

CAVERSTEDE EYFS SEND HUB RESOURCE LIBRARY

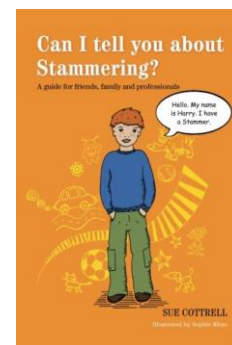
– adult training and resource books

Book 2

Can I tell you about Stammering?; A guide for friends, family and professionals.

ISBN: 9781849054157

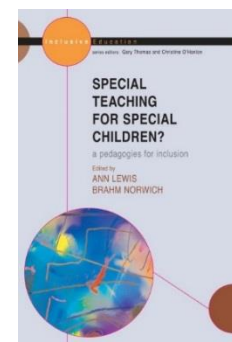
Meet Harry - a young boy who stammers. Harry invites readers to learn about what it is like to stammer (also known as a stutter) from his perspective and how it affects his daily life and makes him feel. He explains techniques he has learnt that can help reduce his stammering. Harry describes how friends, family and those around him can help him to feel at ease and reduce his stammer further. This illustrated book is full of useful information and will be an ideal introduction for young people, aged 7 upwards, as well as parents, friends, teachers and speech therapists working with children who stammer. It is also an excellent starting point for group discussions at home or school.



Book 9

Special teaching for special children? - ISBN: 9780335214051

This book addresses this question, looking at pupils' special learning needs including low attainment, learning difficulties, language difficulties, emotional and behavioural problems and sensory needs. Some special needs groups (for example dyslexia) have argued strongly for the need for particular specialist approaches. In contrast, many proponents of inclusion have argued that 'good teaching is good teaching for all' and that all children benefit from similar approaches. Both positions fail to scrutinise this issue rigorously and coherently, and it is this aspect which distinguishes this book. Summaries by the editors after each chapter link pedagogic strategies, knowledge and curriculum to key points from the chapter and pave the way for discussion. This book is indispensable reading for students, policy makers, researchers and professionals in the field of special educational needs and inclusion.



Book 13

Special Educational Needs, Inclusion and Diversity - ISBN: 9780335221462

This book offers a balance between theory, research and practice as well as a unique analysis of the implications of the effects of linguistic, cultural and ethnic diversity on special educational needs. Whilst recognising the complex and difficult nature of many special educational needs, the authors place a firm emphasis on inclusion and suggest practical strategies to enable professionals to maximise inclusion at the same time as recognising and supporting diversity.

Key new features include:

Broader coverage of hot topics which have been the focus of recent research, including dyspraxia; the role of genetic factors in development, and the contribution of neuroscience to our understanding of SEN

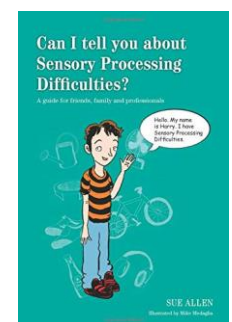
Coverage of the impact of recent legislation and other national initiatives in education, including curricular, organisational and structural initiatives.



Book 20

Can I tell you about Sensory Processing Difficulties? - ISBN: 9781849056403

Meet Harry - a young boy with sensory processing difficulties. Harry invites readers to learn about why he finds it hard to process sensory information effectively, and how even simple things such as washing, dressing and coping with meal times can be challenging for him. He also talks about difficulties he faces at school and why large groups and loud noises are especially hard. He explains how other people can have different sensory processing issues and talks about what he and those around him can do to help. This illustrated book is ideally suited for readers aged 7 and upwards and occupational therapists, teachers, parents, family members and friends of those with sensory processing difficulties.



