

Postgraduate Diploma

Diagnosis, Multidisciplinary
Approach and Intervention
Programs in LD



Postgraduate Diploma Diagnosis, Multidisciplinary Approach and Intervention Programs in LD

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-diagnosis-multidisciplinary-approach-intervention-programs-ld

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01

Introduction

The importance of the psychologist's role in solving psychosocial and learning issues in the classroom has promoted the need for highly qualified specialists to deal with situations such as *bullying*, which starts in the environment of children with attention deficit, auditory or visual pathologies, as well as problems related to LD. Although these pathologies can also appear with age as they are a deterioration of cognitive skills, experts are seriously concerned about the harassment of specific cases in the classroom. For this reason, TECH has designed a rigorous program that teaches LD intervention programs, educational taxonomies and the instructional design of universal psychoeducational programs, among other issues. All this, through a 100% online modality that, together with the *Relearning* methodology, makes the study a flexible, agile and simple process with the possibility of adapting to the specific circumstances of the psychologists enrolled.



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With this Postgraduate Diploma, you will enter the 2030 horizon of the psychoeducational field, in which the school psychologist will develop"

The role of educational psychologists is key to school coexistence and a healthy educational environment. The figure of an educational counselor is increasingly necessary, which unfortunately in previous years has been developed by non-specialized professionals. It is essential to know the keys to action and protocols in the face of pathologies related to LD in order to develop a correct psychological praxis. In this sense, specialists must have innovative tools that integrate technologies, but also emotional techniques that connect the professional with the students in order to detect and anticipate problems in the educational and personal environment of those affected.

TECH has designed this Postgraduate Diploma in Diagnosis, Multidisciplinary Approach and Intervention Programs in LD for graduates in Psychology who wish to deepen their knowledge in the area of educational guidance, intervention against Learning Difficulties, psychoeducational reports and the universal design of education. To achieve this, the program explores the multidisciplinary approach to LD and the neurological bases involved in these pathologies, among other issues. All this, to expand and update the knowledge of psychologists, through strategic tools.

This is a university program taught in a 100% online format, which allows students to digitally enter into information and communication technologies and their application to the profession of educational psychologist in a comprehensive manner. All this, thanks to theoretical-practical and additional 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 Diploma in Diagnosis, Multidisciplinary Approach and Intervention Programs in LD** 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



A program that addresses education in special centers and the role of the psychologist in its educational guidance functions"

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Get all the tools you need to understand psychological disorders and apply novel techniques for recovery in the learning environment”

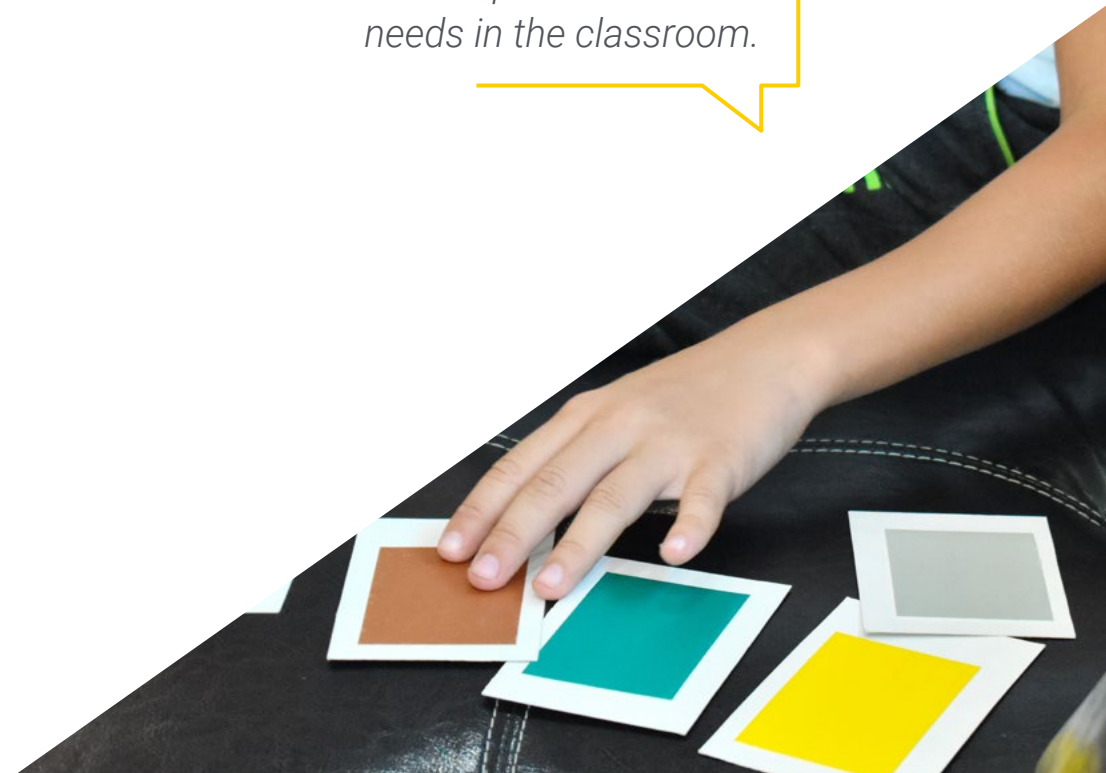
The program’s teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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.

