



**Report of the 19<sup>th</sup> National Scientific and educational  
Conference *'Speech therapy.  
Practices in Speech Disorders,*  
30 June – 2 July 2017, Lublin, Poland**

The 19<sup>th</sup> National Scientific and Educational Conference 'Speech Therapy. Practices in Speech Disorders', combined with the General Meeting of Polish Logopaedic Society Members, was held from 30 June to 2 July in Lublin, Poland. The conference was organized by the General Board of the Polish Logopaedic Society and the Department of Logopaedics and Applied Linguistics of the Maria Curie-Skłodowska University in Lublin.

Honorary patronage was assumed by: the Mayor of Lublin City Krzysztof Żuk, the Marshall of the Lubelskie Voivodeship Sławomir Sosnowski and His Magnificence Rector of the Maria Curie-Skłodowska University Prof Stanisław Michałowski. Media patronage was held by TVP 3 Lublin, Polskie Radio Lublin and Radio Centrum.

The Scientific Committee of the conference included: Prof Stanisław Grabias DSc, (UMCS) (UMCS), Prof Jolanta Panasiuk, DSc (UMCS), Dr Katarzyna Kaczorowska-Bray (UG), Dr Barbara Kamińska (UG), Anita Lorenc, DSc (UW), Dr Olga Przybyła (UŚ), Dr Joanna Stasiak (UMCS), UMCS Prof Tomasz Woźniak, DSc (UMCS), UP Prof. Mirosław Michalik, DSc (UP), UG Prof Stanisław Milewski, DSc (UG), US Prof Barbara Ostapiuk, DSc (US).

The topic of the conference was chosen in response to the long-standing demand for speech therapy standards in cases of various speech disorders. Speech therapists not only need strong theory and skilful craftsmanship, but also clear legal bases for their practice.

The aim of the conference was to present a coherent system of speech therapy based on well-established theoretical knowledge of speech disorders and on many years of practical experience. Currently developed models of the diagnostic and therapeutic process are to be used as the basis for determining speech therapy forms, especially in health care and education sectors. They are also meant to serve as the foundation for programme contents that are formulated for didactical purposes in teaching centres for speech therapists throughout Poland.

The issues of therapeutic treatment related to various disorders were presented in plenary sessions (21 lectures), while series of workshops were devoted to explication of selected stages of the programme (25 workshops). Apart from the lecture and the workshop sections, a poster session was also held. 23 scientific posters acquainted participants with the current state of reflection, the directions of the theory development and with interesting casuistry, which always brings new research problems into contemporary speech therapy.

The conference was interdisciplinary and its participants were subject matter experts specialising in theory and practice of speech therapy, in related disciplines (doctors, pedagogues) and students.

83 people participated in the conference, including many scientists representing the following academic institutions and institutes: Academia Ignatianum. Branch Faculty of Humanities and Social Sciences in Mysłowice, M. Grzegorzewska Academy of Special Education in Warsaw, Jerzy Kukuczka Academy of Physical Education in Katowice, John Paul II Catholic University of Lublin, University of Gdańsk, Jan Kochanowski University in Kielce, University of Lodz, Maria Curie-Skłodowska University in Lublin, Medical University of Lublin, Nicolaus Copernicus University in Toruń, Pedagogical University of Kraków, Siedlce University of Natural Sciences and Humanities, University of Silesia in Katowice, University of Warmia and Mazury in Olsztyn, University of Warsaw, as well as Maria Skłodowska-Curie Institute in Gliwice, the Institute of Occupational Medicine in Łódź and the Children's Memorial Health Institute in Warsaw.

After the welcome speech and the performance by the Jadwiga Czerwinska UMCS Academic Choir, the debates began in four plenary sessions.

The first lecture titled *Speech-language pathology concept of adaptation of school textbooks to special educational needs of different groups of students with speech delays and language deficits (Logopedyczna koncepcja dostosowania podręczników szkolnych do specjalnych potrzeb edukacyjnych różnych grup uczniów*

