

Postgraduate Certificate

Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education



Postgraduate Certificate

Concept, Characteristics,
Assessment and Intervention
in Developmental Disorders
in Compulsory Education

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/psychology/postgraduate-certificate/concept-characteristics-assessment-intervention-development-disorders-compulsory-education



Index

01

Introduction

02

Objectives

p. 4

p. 8

03

Course Management

04

Structure and Content

p. 12

05

Methodology

p. 16

p. 20

06

Certificate

p. 28

01

Introduction

Universal education is one of the main objectives of teachers and should be a subject to be developed by educational entities and the organizations that organize them. In this line, it is essential that the figure of the educational counselor exists to attend to cases with developmental disorders. In fact, these deficits can cause learning difficulties that will mark the student in their educational stage. Therefore, it is essential that professionals who wish to develop this work, have an exhaustive specialization in the fields of ADD, ASD, ADHD, SLI, SLR, among others. For this reason, TECH has designed a comprehensive program that will educate psychologists on the diagnosis and assessment of intellectual disability and other neurological pathologies. All this, through a 100% online modality that, together with the Relearning methodology, makes the study a flexible process with the possibility of adaptation to the specific circumstances of the enrolled psychologists.



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With this Postgraduate Certificate you will obtain in only 6 weeks all the necessary knowledge to specialize in cognitive development and processing"

Understanding that there are several neurological conditions that can lead to LD is essential to alleviate learning problems from an early age. In this sense, the psychological professional must recognize cases of intellectual disability, but also how motor, hearing or visual disabilities can influence the educational development of students. For this reason, and in response to the demand of today's educational centers, TECH has designed a rigorous program that will provide specialists with the keys to project their professional career in the psychoeducational field.

TECH offers this Postgraduate Certificate in Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education to graduates in Psychology who wish to enhance their knowledge in the field of neurobiological and cognitive bases involved in learning. To achieve this, the program explores attention deficit disorders, autism spectrum disorders, ADD and ADHD disorders, among other issues. All this, to expand and update the theoretical and practical knowledge of psychoeducational professionals in order to develop their work in educational centers.

This is a university program taught in a 100% online format, which allows students to digitally enter into the different categories of LD within the framework of compulsory education. TECH proposes this study with the support of a teaching team versed in the neuropsychological field and downloadable materials that students will have at all times and that will make the study a flexible and dynamic process. In addition, the innovative educational system, based on Relearning methodology, will exempt specialists from long hours of memorization and will allow them to adapt the pace of study according to their personal and professional needs.

This **Postgraduate Certificate in Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of case studies presented by experts in psychology and education
- ♦ 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
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Enroll now in a program that will make you a specialist in developmental disorders and their intervention"

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Master the identification of speech disorders and apply novel techniques and tools to help develop these cognitive abilities"

Get all the tools you need to understand how developmental disorders can lead to LD.

Be part of the psychoeducational vanguard at the forefront of schools today.

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

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

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



02

Objectives

This program has been designed under the fundamentals of a group of experts who will instruct graduates in Psychology, in order to make them more competitive in the workplace and master the keys to intervene and apply the techniques and programs in cases of pervasive developmental disorders. In this line, students will learn more about the types of developmental deficits in compulsory education, such as ASD. All this, through a contextualized vision and with broad emotional perspectives that, together with professional techniques, guarantee the success of the work of psychologists in schools.



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Reach your goals thanks to an innovative program that adapts to your needs, so that you can become part of the psycho-educational team present in schools"



General Objectives

- Understand the neurobiological and cognitive bases involved in learning
- Know the different categories of LD in the formal and non-formal framework, their assessment and diagnosis
- Detect in professional practice different Specific Educational Support Needs (SEN)
- Make reliable diagnoses and provide appropriate interventions in each psycho-educational setting
- Apply specific intervention techniques and programs for Learning Difficulties
- Make psycho-pedagogical reports and intervention proposals to education and multidisciplinary professionals





