

Postgraduate Diploma

Psychopedagogical Intervention in Special Educational Needs



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Psychopedagogic Intervention in Special Educational Needs

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 16 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-psychopedagogical-intervention-special-educational-needs

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01

Introduction

Paying attention to diversity is one of the most important school challenges in today's educational landscape. A panorama of intervention in which specific attention to special educational needs occupies an important place. In this context, the need to update and improve their skills becomes essential for professionals in the field of educational psychology. In this program, students will be able to acquire all the latest developments in this discipline.



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The psychopedagogical attention to students with specific educational needs requires highly qualified and competent professionals: you can be one of them"

Psychopedagogy has reached, by its own merits, a place of recognition in the current scientific panorama. The knowledge of this discipline has become the subject of Articles, Monographs, and Publications at International level that have shaped a Panorama of great interest for the Professional. These developments have led to advances in Techniques, Disciplines, and Modes of Presence and Intervention that make constant updating an Indispensable Condition.

This increasingly broad program leaves the educational center in order to reach all types of sectors, specifically socio-labor, where it becomes an invaluable asset. The new social and labor circumstances, the new educational challenges, the vertiginous evolution of cultural contexts and many other challenges, require the greatest capacity in the professionals of Psychopedagogy.

In terms of intervention, mediation with families has also become increasingly important. The incursion of new technologies in social, school, or family life, sexual or functional diversity, or any of the new paradigms are not static, but evolve and constantly require a competent look that supports, guides, and serves as a reference and, in turn, has adequate professional support.

A thorough overview of intense challenges that, in this comprehensive program, TECH tries to help students face. With the most complete human and technological resources that will allow us to move forward in a safe, comfortable and efficient manner.

This **Postgraduate Diploma in Psychopedagogical Intervention in Special Educational Needs** contains the most complete and up-to-date educational program on the market.

The most important features include:

- ♦ Practical cases presented by Psychopedagogy Experts
- ♦ Designed with graphic, schematic, and eminently practical content
- ♦ Latest advancements on School Psychopedagogy
- ♦ Practical Exercises where the Self assessment Process can be Carried Out in Order to Improve Learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Evidence-based Methodologies in School Psychopedagogy
- ♦ 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



*Add extraordinary value
to your résumé with the
knowledge and skills you
acquire during this program"*

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New intervention methods, new approaches and protocols and the most advanced developments in this area of work, all in a highly specialized program"

The teaching staff of this Postgraduate Diploma in Psychopedagogical Intervention in Special Educational Needs is designed by professionals in the sector, who pour all their knowledge and experience into this program to produce quality content, in addition to recognized specialists belonging to leading societies and prestigious universities.

The Multimedia Content has been elaborated with the latest Educational Technology, which will allow the Professional a situated and contextual learning, through which the student will be able to study in a simulated environment in which they will be able to learn in real situations.

The design of this program is based on Problem-Based Learning, so that the professional will have to try to solve the different situations of Professional Practice that arise throughout the course. For this reason, students will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of School Psychopedagogy with extensive teaching experience.

A Postgraduate Diploma created to give you the qualification your résumé needs in an increasingly demanding labor market.

With the best facilities so you can combine your studies with your personal or professional life, without any problems and with total independence.



02 Objectives

The main objective of this program is to offer a high quality complementary program for students' skill sets. Through the development of a very complete program, TECH will accompany you in the acquisition of the necessary skills and competencies to be able to deal with the challenges that Psychopedagogy faces in the exercise of its task. But it will also promote personal growth through a curriculum created to encourage intellectual development.



