Postgraduate Certificate

Dyslalia

tech technological university

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Postgraduate Certificate

Dyslalia

- Modality: **online**
- Duration: **2 months**
- Certificate: **TECH Technological University**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/in/education/postgraduate-certificate/dyslalia**

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01

Introduction

The inability to pronounce some letters or sets of phonemes are the most common speech problems that occur in children during their school years. Their early diagnosis and treatment is crucial to ensure the articulation of sounds when speaking in adolescence and adulthood, so many parents choose to turn to professionals to solve the disorders that limit the communication of their children. For this reason, specializing in this field is a job opportunity with guaranteed success, so TECH has created this 100% online program, through which the student will handle the techniques for the detection of dyslalia and exercises for facial praxias and without leaving home.

Through this course you will master the most appropriate exercises for the elaboration of facial praxias that favor the proper pronunciation of phonemes"

Dyslalias are speech disorders suffered by a large number of children during childhood that prevent them from pronouncing various sounds correctly, among which letters and consonant groups stand out. As a result, there is a limitation when speaking in public or participating in school classes, which can lead to anxiety or frustration for children. Because of this, establishing the most appropriate exercises for their correction, adapted to the characteristics of each type of disorder, is crucial to ensure the welfare of children. Since these tasks are carried out by speech therapists specialized in this field, their figure is very much needed
by both parents and educational institutions.

Given this situation, TECH has created this Postgraduate Certificate, with the aim of expanding the student's knowledge in the field of evaluation and treatment of dyslalia to promote their professional growth in this sector. During 6 weeks of intensive learning, the student will delve into the classification of these disorders according to the phonological process involved or chronological criteria and assimilate the new evaluation processes for diagnosis and detection. Likewise, the student will use the existing technological resources for the correction of the pronunciation of different phonemes.

Thanks to the 100% online mode of teaching, characteristic of this program, students will manage their own study schedules as they wish in order to obtain effective learning. Additionally, didactic resources developed by experts with extensive experience in the world of Speech Therapy, who will provide the skills with greater professional applicability in this field.

This **Postgraduate Certificate in Dyslalia** 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
- The graphic, schematic and eminently practical contents with which it is conceived provide practical information on those disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, forums for discussion of controversial issues and individual reflection papers
- Content that is accessible from any fixed or portable device with an Internet connection

Manage the most updated techniques to evaluate and diagnose the different types of Dyslalias thanks to this program"

Increase your skills in the management of Dyslalia to access the best professional opportunities in the world of Speech Therapy"

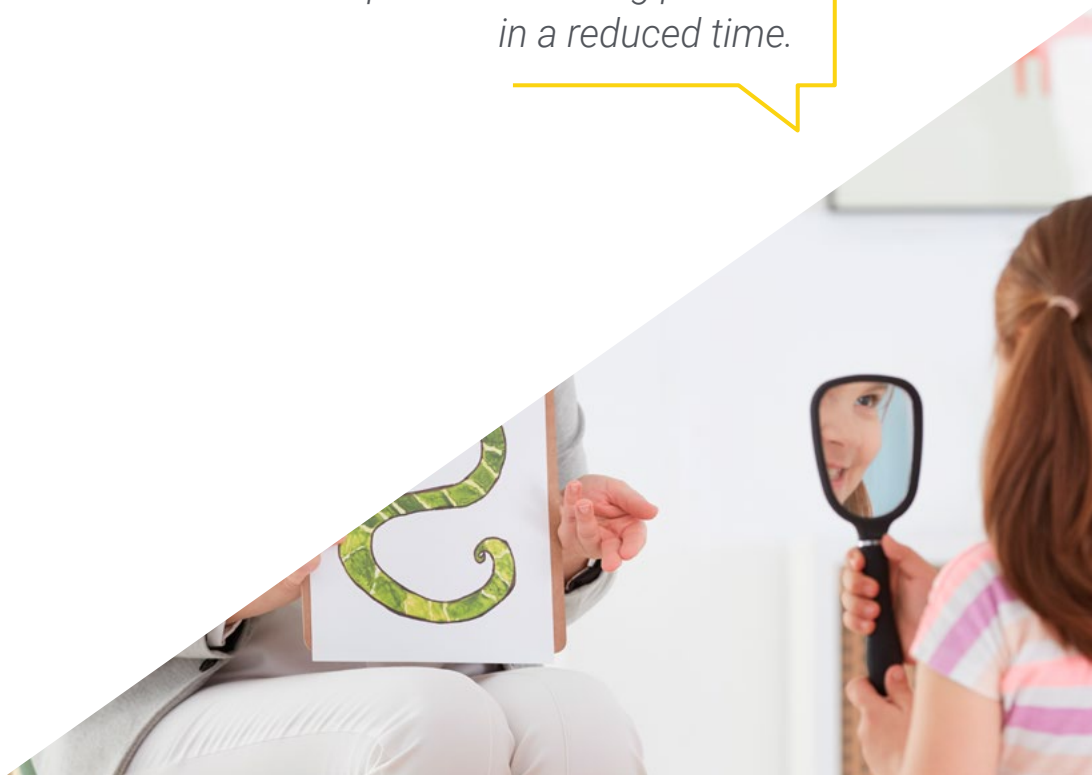
Enroll now in this program to, in only 150 hours, acquire valuable knowledge in the approach to Dyslalia.

