President's Message

As I pondered how to begin my first President's Message, I reflected on the years that I have been involved in CLD and realized it has been an integral part of my professional life. Many of us who have been or are currently on the Board of Trustees talk about the CLD family that we all love, and I think that is what keeps us all involved on various levels. As a doctoral student at Florida Atlantic University, I remember Dr. Diane Bryant mentioning the Council for Learning Disabilities and the next thing I knew I was involved with the South Florida CLD Chapter, assisting with the local mini-conferences and presenting at the 14th International Conference on Learning Disabilities. Wow! How time flies. I never dreamed that I would be writing a message to the membership of CLD as president and working on the 33rd International Conference. So many of you reading this message will recall the work we have done over the years and in various capacities, whether serving on the Board of Trustees; as a committee member, chapter officer, or Local Arrangements Committee member; or as an organization member. We all have important roles in CLD, and we need to follow our mission to "promote evidence-based teaching, collaboration, research, leadership, and advocacy" and encourage others to join our organization. It is crucial that we continue to work on our membership. I would like to continue the membership efforts from last year and encourage each of you to bring in at least one new member.

The Conference Committee and Local Arrangements Committee have been busy working on the 33rd International Conference to be held in Austin, Texas, on October 27th and 28th. We have a wonderful program scheduled, with a new look. This year you will find 2-hour panel sessions, a few 4-hour panels, "cracker barrel" sessions with lunch, and poster sessions. We are excited to have **Dr. Margo Mastropieri,** the 2011 J. Lee Wiederholt Distinguished Lecturer, present the opening keynote address. **Conference Committee Chair Brian Bryant, Local Arrangements Co-chairs Diane Bryant and Judy Voress,** and the **Local Arrangements Committee** have been instrumental in making this a wonderful conference. We hope that you will be able to join us in Austin. Visit the CLD website (*http:/www .cldinternational.org*) for the full conference program and see the page in this newsletter.

This year, CLD offers members a new opportunity. The Leadership Development Committee has created a Leadership Academy. You can read more about the new Leadership Academy in this issue of *LD Forum.* The Leadership Academy is an excellent way for CLD to mentor new leaders in the organization and provide support for involvement by members. I encourage current and former Board of Trustee members to step up and become a mentor, and I encourage members who would like to become more involved to apply to the Leadership Academy. If you are interested, please contact our Leadership Development Committee Chair, Kyle Hughes (*kyle.hughes@yahoo.com*).

I would like to welcome the newest Executive Committee members: **Vice-President Silvana Watson, Treasurer Steven Chamberlain,** and **Secretary Sarah Semon.** We also have a newly appointed **Diversity Committee Chair, Jugna Argwal.** I look forward to working with the entire Board of Trustees this year. We will be busy as we continue to work with the Conference Committee and restructure future conferences, build membership, proceed toward online voting, and promote the mission and vision—and internal and external goals—of CLD. Most of all, we should remember the children with learning disabilities and their families whom we serve. Please feel free to contact me via email (*lambertma@appstate.edu*) at any time this year. Looking forward to a great year!

Monica Lambert
2011–2012 CLD President

33rd International Conference on Learning Disabilities

OCTOBER 27TH & 28TH, 2011 • AUSTIN, TEXAS

With the **new format, conference sessions** will provide participants with opportunities to learn about the latest research methods and applications from some of the leading researchers in our field. **Practitioners** will receive in-depth information about the **latest evidence-based practices in reading, mathematics, and writing** from teams of researchers AND practitioners. Also, administrators and policy makers will be able to share information about the **latest "happenings" in learning disabilities. Interactive "cracker barrel" sessions** held during lunch (box lunches provided) on both Thursday and Friday will cover a variety of topics.

If you are teaching in the classroom, preparing teachers in higher education, conducting research, or making administrative decisions, this is the conference for you.

If you are looking for in-depth training sessions rather than "snippets," this is the conference for you.

And if you have never been to Austin, you are in for a treat—this is the conference for you. Austin is one of America's treasures, and you will not lack for things to see and do after sessions end. As we are offering Thursday evening sessions, you may want to stay for the weekend to experience all that Austin has to offer. The conference hotel has extended the conference room rate through the weekend for those who want to sightsee or perhaps watch the Texas Longhorns football team host the Kansas Jayhawks on Saturday.

