

# Postgraduate Certificate Dysarthria





## Postgraduate Certificate Dysarthria

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

Website: [www.techtute.com/in/education/postgraduate-certificate/dysarthria](http://www.techtute.com/in/education/postgraduate-certificate/dysarthria)

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# 01

# Introduction

Infantile Dysarthria is a neurological alteration that affects the speech and pronunciation ability of children. Its incorrect treatment can lead to serious difficulties in reading or communicating with others, so speech therapists specialized in this field are very much needed by the families of children suffering from this problem. For this reason, TECH has created this program, through which the student will acquire the best diagnostic techniques and will manage the most cutting-edge therapies to combat this disorder and increase the quality of the life of young people, in a 100% online way, adapting their learning to their personal and academic needs.





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*The Postgraduate Certificate in Dysarthria will allow you to master the most useful therapies based on breathing and phonorespiratory coordination to combat Dysarthria in children"*

Dysarthria is a neurological disorder, characterized by the weakening or absence of control of the muscles used for speech, suffered by a large number of children during childhood. As a result, there is a significant difficulty in communication, which is performed at a slow pace that limits the understanding of the message by the listener. Due to the problems caused by this pathology to establish social relationships in schools or to achieve optimal school development, speech therapists specialized in this area are highly requested by the parents of children.

Given this circumstance, TECH has designed this Postgraduate Certificate, in order to provide the professional with the most advanced knowledge in this area to promote their growth in a sector with broad job prospects. Throughout 6 weeks, the student will master the particularities of each type of Dysarthria, as well as the most appropriate diagnostic methods for its detection such as direct or perceptual exploration. In the same way, they will master the use of therapies for breathing and phonorespiratory coordination oriented to the treatment of this disorder or will manage the latest software for speech therapy intervention.

Thanks to the 100% online teaching method offered by this program, students will be able to manage their own study schedules in order to achieve effective teaching. Additionally, they will have their disposal didactic materials in formats such as explanatory video or interactive summary, which will prepares students to of a learning adapted to their academic requirements their pace of study.

This **Postgraduate Certificate in Dysarthria** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in speech therapy focused on the field of education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ The practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ The availability of access to the contents from any fixed or portable device with Internet connection



*Stand out in a highly demanded field of work and essential to ensure the welfare of the little ones thanks to this program"*

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*Through this program, you will master the most efficient procedures to detect the extent of Dysarthria in the child and optimize its treatment”*

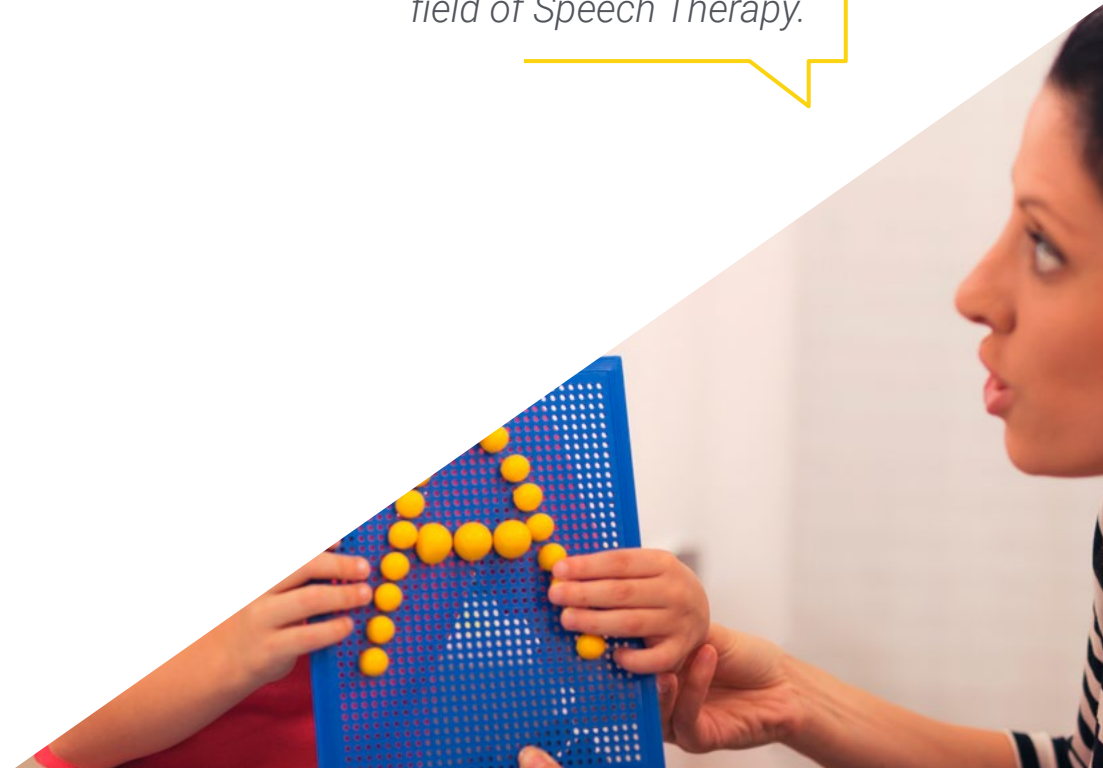
The program's teaching staff includes professionals in the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide professionals with situated and contextual learning, i.e., a simulated environment that will provide immersive training, designed for training oneself in real situations.

The design of this program focuses on Problem Based Learning, through which the professional must try to solve the different situations of professional practice that arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

*In a 100% online way, you will get an individualized learning adapted to your study needs.*

*Increase your skills in the field of Dysarthria and position yourself as a leading professional in the field of Speech Therapy.*



# 02

# Objectives

This Postgraduate Certificate will provide students with the appropriate tools to expand their knowledge and skills in the field of diagnosis and treatment of Dysarthria in children. Thanks to the syllabus of this program, students will adopt the most updated therapeutic techniques that best suit the particularities of each person to treat this disorder in children and adolescents. This complete learning is guaranteed by following the general and specific objectives that TECH has outlined for this program.