Book 3

Can I tell you about Selective Mutism? - ISBN: 9781849052894

Meet Hannah - a young girl with selective mutism (SM). Hannah invites readers to learn about selective mutism from her perspective, helping them to understand what it is, what it feels like to have SM, and how they can help. This illustrated book is packed with accessible information and will be an ideal introduction to selective mutism. It shows family, friends and teachers how they can support a child with the condition and is also a good place to start when encouraging children with SM to talk about how it affects them.



Book 7

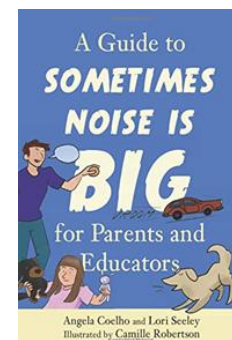
Sometimes noise is big - ISBN; 9781785923739

Sometimes noise is too big for my ears. Sometimes the light is too loud for my eyes. I have autism and this means that sometimes the world around me is just too much! This book will help you to see the world through my eyes and to understand why I react to things the way I do. Flipping the perspective for neurotypicals, this book explains in simple terms some of the sensory issues experienced by children with autism. It shows situations which can be overwhelming and the ways that somebody with autism might react when there is too much going on. This picture book raises awareness of autism and helps young children of all abilities to better understand these issues. Suitable for ages 5+.



A guide to Sometimes noise is big - ISBN; 9781785923746

Understand how children with autism experience the world around them with this simple guide. Learn why they might react unexpectedly to lights, noise, and even seemingly simple requests, and what you can do to help reduce sensory overload. This accompanying guide to the children's picture book Sometimes Noise is Big takes the illustrations and gives a breakdown of what is happening in each picture, with practical tips on how to help children who struggle with sensory issues. This book can also be used as a standalone resource, and is ideal for supporting children aged 5+ with autism at home, in the classroom, and for raising awareness of autism and sensory issues.



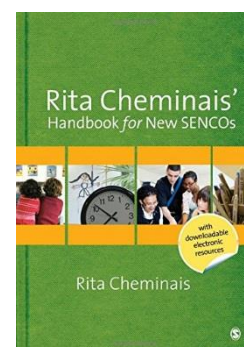
Book 15

Rita Cheminais' Handbook for new SENCo's - ISBN; 9781849200967

Suitable for new SENCOs and anyone responsible for SEN provision in their setting, this handbook will also be of interest to everyone involved with delivering the national SENCO training. Leading and co-ordinating SEN provision within a whole school is a mammoth task, and this book is your ultimate guide to getting it right. By breaking down the detailed information into manageable chunks, this book sets out the responsibilities of the SENCO and helps you make sure you are meeting the requirements of the SENCO Regulations. It is an invaluable guide for those working with children and young people from Birth to 19 in any setting.

Chapters cover:

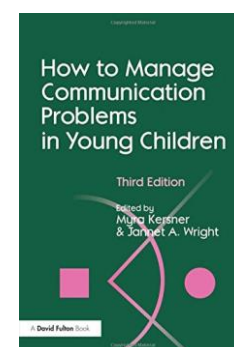
- SEN, disability and Every Child Matters (ECM) legislation and policy
- key elements of the National Award for SEN Coordination
- coordinating SEN provision
- planning and deploying the SEN budget
- working in partnership with young people, parents and other professionals
- leading, developing and supporting colleagues
- record keeping and information management
- provision mapping and management.



Book 11

How to manage communication problems in young children - ISBN; 9781853468698

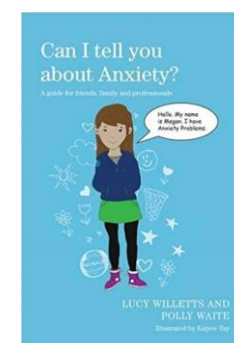
This invaluable guide to understanding and helping children whose speech and/or language is delayed or impaired is now revised and reissued, taking into account changes that have occurred since the first publication. The 3rd edition, which is for parents and practitioners, is a practical jargon-free book providing an overview of normal development and speech and language difficulties in young children. It assumes no prior knowledge and includes practical suggestions for dealing with children with communication difficulties.



