Postgraduate Diploma
Autism Spectrum Disorder and Other Communication Disorders

tech technological university

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Postgraduate Diploma

Autism Spectrum Disorder and Other Communication Disorders

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

Website: **www.techtitute.com/us/education/postgraduate-diploma/autism-spectrum-disorder-other-communication-disorders**

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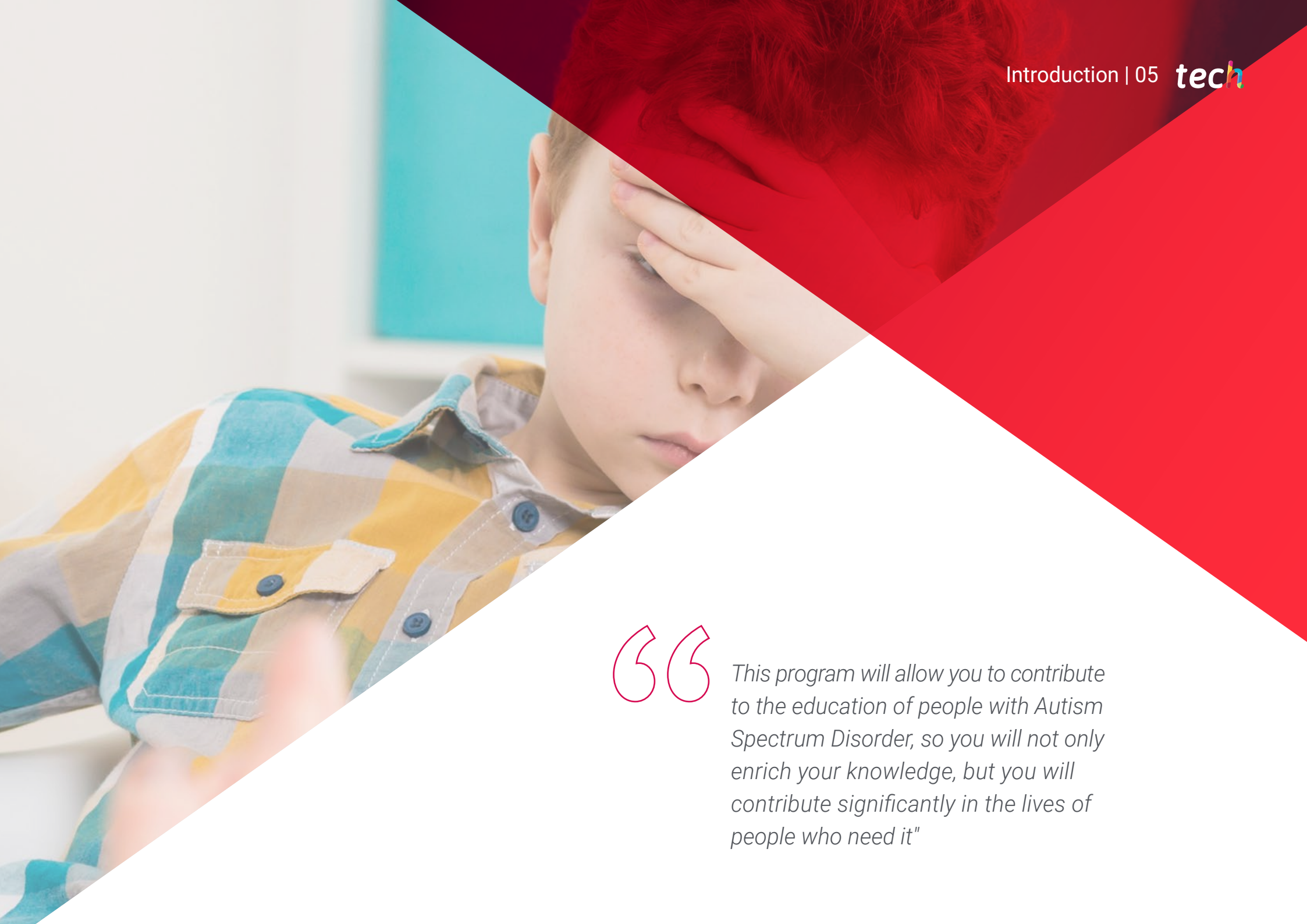
01

Introduction

There are special cases in the classroom where students with ASD are challenging for the teacher. Coexistence among peers can also be a problem, since children and young people can sometimes be hostile in special cases. This is when the role of the teacher is fundamental, since not everyone can intervene in a timely manner in the communication and socialization process. Therefore, it is necessary for the education professionals to update their information according to the needs of the person with communicative disabilities, in order to strengthen their skills and improve their interaction for the different environments of their daily lives. So, this is a program of great impact, full of updated information regarding the needs of this specific field.



