

Postgraduate Certificate Dyslexia





Postgraduate Certificate Dyslexia

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

Website: www.techtute.com/in/education/postgraduate-certificate/dyslexia

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01

Introduction

10% of the world's population suffers from Dyslexia, as stated in studies conducted by the World Health Organization. This disorder has a special impact on children, whose school performance and learning are affected by it.

Therefore, professionals linked to the field of education must have high capacities in detection and intervention, in order to optimize the teaching of young people suffering from this disease. Because of this, TECH has created this program, through which, in a completely online way, the student will handle the tests that allow to evaluate the extent of Dyslexia or draw strategies for learning to read in order to improve the quality of life of these students.





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Enroll now in this Postgraduate Certificate to become an expert in the evaluation and intervention in cases of childhood Dyslexia in only 6 weeks"

According to estimates, around 700 million people suffer from Dyslexia worldwide. Therefore, the number of children who, as a result of this pathology, have problems learning to read or write is high and, therefore, require strategies adapted to their particular needs to promote their learning and not fall behind the pace of their peers. For this reason, for the different professionals who converge in the educational world, it is essential to have high skills in the management of this neurobiological disorder to ensure the proper cognitive development of students who suffer from it.

This is why TECH has designed the Postgraduate Certificate in Dyslexia, through which the student will master the most advanced assessment, diagnostic and intervention procedures to preserve the welfare in the classroom and the proper learning of children. Throughout this academic itinerary, students will delve into the use of the Dyetective test to detect a possible case of Dyslexia at school age and will identify the advantages and limitations of tests such as TALE or PROLEC-R for this task. In the same line, the Orton-Gillingham method will be used to intervene in this disorder and students will learn to design their own material to promote the teaching of the younger patient.

Since this program is taught 100% online, the student will be able to achieve efficient learning through the development of their own study schedules. Likewise, they will have access to teaching materials available in formats such as explanatory video or interactive summary, thanks to TECH's objective to promote an enjoyable teaching for each student.

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

- ♦ The development of case studies presented by experts in Speech Therapy specialized in Dyslexia
- ♦ 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
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Use the Orton-Gillingham method to intervene with young patients suffering from Dyslexia thanks to the skills acquired in this program"

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By taking this program, you will have access to the most updated didactic contents in the pedagogical market in the area of Dyslexia”

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, that is, a simulated environment that will provide an 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.

Master, through this program, tools such as the Dyetective or TALE test that allow the detection of a possible case of Dyslexia in the youngest patients.

Expand your knowledge in this field to grow professionally in a sector highly demanded by parents and educational institutions.



02

Objectives

The design of the Postgraduate Certificate in Dyslexia has been developed with the main intention of favoring the expansion of skills in regards to the detection and intervention in patients with Dyslexia of professionals linked to the world of teaching. During their practical experience, they will master the use of cutting-edge methods of evaluation of this disorder or the mechanisms to promote the learning of people who suffer from it. All this, following a series of proposed general and specific objectives.



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Increase your knowledge in the management of Dyslexia in school-age children in order to grow professionally in the educational field"



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 curriculum 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 of 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

- Learn everything involved in the evaluation process, in order to be able to carry out the most effective Speech Therapy intervention possible
- Learn about the reading process from vowels and syllables to paragraphs and complex texts
- Analyze and develop techniques for a correct reading process
- Be aware and be able to involve the family in the child's intervention, so that they are a part of the process and that this collaboration is as effective as possible

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Learn how to design your own intervention strategies with children suffering from Dyslexia through this Postgraduate Certificate”

03

Course Management

In order to preserve the excellent educational quality of TECH's programs, this program is directed and taught by speech therapists who are active in their profession and have experience in the management of patients with Dyslexia. Likewise, the didactic materials to which the student will have access during the course of this Postgraduate Certificate are specifically developed by these specialists. As a result, the skills acquired will be in line with the latest developments in this field.



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This teaching team, made up of the best speech therapists, will ensure that your learning will meet your expectations"

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

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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. 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
- ◆ University Expert in Neurorehabilitation and Early Care by CEU Cardenal Herrera University

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. 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. 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



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

04

Structure and Content

The syllabus of this program has been created with the purpose of offering those contents that favor the expansion of the student's knowledge in the field of detection and intervention with young patients suffering from Dyslexia. The didactic contents that the student will study throughout his academic experience will be available in a wide range of textual and multimedia formats, accessible 24 hours a day and 100% online in order to favor a comfortable and individualized learning.



