



Inclusion Solutions

Volume 1, Issue 5

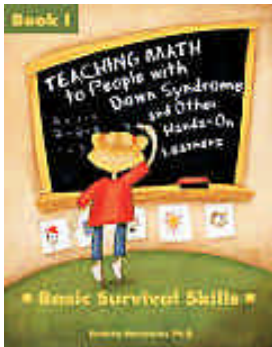
April/May 2006

A newsletter for educators who are doing amazing things!

Individuals with Down syndrome have unlimited potential when given the opportunity to succeed.

Tips for Dealing With Challenging Behaviors

- State expectations clearly in terms the student can understand.
- Catch the student being good. Look for opportunities to define what to do rather than what not to do.
- Offer Praise when the student exhibits desirable behavior.
- Describe the alternative. Name the behavior you wish to see less of and describe the alternate behavior you wish to see more of. This should be stated in 10 seconds or less.
- Present limited reasonable choices. Encourage the student to learn more about how to make good decisions and how to accept consequences.
- Wait for a neutral time. Discuss things that went wrong at a good time rather than in the middle of the behavior.



Now available!

This great manual offers educators a variety of strategies for successfully teaching math to students with Down syndrome.

Check this book out of the DSG Lending Library by calling our office!

Curriculum Adaptation Tips

- Try to plan one academic activity a day which the student can participate in easily.
- Give directions in a mode other than solely auditory.
- Rewrite directions at a more appropriate reading level.
- Tape record directions or have peers deliver directions.
- Allow the student to dictate responses.
- Provide a sample of a desired finished product before beginning an activity.
- Limit the number of problems on a page. Make sure worksheets are visually simple, without lots of extra drawings or crowded problems.
- Incorporate one or two daily items which the student can do without support (such as classroom jobs, choosing whose turn it is, telling what activity will be next) so that the child has opportunities to be a member of the whole class without relying on adult support.
- If a student with Down syndrome is giving a classroom presentation, provide overheads of written material being covered so other students can follow along.



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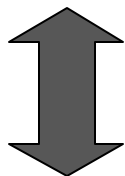
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Ideas provided by Linda Bastiani, Lori Ellis, and Paula Furick - Permission to copy is granted, as long as this note is kept at the bottom - List compiled by Linda Bastiani

Social skills checklist....What should I focus on for my students with Down syndrome?

Body Language

- Using good posture
- Facing the person
- Keeping a comfortable distance
- Making eye contact

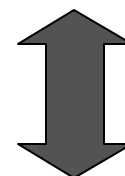


Conversation Skills

- Beginning and ending a conversation
- Using a pleasant voice
- Listening attentively
- Taking turns talking
- Asking and answering questions

Participation Skills

- Joining activities already in progress
- Taking "no" for an answer
- Following rules

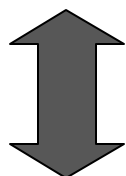


Cooperation Skills

- Asking for help
- Accepting help
- Showing respect
- Following rules

Time Management Skills

- Following schedules
- Using time wisely
- Transitioning between activities smoothly
- Finishing tasks



70% of adults with Down syndrome are underemployed or unemployed. The number one issue contributing to this is the inability to consistently exhibit many of the social skills identified on this page.

Students with Down syndrome who exhibit these abilities are much more likely to succeed in school, the community and the workplace.



Conflict Skills

- Giving criticism
- Coping with anger
- Negotiating
- Responding to teasing

Classroom Skills

- Listening to the teacher
- Doing what the teacher asks
- Doing their best work
- Following class rules
- Following the class schedule

Friendship Skills

- Using polite words
- Appropriate touching
- Sharing
- Apologizing



The National Down Syndrome Society's new curriculum, ***Everyone Counts: Teaching Acceptance and Inclusion***, is now available for educators in grades K-6 nationwide to teach the values of diversity and the acceptance and inclusion of individuals with Down syndrome and other cognitive disabilities.

The Everyone Counts program kit includes lesson plans and activities for grades K-1, 2-3, and 4-6, handouts, two videos, a poster and booklet about inclusion, teacher guidelines, and a resource list. The flexible materials were developed by a committee of educators and parents to be used during October, Down Syndrome Awareness Month and Disability Awareness Month, or any time throughout the year. The themes of friendship, similarities and differences, and other topics can be used to teach about diversity whether or not there is a student with a disability in the classroom.

Educators and parents can check this program out of the DSG lending library or purchase the program kit for \$35 by calling NDSS at (800) 221-4602.

