CLD
Council for Learning Disabilities

LD Forum

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President's Message

Dear Colleagues and CLD Members,

July 1st brings the beginning of a new year for CLD, and I am thrilled to be serving as your president for the 2015–2016 year! I follow in the footsteps of Immediate Past President Steve Chamberlain, whose leadership helped the organization continue its focus on important goals for our mission. I am excited to be working with the Executive Committee (EC) and Board of Trustees (BOT), whose members are already hard at work planning and initiating goal-driven activities for this year to further accomplish tasks for achieving our mission. I invite you to take a moment to review our Vision and Mission Statements in this issue of the *LD Forum*.

As a new school year approaches, it seems fitting to pause and reflect on teaching in the field of learning disabilities (LD). Another school year brings anticipation by teacher educators of preparing preservice teachers to work effectively with students who have LD or by classroom teachers and administrators of teaching students with LD using best practices within diverse educational settings. Collectively, our goal is to provide the best services possible to individuals with LD throughout the school years and into postsecondary education. As teacher educators, we must keep our focus on preparing future teachers of students with LD within state certification systems (e.g., high incidence, mild/moderate disabilities) in which LD is but one of several disabilities addressed in the curriculum. As educators, we continue to strive for improving service delivery models that address the individual needs of students with LD, knowing that "one size does not fit all" when it comes to promoting academic achievement within the context of "access to the general education curriculum" and high stakes testing and accountability. Although we understand that LD ranges from mild to severe, those students with the most severe needs continue to challenge the field and researchers. As researchers, we continue to identify evidence-based practices to improve performance for students with LD. We have a great deal of evidence, particularly at the elementary level, on practices that *can* improve performance; however, more replicable research is needed to identify those practices for elementary and secondary students with the most severe LD. These students do indeed have a steeper slope of learning towards stronger academic achievement. Much needs to be done in advocating on behalf of individuals with LD and identifying resources for further improving teaching! With that in mind, I would like to reflect on the offerings of CLD.

As we embark on a new year, several topics warrant our attention. First, **members matter!** Our Membership Committee is actively working on recruiting new members, retaining current members, and urging former members to return to CLD. You can help by recruiting your colleagues and university students not only to join CLD but also to get involved in the many opportunities to serve as we work together on behalf of individuals with LD and the professionals who work with them. With your help, we can build an even stronger organization that supports networking, advocacy, and dissemination of timely, evidence-based practices.

Second, **leaders** are being nurtured to assume roles on the BOT and be responsive to teachers' needs at the state

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In This Issue . . .

Editor's Note: *This column provides readers with immediate access to evidence-based strategies on current topics that can easily be transferred from the pages of* LD Forum *into effective teaching practice in CLD members' classrooms. Authors who would like to submit a column are encouraged to contact the editor in advance to discuss ideas. Author guidelines are available on CLD's website.*

5 Ways To . . .

Incorporate Vocabulary Curriculum-Based Measurement into Secondary Content-Area Classrooms

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With a heightened need for schools to collect data to monitor students' performance with respect to state and district standards—or within a Response to Intervention (RtI) system—secondary school personnel need tools to screen for academic difficulties and monitor student progress. Curriculum-based measurement (CBM; Deno, 1985), established as a means to measure students' performance and progress in the areas of reading, mathematics, spelling, and writing (Hosp, Hosp, & Howell, 2007), is one option. Other screening tools exist but may not provide the desired information related to student performance in secondary content classes. For example, Jenkins and Jewell (1993) noted that measures examining a student's ability to fluently read a 1-min passage without errors (i.e., oral reading fluency) were effective measures of growth in younger grades but were not sensitive past the sixth grade.

One option for assessing secondary students is **maze passages.** Students are required to read passages with the first sentence intact, but beginning with the second sentence, every seventh word is replaced with a created multiple-choice option consisting of the correct word and two distractor items. Students have to choose the correct word that makes the most sense in the context of the sentence (Fuchs & Fuchs, 1992; Ketterlin-Geller, McCoy, Twyman, & Tindal, 2006). Maze passages are widely used for monitoring reading performance, specifically comprehension; however, only a few studies have concentrated on the use of maze passages in content areas such as science and social studies (e.g., Johnson, Semmelroth, Allison, & Fritsch, 2013; Kettlin-Geller et al., 2006; Vannest, Parker, & Dyer, 2011).

