



Early Years & Primary Education Training

Website: downs-syndrome.org.uk

Email: info@downs-syndrome.org.uk

Gillian Bird





This webinar explores education for learners who have Down's syndrome aged from 4 to 11 years. The presentation is divided into four areas:

1. Understanding a 'learning profile' of associated characteristics including memory, cognition and health, speech, language and communication, literacy and numeracy
2. Social inclusion and belonging
3. Examples of adaptations for inclusive teaching and learning
4. Behaviour support



About Down's syndrome

Abilities and progression vary widely

- Always socially include for chronological age, think this way from nursery onwards
- As for any child, don't try to predict the future

A pattern of associated characteristics, or 'learning profile'

Some health conditions are more common

Like everyone, people who have Down's syndrome have:

- own personalities
- things they like and dislike
- own ambitions, interests and talents

About Down's Syndrome videos <https://www.downs-syndrome.org.uk/about-downs-syndrome>

Genetic condition with an extra chromosome 21 in all or some cells





1. 'Learning Profile' and implications

Publications

Down Syndrome International (DSi)
Education Guidelines published July 2020

<https://www.ds-int.org/education>

(Key considerations; guidelines for leading, teaching, learning).

Educating Learners with Down Syndrome.
Research, theory and practice with children and adolescents. 2014. Edited by Rhonda Faragher & Barbara Clarke, Routledge.

[A Practical Guide to Educating Learners with Down Syndrome: Supporting Lifelong Learning](#)

Rhonda M. Faragher 2023.



Recommendations for Leading

- Time for teachers to plan
- Shared vision of inclusion
- Work in partnership with families
- Teachers responsible for learning of all students in class
- Teachers must guide the work of teaching assistants

Recommendations for Teaching

- Teacher training & professional development
- Teach curriculum for the year group, adjusted to enable engagement with learning outcomes
- Where an individual education plan is used: teachers, one family member/advocate & student included in process
- Understand and support behaviour



- In mainstream classes for age
- Withdrawn as infrequently as possible
- Equal right to the curriculum (not based on what someone thinks a child needs for adulthood)
- Academic achievement should be expected
- Teachers aware of likely characteristics and need for adjustments



Associated characteristics or 'learning profile'

- Vision
- Hearing
- Speech, language and communication
- Memory and cognition
- Fine and gross motor skills
- Health

Recommendations

- Vision and hearing management
- Speech and language therapy & promotion of speech clarity and fluency
- Adjustments as required for additional needs (e.g. ASC/ social communication)
- Take into account verbal working memory and manipulation of information in working memory
- Use visual supports including written words
- Encourage active movement and participation



Individual needs

- Unique – different needs
- High expectation
- Skilled teachers
- Next steps
- Engaging activities
- Welcome and socially included, whole school
- Additional support
- Communication – the team and parents



Use the framework for ALL children's learning and development

Some ways to support success:

- set up for **learning by imitation**
- **daily practice** of targeted skills
- **plan activities** that become routine
- support **positive behaviour** and **friendships**
- use **strengths/interests, support relative difficulties**
- **share expertise** – what works well?



Learning profile: advance information

The Emerging Down Syndrome Behavioural phenotype in Early Childhood: Implications for practice. D J Fidler, 2005, Infants and young children, 18,2, 86-103

Relative strengths in some aspects of:

- visual processing
- receptive language (vocabulary)
- nonverbal social functioning

Relative weaknesses in:

- gross motor skills
- expressive language skills



DOWN'S SYNDROME

Relative strengths

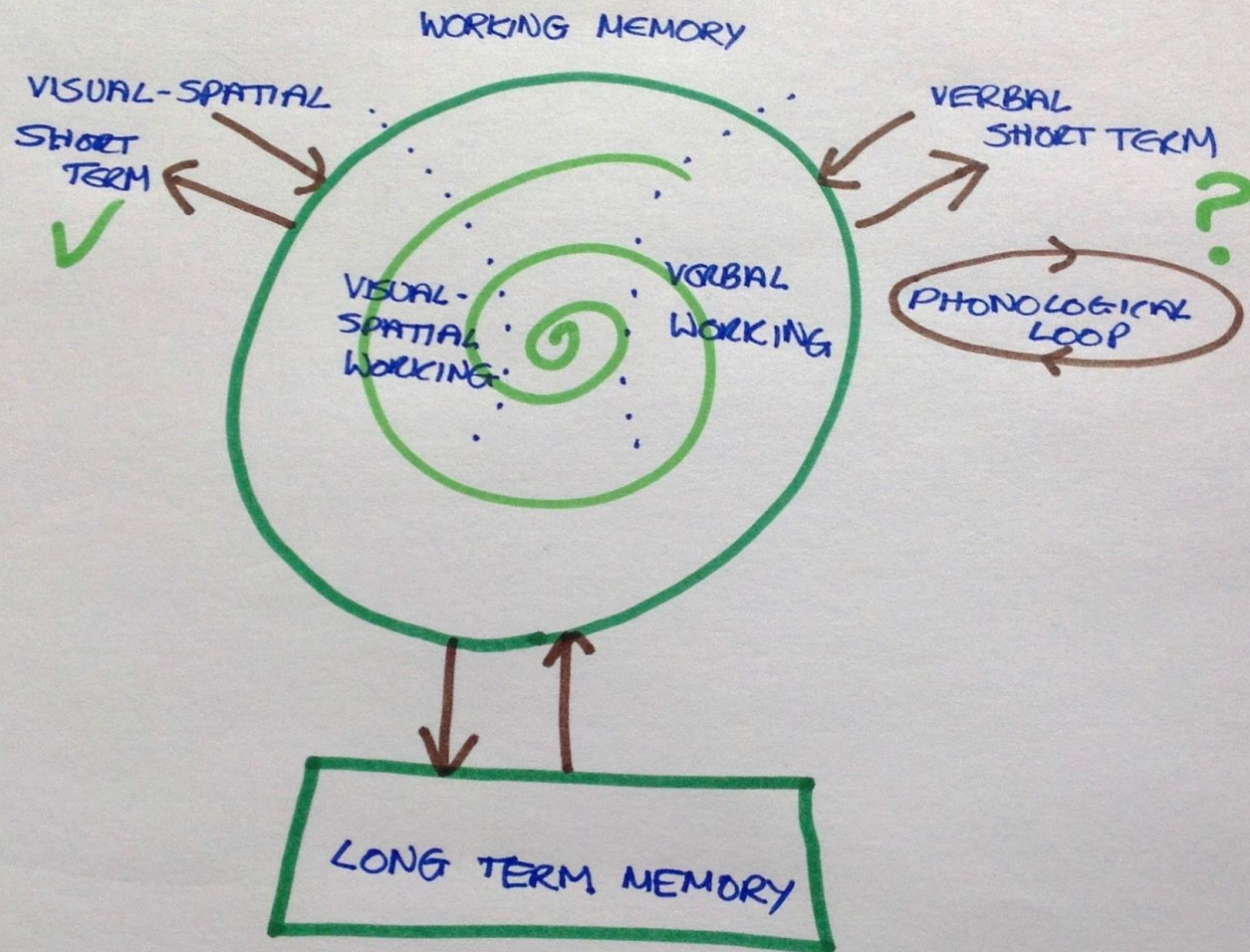
- Social skills/social understanding
- Self help and daily living skills
- Visual spatial memory
 - Remember things more easily when presented visually
 - Learning by imitation
 - Strength in reading and many other visual-spatial activities



Relative challenges

- Speech and Language Development
Significant delays with expressive language
- Hearing and Vision
- Verbal short-term & working memory
– learning from listening (alone)
- Motor skills





Specific visual-spatial learning strengths

- learning by imitation
- often strengths in ICT, reading or visual arts

Specifically poor verbal short-term memory

Capacity for manipulating information in working memory

- attention and learning in listening situations (visual supports)
- some children have ADHD, improves over time
- Mental arithmetic
 - overcome barriers with visual tools and calculator
- Visual and visual- spatial supports, copy a model

Supports for attention (staying on task, fatigue)

- Provide range of shorter activities
- Change of level of activity
- Provide physical breaks – get up, move around
- Additional activities ready if student finishes planned activities early
- Keep visual / use ICT
- Rewards built into timetable to keep motivated
- Space from adult support



Visual acuity



**Use bigger size
font**

Darker font

Bigger contrast

Include in EHCP

**Go over faint
lines in black
Black felt pens**

BIG and BOLD



[DSA Eye conditions in children](#)

[DSA Children – vision, eye tests and glasses](#)

[DSA Writing Half page lined paper](#), storyboard, visual motor foundation skills for drawing and writing

[Personal Child Health Record \(PCHR\) 2020 DSMIG UK & Ir](#)

Cardiff centre for vision research, Dr Margaret Woodhouse OBE

<https://www.cardiff.ac.uk/downs-syndrome-vision-research-unit>

Video: <https://www.downs-syndrome.org.uk/about-downs-syndrome/health-and-wellbeing/eyes/>



[Gastrointestinal Problems in Children; Diabetes](#)

[Sleep](#)

[Oral Health Care for Children](#)

[Epilepsy](#)

[The Heart](#)

[Children – Vision, eye tests and glasses;](#)

[Hearing](#)

[Respiratory infections](#)

[Thyroid Disorder](#)

[Leukaemia](#)

[Orthopaedic issues](#)

[Inflammatory Arthritis in Children](#)

[Neck Instability](#)

[Infections and immunisations](#)

Co-written with Down Syndrome Medical Interest Group UK & Ireland.

DSA parent referrals



- Majority of children have glue ear (conductive hearing loss)
- Some have sensory-neural loss, auditory nerves
- May only hear /store parts of words
- Address hearing difficulties – get relevant checks and address needs



Management - hearing aids, grommets

Attention skills – verbal and visual

Environment - easy to listen in & easy to see in

Listening resources – instruments, songs,
sounds, activities

Get visual attention before starting to speak

Reduce background noise

Soundfield system in classrooms

Speak clearly but naturally



- Autism in children who have Down's syndrome substantially higher
- More behaviour concerns than children who have Down's syndrome only
- Early detection essential for provision of appropriate interventions
- The 'atypical' profile may delay recognition and implementation of appropriate autism interventions
- A 'buffer of social competence'



Motor skills

- Specific delay in gross motor skills
- Similar pattern of development but more flexible ligaments
- Improves during childhood
- Active movement and participation
- All read 'Neck instability' document.



Health Series



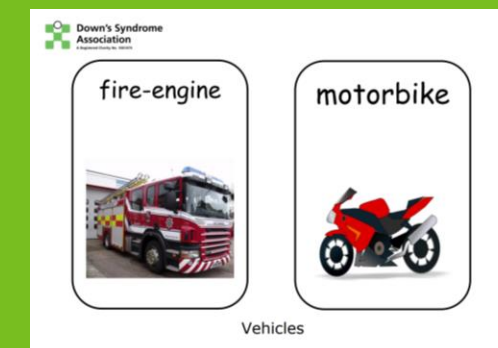
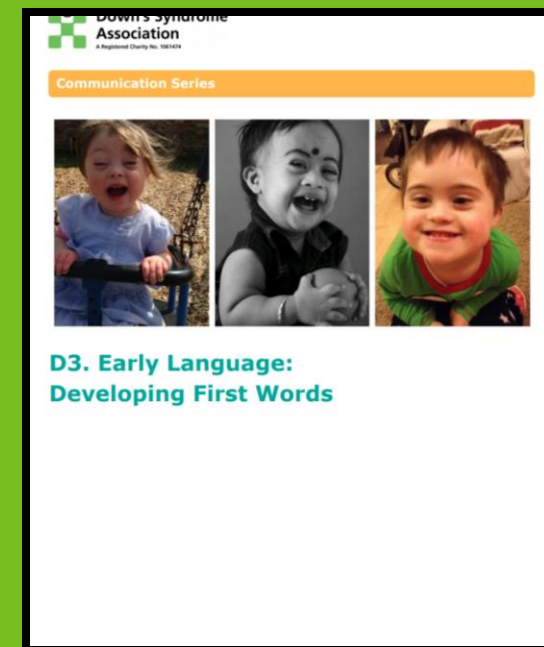
**Neck instability in people who have
Down's syndrome**

Speech, language, communication overview
Contributing factors - hearing loss, delayed development
Plus verbal processing difficulties – phonological (units of sound), morpho-syntactic (small words and parts -s, -ed, -ing)
Receptive vocabulary strength - high expectations
(*curriculum access)
Understanding > expressive abilities – big difference for some, can be underestimated
Expressing thoughts and feelings
Need time to process information and respond
Communication: asking for help/information
Speech clarity and fluency- difference, be proactive
Some children have social communication impairment > dual diagnosis ASC
NEED FOR COMPREHENSIVE ASSESSMENT



