

# Postgraduate Certificate

## Intervention in Written Language Disorders





## Postgraduate Certificate Intervention in Written Language Disorders

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

Website: [www.techtute.com/us/medicine/postgraduate-certificate/intervention-written-language-disorders](http://www.techtute.com/us/medicine/postgraduate-certificate/intervention-written-language-disorders)

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01

# Introduction to the Program

Written language disorders, among which dyslexia stands out, affect a significant proportion of the population, with important repercussions on the academic and social performance of patients. These conditions, although often underdiagnosed, require early and specialized intervention to improve reading and writing. For this reason, professionals need to adopt a comprehensive approach to the identification, diagnosis and treatment of these conditions, thereby improving the quality of life of the patients affected. With this idea in mind, TECH presents an innovative university program focused on a holistic approach to Intervention Disorders in Written Language Disorders. In addition, it is taught in a flexible 100% online mode.







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*Through this completely online Postgraduate Certificate, you will design therapeutic plans for written language disorders that will optimize the general well-being of patients"*

According to a new study conducted by the World Health Organization, around 10% of school-aged children have specific learning difficulties, with written language disorders being among the most prevalent. In this regard, early intervention can significantly improve both academic performance and the overall quality of life of affected individuals. Given this reality, specialists must possess a strong understanding of the most innovative tools to effectively address these difficulties.

Within this framework, TECH launches a revolutionary Postgraduate Certificate in Intervention in Written Language Disorders. Designed by leading experts in the field, the academic program delves into subjects ranging from the cognitive processes involved in reading and writing and the identification of common conditions such as dyslexia, to the creation of highly individualized therapeutic programs. In this way, graduates will develop advanced skills to diagnose and treat written language disorders with a personalized approach, applying interventions tailored to the specific needs of each patient. Additionally, they will be equipped to implement effective rehabilitation programs in various settings, including educational and clinical environments.

Furthermore, this syllabus is delivered through a 100% online format, allowing professionals to organize their own study schedules and benefit from a completely efficient way to stay up to date. In addition, specialists will enjoy a wide variety of multimedia resources designed to promote dynamic and natural teaching. To access the Virtual Campus, all professionals will need is a device with Internet access (including their own cell phone). Professionals will also have the support of an experienced teaching staff at all times, who will answer any questions that may arise during the university program.

This **Postgraduate Certificate in Intervention in Written Language Disorders** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ♦ The development of case studies presented by experts in Intervention in Written Language Disorders
- ♦ Graphic, schematic, and practical contents which provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the process of self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies in medical practice
- ♦ 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



*The emphasis on real-life case studies and clinical cases that you will be able to study will help you enormously in contextualizing the entire syllabus"*

“

*You will gain a deep understanding of written language disorders and their impact on people's academic development”*

Its teaching staff includes professionals from the field of intervention in written language disorders, who bring their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

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

*You will gain a deeper understanding of the assessment of the results of interventions using both traditional methods and technological tools.*

*Thanks to the Relearning method, you will be able to consolidate the key concepts offered by this Postgraduate Certificate in an efficient way.*





02

# Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.





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*Study at the largest online university in the world and ensure your professional success. The future begins at TECH”*

