

**MASTERS AND DIPLOMA THESES by  
STUDENTS OF POST GRADUATE COLLEGE OF SPECIAL EDUCATION  
ACADEMY (APS) in Warsaw ,Poland**

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**LOGOPAEDICS**

1. Pondo B. (2000): The influence of music-therapeutic Musica Medica device upon the speech of children suffering from cerebral palsy
2. Wiśniewska M. (2000): Musica Medica therapy – the effectiveness of its application during the exertion of logopedic influence upon children with dyslalia
3. Kaczmarek - Kudelko E. (2001): The application of vibro-acoustic device at the therapy of dyslectic children
4. Fulara U. (2002): The application of vibro-acoustic device at the therapy of children burdened with “the risk of dyslexia”
5. Michniewicz A. (2002): The support of rhotacism treatment with the vibro-acoustic device of Musica Medica
6. Rafalska E. (2002): The development of cognitive functions at spastic dysartia after brain hypoxia
7. Sobota R. (2002): The influence of vibro-acoustic therapy upon the development of speech at six-year old fraternal twins suffering from dyslalia – case study
8. Wilewska K. (2002): The influence of vibro-acoustic Musica Medica therapy in logopaedic work upon 7-years-old children with dyslalia
9. Wróbel J. (2002): The application of vibro-acoustic Musica Medica therapy at developing phonetic and phonemic sense of hearing at lisping children
10. Wyszynska J. (2002): The influence of vibro-acoustic music-therapy Musica Medica upon children with specific difficulties in reading and writing
11. Pytka M. (2003): The attempt of determining the effectiveness of Musica Medica vibro-acoustic method at the therapy of stuttering children
12. Salawa M. (2003): An innovative application of the vibro-acoustic Musica Medica method at the therapy of stuttering
13. Bielecka I. (2004): The influence of vibro-acoustic Musica Medica sessions upon the development of speech at a seven-years-old child suffering from dyslalia
14. Rozbicka E. (2004): The effectiveness of applying the vibro-acoustic Musica Medica therapy to people with the problem of stuttering
15. Bieniek-Nowakowska A. (2005): The application of vibro-acoustic Musica Medica therapy at the logopaedic influence upon socially neglected children suffering from functional dyslalia
16. Krzykwa A. (2005): The application of vibro-acoustic Musica Medica method at the therapy of adults with the problem of stuttering

17. Sors-Lechert A. (2005): The influence of vibro-acoustic Musica Medica therapy upon the communication skills of a child with a high degree of mental disability, suffering from cerebral palsy Wpływ terapii
18. Tomaszewicz M. (2005): The significance of applying vibro-acoustic Musica Medica therapy at younger schoolchildren suffering from dyslalia

### **SURDOPEDAGOGY**

1. Cieślik A. (2000): The influence of the vibro-acoustic Musica Medica therapy upon the speech of children with hearing impairment
2. Włodarczyk M. (2000): The application of the vibro-acoustic method at activating the remnants of hearing at hearing impaired children
3. Stygar D. (2001): The influence of the vibro-acoustic therapy upon the visual memory of hearing impaired children
4. Staroń M. (2002): The influence of vibro-acoustic Musica Medica music therapy upon the comprehension of perfective and imperfective aspect of verbs
5. Tramp M. (2003): The influence of vibro-acoustic sessions on the sense of balance of hearing impaired children
6. Wieczysława S. (2005): The influence of Musica Medica vibro-acoustic therapy on the surrounding sound identification at hearing impaired children

### **TYFLOPEDAGOGY**

1. Kramarz E. (2000): Musica Medica vibro-acoustic music therapy – its application at the therapy of blind and multiply handicapped children

### **REHABILITATIVE PEDAGOGY\* PEDAGOGY OF THE MENTALLY HANDICAPPED**

#### **AGGRESSION**

1. Jagnysiak M. (2001): The influence of vibro-acoustic sessions on the decrease in aggression level of adolescents
2. Kwiatkowski P. (2001): Modification of children's aggressive behavior under the influence of Musica Medica vibro-acoustic therapy
3. Jastrzab E. (2002): The influence of Musica Medica vibro-acoustic sessions on the decrease in aggression level at socially unadjusted youths
4. Masiuk K. (2000): The application of vibro-acoustic therapy at special education – the influence of Musica Medica on the decrease of aggression level at mentally handicapped adolescents
5. Przepiórka L. (2000): The influence of vibro-acoustic sessions on aggressive children with slight mental handicap
6. Zalewska K. (2002): The influence of vibro-acoustic sessions at the decrease in aggression level of children with serious mental handicap

## **ANXIETY**

1. Rogalska K. (2001): The influence of Musica Medica sessions on the level of overt fear
2. Kmiołek K. (2002): The influence of Musica Medica vibro-acoustic therapy on the decrease in anxiety level of socially unadjusted boys
3. Żywicki M. (2000): The application of vibro-acoustic therapy at special education – the influence of Musica Medica on the anxiety level of adolescents with slight mental handicap