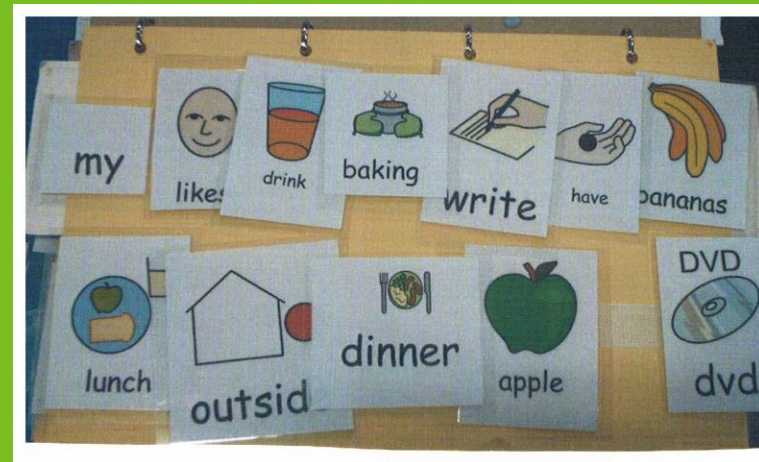
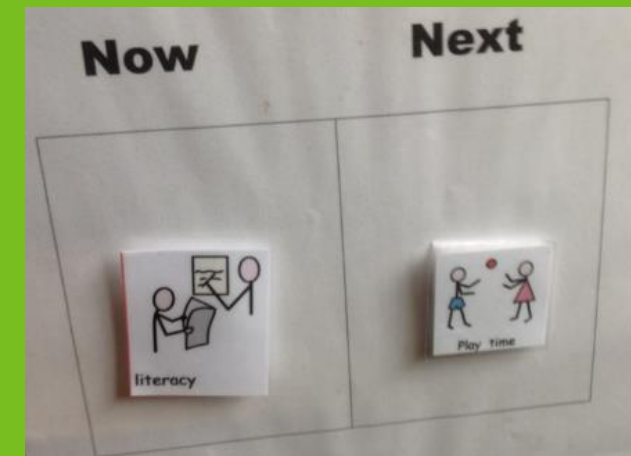
Communication, responsive, joint attention.....




- Developing understanding
 - Using visual supports (resource links)
 - Developing first words
 - Personal books
 - Symbolic sounds & early vocabulary
 - Early vocabulary, pictures and words
 - Listening cards
 - Nursery rhymes
-
- DSA services
 - Visit website for resources



Supports for communication

- Signs
- Pictures, symbols, words, ICT
- Interactive timetables
- Personal books, Conversation diary
- Sorting tasks with pictures/words ('Listen To Me' communication)
- Acting/role play/drama – puppets



I like...	O.K.	I don't like...
		

www.downs-syndrome.org.uk *Easy Read Listen To Me Series*

Communication Cards


Let's try it!


It is my turn


I would like to do this again


I would like to do it myself


I would like to say something


Please help me


I need more time. Please wait


More please

A Down's Syndrome Association Publication 15

Listen To Me Series



Listen To Me

Communication
3-12 years
Easy Read

Symbolic Sounds and Early Vocabulary list

- Understanding comes before expression
- Nouns – animals, dressing, everyday items, family and people, home, food, body, transport, play, outside words
- Verbs – action words experienced everyday
- Adjectives – describing words, quantity, size, personal qualities
- Prepositions – in, on, under, up, down...
- Social words – hello, bye-bye....



Communication Series www.downs-syndrome.org.uk

Our Information and Training team is here to help

Please see our website for up-to-date information: www.downs-syndrome.org.uk
 If you would like to talk about the activities or where to start, then please get in touch with our helpline by calling 0333 1212 300 or by emailing us on info@downs-syndrome.org.uk

Helpline Monday - Friday 10am-4pm | Telephone: 0333 1212 300

Symbolic sounds, sound effects and animal sounds

Baa	Ee'aw (donkey)	Owl	Telephone ring sound (ring ring)
Boo!	Meow	Pop!	Uh oh
Brmm	Mmmm	Rrrr (growl)	Up, up, up...
Choo choo	Moo	Quack quack (duck)	Woof
Down... (with action and toys)	Oink (pig)		Yummy

Animal words

Animal	Dog	Insect	Pony
Bear	Donkey	Kitten	Puppy
Bee	Duck	Lamb	Rabbit
Bird	Elephant	Lion	Sheep
Butterfly	Fish	Monkey	Squirrel
Cat	Frog	Mouse	Teddy bear
Chicken	Giraffe	Owl	Tiger
Cow	Goose	Penguin	Tortoise
Deer	Horse	Pig	Zebra

First words: resources for listening for sounds and vocabulary practice



cow



duck



dog



sheep



balloon

First words: toys

bubbles



balloon



Toys and games

teddy



ball



Toys and games

Song cards for choosing

www.downs-syndrome.org.uk


 **Down's Syndrome
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Baa baa black sheep

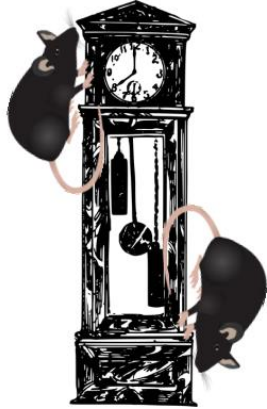


A Down's Syndrome Association publication

www.downs-syndrome.org.uk

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Hickory dickory dock



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www.downs-syndrome.org.uk

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The grand old Duke of York



A Down's Syndrome Association publication

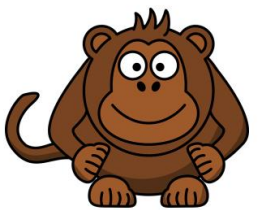
Number songs

www.downs-syndrome.org.uk

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5 little
monkeys




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5 currant
buns




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5 little ducks



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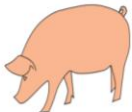


10 in the bed






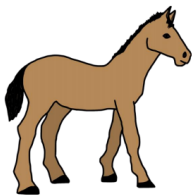
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Animal vocabulary




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pig	cow	sheep
		
Animals		




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owl	mouse	horse
		
Animals		




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fish	frog	rabbit
		
Animals		

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dog	chickens	bee
		
Animals		

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butterfly	cat	bird
		
Animals		

Food vocabulary

apple



banana



carrot



Food and drink

sausage



tomato



orange



Food and drink

cake



strawberry



cheese



Food and drink

drink



peas



sandwich



Food and drink

Transport vocabulary

DOWN'S
SYNDROME
ASSOCIATION

car



bus



Vehicles

fire-engine



motorbike

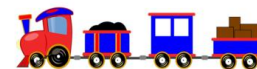


Vehicles

bike



train



Vehicles

aeroplane



lorry



Vehicles

How skills develop

Receptive skills

First words understood
50 – 100 words: word combinations **
250+ words:
understanding grammar

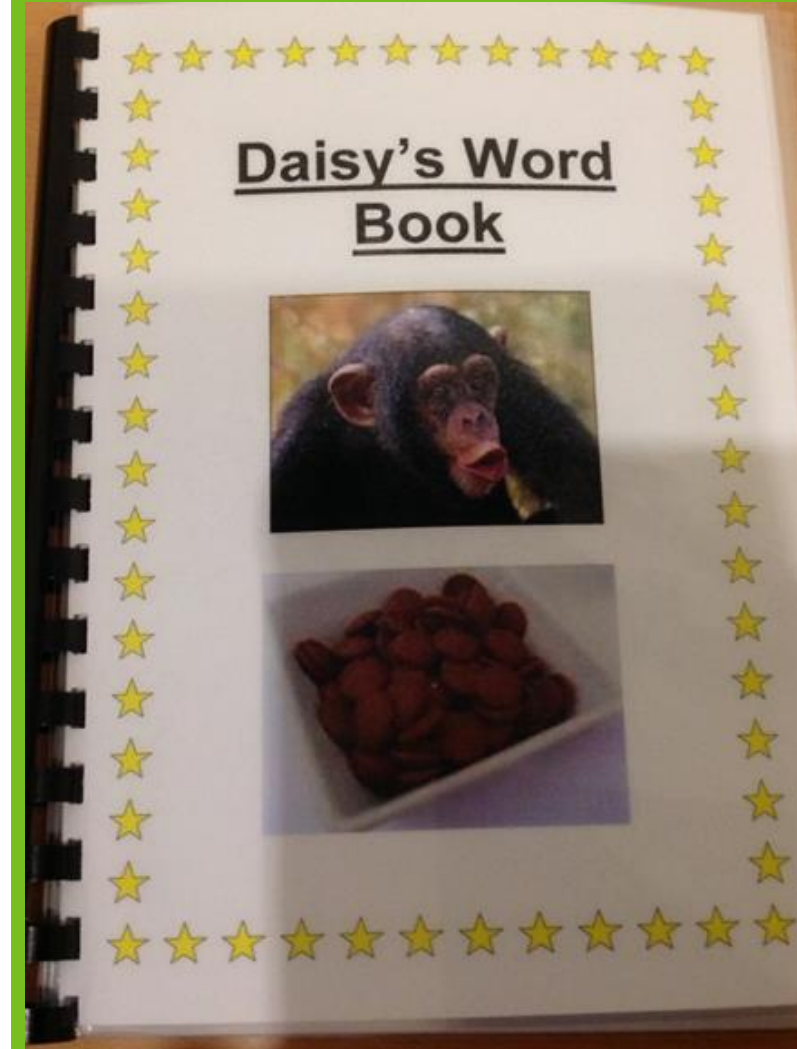
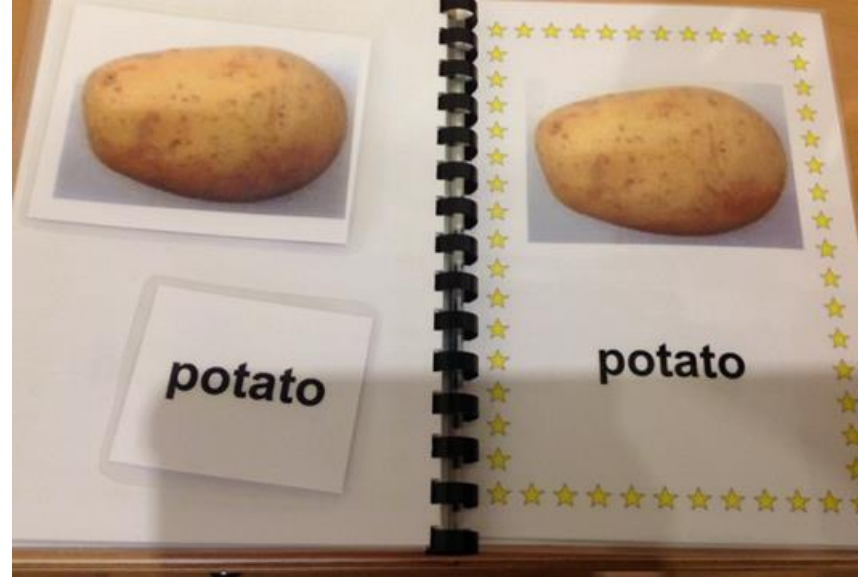
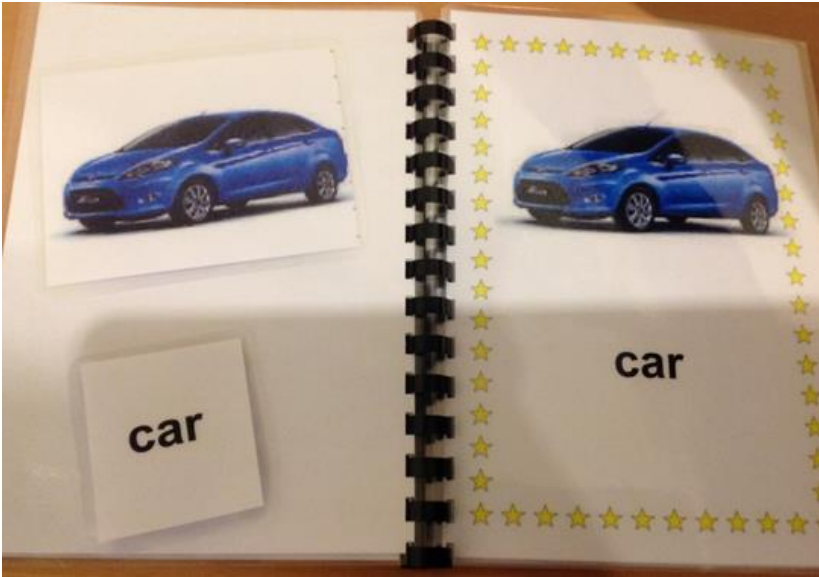
** Visual supports
Visuals can support practice e.g.
written words, signs, pictures....