Access 24 hours a day to the contents offered in this program in order to achieve an optimized learning process in a reduced time.

The program includes in its teaching staff professionals of the field who pour into this training the experience of their work, in addition to recognized specialists from reference societies and prestigious universities.

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

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



02

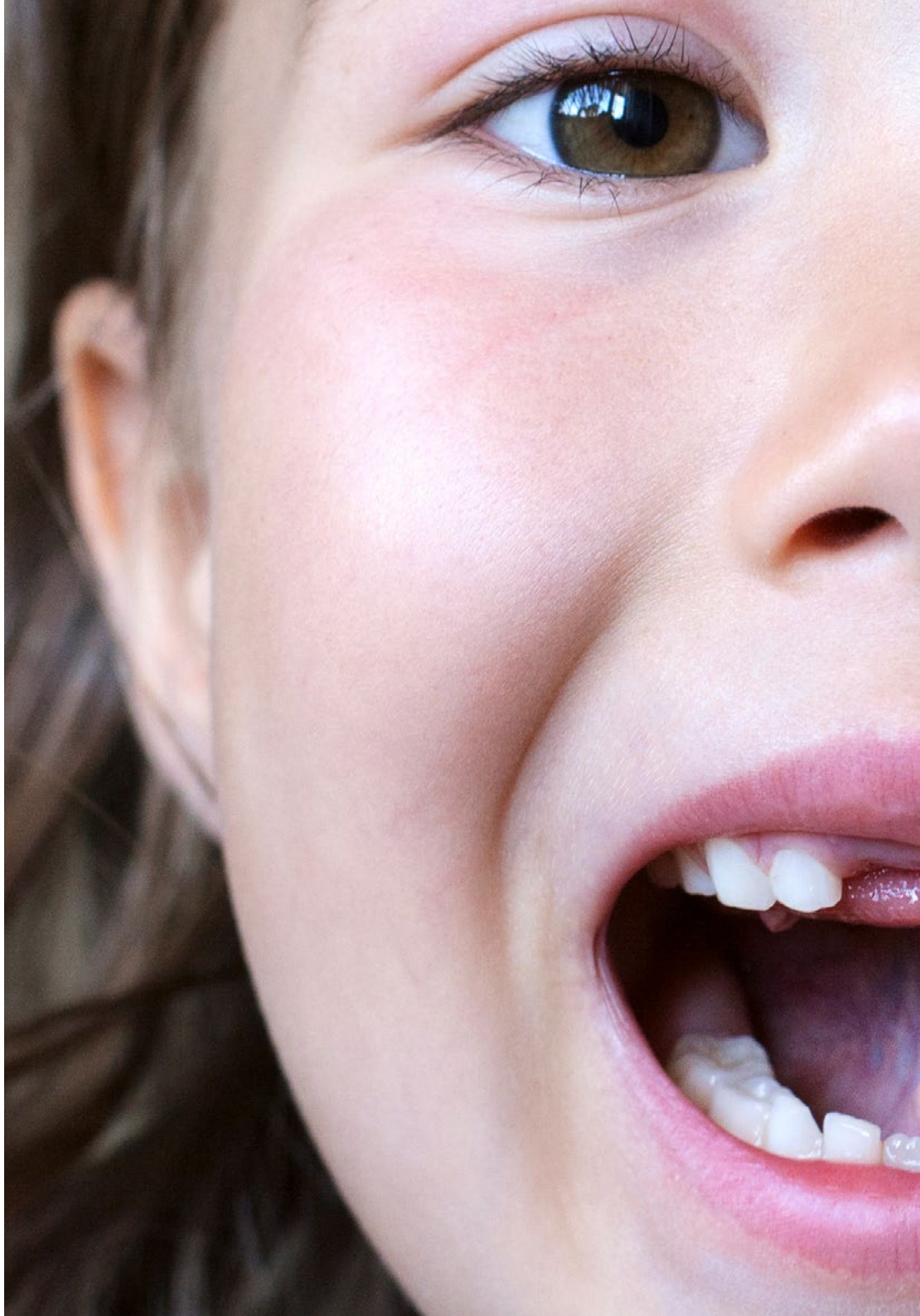
Objectives

The Postgraduate Certificate in Dyslalia has been created in order to provide the student with the skills required to provide a first level service in the field of treatment of Dyslalia, especially focused on its orientation towards the educational field. Throughout his academic period, the student will be able to master the new techniques of evaluation and Speech Therapy Intervention in this field, guaranteeing learning through the monitoring of general and specific objectives.

