



Master's Degree
Inclusive Education for Children
and Adolescents in Situations
of Social Exclusion

» Modality: online

» Duration: 12 months

» Certificate: TECH Global University

» Accreditation: 60 ECTS

» Schedule: at your own pace

» Exams: online

Website: www.techtitute.com/us/education/master-degree/master-inclusive-education-children-adolescents-situations-social-exclusion

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Inclusive Education for Children and Adolescents in Situations of Social Exclusion is an urgent need in today's educational systems. Factors such as poverty, discrimination, and lack of access to quality resources limit the development of thousands of students worldwide. Based on this premise, the Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion at TECH emerges. An advanced university program that provides key knowledge about educational inclusion, addressing everything from regulatory frameworks to innovative intervention strategies.

In addition, current challenges in supporting students at risk of exclusion are explored, such as early school dropout, language barriers, and the integration of students with functional diversity. With a practical focus, real cases and successful models of inclusion are presented, allowing teachers and education professionals to develop competencies applicable in different educational contexts.

This university degree is delivered through a 100% online methodology, making it compatible with professional and personal responsibilities. Access to materials is available 24/7 from any device with an internet connection, ensuring a flexible learning experience. Additionally, TECH implements the Relearning learning method, which optimizes knowledge retention through progressive repetition, ensuring effective and high-level specialization. As a unique feature at TECH, graduates will receive 10 Masterclasses taught by an Expert International Guest Director who will reinforce and update knowledge with the latest innovations in inclusive education.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

This Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of practical cases presented by experts in Inclusive Education for Children and Adolescents in Situations of Social Exclusion
- 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
- Special emphasis on innovative methodologies in Inclusive Education for Children and Adolescents in Situations of Social Exclusion
- 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



Dive into 10 Masterclasses taught by an Expert in Inclusive Education and discover how to transform the school environment into a more equitable space"

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You will gain a comprehensive view of inclusive educational management, implementing strategies that promote the integration and well-being of students in vulnerable situations"

The faculty includes professionals from the field of Inclusive Education for Children and Adolescents in Situations of Social Exclusion, who bring their work experience to the program, along with 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 student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

Benefit from a curriculum designed by experts in inclusive education and top-quality content. Transform your pedagogical approach with TECH!

TECH offers the innovative Relearning methodology, which will provide you with more effective, practical, and contextualized learning aligned with the realities of educational inclusion.







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The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The most complete syllabus





World's
No.1
The World's largest
online university

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

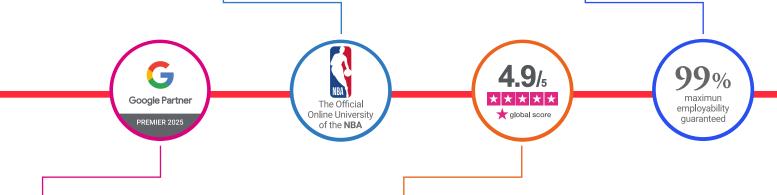
TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.

The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.





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Module 1. Inclusive Education and Social Inclusion

- 1.1. Inclusive Education: Concept and Key Components
 - 1.1.1. Conceptual Approach
 - 1.1.2. Difference Between Integration and Inclusion
 - 1.1.2.1. Integration Concept
 - 1.1.2.2. Inclusion Concept
 - 1.1.2.3. Difference Between Integration and Inclusion
 - 1.1.3. Key Elements of Educational Inclusion
 - 1.1.3.1. Key Strategic Aspects
 - 1.1.4. The Inclusive School and the Education System
 - 1.1.4.1. The Challenges of the Education System
- 1.2. Inclusive Education and Attention to Diversity
 - 1.2.1. Concept of Attention to Diversity
 - 1.2.1.1. Types of Diversity
 - 1.2.2. Diversity and Educational Inclusion Measures
 - 1.2.2.1. Methodological Guidelines
- 1.3. Multilevel Teaching and Cooperative Learning
 - 1.3.1. Key Concepts
 - 1.3.1.1. Multilevel Teaching
 - 1.3.1.2. Cooperative Learning
 - 1.3.2. Cooperative Teams
 - 1.3.2.1. Conceptualization of Cooperative Teams
 - 1.3.2.2. Functions and Principles
 - 1.3.2.3. Essential Elements and Advantages
 - 1.3.3. Benefits of Multilevel Teaching and Cooperative Learning
 - 1.3.3.1. Benefits of Multilevel Teaching
 - 1.3.3.2. Benefits of Cooperative Learning
 - 1.3.4. Barriers to the Implementation of Inclusive Schools
 - 1.3.4.1. Political Barriers
 - 1.3.4.2. Cultural Barriers
 - 1.3.4.3. Didactic Barriers
 - 1.3.4.4. Strategies to Overcome Barriers

- 1.4. Social Inclusion
 - 1.4.1. Inclusion and Social Integration
 - 1.4.1.1. Definition of Integration and Elements
 - 1.4.1.2. Concept of Social Inclusion
 - 1.4.1.3. Inclusion vs. Integration
 - 1.4.2. Inclusion in Education
 - 1.4.2.1. Social Inclusion at School
- 1.5. Inclusive School Assessment
 - 1.5.1 Assessment Parameters
- 1.6. ICT and UDL in Inclusive Schools
 - 1.6.1. Traditional Teaching Methods
 - 1.6.2. ICT
 - 1.6.2.1. Concept and Definition of ICT
 - 1.6.2.2. Characteristics of ICT
 - 1.6.2.3. Telematics Applications and Resources
 - 1.6.2.4. ICT in the Inclusive School
 - 1.6.3. Universal Design for Learning
 - 1.6.3.1. What Is UDL?
 - 1.6.3.2. UDL Principles
 - 1.6.3.3. The Application of UDL to the Curriculum
 - 1.6.3.4. Digital Resources and UDL
 - 1.6.4. Digital Tools to Individualize Learning in the Classroom

Module 2. Teacher Preparation for Inclusive Schools

- 2.1. Contextualization of the Inclusive School
 - 2.1.1. Main Features
 - 2.1.1.1. Basic Principles
 - 2.1.1.2. Objectives of Today's Inclusive School
- 2.2. Teacher Training for Inclusive Schools
 - 2.2.1. Previous Aspects to Consider
 - 2.2.1.1. Basis and Purpose
 - 2.2.1.2. Essential Elements of the Initial Training
 - 2.2.2. Main Theories and Models
 - 2.2.3. Criteria for the Design and Development of Teacher Education

