



A Publication of the Council for Learning Disabilities

February 2014

President's Message



Dear CLD Members,

A new academic semester has started. CLD Board of Trustees (BOT) continues to work on making CLD an active and robust organization. Check out our new website (<http://www.council-for-learning-disabilities.org/>) developed by the co-chairs

of the Technology Committee, **Joe Morgan** and **Lisa Morin**. Thank you! BOT members have also been busy working on CLD's mission and vision statements, bringing up to date the Best Practices document with the assistance of **Peggy King-Spears**, making financial decisions, and preparing for the 36th Annual Conference on Learning Disabilities.

The Call for Proposals for the 36th Annual Conference on Learning Disabilities is out! Proposals are due on **March 14, 2014**. This year's proposal applications will be completed electronically, and the call can be accessed at the following webpage (http://origin.library.constantcontact.com/download/get/file/1102084425506-15/2014_CLD_Call_For_Proposals-REV.pdf). The conference will be held on October 2 and 3, 2014, in Philadelphia. Please see the "Save the Date" in this issue for more information. Also, **Kim Coy**, assistant editor of *LD Forum*, has included a "Fun in Philly" column for your enjoyment.

I would like to continue our efforts at recruiting new members, and you, as a member, can help. Tell your colleagues, friends, and students who are interested in the field of learning disabilities about the great benefits of joining CLD. Members not only get three great resources, *Learning Disability Quarterly*, *Intervention in School and Clinic*, and *LD Forum*, but they also have the opportunity to attend and participate in CLD's annual international conference, where they can network and learn about the latest issues and research-based inter-

ventions in LD. For more information about membership, please contact **Mary Beth Calhoon** (mbc310@lehigh.edu).

I also want to encourage you to join one of CLD's standing committees or run for office. We welcome individuals who want to become involved with CLD! In this issue, **Bertina Combs**, chair of the Standards and Ethics Committee, invites new members, and **Brittany Hott** and **Colleen Reutebuch**, co-chairs of the Leadership Development Committee, provide information about how to apply for the Leadership Academy's fourth cohort.

Finally, CLD elections for the office of Vice President will have been completed by the time you receive this issue. We hope that all of you participated in this important process. Please see our website to confirm election results.

I wish all of you a great semester.

Sincerely,
Silvana Watson
2013–2014 CLD President

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Saying “I DO” to Family–Teacher Partnerships

Suzanne Thomas, PhD, *Texas A&M University, Commerce*

Families of students with learning disabilities (LD) can play a significant role in creating a solid foundation that connects the child and the school (Obiakor & McCollin, 2010). Family–teacher partnerships enhance educational and social outcomes for children, help students remain engaged in school, and support empowerment of the family, enabling family members to be long-term advocates for their children (Dyson, 2003; Ouimette, Feldman, & Tung, 2006; Spann, Kohler, & Soenksen, 2003; Valle, 2011; Xu & Filler, 2008). Children with LD are a diverse group of students, and their families are equally diverse. Teachers can play a vital role in establishing and maintaining family–teacher partnerships; however, this may be a new role for them, especially for general education teachers from whom many children with LD receive their education (Fuchs & Fuchs, 2009; Yell, 2012). Thus, the need for teachers of students with LD to understand family–teacher partnerships has never been more salient (Valle, 2011).

Effective family–teacher partnerships are multifaceted. Key attributes include mutual trust and respect; empathy; parity and interdependence; honesty, with shared commitment; vision; resources; responsibility; and rewards (e.g., Fish, 2008; Keen, 2007; Powell & McCauley, 2012). A key element is reciprocity of the relationship—effective relationships are those in which families participate in decision making and are not solely recipients of information (Beverly & Thomas, 1999; Fish, 2008; Valle, 2011). Partnerships are dynamic processes that are influenced by a variety of situational, child, and family variables. Examples include (a) family background, (b) culture, (c) composition, (d) living condition, (e) past experience, (f) available time, and (g) belief systems (Obiakor & McCollin, 2010; Ouimette et al., 2006). Figure 1 illustrates multiple factors that may influence development of effective family–teacher partnerships.