**The world's best online university, according to FORBES**

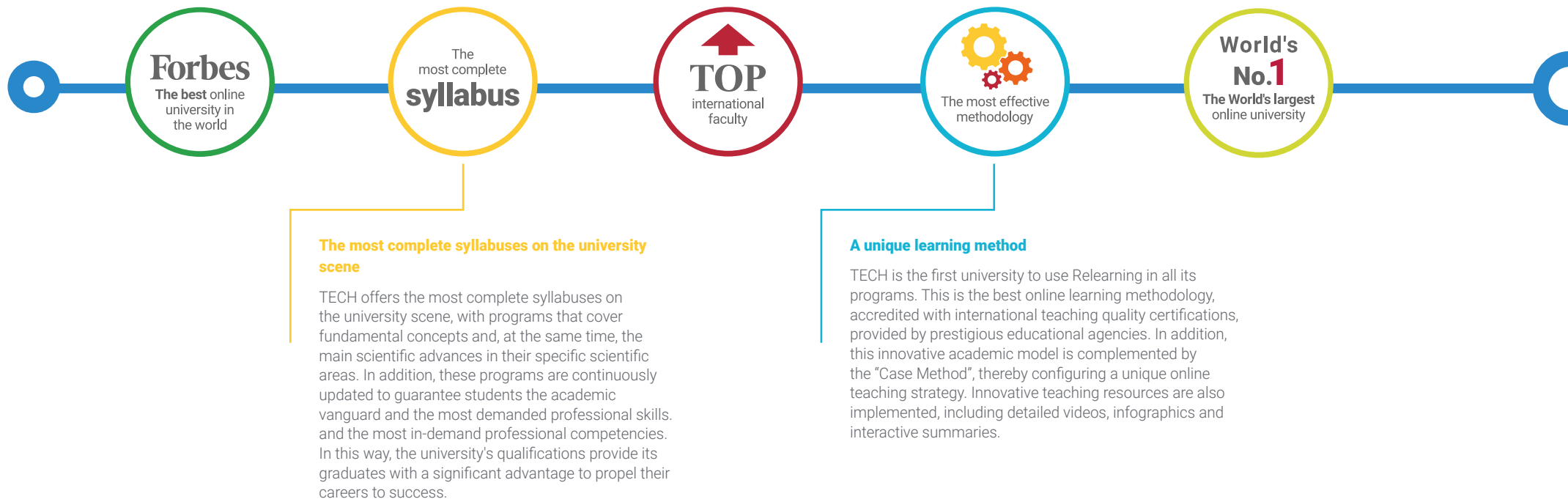
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

**The best top international faculty**

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

**The world's largest online university**

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



#### The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

#### Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



#### Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



#### The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



# 03 Syllabus

The teaching materials that make up this university program have been developed by renowned specialists in the approach to Intervention in Written Language Disorders. The syllabus will delve into issues ranging from the psychological processes involved in reading or identifying Written Language Disorders to the design of specific programs to treat Dyslexia. In this way, graduates will create effective treatment programs, improving patients' reading and writing.







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*You will design personalized speech therapy intervention plans to address written language disorders, using therapeutic approaches based on the latest scientific evidence”*

## Module 1. Intervention in Written Language Disorders

- 1.1. Processes Involved in Reading
  - 1.1.1. Reading as a Communicative and Socializing Process of the Human Being
    - 1.1.1.1. Purposes of Reading Instruction
    - 1.1.1.2. Relationship between Objectives and Reading Skills
  - 1.1.2. The Concept of Reading
    - 1.1.2.1. Definitions of Reading
    - 1.1.2.2. Fundamental Components of the Reading Act
    - 1.1.2.3. Differences between Comprehensive and Mechanical Reading
  - 1.1.3. The Reading System
    - 1.1.3.1. Elements that Make up the Reading System
    - 1.1.3.2. Theoretical Models that Explain the Reading System
    - 1.1.3.3. Connections between the Visual and Cognitive Systems
  - 1.1.4. Psychological Processes in Reading
    - 1.1.4.1. Perceptive Processes
    - 1.1.4.2. Cognitive and Linguistic Processes
    - 1.1.4.3. Processes of Comprehension and Memory
  - 1.1.5. Factors and Stages in Learning to Read
    - 1.1.5.1. Individual Factors: Biological, Psychological and Sociocultural
    - 1.1.5.2. Stages of Reading Development: Pre-reading, Initial Learning and Consolidation
  - 1.1.6. Prerequisites for Teaching Reading
    - 1.1.6.1. Necessary Linguistic Development
    - 1.1.6.2. Neuropsychological Maturation
    - 1.1.6.3. Motivational and Emotional Factors
    - 1.1.6.4. Social Factors
  - 1.1.7. Disturbances in the Reading System
    - 1.1.7.1. Phonological Disturbances
    - 1.1.7.2. Semantic and Comprehension Disturbances
    - 1.1.7.3. Functional Disturbances Related to Sensory Deficits
- 1.2. Processes Involved in Writing
  - 1.2.1. Writing and Communication
    - 1.2.1.1. Purposes of Writing Learning
    - 1.2.1.2. Importance of Objectives in the Teaching Process
  - 1.2.2. The Concept of Writing
    - 1.2.2.1. Definitions of Writing
    - 1.2.2.2. Differences between Handwriting and Typing
    - 1.2.2.3. Writing as a System of Communication
  - 1.2.3. The Writing System
    - 1.2.3.1. Components of the Writing System
    - 1.2.3.2. Theoretical Models of Written Production
    - 1.2.3.3. Cognitive Functions Involved in Writing
  - 1.2.4. Relationships between Reading and Writing
    - 1.2.4.1. Influences between Reading and Writing
    - 1.2.4.2. Differences in the Cognitive Processes Involved
  - 1.2.5. Psychological Processes Involved in Writing
    - 1.2.5.1. Planning the Text
    - 1.2.5.2. Writing the Text
    - 1.2.5.3. Revising and Editing the Text
  - 1.2.6. Stages in Learning to Write: Psychogenesis of Written Language
    - 1.2.6.1. Undifferentiated Writing Stage
    - 1.2.6.2. Differentiated Writing Stage
    - 1.2.6.3. Syllabic Stage
    - 1.2.6.4. Syllabic-Alphabetic Stage
    - 1.2.6.5. Alphabetic Stage
- 1.3. Dyslexia
  - 1.3.1. Definition of Specific Reading Difficulties
    - 1.3.1.1. Objectives in the Identification and Management of Dyslexia
  - 1.3.2. Concept of Dyslexia
    - 1.3.2.1. General Characterization of Dyslexia
    - 1.3.2.2. Differentiation between Evolutive and Acquired Dyslexia
  - 1.3.3. Explanatory Theories
    - 1.3.3.1. Phonological Models
    - 1.3.3.2. Visual and Rapid Processing Models
    - 1.3.3.3. Multicausal Approaches

