

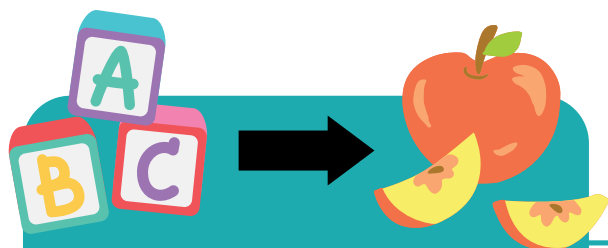
Behavioral Strategies for Children with Down Syndrome



CLEAR & SIMPLE DIRECTIONS

The child is less likely to do what you need if your speech is complex. Directions should be clear, brief, and contain the fewest steps as possible.

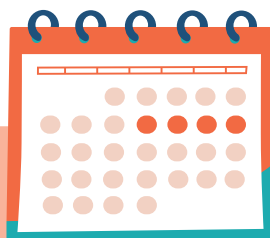
E.g., "Toys away," instead of, "Please pick up your toys so we can keep our room clean."



USE "FIRST... THEN..."

State the task that must be completed before the reward. Reward tasks even if the activity is completed hand-over-hand. Do not reward the child without task completion. Tasks can be broken into smaller steps with smaller rewards.

E.g., "First, circle time. Then, goldfish."



CONSISTENT ROUTINE

Use a visual schedule to help build a consistent routine. When the day's structure is consistent, the child is better able to anticipate events and activities, allowing them to succeed.

1

REDIRECT, DON'T REACT

Redirect in the moment and replace a less desired behavior with a positive one. Anticipate situations and keep them from happening so that behaviors do not become habits. Tell the child exactly what they're doing incorrectly and what they should be doing instead. Use as few words as possible.



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REWARD GOOD BEHAVIOR

The child will need to be rewarded right away to understand the connection between completing tasks and rewards. Set up a reward system using their motivators. Motivators can fade out over time. The "First... Then..." chart works well in reward systems.



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USE SOCIAL STORIES

Social stories are short, simple, picture books that outline future events for the child. Families can use them at home to prepare a child for the school day. At school, these stories can be used to help establish a routine. To see an example of a social story, check out this link:

<https://bit.ly/3br2x5c>



6



**DOWN SYNDROME
OF LOUISVILLE**
SERVING LOCALLY, SHARING GLOBALLY