

MEETING SPECIAL NEEDS

A Practical Guide to Supporting Children with Speech & Language Difficulties



Mary Mountstephen & Anne Vize

Speech And Language Difficulties Special Needs In The Early Years

PT Brinkman



Speech And Language Difficulties Special Needs In The Early Years:

Special Needs & Early Years Kate Wall, 2006-05-24 This is an excellent easy to read guide to inclusive practice in the early years Nursery World Exceptionally well written At a time when the inclusion debate is raging more fiercely than ever I thoroughly recommend this book to anyone working with young children Early Years Educator What a splendid book this is so well set out and so easily usable It s full of ideas for improving current practice with realistic advice and well thought practices It would be unfair to restrict this book to practitioners in the special education field Written in a user friendly style this book is so useful that it should be in the library of all pre schools as well as accessible to all those training to work with children in the early years Early Years Update A welcome updated version of a key text for early years practitioners SENCO Update The final statement sums up the tone of the book All children have the right to be respected valued and included so locally and nationally we must ensure that all practitioners have the knowledge and skills to offer that respect within an inclusive system and hopefully within a more inclusive society This book makes a very positive contribution to making this a reality Early Education The book is user friendly and thoroughly practical It is clearly relevant to the needs of the target audience of early years practitioners students and other professionals working with children with special needs and their families This book has value for all and I recommend it strongly to all practitioners not just teachers and teaching assistants Special Praise for the first edition This is one of the best books I have read on special needs and the very young and I thoroughly recommend it to all with a professional or personal interest in this area Special Children This is an exemplary introductory textbook for students and a veritable mine of information Undoubtedly this is an early years special needs book that many readers can and will relate to Sheila Wolfendale European Journal of Special Needs Education This well crafted practitioners guide thoughtfully addresses the many issues that practitioners face when they consider their involvement in early education in the context of work with special educational needs Those who read this book will find that they know a little more about these important issues and may find themselves challenged to reflect on their personal attitudes towards inclusive education ideally becoming better providers for children with learning difficulties Cathy Nutbrown Journal of Early Childhood Research In this newly updated edition Kate Wall has o revamped the content so that it covers all the new SEN o provided practitioners students and parents with current examples of good practice o updated information on interagency issues and working with parents o included individual case studies as exemplars This book is essential reading for early years practitioners professionals dealing with children with special educational needs and their families and students in the early years and special needs fields Kate Wall is an author and Senior Lecturer in Early Childhood Studies and Primary Education at Canterbury Christ Church University *Special Needs in Early Years Settings* Collette Drifte, 2013-10-23 This book provides reader friendly easy to access information about the Special Educational Needs Code of Practice and what it means for the Early Years practitioner It prunes away the jargon and legal speak of the DfEE documents allowing the busy teacher

to easily focus on the aspects they want to explore It also contains practical suggestions and advice regarding the day to day classroom management of a special needs child and details on how to actually implement the requirements of the Code of Practice Teachers working in the Early Years and all those working in private nurseries and non maintained Early Years settings should find this book enormously helpful

Special Needs and Early Years Kate Wall,2010-12-15 In the third edition of this respected and influential textbook Kate Wall blends theory and practice with an informative and highly accessible writing style to provide a detailed analysis of provision for young children with additional needs New to this edition are up to date information on all the relevant policies and legislation including the Early Years Foundation Stage EYFS Every Child Matters ECM and the training guidelines for new SENCOs a timeline showing the development of policies and legislation in the field learning objectives at the beginning of chapters points for reflection within chapters to aid independent study and facilitate critical thinking new case studies which cover the Birth to 8 age range new content on the role of fathers pupil voice and listening to children taking an holistic view of the child and current issues around diversity and inclusion This book is essential reading for early years students and practitioners and for all those working with young children with special educational needs and their families

Meeting Special Needs in the Early Years Sheila Wolfendale,2013-11-12 The chapters in this work describe and explore contemporary assessment and intervention work with young children with Down s Syndrome and with hearing vision physical and language special needs the ways in which policies are being translated into practice and inter agency co operation

Dyslexia in the Early Years Dimitra Hartas,2013-01-11 Packed full of activities real life case studies tasks and suggestions this informative book will equip teachers with the kind of practical knowledge needed to teach young children with dyslexia effectively Tackling the subject in a clear and realistic way the author encourages teachers to think critically in terms of the changing nature of special educational needs and teaching and learning in early years She addresses a variety of classroom issues such as assessment and identification of dyslexia summarising and commenting on current debates exploring the links between dyslexia language and social and emotional development the most effective instructional methods and teaching styles conducive to supporting pupils with dyslexia in early years settings In addition the book considers the implications of current research for everyday classroom practice makes recommendations for employing technologies and for accessing web based information and resources

Immersion Education in the Early Years Tina Hickey,Anne-Marie de Mejía,2017-10-02 Worldwide more parents are opting for immersion pre schooling for their children in order to benefit from its linguistic educational and cultural benefits This immersion can be either bilingual or monolingual aimed at early second language learning or at language maintenance offering minority language children mother tongue support and enrichment This book examines some of the key issues and policy concerns relating to immersion education in the early years The term itself can be difficult in some political contexts as can the differing outcomes noted by studies comparing monolingual programmes and bilingual

programmes for minority language children The importance of training in immersion methodology for educators is discussed as is the need to adapt preschool pedagogical practices to the immersion context in order to provide optimal input for young language learners One of the most pressing discussions surrounds differentiated provision ensuring that the varying needs of children with language impairment typical second language learners and mother tongue speakers with significant socioeconomic or linguistic disadvantages are all met Overall the book explores the challenges currently facing the sector particularly with regard to training and professional development for practitioners and the provision of appropriate materials in less widely used languages Given the documented benefit of high quality immersion pre schooling this book fulfils an urgent need to increase the recognition of the sector This book was published as a special issue of International Journal of Bilingual Education and Bilingualism

Supporting Communication Disorders Gill Thompson, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company

Understanding Special Educational Needs and Disability in the Early Years Janice Wearmouth, Abigail Gosling, Julie Beams, Stephanie Davydaitis, 2017-09-18 This key text provides essential tools for understanding legislation policy provision and practice for children in the early years particularly young children with special educational needs and disability SEND Based on extensive research and the four areas of need as defined in the Special Educational Needs and Disability Code of Practice 0 to 25 Years DfE 2015 the book charts the development of young children and their growing constructions of learning communication language motor movement and emotion Providing material that translates into practice in a straightforward and practical way this text is packed full of personal accounts and case studies enabling readers to appreciate what the experience of SEND in the early years means for families and professionals and also to learn more about how they might understand and respond appropriately to a child s needs Understanding Special Educational Needs and Disability in the Early Years will be of interest to students studying Early Years courses families SENDCOs teachers and other staff supporting young children with a range of special educational needs and disabilities

Special Educational Needs in the Early Years Ruth A. Wilson, 2003 This fully revised and updated edition takes into account current changes in educational policy to provide the reader with comprehensive information about understanding and working with young children with special needs

An Introduction to Young Children With Special Needs Richard M. Gargiulo, Jennifer L. Kilgo, 2019-01-08 An Introduction to Young Children with Special Needs Birth Through Age Eight is a comprehensive introduction to educational policies programs practices and services for future practitioners serving young children with delays or disabilities in early intervention early childhood special education EI ECSE Thoughtfully addressing the needs of children at risk for learning or development delays or disabilities revered authors Richard M Gargiulo and Jennifer L Kilgo offer evidence based interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations including evidence based decision making developmentally appropriate practices cultural responsiveness and

activity based intervention The Fifth Edition includes the latest developments in and influences on the field of early intervention and early childhood special education including the Division for Early Childhood's DEC Recommended Practices which are infused throughout the text With the support of this current and innovative book readers will gain a firm understanding of the complex field of EI ECSE to assist them in their future study and careers A Complete Teaching Learning Package SAGE Premium Video Included in the interactive eBook SAGE Premium Video tools and resources boost comprehension and bolster analysis Interactive eBook Your students save when you bundle the print version with the Interactive eBook Bundle ISBN 978 1 5443 6571 8 which includes access to SAGE Premium Video and other multimedia tools SAGE coursepacks SAGE coursepacks makes it easy to import our quality instructor and student resource content into your school's learning management system LMS Intuitive and simple to use SAGE coursepacks allows you to customize course content to meet your students needs SAGE edge This companion website offers both instructors and students a robust online environment with an impressive array of teaching and learning resources

Principles and Practices of Working with Pupils with Special Educational Needs and Disability Trevor Cotterill, 2019-01-10 Providing insight into current research and comprehensive guidance on recent legislation and policy this key text offers anyone working or preparing to work with children with SEND with essential academic and theoretical understanding to underpin and inform existing and future practice Exploring prime areas in which professionals work directly with children with SEND chapters broach current issues and debates relating to practice and examine recent advances in research policy and legislation in areas including education health and social care This interdisciplinary approach coupled with case studies points for reflection and clearly signposted activities throughout gives readers the opportunity to develop a thorough understanding of the complexities surrounding SEND and enables them to relate these to their own practice Packed with practical tips and examples of best practice topics discussed include approaches to inclusion integration and segregation competing discourses surrounding SEND and their impacts on children families and professionals safeguarding and the voice of the child multi agency work and the changing role of the SEND practitioner working in partnership with parents and families research and practice in relation to issues such as Autistic Spectrum Disorder chromosomal and gestational diversity ADHD and Profound and Multiple Learning Disabilities and Difficulties Demystifying changes to policy exploring legislation and identifying best practice this invaluable resource will support students SEND practitioners and professionals to develop and enhance practice with children with SEND

