Postgraduate Diploma
Intellectual Disability, Attention Deficit and Hyperactivity Disorder

tech technological university

tech technological university

Postgraduate Diploma
Intellectual Disability, Attention Deficit and Hyperactivity Disorder

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

Website: **www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-intellectual-disability-attention-deficit-hyperactivity-disorder**

Index

01

Introduction

The role of the teacher is fundamental in the learning and evolution of young people with Intellectual Disabilities or Attention Deficit and Hyperactivity Disorders, since, through their knowledge and work, they help to strengthen cognitive abilities. However, it is necessary an update according to the new needs of the sector, so this university program becomes a fundamental tool for the professionals in the educational field to know how to deal correctly with the different cases of intellectual disabilities. Thus, this program will provide the main educational tools, this in order to deepen in those special cases through audiovisual material, self-knowledge exercises and complementary readings, all in a 100% online format.

Contribute to the education of students with neurodevelopmental disorders and be a fundamental pillar in the process of understanding and reasoning for the needs of their future"

Intellectual disabilities pose a very demanding challenge for the teachers, since they will have to deal with special cases of students with different cognitive disorders. Thus, it is important to know the latest updates in the sector in order to address various cases and bring them to their maximum academic demand.

Faced with this need, TECH has designed this Postgraduate Diploma, where you will delve into the latest methodologies and techniques of education in the classroom for special cases. In this way, it will delve into those disorders that affect neurodevelopment, such as attention deficit or hyperactivity.

Finally, the teachers will be able to delve into those relevant aspects that allow them to strengthen the students' disabilities. Likewise, they will be able to implement new educational models in their daily practice, which will seek to strengthen the skills of students diagnosed with cognitive disabilities.

To this extent, the program becomes an important source of information, which aims to provide a complete training through an innovative 100% online format, nourished by audiovisual material, self-knowledge exercises and complementary readings. This will allow the teachers to review the syllabus as many times as they wish, as well as to go deeper into those aspects that catch their attention.

This **Postgraduate Diploma in Intellectual Disability, Attention Deficit and Hyperactivity Disorder** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of case studies presented by experts in Intellectual Disability, Attention Deficit and Hyperactivity Disorder
- The graphic, schematic and eminently practical contents with which it is conceived provide information and practice on those 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

Implement to your daily praxis the new updates in the educational field and contribute to the strengthening of the cognitive abilities of the special student"

Identify the main cognitive disorders that affect students and strengthen their academic abilities"

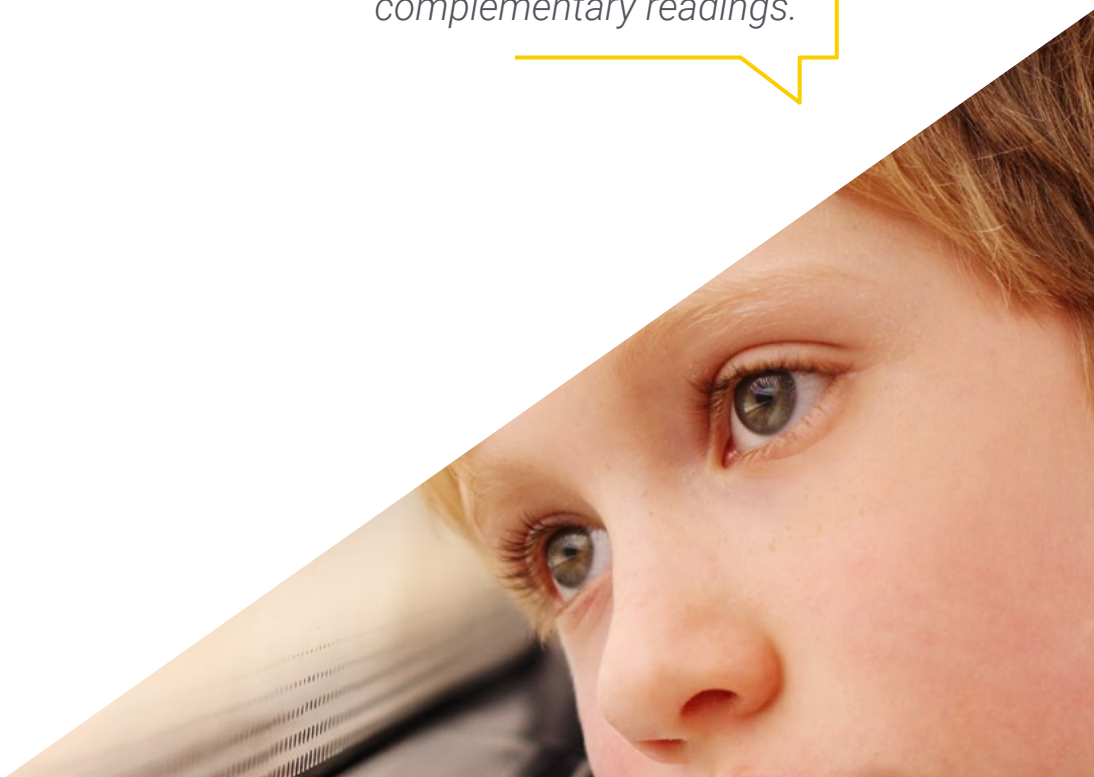
Update your knowledge to face the professional challenges of the future, so you will need to know the newest and most recent educational techniques and methodologies.

