

## Additional reading

Adams, C. and Lloyd, J. (2007) The effects of speech and language therapy intervention on children with pragmatic language impairments in mainstream school, *British Journal of Special Education*, 34 (4), 226–233. Levels 2-4.

Atkin, K. and Perlman Lorch, M. (2007) Language development in a 3-year-old boy with Prader-Willi syndrome, *Clinical Linguistics and Phonics*, 21 (4), 261-276.

Bell, I.P. (2009) *Promoting communication in children with complex needs*. London: Royal National Institute of Blind People (RNIB). [Online at: [http://rnibcommercestage.contentandcode.com/professionals/education/schoolbasedlearning/complexneeds/communication/Pages/promoting\\_communication.aspx](http://rnibcommercestage.contentandcode.com/professionals/education/schoolbasedlearning/complexneeds/communication/Pages/promoting_communication.aspx); accessed: 12.1.12]

Bercow, J. (2008) *The Bercow Report: A Review of services for children and young people (0-19) with speech language and communication needs*. Annesley: DCSF Publications. Levels 1-4.

Kaiser, A.P., Hester, P.P. and McDuffie, A.S. (2001) Supporting communication in young children with developmental disabilities, *Mental Retardation and Developmental Disabilities Research Reviews*, 7, 143-150. Level 2-3.

McLinden, M. and McCall, S. (2009) Using touch with children with complex needs. London: Royal National Institute of Blind People (RNIB). [Online at: [http://rnibcommercestage.contentandcode.com/professionals/education/schoolbasedlearning/complexneeds/communication/Pages/using\\_touch.aspx](http://rnibcommercestage.contentandcode.com/professionals/education/schoolbasedlearning/complexneeds/communication/Pages/using_touch.aspx); accessed: 12.1.12]

Nind, M., Kellett, M. and Hopkins, V. (2001) Teachers' talk styles: communicating with learners with severe and complex learning difficulties, *Child Language Teaching and Therapy*, 17, 143-159.

Visual Impairment and Autism Project (2011) *Children who Have Visual Impairment and Autism: Identifying and sharing practice (Resource pack)*. London: Royal National Institute of Blind People (RNIB).

For related articles, see: <http://rnibcommercestage.contentandcode.com/professionals/education/schoolbasedlearning/complexneeds/communication/Pages/communication.aspx>

Vandereet, J., Maes, B., Lembrechts, D. and Zink, I. (2010) Predicting expressive vocabulary acquisition in children with intellectual disabilities: a 2-year longitudinal study, *Journal of Speech, Language and Hearing Research*, 53 (December), 1673-1686. Level 3-4.

The International Journal of Language and Communication Disorders has a range of articles, many of which are free to download [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1460-6984](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1460-6984)

## References

Capone, N.C. and McGregor, K.K. (2004) Gesture development: a review for clinical and research practices, *Journal of Speech, Language, and Hearing Research*, 47, 173-186.

Dunst, C.J., Meter, D. and Hamby, D.W. (2011) Influences of sign and oral language interventions on the speech and oral language production of young children with disabilities, *Cell Reviews*, 4 (4), 1-20. [Online at: [http://www.earlyliteracylearning.org/cellreviews/cellreviews\\_v4\\_n4.pdf](http://www.earlyliteracylearning.org/cellreviews/cellreviews_v4_n4.pdf); accessed: 12.1.12]

Early Support (2010) *Information for Parents: Down's syndrome*. London: Early Support. [Online at: <http://www.education.gov.uk/childrenandyoungpeople/sen/earlysupport/resources/a0067390/information-for-parents-booklets>; accessed: 12.1.12]

Foreman, P. and Crews, G. (1998) Using augmentative communication with infants and young children with Down syndrome, *Down Syndrome Research and Practice*, 5 (1), 16-45. [Online at: <http://www.down-syndrome.org/reports/71/reports-71.pdf>; accessed: 12.1.12]

McLeod, S. and Bleile, K. (2004) The ICF: a framework for setting goals for children with speech impairment, *Child Language Teaching and Therapy*, 20 (3), 199-219.

O'Toole, C. and Chiat, S. (2006) Symbolic functioning and language development in children with Down Syndrome, *International Journal of Language and Communication Disorders* 41 (2) 155-171.