

Master's Degree

Psychological Intervention in Learning Difficulties



Master's Degree Psychological Intervention in Learning Difficulties

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

Website: www.techtitude.com/us/psychology/master-degree/master-psychological-intervention-learning-difficulties

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 12

04

Course Management

p. 16

05

Structure and Content

p. 20

06

Methodology

p. 32

07

Certificate

p. 40

01

Introduction

The role of psychologists in the school environment is fundamental, not only to combat issues of bullying or harassment, but also to support the development of students with characteristics that may hinder their own learning. New technologies, as well as the various advances made in the specific field of psychology, have opened up a favorable field of action for professionals dedicated to this field, since the possibilities for dealing with difficulties such as aphasia or ADHD (Attention Deficit Hyperactivity Disorder) have multiplied in recent years. This drives psychologists to update their knowledge on a regular basis, so the present program compiles the most important issues in Psychological Intervention in Learning Difficulties, serving as a favorable starting point to apply the most relevant advances in daily practice. In addition, all this in a 100% online format, giving the necessary flexibility to take on the teaching load at your own pace



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Get up to date in the professional future of the psycho-educational field, with an innovative and cutting-edge perspective in the approach to Learning Difficulties"

Psychologists dedicated to school intervention are subject to high demands, especially when dealing with students with Learning Difficulties ranging from dyslexia and dysgraphia to visual or hearing impairments. Each particular case requires a targeted approach and treatment, which is why up-to-date and advanced knowledge in this field is key to maintaining a high level of professional praxis.

This has motivated the creation of this Master's Degree, where a highly qualified teaching team has poured all its experience and theoretical knowledge into 10 comprehensive teaching modules. These modules cover not only the specific vicissitudes of the different Learning Difficulties, but also delve into the practical issues developed by psychologists who intervene, so that a referential contextualization is obtained for each topic covered.

Therefore, psychologists have the opportunity to access high-level educational material, with an eminently practical approach that allows them to apply all the advances acquired immediately in their day-to-day work. TECH's pedagogical methodology favors an effective and agile refresher course, without having to invest excessive hours of study in it. The absence of on-site classes and fixed schedules allows students to combine this Master's Degree with any kind of life rhythm, choosing where, when and how to study as best suits the students.

This **Master's Degree in Psychological Intervention in Learning Difficulties** contains the most complete and up-to-date program on the market. Its most notable features are:

- ♦ The development of case studies presented by experts in educational psychology and Learning Difficulties
- ♦ 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



Delve into the development of all types of psycho-educational programs, including intervention in reading, writing, attention and perception"

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Explore the elaboration of psycho-educational reports and how they can contribute to the educational design of individualized programs to overcome each Learning Difficulty”

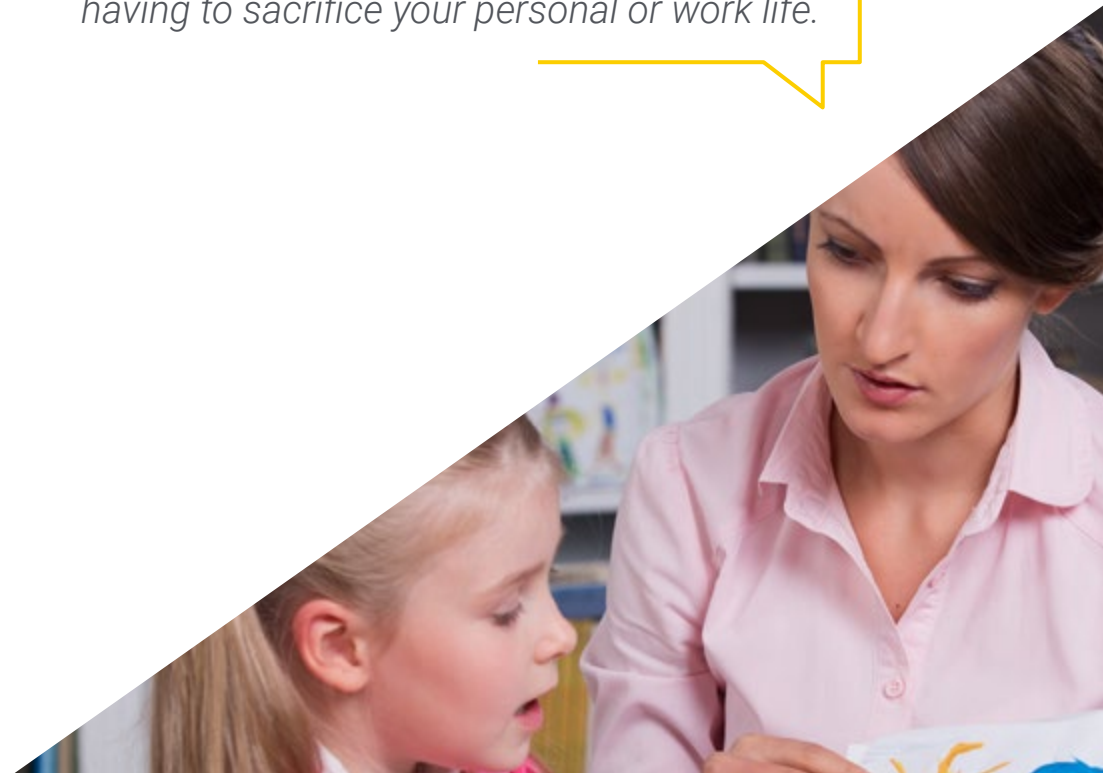
The program’s teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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 during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

Get up to date on current trends in Educational Psychology and Learning Difficulties, knowing the application of new technologies in this field.

The virtual classroom is available 24 hours a day, and you are the one who decides how to distribute the teaching load, without having to sacrifice your personal or work life.



02 Objectives

Given how broad the field of educational psychology in school difficulties can be, the main objective of this Master's Degree is to offer a comprehensive and thorough program in the field of Psychological Intervention in Learning Difficulties. With content prepared by professionals who have first-hand expertise in these issues, all topics and content have a particular practical focus, making them immediately applicable in daily practice.



