Postgraduate Diploma

Communication Disorders in Primary Education

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Postgraduate Diploma
Communication Disorders in Primary Education

- Modality: **online**
- Duration: **6 months.**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: http://www.techtitute.com/in/education/postgraduate-diploma/communication-disorders-primary-education

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01

Introduction

Communication disorders can be a barrier to integration in the classroom. Therefore, the participation of teachers in the process of detection of any speech pathology, as well as their intervention, is essential to ensure successful and effective learning. Therefore, schools are increasingly looking for professionals specialized in Communication Disorders in Primary Education. Precisely for this reason, TECH has designed this program with which the graduate will acquire the necessary skills to perform the interdisciplinary work of language and communication difficulties through the application of cutting-edge methodologies and strategies in the educational environment, as well as the completely online format of this program, which allows to combine the study with personal and work responsibilities with total flexibility.

Delve into the most innovative therapies of the moment and help your students with Communication Disorders thanks to this program"

Communication is a fundamental procedure for the socialization and integration of any child in a group. When there are anomalies in the speech of any student, complicated physical, psychological and learning situations may arise in the classroom. For this reason, the teacher has to respond and be able to detect any communication disorder early detection of any communicative disorder in order to act as soon as possible and refer cases to professionals.

It is for this reason that schools are looking for teachers trained not only to detect students with Communication Disorders, but also willing to plan and design a personalized and adapted learning to ensure their inclusion in the classroom. Therefore, with this program, the professional will acquire multiple knowledge related to intervention in reading or writing disorders, language stimulation techniques, the development of an evaluation report or the role of the teacher in working with students with dysphonia.

It is a program specially designed so that students can decide their dedication and self-manage their time. Thanks to the 100% online methodology, students can access the contents 24 hours a day from any electronic device with an internet connection. With no attendance and with absolute flexibility, this program allows students to combine their personal and professional life with their education. Therefore, it becomes the best option in the market for people who wish to study a quality program.

This **Postgraduate Diploma in Communication Disorders in Primary Education** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- Case studies presented by experts in Special Needs Education
- 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

Acquire the specific qualities that a teacher needs to understand the learning process of their students and detect possible anomalies in speech. Do it with this Postgraduate Diploma, don't wait any longer and enroll now"

Access the contents from any fixed or portable device with Internet connection, and study from wherever you want and whenever you want. A program adapted to you"

Delve into the most important educational strategies and become the expert in Communication Disorders that schools are looking for.

Boost your career towards change with this fully online Postgraduate Diploma.

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

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

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Objectives

The design of this program will allow students to acquire the necessary competences to improve and update their knowledge related to Communication Disorders. In this way, professionals will be prepared to diagnose different pathologies related to language in the elementary education stage. In addition, they will be able to provide customized educational responses applying the most innovative resources of the sector It is, therefore, an excellent opportunity to improve professionally and professional.

Take a step further in your career and master the development of learning situations with students who present a communicative pathology"

General Objectives

- Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- Effectively address Communication Disorders students' learning situations
- Recognize the importance of rules in all educational processes
- Promote participation and respect for the rules of coexistence

Delve into the use of basic assessment instruments and be able to develop standardized tests, interviews and analysis of records"

Specific Objectives

Module 1. Language and Communication Difficulties: Assessment and Diagnosis

- Know how to diagnose different disorders and pathologies related to language and communication
- Know the main speech and language disorders in the primary education stage

Module 2. Methodologies and Strategies in Language Intervention

- Know the use of basic assessment tools such as interviewing, data collection, standardized testing, record analysis, and formal and informal assessment
- Manage decision making in situations of linguistic, cultural and social diversity

Module 3. Intervention in Communication and Language Disorders in Formal and Non-Formal Settings

- Obtain resources to be able to work on the language and communication difficulties of their students
- Learn about possible interventions for the different difficulties in this field

03

Structure and Content

The syllabus of this Postgraduate Diploma in Communication Disorders in Primary Education has been designed by a highly prestigious teaching team with proven professional careers. In addition, it includes the latest developments in the sector, which offers the student a broad perspective on the different communicative pathologies in the classroom. Therefore, graduates will be able to broaden their knowledge from the very first module, which guarantees a professional growth adapted to their aspirations.

