

Postgraduate Certificate

Speech Therapy Intervention in Oral Language Disorders





Postgraduate Certificate Speech Therapy Intervention in Oral Language Disorders

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

Website: www.techtute.com/us/medicine/postgraduate-certificate/speech-therapy-intervention-oral-language-disorders

Index

01

Introduction to the Program

p. 4

02

Why Study at TECH?

p. 8

03

Syllabus

p. 12

04

Teaching Objectives

p. 20

05

Study Methodology

p. 24

06

Certificate

p. 34

01

Introduction to the Program

Oral language is one of the most complex functions of the human brain and any alteration can lead to disorders that hinder effective communication. In this context, speech therapy plays an essential role in improving patients' linguistic abilities. For this reason, specialists need to incorporate the most innovative techniques into their daily clinical practice to improve the diagnosis, evaluation and treatment of these conditions. With the aim of facilitating this work, TECH presents a revolutionary university program focused on Speech Therapy Intervention in Oral Language Disorders. In turn, it is based on a convenient totally online modality.



“

Thanks to this 100% online program, you will create innovative speech therapy intervention plans to treat Oral Language Disorders”

According to a new report by the World Health Organization, more than 50 million people worldwide suffer from some type of neurological disorder, and many of these affect oral language. These conditions not only affect communication, but also the quality of life of the patients. Faced with this reality, experts need to develop advanced competencies to manage the most cutting-edge logopedic intervention methodologies in order to create personalized intervention plans that optimize the patients' overall long-term well-being.

In this context, TECH launches a groundbreaking program in logopedic intervention for oral language disorders. Designed by true experts in the field, the academic pathway will explore topics ranging from the early identification of autism spectrum disorders and sophisticated techniques to improve morphosyntactic comprehension and production, to the implementation of school inclusion policies. In this way, graduates will be able to apply advanced logopedic interventions to treat oral language disorders, customizing therapeutic approaches according to the needs of each patient.

It should be noted that the university program acquires greater dynamism thanks to the multimedia pills and the wide variety of didactic resources offered by TECH (such as specialized readings, interactive summaries or case studies). Along the same lines, TECH's Relearning methodology will allow healthcare professionals to get up to date much more efficiently and in less time. Therefore, their learning process will be completely natural and progressive, so they will not have to invest long hours of study. In addition, the teaching staff will be available at all times to offer graduates personalized advice and resolve any doubts they may have about the syllabus.

This **Postgraduate Certificate in Speech Therapy Intervention in Oral Language Disorders** contains the most complete and up-to-date scientific program on the market.

Its most notable features are:

- ♦ The development of case studies presented by experts in Speech Therapy Intervention in Oral Language Disorders
- ♦ 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 self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies in medical practice
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



A high-quality and flexible university qualification. Study it in the comfort of your own computer or tablet!"

“

The distinctive Relearning system used in this course will allow you to learn at your own pace without depending on external teaching conditions”

You will master different stimulation techniques such as fluency rehabilitation and communication training.

You will have the most modern educational resources, with free access to the virtual classroom 24 hours a day.

The teaching staff includes professionals from the field of speech therapy intervention in oral language disorders, who bring their work experience to the course, as well as renowned specialists from leading societies and prestigious universities.

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

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



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.



“

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

The world's best online university, according to FORBES

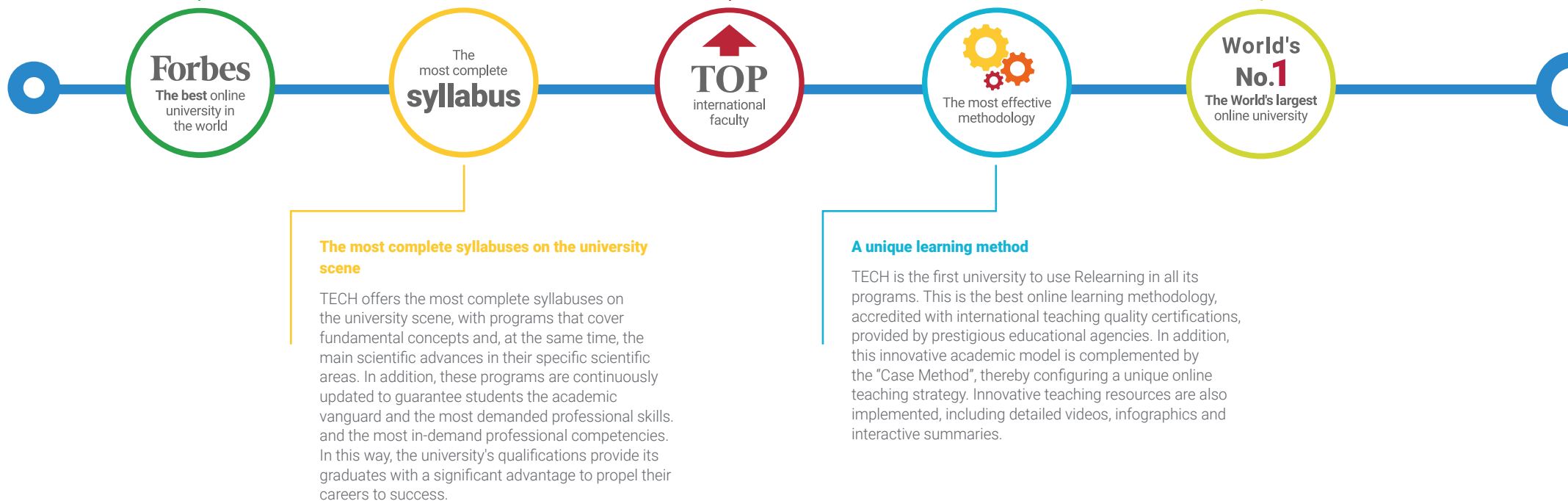
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer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

