Postgraduate Certificate
Speech Therapy Intervention

tech global university

tech global university

Postgraduate Certificate
Speech Therapy Intervention

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

Website: **www.techtitute.com/us/education/postgraduate-certificate/speech-therapy-intervention**

Index

01 Introduction p. 4

02 Objectives p. 8

03 Course Management p. 12

04 Structure and Content p. 18

05 Methodology p. 30

06 Certificate p. 38

01

Introduction

Dyslalia, Dyslexia or Dysphemia are some of the most common language disorders in childhood, which cause different teaching problems or inability to speak fluently in public. Establishing an adequate treatment and management for these different types of speech disorders is essential to ensure the optimization of the child's learning and communication skills, so professionals with high competences in Speech Therapy Intervention are in great demand by schools and parents themselves. For this reason, TECH has created this program, with which the student will master the intervention techniques or exercises to combat different disorders in a 100% online way to boost their access to numerous job opportunities.

Through the Postgraduate Certificate in Speech Therapy Intervention you will learn to design exercises to combat Dyslalia or Dysphemia in children"

Language disorders such as Dysarthria, Dyslalia or Dysphemia are a major obstacle to children's learning in the classroom, slowing their cognitive development in relation to their classmates. The inability to communicate adequately with others, participate in class or read fluently also increases the discomfort, stress and anxiety of the little ones. Faced with these problems, more and more parents are choosing to turn to the best speech therapists to put an end to the difficulties that limit the welfare of their children.

Given this circumstance, TECH has created this program, through which the student will adopt the best techniques of Speech Therapy Intervention for different speech pathologies to enrich their work methodology and provide the most appropriate services for each child, thus ensuring their professional growth. During 150 hours of intensive learning, the professional will learn to use the existing technological resources for the treatment of Dyslalias or will implement didactic strategies to favor the academic development of the child with Dyslexia. In addition, they will learn the protocols for the elaboration of an intervention program for patients with Autism Spectrum Disorder.

All this, through a 100% online methodology, which will enable the student to achieve an excellent and comfortable learning without the need to make uncomfortable trips to study centers. In the same sense, you will have didactic contents elaborated expressly by the best professionals in the field of Speech Therapy, so that the knowledge you will assimilate will be fully applicable in your work experiences.

At the same time, an outstanding international expert has joined this program as Guest Director. This specialist brings to the academic itinerary a disruptive Masterclass where the most innovative treatments and tools for speech therapy praxis are addressed, thus expanding the competencies of the graduates of this program.

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

- The development of practical cases 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
- 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, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

You will master the latest trends in Speech Therapy Intervention thanks to the exclusive Masterclass that is integrated to this program"

Multiply your professional opportunities in the field of Speech Therapy by enrolling in the Postgraduate Certificate in Speech Therapy Intervention"

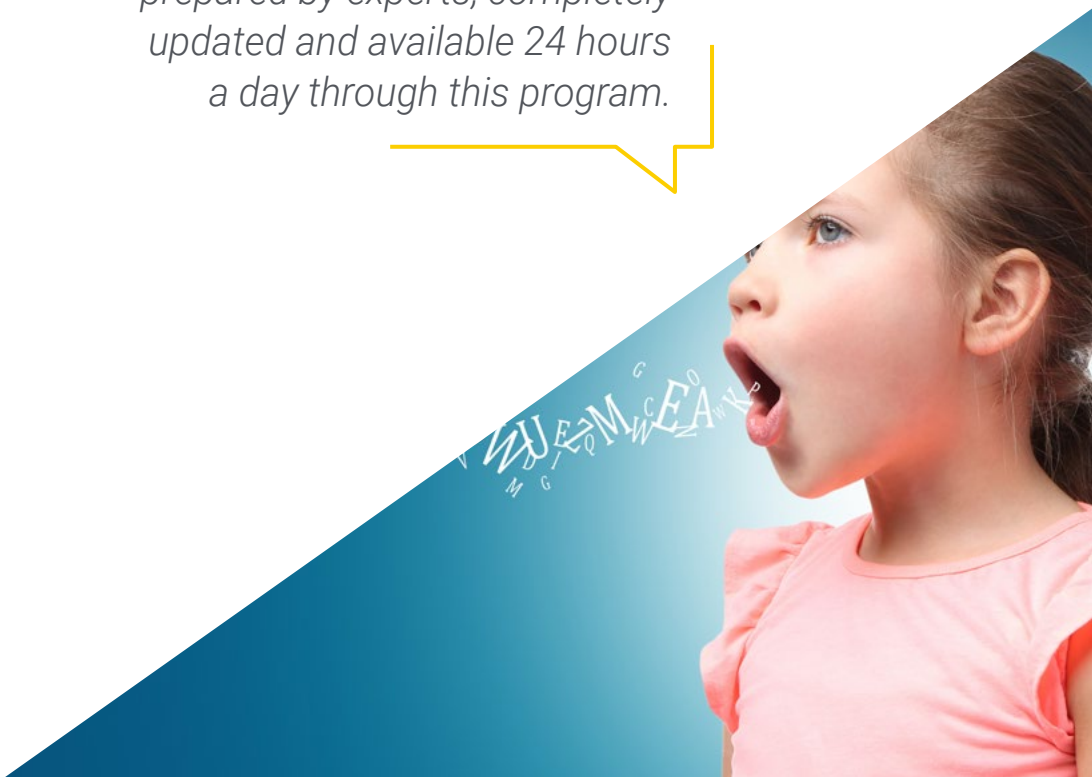
Thanks to an innovative relearning system, you will achieve a learning process adapted to your own study pace and academic needs.