You will have at your disposal a compendium of valuable information, accompanied by audiovisual material, practical exercises and complementary readings.

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

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

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



02

Objectives

The main objective of this program focuses on providing updated information to the education professionals in order to update their knowledge in Special Education. Thus, according to the new learning techniques and methodologies, they will acquire skills that will allow them to establish new didactic strategies for the cases of students with intellectual disabilities and deficit disorders. In this way, you will identify new tools that will allow you to perform a better deployment of the praxis, so this Postgraduate Diploma is a unique opportunity for teachers who wish to delve into specific cases of cognitive disabilities.

Enroll and specialize in techniques and methodologies to address special cases of students with hyperactivity in the classroom"

General Objectives

- Learn how Special Education has evolved, especially regarding international entities such as UNESCO
- Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- Collaborate in supporting families / legal guardians in the development of students
- Participate in the assessment and diagnosis of special educational needs
- Elaborate the adaptations required by students with special educational needs
- Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- Learn the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students
- Establish measures both in the classroom, school and environment for students with special educational needs to enable their full inclusion in today's society

You'll achieve your goals thanks to innovative academic upgrade models, so you'll take your career to the next level"

Specific Objectives

Module 1. History and Evolution of Terms up to Functional Diversity

- Describe changes throughout history using vocabulary adjusted to historical time
- Compare changes and advances throughout the history of Special Education
- List the most commonly used classifications in interdisciplinary work, both ICD-10 and DSM-V
- Analyze and reflect on UNESCO's approaches
- Define the essential concepts in current psycho-pedagogy
- Know and describe the most important milestones in the evolutionary development of healthy children to establish comparisons with children who have special educational needs

Module 2. Neurodevelopmental Disorders: Intellectual Disability

- Know and compare the evolution of the concept of intellectual disability
- Differentiate and recognize developmental variables and differential aspects
- Understand and appreciate multiprofessional coordination
- Differentiate and analyze special educational needs
- Know the tools and materials to be used
- Recognize and reflect on the different evaluations and prognoses to be established

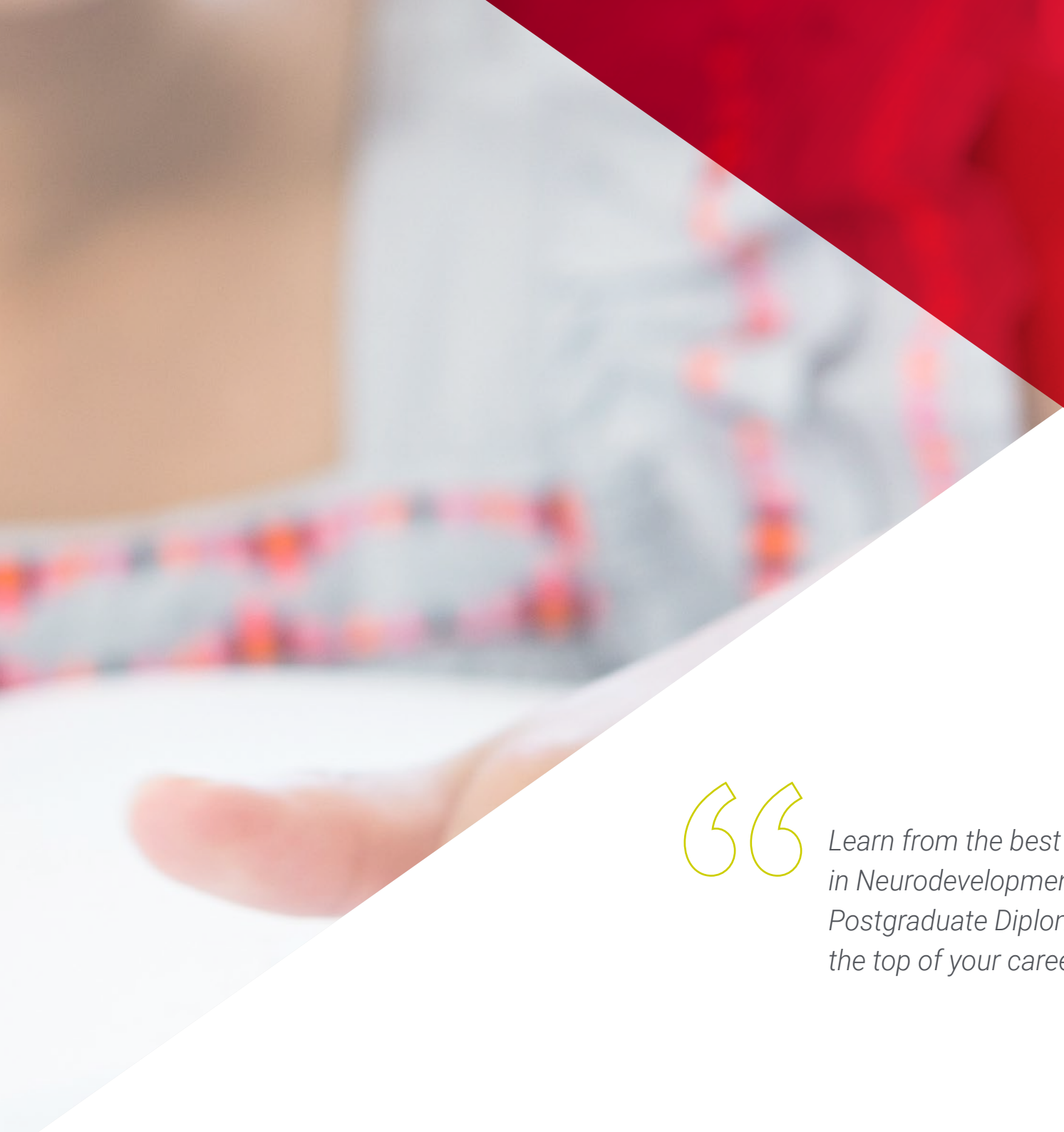
Module 3. Neurodevelopmental Disorders: Attention Deficit Disorder/ Hyperactivity Disorder

