

Professional Master's Degree

Therapeutic Pedagogy for Psychologists



Professional Master's Degree Therapeutic Pedagogy for Psychologists

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/pk/psychology/professional-master-degree/master-therapeutic-pedagogy-psychologists

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01

Introduction

Therapeutic Pedagogy represents, in the current educational system, one of the areas with the greatest impulse and recognition, which represents the direction in which attention to diversity is being developed from the viewpoint of the integration of these students. Psychology professionals find in this work a broad and constantly evolving area of development: a challenge that opens up new career goals of growth in an environment of social and personal relevance. In order to practice in this field, however, the most complete, specific and up-to-date training is imperative. This comprehensive program will take you through a high-quality training process that will allow you to learn about screening, common diagnostic classifications and addressing the needs of the student with functional diversity. A program of exceptional level, at the student's reach, with the quality of the largest online university in the world.



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*Acquire the knowledge of a specialist in
Therapeutic Pedagogy and get the real
competences necessary to be able to work in
this area full of development opportunities”*

Psychologists, due to their training, are one of the professionals with the best capacity for development in the intervention from Therapeutic Pedagogy. This work is such a niche that schools and diverse organizations have become an opportunity to guide the training of these professionals. Acquiring the necessary updating in the different advances and techniques of intervention and specific training is complex, due to its breadth and dispersion.

This comprehensive program was developed in response to the growing demand for training in the area of special needs in schools. The international regulations of the organizations in charge of overseeing the integral development of people with disabilities, and specifically, of children with difficulties in schools, have promoted a new model of teaching work. This approach represents a giant step forward in the obsolete segregationist system that has dominated until now and is directed towards a capacity for attention that generates a more realistic and effective integration.

To achieve these objectives, this Professional Master's Degree will take students through the knowledge that intervention in therapeutic pedagogy requires. From the consideration of communication with the family or legal guardians as a pillar around which any intervention should pivot to the planning and development of intervention processes.

All these processes must be materialized in a real and possible adaptation to the needs of each student, in a totally individualized manner. To this end, TECH will show in an intensive and complete study, how to elaborate the educational adaptations using the most innovative tools and material resources, to create a process that allows students to really learn, taking into account their optimal ways of facing each area of study.

All this work capacity that the student will acquire will inevitably be supported by the knowledge of the bases of psychology in this area and the approaches of the sciences of education and neurology. In addition, you will learn how to interpret and use industry reports and publications as tools for professional growth.

In summary, this training aims to prepare teaching professionals for the practice of Therapeutic Pedagogy in the necessary push for an inclusive, adapted and empowering education.

This **Professional Master's Degree in Therapeutic Pedagogy for Psychologists** contains the most complete and up-to-date scientific program on the market. The most important features of the Professional Master's Degree include:

- ♦ The development of practical cases presented by experts in Therapeutic Pedagogy
- ♦ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments in Therapeutic Pedagogy
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ An emphasis on innovative methodologies in the field of Therapeutic Pedagogy
- ♦ 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



As a Psychologist, you will learn the most innovative approaches of Therapeutic Pedagogy and begin to intervene in this exciting field"

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Get access to the world of Therapeutic Pedagogy and its developments, in a complete Professional Master's Degree created to propel you to another professional level”

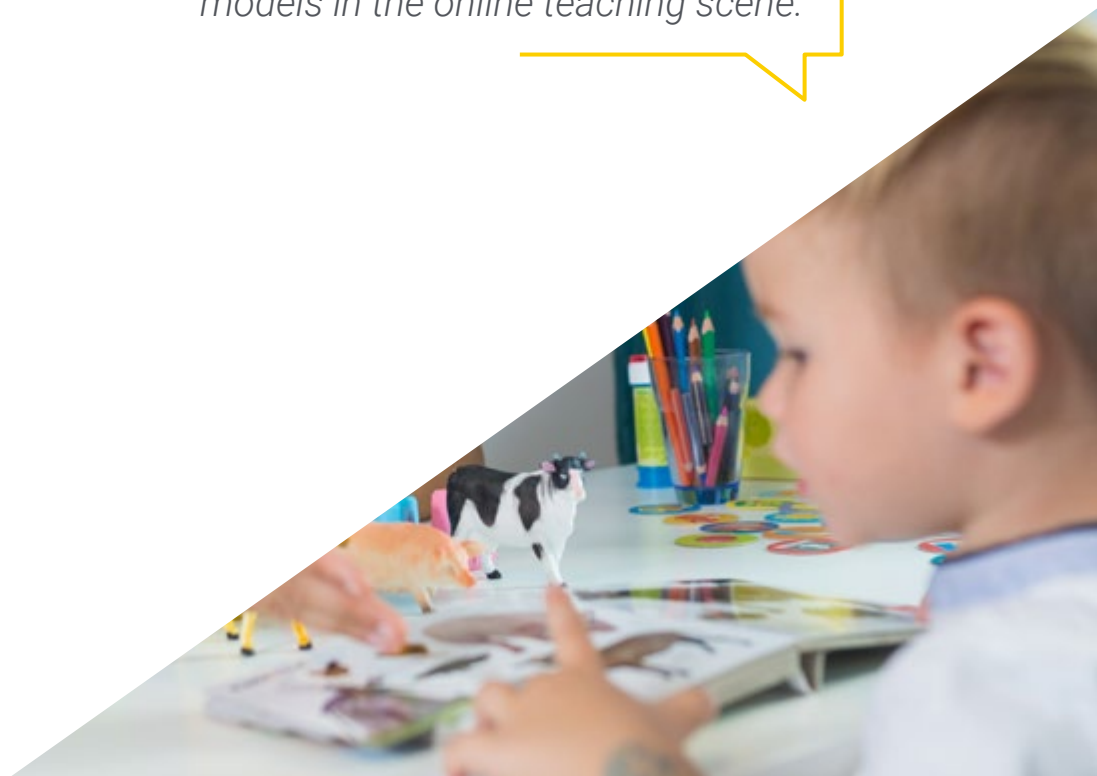
Its teaching staff includes leading professionals and experts who bring their years of experience to this program, as well as renowned specialists belonging to prestigious societies and universities.

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 an immersive training program designed to train in real situations.

The program design is based on Problem-Based Learning, by means of which the educator must try to solve the different professional practice situations that arise throughout the academic course. To do so, the educator will have the help of an innovative interactive video system that provides the contextualization and the practical point of view you need.

Acquire the real working skills of a specialist in Therapeutic Pedagogy and you can offer any institution quality work and the development in this area of fundamental interest.

Learn in a simple, intensive and flexible way with the quality of the highest rated teaching models in the online teaching scene.



02 Objectives

The objectives of this program address the educational needs of psychologists in this field. They have been established pragmatically, with the specific mission of offering students very intensive training that will efficiently boost their professional progression. A journey of personal growth that will lead the students to the top in your intervention as a psychologist.



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If your goal is to gain more experience as a psychologist, this qualification will enable you to compete with the best, so look no further. This training will give your career the boost it needs"



General Objectives

- Learn about the evolution of Special Education, especially in relation to international entities such as UNESCO
- Use scientific vocabulary adjusted to the demands of multi-professional teams, participating in the coordination and monitoring of students
- Collaborate with families/legal guardians in the development of students
- Participate in the evaluation and diagnosis of special educational needs
- Elaborate the adaptations required by students with special educational needs
- Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- Learn about the basics of Psychology, Educational Sciences and Neurology in order to read reports from other professionals as well as to establish specific guidelines for the appropriate response at school to the needs posed by students
- Establish measures in the classroom, school and environment of students with special educational needs to enable their full inclusion in today's society





Specific Objectives

Module 1. History and Evolution of Terms With Regards to Functional Diversity

- Describe changes throughout history using a vocabulary adjusted to the historical era
- Compare changes and developments throughout the history of special education
- List the most commonly used classifications in interdisciplinary work, both ICD-10 and DSM-V
- Analyze and reflect on UNESCO's approaches
- Define the essential concepts in current psycho-pedagogy
- Know and describe the most important milestones in the development of healthy children in order to establish comparisons with children with educational needs

Module 2. Neurodevelopment Disorders Intellectual Disability

- Know and compare the evolution of the concept of Intellectual Disability
- Differentiate and recognize developmental variables and differential aspects
- Know and appreciate multiprofessional coordination
- Differentiate and analyze special educational needs
- Know the tools and materials to be used
- Reflect on and recognize the different evaluations and prognoses to be established

Module 3. Neurodevelopment Disorders Attention Deficit Hyperactivity Disorder

- Define and differentiate the concepts of Attention Deficit Hyperactivity Disorder and not having it
- Know and appreciate multi-professional coordination
- Adapt tools and materials with regards to students' needs
- Recognize the different evaluations and prognoses to be established

Module 4. Neurodevelopment Disorders Motor disorders/Diseases of the musculoskeletal system/Diseases of the nervous system

- Know and define the different motor disorders
- Differentiate and recognize the incidences in the stages of development
- Use technical aids in the teaching and learning process of the student with motor needs
- Collaborate in the design of adapted spaces for the use of the entire educational community
- Coordinate teaching teams for the proper use of prostheses and other technical aids

Module 5. Neurodevelopment Disorders Autism Spectrum Disorder/ Pervasive and Specific Developmental Disorders

- ♦ Define and differentiate the different concepts within autism spectrum disorder
- ♦ Explore the different disorders, their characteristics, intervention and needs, among other aspects
- ♦ Adapt tools and materials with regards to students' needs
- ♦ Recognize the different evaluations and prognoses to be established

Module 6. Mental Disorders

- ♦ Define the Concept of Mental Disorders
- ♦ Know the different disorders, their characteristics, intervention and needs, among other aspects
- ♦ Know and appreciate multi-professional and the social intervention at school.
- ♦ Reflect on and recognize the different evaluations and prognoses to be established

Module 7. Eye Infections

- ♦ Define and know what the eye is, what its function or functions are and what its possible diseases may be
- ♦ Know the incidences in the student's developmental stages for intervention
- ♦ Understand multi-professional coordination with students, along with the documentation and organization required according to their needs
- ♦ Know the intervention at social and individual level according to the stages of the student's development
- ♦ Adapt tools and materials with regards to students' needs
- ♦ Recognize the different evaluations that can be established depending on the student's type of illness

