

Postgraduate Diploma

Autism Spectrum Disorder
and other Communication
Disorders for Psychologists





Postgraduate Diploma

Autism Spectrum Disorder and other Communication Disorders for Psychologists

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

Website: www.techtitute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-autism-spectrum-disorder-other-communication-disorders-psychologists

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01

Introduction

The notable increase in the number of cases detected in the classroom and the change in the paradigm of care for students on the autism spectrum has driven developments in this field of intervention, which is of special interest to psychology professionals. To work in this context, psychologists need a very specific training, which allows them to make a comprehensive approach to the various difficulties and also to the different opportunities that people on the spectrum have. This program has been created to offer teachers the training tool they need in this field of work. An indispensable material to be able to act with the confidence and skill that the classroom and the diverse society need.



“

The most outstanding advances in working with students on the autism spectrum and the guidance of great specialists in the field, in a Postgraduate Diploma of high educational intensity designed to boost your ability as a psychologist"

This comprehensive program is designed to meet the educational needs of teachers in working specifically with students on the autism spectrum. This approach represents a giant step forward in the obsolete segregationist system that has dominated until now and is directed towards a capacity for attention that generates a more realistic and effective integration.

All these processes must be materialized in a real and possible adaptation to the needs of each student, in a totally individualized manner. To this end, TECH will show in an intensive and complete study, how to elaborate the educational adaptations using the most innovative tools and material resources, to create a process that allows students to really learn, taking into account their optimal ways of facing each area of study.

Summary. This Postgraduate Diploma aims to train teaching professionals to work with students with autism in the necessary push for an inclusive, adapted and empowering education.

The **Postgraduate Diploma in Autism Spectrum Disorder and Other Communication Disorders for Psychologists** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Psychological Approach to Autism Spectrum Disorder and Other Communication Disorders
- ♦ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ News on Psychological Approach to Autism Spectrum Disorder and Other Communication Disorders
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Emphasis on innovative methodologies in Psychological Approach to Autism Spectrum Disorder and Other Communication Disorders
- ♦ 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



Learn to interpret the communicative keys and to respond to the needs of students with autism spectrum disorder and become the key to their development"

“

Learn how to motivate, understand and guide your students with Autism in a complete course created to propel you to another professional level"

