Master's Degree

Management of Learning Difficulties and Attention to Diversity

tech global university

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

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

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

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01

Introduction to the Program

Addressing specific learning needs is one of the greatest challenges faced by contemporary educational systems. The Management of Learning Difficulties and Attention to Diversity emerge as strategic areas to promote inclusive, equitable, and effective environments. According to the World Health Organization, more than 90 million children with disabilities worldwide face significant barriers to accessing quality education. For this reason, TECH has developed solid academic expertise, aimed at strengthening professional profiles through a rigorous, up-to-date, and flexible pedagogical model. All of this is supported by its comprehensive 100% online methodology.

You will enter an academic experience designed to transform your professional perspective on Learning Difficulties from an inclusive and updated approach"

Attention to Diversity and specialized Intervention in Learning Difficulties are fundamental pillars for achieving inclusive and high-quality education, in line with the principles established in the United Nations 2030 Agenda. In recent decades, educational research has highlighted the need for professionals capable of identifying, understanding, and addressing the multiple barriers that affect access, retention, and success within the school environment. This constantly evolving field requires a broad perspective that combines theoretical knowledge, critical analysis, and practical tools.

TECH promotes a high-level university program that responds to the current challenges of educational practice. This is the Master's Degree in Learning Difficulties and Attention to Diversity, developed to provide a rigorous exploration of the main Learning Disorders such as dyslexia, dyscalculia, and ADHD, as well as the most effective psychoeducational intervention strategies. In addition, the program includes specialized content in neuroeducation, emotional education, active methodologies, and Universal Design for Learning, enabling a comprehensive understanding of Diversity in the classroom.

The methodological approach of this university program is based on the exclusive Relearning system, a pedagogical innovation focused on the progressive consolidation of knowledge through strategic reinforcement. This model, combined with the flexibility of its 100% online delivery, allows each professional to progress at their own pace, adapting to personal and professional commitments.

Thanks to this combination, graduates who complete this academic pathway will be able to enrich their professional profile, intervene more effectively in real educational contexts, and contribute to a meaningful transformation of inclusive practices. An unparalleled academic experience, designed to broaden professional horizons and respond effectively to the demands of the present.

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

- The development of practical cases presented by experts in the Management of Learning Difficulties and Attention to Diversity
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where to carry out the self-assessment process to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an internet connection

You will discover how the latest research in neurodevelopment, language, and inclusive education is redefining the understanding of Learning in school environments"

You will apply innovative methodologies in managing educational interventions, ensuring personalized and high-quality responses in diverse contexts with effective response times"

You will gain a profound understanding of Learning Difficulties and their impact on students' academic performance.

Forget about memorizing! With the Relearning methodology, you will integrate all concepts naturally and progressively.

The faculty includes professionals specialized in the Management of Learning Difficulties and Attention to Diversity, who bring their practical experience to this program, along with renowned experts from leading associations and prestigious universities.

Its multimedia content, developed with the latest educational technology, will enable professionals to engage in situated and contextualized Learning—simulated environments designed to provide immersive training for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.

Study at the largest online university in the world and ensure your professional success. The future begins at TECH"

The world's best online university, according to FORBES

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

The best top international faculty

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

The world's largest online university

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

The most complete syllabuses on the university scene

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

A unique learning method

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

The official online university of the NBA

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

Leaders in employability

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

Google Premier Partner

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

The top-rated university by its students

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

03

Syllabus

Throughout the academic pathway, graduates will develop the skills to detect, analyze, and effectively respond to the various manifestations of Learning Difficulties. By engaging with foundations in the management of Learning Difficulties and reflections on diagnosis and assessment, they will acquire technical criteria to intervene from a contextualized and ethical perspective. They will also gain technical expertise in tools designed to foster reading comprehension and written expression as pillars of cognitive development.

You will develop a comprehensive understanding of the diverse educational phenomenon, exploring in depth the causes, consequences, and approaches to Learning Difficulties"

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

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

1.6.5. Cooperation, the Necessary Condition in the Teaching-Learning Process
1.6.5.1. Cooperative Learning
1.6.5.1.1. Definition
1.6.5.1.2. Types of Cooperative Groups
1.6.5.1.3. Characteristics of Cooperative Learning
1.6.6. Forms of Participation in Cooperative Learning
1.6.6.1. In the Classroom
1.6.6.2. In Other Learning Spaces in the School
1.6.6.3. In the Family
1.6.6.4. In the Community
1.6.7. Structure of a Cooperative Learning Class
1.6.7.1. Moment of Initiation
1.6.7.2. Moment of Development
1.6.7.3. Moment of Closing
1.6.8. Creation of Favorable Environments for Learning