- Define and differentiate the concepts associated to attention deficit disorder with and without hyperactivity
- Understand and appreciate multiprofessional coordination
- Adapt tools and materials related to learner needs
- Recognize the different evaluations and prognoses to be established

03

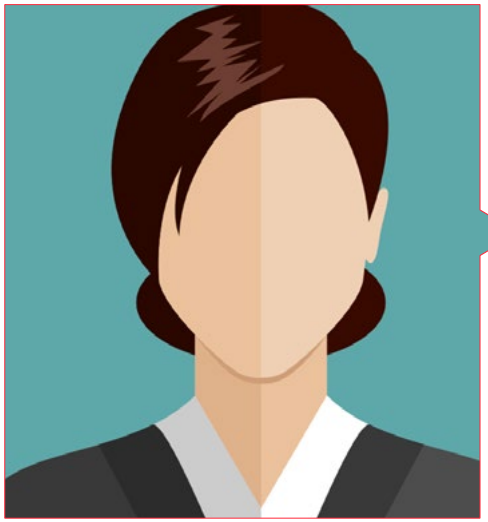
Course Management

In its commitment to academic excellence, TECH has selected for this program a highly qualified teaching staff. These are experts in the field of special education, who throughout their careers have delved into intellectual disability and different disorders such as attention deficit and hyperactivity. Thus, they pour into this program their experience and knowledge, which will enrich the professional's path and will help them to properly address the different challenges they face in the classroom.



Learn from the best and become a benchmark in Neurodevelopmental Disorders with this Postgraduate Diploma, so that you will reach the top of your career"

Management



Dr. Mariana Fernández, María Luisa

- Head of Studies in CEPA Villaverde
- Head of the Guidance Department at Juan Ramón Jiménez Secondary School
- Educational counselor at the Department of Education of the Community of Madrid
- Teacher in postgraduate studies
- Speaker at Educational Guidance Congresses
- PhD in Education from the Autonomous University of Madrid
- Degree in Industrial Psychology from the Complutense University Madrid

Professors

Ms. Ruiz Rodríguez, Rocío

- Educational technical assistant at the Gil Gayarre Foundation
- Coordinator for events with children and young people
- Instructor in toy libraries and children's leisure centers
- Support service for children with special educational needs
- Graduate in Primary Education

Ms. Cristina Vílchez Montoya

- Teacher in postgraduate university studies
- English teacher at The Story Corner
- Degree in Primary Education with mention in Therapeutic Pedagogy

Mr. Serra López, Daniel

- Educational Technical Assistant at Gil Gayarre Foundation
- Educnatur Special Education Monitor
- Special Education Teacher and Tutor at C.E.E. Virgen del Loreto
- Graduate in Primary Education by ESCUNI Magisterio University Center
- Master's Degree in Inclusive Education and High Abilities from CEU Cardenal Herrera University
- Expert in Attention to students with Special Educational Needs in Secondary Education by CEU Cardenal Herrera University

Mr. Pérez Mariana, Julio Miguel

- Leisure and free time instructor in camps and extracurricular activities
- Swimming instructor
- Primary Education Teacher
- Superior Technician in Physical and Sports Activities Animation
- Technician in Conduction of Physical-Sports Activities
- Specialized instructor course for youngsters with special educational needs

04

Structure and Content

The syllabus of this program has been designed by TECH under a strict protocol of academic excellence that seeks to provide relevant and updated information of the professional sector. To this extent, we have selected topics of interest focused on intellectual disability and cognitive disorders, so that the professionals will deepen in those relevant aspects of the field. This is a program full of audiovisual material, complementary exercises and critical readings, which will take your skills to the next level.

