

Educator Package

A guide to inclusive education for students with Down syndrome

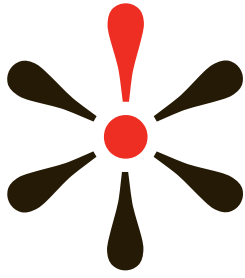


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Dear educators,

Welcome to the world of Down syndrome and education!

On behalf of the Canadian Down Syndrome Society, I applaud you for your commitment to inclusive education. Having a student in your classroom with a developmental disability is an exciting opportunity for you to challenge yourself and see amazing outcomes from your entire class of students. You will find that fully including all children in your classroom is even more rewarding than you may anticipate.

The Canadian Down Syndrome Society has put together this resource to assist educators and parents in their journey towards a fully inclusive classroom. If this is your first time working with a student with differing abilities, you are going to experience the satisfaction of teaching students with exceptionalities. If you have experience teaching a diverse group of students, this resource will offer tried and true practical tips and suggestions.

This package is just the “tip of the iceberg” of resource materials available about teaching students with Down syndrome. It contains helpful links and resources that are available from sources across Canada and North America.

While we know the information in this resource is critical in supporting a student with Down syndrome, we hope that you share the idea that all students have a place and purpose in our schools and communities. Recognize that fully including every student will make Canada a better place for all of our children.

Enjoy the package and feel free to contact us or use our website list to access more specific information.

All the best throughout your school year and beyond,

Kirk Crowther
Executive Director

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You will change the lives of many by including one!

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About the Canadian Down Syndrome Society

The Canadian Down Syndrome Society (CDSS) was established in 1987 as a national non-profit organization providing information, advocacy, and education about Down syndrome. The CDSS supports self-advocates, parents, and families through all stages of life.

VISION:

All people are valued, fully participating citizens.

MISSION:

To empower Canadians with Down syndrome and their families. We raise awareness and provide information on Down syndrome through the prenatal, early childhood, school years, adulthood, and retirement stages of life.

Our organization serves the community through a variety of up-to-date information, education, and advocacy services which can be accessed through our toll-free information line, magazines (*21* and *Voices*), brochures, and growing resource centre.

One of the most successful program initiatives of CDSS is the Voices at the Table Advocacy (VATTA) Committee (pictured below). The VATTA Committee is composed of a group of adults with Down syndrome (self-advocates) who believe that through their diversity and advocacy efforts, equitable opportunities will be available for all Canadians. Objectives of VATTA include raising awareness at both the community and governmental levels, collaborating with like-minded advocacy organizations, and regularly advising CDSS about issues important to adults with Down syndrome. This exciting project has created a valuable Canadian resource that brings a unique personal perspective to guide the work of CDSS.

The Canadian Down Syndrome Society is composed of a volunteer Board of Directors from across Canada and a small, dedicated staff in Calgary, Alberta.



What is Down Syndrome?

Down syndrome is a naturally occurring chromosomal arrangement that has always existed and is universal across racial, gender and socio-economic lines.

THERE ARE THREE TYPES OF DOWN SYNDROME:

TRISOMY 21

- 95% of people with Down syndrome have Trisomy 21
- Three copies of chromosome 21, instead of two, which occurs during cell division

TRANSLOCATION

- 2–3% of people with Down syndrome have a translocation pattern
- Part of the 21st chromosome breaks off and attaches itself to another chromosome (often the 14th chromosome)
- Two thirds of translocation occurrences are spontaneous while the other third is inherited from a parent

Like their peers, students with Down syndrome have diverse abilities.

MOSAICISM

- 2% of people with Down syndrome have Mosaic Down syndrome
- Cell division occurs in one of the early cell divisions after conception, resulting in some cells having three copies of chromosome 21 instead of two

Like their peers, students with Down syndrome have diverse abilities. A student's level of functioning is not dependent upon the determination of one of these types of Down syndrome. Each student should have a unique education plan.

PHYSICAL CHARACTERISTICS OF DOWN SYNDROME

People with Down syndrome can have similar physical characteristics. Some of these include:

- Small, flat nose
- Almond-shaped eyes that have an upward slant
- Smaller limbs and body frame
- A gap between the first and second toes that is larger than that of a typically developed individual
- Low muscle tone
- Single deep crease across the palm of the hand

Talking About Down Syndrome

✗ NOT ACCEPTABLE	✓ ACCEPTABLE	BACKGROUND
Down's Down's syndrome	Down syndrome	Although John Langdon Down classified the syndrome, he did not have Down syndrome, and therefore it is not possessive as in <i>Down's</i> .
Down's kid Down syndrome person	A person with Down syndrome	A person should not be defined by their disability. The emphasis should be placed on the person.
Suffering from Down syndrome Afflicted with Down syndrome	Living with Down syndrome Has Down syndrome	Words like <i>suffering</i> and <i>afflicted</i> denote a negative tone. People with Down syndrome can lead fulfilling lives; many people with Down syndrome attend college or university, and get married!
People with Down syndrome are always happy.	People with Down syndrome, just like all people, have different emotions.	Although many people with Down syndrome can be very friendly, they experience all emotions from happiness, to sadness, to anger.



Medical Information

When a student joins your classroom, read the cumulative file and talk to the parents about the student's 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. Some students may have chronic health needs, others will have occasional needs, and most will be as healthy as any other student in your school. Health problems may appear differently in students with Down syndrome. Rule out health concerns before assuming a behavioural problem. The chart on the following page addresses some of the potential health concerns that are more prevalent among individuals with Down syndrome.



Did you know?

People with Down syndrome are less likely to get hypertension, asthma, most types of cancer, and dental cavities.

