

WDSC GLASGOW 2018

*Experience, Research & Practice,
Widening Opportunities,
Improving Lives*

**YOUR ONCE IN A
LIFETIME OPPORTUNITY
TO LEARN, CELEBRATE,
AND COME TOGETHER.**

Down's Syndrome Scotland will host the
13th World Down Syndrome Congress
25th - 27th July 2018, SEC, Glasgow

**A MUST ATTEND EVENT FOR PROFESSIONALS
WITH A SPECIAL INTEREST IN THE EDUCATION
OF PEOPLE WITH DOWN'S SYNDROME**

**Educationalists
Information Pack**

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Educationalists Information Pack

The World Down Syndrome Congress is coming to Glasgow. It's the first time in 32 years that it's been in the UK.

As a professional with a special interest in the education of people with **Down's syndrome** you won't want to miss it!

The World Down Syndrome Congress includes 4 days of invaluable keynote and research presentations from experts across the globe.

If you are involved in Education and you are working with people with **Down's syndrome** this is a "must attend" event.



A 3-Day Event, Preceded By The
Health Symposium, That Will
Inform, Inspire And Influence
Everyone Who Attends For
Years Into The Future!

Congress Main Programme

25th - 27th July 2018

Plenary Speakers:



Prof. Roy McConkey,
Belfast, Northern Ireland

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Isla Ross,
Edinburgh, Scotland

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Sue Buckley OBE, Kirby
Lonsdale, England

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Deborah J. Fidler,
Fort Collins, USA

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Michael J. Guralnick, Ph.D.,
Washington, USA

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Andy & Sarah Merriman,
London, England

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Congress Main Programme

25th - 27th July 2018

Plenary Speakers:



Fiona Dawson,
Ayr, Scotland

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Prof. Anthony J. Holland,
Cambridge, England

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Elaine Scougal,
Dundee, Scotland

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Adam Sloan,
Glasgow, Scotland

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Dr. Brian Skotko,
Boston, USA

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Presentations

Throughout the Congress we have another 160 speakers presenting on a series of topics. Currently we have 22 health presentations over the three days as well as over 20 Educational poster presentations.

Here are just a few of the topics being covered in the presentations:

Dr. Rhonda Faragher,
University Of Queensland

Secondary mathematics for learners with Down's Syndrome.

There has been little research evidence about best practice approaches to guide teachers and assessment authorities about ways to adjust secondary mathematics. A new research study commencing in 2018 is addressing this problem through a mixed methods study investigating the practices of effective secondary mathematics teachers, teaching students with **Down's syndrome**. Methods to adjust secondary mathematics for learners with **Down's syndrome** to study alongside age peers in regular schools will be shared based on the effective practice observed.

Sajee Anuradha Gamage,
General Hospital, Sri Lanka.

Teachers' experience for improving Fine Motor Skills of children with Down's syndrome in the context of special education in Southern Province of Sri Lanka.

Fine Motor Skills (FMS) are essential functional skills for children with **Down's syndrome (DS)** to gain independence in Activities of Daily Living. This study is aimed to determine the teachers' experience on improving FMS of children with **DS** in the context of special education of Southern Province, Sri Lanka. Major areas of FMS deficits were grasping, in-hand manipulation and bilateral hand use; classroom performance limitations included paper work, painting and scissor work of children with **DS**. Teachers recommended regular practice of fine motor activities according to individual need. Further research is required to design a culturally specific FMS assessment tool and intervention methods to improve FMS of children with **DS** in Sri Lanka.

Mrs. Maree Kirk,
University Waikato, Bay of Plenty Down's syndrome Assn Inc. Doctoral Candidate

Supporting teaching practice for students with learning disability and Down's syndrome in New Zealand.

New Zealand special education services are under review to achieve inclusive practice/ inclusive schools. The objective of this study was to provide an evidence based programme to improve educational outcomes and wellbeing for students with **Down's syndrome** and learning disability in regular schools. Professional development that takes a holistic, child centered approach, based on theory to practice and research evidence involving families, professionals and community for children with a disability in regular schools builds collaboration with broad ranging implications for policy and further research.

Prof. Silvia Lanfranchi,
Department Of Developmental And Socialization Psychology, University of Padova





Improving basic numeracy in children with Down's syndrome.

Basic numerical skills are fundamental for daily living in the modern society, and support school mathematics achievement. Several studies have shown difficulties of children with **Down's syndrome (DS)** in this area and particularly in discriminating numerosities (e.g. Sella et al., 2013), counting (e.g. Gelman and Cohen, 1988; Nye et al., 2001) and numerical estimation (e.g. Lanfranchi et al., 2015). Compared to the control group, the experimental group showed a great improvement in many basic numerical skills, such as number comparison, number estimation, counting and calculation, highlighting the effectiveness of the training program.

Dr. Elisabetta Monari Martinez,
University Of Padova

*Multiple choice tests adapted to assess the academic achievements of a nonverbal adolescent with **Down's syndrome** and autism spectrum disorder.*

In intellectual disabilities, when the verbal impairment is joined to dyspraxia, the person cannot speak and write, and has difficulties in using gestures as well as in the card selection to communicate. In this case multiple choice tests were planned to allow up to two corrections per selection and an Excel Applet was designed to assess both the grade and the statistical significance (p-value, binomial distributions) of the tests. Even if further studies are needed, this method of valuation seems to be effective to measure the academic achievements in students with multiple disability. In this workshop practical examples will be given.

