

# Advanced Master's Degree Therapeutic Pedagogy and Learning Difficulties





## Advanced Master's Degree Therapeutic Pedagogy and Learning Difficulties

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/pk/psychology/advanced-master-degree/advanced-master-degree-therapeutic-pedagogy-learning-difficulties](http://www.techtitute.com/pk/psychology/advanced-master-degree/advanced-master-degree-therapeutic-pedagogy-learning-difficulties)

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# 01

# Introduction

Therapeutic pedagogy allows for the use of personalized therapies with children who have learning difficulties so they are able to learn and acquire knowledge. This is a complex and multidisciplinary reality, since these students have specific needs, both educational and personal, and the rate of academic failure is very significant. It is therefore necessary to have psychologists specialized in learning difficulties, who can perform specific and innovative therapies that allow for improvement in these students



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*Psychologists specializing in learning difficulties can help children with educational problems to improve their abilities”*

Learning difficulties are a global problem that has become one of the great battles for psychologists, who have to apply complementary and innovative therapies to improve student performance. The Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties aims to help professionals combine the main diagnostic tools for these problems with the most appropriate techniques to combat them

The professors on the program are teachers specialized in Therapeutic Pedagogy and Learning Difficulties, who face the realities of students with functional diversity every day. They are knowledgeable not only of the theory, but also have experience in providing appropriate responses to the demands of students both individually and in the processes of inclusion in the real world

This is a unique Advanced Master's Degree that combines the management of common diagnostic classifications within multiprofessional teams and their involvement in daily practice. This combination allows students to address the real demands within the within the field of work they practice

Diversity is understood as the differences that students present in school learning, differences in terms of aptitudes, interests, motivations, abilities, maturity rates, learning styles, previous experiences and knowledge, social and cultural environments, etc. These aspects make up student typologies and profiles that should largely determine educational planning and action

The perspective from the emerging educational paradigm must be inclusive and must be based on a biopsychosocial model that contemplates attention to diversity from a comprehensive approach aimed at the entire educational community. Psychologists, in the different educational stages, need to know the characteristics of these students, how to identify their needs and have the knowledge and tools to intervene at a personal, socio-familial and, above all, educational level

This training program includes comprehensive knowledge on learning difficulties, incorporating new advances in educational psychology, clinical and pedagogic, as well as aspects regarding new technologies that can help to work with this population of students

This **Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ◆ The latest technology in online teaching software
- ◆ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ◆ Practical cases presented by practising experts
- ◆ State-of-the-art interactive video systems
- ◆ Teaching supported by telepractice
- ◆ Continuous updating and retraining systems
- ◆ Self-regulated learning: full compatibility with other occupations
- ◆ Practical exercises for self-evaluation and learning verification
- ◆ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ◆ Communication with the teacher and individual reflection work
- ◆ Content that is accessible from any fixed or portable device with an Internet connection
- ◆ Supplementary documentation databases are permanently available, even after the completing the program



*A training created for professionals who aspire to excellence and that will allow you to acquire new skills and strategies in a smooth and effective way"*



*We have the best methodology, the most updated syllabus and a multitude of practical cases that will help train you for success”*

Our teaching staff is made up of working professionals. In this way, TECH ensures to offer you the updating objective it intends. A multidisciplinary team of professors with training and experience in different environments, who will develop the theoretical knowledge in an efficient way, but, above all, will bring their practical knowledge derived from their own experience to the course: one of the differential qualities of this Advanced Master's Degree

This command of the subject is complemented by the effectiveness of the methodological design of this Grand Master. Developed by a multidisciplinary team of *e-learning* experts, it integrates the latest advances in educational technology. That way, students will be able to study with a range of comfortable and versatile multimedia tools that will give them the operability they need in their training

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, TECH will use telepractice. With the help of an innovative, interactive video system and *learning from an expert*, students will be able to acquire the knowledge as if you were dealing with the case in real time. A concept that will allow students to integrate and focus their learning in a more realistic and permanent way

*Take the opportunity to learn about the latest advances in Therapeutic Pedagogy and Learning Difficulties and improve your teaching skills by mastering the latest techniques: The surest way to position yourself among the best.*

*Increase your decision-making confidence by updating your knowledge through this Advanced Master's Degree program created to train the best.*



# 02

# Objectives

Our objective is to train highly qualified professionals for the work environment. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that you will be able to achieve thanks to a highly intensive and detailed training







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*If your goal is to improve in your profession, to acquire a qualification that will enable you to compete among the best, then look no further: Welcome to TECH”*



## General Objectives

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- ◆ Know how Special Education has evolved, especially regarding international entities such as UNESCO
- ◆ Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- ◆ Collaborate in supporting families/legal guardians in the development of students
- ◆ Participate in the assessment and diagnosis of special educational needs
- ◆ Elaborate the adaptations required by students with special educational needs
- ◆ Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- ◆ Know the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students
- ◆ Establish measures both in the classroom, school and environment for students with special educational needs to enable their full inclusion in today's society
- ◆ Recognize and initiate the detection of children who present characteristics compatible with learning difficulties
- ◆ Introduce the main characteristics in managing learning difficulties and attention to diversity, as well as the relevant pedagogical, scientific and legal framework
- ◆ Consider innovation and the application of new technologies as a backbone and useful element in the educational process
- ◆ List the set of good practices that guide psychologists who work with individuals with Learning Difficulties in their professional practice
- ◆ Analyze the developmental processes involved in the different Learning Difficulties described
- ◆ Identify the problems associated with learning difficulties that hinder intervention in these cases and propose strategies to address them



## Specific Objectives

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- ◆ Describe changes throughout history using vocabulary adjusted to historical time
- ◆ Compare changes and advances throughout the history of Special Education
- ◆ List the most commonly used classifications in interdisciplinary work, both ICD-10 and DSM-V
- ◆ Analyze and reflect on UNESCO's approaches
- ◆ Define the essential concepts in current psycho-pedagogy
- ◆ Know and describe the most important milestones in the evolutionary development of healthy children to establish comparisons with children who have special educational needs
- ◆ Know and compare the evolution of the concept of intellectual disability
- ◆ Differentiate and recognize developmental variables and differential aspects
- ◆ Understand and appreciate multiprofessional coordination
- ◆ Differentiate and analyze special educational needs
- ◆ Know the tools and materials to be used
- ◆ Recognize and reflect on the different evaluations and prognoses to be established
- ◆ Define and differentiate the concepts associated to attention deficit disorder with and without hyperactivity
- ◆ Understand and appreciate multiprofessional coordination
- ◆ Adapt tools and materials related to learner needs
- ◆ Recognize the different evaluations and prognoses to be established

- ♦ Know and define the different motor disorders
- ♦ Differentiate and recognize the incidences in the stages of development
- ♦ Use technical aids in the teaching and learning process of students with special motor needs
- ♦ Collaborate in the design of adapted spaces for wide use in the educational community
- ♦ Coordinate teaching teams for the appropriate use of prostheses and other technical aids
- ♦ Define and differentiate the different concepts within autism spectrum disorder
- ♦ Delve deeper into the different disorders, their characteristics, intervention and needs, among other aspects
- ♦ Adapt tools and materials related to learner needs
- ♦ Recognize the different evaluations and prognoses to be established
- ♦ Define the concept of mental disorders
- ♦ Know the different disorders, their characteristics, intervention and needs, among other aspects
- ♦ Know and appreciate multiprofessional coordination and socio-community intervention at school
- ♦ Recognize and reflect on the different evaluations and prognoses to be established
- ♦ Define and know what the eye is, what its function or functions are, and what its possible diseases may be
- ♦ Know the incidences in student developmental stages for their intervention
- ♦ Understand multiprofessional coordination with students, together with the required documentation and organization according to needs
- ♦ Understand social and individual intervention according to student developmental stages
- ♦ Adapt tools and materials related to learner needs
- ♦ Recognize the different assessments to be established depending on the type of student illness
- ♦ Define and know what the ear is, what its function or functions are, and what its possible diseases may be
- ♦ Classify and recognize the most relevant ear diseases for further evaluation and intervention
- ♦ Identify the neurological basis of development and learning in the developmental pyramid
- ♦ Know the incidences in student developmental stages for their intervention
- ♦ Adapt tools and materials related to learner needs
- ♦ Recognize the different assessments to be established depending on the type of student illness
- ♦ Define the term communication and know its possible disorders
- ♦ Classify and recognize the different communication disorders
- ♦ Identify the neurological basis of development and learning in the developmental pyramid
- ♦ Know the incidences in student developmental stages for their intervention
- ♦ Understand multiprofessional coordination with students, together with the required documentation and organization according to needs
- ♦ Understand social intervention according to student developmental stages
- ♦ Know the intervention at the individual level according to the stages of student development in relation to their needs and disorder type
- ♦ Adapt tools and materials related to learner needs
- ♦ Recognize the different assessments to be established depending on the type of student disorder
- ♦ Become familiar with other important disorders

- ◆ Know the incidences of different disorders in developmental stages
- ◆ Adapt tools and materials related to developmental stages
- ◆ Recognize the different assessments to be established depending on the type of student disorder
- ◆ Review educational intervention based on educational projects and diversity plans
- ◆ Discuss the advantages and disadvantages of flexibilization as an alternative to more significant adaptations for certain learner profiles
- ◆ Describe the basis of cooperative learning as an enhancer of the educational and learning environment
- ◆ Review educational intervention based on educational projects and diversity plans
- ◆ Compare the use of new technologies with other educational tools
- ◆ Differentiate between information technologies, learning technologies and student empowerment technologies with functional diversity
- ◆ Justify the need for both teachers and students to advance in digital expertise
- ◆ Compare digital resources and share experiences to compile a resource bank
- ◆ Identify successful educational responses based on the analysis of cases of specific educational needs
- ◆ Know the intervention focused on each of the most common learning difficulties in the classroom
- ◆ Understand the functioning of the brain and the interrelationship of the main neurological centers involved in learning
- ◆ Describe the cognitive, affective, and relational processes that regulate learning
- ◆ Concisely define the concept of Learning Difficulties
- ◆ Substantiate the aspects or variables to be taken into account in the design of assessments and interventions with these difficulties, as well as list and detail the phases in both processes

- ◆ Know and describe different information and communication technologies
- ◆ Analyze the use of ICT for students with special educational needs
- ◆ Appreciate the importance of ICT in Special Education
- ◆ Appreciate the role and value of ICT in Special Education