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Apply the numerous techniques and methodologies to which you will gain access in your daily practice by enrolling in this Master's Degree"



General Objectives

- ♦ 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



You will see your highest expectations exceeded thanks to the high quality of the multimedia content offered, developed by the teachers themselves for each of the topics covered



Specific Objectives

Module 1. Introduction to Learning Difficulties and Developmental Disorders

- ♦ Delve into the concepts of learning disabilities and developmental disorders
- ♦ Examine the main characteristics and associated disorders of dyslexia, dysgraphia and dysorthography
- ♦ Provide support to guidance teams in education centers, as well as specialized EOEPS

Module 2. Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources

- ♦ Analyze the different learning theories, with the main authors and studies on the subject
- ♦ Study cognitive learning models, as well as constructivist teaching models
- ♦ Discern the specificities of diversity care and the psycho-educational challenges it raises

Module 3. Cognitive Development and Processing: Developmental Processes and Executive Thinking Functions Affected in LD

- ♦ Study the concept of memory, as well as its implication in Learning Difficulties
- ♦ Delve into the cognitive and neurofunctional models of numerical processing
- ♦ Study, in-depth, the main neuropsychological and psycholinguistic models in reading and writing

Module 4. 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 5. 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 6. 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

Module 7. Differential Diagnosis and Multidisciplinary Approach to LD

- ♦ Assess Learning Difficulties with respect to visual impairments, motor impairments and intellectual disabilities
- ♦ Understand the fields of psycho-pedagogy in reading, writing and mathematics
- ♦ Distinguish between Learning Difficulties and specific learning difficulties

Module 8. Educational Taxonomies, Instructional Design of Psycho-Educational Programs, Psycho-Educational Reports and Universal Design for All

- ♦ Introduce the creation and writing of pedagogical reports with criteria for intervention proposal selection
- ♦ Assess psycho-educational programs in terms of Learning Difficulties
- ♦ Study individualized educational programs from a theoretical perspective

Module 9. Learning Difficulties Intervention

- ♦ Conceptualize Learning Difficulties intervention, with different levels
- ♦ Develop reading and writing intervention programs
- ♦ Analyze Learning Difficulties in adults and post-compulsory education

Module 10. LD Intervention Programs, Organization and Competencies of Educational Guidance Services in Spain BORRAR

- ♦ Study the ethical and deontological aspects in the issuance of multidisciplinary psycho-pedagogical reports BORRAR
- ♦ Analyze school psychologist's competencies BORRAR
- ♦ Understand the role of the school psychologist in the educational future BORRAR

03 Skills

Since the field of Learning Difficulties is a particularly demanding one for psychologists, the skills to be developed in order to deal with problems of all kinds must be diverse, as well as perfected over time. Therefore, psychologists will not only fulfill their most ambitious academic objectives in this program, but will also expand their own abilities to organize, develop and implement individualized guidance plans for each center and educational team in the work field.



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Continue your relentless pursuit to stay up to date with a comprehensive academic option, covering the topics of cognitive development, diagnostic frameworks, and instructional design of psycho-educational programs”



General Skills

- Detect Learning Difficulties in different types of school settings
- Intervene with appropriate plans adapted to each type of student with LD
- Develop advanced and multidisciplinary intervention protocols to deal with specific cases of LD
- Manage the tools for analysis, detection and diagnosis of Learning Difficulties in the classroom



You will update your highest competencies and continue to hone your skills with a specific curriculum aimed at demanding psychologists”





Specific Skills

- ♦ Organize guidance teams in educational centers, both in a specialized manner and by their categorization or available resources
- ♦ Overcome psycho-educational challenges with plans and methodology adapted to each particular case
- ♦ Assess executive functions with memory, attention and perception test kits
- ♦ Address the problems of minors in situations of socio-educational disadvantage by collaborating with the centers involved
- ♦ Establish assessment tests for reading, writing and other cognitive functions based on LDs
- ♦ Diagnose and assess intellectual disability in educational centers
- ♦ Classify Learning Difficulties and specific learning difficulties for a correct differentiation.
- ♦ Draft psycho-pedagogical reports with a comprehensive design of activities, following current regulations
- ♦ Develop intervention programs in reading and writing, as well as in attention and perception
- ♦ Implement new technologies in the psycho-educational environment

04

Course Management

The teaching team selected for the development of this Master's Degree brings together exceptional expertise in dealing with various cases of Learning Difficulties. This field experience is fundamental for psychologists to obtain a completely personalized tutoring experience, 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.



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The teachers' own expertise guarantees you top-notch content, written from the perspective of professionals who know Learning Difficulties first-hand”

Management



Ms. Torres García, Cathaysa

- ♦ Dynamizadora de talleres infantojuveniles de Animación a la Lectura en 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



05

Structure and Content

The Relearning pedagogical methodology, used by TECH for all its program development, especially encourages key knowledge and concepts acquisition of the entire subject matter. In an organic and progressive way, these concepts are repeated throughout the whole syllabus, so that it is not necessary to make a major effort to understand the most important parts of Learning Difficulties and Psychological Intervention.