One promising formative assessment in the CBM family for content-area classrooms with secondary students is **vocabulary matching.** In a National Reading Panel report (National Institute of Child Health and Human Development, 2000), vocabulary was noted as a critical element of successful reading. Busch and Espin (2003) remarked on the interconnectedness of vocabulary and comprehension that affects secondary students' learning in content areas. This is especially true for students entering middle school who lack comprehension skills and vocabulary knowledge. Given the importance of vocabulary knowledge to performance across all content areas, students who may be at risk for academic difficulties in this area must be identified. Busch and Espin stated that students who encounter reading comprehension difficulties during the earlier years often continue to experience problems in middle and high school. They attributed these difficulties to poor decoding skills, limited vocabulary knowledge, and limited working memory capacity. These results reinforce the necessity of developing and using assessments that can aid in monitoring students' vocabulary progress.

Vocabulary-matching CBMs, especially in the content areas, have been more recently developed and researched as a means to screen and monitor student progress. Measures in secondary social studies and science have been examined by a number of researchers (e.g., Beyers, Lembke, & Curs, 2013; Espin et al., 2013; Espin, Busch, Shin, & Kruschwitz, 2001; Espin, Shin, & Busch, 2005; Mooney, McCarter, Schraven, & Haydel, 2010), who have found vocabulary-matching CBMs to be reliable, effective measures for predicting performance in these areas. While fewer studies have investigated these measures as progress-monitoring tools, they have shown that vocabulary-matching CBMs are useful for monitoring secondary students' progress in content areas (Beyers et al., 2013; Espin et al., 2005; Vannest et al., 2011).

Vocabulary-matching CBMs are aligned with the curriculum and are sensitive to small changes over time; therefore, just as with other CBM measures, they allow teachers to view the growth of all students (general and special education) throughout their curriculum over the entire school year (Deno, 1985). Teachers thus can determine if students are mastering the content and then make informed instructional decisions (Stecker, Fuchs, & Fuchs, 2005). In addition, by collecting data from all students, teachers can compare students on different instructional levels and use the scores of the typically performing students as a criterion when setting goals for students with special needs.

Vocabulary-matching probes are relatively easy to develop but can take time to create—anywhere from a few months to a whole year, depending on the approach taken. A teacher may decide to create them all at once or over time as she or he progresses through the curriculum. These measures can be developed by the general education teacher, the special education teacher, or in a collaborative manner. Capi-

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talizing on the expertise of the general education teacher, special education teacher, and even a school psychologist may expedite the creation process and make it more efficient. General education teachers are the curriculum experts, while special education teachers and school psychologists can help adapt the content, if needed, and assist with graphing data and making instructional decisions.

The following five ways provide a step-by-step approach to incorporating these measures through a discussion of development, administration, and data utilization. This should help educators to effectively use them to monitor students' growth in content-area curricula.

1 Build Probe Database. To create vocabulary-matching probes, first carefully consider the most important terms that are covered throughout the yearly curriculum. Next, identify key terms from glossaries, standards (e.g., Common Core State Standards, state academic content standards), and end-of-year assessments, notes, and unit exams. This could result in a database of 200 terms or more, depending on how many probes will be created and administered across the year. Vannest, Smith, Hoskins, Williams, and Parker (2012) suggested either identifying these terms from the curriculum in chunks, such as collecting key vocabulary terms throughout the year as a teacher covers each unit, or all at once during teacher preparation days. Check with the textbook publisher to see if an electronic format of key terms from the textbook is offered, because this could expedite the process.

