

Postgraduate Certificate Autism





Postgraduate Certificate Autism

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/pk/education/postgraduate-certificate/autism

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 26

06

Certificate

p. 34

01

Introduction

Adapting the way educational interventions are carried out to the specific needs of people with autism spectrum disorders is an indispensable aspect to ensure the efficiency of teaching. Therefore, it is essential for professionals closely linked to the world of teaching to master the strategies and methods to alleviate the needs of these students, in order to boost their cognitive development. For this reason, TECH has created this Postgraduate Certificate, through which the student will manage the updated educational theories adapted to specific particularities or assimilate the operation of TEACHH and INMER programs. Thanks to its 100% online methodology, they will obtain optimized learning without leaving their home.



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Thanks to this qualification, master the implementation protocols of the TEACCH and INMER programs in the educational field"

At present, approximately 1 out of every ten children suffers from Autism, as estimated by a recent study prepared by the World Health Organization. In the educational field, these youngsters need specific attention to make their learning possible and to guarantee their psychological well-being in their daily life. In this sense, a series of methodologies have been developed to achieve these objectives, based on the use of new technologies, which education professionals must master to preserve the development of students with autism spectrum disorders.

For this reason, TECH has created this Postgraduate Certificate, with the primary objective of enabling students to expand their skills in dealing with people with Autism to perform their profession with maximum solvency. Throughout this academic itinerary, the student will delve into the use of resources that favor learning mediated by ICT or assimilate the protocols for the implementation of educational programs aimed at promoting education in young people with this disorder. Additionally, they will adopt the skills required to deal with families and offer them advice that favors the child's development.

All this, through a 100% online methodology, which will enable the student to obtain an efficient learning thanks to the management of their study schedules as they wish. Likewise, the didactic contents available in this program have been elaborated by the best experts in the intervention with young people suffering from Autism, so the knowledge acquired will be completely applicable in their work experiences.

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

- ♦ The development of case studies presented by experts in the delivery of classes for people with special needs
- ♦ The graphical, schematic and eminently practical contents with which it is conceived provide practical information on those issues 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



Enroll in this Postgraduate Certificate and multiply your job opportunities in the field of education for young people with specific needs"

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Efficient learning that is completely adapted to your needs thanks to the 100% online learning modality offered by this program"

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

Through this program, manage the application of new technologies oriented to the development of the capacities of the young person with Autism.

Adopt the best skills to deal with families and guarantee the well-being of the student with Autism Spectrum Disorder.



02

Objectives

The Postgraduate Certificate in Autism has been designed with the intention of offering the student the most innovative and effective knowledge in the area of education with people who suffer from autism spectrum disorders. Throughout the course of this program, students will expand their skills in the management of tools that allow them to adapt interventions in an individualized way for each student with this pathology. To ensure the optimization of learning, TECH has established a series of general and specific objectives in this program.



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Take this program to expand your skills in the educational field with people with special needs and become a reference professional in this field"



General Objectives

- Provide a specialized education based on theoretical and instrumental knowledge that will enable the student to obtain skills in detection, prevention, assessment and intervention in the treated logopathies
- Consolidate basic knowledge of the intervention process in the classroom and other spaces based on the latest technological advances that facilitate access to information and the syllabus for these students
- Update and develop specific knowledge on the characteristics of these disorders in order to refine the differential and proactive diagnosis that sets the guidelines for intervention
- Raise awareness in the educational community about the need for educational inclusion and holistic intervention models with the participation of all members of the community
- Learn about educational experiences and good practices in speech therapy and psychosocial intervention that promote the personal, socio-family and educational adaptation of students with these educational needs





Specific Objectives

- ♦ Contact with the disorder. Identify myths and false beliefs
- ♦ Know the different areas affected, as well as the first indicators within the therapeutic process
- ♦ Promote professional competence based on a global vision of the clinical picture; multifactorial assessment
- ♦ To provide the necessary tools for an adequate specific adaptation in each case
- ♦ Broaden the vision of the field of action; professionals and family as an active role
- ♦ The role of the speech therapist as a dynamic element in the patient with autism

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Through this program you will be able to handle the tools that allow you to adapt the educational intervention to the needs of the patient with Autism”

03

Course Management

Thanks to TECH's tireless commitment to preserve the high quality of its academic programs, this program is directed and taught by professionals with extensive experience in teaching people with specific needs. These specialists are in charge of creating the didactic materials that the student will access during the course of this Postgraduate Certificate, so that all the contents that will be provided will be applicable in their working life.





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The best experts in the education for people with special needs will teach this program, in order to provide you with the most efficient skills in your day to day professional life"

International Guest Director

Dr. Elizabeth Anne Rosenzweig is an internationally renowned specialist dedicated to the care of children with hearing loss. As a Speech Language Expert and Certified Therapist, she has pioneered several telepractice-based early assistance strategies of broad benefit to patients and their families.

