



Learning Together in the School Community



Canadian
Down Syndrome
Society

Société
canadienne de la
trisomie 21

Contents

▶ Learning Together in the School Community	2
• What is the School Community?.....	3
• 'Learn About Me' Profile.....	4
• About Down Syndrome	6
• How to Talk About Down Syndrome.....	8
▶ Inclusive Education and Learning Together	9
• Promoting Inclusion Through Socialization	12
• Early Intervention Specialists.....	14
• Individualized Education Plan.....	15
▶ Classroom Ideas	16
• Accommodations in the Classroom	17
• Task Accommodations and Modifications	18
• Routines	20
• Building Independence	21
• Technology in the Classroom	22
▶ Health, Wellness and Behavioural Considerations	26
• Medical Considerations	27
• Health Issues in the Classroom.....	30
• Behavioural Concerns	35
• Common Types of Behavioural Concerns	36
▶ Transitions and Planning for Change	42
• Factors Affecting the Ability to Manage Change	43
• P.L.A.N.S.	45
• Substitute Teachers	47
• Working with an Education Assistant	49
▶ Classroom Resources	51



Learning Together in the School Community



When teaching a student with Down syndrome, attitude is the most critical factor related to the success of that student. If you think a student will succeed, they will. When a student is treated like a valued learner, they learn.

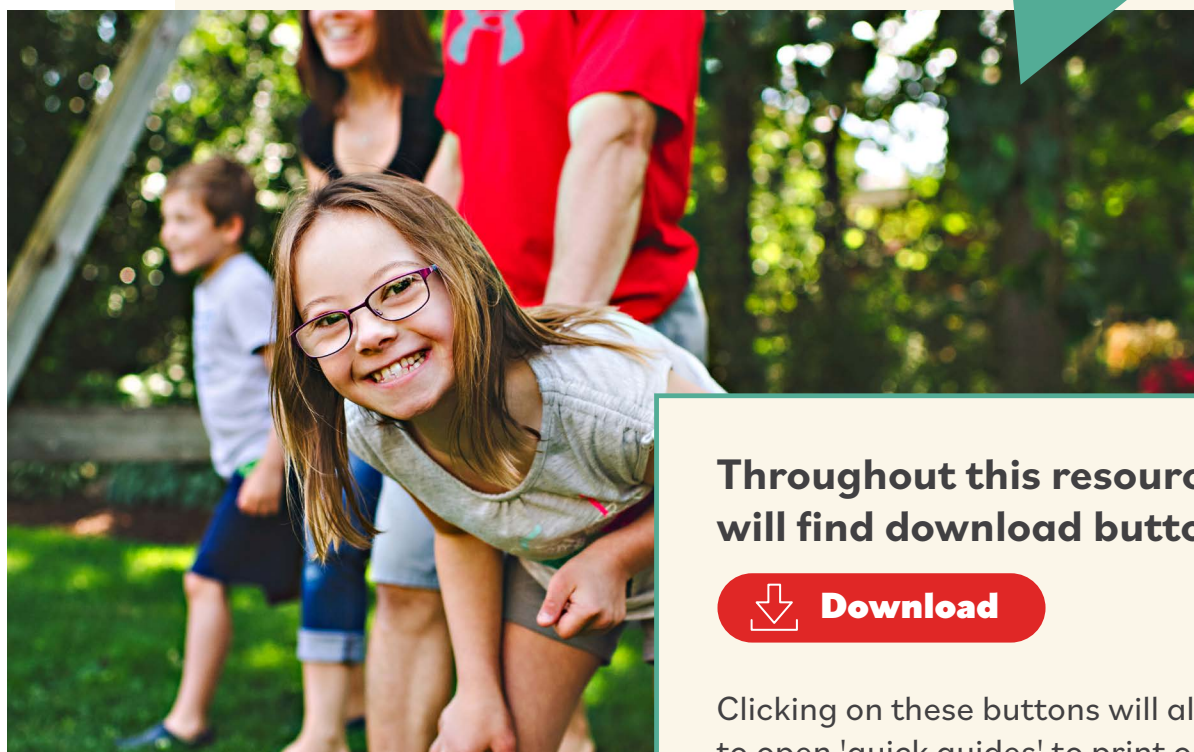
This resource has been developed to help teachers navigate and progress inclusive education in their school community. As students with differing abilities learn together in mainstream community schools, there are positive outcomes and benefits for your entire class of students. But we also recognize the challenges that may arise while including a student with Down syndrome in your school community. Whether it is your first time having a student with Down syndrome in your classroom or if you have experience teaching students with Down syndrome, this resource is intended to offer insight about Down syndrome, the learning issues that may arise along with practical tips and suggestions.



What is the School Community?

Welcoming students with all abilities together in a regular classroom, takes some effort from everyone in the school community. This is important to allow every student to learn, contribute and participate in all aspects of school life.

The school community includes teachers, education assistants, school administrators, support staff (custodians, bus drivers, librarians, school nurses and more), substitute teachers and classroom visitors, classmates, and parents. We have developed shareable, printable resource quick guides that include practical tips and suggestions for the entire school community.



Throughout this resource you will find download buttons:



Download

Clicking on these buttons will allow you to open 'quick guides' to print or share digital copies with members of your school community.

'Learn About Me' Profile



The 'Learn About Me' Profile is a personalized profile that the student with Down syndrome and their parents/guardians can fill out together. This is a useful tool to help learn about the individual student and if it is acceptable to the parents/guardians, you can share it with the staff in the school community who may have everyday interactions with the student.

Learn About: _____ *name*

My favourite subject is:

What do I like most about school?

What am I good at? Or what do I want to get better at?

What helps me most when I am struggling in the classroom?

In my spare time, I like to:

What makes me laugh or happy?

What makes me upset or things that I do not like?

When I am upset, what helps me calm down?

My family includes:

Parent /Guardian Names:



 **Download**

About Down Syndrome



Just like everyone else, students with Down syndrome have their own abilities, strengths, and weaknesses. They might have some additional needs, but they also have many of the same needs as other students in their age group.

Down syndrome is a naturally occurring chromosomal arrangement that has always existed and crosses all racial, gender, and socio-economic lines. Approximately one in every 781 babies born in Canada has Down syndrome.

Three are three types of Down syndrome:

The type is identified from the chromosome studies done at birth to confirm the diagnosis of Down syndrome:

- ▶ **Trisomy 21** is the most common type of Down syndrome- it includes 95% of the Down syndrome population.
- ▶ **Translocation** occurs in 2-3% of those born with Down syndrome, where an extra part or whole extra copy of chromosome 21 is attached to a different chromosome.
- ▶ **Mosaicism** is the least common type of Down syndrome. In about one percent of children with Down syndrome there is an extra whole chromosome 21 in only a percentage of their body cells- the rest of the cells do not have the extra chromosome.

No matter which type of Down syndrome the student has, the effects of the extra genetic material will be unique to them. They will have their own strengths, likes, dislikes, talents, personality, and temperament. Down syndrome is just part of who they are.



People with Down syndrome have:

- Some intellectual disability
- Some delay in development which may include speech and motor skills
- Some characteristic physical features, including a recognizable facial appearance and short stature

People with Down syndrome might look similar and share some common physical features. But most of all, they will look like their family members and will have their own unique personality.

With new medical interventions and treatment, most people with Down syndrome can live healthy lives. There is no definitive life span and some people with Down syndrome now live well into their 70s.

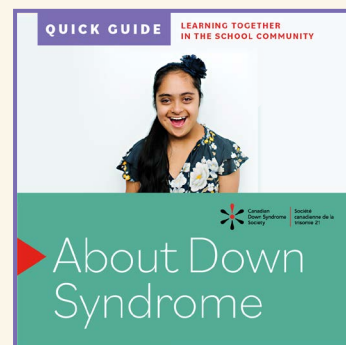
Physical and Health Conditions

Students with Down syndrome may experience issues related to their health and this can affect their classroom experiences and attendance. Some students may have chronic health needs, others will have occasional needs, and some will be as healthy as any other student in your classroom.

