

DOWN SYNDROME IN INSTITUTIONS: COMPREHENSIVE SUPPORT

For educational teams and professionals supporting individuals with Down syndrome in ESAT, life homes, IME, or SESSAD

Understanding specificities, adapting practices, and promoting daily autonomy

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| Duration : 2 days (14 hours) | Modules : 8 modules |
| Lessons : 27 lessons | Audience : Educational teams and support professionals |
| Format : 100% online, asynchronous | Provider : N° 11757351875 |
| Certification : Qualiopi | Price : On request |

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Course description

This training offers an in-depth understanding of the motor, cognitive, and emotional specificities related to Down syndrome, and provides concrete tools to adapt your support in daily life. You will discover why simple gestures require more effort, how to facilitate communication, and how to create an environment conducive to autonomy. Through practical strategies directly applicable in institutions, you will learn to use routines and visual supports, to support emotional management, to promote socialization and inclusion, and to manage challenging behaviors. You will also adapt your approach to supporting adults, respecting their dignity and self-determination.

Module summary

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| MODULE 1 | Understanding Development and Its Specificities | 4 lessons |
| MODULE 2 | Develop Communication | 4 lessons |
| MODULE 3 | Promoting Autonomy: Routines and Visual Tools | 3 lessons |
| MODULE 4 | Supporting Emotion Management | 3 lessons |
| MODULE 5 | Promoting Socialization and Inclusion | 3 lessons |
| MODULE 6 | Managing Difficult Behaviors | 3 lessons |
| MODULE 7 | Adapting Support to Adulthood | 3 lessons |
| MODULE 8 | DYNSEO Applications to Support a Person with Down Syndrome | 2 lessons |

Learning objectives

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- Understand motor specificities: hypotonia, hyperlaxity, impact on balance and fatigue
- Identify cognitive particularities: processing time, working memory, visual strengths
- Recognize communication specificities and create facilitating environments
- Use routines and visual supports as levers for autonomy
- Support emotional management through prevention and intervention strategies
- Teach social skills and promote inclusion in the community
- Understand and prevent challenging behaviors through functional analysis
- Adapt support to adulthood respecting dignity and self-determination
- Work collaboratively in multidisciplinary teams and with families
- Discover cognitive stimulation tools: COCO THINKS, COCO MOVES, and JOE applications

General information

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| Duration | 2 days (14 hours) divided into 8 progressive modules |
| Target Audience | Educational teams and professionals supporting individuals with Down syndrome in ESAT, life homes, IME, or SESSAD |
| Prerequisites | None, training accessible to all adults |
| Price | 630 € including VAT – Quote available – VAT not applicable (Article 261-4-4° of CGI) |
| Certification | Qualiopi – Certificate of completion |
| Training Organization | DYNSEO – Activity declaration number: 11757351875 |

Lesson 1 - Motor Particularities - Hypotonia and Hyperlaxity

- Hypotonia: decreased muscle tone requiring more effort for movement
- Hyperlaxity: excessive joint flexibility affecting stability
- Interaction between hypotonia and hyperlaxity explaining motor difficulties
- Professional adaptations: frequent breaks, ergonomic adjustments, adapted pace
- Understanding these are constitutional features, not laziness or neglect

Lesson 2 - The Impact on Balance, Posture, and Movement

- Balance requiring more conscious effort and concentration
- Posture maintenance demanding constant energy, leading to fatigue
- Movement characteristics: wider gait, turned feet, marked swaying as compensations
- Environmental adaptations: safe spaces, realistic travel times, technical aids
- Recognizing adaptive behaviors as intelligent strategies, not flaws

Lesson 3 - Cognitive Particularities and Their Impact on Daily Life

- Information processing: longer time needed to perceive, analyze, and respond
- Working memory limitations: give one instruction at a time with visual supports
- Abstract thinking difficulties: use concrete, specific, observable instructions
- Long-term memory strength: leverage routines for automation
- Visual comprehension superior to auditory: favor demonstrations and pictograms

Lesson 4 - Why Everyday Gestures Require More Effort

- Each gesture requires both motor and cognitive planning simultaneously
- Increased muscle effort due to hypotonia: like working with weights
- Coordination and fine motor skills demanding considerable concentration
- Cumulative fatigue throughout the day affecting performance and behavior
- Practical implications: regular breaks, task breakdown, adapted tools, celebrating achievements