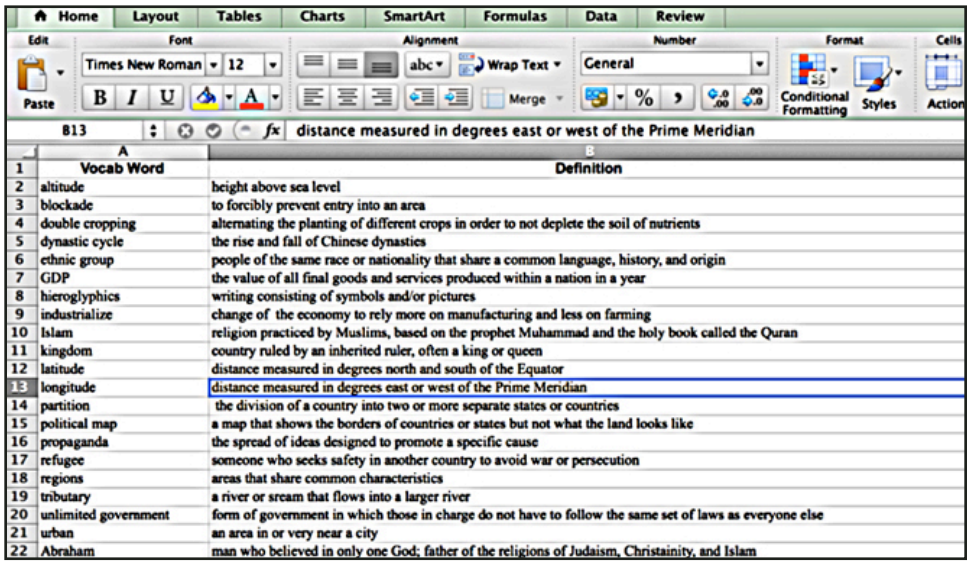
A variety of tools and options, such as Microsoft Excel, are available for creating the probe database. Use the spreadsheet to designate one column for vocabulary terms and a second column for definitions of each term (see Figure 1). Both can be easily sorted to make probes. When creating the database, it is important to consider the length and the readability index of the definitions. Several researchers have suggested that definitions be limited to 15 words or less (Beyers et al., 2013, Espin et al., 2005; Espin, n.d.). It may also be beneficial to ask other content-area teachers in the school or district to review the terms.

2 Design Probes. While there are various ways to set up the probes regarding how many key terms and definitions to use, the procedures noted here are similar to those implemented in Espin et al. (2005). Although Espin et al.'s research base has focused on implementation in the general education setting, studies have also included both general education and special education students. There may be concerns about the degree of difficulty for students with disabilities, but it is important to keep in mind that this is a progress-monitoring tool. The goal is to identify growth over time.

Once the database is built, develop individual probes. As noted previously, Microsoft Excel or similar programs can be used in the creation of each probe. Espin et al. (2005) suggested identifying 20 key terms that are randomly chosen for each probe and 22 corresponding definitions. The two definitions without key terms will serve as distractors. According to Larson and Ward (2006), incorporating distractors helps to reduce the effect of process of elimination. Having this many terms and definitions helps ensure that reliability and validity are not compromised. Additionally, as noted later in this article, students may not finish the probe initially, which is expected. The idea is that over time the student will correctly match more terms to their corresponding definitions, demonstrating progress throughout the year.

For each weekly probe, randomly choose terms from the database. This might involve randomly cutting and pasting these probes from the Excel database or using a random number generator. A third method would be a "draw from the hat" approach that involves printing the table of terms and definitions from Microsoft Excel or Word, cutting out each row, placing the terms in a hat or container, and then choosing the terms.

The next step is to set up the probe of terms and definitions in 2 columns. The 20 vocabulary words should be in alphabetical order on the left-hand side of the page. On the right side of the page, randomly place the 22 definitions. Continue



	A	B
1	Vocab Word	Definition
2	altitude	height above sea level
3	blockade	to forcibly prevent entry into an area
4	double cropping	alternating the planting of different crops in order to not deplete the soil of nutrients
5	dynastic cycle	the rise and fall of Chinese dynasties
6	ethnic group	people of the same race or nationality that share a common language, history, and origin
7	GDP	the value of all final goods and services produced within a nation in a year
8	hieroglyphics	writing consisting of symbols and/or pictures
9	industrialize	change of the economy to rely more on manufacturing and less on farming
10	Islam	religion practiced by Muslims, based on the prophet Muhammad and the holy book called the Quran
11	kingdom	country ruled by an inherited ruler, often a king or queen
12	latitude	distance measured in degrees north and south of the Equator
13	longitude	distance measured in degrees east or west of the Prime Meridian
14	partition	the division of a country into two or more separate states or countries
15	political map	a map that shows the borders of countries or states but not what the land looks like
16	propaganda	the spread of ideas designed to promote a specific cause
17	refugee	someone who seeks safety in another country to avoid war or persecution
18	regions	areas that share common characteristics
19	tributary	a river or stream that flows into a larger river
20	unlimited government	form of government in which those in charge do not have to follow the same set of laws as everyone else
21	urban	an area in or very near a city
22	Abraham	man who believed in only one God; father of the religions of Judaism, Christainity, and Islam

Figure 1. Example of columns to create vocabulary-matching CBM probe database.