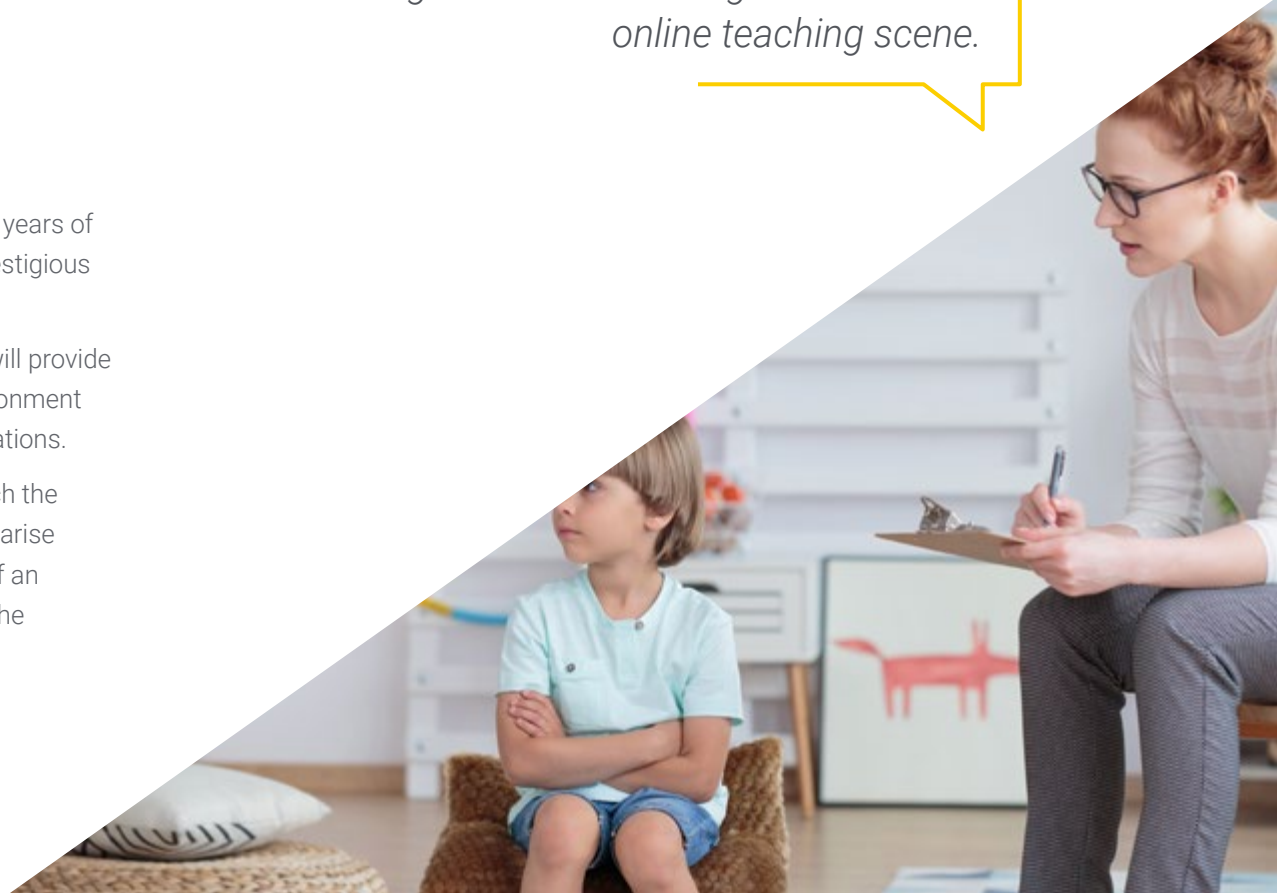
Make your ability to intervene with students with autism or communication difficulties a key element in any educational institution.

Learn in a simple, intensive and flexible way with the quality of the highest rated teaching models in the online teaching scene.

Its teaching staff includes leading professionals and experts who bring their years of experience to this program, as well as renowned specialists belonging to prestigious societies and 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 training program designed to train in real situations.

The program design is based on Problem-Based Learning, by means of which the educator must try to solve the different professional practice situations that arise throughout the academic course. To do so, the educator will have the help of an innovative interactive video system that provides the contextualization and the practical point of view you need.



02 Objectives

The objectives of this program address the educational needs of psychologists in this field. They have been established pragmatically, with the specific mission of offering students very intensive Postgraduate Diploma that will efficiently boost their professional progression. A journey of personal growth that will take you to the top in your intervention as a psychologist.



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If your goal is to gain more experience as a psychologist, this qualification will enable you to compete with the best, so look no further. This specialization will give your career the boost it needs"



General Objectives

- ♦ Learn about the evolution of Special Education, especially in relation to international entities such as UNESCO
- ♦ Use a scientific vocabulary adjusted to the demands of multi-professional teams, participating in the coordination and monitoring of students
- ♦ Collaborate with families/legal guardians in the development of students
- ♦ Participate in the evaluation and diagnosis of special educational needs
- ♦ Elaborate the adaptations required by students with special educational needs
- ♦ Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- ♦ Learn about the basics of Psychology, Educational Sciences and Neurology in order to read reports from other professionals as well as to establish specific guidelines for the appropriate response at school to the needs posed by students





Specific Objectives

Module 1. History and Evolution of Terms With Regards to Functional Diversity

- ♦ Know the historical development of Special Education
- ♦ Know the key authors for the Teacher specialized in Therapeutic Pedagogy within the historical context together with their contributions, as well as their implication in the current School
- ♦ Describe changes throughout history using a vocabulary adjusted to the historical era
- ♦ Compare changes and developments throughout the history of special education
- ♦ List the most commonly used classifications in interdisciplinary work, both ICD-10 and DSM-5
- ♦ Analyze and reflect on UNESCO's approaches
- ♦ Define the essential concepts in current psycho-pedagogy
- ♦ Know and describe the most important milestones in the development of healthy children in order to establish comparisons with children with educational needs