It ensures that the acquired skills in this program will be adapted to your daily professional life, thanks to the academic objectives outlined by TECH"

General Objectives

- 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



Specific Objectives

- Acquire the aspects involved in the articulation of the phonemes used in SpanishDelve into the knowledge of Dyslalia and the different types of classifications and subtypes that exist
- Understand and be able to apply the processes involved in the intervention, as well as to acquire the knowledge to be able to intervene and to create their own effective material for the different Dyslalias that may occur

Through this program, you will analyze the main problems of the different types of Dyslalia and you will learn the most appropriate mechanisms for its correction"

03

Course Management

In TECH's maxim to preserve the high educational level of each of its programs, this Postgraduate Certificate has a teaching team made up of professionals with extensive experience in the world of Speech Therapy, dealing with Dyslalias in children with solvency. These experts are responsible for developing all the didactic content that the student will access throughout this program, which is why the knowledge they will provide will be fully applicable in the workplace.

This program is taught by speech therapists with extensive experience in the treatment of Dyslalia disorder, who will be in charge of carrying out the didactic contents that you will study"

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

- 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

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

Management

Ms. Vázquez Pérez, Mª 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. 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 Comunícate 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 University CEU Cardenal Herrera

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 (SAAC)

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

Ms. 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

Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

04

Structure and Content

The syllabus of the Postgraduate Certificate in Dyslalia is composed of 1 module through which the student will significantly expand both their knowledge and skills in the field of assessment, diagnosis and intervention with the child suffering from Dyslalia. Likewise, the didactic resources to which they will have access during the duration of this program are available in formats as varied as the interactive summary, the complementary readings or the explanatory video. This, in addition to the 100% online mode of delivery of this program, will favor learning adapted to the needs of the student.

Through an updated syllabus designed by specialists in Speech Therapy, you will assimilate the most useful knowledge for your professional life"

Module 1. Dyslalias: Assessment, Diagnosis, and Intervention

1.1. Module Presentation
- 1.1.1. Introduction

1.2. Introduction to Dyslalia
- 1.2.1. What are Phonetics and Phonology?
  - 1.2.1.1. Basic Concepts
  - 1.2.1.2. Phonemes
- 1.2.2. Classification of Phonemes
  - 1.2.2.1. Preliminary Considerations
  - 1.2.2.2. According to the point of Articulation
  - 1.2.2.3. According to the mode of Articulation
- 1.2.3. Speech Emission
  - 1.2.3.1. Aspects of Sound Emission
  - 1.2.3.2. Mechanisms Involved in Speech
- 1.2.4. Phonological Development
  - 1.2.4.1. The Implication of Phonological Awareness
- 1.2.5. Organs Involved in Phoneme Articulation
  - 1.2.5.1. Breathing Organs
  - 1.2.5.2. Organs of Articulation
  - 1.2.5.3. Organs of Phonation
- 1.2.6. Dyslalias
  - 1.2.6.1. Etymology of the Term
  - 1.2.6.2. Concept of Dyslalia
- 1.2.7. Adult Dyslalia
  - 1.2.7.1. Preliminary Considerations
  - 1.2.7.2. Characteristics of Dyslalia in Adults
  - 1.2.7.3. What is the Difference Between Childhood Dyslalia and Adult Dyslalia?
- 1.2.8. Comorbidity
  - 1.2.8.1. Comorbidity in Dyslalia
  - 1.2.8.2. Associated Disorders
- 1.2.9. Prevalence
  - 1.2.9.1. Preliminary Considerations
  - 1.2.9.2. The Prevalence of Dyslalia in the Preschool Population
  - 1.2.9.3. The Prevalence of Dyslalia in the School Population
- 1.2.10 Final Conclusions

1.3. Etiology and Classification of Dyslalias
- 1.3.1. Etiology of Dyslalias
  - 1.3.1.1. Preliminary Considerations
  - 1.3.1.2. Poor Motor Skills
  - 1.3.1.3. Respiratory Difficulties
  - 1.3.1.4. Lack of Comprehension or Auditory Discrimination
  - 1.3.1.5. Psychological Factors
  - 1.3.1.6. Environmental Factors
  - 1.3.1.7. Hereditary Factors
  - 1.3.1.8. Intellectual Factors
- 1.3.2. Classification of Dyslalias According to Etiological Criteria
  - 1.3.2.1. Organic Dyslalias
  - 1.3.2.2. Functional Dyslalias
  - 1.3.2.3. Developmental Dyslalias
  - 1.3.2.4. Audiogenic Dyslalias
- 1.3.3. The Classification of Dyslalias According to Chronological Criteria
  - 1.3.3.1. Preliminary Considerations
  - 1.3.3.2. Speech Delay
  - 1.3.3.3. Dyslalia
- 1.3.4. Classification of Dyslalia According to the Involved Phonological Process
  - 1.3.4.1. Simplification
  - 1.3.4.2. Assimilation
  - 1.3.4.3. Syllable Structure
- 1.3.5. Classification of Dyslalia Based on Linguistic Level
  - 1.3.5.1. Phonetic Dyslalia
  - 1.3.5.2. Phonological Dyslalia
  - 1.3.5.3. Mixed Dyslalia