Dr. Rosenzweig's research interests have also focused on trauma support, culturally sensitive auditory-verbal practice and personal coaching. Her active scholarly work in these areas has earned her numerous awards, including Columbia University's Diversity Research Award.

Thanks to her advanced skills, she has taken on professional challenges such as the leadership of the Edward D. Mysak Communication Disorders Clinic at Columbia University. She is also known for her academic career, having served as a professor at Columbia's Teachers College and as a collaborator with the General Institute of Health Professions. On the other hand, she is an official reviewer of publications with a high impact in the scientific community such as The Journal of Early Hearing Detection and Intervention and The Journal of Deaf Studies and Deaf Education.

In addition, Dr. Rosenzweig manages and directs the AuditoryVerbalTherapy.net project, from where she offers remote therapy services to patients located in different parts of the world. She is also a speech and audiology consultant for other specialized centers located in different parts of the world. She has also focused on developing non-profit work and participating in the Listening Without Limits Project for children and professionals in Latin America. At the same time, the Alexander Graham Bell Association for the Deaf and Hard of Hearing relies on her as its vice-president.



Dra. Rosenzweig, Elizabeth Anne

- Director of the Communication Disorders Clinic at Columbia University, New York, United States
- Professor, General Hospital Institute of Health Professions, New York, United States
- Director of Private Practice AuditoryVerbalTherapy.net
- Department Head, Yeshiva University
- Attending Specialist at Teachers College, Columbia University
- Reviewer for The Journal of Deaf Studies and Deaf Education and The Journal of Early Hearing Detection and Intervention
- Vice-President, Alexander Graham Bell Association for the Deaf and Hard of Hearing
- Ph.D. in Education from Columbia University
- Master's Degree in Speech Therapy from Fontbonne University
- B.S. in Communication Sciences and Communication Disorders from Texas Christian University
- Member of:
 - American Speech and Language Association
 - American Cochlear Implant Alliance
 - National Consortium for Leadership in Sensory Impairment

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

Management



Ms. Vázquez Pérez, Maria Asunción

- ♦ Speech Therapist Specialist in Neurologopedia
- ♦ Speech therapist at Neurosens
- ♦ Speech therapist in Rehabilitation Clinic Rehasalud
- ♦ Speech Therapist at Sendas Psychology Office
- ♦ Graduate in Speech Therapy from the University of A Coruña
- ♦ Master's Degree in Neurology Therapy

Professors

Ms. Cerezo Fernández, Ester

- ♦ Speech Therapist at the Neurorehabilitation Clinic Paso a Paso
- ♦ Speech therapist at the San Jeronimo Residence
- ♦ Editor of Zona Hospitalaria Magazine
- ♦ Graduate in Speech Therapy from the University of Castilla-La Mancha
- ♦ Master's Degree in Clinical Neuropsychology by Iteap Institute
- ♦ Expert in Myofunctional Therapy by Euroinnova Business School
- ♦ Expert in Early Childhood Care by Euroinnova Business School
- ♦ Expert in Music Therapy by Euroinnova Business School

Ms. Plana González, Andrea

- ♦ Founder and Speech Therapist at Logrospedia
- ♦ Speech therapist at ClínicActiva and Amaco Salud
- ♦ Graduate in Speech Therapy from the University of Valladolid
- ♦ Master's Degree in Orofacial Motricity and Myofunctional Therapy from the Pontifical University of Salamanca
- ♦ Master's Degree in Vocal Therapy from the CEU Cardenal Herrera University
- ♦ Postgraduate Diploma in Neurorehabilitation and Early Childhood Care by CEU Cardenal Herrera University

Ms. Berbel, Fina Mari

- ♦ Speech Therapist Specialist in Clinical Audiology and Hearing Therapy
- ♦ Speech therapist at the Federation of Deaf People of Alicante
- ♦ Degree in Speech Therapy from the University of Murcia
- ♦ Master's Degree in Clinical Audiology and Hearing Therapy from the University of Murcia
- ♦ Training in Spanish Sign Language Interpretation (LSE)

Ms. Mata Ares, Sandra María

- ♦ Speech Therapist Specialized in Speech Therapy Intervention in Children and Adolescents
- ♦ Speech Therapist at Sandra Communicate Speech Therapist
- ♦ Speech therapist at Fisiosaúde
- ♦ Speech therapist at Ana Parada Multi-Purpose Center
- ♦ Speech therapist at the Psychology Health Center and Family Speech Therapy
- ♦ Diploma in Speech Therapy from the from Coruña University
- ♦ Master's Degree in Speech Therapy Intervention in Childhood and Adolescence from the University of Coruña

Ms. Rico Sánchez, Rosana

- ♦ Director and Speech Therapist at Palabras y Más - Center for Speech Therapy and Pedagogy
- ♦ Speech therapist at OrientaMedia
- ♦ Speaker at specialized conferences
- ♦ Diploma in Speech Therapy from the University of Valladolid
- ♦ Degree in Psychology from UNED
- ♦ Specialist in Alternative and Augmentative Communication Systems (SAAC)