Module 2. Neurodevelopment Disorders Autism Spectrum Disorder/ Pervasive and Specific Developmental Disorders

- ♦ Define and differentiate the different concepts within autism spectrum disorder
- ♦ Explore the different disorders, their characteristics, intervention and needs, among other aspects
- ♦ Recognize the different evaluations that can be established depending on the student's type of disorder
- ♦ Know and appreciate multi-professional coordination
- ♦ Adapt tools and materials with regards to students' needs
- ♦ Recognize the different evaluations and prognoses to be established

Module 3. Communication Disorders

- ♦ Define the term communication and know its possible disorders
- ♦ Classify and recognize the different communication disorders
- ♦ Identify the neurological basis of development and learning in the developmental pyramid
- ♦ Know the incidences in the student's developmental stages for intervention
- ♦ Understand multi-professional coordination with students, along with the documentation and organization required according to their needs
- ♦ Know the intervention at the social level according to the stages of the student's development
- ♦ Learn about intervention at the individual level according to the stages of students' development in relation to their needs and the type of disorder
- ♦ Adapt tools and materials with regards to students' needs
- ♦ Recognize the different evaluations that can be established depending on the student's type of disorder



Acquire the capacity for real and positive intervention in Autism Spectrum Disorder and Other Communication Disorders and pave the way for your development as a psychologist in the teaching environment"

03

Course Management

The program includes in its teaching staff experts in this area of work who will contribute to the program with their real experience in classroom work. In addition, other renowned experts participate in its design and planning, completing the program in an interdisciplinary



“

*Learn from professional experts
in this field, with a realistic and
contextual view of this exciting job"*

Management



Dr. Mariana Fernández, María Luisa

- ♦ Psychologist and specialist teacher in Therapeutic Pedagogy
- ♦ Guidance Counselor in the Community of Madrid, Regional Ministry of Education. President and founder of the Professional Association for Guidance and Education in the Community of Madrid, member of COPOE and AIOSP

Professors

Serra López, Daniel

- ♦ Primary Education for Specialised Teacher in Therapeutic Pedagogy
- ♦ Active professional in Special Education Centers

Ms. Vílchez Montoya, Cristina

- ♦ Degree in Primary Education
- ♦ Specialized in Therapeutic Pedagogy



04

Structure and Content

The syllabus has been created to respond specifically to the needs of expanding, complementing and updating the knowledge of psychologists in the area of Therapeutic Pedagogy. With a vision focused on applied learning, which allows the professional to intervene successfully and a broad vision and connected to the real environment of the profession.





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A comprehensive teaching program, created to offer psychologists quick and efficient education that is compatible with your personal and professional life”