Module 8. Ear Diseases

- ♦ Define and know what the ear is, what its function or functions are and what its possible diseases may be
- ♦ Classify and recognize the most relevant ear diseases for subsequent evaluation and intervention
- ♦ Identify the neurological basis of development and learning in the developmental pyramid
- ♦ Know the incidences in the student's developmental stages for intervention
- ♦ Adapt tools and materials with regards to students' needs
- ♦ Recognize the different evaluations that can be established depending on the student's type of illness

Module 9. Communication Disorders

- ♦ Define the term communication and know its possible disorders
- ♦ Classify and recognize the different communication disorders
- ♦ Identify the neurological basis of development and learning in the developmental pyramid
- ♦ Know the incidences in the student's developmental stages for intervention
- ♦ Understand multi-professional coordination with students, along with the documentation and organization required according to their needs
- ♦ Know the intervention at the social level according to the stages of the student's development
- ♦ Learn about intervention at the individual level according to the stages of students' development in relation to their needs and the type of disorder
- ♦ Adapt tools and materials with regards to students' needs
- ♦ Recognize the different evaluations that can be established depending on the student's type of disorder



Module 10. Other Diseases and Disorders

- ♦ Learn about other important disorders
- ♦ Learn about the incidences of the various stages of developmental disorders
- ♦ Adapt tools and materials with regards to Stages of Development
- ♦ Recognize the different evaluations that can be established depending on the student's type of disorder

Module 11. ICT, innovation and emerging technology

- ♦ Learn about and describe different information and communication technologies
- ♦ Analyze the use of ICT for students with special educational needs
- ♦ Appreciate the importance of ICT in Special Education
- ♦ Appreciate the role and value of ICT in Special Education



Take the step and open a new avenue of development and growth to your career in teaching, as a professional in Therapeutic Pedagogy”

03 Skills

This program was created as a complete professional development pathway, with the objective of providing professionals who successfully complete this learning process with sufficient and adequate competencies to work in the area of Therapeutic Pedagogy.



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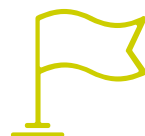
Give your training as a psychologist the complement of the broadest knowledge in Therapeutic Pedagogy with the solvency of the most up-to-date theoretical and practical knowledge"



General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in their research context
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar settings within broader (or multidisciplinary) contexts related to their area of study
- ♦ Communicate their conclusions and the ultimate knowledge and rationale behind them to specialist and non-specialist audiences in a clear and unambiguous manner
- ♦ Possess the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- ♦ Promote quality of life in individuals, groups, communities and educational organizations

INCLL

The word 'VISION' is written in large, bold, colorful letters on a dark, textured background. The letters are made of a grainy, chalk-like material. The colors are: V (green), I (purple), S (blue), I (yellow), O (green), N (green). The letters are slightly shadowed, giving them a 3D appearance.

Specific Skills

- ♦ Describe UNESCO's regulations in this context
- ♦ Detect special educational needs
- ♦ Perform a systematization diagnosis
- ♦ Make necessary adaptations in all educational contexts
- ♦ Apply the newest tools
- ♦ Manage developments in psychology and other areas where developments are required
- ♦ Take measures to ensure integration
- ♦ Keep track of the measures taken
- ♦ Make the necessary adjustments

04

Course Management

The program includes in its teaching staff experts in this area of work who will contribute to the program with their real experience in classroom work. In addition, other renowned experts participate in its design and planning, completing the program in an interdisciplinary manner.



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Learn from professional experts in this field, with a realistic and contextual view of this exciting job"

Management



Dr. Fernández, María Luisa Mariana

- ♦ Psychologist and specialist teacher in Therapeutic Pedagogy
- ♦ Guidance counselor in the Community of Madrid, Regional Ministry of Education
- ♦ President and founder of the Professional Association for Guidance and Education in the Community of Madrid, member of COPOE and AIOSEP

Professors

Mr. Pérez Mariana, Julio Miguel

- ♦ Degree in Primary Education with specialization in Physical Education
- ♦ Superior Technician in Physical and Sports Activities
- ♦ Technician in Physical-Sports Activities

Ms. Ruiz Rodríguez, Rocío

- ♦ Degree in Primary Education
- ♦ Specialized in Therapeutic Pedagogy for Psychologists

Serra López, Daniel

- ♦ Degree in Primary Education
- ♦ Specialized in Therapeutic Pedagogy for Psychologists
- ♦ Active professional in Special Education Centers

Ms. Vílchez Montoya, Cristina

- ♦ Degree in Primary Education
- ♦ Specialized in Therapeutic Pedagogy



05

Structure and Content

The syllabus has been created to respond specifically to the needs of expanding, complementing and updating the knowledge of psychologists in the area of Therapeutic Pedagogy. With a vision focused on applied learning, which allows the professional to intervene successfully, building a broad vision connected to the real environment of the profession.



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A comprehensive teaching program, created to offer psychologists quick and efficient education that is compatible with your personal and professional life”

Module 1. History and Evolution of Terms With Regards to Functional Diversity

- 1.1. Prehistory of Special Education
 - 1.1.1. Justification of the Term Prehistory
 - 1.1.2. Stages in the Prehistory of Special Education
 - 1.1.3. Education in Greece
 - 1.1.4. Education in Mesopotamia
 - 1.1.5. Education in Egypt
 - 1.1.6. Education in Rome
 - 1.1.7. Education in America
 - 1.1.8. Education in Africa
 - 1.1.9. Education in Asia
 - 1.1.10. Shift from Mythology and Religion to Scientific Knowledge
- 1.2. Middle Ages
 - 1.2.1. Definition of the Historical Period
 - 1.2.2. Stages in the Middle Ages: Characteristics
 - 1.2.3. The Separation of Church and School
 - 1.2.4. Education of the Clergy
 - 1.2.5. Education of the Knight
 - 1.2.6. Education of the Weak
- 1.3. Modern Age: 16th Century to 18th Century
 - 1.3.1. Definition of the Historical Period
 - 1.3.2. Contributions of Ponce de León, Juan Pablo Bonet and Lorenzo Hervás to the Education of People with Hearing Deficits
 - 1.3.3. Sign Language Communication
 - 1.3.4. Luis Vives' Contributions
 - 1.3.5. Jacobo Rodríguez Pereira's Contributions
 - 1.3.6. Juan Enrique Pestalozzi's Contributions
 - 1.3.7. Treatment of Mental Disabilities: Pinel and Itard's Contributions, among others



- 1.4. XIX Century
 - 1.4.1. Definition of the Historical Period
 - 1.4.2. First Classes in Special Education
 - 1.4.3. First Associations of Families with Special Education Students
 - 1.4.4. Beginning of the Study of Intelligence: Measuring IQ
 - 1.4.5. Louis Braille's Contributions to Teaching People with Visual Deficits
 - 1.4.6. Writing in the Reading and Writing System Braille
 - 1.4.7. Reading in the Braille System
 - 1.4.8. Anne Sullivan's Contributions to Teaching Blind and Deaf People
 - 1.4.9. Alexander Graham Bell's Contributions to Acoustics
- 1.5. 20th century
 - 1.5.1. Definition of the Historical Period
 - 1.5.2. Ovidio Decroly's Contributions
 - 1.5.3. María Montessori's Contributions
 - 1.5.4. Growth of Psychometry
 - 1.5.5. Before the Warnock Report
 - 1.5.6. The Warnock Report
 - 1.5.7. Implications for Schools after the Warnock Report
 - 1.5.8. Dr. Jack Bradley's Photograph: Use of the Hearing Aid
 - 1.5.9. The Use of Home Video in Autism
- 1.6. Contributions of World Wars
 - 1.6.1. Historical Periods of World Wars
 - 1.6.2. Schools in Times of Crises
 - 1.6.3. Operation T4
 - 1.6.4. School under Nazism
 - 1.6.5. Schools in Ghettos and Concentration Camps, Work and Extermination
 - 1.6.6. The Beginning of Schools in the Kibutz
 - 1.6.7. Concepts of Education versus Rehabilitation
 - 1.6.8. Development of Tools and Materials to Improve Daily Life
 - 1.6.9. The Use of the White Cane
 - 1.6.10. The Application of Technologies for Improving Life for the Wounded Soldier
- 1.7. Perspectives from 20th Century
 - 1.7.1. The Concept of Functional Diversity
 - 1.7.2. Social Implications of the Term Functional Diversity
 - 1.7.3. Educational Implications of the Term Functional Diversity
 - 1.7.4. Work Implications of the Term Functional Diversity
 - 1.7.5. Rights and Duties of People with Functional Diversity
 - 1.7.6. Knowledge of the Functioning of the Nervous System
 - 1.7.7. New Contributions from Neurology
 - 1.7.8. ICT Use in the School
 - 1.7.9. Domotics in Schools
 - 1.7.10. Multiprofessional Coordination
- 1.8. Proposals from UNESCO
 - 1.8.1. The Birth of UNESCO
 - 1.8.2. Organization of UNESCO
 - 1.8.3. Composition of UNESCO
 - 1.8.4. Short and Long-Term UNESCO Strategies
 - 1.8.5. Precursors to Children's Rights
 - 1.8.6. Children's Rights: Implications for Special Education
 - 1.8.7. Education for Girls with Special Needs
 - 1.8.8. Salamanca Declaration
 - 1.8.9. Implications of the Salamanca Declaration
 - 1.8.10. Other UNESCO Documents
- 1.9. Classifications according to Diagnosis
 - 1.9.1. Entities Responsible for Elaboration of Classifications
 - 1.9.2. Definition of CIE-10
 - 1.9.3. Definition of DSM-5
 - 1.9.4. Necessity to Use Both Classifications
 - 1.9.5. Implications for the Specialist Teacher in Therapeutic Pedagogy for Psychologists
 - 1.9.6. Coordination with Other Professionals from the Schools which Differentiate these Classifications
 - 1.9.7. Use of Language and Vocabulary Adjusted to these Classifications
 - 1.9.8. School Documents Which Make References to these Classifications
 - 1.9.9. Elaboration of Follow-Up Reports of Students
 - 1.9.10. Elaboration of Multiprofessional Coordination

