



A Publication of the Council for Learning Disabilities

June 2014

President's Message



Dear CLD Members,

LD Forum is providing me with one more opportunity to write to you as CLD President. Reflecting on the past year, I can tell you that we have a robust and wonderful organization. The CLD Board of Trustees (BOT) is very committed to the organization and to improving the education and quality of life of individuals with learning disabilities, as indicated in CLD's revised Mission and Vision Statements (see p. 11).

During the 2013–2014 academic year, CLD accomplished several goals:

1. a new website developed by Technology Committee Co-Chairs Lisa Morin and Joe Morgan and Executive Director Linda Nease;
2. electronic submission for conference proposals, courtesy of the Technology Committee;
3. revised Mission and Vision Statements written by the BOT;
4. updates of our Best Practices documents and By-laws by Past President Peggy King-Sears and the By-laws Committee, chaired by Vice President Diane Bryant;
5. an increase in membership under the leadership of Membership Chair Mary Beth Calhoon;
6. a balanced budget at the end of our fiscal year, through the work of the Finance Committee, chaired by David Majsterek, and the members of the BOT;
7. a superb, successful 35th Annual Conference due to the efforts of Conference Committee Co-Chairs Judy Voress and Brian Bryant, the Local Arrangements Committee, and President-Elect Steve Chamberlain;
8. a new chapter in San Antonio, Texas, organized by Leadership Academy member Theresa Dorel;
9. a third Leadership Academy cohort, thanks to Leadership Development Committee Co-Chairs Colleen Reutebuch and Brittany Hott; and

10. what promises to be an upcoming excellent 36th Annual Conference in Philadelphia on October 2 and 3, 2014, via the hard work of the Conference Committee, Vice-President Diane Bryant, and Past President Joe Boyle.

I want to encourage you to nominate candidates for the Vice-President and Secretary positions for the 2015–2016 academic year. Please nominate someone you know well, or volunteer yourself, to be a candidate for these two positions. We need to have at least two candidates for each position to have an election. Contact me (swatson@odu.edu) to nominate candidates for those two positions.

I would like to thank Cathy Thomas for serving as editor of the *LD Forum* for the past 6 years, and welcome Joe Morgan as the new editor. Finally, I would like to thank all CLD members and Executive Director Linda Nease for their support during this past year. THANK YOU! I look forward to seeing you at our future conferences. Let's welcome incoming President Steve Chamberlain, President-Elect Diane Bryant, and Vice-President Mary Beth Calhoon!

Sincerely,
Silvana Watson
2013–2014 CLD President

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5 Ways To ...

Build Vocabulary in Kindergarten Through Second Grade

Abigail Carlisle
University of Missouri

Vocabulary knowledge has been shown to be predictive of later reading ability (National Early Literacy Panel, 2008; Pullen, Tuckwiller, Konold, Maynard, & Coyne, 2010). Vocabulary is also featured prominently in the Common Core State Standards (CCSS; National Governors Association and Council of Chief School Officers, 2010): Students in kindergarten through second grade are expected to demonstrate understanding of word meanings and of relationships between words, as well as comprehend and answer questions about different genres of text. Research has shown that explicit instruction is an effective strategy for teaching vocabulary, particularly for students with learning disabilities (LD; Beck & McKeown, 2007; Jitendra, Edwards, Sacks, & Jacobson, 2004; Marulis & Neuman, 2010; National Reading Panel, 2000). The term *explicit instruction* means telling students the meaning of words instead of having them guess or hoping that they absorb the meaning through exposure to the words or the context of the sentence (Beck & McKeown, 2007). Vocabulary instruction should occur over multiple exposures and in varied and rich contexts for students to master word meanings (Beck, McKeown, & Kucan, 2013; Pullen et al., 2010; Sénéchal, 1997). This article presents five ways to build vocabulary knowledge in K–Grade 2 students using explicit instruction in multiple exposures and contexts. These strategies can be employed with traditional storybooks, narratives, and children's literature, but they can also be used in content-area lessons such as science and social studies, as well as with other expository text.

