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# Teaching Children with Speech and Language Difficulties

Deirdre Martin

A David Fulton Book

# Teaching Children With Speech And Language Difficulties

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## **Teaching Children With Speech And Language Difficulties:**

**Teaching Children with Speech and Language Difficulties** Deirdre Martin, 2013-10-28 First Published in 2000 Each publication in this series of books is concerned with approaches to intervention with children with specific needs in mainstream schools This book is written particularly for newly qualified teachers who have not worked in mainstream classrooms with learners who have speech and language difficulties Experienced teachers may also find it helpful if they are new to working with learners who have these difficulties The ideas in the book are set in the inclusive context of a mainstream classroom where children with different language learning needs are supported to access a broad and balanced curriculum

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**Applied Linguistics and Primary School Teaching** Sue Ellis, Elspeth McCartney, 2011-04-07 Modern primary teachers must adapt literacy programmes and ensure efficient learning for all They must also support children with language and literacy difficulties children learning English as an additional language and possibly teach a modern foreign language To do this effectively they need to understand the applied linguistics research that underpins so many different areas of the language and literacy curriculum This book illustrates the impact of applied linguistics on curriculum frameworks and pedagogy It captures the range of applied linguistics knowledge that teachers need and illustrates how this is framed and is used by policy makers researchers teacher educators and the other professions who work with teachers in schools It considers how to effect professional development that works It is essential reading for primary teachers but also for speech and language therapists educational psychologists learning support teachers and all those doing language or literacy research in the primary classroom

**Teaching Children to Listen** Liz Spooner, Jacqui Woodcock, 2010-03-25 Complete practical guide to improving the listening skills of children of a range of abilities aged 3-11

*Teaching Students with Language and Communication Disabilities* S. Jay Kuder, 1997 This book has been written with special education teachers in mind There is a strong research base yet the material is very accessible There are numerous case studies that illustrate the impact of language disorders on students and on classrooms Activities at the end of chapters provide suggestions for group or individual projects This book takes a categorical approach including descriptions of language disabilities by category of disability For professionals working in the field of special education

**The Effective Teacher's Guide to Autism and Communication Difficulties** Michael Farrell, 2006-03-10 This clear practical and teacher friendly book

examines the causes and consequences of autism and other communication difficulties Focusing on educational aspects the book pays particular attention to issues teachers may encounter with speech grammar meaning use of language and comprehension and leads the reader through terms and definitions legal considerations classroom strategies pedagogical issues Highly accessible and authoritative this is a rich source of knowledge ideas and guidance on how to achieve good practice in the c

*Children's Language and Communication Difficulties* Julie Dockrell,1999-06-03 Children s language difficulties affect many areas of functioning and development Since most children with these difficulties are expected to function in ordinary schools and nurseries it is important that parents teachers and practitioners have a broad understanding of the issues Language and communication problems typically fall under the umbrella terms language disability language delay or language difficulties They can range from an occasional difficulty with certain sounds to an inability to communicate using spoken language These problems can occur in isolation or be associated with a range of special needs such as hearing loss visual impairment or learning disabilities This is the first introductory text to outline the difficulties experienced by children and link these to issues surrounding multidisciplinary assessment intervention and service provision Children s Language and Communication Difficulties offers professionals and parents an up to date account of the developmental language problems that children experience the provision available to meet the child s needs the long term impact of language difficulties The authors examine the problems of identification and diagnosis and explore the range of physical and cognitive disabilities associated with language problems They have also looked closely at alternative forms of communication and have provided the reader with discussion and evaluation of recently developed intervention techniques

The Fulton Special Education Digest Ann Worthington,2013-11-19 This fully updated second edition is an essential reference book that contains a wealth of resources and practical information relating to the education and care of children with special educational needs Within its pages you will find an accessible jargon free overview of current SEN policies and how they affect parents teachers and children contact details of over 1 000 selected organizations charities and services that exist to help the child with special educational needs an extensive glossary of terms and medical conditions associated with special education pointers to useful resources on the Internet the names and addresses of Local Education Authorities all of which can provide information on inclusive schooling the names and addresses of over 1 800 special schools in the UK and advice on how to make links with other professionals to ensure all children with special educational needs are getting the attention to which they are entitled Any teacher teaching assistant parent or carer of a child or children with special educational needs will find this book a useful companion

