



A Publication of the Council for Learning Disabilities

April 2013

President's Message



Dear CLD colleagues,

As the adage goes, "March went out like a lion." April has brought a much welcome spring here in Texas, and I know it is just around the corner for most of the rest of you! Like a welcome spring, CLD has many things to be pleased with, as well as many areas in which we are

still working on growth. These things were all shared and discussed in our recent Board of Trustees meeting held on March 29th. I will share highlights of our meeting in the next issue of *LD Forum*. This is a good time, however, to thank our Board members for their hard work on behalf of our organization. I know that there are times of the year that one or another of the committees has a heavier load, but overall each committee chair has a big responsibility to see that the organization continues to run smoothly.

A number of very exciting things have been happening with our Professional Development (PD) special committee. Leadership Academy members have been working with **Chris Curran** and **Kat Pfannenstiel**, co-chairs of the PD Special Committee, to develop and produce two webinars. The first webinar, on *bullying*, was hosted on our CLD website February 27th with presenter and Leadership Academy cohort member **Chad Rose**. Kat Pfannenstiel did a professional job of running the webinar. The second webinar, *Incorporating Self-Monitoring Procedures to Support Content Area Learning*, was hosted March 27th with Leadership Academy cohort presenters **Brittany Holt** and **Beverly Weiser**. Both webinars were very informative and gave participants evidence-based guidance on how to deal with both of these "hot-topic" and important issues. We should all be extremely proud of the Leadership Academy and the PD Special Committee for the leadership they have taken in using technology to provide top-notch professional development to our members and to others who can visit our website. Bravo!

Our two cohorts of Leadership Academy members are a very talented group of young professionals who continue

to bring their special qualities and vitality to our organization. Nominations are coming in for next year's cohort of 5 to 7 members. There are still slots for new members, but the **application deadline is soon (June 1st)**. The application is available on our CLD website (cldinternational.org), and a hyperlink to it is included in this issue of *LD Forum*. Please consider nominating an emerging leader who works in the field of learning disabilities and for those persons who struggle academically.

We are always excited to see our other award winners—recipients of the Teacher of the Year, Floyd G. Hudson Outstanding Service Award, and Outstanding Researcher of the Year Award—at our annual conference. The deadlines for nominations are also coming soon for all of the awards. Please look for nomination forms on our CLD website; direct links to those forms are included in this issue of *LD Forum*.

Speaking of our annual conference, I know our conference chairs, **Diane Bryant** and **Judy Voress**, and our conference program chair (and vice president), **Steve Chamberlain**, have all been working very hard to present one of the very best conferences for us all to enjoy. I hope that you have sent in your proposal and are already making your plans to attend. We will be returning to Austin, Texas,

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☞ ☞ ☞

CLD CONFERENCE REGISTRATION STARTS MAY 1!

Promoting Self-Regulation in Transition Planning

Greg Conderman, *Northern Illinois University*
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Sarah Johnston-Rodriguez, *Northern Illinois University*

Providing and improving transition services and outcomes for youth with disabilities to enable them to be better prepared for life after high school has been a major component of special education for the last 15 years (Lindstrom et al., 2007). As part of that commitment, the reauthorization of the Individuals with Disabilities Education Act, retitled as the Individuals with Individuals Education Improvement Act (IDEA, 2004) noted that (a) the transition process should be results oriented, (b) transition plans should include measurable postsecondary goals, and (c) school personnel should provide students with a summary of performance (SOP) document containing information on their disability. These new changes were intended to facilitate the student's transition to post-high school activities by providing a detailed plan based on his or her strengths, preferences, interests, and needs, and the SOP was included to provide the student with a file that outlined strategies and accommodations necessary for meeting personal goals.

Despite these changes, postsecondary outcomes for students with learning disabilities (LD) continue to be disappointing (Wagner, Newman, Cameto, Garza, & Levine, 2005; Young & Browning, 2005). Specifically, in 2008–2009, just 64% of students with LD left high school with a regular diploma compared to 74% of students without disabilities (National Center for Learning Disabilities, n.d.) Furthermore, students with LD (a) enroll in college and post-secondary education at one-tenth the rate of the general population (Wagner et al., 2005), (b) represent 20% to 60% of individuals accessing welfare programs (Young & Browning, 2005), and (c) serve time in correctional institutions at significantly higher rates than the nondisabled population (Stenhjem, 2005). In short, transition outcomes of adults with LD remain significantly below that of the general population (Wagner et al., 2005).

