

# Postgraduate Diploma

## LD Assessment and Intervention



## Postgraduate Diploma

### LD Assessment and Intervention

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitude.com/us/psychology/postgraduate-diploma/postgraduate-diploma-ld-assessment-intervention](http://www.techtitude.com/us/psychology/postgraduate-diploma/postgraduate-diploma-ld-assessment-intervention)

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# 01

# Introduction

Cognitive abilities vary between individuals and their environment may be one of the most important determinants of this condition. Personal experiences may cause people with learning difficulties to encounter generalized rejection. For this reason, experts affirm that it is common for those who present problems in acquiring knowledge to also have deficiencies in the social sphere. In order to deal with these cases, it is essential that there are qualified professionals in formal and non-formal education centers who can support those affected in order to promote their development. Therefore, TECH offers a program that explores the particularities of learning pathologies, such as dyslexias, dysgraphias, dyscalculias and ADHD, among other issues. All this, through a 100% online program, which has dynamic materials and the support of a teaching team specialized in the field.



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*This Postgraduate Diploma will give you the keys to identify types of learning disorders, such as dyslexias, dyscalculias, dysgraphias, or ADHD"*



Cognitive abilities allow the individual to think, know, store, organize and transform information. That is to say, without these abilities, human beings would not be able to develop naturally in society. In the classroom, many children suffer from learning disorders, which also affect them emotionally and limit their educational and personal development. For this reason, TECH has designed a program that aims to reinforce, expand and update the neuropsychological knowledge of graduates in Psychology to project their professional career and optimize their services in educational centers.

This program provides an in-depth study of the protocols for action on AD pathologies in formal and non-formal educational centers, intervention strategies for learning difficulties in compulsory education and the DSM-5, among many other aspects. All this, with a 100% online program, supported by a teaching team versed in the scientific-educational field. In addition, thanks to the Relearning methodology applied by TECH, students are exempted from long hours of study and are given the opportunity to learn in a progressive and continuous way for a more effective assimilation of concepts.

Likewise, this Postgraduate Diploma is developed in only 6 months to speed up the academic process and provide students with skills through theoretical and practical exercises and simulation of real cases that prepare them for their practical professional application. This is a unique opportunity for those specialists who wish to acquire a quality university program at their fingertips, with just one click.

This **Postgraduate Diploma in LD Assessment and Intervention** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of case studies presented by experts in psychology and education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used 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



*A 100% online, rigorous and flexible program that does not depend on fixed schedules so that you can follow the teaching from wherever and whenever you want"*

“

*Obtain theoretical and practical materials to understand the socio-educational limitations implied by LD disorders”*

The program's teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

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

*It addresses the technological tools that can promote the rehabilitation of hearing-impaired patients in schools.*

*Learn about the keys to the early detection of SEN and their development within the contemporary educational framework.*



# 02 Objectives

The main objective of this Postgraduate Diploma in LD Assessment and Intervention is to provide students with the most up-to-date content on the characteristics, assessment and intervention in developmental disorders in compulsory education and in formal and non-formal education centers. In addition, the program focuses on the practical development of the rehabilitation of LD pathologies with a future perspective that will develop the professional with the most up-to-date techniques and strategies. Likewise, the educational and innovative material offered by TECH enables Psychology graduates to project their professional careers, while balancing their studies with other aspects of their lives.







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*Inquire into clinical practice using the DSM5 and gain all the knowledge you need to develop as a psychological professional in the field of education"*



## General Objectives

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- Understand the neurobiological and cognitive bases involved in learning
- Know the different categories of LD in the formal and non-formal framework, their assessment and diagnosis
- Detect in professional practice different Specific Educational Support Needs (SEN)
- Make reliable diagnoses and provide appropriate interventions in each psycho-educational setting
- Apply specific intervention techniques and programs for Learning Difficulties
- Make psycho-pedagogical reports and intervention proposals to education and multidisciplinary professionals



*Enroll now and increase your professional skills close to neuropsychology to become a more competitive specialist in the job market"*





## Specific Objectives

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### **Module 1. Concept, Characteristics, Assessment and Intervention in Learning Difficulties in Compulsory Education**

- ♦ Study dyslexia, dyscalculia, dysgraphia, ADHD, severe conduct disorder and more possible Learning Difficulties
- ♦ Analyze the characteristics of high abilities and why it is considered a Learning Difficulty
- ♦ Assess the role of socio-educationally disadvantaged children