*Get the most exhaustive update through the best didactic material and studying real clinical cases”*

# 03 Skills

Once all the contents have been studied and the objectives of the Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties have been achieved, health professionals will have gained superior expertise and practice in this area. A very complete approach, in a high-level training program, which makes the difference





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*Achieving excellence in any profession requires effort and perseverance. But, above all, the support of professionals, who will give you the boost you need, with the necessary means and assistance. At TECH, we offer you everything you need”*



## General Skills

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- ◆ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ◆ Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study
- ◆ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- ◆ Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- ◆ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- ◆ Understand the basic pillars of the human learning process, in order to develop a comprehensive view of these processes and, therefore, be able to skilfully analyze the interrelationships between the individual and the environment that determine and modulate these processes
- ◆ Manage the definition and existing subtypes of Specific Learning Disorders, as well as the assessment tools indicated; and design an intervention program tailored to these cases to treat them adequately and correctly







## Specific Skills

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- ◆ Understand multiprofessional coordination with students, together with the required documentation and organization according to needs
- ◆ Understand social and individual intervention according to student developmental stages
- ◆ Know the different disorders, their characteristics, intervention and needs, among other aspects
- ◆ Distinguish whether a student has ADD or ADHD or neither disorder
- ◆ Know the right, accessibility and advantages of ICTs
- ◆ Know the different Assistive Technologies for Diversity
- ◆ Know the different resources for students with special educational needs
- ◆ Recognize the different assessments to be established depending on the type of student disorder
- ◆ Understand and appreciate multiprofessional coordination
- ◆ Recognize the most relevant eye diseases for further evaluation and intervention
- ◆ Identify the neurological basis of development and learning in the developmental pyramid
- ◆ Know the historical development of Special Education
- ◆ Become familiar with the key authors for specialists in Therapeutic Pedagogy within the historical context together with their contributions, as well as their implication in current schools
- ◆ Apply strategies of attention to diversity based on the knowledge acquired
- ◆ Know and apply strategies that take into account the cognitive learning styles of students

- ◆ Handle and apply instruments for the detection and screening of functional diversities in the classroom
- ◆ Use tools for diversity assessment
- ◆ Apply the principles of neuropedagogy in the design of educational intervention
- ◆ Value and accept successful educational experiences in order to transfer them to new learning contexts
- ◆ Elaborate and apply the necessary adaptations to provide a personalized educational response
- ◆ Master the central nervous system development phases during pregnancy in order to understand the effects that the different genetic, personal, and environmental may have during this period have on development
- ◆ Understand the changes that occur in the central nervous system from birth to relate these changes to the milestones of child development
- ◆ Discover the areas of the brain involved in learning and their functions in order to identify the learning difficulties that are related to these areas correctly
- ◆ Describe the concept of brain plasticity, or neuroplasticity, in order to apply it when designing interventions for learning
- ◆ Link the development of the Central Nervous System to the appearance of higher cognitive functions such as executive functions, language, and emotions in order to determine differences between normal development and the appearance of warning signs during the child's neuropsychological development
- ◆ Recognize the characteristics and determinants of attention in different situations, in order to identify the different attentional aspects involved in learning difficulties
- ◆ Test how an inadequate perceptual process impacts a child's learning and how it influences the way they interpret the world
- ◆ Analyze the various existing conceptualizations of memory to recognize how memory works in real situations
- ◆ Evaluate the influence of encoding processes and the depth of information processing to understand how information is stored and remains in our memory system
- ◆ Explain the process of information retrieval according to the concept of transfer of learning in order to recognize whether learning has been successful
- ◆ Interpret the depth of learning based on the development of concepts and related categories as a way of understanding a person's ability to learn
- ◆ Analyze the different personal variables present in a person's learning process to assess their influence on development
- ◆ Understand the family aspects that act as catalytic factors in learning in order to differentiate them from those that are limiting or non-enriching
- ◆ Explore the different variables that promote children's learning at school in order to understand the aspects or procedures that must be present in the school for adequate stimulation and motivation
- ◆ Detect the risk and protective factors present in the community that act as modulators of learning in order to take into account the limitations and/or opportunities in the intervention
- ◆ Analyze the keys of reading, writing and others in child development in order to be able to discriminate normal development in these aspects from a problematic development
- ◆ Understand the fundamental characteristics of Specific Learning Disorder and its impact on the population in order to recognize it correctly
- ◆ Explore the neurobiological basis of Specific Learning Disorder in order to locate the brain areas and neurotransmissions involved in this disorder
- ◆ Explain the different neuropsychological theories that facilitate the understanding of Specific Learning Disorder to support the nature of psychological intervention
- ◆ Classify the different types of Specific Learning Disorder in order to conduct an adapted assessment of this difficulty
- ◆ Get to know the diagnostic criteria of the DSM-V Specific Learning Disorder and its subtypes in order to become familiar with this classification used by many professionals

- ◆ Differentiate Specific Learning Disorder from other disorders or difficulties to assess and compare the DSM-V classification with ICD-10 correctly in order to understand the aspects that differentiate these classifications
- ◆ Precisely determine the variables to be assessed in the Specific Learning Disorder and choose the appropriate instruments in order to assess the disorder objectively
- ◆ Design an intervention program for a case with Specific Learning Disorder in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases
- ◆ Analyze the keys to language and communication development in the child's development in order to be able to discriminate normal development in these aspects from a problematic development
- ◆ Understand the fundamental characteristics of Communication Disorders and their impact on the population in order to correctly recognize them
- ◆ Explore the neurobiological basis of Communication Disorders in order to locate the brain areas and neurotransmissions involved in these disorders
- ◆ Explain the different neuropsychological theories that facilitate the understanding of Communication Disorders to support the nature of psychological intervention
- ◆ Classify the different existing alterations within the Communication Disorders in order to carry out a tailored assessment of the difficulty
- ◆ Know the diagnostic criteria for Language Disorder and Phonological Disorder of the DSM-V in order to become familiar with this classification used by many professionals
- ◆ Know the diagnostic criteria for Childhood Onset Fluency Disorder (Stuttering) and Social Communication Disorders (Pragmatic) of the DSM-V in order to become familiar with this classification used by many professionals
- ◆ Differentiate Communication Disorders from other disorders or difficulties to carry out a correct assessment and compare the DSM-V classification with ICD-10 in order to know the aspects that separate these classifications
- ◆ Accurately determine the variables to be assessed in Communication Disorders and choose the appropriate instruments in order to assess these disorders objectively
- ◆ Design an intervention program for a case with Communication Disorder in order to apply the knowledge acquired in the unit and show the competences required for the intervention with this type of cases



*Our objective is very simple: To offer you quality training, with the best teaching methods currently available, so you can reach new heights of excellence in your profession”*

04

# Course Management

Within the concept of total quality of this course, TECH is proud to provide students with a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.



A close-up photograph of a hand holding a pen, with the fingers and thumb visible. The background is a soft, out-of-focus light color. The image is partially obscured by a diagonal split in the slide design.

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*Our professors bring their vast experience and their teaching skills to offer you a stimulating and creative training program”*

## Management



### Gandarias, Gorka

- ◆ Psychologist specialized in psychotherapy recognized by the EFPA (European Federation of Psychologists' Associations).
- ◆ Master's Degree in Time-Limited and Health Psychotherapy
- ◆ International Master's Degree in Clinical and Health Psychology
- ◆ Diploma in Gestalt Therapy
- ◆ Head of the Guidance and Educational Innovation Department of the San José School in Nanclares de la Oca (Álava) where he deals with numerous cases of Secondary School students with Learning Difficulties.
- ◆ Cooperative Learning Specialist, Coach Level in the Conscious Emotional Bonding Model (VEC).
- ◆ Founder of Uraska, Psychology and Psychotherapy, a psychology and psychotherapy practice.



### Ms. Mulet Salvador, Sefa

- ◆ Psychologist
- ◆ Master's Degree in Clinical and Health Psychology
- ◆ Master's Degree in Detection, Diagnosis and Intervention in High Intellectual Capacities
- ◆ Master's Degree in Forensic Psychology and Forensic Expertise
- ◆ Manager and founder of SEM Psychology Center, she directs a multidisciplinary team specialized in child, adolescent and adult clinics
- ◆ Forensic and judicial psychologist in the province of Alicante
- ◆ Specialist in stimulation programs, personal development and emotional intelligence Attending Pediatrician
- ◆ Unit against Obesity and Cardiovascular Risk at Consorcio General University Hospital in Valencia

## Coordinator



### **Aguado Romo, Roberto**

- Psychologist specializing in Clinical Psychology
- European specialist psychologist in psychotherapy
- Managing Director of evaluation and psychotherapy centers in Madrid, Bilbao, and Talavera de la Reina
- Author of Time-Limited Psychotherapy
- Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies.

## Professors

### Mr. Borrás Sanchís, Salvador

- ♦ Psychologist, Teacher and Speech Therapist
- ♦ Educational counselor at Generalitat Valenciana, Consejería de Educación (Valencian Regional Government)
- ♦ Pedagogical Director at the DEIAP Institute

### Mr. Fernández, Ángel

- ♦ European specialist psychologist in Psychotherapy from the EFPA.
- ♦ Health Psychologist. Master's Degree in Clinical and Health Psychology.
- ♦ Director of the Evaluation and Psychotherapy Center of Madrid.
- ♦ Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP.
- ♦ Author of the T.E.N. technique.
- ♦ Head of studies on the master's degree in Time-Limited Psychotherapy and Health Psychology.
- ♦ Specialist in Clinical Hypnosis and Relaxation.

### Ms. González, Mónica

- ♦ Psychologist in charge of the Department of Child and Adolescent Psychology of the Quirón Hospital and Avatar Psychologists in Marbella.
- ♦ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy.

### Ms. Jiménez Romero, Yolanda

- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ♦ Degree in Elementary Education
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence
- ♦ NLP Specialist.

### Dr. De la Serna, Juan Moisés

- ♦ PhD in Psychology and Professional Master's Degree in Neurosciences and Behavioral Biology
- ♦ Author of the Cátedra Abierta de Psicología y Neurociencias and scientific disseminator.







**Dr. Kaiser, Carlos**

- ◆ Otolaryngologist.
- ◆ Head of the Otolaryngology department at Segovia General Hospital.
- ◆ Member of the Royal Academy of Medicine of Salamanca.
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology.
- ◆ Expert in Psychosomatic Medicine.

