

Master's Degree

Management of Learning Difficulties and Attention to Diversity

Accreditation/Membership





Master's Degree

Management of Learning Difficulties and Attention to Diversity

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

Website: www.techtitude.com/us/education/master-degree/master-management-learning-difficulties-attention-diversity

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01

Introduction to the Program

In education, diversity is an unavoidable reality that requires specialized strategies to ensure inclusion and success for all students. According to UNESCO, more than 40% of students worldwide do not have access to education in their native language, highlighting the need for adaptive and accessible approaches. In response to this reality, TECH offers a unique opportunity for educators and nursing professionals who aim to master the most innovative methodologies in addressing diversity and managing learning difficulties.

This academic pathway is designed to address the latest regulations, digital tools, and cutting-edge psycho-pedagogical approaches, all within the flexibility of a 100% online environment, backed by the expertise of the best professionals in the field.



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A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the Association for Teacher Education in Europe"

Learning difficulties represent one of the greatest challenges in the educational field, affecting the academic, emotional, and social development of thousands of students worldwide. According to UNESCO, approximately 15% of the student population has specific educational support needs, which demands professionals with advanced knowledge in inclusive methodologies. In this context, educators and education professionals require innovative tools to effectively identify, assess, and address these difficulties.

Therefore, TECH has developed this Master's Degree in the Management of Learning Difficulties and Attention to Diversity, an academic experience that delves into the neurobiological, psycho-pedagogical, and social factors that influence the learning process. Through a multidisciplinary approach, the program explores strategies for intervention in reading, writing, and mathematical reasoning difficulties, as well as in the school and social adaptation of students with special needs.

The syllabus has been developed by a team of experts in education, neuropsychology, and attention to diversity, who have integrated the most innovative methodologies in the field. By using digital tools and teaching strategies based on neuroeducation, this academic program offers a unique and highly specialized learning experience. Thanks to its 100% online methodology, graduates can access content from anywhere, without rigid schedules, and with materials always available. Additionally, this program incorporates the Relearning learning system, ensuring an effective and self-paced approach.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

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

- ♦ The development of practical cases presented by experts in the Management of Learning Difficulties and Attention to Diversity
- ♦ 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
- ♦ Special emphasis on innovative methodologies in the Management of Learning Difficulties and Attention to Diversity
- ♦ 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



You will implement key tools to address difficulties that influence the learning process, ensuring an educational intervention tailored to the needs of each student"

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With TECH's didactic methodology, you will learn to transform data and pedagogical approaches into inclusive solutions, optimizing attention to diversity in the classroom”

The teaching faculty includes professionals from the field of Learning Difficulties Management and Attention to Diversity, who bring their real-world experience to this program, alongside recognized specialists from leading organizations and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

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

The innovative Relearning system will allow you to learn at your own pace, optimizing the assimilation of knowledge in neuroeducation and teaching strategies without external limitations.

You will apply psycho-pedagogical evaluation tools to make informed decisions in the management of learning difficulties and educational intervention strategies.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

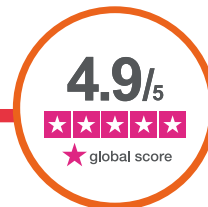
Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



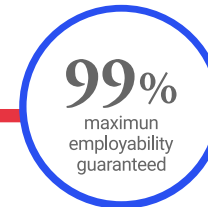
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03 Syllabus

This Master's Degree in the Management of Learning Difficulties and Attention to Diversity provides educators and education professionals with in-depth knowledge of the causes, diagnosis, and approach to difficulties in reading, writing, and mathematics. Throughout the academic journey, students will analyze innovative theories and methodologies for educational intervention, understanding the impact of language and neurocognition in teaching. This will enable them to design inclusive and effective strategies, optimizing their teaching practice in diverse environments.



