2015 TASH Annual Conference
Call For Proposals (CFP) Instructions General
(for Formats Other Than
Research and Case Studies)

Release Date: March 12, 2015
Application Due: June 2, 2015
Direct any questions to ecanizalez@tash.org or (202) 540-9015

Thank you for your interest in submitting a proposal for the 2015 TASH Annual Conference in Portland, Oregon on December 2-4, 2015. TASH's Call for Proposals (CFP) process is highly competitive. To increase the chance of your proposal being accepted, please review these instructions prior to completing and submitting the CFP form.

PURPOSE
This Call for Proposals (CFP) form is to present a format **other than** a case study or research at the 2015 TASH Conference. Complete this form ONLY if you would like to be considered to present a format **other than** a case study or research.

THEME DESCRIPTION:
This year's conference theme, "Celebrating 40 Years of Progressive Leadership," acknowledges TASH's 40 years of generating change within the disability community and anticipates a brighter, more inclusive future for people with disabilities in all aspects of life.

SESSION FORMAT DEFINITION
- **How-to/Instruction-** Presentation teaches attendees how to complete a specific strategy, intervention or project.
- **Personal Experience/Story/Point of View-** Presentation tells a personal story or provides a point of view about a topic of interest.
- **Structured Discussion/Debate-** Presentation supports a discussion or debate among members of the audience.

If you would like to present a case study or research format, you MUST go back to the CFP page and click on the form for **2015 TASH CFP- Research & Case Study**. Presentations for case study or research format will not be considered if you use this form.

Please note: You may be offered the option to present your work as a poster presentation if your submission cannot be accepted as the type for which you are proposing.

SESSION TYPE DEFINITION

- **Breakout Presentation-** Breakout presentations are delivered in a scheduled room for 50-60 minutes.
- **Poster Presentation-** Poster presentations capture information about a particular topic in the form of printed text and graphics. Poster presentations are displayed on 36" x 48" boards on easels. Poster presentations are shared during a two hour period in a large room with other poster presentations.

- **TASH Talk**- An informal discussion regarding a topic that is not meant to provide answers rather creates thinking deeply about an issue (e.g. personal experience, story, point of view). TASH Talks are delivered by one presenter around a particular topic in a scheduled room for 10-15 minutes.
- **Workshops-** Short-course workshops are delivered by teams of presenters around a particular topic in a scheduled room for 3 to 5 hours. Workshops allow attendees to dive into popular topics in more depth. Workshops will take place on Wednesday only.

Rules and Conditions

- **To Apply go to: https://edtash.wufoo.com/forms/2015-tash-cfp-general/**
- **TASH will only accept complete forms-** Please review the entire application form before you start filling it out. You will need to complete the entire online application before clicking "submit." Partial information or incomplete forms cannot be saved. We recommend having your proposal completed offline prior to submitting it.
- **TASH will only contact the main Point of Contact (POC) –** We ask for a single POC for all proposals even those with a team format. It is the responsibility of the POC to communicate with co-presenters. TASH will not contact anyone else in a team. In the event that the POC is unreachable by email, the proposal may be eliminated from consideration.
- **Presenters may only be listed in three presentations maximum.**
- **Presenters may only submit three proposals maximum.**
- **All presenters/presenter teams must register for the conference if selected.**
- **Presenters are responsible for any additional audiovisual support not provided by TASH -** TASH provides a screen and power for all concurrent presentations/workshops. TASH provides a 36" x 48" board and easel for all poster presentations. TASH does not provide LCD projectors or any additional AV support. If a presenter or a presenter team needs additional support (e.g. LCD projector, WiFi, camcorder), the presenter will need to either bring their own equipment or rent it. We will have equipment rental information after the CFP process is complete.
- **TASH will provide additional AV support to a family member or self-advocate who is chosen to present but cannot afford additional AV support**- This exception does not apply to a family member or self-advocate that is part of a presenter team that is able to provide its own AV support; or a family member or advocate who can afford to rent the equipment or has access to equipment.