This program will allow you to contribute to the education of people with Autism Spectrum Disorder, so you will not only enrich your knowledge, but you will contribute significantly in the lives of people who need it"

The best way to address Autism Spectrum Disorder is through education, so the role of the teacher is essential in the process of interaction and socialization of a person with communication disabilities. Therefore, it is necessary a complete update of learning techniques, therefore, this Postgraduate Diploma is a compendium of updated information that aims to provide educational tools to address cases of children and young people in the classroom.

Through an avant-garde program, the teaching professionals will acquire an update on the needs and challenges of the field. In this way, they will deepen their knowledge of techniques that will allow them to broaden the student's vision in order to be encouraged to intervene in open spaces and even develop in a correct way with their relatives and family members.

Finally, this program will address the main causes and consequences of the diagnosed person, so it will know how to identify their actions and methods of communication. In this way, it will delve not only into the disorder but also into its characteristics, which is essential to understand the correct way in which a person with these disorders acts and behaves.

It is a program full of audiovisual material, practical exercises and complementary readings, which will enrich the professionals' experience and help them achieve their goals. In addition, it comes in a 100% online format, with 24-hour access to the virtual campus and a space for interaction to resolve doubts and concerns.

The **Postgraduate Diploma in Autism Spectrum Disorder and Other Communication Disorders** contains the most complete and up-to-date program on the market. The most important features include:

- The development of case studies presented by experts in Autism Spectrum Disorder and Other Communication Disorders
- 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 self-assessment can be used 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

Learn the best communication techniques in the field and develop them in your daily practice with students with ASD"

This program is the best educational option you have, since you will be able to integrate cutting-edge tools into your academic work with students with communication disorders"

Improve your skills and learn new assertive communication techniques to implement in the classroom with ASD students.

This program allows you 24-hour access, so you can refer to the content and material as often as needed.

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 provide the professionals with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professionals 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 experts.

02

Objectives

TECH's main objective for this Postgraduate Diploma is to provide an update to the teaching professionals who wish to cover cases of students with Autism Spectrum Disorder. They will acquire a vast knowledge on the subject, which in turn will allow them to deepen in social integration methodologies for a more assertive communication. Therefore, the objectives proposed in this program will contribute to the achievement of professional goals, since they were designed according to current and future needs.

Fulfill your goals after completing this Postgraduate Diploma and be part of the best generation of teachers in special education"

General Objectives

- Know how Special Education has evolved, especially regarding international entities such as UNESCO
- Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- Collaborate in supporting families / legal guardians in the development of students
- Participate in the assessment and diagnosis of Special Educational Needs
- Elaborate the adaptations required by students with Special Educational Needs
- Use the methodology, tools and material resources adapted to the individual needs of students with Special Educational Needs
- Learn the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students
- Establish measures both in the classroom, school and environment for students with aSpecial Educational Needs to enable their full inclusion in today's society

Specific Objectives

Module 1. History and Evolution of Terms up to Functional Diversity

- Describe changes throughout history using vocabulary adjusted to the time period
- Compare changes and advances throughout the history of Special Education
- List the most commonly used classifications in interdisciplinary work, both ICD-10 and DSM-V
- Analyze and reflect on UNESCO's approaches
- Define the essential concepts in current psycho-pedagogy
- Know and describe the most important milestones in the evolutionary development of healthy children to establish comparisons with children who have special educational needs

Module 2: Neurodevelopmental Disorders: Autism Spectrum Disorder / Pervasive and Specific Developmental Disorders

- Define and differentiate the different concepts within autism spectrum disorder
- Delve deeper into the different disorders, their characteristics, intervention and needs, among other aspects
- Adapt tools and materials related to learner needs
- Recognize the different evaluations and prognoses to be established

Module 3. Communication Disorders

- Define the term communication and know its possible disorders
- Classify and recognize the different communication disorders
- Identify the neurological basis of development and learning in the developmental pyramid
- Know the incidences in student developmental stages for their intervention
- Understand multiprofessional coordination with students, together with the required documentation and organization according to needs
- Understand social intervention according to student developmental stages
- Know the intervention at the individual level according to the stages of student development in relation to their needs and disorder type
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student disorder

Achieve your goals after completing this program and improve your professional skills to reach the top"

03

Course Management

For this specific program, TECH has selected a respected faculty of experts in the field of education and Communicative Disorders, as well as the Autism Spectrum. They stand out for their extensive experience and knowledge, which has allowed them to position themselves at the top of their profession. In addition, they stand out for their research and contributions in the academic context, contributing to the education of the next generation of professionals.

