

Postgraduate Diploma

Educational and Family Diagnosis and Intervention





Postgraduate Diploma

Educational and Family Diagnosis and Intervention

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-educational-family-diagnosis-intervention

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Structure and Content

p. 12

04

Methodology

p. 20

05

Certificate

p. 28

01

Introduction

This program will study the definition of learning difficulties and the basic characteristics of students with these difficulties, in order to promote the detection of these students and be able to design proposals to meet their educational needs. To this end, a review of the evolutionary milestones of infants in infant and primary education will be carried out, and the conceptualization and etiology of learning difficulties will be studied, analyzing the different existing types and offering guidelines for their detection and intervention by teachers in the regular classroom.



“

A complete program created to offer an effective and fast learning process that is compatible with personal and professional life”

Learning difficulties are related to the alterations that an infant may present in different fields: reading and writing, logical-mathematical ability, language and reasoning. Therefore, it is a set of problems differentiated within Special Educational Needs and can be intrinsic or extrinsic to the learner, interfering in both cases in the adaptation of the student to the demands of the teaching and learning processes.

In this program, the educational relationship between the family and society is discussed, locating the two educational contexts and addressing the importance of family education. In addition, the programmed education carried out by the school is differentiated from the spontaneous education carried out by the family, therefore analyzing formal, non-formal and informal education and studying the present relations between the family and the school.

All these processes must be materialized in a real and possible adaptation to the needs of each student. For this purpose, an intensive and comprehensive study will show how to develop educational adaptations using the most innovative tools and materials from experts with extensive experience in the sector, in order to create a process that really allows to boost students in their learning, taking into account their optimal ways of dealing with each field of study.

This **Postgraduate Diploma in Educational and Family Diagnosis and Intervention** contains the most complete and up-to-date educational program on the market. The most important features include:

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



Be part of the most advanced, competitive and current teaching with the knowledge of an expert in Educational and Family Diagnosis and Intervention. You will learn from the best and with the most effective study system on the market"

“

This program will confront you with real challenges that will allow you to learn in context, learning in a practical way with the best current study methods"

The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

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

The design of this program focuses on Problem-Based Learning, by means of which professionals must try to solve the different professional practice situations that are presented to them throughout the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

Learn in a simple, intensive and flexible way with the quality of the highest rated teaching models in the online teaching scene.

You will be able to identify the different disorders in educational centers and develop the skills to solve them.



02 Objectives

TECH's objective is to prepare highly qualified professionals for work experience. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that, in just a few months, can be achieved , with a highly intensive and accurate program.



“

*Take the step and open a new avenue
of development and growth to your
career in teaching, specializing in
Family Socio-Educational Intervention"*



General Objectives

- Collaborate in supporting families / legal guardians in the development of students
- Know how to apply specific methodologies for socio-educational action
- Participate in the assessment and diagnosis of educational needs
- Use the methodology, tools and material resources adapted to the needs of the students
- Analyze and understand entrepreneurship opportunities in education, explaining their functionality and characteristics



Prepare yourself for the challenges of a constantly evolving field of work and give your CV an unstoppable boost towards competitiveness"





Specific Objectives

Module 1. Introduction to Psychopathology for Educators

- ♦ Know the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to the infantojuvenile stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the infantojuvenile stage in each pathological universe
- ♦ Know and study the differential characteristics of each pathological universe according to the DSM-V information
- ♦ Relate the existing comorbidities in each pathological universe mentioned

Module 2. Diagnostic Techniques and Instruments

- ♦ Be able to gather, analyze and interpret relevant information and data on educational and social topics
- ♦ Understand the purpose, functions and applications of the diagnosis
- ♦ Identify people's needs and possibilities for development in order to create a base for educational actions
- ♦ Know and understand the elements, processes and values of education and their impact on comprehensive education
- ♦ Identify complex situations with special attention given to diversity and social inclusion
- ♦ Develop and apply methodologies adapted to personal and social differences

Module 3. Learning Difficulties and Developmental Disorders

- ♦ Provide students with an overview of the learning difficulties that can be found 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

Module 4. Teaching and Learning in the Family, Social and School Context

- ♦ Knowing the relationship between School and Family
- ♦ Acquire tools to differentiate between programmed (school) and spontaneous (family) education
- ♦ Analyze formal, non-formal and informal education
- ♦ Analyze the role of the media in communication and educational influence
- ♦ Highlight the possibilities that educational institutions can offer to the participation of families
- ♦ Identify the different family characteristics

03

Structure and Content

The contents have been developed by the most competent professionals in this sector, with a high quality criterion in each of its moments. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates. The syllabus of this program will allow you to learn all aspects of the different disciplines involved in this field. A complete and well-structured program that will lead you to the highest standards of quality and success.