Teachers of students with LD need to understand the complexity of factors that influence family–teacher partnership for these students. Even though all families differ, research has shown commonalities in values and expectations that families deem to be important (Thomas, Mallett, & Dykes, 2013; Valle, 2011). Three key ways to support effective partnerships with families of students with LD follow.

I. Provide Support

All families do not have the same response to having a child diagnosed with LD. Some family members seek support

in understanding what is different about their child (Valle, 2011). Other families may find the diagnosis itself a source of stress (Dyson, 2003) or that the diagnosis may not fit the family’s cultural definition of a disability (Harry, 2011). Families value teachers who work to maximize their child’s potential while advocating for the child and family (Thomas et al., 2013). Unfortunately, in the press for accountability, family involvement is often overlooked as a tool for enhancing student performance, especially for students with LD (Ouimette et al., 2006). Teachers who share information, help the family identify strengths and resources, make opportunities available for involvement, and facilitate connections make an important contribution toward positive student outcomes.

Information sharing. Families may benefit from information to further their understanding of special education. Families need to know about special education law and need resources to understand and navigate the special education process (Cheatham & Ostrosky, 2009; Valle, 2011). Families may also benefit from additional information about LD. Teachers should provide this information to families in an understandable format, avoiding acronyms, jargon, or terminology that might be confusing.

Identify strengths and resources. Teachers can help families identify their own strengths and resources, develop

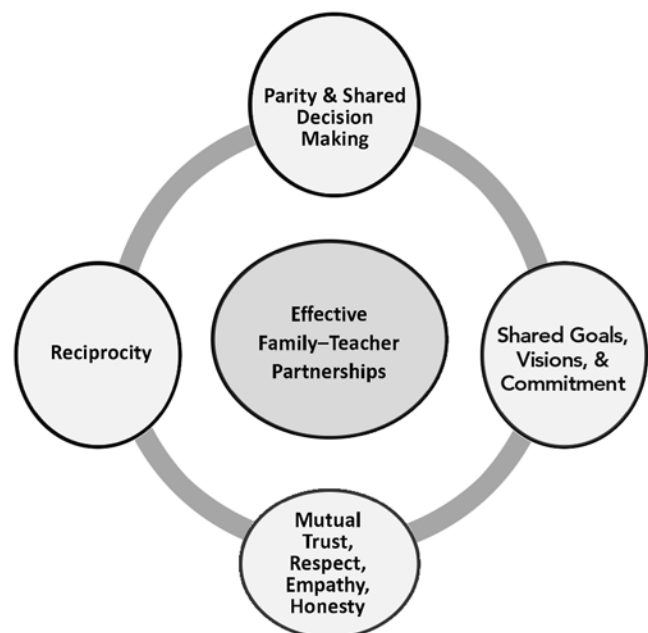


Figure 1. Influences on the development of effective family–teacher partnerships.

coping strategies, and provide referrals, as needed (Hott, Thomas, Abassi, Aslina, & Hendricks, in press). Families of children newly diagnosed as having LD may feel particularly vulnerable (Dyson, 2010; Valle, 2011). Many families need help to feel empowered to ask questions of their child's teacher and to access resources. Traveling journals, teacher blogs, and dedicated time for instant messaging are suggested ways teachers can use to encourage family involvement (Powell & McCauley, 2012).

Make available multiple opportunities for involvement. Families are more willing to work with schools to collaboratively address mutual concerns when multiple opportunities are available for families to be engaged (Ouimette et al., 2006). Efforts should be made to reach out, especially to those families not typically involved in their child's schooling. Teachers should extend efforts to learn welcome and effective ways to engage families within the local context; for example, families might be involved in such activities as publication of a student newspaper or class television station where family members are interviewed. Activities to involve families, such as bring a family member to class day, can be sponsored (Thomas & Dykes, 2011). Family support could be solicited in making costumes for a class play or bringing items to support classroom activities, such as craft items (e.g., coffee cans, paper towel rolls) or seeds for planting. They could be asked to judge a debate, a science project, or field day activities. Nonetheless, it is important to remember that for some families and some cultures all of these activities could be viewed as unfamiliar and inappropriate. For example, in some countries arguing political points is illegal and has harsh penalties, and for some religions there are strong beliefs about aspects of science. Teachers must spend time getting to know the local community and should ask parents directly about their preferences, having conversations over time to elicit ways for them to contribute and be involved.

