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January 2011

## President's Message

I want to wish all of our CLD members the best for the 2011 New Year and hope you are staying warm! We should be proud of what we accomplished this year and be looking forward to an exciting new year.

The Board of Trustees (BOT) members are to be commended for their efforts regarding fiscal responsibility, conferences, and membership. We have been challenged with the longest recession since World War II; however, we have made some difficult decisions that will help ensure the future solvency of CLD. We have closely scrutinized our budget; as a result, we are moving to a new database program, have reactivated the Conference Committee, and changed our online journal service, all of which will result in substantial savings to the organization. Our 32nd international conference in Myrtle Beach was a success, with approximately 300 participants, an excellent keynote address by Dr. Jean Schumaker, and a range of outstanding sessions. Here is what some of the attendees had to say: "Want to hear more," "Excellent presenter—enthusiastic, knowledgeable, friendly," "Love these ideas to motivate student learning, cooperation, and interest," "Great job of integrating strategic approach w/tiered intervention process," "Thoroughly met expectations—great work translating research into practice," and "Information I can use in the classroom, thanks." We have begun a membership campaign to increase and retain members. These efforts are already starting to pay off. **From June 2010 to October 2010 we had an 8.3% increase in membership.**

At the 2010 Fall BOT meeting, we embarked on long-range strategic planning for the organization through 2013. Things to look forward to in this upcoming year include restructured conferences, expanded member services, and our continuing leadership and advocacy in the field. **Our 33rd International Conference will be October 27–28 in Austin, Texas.** Our Conference Committee Chairperson, **Brian Bryant**, notes that this conference will have a new look, with (a) more in-depth evidence-based, practitioner-oriented workshops; (b) opportunities for researchers to discuss their work and learn more from one another about approaches to research design and related statistics; and (c) dissemination

of the latest policy information that affects individuals with LD and those who work with them (for more information, see our website: <http://www.cldinternational.org/Conference/Conference2011.asp>). Under the guidance of our Leadership Development Chairperson, **Kyle Hughes**, CLD will increase its support to local chapters and start more student chapters. You will also find more resources on our website, like Dr. Schumaker's keynote address and an inspirational reading of "All I Want for Christmas Is to Nreal How to Reab!" from author/poet Madeleine Kuderick. We will continue to provide leadership and advocacy in our field. Our stellar publications, *Learning Disability Quarterly* and *LD Forum*, promote quality research and the implementation of evidence-based practices. For example, check out the well-written and practical article on collaborative strategic reading for adolescents with LD by Elizabeth A. Swanson and Michael Solis in this issue.



Our continued participation and presence on the National Joint Committee on Learning Disabilities (NJCLD) is particularly timely. NJCLD has just completed writing a position paper on the validity of LD, which is now being reviewed by NJCLD members. The final draft has the potential

*(continues on page 2)*

<b>In This Issue ...</b>	
President's Message.....	1
2011 Call for Proposals.....	2
Conference 2010 Report.....	3
LD Forum Editor Sought.....	4
Upcoming CLD Elections.....	4
Committee/Chapter Reports & News.....	6
Research to Practice:	
Collaborative Strategic Reading.....	7

(President's Message, continued from page 1)

to influence the ESEA & IDEA reauthorization discussions on the Hill. Thanks go to **Debi Gartland** and **Roberta Strosnider** for representing CLD on this very important committee.

Finally, on behalf of CLD, I would like to extend thanks and appreciation to **Mary Provost** for her commitment and contributions to CLD. Mary has been an active member of CLD for over 10 years, serving in leadership roles at the local, state, and national levels. For the past 4 years, she has served as our conference director. She has worked tirelessly

to ensure our conferences are a success. Thanks, Mary, for everything you have done for CLD. We look forward to seeing you just hanging out in Austin next year!

I continue to encourage each of you to become active members in CLD. You can get involved in your state or local chapter, or volunteer to serve on a committee. For more information, please feel free to contact me ([dunnca1@auburn.edu](mailto:dunnca1@auburn.edu)).