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Access a library full of multimedia content, with in-depth videos, supplemental readings and video summaries that will make your academic experience much more rewarding”

Module 1. Introduction to Learning Difficulties and Developmental Disorders

- 1.1. The Historical Evolution of Learning Difficulties
 - 1.1.1. Historical Background and Emergence of the Concept of Learning Difficulties
 - 1.1.2. Current Conceptualization and LD Considerations as a Diagnostic Category
 - 1.1.3. Areas of Application and Fields of Psychological Intervention in LD Today
- 1.2. Concept of Learning Difficulties and Developmental Disorders, Definition and Classification
 - 1.2.1. Learning Difficulty Concept and Definition as a Diagnostic Category
 - 1.2.2. Developmental Disorder Concept and Definition of Major Disorders
 - 1.2.3. The Relationship between Developmental Disorders and LD. Classification
- 1.3. Basic Learning Processes and Distinctive Characteristics of LD. Detection Principles
 - 1.3.1. Introduction to the Basic Learning Processes: Memorization, Attention and Perception
 - 1.3.2. Memory: Phases and Memory Types
 - 1.3.3. Attention and Perception: Attention Types
 - 1.3.4. Introduction to Detection and Distinguishing Characteristics of LDs
- 1.4. Developmental and School Characteristics and Milestones in Childhood and Adolescence in Relationship with LD
 - 1.4.1. Childhood Developmental Milestones
 - 1.4.2. Adolescent Developmental Milestones
 - 1.4.3. School Skills to Achieve in Childhood and Adolescence
 - 1.4.4. LD Detection Based on Milestone Detection or Unmet Competency
- 1.5. Dyslexia Concept and Characteristics
 - 1.5.1. Dyslexia Definition
 - 1.5.2. Dyslexia Main Characteristics
 - 1.5.3. Dyslexia and Related Disorders
 - 1.5.4. Research and Scientific Evidence on Dyslexia
- 1.6. Dysgraphia Concept and Characteristics
 - 1.6.1. Dysgraphia Definition
 - 1.6.2. Main Features of Dysgraphia
 - 1.6.3. Dysgraphia and Related Disorders
 - 1.6.4. Research and Scientific Evidence on Dysgraphia

- 1.7. Dysorthography: Concept and Characteristics
 - 1.7.1. Definition of Dysorthography
 - 1.7.2. Main Features of Dysorthography
 - 1.7.3. Dysorthography and Related Disorders
 - 1.7.4. Research and Scientific Evidence on Dysorthography
- 1.8. Math Learning Difficulty Concept
 - 1.8.1. MLD Definition
 - 1.8.2. Main Features of Math Learning Difficulties (MLD)
 - 1.8.3. MLD and Related Disorders
 - 1.8.4. Research and Scientific Evidence on MLD
 - 1.8.5. Classroom Detection and Initial Actions
 - 1.8.6. LD Prevention Programs in the Educational Setting
- 1.9. Introduction to Learning Difficulties in the Formal Education System
 - 1.9.1. Guidance Teams in Educational Centers: Organization and Operation
 - 1.9.2. Specialized EOEPS Guidance Teams. Organization and Operation
 - 1.9.3. LD Attention According to Categorization. Available Resources from Educational Centers

Module 2. Psycho-Educational Macro Theories and Paradigms, Methods, Strategies and Resources

- 2.1. Historical Framework and Learning Theory Development
 - 2.1.1. Learning Theory History and Evolution
 - 2.1.2. First Approaches
 - 2.1.3. Current Understanding of Learning Difficulties
- 2.2. Introduction to Learning Theories and Main Authors
 - 2.2.1. Global Concepts of Learning and Types of Learning
 - 2.2.1.1. Discovery Learning
 - 2.2.1.2. Trial and Error Learning
 - 2.2.1.3. Innovative Learning
 - 2.2.1.4. Latent Learning
 - 2.2.1.5. Reader Learning
 - 2.2.1.6. Learning Maintenance



- 2.2.1.7. Social Learning
- 2.2.1.8. Vicarious Learning
- 2.2.1.9. Continuous Vertical Learning
- 2.2.1.10. Significant Learning
- 2.2.2. Main Authors
 - 2.2.2.1. Pavlov. Conditioned Learning
 - 2.2.2.2. Piaget. Cognitive Development Stages
 - 2.2.2.3. Brunner. Scaffolding Theory
 - 2.2.2.4. Ausubel. Significant Learning Theory
 - 2.2.2.5. Bandura. Social Learning Theory
 - 2.2.2.6. Gagné's Learning Theory
- 2.3. Behavioral Teaching Models
 - 2.3.1. Pavlov and Watson's Classical Model
 - 2.3.2. Skinner's Radical Model
 - 2.3.3. Tolman's Intentional Model
 - 2.3.4. Hull's Deductive Model
- 2.4. Cognitive Learning Models I
 - 2.4.1. Brunner. Scaffolding Theory. Discovery Learning
 - 2.4.2. Ausubel. Significant Learning Theory. Expository Teaching Method
 - 2.4.3. Gagné's Instructional Hierarchy Model
- 2.5. Cognitive Learning Models II
 - 2.5.1. Introduction to the Sociocultural Approach to Learning
 - 2.5.2. Relationship between Language and Mind
 - 2.5.3. Vygotsky's Sociocultural Theory of Cognitive Development
 - 2.5.4. Proximal Development Zone Concept
 - 2.5.5. Information Processing Theory (Gestalt, Multichannel Learning)
 - 2.5.6. Social Cognitive Perspective (Tolman, Bandura)
- 2.6. Constructivist Teaching Models
 - 2.6.1. Piaget and Vygotsky
 - 2.6.2. Other Constructivist Models (Social Environment, Thinking and Language, Action Theory)
 - 2.6.3. Constructivist Instructional Design Theories

- 2.7. Connectivism Teaching Model
 - 2.7.1. Connectivism Principles
 - 2.7.2. Learning Network
 - 2.7.3. Pedagogical Proposals
 - 2.7.4. Instructional Design According to Connectivism
- 2.8. Emotional Learning and Personalized Teaching (Cognitive-Emotional and Humanistic Approaches)
 - 2.8.1. Historical Review and Relevant Authors
 - 2.8.2. Emotional Intelligence and Its Impact on Learning
 - 2.8.3. Personalized and Customized Education
 - 2.8.4. Personalized Education: Techniques and Resources
 - 2.8.5. Personalized Education and ICT Challenges
- 2.9. Experiential Learning
 - 2.9.1. Experiential Learning Concept
 - 2.9.2. Experiential Learning Implications for Learning
 - 2.9.3. Techniques and Resources from an Experiential Learning Perspective
 - 2.9.4. Practices Based on Experiential Learning. Case Descriptions
- 2.10. Psycho-Educational Challenges and Diversity Attention
 - 2.10.1. Diversity Attention at School
 - 2.10.2. Diversity Attention in Specialized Centers
 - 2.10.3. Psycho-Educational Challenges in Students with Curricular Adaptations in the Classroom
 - 2.10.4. Psycho-Educational Challenges Towards Universal Educational Design. Diversity and Social Integration

Module 3. Cognitive Development and Processing: Developmental Processes and Executive Thinking Functions Affected in LD

- 3.1. Processing and Learning Theory
 - 3.1.1. What is the Processing Theory Based on?
 - 3.1.2. Main Learning Authors and Implications
 - 3.1.3. How is Processing Theory Applied in the Psycho-Educational Field?

