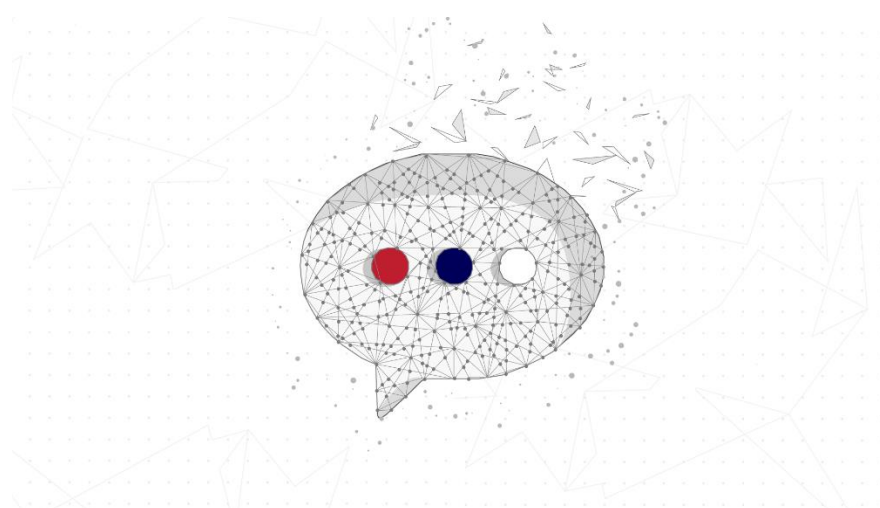


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Sadržaj

PREDGOVOR	7
Plenarna sesija/Plenary session	8
SAVREMENI PRISTUPI U GOVORNO JEZIČKOJ REHABILITACIJI OSOBA KOJE MUCAJU Vlasta Podbrežnik	9
MODERN APPROACHES IN SPEECH-LINGUISTIC REHABILITATION OF PERSONS WHO STUTTER Vlasta Podbrežnik	9
PRIMENA EEG NEUROFIDBEK METODE U TRETMANU DEČJE GOVORNE APRAKSIJE Silvana Filipova	10
APPLICATION OF EEG NEUROFEEDBACK METHOD IN THE TREATMENT OF CHILDREN'S SPEECH APRAXIA Silvana Filipova	10
KLINIČKA LOGOPEDIJA U BUGARSKOJ Dobrinka Georgieva, Penka Atanassova, Emilia Sakadjian, Jenja Djenkova, Miglena Lutzkanova	11
MEDICAL SPEECH LANGUAGE PATHOLOGY IN BULGARIA Dobrinka Georgieva, Penka Atanassova, Emilia Sakadjian, Jenja Djenkova, Miglena Lutzkanova	11
NEURODEGENERATIVNE BOLESTI I ULOGA LOGOPEDA Katarina Pavičić Dokoza	12
NEURODEGENERATIVE DISEASES AND THE ROLE OF SPEECH AND LANGUAGE PATHOLOGIST Katarina Pavičić Dokoza	12
TERAPIJSKI POTENCIJAL MEZENHIMSKIH MATIČNIH ĆELIJA I NJIHOVOG SEKRETOMA U LEČENJU POREMEĆAJA IZ AUTISTIČNOG SPEKTRA Vladislav Volarević	13
THERAPEUTIC POTENTIAL OF MESENCHYMAL STEM CELLS AND THEIR SECRETOME IN THE TREATMENT OF AUTISTIC SPECTRUM DISORDERS Vladislav Volarević	13
TERAPIJA MUCANJA U DJECE PREDŠKOLSKE DOBI: SPAS ILI ŠTETA? Suzana Jelčić Jakšić	14
STUTTERING THERAPY IN PRESCHOOL CHILDREN: HELPFUL OR HARMFUL? Suzana Jelčić Jakšić	14
MEMORIJA I PRODUKCIJA DISFLUENTNOG GOVORA I JEZIKA U TIPIČNIM I ATIPIČNIM SLUČAJEVIMA Robin J Lickey	15
MEMORY AND THE PRODUCTION OF DISFLUENT SPEECH AND LANGUAGE IN TYPICAL AND ATYPICAL CASES Robin J Lickey	15
ZNAČAJ SVESNE SINTEZE RAZVOJA KAO SVEOBUHVAATNE METODE U PREVENCIJI GOVORNO-JEZIČKIH POREMEĆAJA Nada Dobrota, Maja Davidović, Jadranka Otašević, Dragomir Davidović	16
THE IMPORTANCE OF CONSCIOUS SYNTHESIS OF DEVELOPMENT AS A COMPREHENSIVE METHOD IN THE PREVENTION OF SPEECH-LANGUAGE DISORDERS Nada Dobrota, Maja Davidović, Jadranka Otašević, Dragomir Davidović	16
NEUROPSIHOLOŠKI DEFICITI KOD DECE I ADOLESCENATA SA TRAUMATSKOM POVREDOM MOZGA Mile Vuković	17
NEUROPSYCHOLOGICAL DEFICITS IN CHILDREN AND ADOLESCENTS WITH TRAUMATIC BRAIN INJURY Mile Vuković	17
Preventivni pristupi u logopediji Preventive approaches in Speech-Language Pathology	18
STAVOVI I INFORMISANOST OPŠTE POPULACIJE O LOGOPEDIJI Ivana Blagojević	19
ATTITUDES AND AWARENESS OF THE GENERAL POPULATION ABOUT SPEECH LANGUAGE PATHOLOGY Ivana Blagojević	19
KAKO JE PANDEMIJA KORONA VIRUSA UTICALA NA GOVORNO-JEZIČKI RAZVOJ DECE? Nataša Čabarkapa	20
HOW DID THE COVID-19 PANDEMIC AFFECT ON SPEECH AND LANGUAGE DEVELOPMENT OF CHILDREN? Nataša Čabarkapa	20
ZNAČAJ SENZORNE INTEGRACIJE ZA GOVORNO-JEZIČKI RAZVOJ DECE Vasilka Galevska Jovčevski, Silvana Filipova	21
SIGNIFICANCE OF SENSORY INTEGRATION FOR SPEECH AND LANGUAGE DEVELOPMENT IN CHILDREN Vasilka Galevska Jovchevski, Silvana Filipova	21
STAVOVI NASTAVNIKA O UTICAJU MUCANJA NA ŠKOLSKA POSTIGNUĆA DECE NA TERITORIJI REPUBLIKE SRPSKE Marija Kalinić, Vesna Borota	22
TEACHERS' ATTITUDES TOWARDS THE IMPACT OF STUTTERING ON SCHOOL ACHIEVEMENTS OF CHILDREN IN THE TERRITORY OF THE REPUBLIC OF SRPSKA Marija Kalinić, Vesna Borota	22
UČENJE NOVOG JEZIKA I JEZIČKI POREMEĆAJI: IZAZOVI MODERNE LOGOPEDIJE Jovana Janjić, Marina Ribić, Jelena Petković	23

LEARNING A NEW LANGUAGE AND LANGUAGE DISORDERS: THE CHALLENGES OF MODERN SPEECH-LANGUAGE PATHOLOGY	23
Jovana Janjić, Marina Ribić, Jelena Petković	
Aktuelnosti u logopedskoj dijagnostici	24
Innovations in diagnostic in Speech-Language Pathology	
TEST ZA PROCENU FONOLOŠKE SPOSOBNOSTI	25
Bojan Bogdanovski	
TEST FOR ASSESSMENT OF PHONOLOGICAL AWARENESS	25
Bojan Bogdanovski	
JEZIČKE KOMPETENCIJE U SINTAKSI DECE SA RAZVOJNIM JEZIČKIM POREMEĆAJEM	27
Ana Poposka	
LINGUISTIC COMPETENCES IN THE SYNTAX OF CHILDREN WITH DEVELOPMENTAL LANGUAGE DISORDER	27
Ana Poposka	
PRVI PEDIJATRIJSKI STANDARDIZOVANI INSTRUMENT „UZRAST I RAZVOJ DETETA (ASQ 3)“	28
Vesna Stanisavljević, Smiljka Novaković, Nenad Novaković	
THE FIRST STANDARDIZED PEDIATRIC INSTRUMENT “THE AGES & STAGES QUESTIONNAIRES®, THIRD EDITION (ASQ®-3)“	28
Vesna Stanisavljević, Smiljka Novaković, Nenad Novaković	
Inovativna logopedska tehnologija	29
Innovative technology in Speech-Language Pathology	
SAVREMENI INSTRUMENTI U LOGOPEDSKOJ TERAPIJI	30
Neda Milošević, Tamara Bulić	
MODERN INSTRUMENTS IN SPEECH THERAPY	30
Neda Milošević, Tamara Bulić	
Savremeni modeli logopedskog tretmana	31
New models in speech and language treatment	
IMITACIJA KAO PRELINGVISTIČKA VEŠTINA I KRITIČNA KOMPONENTA UČENJA MALIŠANA SA RIZIKOM OD AUTIZMA DA GOVORE	32
Sara Čepiševska Vitlarova	
IMITATION AS PRELINGUISTIC SKILL AND CRITICAL COMPONENT OF TEACHING TODDLERS AT RISK OF AUTISM	32
HOW TO TALK	
Sara Čepiševska Vitlarova	
EFIKASNOST PRIMENE FUNKCIONALNE ANALIZE VERBALNOG PONAŠANJA U TRETMANU DECE SA AUTIZMOM	33
Bojana Drobnjak, Tijana Prašević, Maja Baroš	
THE EFFECTIVENESS OF THE APPLICATION OF FUNCTIONAL ANALYSIS OF VERBAL BEHAVIOR IN THE TREATMENT OF CHILDREN WITH AUTISM	33
Bojana Drobnjak, Tijana Prašević, Maja Baroš	
TIPOVI GREŠAKA U IMENOVANJU KOD OSOBA SA AFAZIJOM	34
Verica Paunović, Mile Vuković, Tanja Milovanović	
TYPES OF NAMING ERRORS IN PERSONS WITH APHASIA	34
Verica Paunović, Mile Vuković, Tanja Milovanović	
KORTIKALNI KORELATI ANKSIOZNOSTI TOKOM ANTICIPACIJE GOVORA KOD ODRASLIH OSOBA KOJE MUCAJU	35
Miodrag Stokić, Ivanka Dimitrijević	
CORTICAL CORRELATES OF ANXIETY DURING SPEECH ANTICIPATION IN ADULTS WHO STUTTER	35
Miodrag Stokić, Ivanka Dimitrijević	
LOGOPEDIJA DANAS: ISKUSTVA IZ PRAKSE	36
Jelena Milisavljević, Mirna Zelić, Lana Jerkić Rajić	
SPEECH AND LANGUAGE PATHOLOGY TODAY: EXPERIENCES FROM PRACTICE	36
Jelena Milisavljević, Mirna Zelić, Lana Jerkić Rajić	
STAVOVI RODITELJA DECE SA TEŠKOĆAMA ČITANJA PREMA ONLJN LOGOPEDSKIM TRETMANIMA	38
Aleksandra Đorđević	
ATTITUDES OF PARENTS OF CHILDREN WITH READING DIFFICULTIES TOWARDS ONLINE SPEECH THERAPY TREATMENTS	38
Aleksandra Đorđević	
PRIMENA TEHNIKE UČENJE BEZ GREŠKE U LOGOPEDSKOM TRETMANU	39
Slađana Antić, Mirjana Čeliković, Aleksandra Malešević	
APPLICATION OF THE “ERRORLESS LEARNING” TECHNIQUE IN SPEECH THERAPY TREATMENT	39
Slađana Antić, Mirjana Čeliković, Aleksandra Malešević	
PROCENA KVALITETA ŽIVOTA KOD OSOBA SA AFAZIJOM: IMPLIKACIJE ZA TRETMAN	40
Željana Sukur, Mile Vuković	
ASSESSMENT OF THE QUALITY OF LIFE IN PERSONS WITH APHASIA: IMPLICATIONS FOR TREATMENT	40
Željana Sukur, Mile Vuković	
SVESNA SINTEZA RAZVOJA - METODA IZBORA U TRETMANU ODRASLIH OSOBA KOJE MUCAJU	41
Darinka Šoster, Vesna Borota	
CONSCIOUS SYNTHESIS OF DEVELOPMENT - THE METHOD OF CHOICE IN THE TREATMENT OF ADULTS WHO STUTTER	41
Darinka Šoster, Vesna Borota	

ZNAČAJ ORALNE PRAKSIJE U PRAVILNOM RAZVOJU GOVORA Milica Marković, Tijana Nedeljković, Katarina Drobnjak	42
THE IMPORTANCE OF ORAL PRAXIS IN THE PROPER DEVELOPMENT OF SPEECH Milica Marković, Tijana Nedeljković, Katarina Drobnjak	42
PROGRAMI ZA PODRŠKU RODITELJIMA I RODITELJSTVU Danijela Krunic	43
SUPPORT PROGRAMS FOR PARENTS AND PARENTING Danijela Krunic	43
PET KORAKA DOBRE PRAKSE U LEČENJU DECE PREDŠKOLSKOG UZRASTA SA MUCANJEM Vesna Borota, Darinka Šoster	44
FIVE STEPS OF GOOD PRACTICE IN THE TREATMENT OF PRESCHOOL CHILDREN WHO STUTTER Vesna Borota, Darinka Šoster	44
FONOLOŠKA SVESNOST KOD DECE SA SPECIFIČNIM JEZIČKIM POREMEĆAJEM Tamara Bulić, Katarina Mladenović, Sanja Vujičić	46
PHONOLOGICAL AWARENESS IN CHILDREN WITH SPECIFIC LANGUAGE DISORDER Tamara Bulić, Katarina Mladenović, Sanja Vujičić	46
BRZINA ČITANJA KOD DECE SA DISLEKSIJOM Anita Osmanović, Isidora Biga, Vanja Čučković	47
READING SPEED IN CHILDREN WITH DYSLEXIA Anita Osmanović, Isidora Biga, Vanja Čučković	47
POSTER SESIJA POSTER SESSION	48
LUTKARSKO - DRAMSKI PROCES U LOGOPEDSKOM RADU SA DECOM OŠTEĆENOG SLUHA Irena Čepić, Marija Bastić	49
THE PUPPET DRAMA PROCESS IN SPEECH THERAPY WORK WITH HEARING-IMPAIRED CHILDREN Irena Čepić, Marija Bastić	49
KARAKTERISTIKE FONOLOŠKIH SPOSOBNOSTI KOD DECE PREDŠKOLSKOG UZRASTA Anja Lovaš	50
CHARACTERISTICS OF PHONOLOGICAL ABILITIES IN PRESCHOOL CHILDREN Anja Lovaš	50
TALK TOOLS TERAPIJA Ana Raca, Milijana Toljić, Tamara Komatović	51
TALK TOOLS THERAPY Ana Raca, Milijana Toljić, Tamara Komatović	51
NORMATIVNI OKVIR I AKTUELNOSTI LOGOPEDSKE PROFESIJE U REPUBLICI SEVERNOJ MAKEDONIJI Vesna Lazarovska, Mira Jovanovska, Tatjana Georgievska Jančeska	52
NORMATIVE FRAMEWORK AND CURRENT NEWS OF THE SPEECH THERAPY PROFESSION IN REPUBLIC OF NORTH MACEDONIA Vesna Lazarovska, Mira Jovanovska, Tatjana Georgievska Jančeska	52
TEŠKOĆE FONEMSKE DISKRIMINACIJE KOD DECE PREDŠKOLSKOG UZRASTA Ljubica Kiković, Gordana Čolić	53
DIFFICULTIES IN PHONEMIC DISCRIMINATION IN PRESCHOOL-AGED CHILDREN Ljubica Kiković, Gordana Čolić	53

PREDGOVOR

Srpska logopedska asocijacija, vršeći svoju misiju unapređenja logopedske profesije, organizuje prvi Međunarodni naučno-stručni skup pod nazivom *Logopedija danas*.

U vremenu kada je logopedija u intenzivnom rastu i kada se od logopeda očekuje da je ovladao velikim brojem metoda i tehnika, da poznaje većinu dijagnostičkih i terapijskih polja, izazov je organizovati skup koji će moći da obuhvati tražena područja.

Takođe, logopedija se nalazi pred velikim promenama. Stalna težnja logopeda u Srbiji jeste da logopedija kao i svuda u svetu bude samostalno naučno područje, čemu u prilog ide i ovaj Skup, koji pokazuje da je logoped samostalan i nezavisan stručnjak a opet profesionalac koji u timu drugih može da doprinese mnogo i naučni radnik koji svoje široko polje delovanja istraživački prikazuje.

Pored nauke, zakonska regulativa naše profesije je takođe pred promenom. U budućem periodu težimo da svi zajedno doprinesemo pravnom uređenju naše profesije zbog potrebe za nama kao nezamenljivim profesionalcima u tretmanu dece i odraslih sa komunikativnim teškoćama. Nadamo se da će nam dug put koji nas čeka biti usmeren dobrim znakovima.

Stoga, izuzetna čast i zadovoljstvo nam je što se skup *Logopedija Danas* i prva Knjiga sažetaka Srpske logopedske asocijacije održava i objavljuje u susret velikim promenama na području logopedije.

Urednik

Prof. dr Neda Milošević

PLENARNA SESIJA

PLENARY SESSION

SAVREMENI PRISTUPI U GOVORNO - JEZIČKOJ REHABILITACIJI OSOBA KOJE MUCAJU

Vlasta Podbrežnik**, prof. def.-logoped

Društvo za pomoć osobama sa govornim smetnjama „Vilko Mazi“, Ljubljana, Slovenija

Uvod: Današnja tehnologija je sve korisnija i na području logopedije. Omogućava nam tačniju dijagnozu i uvid u izvajanje terapijskog programa. Za vreme korona virusa, održavali smo tretmane preko Zoom aplikacije. Kod govornog poremećaja - mucanja, radi se pre svega o socijalnom poremećaju, te je prisustvo publike i javni nastup uslov za otklanjanje govorne i socijalne anksioznosti. Moramo biti svesni da nijedan uređaj ne može zameniti fizičko prisustvo bliskih osoba. Dobri međusobni odnosi su uslov za našu sreću. Društveno okruženje zahteva sve veću spremnost pojedinca da kroz izgovorenu reč izrazi svoje misli, znanja i iskustva.

Cilj: Cilj predavanja je da se demonstrira tretman koji je izvan standarda za osobe sa govorno-jezičnim poremećajima, naročito mucanja, pomoću programa koji se realizuju u Društvu za pomoć osobama sa govornim smetnjama „Vilko Mazi“ (Društvo za pomoć osobama z govornim smetnjama). Metode Svesna sinteza razvoja (SSR) i Svestrana logopediska aktivacija osoba koje mucaju u adaptaciji na životnu sredinu (VLAJA) uključene su u programe Društva i predstavljaju provereni izbor terapijskih pristupa.

Rezultati: Rezultati dobijeni analizom upitnika za ocenjivanje rada Društva pokazali su zadovoljstvo korisnika menadžmentom i programima Društva.

Zaključak: Brojni primeri uspešno rehabilitovanih pacijenata su jasan dokaz da su metoda SSR, metoda VLAJA i programi Društva jedinstven, moderan način pristupa osobama sa govorno-jezičkim poremećajima, naročito osoba sa mucanjem.

Ključne reči: *mucanje, SSR, VLAJA, društvo, upitnik*

MODERN APPROACHES IN SPEECH-LINGUISTIC REHABILITATION OF PERSONS WHO STUTTER

Vlasta Podbrežnik, speech therapist

Association for assistance to people with speech disorders „Vilko Mazi“, Ljubljana, Slovenia

Introduction: Today's technology is increasingly useful in the field of speech therapy. It enables a more accurate diagnosis and insight into the course of the therapeutic program. During the coronavirus period, we maintained the the treatment via the Zoom application. In the case of speech disorder - stuttering, it is primarily a social disorder, and the presence of an audience and public speaking is a condition for eliminating speech and social anxiety. We must be aware that no device can replace the physical presence of a fellow human being. Good mutual relations are a condition for our happiness. The social environment requires an ever-increasing readiness of the individual to express his thoughts, knowledge, and experiences through the spoken word.