1.3.6. Classification of Dyslalia According to the Involved Phoneme
1.3.6.1. Hotentotism
1.3.6.2. Altered Phonemes
1.3.7. Classification of Dyslalia According to the Number of Errors and Their Persistence
1.3.7.1. Simple Dyslalia
1.3.7.2. Multiple Dyslalias
1.3.7.3. Speech Delay
1.3.8. The Classification of Dyslalias According to the Type of Error
1.3.8.1. Omission
1.3.8.2. Addiction/Insertion
1.3.8.3. Substitution
1.3.8.4. Inversions
1.3.8.5. Distortion
1.3.8.6. Assimilation
1.3.9. Classification of Dyslalia in Terms of Temporality
1.3.9.1. Permanent Dyslalias
1.3.9.2. Transient Dyslalias
1.3.10. Final Conclusions
1.4. Assessment Processes for the Diagnosis and Detection of Dyslalia
1.4.1. Introduction to the Structure of the Assessment Process
1.4.2. Medical History
1.4.2.1. Preliminary Considerations
1.4.2.2. Content of the Anamnesis
1.4.2.3. Aspects to emphasize of the Anamnesis
1.4.3. Articulation
1.4.3.1. In Spontaneous Language
1.4.3.2. In Repeated Speech
1.4.3.3. In Directed Language
1.4.4. Motor Skills
1.4.4.1. Key Elements
1.4.4.2. Orofacial Motor Skills
1.4.4.3. Muscle Tone
1.4.5. Auditory Perception and Discrimination
1.4.5.1. Sound Discrimination
1.4.5.2. Phoneme Discrimination
1.4.5.3. Word Discrimination
1.4.6. Speech Samples
1.4.6.1. Preliminary Considerations
1.4.6.2. How to Collect a Speech Sample?
1.4.6.3. How to make a record of the Speech Samples?
1.4.7. Standardized Tests for the Diagnosis of Dyslalia
1.4.7.1. What are Standardized Tests?
1.4.7.2. Purpose of Standardized Tests
1.4.7.3. Classification
1.4.8. Non-Standardized Tests for the Diagnosis of Dyslalias
1.4.8.1. What are Non-Standardized Tests?
1.4.8.2. Purpose of Non-Standardized Tests
1.4.8.3. Classification
1.4.9. Differential Diagnosis of Dyslalias
1.4.10. Final Conclusions
1.5. User-centered Speech-Language Pathology Intervention
1.5.1. Introduction to Unit
1.5.2. How to set Goals during the Intervention?
1.5.2.1. General Considerations
1.5.2.2. Individualized or Group Intervention, which is more effective?
1.5.2.3. Specific Objectives that the Speech-Language Pathologist has to Take into Account for the Intervention of Each Dyslalia
1.5.3. Structure to be Followed During Dyslalia Intervention
1.5.3.1. Initial Considerations
1.5.3.2. What is the Order of Intervention for Dyslalia?
1.5.3.3. In Multiple Dyslalia, which Phoneme would the Speech-Language Pathologist Start Working on and What Would Be the Reason?

1.5.4. Direct Intervention in Children with Dyslalia
1.5.4.1. Concept of Direct Intervention
1.5.4.2. Who is the Focus of this Intervention?
1.5.4.3. The Importance of Direct Intervention for Dyslexic Children
1.5.5. Indirect Intervention for Children with Dyslalia
1.5.5.1. Concept of Indirect Intervention
1.5.5.2. Who is the Focus of this Intervention?
1.5.5.3. The importance of carrying out Indirect Intervention in Dyslexic Children
1.5.6. The importance of play during Rehabilitation
1.5.6.1. Preliminary Considerations
1.5.6.2. How to use games for Rehabilitation?
1.5.6.3. Adaptation of games to children, necessary or not?
1.5.7. Auditory Discrimination
1.5.7.1. Preliminary Considerations
1.5.7.2. Concept of Auditory Discrimination
1.5.7.3. When is the Right Time During the Intervention to Include Auditory Discrimination?
1.5.8. Making a Schedule
1.5.8.1. What is a Schedule?
1.5.8.2. Why Should a Schedule be Used in the Speech Therapy Intervention of the Dyslexic Child?
1.5.8.3. Benefits of making a Schedule
1.5.9. Requirements to Justify Discharge
1.5.10. Final Conclusions
1.6. The Family as a part of the Intervention of the Dysbalic Child
1.6.1. Introduction to Unit
1.6.2. Communication Problems with the Family Environment
1.6.2.1. What Difficulties Does the Dyslexic Child Encounter to Communicate in their Family Environment?