Specific Objectives

- ♦ Study the characteristics of speech disorders such as aphasia, dyslalia, dysglossia or dysphonia
- ♦ Diagnose intellectual disability, in conjunction with psycho-educational assessment and classroom intervention
- ♦ Classify psycho-educational intervention guidelines in classrooms with visually and hearing-impaired children

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*This Postgraduate Certificate
will make you a competent
specialist in dealing with
children with motor disabilities”*

03

Course Management

TECH has called on a team of teachers versed in psychoeducation to transmit theoretical and practical knowledge to psychology graduates enrolled in this program. Thanks to their collaboration, students will be able to learn about the types of intellectual, visual and hearing disabilities, as well as their diagnosis and protocols for dealing with minors. It's an enriching experience, in which the professional will obtain an academic qualification adapted to their interests while being able to be in contact with the teaching faculty.



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Develop psychoeducational intervention guidelines in the classroom and be involved in the cognitive development of students with intellectual disabilities”

Management



Ms. Torres García, Cathaysa

- Teacher of kids reading workshops at PIALTE
- Educational psychologist and Early Childhood Education teacher at Centro Infantil Higopico
- Psychologist at Hamelín Children's Center
- Freelance Educational Psychologist
- University Lecturer
- Bachelor's Degree in Pedagogy, University of La Laguna
- Master's Degree in Educational Psychology at the University of La Laguna
- University Specialist in Early Childhood Care at the Antonio de Nebrija University

Professors

Ms. López, Ana Karina

- Psychologist, trainer and facilitator in the field of social participation of the elderly program of the Fundación la Caixa
- Clinical psychologist in the field of child and adolescent psychotherapy at the Psychological Office María Auxiliadora
- Graduate in Psychology at Arturo Michelena University
- Master's Degree in General Health Psychology at the University of La Laguna
- Diploma in Organizational Psychology and Human Resources at the University of Carabobo



04

Structure and Content

The Postgraduate Certificate in Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education is an innovative program that is taught through a 100% online modality to make it possible to study in a flexible way. TECH offers a comprehensive and rigorous program focused on cognitive development and attention deficit disorders, autism spectrum disorders, ADD and ADHD disorders, among many other issues. In addition, this program is developed in only 6 academic weeks in a comprehensive manner and through a reference guide that, once downloaded, can be consulted anytime and anywhere offline.



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Update your knowledge in the basic processes of learning, such as memorization, attention and perception and become a multidisciplinary specialist”

Module 1. Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education

- 1.1. Introduction to Developmental Disorders
 - 1.1.1. What is a Developmental Disorder?
 - 1.1.2. Developmental Disorders in the DSM-5
 - 1.1.3. Learning Difficulties that May Occur in Relation to Developmental Disorders
- 1.2. Communication and Language Disorders
 - 1.2.1. Communication and Language Disorder Concept
 - 1.2.2. Specific Language Disorder (SLD)
 - 1.2.3. Assessment and Intervention of Simple Language Delay
 - 1.2.4. Educational Context Intervention
- 1.3. Concept, Assessment and Speech Disorder Intervention
 - 1.3.1. Aphasia
 - 1.3.2. Dyslalia
 - 1.3.3. Dysglossia
 - 1.3.4. Dysarthria
 - 1.3.5. Dysphemia
 - 1.3.6. Dysphonia
- 1.4. Autism Spectrum Disorders
 - 1.4.1. Autism Spectrum Disorders: Diagnosis and Assessment
 - 1.4.2. Family Intervention in ASD
 - 1.4.3. Psychological and Educational Intervention in ASD
- 1.5. Pervasive Developmental Disorders (PDD)
 - 1.5.1. Pervasive Developmental Disorders: Diagnosis and Classification
 - 1.5.2. PDD Evaluation
 - 1.5.3. PDD Intervention, Techniques and Programs
- 1.6. Attention Deficit Disorder, Dissocial Disorder and Oppositional Defiant Disorder
 - 1.6.1. ADHD. Concept and Evaluation
 - 1.6.2. Dissocial Disorder: Concept and Assessment
 - 1.6.3. Oppositional Defiant Disorder: Concept and Assessment
 - 1.6.4. General Guidelines for Classroom Educational Intervention





