



METADATA

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Abstract

This book will enable general education teachers, special educators, specialist scientists and therapists, parents/guardians, carers and social partners to more effectively address the special needs of people with intellectual disabilities. In particular, it focuses on describing the developmental course of the social, emotional and communicative characteristics of people with intellectual disabilities and especially of people with Down syndrome. Extensively demonstrates appropriate social skills and targeted intervention strategies in an inclusive educational field. Emphasizes the necessary adaptations to the curriculum through evidence based practices in support of positive social behavior. The

present issues are important and we believe that the present work comes to fill a gap in the field of studying the social development of children with intellectual disabilities and Down syndrome in general education. Adaptive and social skills seem to help people with intellectual disabilities to interact appropriately in their familiar environment and to generalize their social skills in new environments. During adolescence, interactions and close, quality friendships between peers become increasingly important for personal and social well-being. The role of the family in the successful inclusion of the child with intellectual disability and Down syndrome in the general school is also crucial.

