1.1. The Legislative treatment of Students in Guardianship or at Risk of Exclusion
 - 8.5.2. Higher Education
- 8.6. Alternatives After Reaching Legal Age
 - 8.6.1. Socio-Labor Insertion
 - 8.6.1.1. The Concept of Socio-Labor Insertion
 - 8.6.1.2. Orientation
 - 8.6.1.3. Professional Training and Education
 - 8.6.2. Other Alternatives

Module 9. Action by schools in the event of child abuse situations

- 9.1. Child Abuse
 - 9.1.1. Definition and Conceptualization of Child Abuse
 - 9.1.1.1. Definition
 - 9.1.1.2. Conceptualization of Abuse in Terms of:
 - 9.1.1.2.1. Time of Development at Which it Occurs
 - 9.1.1.2.2. Who Produces the Abuse (Context in Which It Takes Place)?
 - 9.1.1.2.3. The Specific Action or Omission that is Occurring
 - 9.1.1.2.4. Intentionality of Abuse
 - 9.1.2. The Social Importance of Identifying Child Abuse
 - 9.1.2.1. Basic Needs in Childhood
 - 9.1.2.2. Risk and Protective Factors
 - 9.1.2.3. Intergenerational Transmission of Abuse
 - 9.1.3. Situation of Risk and Situation of Helplessness
 - 9.1.3.1. Concept of Risk
 - 9.1.3.2. Concept of Helplessness
 - 9.1.3.3. Risk Assessment Protocol



- 9.2. Child Abuse: General Characteristics and Main Types
 - 9.2.1. Passive Abuse: Omission, Neglect or Abandonment
 - 9.2.1.1. Definition and Alarm Indicators
 - 9.2.1.2. Incidence and Prevalence
 - 9.2.2. Physical Abuse
 - 9.2.2.1. Definition and Alarm Indicators
 - 9.2.2.2. Incidence and Prevalence
 - 9.2.3. Abuse and Emotional Neglect
 - 9.2.3.1. Definition and Alarm Indicators
 - 9.2.3.2. Incidence and Prevalence
 - 9.2.4. Sexual Abuse
 - 9.2.4.1. Definition and Alarm Indicators
 - 9.2.4.2. Incidence and Prevalence
 - 9.2.5. Other Types of Abuse
 - 9.2.5.1. Children Victims of Gender Violence
 - 9.2.5.2. Transgenerational Cycle of Child Abuse
 - 9.2.5.3. Münchausen Syndrome by Proxy
 - 9.2.5.4. Harassment and Violence through Social Networks
 - 9.2.5.5. Peer Abuse: Bullying
 - 9.2.5.6. Filioparental Violence
 - 9.2.5.7. Parental Alienation
 - 9.2.5.8. Institutional Abuse
- 9.3. Consequences of Child Abuse
 - 9.3.1. Indicators of Abuse
 - 9.3.1.1. Physical Indicators
 - 9.3.1.2. Psychological, Behavioral and Emotional Indicators
 - 9.3.2. Consequences of Abuse
 - 9.3.2.1. Impact of Physical and Functional Development
 - 9.3.2.2. Consequences on Cognitive Development and School Performance
 - 9.3.2.3. Effects on Socialization and Social Cognition
 - 9.3.2.4. Disorders in the Development of Attachment and Affection, Emotional Relationship Development
 - 9.3.2.5. Behavioral Problems
 - 9.3.2.6. Childhood Trauma and Post-Traumatic Stress Disorder

- 9.4. Intervention Against Abuse in Schools: Prevention, Detection and Reporting
 - 9.4.1. Prevention and Detection
 - 9.4.2. Action Protocol
 - 9.4.2.1. Identification
 - 9.4.2.2. Immediate Actions
 - 9.4.2.3. Notification
 - 9.4.2.4. Communication of the Situation
 - 9.4.2.5. Emergency Procedure
 - 9.4.3. School Intervention in Child Abuse Cases
- 9.5. Peer Abuse: Bullying
 - 9.5.1. Risk Factors and Protective Factors of School Violence
 - 9.5.2. Protocols of Action from the School Center
 - 9.5.3. Guidelines for its Prevention and Treatment
- 9.6. Filio-Parental Violence
 - 9.6.1. Explanatory Theories
 - 9.6.1.1. The Cycle of Violence
 - 9.6.2. Prevention and Intervention in Filio-Parental Violence Cases
- 9.7. Networking: School, Family and Social Services