Ms. López Mouriz, Patricia

- ♦ Psychologist at FÍSICO Fisioterapia y Salud
- ♦ Psychologist Mediator at ADAFAD Association
- ♦ Psychologist at Centro Orienta
- ♦ Psychologist in Psychotécnico Abrente
- ♦ Degree in Psychology from the University of Santiago de Compostela (USC)
- ♦ Master's Degree in General Health Psychology from the University of Santiago de Compostela (USC)
- ♦ Training in Equality, Brief Therapy and Learning Difficulties in Children



Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

04

Structure and Content

The syllabus of this Postgraduate Certificate is made up of 1 module with which the student will significantly expand their knowledge in education for people with Autism Spectrum Disorder. The didactic resources that will be available throughout this program are present in formats such as interactive summary, explanatory video or complementary readings. With this, and through a 100% online methodology that will favor 24-hour accessibility to the contents, the student will achieve a customized teaching.



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Increase your educational knowledge with people with Autism without leaving your own home, thanks to the 100% online methodology offered by this TECH program"

Module 1. Understanding Autism

- 1.1. Temporal Development in its definition
 - 1.1.1. Theoretical approaches to ASD
 - 1.1.1.1. Early Definitions
 - 1.1.1.2. Evolution throughout History
 - 1.1.2. Current Classification of Autism Spectrum Disorder
 - 1.1.2.1. Classification according to DSM-IV
 - 1.1.2.2. DSM-V Definition
 - 1.1.3. Table of Disorders pertaining to ASD
 - 1.1.3.1. Autism Spectrum Disorder
 - 1.1.3.2. Asperger's Disorder
 - 1.1.3.3. Rett's Disorder
 - 1.1.3.4. Childhood Disintegrative Disorder
 - 1.1.3.5. Pervasive Developmental Disorder
 - 1.1.4. Comorbidity with other Pathologies
 - 1.1.4.1. ASD and ADHD (Attention and/or Hyperactivity Disorder)
 - 1.1.4.2. ASD AND HF (High Functioning)
 - 1.1.4.3. Other Pathologies of Lower Associated Percentage
 - 1.1.5. Differential Diagnosis of Autism Spectrum Disorder
 - 1.1.5.1. Non-Verbal Learning Disorder
 - 1.1.5.2. NPDD (Perturbing Disorder Not Predetermined)
 - 1.1.5.3. Schizoid Personality Disorder
 - 1.1.5.4. Affective and Anxiety Disorders
 - 1.1.5.5. Tourette's Disorder
 - 1.1.5.6. Representative table of specified Disorders
 - 1.1.6. Theory of Mind
 - 1.1.6.1. The Senses
 - 1.1.6.2. Perspectives
 - 1.1.6.3. False beliefs
 - 1.1.6.4. Complex Emotional States
 - 1.1.7. Weak Central Coherence Theory
 - 1.1.7.1. Tendency of Children with ASD to focus their attention on details in relation to the whole
 - 1.1.7.2. First Theoretical Approach (Frith, 1989)
 - 1.1.7.3. Central Coherence Theory today (2006)
 - 1.1.8. Theory of Executive Dysfunction
 - 1.1.8.1. What do we know as "Executive functions"?
 - 1.1.8.2. Educational
 - 1.1.8.3. Cognitive Flexibility
 - 1.1.8.4. Response Inhibition
 - 1.1.8.5. Mentalistic Skills
 - 1.1.8.6. Sense of Activity
 - 1.1.9. Systematization Theory
 - 1.1.9.1. Explanatory Theories put forth by Baron-Cohen, S
 - 1.1.9.2. Types of Brain
 - 1.1.9.3. Empathy Quotient (EQ)
 - 1.1.9.4. Systematization Quotient (SQ)
 - 1.1.9.5. Autism Spectrum Quotient (ASQ)
 - 1.1.10. Autism and Genetics
 - 1.1.10.1. Causes potentially responsible for the Disorder
 - 1.1.10.2. Chromosomopathies and Genetic Alterations
 - 1.1.10.3. Repercussions on Communication
- 1.2. Detection
 - 1.2.1. Main indicators in early Detection
 - 1.2.1.1. Warning Signs
 - 1.2.1.2. Warning Signs
 - 1.2.2. Communicative Domain in Autism Spectrum Disorder
 - 1.2.2.1. Aspects to take into Account
 - 1.2.2.2. Warning Signs