The best top international faculty

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

The world's largest online university

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



The official online university of the NBA

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

Leaders in employability

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



Google Premier Partner

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



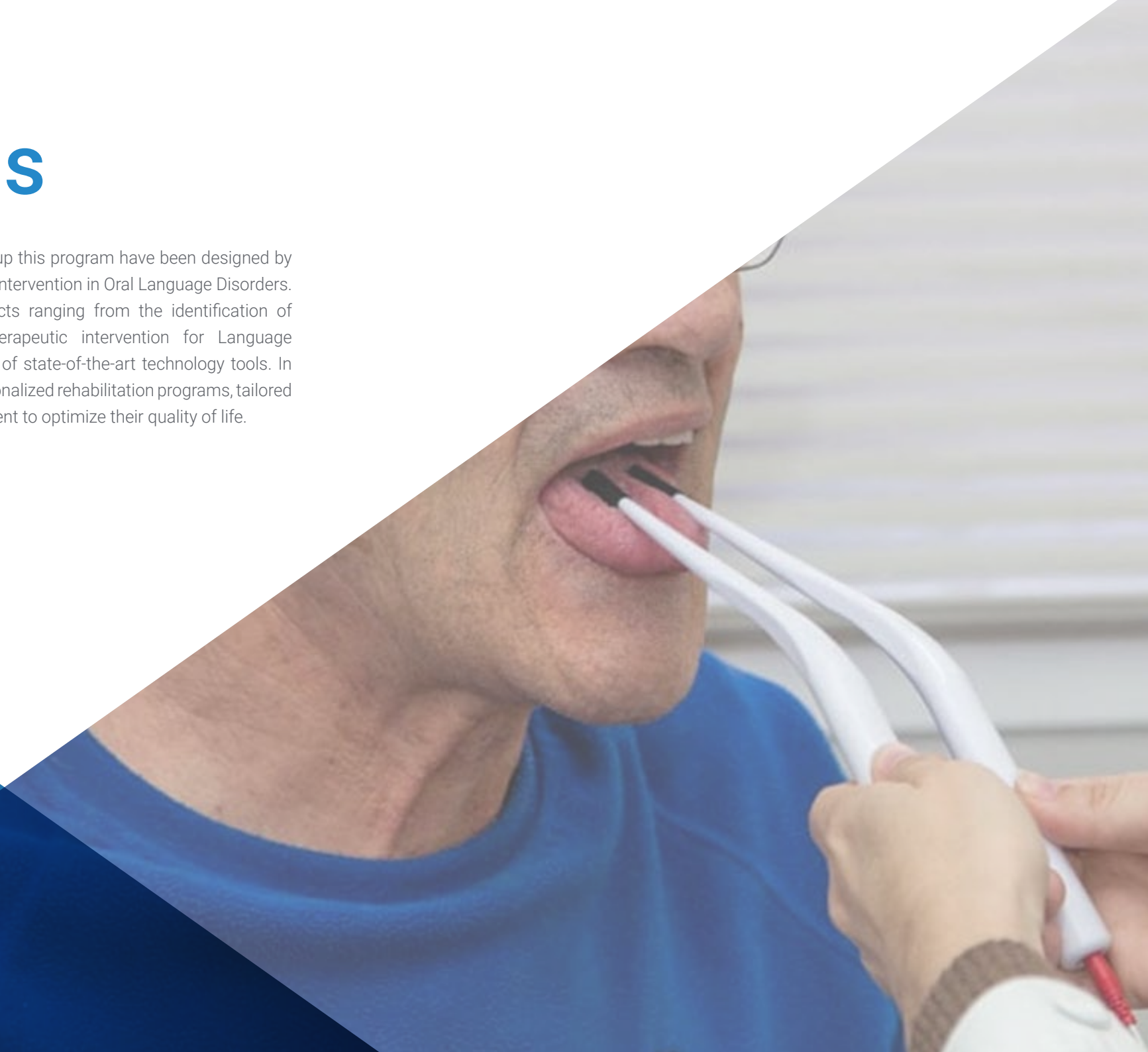
The top-rated university by its students