**Dr. Martínez-Lorca, Manuela**

- ◆ Doctorate in Psychology from the University of Castilla-La Mancha.
- ◆ Health Psychologist.
- ◆ Lecturer in the Department of Psychology at the UCLM.
- ◆ Master's degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy.
- ◆ Specialist in Clinical Hypnosis and Relaxation.

**Ms. Palacio Ferrer, María José**

- ◆ General Health Psychologist
- ◆ Specialist in Child-Juvenile Clinical Psychology and Adult Therapy
- ◆ Master's Degree in Clinical and Health Psychology
- ◆ Master's Degree in Detection, Diagnosis and Intervention in High Intellectual Capacities
- ◆ Teacher of Emotional Intelligence and High Abilities at CEFIRE
- ◆ Teacher for the Estimula Program and EDI Project (aimed at students with High Capacities and Emotional Intelligence)

**Ms. Roldan, Lucía**

- ◆ Health Psychologist
- ◆ Cognitive-behavioral intervention specialist.
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology.
- ◆ Expert in energy therapy intervention.

# 05

# Structure and Content

The contents of this training program have been developed by the different professors on the course with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field. The content of this course enables students to learn all the aspects in the different disciplines involved in this field. A complete and well-structured program will take you to the highest standards of quality and success





“Through a very well compartmentalized program, you will be able to access the most advanced knowledge of the moment in Therapeutic Pedagogy and Learning Difficulties”

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

### 1.1. Special Education Prehistory

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

### 1.2. Middle Ages

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

### 1.3. Modern Age: from the 16th to the 18th Centuries

- 1.3.1. Definition of Historical Period
- 1.3.2. Contributions Made by Ponce de León, Juan Pablo Bonet and Lorenzo Hervas to Teaching the Hearing Impaired
- 1.3.3. Sign Language Communication
- 1.3.4. Luis Vives' Contributions
- 1.3.5. Jacobo Rodríguez Pereira's Contributions
- 1.3.6. Juan Enrique Pestalozzi's Contributions
- 1.3.7. Treating Mental Deficiency: Contributions Made by Pinel, Itard, and Others

### 1.4. The 19th Century

- 1.4.1. Definition of Historical Period
- 1.4.2. First Special Education Classrooms
- 1.4.3. First Parent-Student Associations in Special Education
- 1.4.4. The Start of Studying Intelligence: Measuring IQ
- 1.4.5. Louis Braille's Contributions to Teaching the Visually Impaired
- 1.4.6. Writing in Braille
- 1.4.7. Reading in Braille
- 1.4.8. Anne Sullivan's Contributions to Teaching the Deaf and Blind
- 1.4.9. Alexander Graham Bell's Contributions to Acoustics

### 1.5. 20th century

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

### 1.6. The Contributions from the World Wars

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



#### 1.7. 21st Century Perspectives

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

#### 1.8. UNESCO Approaches

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

#### 1.9. Classification According to Diagnosis

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

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

## Module 2. Neurodevelopmental Disorders: Intellectual Disabilities

- 2.1. Intellectual Disability and the Cognitive System
  - 2.1.1. Definition of Intellectual Disability
  - 2.1.2. Historical Approaches
  - 2.1.3. Current Interpretation
  - 2.1.4. Cognitive Functions
  - 2.1.5. Importance of the Cognitive System
  - 2.1.6. Cognitive System Disorders
  - 2.1.7. Definition of the Cognitive System
  - 2.1.8. Parts in the Cognitive System
  - 2.1.9. Functions of the Cognitive System
  - 2.1.10. Importance of the Cognitive System
- 2.2. Variables in Development
  - 2.2.1. Importance of Variables in Development
  - 2.2.2. Personal Variables: Degree
  - 2.2.3. Personal Variables: Prenatal Causes
  - 2.2.4. Personal Variables: Perinatal Causes
  - 2.2.5. Personal Variables: Postnatal Causes
  - 2.2.6. Contextual Variables: Family
  - 2.2.7. Contextual Variables: Education
  - 2.2.8. Intellectual Disability Dimensions
  - 2.2.9. Adaptive Skills According to the Intellectual Disability Criteria
- 2.3. Differential Aspects in Intellectual Disability
  - 2.3.1. Introduction to Differential Aspects
  - 2.3.2. Cognitive Development
  - 2.3.3. Language and Communication
  - 2.3.4. Affective-Emotional and Social Dimension
  - 2.3.5. Psychomotor Dimension
  - 2.3.6. Specifying Special Educational Needs in Students with Intellectual Disabilities
- 2.4. Multiprofessional Coordination
  - 2.4.1. Definition of Multiprofessional Coordination
  - 2.4.2. The Need for Multiprofessional Coordination
  - 2.4.3. Family as the Core of Multiprofessional Coordination
  - 2.4.4. Diagnosing Disorders
  - 2.4.5. Education Center Professionals: Coordination
  - 2.4.6. Education Center External Professionals: Coordination
  - 2.4.7. Coordination between Internal and External Professionals
  - 2.4.8. The Therapeutic Pedagogy Specialist as Liaison between Professionals
  - 2.4.9. Students and Families
- 2.5. Identifying Special Educational Needs in Students with Intellectual Disabilities: Psycho-Pedagogic Assessment
  - 2.5.1. Disorder Diagnosis Documentation
  - 2.5.2. Disorder Revisions and Follow-up
  - 2.5.3. Physiotherapist Documentation
  - 2.5.4. Disorder Revisions and Follow-up by Physiotherapists
  - 2.5.5. Orthotist Documentation
  - 2.5.6. Disorder Revisions and Follow-up by Orthotists
  - 2.5.7. School Documentation
  - 2.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
  - 2.5.9. Elaborating Individual Curricular Adaptation Documents
  - 2.5.10. Individual Curricular Adaptation Document Follow-up
- 2.6. Curricular Adaptations for Students with Intellectual Disability
  - 2.6.1. Regulatory Basis
  - 2.6.2. Concept of Educational Intervention

- 2.6.3. Importance of Educational Intervention
- 2.6.4. General Aspects of Intervention
- 2.6.5. Cognitive Aspects in Intervention
- 2.6.6. Socio-Affective Aspects in Intervention
- 2.6.7. Psychomotor Aspects in Intervention
- 2.6.8. Basic Aspects in Intervention
- 2.7. Organizing Educational Responses to Students with Intellectual Disabilities
- 2.8. Family Participation in Cases of Intellectually Disabled Individuals
- 2.9. Social Inclusion of Intellectually Disabled Individuals
- 2.10. Support and Resources for Intellectually Disabled Individuals

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

- 3.1. Concept and Definition of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)
  - 3.1.1. Definition of ADD
  - 3.1.2. Symptoms
  - 3.1.3. Types of Treatment
  - 3.1.4. Definition of ADHD
  - 3.1.5. Diagnosing ADHD
  - 3.1.6. When Is the Right Time for Correct Diagnosis?
  - 3.1.7. Diagnostic Criteria for ADHD
  - 3.1.8. Differences between ADD and ADHD
  - 3.1.9. Causes
- 3.2. ADHD Positive Diagnosis
  - 3.2.1. Process to Obtain a Correct Diagnosis
  - 3.2.2. Differential Diagnosis
  - 3.2.3. Medical Problems
  - 3.2.4. Learning Disorders
  - 3.2.5. Affective Disorders
  - 3.2.6. Behavioral Disorders
  - 3.2.7. Using Drugs
  - 3.2.8. Unfavorable Environments
  - 3.2.9. Rebound Effect
  - 3.2.10. Issues in the Face of a New Diagnosis
- 3.3. Gradual Emergence of ADD and ADHD in Current Society: What These Disorder Are and What They Are Not
  - 3.3.1. Prevalence in Spain
  - 3.3.2. Prevalence in Europe
  - 3.3.3. Prevalence in the Rest of the World
  - 3.3.4. Do These Disorders Really Exist?
  - 3.3.5. What ADD and ADHD Are Not
  - 3.3.6. Are They Inherited?
  - 3.3.7. Can They Be Cured?
  - 3.3.8. False Myths
- 3.4. Comorbidity
  - 3.4.1. What is Comorbidity?
  - 3.4.2. Co-morbid Conditions Coexisting with ADHD
  - 3.4.3. Anxiety Disorders
  - 3.4.4. Neurodevelopment Disorders
  - 3.4.5. Learning Disorders
  - 3.4.6. Mood Disorders
  - 3.4.7. Disruptive Disorders
  - 3.4.8. Addiction Disorders
  - 3.4.9. Sleep Disorders
  - 3.4.10. Organic Disorders
- 3.5. Incidences in Developmental Stages
  - 3.5.1. Executive Control
  - 3.5.2. How Does It Manifest in Academic Performance?
  - 3.5.3. How Does It Manifest in Behavior?
  - 3.5.4. What Type of ADHD Children May We Find in the Classroom?
  - 3.5.5. ADD and ADHD in Boys
  - 3.5.6. ADD and ADHD in Girls
  - 3.5.7. ADD and ADHD in Teenagers
  - 3.5.8. ADD and ADHD in Adults
- 3.6. Educational Intervention According to Developmental Stage
  - 3.6.1. Educational Intervention in Early Childhood (3 to 6 Years of Age)
  - 3.6.2. Educational Intervention in Childhood (6 to 12 Years of Age)
  - 3.6.3. Educational Intervention in Adolescence (12 to 20 Years of Age)

