Abstract
Many studies have showed the impact that aloud reading has on the development of the communicative competence. In this work, reading as a strategy of didactic and psychological intervention, as well as of children's educational and social integration with educational special PNEEds, is analyzed. For that purpose, a project of aloud reading was carried out with maternal children of a multiple attention center. The information that appears in this work corresponds to a 37 months aged girl suffering from Down syndrome. The results show an important progress in the production of symbolic game, communicative gestures, and oral emissions.

Keywords
Communicative competence, Aloud reading, Educational integration.