

ds schoolpress

DSAGC Seeks Nominations for 2010 Education Award

Each year the DSAGC recognizes a school in the Greater Cincinnati area who provides a model for inclusive educational practices. We are currently accepting nominations for this distinction. What does an inclusive school look like? Please visit our website to review the "Is Your School Inclusive" Checklist. This list will provide some characteristics of an inclusive program.

The DSAGC is very committed to recognizing successful schools and programs. To nominate a school, simply submit a brief paragraph explaining the reason for the nomination and send to sally@dsagc.com. The deadline is Monday, November 8. This award is open to all schools from pre-school through high school.



The nominated schools will receive a visit and observation from members of our Educational Advisory Board. The winner will be recognized at our Annual Holiday party on December 5.

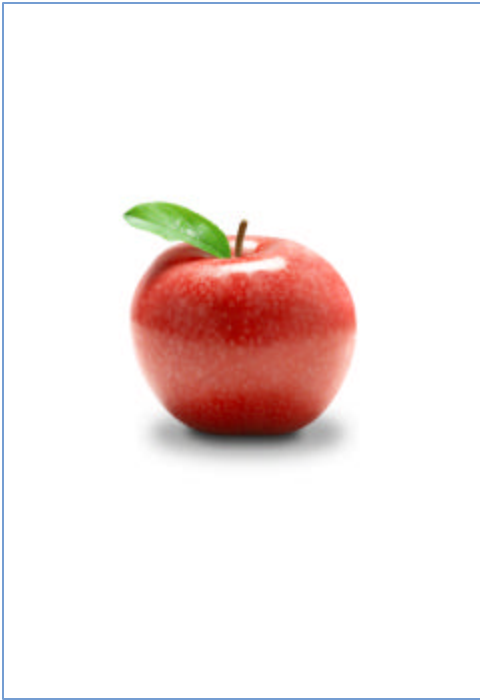
Please contact Sally if you have any questions. At sally@dsagc.com or 513-761-5400.

DSAGC Parent Mentors

The first graduating class of trained parent mentors is ready to begin assisting parents with educational concerns. These mentors are available to provide advocacy and a listening ear. They have completed several hours of training on topics including IEP support and advocacy.

**For more information
contact**

Molly@dsagc.com



THANK YOU TO PARTICIPATING SCHOOL DISTRICTS

At the end of last school year, we surveyed area school districts to determine the actual number of students in our area with Down syndrome. As we begin to gather information to begin our Strategic Planning process for the next several years, we are interested in determining not only the number of students in our area but also how we can best meet their needs.

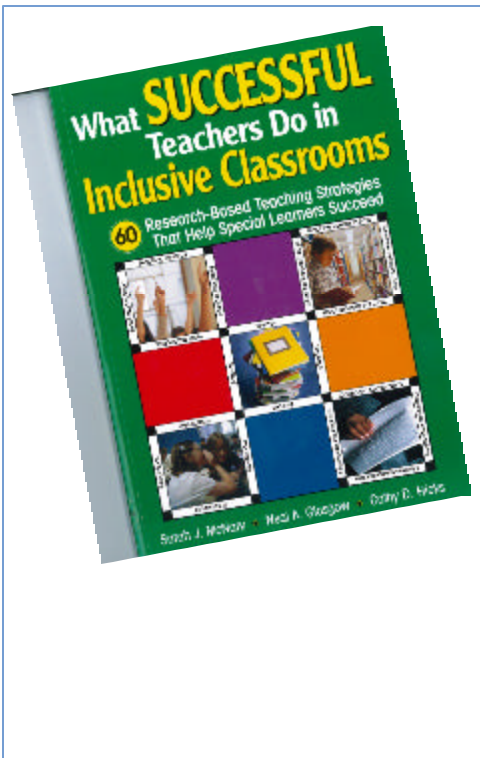
Twenty-eight districts responded to this anonymous request and a random drawing was held to thank the districts who participated. We are pleased to announce that the

***Director of Special Services for the
Mt. Healthy School District***

has won a free dinner at the Olive Garden!

Thank you to all of the districts who participated.

We appreciate your assistance.