1 Pre-teach target words. The term *pre-teaching* refers to introducing and explaining vocabulary terms to students before they encounter words in connected text. This prepares students to identify target words and understand their meaning during reading, which enhances their overall comprehension of the text (Beck et al., 2013; Coyne, McCoach, Loftus, Zipoli, & Kapp, 2009; Jitendra et al., 2004). Teachers should purposefully identify appropriate words to pre-teach.

To help select words that will have the greatest impact on learning, Beck et al. (2013) categorize vocabulary words into three tiers. The words presented in Table 1 are representative of words students might encounter in stories and content-area text in the early elementary grades. **Tier 1 words** are common, everyday nouns and verbs that most young children will encounter in conversation and will likely pick up the meaning on their own, such as *bird*, *apple*, *run*, and *jump*. **Tier 2 words** are more common in written language than in oral conversation; examples include *precede*, *introduce*, *emerge*, and *saunter*. Students are not as likely to pick up the meanings of Tier 2 words just from experience. These words can be found in narrative text and across different content areas, such as science and math. **Tier 3 words** are the least common words and are limited to specific content domains,

Table 1. Three-Tier Framework for Vocabulary Words

Tier	Explanation	Example Words
1	Common, everyday words students usually hear in conversation	Apple Bear Play
2	Words more common in written text than conversation; students likely will not learn the meanings independently	Dazzling Discover Admire
3	Low-frequency words typically part of a specific domain or content area	Gravity Equation Habitat

Note. Based on three-tier concept of Beck et al. (2013).

such as *enzyme* in science and *filibuster* in social studies. When choosing words to pre-teach, teachers should focus on Tier 2 words that are likely to be unfamiliar to students and critical to understanding the text. It is important to note, however, that some students, especially those from low-income and low-literacy backgrounds who lack exposure to vocabulary and language at home, may need to be taught the meaning of Tier 1 words as well (Beck & McKeown, 2007; Hart & Risley, 2003).

Next, to pre-teach the selected Tier 2 words, create a “kid-friendly” description of what words mean. Traditional dictionary definitions are typically too short and vague to effectively teach the meaning of words, particularly for young students (Beck et al., 2013). In contrast, for a kid-friendly description teachers develop their own description of target words using everyday accessible language to highlight the core or essence of the word and explain the most common use(s) of it. For example, the word *disrupt* in most dictionaries is defined as “to break up” or “to split.” Students could interpret this definition as meaning to physically break something apart (Beck et al., 2013). More information is needed to truly get at the heart of what *disrupt* really means. A more kid-friendly definition would need to include the idea that disrupting something means causing a problem or rudely stopping some activity from continuing. Teachers can provide examples (e.g., “When students shout out or cause problems, those actions *disrupt* the classroom”). So, a definition of *disrupt* using accessible language might be “to cause problems that stop an activity from continuing.” The free OneLook Dictionary Search website (www.onelook.com) allows teachers to search for target words across numerous dictionaries to help in developing their own kid-friendly definitions. The example words in Table 2 were chosen from the children’s book *The Mitten* by Jan Brett (1989), a book commonly read in early elementary classrooms.

2 **D**evelop multiple contexts for words. Young students often attach the meaning of a word to the original context in which it was learned (Beck et al., 2013; Pullen et al., 2010). Researchers estimate that the average student needs to be exposed to a word 17 times before he or she learns its meaning (Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008). The number of exposures students with LD need is likely even higher. As a next step after reading, provide varied contexts and examples of words outside the confines of the text by having students describe other situations or examples of the target words (Coyne et al., 2009). For instance, if the target word is *impress*, ask, “What could you do to *impress* your teacher?” Allow students to respond. Ask students open-ended questions where they have to create an example, such as, “I only wanted a *morsel* of cake because . . .” (Beck et al., 2013). Teachers can also present statements and have students identify whether the statement is an example of the target word. For instance, if the target word is *dazzling*, the teacher might say, “Your teeth after getting them cleaned at the dentist,” and the class would say, “*dazzling*.” If the statement is not an example of *dazzling*, such as, “A dirty dish,” the students would stay quiet. Giving students opportunities to create example uses of target words deepens their understanding of word meanings and broadens their comprehension beyond the original context in which the word was presented (Pullen et al., 2010; Sénéchal, 1997).

