

Children with Down's Syndrome: Barriers and strategies for improvement in Early Years

What is Down's Syndrome?

NHS Choices (no date) describes Down Syndrome as a lifelong genetic condition that usually causes some level of learning difficulty. There are three different forms of Down Syndrome, the most common type is Trisomy 21, approximately 94% of people with Down Syndrome have this type of Down Syndrome, the second type is Translocation which approximately only 3% of Down Syndrome people have this form of Down Syndrome and finally Mosaicism which again is very rare as approximately only 2% or 3% of people who have Down Syndrome have this form of Down Syndrome (Down Syndrome Extra 21, 2018).

Additional learning needs (ALN):

To have a ALN means that a child requires additional or a different form of support than what is currently provided in pre-school age or in schools, children may need this support in order to get the best from their education (Enquire, no date). ALN can be a variety of things, such as needing support with reading and writing, delays in language development affecting communication, physical and medical requirements that make education challenging, or emotional issues preventing children from being able to settle in school in order to develop (Powys, 2018). As every child is unique these are just some of the reasons that children could require additional support.

Diagnoses:

Most children who have Down Syndrome will be diagnosed from birth, and may have some commonly recognised characteristics such as eyes that slant upwards and outwards and a flat back of head among others (NHS Choices, no date). Down's Syndrome Association (2018) states that there is a definite link between the increased age of a woman linking to the higher chance of their child having Down's Syndrome, the reason for this is unknown.

Barriers:

The specific barrier I have chosen to discuss is expressive language and speech clarity. DSA (2018) explain that the majority of people with Down's Syndrome have difficulty with communication. Which then hinders their opportunities for full inclusion in all areas of life, whether that is in daily activities such as travelling and going shopping, or applying for jobs. Hope Speak (2014) describe communication as the foundation for all human relationships.

Early Intervention Foundation (no date) describes early intervention as taking action as soon as possible, to prevent difficulties becoming so severe that they are difficult to cope with in the future. Objective analysis effective solutions (2018) state positives of early intervention helps improve children's emotional and cognitive development and improved educational outcomes for the child. However, Objective analysis effective solutions (2018) also state that it is not yet known how to target children who would benefit the most from early intervention, and this is something that would need to be resolved to be able to ensure cost is spent appropriately on recourses for children who require the additional help.

Further

reading:
Cherry, K. (2018) 'The five levels of Maslow's Hierarchy of needs'. <https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760> [Accessed: 22nd May 2018].
Do Something.Org. (no date) '11 facts about Down's syndrome'. <https://www.dosomething.org/us/facts/11-facts-about-down-syndrome> [Accessed: 16th May 2018].
Down Syndrome Extra 21. (2018) 'What are the different types of Down Syndrome?'. <http://www.extra21.org.uk/facts-and-figures-faqs/> [Accessed: 16th May 2018].
Down's Syndrome Association. (2018) 'What causes Down's Syndrome?'. <https://www.downs-syndrome.org.uk/about/general/> [Accessed: 16th May 2018].
DSA. (2018) 'Expressive language delay in children with Down's Syndrome'. <https://library.down-syndrome.org/en-gb/research-practice/01/1/expressive-language-delay-down-syndrome/> [Accessed: 21st May 2018].
Continued on next page.

References:

- Cherry, K. (2018) 'The five levels of Maslow's Hierarchy of needs'. <https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760> [Accessed: 22nd May 2018].
- Do Something.Org. (no date) '11 facts about Down's syndrome'. <https://www.dosomething.org/us/facts/11-facts-about-down-syndrome> [Accessed: 16th May 2018].
- Down Syndrome Extra 21. (2018) 'What are the different types of Down Syndrome?'. <http://www.extra21.org.uk/facts-and-figures-faqs/> [Accessed: 16th May 2018].
- Down's Syndrome Association. (2018) 'What causes Down's Syndrome?'. <https://www.downs-syndrome.org.uk/about/general/> [Accessed: 16th May 2018].
- DSA. (2018) 'Expressive language delay in children with Down's Syndrome'. <https://library.down-syndrome.org/en-gb/research-practice/01/1/expressive-language-delay-down-syndrome/> [Accessed: 21st May 2018].
- DSE. (2018) 'Development and learning'. <https://www.down-syndrome.org/en-gb/about-down-syndrome/development/> [Accessed: 21st May 2018].
- Early Intervention Foundation. (no date) 'What is early intervention?'. <http://www.eif.org.uk/what-is-early-intervention/> [Accessed: 20th May 2018].
- Enquire. (no date) 'What is additional support for learning?'. <http://enquire.org.uk/parents/what-is-asl/> [Accessed: 18th May 2018].

References continued:

- Gee, A. (2016) 'A world without Down's syndrome?'. <http://www.bbc.co.uk/news/magazine-37500189> [Accessed: 17th May 2018].
- Groskop, V. (2016) 'Sally Phillips: Do we really want a world without Down's syndrome?'. <https://www.theguardian.com/lifeandstyle/2016/oct/01/do-we-really-want-a-world-without-downs-syndrome-ds-prenatal-test> [Accessed: 16th May 2018].
- Hope Speak. (2014) 'Why is communication important to human life?'. <https://www.hopespeak.com/blog/why-is-communication-important-to-human-life-2/> [Accessed: 21st May 2018].
- NHS Choices. (no date) 'Down's Syndrome'. <https://www.nhs.uk/conditions/downs-syndrome/> [Accessed: 16th May 2018].
- Objective analysis effective solutions. (2018) 'Early childhood interventions'. https://www.rand.org/pubs/research_briefs/RB5014/index1.html [Accessed: 20th May 2018].
- Powys. (2018) 'Find out about additional learning needs (ALN)'. <http://www.powys.gov.uk/en/schools-students/find-out-about-additional-learning-needs-aln/> [Accessed: 20th May 2018].
- Shlemen, A. (2017) 'Stand to reason'. <https://www.str.org/blog/discriminating-against-people-down-syndrome#.WwR4KvmnHIU> [Accessed: 20nd May 2018].
- Stein, S. (no date) 'Behavior and down syndrome: A practical guide for parents'. <http://dsagsl.org/wp-content/uploads/2014/04/Behavior-Guide-for-Down-Syndrome.pdf> [Accessed: 19th May 2018].
- Stepping stones DS. (no date) 'Training'. <http://www.steppingstonesds.co.uk/training/> [Accessed: 20th May 2018].
- Welsh Government. (2018) 'The Additional Learning Needs and Education Tribunal (Wales) Act 2018'. <https://gov.wales/topics/educationandskills/schoolshome/additional-learning-special-educational-needs/transformation-programme/legislation-and-statutory-guidance/?lang=en> [Accessed: 20th May 2018].