Several characteristics associated with LD may be related to these outcomes. Typically, students with LD have difficulty with self-regulation, which includes skills such as goal setting, time management, learning strategies, self-evaluation, self-attributions, seeking help or information, and self-motivational beliefs such as self-efficacy and intrinsic task interest (Zimmerman, 2002). The low proficiency of students with LD in regulating their cognition, motivation,

and behaviors in learning activities may be a critical factor in explaining their unsatisfactory school performance and challenges in transitioning to higher education or to workforce placement (Wagner, 2005). Self-regulation skills are important in the transition process because students who are self-aware and can self-regulate make more-informed decisions and choices and therefore are more effective in planning for their future (Steere & Cavaiuolo, 2002).

Teachers can address some of these student characteristics by carefully choosing instructional methods when engaging students in transition activities. This article presents four evidence-based instructional methods suggested by the National Secondary Transition Technical Assistance Center (NSTTAC, n.d.) that teachers can use to promote self-regulation while developing or supplementing their existing transition curriculum. They are (a) graphic organizers, (b) cue cards, (c) think alouds, and (d) video modeling.

Graphic Organizers

Graphic organizers are visual devices that use lines and various figures to depict ways to organize information, for example, hierarchic, cause/effect, compare/contrast, and cyclic or linear sequences (Ellis & Howard, 2007). According to these authors, research supports the use of graphic organizers with students with LD in a variety of contexts, and the organizers have been included in the What Works in Transition Research Synthesis Project (NSTTAC, n.d.). One way teachers can use graphic organizers in the transition process is to help students critically identify their **S**trengths, **P**references, **I**nterests, and **N**eeds (SPIN; Johnston-Rodriguez & Conderman, 2012; see Figure 1). The SPIN graphic organizer maximizes its efficacy by also incorporating mnemonics to help students remember the procedures (Conderman, Hartman, & Johnston-Rodriguez, 2009).

Students complete the graphic organizer by

1. summarizing results from career and transition assessments, for example, the Transition Planning Inventory (TPI; Clark & Patton, 2006), the *Choicemaker Self-Determination Series* (Maxson et al., 1997), and the *Ability Explorer* (Harrington, Harrington, & Wall, 2006);
2. including evidence that supports these assessments;
3. requesting verification (a check off) from someone to validate the assessment; and
4. writing notes they wish to share at their transition meeting (Johnston-Rodriguez & Conderman, 2012).

Linking assessments with transition goals parallels legislative and policy efforts (Basset & Kochhar-Bryant,

2006), and including evidence and verification is important because students with LD lack self-awareness and need opportunities to self-evaluate (Zimmerman, 2002) and build self-advocacy skills (Lindstrom, Doren, & Miesch, 2011). Employers, teachers, or parents verify (check off) the information, which increases their participation in the student's transition process (Carter, Trainor, Sun, & Owens, 2009). In collaboration with the student, they may also discuss the accuracy of the information, especially if the student has inaccurate interpretations or estimations of his or her skills. This is important because sometimes youth evaluate themselves more favorably than adults would (Trainor, 2005). The graphic organizer thus provides a visual summary for the student and a planning template when he or she participates in a student-led transition meeting.

Cue Cards

Teachers can also use cue cards during transition instruction. Cue cards, known as procedural facilitators, are portable, low-cost devices that contain written and/or visual steps, prompts, processes, abbreviations, or mnemonics (Conderman & Hedin, 2011). Cue cards often include a column for the student to check off step completion or to self-evaluate (Conderman & Hedin, 2011), thus promoting self-regulation. Cue cards have been used effectively in numerous research studies with students with LD to support them in the use of strategies for reading (Sencibaugh, 2008), math (Montague, 2008), and self-management (Murphy & Korinek, 2009). Further, mnemonics, visual displays, and self-monitoring,

which are hallmarks of cue cards, are considered evidence-based practices for transition planning (NSTTAC, n.d.).