- 3.6.4. Educational Intervention in Adulthood (20 to 40 Years of Age)
- 3.6.5. Working on Student Self-esteem
- 3.6.6. How to Manage Distractions
- 3.6.7. Reinforcing Positive Behaviors and Their Importance for Students
- 3.6.8. Curricular Adaptations
- 3.6.9. Non-Significant Curricular Measures of Obligatory Compliance
- 3.7. Multidisciplinary Coordination and Intervention
  - 3.7.1. Definition of Multiprofessional Coordination
  - 3.7.2. What Is Psychopedagogic Treatment?
  - 3.7.3. Psychopedagogic Intervention
  - 3.7.4. Psychological Intervention
  - 3.7.5. Pharmacological Intervention
  - 3.7.6. Multimodal Intervention
  - 3.7.7. Neuropsychological Intervention
  - 3.7.8. Alternative Treatment Intervention
- 3.8. ADD and ADHD in the Family
  - 3.8.1. Main Family Fears
  - 3.8.2. Teacher-Parent Communication
  - 3.8.3. Family Emotional Intelligence
  - 3.8.4. First Teacher-Parent Meeting
  - 3.8.5. Decalogue of Family Actions
  - 3.8.6. Living Together
  - 3.8.7. Family Schools
  - 3.8.8. Intervention within the Family Nucleus: Functional Education Models
  - 3.8.9. Inductive Support Model or Inductive Discipline
- 3.9. Study Techniques: Adapted Tools and Supplies
  - 3.9.1. Classroom Adaptations and Strategies
  - 3.9.2. Strategies to Improve Reading Skills
  - 3.9.3. Strategies to Improve Writing Skills
  - 3.9.4. Strategies to Improve Calculation Skills
  - 3.9.5. Strategies to Improve Organization Skills
  - 3.9.6. Strategies to Improve Reflection Skills
  - 3.9.7. Strategies to Improve Motivation and Emotional State

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

## Module 4. Neurodevelopmental Disorders: Motor Disorders / Musculoskeletal System Diseases / Nervous System Diseases

- 4.1. Concept and Definition of Motor Disorders / Musculoskeletal System and Connective System Diseases
  - 4.1.1. Definition of the Locomotor System
  - 4.1.2. Functions of the Locomotor System
  - 4.1.3. Importance of the Locomotor System
  - 4.1.4. Development of the Locomotor System
  - 4.1.5. Disorders of the Locomotor System
  - 4.1.6. Definition of the Musculoskeletal System
  - 4.1.7. Functions of the Musculoskeletal System
  - 4.1.8. Importance of the Musculoskeletal System
  - 4.1.9. Development of the Musculoskeletal System
  - 4.1.10. Disorders of the Musculoskeletal System
  - 4.1.11. Definition of the Connective System
  - 4.1.12. Functions of the Connective System
  - 4.1.13. Importance of the Connective System
  - 4.1.14. Development of the Connective System
  - 4.1.15. Disorders of the Connective System
- 4.2. Classification of Motor Disorders / Musculoskeletal System and Connective System Diseases
  - 4.2.1. Relationship between DSM V and ICD-10 Classifications between Motor Disorders and Skeletal System and Connective System Disorders



- 4.2.2. DSM V Classification
- 4.2.3. Disorders Not Included in the DSM V
- 4.2.4. ICD-10 Classification
- 4.2.5. Disorders Not Included in the ICD-10
- 4.2.6. The Need for Consensus between Both Classifications
- 4.2.7. DSM V and ICD-10 Disorders in Common
- 4.2.8. Differences between DSM V and ICD-10 Classifications
- 4.2.9. Differential Contributions of DSM V and ICD-10 Classifications for Therapeutic Pedagogy Teacher Specialists
- 4.2.10. Common Contributions of DSM V and ICD-10 Classifications for Therapeutic Pedagogy Teacher Specialists
- 4.3. Incidences in Developmental Stages
  - 4.3.1. Definition and Concept of Motor Developmental Stages
  - 4.3.2. Definition and Concept of the Musculoskeletal and Connective Systems Developmental Stages
  - 4.3.3. The Need to Unify the Stages
  - 4.3.4. Milestones in Development
  - 4.3.5. Embryo and Fetus Incidents: Consequences
  - 4.3.6. First Year of Life Incidents: Consequences
  - 4.3.7. Proximate-Distal Law Incidents: Consequences
  - 4.3.8. Cephalo-Caudal Law Incidents: Consequences
  - 4.3.9. Gait Incidents: Consequences
  - 4.3.10. Other Incidents
- 4.4. Multiprofessional Coordination
  - 4.4.1. Definition of Multiprofessional Coordination
  - 4.4.2. The Need for Multiprofessional Coordination
  - 4.4.3. Family as the Core of Multiprofessional Coordination
  - 4.4.5. Diagnosing Disorders
  - 4.4.6. Education Center Professionals: Coordination
  - 4.4.7. Physiotherapist Intervention in and out of School
  - 4.4.8. Orthoprosthodontist Intervention in and out of School
  - 4.4.9. Education Center External Professionals: Coordination
  - 4.4.10. Coordination between Internal and External Professionals
  - 4.4.11. The Therapeutic Pedagogy Specialist as Liaison between Professionals
- 4.5. Documentation and Organization According to Student Needs
  - 4.5.1. Disorder Diagnosis Documentation
  - 4.5.2. Disorder Revisions and Follow-up
  - 4.5.3. Physiotherapist Documentation
  - 4.5.4. Disorder Revisions and Follow-up by Physiotherapists
  - 4.5.5. Orthotist Documentation
  - 4.5.6. Disorder Revisions and Follow-up by Orthotists
  - 4.5.7. School Documentation
  - 4.5.8. Psychopedagogic Evaluation to Determine Student Needs in the Classroom
  - 4.5.9. Elaborating Individual Curricular Adaptation Documents
  - 4.5.10. Individual Curricular Adaptation Document Follow-up
- 4.6. Educational Intervention According to Developmental Stage
  - 4.6.1. Developmental Milestones for Educational Intervention
  - 4.6.2. Diagnosis: Early Stimulation
  - 4.6.3. Educational Intervention to Promote Cephalic Support
  - 4.6.4. Educational Intervention to Promote Torso Support
  - 4.6.5. Educational Intervention to Promote Support to Stand Upright
  - 4.6.6. Educational Intervention to Promote Proximal-Distal Law
  - 4.6.7. Educational Intervention to Promote Cephalic-Caudal Law
  - 4.6.8. Educational Intervention to Promote Gait
  - 4.6.9. Educational Intervention to Improve Hypotonia
  - 4.6.10. Educational Intervention to Improve Hypotonia
- 4.7. Adapted Individual Tools and Supplies
  - 4.7.1. Concept of School Activities
  - 4.7.2. The Need for Preliminary Activities for Special Educational Needs Students
  - 4.7.3. The Need for Final Activities for Special Educational Needs Students
  - 4.7.4. Classroom Adaptation
  - 4.7.5. School Adaptation
  - 4.7.6. Tabletop Supplies
  - 4.7.7. School Ambulation Supplies
  - 4.7.8. School Recess Supplies
  - 4.7.9. Food and Cleaning Supplies at School
  - 4.7.10. Other Supplies

- 4.8. Adapted Collective Tools and Supplies
  - 4.8.1. Concept of Collective Tools and Supplies: The Need to Include Students
  - 4.8.2. Tools and Supplies Classification According to the Setting
  - 4.8.3. Tools and Supplies Classification According to Use
  - 4.8.4. Classroom Supplies
  - 4.8.5. School Supplies
  - 4.8.6. Recess Area Supplies
  - 4.8.7. Cafeteria and Bathroom Supplies
  - 4.8.8. Information and Signs for Common Use
  - 4.8.9. Adapting Common Spaces: Ramps and Elevators
  - 4.8.10. Other Tools and Supplies
- 4.9. School-Based Socio-Community Intervention
  - 4.9.1. Concept of Socio-Community Intervention
  - 4.9.2. Justification of Socio-Community Intervention in Special Educational Needs Students
  - 4.9.3. Coordinated Intervention by All Education Professionals at School
  - 4.9.4. Coordinated intervention by Non-Teaching School Personnel
  - 4.9.5. Coordinated Intervention with Class families
  - 4.9.6. Intervention with External Resources: Extracurricular Outings
  - 4.9.7. Intervention with External Cultural Resources: Zoos or Museums, and Others
  - 4.9.8. Coordinated Intervention with Other Resources in the Immediate Surroundings: Library or Municipal Sports Center, and Others
  - 4.9.9. Applying for Socio-Community Resources: Scholarships and Other Aid
  - 4.9.10. Other Socio-Community Interventions
- 4.10. Evaluation and Prognosis
  - 4.10.1. First Diagnosis: Family Reaction
  - 4.10.2. Family Support in Accepting the Diagnosis
  - 4.10.3. Information and Family Meetings
  - 4.10.4. Information and Special Needs Student Meetings
  - 4.10.5. School Intervention in the Evaluation: The Role of Teachers Specialized in Therapeutic Pedagogy
  - 4.10.6. Multiprofessional Intervention in the Evaluation
  - 4.10.7. Joint Measures to Achieve the Best Prognosis
  - 4.10.8. Programming a Multiprofessional Intervention Schedule

- 4.10.9. Intervention Review and Follow-up: Evaluation
- 4.10.10. Improvement Proposals for Multiprofessional Intervention

## Module 5. Neurodevelopmental Disorders: Autism Spectrum Disorder / Pervasive and Specific Developmental Disorders

- 5.1. Definition, Clinical Presentation and Classification
  - 5.1.1. Etiology
  - 5.1.2. Genetic Factors
  - 5.1.3. Neurochemical Alterations
  - 5.1.4. Immune Function Alterations
  - 5.1.5. Environmental Factors
  - 5.1.6. Comorbidity
  - 5.1.7. Diagnostic Criteria
  - 5.1.8. Early Detection
  - 5.1.9. Prevalence
  - 5.1.10. Differences between DSM V and ICD-10 Classifications
- 5.2. Students with Autism Spectrum Disorder (ASD): Types of Alterations
  - 5.2.1. Definition According to the DSM V
  - 5.2.2. Symptoms According to the DSM V
  - 5.2.3. Definition According to ICD-10
  - 5.2.4. Symptoms According to ICD-10
  - 5.2.5. Educational Intervention According to Developmental Stage
  - 5.2.6. Educational Intervention in Early Childhood (3 to 6 Years of Age)
  - 5.2.7. Educational Intervention in Childhood (6 to 12 Years of Age)
  - 5.2.8. Educational Intervention in Adolescence (12 to 20 Years of Age)
  - 5.2.9. Educational Intervention in Adulthood (20 to 40 Years of Age)
  - 5.2.10. Curricular Adaptations
- 5.3. Identifying Special Educational Needs in ASD Students
- 5.4. ASD Student Intervention
- 5.5. Organizing Resources for ASD Students
- 5.6. Specific Intervention Models
- 5.7. Adapting the Curriculum for ASD Students
- 5.8. Educational Response for ASD Students in Childhood Education

- 5.9. Educational Response for ASD Students in Secondary and Primary Education
- 5.10. Educating Adults on ASD: Counseling for Families with ASD Students