### **Module 2. Protocols and frameworks for the diagnosis and assessment of Learning Difficulties in formal education centers**

- ♦ Outline the evaluation protocols to be followed by formal education centers at different educational levels
- ♦ Examine different standardized assessment tests in reading and writing
- ♦ Analyze evaluation protocols in non-formal education, higher education or teaching skills

### **Module 3. Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education**

- ♦ Study the characteristics of speech disorders such as aphasia, dyslalia, dysglossia or dysphonia
- ♦ Diagnose intellectual disability, in conjunction with psycho-educational assessment and classroom intervention
- ♦ Classify psycho-educational intervention guidelines in classrooms with visually and hearing-impaired children





03

# Course Management

In line with its educational rigor, TECH has been equipped with specialists grounded in Psychology and Education to transmit all the necessary knowledge for students to specialize in assessment and intervention in LD. The experience of the teachers is essential for the psychologist to obtain a completely personalized tutoring and adapted to their own interests, being able to maintain direct contact with the teaching staff to resolve any kind of doubt or question about the syllabus.



A woman with dark hair tied back, wearing red-rimmed glasses and a small hoop earring. She has a surprised or excited expression, with her mouth open and her hand raised near her face. The background is a blurred indoor setting. The image is partially obscured by a large pink and white diagonal graphic on the right side of the page.

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*The teachers' own experience guarantees you rigorous and comprehensive content, designed from the perspective of professionals who know Learning Difficulties first hand"*



## Management



### Ms. Torres García, Cathaysa

- ♦ Teacher of kids reading workshops at PIALTE
- ♦ Educational psychologist and Early Childhood Education teacher at Centro Infantil Higopico
- ♦ Psychologist at Hamelín Children's Center
- ♦ Freelance Educational Psychologist
- ♦ University Lecturer
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna
- ♦ Master's Degree in Educational Psychology at the University of La Laguna
- ♦ University Specialist in Early Childhood Care at the Antonio de Nebrija University

## Professors

### Ms. López, Ana Karina

- ♦ Psychologist, trainer and facilitator in the field of social participation of the elderly program of the Fundación la Caixa
- ♦ Clinical psychologist in the field of child and adolescent psychotherapy at the Psychological Office María Auxiliadora
- ♦ Graduate in Psychology at Arturo Michelena University
- ♦ Master's Degree in General Health Psychology at the University of La Laguna
- ♦ Diploma in Organizational Psychology and Human Resources at the University of Carabobo





# 04

## Structure and Content

The content of this Postgraduate Diploma has been carefully designed by the teaching team specialized in Psychology and Education. They are professionals who have participated in large teaching projects in collaboration with nationally recognized entities such as La Caixa. Their extensive experience in the pediatric and geriatric sector, makes the specialization of this program rigorous and has all the knowledge experienced in its own performance scenario. The syllabus of this program is developed around the intervention strategies for learning difficulties in compulsory education, the protocols of action on LD pathologies in formal and non-formal educational centers and the DSM-5. In addition, the Relearning system, based on content repetition, exempts specialists from long hours of memorization and allows a progressive and easy study of the subject.



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*Adapt the study of the program to your personal and professional needs and increase your knowledge while working in or out of the field"*