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*You will help students with disabilities
develop academic skills that will allow them
to reach their full potential”*

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

- 1.1. Introduction
- 1.2. Philosophical, Sociological, Psychological, and Pedagogical Foundations of Attention to Diversity and Learning Difficulties in Children
 - 1.2.1. Basic Definitions
 - 1.2.1.1. Psychology and its Foundations
 - 1.2.1.2. Pedagogy and its Foundations
 - 1.2.1.3. Educational Process
 - 1.2.1.4. Teaching- Learning Process
 - 1.2.2. Contributions of Psychology to Pedagogy as a Science
 - 1.2.2.1. In the Theoretical Order
 - 1.2.2.2. In the Methodological Order
 - 1.2.2.3. In the Practical Order
 - 1.2.3. Influence of Educational Psychology in Learning Difficulties
 - 1.2.3.1. The Behavioral Perspective
 - 1.2.3.2. The Cognitive Perspective (Psychic Functions and Processes)
 - 1.2.3.3. Affective Perspective
- 1.3. Psychopedagogy as a Science to Tackle the Challenges of Diversity Education and the Care of Children with Learning Difficulties
 - 1.3.1. Object of Study of Psychopedagogy
 - 1.3.2. Categorical System of Psychopedagogy
 - 1.3.3. Principles of Psychopedagogy
 - 1.3.4. Challenges of Psychopedagogy in the 21st Century
- 1.4. Psychopedagogical Characterization of Children and Adolescents Who Attend the Different Levels of Education
 - 1.4.1. Basic Definitions
 - 1.4.1.1. Personality and Its Origins
 - 1.4.1.1.1. Biological Factor
 - 1.4.1.1.2. Innate Factor
 - 1.4.1.1.3. Hereditary Factor
 - 1.4.1.1.4. Genetic Factor
 - 1.4.1.2. Cognitive Development and Its Theoretical-Practical Importance in the Attention to LD
 - 1.4.1.2.1. Organic Aspect
 - 1.4.1.2.2. Maturing Aspect
 - 1.4.1.2.3. Functional Aspect
 - 1.4.1.2.4. Social Aspect
 - 1.4.1.2.5. Educational Aspect
 - 1.4.1.3. Learning
 - 1.4.1.3.1. Approach to Its Conceptualization
 - 1.4.1.3.2. Necessary Conditions for Learning
 - 1.4.2. Psychopedagogical Characteristics of the Primary School Student
 - 1.4.2.1. 6-8 Years Old Child
 - 1.4.2.1.1. First Grade Child
 - 1.4.2.1.2. Second Grade Child
 - 1.4.2.2. 8-10 Years Old Child
 - 1.4.2.2.1. Third Grade Child
 - 1.4.2.2.2. Fourth Grade Child
 - 1.4.2.3. 10-12 Years Old Child
 - 1.4.2.3.1. Fifth Grade Child
 - 1.4.2.3.2. Sixth Grade Child
- 1.5. Learning as an Individual and Social Process
 - 1.5.1. Cognitive Strategies
 - 1.5.2. Learning Strategies
 - 1.5.3. Remembering Strategies
 - 1.5.4. Retention Strategies
 - 1.5.5. Evocation Strategies
 - 1.5.6. Problem Solving Strategies
- 1.6. The Teaching-Learning Process in Primary School
 - 1.6.1. Approach to Its Definition
 - 1.6.1.1. Teaching- Learning Process
 - 1.6.1.2. Developmental Teaching- Learning Process
 - 1.6.2. Characteristics of the Developmental Teaching- Learning Process
 - 1.6.3. Potentials of the Developmental Teaching-Learning Process

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

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

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

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

- 2.7. Models for Attention to Learning Difficulties
 - 2.7.1. Models Focused on the Medical-Clinical Aspects
 - 2.7.2. Models Focused on Cognitive Processes
 - 2.7.3. Models Focused on Observable Deficits
 - 2.7.4. Models Focused on the Curriculum
 - 2.7.5. Educational Model of Comprehensive Education

