BUILDING BRIDGES

THE 14TH PANHELLENIC 1ST INTERNATIONAL CONGRESS ON SPEECH AND LANGUAGE THERAPY

ORGANIZED BY

PANHELLENIC ASSOCIATION OF LOGOPEDISTS-LOGOTHERAPISTS



28-30 MAY 2021

DIGITAL CONFERENCE

COLLABORATION

DKTD ASSOCIATION OF SPEECH AND LANGUAGE THERAPISTS, TURKEY

PREFACE

The **14th – 1st Panhellenic International Congress of Speech and Language Therapy "Building Bridges" which will be conducted at 28, 29 and 30 May 2021 in digital form** with the collaboration of the Turkish Association of Speech and Language Therapists and speakers from Greece, Turkey, Cyprus, Bulgaria, Czech Republic, United Kingdom, USA, Romania, Lithuania, Spain, Holland and Estonia.

The goal of the Congress is an overview of recent developments focusing on sectors of therapy, early intervention, assessment and the promising application of the accomplishments of current research and new technologies. Another objective of this congress is to promote the interdisciplinary nature of research and the cooperation with other related professionals (doctors, special education teachers, psychologists, occupational therapists, physiotherapists, teachers etc.) in the intervention of speech, language and communication difficulties.

The Congress includes many different scientific sections with a focus on the following areas:

- Neurodevelopmental disorders in childhood: Clinical and Research Topics
- Participation and Activity – Quality of life
- Multiculturalism – Language Development
- Children with Cochlear implant
- Promoting communication in adulthood

The congress hosts 500 participants from 12 different countries, in 2 parallel digital rooms and offers the advantages of a broader scientific digital meeting due to participation of **internationally recognized speakers** and **highly distinguished Greek scientists**.

The congress includes **oral presentations, keynote speeches, specific sessions, invited speech** as well as **posters**. During the oral presentations, specialized **workshops** will take place for those participants who are looking for more experiential education and scientific experience. Furthermore, the participants of the Congress have the opportunity to attend two **webinars** with related scientific content, before the main congress.

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WEBINAR 1: INTERDISCIPLINARY APPROACH TO THE EVALUATION AND REHABILITATION OF CHILDREN WITH COCHLEAR IMPLANT CLINICAL PRACTICES AND REFLECTIONS

All the internationals criteria, researches, many years of experience, good practices and their effectiveness, confirm the necessity and importance of the interdisciplinary approach, from all the specialties of the scientific community, in the process of the assessment and rehabilitation of children with cochlear implant (CI).
The holistic intervention of children with CI and the cooperation with their family and educational environment are necessary for the development of their communication. Scientifically trained professionals, working with children with CI, will highlight the roles and goals of each specialty, the good cooperation between them but also, they will present clinical practices and new data, and discuss various concerns that may arise.

Moderators:

Anagnostou Flora, MSc, PGDip, MRCSLT, Speech & Language Therapist, Voice Pathology, MSc – Audiological Science, MSc

Gouda Stamatia, Speech & Language Therapist

Panel:

Attica University Hospital, Athens:

Nikolopoulos Thomas, MD, DM, PhD, FEBEORL-HNS, Professor of ENT at the National and Kapodistrian University of Athens, Director of B'ENT Clinic, Attica University Hospital, Athens

Kitsona Mariana, MSc, MA, CCC-SLP, Speech & Language Therapist

Cochlear Implantation Center of the A' University ENT Clinic of "AHEPA", Thessaloniki:

Kyriafinis Giorgos, PhD, ORL Surgeon, Head of the Cochlear Implantation Center

Aidona Sophia, PhD Special Education Teacher-Speech and Language Therapist

Stagiopoulos Petros, PhD, Special Education Teacher, Head of 1st KESY A'Thessaloniki

Papageorgiou Hospital, Thessaloniki:

Markou Konstantinos, Professor of Medical School, Aristotle University of Thessaloniki
Director of B' University ENT Clinic, Papageorgiou Hospital, Thessaloniki

Nikolaidis Vassilios, Assistant Professor ENT Clinic, B' University ENT Clinic, Aristotle University of Thessaloniki

SATYRDAY 08-05-2021 – 17:00-19:00

WEBINAR 2: TELE-THERAPY IN SPEECH AND LANGUAGE THERAPY IN TURKEY: BRAVE SLTS IN THE NEW WORLD

"The only thing that does not change is the change itself." After Covid-19, the world needed to change in every aspect to be able to maintain the daily needs. Speech and Language Pathology discipline was one of them. It affected not only the people who needed the service but also the therapists who provide the service and the education system which trains SLTs to be. Thus, the aim of this webinar is to share the knowledge that was gained from the experience of tele-practice after the pandemic in terms of those three perspectives: clients, SLTs and the academia. However, the experience without a well-grounded theoretical knowledge would be weak, thus the webinar will start with the evidence-based roots of tele-practice and proceed with our experiences which were based on this evidence. Subsequently, the session will continue with the technical issues concerning the tele-practice process, and there will be given some useful tips on how to manage the unexpected problems. Lastly, it will focus on the education extent of tele-practice process which has a big role to accomplish to train SLTs to fulfill the practical needs of the public. Essentially, the supervision stage of the intern SLTs, who have been practicing tele-practice and getting tele-supervision, will be mentioned. As strong believers of ethical approach in our practices, it is widely known that SLTs prioritize ethic to any issues. That is the reason why all the three speeches will emphasize the importance of ethics and based on ethical issues.

Chairman: Spyros Koutras, Panhellenic Association of Logopedists (PAL)

Moderator: Professor Ahmet KONROT -Üsküdar University

Speakers: Nazmiye Evra Günhan Şenol - Medipol University, İstanbul

Evidence based roots of tele-therapy: where it began and how it goes

Elif Meryem Ünsal Akkaya - İzmir Bakırçay University

Technical issues in tele-therapy

Seda Esersin - Anadolu University

Tele-supervision: Anadolu University sample, experience-based practice tips

ORAL PRESENTATIONS : LEARNING DIFFICULTIES

1. THE DEVELOPMENT OF ORAL SPEECH SKILLS IN CHILDREN FACILITATES THE LEARNING OF WRITTEN SPEECH: THEORETICAL DOCUMENTATION, ADAPTATION AND DESCRIPTION OF TWO EMPIRICALLY DOCUMENTED TEACHING INTERVENTIONS FOR PRESCHOOL OR ELEMENTARY SCHOOL STUDENTS WITH LANGUAGE DISORDERS TO SUPPORT AND PREVENT READING ABILITY.

Pontiki I. Konstantina

ABSTRACT

This paper is referring to the skills of oral speech and its effect on writing skills. The transfer of spoken to written language is influenced by metalanguage awareness. Several researchers have investigated on how oral speech affects writing. Difficulties in phonology, vocabulary, memory, textual type, auditory comprehension, morphology have been associated with literacy difficulties.

The first section provides an extensive reference on the contribution of oral speech to writing through updated bibliography and recent studies. Furthermore, the paper focuses on people with Specific Language Impairment (SLI) with difficulties in speaking. Reference is made to studies in people with SLI who have shown a risk of developing literacy difficulties. Then, the work focuses on a specific profile of a student with SLI, where he studies in the first grade of primary school, where the difficulties in speech and his school performance are analyzed.

At the end, there is the presentation of two empirically documented didactic interventions that have been created in "Reading with emphasis on phonology" and "Intervention with emphasis on oral speech". Specifically, these programs and their effectiveness have been analyzed. The two programs were then adapted to the characteristics and difficulties of the student described above, setting long-term and short-term goals and designing the material to achieve the goals. The goals were designed to prevent and address difficulties. The importance of early intervention in speech disorders before entering school with the aim of equal opportunities for learning is also emphasized.

2. MATHEMATICAL PROFILE TEST: AN ONLINE ASSESSMENT TOOL OF MATHEMATICAL SKILLS FOR PRIMARY SCHOOL STUDENTS

Giannis Karagiannakis[1] [1]Experimental Psychology Lab,

Natioanal & kapodistrian University of Athens. g.karagiannakis@primedu.uoa.gr

ABSTRACT

In the numerical cognition domain, there is a clear lack of a theoretically- driven assessment tool which covers a wide range of mathematical skills. The Mathematical Profile Test

(MathPro Test - Karagiannakis & Nöel, 2020) was developed to meet this goal. The present lecture presents the adaptation and standardization in Greek. It is an autonomous online battery which can be administered individually or in groups since the examinee/s are instructed interactively by the test's software. The full version of the MathPro Test includes 18 tasks which assess numerical skills related either to specific cognitive domain (core number), or to general cognitive domains (visual- spatial, memory, or reasoning) whereas the short version (MathPro-S Test) includes four tasks for grade 1 and five for grades 2-6. The test was administered to a sample of 2371 primary school children (Grades 1-6) which was recruited from seven geographical prefectures of Greece.. The MathPro Test showed satisfactory internal consistency as well as repeated measures reliability. Significant and stable correlation with teachers' evaluation on mathematical performance across all grades were found with children with difficulties in mathematics to be performed significantly lower. All this in combination with findings from studies conducted in other countries, suggest that the MathPro test is a reliable and valid tool that can be used both as a screening test (short version) of mathematical skills for large groups of students as well as for assessing in detail the mathematical profile (full version) of children with or without mathematical learning difficulties – dyscalculia for diagnosis purposes and focused intervention based on the individuals strengths and weaknesses in mathematics.

Keywords: Assessment, mathematical difficulties, mathematical skills, dyscalculia.

3. VISION AND LEARNING DIFFICULTIES - TRACING THE VISUAL READING PATH

N. Kozeis[1], M. Triantafylla[1], C. Tsenikoglou[1], A. Kozei[1], S. Tyradellis[1], V. Andreadakis[2], N. Boufahredin[3], H. Servou[3], D. Bahourou[4], J. Smyrnakis[2,5], J. Aslanidis[2,6]

[1] Pediatric Eye Center of Greece

[2] Advanced Visual Technologies

[3] Special Educator at high school

[4] Special Educator at primary school

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ABSTRACT

Introduction

Reading is a complex cognitive activity, which requires good eyesight, good hearing, good intellect, decoding ability and lexical comprehension. Clear binocular vision, satisfactory focus and convergence mechanism, precise execution of fixations and saccadic movements, good visual-perceptual ability and visual memory, are necessary optical functions for easy reading, combined with good concentration.

This study was designed to accurately capture the visual reading path (visual strategy) in real time and during silent reading, in order to record possible differences between typical and dyslexic readers.

Methods

The study involved Greek students, aged from 8.1 years to 15.6 years, girls and boys, in two groups: diagnosed dyslexics and age-normal readers. Imaging the visual reading path was done in real time with an eye tracker (Tobii 4C eye-tracker).

All children were examined ophthalmologically (functions mentioned in the introduction) and audiologically. If the participant's vision and hearing were normal, then the examinee would enter a quiet room to silently read two texts of increasing difficulty, which had been written by educators and were appropriate for the participants' ages (consisting of words of low and high frequency respectively). The text was displayed on a laptop screen (Dell with Intel i7 processor and 15.6 ’οθό screen size, 1366 × 768 pixels screen resolution, 60 Hz refresh rate). Prior to reading, the participant was calibrated with the tracker.

Results

"Non-text-related" and "text-related" parameters were analyzed. In the typical readers the reading speed increased with age with a greater increase in the children of D 'and E' elementary school, while in the dyslexic readers the reading speed increased slowly after the D 'elementary school. The number and the average duration of attention showed a gradual decrease in the typical readers, while in the dyslexics it showed a slow but steady decrease in time. The biggest difference between the two groups of the study was observed in the children of the 4th grade. The length of saccadic movements in typical readers increased with age, while the opposite occurred in dyslexic patients. The number of words without intentions gradually increased from 14 words in the third grade to 35 words in high school, while in dyslexic readers, there was a gradual increase. For the typical readers the number of words with multiple intentions is steadily decreasing from about 100 words in the 3rd Elementary to about 60 in the High School, while in the dyslexics the downward trend starts from the 4th Elementary (120 words) and reaches up to about 100 words in the High School. In typical readers, the number of in-word refocuses is steadily declining, as is the case with dyslexic readers, except that the number of refocuses is much higher in the second group. The success rate (predictive validity) reached 90% of the correct ranking of the children, 93% specialty-specificity and 87% sensitivity-sensitivity.

Discussion - conclusions

Vision is a very important factor in achieving easy reading, but tracking the visual strategy followed by the reader during silent reading could capture some important dyslexic characteristics. This study revealed the different visual strategies between the two groups under study. This fact demonstrates the possibility of a reliable and objective detection of dyslexic characteristics in children, by analyzing with algorithms, visual data. The method is independent of the national language, quick and non-invasive, sensitive and specific, and also easily applicable to large sample of students.

4. INVESTIGATING THE USE OF MACATON SYMBOLS TO ENHANCE READING COMPREHENSION IN CHILDREN WITH DEVELOPMENTAL DISABILITIES

Elena Alonefti, Elena Theodorou and Ioannis Vogindroukas

Department of Rehabilitation Sciences, Cyprus University of Technology

ABSTRACT

The present study investigated the reading comprehension of children with Developmental Disabilities when written text was simultaneously by MAKATON symbols. An additional aim of this study was to identify which information that appears in the text can be benefited, in terms of reading comprehension, by symbolic representations.

A total of 18 subjects participated in this study, including 6 adults, 6 typically developing children and 6 children who prior had been diagnosed with developmental disorders. Participants were asked to read 2 texts, which were similar in terms of their characteristics (e.g. number of words, sentence complexity, number of episodes, characters, etc.). One of the texts appeared only in written form, while the second one appeared in text and MAKATON symbols. Participants were asked to answer comprehension questions orally. The questions, were formulated after piloting the experiment, with the adult participants. Their responses, were recorded and then analysed using 2 methods, the True/False method and the Scale Method (1-5).

The results showed that when the text was accompanied by symbols, reading comprehension abilities of children with Developmental Disabilities was better, while no difference in the performance of children with typical development was observed. Qualitative analysis of the results showed that certain types of information were benefited by the use of symbols, such as central characters and mental verbs. It was also observed that children of typical development answered correctly to questions about the symbolic text that had a specific answer, while they were not helped neither in questions that required drawing inferences nor in summarizing the information included in the whole text.

In conclusion, it appears that the use of MAKATON symbols enhances the reading comprehension of children with Developmental Disabilities. Therefore, MAKATON symbols can be utilized in the intervention procedures for children with reading difficulties.

Keywords: Reading comprehension, MAKATON symbols, developmental disabilities, information

5. THE IMPLEMENTATION AND EVALUATION OF THE *IREAD* PERSONALIZED LEARNING TOOL FOR CHILDREN WITH READING DIFFICULTIES AND NOVICE READERS.

Christou Theophano, Mastropavlou Maria, Zakopoulou Victoria, Nerantzini Michaela, Lekakou Marika

Keywords: Educational digital games, Learning Disabilities, Reading, Beginner Readers
University of Ioannina

ABSTRACT

The present study seeks to investigate the efficacy of the *iRead software system, Navigo*, a digitalized assistive educational application for tablets, designed to enhance reading abilities of novice readers and children with reading difficulties. Through a set of educational games (mini-games), Navigo supports reading acquisition by covering a wide range of linguistic phenomena, going beyond the skills of decoding, sound-letter correspondence (phonemic) and word recognition (graphophonemic) to more complex reading skills, including morphological awareness, and syntactic processing skills.

To examine the impact of distinctive linguistic features offered in the app on children's learning and progression, two groups of children were recruited: (a) 140 second and third-grade students from primary schools in the Attica region (novice readers), and (b) 62 fourth, fifth, and sixth-grade struggling readers from public primary schools in the region of Epirus. Children were identified as struggling readers by the special needs coordinator of their school and at the time of the study they were receiving specialist literacy provision in small groups outside of the mainstream classroom.

Students used Navigo Games once a week for a total of 8-9 months under their teachers' guidance. Children's performance was collected by a central server and was organized by game type, language level, and linguistic phenomenon.

Preliminary data showed that the app helped students improve their phonological and grammatical skills, while less improvement was attested on morphological or syntactic skills. Importantly, the use of Navigo Games supported children with reading difficulties to enhance their abilities at the phonological level compared to novice readers; a finding of great importance since less developed phonological skills can strongly affect children's reading abilities.