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Through the complete module that makes up this Postgraduate Certificate, you will acquire an excellent knowledge in diagnosis and intervention for Dyslexia"

Module 1. Dyslexia: Assessment, Diagnosis, and Intervention

- 1.1. Basic Fundamentals of Reading and Writing
 - 1.1.1. Introduction
 - 1.1.2. The Brain
 - 1.1.2.1. Anatomy of the Brain
 - 1.1.2.2. Brain Function
 - 1.1.3. Methods of Brain Scanning
 - 1.1.3.1. Structural Imaging
 - 1.1.3.2. Functional Imaging
 - 1.1.3.3. Stimulation Imaging
 - 1.1.4. Neurobiological Basis of Reading and Writing
 - 1.1.4.1. Sensory Processes
 - 1.1.4.1.1. The Visual Component
 - 1.1.4.1.2. The Auditory Component
 - 1.1.4.2. Reading Processes
 - 1.1.4.2.1. Reading Decoding
 - 1.1.4.2.2. Reading Comprehension
 - 1.1.4.3. Writing Processes
 - 1.1.4.3.1. Written Coding
 - 1.1.4.3.2. Syntactic Construction
 - 1.1.4.3.3. Educational
 - 1.1.4.3.4. The Act of Writing
 - 1.1.5. Psycholinguistic Processing of Reading and Writing
 - 1.1.5.1. Sensory Processes
 - 1.1.5.1.1. The Visual Component
 - 1.1.5.1.2. The Auditory Component
 - 1.1.5.2. Reading Process
 - 1.1.5.2.1. Reading Decoding
 - 1.1.5.2.2. Reading Comprehension
 - 1.1.5.3. Writing Processes
 - 1.1.5.3.1. Written Coding
 - 1.1.5.3.2. Syntactic Construction
 - 1.1.5.3.3. Educational
 - 1.1.5.3.4. The Act of Writing
- 1.1.6. The Dyslexic Brain in the light of Neuroscience
- 1.1.7. Laterality and Reading
 - 1.1.7.1. Reading with the hands
 - 1.1.7.2. Handedness and Language
- 1.1.8. Integration of the outside World and Reading
 - 1.1.8.1. Attention
 - 1.1.8.2. Memory
 - 1.1.8.3. Emotions
- 1.1.9. Chemical Mechanisms involved in Reading
 - 1.1.9.1. Neurotransmitters
 - 1.1.9.2. Limbic System
- 1.1.10. Conclusions and Appendices
- 1.2. Talking and organizing time and space for Reading
 - 1.2.1. Introduction
 - 1.2.2. Communication
 - 1.2.2.1. Oral Language
 - 1.2.2.2. Written Language
 - 1.2.3. Relations between Oral Language and Written Language
 - 1.2.3.1. Syntactic Aspects
 - 1.2.3.2. Semantic Aspects
 - 1.2.3.3. Phonological Aspects
 - 1.2.4. Recognize Language Forms and Structures
 - 1.2.4.1. Language, Speech, and Writing
 - 1.2.5. Develop Speech
 - 1.2.5.1. Oral Language
 - 1.2.5.2. Linguistic prerequisites for Reading
 - 1.2.6. Recognize the structures of Written Language
 - 1.2.6.1. Recognize the Word
 - 1.2.6.2. Recognize the Sequential Organization of the Sentence
 - 1.2.6.3. Recognize the meaning of Written Language
 - 1.2.7. Structure Time
 - 1.2.7.1. Organizing Time

