

A Families' Guide to Best of All School Agers

**best of all (noun) \best of all\
is continual, measurable, celebrated and it never ends.**

It is a daily challenge to do a little better than you did the day before and it's always celebrated.

Possible manifestations: standing just one second longer, reading just one more word, learning just one new number, taking just one more step, never a competition, never completed.



Down Syndrome Achievement Centers
educate. inspire. believe.



You can keep your school age child engaged in meaningful experiences! And we'll help!

Our goal at GiGi's Playhouse is to celebrate every display of a learner's best of all! We do this through purposeful programs at our Playhouses that start at the prenatal stage and develop into adulthood. We build specific skills & focus on areas of development. For our school age learners, we specifically focus on social interactions and social skills, as well as gross motor skills and language development.

GiGi's Playhouse is a place to develop independence and push boundaries. We understand that it may be challenging to keep your child active and engaged – but it is so important to keep him or her happy, healthy and confident! Many of the items prepared in this book will set a foundation for a successful future for your child – educationally, socially and even for a future career experience!

This book is a tool for you! Our program leaders build social-based activities for your child to participate in while at the Playhouse and to continue building these skills at home. We've provided many of our favorite activities in this book. Each activity is FUN, but very purposeful and learning based.

With your dedication and GiGi's Playhouse programs, your child will

- **Increase social skills**, focusing on group participation and increasing leisure activity options;
- **Increase speech and language development with a focus on vocabulary development**, language comprehension such as following directions and communicating by requesting, commenting and developing conversational skills with peers.
- **Increase motor skills**, with a focus on health and wellness, strength, balance, and awareness of personal space; and
- **Receive academic support in literacy and/or math**, and;
- Achieve his or her Best of All!



Building Best of All during programs at GiGi's Playhouse

It is important to foster independence and confidence in your child. Set high expectations every day – encourage the completion of daily tasks, meaningful interactions and participation in activities. The skills and knowledge that school agers have may be lost if they aren't engaged in regular practice; in other words, if they don't use it, they'll lose it!

While your child participates in programs at GiGi's Playhouse independently, you continue to play a role in his or her development. Here's what you can do, as related to our programs –

- Encourage your child to attend our programs regularly.
- Be timely and accountable. Ensure your child arrives to programs on time, participates regularly and completes all take home activities or homework.
- GiGi's Playhouse encourages all school agers to work out regularly and eat healthy – hold your child accountable to this while at home!
- Communicate with the staff and program leaders regularly. Together we are on the same team and all want your child to reach his or her greatest potential!
- Follow the rest of the tips within this book to practice and build skills at home!

Tips & Tools for Best of All at Home

We've provided a number of activities to do at home that are easy, take little time and are purposeful. Help your child build these activities into his or her everyday life and hold him or her accountable! The growth that you'll see will be amazing!

Building Fine Motor Skills

These are the years when dexterity skills are further developed, refined and enjoyed! It includes learning more independent skills, such as dressing, toileting and printing, as well as interacting more with peers, preparing simple foods, using the iPad or computer and learning household chores. It's the age of game playing, turn taking and developing hobbies and personal interests. With practice and increased dexterity, he will become faster and more efficient in his actions. Eventually, he will probably be able to get dressed with minimal, if any, assistance, learn to use a keyboard or iPad, participate in some hobbies requiring fine motor skills (arts and crafts) or even play a musical instrument. Be patient. Practice is key when learning new skills and this is the age for fun.