Lesson 1 - Understanding the Specificities of Communication

- Oro-facial hypotonia affecting speech production and articulation
- Language development at different rhythm but rich inner life present
- Non-verbal expressiveness: a developed strength to read and value
- Understanding far exceeds expression: never underestimate comprehension
- Social motivation: strong desire to connect as a driving learning force

Lesson 2 - Signs of Frustration Related to Communication

- Outbursts often result from accumulated communicative frustration
- Withdrawal and silence indicating deep discouragement and resignation
- Disproportionate emotional reactions expressing unexpressed frustrations
- Difficult behaviors as attempts to communicate unmet needs
- Fundamental shift: read behavior as communication, respond to the message

Lesson 3 - Creating an Environment that Facilitates Communication

- Visual supports: pictograms, real photos, organized thematic boards
- Gestures and signs systematically associated with spoken words
- Short sentences (3-6 words), one instruction at a time, positive formulations
- Multimodality: combine words, gestures, demonstrations, and visual aids
- Visual supports enhance understanding, do not delay oral language

Lesson 4 - Supporting Daily Communication

- Language bath: immerse in word-rich environment, comment on actions
- Rephrasing instead of correction: model correct form without discouraging
- Expansion: enrich short phrases by adding elements and structure
- Patient waiting: give time, don't complete systematically, offer options
- Celebrate every communication effort, even imperfect attempts

Lesson 1 - The Fundamental Role of Routines

- Routines: repeated sequences providing reassuring predictability
- Predictability reduces anxiety and frees cognitive energy for tasks
- Repetition leverages long-term memory strength for automation
- Feeling of control and competence through anticipation and participation
- Backward chaining: assist all steps except the last, gradually backtrack

Lesson 2 - Creating and Using Visual Aids

- Visual sequences: step-by-step images showing how to perform activities
- Effective sequences: precise steps, actual photos, numbered, placed at activity location
- Visual schedules: show daily progression, prepare transitions, support waiting
- Binary choices: two options presented visually to facilitate decision-making
- Respect choices made; never offer false choices that erode trust

Lesson 3 - Managing Transitions and Changes

- Transitions as friction points: never interrupt abruptly without preparation
- Progressive announcements: 10 minutes, 5 minutes, 2 minutes, time's up
- Visual temporal supports: timers, hourglasses making time concrete
- Transition rituals: symbolic actions marking passage between moments
- Unexpected changes: notify if possible, explain, acknowledge difficulty, reassure

Lesson 1 - Understanding Emotional Experience

- Emotions felt with full intensity, entire emotional spectrum present
- Three challenges: identifying, verbalizing, and regulating emotions
- Communication difficulties trap emotions, increasing internal pressure
- Cognitive overload reducing regulation capacity, especially when tired
- Predictable triggers: changes, communication difficulties, fatigue, sensory overload, social stress

Lesson 2 - Prevention Strategies

- Environment: reduce noise, create calming retreat spaces with sensory objects
- Predictability through routines and visual supports reduces anxiety
- Emotion thermometer: visual scale for recognizing and communicating tension levels
- Choices wheel: different regulation strategies to select from before overflow
- Sensory techniques and breathing taught outside crisis moments

Lesson 3 - Intervening During an Emotional Overflow

- Safety first: secure space, remove dangerous objects, protect everyone
- Your calm state influences situation: breathe, lower voice, relax posture
- Reduce environmental stimuli: remove onlookers, dim lights, turn off noise
- Minimal communication: simple words, calm tone, very short sentences
- Accompany crisis rather than forcing stop; debrief later once fully recovered

Lesson 1 - Understanding Social Particularities

- Natural sociability and authentic human warmth as considerable strengths
- Social naivety: difficulty decoding implicit codes and reading intentions
- Frequent misunderstandings: tactile tendency, literal interpretation, different interaction pace
- Concrete risks: mockery, isolation, passive imitation of inappropriate behaviors
- Dual role: encourage relational skills while teaching self-protection and refusal

Lesson 2 - Teaching Social Skills

- Explicit teaching: waiting turns, greeting, asking, refusing with simple direct phrases
- Refusing: most important skill for protection, practiced through role-playing
- Understanding others' emotions: visual supports, commenting on observed emotions, linking situations

- Role-playing: safe experimentation without real-world consequences
- Cooperation: creating situations requiring teamwork, teaching sharing and mutual support