- 1.2.3. Sensorimotor Area
 - 1.2.3.1. Sensory Processing
 - 1.2.3.2. Dysfunctions in Sensory Integration
- 1.2.4. Social Development
 - 1.2.4.1. Persistent Difficulties in Social Interaction
 - 1.2.4.2. Restricted Patterns of Behavior
- 1.2.5. Evaluation Process
 - 1.2.5.1. Developmental Scales
 - 1.2.5.2. Tests and Questionnaires for Parents
 - 1.2.5.3. Standardized Tests for Evaluation by the Professional
- 1.2.6. Data Collection
 - 1.2.6.1. Instruments used for Screening
 - 1.2.6.2. Case Studies M-CHAT
 - 1.2.6.3. Standardized Tests
- 1.2.7. In-session Observation
 - 1.2.7.1. Aspects to Take into Account within the Session
- 1.2.8. Final Diagnosis
 - 1.2.8.1. Procedures to be Followed
 - 1.2.8.2. Proposed Therapeutic Plan
- 1.2.9. Preparation of the Intervention Process
 - 1.2.9.1. Strategies for Intervention on ASD in early care
- 1.2.10. Scale for the Detection of Asperger's Syndrome
 - 1.2.10.1. Stand-alone scale for the detection of Asperger syndrome and High-functioning Autism (HF)
- 1.3. Identification of Specific Difficulties
 - 1.3.1. Protocol to be followed
 - 1.3.1.1. Factors to Consider
 - 1.3.2. Needs Assessment based on Age and Developmental Level
 - 1.3.2.1. Protocol for Screening from 0 to 3 years of age
 - 1.3.2.2. M-CHAT-R Questionnaire. (16-30 months)
 - 1.3.2.3. Follow-up Interview M-CHAT-R/F
- 1.3.3. Fields of Intervention
 - 1.3.3.1. Evaluation of the Effectiveness of Psychoeducational Intervention
 - 1.3.3.2. Clinical Practice Guideline Recommendations
 - 1.3.3.3. Main Areas of Potential Work
- 1.3.4. Cognitive Area
 - 1.3.4.1. Mentalistic Skills Scale
 - 1.3.4.2. What Is It? How do we apply this Scale in ASD?
- 1.3.5. Communication Area
 - 1.3.5.1. Communication Skills in ASD
 - 1.3.5.2. We Identify the Demand Based on Developmental Level
 - 1.3.5.3. Comparative Tables of Development with ASD and Normotypical Development
- 1.3.6. Eating Disorders
 - 1.3.6.1. Intolerance Chart
 - 1.3.6.2. Aversion to Textures
 - 1.3.6.3. Eating Disorders in ASD
- 1.3.7. Social Area
 - 1.3.7.1. SCERTS (Social-Communication, Emotional Regulation, and Transactional Support)
- 1.3.8. Personal Autonomy
 - 1.3.8.1. Daily Living Therapy
- 1.3.9. Competency Assessment
 - 1.3.9.1. Strengths
 - 1.3.9.2. Reinforcement-based Intervention
- 1.3.10. Specific Intervention Programs
 - 1.3.10.1. Case Studies and their Results
 - 1.3.10.2. Clinical Discussion
- 1.4. Communication and Language in Autism Spectrum Disorder
 - 1.4.1. Stages in the Development of Normotypical Language
 - 1.4.1.1. Comparative Table of Language Development in Patients with and without ASD
 - 1.4.1.2. Specific Language Development in Autistic Children
 - 1.4.2. Communication Deficits in ASD
 - 1.4.2.1. Aspects to take into account in the Early Stages of Development
 - 1.4.2.2. Explanatory Table with Factors to take into account during these Early Stages

- 1.4.3. Autism and Language Pathology
 - 1.4.3.1. ASD and Dysphasia
- 1.4.4. Preventive Education
 - 1.4.4.1. Introduction to Prenatal Infant Development
- 1.4.5. From 0 to 3 years old
 - 1.4.5.1. Developmental Scales
 - 1.4.5.2. Implementation and Monitoring of Individualized Intervention Plans (IIP)
- 1.4.6. CAT Means-Methodology
 - 1.4.6.1. Nursery School (NS)
- 1.4.7. From 3 to 6 years old
 - 1.4.7.1. Schooling in Normal Center
 - 1.4.7.2. Coordination of the Professional with the Follow-up by the Pediatrician and Neuropediatrician
 - 1.4.7.3. Communication Skills to be Developed within this Age Range
 - 1.4.7.4. Aspects to take into Account
- 1.4.8. School Age
 - 1.4.8.1. Main Aspects to take into Account
 - 1.4.8.2. Open Communication with the Teaching Staff
 - 1.4.8.3. Types of Schooling
- 1.4.9. Educational Environment
 - 1.4.9.1. Bullying
 - 1.4.9.2. Emotional Impact
- 1.4.10. Warning Signs
 - 1.4.10.1. Guidelines for Action
 - 1.4.10.2. Conflict Resolution
- 1.5. Communication Systems
 - 1.5.1. Available Tools
 - 1.5.1.1. TIC Tools for Children with Autism
 - 1.5.1.2. Augmentative and Alternative Communication Systems (AACs)
 - 1.5.2. Communication Intervention Models
 - 1.5.2.1. Facilitated Communication (FC)
 - 1.5.2.2. Verbal Behavioral Approach (VB)