Tips and activities to build fine motor skills at home:

- Ball throwing and catching, trying different size balls and weights: nerf balls, tennis balls, large playground balls, ping pong balls, footballs and soccer balls. Have a variety kept in a container for indoor and outdoor play. Place a few buckets for the balls to be thrown into, hoops to go through and lines drawn with chalk on the driveway to throw past-variety keeps up their interest.
- Practice sorting laundry- have your child pick out all of their clothing from a basket, matching socks, colors, etc. Folding laundry, beginning with washcloths then larger garments, promotes independence. Your child might enjoy taking the laundry from the washer to the dryer and out when done, each time talking about how the items feel (wet, heavy, cold to dry, light, warm, etc.)
- In the kitchen, they can begin to dry dishes, set the table and clear it when done, load their dishes into the dishwasher or wipe the table. When learning to set the table, begin with one thing such as napkins placed around the table, then move on to plates, utensils, etc. Draw a "map" of where each item should be placed to guide them. Have your child help plan a menu for one night. If he likes a specific food, have him help prepare it. For instance, if they want spaghetti and meatballs, have them help you make the list of ingredients, gather them together (or shop with you) and possibly open a can with some assistance. They

can help measure, stir, scoop, learn to use a pasta fork, and more. If they like to draw or color, have them make a simple placemat from colored paper with a picture of spaghetti they drew or cutout from a magazine. Don't forget to include the child-sized apron or chef's hat for all young helpers!

- Give your child a small backpack just for home to carry their toys from room to room. It allows for a special place for their favorite toys and books in case a trip to the store or relatives house arises. Let them practice using the zipper, snaps and straps, taking things out and repacking them the way they want it packed. It can also be used for keeping track of swim items when going to the pool (keep it simple: suit, towel and flip flops), books to return to the library and a few art supplies (spiral pad of paper, pen or markers, or stickers) for the doctor's waiting room.
- Make sure a kitchen cabinet has cups and small plastic bowls on their level for more independent snack and drink gathering. If they are learning to pour their drink, have them retrieve the container, unscrew the top and guide them using hand-over-hand technique to complete the pour. Have them pull open a reusable plastic container lid or unclip a bag of pretzels.
- If they are learning to write, have them write their favorite items needed at the store. It is a great motivator to learn to read! When unloading groceries, have your child sort the cans, bags of fruit and vegetables into separate piles while you put away more delicate items.
- Use a large toothed comb when they are learning to comb their hair. It works through tangles easier. Hair brushes can be more challenging but with some pre-brushing by an adult, it is easier for the child to get through the hair. Brushes with a rubber gripped handle might be easier to hold onto initially. Let them brush their teeth first (use a spinning toothbrush for better oral stimulation) and then you can finish up if needed. Using a waterpik ensures that the mouth is thoroughly rinsed.
- Dedicate a portion of a kitchen cabinet or basket for writing and drawing supplies. Include coloring books, blank paper, stickers, markers, etc. for lots of practice while waiting for dinner or your help.
- Keep some children's scissors handy too (supervise as needed.) When children are learning to cut, make sure they are sitting up straight, feet on the floor or footrest, elbow tucked along their side, thumb in the small hole and facing up towards the ceiling, other fingers in the large hole beneath the thumb. Coupon flyers, colored paper scraps and old magazines can be kept with them for "free" cutting time. Get the movement down first (cutting/snipping) before trying to cut an exact line.

- Many children like to listen to their own music or watch a DVD and some will learn how to do this independently. To prevent scratches on the discs and other mishaps, teach them step by step how to handle the items properly. Start with one step (hands on the edges and placing into the DVD player) and once that is mastered, introduce the next step.
- Playing with over-sized dress up clothes, hats, scarves and accessories encourages self-dressing. Keep a few items on hand for quiet play or when a friend can join them.
- Board games promote turn taking, patience and many other skills. Some favorites in this age group are Zingo, Jenga, Yahtzee, Trouble, KerPlunk and checkers. Don't forget the Duplos and Legos. Even if they don't seem to be interested in building with them, they are great for teaching colors, sizes and attaching number values to each block depending on the number of dots on each.
- Jigsaw puzzles come in a huge range of sizes and materials. Start with the larger, wooden puzzles, then larger cardboard puzzles that come with their own frame. Move on to 24 piece cardboard ones where the child has to build the outer frame, etc. Puzzles can be done alone or with an entire group and facilitate social skill development and promote feelings of accomplishment, even if they start by finding the edge pieces for someone else to snap together at first.

