

Postgraduate Diploma

Psychopedagogical Intervention for Special Educational Needs



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Psychopedagogical Intervention for Special Educational Needs

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 16 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-psychopedagogical-intervention-special-educational-needs

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01

Introduction

Special needs students' attention and evaluation is a challenge for the education system, since it involves adapting the learning process and integrating these students into environments with more advanced capabilities. Therefore, psychopedagogical professionals need to keep up with the changes that occur in these environments, as well as in the appropriate techniques to address certain situations. In this sense, this course reviews the most recent research and studies in psychopedagogy With the aim of providing up-to-date information that allows professionals to adequately address students with special educational needs. The content will be available 100% online without fixed schedules, so students can organize and balance their studies with the rest of their life.



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This program reviews how the different intervention models are evolving so you can develop optimal and specific strategies for each case”

Having a psychoeducational program is only the beginning. From that point on, the work of the educational psychologist will determine the success of the program. Proper resource management or achieving optimal integration with the rest of the students are some of the main challenges.

In this sense, this Postgraduate Diploma aims to provide professionals with the tools they will need for daily practice, Whether they are evaluation and diagnosis techniques, intervention strategies or resource management models. All of it based on the most recent research, with the aim of implementing it quickly in the workplace.

The syllabus and the content will be available 100% online with no fixed schedules from the start of the course. This will provide students with the convenience of taking on the course load whenever, wherever and however they wish. All you need is a device with Internet access.

“*Enroll and practice implementing innovative models in psychopedagogical intervention adapted to each students' needs*”

This **Postgraduate Diploma in Psychopedagogical Intervention in Special Educational Needs** contains the most complete and up-to-date educational program on the market.

The most important features include:

- ♦ Practical case studies presented by experts in psychopedagogy in special educational needs
- ♦ 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 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

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Throughout the program you will be able to update your knowledge regarding the care required by people with biological, psychological or social risks”

The program's teaching staff includes professionals from the sector who contribute their work experience to this training 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 specialization 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.

Enroll and discover the recent theories on cognitive, linguistic and socio-affective development in children at social risk.

TECH professors will provide you with the latest tools to quickly address the biopsychosocial risks that affect children.



02 Objectives

Students who complete this Postgraduate Diploma will obtain resources to improve the care provided to patients with special educational needs. To that end, they will study current theoretical knowledge in depth while emphasizing the most recent discoveries, complemented by the review of practical cases. Thus, professional educational psychologists will possess the intervention skills to provide quality work at a high standard.



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This program will provide you with the latest discoveries concerning human development so you can reflect on current work methodologies”



General Objectives

- ♦ Acquire new competencies and skills in psychopedagogy
- ♦ Update knowledge in the field of school psychopedagogy
- ♦ Develop the ability to cope with new situations in the school context
- ♦ Encourage interest in the ongoing professional development of practitioners
- ♦ Learn about different intervention options
- ♦ Explore new ways to address specific educational needs
- ♦ Achieve an efficient framework for assessment, diagnosis, and guidance
- ♦ Research and innovate to meet current demands





Specific Objectives

Module 1. Evaluation, Diagnosis, and Psychopedagogical Orientation

- ♦ Maintain a holistic view of human development and provide the key factors to reflect on this area of knowledge
- ♦ Describe the characteristics and contributions of the different theoretical models in developmental psychology
- ♦ Become familiar with the main theories on human development Become familiar with the most relevant theoretical positions that explain changes from birth to adolescence
- ♦ Explain each developmental stage and the transition periods between them

Module 2. Psychoeducational Attention to Special Educational Needs at School

- ♦ Understand educational needs in the context of inclusion at school
- ♦ Analyze the regulatory framework on inclusive and special needs education
- ♦ Develop various types of special educational needs
- ♦ Define different learning difficulties in students with special educational needs

Module 3. Early Intervention

- ♦ Support and reinforce the attention given to students that present biological, psychological or social risks
- ♦ Master the basic concepts and tools that enable early intervention, both to prevent and to address the biopsychosocial risks during childhood
- ♦ Gain in-depth knowledge of cognitive, linguistic and socio-affective development, as well as children at social risk
- ♦ Recognize different intervention models and program types, as well as their evolution



*Applying the contents provided by
TECH to your work will guarantee
you an increase in positive results"*

03

Course Management

TECH has selected the teaching team on the course based on their professional experience to ensure that the education provided meets the daily needs of educational psychologists. They have included first level theoretical content in the program's extensive academic curriculum, which is based on the latest research and studies. Thus, future graduates will be able to seamlessly transfer what they have learned to their professional practice.



