Master's Degree
Therapeutic Pedagogy

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Master's Degree

Therapeutic Pedagogy

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

Website: www.techtitute.com/us/education/master-degree/master-therapeutic-pedagogy

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01

Introduction

Teaching professionals are aware of the relevance of working adequately with students with special educational needs or learning difficulties throughout their educational stage. The development of specific tools and materials for them has led to a significant increase in the quality of the teaching that takes place in educational centers. In order to achieve optimal results, the educational community demands a teacher with more specialized knowledge and that is why in this online program, the teacher will acquire advanced learning on the detection of disorders, intervention strategies, as well as the use of ICT in students who require special education. All this, in a convenient teaching format, which allows you to have 24-hour access to the most up-to-date topics in this field.

Schools need teachers specialized in Therapeutic Pedagogy. Make progress in your professional field with this Master's Degree"

Nowadays, teaching professionals have found in new technologies the necessary tools to be able to teach their subject in a much more attractive way and also achieving the motivation of their students, but also with them they have managed to reach in a suitable way the hearing impaired, visually impaired or cognitively handicapped students. A program that clearly favors the personal development and improvement of the quality of life of students with special educational needs

The ability of teachers to detect students with learning disabilities, the adaptation of content, as well as their coordination with professionals from other disciplines is key to achieve adequate learning progress by students with functional and cognitive diversity. To do so, you need an advanced knowledge of neurodevelopmental disorders, which is essential to be able to successfully carry out your professional performance. TECH offers teachers the most up-to-date knowledge in this field, with the main objective of advancing their careers and achieving the best results with their students.

To this end, this university program has, since its inception, delved into the evolution of the concept of functional diversity, as well as the different cognitive disorders and illnesses that may be present in the students it teaches. The multimedia teaching material and simulations of real cases will take you deeper into the disorders that affect key senses such as vision, hearing or child communication. In addition, it will allow you to delve into ICT and emerging methodologies currently applied in educational centers.

A Master's Degree, which provides the professional with the latest knowledge in Therapeutic Pedagogy in a comfortable and flexible way. Thus, students who study this program only need an electronic device with an Internet connection that allows them to access the virtual platform where the complete syllabus of this course is housed. In addition, if desired, students can distribute the teaching load according to their needs. Students are provided with facilities that allow them to acquire a quality university education while at the same time making their work and/or personal responsibilities compatible.

This **Master's Degree in Therapeutic Pedagogy** contains the most complete and up-to-date educational program on the market. The most important features include:

- Case studies presented by experts in Pedagogy and Education
- 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 the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work
- Content that is accessible from any fixed or portable device with an Internet connection

Thanks to this university program you will be able to properly assess your students with spatial needs with the use of ICT"

TECH boosts your professional career with the latest knowledge in Therapeutic Pedagogy. Enroll now"

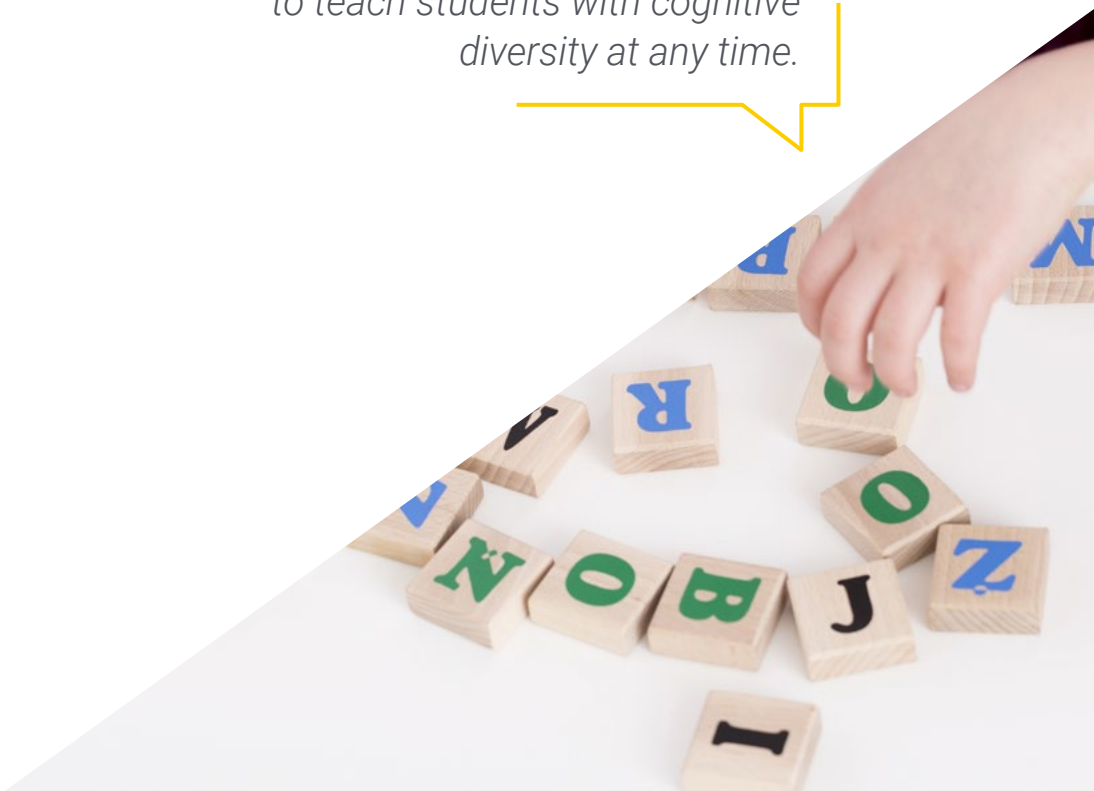
With this program you will learn in depth about the different educational interventions that can be carried out according to the different stages of development and disorders that your students have.

You are looking at a flexible Master's Degree. Access the resources you need to teach students with cognitive diversity at any time.

The program's teaching staff includes professionals from the sector who contribute their work 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 immersive knowledge programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

This university program provides students, over 12 months, with the latest knowledge on Therapeutic Pedagogy. Thus, at the end of it the student will be able to identify the main disorders in children and adolescents, know the most suitable tools and materials according to the learning difficulty and a mastery of ICT currently used in students with special needs. The specialized teaching team will be in charge of accompanying the students to achieve these goals.

TECH will help you achieve your objectives through a teaching team and innovative multimedia material. Enroll now"

General objectives

- Know how Special Education has evolved, especially regarding international entities such as UNESCO
- Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- Collaborate in supporting families/legal guardians in student development
- Participate in the assessment and diagnosis of special educational needs
- Elaborate the adaptations required by students with special educational needs
- Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- Know the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students
- Establish measures both in the classroom, school and environment for students with special educational needs to enable their full inclusion in today's society

Specific objectives

Module 1. History and Evolution of Terms up to Functional Diversity

- Describe changes throughout history using vocabulary adjusted to historical time
- Compare changes and advances throughout the history of Special Education
- List the most commonly used classifications in interdisciplinary work, both ICD-10 and DSM-V
- Analyze and reflect on UNESCO's approaches
- Define the essential concepts in current psycho-pedagogy
- Know and describe the most important milestones in the evolutionary development of healthy children to establish comparisons with children who have special educational needs

Module 2. Neurodevelopmental Disorders: Intellectual Disability

- Know and compare the evolution of the concept of intellectual disability
- Differentiate and recognize developmental variables and differential aspects
- Understand and appreciate multiprofessional coordination
- Differentiate and analyze special educational needs
- Know the tools and materials to be used
- Recognize and reflect on the different evaluations and prognoses to be established

Module 3: Neurodevelopmental Disorders: Attention Deficit Disorder/ Hyperactivity Disorder

- Define and differentiate the concepts associated to attention deficit disorder with and without hyperactivity
- Understand and appreciate multiprofessional coordination
- Adapt tools and materials related to learner needs
- Recognize the different evaluations and prognoses to be established

Module 4. Neurodevelopmental Disorders: Motor Disorders/Musculoskeletal System Diseases/Nervous System Diseases

- Know and define the different motor disorders
- Differentiate and recognize the incidences in the stages of development
- Use technical aids in the teaching and learning process of students with special motor needs
- Collaborate in the design of adapted spaces for wide use in the educational community
- Coordinate teaching teams for the appropriate use of prostheses and other technical aids

Module 5: Neurodevelopmental Disorders: Autism Spectrum Disorder/Pervasive and Specific Developmental Disorders

- Define and differentiate the different concepts within autism spectrum disorder
- Delve deeper into the different disorders, their characteristics, intervention and needs, among other aspects
- Adapt tools and materials related to learner needs
- Recognize the different evaluations and prognoses to be established

Module 6. Mental Disorders

- Define the concept of mental disorders
- Know the different disorders, their characteristics, intervention and needs, among other aspects
- Know and appreciate multiprofessional coordination and socio-community intervention at school
- Recognize and reflect on the different evaluations and prognoses to be established

Module 7. Eye Diseases

- Define and know what the eye is, what its function or functions are, and what its possible diseases may be
- Know the incidences in student developmental stages for their intervention
- Understand multiprofessional coordination with students, together with the required documentation and organization according to needs
- Understand social and individual intervention according to student developmental stages
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student illness

