

Postgraduate Diploma

Educational Inclusion and Technological Resources in Speech Therapy





Postgraduate Diploma Educational Inclusion and Technological Resources in Speech Therapy

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-educational-inclusion-technological-resources-speech-therapy

Index

01

Introduction to the Program

p. 4

02

Why Study at TECH?

p. 8

03

Syllabus

p. 12

04

Teaching Objectives

p. 24

05

Career Opportunities

p. 28

06

Study Methodology

p. 32

07

Certificate

p. 42

01

Introduction to the Program

Educational inclusion in the field of speech therapy has been significantly enhanced by the use of advanced technological resources. Tools such as mobile applications, virtual reality and augmentative and alternative communication systems facilitate intervention in speech and language disorders, allowing doctors to offer more personalized and effective therapies. These technologies not only improve accessibility for students with communication difficulties, but also encourage their participation in inclusive educational environments. In this context, TECH has developed a comprehensive program that is completely online, designed to adapt flexibly to the personal and work schedules of graduates, and is based on the innovative Relearning methodology, pioneered at this institution.



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With this 100% online program, you will combine theoretical and practical knowledge in speech therapy intervention, innovative technologies, and attention to diversity, optimizing therapeutic outcomes”

Educational inclusion in speech therapy has made significant progress thanks to technological resources, enabling more effective and accessible intervention for patients with speech and language disorders. In fact, according to recent UNESCO data, technology applied to education has helped 50% more students with communication disabilities access inclusive learning programs in recent years.

This program was created to address this progress. It offers an in-depth examination of the intrinsic and extrinsic factors that influence the learning process, highlighting the crucial role of the family. It also explores key theories from educational psychology to provide a theoretical framework applicable to professional practice, complemented by a clear understanding of speech therapy intervention in the school setting and its interaction with other disciplines.

Furthermore, professionals will be trained to select and adapt augmentative and alternative communication systems, as well as to support their learning and use among patients with diverse needs. They will also gain skills in the use of prosthetics, assistive devices, and communication technologies to optimize care. This technological training will not only enhance accuracy in assessments but also help design more effective and personalized strategies for patients.

Finally, the program will explore the role of the speech therapist in inclusive schools, emphasizing the importance of adapting curricula and methodologies to promote participation among students with communication difficulties. Assessment tools will also be identified to evaluate communication skills and design interventions tailored to various levels of support.

In this way, TECH has designed a comprehensive 100% online program with high-quality academic materials and resources accessible from any electronic device with an internet connection. This eliminates barriers such as the need to travel to a physical location or adjust to fixed schedules. Additionally, it incorporates the revolutionary Relearning methodology, focused on the repetition of essential concepts to ensure efficient assimilation of the content.

This **Postgraduate Diploma in Educational Inclusion and Technological Resources in Speech Therapy** 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 Medicine and Speech Therapy
- ♦ 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
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Educational Inclusion and Technological Resources in Speech Therapy
- ♦ 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



You will have access to cutting-edge technological tools and personalization strategies to facilitate the adaptation of treatments to the specific needs of each patient, improving their communicative development"

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You will analyze the historical and current paradigms of attention to diversity, including an analysis of the phenomenon of interculturality and its impact on speech therapy intervention. With all the TECH quality guarantees!”

The teaching staff includes professionals belonging to the fields of Medicine and Speech Therapy, who contribute their work experience to this program, as well as renowned specialists from reference 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 investigate the adaptation of educational interventions in accordance with the school syllabus, promoting inclusive strategies that respond to the needs of students with communication difficulties.

You will be able to optimize the use of technological resources in speech therapy, improving the quality of life of your patients and favoring their full integration into society.



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 relies on an enormous faculty of more than 6,000 professors of the highest international renown.



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*Study at the world's largest online university
and guarantee your professional success.
The future starts 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 most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

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 theoretical foundations of speech therapy in school contexts will be addressed, analyzing the intrinsic and extrinsic factors that affect learning. In addition, the conceptualization of speech therapy intervention will be explored in depth, including methods and areas of action, as well as its relationship with other disciplines, to guarantee comprehensive and collaborative care. At the same time, the different paradigms of attention to diversity and their application in inclusive educational environments will be analyzed, with a particular focus on interculturality and adaptation to diverse contexts. Practical knowledge of Alternative and Augmentative Communication Systems (AACs) will also be acquired.



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Bet on TECH! You will gain an in-depth understanding of the educational factors that influence the learning process, emphasizing the fundamental role of the family in speech therapy intervention”

Module 1. Developmental Language Disorders and Acquired Disorders

- 1.1. Introduction to the Development of Communication and Language
 - 1.1.1. Introduction and Objectives
 - 1.1.1.1. Purpose of the Module
 - 1.1.1.2. Relationship between Language and Communication
 - 1.1.2. Conceptualization of Language
 - 1.1.2.1. Definition of Language
 - 1.1.2.2. Fundamental Characteristics of Language
 - 1.1.3. Modalities of Language
 - 1.1.3.1. Oral Language
 - 1.1.3.2. Written Language
 - 1.1.3.3. Non-Verbal Language
 - 1.1.3.4. Sign Language
 - 1.1.4. Linguistic Components: Structural and Metalinguistic
 - 1.1.4.1. Structural Components: Phonology, Morphology, Syntax, Semantics and Pragmatics
 - 1.1.4.2. Metalinguistic Components: Phonological Awareness, Implicit Grammar, etc.
 - 1.1.5. Language Functions
 - 1.1.5.1. Referential Function
 - 1.1.5.2. Expressive Function
 - 1.1.5.3. Appellative Function
 - 1.1.5.4. Metalinguistic Function
 - 1.1.5.5. Phatic Function
 - 1.1.6. Development of Language and Linguistic Components
 - 1.1.6.1. Stages of Language Development
 - 1.1.6.2. Acquisition of Linguistic Components
 - 1.1.7. Acquired Language Disorders
 - 1.1.7.1. Definition of Acquired Disorders
 - 1.1.7.2. Impact of Acquired Language Disorders
 - 1.1.8. Approach to the Theoretical Model of Cognitive Neuropsychology to Understand Acquired Language Disorders
 - 1.1.8.1. Theoretical Models of Cognitive Neuropsychology
 - 1.1.8.2. Relationship between Brain Functions and Acquired Disorders





