

“USING PICTURE COMMUNICATION SYMBOLS (PCS) FOR TEACHING TO READ AND WRITE CHILDREN WITH DOWN’S SYNDROME”

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ABSTRACT

The main aim of this study was to assess the impact of the PCS- method (Picture Communication Symbols) on the ability to learn, to read, to write in children with down’s syndrome and to document the development of writing levels. For this purpose 24 colombian school children with down’s syndrome from the region boyacá (central colombia) were divided in two groups of 12 children each in separate classes: the pcs- intervention group and the control group. The study period was ten months. The children were tested on level of cognitive and communication development before and after the program. Both groups received the same school program; the only difference between intervention and control group was the use of the pcs-system. The central hypothesis of this study was that the intervention group would show much better and statistically significant results in language development after ten months compared with children of the control group. The results indicated that the children of the intervention group showed indeed better results in most dimensions of language development and significantly results. The use of the pcs- system facilitated children to read and write at much higher levels.

KEYWORDS: Children, Down Syndrome, Reading, Writing, Learning