

# Postgraduate Certificate

## Learning Difficulties in Pre-School Education





## Postgraduate Certificate Learning Difficulties in Pre-School Education

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/education/postgraduate-certificate/learning-difficulties-pre-school-education](http://www.techtitute.com/us/education/postgraduate-certificate/learning-difficulties-pre-school-education)

# Index

01

Introduction

---

p. 4

02

Objectives

---

p. 8

03

Structure and Content

---

p. 12

04

Methodology

---

p. 16

05

Certificate

---

p. 24

# 01

# Introduction

It is during the infancy stage where children begin to develop their educational abilities and, therefore, where some Learning Difficulties can be detected.

Teachers are the professionals who are in contact with students, so they must have the necessary skills to be able to detect and assess any possible obstacle in their learning. If what the professional wants is to specialize in this field, this is the opportunity. TECH Technological University presents the most complete program of the moment in this field.





“

*Teachers must have specific skills that enable them to recognize learning difficulties in their students and design adapted training programs”*

Learning difficulties are related to the alterations that a child may present in different areas: reading and writing, logical-mathematical ability, language and reasoning. In this way, it is a set of differentiated problems within the Special Educational Needs (SEN), which can be intrinsic or extrinsic to the student, interfering in both cases in their adaptation to the demands of the teaching and learning processes.

This Postgraduate Certificate will study the definition of learning difficulties and the basic characteristics of children with these difficulties, in order to promote the detection of these students and to be able to design proposals to meet their educational needs. To this end, a review of the evolutionary milestones of infants in Pre-school and Primary Education will be carried out, and the conceptualization and etiology of learning difficulties will be deepened, analyzing the different existing types and offering guidelines for their detection and intervention by teachers in the regular classroom.

In addition, the evolution of the concept of special education will be analyzed, as well as the characteristics and needs of students with SEN in early childhood, providing models of early intervention in order to try to prevent difficulties or, failing that, to intervene in them quickly.

This program is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of the students, in an asynchronous and completely self-manageable way. Students can choose which days, at what time and how much time to dedicate to the study of the contents of the program, always in tune with the capabilities and skills dedicated to it.

The order and distribution of the subjects and their units is specially designed to allow each student to choose their own schedule and self-manage their time. For this purpose, you will have at your disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where you will be able to evoke knowledge in an orderly manner and work on decision making that demonstrates your high level education within this field of teaching.

This **Postgraduate Certificate in Learning Difficulties in Pre-School Education** contains the most complete and up-to-date educational program on the market.

The most important features include:

- ♦ The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- ♦ 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
- ♦ The latest developments in teaching students with learning difficulties
- ♦ Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- ♦ Special emphasis on innovative methodologies and teaching research
- ♦ 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



*Improving teachers' skills is critical to providing quality education to students"*

“

*Immerse yourself in the study of this complete program, in which you will find everything you need to acquire a higher professional level and compete with the best"*

Its teaching staff includes professionals belonging to the field of education, who contribute their work experience to this training, as well as renowned specialists from reference societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a contextual and situated learning environment, i.e. a simulated environment that will provide immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which teachers must try to solve the different professional practice situations that are presented to them throughout the program. For this purpose, they will be assisted by an innovative interactive video system developed by recognized experts in the field of teaching children with learning difficulties and with extensive teaching experience.

*We offer you the best teaching methodology with a multitude of practical cases so that you can develop your study as if you were facing real cases.*

*The program invites us to learn and grow, to develop as teachers, to learn about educational tools and strategies in relation to the most common needs in our classrooms.*



# 02

# Objectives

The Postgraduate Certificate in Learning Difficulties in Pre-School Education is oriented to develop in the students the skills required for the exercise of their profession. For this purpose, TECH Technological University offers the most complete educational program from the hand of the main experts in the field.