Module 8. Ear Diseases

- Define and know what the ear is, what its function or functions are, and what its possible diseases may be
- Classify and recognize the most relevant ear diseases for further evaluation and intervention
- Identify the neurological basis of development and learning in the developmental pyramid
- Know the incidences in student developmental stages for their intervention
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student illness

Module 9. Communication Disorders

- Define the term communication and know its possible disorders
- Classify and recognize the different communication disorders
- Identify the neurological basis of development and learning in the developmental pyramid
- Know the incidences in student developmental stages for their intervention
- Understand multiprofessional coordination with students, together with the required documentation and organization according to needs
- Understand social intervention according to student developmental stages
- Know the intervention at the individual level according to the stages of student development in relation to their needs and disorder type
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student disorder

Module 10. Other Diseases and Disorders

- Become familiar with other important disorders
- Know the incidences of different disorders in developmental stages
- Adapt tools and materials related to developmental stages
- Recognize the different assessments to be established depending on the type of student disorder

Module 11. ICT, Innovation and Emerging Methodologies

- Know and describe different information and communication technologies
- Analyze the use of ICT for students with special educational needs
- Appreciate the importance of ICT in Special Education
- Appreciate the role and value of ICT in Special Education

Take the plunge and open a new avenue of development and growth to your career in teaching as a Therapeutic Pedagogy professional"

03

Skills

This program has been created in order to expand the skills that teachers must have to approach students with learning difficulties or with special educational needs in the classroom. Thus, during the course of this program, students will be able to improve their abilities in the proper diagnosis of this type of students or teach with greater dexterity through new educational tools.

This university program provides you with the necessary teaching tools for you to grow as a teacher and to be able to work adequately with students with learning difficulties”

General skills

- Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- Achieve problem solving in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- Acquire the learning skills that will enable the professional to continue studying in a manner that will be largely self-directed or autonomous
- Promote quality of life in individuals, groups, communities and educational organizations

Specific skills

- Describe Unesco's regulations in this context
- Detect special educational needs
- Carrying out a systematized diagnosis
- Making the necessary adaptations in all educational contexts
- Apply the latest tools
- Manage the developments of psychology and other areas that contribute their developments in this field
- Create measures to ensure integration
- Follow up on the measures created

Expand your skills in teaching students with vision or communication difficulties. Enroll now"

04

Course Management

The management and teaching staff of this Master's Degree has been selected by TECH due to their high qualification and experience in the field of Therapeutic Pedagogy. With this, this educational institution seeks to ensure that students can progress in their professional careers through relevant specialists in the sector with a proven track record.

You have at your disposal a teaching team that will guide you for 12 months to help you progress in your professional career in the educational field"

Management

Dr. Fernández, María Luisa Mariana

- Psychologist
- Teacher specialized in Therapeutic Pedagogy
- Educational counselor at the Department of Education of the Community of Madrid
- President and founder of the Professional Association for Guidance and Education in the Community of Madrid
- Member of COPOE and AIOSP

Professors

Mr. Serra López, Daniel

- Primary Education Teacher
- Therapeutic Pedagogy Specialist
- Active professional in a Special Education center

Ms. Vílchez Montoya, Cristina

- Primary Education Teacher
- Therapeutic Pedagogy Specialist

Ms. Ruiz Rodríguez, Rocío

- Primary Education Teacher
- Therapeutic Pedagogy Specialist

Mr. Pérez Mariana, Julio Miguel

- Teacher in Primary Education with a specialization in Physical Education
- Superior Technician in Physical and Sports Activities Animation
- Technician in Conduction of Physical-Sport Activities

05

Structure and Content

The syllabus of this Master's Degree has been developed using the latest technology applied to academic teaching and with a content that presents a theoretical-practical approach. Thus, students will have at their disposal 24 hours a day a syllabus divided into 11 modules, which will allow them to delve into the necessary resources to be able to make an appropriate intervention according to the different stages of development of students with special educational needs. All this, in addition to a learning system, Relearning, which will allow you to reduce the long hours of study so frequent in other teaching methods.

A 100% online university program in which you will learn in a dynamic way about the evolution of education in children with functional diversity"

Module 1. History and Evolution of Terms up to Functional Diversity

1.1. Special Education Prehistory
- 1.1.1. Justifying the Term Prehistory
- 1.1.2. Stages in Special Education Prehistory
- 1.1.3. Education in Ancient Greece
- 1.1.4. Education in Mesopotamia
- 1.1.5. Education in Egypt
- 1.1.6. Education in Rome
- 1.1.7. Education in America
- 1.1.8. Education in Africa
- 1.1.9. Education in Asia
- 1.1.10. Shift from Mythology and Religion to Scientific Knowledge

1.2. Middle Ages
- 1.2.1. Definition of Historical Period
- 1.2.2. Stages in the Middle Ages: Features
- 1.2.3. The Separation of Church and School
- 1.2.4. Clergy Education
- 1.2.5. Knight's Education
- 1.2.6. Education of the Weak

1.3. Modern Age: from the 16th to the 18th Centuries
- 1.3.1. Definition of Historical Period
- 1.3.2. Contributions Made by Ponce de León, Juan Pablo Bonet and Lorenzo Hervas to Teaching the Hearing Impaired
- 1.3.3. Sign Language Communication
- 1.3.4. Luis Vives' Contributions
- 1.3.5. Jacobo Rodríguez Pereira's Contributions
- 1.3.6. Juan Enrique Pestalozzi's Contributions
- 1.3.7. Mental Impairment Treatment: Contributions of Pinel, Itard, Among Others

1.4. XIX Century
- 1.4.1. Definition of Historical Period
- 1.4.2. First Special Education Classrooms
- 1.4.3. First Parent-Student Associations in Special Education
- 1.4.4. The Start of Studying Intelligence: Measuring IQ
- 1.4.5. Louis Braille's Contributions to Teaching the Visually Impaired
- 1.4.6. Writing in Braille
- 1.4.7. Reading in Braille
- 1.4.8. Anne Sullivan's Contributions to Teaching the Deaf and Blind
- 1.4.9. Alexander Graham Bell's Contributions to Acoustics

1.5. 20th century
- 1.5.1. Definition of Historical Period
- 1.5.2. Ovidio Decroly's Contributions
- 1.5.3. María Montessori's Contributions
- 1.5.4. The Boost in Psychometrics
- 1.5.5. Before the Warnock Report
- 1.5.6. The Warnock Report
- 1.5.7. School Implications after the Warnock Report
- 1.5.8. Dr. Jack Bradley's Photography: Hearing Aid Use
- 1.5.9. Using Home Video in Autism

1.6. The Contributions from the World Wars
- 1.6.1. World Wars: Historical Periods
- 1.6.2. Schools in Times of Crisis
- 1.6.3. Operation T 4
- 1.6.4. Schools under Nazism
- 1.6.5. Schools in Ghettos and Concentration Camps: Work and Extermination
- 1.6.6. The Start of Schools in the Kibbutz
- 1.6.7. Concepts in Education vs. Rehabilitation
- 1.6.8. Developing Tools and Materials to Improve Everyday Life
- 1.6.9. Using the White Cane
- 1.6.10. Using Technology to Improve the Life of Injured Soldiers

1.7. 21st Century Perspectives
- 1.7.1. Concept of Functional Diversity
- 1.7.2. Social Implications of the Term Functional Diversity
- 1.7.3. Educational Implications of the Term Functional Diversity
- 1.7.4. Work Implications of the Term Functional Diversity
- 1.7.5. Rights and Responsibilities of Functionally Diverse Individuals
- 1.7.6. Knowledge on How the Nervous System Functions
- 1.7.7. New Contributions in Neurology
- 1.7.8. Using ICT in Schools
- 1.7.9. Home Automation in Schools
- 1.7.10. Multiprofessional Coordination

1.8. UNESCO Approaches
- 1.8.1. Birth of UNESCO
- 1.8.2. UNESCO Organization
- 1.8.3. UNESCO Membership
- 1.8.4. Short and Long-Term UNESCO Strategies
- 1.8.5. Precursors of Children's Rights
- 1.8.6. Children's Rights: Implications for Special Education
- 1.8.7. The Education of Girls with Special Educational Needs
- 1.8.8. The UNESCO Salamanca Statement
- 1.8.9. Implications of the Salamanca Statement
- 1.8.10. Other UNESCO Documents

1.9. Classification According to Diagnosis
- 1.9.1. Responsible Bodies in the Preparation of Classifications
- 1.9.2. Definition of ICD-10
- 1.9.3. Definition of DSM V
- 1.9.4. The Need to Use Both Classifications
- 1.9.5. Implications for Teachers Specialized in Therapeutic Pedagogy for Teachers
- 1.9.6. Coordination with Other School Professionals According to these Classifications
- 1.9.7. Using Language and Vocabulary Adjusted to These Classifications
- 1.9.8. School Documents That Reference These Classifications
- 1.9.9. Drafting Student Follow-up Reports
- 1.9.10. Drafting Multiprofessional Coordination Reports

1.10. Basic Concepts in Psychopedagogy
- 1.10.1. The Need for Psychopedagogy Intervention in Schools
- 1.10.2. Psychology Concepts in Schools
- 1.10.3. Pedagogy and Education Sciences Concepts in Schools
- 1.10.4. Relation between Psychology and Pedagogy Concepts in Schools
- 1.10.5. School Documents Based on Psychology and Pedagogy
- 1.10.6. Establishing Parallels between School Stages, Psycho-evolutionary Development Stages and Special Needs Education
- 1.10.7. Elaborating Therapeutic Pedagogy Teacher Information for Teachers to Facilitate the Intervention of Other Professionals in Schools
- 1.10.8. Professional Relationships and Organizational Chart in Schools Based on Psychology and Pedagogy
- 1.10.9. Drafting Multiprofessional Coordination Reports
- 1.10.10. Other Documents