- 1.3.4. Manifestations and Symptoms
  - 1.3.4.1. Difficulties in Phonological Decoding
  - 1.3.4.2. Problems with Reading Fluency
  - 1.3.4.3. Common Errors in Comprehension
- 1.3.5. Characterization and Types
  - 1.3.5.1. Phonological Dyslexia
  - 1.3.5.2. Superficial Dyslexia
  - 1.3.5.3. Mixed or Deep Dyslexia
- 1.4. Assessment of Learning Difficulties in Reading
  - 1.4.1. Importance of Assessment in Reading Difficulties
    - 1.4.1.1. Objectives of Reading Assessment
  - 1.4.2. Diagnostic Criteria and Classification Systems
    - 1.4.2.1. Criteria for Differentiating Reading Difficulties from Other Disorders
    - 1.4.2.2. International Classification Systems (DSM, ICD)
  - 1.4.3. The Assessment of Skills Related to Reading
    - 1.4.3.1. Assessment of Phonological Awareness
    - 1.4.3.2. Reading Fluency Assessment
    - 1.4.3.3. Reading Comprehension Assessment
  - 1.4.4. Reading Assessment
    - 1.4.4.1. Qualitative and Quantitative Methods
    - 1.4.4.2. Observation in Natural Contexts
  - 1.4.5. Standardized Reading Assessment Tests and Batteries
    - 1.4.5.1. Screening Tests
    - 1.4.5.2. Specific Reading Tests
    - 1.4.5.3. Interpretation of Results
- 1.5. Intervention in Reading Disorders
  - 1.5.1. Basis for Effective Intervention
    - 1.5.1.1. Specific Objectives in the Intervention of Dyslexia
  - 1.5.2. Intervention Methods
    - 1.5.2.1. Phonological Methods
    - 1.5.2.2. Multisensory Methods
    - 1.5.2.3. Technology-Assisted Methods
  - 1.5.3. Areas of Intervention in Dyslexia
    - 1.5.3.1. Intervention in the Classroom
    - 1.5.3.2. Intervention At Home
    - 1.5.3.3. Intervention in Clinical Contexts
  - 1.5.4. Intervention Programs
    - 1.5.4.1. Design of Specific Programs
    - 1.5.4.2. Examples of Recognized Programs
  - 1.5.5. Materials for Working with Dyslexia
    - 1.5.5.1. Printed Resources: Guides and Books
    - 1.5.5.2. Digital Tools and Applications
- 1.6. Dysgraphia
  - 1.6.1. Relevance of the Study of Dysgraphia
    - 1.6.1.1. Intervention and Diagnostic Objectives
  - 1.6.2. Concept of Dysgraphia
    - 1.6.2.1. Clinical and Psychopedagogical Definitions
    - 1.6.2.2. Differentiation from Other Related Disorders
  - 1.6.3. Etiology of Dysgraphia
    - 1.6.3.1. Biological and Neurological Factors
    - 1.6.3.2. Psychological and Educational Factors
  - 1.6.4. Characterization and Types of Dysgraphia
    - 1.6.4.1. Motor Dysgraphia
    - 1.6.4.2. Specific Dysgraphia
    - 1.6.4.3. Dysgraphia Associated with Other Disorders
    - 1.6.4.4. Mixed Dysgraphia
- 1.7. Assessment of Learning Difficulties in Writing
  - 1.7.1. Introduction and Objectives
    - 1.7.1.1. Basis for Writing Assessment
    - 1.7.1.2. Specific Objectives of Writing Assessment
  - 1.7.2. Diagnostic Criteria and Classification Systems (DSM, CIE)
    - 1.7.2.1. Classification of Writing Difficulties
    - 1.7.2.2. Differential Diagnosis with Other Learning Problems

