

Postgraduate Diploma

Special Educational Needs in Pre-School Education



Postgraduate Diploma Special Educational Needs in Pre-School Education

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

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-special-education-needs-pre-school-education

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01

Introduction

Addressing special educational needs, especially in the Pre-School Education stage, is a complex task that requires specialized and trained professionals to carry out the appropriate activities that allow these students to continue their education. TECH Global University offers the most comprehensive training in this area to help professionals develop in this educational field.





“

This Postgraduate Diploma offers you the most complete program on special educational needs so that you will be able to help your students face their difficulties”

Pre-School Education is a field of great complexity and fundamental in the development of the youngest children. For this reason, the teacher plays a fundamental role in this stage, especially when dealing with children with educational needs.

In this field, it is essential that professionals have superior knowledge adapted to the needs of each student, because only with superior education will they be able to detect the needs of children to help them evolve in the educational context, or refer them to the necessary professionals if necessary, having for this, in addition, to have specific qualities to deal also with their parents and other family members.

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

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

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

- ♦ The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest developments on the educational role of Pre-School Education teachers
- ♦ Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- ♦ Special emphasis on innovative methodologies and teaching research
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an internet connection



Teachers who wish to develop their work in the field of Pre-School Education will find in this Postgraduate Diploma the necessary education to attend to their students with quality and rigor”

“

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

It includes in its teaching staff professionals belonging to the field of Pre-School Education, who bring to this program their work experience, as well as recognized specialists from reference societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. To achieve this, the specialist will have the support of an innovative interactive video system created by renowned experts in special educational needs with extensive experience.

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

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



02

Objectives

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





“

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



General Objective

- Develop in the student the specific knowledge and skills to perform their work in the field of early childhood education with total guarantees of quality, so that their students are able to advance in their educational process

“

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





Specific Objectives

Module 1. Learning Difficulties I

- ♦ Provide an overview to students on the learning difficulties that may be encountered in the classroom
- ♦ Detect the different difficulties that students may present
- ♦ Distinguish the concepts, problems and learning difficulties
- ♦ Understand the different learning styles and cognitive styles
- ♦ Prevent learning difficulties before they arise
- ♦ Intervene in various learning problems

Module 2. Learning Difficulties II

- ♦ Acquire specific content for Pre-School Education
- ♦ Identify the different learning difficulties
- ♦ Analyze the different learning disorders
- ♦ Know how to recognize specific learning disorders
- ♦ Understand the various affective difficulties
- ♦ Build the relationship between Family and School