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*Specialize in the treatment of Dysarthria to access the best professional opportunities offered by the world of speech therapy”*



## General Objectives

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- ♦ Provide a specialized education based on theoretical and instrumental knowledge that will enable the student to obtain skills in detection, prevention, assessment and intervention in the logopathies treated
- ♦ Consolidate basic knowledge of the intervention process in the classroom and other spaces based on the latest technological advances that facilitate access to information and the syllabus for these students
- ♦ Update and develop specific knowledge on the characteristics of these disorders in order to refine the differential and proactive diagnosis that sets the guidelines for intervention
- ♦ Raise awareness in the educational community about the need for educational inclusion and holistic intervention models with the participation of all members of the community
- ♦ Learn about educational experiences and good practices in speech therapy and psychosocial intervention that promote the personal, socio-family and educational adaptation of students with these educational needs



*Expand your professional skills through the achievement of a series of general and specific objectives proposed by TECH for this program"*





## Specific Objectives

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- ♦ Acquire the basic fundamentals of dysarthria in children and adolescents, both conceptual and classificatory, as well as the particularities and differences with other pathologies
- ♦ Be able to differentiate the symptomatology and characteristics of verbal apraxia and dysarthria, being able to identify both pathologies by carrying out an adequate assessment process
- ♦ Clarify the role of the speech therapist in both the assessment and intervention process, being able to apply appropriate and personalized exercises to the child
- ♦ To know the environments and contexts of development of children, being able to give adequate support in all of them and to guide the family and educational professionals in the rehabilitation process
- ♦ Be aware of the professionals involved in the assessment and intervention of dysarthric children, and the importance of collaboration with all of them during the intervention process

03

# Course Management

In order to raise the educational level of its programs, TECH has appointed for this Postgraduate Certificate a teaching team made up of professionals actively working in the field of Speech Therapy with children and adolescents. These specialists will be responsible for expressly carrying out all the contents that the student will study during the duration of this program. For this reason, all the knowledge they will provide will be fully in tune with the latest developments in this field.



DYSARTH



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*Access this program and enjoy excellent didactic contents offered by professionals with experience in dealing with patients with Dysarthria”*

## International Guest Director

Dr. Elizabeth Anne Rosenzweig is an internationally renowned specialist dedicated to the care of children with hearing loss. As a Speech Language Expert and Certified Therapist, she has pioneered several telepractice-based early assistance strategies of broad benefit to patients and their families.

Dr. Rosenzweig's research interests have also focused on trauma support, culturally sensitive auditory-verbal practice and personal coaching. Her active scholarly work in these areas has earned her numerous awards, including Columbia University's Diversity Research Award.

Thanks to her advanced skills, she has taken on professional challenges such as the leadership of the Edward D. Mysak Communication Disorders Clinic at Columbia University. She is also known for her academic career, having served as a professor at Columbia's Teachers College and as a collaborator with the General Institute of Health Professions. On the other hand, she is an official reviewer of publications with a high impact in the scientific community such as The Journal of Early Hearing Detection and Intervention and The Journal of Deaf Studies and Deaf Education.

In addition, Dr. Rosenzweig manages and directs the AuditoryVerbalTherapy.net project, from where she offers remote therapy services to patients located in different parts of the world. She is also a speech and audiology consultant for other specialized centers located in different parts of the world. She has also focused on developing non-profit work and participating in the Listening Without Limits Project for children and professionals in Latin America. At the same time, the Alexander Graham Bell Association for the Deaf and Hard of Hearing relies on her as its vice-president.



## Dra. Rosenzweig, Elizabeth Anne

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- ♦ Director of the Communication Disorders Clinic at Columbia University, New York, United States
- ♦ Professor, General Hospital Institute of Health Professions, New York, United States
- ♦ Director of Private Practice AuditoryVerbalTherapy.net
- ♦ Department Head, Yeshiva University
- ♦ Attending Specialist at Teachers College, Columbia University
- ♦ Reviewer for The Journal of Deaf Studies and Deaf Education and The Journal of Early Hearing Detection and Intervention
- ♦ Vice-President, Alexander Graham Bell Association for the Deaf and Hard of Hearing
- ♦ Ph.D. in Education from Columbia University
- ♦ Master's Degree in Speech Therapy from Fontbonne University
- ♦ B.S. in Communication Sciences and Communication Disorders from Texas Christian University
- ♦ Member of:
  - ♦ American Speech and Language Association
  - ♦ American Cochlear Implant Alliance
  - ♦ National Consortium for Leadership in Sensory Impairment

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*Thanks to TECH you will be able to learn with the best professionals in the world”*

## Management



### Ms. Vázquez Pérez, María Asunción

- ◆ Speech Therapist Specialist in Neurologopedia
- ◆ Speech therapist at Neurosens
- ◆ Speech therapist in Rehabilitation Clinic Rehasalud
- ◆ Speech Therapist at Sendas Psychology Office
- ◆ Graduate in Speech Therapy from the University of A Coruña
- ◆ Master's Degree in Neurology Therapy



## Professors

### Ms. Rico Sánchez, Rosana

- ♦ Director and Speech Therapist at Palabras y Más - Center for Speech Therapy and Pedagogy
- ♦ Speech therapist at OrientaMedia
- ♦ Speaker at specialized conferences
- ♦ Diploma in Speech Therapy from the University of Valladolid
- ♦ Degree in Psychology from UNED
- ♦ Specialist in Alternative and Augmentative Communication Systems (AACs)

