Inclusive Education

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Support interaction and positive behaviour using recommended approaches

A suggestion for implementing the strategy 'Key areas to support' from the Guide: Down syndrome and learning

Includes:

Support social interaction

Support positive behaviour

Useful resources

Support social interaction

Approaches and activities that support interaction between peers.

- ✔ Explain Down syndrome to your students. Discuss this with the student's parents and family beforehand. Parents of a child with Down syndrome may want to talk to their child's class.
- ✔ Partner your student with Down syndrome with other students for group activities. Aides or teachers can help, but shouldn't act as partners.
- ✔ Give students opportunities to identify their strengths.
- ✔ Encourage students to feel less stressed in social situations by using warmth, patience and good humour when you talk with them.
- ✔ Encourage students to share their interests, For example, create a class bulletin board featuring the school-based and out-of-school interests of students.
- ✔ Create an environment where students can see one another clearly, identify social cues and practise and learn taking turns.

Support positive behaviour

A small number of students may need specific support to develop social skills and social behaviour.

The Down's Syndrome Association in the UK has developed resources to support positive behaviour.

- Understanding behaviour

These resources support teachers to reflect on the why or the function of the behaviour, rather than responding solely to the behaviour itself. They include strategies to build students' communication and self-management skills.

Useful resources

Positive steps for social inclusion

Read time: 8 min

A guide to supporting social inclusion.

Publisher: National Down Syndrome Society

Visit website

Managing behaviours

Read time: 8 min

Practical advice for teachers and support staff.

Publisher: National Down Syndrome Society

Visit website

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