

Hybrid Professional Master's Degree

Inclusive Education for Children
and Adolescents in Situations
of Social Exclusion



Hybrid Professional Master's Degree

Inclusive Education for Children and Adolescents in Situations of Social Exclusion

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Technological University

Teaching Hours: 1,620 h.

Website: www.techtute.com/pk/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-inclusive-education-children-adolescents-situations-social-exclusion

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01

Introduction

In the most difficult contexts of social exclusion, the demands and responsibilities of professionals, educators and psychologists who deal with these situations are high. When dealing with children and adolescents in Inclusive Education settings, it is necessary to broaden horizons and obtain both theoretical and practical knowledge of the reality of minors in this situation. This is the only way for the psychologist to obtain and perfect the necessary competencies for specialized attention to all types of profiles. For this reason, TECH has launched this complete program, which includes 12 months of completely online theory. To this is added a highly valuable internship in a prestigious center, where the psychologist will work with highly trained specialists, providing the depth needed for their professional career.





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The constant updating of knowledge is already a must for the most specialized psychologists. Get the most relevant theoretical keys and put them into practice by enrolling in this Hybrid Professional Master's Degree”

Children, adolescents and young people who are in a situation of social exclusion are one of the most vulnerable groups when it comes to accessing fundamental rights such as education or healthcare. Precisely, education itself is a stable path to improve the quality of life of these groups, with specific Inclusive Education programs that range from situations of child abuse to specific tutoring of students or programs for young people with high abilities.

The professionals involved in all these processes carry a great deal of responsibility on their shoulders, which drives them to continuously update their own knowledge. New educational and psychological approach techniques are constantly emerging, providing a favorable field of action for those specialists who wish to be at the forefront of inclusive education.

As it is also a field with a high practical weight, in many occasions the best way to be updated is not only based on the latest scientific postulates, but also includes the field work itself with communities of Children and Adolescents in a Situation of Social Exclusion. Therefore, this TECH program was born, which combines the advanced theoretical and practical knowledge of a highly qualified teaching team with an effective stay in a highly prestigious center.

In this way, the student will work on the most advanced approach methodology in the stages of educational development, child protection measures and school mediation to then put into practice all their knowledge with real children and adolescents, collaborating in the identification of cases, action planning and approaching possible solutions to each situation.

It is, therefore, a unique program that combines the best of theory and the best of practice to give the student the best possible academic experience. The theoretical stage will be completed completely online, without face-to-face classes or fixed schedules, while the practical stage will last 3 weeks in which a specialized tutor will guide the student through all the processes and tasks to be carried out.

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

- ♦ Development of more than 100 case studies presented by professionals from the educational and psychological fields, with extensive experience in the framework of Inclusive Education
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Manage techniques and strategies to deal with the diversity of students, and with the educational community: families and the community
- ♦ Develop in the student ability to develop their own methodology and work system
- ♦ Analyze situations of child abuse and the protocols for action by the psychology professional
- ♦ Describe the general circumstances of the students under guardianship and how these may affect their educational environment
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ In addition, you will be able to do an internship in one of the best educational centers in the world



Learn in depth about conflicts in the classroom and how to mediate them with the most effective resolution techniques, being able to apply it in real fields of action during your internship"

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Get up-to-date and incorporate into your work methods the most advanced techniques for the detection and prevention of child abuse, thanks to a complete theoretical program based on a large number of real cases”

In this proposal for a Hybrid Professional Master's Degree, of a professionalizing nature and online format, the program is aimed at updating psychology professionals who develop their work in Social Exclusion environments or direct their careers to this area. The contents are based on the latest scientific evidence, and guided in a educational way to integrate theoretical knowledge into psychological practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in the management of children and adolescents in situations of social exclusion.

Thanks to their multimedia content developed with the latest educational technology, they will allow the medical professional to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise during the course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will have total freedom to adapt the theoretical content to your own pace, with a Virtual Campus available to you 24 hours a day.

Your internship in a prestigious educational center will be an important boost to all your skills, knowing firsthand the advanced psychological approach in inclusive education.



02

Why Study this Hybrid Professional Master's Degree?

This Hybrid Professional Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion is of vital importance for all those experts who wish to broaden their knowledge of the most up-to-date psycho-pedagogical methodologies. Nowadays, very few educational programs give equal relevance to theoretical and practical learning. However, this TECH program stands out from this context, offering a first class education composed of 1500 hours of study in an innovative learning platform and 120 hours of intensive stay in highly prestigious institutions.





Why Study this Hybrid Professional | 09
Master's Degree?

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TECH will provide you with the support of excellent professionals and a designated tutor to develop a first class classroom practice in demanding psycho-pedagogical centers”

1. Updating from the Latest Technology Available

Throughout this study program, students will analyze in a theoretical way the different methodological tools and technological resources available to prevent and intervene in situations of social exclusion. At the same time, they will also develop a first level professional practice where they will apply all the knowledge acquired directly in real cases, acquiring the most updated and demanded skills for this sector.

2. Gaining In-depth Knowledge from the Experience of Top Specialists

Throughout this program, the student will be accompanied by the best specialists. In the theoretical stage, you will be taught by the most distinguished professors in this area of knowledge, who will provide you with a fast and flexible learning of the theoretical contents within your reach. Then, in the practical phase, they will be supported by first-level experts who will supervise the process of direct assimilation of the listed skills.

3. Entering into first-rate psycho-pedagogical environments

Throughout the practical stage of this program, the student will have access to highly prestigious psycho-pedagogical centers. These institutions have been chosen by TECH thanks to their latent results in terms of Inclusive Education for Children and Adolescents. All of them have been possible thanks to the intensive work of its experts and their mastery of the most up-to-date tools and methodologies. In short, the student will be able to assimilate new knowledge and skills in a world-class environment.



4. Combining the Best Theory with State-of-the-Art Practice

This curriculum, the only one of its kind in the educational market, gives equal relevance to theoretical and practical learning. The knowledge acquired during its first stage, 1,500 hours of educational load on a 100% online platform, is combined in an exceptional way with 3 weeks of intensive internship where these skills will be applied directly.

5. Expanding the Boundaries of Knowledge

TECH offers the possibility of completing the professional internship of this Hybrid Professional Master's Degree program in centers of international scope. In this way, the specialist will be able to expand their frontiers and catch up with the best professionals, who practice in first class psycho-pedagogical institutions and in different continents.

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*You will have full practical immersion
at the center of your choice"*

03

Objectives

This Hybrid Professional Master's Degree has been designed with all the guarantees for the student, following the necessary guidelines for a reliable update in all methods of approach and analysis of greater rigor in contexts of Social Exclusion. For this purpose, we have assembled a teaching team exceptionally prepared in this field, as well as selected the best possible context in which students can develop all their knowledge, applying the practice of Inclusive Education surrounded by highly trained professionals and educators.



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You have the opportunity to enroll in this Hybrid Professional Master's Degree program and make a significant quality leap in your value proposition, incorporating the most rigorous Inclusive Education methodology into your know-how”



General Objective

- Therefore, the general objective of this Hybrid Professional Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion is to provide the psychologist with the most advanced tools to address all types of situations. In this way, after perfecting and expanding your theory during the degree, you will have the option of putting it into practice in a real field of action, obtaining a 360° knowledge of all the processes that involve children and adolescents in Inclusive Education



Complete all your most ambitious professional goals thanks to an educational method that will allow you to advance continuously, even before the end of your program"





Specific Objectives

Module 1. Inclusive education and social inclusion

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

Module 2. Teacher preparation for Inclusive Schools

- ♦ Describe a historical evolution of exclusivity in the classroom
- ♦ Interpret the main sources of inclusive scope
- ♦ Analyze the main components for teacher learning
- ♦ Instruct on different models of Inclusive Schooling
- ♦ Inform on legislation pertaining to inclusive education
- ♦ Use tools for learning in the field of exclusivity
- ♦ More effective interpretation of inclusive schooling

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

- ♦ Define the types of families that exist
- ♦ Apply Techniques and Strategies for Intervention with the Diversity of Families
- ♦ Explain how to work with these families from the Inclusive School
- ♦ Give Guidelines to get families actively involved in the Educational Process of their children
- ♦ Analyze the Role of Society in the Inclusive School
- ♦ Describe the role of families in Learning Communities
- ♦ Develop the student's ability to develop their own methodology and work system