- 1.2. Conceptualization of Language Development Disorders
 - 1.2.1. Introduction and Objectives
 - 1.2.1.1. Purpose of Understanding Developmental Disorders
 - 1.2.1.2. Objectives of the Treatment of Developmental Language Disorders
 - 1.2.2. Neuropsychological Bases of Developmental Language Disorders
 - 1.2.2.1. Brain Functions Involved in Language
 - 1.2.2.2. Relationship Between the Brain and Linguistic Development
 - 1.2.3. Developmental Language Disorders: Conceptualization
 - 1.2.3.1. Definition and General Characteristics
 - 1.2.3.2. Differences Between Developmental Disorders and Acquired Disorders
 - 1.2.4. Classification of Language Development Disorders
 - 1.2.4.1. Specific Language Disorders (SLD)
 - 1.2.4.2. General Language Disorder
 - 1.2.4.3. Other Related Disorders (Such as Dyslexia or Dysgraphia)
- 1.3. Simple Language Delay
 - 1.3.1. Introduction and Objectives
 - 1.3.1.1. General Description of Simple Delay
 - 1.3.1.2. Objectives of Diagnosis and Intervention
 - 1.3.2. Simple Language Delay: Definition
 - 1.3.2.1. Features of a Simple Language Delay
 - 1.3.2.2. Distinction between Simple Language Delay and Others Disorders
 - 1.3.3. Etiology
 - 1.3.3.1. Genetic Factors
 - 1.3.3.2. Environmental Factors
 - 1.3.4. Classification
 - 1.3.4.1. Delay in Expressive Language
 - 1.3.4.2. Delay in Comprehension Language
 - 1.3.5. Simple Language Delay: Language Difficulties
 - 1.3.5.1. Difficulties in Speech Production
 - 1.3.5.2. Difficulties in Comprehension
 - 1.3.6. Other Associated Difficulties
 - 1.3.6.1. Emotional and Social Difficulties
 - 1.3.6.2. Attention Disorders
 - 1.3.7. Simple Language Delay: Relevant Research
 - 1.3.7.1. Recent Research on Diagnosis and Intervention

- 1.4. Developmental Language Disorder
 - 1.4.1. Introduction and Objectives
 - 1.4.1.1. Purpose of Treating Developmental Language Disorder (DLD)
 - 1.4.1.2. Importance of Early Diagnosis
 - 1.4.2. Developmental Language Disorder: Definition
 - 1.4.2.1. Characteristics of DLD
 - 1.4.2.2. Differentiation from Other Language Disorders
 - 1.4.3. Etiology
 - 1.4.3.1. Genetic and Neurobiological Causes
 - 1.4.3.2. Environmental and Social Factors
 - 1.4.4. Classification
 - 1.4.4.1. Mild, Moderate and Severe DLD
 - 1.4.4.2. DLD with Comorbidities (such as ADHD)
 - 1.4.5. DLD: Language Difficulties
 - 1.4.5.1. Grammar and Syntax Deficiencies
 - 1.4.5.2. Problems in Vocabulary Acquisition
 - 1.4.6. Other Associated Difficulties
 - 1.4.6.1. Behavioral Disorders
 - 1.4.6.2. Emotional Disorders
 - 1.4.7. Recent Research
 - 1.4.7.1. Therapeutic Approaches and Advances in Intervention
- 1.5. Social Communication Disorder (Pragmatics) and Selective Mutism
 - 1.5.1. Introduction and Objectives
 - 1.5.1.1. General Description of Social Communication Disorder (SCD) and Selective Mutism
 - 1.5.1.2. Treatment Objectives for these Disorders
 - 1.5.2. SCD: Definition
 - 1.5.2.1. Characteristics of Social Communication Disorder
 - 1.5.2.2. Differentiation from other Autism Spectrum Disorders
 - 1.5.3. Etiology of SCD
 - 1.5.3.1. Genetic Factors
 - 1.5.3.2. Psychological and Social Factors
 - 1.5.4. SCD: Language Difficulties
 - 1.5.4.1. Difficulties in the Pragmatic and Social Use of Language
 - 1.5.4.2. Atypical Behavior in Social Interaction
 - 1.5.5. Other Associated Difficulties
 - 1.5.5.1. Social Anxiety
 - 1.5.5.2. Deficits in Conversation Skills
 - 1.5.6. SCD: Relevant Research
 - 1.5.6.1. Therapeutic Approaches and Treatment Evidence
 - 1.5.7. Selective Mutism: Definition
 - 1.5.7.1. Characteristics and Diagnosis of Selective Mutism
 - 1.5.8. Etiology of Selective Mutism
 - 1.5.8.1. Genetic and Environmental Factors
 - 1.5.8.2. Associated Comorbidities
 - 1.5.9. Linguistic and Communicative Difficulties of Selective Mutism
 - 1.5.9.1. Impact on Verbal Expression
 - 1.5.9.2. Difficulties in Interaction in Different Contexts
 - 1.5.10. Other Difficulties Associated with Selective Mutism
 - 1.5.10.1. Anxiety Disorders
 - 1.5.10.2. Social Isolation
 - 1.5.11. Selective Mutism: Relevant Research
 - 1.5.11.1. Evidence-Based Intervention Strategies
- 1.6. Acquired Language Disorder
 - 1.6.1. Introduction and Objectives
 - 1.6.1.1. Characteristics of Acquired Disorders
 - 1.6.1.2. Relevance of Studies of Acquired Disorders
 - 1.6.2. Acquired Language Disorders: Definition
 - 1.6.2.1. What are Acquired Disorders
 - 1.6.2.2. Differences with Developmental Disorders
 - 1.6.3. Acquired Language Disorders: Classification
 - 1.6.3.1. Aphasia
 - 1.6.3.2. Speech Apraxias
 - 1.6.3.3. Agnosias
 - 1.6.4. Relevant Research
 - 1.6.4.1. Advances in Cognitive Neuropsychology Applied to Acquired Disorders

1.7. Aphasia

- 1.7.1. Introduction and Objectives
 - 1.7.1.1. General Description of Aphasias
 - 1.7.1.2. Objectives of Aphasia Treatment
- 1.7.2. Aphasias: Definition
 - 1.7.2.1. Types of Aphasia: Broca's Aphasia, Wernicke's Aphasia, etc.
 - 1.7.2.2. Most Common Symptoms
- 1.7.3. Etiology
 - 1.7.3.1. Neurological Causes (Stroke, Head Injuries)
 - 1.7.3.2. Predisposing Factors
- 1.7.4. Aphasias: Classification
 - 1.7.4.1. Classification According to the Type of Aphasia
 - 1.7.4.2. Classification According to Level of Severity
- 1.7.5. Aphasias: Main Linguistic Manifestations
 - 1.7.5.1. Difficulties in Speech Production
 - 1.7.5.2. Difficulties in Comprehension
- 1.7.6. Other Associated Difficulties
 - 1.7.6.1. Dysarthria and Apraxia
 - 1.7.6.2. Emotional Disorders
- 1.7.7. Recent Research
 - 1.7.7.1. Therapeutic Approaches and Current Results

