

Professional Master's Degree

Management of Learning
Difficulties and Attention
to Diversity





Professional Master's Degree Management of Learning Difficulties and Attention to Diversity

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/education/professional-master-degree/master-management-learning-difficulties-attention-diversity

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01

Introduction

Learning difficulties are a complex and multidimensional reality. Most of the students who present them have specific needs, both educational and personal, which require a specialized approach, capable of pushing each student to their maximum capacity in an individualized manner. When this is not done, the rate of academic failure is very significant. As a result, there is now a large demand for professionals specializing in providing this type of support. In this educational program at TECH we provide a complete response to the needs that teachers have in this area of work. With the quality that will ensure your real growth in this type of intervention.





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Become the best support for student development, integrating diversity in a real way, from the most innovative vision of teaching in the 21st century”

In this worldwide panorama, it is a great challenge for education professionals to attend to a large group of students with Learning Difficulties (LD), as these difficulties manifest themselves in a variety of ways and the cause is often multifactorial and not always detectable. This Professional Master's Degree emerges as an answer to the increased demand for professionals (both in the health and educational fields) well-prepared with up-to-date and relevant knowledge. It provides the necessary skills to successfully face the challenges posed by the integral development of personality among diverse children and adolescents, with their different needs, styles, interests and conditions, but especially those with difficulties in learning to read, write, do mathematics and adapt to different environments.

In this way, learning difficulties are assessed from an integrative view of neurobiological, linguistic, psycho-pedagogical and social factors. We also assess their relationship with cognitive activity (perception, attention, memory, emotions, imagination, motivation, thinking, language and intelligence), deficiencies in teaching methodologies and practices, social conditions of development, as well as their manifestations in the basic instrumental areas (reading, writing and mathematics) and in school, social adaptation and interaction.

The design of the program was developed by an academic committee composed of specialists with experience in the clinical, educational and social fields. These professionals contribute their expertise to support the postgraduate education needs of teachers working in interdisciplinary and multidisciplinary teams, school management structures and specialized care. All this condensed in the most up to date theoretical and practical content of the current academic market and in an efficient and comfortable format, totally online so that the student can determine their own pace and can combine it with the rest of their obligations.

This **Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity** contains the most complete and up-to-date program on the market. Its most notable features are:

- ♦ Practical case studies presented by experts
- ♦ 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 most interesting innovations in the sector
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



You will have access to the most modern study system of online teaching in order to advance rapidly in your learning"

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Created to be affordable, this program will allow you to learn without losing motivation throughout the process, with the enthusiasm that comes from seeing the results of your efforts”

The teaching staff includes professionals from the psychology and education sector, who contribute their experience to this program, as well as renowned specialists from leading 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 educational experience designed to train 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. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

A teaching method proven for its educational impact that provides you with the most complete study materials available on and off line.

A highly skilled course that will allow you to acquire the knowledge and practical tools required to work effectively with learning difficulties.



02

Objectives

The main objective of the program is the development of theoretical and practical learning, which prepares the student to apply the techniques they learned in a practical and thorough way. An objective that you will see fulfilled in a systematic, efficient and complete way by passing this learning process.



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Achieve your objectives of professional improvement with the support of the most up-to-date professional development systems in online teaching”



General Objectives

- ♦ Increase theoretical-practical and educational-methodological knowledge related to psychology, teaching and education in relation to students with LD in the context of diversity, with an innovative, creative and integral vision for school management
- ♦ Develop professional skills, abilities and competences for the scientific management of the comprehensive educational care of schoolchildren with learning difficulties within the framework of diversity with a high level of specialization



A highly interesting review of the resources that teachers can apply when working with diverse students with learning difficulties”





Specific Objectives

Module 1. Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children

- ♦ Determine the theoretical positions that support Psychology and Pedagogy as sciences
- ♦ Identify the essential relationships between psychological sciences and pedagogical sciences based on their convergent and divergent elements
- ♦ Recognize the challenges that exist in the development of psychology and teaching in the global school environment
- ♦ Categorize learning theories to facilitate theoretical understanding based on established assumptions
- ♦ Recognize the potential of education for integral formation from a developmental point of view

Module 2. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

- ♦ Interpret the historical development of the field of learning disabilities, taking into account the different events that delimit its stages
- ♦ Explain the term learning disabilities from its historical controversies, its conceptual differentiation and the characterization of the schoolchild with this condition
- ♦ Compare the various classifications of learning difficulties from a current perspective
- ♦ Analyze the different theoretical approaches to learning disabilities and their relationship with care models

Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- ♦ Understand the diagnostic procedures and teacher evaluation in the field of learning difficulties and the relationship between them
- ♦ Identify the different stages of diagnosis and evaluation, the variables to consider and the most pertinent techniques and evaluation instruments
- ♦ Apply evaluation techniques and instruments to schoolchildren with possible learning difficulties in reading, writing and mathematics
- ♦ Characterize the functioning of the evaluative committee and the role of each one of its members
- ♦ Communicate in a structured, descriptive and analytical way the results of the diagnostic and evaluation process with the aim of guiding the educational care of a schoolchild with learning difficulties

Module 4. Fundamentals of the Management of Learning Difficulties

- ♦ Analyze the theoretical and methodological fundamentals of managing learning difficulties
- ♦ Characterize the processes that integrate the school management of learning difficulties in the context of diversity
- ♦ Link the processes of prevention, school organization and comprehensive educational attention based on their conceptualization and establishment of their relationships
- ♦ Value the role of psychological activity as an element of integration and consolidation of the theoretical and methodological foundations of managing learning difficulties and attention to diversity
- ♦ Develop plans for prevention and comprehensive educational attention for learning difficulties in the areas of reading, writing, mathematics and school adaptation

Module 5. Language as a Determining Element in the Care of Learning Difficulties

- ♦ Understand the concepts of communication, linguistic, speech, language and their relationships
- ♦ Understand the link between the development of language and thought based on the theoretical focus and its implication is the teaching-learning process
- ♦ Characterize the development of the language in its different components and alterations
- ♦ Explain language disorders and their incidence in adapting to school and learning difficulties associated with reading, writing and math
- ♦ Consider language disorders in the design and implementation of comprehensive educational care for learning difficulties

Module 6. Learning Difficulties in Reading and their Impact on the Training of a Citizen in the Knowledge Society