Deepen your knowledge of the trends in the care of LD in non-formal psycho-educational centers to become a more competent specialist in this field.

Designs educational programs that focus on inclusion and the detection of specific attention needs in the classroom.



02

Objectives

The syllabus of this program has been designed by a team of experts versed in learning difficulties from the field of psychology and education. The program is designed for graduates in psychology and the collaboration of teachers facilitates the transmission of knowledge with rigor and quality and in a dynamic way that speeds up the pace of study. All this, through a contextualized vision and with future perspectives towards school environments in which technologies are part of the educational process and which will require ICT skills on the part of students with cognitive impairments.



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Project your professional career with a university program that will provide you with decisive skills to act in the educational praxis"



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
- Design specific intervention techniques and programs for universal Learning Difficulties
- Make psycho-pedagogical reports and intervention proposals to education and multidisciplinary professionals



Enroll now and get all the knowledge to be able to diagnose cases of visual or hearing impairment in schoolchildren and intervene with them in a multidisciplinary way"





Specific Objectives

Module 1. Differential Diagnosis and Multidisciplinary Approach to LD

- ♦ Evaluate Learning Difficulties with respect to visual impairments, motor impairments and intellectual disabilities
- ♦ Understand the fields of psycho-pedagogy in reading, writing and mathematics
- ♦ Distinguish between Learning Difficulties and specific learning difficulties

Module 2. Educational Taxonomies, Instructional Design of Psycho-Educational Programs, Psycho-Educational Reports and Universal Design for All

- ♦ Introduce the creation and writing of pedagogical reports with criteria for intervention proposal selection
- ♦ Evaluate psycho-educational programs in terms of Learning Difficulties
- ♦ Study individualized educational programs from a theoretical perspective

Module 3. Learning Difficulties Intervention

- ♦ Conceptualize Learning Difficulties intervention, with different levels
- ♦ Develop reading and writing intervention programs
- ♦ Analyze Learning Difficulties in adults and post-compulsory education

Module 4. LD Intervention Programs, Organization and Competencies of Educational Guidance Services in Spain

- ♦ Study the ethical and deontological aspects in the issuance of multidisciplinary psycho-pedagogical reports
- ♦ Analyze school psychologist's competencies
- ♦ Understand the role of the school psychologist in the educational future

03

Course Management

TECH has drawn on a faculty with extensive experience in the field of psychology and classroom education focused on learning disorders, to transmit not only theoretical knowledge to psychology graduates, but also to share their practical skills. The professional team selected for the development of this Postgraduate Diploma brings together exceptional expertise in addressing ADHD and ADD cases. This field experience is fundamental for the psychologists to obtain a completely personalized tutoring adapted to their own interests, being able to maintain direct contact with the teaching staff to resolve any doubts about the syllabus.





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The wide experience of the teachers guarantees you first-class content, developed from the techniques applied in practice"

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 Diploma in Diagnosis, Multidisciplinary Approach and Intervention Programs in LD is an innovative program that is taught through a 100% online mode to make it possible to study in a flexible way. TECH offers a complete and rigorous degree focused on LD intervention programs, educational taxonomies and instructional design of psychoeducational programs, universal teaching and multidisciplinary approach to LD, among other aspects. In addition, this program is developed in 6 academic months and in an exhaustive manner, through downloadable didactic contents, so that specialists can have them at their disposal at any time and place.





