

Postgraduate Certificate

Early Intervention in Speech Therapy





Postgraduate Certificate Early Intervention in Speech Therapy

- » 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/early-intervention-speech-therapy

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01

Introduction to the Program

Early Intervention in Speech Therapy is essential for the development of language and communication in children who experience difficulties in these areas. In fact, recent studies indicate that approximately 10% of children between the ages of 0 and 6 require some form of psychomotor intervention, although only 40% receive the necessary treatment. Therefore, early intervention offers multiple benefits, including improved verbal communication, accelerated cognitive development, strengthened social skills, and support for emotional growth. In this context, TECH has created a comprehensive, fully online program that flexibly adapts to the personal and professional schedules of graduates and is based on the innovative Relearning methodology, pioneered by this institution.



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With this 100% online program, you will focus on neurodevelopmental stages and speech therapy intervention strategies, enabling early identification of risk conditions and the application of appropriate treatments”

Early Intervention in Speech Therapy is crucial for the development of language skills in children with Speech and Language Disorders. In this regard, a report by the Spanish Society of Speech Therapy highlights that early detection and intervention from the age of 3 are essential to prevent academic delays and later emotional difficulties, reducing the risk of school and social integration problems.

This is the foundation of this program, which will guide the development of speech therapy intervention strategies to address risk conditions and disorders affecting language development, communication, and orofacial functions. In addition, specific tools will be provided for evaluating and treating developmental delays in childhood, enabling professionals to offer effective Early Intervention that promotes the child's overall development.

Furthermore, the program will explore neurodevelopmental stages from the embryonic period up to age six, covering sensorimotor, psychomotor, cognitive, and social aspects. In this way, physicians will be able to identify developmental milestones in these areas and understand how they relate to the emergence of Language and Communication Disorders.

Finally, the course will address the educational psychology of childhood learning and the intervention methods used in Early Intervention to facilitate children's adaptation and learning. It will also include an analysis of the history and evolution of Early Intervention within the context of Speech Therapy, examining its current state and the importance of interdisciplinary collaboration.

As such, TECH has developed an in-depth 100% online program, with high-quality materials and resources accessible from any electronic device with an Internet connection. This eliminates issues such as needing to travel to a physical location or adhere to strict schedules. In turn, it will use the revolutionary Relearning methodology, which focuses on the continuous repetition of fundamental concepts to ensure effective and natural understanding of all educational materials.

This **Postgraduate Certificate in Early Intervention 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 Early Intervention and 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 offer a more comprehensive and up-to-date approach to the care of children with language development difficulties, thus contributing to a better prognosis and quality of life for your patients and their families"

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You will collaborate with teams of professionals focused on the child and their family environment, using current intervention models that promote inclusion, well-being and optimal development from the early years of life”

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 delve into the pathophysiology of development, with a specific focus on early detection, accurate assessment and appropriate intervention in developmental disorders that may compromise the well-being of children.

You will gain specialized knowledge in the diagnosis and treatment of childhood developmental disorders in their early stages, through the best teaching materials available in the academic world.



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 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 program will cover the fundamentals of neurodevelopment, from the embryonic period to the age of six, analyzing the key stages and milestones in sensorimotor, psychomotor, cognitive and social aspects. It will also delve into the pathophysiology of development, with a focus on early detection and treatment of communication and language disorders. In addition, it will address specific intervention techniques for orofacial and language disorders, as well as psycho-pedagogical support methods for the integral development of the child. Likewise, collaboration in multidisciplinary teams focused on the family and the child's environment will be encouraged.



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You will develop specific approaches for the early detection of and intervention in disorders of language, communication and orofacial functions, thanks to an extensive library of multimedia resources”