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

2.1. Introduction
2.2. A Historical View of Learning Difficulties
2.2.1. Foundation Stage
2.2.2. Transition Stage
2.2.3. Consolidation Stage
2.2.4. Current Stage
2.3. Critical Vision of Its Conceptualization
2.3.1. Criteria Applied for Its Definition
2.3.1.1. Exclusion Criteria
2.3.1.2. Discrepancy Criteria
2.3.1.3. Specificity Criteria
2.3.2. Some Definitions and Their Regularities
2.3.3. Between Heterogeneity and Differentiation
2.3.3.1. School Problems
2.3.3.2. Low School Performance
2.3.3.3. Specific Learning Difficulties
2.3.4. Learning Disorders vs. Learning Difficulties
2.3.4.1. Learning Disorders
2.3.4.1.1. Definition
2.3.4.1.2. Characteristics
2.3.4.2. Overlap of Disorders and Learning Difficulties that Complicate Understanding
2.3.4.3. Difference Between Disorders and Learning Difficulties That Determine the Context of Application and Relevance
2.3.4.4. Special Educational Needs (SEN) and Learning Difficulties
2.3.4.4.1. Definition of Special Educational Needs
2.3.4.4.2. SEN, Differences and Similarities to Learning Difficulties
2.4. Classification of Learning Difficulties
2.4.1. International Classification Systems
2.4.1.1. DSM-5
2.4.1.2. ICD-10 (International Statistical Classification of Diseases and Related Health Problems)
2.4.2. Classification of Learning Difficulties According to DSM-5
2.4.3. Classification of Learning Difficulties According to CIE-10 (CIE-11 Currently Being Developed)
2.4.4. Comparison of Classification Instruments
2.5. Mainly Theoretical Focus of Learning Difficulties
2.5.1. Neurobiological or Organic Theories
2.5.2. Theories of Cognitive Deficit Processes
2.5.3. Psycholinguistic Theories
2.5.4. Psychogenic Theories
2.5.5. Environmentalist Theories
2.6. Causes of Learning Difficulties
2.6.1. Personal or Intrinsic Factors
2.6.1.1. Biological
2.6.1.2. Psychogenic
2.6.2. Contextual or Extrinsic Factors
2.6.2.1. Environmental
2.6.2.2. Institutional

2.7. Models for Attention to Learning Difficulties
  2.7.1. Models Focused on the Medical-Clinical Aspects
  2.7.2. Models Focused on Cognitive Processes
  2.7.3. Models Focused on Observable Deficits
  2.7.4. Models Focused on the Curriculum
  2.7.5. Educational Model of Comprehensive Education
2.8. Activities for the Integration of Knowledge and Its Practical Application
2.9. Recommending Readings
2.10. Bibliography

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

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

Module 4. Foundations of the Management of Learning Difficulties

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

Module 5. Language as a Determining Factor in the Attention to Learning Difficulties

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

Module 6. Reading Difficulties and Their Impact on Citizen Formation in the Knowledge Society

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

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

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

Module 8. Mathematical Learning Difficulties (MLD)

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

8.5. Prevention of Learning Difficulties in Mathematics
- 8.5.1. Protective Factors
- 8.5.2. Risk Factors
- 8.5.3. Strategies for the Promotion of Learning Mathematics

8.6. Math and Its Difficulties
- 8.6.1. Definition of Learning Difficulties in Mathematics
- 8.6.2. Learning Difficulties in Mathematics Related to: The Nature of Math Itself, The Organization and Methodology of Teaching, Related to the Student
- 8.6.3. Common Errors: Problem Solving, in the Steps of the Algorithm
- 8.6.4. Dyscalculia as a Specific Learning Difficulty: Sematic, Perceptive, Procedural
- 8.6.5. Causes of Mathematics Learning Difficulty (MLD)
  - 8.6.5.1. Contextual Factors
  - 8.6.5.2. Cognitive Factors
  - 8.6.5.3. Neurobiological Factors

8.7. Diagnosis and Evaluation of Mathematical Learning Difficulties (MLD)
- 8.7.1. Standardized Tests
- 8.7.2. Non-Standardized Tests
- 8.7.3. The Comprehensive Education Evaluation and Diagnosis

8.8. Addressing Learning Difficulties: Mathematical Learning Difficulties
- 8.8.1. Principles of Care
- 8.8.2. Teaching Concepts and Procedures
- 8.8.3. Problem-Solving Strategies
- 8.8.4. Discovery Teaching Strategies