The program includes, in its teaching staff, professionals of the sector who pour into this program the experience of their work, the experience of their work, as well as recognized specialists from reference societies and prestigious universities.

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

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

Enjoy didactic materials prepared by experts, completely updated and available 24 hours a day through this program.



02

Objectives

This Postgraduate Certificate will allow the student to expand both their knowledge and skills in Speech Therapy Intervention for different types of speech disorders that affect the child who is of school age. In this way, you will acquire the most updated guidelines to treat disorders such as Dyslexia or Dyslalia, perfecting your skills to position yourself at the forefront of your sector through the following general and specific objectives that TECH has designed.

Upon completion of this program, you will significantly increase your knowledge in the field of Speech Therapy Intervention to grow professionally"

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 needs

Specific Objectives

- Acquire the basic knowledge related to speech therapy evaluation
- Delve into the knowledge of the different types of evaluations and the different types of classifications and subtypes that exist
- Master the evaluation in order to be able to carry out an effective speech therapy intervention
- Involve the different educational agents in the evaluation of the child, so that they are part of the process and that this collaboration is as effective as possible

Master, with this program, the mechanisms to coordinate the different agents involved in the assessment of the child with different types of logopathies"

03

Course Management

Thanks to TECH's tireless commitment to maintain intact the high educational level that characterizes its degrees, this Postgraduate Certificate has a teaching staff made up of the best speech therapists, specialized in psychological intervention with different types of people. These professionals will be in charge of providing the student with the knowledge with greater applicability in their daily work thanks to the detailed realization of the didactic contents to which the student will have access during the duration of this program.

The professionals in charge of teaching this Postgraduate Certificate work actively in the field of Speech Therapy to provide you with the most updated knowledge in this field"

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 Speech 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. As a result of her active academic work in these areas, she has received numerous awards, including the Diversity Research Award from Columbia University.

Thanks to her advanced competencies, she has taken on professional challenges such as the leadership of the Edward D. Mysak Communication Disorders Clinic at Columbia University. She is also noted 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 has her as its vice-president.

Dr. Rosenzweig, Elizabeth Anne

- Director of the Communication Disorders Clinic at Columbia University, New York, U.S.A.
- Professor, General Hospital Institute of Health Professions, New York, USA.
- Director of Private Practice AuditoryVerbalTherapy.net
- Department Head, Yeshiva University
- Adjunct Specialist at Teachers College, Columbia University
- Reviewer for the journals 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 Alliance for Cochlear Implants, National Cochlear Implant Alliance, National Consortium for Sensory Impairment Leadership

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

Management

Ms. Vázquez Pérez, Maria 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 - Clínica de Neurorrehabilitation
- 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. 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. 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. 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. López Mouriz, Patricia

- Psychologist at FÍSICO - Fisioterapia y Salud
- Psychologist Mediator at Emilia 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 General Health Psychology by USC
- Training in Equality, Brief Therapy and Learning Difficulties in Children

04

Structure and Content

The curriculum of this Postgraduate Certificate consists of 1 module through which students will increase their knowledge and skills in the field of Speech Therapy Intervention for different speech pathologies. The didactic materials to which they will have access during this pedagogical experience are present in formats as varied as the interactive summary, the evaluative tests or the complementary readings. TECH's objective is to provide its students with 100% online teaching, adapted to their academic needs and concerns and compatible with their personal tasks.

Through a 100% online methodology you will be able to combine your daily responsibilities with a quality academic proposal"

Module 1. Resources for the Intervention in the Different Logopathies

1.1. Materials and Resources for the Speech Therapy Intervention of Dyslalia I
- 1.1.1. Introduction to Unit
- 1.1.2. Materials and Resources for the Correction of the Phoneme /p/ in All Positions
  - 1.1.2.1. Self-made Material
  - 1.1.2.2. Commercially Available Material
  - 1.1.2.3. Technological Resources
- 1.1.3. Materials and Resources for the Correction of the Phoneme /s/ in All Positions
  - 1.1.3.1. Self-made Material
  - 1.1.3.2. Commercially Available Material
  - 1.1.3.3. Technological Resources
- 1.1.4. Materials and Resources for the Correction of the Phoneme /r/ in All Positions
  - 1.1.4.1. Self-made Material
  - 1.1.4.2. Commercially Available Material
  - 1.1.4.3. Technological Resources
- 1.1.5. Materials and Resources for the Correction of the Phoneme / l/ in All Positions
  - 1.1.5.1. Self-made Material
  - 1.1.5.2. Commercially Available Material
  - 1.1.5.3. Technological Resources
- 1.1.6. Materials and Resources for the Correction of the Phoneme / m/ in All Positions
  - 1.1.6.1. Self-made Material
  - 1.1.6.2. Commercially Available Material
  - 1.1.6.3. Technological Resources
- 1.1.7. Materials and Resources for the Correction of the Phoneme / n/ in All Positions
  - 1.1.7.1. Self-made Material
  - 1.1.7.2. Commercially Available Material
  - 1.1.7.3. Technological Resources
- 1.1.8. Materials and Resources for the Correction of the Phoneme / d/ in All Positions
  - 1.1.8.1. Self-made Material
  - 1.1.8.2. Commercially Available Material
  - 1.1.8.3. Technological Resources
- 1.1.9. Materials and Resources for the Correction of the Phoneme / z/ in All Positions
  - 1.1.9.1. Self-made Material
  - 1.1.9.2. Commercially Available Material
  - 1.1.9.3. Technological Resources
- 1.1.10 Materials and Resources for the Correction of the Phoneme /k/ in All Positions
  - 1.1.10.1. Self-made Material
  - 1.1.10.2. Commercially Available Material
  - 1.1.10.3. Technological Resources

