Master's Degree

Special Needs Education in Primary School

Accreditation/Membership

ATEE
Association for Teacher Education in Europe

tech global university

tech global university

Master's Degree
Special Needs Education in Primary School

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Accreditation: **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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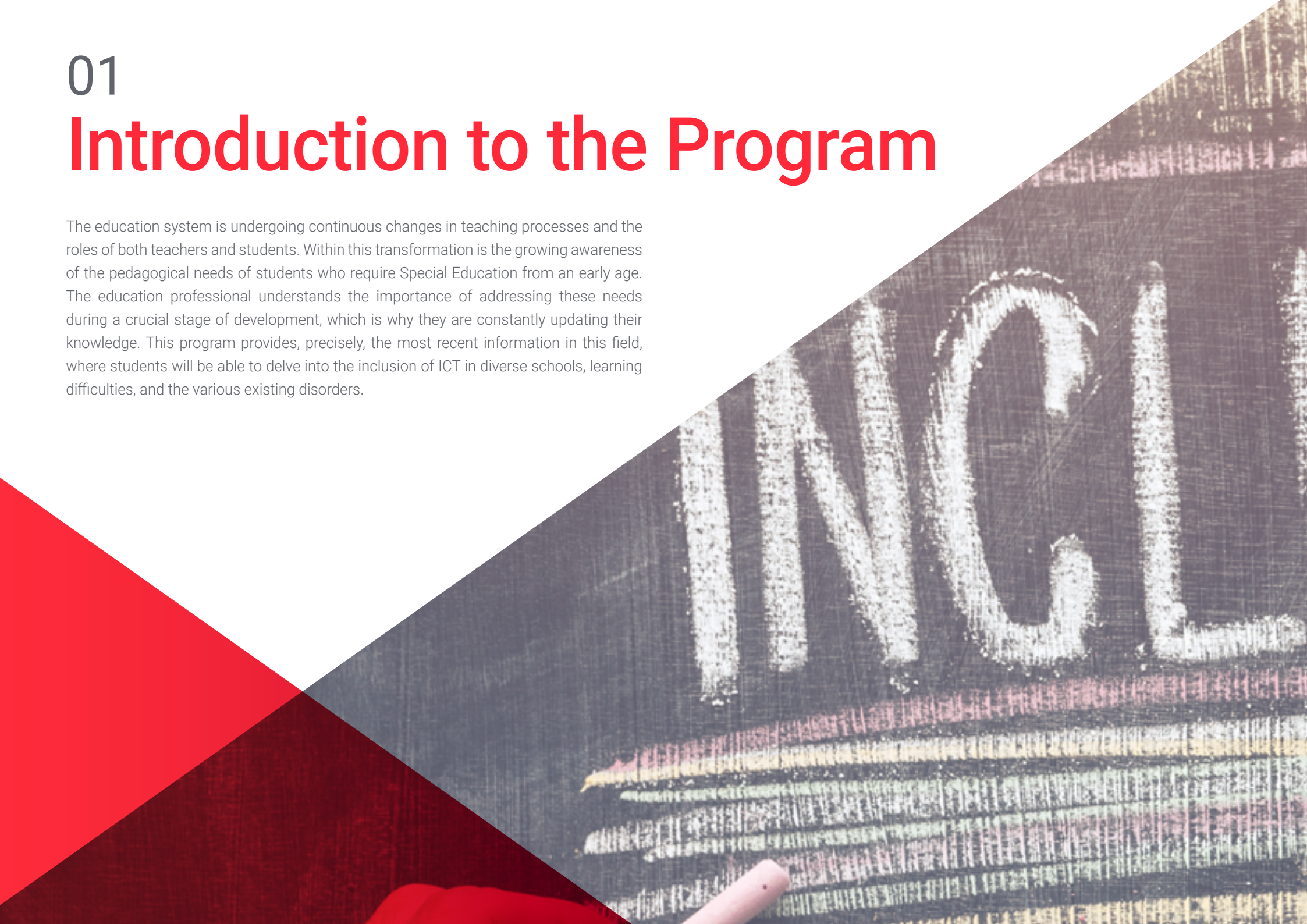
01

Introduction to the Program

The education system is undergoing continuous changes in teaching processes and the roles of both teachers and students. Within this transformation is the growing awareness of the pedagogical needs of students who require Special Education from an early age. The education professional understands the importance of addressing these needs during a crucial stage of development, which is why they are constantly updating their knowledge. This program provides, precisely, the most recent information in this field, where students will be able to delve into the inclusion of ICT in diverse schools, learning difficulties, and the various existing disorders.