Book 1 - Book 4

Can I tell you about Anxiety? - ISBN; 9781849055277

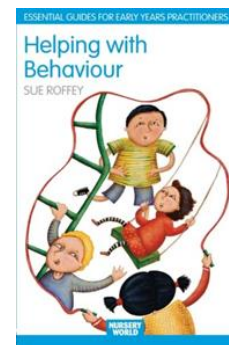
Meet Megan - a young girl who has an anxiety disorder. Megan invites readers to learn about anxiety from her perspective, helping them to understand why she sometimes feels anxious and how this affects her thoughts, feelings and behaviours. Megan talks about techniques she has learnt to help manage her anxiety, and how people around her can help. With illustrations throughout, this will be an ideal way to explore anxiety difficulties. It shows family, friends and teachers how they can support someone who experiences anxiety and will be an excellent way to start a conversation about anxiety, in the classroom or at home.



Book 18

Helping with Behaviour - ISBN: 9780415342919

This book shows how to establish good practice in early years settings so that all children are supported in developing positive interactions with one another. With limited material available for practitioners in this area, Sue Roffey explains the features of an 'emotionally literate' environment in order to meet the needs of more vulnerable children, and looks at how to respond effectively when children are distressed and hard to manage. She provides a wealth of ideas and inspiration throughout, using down-to-earth language, and looks at: how to foster language and build self-esteem how to help pre-schoolers learn to feel good about complying and co-operating how children can become strong individuals as well as learn to be good how to identify more worrying behaviour and when to refer to other professionals. Based on sound psychological theory and research and packed full of practical activities, illustrations, support and advice, this will be an invaluable source of inspiration for anyone concerned with providing the best environment for vulnerable young children in their care.



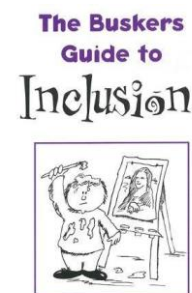
Book 19

The Buskers guide to Inclusion – ISBN: 9781904792154

"Inclusion? I don't think we could cope."

- What is inclusion?
- What isn't inclusion?
- Why is inclusion important for all children?
- And how do we go about making it happen?

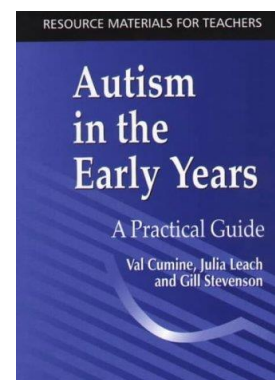
The Busker's Guide to Inclusion explores what inclusion really means in a lively and down-to-earth way. It begins with some of the pitfalls to be avoided and identifies some important principles for good practice. It clearly demonstrates how these principles are equally applicable to working with every child, and how we can shift from seeing some children as 'special' to developing settings in which all children feel they truly belong.



Book 10

Autism in the Early Years – ISBN: 9781853465994

Anyone meeting a young child with autism for the first time will find this book invaluable. In a clear and sensitive style the authors: outline the characteristics of autism as they present themselves in the early years consider the nature of autism and the issues surrounding assessment and diagnosis offer practical strategies for effective and realistic intervention both at home and in a variety of early years settings explore possibilities for enhancing access to the early years curriculum The authors provide extensive material that will be equally accessible and relevant to parents following an early diagnosis of autism in their child This fully revised new edition includes new material that relates to new statutory requirements such as Every Child Matters and Disability Equality Duty as well as updates to different approaches to autism, assessment and behavioural issues. This classic text will provide much needed support and advice to anxious parents, teachers and professionals who are working together in an unfamiliar area.



Book 12

Equality, Participation and Inclusion – ISBN: 9780415584241

What are the experiences of children and young people?

How can we think about the challenges they face?

What systems and practices can support them?

How can we develop greater equality, participation and inclusion across diverse settings?