“

*Become a Pre-School Education teacher thanks to the opportunity offered by TECH, the world's largest online university"*



### General Objective

---

- Develop in teachers the necessary skills to teach their lessons at the Pre-School Education stage in compliance with the educational objectives foreseen and focused on students of these ages with learning difficulties



*Our goal is to achieve academic excellence and to help you achieve it too"*





## Specific Objectives

---

- ♦ 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
- ♦ Know the different learning styles and cognitive styles
- ♦ Prevent learning difficulties before they occur
- ♦ Intervening before the different learning problems
- ♦ Acquire the specific contents for Pre-School Education
- ♦ Identify the different learning difficulties
- ♦ Analyze the different learning disorders
- ♦ Know how to recognize specific learning disorders
- ♦ Know the different affective difficulties
- ♦ Establish family-school relationships

03

# Structure and Content

The structure of the contents has been designed by top level professionals within the educational field, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.





“

*The best content to create the best teachers”*

## Module 1. Learning Difficulties I

- 1.1. Developmental Psychology
  - 1.1.1. Physical or Motor Development
  - 1.1.2. Cognitive Development
  - 1.1.3. Language Development
  - 1.1.4. Emotional Development
- 1.2. Learning Difficulties: Intrapyschological and Interpsychological Difficulties
  - 1.2.1. Definition and Conceptualization of Learning Difficulties (LD)
  - 1.2.2. Intrapyschological Learning Difficulties
  - 1.2.3. Interpsychological Learning Difficulties
  - 1.2.4. Interactive Hypothesis
- 1.3. Special Educational Needs and Inclusive Education
  - 1.3.1. The Inclusive School Movement Overcoming School Integration
  - 1.3.2. Towards a School for Everyone
- 1.4. Learning Difficulties Related to Communication, Language, Speech and Voice Problems
  - 1.4.1. Oral Linguistic Pathology: Problems in the Communicative, Language, Speech and Voice domains
  - 1.4.2. Language Problems
  - 1.4.3. Speech and Articulation Disorders
- 1.5. Learning Difficulties Related to Reading and Writing
  - 1.5.1. Conceptualization of Dyslexia or Specific Reading Disorder
  - 1.5.2. Features
  - 1.5.3. Reading Pathways and Types of Dyslexia
  - 1.5.4. Intervention Guidelines
  - 1.5.5. Other Learning Difficulties Related to Reading and Writing
- 1.6. Learning Difficulties Related to Mathematics
  - 1.6.1. Conceptualization of the Specific Learning Disorder with Difficulties in Mathematics
  - 1.6.2. Etiology and Course
  - 1.6.3. Types
  - 1.6.4. Features
  - 1.6.5. Classroom Intervention Guidelines
- 1.7. Intellectual Disability
  - 1.7.1. Intellectual Disability Conceptualization
  - 1.7.2. Detection of Intellectual Disability in the Classroom
  - 1.7.3. Special Educational Needs of Children with Intellectual Disabilities
  - 1.7.4. Classroom Intervention Guidelines
- 1.8. High Abilities in the Classroom: Keys to Their Identification and Educational Development
  - 1.8.1. Is High Ability an Educational Problem?
  - 1.8.2. The Concept: Can High Ability Be Defined?
  - 1.8.3. Identification: Can the Most Able Learners be Identified?
  - 1.8.4. The Intervention: What, How and When to Teach?
- 1.9. Learning Difficulties Related to Visual and Auditory Sensory Deficits
  - 1.9.1. Visual Impairment
  - 1.9.2. Developmental Characteristics of Children with Visual Impairment
  - 1.9.3. Special Educational Needs of Children With Visual Impairment
  - 1.9.4. Educational Intervention in the Classroom
  - 1.9.5. Hearing Impairment
  - 1.9.6. Detection of Hearing-Impaired Students in the Classroom
  - 1.9.7. Special Educational Needs in Hearing Impaired Children
  - 1.9.8. Classroom Intervention Guidelines
- 1.10. Motor Coordination Difficulties or Dyspraxias
  - 1.10.1. Conceptualization of Motor Disability
  - 1.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
  - 1.10.3. Detection of Dyspraxias in the Classroom
  - 1.10.4. Classroom Intervention Guidelines
- 1.11. Attention Deficit Hyperactivity Disorder (ADHD)
  - 1.11.1. Conceptualization
  - 1.11.2. Types and Characteristics
  - 1.11.3. Associated Disorders
  - 1.11.4. Conceptualization of Executive Functions and Their Impact on Performance and the Social Field
  - 1.11.5. Detection of ADHD in the Classroom
  - 1.11.6. Classroom Intervention Guidelines