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



03 Syllabus

The teaching materials that make up this program have been designed by true references in Speech Therapy Intervention in Oral Language Disorders. The syllabus will delve into aspects ranging from the identification of Communication Disorders or therapeutic intervention for Language Development Disorders to the use of state-of-the-art technology tools. In this way, graduates will design personalized rehabilitation programs, tailored to the individual needs of each patient to optimize their quality of life.



“

You will integrate technologies into the speech therapy intervention process to facilitate the treatment of various Oral Language Disorders”

Module 1. Speech Therapy Intervention in Oral Language Disorders

- 1.1. Introduction to the Intervention of Oral Language in Neurodevelopmental Disorders
 - 1.1.1. Theoretical Approach to Neurodevelopmental Disorders
 - 1.1.1.1. Concept and Classification of Neurodevelopmental Disorders
 - 1.1.1.2. Associated Biological and Genetic Factors
 - 1.1.1.3. Diagnostic Approaches to Neurodevelopmental Disorders
 - 1.1.1.4. Implications of Neurodevelopment on Language and Cognition
 - 1.1.2. Communication Disorders
 - 1.1.2.1. Definition and Types of Communication Disorders
 - 1.1.2.2. Speech Disorders vs. Language Disorders
 - 1.1.2.3. Impact of Communication Disorders on Daily Life
 - 1.1.2.4. Relationship between Communication Disorders and Neurodevelopment
 - 1.1.3. Autism Spectrum Disorders (ASD)
 - 1.1.3.1. Main Characteristics of ASD
 - 1.1.3.2. Causes and Risk Factors of ASD
 - 1.1.3.3. Diagnosis and Assessment of ASD
 - 1.1.3.4. Impact of ASD on Social Communication Skills
 - 1.1.4. Attention Deficit Hyperactivity Disorder (ADHD)
 - 1.1.4.1. Definition and Subtypes of ADHD
 - 1.1.4.2. Causes and Factors Associated with ADHD
 - 1.1.4.3. Assessment and Diagnosis of ADHD
 - 1.1.4.4. Consequences of ADHD on Language Development
 - 1.1.5. Intellectual Development Disorders (IDD)
 - 1.1.5.1. Definition and Classification of IDD
 - 1.1.5.2. Diagnosis of IDD and Psycho-Educational Assessment
 - 1.1.5.3. Language Characteristics in People with IDD
 - 1.1.5.4. Impact of IDD on Social Interaction and Communication
- 1.2. Intervention in Language Development Disorder (SLD/DLD)
 - 1.2.1. Definition and Characteristics of SLD/DLD
 - 1.2.1.1. Risk Factors and Causes of SLD/DLD
 - 1.2.1.2. Importance of Early Intervention
 - 1.2.1.3. General Objectives of Intervention in SLD/DLD



