

Postgraduate Diploma Hearing and Language in Pre-school Education



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

Website: www.techtute.com/in/education/postgraduate-diploma/postgraduate-diploma-hearing-language-pre-school-education

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Structure and Content

p. 12

04

Methodology

p. 18

05

Certificate

p. 26

01

Introduction

Children learn to speak naturally in the first six years of life, and it is a fundamental stage for acquiring a correct use of language. However, the teacher specialized in this field must know that language and speech are very complex linguistic processes, whose acquisition must be observed in order to be able to predict possible limitations in the integral development of children.



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Pre-School Education is a fundamental stage in the development of children, so it is necessary to have teachers trained in this stage who bring all their knowledge to the children"

The disorders that children in Pre-School Education may present are very varied, so hearing and speech specialist teachers must know the aspects related to the development of communication and language, the most frequent communication and speech disorders in the school environment and the way to prevent, detect and stimulate language in the classroom.

Only in this way will it be possible to detect potential pathologies that may hinder children in their natural learning process, since, in most cases, early detection is equivalent to solving the problem and, with the appropriate treatment, a normal life can be led, and the problem can be overcome.

For this reason, TECH Technological University wants to train teaching professionals in Hearing and Language in Pre-School Education, so that they acquire the necessary skills that allow them to develop their work with a higher level of professionalism and, in this way, help their students.

This program is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of students, in an asynchronous and completely self-manageable manner. Students will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program, always in tune with the abilities and aptitudes dedicated to it.

The order and distribution of the subjects and their units is specially designed to allow each student to choose their own schedule and self-manage their time. For this purpose, you will have at your disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where you will be able to evoke knowledge in an orderly manner and work on decision making that demonstrates your high-level education within this field of teaching.

A higher-level program aimed at those students who wish to surround themselves with the best and compete to excel in their profession, not only as a personal matter, but also with the main objective of wanting to make a difference in the education of their students.

This **Postgraduate Diploma in Hearing and Language in Pre-School Education** contains the most complete and up-to-date educational program on the market.

The most important features include:

- ♦ The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest news on the educational task of the pre-school education teacher
- ♦ Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- ♦ Special emphasis on innovative methodologies and teaching research
- ♦ 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



*TECH Technological University
provides you with the main educational
tools to enable you to develop your
work in the field of teaching"*

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The program invites us to learn and grow, to develop as teachers, to learn about educational tools and strategies in relation to the most common needs in our classrooms"

It includes in its teaching staff professionals belonging to the field of Hearing and Language in Pre-School Education, who bring to this program their work experience, as well as recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, it will allow professionals a situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, by means of which teachers must try to solve the different professional practice situations that are presented to them throughout the course. To do so, they will be assisted by an innovative interactive video system created by recognized experts in the field of Hearing and Language in Pre-school Education and with great teaching experience.

You will have access to the contents from any fixed or portable device with Internet connection, even from your cell phone.

In this comprehensive program you will find everything you need to acquire a higher professional level and compete with the best.



02 Objectives

The program in Hearing and Language in Pre-School Education is oriented to develop in the students the skills required for the exercise of their profession. For this purpose, TECH Technological University offers the most complete educational program from the hand of the main experts in the field.





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Become a Pre-School Education teacher thanks to the opportunity offered by TECH Technological University, the world's leading online university"



General Objective

- Develop teachers' skills and competencies to teach lessons in the early years of schooling of children

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Our goal is to achieve academic excellence and to help you achieve it too"





Specific Objectives

Module 1. Language and Communication Difficulties: Assessment and Diagnosis

- ♦ Provide future teachers with knowledge and tools to be able to diagnose different disorders and pathologies related to language and communication that students may present, affecting their academic development
- ♦ Gain knowledge about the neuropsychological basis of language and its normal development, as well as the main speech and language disorders in Pre-School Education
- ♦ Address the various disorders and difficulties affecting language and communication

Module 2. Psychopathology of Hearing and Language in the Education Field

- ♦ Know the evolution of language as a sign of good social and cognitive growth in students
- ♦ Analyze the existing difficulties in this area in order to be able to respond and meet the needs associated with language from the perspective of the inclusive school

Module 3. Methodologies and Strategies in Language Intervention

- ♦ Gain knowledge about the evolutionary process in the development of language and communication from 0 to 6 years old
- ♦ Get to know oral and written language disorders in the educational environment
- ♦ Know at a theoretical and practical level the teaching and methodological techniques of those areas or areas of teaching the subject of hearing and language adapted to the needs of students

03

Structure and Content

The structure of the contents has been designed by top level professionals within the educational field, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.