Module 1. History and evolution of terms towards functional diversity

- 1.1. Prehistory of Special Education
 - 1.1.1. Justification of the Term Prehistory
 - 1.1.2. Stages in the Prehistory of Special Education
 - 1.1.3. Education in Greece
 - 1.1.4. Education in Mesopotamia
 - 1.1.5. Education in Egypt
 - 1.1.6. Education in Rome
 - 1.1.7. Education in America
 - 1.1.8. Education in Africa
 - 1.1.9. Education in Asia
 - 1.1.10. Shift from Mythology and Religion to Scientific Knowledge
- 1.2. Middle Ages
 - 1.2.1. Definition of the Historical Period
 - 1.2.2. Stages in the Middle Ages: Characteristics
 - 1.2.3. The Separation of Church and School
 - 1.2.4. Education of the Clergy
 - 1.2.5. Education of the Knight
 - 1.2.6. Education of the Weak
- 1.3. Modern Age: 16th Century to 18th Century
 - 1.3.1. Definition of the Historical Period
 - 1.3.2. Contributions of Ponce de León, Juan Pablo Bonet and Lorenzo Hervás to the Education of People with Hearing Deficits
 - 1.3.3. Sign Language Communication
 - 1.3.4. Luis Vives' Contributions
 - 1.3.5. Jacobo Rodríguez Pereira's Contributions
 - 1.3.6. Juan Enrique Pestalozzi's Contributions
 - 1.3.7. Treatment of Mental Disabilities: Pinel and Itard's Contributions, among others
- 1.4. XIX Century
 - 1.4.1. Definition of the Historical Period
 - 1.4.2. First Classes in Special Education
 - 1.4.3. First Associations of Families with Special Education Students
 - 1.4.4. Beginning of the Study of Intelligence: Measuring IQ
 - 1.4.5. Louis Braille's Contributions to Teaching People with Visual Deficits
 - 1.4.6. Writing in the Reading and Writing System Braille
 - 1.4.7. Reading in the Reading and Writing System Braille
 - 1.4.8. Anne Sullivan's Contributions to Teaching Blind and Deaf People
 - 1.4.9. Alexander Graham Bell's Contributions to Acoustics
- 1.5. 20th Century
 - 1.5.1. Definition of the Historical Period
 - 1.5.2. Ovidio Decroly's Contributions
 - 1.5.3. María Montessori's Contributions
 - 1.5.4. Growth of Psychometry
 - 1.5.5. Before the Warnock Report
 - 1.5.6. The Warnock Report
 - 1.5.7. Implications for Schools after the Warnock Report
 - 1.5.8. Dr. Jack Bradley's Photograph: Use of the Hearing Aid
 - 1.5.9. The Use of Home Video in Autism
- 1.6. Contributions of World Wars
 - 1.6.1. Historical Periods of World Wars
 - 1.6.2. Schools in Times of Crises
 - 1.6.3. Operation T4
 - 1.6.4. School under Nazism
 - 1.6.5. Schools in Ghettoes and Concentration Camps, Work and Extermination
 - 1.6.6. The Beginning of Schools in the Kibutz
 - 1.6.7. Concepts of Education versus Rehabilitation
 - 1.6.8. Development of Tools and Materials to Improve Daily Life
 - 1.6.9. The Use of the White Cane
 - 1.6.10. The Application of Technologies for Improving Life for the Wounded Soldier



- 1.7. Perspectives from 20th Century
 - 1.7.1. The Concept of Functional Diversity
 - 1.7.2. Social Implications of the Term Functional Diversity
 - 1.7.3. Educational Implications of the Term Functional Diversity
 - 1.7.4. Work Implications of the Term Functional Diversity
 - 1.7.5. Rights and Duties of People with Functional Diversity
 - 1.7.6. Knowledge of the Functioning of the Nervous System
 - 1.7.7. New Contributions from Neurology
 - 1.7.8. ICT Use in the School
 - 1.7.9. Domotics in Schools
 - 1.7.10. Multiprofessional Coordination
- 1.8. Proposals from UNESCO
 - 1.8.1. The Birth of UNESCO
 - 1.8.2. Organization of UNESCO
 - 1.8.3. Composition of UNESCO
 - 1.8.4. Short and Long-Term UNESCO Strategies
 - 1.8.5. Precursors to Children's Rights
 - 1.8.6. Children's Rights: Implications for Special Education
 - 1.8.7. Education for Girls with Special Needs
 - 1.8.8. Salamanca Declaration
 - 1.8.9. Implications of the Salamanca Declaration
 - 1.8.10. Other UNESCO Documents
- 1.9. Classifications according to Diagnosis
 - 1.9.1. Entities Responsible for Elaboration of Classifications
 - 1.9.2. Definition of CIE-10
 - 1.9.3. Definition of DSM-5
 - 1.9.4. Necessity to Use Both Classifications
 - 1.9.5. Implications for the Specialist Teacher in Therapeutic Pedagogy
 - 1.9.6. Coordination with Other Professionals from the Schools which Differentiate these Classifications
 - 1.9.7. Use of Language and Vocabulary Adjusted to these Classifications
 - 1.9.8. School Documents Which Make References to these Classifications
 - 1.9.9. Elaboration of Follow-Up Reports of Students
 - 1.9.10. Elaboration of Multiprofessional Coordination