**Teaching Children 3-11** Anne D Cockburn,Graham Handscomb,2011-11-11 Focusing on the major topics underpinning professional studies strands in primary and early years teacher education Teaching Children Three Eleven provides indispensable coverage of vital practical and conceptual issues that support good teaching practice This Third Edition of the popular textbook has been carefully revised following detailed lecturer feedback

to meet the evolving needs of students training to teach across the three to eleven age range Featuring four new chapters on curriculum development cross curricular teaching diversity and inclusion and communication in the classroom and engaging with the growing need for Master s level study in teacher education the new edition offers a balanced contemporary overview of modern teaching practice in an engaging and accessible manner This is essential reading for all students on primary and early years initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE SCITT and employment based routes into teaching It will also be invaluable for those starting out on their professional careers Anne Cockburn is Professor of Early Years Education at the University of East Anglia Graham Handscomb is Senior Manager in Strategic Development for School Improvement and Early Years at Essex County Council

**What Teachers Need to Know about Students with Disabilities** Peter S. Westwood, Peter Westwood, 2009 Provides an overview of the disabilities that teachers may encounter in their classrooms Explains how disabilities impact on students learning and development Covers intellectual disability autism Asperger syndrome other pervasive developmental disorders physical and health impairments vision and hearing impairments language and learning disorders and emotional and behavioural disorders

**Helping Children to Build Self-Esteem** Deborah Plummer, 2007-03-27 This activities book will support teaching staff therapists and carers in encouraging feelings of competence and self worth in children and their families It is primarily designed for use with individuals and groups of children aged 7 11 but the ideas can easily be adapted for older and younger children and children with learning difficulties

*Closing the Educational Achievement Gap for Students With Learning Disabilities* Nyemba, Florence, Chitiyo, Rufaro Audrey, 2023-10-04 Recently there has been a growing demand for diversity and inclusion in schools worldwide to ensure effective learning for every student Efforts have been made to support teachers in promoting diversity in classrooms but research shows that students with learning disabilities LD including autism spectrum disorder neurodevelopmental disabilities dyslexia and executive dysfunction still struggle to keep up despite having individualized education programs IEPs These students are not receiving the necessary support they need to learn effectively in the classroom leaving them behind and often completely unprepared for their futures When intersectional statistics are taken into account students who have a learning disability and are among minority ethnic groups have even lower rates of earning a diploma than their counterparts Changes in the educational system must be made to close this learning chasm and create a more equitable learning environment

*Closing the Educational Achievement Gap for Students With Learning Disabilities* increases awareness of the issue of inequalities in education for students with learning disabilities through improved training programs for teachers recommendations for policy changes and development of new strategies to close the gap between these students and their classmates The goal of this book is to educate and empower educators researchers and policymakers on how they can help students with learning disabilities thrive academically and emotionally It examines the barriers that prevent teachers from effectively providing instruction to these students This book covers topics such as

achievement gaps student centered approaches and culturally responsive teaching and is ideal for educators professionals researchers special education professionals speech and occupational therapists disability service providers intervention strategists psychologists parents and local communities

### **Inclusion For Children with Speech and Language**

**Impairments** Kate Ripley, Jenny Barrett, Pam Fleming, 2013-01-11 This book is about children with speech and language impairments and what teachers and other professionals can do to promote their learning and their social inclusion in a mainstream setting A brief introduction to SLI is followed by a chapter on the main issues for the classroom how teachers can support the preferred learning style of the children and literacy and numeracy strategies are each given a separate section Inclusion involves more than the learning experience and so the social emotional and behavioral agenda including successful transition and working with parents is given equal emphasis

### **Language Disorders And Intervention**

**Strategies: A Practical Guide To The Teachers** G.Lokanadha Reddy, 2004 Contents Nature of Language and its Development Language Development Perspectives Theories and Models Assessment of Language Disorders Planning Language Intervention for Pre school and Schoolaged Children Language Intervention Approaches A Critical Evaluation Language Disorders and Special Population

Childhood Developmental Language Disorders: Role of Inclusion, Families, and Professionals Katsarou, Dimitra, 2023-11-28 The fields of neurolinguistics and psycholinguistics often lack comprehensive resources that address the diverse range of developmental language disorders while also providing insights into effective treatments and special education approaches Many existing books focus on specific disorders or groups of disorders leaving a gap in knowledge and understanding for academic scholars and professionals seeking a broader perspective This limitation hampers efforts to support individuals with developmental language disorders and integrate them into schools and society Childhood Developmental Language Disorders Role of Inclusion Families and Professionals is a groundbreaking book offers a holistic and inclusive approach to developmental language disorders This edited volume covers a wide range of disorders and provides insights into linguistic approaches treatment methods and special education practices It serves as a comprehensive resource that equips academic scholars educators clinicians therapists and parents with the knowledge and strategies needed to address developmental language disorders effectively With chapters authored by experts in the field the book explores topics such as psycholinguistics neurolinguistics etiology differential diagnosis genetic syndromes dyslexia autism aphasia stuttering psychological problems and language developmental psychopathology cognitive and linguistic profiles special education therapy inclusion and the roles of schools families and caregivers

Training of teachers Great Britain: Parliament: House of Commons: Children, Schools and Families Committee, 2010-02-09 Incorporating HC 369 i to v session 2008 09