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You will learn in a practical way, through a contextualized approach that will allow you to immediately incorporate your knowledge into your professional work"



General Objectives

- Acquire new competencies and skills in the area of Psychopedagogy
- Get up to date in the field of Psychopedagogy in the school area
- Develop the capacity to face new situations in the school context
- Encourage interest in the constant updating of professionals
- Get to know the different intervention options
- Learn new ways of dealing with special educational needs
- Achieve an efficient framework for assessment, diagnosis and guidance
- Be able to research and innovate in order to respond to new demands





Specific Objectives

Module 1. Assessment, Diagnosis, and Psychopedagogical Guidance

- ♦ Maintain a holistic view of human development and provide the key factors in order to reflect on this area of knowledge
- ♦ Describe the characteristics and contributions of the different theoretical models in developmental psychology
- ♦ Manage the main theories that explain human development Students will know the most relevant theoretical positions that explain the changes from birth to adolescence
- ♦ Explain what happens within each developmental stage, as well as in transition periods from one stage to another

Module 2. Psychoeducational Support for Special Educational Needs in School Settings

- ♦ Learn to develop teaching-learning processes in the educational, family, and social context
- ♦ Develop particular therapies that attend to the circumstances of each child
- ♦ Identify assessment and diagnostic techniques and instruments with which to prepare the most appropriate therapies
- ♦ Apply different models of intervention in psychopedagogical guidance, according to the needs of each student

Module 3. Early Intervention

- ♦ Support and reinforce childhood care for people with biological, psychological, or social risks
- ♦ Master the basic concepts and tools that will allow early intervention, both to prevent and to face the biopsychosocial risks that affect childhood
- ♦ Gain knowledge of cognitive, linguistic, socio-affective, and socially at-risk children's development
- ♦ Identify the different intervention models and types of programs, as well as their evolution



Achievable, measurable and highly applicable objectives: so that your efforts give you the results you need"

03

Course Management

Within the concept of total quality of the program, we are proud to offer our students a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.



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An impressive teaching staff, made up of professionals from different areas of expertise, will be your teachers during your studies: a unique opportunity not to be missed”

Management



D. Alfonso Suárez, Álvaro

- ♦ Teacher of Educational Reinforcement for Students with Specific Educational Needs
- ♦ Technician in Social and Health Care for Dependent People in Social Institutions
- ♦ Social integration technician: Design, development and evaluation of social insertion interventions for people with severe mental illness
- ♦ Graduate in Psychopedagogy from the University of Laguna



04

Structure and Content

The structure of the contents has been designed by a team of professionals from leading schools and universities. Structured in specific units, it will allow you to learn in a gradual and sustained way, without losing motivation during the process.



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A carefully developed, educational program to offer a highly effective updating and specialization process"