## Module 1. Concept, Characteristics, Assessment and Intervention in Learning Difficulties in Compulsory Education

- 1.1. Learning Difficulties Categories and Classification
  - 1.1.1. Learning Difficulties (LD) Definition and concept
  - 1.1.2. Specific Learning Difficulties (SLD) Definition and concept
  - 1.1.3. Special Educational Needs (SEN) Definition and concept
  - 1.1.4. Specific Educational Support Needs (SNES) Definition and concept
  - 1.1.5. Legal Framework and Diagnostic Categories Included and Excluded from State Support for SEN in Spain
- 1.2. Dyslexia
  - 1.2.1. Concept
  - 1.2.2. Features
  - 1.2.3. Evaluation. Difference between Reading Delay and Dyslexia
  - 1.2.4. Dyslexia Intervention in Schools
  - 1.2.5. Dyslexia and ADHD
- 1.3. Dyscalculia
  - 1.3.1. Concept
  - 1.3.2. Features
  - 1.3.3. Assessment
  - 1.3.4. Dyscalculia Intervention in Schools
  - 1.3.5. Dyscalculia and ADHD
- 1.4. Dysgraphia
  - 1.4.1. Concept
  - 1.4.2. Features
  - 1.4.3. Assessment
  - 1.4.4. Dysgraphia Intervention in Schools
  - 1.4.5. Dysgraphia and ICT
- 1.5. ADHD
  - 1.5.1. Concept
  - 1.5.2. Features
  - 1.5.3. Assessment
  - 1.5.4. ADHD Intervention in Schools
  - 1.5.5. ADHD and ICT
- 1.6. Severe Behavioral Disorder
  - 1.6.1. Concept
  - 1.6.2. Etiology
  - 1.6.3. Assessment
  - 1.6.4. Behavioural Disorder Intervention in Schools
  - 1.6.5. Severe Behavioral Disorder and Associated Disorders
- 1.7. Visual and Hearing Impairment
  - 1.7.1. Visual Impairment Concept
  - 1.7.2. Visual Impairment Assessment in Educational Psychology
  - 1.7.3. Visual Impairment Intervention in Schools
  - 1.7.4. Hearing Impairment Concept
  - 1.7.5. Hearing Impairment Assessment in Educational Psychology
  - 1.7.6. Hearing Impairment Intervention in Schools
  - 1.7.7. ICT Disability
- 1.8. Motor Disability
  - 1.8.1. Concept
  - 1.8.2. Features
  - 1.8.3. Evaluation in Educational Centers: Specific Center Collaboration
  - 1.8.4. Motor Impairment Intervention in Schools
- 1.9. High Abilities
  - 1.9.1. Concept
  - 1.9.2. Main Characteristics. Why is it Considered a LD?
  - 1.9.3. Evaluation in Educational Centers: Specific Center Collaboration
  - 1.9.4. High Ability Intervention in Schools. Specific Programs in Educational Centers
- 1.10. SCSH and Minors in a Socio-Educationally Disadvantaged Situation
  - 1.10.1. SCSH Concept
  - 1.10.2. Evaluation in Educational Centers: Specific Center Collaboration
  - 1.10.3. Intervention in Children with Special Requirements in their School History
  - 1.10.4. Socio-Educational Disadvantages and LD
  - 1.10.5. Evaluation in Educational Centers: Specific Center Collaboration
  - 1.10.6. Visual Impairment Intervention in Schools



## Module 2. Protocols and Frameworks for the Diagnosis and Evaluation of Learning Difficulties in Formal Education Centers

- 2.1. Concept, Evolution and Diagnostic Criteria Early SEN Detection Legal Framework in Spain
  - 2.1.1. Diagnostic Criteria Concept and Evolution of LD
  - 2.1.2. Early Detection and Action Frameworks
  - 2.1.3. LD Evaluation in Formal Education Centers
- 2.2. Evaluation Protocols in Formal Education Centers
  - 2.2.1. Action Protocols for Early Childhood and Primary Schools
  - 2.2.2. Protocol in Elementary School, Middle School, and High School
  - 2.2.3. What About SEN at the Post-Compulsory Levels of Education?
- 2.3. Professional Practice Legislation for Learning Difficulties
  - 2.3.1. Legal Framework in Spain
  - 2.3.2. Other Related Legislation Specific Regulations
- 2.4. Cognitive Functions and their Subprocesses
  - 2.4.1. Main Cognitive Functions to be Assessed in LD
  - 2.4.2. Reading and its Subprocesses
  - 2.4.3. Writing and its Subprocesses
  - 2.4.4. Attention and Perception and their Subprocesses
- 2.5. Standardized Reading Tests
  - 2.5.1. Global Reading
  - 2.5.2. Reading Comprehension
  - 2.5.3. Reading Research
- 2.6. Standardized Writing Tests
  - 2.6.1. Access Routes to Lexicon
  - 2.6.2. Writing Composition
  - 2.6.3. Writing Research
- 2.7. Standardized Attention and Perception Tests
  - 2.7.1. Types of Tasks that Assess Each Attention Aspect: Sustained Attention, Divided Attention, Selective Attention
  - 2.7.2. Global Attention Assessment Tests
  - 2.7.3. Attention Research

- 2.8. Standardized Memory Tests
  - 2.8.1. Working Memory
  - 2.8.2. Other Types of Memory
  - 2.8.3. Memory Research
- 2.9. Basic Competency Assessment Tools for Elementary Education
  - 2.9.1. Test Kits for the First and Second Cycle of Elementary Education
  - 2.9.2. Competency Assessment Tools for Other Educational Levels
  - 2.9.3. Research Framework for Basic Skill Testing
- 2.10. Complementary Evaluation Protocols in the Educational Field
  - 2.10.1. Non-Formal Education Evaluation
  - 2.10.2. Competency Assessment in Higher Education
  - 2.10.3. Evaluation of Teaching Skills