Building Language Development

Language increases your child's ability to interact with the environment and lead a fulfilling life. Addressing your child's language and communication skills at home is an important step toward independence and successfully interacting with others.

Children are sponges who are ready to learn about their world. Always talk to them about what is going on in the day to day activities and include them in what you are doing. The more you share, the more they will learn and absorb. Each lesson can be taught over and over again and never be taught exactly the same way twice. Your involvement is the key to helping practice their skills and carryover what they have learned in therapy and school each day. Every moment has the possibility of being a teachable moment.

Activities to promote language development at home:

- Use puzzles about people, places, animals, vehicles, etc. Ask a variety of questions such as, “What is the boy doing?”, “Where do we go to buy food?”, or “What animal is next to the tiger?”
- Work on following directions throughout your child’s day. Start with one step directions such as, “Put the book on the chair.” When the child is successful with one step directives move to two step directives such as “Clap your hands and stamp your feet.” Then move to two step unrelated directives such as “Put your shoes by the chair and bring me your book.”
- Use books such as *Brown Bear Brown Bear What Do You See?* Children hear a repetitive verse. These verses get embedded in their language system. After multiple verses of this type of repetitive book, start leaving out words to try to get them to say the correct word. Use gestures to help promote recall, pointing to the picture, etc.
- *My First Work Book* is helpful with vocabulary development. The pictures are broken down into categories such as body parts, the beach, farm and zoo animals, food, shapes, etc. Ask questions about them such as “I see a coat that keeps us warm when we go outside. Why do we wear a coat?”
- The *CARL* series is a good choice of wordless books to use since they require the reader to make up/tell the story in their own words. These books allow you to look at the pictures and make up a new story each time you read it. It gives children learning language the opportunity to make a sentence and also helps with vocabulary development and speech sound development. Start by flipping through the pages and then go back and provide an example of a story. Eventually they will be able to do it on their own. Be patient and continue to support your child’s language development through modeling the correct language appropriate to your child’s language level.
- When you go to the grocery store, ask your child questions about where to find the milk and other details about the milk. For example, “Why do we keep milk in the refrigerator?” If the child is old enough, have the child write the grocery list and give directions on where to find the items.
- Songs and the melodic intonation can be helpful in building language while using gestures. Wheels on the Bus, Head, Shoulders, Knees and Toes, Old McDonald are just a few.
- Board games such as Candyland, Guess Who, Go Fish, Connect Four are great for developing language involving turn taking (the basis for communication), asking questions, social interaction, problem solving and following directions/

rules of the game. If the game is difficult think of ways to alter it to the child's level.

- Think about how you group things together by color, shape, size, animals, or household items. Talk about how they are the same or different and how you group them.
- Practice opposites to incorporate new vocabulary. If the child is not sure of the answer, point, give clues, or give a phonemic clue (the first sound to the word). For example, "Where did the balloon go? It did not go down (point), it went... (point up)!"
- Make sure you encourage your child to use their words. Even if it is the first sound of the word or a gesture, sign or picture. Require them to do it. The more they practice the better they get. Be prepared to wait them out and be patient.
- Talk about things you need to complete an activity. Questions could include, "What do you need to set a table?" or "What do you need to draw a picture?" Add spatial concepts to the discussion such as on, next to, under, top, and bottom.
- If your child is working on speech sounds, have them use a mirror to see their tongue, teeth, and lips. Watching you produce the sound and their own mouth will aid in better speech sound production.
- Expand your child's language by adding words to their single word vocabulary. If your child says "doggie" you can respond with "big dog" or "Grandma's big dog".
- Use magazines to cut out pictures of objects or people that have the speech sound they are working on or make a page for each letter or sound they are working on.
- When your child speaks, give them your full attention and make sure you have your child's attention before you speak to them. Acknowledge, praise and encourage ALL attempts to speak. Pause after speaking (this is called wait time). This gives the child time to process what was said and formulate their response.