A syllabus developed by experts and quality content, the two keys to a successful learning experience"

Module 1. Language and Communication Difficulties: Assessment and Diagnosis

1.1. The Dimension of Language
- 1.1.1. Language Form
- 1.1.2. Language Content
- 1.1.3. Use of Language

1.2. Oral Language Assessment
- 1.2.1. Basic Concepts of the Assessment Process
- 1.2.2. Assessment of Language Dimensions

1.3. Interdisciplinary Work on Language and Communication Difficulties
- 1.3.1. Professionals in the Educational Field
- 1.3.2. Professionals Outside the Educational Field
- 1.3.3. The Family

1.4. Assessment of Speech and Fluency Disorders
- 1.4.1. Assessment of Dyslalia
- 1.4.2. Assessment of Dysglossia
- 1.4.3. Evaluation of Dysarthrias
- 1.4.4. Evaluation of Dysphemia

1.5. Assessment of Voice Disorders
- 1.5.1. Types of Dysphonia
- 1.5.2. Guidelines for Classroom Assessment

1.6. Assessment of Language and Communication in Oral Language Disorders
- 1.6.1. Simple Language Retardation (SLR)
- 1.6.2. Specific Language Impairment (SLI)
- 1.6.3. Assessment Process for Simple Language Delay and TEL

1.7. Assessment of Written Language Disorders
- 1.7.1. Assessment of Reading Disorders: Dyslexias
- 1.7.2. Assessment of Writing Disorders

1.8. Language and Communication Assessment in Autism Spectrum Disorder (ASD) and Other Neurodevelopmental Disorders (ODD)
- 1.8.1. Motor Disorders
- 1.8.2. Intellectual Development Disorders (IDD)
- 1.8.3. Attention Deficit Hyperactivity Disorder (ADHD)
- 1.8.4. Autism Spectrum Disorder(TEA)
- 1.8.5. Language and Communication Assessment Process in Children with ASD

1.9. Language and Communication Assessment in Sensory Impairment
- 1.9.1. Hearing Impairment
- 1.9.2. Deafblindness

1.10. Preparation of Educational Reports on the Assessment and Diagnosis of Language and Communication Difficulties
- 1.10.1. Why Is a Report Necessary?
- 1.10.2. Parts of an Assessment Report
- 1.10.3. Report Models

Module 2. Methodologies and Strategies in Language Intervention

2.1. Language Components
- 2.1.1. Definition of Language
- 2.1.2. Language Components
- 2.1.3. Language Dimensions
- 2.1.4. Definition of Language Difficulty

2.2. Intervention Strategies in Language Components
- 2.2.1. Pre-Intervention Considerations
- 2.2.2. Intervention in the Phonological Component
- 2.2.3. Intervention in the Morphosyntactic Component
- 2.2.4. Intervention in the Semantic Component
- 2.2.5. Intervention in the Pragmatic Component

2.3. Language Delays
- 2.3.1. Classification
- 2.3.2. Etiology
- 2.3.3. Intervention Strategies

2.4. Address Fluency Disorders
- 2.4.1. General Characteristics
- 2.4.2. Classification
- 2.4.3. Models of Intervention in Dysphemia

2.5. Dysphonia
- 2.5.1. Factors influencing Incorrect Phonation
- 2.5.2. Phonic Rehabilitation
- 2.5.3. Vocal Hygiene
- 2.5.4. Dysphonia in the Classroom
- 2.5.5. The Teacher's Role in Working with Students with Dysphonia

2.6. Intervention in Reading Disorders
- 2.6.1. Factors influencing Incorrect Phonation
- 2.6.2. Phonic Rehabilitation
- 2.6.3. Psychological Processes involved in the Acquisition of Reading
- 2.6.4. Tasks for Recovery of Each Affected Process
- 2.6.5. Specific Learning Difficulties (Dyslexia) and Reading Delay

