

NAPLIC[»]

National Association of Professionals
concerned with Language Impairment in Children

Autumn 2010

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First Release

NAPLIC RESIDENTIAL CONFERENCE & AGM 2011
in association with
The Communication Trust

**Championing Better Communication:
Theory, Practice and Innovation**
Saturday and Sunday 2/3 April 2011
The University of Warwick

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National Association of Professionals
concerned with Language Impairment in Children

NAPLIC’s Mission

To promote collaborative practice through the provision of opportunities for inter professional discussion, co-operating and networking.

To promote best practice through the provision of an information service, publishing a tri-annual newsletter and organising conferences to ensure the exchange of knowledge, skills, information and research and thereby updating practice.

To promote the interests and concerns of NAPLIC members through its liaison with other agencies and organisations and responding to relevant national and regional initiatives and consultations.

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All articles, letters, anecdotes, items of research are welcome for publication in NAPLIC Matters. Articles can be sent by email to newsletter@naplic.org.uk . Please attach documents in Word format for editing purposes.

The contents of this magazine do not necessarily reflect the views of NAPLIC and no responsibility can be taken for the content or quality of any product advertised or reviewed in this magazine.

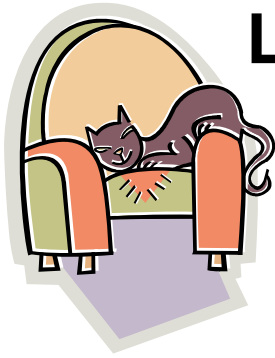
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**Please do remember to submit book reviews, articles,
resource reviews etc, etc.**

This magazine relies on your input!



LETTER FROM THE CHAIR

Dear Colleagues

Welcome to the Autumn/Winter newsletter. Apologies from all of us involved for the lateness of its arrival – we were delayed for a number of reasons but one of key ones was around ensuring the website was up and running for conference bookings prior to printing. We hope your terms are going well and the usual events associated with this time of year are underway in a stress free manner!

As a committee our main focus since the summer newsletter has been the planning for our next residential conference in April 2011 (see below), overseeing the on-going development of the website and attending meetings and contributing where possible to the ever changing agenda in our field of work.

Changing Agendas

Since the last newsletter the coalition government has had time to find its feet and a series of announcements have been forthcoming around: education in general and funding and the role of local authorities in particular; another review of SEN; health service reforms and the demise of a number of Quangos to which we have become accustomed.

The landscape is changing yet again and many new challenges and opportunities will either need to be faced or grasped. There is much heresay evidence about shrinking advisory services and education and health positions in our field not being replaced when vacancies arise. We would welcome any thoughts and experiences you have for the newsletter to help us all understand the scope of the threats and/or opportunities that exist. This request is echoed by Jean Gross, the Communication Champion who is keen to maintain an understanding of what is happening across the country; she would also be pleased to hear from NAPLIC members at champion@thecommunicationcouncil.org

NAPLIC residential conference in association with The Communication Trust 2nd-3rd April 2011, University of Warwick.

Plans are now well underway for our next residential conference which we are organising in association with The Communication Trust. We aim to address strategic, research and practical aspects of the current work in our field. The title of our conference is

Championing Better Communication – Theory, Practice and Innovation

For those of you have attended in the past, these conferences have been fantastic opportunities to be updated across a whole range of areas, to meet many colleagues who are also working in similar roles with children and young people with speech, language and communication needs; and to see current publications, materials and resources at the exhibition.

As you will see from the conference information elsewhere in this newsletter, we have a really interesting and varied programme.

Keynote presentations will be made by: Jean Gross, the Communication Champion; Anita Kerwyn-Nye, the Director of the Communication Trust; Julie Dockrell, James Law and Sue Roulstone, about two aspects of the Better Communication Research Project; Elaine Lockton, on interventions for children with pragmatic language difficulties; Annabelle Burns, looking at measuring and monitoring SLT outcomes as a result of one of the commissioning pathfinder projects; and Bernard Camilleri on current work around Dynamic Assessment of children's language.

We also have a varied workshop programme about current practice and research and delegates will be able to choose two which they would want to attend. Because our workshop leaders repeat their workshops either side of lunch on the Saturday we have a very good track record in meeting delegates 1st and 2nd choices and aim to be able to do that again this conference.

Workshops will cover a range of topics including: vocabulary teaching and learning; implementing a whole school approach to supporting children with SLCN; teaching children to listen; investigating what the focus of children's eye movements tell us about language and communication; a project within the youth justice system around speech, language and communication skills; and the development and piloting of Secondary Talk.

How to Book

We have made a significant change and development on our website to facilitate a much simpler booking procedure. After a fairly lengthy process we have set up an account with PayPal which means that conference bookings, as well as membership renewals and resources, can be paid for with a safe and secure online payment system. There will still be other methods available but this helps bring the functionality of our website well into the 21st century!

There is further more detailed information in the newsletter about the conference and booking details. We are very aware of the financial challenges that we all face in both our work and personal budgets and have managed to keep the conference fees at a very similar level to three years ago. We have also simplified the booking fee options and made it very worthwhile to book prior to 31 January 2011 and with a special further discount for members.

We look forward to receiving bookings from many of our members and would urge you to share the information with colleagues and friends and encourage them to join us at what we hope will be a well-attended and very successful event.

Please put the dates in your diary now, copy and circulate the information as widely as you can, and of course Book A Place! – Remember you will need to be a member for 2011 to get the discounted member rates for the conference.

Membership 2011

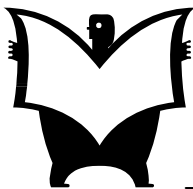
As you will all know, our membership year runs from 1 January to 31 December. This means your membership will need to be renewed within the next couple of months, unless of course you were one of many kind people who have signed up with a Standing Order! The annual subscription rate of £20 remains the same and a Standing Order form can be downloaded from the website for completion and sending to your bank.

I hope the rest of the term goes well for one and all and when that time comes for your festive holiday or winter break you all have a really good time. I look forward to meeting many of you again at the University of Warwick in April, for what is going to be another really interesting, stimulating, fun and friendly conference.

John Parrott
Chair

PUBLICATIONS REVIEW

Publications from the Department for Education (DfE)



This column aims to give you a summary of some of the relevant or interesting current publications available and direct you where to either order or download them.

For many years there has been a single publication, Spectrum, which drew together new publications from across the education sector including the DCSF, QCA and National Strategies. Spectrum does not now exist and at present there appears to be nothing new that replicates its content and much of this column was a selection of relevant guidance, reports and consultations etc to the sector within which we have an interest.