Aim: The lecture aims to demonstrate the above-standard treatment of persons with speech-language disorders, especially stuttering, with the help of the programs implemented in the Association. Methods Conscious synthesis of development (CSD), An-all round speech therapeutic activation of persons who stutter in adaptation to the living environment (VLAJA), included in the Association's programs and represent a proven selection of therapeutic procedures.

Results: The results obtained through the analysis of the questionnaire for evaluating the Association's performance showed users' satisfaction with the Association's management and programs.

Conclusion: Numerous examples of successfully rehabilitated patients are clear evidence that the CSD method, VLAJA, and the Association's programs are a unique, modern way of approaching people with speech-language disorders and stuttering.

Key words: *stuttering, CSD, VLAJA, Association, questionnaire*

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PRIMENA EEG NEUROFIDBEK METODE U TRETMANU DEČJE GOVORNE APRAKSIJE

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Uvod: Dečja govorna apraksija (DGA - eng. Childhood Apraxia of Speech) je poremećaj u sposobnosti deteta da tačno i dosledno izgovara glasove, slogove, reči i rečenice tečnim i normalnim ritmom i tempom govora. EEG Neurofidbek je kompjuterizovani metod slanja i davanja povratnih informacija o električnoj aktivnosti mozga. Njegova svrha je olakšavanje svesne kontrole moždanih talasa, odnosno, neurofidbek je trening samoregulacije sa ciljem da se postigne kontrola nad kortikalnim električnim aktivnostima.

Predmet i cilj: Predmet ove studije je da pokaže primenu EEG Neurofidbek metode u tretmanu govorne apraksije u detinjstvu. Cilj studije je da se kroz prikaz slučaja pokaže kako se metodom EEG Neurofidbek postiže integracija senzornog i motornog područja i poboljšanje motornog planiranja tokom izgovora glasova, slogova, reči i rečenica.

Metod: Za procenu uticaja EEG neurofidbek treninga na različite govorno-jezičke funkcije, korišćeni su: QEEG (Quantitative Electroencephalogram), koji je dijagnostički alat koji meri električnu aktivnost u obliku uzoraka moždanih talasa i Lingvogram test, koji procenjuje govorno-jezičke funkcije: pokazivanje, imenovanje, ponavljanje, čitanje i pisanje.

Rezultati: Rezultati istraživanja su pokazali da kombinacija EEG Neurofeedback tretmana i logopedskih tretmana dovodi do bržeg jačanja verbalne kompetencije kod dece sa dečjom govornom apraksijom. Kombinacijom ova dva tretmana dete postaje svesnije, pažljivije, fokusiranije, bolje kontroliše emocije, lakše prima i obrađuje informacije, verbalni čin se bolje planira i obrađuje.

Zaključak: EEG Neurofidbek metoda je još uvek nedovoljno istražena intervencija za decu sa govorno-jezičnim i komunikacijskim poremećajima, posebno u oblasti dečje govorne apraksije. U tom smislu, rezultati ovog istraživanja o primeni EEG neurofidbeka, u kombinaciji sa logopedskim tretmanom, mogu se koristiti u koncepciji budućih istraživanja u ovoj oblasti.

Ključne reči: *dečja govorna apraksija, EEG Neurofidbek tretman, govorno-jezički razvoj*

APPLICATION TO EEG NEUROFEEDBACK METHOD IN THE TREATMENT OF CHILDREN'S SPEECH APRAXIA

Silvana Filipova

Center for Rehabilitation of Verbal Communication Pathology - Skopje, Faculty of Education in Tetovo, University of Tetovo - Tetovo

Introduction: Childhood Apraxia of Speech (CAS) is a disorder affecting a child's ability to accurately and consistently articulate sounds, syllables, words, and sentences with smooth and normal speech rhythm and tempo. EEG Neurofeedback is a computerized method of providing feedback on brain electrical activity (EEG). Its purpose is to facilitate conscious control of brain waves, and neurofeedback is a self-regulation training aimed at achieving control over cortical electrical activities.

Subject and Objective: The subject of this study is to demonstrate the application of the EEG Neurofeedback method in the treatment of Childhood Apraxia of Speech (CAS). The purpose of the study is to illustrate, through a case report, how the EEG Neurofeedback method achieves the integration of sensory and motor areas and improves motor planning during the articulation of sounds, syllables, words, and sentences.

Method: To assess the impact of EEG neurofeedback training on various speech-language functions, the following tools were used: QEEG (Quantitative Electroencephalogram), which is a diagnostic tool measuring electrical activity in the form of brainwave patterns, and the Linguagram - a test evaluating speech-language functions including pointing, naming, repetition, reading, and writing.

Results: The research results have demonstrated that the combination of EEG Neurofeedback treatment and speech therapy leads to a more rapid improvement in verbal competence among children with childhood apraxia of speech. Combining these two treatments results in increased awareness, attentiveness, focus, better emotional control, improved information reception and processing, and enhanced planning and execution of verbal acts.

Conclusion: EEG Neurofeedback is still an insufficiently explored intervention for children with speech, language, and communication disorders, especially in the context of childhood apraxia of speech. In this regard, the research findings regarding the application of EEG neurofeedback in conjunction with speech therapy can serve as a basis for future research in this field.

Key words: *Childhood apraxia of speech, EEG Neurofeedback treatment, speech and language development*

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KLINIČKA LOGOPEDIJA U BUGARSKOJ

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Uvod: Uprkos poboljšanju zdravstvenog sistema u Bugarskoj u poslednjih 20 godina, jedan od vodećih faktora rizika i uzoraka smrti i dalje jeste moždani udar. Moždani udar dovodi do velike smrtnosti iako se može sprečiti i lečiti. Složenost novih zdravstvenih politika i trenutne promene u bugarskom zdravstvenom sistemu zahtevaju povećan nivo profesionalne ekspertize u kliničkoj logopediji.

Cilj: Ova studija predstavlja trenutni status, mogućnosti i perspektive za razvoj prvog master programa kliničke logopedije u Bugarskoj.

Metode: Kroz teorijski pregled i komparativnu analizu podataka i literature predstavljena je klinička logopedija koja je u razvoju u Bugarskoj. Studija predstavlja: (1) analizu razvoja ove dinamične, šireće i kontinuirano razvijajuće zdravstvene profesije i univerzitetske specijalnosti u Bugarskoj; (2) kratke istorijske periode koji su u vezi sa razvojem logopedije u Bugarskoj; (3) obim prakse unutar specijalnosti, što je ključni problem za razvoj ovog master programa u Bugarskoj. Medicinska perspektiva je važna i fundamentalna za kompetencije logopeda kada je reč o poremećajima komunikacije i specifičnim područjem prakse u ovoj subspecijalnosti.

Zaključak: Klinička logopedija ima perspektivu za razvoj u Bugarskoj samo ako se izučava kao zdravstvena specijalnost. Jasno razumevanje obima polja delovanja je od suštinskog značaja za njen razvoj, kako se ne bi preklapala sa drugim zdravstvenim profesijama. Novi master program treba da bude inovativan, izvodljiv i sveobuhvatan, pružajući širok spektar specijalizovanih kliničkih iskustava koja pripremaju studente za efikasan rad u medicinskom i zdravstvenom okruženju.

Ključne reči: klinička logopedija

MEDICAL SPEECH-LANGUAGE PATHOLOGY IN BULGARIA

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Introduction: Despite health system improvement in Bulgaria over the last 20 years, there is an impact of persistently high-risk factors like stroke as one of the leading causes of death. Stroke continues to make up a large share of mortality from both preventable and treatable causes. The complexity of new health policies and current changes in the Bulgarian health profile necessitates an advanced level of professional expertise in Medical Speech–Language Pathology.

Objectives: This study presents the current status, opportunities, and perspectives for the development of the first master’s degree program on Medical Speech–Language Pathology in Bulgaria.

Method: Theoretical overview and comparative analysis of the data and literature on Medical Speech–Language Pathology as it is develops in Bulgaria. The study presents (1) an analysis of the development of this dynamic, expanding, and continuously developing health profession and university specialty in Bulgaria; (2) brief historical periods related to the development of Speech–Language Pathology in Bulgaria; (3) the scope of practice of the specialty, which is a key problem for the prospects for the development of this master’s degree program in Bulgaria. The medical perspective is important and fundamental to the competencies of speech and language pathologists regarding to communication disorders related with the specific scope of practice in this subspecialty.

Conclusions: Medical Speech–Language Pathology has a perspective for development in Bulgaria only if it is studied as a health specialty. A clear understanding of the scope of practice is fundamental for its development, but it should not overlap the purview of other health professions. The new master's program should be innovative, manageable, and comprehensive, providing a wide range of specialised clinical experiences that prepare students to practice effectively in a medical environment and health setting.

Key words: Medical Speech–Language Pathology

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NEURODEGENERATIVNE BOLESTI I ULOGA LOGOPEDA

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Uvod: Kvalitet svakodnevnog života zavisi od sposobnosti osobe da obavlja svakodnevne zadatke i tako aktivno učestvuje u društvenom životu. Za aktivno učestvovanje od velike je važnosti održiva verbalna i neverbalna komunikacija usmerena na sprovođenje određenog komunikacijskog cilja.

Cilj: Pacijenti sa neurodegenerativnim bolestima pate od raznih kognitivno-jezičkih deficita, uključujući pažnju, orijentaciju, pamćenje, anomiju i pragmatiku. Tradicionalno shvatanje logopedске terapije uključivalo je samo rad na podsticanju i održavanju funkcionalnih komunikacijskih sposobnosti. No, promenom celokupne paradigme u pristupu pacijentu, tj. sveobuhvatnijim uključivanjem članova porodice, menja se i uloga logopeda kao člana multidisciplinarnog tima. Logopedska terapija usmerena je takođe i na usvajanje kompenzacijskih strategija uključujući i upotrebu potpomognute komunikacije. Za uspešnost sprovođenja terapijskih postupaka nužno je pravovremeno uočiti i komorbiditetna stanja, posebno vezana za emocije, kako kod pacijenta tako i kod članova njegove porodice, tj. neformalne negovatelje. Uz komunikacijski aspekt, uloga logopeda ogleda se i u terapijskim postupcima usmerenim na teškoće gutanja. Logopedska terapija se najčešće realizuje jednom do dva puta nedeljno, što logopedu omogućava da na vreme uoči i prati obeležja gutanja i komunikacije, te da uz pravilno određenu rehabilitacijsku optimalu uspori progresiju bolesti. Temeljni fokus rada biće rad s pacijentima s Parkinsonovom i Alchajmerovom bolešću iz logopedске perspektive.

Zaključak: Pravovremeno uključivanje pacijenta u logopedsku terapiju izuzetno je važno za usporavanje govorno-jezičke patologije. S obzirom na povećanje populacije starije dobi i ranije pojavljivanje neurodegenerativnih bolesti, važno je podići svest šire zajednice o važnosti uloge logopeda.

Ključne reči: *logoped, neurodegenerativne bolesti, logopedске strategije*

NEURODEGENERATIVE DISEASES AND THE ROLE OF SPEECH AND LANGUAGE PATHOLOGIST

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Introduction: The quality of everyday life depends on a person's ability to perform everyday tasks and thus actively participate in social life. For active participation, sustainable verbal and non-verbal communication aimed at the implementation of a specific communication goal is of great importance.

Aim: Patients with neurodegenerative diseases suffer from a variety of cognitive-linguistic deficits, including attention, orientation, memory, anomia, and pragmatics. The traditional understanding of speech therapy only included work to stimulate and maintain functional communication abilities. However, by changing the entire paradigm in patient care, i.e. more comprehensive involvement of family members the role of the speech therapist as a member of the multidisciplinary team is also changing. Speech therapy is also focused on the adoption of compensatory strategies, including the use of assisted communication. For the successful implementation of therapeutic procedures, it is necessary to spot comorbid conditions in a timely manner, especially related to emotions, both in the patient and in his family members, i.e. informal caregivers. In addition to the communication aspect, the role of the speech therapist is also reflected in therapeutic procedures aimed at swallowing difficulties. Speech therapy is usually carried out once or twice a week, which enables the speech therapist to spot and monitor swallowing and communication symptoms in time, and slow down the progression of the disease with properly determined optimal rehabilitation. The main focus of the work will be work with patients with Parkinson's and Alzheimer's disease, from a speech-language pathology perspective.

Conclusion: Timely involvement of the patient in speech therapy is extremely important for slowing down speech-language pathology. Given the increase in the population of the elderly population and the earlier occurrence of neurodegenerative diseases, it is important to raise awareness of the wider community to the importance of the role of speech and language pathologists.

Key words: *SLP, neurodegenerative diseases, SLPs strategies*

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TERAPIJSKI POTENCIJAL MEZENHIMSKIH MATIČNIH ĆELIJA I NJIHOVOG SEKRETOMA U LEČENJU POREMEĆAJA IZ AUTISTIČNOG SPEKTRA

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Uvod: Poremećaji iz autističnog spektra (ASD) se odnose na stanja definisana lošim društvenim i komunikacijskim veštinama i repetitivnim ponašanjem izazvanim različitim genetskim faktorima i faktorima sredine. Iako je patogenezna ASD-a još uvek nepoznata, rezultati nedavno dobijeni u eksperimentalnim studijama su pokazali da neuroinflamacija i štetni imunitet igraju važnu ulogu u razvoju i progresiji ASD-a. Mezenhimske matične ćelije (MSC) su adultne, samoobnovljive matične ćelije sa snažnim imunoregulatornim svojstvima koje su u stanju da efikasno suprimiraju neuroinflamaciju.

Cilj: Sumirani su i analizirani rezultati dobijeni u eksperimentalnim i pilot kliničkim studijama u kojima su ispitivani molekularni mehanizmi odgovorni za MSC-zavisnu supresiju neuroinflamacije i imunoregulaciju u ASD.

Rezultati: MSC su parakrino, kroz imunosupresivnu aktivnost njihovog sekretoma, modulirale fenotip i funkciju imunskih ćelija koje imaju patogenu ulogu u nastanku ASD. Indukcijom imunosupresivnog fenotipa u inflamacijskim imunskim ćelijama, MSC mogu ublažiti neuroinflamaciju i umanjiti progresiju ASD-a kod eksperimentalnih životinja. Pored toga, MSC i njihov sekretom mogu modulirati proliferaciju i diferencijaciju tkivno-specifičnih matičnih ćelija, poboljšavajući simptome povezane sa ASD. MSC sekretuju veliki broj faktora rasta i mikroRNK (miRNA) koji su u stanju da podstiču regeneraciju povređenih neurona. Shodno tome, primećeno je poboljšanje nekoliko simptoma kod ASD pacijenata lečenih MSC-om koji su učestvovali u pilot kliničkim ispitivanjima u kojima je regrutovan mali broj učesnika.

Zaključci: Iako su rezultati dobijeni u eksperimentalnim i pilot kliničkim studijama obećavajući, treba napomenuti da još uvek postoji nekoliko bezbednosnih problema vezanih za dugoročne efekte transplantiranih MSC. Stoga, pre nego što se MSC mogu ponuditi kao novi lekovi za lečenje ASD, treba sprovesti velika, randomizovana klinička ispitivanja da bi se potvrdila efikasnost i da bi se rešila bezbednosna pitanja u vezi sa terapijskom primenom MSC u lečenju ASD.

Ključne reči: *mezenhimske matične ćelije, poremećaji iz autističnog spektra, neuroinflamacija, imunosupresija, terapija.*

THERAPEUTIC POTENTIAL OF MESENCHYMAL STEM CELLS AND THEIR SECRETOME IN THE TREATMENT OF AUTISM SPECTRUM DISORDERS

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Introduction: Autism spectrum disorders (ASD) refers conditions defined by poor social and communication skills and repetitive behaviors caused by various genetic and environmental factors. Although the pathogenesis of ASD is still unknown, recently obtained experimental findings demonstrated that neuroinflammation and detrimental immunity play important roles in the development and progression of ASD. Mesenchymal stem cells (MSCs) are adult, self-renewable stem cells with potent immunoregulatory properties which are able to efficiently attenuate on-going neuroinflammation.

Aim: Findings obtained in experimental and pilot clinical studies which evaluated molecular mechanisms responsible for MSC-based attenuation of neuroinflammation and immunoregulation in ASD are herewith emphasized and analyzed.

Results: MSCs, in paracrine manner, through immunosuppressive activity of their secretome, modulated phenotype and function of immune cells that played pathogenic role in the development of ASD. By inducing immunosuppressive phenotype in inflammatory immune cells, MSCs may alleviate neuroinflammation and attenuate progression of ASD in experimental animals. Additionally, MSCs and their secretome could modulate proliferation, and differentiation of tissue-residing stem cells, improving ASD-related symptoms. MSCs produce large number of trophic factors and microRNAs (miRNAs) that are able to promote regeneration of injured neural cells. Accordingly, improvement of several ASD-related symptoms, were observed in MSC-treated patients who participated in pilot clinical trials which recruited small number of participants.

Conclusions: Although results obtained in experimental and pilot clinical studies are promising, it should be noted that several safety issues related to the long term effects of transplanted MSCs still exist. Therefore, before MSCs could be offered as new remedies for ASD treatment, large, randomized clinical trials should be conducted to confirm efficiency and to address safety issues related to MSC-based therapy of ASD.

Key words: *mesenchymal stem cells; autism spectrum disorders, neuroinflammation, immunosuppression; therap*

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TERAPIJA MUCANJA U DJECE PREDŠKOLSKE DOBI: SPAS ILI ŠTETA?

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Uvod: Posljednjih se godina među stručnjacima ponovno razvila diskusija o potrebi, korisnosti i vremenu eventualne rane intervencije u djece koja mucaju. S obzirom na podatke o mogućnosti prirodnog oporavka od mucanja, postavlja se pitanje opravdanosti rane intervencije. Može li ona zaista pomoći ili samo pripomoći oporavku koji bi i tako uslijedio? Može li odgađanje intervencije ili sama intervencija učiniti štetu?

Cilj: Raspraviti prednosti i nedostatke čekanja prirodnog oporavka i rane intervencije u djece predškolske dobi koja mucaju.

Metode: Analizom dosadašnjih spoznaja o vjerojatnosti prirodnog oporavka od mucanja i učinkovitosti znanstveno utemeljenih programa rane intervencije za djecu predškolske dobi koja mucaju pružiti temelj za diskusiju o znanstveno utemeljenim odlukama koje logoped kliničar može donijeti.

Rezultati: Prema današnjim saznanjima, prirodni oporavak 9 do 18 mjeseci poslije početka mucanja vjerojatan je za samo 10% slučajeva. Nitko ne može sa sigurnošću predvidjeti koje će dijete biti u skupini od 20 do 30% koja će se tijekom djetinjstva prirodno oporaviti od mucanja. Ako uspješnost terapija vrednujemo prema postignutoj tečnosti govora, uspješnost klinički ispitanih programa za djecu koja mucaju predškolske dobi pokazuju rezultate slične prirodnom oporavku - 70 do 80%. I tijekom razdoblja od godinu i pol dana od početka mucanja, kada u malog broja djece možemo očekivati prirodni oporavak, ono može na negativan način osvijestiti teškoće i potaknuti razvoj negativnih stavova prema govoru.

Zaključak: Terapija mucanja u predškolskoj dobi može biti spasonosna; odgađanje terapije može biti štetno. Primjerenom terapijom i savjetovanjem, a ne samo čekanjem bez intervencije, moguće je u ranom djetinjstvu potaknuti tečan govor te prevenirati negativne učinke ovog poremećaja na dijete i roditelje. Zato terapijski programi za djecu koja mucaju ove dobi trebaju obuhvatiti i emocionalne i kognitivne, a ne samo govorne aspekte mucanja.

Ključne reči: *mucanje, djeca, rana intervencija*

STUTTERING THERAPY IN PRESCHOOL CHILDREN: HELPFUL OR HARMFUL?