### Ms. Cerezo Fernández, Ester

- ♦ Speech therapist at Paso a Paso - Neurorehabilitation Clinic
- ♦ Speech therapist at the San Jeronimo Residence
- ♦ Editor of Zona Hospitalaria Magazine
- ♦ Graduate in Speech Therapy from the University of Castilla-La Mancha
- ♦ Master's Degree in Clinical Neuropsychology by ITEAP Institute
- ♦ Expert in Myofunctional Therapy by Euroinnova Business School
- ♦ Expert in Early Childhood Care by Euroinnova Business School
- ♦ Expert in Music Therapy by Euroinnova Business School

### López Mouriz, Patricia

- ♦ Psychologist at FÍSICO - Physiotherapy and Health
- ♦ Mediator Psychologist at Gómez ADAFAD Association
- ♦ Psychologist at Centro Orienta
- ♦ Psychologist in Psychotécnico Abrente
- ♦ Degree in Psychology from the University of Santiago de Compostela (USC)
- ♦ Master's Degree in in General Health Psychology by USC
- ♦ Training in Equality, Brief Therapy and Learning Difficulties in Children

### Ms. Berbel, Fina Mari

- ♦ Speech Therapist Specialist in Clinical Audiology and Hearing Therapy
- ♦ Speech therapist at the Federation of Deaf People of Alicante
- ♦ Degree in Speech Therapy from the University of Murcia
- ♦ Master's Degree in Clinical Audiology and Hearing Therapy from the University of Murcia
- ♦ Training in Spanish Sign Language Interpretation (LSE)

### Ms. Mata Ares, Sandra María

- ♦ Speech Therapist Specialized in Speech Therapy Intervention in Children and Adolescents
- ♦ Speech Therapist at Sandra Communicate Speech Therapist
- ♦ Speech therapist at Fisiosaúde
- ♦ Speech therapist at Ana Parada Multi-Purpose Center
- ♦ Speech therapist at the Psychology Health Center and Family Speech Therapy
- ♦ Diploma in Speech Therapy from the from Coruña University
- ♦ Master's Degree in Speech Therapy Intervention in Childhood and Adolescence from the University of Coruña

### Ms. Plana González, Andrea

- ♦ Founder and Speech Therapist at Logrospedia
- ♦ Speech therapist at ClínicActiva and Amaco Salud
- ♦ Graduate in Speech Therapy from the University of Valladolid
- ♦ Master's Degree in Orofacial Motricity and Myofunctional Therapy from the Pontifical University of Salamanca
- ♦ Master's Degree in Vocal Therapy from the CEU Cardenal Herrera University
- ♦ Postgraduate Certificate in Neurorehabilitation and Early Intervention Care by the CEU Cardenal Herrera University University

# 04

## Structure and Content

The syllabus of this Postgraduate Certificate is made up of 1 module through which the student will improve their skills in the treatment of Dysarthria in children and adolescents. Furthermore, the didactic materials that they will access during the duration of this program are available in a wide range of textual and multimedia supports. This fact, added to the 100% online methodology provided by this program, will promote a detailed learning process that is completely adapted to the needs of each student.





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*The Postgraduate Certificate in Dysarthria has an innovative Relearning method that will allow you to learn at your own pace”*