8.9. Activities for the Integration of Knowledge and Its Practical Application

8.10. Recommending Readings

8.11. Bibliography

Module 9. Attention Deficit Hyperactivity Disorder (ADHD) as a Condition Associated with Learning Difficulties

9.1. Introduction

9.2. Approach to Attention Deficit Hyperactivity Disorder
- 9.2.1. Prevalence and Significance
- 9.2.2. Causes of Attention Deficit Hyperactivity Disorder
  - 9.2.2.1. Genetic Factors
  - 9.2.2.2. Neurobiological Factors
  - 9.2.2.3. Endocrine Factors

9.3. Main Theoretical Models that Explain ADHD
- 9.3.1. Deficits in Inhibitory Response Control
- 9.3.2. Behavioral Model Focused on the Manifestations of Lack of Attention, Hyperactivity and Impulsion
- 9.3.3. Model Based on Executive System Dysfunction, Current Consensus

9.4. Characterization of Attention Deficit Hyperactivity Disorder
- 9.4.1. Predominant Manifestations According to DSM-5
- 9.4.2. Evolution of ADHD Throughout a Lifetime
  - 9.4.2.1. Breastfeeding
  - 9.4.2.2. In Kindergarten Education Children
  - 9.4.2.3. In Elementary Schoolchildren
- 9.4.3. ADHD as an Executive Function Disorder
  - 9.4.3.1. Definition of Executive Functions
  - 9.4.3.2. Operative or Work Memory
  - 9.4.3.3. Self-Regulation of Motivation, Emotions and Vigilance
- 9.4.4. Internalization of Language
- 9.4.5. Reconstruction

9.5. Diagnosis and Evaluation of Attention Deficit Hyperactivity Disorder
- 9.5.1. Physiological Evaluation and Diagnosis: Neuroanatomical, Biochemical and Endocrine Aspects
- 9.5.2. Neuropsychological Diagnosis and Assessment (Standardized Tests)
- 9.5.3. Comprehensive Educational Assessment and Diagnosis: Observation and Diagnostic Interview with the Student; Interview with Parents and Teachers; Questionnaires or Rating Scales for Parents and Teachers

9.6. Comprehensive Educational Care for Students with ADHD
- 9.6.1. Integration of Pharmacological, Psychological and Psychopedagogical Aspects
- 9.6.2. Implementation of Comprehensive Educational Support: Direct Work with the Student in Both the School and Family Contexts

9.7. Educational Implication for the Comprehensive Care of Students With Learning Difficulties Associated With ADHD
- 9.7.1. Main Psychosocial Problems of Students with Learning Difficulties and ADHD
- 9.7.2. Main Reading Learning Difficulties in These Students: Recognition of Words and Text Comprehension
- 9.7.3. Main Writing Learning Difficulties in These Students: Word Writing and text Composition
- 9.7.4. Main Learning Difficulties in Mathematics: Low Automation of Tasks Related to Numeracy, Mental Calculation, Mathematical Operations and Problem Solving

9.8. Activities for the Integration of Knowledge and Its Practical Application

9.9. Recommending Readings

9.10. Bibliography

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

10.1. Introduction

10.2. Information and Communication Technology Applied to Learning Difficulties and Attention to Diversity

10.3. Animal-Assisted Therapies, Learning Disabilities, and Attention to Diversity

10.4. Mindfulness, Learning Disabilities, and Attention to Diversity

10.5. Chess, Learning Disabilities, and Attention to Diversity

10.6. Medication, Learning Disabilities, and Attention to Diversity

10.7. The Effectiveness of Alternative Therapies

You will access innovative academic content that combines neuropsychology, pedagogy, and educational technology to transform the Management of Learning Difficulties"

04

Teaching Objectives

The Master's Degree in Management of Learning Difficulties and Attention to Diversity aims to strengthen mastery of effective strategies for detecting, analyzing, and addressing specific educational needs. Through a comprehensive approach, it seeks to foster inclusion, improve teaching and learning processes, and guarantee equity in the classroom. In addition, it promotes the application of innovative methodologies and resources tailored to diverse profiles, thereby contributing to the continuous improvement of educational practice and the development of school environments that are fairer, more accessible, and more responsive to diversity.