- ♦ Analyze the processes involved in learning to read in order to consider them in diagnosis, assessment and teaching
- ♦ Reflect on the different methods of teaching reading and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- ♦ Implement actions for the promotion of reading and prevention of reading difficulties, incorporating the main educational agencies
- ♦ Identify reading learning difficulties through their characterization, diagnosis, evaluation and relationship with the family and social context
- ♦ Develop comprehensive educational care plans for students or groups of students with learning difficulties based on their personal, family and contextual characteristics, motivations and their potential

Module 7. Learning Difficulties in Writing as a Possibility of Lasting Communication

- ♦ Analyze the processes, stages and levels involved in constructing written language in order to consider them in diagnosis, assessment and teaching
- ♦ Reflect on the different methods of teaching writing and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- ♦ Implement actions for the promotion of writing and prevention of its difficulties incorporating the main educational agencies
- ♦ Identify learning difficulties in producing written language through their characterization, diagnosis and evaluation, considering its relationship with the family and social context
- ♦ Develop comprehensive educational care plans for students or groups of students with learning difficulties in written language based on their characteristics, motivation and their personal, family and contextual potential

Module 8. Mathematical Learning Difficulty (MLD)

- ♦ Analyze the essential concepts and processes involved in learning math in order to consider them in diagnosis, assessment and teaching
- ♦ Reflect on the different methods of teaching math and their shortcomings, as well as the criteria for their selection and application in different students and contexts
- ♦ Implement actions for the promotion of math and prevention of its difficulties incorporating the main educational agencies
- ♦ Identify learning difficulties in learning math through their characterization, diagnosis and evaluation, considering its relationship with the family and social context
- ♦ Develop comprehensive educational care plans for students or groups of students with learning difficulties based on their personal, family and contextual characteristics, motivations and their potential



Module 9. Attention Deficit Hyperactivity Disorder (ADHD) as an Associated Condition of Learning Difficulties

- ♦ Understand Attention Deficit Hyperactivity Disorder (ADHD), its prevalence, causes and implications for educational and social inclusion across the lifespan
- ♦ Characterize a student with ADHD, their needs, interests and motivations for their integral educational care
- ♦ Analyze the theoretical models that explain ADHD and their relationship with the diagnosis, evaluation and selection of techniques and instruments
- ♦ Reflect on the complexity of the approach to the student with learning difficulties associated with ADHD, the educational implications and its consolidation in integral educational care

Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

- ♦ Reflect on information and communication technologies, chess and meditation as emerging alternatives for the management of learning difficulties in diverse contexts
- ♦ Argue the use and scope of ICT as a learning resource in the management of learning difficulties in primary education
- ♦ Evaluate the potentials of chess as a resource for management of learning difficulties linked with the main educational agencies: family, school and community
- ♦ Value the benefits of incorporating meditation into the school learning-teaching process within the context of learning difficulties

03 Skills

After passing the evaluations of the Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity, the professional will have acquired the necessary skills for a quality and up-to-date practice based on the most innovative teaching methodology. All of this will allow them to grow in their profession and acquire the necessary skills to grow within the sector, providing their patients with better guarantees of success.



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Gain the intervention skills of a learning difficulties specialist and begin to intervene as a more well-rounded and up-to-date teaching professional”



General Skills

- ♦ Integrate current knowledge on learning difficulties with a global vision of the neurobiological, linguistic, psychopedagogical and social aspects in order to provide professional judgments and propose solutions to educational problems in different contexts
- ♦ Build a new vision of LD and their management from the perspective of diversity and educational inclusion, based on a reflective and conscious analysis of the complex educational and social problems of the student
- ♦ Apply in practice the new knowledge acquired for the prevention, diagnosis, evaluation and care of LD
- ♦ Manage the process of school organization, creating the objective and subjective conditions indispensable for attention to diversity and school inclusion in different educational institutions and care centers
- ♦ Work in an articulate, coordinated and cooperative manner with the multidisciplinary team to provide answers to the demands of the problems that emerge in different educational contexts
- ♦ Value the potential of new alternatives, including ICT, chess and meditation for the care of LD within the framework of inclusion
- ♦ Develop research skills in the self-management of knowledge and autonomous learning for the realization of scientific inquiries based on theoretical positions in conventional and non-conventional educational contexts
- ♦ Communicate results of research and systematization of professional practice based on scientific criteria, supported by the integration of knowledge developed during the educational process





Specific Skills

- ♦ Characterize the student with learning difficulties based on the theoretical foundation for the design of comprehensive educational care strategies
- ♦ Analyze the principles that guide the attention to students with LD in order to guarantee their permanence in school from an inclusive approach
- ♦ Compare different theoretical approaches, models of diagnosis, evaluation and attention to learning difficulties that guide the inclusion of students with LD
- ♦ Select techniques for the diagnosis and evaluation of the educational needs generated in a person with learning difficulties in a specific school context
- ♦ Apply diagnostic and evaluation instruments to students with learning difficulties in order to determine their characterization
- ♦ Determine the current and potential state of cognitive activity and learning of instrumental areas for their use in the educational process
- ♦ Identify the personal, family, contextual and social potential of students with learning difficulties that can affect their integral development
- ♦ Analyze the problems of students with LD, linking the factors and conditions that integrate it for the design of comprehensive educational attention
- ♦ Understand the learning difficulties that are associated with other disorders and their implications for the design of care plans
- ♦ Elaborate integral and interdisciplinary reports for diagnostics, evaluation and care of a school child with LD
- ♦ Plan the individualized care of students with LD to be developed as a group in the different learning spaces
- ♦ Creatively design curricular adaptations to mediate access to learning
- ♦ Consider the relevance of educational alternatives for the attention of students with learning difficulties, in correspondence with their characterization and with emphasis on their potential
- ♦ Contrast professional practice with the decision-making theory
- ♦ Analyze the contributions and implications of the incorporation of emerging educational alternatives for the care of LD, such as ICT, chess and meditation
- ♦ Recognize the role of the psychologist specializing in learning difficulties and the points of articulation with the other professionals responsible for promoting and valuing the importance of cooperative and interdisciplinary work
- ♦ Together with other professionals, elaborate interdisciplinary care plans for students with LD
- ♦ Organize the psychologist's activity in a healthy and educational way, creating the necessary conditions for a developmental learning process
- ♦ Make the necessary adjustments to the physical and psychological environment of the learning spaces to create a school environment that motivates learning
- ♦ Guide the educational agencies (family-school-community) in the articulated work of the attention to diversity



With this program we want to meet your objective of acquiring superior qualifications in this highly demanded field"

04

Course Management

The program's teaching staff includes leading experts in Management of Learning Difficulties and Attention to Diversity, who contribute the experience of their work to this program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.