Module 1. Early Care

- 1.1. Basic Concepts of Early Care
 - 1.1.1. Definition of Early Intervention and its Importance
 - 1.1.1.1. Main Objectives of Early Intervention in Child Development
 - 1.1.2. History of Early Intervention
 - 1.1.2.1. Origins of Early Intervention at a Global Level
 - 1.1.2.2. Historical Development of Early Intervention in Different Countries
 - 1.1.3. Explanatory Models in the Development of EI
 - 1.1.3.1. Cognitive Models
 - 1.1.3.2. Educational and Pedagogical Models
 - 1.1.3.3. Integration and Interdisciplinary Models
 - 1.1.4. Principles of Early Intervention
 - 1.1.4.1. Current Challenges in Early Intervention
 - 1.1.4.2. Advances in Research and Practice
 - 1.1.4.3. Barriers and Limitations in Access to EI Services
- 1.2. Importance of Early Intervention
 - 1.2.1. Fundamental Reasons for Implementing Early Intervention Programs
 - 1.2.1.1. Objectives to be Achieved with Early Intervention
 - 1.2.2. Risk Factors for Child Development
 - 1.2.2.1. Biological and Environmental Risk Factors
 - 1.2.2.2. Identification of Children in Risk Situations (Prematurity, Malformations, etc.)
 - 1.2.2.3. Effects of Risk Situations on Child Development
 - 1.2.3. Integration of the Family in EI
 - 1.2.3.1. The Role of the family in Child Development
 - 1.2.3.2. Influence of the Social and Cultural Environment on the Well-being of the Child
 - 1.2.3.3. Collaboration between Family and Professionals in Early Intervention
 - 1.2.4. Education in Early Intervention
 - 1.2.4.1. The Role of Pre-school Education in Early Development
 - 1.2.4.2. Integration of Early Care in Educational Centers
 - 1.2.4.3. Relationship between Early Intervention and Formal Education



- 1.3. Neurobiological and Environmental Bases of EI
 - 1.3.1. Fundamentals of Neurobiology Applied to Early Intervention
 - 1.3.1.1. Importance of the Environment in Neurobiological Development
 - 1.3.2. Neurobiological Basis of Development
 - 1.3.2.1. Basic Brain Functions and Their Evolution
 - 1.3.2.2. Development of the Nervous System in Early Childhood
 - 1.3.2.3. Brain Plasticity and its Relationship with Early Intervention
 - 1.3.3. Psychomotor Development
 - 1.3.3.1. Concept of Psychomotor Development
 - 1.3.3.2. The Role of Sensation and Perception in Early Learning
 - 1.3.3.3. Relationship between Motor and Cognitive Development in the Early Years
 - 1.3.4. Cognitive Development
 - 1.3.4.1. Cognitive Development Theories
 - 1.3.4.2. Observation and Exploration as Fundamental Tools in Child Learning
 - 1.3.4.3. Impact of Early Stimulation on Cognitive Development
 - 1.3.5. Affective and Social Bases of Language and Communication Development
 - 1.3.5.1. Theories of Language Development (Chomsky, Bruner)
 - 1.3.5.2. Relationship between Language, Social and Affective Thinking in Childhood
 - 1.3.5.3. The Influence of Early Communication on Social and Emotional Interaction
- 1.4. Early Childhood Intervention in Child Development from Birth to Six Years of Age
 - 1.4.1. Purpose and Scope of Early Intervention in Development from Birth to Six Years of Age
 - 1.4.1.1. How EI Impacts Holistic Development in the Early Years of Life
 - 1.4.2. Communicative Predisposition in Human Beings
 - 1.4.2.1. The Biological Predisposition for Communication
 - 1.4.2.2. Development of Communicative Capacity from Birth
 - 1.4.2.3. Non-Verbal Language and its Importance in the Early Years
 - 1.4.3. Psychomotor Development from Birth to Six Years of Age
 - 1.4.3.1. Stages of Psychomotor Development in Childhood
 - 1.4.3.2. Relationship between Gross and Fine Motor Skills
 - 1.4.3.3. Common Psychomotor Delays and Difficulties and their Intervention
 - 1.4.4. Sensory-Motor Development
 - 1.4.4.1. Importance of Sensory Development in the Early Years
 - 1.4.4.2. Sensory Integration in the Development of Motor Skills and Learning
 - 1.4.4.3. Common Disorders in Sensorimotor Development
 - 1.4.5. Psycholinguistic Development
 - 1.4.5.1. The Evolution of Language and Communication in Childhood
 - 1.4.5.2. Factors Affecting Language Development (Biological, Social, Cultural)
 - 1.4.5.3. Signs of Delay or Alteration in Psycholinguistic Development
 - 1.4.6. The Role of Early Intervention in Monitoring and Supporting Development
- 1.5. Early Intervention in Neurodevelopmental Disorders
 - 1.5.1. Objectives of Early Intervention in Children with Neurodevelopmental Disorders
 - 1.5.1.1. Relevance of Early Detection of Neurodevelopmental Disorders
 - 1.5.2. Situations of Risk in Development
 - 1.5.2.1. Identification of Genetic and Environmental Factors that Alter Development
 - 1.5.2.2. Effects of Deprivation of Stimuli on Neurodevelopment
 - 1.5.3. Sensory-Based Disorders
 - 1.5.3.1. Disorders of the Senses (Sight, Hearing, Taste, Touch, Smell) and Their Impact on Development
 - 1.5.3.2. Common Disorders in Sensory Perception (Autism Spectrum Disorders, for Example)
 - 1.5.4. Disorders of Motor Origin
 - 1.5.4.1. Most Common Motor Disorders (Cerebral Palsy)
 - 1.5.4.2. Assessment and Speech Therapy Approach in Motor Disorders
 - 1.5.4.3. The Importance of Early Stimulation in Motor Disorders Affecting Speech and Language
 - 1.5.5. Alterations in Disorders Development
 - 1.5.5.1. Common Cognitive Disorders (Autism, ADHD, Dyslexia, etc.)
 - 1.5.5.2. Effective Interventions for Neurocognitive Disorders
 - 1.5.5.3. The Influence of the Environment on Cognitive Development
 - 1.5.6. Syndromes and Multiple Disorders
 - 1.5.6.1. Most Common Syndromes Affecting Neurodevelopment (Down, Rett, etc.)
 - 1.5.6.2. Interdisciplinary Management of Children with Multiple Disorders
 - 1.5.6.3. Individualized Intervention Planning