Module 4. Main psychological theories and stages of evolutionary development

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

Module 5. Attachment and affective bonds

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

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

- ♦ Describe the implications of the educational system for the inclusion of different traditionally excluded social groups
- ♦ Value the importance of the inclusive school for the attention to student diversity
- ♦ Explain, according to current legislation, who are the students with special educational needs (SEN)
- ♦ Recognize the main SEN that can be presented by the Children with special education Needs
- ♦ Delve into the HIP and the models of attention to their SEN
- ♦ Establish the relationship between inclusion and multiculturalism
- ♦ Explain the importance of cooperative learning for inclusion
- ♦ Promote the value of coeducation for the reduction of school exclusion
- ♦ Identify the most influential aspects in the social climate of the classroom

Module 7. The child protection system

- ♦ Analyze the legal framework of the child protection system
- ♦ Define the basic concepts of protection
- ♦ Identify the various types of protection measures
- ♦ Explain the operation of residential centers and their coordination with the school
- ♦ Develop skills to intervene in the school environment with children living in foster families or adopted children

Module 8. Educational Environment for Students under Guardianship

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

Module 9. Action by schools in the event of child abuse situations

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

Module 10. School mediation as a tool for inclusion

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

04 Skills

The competencies required in the field of inclusive education are not only diverse but also demanding. The psychology professional must face all kinds of situations and casuistry, testing their performance in cases of child abuse, students with Special Educational Needs or multicultural environments. Therefore, throughout the program, the most distinguished competences will be perfected and maximized in order to deal with the most difficult situations of Social Exclusion.



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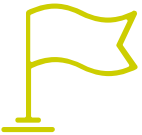
Not only will you acquire a set of essential skills in your field of work, but you will put them to the test in a real Inclusive Education environment, designing programs for Social Exclusion”



General Skills

- ♦ Apply the knowledge acquired in a practical way, with a good theoretical basis, with which to solve any problem that arises in the work environment, adapting to new challenges related to their area of study
- ♦ Integrate the knowledge acquired in the Hybrid Professional Master's Degree with the previous ones, as well as to reflect on the implications of the professional practice, applying personal values to them, in order to improve the quality of the service provided
- ♦ Transmit the theoretical and practical knowledge acquired, and develop the capacity for criticism and reasoning before a specialist and non-specialist audience, in a clear and unambiguous manner
- ♦ Develop self-learning skills that allow an adequate performance of their work





Specific Skills

- ♦ Identify the elements and principles in inclusive schools as an educational model system to educate and develop students at risk of social exclusion
- ♦ Define an appropriate teaching style as an optimal model to implement the parameters of inclusive education and adapt them to each specific case
- ♦ Design guidelines to promote family participation with the school as a relevant and essential agent for the integral development of students
- ♦ Differentiate the stages of evolutionary development to determine children needs and characteristics at each age
- ♦ Discriminate attachment styles to respond to student reactions and behaviors of and to improve educational intervention
- ♦ Analyze the educational system itself as an space of social exclusion for students to better respond and address education in the face of diversity
- ♦ Recognize the different protection measures and how they function as an essential part in the design of an Inclusive Education system that can cover the needs of students under guardianship
- ♦ Elaborate curricular programs that cover the needs of students at risk of exclusion, to favor their overall development both at school and at home
- ♦ Detect situations of child abuse in order to establish programs and intervention plans from the school center
- ♦ Organize mediation teams as a basic tool for the resolution of socio-educational cohesion conflicts and to establish positive social climates in the classroom



With this program, you will analyze different conflicts that occur in the educational field in a 100% practical way with real cases"

05

Course Management

Given that the attention to children and adolescents in situations of social exclusion is a broad field of work, TECH has assembled a teaching team that has accumulated extensive experience in all types of cases of inclusive education. In this way, the psychologist will receive knowledge from professionals widely trained in their field, educators, social educators and teachers from different fields of action. This ensures that all the knowledge provided combines the most current theory with the most successful school practice.



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You can rely on a teaching team that will solve all your doubts about Inclusive Education, with a direct communication channel in TECH's virtual campus”

Management



Mr. Notario Pardo, Francisco

- ♦ Family and School Mediator, and Official Court Expert
- ♦ Supervising Officer of the Department in Generalitat Valenciana
- ♦ Social Educator of the Basic Primary Care Intervention Team of Social Services in the City Council of Alcoy
- ♦ Official Judicial Expert in Family Courts and Juvenile Prosecutor's Office
- ♦ Interim Social Educator at Generalitat Valenciana
- ♦ Intervention Technician in Foster Care by the Trama Center Association
- ♦ Coordinator of the Center for Foster Care Intervention in Alicante
- ♦ Director of the Master's Program in Inclusive Education for Children at Social Risk
- ♦ Degree in Pedagogy from the University of Valencia
- ♦ Postgraduate Certificate in Social Educational at Valencia University
- ♦ Degree in Intervention with Families at Risk and Minors with Antisocial Behavior from the University of Valencia
- ♦ Specialization in Intervention and Therapeutics in Special Educational Needs and Socio-educational Needs by the Colegio Oficial de Pedagogos y Psicopedagogos de la Comunidad Valenciana (Official College of Pedagogues and Psychopedagogues of Valencia)
- ♦ Official Judicial Expert by the Colegio Oficial de Pedagogos y Psicopedagogos de la Comunidad Valenciana (Official College of Pedagogues and Psychopedagogues of Valencia)
- ♦ Teacher of Vocational Training for Employment by the Servef Center
- ♦ Postgraduate Diploma in Family and School Mediation Catholic University of Valencia San Vicente Mártir
- ♦ Postgraduate Diploma in Social Inclusion and Inclusive Education by CEU Cardenal Herrera University
- ♦ Postgraduate Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior

Professors

Ms. Antón Ortega, Noelia

- ♦ Therapeutic Pedagogue
- ♦ Special Education Teacher in the Preschool and Primary School Miguel Hernandez
- ♦ Postgraduate Certificate in Special Education Teacher
- ♦ Master's Degree in Neuropsychology and Education
- ♦ Training in ASD, ABN algorithm, ICT in the classroom, bullying, educating by competencies, emotional intelligence and child abuse, among others
- ♦ emotional intelligence and child abuse, among others

Ms. Antón Ortega, Patricia

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

Ms. Beltrán Catalán, María

- ♦ Pedagogical Therapist at Oriéntate con María
- ♦ Director and Co-Director of the Spanish Association PostBullying
- ♦ PhD Cum Laude in Psychology from the University of Cordoba
- ♦ Awarded the 2019 Youth Prize for Scientific Culture, granted by the Spanish National Research Council (CSIC) and the City Council of Seville

Dr. Carbonell Bernal, Noelia

- ♦ Educational counselor at the Regional Ministry of Education of the Region of Murcia
- ♦ PhD in Educational Psychology at the University of Murcia
- ♦ Professional Master's Degree in Teacher Training, University of Malaga
- ♦ Professional Master's Degree in Clinical Nutrition at the Catholic University of San Antonio in Murcia
- ♦ Teacher at the UNIR in Primary Education Grade
- ♦ Professor of Early Childhood Education Degree at VIU
- ♦ Member of the faculty at Universidad Camilo José Cela

Ms. Chacón Saiz, María Raquel

- ♦ Teacher Expert in Educational Guidance and School Services
- ♦ Civil servant of the Department of Education and Science of the Valencian Community
- ♦ Professional Master's Degree in Food Safety and Quality from the University of Valencia
- ♦ Degree in Pedagogy from the University of Valencia

Ms. Pérez López, Juana

- ♦ Pedagogue Expert at the Aidemar Child Development and Early Attention Center (CDIAT)
- ♦ Director of Anda Conmigo Child Therapy and Educational Centers
- ♦ Autonomous Production in Pedagogical Reeducation
- ♦ Pedagogical advisor for children and primary school material at Editorial Teide
- ♦ Degree in Pedagogy by the University of Murcia
- ♦ Professional Master's Degree in Child Development and Early Childhood Care by the University of Valencia
- ♦ Early Detection of Early Childhood Difficulties, Neuromotor Risk Assessment and Design of Psychopraxis Treatment Plans
- ♦ Judicial Expert of families and minors in the Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Certificate of Professionalism in Teaching Vocational Training for Employment by the Ministry of Education and Vocational Training
- ♦ Certificate in Learning Difficulties and Behavioral Disorders from the University of Murcia
- ♦ Postgraduate Diploma in Language Didactics, Reading and Writing for Infants and Primary School by CEU Cardenal Herrera University