## Module 6. Mental Disorders

- 6.1. Concept and Definition of Mental Disorders
  - 6.1.1. Definition of Mental Disorder
  - 6.1.2. Historical Approaches
  - 6.1.3. Current Interpretation
  - 6.1.4. General Conditions
  - 6.1.5. Importance of the Cognitive System
  - 6.1.6. Parts of the Cognitive System
  - 6.1.7. Classification of Mental Disorders
  - 6.1.8. Symptoms of Mental Disorders
- 6.2. Psychotic Disorders
  - 6.2.1. Definition of Psychotic Disorders
  - 6.2.2. Possible Causes
  - 6.2.3. Potential Conditions
  - 6.2.4. Schizotypal Personality Disorder
  - 6.2.5. Delusional Disorder
  - 6.2.6. Brief Psychotic Disorder
  - 6.2.7. Schizophrenia.
  - 6.2.8. Schizoaffective Disorder
  - 6.2.9. Other Psychotic Disorders.
  - 6.2.10. Treatment
- 6.3. Mood Disorder
  - 6.3.1. Definition of Mood Disorder
  - 6.3.2. Possible Causes
  - 6.3.3. Potential Conditions
  - 6.3.4. Depressive Disorder
  - 6.3.5. Bipolar Disorder
  - 6.3.6. Manic Disorder
  - 6.3.7. Other Mood Disorders
- 6.3.8. Treatment
- 6.4. Anxiety Disorders
  - 6.4.1. Definition of Anxiety Disorder
  - 6.4.2. Separation Anxiety Disorder
  - 6.4.3. Selective Mutism
  - 6.4.4. Specific Phobia
  - 6.4.5. Social Anxiety Disorder
  - 6.4.6. Panic Disorder
  - 6.4.7. Other Anxiety Disorders
  - 6.4.8. Treatment
- 6.5. Obsessive-Compulsive Disorder and Related Disorders
  - 6.5.1. Definition of TOC
  - 6.5.2. Types of TOC
  - 6.5.3. Recurrent Obsessions
  - 6.5.4. Cognitive Variables
  - 6.5.5. Symptoms
  - 6.5.6. Effects
  - 6.5.7. Comorbidity
  - 6.5.8. Treatment
- 6.6. Destructive Impulse Control and Behavior Disorders
  - 6.6.1. Definition of Destructive Impulse Control and Behavior Disorders
  - 6.6.2. Types of Disorders
  - 6.6.3. Cognitive Variables
  - 6.6.4. Symptoms
  - 6.6.5. Effects
  - 6.6.6. Comorbidity
  - 6.6.7. Treatment
- 6.7. Personality Disorders
  - 6.7.1. Definition of Personalities Disorder
  - 6.7.2. Group A Personality Disorders
  - 6.7.3. Group B Personality Disorders
  - 6.7.4. Group C Personality Disorders

- 6.7.5. Other Personality Disorders
- 6.7.6. Foundation
- 6.7.7. Comorbidity
- 6.7.8. Treatment
- 6.8. Including Students with Mental Disorders at School and Their Specific Needs
- 6.9. Educational Response to Students with Mental Disorders: Measures and Resources
- 6.10. Multiprofessional Coordination

## Module 7. Eye Diseases

- 7.1. Concept and Definition of the Eye and Its Diseases
  - 7.1.1. Introduction to the Nervous System
  - 7.1.2. Definition of the Eye and Function
  - 7.1.3. Parts of the Eye
  - 7.1.4. Description of the Visual Process
  - 7.1.5. Image Formation
  - 7.1.6. Normal and Binocular Vision
  - 7.1.7. Visual Perception
  - 7.1.8. Importance of the Visual System
  - 7.1.9. Definition of Eye Diseases
  - 7.1.10. Neurophthalmology
- 7.2. Classification of Eye Diseases
  - 7.2.1. Congenital Diseases
  - 7.2.2. Syndromes with Ocular Involvement
  - 7.2.3. Colorblindness
  - 7.2.4. Infectious Agents
  - 7.2.5. Diseases Associated with Refraction Defects
  - 7.2.6. Diseases Concerning the Neuroanatomy of the Eye (Cornea, Retina and Optic Nerve)
  - 7.2.7. Amblyopia
  - 7.2.8. Strabismus
  - 7.2.9. Visual Impairment
  - 7.2.10. Ocular Trauma
- 7.3. Neurological Basis for Development and Learning
  - 7.3.1. Human Development Pyramid
  - 7.3.2. Developmental Phases
  - 7.3.3. Developmental Levels
  - 7.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
  - 7.3.5. General Outline of Neurodevelopment
  - 7.3.6. Sensory and Perception Neurodevelopment in Childhood
  - 7.3.7. Early Sensation Development
  - 7.3.8. Color Perception Development
  - 7.3.9. Perceptual Organization Development
  - 7.3.10. Motion Perception
- 7.4. Incidents in Developmental Stages
  - 7.4.1. Risk Factors in Developmental Stages
  - 7.4.2. Development of the Visual System at Birth
  - 7.4.3. Development of Sensory Systems during Infancy
  - 7.4.4. Implications for Visual Attention
  - 7.4.5. Implication for Visual Memory
  - 7.4.6. Implications for Reading Skills
  - 7.4.7. Influence of Vision on the Visuomotor System and its Development
  - 7.4.8. Incidents in the Development of Reading Skills in the Learning Process
  - 7.4.9. Incidents in the Development of Writing Skills in the Learning Process
  - 7.4.10. Other Incidents
- 7.5. Multiprofessional Coordination
  - 7.5.1. Therapeutic Pedagogy Teacher Specialist
  - 7.5.2. Hearing and Speech Teacher Specialist
  - 7.5.3. Special Education Monitors during Schooling
  - 7.5.4. Educators
  - 7.5.5. Curricular Support Teachers
  - 7.5.6. Deafness and Blindness Mediators
  - 7.5.7. Social Educators
  - 7.5.8. Educational Guidance Teams
  - 7.5.9. Specialized Educational Guidance Teams

- 7.5.10. Guidance Departments
- 7.5.11. Professional Eye Disease Doctors
- 7.6. Documentation and Organization According to Student Needs
  - 7.6.1. Psychopedagogic Evaluation
  - 7.6.2. Neuropsychopedagogic Reports
  - 7.6.3. Ophthalmological Reports
  - 7.6.4. Medical Documentation Specific to the Disease
  - 7.6.5. Disorder Monitoring
  - 7.6.6. School Documentation
  - 7.6.7. Social Services
  - 7.6.8. Social Organization
  - 7.6.9. Center Organization
  - 7.6.10. Classroom Organization
  - 7.6.11. Family Organization
- 7.7. Educational Intervention According to Developmental Stages
  - 7.7.1. Adaptations at the Education Center Level
  - 7.7.2. Adaptations at the Classroom Level
  - 7.7.3. Adaptations at the Personal Level
  - 7.7.4. Computer Supplies
  - 7.7.5. Educational Intervention in Early Childhood
  - 7.7.6. Educational Intervention in Second Childhood
  - 7.7.7. Educational Intervention in Maturity
  - 7.7.8. Intervention to Promote Visual Capacity
  - 7.7.9. Educational Intervention to Promote the Reading-Writing Process
  - 7.7.10. Intervention with Families
- 7.8. Adapted Tools and Supplies
  - 7.8.1. Tools to Work with Visually Impaired Students
  - 7.8.2. Tools to Work with Visually Disabled Students
  - 7.8.3. Adapted Individual Supplies
  - 7.8.4. Adapted Collective Supplies
  - 7.8.5. Visual Skills Programs
  - 7.8.6. Adapting Curricular Elements
  - 7.8.7. Adapting Shared Spaces
  - 7.8.8. Tiflotecnology

- 7.8.9. Visual Technical Assistance
- 7.8.10. Visual Stimulation Programs
- 7.9. School-Based Socio-Community Intervention
  - 7.9.1. Concept of Socio-Community Intervention
  - 7.9.2. Student Body Schooling
  - 7.9.3. Child Socialization
  - 7.9.4. Extracurricular Outings
  - 7.9.5. Family Circle
  - 7.9.6. Relation Between Family and School
  - 7.9.7. Peer Relationships
  - 7.9.8. Leisure and Free Time
  - 7.9.9. Professional training
  - 7.9.10. Social Inclusion
- 7.10. Disease Evaluation and Prognosis
  - 7.10.1. Signs of Visual Problems
  - 7.10.2. Attitudinal Observation of the Student
  - 7.10.3. Ophthalmologic examination
  - 7.10.4. Psychopedagogic Evaluation
  - 7.10.5. Assessing the Degree of Adjustment for Visual Disabilities
  - 7.10.6. Differences Associated with Visual Pathology
  - 7.10.7. Family Coexistence Analysis
  - 7.10.8. Functional Vision Student Evaluation Test
  - 7.10.9. Visual Stimulation Programs and Ranges
  - 7.10.10. Visual Rehabilitation

## Module 8. Ear Diseases

- 8.1. Concept and Definition of the Ear and Its Diseases
  - 8.1.1. Introduction to the Nervous System
  - 8.1.2. Definition of the Ear and Function
  - 8.1.3. Parts of the Ear
  - 8.1.4. General Neuroanatomical Basis of the Ear
  - 8.1.5. Development of the Auditory System
  - 8.1.6. Balance System
  - 8.1.7. Description of the Auditory Process