- 3.2. Memory Implications for LD
 - 3.2.1. Memory Concept and Types
 - 3.2.2. Coding Processes and Models
 - 3.2.3. Storage and Retrieval Processes
 - 3.2.4. The Influence of Memory on Learning
 - 3.2.5. Memory and Learning Research
 - 3.2.6. Executive Functioning and Interdependence with Attention and Perceptual Processes
- 3.3. Attention and LDs
 - 3.3.1. Attention Concept and Types
 - 3.3.2. Attention Processes and Models
 - 3.3.3. The Influence of Attention on Learning
 - 3.3.4. Attention and Learning Research
 - 3.3.5. Attentional Executive Functioning and Interdependence with Other Executive Agents
- 3.4. Perception and LDs
 - 3.4.1. Perception Concept and Types
 - 3.4.2. Perceptual Processes and Models
 - 3.4.3. The Influence of Perception on Learning
 - 3.4.4. Perception and Learning Research
 - 3.4.5. Perceptual Executive Functioning and Interdependence with Other Executive Agents
- 3.5. General Intelligence Assessment and Testing
 - 3.5.1. Why Is It Important to Assess General Intelligence?
 - 3.5.2. Main General Intelligence Models
 - 3.5.3. What Exactly Do Intelligence Tests Measure and What Are They Useful for in the Educational Setting?
 - 3.5.4. Main Standardized Tests for Intelligence Scales in Education
- 3.6. Neuropsychological and Psycholinguistic Models in Literacy
 - 3.6.1. Neuropsychological Literacy Theories
 - 3.6.2. Psycholinguistic Literacy Theories
 - 3.6.3. Reading Acquisition Developmental Model

- 3.6.4. Writing Acquisition Developmental Model
- 3.6.5. Access to the Lexicon. Visual and Phonological Route Models
- 3.6.6. Semantic and Syntactic Processing. Reading Comprehension
- 3.6.7. Lexical, Perceptual and Visual Access Difficulties and Associated Disorders
- 3.7. Neuropsychological and Numerical Processing Models in MLD
 - 3.7.1. Numerical Processing and Calculation Principles
 - 3.7.2. Cognitive and Neurofunctional Model of Numerical Processing
 - 3.7.3. Acalculia, Dyscalculia and Other Related LD: ADHD, Dyslexia
 - 3.7.4. Case Study Research and Description in MLD
- 3.8. Assessment and Standardized Tests for Executive Functions
 - 3.8.1. Introduction to Standardized Tests of Executive Processes. Why Is It Important to Measure Executive Functions?
 - 3.8.2. Main Standardized Tests of Executive Functions in the Educational Setting
 - 3.8.3. Memory Assessment Kits
 - 3.8.4. Attention and Perception Assessment Kits
 - 3.8.5. Evaluating and Diagnosing Recommendations Based on Standardized Tests

Module 4. Concept, Characteristics, Assessment and Intervention in Learning Difficulties in Compulsory Education

- 4.1. Learning Difficulties Categories and Classification
 - 4.1.1. Learning Difficulties (LD). Definition and Concept
 - 4.1.2. Specific Learning Difficulties (SLD). Definition and Concept
 - 4.1.3. Special Educational Needs (SEN). Definition and Concept
 - 4.1.4. Specific Educational Support Needs (SNES). Definition and Concept
 - 4.1.5. Legal Framework and Diagnostic Categories Included and Excluded from State Support for SEN in Spain BORRAR
- 4.2. Dyslexia
 - 4.2.1. Concept
 - 4.2.2. Features
 - 4.2.3. Evaluation. Difference between Reading Delay and Dyslexia
 - 4.2.4. Dyslexia Intervention in Schools
 - 4.2.5. Dyslexia and ADHD

- 4.3. Dyscalculia
 - 4.3.1. Concept
 - 4.3.2. Features
 - 4.3.3. Assessment
 - 4.3.4. Dyslexia Intervention in Schools
 - 4.3.5. Dyscalculia and ADHD
- 4.4. Dysgraphia
 - 4.4.1. Concept
 - 4.4.2. Features
 - 4.4.3. Assessment
 - 4.4.4. Dysgraphia Intervention in Schools
 - 4.4.5. Dysgraphia and ICT
- 4.5. ADHD
 - 4.5.1. Concept
 - 4.5.2. Features
 - 4.5.3. Assessment
 - 4.5.4. ADHD Intervention in Schools
 - 4.5.5. ADHD and ICT
- 4.6. Severe Behavioral Disorder
 - 4.6.1. Concept
 - 4.6.2. Etiology
 - 4.6.3. Assessment
 - 4.6.4. Behavioral Disorder Intervention in Schools
 - 4.6.5. Severe Behavioral Disorder and Associated Disorders
- 4.7. Visual and Hearing Impairment
 - 4.7.1. Visual Impairment Concept
 - 4.7.2. Visual Impairment Assessment in Educational Psychology
 - 4.7.3. Visual Impairment Intervention in Schools
 - 4.7.4. Hearing Impairment Concept
 - 4.7.5. Hearing Impairment Assessment in Educational Psychology
 - 4.7.6. Hearing Impairment Intervention in Schools
 - 4.7.7. ICT Disability