1.6.3. Consequences of Dyslalias in the Family
1.6.3.1. How Do Dyslalias Influence the Child in their Home?
1.6.3.2. How do Dyslalias Influence the Child's Family?
1.6.4. Family Involvement in the development of the Dyslalic child
1.6.4.1. The Importance of the family in the child's Development
1.6.4.2. How to Involve the Family in the Intervention?
1.6.5. Recommendations for the Family Environment
1.6.5.1. How to Communicate with the Dyslexic child?
1.6.5.2. Tips to Benefit the Relationship in the Home
1.6.6. Benefits of Involving the Family in the Intervention
1.6.6.1. The Fundamental Role of the Family in Generalization
1.6.6.2. Tips for Helping the Family Achieve Generalization
1.6.7. The Family as the Center of the Intervention
1.6.7.1. Supports That Can be Provided to the Family
1.6.7.2. How to Facilitate these Aids during the Intervention?
1.6.8. Family Support to the Dyslalic child
1.6.8.1. Preliminary Considerations
1.6.8.2. Teaching Families how to Reinforce the Dyslexic child
1.6.9. Resources Available to Families
1.6.10 Final Conclusions
1.7. The School Context as Part of the Dyslalic child's Intervention
1.7.1. Introduction to Unit
1.7.2. The involvement of the School during the Intervention Period
1.7.2.1. The Importance of the Involvement of the School
1.7.2.2. The Influence of the School on Speech Development
1.7.3. The Impact of Dyslalias in the School Context
1.7.3.1. How can Dyslalias Influence the Syllabus?
1.7.4. School Supports
1.7.4.1. Who provides them?
1.7.4.2. How are they carried out?
1.7.5. The coordination of the Speech Therapist with the School Professionals
1.7.5.1. With whom does the Coordination take place?
1.7.5.2. Guidelines to be followed to achieve such Coordination
1.7.6. Consequences in class of the Dyslalic child
1.7.6.1. Communication with Classmates
1.7.6.2. Communication with Teachers
1.7.6.3. Psychological Repercussions of the Child
1.7.7. Orientations
1.7.7.1. Guidelines for the School to improve the child's Intervention
1.7.8. The School as an Enabling Environment
1.7.8.1. Preliminary Considerations
1.7.8.2. Classroom Care Guidelines
1.7.8.3. Guidelines for improving Classroom Articulation
1.7.9. Resources Available to the School
1.7.10 Final Conclusions
1.8. Bucco-phonatory Praxias
1.8.1. Introduction to Unit
1.8.2. The Praxias
1.8.2.1. Concept of Praxias
1.8.2.2. Types of Praxias
1.8.2.2.1. Ideomotor Praxias
1.8.2.2.2. Ideational Praxias
1.8.2.2.3. Facial Praxias
1.8.2.2.4. Visoconstructive Praxias
1.8.2.3. Classification of praxias by Intention (Junyent Fabregat, 1989)
1.8.2.3.1. Transitive Intention
1.8.2.3.2. Esthetic Purpose
1.8.2.3.3. With Symbolic Character
1.8.3. Frequency of the Performance of Orofacial Praxias
1.8.4. What Praxias are Used in the Speech Therapy Intervention of Dyslalia?
1.8.4.1. Labial Praxias
1.8.4.2. Lingual Praxias
1.8.4.3. Velum of Palate Praxias
1.8.4.4. Other Praxias

1.8.5. Aspects that the Child Must Have to Be Able to Perform the Praxias
1.8.6. Activities for the Realization of the Different Facial Praxias
1.8.6.1. Exercises for the Labial Praxias
1.8.6.2. Exercises for the Lingual Praxias
1.8.6.3. Exercises for Soft Palate Praxias
1.8.6.4. Other Exercises
1.8.7. Current Controversy over the use of Orofacial Praxias
1.8.8. Theories in favor of the use of Praxias in the Intervention of the Dyslexic Child
1.8.8.1. Preliminary Considerations
1.8.8.2. Scientific Evidence
1.8.8.3. Comparative Studies
1.8.9. Theories Against the Use of Praxias in the Intervention of the Dyslexic Child
1.8.9.1. Preliminary Considerations
1.8.9.2. Scientific Evidence
1.8.9.3. Comparative Studies
1.8.10. Final Conclusions
1.9. Materials and Resources for the Speech Therapy Intervention of Dyslalia: Part I
1.9.1. Introduction to Unit
1.9.2. Materials and Resources for the Correction of the Phoneme /p/ in all Positions
1.9.2.1. Self-made Material
1.9.2.2. Commercially Available Material
1.9.2.3. Technological Resources
1.9.3. Materials and Resources for the correction of the Phoneme /s/ in all positions
1.9.3.1. Self-made Material
1.9.3.2. Commercially Available Material
1.9.3.3. Technological Resources
1.9.4. Materials and Resources for the correction of the Phoneme /r/ in all positions
1.9.4.1. Self-made Material
1.9.4.2. Commercially Available Material
1.9.4.3. Technological Resources
1.9.5. Materials and Resources for the correction of the Phoneme / l/ in all positions
1.9.5.1. Self-made Material
1.9.5.2. Commercially Available Material
1.9.5.3. Technological Resources
1.9.6. Materials and Resources for the correction of the Phoneme / M/ in all positions
1.9.6.1. Self-made Material
1.9.6.2. Commercially Available Material
1.9.6.3. Technological Resources
1.9.7. Materials and Resources for the correction of the Phoneme / N/ in all positions
1.9.7.1. Self-made Material
1.9.7.2. Commercially Available Material
1.9.7.3. Technological Resources
1.9.8. Materials and Resources for the correction of the Phoneme / D/ in all positions
1.9.8.1. Self-made Material
1.9.8.2. Commercially Available Material
1.9.8.3. Technological Resources
1.9.9. Materials and Resources for the correction of the Phoneme / Z/ in all positions
1.9.9.1. Self-made Material
1.9.9.2. Commercially Available Material
1.9.9.3. Technological Resources
1.9.10. Materials and Resources for the Correction of the Phoneme /k/ in All Positions
1.9.10.1. Self-made Material
1.9.10.2. Commercially Available Material
1.9.10.3. Technological Resources