You will expand your capacity to analyze diverse educational contexts by developing a technical, reflective, and committed mindset aimed at transforming the educational trajectories of the most vulnerable students"

General Objectives

- Understand the theoretical, methodological, and contextual foundations that support Attention to Diversity and intervention in Learning Difficulties
- Analyze the different types of Learning Difficulties from a critical, integrative, and multidisciplinary perspective
- Develop skills for diagnosis, assessment, and educational intervention tailored to the specific needs of students
- Apply innovative pedagogical strategies that promote inclusion and equity within the school environment
- Integrate knowledge of language development, reading, writing, and mathematical thinking as key components of Learning
- Design inclusive and sustainable educational proposals, grounded in evidence and adapted to contemporary challenges

You will develop competencies that will enable you to master the foundations underpinning psychoeducational intervention, from an approach aligned with the real challenges of today's school environment"

Specific Objectives

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

- Identify the theoretical frameworks that support Attention to Diversity in school contexts
- Analyze current methodological approaches for understanding and addressing Learning Difficulties

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

- Examine the historical evolution of Learning Difficulties and their main explanatory models
- Classify the different types of difficulties based on updated scientific criteria

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

- Explore assessment techniques and tools to detect specific educational needs
- Critically reflect on diagnostic processes and their implications for educational intervention

Module 4. Foundations of the Management of Learning Difficulties

- Develop organizational and pedagogical strategies for the effective management of Diversity in the classroom
- Promote an institutional culture oriented toward educational inclusion

Module 5. Language as a Determining Factor in the Attention to Learning Difficulties

- Analyze the role of language in cognitive development and learning processes
- Identify early signs of language disorders that interfere with academic performance

Module 6. Reading Difficulties and Their Impact on Citizen Formation in the Knowledge Society

- Recognize the characteristics and manifestations of reading difficulties in the school setting
- Design specific interventions that foster reading comprehension and access to knowledge

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

- Study the cognitive and linguistic implications of writing disorders
- Propose strategies to improve writing competence from a functional and communicative perspective

Module 8. Mathematical Learning Difficulties (MLD)

- Analyze the main difficulties that affect mathematical learning in children and adolescents
- Develop inclusive didactic proposals to facilitate the acquisition of logical-mathematical thinking

Module 9. Attention Deficit Hyperactivity Disorder (ADHD) as a Condition Associated with Learning Difficulties

- Understand the impact of ADHD on attention, memory, and self-regulation processes
- Design specific educational supports for students with ADHD in inclusive environments

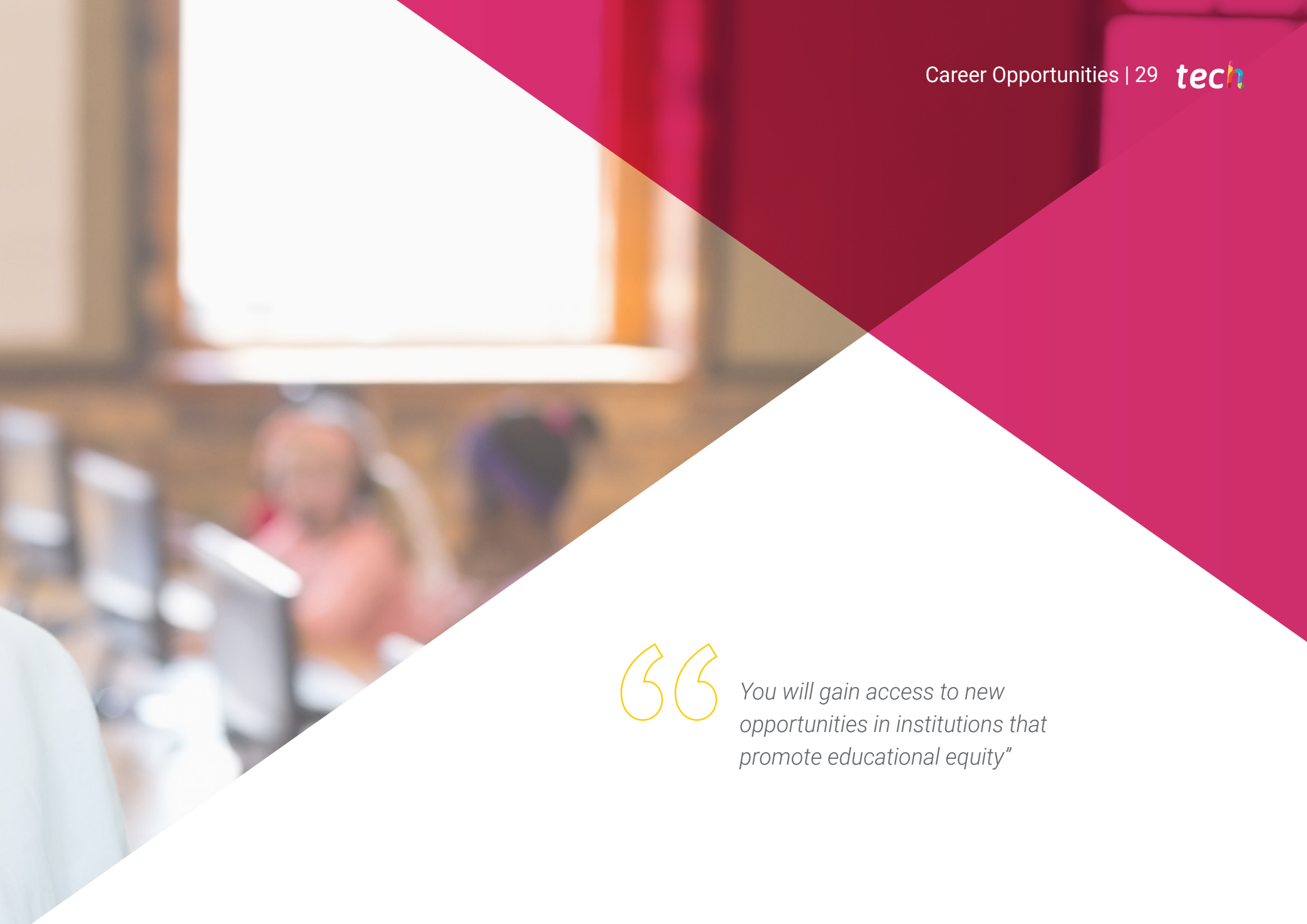
Module 10. Emerging Educational Alternatives for the Management of Learning Difficulties