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this process until the desired number of probes to administer throughout the year has been created. This will depend on the frequency of administration (e.g., if administering one probe per week, approximately 30 probes are needed for a year). To assist with scoring, mark the definitions that are distractors (see Figure 2 as an example of this process).

3 Create a Plan for Administration & Scoring Classroom Routines. Incorporating the administrative and scoring procedures into the classroom routine makes this process more efficient for the teacher and students. Routines not only help the class run smoothly, they also can encourage desirable behavior (Archer & Hughes, 2011). Share the procedures with students so that they know the expectations. Since CBMs are standardized measures, consistency is critical; therefore, use the same routines and directions for each administration. The entire process should take approximately 10 minutes.

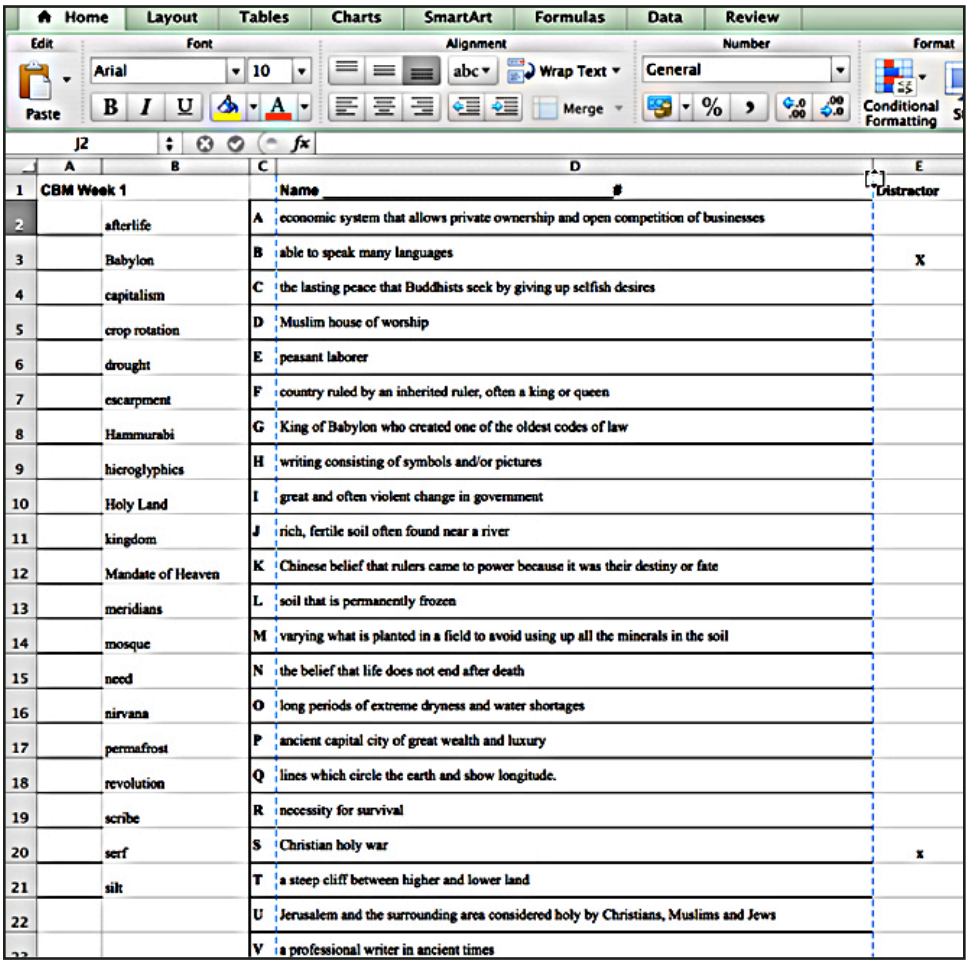
First, determine when vocabulary-matching probes will be administered. To increase efficiency, probes could be placed on the desks so that students are ready to get started at the beginning of the period. Another option would be to set up a system in which students obtain their vocabulary-matching probe upon entry into the classroom.

The probe can be administered to the entire group of students. Typically, administration occurs once per week, and students are given 5 minutes to complete the probe (Beyers et al., 2013; Espin et al., 2005). Consider that students may not initially complete the probe in its entirety; however, as the year goes on, students will learn more of the key terms and become more fluent. By the end of the year, students will likely finish before the end of the given time frame.