- 1.2.8. Structuring Space
 - 1.2.8.1. Spatial Perception and Organization
- 1.2.9. Reading Strategies and their learning
 - 1.2.9.1. Logographic Stage and Global Method
 - 1.2.9.2. Alphabetic Stage
 - 1.2.9.3. Orthographic Stage and learning to Write
 - 1.2.9.4. Understanding to be able to Read
- 1.2.10. Conclusions and Appendices
- 1.3. Dyslexia
 - 1.3.1. Introduction
 - 1.3.2. Brief History of the Term Dyslexia
 - 1.3.2.1. Cronología
 - 1.3.2.2. Different terminological meanings
 - 1.3.3. Conceptual Approach
 - 1.3.3.1. Dyslexia
 - 1.3.3.1.1. WHO Definition
 - 1.3.3.1.2. DSM-IV Definition
 - 1.3.3.1.3. DSM-V Definition
 - 1.3.4. Other Related Concepts
 - 1.3.4.1. Conceptualization of Dysgraphia
 - 1.3.4.2. Conceptualization of Dysgraphia
 - 1.3.5. Etiology
 - 1.3.5.1. Explanatory Theories of Dyslexia
 - 1.3.5.1.1. Genetic Theories
 - 1.3.5.1.2. Neurobiological Theories
 - 1.3.5.1.3. Linguistic Theories
 - 1.3.5.1.4. Phonological Theories
 - 1.3.5.1.5. Visual Theories
 - 1.3.6. Types of Dyslexia
 - 1.3.6.1. Phonological Dyslexia
 - 1.3.6.2. Lexical Dyslexia
 - 1.3.6.3. Mixed Dyslexia
 - 1.3.7. Comorbidities and Strengths
 - 1.3.7.1. ADD or ADHD
 - 1.3.7.2. Dyscalculia
 - 1.3.7.3. Dysgraphia
 - 1.3.7.4. Visual Stress Syndrome
 - 1.3.7.5. Crossed Laterality
 - 1.3.7.6. High Abilities
 - 1.3.7.7. Strengths
 - 1.3.8. The Person with Dyslexia
 - 1.3.8.1. The Child with Dyslexia
 - 1.3.8.2. The Adolescent with Dyslexia
 - 1.3.8.3. The Adult with Dyslexia
 - 1.3.9. Psychological Repercussions
 - 1.3.9.1. The feeling of injustice
 - 1.3.10. Conclusions and Appendices
- 1.4. How to Identify the Person with Dyslexia?
 - 1.4.1. Introduction
 - 1.4.2. Warning Signs
 - 1.4.2.1. Warning Signs in Early Childhood Education
 - 1.4.2.2. Warning Signs in Primary Education
 - 1.4.3. Frequent Symptomatology
 - 1.4.3.1. General Symptomatology
 - 1.4.3.2. Symptomatology by Stages
 - 1.4.3.2.1. Infant Stage
 - 1.4.3.2.2. School Stage
 - 1.4.3.2.3. Adolescent Stage
 - 1.4.3.2.4. Adult Stage