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Introduction: There has been again a discussion among professionals in fluency disorders about the need, usefulness and timing of eventual early intervention in children who stutter. On one side the old diagnosogenic theory is still very influential, but on the other side clinical trials of therapy programs for pre-school children who stutter show rather good results. However, current data about natural recovery from stuttering rise a question of justification of early intervention. Can it really help, or just pripomoći recovery that would happen anyway.

Aim: To discuss advantages and disadvantages of "wait and see" approach and early intervention in young children who stutter.

Methods: Analysis of contemporary knowledge on probability of natural recovery from stuttering and effectiveness of evidence-based programs for early intervention for young children who stutter, will give base for discussion about evidence-based decisions that clinicians can make.

Results: According to current knowledge, natural recovery nine to eighteen months after the onset is likely to happen in 10% cases. No-one can predict which child will be among those 20-30% who would recover naturally during childhood years. If we measure the successfulness of therapies by achieved speech fluency, their successfulness is very similar to natural recovery rates - 70-80%.

Conclusions: Even during the period of year and a half post onset, when natural recovery is likely to happen to only 10% of children, stuttering can cause child's negative awareness of the disorder and trigger development of negative attitudes towards communication. Providing adequate therapy and counselling, and not waiting for natural recovery without intervention, it is possible to prevent development of negative effects of this disorder on children and parents. Therefore, therapy programs for young children who stutter need to involve not only fluency, but emotional and cognitive aspects of the disorder as well.

Key words: *stuttering, children, early intervention*

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MEMORIJA I PRODUKCIJA DISFLUENTNOG GOVORA I JEZIKA KOD TIPIČNIH I ATIPIČNIH SLUČAJEVA

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Modeli govorne produkcije se retko eksplicitno bave pitanjima pamćenja i individualnih razlika u pamćenju. Ipak, dosadašnja istraživanja i projekti koji su razvijeni na Univerzitetu Queen Margaret u Edinburgu, u poslednjih nekoliko godina ukazuju na to da razlike u kapacitetu memorije (bilo kratkoročne ili radne memorije neophodne za produkciju govora ili dugoročne memorije koja je neophodna za pristup leksikonu) mogu pomoći u razumevanju razlika u fluentnosti govora kod tipične populacije tokom svakodnevne govorne produkcije. Ovo saznanje nam, takođe, može pomoći i u razumevanju fluentnosti govora kod različitih patoloških stanja. U prikazu se prvo daje teorijska pozadina, a zatim i neki empirijski rezultati iz serije eksperimenata koji pokazuju da (1) postoji veza između kratkoročne/radne memorije i proizvodnje grešaka u govoru, što dovodi do disfluentnosti i (2) pristup dugoročnoj memoriji, u kojoj su skladištene reči, utiče na oklevanja u svakodnevnom govoru. Ovo je posebno važno u domenu kratkoročnog pamćenja/radne memorije kod osoba sa disleksijom.

Zatim se diskutuje o tome kako su pamćenje i deficiti pamćenja važni kod disfluentnosti u drugim kliničkim stanjima, kao i da NISU nužno važni za osobe koje mucaju.

Značaj daljeg istraživanja i sprovođenje novih studija, na osnovu dobijenih nalaza, pružiće mogućnost razvoja novih kliničkih procena govora kod osoba sa različitim smetnjama, što je od posebne važnosti, ističe se na kraju.

Ključne reči: *radna memorija, dugoročna memorija, disfluentnost, disleksija*

MEMORY AND THE PRODUCTION OF DISFLUENT SPEECH AND LANGUAGE IN TYPICAL AND ATYPICAL CASES

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Models of speech production rarely explicitly address issues surrounding memory and individual differences in memory. Yet past research and projects that we have been developing at Queen Margaret University (Edinburgh), over the past few years suggest that differences in memory capacity (whether short-term or working memory required during production or longer term memory necessary for access to the lexicon) can help us to understand why typical speakers vary so much in their fluency rates in everyday speech. This knowledge can then also support our understanding of fluency difficulties in various pathological cases.

In this presentation, I provide first some theoretical background and then some empirical results, from a series of experiments, which show (1) that there is a relationship between short-term/working memory and the production of errors in speech, leading to disfluencies and (2) that access to long-term memory for words in the lexicon affects hesitation in everyday speech. I show that this is important in the case of one atypical group, in particular: people with dyslexia, where short-term/working memory is implicated.

I then discuss how memory and deficits in memory are important in disfluency in other clinical cases, and how they are NOT necessarily important in cases of stuttering.

Finally, I speculate about how future studies could build on these findings with further research and how such research may help us to develop new speech-based clinical assessments for various cases.

Key words: *working memory, long-term memory, disfluency, dyslexia*

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ZNAČAJ SVESNE SINTEZE RAZVOJA KAO SVEOBUHVAATNE METODE U PREVENCIJI GOVORNO-JEZIČKIH POREMEĆAJA

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Uvod: Svesna Sinteza Razvoja (SSR) je specifična, a samim tim i jedinstvena metoda na ovom prostoru a i šire, zato što obuhvata tretman deteta od samog rođenja. Ova metoda je primenljiva kako na nivou primarne zdravstvene zaštite, koju pored logopeda treba da sprovode edukovani lekari pedijatri, tako i na nivou sekundarne zdravstvene zaštite.

Cilj: Cilj ovog rada je da prikaže i da se skrene pažnja stručne i naučne javnosti o značaju metode Svesna Sinteza Razvoja kao originalne metode našeg autora Prof. dr Cvetka Brajovića.

Metode: SSR nije samo namenjena deci sa smetnjama u razvoju, odnosno osobama sa smetnjama u komunikaciji, već se koristi i u prevenciji psihofizioloških poremećaja, zbog čega je ovo sveobuhvatna metoda. Primena SSR počinje od rođenja, pravilnom stimulacijom bebe, kroz pevanje vokala. Govor se uči i opšte je poznato da u razvoju govora postoje određene faze koje treba da pratimo. Prema tome roditelje (majku) treba naučiti kako da stimuliše pravilan razvoj govora svoga deteta.

Rezultati: Rad na prevenciji govorno jezičkih poremećaja sprečava nastanak ovih problema, odnosno značajno smanjuje težinu govorno-jezičkih poremećaja. Pravilno izgovaranje glasova srpskog jezika počinje u ranom razvojnom periodu, zbog čega je važno poznavati razvojne karakteristike govora, kako bi se prepoznali govorni poremećaji.

Zaključak: Neki autori smatraju da se treba pridržavati principa od lakšeg ka težem, što znači da logopedski tretman treba otpočeti sa onim govornim poremećajima koji su najblažeg karaktera. Prema tome, prevencija govorno-jezičkih poremećaja počinje rođenjem deteta a ne sa tri godine. U tom pravcu treba edukovati kako roditelje, tako i mnoge zainteresovane kolege.

Ključne reči: metoda Svesna sinteza razvoja, razvoj, govor, dete

THE IMPORTANCE OF CONSCIOUS SYNTHESIS OF DEVELOPMENT AS A COMPREHENSIVE METHOD IN THE PREVENTION OF SPEECH-LANGUAGE DISORDERS

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Introduction: Conscious Synthesis of Development (CSD) is a specific and therefore unique method in our country and abroad, because it includes the treatment of the child from birth. This method is applicable both at the level of primary health care as well as at the level of secondary health care, and should be carried out by educated pediatricians in addition to speech-language pathologists.

Aim: The aim of this paper is to show the professional and scientific public the importance of the Conscious Synthesis of Development (CSD) as the original method of our author Prof. Dr. Cvetko Brajović.

Method: The CSD method is not only intended for children with developmental disabilities or people with communication disabilities, but is also used in the prevention of psychophysiological disorders, which is why this is a comprehensive method. The application of CSD starts from birth, with proper stimulation of the baby, through vocal singing. Speech is learned, and it is generally known that there are certain stages in speech development that we should follow. Therefore, parents (mother) should be taught how to stimulate the proper development of their child's speech.

Results: Work on the prevention of speech and language disorders prevents the occurrence of these problems, i.e. significantly reduces the severity of speech and language disorders. The correct pronunciation of the sounds of the Serbian language begins in the early development period, so it is important to know the developmental characteristics of speech in order to recognize speech disorders.

Conclusion: Some authors believe that the principle from easier to more difficult should be followed, which means that speech therapy treatment should begin with those speech disorders that are of the mildest nature. Therefore, the prevention of speech and language disorders begins with the birth of a child and not with the age of three. Both parents and many interested colleagues should be educated in this direction.

Key words: Conscious Synthesis of Development, development, speech, child

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NEUROPSIHOLOŠKI DEFICITI KOD DECE I ADOLESCENATA SA TRAUMATSKOM POVREDOM MOZGA

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Uvod: Traumatska povreda mozga se relativno često događa u populaciji dece i adolescenata. To je inače najčešći tip stečene lezije mozga u detinjstvu. Može da se dogodi u bilo kom periodu, s tim što su deca uzrasta do dve godine i adolescenti od 15-18 godina najčešće žrtve moždane traume. Traumatska povreda mozga predstavlja jedan od vodećih uzroka neuropsiholoških poremećaja i prekida toka normalnog razvoja kod dece. U ovom radu razmatrani su poremećaji pažnje, pamćenja, jezika, egzekutivnih funkcija i socijalne kognicije.

Cilj: Cilj nam je da pružimo sveobuhvatan prikaz neuropsiholoških deficita kod dece i adolescenata koji su pretrpeli traumatsku povredu mozga.

Metode: Za pretragu relevantne literature korišćene su specijalizovane baze podataka i pretraživači, pomoću ključnih reči na srpskom i engleskom jeziku.

Rezultati: Opisani su znaci i simptomi kognitivnih poremećaja u odnosu na težinu povrede i uzrast na kome je ona nastala. Istaknute su posledice rano stečene povrede mozga na razvoj kognicije i psihosocijalno funkcionisanje. Takođe, opisane su metode procene kognitivnih funkcija i pristupi u rehabilitaciji dece sa kognitivnim poremećajima uzrokovanim traumom mozga.

Zaključak: Povreda mozga u detinjstvu i adolescenciji dovodi do prolaznih i dugoročnih kognitivnih i bihevioralnih poremećaja. Iako se dugoročni neuropsihološki deficiti mogu ispoljiti i kod blage povrede mozga, oni se tipično sreću kod dece i mladih sa teškom povredom. Pojava traumatske povrede u detinjstvu zahteva sistematsko praćenje i uključivanje dece i mladih sa neuropsihološkim posledicama u proces rehabilitacije i druge vidove podrške.

Ključne reči: *neuropsihološki poremećaji, traumatska povreda mozga, deca, adolescenti*

NEUROPSYCHOLOGICAL DEFICITS IN CHILDREN AND ADOLESCENTS WITH TRAUMATIC BRAIN INJURY

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Introduction: Traumatic brain injury occurs relatively often in the population of children and adolescents. It is also the most common type of acquired brain lesion in childhood. It can happen at any time, the most common victims of brain trauma being children under the age of two and adolescents aged 15-18. Traumatic brain injury is one of the leading causes of neuropsychological disorders and disruption of normal development in children. In this paper, disorders of attention, memory, language, executive functions and social cognition are discussed.

Aim: Our goal is to provide a comprehensive overview of neuropsychological deficits in children and adolescents who have suffered a traumatic brain injury.

Method: Using keywords in Serbian and English, specialized databases and search engines were used to find relevant literature.

Results: We describe the signs and symptoms of cognitive disorders in relation to the severity of the injury and the age at which it occurred. The consequences of early acquired brain trauma on the development of cognition and psychosocial functioning are emphasized. We also describe methods of assessing cognitive functions and approaches to the rehabilitation of children with cognitive disorders caused by traumatic brain injury.

Conclusion: Brain injury in childhood and adolescence leads to transient and long-term cognitive and behavioural disorders. Although longer-term neuropsychological deficits can also occur with mild injury, they are typically found in children and youth with severe brain injury. The occurrence of traumatic brain injury in childhood requires systematic monitoring and inclusion of children and young people with neuropsychological consequences in the rehabilitation process and other types of support.

Key words: *neuropsychological disorders, traumatic brain injury, children, adolescents*

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PREVENTIVNI PRISTUPI U LOGOPEDIJI

PREVENTIVE APPROACHES IN SPEECH- LANGUAGE THERAPY

STAVOVI I INFORMISANOST OPŠTE POPULACIJE O LOGOPEDIJI

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Uvod: U poslednjih par decenija, učestalost govorno-jezičke patologije je mnogo veća a kako je potreba za logopedom ključna, kada su u pitanju problemi iz domena govora i jezika, a informisanost opšte populacije o značaju logopeda i samog pristupa u rešavanju problema govornih poteškoća vrlo oskudna, formiran je nacrt istraživanja koji je sproveden u delo.

Cilj: Cilj ovog rada je utvrditi da li ljudi imaju razvijenu svest o logopediji i informisanost o potrebi za logopedima. Smatra se da će ovo istraživanje doprineti dobijanju šire slike o znanju i društvenom "statusu" logopedije, te će to biti jedan od prvih koraka u podizanju javne svesti o logopediji i potrebe za logopedima.

Metode: Istraživanjem je obuhvaćeno 300 ispitanika, oba pola (32 ispitanika muškog pola i 268 ispitanika ženskog pola). Za procenu stavova i informisanosti opšte populacije o logopediji primenjen je onlajn upitnik ($\alpha = 0.77$), na platformi Google Forms, koji je dizajniran za ovo istraživanje. Istraživanje je sprovedeno putem društvenih mreža tokom marta meseca 2023. godine. Program koji je upotrebljen za statističku obradu podataka je *IBM SPSS Statistics Data 21*.

Rezultati: U ovom istraživanju potvrdilo se da ispitanici nemaju dovoljno razvijenu svest i informisanost o logopediji ($t = 64.46$, $df = 293$, $p < .001$). Proverom postavljenih hipoteza, rezultati su pokazali da stepen obrazovanja ($F = 10.83$, $df_1 = 5$, $df_2 = 294$, $p < .001$, $\eta^2 = .15$), pol ($t = -4.40$, $df = 298$, $p < .001$, $d = 0.82$) i uzrast ispitanika ($r = .97$, $p < .001$) utiču na stavove i informisanost opšte populacije o logopediji.

Zaključak: Iz rezultata proizilazi da je neophodno podizanje svesti i veće informisanosti opšte populacije o logopediji, značaju pravovremenog dolaska kod logopeda, kao i prepoznavanju problema u govorno-jezičkom domenu.

Ključne reči: *logopedija, svest, informisanost, potreba za logopedima*

ATTITUDES AND AWARENESS OF THE GENERAL POPULATION ABOUT SPEECH-LANGUAGE PATHOLOGY

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Introduction: In the last couple of decades, the frequency of speech-language pathology has been much higher, and since the need for a speech therapist is crucial, when it comes to problems in the domain of speech and language, and the general population's information about the importance of speech therapists and the approach itself in solving the problems of speech difficulties is very scarce, a research draft was created and put into practice.

Aim: The aim of this research is to determine whether people have a developed awareness of speech therapy and are informed about the need for speech therapists. It is believed that this research will contribute to obtaining a broader picture of the knowledge and social "status" of speech therapy, and it will be one of the first steps in raising public awareness of speech therapy and the need for speech therapists.

Methods: The survey included 300 respondents, of both sexes (32 male respondents and 268 female respondents). An online questionnaire ($\alpha = 0.77$) on the Google Forms platform, which was designed for this research and used to assess the attitudes and awareness of the general population about speech therapy. The research was conducted through social networks during the month of March 2023. The program used for statistical data processing is *IBM SPSS Statistics Data 21*.

Results: In this research, it was confirmed that the respondents do not have sufficiently developed awareness and information about speech therapy ($t = 64.46$, $df = 293$, $p < .001$). By checking the hypotheses, the results showed that the level of education ($F = 10.83$, $df_1 = 5$, $df_2 = 294$, $p < .001$, $\eta^2 = .15$), gender ($t = -4.40$, $df = 298$, $p < .001$, $d = 0.82$) and the age of the respondents ($r = .97$, $p < .001$) influence the attitudes and information of the general population about speech therapy.

Conclusion: It follows from the results that it is necessary to raise awareness and better inform the general population about speech therapy, the importance of timely arrival to a speech therapist, as well as the recognition of problems in the speech and language domain.

Key words: *speech-language pathology, awareness, information, need for speech-language pathologists*

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KAKO JE PANDEMIJA KORONA VIRUSA UTICALA NA GOVORNO JEZIČKI RAZVOJ DECE

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Uvod: Tokom početka 2020. godine usledila je pandemija korona virusa, koja je za posledicu u Srbiji ostavila izolaciju (karantin). Korona virus je uticao na mnoge aspekte društva i života, usled svih problema roditelja, deca su snosila posledice (stres majke koje su bile u drugom stanju, prekomerena izolacija, briga za egzistenciju roditelja, strah od posledica korona virusa, anksioznost...). Pored svih zdravstvenih problema i posledica, socijalni kontakt je bio smanjen na minimum i ostavio je dosta posledica na razvoj dece.

Cilj: Razvoj govora i jezika je biopsihosocijalno uslovljen i zbog toga je u doba korone bio ugrožen sa svih strana. Ono što je zabrinjavajuće je porast javljanja dece u periodu od 2022. do 2023. godine sa govorno-jezičkim smetnjama. Shodno tome, cilj ovog rada je istraživanje uzroka koje su dovele do ovog porasta.

Metode: Istraživanje je obuhvatalo prikupljanje podatka iz anamneza roditelja i dece iz tog perioda. Ispitivane su sledeće varijable: pol, godište, genetske predispozicije, trudnoća (prenatalni period), porođaj majke (perinatalni period), korišćenje cucle, izloženost ekranima, javljanje prve reči i APGAR skor.

Rezultati: Rezultati pokazuju kako je korona virus uticao na aspekte govorno jezičkog razvoja, kroz korišćene varijable.

Zaključak: Analizom prikupljenih podataka, rezultata ovog i drugih istraživanja, možemo zaključiti da je pandemija korona virusa dovela do brojnih promena, kako u svakodnevnom životu, tako i na govorno-jezički, psihomotorni i socijalno-emosivni razvoj dece. Takođe je uticala i na jezičke i komunikativne sposobnosti kod dece.

Ključne reči: korona virus, pandemija, govorno-jezički razvoj, genetski faktori, socijalna izolacija

HOW DID THE COVID-19 PANDEMIC AFFECT ON SPEECH AND LANGUAGE DEVELOPMENT IN CHILDREN?

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Introduction: The COVID-19 pandemic in Serbia started at the beginning of 2020 and led to isolation and quarantine. COVID-19 affected many aspects of life and society. As a result of the problems parents dealt with, children bore the consequences (stress during pregnancy, increased social isolation, existential concerns, fear of consequences of the pandemic, anxiety, etc.). Among all health issues, social interactions were strongly reduced and had an impact on child development.

Objective: Speech and language development is biopsychosocially conditioned, and due to that, it was fully affected during the pandemic. There was an increased need for treatment for children with speech and language pathology between 2022 and 2023, which is concerning. In accordance with that, the main objective of this study is the examination of the cause that led to this increase.

Methods: This study included collecting anamnesis data from parents and children. The examined variables are: gender, birth year, genetic predispositions, prenatal period, perinatal period, using a pacifier, screen exposure, appearance of the first word, and APGAR score.

Results: The results show how the COVID-19 pandemic impacted speech and language development through the stated variables.

Conclusion: Based on the analysis of the collected data and the results of this study and others, we can conclude that the COVID-19 pandemic influenced daily life as well as speech and language, psychomotor, and socioemotional development in children. Likewise, it had an impact on language and communication skills in children.

Key words: COVID-19, pandemic, speech and language development, genetic factors, social isolation.

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ZNAČAJ SENZORNE INTEGRACIJE ZA GOVORNO-JEZIČKI RAZVOJ DECE

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Uvod: Senzorna integracija je urođeni neurobiološki proces koji se odnosi na moždano tumačenje i integraciju senzorne stimulacije dobijene iz tela i okoline, omogućavajući pojedincu da proizvede adaptivne odgovore na zahteve životne sredine. Senzorna integracija je uključena u motorički, kognitivni, psihosocijalni, bihevioralni i govorno-jezički razvoj dece. Nasuprot tome, senzorna integrativna disfunkcija je poremećaj u kojem mozak senzorni unos ne integriše ili ne organizuje na odgovarajući način, što dovodi do pojave smetnji koje ometaju razvoj i ponašanje.