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"

The Primary Education teacher must respond to the broadest diversity in all its aspects: developmental, psychological, social, and functional. This diversity determines the approach to teaching based on the need for adaptation to learning, especially for children who present functional diversity. Early detection of these difficulties is essential to avoid the serious problems that unattended situations can create for the student: loss of self-esteem, stress, social isolation, or depression.

Therefore, this university program offered by TECH aims to address this through various strategies, methodologies, and tools aimed at achieving equality and diversity in the classroom. All of this is presented with an integrated approach, both theoretical and practical, thanks to the case studies presented by the team of professionals in this field who teach this qualification. As a result, graduates will gain a more direct and clear approach to potential situations in which they must engage.

This is a 100% online university qualification, accessible 24/7 from any electronic device with an internet connection. It is, therefore, a flexible program with no on-site requirements or fixed class schedules, making it ideal for individuals who wish to pursue quality education without neglecting other areas of their personal or professional life. Additionally, an internationally renowned expert will serve as the International Guest Director, overseeing 10 comprehensive Masterclasses on innovations in Special Needs Education in Primary School.

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 Special Needs Education in Primary School** contains the most complete and up-to-date university program on the market. Its most notable features are:

- The development of case studies presented by Postgraduate Diploma experts in journalism.
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Don't let this educational opportunity pass you by and become a specialist in Special Needs Education in Primary School under the guidance of a prestigious International Guest Director"

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

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

Discover operational and participatory methodologies that transform teaching into a dynamic and inclusive experience.

The teaching staff includes professionals from the field of Special Needs Education in Primary School, who bring their real-world experience into this program, as well as recognized specialists from leading societies and prestigious universities.

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

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.

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

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 syllabus. All this makes this program the most complete and effective option in the academic market to specialize in this area of teaching.

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 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. Objectives 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 5 Manifestations
- 1.3.7. Promoting the 5 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 Educating 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. 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. Learning Difficulties
- 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 Path to a School for All
- 2.3.3. Promoting Inclusive Education in Pre-School 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 Routes and Types of Dyslexia
- 2.5.4. Intervention Guidelines for Students with Dyslexia
- 2.5.5. Other 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 Mathematical Learning Difficulties
- 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 Disability 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 Abilities in the Classroom: Keys to Their Identification and Educational Development
- 2.8.1. Is High Ability 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 Disabilities 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 Disability
- 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 an Integral Part of Life
- 3.1.3. Relativism and Ethnocentrism
- 3.1.4. Human Dignity and Human Rights
- 3.1.5. Theoretical Perspectives on Diversity in the Classroom
- 3.1.6. Bibliographic References

3.2. Evolution from Special Education to Inclusive Education in Pre-School Education
- 3.2.1. Key Concepts from Special Education to Inclusive Education
- 3.2.2. Inclusive School Conditions
- 3.2.3. Promoting Inclusive Education in Pre-School 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 School
- 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. Bibliographic 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. Other Factors Influencing School Failure
- 3.5.4. Bibliographic 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. Actions
- 3.6.7. Proposals on Interculturality to Work in the Classroom
- 3.6.8. Bibliographic 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 Form of Exclusion
- 3.7.6. Education and Digital Exclusion
- 3.7.7. Bibliographic References

3.8. The Inclusion of ICT in the Diverse School
  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. Transformations in the Roles of Teachers and Students
  3.8.5. ICT as an Element of Attention to Diversity
  3.8.6. Using ICT for Students with Educational Support Needs
  3.8.7. Bibliographic References
3.9. Active Methodologies for Learning with ICT
  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 Investigation
  3.9.5. Collaborative and Cooperative Learning
  3.9.6. Problem-Based and Project-Based 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. Bibliographic 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. Didactic Actions for Programming Flipped Classrooms
  3.10.7. Digital Tools to Create Your Flipped Classroom
  3.10.8. Experiences of Flipped Classroom
  3.10.9. Bibliographic References