## Module 1. Dysarthria in Children and Adolescents

### 1.1. Initial Considerations

#### 1.1.1. Introduction to the Module

##### 1.1.1.1. Module Presentation

#### 1.1.2. Module Objectives

#### 1.1.3. History of Dysarthrias

#### 1.1.4. Prognosis of Dysarthrias in Infantile and Juvenile Ages

##### 1.1.4.1. The Prognosis of Child Development in children with Dysarthrias

###### 1.1.4.1.1. Language Development in Children with Dysarthria

###### 1.1.4.1.2. Speech Development in Children with Dysarthria

#### 1.1.5. Early Care in Dysarthria

##### 1.1.5.1. What is Early Care?

##### 1.1.5.2. How does Early Care Help Dysarthria?

##### 1.1.5.3. The importance of Early Care in Dysarthria Intervention

#### 1.1.6. Prevention of Dysarthria

##### 1.1.6.1. How Can it be Prevented?

##### 1.1.6.2. Are there any Prevention Programs?

#### 1.1.7. Neurology in Dysarthria

##### 1.1.7.1. Neurological Implications in Dysarthria

###### 1.1.7.1.1. Cranial Nerves and Speech Production

###### 1.1.7.1.2. Cranial Nerves Involved in Phonorespiratory Coordination

###### 1.1.7.1.3. Motor Integration of the Brain related to Speech

#### 1.1.8. Dysarthria vs. Apraxia

##### 1.1.8.1. Introduction to Unit

##### 1.1.8.2. Apraxia of Speech

###### 1.1.8.2.1. Concept of Verbal Apraxia

###### 1.1.8.2.2. Characteristics of Verbal Apraxia

##### 1.1.8.3. Difference between Dysarthria and Verbal Apraxia

###### 1.1.8.3.1. Classification Table

##### 1.1.8.4. Relationship Between Dysarthria and Verbal Apraxia

###### 1.1.8.4.1. Is there a relationship between both Disorders?

###### 1.1.8.4.2. Similarities between both Disorders

### 1.1.9. Dysarthria and Dyslalia

#### 1.1.9.1. What are Dyslalias? (Short Review)

#### 1.1.9.2. Difference between Dysarthria and Dyslalias

#### 1.1.9.3. Similarities between both Disorders

### 1.1.10. Aphasia and Dysarthria

#### 1.1.10.1. What is Aphasia? (In Brief)

#### 1.1.10.2. Difference between Dysarthria and Infantile Aphasia

#### 1.1.10.3. Similarities between Dysarthria and Infantile Aphasia

## 1.2. General Characteristics of Dysarthria

### 1.2.1. Conceptualization

#### 1.2.1.1. Concept of Dysarthria

#### 1.2.1.2. Symptomatology of Dysarthrias

### 1.2.2. General Characteristics of Dysarthrias

### 1.2.3. Classification of Dysarthrias according to the site of the Lesion Caused

#### 1.2.3.1. Dysarthria due to Disorders of the Upper Motor Neuron

##### 1.2.3.1.1. Speech Characteristics

#### 1.2.3.1.2. Dysarthria due to Lower Motor Neuron Disorders

##### 1.2.3.1.2.1. Speech Characteristics

#### 1.2.3.1.3. Dysarthria due to Cerebellar Disorders

##### 1.2.3.1.3.1. Speech Characteristics

#### 1.2.3.1.4. Dysarthria due to Extrapyramidal Disorders

##### 1.2.3.1.4.1. Speech Characteristics

#### 1.2.3.1.5. Dysarthria due to Disorders of Multiple Motor Systems

##### 1.2.3.1.5.1. Speech Characteristics

### 1.2.4. Classification according to Symptoms

#### 1.2.4.1. Spastic Dysarthria

##### 1.2.4.1.1. Speech Characteristics

#### 1.2.4.2. Flaccid Dysarthria

##### 1.2.4.2.1. Speech Characteristics

#### 1.2.4.3. Ataxic Dysarthria

##### 1.2.4.3.1. Speech Characteristics

- 1.2.4.4. Dyskinetic Dysarthria
  - 1.2.4.4.1. Speech Characteristics
- 1.2.4.5. Mixed Dysarthria
  - 1.2.4.5.1. Speech Characteristics
- 1.2.4.6. Spastic Dysarthria
  - 1.2.4.6.1. Speech Characteristics
- 1.2.5. Classification according to the Articulatory Intake
  - 1.2.5.1. Generalized Dysarthria
  - 1.2.5.2. Dysarthric State
  - 1.2.5.3. Dysarthric Remnants
- 1.2.6. Etiology of Dysarthria in Children and Adolescents
  - 1.2.6.1. Brain Lesion
  - 1.2.6.2. Brain Tumor
  - 1.2.6.3. Brain Tumor
  - 1.2.6.4. Cerebral Accident
  - 1.2.6.5. Other Causes
  - 1.2.6.6. Medication
- 1.2.7. Prevalence of Dysarthria in Children and Adolescents
  - 1.2.7.1. Current Prevalence of Dysarthria
  - 1.2.7.2. Changes in Prevalence over the years
- 1.2.8. Language Characteristics in Dysarthria
  - 1.2.8.1. Are there Language difficulties in children with Dysarthria?
  - 1.2.8.2. Characteristics of the Alterations
- 1.2.9. Speech Characteristics in Dysarthria
  - 1.2.9.1. Are there Language Abnormalities in Children with Dysarthria?
  - 1.2.9.2. Characteristics of the Alterations
- 1.2.10. Semiology of Dysarthria
  - 1.2.10.1. How to detect Dysarthria?
  - 1.2.10.2. Relevant Signs and Symptoms of Dysarthria

- 1.3. Classification of Dysarthria
  - 1.3.1. Other Disorders in Children with Dysarthria
    - 1.3.1.1. Motor Disturbances
    - 1.3.1.2. Physiological Alterations
    - 1.3.1.3. Communicative Disturbances
    - 1.3.1.4. Alterations in Social Relations
  - 1.3.2. Infantile Cerebral Palsy
    - 1.3.2.1. Concept of Cerebral Palsy
    - 1.3.2.2. Dysarthria in Infantile Cerebral Palsy
      - 1.3.2.2.1. Consequences of Dysarthria in Acquired Brain Injury
    - 1.3.2.3. Dysphagia
      - 1.3.2.3.1. Concept of Dysphagia
      - 1.3.2.3.2. Dysarthria in relation to Dysphagia
      - 1.3.2.3.3. Consequences of Dysarthria in Acquired Brain Injury
  - 1.3.3. Acquired Brain Injury
    - 1.3.3.1. Concept of Acquired Brain Injury
    - 1.3.3.2. Dysarthria in Relation to Acquired Brain Injury
      - 1.3.3.2.1. Consequences of Dysarthria in Acquired Brain Injury
  - 1.3.4. Multiple Sclerosis
    - 1.3.4.1. Concept of Multiple Sclerosis
    - 1.3.4.2. Dysarthria in Multiple Sclerosis
      - 1.3.4.2.1. Consequences of Dysarthria in Acquired Brain Injury
  - 1.3.5. Acquired Brain Injury in Children
    - 1.3.5.1. Concept of Acquired Brain Injury in children
    - 1.3.5.2. Dysarthria in Infantile Acquired Brain Injury
      - 1.3.5.2.1. Consequences of Dysarthria in Acquired Brain Injury
  - 1.3.6. Psychological Consequences in Dysarthric children
    - 1.3.6.1. How does Dysarthria Affect the Psychological Development of the Child?
    - 1.3.6.2. Psychological Aspects Affected