3 **N**on-linguistic representations. Activities that incorporate images and visual relationships between words help students reinforce vocabulary knowledge in their minds, especially for students with LD (Kim, Vaughn, Wanzek, & Wei, 2004). After teaching word meanings in varied contexts, allow students to draw or locate pictures in books or on the Internet of words they discussed. For example, after talking about what one might do to *impress* the teacher, let students illustrate their favorite answer or, for

Table 2. Traditional and “Kid-Friendly” Definitions for Tier 2 Words from *The Mitten* (Brett, 1989).

Word	Dictionary Definition	Kid-Friendly” Description
Discover	To find, see, or gain knowledge of	To find something new and exciting that you didn’t expect
Burrow	To dig a hole	To dig around in the ground or in a blanket and curl up inside a small, warm place
Admire	To look upon with wonder or approval	To think something is really wonderful or beautiful

students with fine motor issues, present a series of pictures for the student to circle or match to the given word. Word webs, or semantic maps (see Figure 1), can offer visual arrangements of words, their synonyms, and examples to help students make connections between target words and words they already know (Jitendra et al., 2004). Ask students what the target words remind them of and construct a word web of the target and related words. Have students act out word meanings as a way to visually represent the word and to get students engaged and involved. Word games, such as matching a picture of the word with an oral or written definition or playing word Bingo, provide multiple exposures and additional contexts for words while incorporating visual images. Providing additional opportunities for students to interact with target words visually—as well as orally and in writing—enhances their understanding of vocabulary (Beck et al., 2013).

4 **Incorporate technology.** Technology, including computers, multimedia, videos, and interactive books, allows students to experience and interact further with words and word meanings (Jitendra et al., 2004; Xin & Rieth, 2001). Seeing vocabulary meanings and concepts in motion

on video provides another representation to pair with verbal and written descriptions of words, which is particularly important for students with LD (Mayer, 2001). Free video websites that target particular grade levels and concepts (e.g., www.teachertube.com/videos; <http://www.pbslearningmedia.org/>) are available for teachers. The UDL Book Builder by the Center for Applied Special Technologies (CAST; <http://bookbuilder.cast.org/>), is a free interactive book website that allows teachers to create, edit, and save their own digital texts for use in their classrooms. Educators can highlight specific words or phrases within the digital text and provide a description, definition, or summary that students can access while reading the story. These technological applications can be used in a whole-group, small-group, or individual setting to reinforce word meanings and concepts discussed in class. Technology developments move quickly, so teachers can apply the principles of effective vocabulary instruction discussed here to current technological platforms and websites, even if a specific product has not been directly researched yet (Dalton & Grisham, 2011).

5 **Writing.** Another method of teaching word meanings is having students incorporate new words into their writing (Beck et al., 2013). This can be included in the above activities or introduced as a separate task. Students can write answers to open-ended questions about words during journal writing, as in the previous example, “I only wanted a *morsel* of cake because. . .” During literacy center activities, students can also use target words while filling in the blanks to a series of questions, such as, “I feel *exhausted* when I . . .” “The food I most want to have at a *feast* is . . .” “Would you prefer to pet a sleeping lamb or a *ferocious* lion? Why?” (Beck et al., 2013). These writing activities can also be paired with illustrations or when acting out student responses. Expand the genres students are using in their writing: have them use new words in a story, a letter, an advertisement, or a poem. Even early writers can participate in writing activities in which they sound out and write target words to complete a sentence or respond to a story prompt. Students can complete these writing activities independently, in pairs, or in small groups. Giving students the chance to write at their ability level with new vocabulary reinforces word meanings as well as contributes to stu-