## Module 3. Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education

- 3.1. Introduction to Developmental Disorders
  - 3.1.1. What is a Developmental Disorder?
  - 3.1.2. Developmental Disorders in the DSM-5
  - 3.1.3. Learning Difficulties that May Occur in Relation to Developmental Disorders
- 3.2. Communication and Language Disorders
  - 3.2.1. Communication and Language Disorder Concept
  - 3.2.2. Specific Language Disorder (SLD)
  - 3.2.3. Assessment and Intervention of Simple Language Delay
  - 3.2.4. Educational Context Intervention
- 3.3. Concept, Assessment and Speech Disorder Intervention
  - 3.3.1. Aphasia
  - 3.3.2. Dyslalia
  - 3.3.3. Dysglossia
  - 3.3.4. Dysarthria
  - 3.3.5. Dysphemia
  - 3.3.6. Dysphonia

- 3.4. Autism Spectrum Disorders
  - 3.4.1. Autism Spectrum Disorders: Diagnosis and Assessment
  - 3.4.2. Family Intervention in ASD
  - 3.4.3. Psychological and Educational Intervention in ASD
- 3.5. Pervasive Developmental Disorders (PDD)
  - 3.5.1. Pervasive Developmental Disorders: Diagnosis and Classification
  - 3.5.2. PDD Evaluation
  - 3.5.3. PDD Intervention, Techniques and Programs
- 3.6. Attention Deficit Disorder, Dissocial Disorder and Oppositional Defiant Disorder
  - 3.6.1. ADHD. Concept and Evaluation
  - 3.6.2. Dissocial Disorder: Concept and Assessment
  - 3.6.3. Oppositional Defiant Disorder: Concept and Assessment
  - 3.6.4. General Guidelines for Classroom Educational Intervention
- 3.7. Concept, Evolution and Historical Concept of Intellectual Disability
  - 3.7.1. The Concept of Disability
  - 3.7.2. Historical Evolution of Disability
  - 3.7.3. Intellectual Disability and its Classification
  - 3.7.4. Developmental Characteristics of Children with Intellectual Disabilities
  - 3.7.5. Guidelines for Psycho-Educational Intervention in the Classroom
- 3.8. Diagnosis and Evaluation of Intellectual Disability in Educational Institutions
  - 3.8.1. Intellectual Disability Diagnosis
  - 3.8.2. Psycho-Educational Assessment and Classroom Intervention
- 3.9. Concept, Classification and Detection of Visual and Hearing Impairment in the Educational Environment
  - 3.9.1. Visual Impairment Concept and Types
  - 3.9.2. Most Frequent Visual Diagnoses in Educational Centers
  - 3.9.3. Visual Impairment Detection in Educational Centers
  - 3.9.4. Guidelines for Psycho-Educational Classroom Intervention with Children with Visual and Hearing Impairment. Reading The Braille System Spanish Sign Language (LSE)
- 3.10. Concept, Classification and Intervention Guidelines for Children with Motor Disabilities
  - 3.10.1. Motor Disability Concept and Types
  - 3.10.2. Motor Diagnosis
  - 3.10.3. Guidelines for Psycho-Educational Classroom Intervention with Children with Visual and Hearing Impairments





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*Become a specialist in  
psychoeducational assessment and  
intervention in the classroom, thanks  
to this program focused on LD"*