- 1.5.7. Neurodevelopment in Children at Social Risk
 - 1.5.7.1. Social Risk Factors in Neurocognitive Development
 - 1.5.7.2. Strategies for Intervention in Contexts of Social Vulnerability
 - 1.5.7.3. The Importance of Inter-institutional Cooperation in Contexts of Social Risk
- 1.6. Early Intervention Work Teams
 - 1.6.1. The Structure and Functions of Interdisciplinary Early Intervention Teams
 - 1.6.1.1. Common Objectives of the Professionals that Make up Early Intervention Work Teams
 - 1.6.2. Organization and Coordination of Resources
 - 1.6.2.1. Distribution of Resources in Early Intervention Teams
 - 1.6.2.2. Coordination Strategies between Professionals and Families
 - 1.6.2.3. Efficient Use of Resources in Early Intervention
 - 1.6.3. Work Teams and the Relationship between Disciplines
 - 1.6.3.1. Collaboration between Psychologists, Speech Therapists, Occupational Therapists, Pedagogues, etc
 - 1.6.3.2. Benefits of Transdisciplinary and Multidisciplinary Intervention
 - 1.6.3.3. Challenges in the Integration of Different Therapeutic Approaches
 - 1.6.4. Skills of the Speech Therapist in EI
 - 1.6.4.1. Specific Functions of the Speech Therapist in Early Intervention Teams
 - 1.6.4.2. Speech Therapy Assessment and Treatment in Children Aged 0 to 6
 - 1.6.4.3. Collaboration with Other Professionals in the Design of Intervention Plans
 - 1.6.5. Early Intervention and the School Environment
 - 1.6.5.1. How EI Teams Collaborate with the School Environment
 - 1.6.5.2. Integration of Early Intervention in the Educational Environment
 - 1.6.5.3. Strategies for Monitoring Development in the School Environment
- 1.7. Prevention and Assessment Tools in EI
 - 1.7.1. Purposes of Prevention and Assessment in Early Intervention
 - 1.7.1.1. How Prevention and Assessment Contribute to the Improvement of Child Development
 - 1.7.2. Prevention of Neurodevelopmental Disorders
 - 1.7.2.1. Preventive Strategies in Early Intervention
 - 1.7.2.2. Interventions to Minimize the Risk of Neurodevelopmental Alterations
 - 1.7.2.3. Health Education as a Preventive Tool
 - 1.7.3. Assessment in Early Intervention
 - 1.7.3.1. Assessment Methods for Early Intervention
 - 1.7.3.2. Diagnostic Tools and Their Applicability
 - 1.7.3.3. Qualitative and Quantitative Assessment of Child Development
 - 1.7.4. Development Scales, Tests and Assessment Protocols in EI
 - 1.7.4.1. Scales Most Commonly Used in Developmental Assessment (Bayley, Denver, etc.)
 - 1.7.4.2. Intervention Protocols Based on Assessment Results
 - 1.7.4.3. Advantages and Limitations of Standard Tests in Early Diagnosis
- 1.8. Speech Therapy in Early Intervention
 - 1.8.1. Definition of Early Intervention
 - 1.8.1.1. Main Objectives of Early Intervention
 - 1.8.1.2. Promotion of Child Development and Well-being
 - 1.8.2. Design and Development of Early Intervention Programs
 - 1.8.2.1. Initial Assessment and Diagnosis in Early Intervention
 - 1.8.2.2. Intervention Strategies and Models
 - 1.8.2.3. Program Planning and Monitoring
 - 1.8.2.4. Personalization of Intervention Programs
 - 1.8.3. Speech Therapy Intervention for Premature and High-Risk Newborns
 - 1.8.3.1. Language Development in Premature Babies and Newborns
 - 1.8.3.2. Early Stimulation Techniques for Premature Babies
 - 1.8.3.3. Speech Therapy in Feeding and Swallowing
 - 1.8.3.4. Interdisciplinary Collaboration in the Care of Premature Babies
 - 1.8.4. Speech Therapy Intervention in Speech, Voice and Swallowing
 - 1.8.4.1. Assessment of Speech and Voice Disorders
 - 1.8.4.2. Speech Therapy for Phonological and Articulatory Disorders
 - 1.8.4.3. Treatment of Dysarthria and Aphonia
 - 1.8.4.4. Swallowing Disorders: Identification and Treatment