Module 3. Equality and Diversity in the Classroom

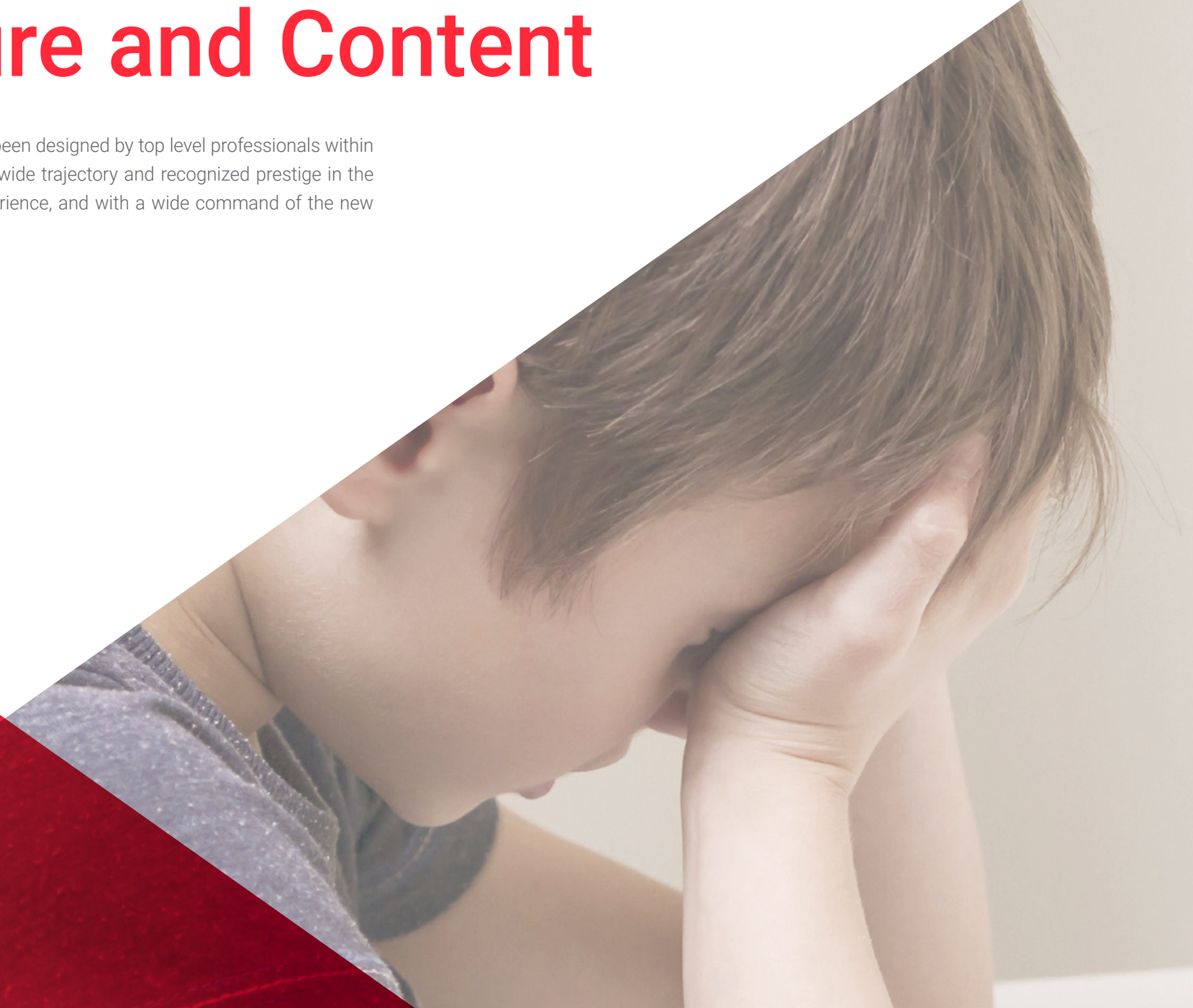
- ♦ Understand the different terms closely related to each other and their application in the classroom
- ♦ Identify potential factors contributing to school failure
- ♦ Acquire the necessary tools to prevent school failure
- ♦ Identify signs of possible school bullying
- ♦ Develop tools to promote an inclusive and intercultural school
- ♦ Gain the skills to work with different ICT tools
- ♦ Identify the different disorders in educational centers
- ♦ Develop psychomotor skills in Pre-School Education



03

Structure and Content

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





*The best content to train
the best teachers”*

Module 1. Learning Difficulties I

- 1.1. Developmental Psychology
 - 1.1.1. Physical or Motor Development
 - 1.1.2. Cognitive Development
 - 1.1.3. Language Development
 - 1.1.4. Emotional Development
- 1.2. Learning Difficulties
 - 1.2.1. Definition and Conceptualization of Learning Difficulties (LD)
 - 1.2.2. Memory and Learning Difficulties
- 1.3. Special Educational Needs and Inclusive Education
 - 1.3.1. The Inclusive School Movement Overcoming School Integration
 - 1.3.2. The Path to a School for All
 - 1.3.3. Promoting Inclusive Education in Pre-School Education
- 1.4. Learning Difficulties Related to Communication, Language, Speech, and Voice Issues
 - 1.4.1. Oral Language Pathology: Issues in Communication, Language, Speech, and Voice
 - 1.4.2. Language Problems
 - 1.4.3. Speech and Articulation Disorders
- 1.5. Learning Difficulties Related to Reading and Writing
 - 1.5.1. Conceptualization of Dyslexia or Specific Reading Disorder.
 - 1.5.2. Characteristics of Dyslexia
 - 1.5.3. Reading Routes and Types of Dyslexia
 - 1.5.4. Intervention Guidelines for Students with Dyslexia
 - 1.5.5. Other Learning Difficulties Related to Reading and Writing
- 1.6. Learning Difficulties Related to Mathematics
 - 1.6.1. Conceptualization of the Specific Learning Disorder with Difficulties in Mathematics
 - 1.6.2. Etiology and Course of Mathematical Learning Difficulties
 - 1.6.3. Types of Specific Mathematics Learning Disorders
 - 1.6.4. Features of Specific Mathematics Learning Disorders
 - 1.6.5. Classroom Intervention Guidelines for Students with Specific Mathematics Learning Disorders
- 1.7. Intellectual Disability
 - 1.7.1. Conceptualization of Intellectual Disability
 - 1.7.2. Detection of Intellectual Disability in the Classroom
 - 1.7.3. Special Educational Needs of Students with Intellectual Disability
 - 1.7.4. Intervention Guidelines in the Classroom for Students with Intellectual Disability
- 1.8. High Abilities in the Classroom: Keys to Their Identification and Educational Development
 - 1.8.1. Is High Ability an Educational Problem?
 - 1.8.2. The Concept of High-Capacity Students Is It Possible to Define?
 - 1.8.3. Identifying High-Capacity Students
 - 1.8.4. Intervention for High-Capacity Students
- 1.9. Learning Disabilities Related to Visual and Auditory Sensory Deficits
 - 1.9.1. Visual Impairment
 - 1.9.2. Developmental Characteristics of Infants with Visual Impairment
 - 1.9.3. Special Educational Needs of Visually Impaired Children
 - 1.9.4. Educational Intervention in the Classroom for Students with Visual Impairment
 - 1.9.5. Hearing Impairment
 - 1.9.6. Detection of Hearing Impaired Students in the Classroom
 - 1.9.7. Special Educational Needs of Hearing Impaired Children
 - 1.9.8. Intervention Guidelines in the Classroom for Hearing Impaired Students
- 1.10. Motor Coordination Difficulties or Dyspraxias
 - 1.10.1. Conceptualization of Motor Disability
 - 1.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
 - 1.10.3. Detection of Dyspraxias in the Classroom
 - 1.10.4. Classroom Intervention Guidelines for Students with Dyspraxias