# 05 Methodology

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

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



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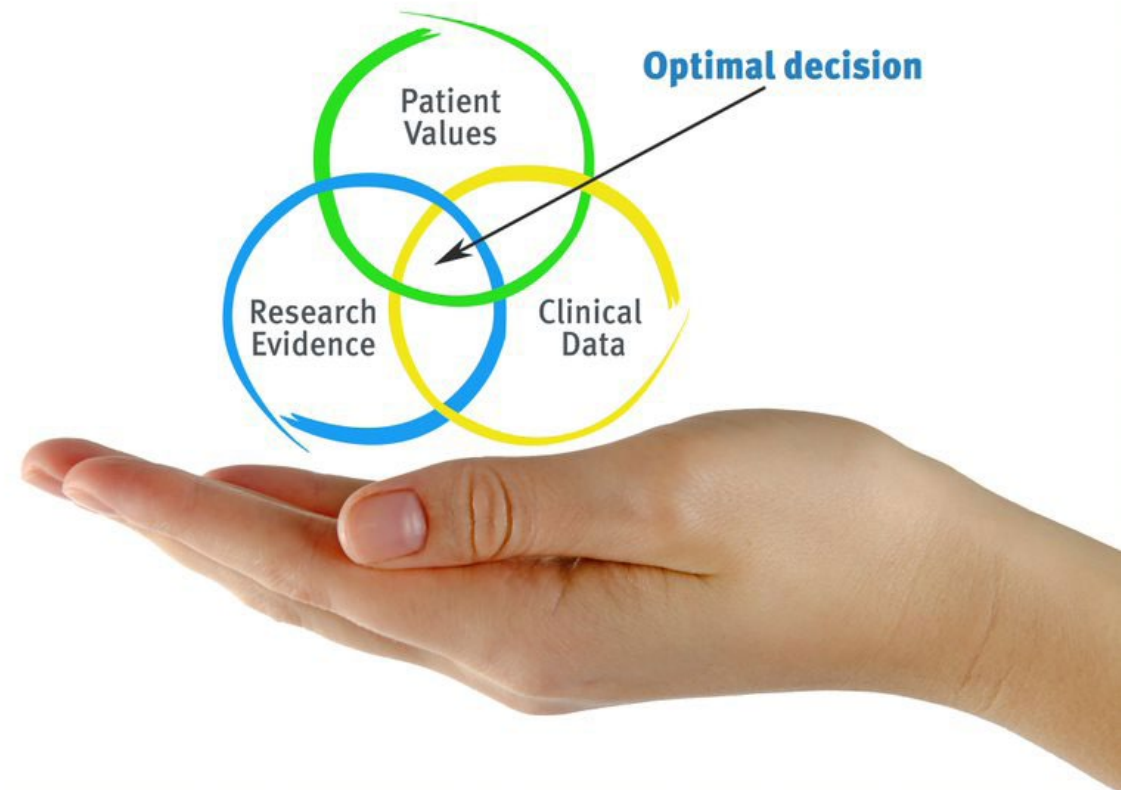
*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*



## At TECH we use the Case Method

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

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



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

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

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

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



## Relearning Methodology

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

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

*The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*





At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

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

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



#### Latest Techniques and Procedures on Video

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



#### Interactive Summaries

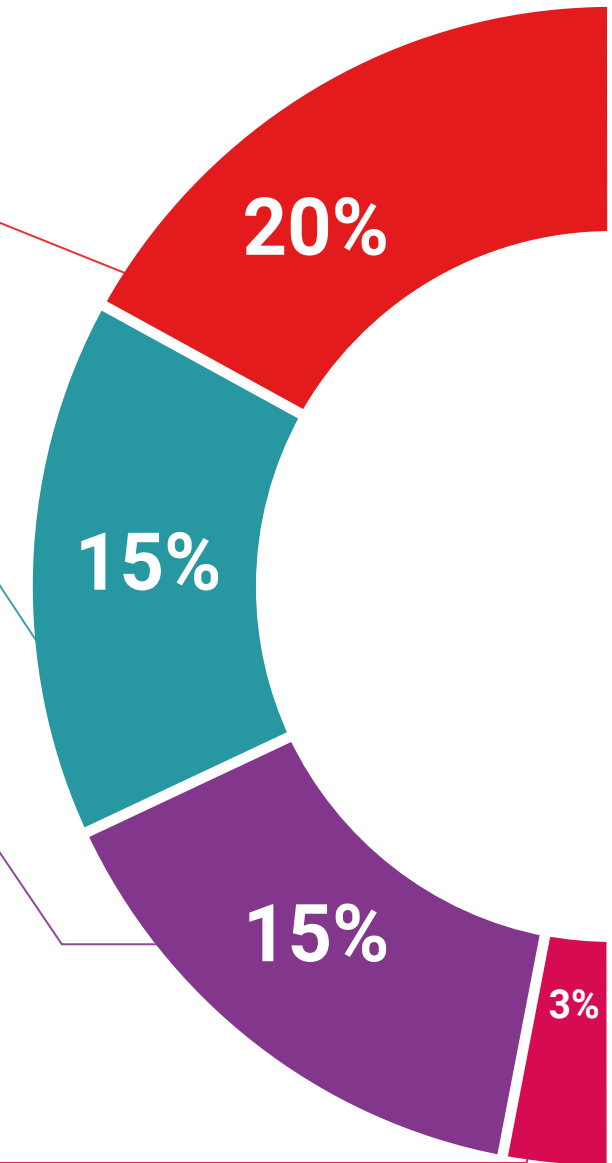
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