Ms. Tortosa Casado, Noelia

- ♦ Foster Care Coordinator of Alicante in the Centro Trama Association
- ♦ Manager at Móvo Peritaciones Sociales
- ♦ Professor. Department of Education
- ♦ Collaborator at the University of Alicante
- ♦ Deputy Director of the O'Belen International Foundation
- ♦ Social Worker of the Adoption Assessment Team at Grupo Eulen
- ♦ Social Worker of the Technical Team for Minors in the Department of Justice
- ♦ Social Worker at the 24-hour Women's Center
- ♦ Degree in Social Work from the University of Alicante
- ♦ Professional Master's Degree in Secondary Education by UMH
- ♦ Professional Master's Degree Cum Laude in Intervention and Diagnosis with Minors at Social Risk by the University of Alicante
- ♦ Postgraduate Certificate in Social Work and Minors at Social Risk from the University of Alicante

06

Educational Plan

Following the Relearning method, all the contents of this program are written to favor a natural and progressive learning throughout the entire blended Master's program. This implies that the key concepts in Inclusive Education are given to the psychologist repeatedly in all the knowledge modules, which saves considerable study hours that, in turn, can be invested in the numerous complementary materials and multimedia content provided to deepen each topic covered.





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You'll have access to comprehensive in-depth videos, interactive summaries and further reading to further explore the topics that interest you”

Module 1. Inclusive education and social inclusion

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

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

Module 2. Teacher preparation for Inclusive Schools

- 2.1. Historical and Teacher Education Evolution
 - 2.1.1. The Old Paradigm: "Normal Schools"
 - 2.1.1.1. What Do We Mean by Normal Schools?
 - 2.1.1.2. Main Characteristics of Normal Schools
 - 2.1.1.3. The Moyano Law
 - 2.1.2. Teacher Training in the XX Century
 - 2.1.2.1. Teacher Training at the Beginning of the Century
 - 2.1.2.2. Teacher Training in 1914
 - 2.1.2.3. Education in the Second Republic
 - 2.1.2.4. Teacher Training During Franco's Dictatorship
 - 2.1.2.5. The General Education Law of 1970
 - 2.1.2.6. The Democratic Period LOGSE

- 2.1.3. Teacher Training in the XXI Century
 - 2.1.3.1. Main Aspects of Teacher Training
 - 2.1.3.2. New Challenges in Education
- 2.1.4. Legal Framework
 - 2.1.4.1. International Regulations
- 2.2. Contextualization of the Inclusive School
 - 2.2.1. Main Features
 - 2.2.1.1. Basic Principles
 - 2.2.1.2. Objectives of Today's Inclusive School
- 2.3. Teacher Training for Inclusive Education
 - 2.3.1. Previous Aspects to Consider
 - 2.3.1.1. Basis and Purpose
 - 2.3.1.2. Essential Elements of the Initial Training
 - 2.3.2. Main Theories and Models
 - 2.3.3. Criteria for the Design and Development of Teacher Education
 - 2.3.4. Continuing education
 - 2.3.5. Profile of the Teaching Professional
 - 2.3.6. Teaching Skills in Inclusive Education
 - 2.3.6.1. The Support Teacher Functions
 - 2.3.6.2. Emotional Skills
- 2.4. Emotional Intelligence of Teachers
 - 2.4.1. Emotional Intelligence Concept
 - 2.4.1.1. Daniel Goleman's Theory
 - 2.4.1.2. The Four Phase Model
 - 2.4.1.3. Emotional Competencies Model
 - 2.4.1.4. Emotional and Social Intelligence Model
 - 2.4.1.5. Theory of Multiple Intelligences
 - 2.4.2. Basic Aspects of Teachers' Emotional Intelligence
 - 2.4.2.1. Emotions
 - 2.4.2.2. Self-esteem
 - 2.4.2.3. Self-Efficacy
 - 2.4.2.4. The Development of Emotional Skills
 - 2.4.3. Teacher Self-Care
 - 2.4.3.1. Strategies to Self-Care

- 2.5. External Elements: Administrations, Resources and Family
- 2.6. Quality of Inclusive Education
 - 2.6.1. Inclusion and Quality
 - 2.6.1.1. Conceptualization of Quality
 - 2.6.1.2. Dimensions in the Quality of Education
 - 2.6.1.3. Quality Parameters in the Inclusive School
 - 2.6.2. Successful Experiences

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

- 3.1. The Diversity of Current Family Models
 - 3.1.1. Definition of Family Concept
 - 3.1.2. Evolution of Family Concept
 - 3.1.2.1. The Family in the 21st Century
 - 3.1.3. Family Models
 - 3.1.3.1. Types of Family Models
 - 3.1.3.2. Educational Styles in Family Models
 - 3.1.4. Educational Attention to the Different Family Models
- 3.2. Family Involvement in the School
 - 3.2.1. The Family and the School as Developmental Environments
 - 3.2.2. The Importance of Cooperation between Educational Agents
 - 3.2.2.1. The Management Team
 - 3.2.2.2. The Teaching Team
 - 3.2.2.3. The Family
 - 3.2.3. Types of Family Participation
 - 3.2.3.1. Direct Participation
 - 3.2.3.2. Indirect Participation
 - 3.2.3.3. Non-Participation
 - 3.2.4. Parent Schools
 - 3.2.5. The Parent-Teacher Association (PTA)
 - 3.2.6. Difficulties in Participation
 - 3.2.6.1. Intrinsic Participation Difficulties
 - 3.2.6.2. Extrinsic Participation Difficulties
 - 3.2.7. How to improve Family Participation?

- 3.3. The Family and the School as Developmental Environments
- 3.4. Society and Inclusive School
- 3.5. Learning Communities
 - 3.5.1. Conceptual Framework of Learning Communities
 - 3.5.2. Characteristics of Learning Communities
 - 3.5.3. Creation of a Learning Community
- 3.6. Creation of a Learning Community

Module 4. Main psychological theories and stages of evolutionary development

- 4.1. Main Authors and Psychological Theories of Childhood Development
 - 4.1.1. Psychoanalytic Theory of Child Development by S. Freud
 - 4.1.2. E. Erikson's Theory of Psychosocial Development
 - 4.1.3. Jean Piaget's Theory of Cognitive Development
 - 4.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
 - 4.1.3.2. Stages of Cognitive Development
 - 4.1.3.3. Sensory-motor Stage (0-2 years)
 - 4.1.3.4. Pre-operative Stage: Pre-operative Sub-period (2-7 years)
 - 4.1.3.5. Stage of Concrete Operations (7-11 years old)
 - 4.1.3.6. Formal Operations Stage (11-12 years and older)
 - 4.1.4. Lev Vygotsky's Sociocultural Theory
 - 4.1.4.1. How do we Learn?
 - 4.1.4.2. Higher Psychological Functions
 - 4.1.4.3. Language as a Mediating Tool
 - 4.1.4.4. Proximal Development Zone
 - 4.1.4.5. Development and Social Context
- 4.2. Introduction to Early Intervention
 - 4.2.1. History of Early Intervention
 - 4.2.2. Definition of Early Intervention
 - 4.2.2.1. Levels of Intervention in Early Intervention
 - 4.2.2.2. Main Fields of Action
 - 4.2.3. What is a CCDEA
 - 4.2.3.1. Concept of CDIAT
 - 4.2.3.2. Functioning of a CCDEA
 - 4.2.3.3. Professionals and Areas of Intervention

- 4.3. Developmental Aspects
 - 4.3.1. Development from 0-3 years of age
 - 4.3.1.1. Introduction
 - 4.3.1.2. Motor Development
 - 4.3.1.3. Cognitive Development
 - 4.3.1.4. Language Development
 - 4.3.1.5. Social Development
 - 4.3.2. Development from 3-6 years of age
 - 4.3.2.1. Introduction
 - 4.3.2.2. Motor Development
 - 4.3.2.3. Cognitive Development
 - 4.3.2.4. Language Development
 - 4.3.2.5. Social Development
- 4.4. Milestones of Alarm in Child Development
- 4.5. Cognitive and Socio-affective Development from 7 to 11 years of age
- 4.6. Cognitive Development during Adolescence and early Adulthood