Module 1. Assessment, Diagnosis, and Psychopedagogical Guidance

- 1.1. Counseling and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study, and Trajectory
 - 1.1.1. Concept and Functions of Educational Diagnosis. Qualities of the Diagnostician
 - 1.1.1.1. Concept of Educational Diagnosis
 - 1.1.1.2. Functions of Educational Diagnosis
 - 1.1.1.3. Qualities of the Diagnostician
 - 1.1.2. Dimensions, Scopes, and Areas of Action
 - 1.1.2.1. Dimensions in Psychopedagogical Intervention
 - 1.1.2.2. Spheres and Areas of Intervention
- 1.2. Psychopedagogical Assessment: Function and Nature
 - 1.2.1. Concept, Purpose, and Context
 - 1.2.1.1. Concept of Psychopedagogical Assessment
 - 1.2.1.2. Purpose of the Psychopedagogical Assessment
 - 1.2.1.3. Context of the Assessment
 - 1.2.2. Psychopedagogical Assessment Procedure. Assessment in the School and Family Context
 - 1.2.2.1. Psychopedagogical Assessment Procedure
 - 1.2.2.2. Assessment in the School Context
 - 1.2.2.3. Assessment in the Family Context
- 1.3. Psychopedagogical Diagnosis: Concept, Possibilities and Delimitation within the Framework of Psychopedagogical Action
 - 1.3.1. The Diagnostic Process and Stages
 - 1.3.1.1. Diagnostic Process
 - 1.3.1.2. Stages of Diagnosis
- 1.4. Psychopedagogical Assessment Process according to the Different Spheres of Action
 - 1.4.1. Assessment as a Process
 - 1.4.2. Spheres of Action and Areas of Intervention and Assessment in the School and Family Context
 - 1.4.2.1. Scope and Spheres of Action
 - 1.4.2.2. Assessment Process at School
 - 1.4.2.3. Assessment Process in Family Settings
- 1.5. Design and Phases in the Psychopedagogical Assessment
 - 1.5.1. Psychopedagogical Assessment Procedure and Phases
 - 1.5.1.1. Psychopedagogical Assessment Procedure
 - 1.5.1.2. Psychopedagogical Assessment Phases
- 1.6. Psychopedagogical Assessment Techniques and Tools
 - 1.6.1. Techniques and Instruments of Qualitative and Quantitative Assessment
 - 1.6.1.1. Qualitative Assessment Techniques and Instruments
 - 1.6.1.2. Quantitative Assessment Techniques and Instruments
- 1.7. Psychopedagogical Assessment at School
 - 1.7.1. Assessment in Classroom, School and Family Settings
 - 1.7.1.1. Assessment in the Classroom Context
 - 1.7.1.2. Assessment in the Center Context
 - 1.7.1.3. Assessment in the Family Context
- 1.8. Returning Information and Follow-up
 - 1.8.1. Return of information and follow-up
 - 1.8.1.1. Return
 - 1.8.1.2. Monitoring
- 1.9. Psychopedagogical Guidance Models
 - 1.9.1. Clinical Model, Consultation Model, and Program Model
 - 1.9.1.1. Clinical Model
 - 1.9.1.2. Consultation Model
 - 1.9.1.3. Program Model
- 1.10. School Guidance: Tutorial and Family Guidance
 - 1.10.1. School Guidance and the Tutorial Function. Tutorial Action Plan
 - 1.10.1.1. School Guidance
 - 1.10.1.2. Tutorial Role
 - 1.10.1.3. Tutorial Action Plan
- 1.11. Vocational, Professional and Career Guidance
 - 1.11.1. Guidance and Vocational/Professional/Career Maturity. Approaches and Interests
 - 1.11.1.1. Vocational Orientation and Maturity
 - 1.11.1.2. Professional Guidance and Maturity
 - 1.11.1.3. Career Guidance and Maturity
 - 1.11.1.4. Approaches and Interests



- 1.12. Guidance in Health-Social Contexts and Situations of Vulnerability or Social Exclusion
 - 1.12.1. Definition, Purpose, and Health-Social Contexts and Situations of Vulnerability or Social Exclusion. Counseling Guidelines
 - 1.12.1.1. Definition and Contexts of Guidance in Health-Social Settings and Situations of Vulnerability or Social Exclusion
 - 1.12.1.2. Purpose of Guidance in Health-Social Settings and Situations of Vulnerability or Social Exclusion

Module 2. Psychoeducational Attention to Special Educational Needs in the School Context

- 2.1. Educational Needs in Inclusive Schools and the Role of Psychopedagogy
 - 2.1.1. Psychoeducational Care and Psychopedagogical Intervention. Integration, Diversity, and Inclusive Education
 - 2.1.1.1. Psychoeducational and Psychopedagogical Care
 - 2.1.1.2. Integration, Diversity, and Inclusion
 - 2.1.1.3. Specific Educational Needs
- 2.2. Regulatory Framework for Attention to Diversity I: Guidance System and Action Plans
 - 2.2.1. Tutorial Action Plan and the Academic and Career Guidance Plan
 - 2.2.1.1. Tutorial Attention Plans
 - 2.2.1.2. Academic and Vocational Guidance Plans
 - 2.2.2. Professional Structure: Educational and Psychopedagogical Guidance Teams and Guidance Department
 - 2.2.2.1. Educational and Psychopedagogical Guidance Teams (EPGT)
 - 2.2.2.2. Guidance Departments
- 2.3. Regulatory Framework for Attention to Diversity II: Measures for Attention to Diversity
 - 2.3.1. Measures of Attention to Diversity: Organization of Center Resources and the Plan of Attention to Diversity
 - 2.3.1.1. Organization of Resources
 - 2.3.1.2. Plan of Attention to Diversity
- 2.4. Learning Competency Development
 - 2.4.1. The Concept of Learning and Competence for Study. Emotional Intelligence and Social Competence at School
 - 2.4.1.1. Learning and Study Competence
 - 2.4.1.2. Emotional and Social Intelligence