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This Postgraduate Diploma contains the most innovative techniques in psychopedagogical and socio-educational intervention, extremely useful in situations of psychosocial risk”

Management



Mr. Afonso Suárez, Álvaro

- ♦ Degree in Psychopedagogy
- ♦ Degree in Psychopedagogy, University of La Laguna
- ♦ Teacher of Educational Reinforcement for Students with Specific Educational Needs
- ♦ Technician in Social and Health Care for Dependent People in Social Institutions
- ♦ Social integration technician: Design, development and evaluation of social insertion interventions for people with severe mental illness



04

Structure and Content

The curriculum includes all the approaches professionals need to intervene in students with special educational needs, from evaluation and diagnosis to stabilizing the case. The ultimate goal is to integrate the patient into different social environments. To that end, TECH has developed a novel and proven learning methodology, which is based on the repetition of concepts throughout the program, replacing traditional techniques that require long study hours. This will ensure students effectively assimilate the content.



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Throughout the program you will work with the latest evaluation and diagnostic techniques and tools. Learn to administer 100% effective therapies”

Module 1. Psychopedagogical Assessment, Diagnosis, and Counseling

- 1.1. Counseling and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study, and Trajectory
 - 1.1.1. Concept and Functions of Educational Diagnosis. Qualities of the Diagnostician
 - 1.1.1.1. Concept of Educational Diagnosis
 - 1.1.1.2. Functions of Educational Diagnosis
 - 1.1.1.3. Qualities of the Diagnostician
 - 1.1.2. Dimensions, Scopes, and Areas of Action
 - 1.1.2.1. Dimensions in Psychopedagogical Intervention
 - 1.1.2.2. Spheres and Areas of Intervention
- 1.2. Psychopedagogical Assessment: Function and Nature
 - 1.2.1. Concept, Purpose, and Context
 - 1.2.1.1. Concept of Psychopedagogical Assessment
 - 1.2.1.2. Purpose of the Psychopedagogical Assessment
 - 1.2.1.3. Context of the Assessment
 - 1.2.2. Psychopedagogical Assessment Procedure. Assessment in the School and Family Context
 - 1.2.2.1. Psychopedagogical Assessment Procedure
 - 1.2.2.2. Assessment in the School Context
 - 1.2.2.3. Assessment in the Family Context
- 1.3. Psychopedagogical Diagnosis: Concept, Possibilities and Delimitation within the Framework of Psychopedagogical Action
 - 1.3.1. The Diagnostic Process and Stages
 - 1.3.1.1. Diagnostic Processes
 - 1.3.1.2. Stages of Diagnosis
- 1.4. Psychopedagogical Assessment Process according to Different Spheres of Action
 - 1.4.1. Assessment as a Process
 - 1.4.2. Spheres of Action and Areas of Intervention and Assessment in the School and Family Context
 - 1.4.2.1. Scope and Domains of Action
 - 1.4.2.2. Assessment Process at School
 - 1.4.2.3. Assessment Process in Family Settings
- 1.5. Design and Phases in the Psychopedagogical Assessment
 - 1.5.1. Psychopedagogical Assessment Procedure and Phases
 - 1.5.1.1. Psychopedagogical Assessment Procedure
 - 1.5.1.2. Psychopedagogical Assessment Phases
- 1.6. Psychopedagogical Assessment Techniques and Tools
 - 1.6.1. Techniques and Instruments of Qualitative and Quantitative Assessment
 - 1.6.1.1. Qualitative Assessment Techniques and Instruments
 - 1.6.1.2. Quantitative Assessment Techniques and Instruments
- 1.7. Psychopedagogical Assessment at School
 - 1.7.1. Assessment in Classroom, School and Family Settings
 - 1.7.1.1. Assessment in the Classroom Context
 - 1.7.1.2. Assessment in the Center Context
 - 1.7.1.3. Assessment in the Family Context
- 1.8. Returning Information and Follow-up
 - 1.8.1. Return of Information and Follow-up
 - 1.8.1.1. Return
 - 1.8.1.2. Monitoring
- 1.9. Psychopedagogical Guidance Models
 - 1.9.1. Clinical Model, Consultation Model, and Program Model
 - 1.9.1.1. Clinical Model
 - 1.9.1.2. Consultation Model
 - 1.9.1.3. Program Model
- 1.10. School Guidance: Tutorial and Family Guidance
 - 1.10.1. School Guidance and the Tutorial Function. Tutorial Action Plan
 - 1.10.1.1. School Guidance
 - 1.10.1.2. Tutorial Role
 - 1.10.1.3. Tutorial Action Plan