## **PSYCHOMOTOR HYPERACTIVITY, PEDAGOGY OF THE MENTALLY HANDICAPPED**

1. Naumowicz M. (2001): The influence of vibro-acoustic sessions on hyperactive children at the pre-school age
2. Rusiłowicz M. (2001): The application of the vibro-acoustic device at the therapy of six-year old children with psychomotor hyperactivity symptoms
3. Maciążek M. (2005): The application of Vibro-acoustic Musica Medica therapy to the alleviation of tension among elementary education children suffering from psychomotor hyperactivity
4. Ignatowska K. (2001): The application of Musica Medica vibro-acoustic therapy at the alleviation of tension among children with psychomotor hyperactivity and slight handicap (ADHD)
5. Zagajewska U. (2002): The application of Musica Medica vibro-acoustic unit at the therapy of children with more serious mental handicap and symptoms of psychomotor hyperactivity
6. Domin E. (2005): The application of Musica Medica vibro-acoustic therapy at the alleviation of tension of a psychomotorically hyperactive child

## **PEDAGOGY OF THE MENTALLY HANDICAPPED**

1. Włosek A. (2000): The application of vibro-acoustic sessions at the alleviation of ipsatia phenomenon among children with serious mental handicap
2. Reczek A. (2001): The influence of Musica Medica vibro-acoustic therapy on the speech development of children with slight and serious mental handicap
3. Piotrowski D. (2002): The influence of music therapeutic activities with the application of musica Medica vibro-acoustic unit on the reduction of stereotypical behavior of children with serious mental handicap
4. Fic K. (2003): The influence of Musica Medica vibro-acoustic therapy on emotions and social behavior of mentally handicapped children
5. Bender D. (2006): The influence of Musica Medica vibro-acoustic therapy on a child with emotional disorders and slight mental handicap

## **AUTISM**

1. Pakulski M. (2000): An attempt to use the Musica Medica unit at the therapy of an autistic child
2. Regulska M. (2003): The influence of Musica Medica vibro-acoustic sessions on the social development of an autistic boy
3. Zaleszczyk M. (2003): The influence of vibro-acoustic sessions on the development of adaptation behavior of an autistic child
4. Pilarczyk P. (2005): Vibro-acoustic therapy as a factor influencing the organ and psyche of an autistic child with serious mental handicap
5. Świętochowska E. (2005): The influence of Musica Medica on the stimulation of the excessive appetite on the example of a child with serious mental handicap with autism features
6. Kałuska S. (2006): The application of vibro-acoustic therapy at work with an autistic child
7. Kiela B. (2006): The application of Musica Medica vibro-acoustic therapy at a pedagogic work with an autistic child

## **PRENATAL AND POSTNATAL PERIOD**

1. Szatybelko-Nowakowska D. (2001): The influence of Musica Medica vibro-acoustic effect on children during the prenatal and postnatal
2. Olszewska A. (2003): Prenatal communication of the mother and child with the help of Musica Medica vibro-acoustic device and of other forms of dialogue inside and outside the womb
3. Rutkowska A. (2004): The influence of Musica Medica vibro-acoustic music therapy on some of the reactions of children between the period of 3 months of prenatal existence and 2 years of postnatal life.

## **PSYCHOPEDAGOGY OF CREATIVITY**

1. Przychoda J. (2002): The influence of applying Musica Medica unit on the results achieved at tests measuring various forms of creative activity

## **DIDACTICS**

1. Dolota. A. (2001): The application of vibro-acoustic therapy in relation to children with various difficulties at learning maths
2. Oleksiak R. (2004): The influence of Musica Medica on specific difficulties at children's learning
3. Lewandowska H. (2005): The influence of Musica Medica vibro-acoustic therapy upon math learning of six-year old children

## **GLOTTODIDACTICS**

1. Frelek R. (2006): The influence of Musica Medica vibro-acoustic therapy on language competence of six years old children

## **MEDICINE**

1. Grzegorzka A. (2001): The influence of applying the vibro-acoustic device upon phantom pains after the amputation of lower limbs
2. Kowalska A. (2001): The influence of Musica Medica vibro-acoustic therapy upon people suffering from schizophrenia
3. Lutoborska M. (2001): The application of Musica Medica vibro-acoustic therapy at people suffering from neurosis
4. Archanowicz A. (2003): A creative influence of vibro-acoustic therapy upon depression treatment
5. Chrobak B. (2005): The influence of vibro-acoustic sessions upon the frequency, duration and force of epileptic fits of a man suffering from epilepsy with serious mental handicap
6. Grochal M. (2006): The influence of Musica Medica vibro-acoustic therapy upon residents of Casa s. Martin elderly people foster home in Switzerland
7. Gryz B. (2006): The application of Musica Medica vibro-acoustic therapy to a child with sensory integrity disorders

**Works and research in progress:** As a part of Master's degree seminar, theoretic and practical research of vibro-acoustic Musica Lingua sessions application at pre-school children English teaching and elementary education have been initiated. Work and research were taken up by eight female students specializing at glottodidactics and integrated teaching.