With best wishes for 2011,  
**Cari Dunn**  
*2010–2011 CLD President*

## 2011 CALL FOR PROPOSALS

### Evidence-Based Practices:

How Researchers Develop Evidence-Based Interventions, and  
How Practitioners Implement Evidence-Based Interventions



*33rd International Conference  
on Learning Disabilities*

**AUSTIN, TEXAS**

**OCTOBER 27TH & 28TH, 2011**



**Proposal forms may be accessed from the CLD Website:**

<http://www.cldinternational.org/Articles/CLD%202011%20Call%20for%20Proposals.pdf>

### **Instructions for submitting a proposal:**

Please include

- 1.** 3 copies of the completed Proposal
- 2.** 3 copies of the 250–300 word proposal description and additional names and information of speakers.
- 3.** Signature of Session Leader

**Mail** (please do not fax) hard copies of # 1–3 above by **February 15, 2011**, to  
CLD Program Chair, 1095 East King Street, Boone, NC 28607

**OR**

**Email** an electronic version of Nos. 1–3 above by **February 15, 2011**, to  
[brianrbryant@aol.com](mailto:brianrbryant@aol.com)



## Conference 2010 Report

### Practices for Promoting Positive Change: Meeting the Needs of Struggling Learners

On October 8–9, CLD held its 32nd annual international conference in Myrtle Beach, South Carolina. Full-day workshops included

*Implementing Peer-Assisted Learning Strategies (PALS) in Reading for Grades 2–6: A Research Validated Practice* (**Pam Stecker** and **Janie Hodge**, Clemson University) and *Promoting Positive Responsive Engagement for Culturally Different Students and Families* (**Cathy Kea**, North Carolina A & T University, **Gloria Campbell Whatley**, University of North Carolina-Charlotte, and **Diane Rodriguez**, East Carolina University). Half-day workshops covered a variety of current topics presented by renowned experts, including *Universal Design for Learning: A Promising Practice for Engaging Struggling Youth* (**Larry Korterling** and **Terry McClannon**, Appalachian State University) and *Closing the Literacy Gap in Middle and High Schools; Embedding Learning Strategies to Improve Disciplinary Literacy* (**Michael Fagella-Luby**, University of Connecticut). The **Master Teacher Showcase** presented the work of CLD's 2010 Outstanding Teachers at a poster session, along with 24 more exciting posters addressing such issues as *School-Wide Reading Models: What It Takes to Make Them Work*, *Using Digital Literacy Practices with Students Who Are At-Risk for or Have Learning Disabilities*, *Tier III: Identification and Intervention for Students with Mathematics Difficulties*, and *Progress Monitoring in Science with Key Word Vocabulary*.

**Jean Schumaker** (University of Kansas professor emeritus; president of Edge Enterprises), was named the **3rd annual J. Lee Wiederholt Distinguished Lecturer**. Dr. Schumaker delivered the **Keynote Address**, *After 40+ Years of Research, This Is What I Know FOR SURE*. She presented some significant findings from her career, demonstrating the positive changes that can occur when evidence-based practices are implemented with fidelity. She also summarized her career research and offered recommendations for future research and practice.

**Elaine DeCastro-Greenlief** (Horry County Schools and Coastal Carolina University) was this year's **Floyd G. Hudson Award** recipient. Over her 33 years as a special educator, Elaine has consistently demonstrated leadership in our field. Among her many accomplishments are serving as an adjunct professor, developing a co-teaching model of inclusion, and working with students with disabilities in recreation programs, homebound programs, and the penal system.

The **2010 Outstanding Educators/Teachers of the Year** were **Kate Jefferson** (Colorado Chapter), **Michelle Anne Lilleck** (Carolinas Chapter), and **Lisa McCulley** (Texas Chapter). CLD commends these outstanding educators for providing exemplary service to children with LD and their families.

**Deborah K. Reed** (University of Texas El Paso) received the **Outstanding Researcher Award**. She presented her findings at a session titled *The Contribution of Retell to the Identification of Struggling Adolescent Readers*. Deborah used Confirmatory Factor Analysis to examine the fit of a 3-factor model of reading for a diverse sample of students in Grades 7 and 8. Her findings showed retell's potential to provide a portrait of a student's reading competence different from that provided by fluency. Her work has been incorporated into the *Texas Middle School Fluency Assessment*.