Building Gross Motor Skills

Your child has a great start in developing independence through movement! During the school age years, your child will continue to improve his or her strength and balance. They will use their well-developed skills to participate in social events, hobbies, sports, school activities, and everyday routines. Now is the time to help children see active play (AKA “exercise”) as a fun, rewarding experience. Discovering and developing active interests will lead to lifelong physical activity and a healthy lifestyle. Providing a large variety of experiences will allow your child to choose the ones they enjoy. Children with low muscle tone need to stay physically active to gain and maintain strength throughout their lives.

Tips and activities to build gross motor development:

Take Skills to the Next Level: In the preschool years, your child began to work on jumping, balancing, and moving around on a variety of surfaces and obstacles. Now is the time to “up the ante” a little bit. This will help your child continue to gain strength and refine their balance.

- **Jumping:** When your child has mastered jumping, begin to jump off of higher surfaces or off the couch. Jump into the pool from the edge or the diving board. Jump up onto higher surfaces or steps.
- **Hopping:** Begin with the same process as jumping by standing on one foot, giving the verbal cue to “Bend, Hop.” Initially, practice holding an adult’s hand or the wall. With practice, most children can hop on their own. Hopscotch is a fun game that incorporates both jumping and hopping.



- **Skipping:** Skipping is a fun, but sometimes challenging, skill to learn! Be patient when teaching this skill and practice, practice, practice- your child can do it! Break the skill down into two parts: 1. Step forward with right foot. 2. Hop on right foot. Repeat with left foot: 1. Step forward with left foot. 2. Hop on left foot. Using simple verbal cues “Step, Hop” and going very slowly will help your child learn this skill.
- **Balancing:** Using your Gigi’s balance line or a homemade balance beam (a sanded 2x4 works great!), continue practicing walking on the line and balancing on one foot. When that is easy, add another activity while maintaining balance on the line/beam: kick a ball, walk on tiptoe, pick up a sticker off the line/beam, step over objects, walk backwards, walk sideways, do ballet plies, and more.

Playground Activities: Whether it is your neighborhood playground, or during recess at grade school, every child will spend time at a park. Not only is it fun, but it is a great opportunity for your child to improve his or her strength and balance!

- **Climb, climb, climb!** There are traditional ladders, rock walls, “spider web” climbers, etc. You name it, some park has it. Each climber will require your child to use a different strategy (and therefore different muscles!), so encourage your child to try them all. If they need help with motor planning, help them figure out where to place their hands and feet as they climb. Climbing up the slides in a hands and feet position is great strengthening for shoulders, core, hips and feet.
- **Balance Opportunities:** Walk the curb surrounding the park; walk, run, or jump across the suspended bridge; balance on the wobbly balance beam; figure out how to cross the hanging disks. More and more parks are installing balance activities, as well as unstable surfaces. Make up silly games- “Stay on the bridge while we walk across the swamp so the alligators don’t get us!” or count how long your child can balance on a particular object.
- **Swing like a monkey:** Use the monkey bars to build hand, arm, shoulder and core strength. First, see how long your child can hang. Be ready to catch your child if they lose their grip. Then, “walk” hands sideways along the monkey bars. Let go with one hand and reach for the next rung. To work on the core while hanging on the monkey bars, do activities that will have your child bring their legs up. Bring knees up to the belly, kick & pop bubbles, move legs back and forth to initiate swinging, etc. ***One caution about monkey bars: While they are a great obstacle, a child can injure themselves falling from a high height or attempting to catch themselves from this fall by extending their arm back. Please be ready to spot your child on this activity.