Cilj: Cilj ovog rada je da se prikaže odnos između senzorne integracije i govorno-jezičkog razvoja kod dece. Daje pregled uloge senzorne integracije za ukupni razvoj deteta, sa posebnim fokusom na razvoj govora i jezika. Ovaj rad takođe daje pregled relevantnih istraživanja u ovoj oblasti i njihovih nalaza. Takođe se razmatraju neka teorijska polazišta o odnosu između disfunkcije senzorne integracije i specifičnih govornih i jezičkih poremećaja.

Zaključak: Atipični obrasci senzorne integracije utiču na razvoj govora i jezika kod dece. Poznavanje i razumevanje pitanja senzorne integracije i njihovog uticaja na funkcionisanje i razvoj dece sa različitim razvojnim stanjima je od suštinskog značaja za tačnu dijagnozu, čime se omogućava adekvatan izbor intervencija u cilju stimulisanja optimalnog ranog razvoja.

Cljučne reči: senzorna integracija, senzorna disfunkcija, govor, jezik, razvoj

SIGNIFICANCE OF SENSORY INTEGRATION FOR SPEECH AND LANGUAGE DEVELOPMENT IN CHILDREN

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Introduction: Sensory integration is an innate neurobiological process and refers to the integration and interpretation of sensory stimulation from the body and the environment by the brain. It enables the individual to produce adaptive responses to environmental demands. Sensory integration underlines the motor, cognitive, psychosocial, behavioral, and speech and language development of children. In contrast, sensory integrative dysfunction is a disorder in which sensory input is not integrated or organized appropriately in the brain and may produce varying degrees of problems in development and behavior.

Aim: The aim of this work is to present the relationship between sensory integration and speech and language development in children. It gives an overview of the role of sensory integration in an overall child's development, with a particular focus on speech and language development. This paper also provides a review of relevant research made in this field and its respective findings. Some theoretical considerations on the relationship between sensory integration dysfunctions and specific speech and language disorders are also discussed.

Conclusion: Atypical sensory integration patterns affect speech and language development in children. Knowledge and understanding of sensory integration issues and their impact on the functioning and development of children with different developmental conditions is essential for accurate diagnosis, thus enabling an adequate choice of interventions in order to stimulate optimal early development.

Key words: sensory integration, sensory dysfunctions, speech, language, development

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STAVOVI NASTAVNIKA O UTICAJU MUCANJA NA ŠKOLSKA POSTIGNUĆA DJECE NA TERITORIJI REPUBLIKE SRPSKE

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Uvod: Imajući u vidu da djeca tokom osnovnoškolskog obrazovanja u školskom okruženju provedu prosječno 30 sati sedmično, stavovi nastavnika o djeci koja mucaju, a posebno o uticaju mucanja na školska postignuća djece, u velikoj mjeri bi mogli da utiču na školska i akademska postignuća djece. Da bi se podigla svijest o mucanju i smanjila stigma djece koja mucaju, informisanost nastavnika i pozitivni stavovi su od velikog značaja. **Cilj:** Cilj istraživanja je analizom i statističkom obradom dobijenih podataka utvrditi upoznatost nastavnika sa mucanjem, saznati stavove nastavnika prema djeci koja mucaju, utvrditi da li nastavnici smatraju dijete koje muca nedovoljno inteligentnim te utvrditi u kojoj mjeri je nastavniciima mucanje povod za davanje niže ocjene na usmenom odgovaranju.

Metode: U istraživanju je učestvovalo 108 nastavnika iz redovnih osnovnih škola na teritoriji Republike Srpske. Anketiranje je sprovedeno onlajn (Google upitnik). Upitnik se sastojao od 18 pitanja, a odgovori su se davali odabirom ponuđenih opcija, kratkim pisanim odgovorima i ocjenjivanjem stavova od 1 do 5 po Likertovoj skali (1 - „u potpunosti se slažem“ do 5 - „u potpunosti se ne slažem“).

Rezultati: Od ukupnog broja od 108 ispitanika, njih 77 (71,30%) je potvrdilo da imaju iskustva u podučavanju djece koja mucaju. Njih 10 (12,99%) smatra da je dijete koje muca manje inteligentno u odnosu na dijete fluentnog govora, 11 (14,29%) ih smatra da dijete koje muca ne treba da javno nastupa, a njih 9 (11,69%) će na usmenom odgovoru djetetu koje muca dati nižu ocjenu od zaslužene.

Zaključak: Rezultati ovog istraživanja pokazuju pretežno pozitivne stavove nastavnika prema djeci koja mucaju, ali i činjenicu da negativni stavovi dolaze od nastavnika koji su podučavali učenike koji mucaju.

Ključne riječi: mucanje, djeca koja mucaju, mucanje u školskom uzrastu, stavovi prema mucanju

STAVOVI NASTAVNIKA O UTICAJU MUCANJA NA ŠKOLSKA POSTIGNUĆA DJECE NA TERITORIJI REPUBLIKE SRPSKE

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Introduction: Bearing in mind that children spend an average of 30 hours a week in the school environment during primary school, teachers' attitudes about children who stutter, and especially about the impact of stuttering on children's school achievements, could greatly influence children's future achievements. In order to raise awareness about stuttering and reduce the stigma of children who stutter, teachers' positive attitudes are of great importance.

Objective: The objective of the research is to determine, through the analysis and statistical processing of the obtained data, the familiarity of teachers with stuttering, to find out the attitudes of teachers towards children who stutter, to determine whether teachers consider a child who stutters to be less intelligent, and to determine to what extent stuttering is a reason for teachers to give a lower grade.

Methods: 108 teachers from regular elementary schools in the territory of Republika Srpska participated in the research. The survey was conducted through a Google questionnaire, which consisted of 18 questions, and the answers were given by choosing the offered options, short written answers, and rating attitudes from 1 to 5 on a Likert scale (1 - "completely agree", 5 - "completely disagree").

Results: Out of the total number of 108 respondents, 77 of them (71.30%) confirmed that they have experience teaching children who stutter. 10 of them (12.99%) believe that a child who stutters is less intelligent than a child with fluent speech, 11 (14.29%) of them believe that a child who stutters should not perform in public, and 9 of them (11.69%) will give a child who stutters a lower grade in the oral exam.

Conclusion: The results of this research show predominantly positive attitudes of teachers towards children who stutter, but also the fact that negative attitudes come from teachers who taught students who stutter.

Key words: stuttering, children who stutter, stuttering at school age, attitudes towards stuttering

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UČENJE NOVOG JEZIKA I JEZIČKI POREMEĆAJI: IZAZOVI MODERNE LOGOPEDIJE

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Uvod: Jezički poremećaji predstavljaju smetnje u jezičkoj produkciji i/ili razumevanju jezika koje mogu da variraju od suptilnih smetnji do teških jezičkih poremećaja. Ogledaju se u narušenim jezičkim formama, jezičkom sadržaju i/ili jezičkoj funkciji, pogađajući usmeno, pisano ili druge sisteme simboličkog izražavanja. Učestale migracije stanovništva poslednjih decenija dovode do potrebe za uključivanjem i učenjem novog jezika kod dece od najranijeg uzrasta, neretko i pre otkrivanja samog poremećaja.

Cilj: Cilj studije je bio pregled literature o učenju novog jezika kod dece sa razvojnim jezičkim poremećajem.

Metode: Kroz naučne baze podataka (Kobson, Google Scholar, Embase, Web of Science) izvršena je pretraga istraživanja prema ključnim rečima: Language Disorder AND Developmental Language Disorder AND Second Language Acquisition AND Second Language Learning, bez vremenske odrednice za objavljene radove.

Rezultati: Skoro da ne postoje studije koje su ispitivale učenje novog jezika kod dece sa razvojnim jezičkim poremećajem, kako u istraživanjima o učenju drugog jezika, tako ni u istraživanjima nastave stranog jezika. Sa druge strane nije pronađeno nijedno istraživanje koje je ispitalo da li se rasprostranjenost razvojnog jezičkog poremećaja razlikuje između monolingvalne dece sa jezičkim poremećajem i one koja su na ranom uzrastu izložena novom jeziku a kod koje si prethodno registrovane razvojne jezičke smetnje.

Zaključak: Da bi se razumeo i stvorio budući inkluzivan kontekst učenja novog jezika kod dece sa razvojnim jezičkim poremećajem od suštinskog je značaja ispitati kako ova deca razvijaju svoju kompetentnost na novim jezicima.

Ključne reči: maternji jezik, novi jezik, drugi jezik, razvojni jezički poremećaj

LEARNING A NEW LANGUAGE AND LANGUAGE DISORDERS: THE CHALLENGES OF MODERN SPEECH-LANGUAGE PATHOLOGY

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Introduction: Language disorders represent difficulties in language production and/or language understanding that can range from subtle language difficulties in language acquisition to severe language disorders. They are reflected in impaired language forms, language content and/or language function, occurring in speech, written or other symbolic systems of expression. Frequent migrations of population in recent decades have led to the need to include and learn a new language in children from an early age, often even before the detection of the disorder itself.

Aim: Aim of the study was to review literature regarding second language acquisition in children with developmental language disorder.

Method: Through scientific databases (Kobson, Google Scholar, Embase, Web of Science) research was conducted according to keywords: Language Disorder AND Developmental Language Disorder AND Second Language Acquisition AND Second Language Learning without a timeline for published papers.

Results: There are little to no studies that have examined new language acquisition in children with developmental language disorder, not in research on second language acquisition nor in research on foreign language teaching. On the other hand, none of the studies examined whether the prevalence of developmental language disorder differs between monolingual children with language disorder and children with language disorder who are exposed to the new language at an early age.

Conclusion: In order to understand and create future inclusive second language learning context it is essential to examine how children with developmental language disorder develop their competence in additional languages.

Key words: mother tongue, new language, second language, developmental language disorder

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*AKTUELNOSTI U LOGOPEDSKOJ
DIJAGNOSTICI*

*INNOVATIONS IN DIAGNOSTIC IN SPEECH-
LANGUAGE PATHOLOGY*

TEST ZA PROCENU FONOLOŠKIH SPOSOBNOSTI

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Uvod: Živimo u vremenu kada logopedija kao nauka postaje sve aktuelnija, zbog sve većeg broja dece koja imaju poteškoća i smetnje u verbalnoj komunikaciji. Poremećaji fonoloških sposobnosti su jedan od najčešćih poremećaja u verbalnoj komunikaciji koji proučava logopedija. Karakteristično je da fonološki poremećaji, iako se mogu javiti izolovano, najčešće prate sve govorno-jezičke poremećaje. Zbog toga je izrada i primena testa za ukupnu procenu fonoloških sposobnosti od velikog značaja, kako za logopede, tako i za same osobe sa smetnjama u verbalnoj komunikaciji. Jedan od takvih testova je *SLP.Bojan - Test za procenu fonoloških sposobnosti* objavljen u knjizi *Tretman artikulacijskih i fonoloških poremećaja* (Bogdanovski, 2022).

Cilj: Početna ideja za kreiranje *SLP.Bojan - Test za procenu fonoloških sposobnosti* bila je da se kreira test na makedonskom jeziku za procenu fonoloških sposobnosti. Glavni cilj ovog opsežnog testa je da se kroz laku i jednostavnu primenu dođe do precizne procene fonoloških sposobnosti.

Metod: Testom se procenjuje fonološka sposobnost primenom pet subtestova za procenu sposobnosti: fonemske diskriminacije, verbalnog pamćenja, analize i sinteze, rimovanja i brzog imenovanja. Test, pored subtestova, sadrži polje za prikupljanje podataka o ispitaniku (ime, prezime, datum rođenja, mesto stanovanja), polja za ocenu, opis i zaključak testiranja, kao i polje za davanje konačno logopedskog mišljenja. Sam test dolazi sa uputstvima za njegovu upotrebu. Uz ovaj test dolazi i test za procenu artikulacije glasa – *SLP.Bojan - Test procene artikulacije glasa*, kako bi se uradila detaljna i sveobuhvatna logopedska procena.

Rezultati: Do sada je ovaj test primenjen za procenu fonoloških sposobnosti kod 124 dece koja su u periodu od 10 meseci (maj 2022. – mart 2023.) pohađala logopedski i defektološki tretman u GASPAR centru za psihofizičko zdravlje u Skoplju. Svakodnevna logopedska praksa nam je pokazala da ovaj test veoma dobro dijagnostikuje poremećaje fonoloških sposobnosti, a nama logopedima ukazuje na to koji naredni dijagnostički ili terapijski postupak treba da preduzmemo.

Zaključak: Test *SLP. Bojan - Test za procenu fonoloških sposobnosti* može da nađe primenu u svakodnevnoj logopedskoj praksi, kao i da bude preveden na druge jezike, jer bi poslužio mnogim logopedima i osobama sa patologijom u verbalnoj komunikaciji koji žive na ovim prostorima, ali i šire.

Ključne reči: test, procena, fonološka sposobnost, fonološki poremećaji

TEST FOR ASSESSMENT OF PHONOLOGICAL AWARENESS

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Introduction: We live in a time when speech therapy as a science is becoming more and more relevant, due to the increasing number of children with disabilities in verbal communication. Disorders of phonological awareness are one of the most common disorders in verbal communication studied by speech and language therapists. It is characteristic that phonological disorders, although they can occur in isolation, most often accompany all speech-language disorders. That is why the creation and application of tests for the overall assessment of phonological awareness are of great importance, both for speech and language therapists and for people with disabilities in verbal communication. One such test is the *SLP. Bojan - Test for assessment of phonological awareness* published in the book *Treatment of articulation and phonological disorders* (Bogdanovski, 2022).

Aim: The initial idea for creating the *SLP.Bojan - Test for the assessment of phonological awareness* was to create a test in the Macedonian language for the assessment of phonological awareness. The main purpose of this comprehensive test is to arrive at a precise assessment of phonological awareness through easy and simple application.

Methods: The test assesses phonological awareness using five subtests for assessment of abilities: Phonemic Discrimination, Verbal Memory, Analysis and Synthesis, Rhyme and Rapid Naming. The test, in addition to the subtests, contains a field for collecting data about the respondent (name, surname, date of birth, place of residence), fields for evaluation, description and conclusion of the test, as well as a field for giving a final speech therapy opinion. The test itself comes with instructions for its use. Along with this test comes a voice articulation assessment test - *SLP.Bojan - Voice Articulation Assessment Test*, in order to make a detailed and comprehensive speech and language therapy assessment.

Results: So far, this test has been applied to assess the phonological awareness of 124 children attending speech and language therapy and special education treatment at the GASPAR Center for Psychophysical Health, Skopje, over a period of 10 months (May 2022 – March 2023). Everyday speech and language therapy practice

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has shown us that this test diagnoses phonological awareness very well, and it indicates to us speech and language therapists what the next diagnostic procedures or procedures should be.

Conclusion: The test *SLP.Bojan - Test for assessment of phonological awareness* can find application in everyday speech and language therapy practice, as well as be translated into other languages, because it would serve many speech and language therapists and people with pathology in verbal communication who live in these areas, but also wider.

Key words: *test, assessment, phonological ability, phonological disorders*

JEZIČKE KOMPETENCIJE U SINTAKSI DECE SA RAZVOJNIM JEZIČKIM POREMEĆAJEM

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Uvod: Osnovno obeležje sintakse kao deo jezičke kompetencije kod dece sa razvojnim jezičkim poremećajem karakteriše sintaksička nedoslednost. Situaciju najbolje objašnjava hipoteza o postojanju produženog opcionog infinitiva, koji podrazumeva promenljivu primenu gramatičkih i sintaksičkih pravila.

Cilj: Cilj ovog istraživanja je bliže definisanje sintaksičke strukture dece sa razvojnim jezičkim poremećajem, čiji je maternji jezik makedonski.

Metode: U uzorak je uključeno 40 ispitanika sa potvrđenim razvojnim jezičkim poremećajem. Korišćene su metode deskriptivne i komparativne analize.

Rezultati: Prema rezultatima sintaksičke obrade, pronađena je razlika u postignućima između tri podgrupe u okviru eksperimentalne grupe, prema kriterijumu starost, po pitanju kongruencije gramatičke kategorije - lice ($\chi^2 = 16.996, p = .000, LR = 22.071, G^2 = 15.617$), po pitanju kongruencije gramatičke kategorije - broj ($\chi^2 = 30.267, p = .000, LR = 39.107, G^2 = 18.715$), kao i po pitanju kongruencije statističke značajnosti pola ($\chi^2 = 17.255, p = .000, LR = 20.279, G^2 = 15.624$).

Zaključak: Kod ispitanika sa razvojnim jezičkim poremećajem, kongruentnost gramatičkih kategorija lica i roda direktno je zavisna od progresije hronološkog uzrasta, dok su za kongruentne oblike gramatičke kategorije - broj, postignuća u uslovima dijaloga solidnija. Očekuje se da su u pogledu podudarnosti gramatičke kategorije - vreme, u funkciji komponenata u iskazu, najslabiji rezultati ispitanika uzrasta od pet do osam godina. Odsustvo podudarnosti sintaksičkih konstituenata prema njihovim gramatičkim kategorijama najčešći je vid agramatizma, koji je najduže prisutan kod dece sa razvojnim jezičkim poremećajem.

Ključne reči: *razvojni jezički poremećaj, sintaksa, kongruencija*

LINGUISTIC COMPETENCES IN THE SYNTAX OF CHILDREN WITH DEVELOPMENTAL LANGUAGE DISORDER

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Introduction: A basic feature of syntax as part of language competence in children with developmental language disorder is characterized by syntactic inconsistency. The situation is best explained by the hypothesis of the existence of a prolonged optional infinitive, which implies a variable application of grammatical and syntactic rules.

Aim: The goal of this research is to closely define the syntactic structure of Macedonian-speaking children with developmental language disorder.

Methods: The sample was formed by 40 respondents, with a confirmed developmental language disorder. Descriptive and the method of comparative analysis were used.

Results: According to the statistical processing of data, the difference in achievements between the three subgroups within the experimental group, according to the criterion-age, on the question of congruence of the grammatical category - person, ($\chi^2 = 16.996, p = .000, LR = 22.071, G^2 = 15.617$), on the question of congruence of the grammatical category - number, ($\chi^2 = 30.267, p = .000, LR = 39.107, G^2 = 18.715$), and on the question of congruence, has statistical significance - gender ($\chi^2 = 17.255, p = .000, LR = 20.279, G^2 = 15.624$).

Conclusion: Among respondents with a developmental language disorder, the congruence of the grammatical categories of person and gender is directly dependent on the progression of chronological age, while for the congruent forms of the grammatical category - number, the achievements in dialogue conditions are more solid. It is expected that, in terms of the congruence of the grammatical category - time, as a function of the components in the statement, the results of the respondents aged five to eight years are the weakest. The absence of congruence of syntactic constituents according to their grammatical categories is the most common type of agrammatism, which has been present for the longest time in children with developmental language disorder.

Key words: *developmental language disorder, syntax, congruency*

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PRVI PEDIJATRIJSKI STANDARDIZOVANI INSTRUMENT "UZRAST I RAZVOJ DETETA (URD - ASQ-3)"

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Uvod: U našoj pedijatrijskoj praksi nije postojao standardizovani instrument pomoću kojeg bi se vršila rana identifikacija dece sa sumnjom na kašnjenje u psihomotornom razvoju. Dijagnostika pedijatar se oslanjala na kliničku procenu i razgovor sa roditeljima. Podaci govore da 80% dece sa kašnjenjem u razvoju nije na vreme identifikovano.