- 1.4.4. Specific Symptomatology
 - 1.4.4.1. Dysfunctions in Reading
 - 1.4.4.1.1. Dysfunctions in the Visual Component
 - 1.4.4.1.2. Dysfunctions in the Decoding Processes
 - 1.4.4.1.3. Dysfunctions in Comprehension Processes
 - 1.4.4.2. Dysfunctions in Writing
 - 1.4.4.2.1. Dysfunctions in the Oral-Written Language Relationship
 - 1.4.4.2.2. Dysfunction in the Phonological Component
 - 1.4.4.2.3. Dysfunction in the Encoding Processes
 - 1.4.4.2.4. Dysfunction in Syntactic Construction Processes
 - 1.4.4.2.5. Dysfunction in Planning
 - 1.4.4.3. Motor Processes
 - 1.4.4.3.1. Visuoceptive Dysfunctions
 - 1.4.4.3.2. Visuoconstructive Dysfunctions
 - 1.4.4.3.3. Visuospatial Dysfunctions
 - 1.4.4.3.4. Tonic Dysfunctions
- 1.4.5. Dyslexia Profiles
 - 1.4.5.1. Phonological Dyslexia Profile
 - 1.4.5.2. Lexical Dyslexia Profile
 - 1.4.5.3. Mixed Dyslexia Profile
- 1.4.6. Dysgraphia Profiles
 - 1.4.6.1. Visuoceptual Dyslexia Profile
 - 1.4.6.2. Visoconstructive Dyslexia Profile
 - 1.4.6.3. Visuospatial Dyslexia Profile
 - 1.4.6.4. Visuoceptual Dyslexia Profile
- 1.4.7. Dysorthographic Profiles
 - 1.4.7.1. Phonological Dysorthography Profile
 - 1.4.7.2. Orthographic Dysorthographic Profile
 - 1.4.7.3. Syntactic Dysorthography Profile
 - 1.4.7.4. Cognitive Dysorthography Profile
- 1.4.8. Associated Pathologies
 - 1.4.8.1. Secondary Pathologies
- 1.4.9. Dyslexia versus other Disorders
 - 1.4.9.1. Differential Diagnosis
- 1.4.10. Conclusions and Appendices
- 1.5. Assessment and Diagnosis
 - 1.5.1. Introduction
 - 1.5.2. Evaluation of Tasks
 - 1.5.2.1. The Diagnostic Hypothesis
 - 1.5.3. Evaluation of Processing Levels
 - 1.5.3.1. Sublexical Units
 - 1.5.3.2. Lexical Units
 - 1.5.3.3. Suplexical Units
 - 1.5.4. Assessment of Reading Processes
 - 1.5.4.1. Visual Component
 - 1.5.4.2. Decoding Process
 - 1.5.4.3. Comprehension Process
 - 1.5.5. Evaluation of Writing Processes
 - 1.5.5.1. Neurobiological Skills of the Auditory Component
 - 1.5.5.2. Encoding Process
 - 1.5.5.3. Syntactic Construction
 - 1.5.5.4. Educational
 - 1.5.5.5. The Act of Writing
 - 1.5.6. Evaluation of the Oral-Written Language Relationship
 - 1.5.6.1. Lexical Awareness
 - 1.5.6.2. Representational Written Language
 - 1.5.7. Other Aspects to be Assessed
 - 1.5.7.1. Chromosomal Assessments
 - 1.5.7.2. Neurological Assessments
 - 1.5.7.3. Cognitive Assessments
 - 1.5.7.4. Motor Assessments
 - 1.5.7.5. Visual Assessments
 - 1.5.7.6. Linguistic Assessments
 - 1.5.7.7. Emotional Appraisals
 - 1.5.7.8. School Ratings



- 1.5.8. Standardized Tests and Evaluation Tests
 - 1.5.8.1. TALE
 - 1.5.8.2. PROLEC-R
 - 1.5.8.3. DST-J Dyslexia
 - 1.5.8.4. Other Tests
- 1.5.9. The DyTECTive Test
 - 1.5.9.1. Contents
 - 1.5.9.2. Experimental Methodology
 - 1.5.9.3. Summary of Results
- 1.5.10. Conclusions and Appendices
- 1.6. Intervention in Dyslexia
 - 1.6.1. General Aspects of Intervention
 - 1.6.2. Selection of objectives based on the Diagnosed Profile
 - 1.6.2.1. Analysis of Collected Samples
 - 1.6.3. Prioritization and Sequencing of Targets
 - 1.6.3.1. Neurobiological Processing
 - 1.6.3.2. Psycholinguistic Processing
 - 1.6.4. Adequacy of the Objectives to the Contents to be worked on
 - 1.6.4.1. From the Specific Objective to the Content
 - 1.6.5. Proposal of Activities by Intervention Area
 - 1.6.5.1. Proposals based on the Visual Component
 - 1.6.5.2. Proposals based on the Phonological Component
 - 1.6.5.3. Proposals based on Reading Practice
 - 1.6.6. Programs and Tools for Intervention
 - 1.6.6.1. Orton-Gillingham Method
 - 1.6.6.2. ACOS Program
 - 1.6.7. Standardized Materials for Intervention
 - 1.6.7.1. Printed Materials
 - 1.6.7.2. Other Materials