- 1.11. Vocational, Professional and Career Guidance
 - 1.11.1. Guidance and Vocational/Professional/Career Maturity. Approaches and Interests
 - 1.11.1.1. Vocational Orientation and Maturity
 - 1.11.1.2. Professional Guidance and Maturity
 - 1.11.1.3. Career Guidance and Maturity
 - 1.11.1.4. Approaches and Interests
- 1.12. Guidance in Health-Social Contexts and Situations of Vulnerability or Social Exclusion
 - 1.12.1. Definition, Purpose, and Health-Social Contexts and Situations of Vulnerability or Social Exclusion. Counseling Guidelines
 - 1.12.1.1. Concept and Guidance Contexts in Social and Health Care and Social Vulnerability or Exclusion
 - 1.12.1.2. Purpose of Guidance in Social and Health Care and Social Vulnerability or Exclusion

Module 2. Psychoeducational Support for Special Educational Needs in the School Context

- 2.1. Educational needs in Inclusive Education and the Role Played by Psychopedagogy
 - 2.1.1. Psychoeducational Support and Psychopedagogical Intervention. Integration, Diversity, and Inclusive Education
 - 2.1.1.1. Psychoeducational and Psychopedagogical Support
 - 2.1.1.2. Integration, Diversity, and Inclusion
 - 2.1.1.3. Specific Educational Needs
- 2.2. Regulatory Framework for Attention to Diversity I: Guidance System and Action Plans
 - 2.2.1. Tutorial Action Plan and the Academic and Career Guidance Plan
 - 2.2.1.1. Tutorial Attention Plans
 - 2.2.1.2. Academic and Vocational Guidance Plans
 - 2.2.2. Professional Structure: Educational and Psychopedagogical Guidance Teams and Guidance Department
 - 2.2.2.1. Educational and Psychopedagogical Guidance Teams (EPGT)
 - 2.2.2.2. Guidance Departments
- 2.3. Regulatory Framework for Attention to Diversity II: Measures for Attention to Diversity
 - 2.3.1. Measures of Attention to Diversity: Organization of Center Resources and the Plan of Attention to Diversity
 - 2.3.1.1. Organization of Resources
 - 2.3.1.2. Plan of Attention to Diversity
- 2.4. Learning Competency Development
 - 2.4.1. The Concept of Learning and Study Competence: Emotional Intelligence and Social Competence at School
 - 2.4.1.1. Learning and Study Competence
 - 2.4.1.2. Emotional and Social Intelligence
- 2.5. Learning Difficulties
 - 2.5.1. Definition of Learning Difficulties. Historical Development
 - 2.5.1.1. Concept of LD
 - 2.5.1.2. Historical Development
- 2.6. Learning Difficulties in Literacy
 - 2.6.1. Reading Difficulties. Dyslexia and Dysorthographia
 - 2.6.1.1. LD Concept of Reading
 - 2.6.1.2. Dyslexia
 - 2.6.1.3. Dysorthographia
- 2.7. Learning Difficulties in Mathematics
 - 2.7.1. Definition of Learning Difficulties in Mathematics. Assessment, Diagnosis, and Intervention
 - 2.7.1.1. Concept of LD in Mathematics Learning
 - 2.7.1.2. Assessment
 - 2.7.1.3. Diagnosis
 - 2.7.1.4. Intervention
- 2.8. Attention Deficit Hyperactivity Disorder (ADHD) Students
 - 2.8.1. Attention Deficit Hyperactivity Disorder (ADHD) Profile
 - 2.8.2. ADHD Needs Assessment and Educational Intervention
 - 2.8.2.1. Needs Assessment in ADHD
 - 2.8.2.2. Educational Intervention in ADHD