z opóźnieniami rozwoju mowy i deficytami języka) was delivered by Ms Kazimiera Krakowiak, Ms Aleksandra Borowicz and Ms Renata Kołodziejczyk (John Paul II Catholic University of Lublin). The authors noted that an important way to provide support for students with special educational needs is to develop specialised textbooks, closely related to textbooks used by agile learners, i.e. textbooks with the same core contents, but tailored to specific reading and comprehension capabilities. Stanisław Milewski and Katarzyna Kaczorowska-Bray (University of Gdańsk) were next speakers. In their lecture, they emphasized the fact that demographic change caused by ageing of society, is being experienced by an increasing part of the population in developed countries. It is therefore important for speech therapists to be theoretically and practically prepared to work with elderly people. Zbigniew Tarkowski (Medical University of Lublin) in his lecture devoted to psychogenic speech disorders therapy, such as stuttering and mutism, presented assumptions and methods of their effective therapy. Next speaker, Andrzej Czernikiewicz (Maria Curie-Skłodowska University in Lublin), in his speech on psychopharmacology for speech therapists, stated that the current problem in psychotropic drugs is not their level of effectiveness, but the extent to which they create cooperation. At the same time, research on the mechanism of action of psychotropic drugs allowed to understand the background of many psychiatric disorders. In turn, Alina Maciejewska, representing the University of Natural Sciences and Humanities in Siedlce, in her lecture titled *Logical-linguistic competence and development of linguistic proficiency (Kompetencja logiczno-językowa a rozwój sprawności językowych)* presented the results of research indicating the role of natural logical-linguistic competence in the development of linguistic proficiency. Such competence can be relatively easily assessed on the basis of the ability to draw conclusions by analogy about form and content relationships between lexical and word-formation units.

The second plenary session started with the lecture by David Larysz and Agnieszka Rożek ('Kangur' Centre for Treatment of CNS Disorders and Child Development in Katowice) *'Holistic approach to speech disorders in children with facial and cranial defects on the example of isolated and complex craniosynostoses'* (*Holistyczny model postępowania w zaburzeniach rozwoju mowy u dzieci z wadami twarzo-czaszkowymi na przykładzie izolowanych i zespołowych kraniosynostoz*), in which the authors presented neurological, neurosurgical, neuropsychological and physiotherapeutic aspects of facial and skull defects treatment, which constitute a modern interdisciplinary

model for diagnostic and therapeutic procedures. The next lecture was on speech therapy, mainly by touch stimulation, of children with cerebral palsy. Renata Marciniak-Firadza from the University of Lodz discussed the method of massage in case of flaccid and spastic dysarthria. The author of the massage is Prof Elena Archipova. In the third lecture of this session, *'The specificity of speech therapy in children with SLI? (Specyfika oddziaływań logopedycznych w przypadku dzieci z SLI)* Sofia Kamińska (Daily Center for Psychiatry and Speech Disorders for Children and Young People in Wrocław) identified some therapeutic strategies used in the treatment of SLI children. In the lecture about the development of communicative competence in play, the authors, Ewa Bielecka-Nowakowska (Academy of Special Education in Warsaw) and Anna Zając (Jan Kochanowski University in Kielce) tried to explain why play-based strategies are most effective in the process of shaping children's communication competencies. In their considerations, they used pragmatic foundations of linguistics and the theory of mind. Next, the speakers from the Maria Curie-Skłodowska University in Lublin, Urszula Mirecka and Aneta Domagała, took the floor and, recognising that speech-language pathology standards deal with problems of written language disorders in a too limited scope, they presented possibilities of incorporating this problem into the diagnostic and therapeutic process in speech pathology. In their lecture, they focused on therapeutic aspects of speech-language pathology treatment in people with communication disorders in speech and writing. Joanna Trzaskalik (Academy of Ignatianum, Faculty of Humanities and Social Sciences in Mysłowice) delivered the last lecture in this session, in which she attempted to make a terminological alignment, based on the assumption that the uniqueness and precision of the terms used is crucial for professional exchange of information thus guaranteeing quality and effectiveness of therapeutic interventions.

Tomasz Woźniak (Maria Curie-Skłodowska University in Lublin) was the first speaker in the third plenary session. In his lecture *'The method of rhythmisation of speech in the treatment of stutterers in the light of evidence based practice'* (*Metody rytmizowania wypowiedzi w terapii osób jękających się w świetle*) he presented considerations on the effectiveness and limitations of speech therapy methods using rhythmisation of speech expression in the light of practice and the latest research. The conclusions were mainly of applicational nature. Next the floor was given to Danuta Pluta Wojciechowska and Barbara Sambor (University of Silesia in Katowice). In their