They are respected teachers in the field of Autism Spectrum Disorders, who will guide you in the development of this Postgraduate Diploma"

Management

Dr. Mariana Fernández, María Luisa

- Educational Guidance and Professor
- Head of Studies in CEPA Villaverde
- Head of the Guidance Department at Juan Ramón Jiménez Secondary School
- Educational counselor at the Department of Education of the Community of Madrid
- Teacher in postgraduate studies
- Speaker at Educational Guidance Congresses
- PhD in Education from the Autonomous University of Madrid
- Degree in Industrial Psychology from the Complutense University Madrid

Professors

Mr. Serra López, Daniel

- Special Education Technical Assistant at the Gil Gayarre Foundation
- Educational Technical Assistant in Special Education
- Educational Technical Assistant at Gil Gayarre Foundation
- Educnatur Special Education Monitor
- Special Education Teacher and Tutor at C.E.E. Virgen del Loreto
- Graduate in Primary Education by ESCUNI Magisterio University Center
- Professional Master's Degree in Inclusive Education and High Abilities from CEU Cardenal Herrera University
- Expert in Attention to students with Special Educational Needs in Secondary Education by CEU Cardenal Herrera University

Ms. Ruiz Rodríguez, Rocío

- Educational technical assistant with expertise in Special Education
- Educational technical assistant at the Gil Gayarre Foundation
- Coordinator for events with children and young people
- Instructor in toy libraries and children's leisure centers
- Support service for children with special educational needs
- Graduate in Primary Education

Ms. Vílchez Montoya, Cristina

- Teacher in Primary Education, expert in Therapeutic Pedagogy
- Teacher in postgraduate university studies
- English teacher at *The Story Corner*
- Degree in Primary Education, Therapeutic Pedagogy specialization

Mr. Pérez Mariana, Julio Miguel

- Leisure and Leisure Monitor in Camps and Extracurricular Activities
- Swimming instructor
- Primary Education Teacher
- Superior Technician in Physical and Sports Activities Animation
- Technician in Conduction of Physical-Sports Activities
- Specialized Instructor Course for youngsters with special educational needs

04

Structure and Content

The syllabus of this program has been designed according to the current needs of the sector, so that , within this Postgraduate Diploma the education professionals will find updated information regarding the approach to the student with Autism Spectrum Disorders and Communication Disorders. Throughout the following modules, the teachers will delve into fundamental aspects that will lead them to intervene in a timely manner in specific cases. In addition, it is composed of audiovisual material, practical exercises and complementary readings, which will enrich your experience.

This program is composed of updated information and exercises of real cases, aspects that will propel your career to the top"

Module 1. History and Evolution of Terms up to Functional Diversity

1.1. Special Education Prehistory
- 1.1.1. Justifying the Term Prehistory
- 1.1.2. Stages in Special Education Prehistory
- 1.1.3. Education in Ancient Greece
- 1.1.4. Education in Mesopotamia
- 1.1.5. Education in Egypt
- 1.1.6. Education in Rome
- 1.1.7. Education in America
- 1.1.8. Education in Africa
- 1.1.9. Education in Asia
- 1.1.10. Shift from Mythology and Religion to Scientific Knowledge

1.2. Middle Ages
- 1.2.1. Definition of Historical Period
- 1.2.2. Stages in the Middle Ages: Features
- 1.2.3. The Separation of Church and School
- 1.2.4. Clergy Education
- 1.2.5. Knight's Education
- 1.2.6. Education of the Weak

1.3. Modern Age: 16th to 18th Century
- 1.3.1. Definition of Historical Period
- 1.3.2. Contributions Made by Ponce de León, Juan Pablo Bonet and Lorenzo Hervas to Teaching the Hearing Impaired
- 1.3.3. Sign Language Communication
- 1.3.4. Luis Vives' Contributions
- 1.3.5. Jacobo Rodríguez Pereira's Contributions
- 1.3.6. Juan Enrique Pestalozzi's Contributions
- 1.3.7. Treating Mental Deficiency: Contributions Made by Pinel, Itard, and Others

1.4. 19th Century
- 1.4.1. Definition of Historical Period
- 1.4.2. First Special Education Classrooms
- 1.4.3. First Parent-Student Associations in Special Education
- 1.4.4. The Origins of Studying Intelligence: Measuring IQ
- 1.4.5. Louis Braille's Contributions to Teaching the Visually Impaired
- 1.4.6. Writing in Braille
- 1.4.7. Reading in Braille
- 1.4.8. Anne Sullivan's Contributions to Teaching the Deaf and Blind
- 1.4.9. Alexander Graha Bell's Contributions to Acoustics