- 1.2.2. Planning and Objectives of Intervention
 - 1.2.2.1. Initial Assessment and Setting of Therapeutic Objectives
 - 1.2.2.2. Adaptation of Objectives According to the Patient's Profile
 - 1.2.2.3. Planning of Sessions and Timing
 - 1.2.2.4. Evaluation of Progress and Adjustments to the Intervention
- 1.2.3. General Intervention Strategies and Techniques
 - 1.2.3.1. Approaches Based on the Ecological Model
 - 1.2.3.2. Stimulation Techniques and Positive Reinforcement
 - 1.2.3.3. Use of Visual Materials and Technological Aids
 - 1.2.3.4. Play Therapies and Their Applicability in SLD/DLD
- 1.2.4. Early Language Intervention: Late Talkers
 - 1.2.4.1. Early Identification of Late Talkers
 - 1.2.4.2. Specific Strategies for Late Talkers
 - 1.2.4.3. Implications of Early Intervention in Language Development
 - 1.2.4.4. Collaboration with the Family and the School Environment
- 1.2.5. Intervention in the Phonetic-Phonological Dimension
 - 1.2.5.1. Techniques to Improve Sound Production
 - 1.2.5.2. Addressing Phonological Disorders
 - 1.2.5.3. Use of Auditory Discrimination in Intervention
 - 1.2.5.4. Activities to Promote Phonological Awareness
- 1.2.6. Intervention in the Morphosyntactic Dimension
 - 1.2.6.1. Stimulation of Grammatical Structures in SLD/DLD
 - 1.2.6.2. Techniques to Improve Morphosyntactic Comprehension and Production
 - 1.2.6.3. The Role of Repetition and Expansion in Intervention
 - 1.2.6.4. Assessment and Adjustment of Morphosyntactic Objectives
- 1.2.7. Intervention in the Lexical-Semantic Dimension
 - 1.2.7.1. Techniques for Vocabulary Acquisition
 - 1.2.7.2. Stimulation of the Appropriate Use of Words
 - 1.2.7.3. The Role of Semantic Associations in the Intervention
 - 1.2.7.4. Assessment of Lexical-Semantic Progress
- 1.2.8. Intervention on the Narrative
 - 1.2.8.1. Approach of Narrative Structures in SLD/DLD
 - 1.2.8.2. Techniques to Promote Cohesion and Narrative Coherence
 - 1.2.8.3. Use of Storytelling Activities
 - 1.2.8.4. Assessment of Narrative Development in the Patient
- 1.3. Speech and Language Therapist Intervention Aimed at the Family and School Environment
 - 1.3.1. General Impact of SLD/DLD on Child Development
 - 1.3.1.1. Objectives of Family and School Intervention
 - 1.3.1.2. The Role of the Speech and Language Therapist in Multidisciplinary Intervention
 - 1.3.1.3. Importance of Early Intervention in the Family and School Environment
 - 1.3.2. Impact on the Family Context and Intervention at Different Stages
 - 1.3.2.1. Impact of SLD/DLD on Family Dynamics
 - 1.3.2.2. Intervention in Early Childhood: Parents as Key Agents
 - 1.3.2.3. Approach in Middle Childhood and Early Adolescence
 - 1.3.2.4. Support Strategies for Parents of Children with SLD/DLD
 - 1.3.3. Impact and Intervention in the School Context
 - 1.3.3.1. Identification of Needs in the School Context
 - 1.3.3.2. Collaboration between Speech Therapists and Educators
 - 1.3.3.3. Pedagogical Strategies for Students with SLD/DLD
 - 1.3.3.4. School Inclusion and Curricular Adaptation for Children with SLD/DLD
- 1.4. Intervention in Autism Spectrum Disorder (ASD)
 - 1.4.1. Definition of ASD and its Impact on Communication
 - 1.4.1.1. General Objectives of Intervention in ASD
 - 1.4.1.2. Approaches Focused on Language Development in ASD
 - 1.4.1.3. The Role of the Speech and Language Therapist in ASD Intervention
 - 1.4.2. Planning and Objectives of Intervention
 - 1.4.2.1. Diagnostic Assessment in Children with ASD
 - 1.4.2.2. Establishment of Personalized Therapeutic Objectives
 - 1.4.2.3. Timing of the Intervention
 - 1.4.2.4. Methods of Monitoring and Assessment of Progress