2.7. Intervention in Writing Disorders
- 2.7.1. Processes Involved in the Learning of Writing
- 2.7.2. Recovery of the Affected Processes in Writing Difficulties
- 2.7.3. Dysgraphia and Dysorthographia

2.8. The Hearing and Language Intervention Plan
- 2.8.1. Intervention Plan Contents, Materials and Timeline
- 2.8.2. Types of Intervention that can be Carried Out by the Hearing and Language Teacher in the School Setting
- 2.8.3. Language Stimulation Program

2.9. Collaborative Work in the Detection and Assessment of Communication and Language Disorders
- 2.9.1. Collaborative Work in the Assessment and Detection of Language Disorders
- 2.9.2. Other Professionals
- 2.9.3. The Family

Module 3. Intervention in Communication and Language Disorders in Formal and Non-Formal Settings

3.1. Communication and Language
- 3.1.1. Introduction and Objectives
- 3.1.2. What Is Communication?
- 3.1.3. Language and Speech

3.2. Differences between Formal, Non-Formal and Informal Environments Introduction and Objectives
- 3.2.1. Introduction and Objectives
- 3.2.2. Formal Environment
- 3.2.3. Non-Formal Environment
- 3.2.4. Informal Environment

3.3. Skills of the Hearing and Language Teacher in Different Environments
- 3.3.1. Introduction and Objectives
- 3.3.2. General Principles of Educational Intervention for Communication and Language Difficulties
- 3.3.3. Attitute Towards Intervention
- 3.3.4. Techniques of Language Stimulation
- 3.3.5. Skills for Working with Children
- 3.3.6. Skills for Working with Families

3.4. Generating Involvement in Natural Contexts
- 3.4.1. Introduction and Objectives
- 3.4.2. Importance of Student Participation in the Environment and with Peers
- 3.4.3. Generating Involvement in Language Skills
- 3.4.4. Facilitation Systems
- 3.4.5. Vulnerability Situations Related to Language

3.5. Relationship of the Different Communication, Language and Speech Disorders in the Phonetic-Phonological Dimension
- 3.5.1. Introduction and Objectives
- 3.5.2. Intervention

3.6. Relationship of the Different Communication, Language and Speech Disorders in the Pragmatic Dimension
- 3.6.1. Introduction and Objectives
- 3.6.2. Intervention

3.7. Relationship of the Different Communication, Language and Speech Disorders in the Lexical-Semantic Dimension
- 3.7.1. Intervention and Objectives
- 3.7.2. Intervention
- 3.7.3. Resources

3.8. Relationship of the Different Communication, Language and Speech Disorders in the Morphosyntactic Dimension
- 3.8.1. Introduction and Objectives
- 3.8.2. Intervention
- 3.8.3. Resources

3.9. The Use of Augmentative and Alternative Communication Systems as Facilitators of Intervention
- 3.9.1. Introduction and Objectives
- 3.9.2. What Do We Mean by Augmentative and Alternative Communication Systems?
- 3.9.3. Augmentative and Alternative Communication Systems with Assistance

3.10. The Use of Augmentative and Alternative Communication Systems without Support as Facilitators of Intervention
- 3.10.1. Introduction and Objectives
- 3.10.2. Augmentative and Alternative Communication Systems without Support
- 3.10.3. Augmentative and Alternative Communication Systems without Support: Oralists
- 3.10.4. Augmentative and Alternative Communication Systems without Support: Non-Oralistic

If you need to advance in your career and take a step further, don't hesitate, this is your opportunity"

04

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:

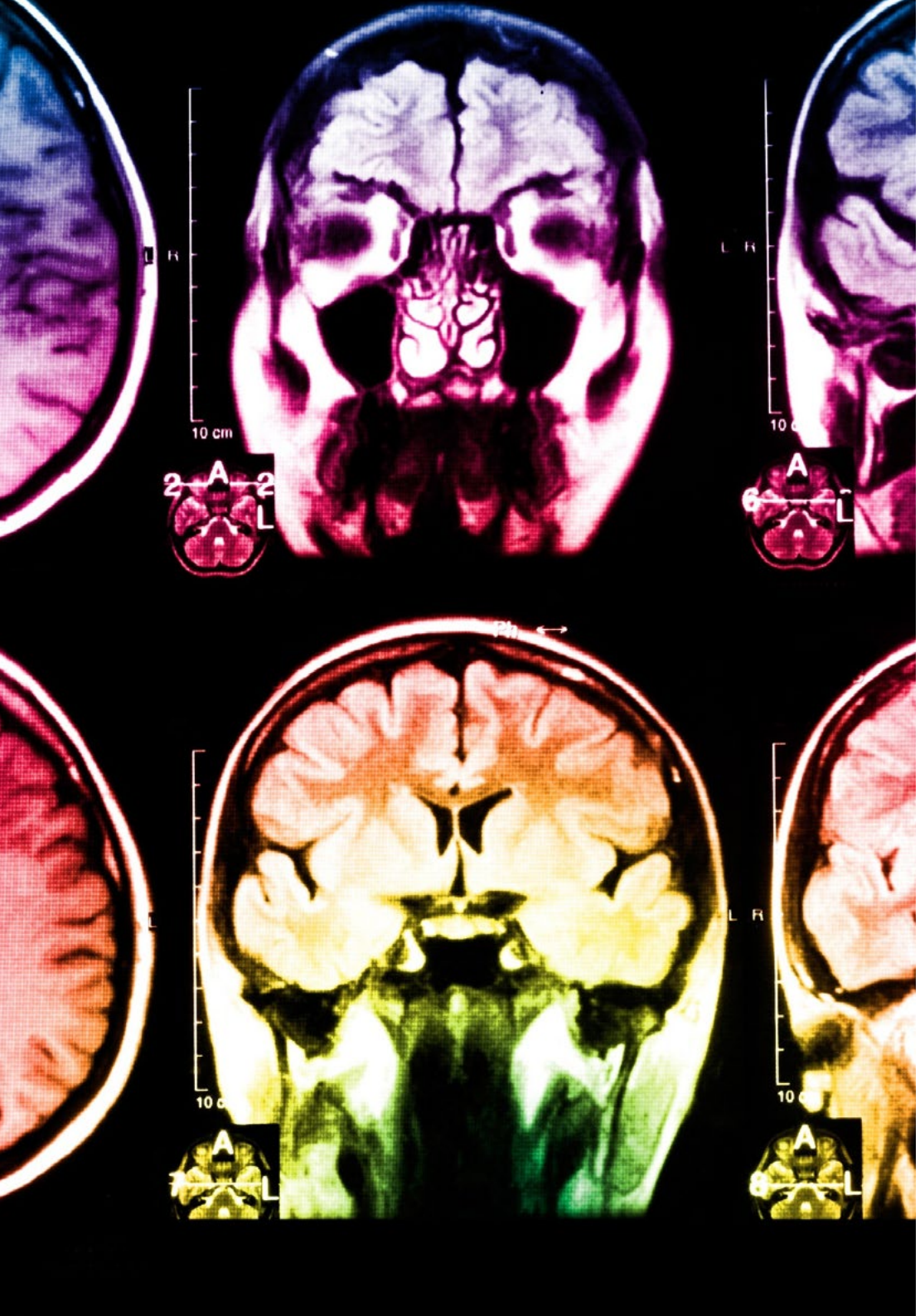
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