6. ΔΑΔΑ - TEST OF ASSESING READING SKILLS

Susana Padeliadu[1], Faye Antoniou[2] & Georgios Sideridis[2]

[1]Aristotle University of Thessaloniki

[2]National and Kapodistrian University of Athens

ABSTRACT

The purpose in the present study was to examine the reliability and validity properties of DADA, a measure assessing reading skills in the elementary and middle school. The instrument assesses the various reading components, such as, decoding, fluency, and comprehension, in grades 1 through 9. The assessment of the three components is covered by 6 subtests related to word and pseudoword decoding, word identification(2), fluency and reading comprehension. Participants in the normative sample were 1,807 students selected using stratified random sampling and representative of the Greek population strata with regard to gender (50:50), and region (rural=34%, suburban=11%, and urban = 55%). Test-retest reliability was evaluated using a sample of 73 participants and within a two-week time interval and all measurements were found significant. Internal consistency reliability engaged Cronbach's alpha and were in excess of .80. Construct validity analyses involved the confirmatory factor analysis framework. Discriminant validity engaged a subsample of 251 participants. Item bias analyses involved using the Differential Item Functioning (DIF) procedure in Item Response models. Results supported the construct validity of DATA to assess validly the reading skills and competencies included in DADA.

Keywords: Reading, Assessment, Special Educational Needs

7. THE PREDICTIVE ROLE OF READING FLUENCY IN DYSLEXIA IDENTIFICATION IN GREEK-SPEAKING CHILDREN

Sophia Giazitzidou[1], Susana Padeliadu[1] & Faye Antoniou[2]

[1]Aristotle University of Thessaloniki

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ABSTRACT

Extensive evidence has confirmed the strong association between reading decoding and fluency with dyslexia. Specifically, in more transparent orthographies, such as the Greek one, reading fluency appears to play a major role in dyslexia identification. The aim of this study was to examine the ability of specific reading skills to accurately identify students with dyslexia. We especially investigated the predictive role of words and pseudowords decoding, as well as the role of words, pseudowords, and text reading fluency in dyslexia identification. Participants of this study were 179 2nd Grade students (134 typically developing students and 45 at risk students) and 154 5th Grade students (110 typically developing students and 45 students with dyslexia). Two subtests of decoding skills and one subtest of reading fluency from the standardized reading test ΔΑΔΑ (ΔΑΔΑ, Padeliadu, Antoniou, & Sideridis, 2019) were administered to the participants. For the comprehensive evaluation of reading fluency, two more reading fluency tasks were administered, as well. Analysis of receiver operating characteristics (ROC) was used to investigate whether each independent variable classified with accuracy a participant into the dyslexic group. Interpretation of ROC curves revealed different classification rates depending on the Grade. For 2nd Grade students, reading decoding discriminated with more accuracy and specificity (91%) students with dyslexia, whereas reading fluency (89% text reading fluency and 88% pseudowords reading fluency) classified with more accuracy 5th Grade students into the dyslexic group. In total, the findings of this study confirmed the strong predictive role of reading fluency in dyslexia identification.

Key-words: Reading disabilities, Identification, Reading fluency

FRIDAY 28-05-2021, DIGITAL ROOM 2: 09:30-11:30

WORKSHOP : SOCIAL COMMUNICATION QUESTIONNAIRE, GREEK VERSION

Themis Karaminis, Georgios Sideridis, Stravroula Stavrakaki

A major challenge for speech and language therapists, clinicians, and researchers who work with Greek-speaking individuals with Autism Spectrum Disorders is the lack of standardised translation of diagnostic assessments and screening tools. In this workshop, we present the recently published (Glafki) Greek version of the Social Communication Questionnaire (SCQ, Rutter, Bailey, & Lord, 2 et al., 2003). The SCQ is a brief and easy-to-use parent-report screening instrument which evaluates social communication abilities in children who may present ASD. The SCQ is based on the Autism Diagnostic Interview- Revised (ADI-R; Rutter, LeCouteur, & Lord, 2003), is available in two forms (Lifetime and Current), and is used worldwide through 16 published translations. In this workshop, we discuss the development and usefulness of the Greek version, demonstrate its application, and investigate its structure through two interactive activities (smartphone-based).

FRIDAY 28-05-2021, DIGITAL ROOM 1: 11:30-13:00

ORAL PRESENTATIONS : ADULT COMMUNICATION DISORDERS

1. COMMUNICATION DISORDERS OF SENIORS IN INSTITUTIONS OF SOCIAL-HEALTH CARE IN THE CZECH REPUBLIC

Karel Neubauer[123], Lenka Neubauerová[45]

Key words:
Disorders of communication; social and health care; senior; social worker; clinical speech therapist.

Abstract:
The research project involves the implementation of a quantitatively oriented survey aimed at analyzing the current state of care in the place of serious communication disorders in seniors in social-health care institutions in the Czech Republic. The survey, conducted in 2018 in 14 social-health care facilities throughout the Czech Republic, includes the processing of 298 questionnaire files and covers the area of neurogenic and perceptual communication disorders among residents of these facilities from the point of view of social workers, focusing on:

- Causes and severity of present disordersof communication.
- Influence of these disorders on life and social situation of these persons, quality of their life.
- The attitude of social workers to the possible social isolation of these persons.
- Causes of limited access of these persons to qualified and efective speech therapy.

The working hypotheses of the survey were subjected to statistical analysis using the chi-square test. The subsequent analysis of the resulting data shows a serious discrepancy between the declared and perceived threat of persons with communication disorders of social isolation (with the need to address their life and communication situation) and to implement a practical program in social-health care facilities.
Respondents of the curvey show a high (and statistically supported) level of uncertainty and lack of insight into the issues of qualified clinical and counseling speech therapy for people with communication disorders, and the vast majority of facilities do not have experts in the field of diagnostics and therapeutic assistance to people with communication disorders.
The findings of the research point to the present threat to persons with serious communication disorders who are residents of social - medical institutions, of social isolation, limiting their social status and their right to a dignified and active life. This fact represents a professional and ethical challenge for both social work and clinical speech therapy.

Resources:
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LAPOINTE, L., et all. (2011) *Aphasia and Related Neurogenic Language Disorders.* New York: Thieme Medical Publishing, Inc.

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2. ACOUSTIC AND PERCEPTUAL CHANGES IN A MALE-TO-FEMALE TRANSGENDER INDIVIDUAL

Muzeyyen Karaman, Muge Muzeyyen Ciyiltepe

Muzeyyen Karaman, Assoss. Prof. PhD CCC-SLP

Muge Muzeyyen Ciyiltepe, Istinye University, Speech and Language Pathology Department

Introduction/Purpose: Transgender is an umbrella term used to describe those whose gender identity differs from their biological sex assigned at birth. Especially transgender women look for speech-language pathologists to voice and communication therapy because hormonal therapy does not diretly influence the feminization of voice and they may still perceived male by naive listeners. This study attempts to examine male to female transgenders' voice in the transition process perceptually and acoustically. Further, listeners' ratings of voice femininity is elicited.

Subjects/Method: 15 male to female transgender person participated to this study. Their voices recorded for acoustic measures including jitter, shimmer, fundamental frequency (F0), noise to harmonics ratio (NHR), pitch perturbation quotient (PPQ), amplitude perturbation quotient (APQ) and acoustic voice quality index (AVQI). Next, they filled out Transsexual Voice Questionnaire (Male-to-Female). Subsequently, 30 naive blindfolded listeners identified the gender of the recorded voices, with the intention of evaluating which voices are perceived as either male or female. Descriptive statistics were applied to acoustic features and the Spearman's correlation coefficient was applied to self- and listener ratings of voice femininity and listener perceptions of gender.

Results: Mean F0: 160.330 Hz, Jitter: %1.521, Shimmer: %5.780, PPQ: 1.045; APQ: 5.047; NHR: 0.183 and AVQI: 3.84. A positive significant correlation was found in voices considered as males, and strongly significant and negative in voices considered as females.

Conclusions: Male to female transgender community's self-perception is directly related to naive listeners' perception of their voice gender.

Keywords: *acoustic analysis, transgender, voice*

3.DYSPHAGIA, DYSPHONIA AND QUALITY OF LIFE IMPACT FOLLOWING ANTERIOR CERVICAL DISCECTOMY AND FUSION

Papadopoulou Soultana, Radi Aikaterini Panagiota, Skouleli Asimina, Ziavra Nausica

University of Ioannina Department of Speech & Language Therapy

ABSTRACT

The aim of this systematic review is to draw a conclusion after research study that has taken place in recent decades in an effort to clarify whether dysphagia and dysphonia are complications of cervical spine surgery with anterior approach. The factors that could affect the operation and lead to the appearance of dysphagia and / or dysphonia and, finally, the impact these complications may have on their quality of life. The majority of patients, who were included in our research, mostly suffered from cervical spine stenosis due to the presence of a hernia, osteophyte or normal degeneration of the intervertebral discs.

Key Words: Dysphagia, Dysphonia, Anterior Cervical Discectomy and Fusion (ACDF) surgery

Introduction

Anterior cervical discectomy and fusion (ACDF) is widely used to treat patients with cervical spondylosis, osteophyte and disc herniation. Despite the fact that the procedure is generally safe and effective, postoperative dysphagia is a common complication. The incidence of dysphagia following ACDF varies, ranging from 1% to 79%. Moreover, hoarseness following anterior cervical spine surgery due to strong retraction of the Recurrent Laryngeal Nerve (RLN) has been observed to persist, causing a prolonged dysphonia between 4% and 11%. A better understanding of their etiology and the factors that increase their risk of occurrence could help minimize this postoperative complication. This is why many attempts have been made to determine the risk factors associated with the development of postoperative dysphagia and dysphonia.

Methods

Our inclusion criteria were: the year of publication, the type of surgery, the nosological entities and the postoperative complications. All the articles that we collected were studied at the title and abstract level. Based on these criteria, we excluded articles published prior to 1990, studies that concerned a different approach, different nosological entities, such as "dysphagia and dysphonia after treatment of head and neck cancer" and studies that presented other complications such as "limb paralysis after ACDF". The number of articles that were not rejected was 55 and their full text was studied in order to collect the necessary data. Furthermore, a wide array of patients and intraoperative factors such as age, sex, operative time, number of surgical levels, type and side of approach have been studied as possible risk factors with inconsistent findings across multiple studies. Finally, a thorough analysis and categorization of the above data was performed.

Results

The goal of this review was to identify the incidence of dysphagia and dysphonia after ACDF and the associated risk factors. Specifically:

Anterior / Posterior Approach

The effect of postoperative dysphagia was significantly greater than that of preoperative in anterior approach. In contrast, this difference was not observed in posterior .

Left / Right-sided approach

There is a conflict between the authors about this risk factor, because many studies support the left - sided approach to avoid Recurrent Laryngeal Nerve (RLN) injury, while others did not find any correlation between side – RLN paralysis.

Our data showed that dysphagia was more common among patients undergoing 3 – level ACDF surgery. This difference was statistically significant and could be explained by the fact that greater incision and soft tissue retraction are required in these cases.

Temporary / Permanent occurrence of complications

Dysphagia and dysphonia usually begin in the immediate postoperative period. Overall the prevalence of dysphagia / dysphonia is higher in the first month after surgery with more severe symptoms, which gradually resolve over time.

Age and Sex

Although the authors of many studies over the years have not found an association between age and dysphagia / dysphonia, in this study there were also supporters of the opposite view. As for the sex, only a few studies placed women in the high - risk group. Most recent research suggests that sex is not a statistically significant risk factor for both dysphagia and dysphonia.

Duration of surgery & Tobacco use

Variables such as smoking and duration of surgery did not appear to be associated with postoperative swallowing and voice status. However, for the duration of surgery, many studies showed that as the time increased, the rates of dysphagia and dysphonia increased, respectively.

Graft type

The design and type of cervical plate were also evaluated as potential risk factors and it was found that plate design can affect postoperative dysphagia rates, with an increased risk associated with the use of a larger and less smooth plate.

Conclusion

Completing our review we concluded that:
• the duration of surgery • the number of levels
• the cervical levels involved and

• the type of procedure (anterior / posterior)
are risk factors for postoperative dysphagia and dysphonia.

In terms of quality of life, dysphonia is described as a disorder that negatively affects a person's communication. This reduction in functionality may be reflected in his personal relationships. Similar, patients with dysphagia after ACDF complain about having much greater difficulty in functioning and poor physical health than those without.

4. FUNCTIONAL ENDOSCOPIC EVALUATION VS EVAN'S BLUE DYE TEST FOR SWALLOWING ASSESSMENT OF TRACHEOSTOMISED PATIENTS

Daskalaki Evg, Stefanidis A, Kynigou M, Breim W, Daskalaki Evd

1 ENT Dpt, 'Theagenion' Anti-cancer Hospital, Thessaloniki

INTODUCTION-PURPOSE

The Evans blue dye test is performed by placing drops of blue dye on the patient's tongue. In the MEBDT, the patient is given blue dyed food and liquids.

Since its introduction, the blue dye test accuracy has been questioned. A new procedure has been recently introduced, using flexible endoscopy for assessing swallowing function: Fiberoptic Endoscopic Evaluation of Swallowing (FEES).

The purpose of our project is to correlate FEES with Evan's blue dye test used for clinical detection of aspiration in patients with tracheotomy.

PATIENTS-METHOD

41 individuals participated in this prospective study. Tracheotomised patients in the ICU.1-3 days before being discharged were checked with EBDT, MEBDT and FEES. All procedures were conducted from the same otorinolaryngologist, with clinical and instrumental swallowing diagnostic experience.

In EBDT, drops of blue dye were placed on the patient's tongue and the trachea was suctioned at set intervals for coloured secretions. In MEBDT, different consistencies and different amounts of coloured food were given to the patients. The finding of coloured suctioned secretion suggested aspiration,

Within 24 hours the fiberoptic examination of swallowing (FEES) was administrated. in order of assessing and treating swallowing function.

RESULTS

Purpose of this study was to correlate FEES with the classic and modified Evans blue dye test.

Aspiration was present 90,2% at FEES and 73,2% at MEBDT

With FEES as the objective test of presence of aspiration, Evans blue dye test sensitivity and specificity identifying aspiration was 78% and 75% respectively.

Positive prognostic value was 96, 6% and negative prognostic value was 27, 3%.

DISCUSSION-CONCLUSIONS

The limitations in swallowing function created by tracheostomy necessitate a high index of suspicion for aspiration to be maintained in all tracheotomised individuals.

The EBDT and MEBDT are low cost bedside methods, easy to administrate, with no need for special expertise in endoscopy or expensive endoscopic equipment. The presence of nasogastric tube, was the only cause of false positive results. FEES is slightly invasive, easy to perform bedside procedure that can be easily repeated.

5. PUBLIC AWARENESS OF APHASIA IN THE AGE OF GLOBALIZATION

Bardis Panagiotis, Proiou Chariklia

Bardis Panagiotis, Bsc, MSc, SLP

Proiou Chariklia ,Phd, CCC-SLP

ABSTRACT

As the social network and generally the mass media are evolving, we expect that the knowledge for aphasia will be increased. Nevertheless, during the recent researches the knowledge of aphasia remains reduced in comparison to other disorders.

In this particular research was given 100 questionnaires (n=100) to population of Greece considering demographic features such as gender, age and education. Furthermore, there were also questions on whether the participants had heard about aphasia or whether they knew the features of this disorder and also their basic knowledge of aphasia. In addition, a video was created in order to inform the public about aphasia, which was posted on YouTube (Title: What is Aphasia?). After watching this video, the participants were asked whether it could contribute to further information about aphasia and they were asked to suggest other possible ways of information. Finally, this video was watched by 6 aphasic patients, who had to rate it.

After this procedure, the results were brought together and were analyzed. The results concerning about the knowledge of aphasia showed that 46% of public claims that knows about aphasia but only 7% of them seemed to have basic knowledge of this disorder. The 35% had heard about this condition but they were unaware of its features. Finally, the 19% of public answered that they did not know what aphasia is. Furthermore, the 87% of participants regarded the video as informative about aphasia and a great percentage of

them considered that the internet campaign (31%), television programs (26%) and more informative videos (21%) could be appropriate ways in order to inform or educate the public about aphasia.

To sum up, the knowledge of aphasia remains reduced and factors such as gender, age and education do not play a significant role in the awareness about this disorder. It is essential that the information of aphasia must be increased for many reasons. The social and the quality life of patients who suffer from aphasia are going to become better if this disorder become familiar to the public either through a video or other informative action.

6. RELIABILITY – VALIDITY AND CULTURAL ADAPTATION OF THE LA TROBE COMMUNICATION QUESTIONNAIRE IN TURKISH (LCQ-TR): PRELIMINARY FINDINGS

Mariam Kavakci[1], Halil Tayyip Uysal[1], Aysen Kose[2], Özkan Saatcioglu[3]

Purpose: The purpose of this research is to do a preliminary evaluation of the reliability and validity of the La Trobe Communication Questionnaire in Turkish (LCQ-TR). We aim to investigate 1) the translation and adaptation of the LCQ into Turkish and 2) the reliability and validity of the LCQ-TR in a small sample of Turkish patients.