- 1.4.3. Intervention Program Strategies
 - 1.4.3.1. Strategies Focused on Social Communication
 - 1.4.3.2. Intervention Techniques in Social Interaction
 - 1.4.3.3. Use of Visual Supports and Technological Aids
 - 1.4.3.4. Therapy Based on Play and Structured Learning
- 1.4.4. Intervention in Verbal ASD
 - 1.4.4.1. Addressing Difficulties in Expressive Language
 - 1.4.4.2. Techniques to Improve Verbal Fluency
 - 1.4.4.3. Stimulation of Verbal Comprehension
 - 1.4.4.4. Use of Narration and Description in Verbal Development
- 1.4.5. Intervention in Non-Verbal ASD
 - 1.4.5.1. Strategies for the Stimulation of Non-Verbal Communication
 - 1.4.5.2. Use of Augmentative and Alternative Communication Systems (AACs)
 - 1.4.5.3. Techniques for Promoting Gestural and Visual Communication
 - 1.4.5.4. Assessment of Non-Verbal Communication in Children with ASD
- 1.5. Specific ASD Intervention Programs
 - 1.5.1. Purpose of ASD Intervention Programs
 - 1.5.1.1. Different Therapeutic Approaches to ASD
 - 1.5.1.2. Evaluation of Intervention Programs
 - 1.5.1.3. Specific Objectives of ASD Intervention
 - 1.5.2. Behavioral Interventions: ABA, LOOVAS, PRT (Pivotal Response Training)
 - 1.5.2.1. Principles of Behavior Intervention
 - 1.5.2.2. ABA: Applied Behavior Analysis and its Effectiveness in ASD
 - 1.5.2.3. LOOVAS: Technique Based on Behavior Modification
 - 1.5.2.4. PRT: Core Areas Response Training and its Use in children with ASD
 - 1.5.3. Developmental Interventions: DIR/Floortime, Relationship Development Intervention (RDI)
 - 1.5.3.1. DIR/Floortime Approach: Interaction and Emotional Development
 - 1.5.3.2. RDI: Intervention in Communication and Social Relationships
 - 1.5.3.3. Integration of Developmental Strategies in Intervention
 - 1.5.3.4. Assessment of the Effectiveness of Developmental Interventions
- 1.5.4. Family-Based Intervention: PACT, HANEN
 - 1.5.4.1. PACT Model: Program of Intervention for Affective Communication
 - 1.5.4.2. HANEN Model: Supports Communication in the Family Environment
 - 1.5.4.3. Benefits of Family Interventions in ASD
 - 1.5.4.4. Strategies for Training Parents and Caregivers
- 1.5.5. Combined Intervention: JASPER, PECS, TEACCH
 - 1.5.5.1. JASPER: Model Based on Social Interaction and Language
 - 1.5.5.2. PECS: Picture Exchange Communication System
 - 1.5.5.3. TEACCH: Treatment and Education of Autistic and Related Communication Handicapped Children
 - 1.5.5.4. Integration of Combined Programs for Comprehensive Intervention
- 1.6. Speech Therapy Intervention with a Family and School Approach in ASD
 - 1.6.1. Overall Impact of ASD on the Life of the Individual
 - 1.6.1.1. General Objectives of Intervention in the Family and School Environment
 - 1.6.1.2. Role of the Speech Therapist in the Intervention with Children with ASD
 - 1.6.1.3. Intervention Strategies in the Family and School Environment
 - 1.6.2. Impact on the Family Context and Intervention
 - 1.6.2.1. Effects of ASD on the Family Structure
 - 1.6.2.2. Emotional Support and Psychoeducation for Families
 - 1.6.2.3. Intervention Techniques in the Different Stages of Development
 - 1.6.2.4. Collaboration between Speech Therapist and Family in the Therapeutic Process
 - 1.6.3. Repercussions and Intervention in the School Context: Needs and Supports
 - 1.6.3.1. Curricular Adaptation for Students with ASD
 - 1.6.3.2. Strategies to Facilitate School Inclusion
 - 1.6.3.3. Training and Support for Classroom Educators
 - 1.6.3.4. Collaboration between Speech Therapists and Teachers in the School Environment
 - 1.6.4. ASD in Adolescence and Adulthood
 - 1.6.4.1. Characteristics of ASD in Adolescence
 - 1.6.4.2. Promoting Autonomy and Self-Regulation in Adolescence
 - 1.6.4.3. Challenges in the Transition to Adulthood
 - 1.6.4.4. Intervention Strategies for Adults with ASD
 - 1.6.4.5. Social and Labor Inclusion of Adults with ASD