“

*A unique, key and decisive experience
to boost your professional development
and improve your teaching techniques"*

Module 1. Introduction to Psychopathology for Educators

- 1.1. Neurodevelopment Disorders
 - 1.1.1. What are Neurodevelopmental Disorders?
 - 1.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
 - 1.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence
- 1.2. Schizophrenia Spectrum Disorders and Other Psychotic Disorders
 - 1.2.1. What are Schizophrenia Spectrum Disorders and Other Psychotic Disorders?
 - 1.2.2. Disorders Included in the Diagnostic Category of "Schizophrenia Spectrum Disorders and Other Psychotic Disorders"
 - 1.2.3. Childhood Schizophrenia
- 1.3. Bipolar and Related Disorders
 - 1.3.1. What are Bipolar and Related Disorders?
 - 1.3.2. Disorders Included in the Diagnostic Category of "Bipolar and Related Disorders"
- 1.4. Depressive Disorders
 - 1.4.1. The Universe of Depressive Disorders
 - 1.4.2. Disorders Included in the Diagnostic Category "Depressive Disorders"
- 1.5. Anxiety Disorders
 - 1.5.1. Anxiety Disorders
 - 1.5.2. Types of Anxiety Disorders included in the DSM-V
 - 1.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence
- 1.6. Obsessive Compulsive Disorder and Related Disorders
 - 1.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
 - 1.6.2. Disorders Included in the Diagnostic Category of "Obsessive-Compulsive and Related Disorders"
- 1.7. Trauma and Stress-Related Disorders
 - 1.7.1. What are Trauma-Related Disorders and Stressors?
 - 1.7.2. Disorders Included in the Diagnostic Category of "Trauma- and Stressor-Related Disorders"
- 1.8. Dissociative Disorders
 - 1.8.1. Characteristics of Dissociative Disorders
 - 1.8.2. Disorders Included in the Diagnostic Category of "Dissociative Disorders"

- 1.9. Somatic Symptom Disorders and Related Disorders
 - 1.9.1. What are Somatic Symptom Disorders and Related Disorders?
 - 1.9.2. Disorders included in the Diagnostic Category of "Somatic Symptom Disorders and Related Disorders"
 - 1.9.3. Evidence and Data of Relevance on Factitious Disorder as Applied to Another (in Children and Adolescents)
- 1.10. Eating and Food Ingestion Disorders
 - 1.10.1. What are Eating and Food Intake Disorders?
 - 1.10.2. Eating and Food Intake Disorders included in the DSM-V
 - 1.10.3. Relevant Data on Eating and Food Intake Disorders in Adolescence

Module 2. Diagnostic Techniques and Instruments

- 2.1. Diagnostic Techniques and Instruments
 - 2.1.1. Introduction and Basic Concepts of Educational Diagnostic
 - 2.1.2. The Process and the Variables in Educational Diagnosis
 - 2.1.3. Evaluation Techniques and Procedures
 - 2.1.4. Scope of Application
- 2.2. Code of Ethics. Teachers' Professional Guide
 - 2.2.1. Evolution Over Time
 - 2.2.2. On the Professionalization of Teachers
 - 2.2.3. Code of Ethics of the Teaching Profession
 - 2.2.4. Possibilities of the Teachers' Code of Ethics
- 2.3. The Report as a Tool in Evaluation and Diagnosis
 - 2.3.1. Concept of the Report as a Diagnostic Tool
 - 2.3.2. Parts of the Education Report
 - 2.3.3. Report Characteristics
- 2.4. Observation Techniques
 - 2.4.1. Observation as a Method
 - 2.4.2. Functions of the Observation
 - 2.4.3. Object of the Observation
 - 2.4.4. Designs in Observational Research
 - 2.4.5. Types of Observation