- 1.10. Basic Concepts in Psychopedagogy
 - 1.10.1. Need for Psychopedagogical Intervention in Schools
 - 1.10.2. Psychology Concepts in the School
 - 1.10.3. Concepts of Pedagogy and Sciences of Education in School
 - 1.10.4. Relationship between Concepts of Psychology and Pedagogy in School
 - 1.10.5. School Documents Based on Psychology and Pedagogy
 - 1.10.6. Elaboration of Parallels between School Stages, Psycho-Evolutionary Development Stages and Special Educational Needs
 - 1.10.7. Elaboration of Information from the Teacher of Therapeutic Pedagogy for Psychologists to Facilitate the Intervention of Other Professionals in the School
 - 1.10.8. Professional Relationships and Organizational Chart of Schools based on Psychology and Pedagogy.
 - 1.10.9. Elaboration of Multiprofessional Coordination
 - 1.10.10. Other Documents

Module 2. Neurodevelopment Disorders: Intellectual Disability

- 2.1. Intellectual Disability and Cognitive Apparatus
 - 2.1.1. Definition of Intellectual Disability
 - 2.1.2. Historical Focus
 - 2.1.3. Current Interpretation
 - 2.1.4. Cognitive Functions
 - 2.1.5. Importance of Cognitive Apparatus
 - 2.1.6. Disorders of Cognitive Apparatus
 - 2.1.7. Definition of Cognitive Apparatus
 - 2.1.8. Parts of Cognitive Apparatus
 - 2.1.9. Functions of Cognitive Apparatus
 - 2.1.10. Importance of Cognitive Apparatus
- 2.2. Variables in Development
 - 2.2.1. The Importance of Variables in Development
 - 2.2.2. Personal Variables: Degree
 - 2.2.3. Personal Variables: Prenatal Causes
 - 2.2.4. Personal Variables: Perinatal Causes
 - 2.2.5. Personal Variables: Postnatal Causes
 - 2.2.6. Contextual Variables: Family Members
 - 2.2.7. Contextual Variables: Educational
 - 2.2.8. Dimensions of Intellectual Disability
 - 2.2.9. Adaptative Skills according to the Criteria of Intellectual Disability
- 2.3. Differential Aspects of Intellectual Disability
 - 2.3.1. Introduction to Differential Aspects
 - 2.3.2. Cognitive Development
 - 2.3.3. Language and Communication
 - 2.3.4. Affectionate-Emotional and Social Dimension
 - 2.3.5. Psychomotor Dimension
 - 2.3.6. Specification of the special educational needs of students with intellectual disabilities.
- 2.4. Multiprofessional Coordination
 - 2.4.1. Multiprofessional Coordination
 - 2.4.2. Multiprofessional Coordination
 - 2.4.3. The family as the Axis of Multiprofessional Coordination
 - 2.4.4. Diagnosis of the Disorder
 - 2.4.5. Professionals in the Educational Center: Coordination
 - 2.4.6. Professionals External Educational Center: Coordination
 - 2.4.7. Coordination between Professionals Inside and Outside of the School Center
 - 2.4.8. The teacher Specialized in Therapeutic Pedagogy for Psychologists as a Link between Professionals
 - 2.4.9. Student and Family

- 2.5. Identification of the Special Educational Needs of Students with Intellectual Disabilities of Psychopedagogical Evaluation
 - 2.5.1. Documentation for Diagnosis of the Disorder
 - 2.5.2. Reviews and Monitoring of the Disorder
 - 2.5.3. Documentation of the Physiotherapist
 - 2.5.4. Check-ups and Monitoring of the Monitoring by the Physiotherapist
 - 2.5.5. Orthotist's Documentation
 - 2.5.6. Check-ups and Monitoring of the Disorder by the Orthotist
 - 2.5.7. Documentation in Schools
 - 2.5.8. Psychopedagogical Evaluation which Determines the Students' Needs in Class
 - 2.5.9. Elaboration of the Individual Curricular Adaptation Document
 - 2.5.10. Monitoring of the Individual Curricular Adaptation Document
- 2.6. Curricular Adaptations for Students with Intellectual Disabilities
 - 2.6.1. Regulatory Basis
 - 2.6.2. Concept of Educational Intervention
 - 2.6.3. Importance of Educational Intervention
 - 2.6.4. General Aspects of Intervention
 - 2.6.5. Cognitive Aspects for Intervention
 - 2.6.6. Socio-Affective Aspects for Intervention
 - 2.6.7. Psychomotor Aspects for Intervention
 - 2.6.8. Basic Aspects for Intervention

- 2.7. Organisation of the Special Educational Needs of Students with Intellectual Disabilities.
- 2.8. The Participation of the Family of People with Intellectual Disabilities
- 2.9. Inclusion of People with Intellectual Disabilities in Society
- 2.10. Supports and Resources for People with Intellectual Disabilities.

Module 3. Neurodevelopment Disorders Attention Deficit Hyperactivity Disorder

- 3.1. Concept and Definition of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)
 - 3.1.1. Definition of ADD
 - 3.1.2. Symptoms
 - 3.1.3. Types of Treatment
 - 3.1.4. Definition of ADHD
 - 3.1.5. Diagnosis of ADHD
 - 3.1.6. When Can One Make a Correct Diagnosis?
 - 3.1.7. Diagnostic Criteria of ADHD
 - 3.1.8. Existing Differences between ADD and ADHD
 - 3.1.9. Causes
- 3.2. Positive Diagnosis of ADHD
 - 3.2.1. Process for Obtaining a Correct Diagnosis
 - 3.2.2. Differential Diagnosis
 - 3.2.3. Medical Problems
 - 3.2.4. Learning Disorders
 - 3.2.5. Affective Disorders

- 3.2.6. Behavioral Disorders
- 3.2.7. Use of Drugs
- 3.2.8. Unfavorable Environments
- 3.2.9. Rebound Effect
- 3.2.10. Questions before a New Diagnosis
- 3.3. Gradual Emergence of ADD and ADHD in Today's Society What Are These Disorders and What Are They Not?
 - 3.3.1. Prevalence in Spain
 - 3.3.2. Prevalence in Europe
 - 3.3.3. Prevalence in the Rest of the World
 - 3.3.4. Does It Exist or Is It a Made-Up Disorder?
 - 3.3.5. What Is Not ADD and ADHD?
 - 3.3.6. Is It Hereditary?
 - 3.3.7. Does It Have a Definitive Cure?
 - 3.3.8. False Myths
- 3.4. Comorbidity
 - 3.4.1. What is Comorbidity?
 - 3.4.2. Co-morbid Conditions Coexisting with ADHD
 - 3.4.3. Anxiety Disorders
 - 3.4.4. Neurodevelopment Disorders
 - 3.4.5. Learning Disorders
 - 3.4.6. Mood Disorders
 - 3.4.7. Disruptive Disorders
 - 3.4.8. Addiction Disorders
 - 3.4.9. Sleep Disorders
 - 3.4.10. Organic Disorders
- 3.5. Incidences in the Stages of Development
 - 3.5.1. Executive Control
 - 3.5.2. How Does It Show Itself in their Academic Performance?
 - 3.5.3. How Does It Show Itself in their Behavior?
 - 3.5.4. What Kind of ADHD Children Can We Find in the Classroom?
 - 3.5.5. ADH and ADHD in Boys
 - 3.5.6. ADH and ADHD in Girls
 - 3.5.7. ADH and ADHD in Adolescents
 - 3.5.8. ADH and ADHD in Adults
- 3.6. Educational Intervention According to Stages of Development
 - 3.6.1. Educational Intervention in Early Childhood (3-6 Years Old)
 - 3.6.2. Educational Intervention in Mid Childhood (6-12 Years Old)
 - 3.6.3. Educational Intervention in Adolescence 12-20 Years Old)
 - 3.6.4. Educational Intervention in Adulthood (20-40 Years Old)
 - 3.6.5. Working on a Student's Self-Esteem
 - 3.6.6. How to Manage Distractions?
 - 3.6.7. Reinforcement of Positive Behaviors and its Importance
 - 3.6.8. Curricular Adaptations
 - 3.6.9. Non-Significant Curricular Measures of Obligatory Compliance
- 3.7. Multidisciplinary Coordination and Intervention
 - 3.7.1. Definition of Multiprofessional Coordination
 - 3.7.2. What is Psychopedagogic Treatment?
 - 3.7.3. Psychopedagogic Intervention
 - 3.7.4. Psychological Intervention
 - 3.7.5. Pharmacological Intervention.
 - 3.7.6. Multimodal Intervention
 - 3.7.7. Neuropsychological Intervention
 - 3.7.8. Intervention with Other Alternative Treatments
- 3.8. ADH and ADHD within the Family
 - 3.8.1. Main Fears of Families for those Affected
 - 3.8.2. Communication between Teachers and Parents
 - 3.8.3. Emotional Intelligence of Families with a Child with ADHD
 - 3.8.4. First Meeting between Teachers and Parents

- 3.8.5. Decalogue of Family Actions
- 3.8.6. Co-existence
- 3.8.7. Family Schools
- 3.8.8. Intervention within the Nuclear Family Models of Functional Education
- 3.8.9. Inductive Model of Support or Inductive Discipline
- 3.9. Study Techniques Adapted Tools and Materials
 - 3.9.1. Adaptations and Strategies to Use within the Classroom
 - 3.9.2. Strategies for Improving Reading
 - 3.9.3. Strategies for Improving Writing
 - 3.9.4. Strategies for Improving Calculus
 - 3.9.5. Strategies for Improving Organisation
 - 3.9.6. Strategies for Improving Reflexivity
 - 3.9.7. Strategies for Improving Motivation and Mood
 - 3.9.8. Strategies for Improving Behavior
 - 3.9.9. Other Materials
- 3.10. Types of Assessments in the Classroom
 - 3.10.1. Recommendation for Assessments and Exams
 - 3.10.2. General Measures for the Assessment of Students with ADD or ADHD
 - 3.10.3. Supervision Measures in Assessments
 - 3.10.4. Assessment Procedures
 - 3.10.5. Learning Assessment
 - 3.10.6. Assessment Guidelines
 - 3.10.7. Assessment Alternatives
 - 3.10.8. Teaching the Student How to Prepare for Exams