This edition of Equality, Participation and Inclusion 2: Diverse Contexts is the second of two Readers aimed at people with an interest in issues of equality, participation and inclusion for children and young people. This second Reader focuses in particular upon the diverse experiences and contexts in which children and young people encounter issues of equality, participation and inclusion.

Comprising readings taken from the latest research in journal articles, newly commissioned chapters, as well as several chapters from the first edition that retain particular relevance, this fully updated second edition has broadened its focus to consider a wider range of diverse experiences and contexts, whilst maintaining an emphasis on educational settings.

Drawing on the writing of academics, practitioners, children and young people, this collection is a rich source of information and ideas for students and practitioners who are interested in thinking about how inequality and exclusion are experienced, and how they can be challenged, and will be of particular interest to those working in education, health, youth and community work, youth justice and social services. Families and advocates are also likely to be drawn to the material as much of it reflects on lived experiences and life stories.



Book 17

Encouraging positive behaviour in the Early Years – ISBN; 9781412901369

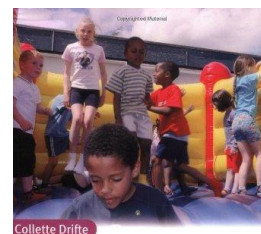
By offering clear guidance and plenty of suggested strategies, Encouraging Positive Behaviour in the Early Years provides the reader with a framework for encouraging positive behaviour from all young children.

Sections include:

- the revised SEN Code of Practice 2001 and the Disability Discrimination Act 2002 and their implications for practitioners
- strategies for encouraging positive behaviour and reducing inappropriate behaviour
- planning, writing and reviewing Individual Education Plans (IEPs)
- working with colleagues to write and implement a positive behaviour policy.

There is a range of photocopiable material provided, as well as some practical activities that would be useful when delivering INSET in any Early Years setting. Suggestions for further reading are made and a glossary of terms is included.

Nursery teachers, nursery nurses, all those early years professionals working in the private sector, teaching assistants, students working towards NVQs, tutors of early years courses, childminders and playgroup workers will find this book highly readable and suited to their needs.



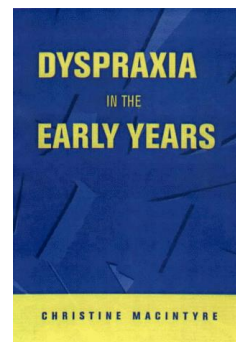
Encouraging
Positive Behaviour
in the Early Years

A Practical Guide

Book 16

Dyspraxia in the Early Years – ISBN; 9781853466779

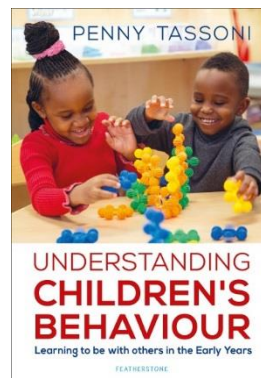
This text shows professionals who are working in early years settings how to understand the specific difficulties a child with dyspraxia may encounter. It encourages them to consider the wider implications of the disorder for both home and school environments. The author demonstrates clearly and practically: how existing classroom conditions and routines can be adapted to encompass the needs of the child with dyspraxia or motor difficulties; the checklists and observation schedules which can be used to give a fuller picture of the problems facing such a child; how to breakdown the basic movement patterns into different competency levels so that progress can be made via appropriate teaching points; and how analysing the movement patterns of a child can reveal their cognitive development.