- 2.9. High Intellectual Capacity Students
 - 2.9.1. The Profile of High Intellectual Ability
 - 2.9.2. Needs Assessment in High Intellectual Abilities and Educational Intervention
 - 2.9.2.1. Assessment
 - 2.9.2.2. Intervention
- 2.10. Late Entry Students in the Education System and the Educational Compensation System
 - 2.10.1. Concept of Late Incorporation to the Educational System and the Need for Compensatory Education. Educational Compensation Measures
 - 2.10.1.1. Concept of Late Incorporation into the Educational System
 - 2.10.1.2. Concept of Compensatory Need
 - 2.10.1.3. Educational Compensation Measures
- 2.11. Students with Behavioral Disorders
 - 2.11.1. Profile of Autism Spectrum Disorder (ASD) within severe Behavioral Disorders. Assessment and Intervention
 - 2.11.1.1. ASD Profile
 - 2.11.1.2. ASD Assessment
 - 2.11.1.3. Intervention
- 2.12. Disabled Students
 - 2.12.1. Intellectual, Sensory, and Motor Disabilities
 - 2.12.1.1. Intellectual Disability
 - 2.12.1.2. Sensory Disability
 - 2.12.1.3. Motor Disability



Module 3. Early Intervention

- 3.1. Conceptualization and Historical Evolution of Early Care. Relationship between Development and Early Learning
 - 3.1.1. Concept of Early Care
 - 3.1.2. Historical Evolution of Early Care
 - 3.1.3. Relationship between Development and Early Learning
- 3.2. Prevention and Main Areas in Early Care
 - 3.2.1. Phases in the Research Process. Areas and Agents
 - 3.2.1.1. Phases in the Research Process in Early Care
 - 3.2.1.2. Areas of Early Intervention
 - 3.2.1.3. Early Care Agents
 - 3.2.2. Child Development and Early Care Centers
- 3.3. Neurodevelopment during the First Years of Life
 - 3.3.1. Major Biological and Social Risk Factors. Compensation Tools
 - 3.3.1.1. Main Biological Risk Factors
 - 3.3.1.2. Main Social Risk Factors
 - 3.3.1.3. Compensation Tools
 - 3.3.2. Plasticity and Brain Function
 - 3.3.2.1. Concept of Brain Plasticity
 - 3.3.2.2. Brain Function
- 3.4. Psychoeducational Early Intervention in Social-Cognitive Development
 - 3.4.1. Theoretical Approaches to Cognitive Development. Cognitive Development from 0 to 6 Years
 - 3.4.1.1. Theoretical Approaches to Cognitive Development
 - 3.4.1.2. Cognitive Development from 0 to 6 Years
 - 3.4.2. The Preoperational Period
 - 3.4.2.1. Development in the Preoperational Period
- 3.5. Psychoeducational Early Intervention in Social-Linguistic Development
 - 3.5.1. Early Language Development, Warning Signs, and Early Language Intervention
 - 3.5.1.1. Early Language Development
 - 3.5.1.2. Warning Signs during Early Language Development
 - 3.5.1.3. Early Language Intervention

- 3.6. Early Psychoeducational Intervention in Social-Emotional Competence
 - 3.6.1. Social-Emotional Development and Early Intervention in Social-Emotional Development
 - 3.6.1.1. Social-Emotional Development
 - 3.6.1.2. Social Contexts and Interactions in Childhood
 - 3.6.1.3. Early Intervention in Social-Emotional Development
- 3.7. Early Psychoeducational Intervention in Children at Social Risk
 - 3.7.1. Situations of Social Risk. Typology of Maltreatment during Childhood
 - 3.7.1.1. Social Risk in Childhood
 - 3.7.1.2. Types of Maltreatment During Childhood
 - 3.7.2. Methodological and Adaptation Strategies in Risk Situations
 - 3.7.2.1. Early Intervention Strategies
 - 3.7.2.2. Adaptation and Coping Strategies in Social Risk Situations
- 3.8. Early Care Intervention Programs
 - 3.8.1. Intervention Models and Types of Early Care Programs
 - 3.8.1.1. Early Intervention Models
 - 3.8.1.2. Types of Early Care Programs
 - 3.8.1.3. Program Assessment in Early Care



The relearning methodology employed at TECH will allow you to conduct learning processes without the need for excessive study hours"

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.