Module 2. Neurodevelopmental Disorders: Intellectual Disability

2.1. Intellectual Disability and the Cognitive System
- 2.1.1. Definition of Intellectual Disability
- 2.1.2. Historical Approaches
- 2.1.3. Current Interpretation
- 2.1.4. Cognitive Functions
- 2.1.5. Importance of the Cognitive System
- 2.1.6. Cognitive System Disorders
- 2.1.7. Definition of the Cognitive System
- 2.1.8. Parts in the Cognitive System
- 2.1.9. Functions of the Cognitive System
- 2.1.10. Importance of the Cognitive System

2.2. Variables in Development
- 2.2.1. Importance of Variables in Development
- 2.2.2. Personal Variables: Grade
- 2.2.3. Personal Variables: Prenatal Causes
- 2.2.4. Personal Variables: Perinatal Causes
- 2.2.5. Personal Variables: Postnatal Causes
- 2.2.6. Contextual Variables: Family
- 2.2.7. Contextual Variables: Education
- 2.2.8. Intellectual Disability Dimensions
- 2.2.9. Adaptive Skills According to the Intellectual Disability Criteria

2.3. Differential Aspects in Intellectual Disability
- 2.3.1. Introduction to Differential Aspects
- 2.3.2. Cognitive Development
- 2.3.3. Language and Communication
- 2.3.4. Affective-Emotional and Social Dimension
- 2.3.5. Psychomotor Dimension
- 2.3.6. Specifying Special Educational Needs in Students with Intellectual Disabilities

2.4. Multiprofessional Coordination
- 2.4.1. Definition of Multiprofessional Coordination
- 2.4.2. The Need for Multiprofessional Coordination
- 2.4.3. Family as the Core of Multiprofessional Coordination
- 2.4.4. Diagnosing Disorders
- 2.4.5. Education Center Professionals: Coordination
- 2.4.6. Education Center External Professionals: Coordination
- 2.4.7. Coordination between Internal and External Professionals
- 2.4.8. The Teacher Specialist in Therapeutic Pedagogy as a Liaison between Professionals
- 2.4.9. Students and Families

2.5. Identifying Special Educational Needs in Students with Intellectual Disabilities: Psycho-Pedagogic Assessment
- 2.5.1. Disorder Diagnosis Documentation
- 2.5.2. Disorder Revisions and Follow-up
- 2.5.3. Physiotherapist Documentation
- 2.5.4. Disorder Revisions and Follow-up by Physiotherapists
- 2.5.5. Orthotist Documentation
- 2.5.6. Disorder Revisions and Follow-up by Orthotists
- 2.5.7. School Documentation
- 2.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
- 2.5.9. Elaborating Individual Curricular Adaptation Documents
- 2.5.10. Individual Curricular Adaptation Document Follow-up

2.6. Curricular Adaptations for Students with Intellectual Disability
- 2.6.1. Regulatory Basis
- 2.6.2. Concept of Educational Intervention
- 2.6.3. Importance of Educational Intervention
- 2.6.4. General Aspects of Intervention
- 2.6.5. Cognitive Aspects in Intervention
- 2.6.6. Socio-Affective Aspects in Intervention
- 2.6.7. Psychomotor Aspects in Intervention
- 2.6.8. Basic Aspects in Intervention

2.7. Organizing Educational Responses to Students with Intellectual Disabilities

2.8. Family Participation in Cases of Intellectually Disabled Individuals

2.9. Social Inclusion of Intellectually Disabled Individuals

2.10. Support and Resources for Intellectually Disabled Individuals

Module 3. Neurodevelopmental Disorders: Attention Deficit Disorder/ Hyperactivity Disorder

3.1. Concept and Definition of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)
- 3.1.1. TDA Definition
- 3.1.2. Symptoms
- 3.1.3. Types of Treatment
- 3.1.4. Definition of ADHD
- 3.1.5. Diagnosing ADHD
- 3.1.6. When Is the Right Time for Correct Diagnosis?
- 3.1.7. Diagnostic Criteria for ADHD
- 3.1.8. Differences between ADD and ADHD
- 3.1.9. Causes

3.2. ADHD Positive Diagnosis
- 3.2.1. Process to Obtain a Correct Diagnosis
- 3.2.2. Differential Diagnosis
- 3.2.3. Medical Problems
- 3.2.4. Learning Disorders
- 3.2.5. Affective Disorders
- 3.2.6. Behavioral Disorders
- 3.2.7. Using Drugs
- 3.2.8. Unfavorable Environments
- 3.2.9. Rebound Effect
- 3.2.10. Issues in the Face of a New Diagnosis

3.3. Gradual Emergence of ADD and ADHD in Current Society: What These Disorder Are and What They Are Not
- 3.3.1. Prevalencia en España
- 3.3.2. Prevalence in Europe
- 3.3.3. Prevalence in the Rest of the World
- 3.3.4. Do These Disorders Really Exist?
- 3.3.5. What ADD and ADHD Are Not
- 3.3.6. Are They Inherited?
- 3.3.7. Can They Be Cured?
- 3.3.8. False Myths

3.4. Comorbidity
- 3.4.1. What Is Comorbidity?
- 3.4.2. Comorbid Conditions Coexisting with ADHD
- 3.4.3. Anxiety Disorders
- 3.4.4. Neurodevelopment Disorders
- 3.4.5. Learning Disorders
- 3.4.6. Mood Disorders
- 3.4.7. Disruptive Disorders
- 3.4.8. Addiction Disorders
- 3.4.9. Sleep Disorders
- 3.4.10. Organic Disorders

3.5. Incidences in Developmental Stages
- 3.5.1. Executive Control
- 3.5.2. How Does It Manifest in Academic Performance?
- 3.5.3. How Does It Manifest in Behavior?
- 3.5.4. What Type of ADHD Children May We Find in the Classroom?
- 3.5.5. ADD and ADHD in Boys
- 3.5.6. ADD and ADHD in Girls
- 3.5.7. ADD and ADHD in Teenagers
- 3.5.8. ADD and ADHD in Adults

3.6. Educational Intervention According to Developmental Stage
- 3.6.1. Educational Intervention in Early Childhood (3 to 6 Years of Age)
- 3.6.2. Educational Intervention in Childhood (6 to 12 Years of Age)
- 3.6.3. Educational Intervention in Adolescence (12 to 20 Years of Age)
- 3.6.4. Educational Intervention in Adulthood (20 to 40 Years of Age)
- 3.6.5. Working on Student Self-esteem
- 3.6.6. How to Manage Distractions
- 3.6.7. Reinforcing Positive Behaviors and Their Importance for Students
- 3.6.8. Curricular Adaptations
- 3.6.9. Non-Significant Curricular Measures of Obligatory Compliance

3.7. Multidisciplinary Coordination and Intervention
- 3.7.1. Definition of Multiprofessional Coordination
- 3.7.2. What Is Psychopedagogic Treatment?
- 3.7.3. Psychopedagogic Intervention
- 3.7.4. Psychological Intervention
- 3.7.5. Pharmacological Intervention
- 3.7.6. Multimodal Intervention
- 3.7.7. Neuropsychological Intervention
- 3.7.8. Alternative Treatment Intervention

3.8. ADD and ADHD in the Family
- 3.8.1. Main Family Fears
- 3.8.2. Teacher-Parent Communication
- 3.8.3. Family Emotional Intelligence
- 3.8.4. First Teacher-Parent Meeting
- 3.8.5. Decalogue of Family Actions
- 3.8.6. Living Together
- 3.8.7. Family Schools
- 3.8.8. Intervention within the Family Nucleus: Functional Education Models
- 3.8.9. Inductive Support Model or Inductive Discipline

3.9. Study Techniques Adapted Tools and Supplies
- 3.9.1. Classroom Adaptations and Strategies
- 3.9.2. Strategies to Improve Reading Skills
- 3.9.3. Strategies to Improve Writing Skills
- 3.9.4. Strategies to Improve Calculation Skills
- 3.9.5. Strategies to Improve Organization Skills
- 3.9.6. Strategies to Improve Reflection Skills
- 3.9.7. Strategies to Improve Motivation and Emotional State
- 3.9.8. Strategies to Improve Behavior
- 3.9.9. Other Materials

3.10. Types of Classroom Assessments
- 3.10.1. Assessment and Exam Recommendations
- 3.10.2. General Measures in Assessing ADD and ADHD Students
- 3.10.3. Supervision Measures in Assessment
- 3.10.4. Assessment Procedures
- 3.10.5. Learning Assessment
- 3.10.6. Assessment Guidelines
- 3.10.7. Assessment Alternatives
- 3.10.8. Teach Students How to Prepare for Exams

Module 4. Neurodevelopmental Disorders: Motor Disorders/Musculoskeletal System Diseases/Nervous System Diseases