- Explore innovative pedagogical approaches aimed at inclusion and equity
- Integrate technologies and active methodologies as tools to support diverse learning

05

Career Opportunities

The Master's Degree in Management of Learning Difficulties and Attention to Diversity qualifies graduates to work in professions with high demand in both socio-educational and clinical settings. Thanks to its practical and specialized approach, it opens access to positions such as counselor in psycho-pedagogical centers, specialist in inclusion programs, advisor in public institutions, manager of adapted educational projects, or support coordinator in early intervention centers. In addition, it provides key competencies for working in the design of personalized interventions in foundations, associations, or institutions focused on diversity and neurodivergence.



You will gain access to new opportunities in institutions that promote educational equity"

Graduate Profile

Upon completing this university program, graduates will become professionals with a comprehensive vision of the educational phenomenon, capable of analyzing, intervening, and supporting learning processes from an inclusive perspective that respects Diversity. They will possess the competencies to identify barriers in school environments, design individualized strategies, and develop innovative pedagogical proposals. Their profile will combine a solid theoretical foundation with practical skills for working in interdisciplinary teams, engaging in dialogue with different educational stakeholders, and promoting environments that foster the full development of all students, especially those in vulnerable situations.

Your professional profile will stand out for integrating technical expertise with pedagogical sensitivity, enabling you to address the multiple forms that learning difficulties may take in the classroom"

- **Psychoeducational Diagnosis and Assessment:** Ability to apply diagnostic assessment techniques to accurately identify Learning Difficulties and establish appropriate intervention plans
- **Design of Pedagogical Intervention Strategies:** Capacity to design interventions tailored to the needs of each student, enhancing academic performance and emotional well-being
- **Management of Diversity in the Classroom:** Ability to create an inclusive educational environment by effectively managing the diversity of students with different learning paces, abilities, and needs
- **Use of Educational Technologies:** Competence in integrating digital tools and technological resources into the teaching process, facilitating accessibility and the personalization of learning

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

1. **Diversity Support Specialist:** Responsible for designing and applying inclusive strategies within institutions to ensure the full participation of individuals with specific needs.
2. **Coordinator of Educational Inclusion Programs:** Manages projects that promote equity and accessibility in school, social, or community settings.
3. **Counselor in Psycho-Pedagogical Centers:** Evaluates learning difficulties and proposes tailored interventions in collaboration with other specialists.
4. **Advisor in Inclusion Policies:** Contributes to the design and evaluation of public policies aimed at guaranteeing equal opportunities in educational contexts.
5. **Specialist in Psychoeducational Intervention:** Develops personalized plans to improve the performance and well-being of individuals with learning disorders or special needs.
6. **Early Childhood Support Specialist:** Works in specialized centers to detect and address developmental challenges at an early stage.
7. **Project Manager in Third-Sector Organizations:** Leads initiatives in NGOs or foundations dedicated to the social and educational inclusion of vulnerable groups.
8. **Cognitive Accessibility Consultant:** Assesses and adapts environments, materials, and processes to ensure they are comprehensible and functional for individuals with cognitive diversity.