Module 5. Attachment and affective bonds

- 5.1. Attachment Theory
 - 5.1.1. Theoretical Basis
 - 5.1.1.2. John Bowlby
 - 5.1.1.3. Mary Ainsworth
 - 5.1.2. Attachment Behaviors
 - 5.1.3. Attachment Functions
 - 5.1.4. Internal Representation Models
 - 5.1.5. Ambivalent Insecure Attachment
 - 5.1.6. Avoidant Insecure Attachment
 - 5.1.7. Disorganized Attachment
- 5.2. Attachment Styles
 - 5.2.1. Secure Attachment
 - 5.2.1.1. Characteristics of the Subject with this Attachment Style
 - 5.2.1.2. Characteristics of the Caregivers that Promote this Style
 - 5.2.2. Ambivalent Insecure Attachment
 - 5.2.2.1. Characteristics of the Subject with this Attachment Style
 - 5.2.2.2. Characteristics of the Caregivers that Promote this Style

- 5.2.3. Avoidant Insecure Attachment
 - 5.2.3.1. Characteristics of the Subject with this Attachment Style
 - 5.2.3.2. Characteristics of the Caregivers that Promote this Style
- 5.2.4. Disorganized Attachment
 - 5.2.4.1. Characteristics of the Subject with this Attachment Style
 - 5.2.4.2. Characteristics of the Caregivers that Promote this Style
- 5.3. Evolution of Attachment in the Different Stages of Development
 - 5.3.1. Attachment During Childhood
 - 5.3.1.1. Attachment Development in Early Childhood
 - 5.3.1.2. Attachment in the Preschool Stage
 - 5.3.1.3. Attachment During Infancy
 - 5.3.2. Attachment During Adolescence
 - 5.3.2.1. Friendships: Evolution and Functions
 - 5.3.3. Adulthood
 - 5.3.3.1. Attachment in Adults
 - 5.3.3.2. Differences in Attachment During Adulthood
 - 5.3.3.3. Attachment Theory and Love Relationships in Adulthood
 - 5.3.4. Old Age
 - 5.3.4.1. Attachment Around Retirement
 - 5.3.4.2. Attachment Around the Final Years of Life
- 5.4. Attachment and Parental Style
 - 5.4.1. The Family as a Development Context
 - 5.4.1.1. Parental Skills and Abilities
 - 5.4.2. Parental Educational Styles and Bonding Styles
 - 5.4.2.1. Authoritative/Democratic
 - 5.4.2.2. Authoritarian/Repressive
 - 5.4.2.3. Permissive/Indulgent
 - 5.4.2.4. Negligent/Independent
 - 5.4.3. Promotion of Socio-Affective Development from the Family Environment
- 5.5. Importance of Attachment in the Educational Context
 - 5.5.1. Relationship of the Child with the Educator as a function of Attachment Style
 - 5.5.1.1. Different Styles of Students According to their Temperament
 - 5.5.1.2. Children who are Confident or Insecure about Learning
- 5.5.2. Educational Intervention: the Educator as a Bonding Figure
 - 5.5.2.1. The First Bondings
 - 5.5.2.2. Representations About Oneself, Others and Reality
 - 5.5.2.3. The Importance of the Referring Teacher or Tutor
- 5.5.3. The Socio-Affective Education Curriculum
 - 5.5.3.1. The Formal Curriculum
 - 5.5.3.2. The Paracurriculum
- 5.5.4. Social and Emotional Development Programs in the Classroom
 - 5.5.4.1. Educational Intervention in the Classroom
 - 5.5.4.2. Relationship Between Teachers and Family/Caregivers
- 5.6. Psychological Disorders Explained from Attachment Theory
 - 5.6.1. Behavioral disorders
 - 5.6.1.1. Reactive Attachment Disorder
 - 5.6.1.2. Attention Deficit Disorder
 - 5.6.1.3. Oppositional Defiant Disorder
 - 5.6.2. Personality Disorders
 - 5.6.2.1. Borderline Personality Disorder
 - 5.6.2.2. Dissociative Disorders
 - 5.6.3. Anxiety Disorders
 - 5.6.3.1. Separation Anxiety Disorder
 - 5.6.3.2. Social Anxiety Disorder
 - 5.6.3.3. Generalized Anxiety Disorder
 - 5.6.3.4. Post-Traumatic Stress Disorder
 - 5.6.4. Affective Disorders
 - 5.6.4.1. Major Depression Disorder
 - 5.6.4.2. Dysthymia
 - 5.6.4.3. Bipolar Disorder
- 5.7. Creating Safe Contexts: Coping Capacities
 - 5.7.1. Protective Factors and Coping Strategies
 - 5.7.2. Risk and Vulnerability Factors
 - 5.7.3. Coping Concepts
 - 5.7.3.1. Resilience
 - 5.7.3.2. Coping (Stress Coping)
 - 5.7.3.3. Positive Parenting

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

- 6.1. Exclusion in Education
 - 6.1.1. Conception of Current Education
 - 6.1.1.1. Traditional Education
 - 6.1.1.2. Evolution and Problems; European Schools
 - 6.1.1.3. Other Educational Models
 - 6.1.2. Educational Exclusion
 - 6.1.2.1. Concept of Educational Exclusion
 - 6.1.2.2. Justifications for Exclusion
- 6.2. Inclusive Schools and Attention to Diversity
 - 6.2.1. Current School Model (Successful Educational Actions in Compulsory Centers, Special Education Centers, Singular Educational Performance Centers)
 - 6.2.1.1. Educational Inclusion
 - 6.2.1.2. Attention to Diversity
 - 6.2.2. Organization of the Educational Response
 - 6.2.2.1. At the Educational System level
 - 6.2.2.2. At Center Level
 - 6.2.2.3. At Classroom Level
 - 6.2.2.4. At Student Level
- 6.3. Students with SEN
 - 6.3.1. Evolution of EE in the Last Decades
 - 6.3.1.1. The Institutionalization of Special Education (Medical Model)
 - 6.3.1.2. Clinical Model
 - 6.3.1.3. Standardization of Services
 - 6.3.1.4. Pedagogical Model
 - 6.3.1.5. Particular Features that Have Characterized the Evolution of Special Education
 - 6.3.2. Definition of Children with SEN
 - 6.3.2.1. At the Educational Level
 - 6.3.2.2. At Social Level
 - 6.3.3. Students with SEN in the Educational Environment
 - 6.3.3.1. Specific Learning Difficulties
 - 6.3.3.2. ADHD
 - 6.3.3.3. High Intellectual Potential
 - 6.3.3.4. Late Incorporation into the Educational System
 - 6.3.3.5. Personal or School History Conditions
 - 6.3.3.6. Students with SEN
 - 6.3.4. Organization of the Educational Response for this Student Body
 - 6.3.5. Main SEN by Areas of Development of the Students with Special Education Needs
- 6.4. Students with High Abilities
 - 6.4.1. Models Definition
 - 6.4.2. Precocity, Talent, Giftedness
 - 6.4.3. Identification and SEN
 - 6.4.4. Educational Response
 - 6.4.4. Acceleration
 - 6.4.4. Grouping
 - 6.4.4. Enrichment Programs
 - 6.4.4. Ordinary Measures Center
 - 6.4.4. Ordinary Measures Classroom
 - 6.4.4. Extraordinary Measures
- 6.5. Inclusion and Multiculturalism
 - 6.5.1. Conceptualization
 - 6.5.2. Strategies to Respond to Multiculturality
 - 6.5.2.1. Classroom Strategies
 - 6.5.2.2. Internal and External Classroom Support
 - 6.5.2.3. Adequacy to the Curriculum
 - 6.5.2.4. Organizational Aspects
 - 6.5.2.5. Center-Environment Cooperation
 - 6.5.2.6. Collaboration from the Institution