4.1. Concept and Definition of Motor Disorders/Musculoskeletal System and Connective System Diseases
- 4.1.1. Definition of the Locomotor System
- 4.1.2. Functions of the Locomotor System
- 4.1.3. Importance of the Locomotor System
- 4.1.4. Development of the Locomotor System
- 4.1.5. Referred Disorders of the Locomotor System
- 4.1.6. Definition of the Musculoskeletal System
- 4.1.7. Functions of the Musculoskeletal System
- 4.1.8. Importance of the Musculoskeletal System
- 4.1.9. Development of the Musculoskeletal System
- 4.1.10. Disorders of the Musculoskeletal System
- 4.1.11. Definition of the Connective System
- 4.1.12. Functions of the Connective System
- 4.1.13. Importance of the Connective System
- 4.1.14. Development of the Connective System
- 4.1.15. Disorders of the Connective System

4.2. Classification of Motor Disorders/Musculoskeletal System and Connective System Diseases
- 4.2.1. Relationship between DSM V and ICD-10 Classifications between Motor Disorders and Skeletal System and Connective System Disorders
- 4.2.2. DSM V Classification
- 4.2.3. Disorders Not Included in the DSM V
- 4.2.4. ICD-10 Classification
- 4.2.5. Disorders Not Included in ICD-10
- 4.2.6. The Need for Consensus between Both Classifications
- 4.2.7. Disorders in Common between DSM V and ICD-10
- 4.2.8. Differences between DSM V and ICD-10 Classifications
- 4.2.9. Contributions of the Differences between DSM V and ICD-10 Classifications to the Work of the Teacher Specialized in Therapeutic Pedagogy for Teachers
- 4.2.10. Common Contributions of DSM V and ICD-10 Classifications to the Work of the Teacher Specialist in Therapeutic Pedagogy

4.3. Incidences in Developmental Stages
- 4.3.1. Definition and Concept of Motor Developmental Stages
- 4.3.2. Definition and Concept of the Musculoskeletal and Connective Systems Developmental Stages
- 4.3.3. The Need to Unify the Stages
- 4.3.4. Milestones in Development
- 4.3.5. Embryo and Fetus Incidents: Consequences
- 4.3.6. Incidents During the First Year of Life Consequences
- 4.3.7. Proximate-Distal Law Incidents: Consequences
- 4.3.8. Cephalocaudal Law Incidents: Consequences
- 4.3.9. Gait Incidents: Consequences
- 4.3.10. Other Incidents

4.4. Multiprofessional Coordination
- 4.4.1. Definition of Multiprofessional Coordination
- 4.4.2. The Need for Multiprofessional Coordination
- 4.4.3. Family as the Core of Multiprofessional Coordination
- 4.4.4. Diagnosing the Disorder
- 4.4.5. Education Center Professionals: Coordination
- 4.4.6. Physiotherapist Intervention in and out of School
- 4.4.7. Orthoprosthetic Intervention in and out of School
- 4.4.8. Education Center External Professionals: Coordination
- 4.4.9. Coordination between Internal and External Professionals
- 4.4.10. The Teacher Specialist in Therapeutic Pedagogy as a Liaison between Professionals

4.5. Documentation and Organization According to Student Needs
- 4.5.1. Disorder Diagnosis Documentation
- 4.5.2. Disorder Revisions and Follow-up
- 4.5.3. Physiotherapist Documentation
- 4.5.4. Disorder Revisions and Follow-up by Physiotherapists
- 4.5.5. Orthotist Documentation
- 4.5.6. Disorder Revisions and Follow-up by Orthotists
- 4.5.7. School Documentation
- 4.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
- 4.5.9. Elaborating Individual Curricular Adaptation Documents
- 4.5.10. Individual Curricular Adaptation Document Follow-up

4.6. Educational Intervention According to Developmental Stage
- 4.6.1. Developmental Milestones for Educational Intervention
- 4.6.2. Diagnosis. Early Stimulation
- 4.6.3. Educational Intervention to Promote Cephalic Support
- 4.6.4. Educational Intervention to Promote Torso Support
- 4.6.5. Educational Intervention to Promote Support to Stand Upright
- 4.6.6. Educational Intervention to Promote the Proximal-Distal Law
- 4.6.7. Educational Intervention to Promote the Cephalicaudal Law
- 4.6.8. Educational Intervention to Promote Gait
- 4.6.9. Educational Intervention to Improve Hypotonia
- 4.6.10. Educational Intervention to Improve Hypotonia

4.7. Adapted Individual Tools and Supplies
- 4.7.1. Concept of School Activities
- 4.7.2. The Need for Preliminary Activities for Special Educational Needs Students
- 4.7.3. The Need for Final Activities for Special Educational Needs Students
- 4.7.4. Classroom Adaptation
- 4.7.5. School Adaptation
- 4.7.6. Tabletop Supplies
- 4.7.7. School Ambulation Supplies
- 4.7.8. School Recess Supplies
- 4.7.9. Food and Cleaning Supplies at School
- 4.7.10. Other Materials

4.8. Adapted Collective Tools and Supplies
- 4.8.1. Conept of Collective Tools and Materials: Need for Student Inclusion
- 4.8.2. Tools and Supplies Classification According to the Setting
- 4.8.3. Tools and Supplies Classification According to Use
- 4.8.4. Classroom Supplies
- 4.8.5. School Supplies
- 4.8.6. Recess Area Supplies
- 4.8.7. Cafeteria and Bathroom Supplies
- 4.8.8. Information and Signs for Common Use
- 4.8.9. Adapting Common Spaces: Ramps and Elevators
- 4.8.10. Other Tools and Supplies

4.9. School-Based Socio-Community Intervention
- 4.9.1. Concept of Socio-Community Intervention
- 4.9.2. Justification of Socio-Community Intervention in Special Educational Needs Students
- 4.9.3. Coordinated Intervention by All Education Professionals at School
- 4.9.4. Coordinated intervention by Non-Teaching School Personnel
- 4.9.5. Coordinated Intervention with Class families
- 4.9.6. Intervention with External Resources: Extracurricular Outings
- 4.9.7. Intervention with External Resources from the Culture Itself: Zoo or Museums, Among Others
- 4.9.8. Coordinated Intervention with Other Resources in the Immediate Surroundings: Library or Municipal Sports Center, and Others
- 4.9.9. Applying for Socio-Community Resources: Scholarships and Other Aid
- 4.9.10. Other Socio-Community Interventions

4.10. Evaluation and Prognosis
- 4.10.1. The First Diagnosis The Family's Response
- 4.10.2. Family Support in Accepting the Diagnosis
- 4.10.3. Information and Family Meetings
- 4.10.4. Information and Special Needs Student Meetings
- 4.10.5. School Intervention in the Evaluation: Role of the Teacher Specialized in Therapeutic Pedagogy
- 4.10.6. Multiprofessional Intervention in the Evaluation
- 4.10.7. Joint Measures to Achieve the Best Prognosis
- 4.10.8. Programming a Multiprofessional Intervention Schedule
- 4.10.9. Intervention Review and Follow-up: Evaluation
- 4.10.10. Improvement Proposals for Multiprofessional Intervention

Module 5. Neurodevelopmental Disorders: Autism Spectrum Disorder/ Pervasive and Specific Developmental Disorders

5.1. Definition, Clinical Presentation and Classification
- 5.1.1. Etiology
- 5.1.2. Genetic Factors
- 5.1.3. Neurochemical Alterations
- 5.1.4. Immune Function Alterations
- 5.1.5. Environmental Factors
- 5.1.6. Comorbidity
- 5.1.7. Diagnostic Criteria
- 5.1.8. Early Detection
- 5.1.9. Prevalence
- 5.1.10. Differences between DSM V and ICD-10 Classifications

5.2. Students with Autism Spectrum Disorder (ASD): Types of Alterations
- 5.2.1. Definition According to the DSM V
- 5.2.2. Symptoms According to the DSM V
- 5.2.3. Definition According to the ICD-10
- 5.2.4. Symptoms According to the ICD-10
- 5.2.5. Educational Intervention According to Developmental Stage
- 5.2.6. Educational Intervention in Early Childhood (3 to 6 Years of Age)
- 5.2.7. Educational Intervention in Childhood (6 to 12 Years of Age)
- 5.2.8. Educational Intervention in Adolescence (12 to 20 Years of Age)
- 5.2.9. Educational Intervention in Adulthood (20 to 40 Years of Age)
- 5.2.10. Curricular Adaptations

5.3. Identifying Special Educational Needs in ASD Students

5.4. ASD Student Intervention

5.5. Organizing Resources for ASD Students

5.6. Specific Intervention Models

5.7. Adapting the Curriculum for ASD Students

5.8. Educational Response for ASD Students in Childhood Education

5.9. Educational Response for ASD Students in Secondary and Primary Education

5.10. Educating Adults on ASD: Counseling for Families with ASD Students

Module 6. Mental Disorders

6.1. Concept and Definition of Mental Disorders
- 6.1.1. Definition of Mental Disorder
- 6.1.2. Historical Approaches
- 6.1.3. Current Interpretation
- 6.1.4. General Conditions
- 6.1.5. Importance of the Cognitive System
- 6.1.6. Parts of the Cognitive System
- 6.1.7. Classification of Mental Disorders
- 6.1.8. Symptoms of Mental Disorders

6.2. Psychotic Disorders
- 6.2.1. Definition of Psychotic Disorders
- 6.2.2. Possible Causes
- 6.2.3. Potential Conditions
- 6.2.4. Schizotypal Personality Disorder
- 6.2.5. Delusional Disorder
- 6.2.6. Brief Psychotic Disorder
- 6.2.7. Schizophrenia
- 6.2.8. Schizoaffective Disorder
- 6.2.9. Other Psychotic Disorders
- 6.2.10. Treatment