- Teach your child to “pump” on a swing: This activity is harder than it seems. It requires strength, coordination, timing, and balance. When the swing goes up (in the front), legs go up while the child leans back slightly. As the swing comes down, knees bend while the child leans forward slightly. Begin by cuing your child’s leg movements. “Kick up, Legs down” is a simple cue that can be timed with the movement of the swing.
- Older children who might think they are “too old” for the park often have fun creating obstacle courses and timing themselves. They can compete with friends, or just try to beat their own records. TV shows like *Wipe Out* and *American Ninja Warrior* have made parks “cool” again for older kids!

Encourage Sports and Active Leisure Interests: The Centers for Disease Control and Prevention recommends that all children and teens engage in at least 60 minutes of physical activity every day. Sports and active play are a great way to get involved with peers, make friends, and spend time together as a family. Help your child develop their skills with activities they enjoy so that they can join a sports team or participate in Special Olympics.

- Practice basic sports skills. They incorporate strength, balance, coordination, and timing. Dribble the soccer ball across the yard and score a goal. Play volleyball with a balloon. Practice dribbling and/or shooting a basketball at a lower height hoop. Teach your child how to use a baseball glove and play catch. Play t-ball or softball. Run races in the yard.
- Expose your child to swimming and/or water activities. There are many places in all communities that offer swimming lessons. Look for a special recreation department or someone who specializes in lessons for children with special needs if your child requires more specialized instruction.
- Expose your child to bike riding. To begin, use a tricycle (there are even adult-sized trikes, so there is a perfect size for everyone). Practice on a balance bike (larger sizes can be found online) or a scooter (two wheels with a handle to hold) to help your child get the feel of balancing on two wheels. If you are interested, some communities offer bike-riding classes for children with special needs.
- Think about gym class. Children with Down syndrome may require more practice to learn skills. Talk to your child’s gym teacher to find out what exercises or games will be played and begin to teach them to your child so they will feel comfortable participating. Practice basic stretching and general calisthenics. Use verbal cues and slow the speed down for your child to learn. For example teach jumping jacks with the cues “Soldier” (stand with feet together, arms at side), “Christmas tree” (jump to feet spread apart and arms together overhead).

- Make family time an active time. Participate in a fun run/walk for a charity that your family would like to support. Go see a minor or major league baseball game. Go for a hike in your local forest/nature reserve. Go sledding, ice skating or roller skating. Go to the beach to hunt for seashells. Play dance video games. Play ping-pong, football, or air hockey. Have a volleyball net or beanbag game at your family gatherings. Go for a walk together after dinner. Take line dancing lessons.
- Utilize your local park district and/or special recreation department. Swimming, martial arts, dance, yoga, and gymnastics are excellent for core strength, balance, focus and attention. Choose team sports for strengthening, coordination and social interactions.

Glossary

- Co-contraction:** the action of completely stiffening one part of the body by contracting muscles on both sides of a joint
- Dexterity:** accurate and efficient hand movements for function
- Digital palmer grasp:** a grasp used to hold a pencil or tool, in which the handle is stabilized in the palm, while the thumb, second and third fingers extend to the end; the second stage of grasp development
- Expressive language:** the ability to put thoughts into words and sentences in a way that makes sense and is grammatically accurate
- Fine motor skills:** the small movements of the body that use the small muscles of the fingers, toes, wrists, lips and tongue
- Gross motor skills:** the large movements of the body including rolling, sitting, crawling, standing, walking, running, and jumping
- Hyperextension:** “locking” a joint by over-extending it, using the skeletal stability rather than muscle control
- Hypotonia:** the condition in which muscles don’t have the normal amount of tone, or contraction, so they appear loose or floppy
- Ligamentous laxity:** Ligaments are connective tissue that help support our joints. Ligamentous laxity, which is common in people with low muscle tone, results in increased mobility and possibly decreased stability around the joints
- Muscle power:** the ability to contract a muscle for a quick or explosive movement
- Muscle strength:** the ability to contract a muscle and generate force
- Palmer grasp:** a grasp in which the utensil or pencil is held firmly in the palm by all the fingers and thumb; the first stage of grasp development.
- Pincer grasp:** the thumb and first finger come together to pick up small objects
- Physical activity:** Any activity that gets your body moving and burns calories.
- Pragmatic Language:** This refers to the social language we use in our daily interactions. They include what we say, how we say it, our body language and whether it is appropriate to the situation.