For this newsletter I have only included information about new publications listed on the DfE website while we investigate further about other sites. The information below and the links to the various documents can be located at <http://publications.education.gov.uk/> and then click on All Publications by Date on the left hand side.

SEN website

Members may be interested to know that the extensive SEN section on the Teachernet site is not now operative although the old site is still accessible.

The up to date departmental website separates Special Educational Needs and Disability. Information about SEN can be located at <http://www.education.gov.uk/schools/pupilsupport/sen> and information about Disability can be located at <http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity>

The following are items from the last three months of publications listed on the DfE website which may be of interest to members:

Achievement for All Evaluation: Interim Report (May 2010)

The aims of this national evaluation project are to examine the impact of Achievement for All (AfA) on a variety of outcomes for pupils with Special Educational Needs and Disabilities (SEND) and to find out what processes and practices in schools are most effective in improving these outcomes. The findings presented in this report are derived from baseline surveys and an initial case study school visits.

Date Issued: August 2010

DFE-RR028

Testing of Disability Identification Tool for Schools

The aim of this project was to test the draft tools for identifying disability and accompanying guidance in a sample of all types of maintained schools in order to assess their usability and reliability and whether they resulted in the generation of robust and consistent data that could reliably inform school returns for the annual School Census.

Date Issued: August 2010

DFE-RR025

Practitioners' Experiences of the Early Years Foundation Stage

This research report describes the context, design, conduct and findings of an inquiry into practitioners' experiences of the Early Years Foundation Stage. The study posed three broad questions within its overarching theme of describing practitioners' experiences of the EYFS: how does it influence day-to-day practice with children and families; how, if at all, has the EYFS supported improvements in the care and education offered by practitioners; and what obstacles and difficulties do practitioners face in the effective use of the EYFS.

Date Issued: August 2010

Full Report DFE-RR029

Summary Brief DFE-RB029

Achievement of Children in the Early Years Foundation Stage Profile

This report uses data on children's achievement by the end of the Early Years Foundation Stage to examine the proportion of children achieving a Good Level of Development, and the size of the Achievement Gap (inequality), as three year trends. It also looks at the progress by Local Authorities in increasing performance and shrinking the Achievement Gap.

Date Issued: September 2010

DFE-RR034

Progress Matters: Reviewing and enhancing young children's development

The materials in these professional development meetings are intended to support quality improvement on the theme of early assessment. They aim to develop the skills and confidence of EYCs, leaders and managers in monitoring children's progress.

Date issued: October 2010

DCSF-00797-2009

Social and emotional aspects of learning (SEAL) programme in secondary schools: national evaluation

The aims of this national evaluation of secondary SEAL were to assess the impact of secondary SEAL on a variety of outcomes for pupils, staff and schools, and to examine how schools implemented SEAL, with particular reference to the adoption of a whole-school approach.

Date issued: October 2010

Full Report DFE-RR049

Summary Brief DFE-RB049

All documents above are available to download, if a hard copy is required please follow the guidance on the relevant page.

Miscellaneous Publications

Don't Get Me Wrong – A new A4 booklet produced in partnership by The Communication Trust, the Autism Education Trust and the Dyslexia-SpLD Trust which is aimed at anyone working with children and young people, who have some understanding of speech, language and communication needs, but would like more information.

The SLI Handbook – What YOU need to know about Specific Language Impairment

This is a new A5 ringbound booklet, produced for The Communication Trust by I CAN and Afasic, and is for parents of children with SLI. It outlines what children and young people struggle with and describes the type of support that children and young people with SLI need. It also illustrates how SLI is different to other speech, language and communication needs.

Both publications are available from
www.thecommunicationtrust.org.uk/downloads

John Parrott
November 2010



All Change in Birmingham

Over the last two years, a group of professionals within Birmingham Local education authority has attempted to re-organise special needs so that wherever possible, Birmingham children are educated in their locality. Birmingham is the largest Local Education Authority in Europe so this has been a massive task. Inclusion is actively practised in Birmingham but it is realised that some children cannot have their needs met in mainstream schools without specialist intervention and teaching from teachers, specialist teaching assistants and therapists.

The re-organisation will come into force from April 2011, and those of us working with children with speech, language and communication needs (SLCN) have met together to plan and to have a joint policy for all the bases. The following policy is the result of that meeting. We intend to meet together each year, and share ideas, resources and good practice.

Joint Policy for Birmingham Speech Language and Communication Needs (SLCN) Resource Bases

June 2010.

The Resource bases currently cater for 76 Primary Children in Birmingham. The Bases were formed as part of the reorganisation of Special educational needs in 2010. The bases cater for children with speech, language and communication needs. Currently there are three bases,

Mere Green-Sutton Coldfield. (North Birmingham)	28 places
The Meadows Northfield (South and West Birmingham)	26 places
Topcliffe Castle Bromwich (East Birmingham)	22 places

The Bases are situated in inclusive mainstream schools. Bases provide intensive support for children with speech, language and communication needs. Therapists work collaboratively with teaching staff to provide additional therapy for children whose needs cannot be met in a mainstream setting.

They are an integral part of the host school. Children attending, participate in all school activities, including assemblies, playtimes, lunch time activities, school productions, open days and educational visits. The children are included with other mainstream pupils depending on their needs and capabilities. Inclusion increases as the child's specific difficulties lessen. Integration may be into mainstream classes or involve mainstream pupils joining Resource Base children for lessons.

The school prospectus and website will give more specific information about each school and its location.

The Bases provide specialist teaching for pupils aimed at remediating their difficulties with the aim of supporting them in their return to mainstream education. The child would previously have been identified as requiring intensive speech and language therapy input but speech and language difficulties are preventing the child from reaching his or her full potential. Other areas of their development should be within normal limits. Professionals have formally agreed that the child's needs cannot be met within a mainstream class. However, it is hoped that the children will eventually return to mainstream education after their communication and academic skills are boosted.

Staff

Resource Base staff consist of teachers and teaching assistants supported by a speech and language therapist. Currently staffing consists of the following but may be subject to change when the new service level agreements come into place and funding is adjusted to the needs of the pupils.

Meadows-3 classes 3 teachers and 3 teaching assistants

Mere Green 4 classes 4 teachers and 4 teaching assistants

Topcliffe 2 infant classes, 1 junior class

Anglesey to be decided

Speech and Language Therapy

The therapists are employed by Birmingham Health Service and attend the Resource Base for a specified number of days, according to the level of need of the SLI children. This allocation is the result of liaison between the health and education.

Therapists and staff collaborate to arrange the best way of providing the therapy to meet the needs of the individual pupils. Therapy may include withdrawal, small and large groups support and will vary according to the specific needs of the pupil. Therapy targets are layered into the curriculum.