NEW BOOK ON INCLUSIVE EDUCATION AVAILABLE FOR LOAN

Please visit our website http://www.dsagc.com/resources_library.asp to select items such as this new edition to borrow. Check out the Teaching Strategies category for many great resources. Books may be loaned for 1 month and returned in a supplied envelope. Very easy! If you know of a title to recommend, please contact us.

What Successful Teacher Do in Inclusive Classrooms, contains 60 research based teaching strategies, such as,

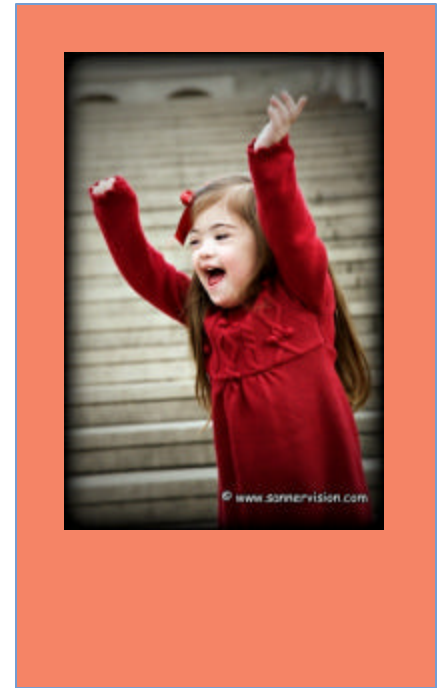
Ensure that the accommodations a student needs to benefit from instruction as the same accommodations that are used during assessment.

TEACHER TIP

For first grade students. I have them do a cheer for their word wall words. They stand with arms at side when calling out each regular letter such as a, c, s.; raise their arms for tall letters such as l, b, t, and squat down for letters that go below the line such as y, p, etc. They say a cheer by spelling each word; for example hay would be h, arms up, a arms out front and y squat down. Then jump up and say the whole word, Hay. This engages their brain/body connection; keeps them engaged; is great for tactile learners and is just plain fun!

Debra Zanders

Do you have a tip to share??



DO CHILDREN WITH DOWN SYNDROME REALLY PLATEAU?

Over the years, there have been several studies which attempted to discover if these children plateau—that is, they display a pattern of advances and declines in their rate of development in specific areas. However, one researcher, John Connolly, believes that “evidence of decreasing ability with increasing age has been misinterpreted in the literature.”



Patricia Oelwein, author of “Teaching Reading to Children with Down Syndrome,” agrees. She believes that much of the plateauing, or decline in the rate of development, is due to educational programs that do not continue to meet the educational needs of individual students. She also feels that data have been misinterpreted. The data from children in some studies should not be used to make programming and placement decisions for other children who also happen to have Down syndrome. **Each child’s IEP should be developed based on his own demonstrated performance, not on the assumed long-term potential of other children who have been in studies.**

As always we need to be alert and observe the child, and when the child is not making progress, we should do our best to try to figure out why and do what we can to help him. The problem could be programmatic or medical.....I believe we should explore the possibility of a child’s lack of progress before we sit back, fold our hands, and say, “Well, he’s plateaued, just as expected. There is nothing we can do but wait for him to pull out of it.” We need to check out the possibilities that we can do something about it.

From, “Teaching Reading to Children with Down Syndrome by Patricia Logan Oelwein

DSAGC

The DSAGC was formed in 1981 by a small group of dedicated parents who envisioned better opportunities for their children. Today we provide a wide variety of programs and services for over 1,500 families in the Greater Cincinnati area. Our mission is to empower individuals, educate families, enhance communities and together, celebrate the extraordinary lives of people with Down syndrome.

TRAINING OPPORTUNITY

2010 Down Syndrome Education Conference
Crowne Plaza Hotel, Cleveland South - Independence
November 3-5, 2010

The conference will offer families and professionals the latest evidence-based information and guidance from an expert team, led by Sue and Frank Buckley. This event is sponsored by Down Syndrome Education USA in association with the Up Side of Downs of Greater Cleveland.

<http://www.downsed.org/en/gb/conferences/2010/cleveland/>

Down Syndrome Association of Greater Cincinnati

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PLACE
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