This CFP application is divided in 4 parts:
1. Presentation Overview- 44%
2. Presentation Questions- 56%
3. Presenter/Presenter Team Information NA- Info purposes only but must do

Part 1- Presentation Overview Fields- 44%

1.a Name of Person Submitting the Proposal/Main Point of Contact for the proposal (POC).
This person will be the Main Point of Contact for the proposal (POC). We will not contact anyone else in your presenter team.

1.b Point of Contact's Email
We require an email for the POC. In the event that the POC is unreachable by email, the proposal may be eliminated from consideration.

2.a Presentation Title (12 word max.)

2.b Primary Topic. Choose the primary and secondary topics that represent your presentation the most. Below is a brief explanation of TASH's Advocacy & Issues:

- **Advocacy-** TASH believes that all advocacy for and about people with disabilities should reflect the wishes of people with disabilities. TASH supports unified advocacy, including self-advocates, families, professional advocates, service providers, and other interested parties. Communication among these groups is critical for effective advocacy.
- **Communication-**The right to communicate is both a basic human right and the means by which all other rights are realized. All people communicate. TASH advocates that all people have a means of communication which allows their fullest participation in the wider world; and that their communication is heeded by others.
- **Community Living -**All people have the right the live in and participate in the community with the supports they need. We believe it is a basic human and civil right for people with disabilities to have full and equal participation in society as called for in the Americans with Disabilities Act and the United National Declaration of Human Rights. Children with disabilities belong with families. Adults with disabilities have the right to pursue the same range of lifestyles and opportunities as other members of the community. TASH believes public policy should support these rights.
- **Diversity & Cultural Competency -**TASH recognizes the value of diversity and what it means to embrace cultural and linguistic competency. We believe individuals of diverse backgrounds must be supported by public and organizational policy and practices in order to achieve full inclusion. This acknowledgment, support and advocacy of diversity is essential to attaining positive outcomes for people with disabilities, and building a sense of community. For this reason, TASH established its Diversity and Cultural Competency in Disability Advocacy Initiative. The aim of this initiative is to connect persons of diverse backgrounds with disabilities to the organizations, services and supports that lead to community inclusion and positive life outcomes.
- **Employment-** TASH recognizes the importance of work in the lives of all people. Employment connects us to full participation and inclusion in the community. It fosters a sense of self-worth, opens opportunities for social growth and leads to greater independence. Because all people have the right to work, TASH calls for the development of individualized and integrated employment opportunities for all people with disabilities, and with supports tailored to their individual abilities and needs.
- **Human Rights-** Despite being the largest minority population in the U.S., individuals with disabilities continue to have their human and civil rights abridged and ignored through stigmatism, segregation, abuse and neglect. Persons with disabilities are far too often viewed and treated as second-class citizens, and far too often discriminated against in our society. Over the years, TASH has gained international acclaim for our uncompromising stand against separatism, stigmatization, abuse and neglect. TASH actively promotes the full inclusion and participation of persons with disabilities in all aspects of life. No one should be forced to live, work or learn in a segregated setting, and all individuals have the right to direct their life.
- **Inclusive Education-** The mission of the TASH Inclusive Education National Agenda Committee is to transform school communities based on social justice principles in which all students:
    1. Are presumed competent;

2. Are welcomed as valued members of all general education classes and extra-curricular activities in their local schools;
3. Fully participate and learn alongside their same-age peers in general education instruction based on the general curriculum; and,
4. Experience reciprocal social relationships.

Given this mission, TASH advocates for full membership, relationships, participation and learning for all students with disabilities within inclusive general education classes. TASH values and supports diversity in the classroom and the community. We recognize the fundamental legal right to and the reciprocal benefits of inclusive education for students with and without disabilities. True inclusive education is one that can be achieved in the general education classroom where students with disabilities can access the general education curriculum in the same context and alongside their same-age peers without disabilities.