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*The best content to create
the best teachers”*

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. Assessment of Dysarthrias
 - 1.4.4. Assessment 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 Speech Delay (SSD)
 - 1.6.2. Specific Language Disorder (SLD)
 - 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 (TDAH)

- 1.8.4. Autism Spectrum Disorder (ASD)
- 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. Deaf-Blindness
- 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. Psychopathology of Hearing and Language in the Educational Field

- 2.1. Conceptualization of the Psychopathology of Communication and Language in the Spanish Educational System BORRAR
 - 2.1.1. Analysis of the Concept of Psychopathology
 - 2.1.2. International Classification of Communication and Language Disorders
 - 2.1.3. Psychopathology of Hearing and Language in the Spanish Educational System according to the LOMCE BORRAR
 - 2.1.4. Incidence of Communication, Language and Speech Disorders on Learning Processes
 - 2.1.5. Prevalence of Communication and Language Disorders in the School Setting
- 2.2. Functional Anatomical Principles of the Organs Involved in Hearing and Language
 - 2.2.1. Anatomy and Physiology of Hearing
 - 2.2.2. Anatomy and Physiology of the Articulatory System
 - 2.2.3. Brain Areas Involved in Communication and Language Development
- 2.3. Communication Disorders
 - 2.3.1. Communication Disorders
 - 2.3.2. Classification and Types of Communication Disorders
- 2.4. Speech Disorders
 - 2.4.1. Articulation Disorders
 - 2.4.2. Rhythm and Fluency Disorders
 - 2.4.3. Voice Disorders



- 2.5. Oral Language Disorders
 - 2.5.1. Simple Speech Delay (SSD)
 - 2.5.2. Specific Language Disorder (SLD)
 - 2.5.3. Aphasia
- 2.6. Written Language Disorders
 - 2.6.1. Reading Disorders: Dyslexia
 - 2.6.2. Writing Disorders: Dysgraphia
- 2.7. Psychopathology of Communication in Students with Neurodevelopmental Disorders
 - 2.7.1. Intellectual Development Disorders (IDD) and Communicative Development
 - 2.7.2. Motor Impairment and Communicative Development
 - 2.7.3. Students with Attention Deficit Disorder with or without Hyperactivity Disorder
 - 2.7.4. Autism Spectrum Disorder
- 2.8. Language and Communication Psychopathology in Auditory Impairment
 - 2.8.1. Conceptualization of Auditory Disability
 - 2.8.2. Etiology of Hearing Impairment
 - 2.8.3. Classification of Hearing Impairment
 - 2.8.4. Communicative Development of Hearing Impairment
 - 2.8.5. Technical Aids for Communication in Hearing Impaired Students: Types and Criteria for Use
- 2.9. Psychopathology of Language and Communication in Students with Special Educational Needs
 - 2.9.1. High Abilities
 - 2.9.2. Students with Difficulties in Accessing the Educational System due to Personal Conditions or School Record
- 2.10. Educational Actions in the Field of Language and Communication
 - 2.10.1. What to Assess?
 - 2.10.2. How to Assess?
 - 2.10.3. Where to Assess?
 - 2.10.4. Who Does the Assessment?

Module 3. Methodologies and Strategies in Language Intervention

- 3.1. Language Components
 - 3.1.1. Definition of Language
 - 3.1.2. Language Components
 - 3.1.3. Language Dimensions
 - 3.1.4. Definition of Language Difficulty
- 3.2. Models of Intervention in Language Difficulties
 - 3.2.1. Classical Models of Intervention in Language Difficulties
 - 3.2.2. Inclusive Models of Today's Schools
 - 3.2.3. Language Facilitation Systems
- 3.3. Intervention Strategies in Language Components
 - 3.3.1. Pre-Intervention Considerations
 - 3.3.2. Intervention in the Phonological Component
 - 3.3.3. Intervention in the Morphosyntactic Component
 - 3.3.4. Intervention in the Semantic Component
 - 3.3.5. Intervention in the Pragmatic Component
- 3.4. Language Delays
 - 3.4.1. Classification
 - 3.4.2. Etiology
 - 3.4.3. Intervention Strategies
- 3.5. Address Fluency Disorders
 - 3.5.1. General Characteristics
 - 3.5.2. Classification
 - 3.5.3. Models of Intervention in Dysphemia
- 3.6. Dysphonia
 - 3.6.1. Factors Influencing Incorrect Phonation
 - 3.6.2. Phonic Rehabilitation
 - 3.6.3. Vocal Hygiene
 - 3.6.4. Dysphonia in the Classroom
 - 3.6.5. The Teacher's Role in Working with Students with Dysphonia