"You will learn to manage Diversity in the classroom, ensuring that all students receive the support they need for both academic and emotional development"

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

"At TECH you will NOT have live classes (which you might not be able to attend)"

The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

> *TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"*

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

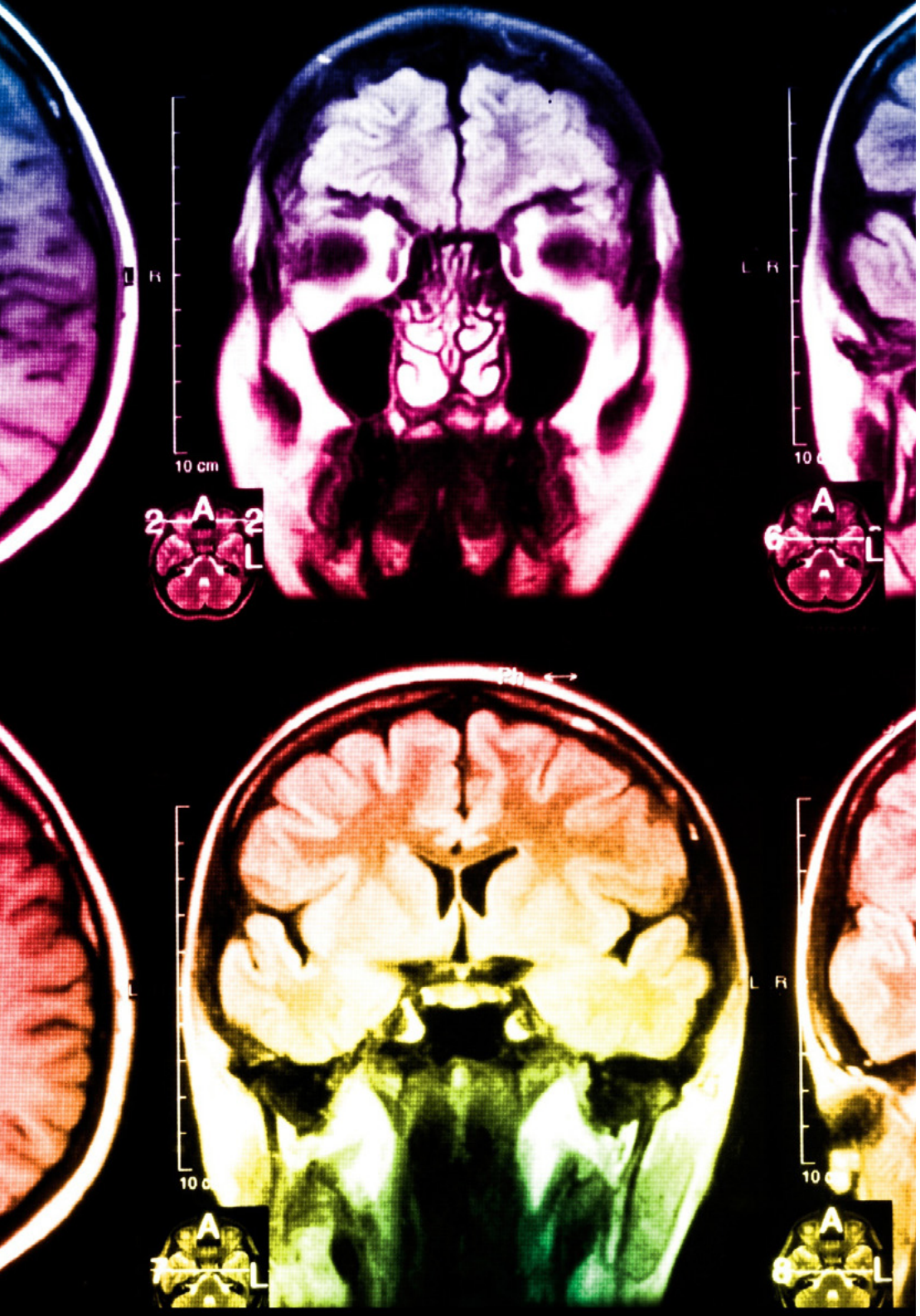
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