- 1.10. Basic Concepts in Psychopedagogy
 - 1.10.1. Need for Psychopedagogical Intervention in Schools
 - 1.10.2. Psychology Concepts in the School
 - 1.10.3. Concepts of Pedagogy and Sciences of Education in School
 - 1.10.4. Relationship between Concepts of Psychology and Pedagogy in School
 - 1.10.5. School Documents Based on Psychology and Pedagogy
 - 1.10.6. Elaboration of Parallels between School Stages, Psycho-Evolutionary Development Stages and Special Educational Needs
 - 1.10.7. Elaboration of Information from the Teacher of Therapeutic Pedagogy to Facilitate the Intervention of Other Professionals in the School
 - 1.10.8. Professional Relationships and Organizational Chart of Schools based on Psychology and Pedagogy.
 - 1.10.9. Elaboration of Multiprofessional Coordination
 - 1.10.10. Other Documents

Module 2. Neurodevelopment Disorders Autism Spectrum Disorder/ Pervasive and Specific Developmental Disorders

- 2.1. Definition, Manifestation and Classification
 - 2.1.1. Etiology
 - 2.1.2. Genetic Factors.
 - 2.1.3. Neurochemical Alterations
 - 2.1.4. Alteration of the Immune Function
 - 2.1.5. Environmental Factors
 - 2.1.6. Comorbidity
 - 2.1.7. Diagnostic Criteria
 - 2.1.8. Early Detection
 - 2.1.9. Prevalence
 - 2.1.10. Differences between DSM-5 and ICD-10 classifications
- 2.2. Students with Autism Spectrum Disorder Types of Alterations
 - 2.2.1. Definition according to DSM-5
 - 2.2.2. Symptoms according to DSM-5
 - 2.2.3. Definition according to CIE-10
 - 2.2.4. Symptoms according to CIE-10
 - 2.2.5. Educational Intervention According to Stages of Development
 - 2.2.6. Educational Intervention in Early Childhood (3-6 Years Old)
 - 2.2.7. Educational Intervention in Mid Childhood (6-12 Years Old)
 - 2.2.8. Educational Intervention in Adolescence 12-20 Years Old)
 - 2.2.9. Educational Intervention in Adulthood (20-40 Years Old)
 - 2.2.10. Curricular Adaptations
- 2.3. Identification of Special Education Needs in Students with ASD
- 2.4. Intervention with Students Autism Spectrum Disorder (ASD)
- 2.5. Organization of Resources for Students with Autism Spectrum Disorder (ASD)
- 2.6. Specific Intervention Models
- 2.7. Curricular Adaptations for Students with Autism Spectrum Disorder
- 2.8. Educational Response for Students with ASD in Infant Education
- 2.9. Educational Response for Students with ASD in Primary Education and Secondary Education
- 2.10. Education for Adults with ASD Guidance for Families of Students with ASD