Expressive skills

Single word expression
50+ words - word combinations **
250 + words – word order,
grammar



Personal vocabulary books with matching pictures and words (homemade)



Two-word personal book

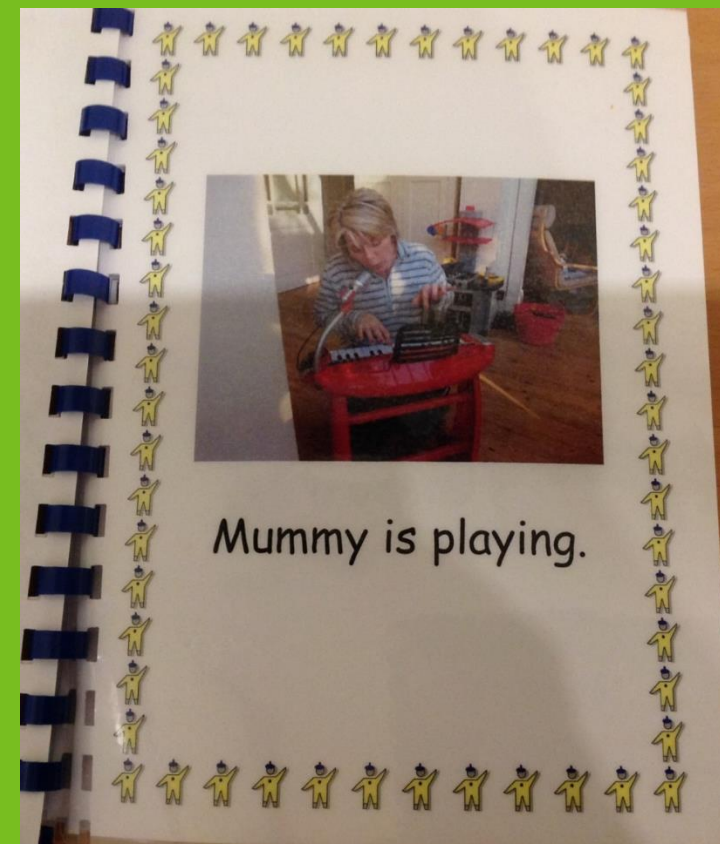
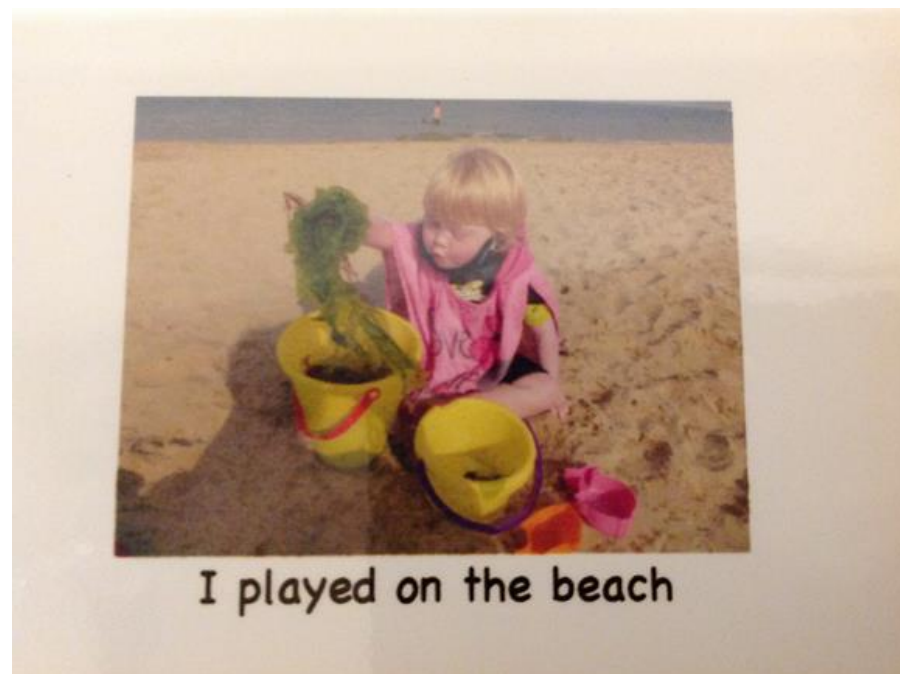
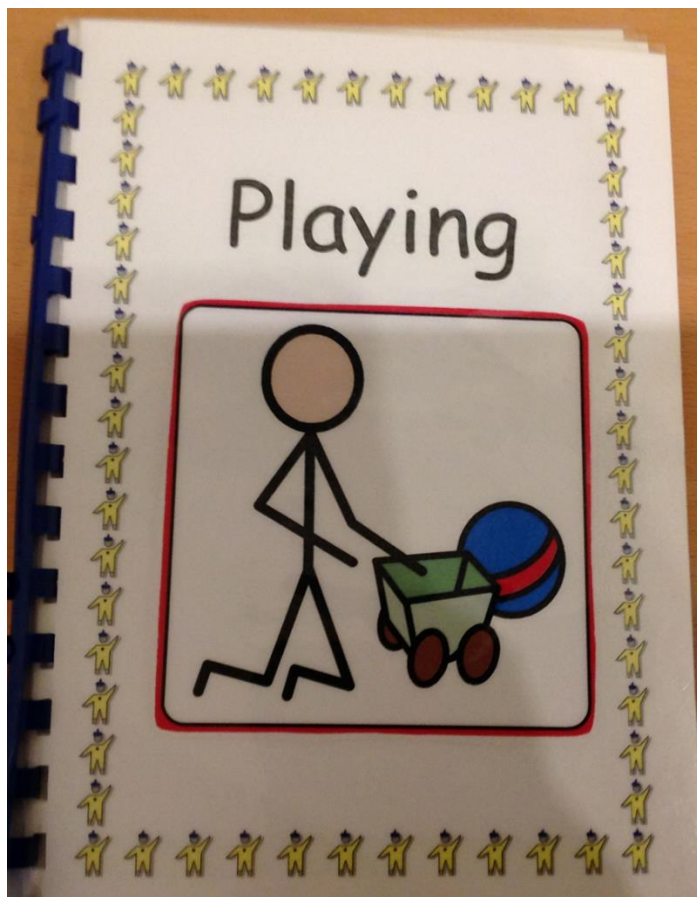
- Word match board, single words on card to match
- Picture and phrase book
e.g. pages for Eva clapping, Papi clapping, Mummy clapping, Pablo clapping, with photos.
- Make personal books for early verbs
e.g. sleeping, eating, drinking etc

Eva	<u>Papi</u>
Mummy	Pablo



Eva clapping

Personal books with
three and more words,
for sharing

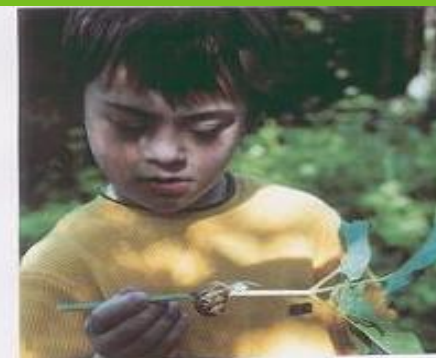


Supporting language and grammar with sentence and picture books

- Make personal books that support and challenge the learner's language level
- Make focused personal books to practice a particular target – e.g. plurals, negatives, pronouns

Things we
like

Nick is eating.
Nick likes toast.



Science

I am holding a snail.

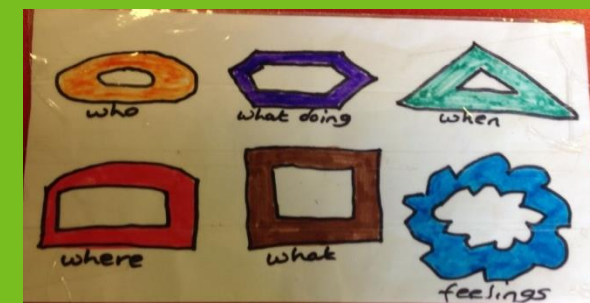
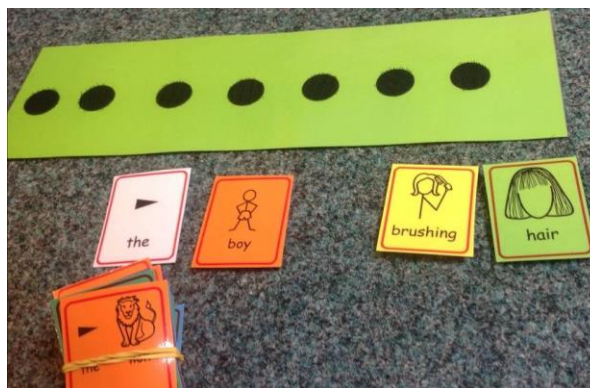




- Model 2- and 3-word phrases (word order e.g. boy eating banana)
- Imitate what the child says and expand on it
- Use visual cues such as pictures and props/objects/toys, signs
- To model/teach
- And for the learner to use to act out/recall
- Use open-ended questions – e.g. tell me more, wow, that's interesting..... (rather than closed questions for 'yes' 'no' answers)

Language teaching resources

- Consider language teaching resources such as Colourful Semantics and Shape Coding (Susan Ebbels)



Moving language forward

- Expand vocabulary
- Comparatives – bigger than
- Prepositions – in between, next to, beside
- Pronouns – he/she, him/her, his/hers,
- Why/because
- Connectives
- Sentence structures; complex sentences
- (You can still use personal books)

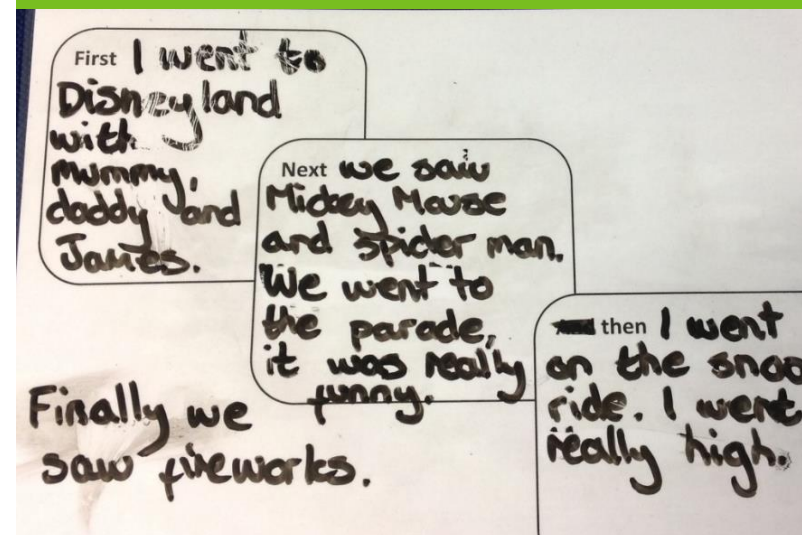


- Look at story books together, describe what you see – tell a story
- Refer back to information in a story/film 'What part did you like best?'
- Recall/sequence the steps of an activity – first, next, last
- Use props (paper characters from book on lolly sticks)
- Who, What, Where, Why, When, How – Visual supports, various: symbols, written word cards, story board



Skills for understanding and telling stories and describing events

- Need wide vocabulary
- 'Time' vocabulary, such as yesterday, the other day, before, next
- Past tense constructions in sentences



Speech skills practice

- Listening, Discrimination, Production
- Sound level, word level, phrase/sentence level
- Word structures - e.g. syllables
- Don't correct speech – model back
- Allow extra time for responses
- Sounds in isolation: vowels, consonants, clusters
- Combining sounds together....
- Graded practice: Ask speech and language therapist
- Many suitable resources
- Oral motor skills blowing, sucking, chewing



Biff	Kipper
Floppy	Chip

Teaching reading – whole words and phonics

- Learn from whole word sight recognition
- Also teach phonics
- Make reading fun
- Make meaningful – use for communication
- 'Conversation diary'
- Requires teaching and practice



Follow steps in a comprehensive programme for teaching reading

- E.g. Letters and sounds/phonic programme
- Graded reading books
- Whole word learning/cards
- Phonic programme: letter sound knowledge, blending, segmenting...
- Precision teaching
- Reading interventions
- Homework
- Daily practice
- Model, support success

First 100 High Frequency Words
in frequency order reading down the columns

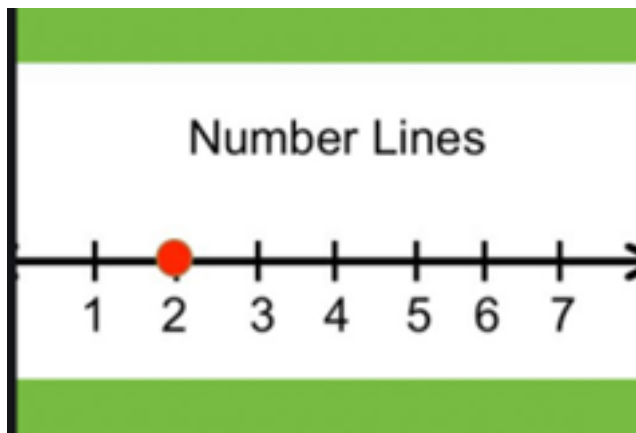
the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Reading and language comprehension