1.8. Neurodegenerative Diseases

- 1.8.1. Introduction and Objectives
 - 1.8.1.1. Definition of Neurodegenerative Diseases
 - 1.8.1.2. Objectives of Diagnosis and Intervention
- 1.8.2. Neurodegenerative Diseases: Definition
 - 1.8.2.1. General Description of Diseases such as Alzheimer's, Multiple Sclerosis, etc.
- 1.8.3. Etiology of Degenerative Diseases
 - 1.8.3.1. Genetic and Environmental Factors
 - 1.8.3.2. Pathological Mechanisms
- 1.8.4. Classification of Degenerative Diseases
 - 1.8.4.1. Primary and Secondary Diseases

1.8.4.2. Classification According to Brain Involvement

- 1.8.5. Degenerative Diseases: Language Difficulties
 - 1.8.5.1. Associated Cognitive and Linguistic Difficulties
 - 1.8.5.2. Impact on Memory and Communication Skills
- 1.8.6. Other Associated Difficulties: Apraxia and Agnosia
 - 1.8.6.1. Definition of Apraxia
 - 1.8.6.2. Impact of Agnosias on the Recognition and Use of Language
- 1.8.7. Relevant Research
 - 1.8.7.1. Treatment and Rehabilitation Strategies
- 1.9. Assessment and Diagnosis in Language Disorders
 - 1.9.1. Introduction and Objectives
 - 1.9.1.1. Importance of Early Assessment
 - 1.9.1.2. Objectives of a Comprehensive Diagnostic Assessment
 - 1.9.2. Assessment Methods
 - 1.9.2.1. Standardized Tests
 - 1.9.2.2. Clinical and Observational Assessment
 - 1.9.3. Diagnostic Tools
 - 1.9.3.1. Questionnaires and Interviews
 - 1.9.3.2. Specific Tests for Developmental and Acquired Disorders
 - 1.9.4. Interpretation of the Results
 - 1.9.4.1. How to Integrate the Results into an Intervention Plan
- 1.10. Intervention Strategies for Language Disorders
 - 1.10.1. Introduction and Objectives
 - 1.10.1.1. Objectives of the Speech Therapy Intervention
 - 1.10.1.2. Evidence-based Therapeutic Methods
 - 1.10.2. Therapeutic Approaches to Developmental Disorders
 - 1.10.2.1. Language and Cognitive Therapies
 - 1.10.2.2. Early Intervention
 - 1.10.3. Therapeutic Approaches to Developmental Disorders
 - 1.10.3.1. Rehabilitation in Aphasia
 - 1.10.3.2. Interventions in Neurodegenerative Diseases
 - 1.10.4. Assessment of the Effectiveness of the Intervention
 - 1.10.4.1. Measurement of Results
 - 1.10.4.2. Adjustments and Adaptations in Treatment

Module 2. Technological Resources in Speech Therapy

- 2.1. Use of Digital Technologies in Speech Therapy Intervention
 - 2.1.1. Digital Tools in Speech and Language Assessment
 - 2.1.1.1. Voice Analysis Applications for Diagnosis
 - 2.1.2. Applications for Speech Rehabilitation
 - 2.1.2.1. Interactive Games for Speech Improvement
 - 2.1.3. Use of Simulators and Interactive Games in Speech Therapy
 - 2.1.3.1. Voice Simulators for Therapy
 - 2.1.4. Telemedicine Platforms for Speech Therapy
 - 2.1.4.1. Videoconferencing Platforms for Therapy Sessions
- 2.2. Technological Tools for Assessment and Diagnosis in Speech Therapy
 - 2.2.1. Voice and Pronunciation Analysis Software
 - 2.2.1.1. Acoustic Analysis Tools
 - 2.2.2. Tools for the Assessment of Verbal Comprehension and Expression
 - 2.2.2.1. Software for the Assessment of Verbal Fluency
 - 2.2.3. Digital Techniques for the Diagnosis of Speech Disorders
 - 2.2.3.1. Digital Assessment of Dysarthria
 - 2.2.4. Technological Equipment for the Assessment of Hearing and Language Perception
 - 2.2.4.1. Digital Tests for Hearing Assessment
- 2.3. Mobile Apps for Learning Alternative and Augmentative Communication Systems
 - 2.3.1. Apps for Training in the Use of Pictograms
 - 2.3.1.1. Programs for Learning Visual Pictograms
 - 2.3.2. Tools for Monitoring Patients in the Use of Alternative Systems
 - 2.3.2.1. Daily Use Monitoring Apps
 - 2.3.3. Apps for Improving Communication in Children and Adults with Disorders
 - 2.3.3.1. Personalized Applications for Children with Autism
 - 2.3.4. Personalized Programs for Learning Signs and Symbols
 - 2.3.4.1. Apps for Teaching Sign Language
- 2.4. Virtual Platforms for Speech Therapy Rehabilitation
 - 2.4.1. Interactive Platforms for Remote Language Therapy
 - 2.4.1.1. Platforms with Interactive Exercises in Real Time
 - 2.4.2. Use of Videoconferencing in Speech Therapy Rehabilitation
 - 2.4.2.1. Benefits of Teletherapy for Remote Patients
 - 2.4.3. Online Programs for Monitoring Patient Progress
 - 2.4.3.1. Progress Monitoring Software
 - 2.4.4. Real-Time Feedback Tools for Therapists and Patients
 - 2.4.4.1. Real-Time Vocal Feedback Applications
- 2.5. Assistive Technologies for Improving Communication in Patients with Disabilities
 - 2.5.1. Computer-generated Voice Devices
 - 2.5.1.1. Voice Technologies for People with Aphasia
 - 2.5.2. Reading and Writing Technologies for Visually Impaired People
 - 2.5.2.1. Reading Software for Blind People
 - 2.5.3. Hearing Aids and Sound Amplification Systems
 - 2.5.3.1. Amplification Devices for Patients with Hearing Loss
 - 2.5.4. Assistive Technologies for People with Cerebral Palsy
 - 2.5.4.1. Communication Devices for People with Limited Mobility
- 2.6. Design and Use of Electronic Devices for Communication Prostheses
 - 2.6.1. Electronic Devices for Patients with Aphasia
 - 2.6.1.1. Augmentative Communication Devices for Aphasia
 - 2.6.2. Vocal Prostheses and their Integration into Daily Communication
 - 2.6.2.1. Prosthetic Devices for the Improvement of Speech and Voice
 - 2.6.3. Portable Technologies to Improve Communication in People with Paralysis
 - 2.6.3.1. Portable Prostheses for Patients with Paralysis
 - 2.6.4. Devices for the Improvement of Speech in Patients with Dysarthria
 - 2.6.4.1. Support Devices for Vocal Articulation
- 2.7. Devices for Improving Speech in Patients with Dysarthria
 - 2.7.1. Impact of Technology on the Efficiency of Speech Therapy
 - 2.7.1.1. Improvements in the Quality of Treatments with Technology
 - 2.7.2. Tools for Data Collection and Analysis of Patient Progress
 - 2.7.2.1. Clinical Data Analysis Software