Methods: The LCQ which consists of 30 items was translated to Turkish according to World Health Organization (WHO) standards. At the end of the process, the translation was reviewed by an expert panel and finalized with high agreement among reviewers. The LCQ-TR was then administered to a sample of 10 Turkish adults (age 18+) with Traumatic Brain Injury (TBI). The forms were administered again two weeks later to a subsample for test-retest reliability analysis. Cronbach's alpha was calculated to determine internal consistency. To determine the validity of the questionnaire, item-total correlations were calculated for all items. The distribution of LCQ scores among patients (LCQ-S) and their relatives (LCQ-O) was also examined.

Results: The translation and adaptation process of the scale was completed with a total of 9 experts. Item 2 and Item 6 were revised considering the compatibility of the pilot application and expert opinions with the linguistic construct of Turkish. As a result of the analyses performed for the test-retest reliability of the scale, high and significant scores were obtained (LCQ-S, 0.86 - LCQ-O, 0.79). The sub-scales and total score of the item total correlation scores for the Validity Analysis were found to between 0.325 - 0.784 (LCQ-S) and 0.727 - 0.812 (LCQ-O).

Conclusion: The preliminary findings obtained showed that the LCQ-TR scale appears to be linguistically appropriate for use with Turkish speaking adults with TBI. The results of this pilot application support that the LCQ-TR scale may be valid and reliable.

Keywords: communication, traumatic brain injury, questionnaire, self-report

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7. TURKISH TRANSLATION AND CULTURAL ADAPTATION OF MODIFIED MANN SWALLOWING ABILITY TEST IN PATIENTS WITH ACUTE STROKE: A VALIDITY AND RELIABILITY STUDY

Hilal BERBER ÇİFTCİ[1],*, Prof. Dr. Seyhun TOPBAŞ[,2]

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Background/aim: Clinical evaluation of the swallowing function is very important in order to take necessary measures in the early period. In our country, the standardization of swallowing dysfunction is a necessity and screening tests are lacking. For this purpose, the Turkish validity and reliability of the MMASA test were examined.

Materials and methods: The test was translated into Turkish, and its Content Validity Index was calculated. Then, the test was re-translated to English and its compliance with the original version was evaluated. The generated TR-MMASA test was applied to 90 patients with acute stroke, who were hospitalized in the neurology department, for the purpose of swallowing evaluation. Similar scale validity was evaluated by checking its compliance with the T-MASA test. The test-retest and interrater reliability methods were used for reliability analysis. In addition, internal consistency and item-total correlation were examined.

Results: In both methods, reliability was calculated according to intraclass correlation coefficients (ICC = 0.92 ICC = 0.97). Internal consistency and item-total correlation coefficients were examined (Cronbach's alpha = 0.91). For convergent and discriminant validity, the test was applied and the Spearman rho correlation coefficient was examined (r = 0.88). As a result of the ROC analysis, the sensitivity (87%), specificity (88%), PPV (0.77), NPV (0.93), PLR (7.14) and NLR (0.14) percentages of the test were found to be sufficient.

Conclusions: TR-MMASA test was found to be a valid and reliable screening test for bedside clinical evaluation in patients with acute stroke.

Key words: Dysphagia, stroke, bedside screening test, Modified Mann Assessment Swallowing Ability. MMASA

FRIDAY 28-05-2021, DIGITAL ROOM 2: 11:30-13:00

WORKSHOP : BUILDING BRIDGES: FACILITATING THE CHILD AND HIS FAMILY TO MOVE TOWARDS THEIR PREFERRED FUTURE.

Georgios Fourlas

M.Ed., MSc.SLT, MRCSLT, HCPC, EFS.

FRIDAY 28-05-2021, DIGITAL ROOM 1: 13:00-14:30

KEYNOTE SPEECH : NEURODEVELOPMENTAL CONDITIONS: ARE THERE DISTINCT LANGUAGE PROFILES?

Courtenay Norbury, PhD
Professor, University College London Psychology and Language Sciences Director of the Literacy, Language and Communication Lab
Fellow of the Royal College of Speech and Language Therapists

ABSTRACT

Many neurodevelopmental conditions affect language and there is considerable interest in whether particular children with the same diagnosis will have a coherent pattern of language strengths and weaknesses. There is also a common assumption that different clinical

conditions will require a different approach to language intervention, often manifest in different 'care pathways.' In this lecture I will map the common features of language strength and deficit in disorders of known genetic origin and multifactorial disorders, using Down syndrome and autism as examples of each. I will emphasize that there is often as much variation within a diagnostic category as there is between different diagnoses. I will share findings from meta-analyses highlighting promising avenues for intervention. In sum, my take on the literature is that language intervention should focus on individual language traits as opposed to diagnosis and that factors that support language acquisition generally are very likely to be effective in many different conditions. Adaptations to elements of delivery (frequency and duration of sessions, explicit teaching and practice) may be required to accommodate co-occurring challenges in attention, memory or cognitive capacity. I will end by highlighting gaps in our understanding and future directions for research and practice.

FRIDAY 28-05-2021, DIGITAL ROOM 1: 15:00-16:00

SPECIAL SESSION

1. WHY IS THE TERM "SCHOOL READINESS" STILL RELEVANT?

Maria Vlassopoulos, Assistant Professor of National and Kapodistrian University of Athens

2. ASSESSMENT OF LANGUAGE DEVELOPMENT AND SCHOOL READINESS IN PRESCHOOL CHILDREN SPEAKING THE CYPRUS DIALECT"

Maria Christopoulou, Ph.D., MOP, SLP, CSS

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Institution: European University Cyprus

ABSTRACT

Introduction: School readiness is the main focus of developmental and educational research as the understanding of the different skills that contribute to children's academic success and failure, including their written and spoken language skills, will serve as a factor in early detection and early intervention in learning and language (Porpodas, 2003; Christopoulou 2017).

Aim - Objectives: Exploring the relationship of the development between spoken and written speech in preschoolers as an indicator of school readiness by examining areas such as auditory comprehension, grammar, vocabulary, mathematical skills and written comprehension.

Methodology: During the school year 2018-2019, 181 typically developed preschool children (86 Greek & 95 Cypriot) were assessed for school readiness in Cyprus and in Greece using the diagnostic tool "Afroditi" (Christopoulou, 2007).

Results and Discussion: Through the spearman correlation statistical analysis, the total score of oral and written language was analyzed and a comparison of the two groups was made. A positive correlation was recorded in all the results p <.0005, for the oral language p <.0005 and for the comprehension of the written speech p = .001. These data indicate that if a child has weaknesses in the reception and processing of oral language he will face difficulties also in written language and probable difficulties to integrate in the primary school setting.

Key Words: School Readiness, Language Development, Oral and Written Language, AFRODITI TEST.

FRIDAY 28-05-2021, DIGITAL ROOM 1: 16:00-17:30

ROUND TABLE : ACTIVITY AND PARTICIPATION – LIFE QUALITY

1. THE ICF AS A REFERENCE FRAMEWORK IN SPEECH THERAPY WITH AN EMPHASIS ON SOCIAL PARTICIPATION

Arsenopoulou Vaia, Karavaggeli Ioanna, Kotretsou Chrysi, Meravoglou Paraskevi

Organisation: I.P.AP. "THEOTOKOS", Ilion, Athens

ABSTRACT

The International Classification of Functioning, Disability and Health (ICF) has been used as a clinical tool for the last 6 years at Theotokos Foundation, a rehabilitation centre for children and young adults with Intellectual Developmental Disorders and Autism Spectrum Disorders. This tool introduced the concept of functionality and, as speech therapists, we were called upon to think about how a person uses their speech, language, communication and feeding skills to truly participate in their school, work and social life. The ICF-based Functionality Profile will be presented, with a focus on the field of speech therapy, as portrayed for the Foundation's service users. The use of the ICF-based Functionality Profile to document assessment results and to plan interdisciplinary intervention brought about changes in interdisciplinary cooperation and in the goals that are set. Participation in life situations and how participation is affected by the two-way interaction of the person with their environment, have come to play an important role in our approach to holistic intervention. As a result, the involvement of the individual and the cooperation of their family in the intervention process was strengthened. The ultimate goal of speech therapy intervention is to generalize and maintain acquired skills. Therefore, the need arises for closer cooperation with the individual's environment and the utilisation of information about the use of speech and language because communication skills are necessary for effective participation and real involvement in life situations.

Keywords: ICF, participation, communication, developmental intellectual disorder, autism spectrum disorders

2. IMPROVING THE ACTIVITY AND PARTICIPATION OF SPECIAL EDUCATION SCHOOL PUPILS (ACCORDING TO THE ICF-CY) BY APPLYING THE MAKATON LANGUAGE PROGRAMME

Sofia Koukouvinou, BSc, MSc

ABSTRACT

Makaton is a flexible language programme that uses symbols, signs and speech to enable people to communicate using the alternative/augmentative communication approach. . It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression. It is used by children and adults with communication and learning difficulties, such as cognitive deficiencies, autistic spectrum problems, language and communication problems, as well as the community around them. The use of Makaton language programme at different educational levels can support students with difficulties in learning, socialization and conduct problems. This support refers to various domains of Activities and Participation as defined by the International Classification of Functioning, Disability and Health- Children and Youth that belongs to the World Health Organisation family of International classifications and is used to describe accurately and in detail any state of Health and Functionality of an individual. More specifically, the improvement in performance and capacity are described in both Activities and Participation are described using the particular model including Learning and Applying knowledge, Communication, Self Care but also in Major Life Areas such as Education and Play. The way this improvement is achieved is describes using examples from the daily operation of a special school unit.

3. THE ICF AS A FRAMEWORK FOR CLINICAL THINKING - ADAPTATIONS TO CLINICAL PRACTICE

Dimitris Marousos

ABSTRACT

The International Classification of Functioning, Disability and Health (ICF) (WHO, 2001), brinks forward a bio-psychosocial perspective of a person's health status and classifies health-related parameters taking into account biological, psychological and social factors. The wideness in the architecture of the system provides a viewpoint on communication and/or language difficulties, which is holistic and emphasizes on functionality.

The ICF broadens the scope of the work of the speech therapist, moving the lens of its therapeutic focus from difficulty to the experience of difficulty and quality of life. Under adjustments, it can also act as a clinical tool for initial assessment, identification of therapy goals and content and evaluation of therapeutic change.

Specific adaptations of the ICF to clinical practice and the consequent clinical shift from the medical to the psychosocial model are presented. Speech therapy assessment tests based on ICF are discussed. Examples are given of speech therapy programs designed on the basis of the ICF, providing support to preschool children with communication and language difficulties (P.EX.S.E, Marousos & Marousou, 2016) and school-age children with stuttering (Lexipontix, Fourlas & Marousos 2018, 2019). The application of the International Classification System ICF in the daily clinical practice of the Greek Speech Therapist is discussed.

The learning outcome that the presentation hopes to achieve is the movement of speech therapy thinking and action into clinical practices more compatible with the conceptual and

philosophical framework proposed by the ICF International Classification, a theoretical prism of international prestige and interdisciplinary acceptance.

4. FUNCTIONING, DISABILITY AND HEALTH ACCORDING TO THE WHO INTERNATIONAL CLASSIFICATION. THE ICF: A COMMON LANGUAGE YET A DIFFERENT PHILOSOPHY

Stathis Triantafyllou

ABSTRACT

The ICF is a "common language" to describe health and disability. It gives detailed operational definitions of different functions that constitute health. From body functions such as vision, hearing, to activities of daily living and participation in societal life, ICF haw brought international consensus on definition provided a framework to describe health and disability. Until recently "health" has only been seen as an opposite of death or disease. Traditional health indicators have mostly focused on mortality and morbidity. On the other hand "disability" has been seen as an unrelated entity, either as a medical issue of bodily impairments such as blindness, deafness or as an imposed restriction on the individual that hinders taking part in daily life activities. ICF has brought these concepts into a comprehensive whole of multiple dimensions of human functioning synthesizing biological, psychological, social and environmental aspects. ICF, thus, presents health and disability in a single spectrum. Traditionally these areas have been thought separately and at times put into polarization. However a detailed analysis of domains that makes up health and disability shows that these two basic constructs are in fact different manifestations of same domains of functioning such as seeing, hearing and many others. Formulating human functioning in such multiple dimensions is both rational and useful. This synthesis represents a paradigm shift in the way health and disability is understand and measured. We should keep in mind that ICF it is just a classification system, for any implementation of ICF in rehabilitation, education, disability assessment, workability assessment and in any other area methodologies, tools and mechanisms should be developed in order to operate the system.

SATURDAY 29-05-2021, DIGITAL ROOM 1: 09:30-11:00

ORAL PRESENTATIONS: CLINICAL ISSUES IN CHILDHOOD

1. CHALLENGES DURING SPEECH THERAPY EVALUATION OF A MINOR REFUGEE WITH SYMPTOMS OF SPEECH-LANGUAGE DISORDER

Theologos Seitanidis [1] , Evangelini Athanasopoulou [2], Theodora Vassiliadou [3], Niki Rentziou [4], Ioanna Hatzilia [5] , Stella Tsiranidou [6] , Chrysanthi Vassilarou7' Magdalini Karagianni 8'Anastasia Beka.

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ABSTRACT

In this paper, the context of the evaluation of the minor refugee will be presented, in order to carry out an interdisciplinary approach of the case. The referral was made by an accommodation facility, through NGOs, to the Community Mental Health Center of the General Hospital Papanikolaou. The purpose of the referral is to highlight the peculiarities that arise in the diagnostic and therapeutic work by the interdisciplinary team and especially by the specialist speech therapist.

The different cultural backgrounds, the significance of the child's difficulties and its traces to the social background of the family's country of origin, as well as objective parameters of this study, will be analyzed. The main goal is to develop an appropriate therapeutic intervention framework.

For an effective intervention plan, of the holistic type, which is primarily based on humanitarian principles, the key point is the synthesis of information of the family history and lifestyle, in pre-existing conditions, which changed dramatically and are expected to be further differentiated in the future. The complexity of the case is a scientific challenge at both the individual and collective level, proposing the need for a partnership of the services involved.

Keywords: refugee minor, interdisciplinarity, interculturalism, speech therapy, evaluation
Subject: Multiculturalism - Linguistic Evolution

2. THE LANGUAGE DEVELOPMENT OF DOWN SYNDROME CHILD THROUGH LANGUAGE PROGRAMME MAKATON (CASE STUDY).

Tzoumailis Aggelos, Speech and Language Therapist

ABSTRACT

Aim: The aim of the present case study is to investigate the effect of language programme Makaton to sector of language development of Down syndrome child.

Methodology: Initially, language abilities were assessed through the use of Δοκιμασία Γλωσσικής Αντίληψης και Έκφρασης (Dokimasia Glossikis Antilipsis kai Ekfrasis). Assessment findings demonstrated that the child was located to early linguistic stage. During therapy Makaton was used so to unstructured frame interaction, as to structured activities. Record was occurred once a week by video recording. Two therapy recording forms were created (a recording form for unstructured play and a recording form for structured activities).

Results: After 40 therapies re-assessment was occurred to language development of the child. Based on re-assessment findings, the child improved so to comprehension sector, as to expression sector through the use of Makaton. Now the child is located to Linguistic Stage II, which include order comprehension, object quantity, characterization of object as well actions.

Conclusion: Qualitative analysis demonstrated that the child could express his desires and needs easier with the use of Makaton signs, and also he could comprehend even better verbal information.

Key words: Makaton, Down syndrome, language development, comprehension, communication.

3. COMPARING THE EFFECTIVENESS OF SEMANTIC AND PHONOLOGICAL INTERVENTIONS IN CHILDREN WITH DEVELOPMENTAL LANGUAGE DISORDER.

Desylla, Vasiliki (Doctoral Candidate, University of Crete), Mouzaki, Angeliki (Associate Professor, University of Crete), Vlassopoulos, Maria (Assistant Professor, University of Athens), Ralli, Asimina (Associate Professor, University of Athens)

Objective: Evaluation of the comparative effectiveness of two therapy methods (Phonological awareness vs Semantic intervention) for improving word finding difficulties (WFDs) in children with Developmental Language Disorder (DLD).