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

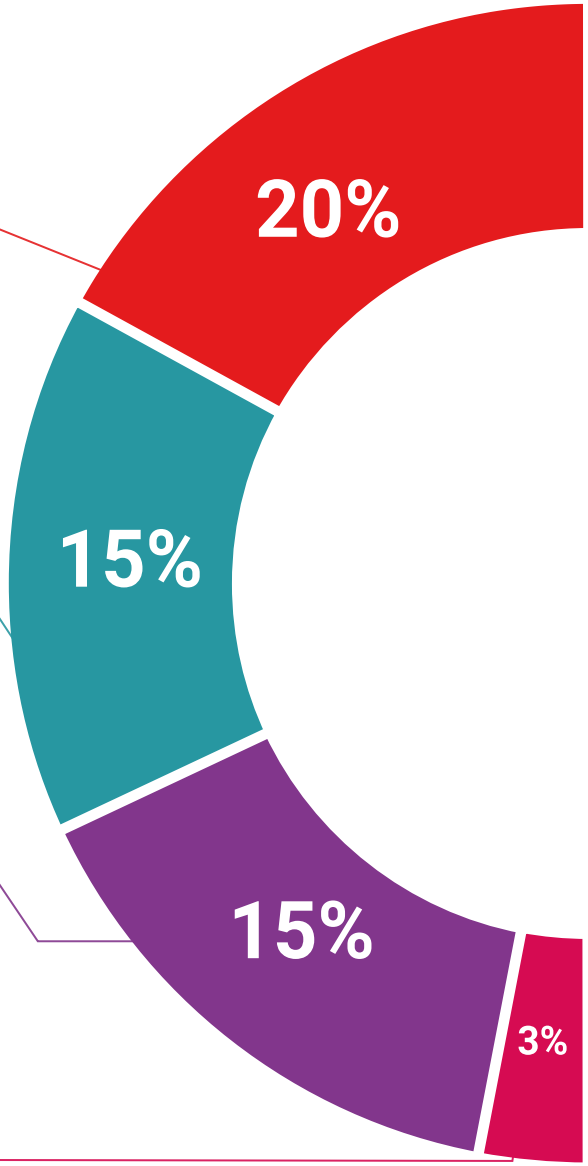
Interactive Summaries

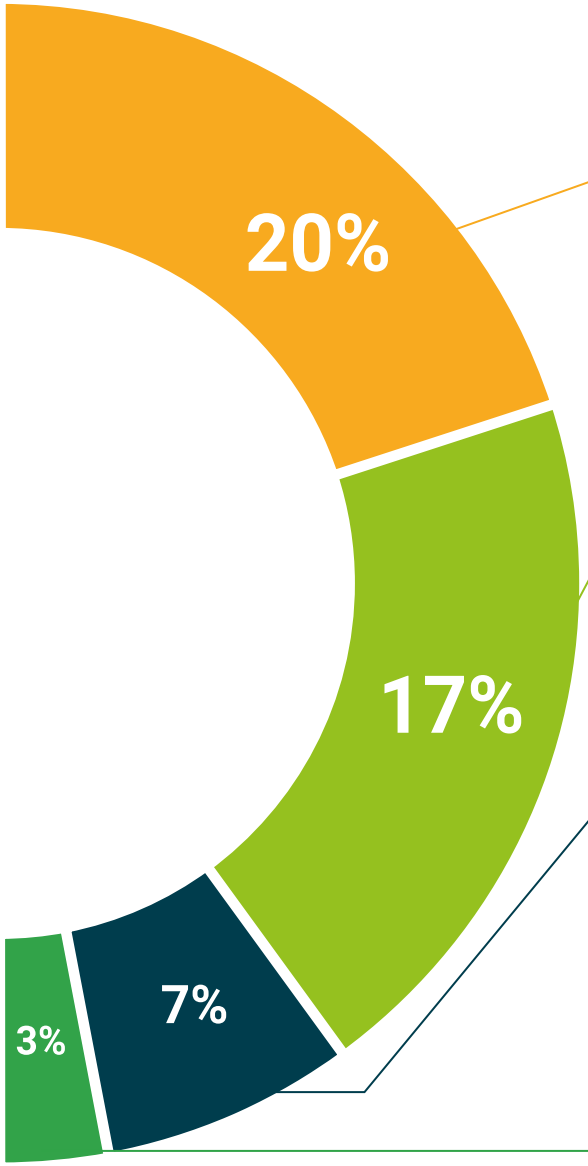
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Case Studies

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

07

Teaching Staff

The faculty is distinguished by its extensive experience in the educational field and its in-depth expertise in the management of Learning Difficulties. The professionals who make up this team have a solid track record in both practice and research, enabling them to address educational challenges from an updated and rigorous perspective. In addition, they possess the skills to apply innovative and adaptive methodologies, ensuring that each intervention is tailored to the specific needs of students. Their multidisciplinary approach and commitment to educational inclusion make this team a benchmark of excellence.

