

Postgraduate Diploma

Support for Students with
Special Educational Needs
in High School





Postgraduate Diploma

Support for Students with Special Educational Needs in High School

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/education/postgraduate-diploma/postgraduate-diploma-support-students-special-educational-needs-high-school

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01

Introduction

This Postgraduate Diploma addresses an important need for highly qualified professionals who want to perform their roles in high schools. To do so, they must develop a series of communication skills, as well as learn about the use of teaching resources to support their classes.

In this program, professionals are not only introduced to the educational reality they will encounter but are also trained to get the most out of their experience, all while mastering the latest technologies applied to the classroom.

This Postgraduate Diploma contains the most complete and up-to-date scientific program on the market.



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This Postgraduate Diploma in Support for Students with Special Educational Needs in High School will provide you with a sense of confidence in the performance of your profession, helping you grow both personally and professionally”

An opportunity to learn, alongside leading professionals in the field, how to excel in the world of education focused on adolescents, understanding their unique characteristics, the challenges they face, and, most importantly, the most effective tools and techniques to overcome them, thereby achieving optimal performance in the classroom.

Teachers will not only be qualified for professional performance in the classroom, but will also be able to propose educational innovations to improve the quality of teaching, increasing student motivation.

This is an advance over the eminently pedagogical programs, focused on teaching, which do not address in depth the educational context and the characteristics of students as central axes, without forgetting the role of teaching innovation.

This perspective allows for a better understanding of how high schools function from various angles, enabling professionals to apply different approaches in their work based on their interests.

This training makes professionals in this field increase their capacity for success, which results in a better praxis and performance that will have a direct impact on the educational treatment, on the improvement of the educational system and on the social benefit for the whole community.

This **Postgraduate Diploma in Support for Students with Special Educational Needs in High School** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Development of practical cases presented by experts in Support for Students with Special Educational Needs in High School 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
- ♦ Latest developments in Support for Students with Special Educational Needs in High School
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Support for Students with Special Educational Needs in High School
- ♦ All this will be complemented by 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



Update your knowledge through the Postgraduate Diploma in Support for Students with Special Educational Needs in High School"

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This Postgraduate Diploma may be the best investment you can make in selecting an update program for two reasons: in addition to updating your knowledge in Support for Students with Special Educational Needs in High School, you will earn a diploma for the Postgraduate Diploma issued by TECH Global University”

Increase your decision-making confidence by updating your knowledge through this specialist course.

Make the most of the opportunity to learn about the latest advancements in Support for Students with Special Educational Needs in High School and improve your students' education.

Its teaching staff includes professionals belonging to the field of teaching and pedagogy, who bring to this training the experience of their work, in addition to recognized specialists belonging to prestigious reference societies and universities.

Thanks to its multimedia content, developed with the latest educational technology, professionals will benefit from situated and contextual learning—simulated environments designed to provide immersive learning experiences that prepare them for real-life situations.

This program is designed around Problem-Based Learning, whereby the Educators must try to solve the different professional practice situations that arise during the course. For this, the educator will have the support of an innovative interactive video system created by recognized experts in the field of Support for Students with Special Educational Needs in High School and with extensive teaching experience.



02 Objectives

The online Postgraduate Diploma in Support for Students with Special Educational Needs in High School is designed to facilitate the work of professionals dedicated to working with students with special educational needs.



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This Postgraduate Diploma is designed to help you update your knowledge in Support for Students with Special Educational Needs in High School, using the latest educational technology to contribute with quality and security in decision-making and student follow-up”



General Objectives

- Describe in depth the meaning of learning and the role of the teacher in this field
- Explain the normal psychological processes involved in learning and those that constitute an alteration
- Differentiate between the various psychological processes related to learning in high school
- Identify the main characteristics of students with special educational needs
- Describe useful programs and strategies for students with special educational needs
- Promote the acquisition of communication skills and knowledge transmission
- Encourage continuous training of students and interest in teaching innovation