- 1.9. Family-Centered Early Care
 - 1.9.1. Principles and Foundations of the Family-Centered Approach
 - 1.9.1.1. The Importance of Involving the Family in the Early Intervention Process
 - 1.9.2. Competent Environment Model
 - 1.9.2.1. Definition and Characteristics of a Competent Environment
 - 1.9.2.2. How Competent Environments Promote Child Development
 - 1.9.2.3. The Role of the Family and the Community in Creating a Stimulating Environment
 - 1.9.3. Intervention Plan According to Family-Centered Models
 - 1.9.3.1. Strategies for Developing a Family-Centered, Individualized Intervention Plan
 - 1.9.3.2. The Importance of Family Goals in the Design of the Intervention
 - 1.9.3.3. Coordination with Professionals to Ensure a Comprehensive Intervention
 - 1.9.4. Application of the Model in the Areas of Early Intervention
 - 1.9.4.1. Implementation of the Family-Centered Model in Early Intervention
 - 1.9.4.2. How this Approach Adapts to the Different Areas of Development (Motor, Cognitive, Social, Emotional)
 - 1.9.4.3. Examples of Good Practice in Family-Centered Early Intervention
 - 1.9.5. The Speech Therapist in Family-Centered Early Intervention
 - 1.9.5.1. The Role of the Speech Therapist in the Family-Centered Model
 - 1.9.5.2. Family-Oriented Speech Therapy Strategies
 - 1.9.5.3. Collaboration with Other Professionals for a Comprehensive and Inclusive Approach
- 1.10. Resources, Training and Research in Early Intervention
 - 1.10.1. Importance of Resources, Training and Research in the Context of Early Intervention
 - 1.10.1.1. How Innovation and Professional Development Contribute to Better Early Intervention
 - 1.10.2. Resources for Speech Therapy in Early Intervention
 - 1.10.2.1. Tools and Materials Used in Speech Therapy in Early Intervention
 - 1.10.2.2. Digital and Technological Resources that Support Speech Therapy
 - 1.10.2.3. Bibliography and Recommended Reference Sources for Speech Therapists in the Field of Early Intervention

- 1.10.3. Complementary Training for Speech Therapists Specializing in EI
 - 1.10.3.1. Continuing and Specialized Training in the Field of Early Intervention
 - 1.10.3.2. Training Programs in New Techniques and Therapeutic Approaches
 - 1.10.3.3. The Importance of Multidisciplinary Training in Early Intervention
- 1.10.4. Research in Early Intervention
 - 1.10.4.1. Main Areas of Research in Early Intervention
 - 1.10.4.2. Research Methods and Approaches Applied to Early Intervention
 - 1.10.4.3. Impact of Studies and Research on Early Intervention Policies
 - 1.10.4.4. Recent Innovations and Their Integration into Daily Early Intervention Practice



You will address the stages and milestones of child neurodevelopment, updating your knowledge and skills in how the motor, cognitive and social capacities of the child evolve. What are you waiting for to enroll?"