- 2.5. Learning Difficulties
 - 2.5.1. Definition of Learning Difficulties. Historical Development
 - 2.5.1.1. Concept of LD
 - 2.5.1.2. Historical Development
- 2.6. Learning Difficulties in Literacy
 - 2.6.1. Reading Difficulties. Dyslexia and Dysorthographia
 - 2.6.1.1. LD Concept of Reading
 - 2.6.1.2. Dyslexia
 - 2.6.1.3. Dysorthographia
- 2.7. Learning Difficulties in Mathematics
 - 2.7.1. Definition of Learning Difficulties in Mathematics. Assessment, Diagnosis, and Intervention
 - 2.7.1.1. Concept of LD in Mathematics Learning
 - 2.7.1.2. Assessment
 - 2.7.1.3. Diagnosis
 - 2.7.1.4. Intervention
- 2.8. Students with Attention Deficit Hyperactivity Disorder (ADHD)
 - 2.8.1. Attention Deficit Hyperactivity Disorder (ADHD) Profile
 - 2.8.2. ADHD Needs Assessment and Educational Intervention
 - 2.8.2.1. Needs Assessment in ADHD
 - 2.8.2.2. Educational Intervention in ADHD
- 2.9. High Intellectual Capacity Students
 - 2.9.1. The Profile of High Intellectual Ability
 - 2.9.2. Needs Assessment in High Intellectual Abilities and Educational Intervention
 - 2.9.2.1. Assessment
 - 2.9.2.2. Intervention

- 2.10. Late Entry Students in the Education System and the Educational Compensation System
 - 2.10.1. Concept of Late Incorporation to the Educational System and the Need for Compensatory Education. Educational Compensation Measures
 - 2.10.1.1. Concept of Late Incorporation into the Educational System
 - 2.10.1.2. Concept of Compensatory Need
 - 2.10.1.3. Educational Compensation Measures
- 2.11. Students with Behavioral Disorders
 - 2.11.1. Profile of Autism Spectrum Disorder (ASD) within Severe Behavioral Disorders. Assessment and Intervention
 - 2.11.1.1. ASD Profile
 - 2.11.1.2. ASD Assessment
 - 2.11.1.3. Intervention
- 2.12. Disabled Students
 - 2.12.1. Intellectual, Sensory, and Motor Disabilities
 - 2.12.1.1. Intellectual Disability
 - 2.12.1.2. Sensory Disability
 - 2.12.1.3. Motor Disability

Module 3. Early Intervention

- 3.1. Educational Research and Innovation Introduction
 - 3.1.1. Conceptualization and Historical Evolution of Early Care. Relationship between Development and Early Learning
 - 3.1.1.1. Concept of Early Care
 - 3.1.1.2. Historical Evolution of Early Care
 - 3.1.1.3. Relationship between Development and Early Learning
- 3.2. Prevention and Main Areas in Early Care
 - 3.2.1. Phases in the Research Process. Areas and Agents
 - 3.2.1.1. Phases in the Research Process in Early Care
 - 3.2.1.2. Areas of Early Intervention
 - 3.2.1.3. Early Care Agents
 - 3.2.2. Child Development and Early Care Centers

- 3.3. Neurodevelopment during the First Years of Life
 - 3.3.1. Major Biological and Social Risk Factors. Compensation Tools
 - 3.3.1.1. Main Biological Risk Factors
 - 3.3.1.2. Main Social Risk Factors
 - 3.3.1.3. Compensation Tools
 - 3.3.2. Plasticity and Brain Function
 - 3.3.1.1. Concept of Brain Plasticity
 - 3.3.1.2. Brain Function
- 3.4. Psychoeducational Early Intervention in Social-Cognitive Development
 - 3.4.1. Theoretical Approaches to Cognitive Development. Cognitive Development from 0 to 6 Years Old
 - 3.4.1.1. Theoretical Approaches to Cognitive Development
 - 3.4.1.2. Cognitive Development from 0 to 6 years old
 - 3.4.2. The Preoperational Period
 - 3.4.2.1. Development in the Preoperational Period
- 3.5. Psychoeducational Early Intervention in Social-Linguistic Development
 - 3.5.1. Early Language Development, Warning Signs, and Early Language Intervention
 - 3.5.1.1. Early Language Development
 - 3.5.1.2. Warning Signs during Early Language Development
 - 3.5.1.3. Early Language Intervention
- 3.6. Early Psychoeducational Intervention in Social-Emotional Competence
 - 3.6.1. Social-Emotional Development and Early Intervention in Social-Emotional Development
 - 3.6.1.1. Social-Emotional Development
 - 3.6.1.2. Social Contexts and Interactions in Childhood
 - 3.6.1.3. Early Intervention in Social-Emotional Development

