

Master's Degree

Special Needs Education
in Primary School



Master's Degree Special Needs Education in Primary School

- » 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-special-needs-education-primary-school

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01

Introduction

The education system is continuously undergoing changes in the teaching processes and the roles of teachers and students. Within this transformation is the awareness of the pedagogical needs of students who require special needs education from an early age. The teaching professional is aware of the relevance of meeting these needs at a crucial stage of development, so it is constantly updating its knowledge. This program provides the latest information in this field, where students can delve into the inclusion of ICT in the diverse school and learning difficulties, as well as the different existing disorders. All this through innovative multimedia content and flexible university education that you can access wherever and whenever you want, in a 100% online format adaptable to all kinds of responsibilities.



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A Master's Degree created for teachers of the future like you, prepared to intervene successfully with an increasingly diverse student body"

The primary education teacher has to respond to the widest diversity, in all its aspects: evolutionary, psychological, social or functional. This diversity determines the approach to teaching according to the needs of adaptation to learning, especially in the case of children with functional diversity.

Early detection of these difficulties is the basis for avoiding the serious problems that unattended situations generate in the student: loss of self-esteem, stress, social isolation or depression. However, given the wide spectrum of situations in which learning difficulties are generated and their multiple forms of manifestation, the performance of the teaching professional becomes more complex.

This Master's Degree provides a broad and up-to-date learning on the practice of teaching in Special Needs Education in Primary School.

A program that seeks to respond through different strategies, methodologies and tools to the achievement of equality and diversity in the classroom. All this with a comprehensive theoretical and practical approach, thanks to the case studies presented by the team of professionals in this field that teaches this program. With this, the graduate will achieve a more direct and clear approach to possible situations in which they will have to develop in their daily life.

A university program designed especially for each student to decide their dedication and self-manage their time. TECH has created a 100% online education that can be accessed 24 hours a day from any electronic device with an internet connection. It is, therefore, a flexible program, without attendance, or classes with fixed schedules, ideal for people who wish to pursue a quality education, without neglecting other areas of their personal or professional life.

This **Master's Degree in Special Needs Education in Primary School** contains the most complete and up-to-date program on the market. The most important features include:

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



An intensive university program that will allow you to learn how to respond to all the educational needs that you may encounter in a primary school classroom"

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Integrate the latest digital teaching tools into your work and teach your students with functional diversity more effectively”

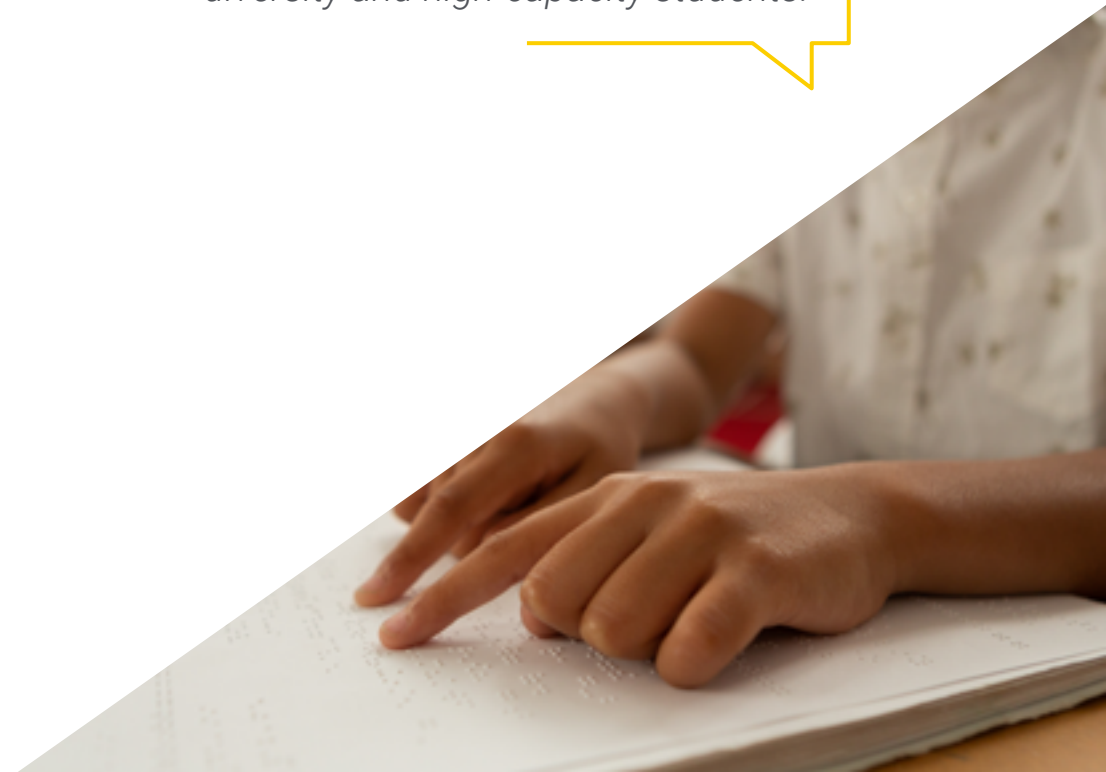
The program's teaching staff includes professionals from the sector who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

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.

Flexible and fully adaptable, this online program is designed to give you the self-management skills you need. Enroll now.

Access the educational tools you need to work in Primary Education with functional diversity and high-capacity students.



02

Objectives

The Master's Degree in Special Needs Education in Primary School offers students the opportunity to take a step further in their professional career in the academic field. For this purpose, it has advanced content, which will take 12 months to be able to design, plan, create content and adequately assess students who need learning adapted to their characteristics. The specialized faculty that teaches this program will guide students to achieve these goals with ease.