Method: 24 children with identified Word Finding Difficulties (aged 4,1-5,10) were assessed for non-verbal intelligence and completed a set of standardized language measures concerning all components of language development (listening comprehension, receptive/expressive vocabulary, phonological awareness, morphological awareness and narrative skills). Participants were randomly assigned into two therapy groups. Group A received a semantic intervention while Group B received an intervention for phonological awareness. Study participants were assessed before, between and after the end of the two intervention periods as well as six months post-therapy. Analysis of variance (Anova) was

deployed to examine differences within and between groups in all language modalities over time.

Results: Both therapy methods led to significant gains in language competence, especially in expressive vocabulary and morphological awareness. Findings indicated improvement after both intervention periods as well as at the follow up assessment. Study findings are discussed in terms of differential effectiveness of the two intervention methods and their interrelation.

Key Words: Developmental Language Disorder, Word Finding, semantic intervention, phonological intervention, program effectiveness.

4. EARLY COMMUNITY INTERVENTION PROGRAM.

Ioanna Karavangeli, Mirella Giannakopoulou, Marie-Ange Widdrshoven

5. BEHAVIORAL DIFFICULTIES IN PRE-SCHOOL CHILDREN WITH SPEECH AND LANGUAGE DISORDERS

A. Patsialou, P. Georgiou, A. Kotsopoulou, E. Koumanioti

Objectives

The purpose of the present study was the investigation of behavioral difficulties of pre-school children with speech and language disorders, the type of difficulties for each group with a different diagnosis of speech and language disorder and comparison with the behavioral difficulties of children with typical development. The outcome of the behavioral difficulties will be studied at the completion of speech therapy.

Method

The sample consisted of 74 preschool children (mean age 4.2 yrs). Thirty seven children attending speech therapy at a Day Centre for Children with Developmental Disorders in Messolonghi, and thirty seven (37) children of typical development attending kindergarten in the same town. Each child with speech and language difficulties was tested with 5 Speech language Tests to diagnose and categorize their problems. All parents completed the "Strengths and Difficulties Questionnaire" for children of 4 to 16 years. The questionnaire includes 25 questions that evaluate emotion, behavior/conduct, hyperactivity/inattention, prosocial/sociability, and problems with peers. The questionnaire was also completed by the children's speech- language therapists for reliability of the results.

Results

Fourteen (14) children were diagnosed with phonological disorder, sixteen (16) with absence of speech and language/ dyspraxia, and seven (7) with Developmental Language Disorder. According to parents the children with speech and language

difficulties had double the number of negative answers (179) to those of typical development (88). For all children the highest number of negative answers was on inattention/ hyperactivity. The children with speech and language disorders scored high on problems with peers too. Regarding the number of negative answers according to different

types of speech and language problems, the children with absence of speech/ dyspraxia had the highest scores, followed those with developmental language disorder and last by the children with phonological disorder. Only 2, 70 % of children with typical development had higher than 7 negative answers while the children with speech and language disorder had 45, 95% above the 7 negative answers, according to parents and 64, 86 % according to therapists.

6. DIFFERENCES IN LANGUAGE CHARACTERISTICS OF CHILDREN RESIDENT IN TWO TYPES OF LONG-TERM INSTITUTIONS COMPARED TO CHILDREN IN FAMILY SETTINGS

Ntoumanis Christos, Speech & Language Therapist BSc, MSc, MRCSLT, HCPC Registered

ABSTRACT

Background: Residential institutions have typically been the most common care provider for vulnerable children internationally. It has been suggested in the literature that because of troubled background and depriving institutional environment, children residing in institutions are likely to present with social, developmental and communication difficulties. There has also been evidence that the type and quality of residential care may impact children's communication and development, which can be enhanced by improving standards of care. The family environment has been reported to be optimal for children's development, whereas recent studies have proposed the structure of SOS villages as a viable alternative of the traditional, large-scale institutions.

Aims: The purpose of this study was to investigate whether there are marked differences in the language skills of children raised in two different types of institutions; conventional insitutions (N=10) and SOS village-type institutions (N=10), compared to children living with their natural families (N=10).

Methods & Procedures: Language skills of 30 preschool children, aged 4-6 years old, were assessed using a battery of three standardised assessment; RWFVT, RAPT and Metaphon Test. The data were analysed statistically in order to answer the research questions posed.

Outcomes & Results: Statistical analysis showed that children from the family group tended to outperform children from residential institutions, and that children from SOS village-type institutions did not have significant differences to the children from conventional institutions.

Conclusion & Implications: The findings agree with previous studies suggesting that family environment is more appropriate for the child's optimal development, and that institutional environments have an adverse impact on the child's communication development. Despite recent legal changes, residential institutions are likely to continue to exist for many decades and it appears important for researchers and clinicians to ensure that best practice and quality care reaches these vulnerable children in a modern and supportive manner.

Keywords:

Language development, residential institutions, child protection, SLT service provision, SLT importance

*This study was conducted under the MSc Speech Difficulties postgraduate program of the University of Sheffield, and relates to the topics of both activity and participation in relation to language development and multiculturalism.

7. PERSONAL NARRATIVE SKILLS OF GREEK CHILDREN OF TYPICAL DEVELOPMENT IN THE AGE OF 10 YEARS

Vogindroukas, I., Talli, I., Tsouti, L.

This study is part of the international program by the Child Language Committee of the International Association of Logopedics and Phoniatrics with aim to compare the autobiographical narrations of ten-year-old children from 10 different countries or cultures. The use of this program takes place with in the elaboration of a Thesis of the Postgraduate Program "Communication Disorders and Sciences" of the Department of Educational and Social Policy of the University of Macedonia.

ABSTRACT

Objective: The purpose of this research was to study Greek children's personal narratives. Both microstructure, macrostructure, and evaluation were studied. The influence of demographics on them was also investigated. Method: Participants of this survey were 20 ten-year-old children, including 10 boys and 10 girls of typical development, where each one of them was asked to narrate 6 of their life events. Each of there parent filled out a questionnaire in order to determine the demographics and family and educational history of both child and family. We used the Global TALES protocol which was created by the IALP CLC for research purposes. Results: The outcome numbers describe the children's performances in the scales used. An important finding of this research was the absence of differences between the two genders. Nevertheless, there was a significant positive correlation between performance and the father's level of education in several variables and the family's financial level in use. The goal of data collection and analysis was to study the microstructure and macrostructure, as well as to evaluate the potential results and investigate the impact of gender on them. Conclusion: In conclusion, the results reveal a tendency of that age children's personal narrative characteristics.

Keywords

Personal Narrative, School-Age, Linguistic Competency, Socio-Cultural Influence, Past Event Discussion

SATURDAY 29-05-2021, DIGITAL ROOM 2: 09:30-11:00

WORKSHOP : PHONOLOGICAL AWARENESS AND READING: A FEASIBLE RELATION

Susana Padeliadou

SATURDAY 29-05-2021, DIGITAL ROOM 1: 11:00-12:30

ORAL PRESENTATIONS : PHYSIOLOGICAL FACTORS IN COMMUNICATION DISORDERS

1. DIAGNOSTICS OF ORAL MOTOR SKILLS FOR FEEDING AND SPEECH: PRESENTING TEST BATTERY FOR ORAL MOTOR SKILLS (TOMS).

Elena Boyadzhieva-Deleva

assist. prof. Elena Boyadzhieva-Deleva, PhD

Sofia University "St. Kliment Ohridski", Department of Special Education and Logopedics

ABSTRACT

The Test for Oral Motor Skills (TOMS) is an author's battery intended for diagnosis of 5-7-years old children with articulation disorders, dysarthria and suspected childhood apraxia of speech. Oral motor skills are analyzed at all levels of realization – from feeding mechanism to speech praxis in connected speech. The battery is designed into three parts (subtests), arranged in a hierarchical sequence of step-by-step tasks. The first subtest includes a protocol for evaluation of the state of orofacial complex and the oral cavity at rest and during the implementation of elementary movements and tasks for oral praxis. In the second subtest are included two protocols (both for parents and specialists) which gather information about oral sensory and oral motor difficulties connected with feeding and eating. Through the third subtest the articulation is being analyzed in detail in three levels of performance complexity (repeated, provoked and spontaneous speech) and into four levels of contextual complexity (single sound, words, sentences and connected speech production). The third subtest includes also an evaluation of speech breathing, phonation and prosody. The battery is accompanied of two pretests – the one gathers anamnestic information in search of factors, related to disordered oral motor performance, and the other assesses the current level of development of phonemic perception and phonological ability. The pilot approbation of the test examined 200 Bulgarian children, unevenly distributed in 4 main groups: typical development of articulation and speech, specific articulation disorders, dysarthria and suspected childhood apraxia of speech.

Key words: dysarthria, articulation disorders, suspected childhood apraxia of speech, diagnosis

2. EFFECTIVENESS OF ORAL APEREYS ON SPEECH INTELLIGIBILITY: CHILDREN WITH OROFACIAL MUSCLE DISFUNCTION

Müge M Çiyiltepe[1], Can Gürbüz[2], Burak Karacan[2] & Samet Taşdemir[2]

Istinye University, Health Sciences Faculty, Dept. of Speech Language Pathology

ABSTRACT

Introduction: Children like to express themselves verbally as well as being able to understood by others in social and academic content. Unfortunately, children with Cerebral Palsy diagnosis have abnormal facial appearance in addition to poor speech production, nourishment, tongue-tooth coordination, uncontrolled saliva/drooling flow, swallow and mastication problems.

Aim: The objective of the present study was to determine the efficacy of oral aperey in speech intelligibility and resonance in children.

Method: Upon completion of 1 year oral aperey use, pre and post measures were compared. The measures were ganiometric lip closure, lip pressure, speech acoustic values and articulation test resuts. Tongue position and lips positioning evaluate by respectively Fischer-Brandies scala and Jackson's lips classification. Speech development evaluation determined by a Ankara Articulation Test (AAT). Datas analysed by the SPSS computer based program. Mann Whitney U test was conducted for statistical significance measures.

Results: There were 50 children, 27 males 13 females ages between 7-11. Lip clousure sufficiency changed from %20 to %55, tounge positioning changed from %25 to %60, drooling controlled improved from %35 to %70. The AAT scores improved to %65 from %35 that shows an improvement for age appropriate speech production. Acouistic features pre, post and with aperey were also calculated and sown improvement.

Limited References:

1. Gönül, DN & Arun T (2011). Ortodontik Anomaliler ve Konuşma Bozukluğu İlişkisi The Relationship between Speech Disorders and Orthodontic Abnormalities. *Turkish Journal of Orthodontics*; *24*, 74-80.
2. Subtelny, JD & Subtelny, JD (1962). Malocclusion, speech, and deglutition. *American Journal of Orthodontics*; *48*(9), 685-697.
3. Ergin, M. (1962). *Türk dil bilgisi* (No. 785).
4. Gerek, M & Çiyiltepe, M (2005). Dysphagia Management of Pediatric Patients with Cerebral Palsy, *British Journal of Developmental Disabilities*;51(1):57-72

3. AN EPG ANALYSIS OF LINGUAL ARTICULATION IN DOWN SYNDROME: A CASE STUDY

Katerina Nicolaidis

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People with Down syndrome have been reported to display general motor deficits. With reference to speech production, the control of articulatory gestures can be affected resulting in dysfunction in the movement and coordination of the lips, tongue, soft palate, and larynx (Barnes et al 2006). Along these lines, the aim of the present study is to analyze lingual articulation during the production of consonants by a Greek male adult with Down syndrome (DS) and to compare his production to normative data (cf. Hamilton, 1993, for English). The analysis is carried out with the technique of electropalatography, which records linguopalatal contact in real time in continuous speech. Data for the lingual consonants [t, d, k, g, c, ɟ, n, l, ɲ, ʎ] in real CV^1CV words (V^1 = /i, a/) were analysed. Both qualitative and quantitative characteristics of lingual articulation were examined. The results showed major differences in lingual articulation between the individual with DS and normative data. Sound production by the individual with DS was highly variable displaying differences in place of articulation, e.g. frequently very anterior lingual constriction for [t, d] and posterior for [ɲ, ʎ], and presence of increased asymmetry in lingual contact. Results are discussed within the framework of speech production deficits in DS and in relation to implications for clinical intervention.

References

Barnes, E. Roberts, J., Mirret, P., Sideris, J. & Misenheimer, J. (2006) A comparison of oral structure and oral motor function in young males with fragile X syndrome and Down syndrome. *Journal of Speech, Language and Hearing Research*, 49, 903-917.

Hamilton, C. (1993). Investigation of the articulatory patterns of young adults with Down's Syndrome using electropalatography. *Down Syndrome Research and Practice, 1*(1), 15-28.

4. INVESTIGATION OF COMMUNICATION, SPEECH AND DYSPHAGIA USING THE FUNCTIONAL CLASSIFICATION SYSTEMS, IN CHILDREN AND ADULTS WITH CEREBRAL PALSY AT THE OPEN DOOR

Psallida Eirini[1], Koutsikou M2, Markopoulou G[3], Stathi P[4],.

1.Speech and Language Therapist, MSc, Head of speech Language Department in Porta Anoixti 2.. Speech and Language Therapist, in Porta Anoixti
3. Speech and Language Therapist, Porta Anoixti

4.Neurologist, MD, PHD, . Διδάκτωρ Παν. Αθηνών,

PURPOSE: To investigate the functional profile of people with cerebral palsy, using the functional classification systems, Communication Function Classification System (CFCS) used for communication, Eating and Drinking Ability Classification System (EDACS) used for swallowing ability VIKING SCALE (VVS) for speech. To highlight possible interdependencies between functional classification systems and to investigate their relationship with the type of cerebral palsy. Also, we examined the existence of correlation between the levels of functional classification systems

METHODS: Sixty-five children (4-18 years old) and 145 adults (15-55) with cerebral palsy were evaluated by speech therapists using the functional classification systems (CFCS), (EDACS) and the Viking Speech Scale (VSS). In addition, data on the type of cerebral palsy and motor function, according to the Gross Motor Functional Classification System (GMFCS), were used from the medical records.

RESULTS: The majority of children (58.5%) and adults having spastic quadriplegia show a statistically significantly higher rate of dysfunction (Level 3 & 4 & 5) in mobility (94.7%, p = 0.009) and communication compared to children having another type cerebral palsy. Statistically significant correlations were found between a) swallowing and communication (rho = 0.501, p <0.001). b) speech with communication, (rho = 0.781, p <0.001) c) speech with swallowing (rho = 0.478, p <0.001) and mobility (rho = 0.336, p = 0.007). Also, a statistically significant correlation was found d) of ingestion with motility (rho = 0.781, p <0.001. The correlation coefficient of Spearman was used.

CONCLUSIONS: Children with spastic quadriplegia have more serious difficulties in functional mobility and in communication, speech, swallowing. Also, improvement in one function has a positive interaction in another. Effective practices in children with cerebral palsy are targeted to improve all their functional abilities

5. THE ROLE OF SPEECH AND LANGUAGE THERAPIST IN DEVELOPING FMRI STUDY PROTOCOL IN TALLINN CHILDREN`S HOSPITAL FROM 2017 TO 2020

Helen Saareoja, Valentin Sander

Authors: Helen Saareoja (speech and language therapist, MSc, doctoral student, Tallinn University); Valentin Sander (MD, paediatric neurologist)

ABSTRACT

Epilepsy is a common neurological disease in children. In most patients, epileptic activity can be controlled with treatment, but approximately a third of the patients are resistant to medication. In some patients, epilepsy surgery is the only option to reduce the frequency of seizures or control epileptic activity. One of the important goals of the surgical procedure is the preservation of language and speech-related regions of the brain. Hence, in addition to other investigations, potential candidates for surgical treatment of epilepsy are subjected to a functional MRI (fMRI) investigation. Functional MRI is used to determine cerebral activity during verbal tasks and allows non-invasive localization of speech-related regions in the brain. Although, the use of fMRI to determine the reorganization of speech centres in children with spastic cerebral palsy has been described in Estonia, so far, the exact protocol to be used in potential epilepsy surgery patients, has not been specified. From 2017 to 2020, progress has been made to develop fMRI protocol for children with epilepsy under the direction of the speech and language therapist of the Neurological Department of Tallinn Children`s Hospital. During that period, seven children (aged 5 to 14) with epilepsy have been studied with fMRI, both with success and failure. Selection of suitable language paradigms amongst different language paradigms used in the world, varied cognitive abilities of patients, their adherence to instructions, children`s anxiety and fear of MRI as well as staying still during the investigation, have been greatest challenges we`ve faced during protocol development. Currently, Tallinn Children`s Hospital predominantly uses two fMRI paradigms: verb generation and semantic decision. Experience has also resulted in significantly more productive pre-study patient guidance. Presentation would cover our latest version of fMRI protocol, recommendations for patient preparation from speech and language therapist`s perspective, and the specifics of speech centre localization in children with epilepsy, based on acquired fMRI results.