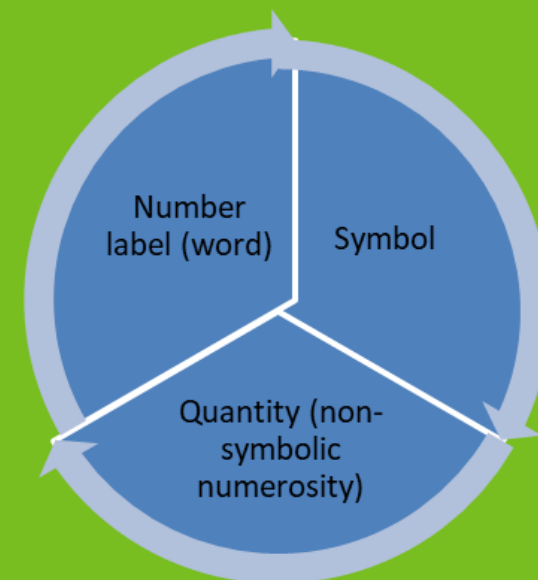
- Listening comprehension
- Point to pictures
- Match sentence (on a strip) to a picture
- Act out (find/make props to help)
- Vocabulary understanding – check, revise
- Question asking and answering
- Modelling and scaffolding
- Retelling, acting, picture and sentence sequencing
- Repetition
- Writing, Cloze
- Graphic organisers – e.g. concept maps, mind maps, story boards

Number

- Subitising
- Relative strength in the use of symbols for the development of number concepts
- De-emphasis on verbal count as a prerequisite
- Findings not unique to learners who have Down's syndrome











1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30



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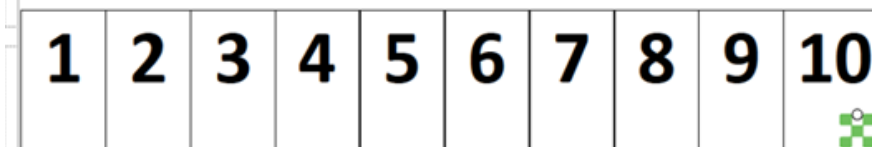
Recognising Quantity

Match each square with the card that has the same number of dots

1	One	2	Two	3	Three	4	Four
							

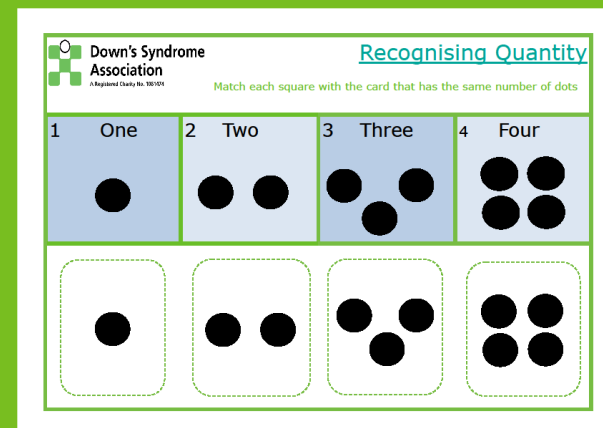
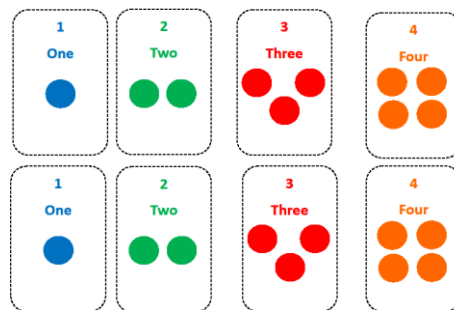
Number concepts

- Number awareness: songs, games; displays;
(DSA nursery rhymes in the communication series)
- 1:1 correspondence
- Stable order
(reduced sequence, more errors)



Number

- Cardinality



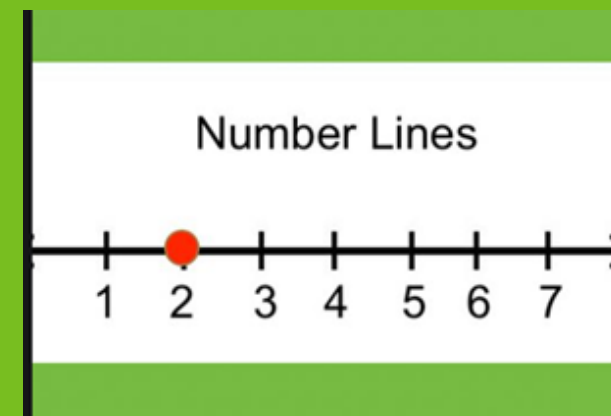
- Quantity games – play and other learning activities

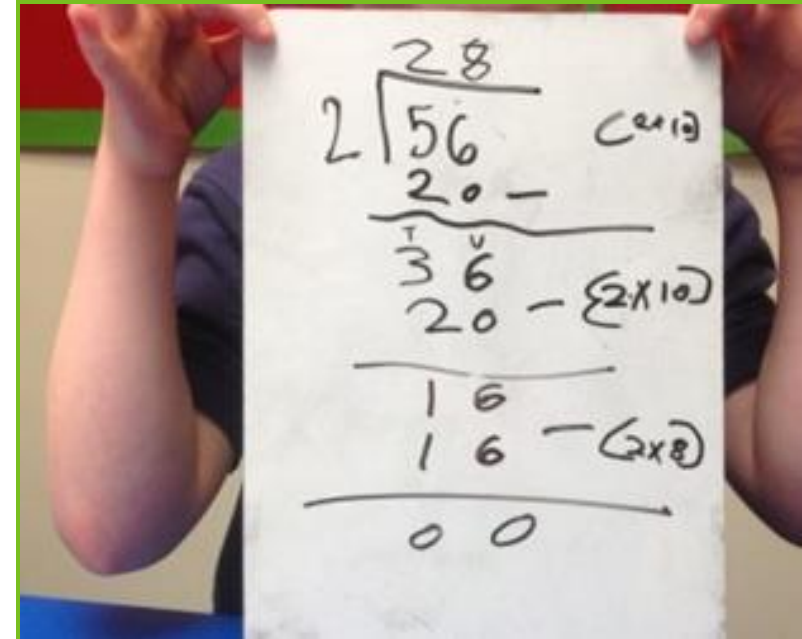
- Numicon



- Number lines – order, place value, calculation
 - Is the line /ruler clear and big enough?


- Equipment





Tips:

- Find page numbers
- Finding out things quizzes
- In measurements
- 'How many.....?' games
- Competitions, the winner (counting rewards)
- Teen words lotto/games (errors)
- Counting in 10's, 2's, 5's
- Practice worksheets – some learners enjoy and has benefits
- Accurate number recognition/naming – digital displays
- Calculator skills
- Can learn procedures e.g. column addition
- Teach money and time

11	12	13	14
20	 Down's Syndrome Association A Registered Charity No. 1061474 Teen Lotto Game		15
19	18	17	16



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Counting In 5's

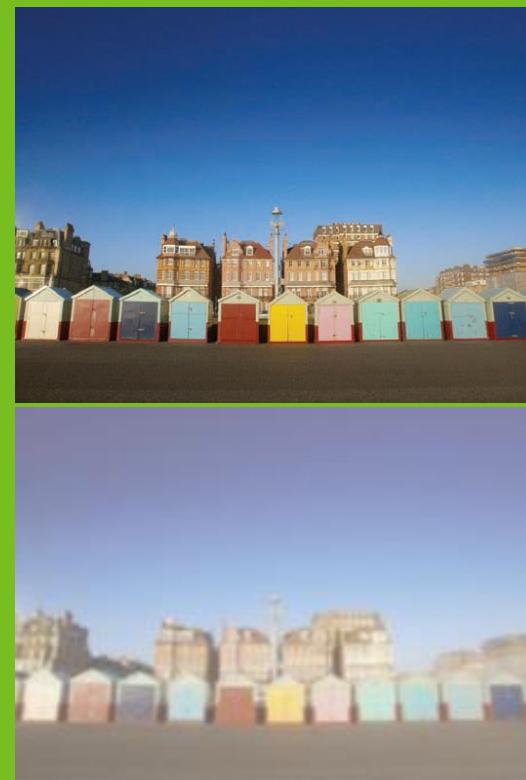
Fill in the missing
numbers

5		15	
	30	35	
45		55	
65	70		
85		95	

'Learning profile' considerations summary

- Vocabulary, schedules/routines, practical daily living skills, social interest, role models
- Visual-spatial strengths
 - learning by imitation
 - often strengths/enjoyment in I.T., reading, visual arts...
 - use visual / visual- spatial supports, copy a model
- Verbal learning; speech, language & communication
- Hearing, vision, motor skills, autism....

BIG AND BOLD



2. Social inclusion and belonging

- Friendships
- Transitions – prepare and support
- Our Voice, Inclusive participation
- Gains now and for the future, work, well-being
- Intellectual disability & individual needs



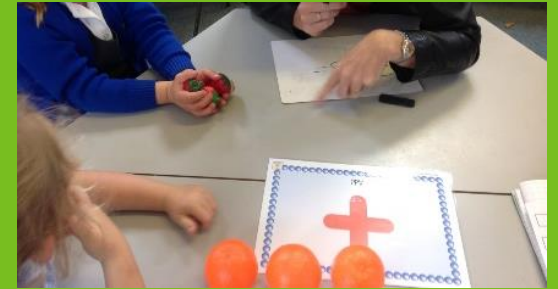


- Create conditions for all learners
(For some learners: personalised sensory experiences e.g. poetry, stories, songs, games, musical experiences, art)
- Social interaction with peers
 - sensitive support
 - adult help can be a barrier
- Work with parents
 - Staff training (terminology)
 - Maintain communication & supports e.g. Home school link, Conversation diary
 - Know health needs (e.g. vision, hearing, sleep)



Social inclusion

- A welcome member of class and school
 - Needs met within the curriculum, with adjustments
 - Seating position
-
- Vital for social development & behaviour
 - Friendships
 - Independence



About Down's syndrome resources: Primary

Every child is unique which means
they are not exactly the same as
another child



How can you include your
friends who have
Down's syndrome?

- Invite them into your games and activities
- Learn some signs that they use
- Listen well to what they say
- Give them time to say what they want to
- Don't say the words for them

It's OK to **ask** your friend if they want your help

PP presentation,
booklet,

guidance notes

See the link on the
resources list

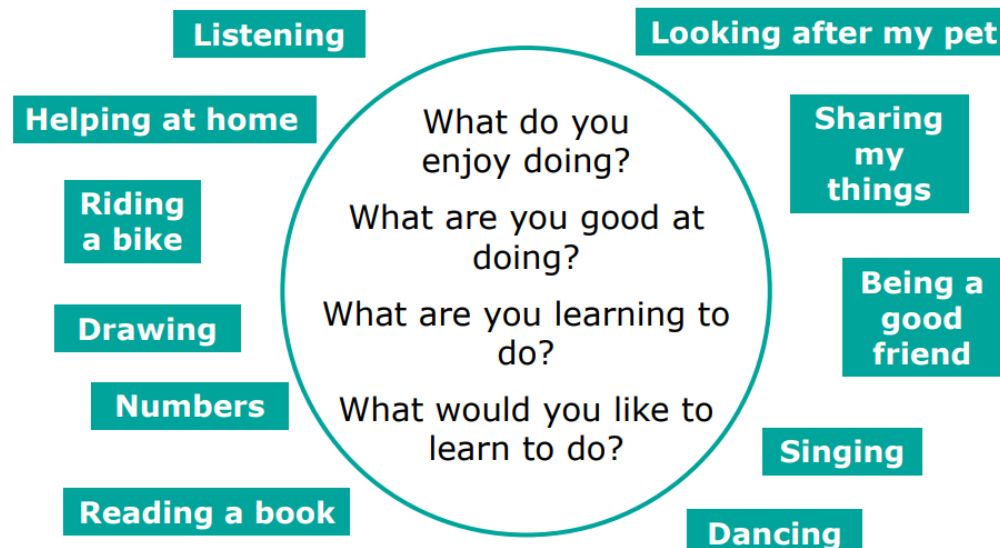
DSA

About Down's syndrome resources example primary

No one likes to feel left out

- What do you think being 'left out' means?
- What do think it feels like to be left out?
- How would you know if someone is feeling left out?
- What can you do to include everyone?

We all have things that we are good at doing and things we are still learning to do.



About Down's syndrome resources: year 6 + Secondary

Resources for Young People



Presentation

To use this presentation you will need [Adobe Reader](#). Open the pdf. Go to the View menu and select Full screen mode. Click the mouse or use the arrow keys to move through the slides.

