

# Supporting Children with Communication Problems

**Sharing the Workload**

Jannet A. Wright and Myra Kersner

A David Fulton Book

# Supporting Children With Communication Problems

**Hull City Council**



## **Supporting Children With Communication Problems:**

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*Supporting Children with Communication Difficulties in Inclusive Settings* Linda McCormick, Diane Frome Loeb, Richard L. Schiefelbusch, 1997 This book is written especially for language interventionists and special education teachers who work on collaborative teams in public settings This book teaches an innovative service delivery model where parents and professionals share expertise and responsibility to maximize and support language and communicative competence in classrooms with wide ability 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 reader has had previous courses or knowledge in speech language intervention The content offers a solid foundation in basic procedures for classroom based intervention for all children with language and communication difficulties For professionals working in the fields of audiology speech language pathology and deaf education  
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Wright, 2013-11-12 First Published in 1998 Supporting Children with Communication Problems sharing the workload is therefore for practising teachers and therapists who have begun to work together and wish to know more about the process as well as for those professionals who may be considering embarking on such work but need to consider the pros and cons of working in this way The book is also for student teachers and speech and language therapy students  
*Supporting Young Children with Communication Problems* Myra Kersner, Jannet A. Wright, 2015-04-24 Now in its fourth edition formerly published as *How to Manage Communication Problems in Young Children* this invaluable guide to understanding and helping children whose speech and or language is delayed or impaired has been completely revised and updated and provides readers with Practical advice on how to recognise communication problems Strategies for supporting children with speech language and communication needs Best practice guide for parents and professionals working in partnership Contributions from a wide range of specialist speech and language therapists Reflecting new developments and current practice this book is of interest to parents early years practitioners students in education and speech and language therapy and anyone interested in pursuing a career with young children in the foundation years Written in an accessible style it assumes no prior knowledge and includes a range of practical suggestions for dealing with children with all kinds of communication difficulties

*Supporting Young Children with Communication Problems* Myra Kersner, Jannet A. Wright, 2015 Now in its fourth edition this invaluable guide to understanding and helping children whose speech and or language is delayed or impaired has been

completely revised and updated and provides readers with Practical advice on how to recognise communication problems Strategies for supporting children with speech language and communication needs Best practice guide for parents and professionals working in partnership Contributions from a wide range of specialist speech and language therapists Reflecting new developments and current practice this book is of interest to parents early years practitioners students in education and speech and language therapy and anyone interested in pursuing a career with young children in the foundation years It assumes no prior knowledge and includes a range of practical suggestions for dealing with children with all kinds of communication difficulties      Supporting Children with Speech and Language Difficulties Hull City Council,2015-06-19

Completely revised and updated in light of the new SEND 2014 Code of Practice this new edition describes the different types of difficulties experienced by pupils with speech language and communication needs It will help teachers and other professionals to feel more confident by providing expert guidance and practical strategies and as a professional development tool will also encourage outstanding practice by suggesting ideas and materials for in house training sessions The wide ranging and accessible chapters explore topics including Listening skills Phonological awareness Comprehension of language Activities for circle time Working with parents Featuring useful checklists templates and photocopiable resources this practical resource contains a wealth of valuable advice and tried and tested strategies for identifying children and young people with speech language and communication needs ensuring they have the support they need to make exceptional progress      Identifying and Supporting Children with Specific Learning Difficulties Pamela Deponio,Christine

Macintyre,2003-12-16 Many children experience difficulties which impact on their learning at home and school Some children are considered to have a specific learning difficulty such as dyslexia or dyspraxia but other children display a range of indicators which cross the boundaries of specific named conditions If teachers are to offer appropriate support the authors of this highly practical book argue that they must look beyond the label to assess the whole child This is an informative book which encourages teachers to consider children as individuals rather than attempting to match them to existing sets of indicators pinpoints the overlap of indicators within different specific learning difficulties considers the process of assessment explains the implications of the children s difficulties offers tried and tested strategies to promote inclusive learning Teachers teaching assistants Special Educational Needs Co ordinators and students undertaking teacher education courses will all find this a refreshingly accessible book      **Supporting Children at The Early Years Foundation Stage: A**

**Guide for Parents** Sylvia Edwards,      Supporting Children with Autism in Mainstream Schools Diana Seach,Michele Lloyd,Miranda Preston,2002-04-01 It is increasingly common for children with autism to attend mainstream schools In this book the authors use their expertise and considerable experience of working with and observing pupils with autism to exemplify the challenges faced in the classroom Most importantly they suggest practical strategies for successfully meeting pupil s learning needs The case studies bring to life the everyday concerns of young people their parents and teachers and