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Achieve a truly inclusive classroom thanks to the theoretical content and case studies you will find in this university program”



General Objectives

- ♦ Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- ♦ Effectively address special needs students' learning situations
- ♦ Recognize the importance of rules in all educational processes
- ♦ Promote participation and respect for the rules of coexistence



Innovative multimedia content is available 24 hours a day. Easily access from your computer, tablet or device of choice"



Specific Objectives

Module 1. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- ♦ Acquire the necessary tools for reflection
- ♦ Awaken professional and intellectual concerns in order to learn to be good professionals
- ♦ Know the different pedagogical foundations of Education
- ♦ Identify the different learning situations in personalized education
- ♦ Develop the necessary tools for a good organization of the center
- ♦ Internalize Teacher Training for a good educational response

Module 2. Learning Difficulties

- ♦ Provide students with an overview of the learning difficulties that may be encountered in the classroom
- ♦ Detect the different difficulties that students may present
- ♦ Distinguish the concepts, problems and difficulties of learning
- ♦ Know the different learning styles and cognitive styles
- ♦ Prevent learning difficulties before they occur
- ♦ Intervene in different learning problems

Module 3. Equality and Diversity in the Classroom

- ♦ Know the different terms closely related to each other and their application in the classroom
- ♦ Detect the possible factors of school failure
- ♦ Acquire the necessary tools to avoid school failure at school
- ♦ Detect the signs of possible bullying at school
- ♦ Develop tools to promote inclusive and intercultural schooling
- ♦ Obtain the skills to work with different ICTs
- ♦ Identify the different disorders in schools
- ♦ Develop psychomotor functioning in primary education

Module 4. Behavioral and Learning Disorders in Primary Education

- ♦ Know the basic aspects of the most common behavioral and learning disorders in the primary education stage
- ♦ Emphasize the importance of early detection of behavioral disorders

Module 5. History, Current Situation and Future Prospects of Special Needs Education

- ♦ Learn more about the history of special needs education
- ♦ Learn about the evolution of the educational system and its current outlook

Module 6. Education of High-Capacity Children

- ♦ Be able to identify high-capacity students
- ♦ Understand the family as the fundamental environment for the detection and development of gifted children
- ♦ Know the intervention strategies for the development of highly gifted students

Module 7. Education of Children with Disabilities or Developmental Difficulties

- ♦ Know how to identify the personal educational needs of students with disabilities or developmental difficulties
- ♦ Know how to detect warning signs in students with special needs
- ♦ Know the importance of the family and the need to carry out a shared work between this agent and the school

Module 8. Organization, Legislation, Resources and Financing of Special Needs Education

- ♦ Know the school organization based on special needs students
- ♦ Know the legislation that regulates special needs education

Module 9. Language and Communication Difficulties: Assessment and Diagnosis

- ♦ Know how to diagnose different disorders and pathologies related to language and communication
- ♦ Know the main speech and language disorders in the primary education stage

Module 10. Intervention in Communication and Language Disorders in Formal and Non-Formal Settings

- ♦ Obtain resources to be able to work on the language and communication difficulties of their students
- ♦ Learn about possible interventions for the different difficulties in this field

03 Skills

The graduate will find in this university program the most up-to-date and relevant information in the field of special needs education. With it, they will be able to expand their skills in teaching special needs and high-capacity students. The practical cases that you will find in the syllabus will be very useful to enhance these capabilities.



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It boosts your professionalism, with the ability to intervene proactively and efficiently, providing quality responses to the diversity of learning”



General Skills

- ♦ Promote and facilitate learning in Primary Education, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor, and volitional dimensions
- ♦ Use resources that facilitate the integration of students with difficulties in the learning process
- ♦ Design activities that promote the overall development of students with specific educational support needs from an inclusive perspective
- ♦ Design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights

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You will be able to detect and identify the learning difficulties of your students and design activities according to their needs”





Specific Skills

- ♦ Provide information on the basic principles of attention to diversity
- ♦ Design spaces that attend to the educational response of students with difficulties in the learning process
- ♦ Plan activities that meet the diverse needs of students with specific educational support needs
- ♦ Detect possible difficulties that deviate from the normative evolutionary course of language
- ♦ Use resources that facilitate the integration of students with difficulties in the learning process
- ♦ Design activities that promote the overall development of students with specific educational support needs from an inclusive perspective
- ♦ Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood
- ♦ Identify learning difficulties, report them and collaborate in their treatment

04

Course Management

TECH is continually committed to academic excellence. For this reason, each of its programs has teaching teams of the highest reputation. These experts have extensive experience in their professional fields and, at the same time, have achieved significant results with their empirical research and fieldwork. In addition, these specialists play a leading role within the university qualification, as they are in charge of selecting the most up-to-date and innovative content to be included in the syllabus. In addition, they participate in the elaboration of numerous multimedia resources of high pedagogical rigor.



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The teaching materials of this program, elaborated by these specialists, have contents that are completely applicable to your professional experiences”

International Guest Director

Dr. Sharon Vaughn is an international expert in educational risk prevention. Her research has been recognized with a variety of awards including the J. Lee Wiederholdt Award from the Council on Learning Disabilities and the Jeannette E. Fleischner Award from the Council for Exceptional Children, Division of Learning Disabilities, Committee on Professional Development, Ethics and Standards.

On the basis of her professional record of excellence, she was elected the Manuel J. Justiz Chair of Mathematics, Science and Technology in Teacher Education. She is also the Executive Director of the Meadows Center for Educational Risk Prevention at the University of Texas.

She also holds the positions of principal investigator and co-investigator on several grants from the Institute of Education Sciences, the National Institute of Child Health and Human Development and the U.S. Department of Education. In her role at these institutions she has delved into effective intervention models for students with reading difficulties or who are English language learners.

In addition, she has served as editor-in-chief of the Journal of Learning Disabilities and co-editor of Learning Disabilities Research and Practice. Both are well known as scientific journals and of first impact in the academic community. Dr. Vaughn also has more than 35 books and some 250 peer-reviewed articles to her name. She also has 65 chapters in specialized volumes addressing issues related to research and practice with learning disabilities.

One of her most cutting-edge projects in recent years has been a randomized controlled trial for children at risk for language and literacy difficulties. Through similar projects, she has been able to work nationally and internationally with educators in Japan, Canada, Sweden, Norway, Portugal, Australia and Singapore.



Dr. Vaughn, Sharon

- ♦ Executive Director at the Meadows Center for the Prevention of Educational Risk in Austin, Texas
- ♦ Senior Research Fellow at the Institute of Education Sciences
- ♦ Researcher on projects at the National Institute of Child Health and Human Development
- ♦ Co-investigator on U.S. Department of Education initiatives
- ♦ Manuel J. Justiz Chair in Mathematics, Science, and Technology in Teacher Education
- ♦ D. at the University of Arizona

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Thanks to TECH, you will be able to learn with the best professionals in the world”

04

Structure and Content

TECH uses the Relearning system in all its program, which allows students to learn in a natural and progressive way. In this way, the future graduate will advance with this program through the anthropological, philosophical and psychological foundations, active methodologies for learning with ICT or personalized education. In addition, video summaries, interactive summaries and essential readings complement this curriculum. All this makes this program the most complete and effective option in the academic market to specialize in this area of teaching.