Conference success is attributable to the hard work and hospitality of **Local Arrangements Chair Pat Galardi**. CLD also extends thanks to members of the **Local Arrangements Committee**: Publicity Co-Chairs **Pam Stecker** and **Janie Hodge**; Technology Chair **Jim Cook**; Volunteer Chair **Lisa Hanley**; Special Events Chair **Charlotte Jones**; and Registration Co-Chairs **Michelle Lilleck** and **Lisa Hanley**. Many thanks go to CLD president and Program Chair **Cari Dunn** and to Strand Chairs **Diane Bassett**, **Joel Brodsky**, **Steve Crites**, **Margaret Flores**, **Marty Hougen**, **Cathy Kea**, **Robin Lock**, **Patricia Mathes**, **Marjorie Montague**, and **DaShaunda Patterson**. Finally, a special thank you is extended to Conference Director **Mary Provost**.

**2010 CLD  
Award  
Winners and  
Several CLD  
Board Members**



## LD Forum Editor Sought

CLD is seeking applications for the position of editor of *LD Forum*, its official newsletter. The role of the editor involves preparing in a timely manner the newsletter content, which should (a) inform the membership about business of the international organization and state chapters and (b) offer brief articles related to the LD field.

Editor responsibilities:

1. Commit to a 3-year appointment, officially beginning July 1, 2011.
2. Annually prepare 5 issues of *LD Forum*.
3. Confer with the CLD Executive Committee and the CLD committee chairs regarding possible content.
4. Plan, assemble, and edit as necessary information to be included in issue.
5. Send each issue to the Hammill Institute on Disabilities on a preset schedule.
6. Participate on the Communications Committee, providing status reports as requested.

Interested parties should submit a letter of interest that includes a description of your plan for *LD Forum* and a brief vita to **Judy Voress**, Communications Chair ([jvoress@hammill-institute.org](mailto:jvoress@hammill-institute.org)).

**Applications must be received by:**

**February 15, 2011**

## Upcoming CLD Annual Elections

Annual elections for CLD officers will occur in **February 2011**. Ballots must go to the CLD Executive Director and be received by **February 15, 2011**. Members should have received a mail ballot prior to December 30, 2010. Please contact **Executive Director Linda Nease** ([lneaseclld@aol.com](mailto:lneaseclld@aol.com) or 913/491-1011) or **Nominations and Elections Officer Chris Curran** ([christina.curran@uni.edu](mailto:christina.curran@uni.edu) or 319/429-8495) with questions or if you have not received a ballot. The CLD Nominations and Elections Committee and Board of Trustees are pleased to announce an outstanding slate of candidates, and we are honored that these fine individuals are willing to serve as CLD leaders.

### Duties and Terms of Office: Vice President

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. Term begins July 1, 2011.

### Candidates

**Colleen Reutebuch** earned her doctorate at the University of Texas at Austin (UT) and is currently a researcher at UT's Meadows Center for Preventing Educational Risk. She has experience coordinating research projects and grants related to state and federally funded professional development and technical assistance in early and secondary reading. Colleen

was an assistant professor of special education at Texas Tech University and an adjunct in reading education at Texas State University, UT, and Our Lady of the Lake University in San Antonio. She is coordinator for the Center for Research on the Education and Teaching of English Learners (CREATE)' research project funded by the U.S. Department of Education, investigating implementation of class-wide content area interventions across the curriculum. Dr. Reutebuch is a certified reading specialist, as well as a teacher of reading and special education. She taught Grades 1–12, general and special education, in San Antonio and Austin before moving into higher education. Her research interests include adolescent intervention, reading difficulties and disabilities, and effective instructional practices to support all learners. She is the current president of the Texas CLD and serves on CLD's Communications Committee. She has been a CLD member for 10 years and also serves on the CEC-Texas Board of Directors.