Book 8

Understanding Children's Behaviour – ISBN; 9781472952677

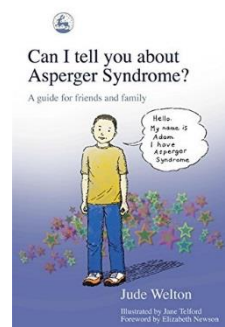
Many Early Years settings are taking in children for longer periods and at a younger age. However, their day-to-day practice has not necessarily changed and instead leads to the 'management' of behaviour, rather than investigating why the behaviour is taking place. Through a combination of practice, theory and reflection, leading Early Years education consultant Penny Tassoni explores children's behaviour from a child-centred point of view. In doing so, she shows how, over time, children learn to be with others and the strategies that adults can use to positively support this development. Understanding Children's Behaviour is a practical handbook that is accessible and adaptable for Early Years practitioners looking to support children's behaviour by focusing on their personal and social skills. It includes a useful A-Z problem-solving section about dealing with unwanted behaviours for analysis and to guide practice.



Book 6

Can I tell you about Asperger's Syndrome – ISBN; 9781843102069

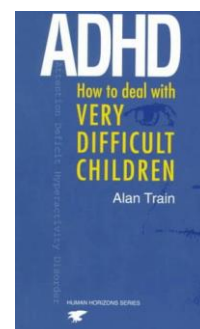
Meet Adam - a young boy with AS. Adam invites young readers to learn about AS from his perspective. He helps children understand the difficulties faced by a child with AS - he tells them what AS is, what it feels like to have AS and how they can help children with AS by understanding their differences and appreciating their many talents. This illustrated book is ideally suited for boys and girls between 7 and 15 years old and also serves as an excellent starting point for family and classroom discussions.



Book 14

ADHD; How to deal with very difficult children – ISBN; 9780285633117

Why do some children find it impossible to sit still, concentrate, complete a task or control their emotions? The causes of the increasingly recognised condition ADHD (attention deficit hyperactivity disorder) are a matter of debate, but the problems that it creates can have a disastrous effect on a child's ability to learn, socialise and lead a normal life. Alan Train draws on many years' experience of working with emotionally fragile children to offer solutions based on acceptance that ADHD is part of the child's make-up. Writing for parents and teachers, he explains what the condition is, how it is diagnosed and what they can do to help the child in a positive and lasting way. The treatment he advocates is aimed at enabling the child with ADHD to acquire techniques of self-control that will give him or her the strength to cope and which can be developed and refined through the years to adulthood.



Book 21

Educational Inclusion as Action Research – ISBN; 9780335207329

In its detailed elaboration of action research as a basis for teacher professional development this book locates inclusive practice in a discursive process that continually interprets its meaning while at the same time inevitably changes educational cultures. The book starts by linking government policy with social justice and inclusion issues and argues that inclusion is currently promoted via a democratic political process, which needs to be complemented at a professional level through the demonstration of democratic and inclusive procedures in the investigatory process itself.

The text argues for:

- *action research as a means of implementing and evaluating inclusive practice in classrooms and schools
- *action research as an interpretive and discursive process
- *inclusion related to specific educational contexts
- *inclusion as responsive to change and improvement at any level

This book is ideal for postgraduate students, teachers and educational professionals who need a basis for developing inclusive practice.



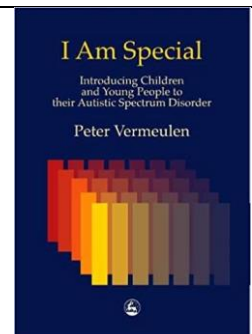
Book 32

I am special; Introducing children and young people – ISBN; 9781853029165

I am Special is a workbook developed by Peter Vermeulen and already used extensively with young people with autism spectrum disorder. The workbook is designed for a child to work through with an adult - parent, teacher or other professional. Unlike other books, its content and layout are devised especially for children who read, think and process information differently.

I am Special is divided into two parts. The first is a theoretical introduction that explains how to inform children that they have autism or Asperger Syndrome and how to use the worksheets with groups or individuals. The second part consists of a series of worksheets which the child works through with an adult to create a unique and personal book about him or herself. It includes a series of exercises that present autism positively. They strike a balance between general facts, information about autism and personal information, covering the strengths an autistic person may have as well as the difficulties they may face.