- 3.7. Early Psychoeducational Intervention in Children at Social Risk
 - 3.7.1. Situations of Social Risk. Typology of Maltreatment during Childhood
 - 3.7.1.1. Social Risk in Childhood
 - 3.7.1.2. Types of Maltreatment During Childhood
 - 3.7.2. Methodological and Adaptation Strategies in Risk Situations
 - 3.7.2.1. Early Intervention Strategies
 - 3.7.2.2. Adaptation and Coping Strategies in Social Risk Situations
- 3.8. Early Care Intervention Programs
 - 3.8.1. Intervention Models and Program Typology in Early Intervention Assessment
 - 3.8.1.1. Early Intervention Models
 - 3.8.1.2. Types of Early Care Programs
 - 3.8.1.3. Program Assessment in Early Care



This is your moment; push yourself with an intensive program that will put you at the forefront of the job market”

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.





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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.

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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 Harvard 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

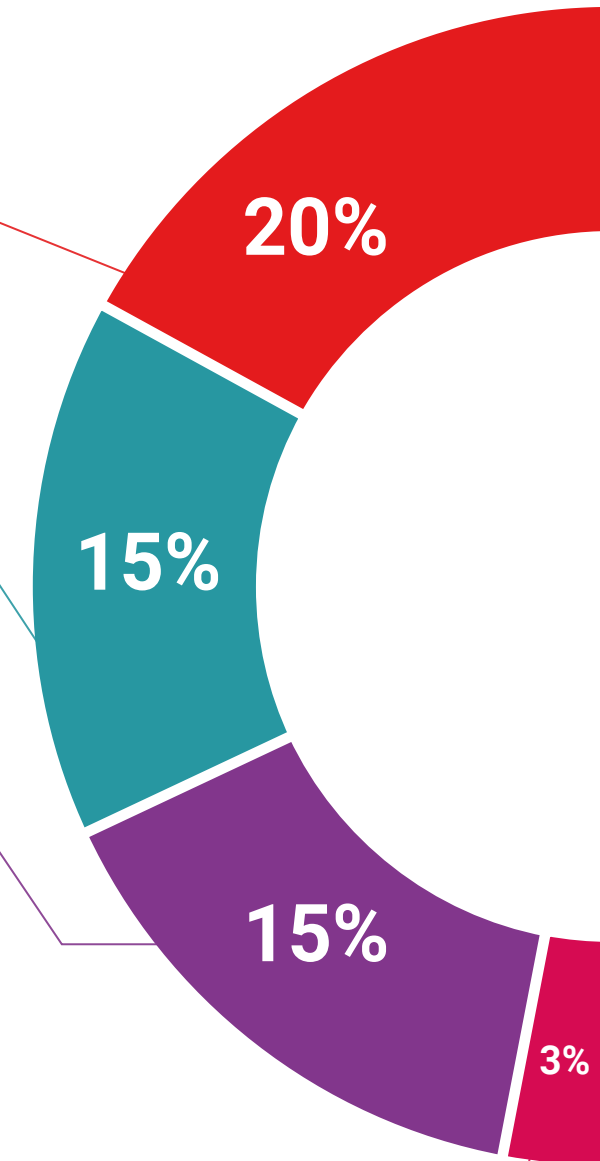
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