Building Better Behaviour in the Early Years Chris Dukes, Maggie Smith, 2009-07-01 Every Early Years setting strives to create a calm and positive atmosphere where children can thrive and develop as successful and confident learners By asking you to reflect on how the ethos practice and general approach in your setting impacts on the behaviour of both children and adults the book suggests sensible ways to achieve an exciting and stimulating environment for all From an award winning author team there is down to earth advice a number of common sense solutions and all the essential

information you will need to develop the best sort of setting where everyone supports one another Chapters offer guidance on creating an enabling environment for all developing a team based approach considering the whole child working with parents and other professionals observing and assessing behaviour sharing good practice There are also case studies of children between 0 to 5 years sample policies lots of photocopiable material on the accompanying CD Rom Suitable for all Early Years students and practitioners the book is an encouraging read that will inspire and help you to improve behaviour in your class or setting

Early Childhood Intervention Hanan Sukkar, Carl J. Dunst, Jane Kirkby, 2016-12-01 Early childhood is considered a critical but often vulnerable period in a child's development where early identification and intervention can be crucial for improving children's developmental outcomes Systems and family centred perspectives are vital to support families and build their capacities to lead normalized lives with improved family quality of life This book explores the family centred practices and systems factors which influence families experiences raising children with complex needs It also considers the ways in which professionals can work with families to build and support parent and child competence Conceptual and practical work from Australia Canada Europe and the United States present descriptions of and implications for different family system frameworks and early childhood programs Contributors in this edited volume bring together contemporary information that bridges the research to practice gap in supporting families of young children with disabilities or delays Chapters include Early Intervention for Young Children with Developmental Delays Contributions of the Developmental Systems Approach Family Composition and Family Needs in Australia What Makes a Family Working with Families in Early Childhood Intervention Family Centred Practices in an Individualised Funding Landscape Family Systems and Family Centred Intervention Practices in Portugal and Spain Iberian Reflections on Early Childhood Intervention This book will attract the attention scholars of Parenting and Families Child Development and Childcare

Warnock 40 Years On: The Development of Special Educational Needs Since the Warnock Report and Implications for the Future Geoff Lindsay, Julie Dockrell, Klaus Wedell, 2020-03-18

Intentional Leadership for Effective Inclusion in Early Childhood Education and Care Mary Moloney, Eucharika McCarthy, 2018-05-11 Intentional leadership can unite motivate and empower all educators to work towards the common goal of creating a truly inclusive culture in which all children with or without disabilities are supported and enabled to fully participate in every aspect of daily life and learning This book recognises diverse manifestations of special educational needs from communication difficulties and delays in learning to social and physical disabilities and considers the ways in which these needs might be embraced within inclusive mainstream settings Key to this is robust and purposeful leadership that removes barriers to learning changes existing attitudes and values motivates staff and foregrounds holistic learning opportunities and experiences Chapters draw on theoretical models reflect on international and national policies and consider topics including the image of the child physical aesthetic and temporal aspects of the learning environment relational pedagogy long medium and short term planning the role of

assessment collaborative working with parents families and other professionals In depth descriptions of behaviours and leadership strategies practice scenarios and activities support the reader s understanding Intentional Leadership for Effective Inclusion in Early Childhood Education and Care is a comprehensive guide for students teachers and practitioners involved in Early Childhood Education and Care Social Care and Early Intervention programmes *Handbook of Educational Psychology and Students with Special Needs* Andrew J. Martin,Rayne A. Sperling,Kristie J. Newton,2020-02-18 Handbook of Educational Psychology and Students with Special Needs provides educational and psychological researchers practitioners policy makers and graduate students with critical expertise on the factors and processes relevant to learning for students with special needs This includes students with attention deficit hyperactivity disorder other executive function difficulties behavior and emotional disorders autism spectrum disorder intellectual disabilities learning disabilities dyslexia language and communication difficulties physical and sensory disabilities and more With the bulk of educational psychology focused on mainstream or typically developing learners relatively little educational psychology theory research measurement or practice has attended to students with special needs As clearly demonstrated in this book the factors and processes studied within educational psychology motivation and engagement cognition and neuroscience social emotional development instruction home and school environments and more are vital to all learners especially those at risk or disabled Integrating guidance from the DSM 5 by the American Psychiatric Association and the International Classification of Diseases ICD 10 by the World Health Organization this book synthesizes and builds on existing interdisciplinary research to establish a comprehensive case for effective psycho educational theory research and practice that address learners with special needs Twenty seven chapters by experts in the field are structured into three parts on diverse special needs categories perspectives from major educational psychology theories and constructs relevant to special needs learning development and knowledge building *Handbook of Early Childhood Special Education* Brian Reichow,Brian A. Boyd,Erin E. Barton,Samuel L. Odom,2016-06-21 This handbook discusses early childhood special education ECSE with particular focus on evidence based practices Coverage spans core intervention areas in ECSE such as literacy motor skills and social development as well as diverse contexts for services including speech language pathology physical therapy and pediatrics Contributors offer strategies for planning implementing modifying and adapting interventions to help young learners extend their benefits into the higher grades Concluding chapters emphasize the importance of research in driving evidence based practices EBP Topics featured in the Handbook include Family centered practices in early childhood intervention The application of Response to Intervention RtI in young children with identified disabilities Motor skills acquisition for young children with disabilities Implementing evidence based practices in ECSE classrooms Cultural ethnic and linguistic implications for ECSE The Handbook of Early Childhood Special Education is a must have resource for researchers professors upper level undergraduate and graduate students clinicians and practitioners across such disciplines as child and school psychology

