# Practice tip: How to assess and support students with reading and speech sound difficulties



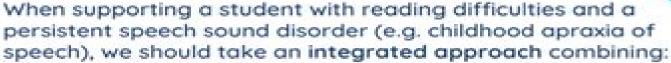
A school-aged child with a history of a speech sound disorder is at a significantly increased risk of reading difficulties.

of children with About reading difficulties 25-30% have a history of speech sound disorders in preschool.



When assessing the reading skills of a school-aged child with a persistent speech sound disorder (or history), professionals need to go beyond just checking grapheme-phoneme links and word recognition skills, and assess:

- motor-speech production skills, e.g. on phonologically complex, polysyllabic words, syllable sequencing and production tasks; and
- oral language skills, including vocabulary, morphology, suntax, and social use in discourse.





- speech sound production practice:
- explicit training of phoneme-grapheme links, and blending & segmenting skills; and
- (if needed) explicit support for oral and written expressive language development, including at the sentence and discourse levels.

Main source: Hiller, G. & Lewis, B.A. (2022). Reading Skills in Children with Suspected Childhood Apraxia of Speech and Children with Reading Disorders: Same or Different? Language, Speech, & Hearing Services in Schools, 53, 985-1005.



# **Speech And Language Difficulties In The Clabroom**

Ron Colarusso, Colleen M. O'Rourke

# **Speech And Language Difficulties In The Clabroom:**

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 **Communication Disorders in the** Classroom William O. Haynes, Michael Moran, Rebekah Pindzola, 2006 Speech language and hearing disorders have the potential to affect a student communicatively socially psychologically and academically In this work the authors cover the range of impairments found in school age children with suggestions for teacher intervention Topic coverage includes 1 Legal issues and service delivery models 2 Normal aspects of communication 3 The development of language and phonology 4 Phonological disorders 5 Children with limited language 6 School age and adolescent language disorders 7 Dialectal differences African American English as a case study 8 Fluency disorders 9 Voice disorders 10 Hearing impairment 11 Craniofacial anomolies 12 Neurological impairment 13 Communication disorders and academic success Each chapter includes teacher tips key terms study questions and suggestions for further reading **Supporting Children with** Communication Difficulties in Inclusive Settings Linda McCormick, Diane Frome Loeb, Richard L. Schiefelbusch, 2003 This thoroughly updated text is written especially for future language interventionists and special education teachers who will work on collaborative teams in public settings Supporting Children with Communication Difficulties in Inclusive Settings Second Edition teaches an innovative service delivery model where parents and professionals share expertise and responsibility for maximizing and supporting language and communicative competence in classrooms with wide ability and cultural racial ethnic linguistic and economic diversity. It provides step by step directions and hands on activities to give students practice in applying the procedures The writing is clear and does not assume that the student has had previous courses or knowledge in speech language intervention The content offers basic strategies to assess plan for teach and evaluate language and communication **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 Teaching Students With Communication Disorders Jim Ysseldyke, Bob Algozzine, 2006-03-24 Strengthen the spoken and written expression of students with speech and language disorders Communication disorders affecting speech and language rank as the second most common reason students receive special education How can special and general education teachers help these students achieve successful outcomes academically and in their interpersonal relationships What instructional approaches provide the most beneficial learning experiences and help build confidence and self esteem Teaching Students With Communication Disorders offers tools to help educators identify communication disorders distinguish speech from language impairments reduce common communication problems and eliminate negative stereotypes Providing a pretest posttest key vocabulary terms and additional resources to help teachers and speech therapists increase their understanding about communication disorders and effective intervention strategies this valuable resource highlights Criteria for identifying speech and language disorders Cognitive academic physical behavioral and communication characteristics of common communication disorders Appropriate teaching and class management strategies Trends and issues influencing instructional approaches and the delivery of speech and language Teaching Children with Speech and Language Difficulties Deirdre Martin, 2013-10-28 First Published in 2000 services 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 <u>Language Disorders from Infancy Through Adolescence - E-Book</u> Rhea Paul, Courtenay Norbury, 2012-01-14 Language Disorders from Infancy Through Adolescence 4th Edition is the go to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment This core resource spans the entire developmental period through adolescence and uses a descriptive developmental approach to present basic concepts and vocabulary an overview of key issues and controversies the scope of communicative difficulties that make up child language disorders and information on how language pathologists approach the assessment and intervention processes This new edition also features significant updates in research trends instruction best practices and social skills assessment Comprehensive text covers the entire developmental period through adolescence Clinical application focus featuring case studies clinical vignettes and suggested projects helps you apply concepts to professional practice Straightforward conversational writing style makes this book easy to read and understand More than 230 tables and boxes summarize important information such as dialogue examples sample assessment plans assessment and intervention principles activities

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The Enigmatic Realm of **Speech And Language Difficulties In The Clabroom**: 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 lacking extraordinary. Within the captivating pages of **Speech And Language Difficulties In The Clabroom** a literary masterpiece penned with a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book is core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of people who partake in its reading experience.

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Explain the use of slings and sling arrangements. 

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