6.3. Mood Disorder
- 6.3.1. Definition of Mood Disorder
- 6.3.2. Possible Causes
- 6.3.3. Potential Conditions
- 6.3.4. Depressive Disorder
- 6.3.5. Bipolar Disorder
- 6.3.6. Manic Disorder
- 6.3.7. Other Mood Disorders
- 6.3.8. Treatment

6.4. Anxiety Disorders
- 6.4.1. Definition of Anxiety Disorder
- 6.4.2. Separation Anxiety Disorder
- 6.4.3. Selective Mutism
- 6.4.4. Specific Phobia
- 6.4.5. Social Anxiety Disorder
- 6.4.6. Panic Disorder
- 6.4.7. Other Anxiety Disorders
- 6.4.8. Treatment

6.5. Obsessive-Compulsive Disorder and Related Disorders
- 6.5.1. Definition of OCD
- 6.5.2. Types of OCD
- 6.5.3. Recurrent Obsessions
- 6.5.4. Cognitive Variables
- 6.5.5. Symptoms
- 6.5.6. Effects
- 6.5.7. Comorbidity
- 6.5.8. Treatment

6.6. Destructive Impulse Control and Behavior Disorders
- 6.6.1. Definition of Destructive Impulse Control and Behavior Disorders
- 6.6.2. Types of Disorders
- 6.6.3. Cognitive Variables
- 6.6.4. Symptoms
- 6.6.5. Effects
- 6.6.6. Comorbidity
- 6.6.7. Treatment

6.7. Personality Disorders
- 6.7.1. Definition of Personality Disorders
- 6.7.2. Group A Personality Disorders
- 6.7.3. Group B Personality Disorders
- 6.7.4. Group C Personality Disorders
- 6.7.5. Other Personality Disorders
- 6.7.6. Foundation
- 6.7.7. Comorbidity
- 6.7.8. Treatment

6.8. Including Students with Mental Disorders at School and Their Specific Needs

6.9. Educational Response to Students with Mental Disorders: Measures and Resources

6.10. Multiprofessional Coordination

Module 7. Eye Diseases

7.1. Concept and Definition of the Eye and Its Diseases
- 7.1.1. Introduction to the Nervous System
- 7.1.2. Definition of the Eye and Function
- 7.1.3. Parts of the Eye
- 7.1.4. Description of the Visual Process
- 7.1.5. Image Formation
- 7.1.6. Normal and Binocular Vision
- 7.1.7. Visual Perception
- 7.1.8. Importance of the Visual System
- 7.1.9. Definition of Eye Diseases
- 7.1.10. Neurophthalmology

7.2. Classification of Eye Diseases
- 7.2.1. Congenital Diseases
- 7.2.2. Syndromes with Ocular Involvement
- 7.2.3. Color Blindness
- 7.2.4. Infectious Agents
- 7.2.5. Diseases Associated with Refraction Defects
- 7.2.6. Diseases Concerning the Neuroanatomy of the Eye (Cornea, Retina and Optic Nerve)

7.2.7. Amblyopia
7.2.8. Strabismus
7.2.9. Visual Impairment
7.2.10. Ocular Trauma

7.3. Neurological Basis for Development and Learning
7.3.1. Human Development Pyramid
7.3.2. Developmental Phases
7.3.3. Developmental Levels
7.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
7.3.5. General Outline of Neurodevelopment
7.3.6. Sensory and Perception Neurodevelopment in Childhood
7.3.7. Early Sensation Development
7.3.8. Color Perception Development
7.3.9. Perceptual Organization Development
7.3.10. Motion Perception

7.4. Incidents in Developmental Stages
7.4.1. Risk Factors in Developmental Stages
7.4.2. Development of the Visual System at Birth
7.4.3. Development of Sensory Systems during Infancy
7.4.4. Implications for Visual Attention
7.4.5. Implication for Visual Memory
7.4.6. Implications for Reading Skills
7.4.7. Influence of Vision on the Visuomotor System and Its Development
7.4.8. Incidents in the Development of Reading Skills in the Learning Process
7.4.9. Incidents in the Development of Writing Skills in the Learning Process
7.4.10. Other Incidents

7.5. Multiprofessional Coordination
7.5.1. Teacher Specialized in Therapeutic Pedagogy for Teachers
7.5.2. Hearing and Speech Teacher Specialist
7.5.3. Special Education Monitors During Schooling
7.5.4. Educators
7.5.5. Curricular Support Teachers
7.5.6. Deafness and Blindness Mediators
7.5.7. Social Educators
7.5.8. Educational Guidance Teams
7.5.9. Specialized Educational Guidance Teams
7.5.10. Guidance Departments
7.5.11. Professional Eye Disease Doctors

7.6. Documentation and Organization According to Student Needs
7.6.1. Psychopedagogic Evaluation
7.6.2. Neuropsychopedagogic Reports
7.6.3. Ophthalmological Reports
7.6.4. Medical Documentation Specific to the Disease
7.6.5. Disorder Monitoring
7.6.6. School Documentation
7.6.7. Social Services
7.6.8. Social Organization
7.6.9. Center Organization
7.6.10. Classroom Organization
7.6.11. Family Organization

7.7. Educational Intervention According to Developmental Stages
- 7.7.1. Adaptations at the Educational Center Level
- 7.7.2. Adaptations at the Classroom Level
- 7.7.3. Adaptations at the Personal Level
- 7.7.4. Computer Supplies
- 7.7.5. Educational Intervention in Early Childhood
- 7.7.6. Educational Intervention in Second Childhood
- 7.7.7. Educational Intervention in Maturity
- 7.7.8. Intervention to Promote Visual Capacity
- 7.7.9. Educational Intervention to Promote the Reading-Writing Process
- 7.7.10. Intervention with Families

7.8. Adapted Tools and Supplies
- 7.8.1. Tools to Work with Visually Impaired Students
- 7.8.2. Tools to Work with Visually Disabled Students
- 7.8.3. Adapted Individual Supplies
- 7.8.4. Adapted Collective Supplies
- 7.8.5. Visual Skills Programs
- 7.8.6. Adapting Curricular Elements
- 7.8.7. Adapting Shared Spaces
- 7.8.8. Tiflotechnology
- 7.8.9. Visual Technical Assistance
- 7.8.10. Visual Stimulation Programs

7.9. School-Based Socio-Community Intervention
- 7.9.1. Concept of Socio-Community Intervention
- 7.9.2. Student Body Schooling
- 7.9.3. Child Socialization
- 7.9.4. Extracurricular Outings
- 7.9.5. Family Circle
- 7.9.6. Relation Between Family and School
- 7.9.7. Peer-to-Peer Relationships
- 7.9.8. Leisure and Free Time
- 7.9.9. Professional Training
- 7.9.10. Social Inclusion

7.10. Disease Evaluation and Prognosis
- 7.10.1. Signs of Visual Problems
- 7.10.2. Attitudinal Observation of the Student
- 7.10.3. Ophthalmologic examination
- 7.10.4. Psychopedagogic Evaluation
- 7.10.5. Assessing the Degree of Adjustment for Visual Disabilities
- 7.10.6. Differences Associated with Visual Pathology
- 7.10.7. Family Coexistence Analysis
- 7.10.8. Functional Vision Student Evaluation Test
- 7.10.9. Visual Stimulation Programs and Ranges
- 7.10.10. Visual Rehabilitation

Module 8. Ear Diseases

8.1. Concept and Definition of the Ear and Its Diseases
- 8.1.1. Introduction to the Nervous System
- 8.1.2. Definition of the Ear and Function
- 8.1.3. Parts of the Ear
- 8.1.4. General Neuroanatomical Basis of the Ear
- 8.1.5. Development of the Auditory System
- 8.1.6. Balance System
- 8.1.7. Description of the Auditory Process
- 8.1.8. Auditory Perception
- 8.1.9. Importance of the Auditory System
- 8.1.10. Definition of Ear Diseases

8.2. Classification of Ear Diseases
- 8.2.1. Congenital Diseases
- 8.2.2. Infectious Agents
- 8.2.3. Diseases of the Outer Ear
- 8.2.4. Diseases of the Middle Ear
- 8.2.5. Diseases of the Inner Ear
- 8.2.6. Hearing Loss Classification
- 8.2.7. Psychobiological Aspects of Hearing Loss
- 8.2.8. Ear Trauma

8.3. Neurological Basis for Development and Learning
- 8.3.1. Human Development Pyramid
- 8.3.2. Developmental Phases
- 8.3.3. Developmental Levels
- 8.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
- 8.3.5. General Outline of Neurodevelopment
- 8.3.6. Sensory and Perception Neurodevelopment in Childhood
- 8.3.7. Development of Auditory Processing Related to Language
- 8.3.8. Social Development

8.4. Incidents in Developmental Stages
- 8.4.1. Risk Factors in Developmental Stages
- 8.4.2. Development of the Hearing System at Birth
- 8.4.3. Development of Sensory Systems during Infancy
- 8.4.4. Influence of Hearing on Balance Development in the Early Stages of Learning
- 8.4.5. Communication Difficulties
- 8.4.6. Motor Coordination Difficulties
- 8.4.7. Influence on Attention
- 8.4.8. Functional Implications
- 8.4.9. Implications for Reading Skills
- 8.4.10. Emotional Incidents

