The Road to Success for your Students with Down Syndrome

The Down Syndrome Connection of the Bay Area

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Down Syndrome Educational Alliance: A Partnership with Bay Area Schools

Down Syndrome Connection of the Bay Area

Founded in 1998 to provide a broad array of services for families and community.
- New parent support
- Medical outreach
- Direct services, resources and consult
- Education Alliance
- Self-advocacy opportunities
- And much more!

Our Mission is to empower, inspire and support people with Down syndrome, their families and the community that serves them, while fostering awareness and acceptance in all areas of life.
Down Syndrome
Educational Alliance

Acknowledging and Empowering Educators through Partnership

Together Recognizing and Requiring Unlimited Potential in all Children

Education Alliance Benefits

Services offered by the DSCBA are for the benefit of the entire education team!

✓ Consultation
✓ Information Sources
✓ Materials/Libraries
✓ Training Resources

Down Syndrome 101

❖ Most commonly occurring chromosomal disorder
❖ 600 babies born each year in the U.S. (about 1 in 700 births)
❖ According to the CDC, there are about 250,000 individuals living with Down syndrome in the United States
❖ 80 percent of babies with Down syndrome are born to women under the age of 35
❖ Average life span: 63 years old
❖ Common physical and mental characteristics

*People with Down syndrome are achieving things we never thought possible*
Three Types of Down Syndrome

- **Trisomy 21:** Extra copy of chromosome 21 in all of the cells. 95% of people with Down syndrome have Trisomy 21. 47 versus 46 chromosomes.

- **Translocation:** Additional chromosome 21 is attached to another chromosome. ONLY form that can be inherited (however usually not). 4% of people with Down syndrome have Translocation.

- **Mosaic:** Improper division of chromosome 21. Improper division of chromosome 21 happens after fertilization, so people with mosaicism have 46 chromosomes in some cells and 47 in others. It is the least common form of Down syndrome, accounting for 1% of all cases.

Medical Issues

- Muscle Hypotonia
- Heart Defects
- Gastrointestinal issues
- Hearing Loss
- Vision Issues
- Respiratory Issues
- Thyroid Dysfunction
- Sleep Apnea
- Compact ENF
- Dental issues
- Leukemia
- Atlanto-Axial Instability
- Celiac Disease
- Potty Training
- Precocious Puberty
- Tactile Sensitivity
- High Pain Tolerance
- Early Menopause
- Alzheimer’s Disease
- Increased rate of illness
- Dual Diagnosis of Autism, ADHD, OCD, Anxiety, Sensory

How Might Medical/Physical Issues Look in the Classroom?

- Stamina
- Communication
- Vision
- Hearing
- Fine motor control
- Self-care
- Posture – discourage hyperflexible postures
- Changes in Behavior
Learning Profile

❖ Research has shown that abilities in different developmental areas do not emerge in people with Down syndrome in the same synchronous manner as they do in those with typical development.
❖ There is a general learning profile and behavior phenotype with specific areas of strength and challenge.
   ➢ The following presentation addresses this profile.

Communication

Utilize Strengths
❖ Social beings
❖ Intuitive
❖ Want to use spoken language
❖ Sense of humor
❖ Higher receptive language
❖ Distinct interests
❖ Enjoy repetition
❖ Enjoy technology
❖ Visual learners

Communication

❖ Spectrum of Ability
❖ Challenges
   ❖ Receptive / expressive gap
   ❖ Oral motor weakness & dissociation
   ❖ Longer processing time
   ❖ Hearing deficits
   ❖ Short term memory challenges
   ❖ Generalizing skills
Not being able to speak is not the same as not having something to say.

Communication Strategies
❖ Wait 10 seconds - It can change a life!
❖ Use:
❖ concrete
❖ simple
❖ concise
❖ familiar language
❖ Reinforce with visual aids
❖ Ask open-ended questions
❖ Ensure good positioning: face to face with eye contact when giving directions
❖ Ask the student to repeat instructions back
❖ Consistent communication plan/system at school and home

Multi-modal Communication
Incorporate and model various communication mediums across all school routines and activities
❖ Auditory
❖ Gestures and Signs
❖ Visual
❖ Written
Examples:
❖ Incorporate speech generating device at circle time
❖ Use visual cues, instructions & guides
❖ Create communication and system boards
❖ Accept and include gestural communication

“Communication must be integrated into every facet of the school day door to door.”
What are AT and AAC?

