

DOWN SYNDROME OF LOUISVILLE

Approaches to Teaching & Learning

For children with Down syndrome

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PICTURE SCHEDULE EXAMPLE

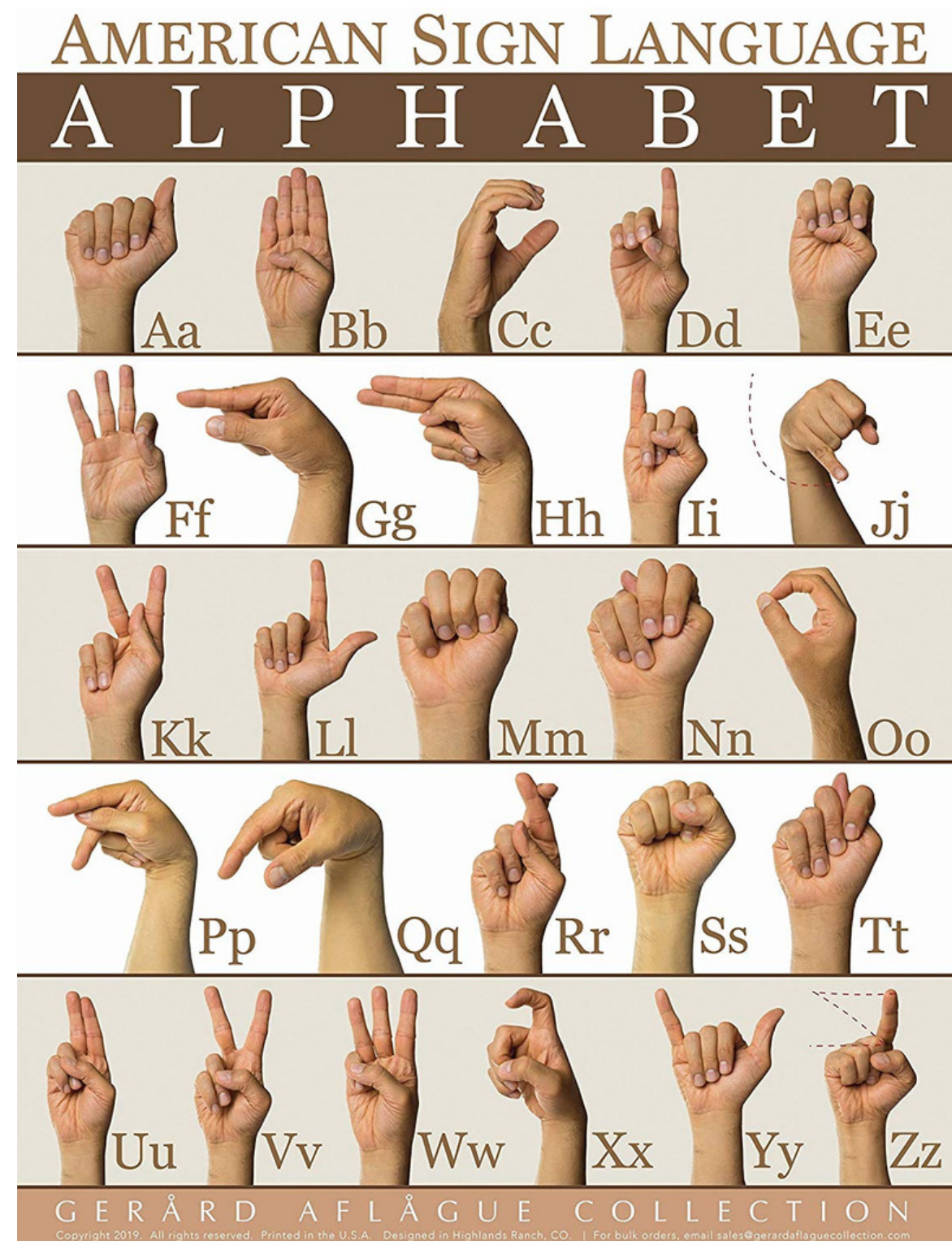
Preschool Schedule 2012-2013		
	Activity Time	
	Circle Time	
	Snack Time	
	Wiggle Time	
	Lesson Time	
	Craft Time	
	Play Time	

Visual, Visual, Visual

Use pictures, sign language, and printed words to:

label, remind, redirect
& engage.

Sign language is a form of communication.



Vertical picture schedules with velcro. Allowing the child to move them as the day goes on.