**Silvana Watson** earned her master's and doctoral degrees at the University of New Mexico with emphases in LD, bilingual special education, and curriculum development. Dr. Watson has worked with students with LD since 1984 and has been a member of CLD since 1991. At the regional level, she served as the secretary and program organizer for New Mexico CLD. During 2002–2003, with Dr. Debra Prigge, Dr. Watson created and operationalized CLD's Diversity Committee (now a CLD Standing Committee), with the support and direction of Dr. Diane Bryant, CLD President at that time. She has been the chair of CLD's Diver-

sity Committee for the past 6 years. For the last 10 years, Dr. Watson has been a faculty member at Old Dominion University, preparing preservice and inservice teachers to work with students with LD and other high-incidence disabilities. Her research interests include cognition and learning. She has been trained in the SIM and Content Enhancement Routines and other research-based strategies and completed a postdoctoral fellowship at Juniper Gardens–University of Kansas.

### **Duties and Terms of Office: Secretary**

The Secretary serves a 2-year term. The Secretary is a member of the Executive Committee and is responsible for the preparation, maintenance, and distribution of records of the Annual Business, Board of Trustees, and Special and Executive Committee meetings, including all reports filed. Term runs July 1, 2011, to June 30, 2013.

### **Candidates**

**Steve Chamberlain** is an associate professor of special education and the program coordinator for the graduate and undergraduate programs at the University of Texas Brownsville. He is a graduate of the bilingual special education program at UT-Austin. His research interests include validation of instructional and assessment practices that are effective with struggling learners who are also English language learners, culturally bound interactions that influence teaching and learning in the classroom, disproportionate representation of cultural groups in special education, and classroom discourse patterns that result in higher achievement patterns for traditionally low-achieving students. Dr. Chamberlain currently serves as an associate editor for *Intervention in School and Clinic* and has been the column editor for “An Interview with . . .” for the past 8 years. He is also currently serving as secretary for the CEC Division of Diverse Exceptional Learners (DDEL).

**Sarah Semon** is an assistant professor and co-coordinator of the high-incidence secondary special education program at the University of Northern Iowa. Prior to her doctoral studies, she taught high school students with various exceptionalities and was team leader for the ESE department at McKeel Academy of Technology in Lakeland, Florida. She graduated from Florida Southern College with a dual degree in specific learning disabilities and elementary education and earned her master’s and doctoral degrees from the University of Southern Florida (USF). Her dissertation research focused on online learning in special education professional development coursework. Dr. Semon has presented at numerous national and state conferences and has served as a reviewer for the *International Journal of Teaching and Learning*. She consulted in the review of professional development programs for the state of Florida and federal grant programs.

While at USF, she developed and maintained a database to track accreditation and recruitment efforts and also coordinated the Regional Professional Development Partnership and Paraprofessional to Teacher Program. Her research interests center on assessment of the impact of district-wide inclusion initiatives, implementation of evidence-based practices in secondary preservice programs, sense of community in virtual environments, and teacher/educator development. Dr. Semon’s focus as secretary would be providing support as CLD explores innovative approaches to organizational restructuring, and she sees this as an opportunity to strengthen support to teachers who work with students with LD and their families and to help the field identify and disseminate research-based practices.

**Delinda van Garderen** is an assistant professor in the Department of Special Education at the University of Missouri at Columbia. She teaches coursework in the area of LD and mathematics at the undergraduate and graduate levels. She has over 12 years’ experience as an elementary school teacher and in higher education. Her research has focused on mathematics problem solving, representation, and students with LD. She co-directed a state Improving Teaching Quality grant for enhancing teachers’ knowledge and implementation of science and the use of Universal Design for Learning to engage all learners, in particular students with LD. Her numerous publications and presentations cover a variety of topics, such as instructional practices in mathematics, use of imagery to solve mathematics word problems by students with LD, collaboration and coaching among professionals to support diverse learners, and teachers’ professional development. Currently, Dr. van Garderen is outgoing president of the AERA Special Education SIG. At this point in her tenure, she intends to focus her service specifically on the field of LD, and appreciates this opportunity to serve as CLD secretary during a critical period of change for our field and organization.

