

This is me

Name

What makes me unique

This is my family

Photo

What's important to me

Photo

Things I enjoy
and things I don't

Name of family
members

How to support me
if I'm upset

How to support me
with my toileting /
nappy changing

How I learn best

How I communicate
and how you can
support me

How I move about

What support I need
to eat and drink



Areas of strength:

- Strong visual awareness and visual learning skills.
- Ability to learn and use sign, gesture and visual support.
- Ability to learn from pictorial, concrete & practical materials.
- Keen to communicate and socialise with others.
- Ability to learn and copy behaviour from peers and adults.
- Structure and routine.

Factors that inhibit learning:

- Auditory and visual impairment.
- Delayed motor skills — fine and gross.
- Speech and language impairment.
- Short term and working memory weaknesses.
- Shorter concentration span.
- Difficulties with consolidation and retention.
- Difficulties with generalisation, thinking and reasoning.
- Sequencing difficulties.
- Avoidance strategies.

Correct terminology

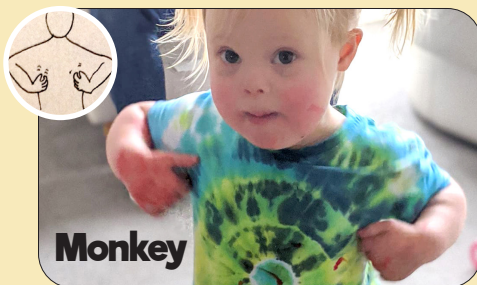
Always use first person language, if necessary to refer to the condition, say “Jack has Down syndrome”, never “he’s a Down’s boy”.

Focus on needs rather than problems, e.g. “Billy needs extra time to eat” rather than “Billy has problems eating”.

Avoid comments like “you can’t tell” or “she has it mild” or “he doesn’t have it that bad”.

Children with Down syndrome tend to be hypermobile and low toned, therefore take care when supporting all movements and positions

We advocate the use of Makaton



Common myths

Myth: Individuals with Down syndrome are always happy. People with Down syndrome experience the same range of moods and emotions as everyone else.

Myth: Individuals with Down syndrome are stubborn. A child with Down syndrome may not be able to tell you how they feel, this can lead to the false perception that s/he is stubborn.

