

# When We Choose the Right, We are Blessed



"If ye do keep his  
commandments he doth  
bless you and prosper you"  
Mosiah 2:22

NAME: \_\_\_\_\_

**General Info:**

- When talking to others individual with special needs, please use the “Person First Language” (ie: “boy with Down syndrome” as opposed to “Down’s kid”)
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**Diagnoses:**

- Down Syndrome
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**Contact Information:**

**FAMILY**

<b>PARENT:</b>	•PHONE: •EMAIL:
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<b>PARENT:</b>	•PHONE: •EMAIL:
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<b>OTHER:</b>	•PHONE: •EMAIL:
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**WARD**

<b>DISABILITY SPECIALIST</b>	•NAME: •CONTACT INFO:
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<b>SCOUTS/ACTIVITY DAYS</b>	•LEADER 1 NAME/CONTACT INFO: •LEADER 2 NAME/CONTACT INFO:
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<b>PRIMARY/YM/YW</b>	•LEADER 1 NAME/CONTACT INFO: •LEADER 2 NAME/CONTACT INFO:
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**Safety First:**

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**Picture Schedules:**

- Benefits:
  - utilizes the individual’s visual strengths and therefore provides a receptive communication system to increase understanding
  - helps the individual to know what to expect next
  - increases the individual’s flexibility
  - helps the individual remain calm and reduces inappropriate behaviors
  - helps the individual to develop independence
  
- Examples

**Accommodating for Health Conditions:**

<b>HYPOTONIA</b>	<b>SPEECH</b>	<b>MEMORY</b>	<b>VISION/HEARING</b>
<ul style="list-style-type: none"> <li>•Tires easily</li> <li>•Allow extra time to complete tasks</li> <li>•Provide increased opportunities to practice</li> <li>•Provide hand over hand assistance as needed</li> </ul>	<ul style="list-style-type: none"> <li>•Use simple questions (5W's and H)</li> <li>•Allow extra response time</li> <li>•Utilize pictures and visuals to increase communication</li> <li>•Ask individual to use their communication device (if available)</li> </ul>	<ul style="list-style-type: none"> <li>•Allow additional learning time</li> <li>•Speak in simple, short sentences</li> <li>•Break down directions into smaller steps</li> <li>•Use visuals</li> <li>•Use repetition</li> </ul>	<ul style="list-style-type: none"> <li>•Sit near the front of the class</li> <li>•Supplement communication with visuals, signs, gestures, etc</li> <li>•Use a larger font</li> </ul>

**Modifying the Curriculum:**

LEARNING STYLE OF INDIVIDUALS WITH DS	TIPS AND TACTICS
Visual Learners	<ul style="list-style-type: none"> <li>• Pair pictures with spoken words</li> <li>• Present information visually</li> </ul>
Fewer short-term memory channels	<ul style="list-style-type: none"> <li>• Break down directions, stories, etc into smaller steps</li> <li>• Use visuals to represent these steps</li> </ul>
Not proficient in auditory processing or auditory memory	<ul style="list-style-type: none"> <li>• Allow a longer response time</li> <li>• Use visuals when presenting information</li> </ul>
Have difficulty retaining directions or information that is only presented verbally	
Need additional time to process new skills/info before moving on to additional skills/info	<ul style="list-style-type: none"> <li>• Reduce length of work</li> <li>• Divide work/activity into smaller segments</li> </ul>
Work best in 1-on-1 or small group settings	<ul style="list-style-type: none"> <li>• Keep groups small</li> </ul>
Respond better to peers than adults	<ul style="list-style-type: none"> <li>• Use peers as helpers; Ben will work harder to be independent and do what his peers are doing</li> </ul>
Learn best using “hands-on” materials	<ul style="list-style-type: none"> <li>• Avoid the use of worksheets</li> <li>• Replace worksheets/writing with hand-on activities</li> </ul>
Have poor memory ability <ol style="list-style-type: none"> <li>1. Language delays</li> <li>2. Limited repertoire of memory strategies</li> </ol>	<ul style="list-style-type: none"> <li>• Use labeling or pictures</li> <li>• Break info down into small clusters</li> <li>• Provide opportunities to practice in different environments</li> <li>• Use repetition when teaching</li> </ul>
Function at a mental age that is lower than their chronological age	<ul style="list-style-type: none"> <li>• Figure out the student's mental age and then use this to your advantage</li> <li>• Teach using objects and pictures</li> <li>• Break down tasks into steps</li> <li>• Use materials that are age appropriate while still reflecting growth and development</li> </ul>
Need more encouragement, acceptance, and positive feedback	<ul style="list-style-type: none"> <li>• Use positive language “That’s wrong” vs “Let’s try another way.”</li> <li>• Encourage peer interactions</li> <li>• Use social rewards</li> </ul>