- 1.5.3. Alternative and/or Augmentative Communication Systems
 - 1.5.3.1. PEC's (Picture Exchange Communication System)
 - 1.5.3.2. Benson Schaeffer Total Signed Speech System
 - 1.5.3.3. Sign Language
 - 1.5.3.4. Bimodal System
- 1.5.4. Alternative Therapies
 - 1.5.4.1. Hotchpotch
 - 1.5.4.2. Alternative Medicines
 - 1.5.4.3. Cognitive-Behavioral
- 1.5.5. Choice of System
 - 1.5.5.1. Factors to Consider
 - 1.5.5.2. Decision Making
- 1.5.6. Scale of Objectives and Priorities to be Developed
 - 1.5.6.1. Assessment, based on the Resources available to the student, of the system best suited to their capabilities
- 1.5.7. Identification of the Appropriate System
 - 1.5.7.1. We implement the most appropriate Communication System or Therapy taking into account the Strengths of the Patient
- 1.5.8. Implementation
 - 1.5.8.1. Planning and structuring of the Sessions
 - 1.5.8.2. Duration and Timing
 - 1.5.8.3. Evolution and estimated short-term Objectives
- 1.5.9. Monitoring
 - 1.5.9.1. Longitudinal Evaluation
 - 1.5.9.2. Re-evaluation over time
- 1.5.10. Adaptation over time
 - 1.5.10.1. Restructuring of Objectives based on Demanded Needs
 - 1.5.10.2. Adaptation of the Intervention according to the Results obtained
- 1.6. Elaboration of an Intervention Program
 - 1.6.1. Identification of Needs and Selection of Objectives
 - 1.6.1.1. Early Care Intervention Strategies
 - 1.6.1.2. Denver Model

- 1.6.2. Analysis of Objectives based on Developmental Levels
 - 1.6.2.1. Intervention Program to Strengthen Communicative and Linguistic Areas
- 1.6.3. Development of Preverbal Communicative Behaviors
 - 1.6.3.1. Applied Behavior Analysis
- 1.6.4. Bibliographic Review of Theories and Programs in Childhood Autism
 - 1.6.4.1. Scientific Studies with Groups of Children with ASD
 - 1.6.4.2. Results and Final Conclusions based on the Proposed Programs
- 1.6.5. School Age
 - 1.6.5.1. Educational Inclusion
 - 1.6.5.2. Global reading as a facilitator of Integration in the Classroom
- 1.6.6. Adulthood
 - 1.6.6.1. How to intervene/support in Adulthood?
 - 1.6.6.2. Elaboration of a Specific Program
- 1.6.7. Behavioral Intervention
 - 1.6.7.1. Applied Behavior Analysis (ABA)
 - 1.6.7.2. Training of Separate Trials
- 1.6.8. Combined Intervention
 - 1.6.8.1. The TEACCH Model
- 1.6.9. Support for University Integration of grade I ASD
 - 1.6.9.1. Best Practices for supporting students in Higher Education
- 1.6.10. Positive Behavioral Reinforcement
 - 1.6.10.1. Program Structure
 - 1.6.10.2. Guidelines to Follow to Carry Out the Method
- 1.7. Educational Materials and Resources
 - 1.7.1. What can we do as Speech Therapists?
 - 1.7.1.1. Professional as an active role in the Development and Continuous Adaptation of Materials
 - 1.7.2. List of Adapted Resources and Materials
 - 1.7.2.1. What should I consider?
 - 1.7.2.2. Brainstorming
 - 1.7.3. Methods
 - 1.7.3.1. Theoretical Approach to the most commonly used Methods
 - 1.7.3.2. Functionality Comparative Table with the Methods Presented





- 1.7.4. TEACCH Program
 - 1.7.4.1. Educational Principles based on this Method
 - 1.7.4.2. Characteristics of Autism as a basis for Structured Teaching
- 1.7.5. INMER Program
 - 1.7.5.1. Fundamental Bases of the Program Main Function
 - 1.7.5.2. Virtual Reality Immersion System for People with Autism
- 1.7.6. ICT-Mediated Learning
 - 1.7.6.1. Software for Teaching Emotions
 - 1.7.6.2. Applications that favour Language Development
- 1.7.7. Development of Materials
 - 1.7.7.1. Sources Used
 - 1.7.7.2. Image Banks
 - 1.7.7.3. Pictogram Banks
 - 1.7.7.4. Recommended Materials
- 1.7.8. Free Resources to Support Learning
 - 1.7.8.1. List of Reinforcement Pages with Programs to Reinforce Learning
- 1.7.9. SPC
 - 1.7.9.1. Access to the Pictographic Communication System
 - 1.7.9.2. Methodology
 - 1.7.9.3. Main Function
- 1.7.10. Implementation
 - 1.7.10.1. Selection of the appropriate Program
 - 1.7.10.2. List of Benefits and Disadvantages
- 1.8. Adapting the Environment to the student with Autism Spectrum Disorder
 - 1.8.1. General Considerations to be taken into account
 - 1.8.1.1. Possible Difficulties within the Daily Routine
 - 1.8.2. Implementation of Visual Aids
 - 1.8.2.1. Guidelines to have at home for Adaptation
 - 1.8.3. Classroom Adaptation
 - 1.8.3.1. Inclusive Teaching
 - 1.8.4. Natural Environment
 - 1.8.4.1. General Guidelines for Educational Response