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Update your knowledge in diagnosis of LD associated with language and be part of the psychoeducational vanguard that is at the forefront of current education”

Module 1. Differential Diagnosis and Multidisciplinary Approach to LD

- 1.1. LD and Language
 - 1.1.1. Language-Associated LD Diagnosis
 - 1.1.2. Comorbidity with other Disorders
 - 1.1.3. Differentiating LD and Language Factors
 - 1.1.4. Multidisciplinary Intervention in Language Disorders
- 1.2. LD and ADHD
 - 1.2.1. Neurological Basis in ADHD and Learning Disabilities
 - 1.2.2. Differential Diagnosis and Comorbidity
 - 1.2.3. Multidisciplinary Intervention in LD and ADHD
- 1.3. LD and Visual Impairment
 - 1.3.1. LD and Visual Impairment Educational Needs Due to Visual Impairment
 - 1.3.2. Integration Factors and Agents
 - 1.3.3. Multidisciplinary Intervention
- 1.4. LD and Motor Disability
 - 1.4.1. LD Diagnosis Associated with Motor Disability
 - 1.4.2. Specific Adaptations for Students with LD and Motor Disability
 - 1.4.3. Multidisciplinary Intervention in LD and Motor Disability
- 1.5. LD and Intellectual Disability
 - 1.5.1. LD Conceptualization and Intellectual Disability
 - 1.5.1.1. Differential Diagnosis of Intellectual Disability
 - 1.5.1.2. Multidisciplinary Intervention in LD and Intellectual Disability
- 1.6. LD and Psychological Disorders
 - 1.6.1. Learning Difficulties and Socio-Affective Disorders
 - 1.6.1.1. Learning Difficulties and Sociocultural Disorders
 - 1.6.1.2. Learning Difficulties and Behavioral Disorders

- 1.7. Hospitalization and Learning Disabilities
 - 1.7.1. Learning and Hospitalization
 - 1.7.2. Psycho-Educational Care in the Hospital Context
 - 1.7.3. Therapeutic Intervention in the Hospital Context
- 1.8. Multidisciplinary Approach: LD and Psychopedagogy
 - 1.8.1. Psychopedagogical Approaches to LD
 - 1.8.2. Psychopedagogical Intervention in Reading LD
 - 1.8.3. Psychopedagogical Intervention in Writing LD
 - 1.8.4. Psychopedagogical Intervention in Math LD
- 1.9. Multidisciplinary Approach: LD and School
 - 1.9.1. Educational Reinforcement and Learning Difficulties
 - 1.9.2. Hearing and Language Field Intervention
 - 1.9.3. Therapeutic Pedagogy Intervention
- 1.10. Distinction between Learning Difficulties (LD) and Specific Learning Difficulties (SpLD)
 - 1.10.1. Conceptualization and Differentiation between LD and SpLD
 - 1.10.2. LD and SpLD Classification
 - 1.10.3. LD and SpLD Multidisciplinary Intervention

Module 2. Educational Taxonomies, Instructional Design of Psycho-Educational Programs, Psycho-Educational Reports and Universal Design for All

- 2.1. The Teaching-Learning Environment
 - 2.1.1. Learning Environment, Agents and Model Definition
 - 2.1.2. Instructional Design Concept
 - 2.1.3. Instructional Procedure Definition
- 2.2. Instructional Design Phases
 - 2.2.1. Instructional Design Types
 - 2.2.2. Instructional Design Phases
 - 2.2.3. Instructional Design in the Online Environment

- 2.3. Instructional Functions
 - 2.3.1. Proper Instructional Functions
 - 2.3.2. Instrumental Functions
 - 2.3.3. Special Functions
- 2.4. Efficiency-Based Educational Taxonomies
 - 2.4.1. Goal Theory Value in School Efficiency and Achievement
 - 2.4.2. Bloom's Taxonomy
 - 2.4.3. Gagné's and Briggs' Taxonomy
 - 2.4.4. Component Manifestation Theory
- 2.5. Inclusive Education Principles and Specific Classroom Special Needs Detection
 - 2.5.1. Inclusive Education and its Principles
 - 2.5.2. Inclusive Education and Attention to Diversity
 - 2.5.3. Practical Examples of Inclusive Education and Universal Design
- 2.6. Introduction to Psychopedagogical Report Creation and Drafting
 - 2.6.1. Concept: Psychopedagogical Design
 - 2.6.2. Intervention Proposal Selection Criteria
 - 2.6.3. Activity Development Recommendations
 - 2.6.4. OLPPD Regulations and Current Psychopedagogical Reports
- 2.7. What is Curricular Adaptation? Curricular Adaptation Proposals and Design
 - 2.7.1. Curricular Adaptation and Psychoeducational Reports
 - 2.7.2. Curricular Adaptation Types in Compulsory Education Schools
 - 2.7.3. Curricular Adaptation Design
- 2.8. Current Trends in Educational Psychology and LDs
 - 2.8.1. Assessment and Intervention in LD Today
 - 2.8.2. Specific Collaboration and Social Association Centers: Social Support Networks
 - 2.8.3. New Technology and LDs