- Assistive Technology: systems and tools put in place to help the functioning of an individual with a disability
- Writing
- Reading
- Computer Access
- Communication
- Play
- More...
- Alternative and Augmentative Communication: a subset of AT; systems and tools put in place for an individual with severe speech and/or language impairments
- Speech Generating Device (SGD): systems that enable individuals with severe speech impairments to verbally communicate their wants, needs, emotions, thoughts, etc. [ASHA, 2005]

AND SO MUCH MORE...

Why AAC?

"The ability to speak and use language is the functional ability that distinguishes human beings from all other species"

- Expressive/Receptive Gap, Speech Delay, Apraxia etc.
- Students who require AAC can acquire literacy skills when they're provided with effective instruction (Light & McNaughton, AAC and Reading)
- Allows participation in daily life
- Self-esteem builder; empowering
- Friendship building
- Eliminates frustration/behavior
- Express needs, wants, thoughts, questions, interests, etc.

"AAC may mean the difference between silence, isolation, and dependence versus having a life that is interwoven with friends, family and others."

AAC First Steps

When to make a referral?

- Familiarity with AAC: understand the myths
- Gap in receptive/expressive language; speech impairment
- Missed opportunities for communication/participation
- Frequent communication breakdowns
- Determination, persistence, & dedication
- Who refers and who completes an assessment?
- Family and or educator can request an AAC evaluation
- Conducted by specialists trained in AAC – usually SLP’s

Components of AAC to include in an IEP

- Direct and indirect (or consult) service hours
- Recommended system(s) other tools
- Participation Plan
- Documented in services & special factors
**AAC Systems: 4 is better than 1**

<table>
<thead>
<tr>
<th>NO TECH – using own devices</th>
</tr>
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<tbody>
<tr>
<td>LIGHT TECH – battery operated/static display</td>
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<tr>
<td>LOW TECH – no power source</td>
</tr>
<tr>
<td>HIGH TECH – power source/dynamic display</td>
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Speech Generating Devices: Dedicated device such as Nova Chat, Vantage etc. can be obtained through medical insurance due to classification as “durable medical equipment”.

**Integrating AAC into the Classroom and Home**

**Start small:** Set a goal of one or two things to be accomplished daily. (Examples: sharing news at circle, sharing weather, call role, choosing a snack or game, etc.)

**The goal is to build confidence and opportunities for the student – make goals realistic and successful.**

**Participation Plan:** Plan developed by the collaborative team that delineates portions/activities of the day to AAC - AAC systems to be used - Communicative expectations - Strategies used by staff (e.g. prompting)

*Explore, be creative and have fun!*

**AAC & Literacy**

Learning to read and write:
- Enhances cognitive development
- Facilitates fuller participation at school
- Increases employment opportunities
- Supports the use of mainstream technologies
- Facilitates social relationships
- Fosters personal expression
- Provides a meaningful and enjoyable leisure pursuit

For individuals with complex communication needs, learning to read and write also:
- Provides a means to communicate more effectively
- Has a profound impact on self-esteem
- Has a positive impact on others' perceptions or attitudes

*Research shows that early acquisition advances language development.*

AAC and literacy both teach & utilize symbolic language.
Literacy

The research shows:
❖ Can begin to read (with word ID skills) at a young age
❖ Tend to be visual readers and learn phonics later than typical peers
❖ CAN learn to read in the absence of phonological awareness
❖ Specialized literacy programs* proven to show improvements in reading and language development

General strategies:
❖ Utilize and integrate student’s communication system
❖ Create an organized and familiar language environment
❖ Implement activities to improve sound discrimination and phonological awareness

“Examples:
‘See and Learn’
‘Reading and Language Intervention program’
‘Special Reads for Special Needs’
‘The Learning Program’

Memory

Strengths
❖ Impressive memory for areas of high interest
❖ Good with routines
❖ Strong visual memory

Challenges
❖ Auditory processing deficits
❖ Remembering rules or routines
❖ Developing organizational skills
❖ Difficulty integrating new knowledge with prior information
❖ Learning abstract or unfamiliar vocabulary
❖ Understanding of time
❖ Inconsistency in remembering skills from day to day (math facts)

Working Memory Interventions

Research shows that computerized memory training (e.g. “Cogmed JM”) leads to improvement in short-term memory skills in children with Down syndrome.