- 2.2.4. Continuing Education
- 2.2.5. Profile of the Teaching Professional
- 2.2.6. Teaching Expertise in Inclusive Education
 - 2.2.6.1. The Support Teacher. Functions
 - 2.2.6.2. Emotional Skills
- 2.3. Emotional Intelligence of Teachers
 - 2.3.1. Emotional Intelligence Concept
 - 2.3.1.1. Daniel Goleman's Theory
 - 2.3.1.2. The Four Phase Model
 - 2.3.1.3. Emotional Competencies Model
 - 2.3.1.4. Emotional and Social Intelligence Model
 - 2.3.1.5. Theory of Multiple Intelligences
 - 2.3.2. Basic Aspects of Teachers' Emotional Intelligence
 - 2.3.2.1. Emotions
 - 2.3.2.2. Self-Esteem
 - 2.3.2.3. Self-Efficacy
 - 2.3.2.4. The Development of Emotional Skills
 - 2.3.3. Teacher Self-Care
 - 2.3.3.1. Strategies to Self-Care
- 2.4. External Elements: Administrations, Resources and Family
- 2.5. Quality in Inclusive Education
 - 2.5.1. Inclusion and Quality
 - 2.5.1.1. Conceptualization of Quality
 - 2.5.1.2. Dimensions in the Quality of Education
 - 2.5.1.3. Quality Parameters in the Inclusive School
 - 2.5.2. Successful Experiences



Module 3. The Role of the Family and the Community in Inclusive Education

- 3.1. The Diversity of Current Family Models
 - 3.1.1. Definition of Family Concept
 - 3.1.2. Evolution of Family Concept
 - 3.1.2.1. The Family in the 21st Century
 - 3.1.3. Family Models
 - 3.1.3.1. Types of Family Models
 - 3.1.3.2. Educational Styles in Family Models
 - 3.1.4. Educational Attention to the Different Family Models
- 3.2. Family Involvement in the School
 - 3.2.1. The Family and the School as Developmental Environments
 - 3.2.2. The Importance of Cooperation between Educational Agents
 - 3.2.2.1. The Management Team
 - 3.2.2.2. The Teaching Team
 - 3.2.2.3. The Family
 - 3.2.3. Types of Family Participation
 - 3.2.3.1. Direct Participation
 - 3.2.3.2. Indirect Participation
 - 3.2.3.3. Non-Participation
 - 3.2.4. Parent Schools
 - 3.2.5. The Parent-Teacher Association (PTA)
 - 3.2.6. Difficulties in Participation
 - 3.2.6.1. Intrinsic Participation Difficulties
 - 3.2.6.2. Extrinsic Participation Difficulties
 - 3.2.7. How to Improve Family Participation
- 3.3. The Family and the School as Developmental Environments
- 3.4. Society and Inclusive School
- 3.5. Learning Communities
 - 3.5.1. Conceptual Framework of Learning Communities
 - 3.5.2. Characteristics of Learning Communities
 - 3.5.3. Creation of a Learning Community
- 3.6. Creation of a Learning Community

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Module 4. Main Psychological Theories and Stages of Development

- 4.1. Main Authors and Psychological Theories of Childhood Development
 - 4.1.1. Psychoanalytic Theory of Child Development by S. Freud
 - 4.1.2. E. Erikson's Theory of Psychosocial Development
 - 4.1.3. Jean Piaget's Theory of Cognitive Development
 - 4.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
 - 4.1.3.2. Stages of Cognitive Development
 - 4.1.3.3. Sensorimotor Stage (0-2 Years)
 - 4.1.3.4. Preoperational Stage: Preoperational Substage (2-7 Years)
 - 4.1.3.5. Stage of Concrete Operations (7-11 Years)
 - 4.1.3.6. Formal Operational Stage (11-12 Years and Older)
 - 4.1.4. Lev Vygotsky's Sociocultural Theory
 - 4.1.4.1. How Do We Learn?
 - 4.1.4.2. Higher Psychological Functions
 - 4.1.4.3. Language, A Mediating Tool
 - 4.1.4.4. Zone of Proximal Development
 - 4.1.4.5. Development and Social Context
- 4.2. Introduction to Early Intervention
 - 4.2.1. History of Early Intervention
 - 4.2.2. Definition of Early Intervention
 - 4.2.2.1. Levels of Intervention in Early Intervention
 - 4.2.2.2. Main Fields of Action
 - 4.2.3. What is an Early Childhood Development and Early Intervention Center (ECDIC)?
 - 4.2.3.1. Concept of ECDIC
 - 4.2.3.2. Functioning of a ECDIC
 - 4.2.3.3. Professionals and Areas of Intervention

- 4.3. Developmental Aspects
 - 4.3.1. Developmental Aspects of Development 0-3 Years
 - 4.3.1.1. Introduction
 - 4.3.1.2. Motor Development
 - 4.3.1.3. Cognitive Development
 - 4.3.1.4. Language Development
 - 4.3.1.5. Social Development
 - 4.3.2. Developmental Aspects of Development 3-6 Years
 - 4.3.2.1. Introduction
 - 4.3.2.2. Motor Development
 - 4.3.2.3. Cognitive Development
 - 4.3.2.4. Language Development
 - 4.3.2.5. Social Development
- 4.4. Warning Signs in Child Development
- 4.5. Cognitive and Socio-affective Development from 7 to 11 Years
- 4.6. Cognitive Development during Adolescence and Early Youth

Module 5. Attachment and Affective Bonds

- 5.1. Attachment Theory
 - 5.1.1. Theoretical Basis
 - 5.1.1.2. John Bowlby
 - 5.1.1.3. Mary Ainsworth
 - 5.1.2. Attachment Behaviors
 - 5.1.3. Attachment Functions
 - 5.1.4. Internal Representation Models
 - 5.1.5. Ambivalent Insecure Attachment
 - 5.1.6. Avoidant Insecure Attachment
 - 5.1.7. Disorganized Attachment