- 2.9. Psycho-Educational Program Design, Methodology and Evaluation
 - 2.9.1. Psychoeducational Program Concept and Design
 - 2.9.2. Program Results Evaluation
 - 2.9.3. Key Psycho-Educational Programs in Learning Difficulties
- 2.10. Individualized Educational Program
 - 2.10.1. Theoretical Conceptualization
 - 2.10.2. Parts of an IEP
 - 2.10.3. IEP Development and Evaluation

Module 3. Learning Difficulties Intervention

- 3.1. Conceptualisation: LD Intervention
 - 3.1.1. Cognitive-Behavioral Intervention
 - 3.1.2. Intervention from a Systemic Approach
 - 3.1.3. LD Intervention Levels
- 3.2. Early LD Intervention and Attention
 - 3.2.1. Early LD Intervention Models
 - 3.2.2. LD Prevention
 - 3.2.3. Early LD Attention
- 3.3. LD Attention in Schools and in Multidisciplinary Teams and in Non-Formal Socio-Educational Centers
 - 3.3.1. Attention Process to LD in Schools
 - 3.3.2. Educational Agents in AD Attention
 - 3.3.3. Intervention in Non-Formal Psycho-Educational Centers
- 3.4. Reading Intervention Program Development
 - 3.4.1. Conceptualization
 - 3.4.2. Intervention Program Design
 - 3.4.3. Intervention Program Examples

- 3.5. Writing Intervention Program Development
 - 3.5.1. Conceptualization
 - 3.5.2. Intervention Program Design
 - 3.5.3. Intervention Program Examples
- 3.6. Intervention Program Development in Attention and Perception
 - 3.6.1. Conceptualization
 - 3.6.2. Intervention Program Design
 - 3.6.3. Intervention Program Examples
- 3.7. Memory Intervention Program Development
 - 3.7.1. Conceptualization
 - 3.7.2. Intervention Program Design
 - 3.7.3. Intervention Program Examples
- 3.8. Intervention Program Development with Technological Resources
 - 3.8.1. Technological Resources and Psycho-Educational Intervention
 - 3.8.2. LD and Technology Resources
 - 3.8.3. Available Resources Examples
- 3.9. LD in Adult and Post-Compulsory Education
 - 3.9.1. LD Assessment and Diagnostics in Adults
 - 3.9.2. LD Intervention Programs for Adults
 - 3.9.3. LD Diagnosis and Intervention in Post-Compulsory Education

Module 4. LD Intervention Programs, Organization and Competencies of Educational Guidance Services in Spain

- 4.1. Types of LD Intervention Programs According to the Target Population I
 - 4.1.1. Individual Programs
 - 4.1.2. Group Programs
 - 4.1.3. Peer-to-Peer Classroom Programs
 - 4.1.4. Small Group Programs



- 4.2. Types of LD Intervention Programs According to the Target Population II
 - 4.2.1. Specific Programs in a Single Field
 - 4.2.2. Programs with Transversal Competencies for Life
 - 4.2.3. Cultural Integration Programs
 - 4.2.4. Intellectual Enrichment Programs
- 4.3. Preparation and Types of Educational Reports
 - 4.3.1. Types of Educational Reports in the Educational Center
 - 4.3.2. Preparation of an Individual Educational Program
 - 4.3.3. Writing Individual Educational Programs (IEPs)
- 4.4. Ethical and Deontological Aspects in the Issuance of Multidisciplinary Psychopedagogical Reports
 - 4.4.1. The Professional College of Psychology
 - 4.4.2. Ethics in School Counseling Services
 - 4.4.3. The Deontological Criteria of School Psychologists
- 4.5. Organization and Competencies of Educational Guidance Services in Spain
 - 4.5.1. What is a Special Education Center? Characterization and Operation
 - 4.5.2. Educational Psychologists in Special Education Centers
 - 4.5.3. Special Education Centers and Educational Guidance Services
- 4.6. Control and Monitoring Elements of the Different Psycho-Educational Agents in the Spanish Education System
 - 4.6.1. Educational guidance teams
 - 4.6.2. Guidance Equipment in Special Education Centers
 - 4.6.3. Guidance Teams in Elementary and Secondary Education
 - 4.6.4. Educational Inspection
- 4.7. Field of Action and Professional Profile of Educational Psychologists
 - 4.7.1. Historical Framework of Psychologist's Profile in Education
 - 4.7.2. Field of Action of Educational Psychologists
- 4.8. The Role of School Psychologists
 - 4.8.1. Main Functions and Competencies of School Counselors
 - 4.8.2. School Psychologist Competencies
 - 4.8.3. Regulation of the School Psychology Specialty in Spain
- 4.9. New Technologies and their Applications in the Psycho-Educational Environment and LDs
 - 4.9.1. Information and Communication Technologies and their Application to Educational Psychologists' Profession
 - 4.9.2. ICT Applied to LD
 - 4.9.3. Innovative Proposals for Psycho-Educational Assessment and Intervention
- 4.10. Professional Future in the Psycho-Educational Field of School Psychologists
 - 4.10.1. Horizon 2030, Progress Proposals in the Psycho-Educational Field
 - 4.10.2. Educational Innovation in the Psycho-Educational Field
 - 4.10.3. Job Opportunities for Educational Psychologists in the Near Future