Module 2. Learning Difficulties II

- 2.1. Attention Deficit Hyperactivity Disorder (ADHD)
 - 2.1.1. Conceptualization
 - 2.1.2. Types and Characteristics
 - 2.1.3. Associated Disorders
 - 2.1.4. Detection of ADHD in The Classroom
 - 2.1.5. Classroom Intervention Guidelines for Students with ADHD
- 2.2. Autism Spectrum Disorders (ASD) and Asperger Syndrome
 - 2.2.1. Conceptualization and Characterization of Autism Spectrum Disorder (ASD).
 - 2.2.2. Conceptualization and Characterization of Asperger Syndrome.
 - 2.2.3. Guidelines for Identifying Children with ASD or Asperger's Syndrome in the Classroom
 - 2.2.4. Intervention Guidelines in the Classroom for Students with ASD or Asperger Syndrome
- 2.3. Autism Spectrum Disorder: Early Intervention
 - 2.3.1. Child Cognitive Development and Warning Signs
 - 2.3.2. Early Intervention Program for Autism Spectrum Disorder (ASD)
- 2.4. Affective Difficulties
 - 2.4.1. Affective Bond: Attachment and Detachment
 - 2.4.2. Overprotection
 - 2.4.3. Description of Affective Difficulties
 - 2.4.4. Fostering Self-Esteem and Self-Concept
 - 2.4.5. Educational Interventions in the Classroom for Students with Affective Difficulties
- 2.5. Intellectual Precocity and High-Level Abilities
 - 2.5.1. Intellectual Precocity in Early Childhood
 - 2.5.2. High Abilities in Early Childhood
 - 2.5.3. Educational Interventions in the Classroom for Students with Intellectual Precocity and High Abilities
- 2.6. Psychomotor Skills in Early Childhood Schools
 - 2.6.1. Key Concepts
 - 2.6.2. Educational Factors of Psychomotor Skills
 - 2.6.3. Psychomotor Practice in Early Childhood Classrooms

- 2.7. The Role of Family in Early Care
 - 2.7.1. Family Training
 - 2.7.2. Lack of Family Participation
 - 2.7.3. Fostering Family-Child Relationships
 - 2.7.4. Establishing Good Communication with Families
 - 2.7.5. Description of Family Interview Development
- 2.8. Working with the Pre-School Education Team
 - 2.8.1. Key Concepts
 - 2.8.2. A Team Around a Child
 - 2.8.3. Strengths of Collaborative Work
- 2.9. Observation or Assessment Methods in Pre-School Education
 - 2.9.1. Key Concepts
 - 2.9.2. Observations
 - 2.9.3. Multidisciplinary Assessments
- 2.10. Educational Resilience
 - 2.10.1. Key Concepts of Resilience
 - 2.10.2. Educational Resilience: Towards Successful Learning
 - 2.10.3. Characteristics of Resilience-Promoting Schools