Keywords: *speech and language therapist, epilepsy, fMRI paradigm design, epilepsy surgery*

6. ADAPTATION OF SCHEDULE FOR ORAL MOTOR ASSESSMENT TO TURKISH AND ITS VALIDITY AND RELIABILITY

Ayşegül YILMAZ[1, *], Seyhun TOPBAŞ[1]

[1]Department of Speech and Language Therapy, Faculty of Health Sciences, İstanbul Medipol University, İstanbul, Turkey

ABSTRACT

Aim: Feeding and swallowing disorders may be occurred in pediatric population. It is important to assess swallowing in a practical way in clinical setting, and to refer the patient as required. Our country needs an assessment tool to be used in the clinical evaluation of swallowing during feeding. For this purpose, the Turkish validity and reliability of the SOMA were examined.

Materials and methods: Adaptation to Turkish was made by translation and back-translation method, and the Content Validity Index (CVI) was calculated. Translated into Turkish, meaning “Yutmada Oral Motor Değerlendirme Ölçeği (YOMDÖ)”, the tool was used to assess 50 children with diagnosis of cerebral palsy, Down syndrome, developmental delay, and normal development. For the validity, item difficulty and discrimination indices were calculated. Karaduman Chewing Performance Scale was used for criterion validity. For

the reliability, test-retest and interrater reliability methods were used. Internal consistency was calculated and ROC analysis was performed.

Results: CVI was >0.80. Spearman correlation coefficient was calculated for the equivalent criterion (r=0.989, p=0.000). Percentage of agreement and Kappa coefficient were >75% and >0.61 in test-retest, and >79% and >0.63 in interrater reliability. Internal consistency was 0.971 for the total score and between 0.803-0.913 for the subcategories. Sensitivity (88%), specificity (90%), PPD (84%), and NPD (93%) for the total score of the test were satisfactory, the sensitivity percentages of some of the subcategories were low.

Conclusion: YOMDÖ is a valid and reliable tool for use in the clinical evaluation of pediatric dysphagia.

Keywords: Validity, Reliability, SOMA, Pediatric swallowing, Swallowing disorder

7. AN INVESTIGATION OF VOCAL FATIGUE IN DIFFERENT PROFESSIONAL VOICE USERS

İlayda KINCAL[1], Furkan Ali IRKLI[2]

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ABSTRACT

Introduction: Vocal fatigue (VF) is one of the common voice problems among individuals such as professional voice users (PVU) to be complaining about (Boominathan ve ark. 2008). Hypothetically, VF can be considered to cause by poor vocal hygiene (Yiu & Chan, 2003) or voice overuse. However, conducted studies have inadequate understanding and conclusion in terms of finding causes or the related factors of VF among different professionals who are considered as PVU.

Aim: Therefore, this study aims to investigate the related factors of VF in PVU.

Method: 303 PVU from 6 different professions (teachers and lecturers, speech and language therapists, imams, call center workers, singers, lawyers) have completed an online questionairre of vocal hygiene, voice use, vocational factors and Turkish version of Vocal Fatigue Index (VFI) (Şirin et al., 2020).

Results: Spearman correlation analysis have been used for hypothesised related factors and 3 different section scores of VFI. Voice use duration have been found to be significantly related to Section 2 of VFI ($p<.01$) and total scores of VFI ($p<.05$). Voice rest has been found to be significantly related to Section 2 ($p<.01$) and 3 ($p<.05$). Kruskall-Wallis Test have been used for different professions in terms of VFI scores. Significant difference among professions has been found.

Conclusion: Voice use duration and voice rest may have reduce VF. Professions such as speech and language therapists and singers have low VF which may due to their vocal use and vocal hygiene education.

Key words: Professional voice users, vocal fatigue, voice use duration, voice rest, vocal hygiene.

8. NURSES' KNOWLEDGE, ATTITUDES AND BEHAVIORS ON COGNITIVE AND SOCIAL COMMUNICATION SKILLS OF PATIENTS WITH TRAUMATIC BRAIN INJURY AND EFFECTS OF COVID-19

Mariam Kavakci[1], Halil Tayyip Uysal[1], Rojda Özalp[2], Seher Merve Ay[2], Melike Tanrıverdi[2], Evren Yasar[3]

ABSTRACT

Purpose: In this study, we aimed to determine the knowledge, attitude and behaviors of nurses towards patients with TBI accompanied by cognitive and social communication impairments. In addition, our study aimed to investigate the effect of COVID-19 on nurses' attitudes and behaviors and the applicability of interdisciplinary studies.

Methods: Eighty-two nurses working in a physical therapy and rehabilitation hospital were included in the study. Nurses completed a 28-item questionnaire designed based on current research in the literature. The knowledge, attitude and behavior sub-dimensions of the questionnaire were prepared in accordance with a Visual Analog Scale. After the questionnaire was created by the researchers, two speech and language therapists (SLTs) experienced with TBI were consulted for expert opinion. The questionnaire form was sent to the nurses electronically via "Google forms".

Results: It was observed that the knowledge levels of the participants about cognitive and social communication varied (28% - 59%). A high percentage (79.3%) of nurses stated that they participate in interdisciplinary work with other specialists. It was determined that the nurses are likely to participate in interdisciplinary work and they are willing to participate in educational trainings (65.9%). There was no meaningful consensus on the view that infectious diseases will affect communication. It has been determined that nurses generally use some of the cognitive and social communication strategies (using visual-written cues) frequently. It has been observed that after COVID-19, physical proximity of nurses with patients during communication is affected.

Conclusion: The results of this study are in concordance with the literature showing that the knowledge levels of nurses about cognitive and social communication skills in patients with TBI are varied. The applicability of interdisciplinary work among nurses and SLTs is also among the results of the study. Furthermore, COVID-19 appears to affect nurses' communication with TBI patients, but it does not affect all attitudes and behaviors.

Keywords: cognitive communication, social communication, traumatic brain injury, questionnaire

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WORKSHOP : IDENTIFYING WORKING MEMORY'S CONTRIBUTION TO LANGUAGE DEVELOPMENT AND DEALING WITH ITS IMPAIRMENTS.

E. Masoura

ABSTRACT

Working Memory is a cognitive mechanism that plays a crucial role in language acquisition and in learning process, especially in school environments and it is closely linked with academic achievements. Working memory impairments may result in learning difficulties and language deficiencies.

In this workshop we will clarify the function and capacity of working memory. Also, the way working memory develops and the consequences of its impairments.

During the workshop we will mainly train participants to identify behaviors that are typical of students with low working memory capacity and to be able to distinguish these observations from behaviors that relate to other learning problems. We will also prepare them to identify techniques that cope with working memory impairments and suggest methods for strengthening working memory function. We will also describe the structure and administration of the "Working Memory Assessment Scale".

The workshop will be an interactive one, and participants will have the opportunity to study material related to evaluation of working memory and to be informed about programs appropriate for working memory training. We will also discuss some of the criticizing on the working memory training programs

The workshop is appropriate for teachers, psychologists, speech therapists and anyone involved in learning the processes that takes place in educational settings.

SPECIAL SESSION

1. FUNCTIONAL MAGNETIC RESONANCE IMAGING IN LANGUAGE FUNCTION AND ITS DISORDERS

Kyriakos Garganis, Neurologist 1
Kostas Gkiatis, Electrical & Computer Engineer 1,2

1. **Epilepsy Monitoring Unit, "St. Luke's" Hospital, Thessaloniki**
2. **Electrical & Computer Engineering Dept, National Technical University of Athens**

ABSTRACT

Language mapping with Functional Magnetic Resonance Imaging (FMRI) is currently widely utilized in the presurgical evaluation of patients with chronic, drug-resistant epilepsy, as well as in cases with brain tumors. This method, performed noninvasively and safely, has

largely replaced Sodium Amytal Test (Wada test), the traditional method for lateralizing language dominance. Language FMRI reveals a network of interconnected brain areas (nodes) whose collective action supports and organizes language function. Language networks, as revealed by FMRI, include areas beyond the "traditional two" (Broca and Wernicke), the most critical and reliably identified among them being the Exner's Area and the Supplementary Motor Area in the Frontal Lobe, the Angular Gyrus in the Parietal Lobe and the Basal Temporal Language Area. Anterior and lateral temporal neocortex also contributes to semantic memory and naming ability. Lesions of the language network nodes and their connections lead to characteristic clinical-aphasic phenotypes, of variable severity, that are not always adequately interpreted on the basis of the traditional two language areas (Broca & Wernicke) model. Detailed and reliable language network topography is critical for predicting post-operative language deficits, as well for appropriate surgical tailoring, in order to minimize their occurrence.

2.FUNCTIONAL MAGNETIC RESONANCE IMAGING (FMRI) AND SIGNAL PROCESSING: BASIC DATA AND SPEECH-LANGUAGE ASSESSMENT PROCEDURES.

Κωνσταντίνος Γκιάτης

SATURDAY 29-05-2021, DIGITAL ROOM 1: 15:00-16:30

KEYNOTE SPEECH : PRAGMATICS: WHERE COMMUNICATION & CULTURE INTERSECT

Ομιλήτρια: Yvette D. Hyter, Ph.D., CCC-SLP

Professor Emerita and Graduate Coordinator, Western Michigan University, Speech, Language and Hearing Sciences ASHA Fellow

ABSTRACT

Social pragmatic communication is influenced by culture, and it is through culture that one learns how to interpret and engage in diverse and varied communicative contexts. In this presentation a language variation typically found in the United States called African American English (AAE) will be used as the context to discuss the intersections between pragmatics and culture within several domains of social pragmatic communication - theory of mind, speech acts, prosody, voice, and discourse. The value of an emic approach to social pragmatic communication assessment and intervention is discussed.

Biographical Sketch:

Yvette D. Hyter, Ph.D., is Professor Emeritus of Speech, Language, and Hearing Sciences at Western Michigan University and a Fellow of the American Speech Language and Hearing Association. Dr. Hyter has expertise in culturally responsive and globally sustainable practices. Her research focuses on the influences of culture on communication development with particular emphasis in social pragmatic communication in children who speak African American English and children with histories of maltreatment. She developed a social pragmatic communication assessment battery for young children and is collaborating on the Greek version of this battery with colleagues in Thessaloniki, Greece and Cyprus. Dr. Hyter, has published articles underscoring the need for new conceptual frameworks to guide

practice, and has co-authored a textbook on culturally responsive practices through Plural Publishing.

SATURDAY 29-05-2021, DIGITAL ROOM 1: 17:00-18:30

INVITED SESSION : EMPIRICAL DATA AND TECHNOLOGICAL APPLICATIONS FOR THE SPEECH/LANGUAGE DEVELOPMENT OF GREEK-SPEAKING CHILDREN WITH COCHLEAR IMPLANTS

Chair: **Giorgos Kiriafinis**

Moderator: **Areti Okalidou**

1. INTRODUCTION: EMPIRICAL DATA AND TECHNOLOGICAL APPLICATIONS FOR THE SPEECH/LANGUAGE DEVELOPMENT OF GREEK-SPEAKING CHILDREN WITH COCHLEAR IMPLANTS

Areti Okalidou

2. SPEECH ANALYSIS OUTCOMES OF INFANTS WITH COCHLEAR IMPLANTS

Paris Binos[1], Areti Okalidou[2], George Kyriafinis[3], George Psillas[3], Victor Vital[3]

[1]Department of Rehabilitation Sciences, Cyprus University of Technology [2]Department of Educational & Social Policy, University of Macedonia [3]A ENT Clinic, AHEPA Thessaloniki

General Aim: The aim of the present longitudinal study was to analyze the prelinguistic vocalization of infants wearing cochlear implants (CI) and to compare with normal hearing infants (NH) matched for listening experience.
Goals: The present study had specific goals: 1) to classify the phonotactic structure of prelinguistic vocal productions, 2) to analyze specific prosodic features during the same time, 3) to compare the performance of the CI1 group (implanted <20 months of age) to the CI2 (implanted >20 months of age) in all parameters, and 4) to compare CI's performance to NH group.

Method: The classification of vocal productions followed the infraphonological and developmental stage model proposed by Oller (2000) while performed by using acoustical and auditory analyses. Spontaneous productions by seven congenitally hearing-impaired Greek infants fitted with multichannel CIs (chronological age ranged from 1;10-4;0 years old, post-implant age 0;0-1;3 years and the average PTA was 95-110 dB HL) were sampled for 6 months and, following transcription, classification of protophones was made. The speech analysis outcome of CIs compared to NH group, since both groups were listening-matched. Suprasegmental analyses were based on inspection of spectrographic records using Praat analysis software for Windows (4.110). The study analyzed productions from the canonical stage (CV forms) onwards. Many vegetative or reflexive sounds were excluded.

Results: 1) The study classified the early vocal repertoire of CIs during the first post-implantation year, 2) CIs did not differ from NHs to the overall number of vocalizations, 3)

dissyllable structures were the dominant production in all groups, 4) CV structures were recorded during the first post-implant year, and 5) there were no recorded differences for most of the prosodic measurements.

Discussion: The findings do have potentially important clinical implications, since they were recorded for the first time in Greek and shed more light to the prelinguistic vocal stage of early fitted infants.

Keywords: cochlear implants, prosody, protophones, canonical babbling

3. THE ROLE OF SHORT-TERM MEMORY IN LEXICAL ACQUISITION OF CHILDREN WITH COCHLEAR IMPLANTS AND THE SIGNIFICANCE OF POST-IMPLANT AGE

Talli Ioanna, Okalidou Areti & Miltiadis Tsalighopoulos

University of Macedonia & Aristotle University of Thessaloniki

ABSTRACT

Children with cochlear implants (CI) have shorter vocabulary range (Luckner & Cook, 2010) and perform poorly on short-term memory tasks (AuBuchon et al., 2015; Pisoni et al., 2011). The purpose of the present study is to investigate the relationship between short-term memory and vocabulary. Receptive vocabulary, phonological and verbal short memory (non-word repetition and digit span) and rapid naming tasks were administered to 15 children with CI (4;6 - 8;6 years), 15 children of the same chronological age (CA) and 15 younger children (of the same post-implant age) (PIA). Children with CI had lower performance in all tasks compared to CA group, whereas compared to younger PIA group, children with CI had lower performance only in the phonological short-term memory task (non-word repetition). For children with CI, vocabulary was highly correlated with phonological short-term memory, whereas for PIA children it was highly correlated with all tasks. In summary, children with CI showed normal rapid naming skills, a slower vocabulary acquisition rate and deficits in phonological short-term memory skills, which may indicate that the atypical development of phonological structures and their phonological short-term memory skills affect lexical acquisition in children with CI, same as in other clinical populations.

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Pisoni, D., Kronenberger, W., Roman, A., & Geers, A. (2011). Article 7: Measures of digit span and verbal rehearsal speed in deaf children following more than 10 years of cochlear implantation. *Ear and hearing*, *32*(1), 60s-74s.

4. LEXICAL STRESS EFFECTS ON WORD LEARNING AND WORD PRODUCTION IN GREEK-SPEAKING CHILDREN WITH COCHLEAR IMPLANTS

Christina Adamidou, Areti Okalidou, Marios Fourakis, Athanasia Printza, George Kiriafinis

5. PRODUCTION OF VOICING CONTRASTS IN CHILDREN WITH COCHLEAR IMPLANTS

Georgia Koupka, Areti Okalidou, Katerina Nikolaidis, Georgios Kyriafinis, Jannis Constantinidis

6. 3D AUDIOMETRY AND INTERVENTION SOFTWARE FOR HEARING - IMPAIRED CHILDREN

Paul Hatzigiannakoglou, Areti Okalidou

SATURDAY 29-05-2021, DIGITAL ROOM 2: 17:00-18:30

WORKSHOP : VOICE DISORDERS WITH CASE PRESENTATION: FROM ASSESSMENT TO THERAPY

Prof. Dr. Esra Özcebe, Assistant Dr. Fatma Esen Aydınlı

ABSTRACT

Healthy voice production entails coordination between respiration, phonation and resonance. Voice disorders may have an organic and functional origin. Voice disorders bring functional, emotional and physical problems that may reduce the quality of life. Comprehensive voice assesment is the key of an optimum intervention approach. Assesment includes case history, perceptual evaluation and instrumental methods. The basic instrumental voice evaluation should consist of the laryngoscopic examination, acoustic analysis and aerodynamic evaluation. The widely used auditory-perceptual evaluation protocols are CAPE-V and GRBAS; which are done by rating the voice quality by professions whereas patient-reported outcome measures are completed by the patients. Assesment results are discussed by the voice team consists of at least speech language therapist (SLT) and otolaryngologist and optimum intervention method is decided. Voice therapy is one of the intervention methods that can be used either as the main intervention method or combined with the medical and /or surgical treatment. Voice therapy can be classified as indirect and direct approaches. Indirect voice therapy aims to teach patient optimal vocal hygiene and decrease the phonotrauma behaviours. This therapy may use either as the main intervention method or frequently embedded in the direct voice therapy programmes. Direct voice therapy focuses on the physiology aspects of voice disorder and aims to change the vocal production via vocal exercises. Many voice therapy exercises, and structured voice therapy programmes are available in literature. SLTs should know many of the approaches and should be capable at composing optimal holistic/eclectic voice therapy programmes appropriate for the patient.