- 1.7.3. Writing Assessment
  - 1.7.3.1. Quantitative and Qualitative Methods of Writing Analysis
  - 1.7.3.2. Standardized Writing Tests
- 1.7.4. Standardized Writing Assessment Tests and Batteries
  - 1.7.4.1. Initial Assessment Tools
  - 1.7.4.2. Specific Tests for Diagnosing Dysgraphia
- 1.8. Intervention in Writing Difficulties
  - 1.8.1. General Approaches to Dysgraphia Intervention
    - 1.8.1.1. Specific Treatment Objectives
  - 1.8.2. Planning Process Intervention
    - 1.8.2.1. Techniques for Organizing Ideas
    - 1.8.2.2. Strategies for Structuring Texts: Macro and Microstructure
  - 1.8.3. Intervention of Syntactic Processes
    - 1.8.3.1. Syntactic Awareness
    - 1.8.3.2. Textual Coherence
  - 1.8.4. Intervention of Lexical Processes
    - 1.8.4.1. Development of Active Vocabulary
    - 1.8.4.2. Development of Visual Word Memory
  - 1.8.5. Speech Therapy Intervention of Motor Processes
    - 1.8.5.1. Exercises to Improve Fine Motor Skills
    - 1.8.5.2. Strategies for Adapting Writing Tools
  - 1.8.6. Dysgraphia Intervention Programs
    - 1.8.6.1. Program Design and Development
    - 1.8.6.2. Examples of Recognized interventions
- 1.9. Repercussions of Reading and Writing Disorders in the School Environment
  - 1.9.1. Impact of Difficulties in the Classroom
    - 1.9.1.1. Objectives of Psychoeducational Intervention
  - 1.9.2. Identification of Specific Learning Difficulties
    - 1.9.2.1. Early Detection Methods
    - 1.9.2.2. Tools for Evaluating the School Environment
  - 1.9.3. Interdisciplinary Intervention for Children with Dyslexia and/or Other Specific Learning Difficulties
    - 1.9.3.1. Collaborative Strategies of the Psycho-pedagogical Support Team
    - 1.9.3.2. Collaboration between Teachers and Families







- 1.10. Technological Innovations in the Intervention of Reading and Writing Disorders
  - 1.10.1. Importance of Technology in Intervention
    - 1.10.1.1. Objectives of Technological Integration in Speech Therapy Intervention
  - 1.10.2. Use of Assistive Technologies in Assessment and Intervention
    - 1.10.2.1. Support Devices for Reading
    - 1.10.2.2. Digital Tools for Writing
  - 1.10.3. Digital Applications and Platforms for the Development of Literacy
    - 1.10.3.1. Apps to Improve Reading Fluency
    - 1.10.3.2. Platforms for Interactive Writing
  - 1.10.4. Gamification and Virtual Reality as Learning Tools
    - 1.10.4.1. Educational Games Focused on Literacy
    - 1.10.4.2. Virtual Reality to Simulate Learning Environments
  - 1.10.5. Assessment of the Effectiveness of Technology Tools in Learning
    - 1.10.5.1. Analysis of Results Obtained with Technology
    - 1.10.5.2. Comparison with Traditional Methods
  - 1.10.6. Ethical Challenges and Considerations in the Use of Technologies in Speech Therapy Intervention
    - 1.10.6.1. Privacy of Student Data
    - 1.10.6.2. Equity in Access to Technology Resources

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*The interactive summaries for each module will allow you to consolidate the concepts of the psychological processes involved in writing in a more dynamic way”*

04

# Teaching Objectives

This university program is designed to provide clinicians with the most modern tools for diagnosing and treating written language disorders, such as dyslexia and dysgraphia. Through a specialized therapeutic approach, graduates will develop advanced clinical skills to evaluate and design personalized interventions. Thanks to this, professionals will significantly optimize the quality of life of patients.