Guidance notes

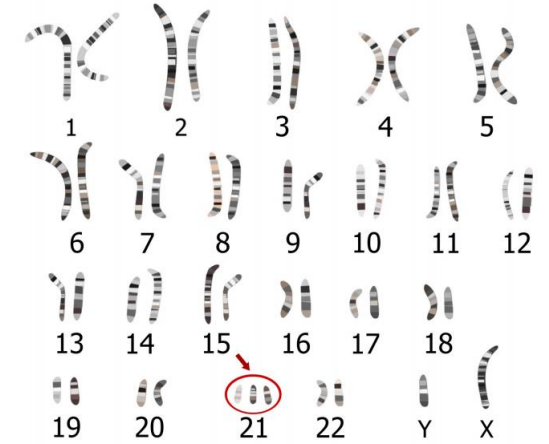
[What is Down's syndrome: a resource for young people](#)

You can download the full set of [resources](#) for schools by clicking [here](#).

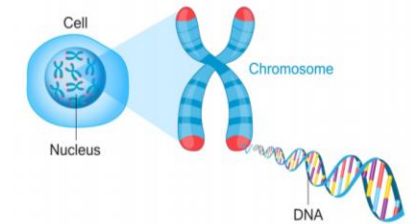
Chromosomes decide things like your hair colour, eye colour, height, skin colour and lots of other things about a person.



People who have Down's syndrome have an extra chromosome.

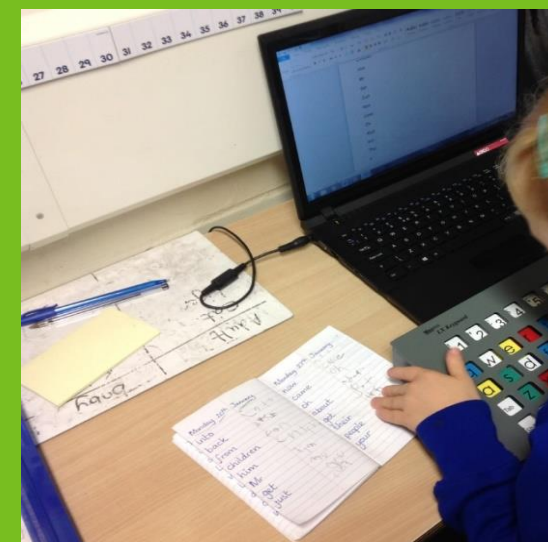
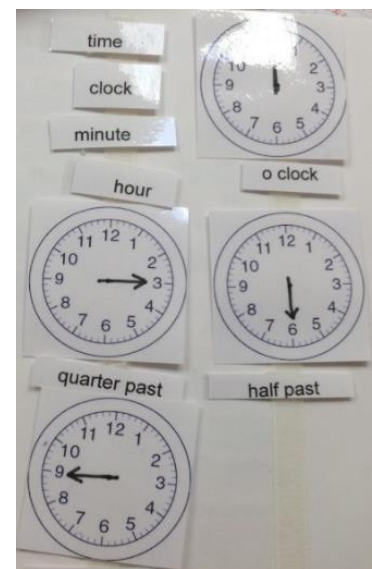


Inside those cells are chromosomes



3. Examples of adaptations for inclusive teaching and learning

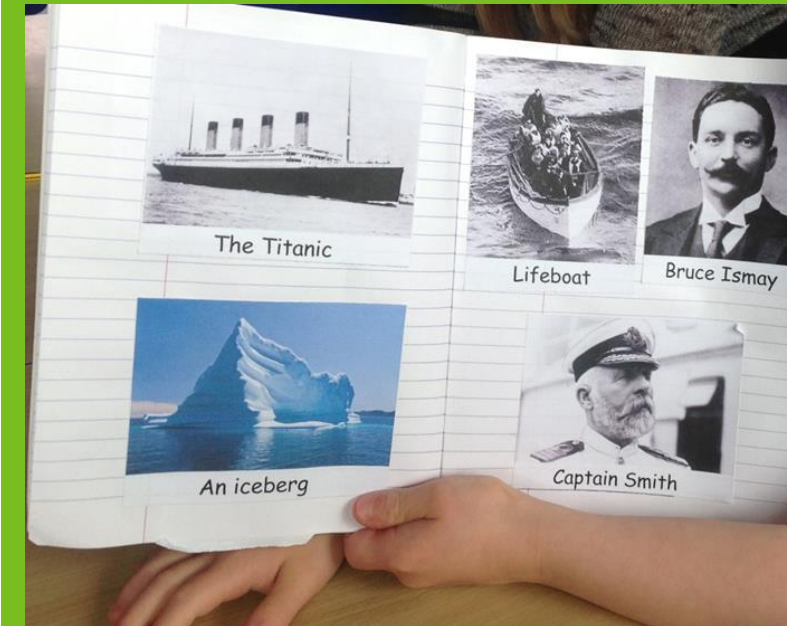
e.g. manipulatives, signs, aids, IT/
iPad/printer, chair, sloping desk, clean
glasses,
black writing pens, big & bold
resources



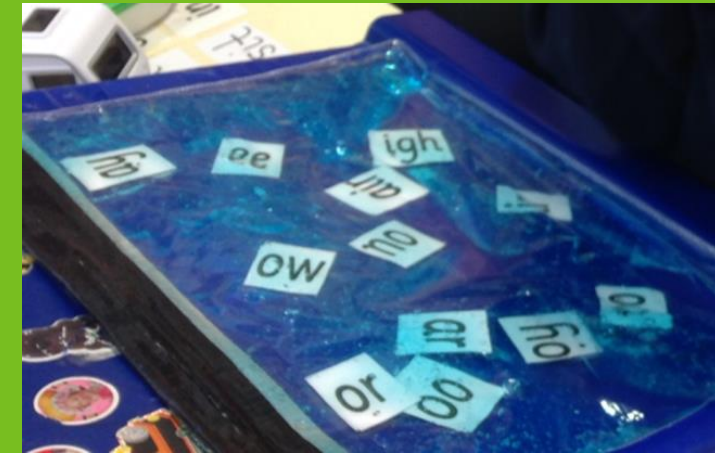
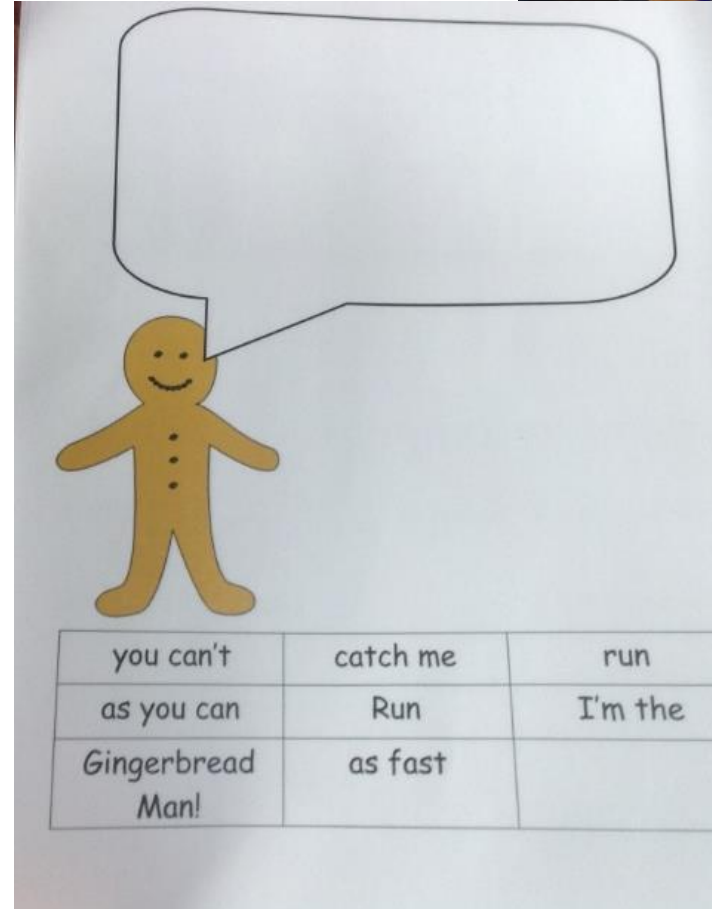
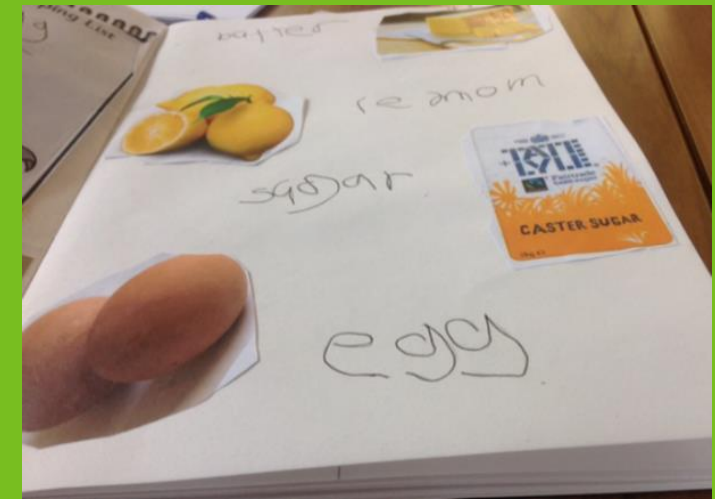


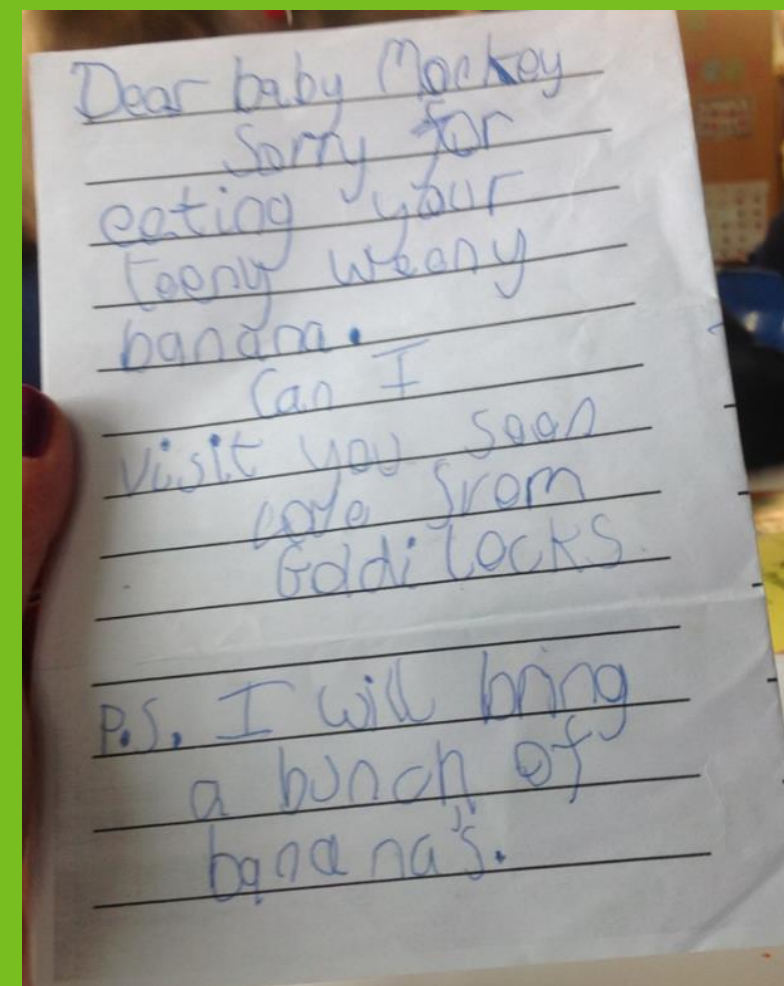
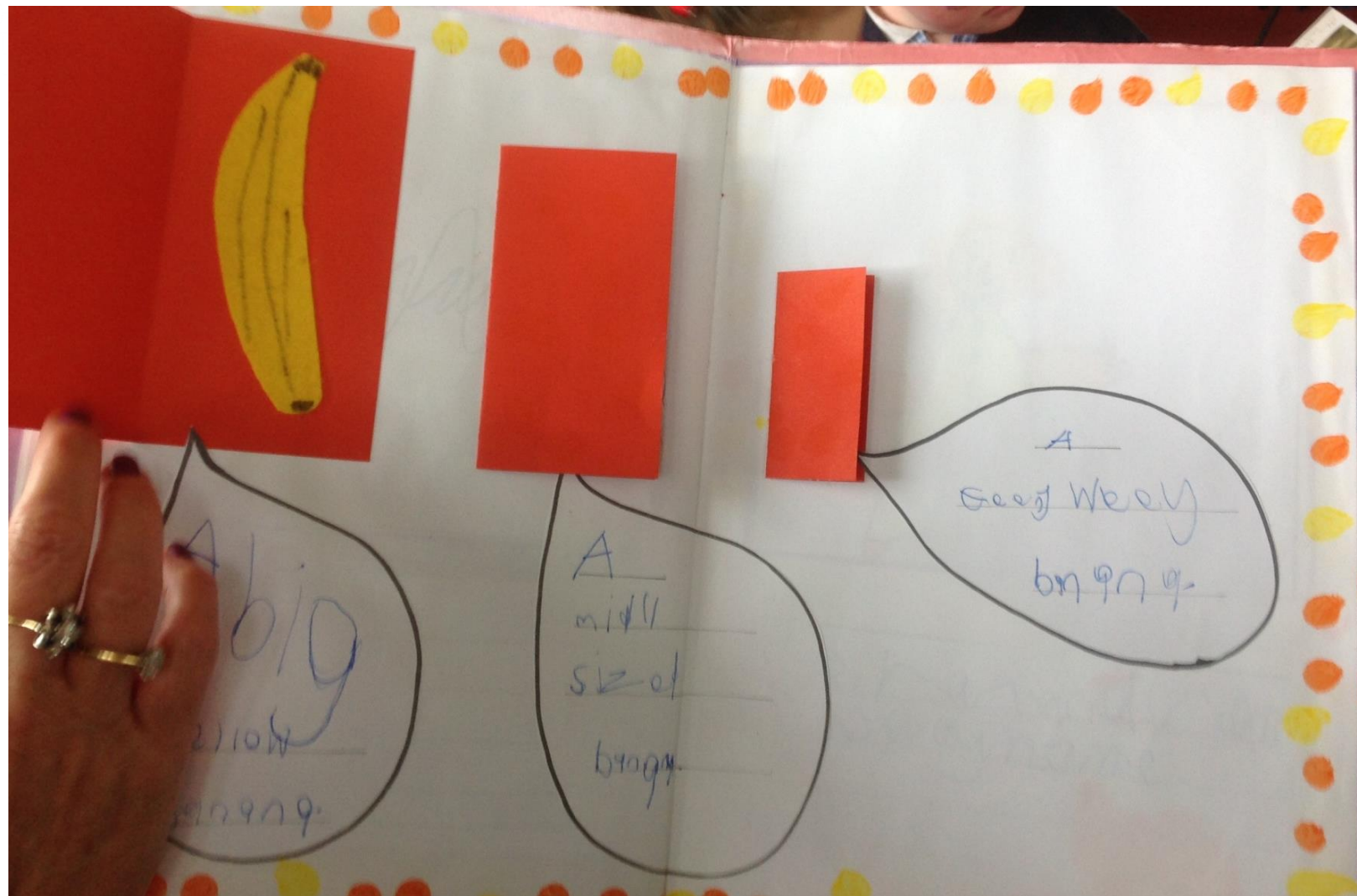
Support for whole class presentations