SUNDAY 30-05-2021, DIGITAL ROOM 1: 09:30-11:00

ORAL PRESENTATIONS : AUTISM SPECTRUM DISORDER

1. SELF-ESTEEM AND SELF-AWARENESS: THE ESSENTIAL BASIS FOR DEVELOPING SOCIAL SKILLS IN THE SPECTRUM OF AUTISM AND IN COMMUNICATION DISORDERS: METHODOLOGY AND INTERVENTION USING THE TOOL 'TALK ABOUT CHILDREN'.

Vili Skarlopoulou, SLT,Bsc MA, RCSLT, HCPC reg

Keywords: ASD, asperger's, social skills, self-esteem, group intervention Co-ordinator: Argo, special intervention clinic for autism

ABSTRACT

Difficulties in social skills might be caused by multiple factors such as social environment, family life, diagnosis of autism, ADHD or communication disorder (Maag, 2006). In autism spectrum disorder the individual experiences pervasive difficulty in social communication and social interaction (DSM-5). Many studies demonstrate the link between social skills and self-esteem, concluding that a person with low self-esteem is at greater risk of developing difficulties in social skills (Haney et al, 1998; Jordan et al, 2013). Considering that social skills are a prerequisite for making friends (Wetherby, 2006), Kelly (2000) came up with a model linking self- esteem-social skills and friendship skills. Based on this, she created a hierarchy of social skills putting skill of self-esteem and self-perception at the basis. Based on the above model, when we talk about children with high functionality in the autism / Asperger's, it is necessary to assess social skills before jumping into intervention in order to determine the level of each child in the social skill hierarchy. For example, if the intervention is around friendship skills while the child has still low self-esteem and self-awareness, the results of the intervention will not be the expected. There are many intervention methods in teaching social skills such as individual sessions, group sessions, drama and technological interventions. The 'talk about children' tool is based on the above model of hierarchy using social learning either through the group or individually.

2. THE EFFECT OF INTENSIVE INTERACTION ON THE LANGUAGE DEVELOPMENT OF CHILDREN WITH ASD, WHO HAVE LOW LANGUAGE PROFILE

Stavros I. Patsaouras, Speechtherapist – MSc in Audiology-Neurotology, PSL Member. Dr **Ioannis Vogindroukas**, Logopedist, University of Ioannina, PSL Member, IALP Member, MC Member of COST ACTION.

ABSTRACT

Introduction: Children with ASD often have deficits in their Language Development. The aim of this study is to highlight the effect of Intensive Interaction on the Language Development of a child with ASD, who has low Language profile.

***Methodology*:** This study, is a case study of a child (age: 3 years, 2 months), with ASD. Through analysis of a five-minute sample of the child's Expressive Language (discourse analysis), during the therapeutic session, in which the Intensive Interaction techniques for verbal children were applied ("Intensive Interaction with people who are verbal"), a video recording and analysis of the child's productions, was performed.

***Results*:** The results obtained from the analysis of the sample of child's Expressive Language, showed that through the use of Intensive Interaction techniques for verbal children ("Intensive Interaction with people who are verbal"), the child consistently produced phrases up to 8 words, pronouns, verbs and links. In addition, the child used appropriate expressive vocabulary, appropriate syntactic structures and produced verbally semantic connections. Furthermore, demonstrate symbolic and projective playing skills, alternations

and accurate responses during discussion. Finally, the child introduced new topics of discussion, maintained them and completed them in a functional way.

***Conclusions*:** Through the use of Intensive Interaction techniques for verbal children ("Intensive Interaction with people who are verbal"), the child seemed to respond positively and show important skills in both the Expressive domain and that of Pragmatic skills.

Keywords: ASD, Low Language Profile, Intensive Interaction, Expressive Language, Pragmatic Skills

3. PARENT PROGRAM FOR THE COMMUNICATION AND PLAY DEVELOPMENT OF PRESCHOOL CHILDREN WITH ASD A PILOT IMPLEMENTATION OF HANEN PROGRAM "MORE THAN WORDS"

Paraskevi Meravoglou, Speech and Language Therapist

Ioanna Karavaggeli, Speech and Language Therapist

Vaia Arsenopoulou, Speech and Language Therapist

ABSTRACT

A structured psychoeducational program, which addresses parents of preschool children with ASD, is presented. It is a pilot implementation of Hanen Program "More than Words" conducted at Theotokos Foundation, in Athens, a non-profit welfare organisation.

Background and Aims:
Within a child centered and preventive framework, the main goal of the program is to provide parents support, education, and practical skills for enhancing communication in children with ASD in everyday situations.
Method
The programme is conducted by two Speech and Language Therapists. It consists of eight weekly group sessions and three individual family sessions. The selection criteria, the theoretical background and program structure are presented.
Results:
Qualitative results are discussed. Quantitative results are recorded using the clinical tool Focus on the Outcomes of Communication Under Six (Thomas-Stonell, 2012), a parent questionnaire which evaluates communicative participation and treatment change. Furthermore, there are positive outcomes reported in parental empowerment. Conclusion: Qualitative and quantitative evaluation of this program was consistent with international research in the field of indirect intervention.

Keywords: parent psychoeducational program, ADS, preschool children, prevention
Organisation: Theotokos Foundation, Ilion Greece

4. THE RELATIONSHIP BETWEEN WORKING MEMORY AND LEXICAL REPRESENTATION IN CHILDREN WITH HIGH-FUNCTIONING ASD: THE PRELIMINARY RESULTS OF A GREEK STUDY.

Vasiliki Zarokanellou[12], Maria Vlassopoulos[1], Gerasimos Kolaitis1, Katerina Papanikolaou 1

[1] Medical School of Athens, National and Kapodistrian University of Athens

[2] Department of Speech-therapy, University of Ioannina

Research Clinic: The Child-psychiatry Clinic in "Agia Sophia" Children's Hospital, Athens, Greece

Keywords: high-functioning ASD, working memory, lexical representations, vocabulary, ADHD

Research supports that working memory plays a crucial role in the development of vocabulary and language in typically developing children and children with neurodevelopmental disorders. The children with high-functioning ASD show deficits in working memory capacity and language development. The current study aimed to evaluate concurrently the memory skills and the lexical representations in school-aged children with high-functioning ASD and to explore their relationship. In the study participated 20 children with high-functioning ASD and 14 typically developing peers. The two groups of participants were similar in gender, age, and non-verbal IQ. All participants had verbal and non-verbal IQ scores over 80. The assessment battery included standardized and non-standardized measurements and all participants were evaluated in the following variables: visual/ verbal working memory, ADHD symptomatology, production of definitions, naming, verbal fluency, nonword repetition, number of phonological/articulation errors. The results of the study revealed that the ASD group had significantly higher scores on the Greek ADHD rating scale (Kalandzi-Azizi et al., 2012) and made significantly more phonological/articulation errors in comparison to typically developing peers. Furthermore, the ASD group showed significantly lower performance on the repetition of nonwords, the production of definition and the delayed recall of information according to the Memory Assessment Battery for preschool and school- aged children (Bezevegis, Ikonomou & Milonas, 2007) in relationship with typically developing peers. Both groups had equal naming skills. These preliminary results highlight the role of attention in lexical development and are in line with similar findings from English.

5. COMPARING LANGUAGE PROFILES: SCHOOL-AGED CHILDREN WITH SOCIAL COMMUNICATION DISORDER AND HIGH-FUNCTIONAL AUTISM.

Nikolaos Kondras, Irini Karayanopoulou, Flora Cheiladaki, Nikoletta Ketsitzi, Stavroula Theodosopoulou, Antonianna Spanou, Ioannis Vogindroukas

Affiliation: Interdisciplinary team of A. Spanou

ABSTRACT

Purpose of study

The aim of this study was to investigate the language profile of school-aged children with Social Communication Disorder (SCD) and High-Functioning Autism (HFA) by comparing the language strengths and weaknesses of them.

Sample

The sample consisted of 10 school-aged children with a mean age of 10.50 years. All of them were considered as having an SCD according to DSM-V (APA, 2013) criteria. Regarding the participants with a diagnosis of HFA, the data was adopted by a previous study (Vogindroukas et al., 2009). The mean age of this group was 10.40 years.

Measures

The language profiles of the two groups were identified with the use of the SLTs' Assessment Protocol of School-aged Children. (Vogindroukas, 2014). This assessment tool comprises tasks which evaluate the linguistic, academic and meta- linguistic skills of school-aged children. The Raven's Colored Progressive Matrices (Raven et al., 2008) was also used as a measure of participants' non-verbal ability. The criteria of DSM-V (APA, 2013) were utilized as reference standard for the inclusion of the participants.

Analysis

The data was analyzed using SPSS version 26.0. Non-parametric descriptive statistics and non-parametric tests were used due to the small sample. Moreover, qualitative data was provided about the communication style of the two groups based upon clinical observation.

Results

According to the performance of SCD group, the most prevalent difficulties were observed in the following tasks: sequence of a picture story, narration of the picture story, title of the picture story, definition of words, classification of words and spontaneous writing. Less existent difficulties were found in the tasks of narration of an auditory story, spatial and time orientation, reading skill, spelling, multiplication table and mathematical problem solving. All the participants had a good performance in the tasks of understanding a written text, finding similarities between words, repetition of multisyllable words, writing of numbers and pseudowords as well as in phonological awareness.

Conclusion

The results showed that there are similarities and differences between the language profiles of these two groups. The most dominant language difficulties in both groups were related to the language domain of pragmatics and the abstract thinking. However, it was observed that the language difficulties of SCD children are not so pervasive as in HFA children as well as the intensity of communication difficulties was milder.

Keywords

Language profile, language skills, pragmatics, High-Functioning Autism, Social Communication Disorder

6. READING DURATION AND ERRORS' NUMBER AND TYPES IN AUTISM SPECTRUM DISORDER IN COMPARISON TO TYPICAL DEVELOPMENT

Katerina Shtereva[1], Miroslava Stefanova[2], Nadejda Bocheva[2], Milena Mihaylova[2], Tsvetalin Totev[2], Svetla Staykova[3], Stoyan Lilov[4]

[1]Sofia University

[2]Institute of Neurobiology, BAS

[3]Clinic of Child Psychiatry "St. Nikolas"

[4]Sofia Medical University

ABSTRACT

Introduction: Nowadays all children, including children with Autism Spectrum Disorder (ASD), are trained to read in a standard manner. Results from many studies suggest that children with ASD have different access to reading words and pseudowords and atypical processing of low-level sensory information, including visual. The present study examines whether visual noise affects differently the reading performance of words and pseudowords in ASD compared to Typical Development (TD).

Methodology: Twenty children and adolescents (8 - 16 years old) with ASD and twenty aged-matched controls with TD participated in the study. Stimuli were 3 or 7 letter words and pseudowords, positioned in the middle line of the monitor screen among other lines with words or pseudowords. In the half of the trials stimuli were distorted by visual noise produced through a random replacement of black and white pixels. An audio file was recorded during reading, and the reading duration and the number and types of errors were taken for subsequent analysis.

Results: In the noiseless condition the reading duration was longer and number of errors was higher in group with ASD than with TD. However, the external visual noise had larger effect on reading performance of a group with TD. As a result, in the high noise condition group with ASD showed shorter reading duration for both words and pseudowords and similar number of errors compared to the group with TD. We further analyzed and compared error types in both groups to better understand the causes for these differences.

Keywords: Autism Spectrum Disorder; Visual Noise; Phonological and Orthographic access to reading; Words and Pseudo-words.

This work was supported by the National Science Fund of Bulgaria, Grant DN15/6 from 11.12.2017.

7. NARRATIVE ABILITY AND LANGUAGE SKILLS IN CHILDREN WITH AUTISM SPECTRUM DISORDER.

Ch. Siarkou, M. Vlassopoulos, S. Stavrakaki

8. INTERSUBJECTIVITY - A STRONG BRIDGE IN THE SPEECH THERAPY PROCESS

Resiti Angeliki, Chatzichristou Stella, Avrampou Angeliki- Maria

«leksis & skepsis» Special Education Center

ABSTRACT

As it is already proven there is a strong correlation between Therapeutic Alliance (therapist - patient - caregivers) and Mutual Pleasure (as it is described in the Intensive Interaction Manual Book) during the Therapy sessions.

Therefore, the purpose of this paper is to highlight the importance of the intersubjectivity through the therapy progress.

Recognizing the patient's intersubjectivity, results in creating a feeling of acceptance and security while at the same time increasing patient's willingness and ability for social interaction. Furthermore, it reinforces patient's involvement in therapy even for activities that do not make sense for him and are difficult.

The therapist allows the patient to develop its subjectivity within the room without initially projecting its own requirements - therapeutic goals. In this way, the therapist accepts the patient. The patient while feeling that his therapist respects his temperament and accepts him, he begins to recognize and accept the subjectivity of his therapist. As a result, both of them are reaching mutual understanding and the consequent pleasure of the process, conquering what we call intersubjectivity. With the term intersubjectivity, we mean a relationship of mutual recognition, a relationship in which each person is experiencing the other as a subject, another mind that can be awarded, with different thoughts, emotions and perceptions. (Benjamin, 2004).

Consequently, patient's caregivers need to attend counseling sessions as well, aligned with the patient's treatment. During counseling caregivers have the opportunity to express their concerns and difficulties regarding the patient itself. At the same time, they have all the support needed in order to understand the therapeutic process and are encouraged to participate in it with their own subjectivity. The following process of mutual acceptance and understanding of both themselves, member and the therapist - psychologist, through intersubjectivity, co-creates the remedial experience. As directly involved in treatment, they continue the same process in the outworld as well.

KEYWORDS: Intersubjectivity, Mutual understanding, evolution of speech therapy, counseling support.

SUNDAY 30-05-2021, DIGITAL ROOM 2: 09:30-11:00

WORKSHOP : PROMOTING PHONOLOGCAL INTELLIGIBILITY IN SPEECH SOUND DISORDERS

Kakia Petinou PhD, SLP

ABSTRACT

Purpose: The study examined the effectiveness of phonologically similar word-stimuli (phonologically dense) in treating three Greek-speaking preschoolers with phonological delay.

Method: A research design of multiple baseline across three participants was implemented concurrently. All children received systematic phonological intervention over a period of three months during a series of bi-weekly, forty-five- minute experimental. Prior to the instatement of the treatment phase a baseline phase was implemented over three sessions. Baseline measures included child productions based on a 50-word probe list and phonetic inventory measures based on a 15-minute spontaneous speech language sample. Dependent variables included phonetic inventory size, intelligibility index scale, proportion of consonants correct on probe list, and percentage correct of a number of whole-word matches. For each participant, individualized word stimuli grouped in phonologically similar "blocks" were constructed for each child on the bases of segmental stimulability, word frequency and phonological density.

Results: All participants made measurable gains on all dependent variables during intervention based on comparison between last baseline and last session data. Moreover, all three children maintained these gains during a follow-up session conducted two months after treatment.

Conclusions: The results suggest that the implementing of word- level aspects through the use of phonological similarity brought about significant phonological changes in children with protracted speech skills. The cross-language implementation of phonologically similar targets provides fruitful grounds for inducing expressive phonology gains and underscores the need for evidence-based practice cross-linguistically.

SUNDAY 30-05-2021, DIGITAL ROOM 1: 11:00-13:00

ORAL PRESENTATIONS : A) FLUENCY DISORDERS B) INTERDISCIPLINARY APPROACHES IN SLT PRACTICE

1. THE VOICE OF PROTOVOULIA PROSOPON POU TRAVLIZOUN (PWS)

Spyros Avgeris, Natalia Kissamitaki, Vassilis Papathanassopoulos, Mirela Chorianopoulou

ABSTRACT

The association "Protovoulia Prosopon pou Travlizoun" is the association of the stuttering community in Greece. In this presentation members of the association will talk about life experiences related to stuttering in a short video. The video will be discussed in relation to the aims and the activities of the association.