Consider using the following sample directions from Espin (n.d.):

> *When I say begin, match the words on the left-hand side of the page with their definitions. Write the letter of the correct definition in the blank next to each word. Do as many as you can. I do not expect you to finish. You will see terms you have not yet learned. Do not worry about not knowing all of the words. Just do your best work. Ready? Begin.*

Next determine when and how probes will be scored. If possible, consider scoring probes immediately after administration and make this part of the routine. The teacher can read the answers, and the students can score these themselves or exchange with a partner (Larson & Ward, 2006). The teacher can also score them, but this will take additional time and may not be as efficient. Scoring options include a frequency count (i.e., number correct) or conversion into a percentage.



CBM Week 1			Name _____ #	Distractor
	afterlife	A	economic system that allows private ownership and open competition of businesses	
	Babylon	B	able to speak many languages	X
	capitalism	C	the lasting peace that Buddhists seek by giving up selfish desires	
	crop rotation	D	Muslim house of worship	
	drought	E	peasant laborer	
	escarpment	F	country ruled by an inherited ruler, often a king or queen	
	Hammurabi	G	King of Babylon who created one of the oldest codes of law	
	hieroglyphics	H	writing consisting of symbols and/or pictures	
	Holy Land	I	great and often violent change in government	
	kingdom	J	rich, fertile soil often found near a river	
	Mandate of Heaven	K	Chinese belief that rulers came to power because it was their destiny or fate	
	meridians	L	soil that is permanently frozen	
	mosque	M	varying what is planted in a field to avoid using up all the minerals in the soil	
	need	N	the belief that life does not end after death	
	nirvana	O	long periods of extreme dryness and water shortages	
	permafrost	P	ancient capital city of great wealth and luxury	
	revolution	Q	lines which circle the earth and show longitude.	
	scribe	R	necessity for survival	
	serf	S	Christian holy war	x
	silt	T	a steep cliff between higher and lower land	
		U	Jerusalem and the surrounding area considered holy by Christians, Muslims and Jews	
		V	a professional writer in ancient times	

Figure 2. Sample of vocabulary-matching probe.

4 Set Goals & Graph Your Data. When using CBM, teachers must consider where students start and where they need to go. This is why it is very important to calculate the starting point or baseline. Best practices in CBM suggest that a median or middle score of three initial probes would be an appropriate way to determine a student's baseline score (Hosp et al., 2007). Beyers et al. (2013), however, determined that a mean, or average, of two measures was about as accurate as using the median of three. Collecting two weeks of data and then taking the average of those two

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weeks gives an idea of where the students are starting. After determining baseline, the next step is determining a goal. Vocabulary-matching probes have often displayed an average growth rate of about 0.5 correct matches per week (Busch & Espin, 2003; Espin et al., 2005); therefore, a short-term goal would be 0.5 correct matching per week.

For example, the teacher has given the first two weeks of vocabulary-matching probes, and the student earned a 7 on the first probe and 5 on the second probe. The student's baseline would be an average of those 2 probes, or 6 correct matches. Assuming the teacher wants to monitor the student's progress for 14 weeks, multiply the short-term goal (0.5 correct matching) by the number of weeks (14), which equals 7. To determine the long-term goal, add 7 to the baseline score of 6. This means that the long-term goal would be 13 correct matches in 14 weeks. A goal line can then be added to the graph. Simply connect the baseline point to the long-term goal (Stecker, Lembke, & Foegen, 2008; see Figure 3 for an example).

Setting a long-range goal is an excellent opportunity to get students involved in setting progress goals and charting their own data. Curriculum-based measurement data are most often represented in line graphs. With the technology available today, teachers and/or students could easily keep digital graphs (Goo, Watt, Park, & Hosp, 2012). Microsoft Excel, Google Docs, or interventionalcentral.org are some of the many possibilities (see Table 1).

After the probe has been administered and scored, it is important to graph the data in an ongoing fashion. Do not wait to graph several data points at once, as instructional decisions may need to be made during a specific week. Both general and special education teachers can graph the data or consider allowing the students to self-monitor their data, as this may help students to self-regulate their own behaviors and decrease demands on the teacher (Gunter, Miller, Venn, Thomas, & House, 2002). Technologies such as Google Sheets could be used to have students enter data into individual graph templates that can be shared with teachers in real time. Furthermore, a resource such as Graphing Made Easy (see Table 1) provides templates with premade graphs, which would easily allow a student to be instructed on how to enter data independently.

