



Keep Calm and Presume Competence



featuring
Dr. Cheryl Jorgenson
and Family Matters
presented by
Heart of Illinois
Down Syndrome Association

Join us Friday, Sept. 23

8:30 AM to 3:30 PM

(registration & sign-in from 7:50 to 8:30 AM)

Light breakfast and complete lunch included

**at the Embassy Suites &
Conference Center in East Peoria, IL**

REGISTER at www.hoidsa.org

**Administrators and students
attend for FREE**

(more detail in the brochure)

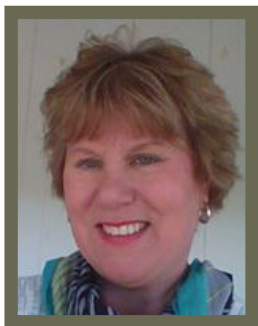
The Least Dangerous Assumption is to Presume All Students' Competence!

When students with Down syndrome or other disabilities have difficulty communicating they are often assumed to have an intellectual disability.

Dr. Jorgensen will present an argument for presuming all students' competence to learn academics in an inclusive general education classroom, communicate about age-appropriate academic and social topics, make and sustain reciprocal social relationships, and go on to post-secondary education and life in the community.

She'll challenge our assumptions about intelligence, inclusion, and communicative competence and ask us to adopt new assumptions that will promote a high quality educational experience and rich quality of life.





Cheryl M. Jorgensen is an inclusive education consultant in private practice, after being a project director with the Institute on Disability at the University of New Hampshire, and assistant research professor in UNH's Education Department from 1985

until 2011. During her tenure with the IOD, she was the director or coordinator of state and federally funded research, personnel preparation, model demonstration, alternate assessment, and in-service training grants totaling over \$12 million. She was a co-founder of the National Center on Inclusive Education and collaborates with the U.S. Dept. of Education's SWIFT Project.

As part of the Vermont I-Team and in her private consultant role Dr. Jorgensen works with parents, teachers, and administrators to increase their commitment to and capacity for including students with complex support needs in general education classes and to implement and sustain broad-based inclusive school reform.

Dr. Jorgensen has authored several books (including *The Inclusion Facilitator's Guide* and *The Beyond Access Model*) and research articles; presents at state, national, and international conferences; and provides student specific consultation throughout the U.S. She recently authored a manual for the National Education Association on teaching students with autism in general education classrooms. Her next book *Inclusion is More Than Just Being 'In': A Step by Step Approach for Students with Autism, Down Syndrome, and Other Complex Support Needs* will be published in the fall of 2016.

In 2008, Dr. Jorgensen received an award from the National Down Syndrome Congress for her contributions to inclusive education research.



Instructional Adaptations and Apps that Promote Inclusion

Students with Down syndrome and other intensive support needs sometimes need individualized supports that enable them to fully participate in general instruction and learning of general education content. This breakout session will describe resources for adapted informational and literary text, a process for creating adapted books from scratch, and many apps or technology tools in the areas of reading, writing, speaking, organizing, and presenting work. Most are free or low cost and can benefit other students.

Inclusion is More Than Just Being “In:” A Team Planning Process for Full Participation and Learning of General Education Academics in the General Education Classroom

When students with Down syndrome or other disabilities are physically present in a general education classroom but off the side being taught by a paraprofessional, they miss valuable opportunities to learn the essentials of the general education curriculum. This breakout will describe a team planning process that promotes full participation.

Problem Solving 101

Participants in this session will be able to identify the difference between positions and interests when conflicts arise, will learn how to focus on interests to develop new solutions to conflicting viewpoints, how to use data to illustrate their concerns, how to use parent rights as strategies for making requests and obtaining justification for decisions, and will learn the procedural safeguards for conflict resolution.

How to Effectively Participate in an IEP Meeting

Gain an understanding of parent rights during the process of developing an Individual Education Program for their children, develop some strategies for addressing the barriers to effective parental participation in the IEP meeting, learn how to share their knowledge and expertise about their children's abilities, identify the appropriate IEP team members, and how to work collaboratively to develop the program.

Register at www.hoidsa.org

Date, Time, & Place:

Friday, Sept. 23, 2016

8:00 AM to 3:30 PM

Embassy Suites & Conference Center
in East Peoria, IL

Online registration deadline:

Tuesday, Sept. 20, 2016

Conference fee: \$50.00

Free to administrators and students

Extra school benefit:

Substitute reimbursement of \$85 per
certified teacher, up to three per school!

**Professional Development credit
provided with full attendance**

Contact:

Heart of Illinois

Down Syndrome Association

phone: (309) 712-4852

email: info@hoidsa.org

web: <http://hoidsa.org>



I presume competence



*For more information about our
Down syndrome group, visit
www.hoidsa.org.*