Module 4. Behavioral and Learning Disorders in Primary Education

4.1. Introduction to Conduct Disorders in Childhood
  4.1.1. Introduction and Objectives
  4.1.2. DSM-5 and ICD-11 Classifications
  4.1.3. Characteristics and Factors of Conduct Disorders
  4.1.4. Bibliographic References
4.2. Attention Deficit and/or Hyperactivity Disorder (ADHD)
  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. Bibliographic 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. Bibliographic References
4.4. Behavioral Alternations in Autism Spectrum Disorder.
  4.4.1. Introduction and Objectives
  4.4.2. Levels of Severity and Diagnostic Criteria
  4.4.3. Behavioral Patterns in Autism Spectrum Disorders
  4.4.4. Parent Training
  4.4.5. Bibliographic 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. Bibliographic 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. Bibliographic References

4.7. Eating and Food Ingestion 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. Bibliographic References

4.8. Sleep-Wakefulness Disorder
- 4.8.1. Introduction and Objectives
- 4.8.2. Insomnia
- 4.8.3. Nightmare Disorder
- 4.8.4. Didactic Interventions for Sleep and Wakefulness Disorders
- 4.8.5. Bibliographic References

4.9. Techniques for Contingency Management and Behavior Modification in the Classroom
- 4.9.1. Introduction and Objectives
- 4.9.2. Procedures to Increase Behavior
- 4.9.3. Token Economy
- 4.9.4. Self-Instructional Education
- 4.9.5. Bibliographic References

4.10. The Teacher
- 4.10.1. The Center
- 4.10.2. The Qualified Teacher
- 4.10.3. The Creativity and Value of the Teacher

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

5.1. Background and First Experiences of Special Needs Education
- 5.1.1. Historical Contextual Framework of Special Education
- 5.1.2. First Educational Experiences with People with Hearing Impairment
- 5.1.3. First Educational Experiences with Persons with Visual Impairment
- 5.1.4. First Educational Experiences with Persons with Mental Impairment 7.1.5.

5.2. The Era of Institutionalization: The Transition from Medical to Pedagogical Care
- 5.2.1. The Era of 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 Normalization
- 5.3.2. Principle of Educational Integration
- 5.3.3. Warnock Report (1978)
- 5.3.4. Characteristics of the NNE concept

5.4. Special Education in Conventional Centers
- 5.4.1. Special Needs Education and Conventional Centers
- 5.4.2. Organization and Structure of the Conventional Center

5.5. Special Education in Specific Centers
- 5.5.1. Organization and Structure of the Specific Center

5.6. Collaboration Between Conventional Services and Specific Services
- 5.6.1. Resources Internal and External to 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. Psychic 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. The Transition from Integration to Inclusion
- 5.82. Critical Reflection of the Current Outlook
- 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. Roles of The School
- 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: Dyssynchrony

6.4. Talented Students
- 6.4.1. Definition of Talented Students
- 6.4.2. Castelló and the 3 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. Video Games
- 6.8.3. Role-Playing Board Games
- 6.8.4. Gestalt and Art

6.9. International Prospective on High-Capacity Education
- 6.9.1. 5 Countries, 3 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 Facing the Education of a Child with Personal Educational Needs: Attention to Diversity
- 7.1.1. From the School of Segregation to the Comprehensive and Inclusive School.
- 7.1.2. Educational Response to Diversity in a Comprehensive School of Pre-school and Primary Education
- 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 Orientation
- 7.2.3. Reaction to the Arrival at Home of a Child with a Disability
- 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 Deafblindness)
- 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 Deafblindness

7.4. Education of Children with Physical and Organizational Disabilities
- 7.4.1. Definition of Physical and Organizational Disability
- 7.4.2. Spina Bifida
- 7.4.3. Spinal cord Injury
- 7.4.4. Physical Disability due to Disease
- 7.4.5. Special Educational Needs in Children with Physical Disabilities
- 7.4.6. Educational Response to Special Educational Needs in Children with Physical Disabilities