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5.2.	Attachment Styles				
	5.2.1.	Secure Attachment			
		5.2.1.1. Characteristics of the Subject with this Attachment Style			
		5.2.1.2. Characteristics of the Caregivers that Promote this Style			
	5.2.2.	Ambivalent Insecure Attachment			
		5.2.2.1. Characteristics of the Subject with this Attachment Style			
		5.2.2.2. Characteristics of the Caregivers that Promote this Style			
	5.2.3.	Avoidant Insecure Attachment			
		5.2.3.1. Characteristics of the Subject with this Attachment Style			
		5.2.3.2. Characteristics of the Caregivers that Promote this Style			
	5.2.4.	Disorganized Attachment			
		5.2.4.1. Characteristics of the Subject with this Attachment Style			
		5.2.4.2. Characteristics of the Caregivers that Promote this Style			
5.3.	Evolution of Attachment in the Different Stages of Development				
	5.3.1.	Attachment During Childhood			
		5.3.1.1. Attachment Development in Early Childhood			
		5.3.1.2. Attachment in the Preschool Stage			
		5.3.1.3. Attachment During Infancy			
	5.3.2.	Attachment During Adolescence			
		5.3.2.1. Friendships: Evolution and Functions			
	5.3.3.	Adulthood			
		5.3.3.1. Attachment in Adults			
		5.3.3.2. Differences in Attachment During Adulthood			
		5.3.3.3. Attachment Theory and Love Relationships in Adulthood			
	5.3.4.	Old Age			
		5.3.4.1. Attachment Around Retirement			
		5.3.4.2. Attachment Around the Final Years of Life			

5.4.	Attachment and Parental Style			
	5.4.1.	The Family as a Development Context		
		5.4.1.1. Parental Skills and Abilities		
	5.4.2.	Parental Educational Styles and Bonding Styles		
		5.4.2.1. Authoritative/Democratic		
		5.4.2.2. Authoritarian/Repressive		
		5.4.2.3. Permissive/Indulgent		
		5.4.2.4. Negligent/Independent		
	5.4.3.	Promotion of Socio-Affective Development from the Family Environment		
5.5.	Import	Importance of Attachment in the Educational Context		
	5.5.1.	Relationship of the Child with the Educator as a Function of Attachment Style		
		5.5.1.1. Different Styles of Students According to Their Temperament		
		5.5.1.2. Children who are Confident or Insecure about Learning		
	5.5.2.	Educational Intervention: the Educator as a Bonding Figure		
		5.5.2.1. The First Bondings		
		5.5.2.2. Representations About Oneself, Others and Reality		
		5.5.2.3. The Importance of the Referring Teacher or Tutor		
	5.5.3.	The Socio-Affective Education Curriculum		
		5.5.3.1. The Formal Curriculum		
		5.5.3.2. The Paracurriculum		
	5.5.4.	Social and Emotional Development Programs in the Classroom		
		5.5.4.1 Educational Intervention in the Classroom		

5.5.4.2. Relationship Between Teachers and Family/Caregivers

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5.6.	Psychological Disorders Explained from Attachment Theory				
	5.6.1.	Behavioral Disorders			
		5.6.1.1. Reactive Attachment Disorder			
		5.6.1.2. Attention Deficit Disorder			
		5.6.1.3. Oppositional Defiant Disorder			
	5.6.2.	Personality Disorders			
		5.6.2.1. Borderline Personality Disorder			
		5.6.2.2. Dissociative Disorders			
	5.6.3.	Anxiety Disorders			
		5.6.3.1. Separation Anxiety Disorder			
		5.6.3.2. Social Anxiety Disorder			
		5.6.3.3. Generalized Anxiety Disorder			
		5.6.3.4. Post-Traumatic Stress Disorder			
	5.6.4.	Affective Disorders			
		5.6.4.1. Major Depression Disorder			
		5.6.4.2. Dysthymia			
		5.6.4.3. Bipolar Disorder			
5.7.	Creating Safe Contexts: Coping Capacities				
	5.7.1.	Protective Factors and Coping Strategies			
	5.7.2.	Risk and Vulnerability Factors			
	5.7.3.	Coping Concepts			
		5.7.3.1. Resilience			
		5.7.3.2. Coping			
		5.7.3.3 Positive Parenting			

Module 6. The Educational System as an Area of Social Exclusion

- 6.1. Exclusion in Education
 - 6.1.1. Conception of Current Education
 - 6.1.1.1. Traditional Education
 - 6.1.1.2. Evolution and Problems; European Schools
 - 6.1.1.3. Other Educational Models
 - 6.1.2. Educational Exclusion
 - 6.1.2.1. Concept of Educational Exclusion
 - 6.1.2.2. Justifications for Exclusion
- 6.2. Inclusive Schools and Attention to Diversity
 - 6.2.1. Current School Model (Successful Educational Actions in Compulsory Centers, Special Education Centers, Singular Educational Performance Centers)
 - 6.2.1.1. Educational Inclusion
 - 6.2.1.2. Attention to Diversity
 - 6.2.2. Organization of the Educational Response
 - 6.2.2.1. At the Educational System Level
 - 6.2.2.2. At Center Level
 - 6.2.2.3. At Classroom Level
 - 6.2.2.4. At Student Level
- 6.3. Students with SEN
 - 6.3.1. Evolution of SE in the Last Decades
 - 6.3.1.1. The Institutionalization of Special Education (Medical Model)
 - 6.3.1.2. Clinical Model
 - 6.3.1.3. Standardization of Services
 - 6.3.1.4. Pedagogical Model
 - 6.3.2. Definition of Children with SEN
 - 6.3.2.1. At the Educational Level
 - 6.3.2.2. At Social Level

6.3.3.	Students with SEN in the Educational Environment			
	6.3.3.1. Specific Learning Difficulties			
	6.3.3.2. ADHD			
	6.3.3.3. High Intellectual Potential			
	6.3.3.4. Late Incorporation into the Educational System			
	6.3.3.5. Personal or School History Conditions			
	6.3.3.6. Students with SEN			
6.3.4.	Organization of the Educational Response for this Student Body			
6.3.5.	Main SEN by Areas of Development of the Students with Special Education Needs			
Student	s with High Abilities			
6.4.1.	Models and Definition			
6.4.2.	Precocity, Talent, Giftedness			
6.4.3.	Identification and SEN			
6.4.4.	Educational Response			
	6.4.4.1. Acceleration			
	6.4.4.2. Grouping			
	6.4.4.3. Enrichment Programs			
	6.4.4.4. Ordinary Measures Center			
6.4.5.	Ordinary Measures Classroom			
6.4.6.	Extraordinary Measures			
Inclusio	n and Multiculturalism			
6.5.1.	Conceptualization			
6.5.2.	Strategies to Respond to Multiculturality			
	6.5.2.1. Classroom Strategies			
	6.5.2.2. Internal and External Classroom Support			
	6.5.2.3. Adequacy to the Curriculum			

6.5.2.4. Organizational Aspects

6.5.2.5. Center-Environment Cooperation 6.5.2.6. Collaboration from the Institution

6.4.

6.5.

