

Postgraduate Certificate Early Intervention





Postgraduate Certificate Early Intervention

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

Website: www.techtitute.com/pk/education/postgraduate-certificate/early-intervention

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01

Introduction

Early Intervention is one of the most important requirements in addressing the needs that educational psychologist must carry out. Detection and intervention increase its efficacy and improve its prognosis in an indisputable way, in the early stages of any requirement. It is an attention that demands a certain preparation from Psychopedagogy professionals, as well as a permanent professional development.



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Early Intervention is one of the most important objectives in educational psychologists' work, a step towards success that requires, however, the highest qualification”

Psychopedagogy has reached, by its own merits, a place of recognition in the current scientific panorama. The knowledge of this discipline has become the subject of Articles, Monographs, and Publications at International level that have shaped a Panorama of great interest for the Professional. These developments have led to advances in Techniques, Disciplines, and Modes of Presence and Intervention that make constant updating an Indispensable Condition.

This increasingly broad program leaves the educational center in order to reach all types of sectors, specifically socio-labor, where it becomes an invaluable asset. The new social and labor circumstances, the new educational challenges, the vertiginous evolution of cultural contexts and many other challenges, require the greatest capacity in the professionals of Psychopedagogy.

In terms of intervention, mediation with families has also become increasingly important. The incursion of new technologies in social, school, or family life, sexual or functional diversity, or any of the new paradigms are not static, but evolve and constantly require a competent look that supports, guides, and serves as a reference and, in turn, has adequate professional support.

A thorough overview of intense challenges that in this comprehensive program, TECH tries to help students face. With the most complete human and technological resources that will allow us to move forward in a safe, comfortable and efficient manner.

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

- ♦ Practical cases presented by Psychopedagogy Experts
- ♦ Designed with graphic, schematic, and eminently practical content
- ♦ Latest advancements on School Psychopedagogy
- ♦ Practical Exercises where the Self-assessment Process can be Carried Out in Order to Improve Learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student.
- ♦ Evidence-Based Methodologies in School Psychopedagogy
- ♦ 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



It incorporates the latest developments in diagnosis and detection in the field of psychopedagogy with this high intensity educational program"

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It safely faces early diagnosis in all intervention areas, with the support of new techniques and developments in Psychopedagogy”

A specialized program that will allow you to include the added value of a high-quality Postgraduate Certificate in your résumé.

All you need is your will to improve, we provide the rest.

The teaching staff of this Postgraduate Certificate in Early Intervention formed by professionals in the sector, who pour all their knowledge and experience into this program to produce quality content, in addition to recognized specialists belonging to leading societies and prestigious universities.

The Multimedia Content has been elaborated with the latest Educational Technology, which will allow the Professional a situated and contextual Learning, through which the student will be able to study in a Simulated Environment in which they will be able to train in Real Situations.

The design of this Program is based on Problem-Based Learning, so that the professional will have to try to solve the different situations of Professional Practice that arise throughout the training. For this reason, students will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of School Psychopedagogy with extensive teaching experience.



02 Objectives

The main objective of this program is to offer a high-quality complementary program for students' skill sets. Through the development of a very complete program, TECH will accompany you in the acquisition of the necessary skills and competencies to be able to deal with the challenges that Psychopedagogy faces in the exercise of its task. But it will also promote personal growth through a curriculum created to encourage intellectual development.



A close-up photograph of a hand tracing a dotted line on a piece of paper. The hand is positioned over the paper, with fingers following the path of the dots. Above the dotted line, there is a blue squiggle. The background is a wooden surface. The image is partially obscured by a red and white geometric overlay on the right side of the slide.

“

*You will achieve the educational objectives
of this program, with the simplicity of an
unbeatable method for its teaching efficiency"*



General Objectives

- ♦ Acquire new competencies and skills in the field of Psychopedagogy
- ♦ Get up to date in the field of Psychopedagogy in the school area
- ♦ Develop the capacity to face new situations in the school context
- ♦ Encourage interest in the constant updating of professionals
- ♦ Know the different intervention options
- ♦ Learn new ways of dealing with Special Educational Needs
- ♦ Achieve an efficient framework for Evaluation, Diagnosis, and Guidance
- ♦ Be able to research and innovate in order to respond to new demands





Specific Objectives

- ♦ Support and Reinforce Childhood Care for people with Biological, Psychological, or Social Risks
- ♦ Master the basic concepts and tools that will allow early intervention, both to prevent and to face the biopsychosocial risks that affect childhood
- ♦ Gain knowledge of Cognitive, Linguistic, Socio-affective, and Socially at-risk Children's Development
- ♦ Recognize the different Intervention Models and Types of Programs, as well as their Evolution



Achievable, measurable and highly applicable objectives: so that your efforts give you the results you need"

03

Course Management

For our program to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.