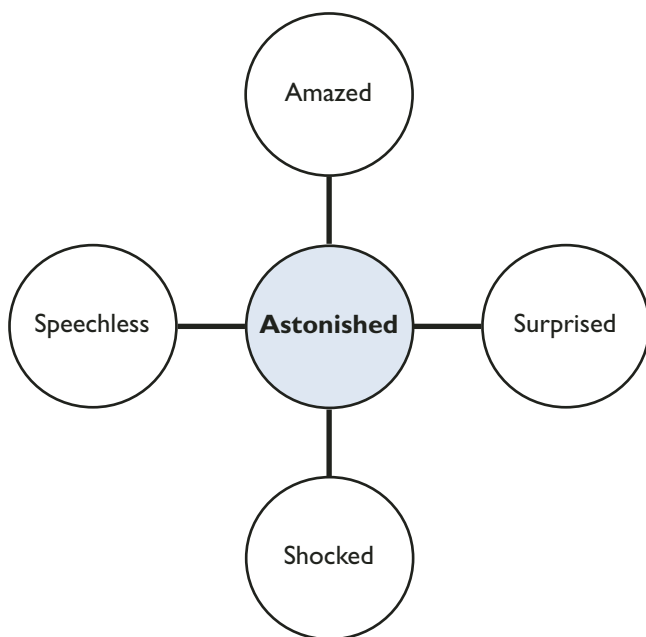


FIGURE 1. Example of a word web for the word *astonished*.

(continued on page 5)

dents' background knowledge and vocabulary about a topic (Fitzgerald & Shanahan, 2000).

Conclusion

Vocabulary instruction is a necessary component of effective reading instruction (National Early Literacy Panel, 2008; National Reading Panel, 2000). To effectively introduce new word meanings in the early primary grades, explicitly teach the meaning of words over multiple exposures and in varied contexts, especially for students with LD (Jitendra et al., 2004; Marulis & Neuman, 2010). Pre-teaching, asking questions, non-linguistic representations, technology, and writing are research-based practices for explicit vocabulary instruction. By using the specific practices outlined here, educators have concrete methods for incorporating high quality research-based vocabulary instruction into their early literacy or K–Grade 2 classrooms.

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Chapter Reports and News

Colorado Chapter

The **Colorado Council for Learning Disabilities (CCLD)** enjoyed another busy, inspirational, and proactive year. Awards, our renowned Math on the “Planes” Conference, and our first foray into a professional-development workshop series dominated the stage. In February, CCLD hosted the annual Math on the “Planes” (MOP) Conference in conjunction with the Colorado Metro Math Intervention Team and the Colorado Council for Teachers of Mathematics. Conference content focused on using mathematical models to enable all students to approach novel problem solving and to explain their thinking. Dr. Mary Pittman presented on the instructional implications of diagnostic assessment tools and learning trajectories in mathematics. Dr. Richard Kitchen, Mark Semmler, Fred Peck, and Cindy Ritter collaborated in conducting outstanding sessions regarding the effective use of math models. Annemarie Dempsey, Cassandra Parker, and Gayle Niss were recognized for their outstanding action-research projects. Additionally, Annemarie Dempsey will be honored as the 2014 Teacher of the Year. University students Sheena Renninger and Ally Garcia each received a \$1,500 scholarship to assist them in pursuing degrees as special education teachers. Finally, we were extremely excited to host our first professional-development workshop. This workshop, presented by Kiki McGough, addressed behavioral strategies to support effective instruction in the classroom.

LD Forum Changes

LD Forum Editor Transition

This issue of *LD Forum* marks the close of the 6-year tenure of **Dr. Cathy Thomas** as editor of this publication. During her two terms, Cathy continued to build on *LD Forum*'s mission of providing CLD members with information about the organization's business and activities, and she introduced several changes to keep the publication relevant to members. Readers are aware of the brief, peer-reviewed articles with direct application to the classroom now included in *LD Forum*. Perhaps less obvious to CLD members is the behind-the-scenes foundation necessary to provide these articles. Cathy established a formal editorial review board to ensure articles were of the highest quality and has supported authors through the review and revision process. She also created an assistant editor position to mentor professionals interested in the editorial process. These changes have strengthened the publication and made it even more valuable to CLD members.

On behalf of the Communication Committee, I would like to thank Cathy for her outstanding performance as editor of *LD Forum* and for her continuing service to CLD.