1.2. Materials and Resources for the Speech Therapy Intervention of Dyslalia II
- 1.2.1. Materials and Resources for the Correction of the Phoneme / f/ in All Positions
  - 1.2.1.1. Self-made Material
  - 1.2.1.2. Commercially Available Material
  - 1.2.1.3. Technological Resources
- 1.2.2. Materials and Resources for the Correction of the Phoneme / ñ/ in All Positions
  - 1.2.2.1. Self-made Material
  - 1.2.2.2. Commercially Available Material
  - 1.2.2.3. Technological Resources
- 1.2.3. Materials and Resources for the Correction of the Phoneme / g/ in All Positions
  - 1.2.3.1. Self-made Material
  - 1.2.3.2. Commercially Available Material
  - 1.2.3.3. Technological Resources

1.2.4. Materials and Resources for the Correction of the Phoneme / ll/ in All Positions
- 1.2.4.1. Self-made Material
- 1.2.4.2. Commercially Available Material
- 1.2.4.3. Technological Resources

1.2.5. Materials and Resources for the Correction of the Phoneme /b/ in All Positions
- 1.2.5.1. Self-made Material
- 1.2.5.2. Commercially Available Material
- 1.2.5.3. Technological Resources

1.2.6. Materials and Resources for the Correction of the Phoneme /t/ in All Positions
- 1.2.6.1. Self-made Material
- 1.2.6.2. Commercially Available Material
- 1.2.6.3. Technological Resources

1.2.7. Materials and Resources for the Correction of the Phoneme /ch/ in All Positions
- 1.2.7.1. Self-made Material
- 1.2.7.2. Commercially Available Material
- 1.2.7.3. Technological Resources

1.2.8. Materials and Resources for the correction of the Phoneme / l/ in all positions
- 1.2.8.1. Self-made Material
- 1.2.8.2. Commercially Available Material
- 1.2.8.3. Technological Resources

1.2.9. Materials and Resources for the correction of the Phoneme / r/ in all positions
- 1.2.9.1. Self-made Material
- 1.2.9.2. Commercially Available Material
- 1.2.9.3. Technological Resources

1.2.10. Final Conclusions

1.3. Intervention in Dyslexia

1.3.1. General Aspects of Intervention

1.3.2. Selection of Objectives Based on the Diagnosed Profile
- 1.3.2.1. Analysis of Collected Samples

1.3.3. Prioritization and Sequencing of Targets
- 1.3.3.1. Neurobiological Processing
- 1.3.3.2. Psycholinguistic Processing

1.3.4. Adequacy of the Objectives to the Contents to Be Worked on
- 1.3.4.1. From the Specific Objective to the Content

1.3.5. Proposal of Activities by Intervention Area
- 1.3.5.1. Proposals Based on the Visual Component
- 1.3.5.2. Proposals Based on the Phonological Component
- 1.3.5.3. Proposals Based on Reading Practice

1.3.6. Programs and Tools for Intervention
- 1.3.6.1. Orton-Gillingham Method
- 1.3.6.2. A.C.O.S. Program

1.3.7. Standardized Materials for Intervention
- 1.3.7.1. Printed Materials
- 1.3.7.2. Other Materials

1.3.8. Space Organization
- 1.3.8.1. Lateralization
- 1.3.8.2. Sensory Modalities
- 1.3.8.3. Eye Movements
- 1.3.8.4. Visuoperceptual Skills
- 1.3.8.5. Fine Motor Skills

1.3.9. Necessary Adaptations in the Classroom
- 1.3.9.1. Curricular Adaptations

1.3.10 Conclusions and Appendices

1.4. Guidelines for Dyslexia
- 1.4.1. Introduction
- 1.4.2. Guidelines for the Person with Dyslexia
  - 1.4.2.1. Coping with the Diagnosis
  - 1.4.2.2. Guidelines for Daily Living
  - 1.4.2.3. Guidelines for the Person with Dyslexia as a Learner
- 1.4.3. Guidelines for the Family Environment
  - 1.4.3.1. Guidelines for Collaborating in the Intervention
  - 1.4.3.2. General Guidelines
- 1.4.4. Guidelines for the Educational Context
  - 1.4.4.1. Adaptations
  - 1.4.4.2. Measures to Be Taken to Facilitate the Acquisition of Content
  - 1.4.4.3. Guidelines to Be Followed to Pass Exams
- 1.4.5. Specific Guidelines for Foreign Language Teachers.
  - 1.4.5.1. The Challenge of Language Learning
- 1.4.6. Guidelines for Other Professionals
- 1.4.7. Guidelines for the Form of Written Texts
  - 1.4.7.1. Typography
  - 1.4.7.2. Font Size
  - 1.4.7.3. Colors
  - 1.4.7.4. Character, Line, and Paragraph Spacing
- 1.4.8. Guidelines for Text Content
  - 1.4.8.1. Frequency and Length of Words
  - 1.4.8.2. Syntactic Simplification
  - 1.4.8.3. Numerical Expressions
  - 1.4.8.4. The Use of Graphical Schemes
- 1.4.9. Writing Technology
- 1.4.10 Conclusions and Appendices