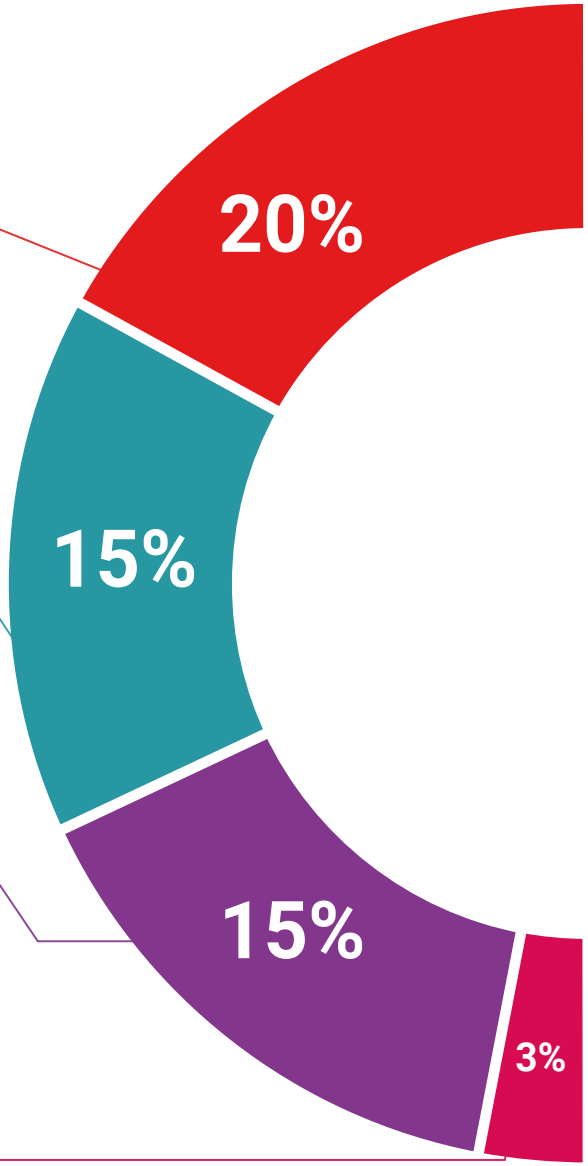
Interactive Summaries

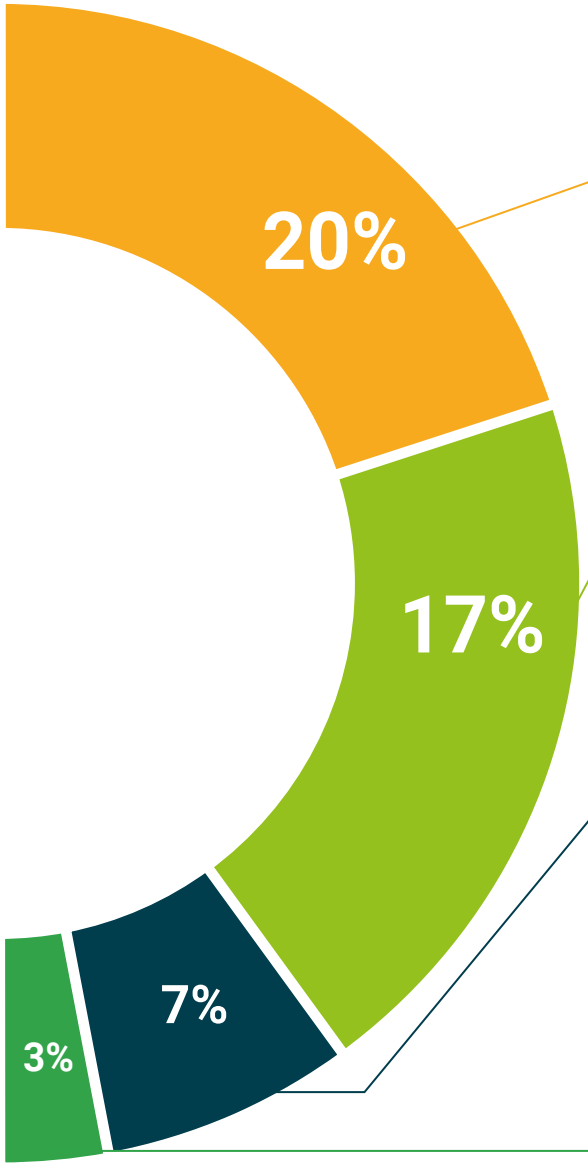
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

05

Certificate

The Postgraduate Diploma in Communication in Disorders in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Communication Disorders in Primary Education** 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 Communication Disorders in Primary Education**
Official Nº of Hours: **450 h.**

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Awards the following

CERTIFICATE

to

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

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

Communication Disorders in Primary Education

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

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

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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