SIGNS/SYMPTOMS	POTENTIAL PROBLEM	TEST
Weight loss, frequent trips to the washroom	Celiac disease	Celiac screening
Fatigue, slowed speech, intolerance to cold, weight gain, impaired cognition, decreased sweating	Hypothyroidism	TSH with reflex
Increased sweating, heat intolerance, weight loss, fatigue and weakness	Hyperthyroidism	
Complaints of hearing loss, changes in behaviour, loss of skills, student does not respond to others, student rubs their ears	Hearing loss, ear infection, or fluid buildup	Hearing test and General practitioner (GP) appointment
Squinting, reading materials very close or very far, sitting close to the TV/board, going cross-eyed	Nearsightedness, farsightedness, or astigmatism	Eye exam
Yawning, falling asleep in class, lack of concentration, morning headaches	Sleep Apnea	Sleep study
Unsteady walking, decreased strength in arms and legs, increased reflexes in arms and legs, lack of coordination, sore neck	Atlantoaxial Instability	X-ray, neurologic exam, orthopedic exam
One shoulder seems higher than the other, head tilt, one leg longer than the other, shortness of breath, chest pain	Scoliosis	GP appointment
Fatigue, exercise intolerance, shortness of breath, chest pain, dizziness, changes in behaviour	Heart defect	GP appointment and possible Echocardiogram
Mobility issues, posture problems, breathing difficulties, speech difficulties, lethargy, ligament and joint laxity, poor reflexes	Hypotonia	Physiotherapist

Professionals Involved in the School

People with Down syndrome may have extra needs. The majority of professionals are involved in their lives from birth. It is important to know about the support a student requires.

Professionals that may be involved in the student's everyday life include:

OCCUPATIONAL THERAPIST (OT)

Occupational Therapists are health professionals that work with people with physical and/or mental health concerns to help them accomplish everyday tasks such as self-care, working, and enjoying leisure activities. Students with Down syndrome often see OTs to work on their fine motor development (for example, cutting, grasping, writing), visual perceptual skills, behaviour management, and independent living skills.

Adapted from Society of Occupational Therapists and Canada's Occupational Therapy Resource. www.saot.ca & www.otworks.ca

SPEECH-LANGUAGE PATHOLOGIST (SLP)

Speech-Language Pathologists are professionals who identify, assess, evaluate, treat, manage, educate, and help prevent language, speech, voice, fluency, and other related communication disorders. Students with Down syndrome often see SLPs to help stimulate their speech and language, help with swallowing and feeding issues, and any other communication issues that arise.

Adapted from Canadian Association of Speech-Language Pathologists and Audiologists. www.caslpa.ca

SOCIAL WORKER

Social workers are professionals who help individuals, families, groups, and communities enhance their well being. They work in a variety of settings such as child welfare, agencies, schools, hospitals, and community services. A student with Down syndrome may see a social worker with their family for services such as counselling, behaviour management, and referrals to other service providers.

Adapted from Canadian Association of Social Workers. www.casw-acts.ca



Inclusive Education

Diversity in the classroom enhances the learning, lives, and citizenship of all students. Students with Down syndrome benefit from the experiences of learning with their peers in inclusive educational settings.

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.

INTEGRATION VERSUS INCLUSION

Inclusion is
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Inclusive
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and supportive.

As students with labels enter the education system, the words “integrated” or “included” are often used to describe the classroom setting they will experience. 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. Conversely, successful models of inclusion believe that ALL students are different, and ALL students can learn. 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.

INTEGRATION	INCLUSION
needs of “special students”	rights of ALL students
changing/remedying the subject	changing the school
benefits to the student with “special needs”	benefits ALL students
professionals, specialist expertise, and formal support	informal support and the expertise of mainstream teachers

Inclusion = Good teaching for ALL

You will change the lives of many people by including one!

WHAT ARE THE BENEFITS?

According to Dr. Gordon Porter, Director of Inclusive Education Canada, research has shown that students who have attended segregated schools are less prepared for the future than those who have attended a regular school. This is because a segregated school does not properly represent a true community. A true community consists of multiple abilities working together. Research has shown that inclusion benefits everyone—with or without disabilities.

Benefits include:

- Learning social skills from their peers
- Learning interpersonal skills such as active listening, turn-taking, reading emotions, and leadership
- Improvements in the student's speech, language, and communication
- Increased likelihood of attending college or university
- Preparedness for meaningful employment after high school
- Increased self-esteem and sense of belonging for all students
- Reduced stigma and misconceptions of individuals with disabilities through peer acceptance
- Learning age-appropriate behaviours
- Greater personal and professional satisfaction for teachers

By providing inclusive education, 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.

ADAPTATIONS TO PROMOTE INCLUSION IN YOUR CLASSROOM

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

- Shorter desk/chair or an elevated foot rest
- Slanted desk top
- Laminated timetable
- Smaller, spring-loaded scissors
- Triangular pencil grip or larger pencils
- Visual aids
- Digital timer for transitioning activities
- A pillow or back rest for a student if he or she is unable to sit on the floor without support
- A calendar to plan and understand schedules and timelines
- Larger print and type so the student can easily read any materials



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✓ 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 taught age-appropriate behaviour. For example, the student knows when hugging is appropriate and when other gestures such as high-fives or handshakes are appropriate
- ☐ The student is engaged in all activities in the school—art, gym, recess, lunch, assemblies etc.

Note: Most students are able to participate in Physical Education, although students with Down syndrome should have a medical check-up to ensure they do not have Atlantoaxial Instability before participating in some physical activities (for example, somersaults and high jump). For more information on Atlantoaxial Instability, turn to page 8.



Success Story: Ruth Joseph



Did you know?
Ruth has been a member of the VATTA Committee for seven years. She is currently vice chair!

IN MY INCLUSIVE CLASSROOM

Hi my name is Ruth Joseph. I am 26 years old. I was fully included in my classrooms all of my life.

My parents thought that it was important that I was included in the classroom at all times. Some people thought I should just be in the Life Skills Program to learn things like cooking and taking care of myself. My parents said life skills could be taught at home.

Being included helped me to make friends and learn appropriate behaviours. My peers learnt to accept me for who I am. I met lots of friends at school. In grade one my classmate, Kristen, invited me to my first sleepover—Kristen and I are still friends 20 years later! Being fully included in my elementary classrooms paved the way for junior and senior high—for me and all of the students in my school.

In 2010, I graduated from the University of Manitoba. I made some great friends at university and took lots of classes over five years. I learnt life skills while going to university. Now I am able to take the bus by myself. I can take the bus to meet my friends for social outings.



Inclusion was the best option. My teachers and parents believed in me. But being included wasn't always easy. Some challenges I faced were transitioning, changing classes, changing schools, and taking notes. My teachers played the most important role in my success. They made sure I had the right supports. For example, to help me transition from class to class, my teachers let me leave class early. This way I could take the time I needed and be on time. It was important that I was on time and followed the rules, like my friends. When I went to high school, my teachers made sure all my classes were on the same floor for the first term so I could get used to the school.

When I was in Grade 9, I was using a one-digit combination lock. My teacher believed that I could learn to use a three-digit combination lock like my friends. She spent time with me to teach me how to use a regular lock. It means a lot to me to be like my friends.

When I was in high school I went on a band trip to Chicago. My mother went as the chaperone. My teacher wanted me to be included for the whole trip, so my mother gave me my space. She rode on a different bus than me so I could be with my friends. I went to activities with my friends and I stayed in a hotel room with another student, not my mother. But of course, I went shopping with my mother—we love to shop 'til we drop! The trip was a good learning experience for everyone.

My message for teachers is to see the abilities of people with Down syndrome. We are more like other students than we are different.

Ruth Joseph
Winnipeg, MB

Success Story: Kristine Osmond

I was beginning my second year of teaching. I had made it through a year of “firsts”—first Christmas concert, first report cards, and so on. I was looking forward to the new school year with increased confidence and felt revitalized after the summer break, until the principal asked to meet with me. That’s when I found out there would be a new “first.” I was going to be welcoming a new student in to the classroom—a student with Down syndrome.

I was told that Sydney would be entering third grade. I learned that she had Down syndrome and some developmental delays. She was not yet reading or writing at a third grade level but functioning two grade levels below. I was informed that her speech was limited but that she could communicate using short three to four word utterances. Socially, she was considered behind her peers. All I kept thinking was how am I going to meet the needs of this unique student? Yes, I had taken a course in university about teaching students with disabilities, but it was very limited. I felt apprehensive about how I would be able to teach Sydney in a class of 25 students that included a student with learning disabilities and a student with autism. I was determined to take things as they came, and to do the best I could.

The first day of school came and as I headed outside to meet the students, there was Sydney. She was wearing new shoes and new clothes, with her brand new backpack, looking nervous and excited at the same time—just like every other student. Everyone was all smiles as we introduced ourselves. It was a great, positive start to the new year.

As the year progressed, I learned more and more about Sydney—her likes and dislikes, the kind of environment in which she worked best, and what kind of learner she was, just as I had to learn about the other students. I also pulled what I could from a variety of resources along the way. I turned to the administration and colleagues at the school for ideas and suggestions; I researched on the internet, read books, and called the Canadian Down Syndrome Society to help me learn more about Down syndrome. I also discovered that Sydney’s family was a great resource. Sydney’s parents were very supportive and realistic about Sydney’s abilities, and had clear expectations. I used the information I obtained, along with books from the school library to read to the students, to help them understand Sydney better. When her file and Individualized Program Plan arrived at the school, I found out more about the strengths Sydney possessed and how I could use those strengths to help her succeed. One of my biggest worries was about how Sydney and her peers would interact together. However, this fear was unfounded. Not only did the students accept Sydney immediately, but many took the initiative to support her whenever needed, whether it



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By the end of the year we both felt the pride of accomplishment. I realized that in order for Sydney to be the best student she could be, I had to be the best teacher I could be.

was inviting her to join a game at recess, helping her with her timetable, or explaining a concept to her again. Sydney was also very persistent and determined to learn. I wished all of the students took their school work as seriously and worked as hard as Sydney.

So what is it like to have a student with Down syndrome in your classroom? Needless to say there were some bumps along the road, lots of trial and error, and some tears and frustration (on both sides), but I learned to adapt and modify tasks and assignments to Sydney's needs and abilities. Despite the challenges we both faced, together we worked hard, learning as we went along. By the end of the year we both felt the pride of accomplishment. I realized that in order for Sydney to be the best student she could be, I had to be the best teacher I could be.

Kristine Osmond
Calgary, AB

Today, Sydney is 26 years old. Sydney works for an oil and gas company. She is active in her local community arts program, enjoys skiing and swimming, and has a network of good friends.

Sydney is an advocate for inclusive education.

Teaching Students with Down Syndrome

FACTORS THAT CAN INFLUENCE A STUDENT'S EDUCATIONAL SUCCESS

Attitude is the most critical factor related to the success of a student with Down syndrome. If you think a student will succeed, he or she will. When a student is treated like a valued learner, he or she learns.

Cognition

Students with Down syndrome can benefit from the multi-model approach both when learning and responding to material in the classroom. The visual and/or tactile approach at the student's level has been shown to be of particular value to students with Down syndrome. Visual learners are able to envision things before they can write or talk about them.

Vision and Hearing

Vision problems are common among individuals with Down syndrome. Students may wear glasses. Hearing loss is another prevalent medical issue that individuals with Down syndrome may face. Ruling out vision and hearing concerns is imperative to ensure maximal participation in the classroom. For more information about vision and hearing screening, see page 8.

- If a student is resistant to wearing glasses, hearing aids, or FM devices, reinforce usage for short periods of time throughout the day with a goal of full day use
- If a student uses an augmentative alternative communication (AAC) system, ensure you know how the system works and teach peers about that system
- If the student uses sign language, learn basic signs and teach them to the class

Sensory/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. Some students look "stubborn" when they are experiencing sensory or motor planning difficulties.

- Focus on using one sense at a time or completing one task at a time (for example, listening and taking notes at the same time)
- Noise, light, and activity may be distracting. Provide seating and create quiet spaces in your classroom that any student may use



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- If a student reacts to some textures, acknowledge the sensitivity. Take a break, try again, or find an alternative
- Uneven surfaces may be difficult to navigate. Allow the student to practice walking on these surfaces
- Teach calming or alerting strategies based on student needs
- Encourage the student to sit with legs in front

Communication

Communication consists of receptive language (understanding and comprehending) and expressive language (speaking and telling). Many students with Down syndrome will understand notably more than they can express. The goal is to promote meaningful interaction within the classroom while teaching the student to communicate effectively in whatever way works for him or her. Allowing the student to speak for him or herself promotes speech and language skills as well as independence.

Tips for communicating in the classroom include:

- Ensure eye contact is maintained before speaking to the student
 - Get down to the students level before giving instructions; kneel beside his or her desk or sit in a smaller chair
 - Allow the student 7-10 seconds to process spoken material before repeating instructions or questions
 - 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
 - Speak clearly back to the student
 - 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 signing, 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 it works
- Ask the student's parents about effective communication strategies used in the home—use these strategies in the classroom
- Encourage language development by modelling the student's response back to him or her 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!

Did you know?

Many students with Down syndrome require 7-10 seconds to process spoken material. Count it out and wait for their response to your question or instructions!

Talk with your school's designated Speech-Language Pathologist to learn more about effective communication strategies in the classroom.



Teaching Concepts

Students with Down syndrome can learn the same subject matter as their peers, although they will likely learn at a slower pace. An educator can adapt teaching methods and concepts to foster learning in the classroom for all students, including those with Down syndrome. Using creative teaching methods can benefit all students. Tips include:

An educator can adapt teaching methods and concepts to foster learning in the classroom for all students, including those with Down syndrome. Using creative teaching methods can benefit all students.

- Use verbal cues: songs, rhymes, keywords, and repetitive phrases
- Use visual supports: visual schedules, photos, charts, color codes, objects, tabs, or diagrams
- Use language that the student understands; use shorter utterances and speak slowly, but not unnaturally
- Select reading materials at the student's level of comprehension. Have the school librarian assist in selecting age-appropriate materials
- Assign homework that the student is familiar with—homework should be review and contain familiar material
- As with peers, reinforce completion of assignments and homework
- Use rubrics to evaluate individualized learning goals and expectations
- Expect the student to take tests and exams—modify the content, time, and assessment method
- If you are unsure of what to teach, provide the student with the same material as his or her peers—he or she may surprise you!

Routines

Students with Down syndrome often succeed with routines. Disruption to routines at home or school can cause stress and lead to changes in attitude and behaviour.

- Establish routines and teach the student how to follow the routine; allow practice time and review
- Break tasks into small steps and define each step. Allow the student to take notes to help him or her remember these steps
- When possible, give the student advance warning when a change will occur in his or her routine
- Teach sequencing (first, second, third or first, middle, last)
- Practice skills in different settings with different people

PREVENTING PROBLEMS

- Plan for transitions both within a subject area and between classes
- Teach the student how to work through distractions and noise rather than sending him or her out of the classroom
- A student may need time to respond; wait at least seven seconds then repeat the same instruction if necessary
- 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

Transition Planning

School days are filled with many different kinds of transitions. You may think there is no apparent reason for why a student acts out, but the reality is that you may have asked that student to manage just one transition too many. Transitions take place when students change what they are currently doing or when they move from one activity to the next. This change could entail:

- **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
- **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.

FACTORS THAT AFFECT A STUDENT'S ABILITY TO MANAGE CHANGE

Internal Factors:

1. Perception of the situation: The student may perceive the change as harder, less pleasant, or less understandable. On the other hand, if the student sees the change as positive, he or she will have less difficulty cooperating with the change.
2. Motor planning: The student with Down syndrome may tend to need more time to process requests. If he or she is rushed, the student may not manage transitions successfully.
3. 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.
4. Attention to the next task: The student may rush to the next task without properly finishing up the previous task.
5. 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.
6. History of this 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.
7. 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.
8. Health: The student may not be able to communicate that he or she is feeling ill and may be less cooperative with transitions. See page 8 for more on medical information.
9. Sensory challenges: Some students who have sensory integration challenges will have difficulty with any change as they are using all of their energy to cope with sensory challenges. These students may have difficulty with transitions until they feel less overwhelmed within the classroom.



External Factors:

1. Environment: Many students are affected by the noise and activity level in a classroom.
2. Who is requesting the change: Some students will respond to some people better than others; this includes all staff and peers.
3. 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.
4. 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.
5. What the task looks like: If the task looks hard, the student may not cooperate with the change.
6. 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.

PLANS

Ways to help students manage transitions. Make PLANS for successful transitions.

P	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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• Let the student have control over one aspect of the transition (how fast, how long)
A	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

Sample Transition Planning Guide

Name of student: _____

Grade: _____

Age: _____

1. List factors that affect the student's ability to manage change

2. List things and/or people that help the student to manage change

Complete the checklist based upon a general consensus of how the student manages each of these transition times. The plan should specify what supports will be put in place to teach the student how to manage transitions. Punishment (for example, time out) is not part of a supportive plan.

ACTIVITY	NO PLAN NEEDED	PLAN (BE SPECIFIC)
Before the bell rings (am)		
Getting ready for the day		
Changing activities within classes (list each class if needed)		
Changing classes in the room		
Changing classrooms		
Changing teachers		
Changing other staff		
Recess <ul style="list-style-type: none"> • Before • During • Coming in 		

ACTIVITY	NO PLAN NEEDED	PLAN (BE SPECIFIC)
Lunch break <ul style="list-style-type: none"> • Before • During • Coming in 		
Dismissal time		
Packing up to go home		
Leaving the school		
On the bus		
Other transitions <ul style="list-style-type: none"> • Assemblies • Substitute teachers • Fire Drills • Field trips 		
New year changes <ul style="list-style-type: none"> • Changing schools • Changing routines • Changing staff 		

Task and Assignment Modification

Task and assignment modification is the practice of making a task or assignment more understandable to a student through changes in formatting, language, length, level, and/or presentation. These changes can include plain language adaptations that are tailored to the student's level of communication and ability.

IMPORTANCE OF MODIFICATION

Teachers and EAs work to modify assignments and instructions to foster inclusion, as well as make the most of both the student's and educator's time in the classroom. When plain language is used, a student is able to follow the same curriculum as his or her peers.

PLAIN LANGUAGE

Plain language is communication that is clear, concise, and adapted to the communicative level of the student.

COMPLEX LANGUAGE	PLAIN LANGUAGE
"Following reading time we can go for recess."	"First we read, then recess."
"Place your reading materials on the appropriate shelves."	"Put your book on the bottom shelf."
"Biology is the study of living organisms, divided into many specialized fields."	"Biology is the study of living things."

TIPS FOR ASSIGNMENT MODIFICATION

- Use words that the student understands and is familiar with. Have the student repeat instructions back to you to gauge understanding
- Break activities into sequential steps
- Double space paragraphs and use a minimum 12-14 point font size
- Use bullet points to outline pertinent information and chunk concepts and materials together
- Omit "purple prose" (i.e., filler/unnecessary words)
- Supplement written words with visual support such as photos, charts, tabs, diagrams, and/or colours, when appropriate
- Provide activities that relate to the ability and learning style of the student. This means reducing the level, length and/or difficulty of the task

Promoting Inclusion Through Socialization



We learn how to be a part of our world and community by living, learning, and laughing with others.

We learn how to be a part of our world and community by living, learning, and laughing with others. Students need to spend time together to learn how to live together now and in the future. Academics are one part of why students attend school. Learning how to be human is the unwritten curriculum that permeates everyone's learning. Inclusive learning experiences teach people 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
- Ensure students get to know other classmates; teach names of staff and peers
- Teach the class about Down syndrome—contact the Canadian Down Syndrome Society for tips and resources
- Create opportunities in the classroom or school that ensure everyone works toward a common goal. The jobs may be different but the goal is the same
- Teach students to work together in groups, as peer tutors, or to collaborate on projects—include various learning styles and expectations within the group
- Teach support and friendship skills within the classroom. Use recess and lunch breaks to practice these skills
- Facilitate cooperative games and social games that build relationships
- Teach about feelings and emotions, and give suggestions for what to do when you feel a certain way
- Teach 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
- Ensure all students have an opportunity to talk to each other and to you during the day

Bullying

Students with disabilities have a greater likelihood of being bullied than students without disabilities. This is especially true for students in non-inclusive classroom settings. Establish an anti-bullying program that includes all students, including those with disabilities.

Three areas in particular will help guide your program and increase its effectiveness:

- Raise awareness
- Practice anti-bullying
- Empower the students

RAISE AWARENESS

Create an environment that is aware of the needs of the student with Down syndrome and all students with disabilities.

DEFINE BULLYING

Students with communication or processing difficulties may need bullying explained to them in terms of concrete behaviours rather than relational terms. 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.”

EDUCATE

Teach students about Down syndrome. Acceptance is one of the key qualities that schools can help instill in students. The Canadian Down Syndrome Society celebrates two awareness events annually for the Down syndrome community. These provide schools the opportunity to teach students about Down syndrome. World Down Syndrome Day (WDSD) takes place March 21 and National Down Syndrome Awareness Week (NDSAW) is celebrated in Canada from November 1 to 7. These events aim to:

- Educate fellow Canadians about the strengths and abilities of individuals with Down syndrome
- Demonstrate the important contributions individuals with Down syndrome are making in their communities
- Recognize programs in the community and country that enhance our lives, and especially the lives of individuals with Down syndrome

The Canadian Down Syndrome Society website (www.cdss.ca) can provide educators with the tools needed to educate staff and students.

Did you know?

An educational PowerPoint presentation about Down syndrome is available through CDSS. Email info@cdss.ca.

Teach students about Down syndrome. Acceptance is one of the key qualities that schools can help instill in students.



PRACTICE ANTI-BULLYING

In some cases, students with Down syndrome may not be able to recognize the bullying as such. Ensuring that all students, staff, and faculty are aware of the repercussions of bullying, as well as knowing that those who are bullied have a supportive environment, ensures that anti-bullying measures are effective for all students. Access the school's policy and modify anti-bullying rules to ensure they are effective for all students.

EMPOWER ALL STUDENTS

Provide appropriate, up-to-date, and timely training to staff and students to recognize potential bullying and harassment. Providing staff and students with the ability to speak out on behalf of others is important in keeping each student safe.

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. Tips for when a student comes to you for support:

- Listen, be compassionate, and use a calm voice
- Allow them to draw or use visuals to tell you what happened
- Allow them to act out their worries or concerns
- Ask a peer advocate
- Provide as much privacy as possible
- Take reports seriously and reassure students that they were right to come to you and that you will advocate for them
- Decrease self-blame by identifying the bullying behaviours as wrong and unjustified
- Be proactive in manipulating the classroom environment for success (for example, helpful peers)

- Look for cues that students may need help developing social competence
- Discuss whether other bullying has occurred
- Continue to monitor behaviours and have a follow-up conversation with the student

(Some tips taken from *Perfect Targets: Asperger Syndrome and Bullying—Practical Solutions for Surviving the Social World* by Rebekah Heinrichs)

FOR PEER ADVOCATES

Peer advocacy for students with disabilities began as an initiative by Pacer's National Bullying Prevention Center. Peer advocacy allows students to speak out on behalf of their peers. Students are more likely to see what is happening with their peers, and peer influence is powerful. A student standing up for another student has more impact than an adult doing the same.

Peer advocates should be educated on the

- Dynamics of bullying behaviour
- Characteristics, traits, and circumstances of the students for whom they are advocating
- Options of how to intervene

Intervention strategies can be tailored for each situation. Some advocates will feel comfortable with direct interventions, such as telling the person bullying to stop. Others may want to approach indirectly, such as supporting the person after an incident or reporting it to the adult leader.

More information regarding peer advocates is available on Pacer's National Bully Prevention Center's website (www.pacer.org/bullying).

Aspects adapted from:

"Modifying Anti-Bullying Programs to Include Students with Disabilities" by Juliana Raskauskas and Scott Modell, from *TEACHING Exceptional Children*, v44 n1 p60-67 Sep-Oct 2011
Bully Free World. specialneeds.thebullyproject.com/educators



Challenging Behaviours



Challenging behaviours can sometimes stem from health issues, so it is important to rule out any health concerns before concluding there is a behavioural problem. Behaviours can be a form of communication for students with Down syndrome when they do not have other means to express themselves. The underlying issue needs to be identified.

- Unfavourable or stubborn behaviour may stem from the student's lack of understanding of a situation. Ensure the student has ways to communicate if he or she is scared or unsure
 - Speak to the parents to see if there are any concerns at home
 - It is important to ensure that rules between the home and school are consistent and feasible. Inconsistent expectations can cause confusion for the student
 - 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 favourable ones, you will be more likely to 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 Speech-Language Pathologist can suggest other means of communicating to replace the challenging behaviours
- 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

Working With The Education Assistant

IN THE CLASSROOM

Welcome the EA as part of the teaching team! You will be working closely together over the next several months.

- Meet with the EA during the first week of school to clarify roles, boundaries, experience, and comfort level
- What do you know about this student? What does the EA know? Share your knowledge and experiences with each other—set the student up for success
- From day one, recommend the EA models communication and behaviour with the other students in the classroom
- Remember: the EA should only be used as a support measure within the classroom, not the student's primary educator or translator
 - If peers begin speaking to the EA about the student, rather than with the student, encourage the children to speak with the student
- To promote independence and reduce stigma, recommend that the EA not hover over the student in the classroom. The constant presence of the EA can hinder the development of genuine friendships
- 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



OUTSIDE OF THE CLASSROOM

- Allow the EA time during the day to spend preparing materials
- Meet on a weekly basis to discuss progress of the student, as well as strengths and areas of improvement for both the EA and yourself
- Exchange monthly schedules so you are both aware of commitments and down-time available. Open communication is key!

Frequently Asked Questions

Did you know?

The Canadian Down Syndrome Society has resources in plain language including information about puberty, privacy, relationships, intimacy, and marriage.

My school has limited funding, what should I do?

Funding is usually regulated by the principal and/or school board. Consult with the appropriate personnel for information about what supports are available to the student. Another alternative with proven success is utilizing the buddy system in the classroom.

I am having a hard time understanding the student's speech, what I can do?

Ask the student to speak slowly and clearly, and give him or her time to try. If there are still difficulties, suggest other ways for the student to communicate with you. Ask the student to print out or show you what he or she is talking about.

Are there any resources specific to Down syndrome that CDSS recommends?

Absolutely! Monarch Books publishes excellent resources. Please visit our Resource Section (page 34) for more information.

I have never taught a student with Down syndrome before. Where do I start?

We encourage you to read through this manual and access the CDSS website (www.cdss.ca) for more information about Down syndrome. Foremost, we recommend you meet with the student and his or her parents or guardian prior to the school year to learn more about the student as a person including likes, dislikes, personality, and strengths.

How can I encourage the other students to include the student with Down syndrome?

Modeling appropriate behaviour will show the other students how to treat the student with Down syndrome. Respect and dignity are key!

Should the student with Down syndrome be included in sexuality education?

It is important to include all students in sexuality education. Sexuality education should include discussion about puberty, privacy, boundaries, sex, and safety. In some cases, plain language and visual materials may be necessary (for information about plain language refer to page 25).

Is the student able to attend a full day of classes?

Hold the student to the same expectations as any other student, unless an alternative schedule or routine is necessary. Ensure that a medical assessment has been completed to rule out any concerns that may affect the student's learning.

In a Nutshell...

If a student has no one to play with;
Don't be his friend. Help him make friends.
Teach others how to play with him.
Help others understand him

If a student has trouble in groups;
Don't take him out of the group.
Teach him how to work in a group.
Teach others how to work with him
He must be in the group to learn about groups

If a student does not listen to others;
Don't be the only voice he hears.
Teach him how to listen to others
Reinforce him for listening to others,
Teach others how to talk to him.

If a student cannot do the work;
Don't take him away from the work
Accommodate his learning needs
Reinforce him for what he does do
Do some of the work with him.

*Extract from Teams Work: Teachers and assistants
Creating success, by Carol Johnson, 2000.*



Educational Resources

SPEECH & LANGUAGE

Classroom Language Skills For Children With Down Syndrome: A Guide For Parents And Teachers. Libby Kumin, PhD, CCC-SLP. Woodbine House Publishing

Early Communication Skills For Children With Down Syndrome: A Guide For Parents And Professionals. Libby Kumin, PhD. Woodbine House Publishing

Helping Children With Down Syndrome Communicate Better: Speech And Language Skills For Ages 6 To 14. Libby Kumin, PhD. Woodbine House Publishing

The New Language Of Toys: Teaching Communication Skills To Children With Special Needs. Sue Schwartz, PhD. Woodbine House Publishing

What Did You Say? A Guide To Speech Intelligibility In People With Down Syndrome. Libby Kumin, PhD., CCC-SLP. Woodbine House Publishing

MOTOR SKILLS

Fine Motor Skills For Children With Down Syndrome: A Guide For Parents And Professionals. Maryanne Bruni, BSc (OT). Woodbine House Publishing

Gross Motor Skills In Children With Down Syndrome: A Guide To Parents And Professionals. Patricia C. Winders, PT. Woodbine House Publishing

READING

Teaching Reading To Children With Down Syndrome: A Guide For Parents And Teachers. Patricia Logan Oelwein. Woodbine House Publishing

MATH

Teaching Math To People With Down Syndrome And Other Hands-On Learners Book 1: Basic Survival Skills. Deanna Horstmeier, PhD. Woodbine House Publishing

Teaching Math To People With Down Syndrome And Other Hands-On Learners Book 2: Advanced Survival Skills. Deanna Horstmeier, PhD. Woodbine House Publishing

HEALTH & SEXUALITY

Kids With Down Syndrome: Staying Healthy And Making Friends. Will Schermerhorn.

Woodbine House Publishing

Teaching Children With Down Syndrome About Their Bodies, Boundaries, And Sexuality:

A Guide For Parents And Professionals. Terri Couwenhoven, MS. Woodbine House

Publishing

The Guide To Good Health For Teens And Adults With Down Syndrome. Brian Chicoine,

MD and Dennis McGuire, PhD. Woodbine House Publishing

GENERAL

Everything You Need To Know About Down Syndrome. Mary Bowman-Kruhm, EdD. Rosen

Publishing Group

Mental Wellness In Adults With Down Syndrome: An Emotional And Behavioural Strengths

And Challenges. Brian Chicoine, MD and Dennis McGuire, PhD. Woodbine House

Publishing

Teaching By Design: Using Your Computer To Create Materials For Students With Learning

Disabilities. Kimberly S. Voss. Woodbine House Publishing

The Down Syndrome Transition Book: Charting Your Child's Course To Adulthood. Jo Ann

Simons, MSW. Woodbine House Publishing

These listed resources and more can be purchased online:

www.monarchbooks.ca

www.woodbinehouse.com

www.odinbooks.com

Local Resources

Below is a list of provincial resources, local groups, and CDSS Affiliates. Many of these groups have resources and materials to share upon request. For a complete list of local Down syndrome groups in Canada, please visit www.cdss.ca. For informational purposes only.

NATIONAL

Canadian Down Syndrome Society

www.cdss.ca

Canadian Association of Community Living

www.cacl.ca

Down Syndrome Research Foundation

www.dsrf.org

Inclusive Education Canada

www.inclusiveeducation.ca

BRITISH COLUMBIA

Ministry of Education – Government of British Columbia

www.gov.bc.ca/bced

British Columbia Association for Community Living

www.bcacl.org

Cowichan Valley Parent Support Group

Service Area: Duncan

Dawson Creek Parent Support Group



**GREATER
VICTORIA
DOWN SYNDROME
SOCIETY**

Greater Victoria Down Syndrome Society

CDSS Affiliate

www.gvdss.ca

Kelowna Down Syndrome Family Connection

Thompson Nicola Ups and Downs Society

www.tnuds.org

Service Area: Kamloops & Area



Lower Mainland Down Syndrome Society

CDSS Affiliate

www.lmdss.com

Service Area: Vancouver & All of Lower Mainland

Fraser Valley Down Syndrome Support

Branch of the Lower Mainland Down Syndrome Society

www.fvdss.org

Service area: Abbotsford, Chilliwack, Mission, & Aldergrove

Rising Up For Downs

Branch of the Lower Mainland Down Syndrome Society

Service Area: Burnaby & Area

Penticton Area Parent Support Group

Choices for Down Syndrome Society

Service Area: Prince George & Area

Trail Area Parents of Children with Down Syndrome

Up 4 Downs – North Vancouver

West Kootenay Infant Development Program Office

Down Syndrome Support Network and Upside Down Playgroup

Service Area: Vancouver, North Vancouver, and Greater Lower Mainland

Local contacts also available in Nanaimo & Northern Vancouver Island. Visit www.cdss.ca for details.

ALBERTA

Alberta Education

education.alberta.ca

Alberta Association for Community Living

www.aacl.org

Border County Special Needs Society

Service Area: South Eastern Alberta

Bridges

Service Area: Medicine Hat



Edmonton Down Syndrome Society

CDSS Affiliate

www.edss.ca

Service Area: Edmonton to Northern Alberta

High on Downs - Red Deer Parent Support Group

St. Albert Down Syndrome Support Group



Calgary Down Syndrome Association

Ups & Downs - Calgary Down Syndrome Association

CDSS Affiliate

www.upsdowns.org

Ups and Downs - Brooks Group

Ups and Downs - Taber Group

UPSIDEDOWN In LA: Lethbridge Down Syndrome Family Support Group

Service Area: Lethbridge & Southern Alberta

Local contacts also available in Lloydminster & Westlock. Visit www.cdss.ca for details.

SASKATCHEWAN

Saskatchewan Down Syndrome Society

www.skdownsyndrome.ca

Ministry of Education – Government of Saskatchewan

www.education.gov.sk.ca

Saskatchewan Association for Community Living

www.sacl.org

Regina & District Association for Community Living - Parent Support Group

www.rdacl.ca

Local contact also available in Lloydminster. Visit www.cdss.ca for details.