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Learning directly from experts is the most direct way to acquire the quality intervention skills that you are looking for”

Management



Dr. Moreno Abreu, Milagros Josefina

- ♦ PhD in Pedagogical Sciences
- ♦ Master's Degree in Health Education
- ♦ Diploma in Research Methodology
- ♦ Degree in Education With Major in Learning Difficulties
- ♦ Degree in Preschool Education
- ♦ Higher University Technician in Speech Therapy
- ♦ Postgraduate Professor Experimental Pedagogical University Liberation UPEL Teaching Master's Degree in Physical Education. Subjects: Research Methodology I, Measurement and Evaluation Instruments Design
- ♦ Postgraduate Professor Gran Caracas Research University (UNEXCA). Specialization in Human Talent Management Subject: Academic Reading and Writing



05

Structure and Content

A syllabus created to achieve the greatest involvement on the part of the professionals who take this Professional Master's Degree, through the interest and motivation provided by an innovative and current educational path. A complete and up-to-date compendium of the most effective developments and tools that will allow you to take a leap in your intervention skills in the Management of Learning Difficulties and Diversity Attention.



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A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life”

Module 1. Theoretical and Methodological Fundamentals in Attention to Diversity and Learning Difficulties in Children

- 1.1. Introduction
- 1.2. Philosophical, Sociological, Psychological and Pedagogical Bases of Attention to Diversity and Learning Difficulties in Children
 - 1.2.1. Basic Definitions
 - 1.2.1.1. Psychology and its Fundamentals
 - 1.2.1.2. Pedagogy and its Fundamentals
 - 1.2.1.3. Educational Process
 - 1.2.1.4. Teaching- Learning Process
 - 1.2.2. Contributions of Psychology to Pedagogy as a Science
 - 1.2.2.1. In the Theoretical Order
 - 1.2.2.2. In the Methodological Order
 - 1.2.2.3. In the Practical Order
 - 1.2.3. Influence of Educational Psychology in Learning Difficulties
 - 1.2.3.1. The Behavioral Perspective
 - 1.2.3.2. The Cognitive Perspective (Psychic Functions and Processes)
 - 1.2.3.3. Affective Perspective
- 1.3. Psychopedagogy as a Science Facing the Challenges of Diversity Education and the Care of Children with Learning Difficulties
 - 1.3.1. Object of Study of Psychopedagogy
 - 1.3.2. Categorical System of Psychopedagogy
 - 1.3.3. Principles of Psychopedagogy
 - 1.3.4. Challenges of Psychopedagogy in the 21st Century
- 1.4. Psychopedagogical Characterization of Children and Adolescents Who Attend the Different Levels of Education
 - 1.4.1. Basic Definitions
 - 1.4.1.1. Personality and its Origins
 - 1.4.1.1.1. Biological Factor
 - 1.4.1.1.2. Innate Factor
 - 1.4.1.1.3. Hereditary Factor
 - 1.4.1.1.4. Genetic Factor
 - 1.4.1.2. Cognitive Development and its Theoretical-Practical Importance for Care of LD
 - 1.4.1.2.1. Organic Aspect
 - 1.4.1.2.2. Maturing Aspect
 - 1.4.1.2.3. Functional Aspect
 - 1.4.1.2.4. Social Aspect
 - 1.4.1.2.5. Educational Aspect
 - 1.4.1.3. Learning
 - 1.4.1.3.1. Approach to its Conceptualization
 - 1.4.1.3.2. Necessary Conditions for Learning
 - 1.4.2. Psychopedagogical Characteristics of the Primary Education Schoolchild
 - 1.4.2.1. 6-8 Years Old Child
 - 1.4.2.1.1. First Grade Child
 - 1.4.2.1.2. Second Grade Child
 - 1.4.2.2. 8-10 Years Old Child
 - 1.4.2.2.1. Third Grade Child
 - 1.4.2.2.2. Fourth Grade Child
 - 1.4.2.3. 10-12 Years Old Child
 - 1.4.2.3.1. Fifth Grade Child
 - 1.4.2.3.2. Sixth Grade Child
- 1.5. Learning as an Individual and Social Process
 - 1.5.1. Cognitive Strategies
 - 1.5.2. Learning Strategies
 - 1.5.3. Remembering Strategies
 - 1.5.4. Retention Strategies
 - 1.5.5. Evocation Strategies
 - 1.5.6. Problem Solving Strategies
- 1.6. The Teaching-Learning Process in Primary School
 - 1.6.1. Approach to its Definition
 - 1.6.1.1. Teaching- Learning Process
 - 1.6.1.2. Developmental Teaching- Learning Process
 - 1.6.2. Characteristics of the Developmental Teaching- Learning Process
 - 1.6.3. Potentials of the Developmental Teaching-Learning Process



- 1.6.4. Cooperation, the Necessary Condition in the Teaching-Learning Process
 - 1.6.4.1. Cooperative Learning
 - 1.6.4.1.1. Definition
 - 1.6.4.1.2. Types of Cooperative Groups
 - 1.6.4.1.3. The Characteristics of Cooperative Learning
- 1.6.5. Forms of Participation in Cooperative Learning
 - 1.6.5.1. In the Classroom
 - 1.6.5.2. In Other Learning Spaces in the School
 - 1.6.5.3. In the Family
 - 1.6.5.4. In the Community
- 1.6.6. Structure of a Cooperative Learning Class
 - 1.6.6.1. Moment of Initiation
 - 1.6.6.2. Moment of Development
 - 1.6.6.3. Moment of Closing
- 1.6.7. Creation of Favorable Environments for Learning

Module 2. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

- 2.1. Introduction
- 2.2. A Historical View of Learning Difficulties
 - 2.2.1. Foundation Stage
 - 2.2.2. Transition Stage
 - 2.2.3. Consolidation Stage
 - 2.2.4. Current Stage
- 2.3. Critical Vision of its Conceptualization
 - 2.3.1. Criteria Applied for its Definition
 - 2.3.1.1. Exclusion Criteria
 - 2.3.1.2. Discrepancy Criteria
 - 2.3.1.3. Specificity Criteria
 - 2.3.2. Some Definitions and Their Regularities
 - 2.3.3. Between Heterogeneity and Differentiation