Cilj: Instrument *Uzrast i razvoj deteta, treće izdanje (ASQ®-3)* predstavlja set upitnika za brzu i laku identifikaciju dece sa sumnjom na razvojno kašnjenje. Upitnik popunjavaju roditelji dece uzrasta od 6 meseci. Obuhvaćeno je pet oblasti: komunikacija, gruba i fina motorika, rešavanje problema i socijalne veštine. Upitnik se već nekoliko decenija koristi u više zemalja sveta. Standardizacija upitnika je u Srbiji počela krajem 2017. godine, a završena krajem aprila 2019. godine. Standardizaciju je sprovodilo Udruženje pedijatar Srbije, Institut za psihologiju Filozofskog fakulteta u Beogradu uz podršku Ministarstva zdravlja, Unicefa i Fondacije za otvoreno društvo.

Metode: U standardizaciji upitnika je učestvovalo 69 pedijatra iz 22 od ukupno 24 regiona u Srbiji. Dete dobija skor za svaku oblast. Skorovi ispitanika iz Srbije upoređeni su sa skorovima ispitanika iz Sjedinjenih Američkih Država i Gruzije.

Diskusija: Preliminarni podaci pokazuju da je postignuće dece iz Srbije u oblasti komunikacije znatno veće od postignuća dece u Sjedinjenim Američkim državama. Međutim na uzrastu, od 6-10 meseci, postignuća dece iz Srbije u oblasti grube motorike značajno su niža od dece iz Sjedinjenih Američkih Država.

Zaključak: Upitnici su jednostavni za korišćenje, popunjavaju ih roditelji prilikom redovnih sistematskih pregleda deteta.

Ključne reči: *instrument, standardizacija, pedijatar, kašnjenje u razvoju*

THE FIRST STANDARDIZED PEDIATRIC INSTRUMENT "THE AGES & STAGES QUESTIONNAIRES®, THIRD EDITION (ASQ®-3)"

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Introduction: In our pediatric practice, there was no standardized tool used for the early identification of children with suspected delays in psychomotor development. Pediatric diagnosis relied on clinical assessment and discussions with parents. Data shows that 80% of children with developmental delays were not identified in a timely manner.

Aim: The instrument *The Ages & Stages Questionnaires®, Third Edition (ASQ®-3)* represents a set of questionnaires for quick and easy identification of children with suspected developmental delays. The questionnaire is filled out by parents of children aged 6 months. It encompasses five domains: communication, gross and fine motor skills, problem-solving, and social skills. The questionnaire has been used for several decades in multiple countries worldwide. Questionnaire standardization began in Serbia in late 2017 and was completed by the end of April 2019. The standardization was carried out by the Pediatric Association of Serbia, the Institute of Psychology at the Faculty of Philosophy in Belgrade, with support from the Ministry of Health, UNICEF, and the Open Society Foundation.

Methods: A total of 69 pediatricians from 22 out of 24 regions in Serbia participated in the questionnaire standardization. Each child receives a score for each domain. Participants scores from Serbia were compared with those from the United States and Georgia.

Discussion: Preliminary data shows that children in Serbia have significantly higher achievements in the domain of communication compared to children in the United States. However, in the age range of 6-10 months, the achievements of children in Serbia in the domain of gross motor skills are significantly lower than those of children in the United States.

Conclusion: Questionnaires are easy to use, they are filled in by parents during regular systematic examinations of the child.

Key words: *instrument, standardization, pediatrician, developmental delay*

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INOVATIVNA LOGOPEDSKA TEHNOLOGIJA

INNOVATIVE TECHNOLOGY IN SPEECH- LANGUAGE THERAPY

SAVREMENI INSTRUMENTI U LOGOPEDIJI

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Logopedski instrumenti čine skup instrumenata specijalizovano izrađenih za logopedsku delatnost. Predstavljaju osnovna sredstva u logopedskom radu koja omogućavaju adekvatnu dijagnostičku obradu i obaveznu opremu u procesu logopedске intervencije. U svetskim aspektima danas su logopedima dostupna mnoga pomagala u procesu prevencije, dijagnostike i terapije. Unazad dve godine i u Republici Srbiji došlo je do značajnog poboljšanja u pravcu razvoja i dostupnosti logopedskih instrumenata. Tako je iza nas prvi standardizovan test na srpskom jeziku - *Nove Reynell razvojne jezičke skale (NRDLS – SR)*, za ispitivanje sposobnosti razumevanja i produkcije jezika a u bliskoj budućnosti očekuje se i objavljivanje *Testa za procenu predveština čitanja i pisanja - PredČip testa*. Takođe, logopedima u Srbiji postala su dostupna *Talk Tools pomagala* koja se primenjuju u logopedskoj terapiji oralno-motorne ali i oralno-senzorne regije. Na području slušanja *Digitalni logopedski set* dobio je novu verziju kroz unapređenje većine performansi. Savremeni instrumenti u logopedskoj terapiji su usmereni na efikasno detektovanje i rešavanje komunikacionih problema i pružanje podrške osobama sa različitim komunikacionim poremećajima. Za unapređenje i razvoj logopedске dijagnostike i terapije veoma je važno da se logopedski instrumenti tehnološki unapređuju kako bi se što efikasnije pomoglo klijentima kojima je logopedska usluga neophodna.

Ključne reči: *Reynell test, TalkTools, Digitalni logopedski set*

MODERN INSTRUMENTS IN SPEECH THERAPY

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Speech therapy instruments are a set of instruments specially made for speech therapy. They represent basic means in speech therapy work that enable adequate diagnostic processing and mandatory equipment in the process of speech therapy intervention. In today's global aspects, many aids are available to speech therapists in the processes of prevention, diagnosis and therapy. Two years ago, there was a significant improvement in the development and availability of speech therapy instruments in the Republic of Serbia. So, the first standardized test in the Serbian language - *the New Reynell Developmental Language Scale (NRDLS – SR)*, is behind us for examining the ability to understand and produce language, and in the near future, the publication of the *PredChip Test* for the assessment of pre-skills in reading and writing is expected. Also, in Serbia *Talk Tools* have become available, which are used in speech therapy for the oral-motor and oral-sensory regions. In the area of listening, the *Digital Logopedic Set* received a new version through the improvement of most of the performances. Modern instruments in speech therapy are aimed at effectively detecting and solving communication problems and providing support to people with various communication disorders. For the improvement and development of speech therapy diagnostics and therapy, it is very important that speech therapy instruments are technologically improved in order to help clients who need speech therapy services as efficiently as possible.

Key words: *Reynell test, TalkTools, Digital Logopedic Set*

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SAVREMENI MODELI LOGOPEDSKOG TRETMANA

NEW MODELS IN SPEECH AND LANGUAGE TREATMENT

IMITACIJA KAO PRELINGVISTIČKA VEŠTINA I KRITIČNA KOMPONENTA UČENJA MALIŠANA SA RIZIKOM OD AUTIZMA DA GOVORE

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Uvod: Kada dete ne razume jezik, posebno kada je dete staro oko 18 meseci i minimalno verbalno ili neverbalno, roditelji traže konsultaciju sa logopedom. Obično će logopedi primetiti da je većina dece koja nisu savladala prelingvističke veštine, deca u riziku od autizma. Jedna od prelingvističkih veština je imitacija.

Cilj: Cilj ove studije je ispitivanje kako će poboljšanje i savladavanje nivoa imitacije povećati komunikacijske veštine i usvajanje govora kod mališana sa rizikom od autizma.

Metode: Pratili smo napredak u veštinama imitacije i komunikacije 15 dece (13 muške i 2 ženske) u riziku od autizma. Imali su od 21 do 36 meseci kada je započeto lečenje.

Rezultati: U terapijskom protokolu za tu decu koristili smo Regulaciju o zajedničkoj pažnji simboličkom igrom (Joint Attention Symbolic Play Engagement Regulation - JASPER) i Diskretnu probnu obuku (Discrete Trial Training - DTT). Evaluacije nakon 6 meseci, a zatim nakon godinu dana, pokazale su značajno poboljšanje veština imitacije, a samim tim i neverbalnih i verbalnih komunikacijskih veština.

Zaključak: Logoped bi trebalo da nauči mališane sa rizikom od autizma nekoliko neophodnih nivoa imitacije pre nego što postavi cilj da ih nauči kako da imitiraju reči. Posle mnogo oponašanja, dete će samo početi da govori reči. Imitacija je postepen proces koji je kritična komponenta učenja govora.

Ključne reči: *imitacija, govor, komunikacija, autizam, mališani*

IMITATION AS PRELINGUISTIC SKILL AND CRITICAL COMPONENT OF LEARNING TO TALK TODDLERS AT RISK OF AUTISM

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Introduction: When a child doesn't understand language, especially when the child is about 18 months old and minimally or non-verbal, parents ask for a consultation with speech and language therapists. Usually, speech and language therapist will notice that the majority of children who didn't master prelinguistic skills are children at risk of autism. One of the prelinguistic skills is imitation.

Aim: The aim of this study is to see how improvement and mastering levels of imitation will enhance communication skills and speech acquisition in toddlers with a risk of autism.

Methods: We were following the progress in imitation and communication skills of 15 children (13 male and 2 female) at risk of autism. They were 21 to 36 months old when treatment was started.

Results: In the therapeutic protocol for those children, we used Joint Attention Symbolic Play Engagement Regulation (JASPER) and Discrete Trial Training (DTT). Evaluations at 6 months, and then in a year, showed significant improvement in imitation skills and, therefore, in nonverbal and verbal communication skills.

Conclusion: Speech therapist should teach toddlers with risk of autism several necessary levels of imitation before they aim to learn them how to imitate words. After lots of imitating, a child will begin to say words on his own. Imitation is a gradual process that's a critical component of learning to talk.

Key words: *imitation, speech, communication, autism, toddlers*

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EFIKASNOST PRIMENE FUNKCIONALNE ANALIZE VERBALNOG PONAŠANJA U TRETMANU DECE SA AUTIZMOM

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Kognitivna psihologija smatra da je jezik uslovljen unutrašnjim kognitivnim procesima i da je manje pod uticajem varijabli iz okruženja. Kognitivna teorija jezika, odnosno njena podela na ekspresivni i receptivni jezik je trenutno dominantan oblik procene jezičkih sposobnosti i terapijskih programa za decu sa autizmom.

Tradicionalna lingvistika meri jezik kroz njegovu strukturu, odnosno topografiju, usmerena je na formu, opisuje „Šta je rečeno“. Nasuprot kognitivnoj teoriji, Skinnerova analiza verbalnog ponašanja smatra da je jezik naučeno ponašanje, traži objašnjenje „Zašto je rečeno?“, usmerena je na funkciju, odnosno otkrivanje varijabli od značaja za pojavu verbalnog ponašanja.

Standardne procene govorno-jezičkih sposobnosti podrazumevaju primenu standardizovanih jezičkih testova koji se sastoje od procene receptivnih i ekspresivnih jezičkih sposobnosti. Često je nemoguće primeniti takav test kod dece sa autizmom zbog izmenjenog funkcionisanja u uspostavljanju recipročnih socijalnih interakcija, odstupanja u razvoju verbalnih sposobnosti i ponašanja. Stoga rezultat testa najčešće ne daje relevantan podatak o govorno-jezičkom razvoju deteta.

Jedna od procena govorno-jezičkih sposobnosti kod dece sa autizmom bazirana na Skinnerovoj analizi verbalnog ponašanja je *VB-MAPP (Verbal Behavior Milestones Assessment and Placement Program)*. Ovom procenom dobijaju se informacije o funkciji verbalnih iskaza dece sa autizmom. Deca sa autizmom koja su verbalna, odnosno poseduju određene govorno-jezičke sposobnosti, uglavnom imaju ispodprosečne sposobnosti razumevanja jezika i najčešće se izražavaju kroz produkciju eholalija i neposrednim imenovanjem predmeta i pojava. Karakteristično je da takav govor retko ima komunikativnu svrhu.

Cilj rada je ukazivanje na značaj procene funkcije postojećeg verbalnog ponašanja na osnovu čega je moguće sprovesti strukturisan terapijski postupak, koji će za cilj imati povećanje komunikativne funkcije govora, kao i stimulaciju razvoja jezičkih sposobnosti.

Ključne reči: *autizam, verbalno ponašanje, VB-MAPP*

THE EFFECTIVENESS OF THE APPLICATION OF FUNCTIONAL ANALYSIS OF VERBAL BEHAVIOR IN THE TREATMENT OF CHILDREN WITH AUTISM

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Cognitive psychology considers that language is conditioned by internal cognitive processes and is less influenced by environmental variables. Cognitive theory of language, and its expressive and receptive framework, is currently the dominant form of assessment of language abilities and therapeutic programs for children with autism.

Traditional linguistics measures language through its structure, i.e. topography, focuses on form, describes "what is said". Contrary to the cognitive theory, Skinner's analysis of verbal behavior believes that language is a learned behavior, seeks an explanation, "Why was it said?", is focused on the function, that is, the discovery of variables important for the occurrence of verbal behavior.

Standard assessments of speech and language abilities involve the application of standardized language tests that consist of an assessment of receptive and expressive language abilities. It is often impossible to apply such a test in children with autism due to altered functioning in establishing reciprocal social interactions, deviations in the development of verbal abilities and behavior. Therefore, the test result usually does not provide relevant information about the child's speech and language development.

One of the assessments of speech-language abilities in children with autism based on Skinner's analysis of verbal behavior is *VB-MAPP (Verbal Behavior Milestones Assessment and Placement Program)*. This assessment provides information on the function of verbal expressions in children with autism. Children with autism who are verbal, i.e. possess certain speech-language skills, generally have below-average language comprehension skills, and most often express themselves through the production of echolalia and direct naming of objects and phenomena. It is characteristic that such speech rarely has a communicative purpose.

The goal of the paper is to point out the importance of assessing the function of existing verbal behavior, on the basis of which it is possible to implement a structured therapeutic procedure aimed at increasing the communicative function of speech, as well as stimulating the development of language skills.

Keywords: *autism, verbal behavior, VB-MAPP*

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TIPOVI GREŠAKA U IMENOVANJU KOD OSOBA SA AFAZIJOM

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Uvod: Imenovanje slika ili objekata je kompleksan proces koji uključuje veliki broj različitih kognitivnih sposobnosti i mentalnih reprezentacija. Većina osoba sa afazijom ima poremećaj imenovanja, odnosno anomiju. Anomija se manifestuje se deficitima u pronalaženju sadržajnih reči, posebno imenica tokom spontanog govora i na zadacima imenovanja vizuelno i auditivno predstavljenih stimulusa. Iako je odavno pokazano da pacijenti sa afazijom ispoljavaju različite tipove grešaka na zadacima vizuelnog imenovanja, još uvek nema dovoljno podataka o prirodi tih grešaka.

Cilj: Cilj ovog rada je utvrđivanje tipova grešaka u imenovanju kod osoba sa različitim tipovima afazija. U studiju je uključeno šest pacijenata sa afazijom uzrokovanom moždanim udarom.

Metod: Za postavljanje dijagnoze i određivanje tipa afazije primenjeni su Skrining test za afazije i Bostonski dijagnostički test za afazije. U studiju su uključena dva ispitanika sa Brokinom, dva sa Vernikeovom, jedan sa konduktivnom i jedan sa anomičkom afazijom.

Rezultati: Rezultati su pokazali da svi pacijenti ispoljavaju poremećaj imenovanja. Utvrđeno je da su na Bostonskom testu imenovanja najuspešniji bili ispitanici sa Brokinom afazijom, dok su najveći broj netačnih odgovora imali ispitanici sa Vernikeovom afazijom.

Zaključak: Zaključeno je da se ispitanici sa različitim afazičkim sindromima razlikuju prema tipovima grešaka u imenovanju.

Ključne reči: anomija, afazija, poremećaj imenovanja, vizuelno konfrontaciono imenovanje

TYPES OD NAMING ERRORS IN PERSON WITH APHASIA

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Introduction: Naming pictures or objects is a complex process that involves a large number of different cognitive abilities and mental representations. Most people with aphasia have a naming disorder, i.e. anomia. Anomia is manifested by deficits in finding meaningful words, especially nouns during spontaneous speech and in tasks of naming visually and auditorily presented stimuli. Although it has long been shown that patients with aphasia exhibit different types of errors in naming tasks, there is still insufficient data on the nature of these errors.

Aim: The aim of this work is to determine the types of naming errors in people with different types of aphasia. Six patients with aphasia caused by stroke were included in the study.

Method: The Screening Test for Aphasia and the Boston Diagnostic Test for Aphasia were used to diagnose and determine the type of aphasia. Two respondents with Broca's, two with Wernicke's, one with conduction, and one with anomic aphasia were included in the study.

Results: The results showed that all patients showed a naming disorder. It was found that respondents with Broca's aphasia were the most successful on the Boston Naming Test, while respondents with Wernicke's aphasia had the highest number of incorrect answers.

Conclusion: It was concluded that respondents with different aphasic syndromes differentiate according to the types of naming errors.

Key words: anomia, aphasia, naming disorder, visual confrontation naming

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KORTIKALNI KORELATI ANKSIOZNOSTI TOKOM ANTICIPACIJE GOVORA KOD ODRASLIH OSOBA KOJE MUCAJU

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Uvod: Osobe koje mucaju tvrde da je njihovo mucanje snažno povezano sa emocionalnim stanjem i iščekivanjem disfluentnog govora.

Cilj: Cilj ove studije bio je da se istraži efekat anticipacije na kapacitet kratkoročne memorije u zadatku pamćenja raspona cifara i na promene spektra EEG snage u teta (4-8Hz) i beta (13-30Hz) frekventnom opsegu kod odraslih osoba koje mucaju.

Metod: EEG je snimljen tokom izvedbe pamćenja raspona cifara kod 20 odraslih osoba koje mucaju i 20 odraslih osoba sa urednom fluentnošću govora. Zadatak ispitanika je bio da ponove cifre verbalno ili pismeno. Period retencije nakon davanja stimulusa bio je 5 sekundi i korišćen je za analizu promena spektralne snage EEG teta i beta ritmova.

Rezultati: Osobe koje mucaju su imale manji skor tokom verbalnog ponavljanja u odnosu na osobe koje ne mucaju. Nije dobijena značajna razlika u pismenom ponavljanju. Povećanje beta spektralne snage u desnom dorzolateralnom prefrontalnom korteksu (dDLPFK) utvrđeno je tokom anticipacije verbalnog odgovora kod osoba koje mucaju. Takođe, dobijena je jaka negativna korelacija između povećanja beta spektralne snage u dDLPFK i skora verbalnog prisećanja kod osoba koje mucaju.

Zaključak: Osobe koje mucaju i opterećene su anksioznošću pokazuju pad u postignuću na verbalno procenjenoj kratkoročnoj memoriji. To može biti u vezi sa anksioznošću izazvanom anticipacijom verbalnog odgovora (neprijatnost). Povećanje beta spektralne snage može biti modalitet-specifična reakcija a ne stepen opterećenja-specifična reakcija kod osoba koje mucaju. Rezultati donekle osvetljavaju moguće neuronske korelate anticipatorne anksioznosti kod osoba koje mucaju.

Ključne reči: *mucanje, verbalno postignuće, anticipacija, anksioznost, EEG beta, test raspona cifara*

CORTICAL CORRELATES OF ANXIETY DURING SPEECH ANTICIPATION IN ADULTS WHO STUTTER

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Introduction: Persons who stutter (PWS) claim that their stuttering is strongly associated with their emotional state and anticipation of disfluent speech.

Aim: The aim of this study was to explore the effect of anticipation of verbal recall in a Digit Span task (DST) on recall accuracy and on EEG power spectra changes in theta (4-8 Hz) and beta (13-30 Hz) frequency bands in adult PWS.

Method: The EEG was recorded during a DST in twenty adult PWS and twenty peers who do not stutter (PWNS). Participants recalled digits in either verbal or written modality. The 5-second retention period after stimulus presentation and recall was analyzed using spectral analysis and source localization (sLORETA).

Results: PWS had higher both state and trait anxiety when compared to PWNS. PWS had lower accuracy during verbal response compared to PWNS. No similar trend was obtained for the written response. An increase in beta spectral power in right dorsolateral prefrontal (rDLPFC) region was found during the anticipation of verbal recall in PWS. A strong negative correlation between beta spectral power increase in rDLPFC and verbal recall accuracy was obtained in PWS.