- 1.6.8. Space Organization
 - 1.6.8.1. Lateralization
 - 1.6.8.2. Sensory Modalities
 - 1.6.8.3. Eye Movements
 - 1.6.8.4. Visuoperceptual Skills
 - 1.6.8.5. Fine Motor Skills
- 1.6.9. Necessary Adaptations in the Classroom
 - 1.6.9.1. Curricular Adaptations
- 1.6.10. Conclusions and Appendices
- 1.7. From Traditional to Innovative. New Approach
 - 1.7.1. Introduction
 - 1.7.2. Traditional Education
 - 1.7.2.1. Brief description of Traditional Education
 - 1.7.3. Current Education
 - 1.7.3.1. The Education of Our Days
 - 1.7.4. Process of Change
 - 1.7.4.1. Educational Change. From Challenge to Reality
 - 1.7.5. Teaching Methodology
 - 1.7.5.1. Gamification
 - 1.7.5.2. Project Based Learning
 - 1.7.5.3. Others
 - 1.7.6. Changes in the Development of the Intervention Sessions
 - 1.7.6.1. Applying the New Changes in Speech Therapy Intervention
 - 1.7.7. Proposal of Innovative Activities
 - 1.7.7.1. "My Logbook"
 - 1.7.7.2. The Strengths of each Student
 - 1.7.8. Development of Materials
 - 1.7.8.1. General Tips and Guidelines
 - 1.7.8.2. Adaptation of Materials
 - 1.7.8.3. Creating our own Intervention Material
 - 1.7.9. The use of Current Intervention Tools
 - 1.7.9.1. Android and iOS Operating System Applications
 - 1.7.9.2. The use of Computers
 - 1.7.9.3. Digital Whiteboard
 - 1.7.10. Conclusions and Appendices
- 1.8. Strategies and Personal Development of the Person with Dyslexia
 - 1.8.1. Introduction
 - 1.8.2. Study Strategies
 - 1.8.2.1. Study Techniques
 - 1.8.3. Organization and Productivity
 - 1.8.3.1. The Pomodoro Technique
 - 1.8.4. Tips on how to face an exam
 - 1.8.5. Language Learning Strategies
 - 1.8.5.1. First Language Assimilation
 - 1.8.5.2. Phonological and Morphological Awareness
 - 1.8.5.3. Visual Memory
 - 1.8.5.4. Comprehension and Vocabulary
 - 1.8.5.5. Linguistic Immersion
 - 1.8.5.6. Use of ICT
 - 1.8.5.7. Formal Methodologies
 - 1.8.6. Development of Strengths
 - 1.8.6.1. Beyond the Person with Dyslexia
 - 1.8.7. Improving Self-concept and Self-esteem
 - 1.8.7.1. Social Skills
 - 1.8.8. Eliminating Myths
 - 1.8.8.1. Student with Dyslexia I am not lazy
 - 1.8.8.2. Other Myths
 - 1.8.9. Famous People with Dyslexia
 - 1.8.9.1. Well-known People with Dyslexia
 - 1.8.9.2. Real Testimonials
 - 1.8.10. Conclusions and Appendices

- 1.9. Guidelines
 - 1.9.1. Introduction
 - 1.9.2. Guidelines for the Person with Dyslexia
 - 1.9.2.1. Coping with the Diagnosis
 - 1.9.2.2. Guidelines for Daily Living
 - 1.9.2.3. Guidelines for the Person with Dyslexia as a Learner
 - 1.9.3. Guidelines for the Family Environment
 - 1.9.3.1. Guidelines for collaborating in the Intervention
 - 1.9.3.2. General Guidelines
 - 1.9.4. Guidelines for the Educational Context
 - 1.9.4.1. Adaptations
 - 1.9.4.2. Measures to be taken to facilitate the Acquisition of Content
 - 1.9.4.3. Guidelines to be Followed to Pass Exams
 - 1.9.5. Specific Guidelines for Foreign Language Teachers
 - 1.9.5.1. The Challenge of Language Learning
 - 1.9.6. Guidelines for other Professionals
 - 1.9.7. Guidelines for the Form of Written Texts
 - 1.9.7.1. Typography
 - 1.9.7.2. Font Size
 - 1.9.7.3. Colors
 - 1.9.7.4. Character, Line, and Paragraph Spacing
 - 1.9.8. Guidelines for Text Content
 - 1.9.8.1. Frequency and Length of Words
 - 1.9.8.2. Syntactic Simplification
 - 1.9.8.3. Numerical Expressions
 - 1.9.8.4. The use of Graphical Schemes
 - 1.9.9. Writing Technology
 - 1.9.10. Conclusions and Appendices
- 1.10. The Speech-Language Pathologist's Report on Dyslexia
 - 1.10.1. Introduction
 - 1.10.2. The Reason for the Evaluation
 - 1.10.2.1. Family Referral or Request
 - 1.10.3. The Interview
 - 1.10.3.1. The Family Interview
 - 1.10.3.2. The School Interview
 - 1.10.4. The History
 - 1.10.4.1. Clinical History and Evolutionary Development
 - 1.10.4.2. Academic History
 - 1.10.5. The Context
 - 1.10.5.1. The Social Context
 - 1.10.5.2. The family context
 - 1.10.6. Assessments
 - 1.10.6.1. Psycho-Pedagogical Assessment
 - 1.10.6.2. Speech Therapy Assessment
 - 1.10.6.3. Other Assessments
 - 1.10.7. The Results
 - 1.10.7.1. Logopedic Evaluation Results
 - 1.10.7.2. Results of Other Assessments
 - 1.10.8. Conclusions
 - 1.10.8.1. Diagnosis
 - 1.10.9. Intervention Plan
 - 1.10.9.1. The Needs
 - 1.10.9.2. The Speech Therapy Intervention Program
 - 1.10.10. Conclusions and Appendices