-  To learn to assess the achievements of people that don't speak and don't write.
-  To make possible the inclusion in mainstream schools also in case of severe learning disability.
-  To realize that even persons with **Down's syndrome** and autism spectrum disorder can be happy to learn academic topics.
-  The academic education can help these children to control their challenging behaviour.

Assoc. Prof. Judith Mckenzie,
University Of Cape Town

Perspectives on teacher education needs for teaching children with intellectual disability in an inclusive education system in South Africa.

South Africa has adopted excellent inclusive education policies but has been less successful with implementation. An area of major concern is the continued exclusion and lack of quality education for children with severe sensory or intellectual impairment (SSII). This paper reports on a situation analysis in support of a European Union funded project (Teacher Empowerment for Disability Inclusion, at the University of Cape Town) to develop four short teacher education courses, one of which relates to severe intellectual impairment. While the implementation of inclusive education is to be welcomed, there is still a need to recognise the specific needs of children with intellectual impairment. A two pronged approach is suggested

where inclusion in the mainstream is supported by specialist knowledge of **Down's syndrome** and impairment specific pedagogies. The challenge lies in educator development strategies that make this a reality in all schools.

Dr. Cecilia Nakeva von Mentzer,
Dept Neuroscience, Unit for Speech Language Pathology, Uppsala University

*The effects of Graphogame, a computer-assisted phonics program, on phonological processing skills and decoding ability in children with **Down's syndrome**.*

Valuable insights from teacher's log notes shed light on these children's behavioural and attention challenges. Also, how adaptations, both with respect to pedagogical procedures, as well as to specific reading methods, are warranted in this population. Despite this, all children reached higher decoding levels after the first intervention phase with generalization to non-taught material.

Tammy Greyling,
Occupational Therapist, Pretoria, South Africa
Challenging behaviour: Using contingency maps as a visual support to help learners with Down syndrome make sense of boundaries and consequences.

It is widely accepted that children with **Down's syndrome** have a visual learning style, which implies that they learn better when they "see" than when they "hear". If visual processing and visual memory skills are strengths in these children, we should also use visual supports to help them understand boundaries set by their parents and teachers which in the long run will help them to develop socially acceptable behaviour and become contributing members of society. During this presentation attendees will learn how to make a contingency map for an individual child and how to implement it by viewing video footage.

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Dr. Pablo Rodríguez Herrero

*The voice of university students with **Down's syndrome** and intellectual disability in inclusive higher education degrees.*

The inclusion of students with intellectual disability in university environments has become a topic of growing interest in recent years, and is resulting in the creation of inclusive higher education degrees. The aim of the investigation presented here was to assess the perception of students with intellectual disability who have participated in such programmes. The systematic analysis of the perception of students with intellectual disability allows us to generate a set of good practices to improve educational inclusion at university.

Rhona Matthews

Talking Mats - Improving communication & Improving lives

This symposium will talk about how Talking Mats a communication tool developed in Scotland grew from research into practice and is now being used worldwide. It will say why Talking Mats works really well for people with Down's Syndrome and how it makes their lives better.

The talks will include examples and videos. It will demonstrate the range of topics that Talking Mats can explore including examples of education and health planning, employment and advocacy. This marrying of research and practice has resulted in a powerful communication tool that enables people to think about issues and have their say.



Registration

PROFESSIONALS (Home Nation)

Professional Band 1

Health Professionals (e.g Doctors, Dentists)

£523.00

Professional Band 2

Psychologists, Nurses & Allied Health Professionals, Social Workers, Teachers and other Local Authority Staff, Researchers

£437.00

Professional Band 3

Support Staff, Charities, Voluntary Organisations and Social Enterprises

£347.00

One Day Rate

£172.00

Two Day Rate

£344.00

PROFESSIONALS (Standard)

Professional Band 1

Health Professionals (e.g Doctors, Dentists)

£553.00

Professional Band 2

Psychologists, Nurses & Allied Health Professionals, Social Workers, Teachers and other Local Authority Staff, Researchers

£462.00

Professional Band 3

Support Staff, Charities, Voluntary Organisations and Social Enterprises

£367.00

One Day Rate

£172.00

Two Day Rate

£344.00

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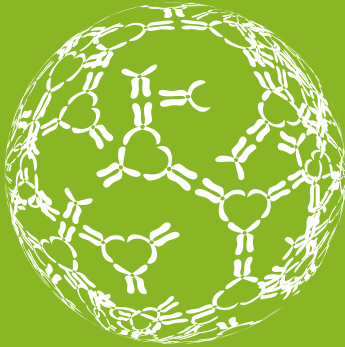
**The link will lead you to the registration webpage.*



What does your ticket include?

What do you get for your ticket? Lunches and coffee breaks, access to the exhibition, delegate bag, congress literature, access to all sessions and the Welcome Civic Reception at Glasgow City Chambers. Meet great expert speakers, and top medical and educational professionals.

Discover the latest in research on health, education, employment, social protection, and independent living. Make friendships with fellow professionals from across the globe, and with families and people with Down's syndrome.



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