As part of transition instruction, teachers could develop cue cards to help students follow the steps of applying for college or the military, employing appropriate social skills, completing the steps of a job or task, or remembering complex skills or procedures (Hedin & Conderman, 2011). Figure 2 shows an example of how cue cards could be individualized to help students set goals based on interests, abilities, and needs; implement strategies to modify and regulate

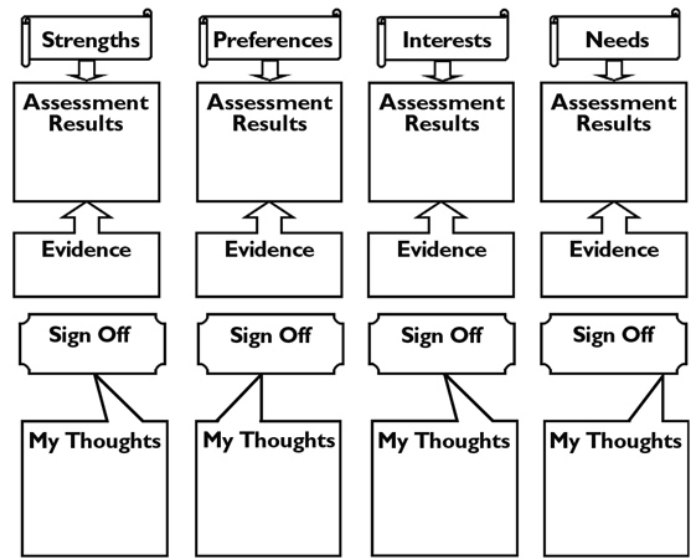


FIGURE 1. Strengths, preferences, interests, and needs: SPIN graphic organizer.

My goal: Ask for help at work when needed

Today's Date: _____

Steps: Did I:	Did I do it when needed?	How did I do?
Decide if I need help?	Y N	Good OK Poor
Decide whom to ask for help?	Y N	Good OK Poor
Ask in a friendly way? (Do you have a minute to help? Could you please help me with ...?)	Y N	Good OK Poor
Make good eye contact?	Y N	Good OK Poor
Thank the person for helping?	Y N	Good OK Poor

Based on my progress today, I did well on:

Based on my progress today, I still need to work on:

FIGURE 2. Joel's asking for help at work cue card.

(continued on page 4)

Promoting Self-Regulation (cont.)

behavior; and use strategies that track progress toward the goal, thus learning important self-determination skills (Wehmeyer et al., 2012). In the Figure 2 example, Joel benefits from cues to help him be self-aware and self-advocate when he needs help at work. The cue card prompts Joel to ask himself reflective questions to guide his actions more effectively.

Think Alouds

Think alouds are verbal protocols, or the conscious disclosure of thought processes, that teachers use to help students monitor their own learning and develop metacognitive strategies (Kymes, 2005). Research regarding their effectiveness with students with LD has been prominent in the field of reading (Block & Israel, 2004), but they have also been used successfully in vocational education courses (Laverick DeFelice, 2010). They are a critical part of the self-regulated strategy development (SRSD) instructional approach that has been thoroughly validated for students with LD for improving reading comprehension, math skills, and writing skills (Lienemann & Reid, 2006).

An effective think aloud includes a teacher's verbal modeling of what experts do and think as they approach and complete a task (Block & Israel, 2004), and it provides students with the *why* and *how* of the steps of a process (Lienemann & Reid 2006). In transition instruction, teachers could share a think aloud for school- or work-related tasks, social skills for the workplace, decision-making, or steps for preparing students for their role in discussing their future plans during their Individualized Educational Program (IEP) meeting for transition planning. For example, the teacher could provide a think aloud such as the following:

Let me think . . . what do I say during the meeting when someone asks me about my future goals? Oh, yes, when a team member asks that, they want to know things like where I would like to live, what I would like to do after high school, and what I will do to reach those goals. Let me think . . . I could say something like: I really want to live in an apartment with my friends and attend the trades program at the community college. I plan on working part time with my uncle to pay for the apartment and college. I will take classes in high school that will prepare me for the trades program. There, I did it! That was a good response because I answered the question and shared a plan that is important to me.

Even with practice, students may need supports (such as graphic organizers or cue cards) to help them remember what to do or say, especially if the step(s) or process is complicated or new. Other students may benefit from seeing the exemplar several times and having access to it. In those cases, teachers can use video modeling.