## **CLD Contact Information**

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**Executive Director:** Linda Nease

## Committee/Chapter Reports and News

### Conference Committee Report

This summer, CLD President Cari Dunn asked me to chair a committee to re-examine the international conference structure. I would like to thank the members of the Conference Restructuring Group—Ginger Blalock, Diane Pedrotty Bryant, Monica Lambert, Linda Nease, Karen Smith, Cathy Thomas, and Judy K. Voress—for their excellent contributions. The Group recommended significant changes, which were recently approved by the Board of Trustees. Many changes are procedural and will be announced later, but several warrant mention here.

1. We will be focusing on three major areas: Teaching, Research, and Policy.
2. There will be fewer presentations but more-intensive sessions. (a) The 1-hour breakout sessions will be replaced by longer sessions designed to provide in-depth training for conference attendees. (b) For practitioners, half-day and full-day sessions will provide evidence-based practices they can employ in their schools. (c) More in-depth research-related sessions will be targeted to help early researchers learn how to apply for grants, conduct research, and analyze results. Veteran researchers will have opportunities to share their work and learn about the latest statistical and research design techniques. Ever become frustrated when reading a research article because you get bogged down in the Methods or Results sections? We hope to have sessions specifically designed to help readers become better discerners of information. (d) We also hope to offer extensive sessions on current policies in LD, such as how Response to Intervention can be implemented to help district personnel identify students as having LD (or not). (e) Finally, an expanded poster session will include more posters. Next year, this session will occur in conjunction with the President's Reception, to help encourage participation by conference attendees. Participants will be able to actively engage with the teacher/researcher or to simply scan the poster information to get a sense of what is going on in LD research and practice.

So, consider putting together a panel to present pertinent research issues, describe your favorite evidence-based teaching practice, or discuss your involvement in enacting/implementing policy. Austin, Texas, will host next year's conference, the third time "The Live Music Capitol of the

World" has done so. We look forward to seeing you and hope that the new conference configuration will be well received. Y'all come!

—Brian Bryant ([brianrbryant@aol.com](mailto:brianrbryant@aol.com))

### Chapter News

**California CLD** will again cosponsor the annual General Education/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practices. This 6th annual conference will be held at the Embassy Suites in Brea, California, April 29–30, 2011. For more information, contact Dr. Belinda Karge ([bkarge@fullerton.edu](mailto:bkarge@fullerton.edu)).

**Colorado CLD** is proud to announce the 2010 recipient of the CCLD Scholarship: **Sarah Peed**, who is completing a special education degree at Regis University. Sarah received a \$1,500 stipend and a 1-year CLD student membership. With the **Colorado Metro Math Intervention Team**, CCLD sponsored a series of math assessment and intervention workshops. At the culminating week-long **Boot Camp** in July, approximately 200 teachers and instructional leaders studied research-supported mathematics interventions. Highlighted here are three of the many outstanding teacher-as-researcher projects: **Tamara McDonald**, a Salida R32 School District teacher, worked with a fourth grader who struggled with math terminology and use of manipulatives. After 2 weeks of targeted, intensive, small-group instruction, data collection reflected significant growth in mathematics for the student. **Kathleen Oviatt**, a teacher at Northglenn High School, Adams 12 Five Star School District, worked with a junior who was struggling with fractions. Results from a diagnostic interview guided her instructional design, and the student exhibited strong growth. **William Erven**, a teacher at Lincoln Orchard Mesa Elementary School in Grand Junction, worked with a second grader who struggled to add and subtract. Targeted lessons focused on strategies such as subitizing, counting on, and related games. After 1 month of individualized instruction, the student improved significantly on curriculum-based measurement probes in application and concepts. CCLD applauds the work of these teacher/researchers.—Patty Meek, CCLD President ([jpmeekeis@comcast.net](mailto:jpmeekeis@comcast.net))

**Virginia CLD** will be offering **Current Trends** and **Professional Community Building** events in each of its regions in spring 2011. For more information visit our webpage ([www.vclld.org](http://www.vclld.org)) or contact Dr. Sharon Blatz, VCLD president ([blatzsl@jmu.edu](mailto:blatzsl@jmu.edu)).