- 4.8. Motor Disability
 - 4.8.1. Concept
 - 4.8.2. Features
 - 4.8.3. Evaluation in Educational Centers. Specific Center Collaboration
 - 4.8.4. Motor Impairment Intervention in Schools
- 4.9. High Abilities
 - 4.9.1. Concept
 - 4.9.2. Main Characteristics. Why is it Considered a LD?
 - 4.9.3. Evaluation in Educational Centers. Specific Center Collaboration
 - 4.9.4. High Ability Intervention in Schools. Specific Programs in Educational Centers
- 4.10. SCSH and Minors in a Socio-Educationally Disadvantaged Situation
 - 4.10.1. SCSH Concept
 - 4.10.2. Evaluation in Educational Centers. Specific Center Collaboration
 - 4.10.3. Intervention in Children with Special Requirements in their School History
 - 4.10.4. Socio-Educational Disadvantages and LDs
 - 4.10.5. Evaluation in Educational Centers. Specific Center Collaboration
 - 4.10.6. Visual Impairment Intervention in Schools

Module 5. Protocols and Frameworks for the Diagnosis and Assessment of Learning Difficulties in Formal Education Centers

- 5.1. Concept, Evolution and Diagnostic Criteria BORRAR Early SEN Detection. BORRAR Legal Framework in Spain BORRAR
 - 5.1.1. Diagnostic Criteria Concept and Evolution of LD BORRAR
 - 5.1.2. Early Detection and Action Frameworks BORRAR
 - 5.1.3. LD Evaluation in Formal Education Centers BORRAR
- 5.2. Evaluation Protocols in Formal Education Centers BORRAR
 - 5.2.1. Action Protocols for Early Childhood and Primary Schools BORRAR
 - 5.2.2. Protocol in Elementary School, Middle School, and High School BORRAR
 - 5.2.3. What About SEN at the Post-Compulsory Levels of Education? BORRAR
- 5.3. Professional Practice Legislation for Learning Difficulties BORRAR
 - 5.3.1. Legal Framework in Spain BORRAR
 - 5.3.2. Other Related Legislation Specific Regulations BORRAR
- 5.4. Cognitive Functions and Their Subprocesses
 - 5.4.1. Main Cognitive Functions to be Assessed in LD
 - 5.4.2. Reading and Its Subprocesses
 - 5.4.3. Writing and Its Subprocesses
 - 5.4.4. Attention and Perception and Their Subprocesses
- 5.5. Standardized Reading Tests
 - 5.5.1. Global Reading
 - 5.5.2. Reading Comprehension
 - 5.5.3. Reading Research
- 5.6. Standardized Writing Tests
 - 5.6.1. Access Routes to Lexicon
 - 5.6.2. Writing Composition
 - 5.6.3. Writing Research
- 5.7. Standardized Attention and Perception Tests
 - 5.7.1. Types of Tasks that Assess Each Attention Aspect: Sustained Attention, Divided Attention, Selective Attention
 - 5.7.2. Global Attention Evaluation Tests.
 - 5.7.3. Attention Research
- 5.8. Standardized Memory Tests
 - 5.8.1. Working Memory
 - 5.8.2. Other Types of Memory
 - 5.8.3. Memory Research
- 5.9. Basic Competency Assessment Tools for Elementary Education
 - 5.9.1. Test Kits for the First and Second Cycle of Elementary Education
 - 5.9.2. Competency Assessment Tools for Other Educational Levels.
 - 5.9.3. Research Framework for Basic Skill Testing
- 5.10. Complementary Evaluation Protocols in the Educational Field
 - 5.10.1. Non-Formal Education Evaluation
 - 5.10.2. Competency Assessment in Higher Education
 - 5.10.3. Evaluation of Teaching Skills

Module 6. Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education

- 6.1. Introduction to Developmental Disorders
 - 6.1.1. What Is a Developmental Disorder?
 - 6.1.2. Developmental Disorders in the DSM-5
 - 6.1.3. Learning Difficulties that May Occur in Relation to Developmental Disorders
- 6.2. Communication and Language Disorders
 - 6.2.1. Communication and Language Disorder Concept
 - 6.2.2. Specific Language Disorder (SLD)
 - 6.2.3. Assessment and Intervention of Simple Language Delay
 - 6.2.4. Educational Context Intervention
- 6.3. Concept, Assessment and Speech Disorder Intervention
 - 6.3.1. Aphasia
 - 6.3.2. Dyslalia
 - 6.3.3. Dysglossia
 - 6.3.4. Dysarthria
 - 6.3.5. Dysphemia
 - 6.3.6. Dysphonia
- 6.4. Autism Spectrum Disorders
 - 6.4.1. Autism Spectrum Disorders: Diagnosis and Assessment
 - 6.4.2. Family Intervention in ASD
 - 6.4.3. Psychological and Educational Intervention in ASD
- 6.5. Pervasive Developmental Disorders (PDD)
 - 6.5.1. Pervasive Developmental Disorders: Diagnosis and Classification
 - 6.5.2. PDD Evaluation
 - 6.5.3. PDD Intervention, Techniques and Programs
- 6.6. Attention Deficit Disorder, Dissocial Disorder and Oppositional Defiant Disorder
 - 6.6.1. ADHD. Concept and Evaluation
 - 6.6.2. Dissocial Disorder: Concept and Assessment
 - 6.6.3. Oppositional Defiant Disorder: Concept and Assessment
 - 6.6.4. General Guidelines for Classroom Educational Intervention

- 6.7. Concept, Evolution and Historical Concept of Intellectual Disability
 - 6.7.1. The Concept of Disability
 - 6.7.2. Historical Evolution of Disability
 - 6.7.3. Intellectual Disability and Its Classification
 - 6.7.4. Developmental Characteristics of Children with Intellectual Disabilities
 - 6.7.5. Guidelines for Psycho-Educational Intervention in the Classroom
- 6.8. Diagnosis and Evaluation of Intellectual Disability in Educational Institutions
 - 6.8.1. Intellectual Disability Diagnosis
 - 6.8.2. Psycho-Educational Assessment and Classroom Intervention
- 6.9. Concept, Classification and Detection of Visual and Hearing Impairment in the Educational Environment
 - 6.9.1. Visual Impairment Concept and Types
 - 6.9.2. Most Frequent Visual Diagnoses in Educational Centers
 - 6.9.3. Visual Impairment Detection in Educational Centers
 - 6.9.4. Guidelines for Psycho-Educational Classroom Intervention with Children with Visual and Hearing Impairment. BORRAR Reading. BORRAR The Braille System. BORRAR Spanish Sign Language BORRAR (LSE) BORRAR
- 6.10. Concept, Classification and Intervention Guidelines for Children with Motor Disabilities
 - 6.10.1. Motor Disability Concept and Types
 - 6.10.2. Motor Diagnosis
 - 6.10.3. Guidelines for Psycho-Educational Classroom Intervention with Children with Visual and Hearing Impairments