Module 4. Neurodevelopment Disorders Motor Disorders/Diseases of the Musculoskeletal System/Diseases of the Nervous System

- 4.1. Concept and Definition of Motor Disorders / Diseases of the Musculoskeletal System and Connective System
 - 4.1.1. Definition of the Locomotor Apparatus
 - 4.1.2. Functions of the Locomotor Apparatus
 - 4.1.3. Importance of the Locomotor Apparatus
 - 4.1.4. Development of the Locomotor Apparatus
 - 4.1.5. Disorders of the Locomotor Apparatus
 - 4.1.6. Definition of Musculoskeletal Apparatus
 - 4.1.7. Functions of the Musculoskeletal Apparatus
 - 4.1.8. Importance of the Musculoskeletal Apparatus
 - 4.1.9. Development of the Musculoskeletal Apparatus
 - 4.1.10. Disorders of the Musculoskeletal Apparatus
 - 4.1.11. Definition of the Connective System
 - 4.1.12. Connective System Functions
 - 4.1.13. Importance of the Connective System
 - 4.1.14. Development of the Connective System
 - 4.1.15. Connective System Disorders
- 4.2. Classification of Motor Disorders / Diseases of the Musculoskeletal System and Connective System
 - 4.2.1. Relationship between DSM V and ICD-10 Classifications between Motor Disorders and Diseases of the Skeletal System and Connective System
 - 4.2.2. DSM V Classification
 - 4.2.3. Disorders not Included in DSM V
 - 4.2.4. Classification CIE 10
 - 4.2.5. Disorders not Included in CIE 10
 - 4.2.6. Necessity to Use Both Classifications
 - 4.2.7. Common Disorders in both DSM V and CIE 10
 - 4.2.8. Differences between Classifications in DSM V and CIE 10
 - 4.2.9. Contributions of the Differences between DSM V and ICD 10 Classifications to the Work of the Teacher Specialized in Therapeutic Pedagogy for Psychologists.
 - 4.2.10. Contributions of the Commonalities between DSM V and ICD 10 Classifications to the Work of the Teacher Specialized in Therapeutic

Pedagogy for Psychologists.

- 4.3. Incidences in the Stages of Development
 - 4.3.1. Definition and Concept of the Stages of Motor Development
 - 4.3.2. Definition and Concept of Evolutionary Development Stages of the Musculoskeletal System and Connective System
 - 4.3.3. Need to Unify the Stages
 - 4.3.4. Milestones in Development
 - 4.3.5. Incidences on the Embryo and Fetus: Consequences
 - 4.3.6. Incidence in the First Year of Life: Consequences
 - 4.3.7. Incidences in the Proximate-distal Law: Consequences
 - 4.3.8. Incidences in the Headaches-Caudal Law: Consequences
 - 4.3.9. Incidences on the March: Consequences
 - 4.3.10. Other Incidences
- 4.4. Multiprofessional Coordination
 - 4.4.1. Definition of Multiprofessional Coordination
 - 4.4.2. Multiprofessional Coordination
 - 4.4.3. The Family as the Axis of Multiprofessional Coordination
 - 4.4.5. Diagnosis of the Disorder
 - 4.4.6. Professionals in the Educational Center: Coordination
 - 4.4.7. Intervention of the Physiotherapist in and out of the School Center
 - 4.4.8. Intervention of the Orthotist in and out of the School Center
 - 4.4.9. Professionals External Educational Center: Coordination
 - 4.4.10. Coordination between Professionals Inside and Outside of the School Center
 - 4.4.11. The teacher Specialized in Therapeutic Pedagogy for Psychologists as a Liaison between Professionals
- 4.5. Documentation and Organization According to the Student's Needs
 - 4.5.1. Documentation for Diagnosis of the Disorder
 - 4.5.2. Reviews and Monitoring of the Disorder
 - 4.5.3. Documentation of the Physiotherapist
 - 4.5.4. Check-ups and Monitoring of the Monitoring by the Physiotherapist
 - 4.5.5. Orthotist's Documentation
 - 4.5.6. Check-ups and Monitoring of the Disorder by the Orthotist
 - 4.5.7. Documentation in Schools
 - 4.5.8. Psychopedagogical Evaluation which Determines the Students' Needs in Class
 - 4.5.9. Elaboration of the Individual Curricular Adaptation Document
 - 4.5.10. Monitoring of the Individual Curricular Adaptation Document
- 4.6. Educational Intervention According to Stages of Development
 - 4.6.1. Milestones in Development for Educational Intervention
 - 4.6.2. Diagnosis. Premature Stimulation
 - 4.6.3. Educational Intervention to Promote Cephalic Support.
 - 4.6.4. Educational Intervention to Promote the Trunk Support.
 - 4.6.5. Educational Intervention to Promote Standing Support
 - 4.6.6. Educational Intervention to Promote the Proximal-distal Law
 - 4.6.7. Educational Intervention to Promote law Cephalic Support-Caudal
 - 4.6.8. Educational Intervention to Promote the March
 - 4.6.9. Educational Intervention to Improve Hypotonia
 - 4.6.10. Educational Intervention to Improve Hypertonicity
- 4.7. Adapted Individual Tools and Materials
 - 4.7.1. Concept of School Activities
 - 4.7.2. Necessity for Early Activities for Students with Special Needs
 - 4.7.3. Necessity for Final Activities for Students with Special Needs
 - 4.7.4. Classroom Adaptation
 - 4.7.5. Adaptation for the School Center
 - 4.7.6. Work Material on Tables
 - 4.7.7. Materials for Walking around the School Center
 - 4.7.8. Materials for Recreation in the School Center
 - 4.7.9. Materials for Food and Hygiene in the School Center
 - 4.7.10. Other Materials
- 4.8. Adapted Collective Tools and Materials
 - 4.8.1. Concept of Collective Tools and Materials: A Necessity for Student Inclusion
 - 4.8.2. Classification of Tools and Materials According to Environment

- 4.8.3. Classification of Tools and Materials According to Use
- 4.8.4. Materials for Classroom
- 4.8.5. Materials for the School Center
- 4.8.6. Materials for Playgrounds
- 4.8.7. Materials for Lunchrooms and Bathrooms
- 4.8.8. Information and Signs for Common Use in the Center
- 4.8.9. Adaptation of Common Spaces and Spaces for Use by All: Ramps and Elevators.
- 4.8.10. Other Tools and Materials
- 4.9. Social-Community Intervention at Schools
 - 4.9.1. Concept of Social-Community Intervention
 - 4.9.2. Justification for Social-Community Intervention for Students with Special Needs
 - 4.9.3. Coordinated Intervention in Schools Among All Teaching Staff
 - 4.9.4. Coordinated Intervention from Non-teaching Staff
 - 4.9.5. Coordinated Intervention with Families in the Classroom
 - 4.9.6. Intervention with External Resources: Extracurricular Outings
 - 4.9.7. Intervention with External Resources for Culture: Zoo or Museums, etc-
 - 4.9.8. Coordinated Intervention with Other Resources in the Vicinity: Library or Municipal Sports Center, etc.
 - 4.9.9. Request for Social-Community Resources: Grants and Other Forms of Aid
 - 4.9.10. Other Social-Community Resources
- 4.10. Assessment and Prognosis
 - 4.10.1. The First Diagnosis: Response from Families
 - 4.10.2. Helping Families to Accept the Diagnosis
 - 4.10.3. Information and Interviews with Families
 - 4.10.4. Information and Interviews with Students with Special Needs

- 4.10.5. Intervention at the School during Assessment: Role of the Specialized Teacher in Therapeutic Pedagogy for Psychologists
- 4.10.6. Multiprofessional Intervention in the Assessment
- 4.10.7. Measures to Make the Best Diagnosis
- 4.10.8. Establishing the Schedule in Multiprofessional Intervention
- 4.10.9. Review and Monitoring of Intervention: Assessment
- 4.10.10. Proposals for Improvement in Multiprofessional Intervention

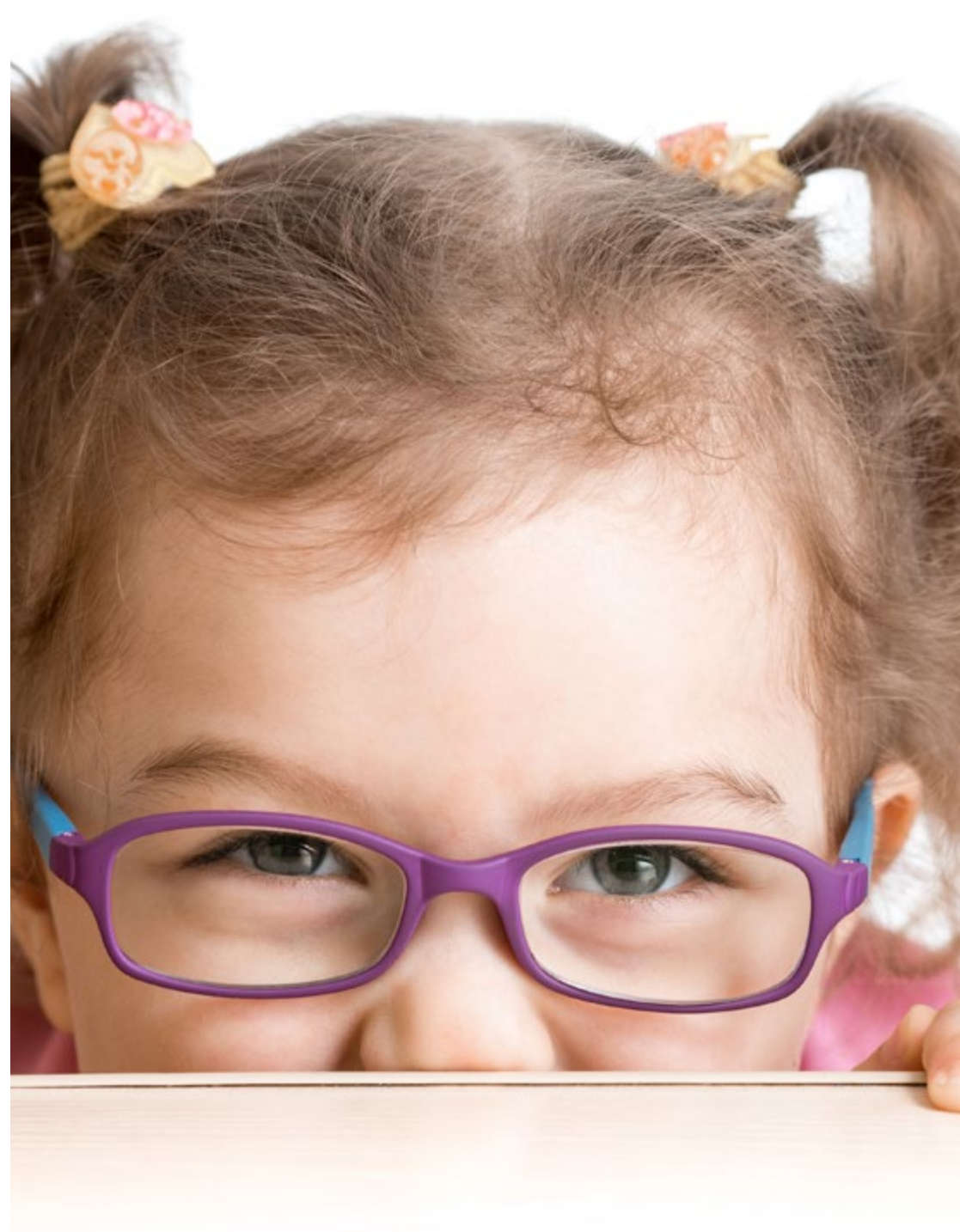
Module 5. Neurodevelopment Disorders Autism Spectrum Disorder/ Pervasive and Specific Developmental Disorders