- 1.7. Intervention in Attention Deficit Hyperactivity Disorder (ADHD)
 - 1.7.1. Definition and Subtypes of ADHD
 - 1.7.1.1. General Objectives of Intervention in ASD
 - 1.7.1.2. Characteristics of ASD and its Impact on Communication
 - 1.7.1.3. Assessment and Diagnosis of ADHD
 - 1.7.2. Planning and Objectives of Intervention
 - 1.7.2.1. Diagnostic Assessment and Setting of Objectives
 - 1.7.2.2. TDAH-Based Intervention Methods
 - 1.7.2.3. Intervention Timing in ADHD
 - 1.7.2.4. Timing of Intervention in ADHD
 - 1.7.3. Early Intervention
 - 1.7.3.1. Early Identification of ADHD
 - 1.7.3.2. Intervention Approaches at Pre-school Level
 - 1.7.3.3. Impulse Control and Attention Management Techniques
 - 1.7.3.4. Collaboration with Family and School in Early Intervention
 - 1.7.4. Oral Language Intervention
 - 1.7.4.1. Techniques to Improve Attention in Communication
 - 1.7.4.2. Expressive and Comprehension Language Development Strategies
 - 1.7.4.3. Use of Reinforcers in Language Intervention
 - 1.7.4.4. Assessment of Progress in Oral Communication
 - 1.7.5. Reading Intervention
 - 1.7.5.1. Strategies to Improve Reading Attention
 - 1.7.5.2. Approach to Difficulties in Reading Comprehension
 - 1.7.5.3. Motivational and Reinforcement Techniques in Reading
 - 1.7.5.4. Assessment and Monitoring of Reading Progress
 - 1.7.6. Intervention in Writing
 - 1.7.6.1. Development of Writing Skills in Children with ADHD
 - 1.7.6.2. Techniques to Improve Organization and Structure in Writing
 - 1.7.6.3. Use of Visual and Technological Aids in Writing
 - 1.7.6.4. Assessment of Progress in Writing Skills
- 1.8. Speech Therapy Intervention with a Family and School Approach
 - 1.8.1. Impact of ADHD on Daily Life
 - 1.8.1.1. Objectives of Family and School Intervention in ADHD
 - 1.8.1.2. The Role of the Speech Therapist in Addressing ADHD
 - 1.8.1.3. Repercussions of ADHD on Behavior and Social Relationships
 - 1.8.2. Impact on the Family Context and Intervention
 - 1.8.2.1. Behavior Management Strategies at Home
 - 1.8.2.2. Emotional Support Techniques for Parents
 - 1.8.2.3. Collaboration With the Family in the Intervention Process
 - 1.8.2.4. Assessment of the Family Environment in Treatment
 - 1.8.3. Impact and Intervention in the School Context
 - 1.8.3.1. Adapting the Classroom for Children with ADHD
 - 1.8.3.2. Strategies for Improving Attention and Behavior in the Classroom
 - 1.8.3.3. Supporting Educators in Addressing ADHD
 - 1.8.3.4. Assessment and Monitoring of Strategies in the School Context
 - 1.8.4. ADHD in Adolescence and Adulthood
 - 1.8.4.1. Characteristics of ADHD in Adolescents
 - 1.8.4.2. Challenges in Adolescence and Transition to Adulthood
 - 1.8.4.3. Intervention in Social Skills and Communication in Adults with ADHD
 - 1.8.4.4. Strategies for Adaptation in Work and Personal Life
- 1.9. Intervention in Intellectual Developmental Disorder (IDD)
 - 1.9.1. Definition of Intellectual Developmental Disorder (IDD)
 - 1.9.1.1. General Characteristics and Types of IDD
 - 1.9.1.2. Diagnostic Assessment in IDD
 - 1.9.1.3. General Objectives of Intervention in IDD
 - 1.9.2. Planning and Objectives of Intervention
 - 1.9.2.1. Assessment of Individual Needs in the TDI
 - 1.9.2.2. Establishing of Short, Medium and Long-Term Objectives
 - 1.9.2.3. Planning the Intervention According to the Level of Cognitive Development
 - 1.9.2.4. Timing of the Intervention to Improve the Prognosis

- 1.9.3. Oral Language Intervention
 - 1.9.3.1. Intervention Strategies in Oral Expression and Comprehension
 - 1.9.3.2. Language Stimulation Techniques in DLD
 - 1.9.3.3. Use of Visual and Gestural Resources for Communication
 - 1.9.3.4. Assessment Progress in Oral Language Disorders
- 1.9.4. General Intervention Strategies and Techniques
 - 1.9.4.1. Use of Game-based Therapies for Children with IDD
 - 1.9.4.2. Structured Teaching Techniques to Improve Cognitive Skills
 - 1.9.4.3. Implementation of Individualized Teaching
 - 1.9.4.4. Assessment and Monitoring of Intervention in IDD
- 1.9.5. Speech Therapy Intervention with a Family and School Approach in ASD
 - 1.9.5.1. Emotional Impact of IDD on the Family
 - 1.9.5.2. Support and Training for Parents in Managing IDD
 - 1.9.5.3. Strategies to Improve Family Communication
 - 1.9.5.4. Teamwork with Other Professionals in the Family Context
- 1.9.6. Impact and Intervention in the School Context
 - 1.9.6.1. Curricular Adaptations for Children with IDD
 - 1.9.6.2. Strategies for the Inclusion of Students with IDD in the Classroom
 - 1.9.6.3. Support for Teachers in Working with Students with IDD
 - 1.9.6.4. Assessment of the Effectiveness of School Adaptations
- 1.9.7. IDD in Adolescence and Adulthood
 - 1.9.7.1. Characteristics of IDD in Adolescence
 - 1.9.7.2. Intervention in Social and Communication Skills
 - 1.9.7.3. Strategies to Promote Autonomy in Adulthood
 - 1.9.7.4. Social and Labor Inclusion of Adults with IDD
- 1.10. Comorbidities between Neurodevelopmental and Language Disorders
 - 1.10.1. Definition of Comorbidities in Oral Language Disorders
 - 1.10.1.1. Types of Common Comorbidities in Language Disorders
 - 1.10.1.2. Impact of Comorbidities in Oral Language Treatment
 - 1.10.1.3. Intervention Objectives for Comorbidities