Module 3. Equality and Diversity in the Classroom

- 3.1. Basic Concepts of Equality and Diversity
 - 3.1.1. Equality, Diversity, Difference, Justice and Fairness
 - 3.1.2. Diversity as an Integral Part of Life
 - 3.1.3. Relativism and Ethnocentrism
 - 3.1.4. Human Dignity and Human Rights
 - 3.1.5. Theoretical Perspectives on Diversity in the Classroom
 - 3.1.6. Bibliographic References
- 3.2. Evolution from Special Education to Inclusive Education in Pre-School Education
 - 3.2.1. Key Concepts from Special Education to Inclusive Education
 - 3.2.2. Inclusive School Conditions
 - 3.2.3. Promoting Inclusive Education in Pre-School Education

- 3.3. Characteristics and Needs in Early Childhood
 - 3.3.1. Acquisition of Motor Skills
 - 3.3.2. Acquisition of Psychological Development
 - 3.3.3. Development of Subjectivation
- 3.4. Exclusion in School
 - 3.4.1. The Hidden Curriculum
 - 3.4.2. Intolerance and Xenophobia
 - 3.4.3. How to Detect Bullying in the Classroom
 - 3.4.4. Bibliographic References
- 3.5. Main Factors of School Failure
 - 3.5.1. Stereotypes and Prejudices
 - 3.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
 - 3.5.3. Other Factors Influencing School Failure
 - 3.5.4. Bibliographic References
- 3.6. Inclusive and Intercultural School
 - 3.6.1. The School as an Open Entity
 - 3.6.2. Dialogue
 - 3.6.3. Intercultural Education and Attention to Diversity
 - 3.6.4. What Is Intercultural Schooling?
 - 3.6.5. Problems in the School Environment
 - 3.6.6. Actions
 - 3.6.7. Proposals on Interculturality to Work in the Classroom
 - 3.6.8. Bibliographic References
- 3.7. Digital Exclusion in the Knowledge Society
 - 3.7.1. Transformations in the Information and Knowledge Society
 - 3.7.2. Access to Information
 - 3.7.3. Web 2.0: from Consumers to Creators
 - 3.7.4. Risks Associated with the Use of ICTs
 - 3.7.5. The Digital Divide: A New Form of Exclusion
 - 3.7.6. Education and Digital Exclusion
 - 3.7.7. Bibliographic References





- 3.8. The Inclusion of ICT in the Diverse School
 - 3.8.1. School Inclusion and Digital Inclusion
 - 3.8.2. Digital Inclusion at School, Advantages and Requirements
 - 3.8.3. Changes in the Conception of the Educational Process
 - 3.8.4. Transformations in the Roles of Teachers and Students
 - 3.8.5. ICT as an Element of Attention to Diversity
 - 3.8.6. Using ICT for Students with Educational Support Needs
 - 3.8.7. Bibliographic References
- 3.9. Active Methodologies for Learning with ICT
 - 3.9.1. Introduction and Objectives
 - 3.9.2. ICT and the New Educational Paradigm: Personalization of Learning
 - 3.9.3. Active Methodologies for Effective ICT Learning
 - 3.9.4. Learning through Investigation
 - 3.9.5. Collaborative and Cooperative Learning
 - 3.9.6. Problem-Based and Project-Based Learning
 - 3.9.7. *Flipped Classroom*
 - 3.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
 - 3.9.9. Bibliographic References
- 3.10. Collaborative Learning and Flipped Classroom
 - 3.10.1. Introduction and Objectives
 - 3.10.2. Definition of Collaborative Learning
 - 3.10.3. Differences with Cooperative Learning
 - 3.10.4. Tools for Cooperative and Collaborative Learning: Padlet
 - 3.10.5. Definition of Flipped Classroom
 - 3.10.6. Didactic Actions to Program Flipped
 - 3.10.7. Digital Tools to Create Your Flipped Classroom
 - 3.10.8. Experiences of Flipped Classroom
 - 3.10.9. Bibliographic References

04

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.