- 2.7.3. Recording Technologies for Monitoring Speech Therapy Intervention
 - 2.7.3.1. Platforms for Recording Therapy Sessions
- 2.7.4. Use of Social Networks and Virtual Communities for Collaborative Learning
 - 2.7.4.1. Social Network Support Groups for Patients
 - 2.7.4.2. Professional Development Groups
- 2.8. Specialized Software for Speech Therapy Assessment
 - 2.8.1. Computer Programs for the Early Detection of Language Disorders
 - 2.8.1.1. Screening Software
 - 2.8.2. Digital Tools for Assessing Pronunciation and Verbal Fluency
 - 2.8.2.1. Speech Analysis Tools
 - 2.8.3. Software for Assessment of Reading Comprehension and Written Expression
 - 2.8.3.1. Programs for the Assessment of Reading Comprehension
 - 2.8.3.2. Text Assessment Programs
 - 2.8.4. Voice Analysis Platforms for Speech Therapy Diagnoses
 - 2.8.4.1. Applications for the Analysis of Vocal Parameters
- 2.9. Integration of Technological Resources in Personalized Speech Therapy Treatments
 - 2.9.1. Adaptation of Applications and Devices to Individual Needs
 - 2.9.1.1. Customization of Applications According to Specific Disorders
 - 2.9.2. Use of Artificial Intelligence in the Customization of Treatments
 - 2.9.2.1. Intelligent Systems for Adapting Speech Therapy
 - 2.9.3. Design of Specific Digital Programs According to Speech Therapy Disorder
 - 2.9.4. Personalization of Intervention Through the Analysis of Patient Data
 - 2.9.4.1. Use of Clinical Data to Personalize Therapy
- 2.10. Strategies to Integrate Accessible Technologies into the Daily Lives of Patients with Communication Needs
 - 2.10.1. Use of Technologies to Improve Communication at Home
 - 2.10.1.1. Devices for Family Communication
 - 2.10.2. Integration of Devices at School or Work for Patients with Communication Difficulties
 - 2.10.2.1. Assistive Technologies in Educational Settings
 - 2.10.3. Adaptation of Technologies to Facilitate Social Inclusion
 - 2.10.3.1. Tools for the Social Integration of People with Disabilities
 - 2.10.4. Training Programs for Family Members and Caregivers in the Use of Accessible Technologies
 - 2.10.4.1. Training Workshops for the Use of Assistive Devices

Module 3. Communication and Oral Language in the Inclusive School

- 3.1. The Inclusive School
 - 3.1.1. Definitions and Principles of the Inclusive School
 - 3.1.1.1. Concept of Educational Inclusion
 - 3.1.1.2. Fundamental Principles: Equality, Participation and Accessibility
 - 3.1.1.3. Difference between Integration and Inclusion in School
 - 3.1.2. Diversity in the Classroom: Types of Educational Needs
 - 3.1.2.1. Cultural and Linguistic Diversity
 - 3.1.2.2. Diversity in Cognitive and Motor Abilities
 - 3.1.2.3. Educational Needs Arising from Emotional and Social Disabilities
 - 3.1.3. Benefits and Challenges of Inclusion in Schools
 - 3.1.3.1. Benefits for Students with Special Educational Needs
 - 3.1.3.2. Challenges for Teachers and Students
 - 3.1.3.3. Impact on the Educational Community in General
 - 3.1.4. Regulatory Framework for Inclusive Schools in Different Contexts
 - 3.1.4.1. International Regulations: The Convention on the Rights of Persons with Disabilities
 - 3.1.4.2. Local Legislative Framework: School Inclusion Laws
 - 3.1.4.3. Adapting Regulations to Educational Practice
 - 3.1.5. The Role of Teachers in School Inclusion
 - 3.1.5.1. Teacher Training in Inclusive Education
 - 3.1.5.2. Inclusive Teaching Strategies
 - 3.1.5.3. Attitudes and Competencies Necessary for Inclusion
- 3.2. Inclusive School Systems and Models
 - 3.2.1. Models of Inclusion: Medical and Social Approaches
 - 3.2.1.1. Medical Approach: Intervention Focused on the Disability
 - 3.2.1.2. Social Approach: Adaptation of the Educational Environment
 - 3.2.2. Educational Approach: Modifications to the Curriculum and Methodologies
 - 3.2.2.1. Access to the Curriculum for Students with Special Educational Needs
 - 3.2.2.2. Adaptation of Curriculum Materials and Content
 - 3.2.3. Inclusive Assessment Adapted to Student Needs
 - 3.2.3.1. Diversified Methodological Strategies to Encourage Active Participation
 - 3.2.3.2. Teaching Collaboration for an Inclusive Pedagogical Approach
 - 3.2.3.3. Intervention Strategies in Inclusive Models