- 2.5. Interrogation Techniques. The Interview
 - 2.5.1. The Interview in Educational Diagnosis
 - 2.5.2. Characteristics of the Interview in the Educational Environment
 - 2.5.3. Data Previous to the Interview
 - 2.5.4. Types of Interviews
- 2.6. Theoretical Foundations of Psychometric Techniques
 - 2.6.1. Basic Principles of Psychological Measuring Techniques
 - 2.6.2. Techniques for the Construction of Attitude Scales
 - 2.6.3. Test Theory
 - 2.6.4. Interpretation of Scores
 - 2.6.5. Item Analysis
 - 2.6.6. Technical and Ethical Recommendations
- 2.7. Standardized Tests: Evaluation and Diagnosis in Attention and Memory
 - 2.7.1. Introduction
 - 2.7.2. Types of Tests for Evaluating Attention
 - 2.7.3. Types of Tests for Evaluating Memory
- 2.8. Standardized Tests: Evaluation and Diagnosis in Literacy and Mathematics
 - 2.8.1. Dyslexia
 - 2.8.2. Literacy and Dyslexia Evaluation Tools
 - 2.8.3. Standardized Tests in Mathematics
- 2.9. Standardized Tests: Evaluation and Diagnosis of Intelligence
 - 2.9.1. Test on the Concept of Intelligence and Education
 - 2.9.2. Types of Standardized Tests in Diagnosis of Intelligence
 - 2.9.3. Theory of Multiple Intelligences
- 2.10. Standardized Tests: Evaluation and Diagnosis in Attention ASD
 - 2.10.1. Definition and Types of ASD
 - 2.10.2. Evaluation of the Level of Development
 - 2.10.3. Rapid Assessment of Autism
 - 2.10.4. Extensive Assessment of Autism

Module 3. Learning Difficulties and Developmental Disorders

- 3.1. Developmental psychology
 - 3.1.1. Physical or Motor Development
 - 3.1.2. Cognitive Development
 - 3.1.3. Language Development
 - 3.1.4. Emotional development
- 3.2. Mathematical Learning
 - 3.2.1. Definition and Conceptualization of Learning Difficulties (LD)
 - 3.2.2. Memory and Learning Difficulties
- 3.3. Special Educational Needs and Inclusive Education
 - 3.3.1. The Inclusive School Movement Overcoming School Integration
 - 3.3.2. The Road to a School for All
 - 3.3.3. Promoting Inclusive Education in Early Childhood Education
- 3.4. Learning Difficulties Related to Communication, Language, Speech and Voice Problems
 - 3.4.1. Oral Linguistic Pathology: Problems in the Communicative, Language, Speech and Voice domains
 - 3.4.2. Language Problems
 - 3.4.3. Speech and Articulation Disorders
- 3.5. Learning Difficulties Related to Reading and Writing
 - 3.5.1. Conceptualization of Dyslexia or Specific Reading Disorder
 - 3.5.2. Characteristics of Dyslexia
 - 3.5.3. Reading Pathways and Types of Dyslexia
 - 3.5.4. Intervention Guidelines for Students with Dyslexia
 - 3.5.5. Other Learning Difficulties Related to Reading and Writing
- 3.6. Learning Difficulties Related to Mathematics
 - 3.6.1. Conceptualization of the Specific Learning Disorder with Difficulties in Mathematics
 - 3.6.2. Etiology and Course of Difficulties in the Mathematical Field
 - 3.6.3. Types of Specific Mathematics Learning Disorders
 - 3.6.4. Characteristics of Specific Mathematics Learning Disorders
 - 3.6.5. Classroom Intervention Guidelines for Students with Specific Mathematics Learning Disorders

- 3.7. Intellectual Disability
 - 3.7.1. Intellectual Disability Conceptualization
 - 3.7.2. Detection of Intellectual Disability in the Classroom
 - 3.7.3. Special Educational Needs of Learners with Intellectual Disabilities
 - 3.7.4. Intervention Guidelines in the Classroom for Students with Intellectual Disability
- 3.8. High Abilities in the Classroom: Keys to Their Identification and Educational Development
 - 3.8.1. Is High Ability an Educational Problem?
 - 3.8.2. The Concept of High-Capacity Students Is It Possible to Define?
 - 3.8.3. Identifying High-Capacity Students
 - 3.8.4. Intervention for High-Capacity Students
- 3.9. Learning Disabilities Related to Visual and Auditory Sensory Deficits
 - 3.9.1. Visual Impairment
 - 3.9.2. Developmental Characteristics of Infants with Visual Impairment
 - 3.9.3. Special Educational Needs of Visually Impaired Children
 - 3.9.4. Educational Intervention in the Classroom for Students with Visual Impairment
 - 3.9.5. Hearing Impairment
 - 3.9.6. Detection of Hearing Impaired Students in the Classroom
 - 3.9.7. Special Educational Needs of Hearing Impaired Children
 - 3.9.8. Intervention Guidelines in the Classroom for Hearing Impaired Students
- 3.10. Motor Coordination Difficulties or Dyspraxias
 - 3.10.1. Conceptualization of Motor Disability
 - 3.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
 - 3.10.3. Detection of Dyspraxias in the Classroom
 - 3.10.4. Classroom Intervention Guidelines for Students with Dyspraxias