Lesson 3 - Creating an Inclusive Environment and Opportunities for Interaction

- Encourage interactions: conviviality moments, collective activities, group projects
- Attention to group dynamics: identify exclusion, intervene educationally, model respect
- Adapted board games: simple rules, visual supports, cooperative games
- Prepare new social situations: explain, show photos, prepare behaviors and phrases
- Community inclusion: support access to shops, leisure, culture, building specific skills

MODULE 6

Managing Difficult Behaviors

3 lessons

Lesson 1 - Understanding the Origin of Behaviors

- Behavior is communication: person expressing needs through actions
- Possible messages: don't understand, too difficult, need help, exhausted, in pain, scared, frustrated
- Common causes: limited communication, fatigue, misunderstanding, transitions, sensory overload, social conflicts
- Become behavior detective: observe patterns, time, context, people, events
- Shift perspective: address cause rather than symptom

Lesson 2 - Prevention Strategies

- Structure environment: clear spaces, limited stimuli, accessible materials
- Clear routines with visual supports providing reassuring predictability
- Adapt communication: short instructions, positive formulations, visual aids, processing time
- Alternative communication means: pictograms, needs cards for expressing before frustration
- Consistently reinforce positive behaviors; adapt expectations to daily reality

Lesson 3 - Intervening During Challenging Behavior

- Refusal: avoid power struggles, stay calm, offer limited choice, firm on goal but flexible on means
- Agitation: ensure safety, channel energy, offer calming sensory activity, reduce stimuli
- Screaming: never shout back, use calm low voice, validate emotion, redirect to alternative expression
- Aggression: absolute safety priority, maintain distance, call backup if necessary, physical intervention only as last resort
- After behavior: wait for calm, simple verbalization, reassure relationship, resume normal activity; debrief later

MODULE 7

Adapting Support to Adulthood

3 lessons

Lesson 1 - The Specificities of Supporting Adults

- Respect dignity and self-determination: adults make choices, express preferences, refuse
- Avoid infantilization: appropriate tone, age-suitable activities, respect privacy and emotional life
- Skills continue developing: brain capable of learning throughout life
- Early aging possible from 40-50 years: vigilance for changes without anticipating difficulties
- Mental health: depression, anxiety identified through behavior changes, withdrawal, irritability

Lesson 2 - Supporting the Autonomy and Social Participation of Adults

- In ESAT: balance production demands with well-being, adapt positions, value contributions, professional training
- In homes: autonomy in daily activities, extra time as investment, regularly assess learning potential
- Affective and relational life: integral part of adulthood, support without judging or forbidding
- Relational skills and risk prevention through dialogue and education
- Inclusion in society: support towards ordinary social life, necessary skills, partnerships with local actors

Lesson 3 - Working in Teams and with Families

- Multidisciplinary teamwork: share observations, adjust collaboratively, ensure practice consistency
- Personalized project: central coordination tool developed with person's involvement
- Families as partners: irreplaceable expertise, regular dialogue, person remains at center
- Consistency between environments: same tools and strategies across work, home, family
- Self-care and team care: recognize fatigue, talk about difficulties, support each other professionally

MODULE 8

DYNSEO Applications to Support a Person with Down Syndrome

2 lessons

Lesson 1 - COCO THINKS and COCO MOVES

- Application for children 5-10 years: 30+ educational games and sports breaks
- Games covering memory, logic, language, math, attention with adaptive difficulty levels
- Mandatory sports break every 15 minutes: screen locks, suggested movements breaking sedentary behavior
- Inclusive design with health professionals for children with special needs
- Two-player mode: shared screen for learning, focusing, and moving together

Lesson 2 - JOE, Your Brain Coach

- Cognitive stimulation program: 30+ varied games for memory, attention, perception, language, planning
- Works on skills essential for daily independence and autonomy
- Playful approach: progressive challenges tailored to each user's level maintaining engagement
- Flexible difficulty, safe training space, performance tracking boosting self-confidence
- Integration into comprehensive support system complementing daily life learning and routines

Teaching methods

- 100% online training, accessible from computer or tablet
- Progress at your own pace, whenever you wish, without time constraints
- 2 days (14 hours) divided into 8 progressive modules
- Concrete tools: customizable visual sequences, schedules, needs cards, pictograms, emotion thermometer, regulation choice wheel, behavior analysis grids, progress tracking journal
- Bonus: Discovery of COCO THINKS, COCO MOVES (children 5-10 years) and JOE brain coach (teenagers and adults) applications
- Certificate of completion provided upon training completion
- Qualiopi certified training organization