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An impressive teaching staff, made up of professionals from different areas of expertise, will be your teachers during your training: a unique opportunity not to be missed”

Management



Mr. Alfonso Suárez, Álvaro

- ♦ Teacher of Educational Reinforcement for Students with Specific Educational Needs
- ♦ Technician in Social and Health Care for Dependent People in Social Institutions
- ♦ Social integration technician: Design, development and evaluation of social insertion interventions for people with severe mental illness
- ♦ Graduate in Psychopedagogy from the University of Laguna



04

Structure and Content

The structure of the contents has been designed by a team of professionals from leading schools and universities. Structured in specific units, it will allow you to learn in a gradual and sustained way, without losing motivation during the process.



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A straightforward and concrete syllabus, chosen to give you the greatest efficiency for your learning"

Module 1. Early Intervention

- 1.1. Educational Research and Innovation Introduction
 - 1.1.1. Conceptualization and Historical Evolution of Early Care Relationships between Development and Early Learning
 - 1.1.1.1. Concept of Early Care
 - 1.1.1.2. Historical Evolution of Early Care
 - 1.1.1.3. Relationship between Development and Early Learning
- 1.2. Prevention and Main Areas in Early Care
 - 1.2.1. Phases in the Research Process. Spheres and Agents
 - 1.2.1.1. Phases in the Research Process in Early Care
 - 1.2.1.2. Spheres in Early Care
 - 1.2.1.3. Early Care Agents
 - 1.2.2. Child Development and Early Care Centers
- 1.3. Neurodevelopment during the First Years of Life
 - 1.3.1. Major Biological and Social Risk Factors. Compensation Tools
 - 1.3.1.1. Main Biological Risk Factors
 - 1.3.1.2. Main Social Risk Factors
 - 1.3.1.3. Compensation Tools
 - 1.3.2. Plasticity and Brain Function
 - 1.3.1.1. Concept of Brain Plasticity
 - 1.3.1.2. Brain Function
- 1.4. Psychoeducational Early Intervention in Social-Cognitive Development
 - 1.4.1. Theoretical Approaches to Cognitive Development. Cognitive Development from 0 to 6 years old
 - 1.4.1.1. Theoretical Approaches to Cognitive Development
 - 1.4.1.2. Cognitive Development from 0 to 6 years old
 - 1.4.2. The Preoperational Period
 - 1.4.2.1. Development in the Preoperational Period
- 1.5. Psychoeducational Early Intervention in Social-Linguistic Development
 - 1.5.1. Early Language Development, Warning Signs, and Early Language Intervention
 - 1.5.1.1. Early Language Development
 - 1.5.1.2. Warning Signs during Early Language Development
 - 1.5.1.3. Early Language Intervention





- 1.6. Psychoeducational Early Intervention in Socio-Affective Competence
 - 1.6.1. Social-emotional Development and Early Intervention in Social-emotional Development
 - 1.6.1.1. Social-Emotional Development
 - 1.6.1.2. Social Contexts and Interactions in Childhood
 - 1.6.1.3. Early Intervention in Social-emotional Development
- 1.7. Early Psychoeducational Intervention in Children at Social Risk
 - 1.7.1. Situations of Social Risk. Typology of Maltreatment during Childhood
 - 1.7.1.1. Social Risk in Childhood
 - 1.7.1.2. Types of Maltreatment during Childhood
 - 1.7.2. Methodological and Adaptation Strategies in Risk Situations
 - 1.7.2.1. Early Intervention Strategies
 - 1.7.2.2. Adaptation and Coping Strategies in Social Risk Situations
- 1.8. Early Care Intervention Programs
 - 1.8.1. Intervention Models and Program Typology in Early Intervention Assessment
 - 1.8.1.1. Early Intervention Models
 - 1.8.1.2. Types of Early Care Programs
 - 1.8.1.3. Program Evaluation in Early Care

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Interesting, motivating and stimulating. Our Postgraduate Certificate will take you through a process of empowerment and personal growth"

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.