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

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

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

Module 4. Foundations of the Management of Learning Difficulties

- 4.1. Introduction
- 4.2. Prevention of Learning Difficulties
 - 4.2.1. Levels of Prevention
 - 4.2.2. Risk Factors
 - 4.2.3. Protective Factors
- 4.3. Psychopedagogical Intervention for LD
 - 4.3.1. Definition
 - 4.3.2. Principles
 - 4.3.3. Models of Psychopedagogical Intervention
- 4.4. Comprehensive Educational Care and Its Implications
 - 4.4.1. Conceptualization
 - 4.4.2. Strategic Planning
 - 4.4.3. Individualized Planning
 - 4.4.4. Comprehensive Educational Planning
- 4.5. Psychopedagogical Intervention vs. Comprehensive Educational Attention
 - 4.5.1. Theoretical Positions that Support Them
 - 4.5.2. Comparative Analysis: Points of Convergence and Divergence
 - 4.5.3. Relevance of Use in the Context of Diversity
- 4.6. Theoretical Considerations on School Management
 - 4.6.1. Definitions and Principles of School Management
 - 4.6.2. Management of Educational Institutions or Care Centers
 - 4.6.2.1. Definition and Characteristics of the Management Process
 - 4.6.2.2. Implications of Interdisciplinary Work in School Management
 - 4.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
 - 4.6.2.4. Networking
 - 4.6.2.4.1. Intrasectorial Articulation
 - 4.6.2.4.2. Intersectorial Articulation
- 4.6.3. The School Organization and its Impact on the Educational Process
 - 4.6.3.1. Definition
 - 4.6.3.2. Daily Routine for Students with LD
 - 4.6.3.3. The Teaching Timetable
 - 4.6.3.4. The Organization of the Teaching-Learning Process for Students with LD: Classroom, Learning Projects and Other Forms of Organization
- 4.6.4. Teaching Activity as a Transcendental Element in the Teaching-Learning Process
 - 4.6.4.1. The Healthy and Pedagogical Organization of the Teaching Activity
 - 4.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
 - 4.6.4.3. Conditions of the Physical Environment
 - 4.6.4.4. Conditions of the Psychological Environment
 - 4.6.4.5. Relationship of Organization of Teaching Activity With the Learning Motivation of Students with LD
- 4.7. Attention to Diversity in the Inclusive Education Framework
 - 4.7.1. Conceptualization
 - 4.7.2. Theoretical-Methodological Fundamentals
 - 4.7.2.1. Recognition and Respect of Individual Differences
 - 4.7.2.2. Attention to Diversity as a Principle of Inclusive Education
 - 4.7.3. Curricular Adaptations as a Path for the Attention to Diversity
 - 4.7.3.1. Definition
 - 4.7.3.2. Types of Curricular Adaptations
 - 4.7.3.2.1. Adaptations in the Methodology
 - 4.7.3.2.2. Adaptations in the Activities
 - 4.7.3.2.3. Adaptations in the Materials and the Time
 - 4.7.3.2.4. In the Functional Elements
- 4.8. Activities for the Integration of Knowledge and Its Practical Application
- 4.9. Recommending Readings
- 4.10. Bibliography

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

- 5.1. Introduction
- 5.2. Thought and Language: Their relationships
 - 5.2.1. Theories Explaining Its Development
 - 5.2.2. Interdependence Between Thought and Language
 - 5.2.3. The Place of Language in Learning
- 5.3. Relationship of Language With Learning Difficulties
 - 5.3.1. Communication, Language, Speech and Language
 - 5.3.2. General Aspects of Language Development
 - 5.3.3. Language Impairment Prevention
- 5.4. Language Development Delay and Its Implications for Learning Difficulties
 - 5.4.1. Conceptualization of Language Development Delay and Its Characterization
 - 5.4.2. Causes of Delayed Language Development
 - 5.4.3. Importance of Early Identification and Care at School
 - 5.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties
- 5.5. Most Common Language Disorders in Students
 - 5.5.1. Concepts and Delimitations
 - 5.5.2. Speech Disorders. Their Manifestations in the Following Components: Phonetic, Phonological, Morphological-Lexical, Syntactic, Semantic, and Pragmatic
 - 5.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia, and Stuttering
- 5.6. Language Assessment
 - 5.6.1. Assessment Tools
 - 5.6.2. Components to Be Assessed
 - 5.6.3. Evaluation Report
- 5.7. Attention to Language Disorders in Educational Institutions
 - 5.7.1. Language Disorders
 - 5.7.2. Speech Disorders
- 5.8. Activities for the Integration of Knowledge and Its Practical Application
- 5.9. Recommending Readings
- 5.10. Bibliography



