

Postgraduate Certificate Specific Language Impairment





Postgraduate Certificate Specific Language Impairment

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

Website: www.techtute.com/pk/education/postgraduate-certificate/specific-language-impairment

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 20

06

Certificate

p. 28

01

Introduction

SLI is a Impairment that limits language acquisition in young children. Its inadequate early detection can lead to the appearance of other speech disorders such as Dysphemia, as well as difficulties in the development of reading and writing skills. For this reason, expert speech therapists in their detection and intervention are highly requested by parents of children to manage their conditions and other underlying problems. In this context, TECH has designed this program, which will enable students to use the latest assessment tools or the creation of speech therapy intervention programs of SLI to perform their profession with maximum solvency, in a 100% online way and from their own home.





“

The Postgraduate Certificate in Specific Language Impairment will prepare you to create speech therapy intervention programs for patients with SLI”

SLI is a disorder that begins in infancy and is characterized by difficulty in language acquisition by the child. In this sense, its progression and inadequate treatment favors the emergence of difficulties in learning to read, write and communicate fluently with others, generating sequels that may be present in adolescence and adulthood. Because of this, it is essential to turn to speech therapists specialized in the use of cutting-edge language rehabilitation methods to ensure the welfare of the child, but also to ensure their communication skills for adulthood.

That is why TECH has created this program, through which the student will adopt the most efficient evaluation and intervention strategies in Specific Language Impairment to improve their skills and enjoy the best job prospects offered by this sector. Throughout 150 hours of constant teaching, they will manage the most sophisticated evaluation procedures for SLI, relying on the help of other professionals to offer a more rigorous multidisciplinary assessment. In the same way, they will learn to outline the objectives and strategies of intervention programs in SLI or assimilate the most effective techniques for the treatment of comprehension and expression in these patients.

All this, following a 100% online methodology, which will enable students to combine excellent learning with all their personal or professional tasks. Likewise, they will have didactic contents elaborated expressly by speech therapists with wide experience in the treatment of Specific Language Impairment, who will provide them with the most updated knowledge in this field.

This **Postgraduate Certificate in Specific Language Impairment** 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 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



Upon completion of this program, you will increase your career opportunities in the field of Speech Therapy"

“ *No schedules, no commuting to study centers and completely online: enroll in this Postgraduate Certificate to achieve a comfortable and effective learning*”

With this program, you will master multidisciplinary assessment strategies for the child with early onset Specific Language Impairment.

Apply the most sophisticated techniques to improve comprehension and communicative expression in the child with Specific Language Impairment.

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

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.

This program is designed around Problem-Based Learning, whereby professionals must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



02

Objectives

This Postgraduate Certificate has been created in order to provide students with the necessary tools to increase their knowledge and skills in the detection, evaluation and intervention of Specific Language Impairment. Therefore, they will be able to manage those cutting-edge therapies that best suit each patient, ensuring the welfare of the child and becoming a first level professional. Additionally, the general and specific objectives outlined by TECH will guarantee adequate teaching.





“

Boost your career in the field of Speech Therapy by pursuing a program that will place you at the forefront of this sector"



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 sufficient knowledge to be able to assess a verbal fluency disorder
- Identify the main language impairments and their therapeutic treatment
- Knowing the need for an Intervention supported and supported by both the family and the team of teachers at the child's School



Develop your skills in the assessment and intervention of Specific Language Impairment through the objectives designated in this program"



03

Course Management

In order to preserve intact the excellent educational quality typical of TECH's programs, this program is taught by experts who actively practice as speech therapists, mastering the intervention with young people suffering from Specific Language Impairment. Additionally, the didactic materials that students will have at their disposal throughout this Postgraduate Certificate are specifically created by these specialists, which is why the contents they will receive will be in tune with the latest developments in this field.