1.5. Speech Therapy Intervention in SLI and General considerations for the Elaboration of a Speech Therapy Intervention Program for Children with SLI
- 1.5.1. What is a Speech Therapy Intervention Program?
  - 1.5.1.1. Intervention Program Definition
  - 1.5.1.2. What does a Speech Therapy Intervention Program consist of?
  - 1.5.1.3. Therapy Intervention Program Considerations
- 1.5.2. Objectives of the Speech Therapy Intervention Program for Children with SLI Why Create an Intervention Program?
  - 1.5.2.1. General Objectives of the Speech Therapy Intervention Program in the case of Children with SLI
  - 1.5.2.2. Specific Objectives of the Speech Therapy Intervention Program for Children with SLI
- 1.5.3. Fields of Speech Therapy Intervention
  - 1.5.3.1. Intervention in Language Difficulties
    - 1.5.3.1.1. Intervention in the Lexical Area
    - 1.5.3.1.2. Intervention in the Morphological Area
    - 1.5.3.1.3. Intervention in the Syntactic Area
    - 1.5.3.1.4. Intervention in the Pragmatic Area
- 1.5.4. Intervention in Difficulties in the Executive Functions
  - 1.5.4.1. Intervention in Memory
  - 1.5.4.2 Intervention in Attention
  - 1.5.4.3 Intervention in Programming
- 1.5.5. Important Aspects to Take into Account during the Speech Therapy Intervention with the Child with SLI
  - 1.5.5.1. Considerations in the Intervention in Children with SLI
    - 1.5.5.1.1. The Importance of Taking into Account the Weaknesses of Children with SLI during Speech Therapy Intervention
    - 1.5.5.1.2. How to Adapt the Intervention to the Particularities of Each Case?
      - 1.5.5.1.2.1. The Importance of Interests during Speech Therapy Intervention
- 1.5.6. Proposal of Activities to Be Carried Out During Speech Therapy Interventions
  - 1.5.6.1. The Importance of the Appropriateness of the Activities for Intervention
    - 1.5.6.1.1. Material Resources
    - 1.5.6.1.2. Activities in the Intervention Sessions

1.5.7. The Augmentative and/or Alternative Communication Systems in the Intervention in SLI
1.5.7.1. What are AACS?
1.5.7.1.1. Definition of AACS
1.5.7.1.2. Pathologies and Disorders for Which AACS Are Used
1.5.7.2. Is It Appropriate to Use AACS in the Intervention of Children with SLI?
1.5.7.3. Augmentative Speech Systems in Children with SLI When and Where to Use Them?
1.5.8. Pictograms in the Intervention in Cases of SLI
1.5.8.1. What are Pictograms?
1.5.8.2. How Does the Use of Pictograms Help in the Intervention with SLI?
1.5.9. Proposal of Intervention Materials
1.5.9.1. The Importance of the Appropriateness of the Materials Used in Intervention with Children with SLI
1.5.9.2. List of Appropriate Materials to Use in Activities with Children with SLI
1.5.10 How to Promote the Understanding of Intervention Activities for Children with SLI
1.5.10.1. Difficulties in Understanding Activities
1.5.10.2. Strategies to Promote the Comprehension of the Activities Carried out during the Intervention
1.5.10.3. Structure of the Activities
1.5.10.3.1. Visual Aids during the Activity

1.6. Elaboration of an Intervention Program For Autism
1.6.1. Identification of Needs and Selection of Objectives
1.6.1.1. Early Care Intervention Strategies
1.6.1.2. Denver Model
1.6.2. Analysis of Objectives Based on Developmental Levels
1.6.2.1. Intervention Program to Strengthen Communicative and Linguistic Areas
1.6.3. Development of Preverbal Communicative Behaviors
1.6.3.1. Applied Behavior Analysis
1.6.4. Bibliographic Review of Theories and Programs in Childhood Autism.
1.6.4.1. Scientific Studies with Groups of Children with ASD
1.6.4.2. Results and Final Conclusions Based on the Proposed Programs
1.6.5. School Age
1.6.5.1. Educational Inclusion
1.6.5.2. Global Reading as a Facilitator of Integration in the Classroom
1.6.6. Adulthood
1.6.6.1. How to Intervene/Support in Adulthood?
1.6.6.2. Elaboration of a Specific Program
1.6.7. Behavioral Intervention
1.6.7.1. Applied Behavior Analysis (ABA)
1.6.7.2. Training of Separate Trials
1.6.8. Combined Intervention
1.6.8.1. The TEACCH Model
1.6.9. Support for University Integration of Grade I ASD
1.6.9.1. Best Practices for Supporting Students in Higher Education
1.6.10 Positive Behavioral Reinforcement
1.6.10.1. Program Structure
1.6.10.2. Guidelines to Follow to Carry Out the Method

1.7. Educational Materials and Resources for Autism
1.7.1. What Can We Do as Speech Therapists?
1.7.1.1. Professional as an active role in the Development and Continuous Adaptation of Materials
1.7.2. List of Adapted Resources and Materials
1.7.2.1. What Should I Consider?
1.7.2.2. Brainstorming
1.7.3. Methods
1.7.3.1. Theoretical Approach to the Most Commonly Used Methods
1.7.3.2. Functionality Comparative Table with the Methods Presented
1.7.4. TEACHH Program
1.7.4.1. Educational Principles Based on this Method
1.7.4.2. Characteristics of Autism as a Basis for Structured Teaching.
1.7.5. INMER Program
1.7.5.1. Fundamental Bases of the Program Main Function
1.7.5.2. Virtual Reality Immersion System for People with Autism