Targeted activities
❖ Memory games
❖ Read aloud or listen to books on tape
❖ Implement structured reading program such as See and Learn

Working memory support in classroom
❖ Check and re-check comprehension and retention skills
❖ Repeat important information – 7 times is a charm
❖ Develop students own strategies to support memory
❖ Utilize visual aids – schedules, calendars, content cards
❖ Incorporate skill maintenance
All kids misbehave – plan accordingly!

- All behaviors have a function or reason.
- In order to change the behavior you need to find the function/reason.
- Try not to take it personally.

The main functions to behavior (SEAT):

- **sensory** - behavior meets/responds to a sensory need
- **escape** - from a person, task or environment
- **attention** - from peers and/or adults (positive and/or negative)
- **tangible** - desires a specific item, person or activity

With any problem behavior you will need to identify:

- antecedent
- behavior
- consequence

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**Behavior Phenotype**

**Strengths**

❖ Social and enjoy relationships
❖ Visual imitation & learners
❖ Receptive language skills
❖ Enjoy independence
❖ Good sense of humor

**Pros and Cons:**

❖ Noncompliance
❖ Avoidance of challenging tasks
❖ Social withdrawal
❖ Grooves, compulsive like behavior
❖ Slow pace
❖ Self-talk

*Self-talk is NOT pathological*

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**Behavior is Communication**

**Key Reasons**

❖ Unable to express their needs in another manner.
❖ The work they are being given isn’t modified appropriately.
❖ Not given enough processing time.
❖ Topic is uninteresting, not meaningful or undesirable in some way.

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Recommended Book:

*Supporting Positive Behavior in Children and Teens with Down Syndrome: The Respond but Don’t React Method* by David Stein
Behavior:
Prevention is the Priority

• Ensure student has effective communication system.
• Use visuals.
• Offer of non-contingent praise.
• Break tasks into smaller manageable steps.
• Give choices in activities.
• Offer peer collaboration.
• PRE-specify reinforcer (First/Then)
• Allow communicative alternative (i.e. break)
• If a system is working – think before fading it.

Strategies for Disruptive Behaviors

Key Strategies

❖ Rule out any medical reasons for behavior
❖ Don't react with strong emotion.
❖ Find a peer the student responds to for role modeling.
❖ Pick your battles.
❖ Be consistent.
❖ Give the student a “job” to assist in compliance.
❖ Warn students about transitions.*
❖ Utilize social stories (Carol Gray).

Refrain from reinforcing challenge behaviors!
Stimming

➢ Reduces anxiety
➢ Re-centers emotional equilibrium
➢ Encourage self awareness
   ➢ time limit
➢ Discourage only if:
   ➢ is destructive
   ➢ is disruptive
   ➢ impedes development

- squinting, spinning, flapping hands, wiggling fingers, rocking, grinding teeth, clapping, spinning objects, dropping objects down vents, pouring sand, humming, licking objects, making pig noises, twirling beads, repeating a word, rubbing an object, chewing on clothes

“Treat people as if they were what they ought to be and you help them become what they are capable of becoming.” - Goethe
Working with Young Children

❖ Collaborate and communicate with parents.
❖ Never too young to begin teaching literacy.
❖ Abilities in different domains do not emerge at the same time (e.g., language lags behind cognition). Do not let this mislead you.
❖ Embed learning in a social context.
❖ Explore augmentative and alternative communication systems.
❖ Incorporate various styles of learning: kinesthetic (physical), visual, auditory.
❖ Take physical/sensory breaks regularly to "awaken" the body and mind.
❖ Have fun!