Module 3. Communication Disorders

- 3.1. Concept and Definition of Communication and its Disorders
 - 3.1.1. Definition of Communication
 - 3.1.2. Types of Communication
 - 3.1.3. Definition of Language
 - 3.1.4. Stages of Communication
 - 3.1.5. Definition of Disorder
 - 3.1.6. Introduction to the Nervous System
 - 3.1.7. Description of the Communicative Process
 - 3.1.8. Differences between Communication and Speech
 - 3.1.9. Relationship between Language with the Auditory and Visual Process
 - 3.1.10. Concept of Communication Disorders
- 3.2. Classification and Typology of Communication Disorders
 - 3.2.1. Specific Language Disorder
 - 3.2.2. Language Retardation
 - 3.2.3. Social Communication Disorder
 - 3.2.4. Speech Sound Disorder
 - 3.2.5. Childhood-Onset Fluency Disorder (Stuttering)
 - 3.2.6. Selective Mutism
 - 3.2.7. Students with Hypoacusia
 - 3.2.8. Specific Learning Disorder
 - 3.2.9. Academic or Educational Problems
 - 3.2.10. Unspecified Communication Disorder
- 3.3. Neurological Basis of Development and Learning
 - 3.3.1. Pyramids of Human Development
 - 3.3.2. Phases of Development
 - 3.3.3. Levels of Development
 - 3.3.4. Location of the Skills of Language in the Developmental Pyramid and its Significance
 - 3.3.5. General Scheme of Neurodevelopment
 - 3.3.6. Perceptual and Motor Neurodevelopment in Childhood
 - 3.3.7. Areas of Development which Influence Language
 - 3.3.8. Cognitive Development through Communication and Language
 - 3.3.9. Social and Emotional Development through Communication and Language
- 3.4. Incidences in the Stages of Development
 - 3.4.1. Language and Speech Development
 - 3.4.2. Early Childhood: Language Development
 - 3.4.3. Development of Speech
 - 3.4.4. Development of Vocabulary and Grammar
 - 3.4.5. Development of Communication Skills
 - 3.4.6. Literacy: Understanding and Using Written Language
 - 3.4.7. Difficulties in Learning to Read
 - 3.4.8. Emotional Development of the Student
 - 3.4.9. Diseases Related to Language Disorders
 - 3.4.10. Other Incidences
- 3.5. Multiprofessional Coordination
 - 3.5.1. Specialised Teacher in Therapeutic Pedagogy
 - 3.5.2. Specialized Degree in Hearing and Speech
 - 3.5.3. Special Education Supervisors during Schooling
 - 3.5.4. Educators
 - 3.5.5. Curricular Support Teachers
 - 3.5.6. Sign Language Professional
 - 3.5.7. Mediators for Deafness and Blindness
 - 3.5.8. Social Educators
 - 3.5.9. Educational Guidance Teams
 - 3.5.10. Specialized Educational Guidance Teams
 - 3.5.11. Guidance Departments
 - 3.5.12. Professional Doctors Who Detect Eye Diseases

- 3.6. Documentation and Organization According to the Student's Needs
 - 3.6.1. Psychopedagogical Tests
 - 3.6.2. Psychopedagogical Evaluation
 - 3.6.3. Neuropsychopedagogical Report
 - 3.6.4. Logopedic Report
 - 3.6.5. Specific Medical Documentation of Language Disorders
 - 3.6.6. Documentation in Schools
 - 3.6.7. Social Organizations
 - 3.6.8. School Organization
 - 3.6.9. Classroom Organization
 - 3.6.10. Family Organization
- 3.7. Educational Intervention According to Stages of Development
 - 3.7.1. Logopedic Intervention in Stages of Development
 - 3.7.2. Adaptations at the School Level
 - 3.7.3. Adaptations at the Classroom Level
 - 3.7.4. Adaptations at the Personal Level
 - 3.7.5. Educational Intervention during Early Childhood
 - 3.7.6. Educational Intervention during Late Childhood
 - 3.7.7. Educational Intervention during Adulthood
 - 3.7.8. Family Interventions
- 3.8. Adapted Tools and Materials
 - 3.8.1. Tools for Working with Students with Communication Disorders
 - 3.8.2. Individual Adapted Tools
 - 3.8.3. Collective Adapted Tools
 - 3.8.4. Language Skills Programs
 - 3.8.5. Literacy Programs
 - 3.8.6. Adaptations of Curricular Elements
 - 3.8.7. Influence of ICT
 - 3.8.8. Auditory and Visual Stimulation