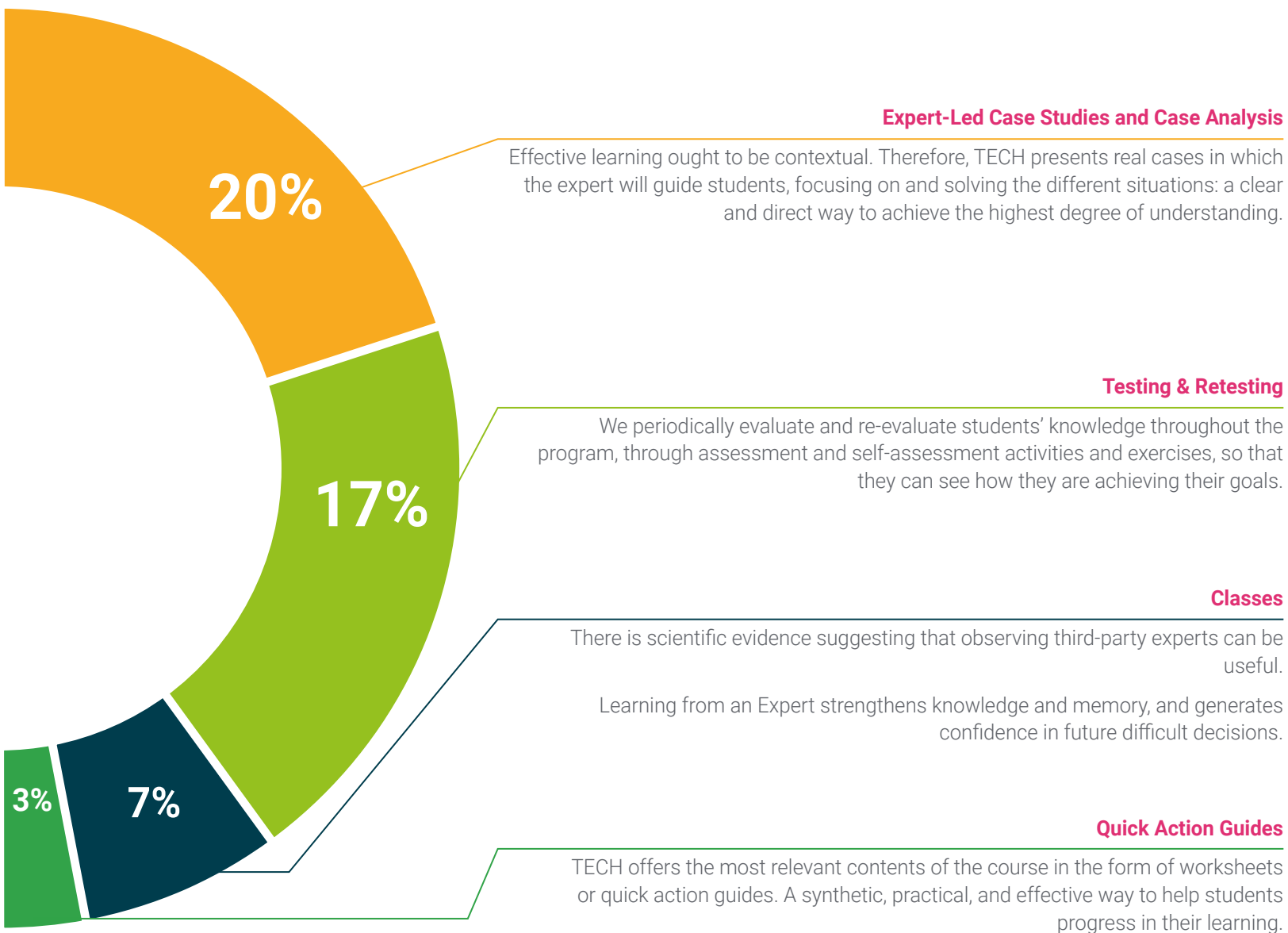


#### Additional Reading

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







# 06 Certificate

The Postgraduate Diploma in LD Assessment and Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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



This **Postgraduate Diploma in LD Assessment and Intervention** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery\*.

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

Title: **Postgraduate Diploma in LD Assessment and Intervention**

Official N° of hours: **450 h.**



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

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



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