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

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

Module 7. Learning Difficulties in Writing as a Means of Enduring Communication

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

- 7.8. Activities for the Integration of Knowledge and Its Practical Application
- 7.9. Recommending Readings
- 7.10. Bibliography

Module 8. Mathematical Learning Difficulties (MLD)

- 8.1. Introduction
- 8.2. Mathematical Knowledge and Its Basic Concepts
 - 8.2.1. Qualitative and Quantitative Concept
 - 8.2.2. Space-Time Concepts
- 8.3. Mathematics and the Processes Involved in Its Learning
 - 8.3.1. Classification
 - 8.3.2. Seriation
 - 8.3.3. Correspondence
 - 8.3.4. Conservation of the Object or Substance
 - 8.3.5. Reversibility of Thought
 - 8.3.6. Cognitive and Meta-Cognitive Strategies
 - 8.3.6.1. Directive Model Strategies
 - 8.3.6.2. Counting
 - 8.3.6.3. Numerical Facts
- 8.4. The Teaching- Learning Process of Mathematics
 - 8.4.1. Subitizing and Counting: Principle of One-to-One Correspondence, Stable Order, Cardinality, Abstraction, and Irrelevance of Order
 - 8.4.2. Learning Numerical Series: Acquisition, Elaboration and Consolidation
 - 8.4.3. Learning Problem Solving: Location of the Variable, Semantic Structure, etc.
 - 8.4.4. Learning Algorithms
- 8.5. Prevention of Learning Difficulties in Mathematics
 - 8.5.1. Protective Factors
 - 8.5.2. Risk Factors
 - 8.5.3. Strategies for the Promotion of Learning Mathematics

- 8.6. Math and Its Difficulties
 - 8.6.1. Definition of Learning Difficulties in Mathematics
 - 8.6.2. Learning Difficulties in Mathematics Related to: The Nature of Mathematics, Organization and Teaching Methodology, and Student-Related Factors
 - 8.6.3. Common Errors: In Problem Solving and Steps of Algorithms
 - 8.6.4. Dyscalculia as a Specific Learning Difficulty: Semantic, Perceptual, Procedural
 - 8.6.5. Causes of Mathematics Learning Difficulty (MLD)
 - 8.6.5.1. Contextual Factors
 - 8.6.5.2. Cognitive Factors
 - 8.6.5.3. Neurobiological Factors
- 8.7. Diagnostics and Evaluation of Mathematical Learning Difficulties (MLD)
 - 8.7.1. Standardized Tests
 - 8.7.2. Non-Standardized Tests
 - 8.7.3. The Comprehensive Education Evaluation and Diagnosis
- 8.8. Addressing Learning Difficulties: Mathematical Learning Difficulties
 - 8.8.1. Principles of Care
 - 8.8.2. Teaching Concepts and Procedures
 - 8.8.3. Problem-Solving Strategies
 - 8.8.4. Discovery Teaching Strategies
- 8.9. Activities for the Integration of Knowledge and Its Practical Application
- 8.10. Recommending Readings
- 8.11. Bibliography