Specific Objectives

- ♦ Discover what incidental learning is
- ♦ Differentiate institutional learning
- ♦ Describe the advantages of direct learning
- ♦ Leverage the potential of vicarious learning
- ♦ Recognize skill deficiencies
- ♦ Explain academic difficulties
- ♦ Explore the possibilities of informal education
- ♦ Describe the development of adolescent personality
- ♦ Discover the influence of school on values
- ♦ Detect rebellion in school
- ♦ Understand the emotional development of adolescents
- ♦ Embrace emotional intelligence applied to adolescents
- ♦ Observe the psychosexual development of adolescents
- ♦ Recognize gender identity in adolescents
- ♦ Learn about the Psychology of Education
- ♦ Recognize the role that senses play in learning
- ♦ Observe perception in learning
- ♦ Explore attention in learning
- ♦ Resolve attention-related problems in learning: ADHD
- ♦ Determine the role of memory in learning
- ♦ Solve memory-related problems in learning: Alzheimer's Disease
- ♦ Assess motivation levels in learning
- ♦ Detect motivation problems in learning: Adolescence
- ♦ Explore emotion in learning
- ♦ Learn to resolve emotional problems in learning: Depression
- ♦ Explain inclusive education
- ♦ Discover educational needs
- ♦ Understand symptoms and diagnosis
- ♦ Know the symptoms and consequences of Attention Deficit Disorder (ADD)
- ♦ Make curricular adaptations for Attention Deficit Disorder (ADD)
- ♦ Discover the symptoms and consequences of Intellectual Disability
- ♦ Implement curricular adaptations for Intellectual Disability
- ♦ Define the symptoms and consequences of Autism Spectrum Disorder (ASD)
- ♦ Adapt the curriculum for Autism Spectrum Disorder (ASD)
- ♦ Approach the symptoms and consequences of giftedness and high abilities
- ♦ Reach consensus on curricular adaptations for giftedness and high abilities
- ♦ Describe the symptoms and consequences of other developmental disorders
- ♦ Develop curricular adaptations for other developmental disorders
- ♦ Describe the reality of diversity
- ♦ Discover the reality of multiculturalism



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Learn from leading professionals the latest advancements in procedures within the field of supporting students with Special Educational Needs in High School Education”

Management



Dr. Moisés De la Serna, Juan

- ♦ PhD in Psychology and Master's Degree in Neurosciences and Behavioral Biology
- ♦ Author of the Open Chair in Psychology and Neurosciences and a scientific communicator



Ms. Jiménez Romero, Yolanda

- ♦ Territorial Director of the Extremadura-Castilla la Mancha Institute for High Abilities
- ♦ Bachelor's Degree in Primary Education
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence. Specialist in NLP



04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities worldwide, who are aware of the relevance of up-to-date, innovative education and are committed to quality teaching using new educational technologies.