6.6.1. Theoretical Basis/Approaches 6.6.1.1. Socio-Cognitive Conflict 6.6.1.2. Conceptual Controversies 6.6.1.3. Help Between Schoolchildren 6.6.1.4. Interaction and Cognitive Processes 6.6.2. Cooperative Learning 6.6.2.1. Concept 6.6.2.2. Characteristics 6.6.2.3. Components 6.6.2.4. Advantages 6.6.3. Training of the Teaching Staff 6.6.4. Cooperative Learning Techniques 6.6.4.1. Jigsaw Technique 6.6.4.2. Team Learning 6.6.4.3. Learning Together 6.6.4.4. Group Research 6.6.4.5. Co-op co-op 6.6.4.6. Guided or Structured Cooperation 6.7. Coeducation 6.7.1. What Is Meant by Coeducation 6.7.1.1. Homophobia 6.7.1.2. Transphobia 6.7.1.3. Gender-Based Violence

6.7.1.4. How to Work on Equality in the Classroom (Prevention in the Classroom)

6.6. Cooperative Learning

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6.	8.	The	Social	Climate	in the	Classroom
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6.8.1. Definition

6.8.2. Influencing Factors

6.8.2.1. Social Factors

6.8.2.2. Economic Factors

6.8.2.3. Demographic Factors

6.8.3. Key Agents

6.8.3.1. The Role of the Teacher

6.8.3.2. The Role of the Student

6.8.3.3. The Importance of Families

6.8.4. Evaluation

6.8.5. Intervention Programs

Module 7. The Child Protection System

7.1. Legislative and Conceptual Framework

7.1.1. International Regulations

7.1.1.1 Children's Rights Declaration

7.1.1.2. Principles of the United Nations General Assembly

7.1.1.3. United Nations Convention on the Rights of the Child

7.1.1.4. Other Regulations

7.1.2. Basic Principles of Protective Intervention

7.1.3. Basic Concepts of the Child Protection System

7.1.3.1. Concept of Protection

7.1.3.2. Concept of Vulnerability

7.1.3.3. Risk Situations

7.1.3.4. Helpless Situation

7.1.3.5. Safeguarding

7.1.3.6. Guardianship

7.1.3.7. The Best Interest of the Child

7.2. Adopting Children



Module 8. Educational Environment for Students under Guardianship

- 8.1. Characteristics of the Supervised Student
 - 8.1.1. Characteristics of Children under Guardianship
 - 8.1.2. How the Profile of Foster Children Affects the School Environment
 - 8.1.3. The Approach from the Educational System
- 8.2. Students in Foster Care and Adoption
 - 8.2.1. The Process of Adaptation and Integration to the School
 - 8.2.2. Student Needs
 - 8.2.2.1. Adopted Children Needs
 - 8.2.2.2. Foster Care Children Needs
 - 8.2.3. Collaboration Between School and Families
 - 8.2.3.1. School and Adoptive Families
 - 8.2.3.2. School and Foster Families
 - 8.2.4. Coordination Between the Social Agents Involved
 - 8.2.4.1. The School and the Protection System (Administrations, Monitoring Entities)
 - 8.2.4.2. The School and the Health System
 - 8.2.4.3. School and Community Services
- 8.3. Foster Care Center Students
 - 8.3.1. The Integration and Adaptation in School
 - 8.3.2. Residential Foster Care Children Needs
 - 8.3.3. Collaboration Between School and Protection Centers
 - 8.3.3.1. Collaboration Between Administrations
 - 8.3.3.2. Collaboration Between the Teaching Team and the Center's Educational Team
- 8.4. Life History Work
 - 8.4.1. What Do We Mean by Life History?
 - 8.4.1.1. Areas to be Covered in the Life History
 - 8.4.2. Support in Life History Work
 - 8.4.2.1. Technical Support
 - 8.4.2.2. Family Support

- 8.5. Educational Itineraries
 - 8.5.1. Compulsory Education
 - 8.5.2. Secondary Education
 - 8.5.2.1. Intermediate Level Training Cycles
 - 8.5.2.2. High School
 - 8.5.3. Higher Education
- 8.6. Alternatives After Reaching Legal Age
 - 8.6.1. Socio-Labor Insertion
 - 8.6.1.1. The Concept of Socio-Labor Insertion
 - 8.6.1.2. Orientation
 - 8.6.1.3. Professional Training and Education
 - 8.6.2. Other Alternatives

Module 9. Action by Schools in the Event of Child Abuse Situations

- 9.1. Child Abuse
 - 9.1.1. Definition and Conceptualization of Child Abuse
 - 9.1.1.1. Definition
 - 9.1.1.2. Conceptualization of Abuse in Terms
 - 9.1.1.2.1. Time of Development at Which it Occurs
 - 9.1.1.2.2. Who Produces the Abuse (Context in Which It Takes Place)
 - 9.1.1.2.3. The Specific Action or Omission that is Occurring
 - 9.1.1.2.4. Intentionality of Abuse
 - 9.1.2. The Social Importance of Identifying Child Abuse
 - 9.1.2.1. Basic Needs in Childhood
 - 9.1.2.2. Risk and Protective Factors
 - 9.1.2.3. Intergenerational Transmission of Abuse
 - 9.1.3. Situation of Risk and Situation of Helplessness
 - 9.1.3.1. Concept of Risk
 - 9.1.3.2. Concept of Helplessness
 - 9.1.3.3. Risk Assessment Protocol

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Child Abuse: Congral Characteristics and Main Types

J. Z.	Offilia A	base. General characteristics and Main Types		
	9.2.1.	Passive Abuse: Omission, Neglect or Abandonment		
		9.2.1.1. Definition and Alarm Indicators		
		9.2.1.2. Incidence and Prevalence		
	9.2.2.	Physical Abuse		
		9.2.2.1. Definition and Alarm Indicators		
		9.2.2.2. Incidence and Prevalence		
	9.2.3.	Abuse and Emotional Neglect		
		9.2.3.1. Definition and Alarm Indicators		
		9.2.3.2. Incidence and Prevalence		
	9.2.4.	Sexual Abuse		
		9.2.4.1. Definition and Alarm Indicators		
		9.2.4.2. Incidence and Prevalence		
	9.2.5.	Other Types of Abuse		
		9.2.5.1. Children Victims of Gender Violence		
		9.2.5.2. Transgenerational Cycle of Child Abuse		
		9.2.5.3. Münchhausen Syndrome by Proxy		
		9.2.5.4. Harassment and Violence through Social Networks		
		9.2.5.5. Peer Abuse: Bullying		
		9.2.5.6. Filioparental Violence		
		9.2.5.7. Parental Alienation		
		9.2.5.8. Institutional Abuse		
9.3.	Consec	Consequences of Child Abuse		
	9.3.1.	Indicators of Abuse		
		9.3.1.1. Physical Indicators		
		9.3.1.2. Psychological, Behavioral and Emotional Indicators		
	9.3.2.	Consequences of Abuse		
		9.3.2.1. Impact of Physical and Functional Development		
		9.3.2.2. Consequences on Cognitive Development and School Performance		
		9.3.2.3. Effects on Socialization and Social Cognition		
		9.3.2.4. Disorders in the Development of Attachment and Affection, Emotional Relationship Development		
		9.3.2.5. Behavioral Problems		