When a student with Down syndrome joins your classroom, review the student's file and talk to the parents about their medical history. Determine if there are any precautions or supports needed. If a student is taking medication, find out what it is and how it works. If you see any signs or changes, communicate with the parents and inform them of what you are seeing.

Some health concerns for people with Down syndrome may include:

- Congenital heart conditions
- Gastrointestinal issues
- Increased risk of developing childhood leukemia
- Respiratory infections
- Sleep issues
- Thyroid problems
- Vision and hearing problems



How to Talk About Down Syndrome



It is Down syndrome

Down syndrome is named after the physician, John Langdon Down, who characterized Down syndrome. The correct name is Down syndrome, with a capital D (Down) and a lowercase s (syndrome). Outside of North America, some countries still refer to it as Down's syndrome.

Use Person-First Language

A person should not be defined by their disability. Emphasize the person first. For example, 'my friend has Down syndrome' or 'the child has Down syndrome, NOT 'the Down syndrome student.'

Be Positive

A person is not *suffering from or afflicted with* Down syndrome. A person has Down syndrome. People with Down syndrome lead fulfilling lives; they can go to university, get married, and have careers.

End the R-Word

The R-word is often used in every day speech in a derogatory, offensive, and hateful way. If you stop using it, you help promote the acceptance of people with all disabilities, including Down syndrome.

Inclusive Education and Learning Together

Why Inclusive Education is Important

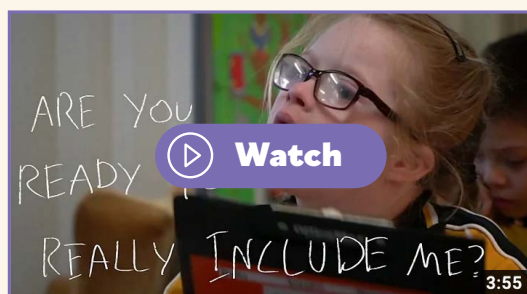
People with Down syndrome have a right to be valued, educated, and supported in their community schools as fully participating students. Welcoming students with all abilities in their neighbourhood schools, in age appropriate classrooms, allows students to learn, contribute and participate in all aspects of school life. Students with Down syndrome benefit from the experiences of learning with their peers in inclusive educational settings. And diversity in the classroom enhances the learning, lives, and citizenship of all students.

What is Inclusion?

Inclusion means all students learn together, in the same class, for the majority of the day. Students with Down syndrome learn and grow best when they are included in the regular classroom and the same goes for their peers. Inclusive teaching allows students to learn from each other and gain exposure and an appreciation for the uniqueness of all people. Inclusion is for everyone. Inclusive education is welcoming, empowering, and supportive.

VIDEO:

What is Inclusion?



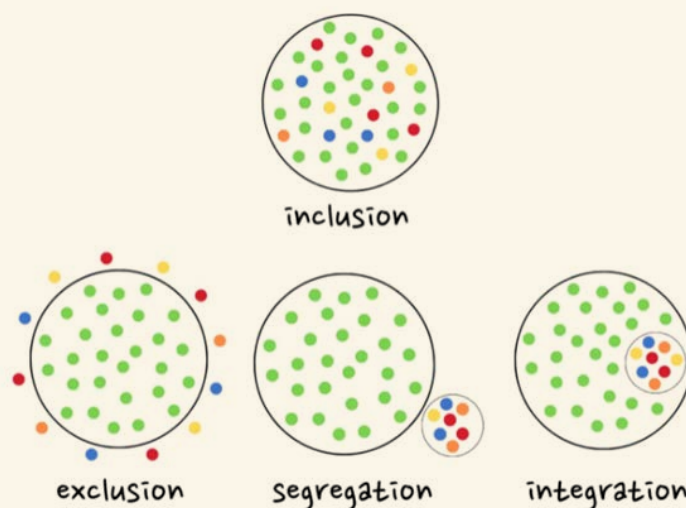
Used with permission from Down Syndrome Australia (2019)
(www.downsyndrome.org.au)

Integration vs. Inclusion

In some cases, the terms are used interchangeably, referring to students being 'integrated into a regular classroom' and 'included in a regular classroom.' There are, however, significant differences between the two. Knowing these differences can help you foster an inclusive environment that will help all students learn.

Integration models assume there is something wrong that must be fixed in order to fit into the present system of education. The integrated classroom is a setting where students with Down syndrome or other disabilities learn alongside peers without disabilities. The supports and adaptations that occur are put in place to force a child into an existing classroom setting. The child must adjust to these adaptations or fail. *The child is 'going' to school.*

Inclusion models believe that ALL students are different, and ALL students can learn. They have access to the same curriculum. There is nothing about a student that needs to be 'fixed' in order for that student to fit into a system. This enables the school system as a whole to change in order to meet the individual needs of ALL learners. *The child is 'participating' in school.*



VIDEO:

Evolution of Inclusion by Shelley Moore



The diagram and video clip are used with permission from Shelley Moore at www.fivemooreminutes.com (2018).



Inclusion benefits everyone—with or without disabilities

Inclusive education practices thrive when educators are willing to commit the time and continued effort into creating optimal classroom settings where students with Down syndrome can learn alongside their peers and their peers can learn from them as well.



By learning together, we are ensuring today's students create an inclusive society tomorrow. Inclusive education provides the foundation so that all students, once they have left school, are valued members of their communities.

Benefits Include:

- Learning social skills from their peers
- Learning interpersonal skills such as active listening, turn-taking and reading emotions
- Improvements in the student's speech, language, and communication
- Increased self-esteem and sense of belonging for all students
- Reduced stigma and misconceptions of individuals with disabilities through peer acceptance
- Diversity in the classroom
- Learning age-appropriate behaviours

Promoting Inclusion Through Socialization

Inclusive learning experiences teach students how to respect and learn from each other. By being included in a classroom, a student with Down syndrome learns what it means to be a member of a true community.

- Expect all students and staff to treat each other with respect.
- Teach everyone how to get along with each other using modelling, coaching, stories, real life situations, and practice sessions.
- Create opportunities in the classroom or school that help everyone work towards a common goal. The jobs may be different but the goal is the same.
- Have students work together in groups, as peer tutors, or to collaborate on projects—include various learning styles and expectations within the group.
- Teach about support and friendship skills within the classroom. Use recess and lunch breaks to practice these skills.
- Organize cooperative and social games that help build relationships.
- Teach about feelings and emotions, and give suggestions for what to do when students feel a certain way.
- Talk about how to make choices, give opportunities for making choices, and reinforce good choices.
- Expect students to assist each other through reading aloud, co-writing a response, locating a section of text, checking work, helping to get started, or working as part of a group.

Students with Down syndrome have differing abilities, just like the rest of the students in the classroom. We want all schools to recognize that fully including every student will make Canada a better place for all our students.

How Inclusive is Your Classroom?

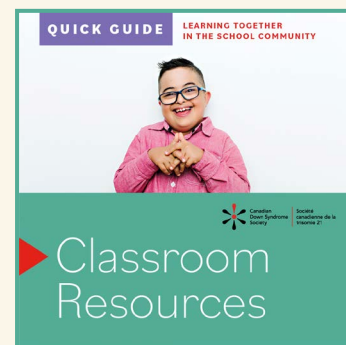
- ✓ The student is in the regular classroom and not pulled out – it is important that the student learns to work in the classroom environment with his or her peers.
- ✓ The student is seated where he or she can see and hear what is going on.
- ✓ The student is engaged in age-appropriate activities.
- ✓ The student is working on adapted activities from the same curriculum as the rest of the class.
- ✓ The student is engaged in all activities at the school—art, gym, recess, field trips, school assemblies, etc.



QUICK GUIDE:

Classroom Resources

We have some great learning tools for your classroom! There are presentations, posters, videos and a teaching plan with activities to help students learn about Down syndrome.