Conclusion: PWS with state and trait anxiety show a drop in performance on verbally tested short-term memory, which could be connected to anxiety due to anticipation of verbal response. Increased beta power could be response modality- and not load-related in DST. Results shed light on possible neural correlates of anxiety due to anticipation of verbal performance as measured by a short-term memory task in PWS.

Key words: *stuttering; verbal performance; anticipation; anxiety; EEG beta; digit span task*

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LOGOPEDIJA DANAS- ISKUSTVA IZ PRAKSE

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Uvod: U ovom radu su prikazani rezultati istraživanja kojim su se ispitali stavovi logopeda u različitim oblastima u praktičnom radu.

Cilj: Cilj istraživanja bio je da se ispituju stavovi logopeda zaposlenih u Republici Srbiji u pet različitim oblastima: odnos prema poslu (OPP), saradnja sa kolegama (SSK), dodatno usavršavanje (DU), pretraga relevantnih informacija (PRI) i odnos sa klijentima (OSK).

Metod: Za prikupljanje podataka kreiran je upitnik koji je ispitanicima dostavljan putem društvenih mreža. U istraživanju je učestvovalo 67 logopeda, većinom ženskog pola (95.5%).

Rezultati: Uočena je značajna pozitivna korelacija skorova na skalama OPP i DU ($r = .326, p < .01$), PRI ($r = .284, p < .05$), kao i PRI i DU ($r = .262, p < .05$). Skorovi na skali DU značajno su korelisali sa godinama starosti ($r = .264, p < .05$) i dužinom radnog staža ($r = .296, p < .05$). Zadovoljstvo visinom primanja je značajno korelisalo sa skoro svim skalama (osim SSK) i pokazalo se kao značajan prediktor za OPP ($F = 7.840, df_1 = 1, df_2 = 65, p = .007, R^2 = .108$), DU ($F = 7.009, df_1 = 1, df_2 = 65, p = .010, R^2 = .097$), PRI ($F = 9.003, df_1 = 1, df_2 = 65, p = .004, R^2 = .122$) i OSK ($F = 7.967, df_1 = 1, df_2 = 65, p = .006, R^2 = .109$). Takođe, pronađena je razlika među ispitanicima u odnosu na tip klijenata sa kojima rade na skalama DU ($t = -4.238, df = 65, p < .01$) i PRI ($t = -3.212, df = 65, p < .01$).

Zaključak: Logopedija je oblast koja se poslednjih decenija u Srbiji intenzivno razvija. Kao jedan od važnih faktora za unapređivanje struke u našoj zemlji svakako i identifikacija područja u praksi u kojima se mogu javiti potencijalni izazovi i problemi. Kao jedan od načina za sticanje ovakvog uvida svakako jeste prikupljanje informacija "sa terena". Ovo istraživanje je pokazalo da dva važna faktora imaju ulogu u odnosu prema poslu (odnos prema dodatnom usavršavanju i pretrazi informacija), da su logopedi sa dužim radnim stažom i oni koji rade sa različitim starosnim kategorijama klijenata skloniji dodatnom usavršavanju, kao i da je zadovoljstvo visinom primanja značajan prediktor u različitim oblastima logopedskog delovanja. Smatramo da su identifikovana područja dobra polazna osnova za prepoznavanje i rad na izazovima sa kojima se logopedi susreću u praktičnom radu.

Ključne reči: logopedija, stavovi logopeda, izazovi

SPEECH AND LANGUAGE PATHOLOGY TODAY: EXPERIENCES FROM PRACTICE

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Introduction: This paper presents the results of a study that examined the attitudes of speech and language pathologists in various areas of practical work.

Objective: The research aimed to examine the attitudes of speech and language pathologists employed in the Republic of Serbia in five different areas: attitude towards work (ATW), cooperation with colleagues (CWC), additional training (AT), search for relevant information (SRI), and relationship with clients (RWC).

Method: A questionnaire was created and delivered to respondents through social networks for data collection. 67 speech and language pathologists participated in the research, primarily female (95.5%).

Results: A significant positive correlation of scores on the scales ATW and AT ($r = .326, p < .01$), SRI ($r = .284, p < .05$), as well as SRI and AT ($r = .262, p < .05$). Scores on the AT scale were significantly correlated with age ($r = .264, p < .05$) and length of service ($r = .296, p < .05$). Satisfaction with the amount of income was significantly correlated with almost all scales (except CWC) and proved to be a significant predictor for ATW ($F = 7.840, df_1 = 1, df_2 = 65, p = .007, R^2 = .108$), AT ($F = 9.003, df_1 = 1, df_2 = 65, p = .004, R^2 = .122$), SRI ($F = 9.003, df_1 = 1, df_2 = 65, p = .004, R^2 = .122$), and RWC ($F = 7.967, df_1 = 1, df_2 = 65, p = .006, R^2 = .109$). Also, a difference was found among the respondents concerning the type of clients they work with on the AT ($t = -4.238, df = 65, p < .01$) and SRI ($t = -3.212, df = 65, p < .01$) scales.

Conclusion: Speech and language pathology is a field that has been intensively developing in Serbia in recent decades. One of the essential factors for advancing the profession in our country is undoubtedly identifying areas in practice where potential challenges and problems may arise. One of the ways to gain such insight is to collect information "from the ground". This research showed that two important factors play a role in the attitude towards work (attitude towards additional training and information search), as well as that speech and

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language pathologists with longer working experience and those who work with different age categories of clients are more inclined to additional training, and that satisfaction with height income is a significant predictor in various areas of the speech and language profession. We believe the identified areas are a good starting point for recognizing and working on speech and language pathologists' challenges in their practical work.

Key words: *speech and language pathology, challenges, attitudes of speech and language pathologists*

STAVOVI RODITELJA DECE SA TEŠKOĆAMA ČITANJA PREMA ONLAJN LOGOPEDSKIM TRETMANIMA

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Uvod: Početkom 2020. godine, veliki broj logopeda svoj posao počeo je da sprovodi onlajn. Za neke od njih je to bio novi izazov, dok su drugi, koji su već imali iskustvo onlajn logopedskih tretmana, tada potpuno prešli na ovaj način rada. Nije bilo moguće prilagoditi metode rada svakom korisniku logopedskih usluga, ali su deca sa teškoćama čitanja nastavila, uglavnom potpuno nesmetano, da pohađaju logopedске tretmane, u malo drugačijem okruženju.

Cilj: Reakcije roditelja na novonastalu situaciju su bile različite i to nas je navelo da ispitamo njihove stavove prema onlajn logopedskim tretmanima. Cilj istraživanja bio je da, obradom dobijenih podataka, utvrdimo u kojoj meri su stavovi roditelja dece sa teškoćama čitanja prema onlajn logopedskim tretmanima pozitivni i da na taj način potvrdimo ili opovrgnemo glavnu hipotezu istraživanja, da su stavovi roditelja dece sa teškoćama čitanja pozitivni.

Metode: Istraživanje je sprovedeno u junu 2022. godine i u njemu je učestvovao 21 ispitanik. Stavovi su ispitani Likertovom skalom. Upitnik koji je konstruisan za potrebe ovog istraživanja sadrži 15 pitanja od kojih se prvih pet odnosi na kognitivnu komponentu stava, drugih pet na afektivnu i trećih pet na bihevioralnu komponentu stava.

Rezultati: Rezultati su pokazali da su stavovi roditelja dece sa teškoćama u čitanju prema onlajn logopedskim tretmanima izrazito pozitivni, čime je potvrđena glavna hipoteza ($AS = 4,28$, $SD = 0,257$).

Zaključak: Dobijeni rezultati su ohrabrujući i predstavljaju dobru polaznu osnovu za edukovanje terapeuta za sprovođenje onlajn logopedске terapije i za edukovanje roditelja o benefitima ovog načina rada, onda kada za rad uživo ne postoje uslovi.

Ključne reči: *stavovi, roditelji, teškoće čitanja, onlajn logopedski tretmani*

ATTITUDES OF PARENTS OF CHILDREN WITH READING DIFFICULTIES TOWARDS ONLINE SPEECH THERAPY TREATMENTS

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Introduction: At the beginning of 2020, a large number of speech therapists began to provide their services online. For some of them, this was a new challenge, while others, who already had experience with online speech therapy treatments, completely switched to this mode of work. It was not possible to adapt the methods of work to each user of speech therapy services, but children with reading difficulties continued to attend speech therapy sessions, mostly without interruption, in a slightly different environment.

Objective: Parents' reactions to the new situation were different, and that prompted us to examine their attitudes towards online speech therapy treatments. The research aimed to determine, by processing the obtained data, to what extent parents' attitudes towards online speech therapy treatments for children with reading difficulties are positive, and to confirm or refute the main hypothesis of the research, that parents' attitudes are positive.

Methods: The research was conducted in June 2022 and involved 21 participants. Attitudes were assessed using a Likert scale. The questionnaire constructed for the purposes of this research contains 15 questions, with the first five relating to the cognitive component of attitude, the next five to the affective component, and the last five to the behavioral component of attitude.

Results: The results showed that parents' attitudes towards online speech therapy treatments for children with reading difficulties are highly positive, thus confirming the main hypothesis (mean = 4.28, SD = 0.257).

Conclusion: The obtained results are encouraging and provide a good starting point for training therapists to provide online speech therapy and for educating parents about the benefits of this mode of work when conditions for in-person sessions are not available.

Key words: *attitudes, parents, reading difficulties, online speech therapy treatments*

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PRIMENA TEHNIKE UČENJE BEZ GREŠKE U LOGOPEDSKOM TRETMANU

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Primenjena analiza ponašanja je naučni pristup koji se bavi razumevanjem uzroka i posledica ljudskog ponašanja, kao i proučavanjem principa kojima se određeno ponašanje može meriti i menjati. „Učenje bez greške“ je jedna od tehnika Primenjene analize ponašanja koja se koristi za usvajanje različitih veština i znanja, kao i razvoj različitih sposobnosti. Ova tehnika kreira pozitivno okruženje za učenje maksimalnim smanjivanjem mogućnosti pravljenja greške i povećavanjem uspešnosti davanja tačnog odgovora. Ovakav pristup dokazano daje efikasne rezultate kod dece i odraslih kod kojih je usvajanje znanja otežano zbog poremećaja pažnje, pamćenja ili obrade verbalnih stimulusa. Cilj ovog rada je njena primena kod dece sa odstupanjima u razvoju govora, jezika i komunikacije.

Tehnika „Učenje bez greške“ oslanja se na princip davanja podsticaja, što uključuje korišćenje sistema pomoći ili naznaka kako bi se osoba usmerila na tačan odgovor. Odgovarajućim korišćenjem podsticaja, osigurava se davanje tačnog odgovora, što rezultira novim znanjem dece sa razvojnim odstupanjima i poremećajem verbalne i/ili socijalne komunikacije, uz više samopouzdanja i motivacije za učenje.

Osnovna namena tehnike „Učenje bez greške“ jeste povećanje motivacije za učenje i smanjenje ponašanja karakterističnih za izbegavanje zadatka, koja se često javljaju kao posledica tradicionalnih oblika logopedskih tretmana govorno-jezičkih odstupanja. Korišćenje ove tehnike u tretmanu sa decom unapređuje funkcionalnu komunikaciju, učenje govora i jezika, socijalne veštine, ali i doprinosi eliminaciji nepoželjnih oblika ponašanja i generalizaciji naučenog na različitim mestima i u raznim situacijama.

U ovom radu biće izloženi primeri logopedskih tretmana koji pokazuju efikasnu i strukturisanu primenu tehnike „Učenje bez greške“ kod dece sa odstupanjima u govorno-jezičkom razvoju. Pravilna primena ove tehnike dovodi do ciljane promene u verbalnom ponašanju deteta.

Ključne reči: *primenjena analiza ponašanja, učenje bez greške, logopedski tretman*

APPLICATION OF THE "ERRORLESS LEARNING" TECHNIQUE IN SPEECH THERAPY TREATMENT

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Applied Behavior Analysis is a scientific approach that deals with understanding the causes and consequences of human behavior, as well as studying the principles by which certain behaviors can be measured and changed. "Errorless learning" is a technique used in Applied Behavior Analysis to acquire various skills and develop the corresponding abilities. This technique creates a positive learning environment by minimizing the possibility of making mistakes and increasing the success of giving the correct answer. Such an approach has proven to provide effective results for children and adults who struggle with knowledge acquisition due to disorders of attention, memory, or processing of verbal stimuli. Ultimately, this paper aims to explore its application in children with speech, language, and communication disorders.

The "Errorless Learning" technique relies on the principle of prompting, which uses help systems and cues to guide the individual to the correct answer. The appropriate use of prompts ensures that the correct answer is given, resulting in new knowledge for children with verbal and/or social communication disorders and developmental deviations, not to mention the increase in self-confidence and motivation to learn.

The primary purpose of the "Errorless Learning" technique is to increase motivation for learning and reduce the behavioral tendency to avoid the task, which often occurs in traditional speech therapy treatment of language disorders. This treatment technique improves children's functional communication, speech and language learning, as well as their social skills. At the same time, it helps eliminate undesirable forms of behavior and avoid the generalization of what has been learned in different places and situations.

This paper will present examples of speech therapy treatments that warrant the efficient and structured application of the "Errorless Learning" technique in children with speech and language disorders. It will showcase how the correct application of the said technique should lead to a desired change in the child's verbal behavior.

Key words: *applied behavior analysis, errorless learning, speech therapy treatment*

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PROCENA KVALITETA ŽIVOTA KOD OSOBA SA AFAZIJOM: IMPLIKACIJE ZA TRETMAN

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Uvod: Afazija je poremećaj jezičke komunikacije uzrokovan lezijom mozga. Budući da često ostavlja trajne posledice na psihosocijalnom planu, u novijoj literaturi se sve više pažnje poklanja proučavanju kvaliteta života osoba sa afazijom. Za procenu kvaliteta komunikacije i kvaliteta života primenjuju se različite skale. Razvoj *Skale za merenje kvaliteta života specifičnog za afaziju (Stroke and Aphasia Quality of Life Scale-39)* doveo je do proboja u istraživanju samoprocene kvaliteta života kod osoba sa afazijom.

Cilj: Cilj ovog rada je da se, na osnovu podataka iz literature, prikažu i analiziraju podaci o značaju procene kvaliteta života kod osoba sa afazijom, kao i da se ukaže na potrebu primene terapijskih pristupa koji doprinose boljem funkcionisanju na komunikativnom i socioemocionalnom planu.

Metode: Za prikupljanje i analizu empirijskih podataka, korišćeni su internet pretraživači i elektronske baze podataka, kao i udžbenici i zbornici sa domaćih i međunarodnih naučno-stručnih konferencija.

Rezultati: Rezultatima istraživanja pokazano je da procena kvaliteta života ima poseban značaj za tretman osoba sa afazijom. Pored toga, rezultati procene služe i za praćenje napretka u rehabilitaciji i sagledavanje ishoda govorno-jezičke terapije na svakodnevni život ovih osoba. Funkcionalno usmerene terapije, kao što su obuka komunikacijskih partnera, pružanje podrške u razgovoru, potpomognuta komunikacija i grupna terapija, danas se koriste kao terapijski programi,

Zaključak: Pregledom literature, pokazano je da procena kvaliteta života predstavlja bazu za planiranje terapijskog procesa jer daje uvid u uticaj različitih domena na kvalitet života obolele osobe. Funkcionalno usmerene terapije imaju za cilj da poboljšaju komunikativnu efikasnost u prirodnom okruženju i smanje psihosocijalne posledice afazije.

Ključne reči: *afazija, kvalitet života, kvalitet komunikacije*

ASSESSMENT OF THE QUALITY OF LIFE IN PERSONS WITH APHASIA: IMPLICATIONS FOR TREATMENT

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Introduction: Aphasia is a language communication disorder caused by a brain lesion. Since it often leaves lasting consequences on the psychosocial level, recent literature has paid increasing attention to studying the quality of life of individuals with aphasia. Various scales are used to assess the quality of communication and the quality of life. The development of the *Stroke and Aphasia Quality of Life Scale-39* led to a breakthrough in researching self-assessment of the quality of life in individuals with aphasia.

Aim: This paper aims to, based on data from the literature, present and analyze the significance of assessing the quality of life in individuals with aphasia, as well as to emphasize the need for the implementation of therapeutic approaches that contribute to better functioning on a communicative and socio-emotional level.

Methods: For the collection and analysis of empirical data, internet search engines and electronic databases were used, as well as textbooks and proceedings from national and international scientific conferences.

Results: The research findings demonstrated that the assessment of the quality of life holds particular significance in the treatment of individuals with aphasia. In addition, the assessment results are utilized to monitor rehabilitation progress and assess the outcome of speech-language therapy on the daily lives of these individuals. Functionally oriented therapies, such as communication partner training, conversation support, assisted communication, and group therapy, are used today as therapeutic programs.

Conclusion: Through a literature review, it has been shown that assessing the quality of life is a basis for planning the therapeutic process because it provides insight into the impact of different domains on the quality of life of the affected person. Functionally-oriented therapies aim to improve communicative efficiency in the natural environment and reduce the psychosocial consequences of aphasia.

Key words: *aphasia, quality of life, quality of communication*

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SVESNA SINTEZA RAZVOJA - METODA IZBORA U TRETMANU ODRASLIH OSOBA KOJE MUCAJUDarinka Šoster**,¹, Vesna Borota^{1,2}¹ *Zavod za psihofiziološke poremećaje i govornu patologiju "Prof. dr Cvetko Brajović", Beograd, Republika Srbija*² *Visoka škola socijalnog rada, Beograd, Republika Srbija*

Uvod: U novijim istraživanjima preovladava mišljenje da je etiologija mucanja multikauzalna i da je mucanje multidimenzionalni problem u svom ispoljavanju. Shodno tome, postoji i tendencija razvoja sveobuhvatnih terapijskih pristupa. Sedamdesetih godina XX veka, Prof. dr Cvetko Brajović u Zavodu za psihofiziološke poremećaje i govornu patologiju u Beogradu, razvio je metodu *Svesna sinteza razvoja (SSR)* koja predstavlja jedan od prvih multidimenzionalnih pristupa tretmanu mucanja. Metoda SSR uključuje govorne tehnike i kognitivno-bihejvioralni tretman. Sastoji se iz tri faze. Terapija se sprovodi individualno i u grupi, ambulantno i u stacionaru.

Cilj i metod: Cilj našeg izlaganja je da kroz video snimak prikazemo iskustva u radu tokom grupnog tretmana odraslih osoba koje mucaju u stacionaru Lipovica. U video snimku je prikazan govor kod nekoliko pacijenata na početku tretmana i posle 15 dana, kao i neke od vežbi koje se sprovode tokom dvonedeljnog boravka.

Rezultati: Na osnovu dugogodišnjeg iskustva u radu i primeni metode SSR kod odraslih osoba koje mucaju, došli smo do zaključka da je pored ambulantskog tretmana koji se sprovodi individualno i u grupi, neophodan i stacionarni tretman kao nezamenjiv deo terapije s obzirom da dolazi do redukcije učestalosti i težine govornih smetnji oko 87% u odnosu na status pre početka tretmana. U toku stacionarnog tretmana osoba koje mucaju takođe dolazi do značajne redukcije govorne anksioznosti i smanjivanja anksioznog reagovanja.

Zaključak: Metoda SSR predstavlja metodu izbora i pruža dobru osnovu u individualnom i grupnom tretmanu odraslih osoba koje mucaju, u ambulantskim i/ili stacionarnim uslovima.

Ključne reči: *mucanje, metoda Svesna sinteza razvoja, odrasle osobe koje mucaju*

CONSCIOUS SYNTHESIS OF DEVELOPMENT - THE METHOD OF CHOICE IN THE TREATMENT OF ADULTS WHO STUTTERDarinka Šoster¹, Vesna Borota^{1,2}¹ *Institute for Psychophysiological Disorders and Speech Pathology "Prof. Dr Cvetko Brajović", Belgrade, Republic of Serbia*² *College of Social Work, Belgrade, Republic of Serbia*

Introduction: According to contemporary research, the etiology of stuttering is multicausal, and stuttering is a multidimensional problem in its manifestation. As a result, there is a trend toward developing holistic therapy techniques. Prof. Dr. Cvetko Brajović in the 1970s established the *Conscious Synthesis of Development (CSD)* method, one of the first multidimensional approaches to treating stuttering, at the Institute for Psychophysiological Disorders and Speech Pathology in Belgrade. Speech techniques and cognitive-behavioral therapy are part of the SSR method. The CSD method consists of three phases. Therapy is provided both individually and in groups, both ambulatory and stationary.