Module 4. Teaching and Learning in the Family, Social and School Context

- 4.1. Education, Family and Society
 - 4.1.1. Introduction to the Categorization of Formal, Non-Formal and Informal Education
 - 4.1.2. Concepts of Formal, Non-Formal and Informal Education
 - 4.1.3. Latest Information of Formal and Non-Formal Education
 - 4.1.4. Fields of Non-Formal Education
- 4.2. Family Education in a World of Change
 - 4.2.1. Family and School: Two Educational Contexts
 - 4.2.2. Family and School Relationships
 - 4.2.3. The School and the Information Society
 - 4.2.4. The Role of the Media
- 4.3. The Educating Family
 - 4.3.1. Main Dimensions in the Study of Socialization
 - 4.3.2. Agents of Socialization
 - 4.3.3. The Concept of Family and Its Functions
 - 4.3.4. Family Education
- 4.4. Education, Family and Community
 - 4.4.1. Community and Family Educating
 - 4.4.2. Education in Values
- 4.5. School for Parents
 - 4.5.1. Communication with the Families
 - 4.5.2. The School for Parents
 - 4.5.3. Program of a School of Parents
 - 4.5.4. The Methodology of Family Workshops
- 4.6. Family Educational Practices
 - 4.6.1. Family Characteristics
 - 4.6.2. The Family: Its Social Changes and New Models
 - 4.6.3. The Family as a Social System
 - 4.6.4. Discipline in the Family
 - 4.6.5. Family Educational Styles

- 4.7. The Media and Its Educational Influence
 - 4.7.1. Media Culture
 - 4.7.2. Education through Media
- 4.8. Family Counselling
 - 4.8.1. Educational Counselling
 - 4.8.2. Educating in Social Skills and in Childhood
- 4.9. Social Change, School and Teachers
 - 4.9.1. An Evolving Economy
 - 4.9.2. Networked Organizations
 - 4.9.3. New Family Configurations
 - 4.9.4. Cultural and Ethnic Diversity
 - 4.9.5. Knowledge with an Expiry Date
 - 4.9.6. The Teacher: An Agent in Crisis
 - 4.9.7. Teaching: The Profession of Knowledge
- 4.10. Some Constants in Teaching
 - 4.10.1. The Content Taught Generates Identity
 - 4.10.2. Some Knowledge Is Worth More Than Others
 - 4.10.3. Teaching Is Learning to Teach
 - 4.10.4. "Every Teacher Has Their Own Little Book"
 - 4.10.5. Students at the Center of Motivation
 - 4.10.6. Whoever Leaves the Classroom Does Not Return





“

A quality program, created by experts in the field who will put their professional and teaching experience at your service to accompany you throughout your specialization"

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.