- 6.6. Cooperative Learning
 - 6.6.1. Theoretical Basis/Approaches
 - 6.6.1.1. Socio-Cognitive Conflict
 - 6.6.1.2. Conceptual Controversies
 - 6.6.1.3. Help Between Schoolchildren
 - 6.6.1.4. Interaction and Cognitive Processes
 - 6.6.2. Cooperative Learning
 - 6.6.2.1. Concept
 - 6.6.2.2. Features
 - 6.6.2.3. Components
 - 6.6.2.4. Advantages
 - 6.6.3. Training of the Teaching Staff
 - 6.6.4. Cooperative Learning Techniques
 - 6.6.4.1. Jigsaw Technique
 - 6.6.4.2. Team Learning
 - 6.6.4.3. Learning Together
 - 6.6.4.4. Group Research
 - 6.6.4.5. Co-op co-op
 - 6.6.4.6. Guided or Structured Cooperation
- 6.7. Coeducation
 - 6.7.1. What is Meant by Coeducation?
 - 6.7.1.1. Homophobia
 - 6.7.1.2. Transphobia
 - 6.7.1.3. Gender-Based Violence
 - 6.7.1.4. How to Work on Equality in the Classroom? (Prevention from the Classroom)
- 6.8. The Social Climate in the Classroom
 - 6.8.1. Definition
 - 6.8.2. Influencing Factors
 - 6.8.2.1. Social Factors
 - 6.8.2.2. Economic factors
 - 6.8.2.3. Demographic Factors

- 6.8.3. Key Agents
 - 6.8.3.1. The Role of the Teacher
 - 6.8.3.2. The Role of the Student
 - 6.8.3.3. The Importance of Families
- 6.8.4. Assessment
- 6.8.5. Intervention Programs

Module 7. The child protection system

- 7.1. Legislative and Conceptual Framework
 - 7.1.1. International Regulations
 - 7.1.1.1. Declaration of Rights of the Child
 - 7.1.1.2. Principles of the United Nations General Assembly
 - 7.1.1.3. United Nations Convention on the Rights of the Child
 - 7.1.1.4. Other Regulations
 - 7.1.2. Legislative Developments in Spain
 - 7.1.2.1. The Spanish Constitution BORRAR
 - 7.1.2.2. Organic Law 1/96 on the Legal Protection of Minors
 - 7.1.2.3. The Civil Code and Law 21/87 from Which it is Modified
 - 7.1.2.4. Organic Law 8/2015, on the Modification of the Child and Adolescent Protection System
 - 7.1.2.5. Law 26/2015 on the Modification of the Child and Adolescent Protection System
 - 7.1.3. Basic Principles of Protective Intervention
 - 7.1.4. Basic Concepts of the Child Protection System
 - 7.1.4.1. Concept of Protection
 - 7.1.4.2. Concept of Vulnerability
 - 7.1.4.3. Risk Situations
 - 7.1.4.4. Helpless Situation
 - 7.1.4.5. Safeguarding
 - 7.1.4.6. Guardianship
 - 7.1.4.7. The Best Interest of the Child
- 7.2. Foster Care for Minors
 - 7.2.1. Theoretical and Conceptual Framework
 - 7.2.1.1. Evolution Over Time
 - 7.2.1.2. Theories of Intervention with Families
 - 7.2.2. Types of Family Foster Care
 - 7.2.2.1. Kinship Foster Care
 - 7.2.2.2. Family Placement Foster Care
 - 7.2.3. Stages of Family Foster Care
 - 7.2.3.1. Purpose of the Family Foster Care
 - 7.2.3.2. Principles of Action
 - 7.2.3.3. Stages of the Intervention
 - 7.2.4. Foster Care from the Children's Perspective
 - 7.2.4.1. Preparation for Foster Care
 - 7.2.4.2. Fears and Resistance
 - 7.2.4.3. Family Foster Care and Family of Origin
- 7.3. Residential Foster Care for Minors
 - 7.3.1. Definition and Typology of Juvenile Centers
 - 7.3.1.1. Reception Centers
 - 7.3.1.2. Reception Centers II
 - 7.3.1.3. Functional Homes
 - 7.3.1.4. Emancipation Centers
 - 7.3.1.5. Day Centers for Labor Market Insertion
 - 7.3.1.6. Day Care Centers for Convivial and Educational Support
 - 7.3.1.7. Reform Centers
 - 7.3.2. Residential Care Principles and Criteria
 - 7.3.2.1. Protective Factors
 - 7.3.2.2. Resident Children's Needs

- 7.3.3. Main Areas of Intervention from the Centers
 - 7.3.3.1. Stages of the Intervention
 - 7.3.3.2. Rights and Duties of the Children
 - 7.3.3.3. Group Intervention
 - 7.3.3.4. Individual Intervention
- 7.3.4. Profiles of Children Served
 - 7.3.4.1. Behavioral and Mental Health Problems
 - 7.3.4.2. Filio-Parental Violence
 - 7.3.4.3. Juvenile Offenders
 - 7.3.4.4. Unaccompanied Foreign Minors
 - 7.3.4.5. Accompanied Foreign Minors
 - 7.3.4.6. Preparation for Independent Living
- 7.4. Adoption of Children

Module 8. The Educational Environment in Relation to the Students Under Guardianship

- 8.1. Characteristics of the Supervised Student
 - 8.1.1. Characteristics of Supervised Children
 - 8.1.2. How Does the Profile of Supervised Children Affect the School Setting?
 - 8.1.3. The Approach from the Educational System
- 8.2. Students in Foster Care and Adoption
 - 8.2.1. The Process of Adaptation and Integration to the School
 - 8.2.2. Student Needs
 - 8.2.2.1. Needs of Adopted Children
 - 8.2.2.2. Needs of Children in Foster Care
 - 8.2.3. Collaboration Between School and Families
 - 8.2.3.1. School and Adoptive Families
 - 8.2.3.2. School and Foster Families
 - 8.2.4. Coordination Between the Social Agents Involved
 - 8.2.4.1. The School and the Protection System (Administrations, Monitoring Entities)
 - 8.2.4.2. The School and the Health System
 - 8.2.4.3. School and Community Services

- 8.3. Students Coming from Reception Centers
 - 8.3.1. The Integration and Adaptation in School
 - 8.3.2. Needs of Children in Foster Care
 - 8.3.3. Collaboration Between School and Protection Centers
 - 8.3.3.1. Collaboration Between Administrations
 - 8.3.3.2. Collaboration Between the Teaching Team and the Center's Educational Team
- 8.4. Life History Work
 - 8.4.1. What Do We Mean by Life History?
 - 8.4.1.1. Areas to be Covered in the Life History
 - 8.4.2. Support in Life History Work
 - 8.4.2.1. Technical Support
 - 8.4.2.2. Family Support
- 8.5. Educational Itineraries
 - 8.5.1. Compulsory Education
 - 8.5.1.1. The Legislative treatment of Students in Guardianship or at Risk of Exclusion
 - 8.5.2. Secondary Education
 - 8.5.2.1. Intermediate Level Training Cycles
 - 8.5.2.2. High School
 - 8.5.3. Higher Education
- 8.6. Alternatives After Reaching Legal Age
 - 8.6.1. Socio-Labor Insertion
 - 8.6.1.1. The Concept of Socio-Labor Insertion
 - 8.6.1.2. Orientation
 - 8.6.1.3. Professional Training and Education
 - 8.6.2. Other Alternatives

