Training course “Let me be One of You!”
Varna, Bulgaria, 12-21 July 2013

“Let me be One of You!” BG13/ A4.3/ 012/ R1
Youth movement for development of the rural areas in Bulgaria /YMDRAB/ Bulgaria, 2140 Botevgrad, 1 "Treti mart” Blvd., ent.“V”, fl.2, app.4, tel: +359887449163, e-mail: ymdrab@abv.bg, website: www.ymdrab.eu
Trainers:

- **Daniela Biber**, Austrian, born 1967
- She completed her training as a SLP 1985 - 1987 in Graz, Austria. Then studying education science with combination special pedagogics; training in educational play.
- From 1992, employment as a SLP at the Children's Hospital at Vienna General Hospital and freelance work. The work focuses on early childhood dysphagia, drinking and feeding disorders.
- Since 2005 lecturing for SLP students, Pediatricians and Intensive care staff.
- Autor of the book: „Frühkindliche Dysphagien und Trinkschwächen; Leitfaden für Diagnostik, Management und Therapie im klinischen Alltag“ (Springer Verlag)
Rositsa Iossifova, Bulgarian, born 1966

- Master's degree in speech therapy, degree from Sofia University;
- Ph.D. in Social Psychology, graduates of the NBU and HAC.
- Specialization module "Diagnosis, therapy and teaching of dyslexia" in the Medical Academy and pedopsychiatric clinic "Lanval", Nice, France;
- "Prevention and diagnosis of language and psychomotor disorders in children, developmental dysphasia, dyscalculia, stuttering, therapeutic care for children without parents";
- "Developmental Dyspraxia and educational kinesiology, visual-motor deficits and later psychomotor development in children, current issues in psycholinguistics; treatment of dyslexia in adolescents, creative writing as a specialized language therapy, etc.;
- Director of the Speech Center "Romel", where she continues to practice.
- Therapist in private practice / Bulgarian and French/;
- Carried out supervision of speech therapists, guest lecturer in many Bulgarian universities as well as in universities in Riga / Latvia/ and in Thessaloniki and Ioannina / Greece/;
- Published in Bulgarian, English and Greek in Bulgaria, Germany, Poland and Greece more than 38 scientific articles.
• **Tzvetelina Milanova**, Physical Therapist, Bulgarian, born 1970

• - Assistant Professor at Medical University - Sofia, Faculty of Medicine; 

• - 22 years experience as a Physiotherapist, specializing in Pediatrician Physiotherapy; 

• - International trainer of ´Basic Motor Skills of children with Down syndrome. Motor Development and Intervention´; 

• - Member of Executive Committee of Bulgarian Physiotherapy Association - World Confederation of Physical Therapy.
Organizers:

- **Maria Peeva**
  - Maria Peeva is a speech-language therapist and clinical psychologist. She is a member of the National board of Bulgarian National Association of Logopedists (BNAL) and delegate of BNAL in CPLOL.
  - E-mail: maria.log@abv.bg
  - GSM: 00 359 885 05 29 95
eng. Yonko Dodev

Yonko Dodev works as Assistant professor for The Forestry Research Institute of The Bulgarian Academy of Sciences. He is Vice-President of the “Youth movement for development of the rural areas in Bulgaria” (YMDRAB) www.ymdrab.eu. It is the hosting organization of this training course and applying organization with the project "Let me be One of You!", supported by the "Youth in Action" Programme of the European Commission.