lecture devoted to the subject of Inter-Speech, the authors raised a problem, not yet described in the current speech-language literature in Poland and in the world, which pertains to the position of speech organs, a tongue in particular, during a pause in speaking in people with disorders in realisation of phonemes. They presented their own research findings concerning Inter-Speech positions in patients with peripheral dyslalia and those with normative realisation of phonemes. The presentation of Mirosław Michalik and Anna Cholewiak, representing the Pedagogical University in Cracow, was focused on the results of a research on speech rate of special school students affected by mild mental retardation based oligophasia. Students' speech analyses included selected quantitative and qualitative aspects of speech. In the lecture titled '*Evaluation of hypernasality using the method of acoustic beam shaping*' (*Ocena nosowości z zastosowaniem metody kształtowania wiązki akustycznej*) Anita Lorenc and Daniel Król (University of Warsaw) presented a contemporary clinical and instrumental techniques for assessing nasality in speech, both normative and impaired. In turn, Joanna Mąka summarized dependencies between central auditory processing disorders (CAPD) and specific language impairments (SLI). These dependencies were captured from the perspective of the theory of central nervous system functioning. The last lecture in this session was delivered by: Andrzej Senderski (Senso-Medical, Warsaw), Katarzyna Iwanicka-Pronicka (Children's Memorial Health Institute in Warsaw), Joanna Majak, Marzena Walkowiak (Institute of Occupational Medicine, Łódź), Zenobia Bogdanowska (Psychological and Pedagogical Counselling Centre No. 1 in Olsztyn) and Karolina Dajos (APD-Medical Ltd., Warsaw). The purpose of the speech '*Normative values in screening tests for higher auditory functions on the APD-Medical diagnostic and therapeutic platform*' (*Wartości normatywne przesiewowych testów wyższych funkcji słuchowych platformy diagnostyczno-terapeutycznej APD-Medical*) were the development and presentation of reference values for screening tests for central auditory functions on the APD-Medical diagnostic platform for pre-school and early school children. It was shown that age significantly affects the results achieved by children in all tests.

The last, fourth plenary session was opened by the paper of Barbara Kamińska from the University of Gdańsk. The author stated that media journalists are confronted with such kind of requirements that make the goal of speech therapist not only to teach (more often – to improve) the correct pronunciation of speech sounds and the use of healthy, properly

produced voice, but also to speak using a clear so-called 'radio' voice, with intonation and tempo adjusted to different types of radio speech. Olga Przybyła (University of Silesia in Katowice) in the lecture '*Levels of organisation of sensory information processing and the development of language skills*' (*Poziomy organizacji przetwarzania informacji sensorycznych a rozwój sprawności językowych*) presented the results of research indicating the relationship between the levels of organisation of sensory information processing and the state of language development in children with learning difficulties. In turn, Ewa Gacka, representing the University of Lodz, in the lecture titled '*The parent-child interaction approach in therapy of delays in language development*' (*Podejście interakcyjne rodzic - dziecko w terapii opóźnień w rozwoju mowy*) highlighted the fact that, regardless of the nature of language development delays, a child requires early speech therapy. Its purpose is to diagnose/recognise the problem and to stimulate language development. Since communication is interactive, the quality and quantity of parent-child interactions is important. The author presented the strategies for stimulation of language development that are based on interactive attitude. The last of the presenters, Anna Czernuszenko (Rehaklinik Bellikon, Switzerland) discussed basic treatment of dysphagia in the prevention of fatal complications, stressing that treatment of dysphagia is not complicated but requires cooperation of many disciplines.

Each session attracted a lot of interest and each was closed with a discussion, sometimes heated, about presented topics.

As far as scientific and education workshops are concerned, the participants of the conference were offered six series of these.

In the first series, the following workshops took place: *Psychoeducation* (*Psychoedukacja*) (held by Andrzej Czernikiewicz, Maria Curie-Skłodowska University in Lublin). During the workshop, the use of role playing technique in psychoeducation of people suffering from schizophrenia was presented; *Therapeutic cooking* (*Gotowanie terapeutyczne*) (conducted by Agata Jędraszek, Nutricia Polska Sp. z o.o.). In the workshop, change of consistency of foods using thickeners was discussed, as well as practical tips on preparing food for patients with dysphagia and their feeding; *Workshop on voice production - breathing-voice-diction training in motion* (held by Magdalena Zaorska and Magdalena Osowicka-Kondratowicz, University of Warmia and Mazury in Olsztyn). In the training, participants were shown exercises whose main purpose is to create the habit of energetic, rhythmic and smooth dynamic breathing. Apart from breathing exercises in motion,

there were also exercises on voice production, articulation and diction presented, which are aimed at correlation of physical activity, in a broad sense, with breath, voice, and word; *'Padovan Method of Neurofunctional Reorganization in theory and practice of speech therapy'* (*Metoda Neurofunkcjonalnej Reorganizacji Padovan w teorii i w praktyce logopedycznej*) (conducted by Aleksandra Listwoń, 'Fundacja 21', Krosno). The workshop was devoted to the presentation of the assumptions of the Padovan Method of Neurofunctional Reorganization based on the example of its use in therapy of a child with trisomy 21. The presentation focused on the dynamics with which the child was acquiring successive skills over two years, that is, from the beginning of constant and systematic therapy using this method.