1.5. 20th Century
- 1.5.1. Definition of Historical Period
- 1.5.2. Ovidio Decroly's Contributions
- 1.5.3. María Montessori's Contributions
- 1.5.4. Psychometrics Impulse
- 1.5.5. Before the Warnock Report
- 1.5.6. The Warnock Report
- 1.5.7. School Implications after the Warnock Report
- 1.5.8. Dr. Jack Bradley's Photography: Hearing Aid Use
- 1.5.9. Using Home Video in Autism

1.6. The Contributions from the World Wars
- 1.6.1. Historical Periods of the World Wars
- 1.6.2. Schools in Times of Crisis
- 1.6.3. T4 Operation
- 1.6.4. Schools under Nazism
- 1.6.5. Schools in Ghettos and Concentration Camps: Work and Extermination
- 1.6.6. The Start of Schools in the Kibbutz
- 1.6.7. Concepts of Education vs. Rehabilitation
- 1.6.8. Developing Tools and Materials to Improve Everyday Life
- 1.6.9. Using the White Cane
- 1.6.10. Using Technology to Improve the Life of Injured Soldiers

1.7. 21st Century Perspectives
- 1.7.1. Concept of Functional Diversity
- 1.7.2. Social Implications of the Term Functional Diversity
- 1.7.3. Educational Implications of the Term Functional Diversity
- 1.7.4. Work Implications of the Term Functional Diversity
- 1.7.5. Rights and Responsibilities of Functionally Diverse Individuals
- 1.7.6. Knowledge on How the Nervous System Functions
- 1.7.7. New Contributions from Neurology
- 1.7.8. Using ICT in Schools
- 1.7.9. Home Automation in Schools
- 1.7.10. Multiprofessional Coordination

1.8. UNESCO Approaches
- 1.8.1. Birth of UNESCO
- 1.8.2. UNESCO Organization
- 1.8.3. UNESCO Membership
- 1.8.4. Short and Long-Term UNESCO Strategies
- 1.8.5. Precursors of Children's Rights
- 1.8.6. Children's Rights: Implications in Special Education
- 1.8.7. The Education of Girls with Special Educational Needs
- 1.8.8. The UNESCO Salamanca Statement
- 1.8.9. Implications of the Salamanca Statement
- 1.8.10. Other UNESCO Documents

1.9. Classification According to Diagnosis
- 1.9.1. Responsible Bodies in the Preparation of Classifications
- 1.9.2. Definition of CIE-10
- 1.9.3. DSM-V Definition
- 1.9.4. The Need to Use Both Classifications
- 1.9.5. Implications for Teachers Specialized in Therapeutic Pedagogy for Teachers
- 1.9.6. Coordination with Other School Professionals According to these Classifications
- 1.9.7. Using Language and Vocabulary Adjusted to These Classifications
- 1.9.8. School Documents That Reference These Classifications
- 1.9.9. Drafting Student Follow-up Reports
- 1.9.10. Drafting Multiprofessional Coordination Reports

1.10. Basic Concepts in Psychopedagogy
- 1.10.1. The Need for Psychopedagogy Intervention in Schools
- 1.10.2. Psychology Concepts in Schools
- 1.10.3. Pedagogy and Education Sciences Concepts in Schools
- 1.10.4. Relation between Psychology and Pedagogy Concepts in Schools
- 1.10.5. School Documents Based on Psychology and Pedagogy
- 1.10.6. Establishing Parallels between School Stages, Psycho-evolutionary Development Stages and Special Needs Education
- 1.10.7. Elaborating Therapeutic Pedagogy Teacher Information to Facilitate the Intervention of Other Professionals in Schools
- 1.10.8. Professional Relationships and Organizational Chart in Schools Based on Psychology and Pedagogy
- 1.10.9. Drafting Multiprofessional Coordination Reports
- 1.10.10. Other Documents

Module 2. Neurodevelopmental Disorders: Autism Spectrum Disorder / Pervasive and Specific Developmental Disorders

2.1. Definition, Clinical Presentation and Classification
- 2.1.1. Etiology
- 2.1.2. Genetic Factors
- 2.1.3. Neurochemical Alterations
- 2.1.4. Immune Function Alterations
- 2.1.5. Environmental Factors
- 2.1.6. Comorbidity
- 2.1.7. Diagnostic Criteria
- 2.1.8. Early Detection
- 2.1.9. Prevalence
- 2.1.10. Differences between DSM - V and ICD-10 Classifications