5 Make Instructional Decisions. Setting goals and graphing data allows teachers, and potentially students, to make instructional decisions. If students are able to reach their goals, Stecker et al. (2008) suggested that this is the most important step and outlined decision rules to guide teachers in this process. First, teachers should compare the data path to the goal line when visually inspecting the graphed data. If the student's data path is following the aim line nicely, some data points above and some below the

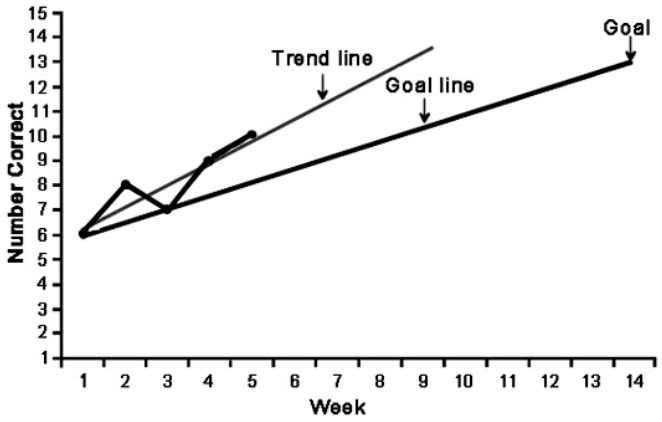

Figure 3. Example of a vocabulary-matching CBM graph for a student in a social studies classroom.

Table 1. Secondary Curriculum-Based Measurement Tools and Graphing Resources

Resource	Description	Website
CBM Resources for Secondary-School Level	List of publications and studies completed regarding CBM at the secondary level	http://www.progressmonitoring.org
Science Key Vocabulary Assessment	System to progress monitor and pre–post test for science vocabulary in Grades 5 & 8 (Vannest, Adiguzel, & Parker, 2006)	http://skeva.tamu.edu/index.php
Google Sheets	Spreadsheet software similar to Microsoft Excel that can be used to share data and graphs with students. Students could enter their weekly score into a Google sheet and instantly create a graph. The teacher could also have access to this information instantly.	https://www.google.com/sheets/about
Graphing Made Easy	Website includes free graphing templates for academics & behaviors, and step-by-step instructions on how to personalize graphs in Microsoft Excel	http://www.oswego.edu/~mcdougal/web_site_4_11_2005
ChartDog Graph Maker	Free graphing resource with step-by-step directions; data can be graphed and printed.	http://interventioncentral.org/teacher-resources/graph-maker-free-online

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aim line, then the teacher should continue instruction as is. However, when a student's data path falls consistently below the goal line, a change is needed. If the student's data path is consistently above the goal line, the goal may be increased.

Additional tools can aid in the decision-making process. One option is the use of a trend line. *Trend* refers to the overall pattern of the data. Because the focus is on vocabulary acquisition, an ascending trend is desired. A descending trend would mean the data are moving downward, and a flat trend would indicate little to no movement; thus, in this case these trends are undesirable. The trend line should also be compared to the goal line. In Figure 3, the student's trend line shows that she is expected to surpass the goal, and the teacher may want to increase the goal.

Conducting an error analysis is also an important component when making instructional decisions. Looking at each student probe individually may not be the most efficient use of time; however, by looking at student errors collectively, a teacher will be able to determine what terms were frequently missed on the weekly probe. For example, based on a review of the data, the teacher may notice that 50% of the students incorrectly identified the definition for the term *ally*. If instruction on this word had already been provided, this would alert the teacher that he or she may want to spend some time re-teaching this specific vocabulary term. While it may take some time on the teacher's part to do so, it would be advantageous, particularly if the teacher revisits the term later during the year. Additionally, the teacher may look at sample probes from students at differing instructional levels to determine if students at a lower instructional level are making different errors from those at average or higher instructional levels.

Summary

As students' reading demands shift in secondary settings from "learning to read to reading to learn," it is important that all students, including those with learning difficulties, be monitored on their comprehension of content-area texts. Vocabulary-matching CBM is a formative measure that allows content-area teachers to monitor student progress through their curriculum. As previously noted, research has indicated that progress monitoring of vocabulary knowledge may give teachers a better indicator of content-area knowledge and comprehension of materials. Incorporating CBMs into content-area classrooms has the potential to help teachers see which key concepts and terms are more challenging for students and identify which students may be struggling in content-area courses.