MANITOBA



Manitoba Down Syndrome Society

CDSS Affiliate

www.mbdss.ca

Manitoba Education and Literacy

www.edu.gov.mb.ca

Community Living Manitoba

www.aclmb.ca

ONTARIO

Down Syndrome Association of Ontario (DSAO)

www.dsao.ca

Ontario Ministry of Education

www.edu.gov.on.ca

Community Living Ontario

www.communitylivingontario.ca



Down Syndrome Association of Hamilton

CDSS Affiliate

www.dsah.ca



Down Syndrome Association - National Capital Region

CDSS Affiliate

www.dsancr.com

Service Area: Ottawa



Halton Down Syndrome Association

CDSS Affiliate

www.haltondownsyndrome.com

Service Area: Burlington, Oakville, Milton, and Halton Hills



Waterloo Regional Down Syndrome Society

CDSS Affiliate

www.wrdss.ca

Down Syndrome Association of Peterborough

www.downsyndromepeterborough.ca

Down Syndrome Association of Brantford & District

www.dsbrant.com

Down Syndrome Awareness of Peel

www.dsap.ca

Down Syndrome Association of Lambton County

ca.groups.yahoo.com/group/DSALC/

Down Syndrome Association of Toronto

www.dsat.ca

Down Syndrome Association of York Region

www.dsar.on.ca

Down Syndrome Caring Parents Niagara

www.freewebs.com/dscpn

Service Area: Niagara Region including Grimsby, Lincoln, West Lincoln, and Welland

Down Syndrome Association of Sudbury

www.dsas.ca

Durham Down Syndrome Association

www.ddsa.ca

Guelph Kiids (Keeping Involved in Down Syndrome)

London Down Syndrome Association

www.ldsa.ca

Nipissing Down Syndrome Society

www.nipissingdownsyndromesociety.ca

Service Area: North Bay

Down Syndrome Association of Simcoe County

www.dsasc.ca

Service Area: Barrie and area

Quinte Down Syndrome Support Group

Service Area: Belleville, Trenton, Picton, Bancroft

Sault Ste. Marie Down Syndrome Society

Children's Centre Thunder Bay: Down Syndrome Parent Support Group

www.childrenscentre.ca

Up About Down – The Windsor-Essex Down Syndrome Parent Association

www.upaboutdown.org

Down Syndrome Association of Kingston

QUEBEC

The Ministère de l'Éducation, du Loisir et du Sport

www.mels.gouv.qc.ca

**L'Association du Québec pour l'intégration sociale (AQIS) | The Quebec Association for
Community Living (QACL)**

www.aqis-iqdi.qc.ca

Regroupement pour la Trisomie 21 (RT21)

www.trisomie.qc.ca

Service Area: Montreal

Association de parents d'enfants trisomiques 21 – Lanaudière

www.apetl.org

Service Area: Lanaudière Region

Association du Syndrome de Down de l'Estrie

www.asdet21.org

Service Area: Estrie

Montreal Down Syndrome Support Group

Service Area: Island of Montreal and surrounding areas

NEW BRUNSWICK

Department of Education – Province of New Brunswick

www.gnb.ca

New Brunswick Association for Community Living

www.nbacl.nb.ca

Greater Moncton Down Syndrome Society Inc.

www.gmdss.ca

Service Area: New Brunswick

Fredericton and Area Down Syndrome Society (FADSS)

www.fadss.ca

Saint John Down Syndrome Society

Service Area: Greater Saint John and Surrounding Area

Saint John Down Syndrome Group

Service Area: Sussex to St. Stephen

NOVA SCOTIA

Nova Scotia Down Syndrome Society

www.novascotiadownsyndromesociety.com

Nova Scotia Department of Education

www.ednet.ns.ca

Nova Scotia Association for Community Living

www.nsaccl.ca

Parents Supporting Parents Society

www.parentssupportingparents.ca

Service Area: Truro & Area

Local contacts also available in Truro, Cape Breton, Halifax, Annapolis Valley, New Glasgow, & Antigonish. Visit www.cdss.ca for details.

NEWFOUNDLAND & LABRADOR

Newfoundland & Labrador Down Syndrome Society

www.nldss.com

Newfoundland and Labrador Department of Education

www.gov.nl.ca/edu/

Newfoundland and Labrador Association for Community Living

www.nlacl.ca

PRINCE EDWARD ISLAND

Prince Edward Island Department of Education and Early Childhood Development

www.gov.pe.ca/eecd/

Prince Edward Island Association for Community Living

www.peiacl.ca

A local contact is also available for the province of PEI. Visit www.cdss.ca for details.

YUKON

Yukon Department of Education

www.education.gov.yk.ca

Yukon Association for Community Living

NORTHWEST TERRITORIES

Northwest Territories Department of Education, Culture & Employment

www.ece.gov.nt.ca

Yellowknife Association for Community Living

www.ykacl.ca

NUNAVUT

Nunavut Department of Education

www.edu.gov.nu.ca

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The Canadian Down Syndrome Society would like to thank the Durham Down Syndrome Association for their support of the *Educator Package*.

The Durham Down Syndrome Association is a non-profit registered charitable organization (891444572RR0001) which acts as a resource for health, education and professionals to support families and other interested persons working to improve life for those individuals with Down syndrome within the Region of Durham, Ontario Canada.

Visit them at www.ddsa.ca for more information.



"Attitude is the most critical factor related to the success of a student with Down syndrome. If you think a student will succeed, he or she will. When a student is treated like a valued learner, he or she learns."

- Carol Johnson



Sponsor of the Canadian Down Syndrome Society Educator Package:
Civitan International Foundation of Canada (www.cifoc.org)