Conference at a Glance

THURSDAY, OCTOBER 27

7:00 a.m. – 6:45 p.m.	Registration
8:00 a.m. – 9:30 a.m.	• **Keynote Session: Margo Mastropieri** (CLD' s **2011 J. Lee Wiederholt Distinguished Lecturer**)
	• **Recognition of Award Winners** (CLD's **Teachers of the Year**)
9:45 a.m. – 12:15 p.m.	**Panel Sessions**
12:35 p.m. – 2:35 p.m.	**Cracker Barrel Sessions** *(4 to choose from; box lunch provided)*
2:50 p.m. – 4:50 p.m.	**Panel Sessions**
4:50 p.m. – 5:30 p.m.	**CLD Business Meeting**
5:00 p.m. – 6:30 p.m.	• **Poster Sessions and Presidential Reception**
	• **Recognition of recipients of** **Floyd G. Hudson Service Award** **J. Lee Weiderholt Distinguished Lecturer Award and** **Outstanding Researcher Award** *(complimentary appetizers/cash bar)*
	• **Silent Auction**
6:40 p.m. – 8:30 p.m.	**Special Evening Sessions**

FRIDAY, OCTOBER 28

7:00 a.m. – 12:00 p.m.	**Registration**
8:00 a.m. – 9:50 a.m.	**Panel Sessions**
10:05 a.m. – 12:00 p.m.	**Panel Sessions**
12:35 p.m. – 2:30p.m.	**Cracker Barrel Sessions** *(box lunch provided)*
2:35 a.m. – 4:30 p.m.	**Panel sessions**

Conference program: http://www.cldinternational.org

Conference Registration: http://www.cldinternational.org /Articles/REGISTRATION_FORM2011.pdf

Book your room at our conference hotel (the Hilton, directly across from the Convention Center, site of conference): http://www.cldinternational.org/Articles/Hotel_ Registration_Form_2011.pdf

As we say in Texas,
Y'ALL COME!

CLD COUNCIL FOR LEARNING DISABILITIES

Vice-President

Duties and Terms of Office

The **VICE-PRESIDENT** serves a 1-year term and automatically succeeds to become President-Elect, President, and Past President. The Vice-President serves in the President's place and with his/her authority in case of absence or disability. The Vice-President assists in preparing the plan of operation and the annual CLD budget.

Nomination Procedures (*Note:* **E-mail can be substituted for mail where applicable.**)

1. Nominations for offices will be conducted by mail petition received by the Nomination-Election Officer prior to the annual CLD Business Meeting. Petitions should be postmarked no later than Wednesday, October 19th, 2011, and mailed to: **Cari Dunn** • Dept. of Special Education, Rehabilitation, & Counseling • 2084 Haley Center • Auburn University • Auburn, AL • 36849 • (*dunnca1@auburn.edu*). Hand-delivered nomination forms will be accepted at the conference prior to the Annual Business Meeting at 4:45 p.m. on Thursday, October 27.

2. All nominees must consent to stand for election.

3. All nomination petitions must bear the signatures and membership numbers of at least five (5) current members of CLD. Signatures may come from any CLD member and are not limited to those residing in the candidate's region. Nominees for Vice-President must demonstrate prior service on a CLD committee, as a member of the CLD Board of Trustees, or as a member of the Executive Committee of a recognized CLD chapter. The petitions must be accompanied by biographical sketches that include evidence of the candidate's qualifications for the office sought. Elected board members are expected to attend/participate in two Board meetings each year (fall and spring conferences). Whenever possible, CLD will help to defray travel costs.

4. Only petitions received by the annual CLD Business Meeting will be considered. Before mailing petitions, be sure that copies are made and retained in your files. If you are collecting signatures for a friend, make a copy for that person and for yourself. Note the mailing date.

5. Persons sending petitions will be notified that the petitions have been received. If someone other than the nominee is mailing the petition, a return address should be provided to permit proper notification.