Module 7. Differential Diagnosis and Multidisciplinary Approach to LD

- 7.1. LD and Language
 - 7.1.1. Language-Associated LD Diagnosis
 - 7.1.2. Comorbidity with Other Disorders
 - 7.1.3. Differentiating LD and Language Factors
 - 7.1.4. Multidisciplinary Intervention in Language Disorders
- 7.2. LD and ADHD
 - 7.2.1. Neurological Basis in ADHD and Learning Disabilities
 - 7.2.2. Differential Diagnosis and Comorbidity
 - 7.2.3. Multidisciplinary Intervention in LD and ADHD

- 7.3. LD and Visual Impairment
 - 7.3.1. LD and Visual Impairment. Educational Needs Due to Visual Impairment
 - 7.3.2. Integration Factors and Agents
 - 7.3.3. Multidisciplinary Intervention
- 7.4. LD and Motor Disability
 - 7.4.1. LD Diagnosis Associated with Motor Disability
 - 7.4.2. Specific Adaptations for Students with LD and Motor Disability
 - 7.4.3. Multidisciplinary Intervention in LD and Motor Disability
- 7.5. LD and Intellectual Disability
 - 7.5.1. LD Conceptualization and Intellectual Disability
 - 7.5.1.1. Differential Diagnosis of Intellectual Disability
 - 7.5.1.2. Multidisciplinary Intervention in LD and Intellectual Disability
- 7.6. LD and Psychological Disorders
 - 7.6.1. Learning Difficulties and Socio-Affective Disorders
 - 7.6.1.1. Learning Difficulties and Sociocultural Disorders
 - 7.6.1.2. Learning Difficulties and Behavioral Disorders
- 7.7. Hospitalization and Learning Disabilities
 - 7.7.1. Learning and Hospitalization
 - 7.7.2. Psycho-Educational Care in the Hospital Context
 - 7.7.3. Therapeutic Intervention in the Hospital Context
- 7.8. Multidisciplinary Approach: LD and Psychopedagogy
 - 7.8.1. Psychopedagogical Approaches to LD
 - 7.8.2. Psychopedagogical Intervention in Reading LD
 - 7.8.3. Psychopedagogical Intervention in Writing LD
 - 7.8.4. Psychopedagogical Intervention in Math LD
- 7.9. Multidisciplinary Approach: LD and School
 - 7.9.1. Educational Reinforcement and Learning Difficulties
 - 7.9.2. Hearing and Language Field Intervention
 - 7.9.3. Therapeutic Pedagogy Intervention

- 7.10. Distinction between Learning Difficulties (LD) and Specific Learning Difficulties (SpLD)
 - 7.10.1. Conceptualization and Differentiation between LD and SpLD
 - 7.10.2. LD and SpLD Classification
 - 7.10.3. LD and SpLD Multidisciplinary Intervention

Module 8. Educational Taxonomies, Instructional Design of Psycho-Educational Programs, Psycho-Educational Reports and Universal Design for All

- 8.1. The Teaching-Learning Environment
 - 8.1.1. Learning Environment, Agents and Model Definition
 - 8.1.2. Instructional Design Concept
 - 8.1.3. Instructional Procedure Definition
- 8.2. Instructional Design Phases
 - 8.2.1. Instructional Design Types
 - 8.2.2. Instructional Design Phases
 - 8.2.3. Instructional Design in the Online Environment
- 8.3. Instructional Functions
 - 8.3.1. Proper Instructional Functions
 - 8.3.2. Instrumental Functions
 - 8.3.3. Special Functions
- 8.4. Efficiency-Based Educational Taxonomies
 - 8.4.1. Goal Theory Value in School Efficiency and Achievement
 - 8.4.2. Bloom's Taxonomy
 - 8.4.3. Gagné's and Briggs' Taxonomy
 - 8.4.4. Component Manifestation Theory
- 8.5. Inclusive Education Principles and Specific Classroom Special Needs Detection
 - 8.5.1. Inclusive Education and Its Principles
 - 8.5.2. Inclusive Education and Attention to Diversity
 - 8.5.3. Practical Examples of Inclusive Education and Universal Design

- 8.6. Introduction to Psychopedagogical Report Creation and Drafting
 - 8.6.1. Concept: Psychopedagogical Design
 - 8.6.2. Intervention Proposal Selection Criteria
 - 8.6.3. Activity Development Recommendations
 - 8.6.4. OLPPD Regulations and Current Psychopedagogical Reports
- 8.7. What is Curricular Adaptation? Curricular Adaptation Proposals and Design
 - 8.7.1. Curricular Adaptation and Psychoeducational Reports
 - 8.7.2. Curricular Adaptation Types in Compulsory Education Schools
 - 8.7.3. Curricular Adaptation Design
- 8.8. Current Trends in Educational Psychology and LDs
 - 8.8.1. Assessment and Intervention in LD Today
 - 8.8.2. Specific Collaboration and Social Association Centers: Social Support Networks
 - 8.8.3. New Technology and LDs
- 8.9. Psycho-Educational Program Design, Methodology and Evaluation
 - 8.9.1. Psychoeducational Program. Concept and Design
 - 8.9.2. Program Results Evaluation
 - 8.9.3. Key Psycho-Educational Programs in Learning Difficulties
- 8.10. Individualized Educational Program
 - 8.10.1. Theoretical Conceptualization
 - 8.10.2. Parts of an IEP
 - 8.10.3. IEP Development and Evaluation