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A curriculum that shows you the digital tools you need to apply the flipped classroom model and enhance cooperation among your students"

Module 1. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- 1.1. The Human Person
 - 1.1.1. Educating While Taking Into Account The Person
 - 1.1.2. Person and Human Nature
 - 1.1.3. Attributes or Radical Properties of the Person
 - 1.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties.
 - 1.1.5. The Human Person as a Dynamic System
 - 1.1.6. The Person and the Meaning That They Can Give to their Life
- 1.2. Pedagogical Foundations of Personalized Education
 - 1.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
 - 1.2.2. What Is and What Is Not Personalized Education
 - 1.2.3. Purposes of Personalized Education
 - 1.2.4. The Personal Teacher-Student Encounter
 - 1.2.5. Protagonists and Mediators
 - 1.2.6. The Principles of Personalized Education
- 1.3. Learning situations in Personalized Education
 - 1.3.1. The Personalized Vision of the Learning Process
 - 1.3.2. Operational and Participatory Methodologies and their General Characteristics
 - 1.3.3. Learning Situations and their Personalization
 - 1.3.4. Role of Materials and Resources
 - 1.3.5. Evaluation as a Learning Situation
 - 1.3.6. The Personalized Educational Style and its Five Manifestations
 - 1.3.7. Promoting the Five Manifestations of the Personalized Educational Style
- 1.4. Motivation: A Key Aspect of Personalized Learning
 - 1.4.1. Influence of Affectivity and Intelligence in the Learning Process
 - 1.4.2. Definition and Types of Motivation
 - 1.4.3. Motivation and Values
 - 1.4.4. Strategies to Make the Learning Process More Attractive.
 - 1.4.5. The Playful Aspect of Schoolwork
- 1.5. Metacognitive Learning
 - 1.5.1. What Should Students Be Taught in Personalized Education
 - 1.5.2. Meaning of Metacognition and Metacognitive Learning
 - 1.5.3. Metacognitive Learning Strategies
 - 1.5.4. Consequences of Learning in a Metacognitive Way.
 - 1.5.5. The Evaluation of the Significant Learning of the Learner
 - 1.5.6. Keys To Educate in Creativity
- 1.6. Personalizing the Organization of the School Center
 - 1.6.1. Factors in the Organization of a School
 - 1.6.2. The Personalized School Environment
 - 1.6.3. The Student Body
 - 1.6.4. The Teaching Staff
 - 1.6.5. The Families
 - 1.6.6. The School Center as an Organization and as a Unit
 - 1.6.7. Indicators to Evaluate the Educational Personalization of a School Center.
- 1.7. Identity and Profession
 - 1.7.1. Personal Identity: A Personal and Collective Construction
 - 1.7.2. Lack of Social Valuation
 - 1.7.3. Cracking and Identity Crisis
 - 1.7.4. Professionalization Under Debate
 - 1.7.5. Between Vocation and Expert Knowledge
 - 1.7.6. Teachers as Artisans
 - 1.7.7. Fast Food Behavior
 - 1.7.8. Unrecognized Good Guys and Unknown Bad Guys
 - 1.7.9. Teachers Have Competitors
- 1.8. The Process of Becoming a Teacher
 - 1.8.1. Initial Training Matters
 - 1.8.2. At the Beginning, the More Difficult, the Better
 - 1.8.3. Between Routine and Adaptation
 - 1.8.4. Different Stages, Different Needs
- 1.9. Characteristics of Effective Teachers
 - 1.9.1. The Literature on Effective Teachers
 - 1.9.2. Value-Added Methods
 - 1.9.3. Classroom Observation and Ethnographic Approaches.
 - 1.9.4. The Dream of Having Countries with Good Teachers

- 1.10. Beliefs and Change
 - 1.10.1. Analysis of Beliefs in the Teaching Profession
 - 1.10.2. Many Actions and Little Impact
 - 1.10.3. The Search for Models in the Teaching Profession

Module 2. Learning Difficulties

- 2.1. Developmental psychology
 - 2.1.1. Physical or Motor Development
 - 2.1.2. Cognitive Development
 - 2.1.3. Language Development
 - 2.1.4. Emotional development
- 2.2. Mathematical Learning
 - 2.2.1. Definition and Conceptualization of Learning Difficulties (LD)
 - 2.2.2. Memory and Learning Difficulties
- 2.3. Special Educational Needs and Inclusive Education
 - 2.3.1. The Inclusive School Movement Overcoming School Integration
 - 2.3.2. The Road to a School for All
 - 2.3.3. Promoting Inclusive Education in Early Childhood Education
- 2.4. Learning Difficulties Related to Communication, Language, Speech and Voice Problems
 - 2.4.1. Oral Linguistic Pathology: Problems in the Communicative, Language, Speech and Voice Domains
 - 2.4.2. Language Problems
 - 2.4.3. Speech and Articulation Disorders
- 2.5. Learning Difficulties Related to Reading and Writing
 - 2.5.1. Conceptualization of Dyslexia or Specific Reading Disorder
 - 2.5.2. Characteristics of Dyslexia
 - 2.5.3. Reading Pathways and Types of Dyslexia
 - 2.5.4. Intervention Guidelines for Students with Dyslexia
 - 2.5.5. Others Learning Difficulties Related to Reading and Writing
- 2.6. Learning Difficulties Related to Mathematics
 - 2.6.1. Conceptualization of the Specific Learning Disorder with Difficulties in Mathematics
 - 2.6.2. Etiology and Course of Difficulties in the Mathematical Area
 - 2.6.3. Types of Specific Mathematics Learning Disorders
 - 2.6.4. Characteristics of Specific Mathematics Learning Disorders
 - 2.6.5. Classroom Intervention Guidelines for Students with Specific Mathematics Learning Disorders
- 2.7. Intellectual Disability
 - 2.7.1. Conceptualization of Intellectual Disability
 - 2.7.2. Detection of Intellectual Disabilities in the Classroom.
 - 2.7.3. Special Educational Needs of Learners with Intellectual Disabilities
 - 2.7.4. Intervention Guidelines in the Classroom for Students with Intellectual Disability
- 2.8. High-Capacity Students in the Classroom: Keys to Their Identification and Educational Development
 - 2.8.1. Is Giftedness an Educational Problem?
 - 2.8.2. The Concept of High-Capacity Students Is It Possible to Define?
 - 2.8.3. Identifying High-Capacity Students
 - 2.8.4. Intervention for High-Capacity Students
- 2.9. Learning Difficulties Related to Visual and Auditory Sensory Deficits
 - 2.9.1. Visual Impairment
 - 2.9.2. Developmental Characteristics of Infants with Visual Impairment
 - 2.9.3. Special Educational Needs of Visually Impaired Children
 - 2.9.4. Educational Intervention in the Classroom for Students with Visual Impairment
 - 2.9.5. Hearing Impairment
 - 2.9.6. Detection of Hearing-Impaired Students in the Classroom
 - 2.9.7. Special Educational Needs of Hearing-Impaired Children
 - 2.9.8. Intervention Guidelines in the Classroom for Hearing Impaired Students
- 2.10. Motor Coordination Difficulties or Dyspraxias
 - 2.10.1. Conceptualization of Motor Impairment
 - 2.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
 - 2.10.3. Detection of Dyspraxias in the Classroom
 - 2.10.4. Classroom Intervention Guidelines for Students with Dyspraxias