Pronation: When related to fine motor skills, it is the normal resting position of the forearms and hands (palms down). When related to gross motor skills, it is when the foot and/or ankle roll inwards, placing weight on the inside of the foot.

Prone: laying on one's stomach

Quadruped: positioned on one's hands and knees

Rating of perceived exertion: way of measuring physical activity intensity level. Perceived exertion is how hard you feel like your body is working. Even though each person rates their own work level, it is found to be a good estimate of heart rate during exercise.

Receptive language: what we understand and comprehend, such as following directions and understanding a story that was read

Sensory integration: the neurological process that organizes and integrates sensations from the body and the environment in order to make an adaptive response

Speech: the verbal ability to make the sounds that become words, the physical act of talking. Speech consists of articulation (how speech sounds are made), voice (the use of the vocal folds and breathing to support speech) and fluency (the rhythm of speech)

Supination: When related to fine motor skills, it is the rotating of the wrist to turn the forearm and the palm up. When related to gross motor skills, it is the rolling outward of the foot and ankle.

Supine: laying on one's back

Visual motor: refers to activities in which the eyes guide hand movements

Wide base of support: positioning the body part, typically the arms or legs, spread wide apart.

Resource List

Suggested Books:

Activities for Gross Motor Skills Development Early Childhood by Jodene Smith

Gross Motor Skills for Children With Down Syndrome: A Guide for Parents and Professionals Second Edition by Patricia C. Winders

Helping Children with Down Syndrome Communicate Better by Libby Kumin, Ph.D

Down's Upside: A Positive View of Down Syndrome by Eva Snoijink

Stepping Out: Using Games and Activities to Help Your Child with Special Needs by Sarah Newman (ages 3 to 12)

Suggested Websites:

Advantage Speech: www.advantagespeech.com

Speech language pathologist app recommendations, blog and communication development information.

Beyond Basic Play: <https://beyondbasicplay.wordpress.com/>

Blog by a pediatric physical therapist with tips, tricks and more to promote movement.

Exercise for People with Disabilities: <https://www.youtube.com/user/sarahsgreatday/>

YouTube channel of teen with Down Syndrome who does cooking and exercise demonstrations.

The Inspired Treehouse: www.theinspiredtreehouse.com

Blog by pediatric occupational and physical therapists that promote development and wellness.

Mitch Adaptive Fitness: www.mitchfitness.net

Certified inclusive fitness trainer. Contact information is provided for either in-person or phone consultations.

Muve: www.muve.com

Creative movement program that has follow-along videos, games, and a special needs section.

Pinterest Page: www.pinterest.com/literacy-language-for-kids

Fun activities that promote language, communication and literacy.

Starfish Therapies: <http://www.starfishtherapies.com/blog/>

Blog by pediatric therapists with fun activities to promote development.

The Inspired Treehouse: www.theinspiredtreehouse.com

Blog by pediatric occupational and physical therapists that promote development and wellness.

Quizlet: www.quizlet.com

Study tool with customizable quizzes for learning school curriculum.

Suggested DVDs:

Shaun T's Fit Kids Club DVD Workout by Beachbody

Everyday Exercise with Jeff Rogers- a workout DVD including an adult with Down syndrome

Gift List for School Ageds

- Sport equipment- balls, soccer goal, basketball hoop, volleyball net, baseball bases, bat and glove, game table, ping-pong table.
- Kickboards, squirt guns, pool noodle, pool toys
- Bike- trike, balance bike, two-wheeled or with training wheels
- 2 wheeled scooter (rides standing up)
- Mini trampoline
- Yard games- bean bag toss game, ladder ball, sprinkler, slip-n-slide
- Hiking backpack
- Sled, ice skates, mini hockey set
- Roller skates
- Video games that require active participation- sports or dance games
- Yoga Pretzel Cards
- Board games for young children ages 5 to 12

About the Authors

GiGi's Playhouse thanks our amazing team of therapeutic experts!