1.7.6. ICT-Mediated Learning
1.7.6.1. Software for Teaching Emotions
1.7.6.2. Applications that Favor Language Development
1.7.7. Development of Materials
1.7.7.1. Sources Used
1.7.7.2. Image Banks
1.7.7.3. Pictogram Banks
1.7.7.4. Recommended Materials
1.7.8. Free Resources to Support Learning
1.7.8.1. List of Reinforcement Pages with Programs to Reinforce Learning
1.7.9. SPC
1.7.9.1. Access to the Pictographic Communication System
1.7.9.2. Methodology
1.7.9.3. Main Function
1.7.10. Implementation.
1.7.10.1. Selection of the Appropriate Program
1.7.10.2. List of Benefits and Disadvantages
1.8. Speech Therapy Intervention in the Dysphemic Child: Proposed Exercises
1.8.1. Introduction to Unit
1.8.2. Exercises for Speech Control
1.8.2.1. Self-made Resources
1.8.2.2. Resources Found on the Market
1.8.2.3. Technological Resources
1.8.3. Exercises for Anxiety Control
1.8.3.1. Self-made Resources
1.8.3.2. Resources Found on the Market
1.8.3.3. Technological Resources
1.8.4. Exercises for Thought Control
1.8.4.1. Self-made Resources
1.8.4.2. Resources Found on the Market
1.8.4.3. Technological Resources

1.8.5. Exercises for Emotion Control
1.8.5.1. Self-made Resources
1.8.5.2. Resources Found on the Market
1.8.5.3. Technological Resources
1.8.6. Exercises to Improve Social and Communication Skills
1.8.6.1. Self-made Resources
1.8.6.2. Resources Found on the Market
1.8.6.3. Technological Resources
1.8.7. Exercises that Promote Generalization
1.8.7.1. Self-made Resources
1.8.7.2. Resources Found on the Market
1.8.7.3. Technological Resources
1.8.8. How To Use the Exercises Properly
1.8.9. Implementation Time for Each Exercise
1.8.10 Final Conclusions

1.9. The Family as Agents of Intervention and Support for the Child with Dysphemia
1.9.1. Introduction to Unit
1.9.2. The Importance of the Family in the Development of the Dysphemic Child.
1.9.3. Communication Difficulties Encountered by the Dysphemic Child at Home.
1.9.4. How Do Communication Difficulties in the Family Environment Affect the Dysphemic Child?
1.9.5. Types of Intervention with Parents
1.9.5.1. Early Intervention.
1.9.5.2. Direct Treatment
1.9.6. Early Intervention with Parents
1.9.6.1. Orientation Sessions
1.9.6.2. Daily Practice
1.9.6.3. Behavioral Records
1.9.6.4. Behavior Modification
1.9.6.5. Organization of the Environment
1.9.6.6. Structure of Sessions
1.9.6.7. Special Cases
1.9.7. Direct Treatment with Parents.
1.9.7.1. Modifying Attitudes and Behaviors
1.9.7.2. Adapting Language to the Child's Difficulties
1.9.7.3. Daily Practice at Home
1.9.8. Advantages of Involving the Family in the Intervention
1.9.8.1. How Family Involvement Benefits the Child?
1.9.9. The Family as a Means of Generalization
1.9.9.1. The Importance of the Family in Generalization
1.9.10 Final Conclusions

1.10. Speech Therapy Interventions in Dysarthrias
1.10.1. Speech Therapy Interventions in Dysarthrias
1.10.1.1. Importance of Speech Therapy Intervention in Child and Adolescent Dysarthrias
1.10.1.2. What Does Speech Therapy Intervention in Dysarthria Consist of?
1.10.1.3. Objectives of the Speech Therapy Intervention
1.10.1.3.1. General Objectives of the Speech Therapy Intervention Program
1.10.1.3.2. Specific Objectives of the Speech Therapy Intervention Program
1.10.2. Swallowing Therapy in Dysarthria
1.10.2.1. Swallowing Difficulties in Cases of Dysarthria
1.10.2.2. What Does Swallowing Therapy Consist of?
1.10.2.3. Importance of the Therapy
1.10.3. Postural and Body Therapy in Dysarthria
1.10.3.1. Body Posture Difficulties in Cases of Dysarthria
1.10.3.2. What Does Postural and Body Therapy Consist of?
1.10.3.3. The Importance of Therapy
1.10.4. Orofacial Therapy in Dysarthria
1.10.4.1. Orofacial Difficulties in Cases of Dysarthria
1.10.4.2. What Does Orofacial Therapy Consist of?
1.10.4.3. The Importance of Therapy

1.10.5. Breathing Therapy and Phonorespiratory Coordination in Dysarthria
1.10.5.1. Difficulties in Phonorespiratory Coordination in Cases of Dysarthria
1.10.5.2. What Does Therapy Consist of?
1.10.5.3. The Importance of Therapy
1.10.6. Articulation Therapy in Dysarthria
1.10.6.1. Difficulties in Articulation in Cases of Dysarthria
1.10.6.2. What Does Therapy Consist of?
1.10.6.3. The Importance of Therapy
1.10.7. Speech Therapy in Dysarthria
1.10.7.1. Phonatory Difficulties in Cases of Dysarthria
1.10.7.2. What Does Therapy Consist of?
1.10.7.3. The Importance of Therapy
1.10.8. Resonance Therapy in Dysarthria
1.10.8.1. Difficulties in Resonance in Cases of Dysarthria
1.10.8.2. What Does Therapy Consist of?
1.10.8.3. The Importance of Therapy
1.10.9. Vocal Therapy in Dysarthria
1.10.9.1. Difficulties in Voice in Cases of Dysarthria
1.10.9.2. What Does Therapy Consist of?
1.10.9.3. The Importance of Therapy
1.10.10. Prosody and Fluency Therapy
1.10.10.1. Difficulties in Prosody and Fluency in Cases of Dysarthria
1.10.10.2. What Does Therapy Consist of?
1.10.10.3. The Importance of Therapy