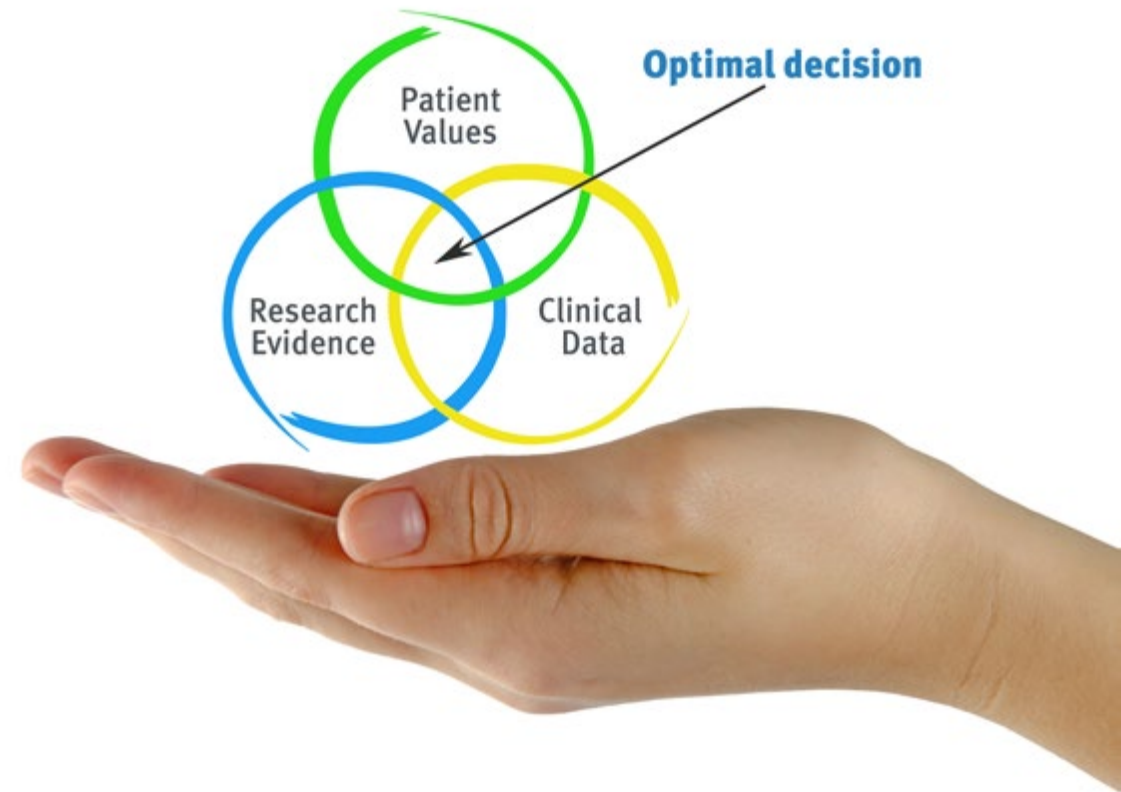
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.

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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

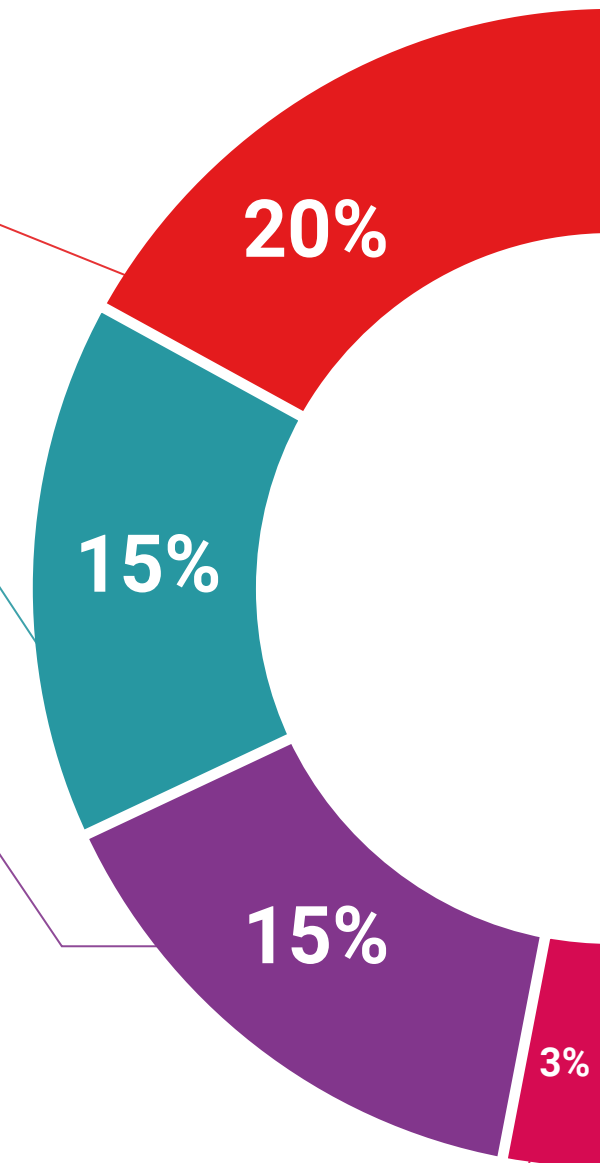
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