- 5.1. Definition, Manifestation and Classification
 - 5.1.1. Etiology
 - 5.1.2. Genetic Factors.
 - 5.1.3. Neurochemical Alterations
 - 5.1.4. Alteration of the Immune Function
 - 5.1.5. Environmental Factors
 - 5.1.6. Comorbidity
 - 5.1.7. Diagnostic Criteria
 - 5.1.8. Early Detection
 - 5.1.9. Prevalence
 - 5.1.10. Differences between Classifications in DSM V and CIE 10
- 5.2. Students with Autism Spectrum Disorder Types of Alterations
 - 5.2.1. Definition According to the DSM V
 - 5.2.2. Symptoms According to the DSM V
 - 5.2.3. Definition According to the CIE 10
 - 5.2.4. Symptoms According to the CIE 10
 - 5.2.5. Educational Intervention According to Stages of Development
 - 5.2.6. Educational Intervention in Early Childhood (3-6 Years Old)

- 5.2.7. Educational Intervention in Mid Childhood (6-12 Years Old)
- 5.2.8. Educational Intervention in Adolescence 12-20 Years Old)
- 5.2.9. Educational Intervention in Adulthood (20-40 Years Old)
- 5.2.10. Curricular Adaptations
- 5.3. Identification of Special Education Needs in Students with ASD
- 5.4. Intervention with Students Autism Spectrum Disorder (ASD)
- 5.5. Organization of Resources for Students with Autism Spectrum Disorder (ASD)
- 5.6. Specific Intervention Models
- 5.7. Curricular Adaptations for Students with Autism Spectrum Disorder
- 5.8. Educational Response for Students with ASD in Infant Education
- 5.9. Educational Response for Students with ASD in Primary Education and Secondary Education
- 5.10. Education for Adults with ASD Guidance for Families of Students with ASD

Module 6. Mental Disorders

- 6.1. Concept and Definition of Mental Disorders
 - 6.1.1. Definition of Mental Disorder
 - 6.1.2. Historical Focus
 - 6.1.3. Current Interpretation
 - 6.1.4. General Conditions
 - 6.1.5. Importance of Cognitive Apparatus
 - 6.1.6. Parts of Cognitive Apparatus
 - 6.1.7. Classification of Mental Disorders
 - 6.1.8. Symptoms of Mental Disorders
- 6.2. Psychotic Disorders.
 - 6.2.1. Definition of Psychotic Disorders.
 - 6.2.2. Possible Causes
 - 6.2.3. Possible Conditions
 - 6.2.4. Schizotypal Personality Disorder
 - 6.2.5. Delusional Disorder
 - 6.2.6. Brief Psychotic Disorder



- 6.2.7. Schizophrenia.
- 6.2.8. Schizoaffective Disorder
- 6.2.9. Other Psychotic Disorders.
- 6.2.10. Treatment
- 6.3. Mood Disorder
 - 6.3.1. Definition of Mood Disorders
 - 6.3.2. Possible Causes
 - 6.3.3. Possible Conditions
 - 6.3.4. Depressive Disorder
 - 6.3.5. Bipolar Disorder
 - 6.3.6. Manic Disorders
 - 6.3.7. Other Mood Disorders
 - 6.3.8. Treatment
- 6.4. Anxiety Disorders
 - 6.4.1. Definition of Anxiety Disorder
 - 6.4.2. Separation Anxiety Disorder
 - 6.4.3. Selective Mutism
 - 6.4.4. Specific Phobia
 - 6.4.5. Social Anxiety Disorder
 - 6.4.6. Panic Disorder
 - 6.4.7. Other Anxiety Disorders
 - 6.4.8. Treatment
- 6.5. Obsessive-Compulsive Disorder and Related Disorders
 - 6.5.1. Definition of TOC
 - 6.5.2. Types of TOC
 - 6.5.3. Recurring Obsessions
 - 6.5.4. Cognitive Variables
 - 6.5.5. Symptoms
 - 6.5.6. Effects
 - 6.5.7. Comorbidity
 - 6.5.8. Treatment
- 6.6. Destructive Impulse-Control Disorders and Behavior Disorders

- 6.6.1. Definition for Destructive Impulse-Control Disorders and Behavioral Disorders
- 6.6.2. Types of Disorders
- 6.6.3. Cognitive Variables
- 6.6.4. Symptoms
- 6.6.5. Effects
- 6.6.6. Comorbidity
- 6.6.7. Treatment
- 6.7. Personality Disorders
 - 6.7.1. Definition of Personality Disorder
 - 6.7.2. Group A Personality Disorders
 - 6.7.3. Group B Personality Disorders
 - 6.7.4. Group C Personality Disorders
 - 6.7.5. Other Personality Disorders
 - 6.7.6. Foundation
 - 6.7.7. Comorbidity
 - 6.7.8. Treatment
- 6.8. Inclusion of Students with Mental Disorders in School and their Needs
- 6.9. Educational Response to Students with Mental Disorders: Measures and Resources
- 6.10. Multiprofessional Coordination

Module 7. Eye Diseases

- 7.1. Concept and Definition of the Eye and its Diseases
 - 7.1.1. Introduction to the Nervous System
 - 7.1.2. Definition of the Eye and Function
 - 7.1.3. Parts of the Eye
 - 7.1.4. Description of the Visual Process
 - 7.1.5. Formation of the Image
 - 7.1.6. Normal Vision and Binocular Vision
 - 7.1.7. Visual Perception
 - 7.1.8. Importance of the Visual System
 - 7.1.9. Definition of Eye Disorders
 - 7.1.10. Neuro-ophthalmology

- 7.2. Classification of Eye Disorders
 - 7.2.1. Congenital Diseases.
 - 7.2.2. Syndromes with Ocular Conditions
 - 7.2.3. Color Blindness
 - 7.2.4. Infectious Agents
 - 7.2.5. Diseases Related to Refractive Defects
 - 7.2.6. Diseases of the Neuroanatomy of the Eye (Cornea, Retina and Optic Nerve)
 - 7.2.7. Amblyopia
 - 7.2.8. Strabismus
 - 7.2.9. Visual Impairment
 - 7.2.10. Ocular Trauma
- 7.3. Neurological Basis of Development and Learning
 - 7.3.1. Pyramids of Human Development
 - 7.3.2. Phases of Development
 - 7.3.3. Levels of Development
 - 7.3.4. Location of the Sensory Level in the Developmental Pyramid and its Significance
 - 7.3.5. General Scheme of Neurodevelopment
 - 7.3.6. Sensorial and Perceptive Neurodevelopment in Childhood
 - 7.3.7. Development of Early Sensations
 - 7.3.8. Development of Color Perception
 - 7.3.9. Development of Perceptual Organization
 - 7.3.10. Motion perception
- 7.4. Incidences in the Stages of Development
 - 7.4.1. Risk Factors with Stages of Development
 - 7.4.2. Development of the Visual System at Birth
 - 7.4.3. Development of Sensory Systems during Infancy
 - 7.4.4. Consequences for Visual Attention
 - 7.4.5. Consequences for Visual Memory
 - 7.4.6. Consequences for Reading Skills
 - 7.4.7. Influence of Vision on the Visuomotor System and its Development
 - 7.4.8. Incidences in the Development of Reading Skills
 - 7.4.9. Incidences in the Development of Writing during the Learning Process
 - 7.4.10. Other Incidences
- 7.5. Multiprofessional Coordination
 - 7.5.1. Specialized Degree in Therapeutic Pedagogy for Psychologists
 - 7.5.2. Specialized Degree in Hearing and Speech
 - 7.5.3. Special Education Supervisors during Schooling
 - 7.5.4. Educators
 - 7.5.5. Curricular Support Teachers
 - 7.5.6. Mediators for Deafness and Blindness
 - 7.5.7. Social Educators
 - 7.5.8. Educational Guidance Teams
 - 7.5.9. Specialized Educational Guidance Teams
 - 7.5.10. Guidance Departments
 - 7.5.11. Professional Doctors Who Detect Eye Diseases
- 7.6. Documentation and Organization According to the Student's Needs
 - 7.6.1. Psychopedagogical Evaluation
 - 7.6.2. Neuropsychopedagogical Report
 - 7.6.3. Ophthalmological Reports
 - 7.6.4. Specific Medical Documentation for Diseases
 - 7.6.5. Monitoring of Disorders
 - 7.6.6. Documentation in Schools
 - 7.6.7. Social Services
 - 7.6.8. Social Organizations
 - 7.6.9. School Organization
 - 7.6.10. Classroom Organization
 - 7.6.11. Family Organization
- 7.7. Educational Intervention According to Stages of Development
 - 7.7.1. Adaptations at the School Level
 - 7.7.2. Adaptations at the Classroom Level
 - 7.7.3. Adaptations at the Personal Level