### Collaborative Strategic Reading for Adolescents with LD

Elizabeth A. Swanson and Michael Solis

*Meadows Center for Preventing Educational Risk,  
University of Texas at Austin*

Adolescent students with learning disabilities (LD) often struggle with comprehending complex text structures used in middle and high school content-area classes (Williams, 1998, 2000). Compared to students in the upper elementary grades, middle school students are expected to read greater amounts of information across subject areas (Gajria, Jitendra, Sood, & Sacks, 2007). The combination of increased quantity of reading coupled with increased text difficulty presents challenges for educators and students in the middle grades. Findings from the National Center for Educational Statistics (Perie, Grigg, & Donahue, 2005) revealed that 27% of Grade 8 students struggle with comprehension of grade-level material. Collaborative Strategic Reading (CSR; Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001) is a set of reading comprehension strategies paired with a cooperative learning component that provides access to these difficult texts for adolescents with LD.

#### Research Base

CSR is a set of learning strategies that can be applied to any type of text. In its simplest form, comprehension strategy instruction is a routine used to accomplish a specific goal. Explicit strategy instruction positively affects comprehension for students with LD (RAND Reading Study Group, 2002; Swanson, 1999). In addition, effective comprehension strategies include several features that are present in CSR, such as summarizing, using graphic organizers, generating and answering questions, and self-monitoring comprehension (Kamil, 2003; Mastropieri, Scruggs, Bakken, & Whedon, 1996).

A second, but important, component of CSR is cooperative groups, within which students apply the CSR strategies. In cooperative learning, students work together to accomplish a shared learning goal (Johnson & Johnson, 1999) and rely on each other as a source of learning (Bos & Vaughn, 2002). While cooperative learning methods are diverse and range from very concrete and prescribed to very conceptual and flexible, CSR teachers employ a relatively standard, prescribed framework. When compared to competitive or individual learning opportunities, cooperative learning has a large effect on a variety of student outcomes (Johnson, Johnson, & Stanne, 2000). More specifically, when peers engage

in cooperative learning while using comprehension strategies, they are more likely to learn the strategies, engage in intellectual discussion, and retain information from the text (National Institute of Child Health and Human Development [NICHD], 2000).

The efficacy of CSR with upper elementary and adolescent struggling readers has been examined in several research studies. Grade 4 students who were taught to use CSR during an 11-day Florida state history unit made greater gains in reading comprehension and equal gains in content knowledge compared to a typical practice comparison group (Klingner, Vaughn, & Schumm, 1998). In an early study (Klingner & Vaughn, 1996), seventh and eighth graders with LD were provided with 12 days of CSR instruction and exhibited gains over time on measures of reading comprehension. Bryant et al. (2000) provided Grade 6 teachers with training in CSR. Students with LD in these teachers' classrooms made statistically significant gains from pretest to posttest on measures of word identification and fluency. In a later study, Kim et al. (2006) provided middle school students with 20 computer-based CSR lessons. The CSR group outperformed students who received typical practice on measures of overall comprehension, main idea, and question generation.

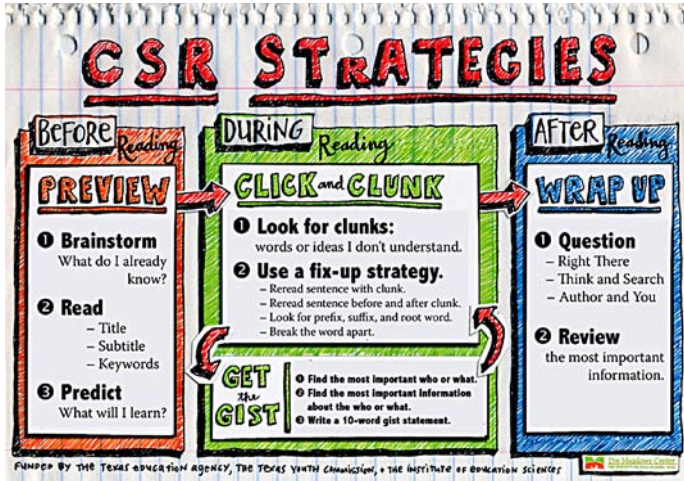
#### Teaching CSR

CSR is most useful for understanding expository, content-related text structures. To prepare for a CSR lesson, teachers identify two to three naturally occurring sections in the text that are about 1 to 2 paragraphs long. The sections' length may vary, depending on student ability, grade level, and text difficulty. Headings or shifts in topic within one longer passage assist in determining the sections. CSR consists of four strategies: (a) preview, (b) click and clunk, (c) get the gist, and (d) wrap-up (see Figure 1).