6. When the petition is verified as meeting the criteria established by CLD and contained in the CLD By-Laws, Articles XVI and XVII, and Standing Rules 3 and 4, each nominated candidate will be notified by mail.

7. All candidates who meet the qualifications shall be included on the ballot.

8. An elected officer may not serve two terms in succession in the same office.

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

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

CANDIDATE INFORMATION

Desired CLD Position _____

Name _____

Address _____

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

E-mail _____ Fax _____

Brief descriptive information about the candidate:

_____

_____

_____

_____

PETITION REQUIREMENTS

1. Only 5 signatures are required. However, collect more than 5 signatures, because some may not be valid. Without 5 valid signatures (i.e., those that check against the current CLD membership list), the entire petition will be invalidated. The CLD membership number (the 3- or 4-digit number in the upper left-hand corner of the CLD mailing label) is required because it verifies membership in CLD.

2. Not all 5 signatures must be on the same petition form, but please try to send all petitions for one candidate at the same time.

Signature	Printed Name	Address	Membership #
1.			
2.			
3.			
4.			
5.			

Additional Signatures

1.			
2.			
3.			
4.			
5.			

5 Ways To . . .

Incorporate Technology into Classroom Instruction

Erika Blood
Northern Illinois University

Today's students are increasingly immersed in the digital world and are proficient in various uses of technology (Vogel, 2009). It is not uncommon for students to be surfing the web, checking their Facebook pages, blogging, texting friends, and listening to an iPod (possibly all at the same time!). Young people clearly enjoy using various forms of technology.

Students with and without disabilities can also benefit from an increased use of technology in instructional settings. The benefits of technology use are particularly advantageous for students with learning disabilities (LD), who may have difficulty in areas such as reading, writing, and math or face challenges with listening, maintaining self-control, organizing information, or developing study skills (Lerner, 2003; Mercer, 1997; Thormann, 2004). Various forms of technology can be helpful in addressing many of these challenges. **Assistive technologies** help support students in completing a variety of reading and writing tasks, such as reading text out loud or converting the spoken word into text (Dessoff, 2008; MacArthur, 1996). Teachers can **use technology to differentiate instruction and present lessons via a multisensory approach** (Dessoff, 2008) while also increasing student motivation to participate and complete assignments (Bahr, Nelson, & VanMeter, 1997). Technology can **enhance class participation and help keep students engaged in lessons and activities,** which will in turn have a positive effect on student learning (i.e., students who pay attention learn more; Borg, 1980; Greenwood, 1991, 1996; Junod, DuPaul, Jitendra, Volpe, & Cleary, 2006).

In addition, more students with LD are transitioning from high school to postsecondary education at the same time that institutions of higher education are increasing use of distance and online education, as well utilizing the Internet and other modes of instructional technology at higher rates (Parker & Banerjee, 2007). Therefore, educators must provide frequent opportunities for students to learn how to use technology and to become proficient with its use. Potential uses are endless, and the list presented here is far from exhaustive, but I have provided teachers with five strategies for incorporating technology into classroom instruction that are applicable for all grade levels. An accompanying table provides URLs for various websites mentioned here.

1 **Take Advantage of Collaborative Technologies.** Give classic classroom activities an "upgrade" and encourage communication and collaboration among students with easy-to-access tools such as **email, blogs, video,** and **wikis** (Dyrli, 2009). Integrating multiple forms of technology into activities and assignments can benefit all students. Research has indicated that students