Module 10. School Mediation as a Tool for Inclusion

- 10.1. Conflicts in the Educational Environment
 - 10.1.1. Conceptualization of Conflict
 - 10.1.1.1. Theorizing About Conflict
 - 10.1.1.2. Types of Conflicts
 - 10.1.1.3. Psychological Aspects of Conflict
 - 10.1.2. The Conflict in the Classroom
 - 10.1.2.1. School Climate
 - 10.1.2.2. Why Do Conflicts Arise in the Classroom?
 - 10.1.2.3. Types of Conflict in the Classroom
 - 10.1.2.4. Conflicts that Can Be Mediated
 - 10.1.2.5. The Importance of Communication and Dialogue

- 10.2. Mediation and School Mediation
 - 10.2.1. Concept of Mediation
 - 10.2.1.1. Legislative Aspects
 - 10.2.2. Models of Mediation
 - 10.2.2.1. The Traditional Model
 - 10.2.2.2. The Narrative Model
 - 10.2.2.3. The Transforming Model
 - 10.2.3. School Mediation
 - 10.2.3.1. Evolution of School Mediation
 - 10.2.3.2. Main Features
 - 10.2.3.3. Principles of School Mediation
 - 10.2.3.4. Pedagogical Dimension and Benefits of Mediation
- 10.3. Phases of School Mediation
 - 10.3.1. Premediation
 - 10.3.1.1. Techniques and Strategies
 - 10.3.2. Entrance
 - 10.3.2.1. Techniques and Strategies
 - 10.3.3. Tell Me About It
 - 10.3.3.1. Techniques and Strategies
 - 10.3.4. Situating the Conflict
 - 10.3.4.1. Techniques and Strategies
 - 10.3.5. Search for Solutions
 - 10.3.5.1. Techniques and Strategies
 - 10.3.6. The Agreement
 - 10.3.6.1 Techniques and Strategies
- 10.4. The Implementation of school Mediation Programs
 - 10.4.1. Program Types
 - 10.4.2. Program Implementation and Equipment Selection
 - 10.4.2.1. Mediator Training
 - 10.4.3. Organization, Coordination and Monitoring
 - 10.4.4. Program Assessment
 - 10.4.4.1. Assessment Criteria
- 10.5. Other Conflict Resolution Techniques





“

Apply in your school the most effective techniques for conflict resolution with adolescents”