- 2.3.3.1. Schoolchild Problems
- 2.3.3.2. Low School Performance
- 2.3.3.3. Specific Learning Difficulties
- 2.3.4. Learning Disorders vs. Learning Difficulties
 - 2.3.4.1. Learning Disorders
 - 2.3.4.1.1. Definition
 - 2.3.4.1.2. Features
 - 2.3.4.2. Meeting Points Between the Disorder and Learning Difficulties that are Problematic for its Comprehension
 - 2.3.4.3. Difference Between Disorders and Learning Difficulties that Determine the Context of Application and Relevance
 - 2.3.4.4. Special Educational Needs (SEN) and Learning Difficulties
 - 2.3.4.4.1. Definition of Special Educational Needs
 - 2.3.4.4.2. SEN, their Differences and Regularities with Learning Difficulties
- 2.4. Classification of Learning Difficulties
 - 2.4.1. International Classification Systems
 - 2.4.1.1. DSM-5
 - 2.4.1.2. CIE-10
 - 2.4.2. Classification of Learning Difficulties According to the DSM-5
 - 2.4.3. Classification of Learning Difficulties According to CIE-10 (CIE-11 Currently Being Developed)
 - 2.4.4. Comparison of Classification Instruments
- 2.5. Mainly Theoretical Focus of Learning Difficulties
 - 2.5.1. Neurobiological or Organic Theories
 - 2.5.2. Theories of Cognitive Deficit Processes
 - 2.5.3. Psycholinguistic Theories
 - 2.5.4. Psychogenic Theories
 - 2.5.5. Environmentalist Theories
- 2.6. Causes of Learning Difficulties
 - 2.6.1. Personal or Intrinsic Factors
 - 2.6.1.1. Biological
 - 2.6.1.2. Psychogenic



- 2.6.2. Contextual or Extrinsic Factors
 - 2.6.2.1. Environmental
 - 2.6.2.2. Institutional
- 2.7. Attention Models of Learning Difficulties
 - 2.7.1. Models Focused on the Medical-Clinical Aspects
 - 2.7.2. Models Focused on Cognitive Processes
 - 2.7.3. Models Focused on Observable Deficits
 - 2.7.4. Models Focused on the Curriculum
 - 2.7.5. Educational Model of Integral Education
- 2.8. Activities for the Integration of Knowledge and its Practical Application
- 2.9. Recommending Readings
- 2.10. Bibliography

Module 3. Reflections on the Diagnosis and Evaluation of Learning Difficulties

- 3.1. Introduction
- 3.2. Diagnosis and its Distinctive Characteristics
 - 3.2.1. Definition
 - 3.2.2. Principles and Functions of the Diagnostic Process
 - 3.2.3. Characteristics of the Diagnosis
 - 3.2.4. Types of Diagnosis: Early Diagnostics and Psychopedagogical Diagnosis
- 3.3. Particularities of the Evaluation Process
 - 3.3.1. Educational Evaluation
 - 3.3.2. Psychopedagogical Evaluation
- 3.4. Relationship Between Diagnosis and Evaluation
 - 3.4.1. Theoretical Controversy Between Both Concepts
 - 3.4.2. Complementary Nature of the Diagnostic and Evaluation Processes
- 3.5. The Diagnostic and Evaluation Process of Learning Difficulties
 - 3.5.1. Definitions
 - 3.5.1.1. Diagnosis and its Particularities
 - 3.5.1.2. Assessment and its Particularities
 - 3.5.2. Techniques and Instruments for Diagnosis and Evaluation
 - 3.5.2.1. From a Qualitative Focus
 - 3.5.2.2. Based on Standardized Tests
 - 3.5.2.3. Integral Educational Evaluation Focus
- 3.6. The Evaluation Team and the Way it's Formed From an Interdisciplinary Perspective
 - 3.6.1. Potential of the Evaluation Team's Composition
 - 3.6.2. Particularities of the Evaluation Team According to the Way it Works
 - 3.6.3. Role of Each Member of the Team in the Diagnostic Process
- 3.7. The Psychopedagogical Report as an Instrument for Communication of Developmental Levels of Students with Learning Difficulties
 - 3.7.1. Dual Purpose of the Report
 - 3.7.1.1. In the Evaluation
 - 3.7.1.2. In the Care
 - 3.7.2. Essential Aspects Which Make Up its Structure
 - 3.7.2.1. Personal Data
 - 3.7.2.2. Assessment Reason
 - 3.7.2.3. Information on the Development of the Child
 - 3.7.2.3.1. Personal background
 - 3.7.2.3.2. Family Background
 - 3.7.2.3.3. Psychosocial Aspects
 - 3.7.2.3.4. School Aspects
 - 3.7.2.3.5. Techniques and Instruments of Applied Evaluation
 - 3.7.2.3.6. Analysis of the Results Obtained
 - 3.7.2.4. Conclusions
 - 3.7.2.5. Recommendations
 - 3.7.3. Particularities in the Way They Are Written
- 3.8. Activities for the Integration of Knowledge and its Practical Application
- 3.9. Recommending Readings
- 3.10. Bibliography