8.5. Multiprofessional Coordination
- 8.5.1. Teacher Specialized in Therapeutic Pedagogy for Teachers
- 8.5.2. Hearing and Speech Teacher Specialist
- 8.5.3. Special Education Monitors During Schooling
- 8.5.4. Educators
- 8.5.5. Curricular Support Teachers
- 8.5.6. Sign Language Professional
- 8.5.7. Deafness and Blindness Mediators
- 8.5.8. Social Educators
- 8.5.9. Educational Guidance Teams
- 8.5.10. Specialized Educational Guidance Teams
- 8.5.11. Guidance Departments
- 8.5.12. Professional Eye Disease Doctors

8.6. Documentation and Organization According to Student Needs
- 8.6.1. Psychopedagogic Evaluation
- 8.6.2. Neuropsychopedagogic Reports
- 8.6.3. Medical Reports
- 8.6.4. Audiometries
- 8.6.5. Acumetry
- 8.6.6. Tympanometry
- 8.6.7. Supraliminal Tests
- 8.6.8. Stapedial Reflex
- 8.6.9. School Documentation
- 8.6.10. Center Organization
- 8.6.11. Classroom Organization
- 8.6.12. Social and Family Organization

8.7. Educational Intervention According to Developmental Stages
- 8.7.1. Adaptations at the Educational Center Level
- 8.7.2. Adaptations at the Classroom Level
- 8.7.3. Adaptations at the Personal Level
- 8.7.4. Logopedic Intervention According to Developmental Stages
- 8.7.5. Educational Intervention in Early Childhood
- 8.7.6. Educational Intervention in Second Childhood
- 8.7.7. Educational Intervention in Maturity
- 8.7.8. Alternative and Augmentative Communication Systems
- 8.7.9. Intervention to Stimulate Auditory Capacity
- 8.7.10. Educational Intervention to Improve Linguistic Capacity
- 8.7.11. Intervention with Families

8.8. Adapted Tools and Supplies
- 8.8.1. Tools to Work with Visually Impaired Students
- 8.8.2. Tools to Work with Visually Disabled Students
- 8.8.3. Adapted Individual Supplies
- 8.8.4. Adapted Collective Supplies
- 8.8.5. Auditory Skills Programs
- 8.8.6. Adapting Shared Spaces
- 8.8.7. Adapting Curricular Elements
- 8.8.8. ICT Influences
- 8.8.9. Auditory Technical Assistance
- 8.8.10. Auditory Stimulation Programs

8.9. School-Based Socio-Community Intervention
- 8.9.1. Concept of Socio-Community Intervention
- 8.9.2. Student Body Schooling
- 8.9.3. Student Schooling
- 8.9.4. Child Socialization
- 8.9.5. Extracurricular Outings
- 8.9.6. Family Circle
- 8.9.7. Relation Between Family and School
- 8.9.8. Peer-to-Peer Relationships
- 8.9.9. Leisure and Free Time
- 8.9.10. Professional Training
- 8.9.11. Social Inclusion

8.10. Disease Evaluation and Prognosis
- 8.10.1. Signs of Hearing Problems
- 8.10.2. Subjective Hearing Tests
- 8.10.3. Objective Hearing Tests
- 8.10.4. Psychopedagogic Evaluation
- 8.10.5. ENT Physician Evaluation
- 8.10.6. The Audiologist's Role
- 8.10.7. Speech Therapist Evaluation
- 8.10.8. Social Services Role
- 8.10.9. Family Coexistence Analysis
- 8.10.10. Treatment

Module 9. Communication Disorders

9.1. Concept and Definition of Communication and Its Disorders
- 9.1.1. Definition of Communication
- 9.1.2. Types of Communication
- 9.1.3. Definition of Language
- 9.1.4. Stages in Communication
- 9.1.5. Definition of Disorder
- 9.1.6. Introduction to the Nervous System
- 9.1.7. Description of the Communicate Process
- 9.1.8. Difference between Communication and Speech
- 9.1.9. Language in Relation to Auditory and Visual Processing
- 9.1.10. Concept of Communication Disorders

9.2. Classification and Typology of Communication Disorders
- 9.2.1. Specific Language Disorder
- 9.2.2. Language Delays
- 9.2.3. Social Communication Disorder
- 9.2.4. Speech Sound Disorder
- 9.2.5. Childhood-Onset Fluency Disorder (Stuttering)
- 9.2.6. Selective Mutism
- 9.2.7. Students with Hearing Loss
- 9.2.8. Specific Learning Disorder
- 9.2.9. Academic or Educational Problems
- 9.2.10. Unspecified Communication Disorder

9.3. Neurological Basis for Development and Learning
- 9.3.1. Human Development Pyramid
- 9.3.2. Developmental Phases
- 9.3.3. Developmental Levels
- 9.3.4. Location of Language Skills in the Developmental Pyramid and Its Importance
- 9.3.5. General Outline of Neurodevelopment
- 9.3.6. Perceptual and Motor Neurodevelopment in Childhood
- 9.3.7. Developmental Areas that Influence Language
- 9.3.8. Cognitive Development via Communication and Language
- 9.3.9. Social and Affective Development via Communication and Language

9.4. Incidents in Developmental Stages
- 9.4.1. Early Language and Speech Development
- 9.4.2. Early Childhood: Language Development
- 9.4.3. Development of Spoken Language
- 9.4.4. Vocabulary Development and Grammatical Knowledge
- 9.4.5. Development of Communication Knowledge
- 9.4.6. Illiteracy: Written Language Comprehension and Use
- 9.4.7. Learning Difficulties in Reading
- 9.4.8. Emotional and Affective Development in Students
- 9.4.9. Diseases Related to Language Disorders
- 9.4.10. Other Incidents

9.5. Multiprofessional Coordination
- 9.5.1. Teacher Specialized in Therapeutic Pedagogy for Teachers
- 9.5.2. Hearing and Speech Teacher Specialist
- 9.5.3. Special Education Monitors During Schooling
- 9.5.4. Educators
- 9.5.5. Curricular Support Teachers
- 9.5.6. Sign Language Professional
- 9.5.7. Deafness and Blindness Mediators
- 9.5.8. Social Educators
- 9.5.9. Educational Guidance Teams
- 9.5.10. Specialized Educational Guidance Teams
- 9.5.11. Guidance Departments
- 9.5.12. Professional Eye Disease Doctors

9.6. Documentation and Organization According to Student Needs
- 9.6.1. Psychopedagogic Tests
- 9.6.2. Psychopedagogic Evaluation
- 9.6.3. Neuropsychopedagogic Reports
- 9.6.4. Speech Therapy Report
- 9.6.5. Specific Medical Documentation for Language Disorders
- 9.6.6. School Documentation
- 9.6.7. Social Organization
- 9.6.8. Center Organization
- 9.6.9. Classroom Organization
- 9.6.10. Family Organization

9.7. Educational Intervention According to Developmental Stages
- 9.7.1. Logopedic Intervention According to Developmental Stages
- 9.7.2. Adaptations at the Educational Center Level
- 9.7.3. Adaptations at the Classroom Level
- 9.7.4. Adaptations at the Personal Level
- 9.7.5. Educational Intervention in Early Childhood
- 9.7.6. Educational Intervention in Second Childhood
- 9.7.7. Educational Intervention in Maturity
- 9.7.8. Intervention with Families

9.8. Adapted Tools and Supplies
- 9.8.1. Tools to Work with Communication Disorders Students
- 9.8.2. Adapted Individual Supplies
- 9.8.3. Adapted Collective Supplies
- 9.8.4. Linguistic Skills Programs
- 9.8.5. Programs to Promote Reading and Writing
- 9.8.6. Adapting Curricular Elements
- 9.8.7. ICT Influences
- 9.8.8. Auditory and Visual Stimulation

9.9. School-Based Socio-Community Intervention
- 9.9.1. Concept of Socio-Community Intervention
- 9.9.2. Student Schooling
- 9.9.3. Child Socialization
- 9.9.4. Extracurricular Outings
- 9.9.5. Family Circle
- 9.9.6. Relation Between Family and School
- 9.9.7. Peer-to-Peer Relationships
- 9.9.8. Leisure and Free Time
- 9.9.9. Professional Training
- 9.9.10. Social Inclusion

9.10. Disorder Evaluation and Prognosis
- 9.10.1. Manifestations of Communication Problems
- 9.10.2. Speech Therapy Report
- 9.10.3. ENT Physician Evaluation
- 9.10.4. Subjective Hearing Tests
- 9.10.5. Psychopedagogic Evaluation
- 9.10.6. Speech Therapy Rehabilitation
- 9.10.7. Family Coexistence Analysis
- 9.10.8. Auditory Treatments
- 9.10.9. Family Coexistence Analysis
- 9.10.10. Treatment

Module 10. Other Diseases and Disorders

10.1. Deafblindness
- 10.1.1. Definition
- 10.1.2. Deafblindness Implications and Consequences
- 10.1.3. Evolution and Development of Deafblind Individuals
- 10.1.4. Keys to Psychopedagogic Intervention
- 10.1.5. Communication
- 10.1.6. Communication Systems
- 10.1.7. Keys to Psychopedagogic Intervention with the Family
- 10.1.8. Stages of Acceptance
- 10.1.9. Family Needs