- 1.3.7. Social Consequences in Dysarthric children
  - 1.3.7.1. Does it Affect the Social Development of Dysarthric Children?
- 1.3.8. Consequences on Communicative Interactions in Dysarthric children
  - 1.3.8.1. How does Dysarthria affect Communication?
  - 1.3.8.2. Communicative Aspects Affected
- 1.3.9. Social Consequences in Dysarthric children
  - 1.3.9.1. How does Dysarthria affect Social Relationships?
- 1.3.10. Economic Consequences
  - 1.3.10.1. Professional Intervention and the economic cost to the family
- 1.4. Other Classifications of Dysarthria in infantile and juvenile ages
  - 1.4.1. Speech Therapy Evaluation and its Importance in Children with Dysarthria
    - 1.4.1.1. Why Should the Speech Therapist Evaluate Cases of Dysarthria?
    - 1.4.1.2. Why Should the Speech Therapist Evaluate Cases of Dysarthria?
  - 1.4.2. Clinical Speech Therapy Evaluation
  - 1.4.3. Evaluation and Diagnostic process
    - 1.4.3.1. Medical History
    - 1.4.3.2. Document Analysis
    - 1.4.3.3. Interviewing Family Members
  - 1.4.4. Direct Exploration
    - 1.4.4.1. Neurophysiological Examination
    - 1.4.4.2. Exploration of the Trigeminal Nerve
    - 1.4.4.3. Exploration of the Accessory Nerve
    - 1.4.4.4. Examination of the Glossopharyngeal Nerve
    - 1.4.4.5. Examination of the Facial Nerve
      - 1.4.4.5.1. Exploration of the Hypoglossal Nerve
      - 1.4.4.5.2. Exploration of the Accessory Nerve
  - 1.4.5. Perceptual Exploration
    - 1.4.5.1. Breathing Exploration
    - 1.4.5.2. Resonance
    - 1.4.5.3. Oral Motor Control
    - 1.4.5.4. Articulation





- 1.4.6. Other Aspects to be Evaluated
  - 1.4.6.1. Intelligibility
  - 1.4.6.2. Automatic Speech
  - 1.4.6.3. Reading
  - 1.4.6.4. Prosody
  - 1.4.6.5. Intelligibility/severity Scan
- 1.4.7. Assessment of the Dysarthric child in the family context
  - 1.4.7.1. Persons to be interviewed for the evaluation of the family context
  - 1.4.7.2. Relevant aspects in the interview
    - 1.4.7.2.1. Some Important Questions to Ask in the Family Interview
  - 1.4.7.3. Importance of the evaluation in the family context
- 1.4.8. Evaluation of the Dysarthric child in the school context
  - 1.4.8.1. Professionals to Interview in the School Context
    - 1.4.8.1.1. The Tutor
    - 1.4.8.1.2. The Hearing and Language Teacher
    - 1.4.8.1.3. The School Counselor
  - 1.4.8.2. The Importance of School Assessment in Children with Dysarthria
- 1.4.9. Assessment of Dysarthric children by other health professionals
  - 1.4.9.1. The Importance of Joint Assessment
  - 1.4.9.2. Neurological Evaluation
  - 1.4.9.3. Physiotherapeutic Evaluation
  - 1.4.9.4. Otolaryngological Assessment
  - 1.4.9.5. Psychological Assessment
- 1.4.10. Differential Diagnosis
  - 1.4.10.1. How to make the Differential Diagnosis in Children with Dysarthria?
  - 1.4.10.2. Considerations in Establishing the Differential Diagnosis
- 1.5. Characteristics of Dysarthrias
  - 1.5.1. The Importance of Intervention in Juvenile Dysarthria
    - 1.5.1.1. Consequences in Children affected by Dysarthria
    - 1.5.1.2. Evolution of Dysarthria through Intervention
  - 1.5.2. Goals of Intervention for Children with Dysarthria
    - 1.5.2.1. General Goals in Dysarthria
      - 1.5.2.1.1. Psychological Goals
      - 1.5.2.1.2. Motor Goals

- 1.5.3. Intervention Methods
- 1.5.4. Steps to be carried out during the Intervention
  - 1.5.4.1. Agree on the Intervention Model
  - 1.5.4.2. Establish the Sequencing and timing of the Intervention
- 1.5.5. The child as the Main Subject during the Intervention
  - 1.5.5.1. Supporting the child's skills in Intervention
- 1.5.6. General Intervention Considerations
  - 1.5.6.1. The importance of motivational involvement in Intervention
  - 1.5.6.2. Affectivity during the Intervention
- 1.5.7. Proposal of Activities for Speech Therapy Intervention
  - 1.5.7.1. Psychological Activities
  - 1.5.7.2. Motor Activities
- 1.5.8. The importance of the joint rehabilitation process
  - 1.5.8.1. Professionals involved in Dysarthrias
    - 1.5.8.1.1. Physiotherapist
    - 1.5.8.1.2. Psychologist
- 1.5.9. Alternative and Augmentative Communication Systems as Support for Intervention
  - 1.5.9.1. How can These Systems Help Intervention with Children with Dysarthria?
  - 1.5.9.2. Choice of system type: Augmentative or Alternative?
  - 1.5.9.3. Settings in Which its Use will be Established
- 1.5.10. How to Establish the end of Treatment?
  - 1.5.10.1. Criteria for Indicating the end of Rehabilitation
  - 1.5.10.2. Fulfillment of Rehabilitation Objectives
- 1.6. Evaluation of Dysarthrias
  - 1.6.1. Speech Therapy Interventions in Dysarthrias
    - 1.6.1.1. Importance of Speech Therapy Intervention in Child and Adolescent Dysarthrias
    - 1.6.1.2. What does Speech Therapy Intervention in Dysarthria consist of?
    - 1.6.1.3. Objectives of the Speech Therapy Intervention
      - 1.6.1.3.1. General Objectives of the Speech Therapy Intervention Program
      - 1.6.1.3.2. Specific Objectives of the Speech Therapy Intervention Program
  - 1.6.2. Swallowing Therapy in Dysarthria
    - 1.6.2.1. Swallowing Difficulties in Cases of Dysarthria
    - 1.6.2.2. What does Swallowing Therapy consist of?
    - 1.6.2.3. Importance of the Therapy
  - 1.6.3. Postural and Body Therapy in Dysarthria
    - 1.6.3.1. Body Posture Difficulties in Cases of Dysarthria
    - 1.6.3.2. What does Postural and Body Therapy consist of?
    - 1.6.3.3. The Importance of Therapy
  - 1.6.4. Orofacial Therapy in Dysarthria
    - 1.6.4.1. Orofacial Difficulties in Cases of Dysarthria
    - 1.6.4.2. What does Orofacial Therapy consist of?
    - 1.6.4.3. The Importance of Therapy
  - 1.6.5. Breathing Therapy and Phonorespiratory Coordination in Dysarthria
    - 1.6.5.1. Difficulties in Phonorespiratory Coordination in Cases of Dysarthria
    - 1.6.5.2. What does Therapy consist of?
    - 1.6.5.3. The Importance of Therapy
  - 1.6.6. Articulation Therapy in Dysarthria
    - 1.6.6.1. Articulation Difficulties in Cases of Dysarthria
    - 1.6.6.2. What does Therapy consist of?
    - 1.6.6.3. The Importance of Therapy
  - 1.6.7. Phonator Therapy in Dysarthria
    - 1.6.7.1. Phonatory Difficulties in Cases of Dysarthria
    - 1.6.7.2. What does Therapy consist of?
    - 1.6.7.3. The Importance of Therapy
  - 1.6.8. Resonance Therapy in Dysarthria
    - 1.6.8.1. Difficulties in Resonance in Cases of Dysarthria
    - 1.6.8.2. What does Therapy consist of?
    - 1.6.8.3. The Importance of Therapy
  - 1.6.9. Vocal Therapy in Dysarthria
    - 1.6.9.1. Difficulties in Voice in Cases of Dysarthria
    - 1.6.9.2. What does Therapy consist of?
    - 1.6.9.3. The Importance of Therapy