The therapists monitor speech and language progress, and

- plan programmes of work in collaboration with the teacher,
- jointly plan with teaching staff for Individual Education Plans and review these plans
- work with pupils within the classroom

- Assess children and contribute to Annual Review Meetings and Parents' Evenings.
- Work with parents
- Contribute to professional development of staff through training

Additional Support

An Educational Psychologist: will be allocated to the school and will attend Annual Reviews that require change of placement to another setting.

Regular staff meetings are held within the Resource Base to discuss pupils, policies, and matters specific to the Base. Education Plans, Review of I.E.P.s and Annual Reviews are agreed through meetings with class teacher, teaching assistants and speech and language therapist, who regularly meet to plan work for class groups and individual children, within each class at a mutually agreeable time. Individual Education Plans and Reviews of these plans are agreed collaboratively. Parents and children are invited to contribute to these plans and are given copies of them.

In addition to the whole school aims and objectives, the Bases for SLCN seeks to fulfil the following aims and objectives, which are intended to meet the specific needs of a child with speech, language or communication impairment.

Aims

1. The fundamental aim is to meet the identified speech and language needs of each child whilst providing a broad and balanced Curriculum and see children in the Base develop as close to the functioning of their mainstream peers as possible. The staff aim to use expertise, resources and favourable ratios to help pupils access the curriculum and develop academically, socially and emotionally as close to their chronological age as possible. The Base is an essential part of the inclusive mainstream educational continuum and not apart from it.
2. To provide a communicatively rich environment for children with speech, language or communication impairment and to facilitate full access and entitlement to the National Curriculum and successful progress through it. Teaching and learning within the Base is differentiated in order to support the child's developing communicative and academic ability.
3. To support children and develop their skills so that the child may communicate more effectively and consequently to understand and be understood by others.
4. To enable children to return to mainstream education with appropriate communication and academic skills that are within normal limits.
5. To advise on appropriate educational settings for those children who no longer need a Resource Base placement. (Secondary Transfer, return to mainstream or transfer to other provision.)

Objectives

For children to develop

- Receptive and expressive language
 - Intelligible speech
 - Self-esteem and confidence
 - Independence
 - Communication skills
-
- To ensure equal opportunities for all Resource Base pupils.

For staff within the Base

- Through effective collaboration and mutual support within the Base to develop a consistent approach that creates an environment that encourages the development of speech and language skills.
- Enables the children to express themselves and their ideas.
- Provides adults who have the time, skill and expertise to listen to and respond appropriately to the pupils.
- Contributes to the overall assessment of the child's needs.
- Delivers teaching and therapy that enables the children to understand and access the National Curriculum at an individually appropriate level, through
- Adequate resourcing to meet the pupils' needs
- Continuing to improve links between home and school
- Giving opportunities for specialist training related to speech, language and communication impairment

Between Base and Mainstream to provide:

- A level of specialist expertise and willingness to provide advice regarding pupils with speech, language, communication difficulties, special needs and ways of differentiating the curriculum.
- Opportunities for inclusion within mainstream and within the Base classrooms
- Opportunities for in-service training with mainstream colleagues.
- The ability to skill up mainstream colleagues.

Visits to the Resource Base

Parents of prospective pupils are welcome to visit the Base if the child has a statement of special educational needs or is in the process of being statemented. A speech and language therapist may have suggested this visit or another professional working with the child and the child fulfils the entrance criteria. A Speech and language Therapist must be actively involved and must have assessed the child.

Entry Criteria

The Special Needs Assessment Service of Birmingham Education Department refers a child to the Language Resource Base when a statement has been completed. It has been agreed that the child's needs would be best met within a

Resource Base setting and that the child's principle need is for speech and language therapy in a Resource Base setting.

The referred child should:

- *Have a statement stating specific speech and or language impairment or disorder as the primary presenting difficulty.*
- *There must be a recent speech and language therapy report recommending a Resource Base provision.*
- *Need intensive and regular speech and language therapy.*
- *A speech and language therapy report must indicate that a therapist is working with the child and that they will benefit from intensive speech and language therapy.*
- *The SLCN is not the result of global learning difficulties or a specific medical need.*
- *Needs cannot be met within a mainstream setting because of the language difficulties.*
- *May have significant difficulties accessing the curriculum because of the speech and language impairment.*
- *Be of average academic ability (but not able to access the curriculum because of the speech/language difficulties).*
- *Be able to access a differentiated National Curriculum.*
- *Initially be able to integrate for playtime, lunchtime and assemblies (walking with adult to these activities).*
- *Have expressive and/or receptive language difficulties.*
- *Have motivation or willingness to communicate.*
- *Capable of working with other children in class and small groups.*
- *The child's admission would not have a detrimental effect on the education of the other children in the class. (Disability Act 2001.)*
- *Capable of working in a 1:9 ratio of staff to child.*
- *Parents should have explored a range of options and be fully aware of the range of provision for children with children with communication disorders within the city.*
- *The child should live within the Birmingham area.*

- Resource Bases cannot provide 1:1 teaching.
- Resource Bases intend to return the child to a mainstream provision within the shortest possible time.
- It is realised that this depends on the child's rate of progress and response to intensive teaching and response to therapy.
- The resource bases do not cater for children with ASD

Exit criteria

A child leaves the Resource Base when parents, therapists and staff feel that:

- *He/she is ready to transfer to secondary provision, this may be secondary language provision, mainstream secondary or special school provision.*

- *He or she has developed the necessary language, learning and social skills required to progress successfully within a mainstream setting.*
 - *He or she would benefit from the education entitlement in a local mainstream primary school.*
 - *He or she has been discharged from and no longer needs speech and language therapy.*
 - *A Language Resource Base placement is no longer appropriate because the child main presenting difficulty is no longer speech and language.*
 - *The child may still have Special Educational Needs and may require alternative provision. This may be within a mainstream setting with support, a school for children with learning difficulties, or within another specialist provision.*
- The Special Needs Assessment service is informed of the decision and the decision is ratified through the Annual Review process.
 - The responsible member of staff fills in Form 106ss electronically and returns it to S.E.N.A.S. This form informs S.E.N.A.S. of a vacancy and updates them with the Base role numbers.