Children with Down syndrome may be delayed due to: 
➢ Low muscle tone
➢ Not developmentally ready
➢ Sensory issues

Look for signs of readiness: 
➢ Adequate muscle control (can child go up/down stairs competently?)
➢ Predictable toileting patterns
➢ Cognitive readiness
➢ Asking to be changed
➢ Hand in pants

Begin the process: 
➢ Make sure the team is ready!
➢ Work in conjunction with the family - use consistent language and systems.
➢ Be ready and willing for a week of messy and hard work!
➢ Be patient and positive - take the pressure and negativity out of the equation.

Caution: The bathroom may be overused as an escape/break.

Potty Training

Working with Adolescents

• Hormones, hormones, hormones
• Keep open discussion with the family - understand differences.
• Educate about:
  ✓ Bodies (including menstruation for girls)
  ✓ Emotions
  ✓ Relationships
  ✓ Behavior

Continue teaching to independence – no time like the present!
Inclusive Education

Decades of research have shown that students with Down syndrome have higher academic and social outcomes when educated in general education settings. “Removing students from the general education classroom impedes their academic progress.” (Fred Balcom, California Department of Education, 2012)

Inclusion does not mean that educators are responsible for keeping or getting students with Down syndrome to grade level standards.

Equity isn’t the same as Equality.

Students who learn together learn to live together.

Equality vs. Equity

Equality

Everyone starts from the same place.

Equity

Opportunities are not equal.

Benefits of Inclusive Education

For the focus student:

• Higher academic, social, and vocational outcomes.
• Increased confidence and independence.
• Increased friendships.
• Development of age-appropriate behaviors and interests.

For all the students:

• Increased tolerance and patience.
• Respect of diversity creates a welcoming environment for all.
• Appreciation for individual’s gifts as opposed to challenges.
• Differentiated instruction benefits all students.
• Academic supports provide access to the curriculum for all students.
• Greater emphasis on student strengths as opposed to deficits.

For educators:

• Collaboration decreases educator isolation and increases learning.
• Opportunity to model acceptance of human diversity.
• Increased opportunities for self-reflection and assessment.
• Opportunity to learn and model how to cope with change and/or challenge.
Successful Inclusion Requires

➢ Belief and positive attitude throughout the team and school.
➢ A flexible and integrated multi-modality communication system for the student.
➢ An effective and integrated multi-modal communication system for the student.
➢ Flexible approach to the use of staff.
➢ Inclusive training and support for teachers and para-professionals.
➢ IEP goals that reflect how a child can participate in class and curriculum.
➢ Educator training and support regarding inclusive practices.
➢ Ownership of the student's learning by the classroom teacher.
➢ Good communication between all IEP team members.
➢ Ability awareness education for the student's peers.

"Inclusion is more than a seat in the classroom. It is full access to social, physical and academic communities"

Teaching Strategies

Differentiating curriculum provides access for ALL students.

❖ Don't reinvent the wheel. Seek out previous examples the student has responded to.
❖ Know that it may take 15-20 repetitions to acquire a skill.
❖ Document and share what works with next year's teacher.
❖ Teach to the zone of proximal development.
❖ Implement a range specific approaches: naturalistic, activity based, discrete trial.

Universal Design for Learning (UDL)

Builds the differentiation and adaptations into the curriculum by:

❖ Allowing for multiple means of representation
❖ Allowing for multiple means of engagement
❖ Allowing for multiple means of expression
Adaptations

ACOMMODATIONS
❖ Changes in HOW a student accesses or demonstrates learning.
❖ Does not substantially change instructional level content or performance level.
❖ Goal - provide equal access to learning.

MODIFICATIONS
❖ Changes WHAT a student is expected to learn.
❖ Changes may be made in instructional level, content or performance level.
❖ Goal - provide meaningful & productive learning experiences.

Don’t forget to make adaptations to homework if necessary!

Applied Behavior Analysis (ABA) Therapy

Can address:
• Socially significant behaviors
• Challenge behaviors
• Academics

Defining Dimensions of ABA:
• application
• a focus on behavior
• the use of analysis
• Technological, conceptually systematic, effective, and general approach.

It’s another tool in the toolbox – don’t ignore it.

Align Goals with Common Core Standards

Example student: Maria is in 5th grade and communicates with a few concrete words, photos and graphic icons.