Module 3. Equality and Diversity in the Classroom

- 3.1. Basic Concepts of Equality and Diversity
 - 3.1.1. Equality, Diversity, Difference, Justice and Fairness
 - 3.1.2. Diversity as Something Positive and Consubstantial to Life
 - 3.1.3. Relativism and Ethnocentrism
 - 3.1.4. Human Dignity and Human Rights
 - 3.1.5. Theoretical Perspectives about Diversity in the Classroom
 - 3.1.6. Bibliographical References
- 3.2. Evolution from Special Needs Education to Inclusive Education in Pre-School Education
 - 3.2.1. Key Concepts from Special Education to Inclusive Education
 - 3.2.2. Condition of the Inclusive School
 - 3.2.3. Promoting Inclusive Education in Early Childhood Education
- 3.3. Characteristics and Needs in Early Childhood
 - 3.3.1. Acquisition of Motor Skills
 - 3.3.2. Acquisition of Psychological Development
 - 3.3.3. Development of Subjectivation
- 3.4. Exclusion in Schools
 - 3.4.1. The Hidden Curriculum
 - 3.4.2. Intolerance and Xenophobia
 - 3.4.3. How to Detect Bullying in the Classroom
 - 3.4.4. Bibliographical References
- 3.5. Main Factors of School Failure
 - 3.5.1. Stereotypes and Prejudices
 - 3.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
 - 3.5.3. Others Influencing Factors in School Failure
 - 3.5.4. Bibliographical References
- 3.6. Inclusive and Intercultural School
 - 3.6.1. The School as an Open Entity
 - 3.6.2. Dialogue
 - 3.6.3. Intercultural Education and Attention to Diversity
 - 3.6.4. What Is Intercultural Schooling?
 - 3.6.5. Problems in the School Environment
 - 3.6.6. Performance
 - 3.6.7. Proposals on Interculturality to Work in the Classroom
 - 3.6.8. Bibliographical References
- 3.7. Digital Exclusion in the Knowledge Society
 - 3.7.1. Transformations in the Information and Knowledge Society
 - 3.7.2. Access to Information
 - 3.7.3. Web 2.0: from Consumers to Creators
 - 3.7.4. Risks Associated with the Use of ICTs
 - 3.7.5. The Digital Divide: A New Kind of Exclusion
 - 3.7.6. Education in the Face of Digital Exclusion
 - 3.7.7. Bibliographical References
- 3.8. Inclusion of ICT in Diverse Schools
 - 3.8.1. School Inclusion and Digital Inclusion
 - 3.8.2. Digital Inclusion at School, Advantages and Requirements
 - 3.8.3. Changes in the Conception of the Educational Process
 - 3.8.4. Changes in the Roles of Teachers and Students
 - 3.8.5. ICT as an Element of Attention to Diversity
 - 3.8.6. The Use of ICT for Students with Educational Developmental Support Needs
 - 3.8.7. Bibliographical References

- 3.9. Active Learning Methodologies with ICTs
 - 3.9.1. Introduction and Objectives
 - 3.9.2. ICT and the New Educational Paradigm: Personalization of Learning
 - 3.9.3. Active Methodologies for Effective ICT Learning
 - 3.9.4. Learning through Research
 - 3.9.5. Collaborative and Cooperative Learning
 - 3.9.6. Problem-Based and Project Learning
 - 3.9.7. Flipped Classroom
 - 3.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
 - 3.9.9. Bibliographical References
- 3.10. Collaborative Learning and Flipped Classroom
 - 3.10.1. Introduction and Objectives
 - 3.10.2. Definition of Collaborative Learning
 - 3.10.3. Differences with Cooperative Learning
 - 3.10.4. Tools for Cooperative and Collaborative Learning Padlet
 - 3.10.5. Definition of Flipped Classroom
 - 3.10.6. Teaching Actions for Flipped Programming
 - 3.10.7. Digital Tools to Create an Inverted Class
 - 3.10.8. Inverted Classroom Experiences
 - 3.10.9. Bibliographical References

Module 4. Behavioral and Learning Disorders in Primary Education

- 4.1. Introduction to Behaviour Disorders in Childhood
 - 4.1.1. Introduction and Objectives
 - 4.1.2. DSM-5 and ICD-11 Classifications
 - 4.1.3. Characteristics Factors of Behaviour Disorders
 - 4.1.4. Bibliographical References
- 4.2. Attention Deficit and Hyperactivity Disorder
 - 4.2.1. Introduction and Objectives
 - 4.2.2. ADHD: Definition, Prevalence and Diagnostic Criteria
 - 4.2.3. Treatment and Intervention in the Classroom
 - 4.2.4. Bibliographical References
- 4.3. Oppositional Defiant Disorder
 - 4.3.1. Introduction and Objectives
 - 4.3.2. Introduction to Oppositional Defiant Disorder
 - 4.3.3. Risk and Prevention Factors
 - 4.3.4. Educational Intervention for Oppositional Defiant Disorder
 - 4.3.5. Bibliographical References
- 4.4. Behavioral Alternations in Autism Spectrum Disorder.
 - 4.4.1. Introduction and Objectives
 - 4.4.2. Severity Levels and Diagnostic Criteria
 - 4.4.3. Behavioral Patterns in Autism Spectrum Disorders
 - 4.4.4. Parent Training
 - 4.4.5. Bibliographical References
- 4.5. Mood Disorders in Childhood
 - 4.5.1. Introduction and Objectives
 - 4.5.2. Childhood Anxiety
 - 4.5.3. Childhood Depression
 - 4.5.4. Child Abuse.
 - 4.5.5. Treatment and Intervention in Emotional Disorders
 - 4.5.6. Bibliographical References