Lyndsey Menning is a physical therapist working in the Northwest Suburbs of Chicago. She completed her undergraduate degree in kinesiology and exercise physiology at the University of Wisconsin and her Masters degree in physical therapy at the University of North Carolina at Chapel Hill. She has spent the last 13 years working in Early Intervention and private practice. She specializes in treating the birth to age eight population, serving children with a wide range of developmental delays and disabilities, including many children with Down syndrome. She enjoys bringing her clinical expertise into the home setting to make it accessible and practical for families in the early years of their child's development.

Chris Newlon has served on the Board of Managers for GiGi's Playhouse McHenry County for the past 6 years in a variety of roles. She is also a public speaker and outreach specialist for the National Association for Down Syndrome, with a focus in schools and hospitals. Chris worked in Adolescent Psychiatry and with people with Eating Disorders as a licensed OT in Ohio and Illinois. She is the mother of five children, ages 12 to 28, the youngest of whom has Down syndrome.

Lora White is a pediatric speech and language pathologist in private practice in the northwest suburbs of Illinois. She has spent the last 35 years working with children with developmental disabilities and their families. Lora has extensive training in oral motor/ feeding issues and the communication development of children. Her practice consists of many children with Down syndrome.

Kenzi Huelskoetter has her Type 03 Teaching License and has spent all of her career in educational and recreational program management.

Daniell Bargstadt is the National Programs Manager at GiGi's Playhouse. She conducts research and development to grow our programs, enhances program materials, and provides training, support and guidance to program staff and volunteers. Daniell has been with GiGi's for over 12 years, as a founder, a board President, a local program coordinator, and now a member of the national staff. On the personal side, she's the mother of 5 children, the youngest of which is Olivia, a teenager with Down syndrome shown at left. You can reach Daniell at dbargstadt@gigisplayhouse.org, or by submitting a Zen Desk ticket in the category of Programs. Daniell is honored to have worked so closely with our team of experts to complete this project!

Bibliography

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Brian Chicoine & Dennis McGuire

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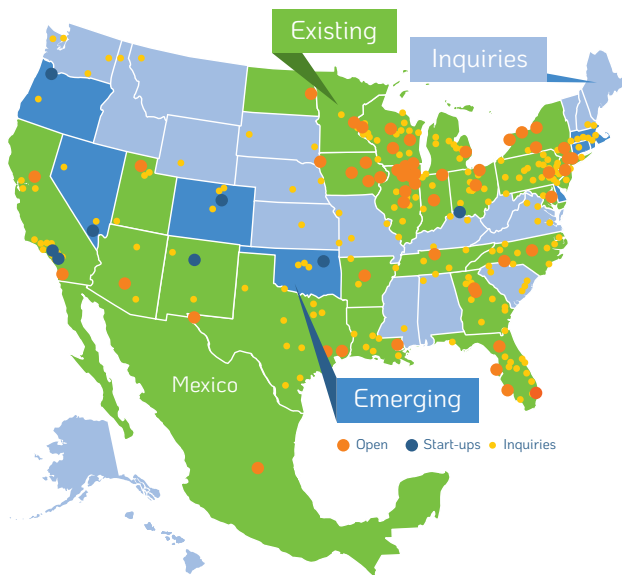
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Disclaimer: Please note that the activities and exercises within this book should not replace therapeutic intervention. It is best to consult your therapist or speech and language pathologist who is trained to individualize to the needs of your child. Their guidance will be important for successful development.



Down Syndrome Achievement Centers
educate. inspire. believe.

Locations across North America, including Mexico, and still growing!

Check our website for a location near you!

gigisplayhouse.org