While developing vocabulary-matching CBM is a relatively straightforward process, it does take some time to initially prepare. We therefore encourage teachers to collaborate with others to create these assessments. Taking the time to conduct such assessments gives teachers the ability to identify students needing extra assistance and to gather information that is relative to their daily instruction. This ability to track instructional data to make targeted decisions has the potential to greatly increase the content-area achievement of all students in the classroom environment.

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37th International Conference on Learning Disabilities

Latest Las Vegas Updates

We look forward to seeing you in two short months at the CLD conference in fabulous **Las Vegas, Nevada!** The Board of Trustees and the Executive, Conference, and Local Arrangements committees having been working diligently to ensure a great opportunity for learning, networking, and fun for all of our participants. Here are a few highlights of the upcoming conference:

Keynote Presentation

Dr. Lynn Meltzer, president and director of research, ResearchILD; director of assessment for the Institute for Learning and Development; and associate professor in education, Harvard Graduate School of Education; will speak on **"Executive Function and Flexible Thinking: The Foundations of Academic Success and Resilience."** She will provide an overview of recent research and clinical findings on the critical role of executive function processes in academic performance across grade levels and content areas. Dr. Meltzer will also present a more in-depth look at these topics in a panel session.

New This Year: CLD/DLD Collaborative Panel

CLD and the CEC Division on Learning Disabilities will present a special collaborative panel, **"The Changing Nature of Teacher Preparation: Implications for Teaching Students with LD."** This panel will address the changing roles of special educators who work with students with LD. Discussion will cover how special educators must provide intensive instruction within various settings for students with LD to pass the curricular standards adopted in different states. Speakers include **Laurie deBettencourt,** president of DLD; **Bill Therrien,** publications chair of DLD; **Diane Pedrotty Bryant,** president of CLD; and **Deborah Reed,** vice president of CLD.

Opportunities for Learning and Development

We are pleased to announce that over 300 people have registered to attend this conference. Numerous opportunities for professional development and scholarship will be available throughout the conference. The program has ***24 panel presentations, 42 roundtable presentations, and over 100 interactive papers.*** Specific information on the conference program can be found at this webpage (**http://www.council-for-learning-disabilities.org/2015-annual-conference-on-learning-disabilities**).

(President's Message *continued from page 1* **)**

level. The Leadership Development Committee (LDC) has a two-prong approach to nurturing leadership development through the organization, focusing on state chapters and the Leadership Academy (LA).

CLD state chapters are an integral part of CLD and can benefit from not only connecting at the national level but also, importantly, working with educators in their states who teach students with LD. As the needs of special education teachers evolve based on shifting roles, state chapters—along with the national office—can play an important role in providing the support these teachers often seek. So, thank you to the leaders and members of state chapters for tackling school issues regarding services and instruction. If you are interested in starting a state chapter, feel free to contact our LDC co-chairs for assistance.

The **Leadership Academy** is another way CLD nurtures future leaders. I am pleased to say that we are in our fifth year (Cohort 5) with the LA. The LA was established as a mechanism for "growing" leaders who can then go on to assume various roles within the organization and add to their early career skills. LA members are paired with mentors, and activities are planned for them at the fall conference. It has been exciting to see the cohort members become involved with the many activities that frame the organization. It won't be long before *LD Forum* will contain the next announcement inviting applicants for Cohort 6!

Third, through **CLD activities** we strive to provide the membership and larger community with cutting edge evidence-based practices that (a) teachers can use with their students with LD and (b) higher education faculty can incorporate into their preservice and in-service preparation programs. For example, the International Conference on Learning Disabilities is one of the main events of the organization and draws participants from many parts of the world. Once again, this year's program at the 37th conference promises to provide informative sessions with panels, round tables, and interactive papers. Mark your calendars to join us in October for opportunities to learn, network, socialize, and maybe take in a little Las Vegas nightlife! More information about this year's conference is in this issue of *LD Forum*.

The journals *Learning Disability Quarterly* (LDQ) and *Intervention in School and Clinic* (ISC), *Infosheets*, and *LD Forum* are other means for obtaining the latest research, research to practice, and newsworthy information, respectively. These publications provide members and the larger community with evidence-based practices, literature syntheses, and organizational updates.