06

Methodology

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

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





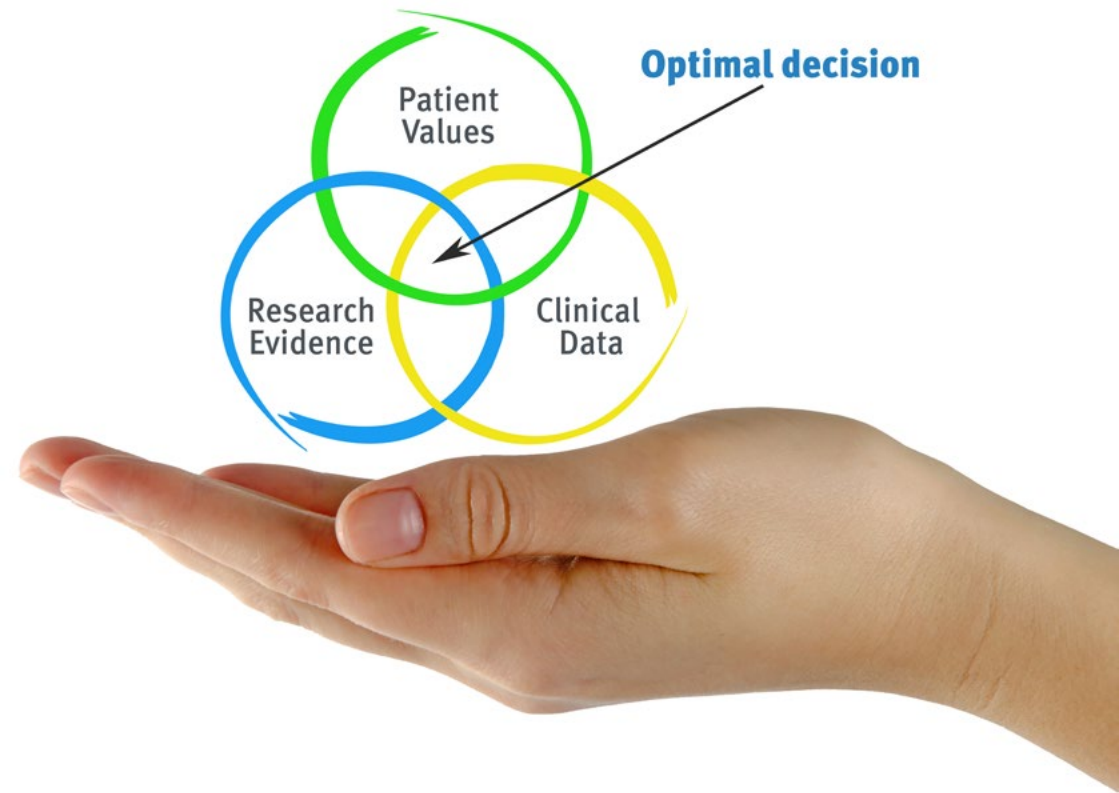
“

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

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

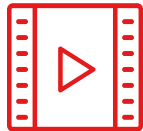
*Relearning will allow you to learn with less effort
and better performance, involving you more in
your specialization, developing a critical mindset,
defending arguments, and contrasting opinions:
a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and relearn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

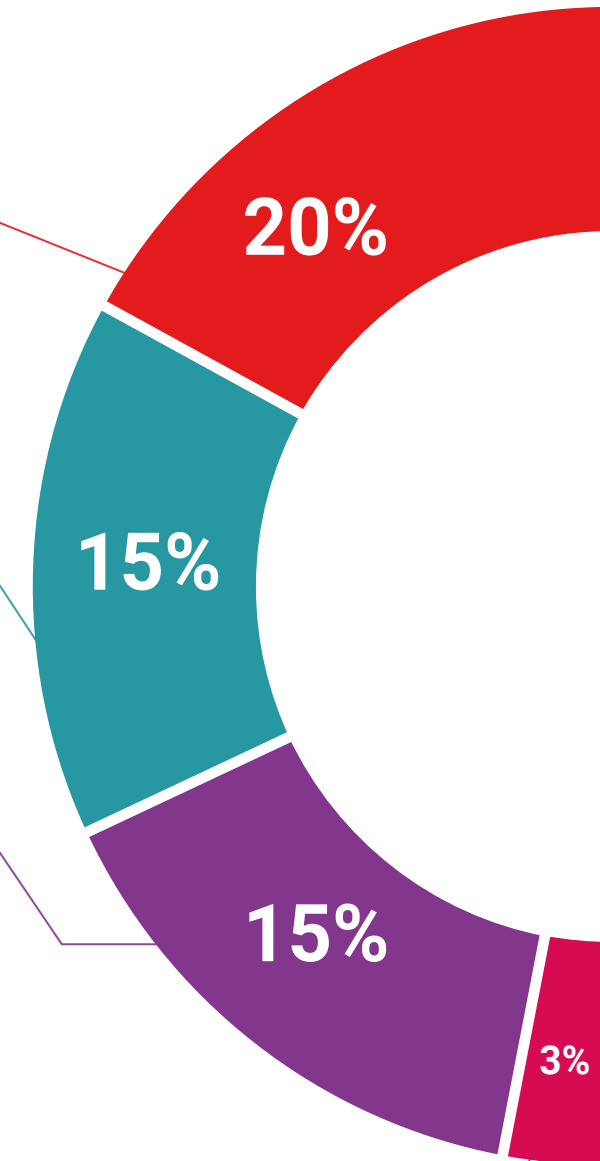
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