- 7.7.4. Computer Supplies
- 7.7.5. Educational Intervention during Early Childhood
- 7.7.6. Educational Intervention during Late Childhood
- 7.7.7. Educational Intervention during Adulthood
- 7.7.8. Intervention to Help Visual Capacity
- 7.7.9. Educational Intervention to Promote the Literacy Process
- 7.7.10. Family Interventions
- 7.8. Adapted Tools and Materials
 - 7.8.1. Tools for Working with Students with Visual Deficits
 - 7.8.2. Tools for Working with Students with Visual Impairment
 - 7.8.3. Individual Adapted Materials
 - 7.8.4. Collective Adapted Tools
 - 7.8.5. Visual Skills Programs
 - 7.8.6. Adaptations of Curricular Elements
 - 7.8.7. Adaptation of Common Areas
 - 7.8.8. Typhlotechnology
 - 7.8.9. Visual Aid Techniques
 - 7.8.10. Visual Stimulation Programs
- 7.9. Social-Community Intervention at Schools
 - 7.9.1. Concept of Social-Community Intervention
 - 7.9.2. Schooling of Students
 - 7.9.3. Socialization of the Child
 - 7.9.4. Extracurricular Outings
 - 7.9.5. Family Circle
 - 7.9.6. Relationship between Family and School
 - 7.9.7. Relationship among Peers
 - 7.9.8. Leisure and Free Time
 - 7.9.9. Professional Training
 - 7.9.10. Inclusion in Society
- 7.10. Evaluation and Prognosis of Diseases
 - 7.10.1. Signs of Visual Impairment
 - 7.10.2. Attitudinal Observation of the Student
 - 7.10.3. Ophthalmologic Examination

- 7.10.4. Psychopedagogical Evaluation
- 7.10.5. Evaluation of the Degree of Adaptation to Visual Impairment
- 7.10.6. Differences Associated with Visual Pathology
- 7.10.7. Analysis of Family Cohesion
- 7.10.8. Assessment Test of a Student's Functional Vision
- 7.10.9. Programs and Scales of Visual Stimulation
- 7.10.10. Visual Rehabilitation

Module 8. Ear Diseases

- 8.1. Concept and Definition of the Ear and its Diseases
 - 8.1.1. Introduction to the Nervous System
 - 8.1.2. Definition of the Ear and Function
 - 8.1.3. Parts of the Ear
 - 8.1.4. General Neuroanatomical Basis of the Ear
 - 8.1.5. Development of the Auditory System
 - 8.1.6. The Balance System
 - 8.1.7. Description of the Auditory Process
 - 8.1.8. Auditory Perception
 - 8.1.9. Importance of the Auditory System
 - 8.1.10. Definition of Ear Diseases
- 8.2. Classification of Ear Diseases
 - 8.2.1. Congenital Diseases.
 - 8.2.2. Infectious Agents
 - 8.2.3. Diseases of the Outer Ear
 - 8.2.4. Diseases of the Middle Ear
 - 8.2.5. Diseases of the Inner Ear
 - 8.2.6. Classification of Hypoacusis
 - 8.2.7. Psychobiological Aspects of Hypoacusis
 - 8.2.8. Ear Trauma
- 8.3. Neurological Basis of Development and Learning
 - 8.3.1. Pyramids of Human Development

- 8.3.2. Phases of Development
- 8.3.3. Levels of Development
- 8.3.4. Location of the Sensory Level in the Developmental Pyramid and its Significance
- 8.3.5. General Scheme of Neurodevelopment
- 8.3.6. Sensorial and Perceptive Neurodevelopment in Childhood
- 8.3.7. Development of the Hearing Process regarding Language
- 8.3.8. Social Development
- 8.4. Incidences in the Stages of Development
 - 8.4.1. Risk Factors with Stages of Development
 - 8.4.2. Development of the Hearing System at Birth
 - 8.4.3. Development of Sensory Systems during Infancy
 - 8.4.4. Influence of Hearing on the Development of Balance in the Early Stages of Learning
 - 8.4.5. Communication Difficulties
 - 8.4.6. Motor Coordination Difficulties
 - 8.4.7. Influence on Attention Span
 - 8.4.8. Functional Consequences
 - 8.4.9. Consequences for Reading Skills
 - 8.4.10. Emotional Incidences
- 8.5. Multiprofessional Coordination
 - 8.5.1. Specialized Degree in Therapeutic Pedagogy for Psychologists
 - 8.5.2. Specialized Degree in Hearing and Speech
 - 8.5.3. Special Education Supervisors during Schooling
 - 8.5.4. Educators
 - 8.5.5. Curricular Support Teachers
 - 8.5.6. Sign Language Professional
 - 8.5.7. Mediators for Deafness and Blindness
 - 8.5.8. Social Educators
 - 8.5.9. Educational Guidance Teams



- 8.5.10. Specialized Educational Guidance Teams
- 8.5.11. Guidance Departments
- 8.5.12. Professional Doctors Who Detect Eye Diseases
- 8.6. Documentation and Organization According to the Student's Needs
 - 8.6.1. Psychopedagogical Evaluation
 - 8.6.2. Neuropsychopedagogical Report
 - 8.6.3. Medical Reports
 - 8.6.4. Audiometry
 - 8.6.5. Acoumetry
 - 8.6.6. Tympanometry
 - 8.6.7. Supraliminal Tests
 - 8.6.8. Stapedial reflex
 - 8.6.9. Documentation in Schools
 - 8.6.10. School Organization
 - 8.6.11. Classroom Organization
 - 8.6.12. Social and Family Organization
- 8.7. Educational Intervention According to Stages of Development
 - 8.7.1. Adaptations at the School Level
 - 8.7.2. Adaptations at the Classroom Level
 - 8.7.3. Adaptations at the Personal Level
 - 8.7.4. Logopedic Intervention in Stages of Development
 - 8.7.5. Educational Intervention during Early Childhood
 - 8.7.6. Educational Intervention during Late Childhood
 - 8.7.7. Educational Intervention during Adulthood
 - 8.7.8. Alternative and Augmentative Communication Systems
 - 8.7.9. Intervention to Stimulate Auditory Capacity
 - 8.7.10. Educational Intervention to Improve Linguistic Ability
 - 8.7.11. Family Interventions
- 8.8. Adapted Tools and Materials
 - 8.8.1. Tools for Working with Students with Visual Deficits
 - 8.8.2. Tools for Working with Students with Visual Impairment
 - 8.8.3. Individual Adapted Tools
 - 8.8.4. Collective Adapted Tools
 - 8.8.5. Auditory Skills Programs
 - 8.8.6. Adaptation of Common Areas
 - 8.8.7. Adaptations of Curricular Elements
 - 8.8.8. Influence of ICT
 - 8.8.9. Auditory Aid Techniques
 - 8.8.10. Auditory Stimulation Programs
- 8.9. Social-Community Intervention at Schools
 - 8.9.1. Concept of Social-Community Intervention
 - 8.9.2. Schooling of Students
 - 8.9.3. Schooling of Students
 - 8.9.4. Socialization of the Child
 - 8.9.5. Extracurricular Outings
 - 8.9.6. Family Circle
 - 8.9.7. Relationship between Family and School
 - 8.9.8. Relationship among Peers
 - 8.9.9. Leisure and Free Time
 - 8.9.10. Professional Training
 - 8.9.11. Inclusion in Society
- 8.10. Evaluation and Prognosis of Diseases
 - 8.10.1. Signs of Visual Impairment
 - 8.10.2. Tests for Subjective Hearing
 - 8.10.3. Tests for Objective Hearing
 - 8.10.4. Psychopedagogical Evaluation
 - 8.10.5. ENT Physician's Evaluation
 - 8.10.6. Role of the Audiologist
 - 8.10.7. Speech Therapist Evaluation
 - 8.10.8. Function of Social Services.
 - 8.10.9. Analysis of Family Cohesion
 - 8.10.10. Treatment

Module 9. Communication Disorders

- 9.1. Concept and Definition of Communication and its Disorders
 - 9.1.1. Definition of Communication
 - 9.1.2. Types of Communication
 - 9.1.3. Definition of Language
 - 9.1.4. Stages of Communication
 - 9.1.5. Definition of Disorder
 - 9.1.6. Introduction to the Nervous System
 - 9.1.7. Description of the Communicative Process
 - 9.1.8. Differences between Communication and Speech
 - 9.1.9. Relationship between Language with the Auditory and Visual Process
 - 9.1.10. Concept of Communication Disorders
- 9.2. Classification and Typology of Communication Disorders
 - 9.2.1. Specific Language Disorder
 - 9.2.2. Language Retardation
 - 9.2.3. Social Communication Disorder
 - 9.2.4. Speech Sound Disorder
 - 9.2.5. Childhood-Onset Fluency Disorder (Stuttering)
 - 9.2.6. Selective Mutism
 - 9.2.7. Students with Hypoacusia
 - 9.2.8. Specific Learning Disorder
 - 9.2.9. Academic or Educational Problems
 - 9.2.10. Unspecified Communication Disorder
- 9.3. Neurological Basis of Development and Learning
 - 9.3.1. Pyramids of Human Development
 - 9.3.2. Phases of Development
 - 9.3.3. Levels of Development
 - 9.3.4. Location of the Skills of Language in the Developmental Pyramid and its Significance
 - 9.3.5. General Scheme of Neurodevelopment
 - 9.3.6. Perceptual and Motor Neurodevelopment in Childhood
 - 9.3.7. Areas of Development which Influence Language
 - 9.3.8. Cognitive Development through Communication and Language
 - 9.3.9. Social and Emotional Development through Communication and Language
- 9.4. Incidences in the Stages of Development
 - 9.4.1. Language and Speech Development
 - 9.4.2. Early Childhood: Language Development
 - 9.4.3. Development of Speech
 - 9.4.4. Development of Vocabulary and Grammar
 - 9.4.5. Development of Communication Skills
 - 9.4.6. Literacy: Understanding and Using Written Language
 - 9.4.7. Difficulties in Learning to Read
 - 9.4.8. Emotional Development of the Student
 - 9.4.9. Diseases Related to Language Disorders
 - 9.4.10. Other Incidences
- 9.5. Multiprofessional Coordination
 - 9.5.1. Specialized Degree in Therapeutic Pedagogy for Psychologists
 - 9.5.2. Specialized Degree in Hearing and Speech
 - 9.5.3. Special Education Supervisors during Schooling
 - 9.5.4. Educators
 - 9.5.5. Curricular Support Teachers
 - 9.5.6. Sign Language Professional
 - 9.5.7. Mediators for Deafness and Blindness
 - 9.5.8. Social Educators
 - 9.5.9. Educational Guidance Teams
 - 9.5.10. Specialized Educational Guidance Teams
 - 9.5.11. Guidance Departments
 - 9.5.12. Professional Doctors Who Detect Eye Diseases
- 9.6. Documentation and Organization According to the Student's Needs
 - 9.6.1. Psychopedagogical Tests
 - 9.6.2. Psychopedagogical Evaluation

