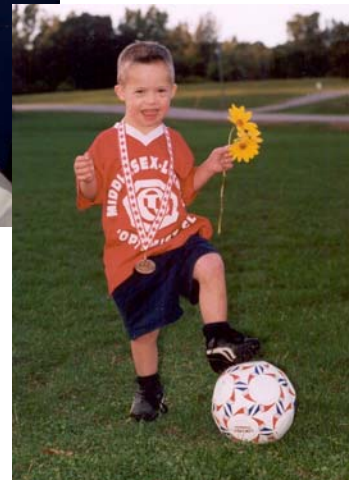
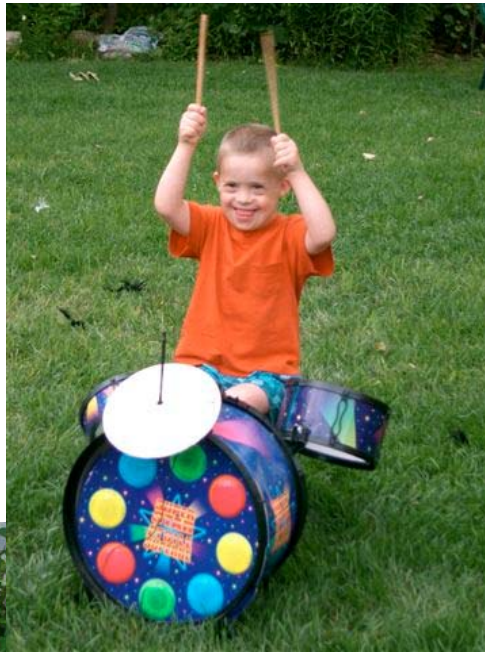


James

"All About Me Book"



This document was created by a parent, Rose Price, as an educational resource (a useful IEP) to be shared with other parents, teachers, and professionals. Please feel free to copy and distribute.

September 2006

Who is James?

My name is James Price and I am seven years old. I have Down syndrome. I live with my mom, dad and sister Kathleen, who is twelve years old, and our dog Heidi.

I need you to ask me or take me to the washroom every few hours as I am still learning to go on my own initiative. I also learned to read from the curriculum "Teaching Reading to Children with Down Syndrome". When I accomplish things everyone in my family cheers for me.



This booklet is for you to learn about who I am, my strengths, interests, gifts and learning styles. Hopefully this information will set a path in designing the right supports, education and open new doors for me. Inclusion only works with the right supports.

There are times where I need support for some activities, and there are a lot of activities that I can do independently. Because I am included with all my peers in school, it has provided me with the success that comes with independence and self-determination. My peers are my teachers too. Once I learn something I won't have to learn it again - it will stay in my head. Show me how to join in and what I'm supposed to do while you tell me. I learn best from seeing how things work. I am more like my peers than different. I am determined and can do things like any other child - just that I need more time to do things.

Sensitivities/Fears/Weaknesses: My ears are very sensitive to loud noises and chaotic environments where there are a lot of people, eg. choirs, assemblies. Please stay close to me because I may become frightened.

Strengths/Talents/Likes: Good memory and audio, speech, great sense of humour, enjoys music, social, sensitive, courageous, love pizza, steak, porridge, milk, salsa chips and sauce, playing with my friends, crafts, swimming, flowers, hats, playing dress-up, painting, reading books, watching Treehouse, helping my mom in the kitchen, shop, doing laundry and gardening.

Transitions/Changes: Changes in people are hard on me because I have developed communication and trust with the person who is guiding me through my education. If I have a change in Educational Assistant (EA) it is very hard on me because I need to adjust to someone new again and start over on what I have built. I will test limits as a result because I don't know what this person is expecting of me or where I stand. I need consistency and routine for me to develop.

Structure/Organization: The most comfort is that there is a REGULAR, CONSISTANT ROUTINE for me or I will be confused as to what is going on.

Language: My receptive language skills are higher than my expressive language. I usually speak 3-4 word sentences. Sometimes I talk so fast that I ramble on and people don't understand me so remind me to slow down when talking.

Cognitive Abilities: My attention span could last up to 30+ minutes if it's something I like to do or it can even last longer if it is very interesting. I need guidance when learning how to overcome uncertainty in a situation that I don't understand and don't know what to do.