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

- 9.1. Introduction
- 9.2. Overview of Attention Deficit Hyperactivity Disorder
 - 9.2.1. Prevalence and Significance
 - 9.2.2. Causes of Attention Deficit Hyperactivity Disorder
 - 9.2.2.1. Genetic Factors
 - 9.2.2.2. Neurobiological Factors
 - 9.2.2.3. Endocrine Factors
- 9.3. Main Theoretical Models that Explain ADHD
 - 9.3.1. Deficits in Inhibitory Response Control
 - 9.3.2. Behavioral Model Focused on the Manifestations of Lack of Attention, Hyperactivity and Impulsion
 - 9.3.3. Model Based on Executive System Dysfunction, Current Consensus
- 9.4. Characterization of Attention Deficit Hyperactivity Disorder
 - 9.4.1. Predominant Manifestations According to DSM-5
 - 9.4.2. Evolution of ADHD Throughout a Lifetime
 - 9.4.2.1. Breastfeeding
 - 9.4.2.2. In Kindergarten Education Children
 - 9.4.2.3. In Elementary Schoolchildren
 - 9.4.3. ADHD as a Disorder of the Executive Functions
 - 9.4.3.1. Definition of Executive Functions
 - 9.4.3.2. Operative or Work Memory
 - 9.4.3.3. Self-Regulation of Motivation, Emotions and Vigilance
 - 9.4.4. Internalization of Language
 - 9.4.5. Reconstruction
- 9.5. Diagnosis and Evaluation of Attention Deficit Hyperactivity Disorder
 - 9.5.1. Diagnosis and Physiological Evaluation: Neuroanatomical, Biochemical, and Endocrinological Aspects
 - 9.5.2. Neuropsychological Diagnosis and Evaluation (Standardized Tests)
 - 9.5.3. Comprehensive Educational Diagnosis and Evaluation: Observation and Diagnostic Interview with the Student, Interviews with Parents and Teachers; Questionnaires or Measurement Scales for Parents and Teachers

- 9.6. Comprehensive Educational Care for Students with ADHD
 - 9.6.1. Integration of Pharmacological, Psychological and Psychopedagogical Aspects
 - 9.6.2. Implementation of Comprehensive Educational Care: Direct Work with the Student, in the School and Family Contexts
- 9.7. Educational Implications for the Comprehensive Care of Students with Learning Difficulties Associated with ADHD
 - 9.7.1. Main Psycho-Social Problems of Students with Learning Difficulties and ADHD
 - 9.7.2. Main Learning Difficulties in Reading for These Students: Word Recognition and Text Comprehension
 - 9.7.3. Main Learning Difficulties in Writing for These Students: Word Writing and Text Composition
 - 9.7.4. Main Learning Difficulties in Mathematics: Low Automation in Tasks Related to Numbering, Mental Arithmetic, Mathematical Operations, and Problem Solving
- 9.8. Activities for the Integration of Knowledge and Its Practical Application
- 9.9. Recommending Readings
- 9.10. Bibliography

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

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

04

Teaching Objectives

This high-level academic experience aims to specialize education professionals in the identification, evaluation, and management of learning difficulties, with an innovative and multidisciplinary approach. Graduates will develop skills to design inclusive strategies tailored to the diversity of students, optimizing their teaching process. Additionally, they will acquire competencies in neuroeducation, psycho-pedagogical diagnosis, and the application of active methodologies that enhance learning. With comprehensive and updated training, they will be equipped to intervene effectively in educational environments, promoting equitable and quality teaching for all students.



“

*You will delve into competencies
and innovative methodologies that
support teaching adapted to the
needs of each student”*



General Objectives

- ♦ Analyze the theoretical and methodological foundations of attention to diversity and its impact on learning
- ♦ Understand learning difficulties from a historical, theoretical, and classificatory perspective
- ♦ Develop strategies for evaluation and diagnosis to ensure early detection of learning difficulties
- ♦ Design psycho-pedagogical interventions based on updated approaches for managing difficulties in reading, writing, and mathematics
- ♦ Explore the influence of language on cognitive development and its role in overcoming learning difficulties
- ♦ Deepen understanding of reading difficulties and their impact on the formation of citizens in the knowledge society
- ♦ Identify effective strategies for teaching mathematics to students with specific difficulties in this area
- ♦ Address Attention Deficit Hyperactivity Disorder (ADHD) as a condition associated with learning difficulties





Specific Objectives

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

- ♦ Analyze the theoretical principles supporting attention to diversity in the educational field
- ♦ Identify inclusive methodologies for teaching in contexts of cognitive and social diversity

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

- ♦ Examine the historical evolution of learning difficulties and their main explanatory models
- ♦ Classify the different types of learning difficulties based on their origin and manifestation