Module 9. Learning Difficulties Intervention

- 9.1. Conceptualization. LD Intervention
 - 9.1.1. Cognitive-Behavioral Intervention
 - 9.1.2. Intervention from a Systemic Approach
 - 9.1.3. LD Intervention Levels
- 9.2. Early LD Intervention and Attention
 - 9.2.1. Early LD Intervention Models
 - 9.2.2. LD Prevention
 - 9.2.3. Early LD Attention

- 9.3. LD Attention in Schools and in Multidisciplinary Teams and in Non-Formal Socio-Educational Centers
 - 9.3.1. Attention Process to LD in Schools
 - 9.3.2. Educational Agents in AD Attention
 - 9.3.3. Intervention in Non-Formal Psycho-Educational Centers
- 9.4. Reading Intervention Program Development
 - 9.4.1. Conceptualization
 - 9.4.2. Intervention Program Design
 - 9.4.3. Intervention Program Examples
- 9.5. Writing Intervention Program Development
 - 9.5.1. Conceptualization
 - 9.5.2. Intervention Program Design
 - 9.5.3. Intervention Program Examples
- 9.6. Intervention Program Development in Attention and Perception
 - 9.6.1. Conceptualization
 - 9.6.2. Intervention Program Design
 - 9.6.3. Intervention Program Examples
- 9.7. Memory Intervention Program Development
 - 9.7.1. Conceptualization
 - 9.7.2. Intervention Program Design
 - 9.7.3. Intervention Program Examples
- 9.8. Intervention Program Development with Technological Resources
 - 9.8.1. Technological Resources and Psycho-Educational Intervention
 - 9.8.2. LD and Technology Resources
 - 9.8.3. Available Resources Examples
- 9.9. LD in Adult and Post-Compulsory Education
 - 9.9.1. LD Assessment and Diagnostics in Adults
 - 9.9.2. LD Intervention Programs for Adults
 - 9.9.3. LD Diagnosis and Intervention in Post-Compulsory Education

Module 10. LD Intervention Programs, Organization and Competencies of Educational Guidance Services in Spain BORRAR

- 10.1. Types of LD Intervention Programs According to the Target Population I
 - 10.1.1. Individual Programs
 - 10.1.2. Group Programs
 - 10.1.3. Peer-to-Peer Classroom Programs
 - 10.1.4. Small Group Programs
- 10.2. Types of LD Intervention Programs According to the Target Population II
 - 10.2.1. Specific Programs in a Single Field
 - 10.2.2. Programs with Transversal Competencies for Life
 - 10.2.3. Cultural Integration Programs
 - 10.2.4. Intellectual Enrichment Programs
- 10.3. Preparation and Types of Educational Reports
 - 10.3.1. Types of Educational Reports in the Educational Center
 - 10.3.2. Preparation of an Individual Educational Program
 - 10.3.3. Writing Individual Educational Programs (IEPs)
- 10.4. Ethical and Deontological Aspects in the Issuance of Multidisciplinary Psychopedagogical Reports
 - 10.4.1. The Professional College of Psychology
 - 10.4.2. Ethics in School Counseling Services
 - 10.4.3. The Deontological Criteria of School Psychologists
- 10.5. Organization and Competencies of Educational Guidance Services in Spain
 - 10.5.1. What is a Special Education Center? Characterization and Operation
 - 10.5.2. Educational Psychologists in Special Education Centers
 - 10.5.3. Special Education Centers and Educational Guidance Services





- 10.6. Control and Monitoring Elements of the Different Psycho-Educational Agents in the Spanish Education System
 - 10.6.1. Educational guidance teams
 - 10.6.2. Guidance Equipment in Special Education Centers
 - 10.6.3. Guidance Teams in Elementary and Secondary Education
 - 10.6.4. Educational Inspection
- 10.7. Field of Action and Professional Profile of Educational Psychologists
 - 10.7.1. Historical Framework of Psychologist's Profile in Education
 - 10.7.2. Field of Action of Educational Psychologists
- 10.8. The Role of School Psychologists
 - 10.8.1. Main Functions and Competencies of School Counselors
 - 10.8.2. School Psychologist Competencies
 - 10.8.3. Regulation of the School Psychology Specialty in Spain
- 10.9. New Technologies and their Applications in the Psycho-Educational Environment and LDs
 - 10.9.1. Information and Communication Technologies and their Application to Educational Psychologists' Profession
 - 10.9.2. ICT Applied to LD
 - 10.9.3. Innovative Proposals for Psycho-Educational Assessment and Intervention
- 10.10. Professional Future in the Psycho-Educational Field of School Psychologists
 - 10.10.1. Horizon 2030, Progress Proposals in the Psycho-Educational Field
 - 10.10.2. Educational Innovation in the Psycho-Educational Field
 - 10.10.3. Job Opportunities for Educational Psychologists in the Near Future

06

Methodology

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

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



“

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

At TECH, we use the Case Method

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

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



According to Dr. 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 assess 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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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 enabled more than 150,000 psychologists with unprecedented success in all clinical specialties. Our educational 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.