Expertly created syllabus and quality content are the key to leading you to career success"

Module 1. History and Evolution of Terms up to Functional Diversity

1.1. Special Education Prehistory
- 1.1.1. Justifying the Term Prehistory
- 1.1.2. Stages in Special Education Prehistory
- 1.1.3. Education in Greece
- 1.1.4. Education in Mesopotamia
- 1.1.5. Education in Egypt
- 1.1.6. Education in Rome
- 1.1.7. Education in America
- 1.1.8. Education in Africa
- 1.1.9. Education in Asia
- 1.1.10. Shift from Mythology and Religion to Scientific Knowledge

1.2. Middle Ages
- 1.2.1. Definition of Historical Period
- 1.2.2. Stages in the Middle Ages: Features
- 1.2.3. The Separation of Church and School
- 1.2.4. Clergy Education
- 1.2.5. Knight's Education
- 1.2.6. Education of the Weak

1.3. Modern Age: from the 16th to the 18th Centuries
- 1.3.1. Definition of Historical Period
- 1.3.2. Contributions Made by Ponce de León, Juan Pablo Bonet and Lorenzo Hervas to Teaching the Hearing Impaired
- 1.3.3. Sign Language Communication
- 1.3.4. Luis Vives' Contributions
- 1.3.5. Jacobo Rodríguez Pereira's Contributions
- 1.3.6. Juan Enrique Pestalozzi's Contributions
- 1.3.7. Mental Impairment Treatment: Contributions of Pinel, Itard, Among Others

1.4. 19th Century
- 1.4.1. Definition of Historical Period
- 1.4.2. First Special Education Classrooms
- 1.4.3. First Parent-Student Associations in Special Education
- 1.4.4. The Start of Studying Intelligence: Measuring IQ
- 1.4.5. Louis Braille's Contributions to the Teaching of Visually Impaired People
- 1.4.6. Writing in Braille
- 1.4.7. Reading in Braille
- 1.4.8. Anne Sullivan's Contributions to the Education of Persons with Deafblindness
- 1.4.9. Alexander Graha Bell's Contributions to Acoustics

1.5. 20th Century
- 1.5.1. Definition of Historical Period
- 1.5.2. Ovidio Decroly's Contributions
- 1.5.3. María Montessori's Contributions
- 1.5.4. The Boost in Psychometrics
- 1.5.5. Before the Warnock Report
- 1.5.6. The Warnock Report
- 1.5.7. School Implications after the Warnock Report
- 1.5.8. Dr. Jack Bradley's Photography: Hearing Aid Use
- 1.5.9. Using Home Video in Autism

1.6. The Contributions from the World Wars
- 1.6.1. World Wars: Historical Periods
- 1.6.2. Schools in Times of Crisis
- 1.6.3. Operation T 4
- 1.6.4. Schools under Nazism
- 1.6.5. Schools in Ghettos and Concentration Camps: Work and Extermination
- 1.6.6. The Start of Schools in the Kibbutz
- 1.6.7. Concepts in Education vs. Rehabilitation
- 1.6.8. Developing Tools and Materials to Improve Everyday Life
- 1.6.9. Using the White Cane
- 1.6.10. Using Technology to Improve the Life of Injured Soldiers

1.7. 21st Century Perspectives
- 1.7.1. Concept of Functional Diversity
- 1.7.2. Social Implications of the Term Functional Diversity
- 1.7.3. Educational Implications of the Term Functional Diversity
- 1.7.4. Work Implications of the Term Functional Diversity
- 1.7.5. Rights and Responsibilities of Functionally Diverse Individuals
- 1.7.6. Knowledge on How the Nervous System Functions
- 1.7.7. New Contributions in Neurology
- 1.7.8. Using ICT in Schools
- 1.7.9. Home Automation in Schools
- 1.7.10. Multiprofessional Coordination

1.8. UNESCO Approaches
- 1.8.1. Birth of UNESCO
- 1.8.2. UNESCO Organization
- 1.8.3. UNESCO Membership
- 1.8.4. Short and Long-Term UNESCO Strategies
- 1.8.5. Precursors of Children's Rights
- 1.8.6. Children's Rights: Implications for Special Education
- 1.8.7. The Education of Girls with Special Educational Needs
- 1.8.8. The UNESCO Salamanca Statement
- 1.8.9. Implications of the Salamanca Statement
- 1.8.10. Other UNESCO Documents