2.2. Students with Autism Spectrum Disorder (ASD): Types of Alterations
- 2.2.1. Definition According to DSM - V
- 2.2.2. Symptoms According to DSM - V
- 2.2.3. Definition According to ICD-10
- 2.2.4. Symptoms According to ICD-10
- 2.2.5. Educational Intervention According to Developmental Stage
- 2.2.6. Educational Intervention in Early Childhood (3 to 6 Years of Age)
- 2.2.7. Educational Intervention in Childhood (6 to 12 Years of Age)
- 2.2.8. Educational Intervention in Adolescence (12 to 20 Years of Age)
- 2.2.9. Educational Intervention in Adulthood (20 to 40 Years of Age)
- 2.2.10. Curricular Adaptations

2.3. Identification of Special Educational Needs in Students with ASD

2.4. ASD Student Intervention

2.5. Organizing Resources for ASD Students

2.6. Specific Intervention Models

2.7. Adapting the Curriculum for ASD Students

2.8. Educational Response for ASD Students in Childhood Education

2.9. Educational Response for ASD Students in Secondary and Primary Education

2.10. Educating Adults on ASD: Counseling for Families with ASD Students

Module 3. Communication Disorders

3.1. Concept and Definition of Communication and Its Disorders
- 3.1.1. Definition of Communication
- 3.1.2. Types of Communication
- 3.1.3. Definition of Language
- 3.1.4. Stages in Communication
- 3.1.5. Definition of Disorder
- 3.1.6. Introduction to the Nervous System
- 3.1.7. Description of the Communicate Process
- 3.1.8. Difference between Communication and Speech
- 3.1.9. Language in Relation to Auditory and Visual Processing
- 3.1.10. Concept of Communication Disorders

3.2. Classification and Typology of Communication Disorders
- 3.2.1. Specific Language Disorder
- 3.2.2. Language Delays
- 3.2.3. Social Communication Disorder
- 3.2.4. Speech Sound Disorder
- 3.2.5. Childhood-Onset Fluency Disorder (Stuttering)
- 3.2.6. Selective Mutism
- 3.2.7. Students with Hearing Loss
- 3.2.8. Specific Learning Disorder
- 3.2.9. Academic or Educational Problems
- 3.2.10. Unspecified Communication Disorder

3.3. Neurological Basis for Development and Learning
- 3.3.1. Human Development Pyramid
- 3.3.2. Developmental Phases
- 3.3.3. Developmental Levels
- 3.3.4. Location of Language Skills in the Developmental Pyramid and Its Importance
- 3.3.5. General Outline of Neurodevelopment
- 3.3.6. Perceptual and Motor Neurodevelopent in Childhood
- 3.3.7. Developmental Areas that Influence Language
- 3.3.8. Cognitive Development via Communication and Language
- 3.3.9. Social and Affective Development via Communication and Language

3.4. Incidents in Developmental Stages
- 3.4.1. Early Language and Speech Development
- 3.4.2. Early Childhood: Language Development
- 3.4.3. Development of Spoken Language
- 3.4.4. Vocabulary Development and Grammatical Knowledge
- 3.4.5. Development of Communication Knowledge
- 3.4.6. Illiteracy: Written Language Comprehension and Use
- 3.4.7. Learning Difficulties in Reading
- 3.4.8. Emotional and Affective Development in Students
- 3.4.9. Diseases Related to Language Disorders
- 3.4.10. Other Incidents

3.5. Multiprofessional Coordination
- 3.5.1. Therapeutic Pedagogy Teacher Specialist
- 3.5.2. Hearing and Speech Teacher Specialist
- 3.5.3. Special Education Monitors during Schooling
- 3.5.4. Educators
- 3.5.5. Curricular Support Teachers
- 3.5.6. Sign Language Professional
- 3.5.7. Deafness and Blindness Mediators
- 3.5.8. Social Educators
- 3.5.9. Educational Guidance Teams
- 3.5.10. Specialized Educational Guidance Teams
- 3.5.11. Guidance Departments
- 3.5.12. Professional Eye Disease Doctors

3.6. Documentation and Organization According to Student Needs
- 3.6.1. Psychopedagogic Tests
- 3.6.2. Psychopedagogic Evaluation
- 3.6.3. Neuropsychopedagogic Reports
- 3.6.4. Speech Therapy Report
- 3.6.5. Specific Medical Documentation for Language Disorders
- 3.6.6. School Documentation
- 3.6.7. Social Organization
- 3.6.8. Center Organization
- 3.6.9. Classroom Organization
- 3.5.10. Family Organization