2. SIG IN FLUENCY DISORDERS: HOW SIG'S WORK HELPS SLTS ACTIVATE CHANGE IN THE EXPERIENCE OF PWS

Katerina Kalaitzidou, Maria Kladou, Dimitris Marousos, Ioanna Orfanidou, Elias Spyridis, Tzortzina Stamelou, George Fourlas, Mirela Chorianopoulou

ABSTRACT

OEEDRO is the special interest group in Fluency Disorders of the Panhellenic Association of Speech and Language Therapists. Its main interests are the promotion of scientific,

experimental and professional data for fluency Disorders as well as raising awareness and supporting the rights of people who stutter.

Based on the World Health Organization's International Classification of Functioning, Disability and Health (ICF) that provides the framework of the overall experience of the stuttering disorder, OEEDRO's actions focus on reinforcing communication functioning through changes in attitudes and social stereotypes. By promoting up to date scientific information and raising social awareness OEEDRO's material and action plans target in scaffolding the environmental aspects of functioning of the PWS and thus add "clinical tools" in minimizing the negative impact on activity and participation levels a PWS may experience.

Material produced steadily by the SIG target in helping clinicians, people who stutter, and the general public understand the multifaceted nature of stuttering. Through this perspective actions and material produced that are openly accessed on the Panhellenic Association of Speech and Language Therapists website can facilitate the holistic view of the therapeutic intervention.

3. THE ROLE OF THE SPEECH THERAPIST IN PSYCHOSOCIAL REHABILITATION UNITS: THE CASE STUDY OF THE SOCIETY OF SOCIAL PSYCHIATRY P.SAKELLAROPOULLOS IN THE PREFECTURE OF FOKIDA

G. Karampela, D. Tsellou, A. Tzimara, A. Frangouli, V. Chronopoulos

Society of Social Psychiatry P.Sakellaropoullos in the Prefecture of Fokida

ABSTRACT

Purpose

The purpose of the present research is to investigate the formation process of speech therapy group and its potential effectiveness in patients suffering from Severe Psychiatric Disorders.

Methodology

The intervention of the speech therapy group has followed the principles of group therapy. It is a structured, yet not rigid form of a group, which is addressed to 8 adults residents of the care home "Evrikleia" in the Fokida Prefecture. The members of the group have a diagnosis of Paranoid Schizophrenia and/or Mental Retardation. The group worked for 16 months once a week and was facilitated by two permanent speech therapists. Its goal was to practice on social-linguistic-cognitive skills, enhancement of self-motinated action and emotional expression. Data were collected through participating observation, semi-structured interviews and the non-weighted "Assessment of Basic Skills."

Statistical Analysis

The "Assessment of Basic skills" was completed by a carer in collaboration with each resident/ member of the group. The assessment was filled before forming the group, during and after the end of the process as well as a year after the end of the group intervention (follow-up).

Results

Both qualitative and quantitative data will be processed comparatively. Collection of data is due to be completed with a follow-up in March 2021.

Conclusions

It is expected that both the quantitative and qualitative process analysis would highlight the significance of the speech therapy group process and that would demonstrate its effectiveness to resident patients who suffer from Paranoid Schizophrenia and/or Mental retardation. More specifically, these patients are expected to successfully demonstrate healthy expressions of desires and emotions, verbal crisis, orientation, initiation and continuation of a dialogue, as well as their social skills.

Key words: speech therapy group interventions, severe psychiatric interventions, psychosocial rehabilitation units, communication skills.

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4.BRIEF INTERDISCIPLINARY INTERVENTION FOR CHILDREN AGED 8-11 YEARS WITH LEARNING DIFFICULTIES: THE EXAM- PLE OF A MOBILE UNIT IN THE REGION OF CRETE

Maria Papadakaki, Nektaria Pedioti, Stavroula Lioliou, Marianna Iliadou, Vasiliki Kounali, Maria Kounougaki, Afroditi Menioudaki, Gerasimos Milathianakis, Nikolaos Bitsakos, Nadia Bufachrentin, Maria Roza Papadimitropoulou, Mirella Papaiosif, Michael Papanikolaou, Sophia Pisiota, Sophia Pitsikaki, Elpida Servou, Georgia Skokaki, Alexandra Spyridaki

Keywords: learning difficulties, mobile unit, interdisciplinary approach, brief intervention
Institute: Hellenic Mediterranean University, School of Health Sciences, Department of Social Work

ABSTRACT

Purpose: The program is funded by the Public Investment Program of the Region of Crete and aims at pilot testing a mobile unit that was created to assess the learning difficulties of children living in geographically remote areas of Crete and provide short-term counseling to their families. Methodology: A mobile unit was created, consisting of specialized psychologists, special educa- tors, speech therapists, social workers and nurses, moving throughout the Region of Crete by ap- pointment to identify the nature, depth and extent of the problem and prepare a personalised plan for the holistic management of learning disabilities in children attending the upper grades of primary school (3rd-6th grade). During the evaluation, the following tests are performed: ear and eye exam- ination, evaluation of written speech (reading-writing), speech, mathematical competence, mental potential and behavioral difficulties. Reliable tools are used during the evaluation sessions with children (Eg WISC VGR, PATEM II, Test-A, Psychometric criterion of mathematical competence for children and adolescents, etc.). At the same time, sessions are held with the parents in order to identify possible difficulties at psychological, social, financial and health level that may make it dif- ficult to manage learning difficulties at home.

Results: A total of 121 children and their parents were evaluated during the first 6 months of the project and more than 160 support sessions were conducted during the pandemic. The horizontal interconnection of the mobile unit with the social structures of the local government seems to be feasible and efficient. The unit has met high acceptance among the general population and the representatives of education and local government in the Region of Crete.

Conclusions: The program has promoted timely access to evaluation and support services for fi- nancially disadvantaged and geographically isolated families.

5.THE IMPORTANCE OF INTERDISCIPLINARY APPROACH FOR THE ASSESSMENT OF LANGUAGE SKILLS IN PRESCHOOL CHILDREN: THE PARADIGM OF DEVELOPMENTAL LANGUAGE DISORDER.

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ABSTRACT

The purpose of this study was to investigate both linguistic and non linguistic skills of preschool children with Developmental Language Disorder (DLD) in order for a better understanding of their developmental profile. A total of 115 children participated in this study, 52 preschool children with DLD (Mean Age: 4.6 years) and 63 typically developing children (Mean Age: 4.6 years) matched for chronological age and non-verbal intelligence. All children were assessed in terms of language comprehension and production, in cognitive skills (phonological short-term memory working memory, inhibitory control, and cognitive flexibility), fine and gross motor function and socio-emotional skills.

Children with DLD performed lower than TD children not only across all language measures but also in cognitive, motor and socio-emotional skills. Hierarchical regressions highlighted the role of phonological sort term memory, working memory, cognitive flexibility and socio-emotional skills in predicting auditory comprehension skills, receptive vocabulary, word definition, story retelling and spontaneous storytelling in children with DLD.

The results of the present study are discussed in terms of their theoretical and practical implications. Firstly, it is highlighted that preschool children with DLD may have deficits on different linguistic domains. Secondly, it is clearly underlined that non- linguistic skills (phonological sort term memory, working memory, cognitive flexibility, motor skills and hyperactivity) may also be affected in these children and can further predict their performance on language tasks. The need for a more comprehensive evaluation in clinical practice aiming at designing effective intervention through interdisciplinary collaboration is discussed.

Keywords: Developmental Language Disorder, phonological short-term memory, working memory, inhibitory control, cognitive flexibility, motor function, socio- emotional skills, language, comprehension, production

6. FOUNDING NEURODEVELOPMENTAL PATHWAYS OF PREMATURITY

E. Anastasiadou, V. Moschaki, Eleftheria Papazoloudi, G. Tzempelikou

ABSTRACT

Survival rates are increasing for babies born extremely preterm, however long term neurodevelopmental and behavioral problems remain a concern while a majority of these children display later school difficulties. Since preterm infants experience repeated painful procedures during a period of rapid brain development and programming,they are continuously affected by and responsive to environmental NICU influences. This greater exposure to neonatal pain related stress has been associated with poor cognitive , motor and behavioral neurodevelopment.Current theories of development support that observing and assessing infants' cues of capacity, contributes to a throughfall understanding of their needs while adjusting their behavior to meet the demands of tasks. Synactive Developmental Model forms the basis for individualized developmentally supportive and family centered care since caregivers are trained to be sensitive to each baby's fragility and stress behavior.It provides a different access to brain research through preterm behavior observation. Maturation and improved health are reflected in sequential observation of subsystems developmentthat are in constant interaction with each other, the environment and the caregivers. Assistance process is understood as a co-regulation and collaboration action to enable and maintain the homeostasis of these various subsystems. Improving self-regulatory skills could moderate the negative effects of executive functions deficits.The infant and the family are seen as an integral unit while parents are supported in assuming an active role with their infant in NICU.Infant's feeding skills consist an emergent motor skill development for the preterm infant constituting another way of communication. The NICU experiencesoften define feeding problems in young children.The approach to feeding the preterm infant must be also developmentally supportive and tailored to meet the needs of the individual. Cue based and co-regulated feeding takes into account the oral feeding challenges of the preterm infant using a complex dynamical subsystems perspective.The

feeder is part of the feeding system who through the cue interpretation as well as behavioral strategies learns how to partner with the infant's feeding.

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SUNDAY 30-05-2021, DIGITAL ROOM 2: 11:30-13:00

WORKSHOP : WHAT REALLY MATTERS: CHALLENGES AND BENEFITS OF ADAPTING NORMATIVE APHASIA TESTS

Moderator: Prof. Dr. İlknur Maviş,

Discussants: Şevket Özdemir[1], Semra Selvi-Balo[2], Suzan Dilara Tokaç[3]

[1] Muğla Sıtkı Koçman University, Muğla Turkey

[2] Anadolu University, Eskişehir Turkey

[3] The University of Groningen, The Netherlands & Macquarie University, Australia

Moderator: Prof. Ilknur Maviş

ABSTRACT

Normative aphasia tests comprise a significant part of the assessment process in the management of acquired language disorders. A recent study suggests that most of the assessment batteries are available for English-speaking people with aphasia (PWA), which limits the use of these tests in clinical practice for patients with diverse linguistic and cultural backgrounds in other countries in which people are speaking a different language other than English. This is why Maviş (2010) asserts that the assessment tests that will be adapted into Turkish need to consider the cultural and typological characteristics of Turkish which possesses distinctive linguistic features compared to English.

In this regard, adapting a normative test is much more than translating the test from the source language to the target language. The procedures that must be followed carefully during test adaptation come into prominence. This workshop aims to address important issues in the adaptation process of normative aphasia tests, by elaborating on the

Comprehensive Aphasia Test developed in the UK and recently adapted into Turkish. In this direction, the following topics will be mentioned, revealed and discussed: The overview of main assessment batteries in aphasia based on localization theory and cognitive neuropsychological approach; Information about CAT and how it differs from other batteries; Challenges and benefits in the adaptation of CAT-TR, including the identification of the test items according to the relevant psycholinguistic variables, findings of the pilot studies with CAT-TR; Ways and tips to improve the adaptation process as suggested by Ivanova and Hallowell (2013).

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SUNDAY 30-05-2021, DIGITAL ROOM 1: 13:00-14:30

KEYNOTE SPEECH : **ARE WE REALLY AWARE OF CHILDHOOD LANGUAGE IMPAIRMENT? IMPLICATIONS FROM 18 EUROPEAN COUNTRIES**

Speaker: **Prof. Dr. Seyhun TOPBAS, MA, MSc., PhD.**
Professor, Istanbul Medipol University, Department of Speech and Language Therapy
Istanbul Medipol University, Department of Speech & Language Therapy

ABSTRACT

Public awareness of language impairment in Developmental Language Disorder (DLD) has been identified as an important determiner of research and clinical service delivery, however studies directly assessing public awareness are lacking. This study surveyed awareness across 18 countries of Europe. My talk will be about our study which took advantage of a large international research network, conducted by Working Group 3 (WG3) of Cost Action IS1406 ("Enhancing children's oral language skills across Europe and beyond – a collaboration focusing on interventions for children with difficulties learning their first language") to survey public awareness of the construct now referred to as DLD but which has historically been referred to by many labels in English, such as SLI. Given cultural differences and differences in clinical traditions across countries, it was hypothesized that differences as well as similarities might be found in across countries as well as across demographic groups according to age, education and income level. We examined country differences in terms of overall awareness levels and broad categorizations of most common views on the nature and causes of DLD across countries.

A questionnaire developed by an international team asked whether respondents had heard of language impairment affecting children, what they thought its manifestations and causes were and where they had heard of it. Respondents were also asked whether they had heard

of autism, dyslexia, ADD/ADHD and speech disorder. The questionnaire was administered to members of the public in 18 European countries. A total of 1519 responses were obtained.

In general, awareness tended to be lowest in Eastern Europe and greatest in North-Western Europe, and was influenced by education level, age and income level. People in countries with overall low and overall high awareness differed in their views on manifestations and causes. People had heard of language impairment and autism the same way - most frequently through the media, including Internet, and less frequently through their child's school or a medical Professional. Ways in which cultural and linguistic differences may influence public awareness efforts are discussed, including the translatability of clinical labels and scientific terms.

SUNDAY 30-05-2021, DIGITAL ROOM 1: 15:00-16:30

ROUND TABLE : PROMOTING COMMUNICATION IN ADULTHOOD

1. LANGUAGE AND SPEECH DISORDERS IN DEMENTIA

Panagiotis Ioannidis

Dementia is a syndrome characterized by progressive deterioration of cognitive function, most commonly of memory, but other domains such as language, praxis, visual perception and most notably executive function are also often affected.
A few years ago, the terms dementia and Alzheimer disease were used synonymously, and memory loss was the core feature of dementia. Primary progressive aphasias (PPA) represent a heterogeneous group of disorders with insidious onset and gradual progression. There are three main variants – the nonfluent or agrammatic, the semantic and the logopenic variant – each one with specific linguistic and speech deficits and different anatomical regions that are involved. Primary progressive non fluent aphasia (PPnfA) comprises an aphasic disorder that is classified in frontotemporal dementia spectrum and is characterised by disturbed grammatical comprehension and expression as well as reduction of speech sound production.
The semantic variant is probably the most well-defined clinical syndrome with anomia and single-word comprehension deficits, both essential for diagnosis. The logopenic variant is the recently described variant of PPA with retrieval and sentence repetition deficits. Spontaneous speech is characterized by slow rate, with frequent pauses due to significant word-finding problems, but no frank agrammatism.
There are no curative treatments for primary progressive aphasias, but early intervention with speech and language specialists could help patients to stabilize their deficits.

2. LIFE AFTER STROKE: THE PATIENT'S PERSPECTIVE

Georgia Kleidaria

3. VOICE PROBLEMS AND QUALITY OF LIFE – THE IMPACT OF VOCAL FOLD PARALYSIS

Elpida Koutsoubaki

ABSTRACT

Voice is integral to every aspect of life, irrespective of age, gender or profession. As a multidimensional communication tool that expresses a wide range of needs and requirements, it has a definitive and qualitative role in our sense of self and the effectiveness of our communication. It is understandable how voice difficultly is tightly intertwined with a wide range of presenting problems at all levels, including social, interpersonal, psychological, physical and professional.

Our discussion will focus on sensitizing the public to a statistically small but therapeutically significant group of voice disorders. The growing diagnostic category of vocal cord paralysis, both unilateral and bilateral, presents complex quality of life issues due to multifaceted related problems. Two cases will be presented, one of unilateral and one of bilateral vocal fold paralysis, discussing the course and outcomes of their multidisciplinary rehabilitation program with the Integrated Voice Therapy approach.

Awareness of the particular needs of this population is essential in order to aim for timely delivery of rehabilitation programs by experienced, expert therapists with an interdisciplinary and holistic approach, ensuring long-term and substantial results for quality of life.

4. EVIDENT BASED PRACTICE FOR THE EVALUATION AND DIAGNOSIS OF SWALLOWING DISORDERS

Dionysios Tafiadis

Assistant Professor, Department of Speech Language Therapy, School of Health Sciences, University of Ioannina

ABSTRACT

The evaluation procedures of swallowing disorders uses a variety of methods. These are usually divided between the instrumental and non- instrumental assessments. This well-organized procedure has one goal to understand patient's deglutitive process in relation to his/her medical history. The above understanding is critical for the determination of appropriate treatment strategies. In the literature for many assessment methods for dysphagia are vary among different clinical cases; however, their use may not be warranted for difference reasons (e.g., lack of robust psychometric properties). This review was undertaken to provide an overview on the measures that are available. Additionally, to introduce the basic steps and procedures of Evident-Based Practices (EBP) that a speech-language-pathologist (SLP) should do on how to to gather the most and best information available under the EBP principles. Also, it will give emphasis on screening methods, patient-reported measures, assessment of pathophysiology of the swallowing act, and clinical evaluation methods for oropharyngeal dysphagia. Finally, it suggests the development of evidence-based recommendation (EBR) and/or consensus-based recommendation (CBR) for the evaluation of swallowing disorders as a reference standard for adults and Paediatric populations.