Admission procedure

Referrals

1. The Special Needs Assessment Service (S.E.N.A.S) of Birmingham Education Authority are informed of a vacancy and send details of a statemented child with SLCN to the Head Teacher. The detail must include an up to date speech and language therapy report. The pupil must have active involvement of a speech and language therapist to gain admission.
2. The appropriate class teacher visits the child in his/her current educational placement to observe and discuss the child and his/her functional communication within that setting with those staff, who have worked with the child. The Speech and Language Therapist may also visit to observe the child at this stage.
3. Parents and child are then invited to visit the Resource Base to discuss the child's placement.
4. The child may be invited to visit for an assessment to ensure that the placement is the most suitable to meet the child's specific educational needs and the parents' expectations.
5. If parents and professionals agree that the Meadows Resource Base is the most appropriate placement the child is offered a place. Admission forms and details of child and family are completed. The school and unit prospectuses are given to parents. 'Transport' is informed and a starting date is agreed. Once a taxi guide and taxi route is allocated to the pupil the parents are informed of the starting date. Information regarding the name of the taxi guide and the expected time of collection are sent to the parents. The Special Needs Assessment Service at the Education Department will then be informed of the starting date.

Transfer procedure (For children from Reception to yr. 5)

1. Parents and professionals agree that the child no longer needs a place at the Resource Base. The need for transfer will be agreed formally at the Annual Review Meeting.
2. Parents and professionals discuss the most suitable placement. Staff or parents contact the school and assess availability of placement. The educational psychologist observes the child and fills in a CRISP form to assess suitability of transfer. A request for funding for integration hours will accompany the CRISP form to ease the changeover from a small class to a large class in a mainstream setting.
3. If the new school is able to offer a place, the teacher from the Base liaises with the class teacher, SENCo and Head Teacher. The staff from the mainstream school are invited to observe the child within the Base setting.
4. Parents visit the recommended school and agree to the placement. Copies of Review documents are sent to SENAS, Provision panel agree the decision and copies of the statement are given to the receiving school.
5. The pupil starts to integrate gradually with the agreement of the mainstream school. A review meeting is held with mainstream school to confirm that the child is ready to transfer to mainstream. All education records relating to the pupil are handed over to mainstream school at this stage. Any alterations to statement are agreed once the transfer is completed.
6. An integration assistant ideally should support this reintegration in order to ease the change over from a class of 8/9 to a class of 30. This support should be for the change over period. The number of hours allocated is decided by the Crisp form filled in at the Review Meeting. S.E.N.A.S. decide upon the allocation of hours. Resource Base staff support the transfer through phone calls, school- school books and visits to the school
7. Resource Base pass on records to the mainstream setting after the child has re-integrated to confirm that integration has been completed successfully. Formal contact ends at this stage, although staff will continue to be available for informal advice and support.

Transfer procedure (For children in yr. 6)

1. Parents discuss secondary placements during Yr. 5 with the class teacher. Arrangements are made for parents to visit the most suitable placements. An Annual Review is held in either the spring or early summer term (Yr. 5) and the Educational Psychologist is invited to attend and present his views.
2. The Annual Review is sent to the Education Office and a letter stating the preferred choice of school.
3. The parents and the Resource Base are informed of the secondary school placement in autumn term of year 6.
4. A transfer programme is agreed with the receiving school. . This usually occurs in the second half of the summer term.

Annual Review

Each pupil's statement of special educational needs is formally reviewed annually to reflect on past progress and to establish new targets. Parents, therapists and teachers are invited to submit their written views and these are circulated before the meeting. Other professionals involved with the child are also invited to these meetings. The reports are discussed at the meeting and the appropriateness of the educational placement is reviewed. Inclusion teachers submit their views and the views of the mainstream teachers. The Annual Review report is written and circulated to those who were at the meeting. If all agree the content of the report, the Review is then sent to S.E.N.A.S.

Training

The Resource Bases held the first training day in May 2010. It was agreed that the staff from the Bases should meet each year to train, discuss programmes and update knowledge and skills.

This policy was the result of a collaborative effort between teachers, teaching assistants, speech and language therapists, SALTAs staff of the four Resource Bases at the first Annual Training day for SLCN in Birmingham, May 2010.

Discussed and agreed by staff at First Birmingham Resource Base Training Day from The Meadows, Mere Green, Topcliffe and Anglesey on May 28th 2010

Further information from Ann Ellis – 0121 675 3203

Work Experience

We had a young lad join us recently for a week's work experience. He used to come to our school (an infant school) when he was younger. Now he is nearly grown up, he delighted in telling me (3 days away from being 15). Once he didn't speak properly but now 'it's good'. I did a little research on our young man and some previous teachers told me he was one of the worst! On day one, he asked the class teacher if she was married and whether she had any babies – in the middle of a topic lesson. He also wanted to know why so many of the teachers in the school were blonde (he liked blondes). The teacher in question was flummoxed but following a call out to his specialist tutor we found out a bit more and saw how carefully and firmly he was handled and spoken to. In that half hour chat we grew to love our young man and we offered him the chance, with clear direction, to have another go. If we don't give him a chance now then who will give him a chance tomorrow and in the future?

This was a lesson to us all....

Rachel Cross

NAPLIC RESIDENTIAL CONFERENCE & AGM 2011

in association with

The Communication Trust

Championing Better Communication: Theory, Practice and Innovation

Saturday and Sunday 2/3 April 2011

The University of Warwick

Speakers to include:

Jean Gross, The Communication Champion

The National Picture: Policy developments and the role of the specialist teacher

Anita Kerwin-Nye, The Communication Trust

The National Year and beyond – what happens in 2012?

Julie Dockrell, Institute of Education

*Profiles of language learning needs in children with specific language impairment
and autistic spectrum disorders*

James Law and Sue Roulstone

Newcastle University and University of the West of England

*Intervention for the child with SLCN - reconciling the evidence base and
practitioner experience*

Bernard Camilleri, City University

*Dynamic assessment of children's language:
Current applications and future developments*

Elaine Lockton, Manchester University

*Effectiveness of intervention for children with
primary pragmatic communication needs*

Annabelle Burns and Nabiah Sohail

SLT Manager and Specialist SLT, Hackney and City

Is anyone better off? Measuring and monitoring SLT outcomes

A full programme of workshops will also be available (see over)

Workshops

- **Workshop A: Vocabulary teaching and learning: A classroom experience.** Pip St John, School Improvement Consultant, Blackburn with Darwen
- **Workshop B: Teaching children to listen: A practical approach to developing children’s listening skills.** Liz Spooner and Jacqui Woodcock, SLT and Team Leader for Bromsgrove and Redditch SLT Team
- **Workshop C: What the eyes say about language and communication.** Courtenay Frazier-Norbury, Department of Psychology, Royal Holloway, University of London
- **Workshop D: Supporting children with SLCN – A whole school approach.** Kathryn Sugars, Headteacher, Foley Park Primary School and Keren Mousley, SLT, Worcestershire Children’s Health Services
- **Workshop E: Changing Practice in the secondary classroom.** I CAN Secondary Talk project team and school colleagues
- **Workshop D: Communication Difficulties and Youth Offending Teams: Working collaboratively to design, deliver and evaluate staff training.** Sarah Spencer, SLT, ICAN and Sunderland City Hospitals

For more details www.naplic.org.uk or ring Carol Lingwood on 01273 381009

PAYMENT DETAILS

Register and pay online at www.naplic.org.uk

RESIDENTIAL	Member booking before 31.1.11	Member booking after 31.1.11	Non-member rate
Sat/Sun (inc. en-suite accomm. Sat. and breakfast Sun)	£255	£280	£340
Friday evening Additional B & B	£70	£70	£70
NON-RESIDENTIAL Sat/Sun	£220	£240	£290

If you are unable to register and pay online please contact Carol Lingwood
 E: carol.lingwood@btopenworld.com T: 01273 381009 to discuss invoicing procedures and payment by cheque.