Video Modeling

As an evidence-based transition intervention, video modeling has become a common instructional strategy for working with students with various disabilities (Carnahan, Basham, Christman, & Hollingshead, 2012), but the majority of research has involved individuals with autism or intellectual disabilities. While the use of video modeling for students with LD is less extensive, the positive results are similar to those found in research involving students with other disabilities (O'Brien & Wood, 2011).

Video modeling allows students to review a multi-step event prior to completing tasks independently (Taber-Doughty, Patton, & Brennan, 2008). As the portability of video devices (e.g., iPhone, iPad) increases, the practice is becoming more practical. In addition to the opportunity to take instruction outside of the classroom, other benefits include repeated opportunities to review the content, consistency across instructional environments, and repeated use to improve skill acquisition (Mechling, 2005). With repeated exposures, students have opportunities to practice the skill, match their skill to the exemplar, and engage in self-monitoring and self-reflection, especially when provided with a checklist, cue card, or rubric. These characteristics are very important when considering the use of video modeling in transition activities, because students need repeated opportunities to engage in self-regulation before performing the skill independently (Lienemann & Reid, 2006). Teachers could use video modeling to model job interviews, appropriate introductions, and specific conflict resolution skills. Students with high levels of anxiety often find that practicing these skills via video modeling reduces stress while learning new knowledge in a familiar environment (Mechling, 2005). In short, the possibilities for technology to improve the transition process for students with disabilities are very likely, although additional research is still needed (Riffel et al., 2005).

Concluding Thoughts

Developing individualized transition programs for students with LD continues to be a priority in the field of special education. However, recent statistics regarding post-high school outcomes for students with LD are disappointing. The data suggest that changes are needed regarding how teachers approach the transition process and practices. As part of the transition process, teachers can use various evidence-based instructional methods such as graphic organizers, cue cards, think alouds, and video modeling to help students develop self-regulatory skills they can use in post-high school settings.

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35th International Conference on Learning Disabilities

October 24–25, 2013

Omni Austin Hotel Downtown

Austin, Texas

Who will be there?

- Professionals involved with identification and education of individuals with learning disabilities
- Researchers investigating assessment, eligibility, and intervention for individuals with learning disabilities
- Individuals interested in policy at the local, state, and federal levels
- Graduate students in teacher preparation programs

Why should I attend?

- To learn about key issues from leaders in the field
- To network with colleagues who share your interests and challenges
- To identify ideas and techniques that will make a difference in your professional life
- To acknowledge CLD's award winners, recognized as outstanding researchers and educators

What can I expect at the conference?

- Keynote speech by **Dr. Sharon Vaughn**, an internationally recognized expert in the area of reading and learning disabilities and the **J. Lee Wiederholt Distinguished Lecturer**
- Concurrent panels and roundtable sessions on research, interventions, teacher preparation, assessment, professional development, and policy
- Interactive papers sessions that provide opportunities for informal discussion with others in the field

How do I register?

- Registration begins May 1 on the CLD website: www.cldinternational.org

See you in Austin!

- Follow @CLDIntl
- “Like” the Council for Learning Disabilities on Facebook





Leadership Academy and CLD Awards

CLD Leadership Academy

CLD is committed to building the leadership capacity of professionals who are entering the special education field. Additionally, this support is extended to those who have been in the field and who now want to move into professional leadership roles. Participation in the Leadership Academy provides

the opportunity to assume a leadership role on local, state, and national levels in service to students with learning disabilities and their families. Academy Leaders have the opportunity to network and receive mentoring from some of the most-highly regarded leaders in the field of learning disabilities.

Click here to be taken to more information and application form:
http://www.cldinternational.org/About/Leadership_Academy.asp

Applications are due July 1, 2013

2013 Outstanding Teacher of the Year Award

Each year, the Council for Learning Disabilities recognizes outstanding teachers who are CLD members and who consistently provide quality instruction to students with learning disabilities. They are dedicated to implementing evidence-

based instructional practices and collaborating with classroom teachers and other service providers to greatly improve the quality of education for all students who struggle academically.

Click here to be taken to more information and application form:
<http://www.cldinternational.org/About/Awards/Teacher.asp>

Applications are due May 15, 2013

2013 Floyd G. Hudson Service Award

The Floyd G. Hudson Service Award is presented by CLD for outstanding performance and commitment by a professional who works in the field of learning disabilities in a role out-

side of the classroom. This CLD member, working in a leadership capacity, enhances the professional learning of others in the field and has an impact on the lives of persons with LD.