Judy Voress

Communications Committee Chair

New Assistant LD Forum Editor



CLD would like to welcome our new assistant editor for *LD Forum*, **Jacquelyn Chovanes**, MEd. Jackie is a doctoral student in special education at Lehigh University. Her research interests include reading interventions for struggling readers, progress monitoring, and social validity in experimental and quasi-experimental studies. Prior to beginning her doctoral studies, Jackie taught students with emotional and behavioral disorders, learning disabilities, and severe and multiple disabilities. She also worked as an educational consultant with home-schooling families.

From the LD Forum Editor



I am finding it challenging to believe that this is my last issue as editor of *LD Forum*. I began in this role in 2008 just after completing my PhD at The University of Texas at Austin. I had already been a member of CLD for several years and had benefited greatly from our organization. It was time to begin my service. I would like to say that I still do not feel this balance is equal—CLD has been a major factor in the development of my professional identity, and I am indebted to many on our Board of Trustees for their mentoring and friendship. I would like to sincerely thank **Judy Voress**, chair of the Communications Committee, for being an indescribably effective and gentle mentor. I have learned much through her modeling of the editorial role. I would also like to thank the **Hammill Institute on Disabilities** for its support of *LD Forum* and CLD over the years. Through the Institute's generosity, *LD Forum* is published. Lisa Tippet and Lee Ann Mendoza from the Institute have spent many hours working with me on our behalf, and I deeply appreciate their talents and their kindness. I also want to thank Assistant Editors **Brittany Hott** and **Kimberly Coy** for their wonderful contributions—and just for the pleasure of working with each of them.

In the April issue of *LD Forum*, we introduced our incoming editor, **Joe Morgan**, an assistant professor from the University of Nevada, Las Vegas. In this issue, we also announce the new assistant editor, **Jacquelyn Chovanes**. So, I am very happy to pass the torch to Joe and Jackie, and I know that they will breathe new life into our newsletter! I hope they will enjoy the experience as much as I have.

With thanks to all of my CLD colleagues,

Cathy Newman Thomas

Outgoing Editor



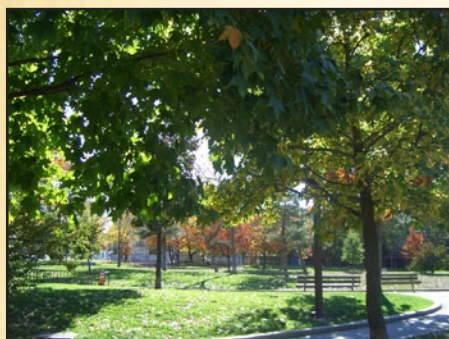
36th Annual Conference on Learning Disabilities

October 2 & 3, 2014



Sonesta Hotel & Resort

Philadelphia, Pennsylvania



- 2014 J. Lee Wiederholt Distinguished Lecturer and Keynote Speaker

Dr. Naomi Zigmond, University of Pittsburgh
"Learning Disabilities: Past, Present, Future"



- More than 125 concurrent sessions and interactive papers on research, interventions, teacher preparation, and policy
- Network and collaborate with researchers, policymakers, and practitioners who work with individuals with learning disabilities

- Recognition of Teachers of the Year, Outstanding Researcher, Floyd G. Hudson Outstanding Service awardee

- Serve as a sponsor of the CLD Conference to promote your organization's products and services or recruit students; for more information, see http://www.council-for-learning-disabilities.org/wp-content/uploads/2014/04/CLD2014SponsorshipPacket_Rev1.pdf

- Register for the conference and reserve your room at the Sonesta Hotel: Visit the CLD conference webpage today (<https://members.cldinternational.org/civcrm/event/info?reset=1&id=6>)

- Enjoy historic Philadelphia!