Delve into educational taxonomy and design universal psychoeducational programs to reach all students in the classroom"

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.



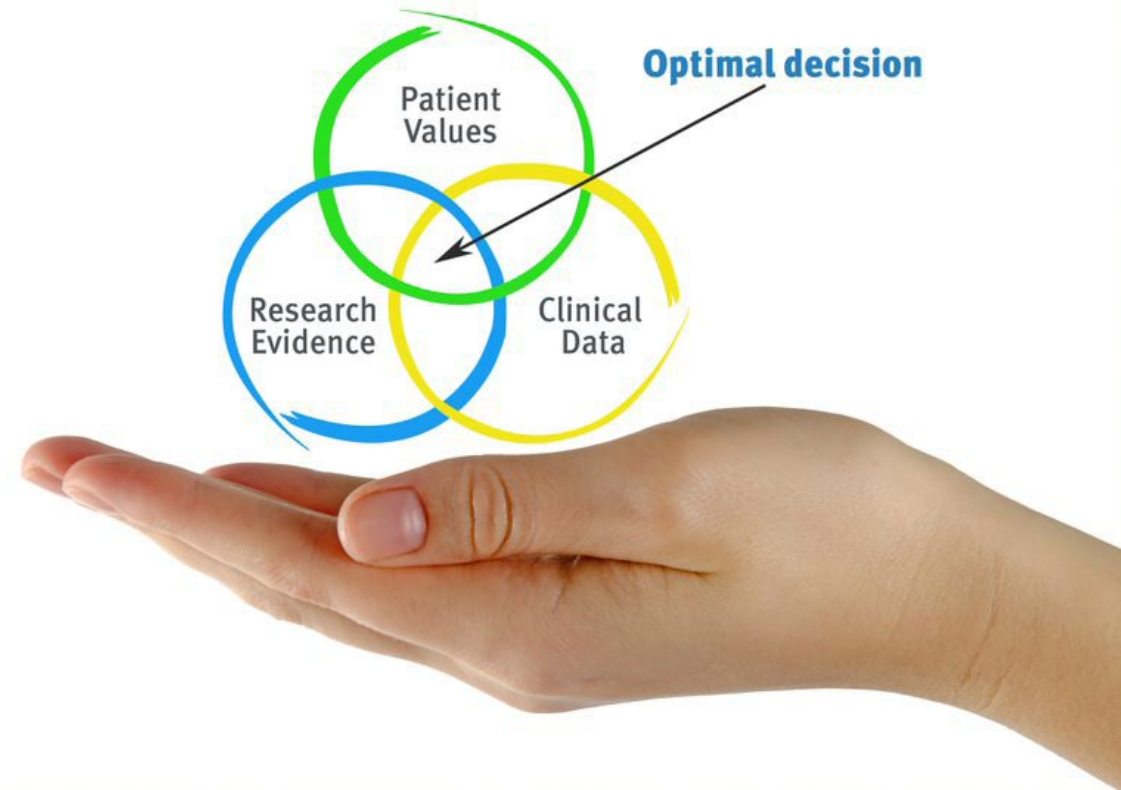
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Diploma in Diagnosis, Multidisciplinary Approach and Intervention Programs in LD guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





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Successfully complete this program and receive your Postgraduate Diploma without having to travel or fill out laborious paperwork”

This **Postgraduate Diploma in Diagnosis, Multidisciplinary Approach and Intervention Programs in LD** 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

The diploma 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 Diagnosis, Multidisciplinary Approach and Intervention Programs in LD**

Official N° of Hours: **450 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.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present online training
development language
virtual classroom



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Postgraduate Diploma

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