

READING AND LITERACY FOR CHILDREN WITH DOWN SYNDROME

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Reading Develops
Speech, Language, and
Cognitive Development

DOWN SYNDROME EDUCATION INTERNATIONAL

Reading and Writing for Infants with Down syndrome (0-5 years).

Reading activities may be the most critical intervention for promoting the speech, language, and cognitive development of preschool children with Down syndrome.

Reading is the single most effective way to help children overcome the learning difficulties associated with Down syndrome.

<https://www.down-syndrome.org/en-us/>

SUCCESSFUL TEACHING STRATEGIES

- Errorless Learning
- Positive approach
- Environment
- Positive reinforcement
- Motivators

ERRORLESS LEARNING

- Early and immediate prompts
- Ensures success
- Prompts fade over time
- Student able to respond on his/her own
- Decreases frustration, increases self-confidence and motivation.



POSITIVE APPROACH

Children with Down syndrome are extremely tuned in to social interactions

- Patience
- Excitement
- Willingness to sincerely praise
- 100% of your focus

LEARNING ENVIRONMENT

Quiet place

Supportive Chair

Distraction Level

- As little as possible
- Gradually increase distraction level

POSITIVE REINFORCEMENT VS MOTIVATORS

- Watch for the behavior you want to increase
- Use liberally
- <5 seconds
- Varied
 - Verbal
 - High five
- What are you working for
- First / Then
- Longer than 5 seconds

Learning a new skill may require the use of positive reinforcement and motivators. We are always working away from both positive reinforcement and motivators.

SIX STEPS TO SUCCESS

1. Repetition: hearing, seeing, and doing
2. Flashcards
3. Matching
4. Finding
5. Video modeling
6. Generalizing



THE PROGRESSION

1. Listening To Sounds
2. Blending Sounds
3. Language building
4. Say Some Sounds
5. Sounding out and spelling CVC words
6. Reading comprehension

LISTENING TO SOUNDS

There are 44 speech sounds.

Start at 6 month +

Rationale:

- Working memory
- Hearing differentiation
- Clarity of speech

(these are all building blocks for reading)

Start with 4-6 sounds to listen to for 4-6 weeks.

- Flashcards for sounds for four weeks and video if you choose.
- Older child(2+)matching activity, match sound cards after watching a sound video or showing them the flashcards.
- Finding the sound,(2+) your child may not produce all sounds but can find the correct sound flashcard.



LISTENING TO SOUNDS

Resources

DSE: See and Learn Speech Sounds

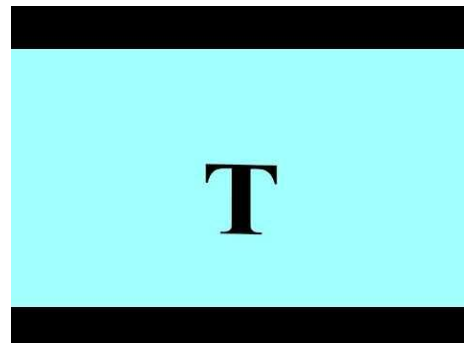
Preschool Prep: Phonics Sounds

Leapfrog: Letter Factory

Little Leaf: Listen To Sound My Learning Leaf YouTube videos are short speech sound videos that can be put into a playlist of sounds your child is listening to paired with flashcards for a fast, direct way for your child to listen to sounds.

YouTube: Other sound videos your child enjoys

Leapfrog: Letter toy



BLENDING SOUNDS

Start at 9 months + or when your child is beginning to produce sounds in imitation.

Rationale:

- Practice putting consonant-vowel sounds together.
- Builds on skills learned from listening to sounds.

Start with any sounds that your child can imitate to produce CV words like baa, moo, key, pea, pie.



BLENDING SOUNDS I

Resources:

Letter Ladders

DSE Combining Sounds

Leapfrog Talking word factory

Little Leaf Consonant-vowel Blending Videos, and Say some Sound My Learning Leaf YouTube videos, other YouTube videos

Leapfrog: Word Whammer toy

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SAYING WHOLE WORDS AND WHOLE WORD READING

Start 18 months +

Rational:

- Regular practice
- Can begin to say words with 1-2 syllables
- Builds longer words and phrases
- Improves speech skills
- Whole word reading



SAYING WHOLE WORDS AND READING WHOLE WORDS

Resources:

DSE: See and Learn saying Words, Saying More Words, and Saying Later Words

Little Leaf: See, Sign, Say, and Read It, My Learning Leaf YouTube videos and free printable flashcards. Other YouTube videos, Singing Time, make your own flashcards for the words in the video.