E-mail: ionkododev@abv.bg
GSM: 00 359 887 50 55 44
# Draft Programme

of Training course “Let me be One of You!”, 12-21.07.2013, Varna, Bulgaria

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Opening and Introduction</td>
<td>Development of orofacial systems in the early childhood - what is physiological/pathological</td>
<td>Feeding and swallowing disorders in infants with anatomical and problems</td>
<td>Diagnostical tools in babies with feeding problems</td>
<td>Field visits in Varna</td>
<td>Motor development, Reflexes, Proprioceptive neuro-muscle facilitation, Muscle contractions, muscle tone, Gross and fine motor coordination</td>
<td>Working groups, search, describe or invent games to stimulate early child development</td>
<td>Presentation of “Youth in Action” Programme</td>
<td>Working group, Introduction to study of Ames and with Detroit Test of Learning Aptitude</td>
<td></td>
</tr>
<tr>
<td>09:00-10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coffee Break</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-12:30</td>
<td>Get to know each other</td>
<td>Orofacial function in cortex with the motor development in the first year</td>
<td>Possibilities of intervention for ofp in babies with dysphagia</td>
<td>Handling swallow, feeding and possibilities of support</td>
<td>Field visits in Varna</td>
<td>Breathing rehabilitation; Positioning; Motor development of children with muscle hypotonia and muscle hypertonia; Massage, acupuncture, reflexotherapy for muscle tone regulation</td>
<td>Group presentations, summary, conclusions</td>
<td>Generating of project ideas</td>
<td>Group presentations: How to help children with language delay, SLI, autism, Down syndrome, cerebral palsy, etc. to learn speech and written practical approach summary, conclusions</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentations of the organisations</td>
<td>Feeding skills of preterms and intervention</td>
<td>Bottlefeeding and pacifier</td>
<td>Breastfeeding in Varna</td>
<td>Field visits in Varna</td>
<td>Early communication: assessment of children’s gestures (0 to 10 months); Resources; “Gesture Faves the Way for Language Development” (Iverson &amp; Goldstein-Meadow, 2005); Links between motor and language development; Rhythmic arm movement coincides with the onset of multilingual hiccups</td>
<td>Verbal communication from 2.0 to 4.0 years; Transition from one word combinations to three words; Sentence, The self reference, Language assessment in children from 3 to 4 years; Learning of space: The ontogeny of spatial cognition. Space and language;</td>
<td>Learning Basic concepts</td>
<td>Learning Basic concepts</td>
<td>Rice test of SLC, Symbol test for children &amp; adults BC and literacy, handwriting, mathematics;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coffee Break</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:00-16:30</td>
<td>Presentations of the organisations</td>
<td>Feeding skills of preterms and intervention</td>
<td>Parents advice</td>
<td>Discussion of cases</td>
<td>Field visits in Varna</td>
<td>Reciprocation gestures &amp; first word comprehension, pretend play, Protopositional pointing &amp; first words production, Two words combination stage</td>
<td>Learning of time. The ontogeny of temporal cognition; Transition from simple sentence to complex sentence. Main issues: The use of children with right hemisphere syndrome (NvdL)</td>
<td>Cleaning of the beach</td>
<td>Cleaning of the beach</td>
<td></td>
</tr>
<tr>
<td>17:00-18:30</td>
<td>Presentations of the organisations</td>
<td>Feeding skills of preterms and intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21:00</td>
<td>Ice-breakers</td>
<td>Walking tour in the center</td>
<td>International evening</td>
<td>Bulgarian evening</td>
<td>Intermediate evaluation</td>
<td>Movie night</td>
<td>Quiz</td>
<td>“Sea” evening</td>
<td>Final evaluation</td>
<td></td>
</tr>
</tbody>
</table>
Dysphagia in the early childhood and children with feeding disorders in clinical practice
Disfagia în copilăria timpurie și copiii cu tulburări alimentare în practica clinică
Daniela Biber, logoped
Teme prezentate:

- Why is it important to work with babies?
- De ce este important sa lucram cu copiii?
- The prenatal development of the orofacial functions
- Dezvoltarea prenatala a functiilor orofaciale
- Oral reflexes and reactions of newborns
- Reflexe orale si reactii la noi nascuti
- Reflexes in the relationship between hand and mouth
- Reflexele in reletia dintre mana si gura
- Development of sucking- and swallowing skills
- Dezvoltarea suptului si abilitatilor de inghitire
- Oral functions and overall motor development
- Functiile orale si dezvoltarea motorie
- Definition dysphagia
- Disfagia - definitie
- Coordination difficulties in prematurely born children
- Dificultati de coordonare la copiii nascuti prematur
- Anatomically related causes of feeding problems in infancy
- Cauzele anatomice legate de probleme de alimentare din copilarie
- Possible causes of neurogenic dysphagia in infancy
- Cauze posibile ale disfagiei neurogene la sugari
- Common genetic diseases with possible dysphagia
- Boli genetice comune ce pot include disfagia
- Indications for instrumental evaluation of swallowing
- Indicații pentru evaluarea instrumentală de înghițire
- Therapy - Start of therapy, Components of therapy, Parent counseling, Pacing, Stimulation during tube feeding, Orofacial Stimulation, Stimulation of sucking, Tools, Literature
- Terapie - Startul in terapie, Componente ale terapiei, Consilierea parintilor, Stimularea, Stimularea in timpul hranirii prin tub, Stimularea orofaciala, Stimularea suptului, Instrumente, Bibliografie
Daniela Biber
Frühkindliche Dysphagien und Trinkschwächen
Leitfaden für Diagnostik, Management und Therapie im klinischen Alltag
SpringerWienNewYork
Tzvetelina Milanova, Physical Therapist, Bulgarian

Teme prezentate:

- Motor Development/ Dezvoltarea motorie (stadiile dezvoltarii motorii)
- EARLY SIGNS AND SYMPTOMS OF PATOLOGY/Semnele precoce si simptome ale patologiei
- Primitive & Postural Reflex/ Reflexul primitiv si reflexul postural
- Postural reactions/ Reactii posturale
- PNF – Proprioceptive Neuromuscular Facilitation/PNF - Facilitarea proprioceptiva neuromusculara
- Hold relax/ Detinerea relaxarii
- Muscle contractions and muscle tone/Contractii musculare si tonusul muscular
### Evaluation of a Child's Level of Physical Development

**Note:** Although these guides physical and mental skills are separated, the two are often closely related.

These charts show roughly the average age that a normal child develops different skills. But there is great variation within what is normal.

<table>
<thead>
<tr>
<th>Physical Development</th>
<th>Average Age Skills Begin</th>
<th>3 Months</th>
<th>6 Months</th>
<th>9 Months</th>
<th>1 Year</th>
<th>2 Years</th>
<th>3 Years</th>
<th>5 Years</th>
<th>What to do if a child is behind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head and trunk control</td>
<td>lifts head part way up</td>
<td>holds head up briefly</td>
<td>holds head up high and well</td>
<td>turns head and shifts weight</td>
<td>holds head up well when lifted</td>
<td>moves and holds head easily in all directions</td>
<td></td>
<td></td>
<td>Activities to improve head and trunk control (see p. 362).</td>
</tr>
<tr>
<td>Rolling</td>
<td>rolls belly to back</td>
<td>rolls back to belly</td>
<td>rolls over and over easily in play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Activities to develop rolling and twisting (see p. 304).</td>
</tr>
<tr>
<td>Sitting</td>
<td>sits only with full support</td>
<td>sits with hand support</td>
<td>sits well without support</td>
<td>twists and moves easily while sitting</td>
<td>can walk on tiptoes and on heels</td>
<td>walks easily backward</td>
<td>walks easily on one foot</td>
<td></td>
<td>Work on sitting. Special seating if needed (p. 308).</td>
</tr>
<tr>
<td>Crawling and walking</td>
<td>begins to creep</td>
<td>scoots or crawls</td>
<td>pulls to standing</td>
<td>takes steps</td>
<td>walks</td>
<td>runs</td>
<td></td>
<td></td>
<td>Activities to improve balance (see p. 360).</td>
</tr>
<tr>
<td>Arm and hand control</td>
<td>grips finger put into hand</td>
<td>begins to reach towards objects</td>
<td>reaches and grasps with whole hand</td>
<td>passes object from one hand to other</td>
<td>easily moves fingers back and forth from nose to moving object</td>
<td></td>
<td></td>
<td>Eye-hand activities. Use toys and games to develop hand and finger control (see p. 305).</td>
<td></td>
</tr>
<tr>
<td>Seeing</td>
<td>follows close object with eyes</td>
<td>enjoys bright colors/shapes</td>
<td>recognizes different faces</td>
<td>eyes focus on far object</td>
<td>looks at small shapes clearly at 6 meters (see p. 453 for test).</td>
<td></td>
<td></td>
<td>Have eyes checked (see p. 452). If poor, see Chapter 30.</td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td>moves or cries at a loud noise</td>
<td>turns head to sounds</td>
<td>responds to mother’s voice</td>
<td>enjoys rhythmic music</td>
<td>understands simple words</td>
<td>hears clearly and understands most simple language</td>
<td></td>
<td></td>
<td>Have hearing checked. If poor, see Chapter 31.</td>
</tr>
<tr>
<td>Activity</td>
<td>Appropriate Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postural control of the head when carried in arms</td>
<td>6-8 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor co-ordination of eyes and head</td>
<td>16 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turning the head when a noise is made</td>
<td>20 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transferring objects from one hand to the other</td>
<td>28 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Postural control of the head from lying prone</strong></td>
<td>6-8 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approach objects from lying prone</td>
<td>16 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postural control of the head while body is pulled up</td>
<td>8 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship of body with hands</td>
<td>8 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feet to mouth</td>
<td>20 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rolling over by him or herself</td>
<td>20 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting by him or herself</td>
<td>20-28 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crawling by him or herself</td>
<td>24-28 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control the body in standing with maximum support</td>
<td>6 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk by him or herself</td>
<td>12-15 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognise mother’s face</td>
<td>16 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smile at a mirror image</td>
<td>20 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to a name</td>
<td>28 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reach out persistently for toys</td>
<td>32 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to words</td>
<td>40 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show interest in pictures</td>
<td>48 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflexes in the baby