3.7. Educational Intervention According to Developmental Stages
- 3.7.1. Logopedic Intervention According to Developmental Stages
- 3.7.2. Adaptations at the Education Center Level
- 3.7.3. Adaptations at the Classroom Level
- 3.7.4. Adaptations at the Personal Level
- 3.7.5. Educational Intervention in Early Childhood
- 3.7.6. Educational Intervention in Second Childhood
- 3.7.7. Educational Intervention in Maturity
- 3.7.8. Intervention with Families

3.8. Adapted Tools and Supplies
- 3.8.1. Tools to Work with Communication Disorders Students
- 3.8.2. Adapted Individual Supplies
- 3.8.3. Adapted Collective Supplies
- 3.8.4. Linguistic Skills Programs
- 3.8.5. Programs to Promote Reading and Writing
- 3.8.6. Adapting Curricular Elements
- 3.8.7. ICT Influences
- 3.8.8. Auditory and Visual Stimulation

3.9. School-Based Socio-Community Intervention
- 3.9.1. Concept of Socio-Community Intervention
- 3.9.2. Student Schooling
- 3.9.3. Child Socialization
- 3.9.4. Extracurricular Outings
- 3.9.5. Family Circle
- 3.9.6. Relation Between Family and School
- 3.9.7. Peer-to-Peer Relationships
- 3.9.8. Leisure and Free Time
- 3.9.9. Professional training
- 3.9.10. Social Inclusion

3.10. Disorder Evaluation and Prognosis
- 3.10.1. Manifestations of Communication Problems
- 3.10.2. Speech Therapy Report
- 3.10.3. ENT Physician Evaluation
- 3.10.4. Subjective Hearing Tests
- 3.10.5. Psychopedagogic Evaluation
- 3.10.6. Speech Therapy Rehabilitation
- 3.10.7. Family Coexistence Analysis
- 3.10.8. Auditory Treatments
- 3.10.9. Family Coexistence Analysis
- 3.10.10. Applied

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

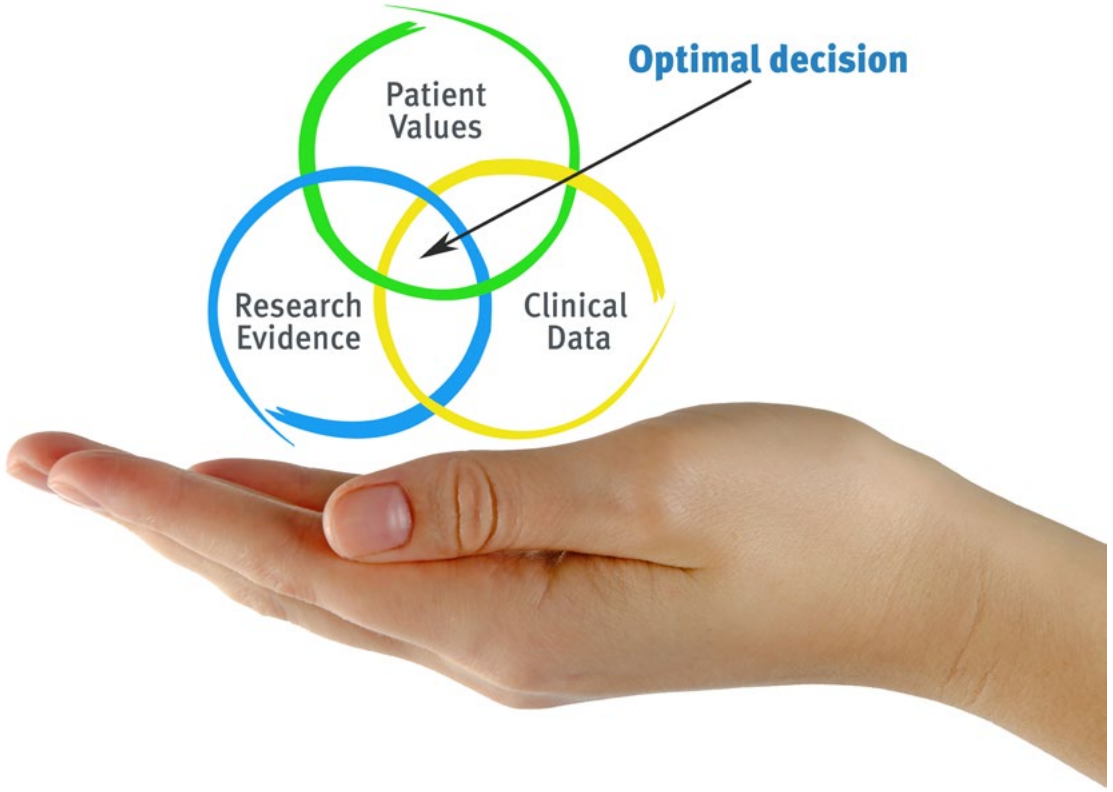
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