Aim and method: Through film, our presentation aims to highlight experiences from the practice with individuals who stutter following group therapy at Lipovica stationary. The film presents several patients' speech at the start of treatment and after 15 days, as well as some therapy exercises conducted during the two-week stay.

Results: Based on many years of experience in practice and implementation of the CSD method in adults who stutter, we have concluded that, in addition to ambulatory treatment that is carried out individually and in groups, stationary treatment is also required as an irreplaceable part of the therapy, given that there is an 87% reduction in the frequency and severity of speech disorders compared to the status before the start of therapy. During stationary therapy for adults who stutter, there is also a significant reduction in speech anxiety and anxiety reactions.

Conclusion: The CSD method is the method of choice and provides a solid foundation in individual and group therapy for adults who stutter in ambulatory and/or stationary settings.

Key words: *stuttering, Conscious Synthesis of Development method, adults who stutter*

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ZNAČAJ ORALNE PRAKSIJE U PRAVILNOM RAZVOJU GOVORA

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Uredan razvoj oralne praksije je od velikog značaja za razvoj različitih sposobnosti u okviru dečijeg razvoja a naročito razvoja govora. Počev od prvih aktivnosti u kojima učestvuje govorni aparat kao što su refleksi sisanja i gutanja, preko procesa žvakanja i istovremenog oglašavanja, izgovaranja glasova i brbljanja, deca stiču sposobnost kontrolisanja i koordinacije finih motornih pokreta. Upravo ta sposobnost doprinosi preciznoj produkciji glasova artikulacione baze maternjeg jezika. Uredna artikulacija odnosno pravilan izgovor glasova podrazumeva adekvatnu strukturu (anatomsko-fiziološke osnove) i pokretljivost govornih organa, pravilno usmeravanje vazdušne struje, kao i sveukupnu zrelost organa neophodnih za produkciju glasova. U logopedskoj dijagnostici posebnu pažnju treba posvetiti ispitivanju građe i položaja svih govornih organa i njihovog funkcionisanja, odnosno pokretljivosti orobukolingvalne muskulature, kao i uzimanje anamnestičkih podataka koji mogu govoriti o različitim organskim predispozicijama koje kao posledicu imaju usporen oralno-motorni razvoj. U skladu sa dijagnostičkom procenom važno je definisati način rada koji mora poštovati razvojne miljkaze u vidu izgovornih normi i normi oralnog motornog razvoja. Odnosno, organizovanje tretmanskog postupka podrazumeva poštovanje razvojnih normi nezavisno od kalendarskog uzrsta, zatim progresivnost i kontinuiran rad kroz osveščivanje, aktiviranje i uveščavanje bazičnih pokreta govornih organa. Sistematičnost u radu se u praksi pokazuje kao efikasno otklanjanje posledica usporenog i nepravilnog oralno-motornog i govornog razvoja.

Cilj rada jeste ukazivanje na značaj prevencije i rane intervencije u vidu stimulacije pravilnog i korekcije odloženog ili neadekvatnog razvoja oralne praksije u logopedskoj praksi.

Ključne reči: *oralna praksija, govorni razvoj, dijagnostička procena, tretmanski postupak, rana prevencija*

THE IMPORTANCE OF ORAL PRAXIS IN THE PROPER DEVELOPMENT OF SPEECH

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The orderly development of oral praxis is of great importance for the development of various abilities in children's development, especially speech development. Starting with the first activities in which the speech organs participate, such as sucking and swallowing reflexes, through the process of chewing and simultaneous vocalization, pronouncing sounds and babbling, children acquire the ability to control and coordinate fine motor movements. It is this ability that contributes to the precise production of the sounds of the articulatory base of the native language. Proper articulation, i.e., correct pronunciation of voices implies adequate structure (anatomical-physiological basis) and mobility of the speech organs, proper direction of the air current, as well as the overall maturity of the organs necessary for the production of voices. In speech therapy diagnostics, special attention should be paid to examining the structure and position of all speech organs and their functioning, i.e., the mobility of the orobuccolingual musculature, as well as taking anamnestic data that can indicate various organic predispositions that result in slow oral-motor development. In accordance with the diagnostic assessment, it is important to define a way of working that must respect developmental milestones in the form of pronunciation norms and norms of oral motor development. Particularly, the organization of the treatment procedure implies respect for developmental norms regardless of calendar age, then progressiveness and continuous work through awareness, activation, and practice of basic movements of the speech organs. Systematism in work is shown in everyday practice as an effective elimination of the consequences of slow and irregular oral-motor and speech development.

The aim of the paper is to indicate the importance of prevention and early intervention in the form of stimulation of proper and correction of delayed or inadequate development of oral praxis in speech therapy practice.

Key words: *oral praxis, speech development, diagnostic assessment, treatment procedure, early prevention*

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PROGRAMI ZA PODRŠKU RODITELJIMA I RODITELJSTVU

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Uvod: Višedecenijska istraživanja imaju dokaz da su veze deteta, roditelja i drugih odraslih osoba koje učestvuju u njegovoj nezi i odgajanju - temelj za izgradnju zdravog razvoja i blagostanja. Od rođenja deca uče i oslanjaju se na roditelje i odrasle osobe iz svog okruženja koje se o njima brinu i pružaju im zaštitu.

Cilj: Cilj ovog rada je pregled i analiza literature koja se bavi programima za podršku roditeljima i roditeljstvu i promovisanje ranog razvoja dece.

Metode: Za sistematsko pretraživanje literature na temu ovog rada korišćena je baze podataka: Elsevier (Scopus, ScienceDirect, Mendeley, Knovel, Reaxys, ClinicalKey), Kobson, PubMed, Google Scholar, Crossref, ResearchGate i Academia.edu. Sa kriterijumom da se radi o studiji ili preglednom radu objavljenom u periodu 2013-2023, dobili smo ukupno 390 radova. Primenom kriterijuma za isključenje, 260 radova je izostavljeno, tako da ovaj rad sadrži pregled literature 130 radova.

Rezultati: Rezultati istraživanja sugerišu da programi podrške roditeljstvu, koji promovišu podsticajnu negu i zaštitu, mogu značajno da povećaju pozitivne efekte osnovnih zdravstvenih, nutritivnih, zaštitnih i obrazovnih intervencija i utiču na ishode razvoja u ranom detinjstvu. Na osnovu nauke o ranom ljudskom razvoju, postoji potreba za integracijom intervencija kroz koordinisan pristup, jer različite intervencije se međusobno podržavaju, postižući najjače rezultate kada se izvode zajedno. Kada se dizajniraju intervencije za optimizaciju razvoja mozga mora se uzeti u obzir ceo životni ciklus, počevši od zdravlja majke i prenatalne nege.

Zaključak: Postoji potreba za unapređivanjem strategija za rani razvoj dece kroz informisanje i edukaciju roditelja o programima za podršku roditeljima i roditeljstvu koji promovišu podsticajnu negu i zaštitu.

Ključne reči: rani razvoj, podsticajna nega, odgovorna briga, rano učenje, društvena sredina

PROGRAMS FOR SUPPORTING PARENTS AND PARENTING

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Introduction: Decades of research have shown that the bond between a child, its parents and other adults who participate in the child's care and upbringing are the foundation for healthy development and well-being. From birth, children learn and rely on their parents and adults who care for them and provide them with protection.

Objective: The goal of this paper is to review and analyze the literature that deals with programs to support parents and parenting and promote early the development of children.

Methods: For a systematic search of the literature on the topic of this paper, the following databases were used: Elsevier (Scopus, ScienceDirect, Mendeley, Knovel, Reaxys, ClinicalKey), Kobson, PubMed, Google Scholar, Crossref, ResearchGate, and Academia.edu. With the criterion of being a study or review paper published between the years 2013-2023, we reviewed a total of 390 papers. Applying the exclusion criteria, 260 papers were omitted, thus this paper contains a literature review of 130 papers.

Results: The research results suggest that parenting support programs that promote nurturing and protection can significantly increase the positive effects of basic health, nutritional, protective, and educational interventions on early childhood development outcomes.

Based on the science of early human development, there is a need to integrate these interventions through a coordinated approach because different interventions support each other, achieving the strongest results when performed together. When designing interventions to optimize brain development, the entire life cycle must be considered, starting with maternal health and prenatal care.

Conclusion: In order to improve the strategy for early development of children, it is necessary to inform and educate parents about parenting support programs that promote care and protection.

Key words: early development, nurturing care, responsive care, early learning, environment

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PET KORAKA DOBRE PRAKSE U LEČENJU DECE PREDŠKOLSKOG UZRASTA SA MUCANJEM

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Uvod: U lečenju dece predškolskog uzrasta sprovodimo metodu *Svesna sinteza razvoja* autora prof. dr Cvetka Brajovića (1981), prilagođenu principima rane intervencije koja podrazumeva da se 70% terapijskog vremena posveti edukaciji i savetovanju roditelja o govoru i jeziku, budući da su aktivni saradnici u sprovođenju aktuelnog programa u porodičnoj sredini.

Cilj i metod: Prva poseta logopedu namenjena je interpersonalnom upoznavanju, uspostavljanju transfera, uzimanju standardnih anamnestičkih podataka, opservaciji ponašanja i spontanog govora deteta. Nakon toga roditelji se informišu o mogućim uzrocima disfluentnih smetnji, o ciljevima, principima i organizaciji logopedске terapije. Tokom druge posete roditeljima se daju opšta i posebna uputstva kojima se koriguju zdravstveni, socijalno-psihološki i drugi remetilački faktori, i ističu se faktori podrške koji prilagođavaju porodičnu dinamiku potrebama deteta sa mucanjem i zadacima koji slede. U radu sa detetom počinje se od primene najjednostavnijih tehnika namenjenih prigušivanju, obustavljanju/zaustavljanju smetnji u govoru. Tokom treće posete evaluiraju se efekti ponudjene tehnike, ona se stabilizuje ili se uvodi nova, ukoliko dete nije prihvatilo prvu. Procena da li se dete identifikovalo sa jednom od ponuđenih tehnika i da li povremeno spontano primenjuje samokorekciju, sadržaj je četvrte posete.

Rezultati: Tokom pete posete, ukoliko su svi, veoma složeni, multidimenzionalni i višeslojni principi, zahtevi i tehnike metode *Svesna sinteza razvoja* ispoštovani, a dete je manje-više kontinuirano saradjivalo, konstatuje se stabilizacija govora u vidu produženih perioda tečnog govora, smanjenja učestalosti i težine govornih smetnji, komunikativno slobodnije, spontanije dete, te posledično smanjenje anksioznost i osećanje krivice kod roditelja.

Zaključak: Posete logopedu organizuju se jedanput nedeljno. Ukoliko je tretman tokom ovih pet nedelja dao pozitivne rezultate u govorno-jezičkom, ali i celokupnom psihomotornom funkcionisanju deteta, slede kontrolni pregledi po dogovoru, prema potrebama deteta i roditelja za stručnom intervencijom i nadzorom. U suprotnom, sledi prolongirani logopedski tretman koji može da fiksira problem u govoru, a može i da demotiviše dete i porodicu, jer mogu pomisliti da je problem nerešiv.

Ključne reči: *mucanje, rana intervencija, višedimenzionalni pristup lečenju, evaluacija*

FIVE STEPS OF GOOD PRACTICE IN THE TREATMENT OF PRESCHOOL CHILDREN WHO STUTTER

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Introduction: The Conscious Synthesis of Development method, developed by Prof. Dr. Cvetko Brajović in 1981 and adapted to the principles of early intervention, is implemented in treating preschool-aged children. According to this method, 70% of the therapeutic time is devoted to educating and counseling parents about speech and language since they are active participants in implementing the current program in the family environment.

Aim and method: The first visit to the speech and language pathologist is intended for interpersonal introduction, establishing transfer, gathering standard anamnestic data, and observing the child's behavior and spontaneous speech. After that, parents are informed about possible causes of disfluent disorders, and the goals, principles, and organization of speech therapy. During the second visit, parents receive general and specific instructions to address health, socio-psychological, and other disruptive factors, as well as supportive factors that adapt family dynamics to the needs of the child who stutters and the tasks ahead are emphasized. Working with the child begins with applying the simplest techniques aimed at suppressing and stopping speech disturbances. During the third visit, the effects of the offered technique are evaluated, it is stabilized, or a new one is introduced if the child does not accept the first one. The content of the fourth visit is the assessment of whether the child has identified with one of the offered techniques and whether they occasionally apply self-correction.

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Results: During the fifth visit, if all the highly complex, multidimensional, and multi-layered principles, requirements, and techniques of the Conscious Synthesis of Development method have been followed, and the child has cooperated more or less continuously, the stabilization of speech is noted in the form of extended periods of fluent speech, a reduction in the frequency and severity of speech disorders, a more communicatively free and spontaneous child, and consequently, a decrease in anxiety and feelings of guilt in parents.

Conclusion: Speech therapy visits are organized once a week. If the treatment has yielded positive results in the child's speech-language development and their overall psychomotor functioning over these five weeks, follow-up appointments are scheduled according to the child's and parent's needs for professional intervention and supervision. Otherwise, a prolonged speech therapy treatment follows, which may either fix the speech problem or demotivate the child and the family, as they might think the problem is unsolvable.

Key words: *stuttering, early intervention, multidimensional treatment approach, evaluation*

FONOLOŠKA SVESNOST KOD DECE SA SPECIFIČNIM JEZIČKIM POREMEĆAJEM

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Uvod: Fonološka sposobnost se definiše kao organizacija glasova u jeziku, koja omogućava formiranje i razumevanje jezičkog značenja koja u sebe uključuje tri nezavisne, ali i korelativne komponente: fonološku svesnost, fonološku memoriju i brzo imenovanje tj. brzo prepoznavanje reči. Sposobnost opažanja, analize i generisanja leksičkih i subleksičkih jedinica jezika predstavlja fonološku svesnost. Fonološka svesnost je rasčlanjena na tri nivoa, na nivo rime, nivo slogovne svesnosti i nivo glasa (foneme). Specifični jezički poremećaj podrazumeva poremećaj u govorno-jezičkom razvoju kod dece bez oštećenja inteligencije, sluha, vidljive cerebralne patologije i emocionalnih poremećaja.

Cilj: Cilj našeg istraživanja je da se utvrdi stepen razvijenosti fonološke svesnosti kod dece sa specifičnim jezičkim poremećajem, uzrasta od 5 do 7 godina.

Metode: Od ukupno 21 ispitanika koji su učestvovali u ovom istraživanju, bilo je 14 dečaka, što predstavlja 66,67% uzorka, dok je devojčica bilo 7, što predstavlja 33.33 % celokupnog uzorka. Fonološka svesnost je ispitana *Testom za procenjivanje predveština čitanja i pisanja – PredČip* (Kuvač-Kraljević i Lanček, 2012). Opštenaučna metoda koja se koristila je deskriptivna metoda, kao i kvantitativna statistika, kojom se, na osnovu analize pojedinačnih činjenica, dolazi do zaključka o opštem sudu, tačnije od zapažanja konkretnih pojedinačnih slučajeva dolazi se do opštih zaključaka.

Rezultati i zaključak: Rezultati ukazuju na to da deca sa specifičnim poremećajima jezika nemaju uredne sposobnosti fonološke svesnosti i da su postignuća na zadacima za procenu fonološke svesnosti znajano niža od očekivanog za uzrast. Jedini zadatak, koji ujedno potvrđuje našu drugu hipotezu, da deca sa specifičnim jezičkim poremećajem nemaju odstupanja na zadacima fonološke svesnosti u odnosu na očekivano za uzrast, je zadatak sinteze slogova u reči, kada su naši ispitanici imali veoma dobar prosek tačnih odgovora (6,7%), skor isti kao i kod dece tipičnog razvoja.

Ključne reči: *fonološka sposobnost, fonološka svesnost, specifični jezički poremećaji*

PHONOLOGICAL AWARENESS IN CHILDREN WITH SPECIFIC LANGUAGE DISORDER

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Introduction: Phonological ability is defined as the organization of sounds in language, which enables the formation and understanding of linguistic meaning, which includes three independent but also correlative components: phonological awareness, phonological memory, and rapid naming, i.e. rapid word recognition. The ability to perceive, analyze, and generate lexical and sublexical units of language represents phonological awareness. Phonological awareness is divided into three levels, the level of rhyme, the level of syllabic awareness, and the level of voice (phonemes). Specific language disorder is a disorder in speech and language development in children without impairment of intelligence, hearing, visible cerebral pathology, and emotional disorders.

Objective: Our research aims to determine the degree of development of phonological awareness in children with a specific language disorder, aged 5 to 7 years.

Methods: Out of a total of 21 respondents who participated in this research, there were 14 boys, representing 66.67% of the sample, while there were 7 girls, representing 33.33% of the entire sample. Phonological awareness was tested with the *Test for assessing pre-reading and writing skills - PredChip* (Kuvač-Kraljević and Lanček, 2012). The general scientific method that was used is descriptive, as well as quantitative statistics, with which, based on the analysis of individual facts, a conclusion is reached about the general judgment, or more precisely, from the observation of specific individual cases, general conclusions are reached.

Results and conclusion: The results indicate that children with specific language disorders do not have proper phonological awareness skills and that their achievements on phonological awareness assessment tasks are significantly lower than expected for their age. The only task, which at the same time confirms our second hypothesis, that children with a specific language disorder do not have deviations on phonological awareness tasks compared to what is expected for their age, is the task of synthesizing syllables into words when our subjects had a very good average of correct answers (6.7 %), the score is the same as in children with typical development.

Key words: *phonological ability, phonological awareness, specific language disorders*

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BRZINA ČITANJA KOD DECE SA DISLEKSIJOM

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Uvod: Disleksija se definiše kao trajni poremećaj u savladavanju sposobnosti čitanja, pisanja, kao i računanja, jer deca sa disleksijom nisu u mogućnosti da dekodiraju pisane simbole što dovodi do narušavanja sposobnosti brzog čitanja kao i razumevanja pročitanog. Disleksija može biti umanjena, ali ne i u potpunosti izlečena, uz pomoć adekvatnih individualnih terapijskih pristupa (Sulimanević, 2012).

Cilj: Cilj ovog istraživanja je da utvrdimo prosečnu brzinu čitanja kod dece kojima je disleksija dijagnostikovana u odnosu na decu tipičnog razvoja.

Metode: U istraživanju je učestvovalo četrnaestoro dece uzrasta od osam do dvanaest godina. Sedmoro dece su deca kojima je disleksija dijagnostikovana, a sedmoro su tipičnog razvoja. Deca su čitala isti tekst, prilagođen njihovom uzrastu. Sva deca su čitala tekst pod nazivom „Samo jedan zimski dan“. Svi učesnici istraživanja su namerni uzroci. U ovom istraživanju korišćena je deskriptivna statistika (aritmetička sredina i medijana) i ona je prvi korak u analizi podataka i služi za opisivanje prikupljenih podataka. Koristili smo tehniku upoređivanja dobijenih podataka u dve različite grupe.

Rezultati i zaključak: Grupa dece sa dijagnostikovanom disleksijom čita brzinom od 5 minuta i 12 sekundi, dok deca bez disleksije isti tekst čitaju sa prosečnom brzinom 0 minuta i 38 sekundi. Zbog postojanja ekstremnih vrednosti u nizu, pristupilo se medijanskoj analizi, pa bi stoga vrednost medijane tj. vrednosti koja deli niz na dve jednake polovine, bio 5 minuta za decu sa disleksijom, a 28 sekundi za decu iz druge grupe. Iz navedenog istraživanja možemo zaključiti da deca kojima je disleksija dijagnostikovana čitaju znatno sporije u odnosu na decu tipičnog razvoja.