04

Teaching Objectives

This program will seek to provide doctors with the necessary knowledge about the stages of neurodevelopment, enabling them to identify alterations in the sensorimotor, cognitive and social aspects of the child. It will also aim to delve into effective speech therapy intervention strategies to treat and prevent these disorders, promoting interdisciplinary work in early intervention teams. It will also explore the importance of a focus on the family and the child's environment, ensuring a comprehensive and personalized intervention that favors the optimal development of children.



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You will acquire skills in the evaluation and treatment of alterations in child development, strengthening your ability to detect and address language disorders and other associated problems early”



General Objective

- ♦ Develop speech therapy intervention strategies to address developmental disorders and risk conditions in the early stages of a child's life and their environment

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You will review the historical evolution and current status of early intervention, keeping up to date with contemporary speech therapy intervention models, and ensuring quality and up-to-date care”





Specific Objectives

- ♦ Study the stages and milestones of neurodevelopment in the sensorimotor, psychomotor, cognitive and social aspects from the embryonic period up to the age of 6
- ♦ Provide knowledge about the physiopathology of development, focusing on the detection, evaluation and treatment of alterations in child development
- ♦ Provide specific intervention tools and techniques for the prevention, diagnosis and intervention in communication, language and orofacial functions in children
- ♦ Examine the psychopedagogy of child learning and the intervention methods used in early intervention to support the integral development of the child
- ♦ Examine the educational psychology of early learning and the intervention methods used in early intervention to support the integral development of the child
- ♦ Analyze the history and evolution of early intervention, as well as its current situation in the context of speech therapy intervention.

Promote inter- or transdisciplinary work in early intervention teams, focused on the family and the child's environment, in current intervention models

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.

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*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.

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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

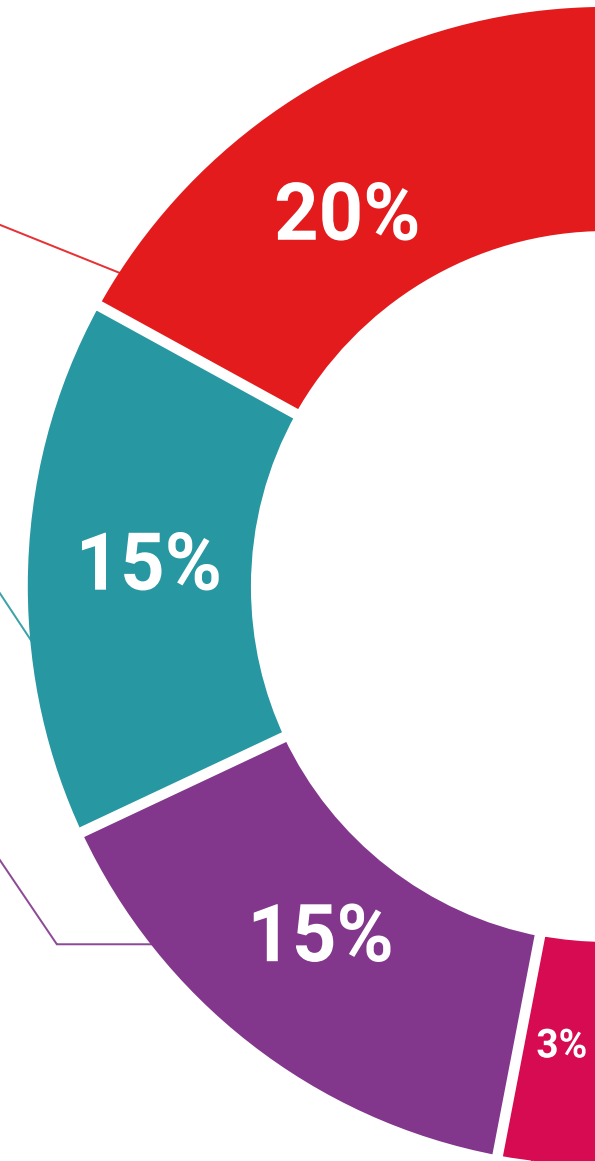
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