Follow @CLDIntl • "Like" the Council for Learning Disabilities on Facebook
 Watch for registration and hotel reservations: www.cldinternational.org

Membership Drive

**Bring in new members:
Receive hotel accommodations for
2014 CLD Conference
October 1 & 2**

*Sonesta Hotel & Resort
Philadelphia, Pennsylvania*

OFFICIAL RULES

- **Duration:** October 24, 2013, to September 15, 2014
- Refer **5** full new members: receive 1 free night's accommodations for the 2014 CLD conference
- Refer **10** full new members: receive 2 free nights' accommodations for the 2014 CLD conference

RECRUITMENT CRITERIA

- Full membership
- Never been a member of CLD before OR
- Have not been a member of CLD since 2010

THE NEW MEMBER MUST:

- Fill in the "Referred by" box on the membership form

EXCLUSIONARY CRITERIA:

- Retired and student membership rates are not eligible for participation

**The free nights can only be used in conjunction with the 2014 CLD conference dates, October 1 & 2, 2014. No other dates are eligible for this incentive.*

**For more information go to:
www.cldinternational.org**

The CLD organization is not responsible or liable for any errors made through the use of technology or lack of correct information made available to the membership committee. Only new member applicants can notify the membership committee regarding who referred them. **IF** you refer someone and he or she joins, please make sure the person has filled in the "Referred by" box on the application form.



*Sponsor the 2014
CLD Conference!*

The conference committee is **now accepting sponsorships** for the 2014 CLD Conference in Philadelphia, PA. Would your company or institution be interested in sponsoring an award, a coffee break, Leadership Academy training, or another specially tailored event or product offering? We have many great options to increase visibility for your group to showcase programs and/or share materials, and sponsorship is very important to our conference success.

In addition to the categories listed above, CLD also offers opportunities to donate a door prize, insert your catalog or flyer in registration packets, and place your catalog and other printed materials on a special table in the Registration Area.

The Sponsorship Fee includes:

- Recognition on signage at the event
- Recognition in *LD Forum*, which goes to all CLD Members
- Recognition on CLD's Facebook and Twitter pages

To access a copy of the sponsorship packet, please visit the conference webpage:

**[http://www.council-for-learning-disabilities.org/
wp-content/uploads/2014/04/
CLD2014SponsorshipPacket_Rev1.pdf](http://www.council-for-learning-disabilities.org/wp-content/uploads/2014/04/CLD2014SponsorshipPacket_Rev1.pdf)**

For more information, please contact:

Heather Haynes-Smith
(hhaynessmith@twu.edu).



CALL FOR NOMINATIONS: CLD OFFICERS

Vice-President Secretary

Duties and Terms of Office

The CLD **VICE-PRESIDENT** serves a 1-year term and automatically succeeds to become President-Elect, President, and Past President. As President-Elect, the Vice-President serves as Program Chair for the annual Conference on Learning Disabilities. The Vice-President serves in the President's place and with his or her authority in case of absence or disability of the President and President-Elect. The Vice-President assists in the plan of operation and the annual CLD budget.

The CLD **SECRETARY** serves a 2-year term. The Secretary is a member of the Executive Committee and is responsible for the preparation, maintenance, and distribution of records of the Annual Business, Board of Trustees, and Special and Executive Committee meetings, including all reports filed. For more information on CLD Secretary duties and responsibilities, please refer to the CLD By-laws available at the website (www.cldinternational.org).

Nomination Procedures

1. Nominations for offices will be conducted by mail or email petition received by the Nomination-Election Officer prior to the annual CLD Business Meeting. **Petitions submitted by U.S. Postal Service mail** should be post-marked no later than **Wednesday, September 3, 2014**, and mailed to: **Sylvana Watson** • 1616 East Ocean View, Unit D • Norfolk, VA 23503. • **Petitions submitted by email** should be sent no later than **Monday, September 29, 2014**, to: (swatson@odu.edu). **Hand-delivered nomination forms** will be accepted at the conference prior to the Annual Business Meeting at **4:00 p.m. on Thursday, October 2, 2014**.
2. All nominees must consent to stand for election.
3. All nomination petitions must bear the signatures and membership numbers of at least five (5) current members of CLD. Signatures may come from any CLD member and are not limited to those residing in the candidate's region. Nominees for Vice-President must demonstrate prior service on a CLD committee, as a member of the CLD Board of Trustees, or as a member of the Executive Committee of a recognized CLD chapter. The petitions must be accompanied by biographical sketches that include evidence of the candidate's qualifications for the office sought. Elected board members are expected to attend/participate in two Board meetings each year (fall conference and spring meeting). Whenever possible, CLD will help to defray travel costs.
4. Only petitions received by the annual CLD Business Meeting will be considered. Before mailing petitions, be sure that copies are made and retained in your files. If you are collecting signatures for a friend, make a copy for that person and for yourself. Note the mailing date.
5. Persons sending petitions will be notified that the petitions have been received. If someone other than the nominee is mailing the petition, a return address should be provided to permit proper notification.
6. When the petition is verified as meeting the criteria established by CLD and contained in the CLD By-Laws, Articles XVI and XVII, and Standing Rules 3 and 4, each nominated candidate will be notified by mail.
7. All candidates who meet the qualifications shall be included on the ballot.
8. An elected officer may not serve two terms in succession in the same office.