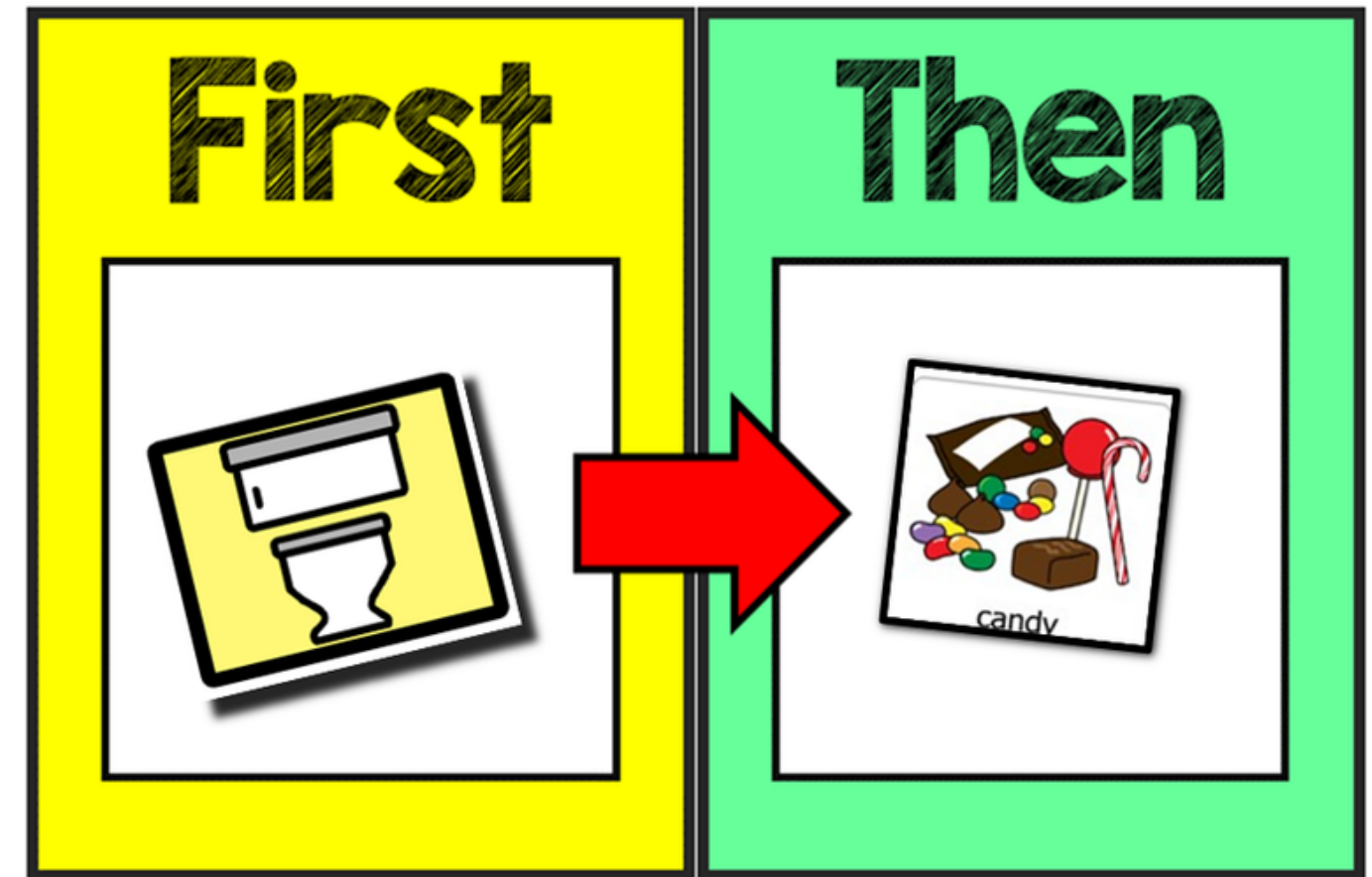


First, then

"First, then" visual/verbal cueing and phrasing are great ways to set the child up for success.



Giving them a clear, simple chart with visuals is an easy way to get them to understand what is being asked of them.



Matching, Selecting, Naming

Matching: match like image to like
image (object, picture or word)



Selecting: identifying upon request
("Show me", "Give me", "Point to",
etc.)