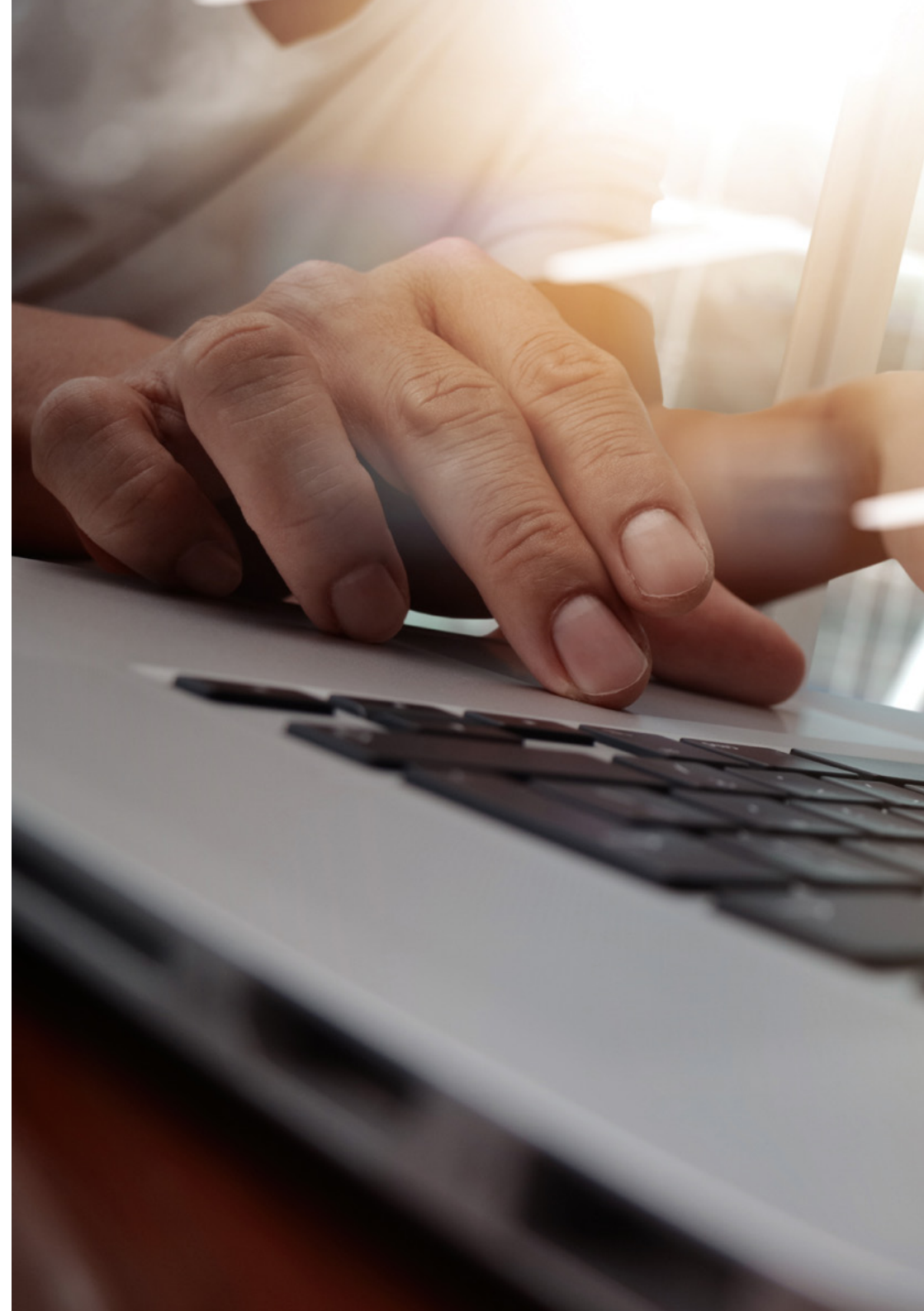


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This online Postgraduate Diploma in Support for Students with Special Educational Needs contains the most complete and up-to-date scientific program on the market”

Module 1. Learning

- 1.1. The Learning Process
 - 1.1.1. Incidental Learning
 - 1.1.2. Institutional Learning
- 1.2. Types of Learning
 - 1.2.1. Direct Learning
 - 1.2.2. Vicarious or Observational Learning
- 1.3. Learning Difficulties
 - 1.3.1. Skill Deficiencies
 - 1.3.2. Academic Difficulties
- 1.4. The Educational Context
 - 1.4.1. Informal Education
 - 1.4.2. Formal Education
- 1.5. The Role of the Family in Education
 - 1.5.1. Intelligence and Family
 - 1.5.2. Family Educational Models
- 1.6. Stages of Learning
 - 1.6.1. Learning in Childhood
 - 1.6.2. Learning in Adults
- 1.7. Peculiarities of Adolescence
 - 1.7.1. Characteristics of Adolescence
 - 1.7.2. Formation of Adolescent Personality
- 1.8. Adolescence and Education
 - 1.8.1. School of Values
 - 1.8.2. Rebellion in School
- 1.9. Adolescence and the Emotional World
 - 1.9.1. Emotional Development of Adolescents
 - 1.9.2. Emotional Intelligence Applied to Adolescents
- 1.10. Adolescence and Identity
 - 1.10.1. Psychosexual Development of Adolescents
 - 1.10.2. Gender Identity in Adolescents



Module 2. Psychological Processes of Learning

- 2.1. Introduction to Educational Psychology
 - 2.1.1. Child Psychology
 - 2.1.2. Educational Psychology
- 2.2. Sensation and Perception Processes in Learning
 - 2.2.1. Sensation in Learning
 - 2.2.2. Perception in Learning
- 2.3. Attention Processes in Learning
 - 2.3.1. Attention in Learning
 - 2.3.2. Attention Problems in Learning: ADHD
- 2.4. Memory Processes in Learning
 - 2.4.1. Memory in Learning
 - 2.4.2. Memory Problems in Learning: Alzheimer's Disease
- 2.5. Motivation Processes in Learning
 - 2.5.1. Motivation in Learning
 - 2.5.2. Motivation Problems in Learning: Adolescence
- 2.6. Emotion Processes in Learning
 - 2.6.1. Emotion in Learning
 - 2.6.2. Emotion Problems in Learning: Depression
- 2.7. Thinking Processes in Learning
 - 2.7.1. Thinking in Learning
 - 2.7.2. Thinking Problems in Learning: Psychosis
- 2.8. Cognitive and Metacognitive Processes in Learning
 - 2.8.1. Theory of Mind in Learning
 - 2.8.2. Theory of Mind Problems in Learning: Autism
- 2.9. Personality and Learning
 - 2.9.1. Personality in Learning
 - 2.9.2. Personality Problems in Learning: Schizophrenia
- 2.10. Evolution of Psychological Processes
 - 2.10.1. The Stages of Psychological Processes
 - 2.10.2. Evolution vs. Involution of Psychological Processes