There are many other topics to discuss in future issues of the *LD Forum*. Please stay involved, help us build membership, come to the conference, and take advantage of the publications. You can be assured that your Executive Committee and the BOT will focus on CLD's mission and goals as we work towards our vision: *"All individuals with learning disabilities are empowered to achieve their potential."* Have a great beginning with the new school year.

Sincerely,

Diane Pedrotty Bryant
2015–2016 CLD President

Call for Nominations: CLD Vice President and Treasurer

The Executive Committee (EC) of the Board of Trustees (BOT) is seeking nominations for two CLD officers: Vice President and Treasurer. The Vice President serves a 1-year term in this position and automatically succeeds to the position of President Elect, President, and Past President. The Vice President serves as the program chair for the annual CLD conference and 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 creating the plan of operation for the organization, charges to committees, and preparation of the annual CLD budget. He or she also serves as the chair of the Bylaws and Rules Committee.

The CLD Treasurer serves a 3-year term. The Treasurer serves as the custodian of all organizational funds and is to maintain a detailed account of all receipts and expenditures, which are presented at the Annual Business Meeting held at the annual conference and at all BOT and EC meetings. The Treasurer assists the President-Elect in the preparation of the annual budget and recommends fiscal policies to the BOT for approval.

Nominations will be accepted until the Annual Business Meeting, to be held at 4:00 pm on Thursday, October 1, 2015, in Las Vegas at the CLD conference. Nominees must consent to the nomination to stand for election, and nominators must submit at least five signatures from current members of CLD. Nominations must also be accompanied by a biographical sketch that includes evidence of the candidate's qualifications. Submit nominations to Dr. Steve Chamberlain (**steve.chamberlain@utb.edu**). **Nominations via email must be received by Monday, September 28, 2015.**

Liaison Committee:
Legislative Updates from Washington, DC

Legislators in Washington have been busy in recent months, focusing on many important policy issues that affect people with learning disabilities. Below is a summary of the important topics being discussed. The CLD Liaison Committee will remain actively involved in these issues and will continue to keep the membership informed.

ESEA Reauthorization

Both the House and the Senate have passed a rewrite of the No Child Left Behind Act. The reauthorization of the Elementary and Secondary Education Act (ESEA) passed the House as the Student Success Act by a slim margin, and the Every Child Achievement Act passed the Senate by a large majority. Both bills continue accountability measures and grant more flexibility to the states in how the accountability measures will be implemented. There is likely to be disagreement during conference, however, over many parts of each bill. The next step is for the House and Senate to come to an agreement regarding a final bill that would then go to the President for signature.

Americans with Disabilities Act (ADA)

Washington celebrated the 25th anniversary of the passage of the ADA in July. President Obama spoke on the anniversary during a reception in the East Room. At this event, he met with disability rights advocates, next generation leaders, and lawmakers who contributed to the passage of this transformative law. He also noted his very personal connection to disability when he discussed his father-in-law's experiences with multiple sclerosis before the implementation of ADA. The Senate also passed a bipartisan resolution, sponsored by Senators Orrin Hatch (R-UT) and Patty Murray (D-WA) to commemorate the anniversary of the law.

National Joint Committee on Learning Disabilities 2015 Symposium

The National Joint Committee on Learning Disabilities (NJCLD) hosted a symposium in June 2015, "Using a Multi-tiered System of Supports to Maximize Success for Students with Learning Disabilities." A summary of the symposium proceedings and access to resources presented by George Batsche, PhD, can be found at the LD Online website (**http://www.ldonline.org/about/partners/njcld**).

Research Committee:
New Mentoring Opportunities

Members of the Research Committee are offering a new mentoring opportunity at CLD's annual conference in Las Vegas on October 1–2. They invite current graduate students or recent doctoral graduates to sign-up for the Guided Gallery Walk. Based on your area of interest, you will be matched with a Research Committee member who will accompany you to a poster session and answer your questions about how the findings presented and/or methods employed might be applied to your own work. If you are interested in taking advantage of this opportunity, please contact **Kelli Cummings** (**kellic@umd.edu**). Your email should contain the following information:

- Full name
- Current title (or stage of graduate work)
- Current affiliation
- Confirmation that you will be attending the full conference
- Research interests

CLD Mission & Vision

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.