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

- ♦ Apply updated diagnostic tools for the early detection of learning difficulties
- ♦ Design evaluation strategies adapted to the individual needs of students

Module 4. Foundations of the Management of Learning Difficulties

- ♦ Develop educational intervention plans to effectively manage learning difficulties
- ♦ Implement innovative methodologies to enhance academic performance in students with specific needs

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

- ♦ Explore the relationship between language development and learning difficulties
- ♦ Apply intervention strategies to improve linguistic competence in students with difficulties

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

- ♦ Evaluate the factors influencing reading difficulties and their impact on academic development
- ♦ Design reading teaching strategies to promote educational inclusion

Module 7. Learning Difficulties in Writing as a Means of Enduring Communication

- ♦ Identify the main difficulties in acquiring writing skills and their repercussions on learning
- ♦ Apply intervention programs to promote writing development as a tool for communication

Module 8. Mathematical Learning Difficulties (MLD)

- ♦ Analyze the neurocognitive and methodological factors influencing mathematics difficulties
- ♦ Implement teaching strategies to improve understanding and performance in mathematics

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

- ♦ Examine the relationship between ADHD and learning difficulties in the school environment
- ♦ Design intervention strategies that promote attention and self-regulation in students with ADHD

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

- ♦ Explore emerging educational methodologies for inclusive teaching
- ♦ Apply technological and pedagogical tools to optimize intervention in learning difficulties

05

Career Opportunities

This Master's Degree opens new career opportunities in the educational field, equipping graduates to intervene effectively in diverse contexts. Graduates will acquire advanced skills to detect learning difficulties early and design personalized strategies. As a result, they will optimize student well-being and ensure that everyone reaches their full potential in the classroom. As such, experts will contribute to creating more equitable, inclusive, and accessible learning environments.



“

You will access new job opportunities by providing specialized support and implementing Educational Intervention programs focused on attention to diversity in the classroom”

Graduate Profile

The graduate of this academic experience at TECH will be a specialist in the management of Learning Difficulties and Attention to Diversity. Furthermore, they will master modern strategies for intervention in reading, writing, and mathematics problems, as well as addressing ADHD. Their training will enable them to design inclusive educational programs, apply innovative methodologies, and collaborate with multidisciplinary teams to improve academic performance.

You will be proficient in identifying and managing learning difficulties, applying evidence-based strategies to enhance academic performance.

- ♦ **Managing ADHD in the School Environment:** Ability to design strategies that enhance attention, self-regulation, and adaptation for students with Attention Deficit Hyperactivity Disorder (ADHD).
- ♦ **Designing Educational Interventions:** Ability to develop personalized action plans that optimize the teaching-learning process for students with specific needs.
- ♦ **Managing Attention to Diversity:** Ability to coordinate educational programs that promote the integration and academic development of students with learning difficulties.
- ♦ **Intervention in Reading and Writing Difficulties:** Mastery of pedagogical strategies to strengthen reading comprehension, written expression, and language acquisition.





After completing the university program, you will be able to apply your knowledge and skills in the following positions:

- 1. Coordinator of Diversity Attention Programs:** Responsible for designing and implementing inclusive strategies in educational institutions, ensuring equity in learning.
- 2. Advisor in Inclusive Education:** Consultant for educational institutions in adapting programs and teaching materials that promote the integration of all students.
- 3. Consultant in Learning Difficulties:** A qualified teacher capable of applying innovative methodologies in the education of children and adolescents with challenges in reading, writing, and mathematics.
- 4. Educational Policy Technician in Inclusion:** Responsible for designing and overseeing the implementation of regulations and government programs focused on inclusive education.