1. Identify quality of life goals for individual.
   Communication to express wants, needs, choices; development of positive social relations; enrichment through literacy.

2. Identify priority, grade-level content standards that can support quality of life goal.
   Determine two or more main ideas of a text; explain how they are supported by key details; summarize text. [ccss.ela-literacy.ri.5.2]

3. Identify the critical function of selected standard/s.
   Accessing and comprehending main ideas in a meaningful, accessible text.

Align Goals with Common Core (cont.)

4. Identify meaningful individualized performance outcomes associated with the critical function of selected standard/s.
   Following stories with photos/icons on a communication board; answering questions about text; making predictions; sequencing 3 story pictures.

5. Generate IEP goals/objectives to address the performance outcomes.
   (1). Given grade-level text adapted to Maria’s reading level, she will follow along with photos/graphics on a board. (2). Answer questions about the text and predict what will come next by pointing to appropriate symbols on communication board.

6. Teach these academic skills within and across meaningful activities that provide context and motivation.
   (create an instructional plan)

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Do the best you can until you know better, Then, when you know better – do better.

-Maya Angelou

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Example Adaptations

Accommodations
- Limit visual distractions.
- Modify worksheets.
- Reduce the required output.
- Use manipulatives.
- Use books on tape.
- Try a variety of writing implements.
- Use larger and/or highlighted print.
- Use technology.
- Use multiple choice test format instead of spontaneous answers.

Modifications
- Tie content to student’s interest.
- Adapt the goal or outcome, while using the same materials.
- Allow for peer and/or paraprofessional support.
- Draw a picture and label it instead of writing a paragraph.
- Make a collage instead of a report.
- Think outside the box yet try to keep the curriculum as close to the general ed curriculum as possible.

Recommended Book:
Inclusion in Action: Practical Strategies to Modify Your Curriculum
by Nicole Eredics
Reading Adaptations

- Pre-read text with student.
- Have students take turns reading aloud to student.
- Incorporate drama and/or visuals.
- Find a text enhanced version of the book (i.e., with visual cues/icons).
- Provide a story map or other graphic organizer.
- Have student sequence a series of events from the story.
- Ask factual rather than interpretive questions.
- Use Spark Notes or Cliff Notes if available.
- Have specialist write brief summary for student’s use.

Example Writing Adaptions

- Focus on core vocabulary.
- Provide pictures for inspiration.
- Allow child to dictate then write on sentence strip, but up and have child rebuild or match to model.
- Access to stickers with scribed words; student can build sentences to accompany picture.
- Provide a sentence starter.
- Provide a scribe.
- Provide writing frames, template, and/or graphic organizer.
- Access to a word bank.
- Use Assistive Technology such as Clicker Sentences or Clicker Connect apps on iPad.

Spelling Adaptations

- Limit the number of words student is expected to learn.
- Have the student dictate if handwriting is a challenge.
- Allow student to type the words.
- Have the student fill in a missing letter of the word (works best for 1st grade, short words).
- Use a multiple choice (minimum 3 choices) format where student chooses correct spelling.
Science /Social Studies Adaptations
❖ Focus on core vocabulary.
❖ Pre-teach.
❖ Identify and narrow the goal for student.
❖ Use a graphic organizer to represent main topic and supporting facts or details.
❖ Have student draw picture or make a collage of topic.
❖ Have student assist with counting of materials, measurements, etc.

Math Adaptations
❖ Identify goal for student, focus on big ideas (shapes vs. types of triangles).
❖ Reduce number of problems and distractions.
❖ Make it relevant and concrete; use manipulatives.
❖ Use consistent cues/visuals for computation process (e.g., put large number in your head and count-up).
❖ Try to tweak the general curriculum to build on a student’s goal, (e.g., a double-digit addition worksheet can become counting how many “s” there are on that page or building six in various ways).
❖ Allow the use of calculators, (Talking Kids Calculator app, www.calculatorsoup.com)
❖ Build math concepts into other curriculum areas (passing out materials, keeping track of time, etc.)
❖ Sometimes parallel curriculum (such as Numicon or Making Math Real) is necessary.