- 3.2.4. Intervention Strategies in Inclusive Models
 - 3.2.4.1. Interventions Based on Interdisciplinary Collaboration
 - 3.2.4.2. Strategies for Managing Diversity in the Classroom
 - 3.2.4.3. Adaptation of Assessments for All Students
- 3.2.5. Main Barriers and Facilitators for Inclusion
 - 3.2.5.1. Identification of Structural and Attitudinal Barriers
 - 3.2.5.2. Facilitating Factors in the Implementation of Inclusion
 - 3.2.5.3. Proposals to Overcome Obstacles and Promote Effective Inclusion
- 3.3. Intervention Systems in the Inclusive School
 - 3.3.1. Types Of Intervention: Universal, Additional, And Intensive
 - 3.3.1.1. Universal Intervention: General Strategies For All Students
 - 3.3.1.2. Additional Intervention: Extra Support For Students With Some Difficulties
 - 3.3.1.3. Intensive Intervention: Specific And Ongoing Support For Students With Severe Needs
 - 3.3.2. Principles Of Intervention In The Inclusive School
 - 3.3.2.1. Student-Centered Approach
 - 3.3.2.2. Interdisciplinary Collaboration
 - 3.3.2.3. Continuous Adaptation Of Interventions
 - 3.3.3. Curriculum-Based Intervention Strategies
 - 3.3.3.1. Modifications In Teaching Methods
 - 3.3.3.2. Use Of Technologies And Adaptive Resources
 - 3.3.3.3. Evaluation Of The Impact Of Intervention Strategies
 - 3.3.4. Coordination With Other Professionals: Psychologists, Educators, And Therapists
 - 3.3.4.1. Teamwork In The Inclusive School Context
 - 3.3.4.2. Role Of The Educational Psychologist In Intervention
 - 3.3.4.3. Collaboration With Other Professionals For Designing Comprehensive Interventions
 - 3.3.5. Intervention Models Based On Levels Of Support
 - 3.3.5.1. Response To Intervention (RTI) Model
 - 3.3.5.2. Multidisciplinary Support Model
 - 3.3.5.3. Inclusion Model Based On Universal Design For Learning (UDL)
- 3.4. Speech Therapy In The Inclusive School: Roles, Professional Profiles, And Teamwork
 - 3.4.1. Role Of The Speech Therapist In The Inclusive School Context
 - 3.4.1.1. Diagnosis And Evaluation Of Communication Needs
 - 3.4.1.2. Design And Implementation Of Therapeutic Interventions
 - 3.4.1.3. Monitoring and Adjustments of Interventions
 - 3.4.2. Professional Profiles In Inclusive Support Teams
 - 3.4.2.1. Speech Therapist And Their Collaboration With Teachers
 - 3.4.2.2. Other Professionals In The Team: Psychopedagogues And Guidance Counselors
 - 3.4.2.3. Training And Competencies Of The Inclusion Team Members
 - 3.4.3. Collaborative Work With Teachers And Other Specialists
 - 3.4.3.1. Coordination Strategies Between Speech Therapists And Teachers
 - 3.4.3.2. Joint Work In Designing Curriculum Adaptations
 - 3.4.3.3. Supervision And Evaluation Of Teamwork
 - 3.4.4. Definition Of Therapeutic Goals In The Educational Setting
 - 3.4.4.1. Short-Term And Long-Term Communication And Language Goals
 - 3.4.4.2. Intervention Methodology Based On The Goals
 - 3.4.4.3. Evaluation Of The Effectiveness Of Established Goals
 - 3.4.5. Training and Continuing Education of the Speech Therapist in the Inclusive School
 - 3.4.5.1. Specific Training Programs In Inclusive Education
 - 3.4.5.2. The Importance Of Ongoing Professional Updates
 - 3.4.5.3. Training In The Use Of New Technologies And Educational Resources
- 3.5. Evaluation Of Communication And Oral Language In The Inclusive School At The Universal Level
 - 3.5.1. Evaluation Methods And Tools For Diagnosing Communication
 - 3.5.1.1. Diagnostic Evaluation Of Oral Communication
 - 3.5.1.2. Standardized Tools For Diagnosing Language Difficulties
 - 3.5.1.3. Language Assessment in Early Childhood
 - 3.5.2. Strategies for Evaluating Oral Language in Inclusive Contexts
 - 3.5.2.1. Evaluation Of Oral Expression And Comprehension
 - 3.5.2.2. Participant Observation In The Classroom
 - 3.5.2.3. Evaluation Of Interaction And Communication Between Peers

- 3.5.3. Evaluation Of Language Development In Children With Educational Needs
 - 3.5.3.1. Characteristics Of Normal Language Development
 - 3.5.3.2. Identification Of Deviations In Language Development
 - 3.5.3.3. Use Of Adapted Tools For Evaluating Students With Disabilities
- 3.5.4. Observation As A Tool For Classroom Evaluation
 - 3.5.4.1. Direct Observation Techniques In The Classroom
 - 3.5.4.2. Analysis Of Interactions Between Students
 - 3.5.4.3. Recording and Analysis Of Communication Behaviors
- 3.5.5. Evaluation Tools For Teachers And Speech Therapists
 - 3.5.5.1. Questionnaires And Interviews With Teachers And Parents
 - 3.5.5.2. Informal And Formal Language Tests
 - 3.5.5.3. Continuous And Adaptive Evaluation Throughout The School Year
- 3.6. Evaluation Of Communication and Oral Language In The Inclusive School at The Additional and Intensive Levels
 - 3.6.1. Evaluation Tools For Students With Additional Support
 - 3.6.1.1. Evaluation Of Oral Comprehension And Expression In Children With Moderate Difficulties
 - 3.6.1.2. Adaptive Tools For Children With Specific Language Needs
 - 3.6.1.3. Long-Term Progress Evaluation Techniques
 - 3.6.2. Assessment of Students with More Severe Oral Language Difficulties
 - 3.6.2.1. Assessment Tools For Students With Language Disorders
 - 3.6.2.2. Methods For Evaluating Communication Skills In Children With Severe Disabilities
 - 3.6.2.3. Comprehensive Evaluation: Cognitive, Emotional, And Social Aspects
 - 3.6.3. Observation Techniques And Interviews With Families And Teachers
 - 3.6.3.1. Structured Interviews With Parents To Collect Relevant Information
 - 3.6.3.2. Clinical And Social Observation Within The School Context
 - 3.6.3.3. Recording Qualitative Data To Improve Intervention
 - 3.6.4. Psychopedagogical Evaluation In The Inclusive Context
 - 3.6.4.1. Evaluation Of Linguistic And Cognitive Competencies
 - 3.6.4.2. Use Of Psychopedagogical Instruments To Identify Needs
 - 3.6.4.3. Evaluation Of The Impact Of Previous Interventions
 - 3.6.5. Analysis Of Results And Planning Of Specific Interventions
 - 3.6.5.1. Interpretation Of Evaluation Results
 - 3.6.5.2. Planning Of Personalized Interventions
 - 3.6.5.3. Adjustment Of Intervention Strategies Based On The Results Obtained
- 3.7. Communication And Oral Language Intervention in The Inclusive School: Universal Supports
 - 3.7.1. Universal Strategies For Oral Language Development
 - 3.7.1.1. Alternative And Augmentative Communication Techniques
 - 3.7.1.2. Use Of Playful Activities To Promote Oral Expression
 - 3.7.1.3. Visual And Auditory Methods To Support Comprehension And Expression
 - 3.7.2. Curricular And Methodological Adaptations For Inclusion
 - 3.7.2.1. Modification Of Curriculum Goals And Content
 - 3.7.2.2. Teaching Methods Centered On Diversity
 - 3.7.2.3. Use Of Multimedia Resources To Support Language Teaching
 - 3.7.3. Use Of Technologies And Educational Resources In Intervention
 - 3.7.3.1. Educational Applications And Software For Communication And Language
 - 3.7.3.2. Accessible Digital Tools For Students With Special Educational Needs
 - 3.7.3.3. Integration Of Technological Devices in The Inclusive Classroom
 - 3.7.4. The Role Of Peers In Improving Communication
 - 3.7.4.1. Fostering Cooperation Between Peers To Improve Oral Expression
 - 3.7.4.2. Creating Collaborative Learning Environments
 - 3.7.4.3. Group Activities To Develop Language Skills
 - 3.7.5. Promotion Of Communication in The Classroom For All Students
 - 3.7.5.1. Class Participation Techniques
 - 3.7.5.2. Use Of Inclusive Communication Strategies in The Classroom
 - 3.7.5.3. Activities For Integrating Oral Language Across All Modules
- 3.8. Communication And Oral Language Intervention in The Inclusive School: Additional Support
 - 3.8.1. Specific Interventions For Students With Moderate Needs
 - 3.8.1.1. Individual Adaptations In The Classroom
 - 3.8.1.2. Specific Programs For Oral Language Support
 - 3.8.1.3. Use Of Small Groups To Foster Verbal Interaction