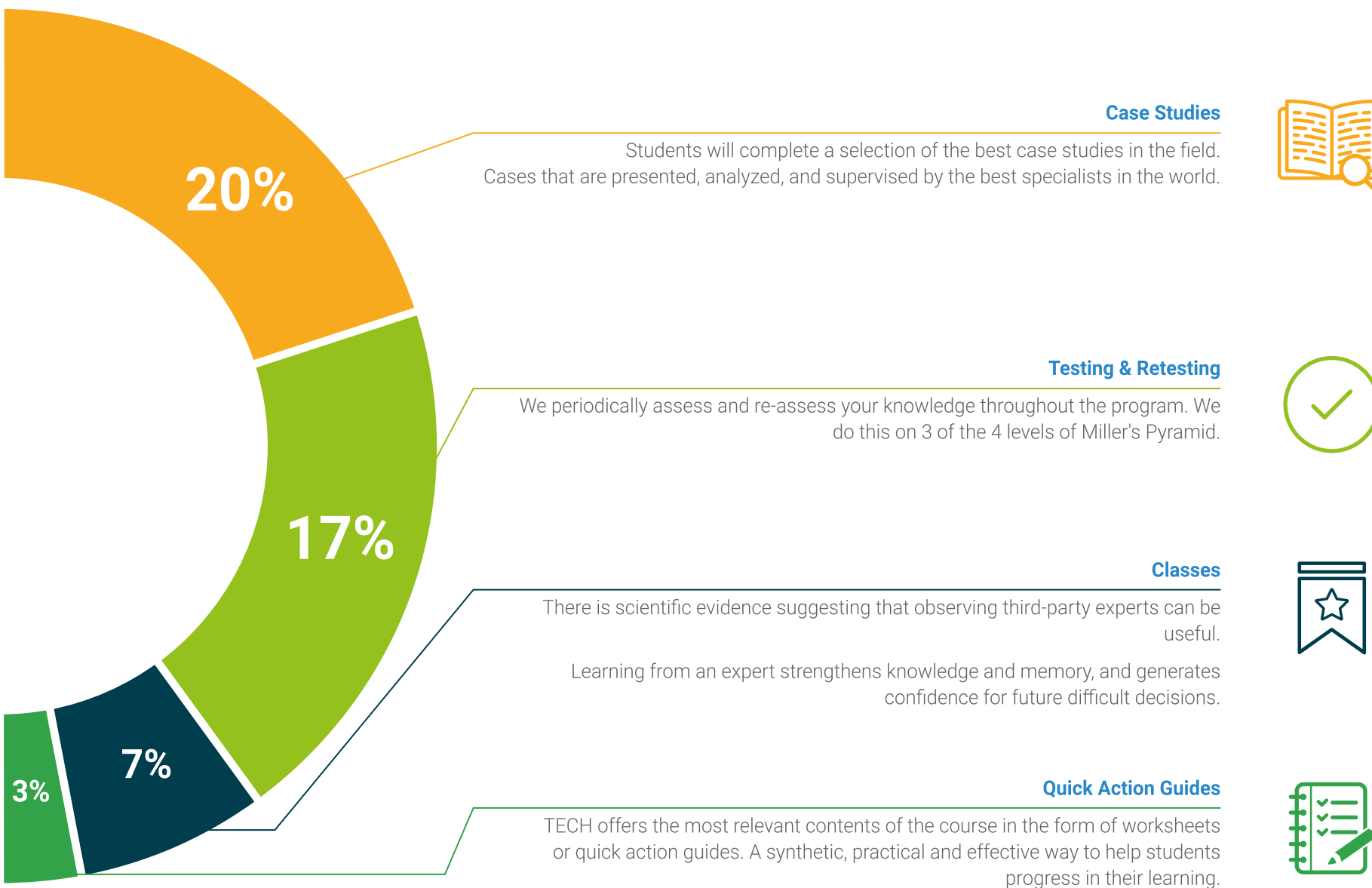
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Early Intervention in Speech Therapy 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.



“

*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 Early Intervention 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 Certificate in Early Intervention in Speech Therapy**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**





Postgraduate Certificate
Early Intervention
in Speech Therapy

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

Postgraduate Certificate

Early Intervention in Speech Therapy