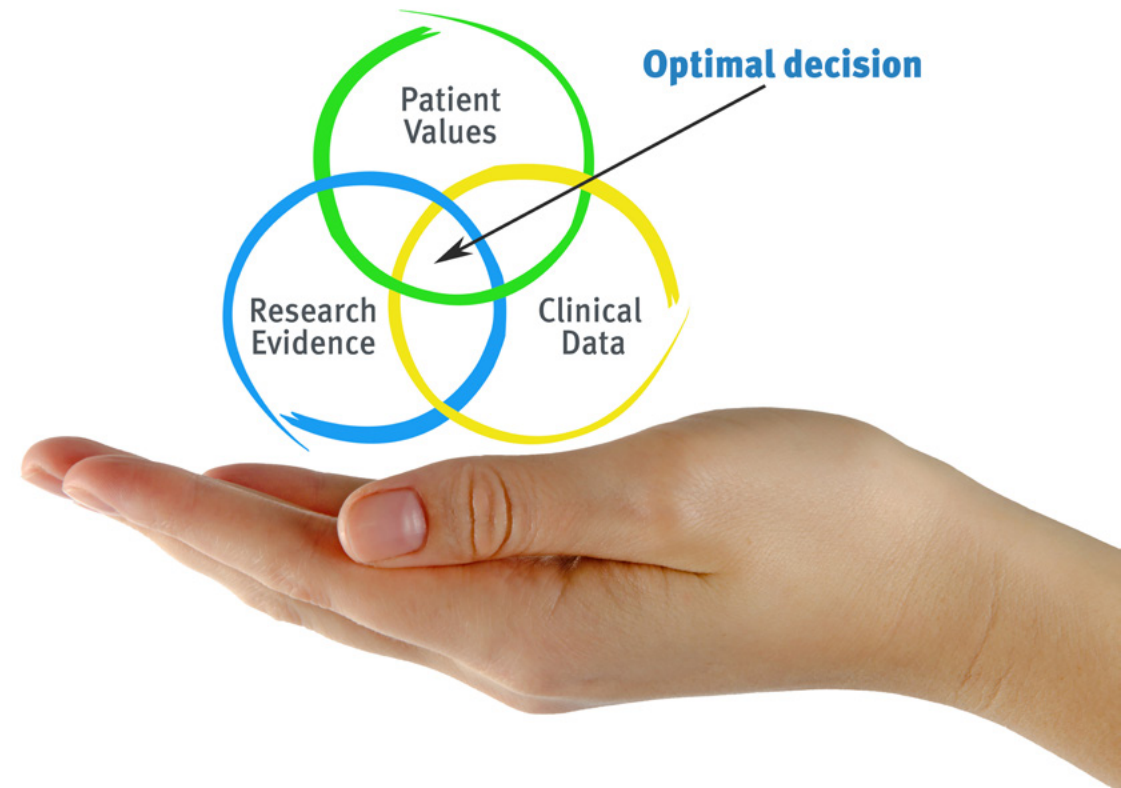
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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. Gérvas, 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

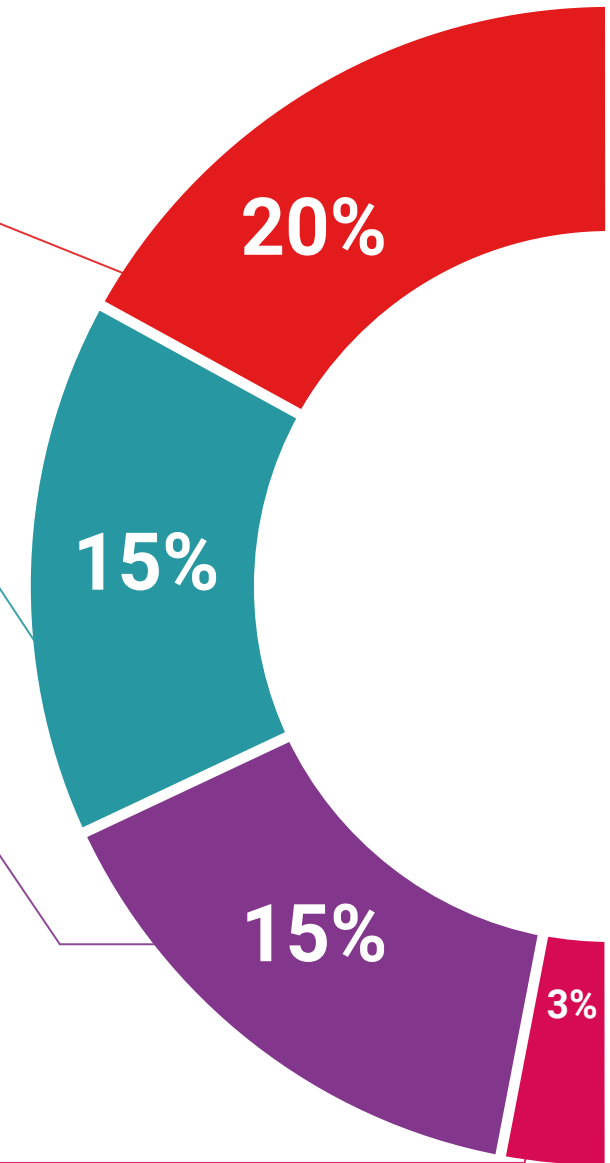
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