- 1.8.5. Intervention in Autism Spectrum Disorders and other Severe Personality Disorders
- 1.8.6. Curricular Adaptations of the Center
 - 1.8.6.1. Heterogeneous Groupings
- 1.8.7. Adaptation of Individual Curricular Needs
 - 1.8.7.1. Individual Curricular Adaptation
 - 1.8.7.2. Limitations
- 1.8.8. Curricular Adaptations in the Classroom
 - 1.8.8.1. Cooperative Education
 - 1.8.8.2. Cooperative Learning
- 1.8.9. Educational Responses to the different Needs demanded
 - 1.8.9.1. Tools to be taken into account for Effective Teaching
- 1.8.10. Relationship with the Social and Cultural Environment
 - 1.8.10.1. Habits-autonomy
 - 1.8.10.2. Communication and Socialization
- 1.9. School Context
 - 1.9.1. Classroom Adaptation
 - 1.9.1.1. Factors to Consider
 - 1.9.1.2. Curricular Adaptation
 - 1.9.2. School Inclusion
 - 1.9.2.1. We All Add Up
 - 1.9.2.2. How to Help from our Role as Speech-Language Therapist?
 - 1.9.3. Characteristics of Students with ASD
 - 1.9.3.1. Restricted Interests
 - 1.9.3.2. Sensitivity to the Context and its Constraints
 - 1.9.4. Characteristics of Students with Asperger's
 - 1.9.4.1. Potentialities
 - 1.9.4.2. Difficulties and Repercussions at the Emotional Level
 - 1.9.4.3. Relationship with the Peer Group
- 1.9.5. Placement of the Student in the Classroom
 - 1.9.5.1. Factors to be taken into account for Proper Student performance
- 1.9.6. Materials and Supports to Consider
 - 1.9.6.1. External Support
 - 1.9.6.2. Teacher as a Reinforcement Element within the Classroom
- 1.9.7. Assessment of Task Completion Times
 - 1.9.7.1. Application of Tools such as Anticipators or Timers
- 1.9.8. Inhibition Times
 - 1.9.8.1. Reduction of inappropriate Behaviors through Visual Support
 - 1.9.8.2. Visual Schedules
 - 1.9.8.3. Time-Outs
- 1.9.9. Hypo- and Hypersensitivity
 - 1.9.9.1. Noise Environment
 - 1.9.9.2. Stress-generating Situations
- 1.9.10. Anticipation of Conflict Situations
 - 1.9.10.1. Back to School Time of Entry and Exit
 - 1.9.10.2. Canteen
 - 1.9.10.3. Vacations
- 1.10. Considerations to be taken into account with families
 - 1.10.1. Conditioning Factors of parental Stress and Anxiety
 - 1.10.1.1. How does the Family Adaptation Process occur?
 - 1.10.1.2. Most Common Worries
 - 1.10.1.3. Anxiety Management
 - 1.10.2. Information for Parents when a Diagnosis is suspected
 - 1.10.2.1. Open Communication
 - 1.10.2.2. Stress Management Guidelines
 - 1.10.3. Assessment Records for Parents
 - 1.10.3.1. Strategies for the Management of Suspected ASD in Early Care
 - 1.10.3.2. PEDs. Questions about Parents' Developmental Concerns
 - 1.10.3.3. Situation Assessment and Building a Bond of Trust with Parents



- 1.10.4. Multimedia Resources
 - 1.10.4.1. Table of Freely Available Resources
- 1.10.5. Associations of Families of People with ASD
 - 1.10.5.1. List of Recognized and Proactive Associations
- 1.10.6. Return of Therapy and Appropriate Evolution
 - 1.10.6.1. Aspects to take into account for Information Exchange
 - 1.10.6.2. Creation of Empathy
 - 1.10.6.3. Creation of a Circle of Trust between Therapist-Relatives-Patient
- 1.10.7. Return of the Diagnosis and follow-up to the different Healthcare Professionals
 - 1.10.7.1. Speech Therapist in their Active and Dynamic role
 - 1.10.7.2. Contact with the Different Health Areas
 - 1.10.7.3. The Importance of Maintaining a Common Line
- 1.10.8. Parents, how to Intervene with the Child?
 - 1.10.8.1. Advice and Guidelines
 - 1.10.8.2. Family Respite
- 1.10.9. Generation of Positive Experiences in the Family Environment
 - 1.10.9.1. Practical Tips for Reinforcing Pleasant Experiences in the Family Environment
 - 1.10.9.2. Proposals for Activities that Generate Positive Experiences
- 1.10.10. Websites of Interest
 - 1.10.10.1. Links of Interest



Access the innovative teaching resources offered by this program, available in various textual and multimedia formats to promote effective learning"

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.