1.10. Materials and Resources for the Speech Therapy Intervention of Dyslalia: Part II
- 1.10.1. Materials and Resources for the correction of the Phoneme / f/ in all positions
  - 1.10.1.1. Self-made Material
  - 1.10.1.2. Commercially Available Material
  - 1.10.1.3. Technological Resources
- 1.10.2. Materials and Resources for the correction of the Phoneme / Ñ/ in all positions
  - 1.10.2.1. Self-made Material
  - 1.10.2.2. Commercially Available Material
  - 1.10.2.3. Technological Resources
- 1.10.3. Materials and Resources for the correction of the Phoneme / G/ in all positions
  - 1.10.3.1. Self-made Material
  - 1.10.3.2. Commercially Available Material
  - 1.10.3.3. Technological Resources
- 1.10.4. Materials and Resources for the correction of the Phoneme / ll/ in all positions
  - 1.10.4.1. Self-made Material
  - 1.10.4.2. Commercially Available Material
  - 1.10.4.3. Technological Resources
- 1.10.5. Materials and Resources for the correction of the Phoneme /b/ in all positions
  - 1.10.5.1. Self-made Material
  - 1.10.5.2. Commercially Available Material
  - 1.10.5.3. Technological Resources
- 1.10.6. Materials and Resources for the correction of the Phoneme /T/ in all positions
  - 1.10.6.1. Self-made Material
  - 1.10.6.2. Commercially Available Material
  - 1.10.6.3. Technological Resources
- 1.10.7. Materials and Resources for the correction of the Phoneme /ch/ in all positions
  - 1.10.7.1. Self-made Material
  - 1.10.7.2. Commercially Available Material
  - 1.10.7.3. Technological Resources
- 1.10.8. Materials and Resources for the Correction of the Phoneme / l/ in All Positions
  - 1.10.8.1. Self-made Material
  - 1.10.8.2. Commercially Available Material
  - 1.10.8.3. Technological Resources
- 1.10.9. Materials and Resources for the Correction of the Phoneme / r/ in All Positions
  - 1.10.9.1. Self-made Material
  - 1.10.9.2. Commercially Available Material
  - 1.10.9.3. Technological Resources
- 1.10.10. Final Conclusions

Enjoy the latest teaching materials available in multimedia formats such as video or interactive summary"

05

Methodology

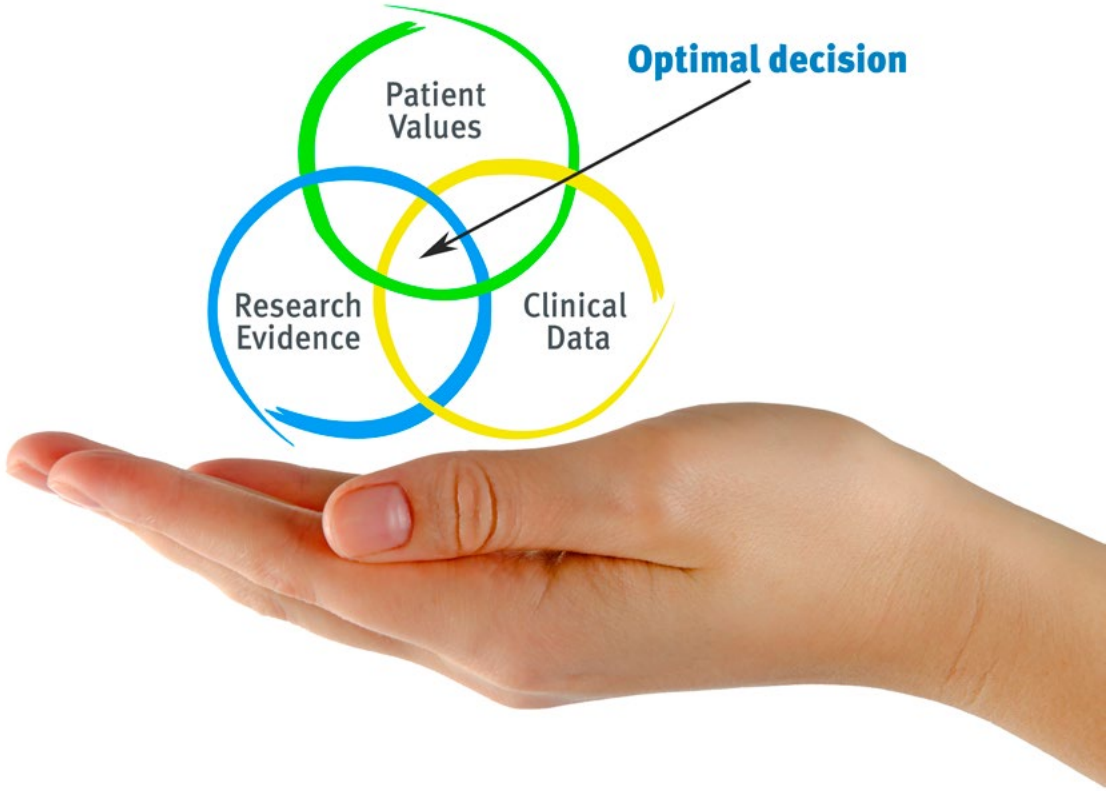
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

