

The role and importance of speech and language therapist in the process of early intervention

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- ▶ Man did not become a social being because of socializing during childhood, but because man is born as a prosocial being
- ▶ Komunikacijski i jezično-govorni razvoj je složen proces koji započinje rođenjem djeteta i odvija se prema točno utvrđenom redoslijedu

- ▶ Communication and language-speech development is a complex process that begins with the birth of a child and takes place in a well-defined order
- ▶ Early interactions of a child and parent and the early experiences the child acquires during those interactions affect the overall development of the child

- ▶ Porijeklo riječi komunikacija seže do latinskoga glagola *communico* čije značenje je “dijeliti što s kime“
- ▶ Već od samoga djetetova rođenja postoji potencijal za razvoj komunikacijskih sposobnosti (vokalizacija, mijenjanje izraza lica, pokreti, pogledi...) na koji djetetova okolina spremno odgovara i time mu pomaže da se realizira

- ▶ Tromjesečno dojenče se daleko više smiješi i vokalizira naspram responzivne osobe nego naspram interaktivnog predmeta
- ▶ Te rane interakcije licem u lice vremenski su usklađene te podsjećaju na konverzacijske rutine
- ▶ Iz navedenog proizilazi važnost ranih interakcija jer se kroz njih stvaraju osnove konverzacijskog obrasca na kojima će se dalje graditi komunikacijske i jezično-govorne vještine (Ivšac 2003)

- ▶ Nadalje, rane interakcije predstavljaju temelj za naredni kognitivni, socio-emocionalni i jezični razvoj djeteta
- ▶ Poteškoće u govorno jezičkom razvoju predstavljaju jedan visok riziko faktor za razvoj psihijatriskih problema (Beichtman i sur. 1986), problema u školi, utiču na postignuća u okviru kognitivnih kapaciteta (Tomblin i sur. 1992), probleme sa samopouzdanjem i socijalnim vještinama

Faktori rizika

Čimbenici niskog neurorizika	Čimbenici visokog neurorizika
<2 anamnestička čimbenika rizika	>2 anamnestička čimbenika rizika
Djeca s kliničkim čimbenikom rizika: sy distonije	S kliničkim čimbenicima rizika: sy iritacije, sy apatije, sy spastičnosti, sy distonije
S blaže abnormalnim sponanim pokretima	S jasno abnormalnim spontanim pokretima
	Nedonoščad s cističnom PVL
Djeca s UZV nalazom nekomplikiranih krvarenja	Donošena djeca sa SCL, djeca s IVK IV i komplikiranim IVK III stupnja
	Djeca s perinatalnim infarktom

- ▶ Oko d10 % novorođenčadi je perinatalno rizično i osobito podložno oštećenju mozga
- ▶ Istraživanja su pokazala da u grupi visokorizične djece 70% djece razvija neurološke posljedice perinatalnog oštećenja mozga a u grupi niskorizične djece 90% ima uredan razvoj dok su blaža neurološka odstupanja prisutna u 10% djece
- ▶ Prema Svjetskoj zdravstvenoj organizaciji 6-7% djece rođeno je s neurorizikom

Early Intervention

The European Early Intervention Network “Eurllyaid-E.A.E.I., European Association on Early Intervention” defines early intervention “through all forms of child-centered incentive and parent-centered counseling that apply through the direct and immediate consequences of a defined developmental condition, and includes the child and his or her parents, family and the wider environment ”(Guralnick, 2005).

- ▶ Rana intervencija počiva na spoznaji da prve godine života imaju dugoročan učinak na djetetov razvoj
- ▶ Također važan faktor za porast društvene važnosti rane intervencije predstavlja i činjenica da se populacija djece koja su rizična za nastanak razvojnih problema kontinuirano povećava (Hogan i Park, 2000)
- ▶ Prema nekim podacima u SAD razvojne teškoće različitog stupnja ima 17% djece

- ▶ Cilj rane intervencije u djetinjstvu je djeci s trenutačnim razvojnim poteškoćama ili djeci rođenoj s čimbenicima rizika omogućiti preventivne rehabilitacijske postupke koji se temelje na biopsihosocijalnim aspektima ličnosti
- ▶ Cilj je potaknuti optimalan rast i razvoj djeteta kako bi ono razvilo svoje potencijale na emocionalnom, socijalnom i kognitivnom području

- ▶ Zahvaljujući tehnološkom napretku i suvremenoj medicinskoj dijagnostici sve se ranije uočavaju bolesti i stanja male djece koja ugrožavaju njihovo učenje i zdrav razvoj
- ▶ Djeca se relativno rano uključuju u fizioterapijski tretman, povremeno čak i u edukacijsko rehabilitacijske intervencije a u posljednje vrijeme i u logopedsko poticanje