- 1.10.2. SLD/DLD, ASD and Social Communication Disorders (Pragmatic)
 - 1.10.2.1. Common Characteristics Between SLD/DLD and ASD
 - 1.10.2.2. Approach of Pragmatic Disorders in SLD/DLD
 - 1.10.2.3. Specific Techniques for Working on Pragmatics in ASD
 - 1.10.2.4. Assessment of Intervention in Pragmatic Disorders
- 1.10.3. SLD/DLD and ADHD
 - 1.10.3.1. Relationship between SLD/ DLD and ADHD
 - 1.10.3.2. Intervention Strategies for ADHD in children with SLD/DLD
 - 1.10.3.3. Impact of ADHD on Language Skills
 - 1.10.3.4. Collaboration between Speech Therapist and other Professionals in Treatment
- 1.10.4. SLD/DLD and Other Disorders
 - 1.10.4.1. Most Frequent Comorbidities in SLD/DLD
 - 1.10.4.2. Therapeutic Approaches for Co-occurring Disorders
 - 1.10.4.3. Assessment of Intervention in Contexts of Comorbidity
 - 1.10.4.4. Coordination with Other Services for Comprehensive Treatment



Practical exercises based on real cases and videos in detail elaborated by the teachers themselves will be the key to your success in this university program"

04 Teaching Objectives

This program is designed to provide doctors with the tools they need to diagnose and treat a variety of oral language disorders. Graduates will develop advanced clinical skills to carry out detailed assessments, identify oral language disorders and apply effective therapeutic interventions. In addition, they will be trained to collaborate in an interdisciplinary manner with other health professionals, offering a comprehensive approach to the treatment of these conditions and improving the quality of life and communication of patients.



“

You will use the most innovative diagnostic tools to identify oral language disorders in different age groups and contexts”



General Objectives

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





Specific Objectives

- ♦ Design and apply intervention strategies to improve oral language skills in patients with disorders
- ♦ Delve into the effectiveness of interventions in the development of Oral Language

“

TECH is a university at the forefront of technology, which puts all its resources at your fingertips to help you achieve business success”

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.



“

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

The student: the priority of all TECH programs

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

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

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

“

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



The most comprehensive study plans at the international level

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

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

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

“

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

Case Studies and Case Method

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

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

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



Relearning Methodology

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

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

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

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



A 100% online Virtual Campus with the best teaching resources

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

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

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

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



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

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

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

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

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

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



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



Study Material

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

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



Practicing Skills and Abilities

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



Interactive Summaries

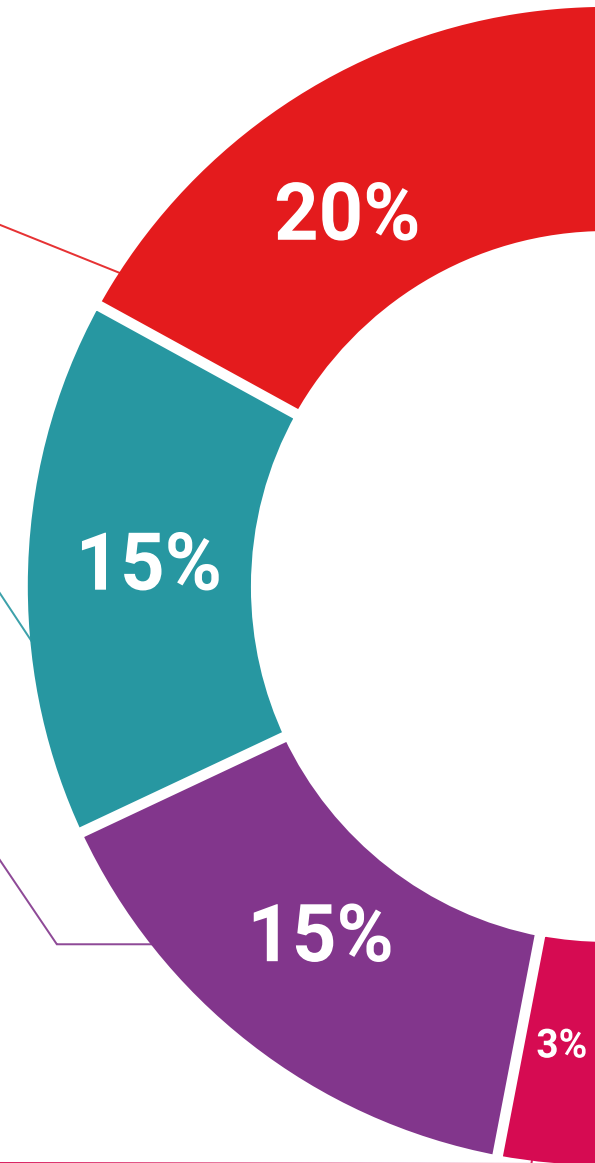
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