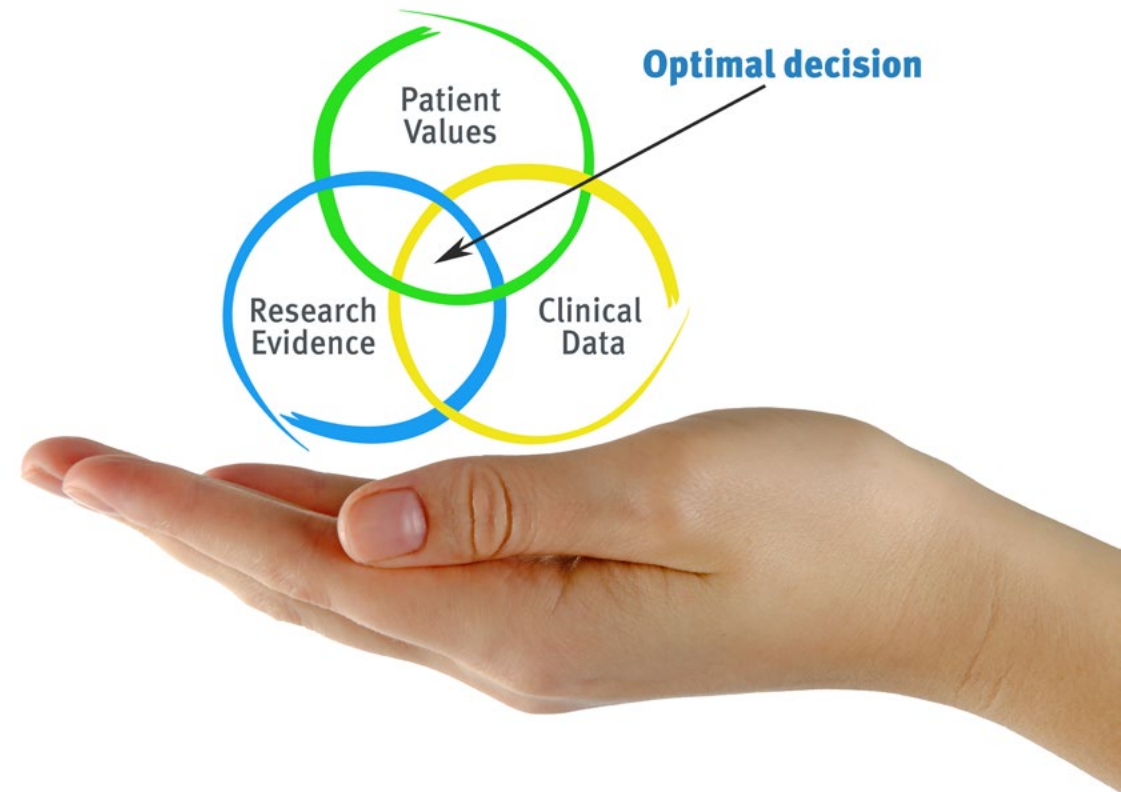
“

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 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

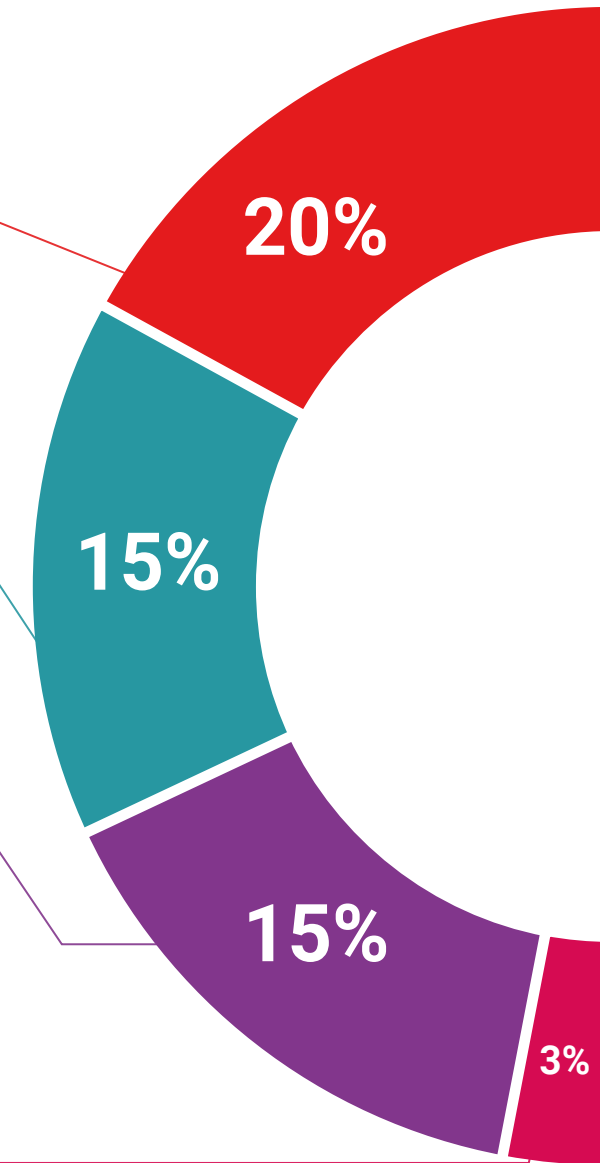
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