Click here to be taken to more information and application form:
<http://www.cldinternational.org/About/Awards/Service.asp>

Applications are due May 15, 2013

2013 Outstanding Researcher Award

In an effort to promote and acknowledge research, CLD recognizes an outstanding researcher who submits a manuscript-length paper about learning disabilities that is based on a doctoral dissertation completed within the last five years. The award recipient is a guest at the annual international conference. This recipient receives a complimentary registration

and CLD membership or renewal. The recipient is also presented with a certificate of recognition and an honorarium at the award program. The recipient will be profiled in *LD Forum* (the CLD newsletter) and the national web site. Additionally, the recipient's paper will be submitted for possible publication in *Learning Disability Quarterly*.

Click here to be taken to more information and application form:
<http://www.cldinternational.org/About/Awards/Researcher.asp>

Applications are due May 1, 2013

President's Message, continued from page 1

for more fun, more music, more great networking, and of course, more great sharing of ideas and research from some of the most knowledgeable folks in the world of learning disabilities. The **35th International Conference on Learning Disabilities** will be held on **October 24th–25th, 2013**, at the **Omni Austin Hotel Downtown**. It does seem like a long way from now, but make your plans soon. If your time disappears anything like mine, it will be just around the corner. I hope to see you all there. I'll have my boots on and one of those flashing State of Texas pins!

Finally, I hope you will enjoy the rest of this issue of *LD Forum*. We always have great articles. Our wonderful editors solicit articles that will be timely and helpful to you. In this issue we have one by **Greg Conderman, Angela Dalhoe**, and **Sarah Johnston-Rodriguez**, titled "Promoting Self-Regulation in Transition Planning." I'd like to person-

ally thank the editors of *LD Forum* for their hard work in providing us with a meaningful, informational newsletter. I am especially grateful for the work of **Cathy Thomas**, who has edited the newsletter since 2008. I also want to extend my appreciation to **Brittany Hott**, our assistant editor, who will be finishing her term this spring. I would like to thank her very much for her many contributions to our newsletter. Additionally, I hope you will join me in welcoming our incoming assistant editor, **Kimberly Coy**.

I feel quite privileged to serve CLD this year as president. I encourage you to contact me personally or to contact any CLD board member about your ideas or your interests in getting involved in leadership or in any of the national activities of CLD.

With kindest regards,
Caroline I. Kethley
2012–2013 CLD President

2012–2013 CLD Board of Trustees

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CLD Information Central

CLD Mission, Vision, & Goals

Mission Statement: The Council for Learning Disabilities (CLD) is an international organization that promotes evidence-based teaching, collaboration, research, leadership, and advocacy. CLD is composed of professionals who represent diverse disciplines and are committed to enhancing the education and quality of life for individuals with learning disabilities and others who experience challenges in learning.

Vision Statement: Our vision is to include all educators, researchers, administrators, and support personnel to improve the education and quality of life for individuals with learning disabilities and others who experience challenges in learning.

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

- You can access your complimentary members-only subscriptions to *Intervention in School and Clinic* and *Learning Disability Quarterly* through the CLD website. Articles are searchable by keyword, author, or title and are indexed back to 1998. Simply log-in through our Members' Only portal(<https://www.cldinternational.org/Login/Login.asp>) and then click on the link provided.

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 <https://www.cldinternational.org/Infosheets/Infosheets.asp>

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CLD Publications Invite Authors to Submit Manuscripts

Learning Disability Quarterly

The flagship publication of CLD, LDQ is a nationally ranked journal. Author guidelines may be accessed at:
<http://www.cldinternational.org/Publications/LDQAuthors.asp>

Intervention in School and Clinic

ISC, a nationally ranked journal with a historical affiliation to CLD, posts author guidelines at:
<http://www.cldinternational.org/Publications/ISC.asp>

LD Forum

The official newsletter of CLD, *LD Forum* accepts manuscripts for its **Research to Practice** and **5 Ways to...** columns. Author guidelines are available at:
<http://www.cldinternational.org/Articles/RTP-5.pdf>

Infosheets

Research summaries on current, important topics, Infosheets are aligned with CLD's tradition of translating research into practice to make it accessible and useful to practitioners. Author guidelines may be accessed at:
<https://www.cldinternational.org/Infosheets/Infosheets.asp>