Module 3. Support for Students with Special Educational Needs

- 3.1. Special Educational Needs
 - 3.1.1. Inclusive Education
 - 3.1.2. Educational Needs
- 3.2. Diagnosis and School Counseling
 - 3.2.1. Symptoms and Diagnosis
 - 3.2.2. School Counseling
- 3.3. Curriculum Adaptation
 - 3.3.1. Curriculum Specialization
 - 3.3.2. Curricular Modifications
- 3.4. Language Development Disorder
 - 3.4.1. Symptoms and Consequences of Language Development Disorder
 - 3.4.2. Curriculum Adaptation for Language Development Disorder
- 3.5. Attention Deficit Disorder
 - 3.5.1. Symptoms and Consequences of Attention Deficit Disorder
 - 3.5.2. Curriculum Adaptation for Attention Deficit Disorder
- 3.6. Intellectual Disability
 - 3.6.1. Symptoms and Consequences of Intellectual Disability
 - 3.6.2. Curriculum Adaptation for Intellectual Disability
- 3.7. Autism Spectrum Disorder
 - 3.7.1. Symptoms and Consequences of Autism Spectrum Disorder
 - 3.7.2. Curriculum Adaptation for Autism Spectrum Disorder
- 3.8. Giftedness and High Abilities
 - 3.8.1. Symptoms and Consequences of Giftedness and High Abilities
 - 3.8.2. Curriculum Adaptation for Giftedness and High Abilities
- 3.9. Other Development Disorders
 - 3.9.1. Symptoms and Consequences of Other Developmental Disorders
 - 3.9.2. Curriculum Adaptation for Other Developmental Disorders
- 3.10. Diversity and Multiculturalism Support
 - 3.10.1. The Reality of Diversity
 - 3.10.2. The Reality of Multiculturalism





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A unique, essential and decisive learning experience to boost your professional development”

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.

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*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

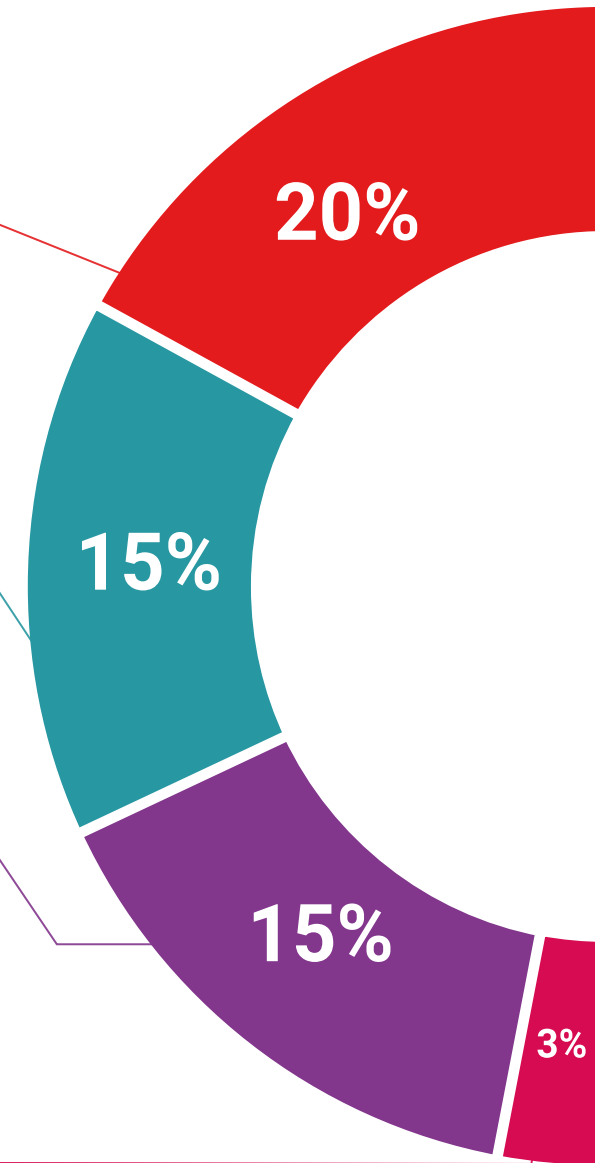
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