Ključne reči: *disleksija, čitanje, brzina čitanja*

READING SPEED IN CHILDREN WITH DYSLEXIA

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Introduction: Dyslexia is defined as a permanent disorder in mastering the ability to read, write, and count, because children with dyslexia are unable to decode written symbols, which leads to impairment of the ability to read quickly as well as to understand what is read. Dyslexia can be reduced, but not completely cured, with the help of adequate individual therapeutic approaches (Sulimanević, 2012).

Objective: The aim of this study is to determine the average reading speed of children diagnosed with dyslexia compared to children with typical development.

Methods: Fourteen children aged eight to twelve participated in the research. Seven children are children diagnosed with dyslexia, and seven are typically developing. Children read the same text, adapted to their age. All the children read the text entitled "Just one winter day". All research participants are intentional causes. Descriptive statistics (arithmetic mean and median) were used in this research which is the first step in data analysis and serves to describe the collected data. We used the technique of comparing the obtained data in two different groups.

Results and conclusion: A group of children diagnosed with dyslexia read at a speed of 5 minutes and 12 seconds, while children without dyslexia read the same text at an average speed of 0 minutes and 38 seconds. Due to the existence of extreme values in the series, the median analysis was used, so the value of the median, i.e., of the value that divides the sequence into two equal halves, was 5 minutes for children with dyslexia, and 28 seconds for children from the other group. From the aforementioned research, we can conclude that children diagnosed with dyslexia read significantly slower than children with typical development.

Key words: *dyslexia, reading, reading speed*

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POSTER SESIJA

POSTER SESSION

LUTKARSKO - DRAMSKI PROCES U LOGOPEDSKOM RADU SA DECOM OŠTEĆENOG SLUHA

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Uvod: Oštećenje sluha predstavlja jedno od najčešćih hroničnih oštećenja razvojne dobi. Raspon oštećenja se kreće od minimalnih smetnji do teških oštećenja sluha unilateralno ili bilateralno. Različita istaživanja su pokazala da i minimalna oštećenja sluha mogu negativno uticati na psihološki i edukativni razvoj dece.

Cilj: Cilj lutkarsko - dramskog procesa je bio razvijanje empatije među učenicima sa lakim do umerenim oštećenjem sluha i dece bez slušnih smetnji, razvijanje socijalne interakcije, jačanje samopouzdanja kod svih učenika, podsticanje mašte, pružanje podrške i podstrek nastavnici, vaspitačima, umetnicima i roditeljima da se uključe u ovakve aktivnosti koje omogućavaju da se deca iz mešoviti grupa motivišu kroz kreativni rad, gde uče jedni od drugih i povezuju po svojim sličnostima, a ne razlikama.

Metode: U radu sa decom je korišćen dramski metod za stvaranje kreativne veze “dete - lutka - priča” u svrhu podsticanja spontanog govora i verbalizacije.

Rezultati: Rezultat višegodišnjeg rada su tri lutkarske predstave „Kića i Mića u zemlji crvića”, „Lepe reči” i „Vuk i 49prasići”. Svaka od predstava je edukativnog karaktera i nosi pouku. Lutke i scenografiju pravili su učenici na radionicama.

Zaključak: Ovakav vid rada doprineo je poboljšanju socijalnih interakcija, napretku u spontanoj komunikaciji i verbalizaciji dece sa oštećenim sluhom.

Ključne reči: *logoped, oštećenje sluha, lutka u nastavi, lutkarsko - dramski metod*

THE PUPPET DRAMA PROCESS IN SPEECH THERAPY WORK WITH HEARING-IMPAIRED CHILDREN

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Introduction: Hearing impairment is one of the most frequent chronic impairments of the developmental age. The impairments range from minimal impediments to severe hearing impairments unilaterally or bilaterally. Various studies have shown that even minimal hearing impairments can negatively affect the psychological and educational development of children.

Aim: The goal of the puppet drama process was to develop empathy between students with mild to moderate hearing impairment and children without hearing impairment, to develop social interaction, to strengthen self-confidence in all students, to encourage imagination, to provide support and encouragement to the teachers, educators, artists and parents so that they can get involved in such activities that enable children from mixed groups to get motivated through creative work, where they learn from and connect to one another on the basis of their similarities, not their differences.

Methods: In working with children a drama method was used to create the “child-puppet-story” creative connection with the purpose of encouraging spontaneous speech and verbalization.

Results: The result of many years’ work is three puppet shows, “Kića and Mića in the Land of Tiny Worms”, “Beautiful Words” and “A Wolf and Little Pigs”. Each of the performances has an educational character and carries a moral. The puppets and sets were made by the students at workshops.

Conclusion: This mode of work contributed to the improvement of social interactions, the progress in spontaneous communication, and the verbalization of hearing-impaired children.

Key words: *speech therapist, hearing impairment, puppet in teaching, puppet drama method*

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KARAKTERISTIKE FONOLOŠKIH SPOSOBNOSTI KOD DECE PREDŠKOLSKOG UZRASTA

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Uvod: Fonološka sposobnost se definiše kao sistematična organizacija glasova u jeziku čime se omogućava formiranje i razumevanje jezičkog značenja. Ova sposobnost omogućava čoveku da organizuje i manipuliše glasovima i preduslov je za razvoj veština čitanja i pisanja.

Cilj: Cilj ovog istraživanja jeste utvrđivanje postignuća na zadacima fonoloških sposobnosti kod dece predškolskog uzrasta, kao i utvrđivanje razlika u postignućima ispitanika na zadacima procene fonoloških sposobnosti u odnosu na pol i uzrast. Podaci o kvalitetu i nivou razvijenosti fonoloških sposobnosti mogu nam značajno pomoći da na adekvatan način organizujemo individualni logopedski tretman ili predškolske aktivnosti u cilju razvoja jezičkih sposobnosti.

Metode: Istraživanjem je obuhvaćeno 50 ispitanika, oba pola (48% dečaka i 52% devojčica), uzrasta od pet godina i jedanaest meseci do sedam godina. Kao merni instrument procene primenjeni su zadaci fonološke svesnosti, fonološkog imenovanja, kao i zadaci ponavljanja. Istraživanje je sprovedeno tokom septembra meseca 2022. godine u predškolskoj ustanovi „Bambi“ u Bačkoj Topoli. Prilikom obrade podataka korišćeni su postupci deskriptivne i parametarske statistike korišćenjem programa SPSS 23.

Rezultati: Istraživanjem smo došli smo do zaključka da fonološke sposobnosti nisu u potpunosti razvijene kod 85% dece predškolskog uzrasta, da dečaci imaju slabije razvijene fonološke sposobnosti od devojčica ($p < .05$), kao i da mlađa predškolska grupa ostvaruje niže rezultate od starije predškolske grupe ($p < .05$).

Zaključak: Rezultati istraživanja upućuju na ideju da se na nacionalnom nivou u sistem predškolskog obrazovanja uvede specijalizovani program, koji bi bio usmeren na podsticanje razvoja jezičkih, a posebno fonoloških sposobnosti. Primena ovog programa imala bi za cilj olakšavanje učenja čitanja i pisanja i prevenirale smetnje u učenju.

Ključne reči: fonološke sposobnosti, fonološka svesnost, deca tipičnog razvoja, deca predškolskog uzrasta

CHARACTERISTICS OF PHONOLOGICAL ABILITIES IN PRESCHOOL CHILDREN

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Introduction: Phonological ability is defined as the systematic organization of sounds in a language, that enables the formation and understanding of linguistic meaning. This ability allows a person to organize and manipulate voices and is a prerequisite for the development of reading and writing skills.

Aim: The aim of this research is to determine the achievement of phonological ability tasks in preschool children, as well as to determine the differences in the achievements of respondents on phonological ability assessment tasks in relation to gender and age. Data on the quality and level of development of phonological abilities can significantly help us to adequately organize individual speech therapy treatment or preschool activities aimed at developing language abilities.

Methods: The research included 50 respondents, both sexes (48% boys and 52% girls), aged from five years and eleven months to seven years. Phonological awareness, phonological naming, and repetition tasks, which were applied for the purpose of assessing phonological abilities, were used as a measuring instruments for assessment. The research was conducted during the month of September 2022 in the preschool institution "Bambi" in Bačka Topola. When processing the data, descriptive and parametric statistics procedures were used using the SPSS 23 program.

Results: In the research we conducted, we came to the conclusion that phonological abilities are not fully developed in 85% of preschool children, that boys have less developed phonological abilities than girls ($p < .05$), and that the younger preschool group achieves lower results than the older preschool group ($p < .05$).

Conclusion: The results of the research point to the idea of introducing a specialized program into the preschool education system at the national level, which would be aimed at encouraging the development of linguistic, and especially phonological, abilities. The implementation of this program would aim to facilitate learning to read and write and prevent learning disabilities.

Key words: phonological abilities, phonological awareness, children with typical development, children of preschool age

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TALK TOOLS TERAPIJA

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TalkTools je metoda i pristup koji se koristi u terapiji govora i jezika kako bi se pomoglo deci i odraslima sa raznim komunikacionim i oralno-motornim izazovima. Ova tehnika je razvijena od strane logopeda i stručnjaka za oralnu motoriku, i zasniva se na principu individualizovane intervencije i korišćenju odgovarajućih oralno-motornih vežbi.

Jedna od ključnih ideja TalkTools pristupa je koncept oralno-motornih hijerarhija. Hijerarhija predstavlja niz vežbi i tehnika koje se koriste za razvoj oralne motorike i funkcionalnosti. Kroz ovaj sistematski pristup, terapeuti koriste različite alate i tehnike kako bi radili na jačanju mišića u ustima, poboljšanju koordinacije oralnih pokreta i razvijanju preciznosti i kontrolisanih pokreta potrebnih za proizvodnju govornih zvukova.

TalkTools pristup se koristi za tretiranje različitih govornih i jezičkih poremećaja, kao i za poboljšanje oralne motorike kod osoba sa disfunkcijama u govoru i jeziku. Ovaj pristup može biti koristan kod dece sa razvojnim govornim poremećajima, afazijom, dizartrijom, apraksijom govora, kao i kod osoba sa sindromom Daun, cerebralnom paralizom ili drugim neurološkim poremećajima.

U radu sa TalkTools metodom, terapeuti koriste razne pomagala i alate koji su dizajnirani da stimulišu odgovarajuće oralne pokrete. To mogu biti različite vrste žvakaćih igračaka, oralni vibratori, četkice za usne i jezik, kao i specijalno dizajnirane slamke i čaše za vežbe gutanja i kontrolisane izgovore zvukova.

Jedna od prednosti TalkTools pristupa je individualizacija terapije. Svaka osoba se procenjuje i prilagođava se individualni plan intervencije koji odgovara njenim specifičnim potrebama. Terapeuti prate napredak kroz sistematsko praćenje i evaluaciju, prilagođavajući vežbe i tehnike kako bi se postigla maksimalna efikasnost i uspeh. Uz to, TalkTools pristup uključuje i aktivno uključivanje roditelja i negovatelja u terapijski proces. Oni se edukuju o metodama i tehnikama, kako bi mogli da pruže podršku i sprovode vežbe i tehnike kod kuće, van terapijskih seansi.

Ključne reči: *oralna praksija, Talk tools, apraksija*

TALK TOOLS THERAPY

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TalkTools is a method and approach used in speech and language therapy to help children and adults with a variety of communication and oral-motor challenges. This technique was developed by speech therapists and experts in oral motor skills, and is based on the principle of individualized intervention and the use of appropriate oral motor exercises.

One of the key ideas of the TalkTools approach is the concept of oral-motor hierarchies. The hierarchy represents a series of exercises and techniques used to develop oral motor skills and functionality. Through this systematic approach, therapists use a variety of tools and techniques to work on strengthening the muscles in the mouth, improving coordination of oral movements, and developing the precision and controlled movements needed to produce speech sounds.

The TalkTools approach is used to treat various speech and language disorders, as well as to improve oral motor skills in people with speech and language dysfunctions. This approach can be useful in children with developmental speech disorders, aphasia, dysarthria, apraxia of speech, as well as in people with Down syndrome, cerebral palsy, or other neurological disorders.

In working with the TalkTools method, therapists use various aids and tools designed to stimulate appropriate oral movements. These can be different types of chew toys, oral vibrators, lip and tongue brushes, as well as specially designed straws and cups for swallowing exercises and controlled pronunciation of sounds.

One of the advantages of the TalkTools approach is the individualization of therapy. Each person is assessed and an individual intervention plan tailored to their specific needs is adapted. Therapists monitor progress through systematic monitoring and evaluation, adjusting exercises and techniques to achieve maximum effectiveness and success.

In addition, the TalkTools approach includes the active involvement of parents and caregivers in the therapeutic process. They are educated in methods and techniques, so that they can provide support and carry out exercises and techniques at home, outside of therapy sessions.

Key words: *oral motor skills, Talk tools, apraxia*

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NORMATIVNI OKVIR I AKTUELNOSTI LOGOPEDSKE PROFESIJE U REPUBLICI SEVERNOJ MAKEDONIJI

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Logopedska profesija je poslednjih godina privukla veliku pažnju među mladima u Makedoniji, a samim tim i logoped kao nosilac organizacije rehabilitacijskog tretmana lica sa patologijom verbalne komunikacije. Program i proces logopedskog tretmana ostvaruje se logopedskom tehnologijom, metodama, sredstvima i principima logopedске prakse kroz osnovne oblike svoje profesionalne delatnosti. U našoj zemlji postoje dve logopedске zdravstvene ustanove: Centar za rehabilitaciju patologije verbalne komunikacije u Skoplju i Bitolju, koje su jedine koje se bave specijalističko-konsultativnom zdravstvenom zaštitom lica sa govorno-jezičkom patologijom u ambulanskim i bolničkim stacionarnim uslovima. Uviđajući deficit logopedskog kadra u Republici Makedoniji, Medicinski fakultet u Skoplju je započeo edukaciju, a time i formiranje logopedskog kadra. S obzirom da je u tom periodu uveden ESPB po Bolonji u našem naučnom obrazovnom procesu, studije logopedije su tada bile akreditovane kao trogodišnje stručne studije 3+1. Po njihovom završetku studenti stiču zvanje: diplomirani logoped koji samostalno obavlja svoju delatnost nakon sticanja diplome o završenim osnovnim studijama i položenog stručnog ispita. Prema ovoj definiciji zakona, logopedi koji rade u zdravstvenim ustanovama, i pored toga što samostalno obavljaju zdravstvenu delatnost, i dalje su u grupi zdravstvenih saradnika. Ova pozicija diktira klasifikaciju poslova logopeda u Zakonu o zdravstvenoj zaštiti. Značajna promena-napredak u procesu obrazovanja budućih logopeda je to što su od ove akademske godine akreditovane akademske studije logopedije na Medicinskom fakultetu u Skoplju. Očekuje se da će to dovesti do promene statusa logopeda u zakonu o zdravstvenoj zaštiti.

Ključne reči: *logopedska profesija, edukacija, zakonska regulativa, profesionalni status*

NORMATIVE FRAMEWORK AND CURRENT NEWS OF THE SPEECH THERAPY PROFESSION IN REPUBLIC OF NORTH MACEDONIA

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In recent years, the speech therapy profession has attracted a lot of attention among young people in Macedonia, and therefore the speech therapist as the bearer of the organization of rehabilitation treatment of persons with verbal communication pathology. The program and the process of rehabilitation are achieved with speech therapy technology, or more precisely with methods, tools and principles of speech therapy through the basic forms of their professional activity. In our country, there are two speech therapy health institutions: the Center for the Rehabilitation of Verbal Communication Pathology in Skopje and Bitola, which are the only ones dealing with specialist-consultative health care for women with speech-language pathology in outpatient and inpatient conditions. Recognizing the deficit of speech therapists in the Republic of Macedonia, the Faculty of Medicine in Skopje started education, and thus the formation of speech therapists. Since in that period the acceptance of ECTS according to Bologna was carried out in our scientific education process, the studies in speech therapy were accredited as three-year specialized bachelor studies plus one year master studies. After their completion students gain the title: graduated speech pathologist who is doing the speech therapy activities autonomously after gaining an undergraduate degree and after passing the professional examination. According to this definition of the law, speech pathologists working in health facilities despite independently performing health activity, however they are in the group of health assistants. This position is dictating the classification in the workplace of the speech therapist in Health Care Law. A significant change-progress in the process of education of future speech therapists is that from this academic year, academic studies of speech therapy at the Faculty of Medicine in Skopje have been accredited. It is expected that this will lead to a change in the status of speech therapists in the law on health care.

Key words: *speech therapy profession, education, legal regulation, professional status*

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TEŠKOĆE FONEMSKE DISKRIMINACIJE KOD DECE PREDŠKOLSKOG UZRASTALjubica Kiković^{1**}, Gordana Čolić^{2,3}¹ Logopedski centar Sinapsa, Novi Beograd, Republika Srbija² Univerzitet u Prištini sa privremenim sedištem u Kosovskoj Mitrovici, Učiteljski fakultet u Prizrenu sa privremenim sedištem u Leposaviću³ Visoka škola socijalnog rada, Beograd, Republika Srbija**Uvod:** Fonemska diskriminacija je fundamentalni aspekt fonološke sposobnosti i odnosi se na sposobnost prepoznavanja i razlikovanja pojedinačnih fonema, i ključna je za razvoj jezičkih sposobnosti.**Cilj:** Cilj istraživanja je utvrđivanje teškoća fonemske diskriminacije kod dece predškolskog uzrasta.**Metod:** U istraživanju je učestvovalo 38-oro dece tipičnog razvoja predškolskog uzrasta. Za istraživanje je korišćen Test fonemske diskriminacije.**Rezultati:** Rezultati istraživanja ukazuju na to da 7,8% ispitane dece ima teškoće fonemske diskriminacije. Deca predškolskog uzrasta imaju niži nivo fonemske diskriminativnosti za foneme koje se razlikuju po zvučnosti. Najniži nivo fonemske diskriminacije je utvrđen kod parova n-nj i parova l-lj. Postignuća na Testu fonemske diskriminacije u odnosu na pol ukazuju na to da postoji razlika u korist devojčica i ta razlika je statistički značajna ($p = .05$).**Zaključak:** S obzirom na važnost fonemske diskriminacije u razvoju jezičkih sposobnosti, veoma je značajno pravovremeno prepoznati decu sa teškoćama fonemske diskriminacije u cilju podsticanja razvoja ove sposobnosti i prevencije jezičkih smetnji.**Ključne reči:** fonemska diskriminacija, fonološka sposobnost, predškolski uzrast**DIFFICULTIES IN PHONEMIC DISCRIMINATION IN PRESCHOOL-AGED CHILDREN**Ljubica Kiković¹, Gordana Čolić^{1,2}¹ Speech Therapy Center Synapse, Novi Beograd, Republic of Serbia² University of Prishtina with temporary headquarters in Kosovska Mitrovica, The Teacher Education Faculty of Prizren with temporary headquarters in Leposavic³ College of Social Work, Belgrade, Republic of Serbia**Introduction:** Phonemic discrimination is a fundamental aspect of phonological ability, referring to the capacity to recognize and differentiate individual phonemes, and it is crucial for the development of linguistic skills.**Aim:** The aim of this research is to determine difficulties in phonemic discrimination in preschool-aged children.**Method:** The study involved 38 typically developing preschool-aged children. The Phonemic Discrimination Test was used for the research.**Results:** The research results indicate that 7.8% of the examined children have difficulties in phonemic discrimination. Preschool-aged children have a lower level of phonemic discriminability for phonemes that differ in sounding. The lowest level of phonemic discrimination was found in pairs like n-nj and l-lj. Achievements on the Phonemic Discrimination Test, concerning gender, indicate that there is a statistically significant difference in favor of girls ($p = .05$).**Conclusion:** Given the importance of phonemic discrimination in the development of linguistic skills, it is highly significant to identify children with phonemic discrimination difficulties in a timely manner in order to promote the development of this ability and prevent language disorders.**Key words:** phonemic discrimination, phonological ability, preschool age

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