Facilitate connections. Support groups can be valuable in helping families manage daily stress, can provide "someone to talk to," and can help families explore parenting or behavioral techniques or share resources (Dyson, 2010). Teachers may be aware of available support groups (community or virtual) and can provide referral information and facilitate connections (Hott et al., in press).

2. Demonstrate Knowledge and Expertise

A second key way teachers of students with LD can facilitate partnerships is by demonstrating knowledge and expertise about each child. Families appreciate a teacher who is alert to symptoms of their child's condition and is aware of effective evidence-based teaching techniques based on their child's characteristics (Thomas et al., 2013). Reciprocal partnerships are only supported, however, when the family members believe the teacher is willing to *balance* the teach-

ers' expertise with the family's expertise and experiences in daily situations (Harry, 2011). Teachers can demonstrate this balance when they communicate about the child's strengths, homework, and assessment.

Communicate strengths. Teachers should make a frequent, regular effort to relate strengths and positive attributes to families (Byington & Whitby, 2011; Ratcliff & Hunt, 2009). All families like to hear about their child's accomplishments. This is especially true for families of a child newly diagnosed with a learning disability, a time when both the child and family may feel overwhelmed by the diagnosis, or when they have had negative school experiences. Partnerships are supported when families believe teachers see their child's strengths and challenge the child to further develop them.

Plan homework that supports the partnership. For many families of children with LD, homework is a significant source of stress, but it can be a building block of the family-teacher partnership. Some families want to help the child complete assignments; others may not feel competent or have the desire, time, or resources to be directly involved. Teachers can help the family develop homework rules and schedules and make referrals for support, such as tutoring or technology support, as needed (Fialka, Feldman, & Mikus, 2012).

Involve families in on-going assessment. Dynamic, interactive assessments and response to intervention (RTI) present increased opportunities for family input (Dyson, 2010; Fialka et al., 2012; Harry, 2011). Families should be given easy access to accurate, timely, and understandable data and be engaged in on-going dialogue about what the progress data mean. These data can be used to support decisions about student performance, including helping families understand movement between RTI tiers (Harry, 2011; Harvard Family Research Project, 2013).

3. Exhibit Respect, Patience, and Caring to Build Relationships

To support effective partnerships, teachers should demonstrate respect and caring as partnerships evolve. No two partnerships are alike, even when families have similarities in age, culture, or socioeconomic status. A teacher may develop a relationship with one family but struggle to establish the most basic rapport with another (Keen, 2007).

In general, families want frequent communication in a manner understandable and accessible to them, either in person, written, or electronic. They want to be kept apprised of changes and concerns in a timely manner (sooner rather than later). Families value teachers who listen to their concerns, allow family members to share their goals for the child, and respect the family as having valuable information to con-

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Table 1. Communication Supports and Roadblocks

Communication Supports	Communication Roadblocks
<ul style="list-style-type: none">• Listen and be attentive. Become aware of cultural communication styles. Put everyone at ease. Maintain eye contact. Use open posture. Write down family's suggestions, ask for clarification.• Use open-ended questions: "Tell me about," "Have you noticed?" "Is there anything else?" "How can I help?" Ask about strengths; what the child does best.• Demonstrate sensitivity. Remain alert for misunderstanding or anger. Acknowledge what the family is already doing. Use a cultural mediator or translator, as necessary. Stay positive.• Be specific. State information in concrete terms using every-day language. Avoid jargon.• Look for areas of agreement. Listen to the family's views. Explain "why" something is important. Solicit ideas about family's cultural preferences.	<ul style="list-style-type: none">• Avoiding threatening, arguing, or raising your voice. Examples: "If you do that, I'll . . .," "Unless you take my advice, . . .," "You must . . .," "You've got to . . ."• Avoid interrupting to provide answers while the other person is talking: "Here's what you do . . .," "Let me interrupt for a minute," "I suggest . . .," "I know what you are going to say."• Avoid moralizing, minimizing the problem, or making empty promises: "You just think it's a problem." "You should have . . .," "It's your responsibility to . . .," "You know you're supposed to . . .," "Why didn't you . . .?"• Avoid lecturing: "I told you . . .," "Do you realize . . .?" "One of these days . . .," "It's not surprising."• Avoid being judgmental or criticizing the family's efforts: "You're wrong . . .," "One of your problems is . . .," "That was a mistake," "If you would just . . ."

tribute (Fish, 2008). Table 1 illustrates examples of communication efforts that are either supportive or roadblocks to family-teacher partnerships.

