# Supporting Children with Speech and Language Difficulties (Second Edition)

**By Cathy Allenby, Judith Fearon-Wilson, Sally Merrison and Elizabeth Morling**

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*Supporting Children with Speech and Language Difficulties* is one of a series of books which has been published in association with the National Association for Special Educational Needs (UK). It was written in partnership with the Kingston Upon Hull Special Educational Needs Support Service and the Hull and East Riding Speech and Language Therapy Support Service. Written as it is, by teachers in a specialist language unit along with a speech and language therapist, it provides expert guidance on distinguishing between the various elements of speech, language and communication delays and disorders, as well as providing lists of strategies and resources that can be used to help develop skills in each area of need.

*Supporting Children with Speech and Language Difficulties* does not provide in-depth analysis of speech, language and communication difficulties (SLCD), rather it provides an overview of the myriad of elements that contribute to it, along with lists of excellent suggestions for addressing them. Areas covered include attention control, listening skills and auditory memory, phonological awareness, comprehension of language, expressive language, social communication difficulties and speech difficulties. In many cases, the steps of normal, well-ordered progression of skills are listed and referenced. For example, the different developmental stages of attention control, the stages in developing phonological awareness, or the normal patterns in the development of understanding of language from age one year to five years can be found. This is very useful, as it enables a teacher to gain understanding of which stage of development is most applicable to the child they are dealing with. Key concepts and elements are clearly and concisely defined, such as the elements of language (vocabulary, semantics, syntax and morphology) or the various skills of

phonological awareness (rhyming, alliteration, isolation, segmentation, blending and exchange). This is useful both in providing a framework for the development of skills, and in equipping the teacher with the requisite vocabulary for writing IEPs or discussing a child's needs with other professionals. After each area of need is defined and explained, a list of general and specific strategies follows, with many examples of activities given. Resource books in each area are also listed in the appendices.

Guidelines are also provided for the management of communication problems in the classroom, the inclusion and support of pupils with SLCD in secondary school, the drawing up of learning plans (including samples and templates) as well as guidelines in working with parents and support staff.

In summary, *Supporting Children with Speech and Language Difficulties* is a short book (90 pages) which provides a brief, concise and expert overview of the range of difficulties that are experienced by children with speech, language and communication disorders, along with the key strategies that can be used to help overcome them. It is very clearly laid out, extremely easy to navigate and guidance in any specific area can be accessed within seconds and read within minutes. The writing style is direct and to the point, with essential information presented in bullet points throughout. In *Supporting Children with Speech and Language Difficulties*, the authors have created a useful handbook and invaluable resource for busy teachers or SNAs in either mainstream or special education settings.

**SUPPORTING CHILDREN WITH SPEECH AND LANGUAGE DIFFICULTIES (SECOND EDITION), by Cathy Allenby, Judith Fearon-Wilson, Sally Merrison and Elizabeth Morling is published by ROUTLEDGE publishers and NASEN, London, 2016 and costs Stg £19.99.**