



Inclusion Solutions

A newsletter for educators who are doing amazing things!

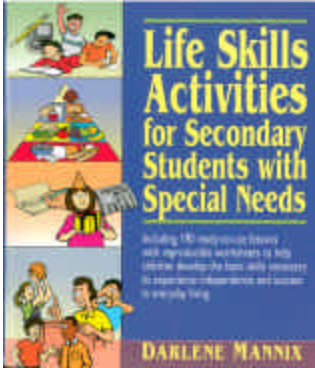
Fall 2006 Edition

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

STEPS TO DEVELOP A POSITIVE BEHAVIORAL SUPPORT

1. Define the undesirable behavior(s) and set a meeting with the IEP team to discuss.
2. Gather information on when the behavior occurs/does not occur/how long it lasts.
3. Develop a hypothesis as to what this behavior is achieving or avoiding.
4. Design a plan with team and parental input on how to replace this behavior with a more appropriate and desirable behavior.
5. Use the plan to collect data for a predetermined period of time (one week, three weeks).
6. Review the data that is collected to determine if the behavior has increased or decreased. Examine whether the student has modified their behavior under plan.
7. Change the plan as needed until the undesirable behavior is extinguished.

It is imperative that everyone who deals with the student is aware of the positive behavioral support plan. Consistency in implementation of the plan will insure a quicker resolution of the undesired behavior.



Now available!

This great manual offers 190 ready-to-use lessons with reproducible worksheets to help students develop basic independent living skills.

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

IMPROVING INSTRUCTION IN INCLUSIVE ENVIRONMENTS

1. **Use verbal, visual, and kinesthetic cues for each exercise.** Tell them, show them, involve them is the model most effective for true learning to occur. The research for simply telling them suggests no more than 10 percent will understand. When you show them, retention jumps up 20-30 percent. When you do all three in unison it jumps exponentially to 75-85 percent understanding. With regard to special needs children, neglecting visual and kinesthetic involvement, is akin to speaking a foreign language. It simply will not work
2. **Design your optimal learning situation beforehand.** Understand who is in your class and the strengths and weaknesses of each student. Involve every learner in the teaching process. Peer-to-peer learning at any age engages the learners more readily and has long-term effects on classroom success.

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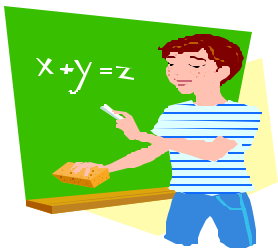
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3. **Design and modify curriculum with the student's best interest at heart.** If Johnny can't read, then asking Johnny to read a prompt and complete an exercise has no value. Johnny will pull back into his shell and may never return. Build a model that takes into account your special needs learners. By setting up your classroom in 'small learning teams' with each team consisting of a complement of abilities, you will see achievement throughout your student body.
4. **Students learn best when they are most active mentally.** Build enough fun into your classroom so your students are high-spirited and active. Think of non-traditional methodology to do daily work to break up the routine. The change will invigorate most of your students and be a welcome relief to daily math, English, and history lessons.

HOW DO I MOTIVATE MY STUDENT WITH DOWN SYNDROME?

Developmental Level

- Know what stage your student is at and what comes next.
- If the student is unable to participate in the activity even with help, the activity is probably too difficult right now.
- Examine whether the activity is under stimulating or over stimulating to the student.
- Build on success! Use activities you know your student has success with. Success and accomplishment are inherently motivating.



Potential learning strengths for students with Down syndrome:

Strong short-term visual memory
High social / interpersonal intelligence

Potential learning weaknesses for students with Down syndrome:

May have poor short-term auditory memory
May have poor expressive language skills
May have poor fine motor and gross motor skills



Break Down Activities Into Small Steps

- Look at your desired outcome from the activity and measure how many steps it may take for the student to achieve the outcome.
- Help the student by providing visual cues and prompts to follow steps to achieve the desired outcome.
- Remember that independent mastery of the skill is the best outcome.
- Students with Down syndrome benefit from consistency and repetition. It may take 20 times or a whole semester before the student can achieve the desired outcome.

Make it Fun!

- All of us learn faster if the information is presented in a stimulating and fun format.
- Students with Down syndrome benefit from a multi-sensory approach to learning. Try different methods until you find the right one for each student.
- Be aware of your body language and voice as they can be powerful tools in motivating a student.
- Build in turn-taking so there is a social component to the learning process as well.

Make it Relevant

- It is difficult for anyone to retain information when it seems irrelevant to our daily lives.
- Find out what your student loves. If it's horses, then make every math sheet about counting how many horses are in the barn or adding jump lengths on how far a horse jumped at a recent show.
- Figure out a meaningful reward for skill acquisition. Be careful not to over reinforce! There aren't many employers that will give you a sticker/piece of candy every time you do something at work.