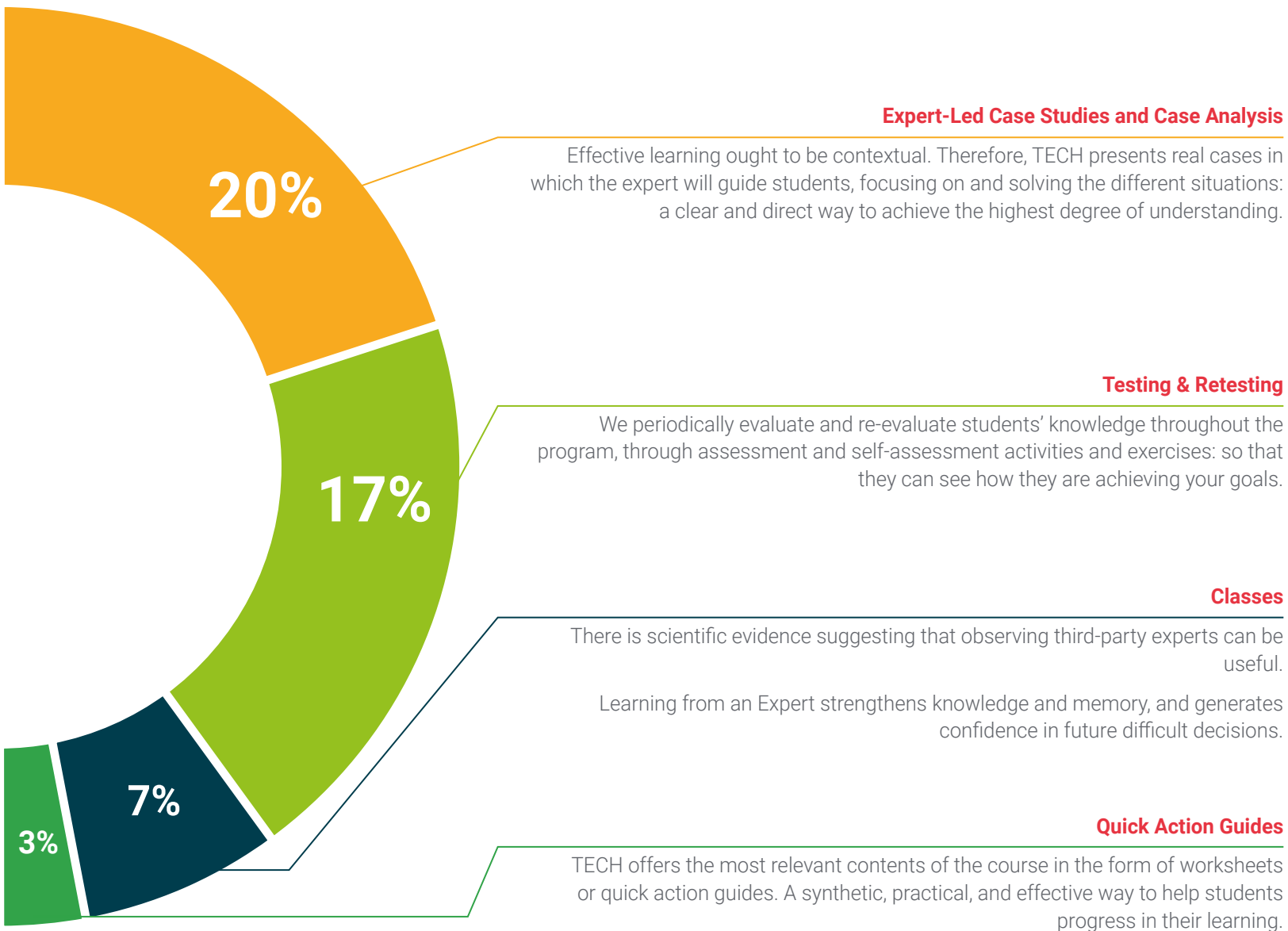
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





06 Certificate

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



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

This **Postgraduate Certificate in Early Intervention** contains the most complete and up-to-date educational 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 Early Intervention**

Official N° of Hours: **100 h.**



*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 quality
development languages
virtual classroom



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