The modern relearning system offered by this TECH program will enable you to learn at your own pace"

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.





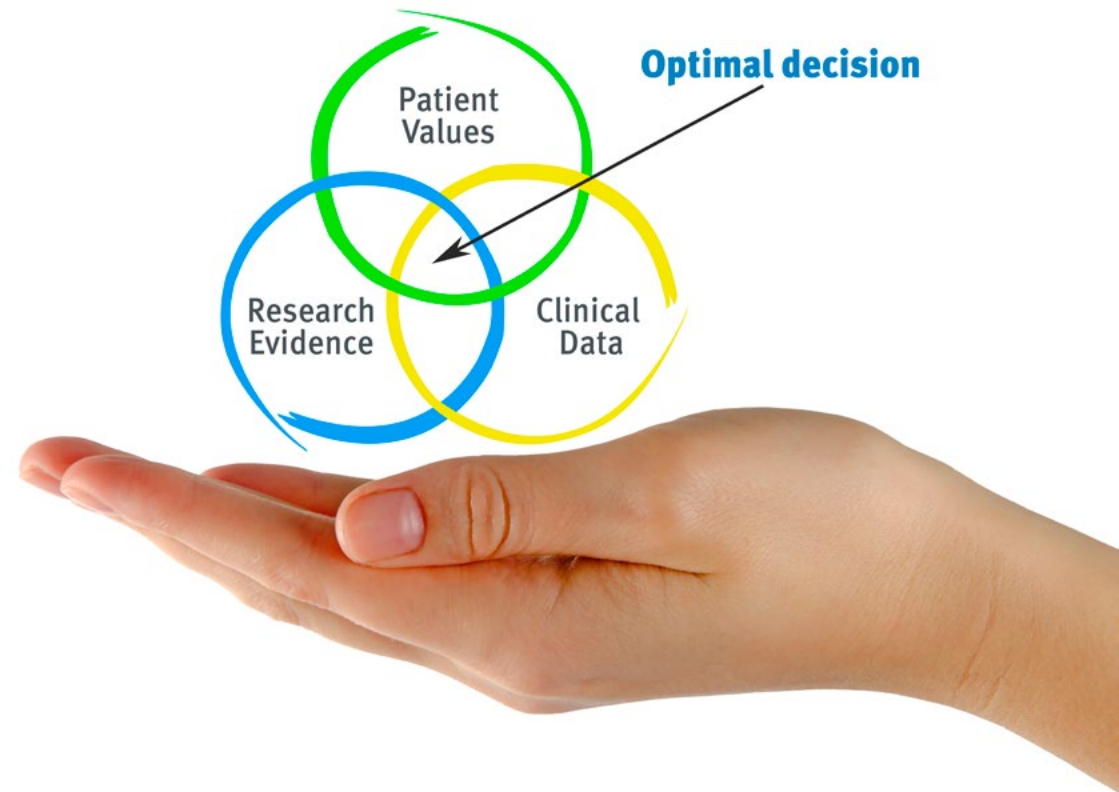
“

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:

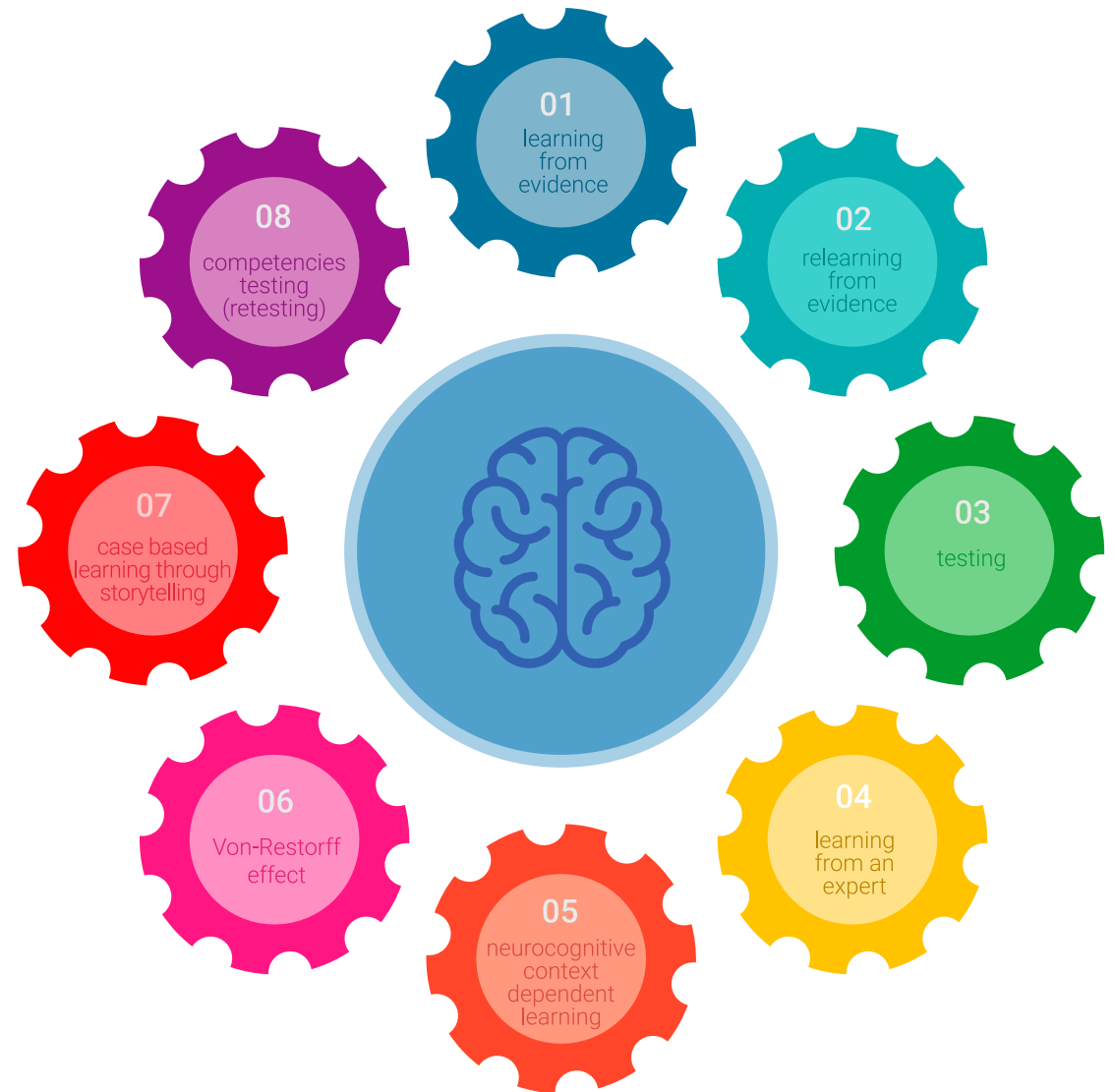
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