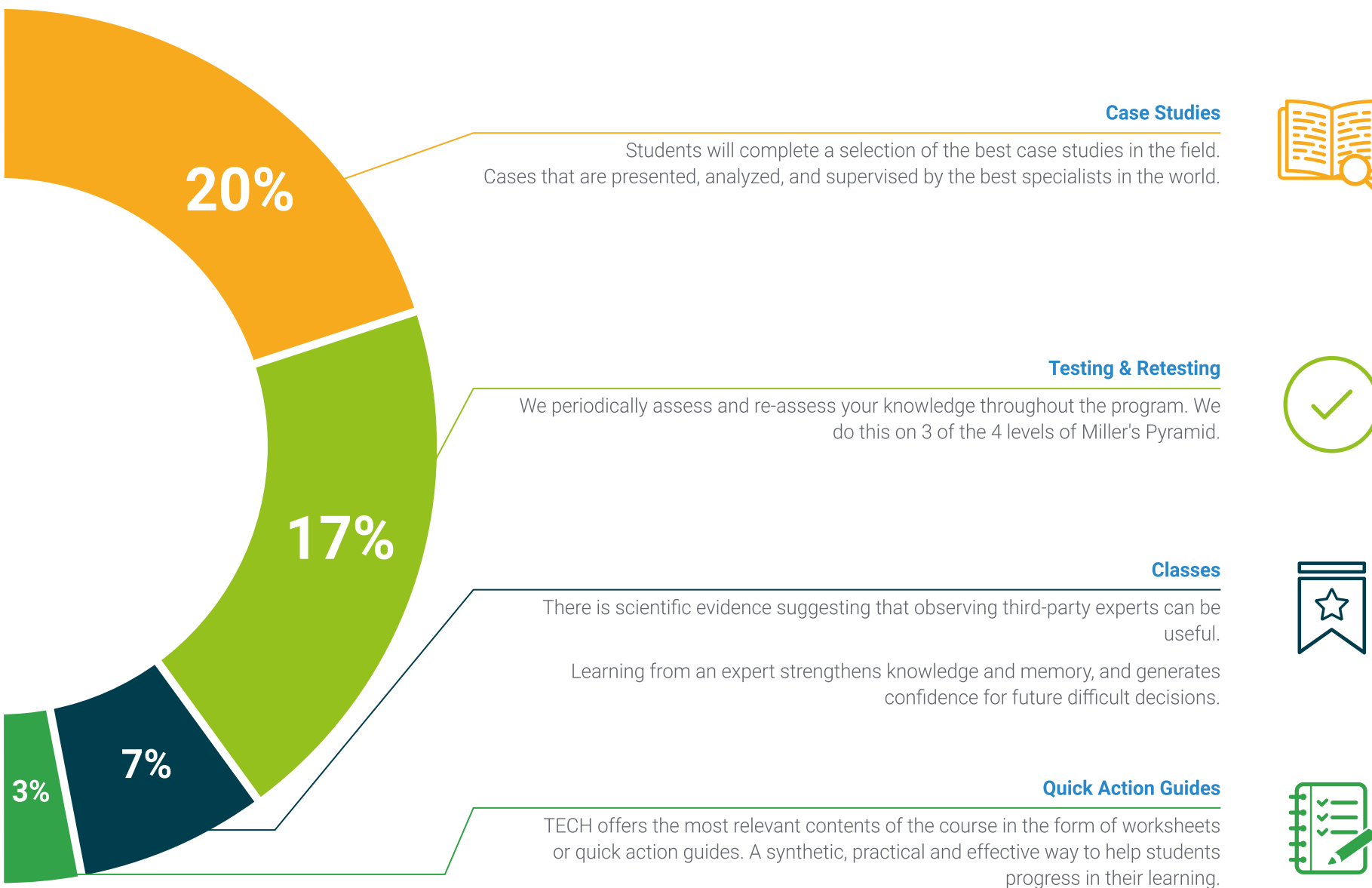
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

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



“

*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 Speech Therapy Intervention in Oral Language Disorders** endorsed by **TECH Global University**, the world's largest online university.

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

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

Title: **Postgraduate Certificate in Speech Therapy Intervention in Oral Language Disorders**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**





Postgraduate Certificate
Speech Therapy Intervention
in Oral Language Disorders

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

Postgraduate Certificate

Speech Therapy Intervention in Oral Language Disorders