What A Novel Idea! Adapting Novel Units for Learners with Down Syndrome

With the increase use of literature-based and whole-language approaches to reading and the language arts, it becomes important to think of ways for students reading and writing difficulties to participate in ongoing classroom oral and written language activities. Although reading and writing can pose significant challenges for students with Down syndrome, creative planning and provision of appropriate accommodations and supports can ensure students' success. Below are several suggestions for supporting students within some of the reading and written language activities that often are encountered in the upper elementary and secondary grades when using novel units.

- **Read the novel aloud to the student either one-to-one or in a small group. Frequently pose comprehension questions during reading.**
- **The student peers, or an adult can draw story strips or pictures as the story progresses. These materials can then serve as picture cues for discussing story grammar and the sequence and meaning of events in the story.**
- **Create story grammar envelopes (i.e., characters, setting, problem, solution). Ask story grammar questions and then write the answers on cards. The student puts these in the appropriate envelopes and then can use the envelopes to create story webs, write chapter summaries and review for tests.**



Although reading and writing can pose significant challenges for students with Down syndrome, creative planning and provision of appropriate accommodations and supports can ensure students' success.

- **Create a story grammar booklet or a comprehension booklet with pictures. The pictures can be recreated from the book; drawn by adults, peers or the student; cut from magazines; or printed from a computerized graphics program.**
- **Create a picture dictionary of characters and important objects from the story. (e.g., for Goldilocks and the Three Bears, include Goldilocks, the Wolf, Mamma Bear, Papa Bear and Baby Bear.)**
- **Students who are not able to participate in writing activities can create products such as posters, dioramas, mobiles, paintings and so on. The student presents the final product to the class using his or her own words or other communication methods.**

If it is believed that the student cannot effectively participate in a class novel, find other books on the same or similar topics and design a project that will relate to the class project.

Reprinted from *Teachers Guide to Inclusive Practices, Modifying Schoolwork* by Richard Janny and Marth E. Snell. Contact the DSG office to check this great book out of our lending library!

Team Teaching Tips

Good co-teaching or team teaching should be a combination of the following:

Supportive Teaching

One teacher teaches while the other "rooms". To be effective, both teachers must equally take the teaching role

Parallel Teaching

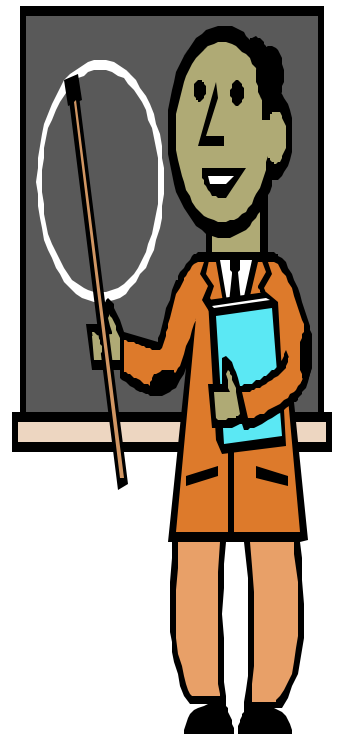
Divide the class into two groups. Each teacher teaches the same content or different content at the same time.

Station Teaching

The room is set up with three or more stations. Two of the stations might be monitored by an adult while the others are independent stations. Student groups rotate through the stations.

Alternative Teaching

One teacher pulls small, flexible, changing groups within the same classroom while the other teacher instructs the rest of the class.



Children with special needs can be a teachers gift. They require you to think outside the box. When you do this, you will realize these same strategies work with many other children in the classroom



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Creating A Supportive Atmosphere In Your Classroom

Create a classroom that fosters kindness, consideration, empathy, concern and care for others. You can support this kind of atmosphere by following these practices:

- Hold class meetings in which students can express themselves and their perceptions of how things are going.
- Use cooperative learning emphasizing how students are interdependent on each other to produce results.
- Plan ahead to make sure all students are included in free-time activities.
- Teach social skills such as how to communicate clearly, resolve conflicts and solve problems.
- Help your students understand that everyone learns in their own way and everyone needs help with specific subject areas. Point out that this does not mean a person is weak or not smart, but rather just needs help.

Celebrate the experiences and differences that each child brings to the classroom. You can do this in a variety of ways:

- Model acceptance and diverse abilities, backgrounds and behaviors.
- Be careful to include all students in class activities
- Establish buddy and peer-tutoring programs

One caution: Be aware of how often you ask or expect non-disabled students to assume helping roles. True friendships are more likely to grow when children cooperate and interact often and of their own choosing.

Be sure to allow your student with Down syndrome to make mistakes and accept constructive criticism from peers. This allows your student the opportunity to receive peer feedback and learn from mistakes.