- 3.9. Social-Community Intervention at Schools
 - 3.9.1. Concept of Social-Community Intervention
 - 3.9.2. Schooling of Students
 - 3.9.3. Socialization of the Child
 - 3.9.4. Extracurricular Outings
 - 3.9.5. Family Circle
 - 3.9.6. Relationship between Family and School
 - 3.9.7. Relationship among Peers
 - 3.9.8. Leisure and Free Time
 - 3.9.9. Professional training
 - 3.9.10. Inclusion in Society
- 3.10. Evaluation and Prognosis of Diseases
 - 3.10.1. Manifestations of the Problems in Communication
 - 3.10.2. Logopedic Report
 - 3.10.3. ENT Physician's Evaluation
 - 3.10.4. Tests of Subjective Hearing
 - 3.10.5. Psychopedagogical Evaluation
 - 3.10.6. Logopedic Rehabilitation
 - 3.10.7. Analysis of Family Cohesion
 - 3.10.8. Auditory Treatments
 - 3.10.9. Analysis of Family Cohesion
 - 3.10.10. Treatment



A unique, key, and decisive training experience to boost your professional development"

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. Gérvas, 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

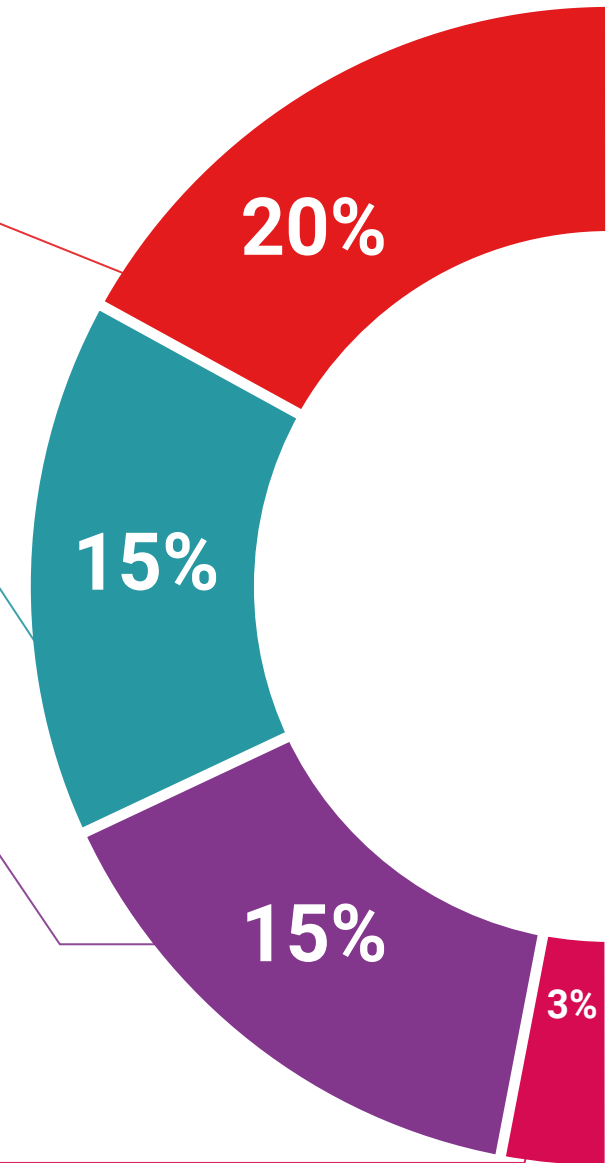
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