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*You will apply pedagogical strategies that favor the inclusion of people with Written Language Disorders in the school and social environment, promoting their active participation”*





## General Objectives

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- ♦ Use diagnostic tests and explain research techniques in Neuropsychology of Language
- ♦ Delve into the key concepts of Statistics for selecting samples
- ♦ Apply assessment techniques to diagnose language disorders and write speech therapy reports
- ♦ Analyze the linguistic effects derived from Neurodegenerative Diseases, such as Dementia and Multiple Sclerosis
- ♦ Define the concept of psychometrics and its relationship with Speech Therapy, understanding its application in the evaluation of Language and Communication Disorders
- ♦ Identify and diagnose Language Disorders in various contexts, considering both the clinical manifestations and the neuropsychological aspects involved
- ♦ Design and apply effective interventions for the treatment of speech disorders, adapted to the needs of the patient
- ♦ Develop skills to assess and adjust speech therapy interventions, based on scientific evidence and advances in the field







### Specific Objectives

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- ♦ Develop skills in speech therapy intervention for writing-related disorders
- ♦ Apply innovative therapeutic approaches to improve writing skills in children and adults

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*You will be able to access the Virtual Campus at any time and download the contents to consult them whenever you wish. What are you waiting for to enroll?”*

# 05 Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.





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*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*

## The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes  
(which you might not be able to attend)”*





### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

*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.*



## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”*

### The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.



### The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



#### Interactive Summaries

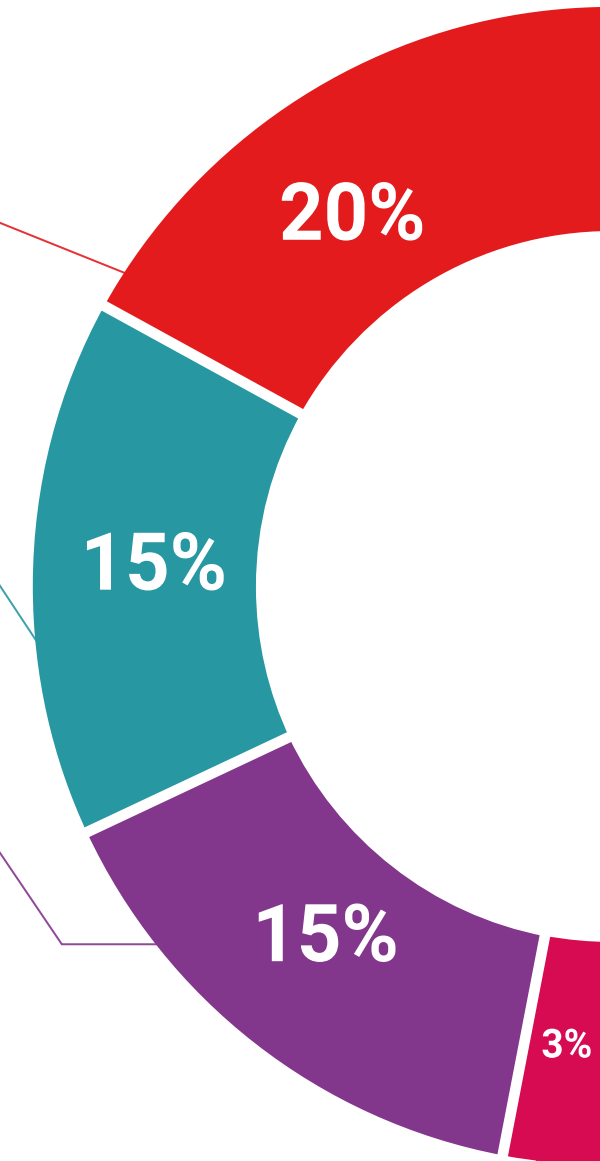
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