- 3.8.2. Additional Adaptations In Oral Language Teaching
 - 3.8.2.1. Modification Of Communication Activities For Students With Difficulties
 - 3.8.2.2. Supplementary Resources For Language Learning
 - 3.8.2.3. Oral Language Modeling Techniques
- 3.8.3. Individualized Support Techniques In The Inclusive Classroom
 - 3.8.3.1. Individualized Support Plans (ISP) For Students With Needs
 - 3.8.3.2. Individualized Speech Therapy Sessions In The Classroom
 - 3.8.3.3. Direct Collaboration With Teachers In Language Intervention
- 3.8.4. Joint Work With Families And Other Professionals
 - 3.8.4.1. Collaboration With Psychologists And Educators In Designing Support Plans
 - 3.8.4.2. Ongoing Communication With Families For Progress Monitoring
 - 3.8.4.3. Creation Of A Holistic Intervention Plan For The Student
- 3.8.5. Strategies For Strengthening Language Skills
 - 3.8.5.1. Language Reinforcement Activities Outside The Classroom
 - 3.8.5.2. Use Of Games And Interactive Resources To Improve Oral Expression
 - 3.8.5.3. Setting Progressive Goals In Language Intervention
- 3.9. Communication And Oral Language Intervention in The Inclusive School: Intensive Support
 - 3.9.1. Intensive Programs For Students With Significant Language Difficulties
 - 3.9.1.1. Intensive Intervention Programs For Oral Language
 - 3.9.1.2. Therapeutic Techniques And Approaches For Severe Language Disorders
 - 3.9.1.3. Personalization Of Intervention Based On The Student's Needs
 - 3.9.2. Intervention Methods Based On Individualization And Intensity
 - 3.9.2.1. Intensive Therapies And Ongoing Monitoring
 - 3.9.2.2. Use Of Specific Techniques For Students With Severe Disorders
 - 3.9.2.3. Real-Time Monitoring And Adjustment Of Interventions
 - 3.9.3. Speech Therapy Interventions For Students With Severe Language Disorders
 - 3.9.3.1. Planning Of Interventions For Students With Dysarthria Or Aphasia
 - 3.9.3.2. Intensive Language Stimulation Techniques
 - 3.9.3.3. Integration Of Therapeutic And Educational Supports



- 3.9.4. Collaboration With Specialists In Special Educational Needs
 - 3.9.4.1. Coordination With Occupational Therapists And Psychologists
 - 3.9.4.2. Interdisciplinary Work For Planning Comprehensive Interventions
 - 3.9.4.3. Implementation Of Coordinated Intervention Plans
- 3.9.5. Continuous Evaluation Of Progress And Adjustments In Intervention
 - 3.9.5.1. Constant Monitoring Of Language Development Progress
 - 3.9.5.2. Continuous Evaluation Tools In The Intensive Context
 - 3.9.5.3. Methodological Adjustments Based On The Results Obtained
- 3.10. Oral Language Activities And Intervention Programs Based On The Curriculum
 - 3.10.1. Design Of Communicative Activities Within The Inclusive Curriculum
 - 3.10.1.1. Oral Expression Activities Integrated In The Modules
 - 3.10.1.2. Design Of Accessible Oral Comprehension Activities
 - 3.10.1.3. Interactive Activities To Encourage Participation From All Students
 - 3.10.2. Integration Of Oral Language Across All Areas Of Knowledge
 - 3.10.2.1. Strategies For Integrating Language Into The General Curriculum
 - 3.10.2.2. Oral Communication As A Tool For Interdisciplinary Learning
 - 3.10.2.3. Specific Language Adaptations In Areas Like Mathematics, Science, And Language
 - 3.10.3. Evaluation Of Curriculum-Based Intervention Programs
 - 3.10.3.1. Measuring The Results Of Intervention Activities
 - 3.10.3.2. Tools For Evaluating The Impact Of Language Activities
 - 3.10.3.3. Adjusting Activities Based On The Results From The Evaluation

