

Support communication using recommended approaches

A suggestion for implementing the strategy

'Key areas to support' from the Guide: [Down syndrome and learning](#)

Includes:

Use clear, concise language

Teach conversation skills

Utilise role play across the curriculum

Useful resources

Inclusive Education

From

Guide: [Down syndrome and learning](#)

Strategy: [Key areas to support](#)

Suggestion: [Support communication using recommended approaches](#)

Date

16 May 2024

Link

inclusive.tki.org.nz/guides/down-syndrome-and-learning/support-communication-using-recommended-approaches

Use clear, concise language

Consider your use of language. Support important information and instructions with pictures, objects and gestures.

- ✓ Use fewer words.
- ✓ Slow down your rate of speaking.
- ✓ Speak clearly and directly to students, taking care over similarly-sounding words such as “trees” and “cheese”.
- ✓ Give students more time to process information.
- ✓ Explore a range of visual communication tools to support classroom routines and prepare for transitions.
- ✓ Use students’ names to gain attention before giving an instruction or asking a question.
- ✓ Display new vocabulary on a whiteboard or chart.

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Teach conversation skills

Supporting students with Down syndrome to be good conversation partners.



Video hosted on Youtube <http://youtu.be/mBhiEO4YGZk>

No captions or transcript

Source:

[Will Schermerhorn \(US\)](#)

<https://youtu.be/mBhiEO4YGZk>

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Utilise role play across the curriculum



Source:

Kathy Cassidy

<https://www.flickr.com/photos/kathycassidy/13679851725/>

[View full image \(1.7 MB\)](#)

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Useful resources



Primary education support pack

Ten units providing teaching strategies for different curriculum areas, learning skills and social skills.

Publisher: Down's Syndrome Association

[Visit website](#)



Secondary education support pack

Twelve units focusing on different curriculum areas, learning skills, and social skills.

Publisher: Down's Syndrome Association

[Visit website](#)

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