#### *Before Reading: Preview*

Preview takes place before reading occurs. The teacher introduces the topic and leads students in a short discussion, building new knowledge necessary for understanding the text. Students brainstorm what they already know about the topic and record their information on a learning log. The students then preview the passage headings and subheadings, bold words, and graphics. Finally, they write a prediction about what they will learn from the text on their learning logs.

For example, students in a middle school classroom prepare to read a passage on robotics. Before reading, the teacher leads a brief discussion about robotics to build students' background knowledge. She tells them how people



**Figure 1.** CSR strategies. From Meadows Center for Preventing Educational Risk (2009).

with disabilities use robots as assistive technology to accomplish everyday activities. Students brainstorm what they already know about robotics and write a prediction telling what they think they will learn (see Figure 2).

**During Reading: Click & Clunk and Get the Gist**

After preview, students read a short section of text, during which they engage in the click and clunk strategy. Students are taught that as they read text, they will understand most of the text—they will “click” right along; however, they may come to a “clunk,” where they don’t understand a word or phrase. Students write “clunks” on their learning logs and apply one of four fix-up strategies to aid comprehension: (1) Re-read the sentence with the clunk and look for clues that may help with understanding; (2) re-read the sentence before and after the sentence with the clunk and look for clues that may assist with understanding; (3) look for a prefix

**INVENTIONS—  
THE BIONIC TROUSERS**

Meet HAL-3, a robotic exoskeleton for the muscle-impaired.

Yoshiyuki Sankai, a fast-talking professor at the University of Tsukuba, Japan, says he’s built a set of motorized legs—in scientific terms, an exoskeleton—that people with disabilities can wear to help them walk, climb steps, or, if they want, even pump iron. The prototype, dubbed HAL-3, for Hybrid Assistive Leg, combines neuroscience, biology, robotics and a splash of science fiction.

The battery-powered plastic frame relies on skin sensors, a computer, knobby motorized joints and actuators that move in synch with the user. Sankai claims the system can help a person stroll along at 2.5 miles per hour.

The inventor’s competitors in the United States are skeptical. Motorized systems like HAL-3’s are difficult to control, says Francois Pin, a robotics engineer at the Oak Ridge National Laboratory who is working on an exoskeleton for the military: “A tiny measurement error could drive your foot through the floor.” Despite the naysayers, Japanese electronics giant Mitsui & Co. says it plans to release a commercial version of HAL-3 by April 2004. The unit won’t come cheap: Sankai says it will cost “roughly the price of a car.” Airbags not included.

(Rosenwald, 2003)

**CSR Learning Log** for Informational Text

**BEFORE READING: Preview**

**Brainstorm:** Connections to prior knowledge  
*I think robots use electricity.*

**Predict:** What I might learn about the topic  
*I will learn more about how robots may help people with disabilities.*

**DURING READING: Section 1**

<b>Clunks</b>	<b>Fix-up Strategies</b>
<i>exoskeleton</i> = <i>a rigid case for the outside of the body</i>	1 2 3 4
<b>Gist:</b> <i>Robots can help physically disabled individuals with their movement.</i>	

**DURING READING: Section 2**

<b>Clunks</b>	<b>Fix-up Strategies</b>
<i>skeptical</i> = <i>unsure if it will work</i>	1 2 3 4
<i>motorized</i> = <i>something that has a motor</i>	1 2 3 4
<b>Gist:</b> <i>Some say the exoskeleton is difficult to operate and very expensive.</i>	

**AFTER READING: Wrap-Up**

**Questions:** Write questions and answers.

*Who invented the exoskeleton robot?*  
*A Japanese scientist named Sankai.*

*How have robots been used to assist people with different types of disabilities?*  
*A type of robot is used to help people walk.*