1.9. Classification According to Diagnosis
- 1.9.1. Responsible Bodies in the Preparation of Classifications
- 1.9.2. Definition of CIE- 10
- 1.9.3. Definition of DSM V
- 1.9.4. The Need to Use Both Classifications
- 1.9.5. Implications for Teachers Specialized in Therapeutic Pedagogy
- 1.9.6. Coordination with Other School Professionals According to these Classifications
- 1.9.7. Using Language and Vocabulary Adjusted to These Classifications
- 1.9.8. School Documents That Reference These Classifications
- 1.9.9. Drafting Student Follow-up Reports
- 1.9.10. Drafting Multiprofessional Coordination Reports

1.10. Basic Concepts in Psychopedagogy
- 1.10.1. The Need for Psychopedagogy Intervention in Schools
- 1.10.2. Psychology Concepts in Schools
- 1.10.3. Pedagogy and Education Sciences Concepts in Schools
- 1.10.4. Relation between Psychology and Pedagogy Concepts in Schools
- 1.10.5. School Documents Based on Psychology and Pedagogy
- 1.10.6. Establishing Parallels between School Stages, Psycho-evolutionary Development Stages and Special Needs Education
- 1.10.7. Elaborating Therapeutic Pedagogy Teacher Information to Facilitate the Intervention of Other Professionals in Schools
- 1.10.8. Professional Relationships and Organizational Chart in Schools Based on Psychology and Pedagogy
- 1.10.9. Drafting Multiprofessional Coordination Reports
- 1.10.10. Other Documents

Module 2. Neurodevelopmental Disorders: Intellectual Disability

2.1. Intellectual Disability and the Cognitive System
- 2.1.1. Definition of Intellectual Disability
- 2.1.2. Historical Approaches
- 2.1.3. Current Interpretation
- 2.1.4. Cognitive Functions
- 2.1.5. Importance of the Cognitive System
- 2.1.6. Cognitive System Disorders
- 2.1.7. Definition of the Cognitive System
- 2.1.8. Parts in the Cognitive System
- 2.1.9. Functions of the Cognitive System
- 2.1.10. Importance of the Cognitive System

2.2. Variables in Development
- 2.2.1. Importance of Variables in Development
- 2.2.2. Personal Variables: Grade
- 2.2.3. Personal Variables: Prenatal Causes
- 2.2.4. Personal Variables: Perinatal Causes
- 2.2.5. Personal Variables: Postnatal Causes
- 2.2.6. Contextual Variables: Family
- 2.2.7. Contextual Variables: Education
- 2.2.8. Intellectual Disability Dimensions
- 2.2.9. Adaptive Skills According to the Intellectual Disability Criteria

2.3. Differential Aspects in Intellectual Disability
- 2.3.1. Introduction to Differential Aspects
- 2.3.2. Cognitive Development
- 2.3.3. Language and Communication
- 2.3.4. Affective-Emotional and Social Dimension
- 2.3.5. Psychomotor Dimension
- 2.3.6. Specifying Special Educational Needs in Students with Intellectual Disabilities

2.4. Multiprofessional Coordination
- 2.4.1. Definition of Multiprofessional Coordination
- 2.4.2. The Need for Multiprofessional Coordination
- 2.4.3. Family as the Core of Multiprofessional Coordination
- 2.4.4. Diagnosing Disorders
- 2.4.5. Education Center Professionals: Coordination
- 2.4.6. Education Center External Professionals: Coordination
- 2.4.7. Coordination between Internal and External Professionals
- 2.4.8. The Therapeutic Pedagogy Specialist as Liaison between Professionals
- 2.4.9. Students and Families

2.5. Identifying Special Educational Needs in Students with Intellectual Disabilities: Psycho-Pedagogic Assessment
- 2.5.1. Disorder Diagnosis Documentation
- 2.5.2. Disorder Revisions and Follow-up
- 2.5.3. Physiotherapist Documentation
- 2.5.4. Disorder Revisions and Follow-up by Physiotherapists
- 2.5.5. Orthotist Documentation
- 2.5.6. Disorder Revisions and Follow-up by Orthotists
- 2.5.7. School Documentation
- 2.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
- 2.5.9. Elaborating Individual Curricular Adaptation Documents
- 2.5.10. Individual Curricular Adaptation Document Follow-up

2.6. Curricular Adaptations for Students with Intellectual Disability
- 2.6.1. Regulatory Basis
- 2.6.2. Concept of Educational Intervention
- 2.6.3. Importance of Educational Intervention
- 2.6.4. General Aspects of Intervention
- 2.6.5. Cognitive Aspects in Intervention
- 2.6.6. Socio-Affective Aspects in Intervention
- 2.6.7. Psychomotor Aspects in Intervention
- 2.6.8. Basic Aspects in Intervention