Use respectful and open communication style. Show respect for the family by returning phone calls and e-mails promptly. Be attentive to family's requests, even if they can't be granted. Confidence is increased when it is evident that the teacher took the time to prepare for a meeting and is not distracted or rushed. Active listening and questioning techniques are key (e.g., sufficient but not anxiety-producing wait time), especially when a family is reluctant to ask questions (such as a person whose culture stresses not questioning the "expert" teacher) or for families of students who have been newly diagnosed.

Use multiple means of communication. Disseminate a family newsletter or use regularly scheduled reports, conferences, phone calls, or e-mails to keep families current and involved. Teachers should learn about each family's communication preferences and be considerate of the family schedule. Hold conversations with families about education in general (Beverly & Thomas, 1999).

Solicit family input. The Individuals with Disabilities Education Improvement Act (IDEIA, 2004) mandates that families be actively involved in developing the educational plan for their child. Many families want to be involved in instructional and behavioral support planning and want teachers who acknowledge the family's suggestions for modifications and accommodations (Thomas et al., 2013). Specific tasks or behavior could be observed or videotaped to spur brainstorming between the teacher and the family in order to generate a solution most effective for the child. When reviewing a child's school experiences, progress, and academic prod-

ucts (portfolios), the teacher should take the opportunity to solicit family input into instructional planning.

Solicit family perspective. Families of diverse backgrounds are involved more when schools and teachers reach out to them (Ouimette et al., 2006). The family's academic goals and aspirations, as well as the family's cultural beliefs and customs regarding discipline, should be solicited and considered in planning interventions.

Conclusion

When families of children with LD are involved in their child's schooling, potential learning and behavior problems are handled more expeditiously and solutions are more responsive to the child and family (Obiakor & McCollin, 2010). Like a marriage, the family-school partnership is not about a wedding ceremony but about a *relationship*. In a strong relationship, reciprocal support is provided and the knowledge and expertise of each party is acknowledged. Through reciprocal relationships, respect, patience, and caring are exhibited and diversity is celebrated. Strong family-school partnerships result in strong school communities and can have a positive impact for both children and families.

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36th Annual Conference on Learning Disabilities



J. Lee Wiederholt Distinguished Lecturer and Keynote Speaker:

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

*C*oncurrent skill-building sessions on research, interventions, teacher preparation, and policies for students with LD

*P*resident’s awards reception and interactive poster session on evidence-based practices

*N*etworking opportunities with local, state, and national educators in LD



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Fun in Philadelphia: Places to Eat, Things to Do!

Kimberly Coy, Washington State University

The intimacy of the CLD conference is only enhanced by the fabulous cities that host the event. Next October, Philadelphia is the destination. The conference dates of Thursday, October 2, and Friday, October 3, promise to bring good company and brilliant fall weather.

To encourage our members’ excitement about attending CLD’s conference, we wanted to highlight some of what this dazzling “City of Brotherly Love” has to offer. A quick and completely unscientific poll of participants provided the topics: *Food, Activities of Historical Interest, and Walkers Welcome.*

Food

- **Bon appetite!** Thankfully, *Bon Appetite* magazine has a web presence, and in October of 2013 writer Drew Lazor created a guide to a variety of amazing eats! (<http://www.bonappetit.com/restaurants-travel/city-guides/slideshow/where-to-eat-in-philadelphia/?slide=1>)
- **Reading Terminal Market:** Open Monday through Saturday from 8 am to 6 pm and Sunday from 9 am to 5 pm, this is one of this author’s favorite places to get your foodie on. Close to 100 vendors offering everything from baked goods to ethnic foods, as well as a fabulous

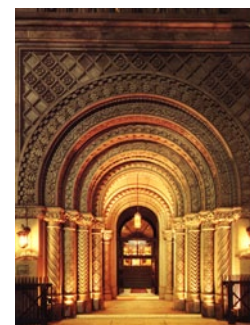


selection of irresistible arts, crafts, and people watching!