Module 9. Action by schools in the event of child abuse situations

- 9.1. Child Abuse
 - 9.1.1. Definition and Conceptualization of Child Abuse
 - 9.1.1.1. Definition
 - 9.1.1.2. Conceptualization of Abuse in Terms of:
 - 9.1.1.2.1. Time of Development at Which it Occurs
 - 9.1.1.2.2. Who Causes the Abuse? (Context in Which They Take Place)
 - 9.1.1.2.3. The Specific Action or Omission that is Occurring
 - 9.1.1.2.4. Intentionality of Abuse
 - 9.1.2. The Social Importance of Identifying Child Abuse
 - 9.1.2.1. Basic Needs in Childhood
 - 9.1.2.2. Risk and Protective Factors
 - 9.1.2.3. Intergenerational Transmission of Abuse
 - 9.1.3. Situation of Risk and Situation of Helplessness
 - 9.1.3.1. Concept of Risk
 - 9.1.3.2. Concept of Helplessness
 - 9.1.3.3. Risk Assessment Protocol
- 9.2. Child Abuse: General Characteristics and Main Types
 - 9.2.1. Passive Abuse: Omission, Neglect or Abandonment
 - 9.2.1.1. Definition and Alarm Indicators
 - 9.2.1.2. Incidence and Prevalence
 - 9.2.2. Physical Abuse
 - 9.2.2.1. Definition and Alarm Indicators
 - 9.2.2.2. Incidence and Prevalence
 - 9.2.3. Abuse and Emotional Neglect
 - 9.2.3.1. Definition and Alarm Indicators
 - 9.2.3.2. Incidence and Prevalence
 - 9.2.4. Sexual Abuse
 - 9.2.4.1. Definition and Alarm Indicators
 - 9.2.4.2. Incidence and Prevalence
- 9.2.5. Other Types of Abuse
 - 9.2.5.1. Children Victims of Gender Violence
 - 9.2.5.2. Transgenerational Cycle of Child Abuse
 - 9.2.5.3. Münchhausen Syndrome by Proxy
 - 9.2.5.4. Harassment and Violence through Social Networks
 - 9.2.5.5. Peer Abuse: Bullying
 - 9.2.5.6. Filioparental Violence
 - 9.2.5.7. Parental Alienation
 - 9.2.5.8. Institutional Abuse
- 9.3. Consequences of Child Abuse
 - 9.3.1. Indicators of Abuse
 - 9.3.1.1. Physical Indicators
 - 9.3.1.2. Psychological, Behavioral and Emotional Indicators
 - 9.3.2. Consequences of Abuse
 - 9.3.2.1. Impact of Physical and Functional Development
 - 9.3.2.2. Consequences on Cognitive Development and School Performance
 - 9.3.2.3. Effects on Socialization and Social Cognition
 - 9.3.2.4. Disorders in the Development of Attachment and Affection, Emotional Relationship Development
 - 9.3.2.5. Behavioral Problems
 - 9.3.2.6. Childhood Trauma and Post-Traumatic Stress Disorder
- 9.4. Intervention Against Abuse in Schools: Prevention, Detection and Reporting
 - 9.4.1. Prevention and Detection
 - 9.4.2. Action Protocol
 - 9.4.2.1. Identification
 - 9.4.2.2. Immediate Actions
 - 9.4.2.3. Notification
 - 9.4.2.4. Communication of the Situation
 - 9.4.2.5. Emergency Procedure
 - 9.4.3. School Intervention in Child Abuse Cases
- 9.5. Peer Abuse: Bullying
 - 9.5.1. Risk Factors and Protective Factors of School Violence
 - 9.5.2. Protocols of Action from the School Center

- 9.5.3. Guidelines for its Prevention and Treatment
- 9.6. Filioparental Violence
 - 9.6.1. Explanatory Theories
 - 9.6.1.1. The Cycle of Violence
 - 9.6.2. Prevention and Intervention Against Filioparental Violence
- 9.7. Networking: School, Family and Social Services

Module 10. School mediation as a tool for inclusion

- 10.1. Conflicts in the Educational Environment
 - 10.1.1. Conceptualization of Conflict
 - 10.1.1.1. Theorizing About Conflict
 - 10.1.1.2. Types of Conflicts
 - 10.1.1.3. Psychological Aspects of Conflict
 - 10.1.2. The Conflict in the Classroom
 - 10.1.2.1. School Climate
 - 10.1.2.2. Why Do Conflicts Arise in the Classroom?
 - 10.1.2.3. Types of Conflict in the Classroom
 - 10.1.2.4. Conflicts that Can Be Mediated
 - 10.1.2.5. The Importance of Communication and Dialogue
- 10.2. Mediation and School Mediation
 - 10.2.1. Concept of Mediation
 - 10.2.1.1. Legislative Aspects
 - 10.2.2. Models of Mediation
 - 10.2.2.1. The Traditional Model
 - 10.2.2.2. The Narrative Model
 - 10.2.2.3. The Transforming Model
 - 10.2.3. School Mediation
 - 10.2.3.1. Evolution of School Mediation
 - 10.2.3.2. Main Features
 - 10.2.3.3. Principles of School Mediation
 - 10.2.3.4. Pedagogical Dimension and Benefits of Mediation
- 10.3. Phases of School Mediation
 - 10.3.1. Premediation
 - 10.3.1.1. Techniques and Strategies
 - 10.3.2. Entrance
 - 10.3.2.1. Techniques and Strategies
 - 10.3.3. Tell Me About It
 - 10.3.3.1. Techniques and Strategies
 - 10.3.4. Situating the Conflict
 - 10.3.4.1. Techniques and Strategies
 - 10.3.5. Search for Solutions
 - 10.3.5.1. Techniques and Strategies
 - 10.3.6. The Agreement
 - 10.3.6.1. Techniques and Strategies
- 10.4. The Implementation of school Mediation Programs
 - 10.4.1. Program Types
 - 10.4.2. Program Implementation and Equipment Selection
 - 10.4.2.1. Mediator Training
 - 10.4.3. Organization, Coordination and Monitoring
 - 10.4.4. Program Assessment
 - 10.4.4.1. Assessment Criteria
- 10.5. Other Conflict Resolution Techniques



You will be able to download all the teaching material directly from any device with an internet connection, giving you the necessary freedom to take on the teaching load at your own pace”

07

Clinical Internship

After passing the theoretical phase of this Hybrid Professional Master's Degree, the student will have the option of applying all the knowledge and methods acquired in a real educational center. This is complemented by a practical phase of 3 weeks duration, where the psychologist will treat children and adolescents in a situation of social exclusion with the guidance and accompaniment of a transversal work team and a specialized tutor who will help them at all times.



“

Apply in real environments all the methods and analytics in Inclusive Education that you have acquired in this program, giving you a useful and comprehensive practical perspective”

The internship is a great opportunity for the psychology professional to work on cases of children, adolescents and young people in a situation of social exclusion. In this way, you will effectively engage in teams to assist, plan and address the possible situations given throughout the practice.

It is the ideal opportunity to continue updating and broadening horizons within the framework of Inclusive Education, collaborating and taking part in the usual and daily casuistry of an educational center with students in different kinds of situations.

Practical teaching will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the support and guidance of professors and other training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for Psychologist (learning to be and learning to relate).

“

Choose a program that gives you the option to be actively involved in a prestigious educational center, dealing with cases of real students with all the support and knowledge you need”





The procedures described below will be the basis of the practical part of the training, and their implementation will be subject to the center’s own availability and workload, the proposed activities being the following:

Module	Practical Activity
Trends in Inclusive Education and Social Inclusion	Apply the fundamental methods of inclusive education
	Identify the needs of the students and the possibilities of the educational center
	Plan an educational response adapted to the needs of the school and those of its students and those of its students
Strategies for teacher preparation for inclusive schooling	Interpret the main sources of inclusive scope
	Instruct on different models of Inclusive Schooling
	Inform on legislation pertaining to inclusive education
	Use tools for learning in the field of exclusivity
	More effective interpretation of inclusive schooling
Techniques to encourage schools to act when faced with situations of child abuse	Implement protocols for detecting child maltreatment in different contexts
	Implement differentiated protocols in situations of abuse among peers in the school context
	Identify and understand child-parent violence, recognizing the possible causes in order to acquire intervention strategies
Articulations of school mediation as a tool for inclusion	Manage the different conflicts that occur in the educational environment
	Define the steps to follow for an adequate implementation of mediation
	Establish the appropriate space for the implementation of mediation in the classroom
	Give Guidelines to get families actively involved in the Educational Process of their children
	Develop skills to intervene in the school environment with children living in foster families or adopted children

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Clinical Internship?

TECH has specifically selected, for this program, the most advanced Inclusive Education spaces to achieve a complete teaching and learning experience. Therefore, the student has the guarantee of being able to choose a prestigious center, where during 3 weeks they will work with all kinds of children and adolescents in a situation of social exclusion, thus strengthening their theoretical and practical knowledge.





“

*Complement all your competencies
and theoretical skills with an internship
that will make a difference in your
professional career”*

tech 48 | Where Can I Do the Clinical Internship?