- 1.12. The Assessment of Centers and the Educational Environment
  - 1.12.1. Conceptualization and Characterization of Autism Spectrum Disorder (ASD)
  - 1.12.2. Conceptualization and Characterization of Asperger Syndrome
  - 1.12.3. Guidelines for Identifying Children with ASD or Asperger Syndrome in the Classroom
  - 1.12.4. Intervention Guidelines

## Module 2. Learning Difficulties II

- 2.1. Evolution from Special Education to Inclusive Education in Pre-School Education
  - 2.1.1. Key Concepts from Special Education to Inclusive Education
  - 2.1.2. Inclusive School Conditions
  - 2.1.3. Promoting Inclusive Education in Pre-School Education
- 2.2. Characteristics and Needs in Early Childhood
  - 2.2.1. Acquisition of Motor Skills
  - 2.2.2. Acquisition of Psychological Development
  - 2.2.3. Development of Subjectivation
- 2.3. The Role of Parents in Early Care
  - 2.3.1. Parent Education
  - 2.3.2. Non-Involvement of Parents
  - 2.3.3. Fostering Parent-Child Relationships
- 2.4. Difficulties in Language Acquisition
  - 2.4.1. Language Development from 0 to 4 Years Of Age
  - 2.4.2. Difficulties in Language Acquisition
  - 2.4.3. Educational Intervention in the Pre-School Classroom
- 2.5. Difficulties Associated with the Beginning of Reading and Writing
  - 2.5.1. Dilemmas About Written Language
  - 2.5.2. Learning Difficulties in Reading
  - 2.5.3. Educational Intervention in the Pre-School Classroom
- 2.6. Autism Spectrum Disorder: Early Care
  - 2.6.1. Child Cognitive Development and Warning Signs
  - 2.6.2. Early Care Program in Autism Spectrum Disorder (ASD)
- 2.7. Affective Difficulties
  - 2.7.1. Affective Bonding: Attachment and Detachment
  - 2.7.2. Overprotection
  - 2.7.3. Description of Emotional Difficulties
  - 2.7.4. Promoting Self-Esteem and Self-Concept
  - 2.7.5. Educational Interventions in the Pre-School Classroom
- 2.8. Intellectual Precocity and Abilities
  - 2.8.1. General Criteria
  - 2.8.2. Intellectual Precocity at Early Ages
  - 2.8.3. High Abilities in Early Ages
  - 2.8.4. Educational Interventions in the Pre-School Classroom
- 2.9. Relations with Families
  - 2.9.1. General Criteria
  - 2.9.2. Establishing Good Communication with Families
  - 2.9.3. Description of the Development of the Interviews with Families
- 2.10. Working with the Pre-School Education Team
  - 2.10.1. Key Concepts
  - 2.10.2. A Team around a Child
  - 2.10.3. Strengths of Working Together
- 2.11. Observation or Assessment Methods in Pre-School Education
  - 2.11.1. Key Concepts
  - 2.11.2. Observations
  - 2.11.3. Multidisciplinary Assessments
- 2.12. Psychomotor Skills in Pre-School Education Schools
  - 2.12.1. Key Concepts
  - 2.12.2. Educational Factors of Psychomotor Skills
  - 2.12.3. Psychomotor Practice in Pre-School Education Classrooms
- 2.13. Educational Resilience
  - 2.13.1. Key Concepts of Resilience
  - 2.13.2. Educational Resilience: Towards the Pathway to Successful Learning
  - 2.13.3. Characteristics of Resilience-Promoting Schools

04

# 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.



05

# Certificate

The Postgraduate Certificate in Learning Difficulties in Pre-School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.





“

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

This **Postgraduate Certificate in Learning Difficulties in Pre-School Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery\*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Learning Difficulties in Pre-School Education**

Official N° of hours: **300 h.**



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

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



## Postgraduate Certificate Learning Difficulties in Pre-School Education

- › Modality: online
- › Duration: 12 weeks
- › Certificate: TECH Technological University
- › Dedication: 16h/week
- › Schedule: at your own pace
- › Exams: online

# Postgraduate Certificate

## Learning Difficulties in Pre-School Education