**Handbook of Speech-Language Therapy in Sub-Saharan Africa** Ulrike M. Lüdtke, Edward Kija, Mathew Kinyua Karia, 2023-02-03 This book synthesizes research on language development and communication disability in Sub Saharan Africa and highlights best practices for providing speech and language therapy services to individuals with language

communication and hearing disorders across the lifespan The book brings together a wide range of international contributions from various disciplines such as speech language pathology audiology developmental psychology language education social work neurology neuropsychology pediatrics linguistics pedagogy and phonetics to provide perspectives on problems challenges ideas concepts and models to serve the people in Sub Saharan Africa Key areas of coverage include Challenges for speech language therapists in the health sector Community awareness and the sustainable delivery of services Culture specific support of communication and language development in early childhood Malnutrition dysphagia feeding difficulties pediatric HIV and related issues Communication disability treatments including assessment and intervention augmentative and alternative communication AAC and issues specific to bilingualism and biliteracy Inclusive education of children with communication disorders with case studies from Rwanda Tanzania Kenya and South Africa The Handbook of Speech Language Therapy in Sub Saharan Africa is an essential reference for researchers professors and graduate students as well as clinicians therapists and other professionals in developmental psychology speech language pathology and therapy social work neuropsychology pediatrics special education community based rehabilitation and all related disciplines

**Speech and Language Difficulties in the Classroom** Deirdre Martin,Carol Miller,2012-07-26 Now fully updated and revised in the light of recent developments in practice this book discusses children s language development and language difficulties in the context of the classroom The book will help the practitioner to understand the range of language difficulties experienced by children and will assist them in planning appropriate activities with pupils their parents and other education professionals In particular this second edition offers further guidance for teachers on observing children s communication skills in school fully revised and updated chapters in the light of recent research advice for schools on the implications of the increased emphasis on language and communication needs in the revised SEN Code of Practice 2001 and discussion about the increasingly recognized links between communication difficulties and EBD

**Educating Children with Complex Conditions** Winand H Dittrich,Rona Tutt,2008-09-18 This is an important contribution to the field of SEN By putting the child into a context the authors recognize that each child is unique and cannot be reduced to a simple diagnosis Highly recommended SEN Magazine In just over 100 pages this book gives the clearest account I have yet read of overlapping and co existing conditions All professionals working with children with complex conditions will find it both interesting and practical Special The book is written in an easily digestible form and provides insight into overlapping conditions as well as advice on support to those working to meeting the needs of pupils with these complex disorders SNIP Many have tried but few have succeeded in bringing together the varying threads of special educational needs into a concise and proactive format I know having tried and failed myself Here at last Dittrich and Tutt have created a fascinating account of the current SEN world and have succeeded in my opinion in demystifying and explaining the significance of specific SEN terms while illustrating that overlap is more the norm than the exception Well researched and written with both clarity and experience

the authors stress that there really is no such thing as a SEN child but that some children are in essence more interesting in their learning and behaviour style than others Fintan O Regan Author and Consultant There are growing numbers of children displaying the symptoms of more than one condition or disorder and this has led to those involved in education needing to understand which conditions commonly overlap or co exist and how to meet children s more complex needs By bringing together some of the latest research on how the brain learns with what is known about identifying developmental disorders that appear to have a common biological basis this book covers what is known about a common group of disorders including ADHD autistic spectrum disorders dyslexia dyscalculia and dyspraxia how to recognise when a child may have more than one condition what teaching approaches and strategies might be most relevant Written in a non technical style the book blends together scientific knowledge from different disciplines and translates it into practical terms for school leaders practitioners in the field of special educational needs and disabilities and students following courses in higher education **Time to Talk** Jean Gross,2013-05-21 Time to Talk provides a powerful and accessible resource for practitioners to help develop their own skills as well as supporting a whole school or setting approach to speaking and listening Written by the government s former Communication Champion for children it showcases and celebrates effective approaches in schools and settings across the country Jean Gross helpfully summarises research on what helps children and young people develop good language and communication skills and highlights the importance of key factors a place to talk a reason to talk and support for talk This practical and engaging book also provides whole class approaches to developing all children and young people s speaking and listening skills catch up strategies for those with limited language ways in which settings and schools can develop an effective partnership with specialists such as speech and language therapists to help children with more severe needs examples of good practice in supporting parents carers to develop their children s language skills answers to practitioners most frequently asked questions about speech and language This book is for all school leaders teachers and Early Years practitioners concerned about the growing number of children and young people with limited language and communication skills



## The Enigmatic Realm of **Teaching Children With Speech And Language Difficulties**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Teaching Children With Speech And Language Difficulties** a literary masterpiece penned by way of a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of people who partake in its reading experience.

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