with disabilities are often more motivated and more likely to complete tasks or assignments when they use technology (Bahr et al., 1997). In addition, technology use by students with LD has been linked to improvements in writing skills (MacArthur, 1996), self-esteem (Ryba, Selby, & Nolan, 1995), and collaboration/interaction with peers (Hasselbring & Williams-Glaser, 2000). Using websites such as **ePals** and **GlobalSchoolNet,** students in Grades K–12 can connect with other students locally, nationally, or internationally. They can use email to practice writing skills, learn about other countries and cultures, or complete collaborative projects. Teachers can replace traditional journaling with a blog, the online version. Among the many free blogging sites are **Blogger, LiveJournal, WordPress,** and **TypePad.** Enhance group projects by turning them into video projects. Students can create video presentations to show to the class, turn into a podcast, or post on YouTube. Finally, improve communication with students through the use of a **classroom wiki,** an individualized classroom workspace where class information such as notes, assignments, and PowerPoint© presentations—and even information for parents—can be posted. Build collaborative pages where students can work on group projects or post drafts of research papers. The classroom teacher can post comments, monitor progress on collaborative projects, edit drafts of papers, or facilitate online discussions. **PBworks** (formerly PBwiki) and **Wikispaces** are two wiki sites that offer sections especially for use in K–12 classrooms. **VoiceThread,** another web-based network built specifically for use by classroom teachers and students, was created to enhance collaboration in K–12 environments. All content on the VoiceThread network is created by and for students and educators. Using VoiceThread, students can collaborate with other students anywhere around the world, and they can create and publish a project, webpage, video, or idea and receive video, audio, or written feedback from other students or teachers.

2 **Send Students on a WebQuest**. Take advantage of the web, incorporate technology into class activities, and keep students engaged in the task, all at the same time! WebQuests provide a structured way for students to search for, and access,

Table 1. Web-based Resources

Resource	Web address
Blogger	https://www.blogger.com
ePals	http://www.epals.com
GlobalSchoolNet	http://www.globalschoolnet.org
LiveJournal	http://www.livejournal.com
Kid Coach/Kid Tools	http://kidtools.org/
Keynote	http://www.apple.com/iwork/keynote/
Online Timer/Stopwatch	http://www.online-stopwatch.com
PBworks	http://pbworks.com/content/edu-classroom-teachers
PowerPoint in the Classroom	http://www.actden.com/pp/
Prezi	http://prezi.com/
TypePad	http://www.typepad.com
TurningPoint (student response system)	http://www.turningtechnologies.com
VoiceThread	http://voicethread.com/
WebQuest	http://webquest.org/
Wikispaces	http://www.wikispaces.com/site/for/teachers
WordPress	http://wordpress.org

information online. Teachers may choose to create an original Web-Quest or search online to access numerous WebQuests already created and posted online by other teachers. During a WebQuest, students use the Internet to explore an assigned topic and find answers to specific questions (Skylar, Higgins, & Boone, 2007). The teacher provides a series of websites for students to use when looking for needed information. The length and complexity of the search, as well as the type of website accessed (i.e., reading level, content), can be varied to suit different age and ability levels. Particularly beneficial for students with LD is that the WebQuests task is broken down into small, clearly defined steps. Students conducting an online search without the structure provided by a WebQuest could get lost in, or frustrated by, the endless amount of available information. Similarly, searching page by page through a textbook for information can also be an overwhelming process for many students with LD (Skylar et al., 2007). A WebQuest structures the information-seeking process and takes students right to the information they need. When adapting a WebQuest for students with disabilities, teachers can choose websites containing content at the appropriate reading level, limit the number of sites students will go to during the search, and provide scaffolds/supports such as concept maps, graphic organizers, and study guides to help organize information (Skylar et al., 2007).

3 **Use Clickers.** Student response systems ("clickers") are electronic polling systems that allow students to use a small hand-held keypad to respond to teacher-posed questions. Re-

sponses are immediately displayed on a screen for all to see, allowing students to receive feedback about the correctness of their answers as well as compare their answers to those of their peers. The visual display of responses also allows teachers to provide instant clarification of errors or re-teach concepts that students had difficulty with. For example, a high number of incorrect responses to a question would indicate that (a) students did not understand the information/concept presented and (b) the teacher needs to re-teach or review the material. This immediate feedback and error correction can help clarify key concepts and prevent students from inadvertently learning or memorizing the wrong information. A benefit of clickers for students who sometimes have difficulty with study skills or interpreting information (Lerner, 2003; Mercer, 1997) is that "clicker questions" are typically written to test student understanding of key information/concepts presented within a lesson or chapter; therefore, questions highlight the key information for, and focus student attention on, the main ideas. Use of these systems also increases opportunities to respond (no hand raise needed) and have been shown to increase student participation/responding during class sessions (Blood, 2010). Response systems can be purchased from a variety of sources.