Module 4. Fundamentals of the Management of Learning Difficulties

- 4.1. Introduction
- 4.2. Prevention of Learning Difficulties
 - 4.2.1. Levels of Prevention
 - 4.2.2. Risk Factors
 - 4.2.3. Protective Factors
- 4.3. Psychopedagogical Intervention in LD
 - 4.3.1. Definition
 - 4.3.2. Principles
 - 4.3.3. Models of Psychopedagogical Intervention
- 4.4. Integral Educational Attention and its Implications
 - 4.4.1. Conceptualization
 - 4.4.2. Strategic Planning
 - 4.4.3. Individualized Planning
 - 4.4.4. Integral Educational Planning
- 4.5. Psychopedagogical Intervention vs. Integral Educational Attention
 - 4.5.1. Theoretical Positions that Support Them
 - 4.5.2. Comparative Analysis: Points of Convergence and Divergence
 - 4.5.3. Relevance of Use in the Context of Diversity
- 4.6. Theoretical Considerations on School Management
 - 4.6.1. Definitions and Principles of School Management
 - 4.6.2. Management of Educational Institutions or Care Centers
 - 4.6.2.1. Definition and Characteristics of the Management Process
 - 4.6.2.2. Implications of Interdisciplinary Work in School Management
 - 4.6.2.3. The Importance of the Articulation of the Family-School-Community Triad
 - 4.6.2.4. Networking
 - 4.6.2.4.1. Intrasectorial Articulation
 - 4.6.2.4.2. Intersectorial Articulation
 - 4.6.3. The School Organization and its Impact on the Educational Process
 - 4.6.3.1. Definition
 - 4.6.3.2. Living Arrangements for Students with LD
 - 4.6.3.3. The Teaching Timetable
 - 4.6.3.4. The Organization of the Teaching-Learning Process for Students with LD: the Classroom, Learning Projects and Other Forms of Organization
 - 4.6.4. Teaching Activity as a Transcendental Element in the Teaching-Learning Process
 - 4.6.4.1. The Healthy and Pedagogical Organization of the Teaching Activity
 - 4.6.4.2. The Teaching Load, Intellectual Work Capacity and Fatigue
 - 4.6.4.3. Conditions of the Physical Environment
 - 4.6.4.4. Conditions of the Psychological Environment
 - 4.6.4.5. Relationship of Organization of Teaching Activity With the Learning Motivation of Students with LD
- 4.7. Attention to Diversity in the Inclusive Education Framework
 - 4.7.1. Conceptualization
 - 4.7.2. Theoretical-Methodological Fundamentals
 - 4.7.2.1. Recognition and Respect of Individual Differences
 - 4.7.2.2. Attention to Diversity as a Principle of Inclusive Education
 - 4.7.3. Curricular Adaptations as a Path for the Attention to Diversity
 - 4.7.3.1. Definition
 - 4.7.3.2. Types of Curricular Adaptations
 - 4.7.3.2.1. Adaptations in the Methodology
 - 4.7.3.2.2. Adaptations in the Activities
 - 4.7.3.2.3. Adaptations in the Materials and the Time
 - 4.7.3.2.4. In the Functional Elements
- 4.8. Activities for the Integration of Knowledge and its Practical Application
- 4.9. Recommending Readings
- 4.10. Bibliography

Module 5. Language as a Determining Element in the Care of Learning Difficulties

- 5.1. Introduction
- 5.2. Thought and Language: Their Relationships
 - 5.2.1. Theories Explaining its Development
 - 5.2.2. Interdependence Between Thought and Language
 - 5.2.3. The Place of Language in Learning
- 5.3. Relationship of Language With Learning Difficulties
 - 5.3.1. Communication, Language, Speech and Language
 - 5.3.2. General Aspects of Language Development
 - 5.3.3. Language Impairment Prevention
- 5.4. Delayed Language Development and its Implications for Learning Difficulties
 - 5.4.1. Conceptualization of Language Development Delay and its Characterization
 - 5.4.2. Causes of Delayed Language Development
 - 5.4.3. Importance of Early Identification and Care at School
 - 5.4.4. Delayed Language Development as a Risk Factor for Learning Difficulties
- 5.5. Most Common Language Disorders in Students
 - 5.5.1. Concepts and Delimitations
 - 5.5.2. Speech Disorders. Their Manifestations in the Different Components: Phonetics, Phonology, Morpho-Lexical, Syntax, Semantics and Pragmatics
 - 5.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia, and Stuttering
- 5.6. Language Evaluation
 - 5.6.1. Assessment Tools
 - 5.6.2. Components to be Evaluated
 - 5.6.3. Evaluation Report
- 5.7. Attention to Language Disorders in Educational Institutions
 - 5.7.1. Language Disorders
 - 5.7.2. Speech Disorders
- 5.8. Activities for the Integration of Knowledge and its Practical Application
- 5.9. Recommending Readings
- 5.10. Bibliography


Module 6. Learning Difficulties in Reading and their Impact on the Training of a Citizen in the Knowledge Society

- 6.1. Introduction
- 6.2. Reading and its Processes
 - 6.2.1. Definition
 - 6.2.2. Lexical Process: The Lexical Route and Phonological Route
 - 6.2.3. Syntax Route
 - 6.2.4. Semantic Route
- 6.3. The Teaching/ Learning Process of Reading for Life
 - 6.3.1. Conditions or Requirements for Learning to Read
 - 6.3.2. Methods for Teaching Reading
 - 6.3.3. Strategies That Favor the Process of Learning to Read
- 6.4. Prevention of Reading Learning Difficulties
 - 6.4.1. Protective Factors
 - 6.4.2. Risk Factors
 - 6.4.3. Strategies for Promoting Reading
 - 6.4.4. Importance of the Main Educational Agencies in the Promotion of Reading
- 6.5. Reading and its Learning Difficulties
 - 6.5.1. Characterization of Reading Learning Difficulties
 - 6.5.2. Dyslexia as a Specific Learning Difficulty
 - 6.5.3. Main Difficulties in Reading Comprehension
- 6.6. Diagnosis and Evaluation of Reading Learning Difficulties
 - 6.6.1. Diagnostic Characterization
 - 6.6.2. Standardized Tests
 - 6.6.3. Non-Standardized Tests
 - 6.6.4. Other Evaluation Instruments
- 6.7. Attention of Reading Learning Difficulties
 - 6.7.1. Lexical Awareness
 - 6.7.2. Phonological Conscience
 - 6.7.3. Cognitive and Metacognitive Strategies to Favor Reading Comprehension
- 6.8. Activities for the Integration of Knowledge and its Practical Application
- 6.9. Recommending Readings
- 6.10. Bibliography

Module 7. Learning Difficulties in Writing as a Possibility of Lasting Communication

- 7.1. Introduction
- 7.2. Construction and Written Language Process
 - 7.2.1. Stages in Development of Writing
 - 7.2.2. Written Language Construction Levels
 - 7.2.3. Strategies to Favor the Transition Between Construction Levels
 - 7.2.4. Methods for Teaching Written Language
 - 7.2.5. Written Language Production Models
 - 7.2.5.1. Text Types
- 7.3. Cognitive Processes Involved in Writing
 - 7.3.1. Planning
 - 7.3.2. Production
 - 7.3.3. Review
- 7.4. Prevention of Writing Learning Difficulties
 - 7.4.1. Protective Factors
 - 7.4.2. Risk Factors
 - 7.4.3. Strategies for the Promotion of Written Language Production
 - 7.4.4. Importance of the Main Educational Agencies in the Promotion of Writing
- 7.5. Writing and its Learning Difficulties
 - 7.5.1. Errors in the Construction of the Written Language
 - 7.5.2. Specific Errors in the Construction of Written Language
 - 7.5.3. Characterization of the Difficulties of Written Language Production
 - 7.5.4. Dysgraphia as a Specific Learning Difficulty in Writing
- 7.6. Diagnosis and Evaluation of Learning Difficulties in Writing
 - 7.6.1. State of the Cognitive Processes Involved
 - 7.6.2. Prediction Indicators of Learning Difficulties in Writing
 - 7.6.3. What to Assess From the Second Grade Onwards in Texts Written by Children?