7.5. Education of Children with Motor Disabilities (Cerebral Palsy)
- 7.5.1. Basic Notions of Their 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 and Anxiety Disorders
- 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 Their Psychological Development
- 7.7.2. Personal Educational Needs: Personal, Material and Methodological Resources.
- 7.7.3. Educational Response to Personal Educational Needs

7.8. The 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 Orientations.
- 7.8.3. Educational Response to Personal Educational Needs

7.9. Education of Children with Neurological Impairment (Dysjective Syndrome)
- 7.9.1. Dysexecutive 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. Financing of Special Education
- 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. Some Resources Available for Special Educational Needs
- 8.3.1. Accessibility
- 8.3.2. Aspects of Accessibility in Education
- 8.3.3. Material for the Visually Impaired Student
- 8.3.4. Material for the Hearing Impaired Student
- 8.3.5. Material for Students with Motor Disabilities
- 8.3.6. Materials for Students with Developmental Disorders

8.4. Internet: Applications of Interest for Special Education
- 8.4.1. Digital Divide and Digital Inclusion
- 8.4.2. Accessibility and Information and Communication Technologies (ICT)
- 8.4.3. 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. Assessment of Dysarthrias
- 9.4.4. Assessment 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 Impairment (SLI)
- 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. Deafblindness

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. Attitute 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 of the Different Communication, Language and Speech Disorders in the Pragmatic Dimension
- 10.6.1. Introduction and Objectives
- 10.6.2. Intervention

10.7. Relationship of 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. Relation of 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"

04

Teaching Objectives

The Special Needs Education in Primary School program offers students the opportunity to take the next step in their professional career in the academic field. It provides advanced content that will guide students over several months, enabling them to design, plan, create content, and properly assess students who require adapted learning according to their characteristics. The specialized faculty that teaches this program will guide students to achieve these goals with ease.

Learn to teach students how to learn, applying strategies that enhance their autonomy and creativity"

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

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 tools needed for proper school organization
- Internalize teacher training for an effective 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 learning difficulties
- Understand the different learning styles and cognitive styles
- Prevent learning difficulties before they arise
- Intervene in different learning problems

Module 3. Equality and Diversity in the Classroom

- Understand the different terms closely related to each other and their application in the classroom
- Identify potential factors contributing to school failure
- Acquire the necessary tools to prevent school failure
- Identify signs of possible school bullying
- Develop tools to promote an inclusive and intercultural school
- Gain the skills to work with different ICT tools
- Identify the different disorders in educational centers
- Developing 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 Outlook of Special 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

- 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 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
- Gain knowledge about 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

Explore the impact of vocation, expert knowledge, and professionalization on the teaching of the future"

05

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.