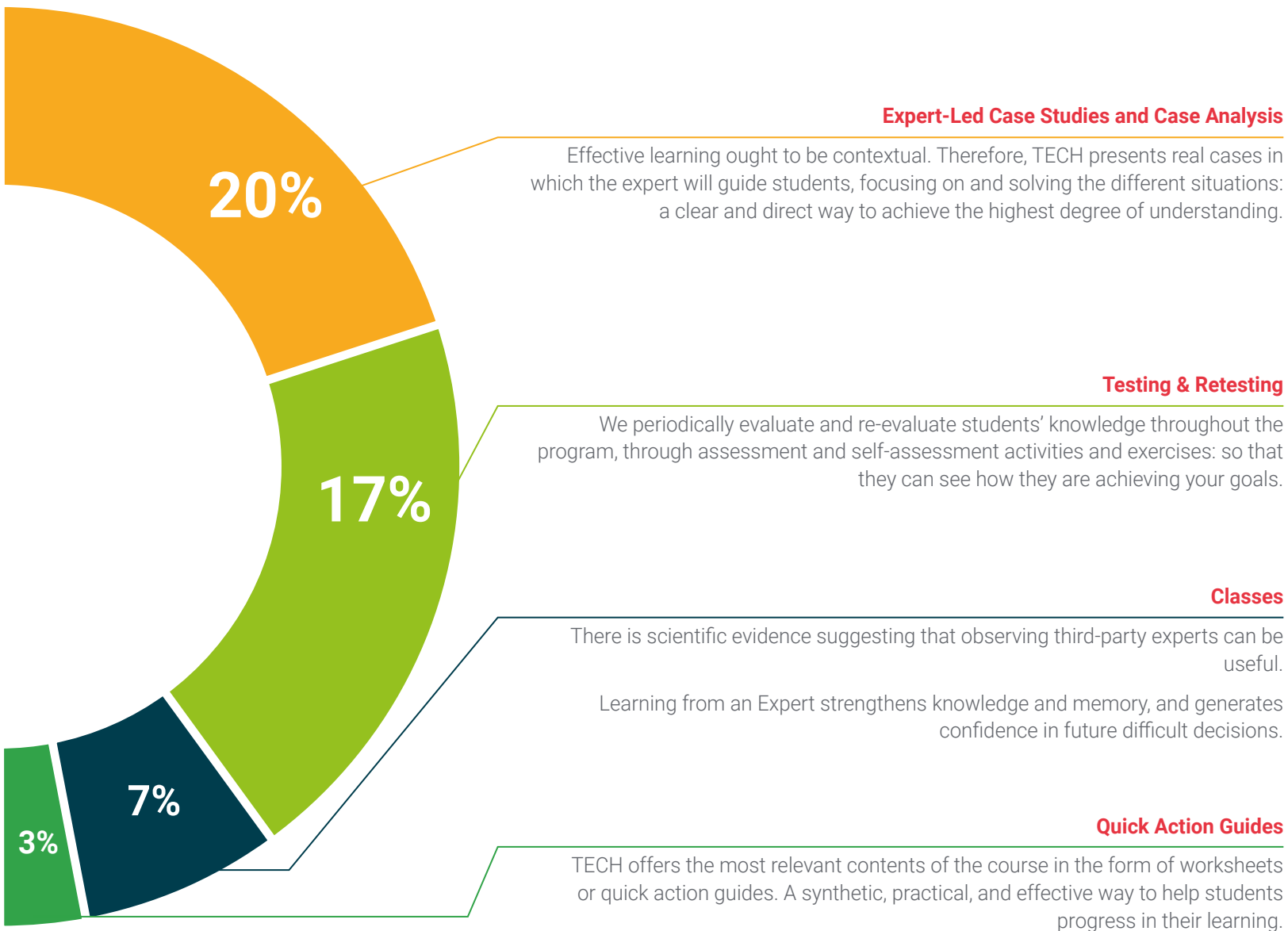
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07

Certificate

The Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion guarantees students, in addition to the most rigorous and up-to-date education, access to Master's Degree diploma issued by TECH Global University.