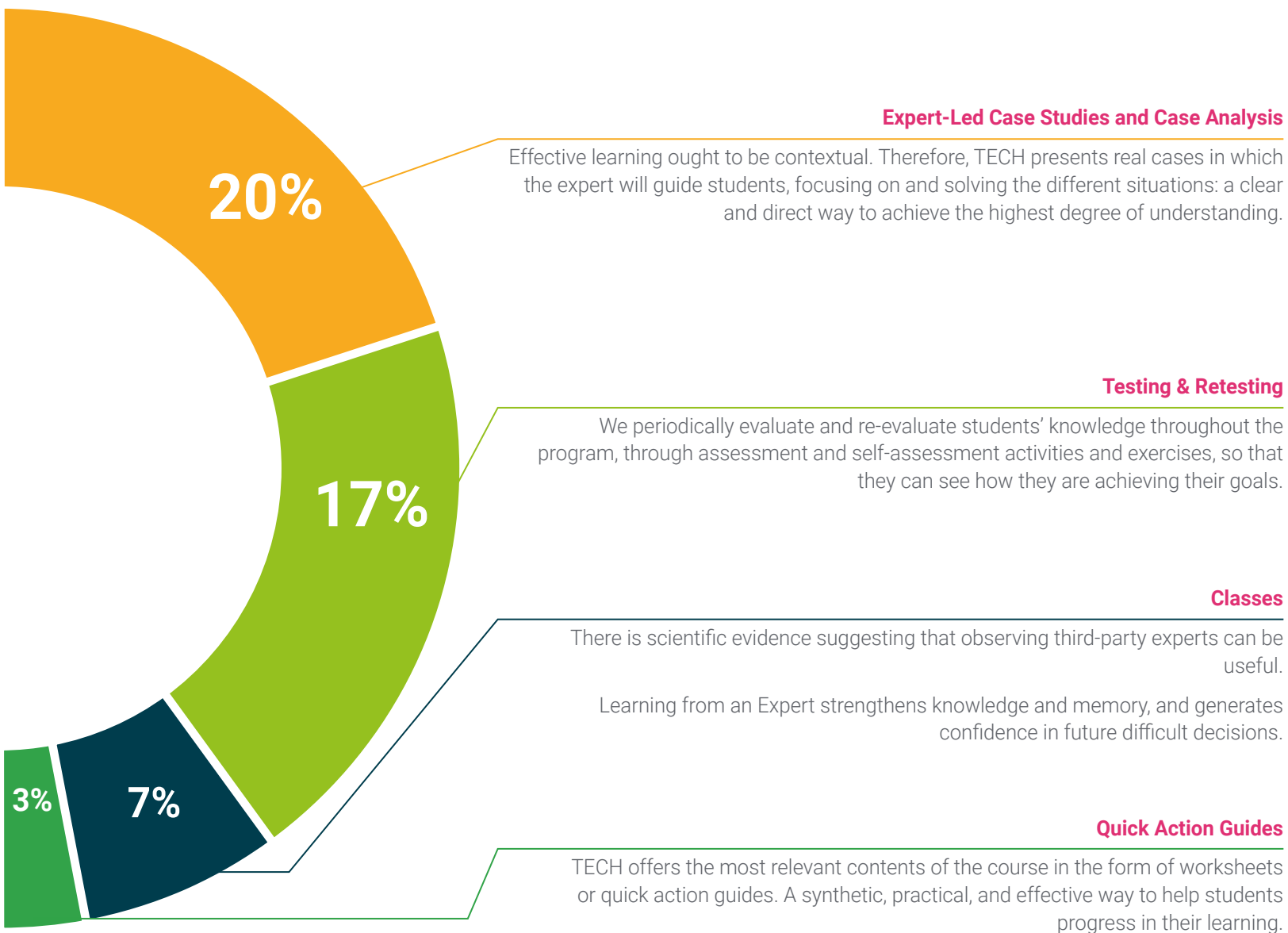
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





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Certificate

The Postgraduate Diploma in Psychopedagogical Intervention in Special Educational Needs guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



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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 **Postgraduate Diploma in Psychopedagogical Intervention in Special Educational Needs** 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.

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Modality: **online**

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Accreditation: **16 ECTS**





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