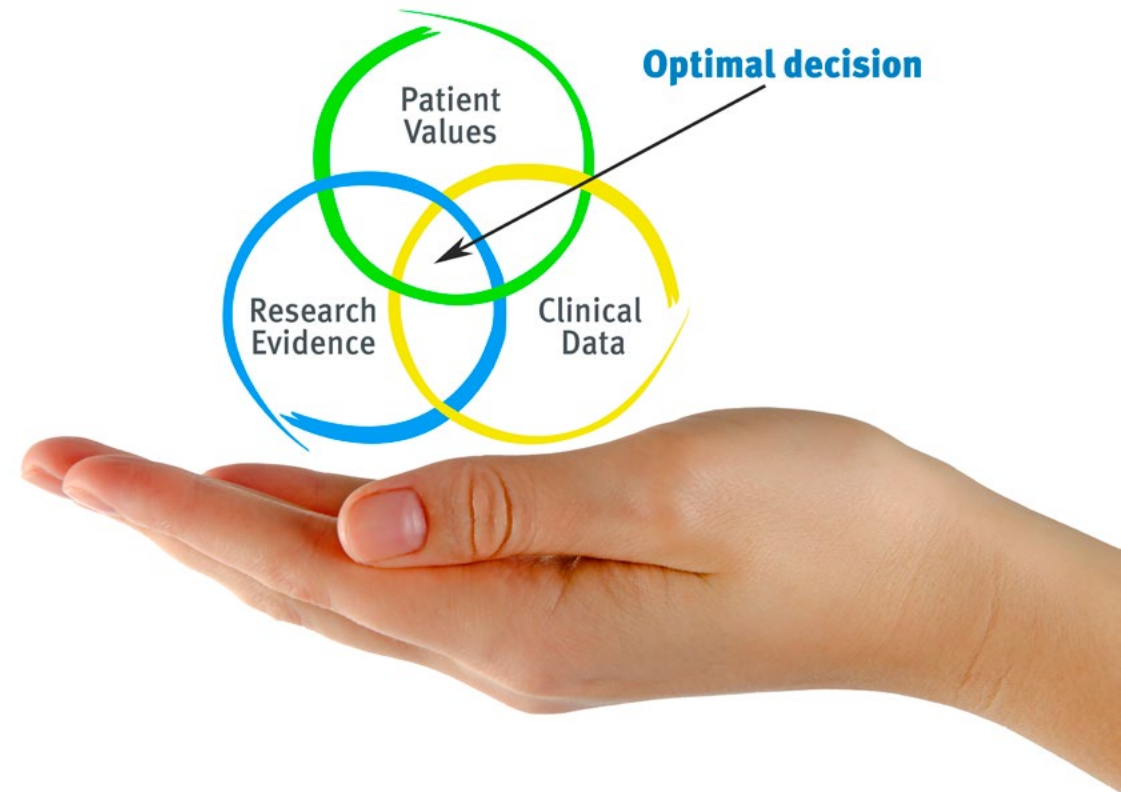
“

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.

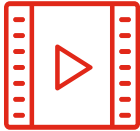
*Relearning will allow you to learn with less effort
and better performance, involving you more in
your specialization, developing a critical mindset,
defending arguments, and contrasting opinions:
a direct equation to success.*

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

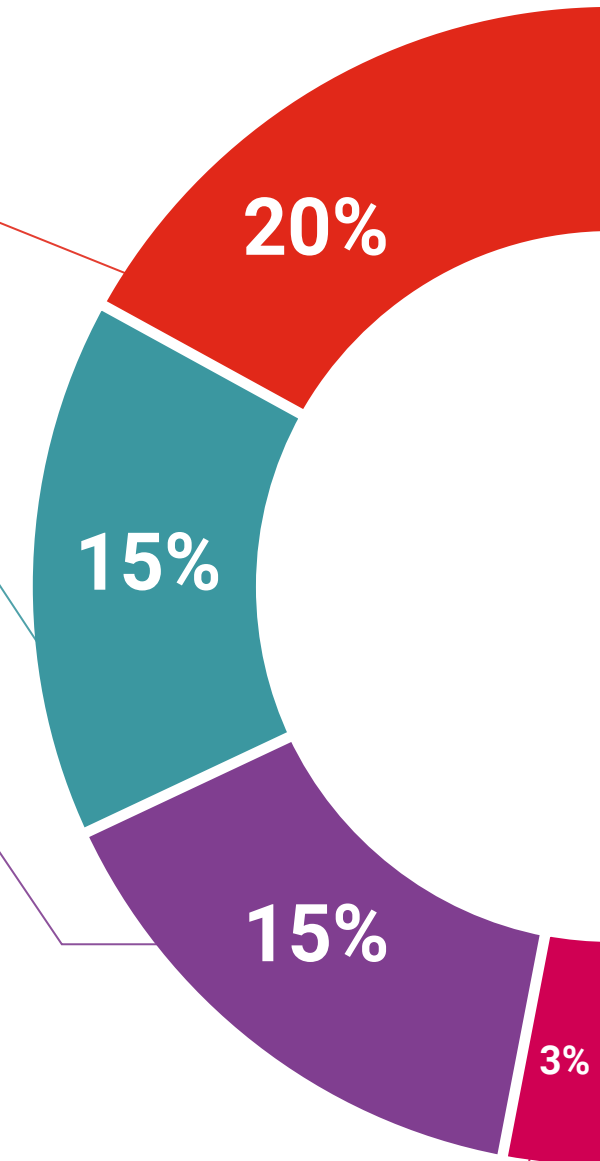
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