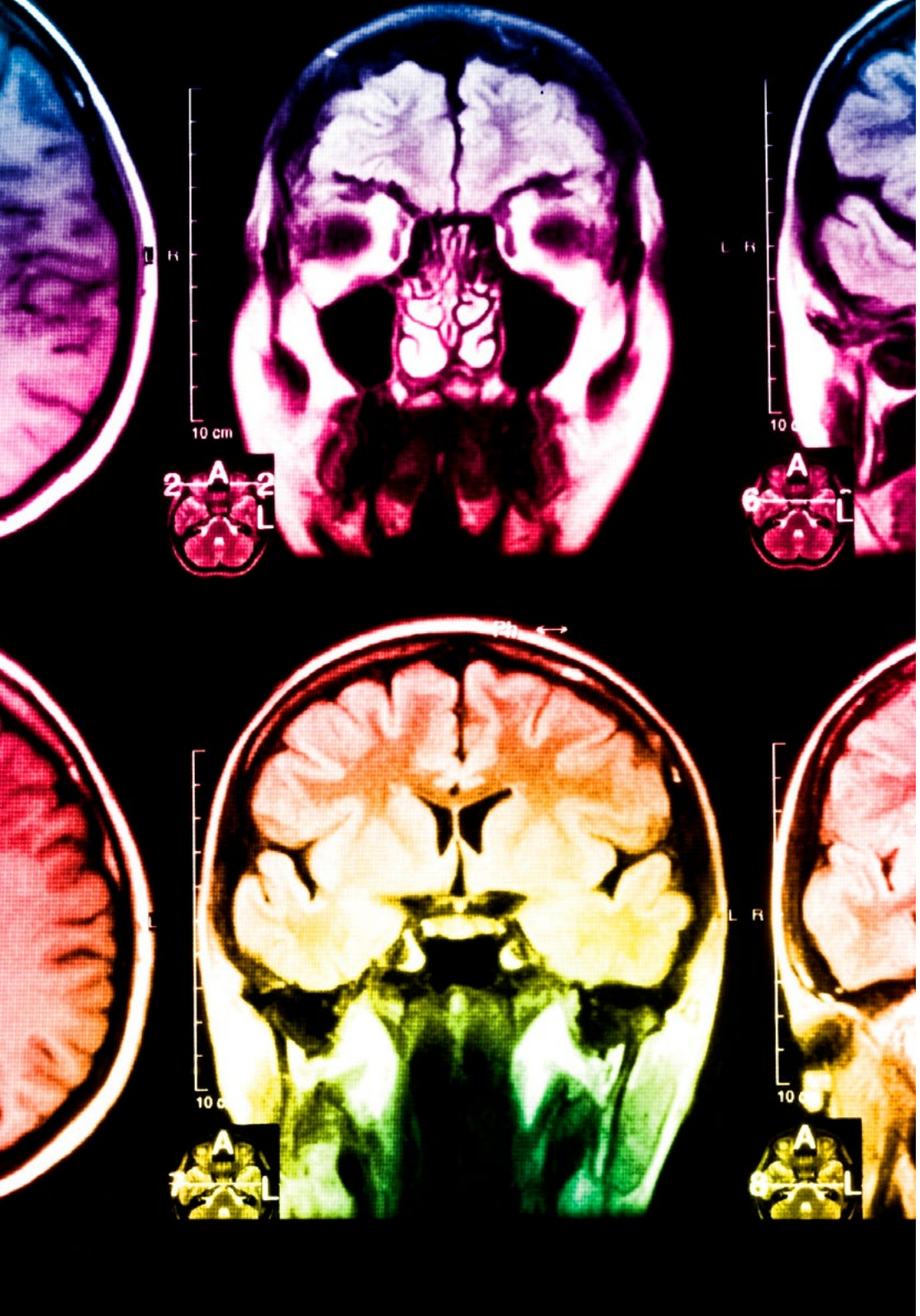
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