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- A photograph of a teacher with long brown hair, wearing a light-colored long-sleeved shirt, leaning over a desk to assist a young girl in a classroom. The girl is wearing a yellow top and is looking down at a book or paper on the desk. Other students are visible in the background, also at their desks.
- 7.7. Care for Learning Difficulties in Writing
 - 7.7.1. Strategies to Promote the Automation of Writing Movements
 - 7.7.2. Strategies to Favor the Planning of a Text
 - 7.7.3. Strategies to Favor the Production of a Written Text
 - 7.7.4. Strategies to Favor the Review of a Written Text
 - 7.8. Activities for the Integration of Knowledge and its Practical Application
 - 7.9. Recommending Readings
 - 7.10. Bibliography

Module 8. Mathematical Learning Difficulty (MLD)

- 8.1. Introduction
- 8.2. Mathematical Knowledge and its Basic Concepts
 - 8.2.1. Qualitative and Quantitative Concept
 - 8.2.2. Space-Time Concepts
- 8.3. Mathematics and the Processes Involved in its Learning
 - 8.3.1. Classification
 - 8.3.2. Seriation
 - 8.3.3. Correspondence
 - 8.3.4. Conservation of the Object or Substance
 - 8.3.5. Reversibility of Thought
 - 8.3.6. Cognitive and Meta-Cognitive Strategies
 - 8.3.6.1. Directive Model Strategies
 - 8.3.6.2. Counting
 - 8.3.6.3. Numerical Facts
- 8.4. The Teaching- Learning Process of Mathematics
 - 8.4.1. Subitizing and Counting: Principle of One-to-One Correspondence, Stable -Order, Cardinality, Abstraction and Irrelevance of Order
 - 8.4.2. Learning Numerical Series: Acquisition, Elaboration and Consolidation
 - 8.4.3. Learning Problem Solving: Location of the Variable, Semantic Structure, etc.
 - 8.4.4. Learning Algorithms

- 8.5. Prevention of Learning Difficulties in Mathematics
 - 8.5.1. Protective Factors
 - 8.5.2. Risk Factors
 - 8.5.3. Strategies for the Promotion of Learning Mathematics
- 8.6. Mathematics and its Difficulties
 - 8.6.1. Definition of Learning Difficulties in Mathematics
 - 8.6.2. Learning Difficulties in Mathematics Related to: The Nature of Mathematics Itself, The Organization and Methodology of Teaching, Related to the Student
 - 8.6.3. Common Errors: Problem Solving, In the Steps of the Algorithm
 - 8.6.4. Dyscalculia as a Specific Learning Difficulty: Semativ, Perceptive, Procedural
 - 8.6.5. Causes of Mathematical Learning Difficulty (MLD)
 - 8.6.5.1. Contextual Factors
 - 8.6.5.2. Cognitive Factors
 - 8.6.5.3. Neurobiological Factors
- 8.7. Diagnostics and Evaluation of Mathematical Learning Difficulty (MLD)
 - 8.7.1. Standardized Tests
 - 8.7.2. Non-Standardized Tests
 - 8.7.3. The Integral Education Evaluation and Diagnosis
- 8.8. Attention to Learning Difficulties in Mathematics
 - 8.8.1. Principles of Care
 - 8.8.2. Teaching of Concepts and Procedures
 - 8.8.3. Problem-Solving Strategies
 - 8.8.4. Discovery Teaching Strategies
- 8.9. Activities for the Integration of Knowledge and its Practical Application
- 8.10. Recommending Readings
- 8.11. Bibliography

Module 9. Attention Deficit Hyperactivity Disorder (ADHD) as an Associated Condition of Learning Difficulties

- 9.1. Introduction
- 9.2. Approach to Attention Deficit Hyperactivity Disorder
 - 9.2.1. Prevalence and Transcendence
 - 9.2.2. Causes of Attention Deficit Hyperactivity Disorder
 - 9.2.2.1. Genetic Factors
 - 9.2.2.2. Neurobiological Factors
 - 9.2.2.3. Endocrine Factors
- 9.3. Main Theoretical Models That Explain ADHD
 - 9.3.1. Deficits in Inhibitory Response Control
 - 9.3.2. Behavioral Model Focused on the Manifestations of Lack of Attention, Hyperactivity and Impulsion
 - 9.3.3. Model Based on Executive System Dysfunction, Current Consensus
- 9.4. Characterization of Attention Deficit Hyperactivity Disorder
 - 9.4.1. Predominant Manifestations According to DSM-5
 - 9.4.2. Evolution of ADHD Throughout a Lifetime
 - 9.4.2.1. Breastfeeding
 - 9.4.2.2. In Kindergarten Education Children
 - 9.4.2.3. In Elementary Schoolchildren
 - 9.4.3. ADHD as an Executive Function Disorder
 - 9.4.3.1. Definition of Executive Functions
 - 9.4.3.2. Operative or Work Memory
 - 9.4.3.3. Self-Regulation of Motivation, Emotions and Vigilance
 - 9.4.4. Internalization of Language
 - 9.4.5. Reconstruction