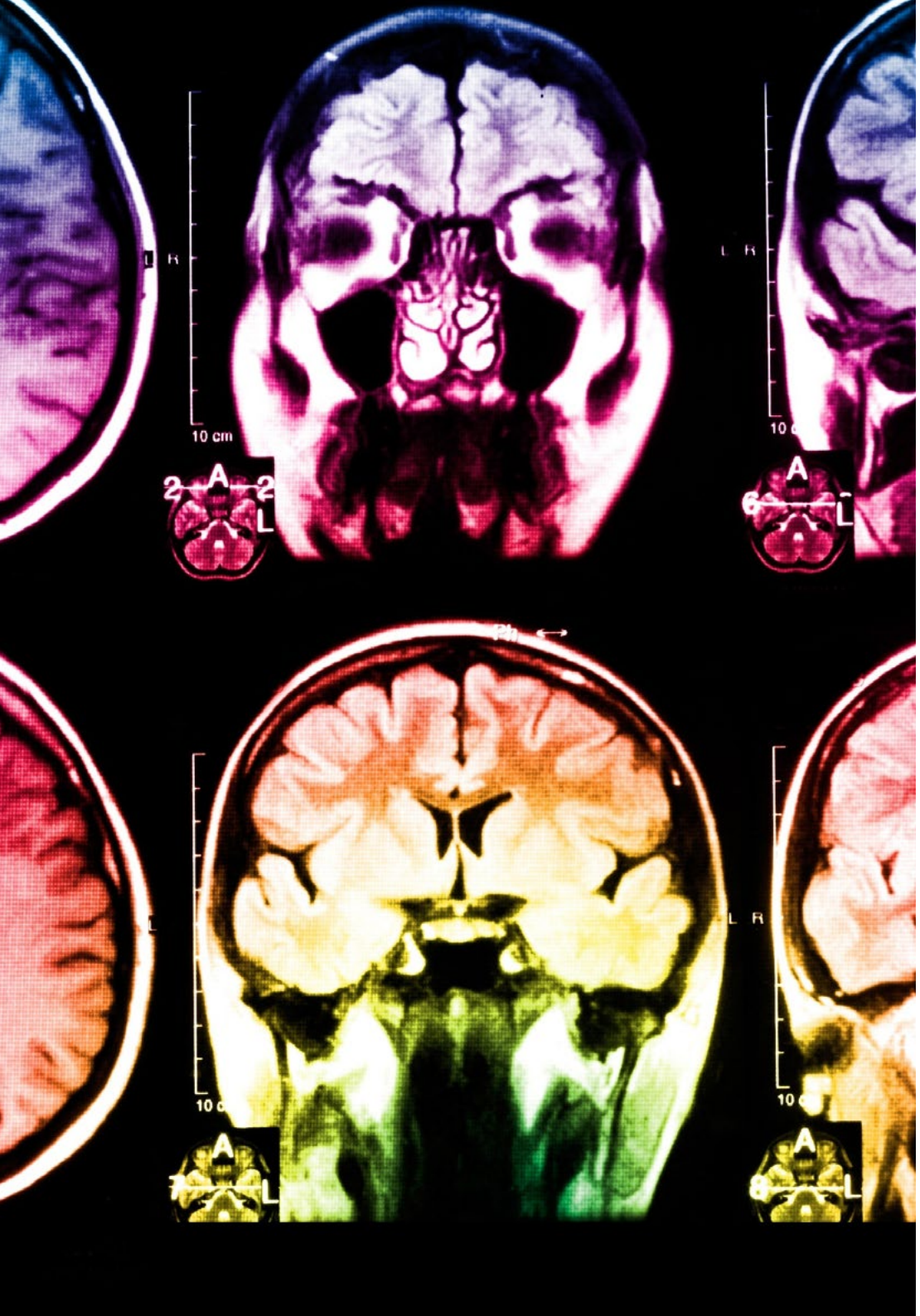
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