 **Download**

Early Intervention Specialists

Students with Down syndrome may have extra needs. Many professionals can be involved in supporting the development of individuals with Down syndrome from the very early years through to adulthood.

Occupational Therapists (OT)

Occupational therapists help students overcome every day, social and physical barriers within his or her environment. They help people with Down syndrome by developing, improving and maintaining the skills they need for functional daily living.

Speech Language Pathologists (SLP)

Speech language pathologists help identify and improve speech and language abilities and other communication issues. They can work with students who have Down syndrome to help manage and prevent issues with language, speech, voice and fluency.

Social Workers

Social workers help with offering person-centered care within a variety of settings including schools, hospitals and community service agencies. A student with Down syndrome may see a social worker for emotional support, care planning, counselling, behaviour management, and referrals to other service providers.

Physical Therapists (PT)

Physical therapists focus on evaluating, treating, and managing pain that may limit a person's physical movements. A student with Down syndrome might work with a Physical therapist to help with improving mobility, preventing further pain or injury and coping with other physical challenges.

Psychologists

Psychologists specialize in mental health, wellness, and disorders. A student with Down syndrome might work with a psychologist to help overcome or manage their mental health concerns including: anxiety, depression, obsessive-compulsive behaviours, sleep related issues, impulsive, and inattentive behaviours, and more.

Individualized Education Plan

Individual Education Plans (IEP) or an Individualized Program Plan (IPP) or an Instructional Support Plan (ISP) depending on which part of the country or world you are in, is a written plan that describes the education plan for an individual student.

What is an IEP?

- The IEP is developed collaboratively by the IEP Team to develop a plan to help the student succeed in school.
- It includes the students present level of academic achievement.
- The IEP describes the goals the team sets for the student during the school year and includes any special support the student might need to help achieve them.
- The IEP includes required classroom accommodations, modified expectations and outlines instruction and assessments for the student.
- The IEP is reviewed by the parents and teaching team during the year and revised as necessary.

The IEP Team will include:

- The student's parents/guardians
- At least one regular education teacher
- School principal or representative of school system who can supervise the provision and knows about the general curriculum and the resources available to the school system
- The student, if and when appropriate

Who has access to the IEP?

There are many things to discuss and plan in an IEP meeting. The IEP Team will write the student's IEP and the parent/guardian will have a copy and all school system personnel who are responsible in some way for implementing the IEP, must have access and know what their roles are in the student's IEP.

Classroom Ideas

Students with Down syndrome can often be taught the same subject matter as their peers. Learning will happen at a different pace. An educator can adapt teaching methods and concepts to foster learning in the classroom for all students, including those with Down syndrome.

Try These Tips in the Classroom:

- When planning modifications on curriculum, ensure that the student has meaningful work and experiences that are aligned with what the other students are doing.
- If you are unsure of how to teach, provide the student with the same material as his or her peers—he or she may surprise you.
- Reinforce completion of assignments and homework.
- Assign homework that the student is familiar with.
- Select reading materials at the student's level of comprehension and select skill-appropriate materials.
- Enlarge the graphics, use simple font, and highlight key words when giving instructions for assignments.
- Expect the student to take tests and exams. You may have to provide accommodations or modify the content, time and assessment method.
- Evaluate individualized learning goals and expectations.
- Use visual supports: visual schedules, photos, charts, colour codes, objects, tabs, or diagrams.
- A student may need extra time to respond. Wait, then repeat the same instruction if necessary.
- Use eye contact and look at what you want the student to do when giving directions.
- Pair a preferred activity with a non-preferred activity.
- Allow for repeated practice throughout the school day.

Accommodations in the Classroom

Many of these adaptations are suitable for all students, but particularly for students with Down syndrome.

Consider the use of adjustable furniture:

- Elevate or adjust desks, tables, and chairs to help with posture and comfort.
- Provide a foot rest if the student's feet do not touch the floor.
- Ensure that the student's back is supported when sitting. Provide a pillow or back rest for the student if they are unable to sit on the floor without support.
- Offer a larger table, smaller desk or slanted desk top as needed.

Offer options for supporting fine motor skills:

- Smaller, spring-loaded scissors, pencil grips and larger pencils in the classroom.
- Incorporate more visuals to present content such as pictures, objects, videos, and social stories.

Other considerations for the classroom:

- Use a digital timer to help with transitioning through activities.
- Use a graphic calendar to plan key points and timelines in ways students can easily understand.
- Use larger print and clear font types so the student can easily read content on materials.
- Utilize technology that is available to you to help enhance the learning experience and help engage students—whiteboards, streaming videos, classroom audio systems, educational and communication apps, voice to text, interactive displays, etc.

Task Accommodations and Modifications



Accommodations change how a student learns the material.

Accommodations are the strategies and supports a student may need to learn the same material as their peers. This allows them to meet the same expectations. Accommodations allow a student to complete the same tasks but with some adjustment in formatting, language, time, or how it is presented.

Examples of accommodations designed to assist students with Down syndrome include, but are not limited to:

- Regular home-school communication tools (notebook, daily log, phone calls or email messages)
- Preferential seating
- Alteration of the classroom arrangement
- Reducing distractions
- Following a routine/schedule, using a visual daily schedule
- Providing extra verbal, visual cues, and prompts regarding directions and staying on task
- Simplifying wording, rephrase questions and/or directions
- Highlighting key directions
- Hands-on activities
- Concrete examples
- Providing immediate feedback
- Accepting short answers
- Allowing answers to be dictated, having the student restate information
- Providing a quiet corner or room to calm down and relax when anxious
- Allowing for rest breaks or movement
- Adjusting assignment timelines and allowing additional time for assignments
- Varying the testing format (multiple-choice, true-false), extra time, reduce the number of questions
- Alternating the ways to evaluate (projects or oral presentations instead of written tests)
- A locker with adapted lock

Modifications change what a student is taught or expected to learn.

A student who is far behind their peers, may need changes to the curriculum they are learning. The learning expectations and goals created for the student vary from the grade-level expectations. This may mean that the student covers less material or the material is less complex. Students who receive modifications are not expected to learn the same material as their classmates. In addition to providing classroom accommodations, the following modifications can be made for students with Down syndrome:

- Modifying the workload or length of assignments and tests.
- Completing different homework problems than peers.
- Using alternative books or materials on the topic being studied.
- Using supportive learning technology.
- Creating alternate projects or assignments.
- Answering different test questions reworded in simpler, plain language.
- Learning different material (e.g., continue working on multiplication while peers move on to fractions).
- Being graded or assessed using a different standard than other students.
- Being excused from particular projects and modifying time demands.



Routines



Students with Down syndrome often succeed with regular routines.

This helps them have a sense of security and stability when they understand everyday events and procedures. When their environment is predictable, students can learn what is expected of them and that can help with increasing their independence.

Disruption to regular routines at home or school can cause stress and lead to changes in attitude and behaviour. Some of the possible disadvantages of following routines include inflexibility with changes, and difficulty with transitions and unpredictable changes.



Try these tips in the classroom:

- Use a visual schedule, timer or countdown system.
- Teach sequencing (first, second, third).
- Break tasks into small steps and define each step.
- Establish routines and teach the student how to follow the routine; allow practice time and review.
- Give the student advance warning for how long an activity will last and when a change will occur.
- Practice skills in different settings with different people.

Building Independence

When you have a student with Down syndrome in your class, you want to help provide them with a supportive learning environment and help them strive and reach their potentials. But it is also important to build the student's confidence and independence so they can see what they are capable of doing on their own. Encouraging independence is a gradual process that takes time and patience.

Try these tips in the classroom:

- Have rules and safety instructions in place so that students know the limitations.
- Have confidence in the student.
- Try not to interfere.
- Help them by not helping too much.
- Be specific about your directions, break down the steps/tasks, use visual charts or checklists.
- Let the student do it, if they can, fade out the support for that task.
- Intervene only if the student becomes frustrated or asks for help.
- Give suggestions, but don't do it for them.
- Have realistic expectations.
- Don't over-correct.
- Acknowledge the student's effort.
- Let them experience successes = confidence.
- Provide freedom within limits.
- Provide the student with developmentally appropriate opportunities to make choices.
- Allow them to experience consequences of those choices.

Technology in the Classroom

Technology has become a large part of our everyday lives and we are also seeing more technology being incorporated in the classroom.


From managing daily schedules to learning a new concept—technology is ever-changing and if used strategically, can help enhance the classroom experience. Many think that the use of technology can be a distraction, but utilizing technology in the classroom can also help turn a dull topic into something more interactive. It is common for students with Down syndrome to be visual learners, and seeing things through technology, in some cases can help them understand the concept. Students may potentially become more engaged and it can work well for varying learning styles.



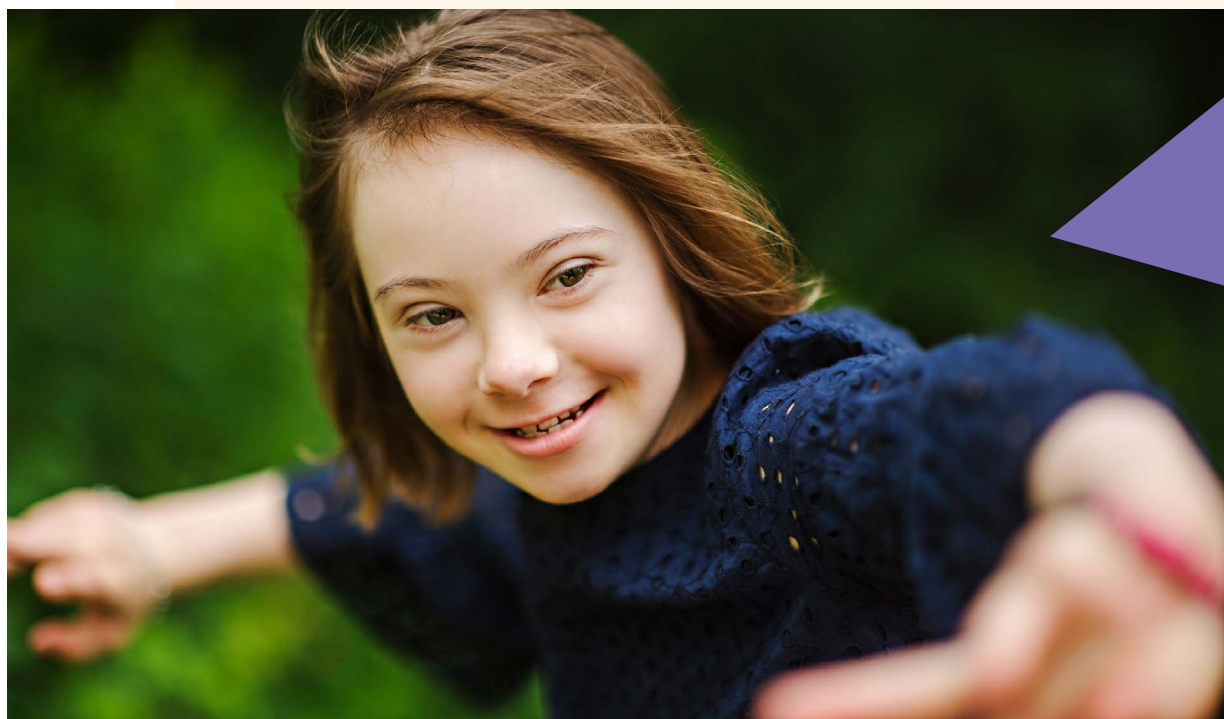
The following list of apps and websites are just some of the many used in classrooms and also being utilized in the home learning environment to help enhance and diversify learning for all students. Take a look and see what might work best for your students.

APP	DESCRIPTION	COST
BridgingApps 	<p>This is a website dedicated to sharing information on how apps and mobile devices can help people of all abilities reach their highest levels of physical, social and cognitive development.</p>	Free
Choiceworks <i>by BeeVisual</i> 	<p>The Choiceworks App is a picture-based learning tool that helps children complete daily routines, understand and control feelings, improve their waiting skills and make choices.</p>	\$9.99 *Bundle Option: \$13.99 (Choiceworks & Calendar)
Pictello <i>by AssistiveWare</i> 	<p>Helps students create social stories with voice over, add realistic details like photos, videos and audio recordings. This app is used by people with Autism, cerebral palsy, Down syndrome and other diagnoses.</p>	\$27.99
Magnus Cards 	<p>An educational app focused on learning a variety of life skills through step by step guides and storytelling. This app has been designed to help people with cognitive disabilities to thrive and build independence.</p>	Free
Visuals 2 Go <i>by Bo Innovations</i> 	<p>An all-in -one educational app created to support people with communication and learning difficulties. It is designed to support you as an educator, therapist, support worker or parent so that you can give the person in your care a voice.</p>	Free
Proloquo2Go <i>by AssistiveWare</i> 	<p>This award-winning communication, symbol-based app was designed to promote growth of communication skills and foster language development.</p>	\$349.99
Peter Pig's Money Counter 	<p>This educational game allows young kids to help Peter Pig count and sort coins. It can help them develop important money skills. Children learn to make purchases within a budget, put money aside for savings and are rewarded for good saving habits.</p>	Free

APP		DESCRIPTION	COST
Epic		Epic is a subscription-based reading and learning platform. It offers access to books and videos for children age 12 and under and can be used on desktop and mobile devices.	\$6.67-\$9.99 /month
Raz-Kids		Raz-Kids provides meaningful online reading practice on computers and mobile devices with hundreds of leveled books and corresponding quizzes offered at 29 levels of reading difficulty.	\$118 USD /year
Vooks		Vooks is simply books delivered through a streaming app that helps kids learn from stories, develop language skills, social emotional learning and so much more.	\$4.99/month \$49.99/year.
Teach Your Monster To Read		Teach Your Monster to Read is an award-winning series of games that's helped millions of children learn to read. It covers everything from letters and sounds to reading full sentences.	Website: Free App: \$6.99
Education.com		An easy-to-use, comprehensive, and secure supplemental digital learning program that empowers administrators and teachers to help PreK-8 students build essential skills and excel in math and reading. There are activities, online games, printable worksheets and lesson plans.	Price depends on package chosen
HelpKidzLearn		HelpKidzLearn is the home of accessible software, enabling children of all abilities to play, develop and achieve. Ideal for children with a wide range of special educational needs and learning difficulties at a pre-literacy or early literacy level.	\$11.99/month (Free 2 week trial and 10 free activities)
PBS Kids Games		Play with hundreds of free educational games designed for your child. The PBS KIDS Games app makes learning fun and safe with amazing games featuring favorites like Daniel Tiger, Wild Kratts, Odd Squad, Curious George, and more!	Free
ABCYa!		ABCya! is a free educational games website that's organized by grade level and subject area. With a bit of help from adults, it's easy for kids to access tons of games. Suitable for grade levels pre-K to sixth grade. Many free games, but will encounter advertisements and restrictions within games	\$9.99/month \$5.83/month annually

APP		DESCRIPTION	COST
Reading Eggs		Reading Eggs is a web-based, comprehensive phonics and reading program for children age 3 to 12. There are songs to sing, books to read, and games to play.	\$9.99 US /month Free 30 day trial. Apps individually priced.
FunBrain		FUNBRAIN.COM offers a lot of fun, interactive learning games for kids in grades K-8, plus tools for parents and teachers. Kids can search by grade level or topic. Kids can also read web book versions of popular books, and comics on the site.	Free (ads)
DreamBox		DreamBox is a K-8 digital math program designed to complement your math curriculum. The rigorous and interactive lessons adapt to each student, providing the ultimate personalized learning experience.	\$4.99/month \$49.99/year.
ToDo Math		ToDo Math offers an engaging, inclusive, and standards-aligned math app focused on numeracy for early learners, prek-grade 2. Includes comprehensive curriculum of more than 2000 activities. Grownups have the option to monitor progress and customize settings.	Website: Free App: \$6.99
MapHabit		MapHabit™ is an interactive care management platform that utilizes a patented visual mapping system with smart devices to improve cognition and reinforce routine habits. Designed for family members, professional support partners and therapists, MapHabit™ improves quality of care while reducing caregiver stress.	Free

Health, Wellness and Behavioural Considerations



The following section is about possible medical and physical aspects to consider as you support your student with Down syndrome in your classroom.

Medical Considerations



Students with Down syndrome may experience issues related to their health and this can sometimes affect their classroom experiences and attendance. Some students may have chronic health needs, others will have occasional needs, and some will be as healthy as any other student in your school.

Muscle Hypotonia

Students with Down syndrome may have decreased muscle tone, which is known as muscle hypotonia. This leads to excessive joint flexibility and students with Down syndrome may show delays in gross motor skills/movements from a young age (including walking, running, standing etc.) compared to other children in their age range.

Things to be aware of:

- Mobility changes
- Posture
- Shallow breathing
- Speech difficulties, mouth might hang open with tongue protruding out
- Tiredness, can have a tough time sitting for extended periods of time without support
- Joint laxity, or ability to extend limb beyond normal range
- Decreased reflexes

Thyroid Problems

Thyroid issues are common in people that have Down syndrome. They are at an increased risk for underactive thyroid (hypothyroidism) and overactive thyroid (hyperthyroidism).

Things to be aware of:

- Fatigue
- Weakness
- Intolerance to cold or heat changes
- Weight changes

Heart Conditions

Abnormalities of the cardiovascular system are common in people with Down syndrome and approximately half of babies born with Down syndrome have a heart defect. Many children with Down syndrome undergo cardiac surgery at a young age, with success, allowing them to thrive like other children.

Things to be aware of:

- Fatigue
- Exercise intolerance
- Shortness of breath
- Chest pain
- Dizziness
- Changes in behaviour

Ear, Nose and Throat (ENT)

Ear, nose and throat issues are common in students with Down syndrome. They can be more susceptible to ear infections, upper respiratory, and sinus infections, hearing issues, and fluid buildup.

Things to be aware of:

- May rub their eyes or ears
- Student may not respond to others
- Complaints of hearing loss
- Changes in behaviour and skills
- Undiagnosed hearing loss can be seen as stubbornness, confusion or disorientation
- The student may cover their ears to help avoid loud noises



Sleep Apnea

Students with Down syndrome have an increased susceptibility to develop sleep apnea, a sleep disorder in which breathing repeatedly stops and starts. They tend to snore, cough, choke, show signs of restlessness, have unusual sleeping positions and observable periods during sleep where they stop breathing.

Things to be aware of:

- Excessive yawning, tiredness and lethargy
- Falling asleep in class
- Lack of concentration, memory loss
- Headaches

Gastro-Intestinal Issues

Students with Down syndrome may have increased issues related to their digestion. Some of the problems can range from stomach discomfort, vomiting, diarrhea, constipation, weight gain/loss, and acid reflux.

Things to be aware of:

- Discomfort and pain in the belly
- More frequent or urgent washroom breaks
- Possible changes in behaviour if student is nonverbal or is unable to describe their discomfort
- Refusing to eat or use the washroom

Health Issues in the Classroom



Students with Down syndrome may experience a range of health issues. The following sections explore the variety of health considerations that can potentially affect learning, but can vary from student to student.

Hearing

Hearing is a prevalent medical issue that individuals with Down syndrome may face and this can be associated with having more narrow ear canals and issues with fluid buildup. This can lead to their hearing being tolerable one week and inadequate the next week. They can experience hearing loss, ear infections, fluid buildup, and can ultimately affect the student's participation in classroom activities.

Things to be aware of:

- Complaints of hearing loss
- Changes in behaviour
- Loss of skills
- Student does not respond to others
- Student rubs their ears



Try these tips in the classroom:

- Have the student sit near the front of the classroom.
- Help ensure that the student is wearing any assistive devices.
- Prompt the student by using his or her name when giving instructions or asking questions.
- Provide visual materials to help support the topic.
- Consider using a buddy system in the classroom to help ensure that the student with Down syndrome has not missed any instructions.
- Try to use face-face communication and gestures.
- If the student uses sign language, learn basic signs and teach them to the class to help with communication.
- Consider using a classroom audio system/sound field amplification system to help improve the sound environment in the classroom.
- Let the parent/guardian know if you notice any changes.

Vision

Vision problems are common among individuals with Down syndrome. Some students may have visual difficulty and wear glasses to help correct their sight. The level of visual acuity (seeing sharp, clear images at all distances) and depth perception can vary with students with Down syndrome.

Things to be aware of:

- Constant squinting or grimacing when reading or trying to focus.
- Moving the reading materials very close or very far from their face.
- Complaining of blurry or cloudy vision.
- Complaining about headaches, nausea or dizziness.
- Burning, itchy, watery eyes, drainage issues.
- Cross-eyed or signs of a lazy eye.

Try these tips in the classroom:

- Seat the student near the board/front of the classroom.
- Use reading materials with a large font size, even when transitioning to a higher reading level.
- Use high contrasting writing on boards (black marker on white board or white chalk on blackboard).
- Use colourful, clear pictures with strong saturated colours instead of light pastel type colours.
- Avoid saying things like “over there” or “like this one.” Instead try using “please pick up the blur folders under the shelf, near the door.”
- Consider using a buddy system in the classroom to help increase social interactions. This can also help ensure that the student with Down syndrome has not missed any instructions, rules or routines.
- Allow the student some extra time to complete work when needed.
- Consider adjusting the classroom lighting as needed.
- Let the parent/guardian know if you notice any changes.

Communication, Speech and Language

Many students with Down syndrome will understand more than they can express. They can benefit from specific speech and language support throughout their school years. The goal is to promote meaningful interaction within the classroom while teaching the student to communicate effectively in a way that works for them. Allowing the student to speak for themselves promotes speech and language skills as well as independence. For more information, consult with your school district's speech and language pathologists.

Try these tips in the classroom:

- Ensure eye contact is maintained before speaking to the student.
- Get down to the student's level before giving instructions; kneel beside his or her desk or sit in a smaller chair.
- Allow the student time to process spoken material before repeating instructions or questions, or saying anything else.
- Use short, simple sentences.
- Ask open-ended questions (how, why?). Use prompts if needed. If the student demonstrates difficulty answering, help the student expand his or her response by asking closed-ended questions (what, where, who?) Provide choices if necessary.
- Prompt the student when needed by providing him or her with the beginning of the response. For example, "Where did the bus go?" — "The bus went..."
- Request that the student "slow down" or "try again" if you cannot understand him or her.
- Do not interject or finish sentences for the student.
- Wait until the student is finished speaking before responding.
- Acknowledge when you do not understand.
- Encourage the student to use words to communicate whenever possible. When all other communication methods have been explored, ask the student to show you or act out what he or she is discussing.
- Use pictures, symbols, or signs to supplement verbal communication.
- Model appropriate communication. Encourage others to communicate directly with the student, rather than through a teacher or an education assistant (EA).
- Educate others about any communication strategies the student is using. For example, if the student signs, teach some simple sign language, or if the student uses an augmentative alternative communication system, such as a high-tech device, picture exchange communication system (PECS), or a communication board, show others how these works.

- Ask the student's parents about effective communication strategies used in the home— try to use these strategies in the classroom.
- Encourage language development by modelling the student's response back to them and expanding the utterance by using correct grammar and supplemental information. For example, "The cat go sleep"—"The cat is sleeping on the pillow."
- Celebrate communication successes!
- Let the parent/guardian know if you notice any changes.



Sensory and Motor

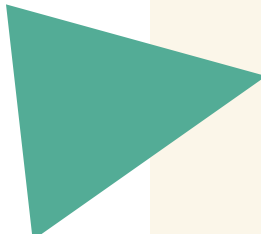

Some students may have difficulty processing information from many sources at once, doing more than one thing at a time, or responding quickly in some situations. They may shut down, become excited, or act out when their senses are not working together properly.

Try these tips in the classroom:

- Focus on using one sense at a time or completing one task at a time. For example, listening first and then taking notes, but not at the same time.
- Noise, light, and activity may be distracting. Provide seating and create quiet spaces in your classroom that any student can use.
- If a student reacts to something, acknowledge the sensitivity. Take a break, try again, or find an alternative.
- Teach calming or alerting strategies based on student needs.
- Take frequent movement breaks- for example, ask the student to take something to the office or help another classmate find something in the classroom. These short movement breaks can help if the student is struggling to concentrate in class.
- Let the parent/guardian know if you notice any changes.

Behavioural Concerns

Behaviours can be a form of communication for students with Down syndrome when they do not have other means to express themselves. Challenging behaviours can also stem from changes at home or health issues, so it is important to rule out health or other underlying issues before concluding there is a behavioural problem. For more information, consult with your school district's occupational or behavioural therapist.

- 
- Unfavourable or stubborn behaviour may stem from the student's lack of understanding of a situation. Ensure the student has ways to communicate if they are scared or unsure.
 - Speak to the parents to see if there are any concerns at home that may be affecting the student.
 - It is important to ensure that rules between the home and school are consistent and feasible. Inconsistent expectations can cause confusion for the student.
 - Students with Down syndrome prefer routines and knowing what to expect. Challenging behaviours can appear when a routine is broken, so when possible, try to give the student advance warning if a change needs to take place.
 - Use positive reinforcement before punishment. By not attending to unfavourable behaviours and positively reinforcing favorable ones, you will more likely see a positive shift in behaviour.
 - Use a 'first-then' or 'if-then' board to reinforce favourable behaviour. For example, "If you do your work, then you can go for an early recess at 9:45."
 - A school psychologist might be able to recommend strategies to deal with any behaviours that arise after health and communication concerns have been ruled out.
- 

Common Types of Behavioural Concerns



Although not every student with Down syndrome will have challenging behaviours, below are some of the common concerns to be aware of:

Wandering or Running Off

Wandering (also called running bolting off or elopement) are common terms used to describe a student's tendency to leave a supervised, safe space and then become exposed to potential dangers.

Try these tips in the classroom:

- Ensure that there is close supervision on the student at all times, sometimes the student may require one-on-one supervision.
- Ensure that school staff are aware of this behaviour, include this in the planning.
- Have a plan in place for the event that the student wanders off and leaves the classroom, school or playground.
- Use visual supports like STOP signs around the school, with a reminder to ask for permission to leave.
- If possible, have locks or door alarms, especially on rooms that have dangerous equipment (supply rooms with paper cutters, mechanical rooms, or exit doors).
- Seating arrangements that place the student away from the exit doors.
- Have a discussion with the parents about the use of technology which can be helpful in potential emergencies.

Stubborn or Oppositional Behaviour

This is a behaviour you may see in many students who may or may not have Down syndrome. Stubborn or oppositional behaviour can be a direct result of lacking the understanding, skills or language to deal with certain situations and the need to do things in a specific way.



Try these tips in the classroom:

- Try to listen, acknowledge and have a conversation about what might be bothering them.
- Give them options not directives. For example: instead of telling them they must stop playing with blocks, ask them if they want to read book A or book B.
- Stick with routines. Routines are important for any student, but especially for a student with Down syndrome. This helps them understand, expect and prepare for transitions during the school day and use visual schedules when possible.
- When there is an inevitable change in routine, try to prepare them and let them know in advance (i.e. reverse lunch hour to accommodate school assembly; a substitute teacher/support).
- Praise their good behaviour. This gives the student a positive feeling that they can associate with what they did well. For example, “I like how you were able to stop playing basketball and walk back to class quietly.”

Attention Problems

Students with Down syndrome may struggle to pay attention at school and can exhibit behaviours that are disruptive like demanding attention, talking out of turn or moving around the classroom. They might have trouble following instructions, forgetting to do things, or simply staying on task, all things that can limit what they learn and reaching their potentials.

Try these tips in the classroom:

- Give simple instructions one at a time and repeat as necessary.
- If possible, schedule the more difficult learning material early in the day.
- Use visuals and or checklists to help stay on track and ensure that tasks are complete.
- Seat the student near your desk or away from windows or the hallway, whatever is less of a distraction.
- Create a quiet spot in the classroom for students.
- Use eye contact when speaking to the student and get down to their level.
- Allow the student to have more frequent breaks with different tasks. For example, dropping off a book at the library or helping with stapling papers.

Obsessive-Compulsive Behaviours

Individuals with Down syndrome have a tendency for repetition and sameness. This can be helpful in daily routines and self-care, but can pose as problematic if the rigidity of the routine is not followed. This can result in a range of persistent thoughts, behaviors or worries, repetitive movements or behaviours that are aimed at reducing distress and/or anxiety.

Try these tips in the classroom:

- Be aware of triggering events. Knowing what kinds of things trigger the symptoms of this behaviour can be helpful.
- Give advance notice for changing schedules or routines. When they know what to expect, they might be less likely to be affected by the change.
- Plan classroom seating arrangements. If they are easily distracted, they might be able to stay focused on their work if they hear less or see less from hallways or windows.
- If the student has observable symptoms like fidgeting, rocking or other behaviours, be aware of where you are seating the student so that classmates are not staring or watching them.

Dual-Diagnosis, Down Syndrome and Autism (DS-ASD)

In recent years, the medical community has recognized that some people with Down syndrome may also have autism or autism spectrum disorder (ASD), this is known as a dual-diagnosis. Having this combination of Down syndrome and Autism (DS-ASD), can sometimes make medical or behavioral issues more complicated or diverse. Autism is a spectrum disorder therefore the effects and severity of ASD can vary from person to person. We understand DS-ASD is a complex diagnosis and requires more attention. We recommend consulting with the school district's intervention specialists.

Try these tips in the classroom:

- As much as possible, provide a structured, predictable classroom environment with routines. This helps students anticipate what is coming up next and helps with consistency.
- Take note of triggers or tasks that cause frustration. Adapt the task or materials to help the student have a positive experience.
- Help eliminate distractions in the classroom/school environment that might interfere, confuse or upset the student.
- Plan for transitions and change as this can be stressful for the student.
- Use daily schedules with visual cues to help keep on track throughout the day.
- Provide spaces and ways where students can relax and calm down. This might be a corner of the classroom with headphones, breathing exercises, movement or counting to ten.



We understand that students with Down syndrome may have multiple or additional diagnoses that can be complex and requires more attention. We recommend consulting with the school district's intervention specialists.

Students With Down Syndrome Can Experience Bullying

Bullying hurts. It can be physical, verbal or emotional, by using intimidating or demeaning behaviour to hurt another person. It is usually persistent, sometimes covert but is an effort to hurt, threaten and frighten another person.

Bullying can happen anywhere and anytime in the school community. Educators, school administration, and support staff may witness incidents of bullying or hear reports of it from students. It is critical for schools to establish and teach students about your schools anti-bullying policy. An anti-bullying policy helps ensure that students can learn in a supportive, caring and safe environment without fear of being bullied.



Helping Students Know What Bullying Is

Many students know what bullying is because they see it on the playgrounds, in the cafeteria, classroom or in their community. But sometimes it helps to explain to students with Down syndrome what bullying is in concrete terms so they could recognize it and know what to do.

For example:

- “When someone is bullying you, the person may act mean to you, make you feel bad, hurt you, or tease you. They may even hit you, push you, take your stuff, call you names, or force you to do things that you don’t want to do.”
- “Bullies may act like they are your friend, but they may do something to you, or say something about you, that you are uncomfortable with.”
- Check with the school board specialist to design a plan against bullying.

For Students Who Are Bullied

Students with communication difficulties need to learn strategies for being able to report instances of bullying. Students who are bullied often believe that telling an adult will make matters worse. Some students cannot effectively communicate when they are bullied. As such, they are often seen as the “perfect targets.” Create a safe environment for students to report bullying.

*For more information
on bullying, please visit:
BullyingCanada.ca*

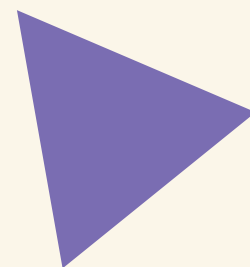
Transitions and Planning for Changes

During a school day, many transitions take place and it could mean something as simple as changing what they are currently doing (like playing basketball during gym class) and moving to another activity (putting away all the balls into the storage room and then getting changed). Although it may seem like there is no apparent reason for the student to act out, the student may feel that there are too many transitions to deal with and can feel overwhelmed. The transitions could be considered small (micro) or big (macro):



- ▶ **Micro changes:** change of activity or expectation within a class such as changing from reading to writing, changing from writing to putting things away, changing from listening to responding to questions or telling a story. Also includes changing the pace of work, and the amount of work or the materials to be used within a single lesson.
- ▶ **Macro changes:** change of staff, change of location (either in the classroom or in the school), change of subject, moving from individual work to group work, working with a different student, and change of school, changes at home

Factors Affecting the Ability to Manage Change



External Factors:

- **Environment:** Many students are affected by the noise and activity level in a classroom.
- **Who is requesting the change:** Some students will respond to some people better than others; this includes all staff and peers.
- **How the request is made:** If the student feels threatened or embarrassed with a request or does not understand a request, he or she may not respond.
- **Why the request is made:** Some requests may come without warning and may not make sense to a student who is quite happy doing what he or she is currently doing.
- **What the task looks like:** If the task looks hard, the student may not cooperate with the change.
- **Who else is doing the task:** Some students may look around to see who else is doing the task. If the student feels singled out with the task, he or she may resist.

Internal factors:

- **Perception of the situation:** The student may perceive the change as harder, less pleasant, or less understandable and see it as a negative change. On the other hand, if the student sees the change as positive, the student may be more willing to cooperate with the change.
- **Motor planning (a skill that allows us to remember and perform steps to make a movement happen):** The student may tend to need more time to process requests. If the student feels rushed, they may not manage the transitions well.
- **Attention/fixation on the task at hand:** A student may not want to leave the task he or she is working on, especially if he or she is achieving success with the task.
- **Attention to the next task:** The student may rush to the next task without properly finishing up the previous task.
- **Motivation:** The student may not care about getting through the teacher's schedule and may not understand why he or she is being asked to change tasks. The student may not want to cooperate because of a lack of understanding.
- **History of the situation:** If the student has had difficulty in a certain class or task, he or she is less likely to cooperate with the transition to that task.
- **Communication skills:** Students with Down syndrome may have communication challenges that affect their ability to negotiate for more time or to ask for an explanation about why the change is happening. Often a refusal to cooperate is the student's way of communicating that the transition is causing stress of some kind.
- **Health:** The student may not be able to communicate that he or she is feeling ill and may be less cooperative with transitions. It is important to help rule out health issues that may be affecting their behaviour or ability to deal with transitions (see page 27 for more information on medical considerations).

P.L.A.N.S.

Ways to help students manage transitions. Make P.L.A.N.S. for successful transitions:

- P**
 - Prepare for changes in routines using visual and/or verbal systems.
 - Provide reinforcement for successful transitions.
 - Peers may assist the student.
 - Photograph activities and create booklets to help students visualize the day or activity (videos would also be helpful).
 - Practice common transitions, like walking to another classroom or getting books out of the locker.
- L**
 - List and teach the student the skills needed to be successful.
 - Lay out the steps to complete a task in the order they are to be done.
 - Lead the student through activities before they happen and while they take place.
 - Leave enough time for the student to complete the work or to change activities.
 - Limit interruptions of a routine; watch for too many changes.
 - Limit distractions which may affect the student when making a transition.
- A**
 - Anticipate outcomes in new or unstructured situations and plan accordingly.
 - Acknowledge that a situation may be stressful and find ways to make it less threatening by pairing a positive experience to the new experience (for example, listen to music while changing locations).
 - Arrange for visits from new staff in a familiar environment.

- N**
 - Note changes that bother a student and plan for that transition time.
 - Negotiate what is acceptable and unacceptable in a situation.
 - Number and teach the steps in a sequence of events.
 - Notify parents of any macro changes that may take place or have them notify you if things change in the home.
- S**
 - Signal when an activity is ending and a new activity is starting.
 - See if a change in a routine is in relation to the student's overall needs.



Substitute Teachers



There comes a time when you have to step away from your classroom and your students and invite a substitute teacher to take over temporarily. It might be for the afternoon, a day or perhaps an extended leave. As the teacher, you might worry about how your students will stay on task and focused and whether the students will behave and cooperate for the substitute teacher. Unfortunately, your student with Down syndrome may find your absence, a substitute teacher in the classroom, and a change in routine, very unsettling. To help smooth out this transition, you can help prepare the student for what's to come and you can also help the substitute teacher feel more at ease by sharing some classroom management tips and resources about helping a student with Down syndrome in the classroom.

Here are some suggestions:

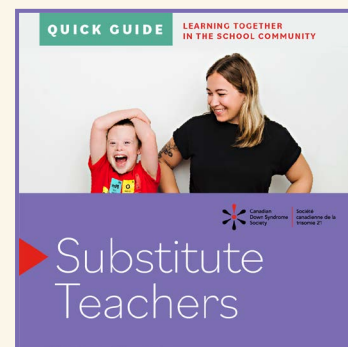
- **Communicate the change in plans with the student's parents/guardians so they can help prepare the student at home:** Let the parents/guardians know by sending them a message through the communication booklet, email or phone. By letting the parent/guardian know of the change, they can have a 'little talk' with their child about what to expect and help them prepare for the upcoming teacher absence.

- Communicate the change in plans with the parent so they can also help the student prepare at home:** If you are in regular communication with the student's parents, send them a message through communication booklet, email or a phone. By letting the parent know of the change, they can have a 'little talk' with their child about what to expect and help them prepare for the upcoming teacher's planned absence.
- Share the classroom routines:** Give the substitute teacher a heads up and let them know about regular routines in the classroom. You might already have a visual daily routine or schedule posted in the classroom to help students along, but also let the substitute teacher know so he or she can adhere as closely to that routine as possible while in your classroom.
- If you have an education assistant, have them help bridge the gap:** Leaving a lesson plan, some helpful tips to get through the day and having the regular education assistant help bridge the gap, can really help the substitute teacher and the student with Down syndrome feel some normalcy while the regular teacher is away.
- Empower the student to help the routine:** Students look to the classroom routine and schedule for consistency, but it might be especially important for your student with Down syndrome. If the student is interested, ask them to share and review the schedule with the substitute teacher.
- Share this resource with the substitute teacher:** The substitute teacher may only be there for the afternoon or for an extended period of time. Or it may be the first or the fourth time that the substitute teacher is teaching a student with Down syndrome, but either way, you can offer this resource to help them gain a better understanding of Down syndrome and supporting a student in the school community.

QUICK GUIDE:

Substitute Teachers

"Print and Share" a quick guide with tips and suggestions for the substitute teacher.




Download

Working with an Education Assistant

An education assistant (EA) is part of the school community and works alongside teachers and students as part of the school's support staff. They can offer students learning support, safety, help with personal care, communication, and many other responsibilities depending on the learning environment and classroom needs.



- Meet early! Schedule a meeting with the EA early, at the start of the school year to clarify and agree upon the roles and boundaries. Learn about their experiences and comfort level.
- Meet often! Meetings are crucial for communication and for building a partnership in the classroom. Consider a communication booklet for you and the education assistant to regularly add their insights and notes.
- Share this resource with the education assistant.
- Be active communicators. What do you know about this student? What does the EA know? Share your knowledge and experiences with each other.
- Be active listeners. Work together for the benefit of the student— set the student up for success.
- Education assistants are there to support within the classroom and school community, but they are not the student's primary educator or translator.

Tips for the classroom when working with an Education Assistant:

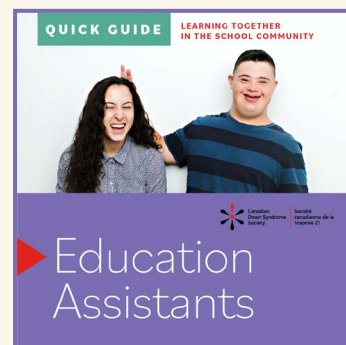
- Encourage students to speak directly to the student rather than speaking to the EA about the student.
- Promote independence. Allow the student some space and recommend that the EA is not hovering over the student. The constant presence of the EA can hinder the development of genuine friendships, learning and development.
- Schedule the EA to divide his or her attention between direct student contact and general classroom or small group support to better promote generalization and carryover of skills. It is recommended that the EA facilitate classroom participation rather than focusing strictly on one-to-one intervention.

When you teach and talk about Down syndrome with your students and the school community, you help build awareness and acceptance. When you welcome students with Down syndrome in your school community, you help to build inclusivity where all students can learn together!

QUICK GUIDE:

Education Assistants

“Print and Share” a quick guide with tips and suggestions for the education assistant.



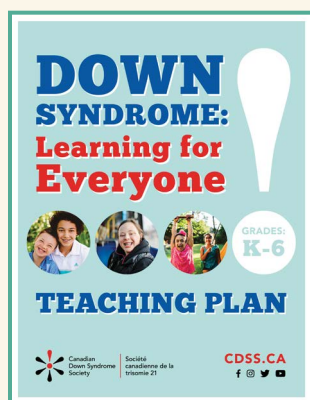

Download

Classroom Resources

The following resources are helpful tools for the school community to help raise awareness and acceptance about Down syndrome. Share videos, do classroom activities, watch an informative presentation and hang posters around the school!

CDSS TEACHING PLAN:

Down Syndrome: Learning for Everyone



English Download

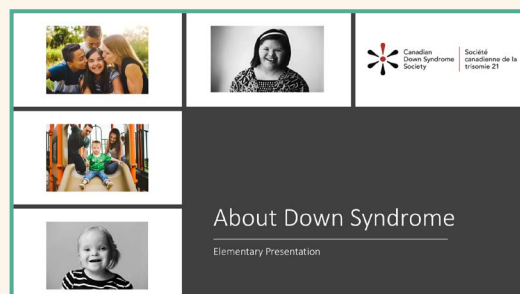


French Download

CDSS PRESENTATION:

'About Down Syndrome'

Learn about Down syndrome and how we are more alike than we are different! (Duration approx. 10 minutes)



English Download



French Download

CDSS POSTER: Let's Talk About Down Syndrome

Down Syndrome

Q. What should I say to someone who has Down syndrome?

A. Talking and learning from those who are different than ourselves is what makes the world great! So go ahead, ask someone who has Down syndrome anything. As long as you are using language that is respectful and kind.

Making everyone feel accepted and valued is important to remember when talking around with friends.

Q. What is the person's first language?

A. When someone has a disability and you are talking about them, always say WHO they are before anything else. You want to focus on the person, not the disability. This is called **person-first language**.

"This is my friend Nolan. He loves playing guitar!"
"My friend Morgan has Down syndrome."

Q. Are people with Down syndrome always happy?

A. This is not true. People with Down syndrome can experience lots of emotions. They can get angry, frustrated and excited just like you. Labels like this are not helpful when getting to know someone new. Some people with Down syndrome are very joyful while others can be shy.

Q. Should I feel bad for someone with Down syndrome?

A. Not at all! A person is not "needing" help. Down syndrome people like you and do many of the same things you do!

See The Ability!
— Nolan & Ashlan

Canadian Down Syndrome Society | Société canadienne de la trisomie 21 | CDSS.CA

La trisomie 21

Q. Devrais-je dire à quelqu'un ayant la trisomie 21?

R. Parler à ceux qui sont différents de nous et apprendre d'eux est ce qui rend le monde si merveilleux! Alors, n'hésite pas à poser n'importe quelle question à quelqu'un ayant la trisomie 21. Tant que tu utilises un langage respectueux et gentil.

Il est important de s'assurer que tout le monde se sent accepté et valorisé lorsqu'on parle avec des amis.

Q. Quel est le langage premier de la personne?

R. Quand quelqu'un a un handicap et que tu parles de lui, précise toujours de QUI il s'agit avant tout. Tu veux te concentrer sur la personne et non sur le handicap. On appelle cela le langage **personne-first**.

"Voilà mon ami Nolan. Il aime jouer de la guitare!"
"Mon ami Morgan a la trisomie 21."

Q. Est-ce que les gens ayant la trisomie 21 sont toujours heureux?

R. C'est faux. Les gens ayant la trisomie 21 peuvent ressentir beaucoup d'émotions. Ils peuvent se fâcher, être frustrés ou enthousiastes, tout comme toi.

Les étiquettes comme celle-ci n'aident pas quand on essaie de connaître une nouvelle personne. Certaines personnes ayant la trisomie 21 sont très sociales alors que d'autres peuvent être timides.

Q. Devrais-je me sentir mal pour quelqu'un ayant la trisomie 21?

R. Pas du tout! Une personne ne "a besoin" d'aide. La trisomie 21 n'est pas une maladie et les gens ayant la trisomie 21 font beaucoup de choses comme toi.

Ne pas oublier de dire: voir le potentiel!
— Nolan et Ashlan

Canadian Down Syndrome Society | Société canadienne de la trisomie 21 | CDSS.CA

English Download

French Download

CDSS POSTER: 'See The Ability'

See The Ability!
cdss.ca

Canadian Down Syndrome Society | Société canadienne de la trisomie 21 | CDSS.CA

Voir le potentiel!
cdss.ca

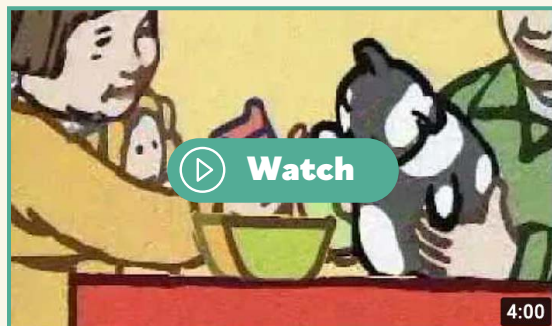
Canadian Down Syndrome Society | Société canadienne de la trisomie 21 | CDSS.CA

English Download

French Download

VIDEO:

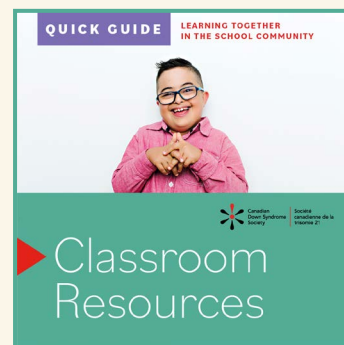
My Friend Isabelle



By E. Woloson and B. Gough

VIDEO:

Just Like You





www.CDSS.ca


Phone Toll-free in Canada: 1-800-883-5608

Email: info@cdss.ca



Canadian Down Syndrome Society is a Registered Charitable
Organization CRA Business Number: 11883 0751 RR 0001

***Special Thanks
to Hilary Gauld of
'One For The Wall'
for all the beautiful
photographs in
this resource!***



Canadian
Down Syndrome
Society

Société
canadienne de la
trisomie 21