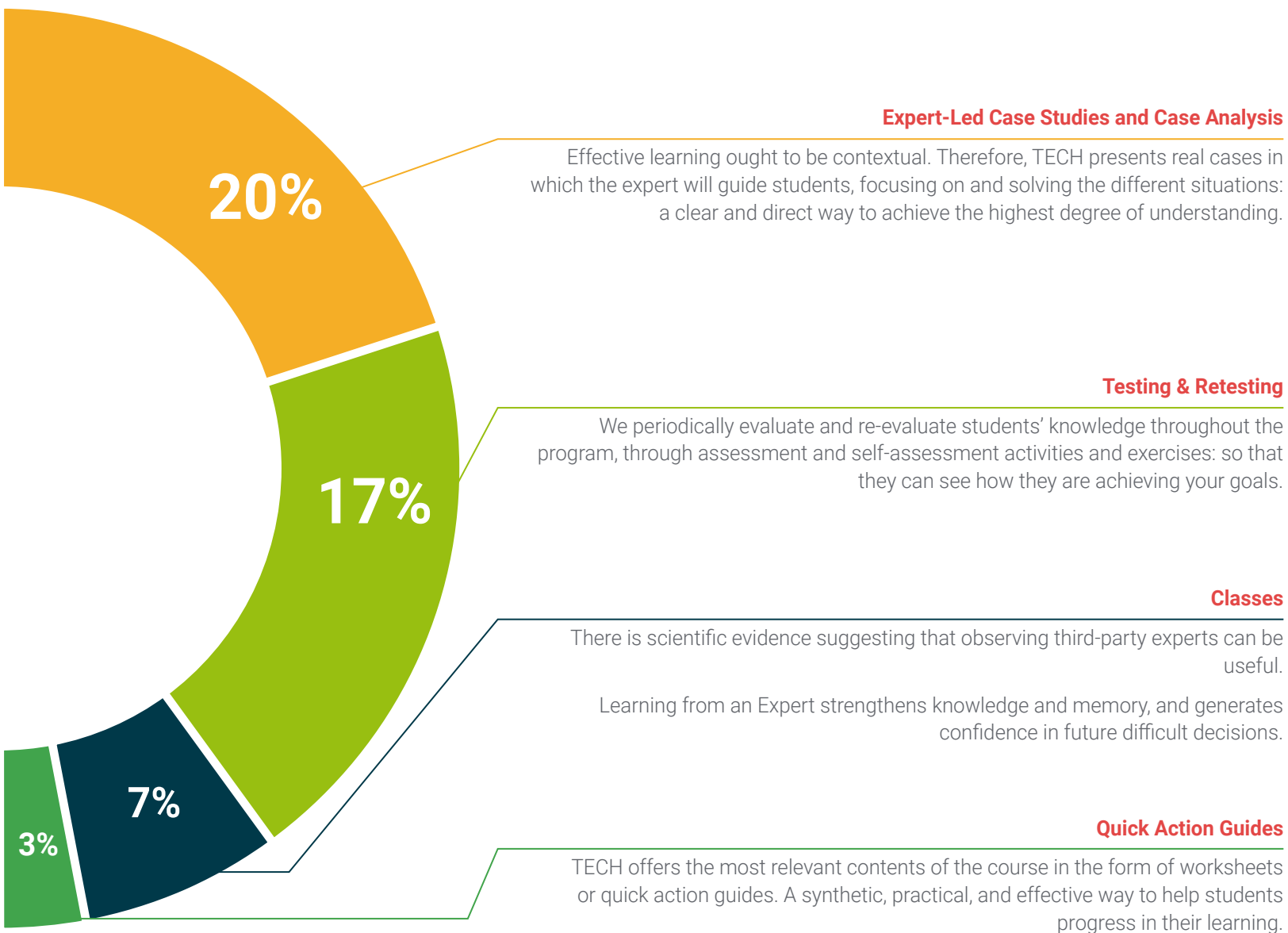
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





06 Certificate

The Postgraduate Certificate in Autism guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Autism** 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 Autism**



*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.



Postgraduate Certificate Autism

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate Autism