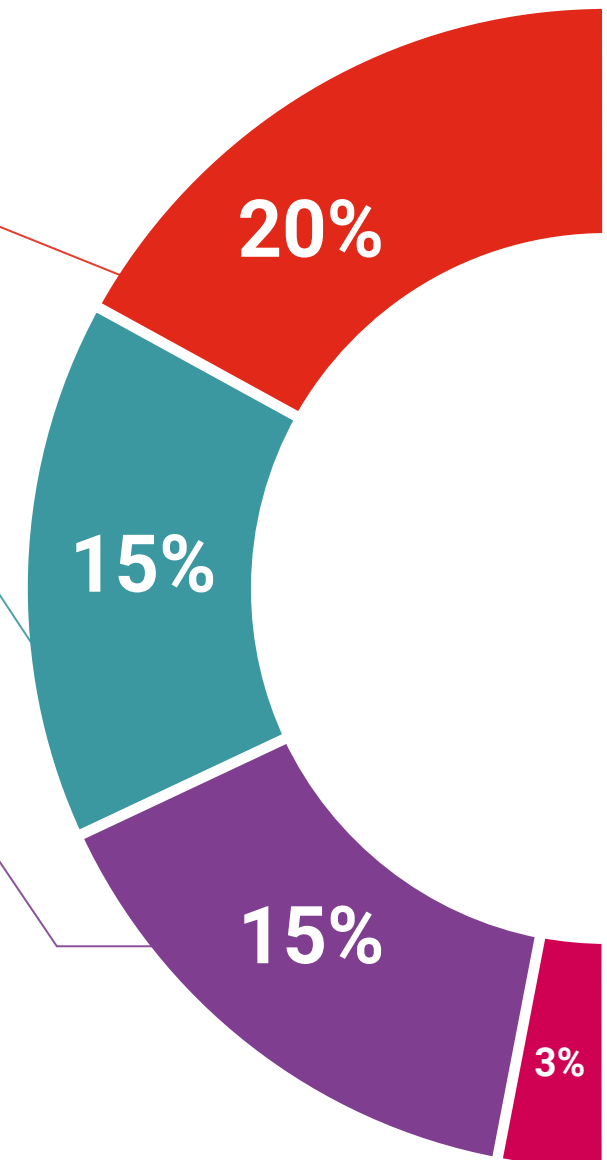
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

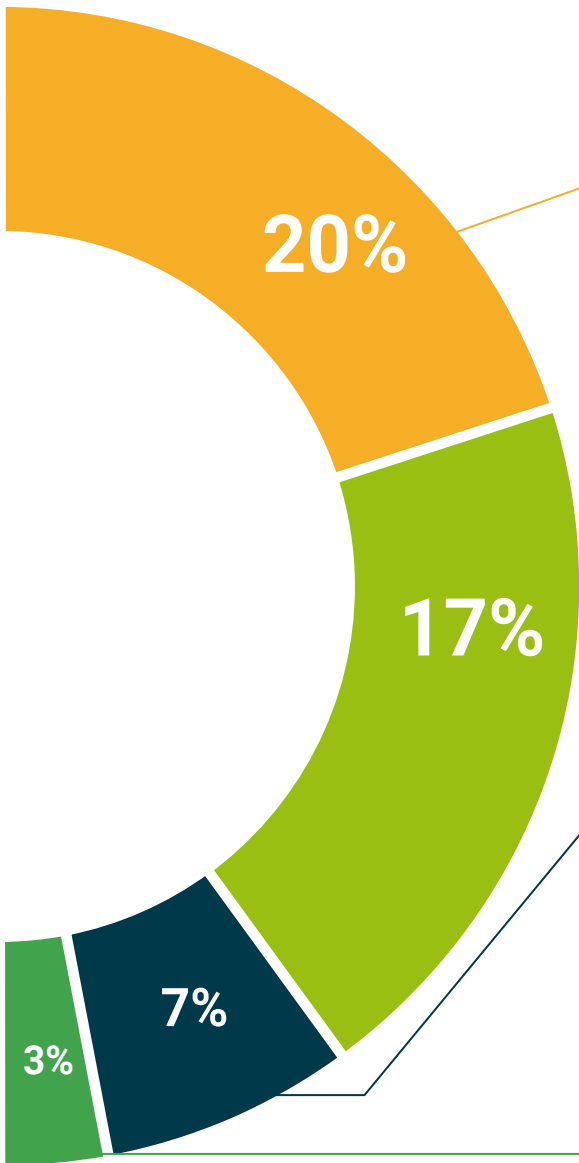
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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 Dyslexia 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 Dyslexia** contains the most complete and up-to-date program on the market.

After the student has 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 Dyslexia**





Postgraduate Certificate Dyslexia

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

Postgraduate Certificate Dyslexia