10.2. West Syndrome
- 10.2.1. Definition Etiology Prevalence Prognosis
- 10.2.2. General Symptoms
- 10.2.3. Psychopedagogic Intervention
- 10.2.4. Language and Communication
- 10.2.5. Personal Autonomy
- 10.2.6. Perceptual-Cognitive Area
- 10.2.7. Sensory Stimulation
- 10.2.8. Resources
- 10.2.9. Family Needs

10.3. Rubinstein-Taybi Syndrome
- 10.3.1. Definition
- 10.3.2. Etiology
- 10.3.3. Prevalence
- 10.3.4. General Symptoms
- 10.3.5. Medical Problems Associated with the Syndrome
- 10.3.6. Growth and Development
- 10.3.7. Diagnosis and Treatment
- 10.3.8. Family Needs

10.4. Instrumental Difficulties
- 10.4.1. What are the Instrumental Areas of Learning?
- 10.4.2. Dyslexia
- 10.4.3. Dysorthography
- 10.4.4. Dysgraphia
- 10.4.5. Dyscalculia
- 10.4.6. Evaluation in Schools
- 10.4.7. Psychopedagogic and Speech Therapy Evaluation
- 10.4.8. Adapting Supplies
- 10.4.9. Adapting Teaching Techniques
- 10.4.10. Adapting Classwork and Assessments

Module 11. ICT, Innovation and Emerging Methodologies

11.1. ICT in Special Education
- 11.1.1. Special Educational Needs
- 11.1.2. Special Education Principles and ICT Use
- 11.1.3. Role and Value of ICT in Special Education
- 11.1.4. Technological Inclusion vs. Marginalization
- 11.1.5. Digital Accessibility
- 11.1.6. The Right to Access
- 11.1.7. ICT Resources for Students with Special Educational Needs
- 11.1.8. ICT Benefits to Education
- 11.1.9. Assistance Technologies for Diversity (ATD)
- 11.1.10. ICT to Assess Students with Special Educational Needs

11.2. Resources for Students with Auditory Disabilities
- 11.2.1. ICT Resources for Auditory Disabilities
- 11.2.2. Objectives
- 11.2.3. HETAH- Sign Language Translator
- 11.2.4. Mobile Application for People with Hearing Impairment (MAPHI)
- 11.2.5. Spreadthesign
- 11.2.6. Pictotranslator
- 11.2.7. The Seraph Snail
- 11.2.8. Signs Library
- 11.2.9. Speechviewer II Phonetic Viewer
- 11.2.10. Sueñaletras

11.3. Resources for Students with Visual Disabilities
- 11.3.1. ICT Resources for Visual Disabilities
- 11.3.2. Objectives
- 11.3.3. Hetah Transcriber
- 11.3.4. Knfbreader
- 11.3.5. The Magic Tree of Words
- 11.3.6. Audescmobile
- 11.3.7. Cantaletras
- 11.3.8. Winbraille
- 11.3.9. Jaws
- 11.3.10. Adapted Hardware

11.4. Resources for Students with Motor Disabilities
- 11.4.1. ICT Resources for Motor Disabilities
- 11.4.2. Objectives
- 11.4.3. Keytweak
- 11.4.4. Formpilot Office
- 11.4.5. Emuclic
- 11.4.6. SinClic 0.9
- 11.4.7. Virtual Keypads: VirtualTEC
- 11.4.8. Remote Mouse
- 11.4.9. Adapted Software

11.5. Resources for Students with Intellectual Disabilities
- 11.5.1. ICT Resources for Intellectual Disabilities
- 11.5.2. Objectives
- 11.5.3. Cabezudos
- 11.5.4. Ableservices
- 11.5.6. Tecnocom Lite
- 11.5.7. Help, I'm Lost
- 11.5.8. Game of the Opposites
- 11.5.9. Special Stories
- 11.5.10. Learning Project

11.6. Resources for ASD
- 11.6.1. ICT Resources for Students with Autism
- 11.6.2. Objectives
- 11.6.3. Emotions Project
- 11.6.4. ASD Doctor
- 11.6.5. Social Classroom
- 11.6.6. Words in Pictures
- 11.6.7. Applyautism
- 11.6.8. AraWord
- 11.6.9. Communicator goTalk 9+
- 11.6.10. Zac Browser

06

Methodology

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

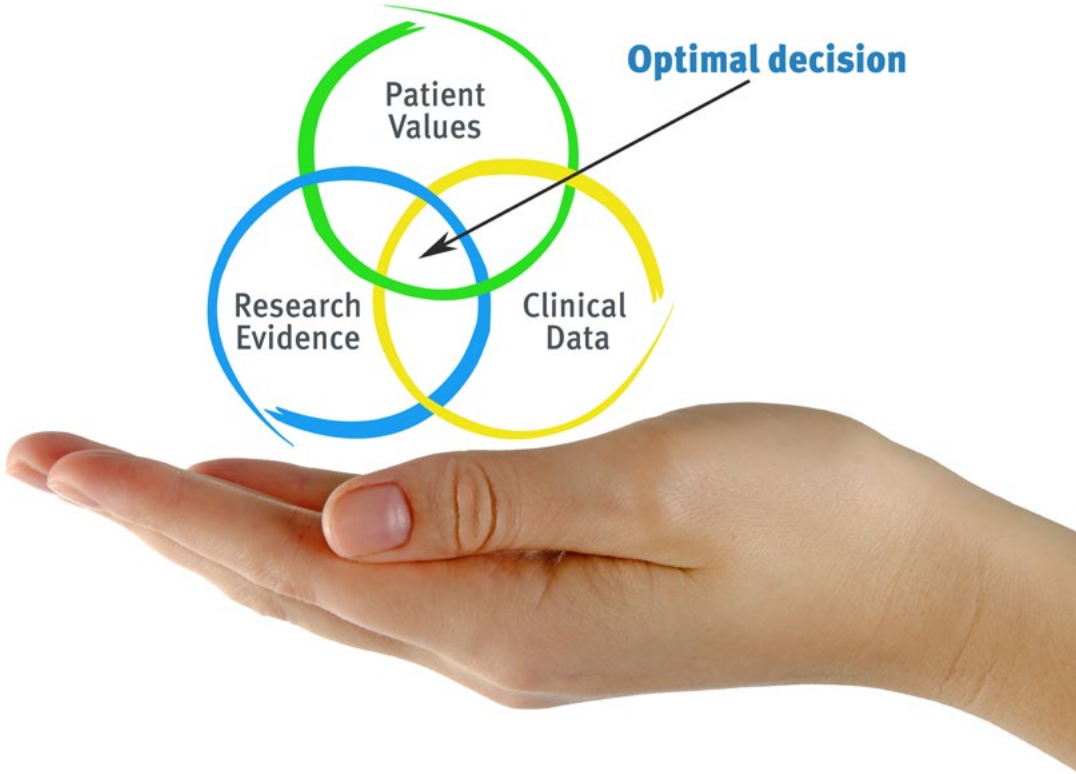
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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 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:

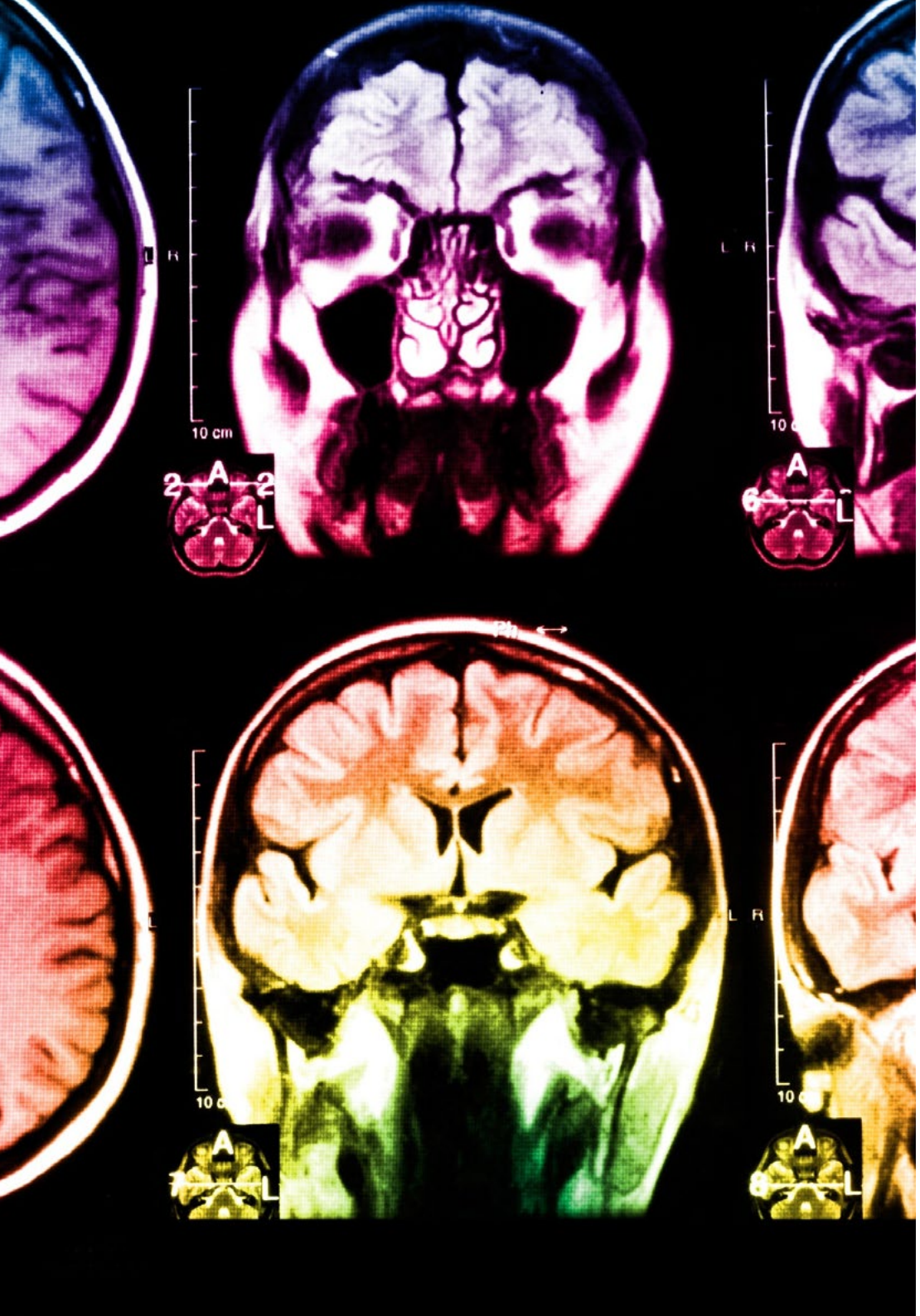
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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