9.3.2.6. Childhood Trauma and Post-Traumatic Stress Disorder

- 9.4. Intervention Against Abuse in Schools: Prevention, Detection and Reporting
 9.4.1. Prevention and Detection
 9.4.2. Action Protocol
 9.4.2.1. Identification
 9.4.2.2. Immediate Actions
 9.4.2.3. Notification
 9.4.2.4. Communication of the Situation
 9.4.2.5. Emergency Procedure
 9.4.3. School Intervention in Child Abuse Cases
 9.5. Peer Abuse: Bullying
- 9.5.1. Risk Factors and Protective Factors of School Violence
 - 9.5.2. Protocols of Action from the School Center
- 9.5.3. Guidelines for Its Prevention and Treatment9.6. Filioparental Violence
 - 9.6.1. Explanatory Theories
 9.6.1.1. The Cycle of Violence
 - 9.6.2. Prevention and Intervention in Filioparental Violence
- 9.7. Networking: School, Family and Social Services

Module 10. School Mediation as a Tool for Inclusion

- 10.1. Conflicts in the Educational Environment
 - 10.1.1. Conceptualization of Conflict
 - 10.1.1.1. Theorizing About Conflict
 - 10.1.1.2. Types of Conflicts
 - 10.1.1.3. Psychological Aspects of Conflict
 - 10.1.2. Conflict in the Classroom
 - 10.1.2.1. School Climate
 - 10.1.2.2. Why Do Conflicts Arise in the Classroom?
 - 10.1.2.3. Types of Conflict in the Classroom
 - 10.1.2.4. Conflicts that Can Be Mediated
 - 10.1.2.5. The Importance of Communication and Dialogue

	10.2.1.	Concept of Mediation		
		10.2.1.1. Legislative Aspects		
	10.2.2.	Models of Mediation		
		10.2.2.1. The Traditional Model		
		10.2.2.2. The Narrative Model		
		10.2.2.3. The Transforming Model		
	10.2.3.	School Mediation		
		10.2.3.1. Evolution of School Mediation		
		10.2.3.2. Main Features		
		10.2.3.3. Principles of School Mediation		
		10.2.3.4. Pedagogical Dimension and Benefits of Mediation		
10.3.	Phases of School Mediation			
	10.3.1.	Premediation		
		10.3.1.1. Techniques and Strategies		
	10.3.2.	Entrance		
		10.3.2.1. Techniques and Strategies		
	10.3.3.	Tell Me About It		
		10.3.3.1. Techniques and Strategies		
	10.3.4.	Situating the Conflict		
		10.3.4.1. Techniques and Strategies		
	10.3.5.	Search for Solutions		
		10.3.5.1. Techniques and Strategies		
	10.3.6.	The Agreement		
		10.3.6.1. Techniques and Strategies		
10.4.	The Im	plementation of school Mediation Programs		
	10.4.1.	Program Types		
	10.4.2.	Program Implementation and Equipment Selection		
		10.4.2.1. Mediator Training		
	10.4.3.	Organization, Coordination and Monitoring		
	10.4.4.	Program Assessment		
		10.4.4.1. Evaluation Criteria		
10.5.	Other C	Conflict Resolution Techniques		

10.2. Mediation and School Mediation



You will understand the impact of the educational system on social the educational system on social exclusion and apply effective strategies to promote coexistence and prevent discrimination"





tech 26 | Teaching Objectives



General Objectives

- Manage techniques and strategies to deal with the diversity of students, and with the educational community: families and the community
- Analyze the role of teachers and families in the context of inclusive education
- Interpret all the elements and aspects concerning teacher preparation in the inclusive school
- Develop in the student ability to develop their own methodology and work system
- Internalize the typology of students who are at risk and socially excluded, and how the educational system should respond to them
- Describe the functioning of the child and youth protection system
- Study the different types of protection measures and their treatment in the school environment
- Analyze situations of child abuse and the protocols for action by the psychology professional



You will apply advanced psycho-pedagogical intervention techniques to improve the integration of children and adolescents at risk of social exclusion"





Module 1. Inclusive Education and Social Inclusion

- Describe key concepts related to educational and social inclusion
- Explain the traditional methods of education
- Define the fundamental methods of Inclusive Education
- Identify student needs
- · Identify the needs and possibilities of the educational center
- Plan an educational response adapted to the needs

Module 2. Teacher Preparation for Inclusive Schools

- Describe a historical evolution of exclusivity in the classroom
- Interpret the main sources of inclusive scope
- Analyze the main components for teacher learning
- Instruct on different models of Inclusive Schooling
- Inform about the legislation regarding Inclusive Education
- Use tools for learning in the field of exclusivity

Module 3. The Role of the Family and the Community in Inclusive Education

- Define the types of families that exist
- Apply techniques and strategies for intervention with a diversity of families
- Explain how to work with these families from the inclusive school
- Give guidelines to get families actively involved in the educational process of their children
- Analyze the role of society in the inclusive school
- Describe the role of families in learning communities

Module 4. Main Psychological Theories and Stages of Development

- Maintain a holistic view of human development and provide key factors for reflection in this field of knowledge
- Describe the characteristics and contributions of the different theoretical models of 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 5. Attachment and Affective Bonds

- Explain the importance of attachment style in relating to others
- Describe attachment styles and how they affect the way we interact in society
- Explain the current theory of attachment and the preceding theories that inspired it
- Establish a relationship between the educational style of the caregiver figure and the attachment style that the child will develop with that adult
- Describe the possible consequences, at the psychological level, of a non-secure attachment pattern
- Define guidelines to establish safe contexts with children and youth in the classroom

tech 28 | Teaching Objectives

Module 6. The Educational System as an Area of Social Exclusion

- Describe the implications of the educational system for the inclusion of different traditionally excluded social groups
- Value the importance of the inclusive school for the attention to student diversity
- Recognize the main SEN that can be presented by the children with special education needs
- Delve into the HIP and the models of attention to their SEN
- Establish the relationship between inclusion and multiculturalism