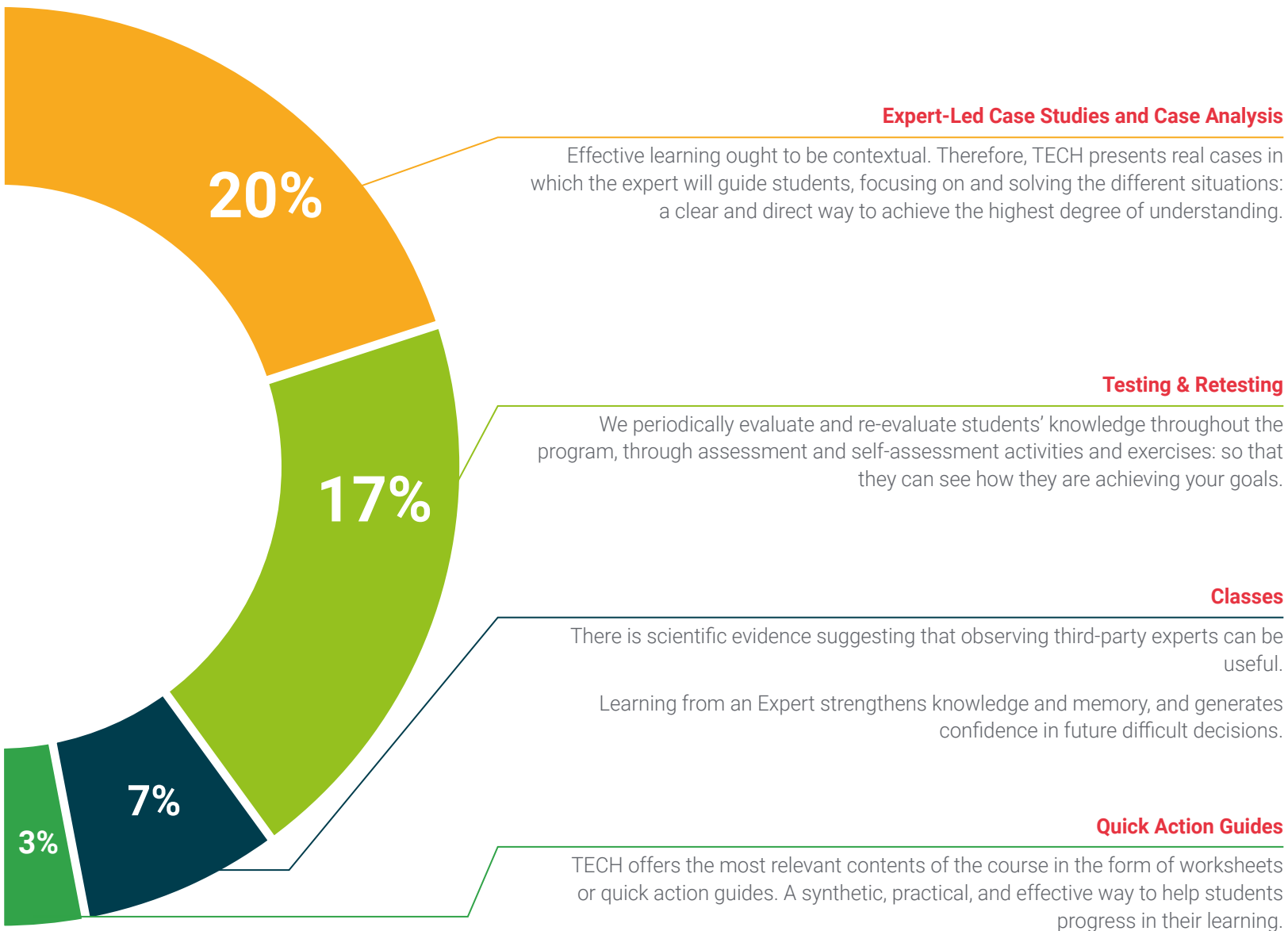
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





06

Certificate

This Postgraduate Diploma in Psychopedagogical Intervention in Special Educational Needs guarantees students, in addition to the most rigorous and up to date education, access to a 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 program will allow you to obtain your **Postgraduate Diploma in Psychopedagogical Intervention in Special Educational Needs** 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** title 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 Psychopedagogical Intervention in Special Educational Needs**

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Accreditation: **16 ECTS**





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