In the second series, there were the following workshops: *Swallowing dysfunctions (Zaburzenia połykania)* (led by Tatiana Lewicka, Nutricia Polska). In this workshop, aspects of physiology and anatomy of the swallowing process were discussed, phases of swallowing, methods for diagnosing dysphagia with emphasis on particular phases, symptoms of dysphagia, therapy methods, complications of dysphagia, nutritional treatment, alternative access to the gastrointestinal tract, preparation of meals; *Dysfunctions of respiration and swallowing in diagnosis and in speech therapy (Dysfunkcje oddychania i połykania w diagnozie i terapii logopedycznej)* (held by Izabela Malicka, International School of Krakow). In the workshop, the breathing function was described as one of the primary functions. The relationships between respiration, resting position of a tongue, swallowing and articulation disorders were indicated. The subject was discussed in the aspects of diagnosis and speech therapy; *Resonance disorders in diagnosis and speech therapy (Zaburzenia rezonansu w diagnozie i terapii logopedycznej)* (led by Danuta Pluta-Wojciechowska, University of Silesia in Katowice). The author presented issues related to disorders of nasal resonator in the production of speech sounds from the speech-language pathology and speech phoniatrics perspectives. She presented methods for diagnosing resonance disturbances, as well as ways of determining their causes, and defined directions of post-diagnostic treatment in case of nasality; *Stimulator of Polymodal Sensor Perception – a Polish innovative device for multi-sensory therapy in sensory based disorders (Stymulator Polimodalnej Percepcji Sensorycznej – polskie, innowacyjne urządzenie do prowadzenia wielozmysłowej terapii w grupach zaburzeń o podłożu sensorycznym)* (conducted by Bartłomiej Szylz, GNP Magnusson Aparatura Medyczna Sp. z o.o.). During the meeting, participants could familiarize themselves with the rules governing the function-

ing of the system, assumptions for therapy, and witness the process of therapy programming on demo devices.

In the next, third series, the participants could choose from among the following workshops: *New methods of diagnosis and therapy in central hearing disorders (Nowe metody diagnostyki i terapii centralnych zaburzeń słuchu)* (led by Zenobia Bogdanowska, Psychological and Pedagogical Counselling Centre No. 1 in Olsztyn and Olga Przybyła, University of Silesia in Katowice). The workshop focused on the following issues: central hearing disorders: definition, epidemiology, pathomechanisms and clinical subtypes; diagnostics – theoretical part – overview of tests evaluating higher hearing functions and practical presentation of the tool for CAPD diagnosis: APD-Medical Platform; therapeutic treatment: theoretical bases of hearing improvement and presentation of Neuroflow active hearing training; *Programming of the Polish language in bilingual children (Programowanie języka polskiego u dzieci dwujęzycznych)* (held by Urszula Ciszewska-Psujek, Maria Curie-Skłodowska University in Lublin). This workshop was a review of methods and techniques used in teaching Polish as a foreign language in case of children of foreigners or Polish bilingual children in pre-school and early school age, methods which can also be used in therapy of children with delayed language development. During the meeting, there were also examples presented of grammar exercises, designed by the author, for mastering nominal and verbal inflection; *Talk Tools Oral Position Therapy (Terapia Pozycji Oralnej Talk Tools)* (led by Piotr Jaworski, PJtherapeutic Piotr Jaworski). The workshop programme included, but was not limited to: OPT and other therapies based on the physiotherapy model; theoretical principles of OPT, definition of motor plan; conditions necessary for improvement of speech clarity; OPT targets; model of diagnosis with feeding included; tools for therapy and diagnosis including bite blocks, a hierarchy of horns, tools for verticalisation and lateralisation of a tongue in structural-functional hierarchy, mandible-lip-tongue model; feeding as part of the OPT programme; *Development of communication at the pre-symbolic level – the basis of speech therapy for children with autism (Rozwijanie komunikacji na poziomie przedsymbolicznym – podstawa terapii logopedycznej dziecka z autyzmem)* (held by Magdalena Tarnawska, Psychological and Pedagogical Counselling Centre, Specialised Counselling Centre for Autistic People in Świdnik). During the meeting, a strategy for working with a child with autism spectrum disorder was presented, based on the author's professional experience. The specificity of communication development in people with autism

was discussed, followed by therapeutic techniques that develop communication skills important for emergence of symbolic communication.