You will benefit from the personalized guidance of a faculty composed of experts in the Management of Learning Difficulties and Attention to Diversity"

Management

Dr. Moreno Abreu, Milagros Josefina

- Pedagogue specializing in Learning Difficulties
- Organizational Consultant, Los Sauces Medical and Surgical Unit
- Speech therapist. Private Practice
- Master's Degree in Health Education
- Diploma in Research Methodology
- Degree in Education with a specialization in Learning Difficulties and Preschool
- PhD in Pedagogical Sciences
- Higher University Technician in Speech Therapy
- Graduate Professor: Research Methodology I, Design of measurement and evaluation instruments
- Graduate Professor. Academic Reading and Writing

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

08

Certificate

The Master's Degree in Management of Learning Difficulties and Attention to Diversity guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Master's Degree issued by TECH Global University.

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

This private qualification will allow you to obtain a diploma for the **Master's Degree in Management of Learning Difficulties and Attention to Diversity** endorsed by TECH Global University, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra (*official bulletin*). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

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

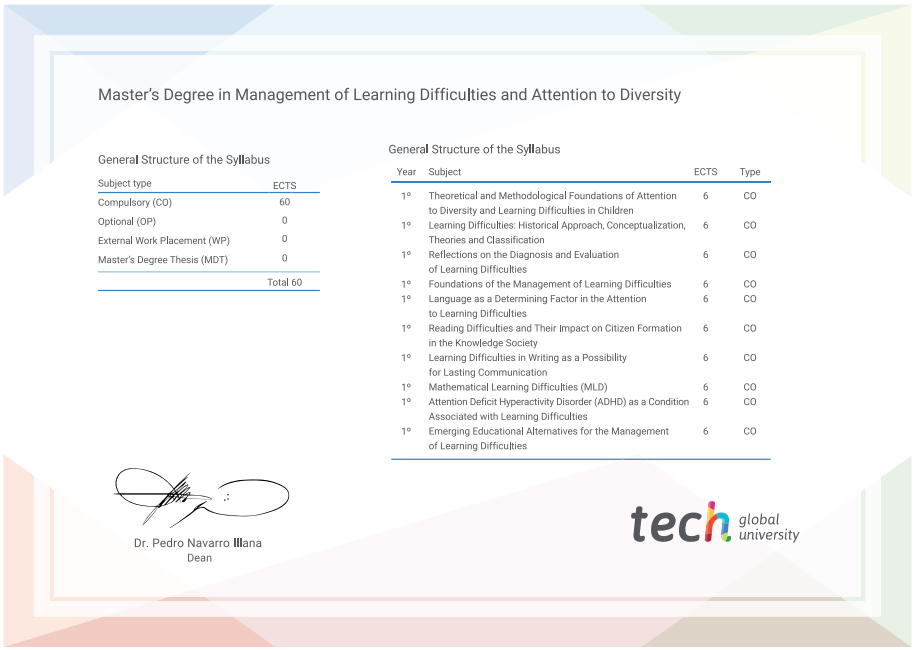
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


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

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Theoretical and Methodological Foundations of Attention to Diversity and Learning Difficulties in Children	6	CO
1º	Learning Difficulties: Historical Approach, Conceptualization, Theories and Classification	6	CO
1º	Reflections on the Diagnosis and Evaluation of Learning Difficulties	6	CO
1º	Foundations of the Management of Learning Difficulties	6	CO
1º	Language as a Determining Factor in the Attention to Learning Difficulties	6	CO
1º	Reading Difficulties and Their Impact on Citizen Formation in the Knowledge Society	6	CO
1º	Learning Difficulties in Writing as a Possibility for Lasting Communication	6	CO
1º	Mathematical Learning Difficulties (MLD)	6	CO
1º	Attention Deficit Hyperactivity Disorder (ADHD) as a Condition Associated with Learning Difficulties	6	CO
1º	Emerging Educational Alternatives for the Management of Learning Difficulties	6	CO

Dr. Pedro Navarro Illana
Dean

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

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Master's Degree

Management of Learning Difficulties and Attention to Diversity

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

Master's Degree

Management of Learning Difficulties and Attention to Diversity

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