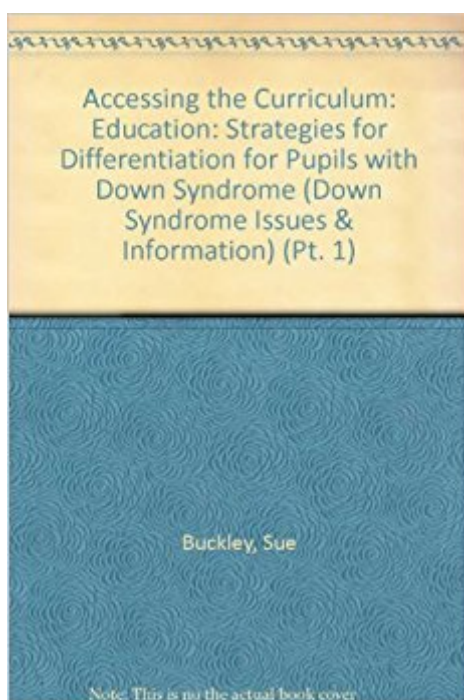


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# Accessing The Curriculum: Education: Strategies For Differentiation For Pupils With Down Syndrome (Down Syndrome Issues & Information) (Pt. 1)



## Synopsis

By differentiation the authors mean making changes, from small changes to larger ones, which enable children to learn from the school curriculum, designed for their age group, with their peers in an inclusive schooling system. Curricula in each country differ, but all have been created with the educational needs of children as a priority, to equip them socially and academically to function as a member of their community. In each country the curriculum for all children is likely to be the best guide for teaching the majority of children with Down syndrome of all ages, provided that the curriculum is used flexibly and can be differentiated. A minority of children with highly individual needs may benefit from a reduction in the breadth of their curriculum, making it more focused for meeting their highly specific learning needs. However, differentiation of the curriculum enables children with Down syndrome to learn with their typically developing peers and progress forward in all aspects of their development, as other children do, using the same curriculum as a guide.

## Book Information

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## Customer Reviews

Sue Buckley is a psychologist, Emeritus Professor of Developmental Disability in the Psychology Department at the University of Portsmouth, UK and Director of Research and Training at The Down Syndrome Educational Trust. Sue has been actively involved in researching the developmental and educational needs of children with Down syndrome since 1980. She is an internationally recognised authority and has published widely for parents, professionals and researchers. One of Sue's three children, Roberta, is a young adult with Down syndrome. Gillian Bird is a psychologist and Director

of Consultancy and Education at The Down Syndrome Educational Trust. Gillian has been working with children with Down syndrome, from birth to teenage years, and their families since 1983. She has developed and supported the successful inclusion of children with Down syndrome in mainstream education since 1988. Gillian has also developed early intervention programmes and been active in research, publishing and training with colleagues.

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