- 3.7. Intervention in Reading Disorders
 - 3.7.1. Factors Influencing Incorrect Phonation
 - 3.7.2. Phonic Rehabilitation
 - 3.7.3. Psychological Processes involved in the Acquisition of Reading
 - 3.7.4. Tasks for Recovery of Each Affected Process
 - 3.7.5. Specific Learning Difficulties (Dyslexia) and Reading Delay
- 3.8. Intervention in Writing Disorders
 - 3.8.1. Processes Involved in the Learning of Writing
 - 3.8.2. Recovery of the Affected Processes in Writing Difficulties
 - 3.8.3. Dysgraphia and Dysorthography
- 3.9. The Hearing and Language Intervention Plan
 - 3.9.1. Intervention Plan Contents, Materials and Timeline
 - 3.9.2. Types of Intervention that can be Carried Out by the Hearing and Language Teacher in the School Setting
 - 3.9.3. Language Stimulation Program
- 3.10. Collaborative Work in the Detection and Assessment of Communication and Language Disorders
 - 3.10.1. Collaborative Work in the Assessment and Detection of Language Disorders
 - 3.10.2. Other Professionals
 - 3.10.3. The Family



This program is the key to advancing your professional career, don't let this opportunity pass you by"

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.





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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 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.

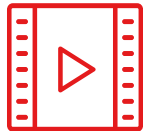
*Relearning will allow you to learn with less effort
and better performance, involving you more in
your specialization, developing a critical mindset,
defending arguments, and contrasting opinions:
a direct equation to success.*

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

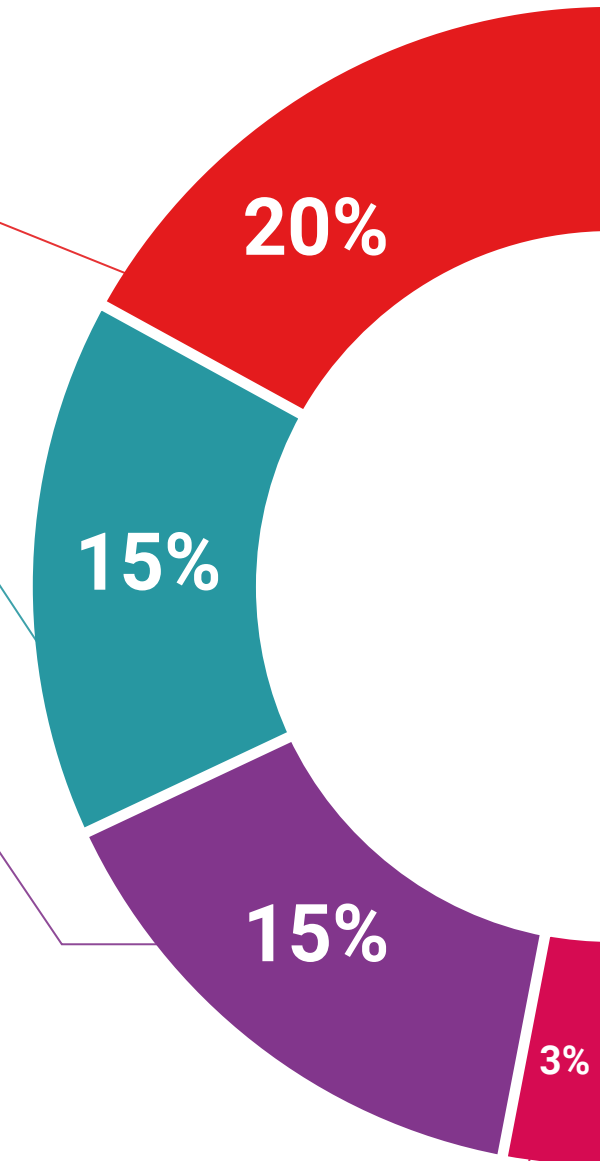
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