In the fourth series, the following workshops were held: *Innovative methods of neurorehabilitation in language functions and cognitive therapy (Innowacyjne metody neurorehabilitacji w terapii funkcji językowych i poznawczych)* (led by Bożena Duda, Katarzyna Broniec-Siekaniec, Dorota Pikla, Upper Silesia Rehabilitation Centre 'REPTY' in Tarnowskie Góry). This workshop presented innovative methods of neurorehabilitation: *C-Eye System, Rehacom and Biofeedback (System C-Eye, Rehacom i Biofeedback)*, used to diagnose and treat patients with brain damage who are on treatment in Upper Silesia Rehabilitation Centre 'Repty'; *How to create easy-to-read texts? Principles of creating and modifying texts adapted to perceptive abilities of people with special communication needs* (conducted by Renata Kołodziejczyk, Aleksandra Borowicz, John Paul II Catholic University in Lublin). The aim of the workshop was to familiarise participants with the principles of creating or modifying texts so that they could be understood by people with language disorders: hearing impairment, aphasia, autism, mild mental retardation and people with special communication needs: foreigners, Polish children returning from emigration, etc. Adaptation of texts may pertain to the logical layout, content, vocabulary, syntactic structures and the graphical form of the text. Participants in the workshop had the opportunity to apply the principles they learned in practice, by creating easy-to-read texts and making modifications to difficult texts; *Speech therapy of people with ASD based on verbal behaviour response (verbal operants) (Terapia mowy osób z ASD w oparciu o werbalne zachowania sprawcze)* (led by Wojciech Lipski, Maria Curie-Skłodowska University in Lublin). The workshop was devoted to the application of the verbal behaviour response theory (verbal operants) according to B.F. Skinner, in the therapy of people with ASD. Verbal behaviour responses may serve as the basis to conduct a large functional diagnosis and build a plan for therapy adapted to particular child's communication capabilities. Broadening of the verbal behaviours repertoire enables an ASD person to develop communication skills; *Use of the natural environment in speech therapy (Wykorzystanie środowiska naturalnego w terapii logopedycznej)* (led by Aleksandra Matyjasek and Rafał Matyjasek, Maria Curie-Skłodowska University in Lublin). The aim of the workshop was to present the significance of hortitherapy, explain the principles of sensory garden design with regard to vegetation and elements of small architecture, and to propose specific therapeutic interactions support-

ing cognitive and communication functions based on author's design concepts.

The fifth series consisted of the following workshops: *Social and communication skills development in children and adolescents with autism spectrum disorders* (*Kształtowanie umiejętności społecznych i komunikacyjnych u dzieci i młodzieży z zaburzeniami ze spektrum autyzmu*) (led by Aleksandra Matyjasek, Maria Curie-Skłodowska University in Lublin). Workshop participants learned how to formulate therapeutic goals, use motivational systems, and became familiar with techniques used in therapeutic work; *Hand therapy and SIhand® integrated writing training as a form of child development support* (*Terapia ręki oraz Zintegrowany trening pisania SIhand® jako forma wspomagania rozwoju dziecka*) (conducted by Agnieszka Rosa, Orticus Center for Vision and Development). During the workshop, a set of optimally selected hand therapy exercises and an integrated SIhand® writing practice were presented, including the development of correct motion patterns in the scope of gross and fine motor skills, development of a correct motion pattern in graphomotor skills, correction of improper pencil grasp; *Formation of prosodic qualities* (*Kształtowanie sprawności prozodycznych*) (led by Marta Wysocka, Maria Curie-Skłodowska University in Lublin). The aim of the workshop was to familiarise participants with techniques and methods used to improve the perception and implementation of prosodic features, which may be applied in the treatment of speech disorders, in speech therapy for performing artists and in stimulation of language development in children.

In the last, sixth series, participants of the conference could choose from among the following workshops: *Speech-language neuropathology intervention practices in neurogenic dysphagia with the use of VocaSTIM and IOPI apparatuses* (*Metody postępowania neurologopedycznego w dysfagii neurogennej z wykorzystaniem aparatów VocaSTIM i IOPI*) (led by Ewelina Abramowicz-Pakuła and Grażyna Kubacka, Upper Silesian Rehabilitation Centre 'REPTY' in Tarnowskie Góry). The workshop was aimed at presenting a variety of methods of treatment of dysphagia, depending on the location of the damaged area and the condition of the patient. Adaptive, compensatory and restorative methods were presented, as well as stimulation methods, including the use of VocaSTIM apparatus; *60 steps programme in therapy of speech disorders – level 3* (*Program 60 kroków w terapii zaburzeń mowy – poziom III*) (conducted by Katarzyna Ita Bieńkowska, M. Grzegorzewska Academy of Special Education in Warsaw, Association of Parents and