The student will be able to complete the internship part of this Hybrid Professional Master's Degree at the following centers:



Psychology

Fundación Anpuy

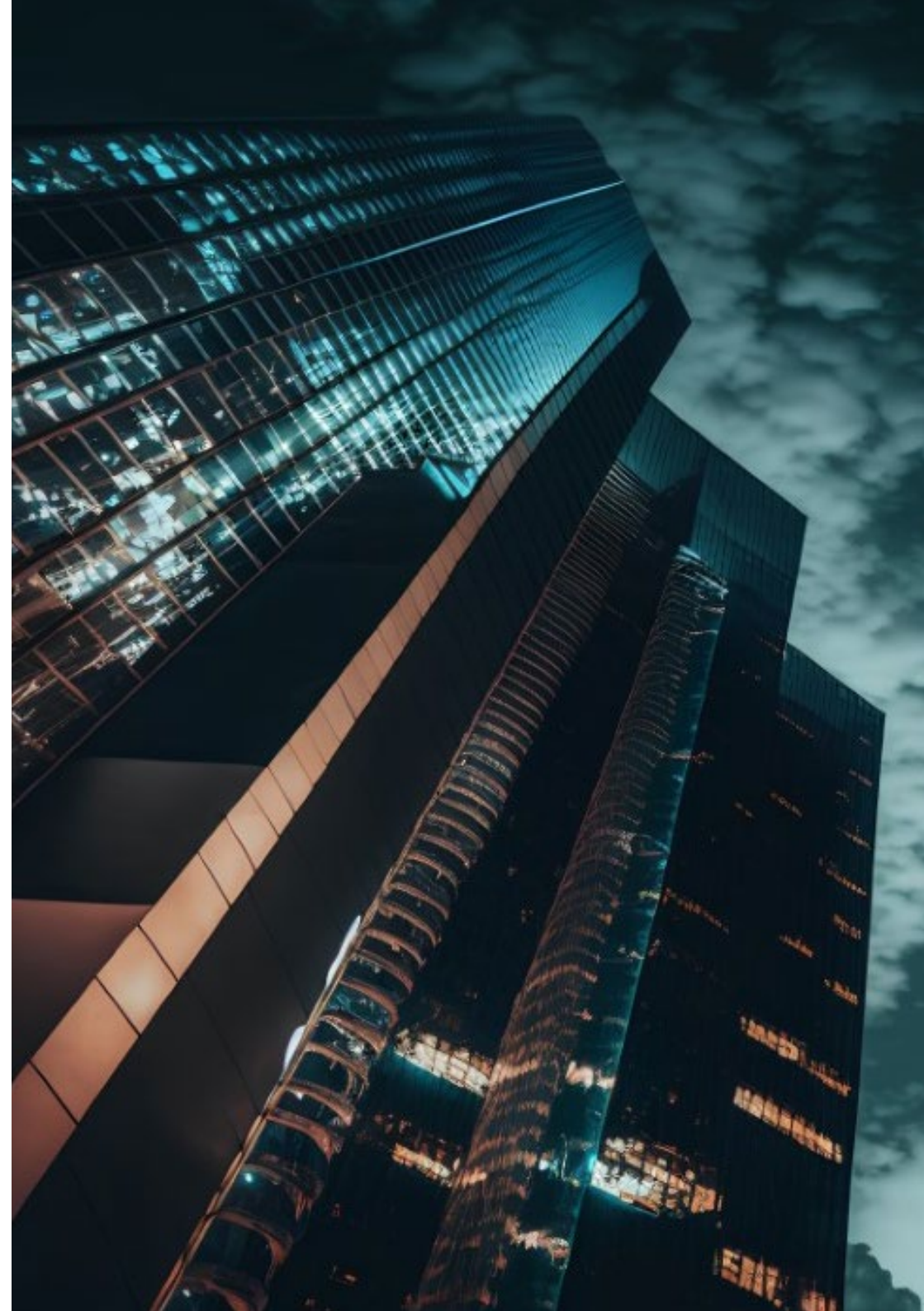
Country	City
Argentina	Salta

Address: Av. Jaime Durand s/n, 3º Etapa.
Barrio Parque Gral. Belgrano, Salta

Social organization for the promotion of education

Related internship programs:

- Social Work, Autonomy and Social Inclusion



“

Make the most of this opportunity to surround yourself with expert professionals and learn from their work methodology”

09

Methodology

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

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



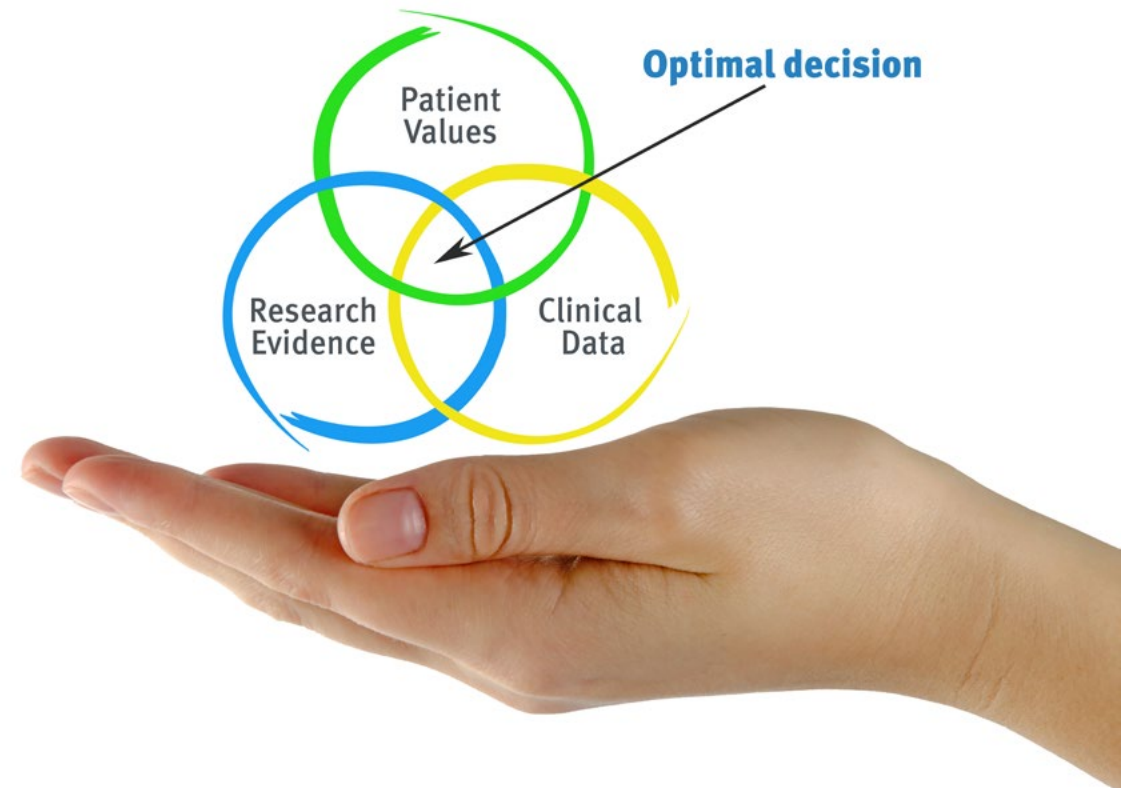
“

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

At TECH 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. Gérvás, 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.