Safety: I am learning about road safety and not to run from people because I like to explore my environment. Inside my coat and in my left pocket is my identification.

Academic: I can recognize all the letters of the alphabet and read sentences. I learn by sight words. I know most of my colours and shapes. I can count. I can also print my name.

Social: I am a very social person and I like to be with people. I need assistance in bridging communication and I need your help to model the behaviour for me because that's how I learn.

Physical/Community Involvement: I am left handed and am in good physical condition and I am involved in the community. Summer and winter soccer "A League Of Our Own", George Brair Hockey, and Private Speech-Language therapy.

Therapies:

My Occupational Therapist from Thames Valley Children's Centre will provide me with a seat that would support my stature. Also, she suggested that I use an upright easel to strengthen my arms, play with play dough to strengthen my hands for writing and hand-over hand writing when I need it.

I am working on sentences, telling stories and conversations.

Emotional: Cheer for me when I accomplish something. Let me know when I'm doing a great job. This will encourage me to do it again in the future. Consistency and routine is a very important part as it helps my emotional health.

Behaviour: Some behaviour problems are caused by communication breakdown. Below are some reasons why I don't understand what is happening or what is expected of me: I've inaccurately interpreted what I see or hear; missing information or not being able to follow ongoing activity; delay in processing information reduces the ability to participate effectively; confusion due to no consistency and routine; changes and transition; expectations for behaviour or independence; instruction content; curriculum matching my ability; extra support I am not receiving; or nothing for me to do.

Strategies that work well at home: my parents **talk to me face-to-face** and find out why I am frustrated and help me problem solve. They give me simple and clear instructions. I am provided with choices to make; sometimes re-direction; when I misbehave I am given a choice.

MEDICAL

Skin: Sometimes my skin all over my body is mottled (looks like a honey cone) and this is because of my circulation.

Hands: Sometimes when I am cold there is not much circulation in my hands and they turn blue so all you have to do is rub my hands to circulate the flow and they will go pink again.

Ears: I have tubes in both my ears. My ears are very sensitive to loud noises.

Tongue: You probably noticed that it's usually showing, just a bit. I have a smaller mouth cavity than you do - the cavity is the space inside the mouth - so the tongue has a tougher time staying inside. Please remind me and say to me, "**CLOSE YOUR MOUTH**" - then I will pull my tongue in but as soon as I forget about it, it usually comes out a bit again. This is just a part of who I am. It's like putting your size 5 feet into a size 4 shoe and expecting it to stay there all day. Some people might say my tongue is out because I have a big tongue. But now you know, it's because I have a smaller mouth cavity. As I get older and my facial features grow then my mouth cavity might grow to a better size to accommodate my tongue.

Mouth: I have an under-bite and cross-bite.

I also have Eczema which comes and goes. It usually appears around my mouth. It is an inflammation of the skin which may cause dryness, flakiness, heat, and *itching*. It may be caused by temperatures/humidity, irritants, clothing, allergies, and stress. Treatment is usually to keep skin moisturized with creams or ointments. It is also linked to asthma.

Eating: Due to my mouth cavity being small, my food has to be **CUT UP IN TINY PIECES** because it gets stuck in the top of my mouth pallet.

Heart: At six months old, I had open-heart surgery. My heart is in excellent condition now. All people who go through open-heart surgery regardless of having Down syndrome need to be careful if bacteria gets into their blood. Therefore, if I get a deep cut I will need to go on antibiotics.
PLEASE NOTIFY MY MOTHER IF I GET A CUT.

LEARNING OPPORTUNITIES

I communicate and learn best by...

- Visual (to show order) and audio
- Face-to-face communication and modeling
- Give directions to me slowly with clear and short instructions and have me repeat them to ensure that I understand and know what is expected of me
- REPETITIVE AND CONSISTANT ROUTINES (structure and organization)
- Break down tasks into short, focused chunks.... with visuals
- A quiet area for independent work
- Whole word sight recognition and the use of meaningful and personal vocabulary
- Flashcards, match and select and name process, word grids, picture books

I would like to learn in school to...