- Adult draws/writes on child's whiteboard
- Picture/ word cards
- Books/print from class presentation
- Listening support book
- e.g. Titanic (9 yrs)

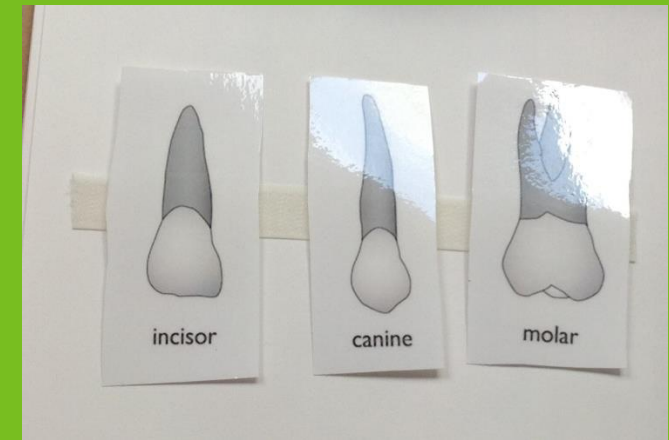
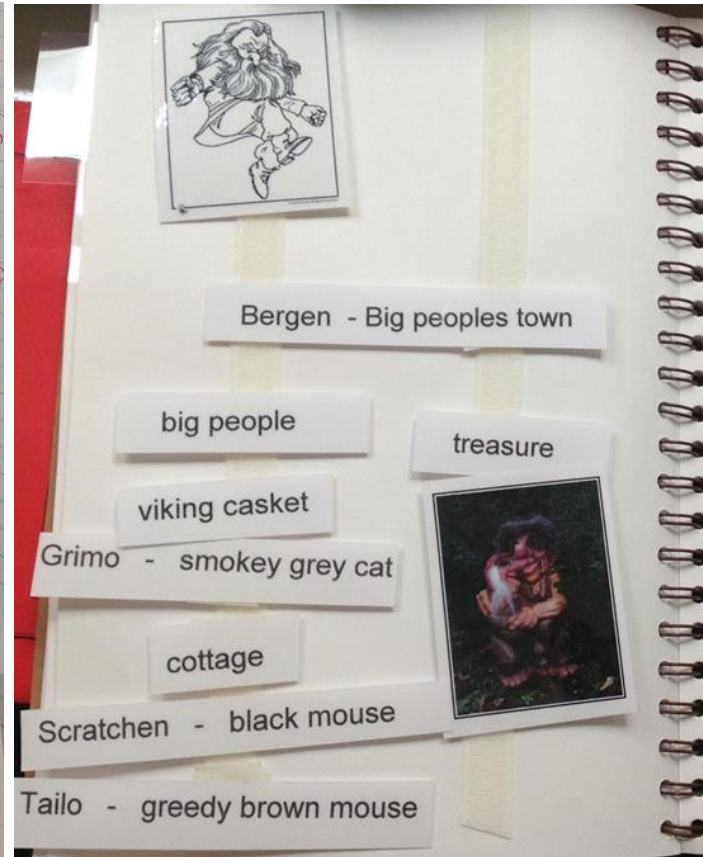
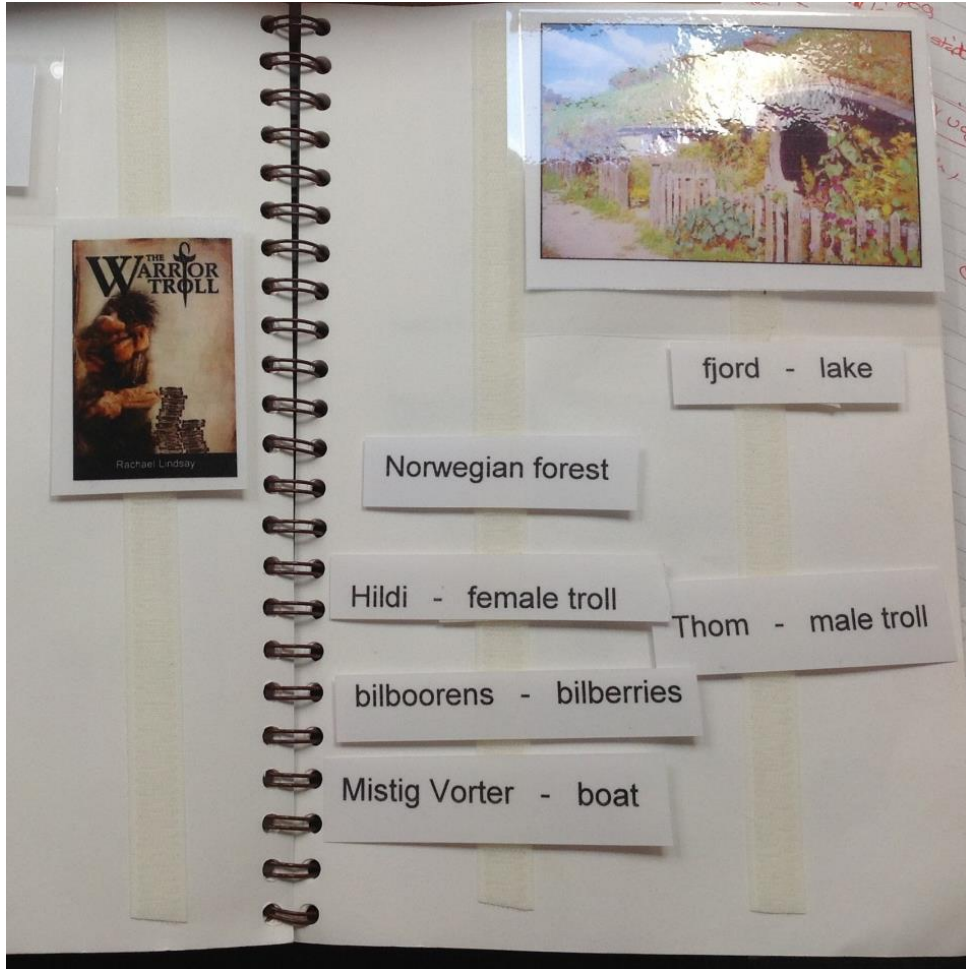


Engagement and independence





Vocabulary manipulatives

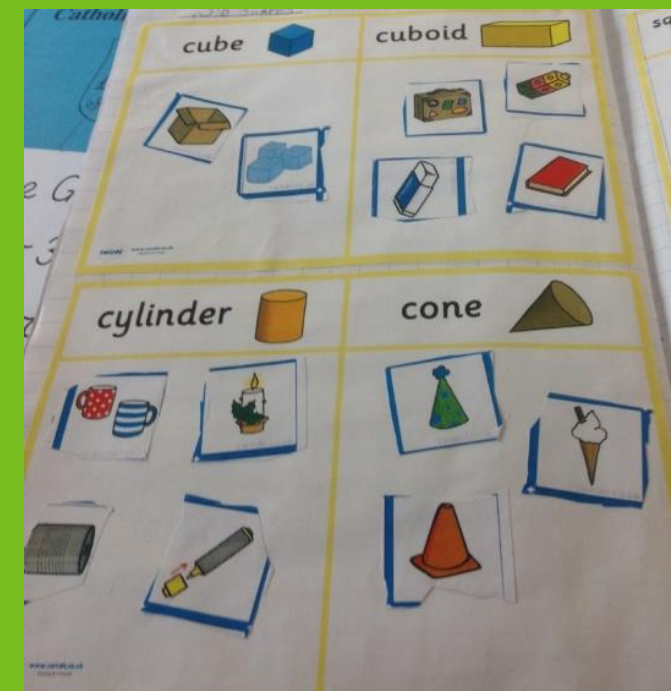
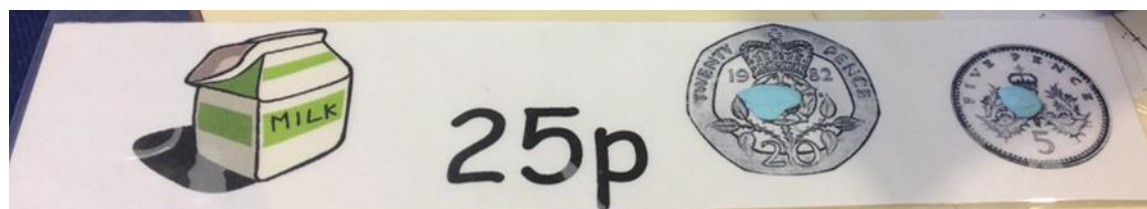
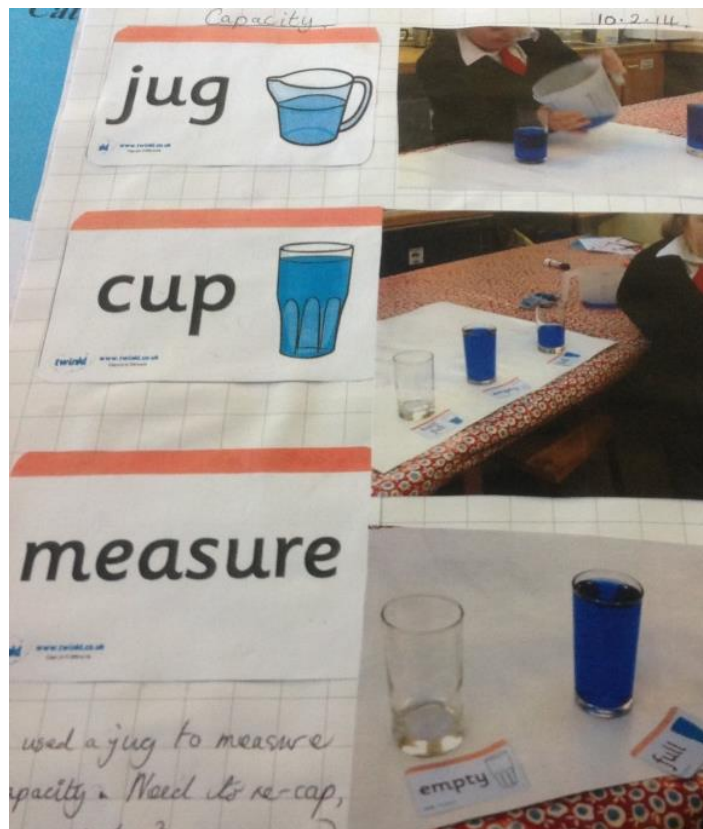


Word cards for writing



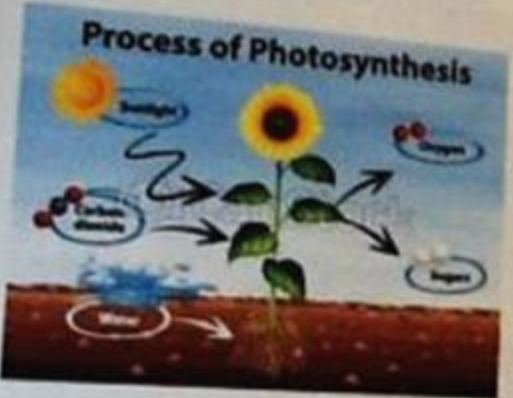


**DOWN'S
SYNDROME
ASSOCIATION**



Photosynthesis


Plants can make food with Water, Carbon Dioxide and sunlight.