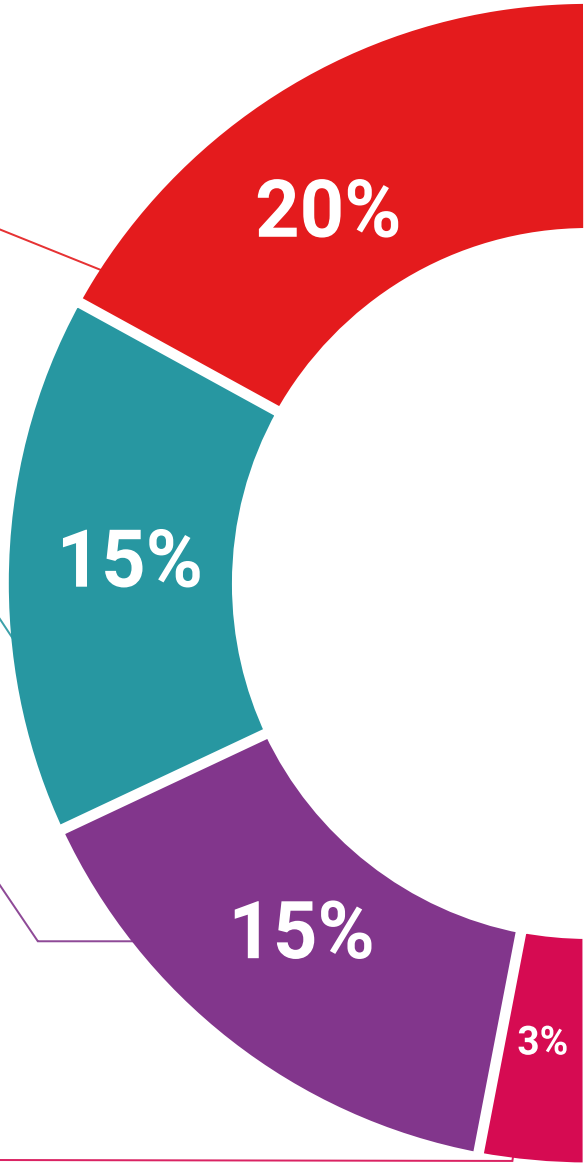
Interactive Summaries

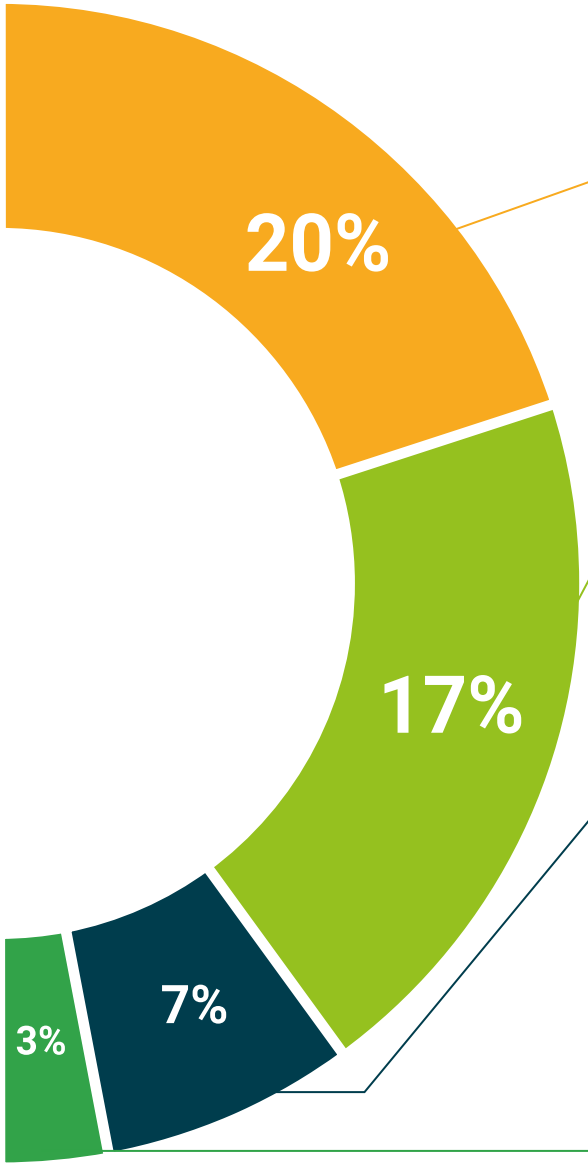
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for 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

Teaching Staff

In its pursuit of providing students with academic excellence, TECH has assembled an elite faculty for this university expert program. The study program includes professionals with a strong track record in various educational settings and the management of students with special needs. All experts in this faculty are well-versed in the latest scientific evidence regarding risk prevention and pedagogical exclusion. As such, this faculty becomes a compelling reason to update competencies and theoretical knowledge through this comprehensive academic journey.

