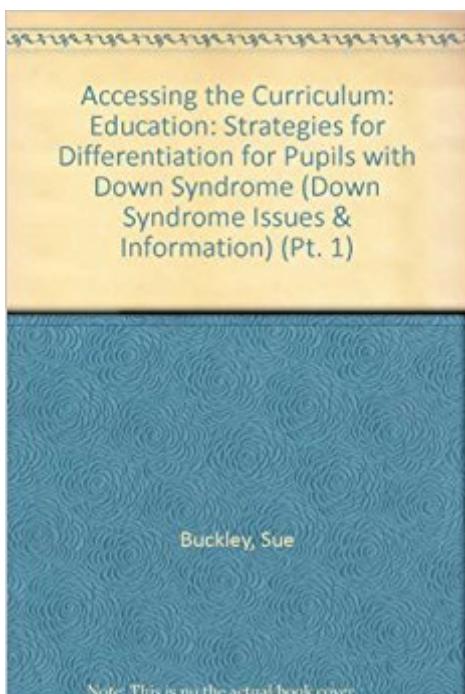


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# Accessing The Curriculum: Education: Strategies For Differentiation For Pupils With Down Syndrome (Down Syndrome Issues & Information) (Pt. 1)



## **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**

Series: Down Syndrome Issues & Information

Paperback: 50 pages

Publisher: Down Syndrome Educational Trust (December 29, 2000)

Language: English

ISBN-10: 1903806283

ISBN-13: 978-1903806289

Package Dimensions: 11.4 x 8 x 0.2 inches

Shipping Weight: 7 ounces

Average Customer Review: Be the first to review this item

Best Sellers Rank: #11,417,989 in Books (See Top 100 in Books) #90 in Books > Health, Fitness & Dieting > Children's Health > Down Syndrome #3030 in Books > Education & Teaching > Schools & Teaching > Special Education > Learning Disabled

## **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

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