Plants get energy from sunlight

Plants get water from min

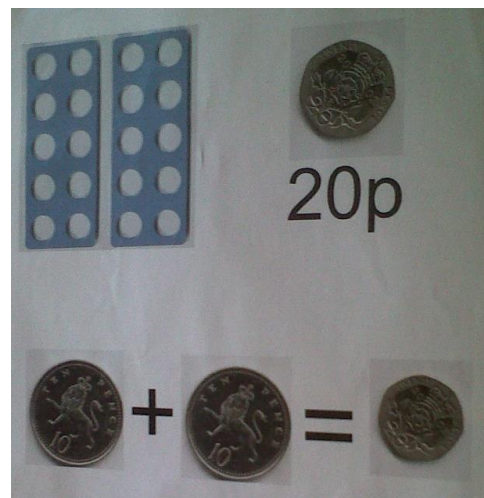
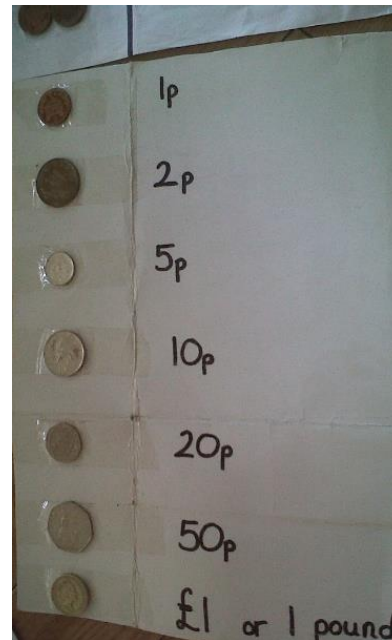
Plants give us oxygen and food



$$\begin{array}{c}
 \text{CO}_2 \\
 + \\
 \text{H}_2\text{O} \\
 \uparrow \\
 \text{Food} + \text{O}_2
 \end{array}$$

Own resources

- Numeral cards – 2 sets
- Dot cards
- Number lines – e.g. 10, 20, 100
- 100 square
- Ruler
- Other number equipment
- Calculator
- Coins folder



Adapt for interests

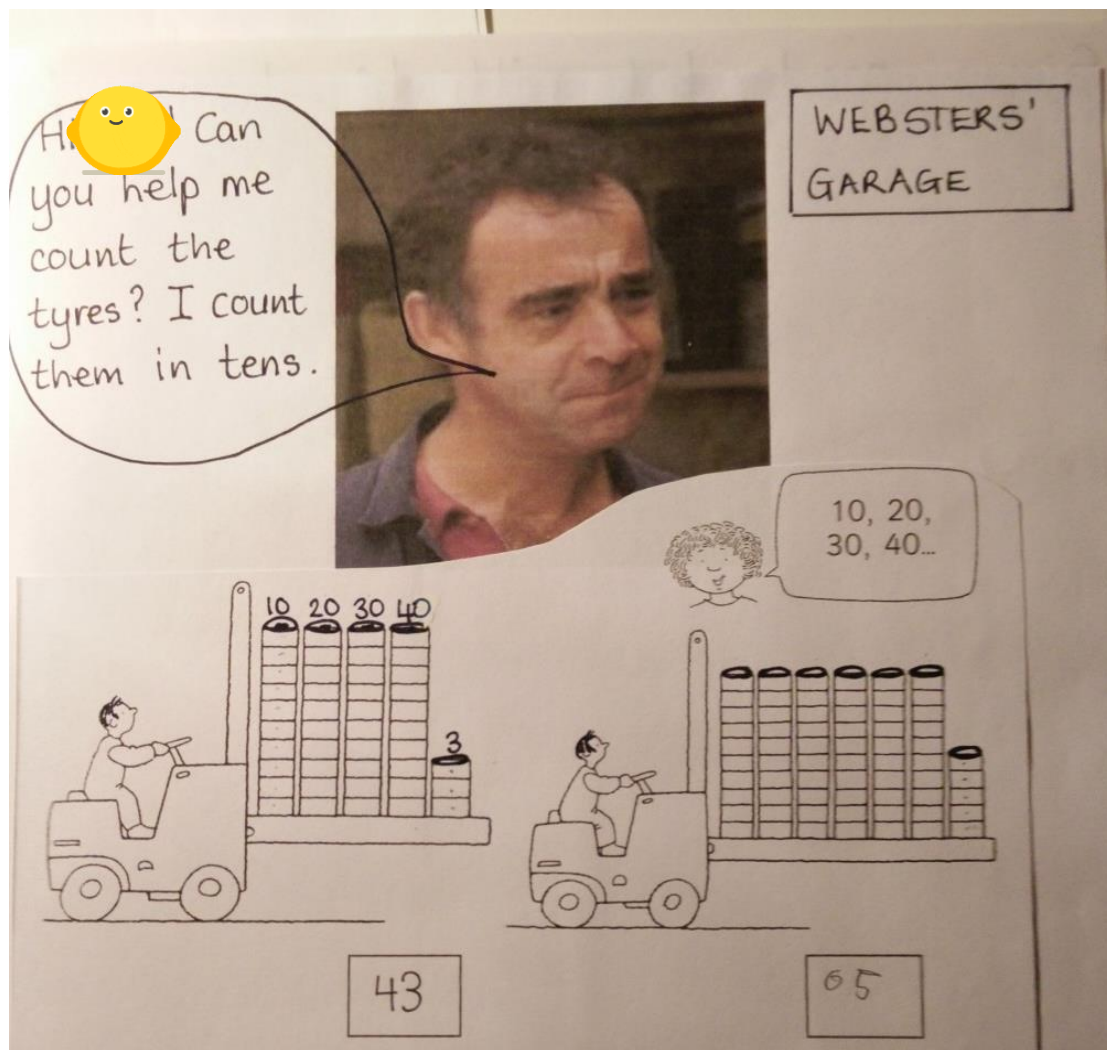
Hi! Can you help me count the tyres? I count them in tens.

WEBSTERS' GARAGE

10, 20, 30, 40...

43

65

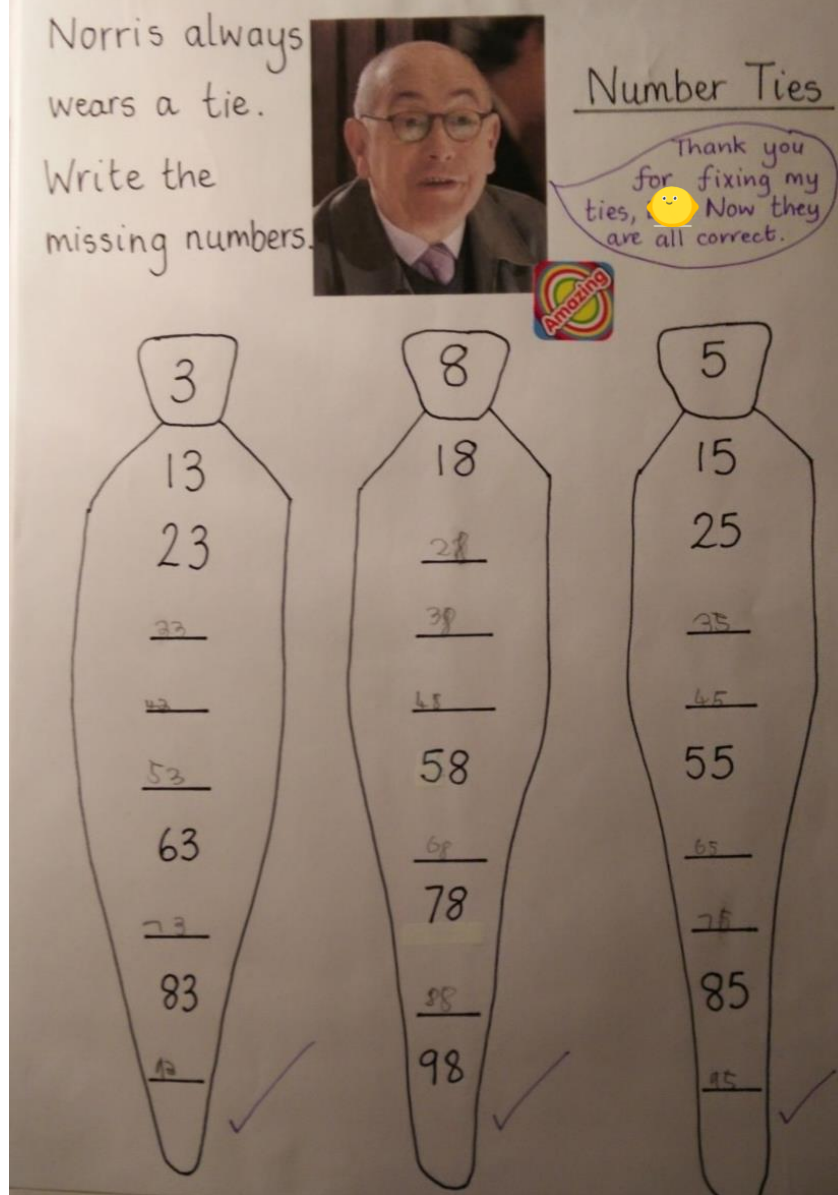


Norris always wears a tie.

Write the missing numbers.

Number Ties

Thank you for fixing my ties, Now they are all correct.



Adapt assessment

Demonstrate understanding by:

- Pointing to pictures or words
- Matching words to pictures
- Acting out – role play

Cut and Match



Catherine
of Aragon

Anne
Boleyn

Jane
Seymour

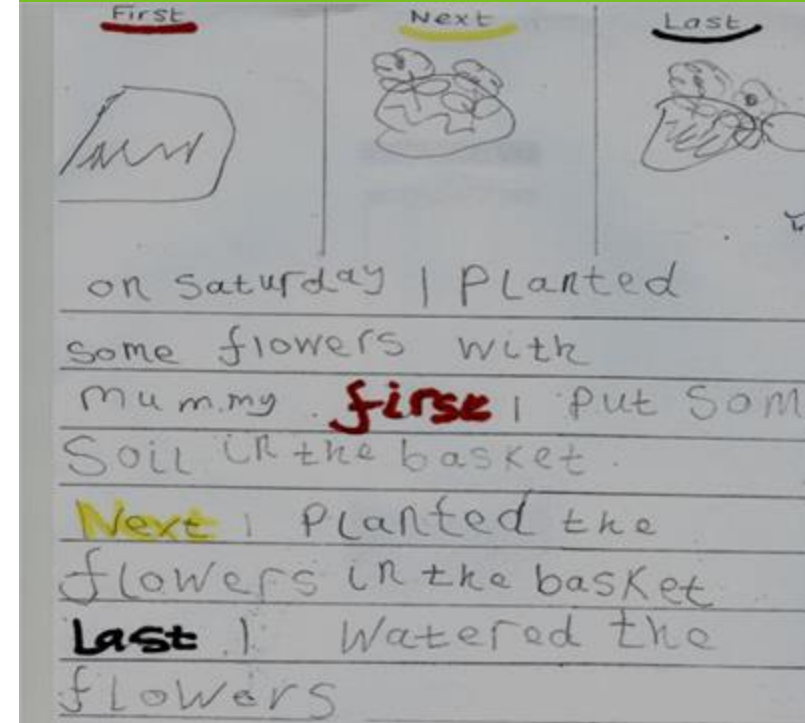
Anne of
Cleves

Katherine
Howard

Catherine
Parr

Writing

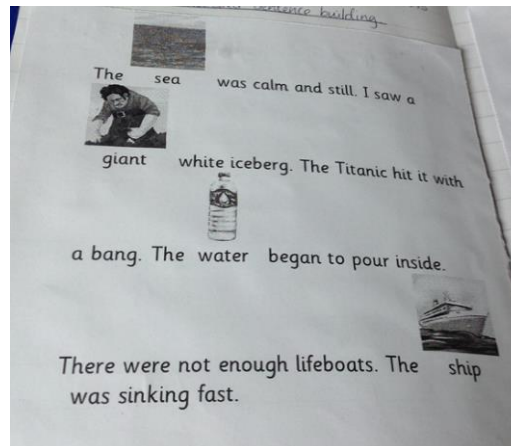
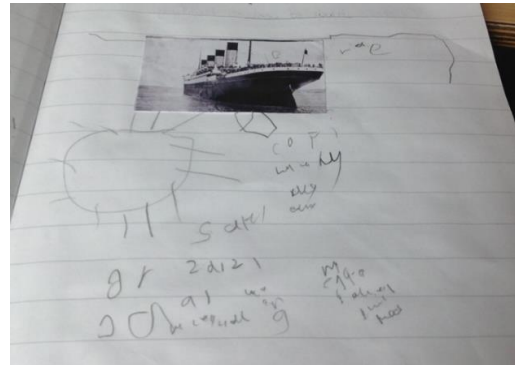
- Are topics within pupils' experience/ understanding?
- Provide visual help & alternatives – record of sight vocabulary, picture cues, flash cards, post-it notes, keyword lists, writing frames
- Scribe (assistant)
- Underline or ring correct answer
- 'Cloze' procedure (fill in the gap)
- Sentence card sequences
- Cutting and sticking activities
- Computer programmes/apps