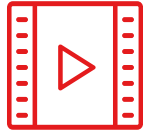
Relearning will allow you to learn with less effort and better performance, involving you more in your education, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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 adapted in 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

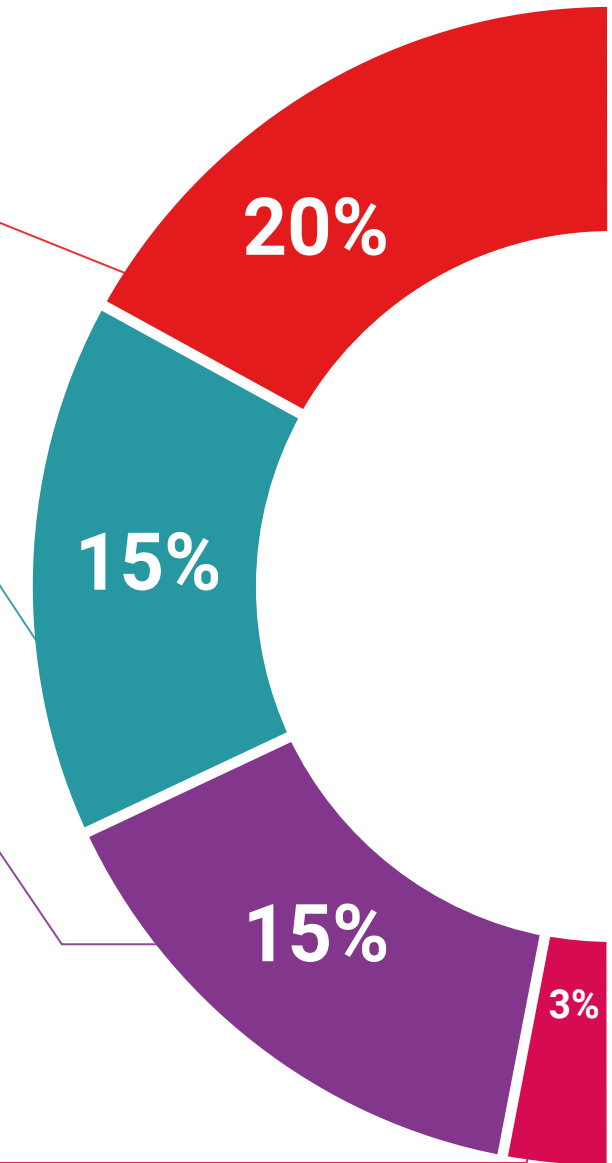
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

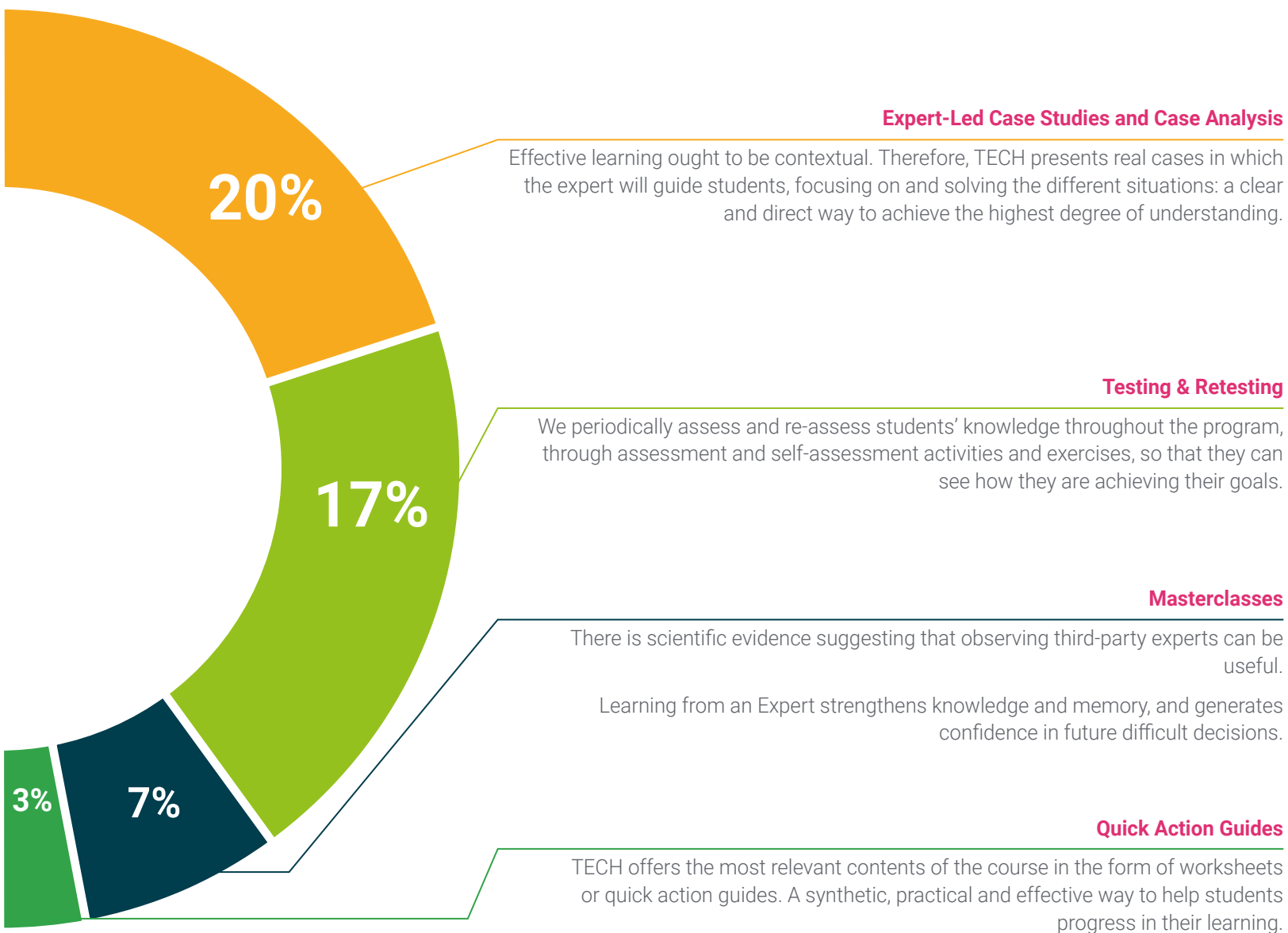
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





07

Certificate

This Master's Degree in Psychological Intervention in Learning Difficulties guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 **Master's Degree diploma in Psychological Intervention in Learning Difficulties** 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 Psychological Intervention in Learning Difficulties**

Modality: **Online**

Duration: **12 months**.

Accreditation: **60 ECTS**





Master's Degree

Psychological Intervention in Learning Difficulties

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

Master's Degree

Psychological Intervention
in Learning Difficulties