“

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

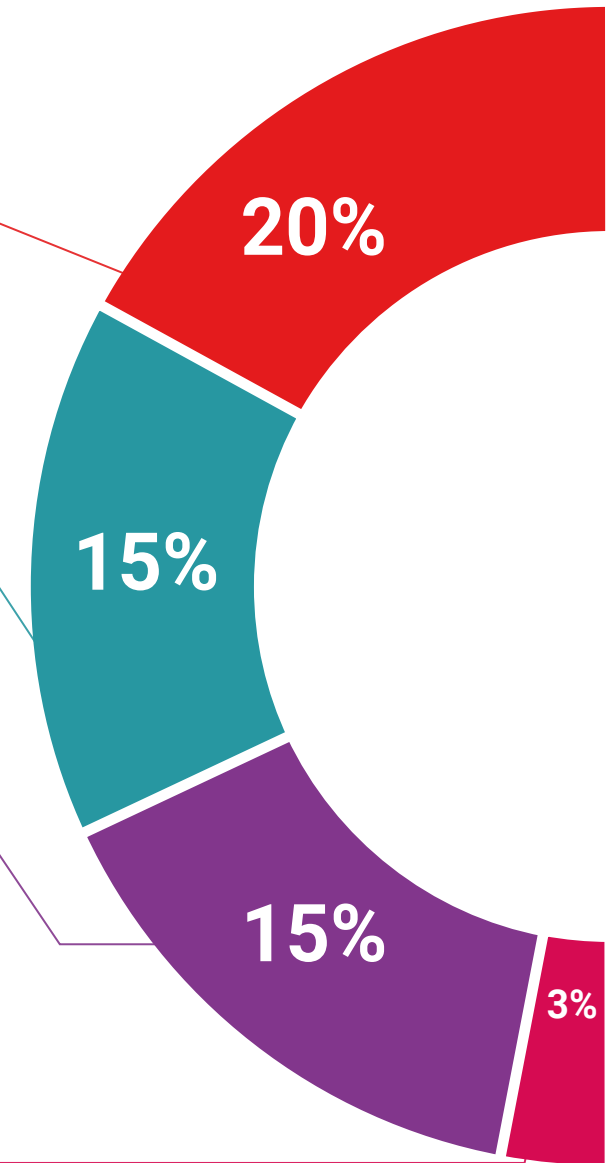
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

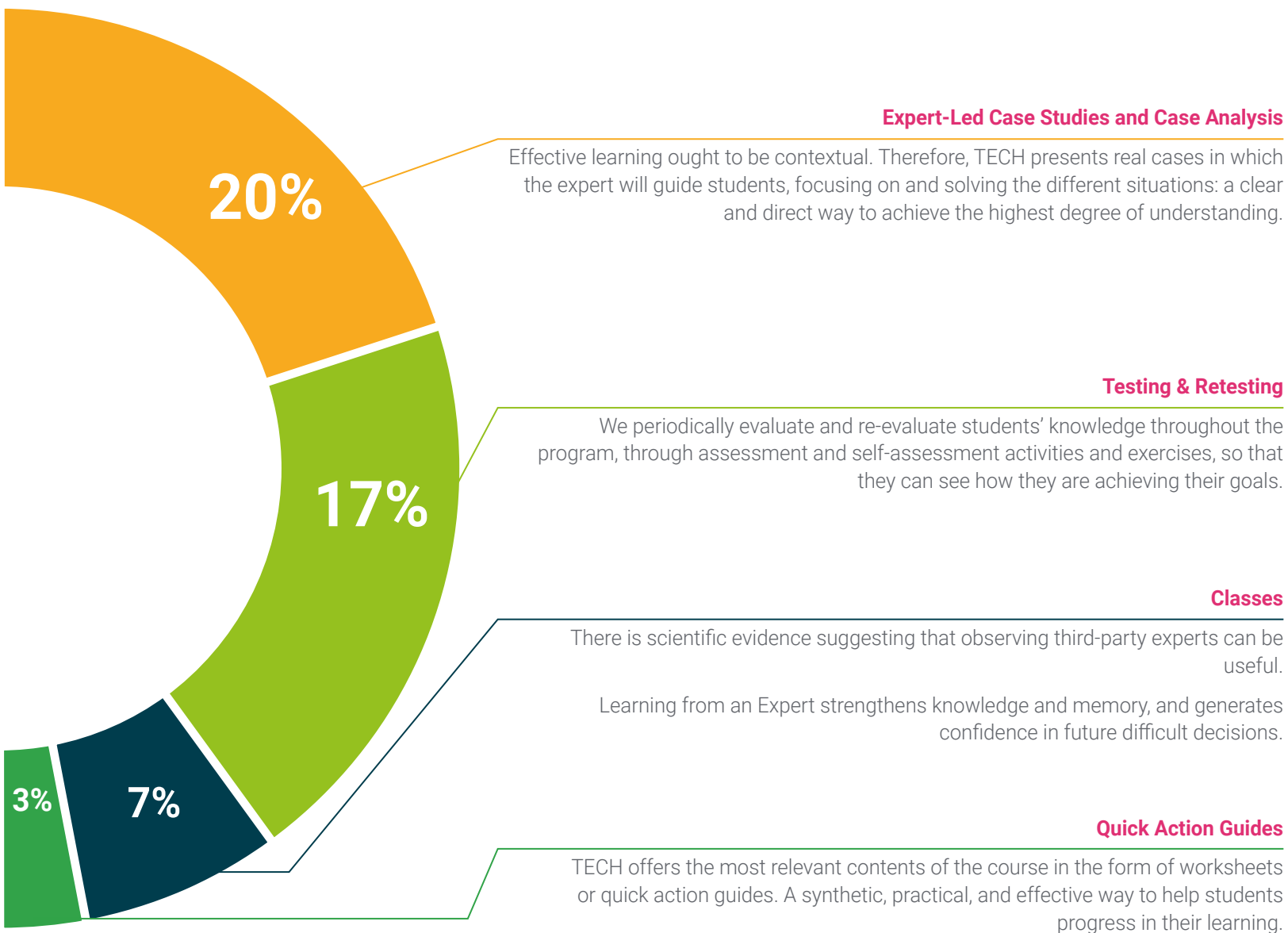
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





10 Certificate

The Hybrid Professional Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion guarantees students, in addition to the most rigorous and up-to-date education, access to a certificate issued by TECH Technological University.



“

*Successfully complete this program
and receive your university qualification
without having to travel or fill out
laborious paperwork"*

This **Hybrid Professional Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion** contains the most complete and up-to-date program on the professional and educational field.

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

In addition to the certificate, students will be able to obtain an academic transcript, as well as a certificate outlining the contents of the program. In order to do so, students should contact their academic advisor, who will provide them with all the necessary information.

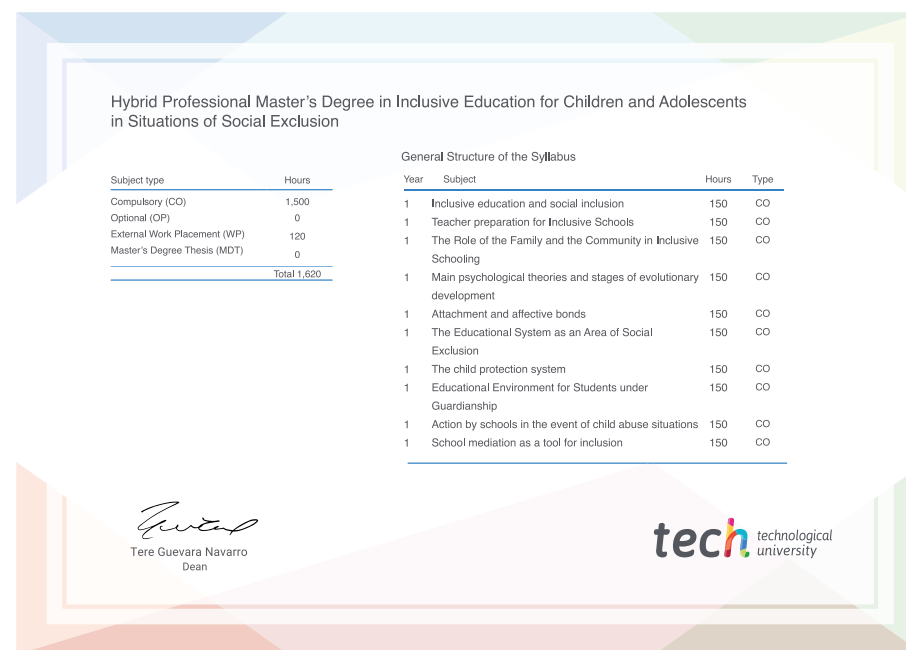
Title: **Hybrid Professional Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion**

Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Technological University**

Teaching Hours: **1,620 h.**





Hybrid Professional Master's Degree

Inclusive Education for Children and Adolescents in Situations of Social Exclusion

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Technological University

Teaching Hours: 1,620 h.

Hybrid Professional Master's Degree

Inclusive Education for Children
and Adolescents in Situations
of Social Exclusion