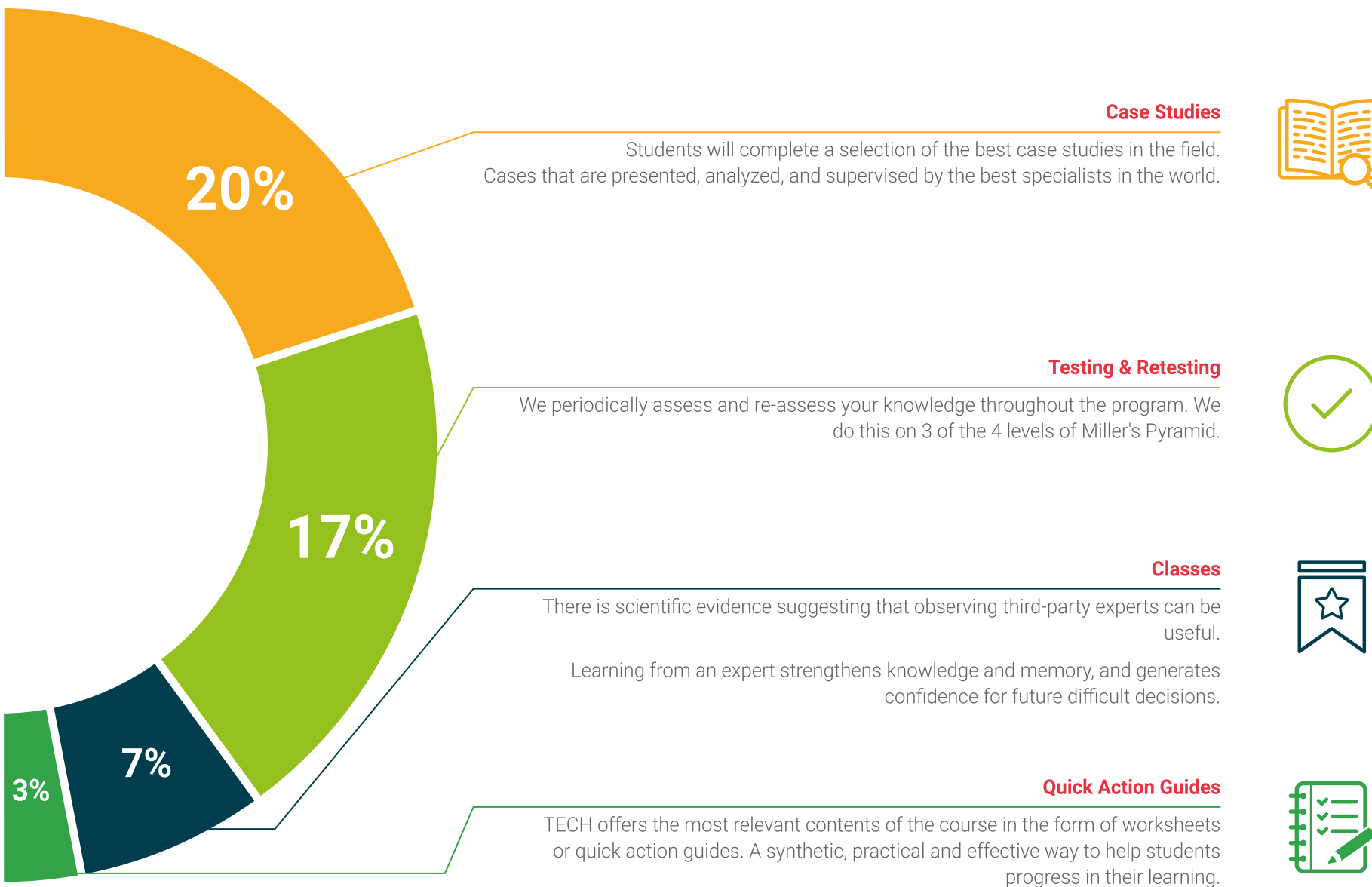
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Certificate

The Postgraduate Diploma in Support for Students with Special Educational Needs guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.



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*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 diploma for the **Postgraduate Diploma in Support for Students with Special Educational Needs in High 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.

Title: **Postgraduate Diploma in Support for Students with Special Educational Needs in High School**

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