Melissa and Doug mailbox

Baseball card covers



SOUNDING OUT, SPELLING CVC WORDS AND READING COMPREHENSION

Playing with sounds (18 months +)

- Use sounds your child can identify
- Blend them in CV, VC, or CVC
- Your child will likely be able to say the sound slowly you will need to help them say it fast.
- Word flashcards with picture choice for children who are not verbal enough to say words.
- Spelling words, make words out of letters your child can quickly identify and write. You can use letter tiles if your child cannot write quickly.



Leapfrog: Talking Word Factory (video)

Leapfrog: Word Whammer toy

VIDEO RESOURCES

Leapfrog: Talking Letter Factory & Talking Word Factory

Preschool Prep: Letters, Phonics Sounds, Sight Words 1,2,& 3

My Learning Leaf YouTube: playlist

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WEBSITES AND YOUTUBE CHANNELS

Down Syndrome Education
International U.S. story
<https://store.dseusa.org/>

Down Syndrome Foundation of
Orange County
<https://www.dsloc.org/>

My Learning Leaf Down syndrome
education YouTube Channel
<https://www.youtube.com/channel/UC6fQWPtvd-0W3ubrvjv-0Ww>

Jack Hartmann
YouTube: <https://www.youtube.com/channel/UCVcQH8A634mauPrGbWs7QlQ>

Dream English YouTube:
<https://www.youtube.com/channel/UC6LKuH7RPkvRmzS9-8URtqA>

Melissa and Doug Mailbox
Leapfrog: Word whammer toy
Sounding out flashcards

RESOURCES

Printable

See, Sign, Say, and Read It
Flashcards: <https://drive.google.com/drive/folders/1Yk1RwKGe1SFi8U6iboRRZH8JDm5pUld3?usp=sharing>

Letter ladders
<http://confessionsofahomeschooler.com>.

Materials

Melissa and Doug Mailbox

Baseball card covers

Leapfrog: Word Whammer toy

Sound out flashcards

Finger tracing letter flashcards

SAY SOME SOUNDS FLASHCARDS

<https://docs.google.com/document/d/1-wMLWumLCJapu6uuT9R2YZ8jueRJKKEYgU0qz6I8y3aA/edit?usp=sharing>,

<https://docs.google.com/document/d/13GbP9Swwnbkh9oT-mUB1HYn1sUsEk1F7aktNHdStac/edit?usp=sharing>,

https://docs.google.com/document/d/19cXxjN6jZBIUy_VPPDEgyPImZr9oJIzNg-2TQsF4o4/edit?usp=sharing,

<https://docs.google.com/document/d/1A6Y18lWh3GKMGkoTd2tZ6J1B7Ubq8Sb-W0lZE-388PY/edit?usp=sharing>,

<https://docs.google.com/document/d/1B3sycxktJatcCpT7Tia4yTkaVU2ZnLb5h9gqLyk-3Ic/edit?usp=sharing>,

https://docs.google.com/document/d/1NCej_4isCe2yY4oxT9W5MI_Rbw7n0bYah_jrS2kKmdg/edit?usp=sharing,

<https://docs.google.com/document/d/10JBUWGX-eo6UN0L79R9FEMlUp3KInn0GoDtsMn3GAe0/edit?usp=sharing>,

<https://docs.google.com/document/d/1SGeCMD5zKPyCNZYN11E4cp4xX-DABqhive0XrEWRz6E/edit?usp=sharing>,

https://docs.google.com/document/d/1ayjwVIFkxAtkd3MT12Kq_G506FZyP8z4ukc4r84kQwc/edit?usp=sharing,

https://docs.google.com/document/d/1vwW_DWQIA9tNgJpGV7FUdl8f2xrvbyiw04-IsmWKWDY/edit?usp=sharing