Module 7. The Child Protection System

- Identify the various types of protection measures
- Explain the operation of residential centers and their coordination with the school
- Develop skills to intervene in the school environment with children living in foster families or adopted children

Module 8. Educational Environment for Students under Guardianship

- Define the specific characteristics of foster and adopted children
- Acquire knowledge about the specific needs of children in foster and adoptive families
- Describe the different protection measures
- Acquire tools to deal with situations derived from the condition of being under guardianship
- Internalize and make essential the need for coordination between the different social agents surrounding the child under guardianship or the girl under guardianship
- Provide real alternatives in the field of social and labor insertion





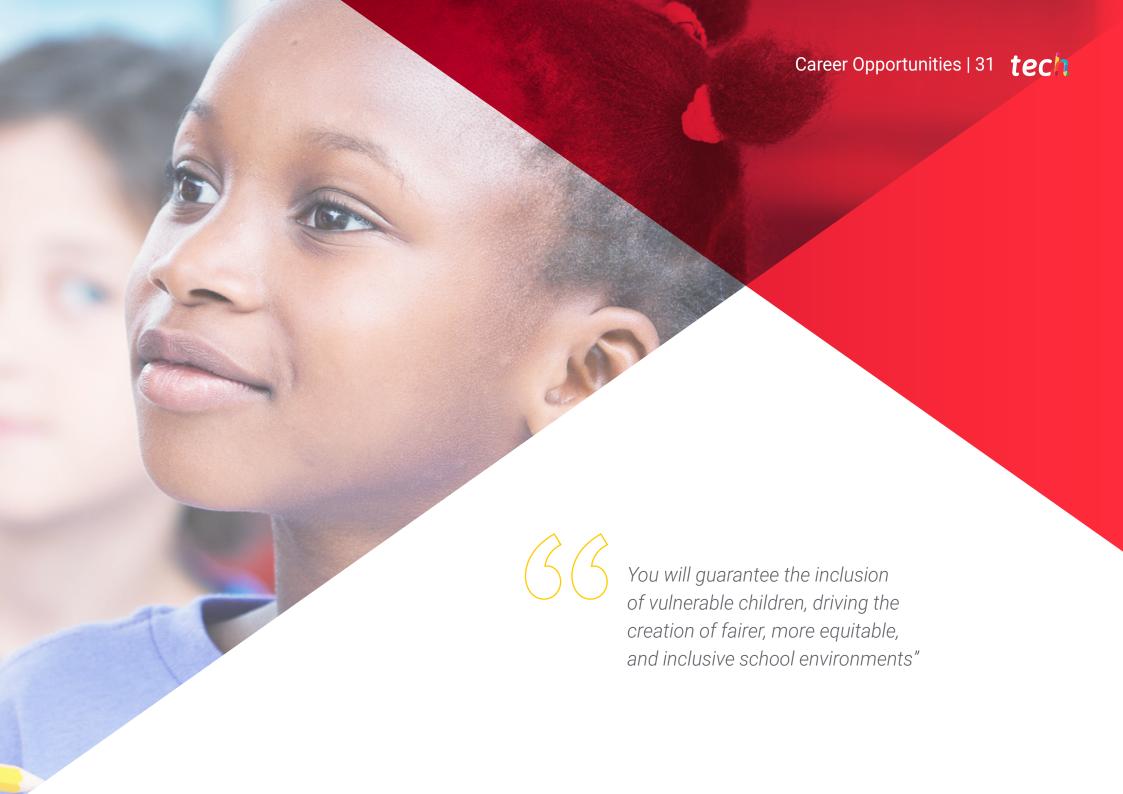
Module 9. Action by Schools in the Event of Child Abuse Situations

- Define the concept and typology of child abuse in all its possible versions
- Recognize the consequences of childhood maltreatment, as well as its sequelae in development and behavior
- Identify and know how to implement protocols for detecting child abuse in different contexts
- Identify and know how to act in situations of abuse among peers in the school context
- Identify and understand child-parental violence, recognizing the possible causes in order to acquire intervention strategies
- Establish criteria for intervention and coordination of the cases: available resources, institutions involved, family, teachers, etc

Module 10. School Mediation as a Tool for Inclusion

- Analyze the conflicts that occur in the educational environment
- Study the conceptualization of school mediation
- Define the steps to follow for an adequate implementation of mediation
- Delve into the pedagogical value of school mediation
- Acquire skills for the implementation of mediation
- Establish the appropriate space for the implementation of mediation in the classroom





tech 32 | Career Opportunities

Graduate Profile

Graduates will possess advanced skills in diagnosis, intervention, and curriculum adaptation, facilitating the learning of students with diverse needs. Additionally, professionals will be prepared to identify socio-educational risk factors, establish support networks, and develop preventive actions within the school environment. As such, their intervention will promote the real inclusion of students in vulnerable contexts, strengthening both their self-esteem and long-term retention in the educational system.

You will stand out for having a professional profile that is highly trained to transform education into a more inclusive space.

- Educational Barrier Diagnosis: Ability to identify factors that hinder inclusion in the classroom and design strategies to eliminate them
- Personalized Curriculum Adaptation: Skill to modify content, methodologies, and assessments according to the needs of students at risk of social exclusion
- Psycho-pedagogical Intervention: Competence in designing and applying support plans to improve student performance and emotional well-being
- School Mediation and Conflict Resolution: Expertise in techniques to foster coexistence and prevent discrimination in educational environments





Career Opportunities | 33 tech

After completing the university program, you will be able to apply your knowledge and skills in the following positions:

- **1. Inclusive Education Administrator:** Responsible for designing and implementing inclusion strategies in educational centers, ensuring equity in learning.
- **2. Social Intervention Program Technician:** Leads the planning and execution of projects aimed at improving the educational and social integration of children and adolescents in vulnerable situations.
- **3. Diversity Support Coordinator:** A professional responsible for evaluating, designing, and applying support strategies in schools to ensure the academic and social success of students with specific needs.
- **4. Child Protection and Education Advisor:** A professional working in child protection programs, ensuring access to safe, high-quality education.



You will design educational proposals that promote equity, participation, and the holistic development of children in socially disadvantaged contexts"





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.









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"

tech 38 | Study Methodology

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.



tech 40 | Study Methodology

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.