I am Special can be used with young people over the age of ten years. Not only is it an excellent source of information for the autistic child; it can be the first step in a process of counselling or psychotherapy or the springboard for a discussion group on autism.



Book 24

Teaching and Learning in Diverse and Inclusive classrooms – ISBN; 9780415564632

How can you develop effective teaching strategies so that *all* the children in your classroom are included in meaningful and enriching learning experiences?

What can you do to help young people from diverse backgrounds achieve their full potential?

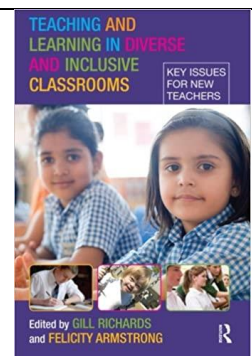
Addressing the wide variety of issues of diversity and inclusion routinely encountered in today's classrooms, this comprehensive text provides both a theoretical background and practical strategies.

Chapters from leading figures on inclusive education present and analyse the latest debates, research studies and current initiatives, including considerations for teaching and learning and concluding with key questions for reflection and additional resources.

Moving beyond simple theory about diversity, to what this means for real teachers' practice, the contributions focus on issues relating to values and professional practice for teachers, emphasising inclusive approaches and the importance of understanding the perspectives of learners. Topics discussed include:

- understanding inclusive education
- ethnic and cultural diversity
- challenging behaviour
- bullying
- gender identity and sexuality
- gifted and talented learners
- traveller children
- special educational needs
- collaborative working in schools
- the perspective of parents.

Designed to stimulate and strengthen teachers' professional understanding, the book also reflects on legislative duties, personal values and the importance of listening to the voice of individuals who experience disadvantage in educational settings.

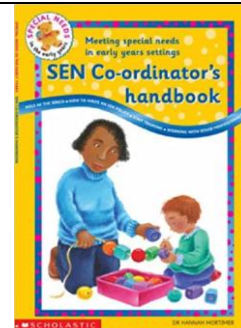


Book 28

SEN Coordinators handbook – ISBN; 9780439971430

This series provides books that will help all early years professionals to recognise and understand specific special needs conditions and to provide appropriate inclusive activities. The SEN Co-ordinator's handbook gives early years SENCOs general information and practical suggestions on fulfilling their roles. It provides straightforward advice on how to meet the legal requirements of the Code of Practice, how to implement these into the setting, how to create individual education plans and how to work with and support the children, other staff and parents. The chapters in this book include:

* Role of the SENCO * Writing an inclusive SEN policy * The SEN Disability Act * Child-centred assessment and IEPs * Working with families * Working with other professionals * Arranging a training event.

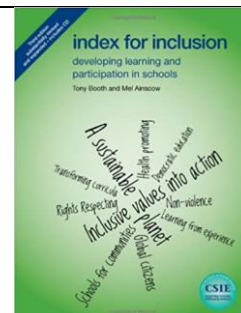


Book 27

Index for Inclusion; developing learning & participation in schools – ISBN; 9781872001685

The Index is a practical resource for school self-evaluation and improvement. Inclusion in the Index is a principled approach to developing education, it focuses on cultures, policies and practices that affect everyone: children and adults, schools, families and communities.

The Index has been translated into 37 languages and is in use in many countries throughout the world. This third edition, substantially revised and expanded, adopts a values based approach which draws together a wide range of interventions in education, for example those concerning equality, environmental sustainability, democracy, global citizenship, healthy schools and non-violent education.