4 **Use PowerPoint and Multimedia Presentations.** Power-Point presentations are visually stimulating and include many features that help maintain the interest and attention of the learner, such as movement, change, variety, color, pictures, and sound (Clark, 2008). Other similar types of presentation software

include **Keynote**© and **Prezi**©. Adding components—such as video clips, music, or questions/tasks requiring a brief student response—to a presentation could further enhance the value by helping sustain attention and keep learners engaged in the lesson. PowerPoint use can also be another means of communicating important information and "big ideas" to students and can serve as a type of advance organizer. Throughout a class session or unit, large amounts of information, terms, definitions, and concepts are shared with students. Some students with LD may have difficulty determining which information is the *important information* (i.e., information included in assessments). A well-organized presentation can identify the key information in a clear, structured format. The student could then use notes from the presentation to review information after the class session or to study for an upcoming exam. Students might also be asked to organize information from a class session or lecture into their own presentations, thus creating another type of advance organizer or study guide (Conderman & Bresnahan, 2010). Information on how to create an effective PowerPoint presentation is available on the website *PowerPoint in the Classroom.*

5 **Teach Students to Self-Monitor.** Self-monitoring is an effective strategy for increasing task engagement, decreasing disruptive classroom behavior (Dunlap, Clarke, Jackson, Wright, & Ramos, 1995; Kern, Childs, Dunlap, Clarke, & Falk, 1994), and increasing academic productivity and accuracy (Barry & Messer, 2003). Using a timer (e.g., stopwatch, kitchen timer, timer application on the iPod Touch), students can learn to evaluate and record whether they are "paying attention" or "doing my work" at regular intervals throughout a class session. Students could also use a stopwatch or timer to record how long it takes them to start a task (latency) or to finish an assignment (duration; Joseph & Konrad, 2009). A timer/stopwatch displayed on a screen at the front of the classroom would allow the entire class to monitor an individual behavior at the same time (available online from Online-Stopwatch). Work completion or accuracy of work completed (e.g., number of problems completed, pages read, sentences written) can also be monitored and tracked using a self-monitoring system. Various tools and resources related to self-monitoring, including student self-monitoring forms and charts, are available for free online at the Kid Coach website. Self-monitoring can be particularly beneficial for students with learning disabilities (Lerner, 2003; Mercer, 1997), who have difficulty with self-control, self-regulation, and sustaining attention over time. When paired with reinforcement for reaching a targeted goal, self-monitoring can be an effective way to keep students on track and help them to become more independent and self-aware.

References

Bahr, C. M., Nelson, N. W., & VanMeter, A. M. (1997). The effects of text-based and graphics-based software tools on planning and organizing stories. In K. Higgins & R. Boone (Eds.), *Technology for students with learning disabilities: Educational applications* (pp. 25–54). Austin, TX: PRO-ED.

Barry, L. M., & Messer, J. J. (2003). A practical application of self-management for students diagnosed with attention-deficit/hyperactivity disorder. *Journal of Positive Behavior Interventions, 5*, 238–248.

Blood, E. (2010). Effects of student response systems on participation and learning of students with emotional and behavioral disorders. *Behavioral Disorders, 35*, 214–228.

Borg, W. R. (1980). Time and school learning. In C. Denham & A. Lieberman (Eds.), *Time to learn* (pp. 33–72). Washington, DC: National Institute of Education.

Clark, J. (2008). PowerPoint and pedagogy: Maintaining student interest in university lectures. *College Teaching, 56*, 39–45.

Conderman, G., & Bresnahan, V. (2010). Study guides to the rescue. *Intervention in School and Clinic, 45,* 169–176.

Dessoff, A. (2008). Resources to support disabled learners. *District Administration, 44*(6), 49–52.

Dunlap, G., Clarke, S., Jackson, M., Wright, S., & Ramos, E. (1995). Self-monitoring of classroom behaviors with students exhibiting emotional and behavioral challenges. *School Psychology Quarterly, 10*(2), 165–177.

Dyrli, K. (2009). Collaborative technologies. *District Administration, 45*(5), 24.

Greenwood, C. R. (1991). Longitudinal analysis of time, engagement and achievement in at-risk versus non-risk students. *Exceptional Children, 57*, 521–535.