- 1.7. Concept, Evolution and Historical Concept of Intellectual Disability
 - 1.7.1. The Concept of Disability
 - 1.7.2. Historical Evolution of Disability
 - 1.7.3. Intellectual Disability and its Classification
 - 1.7.4. Developmental Characteristics of Children with Intellectual Disabilities
 - 1.7.5. Guidelines for Psycho-Educational Intervention in the Classroom
- 1.8. Diagnosis and Evaluation of Intellectual Disability in Educational Institutions
 - 1.8.1. Intellectual Disability Diagnosis
 - 1.8.2. Psycho-Educational Assessment and Classroom Intervention
- 1.9. Concept, Classification and Detection of Visual and Hearing Impairment in the Educational Environment
 - 1.9.1. Visual Impairment Concept and Types
 - 1.9.2. Most Frequent Visual Diagnoses in Educational Centers
 - 1.9.3. Visual Impairment Detection in Educational Centers
- 1.10. Concept, Classification and Intervention Guidelines for Children with Motor Disabilities
 - 1.10.1. Motor Disability Concept and Types
 - 1.10.2. Motor Diagnosis
 - 1.10.3. Guidelines for Psycho-Educational Classroom Intervention with Children with Visual and Hearing Impairments

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Go into communicative and language disorders so that you can identify, as a psychoeducational professional, aphasia, dyslalia, or dysglossia"

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvás, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

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

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist will learn through real cases and by solving complex situations in simulated learning environments.

These simulations are developed using state-of-the-art software to facilitate immersive learning.





At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:



Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

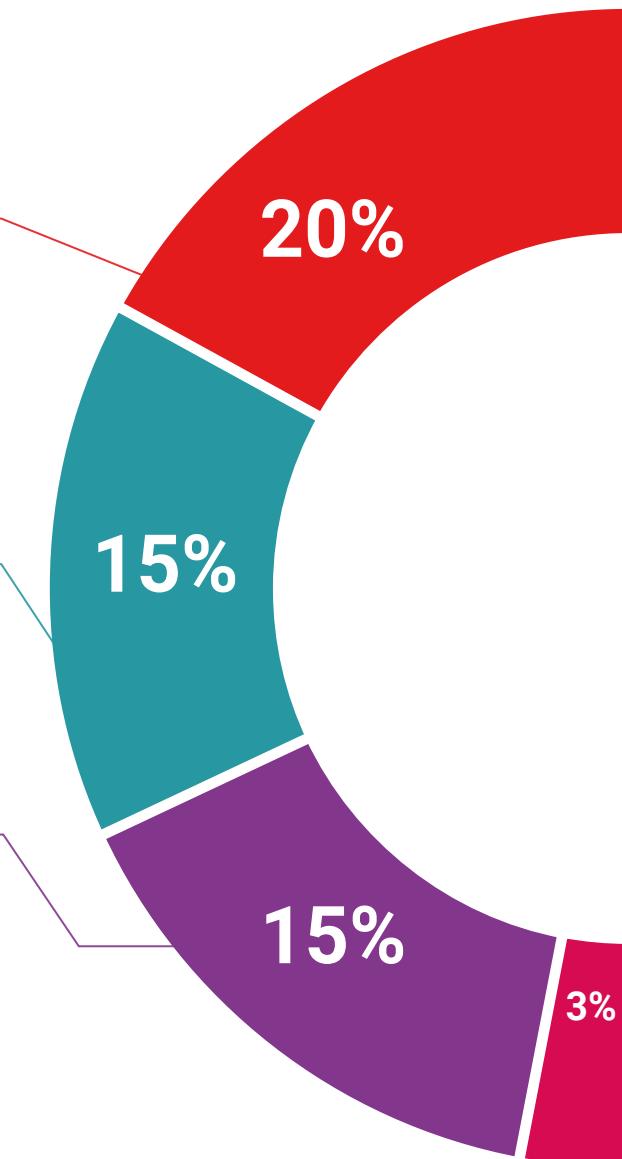
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