Full descriptions of the qualifications for and responsibilities of offices may be found in the CLD By-Laws. Copies may be obtained by writing Council for Learning Disabilities, 11184 Antioch, #405, Overland Park, KS 66210, or on our website (<http://www.cldinternational.org>).

(see next page for nomination petition)



Petition of Nomination for CLD Officers

(If more than one petition is submitted for a candidate, at least one of the petitions must be accompanied by the following information.)

CANDIDATE INFORMATION

Desired CLD Position _____

Name _____

Address _____

Telephone (Business) _____ (Home) _____ (Cell) _____

E-mail _____ Fax _____

Brief descriptive information about the candidate:

PETITION REQUIREMENTS

1. Only 5 signatures are required. However, collect more than 5 signatures, because some may not be valid. Without 5 valid signatures (i.e., those that check against the current CLD membership list), the entire petition will be invalidated. The CLD membership number (the 3- or 4-digit number in the upper left-hand corner of the CLD mailing label) is required because it verifies membership in CLD.
2. Not all 5 signatures must be on the same petition form, but please try to send all petitions for one candidate at the same time.

Signature

Printed Name

Address

Membership #

1. _____
2. _____
3. _____
4. _____
5. _____

Additional Signatures

1. _____
2. _____
3. _____
4. _____
5. _____

CLD Information Central

CLD Mission, Vision, & Goals

Mission Statement: The Council for Learning Disabilities (CLD), an international organization composed of professionals who represent diverse disciplines, is committed to enhancing the education and quality of life for individuals with learning disabilities across the life span. CLD accomplishes this by promoting and disseminating evidence-based research and practices related to the education of individuals with learning disabilities. In addition, CLD fosters (a) collaboration among professionals; (b) development of leaders in the field; and (c) advocacy for policies that support individuals with learning disabilities at local, state, and national levels.

Vision Statement: All individuals with learning disabilities are empowered to achieve their potential.

External Goals

1. Promote the use and monitoring of evidence-based interventions for individuals with learning disabilities (LD) and others who experience challenges in learning.
2. Foster collaborative networks with and among professionals who serve individuals with LD and others who experience challenges in learning.
3. Expand our audience to educators, researchers, administrators, and support personnel.
4. Promote high-quality research of importance to individuals with LD and persons who experience challenges in learning.
5. Support leadership development among professionals who serve individuals with LD and others who experience challenges in learning.
6. Advocate for an educational system that respects, supports, and values individual differences.

Internal Goals

1. Ensure efficient, accountable, responsive governance to achieve the CLD mission.
2. Mentor future CLD leaders.
3. Maintain sound fiscal planning and practice.
4. Recruit and retain CLD members.
5. Increase the diversity of our organization.

CLD on the Web

www.cldinternational.org

Visit the CLD website for all the latest updates! Read CLD's Annual Report, position papers, conference news, Infosheets, and much more.

Convenient E-Access to ISC and LDQ

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Infosheets

Infosheets provide concise, current information about topics of interest to those in the field of learning disabilities. Current Infosheets are available for viewing and download at <http://www.cldinternational.org/Infosheets/Infosheets.asp>

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Learning Disability Quarterly

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Intervention in School and Clinic

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[www.sagepub.com/upm-data/53674_ISC_48\(3\)_ag.pdf](http://www.sagepub.com/upm-data/53674_ISC_48(3)_ag.pdf)

LD Forum

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Infosheets

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