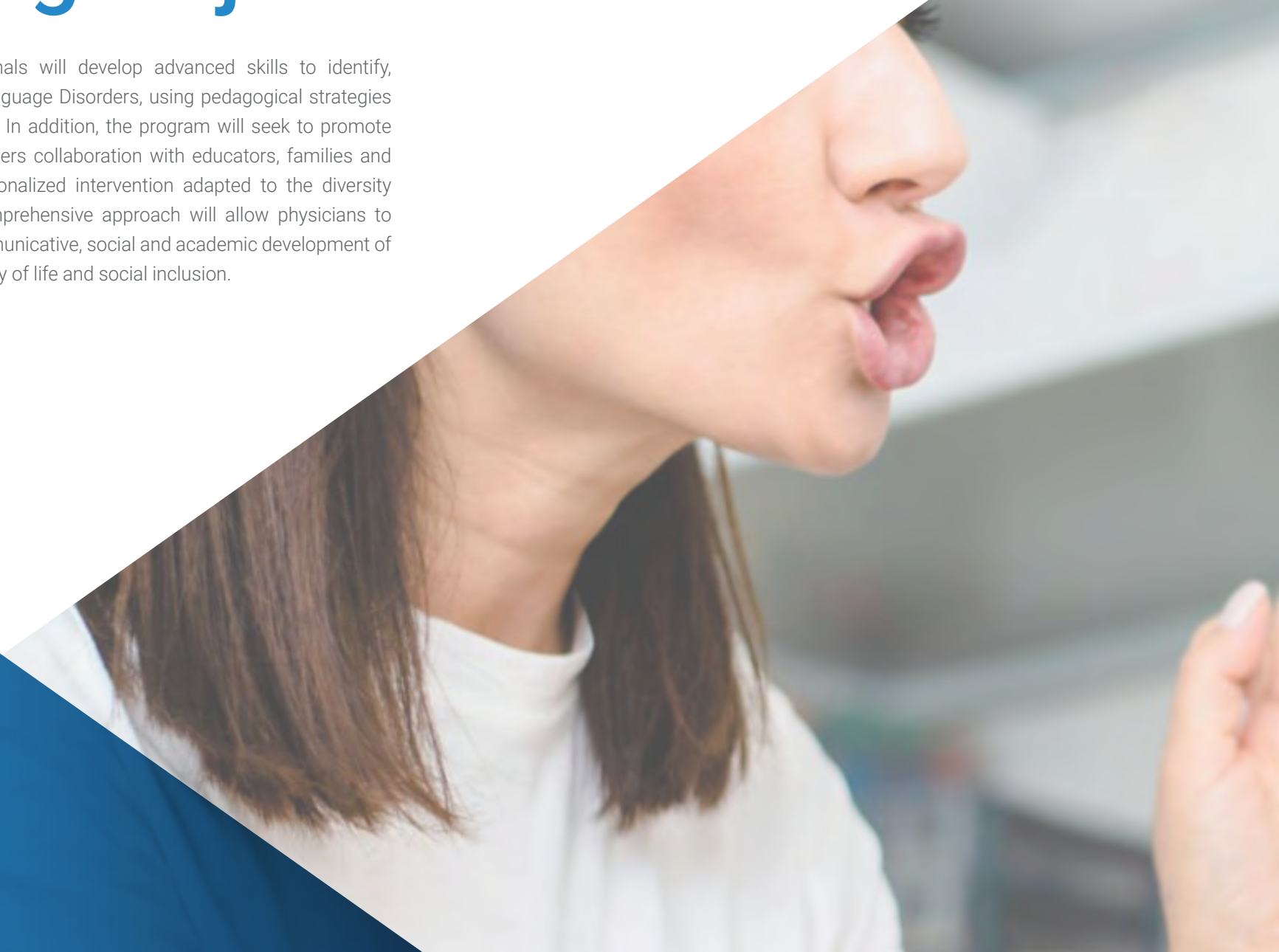


You will reflect on the interdisciplinary collaboration between speech therapists and other professionals in the educational field, guaranteeing comprehensive care that favors the inclusion of students. What are you waiting for to enroll?"

04

Teaching Objectives

Through this program, professionals will develop advanced skills to identify, evaluate and treat Speech and Language Disorders, using pedagogical strategies and innovative technological tools. In addition, the program will seek to promote an interdisciplinary vision that fosters collaboration with educators, families and other specialists, ensuring a personalized intervention adapted to the diversity of educational contexts. This comprehensive approach will allow physicians to contribute significantly to the communicative, social and academic development of their patients, improving their quality of life and social inclusion.





“

You will use technological tools to improve speech therapy assessment, diagnosis and treatment, optimizing the effectiveness of interventions and promoting accessibility in the classroom”



General Objectives

- ♦ Analyze the organizational charts and hierarchical structure of educational institutions, so that the speech therapist can interact efficiently in the school context
- ♦ Apply speech therapy treatments appropriate to the individual needs of patients
- ♦ Understand the key concepts of inclusive education and their application in the improvement of communication and oral language skills

“

You will emphasize the use of prostheses and technical aids that facilitate the communication process of your patients, through the best teaching materials, at the technological and academic forefront”





Specific Objectives

Module 1. Educational Foundations in Speech Therapy

- ♦ Understand intrinsic and extrinsic factors and their interaction, with special emphasis on the role of the family as a key factor in the learning process
- ♦ Analyze the main theories and models of Educational Psychology throughout history, to provide a theoretical framework that can be applied in their professional practice
- ♦ Conceptualize speech therapy intervention in the school environment, its methods and areas of action, as well as its relationship with other disciplines and families
- ♦ Understand the different paradigms of attention to diversity that have emerged over time and reflect on their application in the educational environment
- ♦ Analyze the phenomenon of interculturality in educational centers and study the theories that guide speech therapy intervention in intercultural school contexts

Module 2. Technological Resources in Speech Therapy

- ♦ Select and adapt alternative and augmentative communication systems according to the context of each patient
- ♦ Facilitate the learning of alternative systems and increase the use of prostheses and technical aids
- ♦ Know and apply evaluation and diagnostic techniques and instruments in Speech Therapy
- ♦ Manage communication technologies to improve speech therapy intervention

Module 3. Communication and Oral Language in the Inclusive School

- ♦ Analyze the educational curriculum to adapt content and teaching methods that favor inclusion
- ♦ Identify and apply assessment tools to evaluate communication skills and oral language in an inclusive context
- ♦ Design speech therapy interventions adapted to the different levels of support in the inclusive school
- ♦ Reflect on the role of the speech therapist in the inclusive school and their collaboration with other educational professionals

05

Career Opportunities

Professionals will be trained to work in educational centers, designing and applying speech therapy interventions that favor the inclusion of students with speech and language disorders. Likewise, they will be able to work in health institutions, integrating multidisciplinary teams that address the communicative needs of patients in a comprehensive manner. This program will also enable them to advise on the use of advanced technologies and Augmentative and Alternative Communication Systems (AACS), contributing to the development of personalized solutions that improve the quality of life of patients.



“

This program in Educational Inclusion and Technological Resources in Speech Therapy will offer doctors a wide range of professional opportunities in the fields of Health and Education”

Graduate Profile

The graduate profile will be defined by a solid interdisciplinary preparation, which will combine theoretical and practical knowledge in Speech Therapy, Educational Inclusion and Technology. In this sense, they will be trained to identify, evaluate and treat Speech and Language Disorders in diverse educational contexts, applying personalized strategies that promote inclusion and communicative development. In addition, they will have advanced skills in the use of technological tools, such as Augmentative and Alternative Communication Systems (AACs), and will be able to design innovative interventions adapted to the individual needs of patients.