- **Philly Cheesesteaks:** Oh yes, a cultural obsession and totally worth the effort. Check out this website for the Top 10 spots. (http://www.visitphilly.com/articles/philadelphia/top-10-spots-for-authentic-philly-cheesesteaks/?utm_source=VISITPHILLY.COM&utm_medium=REFERRAL&utm_campaign=HOUSE-FORMATTED-BANNER)

Activities of Historical Interest

- **Independence Hall:** Free. Located in Independence National Historic Park in the Old City, this must visit building is where the Declaration of Independence and the Constitution were debated. (<http://www.nps.gov/inde/index.htm>)
- **Liberty Bell Center:** Free, tickets not required. Open daily from 9 am to 5 pm (<http://www.nps.gov/inde/liberty-bell-center.htm>)
- **Masonic Temple:** Tuesdays through Saturdays, see the website for times. This beautiful Masonic building is the largest of its kind and was once a meet-



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36th Annual Conference on Learning Disabilities

(Fun in Philadelphia, continued from page 5)

ing place for history's more legendary organizations (*National Treasure!*) (<http://www.pagrandlodge.org/tour/onsite.html>)

- **Eastern State Penitentiary:** Open every day from 10 am to 5 pm. Opened in 1829, this 11-acre prison was designed to create social change based on the Quaker-inspired belief that solitary confinement could reform criminals. The building not only hosted notorious criminals, such as Al Capone, it also boasted central heat, running water, and flush toilets before those amenities existed in the White House. (<http://www.easternstate.org/home>)

Walkers Welcome

- **Rittenhouse Square:** One of the swankiest areas in the city, it features plenty of restaurants, stores, and

trendy nightlife. (<http://www.ushistory.org/districts/rittenhouse/index.htm>)

- **University of Pennsylvania:** With architecture reminiscent of England's Oxford and Cambridge universities, this world-class Ivy League school is a beautiful walk. Located in the University City neighborhood. (<http://www.upenn.edu>)
- **Philadelphia Zoo:** Daily 9:30 am to 5:00 pm. Located in Fairmount Park, one of the world's largest city parks, America's First Zoo is a beautiful destination. (<http://www.philadelphiazoo.org>)



Committee/Chapter Reports and News

Communications Committee

One of the responsibilities of the Communications Committee is to solicit and review InfoSheets, which are then made available on the CLD website as PDFs for easy downloading. Several InfoSheets have been updated and posted. InfoSheets are brief, in-depth presentations of a topic of interest to individuals in the field of learning disabilities (LD). They can provide (a) a detailed discussion on how to implement a research-based strategy or (b) an integrated review of a specific topic (e.g., Common Core and implications for students with LD). They may also be written directly for individuals with LD to help them with a specific issue: Rather than giving teachers data about specific strategies, they offer information to be used directly by the individuals with LD. All InfoSheets are peer reviewed. If you are interested in preparing an InfoSheet, or you would like to be on the Communications Committee, contact **Judy Voress** (jvoress@hammill-institute.org).

Standards and Ethics Committee

The Standards and Ethics Committee is looking for a few good CLD members who are excited about teacher preparation and development! The committee is responsible for activities that promote more effective teacher preparation, ongoing professional development of educators, and local special education programs. The Committee is charged with

the task of establishing standards of teaching excellence and ethical practices for professionals in the field. Members representing school districts, educational agencies, and universities (faculty and graduate students) are needed. Anyone interested should contact **Bertina Combes** (Bertina.Combes@unt.edu).

Colorado Chapter

CCLD presents the 12th annual **Math on the "Planes": Numeracy and Proportional Reasoning: Assessment and Instruction**. CDE Mathematics Specialist **Dr. Mary Pittman** will be the presenter for the pre-conference workshop on **February 20, 2014**. Participants of this interactive workshop 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 Common Core Standards. Dr. Richard Kitchen, professor and Kennedy Endowed Chair of Urban Education at the University of Denver, will be the featured presenter at the Math on the "Planes" conference on **February 21 & 22, 2014**. Dr. Kitchen will present on *Explain How You Know: How to Use Instruction in Mathematical Models to Enable All Students to Approach Novel Problem-Solving and Explain Their Thinking*. For conference details, visit the CCLD website (www.cocld.org). We encourage teams from other states to attend the training.



Awards and Award Nominations

The Council for Learning Disabilities takes pride in the accomplishment of exceptional individuals in our field. Each year, CLD recognizes excellence in our field by honoring individuals for outstanding contributions with awards presented at our annual conference. Nominations for the following awards remain open throughout the year, and we encourage each of you to nominate someone who is deserving of such an award to help us honor those individuals who make important contributions to our community.

Leadership Academy

CLD is committed to building the leadership capacity of professionals who are entering the special education field. Each year, CLD selects a cohort of up to six emerging leaders who demonstrate potential and a passion for leadership in the service of students with learning disabilities as well as all other learners who struggle academically. For additional information, please contact **Brittany Hott** (brittany.hott@tamuc.edu).

Outstanding Teacher of the Year

This award recognizes outstanding teachers who are CLD members and who consistently provide quality instruction to students with learning disabilities. For additional information, please contact **Colleen Reutebuch** (ckreutebuch@austin.utexas.edu).

Please watch our website (<http://www.cldinternational.org/Index.asp>) for updated information and forms!

2013 Outstanding Researcher Award

The CLD Research Committee announced its 2013 Outstanding Researcher Award (ORA) at the International Conference on Learning Disabilities held in October in Austin, Texas. The award is presented annually for an outstanding manuscript-length paper on learning disabilities based on a doctoral dissertation completed within the last five years. This year, the committee selected **Dr. Eric Oslund**, who studied under Dr. Deb Simmons at Texas A&M University. During the Must Reads session hosted by the Research Committee, Oslund presented his work, "Can Curriculum-Embedded Measures Predict the Later Reading Achievement of Kindergarteners at Risk of Reading Disability?" Eric is now a post-doc fellow at the Meadows Center for Preventing Educational Risk at The University of Texas at Austin.



*Inquiries about the 2014 ORA should be sent to **Dr. Deborah Reed**, Research Committee Chair (dkreed@fccr.org). Submissions deadline is **May 1, 2014**.*

Floyd G. Hudson Service Award

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, and honors outstanding performance and commitment by a professional who works in the field of learning disabilities in a role outside of the classroom. For additional information, please contact **Colleen Reutebuch** (ckreutebuch@austin.utexas.edu).

Outstanding Researcher Award

This award 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. For additional information, please contact **Deborah Reed** (dkreed@fccr.org).

Leadership Academy Update

Each year CLD selects emerging leaders in the learning disabilities field to receive mentorship and professional development opportunities that equip them with the skills to undertake leadership roles at the local, state, and national levels. Currently, Leadership Academy Cohort III members are working with established CLD mentors, including individuals who were part of the inaugural Leadership Academy Cohort 1. Each cohort identifies and carries out team projects. While these projects vary, depending on participant needs and focus, many members have become active in CLD committees, including Professional Development, Membership, Technology, Diversity, and Leadership Development. Others are working on manuscripts that will be submitted to *Intervention in School and Clinic* (CLD's practitioner journal), *Learning Disabilities Quarterly* (CLD's research journal), and this newsletter. Many will submit proposals for the 36th Annual Conference in Philadelphia. Please check out our web page on the new CLD site for additional information and cohort updates (<http://www.council-for-learning-disabilities.org/professional-development/leadership-academy>).

Call for Applications: LD Forum Assistant Editor

Are you a doctoral student or early career faculty member who is interested in learning more about CLD?

Would you like to know more about CLD's publications?

Would you like to gain experience in the peer review process?

If so, please consider applying to be an Assistant Editor for *LD Forum*. The 18-month position begins on July 1, 2014, and ends January 31, 2015. The position involves a series of opportunities to assist the editor with publishing the official newsletter of the Council for Learning Disabilities. Applicants should send a letter of interest and curriculum vita to **Cathy Newman Thomas** (thomascat@missouri.edu).

(Research to Practice, continued from page 4)

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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. **For more information and a copy of the sponsorship packet, please contact: Heather Haynes-Smith** (hhaynessmith@twu.edu).

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