2.7. Organizing Educational Responses to Students with Intellectual Disabilities

2.8. Family Participation in Cases of Intellectually Disabled Individuals

2.9. Social Inclusion of Intellectually Disabled Individuals

2.10. Support and Resources for Intellectually Disabled Individuals

Module 3. Neurodevelopmental Disorders: Attention Deficit Disorder / Hyperactivity Disorder

3.1. Concept and Definition of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)
- 3.1.1. Definition of SLD
- 3.1.2. Symptoms
- 3.1.3. Types of Treatment
- 3.1.4. Definition of ADHD
- 3.1.5. Diagnosing ADHD
- 3.1.6. When Is the Right Time for Correct Diagnosis?
- 3.1.7. Diagnostic Criteria for ADHD
- 3.1.8. Differences between ADD and ADHD
- 3.1.9. Causes

3.2. ADHD Positive Diagnosis
- 3.2.1. Process to Obtain a Correct Diagnisis
- 3.2.2. Differential Diagnosis
- 3.2.3. Medical Problems
- 3.2.4. Learning Disorders
- 3.2.5. Affective Disorders
- 3.2.6. Behavioral Disorders
- 3.2.7. Using Drugs
- 3.2.8. Unfavorable Environments
- 3.2.9. Rebound Effect
- 3.2.10. Issues in the Face of a New Diagnosis

3.3. Gradual Emergence of ADD and ADHD in Current Society: What These Disorder Are and What They Are Not
- 3.3.1. Prevalence in Spain
- 3.3.2. Prevalence in Europe
- 3.3.3. Prevalence in the Rest of the World
- 3.3.4. Do These Disorders Really Exist?
- 3.3.5. What ADD and ADHD Are Not
- 3.3.6. Are They Inherited?
- 3.3.7. Can They Be Cured?
- 3.3.8. False Myths

3.4. Comorbidity
- 3.4.1. What is Comorbidity?
- 3.4.2. Co-morbid Conditions Coexisting with ADHD
- 3.4.3. Anxiety Disorders
- 3.4.4. Neurodevelopment Disorders
- 3.4.5. Learning Disorders
- 3.4.6. Mood Disorders
- 3.4.7. Disruptive Disorders
- 3.4.8. Addiction Disorders
- 3.4.9. Sleep Disorders
- 3.4.10. Organic Disorders

3.5. Incidences in Developmental Stages
- 3.5.1. Executive Control
- 3.5.2. How Does It Manifest in Academic Performance?
- 3.5.3. How Does It Manifest in Behavior?
- 3.5.4. What Type of ADHD Children May We Find in the Classroom?
- 3.5.5. ADD and ADHD in Boys
- 3.5.6. ADD and ADHD in Girls
- 3.5.7. ADD and ADHD in Teenagers
- 3.5.8. ADD and ADHD in Adults

3.6. Educational Intervention According to Developmental Stage
- 3.6.1. Educational Intervention in Early Childhood (3 to 6 Years of Age)
- 3.6.2. Educational Intervention in Childhood (6 to 12 Years of Age)
- 3.6.3. Educational Intervention in Adolescence (12 to 20 Years of Age)
- 3.6.4. Educational Intervention in Adulthood (20 to 40 Years of Age)
- 3.6.5. Working on Student Self-esteem
- 3.6.6. How to Manage Distractions
- 3.6.7. Reinforcing Positive Behaviors and Their Importance for Students
- 3.6.8. Curricular Adaptations
- 3.6.9. Non-Significant Curricular Measures of Obligatory Compliance

3.7. Multidisciplinary Coordination and Intervention
- 3.7.1. Definition of Multiprofessional Coordination
- 3.7.2. What Is Psychopedagogic Treatment?
- 3.7.3. Psychopedagogic Intervention
- 3.7.4. Psychological Intervention
- 3.7.5. Pharmacological Intervention
- 3.7.6. Multimodal Intervention
- 3.7.7. Neuropsychological Intervention
- 3.7.8. Alternative Treatment Intervention

3.8. ADD and ADHD in the Family
- 3.8.1. Main Family Fears
- 3.8.2. Teacher-Parent Communication
- 3.8.3. Family Emotional Intelligence
- 3.8.4. First Teacher-Parent Meeting
- 3.8.5. Decalogue of Family Actions
- 3.8.6. Living Together
- 3.8.7. Family Schools
- 3.8.8. Intervention within the Family Nucleus: Functional Education Models
- 3.8.9. Inductive Support Model or Inductive Discipline

3.9. Study Techniques Adapted Tools and Supplies
- 3.9.1. Classroom Adaptations and Strategies
- 3.9.2. Strategies to Improve Reading Skills
- 3.9.3. Strategies to Improve Writing Skills
- 3.9.4. Strategies to Improve Calculation Skills
- 3.9.5. Strategies to Improve Organization Skills
- 3.9.6. Strategies to Improve Reflection Skills
- 3.9.7. Strategies to Improve Motivation and Emotional State
- 3.9.8. Strategies to Improve Behavior
- 3.9.9. Other Materials