- 9.5. Diagnosis and Evaluation of Attention Deficit Hyperactivity Disorder
 - 9.5.1. Physiological Evaluation and Diagnosis: Neuroanatomical, Biochemical and Endocrine Aspects
 - 9.5.2. Neuropsychological Evaluation and Diagnosis (Standardized Tests)
 - 9.5.3. Integral Educational Evaluation and Diagnosis: The Observation and Diagnostic Interview With the Student, The Interview With the Parents; The Questionnaire or Measurement Scale for Parents and Teachers
- 9.6. Integral Educational Care for Students with ADHD
 - 9.6.1. Integration of Pharmacological, Psychological and Psychopedagogical Aspects
 - 9.6.2. Consolidation of Integral Educational Care: Work Directly With the Student, In the School Context and The Family Context
- 9.7. Educational Implication for the Integral Care of Students With Learning Difficulties Associated With ADHD
 - 9.7.1. Main Psycho-Social Problems of Students With Learning Difficulties and ADHD
 - 9.7.2. Main Learning Difficulties in Reading in Those Students: Recognition of Words and Text Comprehension
 - 9.7.3. Main Learning Difficulties in Writing in Those Students: Handwriting and Composing Texts
 - 9.7.4. Main Learning Difficulties in Mathematics: Low Automation of Tasks Related to Numeracy, Mental Calculation, Mathematical Operations and Problem Solving
- 9.8. Activities for the Integration of Knowledge and its Practical Application
- 9.9. Recommending Readings
- 9.10. Bibliography

Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

- 10.1. Introduction
- 10.2. Information and Communication Technologies Applied to Learning Difficulties and Attention to Diversity
- 10.3. Assisted Therapies with Animals, LD and Attention to Diversity
- 10.4. Mindfulness, LD and Attention to Diversity
- 10.5. Chess, LD and Attention to Diversity
- 10.6. Medication, LD and Attention to Diversity
- 10.7. Effectiveness of Alternative Therapies



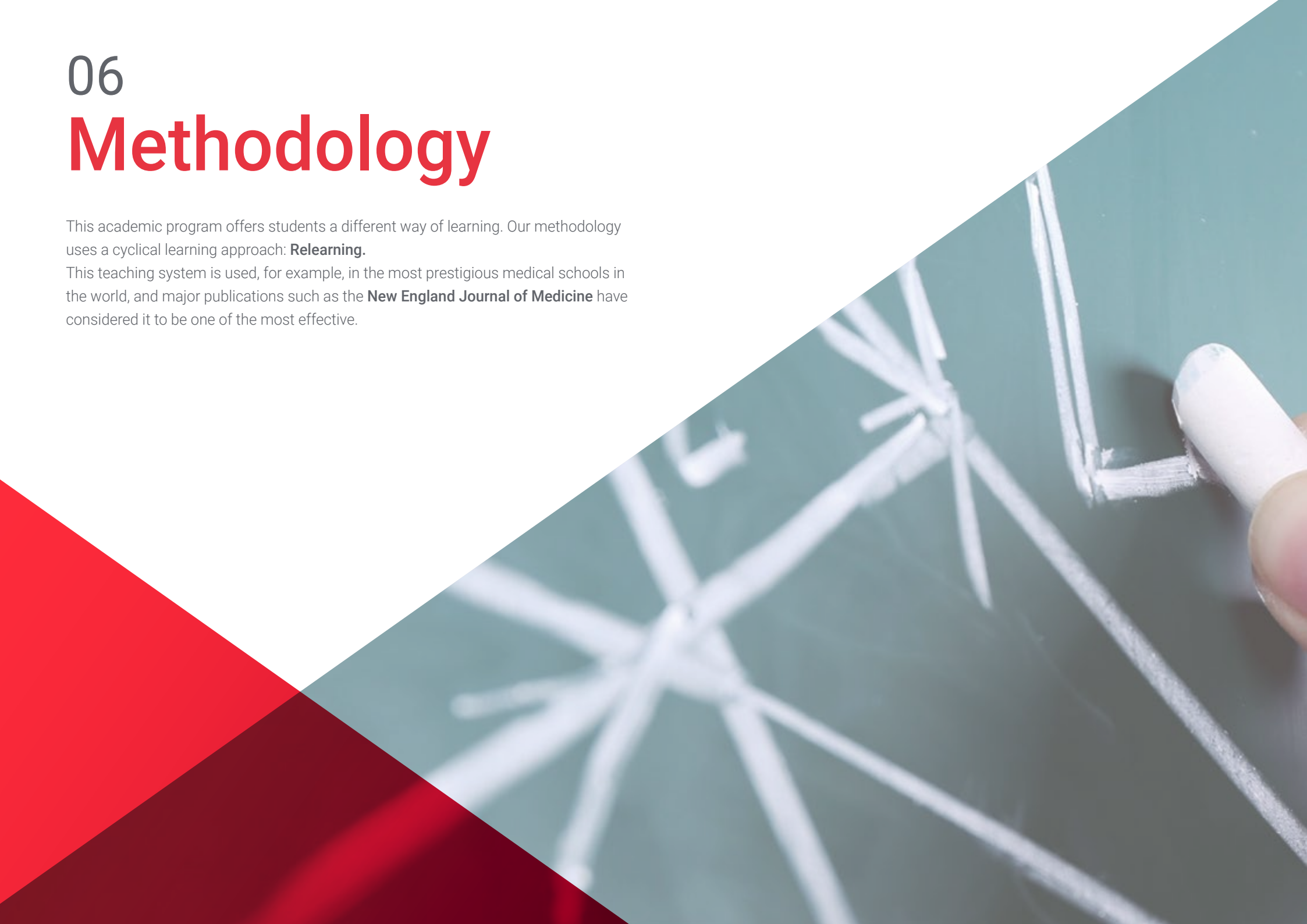
A unique, key, and decisive educational experience to boost your professional development”

06

Methodology

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

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





“

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

At TECH Education School we use the Case Method

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

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



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

“

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

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

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



Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.



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 adapted in 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, students can watch them as many times as they want.