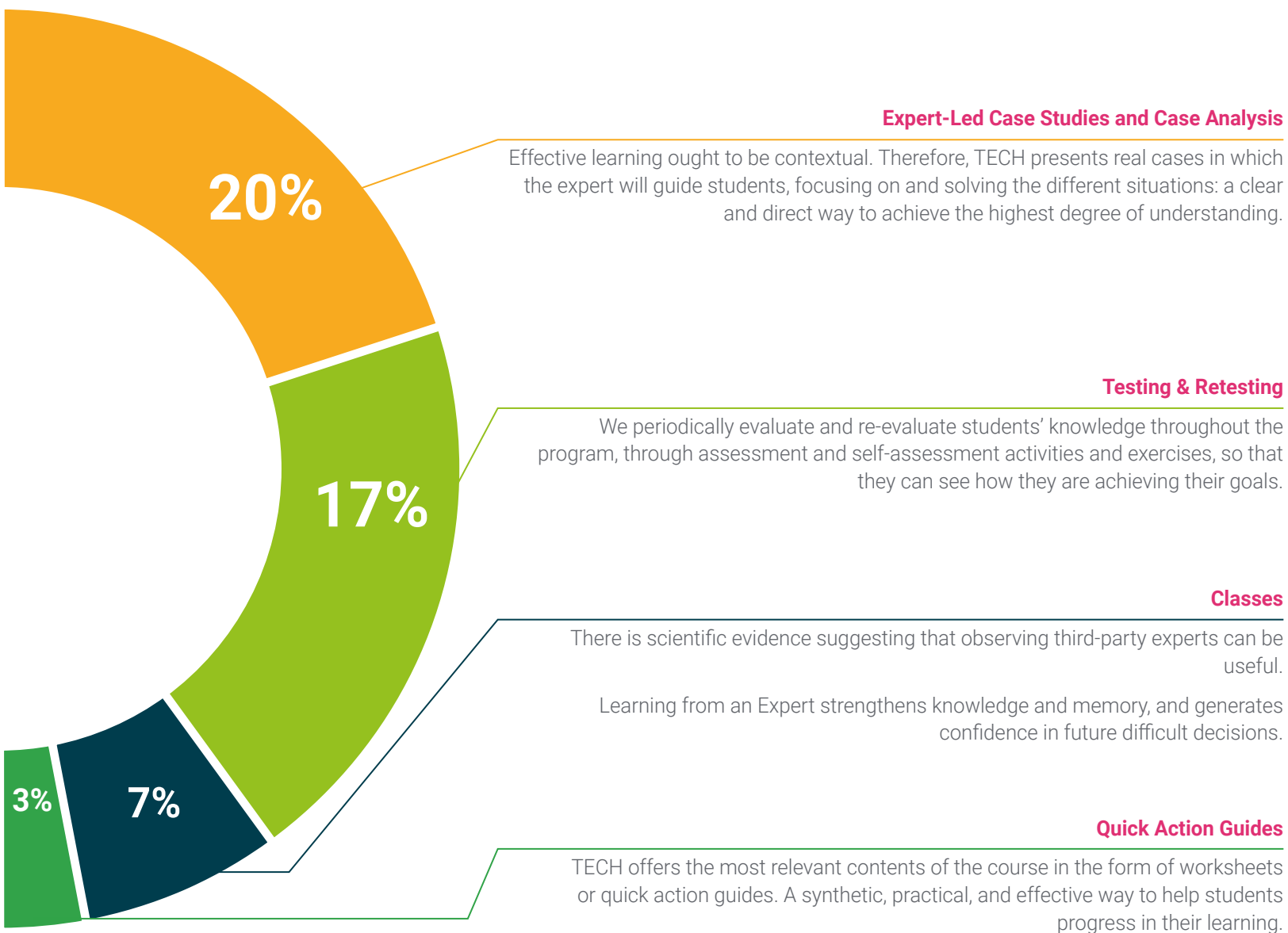
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Diploma in Autism Spectrum Disorder and other Communication Disorders for Psychologists guarantees, in addition to the most rigorous and up-to-date training, access to a degree issued by TECH Technological University.



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*Successfully complete this program and
a receive university certificate without the
hassle of travel or laborious paperwork”*

The **Postgraduate Diploma in Autism Spectrum Disorder and Other Communication Disorders for Psychologists** contains the most complete and up-to-date scientific program on the market.

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

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

Title: **Postgraduate Diploma in Autism Spectrum Disorder and other Communication Disorders for Psychologists**

Official N° of Hours: **425 h.**



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



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