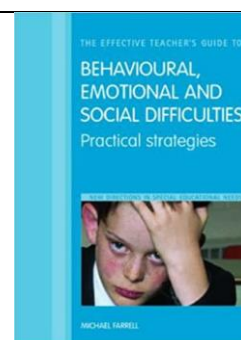
Book 26

The effective teachers guide to Behavioural, Emotional and Social difficulties – ISBN; 9780415360388

Taking into account the very latest developments in the field of Special Educational Needs, this book provides busy teachers with a straightforward yet thorough overview of the basic theories surrounding behaviour. The book also looks at the range of strategies that can be used in the classroom, and how their effectiveness can be assessed. The range of strategies presented and explained include:

- the cognitive approach
- the systems-based approach
- the behavioural approach
- the psychodynamic approach.

Also included is a chapter devoted to supporting pupils with Attention Deficit/Hyperactivity Disorder. The chapter contains new information on identifying and assessing the condition and suggests effective intervention strategies, such as developing self-esteem and interpersonal skills.

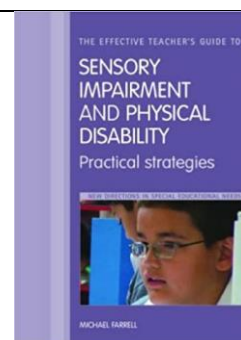


Book 31

The effective teachers guide to Sensory Impairment – ISBN; 9780415360425

This essential guide clarifies the definitions of sensory impairments and physical disabilities, and examines medical conditions that may lead to the need for SEN provision, including epilepsy, Tourettes syndrome and Prader-Willi syndrome. Writing in an accessible style, the author looks at ways of dealing with a variety of conditions, always with practical classroom situations in mind. Each section:

- sets out the definitions of the condition
- explains the legal contexts
- looks at the range of provision
- suggests intervention and support strategies
- gives example case studies.



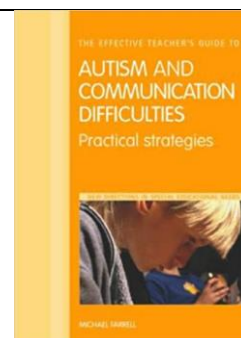
Book 30

The effective teachers guide to Autism and Communication difficulties – ISBN; 9780415360395

This clear, practical and teacher-friendly book examines the causes and consequences of autism and other communication difficulties. Focusing on educational aspects, the book pays particular attention to issues teachers may encounter with speech, grammar, meaning, use of language and comprehension, and leads the reader through:

- terms and definitions
- legal considerations
- classroom strategies
- pedagogical issues.

Highly accessible and authoritative, this is a rich source of knowledge, ideas and guidance on how to achieve good practice in the classroom.

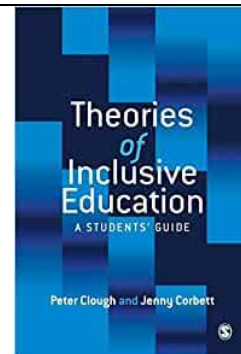


Book 22**Theories of Inclusive Education; a students guide – ISBN; 9780761969419**

This book traces the major stages of thinking in the development of inclusive education. It provides overviews of the main theoretical influences: the medico-psychological model; sociological positions; curriculum studies; school effectiveness and the impact upon policy and practice of the Disability Movement. Positioned and discussed in their historical contexts the book provides a synopsis and critique of the last 50 years of the 20th century, including the introduction of the term 'special educational needs', the practice of integration and the present processes of inclusive education.

The unique features of this book include personal reflections by a number of people who are considered to have had a major influence in the development of Inclusive Education. Summaries of their work, their writing and their thinking are provided - drawn from interviews with them and their own publications.

The book identifies and embraces some major issues. It does so bearing in mind the interests and perspectives of students working within Inclusive education studies and presents some complex issues in an accessible format with a direct style. Linking directly to the student experience, the book concludes with examples of how students have used theories on inclusive education to inform their reflections on practice. The book throughout is deliberately learner-friendly, using sample-group activities and suggested readings, and is designed to be an effective course reader.



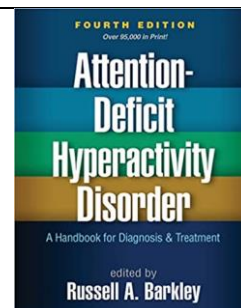
Book 29**Attention Deficit Hyperactivity Disorder – ISBN; 9781462538874**

Widely regarded as the standard clinical reference, this volume provides the best current knowledge about attention-deficit/hyperactivity disorder (ADHD) in children, adolescents, and adults. The field's leading authorities address all aspects of assessment, diagnosis, and treatment, including psychological therapies and pharmacotherapy. Core components of ADHD are elucidated. The volume explores the impact of the disorder across a wide range of functional domains--behavior, learning, psychological adjustment, school and vocational outcomes, and health. All chapters conclude with user-friendly Key Clinical Points.

New to This Edition

- Reflects significant advances in research and clinical practice.
- Expanded with many new authors and new topics.
- Chapters on cutting-edge interventions: social skills training, dietary management, executive function training, driving risk interventions, complementary/alternative medicine, and therapies for adults.

Chapters on the nature of the disorder: neuropsychological aspects, emotional dysregulation, peer relationships, child- and adult-specific domains of impairment, sluggish cognitive tempo, and more.



Book 33**Different like me; My book of Autism heroes – ISBN; 9781843108153**

Different Like Me introduces children aged 8 to 12 years to famous, inspirational figures from the world of science, art, math, literature, philosophy and comedy.

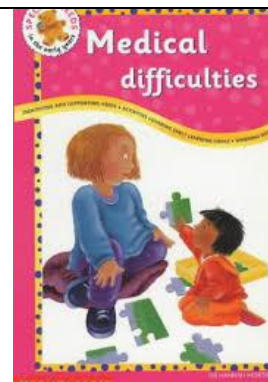
Eight-year-old Quinn, a young boy with Asperger's Syndrome, tells young readers about the achievements and characteristics of his autism heroes, from Albert Einstein, Dian Fossey and Wassily Kandinsky to Lewis Carroll, Benjamin Banneker and Julia Bowman Robinson, among others. All excel in different fields, but are united by the fact that they often found it difficult to fit in-just like Quinn.

Fully illustrated in colour and written in child-friendly language, this book will be a wonderful resource for children, particularly children with autism, their parents, teachers, carers and siblings.



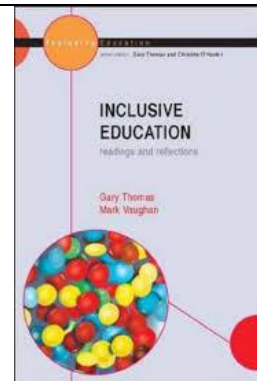
Book 34**Medical Difficulties– ISBN; 9780439019910**

Most early years groups will at some point include children who have medical difficulties or conditions. This book aims to help early years professionals to recognise and understand specific special needs conditions and to provide appropriate inclusive activities. It should help them to keep in touch with children who are ill at home or in hospital, in order to help them to continue to feel included.



Book 25**Inclusive Education – ISBN; 9780335207244**

"Over the past centuries research and practice has supported the use of inclusive practices as opposed to segregation. Political events relating to equality for all have spurred these changes. This book provides a valuable journey of exploration into these processes that have brought us where we are today - slow but steady progress towards inclusive practices within mainstream schools." *International Journal of Disability, Development and Education*



Book 23**Special Needs in the Early Years – ISBN; 9781853467592**

Good communication between professionals, parents and early years educators is perhaps the single most important factor in ensuring continuity of progress for a young child with special educational needs. This fully revised and updated second edition focuses on what needs to be done and how to achieve it through good communication practices. It also provides a useful initial reference for those networking and liaising on behalf of the child.

This book is structured to be easily accessible - both in terms of language and format - for busy SENCOs, nursery and infant teachers, educational psychologists, parents, support workers, playgroup leaders and professionals in health and social services. It will also be of interest to students taking BEd and PGCE courses in early years education.