- Continue to read and print
- learn to be independent
- how to use a computer mouse to distinguish where the cursor is on the screen
- friends to play with
- be included in everything and in conversations
- be invited to birthday parties
- learn from other students to socialize, have friendships, share and respect.

I am in a regular classroom because...

- I believe that I should be included so that I can learn and write along with the other students at my own pace and with my own curriculum
- To build bridges between peers and have a chance to know each other and learn from each other
- If I am in a group discussion, I can offer some input at my level-that's what inclusion is
- If my peers are reading a book about mammals. I can read a book about mammals too, just as long as it's a book at my level
- To be accepted and respected for my diversity like everyone else

Communication With School: A daily checklist is helpful so that there is a routine for me. My parents would like to communicate with my teacher every term. Communication with the Learning Support Teacher would be on a needs basis.

SUPPORT NEEDS

The following are supports that I need...

- communicate with other children by you modeling
- classroom, reminders/taken to the washroom, hallway, cafeteria (supervised eating), playground (safety/recess I am the 1st one to go into the school)
- invited to group partners, activities
- other children in the class or school to be my friend and playmate

September, 2006

James, Grade 2, Ms.XXXXX
DAILY CHECKLIST

Morning/EA: Anne XXXXX

Afternoon/EA: Kim XXXXX

Date: _____ Day _____

ENGLISH

- Jolly Phonics
- Teaching Children with Down Syndrome to Read Materials

Reading

- listen to stories, poems for enjoyment & information
- Cue Cards/books
- reading buddy
- colours, shapes
- spell letters of words
- reading speech from Barb (speech assistant)

DAILY REVIEW & REPEAT OLD & NEW SKILLS

Print

- name
- words from books
- 649-XXXX, XXXXXX Drive**
- using a variety of tools including **slant board (encourage top-bottom + L& R formation)**
- participate in multi-sensory group
- cut, paste & glue
- hand over hand assistance when required

DAILY REVIEW & REPEAT OLD & NEW SKILLS

Oral & Visual Communication

- orally - spell name, telephone number & address
- spell words from current reading books
- randomly identify letters in words that he is memorizing by site.
- respond appropriately to a variety of materials read aloud
- participate in group language activities
- model reading-like behaviour
- make letters of "loops & groups" provided by OT

DAILY REVIEW & REPEAT OLD & NEW SKILLS

COMPUTER

- visit website (starfall.com, a-z learning.com, pbskids.org)

MATH

Teaching Math to Children with Down Syndrome Book

- provide & use concrete materials
- relate activities to practical situation
- print & count orally** numbers from 1-10
- create & extend simple patterns using a variety of materials or actions
- identify & sort 4 dimensional objects
- identify & reproduce simple patterns

DAILY REVIEW & REPEAT OLD & NEW SKILLS

RECESS/SAFETY

- James lines up
- Possible runner/wander outside school limits
- BUDDY and/or EA at recess

BEHAVIOUR

- reward for good behaviour
- immediate consequences "time out" for 5 minutes
- seat near teacher/peer model, away from distraction
- positive reinforcement for appropriate behaviour
- use peer models of appropriate behaviour
- monitor frustration (why? is it communication?)
- demonstrate problem-solving/decision making skills
- structured consistent environment
- provide James with choices (works well)

SOCIAL/EMOTIONAL

- model listening skills
- pair with an appropriate partner ex. peer helper, tutor**
- model direction & instruction
- invite & participate in group activities**
- model positive interaction

COMMUNICATIONS

- use 4-5 word sentences; **eye to eye communication & modeling**
- give "**wait time**" for processing oral responses
- short simple instructions/directions
- practice speech skills provided by Speech Pathologist

LIVING SKILLS

- personal hygiene (washing hands before eating & after washroom)
- dressing (assist with zipper)
- personal competency (i.e. belongings in cubby, put things back in their place; direct verbal, model & look at visual cues)

THERAPIES

- Speech – work on language development ex. I want... I see. (Barb)
- Occupational – work on easel; Loops & Groups; to use a computer mouse (Sharon Lalonde)

WEEKLY

- homework sent home on Friday's to monitor progress

Revised: October 11, 2005

HOME COMMENTS:
