



A Publication of the Council for Learning Disabilities

February 2013

President's Message



It seems a little bit hard to imagine the coming springtime as I sit bundled up in my nearly 100-year-old-house in this cold (for Dallas) 30-degree weather. However, there are lots of good things ahead for CLD this spring! By the time you read this issue of *LD Forum*, you will have voted in the CLD election, and we will soon be welcoming a new Vice

President and new Secretary for our organization. Other important news shared recently with your Board of Trustees is that the organization is more fiscally fit this spring than last as a result of a very good fall conference.

A good conference is a year-round task for some of our members. Thus, plans are well underway for another great conference next fall. **The 35th Annual Conference on Learning Disabilities will be held October 24th and 25th, 2013, at the Omni Hotel in Austin, Texas.** Conference Co-Chairs **Diane Bryant** and **Judy Voress** and Program Chair (and Vice President) **Steve Chamberlain** have actually been working diligently on preparations since the weeks prior to last fall's conference. Don't miss this great opportunity for collegiality, resources, research dissemination, and networking with your CLD friends. In this issue you will find information about the **Call for Proposals for the 2013 Conference**. I am very excited about some new types of presentation opportunities, but I'm not telling. You will have to "read all about it" in the Call. You will find additional information on CLD's website (cldinternational.org).

Spring is also the time when we start to think about nominations for the awards we give to outstanding classroom teachers, professionals who provide service outside the classroom, and outstanding researchers. Although these awards will be presented at our fall conference, the award application deadlines are in late spring. We give the **Teacher of the Year Award** to classroom teachers who consistently provide quality instruction to students with learning disabilities. The **Floyd G. Hudson Service Award** is given annually to an

outstanding professional in the field of learning disabilities who serves outside of the classroom. The **CLD Outstanding Researcher Award** is given to a researcher who submits an outstanding paper about learning disabilities that is based on a recently completed doctoral dissertation. Information about each of the awards and nomination forms for the Teacher of the Year and Hudson Awards can be found in this issue of *LD Forum* or on the CLD website. Please consider nominating a deserving professional for one of these awards—as hard as we all work, it is very important that CLD notices and recognizes exceptional contributions to our field!

This year has been a busy one for me personally, and I see the next six months while I am your president going by just as quickly. On my mind this spring is mentoring those individuals who will take the reins next to ensure they know the ins-and-outs of their roles on the Executive Committee. As someone who has enjoyed the benefits of this type of mentoring and general leadership training in this organization and others, I encourage those of you who are interested in developing your leadership skills to consider applying for the new cohort of our CLD Leadership Academy. Participation in the Academy provides opportunities for leadership growth through networking with and receiving mentoring

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Save the Date for the 35th International Conference on Learning Disabilities

October 24–25, 2013

Omni Austin Hotel Downtown
Austin, Texas

★ **J. Lee Wiederholt Distinguished Lecturer and Keynote Speaker** ★
Dr. Sharon Vaughn

The University of Texas at Austin, Meadows Center for Preventing Educational Risk, College of Education
(Internationally recognized expert in the area of reading and LD)

Concurrent skill-building panel sessions on research, interventions, teacher preparation, and assessment for students with LD. Interactive paper sessions and round table discussions on evidence-based practices. Networking opportunities with local, state, and national educators in LD. President's reception will honor award recipients.

Bring a colleague and student: As you make plans to attend, consider asking a colleague or student to attend the conference with you. Describe how CLD provides you with networking and professional growth opportunities, and how the Leadership Development Committee's Leadership Academy program provides early career professionals with opportunities to learn leadership skills, which can be used to enhance CLD's role in our profession and their own professional development.

- Follow @CLDIntl
- “Like” the Council for Learning Disabilities on Facebook
- Call for Proposals in this newsletter and at www.cldinternational.org



(President's Message, continued from page 1)

by some of the most highly regarded leaders in the field of learning disabilities, through participating in the creation of professional-development offerings for CLD members, and through assuming leadership roles at local, state, and national levels in CLD. The application for this year's cohort can be found on our CLD website. Although the deadline for this year's cohort is June 1, 2013, the application is open year-round. Also, a list of members in the present Leadership Academy cohorts and their contact information are available on the website. I feel certain that any of them would be happy to discuss their experiences in the Academy with you.

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

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and

“Like” the CLD Facebook Page

<https://www.facebook.com/pages/Council-for-Learning-Disabilities-International/196204000418174>

Corrections

Please note the following corrections to information incorrectly presented in the December issue:

- Endia J. Lindo, member of the *LD Forum* Editorial Board, was inadvertently spelled as Indio
- Mary Beth Calhoun is the current Membership/Recruitment Standing Committee Chair

We thank you both for your service to CLD and apologize for our errors.

CLD 2013 Call for Proposals

Due Sunday, March 3, 2013

35th International Conference on Learning Disabilities

CLD's 35th international conference will focus on the education of children, youth, and adults who have identified learning disabilities or younger students who are at risk for having LD. We encourage proposals that

- ▲ address the construct of LD (including assessment for eligibility and classification);
- ▲ originate from other disciplines that focus on LD (including neuropsychology and related services);
- ▲ describe original research on LD (including research on effective intervention and assessment practices for students with LD);
- ▲ address topics relevant to higher education (including proposals on teacher preparation and mentorship of junior faculty/graduate students);
- ▲ examine the education of students with LD from diverse cultural and linguistic backgrounds (including a focus on the intersection of multiple student and system characteristics that influence instruction quality and appropriate identification of students for services); and
- ▲ pertain to policy at the local, state, and federal levels.

The CLD conference is especially designed to promote multiple opportunities for networking and interactive discussions about critical, contemporary issues related to LD.

TYPES OF SESSIONS

Panel Sessions consist of three or more panelists who present on topics pertinent to the field of LD and include audience participation. They should be interactive, with opportunities for questions and answers, and convey content that participants can readily apply to their professional roles.

Roundtable Sessions are small-group discussions where one or two presenters discuss a specific topic in an informal interactive format. Presenters should use their presentation as a jumping-off point that encourages discussions about the topic. Multiple roundtable sessions will be offered in a room, so participants can choose their

topics of greatest interest. Participants will have the opportunity to attend 2 round table discussions (40 minutes each) during the entire 1.5-hour session.

Two Interactive Paper Sessions during the course of the conference will provide presenters the opportunity to discuss their work in a poster format. Participants will have the opportunity to circulate among the posted papers at each session to read about presenters' work and discuss the content with the presenters.

TOPICS

Classification/Assessment for Eligibility sessions should focus on factors that lead the field to a better understanding of the construct of LD and how to more accurately, efficiently identify those students with LD who require special education to be successful in school. Proposals should clearly identify proposed practices and describe the theoretical/research base for the practice. Proposals addressing disproportionate representation and nondiscriminatory assessment practices are encouraged.

Classroom Intervention and Assessment/Progress-Monitoring Practices sessions should provide participants with sufficient information to facilitate implementation of the intervention or assessment practice. All proposals must provide documentation of how the discussed practice is evidence-based. Proposals should include a brief summary of the intervention or assessment's theoretical underpinnings and include data that demonstrate effectiveness when used with individuals with LD or those suspected of having LD.

Higher Education and Research sessions should focus on topics relevant to teacher preparation, mentorship of junior faculty and graduate students, or research methodology.

Teacher preparation sessions should describe evidence-based practices for preparing teachers to work with individuals with LD, their advocates, and their families. Proposals should include a description of the teacher preparation practices and examples of their use in a university or clinic setting. We encourage sessions that

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CLD 2013 Call for Proposals (cont.)

identify issues in teacher preparation and provide recommendations for new approaches or models of teacher preparation and ways to measure effectiveness.

Sessions focusing on *mentorship of junior faculty and graduate students* should focus on providing support for these professionals and may include topics pertaining to establishing a research agenda, networking with other professionals, conducting research when also having a full teaching load, and using time-management skills to help establish a balanced portfolio. A theoretical or research base that serves as a foundation for mentorship recommendations should be provided.

Of particular interest for *research* are sessions that advance participants' knowledge on how to conduct research that provides evidence for interventions, read research-based articles, decipher sophisticated analyses, and on how methodologists design studies and report the results. Research methodology proposals should describe strategies for methodology and how participants can apply the session's content to designing research and analyzing findings on studies pertinent to educational research in LD.

Policy sessions could address legislation, litigation, and policies at the local, state, or federal level. They should offer a historical perspective about the policy being addressed and provide participant outcomes that pertain to the professional roles of participants. Sessions concerning the next reauthorizations of IDEA and ESEA, especially as they apply to the education of individuals with LD, are encouraged.

PROPOSAL INSTRUCTIONS

Form available at: CLD website (<http://www.cldinternational.org/Conference/Conference2013.asp>), click on "Call for Proposals" link.

1. Submission deadline for all proposals is Sunday, March 3, 2013.
2. A speaker can be listed as a Session Leader only once. A lead presenter may appear as a co-presenter on other proposals.

3. Session proposals must include names of ALL presenters. (Panel presentations must include a minimum of 3 presenters.)
4. **All presenters (including co-presenters) are required to register for the conference.**
5. Complete the FINAL CHECK to ensure that all requested information is included.
6. Email proposals to the Program Chair by **Sunday, March 3, 2013** (CLD2013.PROPOSALS@gmail.com)

In the subject line, please say "CLD proposal." An acknowledgement of the proposal receipt will be sent to the lead presenter.

REVIEW PROCESS

The Program Committee is seeking presentations that are evidence-based and timely. Proposals must provide sound empirical and theoretical support for the topic, including supporting literature. Only complete proposals will be considered. The Program Committee, which will include the Program Chair and others knowledgeable about the topics, will review proposals. The Session Leader will be advised by email of the Program Committee's decision by the end of April 2013.

ACCOMMODATIONS

Visit CLD's website for the posting of hotel information: www.cldinternational.org

AUDIOVISUAL

CLD will supply an LCD projector and screen for all presentations. Please be advised that speakers using projection devices **will need to supply their own laptop and connecting cords**. Other audiovisual needs (e.g., overhead projector, speakers) are the presenter's responsibility.

For more information and to obtain the form, go to the CLD website page (<http://www.cldinternational.org/Conference/Conference2013.asp>)



AWARDS NOMINATIONS

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. These teachers, selected by local chapters, provide direct services to students. 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.

Awards Benefits

Recipients are guests at the annual international conference and receive a complimentary registration. During the conference award program, they receive a certificate of recognition and an honorarium. These CLD members are also profiled in *LD Forum* and are given a 1-year membership renewal.

Criteria for Nomination

- Be a member of CLD or join as part of the application process

- Provide direct services to students with learning disabilities
- Implement evidence-based instructional practices that result in significant gains in achievement for children, adolescents, or adults who struggle academically
- Advocate for persons with learning disabilities

Contents of Nomination Packet

- Completed Nomination Form and résumé (maximum 2 pages)
- Three (maximum) letters of recommendation (from supervisor, colleague, and/or other professionals)
- Two testimonials from parents or students
- Responses to “Statement of Educational Practices” (submitted in 12-point font and double spaced)
- Submit completed packet to local chapter president

Teacher of the Year Nomination Form

Nominee: _____

Address: _____

City/State: _____ Zip: _____

Phone: _____ email: _____

Current job title/Employer: _____

Chapter/Representative submitting nomination: _____

Representative contact information: _____

Statement of Educational Practices

Describe your current teaching responsibilities and explain how your instructional practices and collaborative efforts support district- and building-level goals for meeting the needs of all students within a Response to Intervention model. (500-word maximum)

Deadline: Chapter submission deadline to be determined by individual chapters. Chapter presidents must submit nomination packets to CLD Executive Director Linda Nease (lneaseclld@aol.com) by **May 15, 2013**. Candidates not affiliated with a local chapter may be nominated by a CLD member, who will submit the nomination packet to the executive director. Questions may be submitted to Ms. Nease via email.

Executive Director: Linda Nease



AWARDS NOMINATIONS

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 outside 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.

This award is named in memory of Dr. Floyd G. Hudson, a professor at the University of Kansas, who was a leader in the early years of CLD. Floyd was instrumental in formulating early policy to drive federal and state initiatives in the area of learning disabilities. Don Deshler has said of Floyd, "As I visit many schools across Kansas, Missouri, and Nebraska, I can really see Floyd's lasting influence. He was a kind, generous, innovative, and collaborative professional. He worked closely with many school districts in solving problems, preparing teachers, and implementing more effective programs. Even today, many people here in the Midwest and around the country tell me about their positive experiences working with Floyd, many of which took place more than 20 years ago."

Award Benefits

The recipient is a guest at the annual international conference and receives a complimentary registration and member-

ship renewal. During the conference award program, he or she receives a certificate of recognition and an honorarium. The recipient will also be profiled in *LD Forum* and on the national website.

Criteria for Nomination

- Be a member of CLD or join as part of the application process
- Provide professional development/consulting services or serve in a leadership role working with teachers, other professionals, parents, and students
- Provide exemplary services to the field of learning disabilities for a minimum of 5 years

Contents of Nomination Packet

- Completed nomination form and vitae (maximum of 2 pages)
- Three (maximum) letters of recommendation (from supervisor, colleague, and/or other professionals)
- Testimonials from parents or students, if applicable
- Responses to questions from Statement of Educational Practices (750 words)

Floyd G. Hudson Outstanding Service Award Nomination

Nominee: _____
 Address: _____
 City/State: _____ Zip: _____
 Phone: _____ email: _____
 Current job title/Employer: _____
 Chapter/Representative submitting nomination: _____
 Contact information for representative: _____

Statement of Educational Practices

Describe your role as a professional in the field of special education. How does this role allow you to impact instructional practices and provide support to students with learning disabilities? In addition, describe the most critical issues relevant to delivery of academic support for all students who struggle in school. How do you address these issues in your role as a professional?

Deadline: Chapter submission deadline to be determined by individual chapters. Chapter presidents must submit nomination packets to CLD Executive Director Linda Nease by **May 15, 2013**. Questions may be submitted to Ms. Nease (lneasecl@aol.com).

The Leadership Development and Executive Committees of CLD are responsible for the selection of the award recipient.



AWARDS NOMINATIONS

2013 Outstanding Researcher Award

To promote and recognize research, CLD annually presents an award for an outstanding manuscript-length paper on learning disabilities based on a doctoral dissertation completed within the last five years. The submission must not be under consideration for, or the recipient of, another award.

The award recipient will receive a plaque to be presented at the President's Reception on Thursday, October 24, 2013, during the 35th International Conference on Learning Disabilities in Austin, Texas. Because the paper will be considered for publication in *Learning Disability Quarterly*, it cannot be simultaneously submitted to or already published in another journal.

Submit 6 copies of the APA-style paper (max. 35 pages) to:

Dr. Deborah K. Reed
Council for Learning Disabilities
Research Committee
Florida Center for Reading Research
2010 Levy Ave., Suite 100
Tallahassee, FL 32310
850-645-0510

For additional information, contact **Deborah K. Reed** (dkreed@fcrr.org).

Submission Deadline (must be received by): May 1, 2013

The winner will be notified by August 15, 2013.

Committee/Chapter Reports and News

California Chapter

California CLD is collaborating again with several organizations to co-sponsor the CSU Fullerton 7th annual General Education/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practices at the Embassy Suites in Brea on April 26–27, 2013. Conference fee is \$100; a limited number of scholarships are available for parents of children with disabilities. Registration opens February 1, 2013. For information, email **Dr. Belinda Karge** (bkarge@fullerton.edu).

Colorado Chapter

In conjunction with the Colorado Metro Math Intervention Team & the Colorado Council for Teachers of Mathematics, Colorado Council for Learning Disabilities (CCLD) will present **Math on the "Planes" Workshop and Boot Camp**. Dates for the Workshop are February 22–23, 2013; dates for the Summer Boot Camp are June 17–21, 2013. Topic will be *Numeracy and Proportional Reasoning: Assessment and Instruction*. **Dr. Mary Pittman**, CDE mathematics specialist, will be the speaker for the February interactive workshop. Participants will develop a deeper understanding of the foundations of numeracy (including the concepts of proportional reasoning and spatial visualization) and learn ways to assess these concepts

within the Colorado Academic Standards. By the end of the two-day workshop, participants will be prepared to use a free screener/diagnostic assessment tool with their students and interpret results to better inform instruction and intervention practices. Participants in the boot camp will bring assessment data collected after the February workshop to guide discussions about the development of numeracy for all students. The Colorado Academic Standards and current research on student thinking/problem-solving will be the foundation for learning about evidence-based instructional strategies for struggling mathematics learners. Participants may receive a certificate for licensure hours OR college credit.

CCLD participates and supports the **Courage to Risk Conference**, which was held at the Broadmoor Hotel in Colorado Springs on January 25–26. This annual, collaborative conference comprising a variety of organizations committed to the educational success of students with diverse learning needs. The mission of the CTR conference is to provide quality educational experiences to parents, students, teachers, and community members; to provide networking experiences for participants; and to motivate those persons working with students with diverse learning needs. For details and to stay informed for next year's CTR conference, go to the conference website (http://couragetorisk.org/2013_program.html).

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>

Contact Information

Council for Learning Disabilities
11184 Antioch Road, Box 405
Overland Park, KS 66210
phone: 913-491-1011 • fax: 913-491-1012
Executive Director: Linda Nease

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>