“

This teaching staff is made up of professionals with experience in the world of Speech Therapy to provide you with the most professionally useful skills in this area"

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, 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. 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. Mata Ares, Sandra María

- ◆ Speech Therapist Specialized in Speech Therapy Intervention in Children and Adolescents
- ◆ Speech Therapist at Sandra Comunicate 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. 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. 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. 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 this Postgraduate Certificate is composed of 1 module through which the student will expand their knowledge in the speech therapy treatment of the child suffering from Specific Language Impairment. Likewise, the didactic contents that will be studied during the duration of this program are available in supports such as complementary readings, evaluative tests or explanatory video. With this, and through a 100% online methodology, the student will enjoy innovative resources that will optimize their learning.





This syllabus, available in different textual and multimedia supports, will provide you with the most advanced knowledge in Specific Language Impairment"

Module 1. Specific Language Impairment

- 1.1. Background Information
 - 1.1.1. Module Presentation
 - 1.1.2. Module Objectives
 - 1.1.3. Historical Evolution of SLI
 - 1.1.4. Late Language Onset vs SLI
 - 1.1.5. Differences between SLI and Language Delay
 - 1.1.6. Difference between ASD and SLI
 - 1.1.7. Specific Language Impairment vs Aphasia
 - 1.1.8. SLI as a predecessor of Literacy Impairments
 - 1.1.9. Intelligence and Specific Language Impairment
 - 1.1.10. Prevention of Specific Language Impairment
- 1.2. Approach to the Specific Language Impairment
 - 1.2.1. Definition of SLI
 - 1.2.2. General characteristics of SLI
 - 1.2.3. Prevalence of SLI
 - 1.2.4. Prognosis of SLI
 - 1.2.5. Etiology of SLI
 - 1.2.6. Clinically based classification of SLI
 - 1.2.7. Empirically based classification of SLI
 - 1.2.8. Empirical-clinical based Classification of SLI
 - 1.2.9. Comorbidity of SLI
 - 1.2.10. SLI, not only a Difficulty in the Acquisition and Development of Language.
- 1.3. Linguistic Characteristics in Specific Language Impairment
 - 1.3.1. Concept of Linguistic Capabilities
 - 1.3.2. General Linguistic Characteristics
 - 1.3.3. Linguistic Studies in SLI in Different Languages
 - 1.3.4. General Alterations in Language Skills Presented by People with SLI
 - 1.3.5. Grammatical Characteristics in SLI
 - 1.3.6. Narrative Features in SLI
 - 1.3.7. Pragmatic Features in SLI
 - 1.3.8. Phonetic and Phonological Features in SLI
 - 1.3.9. Lexical Features in SLI
 - 1.3.10. Preserved Language Skills in SLI
- 1.4. Terminological Change
 - 1.4.1. Changes in the Terminology of SLI
 - 1.4.2. Classification According to DSM
 - 1.4.3. Changes Introduced in the DSM
 - 1.4.4. Consequences of Changes in Classification with the DSM.
 - 1.4.5. New Nomenclature: Language Impairment
 - 1.4.6. Characteristics of Language Impairment
 - 1.4.7. Main Differences and Concordances between SLI and SL
 - 1.4.8. Altered Executive Functions in SLI
 - 1.4.9. Preserved Executive Functions in SL
 - 1.4.10. Detractors of Terminology Change
- 1.5. Assessment in Specific Language Impairment
 - 1.5.1. Speech-Language Evaluation: Prior Information
 - 1.5.2. Early identification of SLI: Prelinguistic Predictors
 - 1.5.3. General Considerations to take into account in the Speech Therapy Evaluation of SLI
 - 1.5.4. Principles of Evaluation in Cases of SLI
 - 1.5.5. The Importance and Objectives of Speech-Language Pathology Assessment in SLI
 - 1.5.6. Evaluation Process of SLI
 - 1.5.7. Assessment of Language, Communicative Skills and Executive Functions in SLI
 - 1.5.8. Evaluation Instrument of SLI
 - 1.5.9. Interdisciplinary Evaluation
 - 1.5.10. Diagnosis of TEL
- 1.6. interventions in Specific Language Impairment
 - 1.6.1. The Speech Therapy Intervention
 - 1.6.2. Basic Principles of Speech Therapy Intervention
 - 1.6.3. Environments and Agents of intervention in SLI
 - 1.6.4. Intervention Model in Levels
 - 1.6.5. Early Intervention in SLI
 - 1.6.6. Importance of Intervention in SLI
 - 1.6.7. Music Therapy in the intervention of SLI
 - 1.6.8. Technological Resources in the Intervention of SLI
 - 1.6.9. Intervention in the Executive Functions in SLI
 - 1.6.10. Multidisciplinary Intervention in SLI