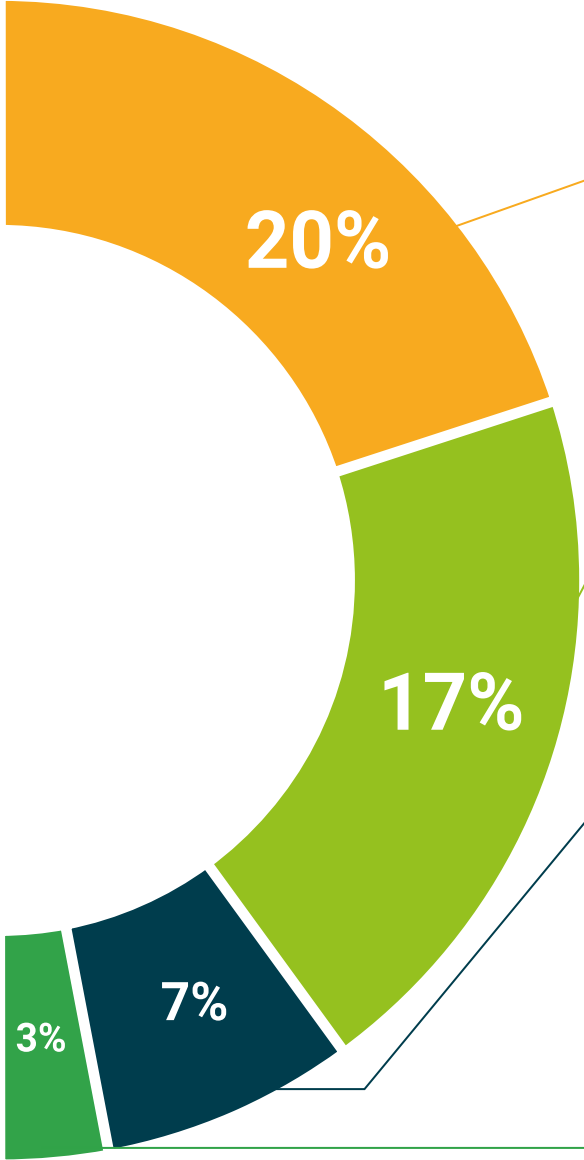
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



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 for future difficult decisions.



Quick Action Guides

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



05

Certificate

This Postgraduate Diploma in Special Educational Needs in Pre-School Education 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.



“

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 Special Educational Needs in Pre-School Education** 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.

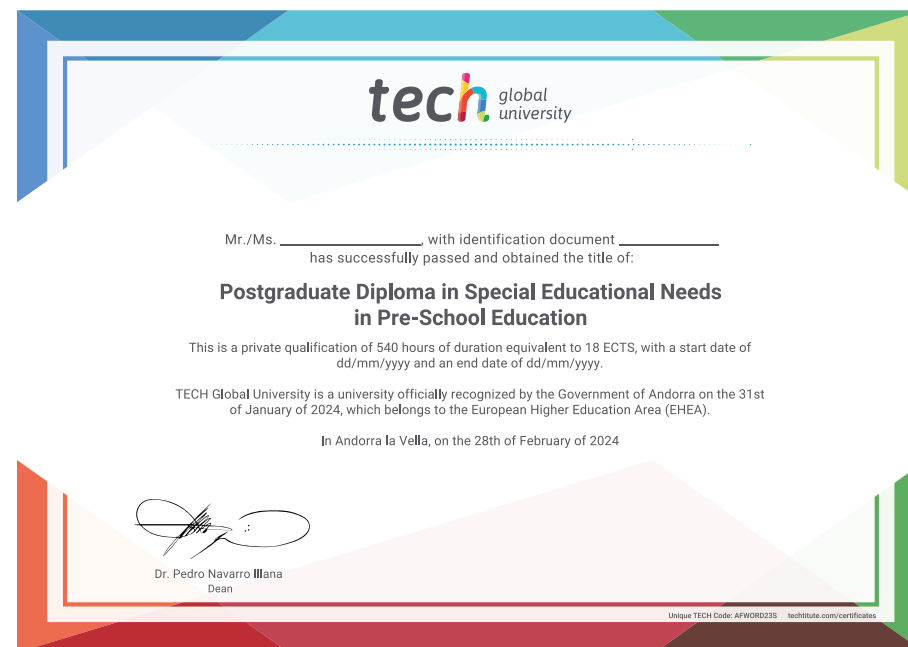
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Special Educational Needs in Pre-School Education**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



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

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



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