- 8.1.8. Auditory Perception
- 8.1.9. Importance of the Auditory System
- 8.1.10. Definition of Ear Diseases
- 8.2. Classification of Ear Diseases
  - 8.2.1. Congenital Diseases
  - 8.2.2. Infectious Agents
  - 8.2.3. Diseases of the Outer Ear
  - 8.2.4. Diseases of the Middle Ear
  - 8.2.5. Diseases of the Inner Ear
  - 8.2.6. Hearing Loss Classification
  - 8.2.7. Psychobiological Aspects of Hearing Loss
  - 8.2.8. Ear Trauma
- 8.3. Neurological Basis for Development and Learning
  - 8.3.1. Human Development Pyramid
  - 8.3.2. Developmental Phases
  - 8.3.3. Developmental Levels
  - 8.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
  - 8.3.5. General Outline of Neurodevelopment
  - 8.3.6. Sensory and Perception Neurodevelopment in Childhood
  - 8.3.7. Development of Auditory Processing Related to Language
  - 8.3.8. Social Development
- 8.4. Incidents in Developmental Stages
  - 8.4.1. Risk Factors in Developmental Stages
  - 8.4.2. Development of the Hearing System at Birth
  - 8.4.3. Development of Sensory Systems during Infancy
  - 8.4.4. Influence of Hearing on Balance Development in the Early Stages of Learning
  - 8.4.5. Communication Difficulties
  - 8.4.6. Motor Coordination Difficulties
  - 8.4.7. Influence on Attention
  - 8.4.8. Functional Implications
  - 8.4.9. Implications for Reading Skills
  - 8.4.10. Emotional Incidents
- 8.5. Multiprofessional Coordination
  - 8.5.1. Therapeutic Pedagogy Teacher Specialist
  - 8.5.2. Hearing and Speech Teacher Specialist
  - 8.5.3. Special Education Monitors during Schooling
  - 8.5.4. Educators
  - 8.5.5. Curricular Support Teachers
  - 8.5.6. Sign Language Professional
  - 8.5.7. Deafness and Blindness Mediators
  - 8.5.8. Social Educators
  - 8.5.9. Educational Guidance Teams
  - 8.5.10. Specialized Educational Guidance Teams
  - 8.5.11. Guidance Departments
  - 8.5.12. Professional Eye Disease Doctors
- 8.6. Documentation and Organization According to Student Needs
  - 8.6.1. Psychopedagogic Evaluation
  - 8.6.2. Neuropsychopedagogic Reports
  - 8.6.3. Medical Reports
  - 8.6.4. Audiometries
  - 8.6.5. Acoumetry
  - 8.6.6. Tympanometry
  - 8.6.7. Supraliminal Tests
  - 8.6.8. Stapedial Reflex
  - 8.6.9. School Documentation
  - 8.6.10. Center Organization
  - 8.6.11. Classroom Organization
  - 8.6.12. Social and Family Organization
- 8.7. Educational Intervention According to Developmental Stages
  - 8.7.1. Adaptations at the Education Center Level
  - 8.7.2. Adaptations at the Classroom Level
  - 8.7.3. Adaptations at the Personal Level
  - 8.7.4. Logopedic Intervention According to Developmental Stages
  - 8.7.5. Educational Intervention in Early Childhood

- 8.7.6. Educational Intervention in Second Childhood
- 8.7.7. Educational Intervention in Maturity
- 8.7.8. Alternative and Augmentative Communication Systems
- 8.7.9. Intervention to Stimulate Auditory Capacity
- 8.7.10. Educational Intervention to Improve Linguistic Capacity
- 8.7.11. Intervention with Families
- 8.8. Adapted Tools and Supplies
  - 8.8.1. Tools to Work with Visually Impaired Students
  - 8.8.2. Tools to Work with Visually Disabled Students
  - 8.8.3. Adapted Individual Supplies
  - 8.8.4. Adapted Collective Supplies
  - 8.8.5. Auditory Skills Programs
  - 8.8.6. Adapting Shared Spaces
  - 8.8.7. Adapting Curricular Elements
  - 8.8.8. ICT Influences
  - 8.8.9. Auditory Technical Assistance
  - 8.8.10. Auditory Stimulation Programs
- 8.9. School-Based Socio-Community Intervention
  - 8.9.1. Concept of Socio-Community Intervention
  - 8.9.2. Student Body Schooling
  - 8.9.3. Student Schooling
  - 8.9.4. Child Socialization
  - 8.9.5. Extracurricular Outings
  - 8.9.6. Family Circle
  - 8.9.7. Relation Between Family and School
  - 8.9.8. Peer Relationships
  - 8.9.9. Leisure and Free Time
  - 8.9.10. Professional training
  - 8.9.11. Social Inclusion
- 8.10. Disease Evaluation and Prognosis
  - 8.10.1. Signs of Hearing Problems
  - 8.10.2. Subjective Hearing Tests
  - 8.10.3. Objective Hearing Tests

- 8.10.4. Psychopedagogic Evaluation
- 8.10.5. ENT Physician Evaluation
- 8.10.6. The Audiologist's Role
- 8.10.7. Speech Therapist Evaluation
- 8.10.8. Social Services Role
- 8.10.9. Family Coexistence Analysis
- 8.10.10. Treatment

## Module 9. Communication Disorders

- 9.1. Concept and Definition of Communication and Its Disorders
  - 9.1.1. Definition of Communication
  - 9.1.2. Types of Communication
  - 9.1.3. Definition of Language
  - 9.1.4. Stages in Communication
  - 9.1.5. Definition of Disorder
  - 9.1.6. Introduction to the Nervous System
  - 9.1.7. Description of the Communicate Process
  - 9.1.8. Difference between Communication and Speech
  - 9.1.9. Language in Relation to Auditory and Visual Processing
  - 9.1.10. Concept of Communication Disorders
- 9.2. Classification and Typology of Communication Disorders
  - 9.2.1. Specific Language Disorder
  - 9.2.2. Language Delays
  - 9.2.3. Social Communication Disorder
  - 9.2.4. Speech Sound Disorder
  - 9.2.5. Childhood-Onset Fluency Disorder (Stuttering)
  - 9.2.6. Selective Mutism
  - 9.2.7. Students with Hearing Loss
  - 9.2.8. Specific Learning Disorder
  - 9.2.9. Academic or Educational Problems
  - 9.2.10. Unspecified Communication Disorder

- 9.3. Neurological Basis for Development and Learning
  - 9.3.1. Human Development Pyramid
  - 9.3.2. Developmental Phases
  - 9.3.3. Developmental Levels
  - 9.3.4. Location of Language Skills in the Developmental Pyramid and Its Importance
  - 9.3.5. General Outline of Neurodevelopment
  - 9.3.6. Perceptual and Motor Neurodevelopment in Childhood
  - 9.3.7. Developmental Areas that Influence Language
  - 9.3.8. Cognitive Development via Communication and Language
  - 9.3.9. Social and Affective Development via Communication and Language
- 9.4. Incidents in Developmental Stages
  - 9.4.1. Early Language and Speech Development
  - 9.4.2. Early Childhood: Language Development
  - 9.4.3. Development of Spoken Language
  - 9.4.4. Vocabulary Development and Grammatical Knowledge
  - 9.4.5. Development of Communication Knowledge
  - 9.4.6. Illiteracy: Written Language Comprehension and Use
  - 9.4.7. Learning Difficulties in Reading
  - 9.4.8. Emotional and Affective Development in Students
  - 9.4.9. Diseases Related to Language Disorders
  - 9.4.10. Other Incidents
- 9.5. Multiprofessional Coordination
  - 9.5.1. Therapeutic Pedagogy Teacher Specialist
  - 9.5.2. Hearing and Speech Teacher Specialist
  - 9.5.3. Special Education Monitors during Schooling
  - 9.5.4. Educators
  - 9.5.5. Curricular Support Teachers
  - 9.5.6. Sign Language Professional
  - 9.5.7. Deafness and Blindness Mediators
  - 9.5.8. Social Educators
  - 9.5.9. Educational Guidance Teams
  - 9.5.10. Specialized Educational Guidance Teams
  - 9.5.11. Guidance Departments
  - 9.5.12. Professional Eye Disease Doctors
- 9.6. Documentation and Organization According to Student Needs
  - 9.6.1. Psychopedagogic Tests
  - 9.6.2. Psychopedagogic Evaluation
  - 9.6.3. Neuropsychopedagogic Reports
  - 9.6.4. Speech Therapy Report
  - 9.6.5. Specific Medical Documentation for Language Disorders
  - 9.6.6. School Documentation
  - 9.6.7. Social Organization
  - 9.6.8. Center Organization
  - 9.6.9. Classroom Organization
  - 9.6.10. Family Organization
- 9.7. Educational Intervention According to Developmental Stages
  - 9.7.1. Logopedic Intervention According to Developmental Stages
  - 9.7.2. Adaptations at the Education Center Level
  - 9.7.3. Adaptations at the Classroom Level
  - 9.7.4. Adaptations at the Personal Level
  - 9.7.5. Educational Intervention in Early Childhood
  - 9.7.6. Educational Intervention in Second Childhood
  - 9.7.7. Educational Intervention in Maturity
  - 9.7.8. Intervention with Families
- 9.8. Adapted Tools and Supplies
  - 9.8.1. Tools to Work with Communication Disorders Students
  - 9.8.2. Adapted Individual Supplies
  - 9.8.3. Adapted Collective Supplies
  - 9.8.4. Linguistic Skills Programs
  - 9.8.5. Programs to Promote Reading and Writing
  - 9.8.6. Adapting Curricular Elements
  - 9.8.7. ICT Influences
  - 9.8.8. Auditory and Visual Stimulation
- 9.9. School-Based Socio-Community Intervention
  - 9.9.1. Concept of Socio-Community Intervention
  - 9.9.2. Student Schooling



- 9.9.3. Child Socialization
- 9.9.4. Extracurricular Outings
- 9.9.5. Family Circle
- 9.9.6. Relation Between Family and School
- 9.9.7. Peer Relationships
- 9.9.8. Leisure and Free Time
- 9.9.9. Professional training
- 9.9.10. Social Inclusion
- 9.10. Disorder Evaluation and Prognosis
  - 9.10.1. Manifestations of Communication Problems
  - 9.10.2. Speech Therapy Report
  - 9.10.3. ENT Physician Evaluation
  - 9.10.4. Subjective Hearing Tests
  - 9.10.5. Psychopedagogic Evaluation
  - 9.10.6. Speech Therapy Rehabilitation
  - 9.10.7. Family Coexistence Analysis
  - 9.10.8. Auditory Treatments
  - 9.10.9. Family Coexistence Analysis
  - 9.10.10. Treatment

## Module 10. Other Diseases and Disorders

- 10.1. Deafblindness
  - 10.1.1. Definition
  - 10.1.2. Deafblindness Implications and Consequences
  - 10.1.3. Evolution and Development of Deafblind Individuals
  - 10.1.4. Keys to Psychopedagogic Intervention
  - 10.1.5. Communication
  - 10.1.6. Communication Systems
  - 10.1.7. Keys to Psychopedagogic Intervention with the Family
  - 10.1.8. Stages of Acceptance
  - 10.1.9. Family Needs