Math Curriculum
Research shows:
❖ Students with Down syndrome who follow the Numicon approach make better progress.
❖ Numicon enables teaching staff to ‘see’ what the child is thinking, which is important for identifying both successes and confusions in the child’s understanding.
❖ Children are motivated to engage with attractive materials and they develop confidence due to their successes.

NOTE: Have consistent vocabulary between home and school.
Communicating with the Team

Communicating with the Team
❖ Know who your student is – what are their interests, fears and modes of communication?
❖ Don’t discuss inappropriate or sensitive issues within earshot of the student - remember, receptive language is higher than expressive!
❖ Use clear, simple, age-appropriate language and tone when talking with the student.
❖ Keep your sense of humor!

Regular Communication with the Team
❖ Understand goals, strategies and curriculum – know the IEP.
❖ Share information – be on the same page.
❖ Know team member responsibilities.

Communication with Parents
❖ Implement regular mode of communication, i.e. log.
❖ Don’t over report negatives - emphasize the positive.
❖ Use parents as resources – they know their children best.
❖ Put yourself in their shoes – be empathetic.

BHS senior: Elias Cooper
aka: Ely, Elzie, Elz or E. Cooper

Things that are important to me
❖ My area of study: Career Studies
❖ My hobbies and interests: Drawing, reading, and playing video games.
❖ Learning about diverse cultures and world religions.
❖ Improving my academic skills.
❖ Participating in school activities.
❖ Spending time with family and friends.
❖ Maintaining a healthy lifestyle.
❖ Helping others.
❖ Avoiding negative influences.
❖ Never giving up.

Adorable character traits about me
❖ Caring and friendly
❖ Have a good sense of humor
❖ Bright, curious and hard-working
❖ Extremely flexible
❖ Humorous and confident

What I need to succeed
❖ Supportive peers
❖ Encouragement
❖ Opportunities to develop and grow
❖ Positive feedback
❖ Clear and concise instructions
❖ Respectful and fair
❖ A safe and positive learning environment
❖ A sense of belonging
❖ A clear understanding of expectations
❖ A sense of purpose
❖ A supportive and understanding home environment
❖ A supportive teacher
❖ A supportive parent
❖ A supportive community
❖ A supportive school
❖ A supportive society
❖ A supportive world

The Seven Most Dangerous Words

HE WON’T GET ANYTHING OUT OF IT!
Students with Down syndrome are often presumed to need help in areas where they can actually be quite self-sufficient.

Least dangerous assumption: assume competence* and provide supports only when proven needed.

Are the supports you have in place transferrable to other settings?
- Community outings
- Employment situations
- Post-secondary education
- Recreational activities

Are you training your student to be a productive member of society?
*

Based on realistic knowledge and history.

Learned Helplessness

Promotes Independence

- Discussing issues and creating solutions
- Giving clear directions and expecting follow through
- Student encouraged to speak for self
- Teaching at a challenging level using learning strengths
- Coaching student on errors
- Holding student accountable for actions
- Allowing student to fail in a safe environment
- Teaching student to ask for help as needed

Impedes Independence

- Having an adult by their side at most/all times
- Protecting student from taking risks
- Rescuing student from anticipated outcomes
- Overlooking errors
- Over prompting
- Speaking for your student
- Doing the work for them
- Interceding before they ask for help

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

-Benjamin Franklin
Mental Wellness

A foundation of self-esteem and competence is essential in order for growth in all other areas of development.

- Promote self-esteem:
  - Self-awareness
  - Sense of competence
  - Development of one's own talents
  - Feeling loved and accepted
- Don't try to "fix" students – SUPPORT them.
- Allow for dreams – we all need to dream.

Facilitating Social Connections

In the classroom
- Incorporate activities that require social interaction
- Utilize materials and layout of classroom that encourages social interaction.
- Display images that reflect interaction and diversity
- Ability Awareness

Extra curricular activities
- Sports, drama, music, leadership etc.