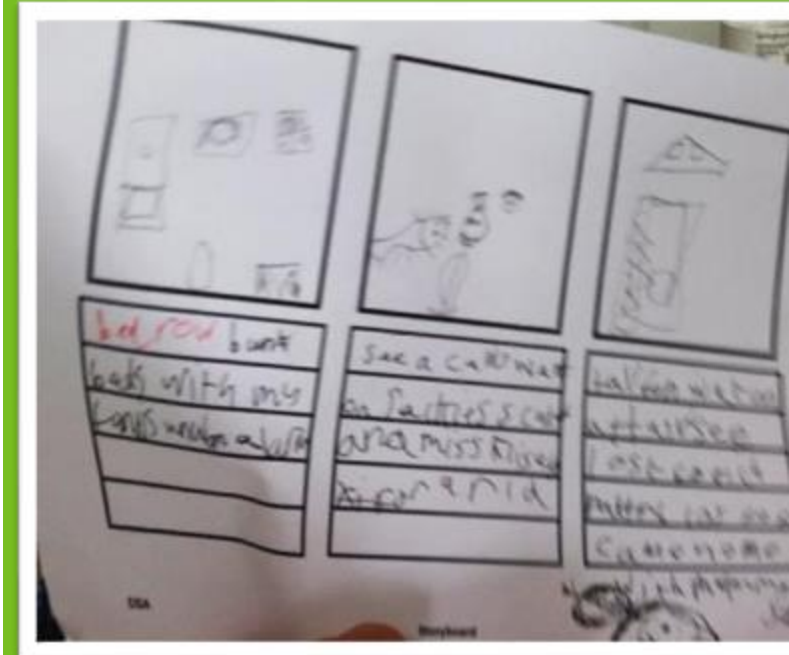
Progression

- Supported copying activity
- Independent writing
- Supported computer activity

Dear Mummy,
The Titanic is sinking!
I am really scared
I am leaving soon

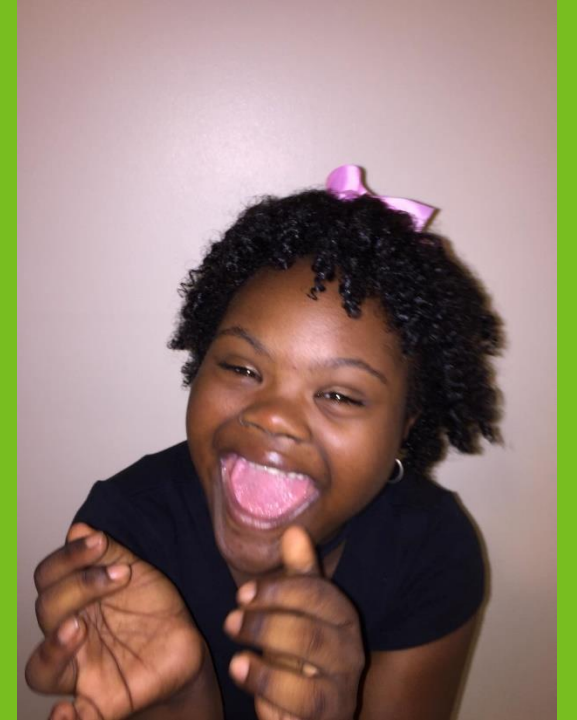


Independent writing,
two years later



Curriculum advice

- Following a regular programme – any adaptations?
- Measure success, not failure
- Encourage problem solving
- Encourage persistence
- Consider motor skills
- Cross curricular practice
- Preparation
- Working together



4. Supporting behaviour positively

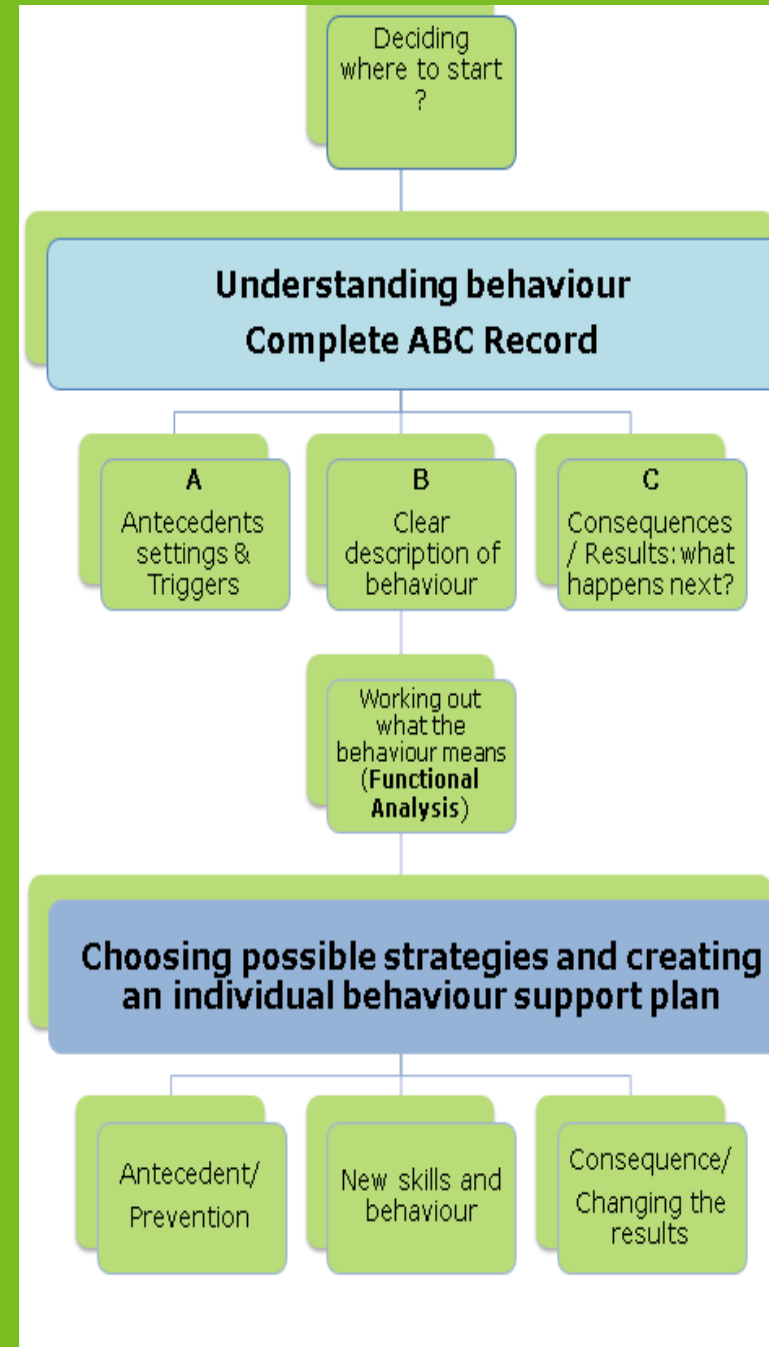
Resources available on website

Training available on website

Helpline, call or email

- ABC observation record
- Functional analysis
- ABC strategies for change
- Create behaviour plans
- Review behaviour plans

<https://www.downs-syndrome.org.uk/about-downs-syndrome/lifes-journey/understanding-behaviour/>



Date Time of day	<u>Antecedents</u>	<u>Behaviour</u>	<u>Consequences</u>
	<ul style="list-style-type: none"> • What happened just before? • Contributory factors? • Who? • Where? • What situation? 	<p><i>Accurate description of the behaviour</i></p> <p><i>How long did it last?</i></p>	<ul style="list-style-type: none"> • What did you or others do? (<i>ignore, discuss?</i>) • How did you react? • How did the person react? • What happened after?



Down's Syndrome Association

A Registered Charity No. 1061474

Working out the Function of Behaviour

Some of the basic functions of behaviours that challenge include:



SOCIAL ATTENTION	
SENSORY	
GETTING THINGS	
ESCAPE/AVOIDANCE	
EXPRESS EMOTION	

Strategies for change

Communicate with everyone to make appropriate adjustments

- Antecedent strategies
- New behaviour strategies
- Consequent strategies
 - Reward
 - No longer reinforce unwanted behaviours

Visual and failure free – e.g. model, pictures and photos, film, social stories/visual guides, support

A Antecedent strategies	STRATEGIES (New) Behaviour strategies B	Consequent strategies C
Prevention	Replacement behaviours	✓ Rewards
Rules	New	
Distraction	Something else, positive	STOP REWARDING No longer reinforcing undesired behaviour
Social stories	Communication skill / prop	'emotional ignoring' 'planned ignoring'

STRATEGIES		
A	B	C
BEFORE	NEW WHAT TO DO INSTEAD	✓
		NON EMOTIONAL RESPONSE



From before birth to old age
With you every step of the way

Early Years and Primary Education Information

December 2023

The resources that follow are to accompany the DSA Early Years and Primary Education training webinar.

The webinar can be accessed as a recording or as a live webinar with Q and A. Both the recordings and live event have a charge of £10. [You can find out more about DSA training and support meetings, and book onto an event on our website.](#)

Free information and resources

[DSA Education project webpage](#)

[About Down's syndrome](#) - Terminology guide and 'We Are ..' DSA YouTube video

[DSA Our Voice](#)

DSA 'What is Down's syndrome?' resources (primary age children)

- ['What is Down's syndrome?' Resource for children](#)
- ['What is Down's syndrome?' Presentation for teachers](#)
- [Guidance notes to accompany the children's resource](#)

Also available: [a set of 'What is Down's syndrome?' resources for children and young people in year 6 and above.](#)

Down's Syndrome Medical Interest Group UK & Ireland (DSMIG) (2020). PCHR insert for Babies who have Down's syndrome. This contains health surveillance recommendations for children and young people.

DSMIG website

DSA vision resources

Maggie Woodhouse video - Visual Acuity - what is it and why does it matter to people who have Down's syndrome?

Cardiff University Down's Syndrome Vision Research Unit (Dr Maggie Woodhouse and team)

DSA hearing information

DSA and Down's Syndrome Medical Interest Group UK & Ireland (2020) 'Neck instability in people who have Down's syndrome'

DSA The Role of the Speech and Language Therapist for primary school aged children who have Down's syndrome (2021).

DSA Speech, Language and Communication Resources

DSA Listen to Me Childhood Communication Resource

DSA Listen to Me Childhood Communication Guide

Down Syndrome International (2020) 'International Guidelines for the Education of Learners with Down Syndrome'

DSA 'Supporting Children to learn' written for SEN Magazine

DSA Complex Needs and Autism area of DSA website; many resources including for ADHD

DSA Using Positive Behavioural Support as a model of change with people who have Down's syndrome 2022, Supporting Behaviour Positively series and other resources.

DSA Education resources

DSA 'Transition from Reception to Year 1' written for SEN Magazine

DSA Visual Motor Skills foundations for writing and drawing

Other publications

Rhonda M. Faragher 2023. A Practical Guide to Educating Learners with Down Syndrome: Supporting Lifelong Learning

Lancashire and South Cumbria NHS Foundation Trust (2022) '[Down Syndrome Toolkit for Paediatric Speech and Language Therapists](#)'

Næss et al. (2011) '[Language and verbal short-term memory skills in children with Down syndrome: a meta- analytic review](#)'

Roberts, J., Chapman, R., and Warren S. (2008). 'Speech and Language Development and Intervention in Down Syndrome and Fragile X Syndrome'. Baltimore: Paul H. Brookes Publishing Co.

Routledge (2014) 'Educating Learners with Down Syndrome Research, theory and practice with children and adolescents. Edited by Rhonda Faragher & Barbara Clarke

The Emerging Down Syndrome Behavioural phenotype in Early Childhood: Implications for practice. D J Fidler, 2005, Infants and young children, 18,2, 86-103

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