The teachers on this program have the most advanced experience in the field of Special Needs Education in Primary School"

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 Professor 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, United States, Austin, United States United States
- Senior Research Fellow at the Institute of Education Sciences
- Researcher on projects at the National Institute of Child Health and Human Development
- Co-researcher in Education initiatives at the U.S. Department
- Manuel J. Justiz Chair Profesor of Mathematics, Science and Technology in Teacher Education
- PhD from the University of Arizona

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

07

Certificate

The Master's Degree in Special Needs Education in Primary School guarantees students, in addition to the most 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 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** 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

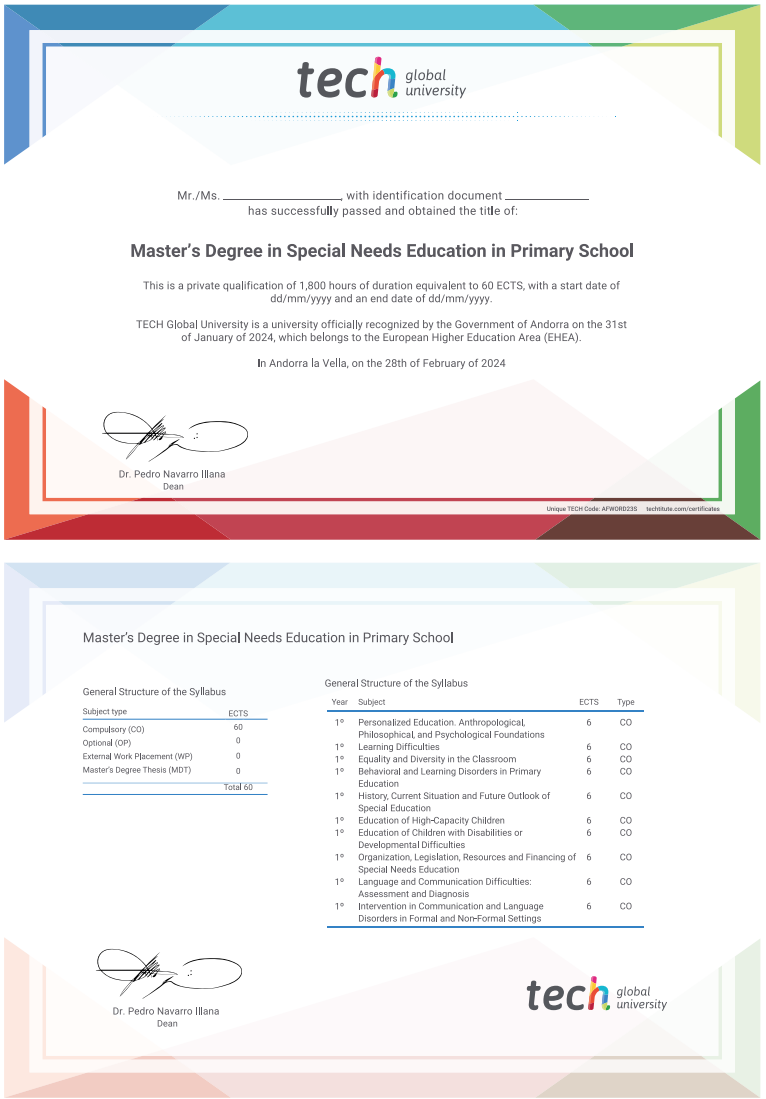
ATEE
Association for Teacher Education in Europe

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



tech global university

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

Master's Degree in Special Needs Education in Primary School

This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

Master's Degree in Special Needs Education in Primary School

General Structure of the Syllabus

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

General Structure of the Syllabus

Year	Subject	ECTS	Type
1°	Personalized Education. Anthropological, Philosophical, and Psychological Foundations	6	CO
1°	Learning Difficulties	6	CO
1°	Equality and Diversity in the Classroom	6	CO
1°	Behavioral and Learning Disorders in Primary Education	6	CO
1°	History, Current Situation and Future Outlook of Special Education	6	CO
1°	Education of High-Capacity Children	6	CO
1°	Education of Children with Disabilities or Developmental Difficulties	6	CO
1°	Organization, Legislation, Resources and Financing of Special Needs Education	6	CO
1°	Language and Communication Difficulties: Assessment and Diagnosis	6	CO
1°	Intervention in Communication and Language Disorders in Formal and Non-Formal Settings	6	CO

Dr. Pedro Navarro Illana
Dean

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

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Master's Degree
Special Needs Education in Primary School

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

Master's Degree

Special Needs Education in Primary School

Accreditation/Membership

ATEE
Association for Teacher Education in Europe

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