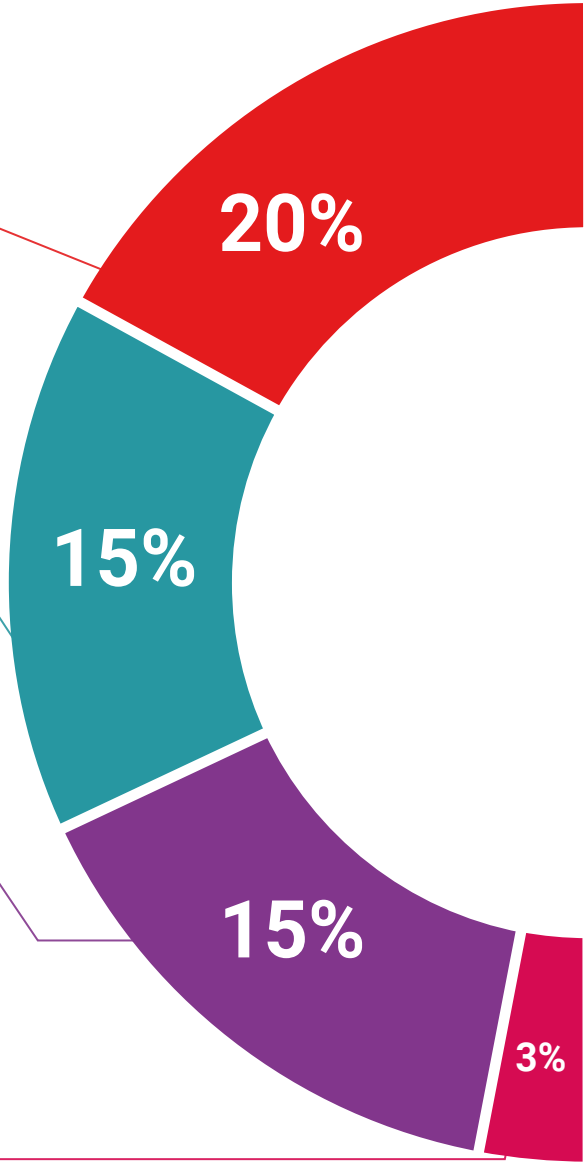
Interactive Summaries

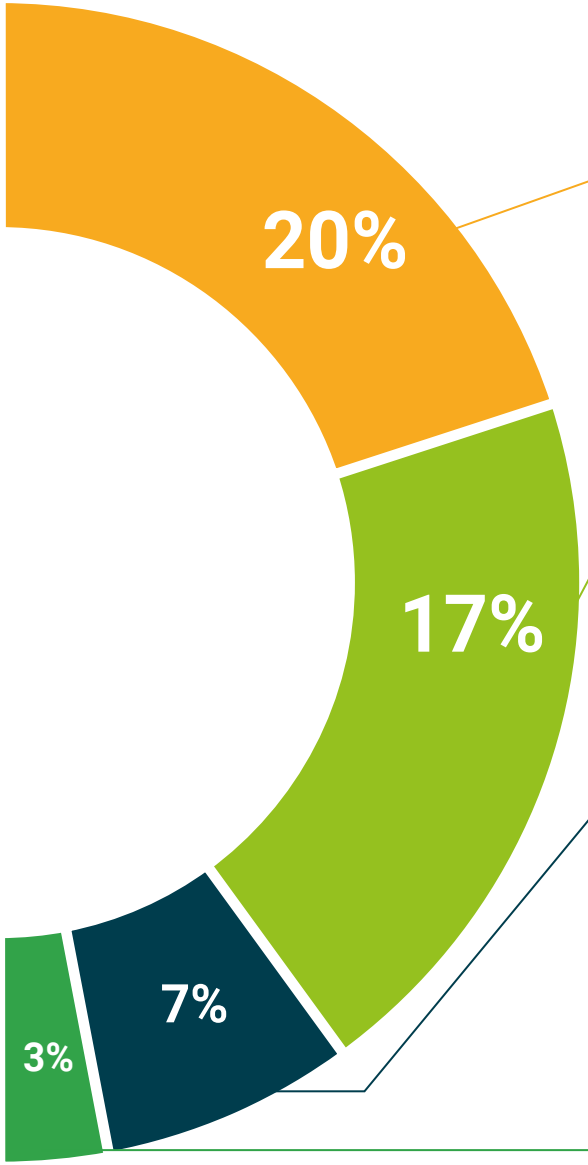
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Autism Spectrum Disorder and Other Communication Disorders 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"

The **Postgraduate Diploma in Autism Spectrum Disorder and Other Communication Disorders** 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 Diploma** issued by TECH Technological University via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Autism Spectrum Disorder and Other Communication Disorders**

Official No. of Hours: **450 h.**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Awards the following

DIPLOMA

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Autism Spectrum Disorder and Other Communication Disorders

This is a qualification awarded by this University, equivalent to 450 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

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

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Postgraduate Diploma

Autism Spectrum Disorder and Other Communication Disorders

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

Postgraduate Diploma

Autism Spectrum Disorder and Other Communication Disorders

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