“

Thanks to this 100% online university program, you will deeply analyze the key principles of Learning Difficulties and their management in inclusive educational environments”

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

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

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

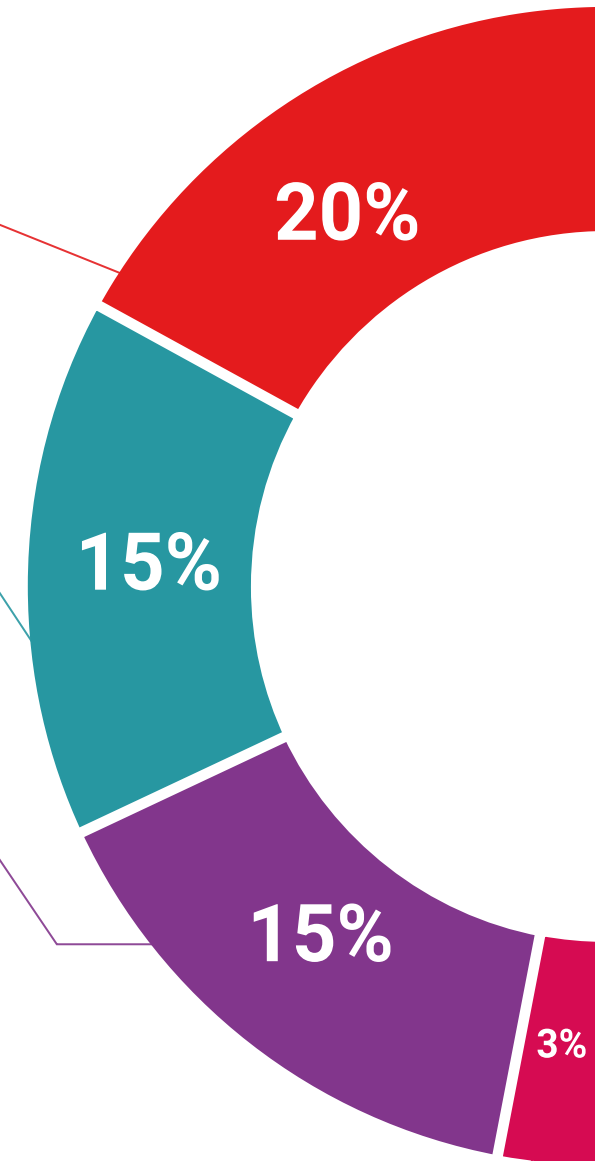
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