- 1.6.10 Prosody and Fluency Therapy
  - 1.6.10.1. Difficulties in Prosody and Fluency in Cases of Dysarthria
  - 1.6.10.2. What does Therapy consist of?
  - 1.6.10.3. The Importance of Therapy
- 1.7. Speech Therapy exploration in Dysarthrias
  - 1.7.1. Introduction
    - 1.7.1.1. Importance of Developing a Speech Therapy Intervention Program for a Child with Dysarthria
  - 1.7.2. Initial Considerations for the Development of a Speech-Language Intervention Program
    - 1.7.2.1. Characteristics of Dysarthric children
  - 1.7.3. Decisions for the planning of Speech Therapy Intervention
    - 1.7.3.1. Method of Intervention to be performed
    - 1.7.3.2. Consensus for the Sequencing of the Intervention sessions: aspects to consider
      - 1.7.3.2.1. Chronological Age
      - 1.7.3.2.2. The child's Extracurricular Activities
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    - 1.7.3.3. Establishing lines of Intervention
  - 1.7.4. Objectives of the Speech Therapy Intervention Program for Dysarthria
    - 1.7.4.1. General Objectives of the Speech Therapy Intervention Program
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  - 1.7.5. Areas of Speech Therapy Intervention in Dysarthria and Proposed Activities
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    - 1.7.5.3. Prosody
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  - 1.7.6. Materials and Resources for Speech Therapy Intervention
    - 1.7.6.1. Proposal of Materials on the market for use in Speech Therapy Intervention with an outline of the Material and its uses
    - 1.7.6.2. Images of the Materials previously proposed
  - 1.7.7. Technological resources and didactic materials for Speech Therapy Intervention
    - 1.7.7.1. Software Programs for Intervention
      - 1.7.7.1.1. PRAAT Program
  - 1.7.8. Intervention Methods for Intervention in Dysarthria Intervention
    - 1.7.8.1. Types of Intervention Methods
      - 1.7.8.1.1. Medical Methods
      - 1.7.8.1.2. Clinical Intervention Methods
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      - 1.7.8.1.5. Behavioral-Logopedic Methods
    - 1.7.8.2. Choice of the appropriate Method of Intervention for the case
  - 1.7.9. Techniques of Speech Therapy Intervention and Proposed Activities
    - 1.7.9.1 Breathing
      - 1.7.9.1.1. Proposed Activities
    - 1.7.9.2. Phonation
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    - 1.7.9.4. Resonance
      - 1.7.9.4.1. Proposed Activities
    - 1.7.9.5. Speech Rate
      - 1.7.9.5.1. Proposed Activities
    - 1.7.9.6. Accent and Intonation
      - 1.7.9.6.1. Proposed Activities