early childhood education clinical social work speech and physical therapy developmental psychology behavior therapy and public health *Advances in Special Education Research and Praxis in Selected Countries of Africa, Caribbean and the Middle East* Kagendo Mutua, Cynthia S Sunal, 2012-06-01 This edited volume explores various issues pertaining to the education of children with disabilities in Africa the Caribbean and Middle East As a group persons with disabilities have been subjected to social cultural and educational exclusions of various forms and for various socially scripted reasons In education for instance individuals with disabilities have been altogether excluded from educational participation in many parts of the developing world or they have been excluded from pursuing meaningfully beneficial higher levels of education in developed countries like the United States One of the social responses remedies to the widely acknowledged exclusionary practices experienced by learners with disabilities has been the widespread implementation of inclusive practices in the education of individuals with disabilities across countries in the west and the developing regions of the world A distinctive marker of difference in the way inclusive practices have been enacted in western countries versus those in the developing world has primarily stemmed from the fact that majority of western countries operate under funded mandates that also regulate the provision of education to persons with disabilities While the ideal of inclusion has been highly desirable many of countries in the developing world have floundered in their implementation due to lack sound legislative framework to guide implementation coupled with socio cultural factors related to negative perceptions of disabilities and limited funding sources Chapters in this volume explore inclusive education from a variety of perspectives **Standards and Special Education Needs** Michael Farrell, 2001-10-01 Amidst all of the bureaucracy and policy concerning special educational needs SEN it is easy to lose sight of the role of standards in the education of pupils with SEN This book places the role of standards at the centre of the stage showing what is meant by standards how they are measured how they can be improved what pitfalls need to be avoided Topics include legislation identification of SEN target setting benchmarking value added inclusive education and resources The book focuses on UK education systems but includes frequent and sustained comparison with USA There are also references to Canada New Zealand and South Africa **The Routledge International Handbook of Disability Human Rights Hierarchies** Stephen Meyers, Megan McCloskey, Gabor Petri, 2023-10-31 Disability is defined by hierarchy Regardless of culture or context persons with disabilities are almost always pushed to the bottom of the social hierarchy With the advent of the Convention on the Rights of Persons with Disabilities 2006 disability human rights seemingly provided a path forward for tearing down ableist social hierarchies and ensuring that all persons with disabilities everywhere were treated equally Despite important progress the disability human rights project not only remains incomplete but has often created new hierarchies among persons with disabilities themselves or across the human rights it promotes Certain groups of persons with disabilities have gained new voices while others remain silenced and certain rights are prioritized over others depending on what states international organizations or advocates want rather than what those on the ground need most

This volume was inspired both by the continued need to expose human rights violations against persons with disabilities but to also explore the nuanced role that hierarchies play in the spread implementation and protection of disability human rights. The enjoyment of human rights is not equal nor is the recognition of specific individuals and groups rights. In order to change this situation inequalities across the disability human rights movement must be explored. Divided into five parts: Who counts as disabled, Political, social and cultural context, Which rights on top whose rights on bottom, Pushed to the periphery in the disability rights movement, Representations of disability and comprised of 34 newly written chapters including case studies from the Anglophone Caribbean, Bangladesh, Bosnia Herzegovina, China, Ghana, Haiti, Hungary, India, Israel, Kenya, Latin America, Poland, Russia, Scotland, Serbia and South Africa and other countries, this book will be of interest to all scholars and students of disability studies, sociology, human rights, law and social policy.

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