

CONCEPTUAL OUTLINE



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Digest:

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Key words:

Speech Language Pathology · Speech Language Therapy · Disorders of Language Development and Articulation · Disorders of Reading and Writing · Evidence-Based Practice · Primitive Reflexes

Description

Current research interests include co-occurrence of **speech-language disorders and primitive reflexes persistence**. As a speech-language therapist she treats language holistically - including peripheral **anatomical facets of speech sound production** and central cause-effect connection between **development of language** followed by **reading and writing skills**. After all, speaking and reading are two sides of the same coin, so within therapeutic and research interests there are also **developmental language delays** or disorders, leading to **disorders of reading and writing**.

[1] SPEECH-LANGUAGE DISORDERS

When speaking of speech and language disorders, we need to know the difference between them.

Speech sound disorders refer to abnormalities in articulation (speech sounds production). **Language disorders** refer to impairments within the language system, the ability to produce grammatically correct sentences. These two may also co-occur.

The essential part in speech-language therapy is not only to work on difficulties that are manifested by a person, but also to search for causative factors. This is why the interests are focused on reasons for delays and disorders, which may be omitted in the process of speech-language diagnosis and therapy. Retained primitive reflexes or well-being in children with speech-language disorders are these in the center of attention currently.

The last but not least point is the quality of diagnosis and following therapy. As speech-language pathology is a young branch of science, its methodology still needs enhancing. This should lead all the therapists to the idea of evidence-based practise.

Key findings:

- speech-language disorders may evolve from central and peripheral impairments
- retained primitive reflexes may disturb language development
- modern speech-language pathology needs evidence-based medicine and practice

[2] DISORDERS OF READING AND WRITING

As most children with different kinds of reading and writing disorders had language delay or disorder in their early childhood, it seems justified to perceive speech-language therapy as a training to further reading and writing learning. Retention of primitive reflexes is also a notable point in this matter. These factors determine the modification of perceiving and treating language, reading and writing skills.

Key findings:

- language development is the key point to further reading and writing skills
- reading and writing skills may be disturbed by retained primitive reflexes
- speech-language therapy should

Issues further elaborated in:

<https://www.researchgate.net/profile/Paulina-Krzyszewska/research>