TIPS ON TEACHING PHONE NUMBERS

Last year I decided to teach my student with Down syndrome how to memorize her phone number. For several months I tried with little success. She just couldn't seem to get it. She remembered some of the numbers. She would mix them up, forget the rest, skip some and repeat others. Unfortunately, knowing some of the numbers some of the time won't help her in an emergency! I thought about my initial attempts and what I may have done wrong and these are the reasons why I think I wasn't successful:

- She wasn't ready: her motor skills, nervous system development and cognitive abilities were not ready to memorize a 7 digit number yet.
- She wasn't able to pay attention long enough to learn: Her attention span was too short to spend any length of time on this learning activity.
- She learned better with a multi-sensory approach. The combination of visual, auditory and motor cues (jumping from number to number) made it possible for her to learn her phone number!



Try it, it works!

1. Make up index cards with the individual numbers in the student's phone number.
2. Lay them down on the floor in order, numbers showing in a hopscotch sequence.
3. As the student jumps from square to square have her call out the numbers.
4. Gradually turn some of the numbers over so the student needs to recall them from memory.

Everything I Need to Know in Life I Learned From A Student with Down Syndrome

Would you like to earn some recognition for your school and some cash for your creative writing skills? *The DSG is asking educators to submit short essays on how students with Down syndrome have impacted their class rooms, lives and teaching styles.*

- Essays should be no longer than 750 words in length
- Please get permission to use the student's name in the essay from his/her parents before submitting your essay
- Submissions should reflect how the student's interactions at school impacted their peers and teachers

All essay submissions should be received by October 10, 2006. Essays may be submitted via email to: kcdsg@sbcglobal.net or hard copy mailed to: 10200 West 75th Street Suite 281 Shawnee Mission, KS 66204. Essays will be reviewed by the DSG Public Education Committee members and a winner will be selected on October 17th and notified October 18th.

A representative from the DSG will come to your school during a staff meeting or assembly and present the winner with an award and the cash prize as well as publish the essay in our following newsletters.

We hope you will consider submitting an essay that will reflect the impact a student with Down syndrome has had on your school, classroom and life. If you have any questions before submitting an essay, please contact the Executive Director, Amy Allison, at 913-384-4848 for more information.

IEP DEVELOPMENT TIPS

- What are the expected outcomes for this student? Have the following been considered: academic, social/emotional, health/medical, life-skills, communication, vocational/career outcomes, long term planning goals.
- Are these appropriate outcomes for a student with a disability? Do they promote the ability to acquire employment and live independently upon graduation?
- How does the student's learning styles impact on IEP goals and objectives? Are there any modifications that need to be made in curriculum, placement, learning environment, instructional materials. If so, who is responsible for making these modifications and by when?
- What related and support services are necessary, in light of the goals and objectives outlined?
- What support and professional development needs are there for staff regarding curriculum modification? Consultation? Instructional strategies? In-class supports? Behavior?
- What has/has not worked in the past at school, at home and in the community?
- How will progress towards these desired outcomes be measured and who is responsible for measuring them?
- Who is the primary contact or liaison between the school and the parents? Having clear lines of communication is imperative to the successful development and implementation of any IEP.

Taken from, ***Inclusion: A Service, Not a Place*** by Alan Gartner, Ph.D. and Dorothy Kerzner Lipsky, Ph.D.



BACK TO SCHOOL RESOURCES

Welcoming your student with Down syndrome to your classroom can be an exciting and stressful time. The DSG has resources that can help you get your student's school year off to a great start. This booklet will provide you with a lot of great information on your student's strengths, interests and areas where he/she may need some extra support. Help get your school year off to a great start by asking your student's parents to take a few minutes to complete and return the DSG All About Me Booklet. You can upload a complimentary copy of our All About Me Booklet from the DSG website or call our office at 913-384-4848 to request a copy be mailed to you.

The DSG also has resources that will help parents/teachers to provide an effective classroom presentation on Down syndrome. These presentations open a dialogue between students on having a peer with Down syndrome in their classroom. The DSG recommends that whenever possible, the presentation be given to the entire grade level of the student with Down syndrome as these are students they will interact with throughout their educational career. Call the DSG office at 913-384-4848 to request materials for a peer presentation.



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We're on the web!
www.kcdsg.org

Support the Down Syndrome Guild by Making a Buddy Walk Team!

We invite you to join one of the largest Down syndrome celebrations in the nation on Saturday, September 30, 2006 at the 11th Annual Buddy Walk Festival. Last year's walk welcomed over 5000 participants and raised \$270,000. The Buddy Walk is a worldwide event started by the National Down Syndrome Society in 1995. In 2005 there were more than 280 walks hosted worldwide with over 1,000,000 walkers!

With pony rides, carnival games, Chief's appearances, moon bounces, chair massages, food, music and special surprises, the Buddy Walk is a fun event for everyone.

95% of The Down Syndrome Guild of Greater Kansas City's programs and services are funded through the proceeds raised at the Buddy Walk each year. Please support our work by creating a Buddy Walk team.

Visit www.kcbuddywalk.org to register or learn more about this great event.



Will you be there
to help us cross the
finish line on September 30th?