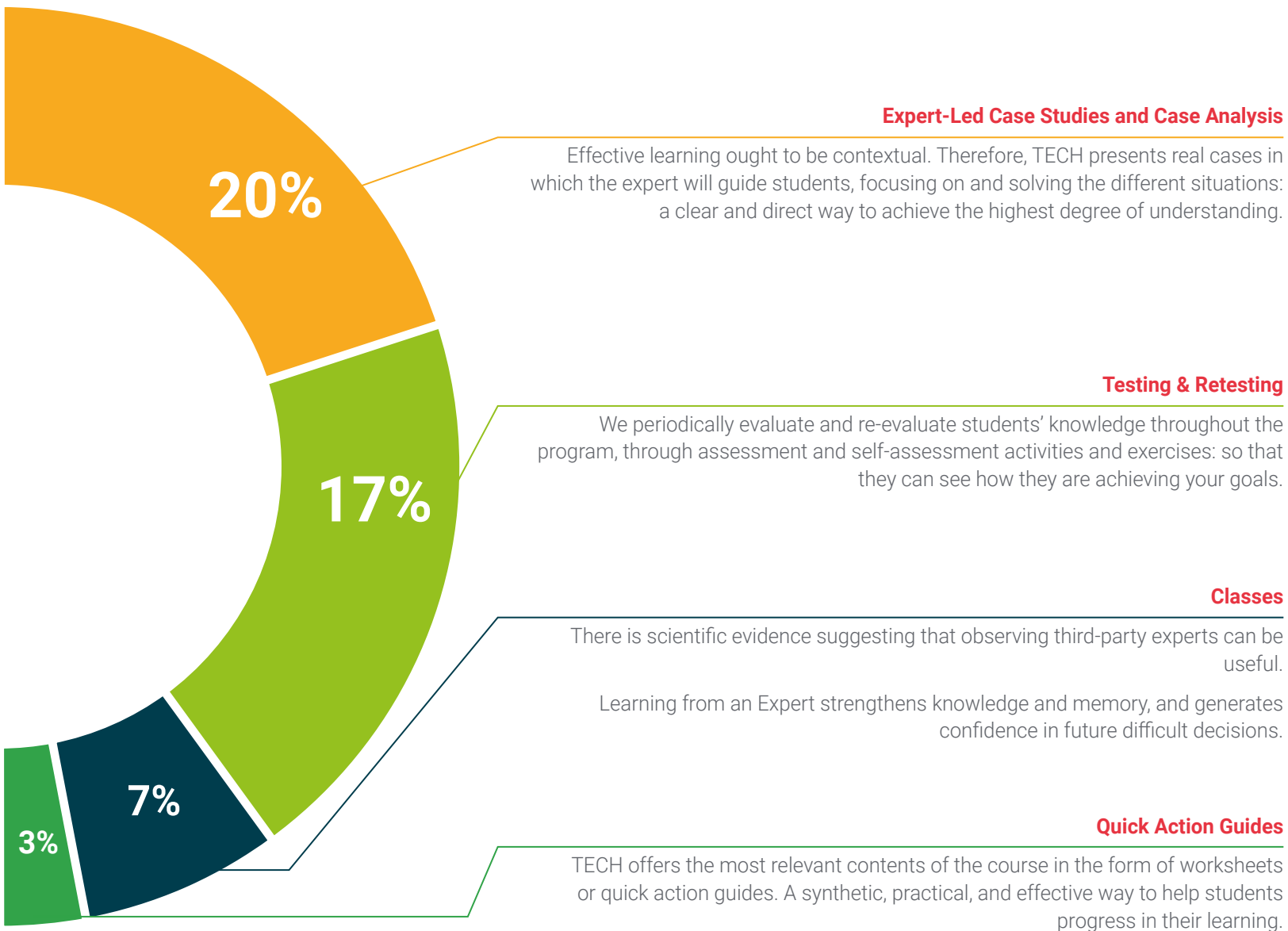
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





05

Certificate

The Postgraduate Diploma in Educational and Family Diagnosis and Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Educational and Family Diagnosis and Intervention** 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Educational and Family Diagnosis and Intervention**

Official N° of hours: **600 h.**



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 Diploma
Educational and Family
Diagnosis and Intervention

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Educational and Family Diagnosis and Intervention