1.11. Speech Therapy Intervention Program: Proposal of Exercises and Methods for Communicative Facilitation
1.11.1. Introduction
1.11.1.1. Importance of Developing a Speech Therapy Intervention Program for a Child with Dysarthria.
1.11.2. Initial Considerations for the Development of a Speech Therapy Intervention Program
1.11.2.1. Characteristics of Dysarthric Children
1.11.3. Decisions for the Planning of Speech Therapy Intervention
1.11.3.1. Method of Intervention to Be Performed
1.11.3.2. Consensus for the Sequencing of the Intervention Sessions: Aspects to Consider
1.11.2.2.1. Chronological Age
1.11.2.2.2. The Child's Extracurricular Activities
1.11.2.2.3. Schedules
1.11.3.3. Establishing Lines of Intervention
1.11.4. Objectives of the Speech Therapy Intervention Program for Dysarthria
1.11.4.1. General Objectives of the Speech Therapy Intervention Program
1.11.4.2. Specific Objectives of the Speech Therapy Intervention Program
1.11.5. Areas of Speech Therapy Intervention in Dysarthrias and Proposed Activities
1.11.5.1. Orofacial
1.11.5.2 Voice
1.11.5.3 Prosody
1.11.5.4 Speech
1.11.5.5 Language
1.11.5.6 Breathing
1.11.6. Materials and Resources for Speech Therapy Intervention
1.11.6.1. Proposal of Materials on the Market for Use in Speech Therapy Intervention with an Outline of the Material and Its Uses
1.11.6.2. Images of the Materials Previously Proposed
1.11.7. Technological Resources and Didactic Materials for Speech Therapy Intervention
1.11.7.1. Software Programs for Intervention
1.11.7.1.1. PRAAT Program
1.11.8. Intervention Methods for Intervention in Dysarthria Intervention
1.11.8.1. Types of Intervention Methods
1.11.8.1.1. Medical Methods
1.11.8.1.2. Clinical Intervention Methods
1.11.8.1.3. Instrumental Methods
1.11.8.1.4. Pragmatic Methods
1.11.8.1.5. Behavioral-Logopedic Methods
1.11.8.2. Choice of the Appropriate Method of Intervention for the Case

1.11.9. Techniques of Speech Therapy Intervention and Proposed Activities
1.11.9.1. Breathing
1.11.9.1.1. Proposed Activities
1.11.9.2. Phonation
1.11.9.2.1. Proposed Activities
1.11.9.3. Articulation
1.11.9.3.1. Proposed Activities
1.11.9.4. Resonance
11.9.4.1. Proposed Activities
1.11.9.5. Speech Rate
1.11.9.5.1. Proposed Activities
1.11.9.6. Accent and Intonation
1.11.9.6.1. Proposed Activities
1.11.10. Alternative and/or Augmentative Communication Systems as a Method of Intervention in Cases of Dysarthria
1.11.10.1. What Are AACS?
1.11.10.2. How Can AACS Help the Intervention with Children with Dysarthria?
1.11.10.3. How Can AACS Help in the Communication of Children with Dysarthria?
1.11.10.4. Choice of a System Method according to the Child's Needs
1.11.10.4.1. Considerations for Establishing a Communication System
1.11.10.5. How to Use Communication Systems in Different Child Development Settings
1.12. Speech-language Pathologist's Role in Hearing Impairment Intervention
1.12.1. Introduction to Unit
1.12.2. Methodological Approaches, according to Perier's Classification (1987)
1.12.2.1. Oral Monolingual Methods
1.12.2.2. Bilingual Methods
1.12.2.3. Mixed Methods
1.12.3. Are There Any Differences between Rehabilitation after a Hearing Aid or Cochlear Implant?
1.12.4. Post-implant Intervention in Prelingually Hearing-impaired Children
1.12.5. Post-implant Intervention in Postlocution Children
1.12.5.1. Introduction to Unit
1.12.5.2. Phases of Auditory Rehabilitation
1.12.5.2.1. Sound Detection Phase
1.12.5.2.2. Discrimination Phase
1.12.5.2.3. Identification Phase
1.12.5.2.4. Recognition Phase
1.12.5.2.5. Comprehension Phase
1.12.6. Useful Activities for Rehabilitation
1.12.6.1. Activities for the Detection Phase
1.12.6.2. Activities for the Discrimination Phase
1.12.6.3. Activities for the Identification Phase
1.12.6.4. Activities for the Recognition Phase
1.12.6.5. Activities for the Comprehension Phase
1.12.7. Role of the Family in the Rehabilitation Process
1.12.7.1. Guidelines for Families
1.12.7.2. Is the Presence of the Parents in the Sessions Advisable?
1.12.8. The Importance of an Interdisciplinary Team during the Intervention
1.12.8.1. Preliminary Considerations
1.12.8.2. Why the Interdisciplinary Team Is So Important
1.12.8.3. The Professionals Involved in Rehabilitation
1.12.9. Strategies for the School Environment
1.12.9.1. Preliminary Considerations
1.12.9.2. Communication Strategies
1.12.9.3. Methodological Strategies
1.12.9.4. Strategies for Text Adaptation

1.12.10. Materials and Resources Adapted to the Speech Therapy Intervention in Audiology
1.12.10.1. Self-made Useful Materials
1.12.10.2. Commercially Available Material
1.12.10.3. Useful Technological Resources
1.12.11. Final Conclusions