ARTICLES

-1-

***Hello* - welcome to the 2011 National Year of Communication**

Hello is the national year of communication – a campaign to increase understanding of how important it is to develop good communication skills. The campaign is run by The Communication Trust, a coalition of over 35 leading voluntary sector organisations, in partnership with Jean Gross, the Government's Communication Champion.



Hello aims to make communication for all children and young people a priority in homes and schools across the UK so that they can live life to the full. The campaign is backed by the Department for Education and supported by BT.

The national year was originally proposed by John Bercow MP – now Speaker of the House of Commons – in his 2008 *Review of Services for Children and Young People(0-19) with speech, language and communication needs*.

In the 21st century, the ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental. Speech, language and communication underpins everything we do in life. Babbling babies do not become talkative toddlers, chatty children and articulate adults by chance. Communication is a skill that we learn and develop and is something we can all improve.

But for some children, their daily struggle to communicate means they are shut out of everyday life.

In the UK today over 1 million children and young people have some form of speech, language and communication need. This can affect them severely and for life. In areas of poverty, over 50% of children start school with delayed language skills. This puts them at a huge disadvantage to their peers as they struggle to learn and make friends.

A child with a speech, language and communication need may struggle to get words out of their mouth or not understand words that are being used. They may have difficulties holding a conversation, have multiple difficulties or simply have a limited vocabulary. These barriers are often invisible to others, meaning their needs are often misrepresented, misdiagnosed or missed altogether.

Hello to change. We want to work with you wherever you are – in your school, nursery, parent and baby group or local authority – to help improve the communication skills of children and young people in your area so they can fulfil their potential.

Hello will provide information and guidance on typical communication development, how to spot if children are struggling and where to go for help and support. There is a series of monthly themes to help you think creatively about how you can link into the campaign and explore in depth some of the key aspects of children’s communication development.

We will be using the national year to deliver tangible improvements for children, young people and families affected by speech, language and communication needs . This will include more support for parents and carers, earlier identification of difficulties as well as earlier and more appropriate referral to specialist support.

Visit www.hello.org.uk to get involved and sign up for regular updates.

Cara Evans

Operations Director

cevens@thecommunicationtrust.org.uk

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Every Child a Talker (ECAT) in Surrey

What has your local authority (LA) been doing to promote this initiative?

ECAT is a government funded initiative to develop the skills of practitioners working in Early Years and enhance the communication skills of the children they work with. Surrey is part of the third cohort of local authorities that began their project in April 2010. Unlike the previous two cohorts this last one has received funding for just one year rather than the two years given to the previous cohorts. This situation has naturally had an impact on starting the project as time is always needed for initial planning. In Surrey we have been fortunate that the LA had the commitment to appoint an existing member of staff to lead the project before the funding was received.

Our Surrey ECAT team consists of a lead Early Years professional and 3 supporting staff seconded part time to the project. We were asked to identify 20 settings across the county that would develop the project in their own work and locally. These include children’s centres, nurseries & play groups. The project focuses on developing appropriate environments, supporting parents and increasing the skills & knowledge of language development in practitioners.

Data of course is always needed and practitioners were required to at the start of the project to identify the strengths and weaknesses of the children in their settings. This process has now been repeated even though many of the children will have moved from the settings into school.

The lead practitioners from target settings meet regularly and have participated in workshops using books, stories, rhymes and musical instruments in the development of language skills, giving much fun to all whilst providing staff with ideas and activities to use with their children. As a result settings are now developing new story bags & music bags for children to borrow.

Workshops have also been provided on creating a good communication environment. Practitioners were asked to look at their settings from the child's perspective. They took pictures, often at child height, looked for quiet spaces, considered their use of colour and texture and thought about the language opportunities their environment was providing. During the summer many did a grand 'de-cluttering, found equipment they had forgotten, found new uses for items, found new spaces, got rid of excess and felt quite light headed as a result; generally a very therapeutic experience.

The settings have used various innovative ways to gauge parents understanding of the importance of communication skills and their role in developing their children's confidence. The ECAT team circulated 'top tips' to the settings in the summer which were then used in a number of ways with parents. These 'tips' are now being e mailed, one each week, to all early years settings across the county.

We are now half way through our project and the ECAT settings are working hard to develop their skills. We have offered some basic language training to all settings, a mix of information and practical activities and further training is planned to ensure professionals supporting settings are confident in their knowledge of language and communication and have the skills to help children known to be at risk of delay.

Fun days are planned for February half term providing parents and children with opportunities to join in with music stories and rhyme sessions and other activities, whilst giving importance to the message that good communication is a vital skill. Check out our website & come and join in.

Those involved in ECAT have shown great enthusiasm and have supported each other well with new ideas. We hope our project will continue throughout 2011, with the help of the target settings, as we celebrate the Year of Communication.

Virginia Martin
ECAT Surrey

LiLaC

The Literacy, Language and Communication (LiLaC) Research facility at the Royal Holloway (University of London) hosted their fifth workshop on Thursday 4th November.

These workshops are aimed at bringing together researchers and practitioners working in child literacy, language and communication disorders. They are organised by Courtenay Norbury, Mandy Grist, Professional Advisor for I CAN and Jean Wilson, Head of Speech and Language Therapy at Meath School.

The focus of the day was 'Social Communication: interventions and outcome measures'. The need for professionals to provide an evidence base to support the validity and effectiveness of interventions is even stronger in this current economic climate.

