

Down Syndrome – *Classroom Strategies*

Visual – visual schedules, social stories, personal skill posters, “Stop, Look, Listen”, children’s books (*My Friend Has Down Syndrome* by Amanda Doering Tourville),



Feelings Chart	
How I feel	What I can do
5 I need some help!	<ul style="list-style-type: none"> Ask to take a break/leave immediately Hold on to Luke Skywalker (if he is here) Take 4 or 5 deep breaths Ask to go outside/into the hallway Ask to take a break/leave immediately Hold on to Luke Skywalker (if he is here) Take 4 or 5 deep breaths
4 I'm really upset.	<ul style="list-style-type: none"> Let a teacher know that you have a problem and need some help Play with your favorite thing Hold on to Luke Skywalker (if he is here) Take 4 or 5 deep breaths
3 I've got a problem.	<ul style="list-style-type: none"> Play with my favorite thing Think of my favorite things Say "I'm going to be O.K.!" to myself Take 4 or 5 deep breaths
2 Things are pretty good.	<ul style="list-style-type: none"> Enjoy the feeling! Have fun!
1 Feeling Great!	

Math – manipulatives (coins, blocks, cubes, Lego, etc.), whiteboard (instead of pencil and paper)



Language – stamps (instead of pencil and paper), Fun-to-Know Puzzles (who am I?, opposites, numbers, etc.)



Calming – glitter bottles, brush, stethoscope, slinky, smooth rock



Fine Motor – playdough (spell sight words), beads, use stories with stickers, use string to make letters, clothes pins and pompoms

FINE MOTOR BUSY BAGS





Gross Motor – scooter, exercise bands, beanbag toss, hula-hoops, hopscotch, skipping rope