“

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

This program will allow you to obtain your **Master's Degree diploma in Inclusive Education for Children and Adolescents in Situations of Social Exclusion** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

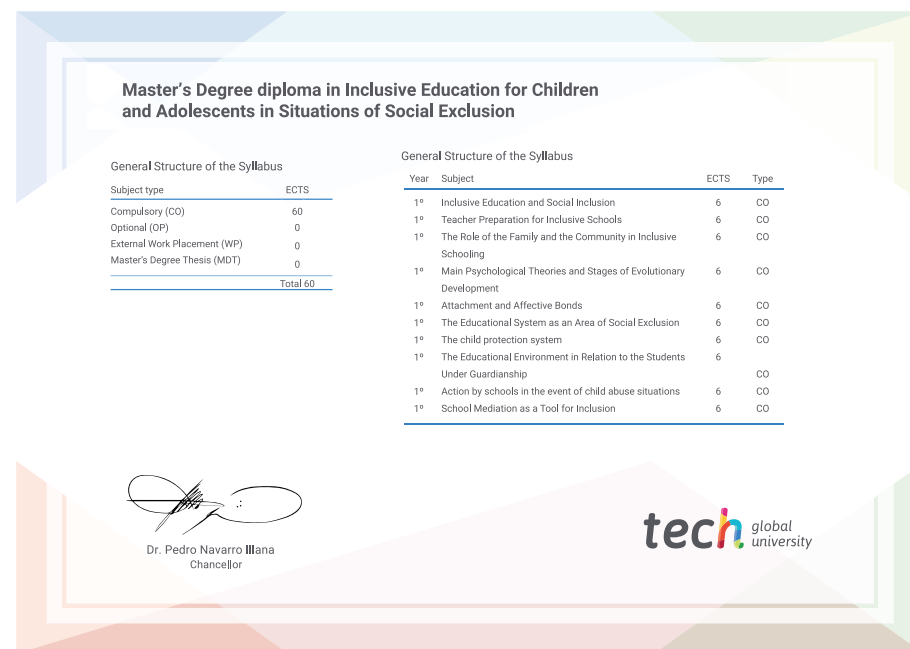
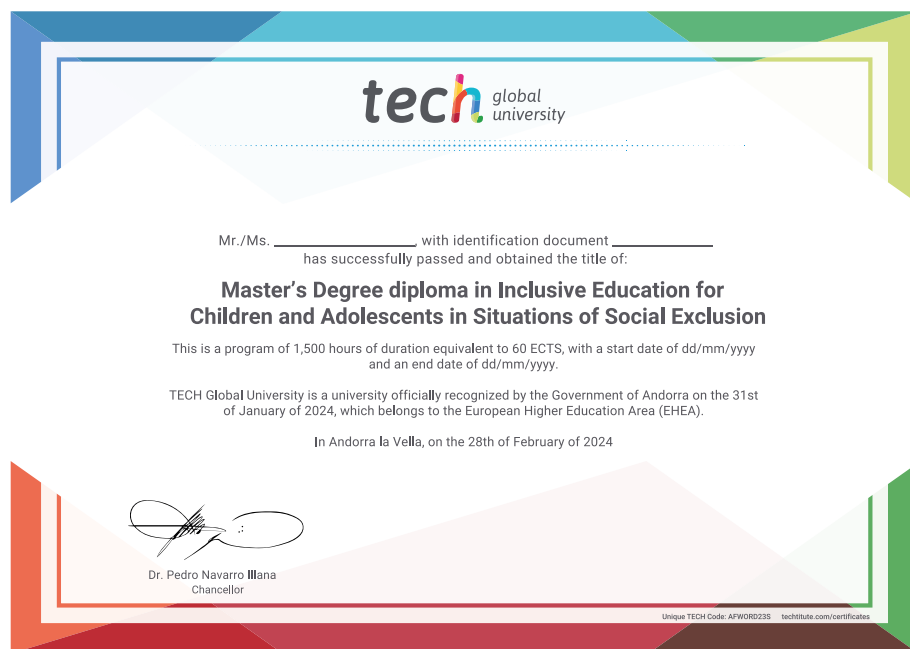
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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institutions technology **tech** global university

community commitment

personalized service innovation

knowledge present **Inclusive Education
for Children and
Adolescents in Situations
of Social Exclusion**

online training

development language

virtual classroom

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree

Inclusive Education for Children
and Adolescents in Situations
of Social Exclusion