The first speaker was Julia Collino, Croydon PCT who talked about her experience of working with the research team on the Pre-School Autism Communication Trial (PACT) and gave a brief outline of the project. Julia attributed her decision to take a three-year contract for this project to her positive experiences of working with researchers such as Courtenay, which gave her the confidence to embrace a new direction in her career. Now working back in the NHS she explained how this role had changed her practice. She now reads more articles and books and is a better judge of the quality of reported research projects. She is aware that she uses aspects of the PACT in her clinical work and is frequently the voice heard asking 'Where's the evidence?' Further information is available at:

www.medicine.manchester.ac.uk/pact/

The keynote speaker was Dr Cathy Adams from Manchester University who talked about The Social Communication Intervention Project (SCIP). The recent three-year Randomised Control Trial investigated the effectiveness of a manual outlining intervention for children with pragmatic language difficulties. Cathy explained how the study had been conducted and gave an example of how the manual worked.

The difficulties encountered in measuring outcomes from the study were highlighted as use of standardised assessments, such as CELF did not show any statistically significant improvements to the children's communication. However, ratings of parent and teacher perception did show significant effect on intervention, as did the pragmatic section of the CCC-2. Cathy acknowledged the difficulty in finding appropriate measurement tools and advocated the need to use a variety of different methods to evaluate and demonstrate effectiveness. More information about SCIP is available at:

www.psych-sci.manchester.ac.uk/scip and there is chapter in Understanding Developmental Language Disorders ed Norbury, Tomblin & Bishop (Psychology Press 2008).

Journal Club:

Olswang, Coggins, and Timler (2001) Outcome measures for school-aged children with social communication problems. *Topics in Language Disorders*, 21, 50-73

The above article was distributed with the invitation to the event. It discusses how, what and where to measure social communication skills and the problems associated with this.

The article provoked a great deal of discussion amongst the group and it was agreed that finding suitable methods with which to measure improvement was difficult in the complex area of social communication. Professionals working in a variety of settings reported their methods of intervention with children with social communication difficulties. St Dominic's School have developed a baseline assessment that uses a subjective rating scale for areas that are known to improve but that are not measured by any formal/standardised methods of assessment. Using a rating scale of 0 – 10 results are entered onto an excel spread-sheet which allows subsequent sets of results to be compared.

All meetings are free of charge and open to any professionals working with individuals with Literacy, Language and Communication needs. Obviously accessibility is easier for those living in the south of England, but Courtenay reported that the 'word is spreading' and she has interest from people living further afield. There is huge value in bringing practitioners and researchers together for those of us working in the field of literacy, language and communication and we need to maximize opportunities to share ideas and to link research more directly to practice.

Is this happening anywhere else in the UK? If so, we would like to hear from you.

LiLaC link: http://www.pc.rhul.ac.uk/sites/lilac/new_site/

Anna Rhodes

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NORTH WEST NETWORK SPEECH AND LANGUAGE

The North West Network Speech and Language met for their conference at Ewood Park in Blackburn on June 18th 2010. The title of the conference was 'The Consequences of Communication Impairment'

Dr Cathy Adams Senior Lecturer in Speech and Language Therapy, Human Communication and Deafness Group, and Research Speech and Language Therapist Jacqueline Gaile, gave the conference the chance to be the first to see the final report from their research. Their report of their research, The

Social Communication Intervention Project (SCIP), will be delivered around the world in the coming months . They outlined the outcomes and methods of school-based speech and language therapy within a research project for children who have difficulty with social communication. They discussed parent and teacher views on the intervention and factors which contributed to the success of the project. The project is very exciting and was very well received.

Mary Hartshorne Head of Quality and Outcomes I CAN gave a very informative update of recent research, reports and policy and an update on Secondary Talk under the title: Speech, language and communication in vulnerable children and young people: different and changing perceptions.

Local speech and language therapist Ian Warriner entertained the audience with a very light hearted session describing his innovative work working as a speech and language therapist within the Youth Offending Service in Bolton. Despite his light hearted approach this couldn't disguise the seriousness of his work addressing the communication needs of young offenders and staff.

Plans are underway for the 2011 National Year conference. The Communication Champion Jean Gross and Hazel Roddam from the University of Central Lancashire, Deputy Chair of RCSLT have agreed to be keynote speakers. The date is likely to be Friday June 17th 2011.

For more information contact Kath Paintin k.paintin@btopenworld.com or Pip St John pip.stjohn@blackburn.gov.uk

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A Chance to Talk (ACTT)

As you all know, ACTT is a unique pilot programme, which empowers clusters of primary schools, to develop a comprehensive evidence based approach to improving the speech, language and communication skills of children aged 4-7. It has been developed by the children's communication charity I CAN, The Communication Trust and the Every Child a Chance Trust.

From the meeting last term we are being asked to consider the following questions in the field of Speech & Language:

- What is quality first teaching?
- What are the tools/strategies we use?
- What does progress at Universal level look like?
- How do we decide a child needs targeted provision?

If you can contribute to a NAPLIC response please let me have your thoughts. I will forward them.

All I need is a paragraph of your ideas/work in progress in your area with a contact if you are happy for the Trust to contact you for more details. Much obliged.

Please email me at glinettewoods@btinternet.com

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An Update on Recent Developments in Speech, Language and Communication Needs (SLCN)

The Communication Trust (TCT)

The Communication Trust was launched in June 2007, founded by I CAN, Afasic, the Council for Disabled Children (CDC) and the BT Better World Campaign. The Communication Trust is designed to be a 'hub' of communication expertise and has been established to equip the children's workforce to meet children and young people's communication support needs. Although government funding had been extended for the next two years under the previous administration, the detailed outcomes of the comprehensive spending review by the coalition government is due shortly.

NAPLIC has been invited to attend two stakeholder forums: the Communications Consortium which is a group of voluntary sector organisations involved with a range of children and young people with SLCN and the Advisory Panel, which is a group of representatives of organisations involved with workforce development. Where it is possible a member of the committee represents NAPLIC at these meetings.

Since the last newsletter NAPLIC has been represented through either John Parrott or Glinette Woods at two meetings of both the Communication Consortium and the Advisory Panel – with the focus on being informed on updates of the work of the Trust and the future plans of TCT in general and around the National Year in particular. Glinette also represents NAPLIC on the steering group of the A Chance to Talk project.

Hello - welcome to the 2011 National Year of Communication

At a recent well supported parliamentary reception, at which we had two representatives of NAPLIC, TCT launched the national year with a keynote address from Sarah Teather, Minister of State for Children and Families. A number of other MPs were present and it was an excellent opportunity to show the strength of feeling to the Minister and MPs about the importance of speech, language and communication and the co-ordinated approach by so many

different organisations in meeting the needs of children, families and schools and settings.

For those members who have not heard about the plans for the national year I have cut and pasted selected sections from the publicity and Q&A provided by TCT, for your information and action.

What will I see in 2011?

We have planned monthly themes for *Hello* that covers January to December 2011. They have been devised to help us give a real focus to each month. They explore in depth some of the key aspects of children's communication development. We hope everyone will think creatively about how the themes can be used locally to get as many people involved as possible. We will be providing, in due course, additional ideas and tips to help inspire you! They are listed below:

- *January - Hello. Don't take communication for granted*
Learn more about how communication involves you in life.
- *February and March - Early chatter matters – from bump to birth and beyond*
Babbling babies don't turn into talkative toddlers by chance. It requires help and encouragement from you.
- *April - It's not just about talking*
Children learn to talk by listening, taking turns and interacting with others. These are the building blocks of communication.
- *May - Good communication begins at home*
Learn how to turn everyday activities into fun communication opportunities.
- *June - Imagine life for those that struggle*
Children who find communication hard, find life hard. Over 1 million children in the UK struggle to communicate.
- *July - Skills for work, life and play*
The power of communication helps you stand out from the crowd, connect with people and live life to the full.
- *August - Talk and go*
Develop your child's talking, listening and communication skills in the park, at a museum, in a cafe – even in the car.
- *September - Back to school*
Speech and language skills are vital in the classroom. Language is the way that teachers teach and children learn.

- *October - More than words*
Some children have little or no speech. They use facial expressions, signing, symbols or computer aides to communicate with others.
- *November - Celebrating communication*
Our ability to communicate is something to celebrate – it's what makes humans unique.
- *December - Talk to the future*
Children with severe and complex communication difficulties will struggle for life, not just in 2011.

For more information on the *Hello* monthly themes, log onto www.hello.org.uk and sign up to receive regular updates or email hello@thecomunicationtrust.org.uk.

Is there anything I can do now to support *Hello*?

There are a range of things you can do now to support *Hello*;

- Sign up to receive *Hello* updates at www.hello.org.uk. You will get to hear about all campaign developments as they happen.
- Look at our monthly themes at www.thecomunicationtrust.org.uk/hello and think about how you could use them locally.
- If you are a SENCO, order the latest publication *Don't Get Me Wrong* at www.thecomunicationtrust.org.uk/downloads.
- If you work with parents of children with speech and language impairment, order *The SLI Handbook*. Visit www.ican.org.uk for more information.
- If you are involved with an early years setting, sign up for Chatterbox Challenge, the first *Hello* milestone event run by I CAN, the children's communication charity. Chatterbox Challenge is the nation's biggest children's sing along. Email chatterbox@ican.org.uk to pre-register for your free activity pack.
- Please help us promote *Hello* to your colleagues and networks. You can download the *Hello* e-communications toolkit from www.thecomunicationtrust.org.uk/hello - this will give you all the information you need to add to your newsletters, websites, e-mails and even facebook pages.
- Pledge your support for *Hello*. Volunteer to be your school / setting or even area champion at hello@thecomunicationtrust.org.uk.
- If you work in early years or provide training, free materials are now available that supports the delivery of the Early Years Mandatory pathway in the new Level 3 Children's Workforce Diploma. Email enquiries@thecomunicationtrust.org.uk or call 020 7843 2517 to order yours now.
- Please keep TCT informed of your plans.

SEN Green Paper

'Improving speech and language services through the SEN Green Paper'

On Wednesday 27th October, a roundtable discussion took place between Sarah Teather, Minister of State for Children and Families, Paul Maynard, MP for Blackpool North and Cleveleys and representatives of the sector: Anita Kerwin-Nye (Director of The Communication Trust), Virginia Beardshaw (Chief Executive of I CAN), Anna Reeves (ACE Centre North), Norbert Lieckfeldt (The British Stammering Association), Linda Lascelles (Chief Executive of Afasic) and David Hare (Whitehouse Consultancy). The meeting discussed the SEN Green Paper and the key issues as they relate to children with SLCN, their families, schools and settings, and the services they require. We await the Green Paper with interest but in the meantime the meeting was deemed successful by the participants.

John Parrott
November 2010

New Committee Member Info

Pip has wide teaching experience across all key stages and within a special school for children with physical difficulties. Her interest in language development and teaching children with special needs - especially those with SLCN and dyslexia - has been at the forefront of her career.

More recently, in her role as an advisory teacher for SLCN in Blackburn with Darwen, Pip collaboratively delivered a Neighbourhood Working Fund project entitled '*Language For Life*'. The project considered language and communication as possible underlying reasons for children's underachievement and behavioural problems, and investigated how differing interventions can improve learning outcomes. It was cited in the recent JAR / Ofsted report as an excellent example of a school-based project and one strand - *The Reception Project* - was regarded as 'promising practice' by the NFER C4EO in 2010.

Pip has since been seconded to the Blackburn with Darwen School Improvement Team. She has been extensively involved in supporting schools in developing and enhancing the spoken language teaching and learning for all primary phase children. She is co-author of a culturally- and dyslexia -friendly phonological assessment '*Ready For Sounds*' and a founder member of the

North West Network Speech and Language group. Pip has been helped organise over ten regional conferences through the NWN S&L group, and delivered numerous workshops.

In autumn 2010 Pip successfully completed her MSc LACIC at Sheffield University. Her dissertation investigated vocabulary teaching and learning for children with SLCN within mainstream classrooms. Pip's research advocates raising practitioner awareness about the centrality of language in improving outcomes for all learners - particularly those with SLCN. Further, the research develops a principled approach for cross curriculum vocabulary teaching and learning.

Pip St John

MEMBERSHIP REMINDER

A brief reminder to you all that memberships are due in January. Payments made later in the year may mean you miss the spring newsletter and most important will not get reduced rate on conference fees.

Please would all members check their membership details on the website to ensure these are correct. Would those who pay by standing order please check when their order is paid and alter it to January if necessary. Most standing orders are now traceable but if your membership is under a different name than that appearing on the bank statement please be sure to inform me as I have no way of knowing if you have paid and will not be able to confirm your membership. Please do make contact if you have any difficulties accessing your membership account.

I hope you will continue to encourage your colleagues to look at the website join NAPLIC, and come to conference in the National Year of Communication. A secure membership means we can plan with confidence for future events.

Virginia Martin
Membership Secretary

BOOK REVIEWS

-1-

Addressing the Unproductive Classroom Behaviours of Students with Special Needs

By Steve Chinn

Jessica Kingsley Publishers, 2010 ISBN 9781849050500 £19.99

This resource has been designed for school teaching and support staff, to enable them to recognise possible indicators of Asperger Syndrome, dyslexia, dyspraxia, ADHD, physical disabilities and speech and language disorders. 220 teachers in three European counties were surveyed to identify these six most prevalent special needs in inclusive classrooms.

As an introduction to Special Needs it meets its aim well. The “simple-to-use screener” (based on classroom observations) and comparable profiles for each area of need are useful for staff to gather evidence about a child/young person to help inform further assessment by other professionals. If used as the authors intended, “to manage classroom behaviours”, and not as a means to differential diagnosis this could be a valuable resource, particularly for NQTs.

From the point of view of a Speech and Language Therapist the significance and variety of speech, language and communication difficulties is overlooked. I would consider that the CBL (classroom behaviours list) profile for a social communication difficulty would look very different to that of a language disorder, and different again to a speech disorder but in this resource the profile attempts to cover ‘speech and language’ as a whole.

Early chapters provide a very useful brief introduction to each area of difficulty with lists of features to look out for. The resource goes on to provide bullet pointed classroom based strategies which are relevant, practical and succinct making it handy for anyone who works with children and young people.

Alongside the photocopiable CBL screening profile and useful lists of strategies to support children with special needs, the book also provides chapters devoted to theory relating to social skills, self esteem, multiple intelligences, transactional analysis and attributional style. It is in these sections that issues of communication are explored more fully than evidenced in the CBL profile for speech and language disorders and the authors acknowledge the wide range of skills required for children and young people to effectively “survive” in social situations. The fact that the theory section stands apart from the practical section in the book made the practical strategies I wanted from the book easily

accessible. I would, however, encourage school staff to study the theory section alongside the practical stuff to make sure they fully understand *why* they are using the strategies suggested.

Lisa Quigley
Principal Speech and Language Therapist

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Promoting Emotional Education: Engaging Children and Young People with Social, Emotional and Behavioural Difficulties

Edited by Carmel Cefai and Paul Cooper

Jessica Kingsley Publishers, 2009 ISBN 9781843109969 £19.99

The book emphasises the importance of developing emotional competence in children with social, emotional and behavioural difficulties (SEBD). Emotional competence is defined as ‘the understanding and regulation of emotions as well as the ability to read and empathise the emotional state of others’ pg 17. The core themes explored by the book are:

- The importance of empirically based approaches dealing with SEBD.
- Importance of diversity of provision.
- Fundamental significance of voices of disengaged young people.
- Importance of emotion based approaches to Education.

The book has three main sections, ‘listening to student voices’, ‘mobilising peer support’, ‘working with student’s emotions’.

The first section ‘listening to student voices explores SEBD student’s perspectives of education provision. Listening to the views of SEBD students can provide useful information regarding intervention and engagement which can in turn support students learning at school. Throughout this section the communication difficulties that these students experienced and the impact of these on their learning at school was emphasised. However as the book moves on to the interventions in section 2 and section 3 these communication difficulties are not extensively explored.

The book provides useful *food for thought* when considering peer relationships and the importance of these for academic achievement at school. It outlines some of the research around the use of peer support, mentoring and tutoring as well as the use of ‘nurture groups’. However the chapters provide introductions to techniques and the evidence base rather than an explanation of the details of how these strategies can support student’s communication and social skills.

This is a technical book for those wishing for an overview of developing emotional competence from the point of view of educational

psychologists/clinical psychologists (who are the main contributors). The section on 'listening to student voices' provides an alternative perspective on current provision. However I feel the book tended to neglect the importance of developing effective language (e.g. emotional vocabulary, complex narrative structures) and pragmatic communication skills (e.g. using/interpreting non verbal skills, negotiating, compromising, persuading, predicting) to express and interpret the emotions of others. Whilst overemphasising the importance of merely providing students with opportunities to talk about and share their feelings.

Emma Baldwin
Highly Specialised Speech and Language Therapist

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Understanding Dyspraxia **A guide for parents and teachers**

By Maureen Boon
Jessica Kingsley Publishers, London 978-1-84905-069-2 Price: £12.99

This revised 2nd edition is a concise, readable guide that draws on current thinking and practice, without claiming to be highly academic. Its author is the headteacher of an independent school and therapeutic centre for children with a range of physical disabilities and movement disorders. The book is structured into ten chapters that cover the definition of dyspraxia, causes, characteristics, identification/assessment, interventions (including those by therapists), parental support role and the transition to higher education and adult life.

As an introduction to dyspraxia, this book works well and has particular strengths in:

- Using clear, informative descriptions, whilst acknowledging the complexity of dyspraxia and the range of perspectives across different professions
- Explaining specialist vocabulary and avoiding jargon wherever possible
- Including both UK and US terminology and educational procedures
- Providing clear signposts between chapters and to the two useful appendices
- Flagging up the additional challenges of secondary education for children with dyspraxia, reminding the reader of the implications for personal organisation.

The book should be essential reading for trainee and newly qualified teachers, as well as for experienced teachers moving into specialist provision, support

services or a first SENCO post. Experienced mainstream teachers and teaching assistants who are unfamiliar with dyspraxia will also find some useful hints for classroom practice and working with parents. Inevitably, the guide is less suitable for professionals seeking a more advanced text or one that includes an in-depth description of verbal dyspraxia.

Chapter 5, on assessment, will be very useful to parents on both sides of the Atlantic who are unfamiliar with such procedures and Chapter 6, on primary/elementary school interventions, gives good advice on reducing unnecessary writing in maths. Chapter 9 includes photographs that nicely illustrate interventions in the author's own school. Chapter 10, on leaving school and transitions to adulthood, gives a little direct advice to young people, such as the colour coding of work and leisure appointments.

In the main, the chapters are well structured, although Chapter 2, on causes, includes a discussion of healthy schools that might be better placed elsewhere. However, a really useful addition to the book would be a section on the use of symbols for sequencing tasks such as dressing and for children with severe verbal dyspraxia who cannot fully articulate their needs.

Overall, this affordable guide delivers what it promises. It is a good introductory work that will earn its place on the bookshelf.

Karen Robinson
PhD student (Language Impairment)

Please contact me at derek.burgon@nuth.nhs.uk if you are interested by a title or would like further details. Or copy, complete and send me the form on the following page and put the title of the book at the top.



NAPLIC

Matters

If you would like to review a book for NAPLIC please photocopy and complete the form below and send it to:

Derek Burgon,
Speech and Language Therapy Community Children's Services,
Newcastle General Hospital,
Newcastle upon Tyne,
NE4 6BE

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Profession.....

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REMINDER

NAPLIC»

National Association of Professionals
concerned with Language Impairment in Children



The Communication Trust
Every child understood

NAPLIC RESIDENTIAL CONFERENCE & AGM 2011

in association with
The Communication Trust

Championing Better Communication: Theory, Practice and Innovation

Saturday and Sunday 2/3 April 2011
The University of Warwick

Please visit the NAPLIC website
www.naplic.org.uk and sign up now
for what is shaping up to be **THE**
conference for 2011.

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