Study Methodology | 41 tech

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.

tech 42 | Study Methodology

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

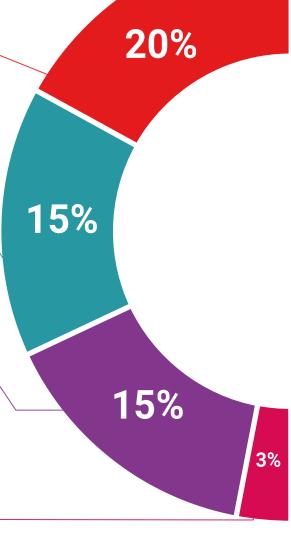
You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



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



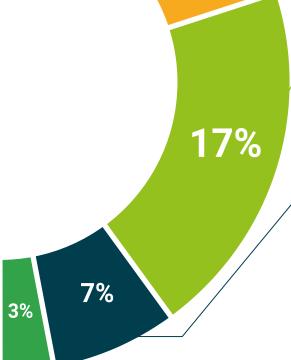
There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.

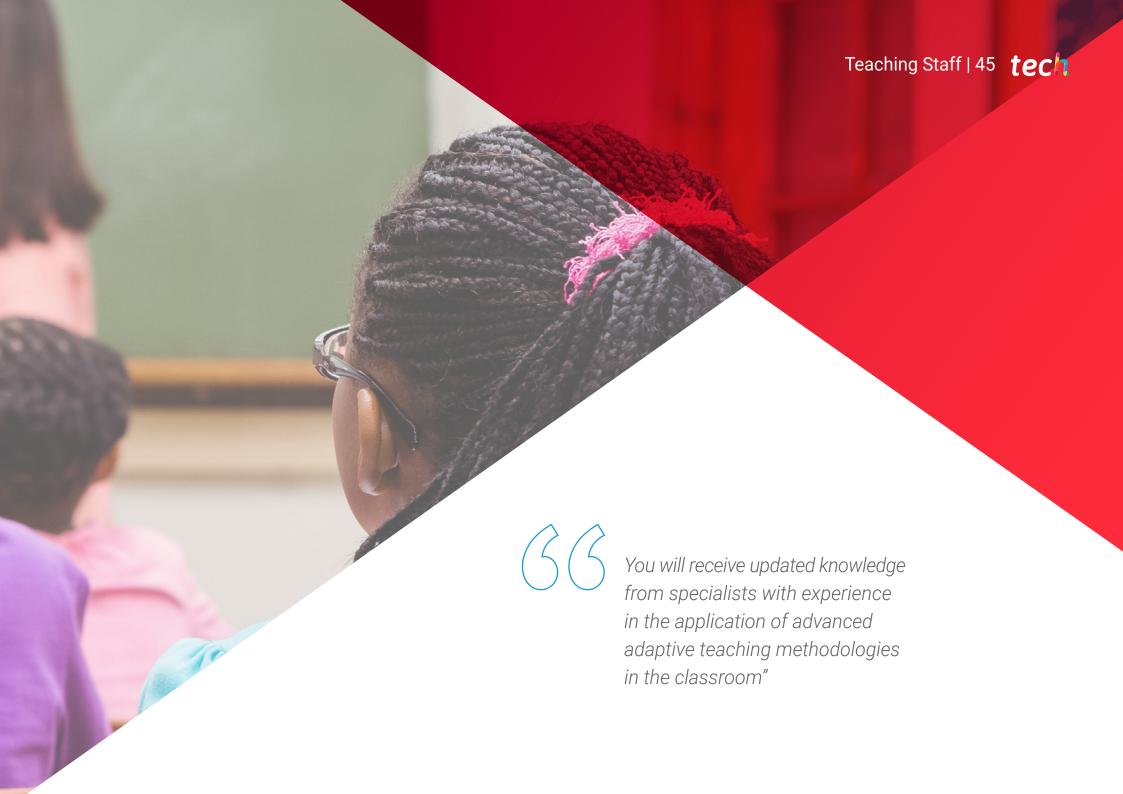
Quick Action Guides



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.







International Guest Director

Dr. Cathy Little, who holds a Ph.D. in Education, has a long career teaching children and young people in **Pre-School** and **Primary Education** centers. In particular, she is noted for her extensive experience in **Special Education** centers, where she has taught students with **Autism Spectrum** Disorders and **Behavioral** Disorders. In this field, she was assistant director of a **Support Unit** attached to a prestigious elementary school. She has also taught at both undergraduate and postgraduate levels and has held the position of **Director of Initial Teacher Education** at the University of Sydney.

Throughout her career she has proven to be an educator who is passionate about providing an engaging and positive educational experience for all students. Her areas of interest are **high support needs** and **positive behavioral guidelines**. Therefore, her research work has focused on the study of efficient pedagogical models that address the most complex learning difficulties.

In this line, one of her projects has dealt with teachers' attitudes and social inclusion of **students** with **Asperger syndrome**. She has also collaborated with Srinakharinwirot University in Bangkok to investigate the behavior, knowledge and perceptions of Thai teachers about children and adolescents with **Autism Spectrum Disorder**. She is also a member of the International **Society for Autism Research** and a member of the **Australian Special Education Association**.

She has an extensive list of published scientific articles and conference papers on education. She has also published the book *Supporting Social Inclusion for Students with Autism Spectrum Disorders*. For all this, she has been awarded twice with the **Teaching Excellence Award** from the Faculty of Education and Social Work of the University of Sydney.



Dr. Little, Cathy

- Director of Initial Teacher Education at the University of Sydney, Australia
- Deputy Director of a Primary School Support Unit
- Teacher in pre-school, primary and special education schools
- Doctorate in Education
- Master's Degree in Special Education from the University of Syndey
- Master's Degree in Pre-School Education from the University of Wollongong
- Master's Degree in Pre-School Teaching from Macquarie University
- Bachelor's Degree in Primary Education from the University of Syndey
- Member of: Australian Society for Autism Research and International Society for Autism Research



Thanks to TECH, you will be able to learn with the best professionals in the world"