*What other applications of the exoskeleton robot are possible?*  
*We may be able to train athletes or play complicated video games with them.*

**Review:** Write one or two of the most important ideas in this passage.  
Be prepared to justify your ideas.

*Robots have the potential to assist disabled individuals overcome their disabilities.*

**Figure 2.** Reading passage and completed CSR Learning Log. Passage from Rosenwald (2003). CSR log from The Meadows Center for Preventing Educational Risk.



or suffix in the word; or (4) break the word apart and look for smaller words to assist with meaning. Students begin with Strategy 1, applying it to the misunderstood word or phrase. If the strategy does not aid understanding, they move on to the second, and so on.

At the end of each section, students use the Get the Gist strategy to identify the main idea. The purpose of this strategy is to encourage students to focus on the big idea meanings throughout the reading process. Students are asked to follow a three-step process to “get the gist” of the section: (1) identify the most important *who* or *what* in the section, (2) identify the most important thing about the *who* or *what*, and (3) write a gist statement in their own words, trying to use 10 or fewer words. (See Figure 2 for a learning log completed during reading.)

### **After Reading: Wrap Up**

After students read the entire passage, they engage in two after-reading strategies—*question generation* and *summary statement writing*. First, students generate three types of questions and answers that focus on the most important information in the passage. The first type is the “Right There” question. These are literal questions with answers that are explicitly stated in the text (e.g., Who invented the exoskeleton robot?). The second type—the “Think and Search” question—requires students to ask questions for which the answer comes by putting together information from different sections of the text (e.g., How have robots been used to assist people with different types of disabilities?). The third type is called “Author and You.” Answers to these questions are not necessarily in the text. The purpose is to synthesize facts from the text and apply this knowledge to make inferences (e.g., What other applications of the exoskeleton robot are possible?). In the second component, students review the text and then write one or two statements recording the most important information (see Figure 2 for sample questions and a review statement).

### **Cooperative Groups and CSR**

Cooperative groups are composed of four to six students. Teachers are encouraged to form heterogeneous groups of students with varying skill levels. Especially for students with LD, membership in heterogeneous groups has a positive effect on academic achievement and interpersonal relationships (Slavin, 1993; Villa & Thousand, 2003). Each student is assigned a role that facilitates the CSR process. These roles include Leader, Clunk Expert, Gist Expert, Question Expert, Encourager, and Timekeeper. The Leader serves as facilitator for the group and coordinates use of CSR strategies. The Clunk Expert focuses on identification and clarification of the clunks. The Gist Expert assists group members with writing accurate main idea statements for each text section. The Question Expert reminds group members of different types of questions and ensures that students both generate and answer

a question. The Encourager provides supportive feedback to group members (e.g., “I like the way you identified the most important thing from the passage in your gist”). Finally, the Timekeeper keeps track of time and helps group members focus on CSR tasks.

### **Supports for CSR Implementation**

To successfully implement CSR, teachers must receive high quality professional development and seek ongoing support from colleagues. Although teachers may not have access to in-person professional development opportunities to learn CSR, the IRIS Center provides online training of CSR (<http://iris.peabody.vanderbilt.edu/csr/chalcycle.htm>). Teachers learn how to use materials (e.g., learning logs and cue cards) to support implementation, ways to prepare their classes for implementation, and how to use cooperative grouping effectively. We also encourage teachers to learn CSR with a partner or team of teachers. Teacher teams can provide problem-solving support that previous CSR teachers have reported as essential to ongoing CSR implementation (Vaughn, Hughes, Klingner & Schumm, 1998).

CSR is a robust set of reading comprehension strategies that can be effective for adolescents with LD when implemented repeatedly and consistently with different expository or narrative texts. This article offers teachers an overview of CSR strategies with the intent of providing enough information to support them in making an informed decision about whether CSR may be appropriate for their students; thus, we encourage teachers to seek out additional information and support by attending inservice training, using the IRIS training materials, and working with colleagues to learn the set of strategies prior to implementing CSR.

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