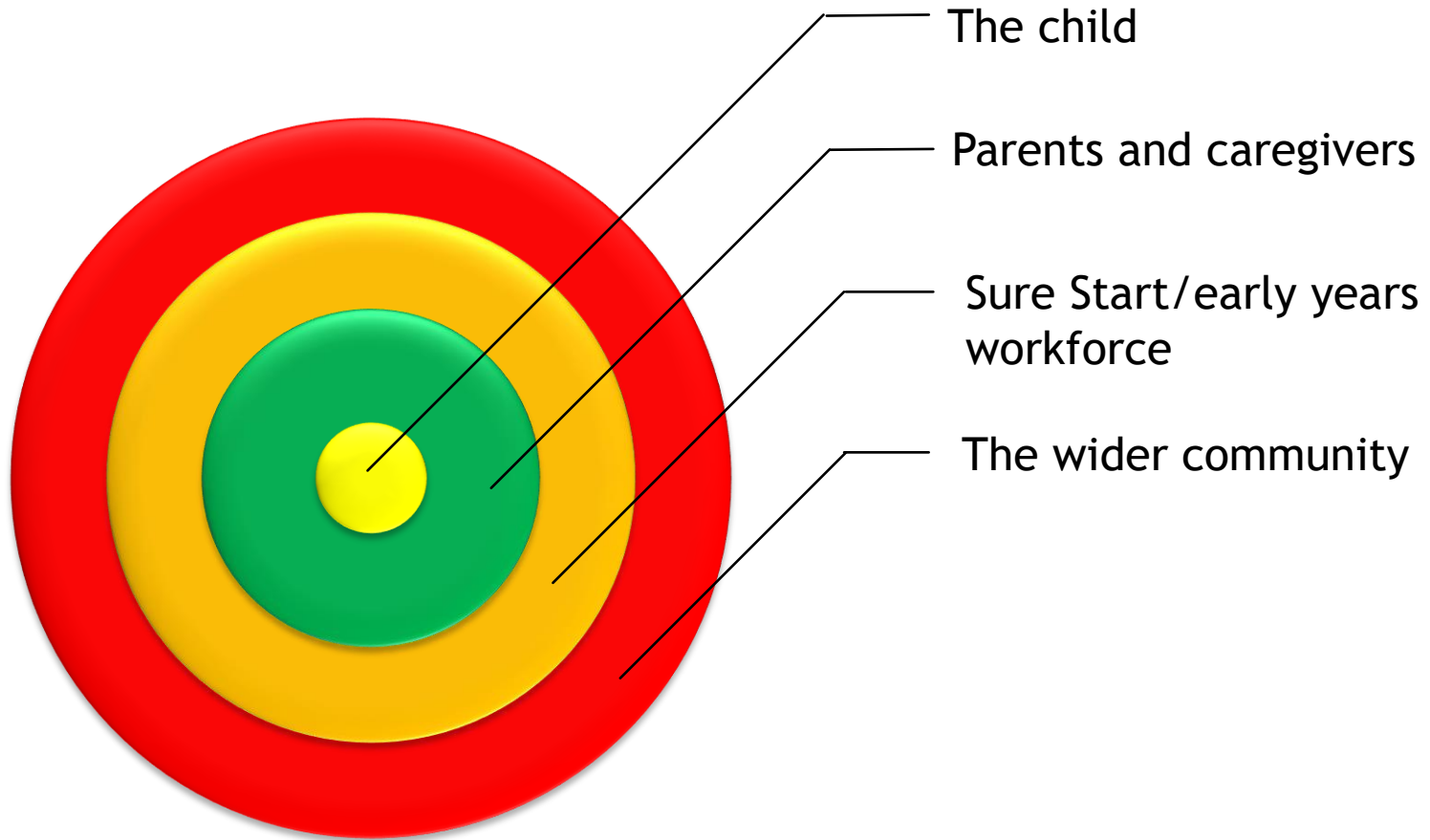
- ▶ Speech, language and communication difficulties affect more children and young people than any other single condition, and are core impairments for many children with a learning, physical or sensory disability
- ▶ 4 Seven per cent of all children (two in every classroom) have speech, language and communication needs (SLCN), rising to more than 50% of children from socially disadvantaged communities
- ▶ The role of speech therapists in early intervention is therapeutic and advisory



► Speech and language therapy activity is set out into four main themes:

- ❑ screening,
- ❑ training,
- ❑ intervention;
- ❑ and public health messaging,

Who do SLTs work with?



The child

- ▶ The majority of children typically have speech and language difficulties that may not be permanent but may improve by developing their pre-language skills such as attention, listening and imitation skills, and by providing a rich language and communication environment at home and in their play groups
- ▶ Other children may be identified who have additional learning needs and more complex communication difficulties
- ▶ These children and their families may need more-specialist speech and language therapy interventions and support

Parents and caregivers

- ▶ Kao primarna socijalizacijska jedinica, obitelj je najvažniji kontekst za prevenciju mnogih problema te je samim tim i jedno od najlogičnijih polazišta za preventivna nastojanja
- ▶ Recent research has evidenced the importance of a rich home learning environment for the development of speech and language skills
- ▶ SLTs work with parents and families to optimise the home learning environment by developing parent/grandparent/carer understanding of speech, language and communication development and how to promote it.

Sure Start/early years workforce

- ▶ SLTs work with early years practitioners, to help them identify children with speech and language delay or disorders, and in developing their specialist skills to support those children with persistent SLCN
- ▶ SLTs also work alongside early years staff to optimise the learning environment by developing their understanding of speech, language and communication and how to promote it

The wider community

- ▶ SLTs work in the wider community by raising awareness of how to promote good speech and language development, how to signpost parents to sources of information on speech, language and communication development and how to contact speech and language therapy services when they have concerns

Zaključak

- ▶ Communication provides the foundation for children's development
- ▶ The ability to communicate shapes children and young people's educational outcomes and health and wellbeing
- ▶ Early language development is crucial to the development of children's literacy skills, and is a key indicator of their educational success
- ▶ Poor communication skills in childhood affect children and young people's life chances, are linked with social disadvantage, mental health, and long-term unemployment in adulthood
- ▶ Speech, language and communication as a public health issue: early language development is a public health issue and is critical to school readiness, ensuring that children have the skills needed to access the curriculum when they start school

- ▶ All of these resrches are outcomes-focused and increasingly recognise the importance that speech, language and communication plays in delivering the best outcomes for a child's social, emotional and educational development.
- ▶ Sve navedeno ukazuje na vaznost pravovremenog otkrivanja djece sa rizikom i uključivanja u logopedski tretman