Friends of Children with Hearing Impairments in Krosno). The author of the workshop wanted to share her experiences and thoughts related to work on level 3 – linguistic. During the workshop, principles of extending lexical, paradigmatic and associative resources were discussed with the participants, and synthesising both in a natural dialogue and during planned exercises in accordance with the auditory verbal method; *Breathwork in voice rehabilitation (Praca z oddechem w rehabilitacji głosu)* (Barbara Sambor, L. Solski PWST National Academy of Theatre Arts in Kraków, University of Silesia in Katowice). The aim of the workshop was to familiarize participants with respiratory problems in children and adults with various types of dysphonia. During the workshop, different methods of breathwork were analysed, in terms of their effectiveness and consistency with the latest knowledge in voice rehabilitation. Participants learned effective techniques for restoring physiological respiration and how to keep proper respiration-phonation-articulation coordination during voice therapy; *Speech therapy for children with epilepsy (Terapia logopedyczna dzieci z padaczką)* (led by Magdalena Kozłowska, Maria Curie-Skłodowska University in Lublin). The issues discussed during the workshop included: epilepsy as the most common neurological disorder of developmental age and developmental disorders in epilepsy: linguistic, communication, cognitive, motor, emotional disorders; diagnosis of disorders, programming of therapy and the standard for speech therapy within the framework of integration methods: stimulation of psychomotor development (assumptions of psychomotor methods on the example of Procus and Block therapy); elimination of neuromotor immaturity through exercise therapy focused on primary reflexes; stimulation of development and sensory integration in children with epilepsy; *Sensory integration as a method supporting speech-language therapy (Integracja sensoryczna jako metoda wspierająca terapię logopedyczną)* (led by Sylwia Filipczak, Maria Curie-Skłodowska University in Lublin). The workshop was aimed at presenting the method of sensory integration and principles of its use in speech therapy. *'I learn to speak, to pronounce, to tell' – the use of educational books in prevention and therapy of speech disorders in children („Uczę się mówić, wymawiać, opowiadać” – zastosowanie książki edukacyjnej w profilaktyce i terapii zaburzeń mowy dziecka)* (led by Marta Galewska-Kustra, Maria Grzegorzewska Academy of Special Education in Warsaw). During the workshop, the participants were presented the ways of consciously supporting child's developing speech with the use of educational literature for children from the series 'I learn: to speak, to pronounce, to tell.'

It is worth emphasizing that all workshops, thanks to the experience of the trainers, were a source of very valuable and practical information for their participants.

During the conference, scientific posters were also presented. This included the following works and their authors: Kamila Bigos (Maria Curie-Skłodowska University in Lublin), *Articulation disorders in cerebral palsy. Case study. (Zaburzenia artykulacji w mózgowym porażeniu dziecięcym. Studium przypadku.)* The author presented a case study of a seven-year-old boy with cerebral palsy. With the help of diagnostic techniques and tools, she evaluated the structure and efficiency of speech organs, phonemic hearing and articulation. She also specified therapeutic goals; Kamila Bigos, Karolina Gruszka (Maria Curie-Skłodowska University in Lublin), *Infant at the speech therapist's. Stimulation of psychomotor development in the first year of life. (Niemowlę u logopedy. Stymulacja rozwoju psychoruchowego dziecka w pierwszym roku życia.)* The poster drew attention to the importance of proper motor development and development of cognitive functions within the first year of a child's life; Urszula Ciszewska-Psujek (Maria Curie-Skłodowska University in Lublin), *Do alcoholics need speech therapy? (Czy alkoholikom potrzebna jest terapia logopedyczna?)* The author emphasizes that toxic effects of alcohol on the central nervous system lead to a permanent decrease in the number and size of neurons and neuronal connections, and consequently to cognitive disorders, including executive functions and memory, and disorders in processing of emotional information. Alcohol addicts may need a speech therapist to show them how a language can stimulate brain activity; Katarzyna Cygan (Maria Curie-Skłodowska University in Lublin), *Cohesion of narrative images in children with epilepsy. (Spójność obrazów narracyjnych u dzieci z padaczką.)* The idea of this poster is to show how children with epilepsy create narrative images in texts created based on picture stories and given topics; Ewa Dzięcioł-Chlibiuk (University of Natural Sciences and Humanities in Siedlce), *Linguistic metaphor indicators in statements uttered by students with hearing impairment. (Językowe wykładniki metafor w wypowiedziach studentów z niepełnosprawnością słuchową.)* Based on collected interviews with students with hearing impairment, the author attempts to answer the following questions: how do hearing impaired people understand figurative expressions: common metaphors, idiomatic compounds and proverbs, if they treat them relevant to a specific situation, and if they use them in everyday interactions. What is the biggest problem in the acquisition of metaphorical meanings. Do figurative expressions exist in