- 9.6.3. Neuropsychopedagogical Report
- 9.6.4. Logopedic Report
- 9.6.5. Specific Medical Documentation of Language Disorders
- 9.6.6. Documentation in Schools
- 9.6.7. Social Organizations
- 9.6.8. School Organization
- 9.6.9. Classroom Organization
- 9.6.10. Family Organization
- 9.7. Educational Intervention According to Stages of Development
 - 9.7.1. Logopedic Intervention in Stages of Development
 - 9.7.2. Adaptations at the School Level
 - 9.7.3. Adaptations at the Classroom Level
 - 9.7.4. Adaptations at the Personal Level
 - 9.7.5. Educational Intervention during Early Childhood
 - 9.7.6. Educational Intervention during Late Childhood
 - 9.7.7. Educational Intervention during Adulthood
 - 9.7.8. Family Interventions
- 9.8. Adapted Tools and Materials
 - 9.8.1. Tools for Working with Students with Communication Disorders
 - 9.8.2. Individual Adapted Tools
 - 9.8.3. Collective Adapted Tools
 - 9.8.4. Language Skills Programs
 - 9.8.5. Literacy Programs
 - 9.8.6. Adaptations of Curricular Elements
 - 9.8.7. Influence of ICT
 - 9.8.8. Auditory and Visual Stimulation
- 9.9. Social-Community Intervention at Schools
 - 9.9.1. Concept of Social-Community Intervention
 - 9.9.2. Schooling of Students
 - 9.9.3. Socialization of the Child
 - 9.9.4. Extracurricular Outings
 - 9.9.5. Family Circle
 - 9.9.6. Relationship between Family and School
 - 9.9.7. Relationship among Peers

- 9.9.8. Leisure and Free Time
- 9.9.9. Professional training
- 9.9.10. Inclusion in Society
- 9.10. Evaluation and Prognosis of Diseases
 - 9.10.1. Manifestations of the Problems in Communication
 - 9.10.2. Logopedic Report
 - 9.10.3. ENT Physician's Evaluation
 - 9.10.4. Tests of Subjective Hearing
 - 9.10.5. Psychopedagogical Evaluation
 - 9.10.6. Logopedic Rehabilitation
 - 9.10.7. Analysis of Family Cohesion
 - 9.10.8. Auditory Treatments
 - 9.10.9. Analysis of Family Cohesion
 - 9.10.10. Treatment

Module 10. Other Diseases and Disorders

- 10.1. Deafness and Blindness
 - 10.1.1. Definition
 - 10.1.2. Implication and Consequences of Suffering Blindness and Deafness
 - 10.1.3. Evolution and Development of a Deaf-Blind Person
 - 10.1.4. Some Keys in the Psypedagogical Intervention
 - 10.1.5. Communication.
 - 10.1.6. Communication Systems
 - 10.1.7. Some Keys in the Psypedagogical Intervention with the Family
 - 10.1.8. Stages of Acceptance
 - 10.1.9. Needs of the Family
- 10.2. West Syndrome
 - 10.2.1. Definition. Etiology. Prevalence. Prognosis
 - 10.2.2. General Symptoms
 - 10.2.3. Psychopedagogical Intervention
 - 10.2.4. Language and Communication
 - 10.2.5. Personal Autonomy
 - 10.2.6. Perceptual-Cognitive Area
 - 10.2.7. Sensory Stimulation

- 10.2.8. Resources
- 10.2.9. Needs of the Family
- 10.3. Rubinstein-Taybi Syndrome
 - 10.3.1. Definition
 - 10.3.2. Etiology
 - 10.3.3. Prevalence
 - 10.3.4. General Symptoms
 - 10.3.5. Medical Problems Associated with the Syndrome
 - 10.3.6. Growth and Development
 - 10.3.7. Diagnosis and Treatment
 - 10.3.8. Needs of the Family
- 10.4. Instrumental Difficulties
 - 10.4.1. What are the Instrumental Areas of Learning?
 - 10.4.2. Dyslexia
 - 10.4.3. Dysorthography
 - 10.4.4. Dysgraphia
 - 10.4.5. Dyscalculia
 - 10.4.6. Evaluation in the School Areas
 - 10.4.7. Psychopedagogical and Logopedic Evaluation
 - 10.4.8. Adaptations in Materials
 - 10.4.9. Adaptations in Teaching Techniques
 - 10.4.10. Adaptations for Classroom Exercises and Assessments

Module 11. ICTs, Innovation and Emerging Methodologies

- 11.1. ICTs in Special Education
 - 11.1.1. Special Educational needs
 - 11.1.2. Principles of Special Education and the Use of ICTs
 - 11.1.3. The Role and Value of ICTs in Special Education
 - 11.1.4. Inclusion vs. Technological Marginalization
 - 11.1.5. Digital Accessibility

- 11.1.6. The Right to Accessibility
- 11.1.7. ICT Resources for Students with Special Educational Needs
- 11.1.8. Advantages of ICT to Education
- 11.1.9. Assistive Technologies for Diversity (ATD)
- 11.1.10. ICT for Students with Special Educational Needs
- 11.2. Resources for Students with Auditory Disabilities
 - 11.2.1. ICT Resources for Auditory Disability
 - 11.2.2. Objectives
 - 11.2.3. HETAH-Translator into Sign Language
 - 11.2.4. AMPDA
 - 11.2.5. SpreadTheSign
 - 11.2.6. PictoTranslator
 - 11.2.7. "El Caracol Serafín"
 - 11.2.8. Signs Library
 - 11.2.9. Speechviewer II Phonetic Visualizer
 - 11.2.10. Dreamletters
- 11.3. Resources for Students with Visual Disabilities
 - 11.3.1. ICT Resources for Visual Disability
 - 11.3.2. Objectives
 - 11.3.3. HETAH-Transcriber
 - 11.3.4. KNFB Reader
 - 11.3.5. The Magic Word Tree
 - 11.3.6. Audescmobile
 - 11.3.7. Singingletters
 - 11.3.8. Winbraille
 - 11.3.9. Jaws
 - 11.3.10. Adapted Hardware
- 11.4. Resources for Students with Motor Disabilities
 - 11.4.1. ICT Resources for Motor Disability
 - 11.4.2. Objectives
 - 11.4.3. KeyTweak
 - 11.4.4. Form Pilot Office



- 11.4.5. EmuClic
- 11.4.6. SinClic 0.9.
- 11.4.7. Virtual Keyboard
- 11.4.8. Remote Mouse
- 11.4.9. Adapted Software
- 11.5. Resources for Students with Intellectual Disabilities
 - 11.5.1. ICT Resources for Intellectual Disability
 - 11.5.2. Objectives
 - 11.5.3. "Cabezudos"
 - 11.5.4. Able Services
 - 11.5.6. TecnoCom Lite
 - 11.5.7. Help, I'm Lost
 - 11.5.8. Game of Opposites
 - 11.5.9. Special Stories
 - 11.5.10. Learning Project
- 11.6. ASD Resources
 - 11.6.1. ICT Resources for Students with Autism
 - 11.6.2. Objectives
 - 11.6.3. Emotion Project
 - 11.6.4. ASD Doctor
 - 11.6.5. Social Classroom
 - 11.6.6. Words in Pictures
 - 11.6.7. Appyautism
 - 11.6.8. AraWord
 - 11.6.9. GoTalk 9+ Communicator
 - 11.6.10. Zac Browser



*A unique, key, and decisive
training experience to boost your
professional development"*

06

Methodology

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

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



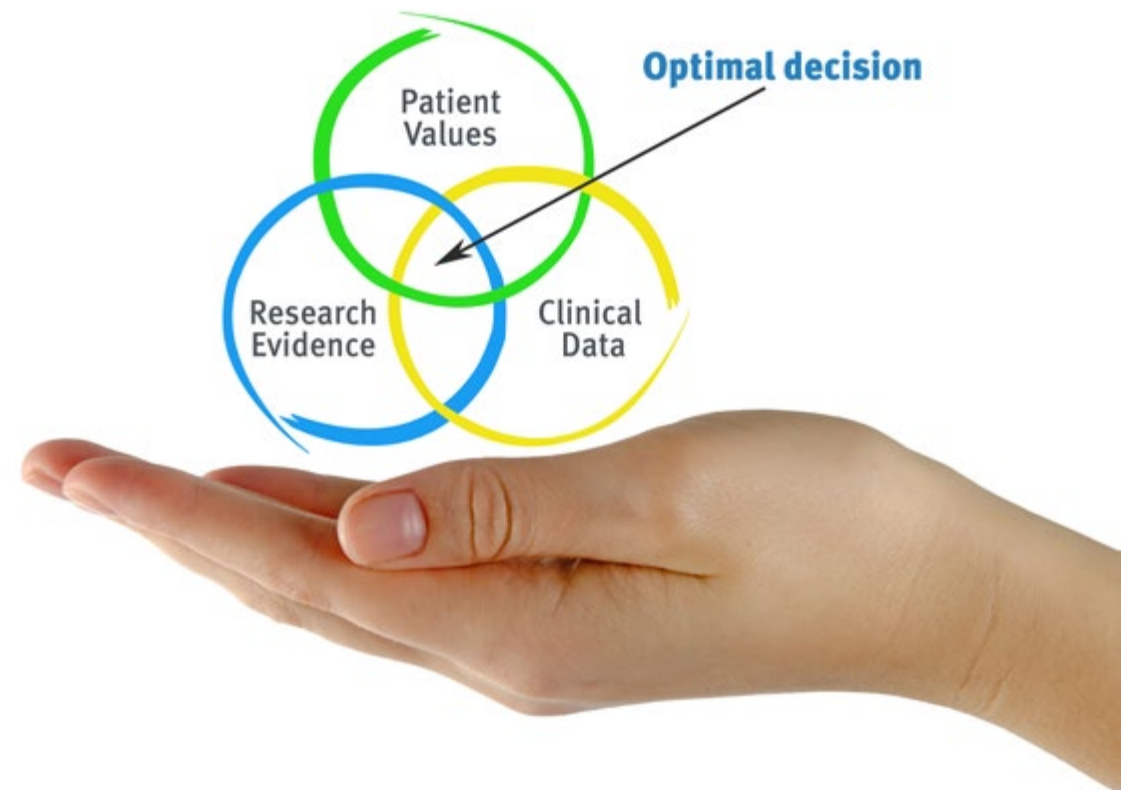
“

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

At TECH we use the Case Method

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

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



According to Dr. 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.