Rooting Reflex
When something touches lips, baby opens mouth, puts tongue down and forward

Sucking Reflex
When something touches palate, baby sucks

Swallowing Reflex
When mouth fills with milk, baby swallows

Skill
Mother learns to position baby
Baby learns to take breast
<table>
<thead>
<tr>
<th>Child’s age</th>
<th>Fine motor skills activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 and 3 months</td>
<td>Holding an object</td>
</tr>
<tr>
<td>3 and 6 months</td>
<td>Trying to reach out for objects, putting things in mouth</td>
</tr>
<tr>
<td>6 months and 1 year</td>
<td>Trying to hold food, using hand and fingers to play games</td>
</tr>
<tr>
<td>1 year and 1-1/2 years</td>
<td>Scribble on paper, trying to play throw and catch with the ball</td>
</tr>
<tr>
<td>1-1/2 and 2 years</td>
<td>Drawing lines with pencil, using a spoon to eat food with little help</td>
</tr>
<tr>
<td>2 and 3 years</td>
<td>Brushing teeth and buttons the cloth with help</td>
</tr>
<tr>
<td>3 and 5 years</td>
<td>Builds using building blocks, uses a pencil to draw, turn pages of a book</td>
</tr>
<tr>
<td>5 and 7 years</td>
<td>Draws various shapes very easily, brushes and combs without support, cuts shapes very clearly</td>
</tr>
</tbody>
</table>

- **1—1 1/2 years**  
  Cylindrical Grasp

- **2—3 years**  
  Digital Grasp

- **3 1/2—4 years**  
  Modified Tripod Grasp

- **4 1/2—7 years**  
  Tripod Grasp
- Motor development of children with hypotonic/Dezvoltarea motorie a copiilor cu hipotonie (Down syndrome, Genetic disorders, Muscle atrophy, Spina bifida, Leziuni SNC)

- SENSORY PLAYS IN PHYSIOTHERAPY/activitati senoriale in fizioterapie (Tactile training, Proprioceptive training, Vestibular training)

- Motor development of children with muscle hypertonic/Dezvoltarea motorie a copiilor cu hipertoni musculara (Congenital and acquired/congenitale si dobandite:  
  • Cerebral palsy/paralizie cerebrală  
  • Hydrocephalic / Microcephalic  
  • Premature/prematuritate  
  • Mental retardation/retard mental  
  • Brain disease and injuries/Boli și leziuni cerebrale  
  • Brain stroke in early age/ Accident vascular cerebral la vârstă timpurie
Rositsa Iossifova PhD
Logopaedic Center “Romel”
New Bulgarian University

Teme prezentate:

- **Early communication**: assessment of children's gestures/ Comunicare timpurie: evaluarea gesturilor copiilor (6 to 18 months)
- Space, time and language (20 to 48 months)/ Spatiul, timpul si limbajul (20-48 luni)
- Basic concepts/ concepte de baza
3 main things about links between motor and language development/3 lucruri principale despre legăturile dintre dezvoltarea motorie și dezvoltarea limbajului

- Early motor development (non-linguistic behaviors)/Dezvoltare motorie timpurie (comportamente non-lingvistice)
  - Rhythmic arm Movements/miscari ritmice brat
  - Recognitory Gestures/gesturi recognoscibile
  - Protodeclarative Pointing/arata prodeclarativ

- Early Communication/comunicare timpurie
  - Babbling/Murmur (Bolboroseala)
  - First word Comprehension/Primul cuvant inteles
  - First word Production/Primul cuvant produs
I. Rhythmic arm movement coincides with the onset of reduplicated babble

II. Recognitory gestures & first word comprehension

III. Protodeclarative pointing

First steps/pointing/first words production
Verbal communication from 2;0 to 4;0 years/

Comunicarea verbală: 2 până la 4 ani

- Language assessment in children from 3 to 4 years/Evaluarea limbajului la copiii de la 3 la 4 ani
- Transition from simple sentence to complex sentence. Main issues./ Tranzitia de la propozitie simpla la propozitie complexa. Principalele probleme.
- The space!!! Stages/ Spatiu! Etape:

1. Container/ “in” (No geometrical structure)
2. Contact/“on” (Surface No geometrical structure)
3. Proximal/“near”, “up”, “down”...Has geometrical structure
4. Distal / “far”, “in front”, “north”... Has geometrical structure
Alte activități

- Vizitarea unui Centru pentru Intervenție timpurie „Karin Dom” - prezentarea proiectului „Intervenție timpurie”, prezentarea metodelor terapeutice din Centrul Karin Dom
- Vizitarea unui centru social pentru intervenție timpurie