provide different contexts for the demonstration of good practice      *Supporting Children with Behaviour Issues in the Classroom* Hull City Council, 2016-07-25 This completely revised edition is an easy to use resource for teachers TAs and SENCOs concerned about behavioural issues in the classroom It will support school staff in their approach to a range of behavioural issues through a range of tried and tested strategies including How to create an environment of support and acceptance Techniques to provide an effective leaning environment Ways in which to communicate clearly with children with poor communication skills Whole class and whole school approaches for a positive learning environment How to maintain appropriate behaviours during unstructured break times This accessible reference tool will help any teacher to create and maintain a classroom environment conducive to learning Packed with resources it also includes templates and example Personal Support Plans written by practitioners for practitioners      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      **Diploma in Child Care and Education** Penny Tassoni, 2002 Diploma in Child Care and Education is clearly written and covers all the underpinning knowledge in CACHE Certificate in Child Care and Education      Supporting Children with Special Educational Needs Marian Halliwell, 2012-09-10 First Published in 2004 Written in the context of recent legislation concerning disability and special educational needs this book contains helpful information about a range of special educational needs and provides clear guidance to help assistants give support in schools and pre school settings The advice promotes the inclusion of all pupils and suggests ways to raise the achievement of every individual The following areas are covered definitions of SEN and the principles of inclusion the Code of Practice the Disability Discrimination Act and the implications for schools target setting and IEPs the role of the assistant in giving support working with other professionals and a glossary of terms Written for teachers and teaching assistants      **The best start in life?** Great Britain: Parliament: House of Commons: Work and Pensions Committee, 2008-03-10 The Government has set itself the challenging target of halving the number of children living in poverty by 2010 11 and eradicating child poverty by 2020 With 2010 fast approaching Ministers are still committed to the targets and the Committee wanted to ascertain whether DWP has the right measures in place to meet its objectives Significant progress has been made but the target remains challenging there are still 2 8 million children living in poverty and the most recent data shows a slight increase in this number The Committee is convinced of the damaging effect of poverty on a child s self esteem and expectations and also its effects in contributing to social exclusion Children growing up

in poverty are also more likely to have poorer health and poorer educational outcomes There are groups of children who have a much higher risk of growing up in poverty for example if they or a parent are disabled and there are higher poverty rates amongst Pakistani Bangladeshi and black children Getting parents into sustainable work should be the focus of the strategy to lift them and their children out of poverty but there are concerns that the Jobseekers Allowance regime is not sufficiently flexible to reflect the complexity of lone parents lives To eradicate child poverty by 2020 the Government needs a long term strategy on benefit income for those who are unable to work If benefits are uprated in line with inflation the gap between the incomes of those in work and those on benefits will only get wider as benefits will not keep pace with earnings As poverty is measured as a percentage of median earnings the implications for the 2020 target in particular are serious **Supporting**

**Children with DLD** Kate Kempton,2022-02-06 This picture book and guidebook set has been developed to help raise awareness of Developmental Language Disorder and to highlight the impact of DLD from the child s point of view Harry s Story introduces a child who faces daily challenges in school due to his language difficulties It explores how these challenges are made easier by his teachers understanding and support as he finds new ways to communicate Supporting Children with DLD provides essential information prompts and suggestions for adults to help understand the experience of children with DLD It offers supportive strategies and activities to help children express themselves effectively and ask for help when they need it This resource can be used both directly with children aged 6 11 to talk about and explore DLD and also as a training tool with the parents and professionals who support them With research suggesting an average of two children per classroom are affected by DLD this is an essential set for parents and professionals looking to understand the condition *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 **Supporting Children with Learning Difficulties** Christine Turner,2011-08-11 How

do you teach history to a child who can t remember what she had for dinner What difference will it make to a child s counting skills if you place the objects in a line rather than dropped randomly on the table Will breaking down a task into smaller steps help a young person learn how to dress himself Children with learning disabilities do not follow set patterns of learning and yet often they are expected to learn in the same way as their non disabled peers Christine Turner draws on 25 years experience gained from teaching children with severe profound and multiple disabilities to provide an introduction to learning disabilities and the effect they have on the individual and the family She proposes holistic strategies to ensure that every child makes progress regardless of the extent of their disability All aspects of learning from the simplest forms of non verbal communication to the way ICT can motivate and inspire are explored in this practical and informal guide for anyone wanting to support a child with learning difficulties **Speech and Language Impairments in Children** Dorothy V.M

Bishop, Laurence B Leonard, 2014-04-23 Delayed development of speech and or language is one of the commonest reasons for parents of preschool children to seek the advice of a paediatrician Accessible to non academic Speech and Language Impairments provides an overview of recent research developments in specific speech and language impairments written by experts in the field Topics include normal and disordered development of problems crosslinguistic studies pragmatic language impairments early identification educational and psychiatric outcomes acquired epileptic aphasia and experimental studies of remediation The book concludes with a chapter by Michael Rutter that gives guidelines for conducting and evaluating research in this field *Children with Social, Emotional and Behavioural Difficulties and Communication Problems* Melanie Cross, 2011-08-15 Children and young people with social emotional and behavioural difficulties SEBD are far more likely to have communication problems than their peers Exploring the ways in which children s language and emotional development are linked Melanie Cross considers the reasons why behavioural and communication difficulties often occur together *Supporting Children and Young People's Learning* Shelley Gray, Jennifer Wallace, Scottish Consumer Council, 2005-12-20 A parent s guide to additional support and learning presenting the key features of the Education Additional Support for Learning Scotland Act 2004 It gives an overview of the planning processes involved with a child with additional support needs how the different plans relate and focuses on the Co ordinated Support Plan CSP

## Decoding **Supporting Children With Communication Problems**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Supporting Children With Communication Problems**," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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