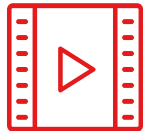
*Relearning will allow you to learn with less effort
and better performance, involving you more
in your training, developing a critical mindset,
defending arguments, and contrasting opinions: a
direct equation for success.*

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

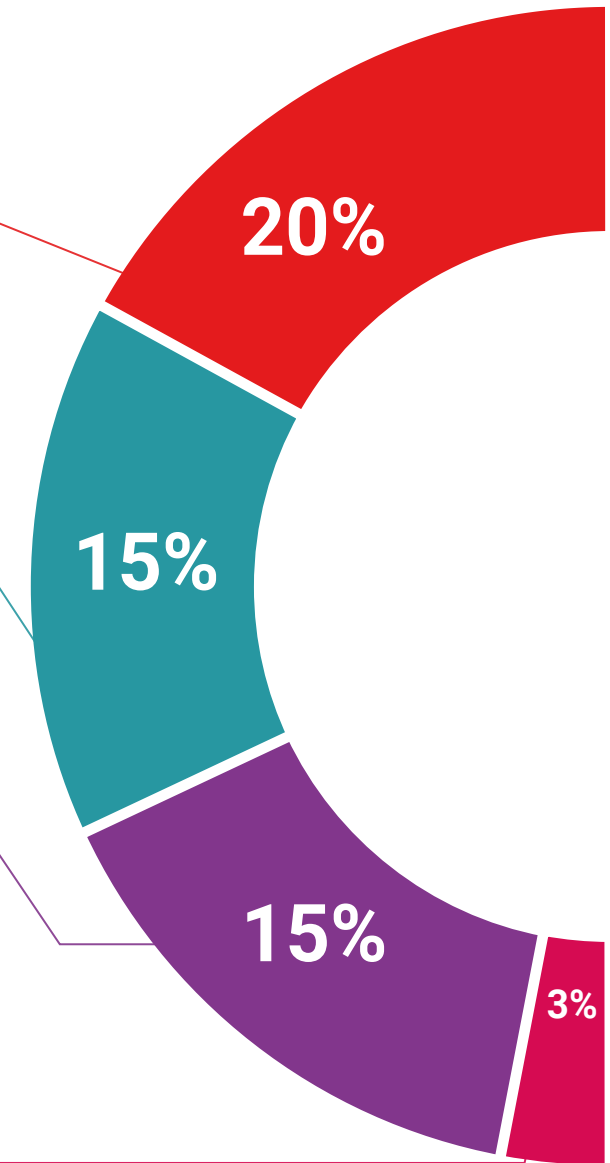
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

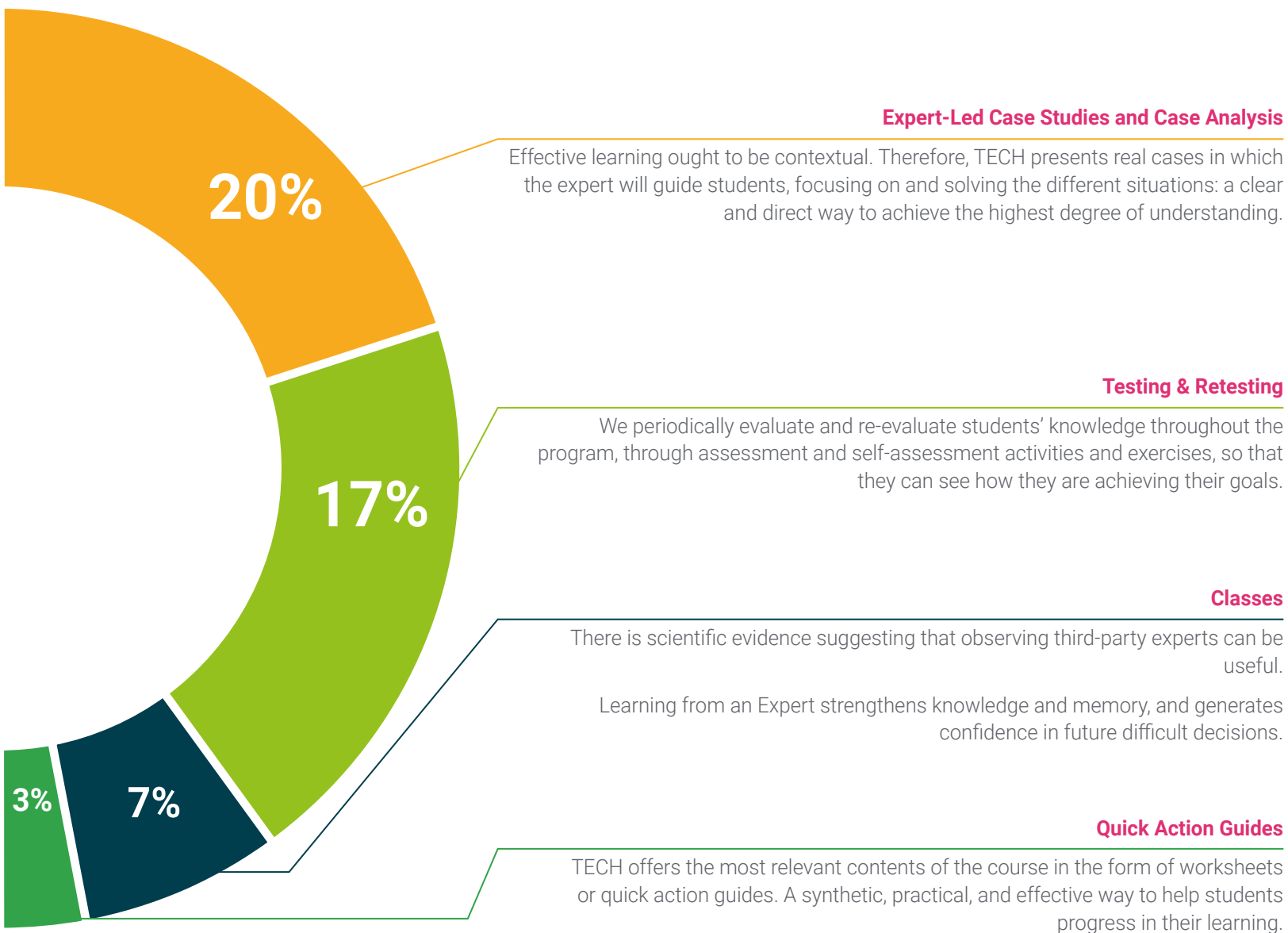
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





07

Certificate

The Professional Master's Degree in Therapeutic Pedagogy for Psychologists guarantees, in addition to the most rigorous and up-to-date training, access to a Professional Master's Degree Certificate issued by TECH Technological University.



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*Successfully complete this training program
and receive your university certificate without
travel or laborious paperwork"*

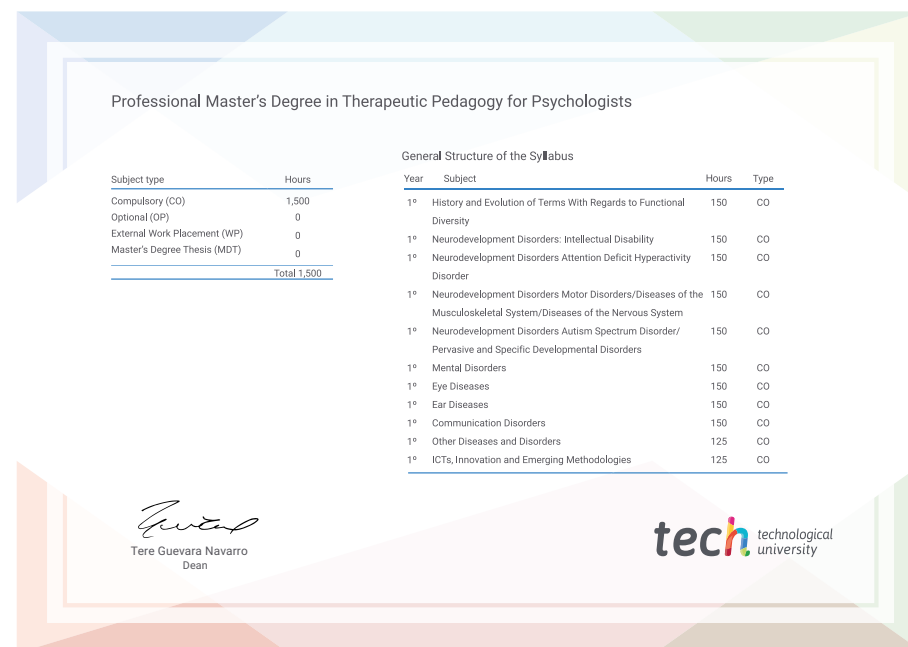
This **Professional Master's Degree in Therapeutic Pedagogy for Psychologists** contains the most complete and up-to-date scientific program on the market.

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

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: **Professional Master's Degree in Therapeutic Pedagogy for Psychologists**

Official N° of Hours: **1,500 h.**





Professional Master's Degree
Therapeutic Pedagogy
for Psychologists

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree Therapeutic Pedagogy for Psychologists