Management



Mr. Notario Pardo, Francisco

- Family and School Mediator and Official Judicial Expert
- Supervising Officer of the Department in the Valencian Government
- Social Educator of the Intervention Team of Basic Primary Attention of Social Services in the City Council of Alcoy
- Official Judicial Expert in Family Courts and Juvenile Prosecutor's Office
- Interim Social Educator in the Valencian Government
- Intervention Technician in Foster Care for the Trama Center Association
- Coordinator of the Foster Care Intervention Center in Alicante
- Director of the Master's Degree in Inclusive Education for Children at Social Risk
- Bachelor's Degree in Pedagogy from the University of Valencia
- Diploma in Social Education from the University of Valencia
- Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior from the University of Valencia
- Specialization in Intervention and Therapy in Special Educational Needs and Socio-educational Needs by the Official College of Pedagogues and Psychopedagogues of the Valencian Community
- Official Judicial Expert by the Pedagogues and Psychopedagogues of the Valencian Community
- Teacher of Professional Training for Employment by the Servef Center
- University Certificate in Family and School Mediation Catholic University of Valencia San Vicente Mártir
- University Expert in Social Inclusion and Inclusive Education from the CEU Cardenal Herrera University
- Postgraduate Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior

Teachers

Ms. Antón Ortega, Noelia

- Therapeutic Pedagogue
- Special Education Teacher in the CEIP Miguel Hernández
- Postgraduate Certificate in Special Education Teacher
- Master's Degree in Neuropsychology and Education
- Training in ASD, ABN algorithm, ICT in the classroom, school bullying, educating by competences, emotional intelligence and child abuse, among others

Ms. Antón Ortega, Patricia

- Specialist in child abuse and cognitive-behavioral therapy
- Psychologist at CIAF Family Foster Care Intervention Center of Alicante
- Postgraduate Certificate in Social Work and Bachelor's Degree in Psychology
- Postgraduate Degree in Clinical Psychopathology and in Foster Care and Adoption
- Master's Degree in Children and Youth at Social Risk
- Postgraduate Diploma in Psychological Disorders in Childhood and Adolescence
- Specialist in Child Abuse and Cognitive-Behavioral Therapy in Childhood and Adolescence

Dr. Beltrán Catalán, María

- Pedagogue Therapist at Oriéntate con María
- Founder and Co-Director of PostBullying Spanish Association
- PhD Cum Laude in Psychology from the University of Cordoba
- Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville

Dr. Carbonell Bernal, Noelia

- Educational Guidance Counselor at the Regional Ministry of Education of the Region of Murcia
- PhD in Educational Psychology at the University of Murcia
- Master's Degree in Teacher Training from the University of Murcia
- Master's Degree in Clinical Psychology from the Catholic University San Antonio of Murcia
- Teacher at UNIR in Degree of Primary Education
- Professor of the Degree in Early Childhood Education at the VIU
- Member of the Teaching Staff at Camilo José Cela University

Ms. Pérez López, Juana

- Pedagogue Expert in Child Development and Early Attention Center (CDIAT)
- Director of Child and Educational Therapy Centers Walk With Me
- Autonomous Production in Pedagogical Reeducation
- Pedagogical Advisor/Children and Primary School Material at Editorial Teide
- Degree in Pedagogy from the University of Murcia
- Master's Degree in Child Development and Early Care from the University of Valencia
- Early Detection of Early Childhood Difficulties, Neuromotor Risk Assessment and Design of Psychopraxis Treatment Plans
- Judicial expert on families and minors at the Official College of Pedagogues and Psychopedagogues of the Valencian Community
- Certificate of Professionalism in Teaching Vocational Training for Employment by the Ministry of Education and Vocational Training
- $\bullet \ \ \text{Certificate in Learning Difficulties and Behavior Disorders from the University of Murcia}$
- Postgraduate Diploma in Didactics of Reading and Writing of Infant and Primary Language by the University CEU Cardenal Herrera

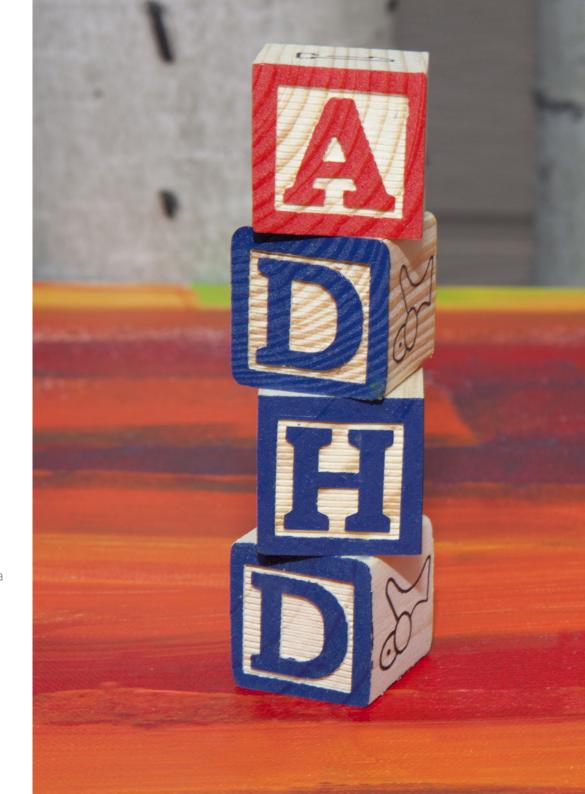
tech 50 | Teaching Staff

Ms. Tortosa Casado, Noelia

- Coordinator of Foster Care of Alicante in the Centro Trama Association
- Manager at Móvo Peritaciones Sociales
- Professor. Department of Education
- Collaborator at the University of Alicante
- Deputy Director at the International O'Belén Foundation
- Social Worker, Adoption Assessment Team at Eulen Group
- Social Worker of the Technical Team of Minors in the Ministry of Justice
- Social worker at the 24-hour Women's Centre
- Degree in Social Work from the University of Alicante
- Master's Degree in Secondary Teaching by the UMH
- Master's Degree *Cum Laude* in Intervention and Diagnosis with Minors at Social Risk from University of Alicante
- Diploma in Social Work and Minors at Social Risk from the University of Alicante

Ms. Chacón Saiz, María Raquel

- Pedagogue Expert in Educational Guidance and School Services
- Civil servant of the Department of Education and Science of the Valencian Community
- Master's Degree in Education and Sociocultural Animation from the University of Valencia
- Degree in Pedagogy from the University of Valencia







Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"





tech 54 | Certificate

This private qualification will allow you to obtain a diploma for the **Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion** 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.

TECH is a member of the prestigious **Association for Teacher Education in Europe (ATEE)**, the leading international association dedicated to teacher training. This partnership highlights its commitment to academic advancement and quality.

Accreditation/Membership



Title: Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion

Modality: online

Duration: 12 months

Accreditation: 60 ECTS



has successfully passed and obtained the title of: Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion

This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024







health
guarantee
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Master's Degree

Inclusive Education for Children and Adolescents in Situations of Social Exclusion

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