the conceptual system of people with hearing dysfunction and how are they perceived and interpreted? How do they try to explain relationships they do not know? Karolina Gruszka (Maria Curie-Skłodowska University in Lublin), *Language and communication skills of a child with cerebral palsy. (Sprawności językowe i komunikacyjne dziecka z mózgowym porażeniem dziecięcym.)* The purpose of the presentation was to describe and analyse the language and communication skills of a child with cerebral palsy. The results of the study were based on the speech-language pathology diagnostic standard. Attention was also paid to therapeutic treatment; Ewa Hrycyna (University of Warmia and Mazury in Olsztyn), *Semantic and pragmatic disorders in pre-school children – suggestions for therapeutic interventions.* The poster presented proposed therapeutic interventions in the case of semantic-pragmatic disorders in pre-school children. It stressed the importance of the matter in the context of a child's daily functioning in various social groups (family, peers, preschool group); Aleksandra Jastrzębowska-Jasińska (The 'Mówię Dobrze' Speech Counselling Office in Warsaw), *Practices of stuttering therapy in adolescents and adults on the basis of case studies. (Metody terapii jąkania u młodzieży i osób dorosłych na podstawie studiów przypadków.)* The author presented three case studies illustrating how stuttering therapy was performed, and showing that the methods used (of more fluent stuttering or more fluent speaking) may be effective in the treatment of stuttering in adults and adolescents; Olga Jauer-Niworowska, Anna Lis (Warsaw University), *Speech therapy of people with post-stroke dysarthria (including swallowing disorders). (Terapia logopedyczna osób z dysarthrią poudarową (z uwzględnieniem zaburzeń połykania).* The poster dealt with a comprehensive speech therapy for people with post-stroke dysarthria with differentiated symptoms depending on the location of the stroke. The authors also presented principles of therapy for patients with dysphagia accompanying dysarthria; Aldona Kocyla-Łukasiewicz (Siedlce University of Life Sciences and Humanities), *Central Auditory Processing Disorders as one of the causes of communication disorders. (Centralne Zaburzenia Przetwarzania Słuchowego jako jedna z przyczyn zaburzeń komunikacji językowej.)* The author pointed out that correct diagnosis allows to plan and guide therapeutic work with a child. Properly conducted therapy of central auditory processing disorders improves the child's communication skills and its functioning at school. Therapeutic potential is high: from standard methods of therapy to modern rehabilitation techniques: listening training based on the Tomatis, Johansen or Warnke methods; Sylwia Krupa (Maria Curie-

Skłodowska University in Lublin), *Dialogue skills of patients with frontal lobe damage.* (*Sprawności dialogowe osób z uszkodzeniami płatów czołowych.*) The poster featured dialogue skills of people with frontal lobe damage. The assessment of dialogue efficiency, based on the collected research material, was presented by the author in three aspects: the structure of the dialogue, the consistency of responses, and the length of the speech. The result of the analysis was the statement of the most characteristic dialogues skills of the discussed patients; Natalia Kryszak (Maria Curie-Skłodowska University in Lublin), *Difficulties in reading and writing in twins with motor alalia.* (*Trudności w czytaniu i pisanu u bliźniąt z alalią motoryczną*). The author showed a connection between conjugated developmental problems, including alalia, and difficulty in reading and writing; Marlena Kurowska (Uniwersytet Warszawski), *Methods of updating the correct vocal-articulatory-grammatical structure of words in children with speech and language development disorders of cortical origin.* (*Sposoby aktualizowania prawidłowej struktury brzmieniowo-artykulacyjno-gramatycznej wyrazów u dzieci z zaburzeniami w rozwoju mowy i języka uwarunkowanymi korowo.* ) On the poster, the author presented groups of exercises and techniques allowing to easier and faster recall the form of expression expected in a given context: semantic, vocal-articulatory and grammatical; Magdalena Kwaterkiewicz (Maria Curie-Skłodowska University), *The influence of musical and music-movement exercises on the development of prosodic skills in 5–6 years old children.* (*Wpływ ćwiczeń muzycznych i muzyczno-ruchowych na rozwój kompetencji prozodycznych dzieci 5–6 letnich.*) In the scientific poster, the author presented the results of her own research on the influence of music and music-movement exercises on the development of prosodic competencies in five and six-year-old children whose dynamic development of phonetic-phonological system almost complete; Hanna Owczarzak, Lidia Nawrocka, Anna Sinkiewicz (Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Toruń), *Voice and speech rehabilitation in a patient after removal of larynx and esophagus.* A transcript of speech and phoniatic rehabilitation of a 78-year-old patient after complete removal of the larynx and esophagus with reconstruction by gastric transposition was presented on the poster. The rehabilitation programme utilised the experience gained with training of esophageal speech; Hanna Owczarzak, Adam Maciejewski, Krzysztof Oleś, Cezary Szymczak, Łukasz Krakowczyk, Maciej Grajek, Anna Sinkiewicz (Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun, M. Skłodowska-Curie Institute in Gliwice), *Rehabilitation of voice and swallowing in a patient*

