



NATIONAL
DOWN SYNDROME
CONGRESS



2022 EDUCATORS CONFERENCE

THURSDAY, JUNE 23 | 8:15 AM – 3:30 PM
HYATT REGENCY HOTEL | NEW ORLEANS, LA
\$150 REGISTRATION INCLUDES ALL MATERIALS,
LUNCH, AND CERTIFICATE FOR CEU
SUBMISSION

Join the National Down Syndrome Congress for a one-day conference designed for educators working to enhance outcomes for their students with Down syndrome, autism, and intellectual and developmental disabilities.

Practical in nature, this conference will engage participants in identifying and implementing strategies applicable to K-12 classrooms. Discussions will provide:

- **Strategies to enhance instruction through effective reading interventions**
- **Differentiated and universally designed curriculum**
- **Practical behavioral practices**
- **Technology solutions**

Attendees will leave equipped with ideas, tips, strategies, tools, and solutions that they can implement in the classroom.

The Educators Conference is held
in conjunction with
NDSC's 50th Annual Convention

June 23-26th, 2022
Hyatt Regency Hotel
601 Loyola Ave.
New Orleans, Louisiana 70113



[REGISTER FOR THE EDUCATORS CONFERENCE NOW](#)



EDUCATORS CONFERENCE SCHEDULE

7:45 AM - 8:15 AM REGISTRATION	12:00 PM - 1:00 PM LUNCH
8:15 AM - 8:45 AM WELCOME	1:00 PM - 1:55 PM SESSION 4
8:55 AM - 9:50 AM SESSION 1	2:05 PM - 3:00 PM SESSION 5
10:00 AM - 10:55 AM SESSION 2	3:00 PM - 3:30 PM WRAP UP
11:05 AM - 12 PM SESSION 3	

SESSIONS & PRESENTERS

WELCOME

The Director for the Office of Special Education Programs (OSEP), Office of Special Education and Rehabilitative Services for the US Department of Education will welcome EdCon participants and kick off the Day long EdCon event. Director Williams will highlight a number of OSEP Technical Assistance initiatives including specific deliverables that have been developed to further empower educators and family members in their efforts to meet the needs of all individuals with disabilities, particularly those with Down syndrome. Participants will better understand current and future federal initiatives that continue to focus on ways to support the growth and development of all individuals to ensure they have meaningful access to learning across the preK-12 learning environment.



VALERIE WILLIAMS

Valerie C. Williams serves as the director in the Office of Special Education Programs (OSEP) within the Office of Special Education and Rehabilitative Services at the U.S. Department of Education. In this role, she is responsible for overseeing administration of the Individuals with Disabilities Education Act (IDEA), which authorizes formula grants to states under IDEA Part B and to lead agencies for the infants and families program under IDEA Part C. IDEA also authorizes discretionary grants under IDEA Part D to institutions of higher education and other non-profit organizations to support grants for state personnel development, technical assistance and dissemination, technology, and parent training and information centers. Williams was born in White Sands, New Mexico, and raised in Prince George's County, Maryland. She holds a Bachelor of Arts in Political Economy of Industrial Societies from the University of California at Berkeley and a Master of Arts in Public Management from Johns Hopkins University. She has a unique perspective, having worked with members of Congress and staff on Capitol Hill, with advocacy organizations, supporting state special education leaders, and most importantly, being the parent of a son with Down syndrome.

EFFECTIVE READING INSTRUCTION | SESSION 1

This session will provide participants with an overview of evidence-based strategies, resources, and activities for effective reading instruction for students with Down syndrome and other developmental disabilities, with a focus on decoding and comprehension. Attendees will receive electronic access to instructional guides and an extensive video demonstration library.



DANA HALLE, J.D.

Dana is the developer of The Learning Program and LP Online, educational platforms that focus on improving academic outcomes for learners with Down syndrome in the areas of literacy and math. She currently trains and supports hundreds of teachers, parents, and students with Down syndrome across the nation and around the world. Dana also provides weekly direct instruction on literacy and math to students through DSF's Learning Center in Irvine, California. For more information, please visit www.dsfc.org. Dana has a B.A. in Public Policy Analysis and Psychology and earned her J.D. from the University of California, Hastings School of Law. She practiced law as a business litigator for ten years but the birth of her son, Nick, who has Down syndrome directed her energies towards developing programs to improve education for learners with Down syndrome through direct service to parents, teachers, and students.

CLASSROOM BEHAVIOR: PREVENT, TREAT AND REPEAT... | SESSION 2

This session will focus on evidence-based classroom management strategies for educators when those pesky behavioral challenges interfere with educating all students in their classrooms. Problem behavior can be beyond frustrating not only for educators, but for students and families as well. This session will discuss ways to prevent problem behavior; how to set students up for success in the classroom; and ways to address problems behaviors should they occur in order to get students back to learning. This session will also equip attendees with the tools needed to support both general and special education students in the classroom, resulting in more learning, better classroom behavior, and a happier classroom family.



STACY TAYLOR, ED.D., BCBA-D

Stacy received her BA in psychology from Rollins College, her MA in Education at the University of Central Florida and her Doctorate in Special Education at Nova Southeastern University. She is a Board Certified Behavior Analyst. For over 20 years, she has worked as an early interventionist, educator, and behavior analyst. She owns and operates an Applied Behavior Analysis program, Advance Behavior & Learning, and a fully inclusive 21st century private school, Advance Learning Academy, in Central Florida. In addition to providing 1:1 treatment, she also provides training and consultation to parents, professionals, and agencies across the country. She speaks at conferences, presenting on early intervention, education, and behavioral treatment. Dr. Taylor has served as a member and chair on the board of directors for the Down Syndrome Association of Central Florida. She has taught many college level courses on inclusion, child development, and behavior and provides internship and a practicum site for students starting in the field. She is married with 4 children who have taught her many things about learning and behavior along the way!

INCLUSIVE TIPS, TOOLS, & STRATEGIES FOR EACH AND EVERY STUDENT | SESSION 3

This interactive session will feature easy to use strategies, tips, and tools developed to facilitate the inclusion of students with Intellectual Disability into the general education classroom. Participants will be introduced to the TIES Center (see <https://tiescenter.org/>) which is the national technical assistance center focused on inclusive practices and policies. TIES works with states, districts, schools, and educators and families to support the movement of students with significant cognitive disabilities, including those with Down syndrome, from less inclusive to more inclusive environments. Together, attendees will explore TIES resources and solutions that seek to enhance instructional effectiveness, engagement within the general education curriculum and with peers, and overall systems that support inclusive practices for ALL students in an appropriate learning environment. Participants will leave with ideas, tips, tools, and strategies to immediately apply in their classrooms to support each and every student.



MARTHA THURLOW , PH.D.

Martha is Senior Research Associate at the National Center on Educational Outcomes and the TIES Center at the University of Minnesota. During her 50-year career, Dr. Thurlow's work has emphasized the need to ensure accessible curricula and assessments for students with disabilities, English learners, and English learners with disabilities, with the ultimate goal being to enable these students to leave school ready for success in college or a career. She has worked toward this end by addressing the implications of U.S. education policy for these students, striving to improve inclusion and access to appropriate assessments for all students, and collaborating with others on standards-based educational systems and inclusion for these students. Dr. Thurlow has a long history of contributing to the professional literature through peer reviewed journal articles and chapters, as well as through numerous publicly available reports.



JENNIFER SOMMERNESS, ED.S.

Jennifer is a Researcher with the TIES Center and National Center on Educational Outcomes. In this position, she develops resources and provides guidance and technical assistance at the state, district, and school levels to improve inclusion and engagement of students with significant cognitive disabilities within general education classrooms and activities. She supports the development of knowledge, skills, confidence, and collaboration of educators and families to support inclusive education systems through the application of evidence-based practices. Prior to joining the TIES Center, she began her education career as a teacher of students with significant cognitive disabilities and has been an independent educational consultant, with an emphasis on practice-level professional development, and access and engagement of the general education curriculum for students with the most extensive support needs. She holds an Ed.S. in Educational Administration from the University of Minnesota.

UTILIZING PEER-MEDIATED INTERVENTIONS ACROSS SCHOOL SETTINGS | SESSION 4

Peers are a readily available, yet often underutilized, resource in schools. Peer-mediated interventions can provide support to students with disabilities in many different domains, including communication, social interaction, and academics. This support can take place across many different school settings, such as the general education classroom, cafeteria, hallway, playground, and even virtual spaces. In this session, educators will explore the utility of peer-mediated interventions, review the steps to implementation, and design a plan for their students, class, or school.



JULIE RILEY, M.ED., BCBA, LBA

Julie has spent the last 20 years working to improve the lives of individuals with disabilities. She is currently the Director of K-12 Initiatives at LSUHSC Human Development Center (HDC), which is Louisiana's University Center for Excellence in Developmental Disabilities. At HDC, Julie is the Director of the Louisiana Autism Spectrum and Related Disabilities (LASARD) Project, which provides training and coaching to educators of students with disabilities across Louisiana. Prior to working with HDC, Julie was the Associate Director of the Florida State University Center for Autism and Related Disabilities and a Clinical Research Diagnostician for the FIRST WORDS Project. Julie has also worked in schools as a behavior specialist, special education teacher, and school counselor. Julie is a Board Certified Behavior Analyst (BCBA) and Licensed Behavior Analyst in Louisiana. Julie's professional interests include supporting teachers, promoting inclusive practices, increasing social interaction, and solving challenging behavior issues.

TECHNOLOGY INNOVATIONS FOR MEANINGFUL INCLUSION | SESSION 5

Inclusion of individuals with Down syndrome is a continued challenge, particularly in our K-12 classrooms. This interactive session will explore, model, discuss, and share steps for implementation on innovative tools/solutions that foster inclusion. Together, we will explore ways to use many of the technology innovations that have exploded over the past few years. Innovations that can radically support, foster, and alter the ways we can facilitate meaningful inclusion for individuals with Down syndrome and further support family members and educators working to improve these learning outcomes.



SEAN SMITH, PH.D.

Sean is a professor in the Department of Special Education at the University of Kansas where his focus is technology innovations to support and foster learning for ALL students, particularly those with disabilities. Working with educators, families, and other stakeholders, Sean focuses on the framework of Universal Design for Learning (UDL) to facilitate understanding and application. Sean has authored over 100 books and articles, regularly presents across the country, and serves as the Principal Investigator on a number of federally funded projects. His most recent focus has been on virtual reality for social-emotional learning. Sean's work has been significantly influenced by his four children, one who has Down syndrome.

WRAP UP & DISTRIBUTION OF CERTIFICATES

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Down Syndrome Achievement Centers
educate. inspire. believe.

Each year the NDSC Educators Conference is held in conjunction with the NDSC Annual Convention, the largest single gathering and support concerning all aspects of life for individuals with Down syndrome. The purpose of the NDSC is to promote the interests of people with Down syndrome and their families through advocacy, public awareness, and information. Fifty years ago, the founders of the National Down Syndrome Congress set out to reshape the way people understand and experience Down syndrome and create a world that provides equal rights and opportunities. What we did was **create a better world**.

To learn more about the NDSC visit ndscenter.org

EDUCATE. ADVOCATE. EMPOWER. INSPIRE.