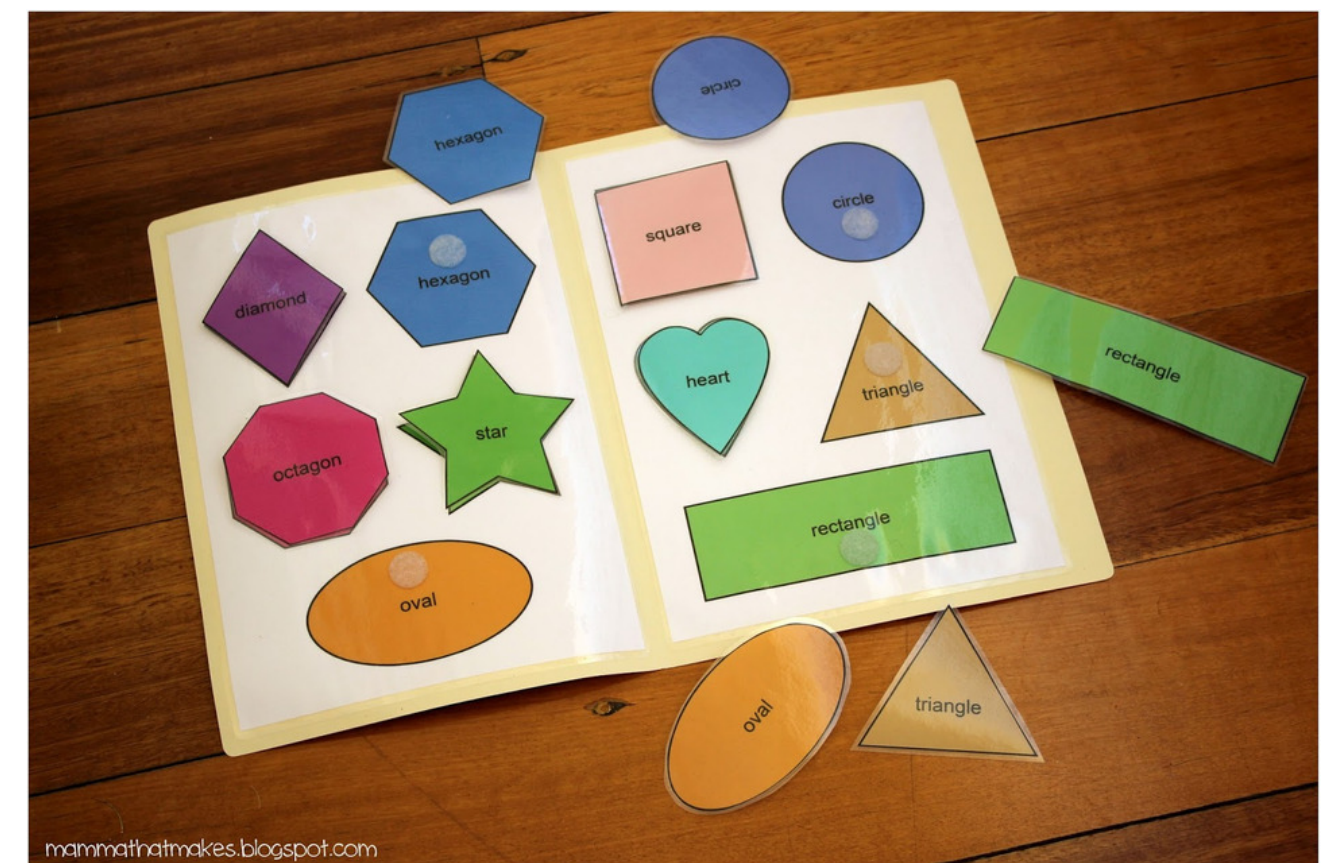
Naming: the child tells you or signs
the name. (For example, you would
ask, "What color is this?" or "This is
number")

Matching, Selecting, Naming

- *Practice to 80% mastery.
- *Then introduce additional information.
- *This can reduce boredom.