- 1.7. Elaboration of a Speech Therapy Intervention Program for children with Specific Language Impairment
 - 1.7.1. Speech Therapy Intervention Program
 - 1.7.2. Approaches on SLI to design an Intervention Program
 - 1.7.3. Objectives and Strategies of SLI Intervention Programs
 - 1.7.4. Indications to follow in the Intervention of Children with SLI
 - 1.7.5. Comprehension Treatment
 - 1.7.6. Treatment of Expression in cases of SLI
 - 1.7.7. Intervention in Reading and Writing
 - 1.7.8. Social Skills Training in SLI
 - 1.7.9. Agents and Timing of Intervention in cases of SLI
 - 1.7.10. SAACs in the Intervention in cases of SLI
- 1.8. The School in Cases of Specific Language Impairment
 - 1.8.1. The School in Child Development
 - 1.8.2. School Consequences in children with SLI
 - 1.8.3. Schooling of children with SLI
 - 1.8.4. Aspects to take into account in School Intervention.
 - 1.8.5. Objectives of School Intervention in cases of SLI
 - 1.8.6. Guidelines and Strategies for Classroom Intervention with children with SLI
 - 1.8.7. Development and Intervention in Social Relationships within the School
 - 1.8.8. Dynamic Playground Program
 - 1.8.9. The School and the Relationship with other Intervention Agents.
 - 1.8.10. Observation and Monitoring of School Intervention
- 1.9. The Family and its Intervention in cases of children with Specific Language Impairment
 - 1.9.1. Consequences of SLI in the Family Environment
 - 1.9.2. Family Intervention Models
 - 1.9.3. General Considerations to be taken into account
 - 1.9.4. The importance of Family Intervention in SLI
 - 1.9.5. Family Orientations
 - 1.9.6. Communication Strategies for the Family
 - 1.9.7. Needs of Families of Children with SLI
 - 1.9.8. The Speech Therapist in the Family Intervention
 - 1.9.9. Objectives of the Family Speech Therapy Intervention in the SLI
 - 1.9.10. Follow-up and Timing of the Family Intervention in SLI
- 1.10. Associations and Support Guides for Families and Schools of Children with SLI
 - 1.10.1. Parent Associations
 - 1.10.2. Information Guides
 - 1.10.3. Other Associations
 - 1.10.4. SLI Guides aimed at the Educational Field
 - 1.10.5. SLI Guides and Manuals aimed at the Family Environment



By taking this program, you will enjoy a 100% online methodology that will allow you to study 24 hours a day without leaving your home"