- 1.7.10 Alternative and/or Augmentative Communication Systems as a Method of Intervention in Cases of Dysarthria
  - 1.7.10.1. What are AACs?
  - 1.7.10.2. How can AACs Help Intervention with Children with Dysarthria?
  - 1.7.10.3. How can AACs Help Communication with Children with Dysarthria?
  - 1.7.10.4. Choosing a System Method According to the Child's Needs
    - 1.7.10.4.1. Considerations for establishing a Communication System
  - 1.7.10.5. How To Use Communication Systems in Different Child Development Settings?
- 1.8. Speech Therapy Interventions in Dysarthrias
  - 1.8.1. Introduction to the unit in the Development of the Dysarthric child
  - 1.8.2. The Consequences of the Dysarthric child in the family context
    - 1.8.2.1. How is the child Affected by Difficulties in the Home Environment?
  - 1.8.3. Communication Difficulties in the Dysarthric child's Home Environment
    - 1.8.3.1. What Barriers do they Encounter in the Home Environment?
  - 1.8.4. The Importance of Professional Intervention in the Family Environment and the Family-centered Intervention Model
    - 1.8.4.1. The Importance of the Family in the Development of the Dysarthric Child
    - 1.8.4.2. How to Carry Out Family-centered Intervention in Cases of Dysarthric Children?
  - 1.8.5. Family Integration in Speech Therapy and School Intervention for Children With Dysarthria
    - 1.8.5.1. Aspects to consider in order to integrate the family in the Intervention
  - 1.8.6. Benefits of integrating the family in the Professional and School Intervention
    - 1.8.6.1. Coordination with Health Professionals and the benefits
    - 1.8.6.2. Coordination with Educational Professionals and the benefits
  - 1.8.7. Advice for the Family Environment
    - 1.8.7.1. Tips to facilitate oral Communication in the Dysarthric child
    - 1.8.7.2. Guidelines for the Relationship at home with the Dysarthric child
  - 1.8.8. Psychological Support for the family
    - 1.8.8.1. Psychological Implications in the family with cases of children with Dysarthria
    - 1.8.8.2. Why Provide Psychological Support?
  - 1.8.9. The Family as a Means of Generalization in Learning
    - 1.8.9.1. The Importance of the Family for the Generalization in Learning
    - 1.8.9.2. How can the family support the child's Learning?
  - 1.8.10. Communication with the Child with Dysarthria
    - 1.8.10.1. Communication Strategies in the Home Environment
    - 1.8.10.2. Tips for better Communication
      - 1.8.10.2.1. Changes in the Environment
      - 1.8.10.2.2. Alternatives to Oral Communication
- 1.9. Proposal of Exercise for Speech Therapy Intervention in Dysarthria
  - 1.9.1. Introduction to Unit
    - 1.9.1.1. The Period of Childhood Schooling in Relation to the Prevalence of Infantile Adolescent Dysarthria
  - 1.9.2. The Importance of the involvement of the school during the Intervention period
    - 1.9.2.1. The school as a means of Development of the Dysarthric child
    - 1.9.2.2. The influence of the School on Child Development
  - 1.9.3. School supports, who offers support to the child at school and how?
    - 1.9.3.1. The Hearing and Language Teacher
    - 1.9.3.2. The Guidance Counselor
  - 1.9.4. Coordination of the Rehabilitation Professionals with the Education Professionals
    - 1.9.4.1. Who to coordinate with?
    - 1.9.4.2. Steps for coordination
  - 1.9.5. Consequences in the Dysarthric Child's Classroom
    - 1.9.5.1. Psychological Consequences in the Dysarthric Child
    - 1.9.5.2. Communication with Classmates



- 1.9.6. Intervention According to the Student's Needs
  - 1.9.6.1. Importance of Taking Into Account the Needs of the Student with Dysarthria
  - 1.9.6.2. How to Establish the Needs of the Student?
  - 1.9.6.3. Participants in the Development of the Learner's needs
- 1.9.7. Orientations
  - 1.9.7.1. Guidelines for the School for Intervention with the Child with Dysarthria
- 1.9.8. Objectives of the Educational Center
  - 1.9.8.1. General Objectives of School Intervention
  - 1.9.8.2. Strategies to Achieve the Objectives
- 1.9.9. Intervention Methods in the Classroom of Strategies to Promote Child Integration
- 1.9.10. The use of AACs in the classroom to Promote Communication
  - 1.9.10.1. How can AACs help in the classroom with the Dysarthric Student?
- 1.10. Annexes



*Take this program to enjoy the most updated didactic resources on the academic market in the management of Dysarthria, available in several textual and multimedia supports"*

05

# Methodology

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

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





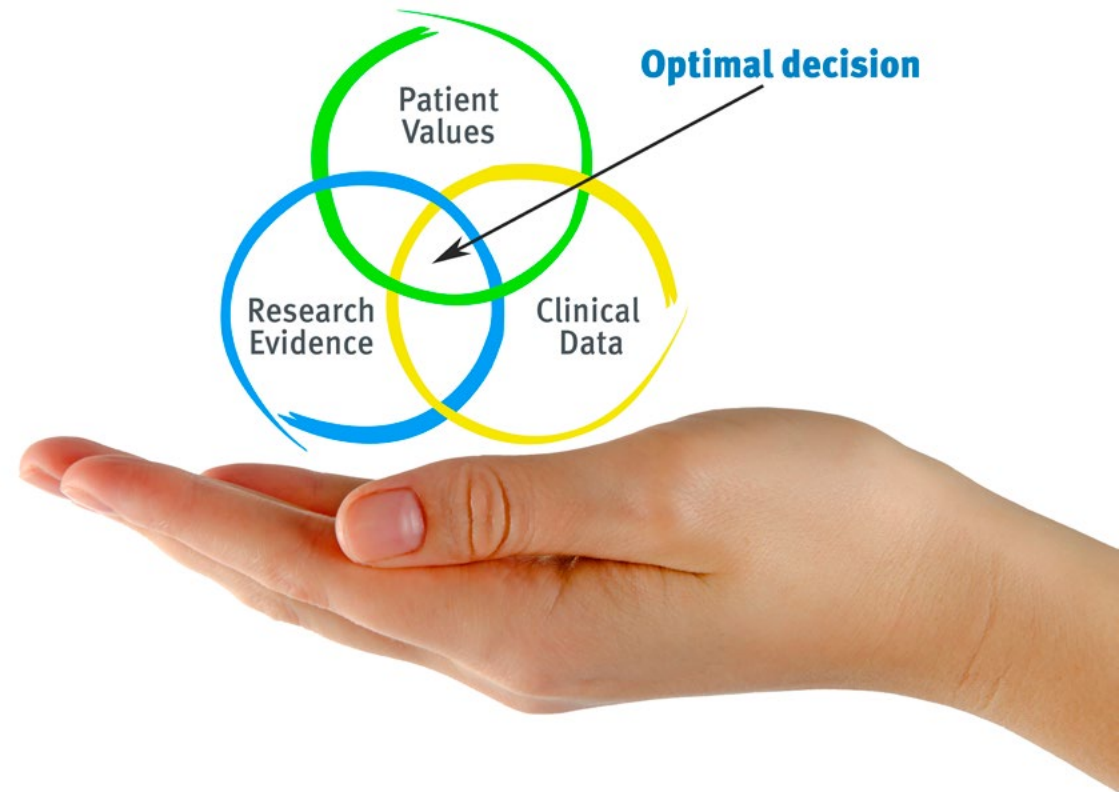
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*

“

*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. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*Educators 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).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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

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 specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.



#### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

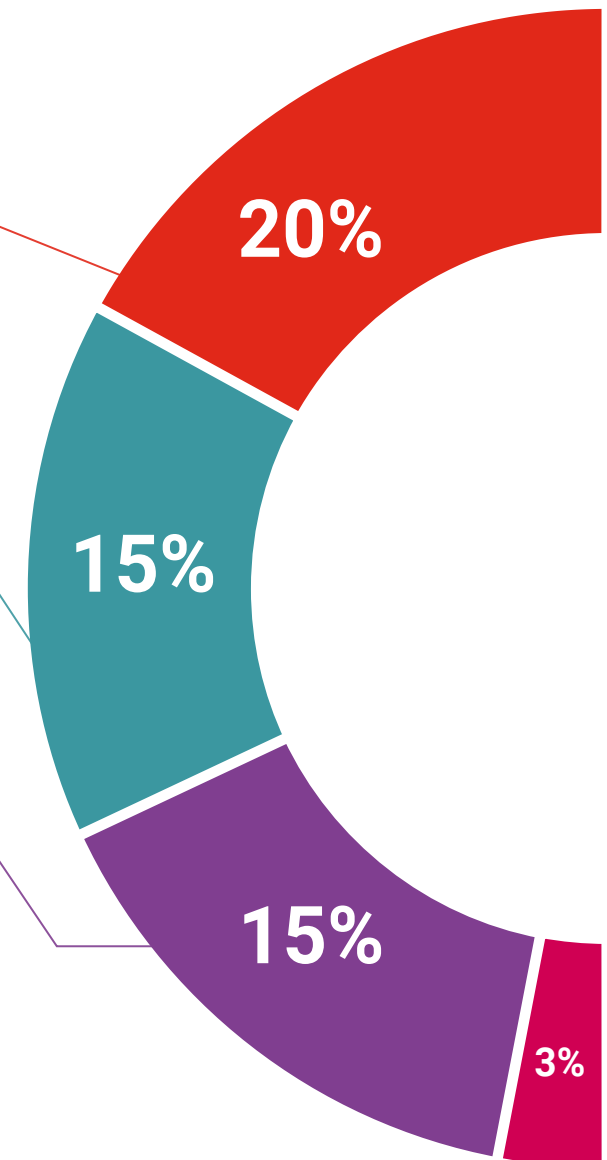
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

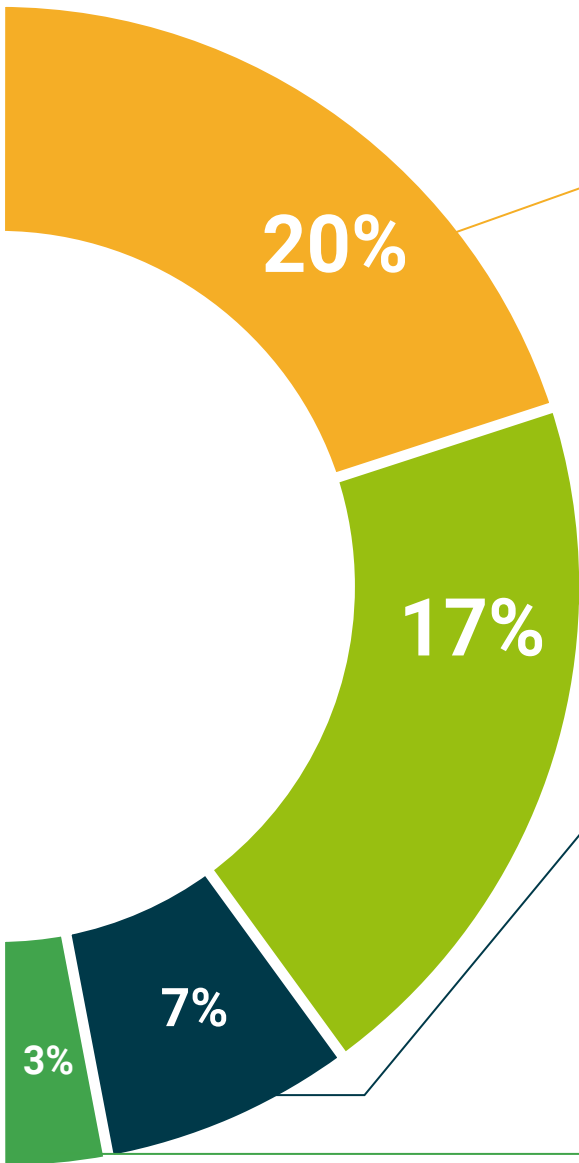
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### 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.





#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



#### Classes

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

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

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



06

# Certificate

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



“

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

This program will allow you to obtain your **Postgraduate Certificate in Dysarthria** 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** title 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: **Postgraduate Certificate in Dysarthria**

Modality: **online**

Duration: **6 weeks**

Credits: **6 ECTS**



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

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community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom

**tech** global  
university

Postgraduate  
Certificate  
Dysarthria

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

# Postgraduate Certificate Dysarthria