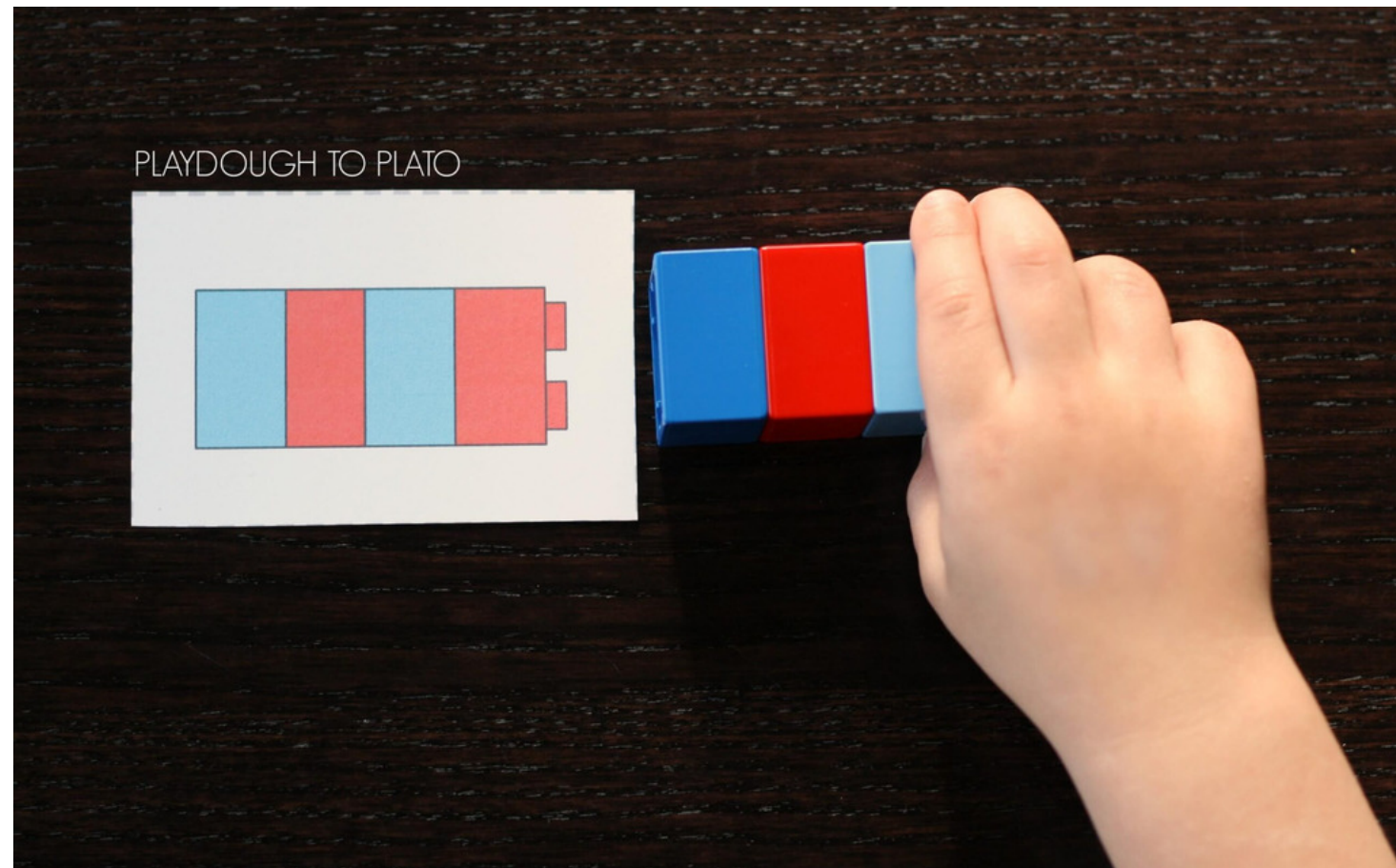
File folder games can be made at home.



Personalizing learning materials



- *Any activity or skill can be taught using things that the child has an interest in.
- *If the child loves dogs, have the child sort dog figures by color or teach size concepts with different size stuffed dogs.
- *If a child loves basketball – do basketball math.



Practice visual memory skills

Although Visual Memory skills are a relative strength for people with Down syndrome, continued practice of these skills is encouraged.