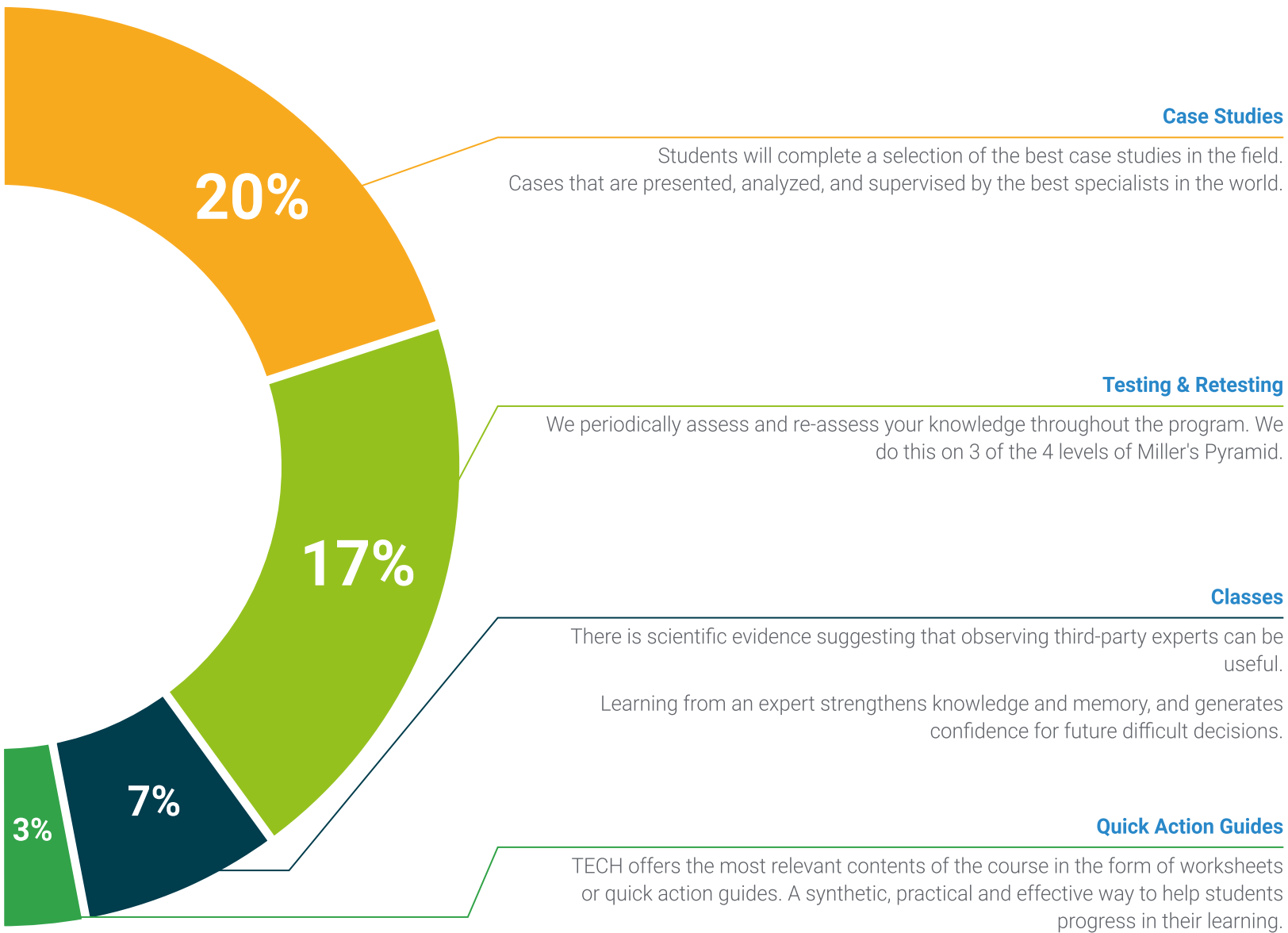
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.







# 06 Certificate

This Postgraduate Certificate in Intervention in Written Language Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate issued by TECH Global University.





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

This private qualification will allow you to obtain a diploma for the **Postgraduate Certificate in Intervention in Written Language Disorders** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University**, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Intervention in Written Language Disorders**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**





## Postgraduate Certificate

### Intervention in Written Language Disorders

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- » Duration: 6 weeks
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- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online



# Postgraduate Certificate

## Intervention in Written Language Disorders