- **Positive Behavior Supports-** TASH affirms the right of all people disabilities to access approaches that enable them to positively affect their lives in ways that are meaningful to them.
- **Transition-** TASH believes that the transition to adulthood should support greater community inclusion and that transition planning and educational services for youth with disabilities includes collaborative planning and community systems of supports leading to fully inclusive and quality adult lives.

2.c Theme of Interest

Theme of Interest- While we welcome all topics, we are particularly interested in the following themes:

Advancing Employment First	Communication	International Issues
Outcomes vs. Programs	High Expectations in Families	Post-Secondary Education
Aging and developmental disabilities	Assisted Technology & Apps	Trauma Informed Practices and PBIS
Asset Development	Early intervention	Self-Advocates in Leadership
Teaching Capacity for Inclusion Leader Capacity for Inclusion	Self-Determination	Facilitating Natural Supports Supported Decision-Making
Common Core and Assessment	Family Support	Young People in Action
	Housing	
	Systems Advocacy	

If you choose "Other" on 2.c, please provide a theme that is no longer than 5 words- If your presentation doesn't match any of the themes, we encourage you to propose your theme. We are interested in presentations that reflect the use of person-first or identity-first language,
- reflect the full inclusion of people with disabilities in all aspects of community life,
- make every attempt to address impact on diverse populations,
- address accessibility and universal design so that all attendees may participate fully;
- promote evidence based practices to attain full inclusion in all aspects of society,

- promote TASH's advocacy and issues. See http://tash.org/advocacy-issues/ or advocacy issues on 2.b.

2.d Presentation Format- Choose your format . The available formats are:
- **How-to/Instruction-** Presentation teaches attendees how to complete a specific strategy, intervention or project.
- **Personal Experience/Story/Point of View-** Presentation tells a personal story or provides a point of view about a topic of interest.
- **Structured Discussion/Debate-** Presentation supports a discussion or debate among members of the audience.

If you would like to present a case study or research format, you MUST go back to the CFP page and click on the form for **2015 TASH CFP- Research & Case Study**. Presentations for case study or research formats will not be considered if you use this form.

2.e Presentation Type Choose the presentation type you are interested in conducting. The available session types are:
- **Breakout Presentation-** Breakout presentations are delivered in a scheduled room for 50-60 minutes.
- **Poster Presentation-** Poster presentations capture information about a particular topic in the form of printed text and graphics. Poster presentations are displayed on 36" x 48" boards on easels. Poster presentations are shared during a two hour period in a large room with other poster presentations.
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- **Workshops-** Short-course workshops are delivered by teams of presenters around a particular topic in a scheduled room for 3 to 5 hours. Workshops allow attendees to dive into popular topics in more depth. Workshops will take place on Wednesday only.

2.f Would you be willing to do a poster presentation if your submission cannot be accepted as a symposium, TASH Talk, workshop or breakout presentation? If you chose "Poster" simply choose "Yes."

3. Presentation Summary/Abstract - This should provide an overview of your presentation and include how your presentation aligns with the 2015 theme, "Continuing 40 Years of Progressive Leadership."

Theme Description:
This year's conference theme, "Celebrating 40 Years of Progressive Leadership," acknowledges TASH's 40 years of generating change within the disability community and anticipates a brighter, more inclusive future for people with disabilities in all aspects of life.

4. Key Words for Your Presentation. Please provide up to 5 words that can be used as tags to describe your presentation- TASH may create an image-based accessible program to support diverse learners at the Conference. Please provide up to 5 words that can be used as tags to

describe your presentation using universal language (no jargon, no academic/occupation-specific language, no abbreviations).

5. Learning Objectives: Please provide 2-5 learning objectives.

Learning objectives answer the question "What should participants do as a result of the presentation?"

Learning objectives should serve as an indicator of what participants will learn; they cannot be vague. All of the learning objectives must show whether participants have mastered a skill.

