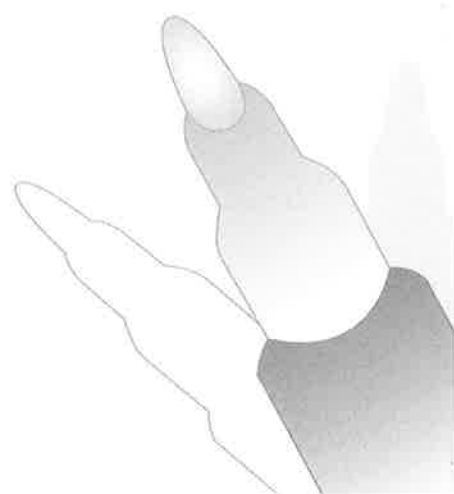




Case Study: Down Syndrome

Billie is a thirteen year old boy with Down Syndrome who attends a local mainstream secondary school. Billie has full time support in school provided by a teaching assistant (TA) who has been with him since primary school. Billie wears hearing aids and communicates mainly through signs and gestures. Billie appears to be happy in school. His TA ensures that he finds his way successfully around the school and gets to all his lessons on time. In the classes Billie is not able to join in the discussions with his peers and differentiated work is prepared for him by his TA. He has a very limited ability to learn in a large group and is beginning to be aware that he is isolated from his peers. At break and lunchtimes Billie likes to go to the library to look at books and play with the computers. He has very little interaction with his peers and they appear to ignore him. The SENCO was keen for Billie to attend regular weekly sessions at the nearby special school for children with learning difficulties so that he could develop friendships and attend social skill sessions. However, Billie's parents were against this proposal.





Activity: Down Syndrome

Identify the triggers for concern that occur in this case study:

1.

2.

3.

4.

5.

List the actions that could be taken to address each difficulty in order to reduce the negative impact of Down Syndrome on Billie's development:

1.

2.

3.

4.

5.