- 4.6. Behavioral Disturbances in Excretory Disorders
 - 4.6.1. Introduction and Objectives
 - 4.6.2. Disorders: Enuresis and Encopresis
 - 4.6.3. Behavioral Guidelines in Cases of Enuresis
 - 4.6.4. Behavioral Guidelines in Cases of Encopresis
 - 4.6.5. Bibliographical References
- 4.7. Eating and Food Intake Disorders
 - 4.7.1. Introduction and Objectives
 - 4.7.2. Pica Disorder
 - 4.7.3. Rumination Disorder.
 - 4.7.4. Intervention for Parents and Educators
 - 4.7.5. Bibliographical References
- 4.8. Sleep-Wake Disorders
 - 4.8.1. Introduction and Objectives
 - 4.8.2. Insomnia
 - 4.8.3. Nightmare Disorder
 - 4.8.4. Educational Interventions for Sleep and Wakefulness Disorders
 - 4.8.5. Bibliographical References
- 4.9. Contingency Management and Behavior Modification Techniques in the Classroom
 - 4.9.1. Introduction and Objectives
 - 4.9.2. Behavioral Enhancement Procedures
 - 4.9.3. Token Economy
 - 4.9.4. Self-Instructional Training
 - 4.9.5. Bibliographical References
- 4.10. The Teacher
 - 4.10.1. The Center
 - 4.10.2. The Qualified Teacher
 - 4.10.3. Creativity and the Value of Teachers

Module 5. History, Current Situation and Future Prospects of Special Needs Education

- 5.1. Background and First Experiences of Special Needs Education
 - 5.1.1. Historical Contextual Framework of Special Needs Education
 - 5.1.2. First Educational Experiences with the Hearing Impaired
 - 5.1.3. First Educational Experiences with the Visual Impaired
 - 5.1.4. First Educational Experiences with Mentally Handicapped Persons
- 5.2. The Era of Institutionalization: The Shift from Medical Care to Pedagogical Care
 - 5.2.1. The Era of the Institutions
 - 5.2.2. From Medical Care to Psycho-Pedagogical Care
- 5.3. The Era of Normalization and Consequent Social and School Integration
 - 5.3.1. Ideology of Standardization
 - 5.3.2. Principle of Educational Integration
 - 5.3.3. Warnock Report (1978)
 - 5.3.4. Characteristics of the NNE Concept
- 5.4. Special Needs Education in Conventional Centers
 - 5.4.1. Special Needs Education and Conventional Centers
 - 5.4.2. Organization and Structure of Conventional Centers
- 5.5. Special Needs Education in Specific Centers
 - 5.5.1. Historical Framework of Specific Centers
 - 5.5.2. Organization and Structure of Specific Centers
- 5.6. Collaboration between Conventional Services and Specific Services
 - 5.6.1. Internal and External Resources of the School
 - 5.6.2. Collaboration between Conventional Services and Specific Services
 - 5.6.3. Educational Guidance Teams
- 5.7. Students with Special Educational Needs
 - 5.7.1. Students with Special Educational Needs
 - 5.7.2. Sensory Disabilities
 - 5.7.3. Mental Disabilities
 - 5.7.4. Motor Impairment
 - 5.7.5. Intellectual Giftedness
 - 5.7.6. Language Disorders

- 5.8. School and Social Inclusion
 - 5.8.1. Moving from Integration to Inclusion
 - 5.8.2. Critical Reflection of the Current Panorama
 - 5.8.3. New Realities
 - 5.8.4. New Paradigms
- 5.9. Family Involvement in Inclusive Education
 - 5.9.1. Family Roles
 - 5.9.2. School Roles
 - 5.9.3. Family-School Alliance

Module 6. Education of High-Capacity Children

- 6.1. Intelligence and Its Meaning
 - 6.1.1. Historical Review of the Concept of Intelligence
 - 6.1.2. Historical Review: Galton and Measurement
 - 6.1.3. Binet and Mental Age
 - 6.1.4. The Transition from IQ to G-factor
 - 6.1.5. Factor Models
 - 6.1.6. New Proposals of Multiple Intelligences
- 6.2. High-Capacity Students
 - 6.2.1. Definition of High-Capacity Students
 - 6.2.2. The Renzulli Three-Ring Model
 - 6.2.3. Sternberg and His Typology of Giftedness
 - 6.2.4. Socio-Cultural Models
 - 6.2.5. The Global Model of Giftedness
- 6.3. Characteristics of High-Capacity Students
 - 6.3.1. Basic Differential Characteristics
 - 6.3.2. Specific Characteristics
 - 6.3.3. Peculiarities of Development: Desynchrony
- 6.4. Talented Students
 - 6.4.1. Definition of Talented Students
 - 6.4.2. Castelló and the Three Types of Talent
 - 6.4.3. Multiple Intelligences and Talented Students
- 6.5. Identification of High-Capacity Individuals
 - 6.5.1. Identification: First Approach
 - 6.5.2. Identification Problems
 - 6.5.3. Identification Assumptions
- 6.6. Educational Intervention with High-Capacity Individuals
 - 6.6.1. Diversity: A Basic Premise
 - 6.6.2. Educational Action Steps
 - 6.6.3. Areas of Intervention
 - 6.6.4. Intervention Strategies (I) Acceleration
 - 6.6.5. Intervention Strategies (II) Grouping
 - 6.6.6. Intervention Strategies (III) Enrichment
 - 6.6.7. Other Educational Strategies
 - 6.6.8. Specific Strategies for Talented Students
 - 6.6.9. Star Program: An Example of Integration
- 6.7. Proposal for Enrichment and Development of Creativity
 - 6.7.1. Enrichment: The Strategy
 - 6.7.2. Triadic Enrichment Model
 - 6.7.3. Enrichment of the Structure-Context of Learning
 - 6.7.4. Types of Curricular Adaptations
 - 6.7.5. Extracurricular Enrichment
 - 6.7.6. Creativity
- 6.8. New Technologies and New Developmental Possibilities for the High-Capacity Learner
 - 6.8.1. New Technologies ICT
 - 6.8.2. Videogames
 - 6.8.3. Role-Playing Board Games
 - 6.8.4. Gestalt and Art
- 6.9. International Prospective on High-Capacity Education
 - 6.9.1. Five Countries, Three Continents Faced with Giftedness
 - 6.9.2. Opportunity and Background of High-Capacity Women
 - 6.9.3. The Need for Care of High-Capacity Girls
 - 6.9.4. Education and the Structural Barriers Affecting High-Capacity Girls
 - 6.9.5. Recommendations for High-Capacity Girls

- 6.10. The Family of High-Capacity Students
 - 6.10.1. The Family and their Relationship with School
 - 6.10.2. The Family
 - 6.10.3. Family-School Relationship
 - 6.10.4. Siblings and Partners: Relationships and Identification

Module 7. Education of Children with Disabilities or Developmental Difficulties

- 7.1. The School Faced with the Education of a Child with Personal Educational Needs: Attention to Diversity
 - 7.1.1. From Segregated Schooling to Comprehensive and Inclusive Schooling
 - 7.1.2. Educational Response to Diversity in a Comprehensive Pre-School and Primary School
 - 7.1.3. Diversity Care Plan
- 7.2. The Family in the Education of a Child with Personal Educational Needs
 - 7.2.1. The Family System: Functions, Beliefs and Educational Styles
 - 7.2.2. Conceptions, Needs and Family Guidance
 - 7.2.3. Reaction to the Arrival of a Child with a Disability in the Home
 - 7.2.4. Family Attitudes towards Disability
 - 7.2.5. Inter- and Intra-Family Relationships
 - 7.2.6. Shared Work between Family and School
 - 7.2.7. How to Optimize the Relationship between Family and School
- 7.3. Education of Children with Sensory Disabilities (Visual, Hearing and Deaf-blindness)
 - 7.3.1. Education of Children with Visual Impairment
 - 7.3.2. Education of Children with Hearing Impairment
 - 7.3.3. Education of Children with Deaf-blindness
- 7.4. Education of Children with Physical and Mental Disabilities
 - 7.4.1. Definition of Physical and Mental Disabilities
 - 7.4.2. Spina Bifida
 - 7.4.3. Spinal Cord Injury
 - 7.4.4. Physical Disability Due to Illness
 - 7.4.5. Special Educational Needs in Children with Physical Disabilities
 - 7.4.6. Educational Response to Special Educational Needs in Children with Physical Disability
- 7.5. Education of Children with Motor Disabilities (Cerebral Palsy)
 - 7.5.1. Basic Notions of Psychological Development
 - 7.5.2. Personal Educational Needs: Personal, Material and Methodological Resources
 - 7.5.3. Educational Response to Personal Educational Needs
- 7.6. Education of Children with Mental Disabilities
 - 7.6.1. Definition of Mental Disability
 - 7.6.2. Autism Spectrum Disorders
 - 7.6.3. Mood Disorders and Anxiety
 - 7.6.4. Special Educational Needs and Educational Response with Psychiatric Disabilities
- 7.7. Education of Children with Intellectual Disabilities
 - 7.7.1. Basic Notions of Psychological Development
 - 7.7.2. Personal Educational Needs: Personal, Material and Methodological Resources
 - 7.7.3. Educational Response to Personal Educational Needs
- 7.8. Education of a Child with a Developmental Disorder of Social Origin (Child Maltreatment)
 - 7.8.1. Some Basic Notions of Psychological Development
 - 7.8.2. Personal Educational Needs: Personal Resources, Materials and Basic Guidance
 - 7.8.3. Educational Response to Personal Educational Needs
- 7.9. Education of Children with Neurological Impairment (Dysjjective Syndrome)
 - 7.9.1. Dysjjective Syndrome
 - 7.9.2. Basic Notions of Psychological Development and the Central Nervous System
 - 7.9.3. Personal Educational Needs
 - 7.9.4. Educational Response to Personal Educational Needs
- 7.10. Special Education Financing
 - 7.10.1. Models and Systems of Special Education Financing in Europe

Module 8. Organization, Legislation, Resources and Financing of Special Needs Education

- 8.1. Organization, Legislation, Resources and Financing of Special Needs Education
 - 8.1.1. Causes of Diversity
 - 8.1.2. Schooling Alternatives for Student Care
 - 8.1.3. Factors Favoring Educational Integration
 - 8.1.4. Plan of Attention to Diversity
 - 8.1.5. Detection and Evaluation of Special Educational Needs
 - 8.1.6. Organizational Measures for SEN Students Care
 - 8.1.7. Curricular Measures for SEN Students Care
 - 8.1.8. Tutorial Action Plan
- 8.2. Educational Integration and the Different Modalities of Schooling
 - 8.2.1. Theoretical Fundamentals of Integration
 - 8.2.2. Modalities of Schooling
- 8.3. Special Education Resource Centers
 - 8.3.1. Educational Resource Centers
 - 8.3.2. Objectives of the ERC
 - 8.3.3. Functions of the ERC
 - 8.3.4. Services that ERC Offer
 - 8.3.5. Organizational Structure of ERC
 - 8.3.6. Action Protocol for an ERC
- 8.4. Organization of Services Complementary to Educational Services
 - 8.4.1. The Need for Support Services
 - 8.4.2. Educational Inspection
 - 8.4.3. Guidance Services
 - 8.4.4. Counseling, Specialized Support and Resource Centers
 - 8.4.5. Teacher and Resource Centers

- 8.5. Some Resources Available for Special Educational Needs
 - 8.5.1. Accessibility
 - 8.5.2. Aspects of Accessibility in Education
 - 8.5.3. Material for the Visually Impaired Student
 - 8.5.4. Material for the Hearing-Impaired Student
 - 8.5.5. Material for Students with Motor Disabilities
 - 8.5.6. Materials for Students with Developmental Disorders
- 8.6. Internet: Applications of Interest for Special Education
 - 8.6.1. Digital Divide and Digital Inclusion
 - 8.6.2. Accessibility and Information and Communication Technologies (ICT)
 - 8.6.3. WAI (Web Accessibility Initiative) Guidelines

Module 9. Language and Communication Difficulties: Assessment and Diagnosis

- 9.1. The Dimension of Language
 - 9.1.1. Language Form
 - 9.1.2. Language Content
 - 9.1.3. Use of Language
- 9.2. Oral Language Assessment
 - 9.2.1. Basic Concepts of the Assessment Process
 - 9.2.2. Assessment of Language Dimensions
- 9.3. Interdisciplinary Work on Language and Communication Difficulties
 - 9.3.1. Professionals in the Educational Field
 - 9.3.2. Professionals Outside the Educational Field
 - 9.3.3. The Family
- 9.4. Assessment of Speech and Fluency Disorders
 - 9.4.1. Assessment of Dyslalia
 - 9.4.2. Assessment of Dysglossia
 - 9.4.3. Evaluation of Dysarthrias
 - 9.4.4. Evaluation of Dysphemia

- 9.5. Assessment of Voice Disorders
 - 9.5.1 Types of Dysphonia
 - 9.5.2 Guidelines for Classroom Assessment
- 9.6. Assessment of Language and Communication in Oral Language Disorders
 - 9.6.1 Simple Language Retardation (SLR)
 - 9.6.2 Specific Language Disorder (SLD)
 - 9.6.3 Assessment Process for Simple Language Delay and TEL
- 9.7. Assessment of Written Language Disorders
 - 9.7.1 Assessment of Reading Disorders: Dyslexias
 - 9.7.2 Assessment of Writing Disorders
- 9.8. Language and Communication Assessment in Autism Spectrum Disorder (ASD) and Other Neurodevelopmental Disorders (ODD)
 - 9.8.1 Motor Disorders
 - 9.8.2 Intellectual Development Disorders (IDD)
 - 9.8.3 Attention Deficit Hyperactivity Disorder (ADHD)
 - 9.8.4 Autism Spectrum Disorder (ASD)
 - 9.8.5 Language and Communication Assessment Process in Children with ASD
- 9.9. Language and Communication Assessment in Sensory Impairment
 - 9.9.1 Hearing Impairment
 - 9.9.2 Deaf-blindness
- 9.10. Preparation of Educational Reports on the Assessment and Diagnosis of Language and Communication Difficulties
 - 9.10.1 Why Is a Report Necessary?
 - 9.10.2 Parts of an Assessment Report
 - 9.10.3 Report Models

Module 10. Intervention in Communication and Language Disorders in Formal and Non-Formal Settings

- 10.1. Communication and Language
 - 10.1.1 Introduction and Objectives
 - 10.1.2 What Is Communication?
 - 10.1.3 Language and Speech
- 10.2. Differences between Formal, Non-Formal and Informal Environments Introduction and Objectives
 - 10.2.1 Introduction and Objectives
 - 10.2.2 Formal Environment
 - 10.2.3 Non-Formal Environment
 - 10.2.4 Informal Environment
- 10.3. Skills of the Hearing and Language Teacher in Different Environments
 - 10.3.1 Introduction and Objectives
 - 10.3.2 General Principles of Educational Intervention for Communication and Language Difficulties
 - 10.3.3 Attitude Towards Intervention
 - 10.3.4 Techniques of Language Stimulation
 - 10.3.5 Skills for Working with Children
 - 10.3.6 Skills for Working with Families
- 10.4. Generating Involvement in Natural Contexts
 - 10.4.1 Introduction and Objectives
 - 10.4.2 Importance of Student Participation in the Environment and with Peers
 - 10.4.3 Generating Involvement in Language Skills
 - 10.4.5 Facilitation Systems
 - 10.4.6 Vulnerability Situations Related to Language

- 10.5. Relationship of the Different Communication, Language and Speech Disorders in the Phonetic-Phonological Dimension
 - 10.5.1 Introduction and Objectives
 - 10.5.2 Intervention
- 10.6. Relationship between the Different Communication, Language and Speech Disorders in the Pragmatic Dimension
 - 10.6.1 Introduction and Objectives
 - 10.6.2 Intervention
- 10.7. Relationship between the Different Communication, Language and Speech Disorders in the Lexical-Semantic Dimension
 - 10.7.1 Intervention and Objectives
 - 10.7.2 Intervention
 - 10.7.3 Resources
- 10.8. Relationship between the Different Communication, Language and Speech Disorders in the Morphosyntactic Dimension
 - 10.8.1 Introduction and Objectives
 - 10.8.2 Intervention
 - 10.8.3 Resources
- 10.9. The Use of Augmentative and Alternative Communication Systems as Facilitators of Intervention
 - 10.9.1 Introduction and Objectives
 - 10.9.2 What Do We Mean by Augmentative and Alternative Communication Systems?
 - 10.9.3 Augmentative and Alternative Communication Systems with Assistance
- 10.10. The Use of Augmentative and Alternative Communication Systems without Support as Facilitators of Intervention
 - 10.10.1 Introduction and Objectives
 - 10.10.2 Augmentative and Alternative Communication Systems without Support
 - 10.10.3 Augmentative and Alternative Communication Systems without Support: Oralists
 - 10.10.4 Augmentative and Alternative Communication Systems without Support: Non-Oralistic



A 100% online program that provides you with the necessary knowledge to assist your students with hearing difficulties. Enroll now"

05

Methodology

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

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





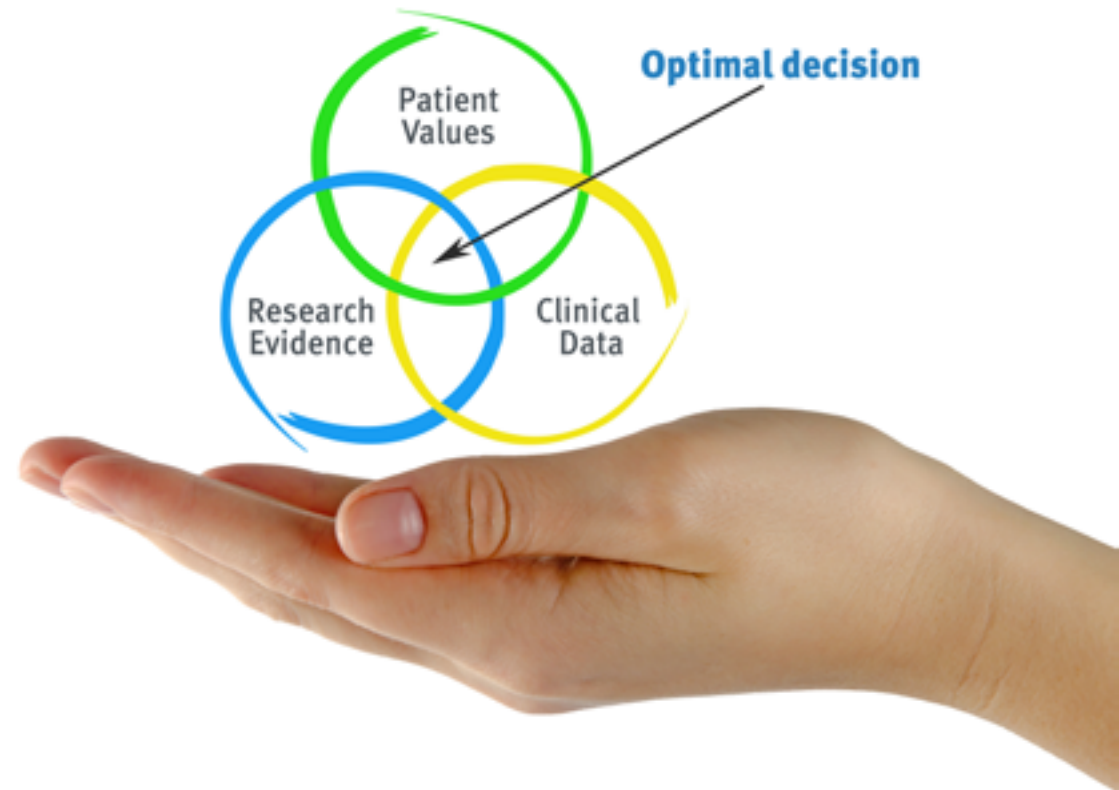
“

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

At TECH Education School we use the Case Method

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

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



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

“

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

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

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



Relearning Methodology

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

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



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

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

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

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and 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 applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

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



Interactive Summaries

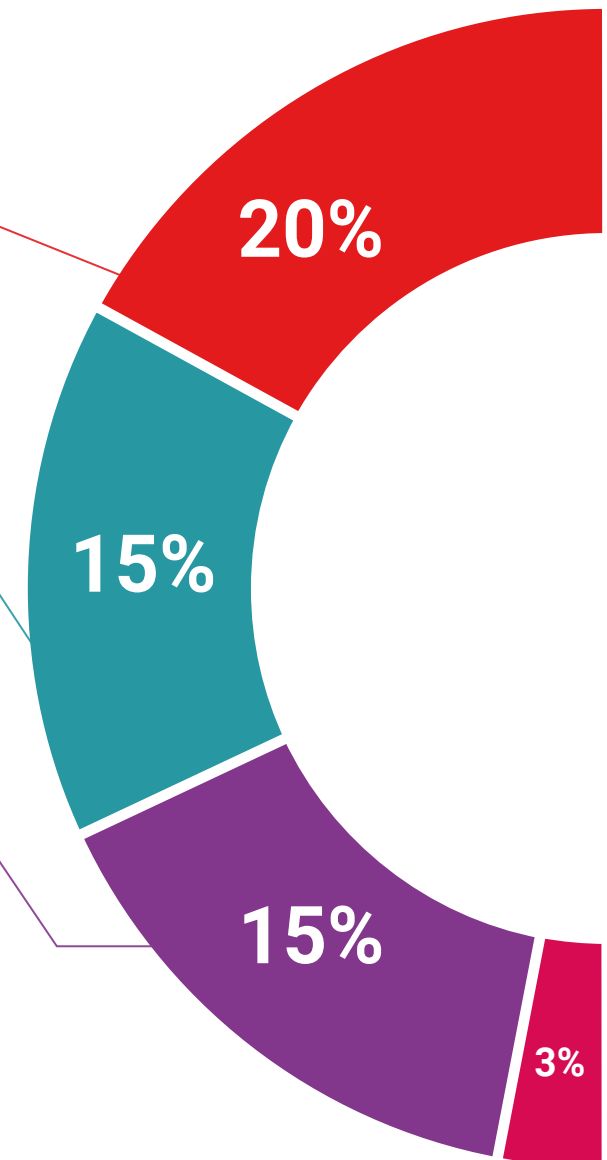
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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



Additional Reading

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





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 your goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Master's Degree in Special Needs Education in Primary School guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 program will allow you to obtain your **Master's Degree diploma in Special Needs Education in Primary School** 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.

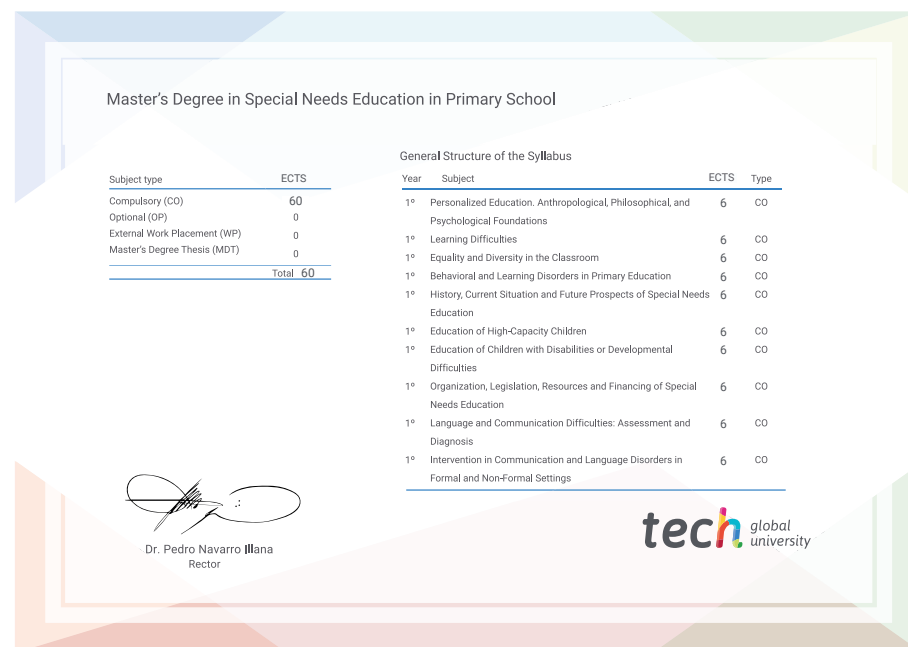
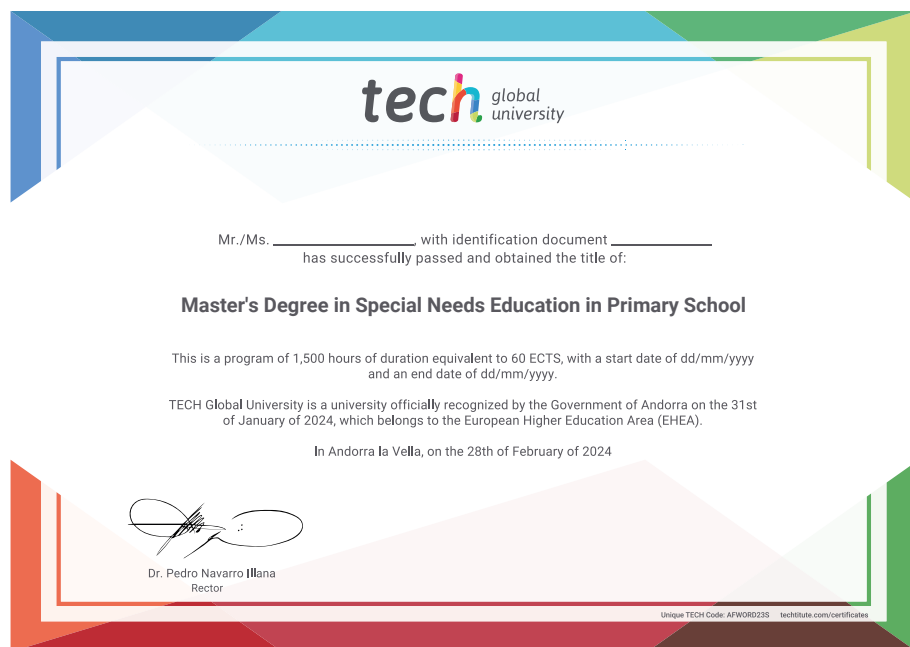
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Special Needs Education in Primary School**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



*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.

future

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university

personalized service innovation

knowledge present

online training

development language

virtual classroom

Master's Degree

Special Needs Education
in Primary School

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

Master's Degree

Special Needs Education
in Primary School