3.10. Types of Classroom Assessments
- 3.10.1. Assessment and Exam Recommendations
- 3.10.2. General Measures in Assessing ADD and ADHD Students
- 3.10.3. Supervision Measures in Assessment
- 3.10.4. Assessment Procedures
- 3.10.5. Learning Assessment
- 3.10.6. Assessment Guidelines
- 3.10.7. Assessment Alternatives
- 3.10.8. Teach Students How to Prepare for Exams

05

Methodology

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

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

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

At TECH Education School we use the Case Method

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

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

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

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

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

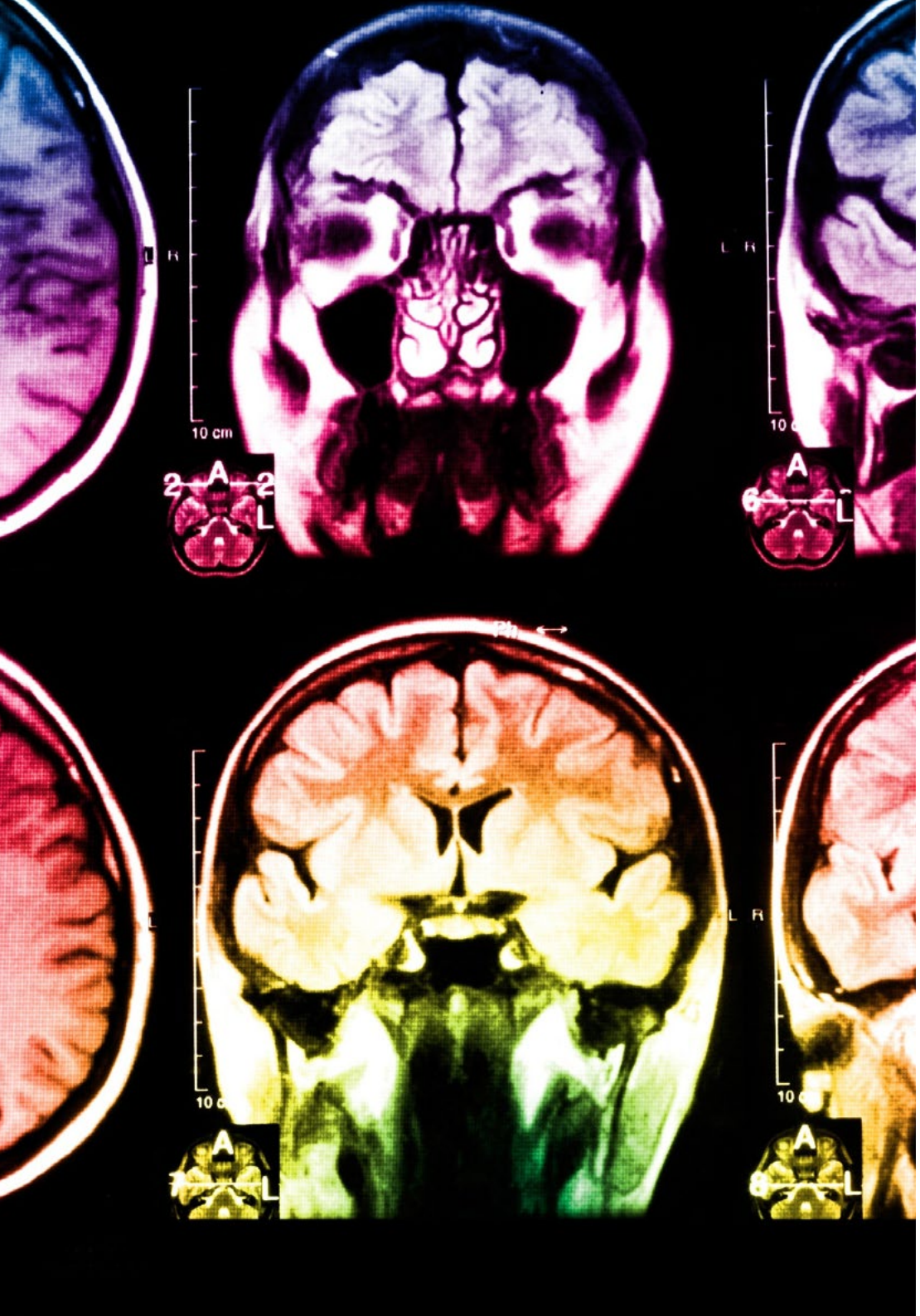
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