Greenwood, C. R. (1996). Research on the behavior and practices of effective teachers at the Juniper Gardens Children's Project: Implications for the education of diverse learners. In B. K. Keogh & D. L. Speece (Eds.), *Research on classroom ecologies: Implications for inclusion of children with learning disabilities* (pp. 39–67). Mahwah, NJ: Erlbaum.

Hasselbring, T. S., & Williams-Glaser, C. H. (2000). Use of computer technology to help students with special needs. *Children and Computer Technology, 10*(2), 102–122.

Joseph, L. M., & Konrad, M. (2009). Twenty ways to have students self-manage their academic performance. *Intervention in School and Clinic, 44*, 246–249.

Junod, R., DuPaul, G. J., Jitendra, A. K., Volpe, R. J., & Cleary, K. S. (2006). Classroom observations of students with and without ADHD: Differences across types of engagement. *Journal of School Psychology, 44*(2), 87–104.

Kern, L., Childs, K. E., Dunlap, G., Clarke, S., & Falk, G. D. (1994). Using assessment-based curricular intervention to improve the classroom behavior of a student with emotional and behavioral challenges. *Journal of Applied Behavioral Analysis, 27*, 7–19.

Lerner, J. (2003). *Learning disabilities: Theories, diagnosis, and teaching practices.* Boston, MA: Houghton Mifflin.

MacArthur, C. A. (1996). Using technology to enhance the writing processes of students with learning disabilities. *Journal of Learning Disabilities, 29*, 344–354.

Mercer, C. D. (1997). *Students with learning disabilities.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Parker, D. R., & Banerjee, M. (2007). Leveling the digital playing field: Assessing the learning technology needs of college-bound students with LD and/or ADHD. *Assessment for Effective Intervention, 33*(1), 5–14.

Ryba, K., Selby, L., & Nolan, P. (1995). Computers empower students with special needs. *Educational Leadership International, 53*(2), 82–84.

Skylar, A. A., Higgins, K., & Boone, R. (2007). Strategies for adapting webquests for students with learning disabilities. *Intervention in School and Clinic, 43,* 20–28.

Thormann, J. (2004). Online assistance: Resources for students with learning disabilities. *Learning & Leading with Technology, 32*(3), 30–33.

Vogel, C. (2009). A call for collaboration. *District Administration, 45*(5), 22–25.

Committee/Chapter Reports and News

Chapter News

The **Minnesota Chapter of CLD** has developed a new web-site (*http://mnchaptercld.efoliomn.com*) and hosts a wiki (*http://mcld.wikispaces.com*) for discussions. These online resources will provide national and regional information on the field of learning disabilities. The Minnesota chapter was one of the original chapters of CLD, begun in the early 1980s. In 1991 this chapter hosted the largest conference that CLD has ever held, with more than 1,000 attendees. The Minnesota chapter is an active CLD chapter, believes in a "grassroots" approach to networking, and invites new members. Chapter dues support worthy endeavors, including a stipend for the Minnesota Teacher of the Year and field-based classroom research. For more information, contact the Minnesota Chapter (*mncld@hotmail.com*).

Leadership Development Committee Report

Announcing our new Leadership Academy: CLD is committed to building the leadership capacity of professionals entering the special education field. This support is also extended to individuals who have been in the field and now want to move into professional leadership roles. Leadership Academy participation provides the opportunity to assume a leadership role on a local, state, or national level in service to students with learning disabilities (LD) and their families. Leadership Academy members have the opportunity to network and receive mentoring from some of the most highly regarded leaders in the LD field. Academy members are also eligible for prestigious CLD awards, including Outstanding Teacher of the Year, Pre-service Teacher, Outstanding Doctoral Candidate, and Outstanding Researcher.

Each year, CLD selects a cadre of up to 15 developing leaders who demonstrate potential and a passion for leadership in service of students with LD and other struggling learners.

For more information about the Leadership Academy, contact Kyle Hughes, Leadership Development Committee Chair (*kyle.hughes@yahoo.com*), and go to the Academy webpage (*http://www.cldinternational.org/About/Leadership_Academy.asp*)