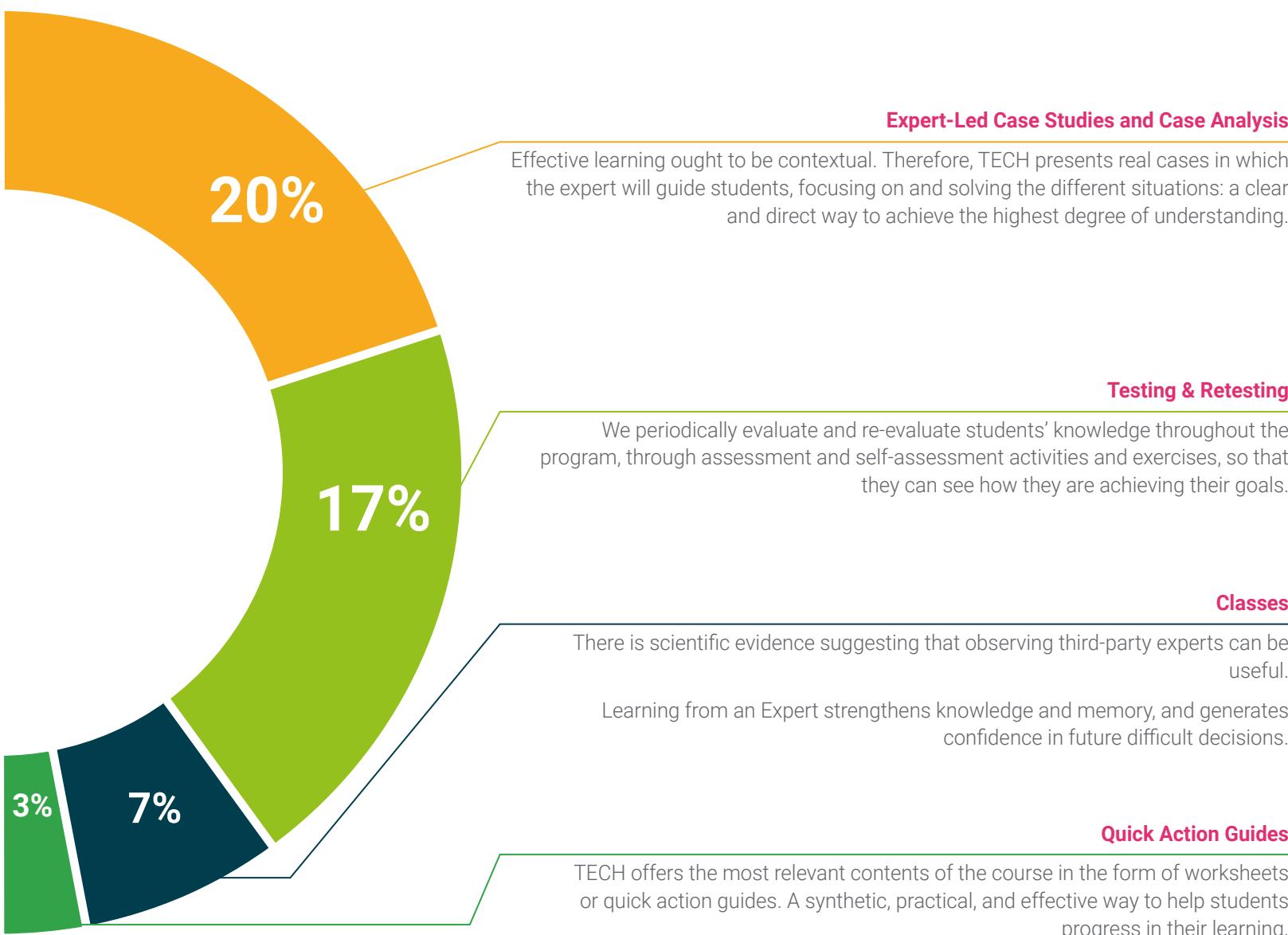
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





06

Certificate

The Postgraduate Certificate in Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: **Postgraduate Certificate in Concept, Characteristics, Assessment and Intervention in Developmental Disorders in Compulsory Education**

Official Nº of hours: **150 h.**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.



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