1.13. Bimodal Communication
1.13.1. Introduction to Unit
1.13.2. What Does Bimodal Communication Consist of?
1.13.2.1. Concept
1.13.2.2. Functions
1.13.3. Elements of Bimodal Communication
1.13.3.1. Preliminary Considerations
1.13.3.2. Elements of Bimodal Communication
1.13.3.2.1. Pantomimic Gestures
1.13.3.2.2. Elements of Sign Language
1.13.3.2.3. Natural Gestures
1.13.3.2.4. "Idiosyncratic" Gestures
1.13.3.2.5. Other Elements
1.13.4. Objectives and Advantages of the Use of Bimodal Communication
1.13.4.1. Preliminary Considerations
1.13.4.2. Advantages of Bimodal Communication
1.13.4.2.1. Regarding the Word at Reception
1.13.4.2.2. Regarding the Word in Expression
1.13.4.3. Advantages of Bimodal Communication over Other Augmentative and Alternative Communication Systems
1.13.5. When Should We Consider Using Bimodal Communication?
1.13.5.1. Preliminary Considerations
1.13.5.2. Factors to Consider
1.13.5.3. Professionals Making the Decision

1.13.5.4. The Importance of the Role of the Family
1.13.6. The Facilitating Effect of Bimodal Communication
1.13.6.1. Preliminary Considerations
1.13.6.2. The Indirect Effect
1.13.6.3. The Direct Effect
1.13.7. Bimodal Communication in the Different Language Areas
1.13.7.1. Preliminary Considerations
1.13.7.2. Bimodal Communication and Comprehension
1.13.7.3. Bimodal Communication and Expression
1.13.8. Forms of Implementation of Bimodal Communication
1.13.9. Programs Aimed at Learning and Implementing the Bimodal System
1.13.9.1. Preliminary Considerations
1.13.9.2. Introduction to Bimodal Communication Supported by CLIC and NeoBook Authoring Tools
1.13.9.3. Bimodal 2000
1.13.10. Final Conclusions

Enroll in this program to gain access to the latest materials on the market in Speech Therapy Intervention, available in formats such as explanatory videos or the 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:

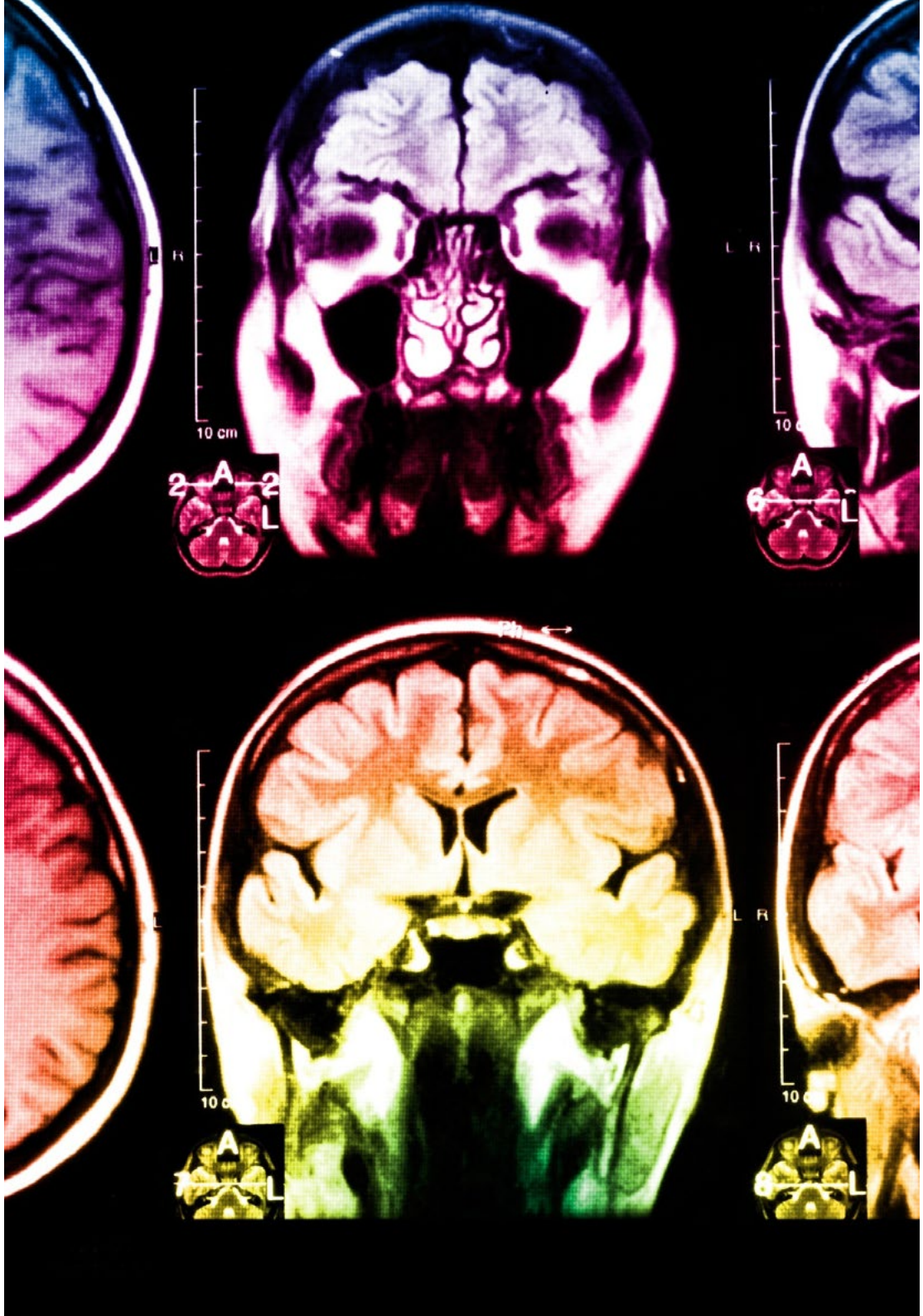
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