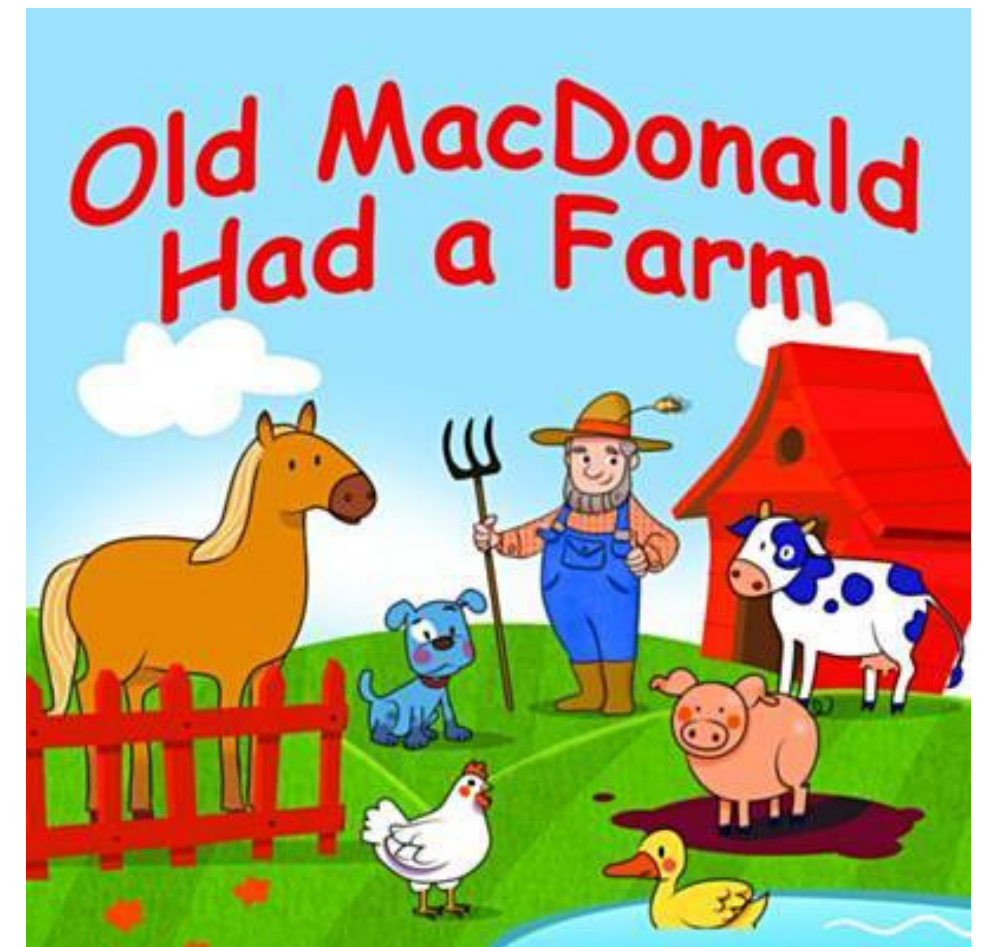
Practice visual memory skills

Use visuals to support learning of all concepts.



Practicing auditory memory skills

- *Sing songs that follow a specific order
- *Play round robin games: games that build on the former participant. (i.e. "I'm going on a picnic and I'm going to bring an apple." Next person repeats that, and adds to it.)
- *Play sound BINGO and other auditory discrimination games



Other games

- *Oddity games- what doesn't belong
- *What's missing and what comes next
- *Picture sequence cards
- *Completing a pattern
- *I Spy
- *Similarities
- *Categorizing



Generalization of information

Use mastered concepts in a variety of settings, with a variety of materials; with a variety of people and using a variety of themes.

*For example: Child identifies a picture of a dog in their favorite book. That child knows that certain dog picture, but can they identify other dog pictures in other books? Can they see a dog in the park and identify it as a dog?





Use consistent verbal prompts and cues

- *Use consistent words and phrases when giving instructions explaining concepts.
- *When instructing a child to give you "less than" something, stick with that term; do not switch to "fewer".
- *When helping them with a puzzle or a shape sorter, saying "put it in" repeatedly is better than switching to "find the match".
- *Instead of waiting for a child to master 100% of capital letters before you start working on site words, start on words when they know about 80-90% of those capital letters.
- *Another example would be with a shape sorter. Instead of waiting until the child puts the triangle in correctly 5/5 times to give them the square, go ahead and give them the square to put in after they have been successful with the triangle 4/5 times.
- *This can reduce frustration and boredom.

Scaffolding

- *Use of small manageable steps beginning at the student's current level of development working toward the goal.
- *Encouragement and praise for small approximations and successes.
- *Supports and guidance are provided and faded gradually until the student is independent.
- *In general, Most to Least levels of prompting are more successful.



Forward and backward chaining

Teaching a sequential skill one step at a time either moving forward through activity to the end or vice versa.



Praise, Praise, Praise

*Use positive verbal reinforcement. Positive comments, smiles, cheers, and high-fives are often more reinforcing than tangible items (e.g. sticker charts or prizes) and immediately available after the desired behavior versus use of a token economy.

*'Reset' a relationship that has become negative.