*after a larynx transplant. (Rehabilitacja głosu i połykania u pacjenta po przeszczepie krtani.)* The authors of the poster presented speech and phoniatic rehabilitation process of a 39-year-old patient after laryngeal transplantation. Rehabilitation exercises included respiratory tract, articulation apparatus and phonation exercises, using the vocal-phonetic method. At the same time, swallowing exercises were introduced; Jolanta Panasiuk (Maria Curie-Skłodowska University in Lublin), *Diagnostic and therapeutic procedures in locked-in syndrome. (Procedury diagnostyczno-terapeutyczne w zespole zamknięcia.)* On the poster, the topic of speech-language neurorehabilitation needs of people with locked-in syndrome was presented. These needs are related both to improvement of clinical treatment standards and to dissemination of knowledge about the syndrome and the life situation of people affected by it. Jolanta Panasiuk (Maria Curie-Skłodowska University in Lublin), Maria M. Kaczyńska-Haładaj (Neuropsychiatric Hospital in Lublin), *Development of a child with Dravet Syndrome. Disintegration – neuroplasticity – neurocompensation. (Rozwój dziecka z zespołem Dravet. Dezintegracja – neuroplastyczność – neurokompensacja.)* A multifaceted assessment of neurodevelopmental disorders in a 6-year-old boy with Dravet syndrome was presented in the poster, taking into account changes resulting from the course of the disease and their effects on motor, social-emotional, cognitive and linguistic functioning. Multidisciplinary evaluation of the child, verified in subsequent stages of the disease, allowed to plan an optimal, effective therapy and rehabilitation of the described child; Jolanta Panasiuk (Maria Curie-Skłodowska University in Lublin), Maria M. Kaczyńska-Haładaj (Neuropsychiatric Hospital in Lublin), *Dissociation or neurodegeneration. Problems of diagnosis, treatment and rehabilitation. (Dysocjacja czy neurodegeneracja. Problemy diagnozy, leczenia i rehabilitacji.)* The authors have shown that the diagnosis of degenerative disorders must be performed in a multi-stage and comprehensive way. Due to the dynamic nature of dementia, attention should be paid to prodromal symptoms preceding the onset of developing age dementia. Rehabilitation procedures are differentiated at various stages of illness and recovery. As a result of rehabilitation and educational interventions, improvements may be achieved in the area of correctional functioning; Jolanta Panasiuk (Maria Curie-Skłodowska University in Lublin), Maria M. Kaczyńska-Haładaj (Neuropsychiatric Hospital in Lublin), *Neurodevelopmental disorders in epilepsy. Dynamics – treatment – therapy. (Zaburzenia neurorozwojowe w padaczce. Dynamika – leczenie – terapia.)* The poster presented the dynamics of neurodevelopmental

tal disorders in the course of a severe symptomatic epilepsy with occurrences of status epilepticus in a 7-year-old boy and the impact of multidisciplinary therapy on resolution of epilepsy symptoms and significant improvement in motor, social-emotional and cognitive-language functioning. Ewa Wolańska (University of Warsaw), *New forms of neurological rehabilitation as a response to new forms of pharmacotherapy in Alzheimer's disease. (Nowe formy rehabilitacji neurologopedycznej jako odpowiedź na nowe formy farmakoterapii w chorobie Alzheimer'a)*. The author presented an opinion-forming poster on new forms of neurological rehabilitation as a response to new forms of pharmacotherapy used in Alzheimer's disease. The aim of such rehabilitation is to help patients to return to relative self-reliance by stimulating the natural restoration of damaged functions and teaching patients how to compensate for those deficits, which turn out to be persistent. Marta Wysocka (Maria Curie-Skłodowska University in Lublin), *Emotional prosody in the perception of children with normal hearing and children with hearing impairment. (Prozodia emocjonalna w percepcji dzieci z uszkodzonym narządem słuchu i dzieci słyszących.)* The poster presented results of own research on the reception of prosodically expressed emotions by children with prelingual damage to the hearing system, and by children with normal hearing. These results suggested that, despite the use of hearing aid, which enables reception of speech, children with hearing organ damage have big difficulties in perceiving emotional prosody; Anna Zwierzchowska (Jerzy Kukuczka Academy of Physical Education in Katowice), Katarzyna Ita Bieńkowska (M. Grzegorzewska Academy of Special Education in Warsaw, Association of Parents and Friends of Children with Hearing Loss in Krosno), *Exercises for children with hearing impairment to compensate for sensory, body control and balance disorders. (Ćwiczenia kompensujące zaburzenia czucia, kontroli ciała i równowagi dla dzieci z wadą słuchu.)* There were a dozen or so simple exercises presented on the poster, that not only activate gross and fine motor skills, but also influence the effects of interdisciplinary interventions aimed at compensation of developmental deficits caused by hearing impairment in children.

The conference has undoubtedly fulfilled its purpose – for the participants it became the forum for discussion, exchange of views, experiences and skills. It also contributed to strengthening the scientific cooperation between different centres.