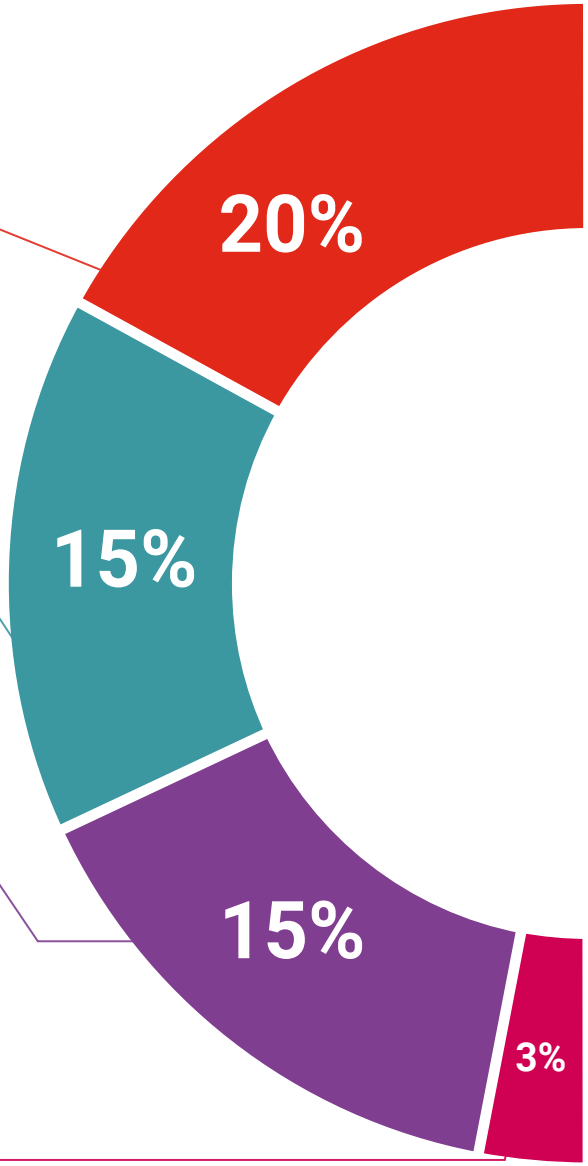
Interactive Summaries

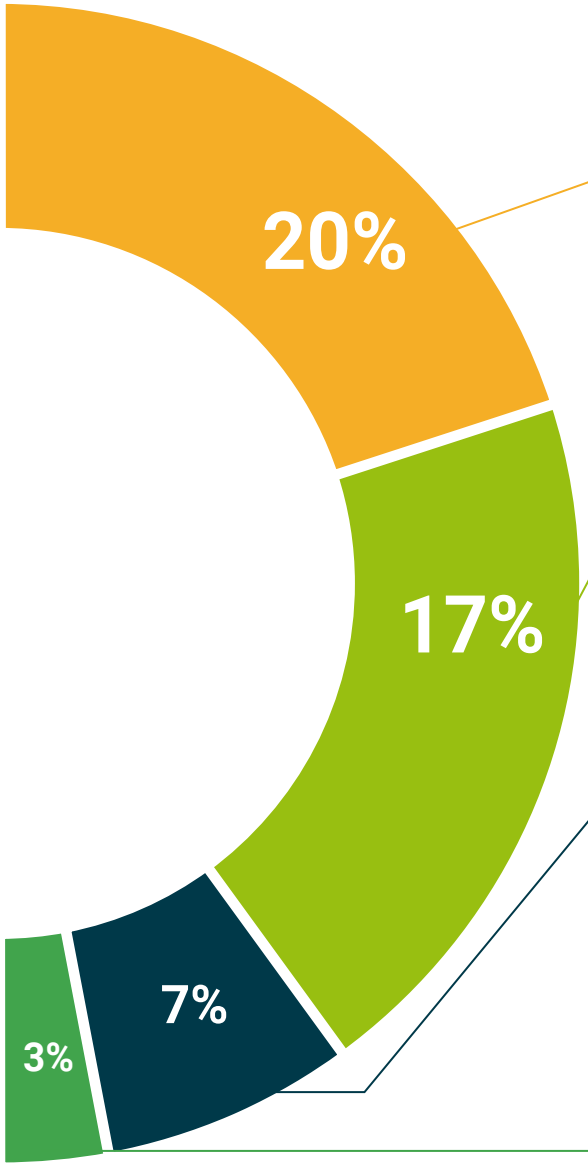
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Dyslalia 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 **Postgraduate Certificate in Dyslalia** contains the most complete and up-to-date program on the market.

After the students have passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery.*

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

Title: **Postgraduate Certificate in Dyslalia**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

Dyslalia

This is a qualification awarded by this University, equivalent to 150 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

tech technological university

Postgraduate Certificate

Dyslalia

- Modality: **online**
- Duration: **2 months**
- Certificate: **TECH Technological University**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Certificate
Dyslalia

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