Relearning Methodology

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

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

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



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

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

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

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

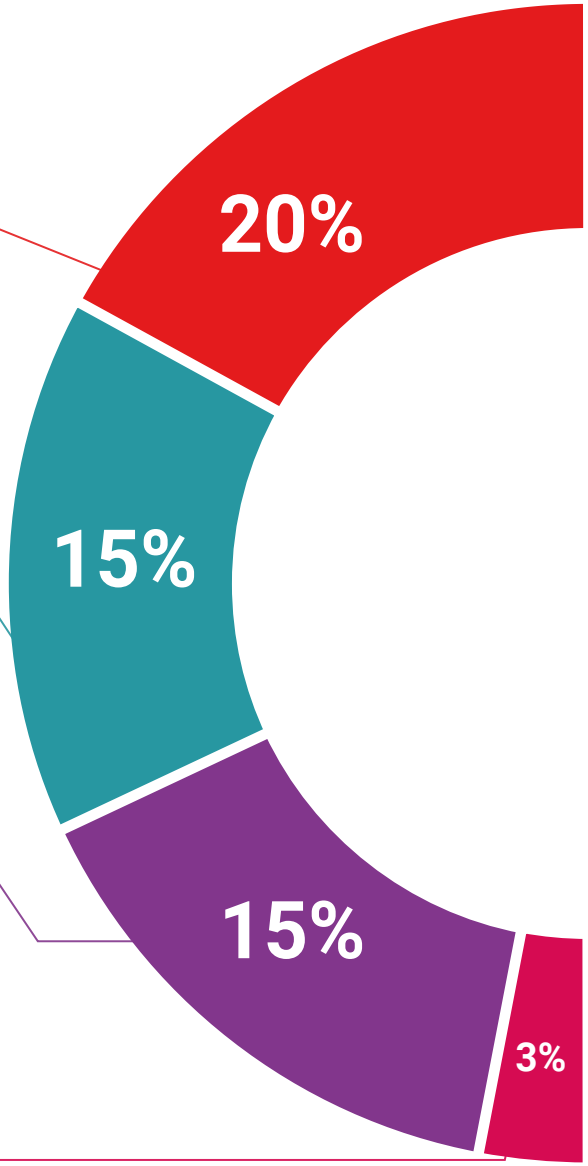
Interactive Summaries

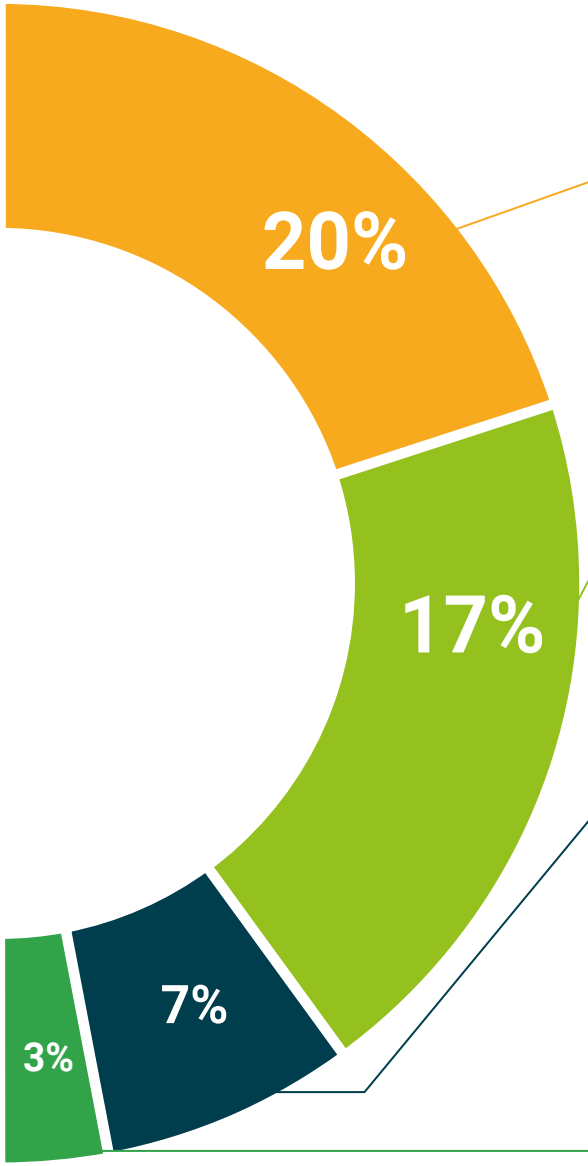
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.

Classes

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

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

Quick Action Guides

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

06

Certificate

The Postgraduate Diploma in Intellectual Disability, Attention Deficit and Hyperactivity Disorder 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 Intellectual Disability, Attention Deficit and Hyperactivity Disorder** 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 diploma 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 Intellectual Disability, Attention Deficit and Hyperactivity Disorder**

Official Nº of Hours: **600 h.**


tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Intellectual Disability, Attention Deficit and Hyperactivity Disorder

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

tech technological university

Postgraduate Diploma

Intellectual Disability, Attention Deficit and Hyperactivity Disorder

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

Postgraduate Diploma
Intellectual Disability, Attention Deficit and Hyperactivity Disorder

tech technological university