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

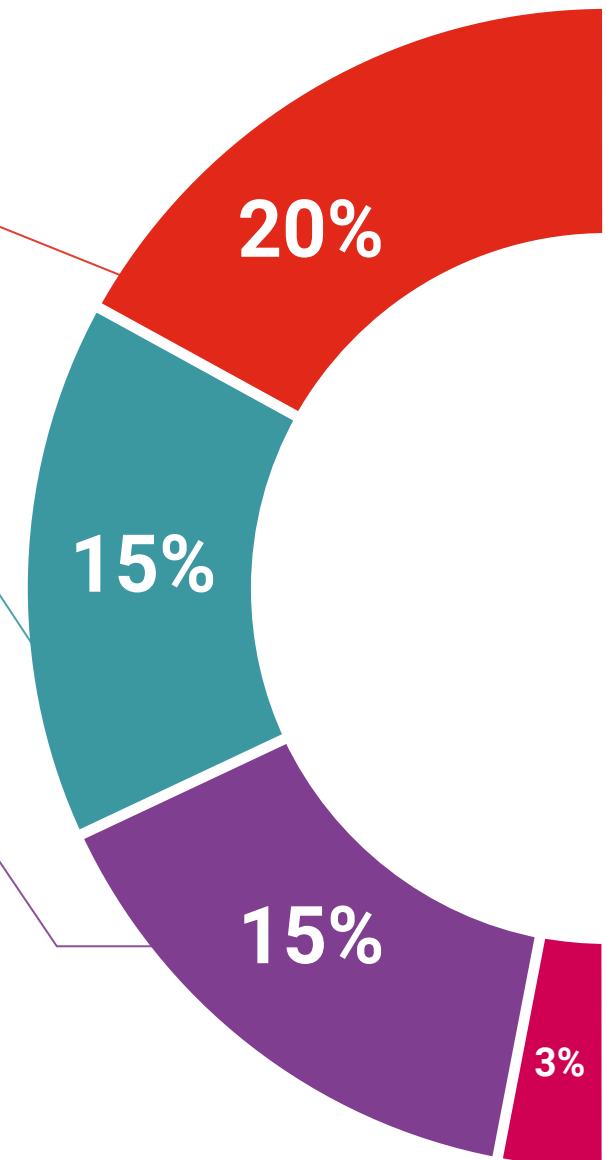
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

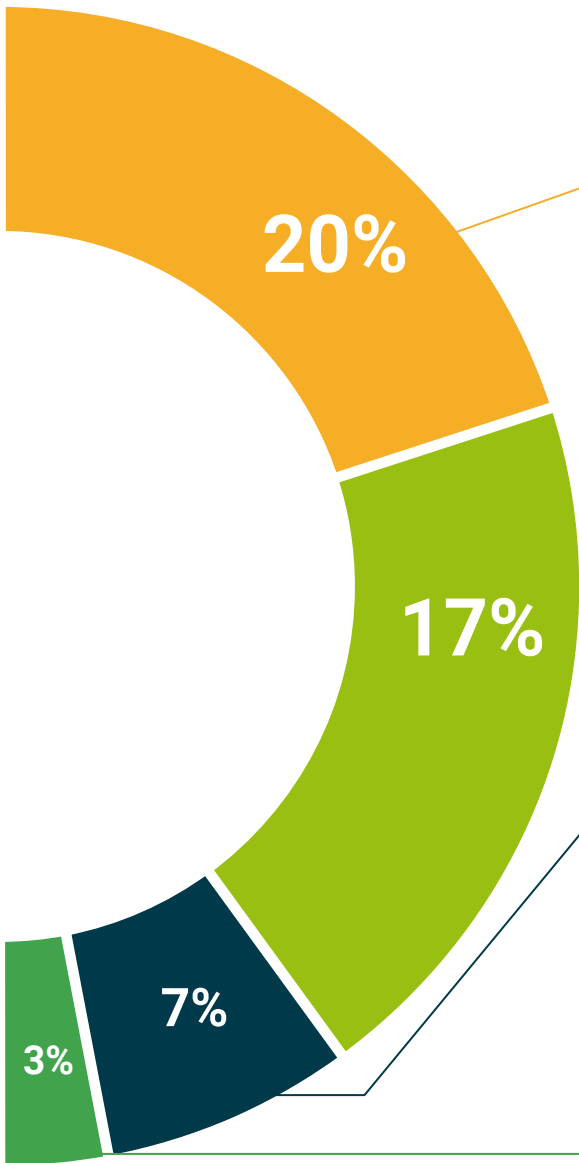
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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 Specific Language Impairment 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 Specific Language Impairment** 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 Specific Language Impairment**



*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.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



Postgraduate Certificate
Specific Language
Impairment

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

Postgraduate Certificate Specific Language Impairment