- 10.2. West Syndrome
  - 10.2.1. Definition Etiology Prevalence: Prognosis
  - 10.2.2. General Symptoms
  - 10.2.3. Psychopedagogic Intervention
  - 10.2.4. Language and Communication
  - 10.2.5. Personal Autonomy
  - 10.2.6. Perceptual-Cognitive Area
  - 10.2.7. Sensory Stimulation
  - 10.2.8. Resources
  - 10.2.9. Family Needs
- 10.3. Rubinstein-Taybi Syndrome
  - 10.3.1. Definition
  - 10.3.2. Etiology
  - 10.3.3. Prevalence
  - 10.3.4. General Symptoms
  - 10.3.5. Medical Problems Associated with the Syndrome
  - 10.3.6. Growth and Development
  - 10.3.7. Diagnosis and Treatment
  - 10.3.8. Family Needs
- 10.4. Instrumental Difficulties
  - 10.4.1. What are the Instrumental Areas of Learning?
  - 10.4.2. Dyslexia
  - 10.4.3. Dysorthografia
  - 10.4.4. Dysgraphia
  - 10.4.5. Dyscalculia
  - 10.4.6. Evaluation in Schools
  - 10.4.7. Psychopedagogic and Speech Therapy Evaluation
  - 10.4.8. Adapting Supplies
  - 10.4.9. Adapting Teaching Techniques
  - 10.4.10. Adapting Classwork and Assessments

## Module 11. Learning Disabilities: Historical Approach, Conceptualization, Theories and Classification

- 11.1. Introduction
- 11.2. A Historical Look at Learning Difficulties
  - 11.2.1. Foundation Phase
  - 11.2.2. Transition Phase
  - 11.2.3. Consolidation Phase
  - 11.2.4. Current Phase
- 11.3. Critical Look at Its Conceptualization
  - 11.3.1. Criteria Applied to Its Definition
    - 11.3.1.1. Exclusion Criteria
    - 11.3.1.2. Discrepancy Criteria
    - 11.3.1.3. Specificity Criteria
  - 11.3.2. Some Definitions and Their Consistency
  - 11.3.3. Between Heterogeneity and Differentiation
    - 11.3.3.1. School Problems
    - 11.3.3.2. Poor School Performance
    - 11.3.3.3. Specific Learning Difficulties
  - 11.3.4. Learning Disorders vs. Learning Difficulties
    - 11.3.4.1. Learning Disorders
      - 11.3.4.1.1. Definition
      - 11.3.4.1.2. Features
    - 11.3.4.2. Learning Disorders and Difficulties Overlap Complicating Their Understanding
    - 11.3.4.3. Learning Disorders and Difficulties Differences that Determine the Context of Application and Relevance
    - 11.3.4.4. Special Educational Needs (SEN) and Learning Difficulties
      - 11.3.4.4.1. Definition of SEN
      - 11.3.4.4.2. Differences and Consistency between SEN and Learning Difficulties
- 11.4. Classification of Learning Difficulties
  - 11.4.1. International Classification Systems
    - 11.4.1.1. DCM-5
    - 11.4.1.2. CIE-10
    - 11.4.2. DCM-5 Learning Difficulties Classification
    - 11.4.3. CIE-10 Learning Difficulties Classification (Awaiting CIE-11)
    - 11.4.4. Comparison of Classification Tools
- 11.5. Main Theoretical Approaches to Learning Difficulties
  - 11.5.1. Neurobiological or Organismic Theories
  - 11.5.2. Cognitive Deficit Theories
  - 11.5.3. Psycholinguistic Theories
  - 11.5.4. Psychogenetic Theories
  - 11.5.5. Environmental Theories
- 11.6. Causes of Learning Difficulties
  - 11.6.1. Intrinsic or Personal Factors
    - 11.6.1.1. Biological Factors
    - 11.6.1.2. Psychogenetic Factors
  - 11.6.2. Extrinsic or Contextual Factors
    - 11.6.2.1. Environmental Factors
    - 11.6.2.2. Institutional Factors
- 11.7. Learning Difficulties Care Models
  - 11.7.1. Models Focused on Medical-Clinical Aspects
  - 11.7.2. Models Focused on Cognitive Processes
  - 11.7.3. Models Focused on Observable Deficits
  - 11.7.4. Models Focused on the Curriculum
  - 11.7.5. Comprehensive Action Educational Model
- 11.8. Knowledge Assimilation Activities and Practical Applications
- 11.9. Recommending Readings
- 11.10. Bibliography

## Module 12. Neurodevelopment and Learning

- 12.1. Neurodevelopment and Learning: Prenatal Development
- 12.2. Nervous System and Postnatal Learning
- 12.3. Neuroanatomy of Learning
- 12.4. Concept of Brain Plasticity
- 12.5. Development of Higher Cognitive Functions
- 12.6. Cognitive Processes and Learning (I): Attention and Cognitive Resource Selection
- 12.7. Cognitive Processes and Learning (II): Perception and Acquisition of Information
- 12.8. Cognitive Processes and Learning (III): Memory and How it Works
- 12.9. Cognitive Processes and Learning (IV): The Process of Coding Information
- 12.10. Cognitive Processes and Learning (V): The Information Retrieval Process: The Transfer of Learning
- 12.11. Cognitive Processes and Learning (VI): Grouping, Classifying and Forming Categories and Concepts
- 12.12. Affective, Motivational, and Relational Variables (I): Personal Variables
- 12.13. Affective, Motivational, and Relational Variables (II): The Family
- 12.14. Affective, Motivational, and Relational Variables (III): The School
- 12.15. Affective, Motivational, and Relational Variables (IV): The Community

## Module 13. Specific Learning Disorder

- 13.1. Learning Reading, Writing, and Mathematics in Early Childhood
- 13.2. Definition and Prevalence
- 13.3. Neurobiological Bases
- 13.4. Neuropsychological Approaches
- 13.5. Types of Dyslexia, Dysgraphia, and Dyscalculia
- 13.6. Diagnostic Criteria (I): DSM-V Reading Difficulties (Dyslexia), Difficulties in Written Expression (Dysgraphia), Difficulties in Mathematics (Dyscalculia)
- 13.7. Diagnostic Criteria (II): Differential Diagnosis: DSM-V and ICD-10
- 13.8. Assessment: Assessment Variables and Techniques and Instruments
- 13.9. Psychological and Psycho-Pedagogical Intervention: Intervention Programs

## Module 14. Communication Disorders and Learning Difficulties

- 14.1. Childhood Language Development
- 14.2. Definition and Prevalence
- 14.3. Neurobiological Bases
- 14.4. Neuropsychological Approaches
- 14.5. Classification of Comprehension, Production-Expression and Pronunciation Disorders
- 14.6. Diagnostic Criteria (I): DSM-5: Language Disorder Phonological Disorder
- 14.7. Diagnostic Criteria (II): DSM-5: Childhood-Onset Fluency Disorder (Stuttering)
- 14.8. Social Communication Disorder (Pragmatic)
- 14.9. Diagnostic Criteria (III): Differential Diagnosis: DSM-5 and CIE-10
- 14.10. Assessment: Assessment Variables and Techniques and Instruments
- 14.11. Psychological and Psycho-Pedagogical Intervention: Intervention Programs

## Module 15. Language as a Determining Factor in Attention to Learning Difficulties

- 15.1. Introduction
- 15.2. The Connection between Thought and Language
  - 15.2.1. Theories That Explain Its Development
  - 15.2.2. Thought and Language: Interdependence
  - 15.2.3. The Role of Language in Learning
- 15.3. The Connection between Language and Learning Difficulties
  - 15.3.1. Communication, Language, Speech and Tongue
  - 15.3.2. General Aspects of Language Development
  - 15.3.3. Preventing Problems with Language
- 15.4. Language Developmental Delay and Its Implications in Learning Difficulties
  - 15.4.1. Conceptualization of Language Developmental Delay and Its Characterization
  - 15.4.2. Causes of Language Development Delay
  - 15.4.3. Importance of Early Detection and Care in Schools
  - 15.4.4. Language Developmental Delay as a Risk Factor for Learning Difficulties
- 15.5. Most Common Language Disorders in Students
  - 15.5.1. Concepts and Limitations

- 15.5.2. Oral Language Disorders: Its Manifestations in the Following Factors: Phonetic, Phonological, Morpho-Lexical, Syntactic, Semantic, and Pragmatic
- 15.5.3. Speech Disorders: Dyslalia, Dysarthria, Rhinolalia, Dysphonia and Stuttering
- 15.6. Language Evaluation
  - 15.6.1. Assessment Tools
  - 15.6.2. Factors to Be Evaluated
  - 15.6.3. Evaluation Report
- 15.7. Attention to Language Disorders in Educational Institutions
  - 15.7.1. Language Disorders
  - 15.7.2. Speech Disorder
- 15.8. Knowledge Assimilation Activities and Practical Applications
- 15.9. Recommending Readings
- 15.10. Bibliography

### **Module 16.** Disorders and Other Personal and Social Circumstances Modulating Learning Difficulties

- 16.1. Disruptive, Impulse-Control and Conduct Disorders and Learning Difficulties.
  - 16.1.1. Disruptive, Impulse-Control and Conduct Disorders (I): Impulse Control and Prosocial Behavior
  - 16.1.2. Disruptive, Impulse-Control and Conduct Disorders (II): Definition and Prevalence
  - 16.1.3. Disruptive, Impulse-Control and Conduct Disorders (III): Neurobiological Bases
  - 16.1.4. Disruptive, Impulse-Control and Conduct Disorders (IV): Neuropsychological Approaches to Prosocial Behavior
  - 16.1.5. Disruptive, Impulse-Control and Conduct Disorders (IV): DSM-V Diagnostic Criteria: Oppositional Defiant Disorder Intermittent Explosive Disorder
  - 16.1.6. Disruptive, Impulse-Control and Conduct Disorders (VI): DSM-V Diagnostic Criteria: Behavior Disorders
  - 16.1.7. Disruptive, Impulse-Control and Conduct Disorders (VII): DSM-V Diagnostic Criteria: Antisocial Personality Disorder
  - 16.1.8. Disruptive, Impulse-Control and Conduct Disorders (VIII): Differential Diagnosis: DSM-V and ICD-10
  - 16.1.9. Disruptive, Impulse-Control and Conduct Disorders (IX): Evaluation: Variables to Be Evaluated, Techniques and Tools
  - 16.1.10. Disruptive, Impulse-Control and Conduct Disorders (X): Psychological and Psychopedagogic Intervention: Intervention Programs