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

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

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

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

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

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

Study Material

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

These contents are then adapted in 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, students can watch them as many times as they want.

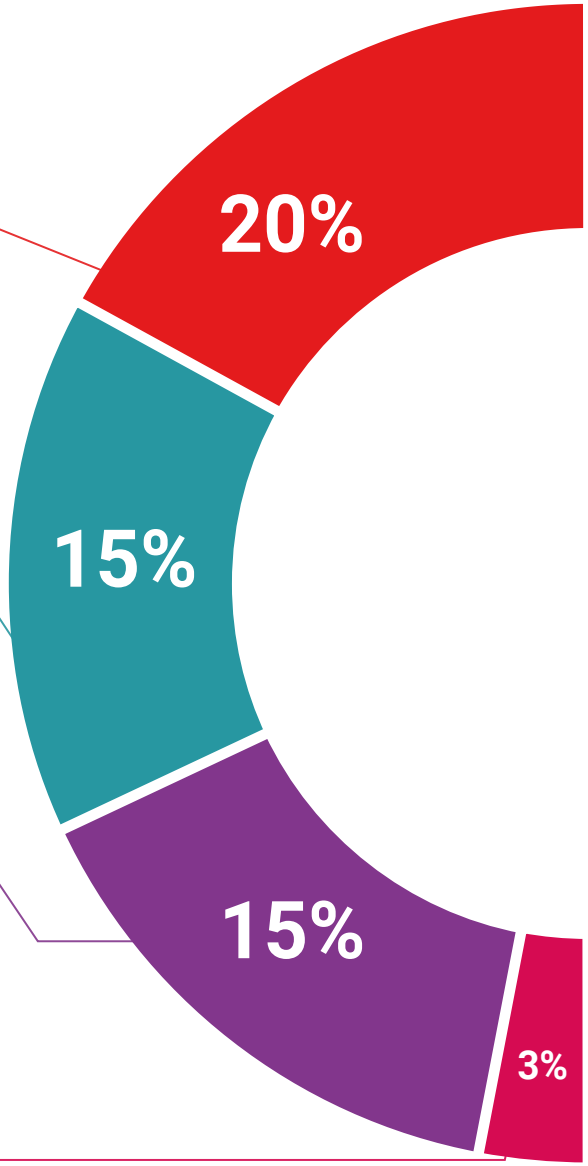
Interactive Summaries

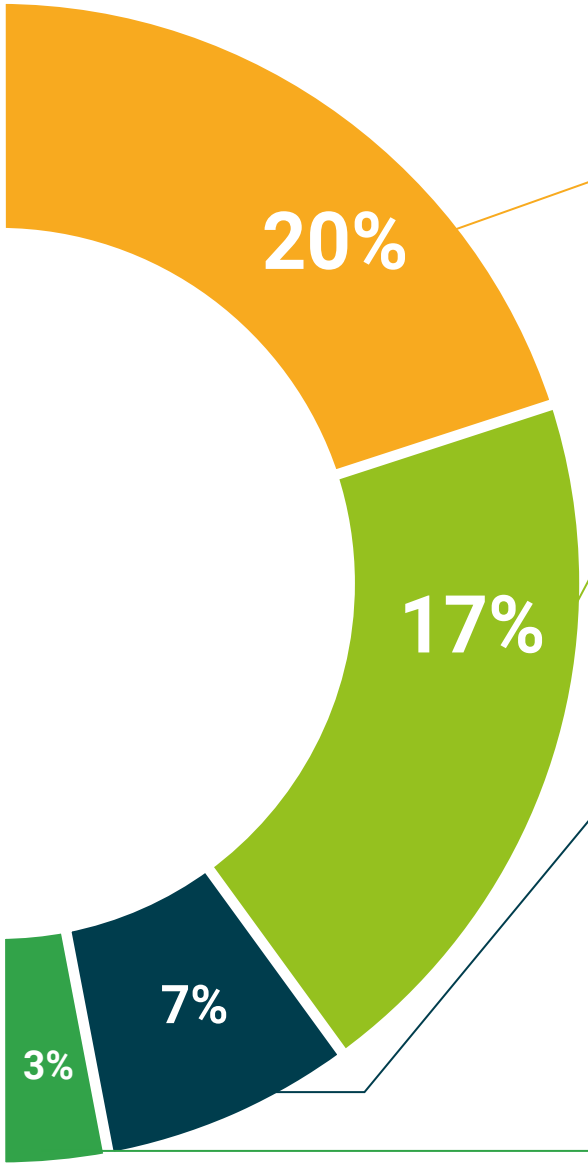
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive 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 Master's Degree in Therapeutic Pedagogy guarantees you, in addition to the most rigorous and updated training, access to a Master's Degree issued by TECH Global University.

Successfully complete this program and receive your university degree without travel or laborious paperwork”

This program will allow you to obtain your **Master's Degree diploma in Therapeutic Pedagogy** 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 Therapeutic Pedagogy**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Master's Degree in Therapeutic Pedagogy

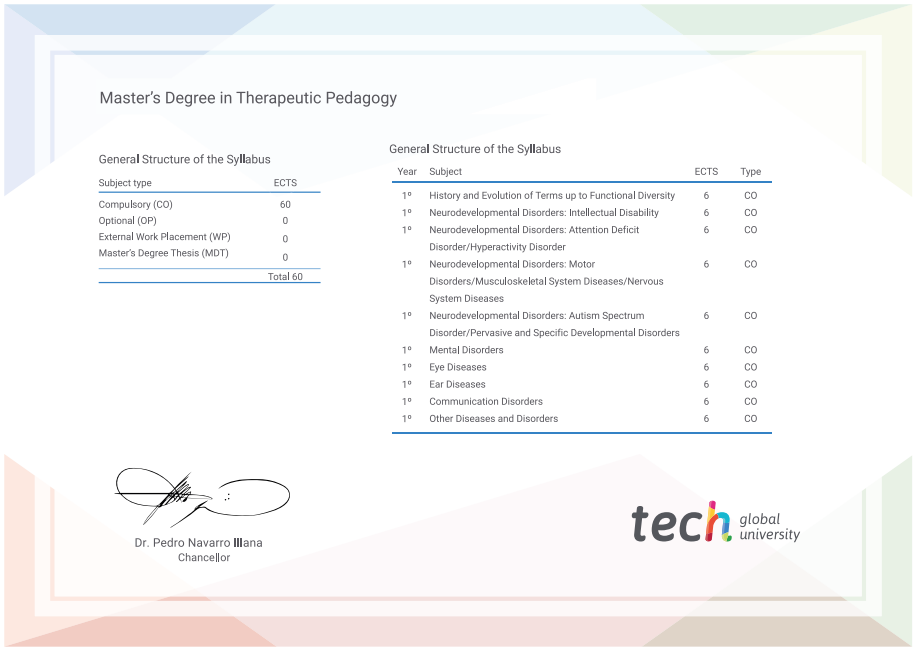
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Chancellor

Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree in Therapeutic Pedagogy

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	History and Evolution of Terms up to Functional Diversity	6	CO
1º	Neurodevelopmental Disorders: Intellectual Disability	6	CO
1º	Neurodevelopmental Disorders: Attention Deficit Disorder/Hyperactivity Disorder	6	CO
1º	Neurodevelopmental Disorders: Motor Disorders/Musculoskeletal System Diseases/Nervous System Diseases	6	CO
1º	Neurodevelopmental Disorders: Autism Spectrum Disorder/Pervasive and Specific Developmental Disorders	6	CO
1º	Mental Disorders	6	CO
1º	Eye Diseases	6	CO
1º	Ear Diseases	6	CO
1º	Communication Disorders	6	CO
1º	Other Diseases and Disorders	6	CO

Dr. Pedro Navarro Illana
Chancellor

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

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Master's Degree

Therapeutic Pedagogy

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

Master's Degree

Therapeutic Pedagogy

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