Key words: Diagnosis, Swallowing Disorders, Dysphagia, Evident Based Evaluation, Clinical Implications

SYNDAY 30-05-2021, DIGITAL ROOM 1: 16:30-18:00

ORAL PRESENTATIONS : NEURODEVELOPMENTAL DISORDERS

1. THE LANGUAGE AND COGNITIVE SKILLS OF SCHOOL-AGED CHILDREN WITH DEVELOPMENTAL LANGUAGE DISORDER

Karagiannopoulou D., Ralli A.M, Roussos P., Polychroni F

Department of Psychology, National and Kapodistrian University of Athens, Greece

ABSTRACT

Children with Developmental Language Disorder (DLD) are characterized by difficulties at different language domains due to linguistic and non-linguistic deficits. The aim of this study was to holistically investigate the language and cognitive skills (inhibitory control, cognitive flexibility, rapid naming (RAN), working memory, short-term memory, visual memory) of Greek speaking school-aged children with Developmental Language Disorder (DLD) in comparison to typically developing (TD) children and children with the same verbal age. A total of 90 children aged 6.5-8.5 years participated in the study. 30 children belonged to the group of children with DLD, 30 children belonged to the TD group and the same chronological age (CA) and 30 children were TD children with the same verbal age (VA). All participants were assessed through a set of language tests in semantics, phonological awareness, morphology and auditory comprehension as well as a series of tests assessing working memory, short-term memory, visual memory, rapid automatization naming (RAN), inhibitory control and cognitive flexibility. The results showed that children with DLD performed lower across all language (semantics, phonology, syntax, auditory comprehension) and cognitive tasks (RAN, working, short-term, visual memory, inhibitory control and cognitive flexibility) in relation to the TD of the same age. In addition, children with DLD showed lower performance in expressive vocabulary, phonological awareness and grammar (expressive level) in comparison to the children of the same VA, while no significant differences, were found between the groups across the cognitive tasks. The results are discussed in terms of their theoretical and practical implications for a deeper understanding of the needs of school-aged children with DLD.

2. ACADEMIC PERFORMANCE OF CHILDREN WITH LANGUAGE DISORDERS USERS OF A LANGUAGE INTERVENTION PROGRAM)

Alba Ayuso Lanchares[1]; Rosa Belén Santiago Pardo[1] e Inés Ruiz Requies[2]

[1]Department of pedagogy (Faculty of Medicine. University of Valladolid - Spain).

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KEY WORDS: Language disorder, late talkers, academic performance, delay, intervention.

ABSTRACT

The academic performance of children with language delays (LD) and with Developmental Language Disorder (DLD), on some occasions, is reduced due to the language difficulties. 17 Spanish children between 3 years and 5 years-7 months and diagnosed with LD or DLD participate in this study. The objective of this research consists of knowing how the academic performance of the participants changes, after applying the Program of Linguistic Stimulation of Oral Expression (PELEO for its acronym in Spanish). PELEO consists of three phases: I) speech therapists show children some pictures and asked what they see, asking them to repeat the name of the words they do not know: II) children play with the words they do not know and III) speech therapists show all the pictures asking children to repeat the words. A Case Study has been used as a research methodology from a qualitative paradigm. Data collection instruments were semi-structured interviews with the 10 teachers of the participants. The data, analyzed with the statistical program Atlas.ti 8, show that 4 teachers noted positive changes in the academic performance of these children, especially in terms of quantity and time concepts, and understanding of orders. On the other hand, another 6 teachers say they have noticed the changes in other areas (relationship with peers and teacher), but not in an increase in academic performance. In conclusion, we value positively the improvement in academic performance, but as it is incomplete, we consider that PELEO should incorporate new strategies to promote academic performance.

3. DEFINING THE DIAGNOSTIC CRITERIA OF CHILDHOOD APRAXIA OF SPEECH: PRELIMINARY RESULTS

Nikitopoulou C., Potagas K., Papageorgiou C., Vlassopoulou, M.

1st Psychiatric Department, Medical School, University of Athens

ABSTRACT

Objective: Childhood apraxia of Speech (CAS) is a neurological childhood speech sound disorder in which the precision and consistency of movements underlying speech are impaired significantly, in the absence of neuromuscular deficits. Errors in speech sound production are evident in CAS, similar to those evident in Severe Phonological Disorder, therefore the differential diagnosis of the specific disorders is considered a significant challenge.

Purpose: Investigation and determination of the diagnostic criteria of CAS. Additionally the differential diagnosis and co morbidity of CAS and Severe Phonological Disorder will be investigated.

Methods: The participants consist of four groups, aged 5-6 (N=46). Group A: inconsistent errors in speech, Group B: persistent phonological difficulties with consistent errors in speech, Group C: co morbid difficulties, Group D: typical development. Assessments that were administered: Phonetic and Phonological Development (PSL, 1996) and Verbal Motor Production Assessment for Children (Hayden & Square, 1999)

Results: Preliminary results of the research will be presented, arising from the data correlations of the three study groups and the typically developed group. The aims of this study concern the specification of the diagnostic criteria and the differential diagnosis of the

developmental disorders that are investigated, therefore leading to a valid intervention programme.

Key words:Childhood Apraxia of Speech, severe phonological disorder, diagnostic criteria, differential diagnosis

4. COMPARISON OF PRIMARY EDUCATION TEACHERS` AWARENESS ABOUT ADHD SYMPTOMS IN BULGARIA AND AROUND THE WORLD

Polina Mihova[2], Margarita Stankova[1]

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ABSTRACT

Attention-Deficit/Hyperactivity Disorder (ADHD) is one of the most common psychiatric disorders of childhood and the school teachers are an important part of the multidisciplinary team (Barkley, 1990). Classroom teachers have been considered as one of the most valuable sources of information with regard to diagnosis because they have daily contact and observations over the children (Pelham, Gnagy, Greenslade, & Milich, 1992). The attention of the pasrents is ususally focused when the child goes to school in the first grade and some failures happen in the learning activity, which are not the result of the child's low intelligence, but the inability to work in a concentrated manner.

The presented study examined first to fourth grade teachers' awareness, knowledge and misconceptions of ADHD in Bulgarian schools within three specific content areas: symptoms/diagnosis, treatment, and general information (e.g., course, prevalence) in comparison with several other countries. One hundred and fourty-seven elementary school teachers from Bulgaria completed the Knowledge of Attention Deficit Disorders Scale (KADDS), a new instrument designed to measure specific areas of knowledge about ADHD, provided with a translation permission from the author Mark J. Sciutto.

The other participants are from 9 countries, as follows: Czech Republic - 482, Germany - 350, Greece - 198, Iraq - 200, Republic of Korea - 146, Saudi Arabia - 429, South Africa - 212, USA - 159 and from Vietnam - 131 participants.

The analysis of separate KADDS items revealed several findings that could be useful in updating and introducing new courses in the educational schemes of the bachelors and masters degree programs in Preschool and elementary school pedagogy.

Key words: speech pathology, ADHD, primary education, KADDS

5. COMMUNICATION MODES AS A FACTOR IN INDIVIDUAL LANGUAGE PLANNING OF COCHLEAR IMPLANTED CHILDREN

Slavina Lozanova, PhD[*], Ivelina Stoyanova, PhD[x]

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ABSTRACT

The main goal of the study is to analyse the modes of communication for children with cochlear implants (CI) in a family, educational and therapy setting post surgery, in the context of language and communication development. The analysis is aimed at establishing the grounds for an individual approach in evaluating the language and educational needs of each child and informed planning of therapy work.

Our focus are children with CI whose number has risen significantly in recent years due to the development of new technologies and the widening of the selection criteria. However, CI do not always guarantee age-appropriate language development and acquisition of spoken language, both in terms of production and understanding. Important factors are the age of onset of hearing loss, age the surgery was performed, overall cognitive development, family environment, and modes of communication playing a significant role among them.

The study uses a survey of parents of 3-6 years old children with CI (a questionnaire using 5-point Likert scale) aimed at evaluating the general language and communication environment, as well as some specific skills regarding the use of both spoken/auditory and sign/visual communication. The results reveal the interrelation between the communication modes and the balance between auditory and visual, or the dominance of either, on the one hand, and the general language and communication development, on the other.

Keywords: cochlear implants, communication modes, language planning, receptive and expressive continuum

The proposed paper corresponds to one of the five pathologies in focus at the conference - Children with Cochlear Implants. It presents a scientific project consisted of valuable information on communication modes and language needs of children with cochlear implants to be used by speech therapists in collaboration with the family of the child, AVT professionals as well as educational staff.

6. COMPARATIVE STUDY OF PRAGMATIC SKILLS IN SD VS. SW

María de la Salud Martínez Martínez, Esther Moraleda Sepúlveda

María de la Salud Martínez Martínez (speaker)- Facultad de Ciencias de la Salud - Universidad de Castilla La Mancha (UCLM)

Esther Moraleda Sepúlveda- Facultad de Ciencias de la Salud - Universidad de Castilla La Mancha (UCLM)

ESTUDIO COMPARATIVO DE LAS HABILIDADES PRAGMÁTICAS EN SD vs. SW

Resumen

Las habilidades pragmáticas se definen como el uso apropiado que los hablantes hacen del lenguaje para comunicarse, en diferentes contextos y con distintos interlocutores y están alteradas en personas con discapacidad intelectual. El objetivo de este estudio fue conocer y comparar las habilidades pragmáticas en personas con Síndrome de Down (SD) y Síndrome de Williams (SW). La evaluación fue realizada a través del Cuestionario de Conciencia Pragmática (CCP), compuesto por 26 ítems, utilizando una escala Likert, al que contestaron 55 familiares de personas con SD y 34 de personas con SW. Los resultados obtenidos reflejan que, se observan mejores habilidades pragmáticas en personas con SD respecto a SW. No obstante, aún en estas dos poblaciones siguen apareciendo muchas dificultades

pragmáticas, por lo que es necesario tener en cuenta esta área de cara a la intervención del lenguaje a lo largo de todo el ciclo evolutivo.

Palabras clave: Síndrome de Down; Síndrome de Williams; pragmática; habilidades.

COMPARATIVE STUDY OF PRAGMATIC SKILLS IN SD vs. SW

Abstract

Pragmatic skills are defined as the appropriate use that speakers make of language to communicate in different contexts and with different interlocutors and are impaired in people with intellectual disabilities. The aim of this study was to understand and compare pragmatic skills in people with Down Syndrome (DS) and Williams Syndrome (WS). The assessment was carried out using the Pragmatic Awareness Questionnaire (PCQ), consisting of 26 items, using a Likert scale, which was answered by 55 relatives of people with DS and 34 relatives of people with WS. The results obtained show that better pragmatic skills are observed in people with DS than in those with WS. However, even in these two populations, many pragmatic difficulties continue to appear, so it is necessary to take this area into account with a view to language intervention throughout the developmental cycle.

Key Words: Down syndrome; Williams syndrome; pragmatic; skills.

7. MULTILINGUAL ACQUISITION IN THE CONTEXT OF CRANIOSYNOSTOSIS. A CASE STUDY

Carolina Bodea Haţegan, Dorina Talaş

Carolina Bodea Haţegan, Associate Professor, Babeş-Bolyai University, Faculty of Psychology and Education Sciences, Department of Special Education

Dorina Talaş, Associated Lecturer, Babeş-Bolyai University, Faculty of Psychology and Education Sciences, Department of Special Education

ABSTRACT

The study presents the case study of a 6 years old girl diagnosed with sagittal craniosynostosis and speech and language delay who is exposed to Romanian language (mother tongue), English, German and Luxembourgish language. In the first part of the study the definition of craniosynostosis is presented, followed by the characteristics and the types of craniosynostosis. The second part of the study offers information about the case study, the principles used in speech and language therapy sessions and the progress the child recorded. The implication of multilingual environment in the context of craniosynostosis is aimed to be discussed. The data presented in this study is based on parents' interview, speech and language evaluation and three years of speech and language therapy. Thus, results, demonstrate that the multilingual acquisition can ensure speech and language development in this neurological disorder: child`s pronunciation disorder was completely corrected, language morphological aspect improved from 1 to 7 percentile (aspect assessed by Romanian Probe for Assessing Morphology), speech intelligibility rate reach the maximum level (assessed by a 1-5 Intelligibility Rating Scale). The presented study includes practical recommendations and can be a valuable resource for other specialists in speech and language therapy.

Key words: craniosynostosis, multilingual acquisition, speech and language therapy

8. COMPARATIVE STUDY OF LANGUAGE AND COMMUNICATION SKILLS OF CHILDREN CONCEIVED THROUGH ASSISTED REPRODUCTION TECHNIQUES (IVF-ICSI): QUALITY OF PARENTAL RELATIONSHIPS, AND THEIR EMOTIONAL SCALES AS FACTORS AFFECTING SPEECH AND LANGUAGE DEVELOPMENT

Neou E, Lazaratou E, Papageorgiou X, Vlassopoulos M

A' Psychiatric Clinic - Eginition Hospital

Assisted reproductive technologies (ART) are increasingly used in couples with fertility issues during the last three decades.The methods, which were selected to investigate in this study, are In Vitro Fertilization (IVF) and Intracytoplasmic Sperm Injection (ICSI). They are the most common, reliable, and effective treatments for people who are unable to conceive naturally.

Children conceived via assisted reproductive technologies (ART) are nowadays a substantial proportion of the population. It is important to follow up these children and evaluate whether they have elevated health risks, compared to naturally conceived (NC) children. To date, studies that indirectly link assisted reproduction to speech and language disorders are minimal, and present mixed results. The results of the literature review, related to the linguistic development of children born after assisted reproduction, are often contradictory.

In the present study, participants were divided into three categories: children born with IVF, ICSI and normal conception. There was homogeneity between the groups in relation to sex, birth order and age of the participants. The children were assessed on a variety of language measures, and their parents completed questionnaires concerning stress and anxiety levels, family functioning, communication, and depression. The analysis of the children's results shows that there is a difference between the groups in the Vocabulary score ($p = 0.003$), the Grammatical usage score ($p = 0.002$) and the Information content score ($p = 0.003$). The IVF group seems to show better results in all three indicators, compared to the other groups, while the other groups did not show a statistically significant difference.

Comparing the results from the parents' questionnaires, we observe that there is no difference between the groups in the indicators of family stress, anxiety, family functioning, family strengths, family communication and family difficulties, while it seems that there is a statistical difference for depression ($p = 0.046$). Parallel comparisons for the Depression Index, shows a difference between the control group and the ICSI ($p = 0.051$) and IVF ($p = 0.034$) groups, with both latter groups having elevated levels. The majority of the results seemed to comply with our initial hypotheses. Results will be discussed further, in relation to findings in the contemporary literature.

Keywords: Assisted Reproduction, Communication Disorders, IVF, ICSI, Family Topics: Speech and Language Disorders

WORKSHOP: TOWARDS COMMUNICATION RESTRUCTURING: THE BATTLE OF A SUPERHERO AND HIS ALLIANCE AGAINST A THREATENING MOUSE

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ABSTRACT

Based on the example of the Lexipontix therapy programme (Fourlas & Marousos, 2015; Φούρλας & Μαρούσος, 2018; 2019) the workshop explores the ways speech and language therapy addresses the overall stuttering experience of the school age child who stutters. It explores the use of the ICF model (WHO, 2001) as an assessment and treatment framework, the notion of the "therapeutic alliance" as well as the role of the speech and language therapist as a facilitator in therapeutic change. In Lexipontix programme, parents, therapist and child form an alliance and the child, in the role of a superhero, leads the alliance. Card games and roleplay games, behavioural experiments and real life "missions" are used to explore and understand the stuttering experience and to find alternative ways in managing communication. In Lexipontix terms, the threatening mouse, which tries to invade and gain control over "the factory of mind" by inducing negative thoughts, emotions, somatic reactions, and unhelpful behaviours, is transformed into a controllable "pet" by means of CBT, PCIT and SFBT practices as well as Fluency Shaping and Stuttering Modification techniques. The structure of Lexipontix programme is discussed in relation to its underlying theories, the clinical tools and practice, the role and the skills of the therapist, the recourses of the child and his parents as well as examples of therapy outcomes.