You will stand out for your ability to collaborate with other professionals, playing a key role in multidisciplinary teams to improve the quality of life of your patients and contribute to the advancement of knowledge.

- ♦ **Interdisciplinary Work:** Collaborate with professionals from different disciplines, such as speech therapists, educators and psychologists, to design and apply personalized interventions that address the linguistic and communicative needs of patients
- ♦ **Effective Communication:** Communicate clearly and assertively with patients, their families and other health and education professionals, improving the coordination of treatments and the understanding of patient needs
- ♦ **Critical Assessment and Evidence-Based Decision Making:** Analyze and interpret academic research and clinical data, applying evidence-based approaches to diagnose, evaluate and treat language disorders
- ♦ **Professional Ethics and Commitment to Inclusion:** Ethical and responsible attitude in professional practice, promoting gender equality, attention to diversity and sustainability, to ensure that patients receive inclusive and respectful care



After completing the program, you will be able to use your knowledge and skills in the following positions:

- 1. Educational Speech Therapy Specialist:** Professional responsible for intervening in communication difficulties within educational centers.
- 2. Advisor in Technology Applied to Speech Therapy:** Expert in integrating technological resources for the improvement of communication and learning.
- 3. Educational Inclusion Program Coordinator:** Responsible for implementing inclusive policies in educational institutions.
- 4. Clinical Speech Therapist Specialized in School Environments:** Professional who acts as a link between Health and Education in the treatment of Speech Disorders.
- 5. Consultant in Attention to Diversity:** Specialist advisor in inclusive strategies for students with specific needs.
- 6. Teacher in Speech Therapy Training Programs:** Trainer in courses and workshops related to Educational Inclusion and the use of technologies in Speech Therapy.
- 7. Researcher in Technological Innovation and Speech Therapy:** Professional dedicated to the development of new tools and methodologies for speech therapy intervention.
- 8. Coordinator of Multidisciplinary Teams in Inclusive Education:** Leader of teams of professionals working in the comprehensive care of students with communication needs.



You will promote the inclusion of all students, regardless of their communication difficulties, thanks to the design of adapted speech therapy interventions, always with the support of the Relearning methodology"

06

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.



“

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.

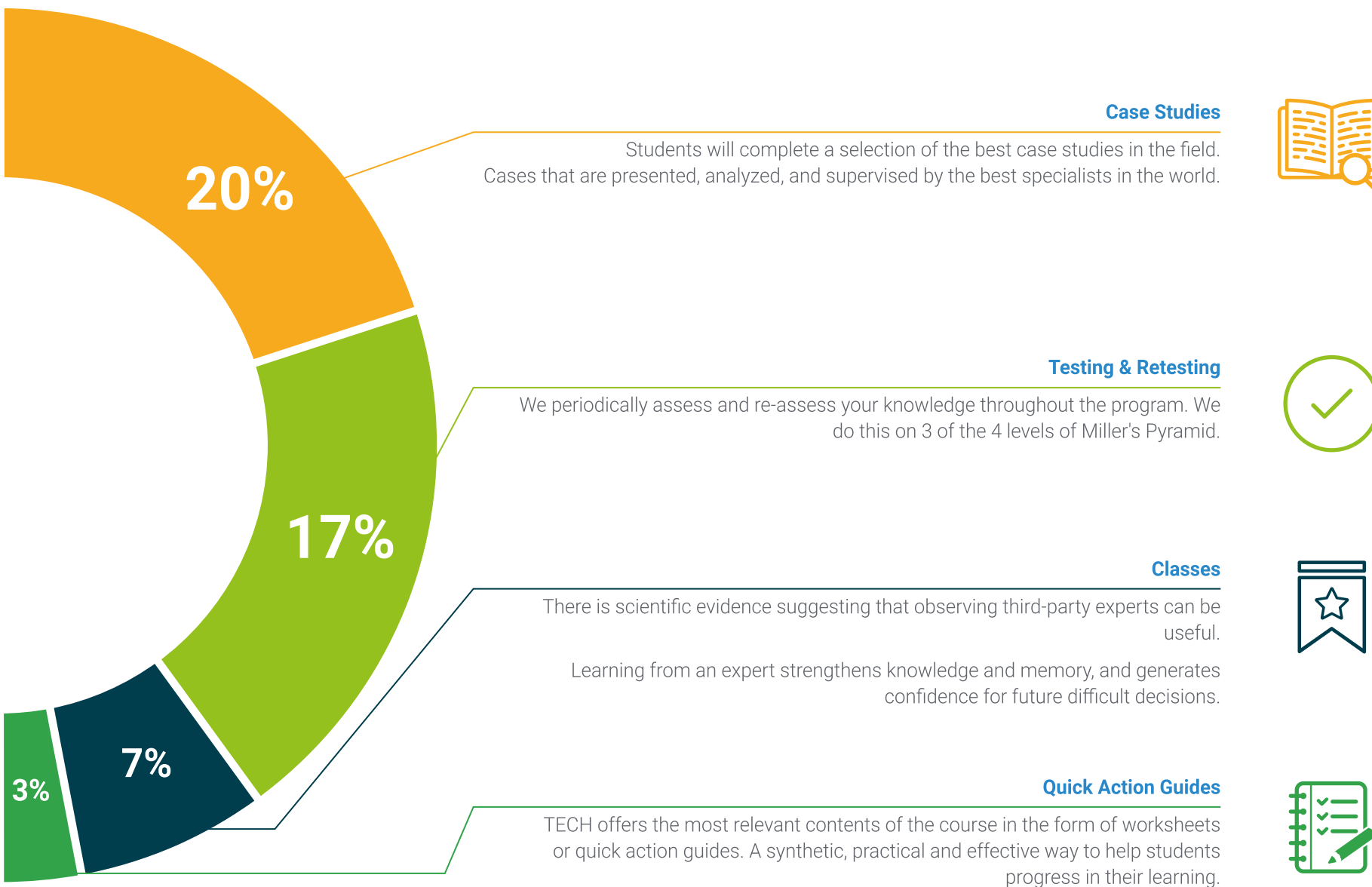
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07 Certificate

This Postgraduate Diploma in Educational Inclusion and Technological Resources in Speech Therapy guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma 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 Diploma in Educational Inclusion and Technological Resources in Speech Therapy** 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 Diploma in Educational Inclusion and Technological Resources in Speech Therapy**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**





Postgraduate Diploma
Educational Inclusion and
Technological Resources
in Speech Therapy

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Educational Inclusion and Technological Resources in Speech Therapy