Effective learning objectives:
> 1. Describe what the participants will be able to do as a result as a result of the presentation.
> 2. Use active verbs that are readily measurable:
> Define, Organize, Discuss, Critique, Explain, Summarize, Produce, Design, Distinguish, Draft, Respond.
> 3. It is important not to use language that is too vague or presenter-based.
>> For example:
>>> Too General: "Participants will learn about support for transition and social networking."
>>> Presenter-centered (too vague): "This session will explain transition supports and social media."

Writing Effective Learning Objectives
> 1. Begin the statement of objectives with:
> "After this session, participants will be able to…" + select your action verb
> 2. Complete the objective with the appropriate content.
>> Correct Example of learning Objectives:
>>> By the end of the session, participants will be able to
>>> a) identify 5 ways to gain support for transition,
>>> b) summarize the need for social networking regarding employment, and
>>> c) create social networks of support.

Part 2- Presentation Questions- 56%

We are interested in presentations that reflect the use of person-first or identity-first language,
- reflect the full inclusion of people with disabilities in all aspects of community life,
- make every attempt to address impact on diverse populations,
- address accessibility and universal design so that all attendees may participate fully;
- promote evidence based practices to attain full inclusion in all aspects of society,
- promote TASH's advocacy and issues. See http://tash.org/advocacy-issues/ or advocacy Issues on 2.b.

6. In what ways does your session align with the TASH mission? (Check all that apply).

Our Mission
As a leader in disability advocacy for 40 years, the mission of TASH is to promote the full inclusion and participation of children and adults with significant disabilities in every aspect of their community, and to eliminate the social injustices that diminish human rights. These things are accomplished through collaboration among self-advocates, families, professionals, policy-makers, advocates and many others who seek to promote equity, opportunity and inclusion. Together, this mission is realized through:

- Advocacy for equity, opportunities, social justice and human rights
- Education of the public, government officials, community leaders and service providers
- Research that translates excellence to practice
- Individualized, quality supports in place of congregate and segregated settings and services
- Legislation, litigation and public policy consistent with the mission and vision of TASH

The focus of TASH is supporting those people with significant disabilities and support needs who are most at risk for being excluded from society; perceived by traditional service systems as most challenging; most likely to have their rights abridged; most likely to be at risk for living, working, playing and learning in segregated environments; least likely to have the tools and opportunities necessary to advocate on their behalf; and are most likely to need ongoing, individualized supports to participate in inclusive communities and enjoy a quality of life similar to that available to all people.

7. In what way will you make your session accessible to individuals with diverse learning needs? (Check all that apply)- TASH will provide guidelines on how to do this if your presentation is selected. You can use the Center for Accessible Information as a reference: http://www.accessibleinfo.org/resources/allresources.aspx

8. Will a self-advocate or family member (parent, sibling, grand-parent, etc.) be an active part of your session? Select the option that applies to your presentation. Choose one:
- Yes. A self-advocate and family member will take active part of the presentation
- Yes. A self-advocate will take active part of the presentation
- Yes. A family member will take active part of the presentation
- No. Not really

9. Does your activity/research/story/lesson in your presentation take place in an inclusive environment? Select the option that applies to your presentation. Choose one:

- My activities/research/stories/lessons take place in an inclusive environment.
- My activities/research/stories/lessons take place in a special setting/special classroom.

You will also have the option to further explain your choice (200 words maximum).

10. Does your session directly address impact on under-served families or those from diverse backgrounds and perspectives (i.e. race, culture, sexual orientation, gender expression, or socioeconomic status)? Choose one:

- Yes. Directly
- Perhaps indirectly
- No. Not really

Part 4 Presenter/Presenter Team Information- You can list up to 6 people in your proposal. If a team of presenters is chosen to present, and the team consists of more than 6 presenters (in case of a workshop for example), the POC will have a chance to follow up with TASH and provide the additional names.
TASH and provide the additional names.