Interactive Summaries

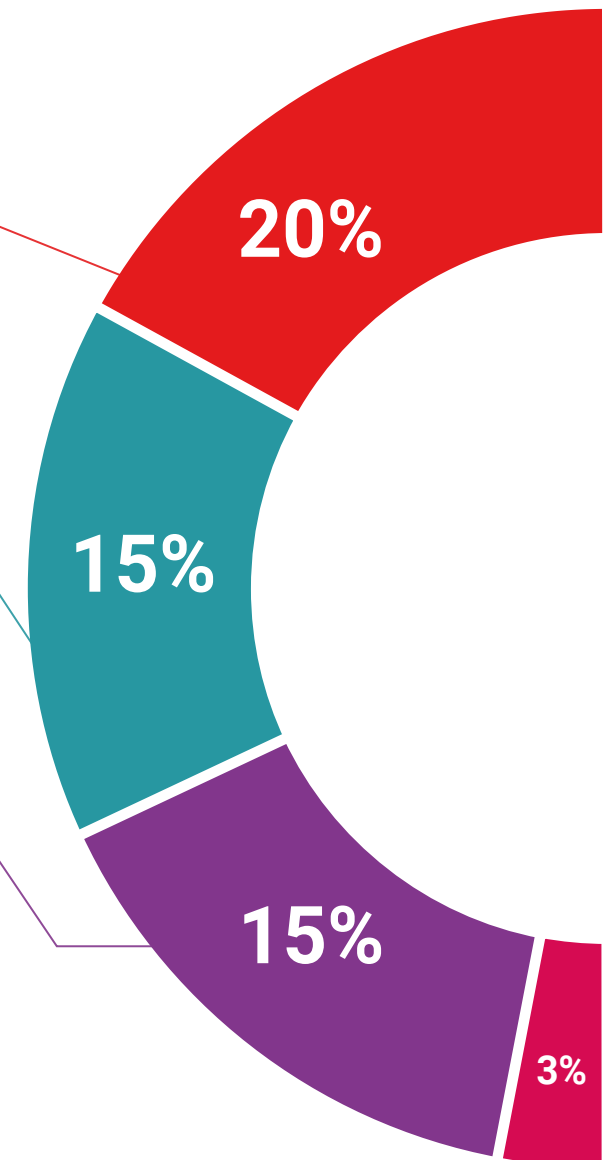
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

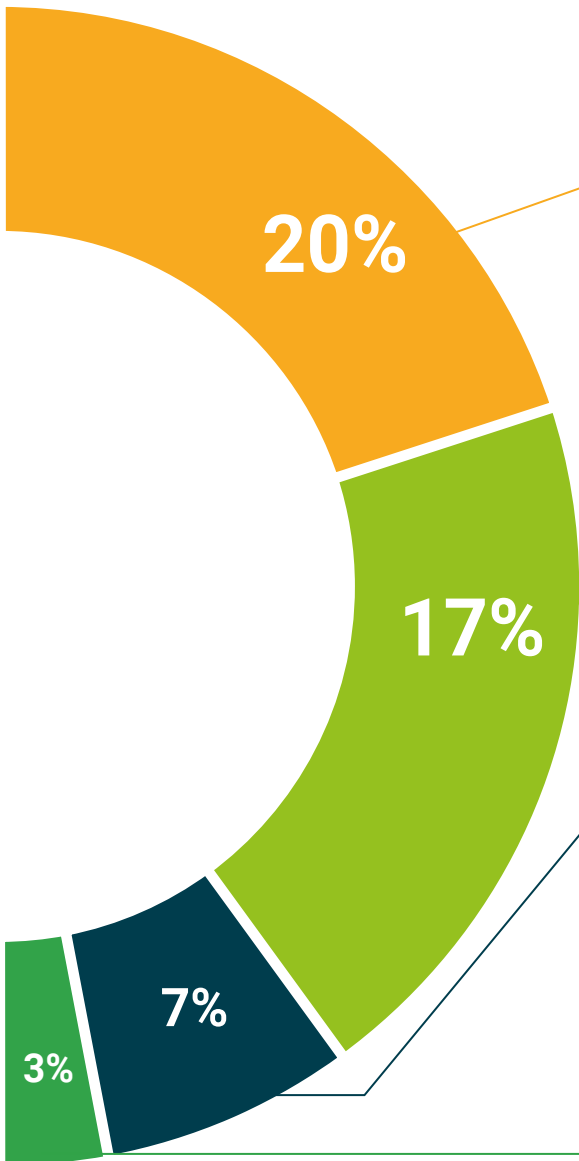
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



07

Certificate

The Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity guarantees students, in addition to the most rigorous and updated education, access to a Professional Master's Degree issued by the TECH Technological University. University.



“

*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

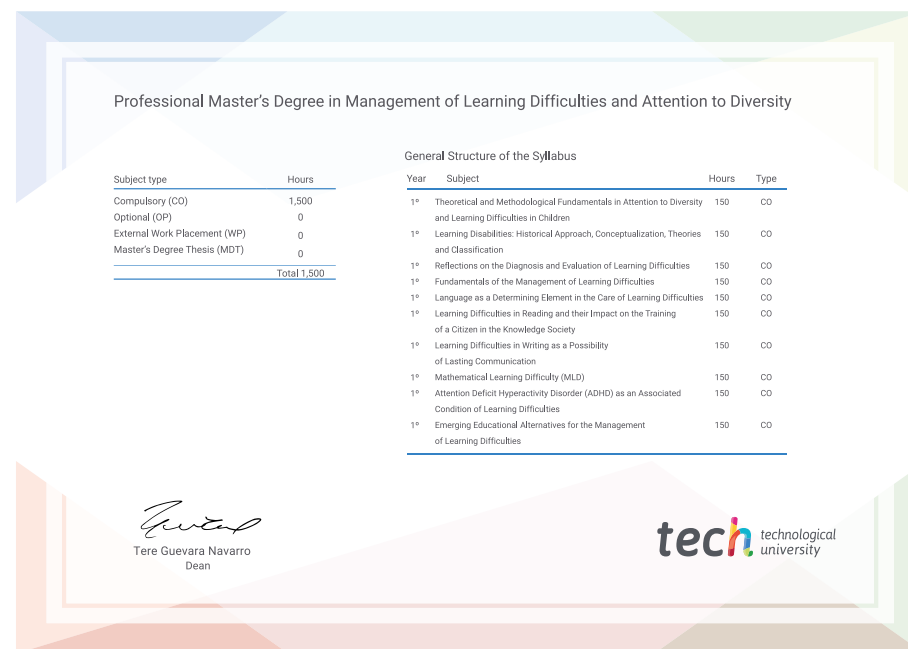
This **Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity** contains the most complete and up-to-dated program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Management of Learning Difficulties and Attention to Diversity**

Official N° of hours: **1,500 h.**



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

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health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

tech technological
university

Professional Master's Degree

Management of Learning

Difficulties and Attention

to Diversity

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

Management of Learning Difficulties and Attention to Diversity