- 16.2. High-Capacity Children and Youth with Learning Difficulties
  - 16.2.1. Definition of High Capacities and Prevalence
  - 16.2.2. Assessment Criteria
  - 16.2.3. Assessment: Assessment Variables and Techniques and Instruments
  - 16.2.4. Psychological and Psycho-Pedagogical Intervention: Intervention Programs
- 16.3. Other Issues
  - 16.3.1. At Social and Family Risk Children and Youth: Substance Abuse, Unsafe Sexual Behavior, Family Destructuring and Violence
  - 16.3.2. Children and Youth at Risk of Social Exclusion: Poverty and Displacement Problems
  - 16.3.3. Children and Youth in Situations of Mental Health Risk: Affective Problems
  - 16.3.4. Assessment: Assessment Variables and Techniques and Instruments
  - 16.3.5. Psychological and Psycho-Pedagogical Intervention: Intervention Programs

### **Module 17.** Emerging Educational Alternatives to Manage Learning Difficulties

- 17.1. Introduction
- 17.2. Information and Communication Technologies (ICT)
  - 17.2.1. Theoretical Foundation for ICT
  - 17.2.2. ICT Historical Development
  - 17.2.3. TIC Classification
    - 17.2.3.1. Synchronous
    - 17.2.3.2. Asynchronous
  - 17.2.4. ICT Features
  - 17.2.5. ICT Potential in Different Social Contexts
- 17.3. ICT in Education
  - 17.3.1. ICT Educational Contributions
    - 17.3.1.1. Traditional Education and ICT Incorporation
    - 17.3.1.2. ICT Impact on Education in the 21st Century
    - 17.3.1.3. Teaching and Learning with ICT: Expectations, Realities and Potential
  - 17.3.2. ICT Contributions to Learning Difficulties
    - 17.3.2.1. ICT as a Teaching Resource for Learning Difficulties

- 17.3.2.1.1. Teaching to Read
- 17.3.2.1.2. Teaching to Write
- 17.3.2.1.3. Teaching Mathematics
- 17.3.2.1.4. Attention to ADHD
- 17.3.3. Teacher Role in ICT Use
  - 17.3.3.1. ICT Use in the Classroom
  - 17.3.3.2. Extra-Classroom Spaces
- 17.4. Chess and Its Pedagogic Value
  - 17.4.1. A Brief Historical Review of Chess
  - 17.4.2. Its Playful Character
  - 17.4.3. Pedagogical Fundamentals of Play-Science
  - 17.4.4. Chess as an Educational Tool: School Context and Socially Vulnerable Environments
  - 17.4.5. Chess Potential for the Teaching-Learning Process in Students with Learning Difficulties
    - 17.4.5.1. Chess Contributions to Cognitive Activity
      - 17.4.5.1.1. Attention
      - 17.4.5.1.2. Memory
      - 17.4.5.1.3. Motivation
      - 17.4.5.1.4. Managing Emotions
      - 17.4.5.1.5. Strategic Thinking
      - 17.4.5.1.6. Intelligence
      - 17.4.5.1.7. Learning Transfer
    - 17.4.5.2. Chess Contributions to Executive Functions
      - 17.4.5.2.1. Organization
      - 17.4.5.2.2. Plan
      - 17.4.5.2.3. Execution (Flexibility, Inhibitory Control, Self-monitoring)
      - 17.4.5.2.4. Assessment/Revision
- 17.5. Chess as a Binding Element for the School-Family-Community Triad in Managing Learning Difficulties
  - 17.5.1. Strengths of Using Chess in Schools to Promote Family Involvement in the Educational Process
  - 17.5.2. Chess Potential to Promote Community Involvement in Schools

- 17.6. Meditation: From Spiritual Practice to Its Current Expansion
  - 17.6.1. A Brief Approach to Meditation as an Educational Tool
    - 17.6.1.1. Concept of Meditation
    - 17.6.1.2. Origin of Meditation
    - 17.6.1.3. Its Expansion to Other Areas
- 17.7. Using the Educational Potentialities of Meditation to Manage Learning Difficulties and Attention to Diversity
  - 17.7.1. Scientific Evidence of the Effects of Meditation on the Body, the Brain and Interpersonal Relationships
    - 17.7.1.1. Neurological Effects: Structural, Biochemical and Functional Effects in the Brain
    - 17.7.1.2. Psychological Effects
    - 17.7.1.3. Physical Effects
  - 17.7.2. The Impact of Meditation on Students
  - 17.7.3. The Impact of Meditation on Teacher Behavior
  - 17.7.4. The Impact of Meditation on School Climate
- 17.8. Activities for Knowledge Assimilation and Its Practical Application
- 17.9. Recommending Readings
- 17.10. Bibliography

## Module 18. ICT, Innovation and Emerging Methodologies

- 18.1. ICT in Special Education
  - 18.1.1. Special Educational Needs
  - 18.1.2. Special Education Principles and ICT Use
  - 18.1.3. Role and Value of ICT in Special Education
  - 18.1.4. Technological Inclusion vs. Marginalization
  - 18.1.5. Digital Accessibility
  - 18.1.6. The Right to Access
  - 18.1.7. ICT Resources for Students with Special Educational Needs
  - 18.1.8. ICT Benefits to Education
  - 18.1.9. Assistance Technologies for Diversity (ATD)
  - 18.1.10. ICT to Assess Students with Special Educational Needs

18.2. Resources for Students with Auditory Disabilities

- 18.2.1. ICT Resources for Auditory Disabilities
- 18.2.2. Objectives
- 18.2.3. HETAH - Sign Language Translator
- 18.2.4. Mobile Application for People with Hearing Impairment (MAPHI)
- 18.2.5. Spreadthesign
- 18.2.6. Pictotranslator
- 18.2.7. The Seraph Snail
- 18.2.8. Signs Library
- 18.2.9. Speechviewer II Phonetic Viewer
- 18.2.10. Sueñalettras

18.3. Resources for Students with Visual Disabilities

- 18.3.1. ICT Resources for Visual Disabilities
- 18.3.2. Objectives
- 18.3.3. Hetah Transcriber
- 18.3.4. Knfbreader
- 18.3.5. The Magic Tree of Words
- 18.3.6. Audescmobile
- 18.3.7. Cantalettras
- 18.3.8. Winbraille
- 18.3.9. Jaws
- 18.3.10. Adapted Hardware

18.4. Resources for Students with Motor Disabilities

- 18.4.1. ICT Resources for Motor Disabilities
- 18.4.2. Objectives
- 18.4.3. Keytweak
- 18.4.4. Formpilot Office
- 18.4.5. Emuclic
- 18.4.6. SinClic 0.9
- 18.4.7. Virtual Keypads: VirtualTEC
- 18.4.8. Remote Mouse
- 18.4.9. Adapted Software

18.5. Resources for Students with Intellectual Disabilities





- 18.5.1. ICT Resources for Intellectual Disabilities
- 18.5.2. Objectives
- 18.5.3. Cabezudos
- 18.5.4. Ableservices
- 18.5.6. Tecnom Lite
- 18.5.7. Help, I'm Lost
- 18.5.8. Game of the Opposites
- 18.5.9. Special Stories
- 18.5.10. Learning Project
- 18.6. Resources for ASD
  - 18.6.1. ICT Resources for Students with Autism
  - 18.6.2. Objectives
  - 18.6.3. Emotions Project
  - 18.6.4. ASD Doctor
  - 18.6.5. Social Classroom
  - 18.6.6. Words in Pictures
  - 18.6.7. Applyautism
  - 18.6.8. AraWord
  - 18.6.9. Communicator goTalk 9+
  - 18.6.10. Zac Browser

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.





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

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gervas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.



## Relearning Methodology

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

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

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



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### 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

This Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties guarantees, in addition to the most rigorous and up-to-date training, access to a qualification issued by TECH Technological University





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*This Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties represents the largest collection of knowledge in the field: A degree that will be a high-quality added value for any professional in this area"*

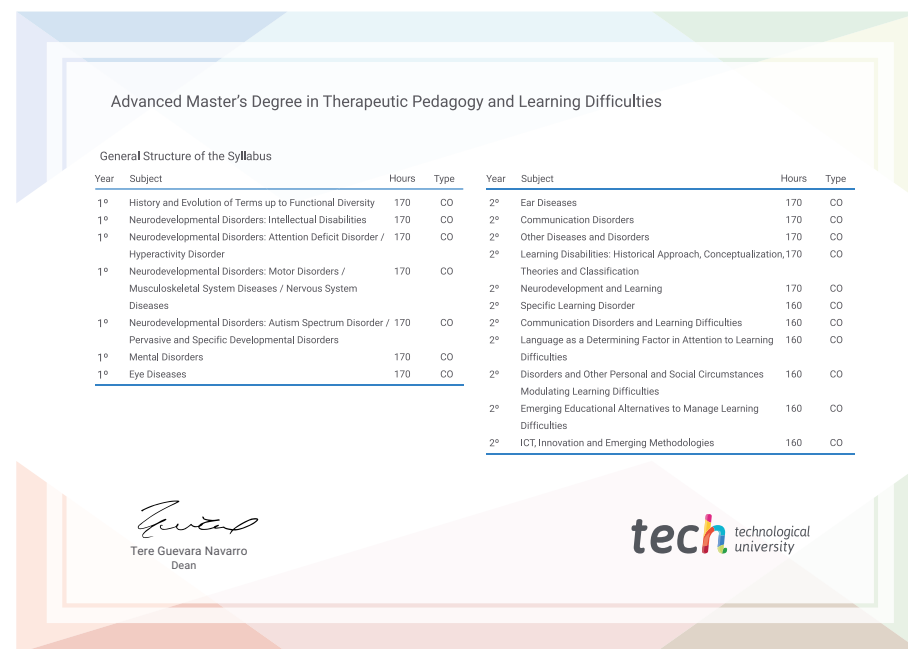
This **Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties** contains the most complete and up-to-date scientific program on the market.

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

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Advanced Masters Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional from career evaluation committees.

Title: **Advanced Master's Degree in Therapeutic Pedagogy and Learning Difficulties**

Official N° of Hours: **3,000 h.**



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

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



## Advanced Master's Degree Therapeutic Pedagogy and Learning Difficulties

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Advanced Master's Degree

## Therapeutic Pedagogy and Learning Difficulties