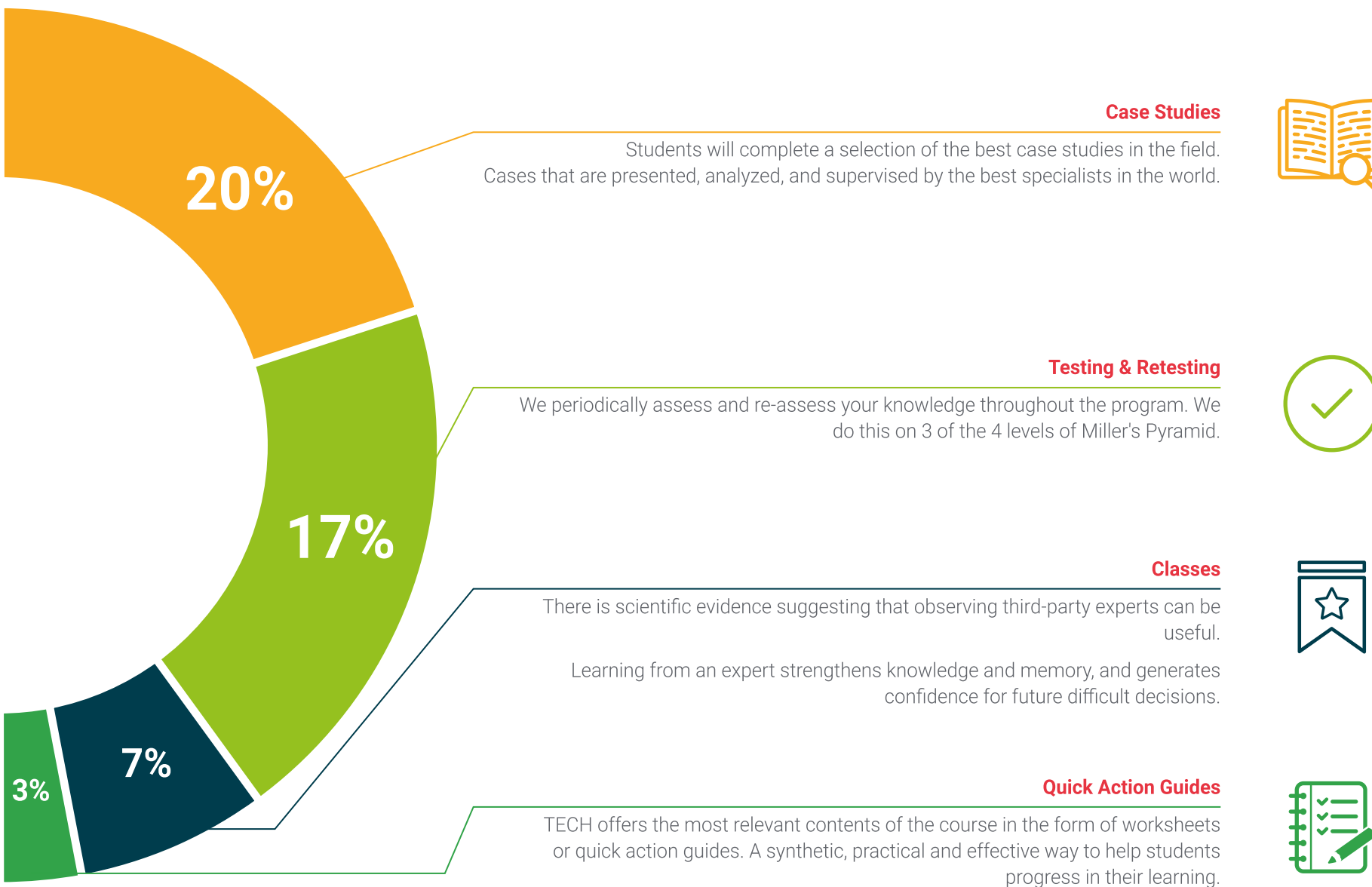
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





07

Teaching Staff

The faculty members of this university program are renowned experts in education, psycho-pedagogy, and attention to diversity, with an outstanding track record in the clinical, educational, and social fields. These professionals bring their experience in managing learning difficulties, specialized diagnosis, and pedagogical intervention, ensuring an integral and up-to-date approach. Through a dynamic and applied teaching model, the instructors will guide students in developing innovative strategies for educational care, providing tools based on neuroscience, technology, and inclusion, with the aim of optimizing learning in diverse contexts.



“

You will receive guidance from specialists and experts in pedagogy and cognitive development, equipping you with practical tools for teaching”

Management



Dr. Moreno Abreu, Milagros Josefina

- ♦ Pedagogue specializing in Learning Difficulties
- ♦ Organizational Consultant, Los Sauces Medical and Surgical Unit.
- ♦ Speech therapist. Private Practice.
- ♦ Master's Degree in Health Education
- ♦ Diploma in Research Methodology
- ♦ Degree in Education with a specialization in Learning Difficulties and Preschool.
- ♦ PhD in Pedagogical Sciences
- ♦ Higher University Technician in Speech Therapy
- ♦ Graduate Professor: Research Methodology I, Design of measurement and evaluation instruments.
- ♦ Graduate Professor. Academic Reading and Writing



“

A unique, essential, and decisive educational experience to boost your professional development"

08

Certificate

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



“

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

This private qualification will allow you to obtain a **Master's Degree in Management of Learning Difficulties and Attention to Diversity** endorsed by **TECH Global University**, the world's largest online university.

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

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

TECH is a member of the prestigious **Association for Teacher Education in Europe (ATEE)**, the leading international association dedicated to teacher training. This partnership highlights its commitment to academic advancement and quality.

Accreditation/Membership



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

Modality: **online**

Duration: **12 months**.

Accreditation: **60 ECTS**





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

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

Master's Degree

Management of Learning Difficulties and Attention to Diversity

Accreditation/Membership



tech global
university