

ABSTRACT FORM

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- Title of paper : The Effect of Visual Aid and Games on Reading Performance of Down Syndrome Children
Key Word(s) : Down Syndrome, Mentally Retarded, Reading performance, Visual Aid, Games
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Children with Down syndrome might demonstrate slow progress in reading. In fact, some of the children might be able to read but did not understand the concept of reading. They might not remember what they had read, especially when the reading method gave emphasis to alphabet memorization and spelling. However, Down Syndrome children might learn to read better using visual stimuli to compensate their fewer memory channels (Oelwein, 1995). They also learned best using a hands on approach with activities that are meaningful to them (Dunaway, 2005).

A specific reading program then was designed to help the children acquiring better reading performance. This program was intended to modify the previous reading program that emphasized on spelling method. It employed the playful approach including the use visual aid, such as specially designed pictorial books and cards, and games such as matching cards, word play, role-play and sports. The subjects of the program were three Down Syndrome children within age range of 8-10 years olds, and IQ range between 50-65.

The intervention process of this program, and its varied effects on children reading performance (including matching, selecting and naming) will be explained. The obstacles and suggestions will be further discussed.