Formal and informal facilitation of friendships
- Circle of friends
- Lunch/playground buddies
- Foster and encourage natural interactions and supports

Social Issues

- Use people first language
- The "R" word – “Spread the Word to End the Word”
- At-risk population for bullying/abuse
  - Encourage appropriate physical contact and boundaries
  - Mindful of hugging
- Encourage and model age appropriate behavior
- Research indicates 70-80% of people with developmental disabilities will be abused either verbally, physically, or sexually in their lifetime
Ability Awareness Presentation

- Knowledge paves the road to acceptance
- Opens the door for an important conversation
- Facilitates friendships
- Provides students with strategies for supporting their friend with Down syndrome
- Teaches diversity and tolerance

Presentation focused on Down syndrome, inclusion and respect of differences in an honest, positive and safe space.

The Power of Peer Supports

Target Student
- Companionship and sense of belonging
- Emotional and practical support
- Peer norms and values
- Improved self-esteem
- Intellectual and social development
- Decreased behavioral challenges
- Quality of life
- Promotes academic, social and communication outcomes.

Peer Mentor:
- Appreciation of diversity
- New friendships
- Leadership and advocacy skills
- Meta-cognition skills
- Greater self-esteem

Key components:
- Student selection
- Peer training
- Peer delivered supports
- Adult monitoring

Transition

Start thinking about options and plans early
- With family decide if student is going to receive a diploma.
- Make plans by age 14 and begin implementing by age 16.
- How many years will the student have in the transition program?
- Think about future goals and work backwards.

Assess strengths and skills
- Assess and develop life and job skills.
- Assess and develop social, recreational and hygiene skills.
- Assess and embed student’s own goals and interests into IEP.
- Encourage student to self-advocate for his/her own needs and goals.
- Write letter to all teachers explaining his/her strengths and challenges.
- Participate in the IEP process and goal writing.

Follow the student’s interests and strengths
- Utilize community-based instruction
Develop curriculum and IEP goals that address transition employment, education and independent living skills.

- Money skills (e.g. dollar up, comparison shopping, menu math, ask for a receipt)
- Following simple instructions (e.g. recipes)
- Computer skills
- Basic reading and writing skills
- Completing tasks
- Time management skills (e.g. being on time and estimating time)
- Organizational skills (e.g. keeping track of supplies and materials)
- Travel training skills (e.g. street safety, taking the bus, etc.)
- Practice writing resumes, filling out job applications and role playing interviews
- Age-appropriate behavior/social skills

Include other agency providers:
- Regional Center
- Department of Rehabilitation
- Transition program personnel
- Other pertinent administrators and/or specialists

DON’T FORGET THE “I” IN IEP

INDIVIDUAL

Independent
Intuitive
Intelligent
Ingenious
Inspired
Impressive
Incredible

We’ve Come a LONG Way

Over the last forty years, research has increased our knowledge about the capabilities of people with Down syndrome.

At the same time, significant advances in health care, early intervention and family support have vastly improved the quality of life for people with Down syndrome, their families and communities.

Happy 60th Birthday!
THANK YOU FOR ALL YOU DO!

You have the power...
We want to help!

Resources

General Information:
- www.dsconnection.org
- www.ndss.org
- www.downsyndrome.org
- www.ndsccenter.org
- www.woodbinehouse.com

Ability Awareness:
- Talking Down Syndrome to School, Jenna Glatzer (2002)
- What’s It Like? Down Syndrome, Angela Roydon (2008)
- I Know Someone with Down Syndrome, Vic Parker (2011)
- The Little King and His Marshmallow Kingdom, Louis Rotella III (2010)
- Our Brother Has Down’s Syndrome, Shelley Cairo (1983)
- Just Like You Video (video can be found at: https://www.youtube.com/watch?v=5M9yOyGUX4)
- www.tolerance.org
Resources

Inclusive Education
- www.inclusiveschools.org
- http://www.cast.org/udl for more information on UDL
- www.theinclusiveclass.com
- http://www.inclusiveclassrooms.org
- http://www.tommihail.net/inclusion_myths.html
- www.cast.org
- Inclusion for Children with Down Syndrome (FB)
- https://vimeo.com/239600763
- www.effectiveteaching.info
- http://www.understandinginclusion.com (look for “IP Archive” to access free materials)
- www.paulakluth.com
- Peer Support Strategies, Erik Carter, 2009
- https://vimeo.com/239600763
- http://www.cast.org/udl