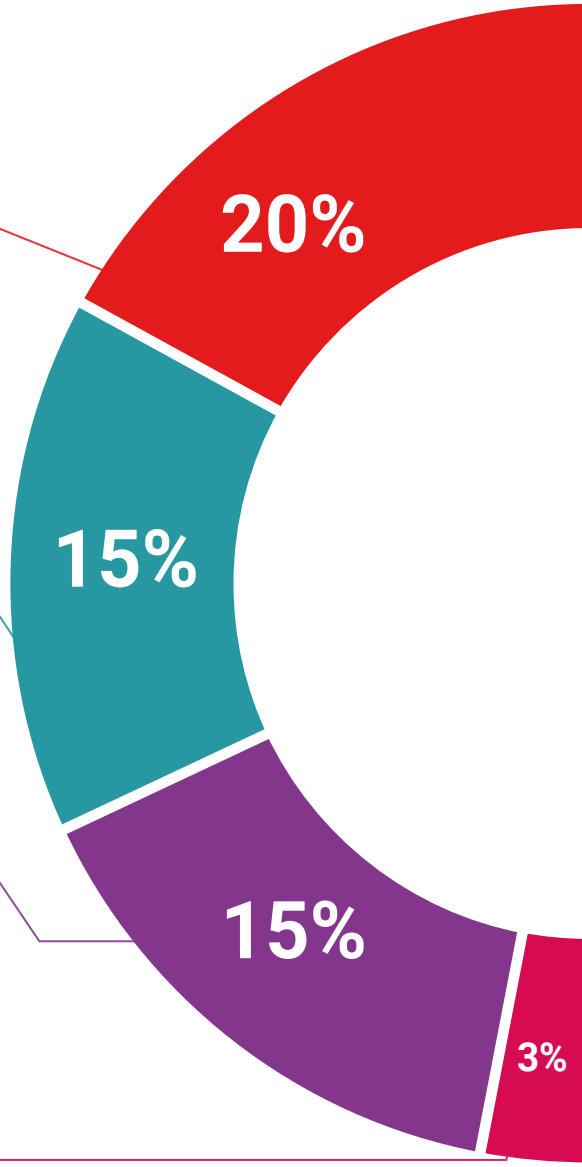
Interactive Summaries

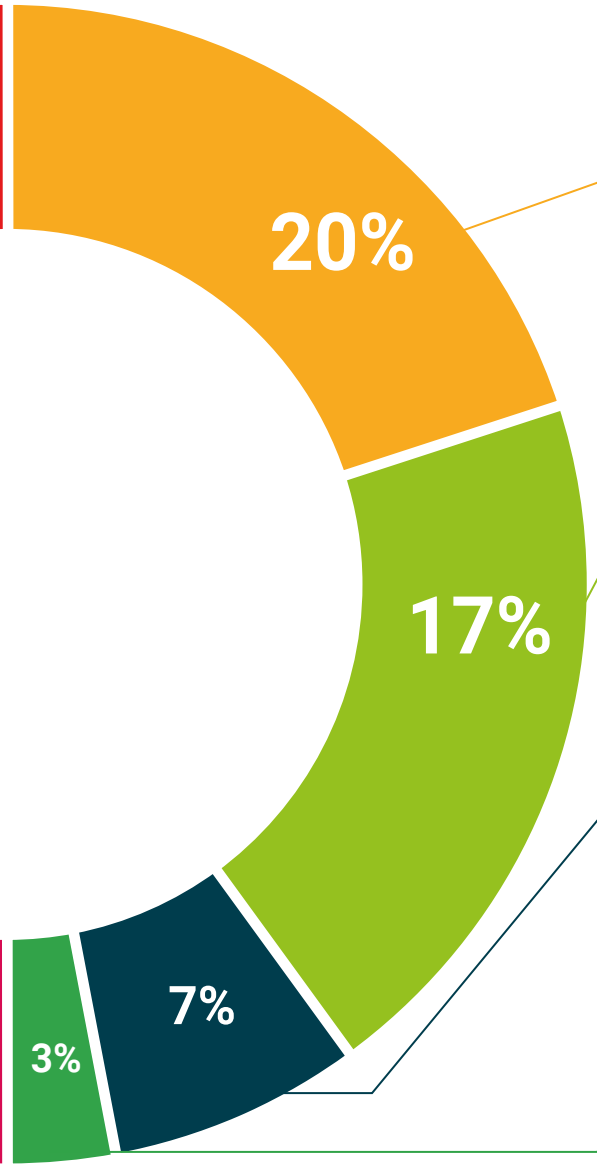
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Speech Therapy Intervention guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.

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

This private qualification will allow you to obtain a **Postgraduate Certificate in Speech Therapy Intervention** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Speech Therapy Intervention**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Certificate in Speech Therapy Intervention

This is a private qualification of 180 hours of duration equivalent to 6 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

tech global university

Postgraduate Certificate
Speech Therapy Intervention

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

Postgraduate Certificate
Speech Therapy Intervention

tech global university