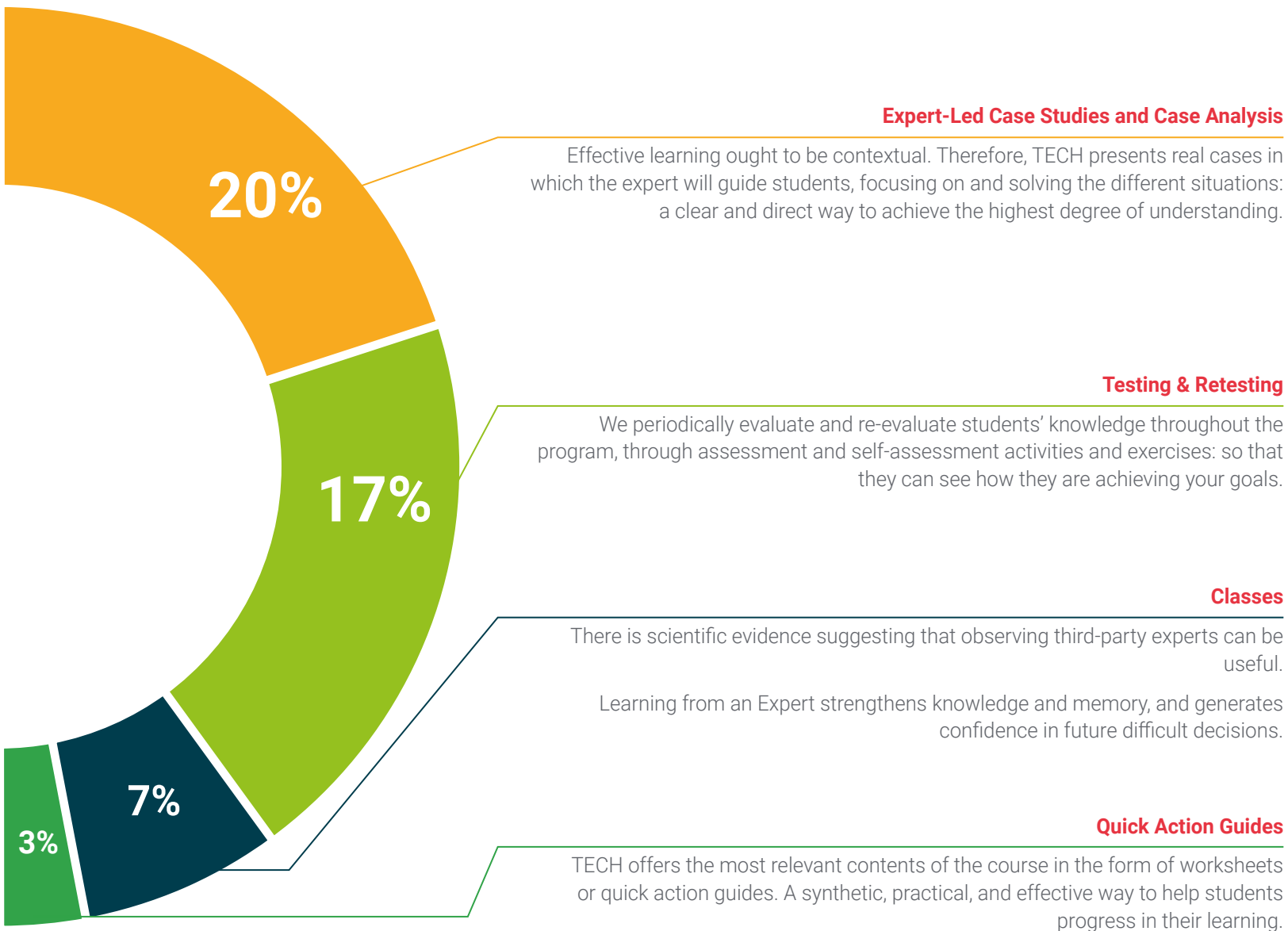
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





05

Certificate

The Postgraduate Diploma in Hearing and Language in Pre-School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Hearing and Language in Pre-School 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate 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 Hearing and Language in Pre-School Education**

Official N° of Hours: **450 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

online training

development language

virtual classroom

tech technological
university

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